

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



**“DIFFICULTIES THAT THE FOREIGN LANGUAGE DEPARTMENT STUDENT
TEACHERS FROM THE UNIVERSITY OF EL SALVADOR FACE WHEN
UNDERTAKING THE TEACHING PRACTICE AT CENIUES ENGLISH
PROGRAMS DURING THE ACADEMIC YEAR 2016.”**

PRESENTED BY:

- ANA EDITH RODRIGUEZ GALICIA RG07031
- SANTIAGO MARGARITO QUINTEROS CHÁVEZ QC05022
- OSCAR WALBERTO FLORES PÉREZ FP04019

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

MAJOR: LICENCIATURA EN IDIOMA INGLES OPCIÓN ENSEÑANZA

RESEARCH ADVISOR: LICDA. ANA GRACE GÓMEZ

COORDINATOR OF GRADUATION PROCESSES: MSD. MAURICIO
CONTRERAS

JANUARY 30TH /2017

MAIN CAMPUS, SAN SALVADOR, EL SALVADOR.

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

RECTOR (ACTING AS PRESIDENT)

JOSE LUIS ARGUETA ARTILLON

ACADEMIC VICE-RECTOR

ADMINISTRATIVE VICE RECTOR (ACTING AS VICE-RECTOR)

CARLOS ARMANDO VILLALTA

GENERAL SECRETARY

ANA LETICIA ZAVALA DE AMAYA

AUTHORITIES OF THE SCHOOL OF ARTS AND SCIENCES

DEAN

JOSE VICENTE CUCHILLAS

VICE-DEAN

EDGAR NICOLAS AYALA

SECRETARY

JOSE PORFIRIO ALVAREZ TURCIOS

AUTHORITIES OF THE FOREIGN LANGUAGE DEPARTMENT

HEAD OF THE DEPARTMENT

JOSE RICARDO GAMERO ORTIZ

COORDINATOR OF THE GRADUATION PROCESS

MAURICIO SALVADOR CONTRERAS

RESEARCH ADVISOR

ANA GRACE GOMEZ

INDEX

Abstract.....	5
Introduction.....	6
CHAPTER I.....	8
1. PROBLEMATIC SITUATION.....	8
1.1 Statement of the problem.....	8
1.2 Objectives.....	9
1.3 Research questions.....	10
1.4 Justification.....	11
1.5 Limitations.....	13
1.6 Scope of the work.....	14
CHAPTER 2.....	15
2. THEORETICAL FRAMEWORK.....	15
2.1 The importance of the Teaching Practice on the Teacher Formation Process.....	15
2.2 Teaching Practice Course.....	16
2.3 CENIUES and the Foreign Language Department Partnership.....	17
2.4 Main Problems.....	18
1. Limitations of resources.....	18
2. Large Class Sizes.....	19
3. Expectation VS Realities of Teaching.....	19
4. Lack of Mentoring and Support from Supervising Teachers.....	21
2.5 General Considerations.....	23
CHAPTER 3.....	26
METHODOLOGY.....	26
3.1 Method.....	26
3.2 Population and Sampling.....	27
3.3 Data Collection Techniques.....	27
3.4 Data collection instruments.....	28
CHAPTER 4.....	29
DATA ANALYSIS.....	29
4.1 General Description of Data Analysis.....	29
4.2 Student Teachers' Questionnaire Analysis.....	29

4.3	Mentors' Responses Analysis	35
4.4	Coordinators' Questionnaire Analysis	39
4.5	Student teachers and Mentors' classes observation	43
	CHAPTER V.....	45
	CONCLUSION AND RECOMMENDATIONS	45
5.1	Conclusions	46
5.2	Recommendations.....	48
5.2.1	Recommendations for professors (Teaching practice advisors FLD)	48
5.2.2	Recommendations for student teachers (FLD Practitioners).....	49
5.2.3	Recommendations for CENIUES coordinators	49
5.2.4	Recommendations for CENIUES mentor teachers	50
5.2.5	Recommendations for future researchers.	51
	CHAPTER VI.....	52
	BIBLIOGRAPHY AND APPENDIXES.....	52
6.1	Biographical References.....	52
6.2	Appendixes	53

Abstract

The present research study involves identifying the most troublesome situations that University of El Salvador's Foreign Language Department (FLD) student teachers experienced as they complete their teaching practice at CENIUES (Centro de Enseñanza de Idiomas de la Universidad de El Salvador). The research was focused on discovering the areas that student teachers find more challenging, to this end, studies prior to this research as well a substantive amount of literature were carefully analyzed. A mixed-method approach that included qualitative and quantitative data-collection instruments was used in order to obtain and process reliable and accurate first-hand information. The results were analyzed without disregarding the specific context in which the study was conducted and all participants (coordinators, instructors and student teachers) were properly included in the study. After the analysis stage, some recommendations have been given as possible solutions to confront the most challenging situations student teachers face while carrying out their teaching practice.

Introduction

The Foreign Language Department at the University of El Salvador along with Centro de Enseñanza de Idiomas de la Universidad de El Salvador and other institutions have long worked together under simple arrangements to provide student teachers with the necessary conditions to undergo their mandatory teaching practice period. So far, CENIUES has stood out as the most fruitful professional training endeavor since it offers practice room for about 70% of all student teachers. Given the importance of this venture, it is necessary to provide a contextual outline of this successful language program. CENIUES is a self-supporting language center that was set up during the 90's under the initial auspices of the University of El Salvador. According to the University historical records, the project came into being thanks to the vision of some professors of the Foreign Language Department who took the initiative to create an institution that would serve Salvadoran society in terms of foreign languages teaching-learning. Since then, the FLD has been, to a moderate extent, involved with the different activities and processes carried out in this language center. Today, CENIUES has a strong nationwide reputation and meets the considerable –and increasing– demands from new language learners. In other words, CENIUES is now seen as one of the most successful projects at the University of El Salvador and it certainly benefits hundreds of students in their teaching practice endeavors.

However, standing in the classroom and leading the activities for the very first time is not always a satisfying experience; nervous new student teachers could turn this occasion into an unpleasant anecdote if not managed properly. In Salvadoran educational culture, many student teachers deal with some difficult situations when carrying out their teaching practice, FLD-CENIUES teaching- practice project is not the exception, many professional setbacks arise in the realms of this venture and the main objective of this study is to isolate which these specific situations are. At CENIUES, many student teachers have to deal with different kinds of problems that are not always properly treated by tutors and advisors. In order to get more acquainted on this situation, a survey was carried out in the year 2016 with the

purpose of having a first insight of the most common difficulties that student teachers were facing.

As it was mentioned above, the drive to conduct this research is to identify the most problematical situations encountered when student teachers take their teaching practice. Moreover, different steps for undertaking this project have been carefully planned so the most reliable information can be drawn out of this endeavor. Interviews with CENIUES tutors, supervisors and teaching-practice instructors were conducted in order to hear their opinions about the domains of this research. On the other hand, some instruments such as questionnaires, checklists, and class observation guides were designed and given in order to support the diagnostic survey carried out at the beginning of the semester; and consequently, have them compared with the latest problems faced by practitioners. In short, once the data analysis is completed, this research group is expecting to identify, classify, and document the most problematic situations faced by student teachers at CENIUES. All of this will be done with the purpose of setting a starting point to look for some possible solutions to improve the teaching practice during the next academic year or with the next student teacher generations.

CHAPTER I

1. PROBLEMATIC SITUATION

1.1 Statement of the problem

The teacher education process englobes a myriad of different components. Prospective teachers are supposed to learn a variety of skills and to get a deeper knowledge of didactics and pedagogy in an institution of Higher Education. But even when professors and instructors try their best, *learning to teach* actually happens in schools, and what is learnt depends largely on the demands made on student teachers while they are on their teaching practice. That is why this research team considers *the student teaching process* to be a key area in the professional development of future educators; and also as a critical aspect that needs to be continually improved by implementing the best guidelines and practices.

This research work is aimed at identifying some of the problems that student teachers encounter when undergoing the teaching practice in schools. Basically, the main inquiry has been focused on the specific difficulties face at CENIUES English programs. Besides that, factors that play a negative role in the development of the teaching practice itself need to be carefully analyzed; at the same time, all the agents involved in the program i.e. authorities, instructors, and student teachers will be approached in the hope of getting the most reliable accounts for our exploratory research. Moreover, this study included a significant devotion of time in CENIUES classrooms in order to obtain valuable first-hand information that leads to offer the most accurate conclusions. As a final point, by the end of this research, the team is expected to provide the Foreign Language Department with a reliable documented source that can be used as a future reference for works aimed at improving the student teaching program in the Foreign Language Department from the University of El Salvador.

1.2 Objectives

General Objective

- To identify the most common difficulties that student teachers from the Foreign Language Department face when undertaking the teaching practice at CENIUES English Program during the academic year 2016.

Specific Objectives

- To categorize the most common difficulties that student teachers from CENIUES face when carrying out their teaching practice.
- To identify the factors that cause the most common difficulties for FLD-CENIUES student teachers.
- To offer the FLD a documented work that can be viewed as a point of departure for future research on issues related to the student-teaching practice.

1.3 Research questions

Main research question

- What are the difficulties that student teachers from the Foreign Language Department face when undertaking the teaching practice at CENIUES during the academic year 2016?

Subsidiary questions

- To what extent does classroom management represent a difficulty for those students undertaking the Teaching Practice at CENIUES English program?
- How is the lack of feedback from mentor teachers affecting the students' performance during their Teaching Practice?

1.4 Justification

The Teaching Practice is an important part on the preparation of student teachers because it offers them the chance to get first-hand experience on the teaching field; in other words, it is the specific moment in which theory turns into practice. On account of the fact that the teaching practice is vital in the teaching learning process, the FLD through the Teaching Practice course has been placing student teachers in the different English programs such as CENIUES, PNC (policía nacional civil), FLD, and other projects that have been an essential experimental school for practitioners. Because of both the physical and the nature-related proximity, CENIUES has been chosen as the main “practicing ground” for FLD student teachers. This experience gives the prospective teaching professionals an opportunity to teach under the supervision of a certified language instructor, and at the same time, it serves as the perfect chance for future teachers to develop and integrate the skills that professionals of the educational field required.

However, this student-teaching project is not free of hindrances, i.e. many student teachers find certain difficulties when carrying out their student-teaching program at CENIUES, and even when the corresponding authorities try to overcome all the possible difficulties that practitioners come across with, there are still some problematical situations that need to be addressed. The implications of the above-mentioned information led to the administration of a diagnostic survey in March 2016 with the three groups that -at the time of writing this thesis- are taking the Teaching Practice I. A written questionnaire was given to 152 students in the different English Programs. According to preliminary results, classroom management issues along with the lack of economical and material resources are seen as recurrent difficulties frequently experienced by most of the practitioners. Besides that, time conflicts (due to studying and working responsibilities), and lack of guiding support from tutor to practitioner were also brought up by the student teachers as impediments to properly undertake their practicing time. The collected data also confirmed that most of the students are placed at CENIUES. (78 student teachers equivalent to 70% over the rest of the groups.) The FLD program hosts 24 practitioners and this represents 21% of the

total student teachers, Programs in other faculties (6 student teachers) the PNC Program (4 students) cover the missing 9%.

On the other hand, students mentioned a series of difficulties that this research group tried to understand in order to facilitate the classification and analysis of the problematic situations in the near future. So far, these problems have been identified and as time passes by, the research team expects to focus their efforts in some specific problems so the scope of the project can be narrowed down. This research group strongly believed that better administrative decision will be made as a result of studying the FLD-CENIUES teaching practice project, therefore, future student teachers will be benefited with a restructured and enriched experience when carrying out one of the most important tasks (The Practicum) on their way to become certified professionals in language teaching.

1.5 Limitations

- Time availability to administer the questionnaire to the students.
- Lack of collaboration of some student teachers in the class observation stage.
- Changes regarding student teachers' placement at CENIUES in the semester I and II.
- Time availability from the investigators due to their jobs.

1.6 Scope of the work

This present research was carried out in the Foreign Language Department of the School of Art and Science of the University of El Salvador with two groups of students who were taking the Teaching Practice course I and II during the year 2016. In order to serve the purpose of this study, a written questionnaire was administered to all student teachers involved; systematic in-class observation was also taken into account. Classes were observed on different weeks and days prioritizing on the students who stated having more difficulties than the rest of the practitioners. The process to collect data was carried out during six weeks. As a first step, the instruments were carefully elaborated and every item and question were treated with high standards as to ensure reliability and effectiveness in the different aspects being measured. After that, meetings were arranged with CENUES coordinators so as to get more acquainted with the institutional practices and views on the teaching practice process. Moreover, data was methodically analyzed, writing down important information collected about the assumptions made before the research. As a result of the data analysis, preliminary conclusion indicated that most of the difficulties faced by student teachers have to do with the lack of or poor feedback given by their tutors during their teaching practice performance. In short, many of the situations encountered by practitioners can be related to the lack of advice and feedback.

CHAPTER 2

2. THEORETICAL FRAMEWORK

2.1 The importance of the Teaching Practice on the Teacher Formation Process

An integral component of teacher education, training and preparation is teaching practice. It offers student teachers experience in the actual teaching and learning environment. The major focus of the teaching practice has to do with bringing theories and ideas about teaching into the actual classroom settings. Teaching is, by its nature, a highly interactive occupation that requires the building of empathetic and trusting relationships with students and with other members of the school community. While much about the theory and practice of teaching can be conveyed through content of sufficient rigor and quality, no one can become a truly competent teacher without some teaching practice under real conditions in a school, and with the adequate supervision of that practice.

The teaching practice is designed to smooth the transition from student to teacher. At the same time the teaching practice gives the teacher-training institutions an opportunity to evaluate their teaching capabilities, therefore, it is one of the most important components of the teacher training program since it is an opportunity for student teachers to put their theoretical studies into practice. However, there may be some inconsistencies between what has been learned in college or university and what actually happens in the classroom. The teaching practice should help student teachers to integrate theory and practice. It is the responsibility of teacher education institutions to provide such learning experiences to student teachers so they are able to identify, and acquire teaching practices which may develop professional competences and skills. As teaching practice is an important component of teachers training program, considerable attention must be given to make it more effective and fruitful.

