

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



Universidad de El Salvador
Hacia la libertad por la cultura

“A COMPARISON OF THE ENTRY AND EXIT SPEAKING AND
READING PROFICIENCY LEVEL OF PRACTICUM I & II STUDENTS
AND ITS EFFECTS ON THEIR TEACHING PERFORMANCE AS
ASSISTANTS AT THE FOREIGN LANGUAGE DEPARTMENT AT
THE UNIVERSITY OF EL SALVADOR, SEMESTER I & II, 2016”

PRESENTED BY:

CAMPOS GUEVARA, MARTHA EUGENIA	CG09068
MONTENEGRO LANDAVERDE, MARINA ABIGAIL	ML10019
QUINTANILLA AYALA, JUAN CARLOS	QA10004

FINAL RESEARCH REPORT IN ORDER TO OBTAIN THE DEGREE
OF BACHELOR OF ARTS IN ENGLISH WITH EMPHASIS IN
TEACHING

MIGUEL ÁNGEL MATA CHAVEZ, M.A.

RESEARCH ADVISOR

FRIDAY, DECEMBER, 9TH / 2016
MAIN CAMPUS, SAN SALVADOR, EL SALVADOR

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

Roger Armando Arias, M.A.
PRESIDENT

Manuel de Jesús Joya Ph.D
ACADEMIC VICE-PRESIDENT

Carlos Villalta, Engineer.
ADMINISTRATIVE VICE PRESIDENT

Ana Leticia Zavaleta de Amaya, Dr
SECRETARY GENERAL

AUTHORITIES OF THE SCHOOL OF ARTS AND SOCIAL SCIENCES

José Vicente Cuchillas, B.A.
DEAN

Edgar Nicolás Ayala, MTI.
VICE-DEAN

Hector Daniel Carballo Diaz, B.A.
SECRETARY

AUTHORITIES OF THE FOREIGN LANGUAGE DEPARTMENT

José Ricardo Gamero Ortiz, M.A.
HEAD OF THE DEPARTMENT

Manuel Alexander Landaverde, B.A.
COORDINATOR OF GRADUATION PROCESSES

Miguel Ángel Mata Chávez, M.A.
RESEARCH ADVISOR

EVALUATING COMMITTEE
Ana Grace Gomez, B.A.
Ricardo Cabrera, B.A.

ACKNOWLEDGMENTS

To God almighty: Thank you, father almighty for giving us the strength, wisdom and the intelligence to achieve our goals and complete our bachelor degree, likewise for giving us the courage to overcome all de obstacles faced during the research. To God be the glory.

To our advisor: Miguel angel Mata Chavez who provided us with his support in all the meetings, sharing his wisdom in order to finish our thesis project, thank you for the time, guidance and advice, we do appreciate it.

To my family, boyfriend and friends. I really appreciate the support given to me in these two years. I could not make it without all of you.

Marina Abigail Montenegro Landaverde

I want to give the thanks to God, to my family, friends and teachers who help to be in the last step of my carrier my success is as well the success of all them since they have dedicate to me their time and part of their life. Thanks for all this achievement is for all of you.

Martha Eugenia Campos Guevara.

Want to give the thanks mainly to God, my mom, my sisters, my friends, my thesis group and our advisor who helped me in this process and their unconditional faith on me, and for believing in what I was doing, thanks for all and never will be enough how thankful I am. I love you all! Thank you!

Juan Carlos Quintanilla Ayala

INDEX

ABSTRACT.....	i
INTRODUCTION.....	ii
CHAPTER I.....	1
1.1 Statement of the problem.....	1
1.2 Presentation of the problem.....	1
1.3 Objectives.....	2
1.4 Justification	3
1.5 Limitations.....	4
1.6 Scope of the work	4
CHAPTER II.....	6
2.1 Theoretical framework.....	6
TOEFL Equivalency Table	10
CHAPTER III.....	25
3.1 Method.....	25
3.2 Population and sampling.....	25
3.3 Data Collection Techniques.....	26
3.4 Data Collection Instrument	26
3.5 Data Collection Procedure	27
3.6 Data Analysis	28
CHAPTER IV	30
4.1 Data results	30
CHAPTER V.....	35
CHAPTER VI	37
6.1 Bibliographical References.....	37
6.2 Appendixes.....	39

ABSTRACT

This study determines the entry and exit English language proficiency in the speaking and reading skills that students from the Bachelor of Arts in English with emphasis in teaching have gotten and if the proficiency level influences on their teaching performance as assistants whereas they are required to teach English as a foreign language in the practicum I and II. Also this study attempts to identify the language deficiencies that students had and how they overcome those problems while they were teaching English; taking into consideration that they were assigned to teach English as a foreign language since basic up to advanced levels. The CEFR (Common European Framework of Reference) was selected to indicate the students' level of English proficiency which was measured by applying the TOEFL (Test of English as a Foreign Language) for the reading skill; the English speaking proficiency was measured by the speaking part of the TOEFL question 1 and 2. The population was the students from the fourth year of the Bachelor of Arts in English with emphasis in teaching of the University of El Salvador, semester I and II, 2016 carrying teaching practice I and II. The sample was 14 students assigned to do their practicum at the Foreign Language Department. Subsequently, data was collected by applying the instruments; the researchers divided students in the practicum by levels from A1 up to C2; the data was organized into tables and represented in graphs to ease the analysis and interpret the results. Lastly, the researchers provided conclusions and recommendations about the importance of the English proficiency when teaching EFL for students from the Bachelor of Arts in English with Emphasis in Teaching.

INTRODUCTION

The research topic for this study was a comparison of the entry and exit speaking and reading proficiency level of practicum I & II students and its effects on their teaching performance as assistants at the Foreign Languages Department at the University of El Salvador, semester I & II, 2016.

In this brief description it can be found that this research study was focused on the proficiency that students of practicum I and II have. The research students wanted to verify if the students that were assigned to be assistants in the foreign languages department had the accurate proficiency in order to be in the different courses that this department of the schools of science and arts has.

Regarding the methodology in general terms is the type of study that was used in this research, which was a descriptive study. The research team described the progress of the entry and exit in speaking and reading proficiency level of practicum I and II students and the effects that results had on their teaching performance. Furthermore, to compare the entry and exit level scores of practicum students, after their experience as teacher assistance by taking the tests twice.

The project has been designed to be a pretest-posttest having the necessity to carry out a quantitative and qualitative analysis, the research team used the following instruments: tests, a questionnaire, a scale, and a check list. The population was the practicum I and II students of the Bachelor of Arts in English with emphasis in Teaching.

The research team made use of two techniques: Surveys and observation. They administered the test for reading and speaking, the questionnaire to the participants from practicum I and II.

CHAPTER I

1. PROBLEM

1.1 Statement of the problem

A Comparison of the Entry and Exit Speaking and Reading Proficiency Level of Practicum I & II Students and its Effects on their Teaching Performance as Assistants at the Foreign Language Department at the University of El Salvador, Semester I & II, 2016.

1.2 Presentation of the problem

Knowing the quantity of students that start the practicum in the Foreign Language department, the necessity of investigating their progress is something that is needed because some students have in this step, their first teaching experience.

“Why is necessary to make a summary of the practicum student’s progress?” Normally is the main and the most common question. Not only including the knowledge part, in this case, is the advanced and proficient English level, but also, the practicum students’ attitude and confidence that they have. Normally, a TOEFL exam is implemented in the Foreign Language department, and, according to the result they get, they are assigned in the different English courses or other projects that are focused on teaching the English Language. Also, the schedule that they have is a factor which is important at the moment they are assigned. With those factors, some students are selected for teaching in the mentioned department of the University of El Salvador. The research students consider that monitoring their progress constantly is really important, because it can be analyzed in a realistic way. Not only the knowledge must be studied and analyzed, but also, if the practicum students have confidence at the moment of teaching. It has to be remembered that both, knowledge and confidence, must be together at the moment of checking any progress that any practicum students have. The team will verify if the practicum students have a meaningful progress in both: English language and confidence. It is important to be implemented in the Foreign Languages Department, because with those kinds of analysis, we can conclude in better way, if practicum

students are ready for teaching English in the mentioned department because it is really needed to be implemented.

1.3 Objectives

1.3.1 General Objective

To determine the speaking and reading proficiency level and its influence on the teaching performance as assistants of Practicum I & II students from the Foreign Language Department at the University of El Salvador.

1.2 Specific Objectives

- To measure the entry and exit speaking and readings proficiency levels of students from practicum I and practicum II.
- To identify the courses students from practicum I are placed based on their scores.
- To correlate proficiency level they are at and the teaching performance in practicum I & II.

1.4 Justification

Every year, in the foreign languages department, lots of students are sent to the different groups in the mentioned department and some of the students have a common doubt, and it is: Do I have enough proficiency for being an assistant and teach some topics?

For that reason, the research team is going to investigate the oral proficiency and the reading proficiency. With this topic, the department will know in a realistic way if the students have the necessary proficiency of these skills. The students will be benefited with this investigation because they will make more efforts in order to improve and know what they need in order to improve. The research team wants and suggests that the foreign languages department do this, not only a simulation of TOEFL, but also, the skills mentioned focus on teaching. The research team will analyze every single participant of the investigation in order to report in which level they belong and motivate them to make efforts to improve. Motivation is really important in order to encourage students for completing the different tests and offer a new experience for helping them in order to teach properly in the Foreign Language Department.

With this, the university, especially the Foreign Language Department, should pursue students in order to get high language proficiency. And the research team will motivate the department in order to have a better control and also, more options in order to help students to be prepared to go to this important step called practicum 1 and 2.

1.5 Limitations

- Lack of information.
- Time availability from some professors, some participants and research team members.
- Lack of interest from some participants when answering the questionnaire and tests.

1.6 Scope of the work

This study was carried out in the Foreign Languages Department of the University of El Salvador with practicum students, in the semesters I and II, in 2016. Since they were required to do their practicum teaching English as a foreign language, it was supposed that student have been received knowledge and the required competences in TEFL and they have gotten proficiency in the English Language. So, they were able to teach English language in the mentioned department.

Once that the quantity of students that started the practicum in the Foreign Language department was known, the necessity of the investigation of their progresses was something that was needed because some students had in this step, their first teaching experience.

“Why was necessary to make a summary of the practicum student’s progress?” Normally that one was the main and the most common question. Not only the knowledge part was included, that was supposed to be advanced and proficient English level, but also, the practicum students’ attitude and confidence that they had in that moment.

Normally, a TOEFL exam was implemented in the Foreign Language department, and, according with the result they got, they were assigned in the different English courses or other projects that were focused on teaching the English Language. Also, the schedule that they had in their subjects, we have to remember that they still are students, was an important factor at the moment they were assigned. With those factors, some students

were selected for teaching in the mentioned department of the University of El Salvador.

The research students considered that monitoring their progress constantly was really important, because it could be analyzed in a realistic way.

