

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



UNDERGRADUATE RESEARCH:

**FORMATION NEEDS OF CERTIFIED AND NONCERTIFIED PUBLIC SCHOOL TEACHERS
OF ENGLISH AT 7Th, 8Th, AND 9Th GRADES OF BASIC EDUCATION IN SAN SALVADOR,
EL SALVADOR, 2001-2011**

**IN ORDER TO OBTAIN THE DEGREE OF:
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1. INTRODUCTION

The current state of in-service formation of public school teachers of English at 7th, 8th, and 9th grades of basic education in San Salvador, El Salvador, is an issue that deserves particular and better attention than it is nowadays receiving. It is an area with a number of significant problems that affect the students' English language learning. Some of the most substantial constraints are: 1) the large number of teachers of English who are actually teaching English without appropriate and required professional qualifications and training, 2) the lack of diagnostic and research results to support the design and the execution of the training courses, 3) the unsequenced, insufficient and inappropriate design of the teachers continuing preparation process, and 4) the lack of sustainability of the same.

That situation is worsened by the fact that teachers are not provided with enough and appropriate didactic materials and resources, technological equipment, enough time for teaching the language, specialized libraries, appropriate pedagogical, social and cultural conditions etc. All of those factors combined, result in a poor instructional quality. This should be a concern mainly produced by the current situation of in-service public school teachers of English preparation underlying this investigation.

The described real situation deals with the phenomenon that after three years of English lessons three hour a week during school year; students still do not possess an appropriate proficiency level at the end of 9th grade and even when finishing 11th grade, (high school studies); they just manage isolated words, phrases, expressions and short simple sentences.

This situation places a heavy burden on teachers' shoulders, as they are attributed a great deal of responsibility in their students' final level of English language proficiency.

The study intended to contribute to have a close view of the real continuing formation needs public school teachers of English have, in order to face the complex and difficult world of teaching English in San Salvador's public schools. It concentrated its attention on gaining substantial knowledge concerning to the beliefs, assumptions and perceptions on which those teachers base their teaching practice.

On the other hand, too little attention has been given to the teachers' situational contexts and to the main required linguistic competences on the benefits of the teaching of the English language at the public system of education, and also to the factors dealing with planning and executing the in-service public school teachers of English preparation process.

CHAPTER 1

THE PROBLEM

STATEMENT OF THE PROBLEM

In the decade, between the years 2001 and 2011, continuing formation of in-service public school teachers in El Salvador was mostly in charge of public educational institutions like; Ministry of Education (MINED), University of El Salvador (UES) and private ones such as; Fundación Empresarial para el Desarrollo Educativo (FEPADE), Fundación Salvadoreña para la Salud y el Desarrollo Humano (FUSAL), Universidad Don Bosco (UDB), Universidad Centroamericana “Jose Simeón Cañas” (UCA), Universidad Francisco Gavidia (UFG), Universidad Pedagógica de El Salvador (UPES) with the economical support and technical advisory of International organizations such as Agencia Española de Cooperación internacional(AECI), Agencia para el Desarrollo International de los Estados Unidos de América (USAID), Banco Mundial (WB), Banco Iberoamericano de Desarrollo (BID), and Agencia Japonesa de Cooperación Internacional (JICA) among others.

Educational Institutions mentioned above have mostly carried out unsystematic short term courses for teachers who had taught subjects which are officially considered the core of the national curriculum, such as, Mathematics, Social Studies, Natural Science, Language and Literature, in 7th, 8th and 9th grades and also for those ones who teach supplementary or cross curricular programs and topics like: Educación en Valores, Aulas Alternativas, Educación Inicial, uso y manejo de Recursos Tecnológicos, Educación para la Vida, Educación Física, Artística and some others ones. Not all the teachers took those courses for granted; they really did not pay too much attention to them. Probably, teachers refused to

attend them because their contents have little or nothing to do with their actual continuing formation needs or because teachers' formers did not have the competences to manage the formation courses process. It is assumed that those teachers, in many cases, attended the courses because they were mandatory. Some other times courses have been attended because teachers were told they were going to receive a per diem and had lunch. Some others attended them because they preferred to attend the courses instead of being at school. Most of the times, teachers were not invite to voluntarily participate in them, they were persuaded, convoked to participate in the preparation courses since according to "Ley de la carrera docente" (pp.8 articulo 31, numeral 10); teachers have the commitment to be updated by attending any official invitation from the Ministry of Education to participate in English Language continuing formation courses.

On the other hand, Ministry of Education has never had a permanent national plan to form in-service teachers. Public schools teachers' formation has usually been unsustainable, with no follow up and weak technical support. Teachers have eventually offered continuing formation courses but they have not received any academic credit, certification or economical stimulus for participating in formation courses as it happens in other developing countries.

Related to **in-service public school teachers of English formation**, few short term English continuing formation courses have randomly and sporadically carried out between the years 2001-2011.

That situation happens perhaps because educational authorities cannot see that the teaching and the learning of the English Language in public schools are as important as the teaching and learning of the four core subjects of the national curriculum mentioned above. English has been always considered a supplementary subject (Plan 2021 pag. 32) as Educación

Física, Educación Artística, Educación Musical, etc. Students, teachers of English, principals of public schools, educational authorities, and also the community really have a low perception about the importance of the teaching and learning the English language and Ministry of Education reaffirm it by giving the in-service public school teachers of English little attention for years. Therefore; public school teachers of English show low interest and motivation to improve their in class performance, maybe because they were obliged to teach the English class, since in many cases the principal of the school put them in that position as punishment and consequently most of them have a very poor teaching performance as teachers of English at 7th, 8th, and 9th grade.

