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

A DESCRIPTIVE STUDY ABOUT THE TUTOR-TEACHERS' ROLE UPON STUDENT-TEACHERS DEVELOPING THEIR PRACTICUM IN THE ENGLISH TEACHING PROJECTS AT PNC AND THE FOREIGN LANGUAGE DEPARTMENT, CASE: STUDENTS INMERSED IN THE SUBJECT OF TEACHING PRACTICE II, SEMESTER II- 2017, UNIVERSITY OF EL SALVADOR.

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ACKNOWLEDGEMENTS

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INTRODUCTION

What is the main reason for this research paper?

It was also noticed that there was already a research project focused on the difficulties found while developing the Practice Teaching in the CENIUES English Program. Even though the information was related to the topic under study, the group considered that there is some sort of novelty because the research is focused on a different environment.

The present research Project aims to describe a study about the tutor-teacher's role upon student-teachers developing their practicum in the PNC English Teaching program and in some subjects of the B.A of English Teaching at the Foreign Language Department in the University of El Salvador.

This report describes the way in which the appropriate development of the tutor-teacher's role can affect student-teachers' performance during the development of the entire practice teaching period. Tutoring is an activity that can be beneficial when it is given in appropriate ways. This process is very important especially when student-teachers are developing their teaching skills because it gives the students the opportunities to build confidence and increase their classroom management. There has been inconsistence from tutor-teachers when complying with their roles.

This paper will also explain the process followed by the research team to collect meaningful and effective information regarding the real role of tutor-teachers assigned a student-teacher. For carrying out this present study, the research questions were answered by surveys and interviews. These questionnaires were useful to collect information about the point of view of tutor-teachers and student-teachers about the role of tutor teachers while mentoring students developing their practice teaching. With the implementation of this, the researchers were able to obtain and compare information about the main findings to respond the research questions.

CHAPTER I

THE PROBLEM

CHAPTER III THE PROBLEM

1.1 STATEMENT OF THE PROBLEM

Tutoring is an educational method in which a tutor uses individualization and differentiated instruction to provide remediation to students-tutees for mastery learning. Furthermore, in a tutorial system, learning takes place principally through one-on-one instruction and the tutorship of a student results in benefits both for the student and for the tutor. According to Gabriel (2005) and Webb (1992) tutoring programs serve remedial, developmental and compensatory needs of students who are educationally disadvantaged or who are having academic difficulties, also students with low skills in a given area can be provided with individualized attention and extended practice to build up these skills. In the Foreign Language Department at the University of El Salvador in the Bachelor of Arts in English Teaching, students who are taking the subject of Teaching Practice in their fourth year are assigned a tutor-teacher with the purpose of receiving the appropriate guidance and feedback during the development of the Teaching Practice course as part of their academic charge.

As students of the B.A in English Teaching, the researchers found out that there are some difficulties that students face when developing their practicum. The research group focused on the students that were assigned to develop their practice in some subjects, in the B.A of Teaching English at the Foreign Language Department and to the PNC English Program. Since the beginning of the course, when the tutor-teachers are assigned a student-teacher, they are given several duties and roles in order to help and guide their tutee during the development of their practices.

According to Cabrera and Gomez (2009) there are several responsibilities that tutor-teachers should comply in the Teaching Practice subjects. For instance, they are required to serve as a general mentors and provide overall assistance and guidance as needed during the entire practice teaching period. As well, as part of the relationship with the practice teacher, all the observations need to be accompanied by feedback. Therefore, they are encouraged to create open and forthright discussions of classroom practice and performance. As well, tutor-teachers will expect student-teachers to participate in classroom activities and will provide

opportunities for them to instruct individuals and small groups during the class. Wherever possible, student-teachers should be given responsibility for organizing and maintaining a learning area within the classroom. In addition, tutors will provide the student-teachers the appropriate contents to carry out their practice. They must complete a minimum of 16 hours of actual teaching, but this does not include working with small groups or tutoring individual students. Moreover, tutors have to discuss and approve a plan student-teachers are going to develop during the semester; this plan needs to be signed by the tutor, and it is mandatory for the student-teacher to hand in this plan to the Teaching Practice coordinator no later than the third week of the semester.

Furthermore, the days when students are not teaching, tutors should assign some classroom tasks in order to provide maximum opportunities for student professional growth which should become a daily routine. Also, as part of the tutor's responsibilities, they must examine lesson plans before they are implemented, and written comments may be made on the plans or specific recommendations for growth should be given to the student-teachers. To facilitate feedback, a rubric will be attached to every lesson plan, so that tutors could evaluate the student-teachers.

Most importantly, during the semester, the tutor-teachers are required to complete at least 4 Practice Teaching Reports which include an overall rating for the session as well as the evaluation of specific criteria. Also, categories within each of the areas of assessment should be rated according to what the student-teachers actually accomplish during the practicum and specific strengths and weaknesses should be indicated in the general comments. Indeed, tutor- teachers are also encouraged to notify the Practice Teaching Coordinators by the end of every Practice Teaching Session of any week if the student-teacher is experiencing difficulties during a placement, or if he or she does not meet the expectation.

The duties mentioned before are the commitments of the tutor-teachers (approved in 2009 by the coordinators of the subject).Also, as per their own experience the research group realized that some tutor-teachers did not accomplish most of their main roles and duties, for instance, they did not schedule meetings in order to organize and discuss the chronogram of activities that were required to develop during the semester, they did not provide written observations accompanied by feedback, they did not offer overall assistance and guidance

concerning the classes, they did not allow students to participate in classroom activities during the classes, they did not announce with estimated time when the student teachers had to teach, they did not give the appropriate contents to carry out their practices and they did not examine lesson plans before they were implemented.

Based on all these academic difficulties that student-teachers went through when developing their practices in the Foreign Language Department and in the PNC English Program, the research team determined that it was necessary to develop an academic study that can help coordinators of the Practice Teaching subject, teachers in charge of mentoring student-teachers, and students that will take future Practice Teaching courses. Through this research project, the researchers seek to present to the coordinators of the subject suggestions related to the profile of an ideal tutor.

1.2 OBJECTIVES

General objective:

- To find out the tutor-teacher´s role upon student-teachers in the development of their teaching skills during their practice teaching period in the subject of Teaching Practice II semester II, year 2017 assigned to the projects of PNC English program and at the Foreign Language Department at the University of El Salvador.

Specific objectives

•To gather information on the weaknesses that student-teachers face in the projects before mentioned during the development of their practice teaching period in order to provide recommendations to the tutor teachers in charge of the subject.

•To evaluate the assistance and guidance provided by tutor-teachers during the entire Practice Teaching period by using a questionnaire.

•To provide the coordinators of the subject of Practice Teaching with different recommendations that they can use in order to higher the quality of the subject or possible changes to the curricula.

1.3 RESEARCH QUESTIONS

What is the real role of the tutor-teachers in charge of mentoring student-teachers during their Teaching Practice II assigned to the PNC English program and some subjects in the B.A of English Teaching at the Foreign Language Department, University of El Salvador?

SPECIFIC RESEARCH QUESTIONS

•   What are the main problems that student-teachers face in the projects before mentioned during the development of their practice teaching period?

•   What is the guidance and assistance that a tutor-teacher provides to student-teachers developing their practicum in order to improve their practice teaching skills?

1.4 JUSTIFICATION

The research is focused on the role of the tutor-teacher upon students taking the subject of Practice Teaching in the Foreign Language Department at the University of El Salvador. The research team decided to carry out this study because of the lack of teaching skills observed in the students while developing their practicum. In addition, the team considered that these weaknesses were due to the inappropriate guidance and support provided by their tutor-teacher assigned during the semester in the practice teaching period.

The subject of Practice Teaching has as a main goal to provide student-teachers with the appropriate experience and practice to develop their teaching skills. This paper pretends to research if this process is being affected by the lack of commitment and efficiency from some of the tutor-teachers assigned to each practitioner. For instance, as per own experiences and observations, it would also be important to find out if still, tutor-teachers do not schedule meetings in order to organize and discuss the chronogram of activities that are required to develop during the semester, if they do not provide written observations accompanied by feedback, they do not offer overall assistance and guidance concerning the classes, if they do not allow student-teachers to participate in classroom activities during the classes, also, whether they do not announce with estimated time when the student-teachers need to teach, nor they do not give the appropriate contents to carry out their practices and they do not examine lesson plans before they are implemented.

The following research is of great importance, not only for the coordinators of the subject and tutor-teachers, but also for students-teachers developing their practicum. It was also noticed that there was already a research project focused on the difficulties found while developing the Practice Teaching in the CENIUES English Program. Even though the information was related to the topic under study, the group considered that there is some sort of novelty because the research is focused on a different environment.

According to the researchers' opinions, the results of this research project will be really useful for all the parts involved. The results obtained by the team during the research will encourage the parts involved to change their approach once they realize the effectiveness or importance of having a committed tutor-teacher.

1.5 LIMITATIONS

- The main limitation that this research team faced was when the members of the group needed to get together and share or organized their ideas. This happened because of the following reasons; first, one member of the group had difficulties to attend to the meetings because of his work. In addition to that, the three members of the research group lived in different cities.

- Another limitation was that the first advisor that was assigned to the research group needed to travel abroad to continue his studies, as a result the group needed to look for another advisor to continue with their project, this process took some time to be approved by the authorities of the School of Arts and Sciences, meanwhile the group continued working.

- Moreover, while administering the surveys, the research group also faced some difficulties because several students did not attend to the classes. As a result, not all the population considered at the beginning of the project was taken into account in the research.

CHAPTER II

THEORETICAL FRAMEWORK

CHAPTER II

2.1 THEORETICAL FRAMEWORK

Tutoring can be defined as an educational method in which a tutor uses individualization and differentiated instruction to provide remediation to students-tutees-for mastery learning. Furthermore, in a tutorial system, learning takes place principally through one-on-one instruction and the tutorship of a student results in benefits both for the student and for the tutor. According to Gabriel (2005) and Webb (1992) tutoring programs serve the remedial, developmental, and compensatory needs of students who are educationally disadvantaged or who are having academic difficulties, also students with low skills in a given area can be provided with individualized attention and extended practice to build up these skills. This work focuses on the different advantages of tutoring, differences between a tutor and a teacher, and the importance of having a good tutor while taking the subject of Teaching Practice II.

Furthermore this work presents data that reflects the current status of these factors in the Foreign Language Department at the University of El Salvador. And at the end, based on the data collected through a survey administered to students in the subject of Teaching Practice II, suggestions are made to improve the relation between professors and tutees. Indeed, the primary goal of this work will be to prove that tutoring is to maximize the educational performance of a student.

Tutoring and tutorial programs originated as an extension of the "drill and practice" method of instruction. The one-on-one model has a long, time-honored tradition that dates back to the Greek philosopher Socrates (ca. 470-399 BCE). Socrates' pedagogy of academic discourse, called the Socratic dialogue method, posed a series of questions to a student. An interesting phenomenon historically observed with the practice of tutoring is the so-called "tutorial cycle," wherein those who were once tutored often later become tutors themselves. For instance, the questions were designed to elicit from the student an evidentiary expression of something that was supposed to be implicitly known by all rational beings. As Socrates demonstrated by his tutelary method, he was respectful and protective of students and treated them as valuable contributors to the educational process. One student tutored by Socrates was

Plato (ca. 428-348 BCE), who perfectly exemplified the fact that all "students lost in Plato's cave" might very well need an experienced tutor to serve as guide. Perhaps that is why Plato later tutored Aristotle (384-322 BCE) and Aristotle tutored Alexander the Great (356-323 BCE).

According to Jerome Bruner's theory of cognitive growth, systematic interactions between a tutor and a learner are needed for cognitive development. A designated tutor or teacher must interpret and share the culture into which a child is born. Father, mother, teacher, or member of society, a "tutor" must teach a child for full intellectual development (Bruner, 1966; Gage & Berliner, 1988). The influence of the culture a child is born into was also an important element of the Russian psychologist Lev Vygotsky's theory. Vygotsky's emphasis on the role of adults in influencing the cognitive development of children was also most likely the origin of the Israeli psychologist Reuven Feuerstein's ideas of mediated learning or learning that is assisted by an adult. Per Feuerstein's theory, the adult assists the learner in understanding and solving a problem by mediating his or her learning experience. Mediated learning done regularly can make a difference in a child's intellectual functioning.

Furthermore, the psychological theories of Bruner, Vygotsky, and Feuerstein support tutorial interactions and interrelationships. Tutorials provide opportunities for learning to take place principally in one-on-one settings. Tutoring is an educational arrangement in which both students and tutors benefit (Gabriel, 2005; Karlin, 1980; Martz, 1992; Schubert, 1986; Webb, Metha, & Jordan, 1992).

Teaching, on the other hand, is a highly complex activity. This is in part because teaching is a social practice that takes place in a specific context (time, place, culture, socio-political-economic situation etc.) and therefore reflects the values of that specific context. So the competences required by a teacher are affected by the different ways in which the role is understood around the world. Broadly, there seem to be four models: the teacher as manager of instruction, the teacher as caring person, the teacher as expert learner and the teacher as cultural and civic person. The OECD (Organization for Economic Co-operation and Development) has argued that it is necessary to develop a shared definition of the skills and knowledge required by teachers, in order to guide teachers' career-long education and professional development. Some evidence-based international discussions have tried to reach

such a common understanding. For example, the European Union has identified three broad areas of competences that teachers require: working with others, working with knowledge, technology and information, and working in and with society. Regarding to the differences between Tutor and Teacher, Ross (2014) states that "a teacher has a much wider set of duties and responsibilities than a tutor" (p. 1), a teacher has the responsibility of providing instruction and guidance in a set of standards that have been created by some sort of governing body such as the legislature or board of education (for public schools) or a board of directors (for private schools). More importantly: Teachers assess and evaluate students through various assignments and examinations which are used to give grades that in theory allow students to either advance or be remediated.

Tutors provide assistance to some individual that hires them for assistance in some subject the student is struggling in. While they might make observations and suggestions about a student, their thoughts about a student have no more meaning than the student chooses to give them. To some extent, the tutor exists to serve the wishes of the student whatever those may be. The teacher must balance the responsibilities of both serving the student while also maintaining the integrity of the instructional standard set by the school/city /department through honest evaluation of the student.

According to Vella (2002) and Woldkowski (1998) each tutoring session needs to be a safe environment by making qualifications easy to understand. Also, the tutor must create clear goals demonstrating how the tutoring session contributes to tutee's overall goals for the course, and by employing a sequence of learning activities that gradually increase in difficulty. In addition, the tutor needs to encourage tutees to exercise control over their learning experiences by having tutees decide which concepts are most important to cover in a particular tutoring session and by explaining why those concepts are the most important.

Tutoring programs benefit low achievers by teaching remedial skills. They also provide training to individual tutors, teaching aides, and paraprofessionals. The tutors in most school-sponsored tutoring programs are nonprofessional teachers and paraprofessionals. Detailed programs for tutoring training and sets of procedures for handling tutoring are typically developed by tutoring program coordinators (Gage & Berliner, 1988). Structured, one-on-one, before- and after-school programs are established to target specific areas of need and

focus on different skills and objectives each week. A general skills tutorial program for high school freshmen and sophomores, for example, assists students in managing time, organizing work, keeping track of homework assignments, making legible notes, reading maps, and studying for tests. Tutoring programs are not a cure-all for the problems students and teachers face and they must be publicized in order to attract students who can benefit most from them (Gabriel, 2005; Martz, 1992).

