

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



**“The Role of Tutor teachers in the Acquisition of Effective Teaching Practices of Students  
in Practice Teaching Courses at The Foreign Language Department, University Of El  
Salvador, Semester II - 2018”**

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# INDEX

<b>INTRODUCTION</b> .....	-i
<b>I. RESEARCH TOPIC</b> .....	-3
<b>II. STATEMENT OF THE PROBLEM</b>	
2.1 Historical Framework .....	4
2.2. Description of the problem- .....	10
2.3. Objectives .....	12
2.4. Research questions .....	13
2.5. Justification .....	14
2.6. Delimitation of the problem- .....	15
<b>III. THEORETICAL FRAMEWORK</b>	
3.1 Quality of Education in Practice Teaching .....	16
3.2 The importance of Practice Teaching in teaching training .....	16
3.3 The purpose and value of the practicum- .....	17
3.4 The profile of a tutor teacher- .....	19
3.5 Communication skills in effective tutor teachers .....	23
3.6 Effective feedback, one of the keys to success in practice teaching .....	24
<b>IV. METHODOLOGY</b>	
4.1. Research Approach .....	26
4.2. Research Design .....	27
4.3. Population and sample .....	28
<b>V. DATA GATHERING PROCESS</b>	
5.1. Research techniques .....	29
5.2 Research instruments .....	29
<b>VI. DATA ANALISYS</b> .....	30
<b>VII. FINDINGS</b>	
Answer to the research question- .....	68
<b>VIII. CONCLUSIONS-</b> .....	74
<b>IX. RECOMMENDATIONS</b> .....	76

<b>X. BIBLIOGRAPHY</b>	- 79
<b>XI. WEB REFERENCES</b>	- 80
<b>XII ANEXES</b>	- 81

## INTRODUCTION

Practice Teaching, which is also called Student Teaching or Teaching Practicum, is an important part of the teaching training in the B.A in English teaching at the University of El Salvador.

Practice teaching is a course of great significance and relevance for future teachers, a strategic period of the professional socialization process. The practical training received during the degree course will largely determine the effective performance of the teaching profession (Molina & Rodriguez, 2010).

Practice Teaching is mandatory and a requirement for many future educators. Greenberg, Pomerance & Walsh give a definition of Practice Teaching: “Student Teaching is a semester-long experience in which student teaching candidates must synthesize everything they have learned about planning instruction: collecting and developing instructional materials, teaching lessons, guiding small group activities and establishing and maintaining order, not to mention meeting with faculty and parents- depending on the level in which student teachers are assigned to teach “Passing (or failing) student teaching, determines whether an individual will be recommended for a teaching certificate or degree” (Greenberg, Pomerance, & Walsh, 2011).

Given the importance of the role that tutor teachers or cooperating teachers have in the quality of the experience that student teachers can obtain out of practice teaching and consequently of the teaching training they receive, the following questions emerge: Are tutor teachers aware of the importance of their role in the training of student teachers and do they have the necessary

elements to be successful in their role as tutors? What are some of the practices that student teachers learn primarily through observation and interaction with their tutors?

The purpose of this study is to address the impact of the role of tutor teachers in the acquisition of effective teaching practices of students in practice teaching. The researcher sees the necessity to study this topic, since little research under this topic has been done studying students from the Foreign Languages Department at The University of El Salvador, and because of the implications that teaching training can have in the success or failure of an educational system.

In this study, the mixed methods approach was used and it involved collecting quantitative data first through the use of a questionnaire, and then explaining the quantitative results with in-depth qualitative data which was gathered through the conduction of interviews. The population was students and tutors in Practice Teaching II at the University of El Salvador.

***Key words: Student Teaching, Practicum, Tutor teachers or cooperating teachers, Student Teachers, Students' experiences.***

## **I. RESEARCH TOPIC**

**“The Role of Tutor teachers in the Acquisition of Effective Teaching Practices of Students in Practice Teaching Courses Offered by The Foreign Language Department, University of El Salvador, Semester II- 2018”**

**Scope:** -Students who registered in Practice Teaching of the Bachelor of Arts in English Teaching

- Instructors who are assigned as tutors in Practice Teaching

**Time:** Semester II-2018

**Place:** Foreign Language Department, University of El Salvador

## **II. STATEMENT OF THE PROBLEM**

### **2.1 Historical Framework**

#### **TEACHING TRAINING IN EL SALVADOR**

A report about the quality of student teaching in the United States points out the similarities of student teaching in the past with the student teaching experience of the present: “The student teaching experience of today, bears similarities to students’ experiences dating back to the mid-1800s, when teachers were first trained in “Normal Schools”. Since then the time spent in preceding field work, the level of supervision by the preparation program and the length of the experience have all increased, but the fundamentals have remained relatively unchanged” (Greenberg et al., 2011). The implementation of Normal Schools is also one of the elements that has marked the history of teaching training in El Salvador, along with other programs and reforms that have been implemented throughout the years, these changes have had a positive as well as a negative impact in the quality of training that educators receive and therefore in the quality of education in our country.

#### **TEACHING TRAINING IN NORMAL SCHOOLS**

In El Salvador, teacher training worked for over a century under the supervision and execution of “Normal Schools”. The first Normal School in El Salvador was established in 1924 by a mission of German professors, and its program was focused mainly on subjects related to pedagogy and sciences. Before the education reform of 1968, there were at least sixty-seven normal schools in



El Salvador. Some of the normal schools, which at the time were distributed all over the country, did not comply with the minimum requirements for teaching training at the time.

In 1968, the first “Ciudad Normal” was created in response to the demand of modernization in education because of the education reform in that year, and the previous sixty-seven normal schools were closed. “Ciudad Normal Alberto Masferrer” was the only institution which offered teaching training in El Salvador until the year of 1980 (Classen Bauer, Bollin, & Pacheco, 1998).

This teaching training project had the support of the government as well as the support of the international community, and it enjoyed a lot of success. This campus had modern facilities built for specific educational purposes and it included a modern library, spacious classrooms, resource centers for learning, cafeteria, spaces dedicated for art, demonstration schools or laboratory schools, sports complex, dormitories for professors and students, and transportation for professors, students and administrative workers. Ciudad Normal had a decentralized and autonomous administration which was an aspect that contributed to the success of the project (Pacheco, 2013).

Some other aspects that contributed to the success of the project are the following:

- A rigorous process of selection of the applicants.
- The creation of laboratory schools or demonstrations schools, which allowed students to experiment and practice pedagogy as well as contrast theory with practice
- The training of educators to be compromised with the education of the children and the youth
- Adequate environment for training and learning.

- Some other important elements that contributed to the success of this project were: good mentors as teaching trainers, teaching training was offered with no cost to participants, high rates of employment for educators (Pacheco & Picardo, 2012).

Ciudad Normal “Alberto Masferrer” was closed in 1980 as a result of the political development that led to a reduction in the budget for education. Teaching training was then delegated to technological institutes which created Departments of Pedagogy within their institutions, most of them with not enough organization or human resources to provide adequate teaching training. The demand and offer for teaching training increased as requirements to apply decreased; However, technological institutes increased the required studies for application from 9<sup>th</sup> grade to High school Diploma. The quality of teaching training and academic demand dropped significantly, as well as the quality of educators and education in our educational system (Pacheco, 2013).

## **TEACHING TRAINING IN HIGHER EDUCATION**

In 1989, the Ministry of education decided to cancel new admissions to the teaching training programs offered by technological institutes as a way to look for improvement in the teaching training. Starting that year, private universities and The University of El Salvador were the institutions offering teaching training programs, however the struggles of the war as well as the political and social instability in the country caused multiple closings at the University of El Salvador. The thirty two private universities were then the only authorized institutions to develop their own teaching training programs. These programs, were not required to follow any national guidelines, and as a result multiple study plans emerged out of the thirty-two private universities that were offering teaching training. At that time, The demand of a Bachelor of Arts with an emphasis in education increased, a five year teaching preparation program. These universities,

were offering teaching training with different approaches, objectives and methodologies which led to the creation and implementation of at least ninety different teaching training programs by the year of 1997 (Pacheco, 2013).

One of the purposes of the education reform of the nineties was to revise all the different teaching training programs implemented at the time in search of any gaps or incongruities in the legal field. As a result of that revision legal reforms were introduced and LES was created “ Ley de Educacion Superior”

This law dictates that the Ministry of Education would be the institution in charge of the creation of teaching training programs and will determine the academic requirements for universities to offer these training programs, it also stipulates that the major will have a minimum duration of three years (Pacheco, 2013) .

## **TEACHING MAJORS IN THE FOREIGN LANGUAGE DEPARTMENT**

The Foreign Language Department at the University of El Salvador offered for a period of time the major “Profesorado en Idioma Ingles para Tercer Ciclo de Educacion Basica y Educacion Media plan (MINED), as well as the Bachelor of Arts in English. Now adays the only majors offered by the Foreign Language Department are the Bachelor of Arts in English Teaching and The Bachelor of Arts in Modern Languages with a focus on French and English. The Bachelor of Arts in English with an emphasis in teaching is a major that works under the mission of the Foreign language Department which is: to train professionals who are competent and integral and who have a strong humanistic basis and technicians in the field of languages with a socio cultural paradigm and a communicative approach who are able to develop teaching and learning

processes which are open, participative, current and up to the current demands of the profession and the work market (“Historia del Departamento de Idiomas,” 2012)

## **TEACHING TRAINING IN THE BACHELOR OF ARTS WITH AN EMPHASIS IN ENGLISH AT THE UNIVERSITY OF EL SALVADOR**

The Foreign Languages Department at the University of El Salvador was created in 1948 as a Language Academy for the teaching of English and French to the university community. In 1956 it is accredited as a Department offering the program of Technician in translation English-Spanish this program was offered for a period of twelve years. In 1973 the university headboard approved the curricula for the major Profesorado en Ingles and the Bachelor of Arts in English, both were ratified in 1977 and modified in 1993 and in 1999 respectively. For many years professionals graduated from the Foreign Languages Department were considered technicians, and not academic professionals, this paradigm has changed throughout the years due to the training and specialization of faculty members in the areas of: educational technology, methodology of the teaching of foreign languages, curriculum design, social and educational research, educational leadership, pedagogy, didactics and human rights (“Historia del Departamento de Idiomas,” 2012).

The Bachelor of Arts in English Teaching has as one of its purposes to graduate professionals who are able to develop teaching and learning processes which are open, participative, current and up to the demands of the profession and the work market. Even though many students who are currently graduating from this major do not plan to work as educators, the main focus of this major is the teaching of English as a Foreign language. The importance of student teaching or practice teaching is essential, since it gives students one big opportunity to practice theories and methodologies that they have learned in previous courses, and it provides them with an

opportunity to learn from most experienced professionals. It also provides students with the opportunity to develop their own teaching style and get familiarized with the process of planning and administrative paperwork within the institution of practice; however, student teachers can also encounter difficulties during their practice teaching. One of these difficulties can be to have tutors who do not support, instruct and direct them in a way that conducts to effective student teaching training.

## **2.2. Description of the problem**

The Bachelor of Arts in English is a major that in two thousand sixteen had at least four hundred and fifty-five graduated professionals in our country (Ministerio de Educacion, 2016) many of them graduated from The University of El Salvador. Many of these new professionals will either incorporate in our educational system in a near future or are currently working as educators in a private or public institution.

In order to get the degree of Bachelor of arts in English Teaching, students have among others, the requirement of taking the subjects Practice teaching I and Practice teaching II. Students in the fourth year of the Bachelor of Arts in English at The University of El Salvador, are assigned in a particular group or class with tutor-teachers who will assist the students under their supervision. Student teachers enter the different groups as cooperative members of the teaching process and should accept the responsibilities assigned by the tutor teachers. During the practicum, student teachers are observing students, studying the role of the teacher, practicing teaching skills and reflecting on this experience. They should work closely with their tutor teachers in planning, implementing and evaluating the learning expectations and opportunities (Coordinacion, 2018).It is really important that tutor teachers are educators with experience and instruction who are willing to assist student teachers and give them accurate feedback and instruction in effective ways to improve their practice. These elements in a tutor teacher are essential in order to have a strong experience on student teachers (“Mentoring and tutoring student teachers,” 2016).

One of the biggest problems that student teachers can encounter is to have a tutor teacher who does not support, and instruct them professionally. This lack of support and instruction might be caused for multiple reasons: I. lack of instruction on tutor teachers about their role as well as

students' role in practice teaching II. lack of abilities to instruct and support students in an effective way III. Short or limited experience on the teaching field IV. little or no willingness to cooperate on the Practice Teaching Program. Any of these elements in a tutor teacher can have an impact in the way in which student teaching will be carried out during the whole semester. Students usually have to adapt to the tutor teachers' style and methodology whether it complies with what the student has learned in previous pedagogy and didactic courses or not, which can be a challenge for many students in practice teaching

This study focused on the role of tutor teachers on the acquisition of effective teaching practices of students in practice teaching pursuing the degree of Bachelor of Arts in English Teaching at The University of El Salvador.

## **2.3. Objectives**

### **General Objective**

To analyze the impact of the role of tutor teachers in the acquisition of effective teaching practices of students in practice teaching.

### **Specific objectives**

- To identify some of the teaching practices that students acquire primarily through observation and interaction with their tutors
- To state the factors that impact positively and negatively student teachers' and tutor teachers' role in practice teaching.
- To describe the perspectives of tutors and student teachers about their roles in practice teaching.



## **2.4. Research questions**

### **GENERAL RESEARCH QUESTION**

- What is the impact of the role of tutor teachers in the acquisition of effective teaching practices of student teachers?

