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SCHOOL OF ARTS AND SCIENCES
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UNDERGRADUATE RESEARCH:

ONGOING TRAINING FOR EFL TEACHERS BASED ON THEIR SPECIALIST
NEEDS. CASE: COLEGIO ESPAÑOL PADRE ARRUPE, ACADEMIC YEAR
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PRESENTED BY:

FLORES ALAS, HILDA JACOBED	FA04005
MENDOZA PALACIOS, CRISTIAN ADEMIR	MP10006
ZAVALETA MÉNDEZ, ELIZAMA ABIGAIL	ZM08013

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ADVISOR

M.ED. RICARDO GARAY SALINAS

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AUTORIDADES DE LA UNIVERSIDAD DE EL SALVADOR

MAESTRO ROGER ARMANDO ARIAS

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VICE-RECTOR ACADÉMICO

ING. AGR. NELSON BERNABÉ GRANADOS

VICE-RECTOR ADMINISTRATIVO

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MAESTRO MANUEL ALEXANDER LANDAVERDE

COORDINADOR DE LOS PROCESOS DE GRADUACIÓN

MAESTRO RICARDO GARAY SALINAS

DOCENTE DIRECTOR

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INTRODUCTION

The present work is part of a research project called "Ongoing training for EFL teachers based on their specialist needs. Case: Colegio Español Padre Arrupe, academic year 2016", presented by the students Hilda Jacobed Flores Alas, Cristian Ademir Mendoza Palacios and Elizama Abigail Zavaleta Mendez under supervision from M.Ed. Ricardo Garay Salinas member of the Foreign Language Department of the University of El Salvador in order to obtain the degree of bachelor of arts in English with emphasis in teaching.

The objective of this undergraduate research is to identify the areas of opportunity of the teachers in service in English language teaching area of the different levels of the Colegio Español Padre Arrupe to emphasize the importance of a process of ongoing training for the teachers of this institution, in particular for teachers who are specialists in the English language and its relation with the student's academic achievement, and based on those findings to propose projects aimed at benefiting students, thereby improving the level of educational quality in the English language, from the perspective of teachers.

The sections that compose this work are the following: In the first one, the context related to the problem of the process of continuous training of English teachers of the Colegio Español Padre Arrupe; in the second chapter, the importance of continuous training process develops from bibliographic background on the process of teaching as a profession; in the third and fourth, it describes the type of study and the methodology used; the fifth and sixth sections describe the population and the instrument for this research; in the seventh section, the process of analyzing the information collected through the concluding notes of the life histories obtained from the teachers. Finally, in chapters eight, nine and ten, it is mentioned the findings, conclusions as well as the recommendations generated from the conclusions obtained.

I. STATEMENT OF THE PROBLEM

A. Historical framework

Some studies about the importance of ongoing training have been carried out already, the importance of continuous training for teachers. It is known that ongoing training is not only beneficial for new teachers, but also for experienced ones. Ongoing professional development keeps teachers up-to-date on research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more; for those reasons many colleges and universities are revamping their education schools to include an emphasis on content knowledge, to increase use of educational technologies, to create professional-development schools, and to innovate training programs.

For instance, for experienced teachers, it is vital to find time to participate in professional learning because technology is continuously changing and subject knowledge is updated. More specifically, when subject knowledge is updated, experienced teachers need access to professional learning opportunities to be refreshed on these subject areas, because what teachers know is a major influence on how students learn. The following articles and studies expose the importance of ongoing training and show clear evidence on how it provides teachers the opportunity to expand their skills, and develop new teaching strategies, and deep understanding of subject content.

In 2014, Barbara Bruns and Javier Luque state in their book “Great teachers: How to Raise Student Learning in Latin America and the Caribbean” make emphasis on how having excellent teachers, is one of the most important attributes for the schools to produce the best results, and how productive can be the implementation of continuous training for teachers. This book is the latest title in Latin American Development Forum series, which since 2003 has brought depth to the research to the most pressing (economic and social) countries. To prepare this study, the team built the largest globally comparable database on teacher

practice in the classroom ever assembled, with observations from more than 15,000 different teachers in seven different Latin American and Caribbean countries. “Building human capital, the key ingredient for higher productivity and faster innovation, is thus a central challenge for the region,” they say.

With elegant simplicity, this book argues that the quality of education is conditioned by the quality of our teachers. It asks for a new focus on recruiting the most talented young people into teaching, raising the effectiveness of teachers already in service, and providing incentives that can motivate teachers to deliver their best effort in every classroom, every day, to every child. Also it remarks that if Latin American countries wish to transform the education profession, raising the teachers selection process will be key. Tighter control of the content, quality, and selection of programs will save resources, increase prestige, and allow reallocation of resources currently spent on low-quality preparation for a large number of candidates to high-quality preparation for a more elite group of candidates.

According to Fundación Salvadoreña para el Desarrollo Económico y Social (FUSADES) in their last research Políticas Docentes El Salvador 2015, there is a growing concern in Central America and Dominican Republic regarding the quality of education. Public schools from these countries are not achieving the teaching skills that children and youth need to be inserted successfully in the labor market to contribute to the society, especially those students in vulnerable conditions; so that, action must be taken to establish standards of performance and quality, improving in that way the teaching performance. Despite the importance of teachers in promoting learning in most countries in this region systems recruitment, training, retention and support of teachers are still inadequate. In addition, interest groups should be more involved with governments to demand improvements in teaching and student learning. FUSADES states that in El Salvador, one of the main challenges is to ensure universal access to high quality education; to achieve this, it is necessary that the efforts of education policy focus on improving school environments, and especially in ensuring high quality teaching and strengthen capacity to manage and transform existing resources into student learning.

The professional development should be structured so that it thoroughly prepares teachers to successfully deliver core, intervention, and supplemental reading programs. This training should occur at the beginning of the school year, with additional support provided throughout the remainder of the school year and adequate teacher learning and practice time should be considered. Time needs to be built into the system to allow teachers to collaborate, plan, and reflect as they learn. FUSADES also refers to a monitoring report for high quality teachers, and states that it is necessary to ensure compliance with minimum quality of institutions and the insertion of dynamics for the labor market standards, but also mention that continuous training is a priority and the challenge is to move towards professionalization strategy.

In 2013, Khaled Mohsen Mohamed Zuheer carried a study: "Developing EFL Teachers' Performance at Sana'a Secondary Schools in the Light of Their Professional and Specialist Needs," in which remarked that EFL teachers need to be developed in multiple areas, namely language skills, linguistics, culture and literature, pedagogy, psychology, and ways of evaluation; however, such areas may not be fixed and finished. For instance, the development of the teachers' language proficiency skills in English, especially in environments where English is a FL, should be the most serious questions and when preparing programs for developing EFL teachers' performance.

Developing and training EFL teachers' performance has to fulfill most of the participants' needs. Martinet, et al. (2001: p.187) indicates that developing EFL teachers' performance should specifically verify the subject related aptitudes of all candidates applying for admission to a second language teacher training program. The teacher training program should prepare teachers to meet the specific needs of the school community. Abdul Ghany (2003: p.21) asserts that there is a gap between theories that have been taught for EFL teachers and practices in teaching reality.

In this research the EFL teachers at Sana'a secondary schools suffered from weakness in their teaching performance, that affects badly their roles as EFL teachers that necessitates developing their teaching performance and the pilot study consisted of a questionnaire prepared by the researcher. The questionnaire contains 10 questions, distributed to 20 EFL teachers at Sana'a secondary schools and 7 to their supervisors. This questionnaire was designed to help the researcher determine the problem of the study; the results of this questionnaire showed that there was no training or development for EFL teachers at Sana'a secondary schools, they did not attend any kind of development programs, seminars, courses or workshops that were related to their professional and specialist needs. And actually, they needed professional and specialized development. He states in his research that developing and training competent teachers, especially teachers of second or foreign languages, require a special kind of competence based on academic principles, practical experiences, personal attributes, educational technology, learners' needs and environment requirements that result in truly remarkable professionals. "Teachers' professional development plays an essential role in successful education improvement. Teachers' professional development serves as the bridge between where prospective and experienced teachers are now, and where they will need to be to meet the new challenges of guiding all students in achieving higher standards of learning and development" he says.

B. Description of the problem

The Colegio Español Padre Arrupe has been recently considered as a reference in the high school education system in El Salvador because of the excellent results their educative model produces. There are many factors that contribute to the success of this institution, especially in the Prueba de Aprendizaje y Aptitudes para Egresados de Educación Media (PAES). The continuous training for the teachers is an important key factor in order to keep on the top of the best schools in El Salvador regarding the four elementary subjects taught in the country (Social studies, Math, Science and Literature).

Considering the fact that the only four subjects evaluated in that standard test, it was necessary to set a deep meditation about the others subjects which also play an important role in the formative process of the students, especially in the English area which traditionally has not received the importance it requires. According to Zeeshan Naved in his article: "The Importance of the English Language in Today's World", language is our primary source of communication. It is the method through which we share our ideas and thoughts with others. Some people even say that language is what separates us from animals and makes us human.

He also mentions that "there are several factors that make the English language essential to communication in our current time. First of all, it is the most common foreign language. This means that two people who come from different countries usually use English as a common language to communicate. That is why everyone needs to learn the language in order to get in touch on an international level." For that reason, English is very essential in the institution so it can be a competent subject as the others required for the PAES are. If English has that level of importance around the country and around the world, the most important resource to invest are teachers who are the base for quality education.

C. Objectives

I. General Objective

- To identify the areas of opportunity EFL teachers from Colegio Español Padre Arrupe have, due the lack of ongoing training based on their necessities.

II. Specific Objectives

- To find out the importance that ongoing training for EFL teachers from the Colegio Español Padre Arrupe has.
- To identify the special needs EFL teachers have in order to improve their methodology during teaching.
- To provide different proposals that will enhance the quality of the teachers' development.

D. Research questions

- How are teachers from Colegio Español Padre Arrupe affected when not receiving ongoing training based on their necessities?
- Why is it important to have ongoing training at Colegio Español Padre Arrupe in the English field?
- Which special needs do teachers of English from Colegio Español Padre Arrupe have to develop in their subject?
- How can ongoing training help teachers to make a better job?

E. Rationale

The learning of a foreign language is a difficult task which requires too much dedication and inspiration of improving, in order to be proficient in the language; learning a second language is of great importance, it gives the learners different opportunities. For some students is easier to learn a second language than others; clearly, some language learners are successful by virtue of their sheer determination, hard work and persistence.

English is one of the most commonly used languages among foreign language speakers around the world. In El Salvador, English has become one of the most important second languages, for that reason is very important to have educators that are not only capable to transmit knowledge to pupils, but also trained constantly.

The Colegio Español Padre Arrupe represents higher quality education around the country; however, it is always open to receive new proposals that may bring even more prestige in the society and in the academic field, since it is known that this institution has international financial assistance. So that, it is necessary that teachers get involved in specific workshops that can help them on their daily educational environment.

F. Delimitation of the problem

Studying to be a teacher is not an easy task and working as a teacher is even harder. It involves many different aspects that are very essential to succeed in this profession. In this study the researchers have focused on the ongoing training teachers have to receive to be proficient in the teaching practice. The study included some concepts, ideas and perceptions about the continuous training that teachers have to acquire. While reading some documents and researches related to education and specifically about teachers, it was found that progressing training is an important factor every teacher has to attend to achieve the requirements asked by the society.

After finding out that ongoing training was necessary and helpful to the development of the teacher's job, the researchers planned to make a participant observation to look for the necessities teachers have and how training can help to supply them.