According to Ross (2005) and Martz (1992), good tutoring programs make use of student contributions, as more academically advanced students are able to help novices. Peer tutoring programs are effective options in improving student achievement. Peer tutors are students who are close in age to the students being tutored. Cross-age tutors are also students but they are of significantly higher age, grade, ability and/ or achievement level than the tutees they are working with. An example of a cross-age tutor is a middle school student who tutors a primary or early elementary student. In high schools, groups like the National Honor Society may make tutoring services available (Gabriel, 2005; Gage & Berliner, 1988; Martz, 1992).

Another successful tutoring program is the Coca-Cola Valued Youth Program (VYP, formerly the Valued Youth Partnership), which began in San Antonio, Texas, in 1984 and has since expanded across the United States and Brazil. This program helps to persuade low achievers to stay in school by making them tutors of younger children (Martz, 1992). In VYP, the younger students who are behind in their basic skills are tutored by peer classmates and cross-age tutors. The grades and achievement test scores of the students improve significantly in every subject. At the same time, the tutors, who are at least three years older than the students they teach, learn as much as the students, since the tutoring often changes the behavior, attitudes, and performance of the tutors.

In addition, tutoring is often an important part of a student's education. A tutor can also teach someone with special needs learning strategies to help him or her performance better in school and overcome obstacles for learning. A lot of students face problems and often struggle in school, a tutor is a good way to help them keep up with their classmates and overcome their difficulties at school. In the Foreign Language Department, students who are taking the subjects of Teaching Practice I and II are assigned a group and a tutor in order to

practice their teaching skills and learn from their tutors. Moreover, some students struggle in their groups because they are disorganized or lack teaching skills, the job of the tutor is to help and teach a student how to organize his or her time, materials and lesson plans. Indeed, the tutor plays a vital role in a learner's education; as well, they can provide assistance in all areas depending on what a pupil o future teacher might need.

According to the Gates Foundation, more and more parents and educators are realizing that tutoring gets to the heart of learning, personalizing the meaning and instruction of the subject at hand. Good tutors build strong and personal relationships with their students, they fill a different role than teachers and parents, and that puts them in a unique position to support students. Also, personal relationships are fundamental to student success, for instance, the more connected a student feels to his or her tutor, the more the tutor creates trust and respect. The Gates Foundation found that 95 percent of their students were more likely to increase their homework completion and accuracy with a tutor who builds a strong, personal relationship with them. Also, their students were 86 percent more likely to set goals, use their weekly agenda, and improve their general study skills and organizational strategies.

Furthermore, communication and collaboration with all stakeholders are key factors to student success. When tutors focus on goal setting, creating benchmarks and planning backwards, this sets students up for academic progress. Successful tutors co-create individualized learning plans with their students, in collaboration with parents and teachers, to leverage insight from key adults in students' lives and map a better plan for success and accountability. In addition, a truly successful tutor can make learning real, relevant and rigorous. Such tutors are experts in their academic content; they know the subject's concepts, ideas and problems inside out. Even though most tutors may never get to facilitate a custom project-based learning session, they can discuss and introduce the rigor of real-life applications.

Tutors who can make learning relevant to students' interests create more students who actually care about what they are learning. And finally, tutors who make learning appropriately rigorous and challenging enough, show visible growth in their students' progress.

In conclusion, this essay demonstrates the broad applicability and efficacy of these forms of academic support. According to Weiss (2010) for both children and adult learners, tutoring is often used as a method of helping struggling students master the fundamentals of literacy and learning knowledge. In addition to academic gains, peer and cross-age tutoring have been found to prevent or reverse attitudinal and behavioral problems that often accompany academic challenges. Tutoring achieves positive outcomes through skill development, efficacy building experiences, and social reinforcement.

For adult and adolescent learners tutoring is most often delivered in standalone services; whereas, class wide reciprocal tutoring is common with elementary students. For example, within the community college environment learning assistance centers often deliver a variety of tutorial services. Though the research conducted is typically cross-sectional and often anecdotal, students and educators view those support services as an important means of increasing academic preparedness, and report positive outcomes including retention in college English and increases in grade point averages. There is also some evidence that class wide reciprocal tutoring techniques may enhance college students' self-regulatory skills, though no impact on academic performance was noted.

Peer tutoring has been shown widely beneficial to students from diverse backgrounds, ages, and at different levels of skill and knowledge. Tutoring has been used effectively to address individual needs for at-risk, mildly disabled students, and for second language learners. The act of tutoring also has positive academic and socio-emotional impacts on the person providing assistance, and those gains are often sustained over time.

Furthermore, the beneficial effects for tutors are particularly pronounced the closer the tutor and tutee are in age and skill, because of the cognitive challenges that are inherent in the teaching experience. Tutors who themselves have academic and behavioral challenges have been found not only to benefit from teaching, but also to perform as effective tutors to younger students. Effective tutors tend to use some common pedagogical techniques. For example, tutors have been found to use a wide range of cognitive scaffolds, including breaking down a problem into subtasks, hinting, and asking open-ended questions, which narrow the scope of the task by breaking it into subtasks, and focus the students' attention on parts of the problem or solution. In addition to the cognitive techniques that facilitate

learning, the social dimensions of the tutoring relationship are also important for enhancing growth.

According to Cabrera and Gomez (2009) there are several responsibilities that tutor-teachers should follow in the Teaching Practice subjects. For instance, they are required to serve as a general mentors and provide overall assistance and guidance as needed during the entire practice teaching period. As part of the relationship with the practice teacher, all the observations need to be accompanied by feedback. Therefore, they are encouraged to create open and forthright discussions of classroom practice and performance. As well, tutor-teachers will expect student-teachers to participate in classroom activities and will provide opportunities for them to instruct individuals and small groups during the class. Wherever possible, student-teachers should be given responsibility for organizing and maintaining a learning area within the classroom.

In addition, tutors will provide the student-teachers the appropriate contents to carry out their practice. They must complete a minimum of 16 hours of actual teaching, but this does not include working with small groups or tutoring individual students. Moreover, tutors have to discuss and approve a plan student-teachers are going to develop during the semester; this plan needs to be signed by the tutor, and it is mandatory for the student-teacher to hand in this plan to the Practice Teaching coordinator no later than the third week of the semester.

Furthermore, the days when students are not teaching, tutors should assign some classroom tasks in order to provide maximum opportunities for student professional growth which should become a daily routine. Also, as part of the tutor's responsibilities, they must examine lesson plans before they are implemented, and written comments may be made on the plans or specific recommendations for growth should be given to the student-teachers. To facilitate feedback, a rubric will be attached to every lesson plan, so that tutors could evaluate the student-teachers.

Most importantly, during the semester, the tutor-teachers are required to complete at least 4 Practice Teaching Reports which include an overall rating for the session as well as the evaluation of specific criteria. Also, categories within each of the areas of assessment should be rated according to what the student-teachers actually accomplish during the practicum and specific strengths and weaknesses should be indicated in the general comments. Indeed,

tutor- teachers are also encouraged to notify the Practice Teaching Coordinators by the end of every Practice Teaching Session of any week if the student-teacher is experiencing difficulties during a placement, or if he or she does not meet the expectation.

CHAPTER III

METHODOLOGY

CHAPTER III METHODOLOGY

3.1 METHODOLOGY OF THE RESEARCH

Through the development of this research project, the team applied the adequate procedures to investigate existing problems in the roles of tutor-teachers upon student-teachers developing their Practice Teaching in the PNC English program and in some subjects in the B.A in English Teaching at the Foreign Languages Department, and at the same time to give recommendations to benefit all the parts involved as revealed by the objectives that researchers pursue with this investigation. Moreover, this paper explains every single stage on how the study was developed, including all the steps to answer the research questions stated at the beginning of the investigation.

3.2 Descriptive Research

This descriptive study was designed to collect information in order to find out and describe the role of the tutor-teachers upon student-teachers developing their Practice Teaching, also to determine if this research can or cannot be beneficial to all the parts involved (coordinators of the subject, tutor-teachers mentoring students and student-teachers taking the subject of practice teaching).

To gather the information, researchers made use of both, qualitative and quantitative methods. The researchers have chosen the mixed approach analysis because they considered that the type of research they carried out required the gathering of some information that had to be expressed with numbers taken from the surveys administered to the tutor-teachers and student-teachers. At the same time, there was information that the researchers could not gather with numbers like the interviews that were carried out to the coordinators of the subject. It is important to say that not all the comments could be placed or represented in a graphic or with numbers, so this type of information needed to be analyzed using the qualitative method. In addition, the information collected during this research helped to provide recommendations to benefit all the parts involved.

3.3 FIELD OF RESEARCH

This research consists on the collection of data through questionnaires and interviews that allow researchers to know more about tutor-teacher's role upon students taking the subject of teaching practice and decide what recommendations should be applied.

3.4 TYPE OF RESEARCH

This research project was done as a descriptive study because the project took into consideration both, the qualitative and quantitative method which were very useful for the researchers to gather not only numerical data but also opinions from the people under the study.

 3.5 RESEARCH DESIGN

This researchers decided to use a non-experimental design because there was no manipulation of the variables involved and also because the research questions were answered by surveys and interviews.

3.6 UNIVERSE OF STUDY

To determine the universe of study, the research team has taken as a basis all tutor teachers who were assigned a student teacher t developing their practice teaching in the Foreign Language Department and PNC English Program; in semester II-2017 at the University of el Salvador.

3.7 SAMPLE OF STUDY

   The first universe involved in this research project was the 13 tutor-teachers in charge of mentoring students taking the subject of practice teaching II that where assigned to develop their practice teaching in the PNC English program and in some subjects in the B.A of English Teaching at the Foreign Language Department, semester II, year 2017 at the

University of El Salvador. The second universe involved in this research project was the 16 student-teachers immersed in their practicum taking the subject of practice teaching II that where assigned to develop their practice teaching in the PNC English program or at the Foreign Language Department in the major of English Teaching semester II, year 2017 at the University of El Salvador.

In addition, to gather the qualitative data the two coordinators of the subject of practice teaching were interviewed. The researchers decided to use the total population sampling because is a type of purposive sampling technique that involves examining the entire population (tutor-teachers, student-teachers and coordinators of the subject) that have a set of particular characteristics.

3.8 RESEARCH TECHNIQUES

As a technique of research, the research team made use of the survey and its instrument to obtain information was the questionnaire administered to the-tutor teachers and student-teachers, and also they made use of the interviews to the coordinators of the practice teaching subject in order to gather reliable research results.

3.8.1 THE SURVEY

"The survey is a systematic method for gathering information from (a sample of) entities for the purpose of constructing quantitative descriptors of the attributes of the larger population of which the entities are members." (Groves et al. 2004, p.4). Also, the purpose of the survey research design is for researchers to describe the attitudes, opinions, behaviors, or characteristics of the population based on data collected from a sample or a population. The research team decided to use this technique because a broad range of data can be collected (attitudes, opinions, beliefs, values, behavior) to determine validity, reliability, and statistical significance, including the ability to analyze multiple variables.

In order to administer the survey, the research team decided to apply a questionnaire which is a list of written questions that are restricted to two basic types of question: Closed-ended (or "closed question") is a question for which a researcher provides a suitable list of responses (e.g. Yes / No). This produces mainly quantitative data. Open-ended (or "open

question") is a question where the research does not provide the respondent with a set of answer from which to choose. Rather, the respondent is asked to answer "in their own words". This produces mainly qualitative data. In this case, the research team administered two different types of questionnaires: The first one was addressed to tutor teachers and it was composed by ten questions, eight of them were closed ended and the remaining two were open. The second one was addressed to student teachers and it was composed by eleven questions, eight of them were closed ended and the remaining three were open because it provided more information needed.

These questionnaires were useful to collect information about the point of view of tutor-teachers and student-teachers about the role of tutor-teachers while mentoring student-teachers developing their practice teaching. With the implementation of this, the researchers were able to obtain and compare information about the main findings to respond the research questions.

3.8.2 THE INTERVIEW

This is the most common format of data collection in qualitative research. According to Oakley, a qualitative interview is a type of framework in which the practices and standards are not only recorded, but also achieved, challenged and as well reinforced.

Through this interview, the researchers were able to obtain information to enrich their study. For the purposes of the present research, an interview was administered to the two coordinators of the subject of Practice Peaching. The interviews consisted of six open questions in order to acknowledge the coordinators' point of view about the role of the tutor-teachers that were assigned a student-teacher.

CHAPTER IV

DATA ANALYSIS

AND

INTERPRETATION

4.1   ANALYSIS AND INTERPRETATION OF DATA

4.1.1   Student-teachers' survey

Graph N° 1: Personal and academic traits
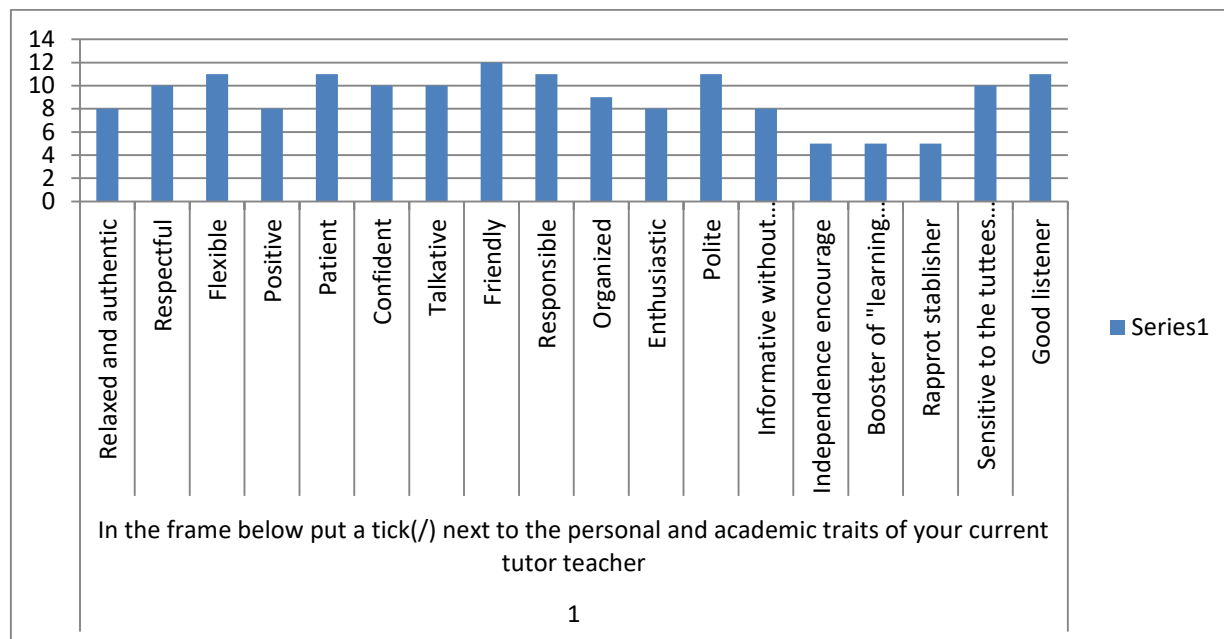
According to this graphic, from 13 interviewees, 8 of them considered that their tutors were relaxed and authentic; while 10 interviewees answered that their tutors were respectful. Also, 11 of them answered that their tutors were flexible; 8 of them noticed that their tutors were positive and 11 of them considered that they were patient. On the other hand, 10 of them said their tutors were confident; similarly, 10 of them said that they were talkative. In addition, 12 of them answered that they were friendly; 11 considered that they were responsible, 9 answered they were organized, 8 student-teachers considered that their tutors were enthusiastic. Besides, 11 of them said that they were polite, 8 answered that they were informative, 5 considered that they were independence encourage, 5 observed that they were booster of learning how to learn, 5 saw that their tutors established rapport, 10 of them answered that they were sensitive to the tutees needs and finally 11 of student-teachers answered that their tutors were good listener.