### **SUBSIDIARY QUESTIONS**

- What are some of the academic practices that student teachers learn from tutors?
- What factors impact positively and negatively the tutor teachers' and student teachers' roles in practice teaching?
- How do tutors and student teachers describe their roles in student teaching and their relationship with each other?

## **2.5. Justification**

Practice teaching is one of the subjects that makes of the Bachelor of Arts in English Teaching a major that is focused primarily on the teaching of a foreign language. This course requires that students have pedagogical and didactical knowledge in order to go to different classrooms and implement the theory that they have learned. One very important element in practice teaching is the work with tutor teachers, which can determine if student teachers will have a positive or a negative experience out of practice teaching.

Tutor teachers become role models for students in Practice Teaching, who need to obtain experience in the real classroom and who need the orientation of a tutor teacher who has the experience and knowledge necessary to succeed. It is important that tutor teachers are aware of the impact of their role in student teaching since it can influence directly the quality of the experience that students can have in practice teaching and it can influence the rest of their career as educators.

It is important that educators who are assigned as tutor teachers are educators with enough experience, who are known for implementing effective teaching practices, and who are a good example for the rest of faculty members by following school administration norms. Therefore, it is important to study the role of tutor teachers in the acquisition of effective teaching practices of students in practice teaching. This study looks to benefit students in practice teaching, professors who serve as tutors and the administration of the Foreign Languages Department by obtaining more knowledge about the implementation of the practice teaching program and the role of tutor teachers on it.

## **2.6. Delimitation of the problem**

### **SOCIAL DELIMITATION:**

The research project “ The Role of Tutor Teachers in the Acquisition of Effective Teaching Practices of Students in Practice Teaching Courses Offered by The Foreign Language Department, University of El Salvador, Semester II - 2018” studied students and tutors in Practice Teaching semester II of the Bachelor of Arts in English.

### **SPACE DELIMITATION:**

The research took place in the Foreign Language Department of The University of El Salvador.

### **TIME DELIMITATION:**

The research was carried out with students in the group 03 of Research Methods, and group 03 of Practice Teaching, in the semester II, 2018. Other participants were the instructors who serve as tutors in The Foreign Language Department and CENIUES The study was developed Tuesday to Saturday from 8:00 to 10:00 A.M, starting in September and finishing in December

### **FOCUS:**

To measure the impact of the role of tutor teachers in the acquisition of effective teaching practices of students in practice teaching.

### **III. THEORETICAL FRAMEWORK**

#### **3.1 QUALITY OF EDUCATION IN PRACTICE TEACHING**

There is little agreement about what "quality of education" really means; however, there are two key elements which are common in different approaches: cognitive development, and encouraging learners creative and social development in supporting objectives of peace , citizenship security, in promoting equality and to passing global and cultural values down to generations (UNICEF, 2005).

Quality of teaching training, enhances quality in education. Therefore, it is really important to study factors that can have an impact on the quality of teaching training. Teachers can make a difference on students education and they are an influential factor on students achievement. Research supports the idea that better teachers can impact students performance (Fong-Yee & Normore, 2003) . In practice teaching, the quality of training received by students depends extensively on the quality of teachers they have as tutors.

#### **3.2 THE IMPORTANCE OF PRACTICE TEACHING IN TEACHING TRAINING**

Latorre & Blanco (2001) explain the importance that is given to Practice Teaching in teaching training, making reference to how Practice Teaching serves as a transition element between universities and the work market. Practice teaching provides students an opportunity to learn about the position they aspire to obtain after graduation and it gives them the possibility to interact with professionals who have already gain expertise in the teaching field.

Practice teaching can also give students the possibility to have feedback about their performance in the classroom, in some studies practice teaching is referred to as an experience "where pre-

service teachers can, through trial and error, embark on a lifelong career of reflection and insight that will eventually make them into good teachers” (Snider, 2006). It is important that students have the opportunity to have clinical practice in real classrooms under the supervision of well instructed and qualified teachers who can provide them with the necessary support and feedback. Student teaching provides students with an experience of great educational potential from which one can and must build the professional knowledge and competencies required for teaching (Latorre & Blanco, 2011). It is expected that student teachers who still do not have enough experience and knowledge about real classroom situations will struggle in their beginnings; however with the support and knowledge of a quality tutor who instructs them and dedicates enough time to give feedback the student teacher can have an experience that will shape their professional careers as educators.

### **3.3 THE PURPOSE AND VALUE OF THE PRACTICUM**

Higher education institutions are under increasing pressure for better prepare their graduates for the world of work (Ryan, Toohey, & Hughes, 1996). Many of these institutions have opted for adding as a requirement for graduation a period of practice or “ Practicum” to help students develop skills that are otherwise only learned in the work field. Authors have different paradigms in relation to the purpose of the practicum in higher education, one of the views that has been traditionally more supported by theory is the one of Price, who according to Ryan, Toohey & Hughes (1996)views the Practicum as an opportunity to apply theoretical knowledge previously gained in in-campus based activities:

“ While it is difficult to provide a universally acceptable synthesis statement of purposes, there is considerable agreement that the major purpose of the Practicum is to link theory with practice by

providing regular structured and supervised opportunities for student teachers to apply and test knowledge, skills and attitudes, developed largely in campus-based studies, to the real world of the school and the school community”

Ryan, Toohey & Hughes (1996) cite Schon (1990) and his view in relation to the Practicum, which relates to the idea of a reflective practicum, which according to them reverses the traditional relationship between theory and Practice, making professional practice the core organizer of the curriculum. Schon (1990) argues that the role of the Practicum is to raise problems and issues which are used to trigger the investigation of related theory and knowledge.

The general objectives of the Practice Teaching program in the B.A. in English according to its program are stated below:

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

### **3. 4 THE PROFILE OF A TUTOR TEACHER**

The importance of tutor teachers in the implementation of Practice Teaching cannot be denied. There are requirements that need to be complied by tutor teachers in order to serve as cooperating teachers in Practice Teaching, some of these requirements can vary in different institutions; however, there are three qualifications for tutor teachers that are considered indisputable according to Greenberg et al., (2011): 1. They must have been in the job long enough that they, too, would not be considered novices 2. They must be worthy of emulation, meaning that they must be instructional effective teachers 3. They must have the insight and ability to mentor another adult about the job of teaching.

In the study “Student Teaching in The United States” conducted in 2011 by Greenberg et al., the following characteristics of highly qualified cooperating teachers appear:

#### **Experience**

Findings from existing research confirm that, on average, brand new teachers are less effective than those with some experience under their belts (King Rice, 2010). Experience is one important element in the teaching field, educators with more experience tend to be more aware of different situations in the classroom and know how to handle discipline and students’ learning difficulties. Findings in other research, also pointed out that on average teachers with more than 20 years of experience are more effective than teachers with no experience, but are not much more effective than those with 5 years of experience (King Rice, 2010)

Does experience determine the quality of tutor teachers that students can have? According to the study previously mentioned, experience and productivity are directly related, which can indicate that a teacher with more experience might be a more effective tutor teacher than one with no or

little experience. If experience is important, what will be the estimate range of years of experience that should be required on tutor teachers? The Practice teaching program for the Bachelor of Arts in English teaching does not have a minimum requirement of years of experience for cooperating teachers in Practice Teaching.

### **Effectiveness**

It is indeed imperative that teacher candidates see a professional of not just average but of high caliber in action to know the true limits of what is possible in the classroom (Greenberg et al., 2011). It is important to mention what qualities make a teacher more or less effective, and how effectiveness in tutor teachers can have an impact on student teachers.

Studies have highlighted the correlation between students' achievement and teachers' effectiveness. "A Student having an ineffective teacher for several years in a row can be at an academic disadvantage, which affects his/her progress for years; whereas, a student with a highly effective teacher can have a positive gain in academic progress for years to come" (King Rice, 2010). As with regular students in a school class, student teachers will also learn from their mentors and their modelling of teaching strategies and classroom management and techniques. Therefore, it is necessary to have tutor teachers who are known for their effectiveness in the classroom and who are known for being above average from the rest of the teachers' staff.

The following are some key qualities of effective teachers (Tucker & Stronge, 2005):

- Have formal teacher preparation training.
- Have taught for at least three years.
- Are caring, fair and respectful.
- Hold high expectations for themselves and their students.



- Dedicate extra time for instructional preparation and reflection
- Maximize instructional time via effective classroom management and organization.
- Enhance instruction by varying instructional strategies, activities and assignments.
- Present content to students in a meaningful way that fosters understanding.
- Monitor students' learning by utilizing pre- and postassessment, providing timely and informative feedback, and reteaching material to students who did not achieve mastery.
- Demonstrate effectiveness with the full range of student abilities in their classrooms, regardless of the academic diversity of the students.

### **Mentoring Ability**

The word mentor has multiple meanings among some of them are: a trusted counselor or tutor, a positive guidance and influence (“Mentor,” n.d.). A tutor teacher can also be called a “mentor” being a positive guidance in student teachers’ path towards becoming educators.

Some characteristics of good mentors are described below (Rowley, 1999):

1. The Good mentor is committed to the work of mentoring.

Committed mentors understand the influence that they have in the life of others, they understand their role and the persistence, time and effort that is necessary to successfully achieve goals. Rowley suggests that adding mentor training as a prerequisite to be a tutor teacher might help to have tutor teachers who are committed to their work as tutors, he also points out that it is important to provide mentors with a specific description of their roles and responsibilities because it is unreasonable to expect a teacher to commit to a role that has not been clearly defined.

2. The Good mentor is accepting of the beginning teacher.

Good mentors are not judgemental, instead they have a strong empathy and accept others without judgment. Rowley points out: “ The good mentor teacher recognizes the power of accepting the beginning teacher as a developing person and a professional... accepting mentors do not judge or reject mentees as being poorly prepared, overconfident, naïve or defensive”

1. The Good mentor is skilled at providing instructional support

One of the most valuable aspects of having a tutor is the instruction and feedback that students can receive from them, it will be a big disadvantage to have a tutor who is not skilled in providing instruction and feedback.

2. The Good mentor is effective in different interpersonal contexts

One important aspect in the relationship between student teachers and mentors or tutors will be the understanding that all beginning teachers are different as well as all tutor teachers. Rowley suggests that missing to recognize the importance of this simple fact can lead to problematic situations in the relationship between tutors and students.

3. The Good mentor is a model for a continuous learner

Good mentors are in a constant search of professional growth, and are aware that educators are always in need of acquiring more knowledge. Rowley explains: “Good mentor teachers are transparent about their own search for better answers. They lead and attend workshops. They teach and enroll in graduate classes. They develop and experiment with new practices”

#### 4. The Good mentor communicates hope and optimism

“Good mentor teachers capitalize on opportunities to affirm the human potential of their mentees” (Rowley, 1999) A good mentor and tutor teacher sees the potential of students under their mentorship and they know what to do to help them achieve their true potential.

### **Willingness**

Many teachers are reluctant to participate as tutor teachers, some of the factors that might discourage teachers are the time in-class and outside of the classroom that their role as a tutor teacher might consume. “ Many teachers are reluctant to become cooperating teachers because it is not only a challenging job when done well, but it also means by definition handing over valuable instructional time to an amateur” (Greenberg et al., 2011).

Another factor why some teachers are not motivated to participate in the Practice Teaching program as tutors is because there is a lack of incentive, recognition or reward for being part of the program. Hobson, A.J. & Malderez, A. (2002) argue that there is a lack of status/incentive/recognition/reward associated with mentoring, whereby potentially capable mentors are not encouraged to develop their careers in this area and/or existing mentors are not encouraged to undertake training to develop their capabilities.

### **3.5 COMMUNICATION SKILLS IN EFFECTIVE TUTOR TEACHERS**

According to Joyce and Wilkins (2009) Development of positive supportive communication skills is the most commonly recommended component of cooperating teacher preparation

programs. They also argue that different research studies have indicated that cooperating teachers trained in supervisory skills ( as effective communication) provide significantly more feedback and promote more positive and collaborative internship than do cooperating teachers who have not received training.

For Rowley (1999) good mentor teachers capitalize on opportunities to affirm the human potential of their mentees. They do so in private conversations and in public settings. Good mentors share their struggles and frustrations and how they overcame them. And always, do so in a genuine and caring way that engenders trust.

Rowley argues that a good mentor communicates hope and optimism. It is important that student teachers have a positive outlook on what being a teacher implies. It is helpful to have a tutor teacher who sees his profession with optimism and who can communicate positively the hopes and expectations that student teachers should have from their future job as teachers.

Research reveals that poor communication between preservice teachers and cooperating teachers can cause barriers to planning lessons, feedback and teaching experiences (Lawley, Moore, & Smajic, 2014)

### **3.6 EFFECTIVE FEEDBACK, ONE OF THE KEYS TO SUCCESS IN PRACTICE TEACHING**

Joyce and Wilkins (2009) argue that feedback both written and oral needs to be frequent, and it needs to be delivered when practice and opportunity for improvement become available.

Feedback has been defined as “a process in which the effect or output of action is returned to modify the next action. It is essential to the working and survival of all regulatory mechanisms

found throughout living and non-living nature, and in man made systems such as education and economy. Feedback occurs when an environment reacts to an action or behavior(“Feedback,” 2018)

Abundance of feedback increases the student teachers’ instructional effectiveness. Advocates for feedback point out that to be more effective feedback should be relevant to the student teacher’s needs and it should be based on effective data (Joyce & Wilkins, 2009) Feedback should be significant for student teachers it should indicate areas in which they struggle but it should also provide suggestions and ideas to improve in these areas of weaknesses.

