**UNIVERSITY OF EL SALVADOR**
**SCHOOL OF ARTS AND SOCIAL SCIENCES**
**DEPARTMENT OF FOREIGN LANGUAGE**



"Description of the academic results obtained by the students with virtual-base tutoring in the subject English Conversation III of the Bachelor in English Teaching, semester II-2019 on the distance modality at the University of El Salvador, San Salvador and Chalatenango case."

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**RESEARCH DONE BY UNDERGRADUATE STUDENTS IN ORDER TO OBTAIN THE BACHELOR OF ARTS IN ENGLISH TEACHING.**

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**ABSTRACT**

The research was developed with the objective of describing the academic results obtained by two groups of students of the subject English Conversation III, semester II-2019 of the Bachelor in English Teaching at the University of El Salvador, distance modality, San Salvador and Chalatenango Branches through the identification of factors that influence pupils` academic performance. This research is the result of an exploratory descriptive design gathered throughout the student's questionnaire, and the interviews held with tutors from the two branches, which describes the academic results by dividing the research into three different phases: the diagnosis, the observation and the triangulation of the information gathered. Students from San Salvador branch were the ones who showed better results based on the grades obtained at the end of the semester and it is the result not only of the good practices and methodologies used by tutors, but also the commitment that these branch pupils have. Based on this research and the analysis result, a call is made to tutors to keep moving forward with the implementation of on-line tutoring sessions that help students to reinforce what they have learnt through the material, activities and tasks assigned, with interactive and outstanding activities during their tutoring sessions; but most importantly, the call is made to students to keep their commitment and the highest expectation level in order to success on their way to become high qualified professionals.

**PRESENTATION OF THE PROBLEM**

The following research will be conducted to describe the academic results obtained by the students with virtual-based tutoring in the subject of English Conversation III, semester I-2019 of the Bachelor in English Teaching, distance modality at Chalatenango and San Salvador Branch. The findings of the research will be the result of an exploratory descriptive design that will describe the academic results by dividing the research into three different phases: the diagnosis, the observation and the triangulation of the information gathered. The information will be obtained by using different techniques and instruments in each of the three different phases. The observation guide will be used in the first phase mainly to identify the development of the tutoring sessions. The survey will help to describe the characteristics of students' study habits and points of view about the tutoring they receive. The questionnaire (administered to students) will be used to collect the student's opinions regarding their learning style. The expected results in this research will find out if the methodology used by the tutors, pupils´ socio-academic factors and attendance have some effect on the academic results at the end of the semester II-2019.

# STATEMENT OF THE PROBLEM

The University of El Salvador offers a variety of bachelors in the distance modality since 2016. The Bachelor of Arts in English Teaching is an example of it. The distance modality has as its main purpose to facilitate people to study a career in the amenities of their own house or whatever place they are located at, and regardless of what time they access to the platform used by the university to complete the academic load.

This research will be conducted to describe the academic results obtained by the students with virtual-based tutoring in the subject of English Conversation III of the Bachelor of Arts in English Teaching, semester II-2019 distance modality at the University of El Salvador, San Salvador main campus and Chalatenango branch specifically. The academic results obtained by students will be described taking into account that students are not required to attend face-to-face tutoring sessions. The academic results of students from both branches will be compared to describe which methodology gives better results on students' performance. The results will be described according to the level of accuracy or failure that students reach when finishing the subject. The research will observe the methodology that tutors use in the tutoring sessions, in case they use different methodologies.

On the other hand, this research seeks to describe the difficulties that students face daily. Difficulties that may prevent them from complete successfully the activities and tasks assigned by tutors. Also, describe what the possible consequences are when they do not complete these assignments and which the process that they follow is when this happens so that they do not lose these activities.

Moreover, the results obtained in both of the branches will be compared to have a clear idea about which methodology works better for the students; and at the same time, describe the advantages or disadvantages that those methodologies have with the purpose of contributing to the plans for upcoming subjects that will attend virtual tutoring.

Furthermore, the fact of having different academic results on both of the branches will help to establish and better describe which of the methodologies for the tutoring sessions help students to perform better in the subject of English Conversation III.

The findings of the research will be the result of an exploratory descriptive design, which will describe the academic results by dividing the research into three different phases: the diagnosis, the observation and the triangulation of the information gathered. The information will be obtained by using different techniques and instruments in each of the three different phases. The observation guide will be used in the first phase mainly to identify the development of the tutoring sessions. A survey will help to describe the characteristics of pupils' study habits and points of view about the tutoring session. The questionnaire will be used to collect the students´ opinions regarding their learning styles. The information will be presented in matrixes with the interviewed tutors` opinion and describing it in an essay form, taking into account the most important opinions regarding the tutoring sessions.

# OBJECTIVES

**General objective:**

To describe the academic results obtained by two groups of students of the subject English Conversation III, semester II-2019 of the Bachelor in English Teaching at the University of El Salvador, distance modality, San Salvador and Chalatenango Branches through the identification of factors that influence pupils for obtaining good academic performance.

**Specifics objectives**

1. Determine if the academic results obtained in each campus have to do with the professors´ methodology in the corresponding tutoring sessions.

2. Explore if there are differences between the academic final scores obtained by English Conversation III students of virtual-based tutoring at San Salvador main campus and Chalatenango Departmental campus semester II-2019 in the Bachelor of Arts in English Teaching at the University of El Salvador distance modality.

3. Characterize the socio-economic factors that may influence the academic results obtained by the 2 study groups.

**Main question**

What are the main factors that influence the academic performance results obtained by English Conversation III, semester II-2019 of the Bachelor in English Teaching, distance modality at Chalatenango and San Salvador Branch?

**Subsidiary questions**

1. Is the methodology used of the subject English Conversation III in San Salvador's main campus and Chalatenango branch helping the pupils to improve their academic performance?

2. What are the main causes of students who do not attend the virtual-tutoring sessions of the subject English Conversation III, Semester II-2019 in San Salvador main campus and Chalatenango branch?

3. Is there any difference between the final academic scores obtained by the students with virtual tutoring at San Salvador main campus with the ones at Chalatenango Departmental branch in the subject English Conversation III?

4. Which are the main socio academic factors that influence final academic scores of students enrolled in English conversation III that attend virtual tutoring sessions, in the distance modality at the University of El Salvador at Chalatenango and San Salvador branch?

## Justification

The Bachelor in English Teaching distance modality has been offered by the University of El Salvador since 2016. This university has one main campus and fifteen departmental branches all over the country with the technological resources where students attend tutoring sessions. However, these sessions were programmed to take place once a week in each branch. Because of the lack of resources and the demands of students for each subject, 14 out of 16 branches had to implement virtual-based tutoring which is one methodology incorporated in the last two years. To be more precise, face-to-face tutoring has been canceled in most of the branches due to lack of human and material resources and it has been replaced by virtual-based tutoring. Virtual-based tutoring is how student-teacher interact by using the computer and the internet to communicate to clarify doubts about the content posted on the platform and about the assignments. This virtual-based tutoring takes place once every fifteen days. That day, students ask a question, receive feedback and clarify their doubts about the activities placed in the platform.

A powerful distance education option or tool is Videoconferencing since it approximates face-to-face interactions at a distance. Even though the tutor and student are at totally different locations, they can see each other and have a better understanding of the purposes and objectives of each assignment and it can reduce the gap between having or not face-to-face interaction. But, what happens when having face-to-face tutoring sessions is better for the students' performance? This is what this research seeks to describe; the academic results obtained by two groups of students of the subject English Conversation III taking exclusively virtual tutoring sessions. Both groups attending just virtual tutoring sessions but probably tutors using different methodologies on their tutoring. Analyzing and describing this academic results will help not only students by keeping the virtual tutoring sessions, but also the coordinators of the BA to have clear parameters when it comes to which of these modalities gives better results on students. In case that one of these methodologies results more successful than another, establish it as the only modality in all of the branches for students to have better results.

**Limitations**

**Sample**

Taking into consideration that distance education at the University of El Salvador has 16 branches, only 2 out of these will be taken into account in the study because it is convenient and it is manageable to compare not only the final academic results but also the methodology used in each branch. Also, this sample represents 25 percent of the whole population.

**Sample Profile**

There are many advantages to this research, such as easy access and low costs for data collection. Nonetheless, it could be misunderstood that using purely student sampling is also extremely limiting because the population of the study is comprised of people with varies profiles, specifically for the ones who had more economic responsibility.

**Data Collection Process**

In this research, it has been taken into account that the information collected with the questionnaire will be delivered to students by e-mail knowing that they just meet once every fifteen days and do not have face-to-face interaction with the tutor. This process will be done online allowing pupils the freedom of response without pressure and in a short time.

**HISTORICAL BACKGROUND**

Education has been changed throughout time. Countries around the world have been suffered different educational evolution and El Salvador is one example of this. Since education was implemented in El Salvador, not all people have access to this one, for example, in the educational model of the oligarchic period maintained class positions and consolidated the prevailing political and economic model (Cruz and Henríquez, forthcoming), despite liberal attempts beginning in the 1880s to modernize education, increase coverage and make it free from the church (Gonzalez, 2013). Twenty years after the creation of the Salvadoran republic, the first government office for education was opened in 1841, the same year that the first university was founded and a systematic attempt was made to open schools in towns with a population of more than 150 persons (Áviles, 1995). In 1858, the first teacher institutes (known as "normal schools") were founded to prepare teachers in pedagogy and morality, a strategy similar to the rest of Latin America, but with very little budget assigned and an inability to train enough teachers to meet the demand, even into the 20th century (González, 2014a). An international mission of professors from Germany provided support in 1924 to strengthen pedagogy courses and to introduce the model of three-year, full-time study for teachers to become certified (Pacheco y Picardo, 2012).

During the 1960s, the United States around its Alliance for Progress program, which was supposed to bring a peaceful revolution to Latin America through private investment, socio-economic reforms, and support for moderate politicians. Not surprisingly, rebels began to emerge in 1970 and their ranks continued to swell during the 1970s as the military-controlled government prevented the emergence of political alternatives and promised but repeatedly failed to deliver meaningful reforms. Increased mobilization of people against military governments

during the 1970s was accompanied by increased repression against peasants, unions, the Catholic Church, and even educators: "Between 1972-1977, 150 teachers suspected of union activities vanished, three dozen others were killed, and the head of one teacher was placed in front of a school as a lesson for would-be reformers" (La Feber, 1993, p. 245). During this period, three different educational reforms were promoted that responded to national political, cultural and economic interests, including the 1968 educational television effort with heavy international support (Cruz and Henríquez, forthcoming; Lindo-Fuentes and Ching, 2012). Teacher training continued via the normal school model, with a total of 67 public and private training schools until the reforms of 1968, which not only closed them and established one single Alberto Masferrar Normal City for training teachers (Aviles, 1995) but which also introduced television as a method for delivering instruction and expanding access (a reform which weakened the role of the teacher and also contributed to the development of a contentious relationship between teachers and the MINED) (Áviles, 1995; Cruz and Henríquez, forthcoming; Lindo-Fuentes and Ching, 2012).

Civil war subsequently engulfed El Salvador during 1980-1992. During the civil war period, education was forgotten as a priority and abandoned in many areas of the country (Gómez Arévalo, 2011). In one single political move, the Alberto Masferrer Normal City was closed in 1980 for political and financial reasons, as teachers tended to be involved in the cry for change. This action is credited with the weakening of teacher training and the subsequent fall in education quality that is still felt today (Picardo Joao & Pacheco, 2012). Teacher training was initially handed over to unprepared technical institutions, then panned out to 32 private universities with diverse approaches and plans, until a plan and supervision program was

implemented as a part of the post-war 1994 educational reform that returned teacher training to the MINED (Pacheco, 2013).

In the post-war period, three major education plans have been introduced and implemented (to varying degrees) that respond to the priorities of the political parties and international partners of the time (Edwards, 2013; Edwards, Victoria & Martin, 2015; Cruz and Henríquez, forthcoming). These reforms and plans are the Ten Year Plan (1995-2004), Plan 2021 (2004-2009), and the Social Education Plan (created for the 2009 to 2014 period and continued for the 2014 to 2019 period).

Nowadays, education has many different modalities such as online, virtual and distance education. Moore & Kersley (2011) explained that the idea of distance education is: teachers and students are in different places for all or most of the time that they teach and learn. Because they are in different places, to interact with each other they are dependent on some resources of communication technology as a bridge for the learning process to take place. Technology plays a crucial role in this case, as a means for interaction with the tutor, classmates and didactic materials in both synchronous and asynchronous way. Information and communication technology (ICT) can complement, enrich and transform education for the better. UNESCO shares knowledge about the many ways technology can facilitate universal access to education, bridge learning divides, support the development of teachers, enhance the quality and relevance of learning, strengthen inclusion, and improve education administration and governance. The Organization scans the world for evidence of successful ICT in education practices – whether in low-resource primary schools, universities in high-income countries, or vocational centers – to formulate policy guidance.

