

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



**“THE PERFORMANCE OF THE TEACHER ASSISTANTS AT THE
FOREIGN LANGUAGE DEPARTMENT”**

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**TO OBTAIN THE DEGREE OF LICENCIATURA EN IDIOMA INGLES
OPCION ENSEÑANZA**

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MAIN CAMPUS, SEPTEMBER 1ST, 2006. SAN SALVADOR, EL SALVADOR



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ACKNOWLEDGMENTS

This graduation work has been shaped with the contribution of exceptional people who have been part of the construction of this essay.

First, we great fully thank to the Lord for giving us the life, intelligence, wisdom, support, patience, vision and the opportunity to grow our knowledge to finish this graduation work.

Second, we thank our advisor MSE. Miguel Angel Carranza Campos for initiating and guiding us into the process of this work. Also, we tremendously appreciate to our advisor MTI. Pedro Antonio Salazar Murcia for encouraging us in the process of completing this graduation work.

Finally, we thank the faculty from the Foreign Language Department and from CENIUES for their invaluable cooperation in which they provided us useful information to support the data that is found in this work. In addition, we are glad with Teacher Assistants (2005) for have been the protagonist in the research.

The Authors

This work is dedicated especially to :

The Lord , the almighty and lovely person that has helped me every time
For giving me the reasons to continue something that begins . Thanks,
because God has let me the opportunity to work with my classmates
Kenny Campos and Sandra Escamilla .

I appreciate a lot the support of God to reach the fixed objectives from
the very beginning of my career .

I thank God for giving me as a beautiful gift my mom Maria de Jesùs
Gòmez and my dad Josè Estanislao Mijango because they have been a
great motivation and unconditional support to reach my career .

My advisors : Miguel Angel Carranza and Pedro Antonio Salazar Murcia
for their valuable assistance, suggestions and advice. God bless them.!

To my brothers, sisters and friends : Claudia, Bernardo, Francisco,
Adilia for their confidence and comprehension .

Josè Eriberto for helping the group when it needed didactic materials,
thanks for his valuable friendship.

Verónica Marisela Gòmez

I offer this work to:

My Lord, you changed my mind, filled me, prepared and gave me all I needed and much more to complete this stage of my life. This is especially for you...

My parents, because sacrifice is the clearest prove of love and you loved me and supported me anytime. Dad and mom thank you, you did whatever you could let me develop in my career.

My teachers, from my Basic English teacher to my advisors. You inspired me to continue and I have learned from you what now I know.

My group, you became my best friends and you taught me so much. We spent all kind of circumstances together that I would never forget.

Kenny Guisselle Campos

Dedicated to:

My Lord and God because he has strengthened my heart and will. He gave me wisdom and health to accomplish this career and work. I dedicate all my triumphs to him.

My mother for her unconditional love, sacrifice, support and patience before and during my career.

My brother Salvador for loving me and providing me the necessary resources to complete this work.

My friend Claudia for encouraging me to firmly pace and go forward; in spite of the circumstances. (TMS)

My Pastor Mario Mèndez for his prayers and advice.

My partners Marisela and Kenny for letting me work by their side on this graduation work. Thanks for your company, and for being not only partners but also friends.

To all my family, friends and church for believing in me.

Sandra Liset Escamilla Guerrero

Teacher assistants performance at the Foreign Language Department

In the English teaching field there are implicit held views of what teaching is and how it should be done. The Foreign Language Department (FLD) teachers from the University of El Salvador must know there is a diversity of elements that surround candidates to become teachers, which are all expected to be well-organized and focused for practitioners to learn to perform well in the classroom.

Foreign Language Department teachers are currently creating opportunities for FLD Teacher Assistants (TAs) to explore, develop, put into practice, recognize their own classroom context, to examine their own reactions, thoughts, and feelings that will make them grow in their own teaching to recognize how teaching and learning should be done and examine what is right and what needs to be changed.