2.2 Teaching Practice Course

There are two Practice Teaching courses that students have to take in the seventh and eighth semesters. Student Teachers are assigned to do their practice in different teaching areas: the EFL and ESL courses offered by the Foreign Language Department, Special Projects developed by the Language Department (English Courses for PNC Personnel) and others that may be requested according to necessity. The results obtained in the proficiency test, the groups scheduled by the FLD or other institutions, and students' availability are specific aspects to take into consideration when placing Student Teachers in the different courses.

According to the program, The Teaching Practice I and II provide students with observation, real practice, theory, and all the main components of the teaching-learning process of the English Language in different areas. The subject is mainly practical; this practice is addressed during class sessions. The course allows students to practice the theoretical and methodological knowledge they have gotten during the major in the different courses. This course prepares students to develop themselves professionally.

This course has the following objectives:

- To develop the TEFL process and all its components: planning, materials, activities, timing, contents, and evaluation carried out by teachers when working with students of the Basic Area.
- To build up academic skills in order to help students grow professionally.
- To analyze one's own experience of being taught and teaching, and probing the implications for one's teaching.
- To explore the literature on teaching so as to develop one's capacity for analysis and creativity.

There are good and important topics that are developed during these courses such as: Approaching Practice Teaching, Planning and Preparing a Lesson or a Sequence of Lessons, Developing Skills and Strategies, Presenting and Practicing Language,

Background to Language Learning, Managing resources: equipment and teaching aids, Managing the class and Ethical Issues, Giving feedback, etc.

2.3 CENIUES and the Foreign Language Department Partnership

The Foreign Language Department and CENIUES have been working together in order to achieve the practicum process effectively for about a decade, taking into account the near placement area of the Program, the education quality in the English teaching program, and the English levels regarding with group ages. The fact that, the majority of the student-teachers are placed at CENIUES English Program is because is the closest experimental school for practitioners; since, apart that is inside the University area and students do not need to go far away to take their Teaching Practice, many students are distributed in different English levels and groups in order to apply the teaching skills. This was the main vision of the FLD-CENIUES English Program at the beginning of the venture. Many aspects were taken into account with the purpose to help the student-teachers that study and work at the same time.

The perspectives from both the School and CENIUES' authorities on this practicum venture were well planned during the beginning of the alliance, since many important aspects were discussed and considered in order to support broadly the student-teachers necessities with the aim to fulfil adequately the past teaching practices.

2.4 Main Problems

Since teaching practicum is the time when student teachers have the opportunity to experiment with their knowledge outside their classroom for the first time, a lot of challenges are expected to arise. This is because learning to teach is a very complex activity as there are so many “unexpected and unknowns”. It is important to pay attention to those alarms and challenges for future development in the field of teacher education. If the challenges are not considered, they could intensify and cause more problems to the already complicated teaching occupation.

The Teaching Practice represents a challenging stage in the formation process of many student teachers, this mainly, due to the hindrances they usually encounter through the process. A study carried out by Veenman and Vaughn, Boss & Schumm showed that most common challenges or difficulties are especially related to classroom discipline, assessment of students’ work (Veenman, 1984), individual differences, and relationships with parents (Vaughn, Boss & Schumm, 1997) These problems are similar to the ones that student teachers who are undertaking the Teaching Practice at CENIUES English program faced in the academic year 2016. The questionnaire administered to student teachers at the beginning of the semester I showed that in that moment the main difficulties were related to classroom management and to the lack of economic and material resources.

However, there are some other challenges that the student teachers were facing during their professional teaching practice. This study lists the principal ones.

1. Limitations of resources

Resources are vital to facilitate effective teaching and learning in schools. In the absence of resources, students get frustrated and this makes their teaching practice a difficult task. Resources are divided in two categories: didactic and technological materials.

Sarıçoban (2010) focused on the problems that most student teachers encounter with explicit reference to the students, the course books, the curriculum and the classroom environment. This is challenging for student teachers as it draws on issues of classroom management and control as well as learner discipline. Teachers have to provide their own worksheets, markers and posters or flashcards. Also, they are not provided with technological devices such as computers, or projectors that are necessary for students to practice what they are learning and at the same time to use the resources that the books offer. Some schools still experience challenges with photocopies and this poses problems when students prepare lessons and additional support material for learners for assessments and homework (Marais and Meier 2004).

2. Large Class Sizes

In the teaching of English it is important to have an adequate number of students per each class for a better result in the students' learning process. Lazear (2001) outlines a theoretical model where class size itself is important due to the role that class size plays in setting the class room environment. Large classes (more students) may allow students to be more disruptive, allow them to "hide" from participation, engagement, or even attendance, while small classes may more easily lend themselves to pedagogical activities that improve learning, such as hands on activities and student classroom interaction.

3. Expectation VS Realities of Teaching

At the very beginning of the teaching practice, student teachers bring with them beliefs, attitudes, ideals, influences, and expectations developed over years of life experience and exposure to a wide variety of teaching-learning situations and contexts. They are happy and enthusiastic because they want to put into practice what they have learned through the time. But, then they realize that nothing is what they thought and everything looks different. They see that their expectations are totally different as the reality in the classroom.

Multiple studies have demonstrated that a disconnect exists between the expectations of pre-service teachers and the reality of the teaching profession (Chase, 2006; Cole & Knowles, 1993; Hebert, 2002; Marso & Pigge, 1987). Marso and Pigge (1987) studied novice teachers' expectation of teaching compared with the ones of their job experience. Their findings indicated that all teachers, even those who completed extensive preservice observations and field experiences, experienced a reality shock when they entered the profession. The researchers believed that this may cause beginning teachers to either adjust their expectations or to leave the profession.

Chase (2006) conducted a qualitative study on urban teachers' expectations and how their expectations compared to their perceived experience with teaching.

Personal expectations. Beginning teachers set high expectations for themselves (Chase, 2006; DiCiccio et al., 2014; Marso & Pigge, 1987).

Expectations of teaching responsibilities. According to Kyriacou and Kunc (2007), it is difficult for new teachers to anticipate the amount of work that is required in the teaching profession. For beginning teachers, expectations of the job vary from understanding the amount of time needed for preparing lessons and grading assessments (Kyriacou & Kunc, 2007) to assuming a teaching position will be limited to one subject area or grade level (DiCiccio et al., 2014).

Expectations of administration. Novice teachers reported that they expected support from administration through providing supplies, access to professional development, and opportunities to interact with colleagues (Chase, 2006).

Expectations of professional support. According to DiCiccio et al. (2014) novice teachers expect that they will be assigned a mentor and that this relationship will ease their transition.

Expectations of the classroom environment. Based on experiences during teacher preparation, novice teachers expected their role in the classroom to be a deliverer of content, not to include a great deal of classroom management (Chase, 2006). As a result, beginning teachers were overwhelmed by the task of classroom management (Chase, 2006).

Also, a mentor teacher, who guide, support and to ensure that students gain the necessary expertise during teaching practice (Morrow 2007), is assigned to every student teacher to evaluate, give feedback in order that student teachers can improve their abilities in teaching. However, some students experience various challenges with mentor teachers who are negative towards students. This role is avoided for some of them and do not pay attention to what student teachers are doing in the classroom or do not give any feedback. These mentor teachers do not provide students with relevant opportunities for growth and choose to exploit and abuse them by imposing their own rules. (Kiggundu and Nayimuli 2009)

4. Lack of Mentoring and Support from Supervising Teachers

The supervision process is conducted in an atmosphere of trust and respect. Supervisors, lecturers and tutors are expected to respect students and to engage with them constructively and adopt a professional and supportive role in the interactions with students. Supervisors are provided with lists of student teachers to visit and support, and proper and clear communication is required in order to make the assessment visits a success.

The supervision process during teaching practice aims to promote good practice among students in classrooms and to affirm and acknowledge best practices. It seeks to improve the quality of teaching offered by students and it promotes self-reflection and continuous improvement in the development of pedagogic skills among students. It also allows students to get support from experienced professionals and practitioners. These supervisors are constantly trained to ensure that they are in line with current trends in the curriculum as well as program and module requirements (Kiggundu and Nayimuli 2009)

During the school visits, supervisors give student teachers written and oral feedback. Improvements are commended, shortcomings highlighted and suggestions made on how to, for example, overcome anxiety, use nonverbal language to enhance their teaching and learning activities, and how to apply a variety of strategies to improve their

teaching. Schoolbased mentors also observe the students' progress, behaviour and attitude at school, and assess the student teachers' practical teaching and learning activities according to specific guidelines given by course coordinators (Kiggundu and Nayimuli 2009).

Mentoring and supervising have an important role in the guidance of the future teachers. Christiansen (2003), mentioned that is required to visit the Student Teacher six times during the student teaching experience and complete at least 4 written observation records. For those traveling long distances to supervise, some observations/visits may be combined with the collaboration seminars, however all supervisors must make an initial visit the first week followed by two teaching observations within the first 4 weeks so that potential problems may be identified early. If a Student Teacher is experiencing difficulty, it may be necessary to visit more frequently. A written final evaluation must be completed following the final observation. To accomplish all of these aspects is really difficult for only 1 supervisor.

2.5 General Considerations

After an exhaustive examination of the nature of the problems in the CENIUES-FLD Teaching Practicum venture, this research team has come to the conclusion that even when the authorities in charge of the project meticulously work all kind of troublesome conditions out, there are still some situations that remain unsolved. In most cases, such difficulties are outside the jurisdiction of the competent authorities, that is, the situations that practitioners face are mostly caused by external factors or by personal decisions/attitudes that are beyond the scope of action corresponding to CENIUES or FLD advisors.

One of those external factors has to do with the lack of interest that the Ministry of Education has shown in regards to the Teaching Practicum at the undergraduate level. Although some arrangements, concerning the teaching practicum, have been made for the Teacher Training Program (profesorado), there are still many gaps when it comes to the regulations of the Licenciatura Opcion Enseñanza. That is, all of the former MINED administrations have basically ignored the importance of an all-inclusive Teacher Practicum Program for teaching training students other than those in the Profesorado. It is until recent times (2015) that the MINED has come up with a document (Plan Nacional de Formacion Docente) that is intended to regulate and create a whole new set of directives and regulations for those professionals inside the teaching world at the public level. However, they barely deal with the practicum itself in such a plan, they emphasize the importance of creating a new system for forming teachers but they basically leave out any facet regarding the guidelines for the Teaching Practicum at the different academic levels (Undergraduate & Graduate)

According to the *Ley de la Carrera Docente de El Salvador*, the Ministry of Education is the institution in charge of (1) determine the plans and teacher training programs at all levels, (2) determine the requirements and minimum demands of institutions implementing such programs and (3) authorize the higher education institutions that develop plans and official teacher training programs. But when it comes to determine the plans and programs for the Teaching Practicum, the guidelines of the MINED are

totally divorced from the plans of existence. In other words, while eminent educational authors advocate for the creation of a new culture of teaching practicum, the Salvadoran Ministry of Education prefers to ignore the value of student teaching processes in the formation of a new generation of educators. Unfortunately, there are not even signs of potential regulatory framework for those students wishing to conduct some teaching practice in schools or other academic institutions.

On the other hand, during recent years there has been a raise in the number of voices advocating for implementing a process of teaching introspection; that is, there is a need to develop some sort of a reflective practicum culture. The educational community recognizes that the importance of a reflective exercise (In form of *a journal* as proposed by Grace Gomez M.A. at the University of EL Salvador) lies on the premise that equipping student teachers with the appropriate reflective tools will enable practitioners to develop self-awareness and in turn, it might help to meet the challenges and opportunities presented in their classrooms, bringing with this, an arena where teachers will be presented with the necessary instruments to speak honestly and consistently about their realities.

Hillary Eisworth as a co-author of the book *Student Teaching: A Journey in Narrative* stresses the value and relevance of different aspects of student teaching that are only discovered as to-be teachers enter the practicum. She also highlights the idea that a reflective process for student teachers serves as a guide to better understand the work of an educator. Then, it is not a secret for education professionals that mulling over their own teaching experience leads to a deeper comprehension of the practicum itself, facilitating a much better performance in the classroom. Basically, it can be stated that by reflecting on their own role inside the classroom, student teachers can solve many of the difficulties that this process presents. Besides that, there is an increasing number of teacher education institutions around the world that are creating the means by which the student teachers can express and channel each of the unique experiences that the Practicum offers; and these experiences would certainly be beneficial for those interested in developing these practices in the Salvadoran context. The importance of creating and applying a reflective practice can not and should not be ignored;

nevertheless, apart from past experiences in the foreign language department (Profesorado Idioma Inglés) the research team couldn't find any evidence of reflective practices within the domains of Teaching Practice I & II on the Licenciatura en Idioma Inglés Opcion Enseñanza.

All in all, the practicum englobes an intriguing concept because it could easily turn into a controversial phenomenon. Different approaches, customs and practices are involved in forming the practice teaching in education. In Salvadoran educational culture, there is, to some general extent, a large tradition of informality and lack of vision. The Ministry of Education hasn't paid enough attention to the regulation of the Practicum and there are not clear signs that they will acknowledge the importance of such a process in a near future. Luckily, the members in charge of the teaching practicum at the University of El Salvador Foreign Language Department have done their best in order to come up with the proper guidelines to get ahead with this formative stage for the English teaching majors.

Despite many difficulties, the venture CENIUES-FLD is making some progress in the process of preparing the new generations of English teachers. Yet, there are many troublesome situations that need to be properly worked out and that require a major effort not only by the competent authorities but by all the members of the UES academic community involved in the teaching/learning of foreign languages. In other words, at this stage, it becomes suitable to examine all the related theories and experiences from the past in order to understand the present situations and this in turn will serve the idea of offering the foundations for a fresh and innovative approach in terms of providing the best conditions for the practitioners.

CHAPTER 3

METHODOLOGY

3.1 Method

Knowing that students taking the Teaching Practice I & II have faced many difficulties during previous years motivates the current research to identify the most common problems in order to document them on written file. On the other hand, these problems directly affect the performance of student teachers in the classroom; so this investigation was carried out in order to help students and teachers from the Foreign Language Department to be aware of problematic situations and state possible solutions to diminish the difficulties.

