

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
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Universidad de El Salvador

Hacia la libertad por la cultura

“Difficulties regarding the development of teaching skills that Student-Teachers of the English Teaching Major face when carrying out their teaching practice in the different subjects of the Foreign Language Department at the University of El Salvador in the year 2017.”

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CHAPTER I: Statement of the Problem

1A. Presentation of the problem

By the fourth year of the English Major at The University of El Salvador students have to take their first teaching practice course and they are assigned to teach in different projects and subjects inside and outside the Foreign Language Department. This research was focused on the ones assigned to teach in different subjects of the two majors offered by The Foreign Language Department, this situation might appear challenging and difficult due to the level of education that they were going to be exposed that means, higher education and the lack of experience that Student-Teachers had. To gather preliminary information the researchers administered a survey in both of the current Teaching Practice courses, a total of fifteen students that had been already assigned to the Department participated and based on the data gathered it was concluded that some of the most outstanding difficulties that they faced were to teach in an authentic classroom environment for the first time, the need for better orientation regarding their performance and the deficiency in handling different teaching strategies for higher education and delivering a success class. Besides that, they also expressed that the low level in English language competence was another difficulty they encountered.

Nevertheless, it was important to remark that the majority of the students who answered the survey said they felt they suited the profile to be a Student-Teacher in the Foreign Language Department and they acknowledged that the previous insight in the subject Didactics I, II and III had built a sense of self confidence to start this new phase. The participants also considered that the role of the tutors during their teaching time was crucial for a successful experience because the majority believed was a learning opportunity that could help them find a job towards the end of their major and by the time they graduate they would already have working experience in

high or other level education which would lead to rewarding experiences in their professional lives. Even though the final experience seemed to be positive, this research sought to investigate about the difficulties regarding the teaching skills that Students-Teachers faced during their practice and hopefully find solutions to improve the training that helps them to become successful teachers.

1B. Statement of the problem

“Difficulties regarding the development of teaching skills that Student-Teachers of the English Teaching Major face when carrying out their teaching practice in the different subjects of the Foreign Language Department at the University of El Salvador in the year 2017.”

1C. Objectives

General objective:

- ✓ To find out which difficulties do Student-Teachers that are assigned to the FLD face when carrying out the teaching practice at the University of El Salvador.

Specific objectives:

- ✓ To identify the factors that affect positively and negatively the student's performance when developing their teaching practice in the different subjects of the Foreign Language Department.
- ✓ To determine the level of effectiveness that the tutor's orientation and feedback has on the Student-Teachers performance.

- ✓ To measure how much the level of responsibility and commitment of the Student-Teacher assigned to the Foreign Language Department impacts the execution of their teaching practice.

1D. Research questions.

Main question:

- ✓ What difficulties regarding the development of teaching skills do Student-Teachers of the English Teaching Major face when carrying out their Teaching Practice in the different subjects of the Foreign Language Department at the University of El Salvador in the year 2017?

Subsidiary questions:

- ✓ Do Student-Teachers have the appropriate language competence to teach in higher education levels?
- ✓ Do Student-Teachers feel oriented and assisted by their tutor when it comes to their teaching practices duties and performances?
- ✓ To what extent do Student-Teachers are committed and responsible in regards of their duties and performance during their Teaching Practice in the Foreign Language Department?

1E. Justification

The main purpose of this research was to acknowledge the difficulties that Students-Teachers that were assigned to the Foreign Language Department in the different subjects faced when carrying out their teaching practice. From the lack of

experience, the deficit in orientation and the necessity to improve their language competence and other difficulties, this research addressed those issues that concerned and affected the performance of the participants. The motivation acquired by the researchers to investigate about this topic was the importance that this phase has on the student's instruction and their future professional life and the well-known fact that teaching is a long lasting process in which an individual never stops acquiring knowledge and learning new strategies to convey an outstanding role in someone else's educational process.

The researchers wanted to explore this topic because there is a need for Student-Teachers to discover effective ways to foster their confidence, work on their teaching skills, practice adequate teaching classroom strategies and achieve good quality background in higher education or other level that he or she gets assigned to work in the future. According to Tom Drummond in his work "A brief summary of the best practices in college teaching, 2008" great teachers teach by example. It is the authentic life that instructs and there are challenges in every action he or she takes to engage, facilitate and give life to the opportunity to learn.

An important factor for this investigation was that about 14% of the students that had signed up for the Teaching Practice courses were assigned to the Foreign Language Department and according to the preliminary survey the researchers administered, the majority of them did not have previous experience in teaching, this had been their initial exposure to an actual representation of their calling. This first experience could be a little challenging for them since there was not a specific preparation (higher education). Taking into account some aspects, that can be developed during the class. For instance, the Student-Teachers had to establish mutual respect with their students. Also, they had to build rapport with them and one more important thing was to respect that students have different learning styles that Student-Teacher had to deal with.

Many of the reasons why this research would be helpful were the improvement of the quality of the teaching process that Student-Teachers went through during their practices and obtain the best out of the experience. Some significant parts of their

teaching training were to focus on the attitudes that created a good rapport between the tutor, the Student- Teacher and the students, to boost the student`s confidence, to know how to solve problems in a real classroom environment, to continue working on improvements on the agenda that established how the practice needed to go and make the necessary adjustments in the current evaluation design and address the issues in regards of communication that might act as a barrier for a great practice.

Some practical implications for the researchers were that the study would be oriented on Student-Teachers skills and the role of the tutor in their practices. Also, the researchers took into account aspects about the selection process that is used to assign students in the English Teaching Major Department. Until today, students who signed up for the teaching practice have to take a test similar to the TOEFL that includes the four macro skills and based on the students results they are assigned to different projects and different levels, that is to say, students have to meet certain knowledge standards in order to get assigned to work in the Department but what about their performance and their teaching skills? Later on during the investigation, the researchers dived into what aspects are important to have when teaching higher education and what elements should be put into consideration to achieve a successful first time teaching practice experience.

Initially, the researchers asked the opinion of two of the teachers of the Foreign Language Department on their view of the problematic that exists among the Student- Teacher`s performance. These teachers had already been tutors on several occasions in different subjects like pronunciation, readings and conversations, Intensive English, etc. and had witnessed the weaknesses and strengths of the Student-Teachers and both agreed that some of the main concerns were the deficiency in classroom management and the quality of teaching because the majority of them had a lack of commitment issue and they were not very proactive when it came to the actual teaching time and the results came out negative or on just on the average level. To conclude both teachers said that it is important that someone who is assigned to carry their practice at the Foreign Language

Department had a responsible attitude and was conscious of the teacher role that was performing, also that was very committed and had a decent English level.

Finally, this research was important because it focused on the difficulties that Student-Teachers might encountered when they initiated their teaching practice in the Foreign Language Department and also tried to find answers and solutions to those matters. Also, it was significative due to the fact that the early experiences in a teaching career are fundamental to the construction of a good educator, in this stage the Student-Teachers faced many of the concerns they had as beginners and it was very important that they learned the approaches in the actual teaching world together with the help of the tutor and grasp as much knowledge and tips to became prepared for further experiences in either higher, lower or any other education level.

CHAPTER II: Theoretical Framework

2A. Historical Background

In the Foreign Language Department of the University of El Salvador, just like in any other University's Department students who expect to graduate from a career and obtain a diploma that certifies them as professionals in a determined field have to undergo a series of practices to prepare themselves and assure they know the tasks they are to execute once they get a real job and have some authentic background experience for future demand. Like all professions, English teaching is a complex and demanding job which calls for an ethical mentoring experience that helps future educators improve their skills, gain knowledge, and learn how to manage the difficulties of the everyday labor as well as some other technical routinely aspects like grading, creating didactic material, designing lesson plans and giving assessment to their students.

This is why since the 1999 career study plan, fourth year students of the English Major at University of El Salvador have been required to take two Teaching Practice subjects that besides in-class theory, asks students to compile sixteen hours of actual teaching in different schools, special projects developed by the Language Department and areas inside and outside the campus. Every semester, around fifteen to twenty students are assigned to carry their practice in the different subjects of the Foreign Language Department, from Basic English to Readings and Conversations the now Student-Teachers are assigned a tutor to mentor them along their practice and provide orientation and feedback at the end of each class and this is later presented in the form of an informative report to the teacher who evaluates it and assigns a grade accordingly. The process for assigning Student-Teachers to the different courses is mainly based on the results of the proficiency test, then for schedules inquiries Student-Teachers have to fill a form specifying their availability and other aspects that are taken into account for their practice allocation in the

different English teaching projects. This experience is expected to be an enriching process that guides the Student-Teacher to develop continuous learning and gets them ready for upcoming professional challenges but all of this, as a new experience for many, difficulties show up along the way and it is considered important to focus on the factors that possibly contribute as part of the problematic for the current and future Student-Teachers and make a review of them throughout this research to find appropriate solutions.

2B. Theoretical Framework

In this study, the researchers mentioned some approaches that support this investigation and pointed out some authors that have exposed their opinions about English proficiency, classroom management and mentoring which were prominent aspects when talking about the difficulties that Student-Teachers faced during their practice. Those aspects were considered some of the most difficult to be developed at the teaching practice for the Student-Teachers that were assigned to the Foreign Language Department. They were important aspects that contributed to build a self-confident Student-Teacher. Also, it helped to get a better control during the class by creating a good environment that supported and encouraged the Student-Teachers when they faced an authentic classroom environment outside the University. Besides that, another aspect that was emphasized was mentoring where the Student-Teacher found a sense of orientation and support from his tutor where both could create a good tutor-student relationship that helped the Student-Teachers to achieve their goals during the teaching practice. It is important to mention that those aspects were related to the different subjects such as pronunciation, grammar, readings and conversations, English levels that the Student-Teacher were assigned during the teaching practice.

According to Education Corner in its work "Characteristics of a Top Teacher" mentions "There are many characteristics, techniques, etc. that make for a

successful teacher. These may be as varied as the teachers themselves. However, there are certain time-tested attributes, characteristics, and practices which contribute immensely to teacher success. The following list contains items that students have used to describe their best teachers.

1. Enthusiasm

- Students can feel the excitement
- Students easily detect the teacher's love for job and subject

2. Preparation

- Teacher knows the subject
- Teacher plans and prepares lessons daily

3. Punctuality

- Always arrives on time
- Begins and ends class on time
- Expects and encourages students to arrive on time

4. Support and concern for others

- Lets students know that he/she cares about their success
- Takes time with students
- Allows for creativity
- Is friendly and courteous
- Is supportive and encouraging
- Is smiling, caring, and loving

5. Consistency

- Does not miss class
- Is consistent in attitude and dealings with students
- Is always well prepared to teach class

6. Politeness

- Treats students with respect

- Does not condescend
- Avoids embarrassing students in class

7. Firmness and control

- Is firm in a kind manner
- Avoids tangents in teaching

According to University of Technology Sydney in its work “Characteristics of good teaching” “The aim of teaching is simple: it is to make student learning possible...To teach is to make an assumption about what and how the student learns; therefore, to teach well implies learning about students' learning” (Ramsden, 1992).

At University level, we hoped that students would provide their own motivation and their own discipline, and that they brought their own, already developed cognitive abilities to bear on the subject matter. Nevertheless, the teacher still is expected to execute a crucial and demanding role-play in the process of student learning, by creating a context in which the students' desire and ability to learn can work most effectively.

The task of the teacher in higher education has many dimensions: it involves the provision of a broad context of knowledge within which students can locate and understand the content of their more specific studies; it involves the creation of a learning environment in which students are encouraged to think carefully and critically and express their thoughts, and in which they wish to confront and resolve difficulties rather than gloss over them, it involves constantly monitoring and reflecting on the processes of teaching and student understanding and seeking to improve them. Most difficult of all perhaps, it involves helping students to achieve their own aims, and adopt the notion that underlies higher education: that students' learning requires from them commitment, work, responsibility for their own learning, and a willingness to take risks, and that this process has its rewards, not the least of which is that learning can be fun!

These are not easy tasks, and there is no simple way to achieve them. Still less are there any prescriptions that will hold well in all disciplines and for all students. How we teach must be carefully tailored to suit both that which is to be learnt and those who are to learn it. To put it another way - and to add another ingredient - our teaching methods should be the outcome of our aims (that is, what we want the students to know, to understand, to be able to do, and to value), our informed conceptions of how students learn, and the institutional context - with all of its constraints and possibilities - within which the learning is to take place.

One set of characteristics of good teaching, extracted from research studies and summarized from the individual lecturer's point of view (Ramsden, 2003) includes:

- A desire to share your love of the subject with students
- An ability to make the material being taught stimulating and interesting
- A facility for engaging with students at their level of understanding
- A capacity to explain the material plainly
- A commitment to making it absolutely clear what has to be understood at what level and why
- Showing concern and respect for students
- A commitment to encouraging independence
- An ability to improvise and adapt to new demands
- Using teaching methods and academic tasks that require students to learn actively, responsibly and co-operatively
- Using valid assessment methods
- A focus on key concepts, and students misunderstandings of them, rather than covering the ground
- Giving the highest quality feedback on student work

- A desire to learn from students and other sources about the effects of teaching and how it can be improved.

ENGLISH PROFICIENCY

The researchers agreed that English proficiency was a very important aspect to take into account at the time of teaching. The Student-Teacher had to demonstrate that he had the ability or at least the commitment to manage the course that he had been assigned to at the Foreign Language Department. Even though, he did not feel ready for this challenge he was able to acquire some knowledge through the experience during the teaching practice. English proficiency was one of the keys that helped the Student-Teacher to develop a good class and feel self-confidence during the course.

