

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



Universidad de El Salvador
Hacia la libertad por la cultura

RESEARCH TOPIC

DESCRIPTION OF THE EFFECTS THAT NOT HAVING TAKEN AND APPROVED THE FIVE-SKILL DEVELOPMENT INTENSIVE ENGLISH COURSES FROM THE BACHELOR OF ARTS IN ENGLISH WITH EMPHASIS IN TEACHING, OF THE UNIVERSITY OF EL SALVADOR MAY HAVE ON THE STUDENTS' PERFORMANCE WHEN DEVELOPING THEIR TEACHING PRACTICUM

PRESENTED BY:

PÉREZ MENJÍVAR THELMA MARYOVY	PM15019
URQUILLA RAMÍREZ LIDIA MELISSA	UR14004

IN ORDER TO OBTAIN THE DEGREE OF:

LICENCIATURA EN IDIOMA INGLÉS: OPCIÓN ENSEÑANZA

RESEARCH ADVISOR

ANA CAROLINA RAMOS DE GÓMEZ, MsD

SAN SALVADOR, NOVEMBER 25th, 2021

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

ROGER ARMANDO ARIAS ALVARADO
PRESIDENT

RAÚL ERNESTO AZCÚNAGA LÓPEZ
ACADEMIC VICE-PRESIDENT

JUAN ROSA QUINTANILLA
ADMINISTRATIVE VICE-PRESIDENT

FRANCISCO ANTONIO ALARCÓN SANDOVAL
SECRETARY GENERAL

AUTHORITIES OF THE SCHOOL OF ARTS AND SCIENCES

OSCAR WUILMAN HERRERA RAMOS
DEAN

SANDRA LORENA BENAVIDES DE SERRANO
VICE-DEAN

JUAN CARLOS CRUZ CUBÍAS
SECRETARY GENERAL

AUTHORITIES OF THE FOREIGN LANGUAGE DEPARTMENT

ANA GRACE GÓMEZ ALEGRÍA
HEAD OF THE FOREIGN LANGUAGE DEPARTMENT

MIGUEL ÁNGEL CARRANZA CAMPOS
COORDINATOR OF THE GRADUATION PROCESS

ANA CAROLINA RAMOS DE GÓMEZ
ADVISOR

ACKOWLEGMENTS

First of all, I want to express my father God my almighty gratitude for His guidance and for keeping me healthy during this journey.

Besides, I would like to offer my special thanks to MSD. Ana Carolina Ramos de Gómez, our research advisory, who patiently guided and motivated me during this process. I am particularly grateful for the support given by my dear colleague Thelma Maryovy, it is greatly appreciated.

Finally, I would love to give my special thanks to my lovely family. My father Manuel, and my mother Daysi, who support me and encouraged me throughout my studies and would like to extend my special thanks to my two brothers, sister, boyfriend and grandmother, Lidia, who taught me and guided all the time. Thanks for their love, patience, and sacrifices, I am able to reach one of my goals.

Lidia Melissa Urquilla Ramirez

ACKOWLEGMENTS

Firstly, I am grateful to God for giving me the opportunity to get to the end of this journey. I feel grateful for the help He provided me during the major. Besides for the good health and wellness I had even in the difficult times everyone has passed.

Secondly, I want to give my thanks to MSD. Ana Carolina Ramos de Gómez, our research advisor, whose help has been essential in the process of this study.

I also would like to give my sincere thanks to my friend and partner in this process, Melissa Urquilla, and my other friends that supported me in the whole major.

Finally, I want to give thanks to my family. My father Abilio Pérez, and my mother Gloria Menjívar, for the unconditional support, motivation, and braveness they provided me during the whole process. Also special thanks to my two brothers and sister, and my couple Eduardo Agustin, for giving me the encouragement when I needed it and for being a great support for years.

I take this opportunity to express my gratitude to all my family and friends for their encouragement.

Thelma Maryovy Pérez Menjívar

ABSTRACT

The student teachers who have not taken and approved the five-skill development intensive English courses from the Bachelor of Arts in English with an emphasis in the teaching of the University of El Salvador may face challenges during the development of the teaching practicum. In response to this situation, the main purpose of this research is to describe the effects that the low English language proficiency, the poor development of the English language skills, and the weak linguistic performance cause to the student teachers while developing the teaching practicum. A proposal will be presented for suggesting possible solutions for this situation. It consists on proposing to the Foreign Language Department to take into consideration the five skill-intensive English courses as a requirement for all students before developing the teaching practicum.

Therefore, to accomplish this, a bibliographical study will be lead using the qualitative method. The result will describe the effects that having not taken the five English courses before taking the teaching practicum will cause. The Bachelor of Arts in English with an emphasis in the teaching of the University of El Salvador can use the results of this study to follow up the teaching practicum requirements.

Keywords: English subject, achievable goals, English proficiency, teaching methodology, student-teacher, language English skills.

INTRODUCTION

The teaching practicum is the process where student teachers learn to create conditions and experiences that help learners to acquire knowledge, apply it and retain it. The student teacher's performance plays a crucial role in the student learning process, however, there is a situation taking place with some students from the Bachelor of Arts in English with emphasis in teaching at the University of El Salvador. All the students are expected to take five intensive English courses for the first two years and a half of the major. After that, they are expected to reach a certain language proficiency that is required in order to teach English in the different projects, but not all the students complete the courses successfully. In consequence, the major problems of the student teachers from the Foreign Language Department who are assigned in the different projects during the development of the practicum are that they have a low English language proficiency, a poor development of the English language skills, and a weak linguistic performance from student teachers, due to the issue that not all of them have completed the courses from the major before taking the teaching practicum. Those are the most evident effects student teachers face when developing their teaching practicum.

It is necessary to highlight that previous graduation works process made at the University of El Salvador in 2015 and 2016, have been conducted on student teachers' performance and the English language proficiency. Those studies were focused on the students who were developing their teaching practicum in the years previously mentioned. For example, "The influence in teaching I and teaching practice II on student language proficiency at the Department of Foreign Languages of the University of El Salvador" published in 2016, based on students of seminar II, semester II, 2015 who just finished the teaching practice courses on that year established that a great percentage of students from the Foreign Language Department were not reaching a high level of proficiency in the English language.

Besides, there is a second research called: "The incidence of personality types on the language proficiency level of students from Practice Teaching II at the Foreign Language

Department during the semester II-2015” which findings determined the correlation between the proficiency level and the factors that may affect the individual personality types of the students.

At this point, the qualities of a target language teacher become important and those qualities include the linguistic skills (Linguistics involves many topics of learning a language, including the study of syntax, morphology, phonology, semantics, and sociolinguistics) of the English teacher which are essential tools in the teaching practice.

For that reason, the Foreign Language Department must consider the five-skill development intensive English courses from the Bachelor of Arts in English with emphasis in Teaching as a requirement for the student teachers before taking their teaching practicum. In turn, if students approve previously their five-skill development intensive English courses, they may execute the different activities that pertain to the practice teaching in a better wa

INDEX

CHAPTER I	10
1.1 IMPORTANCE	10
1.2 OBJECTIVES.	16
1.3 RESEARCH QUESTIONS.	17
CHAPTER II	18
2.1 HISTORICAL BACKGROUND.....	18
2.2 THEORETHICAL FRAMEWORK.....	20
2.2.1 Language proficiency.....	20
2.2.2 The English language skills	23
2.2.3 Linguistic performance.....	33
CHAPTER III	39
3.1 METHODOLOGY	39
3.1.1 Type of research.....	39
3.1.2 Research design.....	39
3.2 METHODS.....	40
3.3 SAMPLE	41
3.4 RESEARCH INSTRUMENTS.....	41
3.5 PROCEDURE	42

CHAPTER IV	46
4.1 DATA ANALYSIS	46
4.2 ANALYSIS OF THE STUDIES.....	46
4.3 EXPECTED RESULTS	63
4.3.1 Major findings	63
 CHAPTER V.....	 67
5.1 CONCLUSIONS.....	67
5.2 RECOMMENDATIONS	68
5.3 BIBLIOGRAPHY	71

CHAPTER I

1.1 IMPORTANCE

According to the syllabus of Bachelor of Arts in English with emphasis in Teaching of the University of El Salvador, for which last actualization was in 1999, finishing the five English courses is not a requirement to develop the teaching practicum I, but only having coursed the Didactics courses: General Didactic, English Didactic I, II and III. The students from the English teaching major, course several subjects that may help to improve the English language, however, having a good preparation which includes a large knowledge of vocabulary, having a good pronunciation, and grammar, are only some examples of the preparedness student teachers must have when playing the role of the teacher when developing the teaching practicum.

Having not attended and approved all the skill development intensive English courses may mean a lack of knowledge and preparedness for the student. But what is meant by teacher preparedness? According to the Cambridge International Dictionary of English (1999) preparedness means “to make or get (someone or something) ready for something that will happen in the future.” The concept of preparedness differs from prepare since it indicates how well someone (like a teacher) has already been prepared for something that is imminent. It may be translated in this context as the “state of readiness” before to take the teaching practicum.

For the foreign language teacher, subject knowledge has a number of components. These include knowledge of second language acquisition theory, pedagogical knowledge, curricular and syllabus knowledge and cultural knowledge, as well as teachers’ proficiency in the target language and an awareness of the structure and features of the target language (Pachler, Evans and Lawes 2007) in “Foreign Language teacher’s language proficiency and their language teaching practices” *Language Learning Journal*.

Having a complete knowledge about the subject is needed according to Carter (2005) in “Pre-service EFL teachers' conceptions of language proficiency: entry and exit level qualifications” *Journal of Language and Linguistic Studies*, he stated that to be a teacher of anything, even scuba diving or God’s way of life, it is important to have a complete knowledge of the subject or skill that must be taught. Teachers’ subject knowledge has a direct impact on what takes place in the classroom. In fact, if student teachers have lack of knowledge, they don’t create an appropriate learning atmosphere for learners and it will affect their learning process. It is not only a key determinant in the quality of student foreign language learning, but also essential for the teacher in managing many key aspects of classroom practice.

According to McNamara (1991) in the journal “Subject knowledge and its application: problems and possibilities for teacher educators”, stated that knowledge of subject is important for teachers to be able to effectively adapt or supplement the course book, evaluate the usefulness of the resources. Besides, (Farrell and Richards 2007) claimed in “Teachers’ language proficiency In *Reflective Language Teaching: From Research to Practice*” that the use of authentic materials will prepare and motivate learners to use language outside the classroom.

Therefore, student teachers with less subject knowledge tend to be more prescriptive, closely following text books. In contrast, those with more subject knowledge are able to reject unsuitable aspects of the textbook and it will lead them to offer alternative activities for development and practice. In turn, if student teachers have a great subject knowledge before taking their practicum, they will be able to present concepts in a range of ways and learners will make connections between concepts and they will provide practice in meaningful dialogues.

In a foreign language context, teachers’ subject knowledge includes language proficiency which refers to ‘knowledge competence or ability in the use of a language’ according to Bachman (1990) “Foreign Language teacher’s language proficiency and their language teaching practices” *Language Learning Journal*. Therefore, a foreign language teacher has to own the knowledge of language systems as well as the ability to utilize the language for communicative purposes in

diverse situations so can provide more opportunities for the learners. Based on the words of Shin (2008) in the article “Preparing non-native English speaking ESL teachers” Having an excellent command of the target language is indeed one of the most important characteristics of outstanding foreign language teachers. The teachers’ development and for the non-native teachers, language proficiency will always represent the bedrock of their professional confidence as stated by Murdoch (1994) in “Language development provision in teacher training curricula.”

Lack of language proficiency may not only cause teachers to provide incorrect responses, but may influence teachers’ ability to even distinguish learners. The skilled language teacher synthesizes their knowledge to provide valuable prompts to help learners understand the usage of new structures and vocabulary. Also, being equipped with the power of the related foreign language is undoubtedly one of the most significant features of a distinguished foreign language teacher as specified by Shin (2008) in “Pre-service EFL teachers' conceptions of language proficiency: entry and exit level qualifications” *Journal of Language and Linguistic Studies*.

The language teacher with good subject knowledge is able to draw on both their language awareness and language proficiency to provide extensive input for learners, which, as Ellis, R. (2005) in “Instructed Second Language Acquisition: A Literature Review” stated, is a key principle for successful instructed language learning. Also, to progress, language learners need exposure to comprehensible input i.e., input +1 – language at the next level of development as Krashen, S. (1982) claimed in the article “Principles and Practices in Second Language Acquisition”. The term input is used, as in first language (L1) acquisition, to describe the language that learner is exposed to.