Not only the knowledge must be studied and analyzed, but also, if the practicum students had confidence at the moment of the practicum teaching. It has to be remembered that both, knowledge and confidence had must be together at the moment of checking any progress that any practicum students have. The team verified if the practicum students had a meaningful progress in both: English language and confidence.

It is important to be implemented in the Foreign Languages Department, because with those kinds of analysis, the department can conclude in better way, if practicum students are ready for teaching English in the mentioned department.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 Theoretical framework

The English Language

The English language plays an important role in the world; even, when this language is not the most spoken language for native speakers, it is a lingua franca. A lingua franca can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other's and where one or both speakers are using it as a second language. Eg. European Union. (Harmer J, 2000) the economy and cultural influence of the United States has led to increase English use in many countries around the world. Like in Latin America where it is spoken in a foreign language context.

However, the English Language speakers in a second or foreign context are divided into different levels to determine the proficiency they have gotten in the language.

English Language Proficiency Standards (ELP)

English Language Proficiency (ELP) Standards determine the level of students' English skills (listening, speaking, reading and writing). These standards provide the requirements that students need to fulfill to determine in which level they are in the four macro skills. However, this study will go deeper on Speaking and Reading standards.

Proficiency Level Descriptors let teachers know what category students belong to. There are different scales such as; Common European Framework of Reference (CEFR), American Council in the Teaching of Foreign Languages (ACTFL); tests of English like Test of English as a Foreign Language (TOEFL) and Test of English for International Communication (TOEIC) used to measure the English proficiency.

Common European Framework of Reference (CEFR)

According to the Council of Europe, the CEFR describes foreign language proficiency at six levels: A1 and A2, B1 and B2, C1 and C2. Also, it gives a detailed description of learner level by skill, in a teaching-neutral format.

The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis. (Common European Framework of Reference for Languages: Learning, teaching, assessment). The CEFR has three broad bands – A, B and C. Basic, Independent and Proficient. Each of those bands is divided into two, having six main levels.

Level	General description		Cambridge English Exam
C2	Mastery	Highly-proficient – can use English very fluently precisely and sensitively in most contexts.	Cambridge English Proficiency.
C1	Effective Operational Proficiency	Able to use English fluently and flexibly in a wide range of contexts.	Cambridge English-Advance.
B2	Vantage	Can use English effectively, with some fluency, in a range of contexts.	Cambridge English: First/First for schools.
B1	Threshold	Can communicate essential points and ideas in familiar contexts.	Cambridge English: Preliminary/Preliminary for Schools.
A2	Waystage	Can communicate in English within a limited range of contexts.	Cambridge English: Key/Key for schools Cambridge English Flyers.
A1	Breakthrough	Can communicate in basic English with help from the listener.	Cambridge English: Movers Cambridge English: Starter

CEFR Guidelines / levels

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent
	reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points
W R I T I N G	writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, wellstructured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

© Council of Europe: Common European Framework of Reference for Languages (CEF)

EUROPEAN LANGUAGE LEVELS - SELF ASSESSMENT GRID

TOEFL

The Test of English as a Foreign Language was established by the Educational Testing Service (ETS) and is administered worldwide to measure the ability of people to employ college-level English in terms of listening, reading, speaking, and writing skills. 30 Millions of people approximately around the world have taken this test, and most of them have been accepted in many universities, around 9,000 universities recognize the TOEFL test (Educational Testing Service, 2016). The two types of TOEFL test more recognized are: TOEFL PAPER TEST and TOEFL iBT (Internet based test). In the case of the paper based test, is an exam that measures the capacity and understanding the English language in a university context. It calculates the ability of listening, reading, and writing when they perform academic activities. On the other hand, the internet based test is similar, however in this one, speaking is measured. The other two types are TOEFL CBT (computer based test) is no longer used it; the TOEFL IPT (Institutional Testing Program) in not recognized for the international community. (Educational Testing Service, 2016).

The test is also used by governments and scholarship and exchange programs worldwide. Many employees in the field of medicine, laws, economics and teaching are required to take the test. It is important because it shows the academic level and the comprehension level of the English language of every person. Nowadays, in El Salvador for teaching English is really important getting a high proficiency in every single skill of the TOEFL exam. This test reflects in a reliable way what the proficiency level of future teacher. For that reason universities, private schools, public schools and languages academies ask for a high score in the TOEFL to employ their teachers.

TOEFL Equivalency Table

TOEFL Paper	TOEFL CBT	TOEFL IBT	CEFR
0 - 310	0 – 30	0 - 8	
310 - 343	33 – 60	9 - 18	A1
347 - 393	63 – 90	19 - 29	A1
397 - 433	93 – 120	30 - 40	A2
			B1
437 - 473	123 – 150	41 - 52	B1
477 - 510	153 – 180	53 - 64	B1
			B2
513 - 547	183 – 210	65 - 78	B2
550 - 587	213 – 240	79 - 95	C1
590 - 677	243 – 300	96 - 120	C2
Top Score	Top Score	Top Score	Top Level
677	300	120	C2

Vancouver English Center

The table below shows comparisons between TOEFL test scores and CEFR equivalency.

READING PROFICIENCY

It can be defined as the ability to understand written language. The CEFR defined the student's level of proficiency in six levels A1, A2, B1, B2, C1 and C2 (CEFR, Council of Europe, 2001)

C2

Readers at the level C2 can understand and interpret critically any kind of text including opinion pieces, analyses and commentaries, complex reports, manuals and contracts as well as classical and contemporary literary texts in different genres that are deeply embedded in the culture. They understand precise, specialized, and low-frequency vocabulary and expressions, including idioms and slang. They can understand a wide range of long, abstract, and complex texts featuring analysis, argumentation and hypothesis, including texts in which much is said in an indirect and ambiguous way. They are able to understand and appreciate subtle distinctions of style, understated or indirect meaning, hidden value judgments, as well as implied opinions, viewpoints and connections. They are able to recognize contradictions, inconsistencies, or illogical arguments. They are able to appreciate shifts of tone and style in classical and contemporary literature and recognize their significance.

C1

Readers at the level C1 can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional, or academic life, identifying finer points of detail including attitudes and implied as well as directly-stated opinions. They understand precise, often specialized and low-frequency vocabulary and expressions, including idioms and colloquialisms. They can understand a range of long, abstract, and complex texts featuring analysis, argumentation, supported opinion and hypothesis. They can understand in detail lengthy, complex manuals, instructions, regulations and contracts in their field. They can read extensively, including novels, non-fiction and academic articles. They are skilled at using contextual, grammatical, and lexical cues to infer attitude, mood, and intentions and anticipate what will come next.

B2

Readers at the level B2 can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using dictionaries and other reference sources selectively. They have a broad, active reading vocabulary, but may experience some difficulty with low-frequency items. They can read correspondence related to their personal and professional interests and readily grasp the essential meaning. They can quickly identify the content and relevance of news, articles and reports on a wide range of professional topics related to their job or interests. And decide if a closer reading is worthwhile. They can read short stories and novels written in a straightforward language and style. They can understand articles, reports, and reviews in which the writer expresses particular stances and viewpoints. They can understand lengthy instructions in their fields, for example in user manuals, provided they can reread difficult sections.

B1

Readers at the level B1 can understand the main points in straightforward factual texts on topic related to their personal and professional interests. They best understand texts that consist mainly of high-frequency, everyday vocabulary. They can understand the description of events feelings, and wishes in personal letters well enough to be able to write a response. They can understand the main points in short, straightforward newspaper articles on familiar topics. They can understand simplified versions of novels and short stories with clear structure. They can find and understand the information they need in everyday material, such as letters, brochures, and short, official documents. They can understand clearly-written, straightforward instructions, for example for operating equipment with which they are already familiar.

A2

Readers at the level A2 can understand short, simple texts containing frequently used words and phrases, names, cognates, and shared international vocabulary. They can understand short, simple emails and letters from friends and colleagues. They can find specific, predictable information in simple, everyday material such as advertisements, brochures,

webpages, timetables and catalogues. They can understand the main points in short, simple descriptions of persons, places, and things with which they are familiar. They can understand simple instructions and directions.

A1

Readers at the level A1 can understand very short and simple texts a single phrase at a time, picking up familiar names, words, and basic phrases often with great amount of reading. They can understand short, simple, greetings and messages, for example in emails and text messages or postcards. They can find basic information in very simple everyday material such as advertisements, webpages, timetables and catalogues. They can understand information about people in very short and simple descriptions, especially, if there is visual support. They can follow short, simple instruction and directions related to the most common everyday situations although frequent misunderstandings may occur.

ORAL PROFICIENCY

Oral proficiency is one of the aspects that really matters in the language due to the total use of the language rules and vocabulary in almost or its totality. Rönnerdahl and Johansson claim that its importance is inevitable because almost the 99% of the communication is spoken (2005 and 2011). In teaching, having a high proficiency is really important because that will mean an impact. It is said that teachers must have an extensive knowledge in vocabulary and grammatical rules and, logically, functional in many kinds of contexts and different situations in real life.

Definitions

According to the Oxford dictionary (2016), proficiency is a high degree of skill or being expert in a certain field; showing mastery and clear ability at the moment of doing any activity.

It is the ability to communicate functional and accurate the target language. A high degree implies having the ability to apply the linguistic knowledge to the new context and situations (ACTFL, 2016).

Importance

Oral proficiency in the communication of ideas is the big deal here, because something is transmitted to others with a certain meaning, and, it's supposed that a person that transmits that message dominates the different uses and applications that the English language has.

In teaching, it is important that the instructors or the teachers show that the oral language is the main way for having a meaningful learning (Palmér, 2011). A teacher that has a high proficiency can use all the elements in the language and teach to others how to use them.

Oral proficiency and practicum students

Student teachers have a big duty: learn (totally if it is possible) all the rules of the language and the different uses that they have. Remembering that teachers are “building and shaping” the knowledge of many kinds of pupils, practicum students must know that they have to adapt that knowledge in the appropriated context, why? Because teaching some English topics in a foreign language department should not be the same that teaching in an English academy. In a language department, the teachers and practicum students teach to the future teachers how to teach others the knowledge they are acquiring. On the other hand, in the other place, teachers just teach how to use the language in real life situations.

In all the cases, the instructor is the “master guide” for the teaching activity. For that reason, student teachers must be aware that they are teaching to other learners how to use all the components that the language has in any level, age or learning rhythm.

Measuring

The oral proficiency is measured in different exams; the most common is the TOEFL and the ACTFL oral test through an interview, an oral proficiency Interview (OPI) is a valid

and reliable means of assessing how well a person speaks a language. The interview is interactive and continuously adapts to the interests and abilities of the speaker. The speaker's performance is compared to certain criteria (ACTFL, 2016). Those kinds of standard tests are approved for the embassy of a country that its first language is English (United States of America and The United Kingdom) for studying in certain majors or performing a job, in this case, teaching. It's true that these exams cannot measure the teaching quality, but can evaluate the proficiency level that the teachers have, and consequently, if a teacher can use the language with mastery, it is assumed that he or she is a good instructor because can teach how the language is used.

