

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



Universidad de El Salvador

Hacia la libertad por la cultura

“Instruction as an external factor that influences the performance of students from the B.A. in Modern Languages: Specialization in French and English doing their outreach project in public institutions as English teachers, year 2019”

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INTRODUCTION

This research work, called: “Instruction as an external factor that influences the performance of students from the B.A. in Modern Languages: Specialization in French and English doing their outreach project in public institutions as English teachers, year 2019”, aimed to describe the work that students were doing in public institutions as English teachers to develop their outreach project.

First chapter: Statement of the problem. A brief description of the problem is presented to provide an idea to the audience about the topic in question; objectives, which showed what the researchers wanted to achieve at the end of this project; justification, which described the importance of doing this study.

Second chapter: Theoretical framework. This chapter is divided in topics, subtopics and theory that allowed the subject to be approached in a more coherent and organized way. And the research questions which guided the researchers to find the necessary answers to provide a solution to the problem.

Third chapter: Methodology. It sets out the methodological framework for research. This chapter presents the type of approach used to achieve the purpose of the research work. It also describes the type of study that helped to answer more accurate the research questions, and the theory of social constructivism of Lev Vygotsky, because it allowed the group to know the personal experience of participants. In addition, it includes the population that the research group considered to develop the research, the techniques and instrument that were

used to collect the information, and the way the instrument was analyzed to present the results at the end of the study.

Fourth Chapter: The data analysis. This chapter presents the information gathered and its analysis. The researchers' interpretation of the data gathered was used to help answer the research questions. This information is presented as the main research findings.

Fifth Chapter: Recommendations and conclusions. Here, researchers present the conclusions and recommendations based on the interpretation of the information gathered.

I. OBJECTIVES

General objective:

To explore how instruction as an external factor influences the performance of students from the B.A. in Modern Languages Specialization in French and English doing their outreach project in public institutions as English teachers, year 2019.

Specific objectives:

- 1) To describe the main challenges that students from the B.A. in Modern Languages Specialization: French and English have to face in the instructional process.
- 2) To analyze if a beginner teacher demonstrates knowledge of the curriculum.
- 3) To find out what criteria beginner teachers apply to implement effective classroom management.
- 4) To discover how much beginner teachers know about the effective implementation of materials and methodology to teach a language.
- 5) To explain how beginner teachers interact with the students to provide opportunities to meet success regularly and keep them motivated.
- 6) To know how beginner teachers monitor students' progress.

RESEARCH QUESTIONS

General question:

How does instruction as an external factor influence the performance of students from the B.A. in Modern Languages Specialization in French and English doing their outreach project in public institutions as English teachers, year 2019?

Specific questions:

- 1) What are the main challenges that students from the B.A. in Modern Languages Specialization: French and English have to face in the instructional process?
- 2) Does a beginner teacher demonstrate knowledge of the curriculum?
- 3) What are the criteria that beginner teachers apply to implement effective classroom management?
- 4) How much do beginner teachers know about the effective implementation of materials and methodology to teach a language?
- 5) How do beginner teachers interact with the students to provide opportunities to meet success regularly and keep them motivated?
- 6) How do beginner teachers monitor students' progress?

II. JUSTIFICATION

“A teacher affects eternity; he can never tell where his influence stops” (Henry Adams, 1838-1918).

It is recognized that the knowledge acquired in the academic process influences students in the way they develop and perform their skills in different areas and because of that the process of teaching and learning is a crucial part in a student’s life.

This research project aimed at exploring the influence of instruction as an external factor in the teaching performance of students from the B.A. in Modern Languages specialization in French and English doing their outreach project in public institutions, year 2019, and identified how they saw the field of teaching, taking as a reference their experiences as English teachers and how they considered they could provide appropriate and effective learning experiences for the students in their classrooms.

In addition, the researchers wanted to show the reasons why students of Modern Languages specialization in French and English decided to develop their outreach project in the field of teaching. In doing so, they presented the areas that could be strengthened in order to prepare students from the B.A. in Modern Languages specialization in French and English so that they could develop better skills and guide their students in their learning process in a better way.

The fundamental reason why the group chose this topic was because the students from the B.A. in Modern Languages Specialization in French and English do not have the Practicum subject in their plan of studies, which is intended to prepare students to put into practice the theory related to language teaching and learning. Even though they lack this

subject in the curricula, most of them decided to carry out their outreach project in the teaching field.

The group used the tools that were considered to be appropriate to gather information related to the topic so as to achieve their objectives and to find an answer to the research questions.

Finally, this research was oriented to future students who are going to be part of the B.A. in Modern Languages Specialization in French and English, so that they can decide, with greater awareness, the specialization they want to study and to be able to develop an excellent role, not only in the major, but also in the professional area. It was important to present the results of this research to the authorities of the Foreign Language Department of the School of Arts and Sciences of the University of El Salvador in order to contribute to the improvement of the teaching field in the B.A. in Modern Languages Specialization in French and English.

III. STATEMENT OF THE PROBLEM

DELIMITATION OF THE PROBLEM

In this research work the group focused on students from the B.A in Modern Languages: Specialization in French and English doing their outreach project in public institutions as English teachers, year 2019.

According to Evelyn Rosales, secretary of the Subunidad de Proyección Social of the Foreign Language Department, the students from the B.A. in Modern Languages: Specialization in French and English doing their outreach project in the teaching field were 56. They were developing their outreach project in public institutions such as schools, museums, communities, churches, and all public institutions that provide free services.

Based on the above explanation, the research group considered to work with all the 56 students as the population for this research project to get as much information as possible to answer their research questions and achieve the objectives proposed by them.

STATEMENT OF THE PROBLEM

For many years, teachers had been worrying about how effective their work in the classroom is. It had been a great concern because their performance was going to lead the students either positively or negatively through their language learning process since teachers have a big influence on students' language development. *“Over decades, there has been compelling evidence describing the powerful effects of teachers' sense of efficacy on their instructional activities as well as student outcomes”*, (Taylor and Francis, 2007).

To describe the influence that teachers have on their students, it was necessary to take into account different external and internal factors that take place in the classroom environment during the teaching and learning process. In the practicum, the internal factors are related to teachers' personal and professional values and beliefs which could change from one teacher to another. For example: Pedagogical content knowledge, attitudes and motivations, age, personality, professional experiences and conceptions of teaching and learning.

However, external factors are not under the control of teachers and they are directly connected to the teaching context, but these influence teachers' classroom practices and decisions. For example: Curriculum, instruction, culture and status, teacher working conditions, available materials, extrinsic motivation, access to native speakers, and flexibility in planning,

This project aimed at exploring instruction as an external factor and how it influences in beginner teachers' performance which *“according to (Hallinger, 2005), instructional teachers' leadership consists of three underlying dimensions: (a) defining teacher's effective*

learning experiences for the students, (b) managing the instructional program and curriculum, and (c) promoting a positive school climate”. Researchers considered this factor as crucial for beginner teachers in the way of exploring from their own perspectives their teaching’s performance in the language classroom. Besides, the research group considered professional experiences would increase teacher’s expectations that helped in instruction as a factor in the classroom. All these aspects might focus the research on special attention to the topic: **Instruction as an External Factor that influences the performance of students from the B.A. In Modern Languages Specialization in French and English doing their outreach project in public institutions as English teachers, year 2019.**

IV. THEORETICAL FRAMEWORK

KEY TERMS

Instruction: The definition of instruction is the act of educating, giving the steps that must be followed or an order. An example of instruction is someone giving another person detailed directions to any kind of situation. Effective teachers try approaches and materials until they find the combination that works best in moving students toward instructional objectives.

Teaching: A teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. It is the primary role of teachers to pass knowledge and information onto their students.

Curriculum: The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program. In dictionaries, *curriculum* is often defined as the courses offered by a school, but it is rarely used in such a general sense in schools. Depending on how broadly educators define or employ the term, curriculum typically refers to the knowledge and skills students are expected to learn.

Methodology: A teaching method comprises the principles and methods used by teachers to enable student learning. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about.

Interaction: It is needed in the classroom activity. It helps the teaching and learning process run smoothly and it can increase learners' communicative. Several studies show

that classroom interaction is important in the teaching learning process. Some studies show that the students' interaction happens in the classroom.

Assessment: Assessment for learning is an ongoing process that arises out of the interaction between teaching and learning.

Practicum: The teaching practicum is an exciting part of the Bachelor of Education program because it is the time when teacher candidates put theory into practice alongside an experienced teacher. Initially, emphasis is placed on gradual orientation to the school setting.

(Cambridge Dictionary, 2001)

Background

The theories of career anchors (Edgar Schein) and career development (Donald Super)

Professional choice begins at an early age and grows over the years, said Schein (1977).

According to the career development theory, the professional choice is the result of all the evolutionary experiences of the person, but its development follows a series of stages (growth, exploration, establishment, maintenance and disengagement), Super (1950).

In the 1950s through the mid-1990s, Super supported vocational guidance with three perspectives: (1) developmental perspective focusing on the life course of vocational behavior and stressing continuity in career development, (2) phenomenological perspective emphasizing the role of self-concept in the development of an individual's career, and (3) contextual perspective bringing forward the importance of multiple social roles and their interaction across the life span.

Although vocational guidance is commonly used to refer to any career guidance process, when the help goes beyond just looking for a job and extends to career development, it is more accurate and more correct to use the term vocational guidance, says Edgar Schein.

Considered to be the greatest contribution to the understanding of individual career trajectories, Schein's career anchor theory (2008) is the predominant model in the study of self-concept at work. A "Career Anchor" is a combination of perceived areas of competence, motives, and values relating to professional work choices. Often, people select a career for all the wrong reasons, and find their responses to the workplace are incompatible with their true values. This situation results in feelings of unrest and discontent and in lost productivity.