Interpretation

In accordance to the result obtained, the majority of the population considered with a higher percentage the personal relationship with their tutor-teacher. On the other hand, academic traits were poorly ticked. Researchers conclude that a great number of tutor-teachers need to improve their academic traits with their student-teachers.

Source: Questionnaire administered to Student-Teachers while taking the subject of Practice Teaching assigned to the PNC English Program and in the Foreign Language Department, year 2017.

Graph N° 2: Tutor-teachers' activities
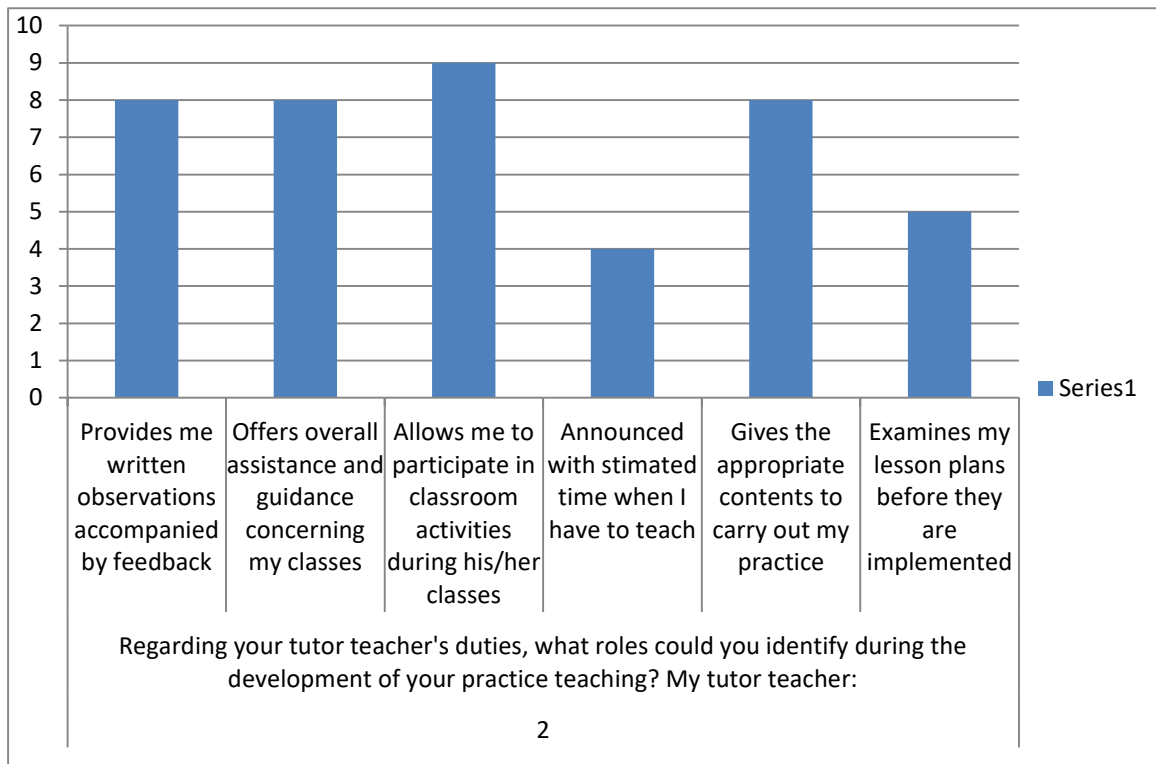
This graphic shows that from 13 student-teachers 8 of them answered their tutors provided feedback, 8 of them received assistance and guidance, 9 of them were allowed to participate in classroom activities. In addition, 4 of them were announced with anticipated time for teaching, 8 of them said their tutors gave the appropriate contents to carry out their practice and finally, 5 of them answered that their tutor-teachers examined their lesson plans before they were implemented.

Interpretation

According to the results obtained, the research group found out that student-teachers identified that some tutor-teachers did not accomplish the role of examine their lesson plans before they were implemented. Also, there were some of them that did not take into account to announce their student-teachers when they had to teach. On the other hand, the majority of the population said their tutor-teachers fulfilled the main roles such as allowing student teachers the participation in classroom activities during his/her classes. Besides, student-teachers said in their own words good opinions about his/her tutor´s role expressing for example that his/her tutor had corrected them a mispronunciation or provided them with a good feedback, assistance and the appropriate contents to carry out their practice.

Source: Questionnaire administered to Student-Teachers while taking the subject of Practice Teaching assigned to the PNC English Program and in the Foreign Language Department, year 2017.

Graph N° 3: Additional difficulties found
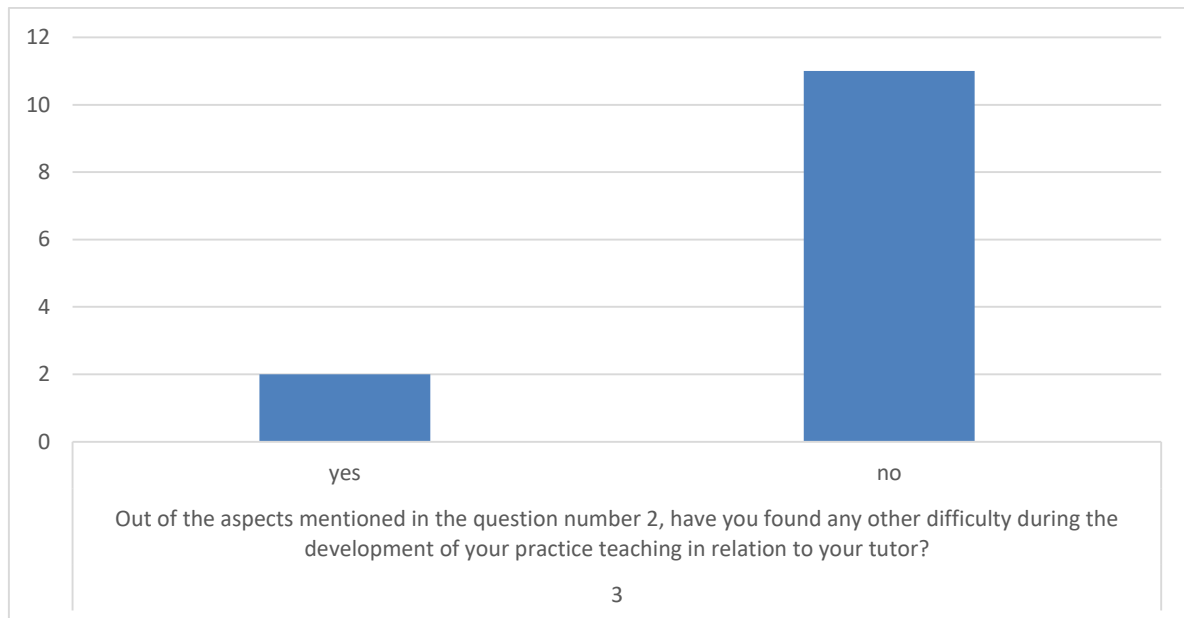
According to this graphic, from 13 student-teachers 2 answered that they found other kind of difficulties during the development of their practicum while 11 said that they did not find any other difficulty.

Interpretation

Researchers wanted to know if student-teachers mentioned any other difficulty during the development of their practice teaching in relation with their tutor-teachers. For instance, one of them mentioned the lack of feedback and orientation provided in order to develop some topics; in addition, another student-teacher said that his tutor-teacher did not provide him/her with the appropriate time to complete the minimum of hours to teach.

Source: Questionnaire administered to Student-Teachers while taking the subject of Practice Teaching assigned to the PNC English Program and in the Foreign Language Department, year 2017.

Graph N° 4: Tutor-teachers' performance

Being the scale from 1 to 10, how would you score the responsabilities developed by your tutor during the development of your pratice teaching?

■ Series2 ■ Series4
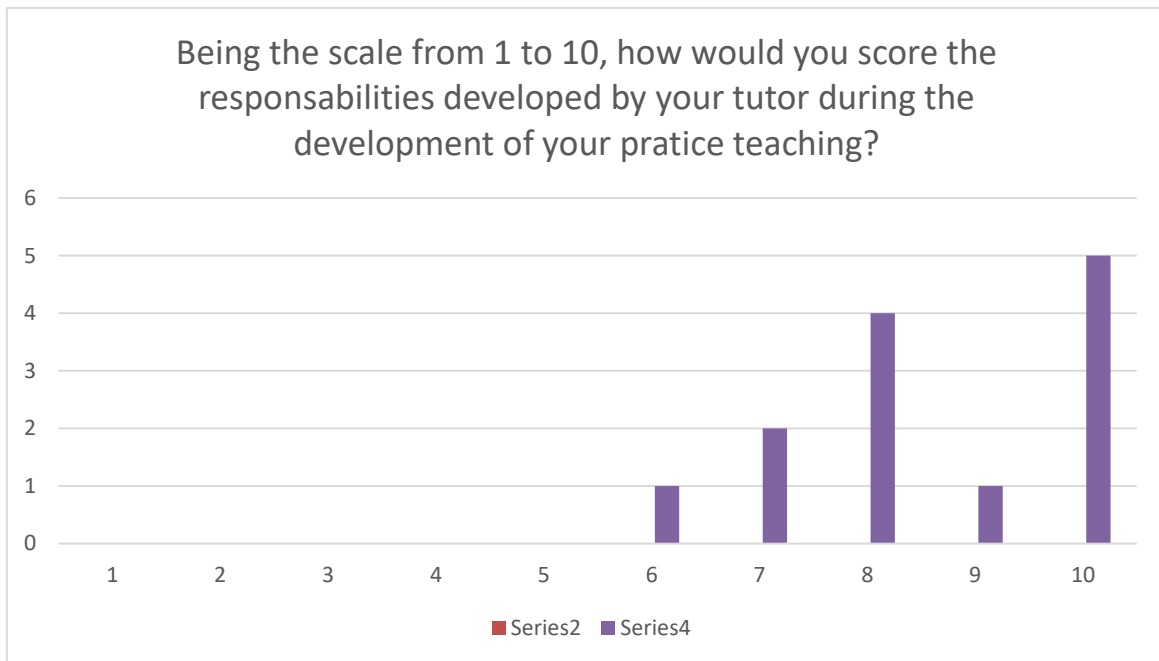
According to this grafic 5 student-teachers considered that their tutor-teachers deserved 10 while one of them graded 9. Also, 4 students answered their tutor-teachers deserved 8 and 2 of them graded 7. In addition, one of them graded 6.

Interpretation

According to the research the majority of the student-teachers assigned a very good grade to the responsabilities developed by their tutor-teacher.

Source: Questionnaire administered to Student-Teachers while taking the subject of Practice Teaching assigned to the PNC English Program and in the Foreign Language Department, year 2017.

Graph N° 5: Tutor-teachers' willingness to help
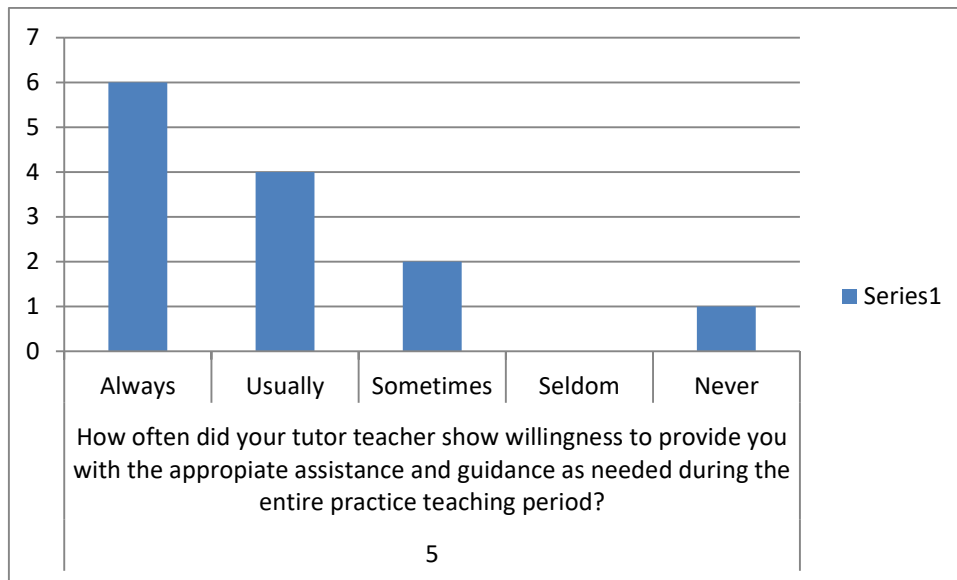

This graphic shows that 6 student-teachers said that their tutor-teachers always demonstrated willingness to provide assistance and guidance, 4 of them said that they usually showed willingness to provide assistance. In addition, 2 of them stated that their tutor-teachers sometimes showed willingness to provide assistance and guidance, and finally 1 of them answered that his tutor-teacher never showed willingness to provide him with the appropriate assistance.

Interpretation

According to the graph above, the majority of tutor-teachers show willingness to provide student-teachers with the appropriate assistance and guidance, even though some of student-teachers were not satisfied with the willingness showed by their tutor-teachers.

Source: Questionnaire administered to Student-Teachers while taking the subject of Practice Teaching assigned to the PNC English Program and in the Foreign Language Department, year 2017.

Graph N°6: Confidence and Enthusiasm

Did your tutor teacher inspire confidence and enthusiasm during the entire practice teaching period?

6

This graphic shows that all the interviewees answered their tutor inspired them confidence and enthusiasm.

Interpretation

According to the result obtained, all the tutor-teachers inspired confidence and enthusiasm to their tutees; for instance, some student-teachers mentioned that their tutor-teachers were empathetic, good advisors and concern about the class.