Furthermore, the teacher can measure (not officially, of course, because it is not a standard exam or evaluation approved internationally) the progress of students' oral proficiency in class, but, in some cases, it is said that is subjective because the teacher can establish its own way for measuring it. The teacher assigns something and gives feedback, but, what about if teacher cannot master in a 100% all aspects of applying all the aspects in speaking? Knowing this, practicum students must be careful, because they are giving the idea (or an idea) how to get a high proficiency to other students.

Probably, in some cases, the tests will not give us an exact result about the real proficiency that a person has, but it can give us a clear and near idea what is the actual level that the future English teacher has.

Teaching English as a Foreign Language (TEFL)

It refers to teaching the English language to students with different first languages. TEFL can occur either within the state school system or more privately, at a language school or with a tutor. TEFL can also take place in an English-speaking country for people who have immigrated there (either temporarily for school or work, or permanently). TEFL teachers may be native or non-native speakers of English. Other acronyms for TEFL are **TESL (Teaching English as a Second Language)**, **TESOL (Teaching English as a Second or Other Language)**, and **ESL (English as a second language**, a term typically used in English-speaking countries, and more often referring to the learning than the teaching).

Qualifications for TEFL teachers

Qualification requirements vary considerably from country to country and among employers within the same country. In many institutions it is possible to teach without a degree or teaching certificate. Example: China, Nicaragua, Spain, Argentina, Mexico and Russia. Some institutions will consider it necessary to be a native speaker with an MA TESOL. A university degree in English language and literature can also be of value, as indeed can any specialist degree. Other institutions consider a proof of English proficiency, a University degree and a basic teaching qualification to be more than sufficient. However, the level of academic qualification need not to be the most important qualification, as many schools will be more interested in your interpersonal skills. For trainers wishing to enter the academic field, publications can be as important as qualifications, especially if they relate to English use in your field. Where there is a high demand for teachers and no statutory requirements, employers may accept otherwise unqualified candidates. Each country is different, and acceptance depends on demand for English teachers and the teacher's previous teaching and life experiences.

As a general rule, schools will tend to prefer qualifications that involve a significant amount of assessed teaching: it is often said that "Learning to teach without classroom practice is like learning to drive without ever encountering traffic". Shorter courses and online courses often lack assessed teaching practice. Course makers have recognized this and have begun introducing combined TEFL courses which have an element of assessed teaching.

Some educational facilities are now offering two or three well-defined certificates instead of one general certificate. For example, Introduction to Language Teaching - 40 hours, Practice of Language Training - 30 hours, and Literacy - 30 hours.

Private language schools are likely to require at least a certificate based on successful completion of a course consisting of a minimum of 100 hours. Major programs like EPIK (English Program in Korea) will offer a higher salary to teachers who have completed any TEFL Course, online or otherwise, so long as the program meets the minimum 100-hour requirement. Internet-based TEFL courses are generally accepted worldwide, and

particularly in Asia, where the largest jobs markets exist in China, Korea, Taiwan and Japan.

In Asia there has also been a tendency to hire TEFL teachers on superficial criteria, such as race on the assumption that an English teacher, or native English speaker should be 'white', this is proven especially true in a Thailand, a big employer of TEFL teachers, with adverts frequently calling explicitly for native-English speakers. Partly this is driven by commercial expectations in the private sector, where parents feel that paying extra fees for TEFL teacher should warrant an American or British TEFL teacher, the schools will not risk losing students over this.

Age/gender requirements might also be encountered. In some countries outside Europe and America, for example the Middle East, schools might hire men over women or vice versa. And they might hire only teachers in a certain age range; usually between 20 and 40 years of age. Anyone under 19 may be able to teach TEFL, but usually only in a volunteer situation, such as a refugee camp.

Different contexts for learning

According to Harmer J. (2000), English is learnt and taught in many different contexts, and in many different class arrangements. Such differences will have a considerable effect on how and what it is we teach. EFL, ESL and ESOL For many years we have made a distinction between people who study English as a foreign language and those who study it as a second or other language. It has been suggested that students of EFL (English as a Foreign Language) tend to be learning so that they can use English when travelling or to communicate with other people, from whatever country, who also speak English. ESL (English as a Second Language) students, on the other hand, are usually living in the target-language community. They may need to combine their learning of English with knowledge of how to do things in the target-language community such as going to a bank, renting a flat, accessing health services, etc. The English they learn, therefore, may differ from that studied by EFL students, whose needs are not so specific to a particular time and place.

However, this distinction begins to look less satisfactory when we look at the way people use English in a global context. The use of English for international communication, especially with the Internet, means that many 'EFL students' are in effect living in a global target-language community and so might be thought of as 'ESL students' instead! Partly as a result of this we now tend to use the term ESOL (English for Speakers of Other Languages) to describe both situations. Nevertheless, the context in which the language is learnt (what community they wish to be part of) is still of considerable relevance to the kind of English they will want and need to study, and the skills they will need to acquire.

What does a teacher do?

In his book, *Practice teaching*, Jeremy Harmer wrote, “teachers use many concepts to describe what they do. Sometimes they say they are like actors because –we are always on the stage-” (56)

Dictionaries give us a variety of messages about teaching. According to the Cambridge International Dictionary of English, “teaching means” to give (someone) knowledge or to instruct or train (someone); whereas the Longman Dictionary of Contemporary English suggest that it means to show somebody how to do something or to change someone’s ideas.

Describing a good teacher

In his book, “How to teach English”, Jeremy Harmer wrote, when describing good teachers most people can look back at their own schooldays and identify teachers they thought were good. But generally they find it quite hard to say why certain teachers struck them as special. Perhaps it was because of their personality. Possibly it was because they had interesting things to say. Maybe the reason was that they looked as if they loved their job, or perhaps their interest in their students' progress was compelling. Sometimes, it seems, it was just because the teacher was a fascinating person. One of the reasons that it is difficult

to give general descriptions of good teachers is that different teachers are often successful in different ways.

Some teachers are more extrovert or introvert than others, for example, and different teachers have different strengths and weaknesses. A lot will depend, too, on how students view individual teachers and here again, not all students will share the same opinions. It is often said that 'good teachers are born, not made*' and it does seem that some people have a natural affinity for the job. But there are also others, perhaps, who do not have what appears to be a natural gift but who are still effective and popular teachers. Such teachers learn their craft through a mixture of personality, intelligence, knowledge and experience (and how they reflect on it). And even some of the teachers who are apparently 'born teachers' weren't like that at the beginning at all, but grew into the role as they learnt their craft.

Teaching is not an easy job, but it is a necessary one, and can be very rewarding when we see our students' progress and know that we have helped to make it happen. It is true that some lessons and students can be difficult and stressful at times, but it is also worth remembering that at its best teaching can also be extremely enjoyable. In this chapter we will look at what is necessary for effective teaching and how that can help to provoke success so that for both students and teachers learning English can be rewarding and enjoyable.

Teacher and learners

According to the book written by Jeremy Hamer there is quote from the work called the prophet by Khalil Gibran. "If the teacher is indeed wise, he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind" (Gibran 1991: 76)

Such humanist sentiments expose a dilemma in the minds of many trainers and trainees. Is teaching about the "transmission" of knowledge from teacher to the student, or is it about creating conditions in which, somehow, students learn for themselves? To put it another

way, if you were to walk into the classroom, where would you expect to see the teacher – standing at the front of the class controlling affairs, or moving around the classroom quietly helping the students only when it needed?.

The roles of the teacher

Controlling

When teachers act as controllers they are in charge of the class and of the activity taking place in a way that is substantially different from a situation where students are working in their own groups. Controllers take the roll, tell students things organize drills, read aloud, and in various other ways exemplify the qualities of the teacher.

Organizer

One of the most important roles that teachers have to perform is that of organizing students to do various activities. This often involves giving the students information telling them how they are going to do the activity, putting them into pairs or groups and finally closing things down when it is time to stop.

Assessor

One of the things that the students expect from their teacher is an indication of whether or not they are getting their English right. This is where we have to act as an assessor, offering feedback and correction and grading students in various way.

Prompter

Sometimes, when students are involved in a role-play activity, for example, they lose the thread of what is going on, or they are “lost for words” (i.e. They may still have the thread but be unable to proceed productively for lack of vocabulary).

Participant

The traditional picture of teachers during students' discussions role-play, or group decision-making activities, is of people who stands back from the activity, letting the learners get on with it and only intervening later to offered feedback and or correct mistakes. However, there are also times when we might want to join in an activity not as teacher, but also as a participant in our own right

Observer

Teacher do not only observe students in order to give feedback. They are also watch in order to judge the success of the different materials and activities that they take into lessons so that can, if necessary, make changes in the future. Indeed one area of teacher development involves just such observation, built into an actions research cycle.

Practicum

It is a series of two courses where students with observation, real practice, theory and all the main components of teaching- learning experience the process of the English Language in different areas. The subject will be mainly practical; this practice will be addressed during the class sessions.

The course allows to the students to practice the theoretical knowledge they have gotten during the major in the different course. The course is going to prepare students to develop themselves professionally.

In the United States there are two different types of assistance they have some students with practicum and some others that has the graduate assistance.

The Definition of practicum according to the Oxford Dictionary: A practical section of course of study.

The definition of practicum according to the Merriam-Webster Dictionary: a course of study designed especially for the preparation of teachers and clinicians that involves the supervised practical application of previously studied theory

Most of the courses required a practicum there some examples of them: Doctors, lawyers and as well teachers. There is different and most the collage in the United stated they have practicum and internship. However the internship is requires to those students for the master degree. For example here is for one of the practicum: Practicum fair: The practicum fair, sponsored by grasp, is held each year in the fall. It features higher education professionals seeking practicum students and provides opportunities for current students to hear a short presentation and talk with prospective site supervisors. Our students have the opportunity to gain valuable experience in student affairs offices, both at Kent State and in a variety of other types of institutions in the area.

Assistantship

According to the Merriam-Western dictionary the definition of assistantship is: a paid appointment awarded annually to a qualified graduate student that requires part-time teaching, research, or residence hall duties.

Many higher education students gain valuable work experience and receive help to finance their education through graduate assistantships at colleges and universities. Assistantships include assignments in various areas of student affairs, such as residence life and academic advising.

Graduate assistant

A graduate assistant is a person who serves in a support role (assistantship) in a university, usually while completing post-graduate education. The individual typically assists professors with instructional responsibilities as teaching assistants or with academic

research responsibilities as research assistants, or is employed by other university departments (such as housing or academic advising) in an entry-level capacity.

Rather than receive hourly wages, GAs are often remunerated in the form of a stipend. Assistantships provide much needed experience for graduate students, increasing their future employment options.

