

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



**RESEARCH TOPIC:**

PERCEPTIONS ABOUT THE EXPERIENCES OF THE NOVICE ENGLISH PROFESSORS DURING THEIR FIRST YEARS WORKING IN THE FOREIGN LANGUAGE DEPARTMENT, SCHOOL OF ARTS AND SCIENCES, UNIVERSITY OF EL SALVADOR.

**PRESENTED BY:**

JORGE EDUARDO TORRES CARTAGENA TC12012  
BRENDA YANETH GÓMEZ MEJÍA GM12047  
GABRIELA STEPHANIE ALVEÑO JUÁREZ AJ12014

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**RESEARCH ADVISOR:**

MsD. FRANCISCO ANTONIO RODRÍGUEZ ARGUETA

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ANA GRACE GÓMEZ ALEGRÍA  
HEAD OF THE DEPARTMENT OF FOREIGN LANGUAGES

NORMA CECILIA BLANDON DE CASTRO  
GENERAL COORDINATOR OF THE GRADUATION PROCESS

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*Jorge Eduardo Torres Cartagena*

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## ABSTRACT

The following paper has the main objective to demonstrate the experiences that Novice English professors face, the difficulties they have to overcome as well as the relationships with their colleagues during their first years teaching at the Foreign Language Department in the University of El Salvador.

To begin with, it is presented some definitions of what a novice professor is, also some historical background regarding how the teaching process has evolved over the years. In addition, it is stated the reasons behind why they decide to become a professor at a University level. Furthermore, the research team highlights the main aspects involved in the teaching process such as points of view, thoughts, impressions, opinions, motivation and attitudes.

Afterwards, the outcomes demonstrate that there is a lack of trainings regarding the inductions before starting the teaching process. It is pointed out that novice professors need guidance from experienced colleagues aside from the need of technological gadgets from the Foreign Language Department. On top of that, some other delicate concerns are presented that have not been addressed yet by the authorities of the Foreign Language Department. Finally, some suggestions are offered to the Foreign Language Department in order to provide continuous improvement to the performance of the novice English professors.

**Key words:** Novice professors, teaching process, experienced professors, teaching experiences.



# **1-STATEMENT OF THE PROBLEM**

## **1.1-RESEARCH TOPIC**

Perceptions about the experiences of the novice English professors during their first years working in the Foreign Language Department, School of Arts and Sciences, University of El Salvador.

## **1.2-STATEMENT OF THE PROBLEM**

Teaching English as a second language has always been seen as a challenge during the first years of the teaching working field. According to research, the achievement of students tends to be significantly worse in the classrooms of first years professors rather than classes taught by experienced professors (Rivkin,Hanushek,& Kain,2005).

It is been said that novice professors face countless of situations in their first years of the teaching process, and the novice English professors from the Foreign Language Department at the University of El Salvador are not exempt from this matter. Novice professors during their first years of teaching, the majority of the times they face what it is called the reality shock. Most of the times, they face different kind of behaviors and attitudes within the students and sometimes those aspects make that novice professors lose their enthusiasm and motivation.

Some of the most common issues that novice professors encounter during the first experiences in the classroom are: classroom discipline, motivating students, dealing with individual differences, insufficient and inadequate teaching material or supplies and dealing with problem of individual students.

Taking these aspects into account, some questions discussed and analyzed arise. What kind of support do the novice English professors receive from the administration of Foreign Language Department? What kind of guidance do the novice English professors get from experienced co-workers? Do novice English professors take an induction and insertion course, or training previous to their first experience in the classroom? How is the relationship between novice English professors with experienced professors? Do novice English professors receive from the Foreign Language Department the necessary tools and resources to create the best learning environment?

There are several reasons why the novice professors either succeed or struggle in the classroom; that is why it is relevant to explore the practical knowledge in the novice university professorship as they are at a stage in their teaching career in which they are just developing their professional knowledge.

It is relevant to take care of the needs of novice professors, since the profession not only requires mastering the knowledge of a specific field or subject as well as the pedagogical and didactic knowledge to give instruction and achieve the expected learning results in their students, but also requires developing high skills in the socio-emotional aspect in order to address the demands of the educational community.

Likewise, it seems necessary to explore from the perspective of the professors themselves which are the insertion and support strategies used by the university and the way in which they interact with their initiation to the teaching process. It is, therefore, a key stage of learning in the process of becoming a university professor.

So, what professors know and what they do in class every day have an enormous impact on the achievement of their own teaching experience. Novice English professors face many challenges as they learn how to teach in their first year since novice professors are expected to figure out how to survive the classroom challenges and the daily interactions with administrators, and colleagues.

When the novice professors arrive into the classroom, a harsh reality occurs because they had unrealistic expectations of the teaching profession prior to entering the classroom. That is why is necessary to investigate the different situations that novice English professors face in order to know how the novice professors handle it every day in classrooms.

### **1.3-DELIMITATION OF THE PROBLEM**

In order to carry out this investigation, the research team decided to collect data from the novice English professors during semester I-2019, categorizing them within one to five years of experience, including both majors: B.A in Modern Languages specialty in French and English and B.A in English, Option Teaching from the Foreign Language Department, School of Arts and Sciences, University of El Salvador.

## **1.4-OBJECTIVES**

### **1.4.1-GENERAL OBJECTIVE**

To know the perceptions about teaching experiences of the novice English professors from the Faculty of the Foreign Language Department, School of Arts and Sciences, University of El Salvador.

### **1.4.2-SPECIFIC OBJECTIVES**

- To identify the experiences, either positive or negative, that novice English professors face during their first academic teaching years.
- To find out how teaching experiences influence the professional growth of novice English professors from the Foreign Language Department.
- To describe how novice English professors overcome the difficulties encountered during their first years of their teaching process in the Foreign Language Department.
- To propose an induction and insertion set of suggestions to facilitate the teaching practice of novice English professors in their first years of teaching in the Foreign Language Department.

## **1.5-RESEARCH QUESTION**

What are the perceptions about the experiences of the novice English professors from the Faculty of the Foreign Language Department, School of Arts and Sciences, University of El Salvador?

### **1.5.1-SUBSIDIARY QUESTIONS**

- How do the experiences, either positive or negative, help the novice English professor during the first years of their teaching process in the Foreign Language Department?
- How do the experiences impact novice English professors from the Foreign Language Department in their professional growth?

- What do the novice English professors do to overcome the difficulties they encounter in the first years of their teaching process in the Foreign Language Department?
- What are the most relevant aspects to be considered in the induction and insertion set of suggestions for the novice English professors in the Foreign Language Department?

### **1.6-RATIONALE**

Novice professors often describe their first years of teaching as a critical experience. A novice professor is considered to be a university professor from a period of less than five years (Benedito 2001). Those early years are especially critical for the development of professors and to shape their identity as such; it is a period that must be taken advantage of to form the capacities and attitudes necessary for a successful teaching, as well as a conformation of the profession that is profitable in the personal and labor fields.

However, in order to be able to propose programs of support and assistance to novice professors, it is necessary to understand the circumstances they are going through and the problems they face.

The main purpose of this research is to know the perceptions that novice English professors have about the academic experiences during their first years of teaching at the Foreign Language Department. With this research, the team looks forward to find out the difficulties, either positive or negative, encountered by and how they overcome those difficulties.

The importance of this research is to propose a set of suggestions about insertion and induction to facilitate the teaching experience for novice English professors because the team considers it could be a useful source to be applied at the Foreign Language Department.

## **2-THEORETICAL FRAMEWORK**

### **2.1-ANTECEDENTS**

Being a professor is a rewarding profession, but there are times when it might be extremely stressful and challenging. During the first years, novice professors are typically excited, overwhelmed, nervous, anxious and even a little scared. Most professors would agree that the first year is the most difficult, simply because they are not adequately prepared. No matter how much training a first-year professor receives, nothing can truly prepare them for the real world.

Marcelo (1988) conceives teacher training as a continuous, systematic and organized process, covering the entire teaching career and consisting of several stages, among which the initiation phase in the exercise is particularly critical for professional development. The professional insertion involves the transition process from the teacher in training to an autonomous professional as part of the continuous professional development (Cornejo, 1999, Flores, 2008, Marcelo, 2009).

This transition process is extended by three (Imbernón, 1994) to five years (Ávalos et al., 2004) and it would be characterized by constituting “a period of intensive tensions and apprenticeships in contexts generally unknown and during which the novice teachers must acquire professional knowledge in addition to maintaining a certain personal balance” (Marcelo, 2009, p.5).

Research on the lives of professors indicates that their professional training does not culminate in the graduation, and that at the beginning of the professional exercise begins a stage of fundamental teacher learning for its subsequent performance (Ávalos, Carlson, & Aylwin, 2004).

In the general educational literature, the experiences of novice teachers have been the focus of research since the 1980s (Veenman, 1984).

## **2.2-THEORETICAL FRAMEWORK**

The term beginning professor or novice professor describes a variety of individuals. Some so-called beginners are entering the teaching profession directly from college. A few individuals enter the profession without teaching backgrounds and are learning to teach on the job. Some beginning teachers are recent college graduates.

During the 1999–2000 school year, they represented a little less than a fifth of the new hires at their schools (Provasnik & Dorfman, 2005). Yesterday, they were blue-jeaned students groaning about lectures of professors and anticipating weekend parties. Today, they are teachers who are expected to look, behave, and speak as professionals.

They have stepped out of a college culture of good friends and supportive professors. As students, they were probably financially dependent on their parents. They might have lived in a dorm or apartment but still considered the house of their parents. Now, they are real professors who have professional responsibilities.

This step is quite a transition for someone who is only twenty something. Researchers describe this stage of beginning adulthood as the exploratory-trial stage, which involves the initial transition from school to work. This stage is characterized by insecurity, false starts, and instability. The typical teacher-education graduate who is entering teaching directly out of college is in the exploratory stage, according to Barocas, Reichman, Schewel, Belkin, and Nass (Camp & Heath-Camp, 1991).

Other authors consider the first three years of teaching the apprentice phase (Steffy, Wolfe, Pasch, & Enz, 2000). The first year of teaching is often filled with high expectations and extreme difficulties. The conditions under which new professors carry out the first year determine the effectiveness, attitudes, and behaviors they will develop and sustain for an entire career.

The first-year experience is also a frequent factor in the decision whether to remain in the profession (Ingersoll & Smith, 2003; National Commission on Teaching and America's Future, 1996; Zumwalt, 1984). Many motivated and potentially professors leave prematurely.

Studies of Edinburg (Cuellar & Huling-Austin, 1991) and the studies of Ingersoll and Smith (2003) reveal that professors have forced administrators and policymakers to reexamine and revise past approaches in order to retain first-year professors.

The first year of teaching includes three major characteristics that are reflected in most career changes: (a) changes in the definition of oneself, (b) experiences in a totally new situation, and (c) major changes in the interpersonal support network. New professors experience the new environment of the university in addition to the new informal and formal expectations of being a professor.

The issues that young professors face as they venture into adulthood and their teaching careers begin with the change in the definition of themselves. The beginning professors exchanges the familiar status of college student for that of professor. Behavior, dress, and lifestyles that are acceptable for college students are not always acceptable for professors.

Establishing and becoming comfortable with a new identity and leadership expectations are adjustments. New professors look to colleagues in their university to model appropriate professional behavior, clothing, and lifestyles.

Novice professors, who are also called newly qualified teachers (NQTs), are usually defined as professors who have completed their teacher-education program (including the practicum) and have just started teaching in an educational institution. Novice language professors face many challenges as they learn how to teach in their first year.

Essentially novice professors are developing conceptions of "self-as- teacher"; they are formulating professors identities related to institutional, personal, and professional conceptions of the role of the novice teacher.

Novice professors do not necessarily realize how complex the teaching profession can be. In their first year, many beginning professors describe this period as a time for survival. Many researchers labeled the first-year of teaching as a "sink or swim" scenario (Varah, Theune, and Parker 1986).

Novice professors are expected to figure out how to survive the classroom challenges and the daily interactions with administrators, colleagues, and parents. When new professors arrive into the classroom, a harsh reality occurs because they had unrealistic expectations of the teaching profession prior to entering the classroom. Novice professors often do not feel adequately prepared for the challenges they face in their first years in the classroom.