Source: Questionnaire administered to Student-Teachers while taking the subject of Practice Teaching assigned to the PNC English Program and in the Foreign Language Department, year 2017.
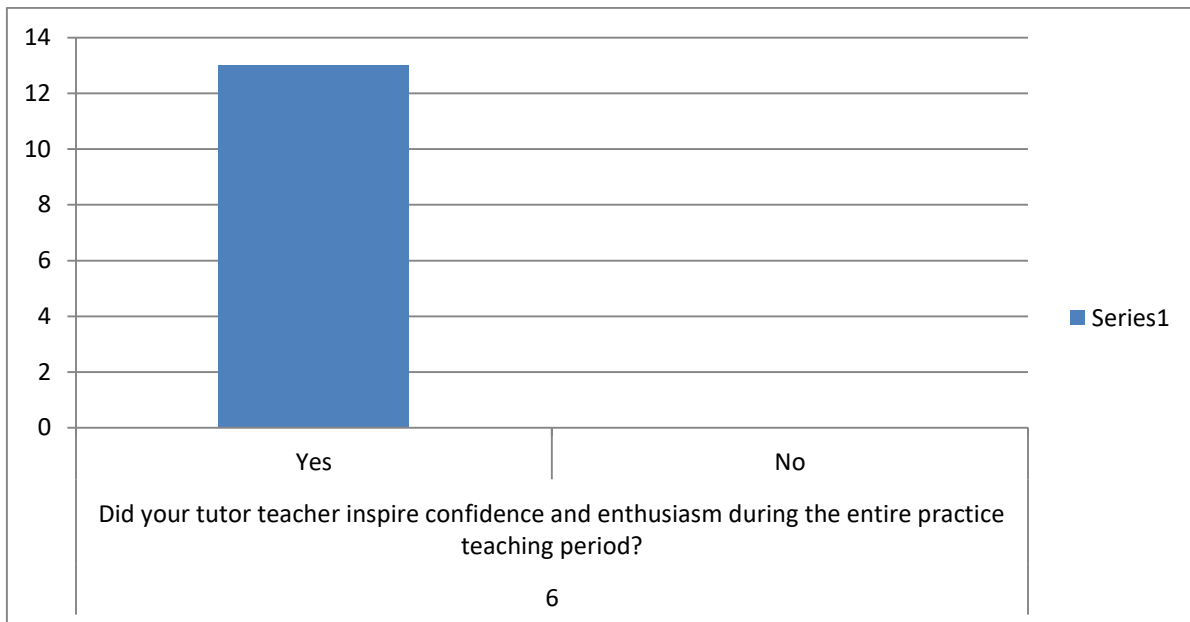
Graph N° 7: Importance of having good communication
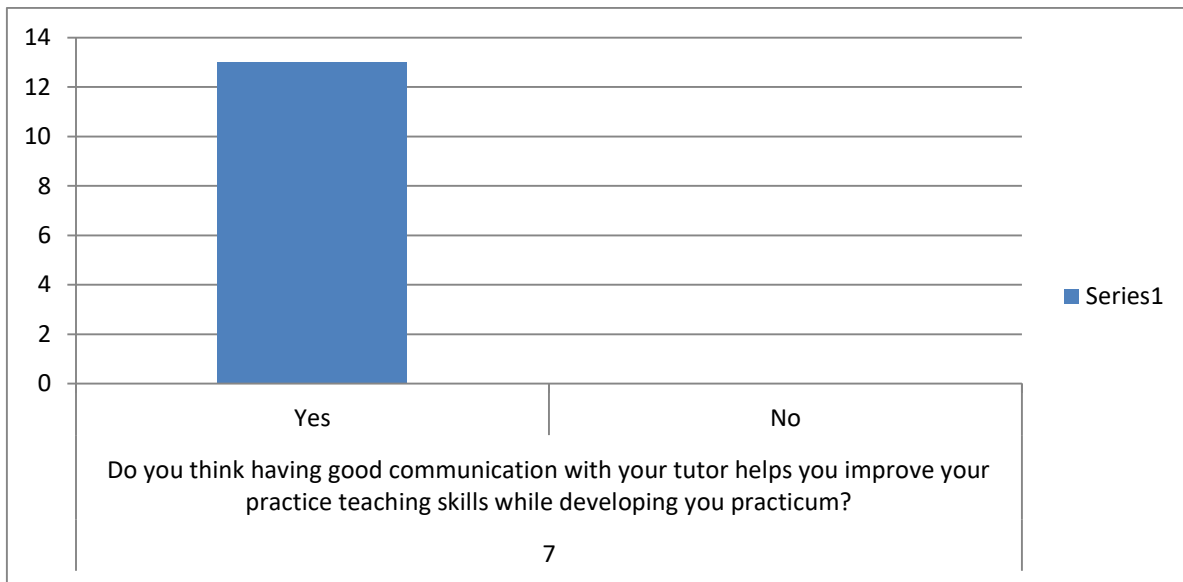
According to this graphic, all the interviewees considered that having good communication with their tutors helps them to improve their practice teaching skills while developing their practicum.

Interpretation

In accordance to the results of the survey, all the interviewees considered that having good communication with their tutors helps them to improve their practice teaching skills while developing their practicum. Student-teachers were given the option to explain why they considered it was important and some of them mentioned that it helps them to develop confidence, teaching skills and willingness to teach.

Source: Questionnaire administered to Student-Teachers while taking the subject of Practice Teaching assigned to the PNC English Program and in the Foreign Language Department, year 2017.

Graph N° 8 Tutor-teacher´s weaknesses
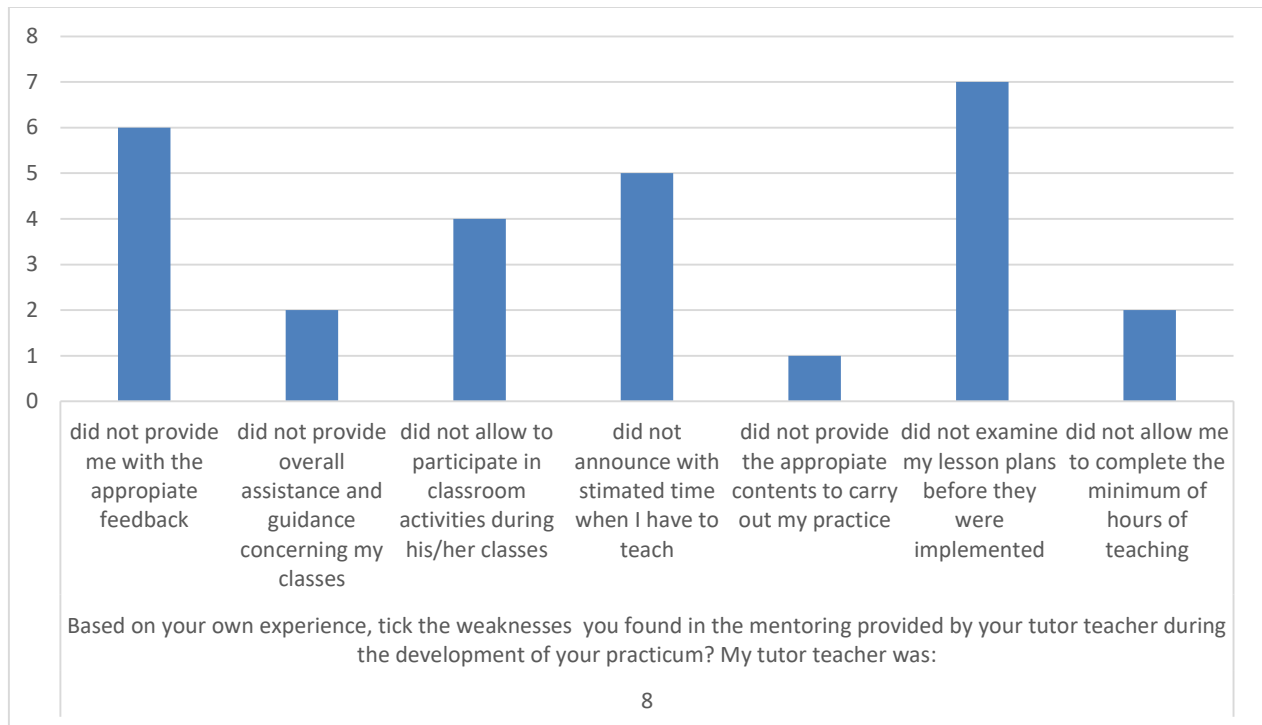
According to this graphic, 6 student-teachers stated that their tutor-teacher did not provide them with feedback. Also 2 of them said their tutors did not provide them with assistance and guidance. As well, 4 of them answered that their tutors did not allow them to participate in classroom activities. In addition, 5 student-teachers stated that their tutors did not announce with estimated time when they had to teach. One of them answered that his tutor did not provide him with the appropriate contents to carry out the practice. Besides, 7 of them said that their tutors did not examine their lesson plans before they were implemented. Finally, 2 of them stated that their tutors did not allow them to complete the minimum of hours of teaching.

Interpretation

The graph above shows that the majority of student-teachers agreed that their tutor-teachers did not examine their lesson plans before they were implemented besides that one mentioned that once his tutor-teacher asked him not to use many Power Point Presentations, but then, his tutor-teacher assigned him a bad grade for using them.

Source: Questionnaire administered to Student-Teachers while taking the subject of Practice Teaching assigned to the PNC English Program and in the Foreign Language Department, year 2017.

STUDENT-TEACHERS' OPEN QUESTIONS RESULTS

	Student-Teacher 1	Student-Techer 2	Student-Teacher 3	Student-Teacher 4	Student-Teacher 5	Student-Teacher 6	Student-Teacher 7	Student-Teacher 8	Student-Teacher 9	Student-Teacher 10	Student-Teacher 11	Student-Teacher 12	Student-Teacher 13
Q 9	-Enthusiastic -Respectful	-Good classroom management	-Enthusiastic -Confident -Good management of the language	-Organized -Flexible -Patient -Rapport establisher	-Organized	-Helper -Confident -Reinforcer	-Enthusiastic -Organized -Respectful -Friendly	-Good classroom management	-Good classroom management	-Wide knowledge of the contents -Talkative	-Patient -Guider	-Dedicated -Innovated -Good classroom management	-Talkative
Q 10	-Check the rubrics with anticipation -Be more helpful	-Be more confident	-Help student teachers to improve their teaching skills	-	-Check lesson plans before teaching	-To schedule meetings with student teacher to talk about the class	-Check lesson plans before teaching -Informe student teachers with anticipation the date of teaching	-Allow students teachers to participate in class	-Explain in a better way the instructions	-Provide more written feedback	-Allow students to participate in class -More organization when telling students when they need to teach	-Not to provide outside tasks to the tutees	-To be good listeners -To be punctual -To be patient and kinds
Q 11	-Check lesson plans even when tutor-teachers has done that	-Ask for equipment for Student Teachers	-Provide more teaching techniques -Provide extra material	-Provide more material about teaching	-Assign good tutor-teachers	-To provide student-teachers with more material -Be careful when assigning tutor teachers	-Assign a higher percentage to the practice teaching	-Keep on informing tutors about the responsibilities with their tutees.	-	-Consider assigning less hours when assigning to subjects like Reading and Conversation.	-Techniques for teaching at a university level.		-To provide the student-teachers more time when evaluating exams.

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STUDENT-TEACHERS'OPEN QUESTIONS

In order to have a better perception about the strengths in tutor-teachers, the quality of the tutoring given by them, and to provide recommendations to tutor-teachers and coordinators from student-teachers, the researchers asked student-teachers three open questions below:

- Regarding the quality of the tutoring given to students immersed in their teaching practicum, could you mention some of the strengths you observe in your tutor-teacher?

- Regarding to the quality of the tutoring given to students immersed in their teaching practicum, what would you recommend the tutor-teachers to improve with their tutees?

- As per your own experience taking the subject of Practice Teaching, what would you recommend the coordinators to improve the course?

ANALYSIS OF STUDENT-TEACHERS' OPEN QUESTIONS

- **Regarding the quality of the tutoring given to students immersed in their teaching practicum, could you mention some of the strengths you observe in your tutor-teacher?**

According to the results obtained, student-teachers mentioned several strengths they observed in their tutor-teacher while developing their practicum. Student-teachers focused on academic and personal traits. First of all, in the academic field, the majority of student-teachers answered that their tutor-teachers had good classroom management because they were always monitoring the class while developing single and group activities, they also made use of appropriate eye contact and body language when it was necessary. Moreover, student-teachers said that their tutors liked to involve all the students in every classroom activity and at the same time they were very sensitive to the students' needs because they were open to answer or clarify every question or doubt. In addition, some of them answered that their tutors were very knowledgeable and organized about the contents they carried out during their classes because they provided students with useful extra material to practice and reinforce the topics they were developing.

Second, regarding personal traits the majority of them answered that their tutors showed a lot of energy and enthusiasm while delivering their classes, these was with the purpose of improving students' confidence and create a friendly atmosphere. In addition, it was found that most of the tutors were friendly and talkative with their students, the researchers agreed that this might be because some tutors like to create a very good relationship not only during the development of the class, but also when the get along outside the class.

- **Regarding to the quality of the tutoring given to students immersed in their teaching practicum, what would you recommend the tutor-teachers to improve with their tutees?**

Student-teachers were asked to provide recommendations to tutor-teachers in order to improve the quality of their tutoring. Among some of the most common recommendations, students said that their tutors needed to improve the quality of feedback they provided in order to improve their teaching skills. Students said that most of the difficulties they faced in their practicum were due to the lack of orientation provided by their tutors, and they needed extra help in order to develop some topics since they were not used to teaching in a superior level. Moreover, they recommended that their tutors should check lesson plans with anticipation, not during the development of the class as most of them are used to. Students stated that the examination of lesson plans was very important because they needed to know if the planning and organization of the class was executed properly.

Furthermore, several students complained that their tutor-teachers were not punctual at all and they arrived around 15 or 30 minutes after the class had started. Due to these circumstances, the majority of students recommended that tutors needed to be careful about their punctuality because it is the tutors' responsibility to be there on time to observe the performance of their tutees. In addition to the recommendations provided, students suggested that tutors needed to be more patient while providing them with feedback and observations because it is part of their main responsibilities as tutors for improving their tutees' teaching skills and level of confidence. Finally, some students recommended that tutors should not provide them with outside tasks because that is not part of their responsibilities as student-teachers and having extra work is not beneficial for their studies since it generates too much stress.

- **As per your own experience taking the subject of Practice Teaching, what would you recommend the coordinators to improve the course?**

As a result of this question, student-teachers were asked to provide recommendations in order to improve the quality of the course. As per some opinions, the teachers who coordinate the subject should provide extra material regarding classroom management, because this will help to increase students' confidence. In addition to that, they said that there should be more emphasis on teaching techniques specifically at a university level because as it is known during the entire practice teaching there is a lack of teaching strategies techniques focus on a higher level and some students faced some problems while teaching in this specific level.

Moreover, student-teachers stated that coordinators should keep on informing tutors about the responsibilities with their tutees in order to overcome the lack of communication, assistance and guidance provided while developing their practicum. It is seem that some tutor-teachers do not get in touch with the coordinators during the entire practice teaching period and it affect a possible feedback provided by both coordinators and tutors. Furthermore, some students suggested that coordinators should consider assigning less hours when assigning to subjects like Reading and Conversations because as it is known the Intensive English courses consist of eight hours a week but classes like Reading and Conversation and Grammar consist of four hours a week and this represent a real challenge for student-teachers to complete the minimum of hours assigned.