It should not be assumed that non-native speakers who had attained a high degree of fluency and accuracy in everyday spoken English had the corresponding academic language proficiency. It was already known that it could be difficult to learn a foreign language and also learn how to teach it using all the strategies to develop a good performance during the teaching practice. That is why the researchers wanted to begin talking about the English proficiency for beginners. That meant the ability that the Student-Teachers have to speak or perform in an acquired language.

According to Stephen Krashen's theory the best way or the more accurate way to learn a second language is interacting. Stephen Krashen (from The University of Southern California) is an expert in the field of linguistics, specializing in theories of language acquisition and development. Much of his recent research has involved the study of non-English and bilingual language acquisition. He said "Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill. It means that in order to get fluency and acquisition, a person requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding." For this, natural communication was one of the main goals during the teaching and learning process. The Student-

Teacher and his students had to build a natural conversation in a fluency and comprehensive way. In order to achieve that the Student-Teacher had to make his students feel confident and secure that they were doing a good job when they were expressing their opinions during class.

So, one of the key points to develop a good class was to try to interact with the students. First, the Student-Teacher had to create a good and suitable class environment during the class in order that his students felt confident, free and comfortable to express their opinions even though they made mistakes. For example, based on the topic that the Student-Teacher was delivering he could make some activities that encouraged his students to participate in class and get some rewards for them. This was a good option to stimulate students to interact and get involved in the class. Second, the way that the class was developing was really important to build a good interaction between the tutor, the Student-Teacher and his students.

Krashen also mentioned that comprehensible input is the crucial and necessary ingredient for the acquisition of language. In order to get better results in the teaching process comprehensible input can be useful to teach. It means that students should be able to understand the essence of what is being said or presented to them. They have to catch the main ideas and associate with the context. That does not mean that the Student-Teacher always has to use common words or easy words for them to understand. One strategy consisted of using context or visual cues, or asking for clarification, in this way, students enhanced their knowledge of English. So using this method helped students get a better idea about the topic that the Student-Teacher was delivering.

During teaching time, when input was comprehensible, students understood most aspects of what was required for their learning, and the learning experience pushed them to greater understanding. So, in this way the Student-Teacher could get better results during his or her performance. Comprehensible input is something related to

more than just language development and curriculum content. Appropriate context is crucial. One way for Student-Teacher to be sensitive to the language and cultural backgrounds of his English-language learners with learning difficulties was to provide instruction that drew on the experiences of his students. Talking about background experiences or a topic that students were interested in happened to be a good option to motivate students to participate and get involve during the class. The Student-Teacher developed some speaking activities with the purpose to give more opportunities in the classroom to use oral language and to engage in cognitively challenging task. One example was that the Student-Teacher talked about something related with the topic in question. He shared something that happened to him and got into the topic using himself as an example. So in this way, his students understood better and became inspired to share their opinions to the class following the Student-Teacher example.

The description of Krashen`s theory of second language acquisition shows some hypothesis and one of them is The Acquisition-Learning distinction. It is the most fundamental of all the hypotheses in Krashen's theory and the most widely known among linguists and language practitioners. According to Krashen there are two independent systems of second language performance: 'the acquired system' and 'the learned system'. The 'acquired system' or acquisition is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language - natural communication - in which speakers are concentrated not in the form of their utterances, but in the communicative act. In this case the Student-Teacher has to pay especial attention to deliver the class and try to make students more involved at the time they are doing speaking activities so they have the chance to improve their speaking skills. For example one way to this was when the Student-Teacher made some role plays regarding the topic that was being taught or when the student read a dialogue based on the English level that was required for his class.

In education, it has been said that the learned system or learning process is the product of formal instruction and it comprises a conscious process which results in conscious knowledge about the language, for example knowledge of grammar rules. The researchers knew that grammar was very important at the time of acquiring a foreign language but the teaching process had to be focused on making students feel free to talk and not to feel forced to memorize a lot of grammar rules. This aspect was focused on the Student-Teacher that was assigned specifically to one of the English levels not the specialization subjects like grammar, pronunciation or one of the others specialization subjects because every subject had different aspects to analyze. Talking about English level the Student-Teacher had to find out the best way to make students think in English when they were talking because most of the time students tend to think in Spanish and translate to English. The idea was that the Student-Teacher had to support his students to develop their vocabulary and knowledge and put it into practice during the class. Talking about the specialization subjects like, reading and conversation, pronunciation and composition, there were different features that the Student-Teacher had to consider to use for teaching like the warm up activities that had to be developed during the class where most of the time was related to the topic in order to catch the student`s attention or the creativity that they had to use during the class. Both were essential to get a good performance through the teaching practice.

CLASSROOM MANAGEMENT

In the English Teaching Major at the University of El Salvador of the Foreign Language Department there is a subject named Teaching Practice. To understand what Teaching Practice is, the researchers found a definition to explain it "A period that a Student-Teacher spends teaching at a school as a part of his or her training". There were many aspects that the Student-Teachers had to take into account when beginning their teaching practice and in this research it was discussed what these aspects consisted of and the characteristics and also techniques which Student-Teachers applied in their teaching practice.

At the University of El Salvador in the English Teaching Major, the Teaching Practice is a requirement for fourth year's students at the Foreign Language Department. Before taking their practices as Student-Teachers, they must have taken Didactic I, II and III; all those subjects are so important for them because they prepared them to use different methods to teach children and teenagers. Currently they are focused on ESL and include topics like Teaching Theories, Lesson Planning and material design, popular teaching methodologies, Language teaching methods and approaches, Teaching the language skills, Teaching Children, Technology in the classroom and Designing tests. When students finish the didactics and before starting their practices they have to take an exam in order to be assigned in a specific project, some of those projects are given by the Department and the other ones are carried out outside the University.

Classroom management is “the term educators use to describe methods of preventing misbehavior and dealing with it if it arises. In other words, it is the techniques teachers use to maintain control in the classroom.” The Student-Teachers in the Foreign Language Department in this year 2017 in the semester I had to know what the definition of classroom management was and how to carry it out in class. First of all, let's explain its definition according to Melissa Kelly: “As the definition says the idea is to have the power during the course.”

Classroom management is a group of techniques that helped the Student-Teachers who were going to begin their teaching practice. These techniques showed them some others aspects that they as teachers could take into account and put into practice in order to take the control in the classroom and avoid some troubles in the future when working with students in higher education levels and also be able to implement the best features of classroom management to have the authority when teaching. So, what are those aspects about? Below the researchers gathered information about the most important techniques and what they consist of.

To use a normal, natural voice

If the Student-Teacher wants to get the attention from his or her students, he/she has to keep a normal tone of voice. Knowing that it is incorrect and unnecessary that

the teacher teaches the class in the above-normal voice since he/she could lose his or her voice at the end of the class if he/she does neither make an effort using his or her the voice properly nor talks in a normal or natural voice during the class. Besides if the Student-Teacher uses an above-normal tone of voice, the students will not feel good and confident, so that will have influence on their learning. Student-Teachers of the English Teaching Major assigned in Foreign Language Department already know how to use their voice intonation in class but some of them don't do it because at the time of teaching they get nervous being in front of students of high education level maybe because they do not feel well prepared or the ability to teach in that level.

The attitude

Attitude is an important feature taught in didactics. Student-Teacher may give a good impression by the gestures and also smiling just to transmit the best attitude to students. Talking time is another moment for Student-Teachers to have a better interaction and communication with the students and also to know if the students are absent or understanding the topic and at the same time enjoying when learning. According to Derrick Meador in his work "Helpful Classroom Management Strategies Every Teacher Should Try" (Updated December 17, 2016) a teacher who teaches with a positive attitude will often have students who have positive attitudes. A teacher who has a poor attitude will have students who reflect this and are difficult to manage in class. This aspect must be taken into account by the Student-Teachers to know how to act in front of the students and which attitude they should take at the beginning and at the end to have a successful class but some of the Student-Teachers who do not carrying out this feature and fail when teaching.

Always have a well-designed, engaging lesson

Another aspect to remark is the lesson plan. This is really important when teaching because all the class depends on it since if the Student-Teacher prepares a complete lesson including attractive activities, didactics material, goals, measure the

time, the level and the structure, he/she will not have any issue in the class. Attractive activities can motivate the students to participate in class and having a fun time; didactics material is a tool that will contribute during the whole class and give the student an easy way to have a better understanding with the use of appropriate material; goals are the main feature that the Student-Teacher should have before doing the lesson to be clear what will be taught; measure the time is another important thing because the Student-Teacher should organize all the topic and material according to the time of the class; the level is the last one but does not mean the least important. The level determines what material and activities the Student-Teacher should do in class; the structure has to be included in the lesson specifying what the Student-Teacher wants the students to learn about the topic and using a specific grammar structure.

All of those characteristics helped students to have a meaningful learning and also understand information since they were focused on the topic that the teacher was delivering so they spent a meaningful time when learning. As it was mentioned by the researchers before, the Student-Teachers took didactics I, II and III in which they learned how to teach kids and teenagers but what happened in their practices when some of them were assigned in the Foreign Language Department? Were they well prepared for that? Probably some of them had preview experiences teaching and some other had none preview experience in teaching but the main problem that they faced was to work with students of a higher education level.

To know what is wanted for students to learn

The Student-Teacher has to be well organized and focused on what he/she is going to teach. When taking the didactics, teachers remark this point to the new Student-Teachers to never forget and keep in mind what they want their students to learn. It is necessary that the teacher organizes all the things that are required in order when teaching, for instance the topics, objectives and meaningful materials. All of them contribute to achieve and learn about a specific topic. Sometimes this point is forgotten and what happens if they forget to apply it at the time of starting their

practices? They lose the main objective that it is already written in the lesson. If the Student-Teacher does not know what to do in class is probably that the students should not be able to understand anything and they will get frustrated during the learning.

To remind and accept the responsibility of being in charge

In this feature, the Student-Teacher has to be aware that he/she is going to be in charge during the whole course and he/she is the responsible of the students' learning. The first impression is the one that speaks for itself, knowing that the teacher at the beginning of the course must establish the rules. At the time of the class, he/she must give them to the students and let them know who is in charge. It is a big commitment being in front of the students who are in higher education level and knowing that as Students-Teachers students depend on what Student-Teachers teach. According to Wood Stock School, the statements of Purpose are

- *To provide support for learning activities and the social / emotional development.*
- *Children on an individual or group basis, under the general direction of the class teacher and line manager*
- *To support and complement the work of the classroom teacher by delivering agreed learning activities*
- *To work effectively with individual pupils, small groups and whole classes*

To develop a good rapport with the students

Student-Teachers know the relevance of the rapport with their students. Based on Michael Linsin "2 Easy Ways to Build Rapport with Your Students" (January 14, 2012) Building rapport with students can be a remarkably effective way to improve classroom management. But there is some confusion over what rapport is and how one goes about building it. Rapport is nothing more than a connection you make with the students based on their positive feelings towards the teacher. When they show

feelings of approval and trust, and when the educator in return also approves and believe in them, there will be a bond that makes classroom management a lot easier.

Building rapport as a Student-Teacher with the students in the class most likely facilitated the process of making the student more confident in their learning when participating and talking with the Student-Teacher and also with their classmates in the classroom. The Student-Teacher who did not take advantage of this feature probably did not have the best results when teaching because the students did not feel confident to interact and perform in front of the class.

MENTORING.

In the educational world, mentoring is something that has been proved to increase the quality of work for those that begin to develop their professional skills, it is seen as a tool that enables cooperativism between someone who has experience and knowledge in a certain field and someone who is taking their first steps towards their profession, the outcomes of leadership and guidance can lead to confident young teachers that are prepared to deal with different situations in the classroom, with the students, with co-workers and even administrative affairs. In the Foreign Language Department of the University of El Salvador, fourth year students who signed up for their Teaching Practice Subject had their first authentic teaching experience and all of them were assigned a tutor to guide them through this process. For Student-Teachers this was a great opportunity to learn about learning techniques and approaches applied in real time and overcome some of the many difficulties they were to face during their practice. It has been reported in several studies that the results of mentees having a mentor who has a high level of class control, language proficiency and is trustable are students who learn better.

Given the previous information about the importance of this guidance, it is now fundamental to mention some of the highlights of successful mentoring taken from the book “The Five Key Steps for Effective Mentoring Relationships” by Audrey J. Murrell, Ph.D. Associate Professor of Business Administration Psychology, Public &

International Affairs University of Pittsburgh, and Katz School of Business and as mentioned below this aspects are:

- ✓ To asses needs
- ✓ Set Goals and Clarify expectations
- ✓ Focus on cultivating a relationship
- ✓ Seek opportunities to maintain contact
- ✓ Develop a mentoring plan

There are several other approaches to the interaction between mentors and mentees that are positive to lead to great experiences and orientate the new teachers into their profession. Appropriate leadership creates a bridge between old practices in the beginnings of teaching such as trial and error in class activities, lack of effective communication between student and teachers, deficiency in lesson planning, inadequate assessment, low level commitment to the job, etc. For instance, current agendas in universities and schools have taken into account the importance of experienced professional guidance into their strategy. Most of the times new teachers-to be did not fully understand the effort it took to get the job properly done and constantly bumped into all these challenges that made their labor difficult and decreased their enthusiasm and energy towards the classroom and their students.