On the other hand, online education is electronically supported learning that relies on the internet for teacher/student interaction and the distribution of class materials. Online courses are those in which at least 80 percent of the course content is delivered online. In this modality, students can turn anywhere with internet access and electricity into a classroom. Online distance learning meets the needs of an ever-growing population of students who cannot or prefer not to participate in traditional classroom settings. These learners include those unable to attend traditional classes, who cannot find a particular class at their chosen institution, who live in remote locations, who work full-time and can only study at or after work, and those who simply prefer to learn independently.

Finally, virtual education is the one that is taught through ICT tools also called E-learning. It is also seen as a form of education that is outside the classroom that is based on taking advantage of the telematics potential of the internet to carry out formal or other types of education, using learning activities supported by virtual learning environment (VLE).

### History of Distance Education in El Salvador

In El Salvador, the term distance education is not new. The government of El Salvador through Legislative Agreement 3.31 and 178 September 7th, 1981 and January 28th, 1983 respectively emitted by the Congress was created the Sistema de Educación a Distancia (SED) as well as Programa de Educación Básica a Distancia for basic school (PREBAD) and the Instituto Nacional de Educación a Distancia which offered high school diplomas for the participants (INED) by Legislative Agreement Nº 2.357 on June 9th, 1986.

Furthermore, INED and PREBAD were created to be part of a special plan which allowed an educational opportunity for those Salvadorans who cannot afford the educational requirement of face-to-face education. Also, those institutions have face-to-face tutoring, which takes place once a week Saturday and Sunday. This tutoring has the purpose to solve question and problems about the printed material each student have in their home and the tasks they have to accomplish every week to get their diploma at the end of the year or two years depending on the academicals level they were enrolled.

However, with the implementation of the Ten Year Plan (1995-2004) focused on increasing coverage (e.g., by creating a community management model and by improving infrastructure), improving quality (e.g., by focusing on curricular reforms and teacher training), institutional modernization (e.g., by enacting legal reforms and decentralizing tasks to departmental offices throughout the country), and emphasizing values education (MINED, 1995). In the second strategy document, Plan 2021 focused on raising the level of education (e.g., by setting an objective of 11 years of schooling for all and by introducing alternative delivery models) and on enhancing the competitiveness of the education system (e.g., by creating programs for the introduction of science and technology in schools and English language learning), among other goals (MINED, 2007b). Recently, the government's Social Education Plan has focused on teaching disciplines (rather than individual subjects), teacher groups (as opposed to individual teachers), teaching students about their surroundings, and developing an inquiry-focused, "full-time" school (that should exhibit a school-family-community connection) (MINED, 2009).

The University of El Salvador has expanded its academic offers with different bachelors, including one in Mathematics, another one in Computer Science, and one in Natural Science.

Besides all those, a Bachelor of English Teaching has been offered since 2016 following the idea of the Social Education Plan of the Government. This bachelor in English Teaching is based on Costa Rica´s distance modality study plan, adapted to the El Salvador context. This modality has been incorporated to provide a new way of studying primarily to people who cannot attend face-to-face schooling and want to obtain a higher education qualification (Diaz, Hernández & Rosales 2018).

The University of El Salvador has one main campus in San Salvador and fifteen departmental branches distributed in different places in El Salvador. These branches aim to provide a facility to those students that do not have the opportunity to take virtual tutoring at home due to situations such as no internet access, internet café is too expensive, crowded or far away or even in a dangerous area. On the other hand, those16 branches also provide adequate space for students and tutors to develop face-to-face or virtual tutoring, which is important from the humanistic approach perspective. The better the environment or atmosphere at the tutoring session, the more comfortable students will feel and consequently the learning process will allow better academic results to the students.

**THEORETICAL FRAMEWORK**

**2.1 Definition of key terms.**

Nowadays, many professors around the world are using virtual or online learning in schools as well as in colleges to help students´ learning throughout platforms, applications, and social media.  It is important to understand that virtual learning works synchronously and asynchronously depending on the instructional design establish. The following terms will be crucial in the research:

**Distance Education**: is defined as the practices of using correspondence, either written or virtual, to learn. This helps students access teachers who may live geographically too far away to attend a class; it also assists students who cannot take classes during traditional hours because of work or other responsibilities.

**Virtual Learning or E-Learning**: it means instruction in a learning environment where teachers and students are separated by time and/or space and the teacher provides course content through ICT based methods such as the internet, multimedia resources, and videoconferencing.

"**Blended learning or B-Learning** is the concept that includes framing teaching-learning process that incorporates both faces to face teaching and teaching supported by ICT. Blended learning incorporates direct instruction, indirect instruction, collaborative teaching, and individualized computer-assisted learning." (Lalima and Dangwal, 2017). In this blended environment students, most of the time had the material through platforms or emails, and they had to schedule their learning time becoming independent learners.

**Online Education:** According to the United States Distance Learning Association, an online program is defined as "education program whereby students make complete by all or part of an educational program in a geographical location apart from the institution hosting the program; the final award given its equivalent in standard in content to an award program completed on campus. The diploma obtained at the end of the Bachelor in English teaching on distance modality is equivalent to one obtained in a face-to-face program at the University of El Salvador. Online courses are those in which at least 80 percent of the course content is delivered online. Face-to-face instruction includes courses in which zero to 29 percent of the content is

delivered online; this category includes both traditional and web facilitated courses. The remaining alternative, blended (sometimes called hybrid) instruction has between 30 and 80 percent of the course content delivered online (Allen, 2013).

**Asynchronou**s **instruction:** is the one that students received as the tutor or professor delivered it. Most of the time, these are sent throughout course platforms, social media or any other online tool (Burns, 2011). One of the most important points that he explained is that in the asynchronous nature of students in which they combine education with work, family and other commitments.

**Synchronous instruction:** occurs in real-time, it is more closely to the face-to-face learning experience in a classroom. This type takes place via video conferencing, social networks or chats according to the needs of the group. These two terms are similar to the ones explained by Hrastinski (2008) in which he had mentioned synchronous and asynchronous e-learning. Synchronous e-learning sessions help learners to feel like members of a group rather than individuals learners.

**Socio-academic factors**:   The prefix *socio-* refers to "the study of the behaviors of people," including the ways they interact with one another or their family structures. The word *econom*y refers to the economy, such as people's income and finances. *Socioeconomic* links financial and social issues together. The term socioeconomic refers to the interaction between the social and economic habits of a group of people

**Instructional design** is the creation of learning experiences and materials in a manner that results in the acquisition *and* application of knowledge and skills. The discipline follows a system of assessing needs, designing a process, developing materials and evaluating its effectiveness. In the context of workplace learning, Instructional Design provides a practical and systematic process for effectively designing effective curricula.

**ICT**: Stands for "Information and Communication Technologies." ICT refers to technologies that provide access to information through telecommunications. It is similar to Information Technology (IT) but focuses primarily on communication technologies. This includes the Internet, wireless networks, cell phones, and other communication mediums.

**2.2 Differences between Virtual (E-Learning) and Blended Learning (B-Learning)**

Virtual or e-learning takes place eighty to a hundred percent in an online environment. E-learning class structure addresses how the instruction is administered. E-learning can be self-paced, instructor-led, or self-study with an expert. Self-paced instruction is administered by giving the learner the materials she needs to complete the training/instruction. Instructor-led training affords the learner a guide to implement the instruction. Self-study with an expert is a combination of self-paced and instructor-led. As in self-paced, the learner is responsible for staying on task and schedule, however, as in instructor-led, there is interaction with an authority figure that checks the learners' progress.

Tausend explains that interactive multimedia is media that uses multiple forms of information content and information processing including text, audio, graphics, animation, and video, interactivity to inform or entertain the user. Interactive multimedia provides several benefits for learners in e-learning. Interactive multimedia promotes motivation, which accelerates learning; enables knowledge transfer through retention; and provides manipulative experiences unavailable in a normal classroom environment. (Aldrich, 2005; Jackson, 2007).

Motivation is critical for e-learning. If motivation to learn is low, very little learning will occur. If the motivation for learning is high, it will occur even when materials are poor. Motivation occurs with interaction because interaction stimulates more than one sense to enhance retention. (Aldrich, 2005; Allen, 2003).

Interaction improves retention because it involves both visual and auditory senses to stimulate both learning and recall. According to Birnbrauer (1986), people learn 11% from hearing and 83% from seeing. Retention is 70% after 3 hours from material heard only, which decreases to 10% after 3 days. Retention from material seen only is retained 70% after 3 hours but decreases to 20% after 3 days. Material both heard and seen is retained 85% after 3 hours and 65% after 3 days.

On the other hand, the International Association for K-12 Online Learning (2008) has this definition: blended learning combines online delivery of educational content with the best features of classroom interaction and live instruction to personalize learning, allow thoughtful reflection, and differentiate instruction from student to student across a diverse group of

learners." This educational content is delivered depending on the decisions school, colleges and universities.

## 2.3 Tutor`s profile in Distance Education.

Tutors have been important in all levels of education, from pre-school to college. They are in charge of educating new generations. In distance education, it is not too different because instead of transmitting knowledge to students they guide them to become self-learners and try to understand some set of instructions for the teaching-learning process. Solomon (1996 as cited in Nir-Gal, 2002) defines the role of the teacher in the hi-tech classroom as a diagnostician and moderator whose role is to work with student groups and help them make progress on their own in coping with the task presented to them by the computer.

Those professors or tutors should have some characteristics to solve the different problems and doubts students have. According to Nir-Gal (2002) such characteristics are:

1. The technological-operational domain, which focuses on instruction and assistance in solving problems and mastery of the computer skills required by students to participate in the course;
2. The task-oriented domain, which focuses on general guidance in meeting the requirements of particular course assignments;
3. The personal-emotional domain, which focuses on providing personal and emotional meaning for the distance learning student;
4. The social guidance domain, which focuses on nurturing social learning and collaboration in a virtual environment.

Teaching in distance education is one of the aspects to be discussed. The presence of various digital information and communication technologies (DICT) requires teachers to know these tools. However, as Lapa and Pretto (2010) affirm, they must learn to be teachers while using those means.

The University Aberta do Brazil system establishes as duties of the tutor:

- Mediating the communication of contents between the teacher and the students.
- Monitoring students' activities according to the schedule of the course.
- Supporting the teacher of the discipline in developing teaching activities.
- Accessing the virtual learning environment (VLE) regularly and responding to students' queries within no more than 24 hours.
- Establishing permanent contact with students and mediating students' activities. - Collaborating with the course coordinators in assessing students.
- Participating in the training and refresher activities promoted by the education institution.
- Completing and submitting monthly reports on students' activities to the tutor coordinator.
- Participating in the assessment process of the discipline under the guidance of the professor in charge.
- Providing operating support to the course coordinators during face-to-face activities at the centers, particularly when tests are applied.

Salmon (2003) developed the concept of e-moderators which she defines as '… the new generation of teachers and trainers who work with learners online' (Salmon, 2003, p. vii). She suggests that 'successful online learning depends on teachers and trainers acquiring new competencies, on their becoming aware of its potential and on their inspiring the learners, rather than mastering the technology.' It is arguable whether e-tutors will be able to acquire new competencies in these e-learning environments without mastering the technology both for their own and their learners' benefits (see Hampel and Stickler, 2005).

Salmon distinguishes between five different areas necessary for an e-moderator

- ✓ Understanding of online process;
- ✓ Technical skills;
- ✓ Online communication skills;
- ✓ Content expertise and
- ✓ Personal characteristics (Salmon, 2003, p. 54-55).

**2.4 Virtual-based tutoring**

The ICT tools have an important role in the teaching-learning context of the Virtual Learning Environment (VLT). These tools help students and tutors to keep in touch with one another and solve the problems they have in the understanding of topics and assessments. Van Beek (2011) mentions that "virtual learning comes in several forms. These forms depended on what has been established by each school or college such as:

➢ *Computer-Based:* Instruction is not provided by a teacher; instead, instruction is provided by software installed on a local computer or server. This software can frequently customize the material to suit the specific needs of each student.

➢ *Internet-Based:* This is similar to *computer-based* instruction, but in this case, the software that provides the instruction is delivered through the Web and stored on a remote server.

➢ *Remote Teacher Online:* Instruction is provided by a teacher, but that teacher is not physically present with the student. Instead, the teacher interacts with the student via the Internet, through such media as online video, online forums, e-mail and instant messaging.