The input has to be comprehensible, because learners cannot process what they do not understand. Besides that, the input can be made comprehensible by being simpler in structure and vocabulary.

Moreover, according to (Kim and Elder 2008) in “Target Language Use in Foreign Language Classrooms: Practices and Perceptions of Native Speaker Teacher” they stated that teachers’ output is a key input in the learning process for students, the knowledge is one of the benefits learners will receive. In turn, student teachers need to have a high level of

proficiency in the English language, so they use it confidently and accurately with their learners in the communicative classroom. As stated in “Foreign language instruction and curriculum” by Schulz (1999), teachers with advanced language proficiency also display flexibility, allowing them to adjust their language according to their learners’ language proficiency so they can also develop a communicative competence.

Communicative competence can be defined as the general ability to use language accurately, appropriately, and flexibly. There are three components of communicative competence explained by Yule G. (2010) in the book “The Study of Language.” The first component of the communicative competence is grammar competence, which involves the accurate use of words and structures. However, if learners just have concentration on grammatical competence, they will not have the ability to produce and interpret expressions of the English language appropriately. The ability to use appropriate language is the second component, called the sociolinguistic component. It allows learners to know when they say *Can I have some water?* versus *give me some water!* According to the social context. The third component is called strategic competence. This is the ability to organize a message effectively and to compensate, via strategies, for any difficulties. In L2 use, learners inevitably experience moments when there is a gap between communicative intent and their ability to express that intent. Some learners may just stop talking (bad idea), whereas others will try to express themselves using a communication strategy (good idea). In essence, strategic competence is the ability to overcome potential communication problems in interaction.

Moreover, Chaudron (1998) reported in the article “Second Language Classrooms: Research on Teaching and Learning” that teachers are able to adapt their language according to the competence of their learners, making use of longer utterances to extend their advanced learners.

Furthermore, it becomes important to emphasize that the level of the English language proficiency refers to the competency of performing a language where receptive and productive awareness of language systems are highly emphasized. Any low performance in teachers’ language proficiency may endanger the success of students who do not receive effective input from their teachers. Teachers’ language performance that includes pragmatic

and strategic competence may eventually ease any practice in the classroom environment. Nearly everyone now accepts the

premise that teachers make a difference in the lives of their students. Thus, the subject knowledge can influence a several aspects in terms of teaching. In fact, the level of the teacher's proficiency will have a great influence on the learner's learning. Also, subject knowledge is needed to provide maximum learning opportunities for students.

Indeed, in the article "Teacher Quality and Student Achievement" Ferguson and Ladd (1996) evidenced that the qualifications of teachers not only matter in student achievement but also are major variables in improving student learning and achievement. Indeed, more educational involvement is required to contribute quite much in the development and requirements that student teachers need in order to teach properly. It has been frequently emphasized that is vital for student teachers to have enough knowledge and be enough prepared to teach adequately in the classroom so student teachers can provide more opportunities to their students.

As a subjective measure of teacher quality, teacher preparedness incorporates what the student teacher brings to the learners from previous knowledge. It is therefore important to mention that the student teachers' preparedness is one important indicator of the extent to which they are prepared to meet the challenges that characterize their profession. A research named "Teacher Quality: A Report on the Preparation and Qualifications of Public-School Teacher" showed that a majority of teachers feel either "moderately" or "somewhat" well prepared for most classroom requirements; relatively few teachers felt "very well prepared" for many of the activities.

According to Canagarajah (1999) in the book "Non- native Educators in English Language Teaching" most of the world's English teachers are not native-speakers of English and it is not necessary to have a native-like command of a language in order to teach it well. But the issue is, how much of a language do the student teachers need to be able to teach effectively, and how does proficiency matter when teaching a foreign language? To answer this first question, it is necessary consider the language specific competencies that the student teachers need in order to teach effectively.

While learning to teach from the perspective of skill development can be thought of as the mastery of specific teaching competencies, at the same time these reflect complex levels of thinking

and decision-making, and it is these cognitive processes that also need to be the focus of student teacher practicum. From the perspective of teacher cognition, teaching is not simply the application of knowledge and of learned skills. It is viewed as a much more complex cognitively-driven process affected by the classroom context, the teacher's general and specific instructional goals, the teacher's beliefs and values, the learners' motivations and reactions to the lesson, and the teacher's management of critical moments during a lesson. However, student teachers cannot develop these competences at all if they do not have a preparation before playing the role of the teacher in the classroom.

Moreover, the linguistic performance is a concept about how EFL teachers understand the linguistic system of English phonology, grammar, and discourse. According to Tahir (2017) in the journal "The Effect of Implementing the Experiential Learning Model in Listening Comprehension" educators may also comprehensively grasp the basic principles of language learning and teaching. In relation to this concept, EFL teachers, therefore, should be encouraged to have a good skill about language knowledge and language use because it will let them give the opportunity for their students to interact using English in both receptive and productive skills such as speaking and listening. Moreover, in the article "Developing Teacher Awareness of Language Use and Language Knowledge in English Classroom" Wong (2011) stated that language knowledge is about the structure of a language while language use is related to the language production and the use of the language physically such as spoken or written skill. In turn, EFL teachers should place the knowledge as the first aspect in order to develop the students' achievement in a foreign language.

In brief, the fact of having not attended and approved all the skill development intensive English courses may mean a lack of knowledge and preparedness for the student teachers. Furthermore, some of the student teachers may not have an extensive knowledge in the language they teach, and their language production may be inadequate. In turn, those factors will influence the students' learning process. Indeed, it raises the necessity of this

bibliographical research because it will study how important the student teachers' knowledge, preparedness, level and development of the language skills and the linguistic performance are before to develop the teaching practicum. It is expected for this research to provide a wider idea of how these factors will influence the learners. Consequently, the team seeks to describe how those factors can help student teachers to improve and have a great performance for becoming educators so they can provide their knowledge with confidence.

1.2 OBJECTIVES.

General objective

To analyze the effects that having not taken and approved the five English courses from the Bachelor of Arts in English with emphasis in teaching of the University of El Salvador may have on the students' performance when developing their teaching practicum.

Specific objectives

To describe how the low English language proficiency affects the student teachers when developing their teaching practicum.

To explain the consequences that poor development of the English language skills brings to student teachers in the development of the teaching practicum.

To point out how the weak linguistic performance of student teachers influence on the students they attend when developing their teaching practicum.

1.3 RESEARCH QUESTIONS.

General research question

How having not taken and approved the five English courses from the Bachelor of Arts in English with emphasis in teaching of the University of El Salvador may affect the students' performance when developing their teaching practicum?

Specific research questions

1. Does the low English language proficiency affect the student teachers while developing their teaching practicum?
2. Does the poor development of the English language skills have a deal in the student teachers' performance when developing the teaching practicum?
3. Does the weak linguistic performance on student teachers influence on the student learning process?

CHAPTER II

2.1 HISTORICAL BACKGROUND

To provide a worthy education for student's learning process requires well-prepared teachers that increase student achievement. Besides, it is important to emphasized how vital is to have teachers who have enough knowledge and are efficient enough to teach properly in the classroom. According to Çakmakçı, G. (2009) “Preparing teachers as researchers: Evaluating the quality of research reports prepared by student teachers” the teaching practicum is not only a time for implementing the acquired pedagogy, but also it is a valuable time to learn how to manage the classroom.

The experience in the classroom is an important bridge between theories and practice according to Giebelhaus and Bowman, 2002 in the journal “Teaching men-tors: Is it worth the effort?” This kind of experience provides an opportunity to student teachers to expand their beliefs and perceptions of the teaching profession. The major aim of any ‘Teacher Education Training’ is to explore the gaps in theory and practice. In the past centuries, planning and presenting the lessons were taken as the basic skills for student teachers. But in the modern era, the teaching activities are more complex, refined, goal oriented and competitive.

Different disciplines need specific strategies to teach. In the area of teacher education, this concept is new in teaching methodology and it has gradually changed the traditional teacher training theory. Therefore, a teachers’ training needed to encourage student teachers about latest standards of teaching and assessing their own performance to match the objectives and outcomes consistently and efficiently. Student teachers must be able to sort out the gaps in achieving the objectives and identify whether they have met the goals of equality and equity in classroom practices or not.

Nevertheless, any lower performance in student teachers may endanger the success of learners who do not receive an effective education. The student achievement in foreign language

learning has necessitated the demand for proficient teachers with a good level of the four skills of language learning (these skills are Listening, Speaking, Reading, and Writing). In the acquisition of the English language, developing the four skills of language is important in order to allow learners to comprehend and produce spoken language for proper and effective interpersonal communication. In fact, if student teachers present lack of knowledge, they don't create an appropriate learning atmosphere for learners.

The success of teachers is regarded as the way to student quality which steer the awareness of teacher education. However, when a teacher does not show preparedness, and they do not show capability to display the role properly, students may show weak understanding about the content. Moreover, according to some researches made by Jack C. Richards, main author of the widely popular Interchange textbook series in his paper: "Program Factors in Effective Foreign and Second Language Teaching" stated that student learning styles may be an important factor in the success of teaching and may not necessarily reflect those that teachers recommend.

Nearly everyone now accepts the premise that teachers make a difference in the lives of their students. Indeed, Ferguson and Ladd (1996), authors of the book "Holding Schools Accountable Performance-Based Reform in Education" evidenced that the qualifications of teachers not only matter in student achievement but also are major variables in improving student learning and achievement. Indeed, more educational involvement is required to contribute quite much in the development and requirements that student teachers need in order to teach properly.

2.2 THEORETHICAL FRAMEWORK

2.2.1 Language proficiency

Nowadays, professionalism and experience are some of the most important bases to fill up what it is demanded by the society which requires well prepared citizens in many aspects of their life. The occupational context of the professional practitioner is one in which human needs have to be provided for. Professional practices are, therefore, human services which embody expertise in catering for specific areas of need.

Based on this, to become a prepared citizen it is necessary to follow certain processes which will help to reach professionalism and experience, in this case in the teaching area. Different studies have been conducted while taking into consideration the student English teachers' development when teaching a second language efficiently. In "Student Teaching: Early Childhood Practicum Guide" Myer-Botnarescue, H. and Thomson Delmar (2004) concluded that the student English teachers are college, and university students who are teaching under the supervision of a certified teacher in order to qualify for a degree in education. The term is also often used interchangeably with Pre-Service Teacher. It is a much broader term to include those students that are studying the required coursework in pedagogy, as well as their specialty. In many institutions "Pre-Service Teacher" is the official and preferred title for all student English teachers. There are many issues that student English teachers may face when developing their teaching practicum, but one of the most apparent issue they face is to reach a good performance when developing their classes.

Teachers' job performance is the way in which a teacher behaves in the process of teaching and it is known to be related to teachers' effectiveness. It is said that good performance of students depends upon effective teacher's performance in their teachers. On his book "Management: 11th edition Hardcover" Griffin, R.W. (2012) stated that teacher's performance refers to an act of accomplishing or executing a given task. Moreover, in their

article “Back to the Future: Directions for Researching Teaching and Teacher Education”, Grossman and McDonald (2008) claimed that one of the major challenges of student teachers is their incompetence of subject content knowledge they adopt in the classroom. The theory of incompetence of subject content knowledge states that personality flaws are at the root of an educator's incompetence and that is simply not suited to teaching.

The Communicative Language Teaching (CLT) methods has led to classroom situations in which teachers are usually expected to teach entirely in English. Yet many teachers may not do so for several reasons, for example lack of specific language knowledge or confidence in that knowledge. However, in most public discourse and policy interventions, it is assumed these reasons stem primarily from teachers’ lack of proficiency in the language. The ACTFL (The American Council on the Teaching of Foreign Languages) proficiency guidelines (2012) defined Language proficiency as the ability of an individual to speak or perform in an acquired language, designed to reflect how language teachers and learners perform whether in classrooms, online, through independent project-based learning, or in blended environment.