Career Anchors – include talents, motives, values and attitudes which give stability and direction to a person’s career – it is the “motivator” or “driver” of that person. A career anchor is the one element in your self-concept that you will not give up, even in the face of difficult choices.

Taking into account what the theory says, it is considered that the election of a career is an important factor that determines how effective a person will be at the moment of putting into practice what he/she has learned. The research group thinks that it is necessary to have a “true calling” at the moment of choosing a career; not only for self-satisfaction, but also for showing or sharing the knowledge acquired with someone else.

Pedagogy

Pedagogy is like an art that combines different methods and practices to reach a specific target which is teaching and as a result learning. According to John Amós (1605), the word pedagogy started to be used in the 16th century, it comes from French *pédagogie*, from Greek *paidagōgia* ‘office of a pedagogue’, from *paidagōgos*. Moreover, according to the Oxford dictionary pedagogy is the method and practice of teaching, especially as an academic subject or theoretical accept.

There is a variety of aspects involved in the teaching learning process, but, there is a big influence from the teacher’s performance to introduce the knowledge for their students. Teaching is a continually challenging profession, and the energy to overcome each day in the classroom is often in short supply. Sometimes, all teachers need is a little motivation to remind themselves why they teach. Teachers must have in mind that the answer for all the problems around the world can be included in a single word: education. Jean Piaget, said:

“The principal goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done.” (The Theory of the Intelligence, 1947). Nowadays, educators can even apply this quote to their methods and practices of teaching, especially for a beginner teacher it could be a great challenge to encourage their students for a future life and for being people who could change the society where they live. Another challenge educators must keep in mind is that generations are always changing and the necessities students had in the past were totally different from students’ necessities in the present. Although, over decades teachers have been doing a great effort to teach because the objective has not changed at all; in some schools, teachers encourage criticism and analysis but many other schools focus on a syllabus and they teach students in order to pass the standardized tests.

Learning Approaches

Teaching has not been an easy word to describe because it is extremely tied to the learning process and because the meaning of this word continues evolving through the years. The view of teaching has been influenced by different approaches that have attempted to describe how learning occurs. Bandura A, (1977), Social Learning Theories.

Behaviorism

To know the background of teaching approaches it is necessary to start with the Behaviorist movement that began in 1913 when John Watson wrote an article entitled 'Psychology as the behaviorist views it,' which set out a number of underlying assumptions regarding methodology and behavioral analysis. Behaviorism emphasizes the role of environmental factors in influencing behavior, to the near exclusion of innate or inherited factors. This

amounts essentially to a focus on learning. Researchers learn new behavior through classical or operant conditioning (collectively known as 'learning theory').

Cognitivism

The cognitivist paradigm essentially argues that the “black box” of the mind should be opened and understood. The learner is viewed as an information processor (like a computer).

The cognitivist revolution replaced behaviorism in 1960s as the dominant paradigm. Cognitivism focuses on the inner mental activities – opening the “black box” of the human mind is valuable and necessary for understanding how people learn. Mental processes such as thinking, memory, knowing, and problem-solving need to be explored. Knowledge can be seen as schema or symbolic mental constructions. Cognitivism uses the metaphor of the mind as computer: information comes in, is being processed, and leads to certain outcomes.

Constructivism

Constructivism as a paradigm or worldview posits that learning is an active, constructive process. The learner is an information constructor. People actively construct or create their own subjective representations of objective reality. New information is linked to prior knowledge, thus mental representations are subjective.

A reaction to didactic approaches such as behaviorism and programmed instruction, constructivism states that learning is an active, contextualized process of constructing knowledge rather than acquiring it. Knowledge is constructed based on personal experiences and hypotheses of the environment. Learners continuously test these hypotheses through social negotiation. Each person has a different interpretation and construction of knowledge process. The learner is not a blank slate (tabula rasa) but brings past experiences and cultural

factors to a situation. Constructivism assumes that all knowledge is constructed from the learner's previous knowledge, regardless of how one is taught. Thus, even listening to a lecture involves active attempts to construct new knowledge.

Social Development Theory

Vygotsky's social development theory is one of the foundations for constructivism. "Social Development Theory argues that social interaction precedes development; consciousness and cognition are the end product of socialization and social behavior".

Vygotsky's Social Development Theory is the work of Russian psychologist Lev Vygotsky (1896-1934). Vygotsky's work was largely unknown to the West until it was published in 1962.

Vygotsky's theory is one of the foundations of constructivism. It asserts three major themes regarding social interaction, the more knowledgeable other, and the zone of proximal development. In the learning theories there are some important pedagogues to know for their important contributions to this learning theory. As example:

- Lev Semyonovich Vygotsky (1896 – 1943)
- Jean Piaget (1896 – 1980)
- John Dewey (1859 – 1952)
- Jerome Seymour Bruner (1915 – 2016)

Teaching Methods and Styles

The term teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction. The choice of teaching methods depends on what fits teachers — their educational philosophy, classroom demographic, subject area(s) and school mission statement. Jack. C Richard presented a theory based on Zahorik, (1986), who classified theories of teaching and teaching skills into three main categories: science research conceptions, theory-philosophy conceptions and art-craft conceptions.

Science-Research Conceptions

Science-research conceptions of language teaching are derived from research and are supported by experimentation. Zahorik includes operationalizing learning principles, following a tested model, and doing what affective teachers do as examples of science-research conceptions.

Operationalizing learning principles: This approach involves developing teaching principles from research on memory, transfer, motivation, and other factors believed to be important in learning. Mastery learning and programmed learning are examples of science-research conceptions of teaching in general education. Audiolingualism, Task-Based Language Teaching, and Learner Training represent applications of learning research to language teaching.

Following a tested model of teaching: This approach involves applying the results of empirical or experimental research to teach. In this approach, “a view of good teaching is developed through logical reasoning and previous research; good teaching is defined in terms of specific acts”. (Zahorik, 1989).

Doing what effective teachers do: Another approach to developing a theory of teaching is to derive teaching principles from studies of the practices of effective teachers. This involves identifying effective teachers and then studying their teaching practices. Effective teachers are typically defined as those whose students perform better on standardized achievement tests. On a study of effective teachers in bilingual education programs in California and Hawaii. Tikunoff, (1985) observed teachers to find out how they organize instruction, structure teaching activities, and enhance student performance on tasks. Teachers were interviewed to determine their instructional philosophies and goals, and the demands they structured into class tasks. An analysis of the classroom data revealed that there was a clear linkage between the following:

1. Teachers' ability to clearly specify the intent of instruction, and a belief that students could achieve accuracy in instructional tasks.
2. The organization and delivery of instruction such that tasks and instructional demands reflected this intent, requiring intended student responses.
3. The fidelity of student consequences with intended outcomes.

In a summary of research of this kind (Blum, 1984) twelve characteristics of effective teaching were identified:

1. Instruction is guided by a preplanned curriculum.
2. There are high expectations for student learning.
3. Students are carefully oriented to lessons.
4. Instruction is clear and focused.

5. Learning progress is monitored closely.
6. When students do not understand they are retaught.
7. Class time is used for learning.
8. There are smooth and efficient classroom routines.
9. Instructional groups formed in the classroom fit instructional needs.
10. Standards for classroom behavior are high.
11. Personal interactions between teachers and students are positive.
12. Incentives and rewards for students are used to promote excellence.

Theory-Philosophy Conceptions

“Their truth is not based on a posteriori conditions or on what works. Rather, their truth is based on what ought to work and what is morally right”, (Zahory, 1989). Teaching conceptions which are derived from what ought to work are essentially theory-based or rationalist in approach, whereas those which are derived from beliefs about what is viewed as morally right are values-based approach.

Art-Craft Conceptions

Another way of conceptualizing teaching is to view it as an art or craft, and as something which depends on the teacher’s individual skill and personality. Zahorik (1986), characterizes this approach to teaching in these terms: “The essence of this view of good teaching is invention and personalization. A good teacher is a person who assesses the needs and possibilities of a situation and creates and uses practices that have promise for that

situation”. Art-craft approaches to teaching seek to develop teaching as a unique set of personal skills which teachers apply in different ways according to the demands of specific situations. There are no general methods of teaching; rather, teachers should develop an approach to teaching which allows them to be themselves and do what they feel is best.

There are many paths to become a great teacher. Their path will depend on lots of factors including their background – both educational and otherwise, their location – they’ll need a state-specific teaching credential and their desire – how motivated are they to become a great teacher?

Models of teaching

The models of teaching were first introduced by Bruce R, Joyce in 1968 through Teacher Innovator which was a program to prepare them. These books have been an important contribution on literacy on teaching because they made operational the theoretical approaches to learning development. To analyze these models they created eight questions and answers to follow: the orientation to knowing and learning, sequence of events occurs during the process of instruction, things teachers do first, how norms are encouraged, provisions and materials, purpose of teaching, roles and relationships, and instructional effect of the approach.

In this research, the attention is focused on the instruction progress, so, in the models of teaching there are three common patterns of instruction which are: lecture, Recitation and direct instruction.

Lecture is systematic and sequential and helps to design principles of organization in mind, and most of the time teachers are the ones who direct the way, material or sequence students

take to read. Instruction is a bit more difficult when students do not comprehend the reading content, and teachers have the difficult task to explain it in a different way.

Recitation works like an oral test and teachers makes valuable judgments on the students' responses. The important aspect here is the management parameters of attention students should follow from the beginning of the activity until the end without losing teacher's instruction.