Note that "critics have long assailed teaching as an occupation that 'cannibalizes its young' and in which the initiation of new teachers is akin to a 'sink or swim,' 'trial by fire,' or 'boot camp' experience". Literature on the first year of teaching has been well documented in general education research, and it also has been recently established by language teacher educators as having a huge influence on the future development of language professors.

Novice professors experience an intricate transition from the professor education institutions to life in real classroom. In spite of this, novice professor do not receive adequate support, as there is no specific new professors induction programs to prepare them for the transition. Yet, novice professors assume the complete duties of a veteran teacher including the role as the head of panel of the subject.

Generally, researchers of this field clarified the first year of teaching is full of highs and lows, with few days in-between or neutral, and it is quite natural that there will be days when teaching seems wonderful and the days when teaching spreads fear.

Thus, early experiences have significant influences on professors' practices and attitudes throughout the remainder of their careers. Yost (2006) identified the early problems of newly qualified professors as: inexperience, conflicts between pre-service training and in-service applications; pressures on new professors; effort to be able to finish more tasks, fear of inspection, and adaptation to school and environment.

The novice professor is the new teacher who graduates from the pedagogical center from where he or she trained for five years or more, with the teaching methods, educational and psychology techniques in order to practice the profession.



The profession of teaching faces several challenges and one of them belongs to the novice professor. The first experience of getting started in the profession leads to several problems and trips where all the professors have gone through.

University teaching is a professional activity whose access conditions are different from those that predominate in teaching at other educational levels. Various sources have pointed out the fact that teaching at this level is more related to the mastery of a body of knowledge and the respective research, than to the pedagogical and didactic capacity of the professors (Grisales & González, 2009), thus privileging the function of research over teaching, which generates an imbalance in the attention given to training and the performance of both functions (Preciado, Gómez & Kral, 2008).

The academic degrees, so valued in the training of university professors, seem to be more related to the interest of having research capabilities, while the development of pedagogical skills is relegated to the background, being under the responsibility of the own professor (Monreal & Ruiz, 2009), and subject to the will of the institution itself to provide training opportunities for its professors.

In brief, in order to exercise the teaching profession at the higher level, priority must be given to mastery of the content to be taught. This condition increases the possibilities of hiring and provides access to certain benefits for those who are considered better professors, assuming that a high command of the content to teach is comparable to a greater mastery of the teaching task itself.

However, the current situation of universities requires professors not only a wise knowledge (scientific knowledge in a specific area) but a knowledge taught (knowledge translated so that it can be taught) whose translation denotes the pedagogical and didactic capacity who teaches (Chevallard, 1991, as cited in Grisales & González, 2009).

University teaching has been flooded with conceptual and methodological elements that imply additional capabilities to those of the discipline taught, and which are more linked to the very function of teaching.

Regardless of the professional title the novice professor has obtained, the university professor is currently involved in tutoring and extension of services; it is expected to incorporate innovations in its teaching and to translate institutional purposes such as social responsibility and meaningful learning, to name a few.

Considering this matter, in diverse works it has been emphasized the insufficiency of the conditions in which the majority of the novice professors and novice university professors are incorporated to the educational work; having the mastery of the content, as well as having had a successful experience as a student, are insufficient to take charge of the professional training of other people (Knight, 2006).

The university teaching staff access to teaching without specific professional training, which has an impact on the teaching task, on the relationships between the teaching staff and between teachers and students (Benedito, Imbernón & Félez, 2001, p.2).

Novice professors are excited recruits ready to make their mark. They look forward to putting their college reading into practice; however, they go through to several situations that make them enhance their teaching skills. The initial year of teaching has been documented as a critical growth period for development of professors, as novices become acquainted with their teaching responsibilities and expectations.

The reality of novice professors derives not just from a need to come to terms with a teaching environment that may be different from the idealized versions they encountered during initial professor training but also with the skills required to function as effective professionals within an organizational culture, such as dealing with colleagues, parents and school administrators (Gavish & Friedman, 2011; Hayes, 2008; Hayes, Kim & Chang, 2013).

Novice university professors learn as a result of their personal teaching experiences and through trial and error in such a way that those strategies that have been functional are stored and those that are not, discarded (Kreber, 2002). So, what makes the novice and expert professors different is their background teaching experiences.

Some studies have found that 40-50% of novice professors will leave the profession before they reach their fifth year of teaching (Ingersoll & Smith, 2003; Murnane, Singer, Willett, Kemple & Olsen, 1991). This number is startling and is cause for concern for many reasons.

First, the turnover of novice professors affects student achievement (Barnes, Crowe, & Schaefer, 2007). For example, when novice professors leave a school, schools scramble to fill their vacancies. Professors with less experience and instructional knowledge usually fill these positions. Inexperienced professors typically have lower student academic gains among their students (Barnes, Crowe, & Schaefer, 2007).

Second, novice professor attrition creates an older age profile of those professors that remain in teaching and lowers school morale (MacDonald, 1999). This is especially true for at risk schools that have an exceptionally high rate of professor turnover (Barnes, Crowe, & Schaefer, 2007).

Previous literature states that novice professors leave because of job dissatisfaction, school conditions and feeling ineffective with their students. Qualitative and quantitative findings indicate that teaching context is of principal importance and serves as a mediator between the novice professors and their beliefs, feelings of effectiveness, and commitment to the teaching profession.

Additionally, qualitative analysis indicated that novice professors are more likely to remain in the profession past their first five years if given probationary or permanent status and the appropriate school structural supports. The efficacy of professors has also been defined as a “belief of professors or conviction that they can influence how well students learn, even those who may be difficult or unmotivated.” (Guskey & Passaro, 1994, p. 4).

Novice professors are a distinct group and when studying their self-efficacy beliefs they should be seen as a separate population. Currently, the quantitative methods used to measure self-efficacy beliefs are the same for both novice and veteran professors.

Novice professors experience numerous challenges, typically encounter an urban teaching context, and develop their teaching skills in different ways from their more experienced counterparts. Their teaching experience and their feelings of effectiveness, and hence self-efficacy beliefs, would be different and defined differently than more experienced professors.

In light of the many challenges that novice professors face, it is quite possible that novice professors would not consider themselves effective until later on in their careers. The challenges that novice professors face in overcoming the transition to the realities of the teaching profession, while also becoming excellent educators, are many.

Yet focusing solely on changing the beliefs of professors may not translate to the desired change in teaching practices, and focusing only on changing teaching practices may be trumped by preconceived beliefs. Beliefs and practices must change together.

Thus, to understand the impact of professor education on beginning professors, we look at the alignment between the philosophies of a professor education program, the actual practices of beginning graduates, and the beliefs that graduates have about what helps create excellence in teaching.

The findings from a study suggest that novice professors struggle during their first year of teaching regardless of the way in which they were prepared, previous life experiences and differing school and classroom contexts. The findings also imply that novice professors lack systematic and appropriate support necessary to mitigate the difficulties and challenges of the first year.

The study suggests that programs to support new professors during their first year should address contextual issues, especially isolation from colleagues and the lack of specific, relevant feedback regarding teaching performance.

## **3-RESEARCH METHODOLOGY**

### **3.1-TYPE OF STUDY**

The type of study will be a descriptive research: The research team will observe and describe the performance and behavior of the novice professors while they are teaching English classes at the Foreign Language department. Besides, the novice English professors will be interviewed about their experiences regarding their first years of teaching.

Also, the team will interview the head of the Foreign Language Department and the person in charge of hiring new professors in order to find out what are the aspects and criteria taken into consideration in the hiring process. In addition, the students will fill a survey with the purpose of obtaining opinions about the classes taught by the novice English professors.

In other words, the data collected from the observation and interviews might describe how novice professors build up their career as a professional on the teaching field, therefore, the factors that the research team will find out in this investigation are going to be a big influence on novice professor that might help their first years as English professors at the Foreign Language Department.

In addition, this research might help to show not only to the Foreign Language Department but also to other departments why it is important to have a guidance of induction and insertion for novice professors during their first years of teaching. Therefore, based on the aspects mentioned above, the research team has decided that a descriptive study is the appropriate for this specific topic.

### **3.2-RESEARCH APPROACH**

In this research, a mixed design will be used. This design involves both qualitative and quantitative research. On one hand, the team will use the qualitative research by perceiving impressions, opinions, points of view, motivations, thoughts, and attitudes of novice English professors from the Foreign Language Department. On the other hand, the team will use quantitative research to tabulate and quantify the data on the graphs about the attitudes, opinions, behaviors, and other variables. At the end, the team will analyze the results.

### **3.3-RESEARCH DESIGN**

In this research, the research team will not manipulate, control or alter any variable or subjects, instead, the team will observe and interview the novice English professors from the Foreign Language Department.

The research team will use different techniques and instruments in order to collect the data. The techniques the team will use are: observation, survey and interview. For the observation, a checklist will be used to collect the novice professors information, for the survey, a questionnaire will be used to gather information from the students who are receiving the classes with novice English professors, and for the last technique which is the interview, the team will select a set of questions to be asked to the novice English professors from the Foreign Language Department.

Taking into consideration all the aspects mentioned before, the research team has decided that the appropriate research design to use in this particular topic is non-experimental research.

### **3.4-POPULATION AND SAMPLE**

The population for this research will be English professors and students from the Foreign Language Department at the University of El Salvador. On the other hand, the sample for this research will be the Novice English professors from both majors: B.A in Modern Languages specialty French and English, and B.A in English, Teaching Option. Also, students who are attending classes with these professors during semester I- 2019.

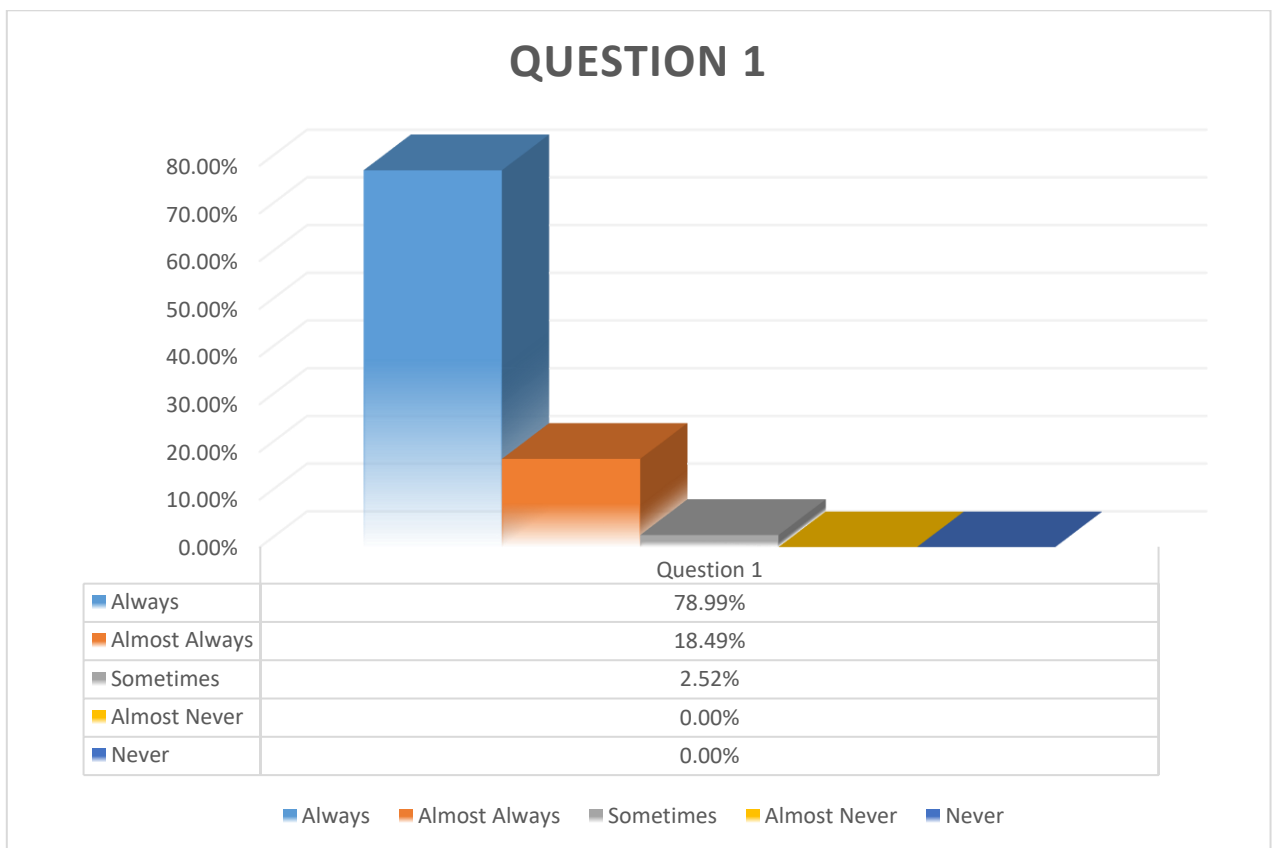
### **3.5-DATA COLLECTED ANALYSIS**

The research team will use the instruments in order to collect the data from the novice English professors and students who attend classes with them. The next step will be to classify and label the data in the category it belongs. Then, the data will be presented using graphics and tables to organize the information based on the answers collected. Finally, the results will be analyzed and interpreted based on the objectives and the subsidiary questions.