However, it is pointed out that **the low qualified preparation of teacher assistants at the Foreign Language Department does not permit a high performance during their teaching.**

According to Lic. Cabrera and Lic. Olivares (FLD teachers), the performance of teacher assistants six years ago was considered very good even though, there were some conditions that did not contribute to a total development of assistants' functions. For example, the assistants used to be assigned to do their practice in different subjects mainly from the Service Area, but taking the

full responsibility of a teacher. Professors in charge of the Teaching Practice course in 1999 said that each semester they had the responsibility to assign practitioners to a certain number of English courses in the Service Area. This situation made teaching practice's professors to be closely focused in guiding this group of TAs (assigned at the Service area) which caused to spend less time and attention to the rest of TAs. Besides that, there was a period in which some assistants were also assigned to be the main teachers of some Intensive English courses at the Skill Development Area. Also, a considerable number of practitioners were sent to assist courses in the linguistic, methodological and specialized areas. Nevertheless, as some teacher assistants expressed, in the specialized areas there were not enough opportunities to practice for all the future teachers because of the complexity of the subjects.

Lic. Cabrera (FLD teacher) noted that the FLD has been working to improve this fact trying to follow a better established program for the Teaching Practice, sending their practitioners to assist teachers in English subjects where they can have the opportunity to perform their first classes.

On the Teaching Practice course syllabus it is described that students will be assigned to different English courses in which it is required to “follow some functions as instructors and eventually as teachers, not only operating theory knowledge they have acquired from the methodological area but also putting into practice the higher educational concerns in all its aspects” (Licenciatura en Idioma Inglés Curriculum, 1996). Most of the major changes that teaching

practice subject has gone through, were made in 2004. The issue of Practitioners' Performance deals with lots of responsibilities, objectives, and functions to accomplish; it is significant to point the areas taken into account to evaluate this. In agreement with Stevick (1996) teacher's performance must make students feel comfortable while involved in intellectual activity and be aware and interested, as well as teachers must be in general control, to allow and encourage originality in students, and to look relax and self confident to give the essence information about the language and to use the appropriate correction technique. Farrel (1996) exposed that performance is also immersed in the planning stage; the teacher needs to wonder about objectives, activities, interaction among students and how the learning will be monitored. These are meaningful components of performance among others such as responsibility, classroom management, motivating the group, clarifying doubts, using didactic materials, having command of the contents, and so on.

Teacher Assistants' performance at the FLD is seen according to different points of view: Tutors, researchers, TAs students' opinion and Teacher Assistants' self evaluation about Teacher Assistants' performance are very good. This is an interesting agreement because all the population considers the Teacher Assistants are doing their job satisfactorily but not excellent, this is comprehensible as a result of Teacher Assistants novice experience. It is expected that through the practice these future teachers improve to become more effective teachers. Not only will the experience be significant for a better performance but also their own desire to succeed this challenge. Nevertheless, we still believe that the Teaching

According to Portillo (FLD teacher) teacher assistants' preparation is going to be reflected in the class they have to teach if they are enough prepared to manage the contents. This shows that tutors and TAs share this opinion on this point. Although, there is a little part of tutors and TAs that declares that the preparation is excellent.

The results of a well coordinated preparation are going to demonstrate confidence in the TAs at the moment of exposing the class as all the elements which she or he takes advantage of. Some tutors pointed out that teacher assistants preparation is being carried out in a very satisfactory manner, it could be because they reflect upon their experience working with one part of Teacher Assistants that shows a high preparation which probably was increased by their own desire and interest. The other part of tutors agreed with the majority of Teacher Assistants evaluated, this means that in general, teacher assistants are very well prepared, yet having some missing details to demonstrate an excellent preparation. This situation can be caused by a low quality in their pedagogical preparation and also in their English proficiency due to inexperienced teachers, administrative problems or the self demotivation of students during their careers.

Activities to Develop in Teaching Practice.

There is a diversity of activities TAs have to develop in order to build up an attitude to shape the teachers' performance which can be in contact with the real stage during Teaching Practice. In addition, there are some activities to develop along the Teaching Practice which are arranged in order of importance.