With information obtained by talking with the coworkers it was found that they have the same perception about the ongoing training received at their workplace; so the researchers decided to talk in a deepest way with the group of teachers of English to have more information to understand in a better way the topic, and to help to the education system at Colegio Español Padre Arrupe. The research was carried out in El Salvador at the Colegio Español Padre Arrupe with the five teachers of English from all levels in 2016.

II. THEORETICAL FRAMEWORK

The role of the teacher has changed through the time, and also the necessities the students in the classroom have; so teachers must fulfill such necessities even when that seek of improvement in the class will give them some vulnerable gaps in their academic and professional practice. Since the process of education itself is constantly changing, teachers have a big challenge which is to keep an ongoing innovation in their practice to bring the best result on their learners. Professional development is the only strategy school systems have to strengthen educators' performance levels. Professional development is also the only way educators can learn, so that they are able to better their performance and raise student achievement. Many misunderstandings exist about professional development, its purpose, and how it functions. Therefore, it is necessary to describe some points which will clarify the role of teachers in education, and the gaps teachers have to carry their practice in order to reinforce and support the teaching English as a foreign language education.

A. What is teaching?

The importance to clarify the concept of teaching, which will be one of the main points for the research, is to identify the gaps of the ongoing training on English as a Foreign Language teachers' community. Therefore, teaching will be established as a process that facilitates learning; teaching is the specialized application of knowledge, skills and attributes designed to provide unique service to meet the educational needs of the individual and of the society. The choice of learning activities whereby the goals of education are realized in the school is the responsibility of the teaching profession. In addition, to provide students with learning opportunities to meet curriculum outcomes, teaching emphasizes the development of values and guides students in their social relationships; also, teachers employ practices that develop positive self-concept in students. Although the work of teachers typically takes place in a classroom setting, the direct

interaction between teacher and student is the single most important element in teaching.

Teaching at its most literal level of education, is imparting knowledge which as the same time is the most fundamental part of a teacher's job. It is more obvious than (though just as important as) inspiring, motivating and forming relationships. But just like many other elements of the job, the act of teaching is personal, no two teachers are the same; the way to teach is unique and by teaching the teacher himself brings to the classroom: personality, experiences and ambitions. The pedagogy for teaching style is shaped by these characteristics, influenced by own education, and becomes the guide to use to teach students. Learning is a cooperative effort, requiring engagement on the parts of both, students and teacher; each student also has their own learning style: they learn at their own pace and in their own ways. While it is important to establish your teaching style, it should also be flexible enough to take into account the learning styles of the students. The teaching process can be guided by a general pedagogy while being considerate of the students varying needs. However to be effective in the practice of teaching is necessary for a teacher to do it all. Across all ages, languages, ethnicities, and subjects, teachers are, and need to be, some of the most widely skilled people around in order to be successful. A day in the life of a teacher can vary greatly depending on the subject and grade level in which they teach. From Kindergarten to high school and special education to statistics, one theme runs consistently throughout every great teacher's career: their job does not end with the school day. Although standing in front of the classroom is a huge part of a teacher's responsibilities, they extend far beyond that into the lives of their students, their students' families and their community. A great teacher may help a student-in-need after class, attend Parents Teachers Association (PTA) meetings and root on the school's baseball team on the weekend. A great teacher may also attend relevant conferences, network with other teachers and engage in continuing education to stay at the forefront of their specialty. In short, the process of teaching involves an enormous work from the individuals taking the role of teachers, since it is not only the fact to be a teacher but being a great teacher. Great teachers teach,

and do much more great teachers motivate, inspire and lead. They interact with their community to affect positive change through their students and themselves. Great teachers change lives from the participants in their education process.

The continued professionalization of teaching is a long-standing goal to advance teaching as a profession. Professionalism is a complex and elusive concept; it is dynamic and fluid. Six generally accepted criteria are used to define a profession. The teaching profession fulfills those criteria in the following ways:

1. Teachers are equipped with such a body of knowledge, having an extensive background in the world and its culture and a set of teaching methods experientially derived through continuous research in all parts of the world.
2. Teachers carry responsibilities weighted with social purpose. Through a rigid and self-imposed adherence to the “Ley de la carrera docente”, considering the Salvadoran social scenario, which sets out their duties and responsibilities, teachers pass on their accumulated culture and assist each student under their care in achieving self-realization.
3. Cooperation plays an important role in the development of the teaching profession because it represents a banding together to achieve commonly desired purposes. The teaching profession has won its well-deserved place in the social order through continuous cooperation in research, professional preparation and strict adherence to the Code of Professional Conduct, which obligates every teacher to treat each student within a sacred trust. Teachers have control or influence over their own governance, socialization into teaching and research connected with their profession.
4. Teachers are required to complete a defined teacher preparation program followed by a period of induction or internship prior to being granted permanent certification. This period includes support for the formative growth of teachers and judgments about their competence. Teachers are devoted to continuous development of their ability to deliver their service.

5. Teachers have opportunities to make decisions about important aspects of their work. Teachers apply reasoned judgment and professional decision making daily in diagnosing educational needs, prescribing and implementing instructional programs, and evaluating the progress of students. Teacher judgment unleashes learning and creates the basis for experience.
6. As professionals, teachers are governed in their professional relationships with other members, school boards, students and the general public by rules.

The certificated teacher is the essential element in the delivery of instruction to students, regardless of the mode of instruction. A teacher has professional knowledge and skills gained through formal preparation and experience. Teachers provide personal, caring service to students by diagnosing their needs and by planning, selecting and using methods and evaluation procedures designed to promote learning. The processes of teaching include understanding and adhering to legal and legislative frameworks and policies; identifying and responding to student learning needs; providing effective and responsive instruction; assessing and communicating student learning; developing and maintaining a safe, respectful environment conducive to student learning; establishing and maintaining professional relationships; and engaging in reflective professional practice. These processes must be free of discriminatory practices and should contribute to the holistic development of students who are actively engaged, responsible and contributing members of a democratic society. The educational interests of students are best served by teachers who practice under conditions that enable them to exercise professional judgment. Teachers have the right to participate in all decisions that affect them or their work, and they also have a corresponding responsibility to provide informed leadership in matters related to their professional practice.

The word teach, is unhelpfully ambiguous it can refer to our all-encompassing job as educator in the broadest sense (we all are teachers). It can refer to different kinds of approaches (teach by questioning, teach by telling). And it

can imply a range of purposes (inform, expand awareness, develop performance ability). It can even refer to isolated teacher behavior, irrespective of the results, as in the old joke, “I taught them, but they didn't learn.” So how should it be best clarify the job of the teacher?

Backward design suggests one answer. The teacher's role, behavior, and strategies must stem deliberately from established mission and goals, the curriculum, and agreed-upon learning principles. In other words, the particular approaches, methods, and resources employed are not primarily subjective “choices” or mere matters of style. They logically derive from the desired student accomplishments and our profession's understanding of the learning process. We teach to cause a result. Teaching is successful only if we cause learning related to purpose. More specifically, it can be distinguished mandatory from optional teacher roles and approaches by recalling the categorization of intellectual goals mentioned in Chapter 1 (academic excellence, understandings, key competence, habits of mind, mature conduct). Mortimer Adler, in *The Paideia Proposal* (1982), presents with three broad categories of instructional roles for teachers related to these intellectual goals:

- Didactic / direct instruction. In this role, the teacher's primary goal is to inform the learners through explicit instruction—that is, telling and lecturing, supplemented by textbooks and demonstrations.
- Facilitation of understanding. Facilitative teaching seeks to help students “construct” meaning and come to an understanding of important ideas and processes. Teachers in this role guide student inquiries into complex problems, texts, cases, projects, or situations. Their principal methods are questioning, probing, and process-related commentary, with little or no direct instruction.
- Coaching performance. Coaching seeks to support the learners' ability to transfer their learning to succeed in complex and autonomous performances. The teacher/coach establishes clear performance goals and

then supervises the development of skills and habits through ongoing opportunities to perform, accompanied by specific feedback and modeling.

The implication should be clear from these categories: there is no one best teaching approach. Rather, the choice of a pedagogical method or a particular instructional move should be determined by what the desired results imply and thus what kind of help and experience the learners need. When the learning goal requires information cast in a helpful way, use didactic teaching approaches. When the goal is to ensure that ideas are understood and misconceptions overcome, facilitate student discussions and inquiries so that students come to see for themselves. When the aim is for the learners to transfer their knowledge and skills to new situations, then coach for the desired performances.

B. Teaching techniques

Reading: TEFL that uses literature aimed at children and teenagers is rising in popularity. Youth-oriented literature offers simpler material ("simplified readers" are produced by major publishers), and often provides a more conversational style than literature for adults. Children's literature in particular sometimes provides subtle cues to pronunciation, through rhyming and other word play. One method for using these books is the multiple-pass technique. The instructor reads the book, pausing often to explain certain words and concepts. On the second pass, the instructor reads the book completely through without stopping. Textbooks contain a variety of literature like poetry, stories, essays, plays etc. through which certain linguistic items are taught. Reading aloud to students who are learning English as a foreign language is a highly effective strategy to assist them in learning the basic rules and understandings of the process of reading. When teachers read aloud to their students, they simply model fluency and comprehension, while also adding visual support, periodic paraphrasing, and extension. When choosing an appropriate text for the student, both the vocabulary and concepts of the text that may be new to the student need to be considered. To make sure they get definite

understanding of the text, engaging the students during reading will assist them with making connections between what is being read and the new vocabulary.

Communicative language teaching: Communicative language teaching (CLT) emphasizes interaction as both the means and the ultimate goal of learning a language. Despite a number of criticisms, it continues to be popular, particularly in Asia and Europe. The task-based language learning approach to CLT has gained ground in recent years. Proponents believe CLT is important for developing and improving speaking, writing, listening, and reading skills, and that it prevents students' merely listening passively to the teacher without interaction. Dogme language teaching is a similar communicative approach that encourages teaching without published textbooks, instead focusing on conversational communication among the learners and the teacher.

Blended learning: Blended learning is a combination of face-to-face teaching and online interactions (also known as computer-assisted language learning), achieved through a virtual learning environment (VLE). VLEs have been a major growth point in the English Language Teaching (ELT) industry over the last five years. There are two types:

- Externally hosted platforms that a school or institution exports content to (e.g., the proprietary Web Course Tools, or the open source Moodle)
- Content-supplied, course-managed learning platforms (e.g. the Macmillan English Campus)

The former provides pre-designed structures and tools, while the latter supports course-building by the language school—teachers can blend existing courses with games, activities, listening exercises, and grammar reference units contained online. This supports classroom, self-study or remote practice (for example in an internet café). Kendriya Vidyalaya Sangathan in India has launched a web portal ECTLT where learners can learn English and other subject online and interact with their own teachers of KVS across the country.

Online classroom: Advances in technology made it possible to get a TEFL qualification online. Students can enroll into online classes that are accredited by organizations such as the British Council or Cambridge ESOL. It should be noted that there is no single overarching accreditation body for TEFL however private for profit TEFL companies have been known to invent accreditation affiliates and use them to cheat the customer. Study materials are divided into modules. Students take one or multiple tests per study module. Support is handled by tutors, who can be reached via email. After successfully finished the last module the student is granted a certificate. It comes in digital form or can be shipped to the student's address. Getting such a certificate can be beneficial in many ways. The student can get a bigger paycheck or teach English in foreign countries.