Furthermore, proficiency is the ability to use language in real world situations in a spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language. Proficiency demonstrates what a language user is able to do regardless of where, when or how the language was acquired. The demonstration is independent of how the language was learned; the context may or may not be familiar; the evaluation of proficiency is not limited to the content of a particular curriculum that has been taught or learned. Based on this, there is an important connection between general language proficiency and teacher classroom language. The relationship between these two ideas highlights the language demands inherent in the teacher’s role in the English Language Teaching (ELT) classroom, in which language is supposed to be simultaneously the medium and the object of instruction. Under the widespread influence of CLT, teachers are expected to provide models of the target language and at the same time to structure learning opportunities for their students to use that language. Most initiatives to improve teaching attempt to address these dual responsibilities through a single notion of language proficiency.

It simultaneously affirms clear, consistent communicative language that students are likely to understand in the context of the classroom. In this way, this focused approach converts the problem of language improvement from one of general proficiency to one of specialized contextual language use, which is likely to be more efficient in bringing about practical impacts on teacher classroom efficacy and student learning outcomes. For instance, efficacy may be reflected in those teachers who:

- Uses English partially or completely as the medium of instruction, although he or she is familiar with the target language curricular content.
- Is familiar with classroom routines, including basic classroom management and teaching strategies, and can carry out these classroom tasks and routines that are predictable.
- Is expected to use a defined (often nationally prescribed) curriculum.
- Draws English language support from instructional materials.
- Is teaching students who are at the beginning or intermediate levels of general English proficiency.
- Is expected to use English to interact with students in the classroom in simple and predictable ways.

Therefore, the challenge of improving instructional quality in English classrooms has generally focused on improving teachers' command of English. The argument is based on the generally held perception, embodied in CLT but rooted in the traditional method, that if the teacher uses English in the classroom, students are more likely to see it as 'real'. The teacher's command of English is typically defined in operational terms as increased general English proficiency, fostering the assumption that increasing the teacher's general capacity in the language will lead to improved classroom teaching, and thus to student's learning. Language proficiency constitutes the foundation of the professional confidence of non-native English teachers. Moreover, the essential English language skills a teacher needs in the classroom.

2.2.2 The English language skills

The English language skills consist on a system for the expression of thoughts, ideas feelings, etc., by the use of spoken sounds or conventional symbols. In turn, the English language skills are highly necessary for teachers to be able to prepare and perform the lesson in a way that is recognizable and understandable to other speakers of the language including speaking, writing, listening, and reading in real world situations in a spontaneous and non-rehearsed context.

There are several key elements in the definition of English Language Skills that serve in operationalizing it. First, there is a difference between “preparing lessons” and “performing them”, a categorization which is anchored in the distinction between pre-active and interactive decisions.

Then it is important to identify specific skills associated with each category. For example, in preparing lessons, teachers may read lesson guides or listen to authentic and understandable materials to prepare class activities. In enacting lessons, teachers may listen to students while engaged in class activities and then provide feedback on their output. Second, teachers establish that the language, along with the pedagogical reasoning that underlies its use, is bounded by what it is called a “standardized curriculum”. Since the focus is primarily on public-sector classrooms, that curriculum is generally a national one, often using nationally produced student materials to achieve nationally specified learning outcomes.

There is great face validity in basing language training on clearly identified tasks and routines that teachers face in preparing and teaching lessons. Structured in this way, teacher education programs allow them to develop or refine the language skills they need to perform these identified tasks and routines in English. Thus, they connect what they are learning directly to the work they are doing with their students in their classrooms.

For each skill, these guidelines identify the five major levels of proficiency: novice, intermediate, advanced, superior, and distinguished. The following tables describe the main

levels: advanced, intermediate, and novice and its subdivisions into High, Mid and Low sublevels.

NOVICE (Low, Mid, High)

Speaking: These speakers can be hard to understand. They produce speech that is a combination of phrases and sentences. They function mainly by using memorized language.

Reading: Readers at the novice level may rely heavily on their own background knowledge and extra linguistic support to derive meaning.

Listening: Can understand key words and formulate expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies.

INTERMEDIATE (Low, mid, high)

Speaking: These speakers can create with the language when talking about familiar topics. They can ask questions and handle simple survival situations (getting a room at a hotel, ordering food, arranging travel etc.). They can communicate with listeners who are used the speech of non-native learners of the language.

Reading: These readers can understand information conveyed in simple, predictable, loosely connected texts. Readers rely on contextual clues. They can most easily understand information if the format of the text is familiar, such as in a weather report or a social announcement.

Listening: These listeners can understand information conveyed in simple, sentence length speech on familiar or everyday topics. They understand speech that contains basic information.

ADVANCED (Low, Mid, high)

Speaking: These speakers are able to communicate as an equal partner in a conversation on personal topics as well as general are unaccustomed to the speech of non-native speakers.

Reading: These readers can understand the main idea and supporting details of authentic narrative and descriptive texts. Readers are able to compensate for limitations in their lexical and structural knowledge by using contextual clues.

Listening: These listeners can understand the main ideas and most supporting details in connected discourse on a variety of general interest topics, such as news stories, explanations, instructions, anecdotes, or travelogue descriptions. Listeners are able to compensate for limitations in their lexical and structural control of the language by using real word knowledge and contextual clues. Listeners may also derive some meaning from oral texts at higher levels if they possess significant familiarity with the topic or context.

SUPERIOR

Speaking: These speakers are able to communicate with accuracy and fluency on a wide variety of topics. They are able to use extended discourse to discuss both concrete and abstract topics. They display no pattern of errors in basic structures.

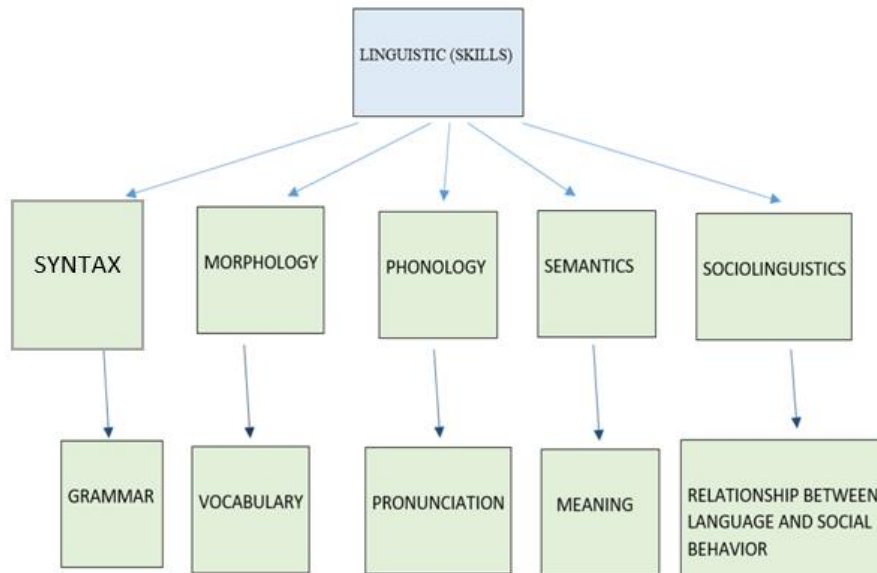
Reading: These readers are able to understand texts from many genres dealing with a wide range of subjects, both familiar and unfamiliar. Comprehension is no longer limited to the readers' familiarity with subject matter, but also comes from a command of the language supported by a broad vocabulary, an understanding of complex structures and knowledge of the target culture. They can draw inferences from textual and extra linguistic clues.

Listening: These listeners can follow extended, complex discourse on a wide variety of topics, including those in academic and professional settings. They can infer meaning when listening to simple and complex language.

Language center (2015, May) “ACTFL LEVEL DESCRIPTIONS (ABBREVIATED)” taken from the ACTFL Proficiency Guidelines, 2012.

In this scenario, it is important to point out that the student’s achievement in foreign language learning has necessitated a good level of the four skills of the English language learning (these skills are Listening, Speaking, Reading, and Writing). In the acquisition of the English language, there are four skills of the language which are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication.

The following scheme presents information about the skill of language, also known as linguistic skills, with some derivations (subskills of the English language).



Linguistics involves many topics of learning a language, including the study of syntax, morphology, phonology, semantics, and sociolinguistics. To begin with, in the words of Robert D. Van Jr. (2001) in the book “An Introduction to Syntax”, syntax is a central component of human language. Language has often been characterized as a systematic correlation between certain types of gestures and meaning. Hana, J. (2011) author of the book “Intro to Linguistics – Syntax” claimed that it is based on the three elements of a sentence: Word order, word agreement, and hierarchical structure of a sentence. Moreover, syntax also enables learners to construct sentences that show recursion which is important in the construction of grammatically correct sentences.

As Jim Miller (2002) noted on his book “An Introduction to English Syntax” it is essential to understand that the differences exist not because spoken language is a degradation of written language but because any written language, whether English or Chinese, results from centuries of development and elaboration by a small number of users.

However, following proper syntax doesn't guarantee that a sentence will have meaning, though. The Linguist Noam Chomsky created the sentence "Colorless green ideas sleep furiously," which is syntactically and grammatically correct because it has the words in the correct order and verbs that agree with subjects, but it is still nonsense. With it, Chomsky showed that rules governing syntax are distinct from meanings that words convey.

In like manner, morphology (vocabulary) is another essential skill to mention. According to (Peter Roach, n.d) “in linguistics, morphology is the study of words, how they are formed, and their relationship to other words in the same language. It analyzes the structure of words and parts of words, such as stems, root words, prefixes, and suffixes”.

There are important points to take into a count. First, there are lexical items and words that are not. The words that are not lexical items must be complex, in the sense that they are composed of two or more morphemes. But those are not the only words that are complex; lexical item words can be complex too. On another way, words that are lexical items do not have to be monomorphemic (consisting of just one morpheme). This is hardly surprising, when one considers that we have already encountered lexical items that are so complex as to extend over more than one word, namely idioms. But recognizing the existence

of lexical items that are polymorphemic (consisting of more than one morpheme) has an important bearing on the relationship between morphemes and meaning.

Now, what allows the same morpheme to be identified in a variety of different words? A morpheme cannot, after all, be just any recurring word part. To see this, consider the words attack, stack, tack and taxi. These all contain a syllable pronounced like the word tack; but it would be absurd to say that the same morpheme tack is identifiable in each, because the meaning of tack has nothing to do with the meaning of the other words, and all of them must surely be listed separately in any dictionary.

Another general point to be made about morphemes is that, although they are the parts out of which words are composed, they do not have to be of any particular length. Some relatively long words, such as catamaran and knickerbocker, may consist of just one morpheme; on the other hand, a single-syllable word, such as tenths many contain as many as three morphemes (ten, -th, s). what this shows is that the morphological structure of words is largely independent of their phonological reflects a striking difference between human speech and all animal communication systems: only speech (so far as we know) is analyzable in two parallel ways, into units that contribute to meaning (morphemes, words, phrases etc.) the implications of this property of human language (it's so-called duality of patterning) go way beyond the scope of this book.

Moreover, another important aspect is phonology (pronunciation): According to Peter Roach (2009), author of the fourth edition of the book “English Phonetics and Phonology 4th edition” phonology is one of the core fields that composes the discipline of linguistics, which is defined as the scientific study of language structure. one way to understand what the subject matter of phonology is, is to contrast it with other fields within linguistics. A very brief explanation is that phonology is the study of sound structure in language, which is different from the study of sentence structure (syntax) or word structure (morphology), or how languages change over time (historical linguistics). This definition is very simple, and also inadequate. An important feature of the structure of a sentence is how it is pronounced – its sounds structure. The pronunciation of a given word is also a fundamental part of the structure of the word. And certainly, the principles of pronunciation in a language are subject

to change over time. So, the study of phonology eventually touches on other domains of linguistics.

An important question is how phonology differs from the closely related discipline of phonetics. Making a principled separation between phonetics and phonology is difficult to make principled separation between physics and chemistry, or sociology and anthropology. A common characterization of the difference between phonology is that phonetics deals with actual physical sounds as they are manifested in human speech, and concentrates on acoustic waveforms, formant values, measurements of duration measured in milliseconds, of amplitude and frequency, or in the physical principles underlying the production of sounds, which involves the study of resonances and the study of the muscles and other articulatory structures used to produce physical sounds.

On the other hand, phonology, it is said is an abstract cognitive system dealing with rules in a mental grammar: principles of subconscious” though” as they relate to language sound. yet once we look into the central questions of phonology in greater depth, we will find that the boundaries between the disciplines of phonetics and phonology are of entirely clear-cut.

As a research in both of these fields has progressed, it has become apparent that a better understanding of many issues in phonology requires that you bring phonetics into consideration, just as a phonological analysis is a prerequisite for any phonetics study of language.