A stipend is defined as a fixed sum of money paid periodically for services or to defray expenses. That remuneration is termed a "fee" or "stipend" rather than salary or wages is immaterial. The stipend allows for the graduate student to focus 100% on their studies instead of a full-time job, but pays just the same as if they were working. A PhD graduate stipend is considered income.

Some of the experience and testimonial as students in assistantship and practicums:

Josephine Gonzalez

“As a woman of color I have been able to deconstruct and recreate my definition of professionalism and leadership. I have been able to cultivate my community building skills while honoring my mental and emotional well-being. The Assistant Residence Director position has encouraged me to take risks, appreciate the process, and learn from mistakes.”

Alex Boesch

“Working in Residential Life is incredible for a number of reasons. Firstly, I get a variety of experiences including supervising RAs, advising Hall Council, hearing conduct cases, responding to crisis situations, and engaging in conversations around social justice and diversity. Secondly, the department and its leadership invests, both financially and emotionally, in all of their employees. In doing so, I feel like a valued member of the department, and I want to give back.”

Graham Davis

“This assistantship caught my eye because it involves advising many student clubs and organizations. As an undergraduate, the advisors of the student organization I was involved with had a tremendous impact on me, leading me to consider a career in student affairs. I saw this assistantship as a chance to provide the students I work with the same support that made such a difference in my life.”

CHAPTER III

3. METHODOLOGY

3.1 Method

The research students used the mixed method approach, that is to say quantitative and qualitative methods. A combination of both approaches can provide a more complete understanding on the relationship of speaking and reading proficiency level and the teaching performance as assistance in practicum I and II students from the Foreign Language Department of Salvador El Salvador.

The type of study that the team used in this research was descriptive study. The descriptive study was also conducted to demonstrate associations or relationships between things in the world around you. In this case, research students' aim was to know the entry and exit speaking and reading proficiency level of practicum I and II students and its effects on their teaching performance. Furthermore, to compare the entry and exit level scores of practicum I and II students, after their experience as teacher assistance by taking the tests twice.

The project was designed to be a pretest-posttest study having the necessity to carry out a quantitative and qualitative analysis, the research team used the following instruments: tests, questionnaire and a check list. It helped the team find the answer for our research question: What is the relationship of speaking and reading proficiency level and the teaching performance as assistance in Practicum I and II students from the Foreign Language Department at the University of El Salvador?

3.2 Population and sampling

The sample was 14 participants from practicum I and the research team worked with the same participants in practicum II. The population was the practicum I and II students of the Bachelor of Arts in English with emphasis in Teaching at the Foreign Language Department of the University of El Salvador in the year 2016.

The sample was purposive and convenience at the same time. First of all, it was purposive because the students selected were all those students who assigned to their practicum in the different levels at the foreign language department. Moreover, the convenience sampling type was selected because it was easier, cheaper and less time consuming for the research students and it fit the needs of the study itself.

3.3 Data Collection Techniques

The research team made use of two techniques: Survey and observation. They administered the test for reading and speaking, the questionnaire to the participants from practicum I. Also, they observed while the participants are in their classroom as student-teacher. Later, practicum II participants were ask to retake once more the test to make a comparison of the entry and exit levels.

3.4 Data Collection Instrument

The group made use of three instruments to collect the data from the sample. The group used a questionnaire: to design this instrument, the techniques and possible TEFL scenarios were taken in consideration to measure the confidence speaking confidence in the English classroom. This instruments were used in other studies, they were taken from previous investigations group, and modified according the necessities for our study. The technique that the group used frequency usage in order to use numbers, at the end the type of data obtained was quantitative because it has to do with numbers; the same technique applied to next to two instruments both of them were check list however one of this checklist was fulfilled by the investigation group.

This are the instruments:

- **Behavioral Check List** the research group applied this check list with the observation technique. Some teachers helped to fulfill the check list and other lessons were observed by the members of the research team. This checklist contains nine items “yes or no” and its respective comment by the research group or the professor. The check list was completed while the student teacher was teaching his / her lesson in his or her assigned group.

- **Motivation Scale** the sample students were required to fulfill according to their experience. This scale contains five items in the ones were numbered from 1 to 5 each scale corresponded to different answer according how the participants felt about teaching.
- **Speaking Confidence Questionnaire in the English Classroom**; the sample was required to full fill this questionnaire about speaking confidence in the classroom. This questionnaire contains five question in each question has multiple choice in the ones the students were able to choose the one that they feel more comfortable with.
- **TOEFL (Speaking and Reading)**; the research team used the speaking section of the TOEFL questions 1 and 2; the task number one was an independent question. The participants were asked to talk about a familiar topic. After the read the question, they had 15 seconds to prepare their response and 45 seconds to speak. In the task number 2 the participants read a short passage. They were asked a question about the passage. They had 30 seconds to prepare the response and 60 seconds to speak. Participants' levels were score from A1 to C2 according to the Common European Framework Reference (CEFR).here the group were interview and asked to answer some reading passage the students sample with the purpose of measuring the proficiency in reading and speaking of the students on how well they were on speaking proficiency and their proficiency on reading this was taken from TOEFL passage. At the end the type of the data obtained was quantitative because different answers and options from sample were obtained.

3.5 Data Collection Procedure

The group handed a questionnaire, a motivation scale and an evaluation checklist to the Practicum II students from the Foreign Languages Department. Also, the 14 students were observed when teaching English in the courses they were assigned to teach English as a foreign language at the mentioned department. Some teachers helped to fulfill the check list and other lessons were observed by the members of the research team. The TOEFL test contains the reading and the speaking part sections was the instrument used for analyzing the proficiency of those skills. The test was taken twice for the participants in practicum I

and II. Some permission letters were sent to the professors responsible for the groups to apply the instruments.

3.6 Data Analysis

For grading the TOEFL scores, rubrics were provided by the ETS for the speaking section and the answer key was used for the reading part. The data was analyzed with Microsoft Excel. All the questions were closed, but in the speaking part, the test had opened items and some comments that were registered in the checklist of this part.

CHAPTER IV

4. ANALYSIS OF THE DATA

4.1 Data results

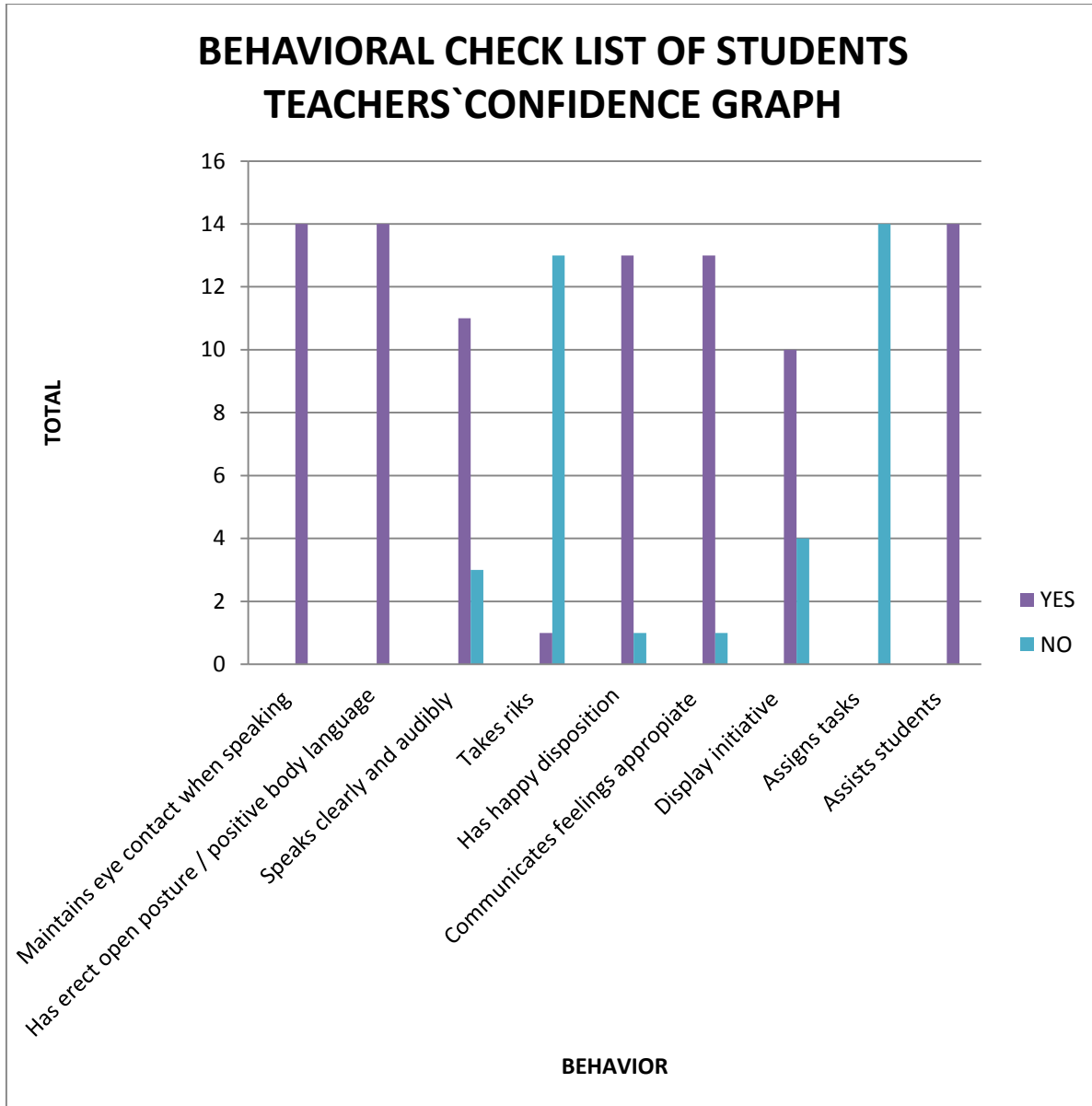
SPEAKING AND READING PROFICIENCY TEST GRADES

N o.	ENTER SCORE 1 TO 10	ENTER SCORE BY POINTS	ENTER LEVEL CEFR	ENTER LEVEL ASSIGNED	EXIT SCORE 1 TO 10	EXIT SCORE BY POINTS	EXIT LEVEL CEFR	EXIT LEVEL ASSIGNED
1	8.3	503-520	B2	Grammar 1	7.1	483-497	B1/B2	Intermediate
2	7.8	497-510	B2	Intermediate	6.9	467-480	B1	Intermediate
3	6.3	437-463	B1	intermediate	5.0	403-427	A1/A2	Intermediate
4	6.5	453-467	B1	intermediate	6.8	467-480	A2/B1	intermeidate
5	6.9	467-480	B1	Intermediate	8.3	503-520	B2	advanced
6	8.8	MINED	C1	Grammar	8.1	503-520	B2	adadvanced
7	3.8	453-573	A1	intermediate	5.1	410-427	A2	intermediate
8	3.8	347-370	A1	intermediate	6.9	467-480	B1/B2	intermediate
9	8.3	503-520	B2	Intermediate	5.3	410-433	A2/B1	advanced
10	5.2	403-427	A1/A2	Basic	5.8	437-450	A2/B1	Intermediate
11	7.0	483-497	B1/B2	Basic	4.2	390-413	A1/A2	intermediate
12	7.4	487-500	B1/B2	Advanced	7.6	487-500	B1/B2	Advanced
13	5.7	437-450	A2/B1	Advanced	6.9	467-480	B1/B2	intermediate
14	6.7	463-480	B1	Basic	6.9	467-480	B1/B2	intermediate