Direct instruction is referred to environmental conditions and specific learning behavior to optimize. Direct instruction reflects the current trends toward task analysis and feedback which reflect values of efficiency and effectiveness.

Lecture, recitation and direct instruction are all prominent patterns of classroom instruction and most teachers view them as models of effective teaching.

Theoretical Basis.

The Curriculum

The National Curriculum in El Salvador is based on the Constructivism theory and it is humanistic, constructivist and socially engaged which means that teachers should teach something that impact students' lives.

According to the ministry of Education of El Salvador, the educational curriculum is developed in the following general principles:

- Integration.
- Leadership.
- Activity and work experience.

- Flexibility and relevance.
- Participation.
- Social compromise.
- Gradualness and continuity

Nowadays, one of the most popular methods used to teach English is the communicative approach which pursues the development of communicative competence. Chomsky, 1955, distinguished between a native speaker's underlying competence- referring to knowledge of the language, including rules of grammar, vocabulary, and how linguistic elements can be combined to form acceptable sentences- and the individual's performance- or actual production and comprehension of specific linguistic events.

a. Communicative competence is a dynamic concept that depends on the negotiation of meaning between two or more persons who share some knowledge of the language. Thus, communicative competence can be said to be an interpersonal trait.

b. It applies to both written and spoken language.

c. It is context-specific, as communication always takes place in a particular context or situation. The competent language user will know how to make appropriate choices in register and style to fit the particular situation in which communication occurs.

d. It is important to distinguish between competence and performance. Competence is what one knows. Performance is what one does. Only performance is observable, however, and it is only through performance that competence can be developed, maintained, and evaluated.

(English Curriculum, El Salvador)

Developing competence in the language(s) of instruction should be a goal of all educational activity throughout the school day it is the parameter which underlie the process of delivering clear instruction. The situations that could be included in this concern are the presentation of new material, explaining concepts, giving directions or explaining directions when they need to be elaborated, activating prior knowledge re explaining old material, dealing with students' confusions, and making connections during instruction. Whether instruction is bilingual or monolingual, literacy is the most fundamental competency necessary for school success. While this may sound like an obvious thing to do, it is not always used in classrooms. If teachers use the target language to give the necessary instruction students still easily learn simple classroom commands inductively. New teachers should spend the first day going over some simple phrases that you can utilize in the classroom experience, if they do this the result will be better to keep the group receptive in the whole class. Sometimes the native language will be required, however the job as a beginner teacher is to expose as much of the target language as possible, enabling the students to also begin using it as quickly as possible.

Language development at all levels — informal, problem-solving, and academic — should be fostered through use and through purposeful, deliberate conversation between teacher and students.

Factors affecting effective teaching

This research project focuses on the effective teaching that beginner teachers may share and how their learning experience can impact the learning process of their students. There are general factors affecting effective teaching (Daniel Ketchum; June 27, 2018).

✓ **Appropriate Training**

Having the appropriate training to teach a specific subject is an important factor in being able to teach that class effectively. For teaching in the public school system, teachers should have taken courses in the subjects they wish to teach. For teaching college level courses. Effective teachers engage in continuing education to stay abreast of developments and advances in their field, so the interaction with the students will be better and they can provide opportunities to meet success regularly to keep them motivated.

✓ **Clear and Concise**

Good communication skills are a must in order to effectively teach. Teachers must be able to project in a clear way. If students cannot keep up with the teacher or have a hard time hearing, they may also have a hard time understanding the ideas or concepts they need to perform to do well on exams and assignments. These skills can be improved by listening more closely, reflecting back what the teacher heard, simplifying instructions, providing more feedback, and restating important points to remember.

✓ **Learning Environment**

Students learn best in a safe, caring, welcoming and inclusive environment, this can be called a positive learning environment. This gives students an edge in performing well in English or other subjects. The students may feel more motivated and the learning process will be more effective.

Innovative Teachers

Teachers who implement innovative methods through hands-on learning activities or other creative approaches drive students into the joy of learning. These students no longer see new ideas as something to dread. Teachers who use a creative approach can make a difference in their students.

✓ Student Behavior

Managing student behavior and maintaining discipline in the classroom is vital to create a learning environment where each student feels comfortable to share his/her thoughts and ideas.

Building an Innovative Curriculum to Prepare New Teachers

Curriculum development is a knowledge's requirement and almost all teacher should know a lot about education programs. As teachers plan the curriculum for their program, they have to consider the central themes that enable the preparation of students in the learning process. To capitalize on the many strengths students bring to class, teachers must demonstrate respect for, and appreciation of, cultural differences. They must accept all students as learners who already know a great deal and who have experiences, concepts, and language that can be built upon and expanded to help these children to learn more. But to make the best use of these favorable attitudes, the program must reinforce the value of cultural diversity throughout the teacher education curriculum.

Increase in contextualized instruction is a consistent recommendation of education researchers. Schools typically teach rules, abstractions, and verbal descriptions, and they teach by means of rules, abstractions, and verbal descriptions

“Understanding” means connecting new learning to previous knowledge. Assisting students make these connections strengthens newly acquired knowledge and increases student engagement with learning activities. Effective education teaches how school abstractions are made from and applied to the everyday world.

Besides, new teachers must be creative because they want students to feel comfortable in the classroom, but not so comfortable that they lose a sense of focus on the learning for the day, that is why the classroom management plan is too important to keep students under the classroom’s instruction rules and follow them as well. The classroom management has some elements to share:

Have clear expectations for behavior, with clear consequences. This is the way teachers try to do an effort to obtain best results in students’ behavior and they can recognize that after a warning there is no option of misbehavior and then move forward undirected to keep the classroom under completely control. “Students do not come to class as blank slates. What’s already in their heads has great bearing on how our instruction gets interpreted” (Eylon and linn, 1988).

Set expectations for acceptable behaviors in each activity. Educators must be very specific with the class at the beginning of a lesson and share with their students’ important information about: ability to move about, work with neighbors, voice levels and production expectations. Usually all it takes is a gentle reminder to a student and it has to be set since the beginning or a new group or new level.

Actively monitor student progress and behavior. If a beginner teacher wants the students to take the individual practice seriously, they have to move around the classroom to check their

progress or clarifying doubts, not staying too long in one spot. They look at their work and make comments to help them along, saving the paperwork and other planning tasks for lunch time or after school and taking into account the important that is the assessment of students' progress.

Utilize and maintain routines in the classroom. This ensures teachers don't have to explain what the students need to do every day. Students know the daily routines they have to do, those that were set since the beginning of the course. There are procedures for using the restroom in the same way, every day. When some students are not on task, teachers find ones who are really involved in to encourage them in a positively way and motivate others to reach the goals as soon as possible.

Challenges for Beginner Teachers.

Obviously, the challenges faced by beginning teachers could bring varying backgrounds, motivations, experiences, and preparation levels to their initial teaching experience. Their view of the profession and their role in it is shaped by these motivations, as well as by the context in which they begin their work. It is necessary to set the need for the development of a comprehensive induction program to help all new teachers become fully committed and more effective in the classroom. The context is not the only challenging context for new teachers. Nor is it the only setting that will present the challenges of working with diverse student populations and students who are English-language learners. All teachers will need to be able to meet the needs of the particular students they serve. Other geographical contexts present special challenges for new teacher recruitment and support. It is frequent to recruit and retain teachers to isolated, rural areas and in specific content areas where there continues to be a teacher.

Warner, J., & Bryan, C. (1995) presents a case with a beginner teacher “My first year of teaching was way too stressful. I was not given a curriculum or materials to work with. There were too many kids and not enough desks or books. I really didn’t know what I was expected to teach”. Second-year teacher. Adding to this example, researchers can say the reality for many beginner teachers is similar with this example posted in 1995, because every generation represents a continuous change in a school, so that students would be new challenges for new teachers.

Nowadays, beginning teachers enter classrooms with high expectations for themselves and for their students. Even though, researchers know that the first year of teaching is a sobering experience for newer teachers, and that, over the course of one year, teachers experience a decreased strength of belief in their own efficacy and in the learning potential of their students. According to *The studies of teaching*, Harris and Associates (1991), the early years of teaching are often characterized by a “sink-or-swim” or “survival” mentality and they are traditionally expected to assume all the same responsibilities as the more experienced teachers, and are often assigned the most difficult and challenging students, those that their more experienced colleagues do not want to teach. It should not be a surprise that new teachers often speak of just trying to survive during their initial years in the classroom.

Supporting the Classroom with Materials for Instruction

When teachers consider standards-based reform, they expect that students will converge and have similar learning outcomes; however, it is not that simple. Teachers need to account for inclusion, which naturally brings a divergence of student learning styles and challenges. Teachers will address the second element of the materials of instruction, or the tangible items, that are used to support instruction and create outcomes for our diverse students.

Materials in the typical general education classroom tend to be limited in scope. Commonly found supplies such as textbooks may be supplemented with student workbooks or worksheets. These tools typically function as add-ons to the curriculum rather than as an embedded tool for delivering the curriculum. Many schools and districts do not have the funds to purchase these add-on materials. Students in those districts have few options that can be matched to their learning styles or diverse needs taking into account that students do not learn in the same way, because they have multiples intelligences that make them have strengths in different areas to work better.

In short, teaching a language is a great concern that implies knowledge of curriculum, classroom management, ways of integrating materials and methodology, interactions, motivation and assessment. Each of this elements should be in support of students' learning taking into account the multiple ways of language acquisition depending on the skills and competences that students develop through their learning process.

The factors that influence the acquisition of a second language

Some students learn a new language more quickly and easily than others. Clearly, some language learners are successful by virtue of their sheer determination, hard work and persistence. However, there are other crucial factors influencing success that are largely beyond the control of the learner. According to the Frankfurt International School, these factors can be broadly categorized as internal and external.