As a step towards understanding what phonology is, and especially how it differs from phonetics, we will consider some specific aspects of sound structure that would be part of a phonological analysis. The point which is most important to appreciate at this moment is that the sounds which phonology is concerned with are symbolic sounds they are cognitive abstractions, which represent but are not the same as physical sounds.

One aspect of phonology considers is what the sounds of a language are. David Odden (2005) included in the book “Morphology and Phonology” some examples; therefore, it is important to take note in a description of the phonology of English that people lack a particular vowel that exists in German in words like “schon” (beautiful) a vowel which is

also found in French (spelled eu as in jeune “young”), or Norwegian (ol “beer”). Similarly, the consonant spelled “th” in English thing, path, does exist in English (as well as in Iceland where it is spelled with the letter þ or modern Greek where it is spelled with o, or “saami” where it is spelled, but this sound does not occur in German or French, and it is not used in Latin American Spanish, although it does occur in continental Spanish in words such as cerveza “beer” where by the spelling conventions of Spanish, the letters c and z represent the same sound as the one spelled o (in Greek) or th (in English).

Equally important the term semantics (meaning): Semantics is the study of meaning in language. The term is taken from the Greek seme, meaning sign. The word meaning can be defined in many ways, but the definition most pertinent to linguistics and the one we will use is that meaning is "the function of signs in language." This understanding of meaning corresponds to German philosopher Ludwig Wittgenstein's definition: 'the meaning of a word is its use in the language' (in other words, the role a word plays in the language).

The naturalist view, held by Plato and his followers, maintained that there was an intrinsic motivation between a word and its meaning. The meaning of a word flows directly from its sound. The Greek word “Thalassa”, sea, in its classical pronunciation, supposedly sounded like the waves rushing up onto the beach. If the naturalist view were entirely correct for all words, we would be able to tell the meaning of any word just by hearing it. In reality only a few onomatopoeic words in each language actually sound something like what they mean: swoosh, splash, bow wow, meow.

The conventionalist view of Aristotle and his followers holds that the connection between sound and meaning is completely arbitrary, a matter of social convention and prior agreement between speakers. It is true that the form of most words is arbitrary from an extra-linguistic point of view. This position is much nearer the truth.

However, the form of a word may be motivated by the forms of other words in a language. That is, although a word's meaning is arbitrary from the point of view of the real world, is often somehow motivated by the system of the language it is a part of. In studying morphology, we saw that the meaning of a word can often be deduced from knowing the meaning of its parts. Since words often originate from other words, a word very often has some historical reason for being the shape it is. Sometimes the origin (or etymology) of a

word is completely transparent, as in the case of unknown from known, or discomfort from comfort. At other times the origin of a word is less immediately obvious but nevertheless present in the form of a word, as in the case of acorn < oak + orn.

Philologists (this is a broader term for people who study language as well as anything created with language) often make a distinction between meaning and concept. Concept is the totality of real-world knowledge about an item, while meaning is a category of language. It is possible to know the meaning of the word without knowing everything about the concept referred to by that meaning. For example, one can know the meaning of a word like diamond without knowing the chemical composition of the stone or that carbon and pencil lead are, chemically speaking, composed of the same substance. In other words, one can know the word diamond means a type of gemstone without understanding the full concept associated with that gemstone.

Linguistics. On his study “The relationship between language and society: In International Encyclopedia of the Social & Behavioral Sciences” J. Holmes, (2001) claimed that sociolinguistics is concerned with how language use interacts with, or is affected by, social factors such as gender, ethnicity, age or social class, for instance. Sociolinguists are interested in how we speak differently in varying social contexts, and how we may also use specific functions of language to convey social meaning or aspects of our identity. Sociolinguistics teaches us about real-life attitudes and social situations.

According to Coulmas, F. (2013) “Sociolinguistics: The Study of Speakers’ Choices” sociolinguistic competence means knowing which words to choose for a given audience and situation to get the desired effect. For instance, he provided an example for this. There is a 17-year-old boy who wants attention and he spotted his friend Larry walking out to his car, he would probably utter something loud and informal along the lines of: "Hey, Larry!"

On the other hand, the same 17-year-old boy saw the school principal drop something in the parking lot as she was walking to her car, he would more likely utter something along the lines of, "Excuse me, Mrs. Phelps! You dropped your scarf." This word choice has to do with societal expectations on the part of both the speaker and the person to whom he is speaking. If the 17-year-old boy hollered, "Hey! You dropped something!" in this instance, it could be considered rude. The principal has certain expectations with regard to her status

and authority. If the speaker understands and respects those societal constructs, he will choose his language accordingly to make his point and express proper deference.

Student teachers need to understand how important building strong language skill is before teaching so they can provide students a good learning process. There are students that come with a large working vocabulary, while others students have had very limited exposure to words and when they encounter words in text, or students who have lower vocabulary awareness can struggle to read the word.

They may have the decoding skills to read the word, but they will likely be unable to understand what it means, even when using surrounding clues. In turn, this limits the ability to understand what students read and that is exactly where student teachers should support learners. Teachers can increase student language skills by building on what they already know. They can provide clear and explicit instructions in language to increase students' understanding and that is why student teachers' need to build first these skills so they can provide a better learning process.

2.2.3 Linguistic performance

Another important aim of this research is to point out the linguistic performance which is extremely necessary for student teachers while developing the teaching practicum. According to Noam Chomsky (1965) "Aspects of the Theory of Syntax" the term linguistic performance means the use of language in concrete situations. Similarly, Fromkin and Rodman (1993) in the book "An Introduction to Language" differentiated competence and performance the difference between what it is known, which is the teacher's linguistic competence and how they use the knowledge in actual speech production and comprehension, which is their linguistic performance."

Based on Chomsky's theory, the linguistic competence is the unconscious knowledge of languages and the organizing principles of a language. Then, what speakers actually produce as utterances is called linguistic performance as stated Denham and Lobeck (2013). Furthermore, in their book "Contemporary Linguistics" O'Grady, Dobrovolsky, and Aronoff, (1989) stated that speakers of language know a system that

enables them to create and understand novel utterances. This unconscious knowledge is often labeled linguistic competence.” Linguistic competence includes the rules of word formation and vocabulary (lexicon), pronunciation (phonology), and sentence formation (syntax).

Moreover, Fromkin and Rodman (1993) in their book “An introduction to Language” described linguistic competence as “the linguistic system that includes the sounds, structures, meaning, words, and rules for putting them all together.” Furthermore, linguistic knowledge as represented in the speaker’s mind is called a grammar. In the same book, Fromkin (1993) defined grammar as follow: “A grammar includes everything one knows about the structure of one’s language– its lexicon (the words or vocabulary in the mental dictionary), its morphology (the structure of words), its syntax (the structure of phrases and sentences and the constraints on well-formedness of sentences), its semantics (the meaning of words and sentences) and its phonetics and phonology (the sounds and the sound system or patterns)”. Therefore, linguistic competence refers to the knowledge and ability of individuals for appropriate language use in the communicative events in which they find themselves in any particular speech.

In attempting to describe linguistic competence, linguistics constructs a grammar, which is an explicit system of elements and rules that are needed to form and interpret sentences as mentioned in their book “Contemporary Linguistics” O’Grady, Dobrovolsky, and Aronoff (1989). In the book “Learning Purpose and Language Use.” Widdowson, H. G. (1983) stated that someone knowing a language knows more than how to understand, speak, read, and write sentences. He or she also knows how sentences are used to communicative effect. When a speaker of any language, no matter if the language is their first, or second, speaks the language, their performance results from their competence. In the same book, Widdowson claimed that the aims of language teaching course are very often defined with reference to the four language skills: understanding speech (listening), speaking, reading, and writing. These aims relate to the kind of activity which the learners are to perform. Speaking is one of two productive skills in language teaching.

Therefore, performance is defined in opposition to "competence"; the latter describes the mental knowledge that a speaker or listener has of language. Part of the motivation for

the distinction between performance and competence comes from speech errors: despite having a perfect understanding of the correct forms, a speaker of a language may unintentionally produce incorrect forms.

This is because performance occurs in real situations, in turn is subject to many non-linguistic influences. For example, according to Chomsky, N. (1965) in the book “Aspects of the Theory of Syntax.” distractions or memory limitations can affect lexical retrieval and give rise to errors in both production and perception or distractions. Such non-linguistic factors are completely independent of the actual knowledge of language, and establish that speakers' knowledge of language (their competence) is distinct from their actual use of language (their performance).

As mentioned before, competence and performance involve “knowing” and “doing”. In the recent past, many language instructions programs have focused more on the “knowing” (competence) part of learning a language, consequently words and sentences are presented and practiced in a way to best help learners internalize the forms. The assumption here is that once the learners have ‘learned’ the information they will be able to use it through reading, writing, listening and speaking. The disadvantage of this approach is that the learners are unable to use the language in a natural way. Having been trained to learn the language through “knowing”, learners have difficulty reversing this training and actually “doing” something with the language. In brief, it is necessary that student teachers not just have a good linguistic competence but know how their linguistic performance can influence students while developing their practicum and important to mention student teachers should support learners to have a good linguistic performance.

In order to focus learners more on the “doing” part of learning, which allows a more accurate measure of learners’ language proficiency, a more communicative approach to teaching can be used by their facilitators in this case student teachers. This type of approach should concentrate on getting learners to do things with the language. By encouraging learners to eventually learn through the language as opposed to strictly learning the language so there might be a more balanced focus on both competence and performance.

It is also significant to discuss the linguistic competence related to teachers’ competence in the teaching and learning process because teachers have to design, implement,

and develop the syllabus. In the book “Techniques of Teaching English” Mowla, D.S. (2008) stated that teachers should improve their language skills in order to get well-educated learners who will be involved in the teaching-learning process.

By considering this purpose, thus, EFL teachers have to be competent linguistically when developing their practicum so they can guide learners in a better way during the learning process.

Linguistic competence can be defined as the system of linguistic knowledge Chomsky, N. (1965). “Aspects of the Theory of Syntax.” and it is different from a linguistic performance that emphasizes the way of the language system which is used in communication while teaching. Linguistic competence, therefore, deals primarily with an idea between a speaker and a listener in applying the language knowledge in actual performance. Applied to language learning and teaching, linguistic competence plays an important aspect for language teachers in order to gain the goals of language learning and teaching. In the study “Teachers make a difference: What is the research evidence?” made by John Hattie, A.C. (2003) he argued that the quality of a teacher is one of the key factors that may have contributed a lot to the students’ achievement.

Thus, as language teachers, particularly English Foreign Language (EFL) teachers, should have linguistic competence such as communicative competence including general competencies. The general competencies can be categorized both in linguistics and language teaching performance. It is because both linguistic competence and teaching performance have influenced the process of teaching and learning in language classrooms.

For instance, this means that student teachers need to integrate the linguistic aspects during their teaching performance in their practicum because linguistic aspects are fundamental while teaching and it influence in the students learning English process. John Hattie, A. C. (2009) in the study “Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement” emphasized that a teacher’s performance plays major roles in students’ achievement.

In consequence, in education, especially in the educational linguistics might be assumed to be of particular importance to the educator specialized in dealing with language

learners, the bilingual or English as a second language (ESL) teacher. In fact, prospective ESL and bilingual teachers would benefit from better, more intensive, and more coherent preparation in educational linguistics.

Researchers agree that it is important for EFL teachers to master and understand the linguistic system before taking the teaching practice because they believe student teachers need to have better skills than students. In addition, it will also help them to speak and write correctly in order to make them professional because all those items of the linguistic system will influence teachers' pedagogical skill, interpersonal skill, and personal qualities. In relation to pedagogical skill, the linguistic system will support student teachers to prepare better and suitable lessons before they teach in a classroom.

The following considerations are an attempt to simplify the acquisition of Second language competences into the mental framework of students. According to Weaver (1994) in the book "Reading process and practice" he claimed that they are issued in terms of the activities that are considered to promote actual involvement of the students in the teaching-learning process.