That situation has caused a language learning restraint which is evident when finishing the 9th grade (Elementary Education); students hardly write, speak or understand isolated vocabulary, phrases or short simple sentences. (Informe de investigación, ¿Por qué los estudiantes de las escuelas públicas no aprenden a hablar Inglés? Nelson Martinez, (2008). Students are really quite far to achieve the level of linguistic proficiency and learning objectives stated in the current English language teaching programs for those grades.

Unfortunately, in-service formation for public schools teachers of English who work in 7th, 8th, and 9th grades have almost been neglected by the ministry of education. The teaching and learning of the English language is so far to be taken it for granted and teachers have always wondered why the ministry of education gives too little importance to their in-service preparation. They believe that it should be a priority since most of them do not have the formation and qualification to teach the English language and because the expansion of the world globalization. Most of the teachers have been teaching English for more than ten years without the required academic preparation and certification.

Probable, that is why they have persistently asked for continuing formation since they are conscious about the importance that learning the English language represents for a country which is immersed in a process of the world globalization. The majority of public school teachers of English have always expected to be formally taken into account for an official systematic formation plan. All of this happens, in spite of the existence of the teacher career law that establishes that the ministry of education has the commitment of keeping all public in-service school teachers, without exception, updated, well formed and qualified (Ley de la carrera docente (capitulo II, articulos 5 , 27 Y 31 numeral 10).

Public school teachers of English have participated in some continuing formation courses but they have not had any substantial incidence on the improving of the teachers' in class performance. It is assumed that it is because they lack of an appropriate support. On the other hand, continuing formation courses for teachers of English have usually aimed the strengthening of the linguistics proficiency and the didactical competences without focusing the real specific teacher's teaching weaknesses.

In 2005, a study was carried out by mean of a program which was designed, implement and executed by the Ministry of Education as part of the "National Plan of Education 2021"; it was COMPITE program. The study basically consisted in the application of standardized international tests to in service teachers of English at public school and sustained by the execution of English language long term in-service courses for teachers of English. Results were used to establish a baseline of English proficiency and English as a foreign language pedagogical knowledge among public school teachers of English in El Salvador in order to give formal attention to the improving of the teaching and the learning of the EL at the public schools in 7th, 8th, and 9th grades.

All Salvadoran public school teachers of English were invited to take a standardized test but only 2800 attended the invitation. Test results were used to support what their training should be about. In-service formation courses for public school teachers of English were carried out focusing the development of didactic, pedagogical and linguistics competences. Teachers of English who participated in those courses say courses were pretty good.

COMPITE program finished in 2008 and it did not have any follow up. The teaching and learning of the English language in El Salvador was not really improved and the trained teachers have lost their motivation. Nowadays, the demand for better and extended attention to the in-service public school teachers' formation is increasing because the participation of the country in the globalization process that brings with it a more demanding students population. Nowadays, most of them have access to internet service and it is easy for them to find an on line free course of English, on line dictionaries, videos and lot of information in English language. There are some others who were born or have lived in the USA and speak very good English. Teachers of English must face those realities.

Another aspect related to the lack of attention to the formation of in-service public school teachers of English is the fact that since 1997, Ministry of Education has administrated a national standardized test Prueba de Aprendizajes para Estudiantes de Secundaria (PAES) for students who have finished their 11th grade studies at public and private schools. Test has always evaluated only the core subjects of the curriculum. English language as a subject matter has not been included. In general, based on the PAES results, Ministry of Education, assumed that one main reason students failed the test was the poor, inappropriate and limited teacher in-service preparation.

In the case of the public school teachers that teach English at 7th, 8th, and 9th, grade, Ministry of Education cannot make the same assumption because mentioned test has been applied only for the core curricular subjects and their results only constituted a single factor among a wide range of issues that negatively affects the National Education. However, researches around the world consider in service public school teachers preparation as one of the main need to be attended in order to rise the quality of the education by improving the in class teachers of English performance. Certainly, the described complex general sociolinguistic context has restrained not only the improving of the 7th, 8th and 9th public school teachers of English formation but also the students' English language learning when finishing the 9th grade in the public system of education.

Nowadays, most certified or noncertified teachers who teach the English language at 7th, 8th, and 9th grades always ask Ministry of Education for continuing preparation. What makes them really feel the need to improve their English Language teaching performing are factors like: The intensification of the participation of the country in the world globalization, the increasing of the international social and economic relationships with developed countries, the international investment in the national market, the increasing of the international tourism, the necessary expansion of the international communication, the use of modern technology, Etc... has increased the demand for more and better English speakers human resources. More people are interested in learning the English language; as much as it is becoming a tool for professional competitiveness (Plan Social Educativo 2010-2014, pp.14), in social interaction and international communication.

Domestic and Foreign trade enterprises are now using it as a requirement to select people in order to hire them. They have a special preference for those people who has a high

proficiency of English language; the demand for more competitive teachers of English has also increased. So that, there is no doubt that public school teachers of English should be sufficient and efficient prepared to face and overcome that challenge. If it is assumed that the improvement of public school teacher of English in-service formation is a strategy to increase the level of the student's proficiency, a well supported, and sustainable continuing formation Plan should be a commitment from the Ministry of Education and a big responsibility for the teachers involved.

