

# ARMY POLYTECHNIC SCHOOL



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APPLIED LINGUISTICS IN ENGLISH CAREER

DISTANCE LEARNING EDUCATION

RESEARCH PROJECT

“THE IMPACT OF PRE-SERVICE TEACHER EDUCATION ON  
TEACHER ATTRIBUTES ATTENDING THE EIGHTH YEAR OF  
BASIC EDUCATION AT ‘MENOR’ HIGH SCHOOL  
DURING 2010-2011 SCHOOL YEAR”

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## **CERTIFICATE**

We Lic. Miguel Vinicio Ponce Medina, MSc., Director and Dr. María Teresa Llumiquinga, Co-Director, duly certify that the thesis under the title: **“THE IMPACT OF PRE-SERVICE TEACHER EDUCATION ON TEACHER ATTRIBUTES ATTENDING THE EIGHTH YEAR OF BASIC EDUCATION AT ‘MENOR’ HIGH SCHOOL DURING 2010-2011 SCHOOL YEAR”** by Verónica Gabriela Poveda Reto, who have finished her studies in the Applied Linguistics in English Career at the Army Polytechnic School, after being studied and verified in all its chapters; the dissertation is authorized in front of the correspondent university authorities.

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# **DEDICATION**

I dedicate this project, first to my Heavenly Father, for his support and loyalty to accomplish my goals, then to my family for their incomparable love and comprehension as I was carrying out this project.

Verónica Poveda Reto

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## **Research Problem**

**“The impact of pre-service teacher education on teacher attributes attending the eighth year of basic education at ‘Menor’ High School during the 2010-2011 school year”**

### **PART ONE**

#### **Identification of the problem**

Many years ago and in today’s world has been indispensable the practice teaching “helping profession” which depends on the relationship created between the teacher and the learner. Pending of this process, we have observed much time the high and low profile of a student-teacher in the classroom, in that many factors has been involved. It is crucial, therefore, to determine which forms of help, or teaching, are most effective with that relationship. These determinations certainly depend on a variable number: the purpose of the help, that is, its objectives, the particular context in which the help is being offered and the interactions that make up the process of offering and receiving it. The practicum or practice teaching experience is the central component.<sup>1</sup>

One the main factors we can visualize as a failure in practicum; is the lack of interest in teaching students, the low value of importance to transfer knowledge through proper education.

Therefore, this is the best opportunity for student-teacher feels the priority to teach and develop her or his potential, wishing to become teachers to build a portfolio and learn best teaching practices within the watchful eye of a teacher-educator.

Some students become to see the pre-service as the most terrible thing in the world and this is due to the insecurity of their profiles; in contrast to other

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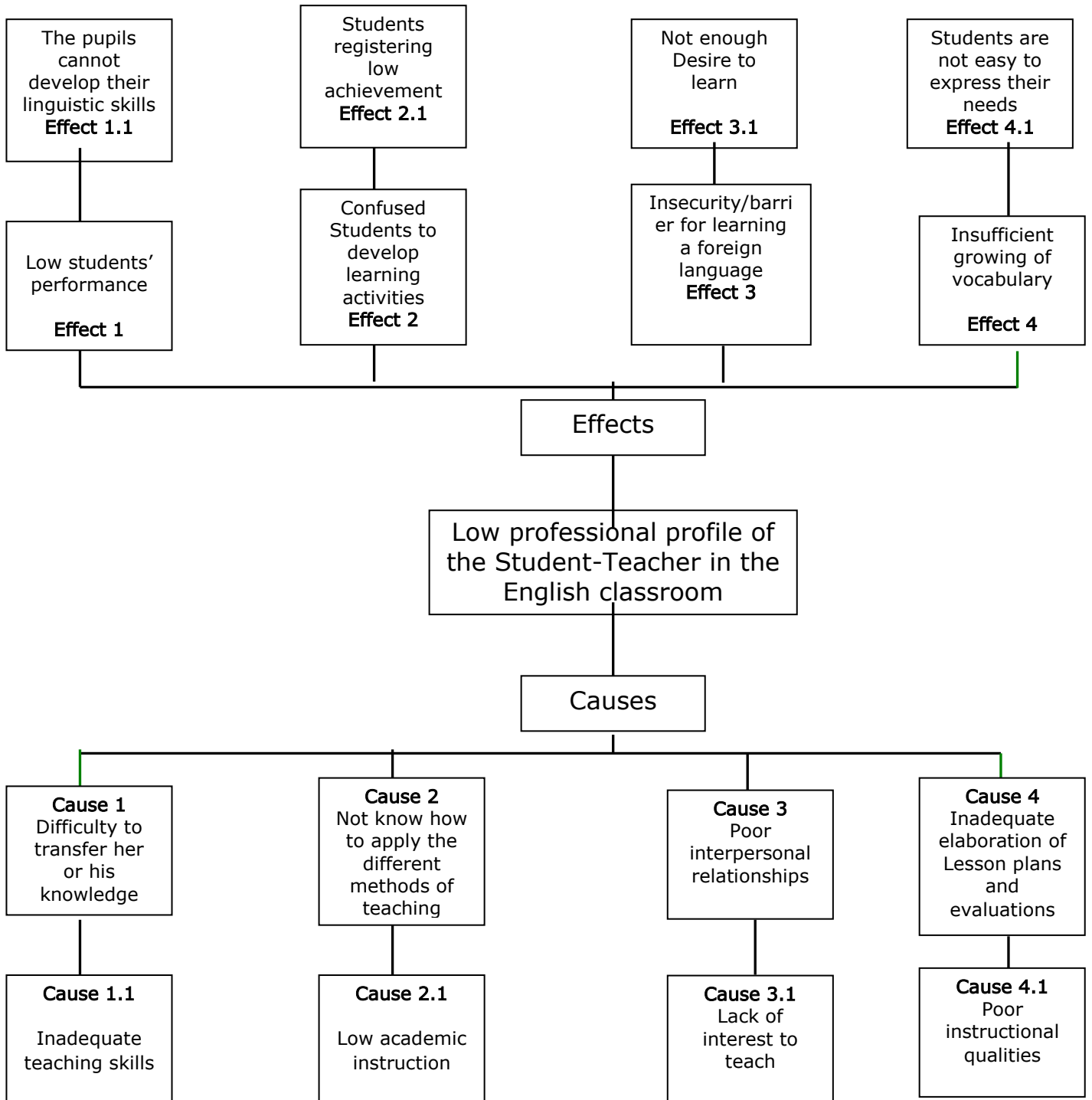
<sup>1</sup> [www.education.com](http://www.education.com)

students pre-service become a challenge or maybe a goal in their career. Student teaching, or practice teaching, is one of the most important and formative experiences of every teacher in training.

Thus, an issue of supreme importance encountered at 'Menor' High School in the city of Quito, Ecuador; is the impact of pre-service teacher education on teacher attributes. One approach would be to determine if personality profiles of pre-service teachers could be helpful in this regard. Several questions related to pre-service teachers and future successes arise. What are the personality profiles of people who elect to become teachers? Are the personality profiles of potential teachers different from the profiles of other undergraduate students? Can personality profiles of pre-service teachers be used to determine future success and longevity of classroom teachers? Personality types may relate to teacher success and length of service.

It is important to remember, our positive attributes of what make we decide to become a teacher in the first place. Showing our potential as teacher with the unique aim (teach). If we keep a classroom journal or diary during our pre-service months of teaching and we try rereading it and see what impressions we can make. Where have we grown as a teacher? Thus, the student-teacher develops a reflective practice in the context of their micro-teaching performance.

# Problem Tree



## **1.2. Problem-Formulation**

This investigation was took place at 'Menor' High School, located in Quito, Ecuador, during school year 2010-2011. The question this research would like to answer is: What is the impact of pre-service teacher education on teacher attributes attending the eighth year of basic education at 'Menor' High School during the 2010-2011 school year?"

### 1.3. Variables Matrix

Variables	Conceptual Definition	Dimensions	Sub-dimensions
<b>Independent</b>			
<b>Preservice Teacher Education</b>	<p>Period of guided, supervised teaching. The college students are gradually introduced into the teaching role for a particular class by a mentor or cooperating teacher.</p> <p>The pre-service teacher begins as an observer and finishes the pre-service teaching experience as a fundamental component professional.</p>	<p>Competency</p> <p>Applications</p> <p>Functions</p> <p>Student-Teacher expectations</p>	<p>Gain confidence in teaching skills Increasing the self-efficacy Motivational Perspectives Interest of supporting needs Programmed instruction</p> <p>Teaching on the basis of recent, relevant pedagogical research</p> <p>Establish expectations for students that are clear, challenging and achievable</p> <p>Use a wide variety of consistent assessment strategies and instruments for evaluation</p> <p>Experience Practice of teaching Reflection Excellent achievement Interaction with the community Self-confidence</p>

Variables	Conceptual Definition	Dimensions	Sub-dimensions
<b>Dependent</b>			
<b>Teacher Attributes</b>	<p>Attributes are the qualities of Teachers; their professional values, leadership and teaching skills or educational, who have majored in the subject they teach.</p> <p>Pedagogy, particularly content-based pedagogy, has a positive impact on student achievement, and teachers with considerable experience are likely to make a greater contribution to student learning.</p>	<p>Pedagogy/strategies The current study</p> <p>Professionalism</p> <p>Instructional quality</p> <p>Social Tools Workgroup</p>	<p>Background knowledge Cognates Dynamic practice Interaction/commands</p> <p>Monitor learning and provide feedback Attend to affective attributes influence student outcomes identify essential</p> <p>Direct instruction Remediation/feedback Guide learning through classroom interactions</p> <p>Games Dramatizations Network Imitations- Listening lyrics Suitable environment</p>

## **1.4. Objectives**

### **1.4.1. General**

- ✓ To demonstrate the impact and demanding task of pre-service teacher education.
- ✓ To study about the different factors involved on teacher attributes.
- ✓ To determine the impact of pre-service teacher education on teacher attributes.

### **1.4.2. Specific**

- ✓ To define the development of student-teachers in-service.
- ✓ To identify roles and responsibilities during pre-service.
- ✓ To establish collaborative work with other professionals.
- ✓ To define qualities of student-teacher.
- ✓ To establish the different strategies and methodology applied by the student-teachers during the pre-service process.
- ✓ To identify leadership displayed by future teacher.
- ✓ To establish the student-teachers' expectation in-service.
- ✓ To examine the current profiles of student-teacher during pre-service.
- ✓ To develop a final results analysis from the different student-teachers' profiles and their effects on the student-learners.

## 1.5. Justification

Increasingly every day, the new generations of students need teachers who are dedicated to providing them the best education possible, not only for a future career but for life. Today's world needs excellent educators. When we are considering whether we want to teach, we must remember the goal is not to have our summers off, but to put in the extra time and effort necessary to reach the unreachable, teach the unteachable and love the unlovable.

This way, the future teachers become the key points in the education today. Our current world as we know the English language is a global and essential language focusing always towards the connection with other professional fields, for this reason is very important emphasize; behind every new excellent professional there was an excellent professor.

This study is of great importance, to analyze and identify experiences, roles, attitudes, competency, functions, applications, strategies, qualities, etc., and lays the groundwork for a future development suggesting the importance of placing pre-service teacher with role models that hold higher degrees.

Thus, the purpose if this study is to identify the real problematic at 'Menor' High School and demonstrate the impact and demanding task of pre-service teacher education on teacher attributes, and that futures teacher are not able for dealing with professionalism the important process in the teaching career, since of these results depend on our vision for future experiences, perfecting our teaching skills, to reach our most cherished goal<sup>2</sup>; to get the real name of teaching; by transferring all the knowledge, that is, by teaching to students the best way.

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<sup>2</sup> Pre-service Teacher Portfolio Development



As we know not all student-teacher are prepared for this huge confronting with the theory with reality, the low or high interest to teach and take control of different adversities. After this deep study and analysis the student-teacher will be able to recognize the entire positives attributes and to use the professionalism value with the respective qualities, by reaching their goals and objectives to improve the quality on teaching, thus, the proposal for resolving this problem is; an intensive training for developing high professional profile of the student-teachers in the EFL classroom.

Being a Student-teacher is usually the first opportunity each teacher-in-training has to spend an extended amount of time immersed in the classroom atmosphere. While college professors do their best to teach best teaching practices, the student teaching classroom is the place where the rubber meets the road and these practices become a reality.

**PART TWO**  
**Theoretical Framework**

**CHAPTER ONE**  
**'Menor' High School**

**1.1 Record/History**

University Educational Institution Menor was born in 1971 in response to the need to build an institution of new type, new thinking for children and young folk of the city and the country to be a laboratory of teaching practice at the Faculty of Philosophy, Sciences and Letters, Central University of Ecuador. They faced great difficulties to maintain a necessary activity. Initially the school functioned in what is now the People's University Galapagos Street, who witnessed modest spaces of their first steps in driving education. Later, they had to navigate difficult times in the physical structure of the Faculty of Philosophy. Today they operate in our own physical space in infrastructure, development perspective within the Ciudadela Universitaria.

Still they have several teacher founders and their teaching staff has grown according to claim that today is the institution.

In their classrooms, thousands of young graduates who now contribute to the development of our country have graduated.

### **1.1.1 Location/Site-position**

University Educational Institution 'Menor' currently operates in:

Address: Bolivia & Eustorgio Salgado

Location: Ciudadela Universitaria, in Quito, Ecuador

### **1.1.2 Services or systems/ Infrastructure**

Prosperity hugged University Educational Institution Menor, at the beginning of 2008: thanks to a grant from the Government of Japan, they launched a six-classroom block and with an average capacity of 45 students per classroom.

After a rigorous and thorough analysis of the real needs of the beneficiary, the Government of Japan granted a loan of \$ 87. 930 for the construction of this important work, improving school infrastructure and creates a suitable environment for students for most of the meetings.

Currently, "Menor" High School educates to 1480 students, from first to sixth grade primary, also has four majors: Physical - Mathematical, Chemical - Biological, Social Sciences and Accounting.

All these children and youth who are educated with academic excellence and to principles of solidarity and emancipatory, is committed to being worthy recipient of this donation, which is part of a series of community projects implemented by the Government of Japan in our country.

In this sense we must highlight the effort made by the school authorities, especially the leadership, Ing. Elizabeth Espinel, its ongoing management, soundness of argument, coupled with the image of seriousness and responsibility with which the institution works, they can get this benefit.

## 1.2 Educational model

Educational standard is part of the dialectical and historical materialism, which integrates the individual with society, making takes into account its history and allows placing human beings in their social, political and economic, with the conviction that human activity takes place in that environment social, in active interaction and intercommunication. The study of any social phenomenon, especially the human being as an essential element, it is impossible to do without knowing its history.

Ignore the history of the phenomenon, taking in isolation, this does not mean decontextualizing and allows us to get to know its essence, the process of development of each individual cannot be out of context, ignoring the individual history of its development in the concrete conditions of its environment, of the dynamics that it is produced and your time.

The unity of the mind must relate to the subject's activity, because personality is determined by the historical social conditions.

The conscience must be sought in the different forms of activity, work, pragmatic, education, arts, understanding that these are socially determined.

This position has been overcome empirical approaches, dualistic, pragmatic, positivist and isolationist that separate the individual from society, not taking into account the history of his life.

Therefore, this approach is part of the laws of dialectics, with a new vision of human beings, always prone to change and transformation.

### **1.2.1 Curriculum model**

The analysis of the phenomena taken out of its historical context leads us to consider as equivalent, identical and equal to others really distinct and different. All activity takes place in an environment of social interaction, with others to collaborate and communicate, hence the importance of language and work as eminently social processes.

For Vygotsky, development is the development of human society ... all culture is by its nature, a historical phenomenon.

A key issue is seen in the Vygotsky ideas is what is called the "principle of Histories" or explanation of the facts and phenomena of human development such as social, for it introduces the historical perspective in psychological research.

The purpose of schools as part of the social whole is the transformation of society in terms of national interests, for it is necessary to ensure a good education with scientific knowledge, methods that enable human beings to interpret reality and its phenomena, this ensures full social development.

### **1.2.2 Pedagogical model**

In the teaching-learning process, education has reached from the subject development and projected into what should be accomplished in the future, ie to realize the possibilities that are in the so-called zone of proximal development.

The social interaction is very important; the group of people is key elements to consider in the teaching-learning process and education. In the process of interaction and activity in collaboration with others, is the process of appropriation of the values of material and spiritual culture.

In the process of interaction, language is the basic point. If culture is for each subject, a particular historical moment, personal training responds to the unique historical and socially conditioned.

In the process of interaction, language is the basic point.

On the basis of these budgets can be considered representative of an educational process that promotes the development and formation of personality, considering the socio-cultural as essential aspects.

### **1.2.3 Didactical model**

Vygotsky formulated in general genetic law of cultural development: "any function in the child's cultural development appears on stage twice, on two levels: first as a social thing, then as something psychological, first among people as a category interpsychic, then within the child as intrapsychic category.

When talking about the human psyche emphasizes and stresses that the human being to pass the human society the laws of biological evolution give way to the action of the social laws of historical development.

The thought arises when the subject is faced with a conflict originated in his previous duties.

The cultural historical approach focuses on the development of personality in both historical and social roots as its scientific structure, following the paths of communication, action and conscious processes of individuals and social community.

## CHAPTER TWO

### Preservice Teacher Education

#### 2.1 Competency

English competency during Preservice is known as one of the crucial skills in various social contexts around the world. Chomsky [1965] coined the term competence to account for the unconscious knowledge speakers have of their language<sup>3</sup>. This unconscious knowledge refers to what someone knows about the language, the mental representation of the language. Competence, however, has been subdivided into two broad areas, namely, linguistic competence and communicative competence.

Pre-service teachers enter colleges of education from various educational background experiences and possess broad levels of competency. Research findings indicate there is a positive relationship between affluence and integration. Indeed, there is evidence that suggests sociolinguistic background contributes to students' ability to use these competencies adequately.

The roles of initial training in the acquisition of competencies are:

- ✓ Train with Tutors, whether they are adequate or not or insufficient to address these specific competences in accordance with High school curriculum.
- ✓ Training experience obtained in practice.
- ✓ Training courses or other continuing education activities. The training is as a person [values, beliefs, ways of being and acting] and other modalities.

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<sup>3</sup> Profiles of pre-service teacher education

### **2.1.1 Gain Confidence in teaching skills**

This is a long and great time in Pre-service teacher training course leading to a professional qualification for teaching in Further Education colleges and adult education and a wide range of other training and educational settings outside the schools sector.<sup>4</sup> This means that teacher doesn't need any teaching experience to start any course during his/her professional life.

The student-teacher should be equipped with:

- ✓ Utmost confidence in himself and practical skills necessary to manage a variety of learning situations.
- ✓ Sufficient knowledge and understanding needed to appreciate the place of your skills in the general context of the lifelong learning sector.
- ✓ Excellent ability to identify the present and future needs for professional development.
- ✓ Adequate ability to play a full part in the administrative and curriculum development activities of High school or training organizations, generally, by producing teachers who are flexible and innovative, who can work as members of interdisciplinary teams and who have a deep interest in the academic well-being of their pupils.

### **2.1.2 Increasing the Self-efficacy**

Self-efficacy increases when our capabilities to produce designated levels of performance that exercise influence over events that affect our lives, being able to perform a particular activity.

Self-efficacy determines beliefs; how student-teachers feel, think, motivate and behave themselves, indeed such beliefs produce these diverse effects through four processes: cognitive, motivational, affective and selection.

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<sup>4</sup> [www.soyouwanna.com](http://www.soyouwanna.com)



The sense of self-efficacy enhances human achievement and personal well-being in enough ways: Student-teachers with a high certainty in their capabilities approach difficult tasks as challenges being mastered rather than as threats to be avoided; such an efficacious outlook fosters intrinsic interest and deep engrossment in activities<sup>5</sup>.

Many Student-teachers set themselves challenging goals and maintain strong commitment to them, thus, they heighten and sustain their efforts in the face of failure, Indeed they quickly recover their sense of efficacy after failures or setbacks, attributing failure to insufficient effort or deficient knowledge and skills which are acquirable, that is, Student-teacher during threatening situations with assurance that they can exercise control over them, such as an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to emotional crisis.”

### **2.1.3 Motivational Perspectives**

Motivational perspectives become for a teacher his/her relationships with teaching self-efficacy, professional commitment and perceptions of the learning environment.

Pre-service teachers are currently faced with increasing expectations, on these future teachers to improve elementary school students' abilities has intensified under the first initiative. During Pre-service teachers encounter more diversity in the EFL classroom, giving these increases in teacher expectations and requirements.

Motivational perspectives always is linked with Self-efficacy, they are important for Pre-service teachers because they have been found to influence how people feel, reason, motivate themselves [Bandura-1993]. <sup>6</sup>Personal teaching efficacies are defined as an individual's beliefs in his/her capability by teaching effectively [Plourde-2002] and are specific tasks through of motivational perspectives.

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<sup>5</sup> [www.serc.carleton.edu](http://www.serc.carleton.edu)

<sup>6</sup> [www.teflbootcamp.com](http://www.teflbootcamp.com)

High teacher efficacy is correlated with academic achievement, positive teacher practices and great service to students in need of education.<sup>7</sup>

#### **2.1.4 Interest of supporting needs**

The interest for supporting needs is a pedagogical decision however, and despite is not fully supported by research findings is a very important point into EFL classroom, which suggest that L1 [mother tongue] reduces learner anxiety [Atkinson 1993], plays a role of scaffold in collaborative activities and can be a source of cognitive support for students, that is, analyzing the language to perform higher level work.