A mixed research was carried out in order to quantify the main difficulties that students-teachers face in their teaching ground. The study began with a broad survey in order to generalize results to a population and then focused, in a second phase, on detailed qualitative, open-ended interviews to collect detailed views from participants. Furthermore, a descriptive study, also known as statistical was applied by this research group in order to provide an accurate description of the characteristics, frequency and the impact of the most common difficulties that student teachers from the Foreign Language Department face in the Teaching Practice courses in the academic year 2016.

3.2 Population and Sampling

This research took place in the Foreign Language Department at the University of El Salvador. Students from the Teaching Practice courses were selected for this investigation. All of them were administered a questionnaire at the beginning of the semester I in order to identify if student teachers were facing any difficulty when undertaking the Teaching Practice. In semester II, it was taken into account only student teachers assigned to CENIUES English program in semesters I and II/2016. There were 21 student teachers from group 1 of the Teaching Practice course, and 22 from group 2. Then, 7 students who showed more difficulties in the questionnaires were selected to participate in the observation process.

3.3 Data Collection Techniques

Data-collection techniques allowed researchers to systematically collect information about the different situations faced by Student teachers in CENIUES English program. The techniques used in this investigation were:

- Written questionnaires. Gather the respondents in one place at one time, giving oral and written instructions, and letting the respondents fill out the questionnaires.
- Observation. A technique that involved systematically selecting and watching behavior and characteristics of student teachers and mentor teachers.

3.4 Data collection instruments

Different activities were developed in order to obtain useful information about the difficulties that students face in their teaching practice field, these are some examples:

- **Questionnaires.** A research instrument consisting of a series of questions and other prompts for the purpose of gathering information about the difficulties the student teachers face in the CENIUES English program. These questionnaires were administered to student teachers, mentor teachers and coordinator from CENIUES.
- **Class observation guides.** Some student teachers' classes were observed with the purpose to gather any evidence that could confirm the weaknesses or difficulties that the different people involved in this research have expressed previously in the questionnaires. It was a Non-participant observation since the observer watches the situation, openly or concealed, but did not participate.
- **Checklists.** A list of items you need to verify, check or inspect aspects that were mention in the questionnaires. This checklist was used in the observation classes.

CHAPTER 4

DATA ANALYSIS

4.1 General Description of Data Analysis

The information presented on this stage of the study resulted from gathering and analyzing the responses given by student teachers, mentors and coordinators to the questionnaires administered during the last weeks of the semester II/16. Basically, 43 student teachers, 10 tutors and 4 coordinators actively participated on this research from the very beginning until the end. The three questionnaires were administered at different times, and were framed as to cover different topics. They contained open and closed-ended questions and were meant to elicit useful information from all the respondents.

4.2 Student Teachers' Questionnaire Analysis

There were two teaching practice courses during the academic year 2016, but for this investigation it was necessary to take into account students who were assigned at CENIUES in semester I and II. In group 01, there were 22 students who were interviewed, and in group 02, there were 21. So, this makes a total of 43 student teachers interviewed.

The questionnaire was elaborated with 12 items and divided in 5 parts where 5 aspects were asked: General assessments, Teaching Practice course, Planning, Teaching, and Tutor feedback. The questionnaire was elaborated only with close-ended questions in order to collect accurate information.

- The General assessments section had to do with the student's performance, adequate feedback given to them by tutors, enough support from CENIUES authorities during the practicum, responsibility, and personal satisfaction with the Teaching Practice enrollment.

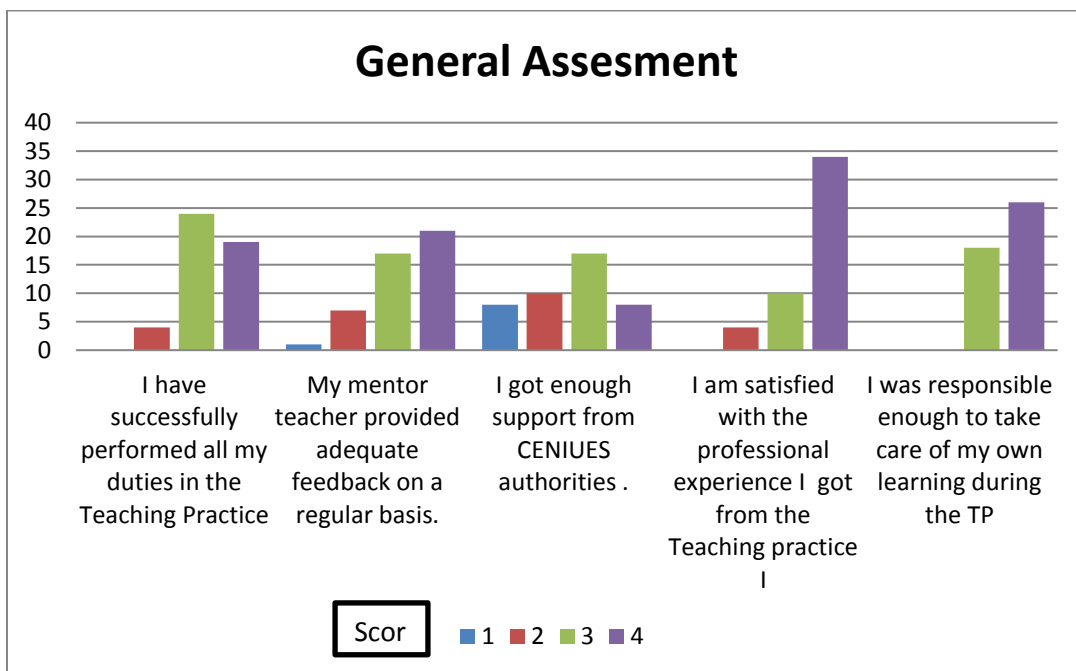
- The Teaching Practice course section was mainly based in answering ended questions regarding with the topics studied in classes and the effect in the Teaching Practice performance at CENIUES. Besides, student teachers were asked if the contents developed in the Teaching Practice classes were really useful to improve teaching skills such as classroom management, efficient methodologies among others. On the other hand, this section also included questions aimed at discovering if student teachers considered that English Didactic classes were really useful during their Teaching Practice process, and if besides being evaluated by his / her tutor when teaching a class, there should be another evaluator such as a Teaching practice supervisor.
- The Planning section was designed to collect factual information about important aspects that cause difficulty to deal with when planning, such as the lack of creativity, lack of bibliographical information, planning skill deficiency, and lack of time among others.
- The Teaching section asked for some aspects that student teachers considered difficult in the teaching process such as student class behavior, participation, students' resources, overpopulated classes, classroom size, lack of media sources, and classroom management among others.
- Tutor feedback included questions related to aspects that did not contribute to improve their teaching skills such as no guidance form the tutor before teaching, inadequate or excessive topics assigned for teaching, no tutor presence during the class development, no feedback after concluding a class, and inadequate evaluation system during the practicum process.

The purpose of the study was to gather information about the problems faced by the prospective teachers during Teaching Practice in order to come up with some conclusions to further provide advice for the next student teacher generations. In this research, data analysis is sided to more quantitative aspects than qualitative ones. In addition, the surveys were administered to the different student teacher groups in their corresponding Teaching Practice classrooms, clear directions were given for filling out the questionnaire properly. After finishing with the administration of the questionnaires,

they were collected, answers were analyzed and positive and negative opinions were counted and classified into specific categories in order to tabulate and convert each answer in statistic graphs.

The information below show the most relevant findings resulted from the analysis of the data collected:

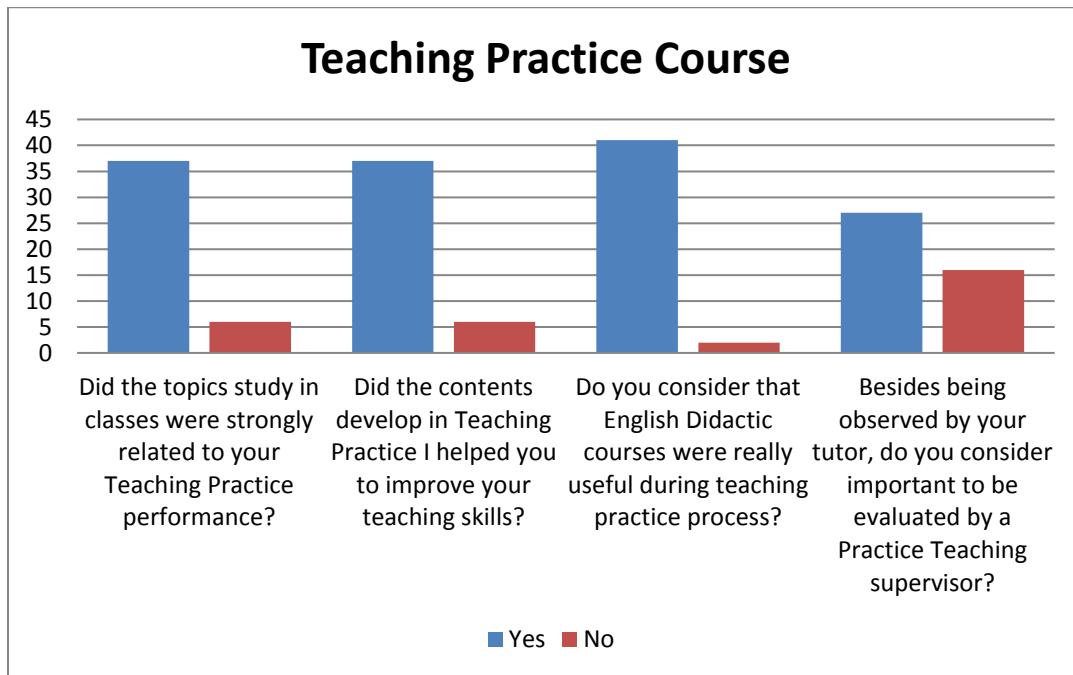
Part A was related to general assessment where students had to rate their teaching practice experience (From 1 to 4 being 4 the highest score)



According to this graph, the 60% of the interviewed students rated their performance in the Teaching Practice with 3, while the 30% rated with 4, and only 10% scored 2. The 65% of the student teachers rated with 4 an adequate feedback from the mentor teacher on a regular basis. The 25% rated it with 3, the 8% with 2, and the 2% with 1. The 60% of the Student teachers rated the support given by CENIUES authorities with 3, the 10% rated it with 4, while the other 10% rated with 1. Lastly, the 20% rated it with 2. The 80% of the student teachers showed satisfaction with the professional

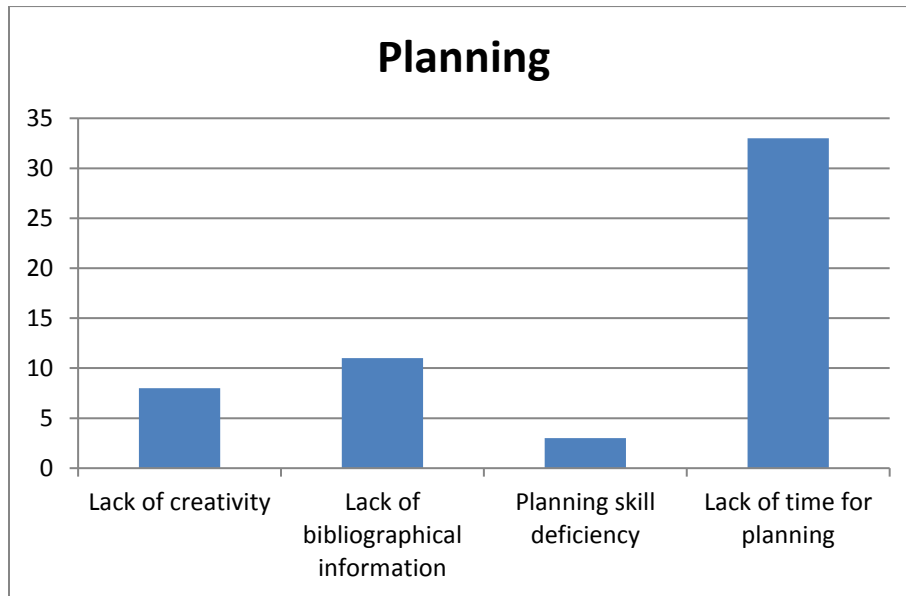
experience gotten from the Teaching Practice I, rating it with 4, the 15% rated it with 3, and the 5% with 2. The 56% of the student teachers rated their responsibility to the Teaching Practice learning process with 4, and the 44% rated it with 3.

In part B, the questions were mainly associated with the Teaching Practice course. These were Yes-No questions. The results are detailed below:



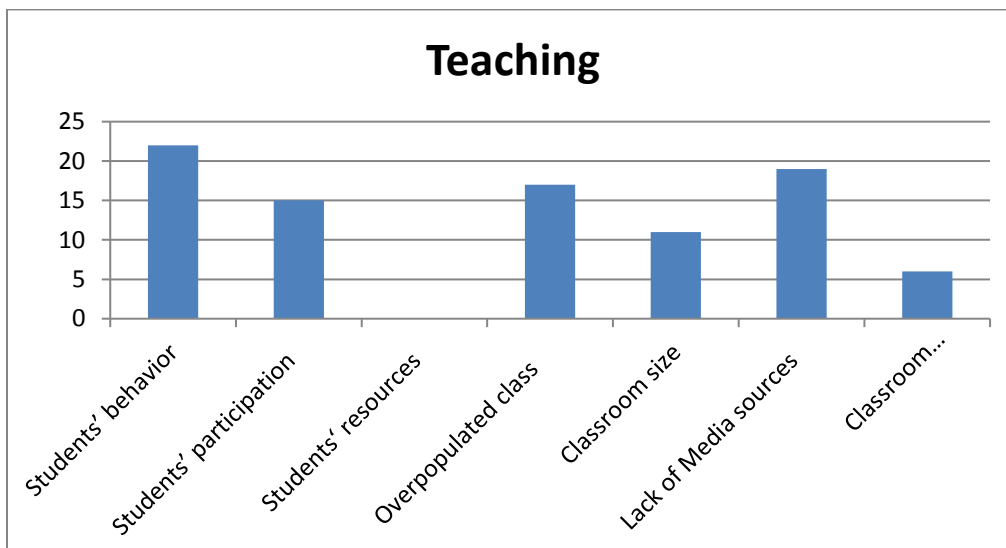
As it can be seen, the 86% of the respondents think that topics studied in the Teaching Practice courses were related to the Teaching Practice performance. 86% of the respondents believed that the contents developed in Teaching Practice I course helped them to improve their teaching skills. 95% of the respondents mentioned that Didactics Courses were really useful during the teaching Practice process. 63% of the respondents considered important to be evaluated by a Teaching Practice Supervisor.