Internal factors

Internal factors are those that the individual language learner brings with him or her to the particular learning situation.

- **Age:** Second language acquisition is influenced by the age of the learner. Children, who already have solid literacy skills in their own language, seem to be in the best position to acquire a new language efficiently. Older learners can be very successful too, but usually struggle to achieve native-speaker-equivalent pronunciation and intonation.
- **Personality:** Introverted or anxious learners usually make slower progress, particularly in the development of oral skills. More outgoing students will not worry about the inevitability of making mistakes. They will take risks, and thus will give themselves much more practice.
- **Motivation (intrinsic):** Intrinsic motivation has been found to correlate strongly with educational achievement. Clearly, students who enjoy language learning and take pride in their progress will do better than those who don't.
- **Experiences:** Learners who have acquired general knowledge and experience are in a stronger position to develop a new language than those who have not.
- **Cognition:** In general, it seems that students with greater cognitive abilities (intelligence) will make the faster progress. Some linguists believe that there is a specific, innate language learning ability that is stronger in some students than in others.
- **Native language:** Students who are learning a second language which is from the same language family as their first language have, in general, a much easier task than those who are not.

External factors

External factors are those that characterize the particular language learning situation.

- **Curriculum:** For English as Second Language students in particular it is important that the totality of their educational experience is appropriate for their needs. The curriculum has to be fulfilled with the necessary and appropriate contents to provide a good educational experience.
- **Instruction:** Clearly, some language teachers are better than others at providing appropriate and effective learning experiences for the students in their classrooms. These students will make faster progress. The same applies to mainstream teachers in second language situations.
- **Culture and status:** There is some evidence that students in situations where their own culture has a lower status than that of the culture in which they are learning the language make slower progress.
- **Motivation (extrinsic):** Students who are given continuing, appropriate encouragement to learn by their teachers and parents will generally fare better than those who are not.
- **Access to native speakers:** The opportunity to interact with native speakers is a significant advantage. Native speakers are linguistic models and can provide appropriate feedback.

The researchers consider that being a teacher requires to fulfill two main characteristics. Primarily, the teacher has to do the work willingly. Enlightening needs a true calling and it is essential that the teacher feels comfortable with the work in order to put others at ease. The second most significant aspect is that the teacher must have a good educational background. In fact, guiding others requires sharing knowledge to make the learning process happen and

it is necessary to have excellent educational tools to do a good job. As a result, high quality education will be offered. In addition, for this research project the group will focus on instruction as an external factor.

Taking into account the theory, the researchers proposed the following research questions that led this project to reach the objectives and to get the necessary information to answer these questions.

V. METHODOLOGY

The research

In this chapter, first the researchers presented the type of approach this research carried out and the reasons why it was chosen as the most appropriate to achieve the purpose of this work. Then, the type of study that helped the research group to answer more specifically and concretely the research questions which were described. Consequently, the area where this work took place is explained, as well as the population that concerned this research, followed by the population that was taken into account to carry out the study. Finally, the researchers explained the techniques and the instrument that were used to collect the necessary information.

The type of approach

The approach that was used in this research was the mixed method since both the quantitative and qualitative approaches were used. Quantitative data was collected and analyzed first because of the frequency in each questions in the Likert Scale and the results were used to inform the subsequent qualitative phase. The mixed method approach is commonly employed by researchers who are more comfortable with quantitative research and weight is given primarily to the quantitative findings. For the research group the perceptions and answers of the participants were taken into account to explore their performance as English teachers. The qualitative research allowed to focus on understanding the phenomenon from the point of view of the participants in a natural environment and in relation to the context of the research.

This approach was a process that collects the opinions of the participants to have a more accurate perspective of the phenomenon and was focused on the population being studied. As a result, this approach facilitated the researchers to interpret, to describe, to explore a new field, to evaluate the performance of a person, to evaluate an action. Therefore, the quantitative and qualitative nature of the information that was obtained with this research helped the researchers to identify how instruction as an external factor influences the performance of students from the B.A. in Modern Languages: Specialization in French and English doing their outreach project in public institutions as English teachers, year 2019.

Type of study

The type of study that was chosen as the most ideal to carry out this project was the descriptive study since this type of study is about collecting data to describe attitudes, opinions and behaviors of a population. This study selected a set of statements and analyzed each independently.

In order to collect the descriptive information for this research, the researchers selected students from the B.A. in Modern Languages: Specialization in French and English who were doing their outreach project as English teachers in public institutions, year 2019. The information was obtained through the Likert Scale which is used to allow the individual to express how much they agree or disagree with a particular statement. This scale represented a set of answer options—either numeric or verbal—that cover a range of opinions on a topic and it is always part of a closed-ended question and which falls under our definition of a survey scale, is a 5 or 7-point scale that ranges from one extreme attitude to another, like

“extremely likely” to “not at all likely.” Typically, they include a moderate or neutral midpoint. The researchers designed a 5-point scale survey which allowed them to analyze the perceptions of the participants.

Theory of social constructivism

To recruit the participants and obtain the information that helped the researchers to answer the research questions and achieve the objectives, the research group relied on the theory of social constructivism of Lev Vygotsky because it allowed researchers to know the personal experience of the participants. Moreover, this theory helped the researchers to understand the work that students were developing in their outreach project, as well as their relation with the choice of doing their outreach project as English teachers.

Determination of population

The universe of the research was formed by students from the B.A. in Modern Languages: Specialization in French and English doing their outreach project in public institutions as English teachers, year 2019. To gather the information required, researchers looked for the 56 participants in the courses they were taking during the first semester, belonging to the B.A. in Modern Languages: Specialization in French and English, year 2019. The participants filled out a Likert Scale in which everyone expressed how much a statement is related with their personal experiences and their performance as English teachers.

Courses the participants were taking, semester I, year 2019.

GROUP	COURSE	SCHEDULE		CLASSROOM
01	French literature II	8:00 – 10:00	Tuesday	H-6
			Friday	H-6
02		3:00 – 5:00	Monday	H-2
			Wednesday	IF-3
03		3:00 – 5:00	Tuesday	H-2
			Friday	H-5
01	French and translation	8:00 – 10:00	Monday	IF-7
			Wednesday	H-12
02		1:00 – 3:00	Monday	H-12
			Wednesday	PEND
03		1:00 – 3:00	Tuesday	IF-6
			Friday	IF-11
03	Introduction to linguistics	6:00 – 8:00	Monday	DM-5
			Wednesday	H-6
04		3:00 – 5:00	Monday	H-6
			Wednesday	H-6
05		3:00- 5:00	Tuesday	H-7
			Friday	H-6
04	Seminar I	6:00 – 8:00	Tuesday	H-6
			Friday	H-5
05		1:00 – 3:00	Monday	H-2
			Wednesday	H-10
06		1:00 – 3:00	Tuesday	PEND
			Friday	PEND

Instrument

For the development of this research, students from the B.A. in Modern Languages: Specialization in French and English doing their outreach project in public institutions as English teachers in 2019, were selected to be the population of this research project. The way in which the data was collected was through the quantitative technique: Likert Scale, which

helped to answer accurately the research questions asked at the beginning of this study. To obtain the information, the instrument was designed in English. In this case, the participants were provided with the page in which they pointed out the level of agreement or disagreement they had with the statement from their appreciations and experiences of being teachers in public institutions. Finally, it was necessary to protect the identity of each participant, so the research group did not ask students to mention or provide personal information that could reveal their identities.

Analysis of the instrument

When the research group collected all the information through the selected instrument, each range was counted in order to identify the most frequent answers among all the participants. The ranges in the instrument went from Strongly Disagree (1) to Strongly Agree (5). All these ranges helped the researchers to identify the strengths and weaknesses in instruction as an external factor from the point of view of each participant and with these results the qualitative analysis was applied to explore and acceded the personal opinions of the participants' performance as English teachers.

VI. DATA ANALYSIS

The analysis presents the information gathered after the administration of the instrument, the Likert Scale, directed to students from the B.A. in Modern Languages: Specialization in French and English doing their outreach project in public institutions as English teachers, year 2019. The total population of the participants who answered the instrument was 47.

The instrument has eight areas:

1. General area
2. Curriculum knowledge
3. Classroom management
4. Materials and resources
5. Teaching methodologies
6. Motivation
7. Interaction
8. Assessment

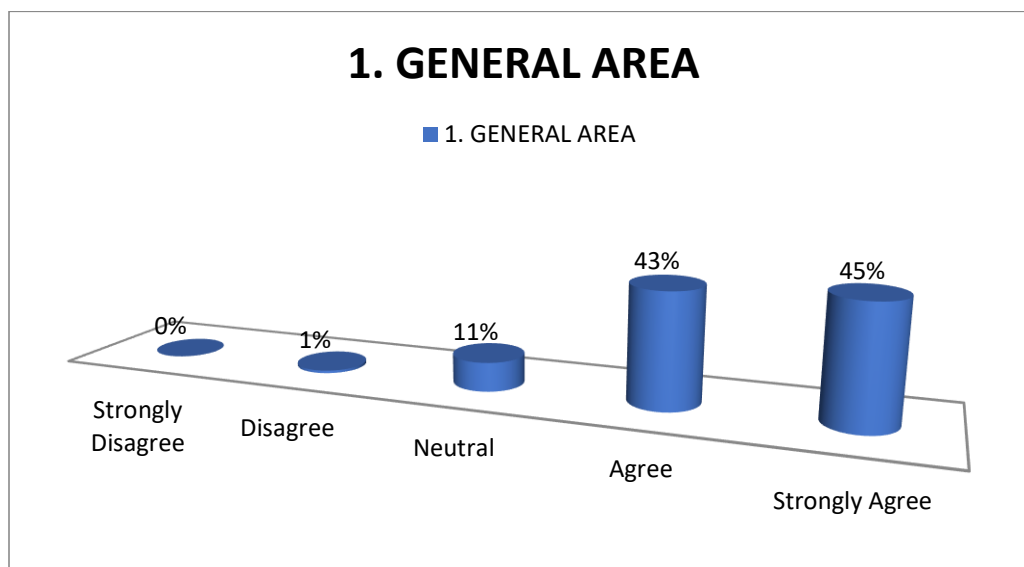
Each area was created based on the objectives and research questions proposed for this study. The group used the instrument that is considered to be the most appropriate (Likert Scale) to gather information related to the topic to achieve the objectives and give answers to the research questions.