FORMULATION OF THE PROBLEM

This research's main purpose is to have specific data about the continuing formation needs of in-service public school teachers of English who work at 7th, 8th, and 9th (Basic Education) have, since it is perceived that one of the main aspects that is affecting the improvement of the teacher of English continuing preparation is the lack of pertinence of course contents in relation to the preparation needs teachers require for improving their teaching language performance in the context of the current educational situation that face public school in San Salvador, El Salvador.

What are the preparation needs of in-service public school teachers of English at 7th, 8th, and 9th grade in San Salvador, El Salvador?

Do public school teachers of English with more years of experience in teaching the classes of English have different continuing preparation needs than those ones with less experience?

Do certified and uncertified In-service public school teachers of English who teach English at 7th, 8th, and 9th grades require the same continuing preparation?

OBJECTIVES

GENERAL OBJECTIVE

Determine the continuing formation needs of certified and uncertified in-service public school teachers of English who teach the language in 7th, 8th, and 9th grade of basic education in the department of San Salvador, in El Salvador.

SPECIFIC OBJECTIVE

Provide valid information related to specific needs required by certified and uncertified for in-service public school teachers of English who teach the language in 7th, 8th, and 9th grade in San Salvador department in order to support the planning, design, execution and follow up of future course teachers' formation

RATIONALE OF THE STUDY

To search about the specific needs of in-service teachers of English in San Salvador, El Salvador might be of great importance for carrying out any continuing formation process since the demanding of it from public school teachers of English is rising up day by day. It is known that very few national and international institutions or organizations make little investments in doing need assessments or searching about teachers of English continuing formation. They usually hire experts or specialists in each field who develop courses with contents decided based on assumptions or theoretical frameworks from their experiences and knowledge. Researcher assumes this fact has reduced the effectiveness of planning and carrying out continuing preparation courses and as a result the in service public school teacher of English preparation has got worse throughout the time.

In this context the investigation is taking for granted the achieving of the main objective of the research which is to identify the needs of preparation of in-service public school teachers of English in order to improve and rise up the level of English Proficiency of the students when finishing their high school education.

Commonly, in service formation in El Salvador has not had any searching support, teacher's consultations, study or diagnostic. Teachers have most of the time been formed by mean of very short courses randomly supported only by the teacher formers previous experience, knowledge and assumptions. As a result, teachers of English in service formation has had a very light incidence in the improvement of the students learning of the language and it has produced frustration, low motivation and lack of interest of the students related to the Learning of the English Language.

People who cannot speak English very well have mostly lost good job opportunities since important local and foreign enterprises requires bilingual human resources to successfully participate in the globalization process in the region. Therefore; the good preparation of the public school teachers of English should be considered the key to prevent later students English Learning difficulties and contribute to overcome current and future social, economic and educational demands. All of this indicates that it is really urgent to initiate a process of supporting, improving the public school teachers of English preparation who represent the highest number of in service teachers of English in the educational system who are in charge of the biggest number of students in the country.

LIMITATIONS

To carry out this research, there was not easy to find written physical information about the topic. There was not any background research, social statistic issues or data about the topic. There were found only a single study. Luckily, there was some meaningful online information from similar investigations in other English language nonspeaking countries which contained lot of information which was hard and very tedious to be selected, after reading it and deeply analyzed it.

On the other hand, it was not pretty easy to find information about the research´s topic that fit with the local educational context and find the appropriate and meaningful issues to carry out this research. Besides, there was a lack of transportation in order to go to the sites where interviewee groups of teachers were being trained. That implied to pay a taxi or use the public transportation.

Most of the teachers groups received the training on Saturdays and sometimes on Sundays and the researcher did not have enough free time since he has a full time job which means to have a lot of labor duties.

Finally, another limitation was the fact that the research was not carried out in group, it was done by a single researcher. It was really hard to manage all of the issues dealing with the process of the research and accomplish the job goals at the same time.

In spite of these two last stated situations are not directly related to the research execution process; they caused obstacles and caused some delays in the research ending process.

CHAPTER TWO

THEORETICAL FRAMEWORK

BACKGROUND

Needs assessment studies about teachers of English preparation could not be locally found. The only study found related to the topic is the one which COMPITE program carried out in 2005. It was not a research, it was a diagnostic study based on the application of standardized tests to in- service public school teachers of English who teach English in 7th, 8th, 9th grade of basic education and in 10th, and 11th grade of middle education. ITP-TOEFL combined with TPK, SEAT and TOIEC were applied. A total of 2,341 EFL public school teachers were evaluated. In 7th, 8th, and 9th grade of Basic Education: 1,422 and in 10th, and 11th grade.

Tests aimed to explore the teachers' linguistic proficiency and the didactical and methodological skills for teaching the English as a foreign language in public schools in El Salvador. Then; they provided the following results. Public school teachers tested the ITP-TOEFL Total Score average was 412, The average for Professional Knowledge score was 17 on a 40-point scale, The average score for the SEAT was 2.22 (the level of elementary proficiency), 36% of those teachers of English do not have degrees in English. The level of English proficiency of the public teachers of English who participated in this study was very low, just above an elementary proficiency. Classroom management, on the other hand, was the strongest knowledge domain.

There are not enough proficient teachers of English in the public school workforce, and it will take a significant amount of time, and resources, to create a sufficiently large talent pool.

The main purpose of that study was to establish a baseline of English proficiency and pedagogical knowledge for TEL among the public school Teachers of English in El Salvador.

Information results were used to technically support the development and execution of some in service formation courses carried out by COMPITE program. Courses focused teachers who got the highest scores in applied tests mentioned above. The program also taught courses of English for 9th and 11th students from public schools located in the most industrial, touristic and commercial zones of the country.