Interest of supporting needs supports the notion of incorporating pupils input into pedagogical decision making processes; students display a relative need for L1 support depending on their levels of knowledge, with less proficiency requiring more L1 support, indeed they also display an awareness that over-reliance on their first language would be a barrier to their learning as it is for some in their secondary school events.

The use of the learner's L1 is a controversial pedagogical issue in many EFL scheme, prior to teaching at any institution, we as teachers think that being an Spanish speaking ESL facilitator would be an asset to an institution whose main clientele were native Spanish speakers. The teacher should be aware that the dynamics of EFL class in English speaking countries vary, as ESL students are immersed in English outside the ESL classroom.

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<sup>7</sup> [www.bced.gov.bc.ca](http://www.bced.gov.bc.ca)

### 2.1.5 Programmed instruction

Programmed instruction refers to self-teaching with the assistance of a specialized textbook or that presents material structured adequately in a logical and empirically developed sequence by sequences. Programmed instruction should be presented by a teacher as well, and it is argued; the principles of Programmed Instruction can improve, I.E.: classic lectures and textbooks.

Programmed instruction permits students to progress through not only one but several units of study at their own rate, thus it allows by checking their own answers and advancing only after answering correctly.

A simplified form of Programmed instruction, after each step, they are presented with a question to test their comprehension, then are immediately showing the correct answer and give additional information. The main aim of the programmed instruction is to present the material in very small particles for better understanding.

A more sophisticated form of programmed instruction is not using from traditional and classical instruction to have the questions or tasks programmed well enough for presentation and quiz models, that is, new ideas with original proposals. After with different learning strategies benefit learners orderly; a certain amount of practice and application, the pupils will know how and when to use learning strategies to deal with their language issues. In addition, Students will become comfortable with the idea of assuming responsibility for their own language learning with the different instructions for working at EFL classroom.<sup>8</sup>

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<sup>8</sup> [www.eslgold.com](http://www.eslgold.com)

### **2.1.6 Individualization**

Individualization during Pre-service teacher develops several foreign language programs in which the individualization of instruction into working area incorporates, the following components:

- ✓ Accountability systems of and mastery learning, which is a rigorous system of achievement control.
- ✓ Personalized curricula through the expansion of the elective programs.
- ✓ Demonstrate prospective teacher the process of individualization, with in specific teacher education.
- ✓ Extensive experiences concerning the individualization, I.E.: programs in which the student-teachers can serve as advisors.

Individualization is a training system in which many of the foreign language teaching majors and minors receive workout in the process of individualized instruction.

The student-teachers are trained, supervised, and evaluated as assistants in the language teaching for EFL classroom, in which they work all the time with other student-teachers who are, experienced senior helpers; they as assistants participate in the actual teaching situation, thus they are individually learning to teach, rather than being told how to teach.<sup>9</sup>

### **2.1.7 Behavioral objectives**

Behavioral objectives are defined as: something towards which effort is directed; an aim, goal, or end of action.

Student-teachers are often introduced to prepare full lesson planning and then they feel an overanxious of frustration and panic when trying to fulfill all the parts of a lesson plan, nevertheless is highly recommended to specify and set targets.

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<sup>9</sup> [www.esl.about.com](http://www.esl.about.com)

When being introduced to behavioral objectives, pre-service teachers must respond directly to this question: What do I want my pupils to learn or be able to do at the end of the lesson today?

The purpose of goals are to direct the teacher in the selection, in which the demeanor must change [Lewis-2003].<sup>10</sup>

## **2.2 Applications**

Across pre-service ESL student-teachers are exposed to the linguistic, cognitive, affective, cultural, social, and instructional factors contributing to variations in language acquisition among English language learners through their coursework, emerging teachers also need first-hand experience with researching, critiquing, and, above all, practicing effective instructional techniques and strategies.

Good teacher education includes a lot of opportunities for the practical application of theoretical knowledge. The service-learning experience in the form of an extensive tutoring project offers such an opportunity. Application seeks to investigate the characteristics of pre-service ESL teachers' instructional discourse during their one-on-one tutoring of English Language Learners.<sup>11</sup>

In-service student-teacher must show not only the language development of their ESL students but also to evaluate the teachers' use of language as professional growth.

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<sup>10</sup> [www.grossmont.edu](http://www.grossmont.edu)

<sup>11</sup> [www.suite101.com](http://www.suite101.com)

### 2.2.1 Teaching on the basis of recent, relevant pedagogical research

According to the new investigations, a good student-teacher is a statement of excellence. It details key characteristics expected of the best teachers in our country. Teacher preparation is the major determinant of the extent to which the characteristics of good teachers are evident in beginning teachers.<sup>12</sup>

Consequently, the educators should master effective pedagogical approaches that address the needs of all pupils regardless of their cultural and linguistic background, social class, or immigrant status, by learning more about these language changes. In fact, are not dealt with at all in pre-service teacher education programs. Nevertheless, all are characteristics to which all teachers should aspire.

The following categories of attribute have been used:

Professionalism is an attitude of mind that causes a teacher to strive, on the basis of an agreed code of behavior; for excellence in the performance of his/her teaching duties, that is, it includes professional ethics:

- ✓ Exercise consistently high levels of professional conduct and principles of fundamental justice in our dealings with pupils, colleagues, and the school community.
- ✓ Have, and can clearly articulate, a philosophy of education as it relates to the aims of education and approaches to teaching.
- ✓ Understand our professional obligation to contribute to the social, cultural and economic well-being of the Country.
- ✓ Ground our teaching in the belief that all students have the capacity to learn and should be treated compassionately, justly and equitably.
- ✓ Take into account in our professional activities the disparate values held by individual students, groups of pupils, families, etc.
- ✓ Actively engage in debate about current educational and social issues that affect teachers' work.

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<sup>12</sup> [www.qcc.cuny.edu](http://www.qcc.cuny.edu)

Content of Teaching is what is taught. It includes subject matter, attitudes and values, learning processes, and skills. It includes things that are transmitted both explicitly and implicitly. Practice of Teaching is what a teacher does and how it is done. Interaction with Families and the Community highlights the need for teachers to engage meaningfully with other stakeholders in education.

### **2.2.2 Establish expectations for students that are clear, challenging and achievable**

Student-Teaches are encouraged to participate fully in the high school community in order to grow in knowledge, understanding, self-esteem and self-confidence; thus the pursuit of excellence is recognized as integral to the development of the 'entire person' socially, emotionally, physically and academically.<sup>13</sup>

Following these points:

- ✓ Using a range of teaching strategies and styles appropriate to year levels and themes taught.
- ✓ Demonstrating positive values and attitudes about education appropriate to professional teaching and learning practices.
- ✓ Progressively taking a role in leading and managing the work of other teachers.
- ✓ Structuring learning tasks to provide for individual learning needs and diversity of pupils' backgrounds.
- ✓ Use of classroom management strategies that encourage students to take responsibility for their learning.
- ✓ Developing relationship with students that encourage positive attitudes to learning

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<sup>13</sup> [www.minnetesol.org](http://www.minnetesol.org)

- ✓ Responding effectively to the impact of variations of physical and intellectual ability on the learning process.
- ✓ Modelling effective organization and use of time.
- ✓ Monitoring and assessing student progress and learning.
- ✓ Reflecting, evaluating and planning for continuous improvement.

### **2.3 Function**

Pre-service teacher in conducting action research first is to use in their own practice; the second is to raise their awareness as for the issues involved in textbook adaptation. This mission culminates with a follow-up of her/his practices at the high schools of training. The function is an important point to consider in teaching and learning. Managing student assignments, providing feedback to students, and assessing students' learning are all key factors. While the function presents some challenges to instructors, it also may encourage the development of new learning and teaching techniques.

Support for English as an ESL student-teacher within Ecuador tertiary education contexts has always been a critical problem. However, how to better assist ESL Pre-service teachers in teacher education programs is also becoming an increasingly important trouble facing teacher educators, due to the increasing numbers in the ESL students entering education institutions in their goal to be professional teachers, Ecuador Universities and teacher education programs are under pressure to accommodate and provide assistance to these students in relation to their significant cultural and language differences, thus they experience a number of challenges and difficulties in both their learning at universities and teaching at high schools. When confronting these problems, some ESL pre-service teachers found it hard to continue their study without support from faculties; hence, an effective support structure is never so important for these ESL pre-service teachers who may bring multi-cultural learning experiences into EFL classrooms. Universities and teacher education institutions also need to be provided with recommendations on how ESL pre-service



teachers can be better supported during their learning to become an excellent teacher.<sup>14</sup>

### **2.3.1 Use a wide variety of consistent assessment strategies and instruments for evaluation**

Using effective assessment techniques is an essential part of effective teaching and learning in the EFL class environment, however, student assessment conducted solely for accountability reasons does not necessarily lead to learning. Educators must establish the purpose of assessment, the criteria being measured, and the intended outcomes before meaningful assessment methods can be achieved [Gaytan-2002].<sup>15</sup> The main purposes of assessment are to monitor student learning, improve academic programs, and enhance teaching and learning.

Effective assessment techniques include the development of realistic strategies for learning, also alignment of learning objectives with realistic strategies, use of software as soon as possible, availability of online mentors, and delivery of on-site, instructor-based training responsive to individual student learning differences. Student-teacher should choose always the best choice with a depth analysis related to teaching and learning is needed to identify effective instructional and assessment techniques, according to the needs of their pupils.

Using innovative instruction and assessment strategies shift the focus from a single instructional style to a diverse set of experiences to match the unique needs of each student. Using assessment throughout the instructional sequence, teachers can respond with appropriate modifications to the needs of pupils with diverse languages or learning challenges. This is why innovative assessment strategies are an important point of any curriculum designed to meet the needs of diverse pupil populations, for example:

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<sup>14</sup> [www.esl.about.com](http://www.esl.about.com)

<sup>15</sup> [www.edu.gov.on](http://www.edu.gov.on)

Take into account:

- ✓ Primary language of the pupils and their academic level in English language
- ✓ Multiple registers of pupil performance which better reflect the diversity: cultures, languages, learning styles, skills and challenges
- ✓ Limits of standardized tests, which contain knowledge that is common to the dominant culture and may be culturally insensitive or inappropriate for many students.

Assessment strategic; for monitoring the outcomes of instruction is done to gather information about a student as a reader and writer to share with others, assess program strengths and weaknesses, to guide toward a better academic level development.

## **2.4 Student-Teacher expectations**

The emphasis about student-teacher expectation on continuing professional development is seen as an important aspect of educational reform at all levels of education. Pro-teachers always is seeking established partnerships for the professional development of teachers at the elementary and secondary levels, through applying experiences with instructional methodology/strategies, work habits, professionalism, originality, maybe mixing a little fun, collaboration, community outreach, administrative and school culture, in order, to provide a supply of natural knowledge to their pupils.<sup>16</sup>

### **2.4.1 Experience**

Pro-teachers together to staff members and administration will appreciate someone who brings a unique personality to the student teaching experience. Indeed, Teachers aren't looking for a copy of them. This is their time to take all that they have learned and apply it to their teaching. Let the knowledge, ideas,

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<sup>16</sup> [www.eca.state.gov](http://www.eca.state.gov)

and experiences they acquired along the way fuel their teaching. Professor allows them to try that lesson or activity they worked so hard to create. It is very important to network with all teachers, staff members, and administrators within the school community.

Student-teachers who go the extra mile to collaborate are the ones remembered down the road for prospective positions.

Always show a passion for what they do, taking advantage of opportunities to become involved with activities outside of school if possible.<sup>17</sup>

Schools applaud the efforts of someone who always is willing to give one hundred percent, they can do all of the things above, but will be missing out on one of the greatest aspects of the education profession if they forget to have fun. They enjoy the pupils; they will make their smile every day, also they enjoy their colleagues; they are wonderful role models. Enjoying the experience; it is something that they will carry along into their teaching career.

#### **2.4.2 Practice of teaching**

Student teachers observe subject teachers at work so as to learn about teachers' skills, strategies and classroom achievements. They also evaluate their own teaching experiences through conferencing with teachers and lecturers and, through self-reflection, implement a variety of approaches, strategies and skills with a view to bring about meaningful learning.

In this way student teachers gain experience in managing and evaluating class work; in maintaining discipline and good order in the classroom; find their own teaching style and personality and become acquainted with school organization and administration.

An introduction to the realities of the situation is an essential part of effective professional training.

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<sup>17</sup> [www.eslteachersboard.com](http://www.eslteachersboard.com)

Teaching Practice also allows the student teacher an opportunity to determine whether the appropriate choice has been made. The aims of the teaching practice experience are to provide opportunities for student teachers to integrate theory and practice and work collaboratively with and learn from the advisor teachers.<sup>18</sup>

### **2.4.3 Reflection**

Reflective practice allows facilitators to consider these questions in a disciplined way. Which teaching model am I using? - How does it apply in specific teaching situations? -How well is it working?

Every instructor starts with an initial theory of language teaching and learning, based on personal experiences as a language learner and, in some cases, reading or training. In reflective practice, the teacher applies this theory in classroom practice, observes and reflects on the results, and adapts the theory. The classroom becomes a kind of laboratory where the teacher can relate teaching theory to teaching practice.

The theory provides a unifying rationale for the activities that the instructor uses in the classroom; classroom observation and reflection enable the instructor to refine the theory and adjust teaching practice. Concepts that the teacher acquires through reading and professional development are absorbed into the theory and tested in the reflective practice cycle.<sup>19</sup>

This cycle of theory building, practice and reflection continues throughout a teacher's career, as the teacher evaluates new experiences and tests new or adapted theories against them.

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<sup>18</sup> [www.eslgold.com](http://www.eslgold.com)

<sup>19</sup> [www.english-test.net](http://www.english-test.net)

Tutor-teachers suggest that Student-teachers adopt a reflective approach to the material presented during practice, considering which teaching model underlies the definitions, techniques, and applications presented into class, trying ideas they suggest in their own classroom, and comparing them with our own experience. Doing so will help them integrate this material most effectively into our own teaching philosophy and practice.

#### **2.4.4 Excellent achievement**

The teaching program with an excellence achievement; provides able teachers and student-teachers with unique opportunities to develop expertise in their subject area, enhance their teaching skills, increasing their knowledge into EFL classroom.

Student-teachers should have some basic points for an excellent achievement; enhancing pre-service teachers' understanding of best practices in teaching methodologies, lesson planning and the use of technology in the classroom, creating among educators a more nuanced understanding, developing productive and lasting relationships and mutual understanding between native teachers and international teachers and their pupils, thus, contributing to improve teaching in our classrooms by preparing participants to serve as teacher leaders in their classroom and schools who can apply and share their experience and skills with their peers and students.

#### **2.4.5 Self-confidence**

In-service the teaching task causes anxiety but it is an important and common phenomenon in student-teachers from elementary through university levels. In order to understand English anxiety, one should initially learn the concept complexity of its grammatical rulers; there were many similarities among the experiences of the pre-service elementary teachers; such as negative school experiences, lack of family support, and general test anxiety, etc. Student-teachers bring background knowledge about writing and teaching to their formal

professional education onwards, research has consistently reported the powerful influence that teachers' attitudes about teaching exert on their learning. Gaining insights into the writing attitudes of Pre-service in English subject, the language arts in each student-teacher is essential if we are to understand more fully the relationship between the learning experiences of these future teachers and their effectiveness as English teachers [Bloom-1990].<sup>20</sup>

The problem of self-confidence is crucial, since, 'affect people's choice of activities, how much effort they expend, and how long they will persist in the face of difficulties'.

Self-confidence in student-teachers is crucial in order for growth in both writing and teaching to occur. There are some cases about Preservice experiences; teachers feel about their own effectiveness as teachers becomes a significant factor when looking at how they develop professional identities. For example; in the area of writing instruction, the self-confidence of pre-service teachers is significant because writing often-times is not an activity that encourages confidence in one's own skills. Therefore, it seems that greater efforts should be 'given to the professional development of teachers who will be expected to guide students' writing'. Certainly in any profession there are certain sets of attitudes essential to the effective conduct of that profession. The relationship between teachers' attitudes is very important about the language skills and their performance in the classroom to get self-confidence.

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<sup>20</sup> [www.ezinearticles.com](http://www.ezinearticles.com)

## **CHAPTER THREE**

### **Teacher Attributes**

#### **3.1 Pedagogy/strategies (current study)**

Pedagogy in the current study refers; the principles and methods of instruction, the profession of a teacher the activities of educating or instructing; activities that impart knowledge or skill by improving the pronunciation, writing, speaking, reading, use of language in general for more efficient.

Strategies in current study for English subject is providing an opportunity for pupils by applying what they learn in the EFL classroom to real life experiences has proven to be an effective way of both disseminating and integrating knowledge. This case method is an instructional strategy that engages pupils in active discussion about issues and problems inherent in practical application, thus it can highlight fundamental dilemmas or critical problems and provide a format for role playing ambiguous or controversial scenarios. Pedagogy approach works well in cooperative learning or role playing environments for stimulating critical thinking and awareness of multiple perspectives. <sup>21</sup>

Different teaching learning

- ✓ Cooperative learning
- ✓ Reading comprehension
- ✓ Active learning
- ✓ Discussion
- ✓ Integrating technology
- ✓ Distance learning

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<sup>21</sup> [www.cast.org](http://www.cast.org)

### 3.1.1 Background knowledge

Background knowledge and prior knowledge are essential information to understanding a topic with different situations, these refer to the knowledge dimensions; conceptual and metacognitive knowledge, with specialized forms such as: subject matter, strategy, personal and self-knowledge. Pupils are constantly confronted with new data, especially when they progress to the upper grades with transition from learning to read to reading to learn.<sup>22</sup>

Students need to integrate new didactic material into their knowledge base by adapting fresh intellect and constructing new conceptions as needs. Students whose knowledge lack background knowledge are unable to active any new knowledge, and this knowledge may struggle to access, collaborate, progress through the general curriculum, where understand to learn is a mean point for their own success. Facilitator can help their pupils' literacy success by facilitating them to build and activate prior/background knowledge.

### 3.1.2 Cognates

Cognates in linguistics terms are words that have a common etymological origin, cognates are words descended from a common ancestor. I.E.: the verbs: to active (English), activar (Spanish), attivare (Italian), active (French).

Cognate doublets; can exist into the same language, often with slightly different meanings. I.E.: the English words *petty* and *patty*, the Spanish words *palo* and *pelo* are doublets.

Cognates need not have the same meaning, which may have changed as the languages developed separately. I.E.: English *good morning* (to greet) and German *guten morgen*.<sup>23</sup>

Cognates may often be less easily recognized than the above words and authorities sometimes differ in its interpretations of the evidence.

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<sup>22</sup> Breaking the mold of pre-service and service teacher education

<sup>23</sup> [www.grammar.about.com](http://www.grammar.about.com)



False cognates are words that are commonly thought to be related; these have a common origin, whereas linguistic examination reveals these are unrelated. Thus, for example on the basis of superficial similarities one might suppose that the English word *hello* and German *hallo*, both meaning (salute), they were cognates.

Example False cognates: pan-pan Explication: The pan of U.S.A. is an instrument for cook and in Ecuador is a food. I.E.: She cooks with the pan. (U.S.A.) – She eats bread at breakfast. (Ecuador: pan=bread: U.S.A.)

### 3.1.3 Dynamic practice

The dynamic influences like main structure into of EFL classroom, the ratio of students' gender, and attitude of the instructor, and the topic of the course itself can all influence students' self-assessments in classroom or lab situations.

The unconscious bias with which many classes are taught can be both enraging and discouraging to some pupils. Thus, dynamic is very important in each class, facilitator can ask student for a work-group, they have their own distinctive dynamics, determined by the individuals in it. During the class all groups have a period at the beginning in which they are trying to figure out how this group will work and what their position in it will be; all groups have quiet members and noisy members; all groups have a diverse membership which influences the quality of the interactions.

Each group can be productive or unproductive, based on their constituency, the topic, and their facilitation or leadership. Dynamic moments arise, in which the emotional temperature rises dramatically with emotions and fun, either precluding learning or when skillfully handled, leading to the most intense and lasting learning of the school year.<sup>24</sup>

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<sup>24</sup> [www.eric.ed.gov](http://www.eric.ed.gov)

### 3.1.4 Interaction/Commands

During the class, instructors use several interactions and commands, is common into EFL classroom by applying commands, the pupils educate their ears in the new language, both teachers and students must apply different commands in the classroom, thus they always use and related idioms, styles and pronunciation of these important commands.

In-service student-teachers work many often with these commands, the interaction is an instrument essential for learning, this form helps pupils to a better comprehension of the new language, and additionally they have fun and learning.<sup>25</sup>

The common commands in imperative form used into class; Close and open your book, listen carefully, pay attention please, please be quiet, raise your hand, write your name, take out your book, everybody stand up and sit down.

### 3.2 Professionalism

A professional teacher needs to be confident without being arrogant. The professional teacher should be able to admit defeat but offer to find out more for the student. And they must carry that promise out.

Proper preparation is another crucial requirement of professionalism. When the teacher enters the classroom s/he should have all the required materials and the lesson plan ready. Nothing is sloppier than poor preparation.<sup>26</sup>

Interaction with the group needs professional standards of behavior: polite, firm and fair just about sum it up. And in orchestrating the class the teacher must give everyone their chance to contribute and should be flexible enough to modify lessons if they are obviously not going to plan. Indeed a fall-back position is part of good planning.