➢ *Blended Learning*: this combines traditional face-to-face instruction, directed by a teacher, with *computer-based, Internet-based* or *remote teacher online instruction*. In effect, instruction comes from two sources: a traditional classroom teacher, and at least one of the forms of virtual learning described above.

➢ *Facilitated Virtual Learning:* This is *computer-based*, *Internet-based* or *remote teacher online* instruction that is supplemented by a human "facilitator." This facilitator does not direct the student's instruction, but rather assists the student's learning process by providing tutoring or additional supervision. The facilitator may be present with the learner or communicating remotely via the Web or other forms of electronic communication."

The key characteristics for successful online tutoring business are -

1. Perfect and complete platform to teach online
2. Subject knowledge expert
3. Easy to understand the need for learner
4. Must be expert in creating online courses
5. Must have good online teaching skill

## 2.5 Instructional design

An instructional designer applies this systematic methodology (rooted in instructional theories and models) to design and develop content, experiences, and other solutions to support the acquisition of new knowledge or skills. Instructional designers ought to begin by conducting a needs assessment to determine the needs of the learning event, including what the learner should know and be able to do as a result of the training or learning solution, and what the learners already know and can do.

Instructional designers are then responsible for creating the course design and developing all instructional materials, including presentation materials, participant guides, handouts, and job aids or other materials. Instructional designers are commonly also responsible for evaluating training, including assessing what was learned and whether the learning solution led to measurable behavior change.

Using instructional design models distance education works. ADDIE is an Instructional Systems Design (ISD) model. Most of the current instructional design models are spin-offs or variations of the ADDIE model; other models include the Dick & Carey and Kemp ISD models. One commonly accepted improvement to this model is the use of rapid prototyping. This is the idea of receiving continual or formative feedback while instructional materials are being created. This model attempts to save time and money by catching problems while they are still easy to fix.

Instructional theories also play an important role in the design of instructional materials. Theories such as behaviorism, constructivism, social learning, and cognitivism help shape and define the outcome of instructional materials.

**Basic Components of Instructional Design**

While there are many instructional design models and processes, many of their components are similar. They include analysis, design, development, and evaluation.

**Analysis**

Analysis typically includes understanding the needs and learners including why training or learning solution is required. It may be the case that training is not the solution and some other type of performance improvement or non-training solution will be recommended. In this stage, you'll also begin to develop the goals of the training, including learning objectives, and determine how the training will be delivered.

**Design & Development**

Design and development include the actual design and development of the instructional materials or determining the delivery methods to be used. It often includes drafting curriculum and lesson plans, developing any instructional materials including presentations, e-learning, job aids, participant guides, and anything else to be used in the training.

**Evaluation**

The evaluation looks at how you determine if your training or learning solution was successful. Did it create a measurable impact on the learner's behavior and did that lead to the desired results back on the job? There are four  popular evaluation models to consider, including:

**ADDIE**

ADDIE is a five-stage process that provides guidelines to create effective training material. It stands for Analyze, Design, Develop, Implement, and Evaluate.

Analyze: In this step, the situation is analyzed to understand the goals and objectives for the learning material, requirements, needs, skills and knowledge of the learners.

Design: Identify the learning objectives such as the knowledge you want the learners to gain and the learning outcomes.

Develop: Identify how you can help the students get to the objectives you identified earlier and develop the instructional strategies accordingly.

Implementation: Implement the strategies by trying out your training programs with students.

Evaluate: Evaluate and measure the success of the training material you have designed and delivered. Note what needs to be changed.

## Merrill's Principles of Instruction

This is a task-centered approach that focuses on different ways learning can be facilitated. According to this instructional design model, there are four phases of learning;

Activation: Learning material should activate the knowledge the learner already has on the subject matter. This helps them use it as a foundation to digest new knowledge.

Demonstration: The trainer/ teacher should demonstrate the knowledge through techniques such as video demos, infographics, etc.

Application: Learners should be allowed to apply the knowledge they have gathered on their own to solve problems.

Integration: Learners should be encouraged to integrate new knowledge into their life and use it to solve problems.

## Gagne's Nine Events of Instructions

Gagne's nine event instructions is a systematic instructional design process that addresses the different conditions of learning. The nine steps of the process are:

- Gain the attention of the students through stimuli such as a surprise, thought-provoking question, etc.

- Inform the students of the objectives or outcomes of the lesson before the instructions are given.

- Stimulate recall of prior learning by asking questions about the experience from the past. By relating to this past knowledge, they can easily make sense of new knowledge.

- Present the content to the learners in a way that is easy to comprehend

- Provide learning guidance with tutorials, case studies, examples, infographics, etc.

- Elicit performance by helping them internalize new knowledge through activities that encourage them to recall and use that knowledge.

- Provide feedback on the performance of students to facilitate learning.

- Assess performance by testing whether the expected outcomes have been achieved.

- Enhance retention and transfer to the job. Help students internalize new knowledge with techniques like concept maps, summarizing, job aids, etc.

## Dick and Carey Model

This model focuses on the interrelationship between context, content, instruction, and learning.  The components of the Dick and Carey model are as follows;

**Stage 1. Instructional Goals**

The first step is to figure out the instructional goals. This means that you can, or will be able to, identify what it is the students need to learn.

**Stage 2. Instructional Analysis**

The instructional analysis is the second step. This means you are determining the skills that your students will need to learn what you plan to teach them.

**Stage 3. Entry Behaviors and Learner Characteristics**

Next, you have to assess which skills the students have out of those that you previously determined are needed for this lesson.

**Stage 4. Performance Objectives**

Next, you must figure out specific goals and objectives for the lesson. This is the equivalent of the SWBAT – or Student Will Be Able To – that many American classrooms must have as of this writing. These objectives must be detailed – such as "the student will be able to

identify the gunpowder plot's purpose". Details will help you make sure you are teaching your students what matters most from the lesson, such as the gunpowder plot was meant to blow up Parliament.

## Stage 5. Criterion-Referenced Test Items

The fifth thing you must do is to create a test (consistent with the performance objectives) that will reflect what you're hoping to teach the students. Referring back to notes you have made will help you figure out what to test. These are meant to help the students understand what they have or have not mastered yet, and are a checkpoint for the parents or administrators.

## Stage 6. Instructional Strategy

Sixth, you begin to outline your lesson plan. This means that you will be able to demonstrate what you want them to learn, add activities, and decide how each segment will be done. If you want to have group activities, now is the time to decide when and what materials will be covered by the activity

## Stage 7. Instructional Materials

Seventh, you make sure you have what you need ready for the lesson. If you have something you already know will work, use it.

## Stage 8. Formative Evaluation

Next, you would have to evaluate how the lesson went. Were there some students who weren't too thrilled with the group work? Did your groups not work well? Did some students sit back while others did all the work, expecting to ride along for a good grade? You could use this time to go for a field trip or to work in smaller groups. You could even do one on one if you have a small enough group.

## Stage 9. Summative Evaluation

Ninth, you revise. If all you do is teach a class on the gunpowder plot, you have a good opportunity to revise the class. There will always be a grumbler or two, but if it works out well a majority of the time, it'd be worth keeping. If there's one activity that no class has ever liked, it

would be worth cutting it out and replacing it with something else. This step is all about making sure that when you restart the teaching process, it'll work out.

## Kemp Design Model

The Kemp design model which has a nonlinear structure or a circular structure conveys that the design process is a continuous cycle, therefore, it needs constant planning, design, and evaluation to ensure quality instruction.

This model includes 9 elements

- Identify learning goals and instructional problems or obstacles that may hinder them

- Research the audience to identify learner's characteristics that you can use to create the more relevant course material

- Identify the relevant subject content and analyze tasks to see whether they align with the defined goals

- Clarify the instructional objectives to the learners and how they will benefit from the instructional programs

- Make sure the content for each instructional unit is structured sequentially and logically to facilitate learning

- Design instructional strategies in such a way that will help learners to master the content and learning outcomes

- Plan the instructional message and the mode of delivery

- Develop evaluation instruments to evaluate the progress of the learners towards achieving the objectives

- Select resources that will provide support for both teaching and learning activities

## CHAPTER III. METHODOLOGY

## RESEARCH METHOD

The research team will proceed with the use of the mixed-method research approach at the moment of researching by collecting and analyzing the data. This will be followed by the process of integrating quantitative and qualitative research information. It will be developed with the students who will take English conversation III course semester II-2019 from San Salvador and Chalatenango branches. The purpose of the research is to analyze the academic results obtained at the end of the semester in both branches.

In the first stage, the quantitative data will be included with a close-ended question to get information regarding students' socio-academic environment and It will be later analyzed as well as possible. It will measure attitudes perceived by the student from both courses of English conversation III, semester II- 2019 distance modality. This stage will take place at the moment that students will need to attend virtual-based tutoring, based on the methodology that tutors follow once every fifteen days, with the important implementation of behaviors noticed by the students` and the academic results obtained by them. The data collected through the tutors` interview will be developed as the most important opinion in the analysis to be done. Besides that, the survey assigned to the students will be implemented with the most reliable information about their socio-academic factors, which will be used in the analysis.

The development of this process will be with the student-tutor interaction and the research team involved noticing how the data is being gathered.  The analysis of the qualitative data typically follows the path of adding it into categories of information that will be created with the information provided by the students, professors and presenting the diversity of ideas gathered during data collection.

Lastly, by mixing both quantitative and qualitative research data, the research team will get the understanding and corroboration, while offsetting any possible weakness using each approach by itself. One of the advantages that the research team will have by conducting mixed-method research is the triangulation of the data. This will use different elements such as research method, data sources, researcher and population involved to examine the same case. The triangulation will take place when both quantitative and qualitative information had been

analyzed and discussed in the research team at the same time; this process will provide valid strengths and weaknesses.


**TYPE OF STUDY**


As an explanation of the type of study to be used on the development of this researcher process according to the information previously mentioned, a mixed-method design (quantitative and qualitative approaches) will be applied to collect the data in two different stages. During the first stage, the qualitative approach will be used for processing the virtual-based tutoring sessions, which will be observed and analyzed to establish the learning on the selected campuses, San Salvador and Chalatenango. On the other hand, with the quantitative approach, the data will be collected through surveys (questionnaire) that will be provided to the students and at the same time the information collected by the tutors- professors.

Accordingly with the first stage using the qualitative approach to this research project will be the data obtained by observations. The use of interviews, verbal interactions and focuses on the meanings and interpretation of the participants will be the relevant instruments to gather some of the expected results. The instruments will derive in particular cases since the population involved in this research project with sufficient amount of students from the two different branches. The research team will take into account within the timeframe estimated on the complete duration of the semester II-2019 to obtain comparisons with the selection of the study group.

In Contrast, using the quantitative approach is necessary for the collection of numerical analysis. The students will fill out the survey that will be assigned to them, to measure the different variables to be considered in the analysis. Having certain categories will allow researchers to get the information expected. Such as the amount of male and female gender involved in the project to research, some students that will be able to attend a face to face tutoring. Since the main objective is to generate a relevant impact on the collection of the data, in

the end, the research team will continue making a comparison between the courses on both campuses.

In the final analysis, both approaches qualitative and quantitative will merge to interpret the results obtained through the research. The importance of this process will work to answer all the research questions following by the side of some expected results that the team will achieve by determining if virtual tutoring is being successful in the students` learning process. At the same time, the research team will be able to observe how students and professors are satisfied with the academic results obtained on the two different campuses at the end of semester II- 2019. The final stage of analyzing the data as an important variable to be discovered is taking into account any drop off from students in the subject as the main objective to process the final data.

**RESEARCH DESIGN**

In the state of working with the type of research, the design will be the result of exploratory descriptive design, mentioning that at the time of getting the academic results. This research design will be selected with the main purpose of observing both courses of English Conversation III in San Salvador and Chalatenango branches. The purpose will be to describe and identify the variables presented when students are given virtual tutoring.

To begin with the hypothetical idea of getting the academic results in both courses, the research team will start keeping in mind some of the possible expected results that will be obtained at the end of the research project by making the comparison results. The research team will start to develop the exploratory design on this research project. The primary source to be used by the research team will be with the process of conducting the personal interview, basing the ideas that tutor- professors will have an interaction with real people who are involved in the teaching methodology field based on virtual learning.  This stage will help the research team to achieve the objectives formulated when creating the research topic.

The secondary source conducted with this research design is the process of getting information from a specific focus group. It will consist of a survey  assigned to the students from English Conversation III, some of them will be selected by the research team with the main idea

of having a short verbal interview. That process to be developed will help to find out the reason why students have selected virtual education learning so that is the main key to start analyzing the data. As it is noticeable, using the exploratory design is a matter of defining the problem correctly by getting data from the population from the subject English Conversation III virtual learning. The use of the exploratory design, which will be delivered at the time of getting the final data, to gather a relevant description of the academic results that will be obtained at the end of the semester II – 2019.