C. What is ongoing training for teachers?

Teacher training is recognized as a key area to raise the quality of education, from both, the investigating authorities (OECD, 1991; García Garrido, 1992; Imbernón, 1994; Marcelo, 1994; Popkewitz, 1994, Fernández Pérez, 1995) and from political (LOGSE, arts.5556).

The ongoing training process for ELF teachers is a hidden necessity for all the individuals immersed in the teaching field, due to the fact that, to be performed is necessary to fulfill many external and internal requirements for the teachers. Based on that, it is imperative to establish a concept for ongoing training, which is no more than the process of enhancing one's personal growth and job skills and improving one's job performance in order to contribute to outstanding educational results for students. The professional development or ongoing training should be required throughout the career of education support professionals. Professional development programs should provide equal opportunities for these employees to gain and improve the knowledge and skills important to their positions and job performance.

When people use the term "ongoing training," they usually mean a formal process such as a conference, seminar, or workshop; collaborative learning among

members of a work team; or a course at a college or university. However, professional development can also occur in informal contexts such as discussions among work colleagues, independent reading and research, observations of a colleague's work, or other learning from a peer. Effective professional development affects students. Student learning and achievement increase when educators engage in effective professional development focused on the skills educators need in order to address student's major learning challenges.

Professional development programs are meant to provide opportunities for teachers to gain knowledge and skills that will enhance their professional growth. In turn, EFL teachers use their newly developed skills and knowledge, thereby increasing their contributions within the educational community. There are a variety of ways in which professional development can be obtained, ranging from a smorgasbord model to a systematic approach to learning. In the smorgasbord model, participants take classes or workshops on many different topics. These experiences are often of short duration, do not cover material in depth, and are not sequential. A systematic approach provides an organized way to structure learning. Educational opportunities begin with a foundation of basic knowledge, skills, and competencies, followed by more purposeful learning that builds on previous experiences. Although these examples are by no means exhaustive in form or detail, they may be helpful to the Ministerio de Educación (MINED) or local or international organization involved in organizing programs.

Although it should not be expected to experience given greater sagacity teachers in the academic exercise, nor should discredit as informative factor in the field of social cognition, it appears that experience (as Kagan and Tippins, 1991); increases indeed this tenacity, but, nevertheless, in this and other skills, have experience, does not mean being an expert. It is possible that teachers with more experience or years of teaching have more developed some skills, but not necessarily a relationship between experience and expertise, and indeed, the experiences that are new, are properly interpreted and integrated in the schemes of previous knowledge.

Moreover, it is been thought that the adoption of innovative strategies in plans for initial teacher training that go together to the results of psychoeducational research on the effects of expectations, inferential biases and teacher effectiveness is necessary to help to make a harmonic clearance by the true teacher training, emphasizing meticulous care to eradicate vanity and presumption of knowledge or handling of knowledge to impart to egocentric purposes deregulation or social order. Likewise it must be considered the social, economic and political influences that the environment demands, and they will influence resume an educational model and teacher development according to the expectations of the richest countries and manage the wealth of nations and the world, we cannot, nor should we remove ourselves from the terrible reality representing the interests of the neoliberal economic model, which will result in a profile.

To carry out adequate ongoing training, must carry a diagnostic assessment of the needs for improvement of teachers, through surveys, interviews, measurement of academic results, and prioritizing corrective or preventive actions that allow growth of teachers and students, and the consequent production of magnificent achievements in education, through terminal efficiency. Once you know this, you can then establish a breeding program faculty, according to real needs, and with the certainty that this will bring as a benefit to education itself. Evidence that allows to visualize areas of improvement and innovation, have similar behaviors, and these are, lack of communication, lack of sense of belonging, lack of values, existence of vices or bad habits of praxis teacher, no recognition to the work of teachers and students, and also coupled with the lack of detection of ego teacher. The key question that all those who are engaged in teacher training should make is: "Are teachers really interested in their own training?" And one might ask in this regard: Is the teacher an important factor for improving education? Surely you answer yes, that a good teacher or professor can contribute decisively to the education of their students. But you continue asking: Does it depend on being a good teacher of the training?

From these questions it is intended to venture into the analysis of what could be a vocational training to prepare teachers to meet the requirements of an education for today's world. In that sense, it is assumed that the new realities of our world are demanding an alternative education. The number of hours consumed, duly certified training, advertising and administrative courses and participants itself, is not always a sign of quality education. Competences as part of Teacher Education our society turn of the century is characterized by an important process of technological innovation and growing intercommunication between countries, groups and sectors: the so-called phenomenon of globalization consequently teachers they face different problems and new. The subject of its activity, itself, is changing and also having a new role: teaching to learn. That is, now it is critical that students learn to develop cognitive processes to be applied to new situations, and not only applications of knowledge.

Professional teachers today need a multiplicity of knowledge, culture, virtues and values relating to the integrated occupation with their personal and civic development, technical and humanistic education. In short: Learning and training are social activities in which the knowledge society is influencing it imposed changes in content and training methodologies. Learn to build the future; learning and training are loaded with future activities are for the future, are instruments for change.

Teacher Education as a key factor of quality education, Querying, Chapter 1 of the book "How to innovate in the practicum of teaching, which is coordinated in their direction for development by Dr. Ana Rodríguez Marcos 58 Autonomous University of Madrid, relates the following: Education systems in the developed world, which generally have already solved the problem of the extension of primary school, must now address the problem of the quality of education addressing quality is a complicated problem, not only because it requires the involvement of many factors, but also because the quality is not univocal term (Marchesi, and Martin, 1998). However, the first factor of quality in education is teachers (Calderhead, and Shorrock, 1997).

The lack of specific systematic preparation for teacher training in the teaching of certain areas, and the difficulties of collaboration between professionals and between institutions that share responsibility for training teachers, and lack of agreement on how they should form the teachers are some of the areas of improvement in teacher training provided by this documentary research. It is also important to note the valuable contributions provided by this book, become aware of aspects such as: teaching experience, the performance of teachers as tutors, thought processes tasks both teachers and students, the portfolio of evidence, the collaborative work of teachers, and the perspective of teachers from rigorous analysis, and some core; teaching practice.

Teacher Education as a key factor in the learning process, constructivist model: cognitive and constructivist theory focuses on human learning that is active, constructive, social, contextualized, meaningful and mediated by language. Teacher training is a global trend, which will allow scaling best sites academic progress and therefore the long-awaited final results on school efficiency and its relationship with desertion, for that reason it should be emphasized that the solution to this school issues scholastic achievement, goes hand in hand with teacher training, and when this does not exist, or if there is not exploited in the best way by teachers.

Is the teacher's education a tool in improving the educational process?

Are the teachers responsible for the achievement and school performance?

Are the authorities aware of the scope and limitations of the teachers?

What is the actual state participation in educational outcomes?

Does society have interference in educational outcomes?

D. Why is the ongoing training important?

There are many reasons why ongoing professional development is important for teachers. One of the most compelling reasons is that student

achievement depends on rigorous standards and a knowledgeable education team. To have high standards for students, there must be high standards for the staff members who work with them. Appropriate training is vital to the quality of EFL teachers' participation in the entire education process for their learners.

The most important factor contributing to a student's success in school is the quality of teaching. Professional development is the most effective strategy for education not only in El Salvador but also worldwide; is the strategy used to ensure that educators continue to strengthen their practice throughout their career. The most effective professional development engages teams of teachers to focus on the needs of their students. They learn and problem solve together in order to ensure all students achieve success. School systems use a variety of schedules to provide this collaborative learning and work time for teachers. When time set aside for professional development is used effectively and parents receive reports about student results, they realize the benefit to teachers and their students far outweigh the scheduling inconvenience.

Are there other names for professional development in schools? People often use other names, including staff development, in service training, professional learning, or continuing education. Whatever the term, the purpose is the same, to improve learning for educators and students. Why do educators need professional development?

Did not they learn what they need to know in college? College and university programs cannot provide the extensive range of learning experiences necessary for graduates to become effective educators. Once students graduate, meet their state's certification.

Educators who do not experience effective professional development do not improve their skills, and student learning suffers. Requirements are employed, they learn through experience. As in all professions, new teachers and principals take years to gain the skills they need to be effective in their roles. The complexity of teaching is so great that one-third of teachers leave the profession within three

years and 50% leave within five years (Ingersoll, 2003). Even experienced teachers confront great challenges each year, including changes in subject content, new instructional methods, advances in technology, changed laws and procedures, and student learning needs.

New teachers juggle an overwhelming number of unfamiliar issues, such as classroom management, instruction, curriculum, school culture and operations, test preparation and administration, state standards, parent relations, and interactions with other teachers. Left to themselves, they may develop counterproductive behaviors. With extra support, however, new teachers learn more effective practices to apply to daily challenges. Additional support also helps districts retain new teachers and set them on the path to becoming effective educators. Many school systems provide mentors and induction programs for novice teachers. Most importantly, research shows that new teachers who received intensive mentoring had a significant effect on student achievement after as little as two years (Strong, Fletcher, & Villar, 2004; Serpell & Bozeman, 1999).

E. Advantages of Ongoing Training

Ongoing training has become the key to stay employed and beating the competition to jobs in a work environment that is continually in flux with layoffs, increasing short-term contracts and constantly changing technology, legislation and economies.

Single-Event Training

Single-event training is a useful tool, but ongoing training is essential for survival in the ever-changing corporate environment. Phrases such as “lifelong learning” and “continuous professional development” become even more important as the reality of the phrase “no such thing as a job for life anymore” becomes increasingly relevant. The days when you could leave high school or college, walk into a job and stay with the same company until retirement are gone.

Organizations need to keep their most valuable resource -- their staff, the teaching staff in the education case -- well-trained, motivated and productive.

Ongoing training contributes to a satisfied and efficient workforce, but it can be expensive. Deterred by high costs, organizations often cut budgetary investments in training in favor of more immediate financial priorities. Single-event training can act as a Band-Aid solution to fill a gap in the short term. In many cases, a one-shot training program does serve a useful purpose, such as induction, introducing new skills or raising awareness of important issues.

Updating Essential Skills and Staff Motivation

Ongoing corporate training may be in the form of regularly occurring single events to update staff on new industry and organizational developments. From the employee perspective, regular training updates help them to stay interested and motivated, which in turn help reduce staff turnover. However, the real benefits to employees depend on that learning being transferable and relevant to their current jobs as well as to their long-term careers. Ideally, training events should be certified and accredited to have the most long-term value to employees.

Renewing Qualifications and Accreditation

Many qualifications need to be updated regularly in order to remain valid, such as first aid, health and safety and food hygiene. In these cases, the single event is not enough; there is an obligation to maintain the certification as it expires or lose the expertise. For most professionals, continuous learning is a crucial part of the job as technology and legislation constantly change. Being a member of any professional association or society involves having a formal record of ongoing training. Keeping qualifications up to date is essential for job seekers, too. Employers always prefer the candidates with recent experience and qualifications. Even if money is tight, investing in your own training is worthy every dime.

Maintaining Knowledge and Skill

Workers who earned professional qualifications many years ago know how important it is to refresh and use that learning, or it gradually becomes less useful. Regardless of how good the quality of the training was at the time, the learning deteriorates over time. Just as the muscles of a bodybuilder need to be worked

constantly to keep them in shape, employees also need to use what they have learned and occasionally revise or update the training. Single-event training can be forgotten quickly, so it is important for employers to evaluate, test and follow up effectively to get the maximum return on their training investment.

F. Definitions

Behavior: A response of an individual or group to an action, environment, person, or stimulus.