4.1.2 Tutor-teachers' surveys

Graph 1: Personal and academic traits
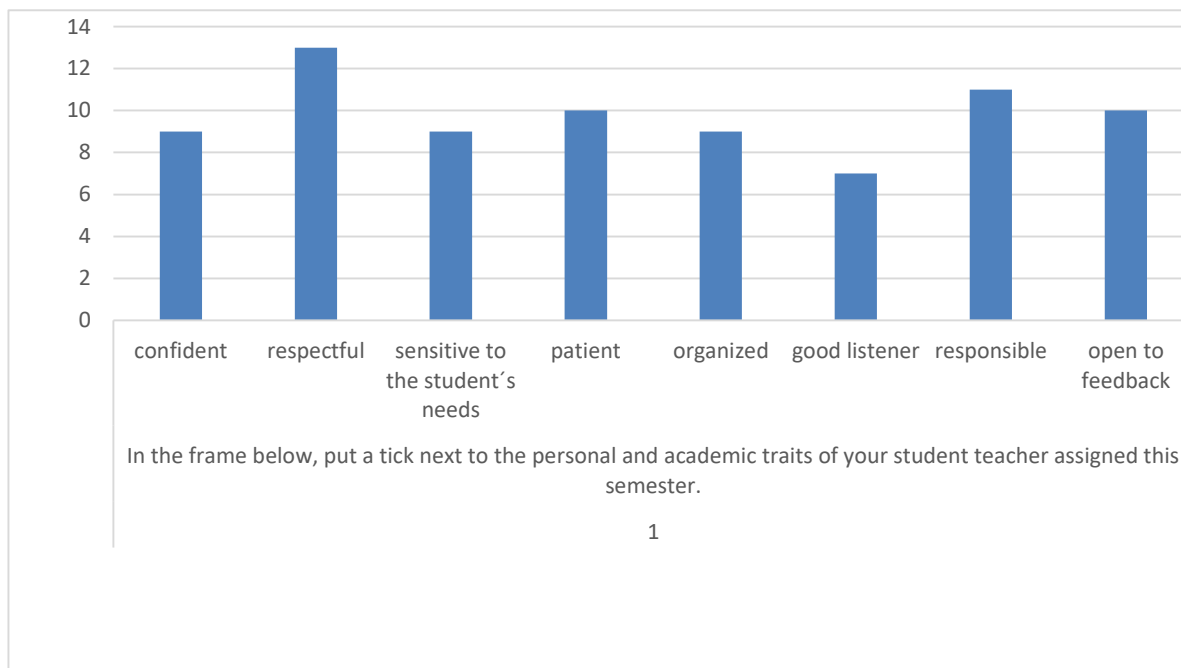
According to this graphic, all the interviewees considered that their student-teachers were respectful; while 11 interviewees considered that their student-teachers were responsible. In addition, 10 interviewees answered that their student-teachers were patient; similarly, 10 interviewees said that their student-teachers were open to feedback. 9 interviewees considered that their student-teachers were confident; similarly, 9 of them said that their student-teachers were sensitive to the students' needs and organized, finally, 7 interviewees answered that their student-teachers were good listener.

Interpretation

In accordance to the results obtained, academic and personal traits were similarly selected by the tutor-teachers interviewed, but the majority of them agreed that their student-teachers were not good listener.

Source: Questionnaire administered to Tutor-Teachers mentoring students assigned to teach in the PNC English Program and at the Foreign Language Department in the University of El Salvador in 2017.

Graph 2: Student-teachers' activities
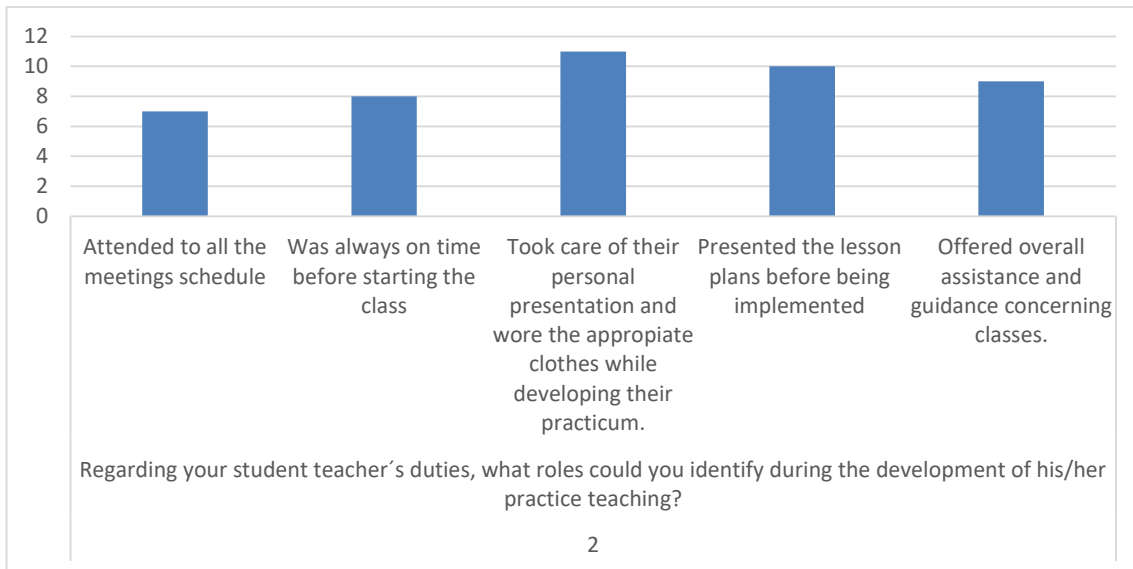
According to this graphic 11 interviewees considered that their student teachers took care of their personal presentation and wore the appropriate clothes while developing their practicum; in addition, 10 interviewees considered that their student teachers presented the lesson plans before they were implemented. On the other hand, 9 interviewees answered that their student-teachers offered overall assistance and guidance concerning classes; while, 8 interviewees said that their student-teachers were always on time before starting the class, and 7 of them considered that their student-teacher attended to all the meetings scheduled.

Interpretation

The graphic above shows that most of the tutor-teachers were satisfied with the personal presentation and appearance of their student-teachers while developing their practicum. Moreover, some tutors even mention additional aspects they could find while mentoring their tutees. For instance, one tutor mentioned that his tutee offered himself to help in other activities; another tutor said that her tutee was creative with solutions for participation in group activities and was very proactive. On the other hand, a tutor also mentioned that her tutee was not committed at all.

Source: Questionnaire administered to Tutor-Teachers mentoring students assigned to teach in the PNC English Program and at the Foreign Language Department in the University of El Salvador in 2017.

<u>Graph 3: Additional difficulties found during the development of the practice teaching</u>

According to this graph, 9 of the interviewers answered that they did not find any other difficulty during the development of their student-teacher's practice teaching period; while 4 of the interviewers considered that indeed they found other difficulties during the development of their student-teacher's practice teaching period.

Interpretation

In this question researchers wanted to know if the tutor-teachers had found any other difficulty while mentoring his/her student-teacher. It is important to say that a couple of tutors mentioned that their tutees were very irresponsible; in addition, one tutor also said that his tutee was not punctual to start the class, and another one pointed out that the language competence was very weak.

Source: Questionnaire administered to Tutor-Teachers mentoring students assigned to teach in the PNC English Program and at the Foreign Language Department in the University of El Salvador in 2017.

Graph 4: Student-Teachers' performance

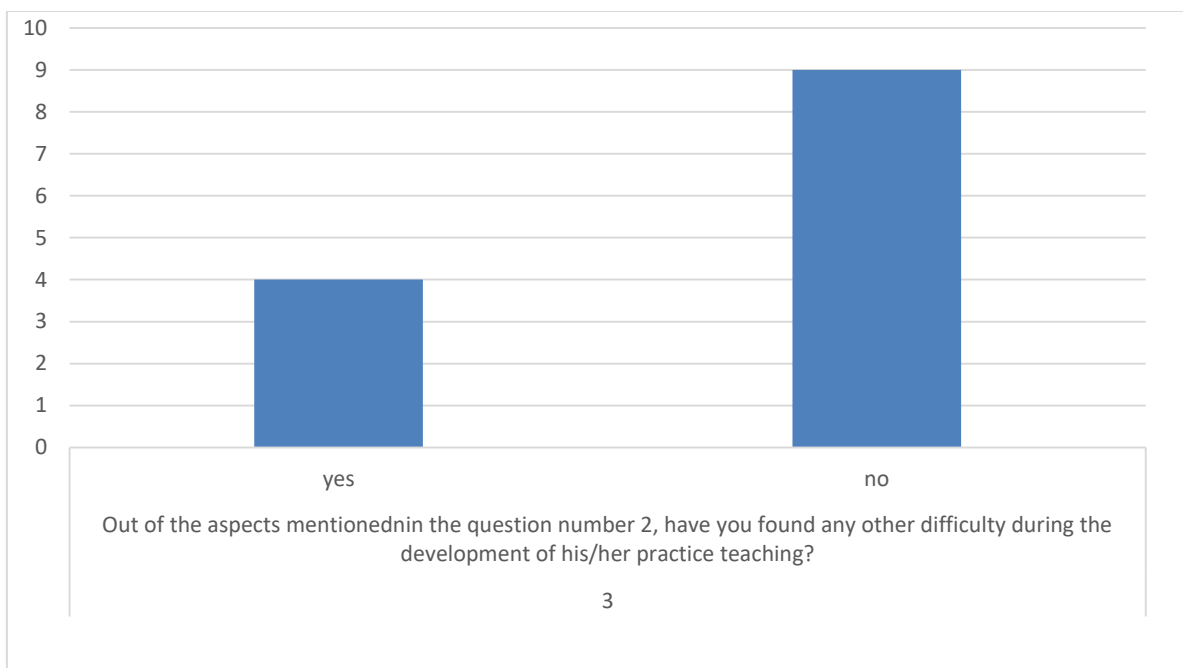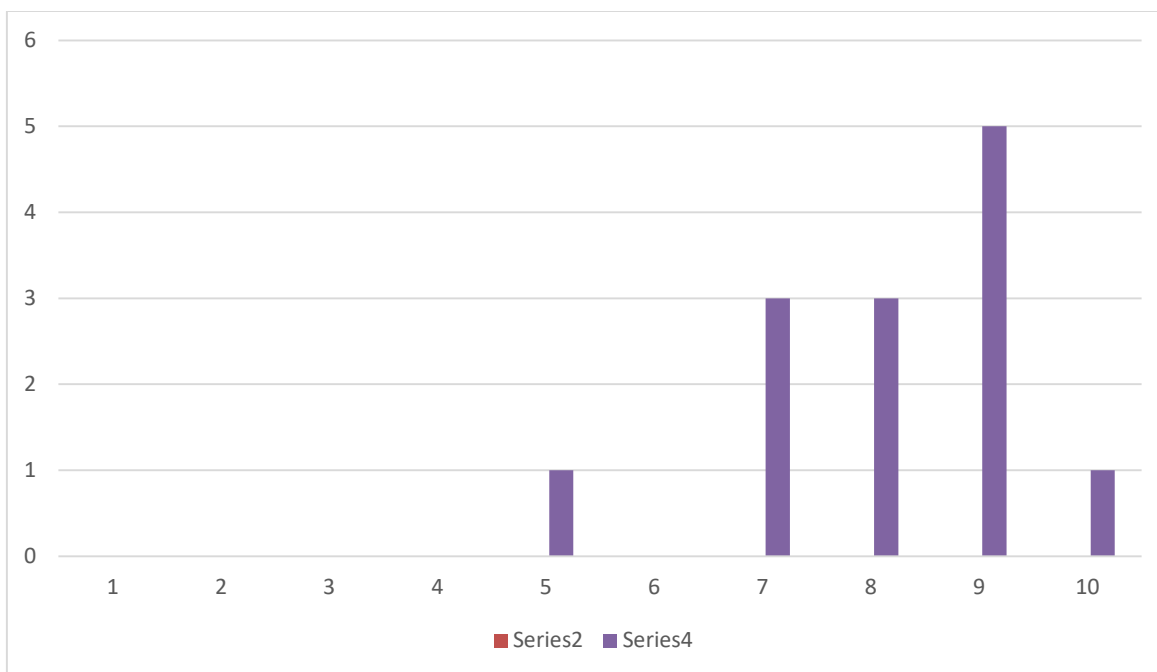

According to this graph, 5 interviewers considered that their student-teachers deserved a "9". In addition, 3 interviewers stated that their student-teachers could be graded with "7", as well, 3 interviewers said that their student-teachers deserved an "8". On the other hand, 1 interviewer evaluated the performance of his student teacher with "10"; similarly, 1 interviewer said that his student-teacher could be graded with "5".

Interpretation

According to the research, the majority of the tutor-teachers assigned a good grade to the performance developed by their student-teachers during the practice teaching period. However, one tutor was not satisfied at all with the performance before mentioned.

Source: Questionnaire administered to Tutor-Teachers mentoring students assigned to teach in the PNC English Program and at the Foreign Language Department in the University of El Salvador in 2017.

Graph 5: Student-Teachers' willingness to help

According to this graph, 7 interviewers said that their student-teachers always showed willingness to provide students with the appropriate assistance and guidance as needed during the entire practice teaching period; while 5 interviewers answered that their student-teachers usually showed that. On the other hand, 1 interviewee considered that his student-teacher sometimes showed that kind of willingness.

Interpretation

According to the graph above, the majority of student-teachers show willingness to provide student with the appropriate assistance and guidance as needed during the practice teaching period.

Source: Questionnaire administered to Tutor-Teachers mentoring students assigned to teach in the PNC English Program and at the Foreign Language Department in the University of El Salvador in 2017.