**RESEARCH TECHNIQUE**

The research technique will be based on how the instruments will be created by the research team for the participants.

**Observation:** The class observation stage will take place in the two selected class groups of the subject English Conversation III belonging to virtual tutoring at San Salvador main campus and Chalatenango Departmental branch with the main objective of describing the socio-academic environment that each group has, as well as how the tutoring is to develop in each modality.

**Interview**: It will be administered to the tutor in charge of the subject English Conversation III of the bachelor in English Teaching, semester II-2019. To collect specific information on the tutoring session from their point of view that could not be taken through observation due to the subject study's behavior may change when being on the point of interest.

**Survey:** The main purpose of the survey in this study is to describe the characteristics regarding students' study habits and points of view about the virtual tutoring within their classroom environment and how their tutors develop the tutoring session.

**RESEARCH INSTRUMENT**

For this mixed-method research, the following techniques instruments to collect data will be used:

a. **An observation guide:** This will be designed to identify attitudes that students have when assisting the face to a face tutoring session, and the interaction between the tutors and the students in both branches. This process will take place in Semester II- 2019 specifically in the subject English Conversation III in the Bachelor of English Teaching. The aspects to be observed during the virtual-based tutoring will be students´ attendance, numbers of students that attend the date they are required by the tutors, the activities involved in the tutoring session, the way how students are motivated to become independent learners, etc.

b. **Tutor´s interview:** Since these instruments will be directed to the tutors in charge of the subjects previously mentioned. The interview comprised some aspects concerning the development of tutoring sessions such as students' attendance: developing tutoring sessions, the use of the platform, the didactic material and the evaluation process.

c. **Questionnaire:** This will be created into two sessions; the first one is to get general information to identify the schedule they have of their tutoring sessions if they have a job and that is why they choose the virtual learning modality, in case that they work, how many hours they go to work. In the second part, it will describe some of the  habits the participants have to study, so they can share in the questionnaire if they have a group study even though, that the class is developed in virtual modality, if they review previous notes before starting an assignment, how many hours the students spend studying, followed by a Likert scale in which students can evaluate some of the items to be answered by the students the scale-like strongly agree, agree, neutral, strongly disagree, disagree.

**VALIDITY AND RELIABILITY**

With the quantitative approach to be used, the project will result in a certain set of statistical research since some items, based on the validity and reliability, need to be collected by the research team. Mentioning that, reliability implies consistency in observing the face to a face tutoring session, it is necessary to point out that just an observation, will need to be presented to get all the information that is reliable to start collecting and analyzing the data.

Accordingly, with the validity of this research project, it is needed to get some test scores. The implementation of tests will measure that the virtual education learning is giving a good impact on the students' results. And, by doing that, it is necessary to get scores from the previous courses to start practicing the pilot with grades obtained by the students, and proceeding with the process of getting all the results during the complete English Conversation III subject. It is required to mention that validity is an evolving complex concept because it relates to the inferences regarding assessment results that students from English Conversation III will get for the research team, so it is a matter of focusing on the process of doing observation and being able to attend assessments that students will have on the face to face tutoring should be appropriate and adequate with the actions to be taken by the research team involving the students, tutor professors and coordinator of the virtual distance education modality from both branches to get expected results.

**POPULATION AND SAMPLE**

The population of this research work will be formed by the students that will be enrolled from the University of El Salvador in the subject English Conversation III semester II-2019 San Salvador and Chalatenango branches. Besides the students involved in this research project, the participation of professors in charge of teaching the subject via virtual learning in San Salvador and Chalatenango, and both coordinators from the bachelor will be important.

As a pilot process of this research project the amount of population and based on the information collected by one of the coordinators from the virtual education modality the

estimated population will be formed by around 33 numbers of participants, it is considered that is the necessary amount to involve in this project. Therefore, the selection of a sample is unnecessary taking that amount of students. Also as per mentioning the population to be involved with this research project, something really important to mention is that the research team has taken into account the expected results that will be a certain amount of students with attrition caused during the development of the course due to several reasons. There will be a possible drop off from the students that will not be able to complete the semester on the mentioned subject: English Conversation III, both San Salvador and Chalatenango branches.

The timeframe necessary to develop this research project will be the complete duration of the semester II- 2019, so the participation from the population will be done by the face to face tutoring that students will need to assist, and during the development of this research participation via email will be required to get more data from the population.

# DATA ANALYSIS

This section describes how the information for this research, collected through the three different instruments -the questionnaire, the observation guide, and the interview addressed to tutors- will be processed and analyzed.

Analyzing will be the last phase in which the researcher team will contrast the academic results to give a response to the initial research question stated. Then the data will be analyzed separately (both will support each other).

The data collected through the interview will be presented using matrixes with the opinion of the interviewed tutor and information gathered by the population. The process of triangulating and interpreting the information will be by means of the program Chart.JS by adding all the information collected. The information will be presented in a detailed illustration of the results obtained during the duration of the project by the research team. As well, the presentation of the complete description is relevant in an essay form taking into account the most important tutors' opinions regarding the tutoring session of students in the subject English Conversation III. Some of the matrixes that will be included are presented below.

The information collected with the questionnaire will be processed using a database as it has been previously coded, which will facilitate the processing and analysis of the responses and obtain the statistics per answer and then present it using tables and graphics to show the students' achievement regarding the tutoring session used in the branch they belong.

| Professors | Opinions |
|---|---|
| Professor 1 | |
| Professor 2 | |

## CHAPTER IV.   PRESENTATION OF RESULTS

**DATA RESULTS**

Through this chapter, the researchers show the results gathered along with this research work. The information contains the population and the sample of each departmental campus.

The following information presented in tables and graphs had been taken from the questionnaire administered to English Conversation students in both branches. The first tables show the personal information of each student. Then, the other information presented is regarding specific questions with a single response.

**Table Nº 1**: Characterization of the students` population.

| Aspects | Female | Male | Married | Single | Divorced | Yes | No | Sunday Morning | Total |
|---|---|---|---|---|---|---|---|---|---|
| **Gender** | 5 | 9 | | | | | | | 14 |
| **Marital status** | | | 6 | 7 | 1 | | | | 14 |
| **Students who work** | | | | | | 11 | 3 | | 14 |
| **Student have children** | | | | | | 4 | 10 | | 14 |
| **Studying time** | | | | | | | | 14 | 14 |

*Source: questionnaire administered to the students in San Salvador Campus and Chalatenango departmental Branch.*

It is shown in table Nº1 out of twelve students questioned, three are women and nine are men; eleven out of twelve work and study at the same time; six out of seven are married, five are single and one divorced; four out of twelve reported they had children and eight students do not have children. It is important to highlight than Chalatenango Branch has 13 students enrolled but some of them do not want to participate in the 13 question survey because they were from another place such as Metapan.

**Students` Questionnaire.**

**General information.**

**Table Nº 2** Information gathered in both branches

The information regarded to each departmental campus is presented in table Nº2. In San Salvador Central Campus six out of nine are men and three are women; five out of nine are single and four are married; six out of nine do not have children and three have children. On the other hand, two out of five are women and three are men, two women are single two out of three

|  | Female | Male | Marital Status | | | Children | | Sunday |
|---|---|---|---|---|---|---|---|---|
|  |  |  | Single | Married | Divorced | No | yes |  |
| San Salvador | 3 | 6 | 5 | 4 | 0 | 6 | 3 | 9 |
| Chalatenango | 2 | 3 | 2 | 2 | 1 | 3 | 2 | 5 |

men are married and one is divorced; two out of three do not have children and one has children.

The following graph represents the percentages of both branches for the information.

The following graph showed the percentages of every statement in table Nº 2 which are related to the information gathered in the questionnaire.

**Graph 1 Genre**
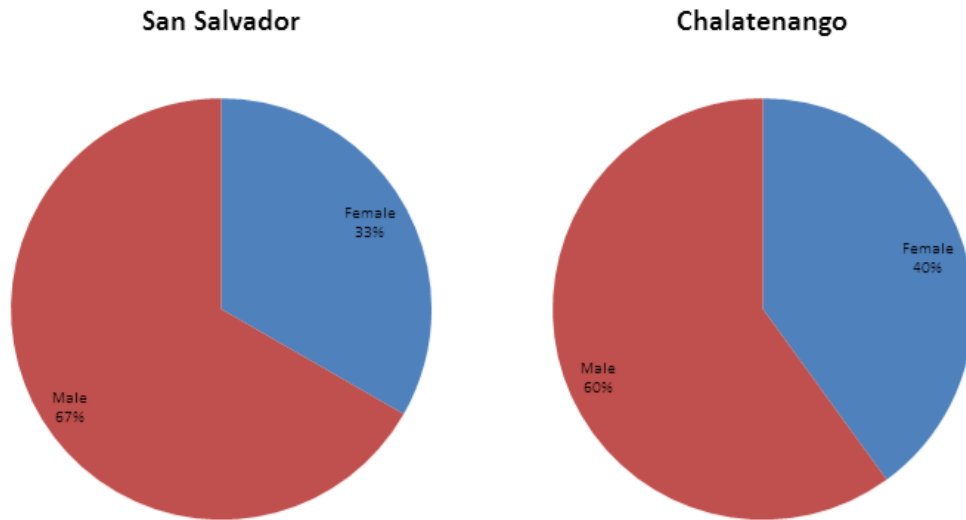


According to the information, 67 percent of San Salvador`s students are male and 33 percent are females. However, Chalatenango`s students are 60 percent male and 40 percent female.
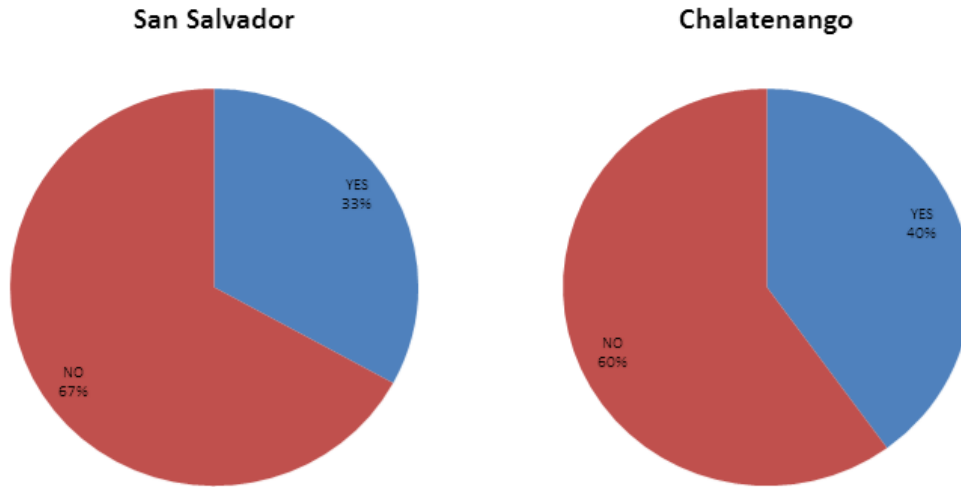
**Graph 2 Marital Status**
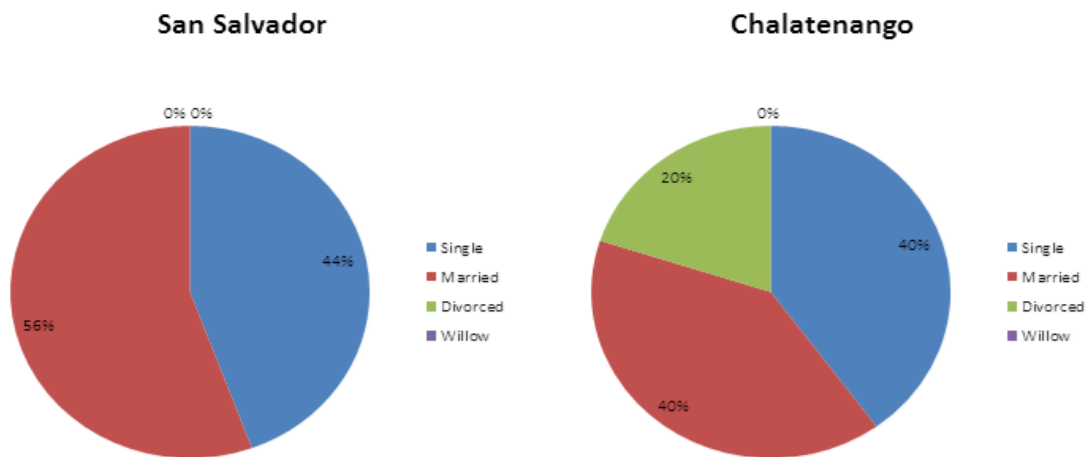


According to the information about the marital status the responses were different in San Salvador that is, 56 percent of students are
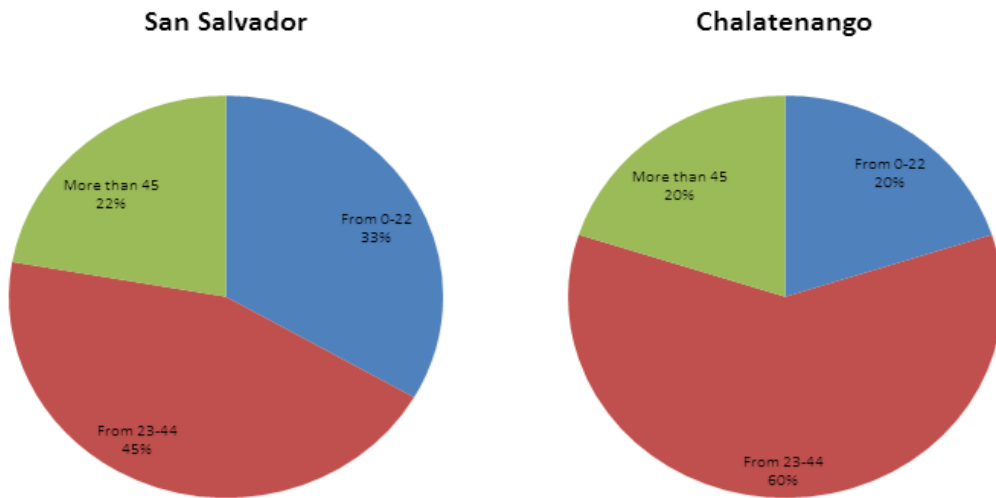
married and 44 percent are single. On the other hand, Chalatenango`s students answer that 40 percent are married, 40 percent are single and 20 percent are divorced.