1. Contextualized activities: one of the problems that may be faced by students is that out-of-context activities might frustrate the development of linguistic and communicative L2 competences. It is, therefore, of paramount importance to promote authentic activities that encourage students to see language as it actually works so they can have a good linguistic performance in the future.
2. Interactive activities: interaction is considered to be a key factor in the L2 classroom. Interaction of the sort student-teacher-student is of paramount importance to the development of the linguistic and communicative competences of students. However, such interactivity must be contextualized in actual language use situations so that students understand the real purposes of language.
3. Educator's Feedback: it is relevant to consider the effects of teacher's feedback in the development of the linguistic and communicative competences in the L2 classroom setting. However, a question arises in terms of the effectiveness of correcting

mistakes explicitly. This discussion is still at stake in the current literature. In this sense, it is better that teachers explore the learning strategies of each student and try to determine what they need.

In any case, it is important to foster activities that involve students in cognitive processes that allow them to solve linguistic problems related to competence. At the end, they might not need explicit grammar instruction to learn the L2.

4. Contextual factors: it is important to account for contextual factors that are present in the teaching and learning process, i.e., the environment, the L1 linguistic competence, the authenticity of the activities, the linguistic distance between the L1 and the L2, among others.

As it was mentioned before, this is merely a short list of suggestions attempting to promote the development of both linguistic and communicative competence in students so they have a better linguistic performance. However, this list is in no way (and it does not attempt to be) the solution for helping students in developing such competences. However, the most important issue here is to consider the importance of terms such as competence and performance in real-life learning-teaching environments and the L2 pedagogical implications they acquaint for.

CHAPTER III

3.1 METHODOLOGY

3.1.1 Type of research

An important role of research in language teaching is the evaluation of teaching practices. Historically, such research has guided teachers to the most effective instructional methods. However, much of the research on effective language teaching practices has used quantitative methods, employing large data sets or experimental conditions unfamiliar to practitioners. Qualitative research strategies, on the other hand, typically reflect and illustrate the classroom conditions teachers recognize. This present review of research suggests that new, qualitative research may provide a different set of instructional strategy recommendations for English language teachers working in a wide variety of settings.

According to Mays & Pope (1995) qualitative research has been viewed as “soft” science and criticized for lacking scientific rigor compared to quantitative research, which uses experimental, objective methods. Qualitative research emphasizes exploring individual experiences, describing phenomenon, and developing theory.

3.1.2 Research design

In the most widely cited paper on qualitative reviews, Noblit and Hare (1988) authors of “Meta-ethnography: synthesizing qualitative studies”, argued that the goal of a qualitative and interpretive research synthesis is less about generalizing about what constitutes effective practices across contexts than informing readers of the contexts themselves. Recently, in the meta-synthesis “The state of the art-so far: Qualitative Health Research”, Finfgeld (2003) developed a set of definitions unique to qualitative reviews.

First, she recommended that qualitative reviewers avoid the term meta-analysis when referring to their work. In its place, she suggested that qualitative research summaries use the term “meta-synthesis,” an “umbrella term referring to the synthesis of findings across

multiple qualitative reports to create a new interpretation”. This term’s meaning implies that researchers engaged in meta-syntheses are bound to inform the results of their work with additional analytic and theoretical frames. Based on Finfgeld’s typology, the team henceforth refer to this research as a meta-synthesis.

For instance, the meta-synthesis method will be used in this study. According to Scriber et al. (1997) a meta-synthesis is gathering together and breaking down of findings, examining them, discovering essential features and, in some way, combining phenomena into a transformed whole. In simple terms, a meta- synthesis is the combination of qualitative data to form a new interpretation of the research field. A meta- synthesis constitutes an understanding of synthesis that is interpretive, aiming to synthesizing that have not being intended as part of a unified multisite effect. In support of this method, in a qualitative meta-synthesis “Issues and Techniques. Research in Nursing and Health”, Sandelowski, Docherty, and Emden (1997) wrote “in contrast to quantitative meta-analysis, qualitative meta-synthesis is not about averaging or reducing findings to a common metric, but rather enlarging the interpretive possibilities of findings and constructing larger narratives or general theories.”

3.2 METHODS

The meta- synthesis of this research focuses on the study of the results of other qualitative research in order to generate substantive theory through interpretation of such results “Science teacher trainees’ microteaching experiences: A focus group study”, “Pre-Service Social Studies Teachers’ Views About Teacher Training (Focus Group Interviews)”, “Pre-service EFL teachers' conceptions of language proficiency: Entry and exit level qualifications”, “Analysis of Teacher Beliefs and Efficacy for Teaching Writing to Weak Learners”, “Teachers’ Beliefs in Balancing Linguistic Competence and Teaching Performance in EFL Classrooms”, “Challenges Faced by Prospective Teachers during Teaching Practice: Connecting Theory to Practice”,

“Teachers' Sense of Self-Efficacy, English Proficiency, and Instructional Strategies: A Study of Nonnative EFL Teachers in Iran.”

3.3 SAMPLE

The study will be carried out using different qualitative studies from Turkish universities with students who were developing the pre service year and projects which were focused in their opinion about the teaching practicum. Besides, research made by the University of El Salvador, in the Foreign Department, with students who were developing their teaching practicum I from the Teaching option, 2020, more specifically, those who developed their teaching practicum I in the different groups of the English courses from the CENIUES projects, the Foreign Language Department, the Journalism Department and the PNC's project.

The studies will be chosen by using the convenience sampling. In this technique, samples are chosen conveniently because they are readily available for the study. According to S. K., & Given Lisa M. (2008), it also refers to the researching subjects of the population that are easily accessible to the researcher. Convenience samples are sometimes regarded as ‘accidental samples’ because elements may be selected in the sample simply as they just happen to be situated, spatially or administratively, near to where the researcher is conducting the data collection.

3.4 RESEARCH INSTRUMENTS

Instrumentation includes 9 studies in which will be rated the quality of qualitative studies from the University of Turkish, Iran, and two research papers from the University of El Salvador.

The findings of this bibliography research through the meta-synthesis methodology are in line with the findings reported by previous researchers. The selection criteria according to the chosen methodology might be as follows: Researcher judgements will be made and from a total of 14 studies, 9 of them will meet the criteria, including papers, articles with a qualitative approach, articles with findings described in the primary sources and that have gone through a process of synthesis or analysis, articles that have described the ethical considerations in research with human beings.

3.5 PROCEDURE

Some of the criteria that will be considered before including these studies are:

1. **Credibility:** Credibility essentially asks the researcher to clearly link the research study's findings with reality to demonstrate the truth of the research study's findings. Credibility also has the most techniques available to establish it.
2. **Authenticity:** For authenticity qualitative researchers need to present a clear argument beyond saturation as a criterion for the final sample size used.
3. **Original data:** Is any information that has been collected, observed, generated or created to validate original research findings. Although usually digital, it also includes non-digital formats such as laboratory notebooks and diaries.

By following those criteria, this bibliographical meta-synthesis includes 9 of 14 qualitative studies made in different countries. The population of those studies were student teachers, in some studies called "trainees", and the tutor teachers. The studies selected include aspects that are related to this bibliographical research.

Therefore, from all those studies, the team seeks to show the effects that teaching without previous preparation may have, in order to contribute to the Foreign Language Department, and student teachers. According to the strongest aspects this study has, the effects that have not attended and approved the five intensive English courses may bring negative effects on

the student teacher's performance in the classroom. Those effects may be lack of English language proficiency during the classes, poor development of the English language skills, and weak linguistic performance during the practicum.

Based on this, the procedure includes the following steps:

1. **Selecting the studies:** For the selection of the studies, the team will consider important aspects that are related to the effects mentioned before that student teachers may have during their practicum. The team found a total of 14 research papers that were related to teaching English. The aims of the studies varied; however, only 9 of them were focused on exploring the positive and negative experiences student teachers and tutor teachers had in the classroom. That is why, the team considered useful a total of 9 studies. The focus of the first study selected was to explore and increase the effectiveness of micro-teaching and determine its contribution to the student teachers who were part of the research. The team considered important these aspects because micro-teachings are part of the formation for teachers when start teaching. The next study focused on teacher's opinions about training future teachers. The team selected this study because it is important to take into account the tutor teachers' opinion of the development that student teachers may have when playing the role of the teacher in the classroom. The third study consisted of collecting opinions about the English level of the participants of the research when they started and finished their major, now English teachers. Besides, the fourth research paper was about investigating the English teacher's efficacy for teaching writing. The team decided to include this study because it includes an important English language skill. The Fifth study focused on the linguistic competence and teaching performance and its importance not only for teachers but for students. The team found helpful this study because teaching performance is one of the strongest aspects in this bibliographical study, as well as linguistic competence. The sixth research paper embrace the different challenges faced during their teaching experience, and it might help student teachers to improve their skills in the future. The seventh study point out the importance of sense self-efficacy in terms of personal capabilities and researchers found the study essential because it investigates teachers' perceptions of their teaching efficacy to teach English as a Foreign Language (EFL) so it can support student teachers to be more

efficacious at the moment to use communicative-based strategies. Also, the eight study consist in the importance of teaching practice I and II and how it influences on students' level of proficiency when they complete the teaching practice. The focus of this study is to determine the influence it has on student-teachers and show that English level proficiency is necessary at the moment to teach. Finally, the nineth study talked about the relations ship between the personality types and the general English proficiency level of the EFL students. The team decided to include this study because it mentions how personally types affect the level of proficiency on student's language proficiency and knowing this lead future professional teachers to have a better performance in their classes.

2. **Analyzing the information:** In this stage, the information will be presented through a chart that will contain 4 sections to have a better understanding of the results of each study. The first section will contain the topic of each study, next section will have the author's name; In the third section the objective of the studies will be stated and finally the research methodology will be stated in the fourth section. After that, each study will be analyzed by using the qualitative meta-synthesis by the researchers. Therefore, to do this, researcher judgments will be made. This will include papers, articles with a qualitative approach, articles with findings described in the primary sources and that have gone through a process of synthesis or analysis, articles that have described the ethical considerations in research with human beings. Out of 14 studies, the researchers will emphasize and select only those that meet the criteria described previously.
3. **Summarizing the studies:** A summary of each article that met the criteria will be done to provide more details and describe the objectives, the theoretical and methodological orientation, the sampling, collection techniques, the analysis process, the validity criteria, the results, and the consistency of the data of each research.
4. **Interpretation of the information:** Most of the studies will have a meaningful representation divided into four sections. The first section will contain the topic of the studies that meet the criteria the researchers have stated for, next section will contain the

population of each study. After reading the whole studies, the most relevant results obtained in each study will be stated in the third section. Finally, the fourth section will contain the interpretation of the information made by the team. The interpretation for each of the studies will be based on the information and results from the studies. For this stage, the analysis will be carried by two researchers beginning with reading and re-reading line by line of the primary studies to identify the topic of the study, the participants, the results, and the formation of new categories with the interpretation of the results obtained in each of the studies.

CHAPTER IV

4.1 DATA ANALYSIS

This research attempts to review some theoretical findings about the description of the effects that not having taken and approved the five-skill development intensive English courses from the Bachelor of Arts in English with Emphasis in Teaching, of the University of El Salvador may have on the students' performance when developing their teaching practicum. The findings have been discussed by various authors in the field of languages, specifically in the teaching of English as a Foreign Language, for example, the student teacher's language proficiency, the English language skills, and the linguistic performance. It also attempts to aware about the needs learners have when learning and developing their skills; and how important a well-equipped student teacher is in learner's development.

Qualitative data analysis will bring all data together and then it will progress to reveal the contents of quality data, demonstrating an ongoing process of resolving the collected research data into its constituent components. The processes of data analysis will entail three main components: data reduction, data display and drawing and verifying conclusions, and give an overall view of data analysis. These processes will occur in three different time phases; before data collection, during data collection as interim and early analyses are carried out; and after data collection as final products are approached and completed as suggested by Miles & Huberman (1994).

4.2 ANALYSIS OF THE STUDIES

The prime objective of this section will be to reduce the data without significant loss of information. Each reduction act will help to bring the masses of data into more manageable proportions, thereby making them easier to comprehend and work with. Displaying data is important as it will be used to consider what is known and not known about the problem in question, and could suggest new relationships, propositions, and explanations for further analysis.

The Analysis of the studies' section will contain a chart with the nine studies selected. It also will contain one summary of each study, in order to explain what it is about. Chart 1 will contain a total of 9 studies selected with the topic, author's names, objectives, and the methodology used in the researches. Forward the chart, there is a short summary of each study in order to explain what the study is about.

Next part is about interpreting the results obtained in the nine researches. Each study will contain four parts. The first part includes the topic of each study. Besides, the population is included because it shows that the studies were made with student teachers, in some cases called trainees, and some studies also included graduated teachers. The third section contains the results of each study. And finally, the interpretation, which was made by the group. The interpretation for the 9 studies is based on the complete information read, and the results obtained in every study included.