Traditionally, in-service public schools teachers' training courses have been developed based on needs assumptions and economically supported by international cooperation provided by USAID, World Bank, or the USA embassy. Ministry of Education of the country has just allowed and helped those international organizations to take the initiative and the leadership in training Salvadoran public school teachers of English.

Similar and systematic studies have been done in different non-English speaking countries around the world where the English Language is taught as a foreign language. For some of those countries research and needs assessment to define the contents that might meet the needs of in-service public school teachers of English formation works as a mandatory issue to support and guarantee a successful education and particularly of any specific teacher continuing educational development by improving the quality of teachers' competences, and the achievement of the students English learning objectives.

In 2000, Fatma Hamad Alwan, professor of the department of education at the University of Bath in the United Arab Emirates, made a research towards effective in-service teacher development "**getting teachers to be in charge of their own professional growth**" affirmed that Progress in education depends very much on keeping up with the various trends

that emerge around the world. In-service teacher training (INSET) is a formal means through which teachers are constantly updated with the new findings in the field. In this case, it is essential for teachers in the UAE to take up their professional accountability in the absence of an efficient teacher training system. The study investigated the effectiveness of the current INSET provision and the possibility of introducing self-directed (school-based) teacher development activities to teachers of English as a foreign language (EFL teachers).

Research revealed that INSET in the UAE does not follow a defined system. It is unsystematic. Teachers are not directly consulted. There is not a follow-up system to examine the effectiveness of the training courses provided. The supervisors and ministry officials are not satisfied by the outcome, contrary to the teachers' responses. Teachers practice self-directed development activities on a limited scale. They practice activities like peer-observation, writing researches (short essays) and occasionally, read educational references. Self-development activities like journal writing and self-appraisal are rarely practiced. It was found out that some teachers do not know that such methods exist. However, the ideas were welcomed by teachers on the basis that work conditions are improved to allow for the time and effort needed.

Dr. Tsakiridou E. and Dr. Griva E; 2004 in their research about **“Identifying English language teachers’ in-service training needs and wants”** *Teachers’ Training* constitutes a process of challenge for the development of their professional knowledge, skills, competence and interests, a process of reinforcement and provision of opportunities, which contributes to the familiarization with new educational – teaching methods and techniques and to the change of their mentality, their attitudes, their roles as teachers.

The findings revealed that there is a gap between the current training system provided by the Ministry of Education and the teachers' perceived needs... the research found that most of the teachers (69%) found the content of the current INSET courses irrelevant to their needs and they were not helped to improve their performance in the classrooms; Then, they need for an effective provision to initiate, in order to develop and sustain teachers through an appropriate process of in service education should be among the highest priorities of educational policy.

In 2006, Edipcia Chavez a professor at the Universidad de Nuevo Leon Managua, Nicaragua; in her research **“In-service teachers’ beliefs, perceptions and knowledge in the Nicaraguan EFL context”** explored and analyzed the teachers’ knowledge, beliefs and perceptions concerning the teaching-learning process of EFL and the influence these elements exert on the teachers’ performance and behavior in the classroom. Teachers in Nicaragua are currently teaching without appropriate professional qualifications and training. That reality is directly related to the phenomenon that after five years of English lessons three times a week during school years, students still do not manage or have appropriate proficiency levels at the end of their secondary studies; all of these factors combined result in poor instructional quality...

Findings of this study have shed significant light on the different areas where teachers need urgent help to improve their performance in and out the classroom. Teachers need to widen their knowledge base of TEFL concepts, be equipped with a critical understanding of language learning theories, methods and approaches, improve their linguistic skills, and

expand their range of teaching techniques and activities with views to the improvement of the language learning processes at the classroom level.

The situational contexts were identified as major negative influencing sources on teachers' thinking, behavior and decision making in and out of the classroom. Thus, it is highly important to find out effective alternatives to carry out teachers' improvement taken into account the powerful effect of context on teachers' range of action. Johnson (2000) recognizes this influence as well as the challenges imposed to teachers by their specific contexts.

Given the number of limitations and problems identified by the present study, regarding the situational contexts, national authorities and educational institutions cannot put aside important factors such as the physical conditions of the schools, the instructional materials, and the resources and equipment available. Certainly, curriculum issues cannot be separated from the contextual conditions provided for the instructional processes. More importantly, the teachers' professional treatment, assigned workloads, appraisal systems, and financial retribution should not be undervalued, as their performance is highly conditioned and determined by the combination of all of these factors. The efforts should be aimed at addressing these problems as well, if quality in the intended changes in EFL teaching-learning processes is to be achieved.

Tokyo, Japan, 2007, **Koji IGAWA, Professional development needs of EFL teachers practicing in Japan and Korea.** The study was conducted in Tokyo, Japan, in the summer of **2007**. Participants of the study were **44** in-service secondary or higher education teachers of English, teaching EFL in Japan and Korea, who were attending an annual three-day

professional development seminar sponsored by a self-supporting EFL teacher development group, (ACROSS Osaka, Japan), and a non-profit organization for international educational cooperation, *e-dream-s* (Osaka, Japan). The area that received the largest number of entries from the **44** EFL teachers in Japan and Korea was **“Teaching Skills and Methods”** (**37** entries) . The second largest group was **“Language Improvement”** (**34** entries) and naturally this is only for Japanese and Korean, non-native-speaking teachers. It is clear that these two areas were by far the most popular areas of professional development. These two domains, however, might overlap because some teaching skills or methods, including the currently in vogue “Communicative Language Teaching”, require the teacher to use English in the classroom more than other skills and/or methods. Results indicate that the perceived PD needs of the teachers include: teaching skills and methods, language improvement only for non-native speaking teachers, general communication skills, motivation and others.