**Graph 3 Do students have children?**



When they were asked about their family responsibilities 67 percent expressed they do not have children while 33 expressed they have children. On the other hand, Chalatenango`s responses were different percent of that students have children while the other 60 percent expressed not have children.

**Graph 4**. **How many hours per week do you work?**

San Salvador

More than 45
22%

From 0-22
33%

From 23-44
45%

Chalatenango

From 0-22
20%

More than 45
20%

From 23-44
60%

Students who work responded that the amount of time they spend working is the following: in San Salvador for example, 45 percent work from 23-44 hours a week, 33 percent work from 0-22 hours a week, and 22 percent work more than 45 hours a week. In Chalatenango for example, is different because 60 percent of them work from 23-44 hours a week, 20 percent work from 0-22 hours a week, and 20 percent work more than 45 hours a week.

In the second section of the questionnaire, students were asked about the study habits and the time they spend studying. A hundred percent of students say they practice two or more study habits detailed in the next graph.

**Graph Nº 5. Students` study Habits**
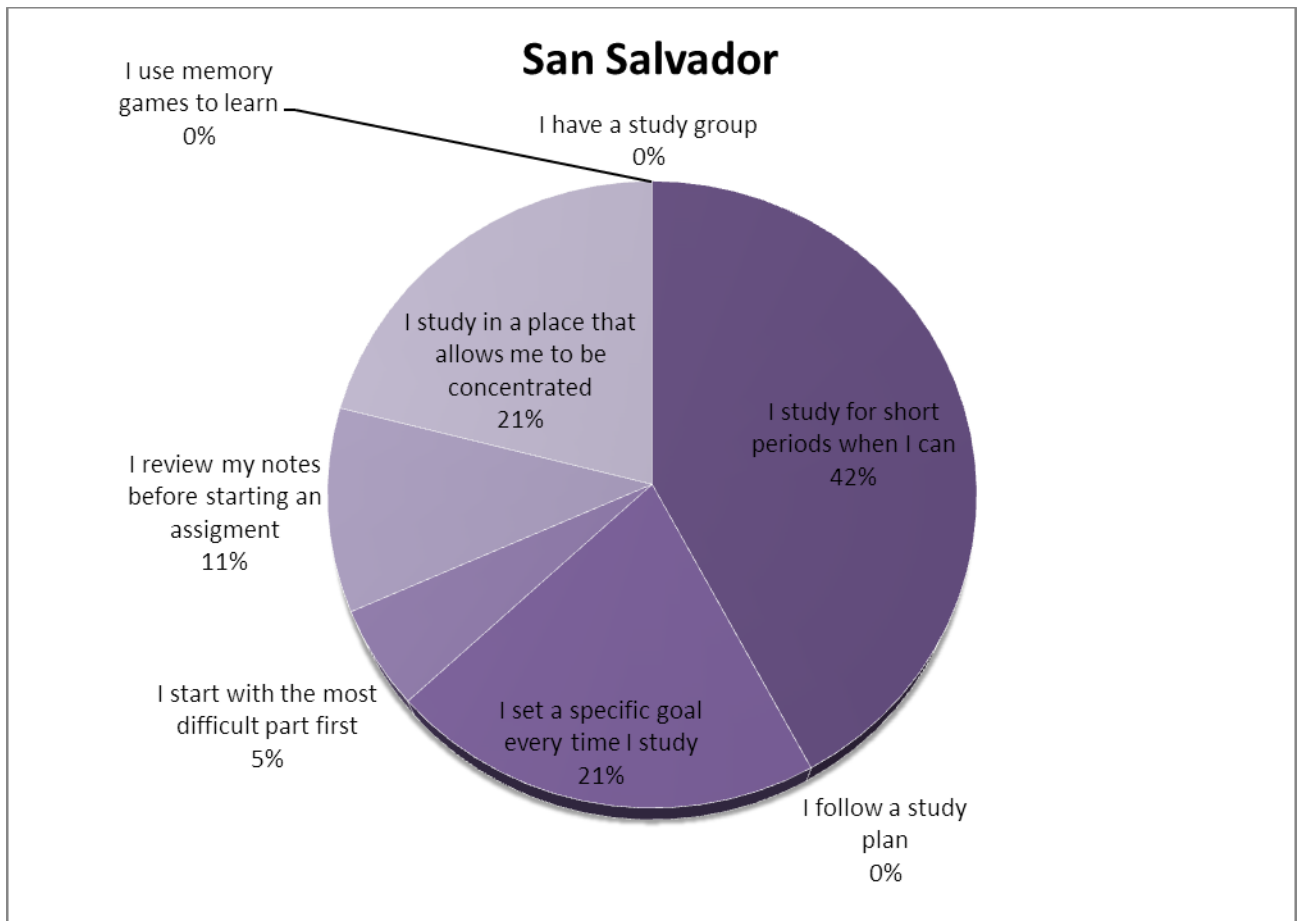


The students from both Campuses practice different study habits when they attend a tutoring session. Students from San Salvador practice most of the time three study habits such as "study for short periods" being forty-two percent of the whole population, as well as "set specifics goals
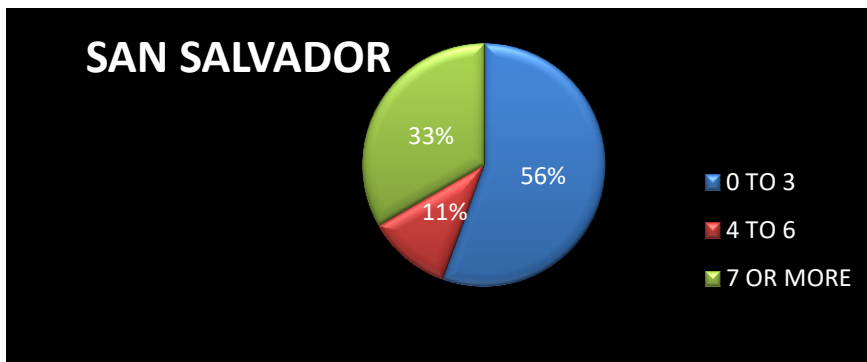
every time they study" and "have a study group" practicing these activities twenty-one percent of the whole students.

**Graph Nº 6 Study Habits**
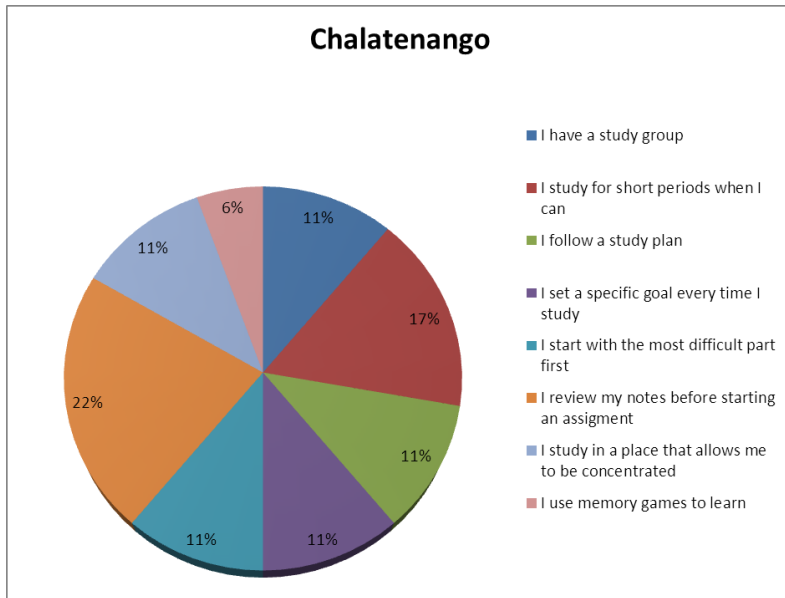


On the other hand, in Chalatenango twenty-two percent of students "review their notes before starting an assignment", the seventeen percent "has a study group" and another seventeen percent "study for short periods"

**Graph Nº7**

According to the question "how many hours a day do you spend studying?" students answered that thirty-six percent study between zero to three hours a day, thirty-three percent study more than seven hours a day and eleven percent study between four and six hours a daily.

**Graph Nº 8**



## CHALATENANGO

■ 0 TO 3 ■ 4 TO 6 ■ 7 OR MORE

0%

100%
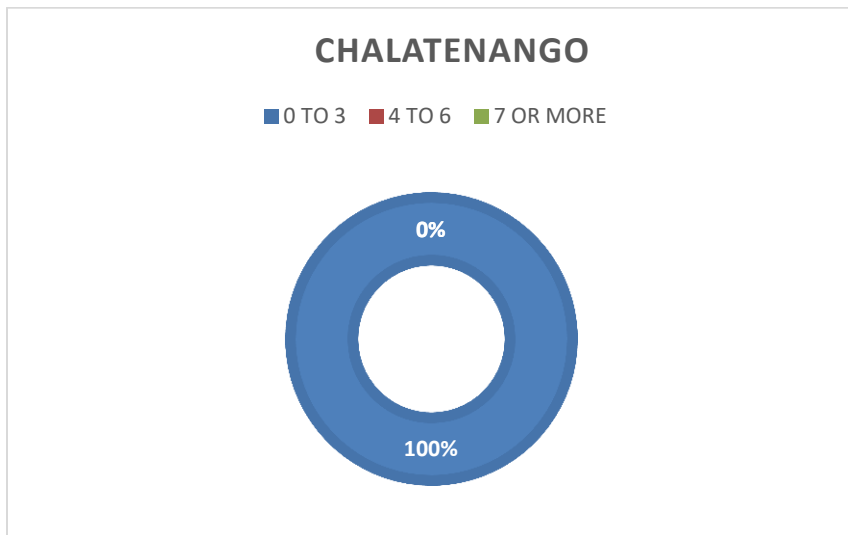
However, this changed in Chalatenango, a hundred percent of students study between zero to three hours a day as is shown in graph Nº 8

**Table N| 3**

| | Do you present your doubts about the tutoring sessions? | | | | |
|---|---|---|---|---|---|
| | ALWAYS | OFTEN | SOMETIMES | Hardly ever | Never |
| San Salvador | 3 | 2 | 4 | 0 | 0 |
| Chalatenango | 2 | 3 | 0 | 0 | 0 |

This table represents the answered obtained through the questionnaire assigned to students