## 4-FINDINGS

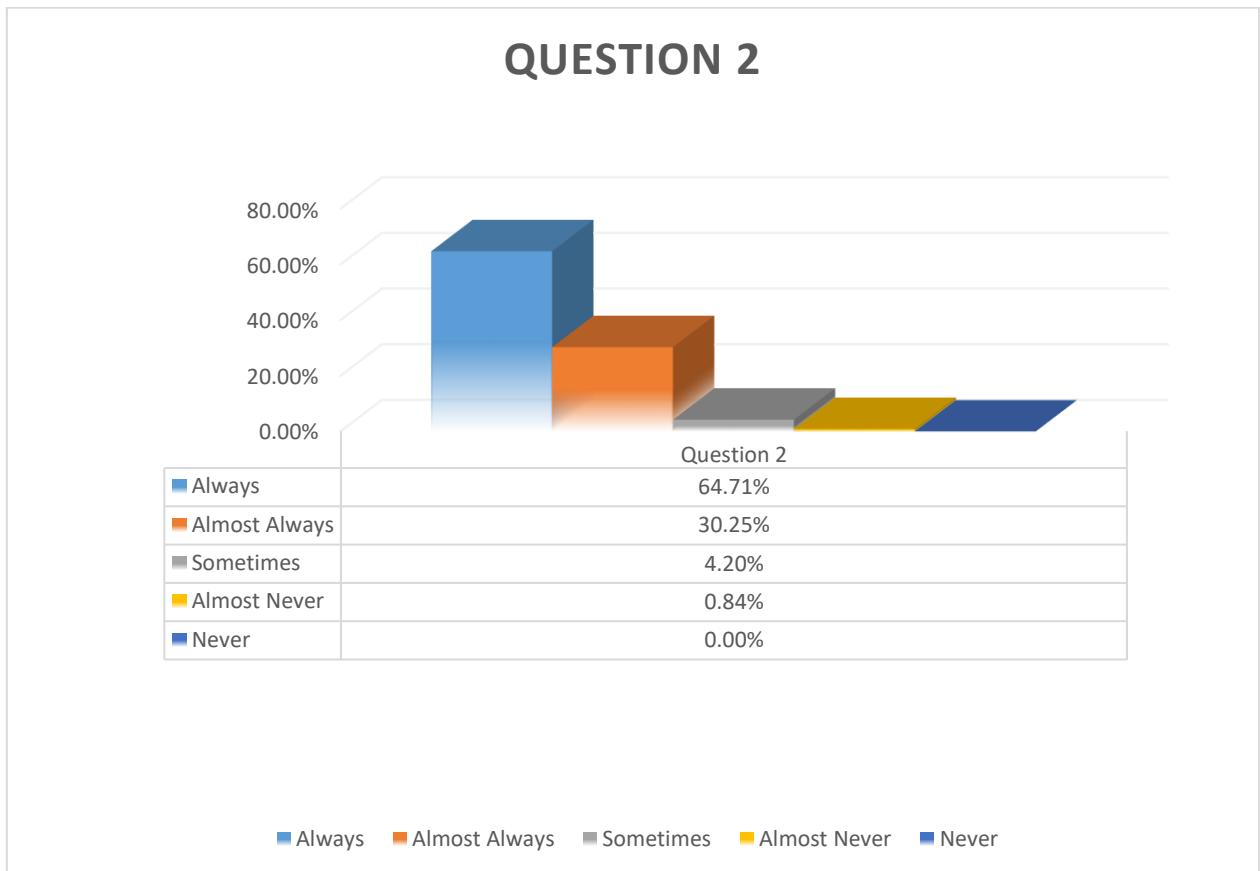
### 4.1-ANALYSIS OF THE SURVEY FOR STUDENTS WHO ATTEND CLASSES WITH NOVICE ENGLISH PROFESSORS AT THE FOREIGN LANGUAGE DEPARTMENT.

1. *The novice English professor has knowledge of the subject he/she presents in the class*



According to the graph, the 78.99% of the students agree that their novice English professors always have knowledge of the subject that they present in class. 18.49% of students state that novice English professors have some difficulties with some topics that they have to develop in class but only 2.25% of them think that their novice English professors do not have enough knowledge to develop the classes.

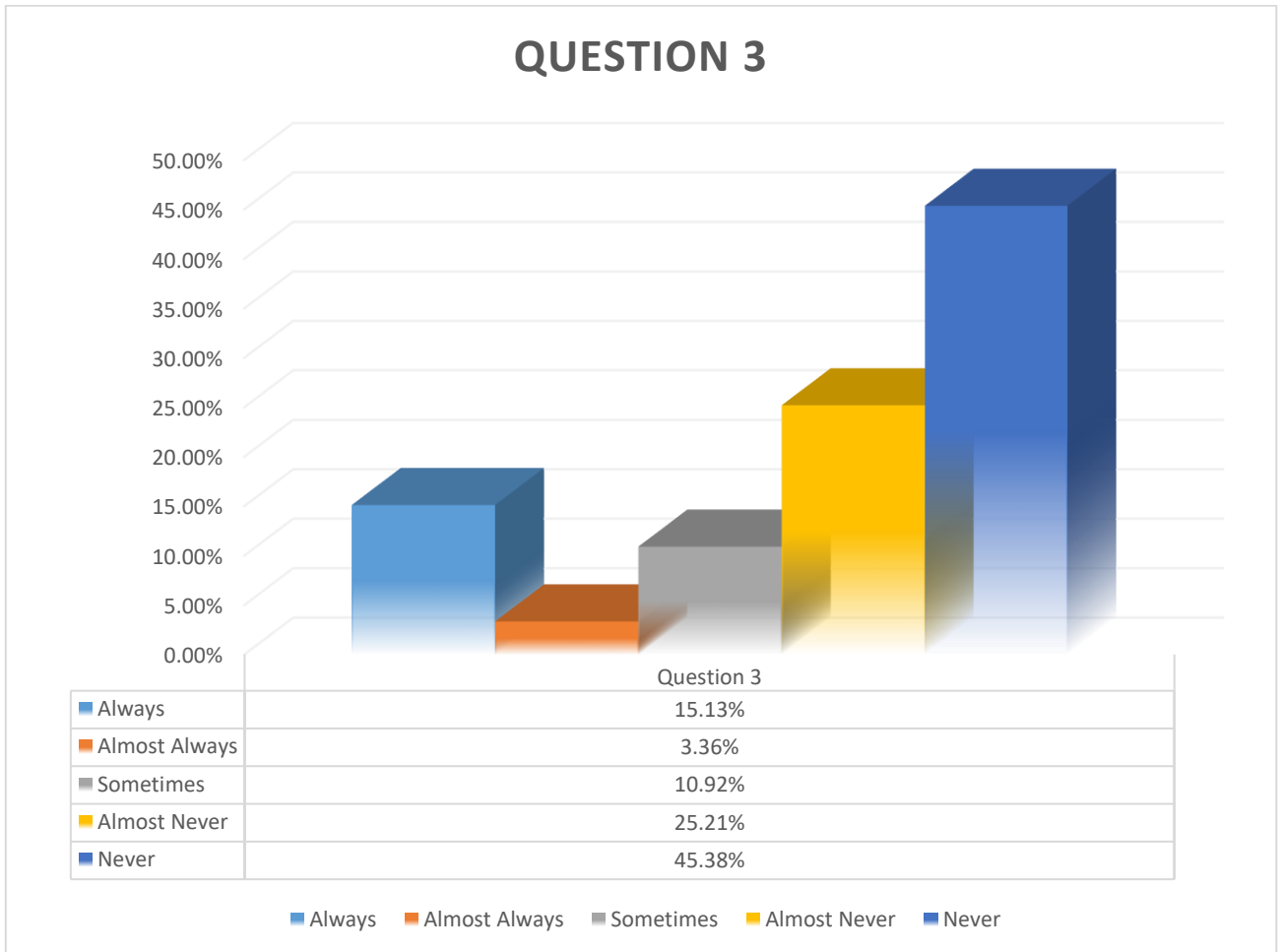
2. *The novice English professor knows how to solve the issues that faces in the classroom.*



This graph shows that 64.71% of students believe that the novice English professors know how to handle problems during the class while 30.25% of students noticed that almost always their novice English professor are capable to solve some difficulties at the time they are giving the class. Just 4.20% of students consider that the novice English professors sometimes have some lack of classroom management to face problems in the classroom and 0.84% think that they almost never know how to solve issues in the classroom.