According to Gisbert van Ginkel, Nico Verloop, and Eddie Denessen in their work *Teachers and Teaching* Vol. 22, Iss. 1, 2016. "Current mentoring models for teacher preparation and induction emphasize the need to engage novice teachers' learning through collaborative professional learning communities. Mentors in such communities are expected to engage in joint knowledge construction with novices, and to be 'co-thinkers' who enact a developmental view of mentoring, as well as 'co-learners' who are willing to engage in mutual learning with their novices." This gives the insight that the relationships that mentor and mentees constructed during the time they were assigned to work together played an essential role in promoting student achievement. The process of both of them coexisting in the same educational environment and sharing classroom time and outside assessment was regarded as an inherent aspect of educational life and the foundation for

encouraging performance. So, how did this theory apply to the problematic for Student-Teachers assigned to the Foreign Language Department? Well, there had been many opinions regarding this aspect coming from the tutors and Student-Teachers themselves, for example, Student-Teachers did not feel confident to talk about their weaknesses and ask for help because it was assumed that at this point of their career they already knew all the elements required to teach a successful class and asking how to do certain things could be a reason to be ashamed of or could be taken as a sign of being lazy and get a low grade for themselves in their performance evaluation. Simple things like knowing how to use the technological equipment or carrying out fresh warm up activities could become awkward situations which they tried to avoid.

Having a foundation and a role model that boosted encouragement has been for decades a key factor for educational lives, the dynamic between both parts has to be constant, practicing effective dialogue and highlighting those aspects that need to be improved and also give credit for those that have been done correctly, the whole purpose of mentoring is based in creating a relationship between two individuals that communicate through different situations and cultivate a bond to benefit the Student-Teacher and help them shape their professional skills.

General characteristics of teaching that promoted student achievement were the motivation and constant encouragement from educators, these actions were often related to coaching which is also a part of mentoring, this aspect dealt with providing guidance and showing someone the way to do something, in teaching having someone experienced that is assigned to help a beginner can bring a lot of benefits and help overcome all the challenges and uncertainties of the first authentic teaching experiences. To conclude, from all the information above it can be certainly said that encouragement and mentoring during the teaching practice enabled a collaborative problem-solving relationship and helped Student-Teachers overcome common skill-related difficulties and when the quality of it was deficient, it was clearly reflected in the Student-Teacher performance.

2C. Definitions of Key Terms

Approach: In education, an approach is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn.

Technique: It is a method that Student-Teachers use to perform a class. The body of specialized procedures and methods used in any specific field, especially in an area of applied science.

Classroom management: Refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class.

Feedback: Those procedures a teacher uses to provide students with information on the accuracy of their oral or written responses to academic questions. Academic feedback is strongly and consistently related to student's achievements.

Proficiency: How able a Student-Teacher is in the target language, well advanced in an art, occupation, or branch of knowledge.

Skill: A learned power of doing something competently: a developed aptitude or ability *language* skills. The ability, coming from one's knowledge, practice, aptitude, etc.

Mentoring: Mentoring takes place between young persons (i.e., mentees) and older or more experienced persons (i.e., mentors) who are acting an occupational helping capacity to provide relationship-based support that benefits one or more areas of the mentee's development.

Mentee: A person who is advised, trained, or counselled by a mentor.

Teaching skills: Developed and developing aptitudes and abilities of both a prospective and an in-service teacher concerning his or her teaching behavior, which contribute decisively to the lesson's effectiveness.

Comprehensible Input: The term 'comprehensible input' refers to language that is intelligible but just a little more advanced than the student's current ability to understand it. This means that the overall message of the language is clear even though some words and grammatical structures might be unfamiliar.

Teaching practice: A temporary period of teaching in a school undertaken under supervision by a person who is training to become a teacher.

Student-teacher: Student who is studying to become a teacher and whom, as part of the training, observes classroom instruction and does closely supervised teaching in an elementary and secondary school and other levels of education.

Utterance: An utterance is a bit of spoken language. It makes reference to a word that is pronounced by the student with the purpose to communicate something.

Curriculums: The regular or a particular course of study in a school, college, etc.

Method: Principles used by teachers to enable student learning. A way of doing something, especially in a systematic way. Implies an orderly logical arrangement (usually in steps).

CHAPTER III. Methodology

3A. Research Approach

This research was descriptive since the main purpose of it was to tell how a situation was, to describe the data and the phenomenon being studied and because it included more than one variable for the final analysis. A qualitative approach was used for the data analysis since the matter the researchers were working on dealt with behavioral elements of a determined population.

The researchers used one survey for the Student-Teachers towards the end of their practice, in this way, they would approach them at a time in which they had already experienced the majority of events that required them to prepare academic material, deliver a class, interact with their tutors and carry other activities related to the subject in order to perform well. The researchers also interviewed the tutors with the purpose of identifying the areas their mentees did well and those where they didn't and gather information about what the tutors thought the Student-Teacher profile in the Foreign Language Department should be. Finally the researchers relied on in-class observation as instrument to collect important data. These kind of instruments were a useful way to obtain relevant and specific data in a pertinent manner. They consisted of a set of questions that were designed to seek to investigate the Student-Teacher's attitudes and opinions they might have throughout practice and how well prepared they considered themselves for that challenge, the interview to the tutors was designed to reflect their thoughts and concerns about the performance of the Student-Teachers and highlight the difficulties they observed to make some adjustments and get better results in practices. The researchers also observed several times the in-class performance of both students and tutors to identify all the aspects of such acts regarding the awareness of teaching skills and the orientation, mentoring and feedback Student-Teachers were received during their practice.

3B. Type of Study

The type of study taken into account in this project was descriptive; since it reported the characteristics of a population or phenomenon being studied and given that the researchers considered there was not a lot of information in relation to the development of teaching skills when a student about to be a professional begins his/her own teaching experience. This type of study helped to collect a wide amount of material about this topic. This research project sought to find the relationship of some variables with the performance of the Student-Teachers working in the Foreign Language Department, as mentioned before such variables included: The previous experience Student-Teachers might already have had by the time they initiated the practices, the level of commitment they showed during the time they were assigned to the Department in regards of their duties, assignments and how proactive they were in carrying out activities and taking responsibility in different aspects that could improve their teaching skills, the feedback that the tutor provided to help in the areas that are needed, and the linguistic proficiency that Student-Teachers owned.

3C. Research Design

With the purpose of getting accurate information and achieving the research main goals, a survey was prepared to expose some of the difficulties that Student-Teachers faced when they were assigned to the Foreign Language Department. The researchers used a non-experimental design called: descriptive design. The objective of using this design was that the researchers observed the phenomena in its natural context. The students of the fourth year of the English Major filled out a survey expressing their opinions about how they felt knowing that they were chosen to develop their teaching practice at the Foreign Language Department. This research was descriptive because there was not too much previous information

about this topic in the University of El Salvador at the Foreign Language Department. The researchers wanted the students to be conscious about the knowledge and commitment that they had to get to develop a good performance during their teaching practices.

3D. Population

Population:

The population from which the researchers obtained the sample was all the students from the fourth year of the Major who signed up for the subject Teaching Practice I and II of both semesters of the year 2017 and get assigned to carry their practice in the different subjects of the Foreign Language Department. A total of 34 students will participate in such research.

Sample:

The sample for this research was the group of students from the Teaching Practice II assigned in the Foreign Language Department of the second semester of the year 2017.

3E. Research Techniques.

The techniques for this research were the survey and observation. This type of techniques allowed researchers to include all the students involved (15 students assigned to carry their teaching practice in the Foreign Language Department) since the main focus of the research was directed to the teaching skill area, the survey was designed to have questions that sought to gather information from the Student-Teacher perspective of their preparation and ability to teach in higher education levels. When the time to administer the survey came this research was expected to show different points of view that population had regarding their classes.

The researchers also observed in several opportunities the role of the participants of this study to identify the level of proficiency demonstrated in delivering a successful class and at the same time the researchers actively took notes on aspects of the tutor's role in giving appropriate feedback and orientation to their pupils and saw how the appropriate dialogue to meaningful improvements and growth as future educators. Finally, the researchers interviewed the tutors to collect information about the difficulties experienced, the goals achieved and also, the positive aspects that each Student-Teacher showed during the teaching practice time.

3F. Research Instruments.

The researchers administered a survey in a form of questionnaire with multiple questions regarding aspects of their teaching practice process, also a face to face interview to the tutors was designed and carried out with specific questions related to their opinion about the English proficiency of the Student-Teachers, classroom management aspects and the impact of their role as mentors, based on the concept that interview is "a formal meeting in which one or more people question, consult or evaluate another person", "Act or instance of noticing or perceiving". This tool served as a source of reliable firsthand information about the Student-Teachers journey during the practice. Plus, there were several in-class observations to gather information from the population by filling a rubric that covered target areas of difficulty in their performance.

For instance, it is important to highlight that the researchers used three instruments in specific stages of the study. As mentioned above, the survey in the form of questionnaire was conducted towards the end of the first semester of this year with the help of the student-teacher, also, a face to face interview with the tutors was carried out with the purpose of collecting their opinions on the student-teachers who were assigned to their subjects. The observation took place while the student-teachers were performing their class and at the same time the researchers observed the tutor's performance towards their tutees.

The types of questions these instruments included were mixed, open for the tutor's interview and mixed for Student-Teachers, this was due to the researchers' conclusions that considered this type of questions facilitated the process to evaluate the results of being a Student-Teacher in a high level of education. These instruments were administered to the population who were going to be fourth year students of The English Major at the Department of Foreign Languages that got assigned as Student-Teachers in this Department. These instruments were applied during both Teaching Practice subjects I and II of the year 2017.

3G. Data Gathering.

The way the population participated along the process of this research played a great role in the outcome: The participants (students of the fourth year from the English Teaching Major taking their Teaching Practice I and II assigned to the Foreign Languages Department).

The students of Teaching practice I and II answered a survey in order to obtain qualitative information to explore the awareness of their teaching skills up to the moment. They answered yes/no and open questions related to general information about whether they had previous teaching experience, which was the profile they believed a Student-Teacher should have, if they considered themselves with the appropriate language competence to teach in higher education level and if they felt oriented by their tutors at the beginning of their teaching practice. This survey gathered students' opinions and perceptions about those skills. In addition, to continue digging into the topic of which difficulties regarding their teaching skills they experienced, the researchers observed lessons taught by the Student-Teachers during both semesters and also interviewed the tutors to collect thoughts and opinions focused on the same matter.

CHAPTER IV. Data Analysis.

4A. Statistical procedures.

The researchers got the information needed to prove the hypotheses from the three instruments designed; the interview for the tutors, the checklist to be filled by the researchers during the Student-Teachers teaching time and the survey that the participants of this study filled and answered by the time they were done with the first part of their teaching hours.

The results of this study were analyzed by presenting graphics made with Excel of each one of the questions from the survey that the Student-teachers filled and after that the researchers interpreted all of them accordingly. The other two instruments (The interview and the Class Observation Checklist) were analyzed in a qualitative form by making a written report of all the relevant findings.

4B. Data analysis plan.

To analyze the data properly, the researchers followed the next steps:

1. The researchers created three different instruments to collect data from different sources and through different methodologies, all three were designed to investigate about the same topic but from separate points of view.
2. The researchers began class observation as soon as the Student-Teachers were assigned schedules to teach in the different subjects at the Foreign Language Department. Each Student-Teacher was observed at least once.
3. The researchers interviewed six of the tutors that were assigned a Student-Teacher during semester II of the year 2017 or had been assigned in the past.

4. The researchers administered a survey to all of the Student-Teachers that were assigned to the Foreign Language Department semester II year 2017.
5. The data collected from the interviews and the observation was analyzed in a qualitative way in the form of a written report that highlighted all the admissible information that contributed to the investigation.
6. The results of each of the questions of the survey filled by the Student-Teachers was labelled in graphics made in Excel to then be analyzed and interpreted by the researchers consequently.
7. The most outstanding findings of all instruments were summarized and expressed in the Findings Chapter.

4C. Analysis and Interpretation of the Data

FIRST INSTRUMENT: THE INTERVIEW TO THE TUTORS.

Six teachers of the Foreign Language Department were interviewed about the main factors that difficult the performance of the Student-Teachers that are assigned to carry their Teaching Practice in the different subjects of the Foreign Language Department, all these teachers were currently being tutors to some of them, others had been during previous semesters but in general, all of them have performed the role of a mentor to students who take their initial steps in an authentic teaching environment.

The first question had to do with the profile they believe is suitable for a student to be assigned to the Foreign Language Department and quite the majority agreed that

it has to be someone with a high domain of the language and has to be able to perform well in the four skills since they are expected to teach students of high education, someone who is responsible, mature and is willing to take charge when needed, a person who takes deep responsibility for other`s learning and has a high level of confidence to take control over the class, give commands and execute activities.

In the second question the tutors gave their opinion about the level of responsibility and commitment showed by the Student-Teachers when developing their duties in the subject they are assigned and here the researchers obtained mixed opinions on the issue. They expressed that although some of them show an incredible high level of commitment to the subject and towards their duties, some others have been lacking this aspect by simply not showing up at the time they are assigned to teach, faking sickness or just refusing to work on assignments related to the subject.