Table 1

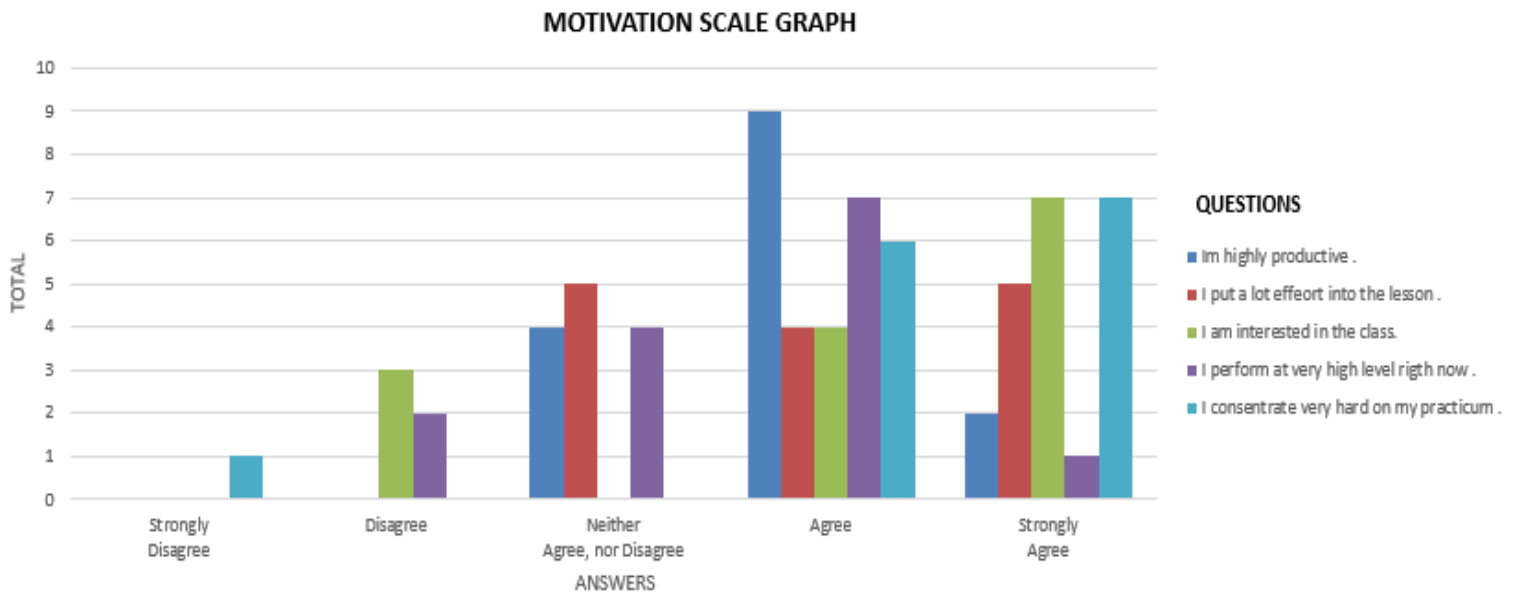
The table shows the previous and the current level of proficiency participants have according to the results of the TOEFL test. We can observe that some of them have improved after taking the practicum I, however there are others who have gotten a lower score. The environment and the conditions in which the students took the TOEFL test caused some discrepancies in the results from the pre-test and the post-test.

GRAPH 1: BEHAVIORAL CHECK LIST OF TEACHER STUDENT`S CONFIDENCE



GRAPH 1 In the graph comparing with the observation we can observed that the majority of the students are performing really good in the practice teaching the graph did not show a discrepancy or any different on it. Comparing with the motivation scale and the TOEFL scores seems that in terms of performing they are using all the techniques and show that the planning is according on what they are doing besides that all the aspects of behavior evaluated in the checklist are marked with positive score and no bad comments.

GRAPH 2 MOTIVATION SCALE

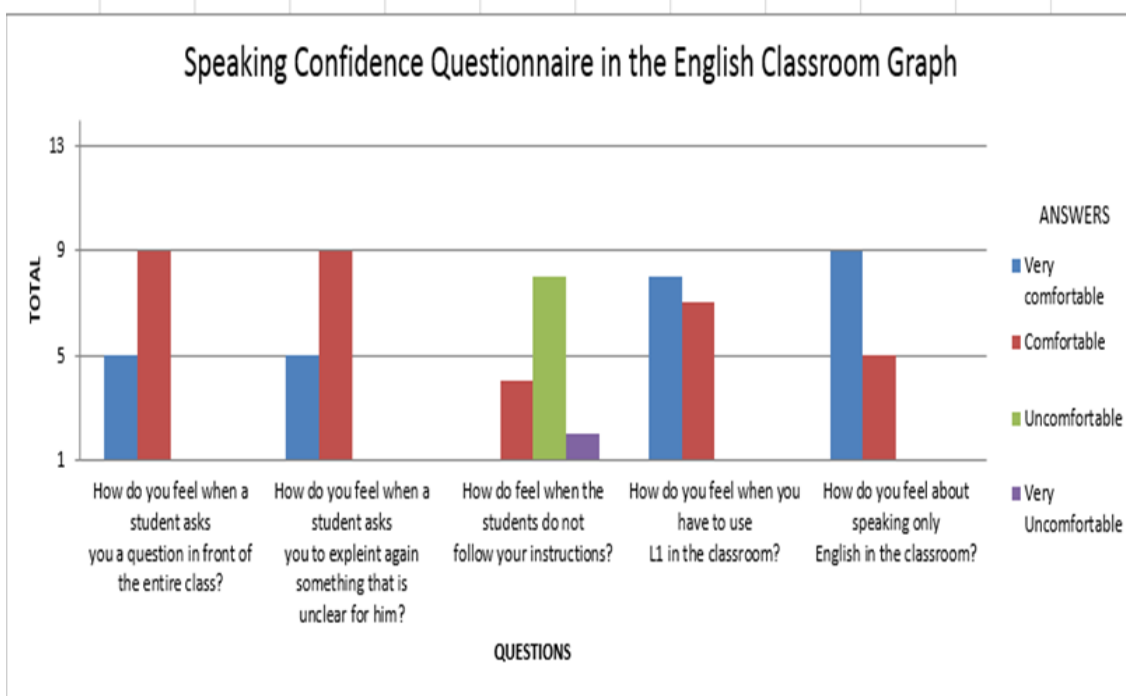


GRAPH 2

The motivation scale can be analyzed based on the answered that the participants provided in order to know exactly how the felt.

In this graph can be observed the participants motivation, we could observed that students felt motivated about teaching a L2 language (in this case, English.) a total of 14 students were evaluated with this motivation scale. On the stamen I am highly productive nine of them were agree while on the other four of them answer that they were neither agree or disagree. In the stamen I perform very high level right now seven of them are agree and just four say that they are neither agree or disagree. In the stamen I am interesting in the class seven of them are strongly agree. With this result most of the students showed they are motivated about teaching.

GRAPH 3: SPEAKING CONFIDENCE QUESTIONNAIRE IN THE ENGLISH CLASSROOM



Graph 3. Speaking confidence was one of the most important since this showed how the sample students felt in different scenarios for example: When a student makes questions in front of the classroom nine of Student-teachers` felt comfortable while in the order hand five felt very comfortable. Explaining again a topic for students five felt very comfortable and nine comfortable with this it showed that most the teacher students felt really comfortable even if they have explains all over again. When a student does not follow their instructions four teacher-students felt comfortable, eight uncomfortable and two very uncomfortable, in this question the teacher-students as the answered they did not feel good when the student do not followed the instructions with this found it can be analyzed that the teacher- student are not able to be reaping or patient with a student who did not comprehended the instruction. When using L1 (Spanish) eight feel very comfortable and seven comfortable. And when speaking English only nine felt very comfortable and five comfortable. The results showed the confidence participants had when they were exposed in a English only environment, but still they did not have any problem using L1.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 conclusions

- As a conclusion the study was highly productive due to the fact that as research practitioners we were able to evaluate not only us as under graded students, but also for the department. As a research team, we realized that there should be different ways to evaluate the students and their performance in the practicum, not only the knowledge, but also the motivation that can be observed in the classroom by their mentors and students as well.
- As a conclusion there might be a relationship between the proficiency level and the speaking confidence student teachers´ showed during their lessons.
- As a conclusion the behavior of the student teachers´ was positive along with a good performance no chance to negative comments at the end of the lesson observed by their mentors and the research team members.

5.2 Recommendations

5.2.1 Recommendations for professors

- As a research team we highly recommend, for future generations, to consider the TOEFL score before assigning a group for teaching a L2 language to a practicum student.
- As a research team we do recommend to the professors to considerate a speaking exam before assigning a group.
- Teachers should encourage students to take a preparation course before taking the TOEFL test.

5.2.2 Recommendations for students

- Students should continue doing this study so that a record can be kept and check the progress of the students who take the practicum and their level of proficiency.
- Students should avoid the use of L1 when teaching.
- Students from the Foreign Languages Department, should take a reinforcement course before taking the TOEFL exam.