Observation: The systematic description of events, behaviors, and artifacts in the social setting chosen for study.

Participant observation: The observer participates in ongoing activities and records observations. Participant observation extends beyond naturalistic observation because the observer is a "player" in the action. The technique is used in many studies in Anthropology and Sociology. Often the researcher actually takes on the role being studied.

Qualitative research: It is aimed at gaining a deep understanding of a specific organization or event, rather than a surface description of a large sample of a population. It aims to provide an explicit rendering of the structure, order, and broad patterns found among a group of participants. It is also called ethnomethodology or field research. It generates data about human groups in social settings. It does not introduce treatments or manipulate variables, or impose the researcher's operational definitions of variables on the participants. Rather, it lets the meaning emerge from the participants. It is more flexible in that it can adjust to the setting. Concepts, data collection tools, and data collection methods can be adjusted as the research progresses.

Life story: Life-history is a method of qualitative research, frequently, but not exclusively, used in anthropology and in the health sciences today. It provides an alternative to empirical methods for identifying and documenting health patterns of individuals and groups. Life-history allows the researcher to explore a person's

micro-historical (individual) experiences within a macro-historical (history of the time) framework. Life-history information challenges the researcher to understand an individual's current attitudes and behaviors and how they may have been influenced by initial decisions made at another time and in another place.

Field notes: An item in a systematic record of the measurements made by a survey or the observations of a researcher in the field.

In-depth interview: It is defined as a qualitative data collection method; in-depth interviews offer the opportunity to capture rich, descriptive data about people's behaviors, attitudes and perceptions, and unfolding complex processes. They can be used as a standalone research method or as part of a multi method design, depending on the needs of the research.

Technique: It is the set of instruments and means through which the method is carried out and only applies to a science. The difference between method and technique is that the method is the set of steps and stages that a research must complete and this applies to several sciences while technique is the set of instruments in which the method is performed. It is indispensable in the process of scientific research.

Subjectivity: It refers to the judgment based on individual personal impressions and feelings and opinions rather than external facts. This can be considered mind-dependent, because one is not using a fact, they are using their personal opinion.

Objectivity: It refers to the personal neutrality; it allows the facts to speak for themselves and not be influenced by the personal values and biases of the researcher. It can also be interpreted as mind-independent, because its information is not being altered based on an opinion.

Language processing: Refers to the way humans arrange words in an artfully syntactical manner in order to communicate ideas and feelings. Basically this communication is processed and understood by the brain. It involves the use of

speech organs to produce several sounds. This process occurs in three stages: Conceptualization, Formulation and Articulation.

Macro skills: Refers to the five macro skills in language teaching such as: Listening, Reading, Speaking, Writing and Grammar that students need to develop in order to become proficient in the language.

Micro skills: Sub skills that are in each of the macro skills such as grammar, vocabulary, pronunciation, spelling among others (Forms and Functions).

Communicator based problems: According to Alireza Jamshidnejad (2010) this problem has to deal with the target language users' perceptions of the ideal target language speaker which focused on the importance of fluency, pronunciation, intonation, vocabulary rather than the rest of the macro skills. In addition, the perception of other interlocutors in target language communication was another important point found in this problem which was based on the feeling embarrassed, insecure in front of another interlocutor of the opposite gender as well as establishing a conversation with a native speaker or being evaluated in front of an audience may cause anxiety or stress in the English as a foreign language students.

Target language: The target language is the language learners are studying, and also the individual items of language that they want to learn, or the teacher wants them to learn.

Native Speaker: The individual is communicatively competent (Davies, 1991; Liu, 1999; Medgyes, 1992), able to communicate within different social settings (Stern, 1983).

III. TYPE OF STUDY

Individual field notes are not reliable, they lack independent information. Checks on the observer's accounts may be available through other methods or from the work of other researchers. Use of additional observers will increase reliability. Because of their details, the observations of a participant observer may be more valid than those done in a more systematic but less in-depth way. Validity can be increased by checking with other available data, for example, if the observers claim the group being studied does not engage in any illegal behaviors, yet many of the group members have been arrested, there would be reason to question the validity of the observation.

This research was developed through the observation, since it deals with actions and behavior. If you want to find out what people do, you should observe them, if you want to find out what they think (e.g. attitudes, beliefs, expectations, or knowledge), you should ask them directly. Although there are exceptions, observation is generally the best method for studying natural behavior, while interviews and questionnaires are more appropriate for exploring opinions and beliefs. *Reliability* is always a problem in observation.

The research was carried out by participant observation. It has a different set of strengths and limitations. Its strength is in the richness of the description. Its weakness is its dependence upon the experience of the participant observer. Reliability is a major problem. It is rare to have independent observations of the same events. The method is subject to the biases of the observer. That can be counteracted by using multiple methods to gather data. For example, interviews can corroborate information gained through observation, trace measures, or other sources of data.

The observer participates in the activities and events being observed. Because of the level of involvement of the observer, it is particularly subject to problems of bias and reactivity. The data generally consists of an individual's notes, and thus may not be as reliable as information gathered by two or more

independent observers. Participant observation provides descriptive qualitative data (in contrast with the numeric information often gained by systematic observation). Ethnography, the study of particular people and places, often uses participant observation as a research method. Quantitative (numerical) and qualitative (narrative) approaches are different, but are not mutually-exclusive. Both methods can provide useful information about behavior.

The researcher is involved in the situation or problem that will be investigated. Example was the case of Oscar Lewis who lived with the residents of La Perla in San Juan and stepped as a beggar and interpreted and wrote their experiences and wrote his famous book, "The Life", he explains his theory about the culture of poverty. It is also acceptable that the researcher is recognized beforehand in an investigation, for example if you want to know how the teaching is given in a classroom in a particular subject and want to be in class as a participant and simultaneously making observations and interpretations relevant to the study.

"Participant observation refers to the practice of living among the people you study; get to know them, to know their language and their ways of life through intense and continuous interaction with them in their daily lives. This means that the ethnographer talks with people, works with them, attends social functions and rituals, visits their homes and invites them to his, present in as many situations as possible, learning to know them in many environments and from as many facets as you can "(Berreman 1968: 337).

IV. RESEARCH DESIGN

To develop this study the research approach used was the qualitative, since it covers a wide range of methods, it is a naturalistic and an interpretative approach concerned with understanding the meanings that people attach to actions, decisions, beliefs, values and the like within their social world, and understanding the mental mapping process that respondents use to make sense of and interpret the world around them (Ritchie and Lewis). Qualitative approach can describe or provide further understanding of a subject and its contextual setting, provide explanation of reasons and associations, evaluate effectiveness and aid the development of theories or strategies. This kind of approach can stand alone and provide depth and richness to an investigation, it is more interested in how the dynamics are given or how the process occurs than in which occurs, the issue or problem.

This approach has some specific characteristics:

1. The natural environment and context that the issue or problem occurs is direct and primary source, and the work of the researcher is to be the key instrument in the investigation.

2. The data collection is a mostly verbal than quantitative. The collection of data - not subjected to statistical analysis (if some is minimal, such as percentages ...) or that they are handled as in experimental studies. The data is not collected at the end when administering instruments, but it is being collected during the process that is continuous throughout the investigation.

3. The researchers emphasize both processes and results. Identification of participants - usually a selected sample is not random, since the researcher seeks for a sign that concerns more specific research purposes.

4. Hypothesizing - contrary to quantitative studies, hypotheses are not formulated at the beginning of the investigation, but rather that arise as carried out the investigation. They can be modified, or new or discarded arise in the process.

5. The data analysis is given more inductively. The analysis of the data is one largely of synthesis and integration of information obtained from different instruments and means of observation. It preponderates more coherent descriptive analysis aims to achieve a thorough and detailed interpretation of the research issue or problem. (Holistic approach).

6. Mostly interested in how research subjects think and meaning have their perspectives on the matter under investigation. Conclusions, derived or inferred continuously during the process. Contrary to studies of quantitative nature that are at the end of the investigation, in the qualitative study reformulated as you go interpreting the data.

V. POPULATION AND SAMPLE

The study was carried out at Colegio Español Padre Arrupe in Soyapango, San Salvador, El Salvador; as the population for this research was limited, it was at the same time the sample. The sample was the group of EFL teachers; the group is made up of five educators specialized in the English area who are in charge of different levels (from preschool to high school).

VI. DATA GATHERING PROCESS

A. Research Techniques

In this research project, the researchers worked with data collection method, in-depth interviews. This method offered the opportunity to capture rich and descriptive data about behaviors, attitudes and perceptions of the population, in this case only the five English teachers from Colegio Arrupe. The researchers asked open-ended questions orally and the answers were recorded with a digital audio recording device and with notes made up by them.

Also something very innovative that researchers included in the data collection method is **Participant Observation** which helped to gain close and intimate familiarity with the case study.

B. Research instrument

The instrument to be used in the study is a questionnaire that was previously elaborated with specific questions; however, those questions were subject to immediate changes due to the spontaneity of the interviewees.

Some examples of the questions included are:

- Where have you obtained your academic background from?
- What is the highest degree or level of school you have completed? If currently enrolled, highest degree received.
- How long have you been carrying out the English teaching practice?
- How long have you been working in the Colegio Español Padre Arrupe?
- Which of the English learning process' macro skills do you consider requires more emphasis on the learning process for the students?

VII. DATA ANALYSIS

A. Concordance points for the life stories

(Josue)

Background

“In 2003, I got surprisingly motivated with the idea of sharing knowledge with people and, I started my major as an English teacher at Universidad Jose Simeon Cañas. I graduated in 2007 and I also got my first job as a teacher. It was very informal. The payment was very low and of course I did not have any experience but then I started working at Colegio Emiliani. At that time I thought teaching was very easy since I did not have to deal with too many tasks and I did not have to behave well with all my students, but then I realized dealing with different types of behaviors and being in front of people with almost the same level of maturity than you is not that simple as it seems.”

Motivation for teaching

“During all these years as an educator I have learned that I am not only an English teacher. I am a role model that my students want to follow. I want to inspire, motivate and help them to be professionals and to achieve their goals; and I believe this is the best part of this job. It gives you satisfaction.”

Expectations

“I was very motivated and excited. When you get into the institution, you realized it is a great place to work. I had high expectations about it.”

Start at Colegio Español Padre Arrupe

“Almost seven years ago, my cousin referred me for an interview at Colegio Español Padre Arrupe.”

Perception of the English as a subject in the school

“English is not a priority. It does not have the importance as some other subjects.”

Training received at the workplace

“I have already attended to some workshops provided by the institution; the last one was about how to create webpages.”

Difficulties as a teacher in my workplace

“English teachers must deal with a huge population of students. We don't have a specific room for the subject and we don't have enough time to work on a computer lab. Amount of time teachers spend to develop an English class during the week is very limited. Students are not being enough motivated with the language since teachers have to struggle with some limitations due to the lack of seriousness in regards to the subject.”

“Sometimes we tend to focus on the areas of language that we handle best, I particularly like to include reading and writing in my classes and tasks assessed with my students”.

Recommendations from the teachers regarding the problematic of the teachers at the workplace

“There have proposals before, about having an English classroom or implementing new workshops for teachers”.

(Yamileth)

Background

“In 2008, I started my major at Universidad Católica de El Salvador, and I was totally decided to become a teacher.

Motivation for teaching

“I always said to myself: “to teach another person must be hard and difficult but can be also gratified.”