Graph 6: Student-Teachers' enthusiasm while developing their practicum
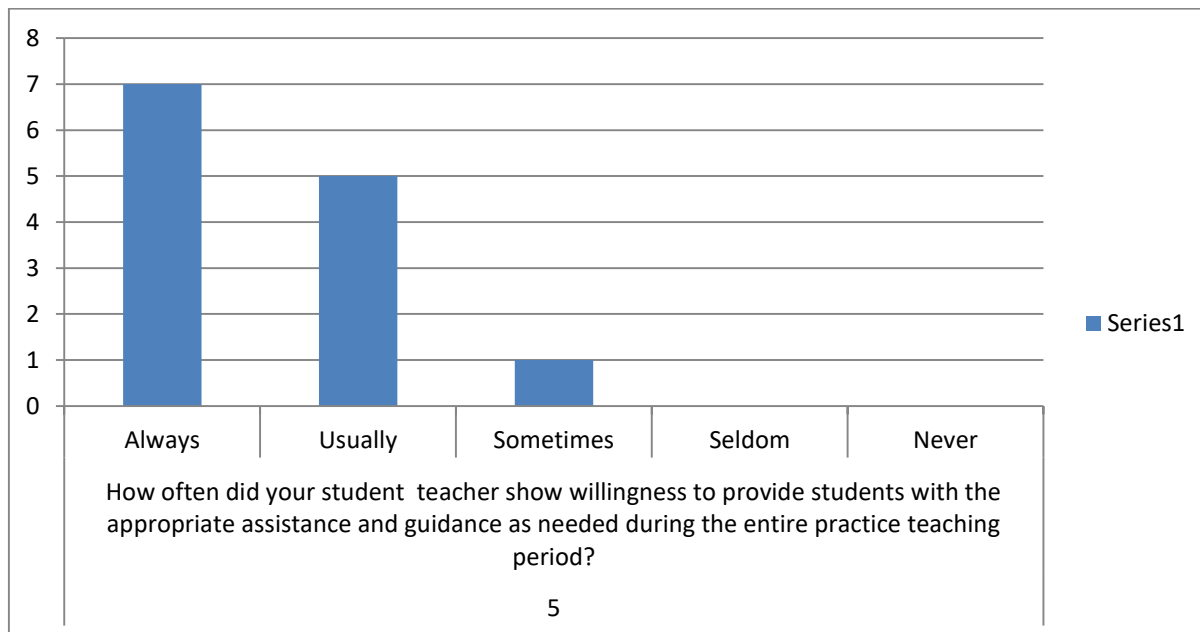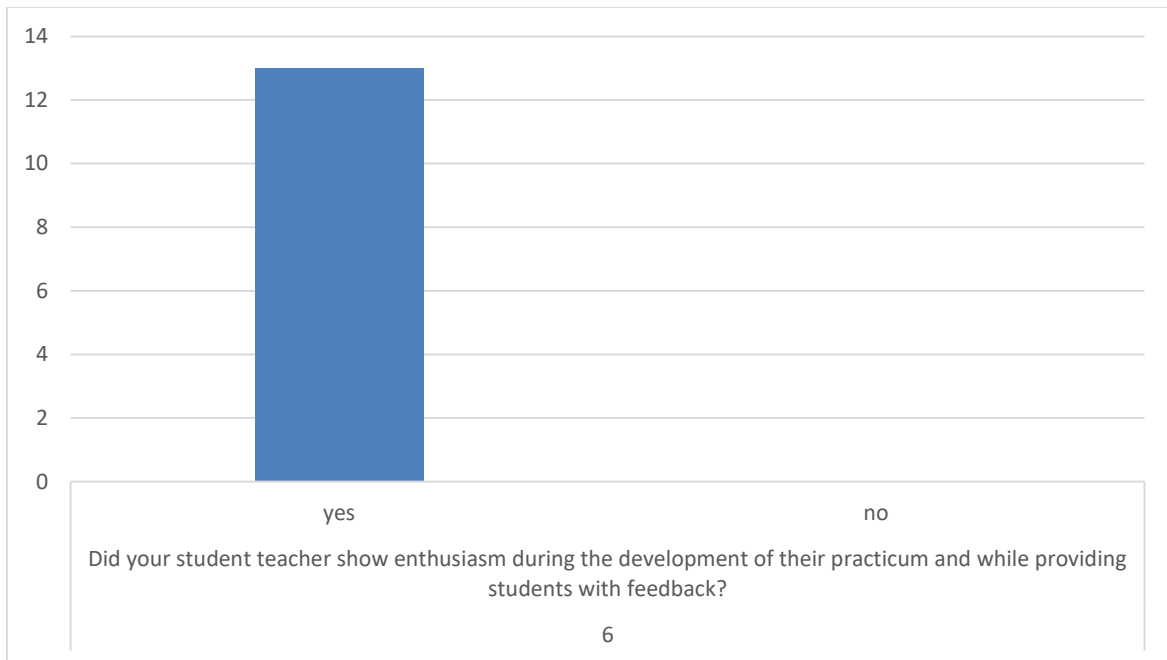

According to this graph, all the interviewers considered that their student-teachers showed enthusiasm during the development of their practicum and while providing-g students with feedback.

Interpretation

According to the results obtained, all student-teachers showed enthusiasm during the development of their practicum and while providing students with feedback. In addition, some tutors even mentioned that their tutees made a big effort to be enthusiastic and encourage students' participation.

Source: Questionnaire administered to Tutor-Teachers mentoring students assigned to teach in the PNC English Program and at the Foreign Language Department in the University of El Salvador in 2017.

Graph 7: Importance of having good communication
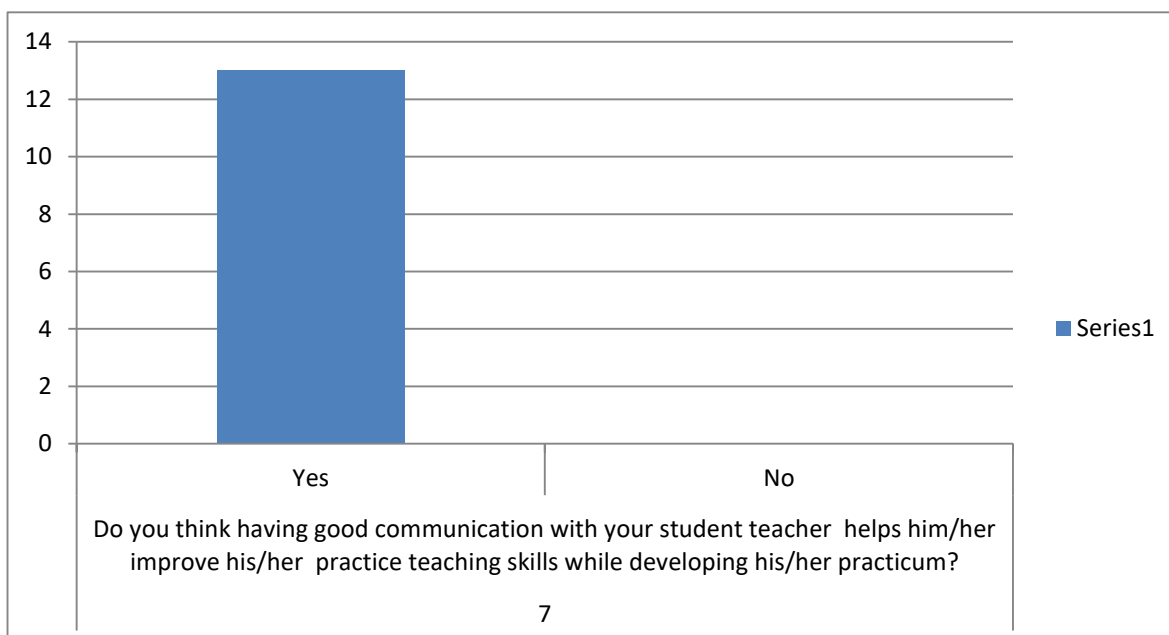
According to this graph all the interviewers considered that having good communication with their student-teachers help them improve their practice teaching skills while developing their practicum.

Interpretation

In regards to the results obtained in the survey, tutor-teachers were given the option to explain why they considered that communication was very important; for instance, many of them stated that it gave room to avoid misunderstandings and helped their tutees to develop confidence.

Source: Questionnaire administered to Tutor-Teachers mentoring students assigned to teach in the PNC English Program and at the Foreign Language Department in the University of El Salvador in 2017.

Graph 8: Student-Teachers' weaknesses
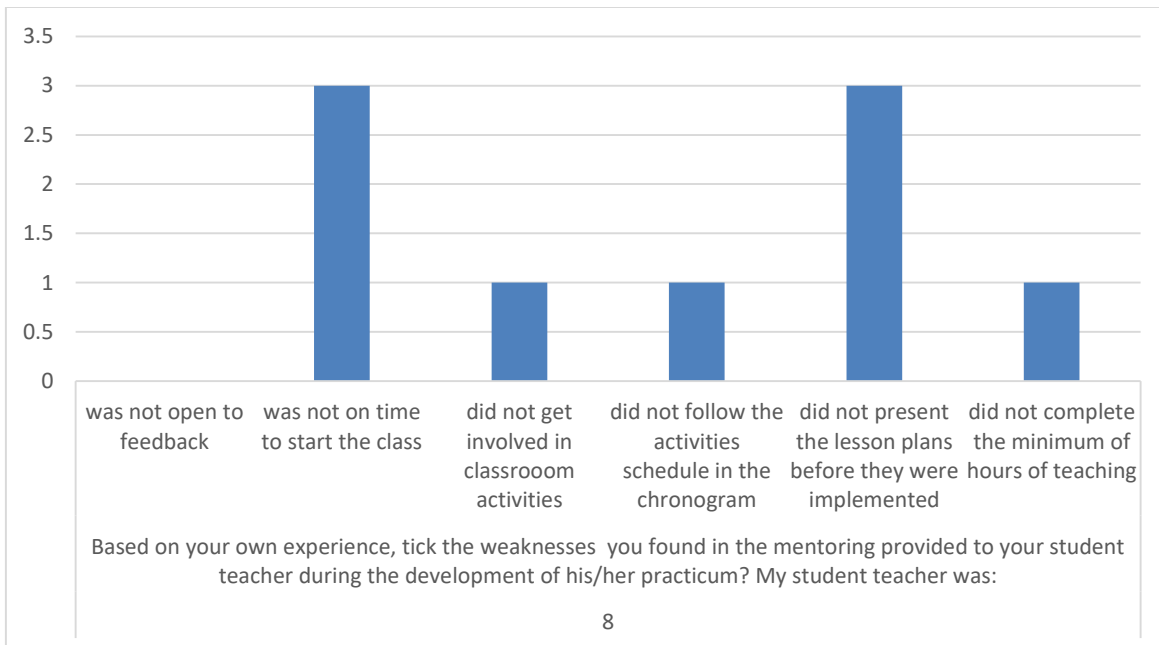
According to this graph, 3 interviewers said that their student-teachers were not on time to start the class; similarly, 3 interviewers answered that their student-teachers did not present their lesson plans before they were implemented. In addition to that, only 1 of the interviewers said that his student-teacher did not get involved in classroom activities; similarly, 1 more said that his student-teacher did not follow the activities scheduled in the chronogram. Finally, also 1 of the interviewers answered that his student-teacher did not complete the minimum of hours of teaching.

Interpretation

This graphic shows that the two most common weaknesses found were that the student-teachers did not present the lesson plans before they were implemented, and that they were not on time to start the class. In addition, tutor-teachers were given the option to mention additional weaknesses found; for instance, they added the lack of time to receive feedback, the lack of experience to teach, the need to improve language skills, and lack of creativity and enthusiasm during the practice teaching period.

Source: Questionnaire administered to Tutor-Teachers mentoring students assigned to teach in the PNC English Program and at the Foreign Language Department in the University of El Salvador in 2017.

TUTOR-TEACHERS' OPEN QUESTIONS RESULTS

	Tutor-Teacher 1	Tutor-Teacher 2	Tutor-Teacher 3	Tutor-Teacher 4	Tutor-Teacher 5	Tutor-Teacher 6	Tutor-Teacher 7	Tutor-Teacher 8	Tutor-Teacher 9	Tutor-Teacher 10	Tutor-Teacher 11	Tutor-Teacher 12	Tutor-Teacher 13
Question 9	-Prepare classes in advance	-A lot of knowledge on English grammar		-Prepare class in advance -Receptive to student`s doubts	-Responsible -Open minded -Collaborative	-Good classroom management	-Responsibility -English knowledge -Punctuality	-Creativity -Resourceful -Followed instructions -Respectful	-Confident -Good classroom management	-Good teaching strategies -Good classroom management	-Good English level	-Optimistic -Energetic -Responsible	-Good classroom management -Applied excellent teaching-learning strategies -Good use of language
Question 10	-Two years of teaching, one for children and another for teenagers	-Update information on Practice Teaching -Technology growings -Lesson plans format should be adapted to the classes		-Extend the Practice Teaching to last more courses	-	-To have students that do not reach the English level take some type of classes as conversation classes or grammar, or Reading and conversations (extra)	-Everything is ok	-Everything is ok	-Sent student teacher with a high level of English for university courses -Make an oral interview before assigning	-Have more sessions for microteaching -Provide student teachers with innovative audiovisuals for their practice	-Assign a higher percentage to the evaluation from the Tutor Teacher	-Check student teachers level before assigning them to any of the intensive courses	-More emphasis on developing values and appropriate attitudinal skills for the Teaching field

TUTOR-TEACHERS' OPEN QUESTIONS

In order to have a better perception about the strengths in student-teachers and recommendations for the coordinator to improve the quality of the course, researchers included two open questions in the questionnaires provided to the tutor-teachers.

- **Regarding to the quality of the teaching giving by students immersed in their teaching practicum, could you mention some of the strengths you observed in your student-teacher?**

- **As per your own experience tutoring students taking the subject of practice teaching, what would you recommend the coordinators to improve the course?**

ANALYSIS FROM TUTOR-TEACHERS' OPEN QUESTIONS

- **Regarding to the quality of the teaching giving by students immersed in their teaching practicum, could you mention some of the strengths you observed in your student teacher?**

According to the results obtained, tutor-teachers mentioned several strengths they observed in their student-teachers while developing their practicum. As well as their tutees, tutors also focused on academic and personal traits. In the academic field, the majority of tutor concurred with the data gotten from the student-teachers' instrument, and it is that they (student-teachers) had good classroom management because some of them were very knowledgeable about the topics they were developing. Some student-teachers were very committed to prepare their classes in advance and get additional and useful material for their students. Similarly to the results obtained from the student-teachers' surveys, the tutors mentioned that their tutees also made use of appropriate eye contact, body language and tone of voice to monitor students while they were working in classroom activities and answer every question or clarify doubts when it was necessary. For some tutor-teachers, the application of very good teaching strategies while developing their classes was proof of the commitment and hardworking of some of their tutees.

On the other hand, regarding personal traits, similarly to the results gotten from the student-teachers' surveys, some tutor-teachers mentioned that their tutees were very energetic and enthusiastic at the moment of implementing warm up and different activities during their classes. This was also reflected in the creativity that some of them showed while introducing new and complicated topics to the students in the different levels of English. Indeed, it is very important because they transmitted the level of energy and enthusiasm to their students and it increases the confidence and willingness to learn. Finally, some tutors added that their tutees were very responsible with their tasks they were assigned and punctual to start the classes at the time it was required.

- **As per your own experience tutoring students taking the subject of practice teaching, what would you recommend the coordinators to improve the course?**

As a result of this question, tutors provided a lot of recommendations, but after the analysis the researchers focused on the most frequent ones. First of all, they expressed that the coordinators should extent the subject of practice teaching to last two years in order to give the student-teachers the opportunity to reach all type of audiences and English levels. The tutors also commented having more sessions of microteaching with the purpose of increasing the level of confidence and enriching the techniques and teaching strategies for all type of learning styles. This information might be relevant because tutors identified the lack of the appropriate application of the different techniques and teaching strategies while observing their tutees delivering their classes in the different English groups. They also added that some of their tutees needed to practice more not only their teaching methodology but also their language competence before getting involved in the teaching area at a university level.

Furthermore, it was also indicated that having students that do not reach the English level take some extra assessment or additional classes like conversation, grammar, or Readings and conversations before taking their practice teaching because some student-teachers did not accomplish tutors expectations. For instance, some tutors even decide to interrupt their student-teachers due to a low quality of performance while developing their English classes. In addition, they recommended updating information on Practice Teaching in order to provide student-teachers with more strategies and techniques to develop their practicum. Finally, tutor-teachers suggested making use of technology growings with the purpose of taking advantage of new sources from the media and make the classes more interesting and appealing for the students.