Feedback should include information that can enhance student teachers self reflection on their own practice and in ways in which it can be improved. Joyce and Wilkins (2009) argue that Kiratz presents the value of feedback in promoting reflection and goal setting. They also state that rarely this is done in Student Teaching where most of the time “abundance of feedback is focused on lesson delivery”

There is one last characteristic presented by Joyce & Wilkins (2009) according to them feedback should be balanced. “The cooperating teacher must be able to communicate both positive and negative feedback” (Joyce & Wilkins, 2009)

Feedback is with no doubt a very important element in Practice Teaching and in the role of tutor teachers since it contributes to an effective training for student teachers, since it gives them the opportunity to know their areas of strength and weaknesses. To be effective feedback should be relevant to student teacher’s needs, it should promote reflection and goal setting, and it should be balanced including positive as well as negative feedback.

## **IV. METHODOLOGY**

### **4.1. Research Approach**

This study used the mixed methods approach, which is a methodology that originated around the late 1980's and early 1990's based on work from individuals in diverse fields such as: evaluation, education, management, sociology and health sciences. This method involves both, qualitative (open ended) and quantitative data (close ended) in response to research questions and hypothesis, and it includes the analysis of both data. There are many different terms that are used to refer to this approach, some of them include: integrating, synthesis, quantitative and qualitative methods, multi method and mixed methodology , but recent writers tend to use the term mixed methods (Cresswell, 2014)

The mixed methods approach was used in this study because it provided the researcher access to both qualitative and quantitative data. The mixed methods approach was used and it involved collecting quantitative data first through the use of a questionnaire, and then explaining the quantitative results with in-depth qualitative data which was gathered through the conduction of interviews.

Some of the challenges of the use of this method are that the researcher needs to be familiar with both, quantitative and qualitative forms of research, the need for intensive data collection, and the time intensive nature of analyzing both, quantitative and qualitative data (Cresswell, 2014)

## 4.2 Research Design

In this study, the mixed methods approach was used, and it involved a two-phase project in which the researcher collected quantitative data in the first phase, analyzed the results, and then used the results to plan (or build on to ) the qualitative phase. The quantitative results typically inform the types of participants to be purposefully selected for the qualitative phase and the types of questions that will be asked to the participants. The overall intent of this approach is to have qualitative data help explain in more detail the quantitative results (Cresswell, 2014) .

In the first phase, quantitative data was collected through questionnaires administered to students and teachers in the Practice Teaching program. After analyzing the data collected in the questionnaires, students were selected for the qualitative phase of the study. The qualitative phase of the study was conducted with the use of interviews to student teacher, the data was gathered and analyzed to confirm the findings done in the quantitative phase of the study.

### **4.3. Population and sample**

#### **Population**

The population in this study were students and tutors in both groups of the Practice Teaching course. The research project had active participation of fifty student teachers and twenty-two cooperating teachers. The study took place in The Foreign Language Department at The University of El Salvador semester II, 2018.

#### **Sampling**

Random sampling was used in the quantitative phase of the study, and non random sampling was used in the qualitative phase of the study in which participants were purposefully selected to collect information through in-depth interviews.



## **V. DATA GATHERING PROCESS**

### **5.2 RESEARCH TECHNIQUES AND INSTRUMENTS**

The techniques and instruments used to collect data for this research study are described below:

#### **Interview**

In-depth interviews were conducted with a number of fifteen student teachers. The length of the interview ranged from 15 to 25 minutes and it included 10 open ended questions, which were selected based on the quantitative research collected through questionnaires. Interviews have the purpose of gathering additional information on information collected on the quantitative phase of the study.

### **5.2 RESEARCH INSTRUMENTS**

#### **Self-complete Questionnaires**

Self-complete questionnaires were administered to student teachers and tutor teacher, questionnaires had a number of 11 and 13 questions respectively for respondents to self reflect and answer.

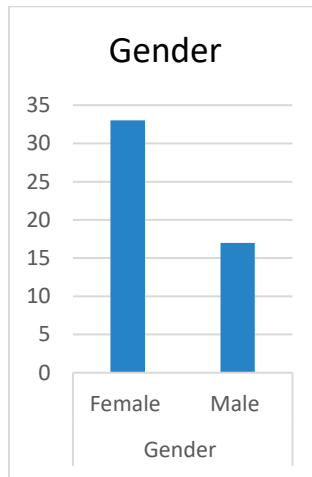
## VI. DATA ANALYSIS

### INSTRUMENT ANALYSIS

### STUDENT TEACHER'S QUESTIONNAIRES

#### 1. Personal Information

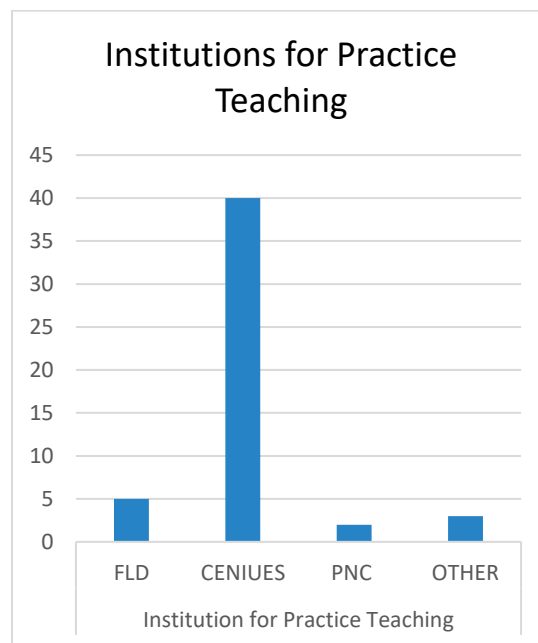
1. Gender	
Male	17
Female	33
Total	50



The above graph shows the number of students who answered the questionnaire. Students who answered are currently working as student teachers in Practice Teaching, and they are enrolled in the major Bachelor of Arts in English Teaching. The graph shows 66% of the respondents who answered are female students, and the other 44% are male students. This shows that women are the predominant gender in the B.A in English Teaching.

## INSTITUTION FOR PRACTICE TEACHING

1. Institution for Practice Teaching		
<b>FLD</b>	5	10%
<b>CENIUES</b>	40	80%
<b>PNC</b>	2	4%
<b>OTHER</b>	3	6%
<b>TOTAL</b>	50	100%



The above graph represents the number of students in each institution of Practice Teaching, from the 50 students who answered the questionnaire, 80% developed their Practice Teaching at CENIUES. 10% of students at the Foreign Language Department, and the remaining 10% at PNC and other institutions. We can conclude from the results that CENIUES is the institution that has more students doing their Practice Teaching.

## QUANTITATIVE ANALYSIS

### DATA ANALYSIS

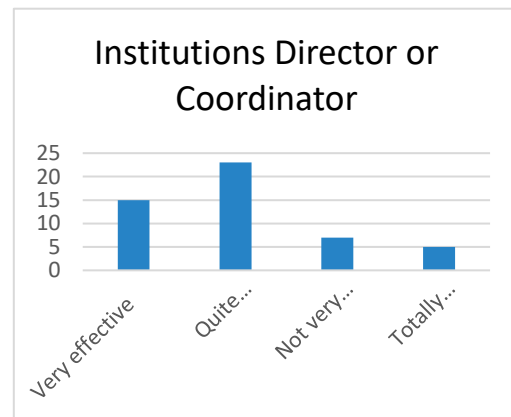
Analysis of the survey administered to students in Practice Teaching of the B.A in English

#### PRACTICE TEACHING PROGRAM

**TABLE 1**

How effective are the following participants in assisting me to develop teaching abilities, classroom management, and subject knowledge while in Practice Teaching?

Data	Frequency	Percentage%
Very effective	15	30
Quite effective	23	46
Not very effective	7	14
Totally ineffective	5	10
Total	50	100

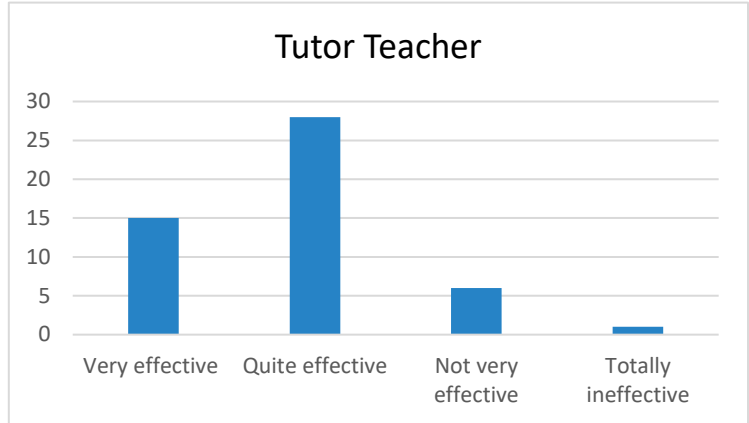


The graph shows the results obtained to the above question where 46% of students think that the institution's director or coordinator has been quite effective in helping them to develop teaching abilities, classroom management and subject knowledge. 30% of students who answered the survey think that the director or coordinator has been very effective, 14% of students answered not very effective and only 10% of students think that the institutions director or coordinator has been totally ineffective. It can be concluded that most students think the institution's director has an important role in Practice Teaching.

**TABLE 2**

Tutor teacher

Data	Frequency	Percentage%
Very effective	15	30
Quite effective	28	56
Not very effective	6	12
Totally ineffective	1	2
Total	50	100

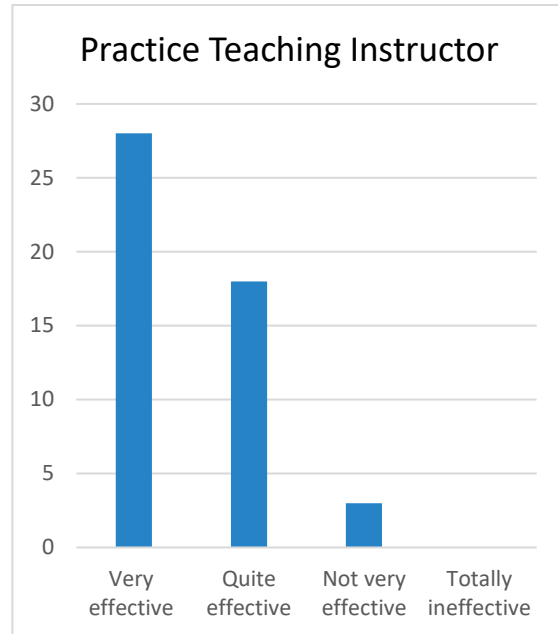


The graph shows the results obtained regarding the tutor teacher’s effectiveness in assisting students to develop teaching abilities, classroom management and subject knowledge 56% of students think that their tutor teachers were quite effective, 30% of students think that their tutor teachers were very effective, 12% think that their tutors were not very effective and the remaining 2% think that their tutors were totally ineffective. It can concluded from this graph that most students are satisfied with the effectiveness of their tutor teachers. Some of the aspects that might influence students’ responses to this question are that they consider their tutor teachers to be good role models who have positive characteristics like: experience, subject knowledge, classroom management , willingness to help, etc; however, at least 14% of students think their tutor teachers are not effective in assisting them to learn teaching abilities.

**TABLE 3**

Practice Teaching Instructors

Data	Frequency	Percentage%
Very effective	28	56
Quite effective	19	38
Not very effective	3	6
Totally ineffective	0	0
Total	50	100



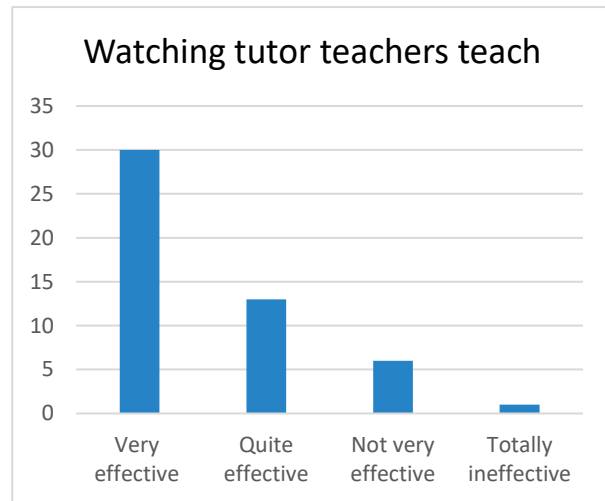
The graph shows the results obtained regarding the Practice Teaching instructor effectiveness in assisting students to develop teaching abilities, classroom management and subject knowledge. 56% of students think the Practice Teaching instructor was very effective, 38% of students think he/she was quite effective, 6% of students think the instructor was not very effective and no students answered totally ineffective. It can be concluded from these results that most students think that the Practice Teaching instructor was effective in assisting them to develop teaching abilities, classroom management and subject knowledge, and a small number of students think the instructor was not very effective. It is important to mention that students who answered the survey had different Practice Teaching instructors.

**TABLE 4**

How effective are the following course provisions (activities that we develop in or outside the classroom as a course requirement) in my acquisition of teaching abilities?