Expectations

“When I first started, I was told level of English expected from students was very high; but reality is very different. I can say some of them, those which attend to private classes, have a very outstanding level, nevertheless; a teacher must be at the pace of everyone. “

Start at Colegio Español Padre Arrupe

“In 2015 I got a job at Colegio Español Padre Arrupe. That was an excellent opportunity since I could put into practice all the knowledge from the University. I was very inexperienced; however I put all my effort to improve every day.”

Perception of the English as a subject in the school

“I want to mention also that the institution is very demanding; sadly, English is not one of the most important subjects.”

Training received at the workplace

“We as teachers are given trainings or workshops that help us to find out what we have to improve in our classes.”

Difficulties as a teacher in my workplace

“You as a teacher cannot demand too much to your students, when the subject you teach is at a second place”.

“Because working with children is really nice but at the same time difficult, since the requirements are getting higher and in my case sometimes I wonder how to teach grammar and writing to my students who are kids that are not so good yet in grammar and spelling in Spanish not even in English”.

Recommendations from the teachers regarding the problematic of the teachers at the workplace

“I think we can give English the importance it deserves if we look at it at the same level subjects to pass the PAES have”.

(Cristian)

Background

“I decided to apply to the selection process at the University of El Salvador when I was 15 years old, and I manage to stay at the English Teaching Major in the Foreign Language Department of the School of Arts of the University.

I continued my formative process at university, identifying many theories on the learning process on the different levels of education. Unfortunately when I was 18 years old, motivated by means of getting new experiences, in my short life by then, and by filling the necessity to look for a self-support rather than being depending on my parents, I got a job as a customer service agent in a call center called Focus El Salvador.”

Motivation for teaching

“I have always felt a great interest in teaching, particularly English language teaching. I liked to play with my cousins to the school game, and for sure I was the teacher, over time that simple game became a more concrete idea about my professional vocation in the future.”

Expectations

“One week later, after I quit from Focus, I received an amazing opportunity to be part of the selective teacher’s community in one of the best schools in El Salvador, the Colegio Español Padre Arrupe. I had many challenges in front of me by taking the job of English teacher in that school some of those were easy and some others required a lot of effort on trying to overcome them. Even the idea of a long shift was an issue, after being accustomed to a non-responsibilities part time

schedule, doing activities that had little or nothing to do with teaching practice in my previous job, facing a job situation in which I had to put into practice all my knowledge of the language English and at the same time.”

Start at Colegio Español Padre Arrupe

“For example, I can say that as I learn of the possibility of joining the campus of one of the best educational institutions in the country, my first thought was to meet a very high level (in all areas of specialization). I had in mind many ideas that I considered could be very useful to arouse students' interest in the subject, like using the English language as much as possible in order to maintain a better practice and interaction with the students.”

Perception of the English as a subject in the school

“The reality was very different, when beginning to demand more in the subject, I was able to discover a great vacuum in the previous development of the subject. The students showed too much conformity to the minimum result to be able to pass the subject.”

Training received at the workplace

“The school currently provides training for some areas of specialization in school learning. However, there have been just a few trainings for teachers involved in teaching English to improve the role of their academic practice. The last and first training I attended to was regarding the use of communicative approach. I helped me to remain some aspects related to the teaching field which I had forgotten since the last time I studied it at college; it was not a deep and very helpful training, but the good thing for that was it helped me to identify some areas of myself, as a teacher, that I consider it would be good to improve.

Difficulties as a teacher in my workplace

“I particularly consider that 3 hours a week are not sufficient for acquiring an acceptable command of the English language. 5 hours a week would be a suitable

study time, considered that the number of students I attend are 300, the attention I give them in each class, sometimes it is a bit low, to improve said situation, it would be very important and my A better distribution of the workload.”

“The majority of texts are not oriented to EFL students so the attention they give is not the same and could be more difficult to assimilate.”

“Improving the level of English proficiency of my students was a great positive challenge, but it was hard to meet the expectations of my bosses, because they suggested very ambitious goals without providing the necessary tools to achieve their objectives.”

Recommendations from the teachers regarding the problematic of the teachers at the workplace

“For example, a language laboratory would be a very useful working tool to be able to provide students with a total immersion of the English language, textbooks with more complete content so that there was more practice on the part of students in each subject Developed in classes; More hours of study for the subject.”

(Hilda)

Background

“My parents realized that English language was important for the development of my education, as each day was used more and more, so that I started attending courses to learn that language at Centro Cultural Salvadoreño Americano, I was studying there for a long time in an intermittent way; when I passed to high school at Colegio Español Padre Arrupe I realized that in fact it was necessary and I enjoyed having the knowledge that I had acquired until that moment, because it brought me many benefits; such as good grades in that subject. When I finish the school, I decided to study at the University of El Salvador

a major that I only had to take few English classes which was good for me, realizing that English subject was my favorite, because of that and for other circumstances of my life I decided to move to another major named Bachelor in English”.

Motivation for teaching

“Thinking that I liked the language and that if I did not find another job I would be a teacher; and that was the way how I started my studies, reaching this point of my life. In 2015, having passed all the subjects of the major I decided apply for a job at the school where I graduated from (Colegio Español Padre Arrupe) and they gave me the opportunity to start my career as a teacher”.

Expectations

“Knowing the level of education the institution has had during these years, and knowing that it is growing year by year, not only in terms of education, but also in terms of infrastructure, recognition, prestige and especially in academic requirements; my expectations were really high”.

Perception of the English as a subject in the school

“In September 2015, which was the date I arrived to the institution, this time as a teacher, I was really surprised to see the level of English that the students had, in my case the children who attend preschool (4 and 6 years old), obviously my expectations grew even more; it made me think that the teachers had to be the best in our country, have as well as good basis from their previous studies, and receive good at the school”.

Training received at the workplace

“For the preschool level, the trainings are given in Spanish and focused on the different subjects that the students receive, not specifically for the foreign language”

“This year finally I received training in English, given by Santillana’s group, it was focused on the development of the classes; it was really helpful since I learned new things and helped me to recall some aspects I learned at the university”.

Difficulties as a teacher in my workplace

“I would like the training directly in English and focused on the subject I teach, also taking into account the necessities we have as teachers from different levels”.

“It made me to realize that nowadays I am fossilized in many aspects, since working with kids limits me to do not practice my abilities as an English speaker and I am not updated with the listening, vocabulary, pronunciation, fluency because of the fact that the topics I teach are really basic”.

Recommendations from the teachers regarding the problematic of the teachers at the workplace

“It is necessary to develop other aspects such as an academic coordination of English to have a well-organized education, and to have more time for teaching, to make it more effective, to give more importance to the subject, since it is not taking into account as a main subject; also, we have realized as a group of teachers of the foreign language, that the subjects taught do not go in a sequence that prepares the student to move from one level to the next one, children learn the language, but when they reach the immediate level, they feel lost because they do not find relationship or how to connect the contents from one level to the other; and these situations and more need clarification in the trainings”.

(Oscar)

Background

“I began to study my major at Universidad Don Bosco, where I coursed one year and a half, but I realized that mister Soriano was looking for a job on that University, so I decided to move to another university to avoid being with that

teacher again. I moved to Gavidia University, but it was so expensive; finally somebody told me that Universidad Pedagógica had this major and I chose that university, when I was more than the half of the major I had to course a subject named Phonology, it is one of the most difficult subjects at the university and a terrible headache for me; and suddenly the new teacher came into the classroom and said “hello my name is Jorge Soriano” and I just think what's this? Are you kidding me? Is my karma? I decided to take the bulls by the horns and to finish my studies there, finally I coursed eight principal subjects there with mister Soriano and he was my zenzei because I learnt a lot”

Motivation for teaching

“This place was my beginning place that I decided to study this career. Ten or more years ago I was studying at the high school level and I had a very terrible and good teacher, Mr. Soriano, we had to study very hard if we want to be free at the end of the year and had all our vacation. I remember that I started to love this subject on those days but unfortunately I failed and I had to finish on another school my studies”.

Expectations

“I knew that since that moment I had to do my best because it is well known its prestige, the basis the students get when studying in this school is awesome and for those reasons and some others I wanted to be part of the staff, also I decided my son being a student in there”.

Perception of the English as a subject in the school

“My first day working in the institution I realized that everything was amazing and I started to think about the future in there, I was wondering if the level of education was the same as it was when I studied in there, if the students were genius as everybody thought, if the academic demands were higher than in the past and many other aspects”.

Training received at the workplace

“Talking about the trainings I have received in these three years few of them, since we do not have enough time because almost all the time we are working on different assignments”.

Difficulties as a teacher in my workplace

“It was necessary to overcome some difficulties as the trainings, since we as teachers of English, do not receive constantly, and when we receive them they are not focused to the specific necessities we have, in my case I need training in writing because I am in charge of children who are developing more their listening and speaking skills than the writing so I feel that I am not practicing enough to overcome myself in this field”.

Recommendations from the teachers regarding the problematic of the teachers at the workplace

“Those assignments are not accomplished since the time we have to develop them, the classes for example, is not enough. That is why I think that it is necessary to ask for some specific aspects like having more members in the group of teachers of English, and having more time to attend to trainings”.

B. Life Stories Analysis

The realization of the life stories of the subjects immersed in the research was realized with the help of the guidelines, to carry out the interviews and the analysis of the stories of professional life. The school where the fieldwork was carried out was chosen by personal contact of the researchers with the academic principal of the institution. After a first visit to present the project in the Foreign Language Department as a whole, it was approved the participation of the teachers of the English team in the research in order to contribute to the continuous improvement of the institution itself.

The observation was conducted with each teacher as well as casual talkings with a clear purpose with those involved. The guidelines for conducting the study were focused on working conditions. Our emphases during the fieldwork, analysis and report have been placed on conditions and social relationships in work and knowledge professionalization.

“During all this years as an educator I have learned that I am not only an English teacher, I am a role model that my students want to follow. I want to inspire, motivate and help them to be professionals and to achieve their goals; and I believe this is the best part of this job. It gives you satisfaction.” (Josue)

Scarce, it is a concept used more and more to describe the current situation and that we have found useful, due to the fact it defines the working conditions regarding the process of continuous training of the teachers of the Colegio Español Padre Arrupe. “The school currently provides training for some areas of specialization in school learning. However, there have been just a few trainings for teachers involved in teaching English to improve the role of their academic practice. The last and first training I attended to was regarding the use of communicative approach, it helped me to remain some aspects related to the teaching field which I had forgotten since the last time I studied it at college; it was not a deep and very helpful training, but the good thing for that was it helped me to

identify some areas of myself, as a teacher, that I consider it would be good to improve.” (Cristian)

El Colegio Español Padre Arrupe

In the educational context the Colegio Español Padre Arrupe has to be seen as the spearhead in terms of educational quality in public and private secondary education in the country. In Soyapango, the municipality where the institution is located, plays a very important role in the vision raised by the institution. "The Colegio Español Padre Arrupe intends to provide a comprehensive quality education, taking into account the socio-affective and economic characteristics of vulnerable sectors of the Salvadoran population. To this purpose, the School respects and defends the originality of each student and the different ways and means by which each individual obtains his/her development and reaches maturity. "This vision keeps the institution linked to provide high quality teaching with the socio-economic status of their students.

It is important to highlight their unique status: Colegio Español Padre Arrupe is the unique institution in the country which accredits its graduates with the Spanish baccalaureate degree. Also it has been the model institution to "combine a high quality private education service with economic efficiency".