4.1.3 ANALYSIS FROM THE COORDINATORS' INTERVIEWS

In order to have the coordinators perceptions about the tutor-teachers role upon student-teachers when developing their practicum in the PNC English Program and in some subjects in the B.A. in English Teaching at the Foreign Language Department while taking the subject of Teaching Practice II semester II, year 2017 at the University of El Salvador. The researchers carried out interviews to the coordinators of the subjects. The interview was focused on the six questions below:

- How would you define tutoring in the subject of Practice Teaching?

- What do you expect from a tutor-teacher?

- What process do you follow in order to assign tutor-teachers to students immersed in the subject of Practice Teaching?

- What do you expect from student-teachers while developing their practicum?

- How do you identify whether student-teachers fulfill their roles?

- As per your own experience, what are some of the reasons why student-teachers face some troubles while developing their practicum?

FIRST COORDINATOR'S INTERVIEW

In the interview with the first coordinator of the Practice Teaching Subject from The Foreign Language Department, the researchers asked six questions regarding the role of tutor-teachers upon student-teachers taking the Practice Teaching course. The answers given this coordinator were really helpful for the research since he knows about the Subject. First of all, he defines tutoring in the subject of Practice Teaching as an activity in which a specialist in the area (tutor-teacher) supervises student-teacher's performance in the classroom.

This coordinator mentioned that the expectations for the coordinators from the tutor-teachers are to support the coordinator's job and monitor Student-Teachers' grades according to the guidelines and commitments. In addition, it is important to mention that they also expect tutor-teachers to provide feedback to student-teachers. At the same time, coordinators also have expectations from student-teachers while developing their practicum. For instance, he expects that they develop their linguistic and methodological competences.

Furthermore, he stated that the process he follows in order to assign tutor-teachers to students immersed in the subject of Practice Teaching take into account three aspects, first, the results obtained in the TOEFL test. Second, student-teacher with the work schedule (in case the student-teacher works) and third student-teacher´s study schedules. Moreover, regarding student-teachers roles, he mentioned that he identifies whether they are fulfilling their roles by the report sent by the tutor-teachers. Tutor's job is usually reported by their student-teachers.

To conclude, he considers that some of the reasons why student-teachers face some troubles while developing their practicum are that some of them have problems with their tutor-teachers because they do not comply tutor's expectations or personal desires. Also, some student-teachers are simply not ready to accomplish their tasks in the sense that they do not have the minimum linguistic and methodological requirement.

SECOND COORDINATOR'S INTERVIEW

The researchers also interviewed the other coordinator of the Practice Teaching Subject from The Foreign Language Department. Researchers considered that this interview was important since she knows not only about the subject but also the tutor-teacher's roles. Researchers asked the same six questions regarding the role of tutor-teachers upon student-teachers taking the Practice Teaching course.

In the first question, she defines tutoring as the process in which a person takes the role of a mentor , provides academic assistance and guidance to the student-teacher during a period; in this case, while the teaching practice is being developed. Moreover, she mentioned that she expects tutor-teachers to be organized, professional, and understanding in order to give appropriate guidance and feedback to the student-teachers. Similarly, she expects from the student-teachers to be responsible, cooperative, proactive and hard working.

On the other hand, regarding the process she follows to assign tutor-teachers to students immersed in the subject of Practice Teaching, she states that she considers student-teacher's availability and results in the TOEFL test to assign them a specific level; it does not matter who the tutor is. Also, she argues that it is not easy to identify whether student-teachers fulfill their roles she takes into account the observations (notes) that tutor-teachers make when they evaluate their student-teachers.

To conclude, as per her own experience she mentioned that some of the reasons why student-teachers face some troubles while developing their practicum are that they are not aware of the responsibilities they assume when taking the role of a student-teacher. Developing the Teaching Practice process requires a lot of commitment from them and their tutors. Besides that, most of the student-teachers do not have any experience in the teaching field, and they need to develop their teaching skills.

4.2 QUANTITATIVE AND QUALITATIVE COMPARISON ANALYSIS

The researchers decided to use the mixed-method analysis because they considered this kind of method is the most complete of the three existing ones, due to the kind of research they have done, since some information can be expressed with numbers but there is a significant part of it that cannot be shown with numbers, that is why they implemented a qualitative analysis. As it is shown in the chapter of the data analysis and interpretation, the first analysis belongs to the quantitative analysis. With this resource, researchers wanted to calculate the exact amount of student-teachers that were provided with the appropriate assistance and guidance. In addition, the researchers wanted to find out the number of student-teachers who were facing any difficulty during the development of their practice teaching. To measure the result, the researchers compared student-teachers and tutor-teachers' surveys.

Also, to acknowledge the students' opinion about the improvements and possible recommendations the researchers provided a set of open questions for them to express their own necessities while taking the subject of practice teaching. This type of information was helpful to the researchers since it allowed them to find out what kind of improvements and possible changes that coordinators could implement in future practice teaching courses.

Moreover, there is some information that the researchers could not analyze with numbers but with comments, suggestions and interviews. One example is the interviews that the researchers administered to the coordinators of the Practice Teaching subject. All their comments and suggestions could not be placed or represented in a graphic; neither with numbers, this type of information could only be analyzed by using the qualitative analysis. Researchers found the information provided by the coordinators very useful; such as, the information regarding the lack of feedback provided by tutor-teachers to students immersed in the Practice Teaching.

According to the opinions given in the interviews, they stated that it is not easy to identify whether student-teachers fulfill their roles she takes into account the observations (notes) that tutor-teachers make when they evaluate their student-teachers.

To conclude, tutor-teachers remarked that developing the Teaching Practice process requires a lot of commitment from student-teachers and their tutor-teachers. Besides that, most of the student-teachers do not have any experience in the teaching field, and they need to develop their teaching skills.

MAIN FINDINGS

With the purpose of achieving the objectives, the researchers administered surveys and interviews. They have successfully completed the data analysis and based on the main findings, the researchers proceeded to answer and explain the research and subsidiary questions.

GENERAL QUESTION

- **What is the real role of the tutor-teachers who are in charge of mentoring student-teachers to develop their teaching skills during their Teaching Practice II assigned to the projects of PNC English program at the Foreign Language Department when taking the subject of Teaching Practice II semester II, year 2017 at the University of El Salvador?**

The researchers investigated that there is a previous commitment between coordinators and tutors about their duties while mentoring student-teachers immersed in their practicum; as part of the commitments or roles, according to the coordinators of the practice teaching courses there are several responsibilities that tutor-teachers should follow in the Teaching Practice subjects. First of all, they are required to serve as a general mentors and provide overall assistance and guidance as needed during the entire practice teaching period. Also, as part of the relationship with the practice teacher, all the observations need to be accompanied by not only written feedback, but also verbal comments and observations to improve and benefit the student-teachers' performance.

Therefore, they are encouraged to serve as facilitators and create open and forthright discussions of classroom practice and performance with the purpose of creating an appropriate teaching environment and reinforce the communication between all the parts involved. Open and forthright discussions also help student-teachers to develop confidence while teaching and build a strong relationship with their tutors. As well, tutor-teachers should also be motivators and expect student-teachers to participate in classroom activities and will provide opportunities for them to instruct individuals and small groups during the class. For instance, when the tutor-teachers assign group activities it is very hard for them to

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monitor an approximate of 30 or 40 students so the student-teachers can be given the opportunity to instruct some of the groups and clarify any doubt. Wherever possible, student-teachers should be given responsibility for organizing and maintaining a learning area within the classroom, so the tutor teacher must be a good counselor and good listener in order to guide and be sensitive to his or her student teacher's needs.

However, the researchers found out that some of the commitments or roles previously established were not fully accomplished. After analyzing the results of the student-teachers' surveys, the researchers concluded that the 33% of the interviewees were not fulfilled with the tutoring provided by their tutor-teacher. As a result, student-teachers complained about the examination of lesson plans before they were implemented because it led to a lack of confidence while delivering the class since they did not know if the planning and conduction of the class was executed properly. Moreover, student-teachers argued that tutors did not notify them in advance when they were required to teach. The researchers found out that when some of the tutors were not able to go to teach they expected their student-teacher to carry out the class without letting him/her know in advance. Having additional and outside tasks bothers and overwhelms student-teachers and definitely affects the quality and development of the class.

The researchers considered that in order to achieve their real role, the tutor-teachers needed to comply the commitments and responsibilities previously established by the coordinators of the Practice Teaching courses. However, based on the expectations and the main findings the researchers agreed that the real role of the tutor-teachers who were in charge of mentoring student-teachers was not fully achieved because some of their commitments and responsibilities were not fulfilled. In addition, just the 67% of the students under study were pleased with the quality of tutoring provided by their tutors.

SUBSIDIARY QUESTIONS

- **What are the main problems that student-teachers face in the projects before mentioned during the development of their practice teaching period?**

Based on the main findings, the researchers identified several problems or difficulties that students face during the development of their practicum. According to the coordinators of the practice teaching course, students are not committed enough to fulfill their responsibilities they assumed because they were not aware about the role of a student-teacher. It is important to say that student-teachers were also provided at the beginning of the course with the commitments and responsibilities they would assume before being assigned to the different English groups. For instance, some of their responsibilities included the planning and conduction of English classes. For the coordinators, the purpose of planning is to think out, in advance, the details of what is to be learned, the sequence in which the details will be developed and the resources and strategies to be used at each stage. Moreover, student-teachers were required to attend to all the meetings scheduled by the coordinators and the tutor-teachers, as well as the correction of homework or any other activity in order to provide student-teachers with opportunities to develop their instructional skills. Also, coordinator stated that student-teachers did not have the minimum linguistic and methodological requirements to be sent to a higher level because they were missing the necessary techniques and strategies to develop the practice teaching. They concluded that some student-teachers were simply not ready to teach.

Furthermore, some tutor-teachers mentioned that the language competence was very weak in their tutees and this affected the performance and quality of teaching given by them. Tutor-teachers stated that some of their tutees had several problems with the fluency and pronunciation of some words while delivering their classes. They added that another problem was the lack of dynamism and preparation of extra material to explain some of the topics to be carried out during the semester. Moreover, tutor-teachers observed that the lack of punctuality on students was one of the most common problems they faced because they did

not attend on time to the meetings scheduled in the chronogram and did not start the classes at time it was stablished.

On the other hand, student-teachers stated that the lack of feedback and orientation provided in order to develop some topics was one of the main problems they faced because the tutor-teachers did not take the time to point out all the areas they needed to improve. In addition, student-teachers were required to complete at least 16 hours of practice teaching, but they added that some tutors-tutor teachers did not provide them with the appropriate time to complete the minimum of hours.

As a result of this, the researchers discussed that the main problem was the lack of the communication between all the parts involved because it was found that some tutors and student-teachers did not take the time to plan and discuss activities with the purpose of delivering an appropriate class and improving the student-teachers' skills. The researchers also concluded that the lack of feedback and orientation provided by the tutor-teachers was proof of the poor communication they had between them. Based on the results, it was also noticed that some tutors preferred just to provide written observations instead of communicating with their tutees. Finally, the research group agreed that having good communication gives room to avoid misunderstandings and helps tutees to develop confidence during the development of their practice teaching period.

- **What is the guidance and assistance that a tutor-teacher provides to student-teachers developing their practicum in order to improve their practice teaching skills?**

   The researchers found out that regarding the guidance and assistance that was provided there are several strengths that student-teachers observed in their tutor-teachers while developing their practicum. To begin with, the researchers focused on academic and personal traits. In the academic field, for instance, the majority of student-teachers pointed out that their tuto- teachers had good classroom management because they were very knowledgeable about the topics under study and created a very good atmosphere with their students. Also, they seemed to keep their classes under control by making use of appropriate eye contact to monitor students while working in some classroom activities. It was also found in the results from the interviews that most of the tutors stablished rapport with all the students because they were friendly and polite not only inside, but also outside the classroom. However, the majority of student-teachers expressed their dissatisfaction when receiving the appropriate feedback and guidance after delivering their classes because of the lack of communication they had between each other.

   In addition, some of them said that their tutors were very organized while carrying out all the contents delivered during their classes and try to make all students participate in classroom activities. According to the results, some tutor-teachers even provide additional material for some complex topics in order to help students understand properly. On the other hand, regarding the personal traits the majority of them expressed that their tutors showed a lot of energy and enthusiasm while delivering their classes in order to help them improve students' confidence and create a friendly atmosphere to make them participate. Finally, the researchers concluded that the tutor-teachers were very knowledgeable in their subjects, but the deficiencies were found when they needed to transmit and provide the appropriate guidance to their tutees. This might be because of the lack of commitment or patience to instruct their student-teachers.

CHAPTER V

CONCLUSIONS AND
RECOMMENDATIONS

CONCLUSIONS

Based on the answers from the general and subsidiary questions as a part of this paper, the researchers proceeded to list the following conclusions regarding the tutor-teachers' role:

- This research helped to realize that some tutors are not accomplishing their role while mentoring student-teachers immersed in their practice teaching. Moreover, the tutoring provided to them can be improved if coordinators of the subject, tutor-teachers, and student-teachers take into account and follow the commitments and guidelines stablished at the beginning of the course.

- The lack of assistance and guidance provided by tutors is affecting in a considerable way student-teachers' learning process during the development of their teaching practice. For example, it is difficult for them to know how, when and what to do specifically in different tasks and stages faced while teaching.

- Furthermore, student-teachers expressed in their surveys that one of the main reasons why they faced problems in their practice teaching is because there is a lack of feedback and orientation provided by their tutors. At the same time, this occurs because of the lack of organization and planning between tutors and tutees.

- On the other hand, according to the interviews administered to tutor-teachers, the researchers conclude that student-teachers face a lot of problems in their practicum because of the language competence and lack of teaching skills to develop their tasks. It was noticed that some student-teachers did not have the appropriate level to course the subject of Practice Teaching.

- To conclude, regarding the tutor-teachers' role, the researchers concurred that to accomplish a good model of tutoring and have a positive impact upon student-teachers immersed in their practicum, tutor-teachers need to serve as general

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mentors, provide written observations accompanied by feedback, offer overall assistance and guidance concerning classes, allow students participate in classroom activities, announce with estimated time when they have to teach, give the appropriate contents to carry out their practice, examine lesson plans before they are implemented and most importantly to create a good atmosphere and relationship based on a good communication with their tutees.

RECOMMENDATIONS

This research paper was developed during the year of 2017 and, it can be used as a source to improve the performance of tutor-teachers' when they are assigned a student-teacher in the subject of Practice Teaching. The researchers analyzed the data gotten from this research paper, and they obtained the followings recommendations:

To the coordinators:

- Tutor-teachers recommended having students that do not reach the appropriate English level to take some extra assessment or additional classes like conversation, grammar, or reading and conversations before taking their practice because some student-teachers did not accomplish tutors expectations.

- Moreover, some of them suggested increasing the sessions of microteaching, assign students with a high level to intensive courses and before sending students to the practicum, they recommended that the coordinators should interview them one by one to determine the appropriate level of teaching.

- On the other hand, student-teachers recommended that coordinators should keep on informing and monitoring tutor-teachers about their responsibilities with their tutees because some of them showed lack of commitment while mentoring their students.

- Furthermore, students recommended that coordinators should provide them with more teaching strategies and material to develop their practices. At the same time, they suggested to assign a higher percentage to their practice teaching because they considered that it demanded more time and effort during the semester.