In Part C, Students had to check the different aspects that they considered difficult when planning a lesson.



This graph reveals that 11% of the respondents had lack of creativity. 21% of the respondents had lack of bibliographical information. 6% of the respondents had planning skill deficiency. 62% of the respondents had lack of time for planning.

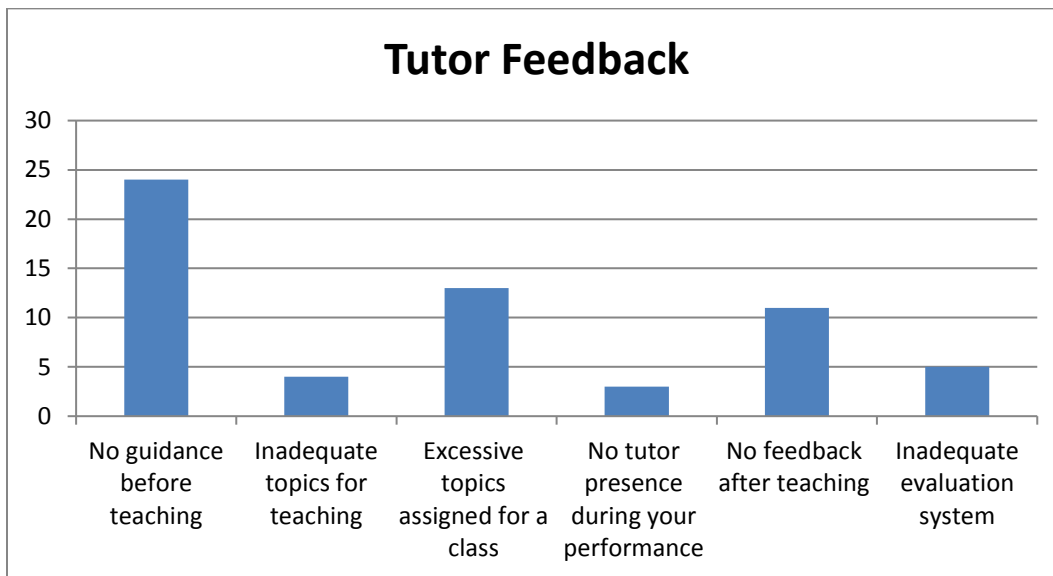
In part D, the questions were about teaching. Student teachers checked the different options they consider a problem when teaching a lesson.



Student teachers deal with some problems when teaching. This graph shows that 24% of the respondents think student's behavior is a problem when teaching a lesson. 17% of the respondents think student's participation. 19% of the respondents believe on over

populated classes. 12% of the respondents based on the classroom size. 21% thinks it is lack of media resources. 7% on classroom management and 0% said students' resources.

Part E, was based on the tutor feedback and the different aspects that were less taken into account for tutors to improve student teachers teaching skills.



According to this graph, 40% of the respondents do not have any guidance before teaching. 7% of the respondents had inadequate topics for teaching. 22% had excessive topics assigned for a class. 5% did not have presence of the tutor during student teachers' performance. 15% did not have feedback after teaching. 18% respondents had inadequate evaluation system.

In short, it can be concluded that student teachers not only face issues related to their own performance into the classroom but also they lack proper feedback from mentors that could led to improvement in different aspects.

4.3 Mentors' Responses Analysis

As part of this research, mentors were asked to provide their opinion on the possible issues that could be affecting the performance of student teachers during their practicum. A three-part questionnaire was administered for this purpose; the first part included a series of items requesting information related to mentors themselves. The second one contained open-ended questions regarding the mentors' perception of their role in the classroom. The last part specifically addressed student teachers' performance issues as perceived by their tutors. All in all, the information obtained can help to broaden our understanding of the problems teacher trainees are specifically dealing with, and at the same time it can also provide a fresh perspective on what mentors perceive as the causative factors of student teachers' most recurring problems.

To begin with, it is important to notice that CENIUES teachers serving as mentors are relatively young. Basically, 80% of the selected participants are under the age of 40. This is worth mentioning because they represent a generation of English-teaching professionals who are, to some extent, contemporary with the teacher-students in terms of methodological practices and teaching approaches. Except for some technological advancements, mentors and student teachers were basically exposed to the same schools of thought on second language acquisition and formed with similar pedagogical principles. This might be relevant for our study since it offers a common ground for understanding and support between mentors and students. Interestingly, 70% of the participant teachers said that they have been working as language instructors for more than 10 years. This, in theory, guarantees that they have the necessary expertise to set themselves as role models for the future generation of English teachers. At the same time, 50% of the participants stated that they have worked at CENIUES for more than a decade. Based on this, mentors can be considered the most indicated individuals to offer valuable feedback and advice to the teachers-to-be. With proven experience and with the proper academic qualifications (30% of them hold a Master's degree) mentors should have the skills and knowledge to assist students while they are making their way to professional excellence. However, even with the willingness and capability on mentors' side, the lack of an institutional appraisal culture could affect prospective UES

teachers undertaking the teaching practice at CENIUES. According to the participant instructors, they barely receive any type of feedback coming from higher hierarchical authorities, 80% of the respondents claimed that they only meet for feedback once a year. This practice is not even common among colleagues, 40% of the mentors expressed that they discuss performance issues, from a constructive perspective, only once a month; meaning that at an institutional and individual level, appraisal comments are not frequently given.

The second set of questions were intended to explore the perception of the mentors on what their responsibility as models for CENIUES student teachers is or should be. In general terms, there is a clear agreement among mentors to see themselves as guides, motivators and supporters for UES' teachers-to-be. Almost all of them corresponded with the idea that their main role is to provide guidance to students as well as to give them the appropriate feedback after every single class. Encouraging trainees also resulted as a prime responsibility in relation to their function as tutors. Mentors think that it is fundamental for student teachers not only to get advice for future improvement but also to be given the proper compliments and motivational words whenever they have done things right. On the other hand, and despite their academic preparation, participants responded that even when they have been given some simple written information (a letter-like document) they have never undergone conventional or formal training. Mostly, as expressed by mentors, it is their previous experience what really qualify them as tutors. They basically express that they know what their role as mentor is because they have learned it through time, i.e., they have gained valuable first-hand experience in previous years by serving as tutors in the same project. Likewise, most of them agree that they have not been properly instructed on what to do or what their main responsibilities are. They claimed that they have never been through any kind of instructional training on how to cooperate or work with student teachers. This is extremely important for our research because it points out a fundamental gap in the formation process of the student teachers. That is why it can be said that opening the adequate channels to provide mentors with the proper methodological and professional tools (to deal with issues related to the student teachers and the practicum) would

definitely be an aspect to improve for this University of El Salvador and CENIUES venture.

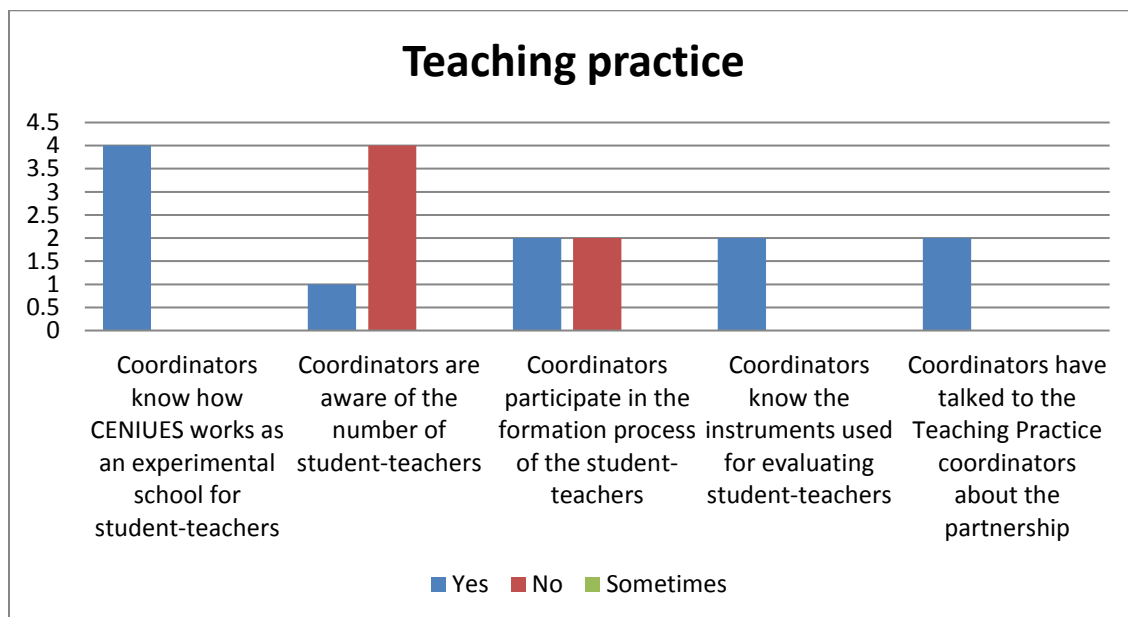
On the third part of the questionnaire, mentors were asked to express their views on the most common challenging situations for student teachers during their two semesters as practitioners. First of all, they pointed out that the mastery of linguistics is the area that needs to be paid attention to the most. In other words, mentors indicated that student teachers usually make it to the practice stage without the grammar and communication skills that the profession requires. They think that trainees need to work harder to fill the gaps related to the lack of vocabulary, pronunciation, spelling, and fluency in the language. One respondent tried to explain it by stating that “*student teachers don't have the level of English they need to have [to do the job]*” Another relevant issue, in the view of mentors, is the fact that some student teachers don't prepare their classes in advance or don't lesson-plan at all. 40% of the participants referred to the lack of preparation as one of the areas that is definitely causing so much problems to students. This alleged difficulty is somehow reflected in areas such as class and time management. Student teachers constantly find themselves having less or more activities during the classes they have to teach; in some other times, they encounter some difficulty when addressing to or managing the class. This is totally compatible with what mentors perceive as the main areas to improve on the 5th question of the third section in the questionnaire: Classroom management and English language skills. Most of the participants find these two areas are the ones in which the trainees need to work harder. Additionally, mentors indicated that they try to help students to overcome these common situations by providing the right feedback during the right time. By right feedback they mean *explaining to them how to do it or how to improve*; and by right time they mean *after every single class*. In the same way; some other mentors offered *preparing a dynamic class with a lot of exercises* as the perfect solution to the time-management-related recurrent situation. On the other hand, mentors think that feedback has a more positive effect if it is given on a regular basis rather than at random times. They all agree that due to the nature of this activity feedback works better if it is done on a one-to-one basis, that is, without the presence of any individuals other than the mentor and the student teacher.

On the last section of the questionnaire mentors were asked to agree or disagree with different given statements. Interestingly, 40% of the respondents coincided with the idea that *mentors' appraisal and feedback have little impact on student teachers*. This represents almost half of the participants, and its interesting aspect relies in the fact that they don't think that their feedback is of any value or that it does not contribute at all to the trainees' professional development. Furthermore, 50% of the mentors agreed with the assumption that their appraisal and feedback are largely done only to fulfill administrative requirements. This might prevent effective communication between mentors and students and curiously, to some extent, might contradict other observations previously made by the language instructors. As a last remark worth mentioning, half of the mentors didn't sympathize with the idea that the training time at CENIUES Programs is enough to prepare students to become qualified professionals. From the latter statement we can infer that mentors consider necessary to extend the period for students to acquire the teaching skills they need in a real academic and competitive world.

4.4 Coordinators' Questionnaire Analysis

CENIUES English coordinators play a fundamental role in the functioning of the teaching-practice program; that is why it is significantly important to take their opinion into account and to properly analyze their views and remarks on the performance of student teachers and the situations they face during their practice. To accomplish the aforementioned statement, a questionnaire was administered to the General CENIUES Coordinator and to other three English program coordinators. This questionnaire was divided in three main parts; the first part was composed of five close-ended questions related to the Teaching Practice courses and their view on some of the aspects related to the partnership between CENIUES and the Foreign Language Department. The second one contained other five close-ended questions about the Mentor's role and their attitude toward the student teachers and some of the situations they face. The third part covered their perspective on the student teachers' role and the importance of the teaching-practice process. Coordinators' opinion will be taken into account as a fundamental part of this analysis.