In order to administer the instrument, the researchers attended the courses the participants were taking during semester I-2019. The purpose of implementing this instrument was to explore the different points of view the participants have towards their performance as English teachers in their outreach project. The results for this research are presented below:

Graphical presentation of the results obtained

1. GENERAL AREA

N°	Criteria	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Instruction in my outreach project has a high-standard level.		1	12	21	13
2	I know my strengths and weaknesses in my practicum.			7	16	24
3	My instruction in class is clear and focused on a specific task.			4	22	21
4	Most of my classes are effectively-prepared for students' learning.		1	2	27	17
5	I have high expectations for students learning.			2	14	31
TOTAL		0	2	27	100	106
PORCENTAGE		0%	1%	11%	43%	45%



The majority of the population, 88 %, expressed that instruction in their outreach project has a high standard level. It helps them to identify their strengths and weaknesses to provide clear tasks to their students, so they effectively prepare their classes to reach their expectations of

the learning process. Only 1 % expressed disagreement with the statements before mentioned and 11% neither agree nor disagree.

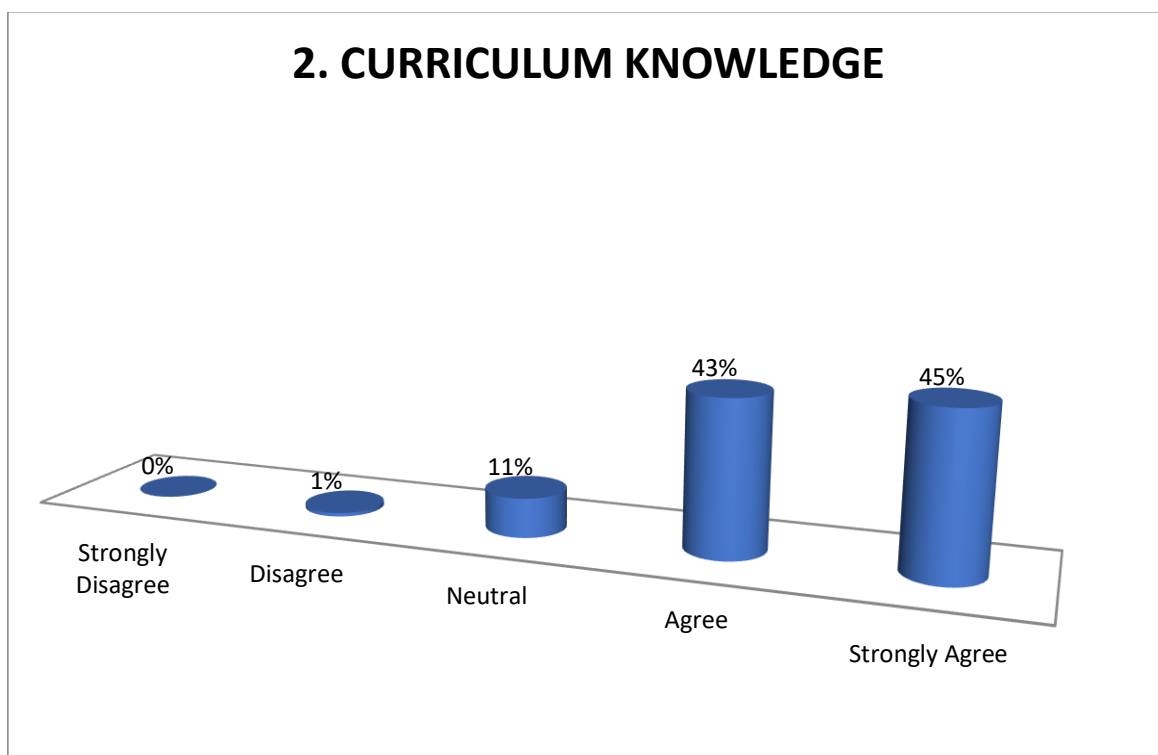
It can be inferred that students from the B.A. in Modern Languages: Specialization in French and English who are doing their outreach project as English teachers have a good background and the necessary knowledge to develop their classes.

They are capable to identify their weaknesses and strengths, meaning that they are able to enhance their classes and the learning environment. English teachers, also recognize that monitoring the students' progress plays an important role to provide the adequate motivation, not only for their personal expectations, but also for the student's learning.

It is important to emphasize that most of the population expressed that they have an outstanding classroom management, the methodology implemented is assertive, diverse and integral and the communication during class is clear and allowed an excellent interaction between the students and the teacher. On the other hand, most of the teachers agreed that the lack of material and resources was the main challenge they had to face to develop their classes.

2. CURRICULUM KNOWLEDGE

Nº	Criteria	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6	I really know the curriculum´s principles to apply them in my classes.		2	5	22	18
7	I adequate the prescribed curriculum to the practice in the classroom.			5	21	21
8	I coordinate learning content with the instructional objectives.			7	19	21
9	I follow the curriculum and relevant activities prescribed in it.		1	4	22	20
10	I guide students´ instruction by a preplanned curriculum.			6	16	25
6	I really know the curriculum´s principles to apply them in my classes.		2	5	22	18
TOTAL		0	3	27	100	105
PORCENTAGE		0%	1%	11%	43%	45%



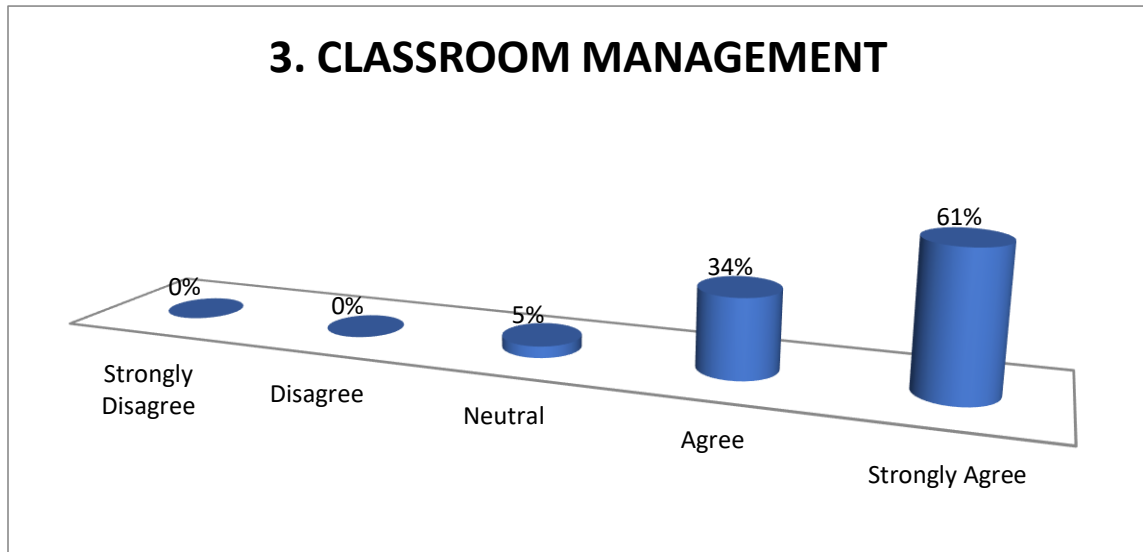
The majority (88%) of the population expressed that they have knowledge and mastery over the curriculum in terms of its principles, content, practice in the classroom, and preparation. Only 12% admitted having neutral or lack of knowledge of the curriculum they need to implement in their outreach project.

Curriculum knowledge and development is a requirement for every teacher. Teachers should have the necessary knowledge about educational programs to have clear learning expectations. By filling out the instrument, most of the population admitted to have a high knowledge of the curriculum and mastery over its content, so it can be inferred that they have the necessary background and that they are highly prepared to perform as teachers.

3. CLASSROOM MANAGEMENT

N°	Criteria	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11	I monitor students to avoid misbehavior situations in class.			2	18	27
12	I establish clear communication parameters for students' classroom behavior.			1	12	34
13	I apply multiple techniques to implement effective classroom management.			6	18	23
14	I maintain a positive learning environment in the class which helps students to reach their goals.			1	15	31
TOTAL		0	0	10	63	115
PORCENTAGE		0%	0%	5%	34%	61%

3. CLASSROOM MANAGEMENT



95% of the participants claimed to have an outstanding classroom management by constantly monitoring students' behavior, establishing clear communication parameters, applying a large variety of techniques, as well as by keeping a prolific class environment. On the other hand, merely 5% reacted neutrally to the statement and none disagreed.