Watching tutor teachers teach

Data	Frequency	Percentage%
Very effective	30	60
Quite effective	13	26
Not very effective	6	12
Totally ineffective	1	2
Total	50	100

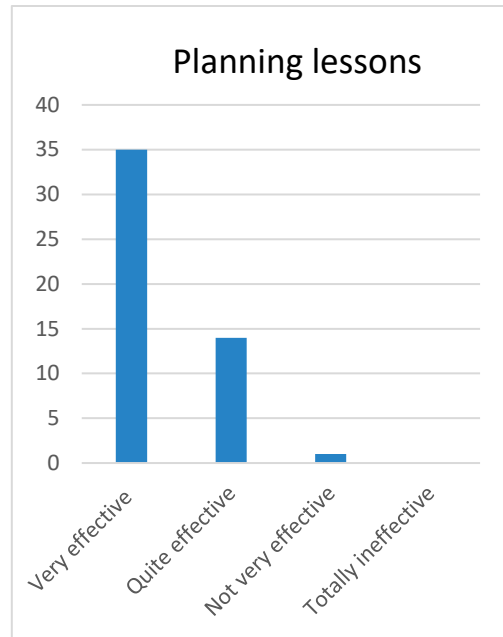


The above graph represents the results obtained to a question about students' perception on how effective some of the course provisions on Practice Teaching were, the first section asked students to indicate how effective was watching tutor teachers teach in their acquisition of teaching abilities. 60% of students indicated that watching tutor teachers teach was very effective in their acquisition of teaching abilities, 26% of students indicated that it was quite effective, 14% think that it was not very effective or totally ineffective. It can be concluded from this graph that most students think that watching tutor teachers was very effective in helping them to learn teaching abilities, while a small number of students think that watching tutor teachers teach was not effective in their acquisition of teaching abilities.

**TABLE 5**

Planning lessons

Data	Frequency	Percentage%
Very effective	35	70
Quite effective	14	28
Not very effective	1	2
Totally ineffective	0	0
Total	50	100



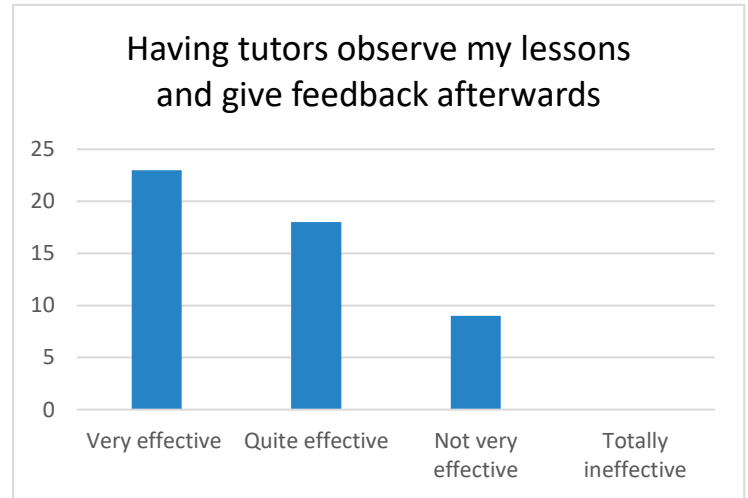
The graph shows the results obtained about students' perceptions on how effective planning lessons was in their acquisition of teaching abilities. 70% of students think that planning lessons was very effective in their acquisition of teaching abilities, 28% of students think that it was quite effective, 2% think that it was not very effective and 0% of students think that it was totally ineffective. It can be concluded from these results that most students think that planning lessons was effective in helping them acquire teaching abilities. Theory suggests that planning lessons can be very effective when done together with the cooperating teacher in charge; and even though most student teachers indicated tutor teachers did not assist them in their lesson planning, they indicated that it is very effective in their acquisition of teaching abilities.



**TABLE 6**

Having tutor teachers observe my lessons and give feedback afterwards

Data	Frequency	Percentage%
Very effective	23	46
Quite effective	18	36
Not very effective	9	18
Totally ineffective	0	0
Total	50	100

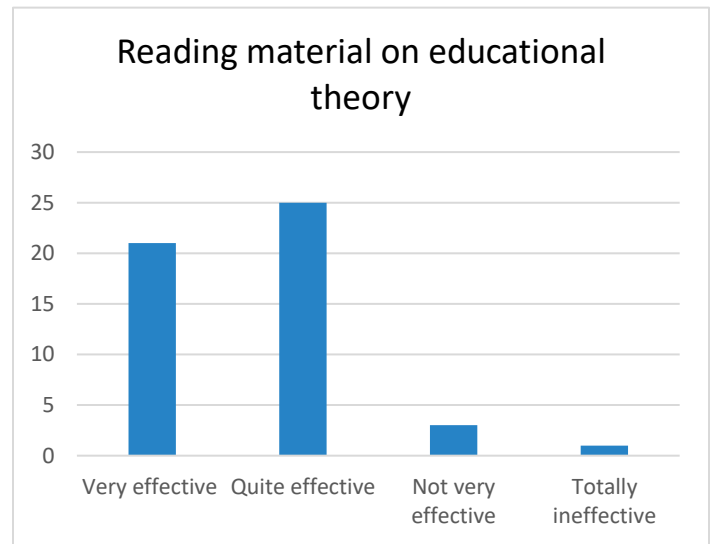


The above graph shows the results obtained in students' perceptions about how effective was having tutor teachers observed their lessons and giving feedback afterwards. 46% of students think that having tutors observed their lessons and give feedback afterwards was very effective, 36% of students think that it was quite effective, 18% think that it was not very effective, and no students responded that it was totally ineffective. It can be concluded from the results obtained that most students think that having tutor teachers observe their lessons and give feedback afterwards was an effective practice in helping them acquire teaching abilities. There is a small percentage of students who think that it was not effective in their acquisition of teaching abilities.

**TABLE 7**

Reading Material on educational theory

Data	Frequency	Percentage%
Very effective	21	42
Quite effective	25	50
Not very effective	3	6
Totally ineffective	1	2
Total	50	100



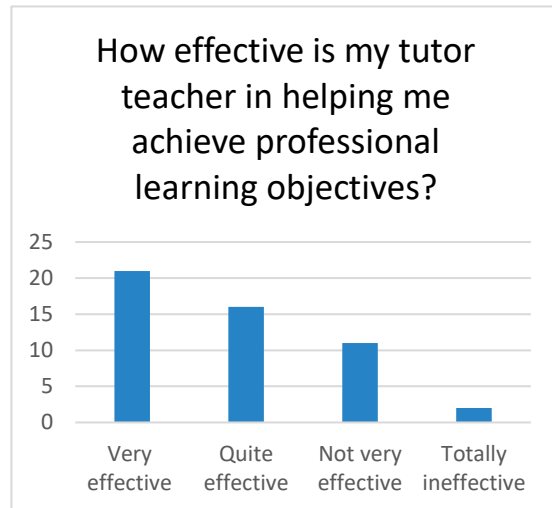
The graph shows the results obtained about students' perceptions on how effective reading material on educational theory is to help them acquire teaching abilities. 50% of students think that reading material on educational theory was quite effective while 42% of students think that it was a very effective practice. 6% of students responded that it was not very effective and 2% that it was totally ineffective. It can be concluded from the results obtained that most students think reading material on educational theory was effective in their acquisition of effective teaching practices, only a 8% of students think that it was not effective

## TUTOR TEACHER'S ROLE

**TABLE 8**

How effective is my tutor teacher in helping me achieve professional learning objectives?

Data	Frequency	Percentage%
Very effective	21	42
Quite effective	16	32
Not very effective	11	22
Totally ineffective	2	4
Total	50	100

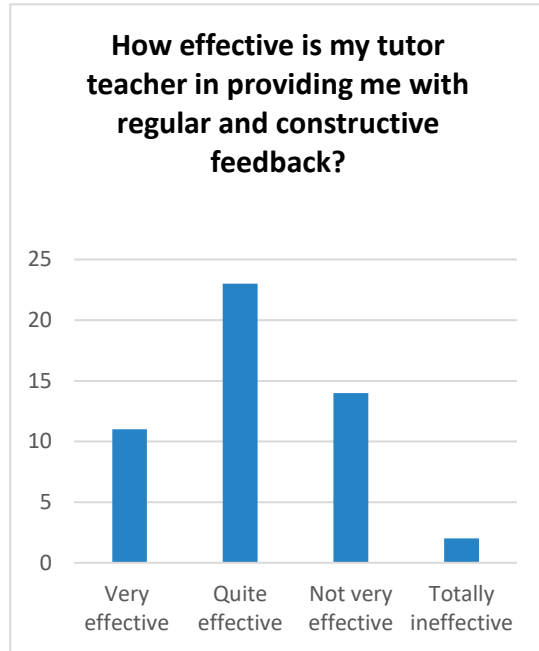


The graph illustrates students' opinion on the effectiveness of tutor teachers to help them achieve professional learning objectives. 42% of students think that tutor teachers were very effective in helping them achieve professional learning objectives, while 32% think that tutor teachers were quite effective, 26% of students think that tutor teachers were not very effective in helping them achieve professional learning objectives. The results obtained show that most students were satisfied with the professional help they received from tutor teachers, on the other hand a fourth part of students who answered the questionnaire were not satisfied with the help they received from their tutor teachers. This can be because tutor teachers did not dedicate enough time for feedback and tutoring, because they did not see willingness to help from the tutor teachers 'part, or because they considered the tutor teacher lacked knowledge and experience.

**TABLE 9**

How effective is my tutor teacher in providing me with regular and constructive feedback?

Data	Frequency	Percentage%
Very effective	11	22
Quite effective	23	46
Not very effective	14	28
Totally ineffective	2	4
Total	50	100

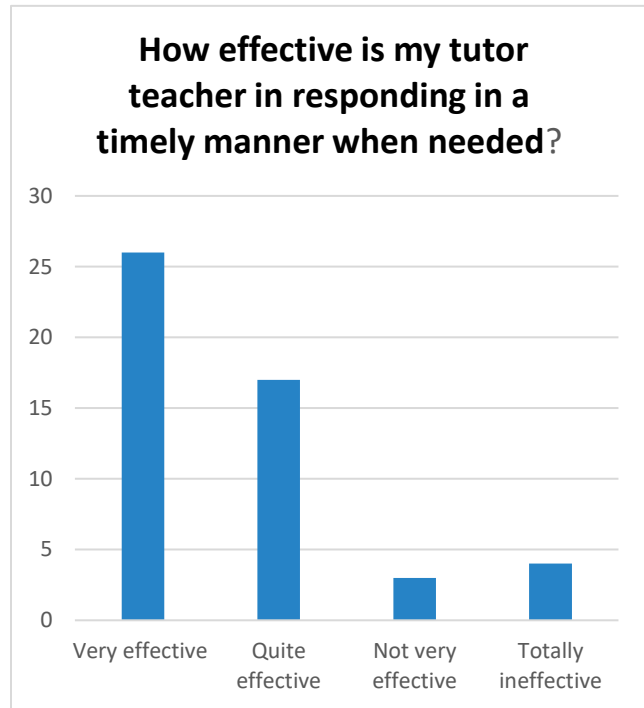


The above graph shows the results obtained on how effective students think their tutors are in providing them with regular and constructive feedback. 22% of students think their tutors were very effective, 46% think that they were quite effective, 32% of students think that they were not effective or totally ineffective. It can be concluded from this graph that most students are satisfied with the feedback that they received from their tutors, on the other hand, there is at least a third part of the students who answered the questionnaire who did not receive regular feedback and who considered the sporadic feedback they received was not constructive.

**TABLE 10**

How effective is my tutor teacher in responding in a timely manner when needed?

Data	Frequency	Percentage%
Very effective	26	52
Quite effective	17	34
Not very effective	3	6
Totally ineffective	4	8
Total	50	100

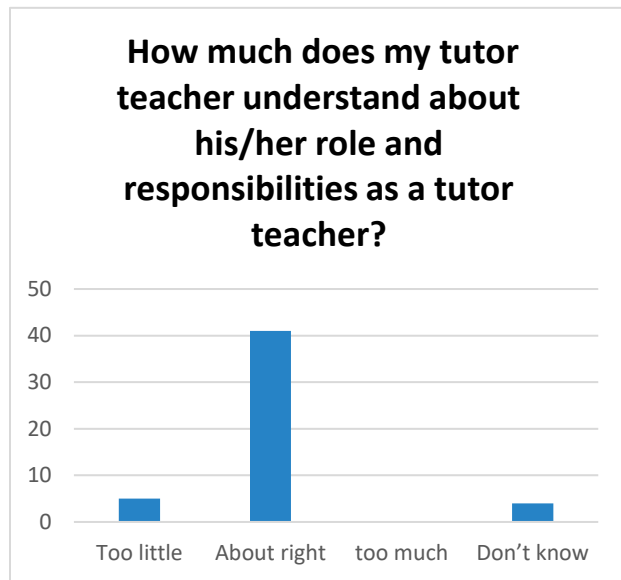


The above graph shows students responses regarding how effective their tutor teachers were in responding in a timely manner when needed. 52% of students think their tutor teachers were very effective in responding in a timely manner, while 34% of students think that their tutor teachers were quite effective. 14% of students think their tutor teacher were not very effective or totally ineffective. It can be inferred from the results obtained that most tutor teachers had the willingness to help student teachers in their concerns or questions regarding classroom situations at any time when needed; however, there were also tutor teachers who were not available when needed, this might have been caused by an overload of work, personal situations or a lack of willingness to help.

**TABLE 11**

How much does my tutor teacher understand about his/her role and responsibilities as a tutor teacher?