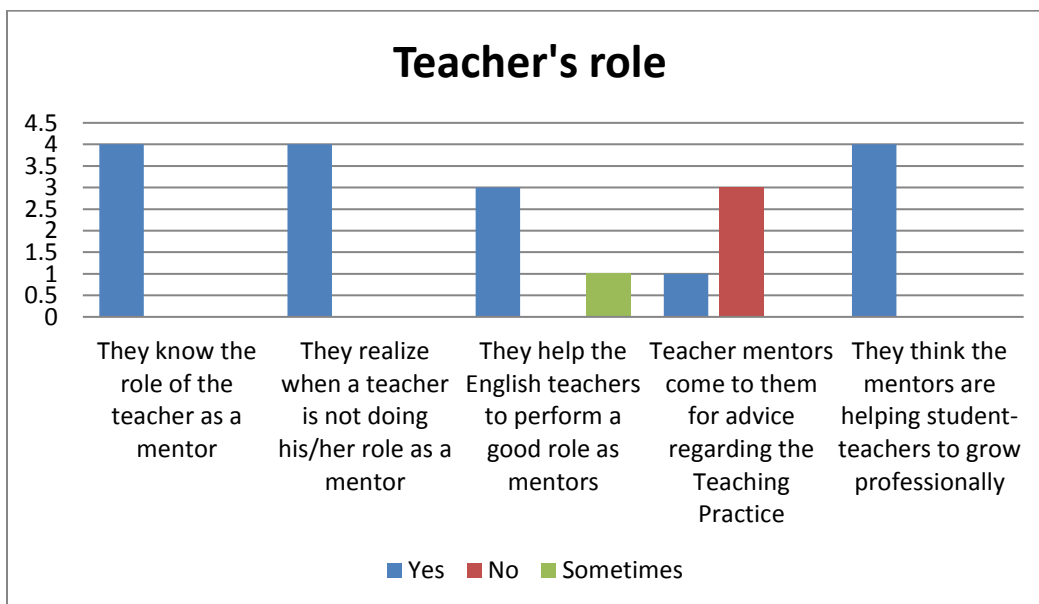
I. Teaching practice



As mentioned above, questions from part I were related to specific details of the Teaching Practice and the partnership with the FLD. It was found that all coordinators

know how CENIUES works as an experimental school for student teachers from the Foreign Language Department, they all are aware that CENIUES works as an experimental school for Student teachers. However, only one coordinator knows the number of student teachers currently placed in the CENIUES English programs, which is a concern since CENIUES is an important program for student teachers. We know that student teachers have their formation as professional in this school and not only mentors are required for this process but the coordinators as well; and it was found that only two of four coordinators participate in the formation process. In this process, it is necessary to evaluate student teacher's performance and three evaluating instruments are used by the mentors. These instruments are known only by two coordinators. Finally, it is important that teaching practice coordinators are aware of the different circumstances that can be faced during this process and only two of the CENIUES coordinators have talked to them about the CENIUES-FLD partnership.

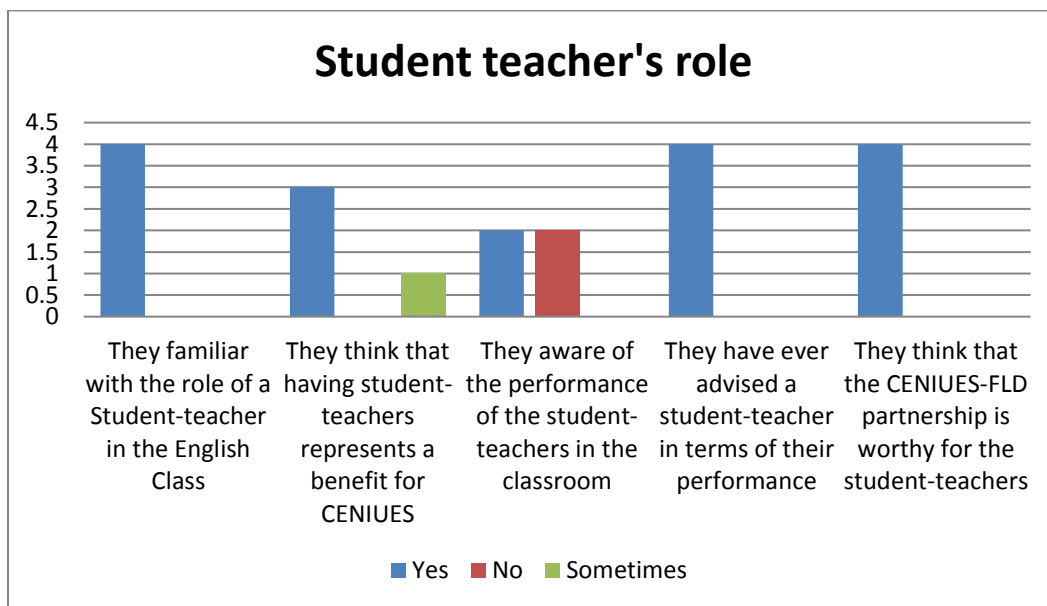
II. Teacher's role



In part II, it was asked about the teacher's role and how coordinators can help teachers to be good mentors so that student teachers may have a better formation process. It is important to know the obligations that a teacher has being a mentor and the four

coordinators know the role and how they have to perform it. However, it is sometimes observed that mentors do not perform this role as the way it should be. So, they four realize when a teacher is not doing his/her role as a mentor. When these types of circumstances are being a reality, coordinators can help mentor to perform a good role and advise them how to improve; it was found that three coordinators help and support them to perform a good role as mentors while the other coordinator do it sometimes. But this is not only a responsibility of the coordinator, to help mentors while they are having troubles in their performance, also mentors can ask coordinators for help or any advice, and only one coordinator have been asked for advice regarding the Teaching Practice. It can be said that mentors are a fundamental part in the formation process of the student teachers and all coordinators agreed with this idea.

III. Student teacher's role



It was said that mentors have an important role in this process, and not only they have responsibilities but also the student teachers have to follow a role. So the last part of this questionnaire was about the role of student teachers. It is necessary that coordinators are aware of the responsibilities of student teachers in the English classes and all coordinators are familiar with these roles. But it is important to know how student teachers are performing this role in the classroom and see if there is something that can be improved, three coordinators are aware of their performance in the classroom while

the other one sometimes. Also, if there is something that can be changed or improved can be said by the coordinators, this will help student teachers' performance and their formation process as professionals, and only two coordinators have advised a student teacher in terms of their performance while the other ones no. finally, it can be said that CENIUES-FLD partnership is worthy not only for students but also for the school because in that way CENIUES teachers can help in this important process while at the same time students are helping the school with their fresh knowledge and methodology and all the coordinators agreed with these points.

To conclude, CENIUES coordinators play an important role in this partnership with the FLD. They are aware of all what is involved in the student teachers and mentors' interrelations. By doing this, CENIUES coordinators become an active part of this process, and they certainly help in terms of contributing to student teachers' formation.

All in all, the information obtained through these questionnaires will certainly serve as one of the basis to come up with a further overall analysis of the reasons why student teachers experience some difficulties during their practicum. This valuable data will be used as the main source of information for the creation of a qualitative contemplation for the main subject of study of this research.

4.5 Student teachers and Mentors' classes observation

After having administered questionnaires to the main participants in this investigation, it was necessary to observe some classes in order to confirm all the information previously gathered. There were seven student teachers chosen from the three CENIUES English program (three from kids, two from teens and two from adults). These participants were the student teachers with most negative answers in their questionnaire. To evaluate the classes, it was used a checklist which was divided in two parts: Part 1 with questions related to the student teacher performance, and the second part was about the mentor teacher role. There was a note section at the end of the checklist to write important information.

It was observed that six of student teachers had lack of creativity in the development of the class, the activities being developed with enthusiasm. All of them were not using adequate material for a good learning process; they presented just posters and flashcards that were not visible from students at the back. Only three students had classroom management and controlled everything. Any student arranged the classroom according to the activities they were going to develop; the desks were placed in a horse shoe style but in disorder. Four student teachers showed a positive attitude toward the students and were monitoring student and their necessities. Five student teachers demonstrated full knowledge of the topic.

The second part of the check list was especially for mentor teachers. Only one from the seven participants did not stay in the classroom while student teachers were developing their classes. The rest were in class but none of them observed the class carefully; they were doing other things like grading, checking books or checking their cellphones. Their attention was directed to other things and they eventually paid attention to what was happening in the class. Only two mentor teachers interrupted the classes to correct student teachers' mistakes or to correct any students' misbehavior. At the end of the class, only one mentor teacher gave feedback to the student teacher and discussed different aspects about the class. Finally, it could be seen that five mentor teachers had a good relationship with their student teachers even though they are not giving the correct feedback.

In conclusion, mentor teachers and student teachers have to work together in this process. It seemed like if they were working separately. Mentor teachers and student teachers can improve those aspects that are affecting the student teacher performance and development as teachers.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

Teaching is an exciting and rewarding activity but like other professions it is demanding. It requires that its practitioners clearly understand what should be done to bring about the most desirable learning in the pupil and be highly proficient in the necessary skills to carry out these tasks. Teaching is not the simple matter of profession one's message. It is complicated communication problem. Using different teaching methods, techniques and devices we can solve the communication problem. Teaching methods are means by which the teachers attempt to bring about the desired learning. A professionally trained teacher can use different methods of teaching successfully. It is really a very difficult task and only a professionally qualified teacher can do this. We cannot expect all this from a teacher professionally unqualified. Consequently, many student teachers dream to become well prepared professionals in the teaching field, however, during the process, they find many troubles that tend to cause negative picture about their profession such as frustration, demotivation, and a poor desire to become a successful teacher. Taking into account the problematic situation that many practitioners face not only in our society, but also around the world is that this research took place in the University of El Salvador in the Foreign Language Department along with CENIUES English Program that works as an experimental school for practitioners. The researched population was a group of student teachers from the FLD who were taking the Teaching Practice course during 2016. In addition to know the main problems face by practitioners during their Teaching Practice is what a series of steps were developed in order to collect further information, among which the first one was to identified the problematic situation, after that, questionnaires, checklists, and personal interviews were administered to the sample population in order to collect factual information by contrasting comments versus evidence found during the class observation process. Then, the data was organized and represented statistically, where the main problems were enlisted and clarified according to the data collection analysis. Therefore, after the research completion, some conclusions and recommendations can be given in order to solve the problematic issue studied.

5.1 Conclusions

On the basis of analysis of data and findings the important conclusions were:

- Topics developed in the Teaching Practice Courses have helped students to improve their teaching skills. As it is implied in the Teaching Practice course I program, the topics are related to the professional theory acquired and the practical aspects of teaching in the classroom, some written material are related to topics concerned with the Teaching and Learning process. This makes the Teaching Practice class an opportunity for student teachers to improve those teaching skills.
- Student teachers face problems with classroom management due to the overpopulated classes and the lack of technological material from CENIUES. According to Sariçoban (2010) this has been a problem for student teachers since many years ago. This is a challenge for student teachers as it draws on issues of classroom management and control as well as learner discipline. Lazear (2001) Large classes (more students) may allow students to be more disruptive, allow them to “hide” from participation, engagement, or even attendance.
- Mentor teachers are not developing their role. They are not providing guidance before teaching a lesson and not giving feedback after a class, most of the mentor teachers do not know their role even though they are given different documents with their responsibilities and other important aspects for the development of the future teachers. This makes evaluation system weak, since they are not using the evaluation rubrics in the correct form. According to Kiggundu and Nayimuli (2009) mentors teachers observe the students’ progress, behavior and attitude at school, and assess the student teachers’ practical teaching and learning activities according to specific guidelines given by course coordinators.

- Student teachers' English skills are poor; they need to improve their grammar and pronunciation skills. They have problems when teaching because of their low English level. According to Kyriacou and Kunc (2007), it is difficult for new teachers to anticipate the amount of work that is required in the teaching profession. For beginner teachers, expectations of the job vary from understanding the amount of time needed for preparing lessons and grading assessments.
- Student teachers are not well prepared when teaching, they have problems with the time management and the activities are not accorded to the level they are placed in. Their classes are not well organized and planned. However, Morrow (2007) said that a mentor teacher, who guides, supports and ensures that students gain the necessary expertise during teaching practice, is assigned to every student teacher to evaluate, give feedback in order that student teachers can improve their abilities in teaching.

5.2 Recommendations

Based on the whole process of this research study and its findings, the recommendations are the followings:

5.2.1 Recommendations for professors (Teaching practice advisors FLD)

- Teachers from the Teaching Practice course should place student teacher according to their English proficiency level, since some tutors complained that some practitioners do not master the language according to the level they are placed.
- Teaching Practice teacher should send a supervisor to observe practitioner's classes in order to have a closer view of the teaching practice process of the student teachers.
- Practitioners should have a journal about the teaching practice class development in order to practitioners can keep a record of their ups and downs when teaching.
- Include a space in advisory sessions where student teachers can express their teaching practice venture and complaints. This can help practitioners to exchange personal information about the practicum.
- Teaching Practice teachers should organize meetings with CENIUES mentor teachers in order to provide the necessary information about aspects related to student teachers performance in general.
- Create an e-mail account where mentor teachers can communicate directly with Teaching Practice teachers in order to communicate doubts, comments, or complaints about the Teaching Practice process.

5.2.2 Recommendations for student teachers (FLD Practitioners)

- Students should go beyond the contents studied in classes in order to enrich their teaching skill and knowledge. So that they can increase their teaching expertise in their learning teaching process.
- Students should go further and ask their mentor teachers for an adequate feedback before, during, and after teaching, since, this will give them personal safety and will increase their teaching abilities.
- Students must be aware of their lack or poor time dedication when planning a class, knowing that the success of a good class depends on the time and passion given when planning.
- Update teaching methodologies. Look for other ways to teach an English class, where grammar is a communication approach, that means an active and no passive learning method. Therefore, student teachers need to refresh their teaching skill by reviewing the different teaching theories in order to make adaptations for specific groups and levels.

5.2.3 Recommendations for CENIUES coordinators

- Coordinators should provide for every CENIUES English teacher a handout that contains the role of a tutor. The files also should include the role of the student teacher, aims and goals to achieve during the teaching practice process.
- Coordinators should schedule a meeting with the tutors in order to discuss the general guidelines and roles to follow while the student-teachers are taking their practices. This will help to have a clearer idea about the roles for tutors and practitioners.
- Coordinators should provide adequate media sources such as radio tapes in good conditions, projectors, or any other media source that facilitate the teaching Learning process at CENIUES. Media sources in bad conditions affect the time arranged in planning and classroom environment, which was evident during the observation process.

5.2.4 Recommendations for CENIUES mentor teachers

- Mentor teachers should provide a constant feedback to student teachers in a way that they can be aware of their weaknesses and strengths to improve their teaching skills.
- Teachers should take into consideration that practitioners need to be guided in their academic process and help them to improve their mistakes when teaching a class.
- Teachers should provide adequate contents to teach, taking into account the time and expertise availability for a beginner teacher when teaching a class. They do not have to saturate the assigned lessons given to practitioners, since student teacher have trouble when planning and teaching.
- Teachers should pay attention and supervise constantly the classes taught by student teachers. They do not have to abandon the classes when practitioners are teaching, since they need a good supervision during the process and receive an adequate feedback.
- Teachers should evaluate the student teacher classes at the moment of teaching and use the given rubrics in order to make this evaluation more valid and more precise for student teachers.
- Teachers should have a better communication with student teachers in order to express what can be done to improve their teaching skills and become a successful teacher in the future.