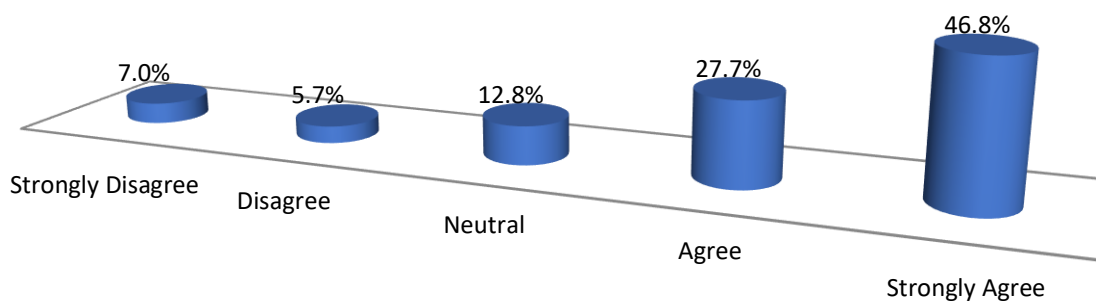
It can be assumed that most of the students have an excellent classroom management and they have a variety of skills or techniques to keep the students focused and attentive during the class.

4. MATERIALS AND RESOURCES

N°	Criteria	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
15	I always use the classroom materials to better emphasize topics.		1	4	17	25
16	I adequate teaching resources available to the level of the students.			3	17	27
17	I have access to technology and apply it in my classes.	10	7	11	5	14
TOTAL		10	8	18	39	66
PORCENTAGE		7%	5.7%	12.8%	27.7%	46.8%

4. MATERIALS AND RESOURCES

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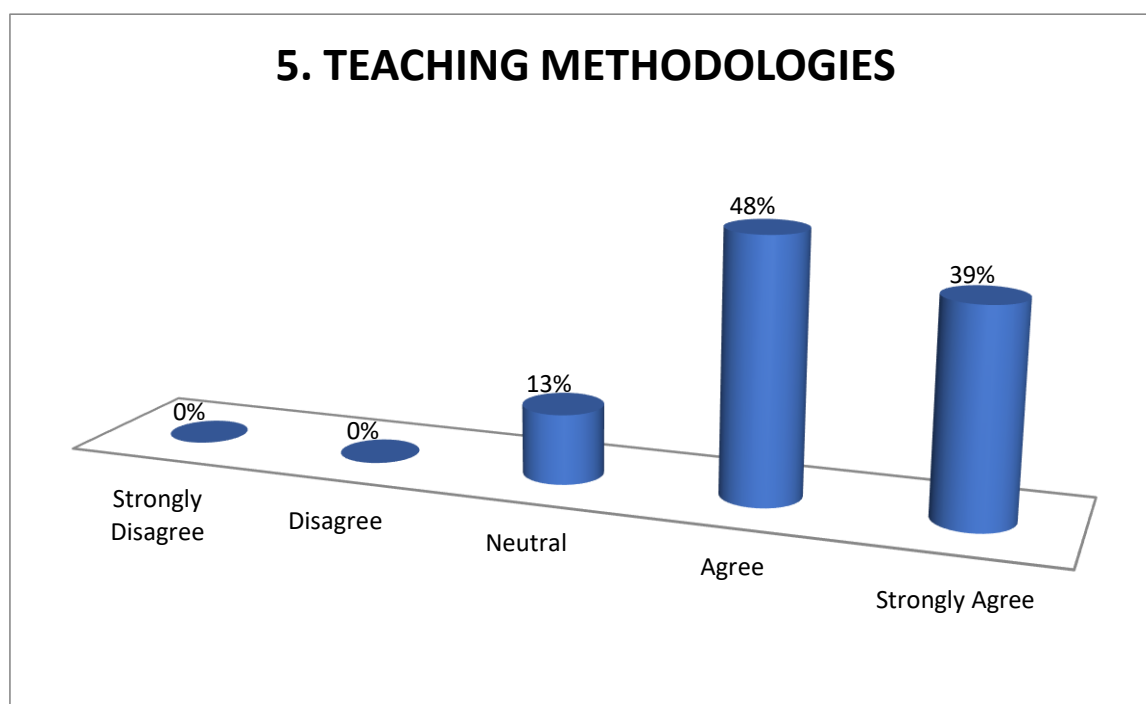


Nearly 3 quarters of the population (74.5 %) affirmed that they possess the necessary materials and resources for an adequate completion of their teaching goals. 12 % remained neutral and 12.7 % stated that they lacked these accommodations.

It can be inferred that most of the population have the necessary material and resources to develop their classes and assure that the learning objectives are achieved, but in this specific one quarter of the population expressed that the lack of the proper material and resources was one of the main challenges they faced when performing as teachers.

5. TEACHING METHODOLOGIES

Nº	Criteria	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
18	I use a variety of techniques that call students' attention for learning a new language.			3	24	20
19	Almost all of my class' activities are participative and dynamic.			7	24	16
20	I make special emphasis in the communicative method in order to develop communicative skills in my students.			9	18	20
21	I try to develop the four language skills on my students for a better language performance.			6	24	17
TOTAL		0	0	25	90	73
PORCENTAGE		0%	0%	13%	48%	39%



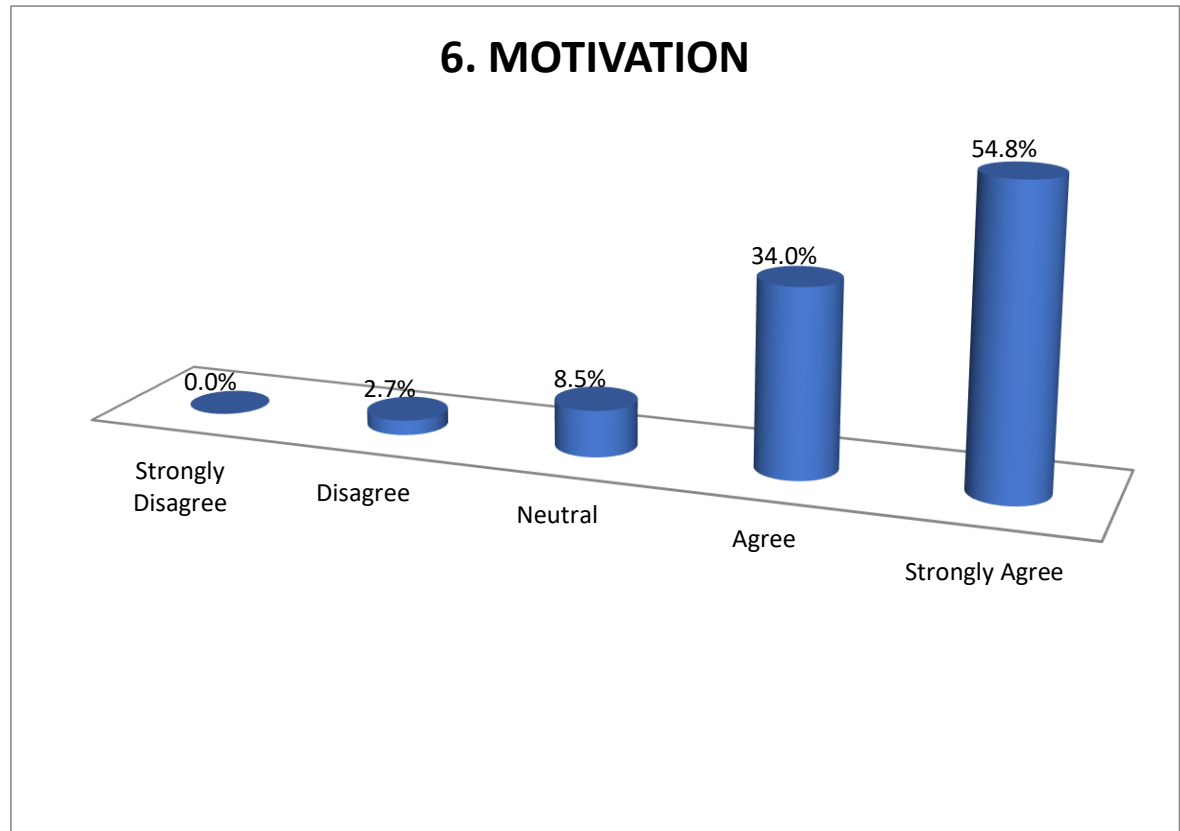
87% of the questioned students agreed to the fact that their teaching methodology was assertive, diverse, inclusive and integral. 13% were not inclined to either side and none disagreed with the methodology they implemented.

It can be supposed that students performing as English teachers are highly prepared and because of that they implement the best methodology depending on the students' needs.