Data	Frequency	Percentage%
Too little	5	10
About right	41	82
Too much	0	0
Don't know	4	8
Total	50	100

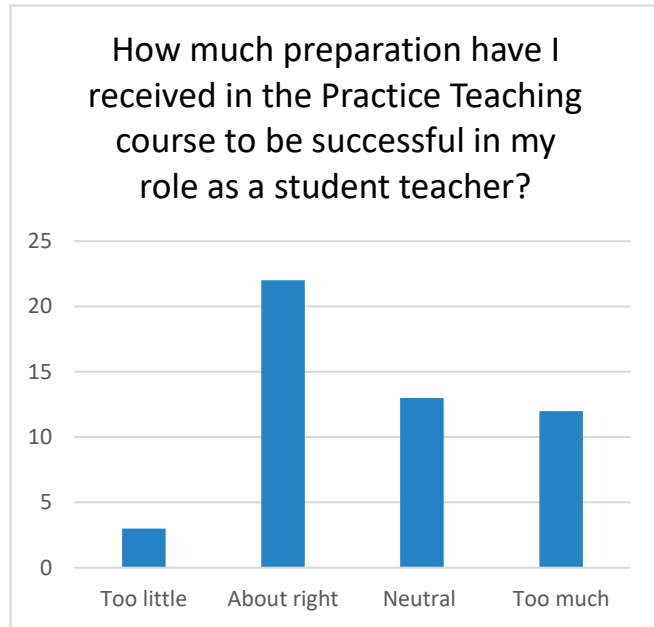


The graph shows the results obtained when asking students how much tutor teachers understood about their roles and responsibilities as tutor teachers. 82% of students marked about right on their answers, which indicates that they think tutor teachers understood what was necessary about their roles as tutor teachers. 10% of students think that they understood too little about their roles and responsibilities. 8% of students who responded the questionnaire marked that they did not know how much their tutor teachers knew about their role in Practice Teaching. It can be inferred that students who think tutor teachers understood little about their roles and responsibilities had not received the expected support from their tutors which made them believe that they did not understand what their roles and responsibilities were.

**TABLE 12**

How much preparation have I received in the Practice Teaching course to be successful in my role as a student teacher?

Data	Frequency	Percentage%
Too little	3	6
About right	22	44
Neutral	13	26
Too much	12	24
Total	50	100

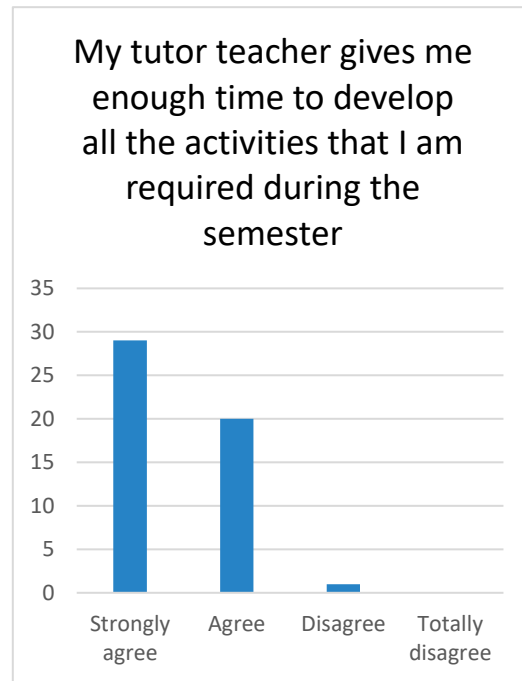


The above graph shows the results obtained when asking students about the preparation they had received to be successful in their role as student teachers. 44% of students think the preparation they received in Practice Teaching was about right. 26% of students were neutral on their opinion about how much preparation they received. 24% of students think that they received too much preparation, and only 3% of students think that they received too little preparation in the Practice Teaching course. It can be inferred from the results obtained that most students were satisfied with the preparation they received in Practice Teaching which includes planning and preparation of didactic material, the teaching of the different macro language skills: listening, reading, speaking and writing, and the micro skills: pronunciation, vocabulary, grammar and functions.

**TABLE 13**

My tutor teacher gives me enough time to develop all the activities that I am required during the semester

Data	Frequency	Percentage%
Strongly agree	29	58
Agree	20	40
Disagree	1	2
Totally disagree	0	0
Total	50	100



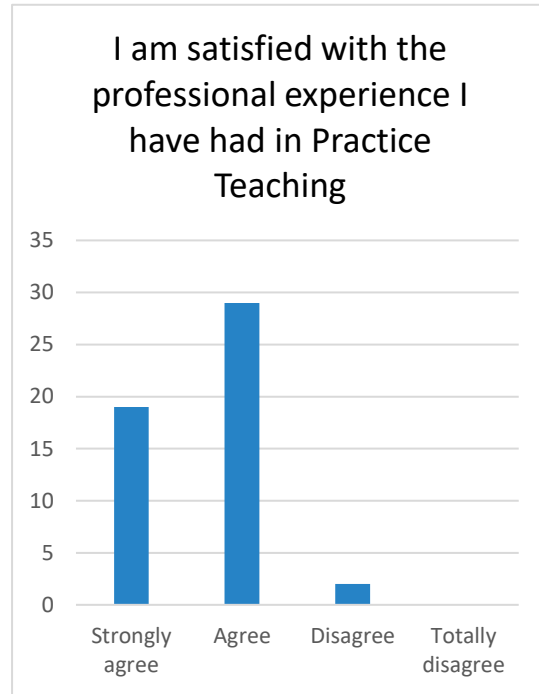
The graph shows the results obtained when asking students if they were given enough time by their Practice Teaching tutors to complete all the activities that they were required during the semester, which included: participation in classroom activities, tutoring and working in small groups with students, and a minimum of 14 class hours of actual teaching. 58% of students strongly agreed that they received enough time from their tutors, 40% of students agreed, and only 2% of students disagreed. It can be inferred from the results obtained that most tutors gave student teachers enough time to carry out their required activities during the semester.



**TABLE 14**

I am satisfied with the professional experience I have had in Practice Teaching.

Data	Frequency	Percentage%
Strongly agree	19	38
Agree	29	58
Disagree	2	4
Totally disagree	0	0
Total	50	100

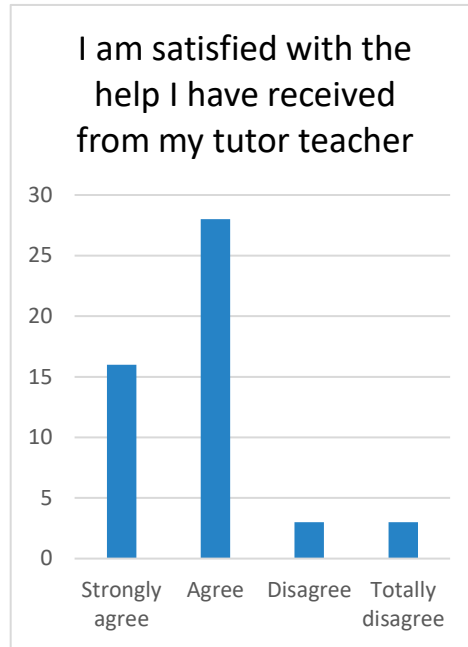


The above graph shows the results obtained regarding students' satisfaction with the professional experience they had in Practice Teaching. 58% of students agreed that they were satisfied with the experience they had, 38% of students agreed, and the remaining 2% of students disagreed. It can be inferred from the results obtained that most students are satisfied with the professional experience they have obtained out of Practice Teaching and there is a small number of students who are not satisfied. It is important to mention that the same students who responded that their tutor teachers were not effective in helping them achieve learning objectives also answered that they are not satisfied with the experience they had in Practice Teaching. It can be concluded from these results that the relationship between tutor teachers and student teachers is crucial in the quality of the experience that student teachers will obtain out of Practice Teaching.

**TABLE 15**

I am satisfied with the help I have received from my tutor teacher

Data	Frequency	Percentage%
Strongly agree	16	32
Agree	28	56
Disagree	3	6
Totally disagree	3	6
Total	50	100

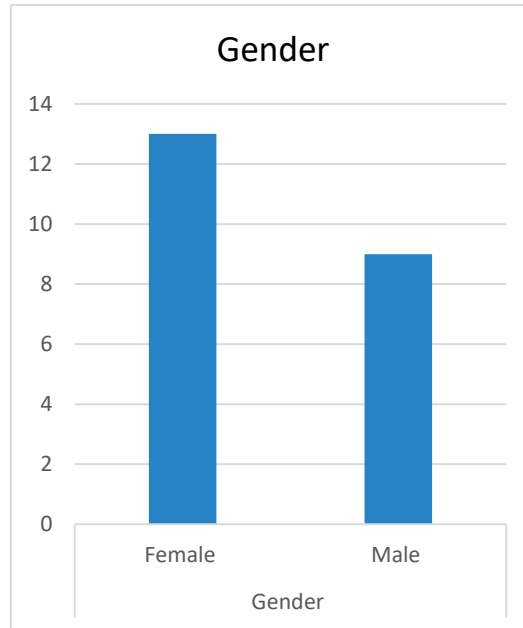


This last graph shows the results obtained when asking students about their satisfaction on the help they received from their tutor teachers. 56% of students agreed that they were satisfied with the help they received from their tutors. 32% of students agreed, 6% of students disagreed and the last 6% of students totally disagreed. It can be concluded from this graph that most students were satisfied with the help they received from their tutor teachers, which means that they were helping them achieve their professional objectives and providing them with constructive feedback, on the other hand there was a small number of students who were not satisfied with the help they received from their instructors, this can be because their tutors did not have enough experience or the necessary skill to teach them how to teach, or because they did not have the willingness to help student teachers.

**INSTRUMENT ANALYSIS**  
**TUTOR TEACHERS' QUESTIONNAIRES**

**1. PERSONAL INFORMATION**

1. Gender	
Male	9
Female	13
Total	22



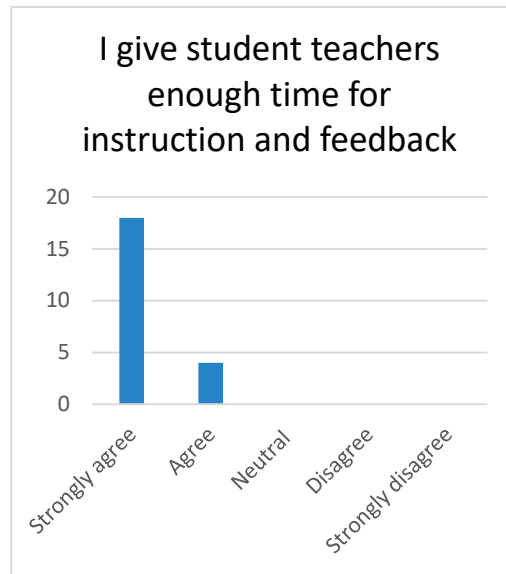
Twenty two teachers answered the questionnaire for tutor teachers in Practice Teaching, ten of them were teachers in the CENIUES program while the remaining twelve teachers were from the Foreign Languages Department at the University of El Salvador. The above graph illustrates the number of teachers who responded the questionnaire. It can be inferred from the graph that most of the teachers at both the Foreign Language Department and CENIUES are females.

## ENVIRONMENT AND PERSONAL SUPPORT

**TABLE 1**

**1. I give student teachers enough time for instruction and feedback**

Data	Frequency	Percentage%
Strongly agree	18	82
Agree	4	18
Neutral	0	0
Disagree	0	0
Totally disagree	0	0
Total	22	100

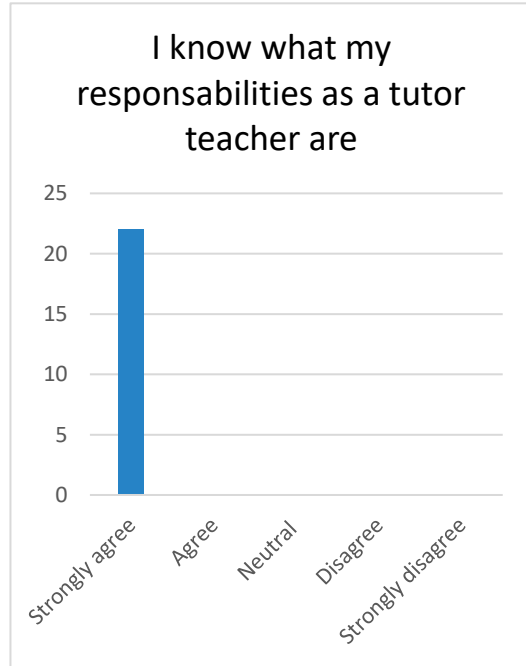


The questionnaire given to tutor teachers was written in first person to give tutors the opportunity to self-assess their performance. This graph illustrates the data obtained when asking respondents to indicate if they gave student teachers enough time for instruction and feedback. 82% of the respondents indicated that they strongly agreed with the statement and 18% that they agreed. No respondents indicated that they were neutral, disagreed or totally disagreed with the statement. From this information we can infer that all tutor teachers believe the time they dedicate to give instruction and feedback to student teachers is adequate. This finding refutes the findings obtained in the questionnaire given to student teachers where a discreet number of students indicated that their tutors did not dedicate time for feedback, or that the time they dedicated was very limited.