**Graph Nº 9.**

## San Salvador



Always
Often
Sometimes

33%
45%
22%
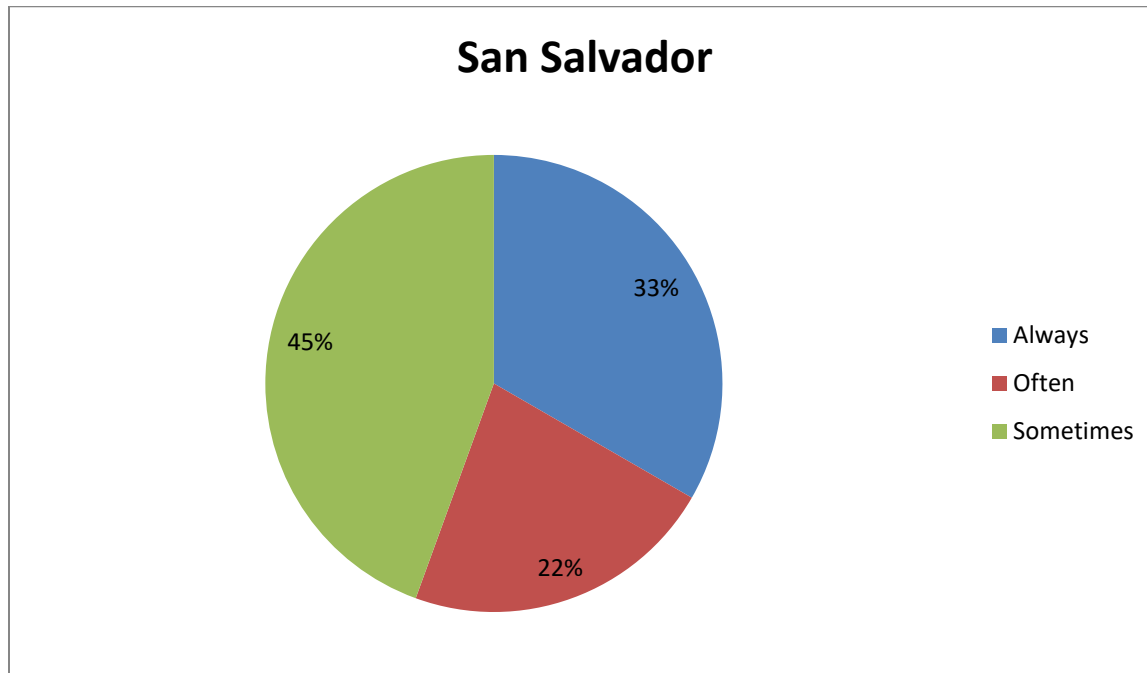
According to students` responses it seems that in San Salvador, forty-five percent of students present their doubts in the tutoring session, the thirty-three percent always do it, and twenty-two percent often ask in the tutoring.

**Graph Nº 10**



## Chalatenango
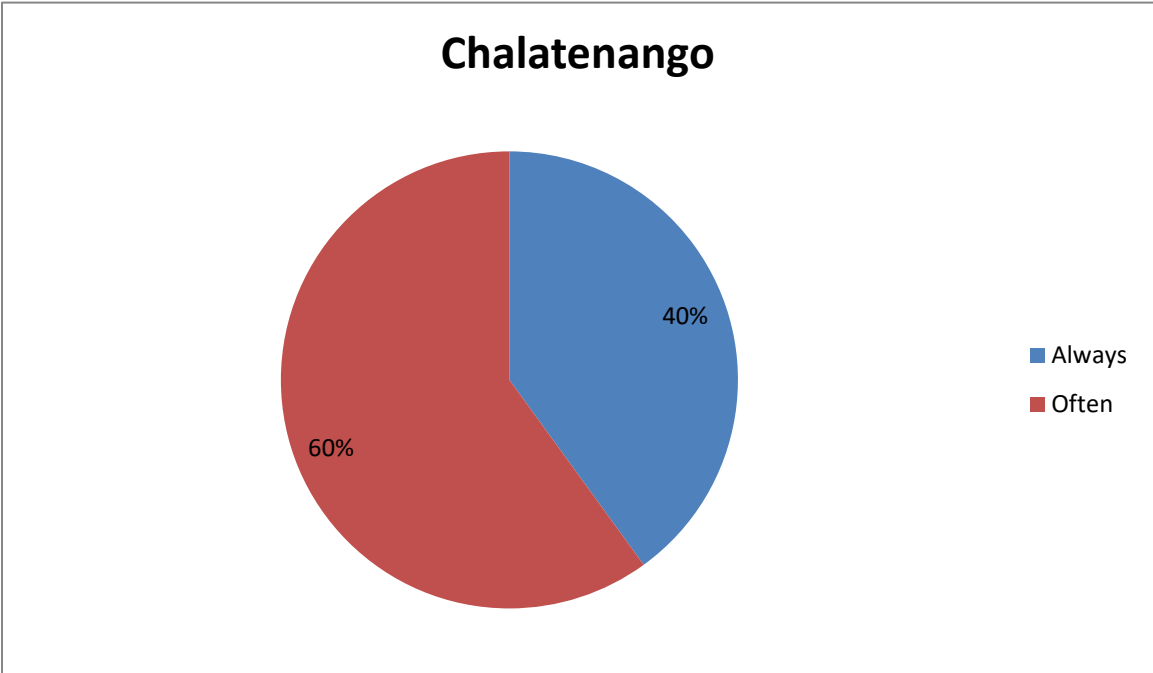
- 40% — Always
- 60% — Often

However, in Chalatenango sixty percent often present their doubts and forty percent of the students always do it.

**Graph N 11 San Salvador Academic Results**



## San Salvador

- 33% — 6.1 to 8.0
- 67% — 8.1 to 10
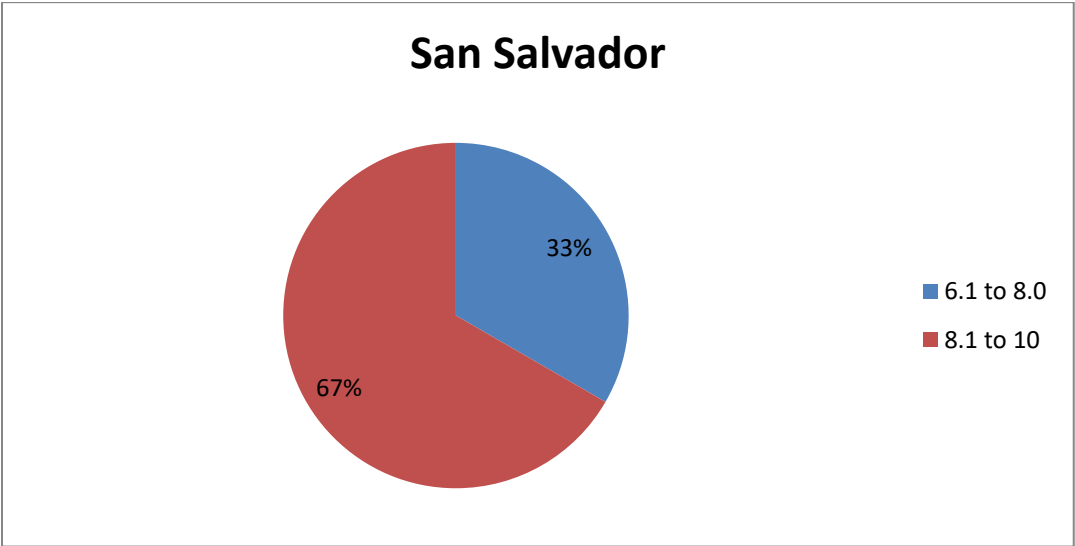
**Graph 12 Chalatenango Academic Results**



## Chalatenango

20%

80%

■ 6.1 to 8.0
■ 8.1 to 10
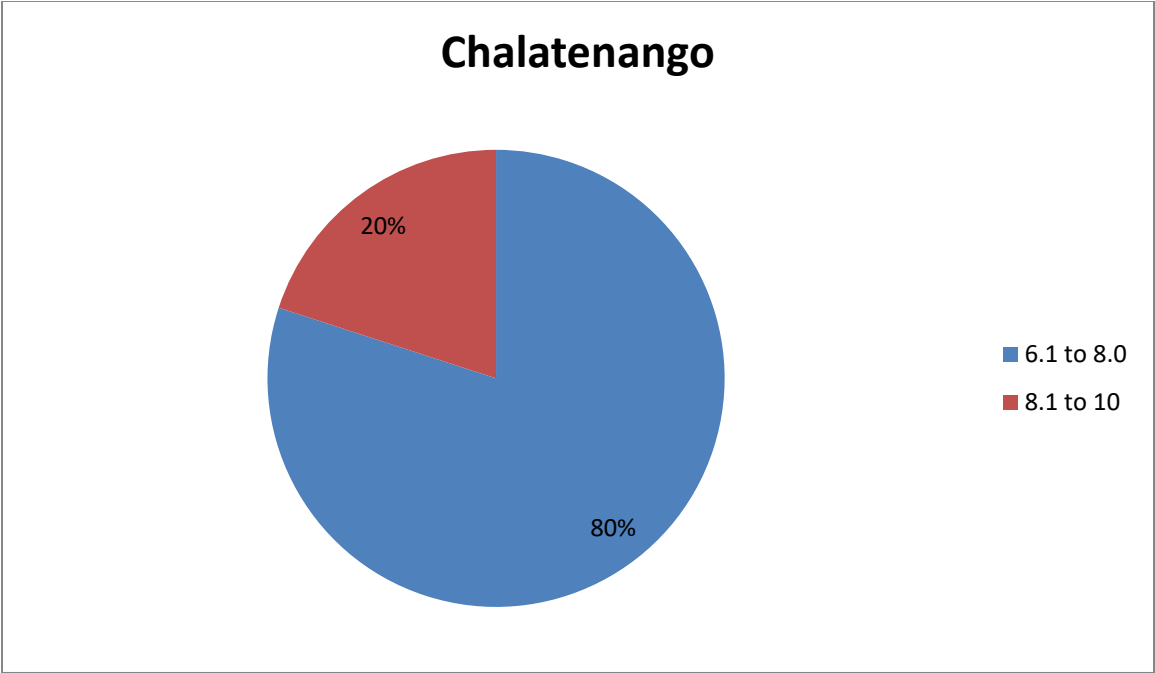
As can be noticed in graph Nº 11, San Salvador has 67 percent of students ending with grades up of eight. On the other hand, Chalatenango has 20 percent out of eight and 80 percent with grades below 8.

## Observation Guide

According to the observation guide, the number of people who attended to the tutoring session in each branch is almost the same, between seven or nine students who attended each tutoring session on Sunday morning, which is the day they studied the subject English Conversation III. Almost 35- 40 percent of students are connected at 8:00 am which is the schedule when the researched tutoring started. On the other hand, the other 60 and 65 percent of students join the video conference approximately 20 to 30 minutes the session started.

San Salvador`s tutor waited some minutes to make sure all students are online to start the tutoring with the agenda and the topics to be taught each day. Most of the time, the class starts with an ice breaker where the tutor gives a little explanation about the topic; then the vocabulary discussion takes place where the tutor provides a better explanation, and examples of the topic are given by students who work in a group after the tutor had clarified their doubts about the vocabulary; at the end of the session, they have time to ask a question about the topic studied and their doubts are clarified with extra practice. All these components are part of every tutoring session even though there are some difficulties to solve. Besides that, their tutor gives them the topics that must be studied for the next session encourage students to be ready for the next session as well as be self-learners and support one another during the learning process.

On the other hand, Chalatenango branch must of the time students do not attend the tutoring session on time, between 20 to 50 percent of students are online in Teams at 8:00 am. There are many activities regarding the tutoring session as well as the type of work students fulfill every time they met with their tutor. Every tutoring started with the agenda and the topics studied in the two units. Besides that, the tutor implements lead in activities to activate students'

previous knowledge. Furthermore, each tutoring has activities such as Vocabulary activities, in which students learn the meaning of words; idioms activity, which is presented in a paragraph, where students analyzed and discussed the possible meaning for the idioms presented; finally the tutors present a PowerPoint a reading and a practice to fill in the blank and any other activity tutor implement to check students´ understanding. Although, a tutor provides students some general questions to analyze and discuss in the tutoring session and she reinforces what they had mentioned and provides sometimes the correct answer. Their tutor implements those questions are individually or in groups according to the complexity of each exercise.

**Tutor`s interview**

In this section, the matrixes show the result of the tutors` responses regarding the tutoring session. Both tutors mentioned that five to six sessions are mandatory during each semester and these sessions take place every fifteen days what it is called week A, which is the week when the subject English Conversation is developed, on Sunday morning. Every tutoring is via videoconferencing through Teams, which is the E-learning tool used by the distance education modality at the University of El Salvador for every tutoring.

**Matrix1**

| Professor | Which are the stages in your tutoring sessions? |
|-----------|-------------------------------------------------|
| Professor 1 | Topic presentation, clarification of doubts, revision of vocabulary acquisition and Grammar comprehension, practice with extra exercises and reminders. |
| Professor 2 | Lead-in, vocabulary practice, grammar practice, speaking practice, and closing |

*Professor 1 corresponds to San Salvador Central Campus and professor 2 to Chalatenango branch.*

Each tutor uses different activities or stages for the development of their tutoring session. Both tutors focus mostly on presentation, a practice, and doubts clarification. Even though each one has its learning methodology, its lead-in activities and practice were developed differently.