CHAPTER VI

6. BIBLIOGRAPHY AND APPENDIXES

6.1 Bibliographical References

Johnson, C. (2013). Relationship between English Language Learners' Proficiency in Reading, Writing, Listening, and Speaking and Proficiency on Maryland School Assessments in Mathematics. 2015, from ERIC Website:

<https://eric.ed.gov/?q=reading+and+speaking+proficiency&id=ED553244Johnson>

C. Michael. (2013). Relationship between English Language Learners' Proficiency in Reading, Writing, Listening, and Speaking and Proficiency on Maryland School Assessments in Mathematics. 2015, from ERIC website:

<https://eric.ed.gov/?q=reading+and+speaking+proficiency&id=ED553244>

Moogosh. (2015). TOEFL speaking practice . 2016, from magooshtoeft.com, website:

<http://magoosh.com/toefl/2015/toefl-speaking-practice-questions-with-answers-pdf/>

TOEFL IBT Test rubric. (2014). Independent SPEAKING Rubrics. 2016, from ETS, website: http://www.ets.org/s/toefl/pdf/toefl_speaking_rubrics.pdf

CAMBRIDGE ENGLISH PROFICIENCY. (2015). Handbook for teachers . 2016, from Cambridge University, website: <http://www.cambridgeenglish.org/images/168194-cambridge-english-proficiency-teachers-handbook.pdf>

Harmer, J. (2000). The practice of English Language Teaching . 2016, from Longman, website:

http://www.ict.edu.mx/acervo_idiomas_english_The%20practice%20of%20English%20Language_Jeremy%20Harmer.pdf

XXXX. (2016). Language Proficiency Assessment . 2016, de learnalberta.ca, website:

www.learnalberta.ca

U.S. Department of State. (2016). Language Proficiency Definitions. 2016, from U.S. Department of State CAREERS REPRESENTING AMERICA, website:

https://careers.state.gov/gateway/lang_prof_def.html

Merriam Webster. (2015). Online dictionary. 2016, from Encyclopædia Britannica Company, website: <http://www.merriam-webster.com/>

Nordquist, R. (2016). English as a Foreign Language (EFL) Glossary. 2016, from About.com, website: <http://grammar.about.com/od/mo/fl/Majority-Language.htm>

EnglishClub. (1997). The 4 Language Skills. 2016, from EnglishClub, website: <https://www.englishclub.com/learn-english/language-skills.htm>

Whitaker, M. (2011). MOTIVATION CHECKLIST. 2016, from About Leaders: leaders making difference, website: http://27rywd1v8l2xv13032ubkf91.wpengine.netdna-cdn.com/wp-content/uploads/pdf/motivation_checklist.pdf

6.2 Appendixes

6.2.1 Letters addressed to the teachers

Ciudad Universitaria, miércoles 13 de julio de 2016.

Lic. Grace Gómez

Docente de la cátedra Práctica Docente II

Presente.

Respetable Maestra Grace Gómez

Reciba cordiales saludos. Aprovecho la oportunidad para solicitarle su valiosa colaboración en el sentido que las alumnos **Marta Eugenia Campos** con carné CG09068, **Marina Abigaíl Montenegro** con carné ML10019 y **Juan Quintanilla** con carné QA10004, que actualmente se encuentran desarrollando su proceso de grado bajo mi supervisión, puedan administrar un instrumento de investigación pertinente al estudio que ellos realizan a una muestra de **14** estudiantes del curso que usted se encuentra impartiendo. El tema en estudio ha sido denominado “A Comparison of the Entry and Exit Speaking and Reading Proficiency Level of Practicum I & II Students and its Effects on their Teaching Performance as Assistants at the Foreign Language Department at the University of El Salvador, Semester I & II, 2016”. Parte de esta petición consiste en ceder al grupo o miembros de éste, los últimos 30 minutos de la clase, para poder administrar los instrumentos de recolección de datos de tipo examen y cuestionario.

Agradeciendo de antemano su valiosa colaboración, me suscribo.

Cordialmente,

F. _____

MsD. Miguel Ángel Mata

6.2.2 TOEFL Test for Students – Reading Part



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



"A Comparison of the Entry and Exit Speaking and Reading Proficiency Level of Practicum I & II Students and its Effects on their Teaching Performance as Assistants at the Foreign Language Department at the University of El Salvador, Semester I & II, 2016"

Objective: To measure the entry and exit speaking and readings proficiency levels of students from practicum I and practicum II.

Teacher student's name: _____

Date: _____ **Time:** _____ **Facilitator's Name:** _____

TOEFL – READING COMPREHENSION

Questions 1-10

- Baseball evolved from a number of different ball-and-stick games (paddle ball, trap ball, one-old-cat, rounders, and town ball) originating in England. As early as the American Revolution, it was noted that troops played "baseball" in their free time. In 1845 Alexander Cartwright formalized the New York Knickerbockers' version of the game: a diamond shaped infield, with bases ninety feet apart, three strikes-you're-out, batter out on a caught ball, three outs per inning, a nine man team. The "New York Game" spread rapidly, replacing earlier localized forms. From its beginnings, baseball was seen as a way of satisfying the recreational needs of an increasingly urban-industrial society. At its inception it was played by and for wealthy gentlemen. A club might consist of 40 members. The president would appoint two captains who would choose teams from among the members. Games were played on Monday and Thursday afternoons, with the losers often providing a lavish evening's entertainment for the winners.
- (15) During the 1850-70 period the game was changing, however, with increasing commercialism (charging admission), under-the-table payments to exceptional players, and gambling on the outcome of games. By 1868 it was said that a club would have their regular professional ten, an amateur first-nine, and their "muffins" (the gentlemanly duffers who once ran the game) Beginning with the first openly all-salaried team (Cincinnati's Red Stocking Club) in 1869, the 1870-1890 period saw the complete professionalization of baseball, including formation of the National Association of Professional Baseball Players in 1871. The National League

(25) of Professional Base Ball Clubs was formed in 1876, run by business-minded investors in joint-stock company clubs. The 1880s has been called Major League Baseball's "Golden Age". Profits soared, player's salaries rose somewhat, a season of 84 games became one of 132, a weekly periodical "The Sporting News" came into being, wooden stadiums with double-deck stands replaced open fields, and the standard refreshment became hot dogs, soda pop and peanuts. In 1900 the Western League based in the growing cities of the Midwest proclaimed itself the American League.

1. What is the passage mainly about?

- (A) the origins of baseball
- (B) the commercialization of baseball
- (C) the influence of the "New York Game" on baseball
- (D) the development of baseball in the nineteenth century

2. Which of the following can be inferred from the passage?

- (A) the wealthy gentlemen who first played baseball, later needed to find another recreational opportunity if they did not want to mix with others or become a "muffin"
- (B) hot dogs would not have become as popular as they did, without the professionalism and commercialism that developed in baseball
- (C) the "New York Game" spread rapidly because it was better formalized
- (D) business-minded investors were only interested in profits

3. The word "inception" in line 9 is closest in meaning to

- (A) requirements
- (B) beginning
- (C) insistence
- (D) rules

4. The word "lavish" in line 12 is closest in meaning to

- (A) prolonged
- (B) very generous
- (C) grand
- (D) extensive

5. Which of the following is true of the way the game was played by wealthy gentlemen at its inception
- (A) a team might consist of 40 members
 - (B) the president would choose teams from among the members
 - (C) they didn't play on weekends
 - (D) they might be called "duffers" if they didn't make the first nine
6. According to the second paragraph, all of the following are true except
- (A) commercialism became more prosperous
 - (B) the clubs are smaller
 - (C) outstanding players got extra income
 - (D) people gamed on the outcome of games
7. Which of the following is NOT mentioned as a feature of the 1880s "Golden Age"?
- (A) wooden stadiums replaced open fields
 - (B) a weekly periodical commenced
 - (C) the National Association of Professional Baseball Players was formed
 - (D) profits soared
8. The word "somewhat" in line 24 is closest in meaning to
- (A) to a significant extent
 - (B) to a minor extent
 - (C) to not the same extent
 - (D) to some extent
9. The word "itself" in line 28 refers to
- (A) the Western League
 - (B) growing cities
 - (C) the Midwest
 - (D) the American League
10. Where in the passage does the author first mention payments to players
- (A) lines 5-9
 - (B) lines 10-14
 - (C) lines 15-19
 - (D) lines 20-25

Questions 11-20

Philosophy in the second half of the 19th century was based more on biology and history than on mathematics and physics. Revolutionary thought drifted away from metaphysics and epistemology and shifted more towards ideologies in science, politics, and sociology. Pragmatism became the most vigorous school of thought in American philosophy during this time, and it continued the empiricist tradition of grounding knowledge on experience and stressing the inductive procedures of experimental science. The three most important pragmatists of this period were the American philosophers Charles Peirce (1839-1914), considered to be the first of the American pragmatists, William James (1842-1910), the first great American psychologist, and John Dewey (1859-1952), who further developed the pragmatic principles of Peirce and James into a comprehensive system of thought that he called "experimental naturalism", or "instrumentalism".

Pragmatism was generally critical of traditional western philosophy, especially the notion that there are absolute truths and absolute values. In contrast, Josiah Royce (1855-1916), was a leading American exponent of idealism at this time, who believed in an absolute truth and held that human thought and the external world were unified. Pragmatism called for ideas and theories to be tested in practice, assessing whether they produced desirable or undesirable results. Although pragmatism was popular for a time in Europe, most agree that it epitomized the American faith in know-how and practicality, and the equally American distrust of abstract theories and ideologies. Pragmatism is best understood in its historical and cultural context. It arose during a period of rapid scientific advancement, industrialization, and material progress; a time when the theory of evolution suggested to many thinkers that humanity and society are in a perpetual state of progress. This period also saw a decline in traditional religious beliefs and values. As a result, it became necessary to rethink fundamental ideas about values, religion, science, community, and individuality. Pragmatists regarded all theories and institutions as tentative hypotheses and solutions. According to their critics, the pragmatist's refusal to affirm any absolutes carried negative implications for society, challenging the foundations of society's institutions.

11. What is this passage primarily about?
- (A) the evolution of philosophy in the second half of the 19th century
 - (B) the three most important American pragmatists of the late 19th century
 - (C) the differences between pragmatism and traditional western philosophy
 - (D) American pragmatism
12. Which of the following is true
- (A) idealism was an important part of the pragmatic approach
 - (B) "pragmatism" was also known as "traditional western philosophy"
 - (C) pragmatism continued the empiricist tradition
 - (D) pragmatism is best understood independently of its historical and cultural context
13. Which of the following is true, according to the passage
- (A) absolute truths and values are notions in western traditional philosophy
 - (B) John Dewey was the first great American psychologist
 - (C) the empiricist tradition is part of traditional western philosophy
 - (D) revolutionary thought was not pragmatic
14. The phrase "at this time" in line 14 refers to
- (A) at the time traditional western philosophy was dominant in America
 - (B) at the time pragmatism was popular in Europe
 - (C) 1855-1916
 - (D) the second half of the 19th century
15. According to the passage, pragmatism was more popular in America than Europe because
- (A) Americans had greater acceptance of the theory of evolution
 - (B) it epitomized the American faith in know-how and practicality
 - (C) Europe had a more traditional society based on a much longer history
 - (D) industrialization and material progress was occurring at a faster pace in America at that time

-
16. The word "abstract" in line 19 is closest in meaning to
(A) unclear (B) not concrete (C) new (D) old
17. The word "perpetual" in line 22 is closest in meaning to
(A) challenging (B) continuous (C) declining (D) secular
18. The word "fundamental" in line 24 is closest in meaning to
(A) new (B) personal (C) essential (D)
threatening
19. All of the following are true EXCEPT
(A) revolutionary thought shifted more towards ideologies in science, politics
and sociology
(B) pragmatists regarded all theories and institutions as tentative hypotheses
and solutions
(C) Josiah Royce was not a pragmatist
(D) pragmatism was based on the theory of evolution
20. Which of the following can be inferred from the passage?
(A) Josiah Royce considered Charles Peirce to be challenging the
foundations of society's institutions
(B) Charles Peirce considered Josiah Royce to be too influenced by the
theory of evolution
(C) John Dewey would not have developed his system of thought called
"experimental naturalism" or "instrumentalism" without the pioneering work
of Charles Peirce and William James
(D) Josiah Royce was a revolutionary thinker
-