Moving forward to the third question, they were asked about their thoughts on the lack of content focused to teaching on high education in the Didactics I, II and III subjects which are supposedly the foundation that students get and that prepare them to perform as educators and many of the tutors were surprised that the current program does not have topics that address this matter and said that they feel is necessary to make an adjustment to it so students get even more preparation and receive more content to be able to give their best when assigned to the Department.

The following question meant to investigate how the level of English proficiency that Student-Teachers have at their 4th year of the career empowers or affects them at the time to teach and receive feedback from the tutors and here the researchers found some interesting factors. While it is very uncertain to speak on a general level or give one general opinion for all of the Student-Teachers due to the difference of each one of them and their English production and proficiency, some of them believe that several times, students who are clearly not suitable to teach at a high education level are assigned to the Department anyways, on several occasions they manifest having mentees that not only lacked proficiency in spoken English but also written and the other skills, this makes the process of communication very difficult and very

little guidance can be provided when the channel of transmission, in this case the Foreign Language in study, is weak and does not run smoothly between both parties. On the other hand, it is also fundamental to say that the tutors claim they have also had very outstanding Student-Teachers whose language production is neat and have served as an inspiration for the students they have been in charge of, this means that is also important to mention that the Foreign Language Department is forming good professionals who will most likely do well once they get a real job.

Furthermore, when it comes to the impact that teachers themselves have on the Student-Teachers during the time they coexist as mentors and mentees they had strong opinions regarding the importance of giving effective feedback after each class, most of the time they notice an improvement and see a change from class to class, they most likely to take in recommendations and practice them to deliver a more successful class. It is also fundamental to mention that this feedback has to be given in a respectful, practical manner with its main purpose being to provide constructive criticism and contribute to build a better future educator.

In addition, the researchers also approached them regarding the classroom management aspect and the way they see the Student-Teachers work their attitude, rapport, having control over the class and how they present themselves in front of an audience they have to handle and teach different contents and similar to previous opinions, some of the tutors differed from one another on this matter. Though some expressed that have had good experiences with confident mentees who are confident enough to guide their students through both free and controlled activities inside and outside the classroom, some others have faced difficulties dealing with mentees whom are simply not capable to put themselves in a position where their students follow their lead and take him or her seriously and this can be caused by several factors, like not using the right tone of voice when talking to them, not having clear objectives for the class they are to teach, not having control over in-class activities, lack of creativity or enthusiasm, not being a problem solver figure to their students, not promoting a good rapport and not deliver good academic content.

Finally, to give a final glimpse of which are the most outstanding difficulties that Student-Teachers face during their Teaching Practice in the Foreign Language Department, most of the tutors said there is not only one thing but a set of small aspects that affect negatively this experience, although it is not the best to generalize since not everyone is the same, the majority found very alarming that the current program of the Teaching Major does not cover topics directed to high education levels and all agreed that it needs to be an urgent adjustment to fix that and many other issues that concern the academic needs for the future teachers. Also, they expressed that when Student-Teachers don't meet the language proficiency standards they are most commonly going to face bigger difficulties when teaching and last but not least it is noticeable that when the classroom management strategies are not applied properly and there is a lack of commitment from the students, even if their other abilities are good and outstanding and the environment in which they get assigned to is suitable, the chances that they encounter troubles will increase as they carry their teaching practice.

SECOND INSTRUMENT: STUDENT-TEACHER CLASS OBSERVATION.

Sixteen Student-Teachers who were assigned to carry their Teaching Practice at the Foreign Language Department in the year 2017 were observed by the researchers in order to gather first hand, authentic and accurate information about the main factors that concern this investigation. It was necessary for the purpose to know how the Student-Teacher performance was when carrying out their teaching practice in a real time and identify strengths and weaknesses during that process, but the researchers did not only observe the Student-Teacher but also monitored the role of the tutor to gather a complete information about the teaching scenario. The main objective for this observation was "to observe the Student-Teacher and tutor's performance during classroom practice time" This observation was focused on the three main aspects this study is based which are English Proficiency, Classroom management and Mentoring.

The first part of the observation instrument was focused on English proficiency where the researchers evaluated a group of aspects that have to deal with the Student-Teacher development, which basically means the ability that the Student-Teachers have to speak or perform in an acquired language. Based on this factor the researchers divided the instrument it in the following fields. Talking about if the student-teacher knew the structures that they were teaching most of them showed that they knew about the topic. It clearly seemed that they had investigated about the contents that they taught which means they were responsible enough to collect information for the class but the majority of the Student-Teachers struggled at the time they had to clarify their student's doubts with accurate information; most of them experienced a lack information to specific questions about the topic in matter, they did not showed 100% self-confidence at the time of teaching, some of them explained only the basic information for their students understand what to do and did not go beyond to provide further explanation or give more examples of the structures or the topic itself. One of the Student-Teacher unfortunately used a lot of Spanish when she did not know how to explain the instructions in English properly, most of the class time she talked in Spanish. This problem most likely happened because she was not able to express her own opinions in the foreign language. Another aspect was if the student- teacher clarified the student`s doubts accurately. In this case the researchers observed that a few of them were able to provide correct information and clarify doubts but others continuously asked for help to the tutor probably because they were not sure about what to say to what they were being asked for. Also, when it came about evaluating their level of self-confidence at the teaching practice and showing a high domain expressing their opinions the researchers were able to see that at the beginning (first or second class) some of them were nervous even though they already had some experience from the previous semester. A very remarkable fact during the observation was that even though Student-Teachers had issues when developing class, the majority held a very positive attitude in front of their students and tutor. Regarding their pronunciation almost all of them made mistakes, some bigger than others and a few of them counted as errors that were later corrected by the tutor.

The second part of the instrument was focused on the use of Classroom management techniques. This statement included whether the class started on time or not. Most of the time the class began late but it was something that the Student-Teacher could not control. Especially the classes scheduled to start at 6:00 am, because the FDL was closed by that time, it actually opens around 6:15 am or so. Another aspect had to do if the Student-Teacher showed control over the class, during free and guided activities and mostly if they were able to command tasks and keep a good class environment. It was observed that it depended on the activity that the Student-Teacher was developing, for example if the activity required working in pairs some students did not show interest and looked for a partner. The Student-Teacher had to assign the student someone to work with. On the other hand, Student-Teachers most of the time used appropriate teaching strategies during the class but one that's is important to mention is that in some classes the Student-Teacher did not know the students name and they used to point at them to ask a question or ask for some help. Now, making reference to the didactic material prepared for the class there were some Student-Teachers that made use of charts, projector, videos and it was noticeable that they had made an effort to prepare a good class and appropriate educational material as well. To mention an example, a Student- Teacher brought two Muppets to be used by the students to perform a dialogue in front of the class. It was a really nice idea to catch the student`s attention in that way and make it all very entertaining at the same time. On the other hand, there were some Student- Teachers that did not even use the board to write down the date or the topic. There were not charts on the wall or pictures. The class was developed using the projector and also they did not use the board to explain the grammar focus which usually requires giving lots of examples, exceptions to the topic and stuff like that. And while all of them developed warm up activities when it was time to have control over guided and free activities some of the Student-Teachers had to leave homework assignments because the class time was not enough to be develop it inside the classroom. One more aspect was if the Student-Teachers showed support to their students though the learning process, some of them did it but others not too much, it somehow seemed that they just wanted to be

done with it and move to the next thing in the lesson plan. They did not seem very committed to support the student`s learning, they taught the class because they have to. To remark something else there were some Student-Teachers that did not greet or ask their students how they were.

The last but not least important factor was Mentoring from the Tutor. On this area the researchers made emphasis on the tutor`s role because he or she was in charge of monitoring the Student-Teacher performance and provide meaningful and effective feedback. The most outstanding part of this focus was if a good understanding between the tutor and the Student-Teacher existed, in most of the cases they showed a limited Tutor- Student-Teacher relationship and with the majority there was average to little support from the tutor at the class time because she or he only entered the classroom, took a sit to observe and only at the end the tutor tried to get involve to clarify mistakes, reinforce certain information, assign different homework and others. One particular situation was that the tutor never appeared when the Student-Teacher was delivering the class so how could the Student-Teacher receive effective feedback either to improve himself and not continue making the same mistakes or to be congratulated for their good performance and acknowledged for their effort? Furthermore, the tutors were most of the time present during the class to correct the Student-Teacher mistakes in a proper manner that means doing it at the moment, with respect and providing the right information so everyone could get the correct version of the content but some others did not, they wrote their observations and waited until they had a separate meeting outside the classroom to point the things they said wrong. Nevertheless, the researchers talked to the tutors and the majority claimed that they always provided feedback after the class was over and also used this time to coordinate activities for the following class.

To conclude, this observation was so helpful in order to highlight the difficulties that the Student-Teachers faced when carrying out their Teaching Practice. The researchers realized that even though the majority of the Student-Teacher had the most difficulties in the two factors; English proficiency and Classroom management

at the time of teaching, the tutors were not the exception for not having difficulties since in some cases they could have shown more commitment with their role as a tutor and provide more quality guidance to their mentees so they reach their full teacher potential during the time they are assigned to teach in the Foreign Language Department.

THIRD INSTRUMENT: STUDENT-TEACHER SURVEY

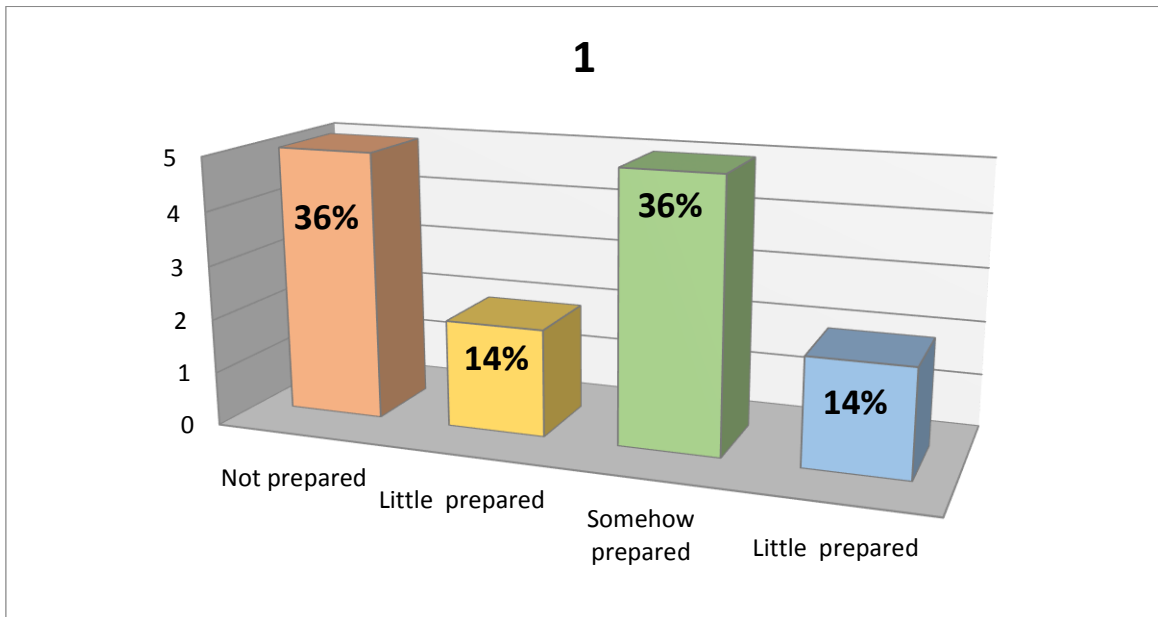
Question 1

Considering that the subjects Didactics I, II and III do not address high education teaching techniques, how prepared did you feel during the development of your Teaching Practice?

Statistics

	Frequency	Percent	Valid percent
Not prepared	5	36%	36%
Little prepared	2	14%	14%
Somehow prepared	5	36%	36%
Very prepared	2	14%	14%
total	14	100	100

Graphic One



According to graph 1, 36% of the students answered they were not prepared, 14% were little prepared, 36% were somehow prepared and 14% were very prepared.

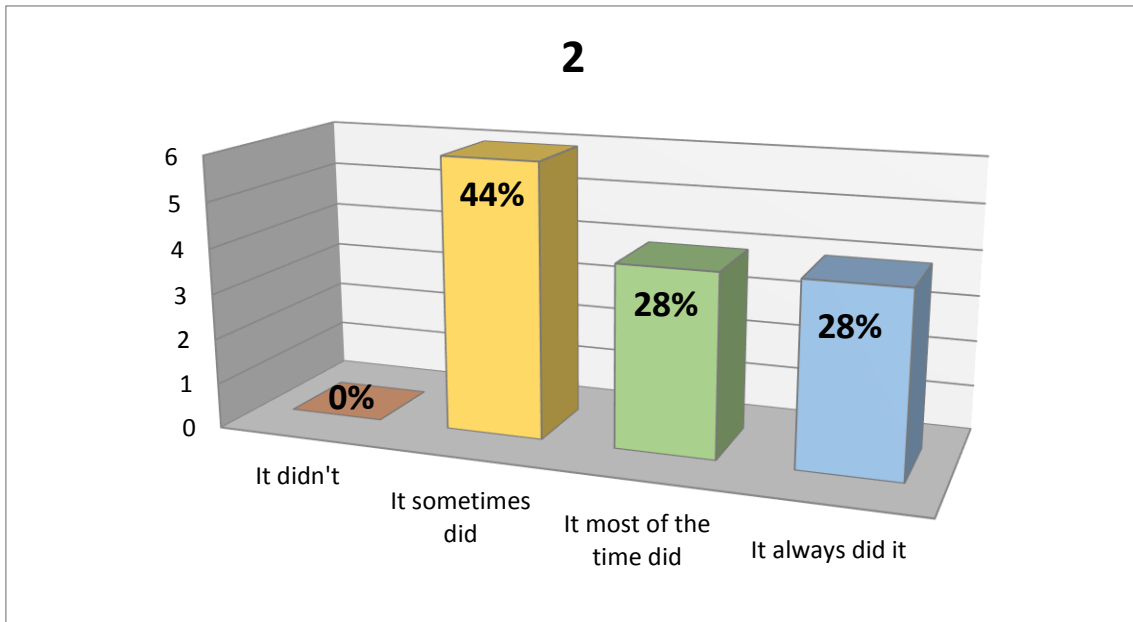
Question 2

Do you consider your attitude when teaching helped you to develop a good rapport with your students?