6. MOTIVATION

N°	Criteria	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
22	I demonstrate enthusiasm and interest in presenting the lesson.				12	35
23	Incentives and rewards for students are used to promote excellence.		4	8	16	19
24	I believe the extrinsic motivation helps students to make them participate with interest.		1	6	18	22
25	When I am motivated, I motivate my students to work better in the class.			2	18	27
TOTAL		0	5	16	64	103
PORCENTAGE		0%	2.7%	8.5%	34%	54.8%

6. MOTIVATION

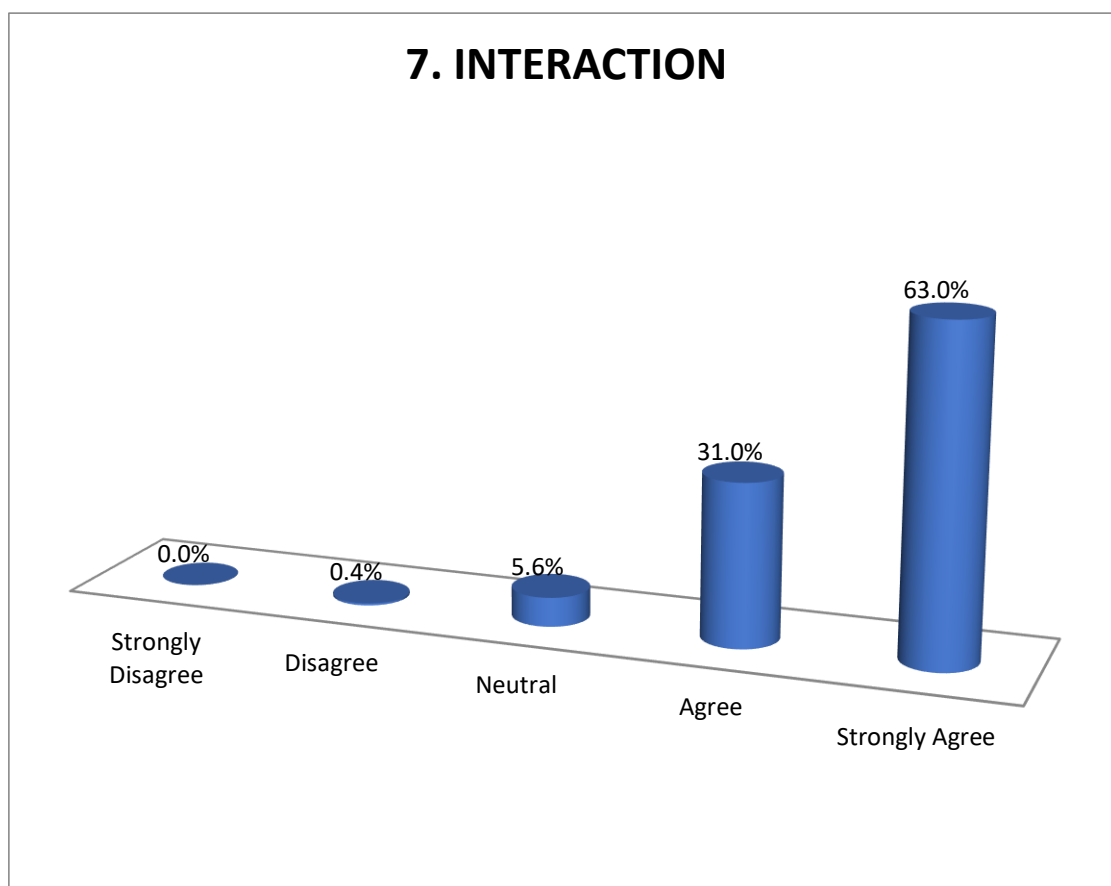


A large percentage (88.8%) of the participants ensured that motivation (both intrapersonal and interpersonal) played a key role on their classes. 8.5% remained neutral while just 2.7% didn't agree with the usage of incentives or internal rewards as motivators.

It can be assumed that the motivation for the teachers play an important role in the learning environment, so they are able to have a good communication and allow students to feel comfortable enough to be productive during the class.

7. INTERACTION

Nº	Criteria	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
26	My interaction with students is really constructive and promotes accurate communication.			2	19	26
27	Personal interactions between teachers and students are positive.			3	17	27
28	I lead students in respectful climate.			1	11	35
29	Instructional groups formed in the classroom fit instructional needs.		1	7	16	23
30	Talking clearly is an important factor for teacher-student communication.				10	37
TOTAL		0	1	13	73	148
PORCENTAGE		0%	0,4%	5,6%	31%	63%

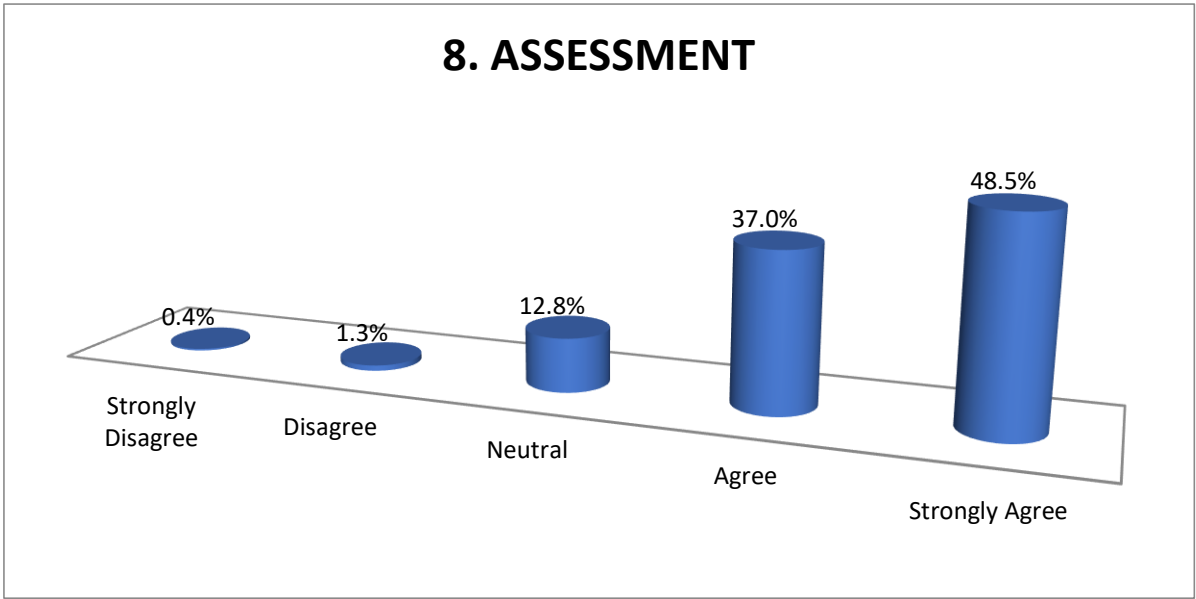


94% of the population who filled out the instrument, agreed on the importance of interaction and clear communication during class. 5.6% decided to remain neutral and a minuscule 0.4% was in disagreement.

It can be inferred that students from the B.A. in Modern Languages: Specialization in French and English promote a clear, concise and good communication with their students, so the class environment is the appropriate for the students to show confidence and to facilitate the learning-teaching process.

8. ASSESSMENT

N°	Criteria	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
31	I provide feedback on assignment tasks as quickly as possible.			1	19	27
32	Learning progress is monitored closely.		1	4	18	24
33	The assessment helps me to know students' progress at any time.			7	20	20
34	The formative assessment is the most important to take into account as teachers.		1	9	18	19
35	The summative grade does not show that the teaching process has been very successful.	1	1	9	12	24
TOTAL		1	3	30	87	114
PORCENTAGE		0,4%	1,3%	12,8%	37%	48,5%



85.5% agrees on the relevance of assessment during the learning process of the student. 1.3% did not share this point of view and 12.8% didn't lean towards any standpoint.

It can be assumed that the teachers constantly monitor students' progress not only to ensure a proper learning process, but also to improve as teachers and provide a better learning experience to students.

FINDINGS (THE RESEARCH QUESTIONS)

General Question

How does instruction as an external factor influence the performance of students from the B.A. in Modern Languages Specialization in French and English doing their outreach project in public institutions as English teachers, year 2019?

Taking into account that “A teacher affects eternity; he can never tell where his influence stops” Henry Adams, (1838-1918) and the definition of instruction given by the Cambridge dictionary, (2001),”which is the act of educating, giving the steps that must be followed or an order., it is also related with trying approaches and materials until teachers find the combination that works best in moving students toward instructional objectives”. Beginner teachers have to find the perfect combination between theory and Practicum, in order to create such a powerful influence in students’ minds that they can use it all their lives. It is of most importance for beginner teachers to have great background knowledge of the different methods and approaches to teach a language. In this way they can choose the best way to teach and assess students’ progress or to provide feedback based on students’ needs. Teachers who begin to teach need to have knowledge of how to control disruptive behavior in class, to motivate students to participate in each class, and the like. These are some of the main challenges for teachers because they must recognize that obviously during the teaching process they are going to positively or negatively influence their students. In this research, the influence has been extremely positive since most of the perceptions of the participants were according with the high level performance they consider they have had. It can be inferred that students in public institutions who benefit from these classes received an appropriate way to learn a new language. Participants incorporated innovative methodologies

as well as the use of technological and visual resources to call students' attention and motivate them to learn. They also evaluated students' progress during the whole process with different qualitative or quantitative techniques like observation or written tests.

As a result, the more knowledge participants have of language teaching and learning theories, the more capable they are going to be in the teaching field. Teachers must know that instruction is not just the development of the student's learning skills, but also the vocation and motivation they must have to do their best in the teaching-learning process to cope with all the difficulties they will face in the process.

Specific Questions

What are the main challenges that students from the B.A. in Modern Languages Specialization: French and English have to face in the instructional process?

“The combination of different methods and practices to reach a specific target, that is teaching, could be in some cases the most difficult task for beginner teachers”, John Amós (1605). However, according to the information gathered, almost all the participants felt they had done a great job performing as teachers. This area includes their strengths, clear instructions and effectively-well prepared classes for students' learning, as well as the high-standard level they have in the teaching field and how prepared they consider themselves. In general, it is inferred that all the participants felt well prepared to develop their outreach project as teachers. However, one of the challenges for some of them was the lack of technological, visual and audiovisual resources to develop the instructional process successfully. Materials in the typical general education classroom tend to be limited in scope.

Commonly found supplies such as textbooks may be supplemented with student workbooks or worksheets that the participants could pay for if necessary.

Does a beginner teacher demonstrate knowledge of the curriculum?

Teachers should have a prominent knowledge about the curriculum which coordinates learning content with instructional objectives. Warner, J., & Bryan, C. (1995) present a case with a beginner teacher: “My first year of teaching was way too stressful. I was not given a curriculum or materials to work with. There were too many kids and not enough desks or books. I really didn’t know what I was expected to teach”. However when researchers collected the results, it was possible to observe the high performance tendency in the answers that all the participants provided, since they consider themselves with the necessary background to develop lesson plans, class planning and following the curricula that is already designed for each level they taught, they are highly prepared to perform as teachers.