21. What does the passage mainly discuss?
 (A) limits of the human eye (B) perfect vision
 (C) different eyes for different uses (D) eye variation among different species
22. The word "criterion" in line 1 is closest in meaning to
 (A) standard (B) need (C) expectation (D) rule
23. The phrase "without a hitch" in line 2 is closest in meaning to
 (A) unaided (B) without glasses
 (C) with little hesitation (D) easily
24. According to the passage, why might birds and animals consider humans very visually handicapped?
 (A) humans can't see very well in either air or water
 (B) human eyes are not as well suited to our needs
 (C) the main outstanding feature of human eyes is color vision
 (D) human eyes can't do what their eyes can do
25. The word "that" in line 10 refers to
 (A) foveae (B) areas of the eye
 (C) cones (D) visual distinctions
26. According to the passage, "bug detectors" are useful for
 (A) navigation (B) seeing moving objects
 (C) avoiding bugs when getting food (D) avoiding starvation
27. According to the passage, which of the following is NOT true
 (A) kingfishers have monocular vision
 (B) bees see patterns of dots
 (C) hawks eyes consist mostly of cones that can allow it to scan with one eye at a time
 (D) humans are farsighted in water
28. Where in the passage does the author discuss that eyes are useful for avoiding starvation?
 (A) lines 5-9 (B) lines 10-14 (C) lines 15-19 (D) lines 20-25
29. The phrase "paling into insignificance" in line 23 is closest in meaning to
 (A) fading away (B) of less importance
 (C) without colored light (D) being reduced to little importance
30. Which of the following can be inferred from the passage?
 (A) eyes have developed differently in each species
 (B) bees have the most complex eye
 (C) humans should not envy what they don't need
 (D) perfect vision is not perfect

21. What does the passage mainly discuss?
(A) limits of the human eye (B) perfect vision
(C) different eyes for different uses (D) eye variation among different species
22. The word "criterion" in line 1 is closest in meaning to
(A) standard (B) need (C) expectation (D) rule
23. The phrase "without a hitch" in line 2 is closest in meaning to
(A) unaided (B) without glasses
(C) with little hesitation (D) easily
24. According to the passage, why might birds and animals consider humans very visually handicapped?
(A) humans can't see very well in either air or water
(B) human eyes are not as well suited to our needs
(C) the main outstanding feature of human eyes is color vision
(D) human eyes can't do what their eyes can do
25. The word "that" in line 10 refers to
(A) foveae (B) areas of the eye
(C) cones (D) visual distinctions
26. According to the passage, "bug detectors" are useful for
(A) navigation (B) seeing moving objects
(C) avoiding bugs when getting food (D) avoiding starvation
27. According to the passage, which of the following is NOT true
(A) kingfishers have monocular vision
(B) bees see patterns of dots
(C) hawks eyes consist mostly of cones that can allow it to scan with one eye at a time
(D) humans are farsighted in water
28. Where in the passage does the author discuss that eyes are useful for avoiding starvation?
(A) lines 5-9 (B) lines 10-14 (C) lines 15-19 (D) lines 20-25
29. The phrase "paling into insignificance" in line 23 is closest in meaning to
(A) fading away (B) of less importance
(C) without colored light (D) being reduced to little importance
30. Which of the following can be inferred from the passage?
(A) eyes have developed differently in each species
(B) bees have the most complex eye
(C) humans should not envy what they don't need
(D) perfect vision is not perfect

Questions 31-39

Line
(5) Labor Day, the first Monday in September, is a creation of the labor movement and is dedicated to the social and economic achievements of American workers. The first Labor Day holiday was celebrated on Tuesday, September 5, 1882 in New York City in accordance with the plans of the Central Labor Union. The idea for this day is attributed to a man named McGuire, but there is some controversy about which man named McGuire. This celebration was repeated the following year, then in 1884, the first Monday in September was selected, and the Central Labor Union urged similar organizations in other cities to follow the example of New York and celebrate a "workingmen's holiday" on that date. The idea spread with the growth of labor organizations, and in 1885 Labor Day was celebrated in many industrial centers of the country.

(10)

(15) Through the years the nation gave increasing emphasis to Labor Day. The first government recognition came through municipal ordinances passed during 1885 and 1886, leading to a movement to secure State legislation. The first bill was introduced into the New York legislature, but the first to become law was passed by Oregon in 1887. During that year four more States (Colorado, Massachusetts, New Jersey, and New York) also legislated for Labor Day. By 1894, 23 other States had adopted the holiday, and in June of that year, Congress passed an Act, making the first Monday in September of each year a legal holiday in the District of Columbia and the territories.

(20) The form that the observance and celebration should take, was outlined to be a street parade to exhibit to the public "the strength and 'esprit de corps' of the trade and labor organizations", followed by a festival for the recreation and amusement of workers and their families. By resolution of the American Federation of Labor Convention in 1909, the Sunday preceding Labor Day was adopted as Labor Sunday, and dedicated to the spiritual and educational aspects of the labor movement.

Questions 40-50

At the turn of the nineteenth century, Concord was a thriving community, already famous throughout the young nation for its critical early role in the events leading up to the American Revolution. It was the half shire town for Middlesex County, attracting over 500 visitors to the courts twice a year, among them customers for Concord's hats, shoes, carriages and clocks. Among Concord's approximately 400 heads of households in this period, about 65% were in agriculture, 4% in commerce, and 35% in manufacturing. Of those in manufacturing, seven men headed clockmaking shops and another thirty or so were engaged in the shops or in businesses that supplied the clockmaking trade – the brass foundry, iron forge, wire-drawing mill, and a number of cabinetmaking shops. In short, the center of Concord, the Milldam, was a machine for the production of clocks, second only in importance to Boston's industrial Roxbury Neck, where the influential Willard family had been producing clocks since about 1785.

While the handsome and well-crafted clocks of these seven shops, featuring inlaid mahogany cases, enameled dials and reverse painted glasses, are generally perceived as products of a traditional clockmaker (one person at a bench fashioning an eight-day clock from scratch), they are actually products of a network of shops employing journeymen labor that extended from Concord to Boston and overseas to the highly developed tool trade of Lancashire, England.

In addition to crafting in the fashionable Willard features such as the pierced fretwork, columns with brass fixtures, and white enamel dial, Concord clockmakers attempted to differentiate their products from those of the Willards through such means as a distinctive ornamental inlay, which added to the perception of custom work not usually seen on the Willard's standardized products. The Willards also made less expensive wall clocks, including "banjo clocks" patented by Simon Willard in 1802. The distinctive diamond shaped design and inverted movement of some Concord wall clocks may reflect an attempt to circumvent Willard's patent.

40. What is the passage primarily about?

- (A) clockmaking in Concord at the turn of the nineteenth century
- (B) Concord at the turn of the nineteenth century
- (C) Competition between Concord clockmakers and the Willards
- (D) The influence of the Willards on clockmaking in Concord

41. According to the passage, which of the following businesses did NOT supply the clockmaking trade?

- (A) wire-drawing mill
- (B) cabinetmaking shops
- (C) iron forge
- (D) glass shops

42. The phrase "in short" in line 10 is closest in meaning to

- (A) generally speaking
- (B) to sum up
- (C) in conclusion
- (D) however

43. According to the passage, "the Milldam" was
(A) where the Willard family had been producing clocks
(B) a type of clock
(C) in Boston's industrial Roxbury Neck
(D) in Concord
44. Which of the following terms does the author explain in the passage?
(A) banjo clocks (line 24) (B) journeymen labor (line 17)
(C) traditional clockmaker (line 15) (D) pierced fretwork (line 20)
45. Which of the following features is NOT mentioned as a way the Concord clockmakers attempted to differentiate their products from Willards?
(A) inverted movements (B) brass fixtures
(C) distinctive ornamental inlay (D) diamond shaped design
46. The word "differentiate" in line 21 is closest in meaning to
(A) identify (B) distinguish (C) dignify (D) divide
47. The author implies that the Concord clockmakers
(A) would do anything to try to compete with Willards
(B) attempted to customize their products as much as possible
(C) were the most important industry in Concord
(D) were in danger of being prosecuted for breach of patent
48. The word "inverted" in line 25 is closest in meaning to
(A) intricate (B) musical (C) upside down (D) external
49. The word "circumvent" in line 26 is closest in meaning to
(A) copy (B) evade (C) compete with (D) minimize
50. Where in the passage does the author mention the features of the well-crafted clocks of Concord?
(A) lines 5-9 (B) lines 10-14
(C) lines 15-19 (D) lines 20-25

THANKS!

Teacher student's name	
---------------------------	--

(A) (B) (C) (●)

- | | | | |
|-----|-----------------|-----|-----------------|
| 1. | (A) (B) (C) (D) | 26. | (A) (B) (C) (D) |
| 2. | (A) (B) (C) (D) | 27. | (A) (B) (C) (D) |
| 3. | (A) (B) (C) (D) | 28. | (A) (B) (C) (D) |
| 4. | (A) (B) (C) (D) | 29. | (A) (B) (C) (D) |
| 5. | (A) (B) (C) (D) | 30. | (A) (B) (C) (D) |
| 6. | (A) (B) (C) (D) | 31. | (A) (B) (C) (D) |
| 7. | (A) (B) (C) (D) | 32. | (A) (B) (C) (D) |
| 8. | (A) (B) (C) (D) | 33. | (A) (B) (C) (D) |
| 9. | (A) (B) (C) (D) | 34. | (A) (B) (C) (D) |
| 10. | (A) (B) (C) (D) | 35. | (A) (B) (C) (D) |
| 11. | (A) (B) (C) (D) | 36. | (A) (B) (C) (D) |
| 12. | (A) (B) (C) (D) | 37. | (A) (B) (C) (D) |
| 13. | (A) (B) (C) (D) | 38. | (A) (B) (C) (D) |
| 14. | (A) (B) (C) (D) | 39. | (A) (B) (C) (D) |
| 15. | (A) (B) (C) (D) | 40. | (A) (B) (C) (D) |
| 16. | (A) (B) (C) (D) | 41. | (A) (B) (C) (D) |
| 17. | (A) (B) (C) (D) | 42. | (A) (B) (C) (D) |
| 18. | (A) (B) (C) (D) | 43. | (A) (B) (C) (D) |
| 19. | (A) (B) (C) (D) | 44. | (A) (B) (C) (D) |
| 20. | (A) (B) (C) (D) | 45. | (A) (B) (C) (D) |
| 21. | (A) (B) (C) (D) | 46. | (A) (B) (C) (D) |
| 22. | (A) (B) (C) (D) | 47. | (A) (B) (C) (D) |
| 23. | (A) (B) (C) (D) | 48. | (A) (B) (C) (D) |
| 24. | (A) (B) (C) (D) | 49. | (A) (B) (C) (D) |
| 25. | (A) (B) (C) (D) | 50. | (A) (B) (C) (D) |

PRACTICE TEST 65

ANSWER KEY

1	D	26	B
2	C	27	C
3	B	28	C
4	B	29	D
5	C	30	A
6	C	31	B
7	C	32	C
8	D	33	B
9	A	34	C
10	C	35	A
11	D	36	B
12	C	37	D
13	A	38	D
14	D	39	C
15	B	40	A
16	B	41	D
17	D	42	B
18	C	43	D
19	D	44	C
20	A	45	B
21	D	46	B
22	A	47	B
23	D	48	C
24	D	49	B
25	A	50	B



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



"A Comparison of the Entry and Exit Speaking and Reading Proficiency Level of Practicum I & II Students and its Effects on their Teaching Performance as Assistants at the Foreign Language Department at the University of El Salvador, Semester I & II, 2016"

Speaking Confidence Questionnaire in the English Classroom

Objective: To determine teacher students' confidence in speaking English by providing them with a questionnaire to measure how they feel about some TEFL scenarios.