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<sup>25</sup> [www.slideshare.net](http://www.slideshare.net)

<sup>26</sup> [www.ptc.nsw.edu.au](http://www.ptc.nsw.edu.au)

It stands to reason also that teacher must observe punctuality and appropriate tidiness and dress: it is not possible to demand such behavior from students if the teacher doesn't set the standards.

We would mention is that teachers should be able to feel that their professionalism entitles them to back-up from the school directors. If a teacher has a problem class or student then the school should have procedures for handling the difficulties. The teacher should not have to feel alone and vulnerable if a difficult situation arises. Professionalism cuts both ways: in the standards we demand of teachers and the framework we have for giving them support.

### **3.2.1 Monitor learning and provide feedback**

Providing the right kind of feedback to pupils can make a significant difference in their achievement. There are two key considerations. First, feedback that improves learning is responsive to specific aspects of student work, such as test or homework answers, and provides specific and related suggestions. There needs to be a strong link between the facilitator comment and the student's answer, and it must be instructive. This kind of feedback extends the opportunity to teach by alleviating misunderstanding and reinforcing learning. Second, the feedback must be timely. If students receive feedback no more than a day after a test or homework assignment has been turned in, it will increase the window of opportunity for learning. Feedback is a research-based strategy that teachers, and students, can practice to improve their success.

Monitoring and Feedback are best when they are corrective in nature. Help students see their errors and learn how to correct them by providing explicit and informative feedback when returning student work. Make feedback another part of the learning process.

Don't delay feedback. The longer students have to wait for feedback, the weaker the connection to their effort becomes, and the less likely they are to benefit.

Help students get it right. If students know you want to see them succeed, and you're willing to help explain how, their learning improves. Give students opportunities to improve, try again, and get it right.<sup>27</sup>

Pupils can monitor and provide feedback to other students, as well as compare their work to criteria. Engage students in review of their own work and others.

### **3.2.2 Attend to affective attributes influence student outcomes**

Attending and meeting the needs of our pupils is the manner used by the instructor to treat the students, respect them as learner and people, and demonstrate care and commitment for them are attributes of expert teachers, by having such respect, they can recognize possible barriers to learning and can seek ways to overcome these barriers.

Many Student-teachers and Professional Teachers are passionate about teaching and learning; they show more emotionality about success and failures in their work. Teachers with Student-teachers engage pupils in learning and develop in their pupils' self regulation, involvement in mastery learning, enhanced self-efficacy and self-esteem as learners.<sup>28</sup> They also aim to motivate their pupils to master rather than perform, they enhance students' self-concept and self-efficacy about learning, they set appropriate challenging task, and they aim for both surface and deep outcomes.

Some teachers provide appropriate challenging tasks and goals for pupils, they are more likely to set challenging rather than 'do your best' goals, they set challenging and not merely time consuming activities, they invite pupils to engage rather than copy, and they aim to encourage students to share commitment to these challenging goals.

English subject may instil a lifelong enjoyment of reading and provide a deeper understanding of oneself and others.

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<sup>27</sup> [www.netc.org](http://www.netc.org)

<sup>28</sup> [www.scribd.com](http://www.scribd.com)

English as a school subject is both a tool and a way of gaining knowledge and personal insight. It will enable pupils to communicate with others on personal, social, literary and interdisciplinary topics. It will provide insight into how individuals think and live in the English-speaking world. Communicative skills and cultural insight can promote greater interaction, understanding and respect between people with different cultural backgrounds. In this way linguistic and cultural competence contributes to all-round personal development and fosters democratic commitment and a better understanding.

### **3.3 Instructional Quality**

The instructional quality refers to a successful teachers have a deep understanding of the subjects they teach, use appropriate instructional methods, and apply various classroom assessment strategies. These teachers participate in sustained, intellectually rigorous professional learning regarding the subjects they teach, the strategies they use to teach those subjects, the findings of cognitive scientists regarding human learning, and the means by which they assess student progress in achieving high academic standards. Teachers may acquire deeper understanding of their subjects through various means. They may server internships in appropriate organizations, attend extended institutes with follow-up activities throughout the school year, perform the activities of individuals involved in that field for instance, conduct historical research, or participate in face-to-face. Whenever possible, however, it is important that teachers experience firsthand as learners the instructional approaches they in turn will be using with their own students. They may also attend workshops and courses with classroom follow up, participate in study groups, visit or watch videotapes of high performing classrooms, observe demonstration lessons, or receive classroom coaching. Because it is natural that teachers will teach as they themselves are taught, it is imperative that the instructional methods used with educators be congruent to the greatest extent possible with those they are expected to use in their classroom.

Instructors depend on other knowledge and skills to facilitate student success. Examples of such additional content include classroom management, fundamental technological skills that increase teacher productivity, as well as mentoring and coaching skills for teacher leaders. Again, teachers must experience appropriate staff development designs to facilitate the desired outcome for students.<sup>29</sup> Because classroom assessment when appropriately conducted can improve student learning as well as gauge achievement, it is essential that teachers have a range of methods at their disposal that promote learning as well as measure it. Therefore, successful professional development efforts regularly include opportunities for teachers to acquire formative classroom assessment techniques appropriate to the subject matter and types of performance called for in state or local standards.

### **3.3.1 Direct instruction**

Direct instruction is a theory of education which posits that the most effective way to teach is by explicit, guided instructions. This method of teaching directly contrasts other styles of teaching, which might be more passive or encourage exploration. It is a very common teaching strategy, relying on strict lesson plans and lectures with little or no room for variation. Direct instruction does not include activities like discussion, recitation, seminars, workshops, case studies, or internships.

In general term, direct instruction is an explicit teaching of a skill-set using lectures or demonstrations of the material, rather than exploratory models such as inquiry-based learning. This method is often contrasted with tutorials, participatory laboratory classes, discussion, recitation, seminars, workshops, observation, case study, active learning, practice or internships.<sup>30</sup>

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<sup>29</sup> [www.quality-instruction.blogspot.com](http://www.quality-instruction.blogspot.com)

<sup>30</sup> [www.ngsp.net](http://www.ngsp.net)

Direct instruction involves some explication of the skill or subject matter to be taught and may or may not include an opportunity for student participation or individual practice, some direct instruction is usually part of other methodologies, such as athletic coaching.

Benefits of direct instruction include delivering large amounts of information in a timely manner. Also, because this model is teacher directed, it lends itself to designing instruction that is developmentally appropriate to pupils' ages and stages.

### **3.3.2 Remediation/feedback**

The distribution of remediation/feedback in EFL classroom and the relationship between the context of teacher-student exchanges and the provision of feedback, it was categorized in six types as being 'recasts', 'explicit feedback', 'repetition', 'elicitation', 'metlinguistic feedback', and 'clarification requests'. In parts of this study, the latter four types were classed together as 'prompts' because they aim at pushing the students to say the correct forms of language.

Student exchanges were defined in four ways: content, communication, management, and explicit language-focused exchanges. The results show the number of moves per category of corrective feedback type used by each of the teachers, the overall number of feedback moves per context, and even the overall number of feedback moves provided by each teacher in each context. The findings indicated that recasts yielded the highest number of feedback moves. Recasts were also the favored feedback type provided by the teachers. However, when recasts were compared to prompts, prompts were used often by teachers, and thus suggesting that at least two of the teachers usually pushed their students to say the correct form.<sup>31</sup> The findings also indicated that explicit language-focused exchanges yielded the highest number of feedback moves, whereas management exchanges had the fewest. In conclusion, this study suggests that context plays a role in the provision of corrective feedback, and

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<sup>31</sup> [www.greatlakesremediation.com](http://www.greatlakesremediation.com)

teachers appear to favor recasts over any other single feedback type. The findings also confirmed that similar results which have been found in other cultural and educational contexts can be yielded in the EFL classroom.

### **3.3.3 Guide learning through classroom interactions**

During classroom interactions Students work individually, using investigator-provided generic questions to guide them in generating their own task specific questions. Following with self-questioning phase, they work in small cooperative groups, taking turns posing their questions to each other and answering each other's questions. This procedure was designed to promote the kind of verbal interaction that has been found to benefit learning in small groups, namely, giving elaborated explanations. Results indicated that students using this guided learning peer-questioning procedure asked more critical thinking vs. recall questions, gave more explanations vs. low-level elaboration responses and demonstrated higher achievement than students using a discussion approach or those using an unguided reciprocal peer-questioning approach. Guided learning peer-questioning appears to promote peer interaction and learning in cooperative groups by controlling the quality of questioning, which in turn shapes peer responses.<sup>32</sup>

Interaction and its effect on student achievement; some of the ways in which students in small learning groups verbally seek help, respond to requests for help, and otherwise interact with each other have been found to enhance achievement while other patterns of verbal interaction apparently do not. From this theoretical perspective the learning peer-questioning strategy could be expected to promote the social construction of knowledge because it provides a context which fosters the emergence and resolution of socio-cognitive conflict. First of all, being required to ask and answer thought-provoking questions in a group setting would compel students to externalize their thoughts, making their ideas explicit and accessible both to themselves and to others in their group.

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<sup>32</sup> [www.tesl-ej.org](http://www.tesl-ej.org)



The guided high-level questioning and responding would undoubtedly cause group members to think about the material in new ways because they would be confronted with a variety of differing peer perspectives on the content being studied. Continued questioning and responding could guide group members to resolve these socio-cognitive conflicts by providing them opportunities to fill in gaps in their knowledge structures, correcting misunderstandings, discover and resolve discrepancies in information, and reconcile conflicting views. Research has shown that such social coordination of conflicting cognitions can lead to the restructuring of knowledge.

### **3.4 Social tools (workgroup)**

Using social tools and working with the classmate, they can work with different media and computer-mediated communications in English foreign language teaching, as well as Corporate Language Training sums up why I have put this site up. Social tools, social networking are now part of our daily lives. Many of the people Student-teachers train, teach, tutor and consult use these tools in their own languages, and they can transfer those skills to use these means in EFL classroom.

As these tools work with our students, they practice the five basic skills; reading, listening, writing, speaking and use of language. But we believe now must include other options, such as computer mediated communications and social media in their English language syllabus so that they can use these proficiently and effectively in their jobs, studies and life.

Student-teachers, Advisors and our pupils can use computer-mediated communications in the various new media: emails, webinars, etc., as well as with the social media: Linked In, Twitter, YouTube, Facebook, etc., and the social networking sites: Digg, Squidoo, Delicious, etc.

Some of our pupils will already fell at home with these new means; others will need to “get their feet wet” and test them out as they learn English. But there are issues surrounding social media and those who are speaking English as a second language is that often social media is a relaxed style of communication. The problem is that ESL students may not be equipped to understand this style.

With that said, it could be an excellent way for these students to immerse themselves into the common English speech and understand it from a very basic level. This could be beneficial for these students in getting the culture that comes along with the language.

### **3.4.1 Games**

Games are one useful strategy to encourage language acquisition, using language games. Trying the discussion starter English lesson plan on the growing epidemic of consumerism in wealthy societies, our ready-made Discussion Starter lesson plans for English teachers will get even your quietest students talking. When using games in the classroom, it is beneficial for teachers to have a complete understanding of the definitions of games, which usually are defined as a form of play concerning rules, competition, and an element of fun. Teachers should also consider the advantages of games: the ability to capture students' attention; lower students' stress; and give students the chance for real communication. Lastly teachers need to assess how to use games appropriately in the classroom. It is important to choose an appropriate time and integrate them into the regular syllabus and curriculum. However, because of the limitations of the syllabus, games often cannot be used, as much as they should be.

Therefore, it may be challenging for teachers to try to add some games in class in order to develop students' English proficiency of the target language.

Some teachers think that language games are a waste of time and prefer not to use them in classroom since games sometimes have been considered only for its one element that is fun. In fact, games can provide EFL students more than that. This analysis aims to give a clear understanding of what games are and why and how games are used into the EFL classroom. Language games are not activities mainly aimed to break the ice between students or to kill time. Byrne [1995] gave the definition to games as a form of play governed by rules.<sup>33</sup>

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<sup>33</sup> [www.iteslj.org/c/games.html](http://www.iteslj.org/c/games.html)

They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game. Similarly, Jill Hadfield [1990] defined games as "an activity with rules, a goal and an element of fun."

Therefore, games involve many factors: rules, competition, relaxation, and learning, in particular. The main focus of using game in class is to help students learn and have fun. However, to use games in classrooms, it is equally important that before playing the rules of the games are clearly explained and well understood by the students.

### **3.4.2 Dramatizations**

Drama activities would sometimes have surprising and unexpected results. We have often been amazed at how effective drama is to capture the attention of the students in the EFL classroom. EFL professionals need to use this medium more because the artificial world of the classroom can be transformed into a quasi-real language situation and provides an endless amount of opportunities for student's personal growth. We cannot only teach grammar and phonetics with drama but also it has the power to transform the actors as well as the audience. We shouldn't underestimate this powerful teaching tool to reach our students.<sup>34</sup>

This is all very relevant information concerning using drama in the EFL classroom. We can sum up the benefits of drama in language teaching as follows:

- ✓ The acquisition of meaningful, fluent interaction in the target language;
- ✓ The assimilation of a whole range of pronunciation and prosodic features in a fully contextualized and interactional manner;

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<sup>34</sup> [www.thefreedictionary.com](http://www.thefreedictionary.com)

- ✓ The fully contextualized acquisition of new vocabulary and structure; an improved sense of confidence in the student in his or her ability to learn the target language.”

Drama puts the teacher in the role of supporter in the learning process and the students can take more responsibility for their own learning. Ideally, the teacher will take a less dominant role in the language class and let the students explore the language activities. In the student centered classroom, every student is a potential teacher for the group.

Drama for second language learners can provide an opportunity to develop the imagination of the students. The students can go beyond the here and now and even 'walk in the shoes' of another. It provides an opportunity for independent thinking [Mc-Caslin 1996].<sup>35</sup> Students are encouraged to express their own ideas and contribute to the whole. Creative drama will offer exercises in critical thinking and the chance for the students to be creative.

### **3.4.3 Network**

Using a progressive approach to incorporating technology into the classroom is an effective way for EFL teachers to update their teaching techniques at their own pace, building confidence and skills as they progress. Educators and students alike have begun to discover how beneficial enrolling in a free EFL Internet class can be. ESL students often have work and family commitments that make enrolling in traditional courses difficult. Today, however, many organizations, universities, and individuals host web sites dedicated to the free instruction of EFL.<sup>36</sup>

Some of the sites simply post individual exercises, but others host classes that meet on multiple occasions. Some even host semester long courses complete with the same methodology, theory, and instruction tips that are included in traditional coursework. For teachers who are reluctant to use technology due to

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<sup>35</sup> [www.marketingschools.net](http://www.marketingschools.net)

<sup>36</sup> Using technology in the classroom

lack of skills or confidence or high levels of anxiety, getting started with simpler tools may be an effective way for them to explore and incorporate new technologies. Simpler technologies allow users to minimize their risk and “performance anxiety” as they learn. I.E.: Skype is a communication tool that allows users to make audio and video calls over the Internet. Calls to other Skype users are free. Skype also offers a computer-to-land-line service for both local and international calls, as a fee-based service. Similar to needing an e-mail address to send e-mails, a Skype account is required in order to make and receive calls. Users choose a user name, which remains with them for as long as the account is active.

It is important to remember that Skype works computer-to-computer, not necessarily person-to-person. One computer may be hooked up to a large screen and presenter slides may be projected onto that large screen to a group of people sitting in a theatre-style classroom. In this way, Skype may be used to teach groups of people. For teaching, it is a key to know that Skype may be used to connect individuals, one individual to a group, or one group to another group.

#### **3.4.4 Imitations- Listening lyrics**

Using songs in the EFL classroom; it's great to use songs in the class, if only to do something a little different. But beyond using them solely to give your students some 'light relief', there are many other ways songs can be used in ESL classrooms to consolidate what students have already learnt.<sup>37</sup> There are some ideas for the use of songs in the EFL class:

Fill-in-the-blanks; Songs are often used in this way in the EFL classroom. You can carefully choose which words to blank out depending on what lexical area you want your students to work on.

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<sup>37</sup> [www.esl-lounge.com](http://www.esl-lounge.com)

Listening Comprehension; Instead of doing your usual listening comprehension out of the course books, do a song instead. Get our students thinking about the subject and do any pre-teaching of vocabulary as necessary. As with standard listening comprehension, there are a variety of exercises that you can do with songs: true or false, matching exercises, open comprehension questions, etc.

Phonetics; we can use a song with a clear rhyme pattern to do some phonetics work on particular phonemes.

Strips of Paper; the lyrics you will find on this site can be cut up into strips which then need to be reconstructed as the song unfolds. Alternatively, each student is given a strip to memorize beforehand and the students then work among themselves to 'physically' rebuild the song.<sup>38</sup>

Vocabulary; Some songs lend themselves well to vocabulary work. When possible, they can take note on the menu pages when vocabulary exercises are possible. With some of the songs, we have included a couple of suggestions as to how they can be used but everyone will find something different in each song worth doing. Of course, you can always just do the songs with your students for the sheer pleasure of it.

### **3.4.5 Suitable environment**

Working with adequate environment is a basic point for student-teachers and professional teachers who have had limited experience working with EFL students. Produced with the input of both specialist and classroom teachers, this document reflects the view that while the EFL specialist should be involved in providing EFL services for any student who needs them, the classroom teacher also has an important role to play in educating such students. The EFL specialist is an important source of assistance for classroom teachers. Typically the classroom teacher is called upon to work with EFL students in a mainstream

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<sup>38</sup> The development and practical application of music learning theory

setting, I.E.: with peers for whom English is a first or native language. While recognizing the very real challenges associated with this task, this document provides some useful orientation and some practical suggestions based on the experience of colleagues that can be immediately applied to undertake it successfully.

One of the biggest unintentional biases teachers of ESL students must face is the assumption that when a student does not understand the English language, they must automatically not understand the classroom material being delivered in that language. This myth can lead to high achieving students being deemed lazy, unmotivated, and unintelligent.

In many non-English speaking cultures, students are brought up with more passive behaviors when interacting with adults.<sup>39</sup> An EFL student may be less willing to approach a teacher for extra help or tutoring. This can lead to a cultural bias and assumptions that non-English speaking students are less intelligent than their native English speaking peers.

At the same time, non-English speaking students can quickly absorb cultural biases against English speakers as they witness a more driven, ambitious educational community than they may be accustomed.

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<sup>39</sup> [www.bced.gov.bc.ca](http://www.bced.gov.bc.ca)

## CHAPTER FOUR

### The pre-service teacher education and the teacher attributes

#### 4.1 The Teacher's entrance pre-service and the level of development of the pedagogy

Teacher's entrance pre-service is an expectation that pre-service teacher preparation will equip beginning teachers with a set of beginning knowledge and skills in teaching. The perceptions of pedagogical knowledge and skills in teaching held by pre-service teachers at the entry and exit points of their pre-service programme, since beginning teachers are expected to bring to classrooms a basic set of pedagogical knowledge and skills. They require a good knowledge of their teaching subjects, a confident grasp of a range of teaching methods and sufficient knowledge of child development and school for an effective start to their teaching careers. There is an expectation from schools and beginning teachers that the pre-service teacher programme providing them with this set of beginning knowledge and skills. Literature stressed the importance of teacher preparation and quality teaching and that a knowledgeable and skilful teacher makes the greatest impact on the learning process of the students. Upon graduating from his/her pre-service programme, a beginning teacher's practice is in a unique environment with an intersection of multiple, interacting, interdependent contexts and s/he must call upon diverse sets of knowledge and skills to begin enacting the roles of the profession [McLeod, 2001].<sup>40</sup> Teachers need to know many things, including subject matter, learning, students, curriculum, and pedagogy, but an important part of learning to teach involves transforming different kinds of knowledge into a flexible, evolving set of commitments, understandings, and skills.

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<sup>40</sup> Language, knowledge and pedagogy *Functional Linguistics and Sociological Perspectives*



## 4.2 The competency and the professionalism

The concept of 'competence' can be useful in professional education and training, and in assessing those who aspire to membership of a professional body. Indeed, it can be responsible for leading development work on a competence-based approach to trainer training. However, critical of the way in which the term 'competence' has come to be used within the 'reform' of vocational qualifications. Many problems are now arising with regard to different implementation, particularly in respect of cost, perceived 'bureaucracy', and limited acceptance so far among employers.

The term 'competence' is used by others, it now seems to be used as a term to add to descriptions of training programmes, or even of training materials. On the other hand, some people have criticized by new systems for reasons which are invalid. In doing so they have tended to spread a view of competence-based education and training which is different from that which the new systems are promoting.

Competence is defined as the ability to communicate effectively and involves knowledge beyond the level of grammar. Crozet [2003]<sup>41</sup> states that some of the rules that govern interactions but that are not immediately obvious have been referred to as *invisible* rules. Teaching pragmatic competence is widely regarded as an integral part of learning and teaching a language, and has been widely investigated. Kasper [1989] includes the ability by learners to use speech acts in socially appropriate ways as part of what she calls a speaker's *declarative* knowledge of the target language. Studies of cross-cultural pragmatics report that the way speech acts are realized varies across languages. This variation can sometimes cause misunderstandings, or what called pragmatic failure, which occurs when learners transfer first language pragmatic rules into second language domains.

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<sup>41</sup> [www.etprofessional.com](http://www.etprofessional.com)

### **4.3 The applications and the instructional quality**

Applications and Instructional quality refers full-time intensive English into Second Language Program for students who need to improve their language ability. These applications and instructional quality are designed for those want to learn with adequate capacity in English skills for this career. Thus pupils are given instruction in listening, reading, writing and speaking skills as well as American culture studies.<sup>42</sup>

Key applications and instructional quality are:

Listening and Skills; Practice in aural comprehension, sound discrimination, vocabulary in building, and comprehension of main ideas and inferences, related reading, writing and note-taking activities.