5.2.5 Recommendations for future researchers.

- Future researchers should go further into the main difficulties faced by student teachers and research what are the reasons that cause the problematic situation in order to decrease problems when undertaking the Teaching Practice courses.
- Investigate about problems faced by student teachers in the other Practice Teaching programs in order to analyze the Teaching Practice courses in general.
- Create workshops for student teachers about teaching techniques and adequate material to improve their teaching skills.

CHAPTER VI

BIBLIOGRAPHY AND APPENDIXES

6.1 Biographical References

- Mockler, Nicole, (2011). Rethinking Educational Practice Through Reflexive Inquiry.
- Douglas, Scott. (2014). Student-teachers in School Practice.
- Fasching-Varner, H.B. (2013). Student Teaching : A Journey in Narratives.
- Clauss-Ehlers, Caroline. (2006). Diversity Training for Classroom Teaching
- Berry, Amanda. (2008). Tension in Teaching about Teaching.
- Teaching and Learning International Survey, TALIS, (2014, Chapter 4) Teaching Practices, Teacher's Beliefs and Attitudes. (Creating Effective Teaching and Learning Environments)
- MINED, (2015). Plan Nacional de Formación Docente en Servicio en el Sector Publico, 2015-2019.

6.2 Appendixes



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



Research Project: “Difficulties that the Foreign Language Department Student-Teachers from University of El Salvador Face when Undertaking the Teaching Practice at CENIUES English Program during the Academic Year 2016”

Student-Teacher Questionnaire

Objective: To identify the challenges that student- teachers faced in the Teaching Practice I in the current year.

CENIUES Program: KIDS_____ TEENS_____ ADULTS_____ Level:_____

General Directions: This questionnaire is divided into five parts that are related to the different areas involved in the Teaching Practice process. Mark the answers according to your teaching experience.

A. GENERAL ASSESSMENT

From 1 to 4, being 4 the highest score (100%), how would you rate the following statements?

	1	2	3	4
a. I have successfully performed all my duties in the Teaching Practice				
b. My mentor teacher provided adequate feedback on a regular basis.				
c. I got enough support from CENIUES authorities .				
d. I am satisfied with the professional experience I got from the Teaching practice I				
e. I was responsible enough to take care of my own learning during the TP				

B. TEACHING PRACTICE COURSE

1. Did the topics study in classes were strongly related to your Teaching Practice performance?

Yes ___ No ___

2. Did the contents develop in Teaching Practice I helped you to improve your teaching skills?

Yes ___ No ___

3. Do you consider that English Didactic courses were really useful during teaching practice process?

Yes ___ No ___

4. Besides being observed by your tutor, do you consider important to be evaluated by a Practice Teaching supervisor?

Yes ___ No ___

C. PLANNING

5. Which of the following aspects do you consider were difficult to deal with when planning? (Check your options)
- a) Lack of creativity
 - b) Lack of bibliographical information
 - c) Planning skill deficiency
 - d) Lack of time for planning
 - e) Others: _____

D. TEACHING

6. Which of the following aspects do you consider were difficult when teaching? (Check your options)
- a) Students' behavior.
 - b) Students' participation
 - c) Students' resources
 - d) Overpopulated class
 - e) Classroom size
 - f) Lack of Media sources
 - g) Classroom arrangement
 - h) Others: _____

E. TUTOR FEEDBACK

7. Which of the following aspects did not contribute to improve your teaching skills? (Check your options).
- a) No guidance before teaching
 - b) Inadequate topics for teaching
 - c) Excessive topics assigned for a class
 - d) No tutor presence during your performance
 - e) No feedback after teaching
 - f) Inadequate evaluation system

What can be done so future student-teachers can benefit more from the Teaching Practice?

Thank you so much!



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



Student-Teacher's Mentor Questionnaire

This questionnaire is part of the study entitled:
“Difficulties that the Foreign Language Department Student-Teachers from University of El Salvador Face when Undertaking the Teaching Practice at CENIUES English Program during the Academic Year 2016”

This questionnaire has been designed to find out a few things about your role as a teaching professional and as a mentor for the student-teachers at CENIUES during the current year.

Date: _____

Objective: To collect accurate and detailed information about the practitioner's performance from the mentor perspective.

Instructions: Please complete the following questions to reflect your opinions as accurately as possible. Your information will be kept strictly confidential.

Part I: Mentor's experience

1. How old are you?

() under 25

() 26-29

() 30 - 40

() 40+

2. How many years of work experience do you have?

() 1-2 years

() 3-5 years

() 5-10 years

() More than 10 years

3. How long have you been working at CENIUES?

() 0-1 years

() 2-4 years

() 5-10 years

() More than 10 years

4. What is the highest level of formal education that you have completed?

() Bachelor degree

() Master's degree

5. Have you mentored student-teachers previously?

() Yes

() NO

6. From the following people, how often have you received feedback about your performance at CENIUES?

	Weekly	Monthly	Once a Year	Never
CENIUES AUTHORITIES				
CO-WORKERS				
EXTERNAL INDIVIDUALS				

Part II: Mentor's role

1. In your opinion, what should be the role of a good mentor?

2. Are you familiar with your responsibilities as a CENIUES English mentor? Explain.

3. Have you been properly trained/instructed on how to deal with student-teachers? Explain

- **Part III: Student-teacher's performance**

1. In your opinion, what have been the most common problems that your student-teacher face in his/her classroom performance?

2. How do you help your practitioner to improve these difficulties?

3. When do you consider is the best moment to give feedback to the practitioners' difficulties?

4. How often do you provide feedback for your student-teacher?

5. If you were to choose an area/aspect in which the student-teacher needs some improvement, which one would that be?

- () Planning () Performance/Classroom Management
() Audio visual aids Selection () English Language Skills

6. We would now like to ask you about teacher appraisal and feedback in the program. How strongly do you agree or disagree with the following statements about this program?

Here, 'appraisal' is defined as a review of student-teachers' work. Please mark one choice in each row.

SD : Strongly Disagree **D** : Disagree **A** : Agree **SA** : Strongly Agree

	SD	D	A	SA
Mentors appraisal and feedback have little impact on student-teachers.				
Mentor's appraisal and feedback are largely done to fulfill administrative requirements only				
The training plan is carefully established so student-teachers improve their work as future teachers.				
Mentors are appointed so student-teachers improve their teaching significantly.				
If student-teachers are struggling at CENIUES Programs, they are provided with additional support to improve their teaching				
The training time at CENIUES Programs is enough to prepare students to become quality professionals				

Thank you so much!



UNIVERSITY OF EL SALVADOR
SCHOOL OF ART AND SCIENCE
FOREIGN LANGUAGE DEPARTMENT



This data-collecting instrument is part of the study entitled:
“Difficulties that the Foreign Language Department Student-Teachers from University of El Salvador Face when Undertaking the Teaching Practice at CENIUES English Program during the Academic Year 2016”

Student-Teacher's name:

Teaching Practice II Group _____

CENIUES: KIDS _____ TEENS _____ ADULTS _____ Group: _____

Date: _____

Objective: To attest the problems student- teachers are facing in Student-teaching 2016

General Directions: Observe student-teacher's class and check the boxes.

Before the class starts...

N°	ACTIVITY	YES	NO
	Did the Student-Teacher....		
1	Arrive on time to prepare himself/herself for the lesson?		
2	Build rapport with the mentor-teacher?		
3	Give the mentor-teacher the rubrics to evaluate him/her?		
4	Prepare the material to be used in the class?		
5			
6			
7	Look nervous?		

During the class...

N°	ACTIVITY	YES	NO
	Did the tutor....		
1	Observe the class?		
2	Evaluate the student-teacher immediately?		
	Did the student-teacher...		
3	Have creativity in the class?		
4	Present appropriate material?		
5	Use technology: tape recorder, pc, projector, etc?		
6	Have classroom management?		
7	Give a good explanation of the topic?		

8	Motivates students to participate?		
9			
10			

After the class...

N°	ACTIVITY	YES	NO
	Did the tutor....		
1	Give student-teacher the rubrics with their scores?		
2	Give student-teacher feedback?		
3	Have good communication with the student-teacher?		
4	Give advices for next class?		
5			
6			
7			

Student-teacher's attitude

N°	ACTIVITY	YES	NO
	Did the Student-Teacher....		
1	Feel comfortable while teaching?		
2	Wear appropriate clothe?		
3	Have eyed contact with students?		
4	Look secure during the class?		
5	Respect the students and vice versa?		
6			
7			



UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS
FOREIGN LANGUAGE DEPARTMENT

PRACTICE TEACHING I PROGRAM

1. GENERALITIES

Subject:	Practice Teaching I
Code:	PAD114
Prerequisite:	Didactics of the English Language III
Credits:	6 credits
Major:	Licenciatura en Idioma Inglés
Opción Enseñanza	
Year and Semester:	2016, Semester I
Level and Area:	Fourth Year, Practice Teaching Area
Academic Unit:	Foreign Language Department
School:	Science and Humanities
Semester Duration:	Sixteen weeks
Number of Worked Hours and Weeks:	120 hours, 16 weeks
Date and CSU Agreement of the Study Plan:	70-99-2003 (V-2.8) August 17th , 2001
Professors:	Ricardo Cabrera Martínez (Group 01) Ana Grace Gómez Alegría (Group 02 / 03)

2. COURSE DESCRIPTION

This is the first scheduled course on practice teaching for students of Licenciatura en Idioma Inglés, Opción Enseñanza. The course provides students with observation, real practice, theory, and all the main components of the teaching-learning process of the English Language in different areas. The subject will be mainly practical; this practice will be addressed during class sessions. The course allows students to practice the theoretical and methodological knowledge they have gotten during the major in the different courses. This course is going to prepare students to develop themselves professionally.

3. GENERAL OBJECTIVES

- To develop the TEFL process and all its components: planning, materials, activities, timing, contents, and evaluation carried out by teachers when working with students of the Basic Area.
- To build up academic skills in order to help students grow professionally.
- To analyze one's own experience of being taught and teaching, and probing the implications for one's teaching.
- To explore the literature on teaching so as to develop one's capacity for analysis and creativity.

4. CONTENTS

Unit 1: “Approaching Practice Teaching”

Specific Objective:

At the end of this unit the students will be able to critically reflect on the Practice Teaching Process.

Unit 2: “Planning and Preparing a Lesson or a Sequence of Lessons”

Specific Objective:

At the end of this unit the students will be able to design a scheme of work for a particular group of students.

Unit 3: “Developing Skills and Strategies”

Specific Objective:

At the end of this unit the students will be able to plan a lesson based on skill integration.

Unit 4 : “Presenting and Practicing Language”

At the end of this unit the students will be able to identify the main principles behind the presentation of language items dealing with Structure, Vocabulary and Pronunciation.

Unit 5 : “Background to Language Learning”

At the end of this unit the students will be able to apply motivation techniques in their Practice Teaching classes

5. METHODOLOGY

The Teaching Practice course will be, as expressed before, practical. Student Teachers will observe, teach, judge, criticize, and assess classes in a way to get experience for their professional development. Meetings will be held as scheduled in the program, dealing with different topics as well as administrative issues.

Student Teachers will be assigned to do their practice in different teaching areas: the EFL and ESL courses offered by the Foreign Language Department, Special Projects developed by the Language Department (English Courses for PNC Personnel) and others that may be requested according to necessity.

The results obtained in the proficiency test, the groups scheduled by the FLD or other institutions, and students' availability will be specific aspects to take into consideration when placing Student Teachers in the different courses.

As a way to relate the professional theory acquired to the practical aspects of teaching in the classroom, some written material related to topics concerned with the Teaching and Learning process will be read and discussed. Most of the topics will be taken from the books “Teaching Practice. A Handbook for Teachers in Training” and “The Teaching Knowledge Test Course”. Reflection and discussion will be enhanced through a discussion Forum and/or during class sessions.

The MOODLE platform will be used as an important tool to support all the academic activities this subject requires: providing information, discussing topics, reading and sharing articles, and others. Through this tool the students may also have access to external tools, online assignments, presentations, files, web links and others.

Student Teachers must attend their assigned classes to observe, help, and support the teacher in the different activities carried out in and out of the class. Besides, they will also hold meetings with the tutor teachers in order to plan classes and to get acquainted with the development of the course. They will also prepare or help to prepare materials, tests, and share ideas to improve the teaching-learning process.

Student teachers will enter the different groups of classes as cooperative members of the teaching process and should accept the responsibilities assigned by the Tutor Teachers. They should work closely with their tutor teachers in planning, implementing and evaluating the learning expectations and opportunities they have during the course.

6. EVALUATION

- First Methodological Exam 15%
- First Practice Teaching Report
(6 Lesson Plans, 6 Didactic Material evaluations,
2 Tutor's Evaluations, 1 formative Report) 20%
- Second Methodological Exam 10 %
- In-class Presentation and Forum Discussion 25%
- Second Practice Teaching Report
(8 Lesson Plans, 8 Didactic Material evaluations,
2 Tutor's Evaluations, 1 formative Report) 20%
- Third Methodological Exam 10 % 100%

1. Methodological Exams

Based on the topics discussed and analyzed throughout the course, two written tests will be administered during class hours. Specific dates will be set at the time table.

2. PRACTICE TEACHING REPORTS

Student Teachers will be required to submit a Practice Teaching Report in two moments: one in the middle of the semester and the other one at the conclusion of their Practice Teaching course. The main purpose of handing in these reports is to compile the grades that Tutors have assigned to some specific aspects (lesson plans, didactic material, class and overall performance) at two different times of the semester. Since there will not be any elaborated work included in the reports, no grades will be assigned for presenting them.

These reports will contain:

- Lesson Plans and Didactic Material

Student Teachers should be implementing plans under the direction of their Tutors who will provide them with formative feedback regarding planning, use of material, implementation and management strategies in the classroom.