Chart 1. Analysis of the information

N	Topic	Authors	Objective	Research
1	Science teacher trainees' microteaching experiences: A focus group study.	Yasemin GÖDEK Ministry of Youth and Sports, Turkey.	To evaluate and increase in the effectiveness of micro-teaching, and determine the contribution of microteaching to trainees from their own perspectives through their reflections on their own microteaching experiences.	This research was done and action research. researcher who is the trainees, with the aim of increasing the effectiveness of determining the contribution of trainees from their reflections on their own. One of the four basic methods to collect the data in qualitative interview and in this study used as a method to collect

2	Pre-Service Social Studies Teachers' Views About Teacher Training (Focus Group Interviews)	Selçuk Ilgaz.	To reveal the pre-service social studies teachers' opinions about teacher training.	This study was carried out using a focus group method. The study group consisted of 10 pre-service students studying in the Social Studies Department at Kazım Karabekir Ataturk University in Van. The data obtained with focus group interviews was analyzed via content analysis. The interview technique was used to explore the participants' views. Purposive sampling was used to
3	Pre-service EFL teachers' conceptions of language proficiency: Entry and exit level qualifications.	Dinçay Köksal a , Ömer Gökhan Ulum b Çanakkale Onsekiz Mart.	To inquire the views of pre-service EFL teachers to see their reflections on their university entry and exit levels of English language.	The study was carried out using a qualitative method. The data was collected through semi-structured interviews. The methods of data collection employed in this study were interviews. The interview adopted from (Köksal, 2014). Self-reported Current Language Proficiency Test (SLPT) was administered to 35 pre-service teachers to specify their views on their language proficiency when they entered the university and their language level when they finished
4	Analysis of Teacher Beliefs and Efficacy for Teaching Writing to Weak Learners	Tunku Mohani Tunku Mohtar,Charanjit Kaur Swaran Singh1, Napisah Kepoll, Ahmad	The objective of the study was mainly to investigate the beliefs and efficacy of the ESL teacher for teaching writing to weak learners.	A case study research design was used in this study. The research was conducted in a Religious school in Punjab. The study was purposive, that is, a specific group of students whose English proficiency was very low. It was inter-

		Zainuri Loap Ahmad & Sasigaran Moneyam		an in-depth study of s be taken to alleviate t
5	Teachers' Beliefs in Balancing Linguistic Competence and Teaching Performance in EFL Classrooms	Ismail Tahir Graduate Program in English Language Teaching State University of Malang, Indonesia.	This study attempts to examine the importance of balancing linguistic competence and teaching performance in learning and teaching of English classrooms.	The research design collecting the data, online survey among teachers were random
6	Challenges Faced by Prospective Teachers during Teaching Practice: Connecting Theory to Practice	Nasir Mahmood and Zafar Iqbal.	To investigate the challenges faced by the prospective teachers during teaching practice.	The study employed explore the type of peo challenges faced expectations of schoo and support provided teachers. The study b steps and at each ste produced from partic quantitative and qual together.
7	Teachers' Sense of Self-Efficacy, English Proficiency, and Instructional Strategies: A Study of Nonnative EFL Teachers in Iran	Zohreh R. Eslami and Azizullah Fatahi Tarbiat Modarres	To examine NNESTs' perceptions of their self-efficacy in terms of personal capabilities to teach English as a Foreign Language (EFL) and their perceived English language proficiency level.	Convenient and snow used for participant s to participate, then th the teachers' work site
8	The influence of teaching practice I and teaching practice II on	Gálvez Canjura, William Moisés	To determine the influence Teaching practice, I and teaching practice II have on students' level of proficiency when	Non experimental population selected v semester II, 2013

	students English Language Proficiency at the Department of Foreign Languages of the university of El Salvador, academic year 2015	and Vides López, Lucero Yamileth	they finish their teaching practice courses.	Department at the U instruments used we proficiency test, and p
9	The incidence of personality types on the language proficiency level of students from Practice Teaching II at the Foreign Language Department during the semester II – 2015	Claudia Marcela Ortiz González Carmen Elena Torres De Mendoza	To determine the relationship between the personality types and the general English proficiency level of the EFL students of the Foreign Language Department at the University of El Salvador.	A qualitative approach a study about the inc student's language pro at the Foreign La University of El Sa enrolled in practice te English Teaching Bac Idioma Ingles op correlational study personality types and that, interviews and implemented during t

Summaries of the studies

To validate the quality of the studies, the articles were summarized in an exhaustive and reflexive manner in relation to the theoretical framework, the objectives of the research, the theoretical and methodological orientation, the ethical aspects, the sampling, collection techniques, the analysis process, the validity criteria, the results, and the consistency of the data.

1. Science teacher trainees' microteaching experiences: A focus group study.

In this research, it was demonstrated that microteaching had some limitations for student teachers because they taught in an artificial environment in which time limitations, being recorded and being criticized may prevent their real teaching performance. However, before teaching in an actual classroom environment, microteaching allowed student teachers to feel like a teacher and helped them to gain some practical experiences. According to student teachers, microteaching helped them to identify their weaknesses and strengths during practicum hours. Also, as per research, microteaching allowed them to try and experience different teaching techniques, and to look critically at them. During that time, the most crucial contribution of microteaching might be that it provided student teachers with some experience for reflective thinking which enabled them to improve that part and be aware of the knowledge and preparedness that is required.

It is also relevant to mention the methodology used in this research. They used a qualitative research and action research as a theoretical framework. As per study, action research not only aimed to describe the existing situation but also aimed to improve the practice. In this action research, the researcher who was the course instructor, worked with trainees, with the aim of both evaluating and increasing the effectiveness of microteaching, and determining the contribution of microteaching to trainees from their own perspectives through reflections on their own microteaching experiences. The data collected was done through the focus groups and the study was carried out in the Department of Primary Science Teacher Education, in a Turkish State University. Even though trainees showed different emotional reactions in accepting the criticisms, negative but objective criticisms were found

to be useful since they created a friendly and supportive environment and helped them to see the reality.

2. Pre-Service Social Studies Teachers' Views About Teacher Training (Focus Group Interviews)

The literature reviewed demonstrated that the knowledge about the subject is relevant, but also the love and empathy that student teachers need to have at the moment to teach is important. Besides that, it is necessary to have a well preparedness and great materials or sources to teach effectively. Researchers from the study stated teachers are the people who construct the societies considering the features of the era. It is required that teachers, who may be considered as a guide for the individuals, and a helper to construct the societies, must be well-equipped before starting their profession (Kılıç & Saruhan, 2006).

The methodology used was carried out via qualitative research method and convenience sampling was utilized. The study group consisted of six 4th year students studying in the department of social studies teaching in Kazım Karabekir Education Faculty of Ataturk University in 2018-2019 academic. The interview and focus group technique were applied to gather all this information.

In addition, during the study was emphasized that in fact, the purpose of the education faculties should not be only to graduate students equipped with knowledge but also, they must train people who love human beings, are not selfish, are well-equipped in every field, and are broad-minded.

3. Pre-service EFL teachers' conceptions of language proficiency: Entry and exit level qualifications

This research studied the teacher's proficiency and inquired the views of pre-service EFL teachers to see their reflections on their university entry and exit levels of English language. This study was carried out using the qualitative method and data was collected from pre-service EFL teachers graduated from Çukurova University, Çanakkale Onsekiz Mart University, and Gazi University. These pre-service EFL teachers were selected from the most convenient and accessible institutions. The sample consisted of 35 pre- service EFL teachers. High consideration was taken to choose institutions from different regions of

Turkey that represent the composition of teachers in the country. The instrument employed in this study was a semi-structured interview adopted from Butler's questionnaire titled Self-reported Current and Desired Minimum English Language Proficiency. The interviews were administered to 35 pre-service EFL teachers to specify their views on their English proficiency level when they entered the university, and the proficiency level when they finished the university.

At the end of the study, it showed the improvement that students teachers have after coursed their university studies. In the research was stated that their proficient level of their English language was inadequate before university since they never practiced speaking, listening, or writing during high school. It was understood that the pre-service EFL teachers enhanced their four language skills (speaking, listening, reading, and writing) as well as their grammar and vocabulary proficiency during their university education.

4. Analysis of Teacher Beliefs and Efficacy for Teaching Writing to Weak Learners.

In this research was studied Teacher's beliefs and self-efficacy about their capabilities to educate students and it showed how Teacher's beliefs will influence learners' decisions on the types of experiences they provide during teaching. The study implicated that teacher's beliefs and efficacy can assist the weak learners in improving their writing skills and facilitate language learning.

A case study research design was employed in this study. The case was teacher teaching a particular class in a particular school. The research was conducted in one Islamic Religious school in Perak. The sample selection was purposive, that is, a teacher teaching a class of students whose English language proficiency was very low. During the research, the interview method was utilized to gather information from the participants and principally, the data was obtained from classroom observations.

The educational learning experiences play an important role in students' academic decision making towards a goal. The study demonstrated that understanding the sources of a teacher's belief and self-efficacy could contribute to students' empowerment towards writing and learning English Language.

5. Teachers' Beliefs in Balancing Linguistic Competence and Teaching Performance in EFL Classrooms

The study examined the importance of balancing linguistic competence and teaching performance in learning and teaching of English classrooms. Moreover, this study aims at exploring the different ways of linguistic competence and teaching performance defined by linguists. It also investigates how differing interpretations of these two concepts influence learning and teaching in foreign language classrooms. The result indicated that most of them have a clear idea toward the concept of linguistic competencies and teaching performance and believed that it is important for EFL teachers to have a good command of linguistic competence in order to help them perform better in their teaching practices/performances.

Regarding their perspective and beliefs about linguistic competence and teaching performance, there were seven general questions formulated by the researcher. Those are about the important aspect to understand the linguistic system of English phonology, grammar, and discourse in EFL classrooms; their perspective about EFL teachers' responsibility to comprehensively grasp the basic principles of language learning and teaching, EFL teachers have to have fluent competence in language skills (speaking, writing, listening, and reading), EFL teachers need to know and do the effective classroom teaching by understanding the knowledge and skill of English and teachers' quality.

Most of the participants agree that it is important for EFL teachers to master and understand the linguistic system because they believe that teachers need to have better skills than students. In addition, it will also help them to speak and write correctly in order to make them professional because all those items of the linguistic system will influence teachers' pedagogical skills, interpersonal skills, and personal qualities.

6. Challenges Faced by Prospective Teachers during Teaching Practice: Connecting Theory to Practice

The study investigated the challenges faced by the prospective teachers during teaching practice. Data analysis revealed that there was a noticeable transformation towards the use of teaching methods other than lecture method in their classroom. The major challenges included dealing with poor preparedness, weak knowledge, poor physical

infrastructure, scarce and underused academic resources, inflexibility in classroom arrangement, non-professional attitude of school administration, and trying out innovation without challenging the prevailing school norms.

Challenges emerge from shortfall in expectation and experience of prospective teachers regarding teaching learning environment in schools. Their training is usually completed in isolation/with limited exposure to actual schools till teaching practice. The content taught to them is usually taken from foreign books (at the most reproduced as such) written in different context for different audience. Prospective teachers find it challenging when could not find the portrayed environment in schools. The challenges are classified in provision of facilities, instructional needs, attitude of administration, student's behavior and mentoring of prospective teachers.

7. Teachers' Sense of Self-Efficacy, English Proficiency, and Instructional Strategies: A Study of Nonnative EFL Teachers in Iran

This study examined the efficacy beliefs of nonnative English speaking (NNES) Iranian EFL teachers. EFL teachers' perceptions of their teaching efficacy in terms of personal capabilities to teach English as a Foreign Language (EFL) and their perceived English language proficiency level were examined. The results showed that the teachers' perceived efficacy was positively correlated with self-reported English proficiency. The findings also revealed that the more efficacious the teachers felt, the more inclined they were to use communicative-based strategies.