- Besides, the researchers suggest extending the subject of Practice Teaching to last at least two years focused on developing different teaching strategies applied to kids, teenagers and adults because it was found that student-teachers had several difficulties to teach at a university level.

- Also, the researchers agreed that having an oral interview instead of the TOEFL test would benefit all the parts involved in order to assign student-teachers to the different groups; for instance, according to the results obtained from the tutors' surveys there is a lack of teaching skills and language competences in some of their tutees.

- The researchers recommend the opening of a new project for students who will be developing their social service. The project will consist of mentoring and assisting student-teachers developing their practicum who might have weaknesses during the practice teaching period.

- Finally, since it was found that student-teachers developing their practicum in the PNC English program did not have a tutor-teacher assigned, the group agreed that coordinators of the Practice Teaching courses could assign a student developing his/her social service to serve as tutors in order to keep them under better supervision and guide them through the practice teaching process.

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APPENDICES

APPENDIX 1 (INTERVIEWS)

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

TEACHING PRACTICE II COORDINATOR´S INTERVIEW

The following survey intents to find the academic relationship between tutors and student teachers during the entire period of practice teaching.

General Objective: To find out the tutor teachers' role upon student teachers when developing their practicum in the English projects at PNC and the Foreign Language Department while taking the subject of Teaching Practice II semester II, year 2017 at the University of El Salvador.

1- How would you define tutoring in the subject of Practice Teaching?

2- What do you expect from a tutor teacher?

3- What process do you follow in order to assigned tutor teachers to students immersed in the subject of Practice Teaching?

4- What do you expect from the student teachers while developing their practicum?

5- How do you identify whether student teachers and tutor teachers fulfill their roles?

6- As per your own experience, what are some of the reasons why student teachers face some troubles while developing their practicum?

FIRST COORDINATOR'S INTERVIEW

- **How would you define tutoring in the subject of Practice Teaching?**

  It refers to an activity in which a specialist in the area supervises student teacher's performance in the classroom.

- **What do you expect from a tutor teacher?**

  He is expected to support coordinator's job and support TA's grades according to rubrics. They are also expected to provide feedback to TA's.

- **What process do you follow in order to assign tutor teachers to students immersed in the subject of Practice Teaching?**

  We usually assign TA's according to results in TOEFL and TA's work and study schedules.

- **What do you expect from student teachers while developing their practicum?**

  We expect that they develop their linguistic and methodological competences.

- **How do you identify whether student teachers fulfill their roles?**

  TA's job is reported by the tutors. Tutor's job is usually reported by TA's.

- **As per your own experience, what are some of the reasons why student teachers face some troubles while developing their practicum?**

  Some of them have problem with their tutors because the TA's do not comply tutor's expectations or personal desires. Also, some TA's are simply not ready to accomplish their tasks in the sense that they do not have the minimum linguistic and methodological requirement.

SECOND COORDINATOR'S INTERVIEW

- **How would you define tutoring in the subject of Practice Teaching?**

  It is the process in which a person that takes the role of a mentor provides academic assistance and guidance to the student teacher during a period, in this case, while the teaching practice is being developed.

- **What do you expect from a tutor teacher?**

  I expect from them to be organized, professional, and understanding in order to give appropriate guidance and feedback to the student teachers.

- **What process do you follow in order to assign tutor teachers to students immersed in the subject of Practice Teaching?**

  I consider the student teacher's availability and results in the TOEFL test to assign them a specific level, it does not matter who the tutor is.

- **What do you expect from student teachers while developing their practicum?**

  I expect them to be responsible, cooperative, proactive and hard working.

- **How do you identify whether student teachers fulfill their roles?**

  It's not so easy, I take into account the observations (notes) that tutors make when they evaluate their student teachers.

- **As per your own experience, what are some of the reasons why student teachers face some troubles while developing their practicum?**

  They are not aware of the responsibilities they assume when taking the role of a student teacher. Developing the Teaching Practice process requires a lot of commitment from them and their tutors. Besides that, most of the student teachers do not have any experience in the teaching field, and they need to develop their teaching skills.

APPENDIX 2 (SURVEYS)

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

TEACHING PRACTICE II TUTOR TEACHERS'S QUESTIONNAIRE

The following survey intents to find the academic relationship between tutors and student teachers during the entire period of practice teaching.

General Objective: To find out the tutor teachers' role upon student teachers when developing their practicum in the English projects at PNC and the Foreign Language Department while taking the subject of Teaching Practice II semester II, year 2017 at the University of El Salvador.

INSTRUCTIONS: *Please answer every question as honestly as you can.*

1- In the frame below, put a tick (/) next to the personal and academic traits of your student teacher assigned this semester.

Confident		Organized	
Respectful		Good listener	
Sensitive to the student´s needs		Responsible	
Patient		Open to feedback	

2- Regarding your student teacher's duties, what roles could you identify during the development of his/her practice teaching?

My student teacher:

- o Attended to all the meetings schedule.
- o Was always on time before starting the class.
- o Took care of their personal presentation and wore the appropriate clothes while developing their practicum.
- o Presented the lesson plans before being implemented.
- o Offered overall assistance and guidance concerning classes.

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o Others_____

_____

3- Out of the aspects mentioned above, have you found any other difficulty during the development of his/her practice teaching?

Yes____   No___

Which one?_____

4- Being the scale from 1 to 10, how would you score the performance developed by your student teacher during the development of his/her practice teaching?

1	2	3	4	5	6	7	8	9	10

5- How often did your student teacher show willingness to provide students with the appropriate assistance and guidance as needed during the entire practice teaching period?

	Always
	Usually
	Sometimes
	Seldom
	Never

6- Did your student teacher show enthusiasm during the development of their practicum and while providing students with feedback?

Yes_____   No_____

Why?_____

7- Do you think having good communication with your student teacher helps him/her improve his/her practice teaching skills while developing his/her practicum?

Yes____   No____

Why? _____

8- Based on your own experience, tick the weaknesses you found in the mentoring provided to your student teacher during the development of his/her practicum (you can choose more than one).

My Student teacher:

____ was not open to feedback.

____ was not on time to start the class.

____ did not get involved in classroom activities.

____ did not follow the activities schedule in the chronogram.

____did not present the lesson plans before they were implemented.

_____ did not complete the minimum of hours of teaching.

Others_____

_____

9- Regarding to the quality of the teaching given by students immersed in their teaching practicum, could you mention some of the <u>strengths</u> you observe in your student teacher?

_____

___

_____
_____

_____

10- As per your own experience tutoring students taking the subject of Practice Teaching, what would you recommend the coordinators to improve the course?

_____
_____
_____

_____

Thanks!!!

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TEACHING PRACTICE II STUDENT'S SURVEY

The following survey intents to find the academic relationship between tutors and student teachers during the entire period of practice teaching.

General Objective: To find out the tutor teachers' role upon student teachers when developing their practicum in the English projects at PNC and the Foreign Language Department while taking the subject of Teaching Practice II semester II, year 2017 at the University of El Salvador.

INSTRUCTIONS: *Please answer every question as honestly as you can.*

1- In the frame below, put a tick (/)next to the personal and academic traits of your current tutor teacher.

Relaxed and authentic		Organized	
Respectful		Enthusiastic	
Flexible		Polite	
Positive		Informative without being intimidating	
Patient		Independence encourage	
Confident		Booster of "learning how to learn"	
Talkative		Rapport establisher	
Friendly		Sensitive to the tutees needs	
Responsible		Good listener	

2- Regarding your tutor teacher's duties, what roles could you identify during the development of your practice teaching?

My tutor teacher:

o   provides written observations accompanied by feedback
o   offers overall assistance and guidance concerning my classes
o   allows me to participate in classroom activities during his/her classes
o   announced with estimated time when I have to teach
o   gives the appropriate contents to carry out my practice

o examines my lesson plans before they are implemented

o Others_____

       _____

3- Out of the aspects mentioned above, have you found any other difficulty during the development of your practice teaching in relation to your tutor?

    Yes____   No___

    Which one?_____

4- Being the scale from 1 to 10, how would you score the responsibilities developed by your tutor during the development of your practice teaching?

1	2	3	4	5	6	7	8	9	10

5- How often did your tutor teacher show willingness to provide you with the appropriate assistance and guidance as needed during the entire practice teaching period?

	Always
	Usually
	Sometimes
	Seldom
	Never

6- Did your tutor teacher inspire you confidence and enthusiasm during the entire practice teaching period?

    Yes_____   No_____

    Why?_____

7- Do you think having good communication with your tutor helps you improve your practice teaching skills while developing your practicum?

    Yes____   No____

    Why? _____

8- Based on your own experience, tick the weaknesses you find in the mentoring provided by your tutor teacher to you during the development of your practicum? (you can choose more than one)

My Tutor teacher:

____did not provide me with the appropriate feedback

____ did not provide overall assistance and guidance concerning my classes

____ did not allow me to participate in classroom activities during his/her classes

____ did not announce with estimated time when I have to teach

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_____ did not provide the appropriate contents to carry out my practice.

_____ did not examine my lesson plans before they are implemented

_____ did not allow me to complete the minimum of hours of teaching.

Others_____

_____

9- Regarding the quality of the tutoring given to students immersed in their teaching practicum, could you mention some of the <u>strengths</u> you observe in your tutor teacher?

_____

_____

_____

10- Regarding to the quality of the tutoring given to students immersed in their teaching practicum, what would you recommend the tutor teachers to improve with their tutees?

_____

_____

_____

11- As per your own experience taking the subject of Practice Teaching, what would you recommend the coordinators to improve the course?

_____

_____

_____

_____

Thanks!!!

APPENDIX 3 ROLE OF THE STUDENT- TEACHER

Student teachers enter the different groups as cooperative members of the teaching process and should accept the responsibilities assigned by the Tutor Teachers. During the practicum, student teachers are observing students, studying the role of the teacher, practicing teaching skills and reflecting on this experience. They should work closely with their tutor teachers in planning, implementing and evaluating the learning expectations and opportunities.

Attendance

- Student Teachers must attend all the meetings scheduled by the Coordinators, in order to plan and organize the different activities.
- Student teachers are expected to report at the Tutor Teacher's office at least 5 minutes before each teaching session in order to help him/her with any material or equipment necessary for the class.
- Student Teacher should take care of their personal presentation. Good appearance, appropriate clothes and excellent hygienic habits are indispensable.
- Student Teachers must complete **a minimum of 16 class hours** of actual teaching. This doesn't include working with small groups or tutoring individual students.

Absence during Practice Teaching

- If student teachers are absent, for any reason during the practice teaching sessions they are required to notify their tutor teachers.
- An absence of three or more days due to illness requires a medical certificate to be submitted to the Tutor Teacher and to the Practice Teaching Coordinator.

Conducting Classroom Routines

- Conducting established classroom routines such as opening exercises, dismissal, circle or sharing time and the correction of homework provides student teachers with opportunities to establish a rapport with the students as well as develop and refine instructional skills. Lesson plans are not required for these routines.

Planning

- The purpose of planning is to think out, in advance, the details of what is to be learned, the sequence in which the details will be developed and the resources and strategies to be used at each stage. There are two planning formats proposed by the coordinators: a lesson plan for EFL classes, and a lesson plan for ESP classes. Student teachers should discuss with their tutor teachers, the format to be used before planning the lessons.

- **The Student Teacher has to prepare a plan to develop the required classes during the semester; this plan must be discussed and approved by the Tutor.**
It is mandatory to hand in this plan to the Practice Teaching Coordinator <u>no later than the third week of the semester.</u>

- Student teachers should be implementing plans under the direction of their Tutor Teachers who will provide student teachers with formative feedback regarding planning, use of material, implementation and management strategies in the classroom.

- **Every lesson plan must contain the Tutor's evaluation and signature to prove it has been checked and officially authorized by him/ her.**

Non-Instructional Activities

- Student teachers are expected to assume the role of a teacher. Therefore, non-instructional time should be spent observing the work of the tutor teachers and the activities of the learners, assisting the teachers in routine duties and providing individual help for students. As well, student teachers should become familiar with the classroom resources and organization.

- **KEEPING A RECORD OF THE STUDENTS' GRADES <u>IS NOT</u> A RESPONSIBILITY OF THE STUDENT-TEACHERS.**

ROLE OF THE TUTOR TEACHER

- We ask the tutor teacher to serve as a general mentor and provide overall assistance and guidance as needed during the entire practice teaching period. As part of the relationship with the practice teacher, we ask that all observations be accompanied by feedback. Therefore, we encourage open and forthright discussions of classroom practice and performance.

- Tutor teachers will expect student teachers to participate in classroom activities and will provide opportunities for them to instruct individuals and small groups as well as the whole class. Wherever possible, student teachers should be given responsibility for organizing and maintaining a learning area within the classroom.

- Tutors will provide the Student Teachers the appropriate contents to carry out their Practice. They must complete **a minimum of 16 class hours** of actual teaching. This doesn't include working with small groups or tutoring individual students.

- **Tutors have to discuss and approve a plan to organize the classes the Student Teacher are required to develop during the semester; this plan must be signed by the Tutor.**
  It is mandatory for the Student Teachers to hand in this plan to the Practice Teaching Coordinator <u>no later than the third week of the semester.</u>

- The days when students are not teaching, tutors should assign some classroom tasks in order to provide maximum opportunities for student professional growth which should become a daily routine.

- **Tutors teachers should examine lesson plans before they are implemented.** Written comments may be made on the plans and specific recommendations for growth should be given to the student teachers. A rubric will be attached to every lesson plan, so that Tutors could evaluate them.

- During the semester, the tutor teachers are required to complete at least 4 Practice Teaching Reports which include an overall rating for the session as well as the evaluation of specific criteria. Categories within each of the areas of assessment should be rated according to what the student teachers actually accomplish during the practicum and specific strengths and weaknesses should be indicated in the general comments.

- Tutor teachers are encouraged to notify the Practice Teaching Coordinators by the end of every Practice Teaching Session of any week in which the overall rating is "Does Not Meet Expectation" or if a student is experiencing difficulty during a placement.

- Every instrument used to evaluate the student teachers' performance must be signed by the tutor.

- **IT IS PROHIBITED TO SIGN ANY DOCUMENT WHICH HAS NO COMPLETE INFORMATION (every instrument requires to fill out some specific information related to the Student-Teacher and the aspects to be evaluated).**
ANY GRADE ASSIGNED IN INCOMPLETE DOCUMENTS <u>WILL BE INVALIDATED</u>.

- **ONLY TUTORS HAVE THE RESPONSIBILITY OF KEEPING A RECORD OF THEIR STUDENTS' GRADES.**

Tutor's Name: _____   Tutor's   Signature: _____

Student Teacher's Name: _____

Date:_____

APPENDIX 4: TIME TABLE

Activity	March	April	May	June	July	August	Sept.	October	November	December
Group selection	x									
Advisor assignment	x									
Topic assignment	x	x								
Theoretical framework		x x x								
Selection of objective		x	x							
Type of study			x x							
Research design			x x							
Population and sample			x x							
Data gathering plan			X x							
Instruments(survey,etc)			x x x	x						
Time table				x						
Due date research profile				x						
Corrections					x x					
Profile presentation						x				
Gathering data						x x x	x x x			
Analyzing data								x x x x x x		
Corrections									x x x	
Final report										x x