**TABLE 2**

**2. I know what my responsibilities as a tutor teacher are**

Data	Frequency	Percentage%
Strongly agree	22	100
Agree	0	0
Neutral	0	0
Disagree	0	0
Totally disagree	0	0
Total	22	100

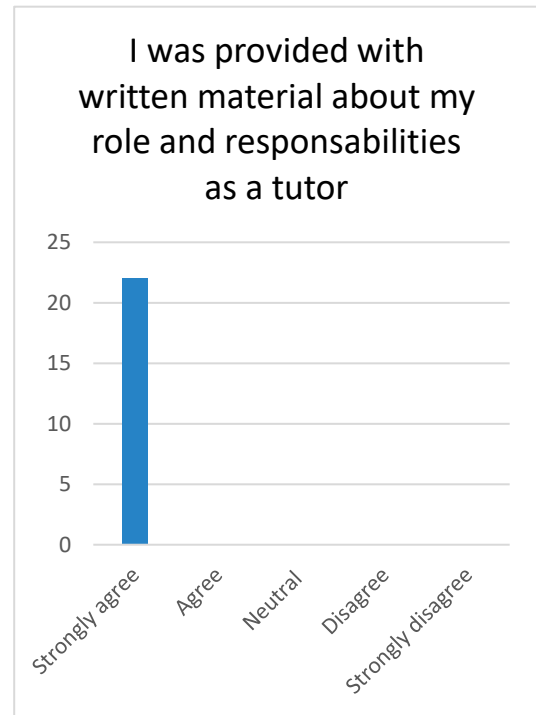


The graph illustrates what tutor teachers indicated about their knowledge of the responsibilities they have as tutor teachers. 100% of the respondent indicated they had knowledge of the responsibilities they had as tutor teachers, some of them mentioned they had received a two-page document with the information at the beginning of the year.

**TABLE 3**

**3. I was provided with written material about my role and responsibility as a tutor**

Data	Frequency	Percentage%
Strongly agree	22	100
Agree	0	0
Neutral	0	0
Disagree	0	0
Totally disagree	0	0
Total	22	100

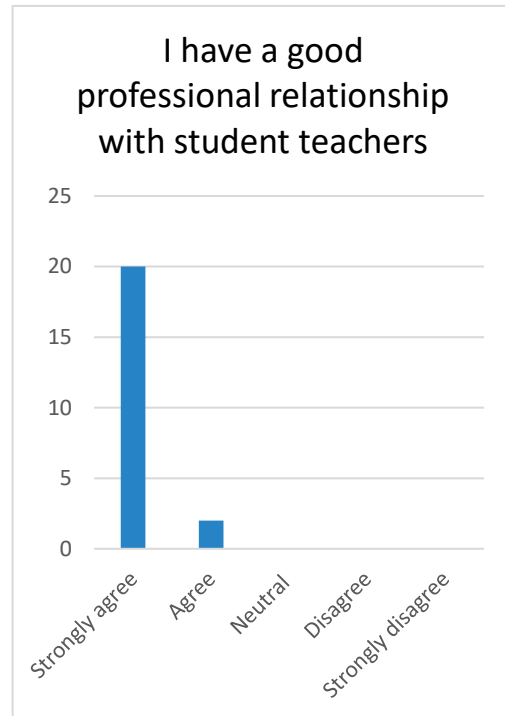


100% of the respondents to this statement indicated that they were provided with written material about their role and responsibilities as a tutor teacher. It is important to mention that Practice Teaching Instructors provide this material to student teachers either physically or online for them to download and print it. Student teachers have the responsibility to provide tutor teachers with the material that instructs them regarding their role and responsibility as tutor teachers. It can be inferred from the results obtained that the majority of tutor teachers received this information to instruct them regarding their responsibilities in Practice Teaching.

**TABLE 4**

**4. I have a good professional relationship with student teachers**

Data	Frequency	Percentage%
Strongly agree	20	91
Agree	2	9
Neutral	0	0
Disagree	0	0
Totally disagree	0	0
Total	22	100



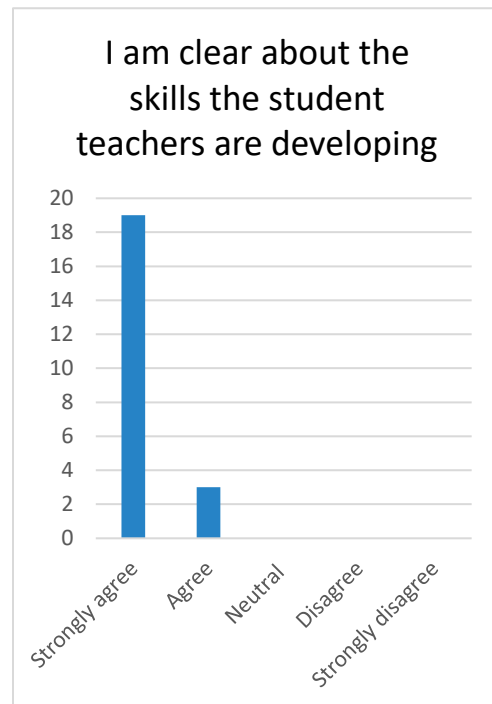
The above graph shows the results obtained on the statement “ I have a good professional relationship with student teachers”. 91% of respondents indicated that they strongly agreed to this statement while 9% of respondents indicated that they agreed. No respondents indicated that were neutral or in disagreement. From these results it can be concluded that most tutor teachers believed that they had a good professional relationship with their student teachers.

## MODELS OF TEACHING AND PROFESSIONAL DEVELOPMENT

**TABLE 5**

**5. I am clear about the skills the student teachers are developing (eg. Pedagogical skills, fundamental skills or learning from experience)**

Data	Frequency	Percentage%
Strongly agree	19	86
Agree	3	14
Neutral	0	0
Disagree	0	0
Totally disagree	0	0
Total	22	100



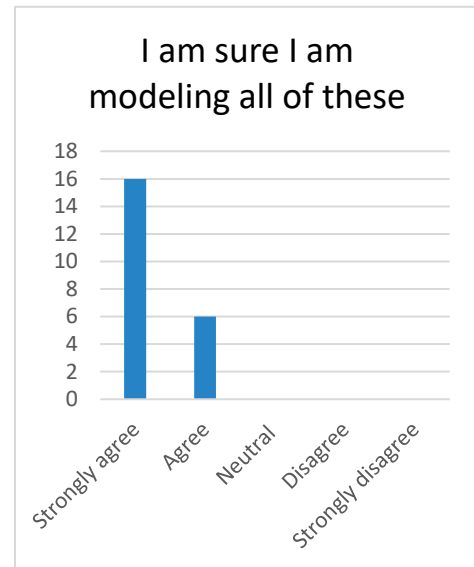
This graph illustrates the information obtained regarding how clear tutor teachers are about the skills student teachers are developing in Practice Teaching. 86% strongly agreed to be clear regarding the skills student teachers are developing in Practice Teaching. 14% of students agreed and no respondents indicated that they were neutral or disagreed with this statement. We can conclude from the results obtained that most tutor teachers understood the different teaching skills that student teachers were supposed to reinforce while in Practice Teaching.



**TABLE 6**

**6. I am sure I am modeling all of these**

Data	Frequency	Percentage%
Strongly agree	16	73
Agree	6	27
Neutral	0	0
Disagree	0	0
Totally disagree	0	0
Total	22	100

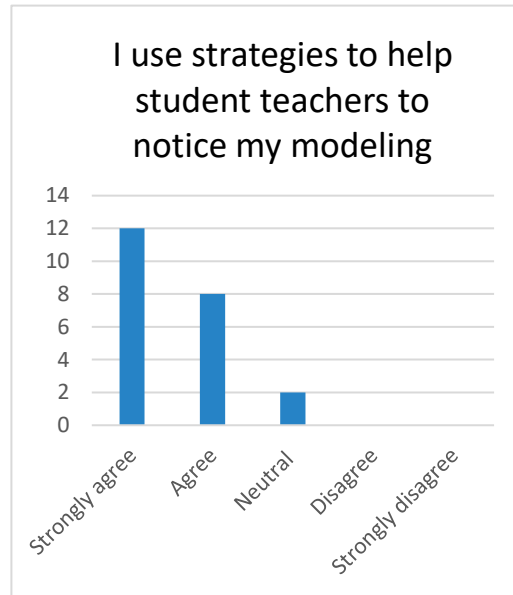


The above graph shows the results obtained when respondents were asked to indicate if they were sure they were modeling the skills they indicated in the previous item. 73% of the respondents indicated to strongly agree that they had modeled all the necessary teaching skills students were expected to develop while in Practice Teaching, 27% agreed and no respondents indicated that they were neutral or in disagreement with this statement. It can be concluded from these results that most of the tutor teachers who responded to the questionnaire believed they modeled all the necessary teaching skills that student teachers are expected to develop in Practice Teaching.

**TABLE 7**

**7. I use strategies to help student teachers to notice my modeling**

Data	Frequency	Percentage%
Strongly agree	12	55
Agree	8	36
Neutral	2	9
Disagree	0	0
Totally disagree	0	0
Total	22	100



This graph shows the results obtained when respondents indicated if they used strategies to help student teachers to notice their modeling ( of different pedagogical skills, teaching strategies, etc). 55% of tutor teachers strongly agreed to this statement, 36% agreed and 9% were neutral, no respondents indicated that they disagreed or totally disagreed with this statement. From this information it can be concluded that most tutor teachers believed they used strategies that helped student teachers to identify the modeling of different teaching strategies they were using to teach them. This information supports what student teachers indicated regarding the effectivity of watching tutor teachers teach their lessons where at least 86 % indicated that to watch their tutors teach their lesson was very effective to improve their teaching abilities

**TABLE 8**

**8. I am helping student teachers achieve professional learning goals**

Data	Frequency	Percentage%
Strongly agree	13	59
Agree	9	41
Neutral	0	0
Disagree	0	0
Totally disagree	0	0
Total	22	100

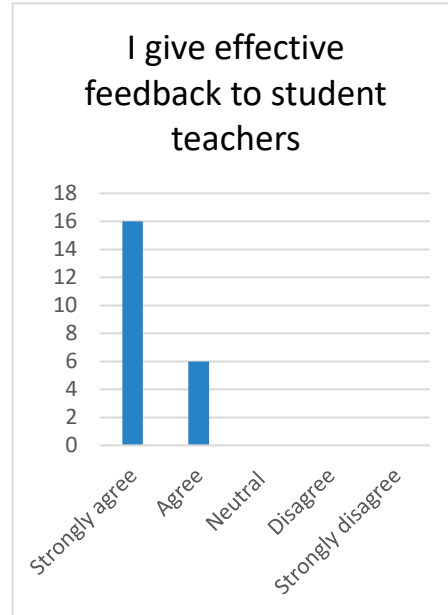


The above graph shows the results obtained when tutor teachers indicated if they considered that they were helping student teachers achieve professional learning goals. 59% of tutors strongly agreed with this statement, 41% agreed and no respondents indicated to be neutral or in disagreement. It is clear that tutor teachers are aware of the importance that Practice Teaching has in helping student teachers to achieve professional learning goals, and they consider that as tutor teachers they can help tutor teachers significantly to achieve professional learning goals.

**TABLE 9**

**9. I give effective feedback to student teachers**

Data	Frequency	Percentage%
Strongly agree	16	73
Agree	6	27
Neutral	0	0
Disagree	0	0
Totally disagree	0	0
Total	22	100



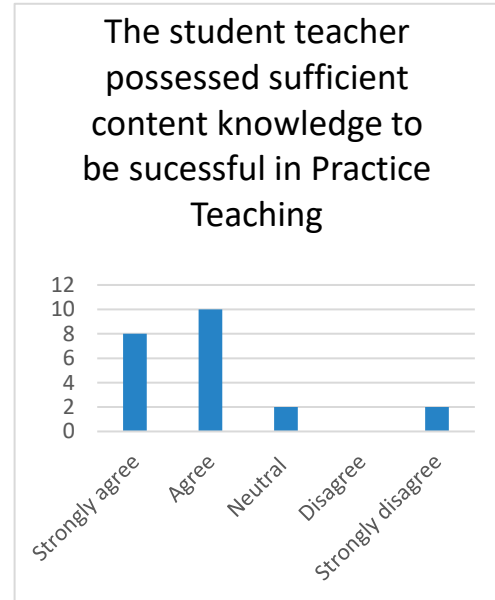
This graph illustrates the results obtained to the statement: “I give effective feedback to student teachers”. 73% of respondents indicated that they strongly agreed with this statement, 27% indicated that they agreed. No respondents indicated that they were neutral or in disagreement with this statement. The results obtained agreed with the results obtained to the question that student teachers responded regarding the effectiveness of feedback received from their tutors where at least 82% of students indicated that they received effective feedback from their tutor teachers, there was also another 18% of students who indicated that the feedback that they received was not very effective.

## STUDENT TEACHER’S ROLE AND PERFORMANCE

**TABLE 10**

**10. The student teacher possessed sufficient content knowledge to be successful in Practice Teaching.**

Data	Frequency	Percentage%
Strongly agree	8	36
Agree	10	45
Neutral	2	9
Disagree	0	0
Totally disagree	2	9
Total	22	100

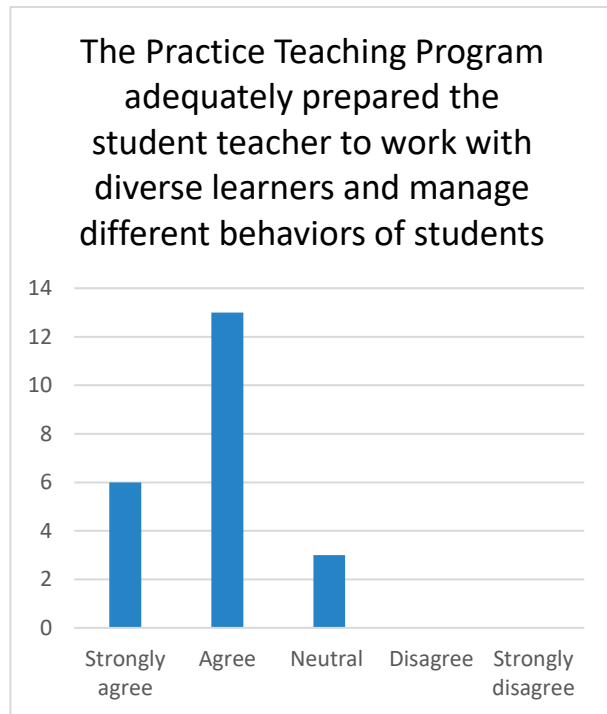


The above graph shows the results obtained for the above statement. 36% of tutor teachers agreed that the student teacher possessed sufficient content knowledge to be successful in Practice Teaching, 45% agreed, 9% of respondents were neutral, no respondents indicated that they disagreed with this statement and 9% of respondents indicated that they totally disagreed. It can be concluded from the results obtained that most tutor teachers consider that student teachers had enough content knowledge, defining content knowledge as the body of knowledge and information that teachers teach and that students are expected to learn, on the other hand there was a small number of tutors who believed student teachers did not have this knowledge.