Reading Skills; Practice in comprehension of basic written communication, simple descriptive and narrative texts to more advanced academic materials, study skills, and expository writing, Dictionary usage, vocabulary expansion, related writing and speaking activities.

Writing and Speaking Skills; the written reinforcement of the grammatical concepts, basic writing tasks and handwriting improvement are to the development of written communication skills in preparation for college expository and argumentative composition.

### **4.4 The functions and Social tools**

Function and Social tools made it part of our teaching strategy, we have to consider important it is that;

- ✓ Social Media have a proper and qualitative content.
- ✓ Social Media is about exchange of information and communication among peer to peer.

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<sup>42</sup> [www.fmcc.edu](http://www.fmcc.edu)

- ✓ Social Media is a matter of listening, communicating.
- ✓ Social Media must be, worked with care and advices of how to engage in Social Media is important.
- ✓ Social Media is not a sales tool but a communication tool in the overall teaching and learning strategy of the college.
- ✓ Social Media is a part of the Social Cloud as we concentrate to do our social engagement instead of how to work the hardware and applications.<sup>43</sup>

Key Performance Indicators, when we are working with Social Media. The endpoint for us is to have success with Social Media and that demands a proper strategy of;

- ✓ What do we want of outcome, as a college or school using social media?
- ✓ How do we get in position to get there?
- ✓ How would we measure tangible and In-tangible, successes using Social Media?

It is very interesting for learning and teaching functions such as social tools, for this reason is important we understand the basic tenets of teaching English effectively.

#### **4.5 The Collaborative work with other professionals**

ESL teachers who are pushing into general education classrooms are generally more satisfied if they:

- ✓ Have input into their schedule and whom they will be teaching with.

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<sup>43</sup> [www.esl.about.com](http://www.esl.about.com)

- ✓ Co-teach specific subject and are in the classroom each time the subject is taught.
- ✓ have time to plan with the co-teacher
- ✓ Enjoy equal status with the co-teacher.
- ✓ They can discuss and decide their role and responsibilities in advance.

Key models that are used when co-teaching English language learners:

Teach and write; one teacher teaches the lesson while the other records the important points on an overhead or chalkboard. ELLs benefit from this because information is being presented to them through different modalities; Station teaching. Students rotate through predetermined stations or activities, each teacher's works with all the students as they come through the station.

Parallel teaching; the class is divided into two groups and each teacher delivers the content information to their group simultaneously. This allows teachers with distinctly different styles to work together.

Alternative teaching; teachers divide responsibility for planning. The majority of the student's works in a large group setting but some students are pulled into to a smaller group for pre-teaching or other types of individualized instruction. The same students should not be pulled into the small group each time.<sup>44</sup> Team Teaching; teachers co-teach each lesson. This requires a great deal of planning and cooperation. Both teachers are responsible for all of the students.

#### **4.6 The student-teacher expectations and suitable environment**

Student-teacher expectations when instructing to ESL pupils are for effective teaching through I.E.: Aligning Instruction with Assessment; assessment

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<sup>44</sup> [www.onestopenglish.com](http://www.onestopenglish.com)

strategies should be very similar to classroom instruction. It is important that lesson plans and assessments encompass the needs of all learners.<sup>45</sup>

Teachers should plan lessons according to the learning styles of classroom students. Additionally, instruction needs to be conducted with assessments in mind. The format in which the material is presented should be the same technique used for assessment. For example, if a hands-on activity is used to teach the lesson, the assessment should include a hands-on type of evaluation.

ESL students will be aware of and familiar with assessment expectations as a result of classroom routine. Authentic Assessment; in order to accurately evaluate limited English proficient learners, testing strategies must mirror classroom activities. Lesson information is usually not presented to students in a multiple-choice format therefore; standardized multiple-choice tests are biased forms of evaluations for ESL students. Utilizing multidimensional assessments allow the ESL learner to experience success in a practical way.

A teacher made assessment that is aligned with classroom instruction will give ESL students opportunities to succeed while learning English.

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<sup>45</sup> [www.colostate.edu](http://www.colostate.edu)

## CHAPTER FIVE

### Other Causes of the core problem

#### 5.1 Difficult to transfer her/his knowledge

Transfer knowledge can be defined as the degree to which behavior will be repeated in a new situation. Thus transfer of learning occurs when learning in one context or with one set of materials impacts on performance in another context or with related material, also define transfer as the use of knowledge or skill acquired in one situation in the performance of a new, novel task, a task sufficiently novel that it involves additional learning as well as the use of old knowledge. Research evidence as to whether or not transfer occurs is rather ambivalent. On one hand some research indicate that there is no transfer and that even if there is, it is rather through manipulation of one sort or the other: subjects are told what to do. Detterman [1993]<sup>46</sup> makes two important conclusions:

1. Spontaneous transfer is very rare;
2. Some studies claiming to show transfer can only be said to have found transfer by the most generous of criteria and would not meet the classical definition of transfer.

Impact of background Knowledge; the background knowledge of subjects is another determining factor for subsequent transfer. Making two important observations regarding the role of background knowledge as evidenced by research studies; the most common assumption is that memory is strongly affected by the relations between inputs and the knowledge or the skill currently available to the learner. However, intend to observe that this point is not the same as the view that assumes that the appropriate knowledge permits deeper, more semantic levels of processing.

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<sup>46</sup> [www.learnweb.harvard.edu](http://www.learnweb.harvard.edu)

## 5.2 Inadequate teaching skills

English proficiency is emphasized due to its importance in presenting subject material and interacting with students. Halleck and Moder [1995] suggested that a threshold level of English proficiency might be necessary to successfully fulfill their teaching responsibilities and benefit from training with regard to teaching strategies. McCroskey [2003]<sup>47</sup> also noted that who do not possess an adequate level of English were more likely to be anxious about communication and, consequently, less willing to initiate communication with their students. For those reasons, there has been a consistent emphasis placed on the testing of oral proficiency. It is not uncommon for international students who are non-native speakers of English to undergo an evaluation of their spoken English abilities to be a teaching assistant. Many institutions require students to take an English course based on their results of the evaluation. Thus English fluency would be positively associated with their sense of efficacy for teaching. English fluency was self-assessed because such assessments are more efficient and easier to administer than other types of proficiency assessment and show reasonably acceptable correlations with other objective measures.

Teaching listening skills is one of the most difficult tasks for any EFL teacher. This is because successful listening skills are acquired over time and with lots of practice. It's frustrating for students because there are no rules as in grammar teaching. Speaking and writing also have very specific exercises that can lead to improved skills.

The key to helping students improve their listening skills is to convince them that not understanding is OK. This is more of an attitude adjustment than anything else, and it is easier for some students to accept than others. Another important point that I try to teach the students with differing amounts of success is that they need to listen to English as often as possible, but for short periods of time.

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<sup>47</sup> Bilingualism and language pedagogy

### 5.3 Not know how to apply the different methods of teaching

Applying the different methods of teaching as any good teacher knows, all students do not learn in the same way. In addition, it is common for a class of students to be at a variety of levels in English subject. Teachers need to use different teaching methods in order to reach all students effectively.<sup>48</sup> A variety of teaching strategies, knowledge of student levels, and an implementation of which strategies are best for English students can help teachers to know which teaching methods will be most effective for their class.

The first step to choosing a teaching method is to assess the students. This assessment can be formal or informal. Formal assessments include standardized tests, tests from the textbook or curriculum being used, or teacher-created tests. These assessments can give you an idea of the previous instruction that the students have received as well as their academic level. The students in your class may have undergone various teaching methods and quality of instruction in previous years.

Good teachers know their students. If you have been teaching a group of students for some time, you probably already know quite a bit about their interests, ability levels, and learning styles. Students generally enjoy talking about themselves and having their teacher get to know them well, as it makes them feel special, as well as directing you in choosing your teaching methods.

There are many, many more teaching methods, but these are the most common. If the teacher finds the best teaching method for a particular group of students, the students are likely to learn more quickly and be more engaged. In addition, using a variety of teaching methods will keep pupils from being bored, and help them encounter the information in new and exciting ways.

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<sup>48</sup> [www.wisegeek.com](http://www.wisegeek.com)



## 5.4 Low academic instruction

Student-teachers with a poor language, that is, with a low academic instruction, they are labeled as deficient and remediation programs. English as a second language is considered a remedial curriculum. These programs usually emphasized grammar, spelling and pronunciation, all of which had to be mastered before the student was allowed to explore the academic curriculum. Unfortunately history and actually tells us that the majority of Student-teachers with low academic instruction don't have succeed into EFL class.

Cognitive Academic Language Learning Approach (CALLA); instructional approach that provides explicit teaching of learning strategies within academic subject areas, Strategies are divided into three major categories:

1. Metacognitive (planning, self-monitoring, classifying, etc.);
2. Cognitive (note taking, summarizing, making inferences, self-reflection, etc.)  
and
3. Social-affective (Asking questions, cooperative learning, peer tutoring, etc.).

Cultural Adaptation/Culture Shock Cycle; Model of what happens when a person is introduced into a new culture and then must return to their home culture: Stages include: Pre-departure anxiety, Arrival honeymoon, Initial culture shock, Surface adjustment, mental isolation, Return anxiety and Re-entry culture shock.

Communicative Approaches; teaching approach where negotiation for meaning is critical. The teacher becomes a facilitator.<sup>49</sup> Collaborative learning and peer interaction is important. Student-teachers and tutors select and organize curriculum contents.

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<sup>49</sup> [www.freepatentsonline.com](http://www.freepatentsonline.com)

## **5.5 Poor interpersonal relationships**

The novice teachers or student-teachers tend to stay close to the overhead projector or chalkboard and do not circulate throughout the classroom like the interactive teachers. Worksheets and the completion of independent assignments were frequent activities observed in these classrooms and students rarely, if ever worked in pairs or groups.<sup>50</sup> These teachers struggled a lot with students' behaviors and a lot of interaction with students concerned classroom behaviors like "sit down," "pay attention please."

Student-teachers have a poor interactive personality and do not greet students at the door. While teaching in their classrooms, teachers are not very strict and set very high behavioral expectations. She did use humor and interacted informally in the classroom when she was direct teaching. However, students spent a lot of time reading independently and completing task practice reading assignments independently. During these times they are sitting behind their desk rather than circulating the classroom.

Their discipline style is not autocratic with strict enforcement of rules and consequences. Their teaching style is not didactic in that she tended to remain at the top of the classroom and checked answers with students. They implement cooperative learning activities on a monthly basis that allowed being more interactive in their teaching style during practices.

## **5.6 Lack of interest to teach**

Interactive teachers rely a lot on their sense of intuition and gauging of the faces and non-verbal communication to monitor frustrations of ESL students as they learned their subjects in class. The Interactive teachers are few aware that the ESL students amplified more frustration when using hands-on materials. They also noticed that the ESL student seemed bad at solving problems and thinking

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<sup>50</sup> [www.learnweb.harvard.edu](http://www.learnweb.harvard.edu)

critically and are challenged by such activities especially in English subject. Interactive teachers are less aware of the frustrations their ESL students encountered.

Didactic teachers, they are not as tuned to the frustrations of the language of their students. Teachers tended to stay in one spot in the classroom, and even if they do walk around is observed them looking at work of students rather than the faces of their students.<sup>51</sup> The Interactive teachers maintained eye contact and monitored, assessed, and gauged the faces of their students. The Interactive teachers constantly interacted, asked questions and involved all students. Is observed, they tend to give a direction, call on the same students, and have students work individually and silently at their desks. The interactive teachers constantly questioned for understanding, clarification and restatement. They never make reference to any classroom behaviors only academic progress.

The novice teachers tend to spend a lot of time at the front of the classroom and they are unaware of off- task behaviors throughout the room. Is observed that these novice teachers contributed to the frustration levels of students' either by not calling upon students, choosing to ignore students who were annoying them, or just progressed too quickly through the lesson without giving enough practice time to students. There are not wait time after the teacher posed a question and all students work individually at their desks.

### **5.7 Inadequate elaboration of Lesson plans and evaluation**

The lesson plans are a reflection of the level of preparedness as well as the effort the teacher made in gathering information for the lesson. So a poorly written lesson plan not only indicates the quality of the teacher, but also the level of

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<sup>51</sup> <http://www.bangkokpost.com>

commitment to his primary task of teaching.<sup>52</sup> The school head [principal] must critically examine the following items of the lesson plan:

- ✓ The clarity and appropriateness of the learner behavioral objectives
- ✓ The relevance and adequacy of the lesson notes,
- ✓ Selection of appropriate evaluation techniques to determine the extent of realizing the objective effectively

Lesson Presentation; teaching is said to be effective if the desired objectives are achieved. The school principal is required to carefully pay attention to the following areas:

- ✓ The introduction of the lesson and the teacher's ability to maintain students' attention throughout the duration of the lesson,
- ✓ The teacher's voice quality, speech, clarity of expression, intelligibility and appropriateness of language, effective use of learning materials such as audio-visual aids and chalkboard, etc.,
- ✓ Use of classroom management techniques including skills in affecting student's participation in class activities

The importance of acquiring these skills cannot be left to chance or in the hands of charlatans or mediocre. The importance of teaching ESL students is critical as our state have increasing accountability standards on standardized tests based on lesson plans and unit didactics. ESL students are expected to be on grade level proficiency within three years and teachers need to be able to meet the unique needs of the students.

## **5.8 Poor instructional qualities**

The poor instructional qualities, inadequately addressed in current discussions about education in developing in our countries as teaching quality; I argue that teaching quality is important if schools are to help students develop capabilities of consequence to improve their life chances, especially if students cannot develop those capabilities in other institutions.

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<sup>52</sup> [www.ascenglish.com](http://www.ascenglish.com)

Inadequate Basic Instructional Materials: There can be no effective supervision of instruction without instructional materials. Experience has shown that most schools lack even the basic materials and equipment for teaching such as textbooks, chalkboard, and decent classroom for students. Apart from such cases of nothing to supervise, there are others where the problems are lack of facilities and materials for the supervisor to use.<sup>53</sup>

External supervisors [inspectors] for example, often do not have transport facilities and writing materials to carry out their inspectoral duties.

Once the principles of differentiated instruction are understood, they can be adjusted for the interests and readiness of English language learners in both mainstream and ESL classrooms. The first principle is that assessment and instruction are intimately linked in a continuous feedback loop. Areas of assessment should focus on concepts or content, critical thinking, and skills or processes to help the teacher[s] judge the learner's mastery. An ESL teacher can be particularly helpful to classroom teachers in understanding particular strengths and weaknesses which may go undetected in a larger classroom setting. Ultimately, if the achievement gap is to be closed it will be necessary to diagnose discrete skills and knowledge individual learners have not mastered and plan how to effectively teach or reteach through relevant and appropriate curriculum and instructional strategies.

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<sup>53</sup> [www.minnetesol.org](http://www.minnetesol.org)

## **2.3 Hypothesis system**

### **2.3.1. Working hypothesis**

“The pre-service teacher education impacts on teacher attributes”.

### **2.3.3. Null hypothesis**

“The pre-service teacher education does not impact on teacher attributes”

## **PART THREE**

### **METHODOLOGICAL DESIGN**

#### **3.1. Type and research design**

This research was applied, descriptive and of field. The technique for collecting data was the survey. The study was quantitative and transversal.

#### **3.2. Population and sample size**

The research was survey with 10 teachers and 138 students attending the eighth year of basic education at 'Menor' High School.

#### **3.3. Field work**

The research was applied with 10 teachers and 138 students at 'Menor' High School, located in Quito, Ecuador, during 2010-2011 school year.

#### **3.4. Instruments for data collection**

The instruments for gathering data were through administering surveys to the teachers' staff and students.

#### **3.5. Processing and analysis**

Quantitative data was tabulated and compared by using LIKERT scale, Chi-square and the coefficient of contingency.

**PART FOUR  
TESTING THE HYPOTHESIS**

**4.1 Graphical exposition of result**

**Indicators**

<b>HS</b>	<b>HIGHLY SATISFACTORY</b>
<b>S</b>	<b>SATISFACTORY</b>
<b>MS</b>	<b>MEDIUM SATISFACTORY</b>
<b>AU</b>	<b>ALMOST UNSATISFACTORY</b>
<b>TU</b>	<b>TOTALLY UNSATISFACTORY</b>

**Data Matrix**

<b>People No.</b>	<b>Students and Teachers</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Q5</b>	<b>Q6</b>	<b>Q7</b>	<b>Q8</b>	<b>Q9</b>	<b>Q10</b>
1	S	MS	MS	MS	MS	MS	AU	MS	AU	MS	AU
2	S	MS	AU	AU	S	MS	HS	S	MS	HS	AU
3	S	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
4	S	S	MS	S	MS	MS	AU	MS	MS	MS	TU
5	S	MS	MS	MS	MS	MS	MS	MS	MS	AU	AU
6	S	AU	TU	MS	MS	MS	MS	TU	MS	AU	TU
7	S	MS	S	MS	MS	AU	MS	MS	MS	MS	MS
8	S	S	MS	MS	S	S	MS	MS	MS	MS	AU
9	S	S	MS	MS	MS	MS	MS	MS	MS	MS	TU
10	S	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
11	S	MS	S	S	S	MS	S	S	MS	AU	TU
12	S	MS	MS	MS	S	MS	MS	MS	MS	MS	AU
13	S	S	MS	MS	MS	MS	MS	MS	MS	S	MS
14	S	S	MS	MS	MS	MS	MS	MS	MS	S	MS
15	S	MS	HS	TU	TU	MS	MS	S	AU	TU	S
16	S	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
17	S	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
18	S	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
19	S	TU	TU	TU	TU	TU	TU	TU	TU	TU	TU
20	S	MS	MS	MS	MS	MS	MS	MS	MS	AU	MS



21	S	HS	S	MS	S	S	MS	MS	MS	MS	MS
22	S	MS	MS	MS	MS	AU	MS	TU	MS	AU	AU
23	S	MS	S	S	S	S	MS	AU	MS	MS	AU
24	S	MS	MS	AU	MS	AU	MS	MS	MS	MS	MS
25	S	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
26	S	MS	MS	AU	MS	MS	AU	MS	MS	MS	MS
27	S	MS	MS	MS	MS	MS	MS	MS	MS	S	AU
28	S	S	MS	MS	MS	MS	MS	MS	MS	MS	AU
29	S	MS	MS	MS	MS	MS	MS	MS	MS	MS	AU
30	S	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
31	S	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
32	S	S	MS	S	MS	MS	S	S	MS	S	AU
33	S	S	S	S	S	S	S	S	MS	S	S
34	S	MS	S	S	MS	MS	MS	MS	MS	S	AU
35	S	MS	MS	S	S	MS	S	MS	MS	MS	TU
36	S	MS	S	S	MS	AU	AU	AU	AU	AU	TU
37	S	S	S	MS	MS	MS	MS	MS	AU	MS	AU
38	S	MS	MS	MS	MS	MS	S	MS	MS	MS	MS
39	S	MS	MS	MS	MS	MS	MS	S	MS	AU	TU
40	S	S	MS	MS	MS	MS	MS	MS	MS	MS	TU
41	S	S	MS	S	HS	S	MS	HS	S	MS	MS
42	S	HS	MS	S	MS	S	S	MS	S	HS	MS
43	S	S	HS	S	S	MS	MS	S	MS	HS	HS
44	S	MS	MS	MS	S	S	S	S	MS	S	HS
45	S	S	HS	S	S	HS	S	MS	S	S	S
46	S	S	S	S	AU	MS	MS	S	MS	MS	S
47	S	S	MS	MS	MS	S	S	MS	MS	S	S
48	S	S	HS	HS	S	HS	HS	S	HS	HS	HS
49	S	MS	S	AU	S	HS	S	AU	MS	S	S
50	S	AU	S	MS	S	MS	HS	S	S	HS	MS
51	S	S	S	S	S	S	HS	S	S	S	HS
52	S	MS	MS	AU	MS	AU	MS	MS	AU	AU	TU
53	S	S	MS	HS	S	S	HS	S	S	S	S
54	S	HS	MS	MS	MS	MS	MS	MS	MS	MS	AU
55	S	S	HS	HS	HS	S	HS	S	HS	HS	HS
56	S	MS	MS	MS	MS	MS	MS	MS	MS	S	MS
57	S	MS	MS	MS	AU	MS	AU	MS	U	MS	AU
58	S	AU	TU	TU	TU	TU	TU	TU	TU	TU	AU
59	S	TU	TU	TU	TU	TU	TU	TU	TU	TU	TU
60	S	MS	S	MS	AU	MS	AU	TU	MS	AU	AU
61	S	MS	MS	TU	AU	TU	TU	TU	TU	TU	TU