Statistics

	Frequency	Percent	Valid percent
It didn't	0	0%	0%
It sometimes did	6	44%	44%
It most of the time did	4	28%	28%
It always did	4	28%	28%
total	14	100	100

Graphic Two



As seen in graph 2, none of the Student-Teachers mentioned not developing a good rapport with their students, 44% sometimes did it, 28% most of the time did it and 28% always did it.

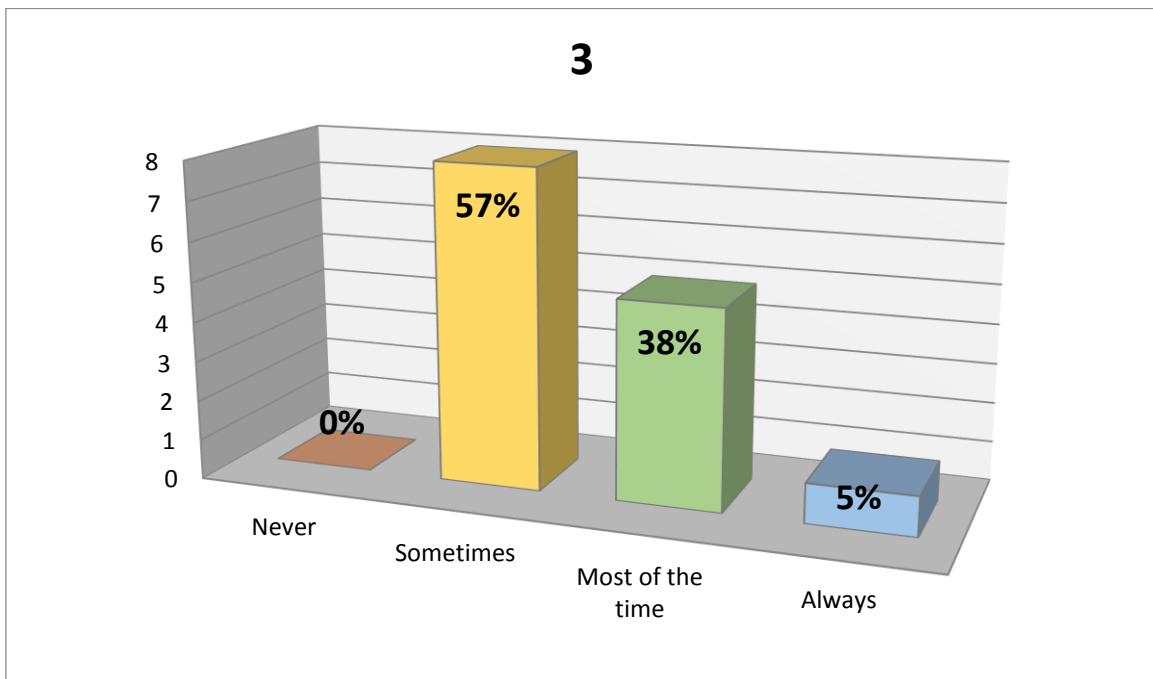
Question 3

Did you make appropriate use of the classroom management techniques when teaching adults in higher education?

Statistics

	Frequency	Percent	Valid percent
Never	0	0%	0%
Sometimes	8	57%	57%
Most of the time	5	38%	38%
Always	1	5%	5%
total	14	100	100

Graphic Three



It is observed in graph 3 that 57% of Student-Teachers sometimes made appropriate use of the classroom management techniques, moreover 38% of them most of the time did it and 5 % said always.

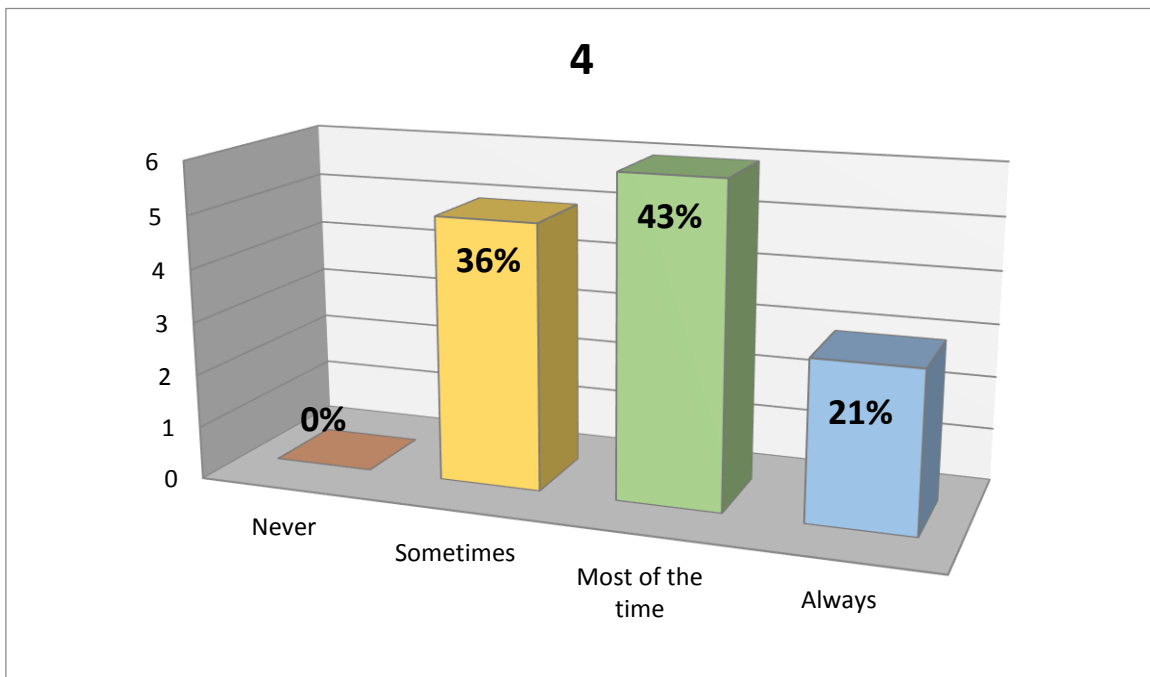
Question 4

Did you feel that your students were engaged in the lesson at the time you were teaching?

Statistics

	Frequency	Percent	Valid percent
Never	0	0%	0%
Sometimes	5	36%	36%
Most of the time	6	43%	43%
Always	3	21%	21%
total	14	100	100

Graphic Four



Graph 4 shows that 36% said their students were sometimes engaged in the lesson, 43% said most of the time and 21% said they were always engaged.

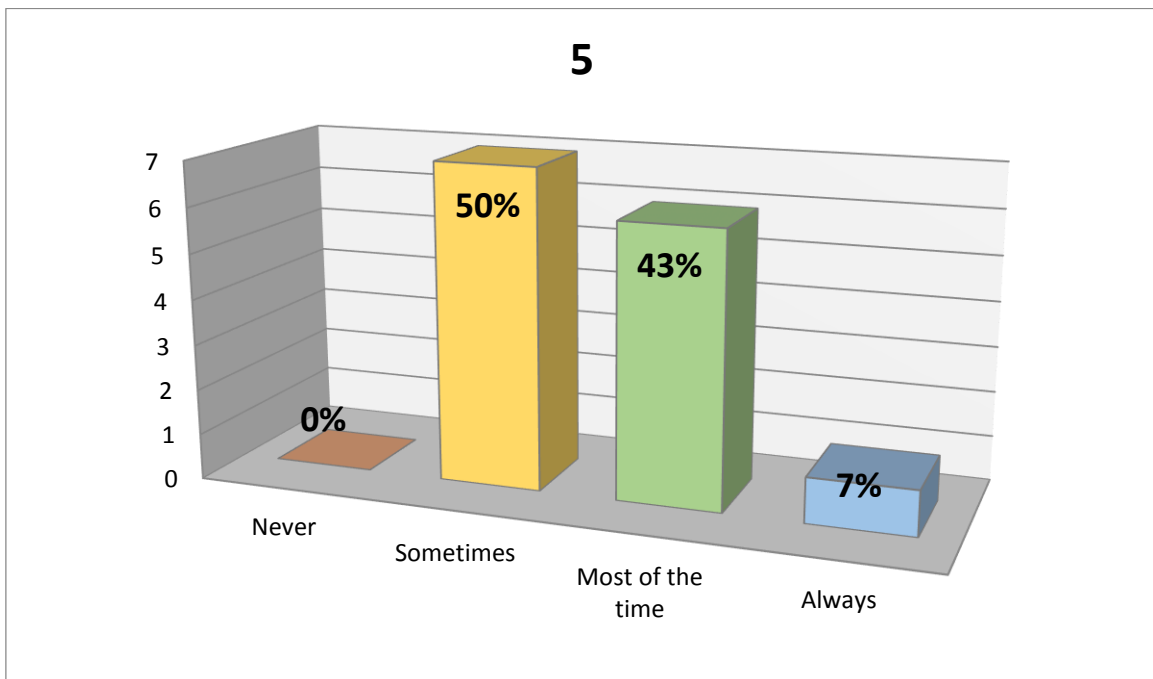
Question 5

Were you able to carry out classroom activities in an effective, controlled and timely manner?

Statistics

	Frequency	Percent	Valid percent
Never	0	0%	0%
Sometimes	7	50%	50%
Most of the time	6	43%	43%
Always	1	7%	7%
total	14	100	100

Graphic Five



In graph 5, half of the population said they sometimes were able to carry out activities effectively, 43% said they were able to do it most of the time and only 7% said they were always able to do it.

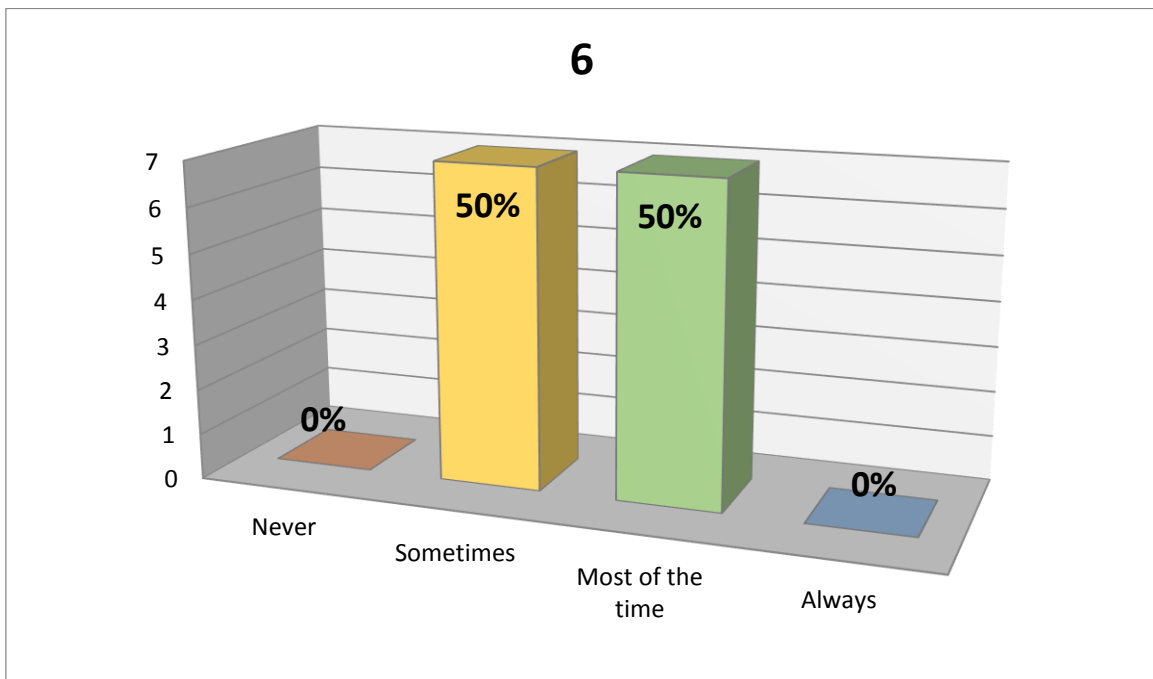
Question 6

Were you able to reach the objectives of your lesson plan at the end of each of your classes?

Statistics

	Frequency	Percent	Valid percent
Never	0	0%	0%
Sometimes	7	50%	50%
Most of the time	7	50%	50%
Always	0	0%	0%
total	14	100	100

Graphic Six



According to graph 6 half of the Student-Teachers said they sometimes achieved their objectives and the other half said most of the time.