**TABLE 11**

**11. The Practice Teaching Program adequately prepared the student teacher to work with diverse learners and manage different behaviors of students**

Data	Frequency	Percentage%
Strongly agree	6	27
Agree	13	59
Neutral	3	14
Disagreed	0	0
Totally disagree	0	0
Total	22	100

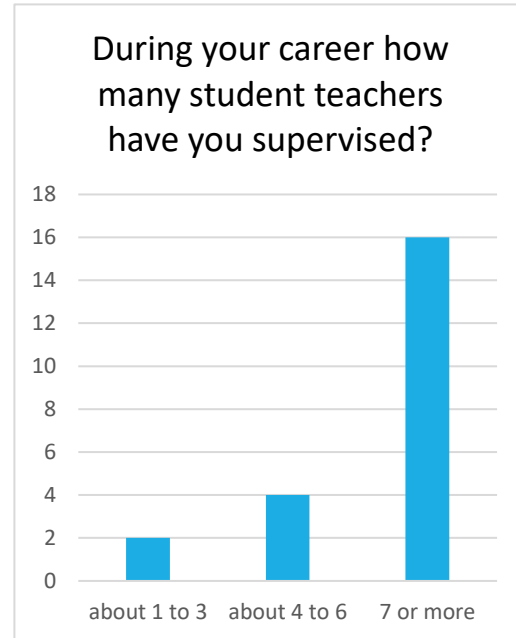


This graph shows the results obtained to the statement: “The Practice Teaching Program adequately prepared the student teacher to work with diverse learners and manage different behaviors of students”. 27% of respondents indicated that they strongly agreed, 59% agreed, 14% of respondents were neutral to this statement and no respondents indicated that they disagreed or totally disagreed. It can be concluded from these results that most tutors believe that the Practice Teaching Program adequately prepared the student teacher to work with diverse learners and manage different behavior of students.

**TABLE 12**

**12. During your career, how many student teachers have you supervised?**

Data	Frequency	Percentage%
About 1 to 3	2	9
About 4 to 6	4	18
7 or more	16	73
Total	22	100



The graph shows the results obtained when asking tutors to indicate how many student teachers they had supervised during their career. 73% of respondents indicated they had supervised seven or more student teachers. It can be inferred that these teachers had at least three or more years of teaching experience. 18% of teachers indicated they had had about four to six student teachers under their supervision and 9% of tutors indicated they had had one to three students. It can be inferred from the information obtained that most tutors who responded the questionnaire had at least three or more years of experience as both teachers and tutor teachers, and that a small number of teachers had less experience in the teaching field as well as in their work as tutors.

**13. If you think that there is something that the administration or the practice teaching program could do in order to ease your job as a tutor teacher please write your suggestions**

The last part of the questionnaire provided a section to write suggestions. It is important to mention that out of twenty-two teachers who responded the questionnaire only ten teachers wrote on this section of the questionnaire, from the responses obtained emerged three different category labels:

**1. Student teachers' training**

Five out of ten teachers stated that there are some improvements that can be made in the Practice Teaching Program. Some of the measures that they suggested are already being implemented, for instance: two teachers wrote about the need of “measuring” student teachers’ English level before they are assigned to a group or course. According to the Practice Teaching Program “The results obtained in the proficiency test, the groups scheduled by the FLD or other institutions, and students’ availability will be specific aspects to take into consideration when placing Student Teachers in the different courses”.

Two other teachers wrote about the need of implementing training sessions to instruct student teachers regarding classroom management, phonology, and syntaxis.

Some of their comments are stated below:

“Students should be provided with more information regarding classroom management”

“To set up training sessions a long with the semester on different aspects like classroom management, phonology and syntax”



## **2. Instruments to assess students' performance**

Two out of ten teachers suggested that the rubrics provided by the Practice Teaching program are out of date and that they should be updated. These teachers also indicated that the current rubric is not specific. The aspects included in the current rubric to evaluate student teachers' performance are: cognitive aspects (domain of content, English communication), professional knowledge (planning and assessing), attitudinal aspects (punctuality, respect, enthusiasm). Some illustrative comments are stated below:

“The rubrics to evaluate each student teacher need to be changed or at least revised and be more specific”

“The rubrics that are used to evaluate each student should be updated”

## **3. Induction for tutor teacher candidates**

One of the respondents indicated that it would be good to have an induction process to clarify doubts regarding the role of tutor teachers in Practice Teaching, and to have some information about what student teachers can and cannot do while in Practice Teaching.

## **QUALITATIVE ANALYSIS**

### **INTERVIEW ANALYSIS**

Fifteen students from the Bachelor of Arts in English Teaching were interviewed for this research project, the interview consisted of 9 structured open-ended questions related to the participants' experience on Practice Teaching and the role of their tutors in the quality of the experience they had. The researcher used note-taking as a technique to keep record of the information been gathered. None of the information obtained was recorded and the participants' personal information was kept confidential.

The purpose of the interview was to collect information that confirmed the findings done on the quantitative phase of the research project and to obtain in-depth information about these findings.

In the interview students talked about both positive and negative experiences they have had with their tutor teachers. After analyzing the data, three different category labels were obtained for a positive tutor teacher experience:

#### **1. Positive and effective feedback**

The interviews revealed that most student teachers are satisfied with the support and professional relationship that they have from their tutors. Ten students indicated they were satisfied with the professional experience they have obtained out of Practice Teaching and with the support and instruction that they received from their tutors. While 5 students indicated they were not satisfied with the professional experience they obtained out of Practice Teaching. One of the common factors between students who indicated to have a positive and professional relationship with their tutors was positive

and effective feedback. Some quotations of students' perception on their tutors are provided below

“My tutor teacher supports me by giving me feedback and observing my classes, if I make a mistake, she corrects me in the moment”

“I received a lot of feedback from her...which was coherent with some of the errors that she indicated in my lesson plan, that helped me a lot, my tutor was very effective, as a matter of fact she gave me feedback the very same day that I met her”

“She observed my classes and gave me feedback, she provided me with the necessary technological resources”

## **2. Good communication**

Eight of fifteen interviewees indicated that good communication with the tutor teacher was an important factor on the quality of the experience that students can obtain out of Practice Teaching. Students who indicated that having a good communication with their tutor teachers was important also indicated that it was important for them to know what their tutors expect from them. Students who indicated to have a positive relationship with their tutor teachers also stated that they have a good communication with them.

“Communication is very important in the relationship between tutors and student teachers because if you don't have a lot of communication there are problems”

“You have to have a good communication with them and they need to tell you what they expect from you, there needs to be a companionship”

### **3. Availability and willingness to help**

Ten students out of fifteen indicated that their tutors had specific times to give them feedback, and some of them received not only one-on-one feedback but also written feedback in their reports, by email and in their evaluation rubrics. Students stated that it is important that tutors give feedback not because they must do it, but because they want to help them improve, which made reference to the willingness that some tutor teachers might have to provide students with feedback and instruction. Other students stated their tutors were always in a rush and did not have time to give them feedback or enough instruction.

“It is important that tutors are proactive and that they provide feedback not because they have to do it, but because they know their feedback is needed”

“I think tutors should give more feedback, they should take the time to talk about the areas in which we have to improve”

The three different category labels for a negative tutor teacher experience are:

#### **1. Lack of regular and effective feedback**

Five students stated that their tutor teachers did not have specific time to provide them with feedback. In addition to that, students indicated that the feedback they sometimes received did not assess their performance, and that it did not give them any comments on ways to improve their performance. Other students indicated that their tutors were not able to provide them with feedback because they were not in the classroom when they were in charge of the lesson.

Some illustrative quotations in regards of students’ impressions on feedback from their tutors are stated below.

“In my case there is never time for feedback, anyway I think that my tutor should be in the classes that I teach to be able to evaluate my performance, he is hardly ever there”

“The tutor was rude, and I did not receive much help from her, the only thing she told me was to bring more material to my classes”

“My tutor did not give me much feedback the only feedback that I received was the one that he had to write for my report “

“She was always criticizing, talking about her other practitioner, she didn’t tell me how to improve, and she was usually doing something else in my class”

## **2. Lack of support**

Five of the fifteen interviewees expressed that they did not feel that they received any support from their tutors. The interviewees that stated not having a good communication with their tutors also stated that they did not receive any support from them. Students who indicated they did not have any support from their tutors also stated that they were unsatisfied with the quality of the experience they had in Practice Teaching, some illustrative comments are stated below

“I always had a feeling that I was supporting her, helping her in her classes, but she didn’t support me at all. She didn’t teach or prepared anything”

“She didn’t support me that much, she would not give me feedback unless I asked for it”

“She never really had time to give me feedback, she was never available to make her any questions, I didn’t feel much support from her”

## **3. Criticism**

Most of the interviewees indicated that they felt support from their tutors and that they received effective feedback and instruction, while a small number of students indicated they did not

receive effective feedback and describe the feedback that they received as being more oriented to criticism. Students also stated that they did not receive any suggestions on how they could improve their performance.

Some illustrative comments about students' perceptions on the criticism from their tutors are stated below

“He didn't give me any feedback, he was not specific with what he wanted me to improve, his feedback was more oriented to criticism”

“I didn't learn anything from her, she was always criticizing me and my classes”

The interviews with student teachers helped to clarify some of the aspects that student teachers considered valuable in their tutors and also to identify the aspects that they consider can impact negatively their experience in Practice Teaching.

In the interviews students had the opportunity to give their opinion regarding the role of their tutor teachers and to express if the experience in Practice Teaching had helped them to learn effective Teaching Practices. Eleven respondents indicated that they were satisfied with the quality of the experience that they had in Practice Teaching, these same respondents also indicated that they had found in their tutor teachers many characteristics of an effective tutor teacher, some of the characteristics mentioned by students were: to be friendly, to promote a good classroom environment, dynamic, organized, respectful, responsible, understanding, punctual and kind.

On the other hand, There were at least four students who indicated that they were not satisfied with the quality of the experience that they had in Practice Teaching, they also indicated that they had not found any characteristics of an effective tutor teacher in their tutors. The informationed

obtained in the qualitative phase of the study through the interview helped to confirm the information obtained on the quantitative phase of the study.

## **VII. FINDINGS**

### **ANSWERS TO RESEARCH QUESTIONS**

#### **GENERAL RESEARCH QUESTION**

- What is the impact of the role of tutor teachers in the acquisition of effective teaching practices of student teachers?

The impact of the role of tutor teachers is undeniable, students indicated in both questionnaire and interview that tutor teachers helped them to achieve professional learning objectives. Students who stated their tutor teachers were effective also mentioned that they received regular feedback that helped them to improve their performance when delivering a class.

Other interviewees highlighted the importance of good communication between tutor teachers and student teachers, and they mentioned that it was important to know what the expectations of tutor teachers in regards of their performance are. Students also stated that having their tutors observing their lessons and giving feedback afterwards was an effective practice that helped them to improve their teaching abilities.

Most students also indicated in both the questionnaire and the interview that they were satisfied with their experience in Practice Teaching also making reference to the effectiveness of their tutor teachers in helping them acquire effective teaching practices.



On the other hand, tutor teachers can also have a negative impact on the quality of experience student teachers obtain out of Practice Teaching

## **SUBSIDIARY QUESTIONS**

- **What are some of the practices that student teachers learn from tutors?**

Some of the responses obtained in the interviews revealed that student teachers think that there are certain practices that they learn from their tutors, some of the ones mentioned are the following

- ✓ classroom management and discipline.
- ✓ To be dynamic when teaching a class
- ✓ time management
- ✓ organization
- ✓ evaluation and assessment

It is important to mention that when tutors were asked about some changes that could be made to the Practice Teaching program, they suggested there should be more preparation in classroom management. Classroom management was one of the top practices that students indicated they learn mostly from their tutors. It can be inferred from these findings that students do not enough previous preparation in classroom management previous to their Practice Teaching. Other aspects like being dynamic in a class, time management and organization and evaluation and assessment were mentioned as practices that students learn from their tutors.

There was also a small number of students who stated that they had not learned anything from their tutors. It can be inferred that these students were the students who indicated that they were also not satisfied with the help they received from their tutors.

- **What factors impact positively and negatively the tutor teachers' and student teachers' role in practice teaching?**

Both tutor teachers and student teachers mentioned aspects that impact positively and negatively in their roles in Practice Teaching. Some of the aspects mentioned by student teachers are stated below:

### **Positive Aspects**

- ✓ Positive and effective feedback

Students who were more satisfied with their experience on Practice Teaching also stated that they had received regular and effective feedback from their tutors.

- ✓ Good communication

Many respondents highlighted the importance of good communication for the successful achievement of goals in Practice Teaching.