Teacher student's name: _____

Date: _____ **Time:** _____ **Facilitator's Name:** _____

Instructions: Circle the correct response for each question. Make sure that your answer reflects how you truly feel in the following situations:

1- How do you feel when a student asks you a question in front of the entire class?

A- very comfortable B- comfortable C- uncomfortable D- very uncomfortable

2- How do you feel when a student asks you to explain again something that is unclear for him?

A- very comfortable B- comfortable C- uncomfortable D- very uncomfortable

3- How do you feel when the students do not follow your instructions?

A- very comfortable B- comfortable C- uncomfortable D- very uncomfortable

4- How do you feel when you have to use L1 in the classroom?

A- very comfortable B- comfortable C- uncomfortable D- very uncomfortable

5- How do you feel about speaking only English in the classroom?

A- very comfortable B- comfortable C- uncomfortable D- very uncomfortable



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



"A Comparison of the Entry and Exit Speaking and Reading Proficiency Level of Practicum I & II Students and its Effects on their Teaching Performance as Assistants at the Foreign Language Department at the University of El Salvador, Semester I & II, 2016"

Objective: To measure the entry and exit speaking and reading proficiency level of students from practicum I and II.

Student's name: _____

Date: _____ **Time:** _____ **Facilitator's Name:** _____

TOEFL – SPEAKING PART

(Question type: Task 1 - Independent)

You will now be asked a question about a familiar topic. After you read the question, you will have 15 seconds to prepare your response and 45 seconds to speak.

Preparation time: 15 seconds

Response time: 45 seconds

Prompt: Describe a teacher who was important to you and why he or she was important. Be sure to include specific examples in your response.

(Question type: Task 2 - Integrated)

You will now read a short passage. You will then be asked a question about it. After you hear the question, you will have 30 seconds to prepare your response and 60 seconds to speak.

Reading passage:

A university has announced a new scholarship opportunity on its website. You will have 45 seconds to read the announcement. Begin reading now.

New Scholarship Offers Opportunity to Study in Rome

The university is pleased to offer an exciting new opportunity for students in the Romance Languages department. The prestigious Buonocore Scholarship allows students to study tuition-free for two semesters in Rome. Students must submit an essay exploring a specific aspect of Italian culture to the selection committee. They must also submit a detailed plan explaining how a year in Italy would provide the opportunity to further research and improve the essay. Please note that students in departments other than Romance Languages are ineligible for this opportunity.

Directions: prepare a response to the following: What do you think about the scholarship and about the university's policy?

Preparation time: 30 seconds

Response time: 60 seconds



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



"A Comparison of the Entry and Exit Speaking and Reading Proficiency Level of Practicum I & II Students and its Effects on their Teaching Performance as Assistants at the Foreign Language Department at the University of El Salvador, Semester I & II, 2016"

Behavioral check list of teacher student's confidence

Objective: To determine teacher students' confidence by observing a lesson using a behavioral check list to measure their behavior in some TEFL scenarios.

Teacher student's name: _____

Date: _____ *Time:* _____ *Facilitator's Name:* _____

BEHAVIOR	YES	NO	COMMENTS
1• Maintains eye contact when speaking			
2• Has erect open posture / positive body language			
3• Speaks clearly and audibly			
4• Takes risks			
5• Has happy disposition			
6• Communicates feelings appropriately			
7• Displays initiative			
8• Assigns tasks			
9• Assists students			



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



"A Comparison of the Entry and Exit Speaking and Reading Proficiency Level of Practicum I & II Students and its Effects on their Teaching Performance as Assistants at the Foreign Language Department at the University of El Salvador, Semester I & II, 2016"

Motivation scale

Objective: To determine teacher students' motivation by providing them with a scale to rate how they feel about some TEFL scenarios.

Teacher student's name: _____

Date: _____ **Time:** _____ **Facilitator's Name:** _____

Instructions: Please use the scale below for selecting your answers.

- 5 - Strongly Agree
- 4 - Agree
- 3 - Neither Agree or Disagree
- 2 - Disagree
- 1 - Strongly Disagree

1. I am highly productive. 1 2 3 4 5

2. I put a lot of effort into the lessons. 1 2 3 4 5

3. I am interested in the class. 1 2 3 4 5

4. I perform at a very high level right now. 1 2 3 4 5

5. I concentrate very hard on my practicum. 1 2 3 4 5

Integrated **SPEAKING** Rubrics

SCORE	GENERAL DESCRIPTION	DELIVERY	LANGUAGE USE	TOPIC DEVELOPMENT
4	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Speech is generally clear, fluid, and sustained. It may include minor lapses or minor difficulties with pronunciation or intonation. Pace may vary at times as the speaker attempts to recall information. Overall intelligibility remains high.	The response demonstrates good control of basic and complex grammatical structures that allow for coherent, efficient (automatic) expression of relevant ideas. Contains generally effective word choice. Though some minor (or systematic) errors or imprecise use may be noticeable, they do not require listener effort (or obscure meaning).	The response presents a clear progression of ideas and conveys the relevant information required by the task. It includes appropriate detail, though it may have minor errors or minor omissions.
3	The response addresses the task appropriately, but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, but it exhibits minor difficulties with pronunciation, intonation, or pacing and may require some listener effort at times. Overall intelligibility remains good, however.	The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. Such limitations do not seriously interfere with the communication of the message.	The response is sustained and conveys relevant information required by the task. However, it exhibits some incompleteness, inaccuracy, lack of specificity with respect to content, or choppieness in the progression of ideas.
2	The response is connected to the task, though it may be missing some relevant information or contain inaccuracies. It contains some intelligible speech, but at times problems with intelligibility and/or overall coherence may obscure meaning. A response at this level is characterized by at least two of the following:	Speech is clear at times, though it exhibits problems with pronunciation, intonation, or pacing and so may require significant listener effort. Speech may not be sustained at a consistent level throughout. Problems with intelligibility may obscure meaning in places (but not throughout).	The response is limited in the range and control of vocabulary and grammar demonstrated (some complex structures may be used, but typically contain errors). This results in limited or vague expression of relevant ideas and imprecise or inaccurate connections. Automaticity of expression may only be evident at the phrasal level.	The response conveys some relevant information but is clearly incomplete or inaccurate. It is incomplete if it omits key ideas, makes vague reference to key ideas, or demonstrates limited development of important information. An inaccurate response demonstrates misunderstanding of key ideas from the stimulus. Typically, ideas expressed may not be well connected or cohesive so that familiarity with the stimulus is necessary to follow what is being discussed.
1	The response is very limited in content or coherence or is only minimally connected to the task. Speech may be largely unintelligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation and intonation problems cause considerable listener effort and frequently obscure meaning. Delivery is choppy, fragmented, or telegraphic. Speech contains frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limit (or prevent) expression of ideas and connections among ideas. Some very low-level responses may rely on isolated words or short utterances to communicate ideas.	The response fails to provide much relevant content. Ideas that are expressed are often inaccurate, limited to vague utterances, or repetitions (including repetition of prompt).
0	Speaker makes no attempt to respond OR response is unrelated to the topic.			

Copyright © 2013 by Educational Testing Service. All rights reserved. ETS, the ETS logo, TOEFL, and TOEFL iBT are registered trademarks of Educational Testing Service (ETS) in the United States and other countries. 01-13

Independent **SPEAKING** Rubrics

SCORE	GENERAL DESCRIPTION	DELIVERY	LANGUAGE USE	TOPIC DEVELOPMENT
4	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Generally well-paced flow (fluid expression). Speech is clear. It may include minor lapses, or minor difficulties with pronunciation or intonation patterns, which do not affect overall intelligibility.	The response demonstrates effective use of grammar and vocabulary. It exhibits a fairly high degree of automaticity with good control of basic and complex structures (as appropriate). Some minor (or systematic) errors are noticeable but do not obscure meaning.	Response is sustained and sufficient to the task. It is generally well developed and coherent; relationships between ideas are clear (or clear progression of ideas).
3	The response addresses the task appropriately but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, though minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times (though overall intelligibility is not significantly affected).	The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. This may affect overall fluency, but it does not seriously interfere with the communication of the message.	Response is mostly coherent and sustained and conveys relevant ideas/information. Overall development is somewhat limited, usually lacks elaboration or specificity. Relationships between ideas may at times not be immediately clear.
2	The response addresses the task, but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur; meaning may be obscured in places. A response at this level is characterized by at least two of the following:	Speech is basically intelligible, though listener effort is needed because of unclear articulation, awkward intonation, or choppy rhythm/pacing; meaning may be obscured in places.	The response demonstrates limited range and control of grammar and vocabulary. These limitations often prevent full expression of ideas. For the most part, only basic sentence structures are used successfully and spoken with fluidity. Structures and vocabulary may express mainly simple (short) and/or general propositions, with simple or unclear connections made among them (serial listing, conjunction, juxtaposition).	The response is connected to the task, though the number of ideas presented or the development of ideas is limited. Mostly basic ideas are expressed with limited elaboration (details and support). At times relevant substance may be vaguely expressed or repetitive. Connections of ideas may be unclear.
1	The response is very limited in content and/or coherence or is only minimally connected to the task, or speech is largely unintelligible. A response at this level is characterized by at least one of the following:	Consistent pronunciation, stress and intonation difficulties cause considerable listener effort; delivery is choppy, fragmented, or telegraphic; frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limit or prevent expression of ideas and connections among ideas. Some low-level responses may rely heavily on practiced or formulaic expressions.	Limited relevant content is expressed. The response generally lacks substance beyond expression of very basic ideas. Speaker may be unable to sustain speech to complete the task and may rely heavily on repetition of the prompt.
0	Speaker makes no attempt to respond OR response is unrelated to the topic.			

Copyright © 2013 by Educational Testing Service. All rights reserved. ETS, the ETS logo, TOEFL, and TOEFL iBT are registered trademarks of Educational Testing Service (ETS) in the United States and other countries. C212