Tutors and professors at the FLD state that, monitoring students in class is the most important activity that Teacher Assistants have to develop. Tutors and professors also agree that preparing didactic material is very important to develop during the Teaching Practice. This is very different for Teacher Assistants who say that the most important activity to develop is teaching a class but tutors and professors declared that for a good teacher, teaching a class is not so relevant as monitoring the students' work. Professors and tutors declared that giving tutoring sessions is one of the most important activities for TAs to develop, although TAs claim it is not so important

Checking quizzes is followed by giving clear instruction and modeling English language as well as checking homework. The other activities such as substituting the tutor, checking workbooks, word processing text and even grading tests are not often developed by teacher assistants, although these issues are very important to do when they are required by a tutor. These activities show that a teacher assistant has many important actions to carry out during the Teaching Practice and no activity is less important than any other, it is just that some activities are more frequently required to perform during the Teaching Practice and that in the moment that Teacher Assistants are needed to work on this issues they have to be ready and available to execute their job. Talking about Teacher Assistants' performance, teacher Cabrera, from the Foreign Language Department, gives the following ideas to have good teachers' performance: a) following an organized and complete lesson planning, b) having the appropriate

attitude toward students, c) having an adequate use and selection of materials, d) encouraging students to be involved in the learning process, e) assessing in different ways, among others. Having clear some components to enclose a high performance in teaching there are some weak areas which Tutors, Professors and Teachers Assistants recognize Teacher Assistants need to improve . Here are listed seven.

1. *Lesson Planning*
2. *Classroom management*
3. *Preparing didactic materials*
4. *Promoting students involvement in the lesson.*
5. *Providing feedback to students*
6. *Providing opportunities and monitoring students.*
7. *Promoting effective teacher assistants / students interaction.*

Concerning to preparation of good teachers, lesson planning is an important element that Teachers assistants must know how to write it and develop it. Most of the tutors assure their TA's always plan their lessons, although there are some tutors that express that TA's do not plan what they teach and for that reason they can not perform as well as it is expected.

Having lesson *planning* is the strongest weakness that needs to be improved.

Richards (1998) declared that lesson plans are systematic records of a teacher's thoughts about what will be covered during a lesson. In addition to this, lesson plans help the teachers think of different activities in relation to the topic

and increase the confidence to have a successful class. Planning a lesson can also provide the organization of the whole class and also think in advance about some problems or difficulties that teachers might face during teaching lesson. Daily lesson planning can benefit teachers of English in the following ways: A plan can help the teachers think about contents, materials, sequencing, timing, and activities; a plan provides security (in the form of a map) in sometimes unpredictable atmosphere of a classroom; a plan is a project of what will be taught; a plan can help a substitute teacher to efficiently take over a class when the teacher can not teach (Purgason, 91).

In the case of planning lessons tutors and teachers assistants must have a concentration in building up lessons together with the aim teacher assistants can learn by doing while the tutors make observations. It has been observed that a considerable quantity of practitioners had to plan their lessons by themselves without the tutor's help, for that reason some Teacher Assistants are not preparing good lesson plans. This contributes to poor quality lesson planning, so this is the first area in which Teacher Assistants are failing. Some tutors from the Foreign Language Department such as Ludwig Cornejo, Fidel Navidad, Sara Méndez Gómez, Ricardo Garay, Lilian Olivares and some tutors from CENIUES like Vitelio Melgar and Angel Arturo Araus agree they always plan the class with teacher assistants, although some Teacher Assistants' opinion say that most of them sometimes plan the class together with the tutor. And some other TA's pointed out they often do this; only a small group said they always plan the class

with the tutor, other groups declared they rarely or maybe never plan the class with the tutor. To plan class together is really important so that students can learn or improve with the corrections tutors might do to teacher assistants' lesson plans. The lack of working together in planning lesson is an alarming area that tutors and teacher assistants must improve it in order for Teacher Assistants to get a clear understanding on what planning lesson is.

The meetings in which both, teachers and tutors can comment about the teaching, how well they are developing or if there is something that needs to be changed are considered excellent by Teacher Assistants, while tutors themselves consider the meetings good. It is a contrast because Teacher Assistants think about meetings as a short time talk in which tutors notify Teacher Assistants about their next class to teach or the evaluation to check. On the contrary, tutors think about "meetings" as a formal meeting for planning the class, checking the planning or talking about teacher assistant's performance; facts that often happen, that is why there is a disparity between both answers. La Fontaine (1971) declared that assistants play a role as a part of the teaching team. This means that tutors are responsible to include assistants to their team, with the purpose of helping and guiding as might be necessary in order for Teacher Assistant to learn by doing.