Student Teachers must complete a minimum of 14 class hours of actual teaching. This doesn't include working with small groups or tutoring individual students. They will also be in charge of grading students' didactic materials of every class they teach. In order to accomplish this duty, detailed instruments (rubrics) will be provided to the Tutors.

Every lesson plan and didactic material evaluation must contain the average grade and tutor's signature to prove it has been checked and officially authorized by him/ her.

- Tutor's Evaluation
Tutor Teachers will be asked to complete five practice teaching reports related to two different areas which include an overall rating for the practice teaching session as well as the evaluation of attitude aspects. Categories within each of the areas of assessment should be rated according to what the Student Teachers actually accomplish during the practicum and specific strengths and weaknesses should be indicated in the general comments.

- 3. In-class presentation:
Students will develop a class presentation related to the different topics that will be discussed throughout the course. The reading material posted in the MOODLE and some bibliographical research done by the students, will be the basis for these presentations. Specific guidelines will be given to carry out the task.

- 4. Forum Discussion
To enhance the development of technological skills, make the students be aware of the importance of using technology in class, and have them experience the benefits of blended learning; the coordinators will use the Foreign Language Department MOODLE Platform as a source of interaction in the Practice Teaching I course. Forums will be one of the main activities to be developed. There will be several interesting topics to discuss and in groups, the students will have the chance to participate according to the specific guidelines that will be provided in class.

COURSE POLICIES:

Student Teachers must . . .

- ✓ Accept the guidelines set by the Coordination of the Practice Teaching.
- ✓ Make arrangements so that they can be available 2 hrs a day to do their Practice Teaching.
- ✓ Understand that the Coordinators may be required to limit choices because of group's availability and the results obtained in the Proficiency exam.
- ✓ Attend orientation and induction meetings which ensure that they are in possession of the required information before and during the development of the course.
- ✓ Check the Practice Teaching MOODLE platform constantly in order to be informed.
- ✓ Be aware that their responsibility extends to the end of the teaching process. This means that Student Teachers must help their Tutors with the Final Evaluations.
- ✓ Students should accomplish deadlines for homework assignments; otherwise, they will be penalized.
- ✓ Take into consideration the following items taken from the documents:

A. "Reglamento de la Gestión Académico-Administrativa de la Universidad de El Salvador"

Artículo 122

No procederá la categoría de estudiante oyente. Ningún Organismo o autoridad podrá legalizarlo si se dieran los casos de hecho.

Artículo 147

El estudiante para tener derecho a las evaluaciones en cada unidad de aprendizaje, **deberá tener una asistencia a las actividades académicas mayor o igual al 75%.**

Artículo 148

Una vez publicada la nota de la medición sumativa, los estudiantes que no estén conformes con la misma, tendrán derecho **dentro de los tres días hábiles siguientes** a la publicación oficial de éstas, a solicitar en forma individual y por escrito la revisión ordinaria de la prueba ante el Jefe o Director de Escuela responsable.

Artículo 150

Si el estudiante no se presenta a una evaluación por causa justificada, **éste podrá solicitar por escrito su realización en forma diferida a más tardar dentro del tercer día hábil de haberse realizado ésta**, ante el jefe de departamento o director de escuela, quien resolverá a más tardar al día siguiente hábil de presentada la solicitud, concediéndola o denegándola. En caso de ser favorable, deberá indicar el lugar, día y hora para su realización, notificándole oficialmente al estudiante y al docente responsable, la cual deberá estar considerada dentro de la programación del ciclo, en caso de no estarlo, esta deberá ser programada dentro de los tres (3) días hábiles contados a partir del día siguiente de la notificación oficial al estudiante, respetando la calendarización de actividades del sistema de evaluación establecido en el programa de la unidad de aprendizaje. En caso de ser desfavorable la solicitud, el estudiante tendrá derecho a solicitar a la Junta Directiva la revisión de la actuación del Jefe de Departamento o Director de Escuela.

En ningún caso y bajo ninguna circunstancia se permitirá diferir una prueba más de una vez por ciclo académico por unidad de aprendizaje.

Artículo 151

Se admitirán únicamente como motivos justificativos de ausencia a una actividad evaluada Sumativa, los siguientes:

- a) Problemas de salud; b) Problemas laborales; c) Muerte del cónyuge o parientes hasta el segundo grado de consanguinidad; d) Programación de dos o más evaluaciones en la misma fecha; e) Cumplimiento de actividades oficiales; f) Cumplimiento de misiones oficiales; y g) Caso fortuito y fuerza mayor debidamente comprobados.

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

Artículo 152

Cuando en una prueba sumativa ordinaria, resultaren reprobados entre el 51 y 60% de estudiantes, estos tendrán derecho a solicitar al Jefe de Departamento o Escuela respectivo, la repetición de la prueba en la unidad de aprendizaje de que se trate, dentro del plazo de tres días hábiles después de haber sido publicadas oficialmente las notas. El jefe de Departamento o Director de Escuela vista la solicitud, resolverá señalando lugar, día, hora y responsable de practicar la prueba dentro de las 48 horas siguientes a la solicitud previo notificación a los solicitantes.

Cuando resultaren reprobados más del 60 % de estudiantes en una prueba sumativa, ésta se repetirá de oficio, observando el trámite anterior.

En ambos casos, el Jefe de Departamento o Director de escuela, junto con el docente responsable efectuaran un análisis de los problemas que ocasionaron los resultados, a efecto de establecer las mejoras correspondientes.

La repetición de pruebas se realizará una sola vez y a ella se someterá solo los estudiantes que así lo deseen. La nota obtenida en la prueba repetida sustituirá a la anterior.

B. “Legislación Universitaria, Libro Tercero Recopilación Disciplinaria”

Capítulo II. De las Infracciones.

Infracciones Graves.

Artículo 11

Son infracciones Graves las siguientes:

... m) Realizar fraude aun cuando el o los infractores no se beneficiaren directamente, en los casos siguientes:

... 2°. En el proceso enseñanza aprendizaje; 3°. En los procesos administrativos académicos; ...

Capítulo III. De las Sanciones

Sanciones aplicables por Infracciones Graves.

Artículo 15

Son sanciones aplicables conforme al presente Reglamento, para infracciones graves, las siguientes:

... c) Expulsión temporal de uno a tres años, si se tratare de estudiantes.

Definiciones de sanciones aplicables por infracciones graves.

Artículo 16

... e) Expulsión Temporal: es la decisión legalmente adoptada de suspender la relación académica de un estudiante con la Universidad, de un período determinado que no podrá exceder de tres años académicos sucesivos ni ser inferior a uno; quedando el estudiante inhabilitado para matricularse en la Universidad durante ese período.

REFERENCES

- Gower, Roger et all. (2005) Teaching Practice. A Handbook for Teachers in Training. Mcmillan Publishers
- Spratt, Mary et all. (2011). The TKT Teaching Knowledge Test Course. Cambridge University Press. UK
- Doff, Adrian. (2007). Teach English. A Training Course for Teachers. Cambridge University Press. UK
- Harmer, Jeremy. (1992). The Practice of English Language Teaching. Longman

8. TIME TABLE

WEEK /DATES	CONTENTS	ACTIVITIES
From Jan. 19 th . to Feb. 12 th .	Preliminary Organizational Activities	<ul style="list-style-type: none"> - Making preliminary Guidelines - Proficiency Language Exam Administration. - Filling out and handing in the Registration Form. - Placement of Student Teachers (ST) in the different groups of classes. - Updating MOODLE Platform.
1. From Feb. 15 th . to Feb. 19 th .	General Guidelines and Introduction to Practice Teaching	<ul style="list-style-type: none"> - Placement of Student Teachers (ST) in the different groups of classes Updating MOODLE Platform.
Unit 1 “Approaching Practice Teaching” (chapter 1 Macmillan)		
2. From Feb. 22 nd . to Feb. 26 th .	<ul style="list-style-type: none"> - The Role of Practice Teaching (PT) on a teacher training course. - Guidelines for in class Presentation and Forum Discussions 	<ul style="list-style-type: none"> - Presentation and Discussion of the Program and General Guidelines. - Placement of Student Teachers (ST) in the different groups of classes. - Student Teachers’ incorporation to the different teaching projects. - Group Discussions. - Organization of the In class presentation and Forum discussions (explain the guidelines and form groups).
Unit 2: “Planning and Preparing a Lesson or a Sequence of Lessons” (module 2 Chapter 19 – 22 TKT)		
3. From Feb. 29 th to March 4 th .	- Identifying and selecting aims	<ul style="list-style-type: none"> - Student Teachers’ incorporation to the different teaching projects
4. From March 7 th . to March 11 th .	<ul style="list-style-type: none"> - Identifying the different components of a Lesson Plan - Planning a unit and a lesson 	<ul style="list-style-type: none"> - Group Discussions on Planning and assessment in class and on the platform. - Practicing writing objectives. - Practicing writing a Unit Plan and a Lesson Plan.
5. From March 14 th . to March 18 th .	- Planning a unit (Practice)	<ul style="list-style-type: none"> - Group work
From March 21 st . to March 25 th .	EASTER HOLIDAYS	
6. From March 29 th . to April 1 st .	- Planning a lesson (Practice)	<ul style="list-style-type: none"> - Group work
7. From April 4 th . to April 8 th .	First Methodological Test and Planning Task	
Unit 3: “Developing Skills and Strategies” (Module 1 chapters 5-8 TKT)		
8. From April 11 th . to April 15 th .	- Receptive skills: Listening	<ul style="list-style-type: none"> - Class Discussions and In class Presentation (Group No.1) - First Forum discussion
9. From April 18 th . to April 22 nd .	<ul style="list-style-type: none"> -Receptive skills: Reading - First Practice Teaching Report Presentation 	<ul style="list-style-type: none"> -Class Discussions and In class Presentation (Group No.2) - Second Forum discussion
10. From April 25 th . to April 29 th .	- Productive skills: speaking	<ul style="list-style-type: none"> -Class Discussions and In class Presentation (Group No.3) - Third Forum discussion
11. From May 2 nd . to May 6 th .	- Productive skills: writing	<ul style="list-style-type: none"> Class Discussions and In class Presentation (Group No.4) - Fourth Forum discussion
12. From May 9 th . to May 13 th .	Second Methodological Test	
Unit 4 : “Presenting and Practicing Language” (chapter 6 Macmillan)		
13. From May 16 th . to May 20 th .	- Structures: Grammar and Functions	<ul style="list-style-type: none"> Class Discussions and In class Presentation (Group No.5) - Fifth Forum discussion
14. From May 23 rd . to May 27 th .	- Vocabulary	<ul style="list-style-type: none"> Class Discussions and In class Presentation (Group No.6) - Sixth Forum discussion
15. From May 30 th . to June 3 rd .	- Pronunciation	<ul style="list-style-type: none"> Class Discussions and In class Presentation (Group No.7) - Seventh Forum discussion
16. From June 6 th . to June 10 th .	Second Practice Teaching Report Presentation	
From June 13 th . to June 17 th .	- Third Methodological Test	
From June 20 th . to June 24 th .	- Remedial test	

Notes:

- There will be some alternative topics for In class Presentations: Motivation, Learner Needs, Learner Characteristics, Learner Development and Study Skills, and others.

ANNEXES

ROLE OF THE STUDENT- TEACHER

Student teachers enter the different groups as cooperative members of the teaching process and should accept the responsibilities assigned by the Tutor Teachers. During the practicum, student teachers are observing students, studying the role of the teacher, practicing teaching skills and reflecting on this experience. They should work closely with their tutor teachers in planning, implementing and evaluating the learning expectations and opportunities.

Attendance

- Student Teachers must attend all the meetings scheduled by the Coordinators, in order to plan and organize the different activities.
- Student teachers are expected to report at the Tutor Teacher's office at least 5 minutes before each teaching session in order to help him/her with any material or equipment necessary for the class.
- Student Teacher should take care of their personal presentation. Good appearance, appropriate clothes and excellent hygienic habits are indispensable.
- Student Teachers must complete **a minimum of 14 class hours** of actual teaching. This doesn't include working with small groups or tutoring individual students.

Absence during Practice Teaching

- If student teachers are absent, for any reason during the practice teaching sessions they are required to notify their tutor teachers.
- An absence of three or more days due to illness requires a medical certificate to be submitted to the Tutor Teacher and to the Practice Teaching Coordinator.

Conducting Classroom Routines

- Conducting established classroom routines such as opening exercises, dismissal, circle or sharing time and the correction of homework provides student teachers with opportunities to establish a rapport with the students as well as develop and refine instructional skills. Lesson plans are not required for these routines.

Planning

- The purpose of planning is to think out, in advance, the details of what is to be learned, the sequence in which the details will be developed and the resources and strategies to be used at each stage. There are two planning formats proposed by the coordinators: a lesson plan for EFL classes, and a lesson plan for ESP classes. Student teachers should discuss with their tutor teachers, the format to be used before planning the lessons.
- The Student Teacher has to prepare a plan to develop the required classes during the semester; this plan must be discussed and approved by the Tutor.
It is mandatory to hand in this plan to the Practice Teaching Coordinator no later than the third week of the semester.
- Student teachers should be implementing plans under the direction of their Tutor Teachers who will provide student teachers with formative feedback regarding planning, use of material, implementation and management strategies in the classroom.
- Every lesson plan must contain the Tutor's evaluation and signature to prove it has been checked and officially authorized by him/ her.