The PD needs of “Teaching Skills & Methods” gradually decline as the teachers ‘years in service increase; young teachers are more likely to be interested in the “Teaching Skills & Methods” PD. To keep learning and/or keep updated is one of the key concepts in this area of Professional development.

In 2011, He,Erlina Wati, a professor of the national University of Malaysia in his research **“The effectiveness of Indonesian English teachers training programs in improving confidence and motivation”** affirmed that Nowadays, the demand for a qualified English teacher has becoming a serious problem in educational sector since there is unsuccessful educational development. Teaching English as Foreign Language is still failed.

On the other hand, Healey (2008) an expert researcher about training in developing country, stated that training is a central feature of most social sector development efforts and Intensity

and duration are important factors in considering when designing a professional development program.

Generally, the effectiveness of language learning and language teaching is mostly dependent on the nature and quality of training programs that teacher trainees receive. The trainers or educational planners need to know which one have to leave and to take as the useful training materials.

English teachers who undertook English in the program were found not only insufficiently proficient in the mastery English language but also insufficiently proficient in the knowledge and the technical know how to teach English. All of these indicate that teachers need to further develop themselves

THEORETICAL FOUNDATION

This research study has been carried out under a sociolinguistics point of view which is congruent with the sociolinguistics qualitative, explorative type of research. Sociolinguistics is a scientific discipline based on linguistics, sociology, social psychology, and cultural anthropology and studying a broad range of problems associated with the social nature of language, the social functions of language and dialects, and the way in which social factors influence language teaching and learning. Sociolinguistics deals with those educational issues. The teacher in service preparation has mainly deals with the teaching of the language but in El Salvador it also deals with the learning of it. In San Salvador, El Salvador; there is an average of 36% of public school teachers of English that don't have the academic degree and also the level of linguistic competences and their teaching skills are very low.

DEFINITIONS

CONTINUING EDUCATION

In-service education is the term used to describe a set of activities and requirements generally falling under the heading of *professional development*. It is an organized effort to improve the performance of all personnel already holding assigned positions in a school setting or to implement a specified innovation or program (Sapp, 1996). It is a key factor in influencing the professional development of teachers and contributing to the improvement of their knowledge through an active role (Saiti & Saitis, 2006). The Education Information Network in the European Union (EURYDICE) defines in-service training as ‘a variety of activities and practices in which teachers become involved in order to broaden their knowledge, improve their skills and assess and develop their professional approach’ (Perron, 1991). Position (Locke, 1984).

TEACHERS PROFESSIONAL DEVELOPMENT

Professional development is considered as a systematic, continuous, lifelong process from the early days of the teachers’ initial education throughout their career (Widdowson, 1990; Lange, 1990; Wallace, 1993), teachers are in need of opportunities for continuing education in order to “update their knowledge on their subject matter, to renew the teaching methods” (Lawton, 1990).

TEACHERS TRAINING

Teachers’ Training constitutes a process of challenge for the development of their professional knowledge, skills, competence and interests, a process of reinforcement and provision of opportunities, which contributes to the familiarization with new educational –

teaching methods and techniques and to the change of their mentality, their attitudes, their roles as teachers. It is a process used to continue the teachers' education once they have received their certification in teaching and are employed in a professional.

BIVARIATE ANALYSIS

Is one of the simplest forms of the quantitative (statistical) analysis? It involves the analysis of two variables (often denoted as X , Y), for the purpose of determining the empirical relationship between them. In order to see if the variables are related one to each another; it is common to measure how those two variables simultaneously change together (see also covariance).

Bivariate analysis can be helpful in testing simple hypotheses of association and causality – checking to what extent it becomes easier to know and predict a value for the dependent variable if we know a case's value on the independent variable.

Bivariate analysis can be contrasted with Univariate analysis in which only one variable is analyzed. Furthermore, the purpose of a Univariate analysis is descriptive. Subgroup comparison – the descriptive analysis of two variables – can be sometimes seen as a very simple form of Bivariate analysis (or as Univariate analysis extended to two variables). The major differentiating point between the analysis of each of them, in addition to looking at more than one variable, is that the purpose of a Bivariate analysis goes beyond simply descriptive: it is the analysis of the relationship between the two variables.

ATTITUDES:

These are the teachers' beliefs about education, their relationships with students, parents and colleagues, their sense of humor, their level of vocation, their work ethic, their general

motivation and willingness to be involved in extracurricular activities, their personality, and ability to engender enthusiasm, etc. These factors are more easily "caught" than taught, and teacher educators are role models in these respects. Even so, formal attention needs to be paid to these variables during training, as they have such powerful effects on the classroom climate and learning.