**Matrix 2**

| Professor | What are the activities you usually do in your tutoring sessions? |
|---|---|
| Professor 1 | First of all, I welcome my students and share the agenda. Then, I clarify doubts, check vocabulary acquisition and grammar comprehension with exercises that are similar to the book. Additionally, I reinforce the most difficult grammar points with slides and they practice with extra exercises. Finally, I provide my students with time to ask more questions and I remind them about the upcoming activities. Most of the time, we have "magic moments" that allow them to have meaningful discussions and/or debates which improve their speaking skills. |
| Professor 2 | Vocabulary activities such as matching antonyms and synonyms, selecting the definition of a word, speaking tasks to use vocabulary in context (pair work and discussions). Grammar activities: completing statements using the target structure, speaking tasks using the grammar structure in context (pair work and discussions). Speaking tasks: bigger speaking activities applying vocabulary and grammar. |

As it can be appreciated in the matrix N° 2 San Salvador branch shows a level of organization a bit bigger than the one in Chalatenango Branch. Share agenda, vocabulary activities, grammar practice, and discussions help them to increase a better understanding of difficult topics. However, in Chalatenango have similar activities

**Matrix Nº 3**

| Tutor | How much time do you usually give to each activity in your tutoring? |
|---|---|
| Tutor 1 | Between 10 to 30 minutes. |
| Tutor 2 | Every tutoring lasts 2 hours which I usually divide activities as follows 30 minutes of vocabulary practice plus leading, 30 minutes of grammar practice and 1 hour of speaking practice plus closing. |

Each tutor had their teaching strategies; they decided how much time each activity will take according to their learners' needs.

**Matrix Nº 4**

| Tutor | Which stage is the most important in the tutoring sessions? |
|---|---|
| Tutor 1 | The stage of doubts clarification, because that is the moment when they demonstrate they have read and analyzed the whole content. Besides that, It's a time for them to speak, gain fluency and especially to help each other in a successful interaction that promotes cooperative learning. |
| Tutor 2 | All stages, especially the ones that involve practice speaking skills applying vocabulary and grammar. |

In matrix nº 4 both tutors share the opinion that students´ interaction is essential to apply the knowledge acquired during the tutoring session as it is the case of vocabulary and grammar

.

**Matrix Nº 5**

| Tutor | What is the purpose of using activities in that specific stage of the tutoring? |
|---|---|
| Tutor  1 | When I answer my students' questions and clarify their doubts, I am always prepared with pictures, speaking, reading, writing and listening activities adapted to the topic with the purpose to reinforce the most difficult vocabulary and grammar points. |
| Tutor  2 | The improvement of the speaking skills |

Even though activities have their specific roles such as grammar and vocabulary, when these are applied in the tutoring session the role changed into an integrated functional language where both are applied in a real-life situation.

**Matrix Nº 6**

| Tutor | How do you link the activities with the students' needs? |
|---|---|
| Tutor  1 | Clarifying my students' doubts at the beginning of the session is fundamental to know their needs. I must consider a variety of unexpected problems I might have in every session and be prepared with a large number of materials and activities. |
| Tutor 2 | I asked them what areas they need to improve and also based on the results of the test I oriented the type of activities to help them improve those areas of opportunities |

Each tutor develops their criteria to link students need with the activities he or she plan during the semester.

**Matrix Nº 7**

| Tutor | Which are the factors that influence the activities you plan to develop in tutoring? |
|-------|-----------------------------------------------------------------------------------------|
| Tutor  1 | Class size, student's diversity, needs, interests, strengths, and weaknesses. |
| Tutor  2 | Students need, student's grades and sometimes the amount of material to cover. |

As a common factor what students need is the fundamental part of planning a tutoring session as well as the grade expected at the end of every task and evaluation.

**Matrix Nº 8**

| Tutor | Which are the tools that you usually use to interact with students? |
|-------|----------------------------------------------------------------------|
| Tutor  1 | Teams, teacher-made resources, PowerPoint presentations, pictures, etc. |
| Tutor  2 | Campus message service, institutional emails both accounts and TEAMS |

Teams, which is a program in the office 365 package, is the tool where the tutoring session takes place and where the students are in contact with their tutors. As well as other platform including Moodle, institutional emails and other tools the tutor considered  necessary.

**Matrix Nº 9**

| Tutor | Could you describe how a tutoring session is developed? |
|-------|-----------------------------------------------------------|
| Tutor  1 | First of all, I welcome my students and share the agenda. Then, I clarify doubts, check vocabulary acquisition and grammar comprehension with exercises that are similar to the book. Additionally, I reinforce the most difficult grammar points with slides and practice with extra exercises. Finally, I provide my students with time to ask more questions and I remind them about the upcoming activities |
| Tutor 2 | Sessions start with the greeting, main instructions, and rules, then the lead inactivity is explained and developed. After that vocabulary, grammar and speaking practice are overlapping within the 2 hours and finally the closing stage. |

When tutors were asked about their tutoring session development their answer was the following: San Salvador`s tutor clarified doubts, checked the vocabulary and grammar and reinforce students learning with different activities. On the other hand, Chalatenango`s tutor started with greetings, main instructions, lea-in activity, and practice grammar, vocabulary and speaking activities.

**Matrix Nº 10 Academic Purpose**

| Tutor | What is the main purpose of your academic tutoring in the subject English Conversation III? |
|---|---|
| Tutor  1 | The main purpose of my academic tutoring is to develop in my students, advanced conversation and listening skills through knowledge of vocabulary, functional language, grammar, and pronunciation. |
| Tutor 2 | To help students improve their speaking skills and sound sophisticated in English. |

## GLOBAL ANALYSIS

As was mentioned in the methodology, this research was carried out in the branches of San Salvador and Chalatenango, where the sample was formed by 14 students enrolled but only 12 of them were active. Nine of the students attend the San Salvador branch and 5 students attend the Chalatenango branch. In this section, the most relevant information regarding the students' questionnaire, tutor`s interview, and the observation guide will be shown as an integrated analysis to answer the question previously stated.

First of all, in the questionnaire the most important questions were what the grade obtained by students in the English Conversation II was, what their marital status is, how many hours a week student's work and what their study habits are as well as how often students present their doubts in the tutoring session. San Salvador, which is the main Campus of the University of

El Salvador, has shown in the results that the majority of students obtained grades up of 8. Also, it shows that 56 percent of students are married and 44 percent are single as well as 88 percent of students work and 45 percent of them work between 23-44 hours per week. Besides that, the most common study habit between students is studying for short periods when they can, yet 44 percent of students present their doubts in the tutoring session sometimes. While in the Chalatenango branch, more than 50 percent of students obtained grades below 8. Also, it shows that 67 percent of students are married and 33 percent are divorced as well as 80 percent of students work and 60 percent of them work more 44 hours per week. However, the most common study habit practice by almost all students is reviewing their notes before starting an assignment and 67 percent of students always present their doubts in the tutoring session.

Secondly, in the tutor`s interview, it was found that 5 to 6 sessions are mandatory per subject, according to distance education methodology adapted to El Salvador and these sessions are divided in week A and week B. Week A has the subject English Conversation III and Advance English Grammar, and week B has Didactics I and Didactics Resources for Teaching English. Both tutors agree that the activities involved in the tutoring session are really important but the most important one is for students to practice individually or in a group and most of these activities have the goal to check vocabulary and grammar, as well as comprehension of the different topics to be discussed. According to the time assigned to each activity, tutors have different opinions, tutor 1 considered that 10 to 30 minutes are enough for each activity, on the other hand, tutor 2 considered that 30 minutes for vocabulary and 30 minutes of grammar allows students enough knowledge and comprehension for one hour in a speaking activity. Also, each tutor had their perception and their purpose of their academic tutoring, for example, tutor 1 said that "The main purpose of my academic tutoring is to develop in my students, advanced

conversation and listening skills through knowledge of vocabulary, functional language, grammar, and pronunciation." But tutor 2 stated that "help students improve their speaking skills and sound sophisticated in English."

Finally, the observation guide helped researchers to analyze the different aspects of a tutoring session, as well as to determine if there were any problem regarding the tutoring session. The aspects observed during the tutoring session were the attendance and how many students arrived on time and there is a common factor in each branch: not all students are online by the time the tutoring session started. In addition to that, the steps in a tutoring session are almost the same such as; agenda and topics of the tutoring session lead-in or warm-up, vocabulary and grammar practice, reading comprehension and speaking practice. However, some practices are individual to know how much of the topic students understood and how they can apply this new knowledge to a real situation with other students. As a final stage, tutors prepared some questions to be discussed in the tutoring session allowing students to participate and ask any questions they have about that specific topic and be reinforced by them. Indeed, this was the time to clarify doubts: only 44 percent of students sometimes present their doubts in the San Salvador Campus while 60 percent of students in Chalatenango often ask their tutor all the points they do not understand.

**DATA INTERPRETATION**

This research work was carried out to describe the academic results obtained by two groups of students of the subject English Conversation III, semester II-2019 of the Bachelor in English Teaching at the University of El Salvador, distance modality, San Salvador and Chalatenango Branches through the identification of factors that influence pupils for obtaining good academic performance.

Analyzing the student`s academic performance in the subject English Conversation III in San Salvador's main campus and Chalatenango branch, researchers make use of the mixed-method research approach in which they proceed with the integration of the quantitative and qualitative data and the majority of comments given by tutors said that they has implemented good results, taking into account that all good results are expected from all the students.

However, according to the observation made through the online tutoring sessions and having as well the interview with the tutors, where they state that not all the students are able to attend the classes following by different reasons, those factors can affect pupil`s performance that the tutors measure at the end of the semester, in which evaluations and assignments are an essential part for the development of the subject. Most people believe that habits such as; having a study group and reviewing content of the subject by their own, help students to consolidate their knowledge, so the tutors start all tutoring session by recalling  content from previous topics, as well as they consider that even students who did not attend to previous sessions have already known about the content, so at the moment of an evaluation the results obtained proved than students are improving their performance and as well their learning.

When it comes to the difficulties that students who attend the virtual tutoring sessions have, based on the observed sessions several facts can be mentioned. First of all, there are at least

4 to 6 students who were enrolled on the subject English Conversation III, Semester II-2019 in each of the branches, who were absent in the tutoring session. Secondly, students who attended a couple of virtual tutoring sessions but for some reason did not continue with the subject neither send any of the tasks or homework assigned by the tutors, nor complete the material posted on the platform used. These are considered by law as drop off, and as a consequence, it left them ungraded. Most of the students enrolled on the subject reached the sessions late, either for work reasons such as they had to go to their jobs or were coming back from it or for familiar situations on their homes. On the other hand, some cases were those who attended the virtual tutoring sessions as programmed, Students that were responsible with assignments and completed the material but for personal reasons or technical issues could not attend the complete tutoring session. Another remarkable situation is that students attending virtual tutoring sessions struggled with their environment. Some reasons were because of their relatives; such as, their children were around and it caused them to lose concentration on the topics being discussed on the sessions. Whenever it happened, the tutor had to stop the session for a while to make sure that all students understood every detail and go on the same trail of the tutoring, especially on the grammatical part.   In some cases tutors had them repeat themselves in order to set students´ clear and precise understanding of the topics.

There was a particular case where a student from the Chalatenango branch attended the virtual tutoring sessions from his mobile device while traveling by bus because he had to go to work. For some moments during the session he missed the connection and asked the tutor to repeat what she had explained or ask to repeat the question she had asked him for participation. Although this student was very committed and did his best to attend the virtual tutoring sessions, it was very hard to achieve plenty learning under such circumstances. Another situation, not as

frequent as the mentioned before, is the internet connection loss. Tutors mentioned that weather issues are one of the main reasons why students do not attend the virtual tutoring sessions mainly during winter season. And students, most of the time informs the tutor they had no internet connection until the rainy or storm weather is over.

Throughout this research work the question if there is any difference between the final academic scores among branches San Salvador and Chalatenango persists. The results of the research showed that there is a significant difference in the academic performance between students from San Salvador Campus and the ones in Chalatenango Branch; the results show the following information: 66.7 percent of the students in San Salvador obtained grades above of 8, half of whom are married and half of them are single. The other 33.3 percent obtained grades below 8, whom 75 percent of them are single and 25 percent married. On the other hand, Chalatenango 80 percent of students obtained grades below 8 and just 20 percent of students obtained grades above of 8 which are married people and have children.

As it was observed the difference between each branch is 46.7 percent, where San Salvador has better academics results over Chalatenango. However, there are some questions to be answered such as: Why San Salvador has got better results? Is there any methodology or technique used in a different way? Are students different depending where do they live? Through the investigation, it was observed by the research team that due to the lack of resources for this modality not only affects the place where the academic branch is located, but also where the students are from and that they are located in different towns or cities, and sometimes this may cause a problem at the time of attending the tutoring session.