62	S	MS	AU	S	MS	MS	MS	MS	MS	AU	AU
63	S	AU	AU	AU	AU	AU	AU	AU	AU	AU	AU
64	S	S	S	S	S	S	S	S	S	S	S
65	S	S	TU	MS	AU	TU	MS	AU	S	S	TU
66	S	MS	MS	MS	MS	MS	MS	MS	MS	MS	AU
67	S	S	S	S	S	S	S	S	S	S	S
68	S	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
69	S	MS	MS	MS	MS	MS	MS	MS	AU	AU	MS
70	S	S	S	S	S	MS	S	S	S	S	S
71	S	AU	MS	MS	MS	AU	MS	MS	AU	AU	AU
72	S	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
73	S	TU	AU	TU	S	MS	S	MS	S	HS	TU
74	S	HS	MS	MS	S	TU	S	S	MS	HS	TU
75	S	MS	S	MS	HS	S	S	S	MS	S	S
76	S	MS	MS	S	MS	MS	MS	S	MS	MS	MS
77	S	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
78	S	HS	AU	HS	TU	HS	HS	TU	TU	AU	TU
79	S	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
80	S	MS	AU	TU	AU	TU	MS	MS	MS	MS	MS
81	S	MS	MS	MS	MS	MS	MS	TU	TU	TU	TU
82	S	MS	MS	MS	MS	MS	MS	MS	MS	MS	AU
83	S	MS	MS	MS	S	MS	AU	AU	AU	TU	TU
84	S	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
85	S	MS	MS	MS	MS	AU	TU	AU	AU	AU	AU
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97	S	MS	MS	MS	MS	MS	MS	AU	AU	AU	AU
98	S	HS	HS	S	S	S	S	S	S	S	S
99	S	S	HS	S	S	S	S	S	S	S	S
100	S	S	S	S	S	S	S	S	S	S	MS
101	S	MS	MS	MS	MS	AU	MS	AU	MS	AU	MS
102	S	MS	S	MS	MS	S	MS	S	AU	MS	MS

103	S	MS	MS	MS	S	MS	MS	MS	MS	MS	MS
104	S	AU	AU	AU	AU	AU	MS	AU	AU	AU	MS
105	S	MS	AU	S	HS	MS	MS	S	AU	MS	AU
106	S	S	S	MS	MS	S	AU	S	MS	S	S
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110	S	AU	AU	AU	AU	AU	AU	AU	AU	AU	AU
111	S	MS	AU	AU	MS	AU	AU	MS	MS	AU	TU
112	S	TU	AU	AU	AU	AU	AU	TU	AU	AU	TU
113	S	MS	AU	AU	MS	AU	MS	AU	AU	AU	TU
114	S	VS	S	HS	S	HS	S	HS	S	S	S
115	S	MS	MS	AU	TU	TU	MS	S	MS	MS	TU
116	S	MS	MS	AU	S	S	MS	S	MS	TU	TU
117	S	S	MS	MS	MS	S	MS	MS	MS	MS	U
118	S	MS	S	S	S	S	S	S	S	S	MS
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122	S	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
123	S	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
124	S	MS	AU	AU	TU	AU	TU	TU	MS	TU	TU
125	S	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
126	S	MS	AU	AU	AU	AU	AU	MS	AU	MS	AU
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128	S	MS	S	MS	MS	S	MS	MS	MS	MS	MS
129	S	AU	AU	MS	AU	MS	TU	MS	AU	AU	AU
130	S	S	S	MS	HS	AU	HS	MS	HS	S	MS
131	S	S	AU	HS	S	S	S	MS	AU	MS	AU
132	S	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
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136	S	MS	MS	MS	MS	S	MS	MS	MS	MS	MS
137	S	MS	AU	MS	AU	AU	TU	MS	MS	AU	AU
138	S	MS	S	S	MS	MS	MS	AU	MS	AU	MS
139	T	MS	MS	MS	MS	MS	MS	MS	AU	MS	AU
140	T	S	S	S	S	S	S	S	S	S	S
141	T	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS
142	T	MS	MS	S	MS	MS	MS	AU	MS	MS	AU

143	T	S	MS	MS	S	S	S	MS	S	S	MS
144	T	S	MS	MS	MS	MS	MS	MS	S	MS	MS
145	T	AU	AU	MS	MS	AU	MS	MS	S	MS	MS
146	T	MS	MS	MS	AU	AU	S	S	MS	AU	MS
147	T	MS	MS	S	MS	MS	MS	MS	MS	MS	MS
148	T	S	S	S	MS	S	S	MS	S	MS	MS

**Number of different responses**

		<b>STUDENTS</b>				
Q NO.	HS	S	MS	AU	TU	
1	7	32	86	8	5	
2	7	28	75	21	7	
3	6	27	76	21	8	
4	5	32	74	18	9	
5	5	26	73	25	9	
6	8	24	76	20	10	
7	2	31	73	19	13	
8	3	16	82	29	8	
9	8	26	58	33	13	
10	5	15	49	37	32	

		<b>TEACHERS</b>				
Q NO.	HS	S	MS	AU	TU	
1	0	4	5	1	0	
2	0	2	7	1	0	
3	0	4	6	0	0	
4	0	2	7	1	0	
5	0	3	5	2	0	
6	0	4	6	0	0	
7	0	2	7	1	0	
8	0	5	4	1	0	
9	0	2	7	1	0	
10	0	1	7	2	0	

Responses Percentage (%)

<b>STUDENTS</b>					
Q NO.	HS	S	MS	AU	TU
1	5	23	62	6	4
2	5	20	54	15	5
3	4	20	55	15	6
4	4	23	54	13	7
5	4	19	53	18	7
6	6	17	55	14	7
7	1	22	53	14	9
8	2	12	59	21	6
9	6	19	42	24	9
10	4	11	36	27	23
T	<b>41</b>	<b>186</b>	<b>523</b>	<b>167</b>	<b>83</b>

<b>TEACHERS</b>					
Q NO.	HS	S	MS	AU	TU
1	0	40	50	10	0
2	0	20	70	10	0
3	0	40	60	0	0
4	0	20	70	10	0
5	0	30	50	20	0
6	0	40	60	0	0
7	0	20	70	10	0
8	0	50	40	10	0
9	0	20	70	10	0
10	0	10	70	20	0
T	<b>0</b>	<b>290</b>	<b>610</b>	<b>100</b>	<b>0</b>

## 4.2 Analysis and interpretation

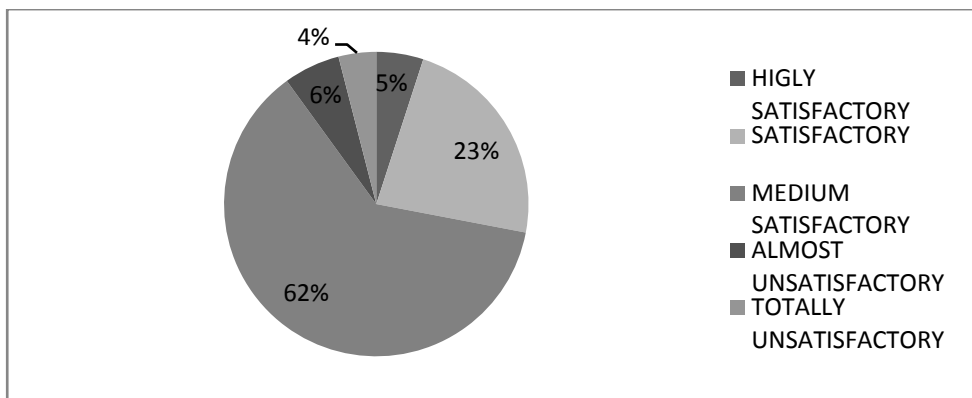
Responses percentage/statistical cakes

### SURVEY RESULTS FOR STUDENTS

#### QUESTION 1

How do you rate the performance level of teaching and pedagogical skills that student-teachers have used during the pre-professional practice?

<i>INDICATORS</i>	<i>FREQUENCY</i>	<i>PERCENTAGE</i>
HIGHLY SATISFACTORY	7	5%
SATISFACTORY	32	23%
MEDIUM SATISFACTORY	86	62%
ALMOST UNSATISFACTORY	8	6%
TOTALLY UNSATISFACTORY	5	4%

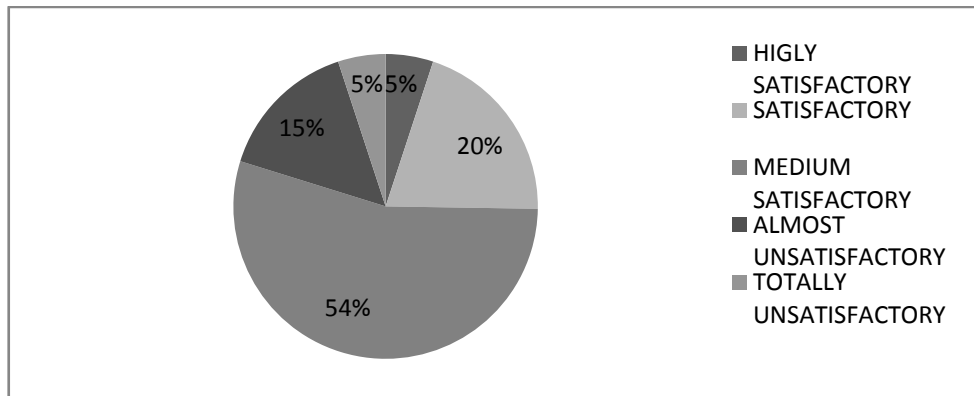


It is shown that only 5% of students said the performance level of teaching and pedagogical skills that have used student-teachers during the pre-service was Highly Satisfactory, 23% said it was Satisfactory, 62% said it was Medium Satisfactory, 6% said it was Almost Unsatisfactory and 4% said it was Totally Unsatisfactory. The performance level of teaching and pedagogical skills is really low.

## QUESTION 2

How is the practitioner's active participation in the construction of knowledge in the pre-service?

<i>INDICATORS</i>	<i>FREQUENCY</i>	<i>PERCENTAGE</i>
HIGHLY SATISFACTORY	7	5%
SATISFACTORY	28	20%
MEDIUM SATISFACTORY	75	54%
ALMOST UNSATISFACTORY	21	15%
TOTALLY UNSATISFACTORY	7	5%

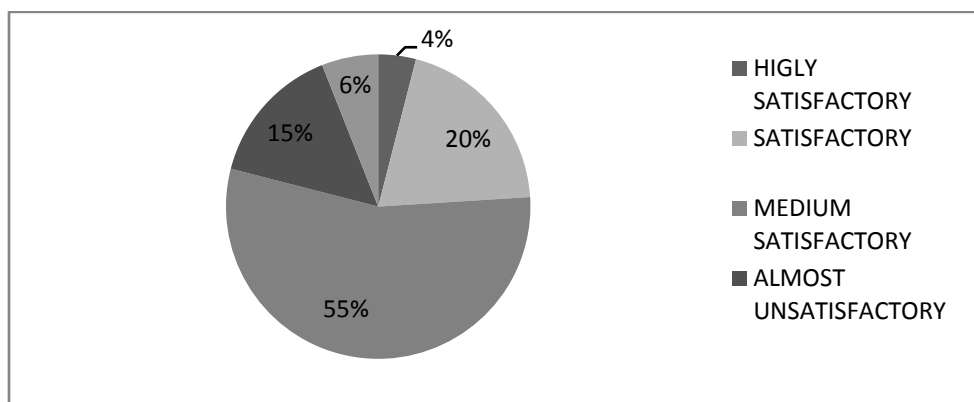


In this question, It is shown that only 5% of respondents said the practitioner's active participation in the construction of knowledge in the pre-service was Highly Satisfactory, 20% said it was Satisfactory, 54% said it was Medium Satisfactory, 15% said it was Almost Unsatisfactory and 5% said it was Totally Unsatisfactory. The practitioner's active participation in the construction of knowledge is minimal.

### QUESTION 3

What level would you rank the student-teachers' discipline according to the strong link with the world of work they perform in class?

<i>INDICATORS</i>	<i>FREQUENCY</i>	<i>PERCENTAGE</i>
HIGHLY SATISFACTORY	6	4%
SATISFACTORY	27	20%
MEDIUM SATISFACTORY	76	55%
ALMOST UNSATISFACTORY	21	15%
TOTALLY UNSATISFACTORY	8	6%



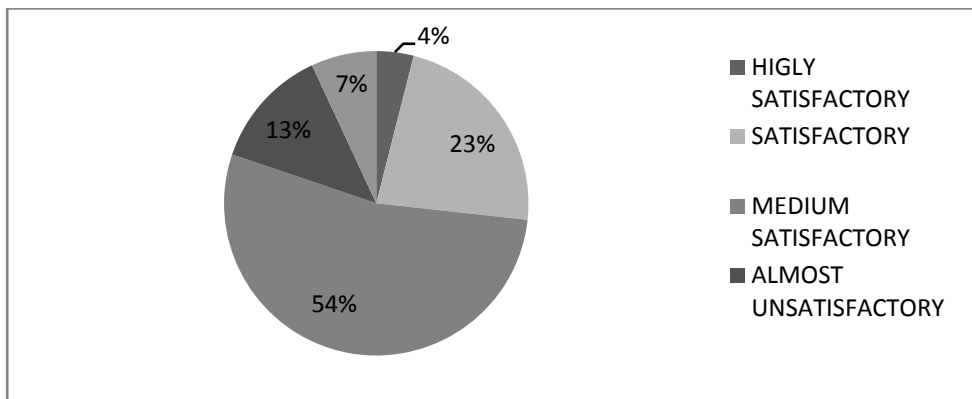
Here, It is shown that only 4% of respondents said the discipline deepens student-teachers according to the strong link with the world of work they perform in class was Highly Satisfactory, 20% said it was Satisfactory, 55% said it was Medium Satisfactory, 15% said it was Almost Unsatisfactory and 6% said it was Totally Unsatisfactory. The discipline deepens student-teachers according to the strong link with the world of work is really poor.



#### QUESTION 4

How do you consider student-teachers in relation to the connection of knowledge of content and adequate performance in the classroom?

<i>INDICATORS</i>	<i>FREQUENCY</i>	<i>PERCENTAGE</i>
HIGHLY SATISFACTORY	5	4%
SATISFACTORY	32	23%
MEDIUM SATISFACTORY	74	54%
ALMOST UNSATISFACTORY	18	13%
TOTALLY UNSATISFACTORY	9	7%

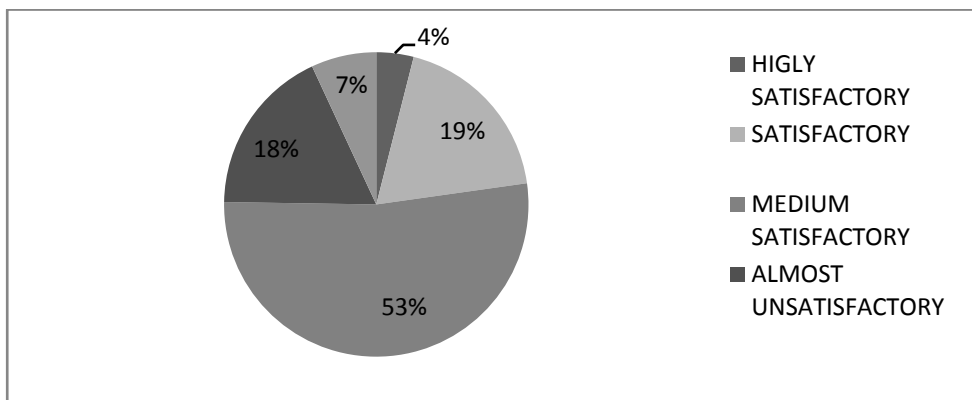


In this question, It is shown that only 4% of respondents said about the student-teachers in relation to the connection of knowledge of content and adequate performance in the classroom was Highly Satisfactory, 23% said it was Satisfactory, 54% said it was Medium Satisfactory, 13% said it was Almost Unsatisfactory and 7% said it was Totally Unsatisfactory. The student-teachers in relation to the connection of knowledge of content and adequate performance are low.

## QUESTION 5

What scale would you place your level of satisfaction with the professional attributes of student-teachers according to the actual skills profiles required in the field?

<i>INDICATORS</i>	<i>FREQUENCY</i>	<i>PERCENTAGE</i>
HIGHLY SATISFACTORY	5	4%
SATISFACTORY	26	19%
MEDIUM SATISFACTORY	73	53%
ALMOST UNSATISFACTORY	25	18%
TOTALLY UNSATISFACTORY	9	7%

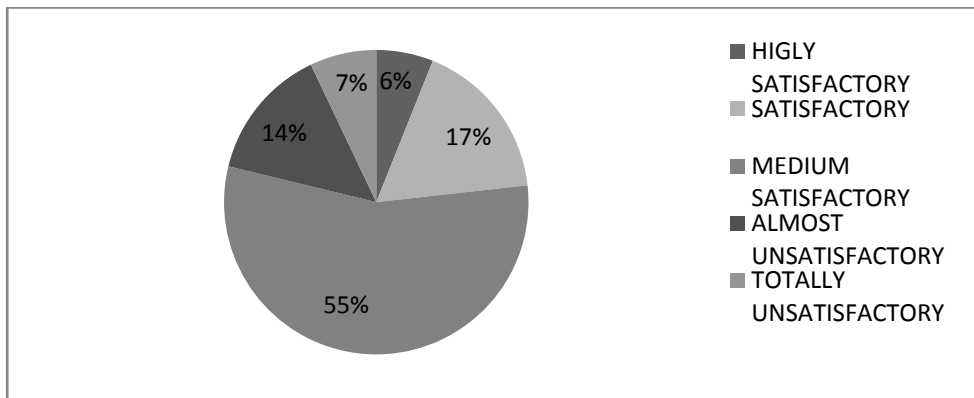


It is shown that only 4% of respondents said our level of satisfaction with the professional attributes of student-teachers according to the actual skills profiles required in the field was Highly Satisfactory, 19% said it was Satisfactory, 53% said it was Medium Satisfactory, 18% said it was Almost Unsatisfactory and 7% said it was Totally Unsatisfactory. The level of satisfaction with the professional attributes of student-teachers according to the actual skills profiles required in the field is poor.

## QUESTION 6

How do you rate the level of development of the essential quality of instruction and instructional management techniques used by practitioners during the pre-service?

<i>INDICATORS</i>	<i>FREQUENCY</i>	<i>PERCENTAGE</i>
HIGHLY SATISFACTORY	8	6%
SATISFACTORY	24	17%
MEDIUM SATISFACTORY	76	55%
ALMOST UNSATISFACTORY	20	14%
TOTALLY UNSATISFACTORY	10	7%

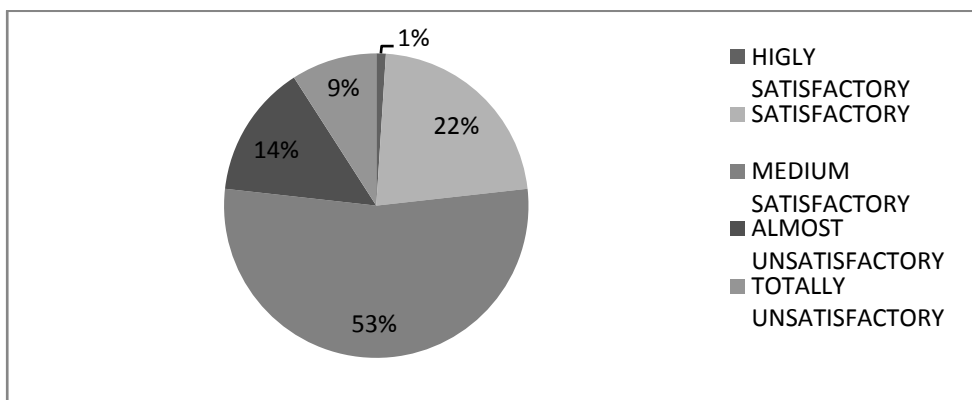


In this question, It is shown that only 6% of respondents said the level of development of the essential quality of instruction and instructional management techniques have been used by practitioners during the pre-service was Highly Satisfactory, 17% said it was Satisfactory, 55% said it was Medium Satisfactory, 14% said it was Almost Unsatisfactory and 7% said it was Totally Unsatisfactory. The level of development of the essential quality of instruction and instructional management techniques are minimal.

## QUESTION 7

How would you consider the teaching approach student-teachers according to the importance of cognitive psychology, developmental psychology, learning theory and pedagogy applied in classrooms for teacher training?

<i>INDICATORS</i>	<i>FREQUENCY</i>	<i>PERCENTAGE</i>
HIGHLY SATISFACTORY	2	1%
SATISFACTORY	31	22%
MEDIUM SATISFACTORY	73	53%
ALMOST UNSATISFACTORY	19	14%
TOTALLY UNSATISFACTORY	13	9%

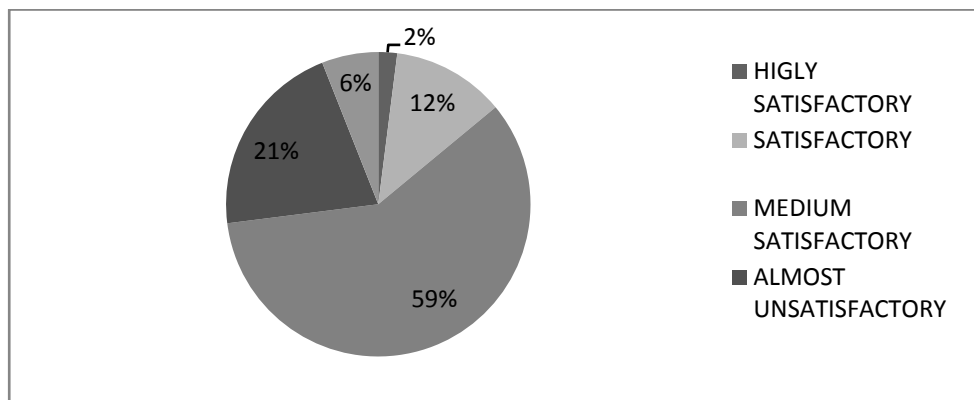


Here, It is shown that only 1% of respondents said the teaching approach practitioners according to the importance of cognitive psychology, developmental psychology, learning theory and pedagogy applied in classrooms for teacher training was Highly Satisfactory, 22% said it was Satisfactory, 53% said it was Medium Satisfactory, 14% said it was Almost Unsatisfactory and 9% said it was Totally Unsatisfactory. The teaching approach practitioners according to the importance of cognitive psychology, developmental psychology, learning theory and pedagogy applied in classrooms are very low.