INSET

In service teacher training

EFL

English when is taught and learned as a foreign language; it is taught where it is not spoken; It is not the official language or the language of the country. **English as a Foreign Language**

ESL

English taught as a second language. The language is taught where the language is spoken, the language is the official language; it is the language of the country. **English as a Second Language**

ELT

English language teaching

SKILLS

The ability, coming from one's knowledge, practice, aptitude, etc., to do something well

COMPETENCES

The quality of being competent; adequacy; possession of required skill, knowledge, qualification, or capacity:

ASSUMPTIONS

1. Needs research constitutes a meaningful issue for planning courses that really meet the formation needs of in service public school teachers of English in San Salvador, El Salvador.
2. Qualified in-service teachers of English at 7th, 8th, and 9th grade in San Salvador public schools, might guarantee a considerable improving of the student's English language learning proficiency when finishing their 9th grade.
3. A good in-service teaching performance highly depends on a well supported, systematic executed and followed up teachers' continuing preparation process.
4. Noncertified teachers against Certified teachers of English in-service at 7th, 8th, and 9th grade in San Salvador public schools have as a priority need formation, they need to strengthen their linguistic competence more than their teaching methods or teaching skills.

CHAPTER THREE

4. RESEARCH METHODOLOGY

This study is of an educational sociolinguistics qualitative kind and it was carried out based on a sociolinguistic, didactical and curricular point of view. First, researcher collected as much written information as possible about similar studies in countries under almost the same sociolinguistic, educational contextual realities and characteristics. Most of those studies revealed important searching data results about the need to consult the teachers about what they really need to improve their English class performance and meet the students' English language competences stated as output profile in the national curriculum.

On the other hand, it is really curious the similarity of the findings and results from different researches. Second, researcher developed and carried out a survey as the main research instrument, which was validated on its reliability and validity. Readjusted instrument was applied to groups of in service public school teachers of English. They were directly asked about their experience at teachers of English formation and mainly about their teaching needs.

Teachers were native speakers of Spanish; almost 60% of them hold a university degree in ELT and 40% in other fields. The objective of the survey was to know the linguistic, pedagogical, didactical and curricular needs of the teachers of English in-service that teach the language in 7th, 8th, and 9th grades of basic education. The questionnaire was divided into *three sections*: The first section, entitled "personal details" it was about location of the current

place of teaching, teachers' level of qualification, teaching experience, and nowadays academic preparation.

The second section consisted of questions related to teachers' in-service specific needs divided in four areas: linguistic, didactics for teaching the English language, class management, technological resources for teaching English, and national curriculum for teaching English in 7TH, 8TH, and 9TH grades of basic education.

The third section, presents one single question that aims to have a close idea about what in service teachers of English in San Salvador, urgently need to be formed about. Survey was fulfilled individually throughout the execution of in service public school teachers of English courses at Dirección Nacional de Formación Continua-ESMA of the Ministry of Education. With filled up survey researcher carried out a statistical analysis, interpretation and established relationship of variables

RESEARCH LEVEL

The study achieved the objectives and assumptions stated about the importance and necessity of having a close view about the real needs for the in-service public school teachers of English continuing education, Teachers who are in charge of teaching English at 7th, 8th, and 9th grade of basic education real needs include not only the global need of learning and teaching the language but also the specific competences of the in-service public school teachers of English to improve their teaching performance. Due to the fact that this type of issue had not been deeply investigated by any national educational institution that use to offer in-service courses continuing formation in El Salvador, this research will enable any individual, institutions or organizations to do further and deeper assessments.

RESEARCH DESIGN

This study has followed a qualitative research design which aimed to a correlation strategy to find out the in-service public schools teachers of English real needs for a more effective preparation. The purpose of using a correlation strategy was to demonstrate a correlation between the EFL continuing education based on the teacher's real needs and without them. Therefore, a questionnaire was designed and administrated in order to gather valuable data to establish such correlation.

PARTICIPANTS/ SAMPLE

The participants in the study were 70 certified and noncertified public school teachers of English, both males and females (80% females, 20% males) ranging in ages between 25 and 45 years old. That population covers the 11.5% of the total target population (685). All of them were native speakers of Spanish, work in 7th, 8th, and 9th grades of basic education and none of them reported speaking some other language. All of them hold a university degree in different fields but few did it in ELT or its equivalent. An average of 30% is unlicensed for teaching the language and little of them are currently studying for a graduate degree or a qualification in EFLT. They are actually teaching English as a subject at the pre-university level in rural and urban public schools; some of them teach at private schools, they have an average of 10 years of teaching English in the grades mentioned above. All reported have had some English formation at different ELT private local academies and universities. Teachers who work at 10th and 11th, grades in public secondary schools were not included in this study because they have higher ELT competences, their labor social contexts and pedagogical conditions are quite different, all of them have the required academic degree and possess the legal and official academic requirements to teach the language. They do not represent a big commitment for the system in terms of their ELT continuing preparation.

DATA COLLECTION

A. INTERVENTION/ MATERIALS

The materials used to gather the information from participants consisted of a survey which was developed and validated by the researcher. It was written and applied in Spanish. To elaborate the instrument researcher had to read curricular documents written and researches process carried out in non English speaking Latin-Americans, European, Asian and Central American countries. Additional information used to develop the questionnaire of the survey which was obtained from informal interventions researcher perform with peers teachers of English who have more than twenty years teaching at private academies and universities.

The survey was distributed randomly to 70 in-service urban public school teachers of English who teach that language at 7th, 8th, and 9th grades in public urban schools in San Salvador city at the central region of the country. Consulted teachers were participating in-service EL continuing formation courses in order to strengthen the language and develop pedagogy, current competences for a better ELT in class performance.

B. MEASUREMENT INSTRUMENT

The main data collection instrument for this research was a survey which contains seventeen questions; it was developed by the researcher and the questions were chosen based on the researcher's experience supported by opinions and ideas from peers, workmates that work in the same area at Ministerio de Education and some colleagues that are teaching English in private universities.