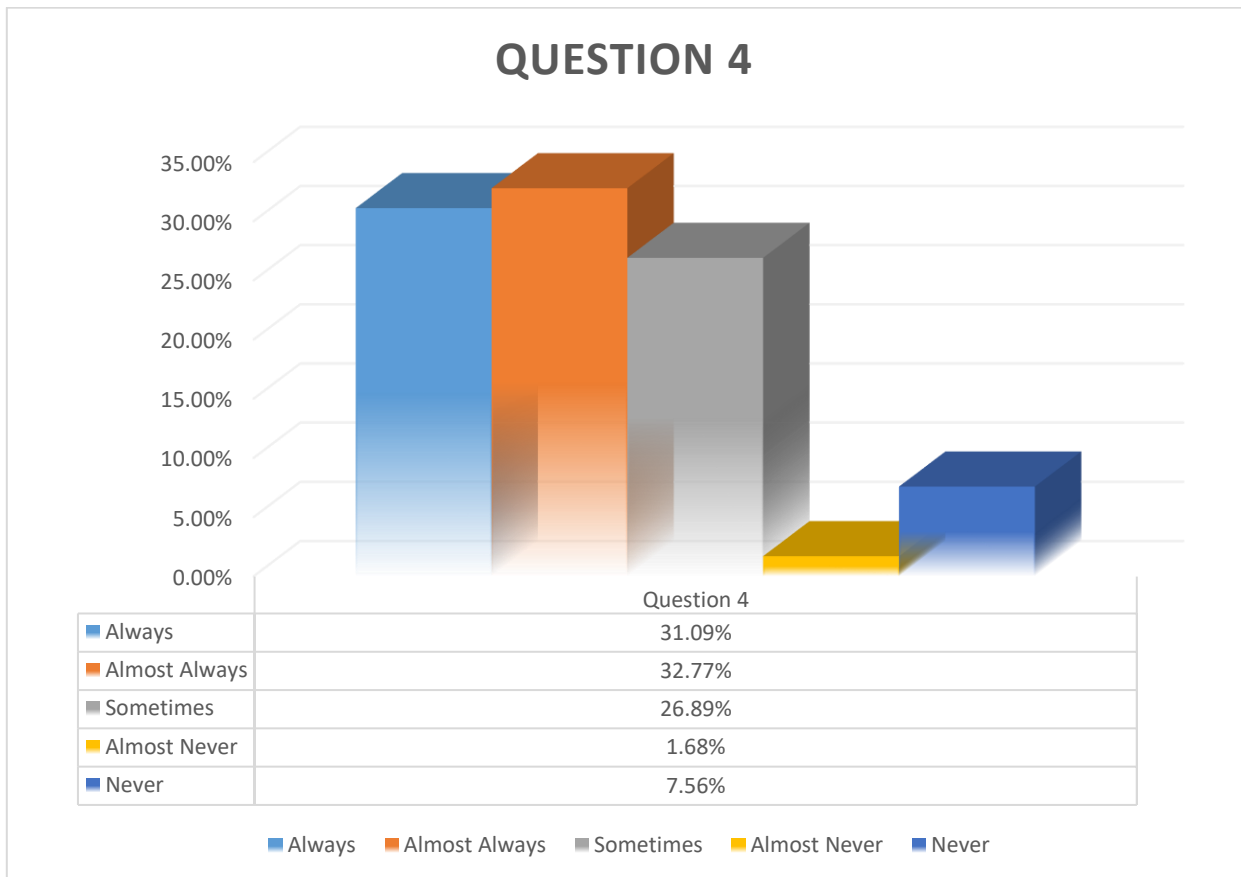


3. The novice English professor presents lack of confidence when developing the class.



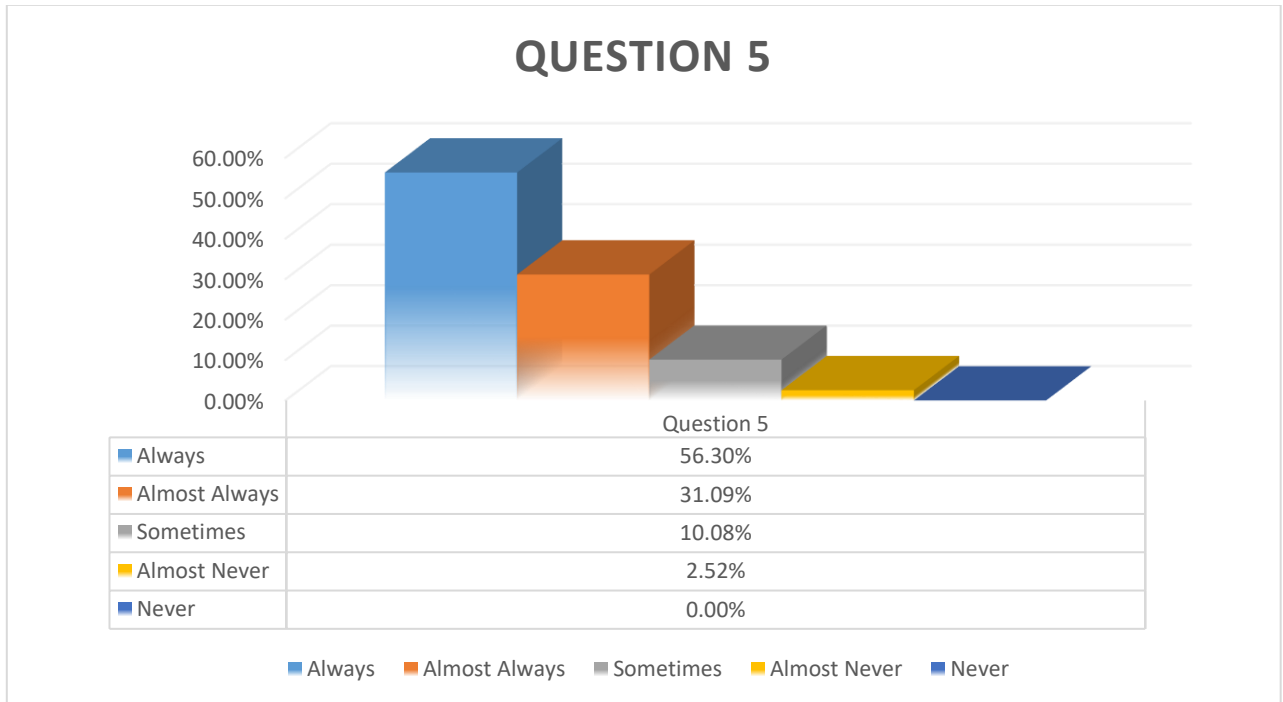
The previous graph shows that 3.36% of students state that the novice English professor presented lack of confidence during the class, while 15.13% of students consider that they always have some lack of confidence. The 45.38% of the students agree that their novice English professor never show any lack of confidence at the moment to teach the class and there is 25.21% that believe the novice English professors almost never are able to see this type of behavior during the class. Only 10.92% of students sometimes noticed lack of confidence.

4. The novice English professor is dynamic during the class.



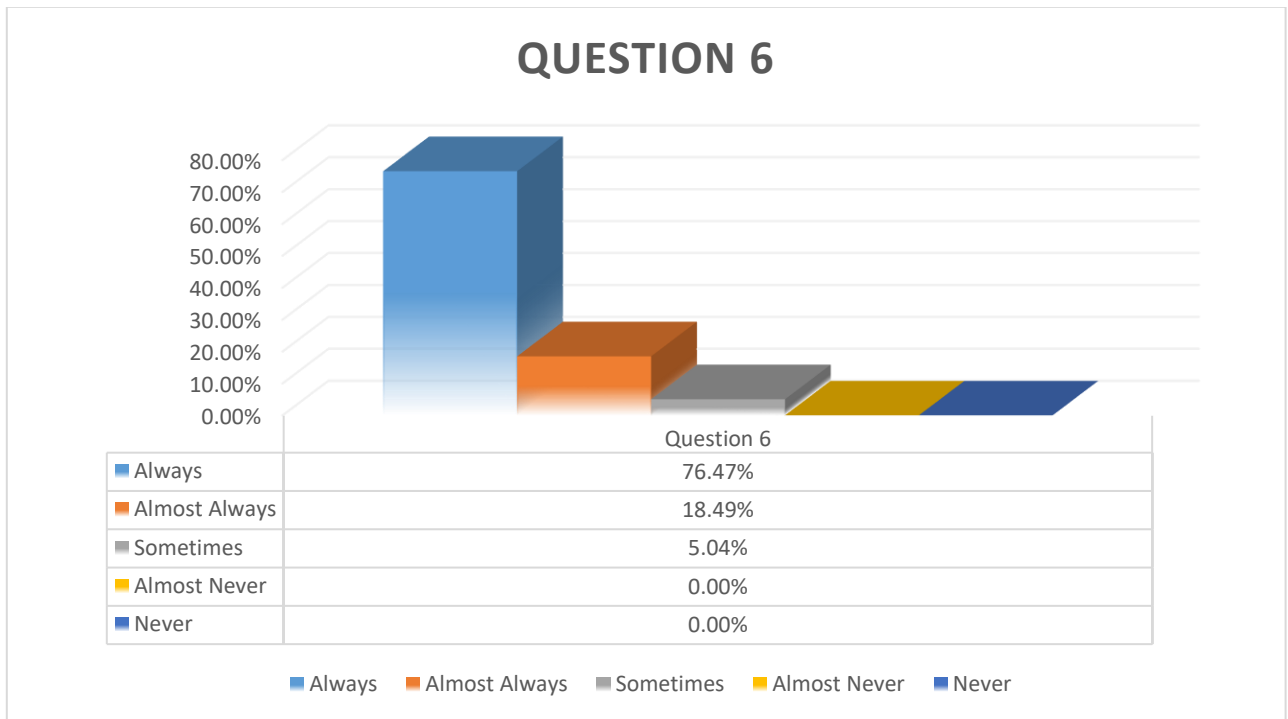
According to the graph, the 32.77% of students think that the novice English professors almost always make very dynamic classes and 31.09% of the students claim that the novice English professors are always dynamic at the moment to teach the class, also, the 26.89% of them said novice English professors sometimes are dynamic. In addition, 7.56% of students think that the novice English professors are not dynamic during the class and just 1.68% of students consider that novice English professors almost never show a dynamic behavior in the classroom.

5. *The novice English professor develops the lesson plan considering the characteristics of the students and adapts the program to their knowledge needs.*



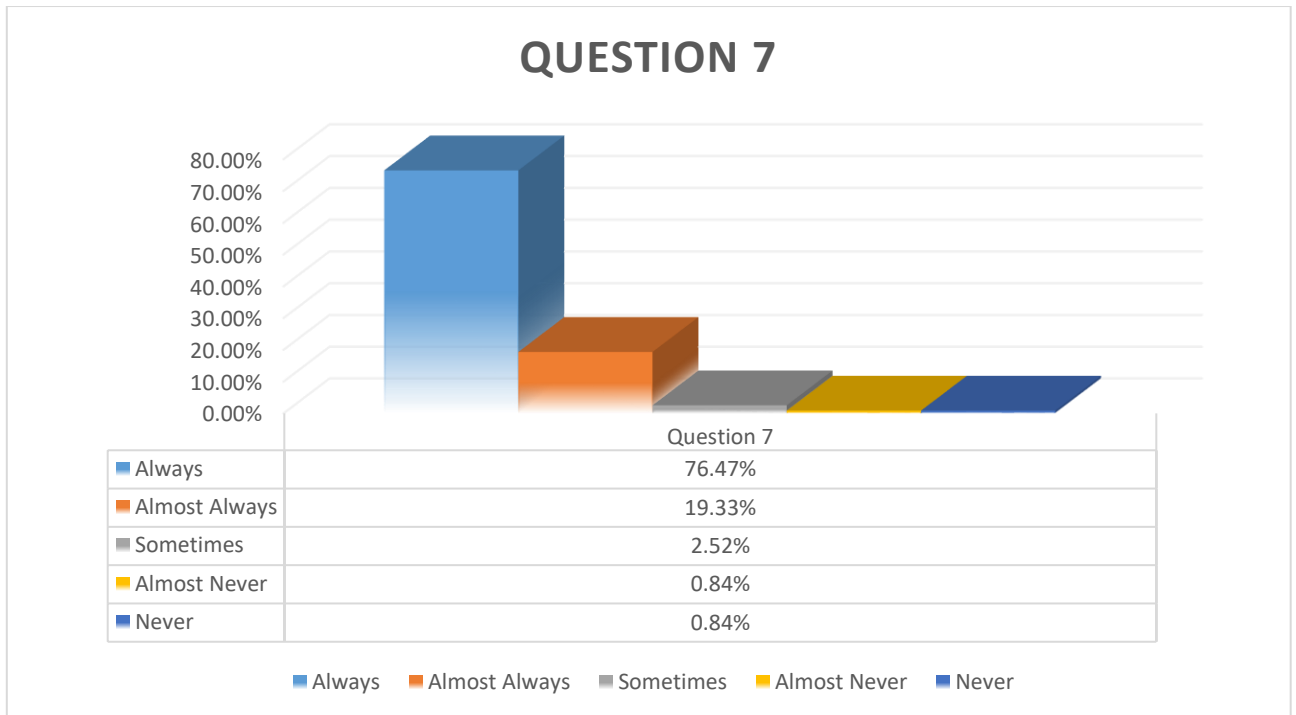
This graph shows that 56.30% of the students consider that novice English professors always develop the lesson plan considering the characteristics of the students and adapt the program to their knowledge needs and 31.09% of students consider that novice English professors almost always do it. On the contrary, 10.08% of students consider that novice English professors sometimes do it and just 2.52% consider that they almost never do it.