## QUESTION 8

What rank can you place the professional standard used by student-teachers and the specific skills and technical knowledge they develop in class?

<b>INDICATORS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
HIGHLY SATISFACTORY	3	2%
SATISFACTORY	16	12%
MEDIUM SATISFACTORY	82	59%
ALMOST UNSATISFACTORY	29	21%
TOTALLY UNSATISFACTORY	8	6%

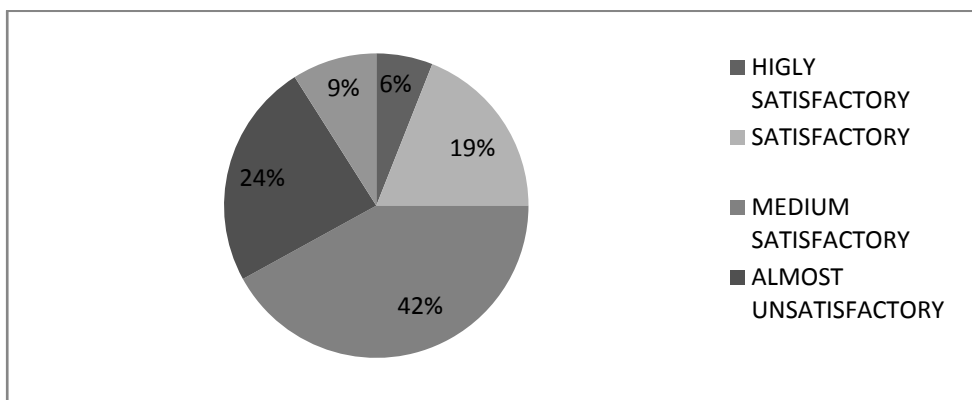


In this question, It is shown that only 2% of respondents said the use standard professional practitioners and the specific skills and technical knowledge they develop in the English classroom was Highly Satisfactory, 12% said it was Satisfactory, 59% said it was Medium Satisfactory, 21% said it was Almost Unsatisfactory and 6% said it was Totally Unsatisfactory. The use standard professional practitioners and the specific skills and technical knowledge are poor.

## QUESTION 9

What is your opinion about the student-teachers in relation to the creative development of interactive teaching strategies, cooperative learning techniques or skills of problem solving as adequate performance in the classroom?

<b>INDICATORS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
HIGHLY SATISFACTORY	8	6%
SATISFACTORY	26	19%
MEDIUM SATISFACTORY	58	42%
ALMOST UNSATISFACTORY	33	24%
TOTALLY UNSATISFACTORY	13	9%

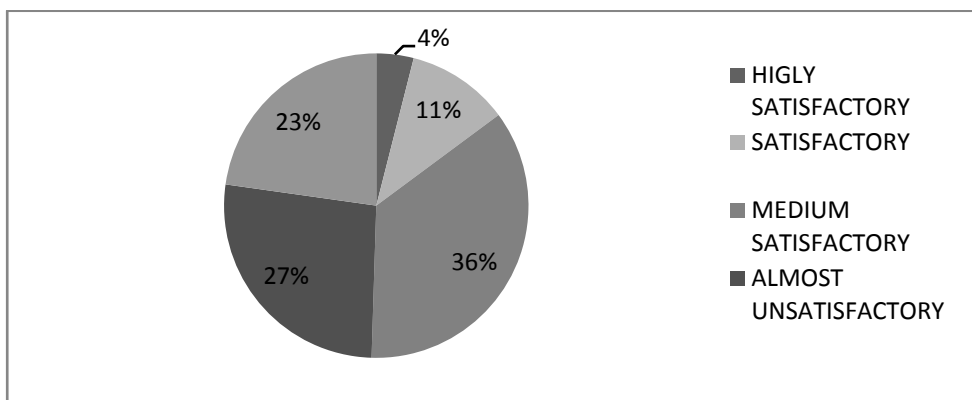


It is shown that 6% of respondents said the student-teachers in relation to the creative development of interactive teaching strategies, cooperative learning techniques or skills of problem solving as adequate performance in the classroom was Highly Satisfactory, 19% said it was Satisfactory, 42% said it was Medium Satisfactory, 24% said it was Almost Unsatisfactory and 9% said it was Totally Unsatisfactory. The student-teachers in relation to the creative development of interactive teaching strategies, cooperative learning techniques or skills of problem solving as adequate performance are low.

## QUESTION 10

What scale you place the level of student-teachers to build cultural and professional networks among practitioners collaborative colleagues developed to link common purposes within and outside the classroom?

<i>INDICATORS</i>	<i>FREQUENCY</i>	<i>PERCENTAGE</i>
HIGHLY SATISFACTORY	5	4%
SATISFACTORY	15	11%
MEDIUM SATISFACTORY	49	36%
ALMOST UNSATISFACTORY	37	27%
TOTALLY UNSATISFACTORY	32	23%



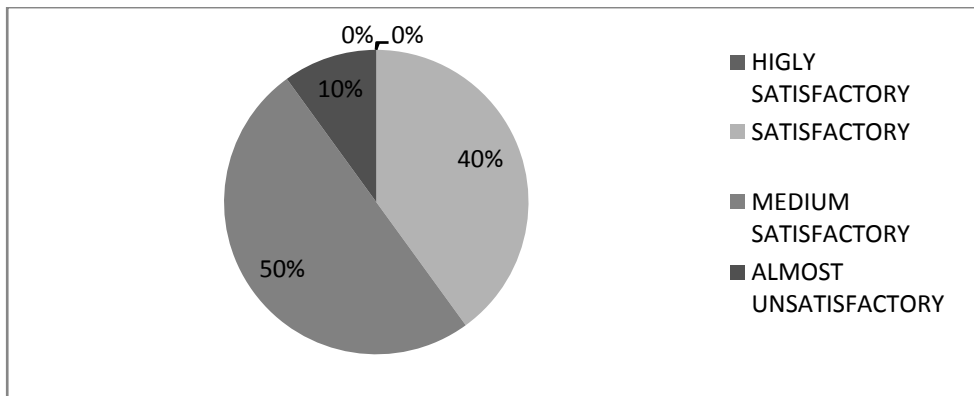
It is shown that only 4% of respondents said the level of student-teachers to build cultural and professional networks among student-teachers collaborative colleagues developed to link common purposes within and outside the classroom was Highly Satisfactory, 11% said it was Satisfactory, 36% said it was Medium Satisfactory, 27% said it was Almost Unsatisfactory and 23% said it was Totally Unsatisfactory. The level of student-teachers to build cultural and professional networks among practitioners collaborative colleagues developed to link common purposes within and outside the classroom is really low.

## SURVEY RESULTS FOR TEACHERS

### QUESTION 1

How do you rate the performance level of teaching and pedagogical skills that student-teachers have used during the pre-professional practice?

<b>INDICATORS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
HIGHLY SATISFACTORY	0	0%
SATISFACTORY	4	40%
MEDIUM SATISFACTORY	5	50%
ALMOST UNSATISFACTORY	1	10%
TOTALLY UNSATISFACTORY	0	0%



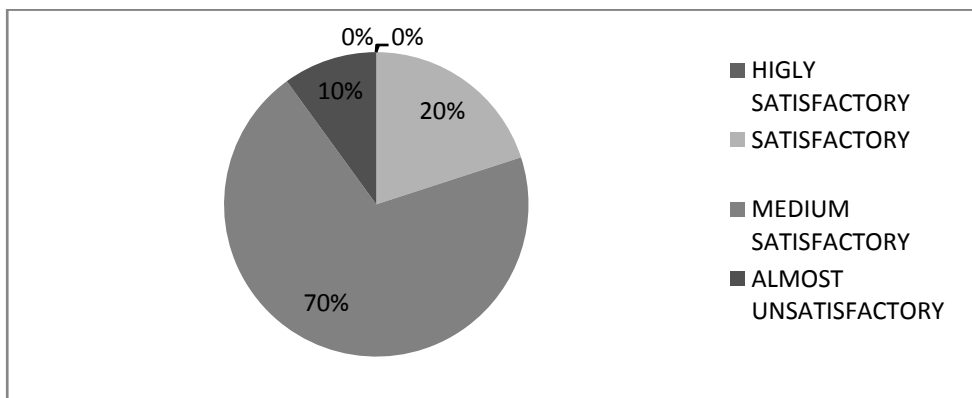
It is shown that 0% of teachers said the performance level of teaching and pedagogical skills that have used student-teachers during the pre-service was Highly Satisfactory, 40% said it was Satisfactory, 50% said it was Medium Satisfactory, 10% said it was Almost Unsatisfactory and 0% said it was totally Unsatisfactory. The performance level of teaching and pedagogical skills is really low.



## QUESTION 2

How is the practitioner's active participation in the construction of knowledge in the pre-service?

<i>INDICATORS</i>	<i>FREQUENCY</i>	<i>PERCENTAGE</i>
HIGHLY SATISFACTORY	0	0%
SATISFACTORY	2	20%
MEDIUM SATISFACTORY	7	70%
ALMOST UNSATISFACTORY	1	10%
TOTALLY UNSATISFACTORY	0	0%

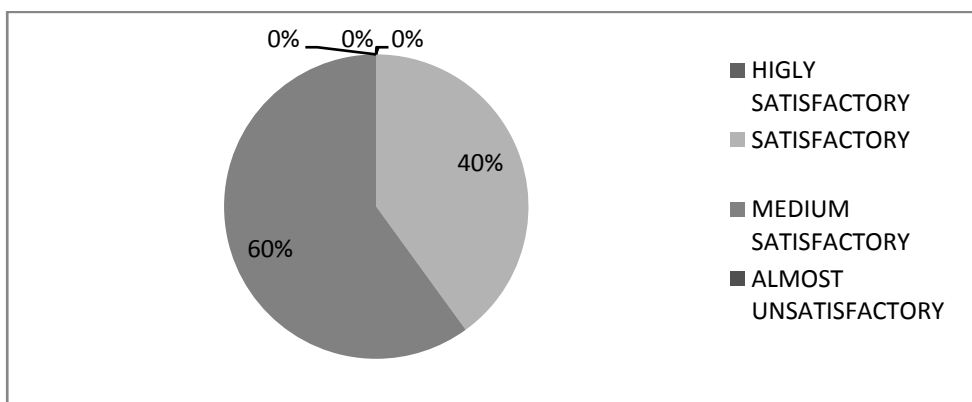


In this question, It is shown that 0% of respondents said the practitioner's active participation in the construction of knowledge in the pre-service was Highly Satisfactory, 20% said it was Satisfactory, 70% said it was Medium Satisfactory, 10% said it was Almost Unsatisfactory and 0% said it was Totally Unsatisfactory. The practitioner's active participation in the construction of knowledge is minimal.

### QUESTION 3

What level would you rank the student-teachers' discipline according to the strong link with the world of work they perform in class?

<i>INDICATORS</i>	<i>FREQUENCY</i>	<i>PERCENTAGE</i>
HIGHLY SATISFACTORY	0	0%
SATISFACTORY	4	40%
MEDIUM SATISFACTORY	6	60%
ALMOST UNSATISFACTORY	0	0%
TOTALLY UNSATISFACTORY	0	0%

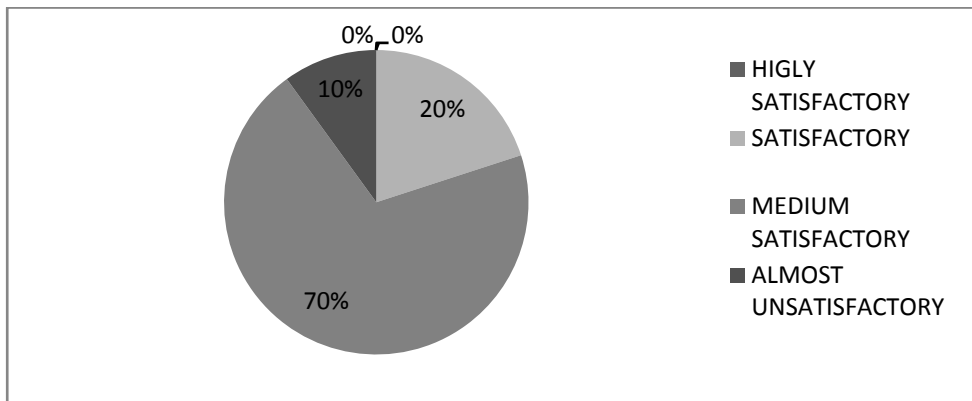


Here, It is shown that 0% of respondents said the discipline deepens student-teachers according to the strong link with the world of work they perform in class was Highly Satisfactory, 40% said it was Satisfactory, 60% said it was Medium Satisfactory, 0% said it was Almost Unsatisfactory and 0% said it was Totally Unsatisfactory. The discipline deepens student-teachers according to the strong link with the world of work is really poor.

#### QUESTION 4

How do you consider student-teachers in relation to the connection of knowledge of content and adequate performance in the classroom?

<i>INDICATORS</i>	<i>FREQUENCY</i>	<i>PERCENTAGE</i>
HIGHLY SATISFACTORY	0	0%
SATISFACTORY	2	20%
MEDIUM SATISFACTORY	7	70%
ALMOST UNSATISFACTORY	1	10%
TOTALLY UNSATISFACTORY	0	0%

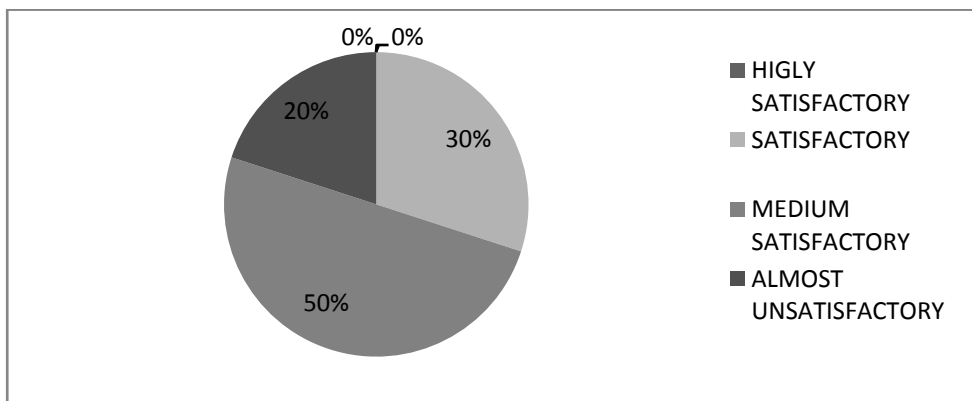


In this question, It is shown that 0% of respondents said about the student-teachers in relation to the connection of knowledge of content and adequate performance in the classroom was Highly Satisfactory, 23% said it was Satisfactory, 54% said it was Medium Satisfactory, 13% said it was Almost Unsatisfactory and 7% said it was Totally Unsatisfactory. The student-teachers in relation to the connection of knowledge of content and adequate performance are low.

## QUESTION 5

What scale would you place your level of satisfaction with the professional attributes of student-teachers according to the actual skills profiles required in the field?

<i>INDICATORS</i>	<i>FREQUENCY</i>	<i>PERCENTAGE</i>
HIGHLY SATISFACTORY	0	0%
SATISFACTORY	3	30%
MEDIUM SATISFACTORY	5	50%
ALMOST UNSATISFACTORY	2	20%
TOTALLY UNSATISFACTORY	0	0%

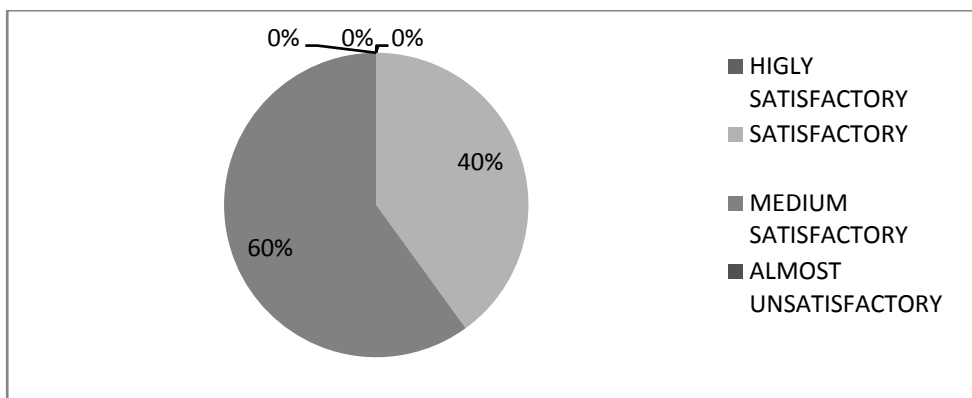


It is shown that 0% of respondents said our level of satisfaction with the professional attributes of student-teachers according to the actual skills profiles required in the field was Highly Satisfactory, 30% said it was Satisfactory, 50% said it was Medium Satisfactory, 20% said it was Almost Unsatisfactory and 0% said it was Totally Unsatisfactory. The level of satisfaction with the professional attributes of student-teachers according to the actual skills profiles required in the field is few satisfactory.

## QUESTION 6

How do you rate the level of development of the essential quality of instruction and instructional management techniques used by student-teachers during the pre-service?

<i>INDICATORS</i>	<i>FREQUENCY</i>	<i>PERCENTAGE</i>
HIGHLY SATISFACTORY	0	0%
SATISFACTORY	4	40%
MEDIUM SATISFACTORY	6	60%
ALMOST UNSATISFACTORY	0	0%
TOTALLY UNSATISFACTORY	0	0%

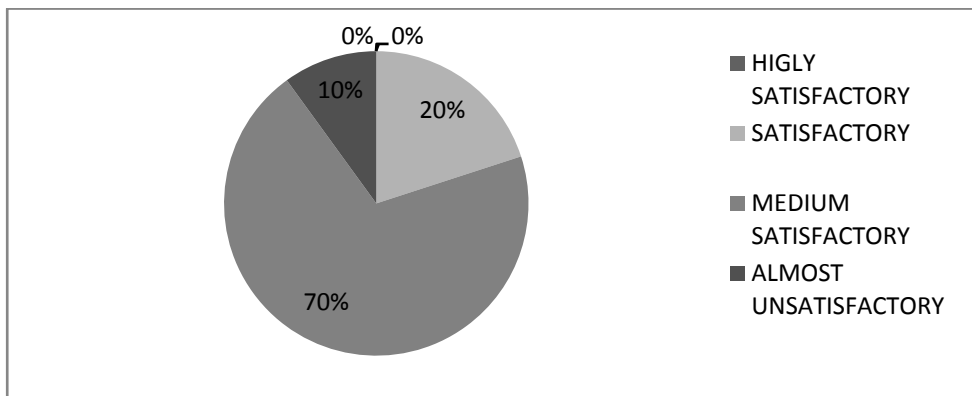


In this question, It is shown that 0% of respondents said the level of development of the essential quality of instruction and instructional management techniques have been used by practitioners during the pre-service was Highly Satisfactory, 40% said it was Satisfactory, 60% said it was Medium Satisfactory, 0% said it was Almost Unsatisfactory and 0% said it was Totally Unsatisfactory. The level of development of the essential quality of instruction and instructional management techniques are minimal.

## QUESTION 7

How would you consider the teaching approach student-teachers according to the importance of cognitive psychology, developmental psychology, learning theory and pedagogy applied in classrooms for teacher training?

<i>INDICATORS</i>	<i>FREQUENCY</i>	<i>PERCENTAGE</i>
HIGHLY SATISFACTORY	0	0%
SATISFACTORY	2	20%
MEDIUM SATISFACTORY	7	70%
ALMOST UNSATISFACTORY	1	10%
TOTALLY UNSATISFACTORY	0	0%

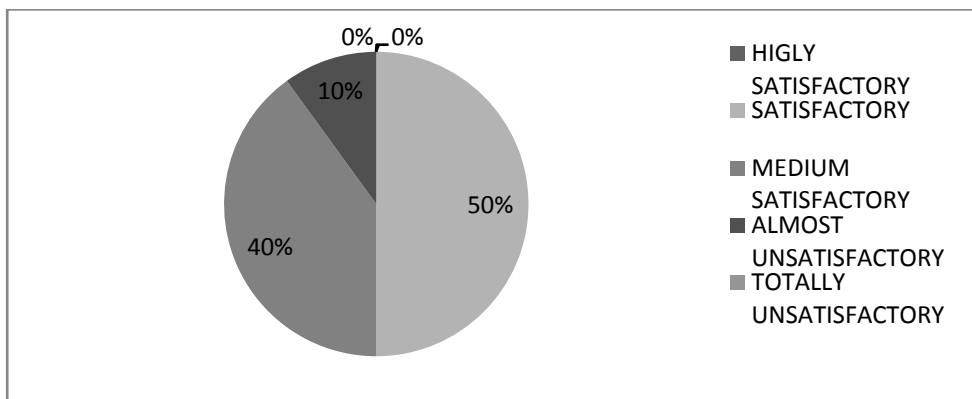


Here, It is shown that 0% of respondents said the teaching approach practitioners according to the importance of cognitive psychology, developmental psychology, learning theory and pedagogy applied in classrooms for teacher training was Highly Satisfactory, 20% said it was Satisfactory, 70% said it was Medium Satisfactory, 0% said it was Almost Unsatisfactory and 0% said it was Totally Unsatisfactory. The teaching approach practitioners according to the importance of cognitive psychology, developmental psychology, learning theory and pedagogy applied in classrooms are very low.