Language proficiency was an important construct in this study because scholars take multiple perspectives toward language proficiency. This study investigates those aspects of teachers' language proficiency that researchers feel are relevant to English teaching in Iran. As a result, the assessment of language proficiency in this study is oriented toward the four skills used to describe teachers' competencies in their respective contexts. Language proficiency was self-assessed because such assessments are efficient and relatively easy to administer. The teachers' target language proficiency and their beliefs about language learning are two major factors that determine their classroom teaching practices and their use or non-use of the target language in their classes. Both descriptive and inferential statistics (correlational analysis) were used. Descriptive statistics were computed for each item and

subcategory of the EFL teachers' self-efficacy instrument. Also, the Pearson product-moment correlation coefficient r was computed between the subcategories of the main variable (teacher self-efficacy) and the other variables (i.e., teachers' self-reported English proficiency and their self-reported use of grammatically or communicatively oriented strategies).

8. The influence of teaching practice I and teaching practice II on students English Language Proficiency at the Department of Foreign Languages of the University of El Salvador, academic year 2015.

The study showed how the English level proficiency is necessary at the moment to teach since teachers are the ones in charge of transmitting the knowledge to others. The Non-experimental research was applied. Sample was chosen by means of the cross multiply, population selected was three advanced II classes, semester II, 2013 from the Foreign Language Department at the University of El Salvador. The instruments used were learning strategy test, oral proficiency test, and practice TOEFL test.

It was demonstrated that a great percentage of students at the Foreign Language Department do not reach a high level of proficiency in the English language and that the practice teaching is an important subject to develop students as a future professional teacher. The study demonstrated that students who complete the practicum get a better level of English proficiency. It was also interesting to find out that the estimated level of proficiency that apparently students have at the Foreign Language Department was lower than expected; but as per research done, it gets better after the practicum.

9. The incidence of personality types on the language proficiency level of students from Practice Teaching II at the Foreign Language Department during the semester II – 2015.

The research examined the incidents of personality type on the language proficiency level on students from practice teaching II at the Foreign Language Department, University of El Salvador. The researchers determined if the personality types affect the level of proficiency on student's language proficiency using a qualitative approach method.

The study took place at the Foreign Language Department of the University of El Salvador, 2015, with students enrolled in practice teacher teaching II courses of the Bachelor

Degree of English, Teaching option (Licenciatura en Idioma Inglés, Opción Enseñanza). Also, a correlational study was used to link between personality types and language proficiency. Besides that, interviews and surveys were the techniques implemented during the research. It concluded that personality type displays a certain degree with correlation about the proficiency of the English language.

Interpretation of the information

The next section contains the interpretation of the information the researchers made after analyzing each study. For this stage of interpretation of the findings, the analysis was carried by two researchers beginning with reading and re-reading line by line of the primary studies to identify the topic of the study, the participants, the results, and the formation of new categories with the interpretation of the findings.

1. Topic: Science teacher trainees' microteaching experiences: A focus group study.

Population: This study was carried out in the Department of Primary Science Teacher Education, in a Turkish State University. The group consisted of Ten (six men and four women) out of fifty-five trainees in their fourth year.

Results: There are some limitations but there are various advantages of microteaching. Microteaching had some limitations for trainees because trainees taught in an artificial environment in which time limitations, being recorded and being criticized may prevent their real teaching performance. However, according to trainees, microteaching contributed to their PCK (pedagogical content knowledge), professional awareness and SMK (subject matter knowledge). Microteaching allowed them both to try and experience different teaching techniques, and to look critically at them.

Interpretation of results: The trainers felt, the microteaching helped them to improve and gained experiences, but despite their positives attitudes towards teaching methods and techniques, the trainees were still in doubt concerning the applicability of the techniques in

the actual classrooms. The reason of this belief was that they still felt lack of teaching experience.

2. Pre-Service Social Studies Teachers' Views About Teacher Training (Focus Group Interviews)

Population: The study group consisted of six 4th year students studying in the department of social studies teaching in Kazım Karabekir, Education Faculty of Ataturk University in 2018-2019 academic year. Four female and two male students volunteered to participate in the study.

Results: There are negative opinions about the education faculties' purposes of training teachers. Three students having negative opinions about the subject stated that the purpose of the education faculties was only to graduate students. In addition to such negative opinions, the students presented some positive opinions. However, these opinions included what the education faculties required to have.

Interpretation of results: The pre-service teachers' opinions regarding the purposes of teacher training, whether or not education faculties succeeded in teacher training, the definition of teacher, and the conditions required for teacher training were taken. Considering the results related to the study, the pre-service teachers argued that the purposes of the education faculties were to graduate students or tell subjects based on memorization. In addition to these negative opinions, they emphasized that in fact the purpose of the education faculties should not be only to graduate student equipped with knowledge but also, they must train people who love human beings, are not selfish, are well-equipped in every field.

3. Topic: Pre-service EFL teachers' conceptions of language proficiency: Entry and exit level qualifications.

Population: The study collected information from 35 pre-service EFL teachers graduated from Çukurova University, Çanakkale Onsekiz Mart University, and Gazi University.

Results: The listening skill of pre-service EFL teachers was insufficient before university as they were barely exposed to listening tasks during their high school education and the speaking skill of pre-service EFL teachers was also inadequate before university since they

never practiced speaking during high school. However, as the study showed the reading skill was already well-developed before university.

Interpretation of results: Considering the results of the study, the high school EFL programs should be re rearranged in a way to consider communicative competence. Also, the weaknesses of the university entrance exam and make improvements in the test validity should be taken into account.

4.Topic: Analysis of Teacher Beliefs and Efficacy for Teaching Writing to Weak Learners.

Population: The data for the study were collected from pre-service EFL teachers graduated from Çukurova University, Çanakkale Onsekiz Mart University, and Gazi University. The sample consisted of 35 pre-service EFL teachers. High consideration was taken to choose institutions from different regions of Turkey.

Results: Generally speaking, it was understood that the pre-service EFL teachers enhanced their four language skills (speaking, listening, reading, and writing) as well as their grammar and vocabulary proficiency during their university education. The listening skill of pre-service EFL teachers was insufficient before university as they were barely exposed to listening tasks during their high school education. The speaking skill of pre-service EFL teachers was also inadequate before university since they never practiced speaking during high school. Since they focused heavily on reading while getting prepared for the university entrance exam, their reading skill was already well-developed before university. The writing skill of the respondents at the end of high school was also not that much developed. When it comes to grammar and vocabulary proficiency, they were also developed during high school since the university entrance exam they studied for is mainly based on grammar and vocabulary performance just like reading.

Interpretation of results: The quality of EFL teachers has increasingly been a great requirement as well as adjusting EFL courses towards a more academic content. It is offered as a probable solution for supplying students with a specialized structure based on the requirements and objectives of learning. It is important to take into account that the study

took the views of pre-service EFL teachers from various economic, social, and cultural backgrounds.

The teacher's opinions may differ; however, the study depends on the participants' responses which may not be reflecting their actual language proficiency.

5. Topic: Teachers' Beliefs in Balancing Linguistic Competence and Teaching Performance in EFL Classrooms.

Population: There were 132 EFL teachers participated in the current study. These 30 EFL teachers (12 male and 18 female) were randomly taken from the different level of schools such as an elementary school, a junior high school, a senior high school, and a private English course in Gorontalo, Indonesia.

Results: All the participants agreed that linguistic and pedagogical skills will help teachers to prepare better and suitable lesson before they teach in a classroom. This is due to guiding students to a better understanding and application of English usage. However, another side from the participants' perspective explained that not all the linguistic elements are important because when teaching English grammar, they tend to apply the use of language grammar into a daily conversation rather than explaining the structure.

Interpretation of results: To live in today's multicultural world, EFL teachers should encourage themselves to be professional. They are expected to have a good competence in language especially English as a foreign language. They need to develop their knowledge about English in order to support their performances in teaching English. Thus, they are not only expected to develop their language knowledge or linguistic competence, but they should also try to be good English teachers by mastering their linguistic competence and their ability to teach English their students.

6. Topic: Challenges Faced by Prospective Teachers during Teaching Practice: Connecting Theory to Practice.

Population: The prospective teachers of two universities were included in the sample; University of Gujarat and University of the Punjab, Lahore. The number of prospective teacher's final year was 35 and 28 in university of the Punjab and University of Gujarat respectively. Among them 19 and 15 prospective teachers.

Results: The results showed that lecture still stands tall in teaching methods used by prospective teachers but encouragingly questioning. Student-centered teaching at teacher education institutions alone is not sufficient for making prospective teachers move towards. The schools did not provide any support to students for doing their class activities and project work. This created stress for students when insisted to complete assigned work by the prospective teacher. Prospective teachers gradually learned to make their expectation realistic and doable for students.

Interpretation of results: Teaching is lot more than expertise in content. Prospective teachers know content but needs to understand the professional manners i.e., following school rules, timings, ‘teacher-like’ dressing, managing respectful relation with teachers in schools. Instead, school practices, student assessment and classroom environment should also be made favorable for promoting student-centered teaching in schools.

7. Topic: Teachers' Sense of Self-Efficacy, English Proficiency, and Instructional Strategies: A Study of Nonnative EFL Teachers in Iran.

Population: Forty Iranian EFL teachers with one to five years of experience teaching English at different high schools in different school districts in Tehran participated in this study (21 females and 19 males).

Results: The EFL teachers in Iran rated themselves as more efficacious in instructional strategies than in managing the class and engaging students interactively. This suggests that the EFL teachers judged their abilities to motivate and engage students to learn English and to manage the class to be lower than their use of effective instructional strategies. These findings suggest that the higher the Iranian EFL teachers' sense of self-efficacy, the more likely they were to use communication-oriented strategies, and the less likely they seemed to be oriented towards the use of grammatically oriented strategies.

Interpretation of results: Finding was the positive relationship the study shows that novice Iranian EFL teachers feel more efficacious in applying instructional strategies than in managing an EFL class. They also perceived their efficacy to motivate and engage students to learn English not as high as their efficacy for instructional strategies. Also, the teachers report that their use of grammatically oriented strategies is lower than that of

communicatively oriented strategies. The most important between perceived level of language proficiency and sense of self-efficacy. The higher the teachers' perceived proficiency in language skills, the more efficacious they felt.

8. Topic: The influence of teaching practice I and teaching practice II on students English Language Proficiency at the Department of Foreign Languages of the university of El Salvador, academic year 2015.

Population: Three advanced II classes, semester II, 2013 from the Foreign Language Department at the University of El Salvador.

Results: It was interesting to find out that the estimated level of proficiency that apparently students have at the Foreign Language Department is even lower than the one was considered at the beginning of the research.

Interpretation of results: The English language proficiency level of student's teachers is an important factor to become proficient speakers of the language and it has a great influence on learners. Considering the results found, students' level of proficiency and learning strategies improved significantly after taking the practicum. As per research the practicum, it is a very important subject not only to develop students as future professional teachers but also to get them to the desire level.

9. Topic: The incidence of personality types on the language proficiency level of students from Practice Teaching II at the Foreign Language Department during the semester II – 2015.

Population: Students enrolled in practice teacher teaching II courses of the English Teaching Bachelor Degree (Licenciatura en Idioma Ingles Opcion Enseñanza).

Results: The participants agreed with the study done and showed students needed more information about their personality type and ways to improve and take advantage of their main personality traits. They received a test according to personality types and were happy about it. They agree that it can guide them in the future and expressed interest to get the

results. However, many students nowadays have lack of information about personality types. Therefore, do not apply techniques to use their characteristics in the best way possible.

Interpretation of results: The main motivation of this research was the lack of information regarding the relationship among personality types and language proficiency and the study showed that even students are interested in the study, it exists lack of guidance according to the topic. It was also perceived that a great support will involve students in activities that allow them to know more about themselves and knowing about the personality types of the student population in the department. It would allow teachers to develop better teaching practices and procedures.

4.3 EXPECTED RESULTS

4.3.1 Major findings

After the information was analyzed, there are some findings that the research team would like to share in order to contribute to the Foreign Language Department of the University of El Salvador, future research on the topic, as well as students from the Bachelor of Arts in English with Emphasis in Teaching.

Based on the information collected, the researchers concluded that the linguistic performance, language proficiency and English language skills are some effects that having not finished the five English courses before taking the teaching practice I, may affect student teacher's when developing their classes. Also, it is important to highlight the fact that from 9 studies, 7 of them agreed that student teachers felt that they were not in the right level of English to do their practicum and need more practice before to do so.

The most prominent part is how important the pronunciation and grammar skills were at the moment to teach. From the total of 9 studies, 100% of them shared that it is important to have a good level of English, and it can be concluded that the majority of student teachers agreed that the pronunciation and grammar skills are very necessary at the moment to develop the class because what educators teach and how they teach is going to impact the students learning process.