6. *The novice English professor uses the appropriate vocabulary for students and the level of English they have.*



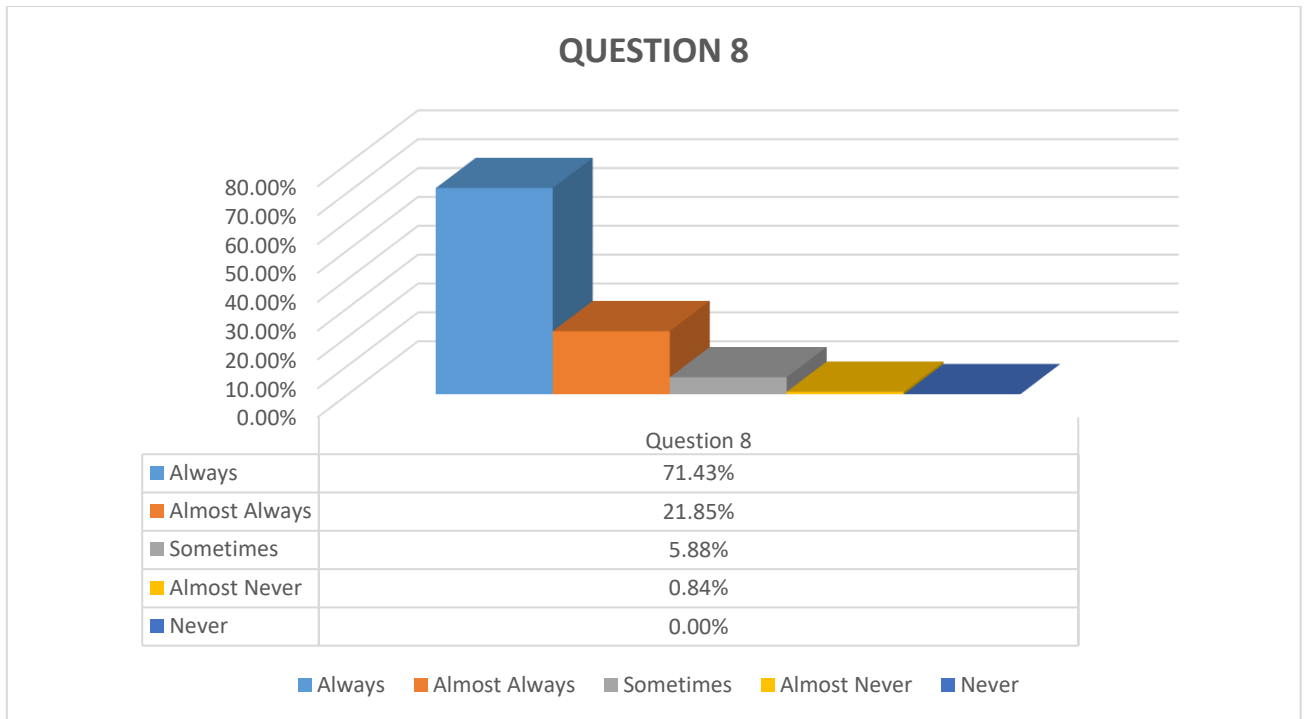
This graph represents that 5.04% of students think that novice English professors sometimes do not use the appropriate vocabulary for their English level and 18.49% consider that novice English professors almost always use the appropriate vocabulary in order to be understood by students. On the other hand, the majority, which is 76.47%, consider that novice English professors use the appropriate vocabulary for students and the level of English they have.

7. *The novice English professor expresses in an appropriate, coherent and correct manner, when developing the topics of the subject that teaches, both in academic fields and in the school context.*



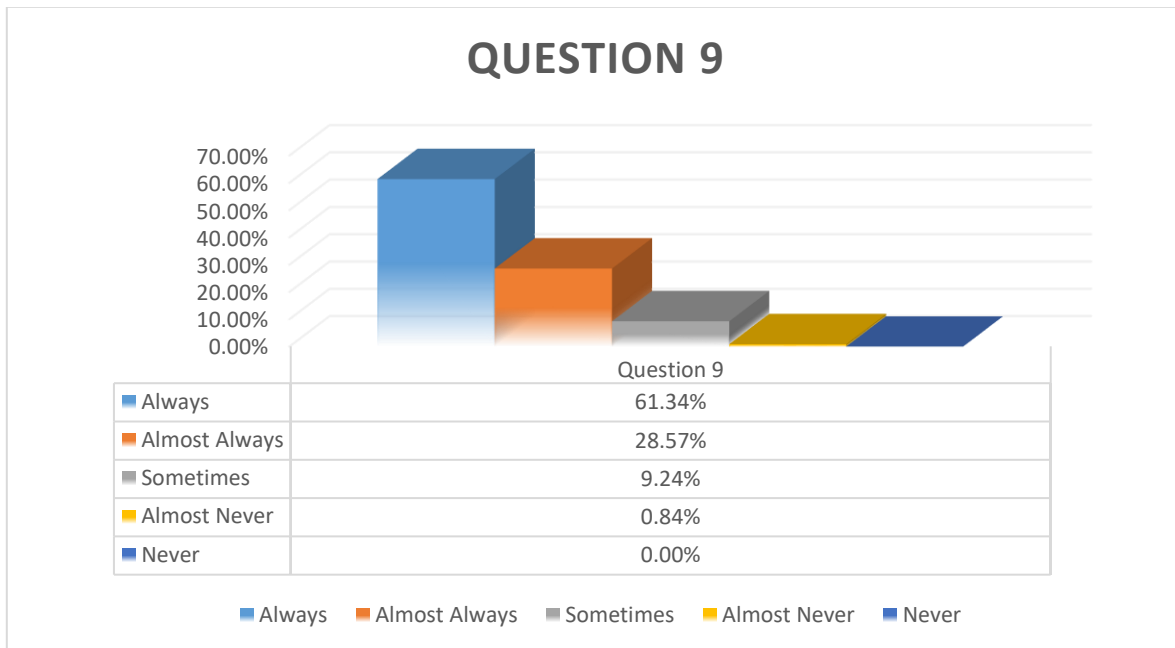
In this graph it can be observed that 76.47% of students agree that novice English professors express in an appropriate, coherent and correct manner, when developing the topics of the subject that they teach, on the contrary, just 0.84% of students think that they never and almost never do it. On the other hand, 2.52% agree that novice English professors sometimes do it and 19.33% consider that novice English professors almost always express in the appropriate and best way possible, so, students can have a better idea on what the topic is all about.

8. *The novice English professor communicates the evaluation criteria in an appropriate and timely manner, with the purpose that students know the expectations about their activities to be developed.*



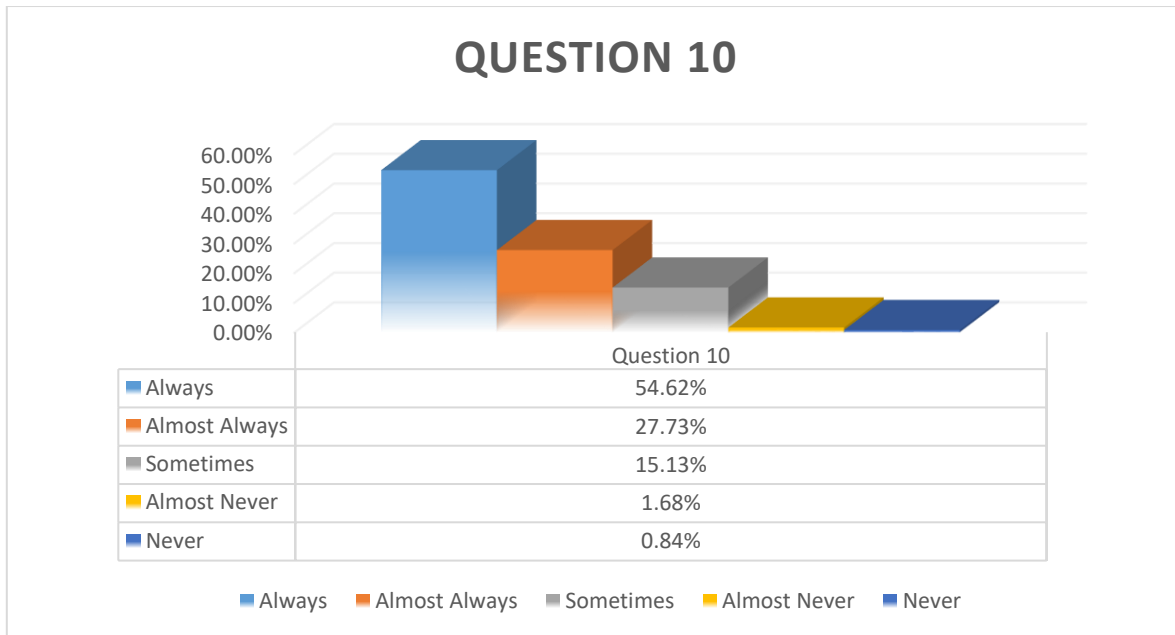
This graph demonstrates that 71.43% of students think that novice English professors communicate the evaluation criteria in an appropriate and timely manner, with the purpose that students know the expectations about their activities to be developed. Also, 21.85% consider that they let students know in advance the evaluation criteria for some activities and 5.88% agree that they sometimes do it. On the other hand, only 0.84% of students consider that novice English professors almost never let students know in advance the criteria to be taken into account for some activities.

9. *The English novice professor integrates evaluations that allows to monitor the academic development of students.*



According to the collected results, the 61.34% of the students were in agreement that the novice English professors always integrate the evaluations as a teaching element that allows to monitor the academic development. Also, the data shows that 28.57% of the novice professors almost always do so. Only a 9.24% mentioned that they sometimes do it. Also, the 0.84% selected that they almost never take that action to better monitor the development of the students. In summary, the majority of the students agreed on this statement that they integrate the evaluations to monitor the development.

10. The novice English professor uses different ways to communicate the results of the students, depending on the type of content to work, the teaching methodologies used and the type of evaluation.



This graph shows that 0.84% of the students consider that novice English professors never use different ways to communicate results such as teaching methodologies and type of evaluation. The 15.13% of the students think that novice professors sometimes take into account the better ways to communicate the results. Also, the majority of the students which is 54.62% agree on the statement. The 27.73% of the students mentioned that the novice professors almost always do it and 1.68% said that they almost never use it.

The outcome shows that the majority of the students think that novice English professors always use different ways to communicate results of the students, depending on the type of content to work, the teaching methodologies used and the type of evaluation.



#### **4.2-ANALYSIS OF THE SET OF QUESTIONS FOR THE STAFF IN CHARGE OF HIRING NOVICE ENGLISH PROFESSORS AT THE FOREIGN LANGUAGE.**

The data below shows the analysis from the interview that the research team had with the staff in charge of hiring the novice English professors at the Foreign Language Department.

##### **1. What are the main steps applicants have to follow in order to get hired in the Foreign Language Department?**

The people in charge of hiring at the Foreign Language Department commented that according to the laws of Ministry of Education, the first step for the candidates is to be graduated and have the degree either in the Teaching option or in the Modern Languages. Also, the coordinators claimed that they are looking for applicants with sort of experience and a good level of English to pronounce and repeat sounds since the Novice English professors will be a model for students.

Additionally, the people in charge of hiring declared that they are looking forward to hire the top students, but the truth is that the most of them get jobs easily or they work in the private sector on which they got paid monthly. Moreover, the coordinators stated that the payment is the biggest problem they have in the Foreign Language Department and is affecting them in regards of the quality of the professors that they can hire.

##### **2. How do you measure their English level and the knowledge they have about the subject they are applying for?**

The people in charge of hiring and the coordinators expressed that the best idea is not to give novice English professors the advanced courses for third, fourth and fifth year since they are starting in the teaching environment but the reality was different since they had a lack of professors in the advanced courses, that is the reason why sometimes novice English professors were asked to teach the advanced subjects.

The coordinators usually knew the candidates when they were students and those who were good in specific subjects were taken into account to teach classes and the Foreign Language Department was lucky since they accepted the challenge and ended up with good results. The coordinator of the major also claimed that they try to be careful with the assignment since it is difficult and complicated to hire hourly basis professors due to the payment issues that the department has faced.

**3. What are the criteria that you take into account at the moment of assigning the courses?**

The coordinators of the major explained that first of all the novice English professors needed to obtain the degree as the law requires. Besides that, there is not such established criteria to hire them but the people in charge of hiring claimed that they know most of the students so they might determine whether if they were good or not in a specific subject. The coordinators took into account the opinion and advice from other experienced professors to know what they think about each aspirant before to continue the hiring process.

Additionally, when the coordinators do not know the candidates, they had a small conversation with them to evaluate them and identify the strengths and weaknesses they might have. As well, the coordinators believed that based on their experienced and intuition have been able to hire good novice English professors with the requirements they have looked for and that technique has worked for several years in the Foreign Language Department.