Classroom Management is the second area in which teacher assistants are failing due to different points of view of the FLD staff. Classroom management as a second area to improve comes from the tutors and professors declarations. Teachers' assistants assured that classroom management is the least important

aspect to perform well. It means they do not need to improve too much on it, that is why teachers' assistant do not realize that it is one of the areas that they are failing. It has been detected that TAs have some weaknesses at the moment of managing the classroom, more effort should be put in this area.

The classroom management is immersed in the planning stage, in this case teachers need to wonder about what the objectives of the lesson will be, what materials and activities will be taken into account, what kind of interaction students will be in the classroom, and how the learning will be monitored. Lewis described three aspects for having a more effective management to produce the desired outcomes of language learning: motivation, constraints, and the teacher's role.

Motivation is really important to obtain a good atmosphere with the students that really encourage them to participate in the lesson. In language learning, motivation is needed to encourage students to apply the language in real circumstances. That is why teachers' task is not just motivating students to take interest in the subject, but the need to influence the classroom environment in order to motivate unmotivated students.

Experienced teachers say that behavior has to deal with motivation, teachers might move through stages in managing a particular type of behavior, having in mind that some unexpected students' reactions toward learning language call for teachers' management skills. Here are presented ideas how a teacher might manage a particular type of student's behavior.

Case 1: The back-row distractor. The same student always sits at the back and distracts others.

The teacher can use eye contact while continuing to speak

The teacher stops mid- sentence and stare until the student stops.

The teacher talks with the students after class to investigate the cause

Case 2: The nonparticipants. When several students are not taking part in the assigned activity.

The teacher ignores them if they are not distracting others.

The teacher walks past their desks and ask if there is a problem.

The teacher asks colleagues how the same students participate in other class.

Case 3: The over exuberant student.

When a person is often a good language model for others and dominates questions time, the kind of student who always comments about the topic.

The teacher interrupts with “thanks for that” and call on someone else to continue.

The teacher reminds the students that there will be more talking time soon in groups.

The teacher talks to the students individually later.

The teachers’ management skills are really important with the aim to motivate students and create a classroom climate for language learning.

Teachers’ constraints is not just to teach the class but also a teacher has to deal with different situations that in some cases they have to be solved in the

exact moment they occur, those kind of situations have to be overcome by the teacher.

Ronald Carter (2002) says that the most common constraint the teachers face in the classroom is about resources. Some teachers do not have photocopier machine or no economic resources to make copies for the whole class, no tape recorders or video recorders, and their students have no resource of interesting reading material, even in a library students can not find it.

Those situations mentioned before are examples of some constraints teachers can face but the teachers have to manage these problems, teachers often find way around the problems. Some other constraints are around group works, individual work; some others can be related to multilevel classes with fixed furniture, and so on. The key point is that the teachers have to look for solutions when such kind of problems as those mentioned above can happen in the classroom; also the teacher might organize the activities in a way the teacher manages better.

The teacher's-role is being applied as a part of educators:

Teachers educators at the FLD need to know their Teacher Assistants conceptions on teaching to make new conceptions of teaching in the case of wrong thoughts (Calderhead, 1987). Furthermore, the teaching practice is one of the spaces in which the students are being prepared to become teachers and the preparation deals with building specific skills. Those skills can be acquired and mastered during a normal period of time in which other

activities can be accomplished (Freeman,1992). While teaching, a teacher has to do the best to get the desired outcomes. For this reason, it is essential the teacher gets a good education during the Didactics and Teaching Practice when required .