Since its founding at the end of 1997, a key aspect of the school is the involvement of its professionals. However, some of their teachers, teachers of the English language, were surprised when they were approached regarding their expectations before joining the institution which is known as one of the best in El Salvador. “I want to mention also that the institution is very demanding; sadly, English is not one of the most important subjects.” (Yamilet)

Opinions such as Yamileth's, reflect the national trends in the results of second language management by students not only at Colegio Español Padre Arrupe, but also around the country, as mentioned by the journalist Ricardo Flores in his article published in La Prensa Gráfica "El Salvador lags behind in teaching

English", according to the results of a study carried out by the English Proficiency Index (EF EPI) the country ranks 53th out of a total of 60 nations in the world.

The organization placed the country with a "very low" level in terms of English language management. A situation that puts it in difficulties when it comes to competing, as the report also reveals that English skills remain a key indicator of the economic competitiveness of nations, with a strong relationship between English and income management, quality of life, ease of generating business and international trade.

The Colegio Español Padre Arrupe was inaugurated at the end of 1997. In 2000 the Spanish Baccalaureate was introduced, under the agreement signed with the Ministry of Education, Culture and Sports of Spain. After observing that the deficiencies that they brought of their education were too deep to be solved only with high school education, it was decided to extend the services to the junior high; in January 2001 three sections of seventh, eighth and ninth courses were opened and received almost 400 students between junior high and high school. In the following years we have been incorporating students in lower courses until they have covered all educational levels, from 3 to 18 years old. In recent years the College has had an average of 1,500 students enrolled per level. And the sports area is a fundamental part of the College, given that sport is a powerful tool for the prevention of delinquency and school dropout.

The life trajectory of the English teachers

Josue is a teacher with more than 10 years of experience. Initially he wanted to be an engineer but changed to teaching after meditating and finding an attractive option thinking about his future. He left engineering and began to study science education without being entirely sure of having chosen the right profession. Nowadays, when he looks back, he says it was the right choice because he likes what he does. Josue received his initial training at Universidad José Matías Delgado and was offered a job shortly after starting. During some years he obtained works related to teaching of the English language.

At the moment he is working in the Colegio Español Padre Arrupe at the high school level. During the period of our research Josue had a decrease of work due to the educational reinforcements prior to the realization of the PAES. The accomplishment of this work implied to have more time available, which indicated that in his free time he could have received some kind of training focused on improving his areas of opportunity when teaching English. "Sometimes we tend to focus on the areas of language that we handle best, I particularly like to include reading and writing in my classes and tasks assessed with my students." (Josue)

As Josue mentioned, sometimes human beings tend to ignore things that somehow do not dominate one hundred percent, and that is where it is necessary to work on the search for tools that facilitate being able to solve those possible difficulties in the performance of the teaching role; in this case to improve the skills related to speaking and listening skills. However, as he expresses, the school has provided training, but these trainings have mostly not contributed to somehow balancing his tendency to impart more reading and writing in his classes.

Yamileth comes from the department of Cabañas, is the teacher in charge of elementary education of the Colegio Español Padre Arrupe; as well as Oscar, entered to work like English teacher of the school almost at the same time. Yamileth is proud to work on what she likes to do, to educate others. She mentioned that in order to be a teacher she had to face many difficulties with her family. She currently has 4 years of being married. She is a professional committed to her work and to provide the best tools to her students, for that reason, she is a faithful believer in the continuous learning as a teacher. Yamileth is in the whole disposition to take any kind of training, which contributes to his training process as a teacher and it would be very beneficial to be able to reinforce her knowledge and practice of writing skills and new techniques to teach grammar to kids. "Because working with children is really nice but at the same time difficult, since the requirements are getting higher and in my case sometimes I wonder how to teach grammar and writing to my students who are kids that are not so good yet in grammar and spelling in spanish not even in English". (Yamileth)

Cristian is the youngest of the teaching staff of the Colegio Español Padre Arrupe, and the one who has less time working at the school. For him, being in an institution of so much prestige is a great achievement considering that he always had in mind to be an English teacher. He began his university studies in 2010 at the University of El Salvador in the area of Language Teaching, at the time of carrying out this research; he is conducting his university graduation process. For Cristian it has been a real challenge to be working as a teacher at a very young age, especially for having the responsibility of many students under his charge in the English course. During the short time he has worked at the school he has had the opportunity to learn various teaching strategies with adolescents, which have been very useful in teaching. He is also the only English teacher to be single at the age of 23. Prior to working at the school, he had a first working experience as a call center operator, a job that kept him in constant practice of his English speaking skill. However, as he mentioned the fact of facing a radical change in the work responsibilities of his previous work and his new job as an English language teacher in junior high education level at Colegio Español Padre Arrupe, it represents a great challenge to which he had to adapt quickly to be able to accomplish the expectations of his bosses.

After working as an English specialized teacher for four months, he was appointed as a class coordinator for a group of students, this situation added to the academic load providing services for 12 sections of students and this has contributed to the feeling that their abilities as an English speaker have declined, for that reason an update of terms and techniques of the use of English as a foreign language would be very useful in their teaching practice, he commented. "The school currently provides training for some areas of specialization in school learning. However, there have been just a few trainings for teachers involved in teaching English to improve the role of their academic practice. The last and first training I attended to was regarding the use of communicative approach; it helped me to remain some aspects related to the teaching field which I had forgotten since the last time I studied it at college; it was not a deep and very helpful training, but

the good thing for that was it helped me to identify some areas of myself, as a teacher, that I consider it would be good to improve.”

Hilda has little more than a year of experience as an English teacher. She is working in the same school from which she graduated in 2003. For her it is very gratifying to work in the institution in which she was formed. Initially she began to study to be a lawyer, however she abandoned that career and stopped her studies for a couple of years, then she decided to continue her studies at the Foreign Language Department of the University of El Salvador taking the major Bachelor of Arts in English with Emphasis in Teaching. Currently Hilda is 30 years old, she is married and she has two children. She is the school's kindergarten teacher, a position she has taken with great enthusiasm, although as she mentioned, working at a level where the demands of her foreign language skills are basic, she has dropped her into an area of comfort, which has affected his growth as a professional. “It made me to realize that nowadays I am fossilized in many aspects, since working with kids limits me to do not practice my abilities as an English speaker and I am not updated with the listening, vocabulary, pronunciation, fluency because of the fact that the topics I teach are really basic”. (Hilda)

The lack of an update regarding the changes that the language presents day by day, has been a determining factor in the perception of Hilda to her work, taking into account that she works in the school only half time, reason why she has to combine its responsibilities as teacher and as mother.

Oscar is the third of three brothers; he comes from a family in which teaching has been developed by many of his relatives. Oscar works with children from elementary level of the school, he has been at the same level for more than 3 years. Previously he had had contact with the institution because he studied there, for some reasons he had to retire and he finished his high school in another school. When it was presented the opportunity to work at Colegio Español Padre Arrupe he did not hesitate to accept the work. At the moment Oscar is married and has two kids. He also combined his responsibilities, being a teacher and a father. He also mentioned that since he is aware of the position the school has, there

would always be necessary to have an update in order to improve the role of English teacher in order to get the same level of importance and quality as the teacher or the PAES subjects have. “It was necessary to overcome some difficulties as the trainings, since we as teachers of English, do not receive constantly, and when we receive them they are not focused to the specific necessities we have, in my case I need training in writing because I am in charge of children who are developing more their listening and speaking skills than the writing so I feel that I am not practicing enough to overcome myself in this field”.
(Oscar)

C. Notes to conclude

This last section summarizes the main issues emerging from the data collected in the research process. It also emphasizes differences in teachers' work patterns according to the educational levels in which they perform, to the extent that they have become evident. Finally, some ideas are proposed regarding the status of "continuous training based on the needs of teachers".

If we were to summarize the relationship between the structuring of the school and the professional experiences, it could be said that the school where we conducted our research aligned its discourse with the official theme on improving quality and services, with the control of Effectiveness and cost (results obtained in national standardized assessments and access to high-quality education at a low cost); In this context, English teachers have experienced very challenging situations in their work but, this has not been an impediment to their teaching work in the best way.

A very important aspect that characterizes the personal experience of teachers in their working life is their experiences prior to joining Arrupe College, especially for the youngest teachers, who have shown short work experience related to the school environment; comparing Josue and Cristian situations, there has been a great change in terms of experience and contribution of these experiences to a high level of English language learning. "I continued my formative process at university, identifying many theories on the learning process on the different levels of education. Unfortunately when I was 18 years old, motivated by means of getting new experiences, in my short life by then, and by filling the necessity to look for a self-support rather than being depending on my parents, I got a job as a customer service agent in a call center called Focus El Salvador." (Cristian)

"In 2003, I got surprisingly motivated with the idea of sharing knowledge with people and, I started my major as an English teacher at Universidad Jose Simeon Cañas. I graduated in 2007 and I also got my first job as a teacher. It was very informal. The payment was very low and of course I did not have any experience but then I started working at Colegio Emiliani. At that time I thought

teaching was very easy since I did not have to deal with too many tasks and I did not have to behave well with all my students, but then I realized dealing with different types of behaviors and being in front of people with almost the same level of maturity than you is not that simple as it seems.” (Josué)

In relation to professional knowledge there are no obvious differences regarding the use of training to consolidate the areas of English language learning. The five teachers emphasized the importance of maintaining continuous learning related to teaching practice. “It was necessary to overcome some difficulties as the trainings, since we as teachers of English, do not receive constantly, and when we receive them they are not focused to the specific necessities we have, in my case I need training in writing because I am in charge of children who are developing more their listening and speaking skills than the writing so I feel that I am not practicing enough to overcome myself in this field”. (Oscar)

There is no interest from the school administration to promote the acquisition of knowledge or research specifically in the area of English, it is the responsibility of the teachers, a personal effort that is located in the resources that are outside the context of the work (personal time, holidays) but they enjoy teaching English in this particular school. “I always said to myself: “to teach another person must be hard and difficult but can be also gratified.” (Yamileth)

Likewise, we have detected a greater tendency in the use of some English language skills in which the permanent formation, as well as the transfer of updated knowledge and skills, are increasingly seen as the necessary condition to stay in work; taking into account the requirements to which teachers are subject. In this sense our analysis was framed in the investigation of the areas of opportunity and their possible solutions through the implementation of workshops or trainings in the English language education system. Our study suggests the existence of a series of deep gaps between the process of continuous training and the sense of improvement of the profession, considering the specific areas that teachers need to reinforce; between the official compilation of the knowledge that defines the profession and the daily practices and perspectives of the

teachers, and between the aforementioned tendency of exploitation of knowledge and the indifference that management organisms show to the different kinds of knowledge produced by English teachers due to a lack of a unit that organizes the work of the teachers in the school and the effectiveness in the classroom, through the transmission of knowledge to their students.

These gaps point to a relevant space between some of the frameworks of the restructuring study and the evidence gathered. All seem to coincide in pointing out a split between daily processes and official-institutional dynamics. Pointing out these points of tension, we highlight the need for a more complex understanding of the restructuring and application of workshops that seek to meet the needs of the teachers of English at Colegio Español Padre Arrupe and thus maintain a high quality standard in all areas offered as a private educational institution, considering as mentioned above, English language is becoming more important as a form of communication, not only at school level, but at a global level in all social spheres.