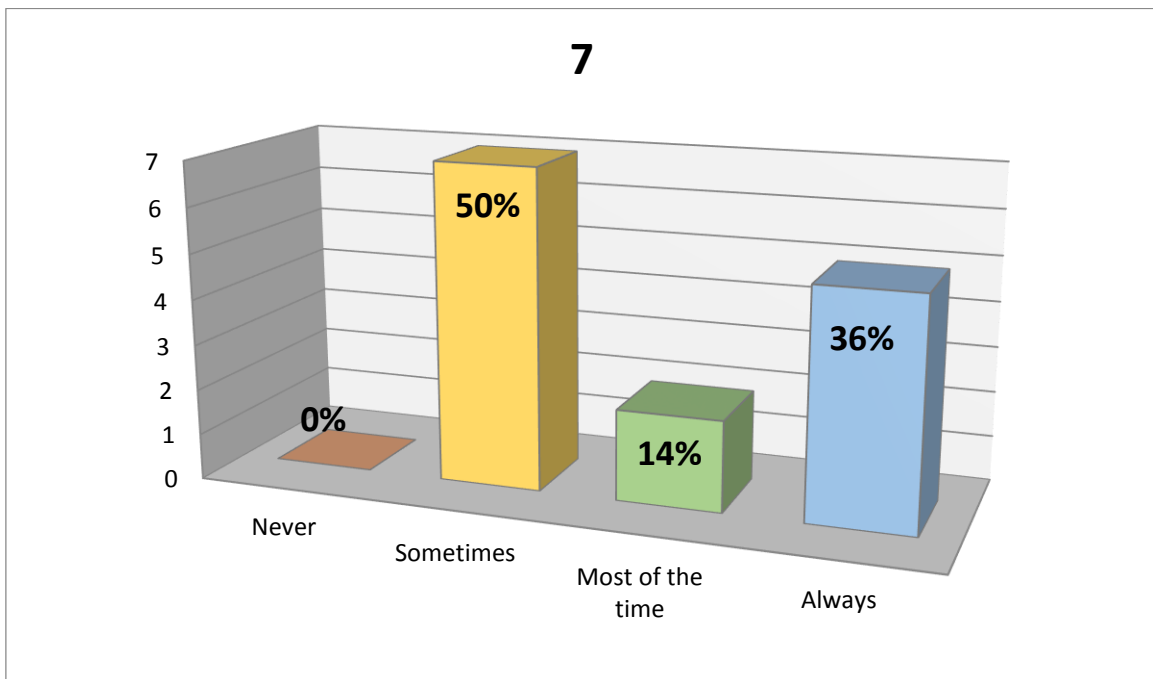
Question 7

Were you able to start and finish your classes with an appropriate warm- up and wrap-up that had relationship with the topic to be taught?

Statistics

	Frequency	Percent	Valid percent
Never	0	0%	0%
Sometimes	7	50%	50%
Most of the time	2	14%	14%
Always	5	36%	36%
total	14	100	100

Graphic Seven



Graph 7 is about the use of warm-ups and wrap-ups where 50% said they were sometimes able to start and finish their classes with appropriate ones, 14% said most of the time did and 36% said they always did.

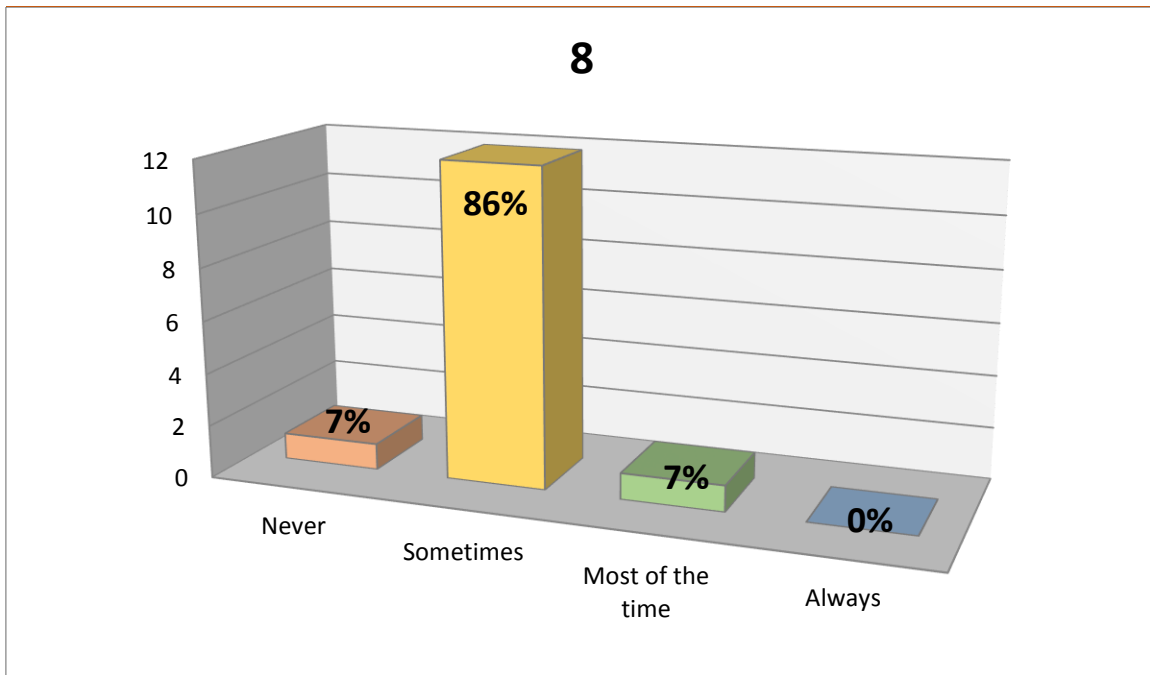
Question 8

Did you have difficulties regarding your language competence (English proficiency) when teaching certain topics?

Statistics

	Frequency	Percent	Valid percent
Never	1	7%	7%
Sometimes	12	86%	86%
Most of the time	1	7%	7%
Always	0	0%	0%
total	14	100	100

Graphic Eight



According to graph 8, the majority of the students, 86% had difficulties regarding their language competence, 7% answered that they never experienced any difficulty and 7% of them chose most of the time as an answer.

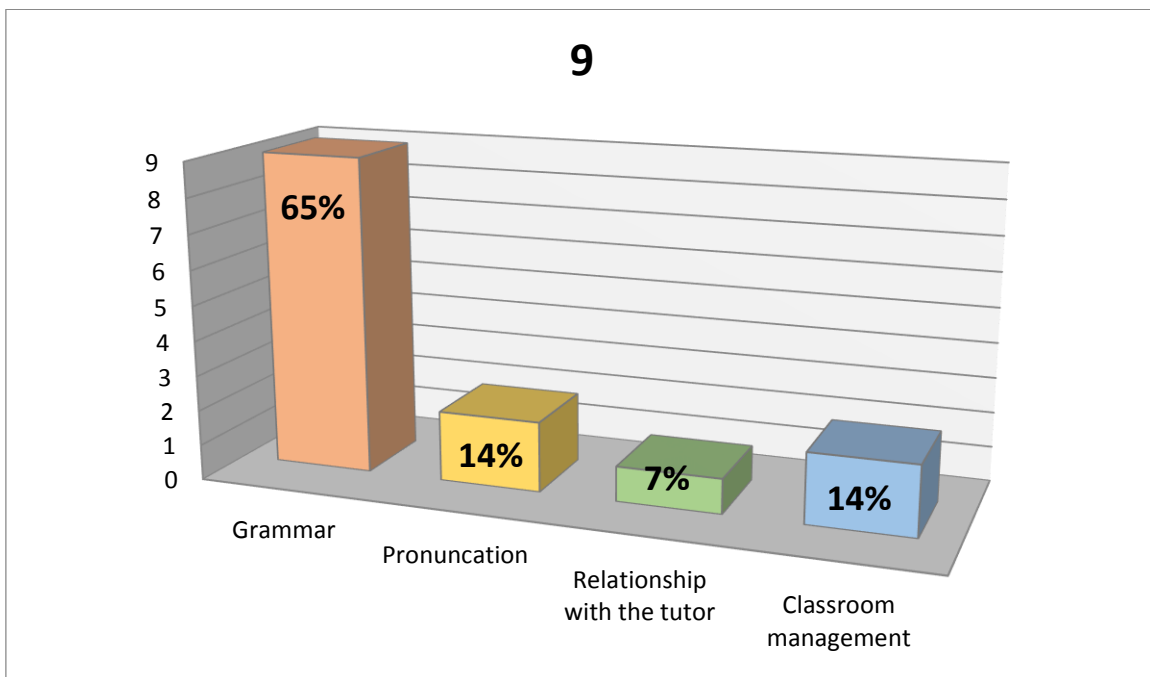
Question 9

Which aspect did you find most difficult to work with during your Teaching Practice?

Statistics

	Frequency	Percent	Valid percent
Grammar	9	65%	65%
Pronunciation	2	14%	14%
Relationship with the tutor	1	7%	7%
Classroom management	2	14%	14%
total	14	100	100

Graphic Nine



In graph 9, 65% of the students thought that grammar was the most difficult aspect to work with during their Teaching Practice, 14% considered pronunciation, 7% answered that the relationship with the tutor and 14% of them considered classroom management as the most challenging one.

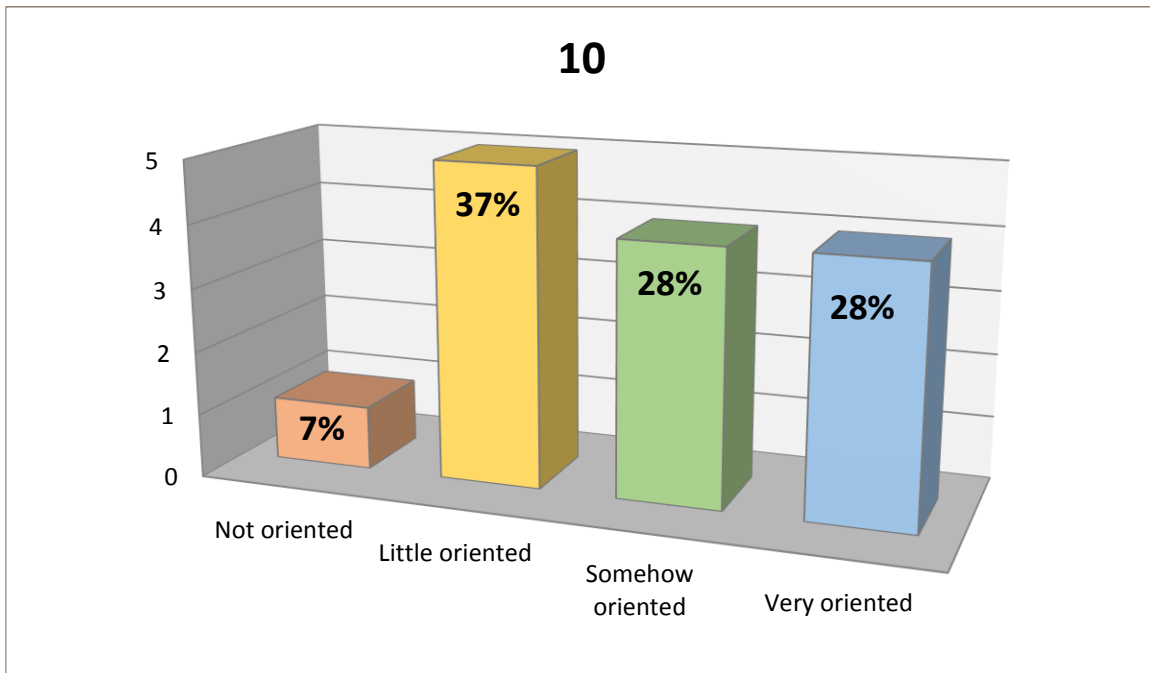
Question 10

Did you feel 100% oriented and assisted by the tutor regarding your responsibilities and duties during the Teaching Practice?

Statistics

	Frequency	Percent	Valid percent
Not oriented	1	7%	7%
Little oriented	5	37%	37%
Somehow oriented	4	28%	28%
Very oriented	4	28%	28%
total	14	100	100

Graphic Ten



It is observed in graph 10 that 7% of the Student-Teachers thought they did not feel oriented and assisted by the tutor in relation of responsibilities and duties during the Teaching Practice, 37% considered they felt a little oriented, 28% stated they felt somehow oriented and 28% said they were very well oriented and assisted by the tutor.