Non-Instructional Activities

- Student teachers are expected to assume the role of a teacher. Therefore, non-instructional time should be spent observing the work of the tutor teachers and the activities of the learners, assisting the teachers in routine duties and providing individual help for students. As well, student teachers should become familiar with the classroom resources and organization.
- **KEEPING A RECORD OF THE STUDENTS' GRADES IS NOT A RESPONSIBILITY OF THE STUDENT-TEACHERS.**

ROLE OF THE TUTOR TEACHER

- We ask the tutor teacher to serve as a general mentor and provide overall assistance and guidance as needed during the entire practice teaching period. As part of the relationship with the practice teacher, we ask that all observations be accompanied by feedback. Therefore, we encourage open and forthright discussions of classroom practice and performance.
- Tutor teachers will expect student teachers to participate in classroom activities and will provide opportunities for them to instruct individuals and small groups as well as the whole class. Wherever possible, student teachers should be given responsibility for organizing and maintaining a learning area within the classroom.
- Tutors will provide the Student Teachers the appropriate contents to carry out their Practice. They must complete **a minimum of 14 class hours** of actual teaching. This doesn't include working with small groups or tutoring individual students.
- **Tutors have to discuss and approve a plan to organize the classes the Student Teacher are required to develop during the semester; this plan must be signed by the Tutor. It is mandatory for the Student Teachers to hand in this plan to the Practice Teaching Coordinator no later than the third week of the semester.**
- The days when students are not teaching, tutors should assign some classroom tasks in order to provide maximum opportunities for student professional growth which should become a daily routine.
- **Tutors teachers should examine lesson plans before they are implemented.** Written comments may be made on the plans and specific recommendations for growth should be given to the student teachers. A rubric will be attached to every lesson plan, so that Tutors could evaluate them.
- During the semester, the tutor teachers are required to complete at least 4 Practice Teaching Reports which include an overall rating for the session as well as the evaluation of specific criteria. Categories within each of the areas of assessment should be rated according to what the student teachers actually accomplish during the practicum and specific strengths and weaknesses should be indicated in the general comments.
- Tutor teachers are encouraged to notify the Practice Teaching Coordinators by the end of every Practice Teaching Session of any week in which the overall rating is "Does Not Meet Expectation" or if a student is experiencing difficulty during a placement.
- Every instrument used to evaluate the student teachers' performance must be signed by the tutor.
- **IT IS PROHIBITED TO SIGN ANY DOCUMENT WHICH HAS NO COMPLETE INFORMATION (every instrument requires to fill out some specific information related to the Student-Teacher and the aspects to be evaluated). ANY GRADE ASSIGNED IN INCOMPLETE DOCUMENTS WILL BE INVALIDATED.**
- **ONLY TUTORS HAVE THE RESPONSIBILITY OF KEEPING A RECORD OF THEIR STUDENTS' GRADES.**

Tutor's Name: _____

Tutor's Signature: _____

Date: _____



ATTENDANCE CONTROL SHEET
UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

PRACTICE TEACHING I SEMESTER I – 2016 **ATTENDANCE CONTROL SHEET**

STUDENT TEACHER'S NAME: _____

TUTOR'S NAME: _____

SUBJECT / PROJECT: _____ **GROUP** _____ **ROOM:** _____

	DATE	ACTIVITY	TUTOR'S SIGNATURE
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			

Practice Teaching I Student- Teacher's name: _____

Semester I – 2016 Tutor's Name: _____

Project/ Subject/ Level: _____

CHRONOGRAM OF ACTIVITIES

WEEK	DATES	ACTIVITIES
February	22	
	23	
	24	
	25	
	26	
	27	
	28	
2	29	
	30	
March		
3	1	
	2	
	3	
	4	
	5	
	6	
4	7	
	8	
	9	
	10	
	11	
	12	
5	13	
	14	
	15	
	16	
	17	
	18	
6	19	
	20	
	21	
	22	
	23	
	24	
April		
7	25	
	26	
	27	
	28	
	29	
	30	
8	31	
	1	
	2	
	3	
	4	
	5	
9	6	
	7	
	8	
	9	
	10	
	11	
10	12	
	13	
	14	
	15	
	16	
	17	
11	18	
	19	
	20	First Practice Teaching Report (April 20- 24)
	21	
	22	
	23	
12	24	
	25	
	26	
	27	
13	28	
	29	
	30	
	31	

	29	
	30	
May		
11	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
12	10	
	11	
	12	
	13	
	14	
	15	
13	16	
	17	
	18	
	19	
	20	
	21	
14	22	
	23	
	24	
	25	
	26	
	27	
	28	
	29	
	30	
	31	
June		
15	1	
	2	
	3	
	4	
	5	
16	6	
	7	
	8	
	9	
	10	
	11	
	12	
Second Practice Teaching Report: June		

Tutor's Approval: _____
 Tutor's Signature

Student- Teacher's Compromise: _____
 Signature

Date: _____

Lesson Plan Sample

LESSON 1

Teacher: _____

Room: IF

Time : 8:00 – 10:00

Subject: Basic English

Date: April 17, 2015

Unit 4: “Can you swim?”

Key Contents: - skills and abilities

- I can ... / I know how to . . . / I am good at . . .

- sports and free time activities

Learning Objectives	Language Functions	- To talk about talents and abilities.	
	Structures	- To make affirmative, negative and interrogative sentences in Simple Present Tense.	
	Key Vocabulary	- To use different expressions when talking about skills and abilities (I can ... / I know how to . . . / I am good at . . .)	
Warm up		- Unscrambling and matching Form two groups and ask the Sts to unscramble some words presented on a wall chart. All the words/ phrases will be related to sports. Some pictures will be used to be matched with the vocabulary.	Time/ Skill (15’) Vocabulary
Presentation		- Use the previous vocabulary to introduce the topic of skills and abilities. - Present a wall chart about people talking about their abilities. Colors or underlining will be applied to focus on the different expressions used to talk about abilities. - Study the grammar section and give some more examples of affirmative and negative sentences - Elicit some examples from the students.	(30’) Vocabulary Grammar
Practice	Activity 1	- Listen to someone talking about some celebrities’ hidden talents and complete exercise 1 (Sts’ book) by matching the vocabulary with the appropriate pictures. Ask them to take note of the expressions used by them in the interviews.	(15’) Listening
	Activity 2	- Study and complete the grammar section. - Have the Sts work on the exercises by completing with their own information - Ask Sts to write negative and interrogative sentences using different structures and have them practice the appropriate pronunciation of CAN.	(15’) Grammar/ Writing/ Pronunciation
	Activity 3	- Conversation Practice. Ask the Sts to practice a conversation with several classmates and talk about their talents and abilities by using different structures, for example, Can you play a musical instrument?/ Are you good at cooking? <i>Yes, I play the trumpet. No, I’m not really good.</i> How well do you play? <i>So-so.</i>	(15’) Speaking
Production		Write about your best friend's/ a relative’s talents or interests. Present an example: “My best friend is a very talented person. He is an artist. He's really good at painting. In fact, one of his drawings won a blue ribbon at the school fair. He also knows how to do sculpture and ceramics”.	(10’) Speaking/ Writing
Wrap up		- Have the Sts share the information they wrote with the class by using the Tossed Ball technique.	(10’) Speaking
Assessment		- The correct use of vocabulary and the grammar structure will be checked during the development of the third practice activity.	
Materials		An audio CD, a CD player, some slips of paper containing vocabulary related to skills and talents, a wall chart to highlight different expressions used to talk about abilities, a wall chart to introduce the topic, NAIOS Student Book lesson 5-6, Unit 3.	
Bibliography		“New American Inside Out” Elementary. Mcmillan	

LESSON PLAN RUBRIC

STUDENT TEACHER'S NAME: _____ TIME: 1 hr. / 2 hrs./ 4 hrs. Class

DATE: _____

Items being Assessed	CRITERIA			
	0 Below Standards	1 Poor	3 Acceptable	5 Outstanding
Introduction	Doesn't include General Information	Left out many areas of the general information	Left out one or two areas of the general information	Provides complete general information
Learning Objectives	Learning Objectives are not stated.	It's not clear what students will do to show that they have learned because the objectives are not well stated/ or they are not focused in all the language sub skills that will be developed in class	Objectives are not well stated; even though, learners can partially determine what they should be able to do as a result of learning and instruction.	Objectives are clearly stated so that learners can determine what they should be able to do as a result of learning and instruction
Contents	The information about the contents is not included	Left out one of the aspects that are part of this section: Language Functions, Grammar Forms, Vocabulary, pronunciation.	Language Functions, Grammar Forms, and Vocabulary are stated but are not appropriate to the topic	Language Functions, the Grammar Form, and the Vocabulary are appropriate and clearly stated
Warm up Activity	There is no warm up in the lesson plan	The warm up is stated but it is unclear / or not appropriate to the topic	The warm up is clearly stated but it doesn't seem to bring energy to the class in the first minutes.	The warm up is appropriate, clearly stated and encourages whole – group active participation
Presentation	There is no Presentation or engagement activities to introduce the new topic	The Presentation is stated but it is unclear or incomplete.	The Presentation Phase is clearly stated but it doesn't present the new language in a natural and logical way.	The Presentation activities are clearly and completely described. They involve the building of a situation through the use of the new language in a meaningful way.
Guided Practice	There is no Guided Practice	Guided Practice activities are stated but they are unclear / incomplete/ or not appropriate to the level of competence of the Ss.	The Guide Practice activities are clearly stated but they are not enough / don't seem to be challenging for the Ss. or don't generate motivation / or confidence to move to the production phase.	The Guided Practice activities are clearly and completely described. They really help the Ss. manage the new language. It seems to be a natural step for production.
Production (Independent Practice)	There is no Independent Practice	Independent Practice is stated but it is unclear or not appropriate to the level of competence of the Ss.	Independent Practice is clearly stated but it doesn't really offer Ss. the chance to use the new language in a freer way.	The Independent Practice is clearly and completely described. It offers Ss. the chance to become users of the language representing real life situations.
Wrap Up Activity	There is no wrap up in the lesson plan	The wrap up is stated but it is unclear and not appropriate	The wrap up is clearly stated but it doesn't give any feedback of the lesson	The wrap up is appropriate and clearly stated. It checks Ss' work and makes them show what they have learned.
Assessment	No assessment is mentioned in the lesson	There is some assessment but it is not clear how it is going to be carried out.	Assessment strategies are clear but it has little relevance to the stated objectives	Assessment strategies are described clearly in detail and they are based on the Ss' expected production.
Materials	Materials are not mentioned	Materials are listed but not described or they are not directly related to the lesson plan.	Materials are complete but partially described	Materials are complete and completely described / samples are attached.
Mechanics	Too many spelling and grammatical errors are present	A lot of spelling and grammatical errors are present	A few spelling or grammatical errors are present	No spelling or grammatical errors are present
Organization and Presentation	Lesson plan is disorganized and not presented in a neat manner	Lesson plan is professionally presented but not well organized	Lesson plan is well organized but not neatly presented	Complete package presented in well organized and professional fashion
TOTALS				
SCORE				/ 60

GRADE: _____

Tutor's Name: _____ signature: _____

TUTOR TEACHER'S REPORT



STUDENT TEACHER'S NAME: _____

TUTOR'S NAME: _____

SUBJECT / PROJECT: _____

GROUP/ LEVEL: _____ **ROOM:** _____ **SCHEDULE:** _____

The Student Teacher . . .	CRITERIA			
	1 Below Standards	2 Poor	3 Acceptable	4 Outstanding
A. Cognitive Aspects				
1. . . shows complete domain of the content				
2. . . models English communication (spoken/written language, grammar, good pronunciation, vocabulary . . .)				
3. . . uses practical and appropriate examples to explain the new structures				
4. . . adequates contents to the level of students				
B. Professional knowledge (planning, implementing, assessing).				
5. . . presents complete planning package in well organized and professional fashion.				
6. . . makes the students know what the lesson expectations are				
7. . . engages the students through an appropriate and effective introductory activity				
8. . . uses teaching strategies which facilitate learning				
9. . . uses good classroom management strategies				
10. . . uses technology or other resources to help student's learning.				
11. . . reinforces positive behaviour				
12. . . monitors students when a group or pair work activity is developed				
13. . . closes the class with a suitable and useful activity				
C. Attitudinal Aspects (Formative)				
14. . . is punctual to start and finish the class				
15. . . dresses properly				
16. . . shows a kind and friendly attitude to all students				
17. . . gets interested in student's learning				
18. . . shows an enthusiastic attitude in class				
TOTALS				
SCORE				/ 72

GRADE: _____

Comments:

Tutor's Name: _____ signature: _____

Date: _____

PRACTICE TEACHING I
 TEACHING MATERIAL RUBRIC

Date: _____ topic: _____ 1 hr. / 2 hrs. / 4 hrs. Class

	4. Distinguished	3. Proficient	2. Apprentice	1. Novice	SCORE
Content-Creativity: Unique delivery	The material demonstrated student's own interpretation and expression of research material. Used graphs, charts, or other visual aids to display information in multiple ways.	Used student-created materials as well as existing material from other sources. Student devised a creative way to design or deliver the project.	Information was factual but showed little student interpretation. The material was based primarily on sample work. Student added one or more original ideas.	Project was built from a template, designed only as prescribed, or was based entirely on sample work.	
Design-Color: Visual appeal and emotion	Color choice for backgrounds and text was thoughtful, appropriate, and used consistently throughout. Contrasting colors made text easy to read. Used color to convey emotion.	Color for backgrounds and text was consistent and appropriate. Used contrasting colors to make text easy to read.	Used too many colors. Did not use color for effect. Lack of contrast between background and text colors made text hard to read.	Did not change background or text color.	
Design-Layout and Organization: Organized and easy to read	Content was well organized with headings and subheadings. Text and graphics were neatly organized and made the material easy to understand.	Project was organized with headings and subheadings. Text and graphics were placed to make the project easy to understand.	Most of the material was organized. The placement of text and graphics sometimes made the project hard to understand.	Project was hard to understand. There is no clear structure. Text and graphics were randomly placed.	
Design-Fonts: Appropriate typeface and size	Font choices were consistent. Fonts were appropriate for content. Used larger text sizes to make headings clear. Fonts matched the theme of the presentation.	Font choices were consistent. Fonts were appropriate for content but text sizes were not appropriate the size of the class.	Used too many fonts or used fonts that were not appropriate for the size of the class.	Did not change from default font. Did not change font size or style. Content almost impossible to read.	
Accuracy: Grammar and Spelling errors	No spelling or grammatical errors are present	A few spelling or grammatical errors are present	Some spelling and grammatical errors are present.	Too many spelling and grammatical errors are present	
					/20
GRADE					

Tutor's Name: _____ signature: _____