VIII. FINDINGS

1. All of the teachers of English agreed that the institution should have more teachers of English to supply the whole population of students.
2. Two of the teachers of English have call center experience before teaching at Colegio Español Padre Arrupe.
3. Only one out of five English teachers had previous English knowledge before starting her studies at the university.
4. All of the teachers conclude that English is not a priority at the institution.
5. The findings showed that only one teacher had previous teaching experience before entering the institution.
6. Three teachers concluded that they need reinforcement in their speaking skill.
7. The five teachers from Colegio Español Padre Arrupe mentioned they do receive trainings; however, none of the trainings or workshops are focus on their needs they have.
8. Four of the teachers of English mentioned they do not have a specific room to develop their classes.
9. One teacher said attending to workshops would help to have a better development in their classes but they deal with too many tasks every day.
10. Three teachers did know exactly they wanted to become teacher of English when they finished high school.

IX. CONCLUSIONS

Ongoing trainings teachers at Colegio Español Padre Arrupe receive are not really focused to help them in their day-to-day English classes. Trainings they receive are very helpful for teacher; however, they are not based on their necessities or gaps they as EFL teachers have. They are given general workshops with all teachers at the institution, that are not necessarily in English, but researchers remark the importance of outgoing training for all five educators based on their needs.

The relevance of trainings teachers should have is very urgent, since some of them mentioned that they need reinforcement in some of their English skills . Speaking is the pattern that three of the teachers mentioned as one of the points that should be taken into consideration and look for alternatives to have success with.

EFL teachers from Colegio Español Padre Arrupe have to deal with different aspects that may affect their development in their daily classes. They deal with the large population of students and their superiors are very demanded; nevertheless, they as teachers consider that not all resources are provided. Colegio Español Padre Arrupe is a very well-known institution around the country and teachers feel very identified and proud to be part of it, but they recognize there are some areas that need to be upgraded so they can enhance as well quality education for students.

X. RECOMMENDATIONS

For the Institution Authorities of the Colegio Español Padre Arrupe:

Take into consideration the population of students is very large in comparison with the number of English teachers institution has. More English teachers that contribute to fulfill the demand of population can be considered as an action plan.

An English lab would be a very useful resource that can provide students with a total immersion of the English language. A place where teachers and students not only settle and dedicate for the subject, but also that provides the necessary tools to achieve the goals and expectations that the institution asks for.

The level of importance of the subject should be equal as the four elementary subjects (Social studies, Math, Science and Literature); so parents, students and teachers can be committed with it.

Take into consideration to create new workshops or trainings directed only to the needs English teachers have in order to improve the role of their academic practice.

For the Group of Teachers of the Colegio Español Padre Arrupe:

Teachers should be more autodidact seeking out opportunities to learn and bring the most intense results in their students' development. If the institution does not provide enough tools teachers should not take that as an obstacle.

Teachers should keep on working with their very dedicated labor and doing their best effort with their development in everyday class.

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XII. ANNEXES

Life story by participant number 1

My name is Josue Castillo and I was born in 1982. When I was a child I did not have a job dream. I wanted to be a rock star, a soldier but I never thought I would become a teacher. I studied high school at a well-known public institution in my country: Instituto Nacional Francisco Menendez INFRAMEN, and I want to highlight it because I came from a place where only a very low percentage of students end up with a professional degree, and at that time I did not either had in my mind the idea of being an educator. After thinking about my future, I decided to enroll at Universidad Tecnológica. At that time I was nineteen years old and I decided to study Engineering but quickly I realized I was not made for becoming an engineer and I easily quit; because I did not want to waste my time and I could not afford it .

In 2003, I got surprisingly motivated with the idea of sharing knowledge with people and I started my major as an English teacher at Universidad José Simeon Cañas. I graduated in 2007 and I also got my first job as a teacher. It was very informal, the payment was very low and of course I did not have any experience but then I started working at Colegio Emiliani. At that time I thought teaching was very easy since I did not have to deal with too many tasks and I did not have to behave well with all my students, but then I realized dealing with different types of behaviors and being in front of people with almost the same level of matureness than you is not that simple as it seems. Before teaching at Colegio Español Padre Arrupe, I had several jobs as a teacher. I did not have an easy way to start however; I can truly say that those places were the best training to take me where I am now.

Almost seven years ago, my cousin referred me for an interview at Colegio Español Padre Arrupe; I was very motivated and excited. When you get into the institution, you realized it is a great place to work. I had high expectations about it. So, I started working here and I am proud of being a teacher of this place because I know the prestige it has around the country. I can say this is the second home

not only for me, but also for all the students and teachers that are part of this institution.

During all this years as an educator I have learned that I am not only an English teacher, I am a role model that my students want to follow. I want to inspire, motivate and help them to be professionals and to achieve their goals; and I believe this is the best part of this job. It gives you satisfaction. I consider the environment for teachers and students here it is very comfortable. The place has appropriate buildings, and through all these years, new equipment has been implemented to improve quality education. However, English is not a priority; it does not have the importance as some other subjects. Some students have an acceptable level but it is because they attend to private classes outside. English teachers must deal with a huge population of students, we do not have a specific room for the subject and we do not have enough time to work on a computer lab. Amount of time teachers spend to develop an English class during the week is very limited. Students are not being enough motivated with the language since teachers have to struggle with some limitations due to the lack of seriousness in regards to the subject. It is well known that sometimes we tend to focus on the areas of language that we handle best, I particularly like to include reading and writing in my classes and tasks assessed with my students.

There have proposals before, about having an English classroom or implementing new workshops for teachers; but we as teachers have to deal with too many things that there is not enough room for going to specific seminars; however I have already attended to some workshops provided by the institution, the last one was about how to create webpages.

Life story by participant number 2

My name is Yamileth. I am 28 years old. I am going to share a part of my life. I am from a town called Sensuntepeque, Cabañas. It is a nice place and I like it a lot, because in that place I grew and I learned a lot of things about the values and the importance to practice them through examples in the life.

And Since I was a child, I was a dreamer person, who wanted to be an excellent professional, I wanted to be a flight attendant, but my parents did not

want me to move to San Salvador, because people always say life in the capital is very different. You have to deal with a lot of things but besides everything, delinquency. After two years I graduated from high school, in 2008 I started my major at Universidad Católica de El Salvador in Cabañas, and I was totally decided to become a teacher. I always said to myself: "To teach another person must be hard and difficult but can be also gratified. I studied at the University almost 6 years and I graduated in 2014 that made me feel proud of myself.

The same year that I graduated, I got married, and at the beginning of the New Year, in 2015 I got a job at Colegio Español Padre Arrupe. That was an excellent opportunity since I could put into practice all the knowledge from the University. I was very unexperienced; however I put all my effort to improve every day. I think that is my motivation with my students. But when I started working in here, I knew that working as a teacher is not easy, because you have to deal with different behaviors, different personalities and also different level of knowledge students have. I enjoy what I do. I enjoy teaching but I also learn from my students and colleagues. The environment in the place is very nice. We as teachers are given trainings or workshops that help us to find out what we have to improve in our classes, because working with children is really nice but at the same time difficult, since the requirements are getting higher and in my case sometimes I wonder how to teach grammar and writing to my students who are kids that are not so good yet in grammar and spelling in Spanish not even in English.

When I first started, I was told level of English expected from students was very high; but reality is very different. I can say some of them, those which attend to private classes, have a very outstanding level, nevertheless; a teacher must be at the pace of everyone.

I want to mention also that the institution is very demanding; sadly, English is not one of the most important subjects. You as a teacher cannot demand too much to your students, when the subject you teach is at a second place. I think we can give English the importance it deserves if we look at it at the same level subjects to pass the PAES have.

Life story by participant number 3

My name is Cristian, I was born on June 13th on a sunny afternoon in 1993 in Huizucar, La Libertad, I am the third son of my father Francisco and my mother Vilma, two very hardworking people who have always striven to take their children in front of them in any adversity and with honesty.

My brothers and I have always been oriented to be respectful and to value the work of all people, each with its different role in society; that is the way I was raised. Since my early life in childhood, I have always felt a great interest in teaching, particularly English language teaching. I liked to play with my cousins to the school game, and for sure I was the teacher, over time that simple game became a more concrete idea about my professional vocation in the future. At the time of choosing my university career I did not even have to think much, the decision was clear: English Language Teaching. I decided to apply to the selection process at the University of El Salvador when I was 15 years old, and I managed to stay at the English Teaching Major in the Foreign Language Department of the School of Arts of the University. During my staying at the university I really enjoyed the study time with the subjects that I attended to, in particular for which I felt I had more control on. However, with other subjects it was a great challenge, for several reasons like interest, time, non-attendance the weather and many other excuses that I, as a student, made up to avoid to be in the classroom. It was the third year of the major when I had an important contact with the practice of teaching English. It was until then that I started to understand the real importance of the role of the teacher in education. It is very easy to stand in front of a certain group of people and talk about any subject, but that made me wonder, what about the empathy of the students towards the teachers' classes? Is it really real learning that they receive by just listening to an adult talking and talking in front of them? It is very easy to perceive when someone does something out of obligation and when someone does something by conviction and vocation. All those ideas regarding the perception I had towards the education since my very early memories up to the

time I spent at the university have contributed to the conception of me as a professional in the education field.

I continued my formative process at university, identifying many theories on the learning process on the different levels of education. Unfortunately when I was 18 years old, motivated by means of getting new experiences, in my short life by then, and by filling the necessity to look for a self-support rather than being depending on my parents, I got a job as a customer service agent in a call center called Focus El Salvador. That experience contributed to improve my English skills but at the same time it delayed my academic process at university due to the fact that I could not take some subjects that were required on that year. Nevertheless, I continued with my major and I faced many memorable moments with my friends and classmates at university, I also took some classes that supported my conviction of being a teacher like the English Teaching Practice class; that class contributed in a way so that it was ready to meet the requirements in the school in which I would work as a teacher in a near future by then. However, maybe for the amount of students by class or for the class design, there were some topics I was not instructed at the university, but the problem is that I realized on that by the time I got immerse on the role of teacher.

After a few years of working in a call center which has become very popular among young people in El Salvador, I decided it was time to move from my comfort zone for many reasons. I personally consider that working there was a transient step to achieve my goals as a professional, so it was time to take a rest from that environment and that is why I quit from that job. One week later, after I quit from Focus, I received an amazing opportunity to be part of the selective teacher's community in one of the best schools in El Salvador, the Colegio Español Padre Arrupe. I had many challenges in front of me by taking the job of English teacher in that school, some of those were easy and some others required a lot of effort on trying to overcome them. Even the idea of a big change was an issue, after being accustomed to a non-responsibilities, part time schedule, doing activities that had little or nothing to do with teaching practice in my previous job, facing a job

situation in which I had to put into practice all my knowledge of the English language and at the same time, combine my social responsibilities with my family and friends and my academic responsibilities at the university. Adapting to this new lifestyle was a very radical change, from scheduling a specific time to wake me up in the mornings, to scheduling my monthly expenses; in a way, my new job as an English teacher in the school represented a transition from my youth to adulthood.

I started to get use to the new lifestyle I was dealing with at the school and then I talked about this new adventure, at least for me, to some people and some of them have several years involved in the teaching area I knew their opinion after many teaching may help me to develop my own teaching method. However, I did not feel comfortable with some opinions they said but I also knew that every opinion is important; we just have to know what part of that opinion will be taken for us. Some of them said that there is a point, in which teachers face a crisis in which there is a constant struggle between continuing working or taking a break, "take a vacation on giving classes" for many reasons. Falling into a routine regarding the role of being a teacher, they suggest that it is difficult, almost impossible to escape from this monotony and that because of my age, and the short time I have been immerse on the real teaching practice, they say that I still have an ideal with regard to the model of exemplary teacher I would like to become, because I have always stated that doing things well is possible with a little effort and self-conviction, I would like to continue thinking like this, and I hope to never get stuck as a professional, because I love my job and I am also aware of the responsibilities this entails.