- ✓ Availability and willingness to help

Some respondents indicated that a positive aspect in their tutors is that they took some of their time to clarify doubts and provide them with ideas or just to share some of their experiences. They also indicated they felt their tutors wanted to help them.

## Negative Aspects

- ✓ Lack of regular and effective feedback

Some respondents indicated that one of the negative aspects of their tutor teachers was that they did not dedicate time to provide them with feedback. They also mentioned that the feedback that they would sometimes receive was not effective to help them improve their performance.

- ✓ Lack of support

A small number of student teachers indicated that they did not feel any support from their tutors, and that they were hardly ever in the classroom when they were teaching a class.

- ✓ Criticism

A small number of respondents also indicated that they experienced criticism from their tutors part and that they were sometimes compared with other student teachers.

Tutor teachers indicated some aspects that need improvement in Practice Teaching they are described below.

- ✓ Deficiency in some areas of student teachers' training

Some tutor teachers mentioned that some aspects to improve in Practice Teaching will be the training that they receive in areas like classroom management, syntax, grammar, phonology. Some of them also indicated deficiency in the level of English of student teachers. A small number of tutor teachers indicated that they believe their student teachers were not prepared to be successful in Practice Teaching.

- ✓ Inadequate instruments to assess student teachers' performance

One other aspect mentioned by tutor teachers was the instruments designed to evaluate student teachers' performance. Some tutors mentioned this instruments are outdated and that they should be revised.

- **How do tutors and student teachers describe their roles in Practice Teaching ?**

Students who were interviewed described their roles in Practice Teaching as an assistant or helper for their tutors. Other students mentioned some of the activities they carry out as a definition of their role in Practice Teaching, for instance: monitoring and participating in activities, classroom management, teaching, preparing material, designing of evaluation instruments, planning lessons, teaching grammar.

There is a definition included in one of the documents given to students in Practice Teaching, which defines the role of student teachers as follows:

“ Student teachers enter the groups as cooperative members of the teaching process...and should work closely with their tutor teachers in planning, implementing and evaluating the learning expectations and opportunities.

It can be inferred from student teachers' answers that they do not perceive themselves as “cooperative members of the teaching process”. Instead, most student teachers described their roles as monitors and helpers in the classroom. It can also be inferred that some of the reasons why student teachers did not find themselves as cooperative members in the classroom were that they did not considered themselves to have enough knowledge and preparation as to work cooperatively

with the tutor teacher, their tutors limited their possibilities of cooperating and being active participants in the learning process.

Tutor teachers on the other hand indicated that they knew what their roles and responsibilities in Practice Teaching were. All of the respondents indicated that they had received a document with information regarding their role in Practice Teaching. It is also important to mention that all tutor teachers who responded the data collection instrument indicated that they were clear about the skills that student teachers are expected to develop in Practice Teaching, also a majority of respondents indicated that they were sure to be modeling all of the skills that student teachers were expected to develop. They also indicated that they used strategies to help student teachers to notice their modeling. The role of tutor teachers in Practice Teaching is defined in the document that tutor teachers received as follows:

“We ask the tutor teacher to serve as a general mentor and provide overall assistance and guidance as needed during the entire Practice Teaching period”

The word mentor has been defined previously in this document as “being a positive guidance in student teachers’ path towards becoming educators”. It can be inferred from the responses obtained from tutor teachers that they know what their responsibilities as tutor teachers are, and that they know that they should provide assistance and guidance to student teachers in Practice Teaching. While the majority of tutor teachers are perceived as effective tutors by their student teachers, there is also a small number who did not perceive them as effective tutors.

## VIII. CONCLUSIONS

- Tutor teachers have an important role in Practice Teaching, and they are capable of providing student teachers with a positive experience in Practice Teaching by supporting them with feedback, planning, classroom management among other teaching skills that are necessary to succeed in the teaching field . Both interviews and questionnaires revealed that most student teachers were satisfied with the experience they obtained out of Practice Teaching and they also suggested that their tutors were good role models to follow.
- There are characteristics that student teachers indicated as differences between effective tutor teachers and ineffective tutor teachers. Student teachers mention the following characteristics as being distinctive for effective tutor teachers:
  - ✓ They provide positive and effective feedback
  - ✓ They enhance good communication
  - ✓ They have availability and willingness to help.

The negative characteristics that student teachers associated with ineffective tutor teachers are the following:

- ✓ Lack of regular and effective feedback
- ✓ Lack of support
- ✓ criticism
- The most powerful association evident in this study was regular and effective feedback and tutor teachers' effectiveness, most of the students who were interviewed indicated that tutors who gave regular and positive feedback were effective, on the other hand students who indicated that they did not receive regular and positive feedback also

indicated that their tutors were not effective in teaching them good practices. These results indicated that there is a strong relation between teachers giving positive and regular feedback to students and their effectiveness as tutor teachers.

- While some teachers provide time for instruction to student teachers, some other teachers do not regularly provide time for feedback. Most of the interviewees stated that most teachers had limited time to provide them with feedback, while some of them took some extra time for instructing them after or before class time , some other teachers limited to the time in-class.
- Tutor teachers have knowledge of some of the responsibilities they have in Practice Teaching, this information is provided to them in a document before student teachers start their Practice Teaching with them every semester. However, there is no formal training that explains in detail all the responsibilities that tutor teachers have as part of the Practice Teaching Program or a detailed description including strategies and skills that are expected from them.
- Not all student teachers' experiences in Practice Teaching will promote learning, and tutor teachers have a big influence on the quality of the experience that student teachers will obtain out of Practice Teaching. Some positive characteristics like regular feedback, availability, willingness to help and good communication are common in students' positive experiences in Practice Teaching, while lack of feedback, criticism and lack of support from tutor teachers are more associated to negative experiences in Practice Teaching.

## IX. RECOMMENDATIONS

### **For Practice Teaching Instructors and coordinators of institutions where students develop their Practice Teaching**

- Given the results obtained and in consideration with theory on The Role of Tutor Teachers in Practice Teaching, there are certain characteristics and skills that can make a tutor teacher effective, some of these skills and characteristics are presented below:
  - ✓ They dedicate enough time to provide students with effective feedback and instruction
  - ✓ They understand that all student teachers are different and help each student under their supervision to develop their true potential
  - ✓ They are good communicators
  - ✓ They provide students with balanced feedback that includes negative and positive aspects of their performance.
  - ✓ They assist students with their planning
  - ✓ They have a positive outlook of what being a teacher implies and they transmit this to their trainees.
  - ✓ They share their experiences with student teachers
  - ✓ They have experience and they are consider outstanding teachers

The characteristics previously mentioned are characteristics that tutor teachers should fulfill in order to do their job as tutor teachers. Some of these characteristics can be developed with the help of a good tutor training program.

- The implementation of a training that includes information regarding the role and responsibilities of tutor teachers as well as the role and responsibilities of student teachers.



A training that instructs teachers about the goals and objectives that the Practice Teaching program expects to achieve, including protocol, strategies and techniques for handling the different situations that they can encounter while having a student in Practice Teaching under their supervision.

The adequate training of tutor teachers do not only benefit student teachers, but also the institution where student teachers carry their Practice Teaching since it benefit tutors and students with a good training that will be reflected in the quality of education they will provide to students in the classroom.

### **Recommendations for the Administration of The Foreign Language Department**

- There is currently a lack of incentive or reward for the tutor teacher work. Tutor teachers should be rewarded for the job they do in assisting student teachers and helping them to develop teaching strategies. A Job that is rewarded is more often a job that is done with more dedication. While most tutor teachers are being described as being effective by their mentees, there are some students who consider that their tutors are not very effective. This lack of motivation to support student teacher can be caused by the lack of reward in their work as tutors, which means some of these tutors need more motivation in their work as tutor teachers.
- A more effective selection of tutor teachers would also increase the level of effectivity of tutor teachers. Tutor teachers with limited experience or who do not have the potential to become an effective tutor teacher should not be considered for the job of tutors until they are adequately trained to participate in the program.

- To make the necessary adjustments on the Practice Teaching syllabus, adding as part of the program the evaluation of tutor teachers by student teachers through the creation of instruments to evaluate the performance of tutors. Tutor teachers should also be asked to self-evaluate their performance. At the end of the semester, these results can be used to reconsider or disregard the good or bad evaluated teachers for the next semester.

### **Recommendations for tutor teachers**

- Tutor teachers need to be aware of how important it is for students to obtain regular and positive feedback from them. The findings in this research study indicate that students who receive regular and positive feedback are more satisfied with the quality of the experience they had in Practice Teaching than students who did not receive regular and positive feedback.
- Tutor teachers are role models to follow for student teachers, therefore it is important that tutor teachers model positive teaching practices that students under their supervision can learn from them.
- Tutor teachers need to be mentors who guide positively student teachers' path to becoming educators. It is important that as mentors they offer support and guidance to students under their supervision, that they provide them with regular and effective feedback, that they promote good communication, that they provide a safe emotional environment for student teachers to develop the necessary teaching skills to succeed in Practice Teaching.

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## XII.APPENDIX



### UNIVERSITY OF EL SALVADOR SCHOOL OF ARTS AND SCIENCES FOREIGN LANGUAGES DEPARTMENT Student teacher's questionnaire

**Research topic:** “The Role of Tutor Teachers in the Acquisition of Effective Teaching Practices of Students in Practice Teaching courses at the Foreign Languages Department, semester II 2018”

**Purpose of the study:** To address the impact of the role of tutor teachers in the acquisition of effective teaching practices of students in practice teaching

**Instructions:** Please fill in the square with the option that best answers the question for you.

**Gender:**

Female

Male

**Institution for Practice Teaching** (if the institution is not listed please write the name)

FLD

CENIUES

PNC

OTHER

\_\_\_\_\_

#### *The Practice Teaching Program*

1. How effective are the following participants in assisting me to develop teaching abilities, classroom management, and subject knowledge while in Practice Teaching?

##### **Institution's director or coordinator**

Very effective

Quite effective

Not very effective

Totally ineffective

##### **Tutor Teacher**

Very effective

Quite effective

Not very effective

Totally ineffective

##### **Practice Teaching Instructor**

Very effective

Quite effective

Not very effective

Totally ineffective

2. How effective are the following course provisions (activities that we develop in or outside the classroom as a course requirement) in my acquisition of teaching abilities?

**Watching tutor teachers teach**

Very effective

Quite effective

Not very effective

Totally ineffective

**Planning lessons**

Very effective

Quite effective

Not very effective

Totally ineffective

**Having tutor teachers observe my Lessons and give feedback afterwards**

Very effective

Quite effective

Not very effective

Totally ineffective

**Reading material on educational theory**

Very effective

Quite effective

Not very effective

Totally ineffective

***Tutor teacher's role***

4. How effective is my tutor teacher in helping me achieve professional learning objectives?

Very effective  Quite effective  Not very effective  Totally ineffective

5. How effective is my tutor teacher in providing me with regular and constructive feedback?

Very effective  Quite effective  Not very effective  Totally ineffective

6. How effective is my tutor teacher in responding in a timely manner when needed?

Very effective  Quite effective  Not very effective  Totally ineffective

7. How much does my tutor teacher understand about his/her role and responsibilities as a tutor teacher?

Too little  About right  Too much  Don't know

***Student teachers' role***

8. How much preparation have I received in the Practice Teaching course to be successful in my role as a student teacher?

Too little     About right     Neutral     Too much

9. My tutor teacher gives me enough time to develop all the activities that I am required during the semester

Strongly Agree     Agree     Disagree     Totally disagree

10. I am satisfied with the professional experience I have had in Practice Teaching.

Strongly Agree     Agree     Disagree     Totally disagree

11. I am satisfied with the help I have received from my tutor teacher

Strongly Agree     Agree     Disagree     Totally disagree



**UNIVERSITY OF EL SALVADOR**  
**SCHOOL OF ARTS AND SCIENCES**  
**FOREIGN LANGUAGE DEPARTMENT**  
**Tutor Teacher's questionnaire**

**Research topic:** "The Role of Tutor Teachers in the Acquisition of Effective Teaching Practices of Students in Practice Teaching courses at the Foreign Languages Department, semester II 2018"

**Purpose of the study:** to address the impact of the role of tutor teachers in the acquisition of effective teaching practices of students in practice teaching

**Instructions:** Please fill in the square with the option that best answers the question for you.

**Gender:**  
Female  Male

*Environment and personal support*

**1. I give student teachers enough time for instruction and feedback**

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

**2. I know what my responsibilities as a tutor teacher are**

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

**3. I was provided with written material about my role and responsibility as a tutor**

- Strongly agree
- Agree

- Neutral
- Disagree
- Strongly disagree

**4. I have a good professional relationship with student teachers**

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree



*Models of teaching and professional development*

**5. I am clear about the skills the student teachers are developing (e.g. pedagogical skills, fundamental skills of learning from experience)**

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

**6. I am sure I am modelling all of these**

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

**7. I use strategies to help teachers to notice my modeling**

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

**8. I am helping student teachers achieve professional learning goals**

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

**9. I give effective feedback to student teachers**

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

*Student teacher's role and performance*

**10. The student teacher possessed sufficient content knowledge to be successful in Practice Teaching**

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

**11. The Practice Teaching Program adequately prepared the student teacher to work with diverse learners and manage different behaviors of students.**

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

**During your career, how many student teachers have you supervised?**

- 1-3 Student teachers  4-6 student teachers  or more student teachers

**If you think that there is something that the Administration or the Practice Teaching Program could do in order to ease your job as a Tutor teacher please write your suggestions:**

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Thank you for your help 😊