## QUESTION 8

What rank can you place the professional standard used by student-teachers and the specific skills and technical knowledge they develop in class?

<i>INDICATORS</i>	<i>FREQUENCY</i>	<i>PERCENTAGE</i>
HIGHLY SATISFACTORY	0	0%
SATISFACTORY	5	5%
MEDIUM SATISFACTORY	4	4%
ALMOST UNSATISFACTORY	1	1%
TOTALLY UNSATISFACTORY	0	0%

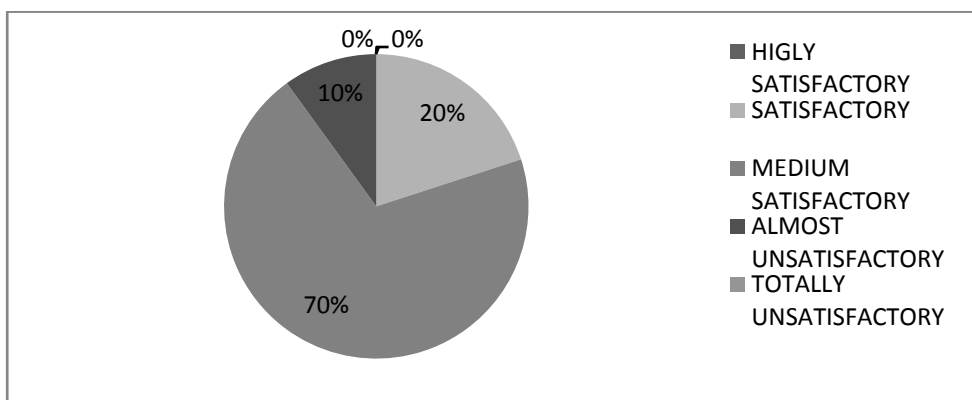


In this question, It is shown that 0% of respondents said the use standard professional student-teachers and the specific skills and technical knowledge they develop in the English classroom was Highly Satisfactory, 50% said it was Satisfactory, 40% said it was Medium Satisfactory, 10% said it was Almost Unsatisfactory and 0% said it was Totally Unsatisfactory. The use standard professional student-teachers and the specific skills and technical knowledge are satisfactory.

### QUESTION 9

What is your opinion about the student-teachers in relation to the creative development of interactive teaching strategies, cooperative learning techniques or skills of problem solving as adequate performance in the classroom?

<i>INDICATORS</i>	<i>FREQUENCY</i>	<i>PERCENTAGE</i>
HIGHLY SATISFACTORY	0	0%
SATISFACTORY	2	20%
MEDIUM SATISFACTORY	7	70%
ALMOST UNSATISFACTORY	1	10%
TOTALLY UNSATISFACTORY	0	0%



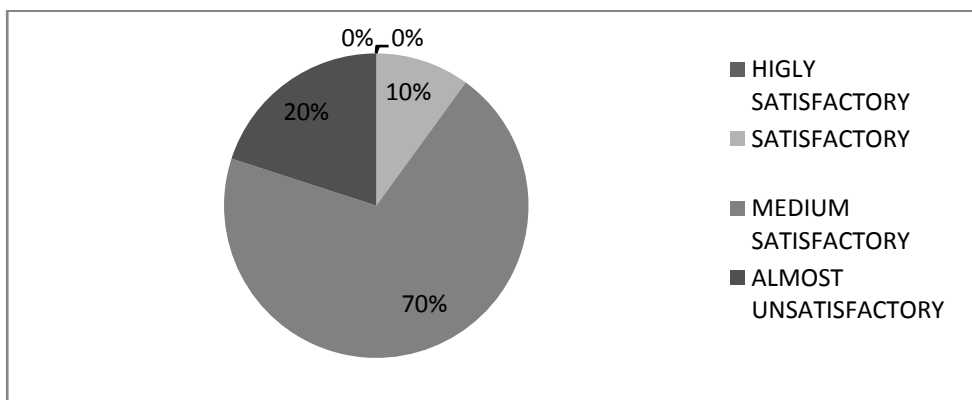
It is shown that 0% of respondents said the student-teachers in relation to the creative development of interactive teaching strategies, cooperative learning techniques or skills of problem solving as adequate performance in the classroom was Highly Satisfactory, 20% said it was Satisfactory, 70% said it was Medium Satisfactory, 10% said it was Almost Unsatisfactory and 0% said it was Totally Unsatisfactory. The student-teachers in relation to the creative development of interactive teaching strategies, cooperative learning techniques or skills of problem solving as adequate performance are low.



## QUESTION 10

What scale you place the level of student-teachers to build cultural and professional networks among practitioners collaborative colleagues developed to link common purposes within and outside the classroom?

<i>INDICATORS</i>	<i>FREQUENCY</i>	<i>PERCENTAGE</i>
HIGHLY SATISFACTORY	0	0%
SATISFACTORY	1	10%
MEDIUM SATISFACTORY	7	70%
ALMOST UNSATISFACTORY	2	20%
TOTALLY UNSATISFACTORY	0	0%



It is shown that 0% of respondents said the level of student-teachers to build cultural and professional networks among practitioners collaborative colleagues developed to link common purposes within and outside the classroom was Highly Satisfactory, 10% said it was Satisfactory, 70% said it was Medium Satisfactory, 20% said it was Almost Unsatisfactory and 0% said it was Totally Unsatisfactory. The level of student-teachers to build cultural and professional networks among practitioners collaborative colleagues developed to link common purposes within and outside the classroom is really low.

### 4.3. Testing the hypothesis

#### STUDENTS

<b>STUDENTS</b>						
Q NO.	HS	S	MS	AU	TU	TOTAL
1	7	32	86	8	5	138
2	7	28	75	21	7	138
3	6	27	76	21	8	138
4	5	32	74	18	9	138
5	5	26	73	25	9	138
6	8	24	76	20	10	138
7	2	31	73	19	13	138
8	3	16	82	29	8	138
9	8	26	58	33	13	138
10	5	15	49	37	32	138
Total	<b>56</b>	<b>257</b>	<b>722</b>	<b>231</b>	<b>114</b>	<b>1380</b>

$$X^2 = \frac{\sum (fo - fe)^2}{fe}$$

$$fe = \frac{n_f n_c}{n} =$$

$$fe_{HS} = \frac{138 \times 56}{1380} = 5,6$$

$$fe_S = \frac{138 \times 257}{1380} = 25,7$$

$$fe_{MS} = \frac{138 \times 722}{1380} = 72,2$$

$$fe_{AU} = \frac{138 \times 231}{1380} = 23,1$$

$$fe_{TU} = \frac{138 \times 114}{1380} = 11,4$$

$$x^2 = \frac{(7-5,6)^2}{5,6} + \frac{(7-5,6)^2}{5,6} + \frac{(6-5,6)^2}{5,6} +$$

$$\frac{(5-5,6)^2}{5,6} + \frac{(5-5,6)^2}{5,6} + \frac{(8-5,6)^2}{5,6} +$$

$$\frac{(2-5,6)^2}{5,6} + \frac{(3-5,6)^2}{5,6} + \frac{(8-5,6)^2}{5,6} +$$

$$\frac{(5-5,6)^2}{5,6} + \frac{(32-25,7)^2}{25,7} + \frac{(28-25,7)^2}{25,7} +$$

$$\frac{(27-25,7)^2}{25,7} + \frac{(32-25,7)^2}{25,7} + \frac{(26-25,7)^2}{25,7} +$$

$$\frac{(24-25,7)^2}{25,7} + \frac{(31-25,7)^2}{25,7} + \frac{(16-25,7)^2}{25,7} +$$

$$\frac{(15-25,7)^2}{25,7} + \frac{(26-25,7)^2}{25,7} +$$

$$\frac{(86-72,2)^2}{72,2} + \frac{(75-72,2)^2}{72,2} +$$

$$\frac{(76-72,2)^2}{72,2} + \frac{(74-72,2)^2}{72,2} + \frac{(73-72,2)^2}{72,2} +$$

$$\frac{(76-72,2)^2}{72,2} + \frac{(73-72,2)^2}{72,2} + \frac{(82-72,2)^2}{72,2} +$$

$$\frac{(58-72,2)^2}{72,2} + \frac{(49-72,2)^2}{72,2} + \frac{(8-23,1)^2}{23,1} +$$

$$\frac{(21-23,1)^2}{23,1} + \frac{(21-23,1)^2}{23,1} + \frac{(18-23,1)^2}{23,1} +$$

$$\frac{(25-23,1)^2}{23,1} + \frac{(20-23,1)^2}{23,1} + \frac{(19-23,1)^2}{23,1} +$$

$$\frac{(29-23,1)^2}{23,1} + \frac{(33-23,1)^2}{23,1} + \frac{(37-23,1)^2}{23,1} +$$

$$\frac{(5-11,4)^2}{11,4} + \frac{(7-11,4)^2}{11,4} + \frac{(8-11,4)^2}{11,4} +$$

$$\frac{(9-11,4)^2}{11,4} + \frac{(9-11,4)^2}{11,4} + \frac{(10-11,4)^2}{11,4} +$$

$$\frac{(13-11,4)^2}{11,4} + \frac{(8-11,4)^2}{11,4} + \frac{(13-11,4)^2}{11,4} +$$

$$\frac{(32-11,4)^2}{11,4} = 0.35+0.35+0.03+0.06+0.06+1.03+2.31+1.21$$

+

$$1.03+0.06+1.54+0.21+0.07+1.54+0.11+1.09+$$

$$3.66+4.45+2.64+0.11+0.2+0.04+0.01+0.2+0.01+1.33+2.79+7.45+$$

$$9.87+0.19+0.19+1.13+0.16+0.42+0.73+1.51+4.24+8.36+3.59+1.7$$

$$+1.0+0.51+0.51+0.17+0.22+1.01+0.22+37.22= \mathbf{106.90}$$

<p><b>Chi-square: 106.90 (DF=36)</b>  <b>Contingency Coefficient: 0,268</b>  <b>Critical value: 51</b></p>
--

## TEACHERS

		TEACHERS					
Q	HS	S	MS	AU	TU	TOTAL	
NO.							
1	0	4	5	1	0	10	
2	0	2	7	1	0	10	
3	0	4	6	0	0	10	
4	0	2	7	1	0	10	
5	0	3	5	2	0	10	
6	0	4	6	0	0	10	
7	0	2	7	1	0	10	
8	0	5	4	1	0	10	
9	0	2	7	1	0	10	
10	0	1	7	2	0	10	
Total	0	29	61	10	0	100	

$$X^2 = \frac{\sum (fo - fe)^2}{fe}$$

$$fe = \frac{n_f n_c}{n} =$$

$$fe_s = \frac{10 \times 29}{100} = 2,9$$

$$fe_{MS} = \frac{10 \times 61}{100} = 6,1$$

$$fe_{AU} = \frac{10 \times 10}{100} = 1$$

$$x^2 = \frac{(4 - 2,9)^2}{2,9} + \frac{(2 - 2,9)^2}{2,9} + \frac{(4 - 2,9)^2}{2,9} +$$

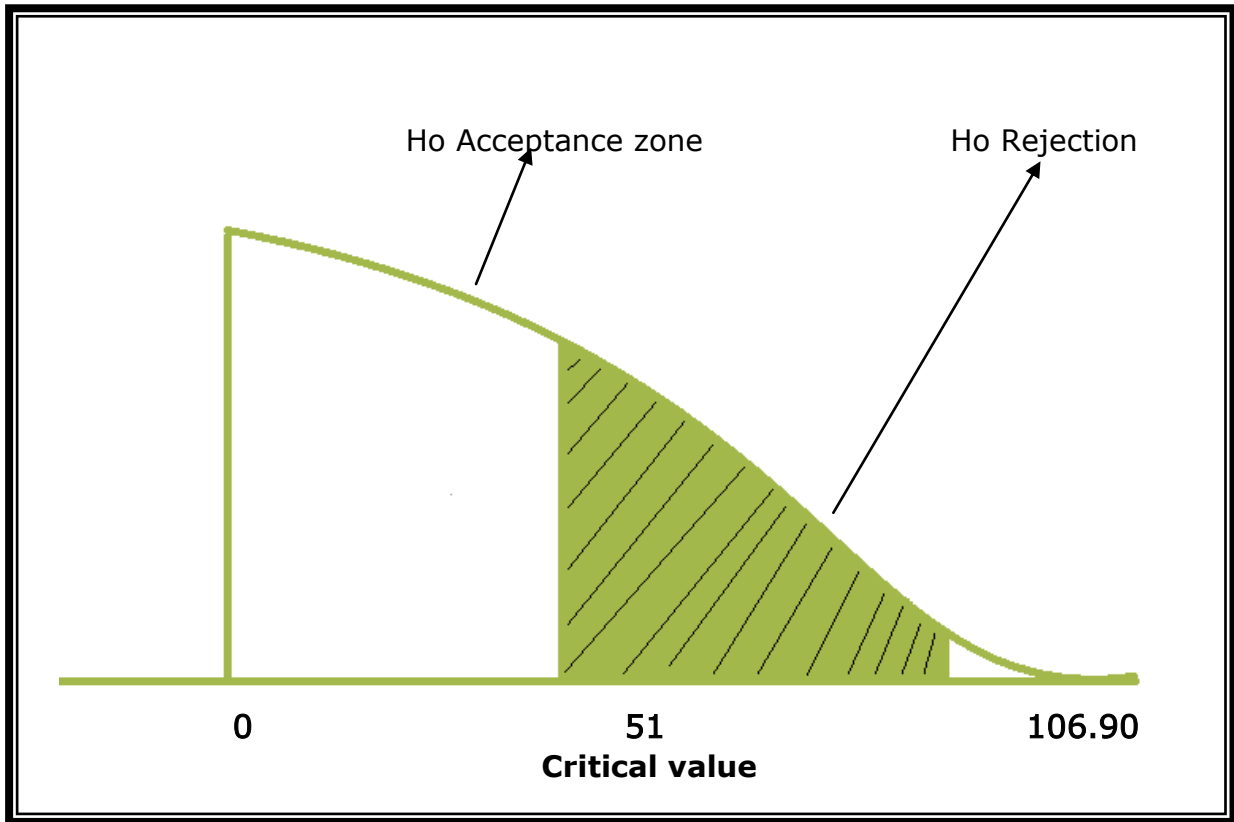
$$\begin{aligned}
& \frac{(2 - 2,9)^2}{2,9} + \frac{(3 - 2,9)^2}{2,9} + \frac{(4 - 2,9)^2}{2,9} + \\
& \frac{(2 - 2,9)^2}{2,9} + \frac{(5 - 2,9)^2}{2,9} + \frac{(2 - 2,9)^2}{2,9} + \\
& \frac{(1 - 2,9)^2}{2,9} + \frac{(5 - 6,1)^2}{6,1} + \frac{(7 - 6,1)^2}{6,1} + \\
& \frac{(6 - 6,1)^2}{6,1} + \frac{(7 - 6,1)^2}{6,1} + \frac{(5 - 6,1)^2}{6,1} + \\
& \frac{(6 - 6,1)^2}{6,1} + \frac{(7 - 6,1)^2}{6,1} + \frac{(4 - 6,1)^2}{6,1} + \\
& \frac{(7 - 6,1)^2}{6,1} + \frac{(7 - 6,1)^2}{6,1} + \frac{(0 - 1)^2}{1} + \\
& \frac{(2 - 1)^2}{1} + \frac{(0 - 1)^2}{1} + \frac{(2 - 1)^2}{1} =
\end{aligned}$$

$$\begin{aligned}
& 0.42 + 0.28 + 0.42 + 0.28 + 0.42 + 0.28 + 1.52 + 0.28 + 1.24 + 0.2 + 0.13 + 0.13 \\
& + 0.2 + 0.13 + 0.72 + 0.13 + 0.13 + 1 + 1 + 1 + 1 = \mathbf{10.91}
\end{aligned}$$

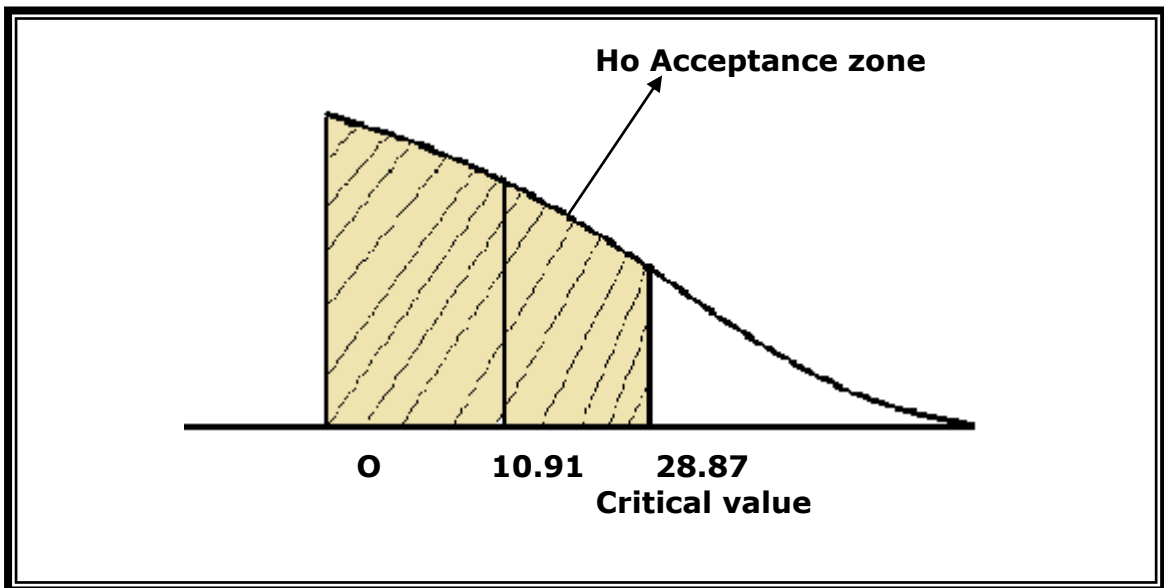
<p> <b>Chi-square: 10.91 (DF=18)</b>  <b>Contingency Coefficient: 0,314</b>  <b>Critical value: 28.87</b> </p>
--

# Graphical Representation of testing hypothesis

STUDENTS



TEACHERS





#### 4.4 Conclusions

After tabulating and analyzing the data developed in this third chapter, it is possible to get the following conclusions regarding the working hypothesis, the conclusions are the following:

1. According to the findings generated by the statistician, the tutors contradict the working hypothesis, although it was possible to witness the practice of student-teachers with their tutors, therefore, the conclusion here is that tutors try not to express dissatisfaction by their student-teachers they are in charge of because they would be revealing their own attributes. This way, they demonstrate the lack of preparation and professionalism to guide future teachers in every aspect of education and appropriate techniques to develop in EFL the classroom, with an effective constructivist learning.
2. According to the results plotted on the representations of hypothesis testing, students confirm the hypothesis: "The pre-service teacher education impacts on teacher attributes". Therefore, students who observe the practices and the level of student-teacher performance. Thus, it's shown that student-teachers are not fully trained for an adequate development of teaching activities in the EFL classroom.
3. It is ratified, in relation to the independent variable; that students-teachers have low level of education and few pedagogical skills for achieving an excellent construction of knowledge accompanied by an active, dynamic and creative participation.
4. With regard to the dependent variable, the lack of development of the essential quality of instruction and instructional management techniques were found; likewise, the lack of cooperative learning techniques aimed to solve problems in the classroom in conjunction with other colleagues can be analyzed.