**4. Are the new professors constantly monitored by the coordinator of the subject?**

The coordinator of the major in English, teaching option and the head of the Foreign Language Department are in charge of naming the coordinators for different subjects in the major. The coordinators of the subjects are in charge of creating the syllabus, evaluating system and the materials that novice English professors will use during the semester.

Coordinators said that novice English professors are not constantly monitored because it exists something that it is called academic freedom “libertad de cátedra” and they trust that novice professors will do a good job. However, the coordinator of the major considered that there should be some sort of monitoring or supervising of novice English professors from the coordinators of the subjects but it is a bit difficult because they have others duties and tasks, nevertheless, some coordinators took novice English professors to advise and orient them.

#### **5. Is there any induction or insertion training for the new professors?**

The coordinator of the major expressed that in this semester there is a big amount of hourly basis novice English professors from both majors, this is growing so much and getting out of control. Some full time and most experienced professors from the Foreign Language Department who take their job very seriously had the initiative to advise and orient the novice English professors. Many did a very good job and they provided very good feedback about them.

Probably, it was a little informal but it is because is relatively new for the Foreign Language Department due to the fact that in the past there was not that big amount of hourly basis professors and in this semester there are around fifty-four in both majors. Nevertheless, the coordinator said that novice English professors do not have any induction or insertion training as such.

#### **4.3-ANALYSIS OF THE SET OF QUESTIONS FOR NOVICE ENGLISH PROFESSORS AT THE FOREIGN LANGUAGE DEPARTMENT.**

The data below shows the analysis of the interview that novice English professors from the Foreign Language Department had with the research team in regards of the experiences and perceptions they had during their first years working there.

## **1. Why did you decide to become a professor at the Foreign Language Department?**

The majority of the novice English professors expressed that they decided to become a professor at the Foreign Language Department to gain experience at the most recognized and distinguished University in the country. Some other novice English professors stated that they took the opportunity they were given in order to help students in their learning process since they already know the pressure and stress they go through in the learning process.

Also, some Novice English professors said that they felt the desire and commitment to reattribute and contribute to the University what they have been given when they studied. Finally, the minority of the novice English professors revealed that they have been dreaming on working at the University since their childhood because they have heard is the most popular and the best in the country so that is why they are living the dream and doing their best at work.

## **2. What are the main steps to follow before getting hired as a professor at the Foreign Language Department?**

Novice English professors stated that first of all they had to submit their resume, all the evidence that shows the previous experience, and recommendation letters if there is any, so if they fulfill the requirements that are needed, the people in charge would get in contact with them to continue with the hiring process which is in some cases an interview so that the coordinators can decide who might be the aspirants to be hired.

Also, another couple of novice English professors affirmed that they only were asked for their grades and resume but never were interviewed to check their profiles they only were contacted by some professors or coordinators to offer them the job. On the other hand, some other novice English professors had an interview with the people in charge of the hiring process and were asked questions regarding of the subjects they were interested in or if they have any teaching experience.

**3. If you took a job interview, do you consider that the questions somehow measured the knowledge you have to teach any subject at the Foreign Language Department?**

Novice English professors stated that the coordinators tried to measure their language proficiency level, pronunciation, vocabulary, methodology and teaching techniques on the interview or the small conversation they had. On the other hand, some other novice English professors assured that there is no way how the coordinators of the major could measure if the candidates are good enough to teach a specific subject, but normally the interview can only measure their proficiency or how capable the aspirants are for the job.

In addition, the majority of novice English professors agreed that they were asked general questions about their previous job experiences and their experiences as students at the Foreign Language Department, so basically the administrators are not interested in measuring their knowledge but are focusing on their previous experiences in the teaching field.

**4. What are the aspects that you consider they took into account to hire you as a professor at the Foreign Language Department?**

The novice English professors stated that they never were given feedback from the interview so they do not know exactly what the aspects they took into account were. One of the most important aspects the novice English professors affirmed that the people in charge of hiring took into account is the previous teaching experience they had or if they have worked before or not.

The next aspect, is that the novice English professors needed to be graduated and had the degree as a requirement to be teaching at the Foreign Language Department and some other novice professors were recommended by other professors that know them as they were good students. Novice English professors mentioned one aspect that they think is important and is their willingness to take the job despite all the difficulties they have heard about the job.

Also, another requirement is to have studied at the University of El Salvador because the coordinators get to know them, if they got good grades, if their performance was good and if they showed good characteristics, those students are more likely to get hired at the Foreign Language Department.

**5. How long have you been teaching at the Foreign Language Department?**

According to the data collected, the majority of the novice English professors have been working at the Foreign Language Department for more than three years, some others have only one year of teaching experience. However, novice English professors stated that even though it has been a short period of it has been a really good experience since they have learnt so many things about students, subjects, and colleagues.

Added to that, novice English professors felt very excited to be taken into account by the coordinators of the department to be part of the staff of the professors that is why they took their job seriously to do the best they can in order to avoid making a lot of mistakes in the teaching process. Finally, novice English professors commented that they would like to continue working at the Foreign Language Department to extend their knowledge and to get more experience for future job opportunities.

**6. Have you ever suffered somehow discrimination either from students or colleagues because you are novice professor at Foreign Language Department?**

The majority of the novice English professors felt discriminated from the experienced professors since they think they need to be guided every single step and some other said that it does not make them feel bad because they know that they do not have a lot of preparation as they are beginners. Also, novice English professors claimed that sometimes experienced professors think they are not capable enough or knowledgeable enough to be working at the department and also some of them were laughed by other professors.

The novice English professors stated that there is a division between experienced and novice professors due to the level or subjects they teach. Additionally, novice English professors agreed that there is a kind of discrimination coming sometimes from students since they have the power to evaluate them at the end of the course and that is why the students did not take the course seriously like they did with the experienced professors.

Another type of discrimination novice professors mentioned, is regarding the way they are paid, since they had to wait six or eight months to get the payment. On the other hand, there were novice professors stating that there is not discrimination since they have received good comments and were offered help as well as they were encouraged and were given support by experienced professors.

**7. Have you ever had a situation in the classroom that you were not ready to face? If that is the case, what did you do in that situation?**

Some novice English professors mentioned that they were very lucky and did not face a situation that they were not ready to face, however, some of them have faced some issues with students and their behavior, for instance, a novice English professors had a student who missed the classes quite often and also the exams and it was because he was a member of the soccer team of the university and Academics had given him a permission letter so the student somehow did whatever he wanted and it was a really difficult situation for the professor.

Another novice English professor faced a terrible situation while standing in front of the students ready to start the class, the usb containing all the material for the class got a virus and could not do anything but the professor implemented some interacting games so the class could continue.

In addition, some other novice English Professors mentioned that they had situations regarding with the classroom management and the way to approach their students because some novice English professors are as young as students and sometime students challenge their authority.

**8. What are the most satisfying experiences you have had in the Foreign Language Department?**

The majority of novice English professors agreed that the most satisfying experiences are when they realize how proficient their students become and when they get to see that students apply in real life the knowledge they get within their courses. Also, some novice professors said that one of best experience that they have had is learning to be humble and to recognize their strengths and weaknesses to grow not only as a professors but also as human beings.

Besides that, novice English professors mentioned that another satisfying experience is to notice the progress students have when they see them interacting either in the classroom or outside, in the Foreign Language Department. In addition, they expressed that another of the best experiences is when they feel the satisfaction to see their students motivated and thankful for the effort they are doing as professors and when students manifest that they want to enroll with them again.

**9. Do you think that those experiences have helped you in your professional growth? Why?**

All the novice English professors considered that the experiences that they have had working in the Foreign Language Department have helped them to grow as professionals and in many other aspects. Some of them believed that they have become more mature because sometimes they think twice what they are going to share on social media because sometimes students see what they share and they rather want to post content that causes a positive impact on students.

Also, some novice English professors stated that the experiences have helped them to see their students as human beings and focus on their feelings and needs instead of seeing them as people that sit over desks and come every day to classes. In addition, novice English professors said that the experiences help them to do the things better every single day, to improve and progress as professionals, and to feel more comfortable with students.



**10. Did you take an induction or insertion training before starting to teach at the Foreign Language Department?**

The novice English professors confirmed that there is no induction or insertion training before starting to teach but they have some sessions in order to create the syllabus for the subjects to get familiar with the content. Additionally, some novice English professors stated that they have some type of freedom to teach the subjects and carry out any type of activities as they want as long as they comply with the syllabus that they have been agreed on.

Besides that, the novice English professors agreed that something that can make a difference in their teaching abilities and skills, is to have constant trainings. However, Novice English professors added that there is no access to scholarships or they are not given any sort of discount or opportunity to study, for example a master degree or to get a certification, so it would be helpful for them to be instructed within the trainings.

## 5-ANALYSIS OF THE FINDINGS

After the data collected, the team presents the following analysis in which some aspects are discussed, such as: the perceptions about the experiences of novice English professors during the first years and how they help them, also, the experiences of novice Professors and the impact they have in their professional growth. The following analysis will help to answer the research question as well.

Novice English professors from the Foreign Language Department of the University of El Salvador decided to become part of the faculty due to the fact that they wanted to have the experience of working in one of the best universities in the country.

The majority of the novice English professors studied at the University of El Salvador and that is why they wanted to work there because they felt the commitment to reattribute something to the university that helped them to be who they currently are, also, they wanted to help students in their learning process because they know perfectly how hard the journey is and all the difficulties students face in the process of learning a second language.

Moreover, some novice English professors faced the opportunity to work at the Foreign Language Department and they did not reject that opportunity because of the prestige the University Of El Salvador has throughout the country and it is one of the best universities, therefore, if they have the experience of being a professor at the University of El Salvador or if they have that experience in their resume, people will take that into account when they apply for another job.

The research team found out that some novice English professors were chosen to be part of the hourly basis faculty of professors of the Foreign Language Department at the University of El Salvador because they were students that showed a good performance, got really good grades and they are considered the top students throughout the major, that is why the person in charge of hiring professors trust them because he knows them and also he consults other professors about the performance of the students.

In addition, in the Foreign Language Department there is a need because there are a lot of students and few professors, therefore, it is complicated for experienced professors to cover all the courses, that is why the coordinators and person in charge of hiring, decide to give the opportunity to those students that were the best in the major, to take some courses and teach certain subjects, this opportunity helps them because they are going to get experience and they are going to get a reward as well.

The novice English professors that decide to apply for a job at the Foreign Language Department have to present their resume, and all the evidence that they are already graduated. Some of them have an interview to measure their knowledge, their performance or to see if they are capable enough to be a professor at the University. On the contrary, some others have just an interview but it is not formal and some others do not have a job interview because they are already known by the person in charge of the hiring process.

The aspects taken into account to hire the novice English professors are their performance as students because the majority of them study at the Foreign Language Department and they are already known, their English level, the knowledge about the subjects, their teaching skills in the case they have, the willingness they see in the novice professors, their job experiences, and some recommendations about the novice professors.

Regarding with the novice professors that are currently working at the Foreign Language Department, even though they do not have a lot of experience, they seem they are well prepared for every class they teach and their students notice that, they perceive that novice professors have the required knowledge and the research team could observe that during some sessions of observations in the classes of novice English professors.

Also, novice English professors seem they are capable to do the job because the majority of their students agreed that they use the appropriate vocabulary, expressions, and level of English, so, they understand almost everything regarding with the language.

Additionally, the majority of novice professors are organized and they dress in an appropriate way, hence, they show and project confidence at the moment of teaching different topics and students feel the same way because if the professors do not show self-confidence, the students will perceive that as a lack of knowledge from the professor and they are going

to lose the interest in the class, but if professors show confidence, students will be motivated in the class.

Novice English professors face different experiences, some good that make them feel proud of their job but not everything in the garden is rosy, they also face bad experiences, and for instance, the research team found out that there is some type of discrimination to the novice English professors due to the fact that they are beginning at the teaching process.

The discrimination does not come only from students but from some professors who have been working at the Foreign Language Department for longer periods of time. According to the insights of the novice professors, some of them perceive that sometimes the other professors think that they are not capable to do the job as it should be done. So, they feel they are not taken into account because of the position they have as novice professors.

Also, the majority of the novice professors think that they are ready for the job and for any situation they might face in the classroom. In fact, there are some issues presented in the classroom but they say they are prepared on how to control any situation and how to manage the class as well.