It was observed that the best grades were obtained by students who work in a company and in some cases are the pupils that are married or have parental responsibilities. Whilst, the less committed pupils are those who do not work or those who do not have marital or parental responsibilities. This lack of commitment is crucial at the moment of taking part of the class, and it definitely enhanced having more experience working in teams, and having a variety of personal experience that enriches the tutoring session, when they need to apply the new knowledge taught.

There are many factors that may influence in the students` final academic score such as; bad internet connection, responsibility, adequate equipment and others to develop the different tasks and evaluations that each student most fulfil in the subject English Conversation III Semester II. As a result of this research, the researchers could identify some factors that influence in the scores. First, the lack of responsibility at the moment of attending the tutoring sessions. As it was observed, not all students attended on time or if they attended the tutoring sessions, there was a possibility that he or she did not attend the next session. However, the results show that the students from San Salvador who obtained the highest grades work more than 30 hours a week, while in Chalatenango, the students who obtained the highest grades work 30 hours a week approximately.

A second factor of analysis was the time students spend studying. During the research , students`were questioned how many hours a day do they spend studying? San Salvador`s students answered that the time they study is between 2 to 5 hours a day to complete the task before each tutoring session. While, Chalatenango`s students study 2 hours a day to complete their task before the tutoring session. This may represent a huge difference between each branch. Also, it must be mentioned that in Chalatenango Branch the students who obtained the highest

grades work 30 hours a week approximately. These are less hours in comparison with San Salvador students. This study time represents a small advantage at the moment of attending a tutoring session, and having this time to study the different materials help students at the time of clarified doubts.

Finally, it was done an analysis on the habits students have for studying. Most students spend time doing different things to review what they learnt in the previous tutoring session. The most common habit is reviewing their notes before doing an assignment, and in addition, studying short periods of time help students to construct their new knowledge with the previous one and make a meaningful learning process.

**CONCLUSION**

Thanks to collaboration of students of the Bachelor in English Teaching, Semester II 2019, to the tutors of the distance modality, to the coordinators who were involved in the information gathered of the Branches of San Salvador and Chalatenango, it was possible to achieve the main goal of this exploratory descriptive research design, in which was to describe the academic results obtained by those students and the factors that affect their academic performance. The research team concluded the following:

- The factors that affect students' academic performance are most of the time, problems due to students´ economic conditions or social environment, some students have the right equipment but their responsibilities at home or job limit their time comparing with other students. Sometimes those problems can be solved by offering a different schedule or make sure students are aware of the consequences of not attending a tutoring session.

- The job done by coordinators and tutors; tutors and students in each branch give different results, depending most of the time in the way the communication between these parts coordinate the assignments and the relationship of confidence tutors provide students.

- The technological resources that the Bachelor has are good such as: Teams, Moodle and Skype, but there are some other resources that can be blended with other programs and applications like google Classroom, WebEx and others which offer different tools like the interactive boards and the share screen option.

# RECOMMENDATIONS

This section is based on the research work about the English Conversation III students of the Bachelor in English Teaching, Semester II 2019 of the Distance Modality, their tutors, the coordinator of the bachelor and Branches of San Salvador and Chalatenango

Recommendations made by researchers:

✓ To develop different aspects in the virtual platform teams when tutors proceed on regards of evaluations and scores revision within the system.

✓ To gather more instructions related with the registration processes about all subjects that need to be taken in each academic year, despite the fact that this aspect was accepted, some students mentioned it should be improved.

✓ To have more than one schedule to attend the tutoring session or offered an alternative to those students who cannot attend the tutoring sessions due to work or familiar responsibilities.

✓ Facilitate the recorded sessions to students who still have problems with the grammar or vocabulary aspects that are discussed during the tutoring session, and also for those that reach the sessions late for problems that cannot be control by them such as weather's conditions, medical emergency or other consider fortuitous events.

Recommendations made by tutors, the coordinator of the bachelor and branches coordinators:

✓ To stablish in a concise way the information provided to the applicants of this distance modality bachelor, since according to their opinion, some students drop out because they do not receive the accurate guidelines or information is not share in different communication channels about how this distance modality works.

✓ To continue making a pre-evaluation to measure English level of the students that will start studying the Bachelor in English Teaching San Salvador and Chalatenango branches.

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# ANNEXES

**UNIVERSITY OF EL SALVADOR**

**SCHOOL OF SCIENCES AND HUMANITIES**

**FOREIGN LANGUAGE DEPARTMENT**

**Annex A. Students questionnaire**

**Topic:** "Description of the academic results obtained by the students with virtual-based tutoring in the subject English Conversation III of the Bachelor in English Teaching, semester II-2019 on the distance modality at the University of El Salvador, San Salvador and Chalatenango case."

**Objective:** To identify the socio-academic factors that influence in the learning process of students enrolled in the subject English Conversation III of the Bachelor in English Teaching of the University of El Salvador distance modality.

**Instruction:** Please read the statements carefully; write a checkmark (✓) and answer the question on the space provided according to your choice.

Section I. **General information.**

1. Gender 1. F_____ 2. M_____

2. Marital status 1. Married_____ 2. Single_____ 3. Divorced_____ 4. Widow_____

3. Do you have children? 1. Yes_____ 2. No_____

4. What is the schedule of your tutoring session?

1. Saturday morning _____ 2. Saturday afternoon_____ 3. Sunday morning_____

5. Do you work? 1. Yes____ 2. No _____ (go to question 7)

6. How many hours per week do you work? _____

Section II. **Personal Habits**

7.  Do you have study habits?  Yes _____                    No _____ (go to question 9)

8.   Which of the following study habits do you practice?

☐ I have a study group (face-to-face or virtual)

☐ I study for short periods when I can

☐ I follow a study plan

☐ I set a specific goal every time I study

☐ I start with the most difficult part first

☐ I review my notes before starting an assignment

☐ I study in a place that allows me to be concentrated

☐ I use memory games to learn

9.  How many hours a day do you spend studying? _____

10. Do you use the material provided by the tutor?  Yes_____ No_____ (Explain why)

11. Do you present your doubts about the tutoring sessions?

| Always | Often | Sometimes | Hardly ever | Never |
|--------|-------|-----------|-------------|-------|

12. Please with the following statements about the tutoring session indicate the degree to which you agree/disagree.  Write a checkmark (✓)

| | Strongly agree | Agree | Neutral | Strongly disagree | Disagree |
|---|---|---|---|---|---|
| Doubts  are clarified on every tutoring | | | | | |
| Tutoring time is effectively invested in the study | | | | | |
| A friendly atmosphere is created in every tutoring | | | | | |
| Tutors reinforce student to become independent learners | | | | | |
| Clear instruction for every assignment is provided during the tutoring session | | | | | |
| The content in the platform improves your understanding of difficult topics | | | | | |

**UNIVERSITY OF EL SALVADOR**

**SCHOOL OF SCIENCES AND HUMANITIES**

**FOREIGN LANGUAGE DEPARTMENT**

**Annex B. Observation guide**

**Research topic**: Description of the academic results obtained by the students with virtual-based tutoring in the subject English Conversation III of the Bachelor in English Teaching, semester II-2019 on the distance modality at the University of El Salvador, San Salvador and Chalatenango case."

**Objective:** identify academicals aspects that take place in virtual tutoring sessions of English Conversation III of the Bachelor in English Teaching, semester II-2019 at the University of El Salvador, distance modality at San Salvador, Main Campus and Chalatenango branch.

**Campus:** _____

**Observer name**: _____

|  | Observation |
|---|---|
| **Student´s attendance:** | |
| Students arrived on time | |
| The number of students that attended the tutoring: | |
| How does the tutoring session start? | |
| What are the activities involved in the | |

| | |
|---|---|
| tutoring session? | |
| What are the strategies used by the tutor to promote independent learning in the student? | |
| Do students receive reinforcement from their tutors? | |
| How do students interact with others? | Pairs_____                    Groups_____ |
| Which is the interaction tutor-student in sessions? | |

**Annex C. Observation guide**

**Research topic**: Description of the academic results obtained by the students with virtual-based tutoring in the subject English Conversation III of the Bachelor in English Teaching, semester II-2019 on the distance modality at the University of El Salvador, San Salvador and Chalatenango case."

**Objective:** identify academicals aspects that take place in virtual tutoring sessions of English Conversation III of the Bachelor in English Teaching, semester II-2019 at the University of El Salvador, distance modality at San Salvador, Main Campus and Chalatenango branch.

**Campus: Chalatenango**              **Observer name**: **Diana Menjivar**

|  | Observation |
|---|---|
| **Student´s attendance:** | |
| Students arrived on time | Just 1 student was at 8 o'clock. The rest of students connected in the next 30 minutes. |
| The number of students that attended the tutoring: | Total of students that attended the tutoring session was 7 students. |
| How does the tutoring session start? | The tutor did a lead in activity that consisted on analyzing and providing their opinions about the advantages that kids have when they are involved in art classes. Some questions were discussed. |
| What are the activities involved in the tutoring session? | Plenty of Vocabulary, grammar, reading, comprehension and speaking activities are developed during the session. |
| What are the strategies used by the | Let students think and analyze about specific questions and |

| | |
|---|---|
| tutor to promote independent learning in the student? | students provide their opinions. When there is something that is not clear the teacher provides the correct answer. |
| Do students receive reinforcement from their tutors? | Yes, they do. The tutor helps to clarify doubts and questions about the topics developed in every single session. |
| How do students interact with others? | Pairs_____                    Groups_____<br>Both pairs and groups. Students are permanently involved in all the activities. |
| Which is the interaction tutor-student in sessions? | The tutor ask randomly and directly to students general and specific questions about the topics. Tutor keeps open and constant communication with students. |

There are several problems during the sessions that are out of the tutor's control. The weather is one of the situations the strongly affects the tutoring. When it rains is impossible to attend the tutoring. Another factor is that sometimes the technological resources are not working properly, as a sample the microphones, the cameras, the internet connection itself.

**UNIVERSITY OF EL SALVADOR**
**SCHOOL OF SCIENCES AND HUMANITIES**
**FOREIGN LANGUAGE DEPARTMENT**

**Observation guide**

**Research topic**: Description of the academic results obtained by the students with virtual-based tutoring in the subject English Conversation III of the Bachelor in English Teaching, semester II-2019 on the distance modality at the University of El Salvador, San Salvador and Chalatenango case."

**Objective:** identify academicals aspects that take place in virtual tutoring sessions of English Conversation III of the Bachelor in English Teaching, semester II-2019 at the University of El Salvador, distance modality at San Salvador, Main Campus and Chalatenango branch.

**Campus: San Salvador**                    **Observer´s name**: Verónica Torres

|  | Observation |
|---|---|
| **Student´s attendance:** |  |
| Students arrived on time | Since the class started at 8:00 am not all the students were on time, at the end the professor needed to deliver the classes at 8:20 am because some of the students were missing. |
| The number of students that attended the tutoring: | 8 students. |
| How does the tutoring session start? | The professor started to make sure that all the students were attending the class because it was kind of hard to get all the students be presented on time, then she started with the agenda of the topic to be taught to the students. |
| What are the activities involved in the tutoring session? | The professor presented the topic called: English Empower And Encourage and the activities that she developed during |

| | the class were: |
|---|---|
| | 1- Ice breaker: The professor mention a little explanation about how the topic was about, then she asked to the students what they understood about the topic, since the topic was related to job environment some of the students had knowledge about the topic.<br><br>2- Vocabulary discussion: A brief explanation was provided to the students with the purpose to have a better and complete understanding about the topic.<br><br>3- Examples provided by students: Once the professor explained the vocabulary and the topic delivered to the students, the professor asked the them to provide examples or experiences they have had related to the topic. |
| What are the strategies used by the tutor to promote independent learning in the student? | The professor implemented to the students to be proactive, so the instructions she gives at the end of the class is that she mentions the next topic to the discussed in the next class, so students are required to do a brief review about the topic so the students are getting knowledge about the topic and grammar by themselves, and in that way the class results efficiency because they already know about the topic, the class daily agenda gets covered in 90% percent of all the information to be presented. |
| Do students receive reinforcement from their tutors? | Reinforcement is provided to the students after the class, students gets a questions and answers session in which students provide some of the questions that they need to have clarified about the topic, then the professor provides extra material to the students that asked for reinforcement. |

| How do students interact with others? | Pairs_____          Groups___X_____ |
|---|---|
| Which is the interaction tutor-student in sessions? | The interaction between tutors- students is that during the class the professor asks to one specific student at a time to participate on the tutoring and at the same time they take advantage to ask any question about the class in they have doubts. |