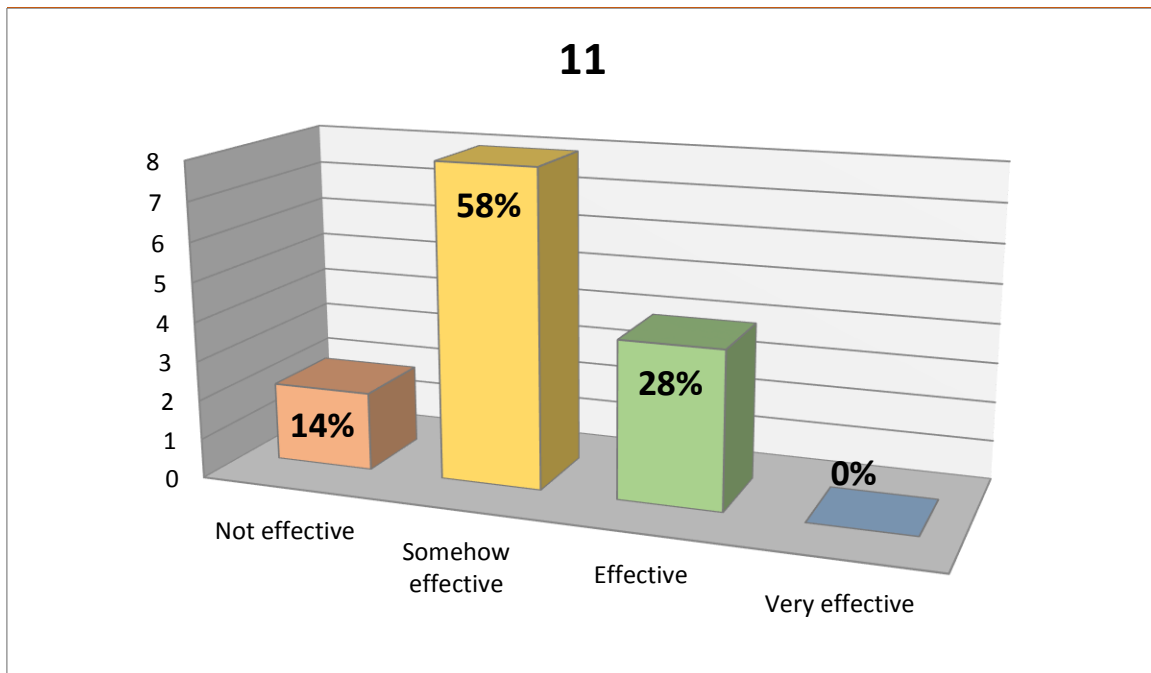
Question 11

Do you feel the feedback that you received from your tutor was constructive and focused on improving your performance?

Statistics

	Frequency	Percent	Valid percent
Not effective	2	14%	14%
Somehow effective	8	58%	58%
Effective	4	28%	28%
Very effective	0	0%	0%
total	14	100	100

Graphic Eleven



The graph above reveals that the majority of the students, 58%, believed that the feedback they received from their tutors was somehow effective and focused on improving their performance, 14% of them thought it was not effective, 28% considered it was effective and none of them claimed it was very effective.

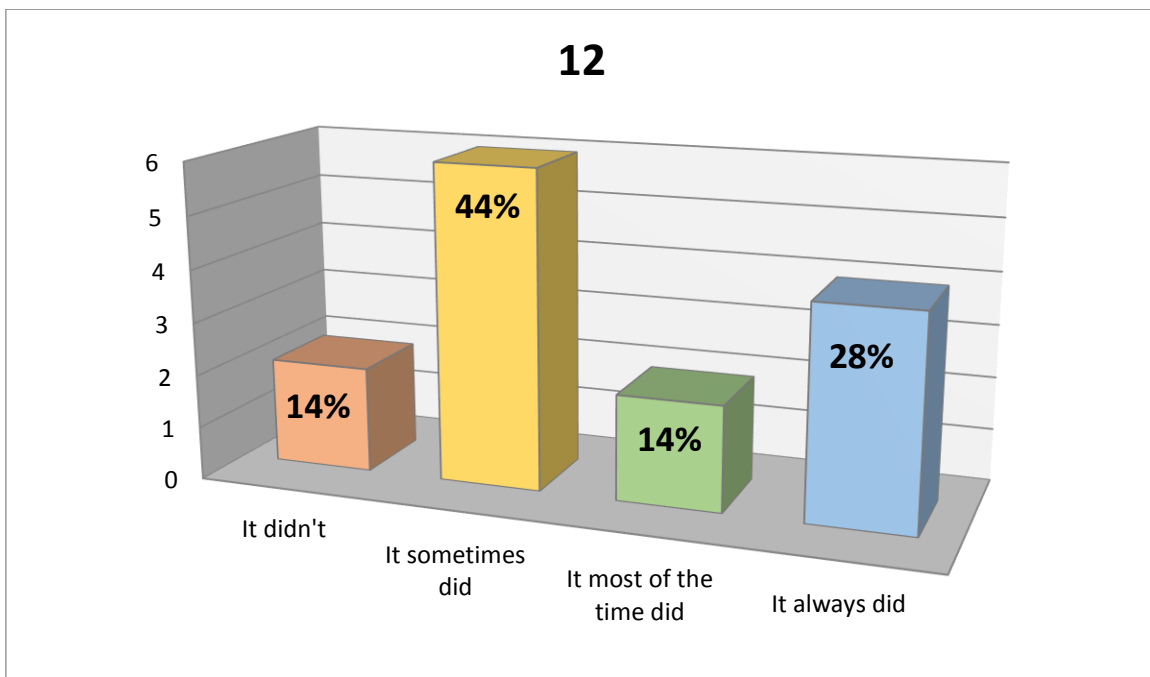
Question 12

Do you consider your tutor's performance set the example and functioned as a role model for you during the Teaching Practice and for future experiences?

Statistics

	Frequency	Percent	Valid percent
It didn't	2	14%	14%
It sometimes did	6	44%	44%
It most of the time did	2	14%	14%
It always did	4	28%	28%
total	14	100	100

Graphic Twelve



It can be seen in graph 12 that 14% of the sample considered their tutor's performance set the example, 44% of them (the majority) believed that the tutor's performance sometimes did; 14% thought it did most of the time and 28% of them considered it always did.

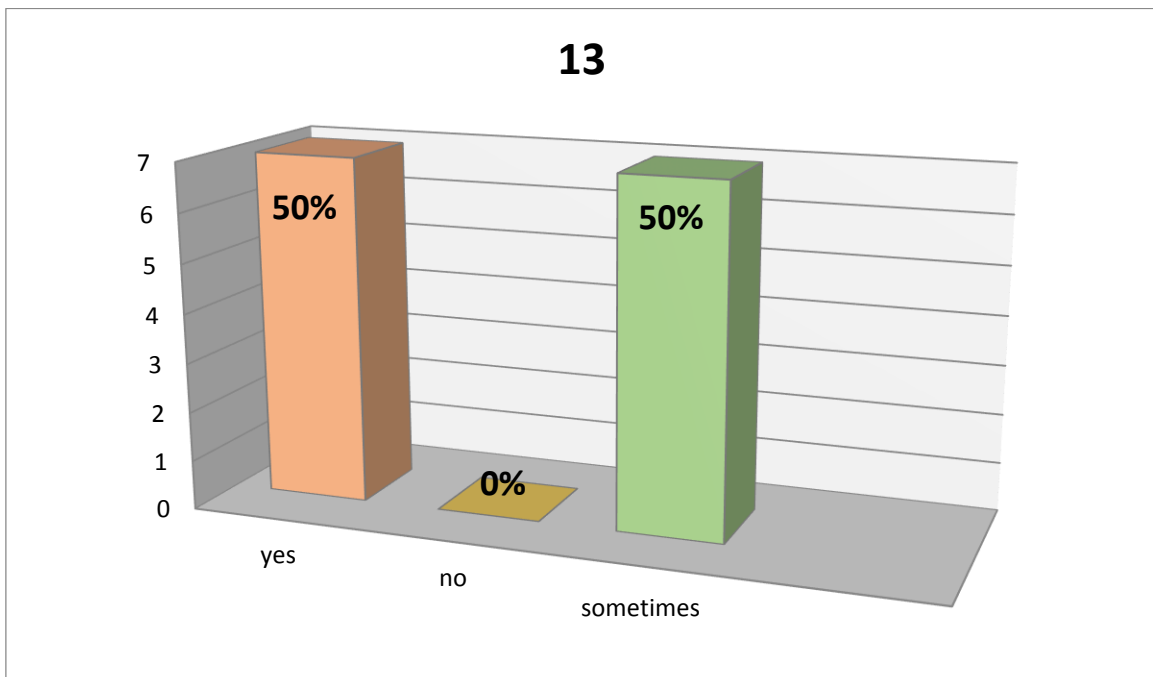
Question 13

Did you have access to the tools and equipment you needed to develop a successful class?

Statistics

	Frequency	Percent	Valid percent
Yes	7	50%	50%
No	0	0%	0%
Sometimes	7	50%	50%
total	14	100	100

Graphic Thirteen



Graphic 13 demonstrates that 50% of the sample said they had access to the tools and equipment they needed to develop a successful class, the other 50% expressed they sometimes had access to these tools and equipment. Finally, none of them answered that they did not have access to it.

4D. Global Analysis of the Research.

Answers to the Research Questions.

4D. I General Research Question

What difficulties regarding the development of teaching skills do Student-Teachers of the English Teaching Major face when carrying out their Teaching Practice in the different subjects of the Foreign Language Department at the University of El Salvador in the year 2017?

- ✓ Throughout the study, the researchers were able to gather enough data through observation and given information directly from the population to state that the majority of difficulties faced by Student-Teachers of the Foreign Language Department are related to the level of English Proficiency needed to teach in Higher Education, a considerable percentage considered themselves not fully ready for the challenge regarding their language competence. Also, the appropriate use of Classroom management techniques, a high percentage claimed they had most difficulties while in the classroom when teaching their classes rather than outside of it when completing other assignments related to the subject or when interacting with the tutor. Talking about teaching skills, Students of the 4th year of the Major have already taken Didactics I, II and III in which they are required to teach in a staged environment to put into practice the teaching approaches and classroom management techniques required for a successful class, this micro-teachings are directed to “kindergarteners, primary and high school students” but never to High Education students, so, when they were put to the test in an authentic, University level group of students the majority struggled with issues regarding the timing of the class, the control of activities and mostly obstacles that had to do with their English competence, unfortunately this was the most prominent source of difficulties for them.

4D. II Specific Research Questions

Do Student-Teachers have the appropriate language competence to teach in higher education levels?

- ✓ First, according to the Student-Teachers themselves the big majority felt confident they had the appropriate language competence to teach at the Foreign Language Department, they believed they suit the profile needed for this role and meet the criteria to be assigned to this area, meanwhile the tutors said that the level of English of the students of the 4th year of the Major was certainly good but yet not suitable to teach at a High Educational level since many of them are still missing some ability needed for this task but at the same time they consider it is helpful for them so they become aware of the challenges of teaching in an authentic environment. Finally the researchers were able to observe that the English Proficiency is a trait that only a few of them owned and even though the majority of them performed confidently when teaching, they faced many difficulties in grammar and pronunciation which affected negatively when being evaluated.

Do Student-Teachers feel oriented and assisted by their tutor when it comes to their teaching practices duties and performances?

- ✓ At the end of the Teaching Practice Student-Teachers were asked about their thoughts on the role their tutors had played during their experience as their mentees and they expressed that although the orientation was average it could be a lot better, none of the Student-Teachers said it had been super effective, many of them were not able to communicate successfully due to certain personality differences, also didn't quite see them as a role model. Regarding the feedback, the majority said it was somehow effective and they wished it was more constructive towards their teaching performance and language competence and not so general, they also mentioned the importance that the way the feedback is given plays an outstanding role,

some of them were put in the spotlight in front of the class when they made a mistake or were corrected in an unethical way. All of them concluded that the feedback should be in a respectful, positive and encouraging way.

To what extent do Student-Teachers are committed and responsible in regards of their duties and performance during their Teaching Practice in the Foreign Language Department?

- ✓ According to the tutors it is very difficult to generalize this trait among all of the Student-Teachers because some of them do perform according to the standards of a High Education teacher, they show commitment, are proactive, they understand what they need to do and are responsible with their duties at the Foreign Language Department, while others are completely the opposite, they put very little work throughout the teaching period time and see the whole experience as a channel to obtain a grade and approve the subject. Furthermore, tutors expressed that even at this level of the Major they have witnessed how some of the Student-Teachers say they don't want to take the teaching path once they graduate so they simply lack commitment to their teaching hours, and this marks a tremendous difference between those with a successful experience and those who perform poorly.