As I mentioned before, the new job I had taken, played an important part of mi life because it was providing me many challenges; for example, I was not accustomed to deal with a large number of people every day, no less being responsible for their daily behavior and the influence of their outline on the expected outcome in the activities required at school. Knowing how to deal with different characters on a daily basis was very interesting to me and to see it complicated in the sense of looking for a specific solution to each person in a

certain situation in which my field of action was involved. The responsibility of having 300 young people between the ages of 12 and 16 was very important to me. Being a model to follow, not only in the academic area but also in the behavioral area, to have sympathy with the students, to feel the trust they put in a teacher is a feeling that is difficult to explain and only goes back to my student days of 10 years ago. I tried to supply those necessities from my students with all the gaps I had regarding how to deal with many internal and external requirements despite of the fact I was the youngest and least experienced teacher in the school.

When I first started to work at Colegio Español Padre Arrupe, the tools offered at my workplace to teach English were: a radio recorder, laptop, overhead projector and textbooks. However, there are other needs that could be solved. For example, a language laboratory would be a very useful working tool to be able to provide students with a total immersion of the English language, textbooks with more complete content so that there was more practice on the part of students in each subject developed in classes; more hours of study for the subject, I particularly consider that 3 hours a week are not enough for acquiring an acceptable management of the English language; 5 hours a week would be a suitable study time, considered that the number of students I attend are 300, the attention I give them in each class, sometimes it is a bit low, to improve said situation, it would be very important a better distribution of the workload. These tools could contribute to improve the learning process of the students and thus be able to cover the goals proposed in the institution.

In addition, a couple of months later, I was appointed coordinator of students of ninth year, I was assigned a group of 25 young people to whom I had to constantly monitor their academic and behavioral development to be able to keep comprehensive records of their integral performance as students, after all the institution have characterized for providing Salvadoran society with good men and women. It was a real surprise to have been appointed class coordinator at my young age and soon to be part of a great institution like this. However, this also limits my short time available within the institution, to be able to plan the class

lessons, which must be presented weekly. Considering that many activities must be carried out by trial and error and personally it has been something that I have used very often, and it has worked to date to arouse the interest of the students. The majority of texts are not oriented to EFL students so the attention they give is not the same and could be more difficult to assimilate.

Once I was immerse in the role of teacher, I could identify the expectations I had before coming to the school and the reality I had to deal with. There should always be a continuous training for teachers regarding their teaching process in whichever is the specialization they work on. For example, I can say that as I learn of the possibility of joining the campus of one of the best educational institutions in the country, my first thought was to meet a very high level (in all areas of specialization). I had in mind many ideas that I considered could be very useful to arouse students' interest in the subject, like using the English language as much as possible in order to maintain a better practice and interaction with the students. However, the reality was very different, when beginning to demand more in the subject, I was able to discover a great vacuum in the previous development of the subject. The students showed too much conformity to the minimum result to be able to pass the subject. Improving the level of English proficiency of my students was a great positive challenge, but it was hard to meet the expectations of my bosses, because they suggested very ambitious goals without providing the necessary tools to achieve their objectives. When considering the necessary tools in the development of the teaching-learning process has made me reflect: Are the educational tools just as essential as the teacher preparation?

The school currently provides training for some areas of specialization in school learning. However, there have been just a few trainings for teachers involved in teaching English to improve the role of their academic practice. The last and first training I attended to was regarding the use of communicative approach; it helped me to remain some aspects related to the teaching field which I had forgotten since the last time I studied it at college; it was not a deep and very helpful training, but the good thing for that was it helped me to identify some areas

of myself, as a teacher, that I consider it would be good to improve. For example, I realized on the importance of the use of games to increase the interest of the students and therefore increase their participation on the class too. I also was able to consider the tendency I follow regarding the teaching of the English macro skills, and I easily realized I need to improve my English writing skill. Even when I have put that skill in practice in the development of my classes, I do not do it with the biggest aim it should be, and after the training I understood the tendency we as human beings follow, we tend to do the most what is the easiest, and the most difficult we leave on a side and we just do not focus on that.

Personally, I believe that continuous learning is necessary in all branches of education because it gives those involved opportunities for improvement in the practice of teaching. It is very important to be able to identify the areas of opportunity of each professional to be able to look for alternatives and overcome any deficiencies. In order to be able to identify such shortcomings, it is necessary a deep self-analysis and above all to be sincere as to the aspects in which I consider I need an extra contribution from any third party, the purpose will always be the same, in my opinion, it is better to be ignorant for a moment to be ignorant for a lifetime. By itself, adopting the practice of the English language in a foreign country where the official language is Spanish, limits the English language proficiency. Despite all the knowledge acquired during the years of study, there is always something which requires a greater degree of difficulty to carry it out and therefore the continuous process of learning on professionals is necessary and it should always be apply in every field of work.

Life story by participant number 4

My name is Hilda Jacobed Flores Alas, I was born in Ciudad Delgado in San Salvador; I come from a humble and hardworking family, I have three brothers and three sisters, I am thirty years old, I am married and I have two children, who are the most important people in my life and I want the best future for them as my parents did with my siblings and I.

My parents always have thought education is the only thing they can give us that will be forever. I started my kindergarten in a small school called Colegio Villafañe, then my parents decided that I had to be with my sisters so I studied at Colegio Eucaristico, but it was not enough and I attended classes at Colegio Externado de San José where I started elementary school; my parents realized that English language was important for the development of my education, as each day was used more and more, so that I started attending courses to learn that language at Centro Cultural Salvadoreño Americano, I was studying there for a long time in an intermittent way; when I passed to high school at Colegio Español Padre Arrupe I realized that in fact it was necessary and I enjoyed having the knowledge that I had acquired until that moment, because it brought me many benefits; such as good grades in that subject. When I finish the school, I decided to study at the University of El Salvador a major that I only had to take few English classes which was good for me, realizing that English subject was my favorite, because of that and for other circumstances of my life I decided to move to another major named Bachelor in English. Teaching Option, thinking that I liked the language and that if I did not find another job I would be a teacher; and that was the way how I started my studies, reaching this point of my life. In 2015, having passed all the subjects of the major I decided apply for a job at the school where I graduated from (Colegio Español Padre Arrupe) and they gave me the opportunity to start my career as a teacher.

Knowing the level of education the institution has had during these years, and knowing that it is growing year by year, not only in terms of education, but also in terms of infrastructure, recognition, prestige and especially in academic requirements; my expectations were really high. In September 2015, which was the date I arrived to the institution, this time as a teacher, I was really surprised to see the level of English that the students had, in my case the children who attend preschool (4 and 6 years old), obviously my expectations grew even more; it made me think that the teachers had to be the best in our country, have as well as good basis from their previous studies, and receive good at the school. Surprisingly, the training in this institution is given when there is an opportunity for it, because the

student's requirements are very high because each year they try to overcome themselves.

For the preschool level, the trainings are given in Spanish and focused on the different subjects that the students receive, not specifically for the foreign language; leading me to ask myself a question: How will I know how to teach my class according to the requirements that both, the institution and the Ministry of Education have? Then I realized that the only way is to implement in the best way what was learned at the university coupled with the preschool curricula that the teachers develop in the subjects taught in Spanish. This year finally I received training in English, given by Santillana's group, it was focused on the development of the classes; it was really helpful since I learned new things and helped me to recall some aspects I learned at the university; and it made me to realize that nowadays I am fossilized in many aspects, since working with kids limits me to do not practice my abilities as an English speaker and I am not updated with the listening, vocabulary, pronunciation, fluency because of the fact that the topics I teach are really basic.

As the Ministry of Education has developed it, its program is a combination of the requirement of the education of the country and the requirement that the language requires; at Colegio Español Padre Arrupe the didactic plan has more adaptations to the development of the classes for an optimal learning. I have been working for a year in this institution and the best thing I have been able to do as a teacher of English is to meet the demands of the language, of the school and of the Ministry of Education; because this is how the student will achieve the next stage that in my case would be preschool to elementary school.

In a near future, as a teacher of this institution I would like the training directly in English and focused on the subject I teach, also taking into account the necessities we have as teachers from different levels; as this would greatly benefit the development of the class and the learning; achieving in this way the expectations of my employer, the Ministry of Education and especially my students; to achieve it, it is necessary to develop other aspects such as an academic

coordination of English to have a well-organized education, and to have more time for teaching, to make it more effective, to give more importance to the subject, since it is not taking into account as a main subject; also, we have realized as a group of teachers of the foreign language, that the subjects taught do not go in a sequence that prepares the student to move from one level to the next one, children learn the language, but when they reach the immediate level, they feel lost because they do not find relationship or how to connect the contents from one level to the other; and these situations and more need clarification in the trainings.

Life story by participant number 5

My name is Oscar Hernández, I am twenty eight years old, I come from a big family, almost all the members are teachers, my father is the biggest motivation for me since he is the person who always encourage me to overcome myself every single day; he thinks that if you like something do it, not because for the payment but for the satisfaction you receive.

I am an English teacher at Colegio Español Padre Arrupe, I have been working here for three years and this place was my beginning place that I decided to study this career. Ten or more years ago I was studying at the high school level and I had a very terrible and good teacher, Mr. Soriano, we had to study very hard if we want to be free at the end of the year and had all our vacation. I remember that I started to love this subject on those days but unfortunately I failed and I had to finish on another school my studies. Then I began to study my major at Universidad Don Bosco, where I coursed one year and a half, but I realized that mister Soriano was looking for a job on that University, so I decided to move to another university to avoid being with that teacher again. I moved to Gavidia University, but it was so expensive; finally somebody told me that Universidad Pedagógica had this major and I chose that university, when I was more than the half of the major I had to course a subject named Phonology, it is one of the most difficult subjects at the university and a terrible headache for me; and suddenly the new teacher came into the classroom and said “hello my name is Jorge Soriano” and I just think what's this? Are you kidding me? Is my karma? I decided to take

the bulls by the horns and to finish my studies there, finally I coursed eight principal subjects there with mister Soriano and he was my sensei because I learnt a lot.

At the end I worked more than five years on the famous call centers in our country and decided to take another change and be a teacher and change some paradigms that students have to the teachers, not to be a mad man, be a friend for them. I applied for this job in 2014, despite of being an ex-student entering to this institution was not easy but I did it. I knew that since that moment I had to do my best because it is well known its prestige, the basis the students get when studying in this school is awesome and for those reasons and some others I wanted to be part of the staff, also I decided my son being a student in there.

My first day working in the institution I realized that everything was amazing and I started to think about the future in there, I was wondering if the level of education was the same as it was when I studied in there, if the students were genius as everybody thought, if the academic demands were higher than in the past and many other aspects; by the pass of the time I realized that everything was in the way I thought and even more, but to achieve that, it was necessary to overcome some difficulties as the trainings, since we as teachers of English, do not receive constantly, and when we receive them they are not focused to the specific necessities we have; in my case I need training in writing because I am in charge of children who are developing more their listening and speaking skills than the writing so I feel that I am not practicing enough to overcome myself in this field.

Talking about the trainings, I have received in these three years few of them, since we do not have enough time because almost all the time we are working on different assignments, those assignments are not accomplished since the time we have to develop them, the classes for example, is not enough. That is why I think that it is necessary to ask for some specific aspects like having more members in the group of teachers of English, and having more time to attend to trainings.