Teachers can take different roles depending on what they think works best, (Richards1996). Teachers may select some roles for themselves such as:

a. *Planner*: the teacher sees planning and structuring of learning activities as fundamental to success in teaching and learning.

b. *Manager*: the teacher's role is to organize and manage the classroom environment and students' behavior in a way that will maximize learning.

c. *Quality controller*: a central task for the teacher is to maintain the quality of language use in the classroom .Correct language use should be reinforced and incorrect use discouraged..

d. *Group organizer*: the teacher's role is to develop an environment in which students work cooperatively on groups tasks.

e. *Facilitator*: the teacher's role is to help students discover their own ways of learning and to work independently.

f. *Motivator*: the teacher seeks to improve students' confidence and interest in learning and to build a classroom climate that will motivate students.

g. *Empower*: the teacher tries to take as little control or direction over the lesson as possible and lets the students make decisions about what they want to learn and how they want to learn it.

h. *Team member*: the teacher and all the students in the class constitute a team and should interact like members of a team .

Didactic material is the third crucial area to improve. In this level tutors, professors and even TA's already know that students who are in their Teaching Practice need to prepare specific material, with the appropriate level of difficulty for the contents they teach. Anything that exists within the classroom can be a resource for learning, for instance the textbook, workbook, posters, drawings, pictures, charts, writing exercises, lyrics, teacher's book, video, tape, Compact Disk, CD player, computers and so on. According to Nunan and Lamb (1996) another influential aspect in teaching English is the use of materials. Any classroom environment needs to take advantage of extra material prepared or selected by the teacher when planning the class. Kreidler (1971) expressed "Simple visual aids are one tool available to teachers to add reality, clarity, and variety to the drill which is necessary for students at the earlier stages of language learning". There are different types of extra material: readings, songs, written exercises, charts for explaining topics easier and visual aids among others. All of these extra materials are necessary to develop a better class; teachers have to evaluate what kind of materials they will employ in specific classes. It was discovered that tutors and professors express that Teacher Assistants at the FLD are teaching their classes using extra materials; although some of the Teachers Assistants are not provided with the basic resources they have to employ for teaching because it is expected tutors and professor can

provide Teacher Assistants with the materials. In addition, researchers discovered that according to students' opinion the most used didactic materials are audio CDs, posters and pictures. According to the observations, Teacher Assistants almost never used audio CDs or even posters or pictures. For example in the Service Area, it was observed that teacher assistants never use these materials. For some practitioners, it is difficult to get a tape recorder or posters. This shows that most of the time, Teacher Assistants do not have the basic resources for developing their classes. However, practitioners must supply themselves with these tools.

According to researchers' observations Teacher Assistants are not always using adequately the didactic materials since they are not having in mind that didactic material is related to time, encouraging students to be involved in the lesson, practice in the exercises.

Teacher's profile must examine the role of the teachers' decisions, practice and characteristics that teachers make use of in teaching with the main objective to build up a good performance in teaching; for that reason Assistants must pay attention to the Profile of a teacher in the new millennium.

A current model of teaching to present the teacher's profile is the one used in mainstream education. It is well known with the name of "**active teaching**". This active teaching is surrounded by the principal idea or purpose to be focused in the task of students production of the language in which the profile of a teacher provokes students' better learning and encourages to development

on the task. The present and active teachers' profile is determined with different set of requirements teachers must be involved which are part of a good performance. Here is presented a checklist provided by Tikunoff (1985 a: 135) to measure Teacher Assistant's effectiveness.

Communication	yes	No
The teacher gives accurate directions		
The teacher specifies and measurements.		
The teacher presenting new information by explaining ,outlining, summarizing, reviewing		
Class management		
The teacher maintains task focus		
The teacher paces instruction appropriately		
The teacher promotes involvement		
The teacher communicates expectations for successful performance		
Monitor		
The teacher views work frequently		
The teacher adjusts instruction to maximize accuracy		
Feedback		
The teacher informs students when they are successful		
The teacher gives information about how to achieve success		

In the model above the teacher must follow all of the elements to obtain good results in teaching and learning. Now here are explained in detail each one of the areas:



a. Communication:

With the requirements mentioned indicates that teachers have to facilitate the communication process among all participants in the classroom, also give good explanation of the contents, give clear instructions and make feedback. In some cases, the teacher models the target language, controls the directions and pace of learning, monitors, and corrects the learning performance. (Richards and Rodgers, 1986). According to the element of communication, there was observed in the Foreign Language Department that most of the Teachers' Assistants classes contained good explanation of the contents, since it was seen Teachers' Assistants developed the class in an organized way with important details like: examples and exercises according to the topic to clarify as much better as possible the contents and also, it was observed that Teachers Assistants' answers when students ask, were appropriate for a clear understanding of students.