Feedback on the preliminary draft questionnaire was obtained from a group of 10 in-service public school teachers of English who were participating in a linguistic strengthening English

course at Dirección Nacional de Formación Continua-ESMA, who have taught English at elementary school for more than 10 years, and the comments and suggestions were incorporated into the first version as part of the process to get the final version of the survey.

Based on the result of the preliminary analysis and study of the survey, some of the question items were reworded, eliminated, and added for the final version of the questionnaire used in this study. The survey consists of two sections. Section A was designed to capture the participants' background information including teaching experiences, the grades at which they have taught English, their perception of their own English proficiency level, whether they were studying English in order to improve their English proficiency, or they have had teacher training regarding to teaching English to elementary school students. Section B was about all those linguistic, methodological and curricular issues they consider need to improve.

DATA COLLECTION

A.PROCEDURE

The procedure followed to conduct the project in administering the survey to the participants was as follows: the participants were in-service public school teachers of English who were attending in-service formation courses. They were asked to answer the survey in the classroom where they were receiving the in-service course formation. A period of time of thirty minutes was necessary for them to answer the survey. It contained 6 different sections.

Those sections aimed to identify various types of crucial information for the purposes of the study, general personal, professional and labor information, experience about their teaching, future academic goals of English Language teaching, and specific needs for teaching the

English language and Linguistic proficiency to get a desired proficiency level of the teachers. All of this information was compiled through a survey, the one which was conducted by the researcher and it lasted from 15 to 25 minutes each according to the participant.

The aim of the survey was to identify the public school teachers of English real continuing formation in order to appropriately meet it for a better in class teaching performance at 7th, 8th, and 9th grade of basic education in San Salvador, El Salvador.

B) DATA ANALYSIS PROCEDURE

This study used quantitative data. For making the data analysis of the survey, descriptive statistics were used. This data was statistically analyzed to guarantee a level of reliability. Results provided clear evidence on how variables related to one another, and are presented below. Both Univariate and Bivariate analyses were made in order to measure the degree of relationship between variables.

CHAPTER 4

ANALYSIS OF RESULTS

STATISTIC ANALYSIS OF A SURVEY ADMINISTRATE TO 70 CERTIFIED AND NONCERTIFIED TEACHERS OF ENGLISH WORKING IN 7TH, 8TH, AND 9TH GRADE AT PUBLIC SCHOOLS IN SAN SALVADOR, EI SALVADOR.

TARGET AND POPULATION SAMPLE

To carry out this research, the target population was 70 certified and noncertified public school teachers of English in charge of teaching the English class in 7th, 8th, and 9th grade of basic education in San Salvador department of El Salvador.

Official, valuable and updated information was obtained in order to determine the size of the target and the population sample. Researcher had to make a formal request to the Ministry of Education in order to get it. Data was taken from **Initial Census carried out in 2009 by Ministry of Education** and it is presented in the chart below:

CERTIFIED AND NONCERTIFIED PUBLIC AND PRIVATE SCHOOL TEACHERS OF ENGLISH WHO TEACH THE LANGUAGE IN 7th, 8th, AND 9th GRADES IN EL SALVADOR, YEAR 2009

CODPTO	DEPARTMENT	PRIVATE	PUBLIC	TOTAL
		27	168	195
2	SANTA ANA	62	312	374
3	SONSONATE	24	270	294
4	CHALATENANGO	10	224	234
5	LA LIBERTAD	108	375	483
6	SAN SALVADOR	418	685	1103
7	CUSCATLAN	14	137	151
8	LA PAZ	18	208	226
9	CABAÑAS	4	122	126
10	SAN VICENTE	7	148	155
11	USULUTAN	12	238	250
12	SAN MIGUEL	34	301	335
13	MORAZAN	9	143	152
14	LA UNION	9	181	190
Total		756	3512	4268

Chart above contains the most recent and available information at the Ministry of Education. The chart presents the number of public and private in-service teachers of English as a

foreign language in each of the fourteen departments of the country in the year 2009, but for this study only the teachers of English that work at public schools in San Salvador department will be taken as the target population (685). Therefore, the 70 consulted teachers of English represent the average of 10% of it, which is the minimum size required in order to warrant the representativeness of the individuals.

DETERMINATION OF THE SAMPLE SIZE AND THE SAMPLING TECHNIQUE USED

In this research it was not neither possible nor convenient to carry out a census, so it was selected a sample as a meaningful representation part from the Target population. That sample is a useful tool to carry out a scientific investigation which basic function will be to determine what part of the population must be examined in order to generate inferences about it.

To get a representative and useful population sample, it must show the similarities and differences found in the population or exemplifying their characteristics.

In this case, researcher selected the individuals of the sample according to the accessibility by interviewing groups of public school teachers of English who were participating in-service preparation courses offered by the Direccion Nacional de Formacion Continua at the Ministry of Education. This makes possible only a descriptive study of the phenomenon to be investigated.

The size of the available population sample was 70 in-service public school teachers of English. They represent the 10.22% of the target population in San Salvador (685); they were the ones who filled the survey up.

DESCRIPTION OF THE INSTRUMENT

Used instrument for gathering data: SURVEY

The survey focused certified and noncertified teachers of English who work teaching the Language in 7th, 8th, and 9th grade at public schools. Because researcher have considered these grades and schools are in which ones teaching of the English language presents the

biggest restraints and difficulties. Besides, according to the general educational law, the teaching of the English language in the national system of education begins at those grades.