Nevertheless, the research team observed that the majority of novice English professors do not have genuine communication with their students because they do not arise student confidence to participate in the class, they do not involve students in the class to express what they think and to practice in the case they are learning new vocabulary.

Also, they do not circulate in the classroom whenever they develop an activity and that is really useful because by doing that, you measure if your activity is working or not. Another aspect that students mentioned is that some classes of novice professors are not dynamic, hence, they do not show either enthusiasm or dynamism and that is why sometimes students feel the class a little boring.

As it is mentioned above, there are good and bad things in the daily basis of a novice English professors and regarding with the good experiences in general, they agree that the most satisfying experience is when they get to see their students succeed in the English field.

There is nothing more rewarding for novice English professor than knowing and seeing the evidence that they have made an impact on the students learning process.

For novice English professors, teaching means that every day is a different challenge and they will work on different tasks with their students in order to increase their knowledge not only for students but also novice English professor are able to learn new things as they teach. Growing as a professional on the teaching field is very satisfactory for novice English professors because they learn as they teach. Once you become a professor, you still must continue learning and staying current with the latest knowledge in your field.

One example from a novice English professor is that the last year, she had a class in which she taught a lot of vocabulary and now when students see her outside the classroom, she said they use the vocabulary and they say things like this: “I remember this vocabulary because you taught me that”, that is very satisfying because it means that they are paying attention, or when students actually want to enroll with you again or when they tell you: “I wanted to be in your class but there was not space”. In fact, novice English professors get to watch their students current and previous grow and they feel proud that they are part of the process to get them to where they are today.

As a result of the survey from the students of the Foreign Language Department, they take into account the English level of their novice English professors, their confidence at the moment to give the class, general appearance and the most important the knowledge about the subject. There are some students that are not feeling comfortable with some novice English professors just because they are younger like them even if they have the level to teach the class, students are very critic.

As the research team observed that the students from the Foreign Language Department have high expectations from their novice English professors. Students pay attention how the novice English professor face different aspects in the teaching environment such as if they have knowledge about the subject and if they are using a specific methodology to teach the subject. They are very demanding in regards how their novice English professors perform.

Being novice English professors means staying in a constant learning process since they have to teach their students and that makes them think that they can do it better and improve

their skills every single day. All those experiences have helped novice English professors not only to grow as professionals but also as human beings. In addition, the satisfaction of novice English professors of helping others to learn means that they will always be growing as professionals.

Most of the novice English professors did not take any induction or insertion training before starting to teach at the Foreign Language Department. The research team talked to the head of the department and found out that there is any induction or insertion training, however, there is a set of guidance from the coordinator of the course at the beginning of the semester.

Also, one of the authorities in charge to hire new professors shared with the research team that there is an initiative from some senior professors to help them to incorporate to the department and the subject that they will teach in the semester. It can be like an informal induction or insertion process but the Foreign Language Department does not receive a budget in order to implement a certain plan for new hires as the number of students is rising each year.

Finally, as the research team observed, there is a lot of freedom and it is a good thing for some of novice English professors also there are some sessions for novice English professor to create the syllabus for the subjects they are going to teach, it is not exactly an induction but sometimes they have to think or get familiar with the content by themselves.

#### **5.1-POSITIVE EXPERIENCES OF NOVICE ENGLISH PROFESSORS WORKING AT THE FOREIGN LANGUAGE DEPARTMENT.**

1. By working as professors at the Foreign Language Department, novice English professors have gained teaching experiences and a reward as well.
2. Learning to be humble no matter what position you have.
3. Novice English professors have learned to have a plan b and to be ready for unexpected situations in the classrooms.
4. Having an opportunity to demonstrate how capable novice English professors are to do the job as professors at the Foreign Language Department.

5. Seeing students succeed in the learning process.
6. Having a positive impact on the behavior, motivation, achievement and learning process of the students.
7. Having constant challenges and learning something new every single day.
8. Growing as professionals in the teaching field as well as human beings.
9. Having the satisfaction of helping students and hear from them that they have improved a lot.
10. Hearing from students that they want to enroll another course with a novice English professor.
11. Getting the opportunity to understand students and their learning process in real life.
12. Giving the opportunity to work at the University of El Salvador is one of the most excited experiences for novice English professors since they are gaining the professional experience they need.
13. Being offered help and receiving advice from the experienced colleagues is a grateful experience for novice English professors that makes them feel included along with the staff of professors.
14. Working with autonomy has been an advantage for novice English professors as they can carry out any type of activities in the classroom so that gives them freedom to use different teaching techniques.
15. Having a good impact on the lives of students has been a satisfying experience for novice English professors that motivates them to keep doing a good job.
16. Being part of the staff of novice English professors is helping them to improve and grow as professionals and as well as personal since they are models for students.
17. Reading a lot about the subjects the novice professors are entitle to teach is a positive experience because they are in a nonstop learning process.
18. Teaching at the Foreign Language Department is helping English novice professors to have a resolver mentality since they do not know what type of situations they might face in the classroom.
19. Being a student graduated from the University of El Salvador is a good advantage for novice English professors because they do know the methodology that

experienced colleagues implement in the classroom so that they can anticipate the needs of students.

20. Being a good influence for students is a great experience for novice English professors since they hear comments from students that want to be professors when they finish their studies.
21. Being a professor at the University of El Salvador is an enormous privilege for novice English professors since they are reattributing what they received.

## **5.2-NEGATIVE EXPERIENCES OF NOVICE ENGLISH PROFESSORS**

### **WORKING AT THE FOREIGN LANGUAGE DEPARTMENT.**

1. Having courses with big amount of students so they cannot monitor and check individually the progress of their students.
2. Feeling sort of discrimination from experienced professors considering that novice English professors are not capable enough to develop the job.
3. Arguing and discussing with professors from other majors for the right to have a classroom in the buildings that are shared with other majors.
4. Realizing that the majority of students are as young as some novice English professors and sometimes they challenge the authority of novice professors or disobey them.
5. Having a lack of supervision to novice English professors, therefore, they do not have feedback from experienced colleagues and do not know the areas in which they could be failing.
6. Facing a lack of resources because sometimes novice English professors want to use the electronic devices from the Foreign Language Department but either they are not working or they have been already booked.
7. Having students with disruptive behavior in the classrooms.
8. Having a lack of spots or a room for novice English professors so they could have tutoring with students after the classes.
9. Suffering a lack of equity from the Foreign Language Department since novice English professors deserve to be treated with equity just as experienced professors are treated.



10. Facing a terrible issue regarding with the delayed payment and having to wait until the semester ends to receive the salary.
11. Having few opportunities and little access to obtain certifications or scholarships to get instructed in the field, is a disappointing experience for novice English professors.
12. Feeling a little uncomfortable with the way they are looked by students is an unfavorable situation for novice English professors since they look younger than the experienced professors.
13. Having the concern to know if they are doing a good job is a stressful situation because novice English professors are not receiving the constant feedback from the coordinators of the Foreign Language Department.
14. Finding the balance between friendliness and discipline is what the novice English professors need to have since there are occasions where students are rebelling against professors.
15. Not having class observation and coaching sessions is a negative experience for novice English professors since they do not know the areas of opportunity they have to improve.
16. Having a small conversation instead of an interview is a confusing matter for novice English professors since they do not know what the coordinators are looking for in a University professor.
17. Having less access to the technological resources at the Foreign Language is a disadvantage for novice English professors because it interferes with the teaching process.
18. Getting the payment every six months is a complication for novice English professors as they would like to get the same attention as experienced colleagues.

**THE FOLLOWING ANALYSIS WILL HELP TO ANSWER THE SUBSIDIARY QUESTIONS.**

**1. How do the experiences, either positive or negative, help the novice English professors during the first years of their teaching process in the Foreign Language Department?**

Being a professor in the Foreign Language Department at the University of El Salvador has helped novice English professors to understand students and their learning process, also, to learn something new every single day in order to share the knowledge with students.

In addition, the teaching experiences help professors to see students not as object to fill them with knowledge or things that come every day and sit over desks, instead, as human beings with learning needs. Whenever novice English professors see or realize the progress of their students, they feel really happy and motivated to continue working and doing their best effort every single day.

Another aspect in which the experiences help novice professors is to be a better person because sometimes they get along well with students or they establish a good rapport with them and then they have to take care of the example that they are giving to their students. For instance, when they are friends on social media, some novice professors think carefully what they are going to share.

In addition, the experiences either positive or negative really help novice English professors because they can provide students with vivid examples in the classes, in fact, that happened in one of the observations that the research team made. One student asked the novice English professor a question that was not in the book, and a professor without any teaching experience could not answer that question but thankfully the novice English professor has some experience regarding with teaching and could answer the question and provided the students with clever and vivid examples.

Also, the experiences play an important role in the teaching process of a novice professor because those experiences prepare them for the future and to be ready for any situation they face in the classroom. In fact, the majority of the students that attend classes with novice

professors at the Foreign Language Department mentioned that these professors are ready or know how to solve when they face issues in the classroom.

## **2. How do the experiences impact novice English professors from the Foreign Language Department in their professional growth?**

The experiences in their first years of teaching, according to the novice English professors, have helped them to grow not only on a professional way but also in a personal way. Novice English professors feel more prepared and more comfortable than when they started teaching at the Foreign Language department.

Therefore, they have improved their skills since they learn something new every single day. Also, those experiences have helped novice English professors to be better individuals because they have learnt how to handle situations with students and how to approach them. Also, they learnt to recognize their needs and what is the best technique for them to learn.

In addition, there is a rise in the attitude of the novice English professors toward teaching. They seem to be ready to put problems behind them since they have a better understanding of the system and acceptance of the realities of teaching. Through the experiences in their first years of teaching, the research team have observed that novice professors gain new strategies and skills to prevent, reduce, or manage many situations they are likely to encounter in the next years of teaching.

Novice English professors highlight events that were successful and those that were not, they have the chance to think about various changes that they plan to make in the following years in management and teaching strategies.

According to interviews from the novice English professors, an important factor when improving their work as professors is the motivation to grow. They believe that they can make a difference in the lives of their students and in the university that is why they feel motivated and committed to their job the best they can. Furthermore, novice professors mentioned that they must have the ability and skills to analyze the behaviors of their students in order to improve the teaching practice.

In this sense, they noticed, that the professional development of professors means recognizing the importance of their continuing education to meet the demands of the profession in order to achieve progress in education, so that would be a great help in their professional growth.

When interviewing the novice professors, they stated that this growth process is a series of experiences on which they acquire knowledge. They commented that is important to go through the combination of positive and negative experiences to develop a maturity in teaching, this maturity allows them to grow in the professional path.

### **3. What do the novice English professors do to overcome the difficulties they encounter in the first years of their teaching process in the Foreign Language Department?**

The majority of novice English professors in the Foreign Language Department sometimes do not feel adequately prepared for the challenges they face in their first years in the classroom. Most of the time the difficulties are related with classroom management that some of the novice English professors know how to handle during the class but there are some exceptions that the knowledge that they have with classroom management is not enough to fill some cases in their daily basis.

The students from the Foreign Language Department agree that their novice English professors know how to overcome difficult situations that they face during the classes so the novice English professors make a good impact to the students to follow their steps and be like them in the professional field at the end of their career at the university. Students are influenced by this type of cases that help them to grow in their path through the university as they are marked by their professor during the process.

Based in what the research team observed, the students from the Foreign Language Department realize when the novice English professors face difficulties at the moment, they are performing the class. They are really focused on their classes and are able to observe when something is going wrong and out of control from the professor in charge. The students are waiting to see if the novice English professors have the capacity and attitude in this case to solve the issue they are facing.

The findings indicate novice English professors overcome difficulties by improvising. They have to face relationship with lower English proficiency students. For example, sometimes they have students who are really good at English and some others who do not have the level. So, they have to find a way to manage and get them the level in a way that they do not leave anyone behind. Also, subordination from students that is something that novice English professor they have to manage every day. There are some rules to follow for this type of students, however; the most important thing is to remain calm.