Teacher' Assistants command of the contents they teach is an important fact to check out on Teacher Assistants performance, since this is the process in which knowledge has to be displayed in the classroom. This is an important issue for teachers and learners (Burdy, 1990). That is why, teachers must be well prepared and give good explanation of the contents in order to show self-confidence while teaching in front of the students. TAs' from the Foreign Language Department do not have too much problem with this since they have a very good command of the contents because teacher assistants explain the class very well and answer questions while students ask, so they are ready with the management of the contents. This is a good point for teacher assistants.

b. Class management:

In language classrooms, students are generally expected to participate actively to answer questions. It is regarded as a way to practice the language. That's why teachers have to encourage students' active participation and involvement in the lesson and also teachers must communicate expectations for appropriate behavior and avoid confusion on both participants teachers and students. Expectations must be with the objective to obtain a good performance (Phillips, 1972). With the results of the observations it is shown that class management is one of the areas in which Teachers' Assistants are failing, even though they try to promote students involvement in the lesson, there are some students that they don't pay attention to the learning of the target language. In some cases it could be caused by the kind of activities the teacher develops while teaching, because it was observed that there were some interesting activities that encourage students to participate but there were some other that do not take students attention. As a result there was observed some misbehavior students, that Teachers couldn't deal with.

In most of the cases Teachers Assistants do not know what to do with some cases of misbehavior as a result of poor experience in teaching and managing a group

c. Monitor

Parker (1984) expressed that teachers have to constantly make decisions that are appropriate to point in the lesson since decisions are essential in teaching.

Among the components to give a class a good teacher has to make some decisions. One of the decisions is monitoring the progress of students “because teachers need to assess students’ responses with the aim to teach and to modify their instructions in order to provide optimal support for learning. In this element it was observed that most of the Teachers’ Assistants could not have the total opportunity to monitor students’ work since they focused on a part of the class and they forgot about the rest of the students, and it is well known that monitoring students is an essential part of the learning to see how the students are acquiring the language and if there are some mistakes to correct them as quickly as possible in order to have a satisfactory work and excellent students acquisition of the language. Though it is significant to mention that there were some Teachers’ Assistants that, of course monitored students work and checked out student’ answers concerning to some exercises.

d. Feedback.

Providing feedback to learners on their performance is another important aspect of teaching. It can be either positive or negative and many serve not only to let learners know how well they have performed but also to increase motivation and build up a supportive classroom climate for students to feel comfortable. Since a teacher profile requires of good characteristics, in a recent research about how to be a good teacher, the researchers tried to find out what students think about teachers and teaching. It has been observed in

the real field of teaching practice that Teachers' Assistants are not so good on giving feedback because the observations prove that most of the Teachers' Assistants do not support too much the topic, it means they do not reinforce what they explain twice or three times.

It was observed that Teachers' Assistants focus themselves on explaining the topic and give some exercises in relation to the topic which is good, but feedback is really important, so Teachers' Assistants can not isolate the supporting explanations about the topic.

Teacher education should not be a question of imposing traditional or progressive teaching models on students' teachers (Hewson, 1989). It should be about establishing connections with TAs' personal understandings and building on their knowledge. Teacher education courses should aim at providing space in which teacher assistants can bring up and examine their preparation knowledge in order to see how it relates to teacher educational knowledge in the real stage. That is why in this section, we will determine a set of ideas that professors from the Foreign Language Department should follow to provide a better preparation of students to be teachers.

Didactics subject is one of the main courses at the FLD that build up students' education to become teachers. In the Foreign Language Department there are three didactics courses of methodology concerning teaching and learning EFL/ESL. In these courses students learn theory in teaching, planning (programs and lesson plans) and evaluation. (English didactics III syllabus). Freeman agrees

that a good teacher is provided with adequate didactic courses that provide methodology to support the performance at the classroom setting(1992). But theory is not enough for the education of students. Fenstermacher (1986) claims that theory benefits classroom practice only to the extent that it helps bring the surface, alter and strengthen the justifications of why teachers teach the way they do. Einstein (1984) claims that theory and generalizations from educational research can provide a guide but never a substitute for the teachers' ability to read the meanings that are found in the classroom life.