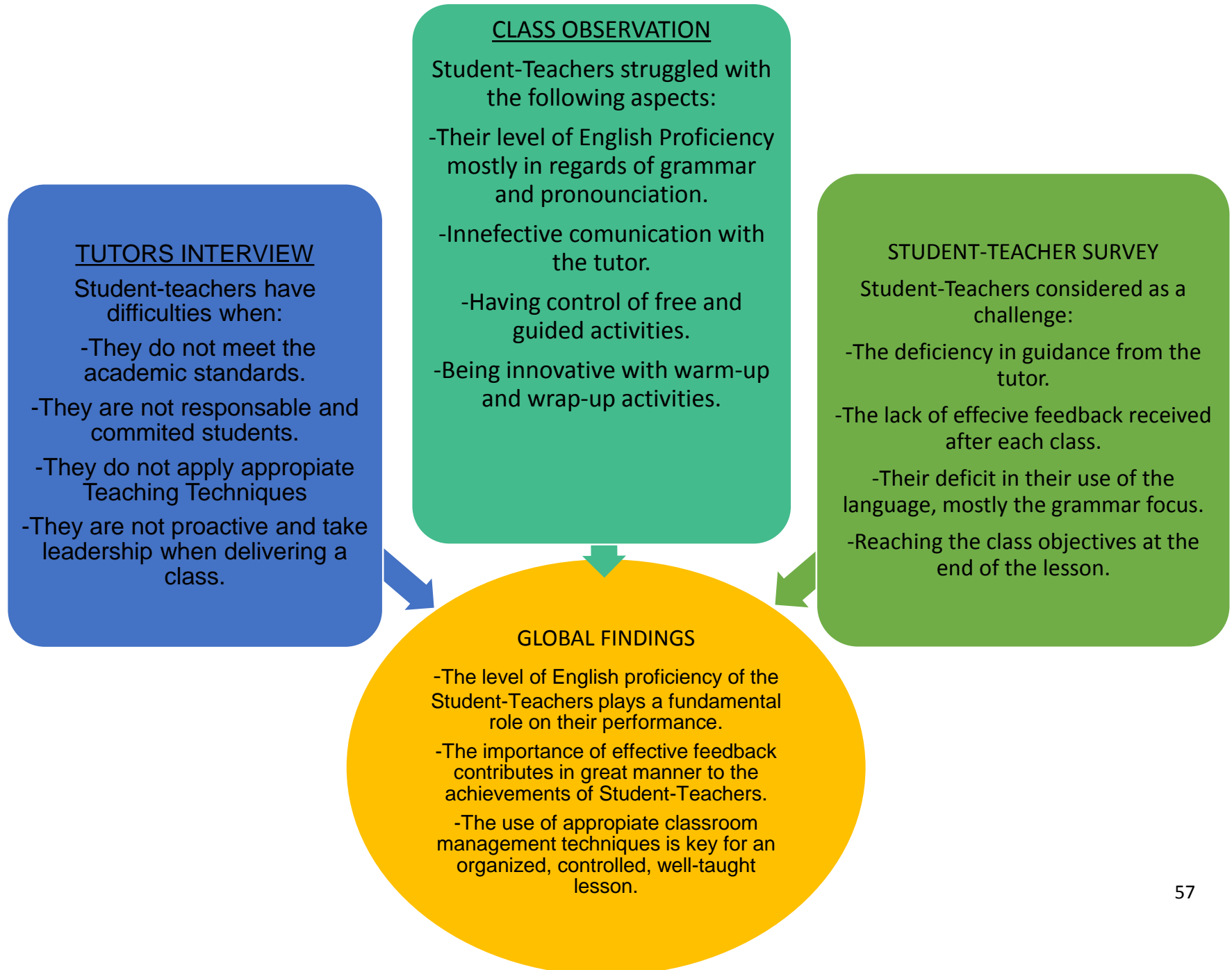
4D. III Most Outstanding Findings

- More than half of the students (84%) stated after the Teaching Practice period that their biggest obstacle was related to their Language Competence (English Proficiency) whereas in the beginning at the preliminary survey most of them answered they did consider they had a high level of English knowledge and felt 100% confident to perform well teaching at The Foreign Language Department.
- The grammar aspect turned out to be the most challenging for Student-Teachers during their Teaching Practice time, this could mean that the preparation they had for delivering a content was limited to the single grammar focus they were assigned for that specific class and when their students or the tutor asked further questions of the topic, they were not able to give more information like exceptions to the topic, use of the language in different contexts and other grammatical explanations and go beyond what was set for that lesson.
- A big part of the students experienced that the tutor was not present during their class time, this was the result of different situations like sickness leave, sudden mandatory meetings and other personal inconveniences, this made the evaluation process very hard to trust since they were not there to witness the strengths and weaknesses of that particular lesson, the outcomes of a few of this events was that the Student-Teachers were graded based on the design of the lesson plan and not on their performance and obtained a poor score.
- Even though there was a very little percentage of Student-Teachers who claimed that they not feel oriented, that they did not receive an effective feedback and they did not consider the tutor a role model during the Teaching Practice period this comes out as red flag that shows that there needs to be some sort of improvement on the communication and relationship between mentors and mentees, since mentoring is a base to shape them for their future professional lives.
- Although students did not have too much previous knowledge about Teaching in High Education and they were aware of many difficulties they were to face,

they held a positive attitude and all of them but one were able to compile with the sixteen mandatory teaching hours and the other assignments given by their tutors.

- The researchers were able to confirm that even the selection process designed to allocate students at The Foreign Language Department is very precise and demanding regarding the profile and the criteria the student has to meet, there can be some mistakes in assigning unqualified candidates to this task and this incidents can highly affect the outcomes of this instruction period.

4D. IV Global Analysis of the Instruments.



At the beginning of the study, the researchers had several expectations regarding the outcomes of the instruments designed to collect the data. First of all the most important one being to confirm that Student-Teachers face many difficulties when carrying out the Teaching Practice at the Foreign Language Department, to identify the aspects that affect negatively this important experience and at the end submit a set of recommendations to hopefully improve the quality of this teaching period. The three main focuses for this study revolved around the mentoring and guidance that Student-Teachers receive and the impact it has on their development, the appropriate use of Classroom Management Techniques including timing, class organization, having control over activities, the use of innovative warm-ups and wrap-ups, etc. and the level of English proficiency that was shown during the time they serve as Teachers in the different subjects of the Department. All the instruments served as a channel to identify the deficits about those aspects specially when teaching high education levels.

To summarize, the following statements were found to be results found in common in all three instruments.

- ✓ The lack of having an appropriate level of English Proficiency does not only stops the Student-Teachers from being a confident teacher but also to have students that learn in a better, more meaningful way.
- ✓ When the Student-Teachers are not able to practice good Classroom Management Techniques they will most likely not foster engagement among their students and this decreases the quality of the learning process.
- ✓ The nature of the feedback and orientation the tutor provides serves as a mold to shape the beginning of someone's professional life and plays a key role in their ethical formation.

CHAPTER V. Conclusions and Recommendations.

5A. Conclusions.

After carrying out this study the researchers conclude the followings statements.

- There is not enough commitment, responsibility and motivation in the relationship between Tutors and Student-Teachers during the Teaching Practice.
- The orientation and feedback that the tutors give serves as a fundamental tool to help improve the performance of the Student-Teachers so this system of communications needs to be effective, constructive, respectful and primarily targeted to enhance student`s abilities.
- Student-Teachers initially said they feel confident when they are assigned to work at the Foreign Language Department. Even though the researchers could confirm by observing them when teaching that they do not show a high level of security and self-confidence as they express.
- Student-Teachers from The English Teaching Major in their fourth year do not have general knowledge about teaching in High Education level so, it is necessary to implement topics where Student-Teachers are taught the way to teach to High level and not to expose them to this experience without having had some prior knowledge.
- Student-Teachers do face many difficulties while carrying out their Teaching Practice and this study confirms that the majority of them are related to English Proficiency and the quality of Mentoring they receive from the tutors.

- Regarding their English competence, Student-Teachers struggle the most when clarifying their student's questions due to the lack of an extended and appropriate vocabulary to express different ideas about the contents.
- It is necessary that the selection process for assigning Student-Teachers to the Foreign Language Department improves since the researchers were able to confirm that some of the participants did not fulfill the academic requirements needed for this task which according to the tutors made their experience even more difficult and challenging rather than constructive and rewarding.

5B. Recommendations.

To the Student-Teachers:

- To highlight the importance of being a responsible and committed student in order to perform well and have a successful experience while being a Student-Teacher at the Foreign Language Department.
- To reinforce the significance that creating a well-designed lesson plan has, as it helps to have control of the schedule, activities during the class and achieving goals at the end of it.
- To take a step forward and prepare themselves more in the English areas they identify they need improvement, for instance Grammar and Pronunciation.

To the Tutors:

- To motivate all the tutors to practice empathy towards their Student-Teachers and remind them that they are role models that were selected to guide them throughout this early teaching stage.

- To promote among the Student-Teachers the attribute of being pro-active in collaboration with the tutor and to hold a positive attitude during the Teaching Practice period to get better results in their performance and the entire experience as a whole.
- To encourage Tutors to enable a relationship of cooperativism with their Student-Teachers and work on maintaining an effective communication to overcome difficulties throughout the Teaching Practice period.

To the Foreign Language Department:

- To include in the different Didactic subjects topics that address teaching for Higher Education and focus on aspects like classroom management techniques and the importance of a proficient use of the language on this particular level of education.
- To assure that the selection process accurately allocates students who meet the standards to teach in the different subjects of the Foreign Language Department and guarantee that every Student-Teacher fills the criteria to be assigned to teach at a University level.
- To encourage The Foreign Language Department to provide in some way the basic classroom tools to help those students who have limited access to resources needed to teach a class.

CHAPTER VI. References.

6A. Bibliography and links of References.

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CHAPTER VII. Annexes

7A. Data Collection Instruments.

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



INTERVIEW FOR THE TUTORS:

Topic: “Difficulties regarding the development of teaching skills that student-teachers of the English Teaching major face when carrying out their Teaching Practice in the different subjects of the Foreign Language Department of the University of El Salvador in the year 2017”

Objective: To collect from the tutor’s perspective detailed information about the difficulties regarding the teaching skills of the student-teachers assigned to the FLD

1. According to your experience, what is the profile a student-teacher should have to be assigned to the FLD?
2. Do you consider student-teachers have a high level of responsibility and are committed to their role when assigned to the FLD?
3. What’s your opinion on the lack of contents addressed to teach higher education levels in the Didactics I, II and III?
4. Do you consider the English language competence of students of the 4th year that you have had as Student-Teachers is suitable to teach in higher education level?
5. Do you see an improvement on the student-teacher after receiving feedback regarding their performance?
6. Do you consider the student teacher handles the appropriate classroom management techniques when delivering a class? (Attitude, rapport, responsibility, proficiency, etc.)
7. Do you think they are confident with being in charge and having control over activities in the classroom?
8. Which do you consider are the most outstanding difficulties student-teachers face when carrying out the teaching practice?

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FOREING LANGUAGE DEPARTMENT**



STUDENT-TEACHER ONSERVATION CHECKLIST:

Topic: “Difficulties regarding the development of teaching skills that student-teachers of the English Teaching major face when carrying out their Teaching Practice in the different subjects of the Foreign Language Department of the University of El Salvador in the year 2017”

Objective: To observe the Student-Teacher and tutor’s performance during classroom practice time.

Focus One “English Proficiency”

The student teacher...

	YES	NO
Knows the English structures he or she is teaching.		
Clarifies his or her student’s doubts with accurate information.		
Feels self- confident at the teaching practice.		
Shows confidence expressing his/her opinions.		
Has neat pronunciation.		

Focus Two “Classroom Management”

	YES	NO
Does the class start on time?		
Does the Student-Teacher show control over the class?		
Is there a good class environment and time management?		
Appropriate teaching strategies are developed during the class		
He or she has prepared didactic material and class activities		
He or she develops warm up activities		
The Student- Teacher has control over guided and free activities.		

The Student-Teacher shows support to his students though the learning process		
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Focus Three “Mentoring”

It seems to be a good understanding between the tutor and the student-teacher	YES	NO
There is support from the tutor		
The tutor gives effective feedback to his student-teacher		
The tutor is fully present during his student-teacher performance and pays attention to details.		
The tutor corrects the student-teacher mistakes in a proper manner		

Further Observations:

**UNIVERSITY OF EL SALVADOR
SCHOOL OF SCIENCE AND HUMANITY
FOREIGN LANGUAGE DEPARTMENT**



STUDENT-TEACHER SURVEY

GENDER: F ____ M ____ **AGE:** ____

Topic: “Difficulties regarding the development of teaching skills that student-teachers of the English Teaching major face when carrying out their Teaching Practice in the different subjects of the Foreign Language Department of the University of El Salvador in the year 2017”

Objective: To collect detailed information about the difficulties regarding the teaching skills of the student-teachers assigned to the FLD from their own perspective.

Instructions: Read carefully the following questions and mark with an X the option that you consider most accurate based on your English Teaching Practice experience at the Foreign Language Department of the year 2017.

1. Considering that the subjects Didactics I II and III do not address high education teaching techniques, how prepared did you feel during the development of your Teaching Practice?

Not prepared	Little prepared	Somehow prepared	Very prepared
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2. Do you consider your attitude when teaching helped you develop a good rapport with your students?

It didn't	It sometimes did	It most of the time did	It always did
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3. Did you make appropriate use of the classroom management techniques when teaching adults in higher education?

Never	Sometimes	Most of the time	Always
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4. Did you feel that your students were engaged in the lesson at the time you were teaching?

Never	Sometimes	Most of the time	Always
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5. Were you able to carry out classroom activities in an effective, controlled and timely manner?

Never	Sometimes	Most of the time	Always
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6. Were you able to reach the objectives of your lesson plan at the end of each one of your classes?

Never	Sometimes	Most of the time	Always
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7. Did you start and finish your classes with an appropriate warm-up and Wrap-up that had relationship with the topic to be taught?

Never	Sometimes	Most of the time	Always
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8. Did you have difficulties regarding your language competence (English proficiency) when teaching certain topics?

Never	Sometimes	Most of the time	Always
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9. Which aspect did you find most difficult to work with during your Teaching Practice?

Grammar	Pronunciation	Relationship with the tutor	Classroom management
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10. Did you feel 100% oriented and assisted by the tutor regarding your responsibilities and duties during the Teaching Practice?

Not oriented	Little oriented	Somehow oriented	Very oriented
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11. Do you feel the feedback that you received from your tutor was constructive and focused on improving your teaching performance?

Not effective	Somehow effective	Effective	Very effective
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12. Do you consider your tutor's performance set the example and functioned as a role model for you during the Teaching Practice and for future experiences?

It didn't	It sometimes did	It most of the time did	It always did
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13. Did you have access to the tools and equipment you needed to develop a successful class?

Yes	No	Sometimes
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Thank you! Have a great day ☺