Furthermore, there are some cases related with technical issues from the equipment that is provided from Foreign Language Department to the novice English professors and classroom assigned to them as well. In those situations, improvising is the key to overcome the situation as they have to think faster and not to lose the control of the class and keep it professional.

Students from Foreign Language Department mentioned that most of the novice English professor are capable to solve those issues encountered in every class and most of the time they handle as seniors professors so they agree that they are very professional and they would like to be like them not only in the classroom but also in their near professional future.

In conclusion, Novice English professor learn how to handle different situations every day and those experiences help them to overcome difficulties in their classes and make them not only to succeed and grow as a professional but also mark their students to feel motivated and face the difficulties that they will encounter on their career.

## 6-CONCLUSIONS

Once the data collection instruments were applied, processed and the information with the respective analyzes obtained regarding of the experiences that the novice English professors face at the Foreign Language Department during their first years, some results were gathered that allow the research team to present the following set of conclusions:

- Our results on the experiences that novice English professors face at the Foreign Language Department are broadly consistent with the fact that they sometimes face positive situations and some other negative, during their first academic teaching years. This mean novice English professors need to be given the same attention and importance as experienced professors in all the areas of the academic teaching process to guarantee the best learning environment for students.
- Broadly translated the findings indicate that the experiences that novice English professors face at the Foreign Language Department during their first years of teaching help them to grow in their professional area because they become more proficient, mature, self-confident, and learn more about the learning process of their students, they become a better human beings as well.
- The data indicates that novice English professors overcome the difficulties they encounter during their first years of teaching at the Foreign Language Department by using their creativity, having a plan b for any unexpected situation and by putting in practice some sort of previous experience they could have.
- The research team considers that this sector, which is the novice English professors, demands more and better monitoring from both parties, the Foreign Language Department and the coordinators, with the intention to give novice professors better trainings and constant instructions as well to include them in all the activities because they are also professors at the University of El Salvador.
- The novice English professors at the Foreign Language Department face different situations such as not receiving the appropriate resources since the information gathered shows that

there is a lack of digital resources like projectors and computers that affect the class development. Also, there are no spots assigned for novice professors, so, students are not able to reach them to have a meeting or tutoring after classes.

- According to the findings, it can be pointed out that the majority of novice professors do not have class observation to get the appropriate feedback in order to improve those areas of opportunity they present at the moment of giving instruction. Also, the research team found out that they do not have meetings with the head of the department and as well with the experienced colleagues to get the necessary guidelines and to be advised on how to handle some situations presented in the class. Therefore, the research team agrees that that some students perceived a certain lack of confidence in some novice English professors during their first experiences in the classroom when developing the class so that some students took that as a lack of knowledge.
- After collecting the data, the research team conclude that the experiences faced by the novice professors such as the lack of guidance, the lack of resources and classrooms, the need of constant trainings and observation, all those experiences allow novice professors to feel somehow independent and thus look for their own sources without the hope that the Foreign Language Department would provide them everything they need.
- Overall, the research team might conclude that novice English professors need a lot of support from the Foreign Language Department, coordinators and colleagues to face all of those experiences that they encounter in their first years of working at the University of El Salvador. As a matter of fact, providing the necessary resources, mentoring, trainings, and meetings would help them in order to guarantee the best education environment.

## 7-RECOMMENDATIONS

The members of the research team describe a list of recommendations directed to the Foreign Language Department, the coordinators of each subject and the head of the department, in order to provide continuous improvement to the performance of the novice English professors.

- The team considers necessary some teaching development trainings for the English novice professors to improve the classroom management strategies and techniques. As well as seminars to get the necessary knowledge to give instruction for the subject they will teach so this will contribute to their professional development in the class. Also, English novice professors must receive some instruction on how to use the technological gadget which help to the implementation of classroom management.
- The team recommends class observation periodically by the coordinators or the head of the department so they can determine if the novice professors implement the guidelines whenever they give instructions. In that way the coordinators might provide mentoring according to the needs of the novice professors in the classroom. For instance, give the appropriate feedback so the novice professors might be aware of the areas of opportunities they need to improve.
- As the team has observed, one important thing in the development of the novice English professors is the lack of spots in which they are supposed to work after teaching the classes at the university. Having their personal spot help novice English professors to get in touch with the students after the classes, in that way, students might request some advice, tutorship, and some doubts students can have.
- So it will be important that the novice English Professors from the Foreign Language Department should have this benefit on the building. It will be important that the novice English professors could have a spot as the seniors professors have, in that way, they develop their lesson plans in a better way. Also, students can approach them easily at the end of



classes when they need help. It would be recommendable to create spots not only for the novice English professor needs but also to fulfill student needs.

- The resources at the Foreign Language department are not enough for all of the professors, especially for the novice English Professors. The resources such laptops, projectors are not enough for all of the them because there are some of the equipment that are damage and some others in bad conditions and most of the times the good ones are taken for the senior professors. In fact, it would be important that the novice English professors can have access to the equipment for their classes. It would be recommendable that the coordinators and the head of the Foreign Language Department should provide new equipment for the professors in order for them have full access to good resources.
- The research team has the desired to express the needs of the novice professors regarding the payment, since they have expressed they are paid at the end of the semester or even worse after eight months. We recommend to pay more attention and importance about punctuality in their payment, as we may know is quite difficult and sometimes is not under the control of the department, but they need to be treated the same way as experienced professors. Despite those difficulties, novice professors always want to work and help students to be better in their studies so it is important to take care of this situation.
- The research team has noticed that novice English professors need some sort of constant meetings with the head of the department and as well with the experienced colleagues to get the necessary guidelines and to be advised on how to handle some situations presented at the moment of giving instruction. In addition, they need to get some instructions on how the job works in the foreign language department also to express their thoughts and doubts about the job in general.

## **8-SET OF SUGGESTIONS FOR THE FOREIGN LANGUAGE DEPARTMENT TO HELP NOVICE PROFESSORS IN THE TEACHING FIELD.**

After having an interview with the majority of the novice English professors from the Foreign Language Department, the research team found out that there are some aspects in which they do not feel comfortable with and they need some sort of help, that is why, the research team proposes a set of suggestions addressed to the Foreign Language Department, the authorities, coordinators, head of the department and experienced professors, in order to help novice English professors from the Foreign Language Department during their first years of teaching.

### **SUGGESTIONS DIRECTED TO THE COORDINATORS OF THE FOREIGN LANGUAGE DEPARTMENT.**

- To have a good organization at the beginning of the semester by having reunions with all of the novice English professors as well with all the faculty of professors from the Foreign Language Department and introduce them to the novice English professors, so they can have an idea who they can consult to anytime they may have a doubt or face any difficulty.
  
- To implement some trainings for novice English professors imparted by the experienced professors in collaboration with coordinators and authorities from the Foreign Language Department related to the best strategies and methodologies they can implement and the ones that work better in the Foreign Language Department.
  
- To have trainings at the beginning of the semester related to the use of the resources/equipment, the management of the digital platform that it is used in the Foreign Language Department, the law and the system in general at the University of El Salvador.
  
- To guide and provide some trainings or mentoring from experienced colleagues to the novice English professors when they are assigned complex and advanced courses.

- To monitor and observe the classes of the novice English professors and provide them feedback to improve in the aspects they may be failing.
- To have workshops related on how to manage adults at a university level because some of the novice professors received brief trainings about how to manage kids or teenagers but adults are more complex.
- To have reunions during the semester with the experienced professors from the Foreign Language Department would be useful for the novice English professors to know them better and feel supported.

#### **SUGGESTIONS DIRECTED TO THE ADMINISTRATION OF THE FOREIGN LANGUAGE DEPARTMENT.**

- To implement a free library not only for new professors but also to all the department.
- To have the same benefits and rights as the experienced professors have in the Foreign Language Department in regards the payment methodology because it is a terrible issue for novice professors having to wait until the semester ends to receive the payment.
- To have spots or cubicles for novice English professors, so they can have meetings or tutoring with students after their classes. On the other hand, another option could be lockers for them to have their belongings safe.

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# **ANNEXES**

**Annex 1:**

**Instrument 1. Survey for students who attend classes with novice English professors.**



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



**General objective:** To know the perceptions about teaching experiences of the novice English professors from the Faculty of the Foreign Language Department, School of Arts and Sciences, University of El Salvador.

**Indications:** Circle only one of the alternatives of each item presented below.

*1. The novice English professor has knowledge of the subject he/she presents in the class.*

**A. Always B. Almost always C. Sometimes D. Almost never E. Never**

*2. The novice English professor knows how to solve the issues that faces in the classroom.*

**A. Always B. Almost always C. Sometimes D. Almost never E. Never**

*3. The novice English professor presents lack of confidence when developing the class.*

**A. Always B. Almost always C. Sometimes D. Almost never E. Never**

*4. The novice English professor is dynamic during the class.*

**A. Always B. Almost always C. Sometimes D. Almost never E. Never**

5. *The novice English professor develops the lesson plan considering the characteristics of the students and adapts the program to their knowledge needs.*

**A. Always B. Almost always C. Sometimes D. Almost never E. Never**

6. *The novice English professor uses the appropriate vocabulary for students and the level of English they have.*

**A. Always B. Almost always C. Sometimes D. Almost never E. Never**

7. *The novice English professor expresses in an appropriate, coherent and correct manner, when developing the topics of the subject that teaches, both in academic fields and in the school context.*

**A. Always B. Almost always C. Sometimes D. Almost never E. Never**

8. *The novice English professor communicates the evaluation criteria in an appropriate and timely manner, with the purpose that students know the expectations about their activities to be developed.*

**A. Always B. Almost always C. Sometimes D. Almost never E. Never**

9. *The novice English professor integrates the evaluations as a teaching element that allows to monitor the academic development of the students.*

**A. Always B. Almost always C. Sometimes D. Almost never E. Never**

10. *The novice English professor uses different ways to communicate the results of the students, depending on the type of content to work, the teaching methodologies used and the type of evaluation.*

**A. Always B. Almost always C. Sometimes D. Almost never E. Never**



## Annex 2

**Instrument 2: Check list to observe the performance of novice English professors during their classes.**



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



**General objective:** To know the perceptions about teaching experiences of the novice English professors from the Faculty of the Foreign Language Department, School of Arts and Sciences, University of El Salvador.

**Indications:** Read each statement and check the box that best qualifies each attribute.

### PROFESSOR PERFORMANCE CHECK LIST

<b>DESCRIPTION: ATTRIBUTES AND PERFORMANCE</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
Uses the right methodology to teach the subject assigned				
Shows a good general classroom management				
Demonstrates knowledge of the subject to teach				
Presents subject matter in a clearly and systematically form				
Uses good choice of words, grammar and fluency when teaching the subject				
Shows confidence at the moment of teaching the subject				
Arises students confidence, interest and encourages them for participation				

Circulates to the classroom to check all students development				
Shows dynamism and enthusiasm with all students				
Uses words and expressions within the student level of understanding				
General appearance: Dresses in a neatly way				
Treats all students fairly				
Involves all students, listen to them and responds appropriately				
There is genuine communication with all the students				
He/ She is organized and neat				
Shows good gesture and posture				

### Annex 3

#### Instrument 3: Questionnaire for novice English professors from the Foreign Language Department.



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



**General objective:** To know the perceptions about teaching experiences of the novice English professors from the Faculty of the Foreign Language Department, School of Arts and Sciences, University of El Salvador.

**Indications:** Analyze and answer the following questions.

1. Why did you decide to become a professor at the Foreign Language Department?
2. What are the main steps to follow before getting hired as a professor at the Foreign Language Department?
3. If you took a job interview, do you consider that the questions somehow measured the knowledge you have to teach any subject at the Foreign Language Department?
4. What are the aspects that you consider they took into account to hire you as a professor at the Foreign Language Department?
5. How long have you been teaching at the Foreign Language Department?
6. Have you ever suffered somehow discrimination either from students or colleagues because you are novice professor at the Foreign Language Department?
7. Have you ever had a situation in the classroom that you were not ready to face? If that is the case, what did you do in that situation?
8. What are the most satisfying experiences you have had in the Foreign Language Department?
9. Do you think that those experiences have helped you in your professional growth? Why?
10. Did you take an induction or insertion training before starting to teach at the Foreign Language Department?