## 4.5 Recommendations

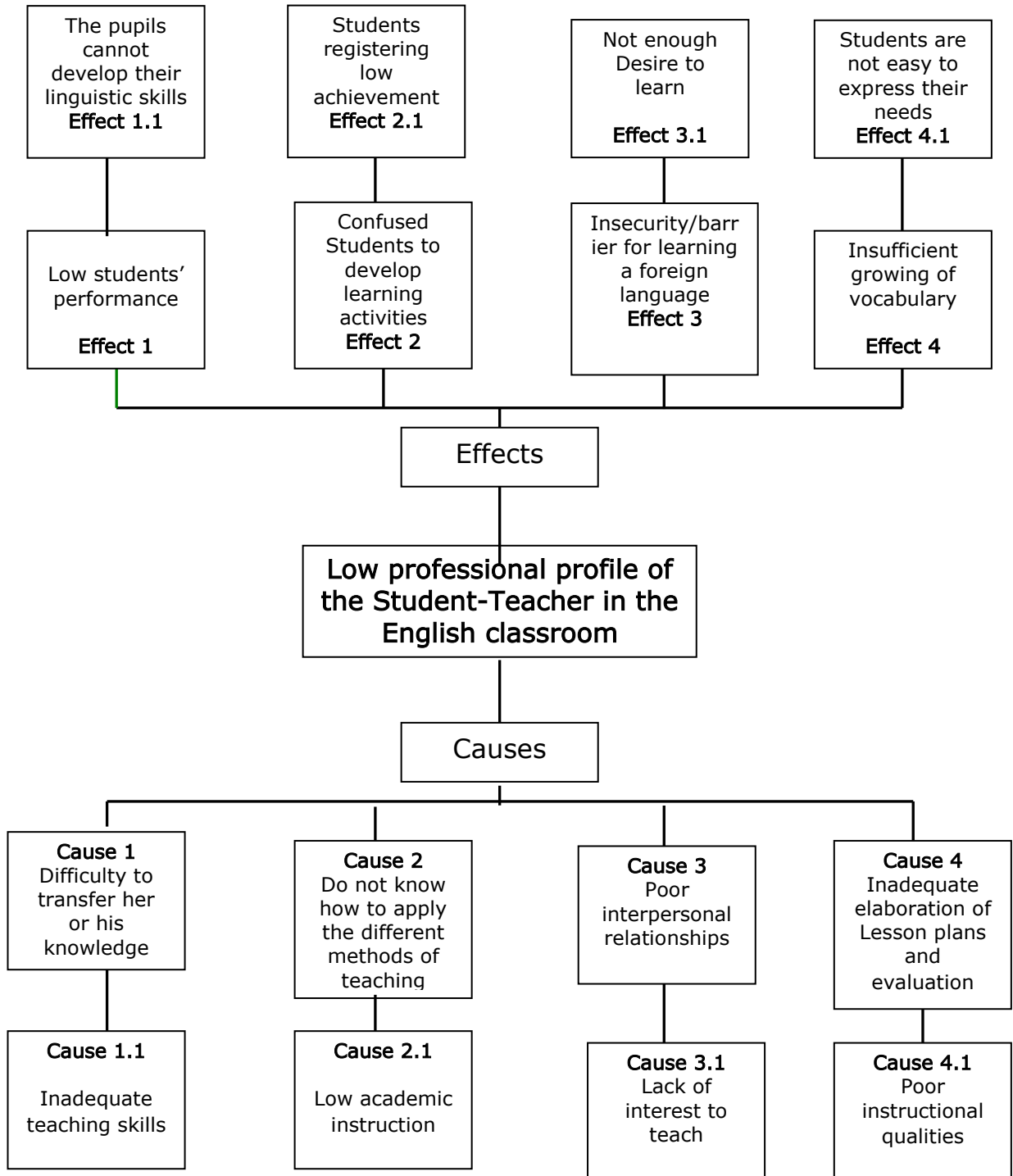
1. Tutors must take general responsibility for coordinating guidelines during the students' practice in order, to achieve an effective development. They should transfer experience and knowledge acquired during their work as teachers, thus, student-teachers can learn and build new experiences and this knowledge is transferred and applied in class. Tutors should guide future teachers to an education that transcends with positive changes in the EFL classroom.
2. Student-teachers should improve their performance level during their practice and throughout their career as a teacher, developing appropriate strategies and activities with adequate techniques, getting updated permanently with the new teaching methods for meaningful learning.
3. Student-teachers should establish appropriate and usual pedagogical skills with adequate construction of knowledge for getting a class with interactive activities, according to a constructive pleasant atmosphere.
4. Student-teachers and tutors must prepare lesson plans properly, implement appropriate teaching strategies, and demonstrate teaching quality and instructional management techniques to carry out constructive practice among groups of class, along with other colleagues and teacher-tutors.

**PART FIVE  
THE PROPOSAL**

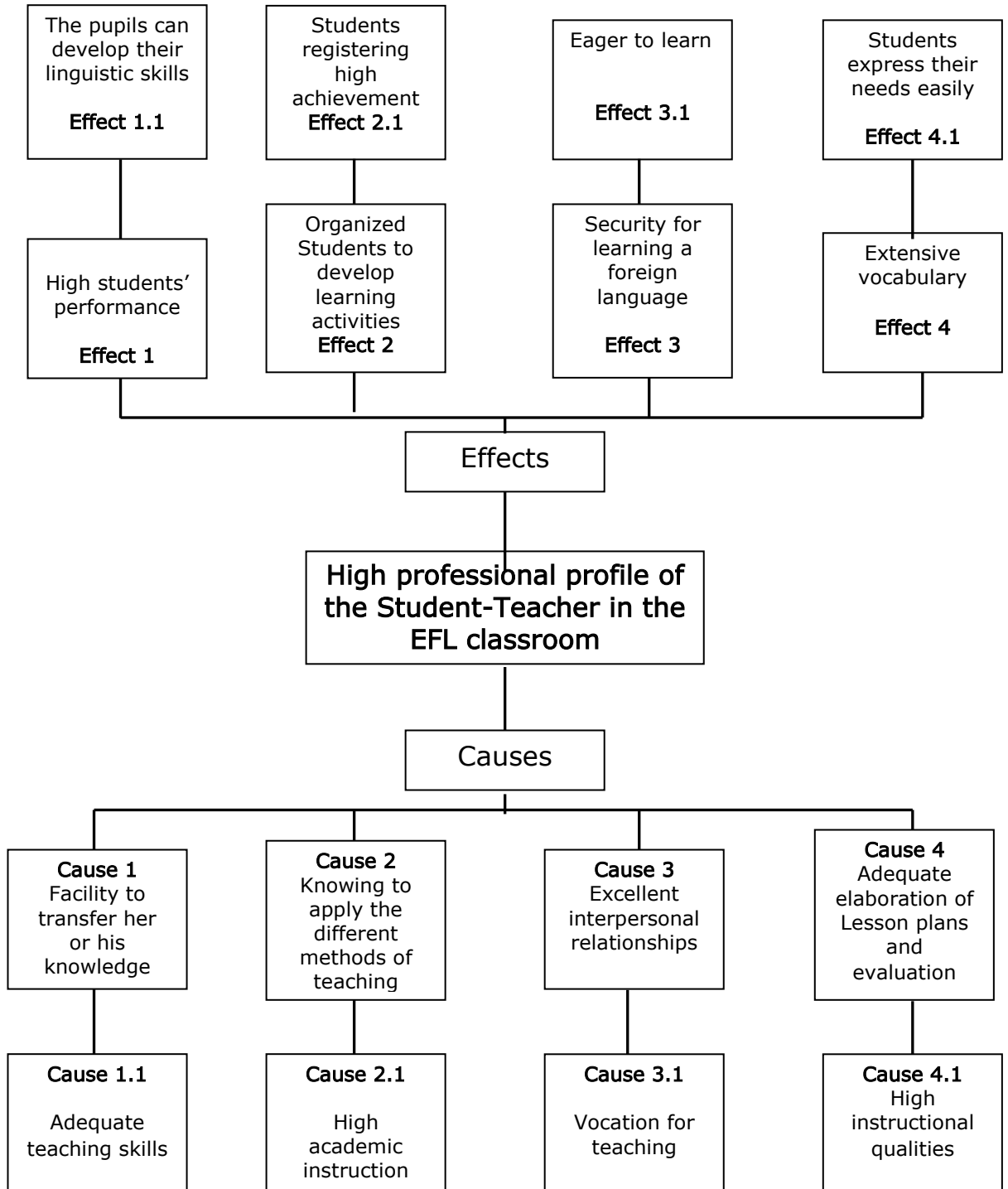
**5.1 Analysis of stakeholders**

<b>Groups</b>	<b>Interests</b>	<b>Perceived Issues</b>	<b>Resources and mandates</b>
<b>Students</b>	<ul style="list-style-type: none"> <li>-Developing their linguistic skills adequately</li> <li>-Improving their performance</li> <li>-Language learning</li> </ul>	<ul style="list-style-type: none"> <li>- Low students' performance</li> <li>- Students registering low achievement</li> <li>- Insecurity/barrier for learning a foreign language</li> </ul>	Prepare to achieve complete mastery of the language
<b>Student-Teachers</b>	Providing a favorable and excellent practice, to develop linguistic skills appropriately	<ul style="list-style-type: none"> <li>-They do not know how to apply the different methods of teaching</li> <li>-Lacks of interests for teaching</li> </ul>	Improving educational quality and leaning conditions
<b>Teacher-Supervisors</b>	<ul style="list-style-type: none"> <li>-Helping student-teachers to work up and expand the theory into practice.</li> <li>-Working on the abilities of the different student-teachers to develop a good pre-service</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher-supervisors do not negotiate with student-teacher for incorporate suggestion in the learning classroom</li> <li>-Non-monitoring</li> <li>-Non-Feedback</li> </ul>	Supervision work during pre-service has to be efficient and favorable for all to achieve a high level of quality

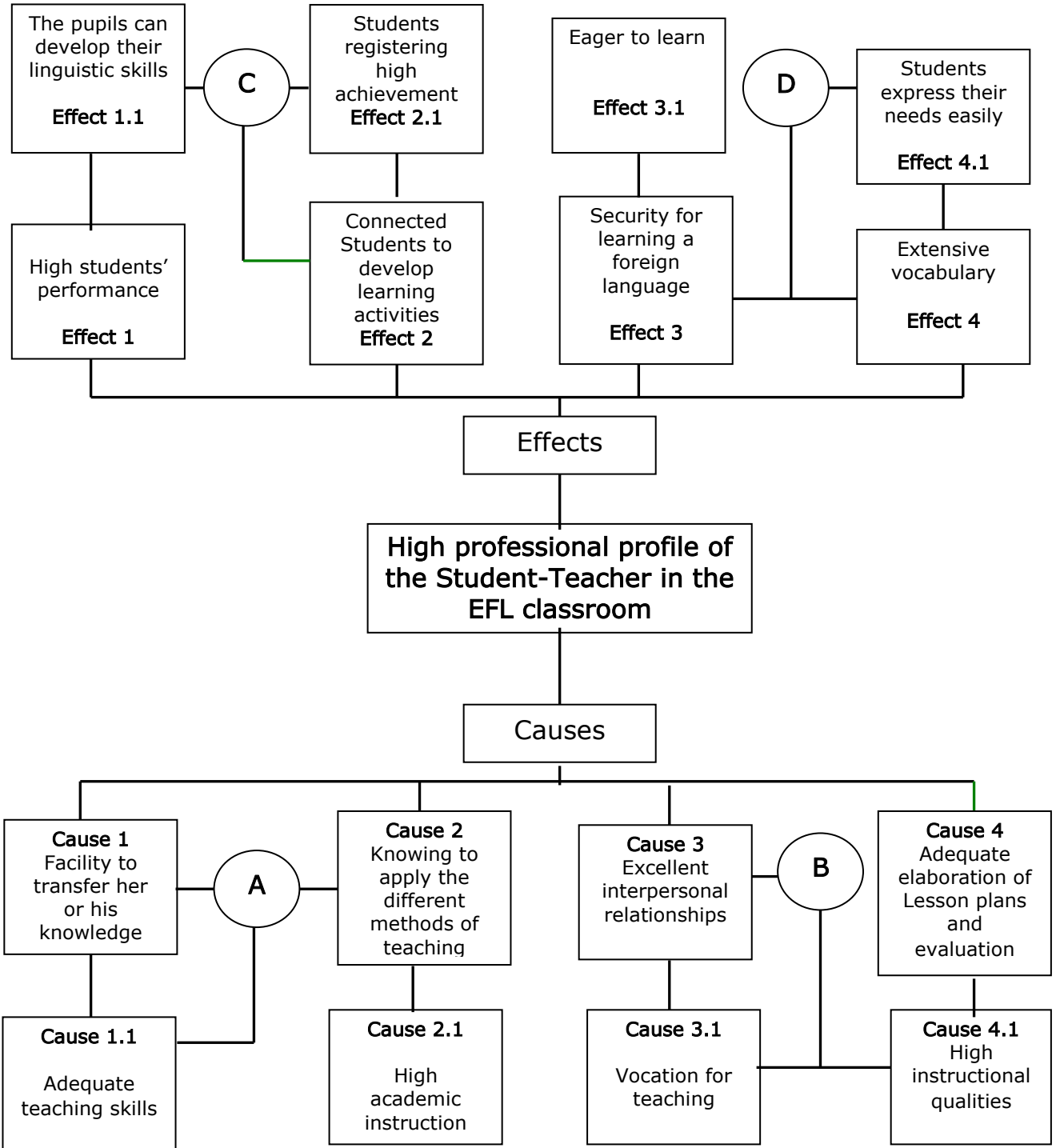
## Problem Tree



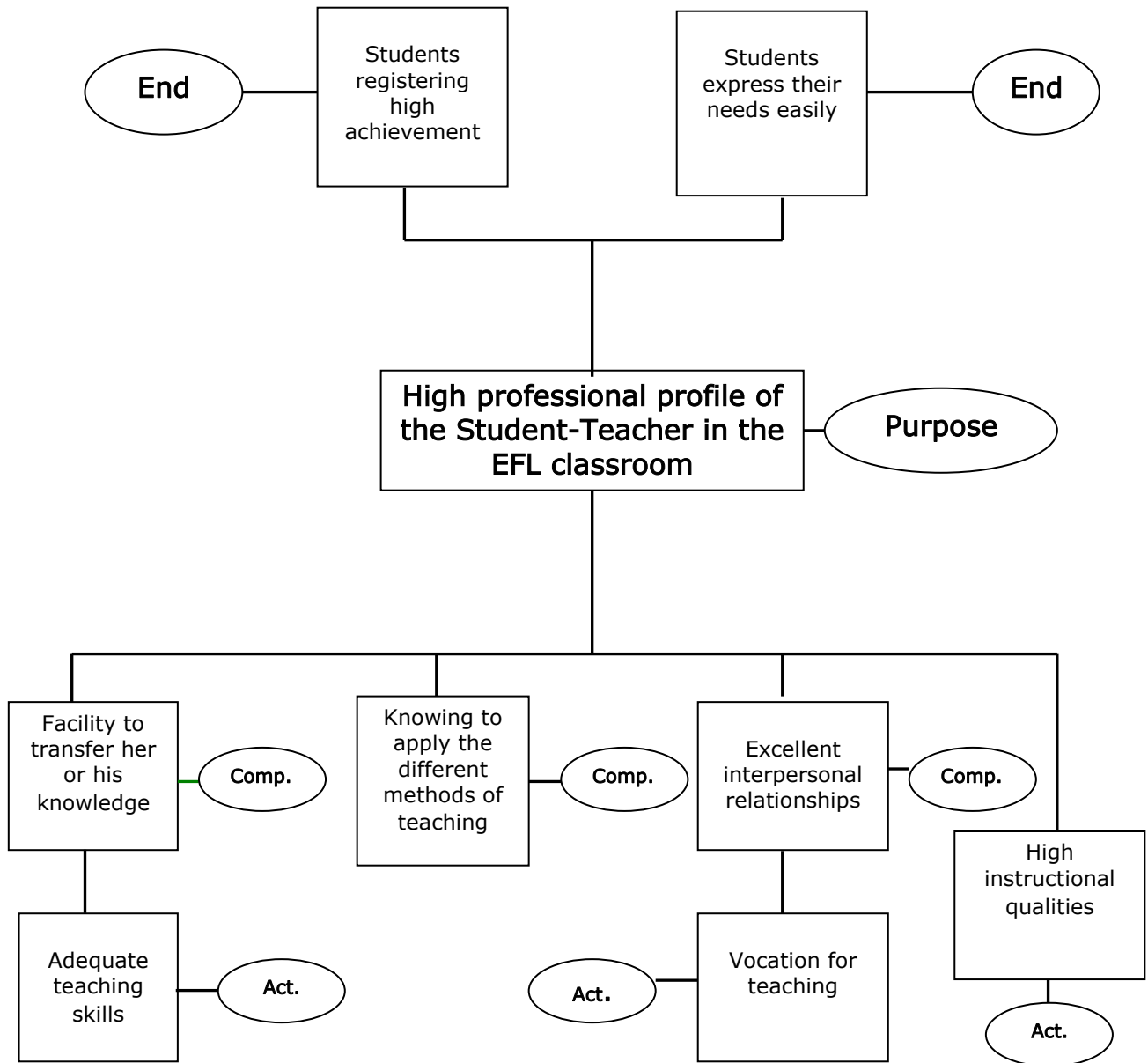
## Objectives Tree



## Alternative Tree



## 5.2 Analytical Structure of the Proposal



### 5.3 Vertical Logic of the Goals Column

Narrative Summary of objectives	Indicators	Verification Media	Assumptions
<p><b>Goals</b></p> <p>1. Contribute to the increment of students registering high achievement</p> <p>2. Contribute Students express their needs easily, applying the language in all aspects of their daily life.</p>	<p>The students' performance, increase with an 89 % in the first months significantly</p> <p>Students able to express and complement their ideas increasingly</p>	<p>Test results</p> <p>Oral exercises &amp; Speaking Test results</p>	<p>Students will feel motivated to keep their high grades.</p> <p>Interest for improving the vocabulary using synonyms and antonyms</p>
<p><b>Purpose</b></p> <p>Developing high professional profile of the Student-Teacher in the EFL classroom</p>	<p>Pupils with high abilities for understanding of language with 75%.</p> <p>Student-Teachers have demonstrated interest by developing a high professional profile in the EFL classroom with 85%.</p> <p>They have showed their vocation for teaching</p>	<p>Pre-service results</p>	<p>-Student-Teachers with conditions to work with excellent interpersonal relationships</p> <p>-Proper guidance of Advisors to Student-Teachers</p> <p>-Student-Teacher with Vocation for teaching</p> <p>-Excellent educational development</p> <p>-Odds of success of good Pre-service will be reflected in the Students' performance</p>



<p><b>Components</b></p> <p>1.The knowing is of high quality to apply the different methods of teaching</p> <p>2. Applying Excellent interpersonal relationships with the involved people</p>	<p>Student-Teachers gain experience and perfect their teaching methods, remarkable development of students' performance increase with a 95% during first two months</p> <p>Good teamwork, coordination in the classroom, increase with an 87%</p>	<p>Statistics students' scores</p> <p>Statistics of the Effective classroom</p>	<p>Student-Teachers are unable to take the control of a students' group</p> <p>Pupils have abilities for communicating their concerns and questions about some subject with Student-Teachers</p>
<p><b>Activities</b></p> <p>1. Implementing adequate and current teaching skills</p> <p><b>-Learner-Centered vs. Curriculum-Centered Teachers</b></p> <p><b>-Levels of Questions in Bloom's Taxonomy</b></p> <p><b>-Adapting Language Arts, Social Studies, and Science for the Inclusive Classroom</b></p>	<p><b>Resources</b></p> <p>-Training course for Student-Teachers</p> <p>-Materials</p> <p>-Computer</p> <p>-In-Focus</p>	<p><b>Cost</b></p> <p>\$2,500</p>	

<p>2. Analyzing of Vocation for teaching</p> <p><b>-Teaching as a profession</b></p> <p><b>-The meaning of "profession" and "professional"</b></p> <p><b>-Professional competence</b></p>	<p>-Pedagogical Test</p> <p>-Psychological Test</p>	<p>\$330</p>	
<p>3. Analyzing of High instructional qualities</p> <p>-The Power of Instruction</p> <p>-Quality Classroom Reading Instruction</p> <p>-Curriculum and instruction</p>	<p>-Psycho-Technical Test</p> <p>-External Evaluation of Teacher performance</p>	<p>\$120</p>	

## Budget

Resources	Prices
Training course for Student-Teachers	\$1,000
-Materials	\$600
-Computer	\$800
-Reflector	\$100
-Pedagogical Test	\$180
-Psychological Test	\$150
-Psycho-Technical Test	\$70
-External Evaluation of Teacher performance	\$50
<b>Total</b>	<b>\$2,950</b>

## Schedule of Activities

ACTIVITIES	April 23	May/ Jun 23	July 23	Sep 23	Aug 23
Project Preparation	X				
Theoretical Framework Development		X			
Diagnostic evaluation (pre-test)			X		
Implement adequate and current teaching skills		X			
Analysis of Vocation for teaching		X	X		
Analysis of High instructional qualities		X	X	X	
Summative assessment				X	
Proposal development		X			
Final Report					X

### 5.4 Evaluation

The proposal will have an evaluation:

- ✓ Ex-Ante/Diagnostic
- ✓ Processual or Formative
- ✓ Ex-Post or Summative

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Education, Training, Development and Teaching Qualifications ... Thus, pre-service teacher training courses offering a basic qualification to teach....  
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Although it is true the training tends to be a pre-service strategy ... and integrated strategies (Freeman 1982; Larsen-Freeman 1983; Freeman 1989)  
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Gibbs & Aitken, 1996a, ensure that "the taxpayer funds appropriated for pre-service teacher education ...  
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Conference on Research in Teacher Education) Oregon ...  
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[www.eduref.org/cgi-bin/.../Preservice\\_Teacher\\_Education](http://www.eduref.org/cgi-bin/.../Preservice_Teacher_Education)

Advice and support for new teachers about lesson plans, resources, classroom management, administrative relations, talking to parents and motivating ...  
[www.preservice-teacher-training.suite101.com](http://www.preservice-teacher-training.suite101.com)  
Pre-service Teacher Education is the education and training provided to student teachers before they have undertaken any teaching. ...  
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## **Glossary**

**Intervention** refers to the way in which the teacher educator expresses specific perceptions and input about the practice teaching of student-teacher.

**Practice teaching** portion of teaching, from micro-teaching to teaching an individual lesson to a sustained practicum, over which the student-teacher has direct and individual control.

**Pre-observation** consultation between teacher and supervisor; in which the general and specific goals of a classroom visit are established and in which they discuss the context in which the observation will take place: the general conduct and issues in the course as a whole.

**Post-Observation** analysis and discussion, in which strengths and weaknesses are examined and proposals are made to improve subsequent classroom performance.

**Student-Teacher** anyone engaged in learning to teach, whether through a formal educational setting, such as a course or practicum; on-the-job orientation; training; or a service program. The term student-teacher need not imply someone with little or no previous teaching experience.

**Supervision** refers to an ongoing process of teacher development that is based on direct observation of classroom teaching performance.

**Teacher-educator** refers to the individual who oversees and in some way facilitates the student teacher's learning process.