Teachers educators must realize that theory often fails in relation to practice because the problems that arise in practice are generally neither caused by nor the results of teacher's lack of knowledge about theory, instead of it the problems teachers face at the classroom are normally caused by the impositions on them where their practice takes place, the school and classroom (Freeman,1993). Teaching practice is the second big pillars in the education of the foreign language students. According to Richards(1996), the way teachers teach is often a personal interpretation of what they think works best in a given situation. Of course, the guidance and feedback they receive in their practice will be vital.

According to the findings TAs' performance should be improved and updated to produce highly qualified teachers. Teaching practice is obviously changing but nowadays facts concerning to teaching are being constantly updated and the FLD should be aware of this.

Regarding to the Teaching Practice current situation and TA's performance at the Foreign Language Department, there are some significant conclusions which were found during the execution of this project. As it was exposed at the beginning of this work, it is pointed out that TAs' performance is not bad, but it can be improved and updated to produce highly qualified teachers.

At the beginning of this work, the researchers thought that TAs were not performing their practice satisfactorily, because of previous TAs' experiences. It has been proved they are doing a very good job, even there are areas that should be improved not only concerning to TAs' performance level but also concerning to the use of didactic materials. Practitioners are not always provided with the basic resources. This is because neither students prepare their own material for each topic nor the Foreign Language Department provides the basic material which might contribute in a way to get a better performance.

It is clear that tutors are not taking into consideration some areas such as: planning and helping to grow novice teachers' performance. Tutors do not accept or realize their real responsibility in charge of the TAs. Tutors and Practitioners should work together and meet often. The gathered data exposed that for practitioners meetings with tutors are *excellent*. On the contrary, tutors say meetings are *good*.

Practitioners are not preparing good lesson plans. A considerable quantity of practitioners had to plan their lessons by themselves without the tutor's support. This contributes to poor quality lesson planning. Most of the tutors agreed their

TA's plan their lessons, although there is a little part of this population that answered that TA's do not plan what they teach.

Practitioners' Performance is *very good*, in general this means that practitioners are doing an acceptable work which could be improved with experience. Another strength practitioners have is the command of the contents they teach, which is very good, it means they do not have problem in this area.

Personal experiences in different seminars and methodology trainings suggest that some of the main elements for good performance require the teachers to be engaged on making a difference, taking advantage of all possible resources in each class, making it unique. With the interviewed tutors, professors and teacher assistants, there were exposed some weak areas which Teacher Assistants need to improve to do a better job for becoming a successful teacher, so they can increase the elements that will help Teachers Assistants to get a good performance.

To finish this work here are presented different opinions for students and teachers to take into account in Teaching Practice with the aim to improve the work of Teacher Assistants as much as possible:

- Tutors have to take a protagonist role in guiding teacher' assistants to succeed in the practice. FLD tutors must be engaged with this role and be able to search individual practitioners virtues for each practitioner to take advantage of it.
- It is a good idea that professors and tutors schedule meetings to set the practitioners 'responsibilities and tutors' responsibilities. It means both, tutors

and practitioners help each other. There must be implemented and exclusive periodical and formal meetings, in which Practitioners' tutors and Teaching Practice Professors deal with Practitioners' performance related matters and in which professors focus the points that are not being worked.

-The Foreign Language Department should assign an appropriate number of professors to the Teaching Practice to provide a better and close tutoring sessions to the students in order to guide students to change what they are doing wrong or congratulate what is right.

- It would be key to study the possibility to have an initial Teaching Practice subject just for observing the practical environment in which the new teachers will work in the following Teaching Practice.

- Practitioners must be provided with the necessary materials indispensable to perform a more effective class, even though this might be an extra effort.

-The staff from the Service Area must prepare better the Teacher' Assistants with the methodology and tips that TAs need to learn to put into practice in the classroom environment due to they become the teachers of the courses, since this is the area that some of the teachers declared that needs too much attention.