Moreover, 2 of the 9 studies showed students presented difficulties at the moment of developing the pronunciation skill, while the other studies mentioned student teachers presented difficulties in the grammar skill. Besides that, 1 of the research confirmed, the listening skill was also a challenge for them, and 1 research affirmed that the writing skill was hard for them to develop.

Therefore, it is important to highlight how having not attended and approved the five English courses from the Bachelor of Arts in English with an emphasis in the teaching of the University of El Salvador may affect the student's performance when developing their teaching practicum. Based on the findings, student teachers, or teachers' trainees presented different weaknesses in different areas, when playing the role of the teacher in the classroom. According to the results, student teachers presented troubles with their skills and their performance due to lack of previous preparation. The studies showed in general that the microteaching experiences, the conditions required for teacher training, the pedagogical skills and the difference challenges faced during practicum are important when teaching as well as proficiency, development of the language skills, linguistic performance and content knowledge is essential in the classroom. According to Hill, Rowan, and Ball (2005), Baumert et al. (2010), and Voss, Kunter, and Baumert (2011) better pedagogical content knowledge brings higher students' achievement. In turn, the five English courses may allow students to enrich their knowledge as well as the development of the language skills through the contents included in the different levels. In fact, all students, with no exception, that have finished the Didactics courses are assigned to a group for developing the teaching practicum I and II, to either a CENIUES project, the Foreign Language Department, or any pertained project of the University of El Salvador. That is why, the team considers how having not attended and approved the five English courses may have a repercussion on the students' development in the classroom.

Moreover, the studies included in this research led the team to demonstrate that low English proficiency affects student teachers while developing their practicum. According to the findings, there is a great impact of student teachers on student learning outcomes so that, it's important to highlight the fact that the better proficiency level on students' teachers, the better pedagogical content knowledge; the higher student achievement will be. There is a

long history of discussion and debate around the connection between teacher proficiency and student learning. The studies reviewed show that while much research is still needed to fully support this relationship, thus far is beginning to show that teachers' impact on student learning outcomes.

Also, poor development of the English language skills has a deal on the student teachers' performance when developing their practicum. The studies demonstrated that if student teachers are not well prepared, they will have lack of knowledge in some areas such as grammar or vocabulary and it will not affect just their knowledge, but also will affect their students so that students' teachers are required to be more prepared and to have more knowledge to guide them.

Furthermore, the weak linguistic performance of student teachers influences on the students' learning because teachers are the primary source during the practicum for them in the classroom, so if student teachers do not have a great knowledge of the language will rebound in learners positively or negatively. The teacher's knowledge is a complex issue that involves key phenomena such as the process of teaching and learning, the concept of knowledge, as well as the way teachers' knowledge is put into action in the classroom. In the end, learner's performance will determine how student teachers' knowledge influence on them.

Finally, every paper provided information that helped the team to found valuable data to this research. After having examined the findings collected, the team found there exists a strong connection between the nine studies and the primary objectives and research questions of this research. It is important to highlight that some of them presented a correlation with one or more of the aspects included. Thus, from a total of nine studies, seven of them involved how low proficiency affects student teachers in their development of the practicum such as: Science teacher trainees' microteaching experiences: A focus group study, Pre-Service Social Studies Teachers' Views About Teacher Training (Focus Group Interviews), Pre-service EFL teachers' conceptions of language proficiency: Entry and exit level qualification, Challenges Faced by Prospective Teachers during Teaching Practice: Connecting Theory to Practice, Teachers' Sense of Self-Efficacy, English Proficiency, and Instructional Strategies: A Study of Nonnative EFL Teachers in Iran, The influence of teaching practice I and teaching

practice II on students English Language Proficiency at the Department of Foreign Languages of the university of El Salvador, academic year 2015, and The incidence of personality types on the language proficiency level of students from Practice Teaching II at the Foreign Language Department during the semester II – 2015. Besides, the aspect of poor development of the English language skills, the consequences and deals it brings to the prospective teachers is also stated in three researches, including Pre-service EFL teachers' conceptions of language proficiency: Entry and exit level qualifications, Analysis of Teacher Beliefs and Efficacy for Teaching Writing to Weak Learners, and Analysis of Teacher Beliefs and Efficacy for Teaching Writing to Weak Learners. Moreover, the three studies: Teachers' Beliefs in Balancing Linguistic Competence and Teaching Performance in EFL Classrooms, Challenges Faced by Prospective Teachers during Teaching Practice: Connecting Theory to Practice, and The influence of teaching practice I and teaching practice II on students English Language Proficiency at the Department of Foreign Languages of the university of El Salvador, academic year 2015, emphasized the influence of having a weak linguistic performance on student teachers when developing the teaching practicum.

CHAPTER V

5.1 CONCLUSIONS

As in any major related to education, in the English teaching option, the main purpose of each of the students is to reach their goals and become a good teacher, also fulfilling all the aspects that may help them to be good educators for the future generations.

However, there are some effects that having not taken and approved the five skills development intensive English courses, student teachers may deal with, during the major, and during the preparation they have. Those effects may be reflected in the English language skills, linguistic performance and language proficiency when they develop the teaching practicum.

Nevertheless, those issues are seemed until they start the practicum, for which, one of the major reasons may be having not finished all the English courses from the major, or any other cause.

Throughout this research, the following conclusions were reached:

- Having not taken and approved the five-development intensive English courses from the major affected the students' performance when developing their teaching practicum because they were not familiar with some advanced contents.
- According to most of the researches done, student teachers showed domain of the subject, however, they need to improve issues regarding to the different language skills, but in most of the cases, problems with grammar and pronunciation.
- Even though, student teachers demonstrated domain of the subject, as teachers, some of them showed a low level of proficiency.
- Proficiency is very important when displaying the role of the teacher, not only to develop students as future professional, but also to get them to the desire level.

- Student teachers' experience varied according to the studies and some of them liked it, however, few of them did not like it.

5.2 RECOMMENDATIONS

To the student teachers:

- Through this investigation, student teachers agreed to the importance of having a good level of English at the moment to develop their teaching practice, and how important for the learning process of each student is.
- Try to be informed about the different stages they need to move on to reach the level of proficiency required for them to become proficient speakers of the language and great English teachers.
- Indeed, it would be of such a great help for student teachers to investigate the topics assigned from the tutor teachers in order to display a proper language model for the learners because in some cases they do not know the contents due to they have not finished the five intensive English courses.
- Hence, it is recommended that student teachers finish their five-skill development intensive English courses in order to be more prepared at the moment to develop their teaching practice.

To the tutor teachers:

- It is highly important to provide student teachers the opportunity of doing their practicum without any problem and provide them feedback if it is necessary.

To the Coordinators:

- It is important to highlight the fact that many tutor teachers suppose that student teachers have previous knowledge and good proficiency due to the online test (TOEFL) that the Department of Foreign Languages asks for. Student teachers do it in order to be placed according to the level of English, they have. However, in some cases, they are not in the level of English they are expected to be. For this reason, awareness of this phenomenon should be raised to regulate this situation.

- Furthermore, student teachers that participated in this research were already teaching, and getting in touch with learners that relied on them to learn the language. This is alarming because students are not ready to teach the language in a proper way. In fact, it is recommended to the Department of Foreign Department to establish as a requirement to finish the five- skill development intensive English courses in order to student teachers start their teaching practice I and II.

- Finally, knowing how important is for student teachers to finish the five skill English courses, coordinators would take into account the results of the online test (TOEFL) in order to place students in the different projects. As a result, student teachers may develop a better teaching practice and procedures for their learners according to their English level.

To the Foreign Language Department:

- It is necessary to provide student teachers with more enough information about how to improve their teaching language to be more efficient in their future activities when playing the role of teacher and as professionals.

- The curricular commission should continue with the study of this investigation to give the appropriate follow up so will implement the requirements needed before student teachers take the teaching practicum courses.

5.3 BIBLIOGRAPHY

- Bachman, L.F. (1990). *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press.
- Canagarajah (1999) *Non- native Educators in English Language Teaching*.
- Chaudron, C. 1998. *Second Language Classrooms: Research on Teaching and Learning*. Cambridge: Cambridge University Press.
- Carter (2005) Pre-service EFL teachers' conceptions of language proficiency: entry and exit level qualifications. *Journal of Language and Linguistic Studies*.
- Çakmakçı, G. (2009). "Preparing teachers as researchers: Evaluating the quality of research reports prepared by student teachers."
- Chomsky, Noam (1965). *Aspects of the theory of syntax*. Cambridge, MA: MIT Press.
- Coulmas, F. (2013) "Sociolinguistics: The Study of Speakers' Choices Cambridge: Cambridge University Press."
- Ellis, R. (2005). *Instructed Second Language Acquisition: A Literature Review*. Wellington: Ministry of Education.
- Farrell, T.S. and J. Richards. (2007). Teachers' language proficiency. In *Reflective Language Teaching: From Research to Practice*.

- Ferguson, R.F. and Ladd, H.F. (1996). How and Why Money Matters: An Analysis of Alabama Schools. Pp. 265-298 in Helen Ladd (Ed.) Holding Schools Accountable. Washington, D.C.: Brookings Institution.
- Finfgeld, D. (2003). "Meta-synthesis: The state of the art-so far: Qualitative Health Research."
- Fromkin and Rodman (1993) "An Introduction to Language: Seventh Edition"
- Giebelhaus, C. R., & Bowman, C. L. T., (2002)." Teaching men-tors: Is it worth the effort? The Journal of Educational Research."
- Grossman and McDonald (2008). "Back to the Future: Directions for Researching Teaching and Teacher Education."
- Hanna, Jirka (2011, November) "Intro to Linguistics: Syntax 1"
- Hattie, J. A. C. (2009) "Visible Learning: A Synthesis of over 800 Meta-analyses.
- Hattie, J.A.C. (2003, October). Teachers make a difference: What is the research evidence? Paper presented at the Building Teacher Quality.
- Jim Miller (2002) "An Introduction to English Syntax." Edinburgh University Press.
- Kim, S. and C. Elder. (2008). Target language use in foreign language classrooms: practices and perceptions of native speaker teachers. Language, Culture and Curriculum.
- Krashen, S. 1982. Principles and Practices in Second Language Acquisition.

- Lange, D.L. (1990). A blueprint for a teacher development program. In J.C.
- McNamara, D. (1991). The Journal of Education for Teaching Subject knowledge and its application: problems and possibilities for teacher educators.
- Murdoch (1994). Journal of language and linguistic studies Pre-service EFL teachers' conceptions of language proficiency: Entry and exit level qualifications.
- Noblit, George W. & Hare, R. Dwight (1988). "Meta-ethnography: synthesising qualitative studies." London: Sage.
- O'Grady, W., Dobrovolsky, M., & Aronoff, M. (1989). "Contemporary linguistics: An introduction." New York: St. Martin's Press.
- Pachler, Evans and Lawes (2007) Foreign Language teacher's Language Proficiency and their Language Teaching Practices: Language Learning Journal.
- Peter Roach (2009), "English Phonetics and Phonology 4th edition." United Kingdom, Cambridge: Cambridge University Press.
- Richards & D. Nunan (Eds.), Second language teacher education (pp. 245-268). Cambridge, England: Cambridge University Press.
- Robert D. Van Valin, Jr. (2001) "An Introduction to Syntax." United Kingdom, Cambridge: Cambridge University Press.

- Sandelowski M., Docherty S. & Emden C. (1997) “Qualitative Metasynthesis: Issues and Techniques. Research in Nursing and Health.”
- Shin (2008). Pre-service EFL teachers' conceptions of language proficiency: entry and exit level qualifications. Journal of Language and Linguistic Studies.
- S. K., & Given Lisa M. (2008). “Convenience Sample. In The SAGE Encyclopedia of Qualitative Research Methods.”
- Schulz, R. (1999). Foreign language instruction and curriculum. Education Digest.
- Shin (2008) Preparing non-native English speaking ESL teachers.
- Tahir (2017) The Effect of Implementing the Experiential Learning Model in Listening Comprehension.
- Weaver, C. (1994). “Reading process and practice” (2nd. Ed.).
- Widdowson, H. G. (1983). “Learning Purpose and Language Use.” Oxford: Oxford University Press.
- Wong (2011). Developing Teacher Awareness of Language Use and Language Knowledge in English Classroom.
- Yule G. (2010). The Study of Language (4th edition.) Cambridge University Press.