What are the criteria that beginner teachers apply to implement effective classroom management?

Managing discipline problems or disruptive behavior constructively and promoting a positive school climate is a high goal to reach for a beginner teacher, Hallinger (2005). Since all the participants are in complete agreement that this issue is not a great matter for them because they positively answered all the criteria related to the category. For instance: misbehavior situations in class, apply multiple techniques to implement effective classroom management, maintain a positive learning environment in class. As a result, it can be assumed that most of the participants have an excellent classroom management and they apply a variety of skills or techniques to keep the students focused and attentive during the class.

How much do beginner teachers know about the effective implementation of materials and methodology to teach a language?

According to the Frankfurt International School (1997), teachers have to be creative to use all the resources available in their classes. Researchers found that most of the participants had an easy access to different materials and resources for an adequate completion of their goals as teachers, so they took into account the importance of using different resources and methodology for a better understanding of the class, for example: Worksheet, flashcard to emphasize vocabulary, listening exercise, tape recorder, computers, TVs to play any kind of video related to the class, etc. However, there was a minimal group who did not have the availability of these resources in their classes, so they varied the methodology according to students' needs to have an assertive, diverse, inclusive and integral performance. Besides, their methodology was creative, appropriate and communicative to get better results in the development of the four language skills (Listening, Speaking Reading, and Writing). These skills are the ones that students are trying to develop in each class.

How do beginner teachers interact with the students to provide opportunities to meet success regularly and keep them motivated?

Motivation can be intrinsic and extrinsic. The extrinsic helps to show concern for students and to encourage them to succeed as well as use students' interest and background, (Performance Evaluation, Handbook for teachers). A huge range of the participants agreed on the importance of interaction and clear communication during the teaching process as a key for a successful learning process. They also made emphasis in the role that motivation had to encourage students to be actively participating in the development of a class, but, all

the kind of activities have to call students' attention like: Play games, singing the music they love, participating in fashion models, dancing while they learn new lyrics, role-plays, oral presentations and others. As a result, teachers motivated them as much as possible and they were able to have a good communication and allowed students to feel comfortable enough to be productive during the class.

How do beginner teachers monitor students' progress?

Assessment is required because it can tell the teachers at any point of the teaching process if the learning objectives are being achieved successfully. A good teacher is a person who assesses the needs and possibilities of a situation and creates and uses practices that have promise for that situation, Zahorik (1986). In this research, more than 3 quarters of the population agreed on the relevance of assessment at any point of the learning process as the most significant way to receive feedback of the students' progress. Measuring students' progress is not easy at all; participants did this difficult task through written tests, oral presentations, worksheets, conversations, listening exercises, reading comprehension tests, monitoring them, writing paragraphs, etc. Everything that was necessary to reinforce each skill of the language they were learning and following a communicative approach to develop the confidence on students to use the language. Nevertheless, there was a very small group who did not express their points of view in this field, so that it can be assumed that they did not center special attention on the evaluation parameters, feedback or exams they could do to check if the students had deeply advanced in their learning process. Consequently, it can be assumed that they had not considered different kinds of evaluations to discover if the students were showing progress in their learning.

VII. CONCLUSIONS AND RECOMENDATIONS

Conclusions

When people have access to education, they are no longer considered a burden to society because it creates a mean of development for them. Thus, in this project, researchers have tried to find out how instruction influences the performance of students who are doing their outreach project as English teachers. Not leaving aside the opinion of these students as they are the major source of credibility in this study.

- Researchers conclude that students from the B.A. in Modern Languages: Specialization in French and English who are doing their outreach project as English teachers have a good background and the necessary knowledge to develop their classes.
- Researchers find out that students are capable to identify their strengths and weaknesses to improve their classes.
- Researchers conclude that students performing as English teachers have knowledge and mastery over the curriculum in terms of its principles, content, practice in the classroom, and preparation.
- Teachers have an outstanding classroom management; they also have clear communication parameters, applying a large variety of techniques, as well as by keeping a prolific class environment.
- Teachers' methodology is assertive, diverse, inclusive and integral.
- Researchers have found that most participants had an easy access to different materials and resources. However, a minimal group suffered of lack of resources for the achievement of the instructional objectives.

- The techniques that participants used during their outreach project were asserted to have a high level control in the disruptive behavior that students could show in class.
- The extrinsic motivation that participants applied in their performance was challenged to encourage successfully all the students in the development of their language skills.
- Researchers discovered that most of the participants chose appropriate activities according to the student's abilities, flexibility in planning and instructional needs.
- Participants measure continuously students' progress through written tests, oral presentations, worksheets, conversations, listening exercises, reading comprehensions, monitoring, etc. which helped them to receive feedback towards the achievement of the learning objectives.
- Researchers determine that almost all the participants have performed very well in the field of teaching.
- Researchers conclude that students from the B.A. in Modern Languages: Specialization in French and English who were doing their outreach project as English teachers are capable, according to their perceptions and opinions, to work in the teaching field in spite of the fact that they may not specialize in teaching as part of their major.

Recommendations

To the students from the B.A. in Modern Languages: Specialization in French and English doing their outreach project in public institutions as English teachers, year 2019 and for future students:

- It is recommended to continue doing their best in the language teaching field since it has been concluded that their attitude and motivation to teach others copes with the profile of a good language teacher.
- It is important not only to keep the knowledge acquired in the B.A. in Modern languages: Specialization in French and English, but also to continue innovating their knowledge with new techniques to enhance their performance as teachers.
- Considering that the material and resources were their main challenges, researchers recommend to prepare a budget to invest in the necessary material and resources to provide a better learning experience to their students.
- It is necessary that teachers prepare their own material and bring their own resources to their classes in case that the public institutions do not provide those facilities (Ex. Laptop, markers, books, speakers and the like).
- It is essential to continue their professional development in the teaching field to enhance their own experiences as teachers.
- It is suggested to keep growing the brave desire of motivating students for learning a new language.
- Maintaining the appropriate methodology for each level based on the students' needs.
- Keep building up their knowledge though the outreach project which will help them for a future professional life.

To teachers from the Foreign Language Department of the University of El Salvador:

- To keep that excellent teaching methodology to prepare students not only for their outreach project, but also for their career.
- It is clear that the methodology implemented by teachers is effective, but it is also important to keep innovating.

To public institutions where the students from the B.A. in Modern Languages: Specialization in French and English were doing their outreach project as English teachers, year 2019:

- It is suggested to provide access to materials or resources, computers or technology that is available in the institution for the teachers.
- It is recommended to keep these practicum opportunities so that participants may develop their skills as language teachers through their outreach project.

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ANNEXES



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



TOPIC: “Instruction as an external factor that influences the performance of students from the B.A. in Modern Languages Specialization in French and English doing their outreach project in public institutions as English teachers, year 2019”

General instruction: Circle each numeric response for each criterion that best describes your perceptions.

By participating in this survey, you are indicating that you understand that your responses are anonymous and they will be useful to analyze the factor: Instruction as an external factor. You may skip any question that you find intrusive or offensive, but it will help researchers if you respond to as many questions as you feel comfortable with.

Survey scale: **1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree**

N°	Criteria	Survey scale				
GENERAL AREA						
1	Instruction in my outreach project has a high-standard level.					
2	I know my strengths and weaknesses in my practicum.					
3	My instruction in class is clear and focused on a specific task.					
4	Most of my classes are effectively-prepared for students' learning.					
5	I have high expectations for students learning.					
CURRICULUM KNOWLEDGE						
6	I really know the curriculum's principles to apply them in my classes.					
7	I adequate the prescribed curriculum to the practice in the classroom.					
8	I coordinate learning content with the instructional objectives.					
9	I follow the curriculum and relevant activities prescribed in it.					
10	I guide students' instruction by a preplanned curriculum.					
CLASSROOM MANAGEMENT						
11	I monitor students to avoid misbehavior situations in class.					
12	I establish clear communication parameters for students' classroom behavior.					
13	I apply multiple techniques to implement effective classroom management.					
14	I maintain a positive learning environment in the class which helps students to reach their goals.					

MATERIAL AND RESOURCES						
15	I always use the classroom materials to better emphasize topics.					
16	I adequate teaching resources available to the level of the students.					
17	I have access to technology and apply it in my classes.					
TEACHING METHODOLOGIES						
18	I use a variety of techniques that call students' attention for learning a new language.					
19	Almost all of my class' activities are participative and dynamic.					
20	I make special emphasis in the communicative method in order to develop communicative skills in my students.					
21	I try to develop the four language skills on my students for a better language performance.					
MOTIVATION						
22	I demonstrate enthusiasm and interest in presenting the lesson.					
23	Incentives and rewards for students are used to promote excellence.					
24	I believe the extrinsic motivation helps students to make them participate with interest.					
25	When I am motivated, I motivate my students to work better in the class.					
INTERACTION						
26	My interaction with students is really constructive and promotes accurate communication.					
27	Personal interactions between teachers and students are positive.					
28	I lead students in respectful climate.					
29	Instructional groups formed in the classroom fit instructional needs.					
30	Talking clearly is an important factor for teacher-student communication.					
ASSESSMENT						
31	I provide feedback on assignment tasks as quickly as possible.					
32	Learning progress is monitored closely.					
33	The assessment helps me to know students' progress at any time.					
34	The formative assessment is the most important to take into account as teachers.					
35	The summative grade does not show that the teaching process has been very successful.					