The survey has as main objective to know the specific needs formation of in-service certified or noncertified in-service public school teachers of English demand to improve their English class performance. It consists in two parts: The first part contains ten questions which intent to characterize the teachers surveyed. Searcher looked for the same questions to know the name of the city where the schools they work are located, the level of EL preparation, among others.

The second part refers six areas of opportunities focusing six different needs of preparation from which teachers surveyed might select according their real needs of preparation.

In order to search those needs, the survey contains a total of sixteen questions with the ones which pursues to identify subgroups of individual who need the same type of formation that might be suggested to be offered them in the future in a focused way in order to reduced the absenteeism, the lack of interest and reduce the high cost of in-service formation courses which are currently under estimated by the mentioned teachers. That is why; it is assumed that in service formation courses have not been attended by the teachers the way it is required by the Ministry of Education.

DESCRIPTION OF THE STUDY'S VARIABLES

From the first part of the survey, it was obtained eleven variables which are described as followed:

City where they live:

This Variable is Qualitative and it identifies the place of living of each surveyed individual.

Ways of hiring:

This variable is a qualitative type and identifies the modality under which the teacher has been hired for his current job. The question presents three different options that each questioned teacher might choose. Those options are: 1) Ley de salario, 2) Hora clase 3) Interino. Teachers selected only one option which is considered excluding among them, since nobody might choose two of them.

They are presented as follow:

1. Ley de salario
2. Hora clase
5. Interino

Years of experience as teacher of English:

This variable is of a qualitative discrete type and provides information about the amount of time teachers have been teaching the English language. In the case of this variable, it will be analyzed the possibility to create intervals to place the individuals in order to facilitate their interpretation.

Number of professional identification; NIP:

This variable is a qualitative type and look for each teacher's number of Professional identification (**NIP**) Ministry of Education assigns each one who accomplishes the degree as teacher of English or as a bachelor of art in English Language, by mean of fulfilling some others academic issues and internal administrative established requirements.

Escalafon Docente

This variable is also of a qualitative type and it identifies the rating each teacher has based on the amount of time they have had a post employment and it presents two options: Docencia I or Docencia II; from which ones teachers might select only one. They exclude each other and for practical purposes they will be codified as follow:

- Docencia I
- Docencia II

Formation for teaching the English Language:

This variable is a qualitative type and look for information about the degree of professional development in teaching the English language teachers have accomplished. It presents three options; certified teacher of English as second specialty, certified teachers to teach others subjects working as teacher of English, certified teachers of English with an university academic degree. The information this question provided is so important since it lets to classify the individuals and form sub-groups according to their academic level.

It is known that in real practice there are teachers that are teaching the English class without the required competences and certification.

Last Academic achievement:

This is a qualitative variable that provides information related to the last academic degree achieved by the individual teacher, in the field of teaching the English language or in another field.

Year when obtaining the last academic degree:

It is a discrete quantitative Variable that provides information about the year when the teacher got his last academic achievement

Are you currently studying?

This variable is of a qualitative type that lets to know if the teacher is nowadays studying or not.

What do you study?

Qualitative variable that lets to know the interest in the academic growth in the ELT field; it is really interesting to know who wants to keep on preparing in the area of English Language teaching.

In the second part of the survey, there are areas of opportunities as possible needs of formation. This part teacher were asked to select options that represents the areas they consider necessary for his/her formation in order to achieve a better teaching performance in the classroom.

ENGLISH LANGUAGE STRENGTHENING

In this area the following options were included:

Grammar	Vocabulary in different contexts
Composition	Reading and comprehension
Writing for different purposes	Listening and comprehension
Phonetics	

DIDACTICS FOR TEACHING ENGLISH LANGUAGE:

This area includes aspects specifically related to didactical issues teacher needs to improve, Options are the following:

- Planning for Teaching the English Language
- Methods and techniques for teaching English
- Evaluation for the macro skills development
- Preparing and use of resources and didactic materials appropriately

CLASSROOM MANAGEMENT:

This area deals with various aspects related to the management of a teaching English in class performance. It presents the choices bellow:

Error Correction	In class discipline
Classroom organization	Teacher professional attitudes
Learning Styles	Values Practicum
Theories for teaching	Human and professional development

TECHNOLOGICAL RESOURCES FOR TEFL

This area aims to know how teachers are familiarized with the existence and use of new tools for teaching the English language and make the teaching and learning easier and successful in the classroom. The options are the following:

Canon

Computers

Internet for TEL

E-mail

Software to support the ELT

CURRICULAR INSTITUTIONAL NORMATIVE:

In this section the curricular institutional Normative includes those aspects that the teacher should know about. Here, they are the following:

Curriculum for teaching the English language

Curricular regulations: Evaluation System

Each of the different answers represents a variable. Those who choose only one option are going to be codified using correlative numbers and a special codification will be used for those ones who select various options.

FORMATION NEEDS PRIORITIES:

This part of the survey includes a question which purpose is consolidate the previous selected options in each area of opportunity with the objective of identifying the in-service formation issues teachers urgently need to cover.

The previous mentioned variables are going to be stored in a data base using an excel page and a SPSS database in order to be analyzed later on.

STATISTIC ANALYSIS OF THE INFORMATION

Once values that represent the variables in this study have been gathered (data), a descriptive analysis of the same will be done. For qualitative variables that have various categories, it is required to know the number of cases for each category, reflecting them in the percentage. Each of them takes from the total value and representing them in a frequency chart. An appropriate statistic graph will be used to get not only a clearer and better presentation but also a more visible and understandable information.

For numeric variables as the amount of years of experience teaching the English language in which might be contained a great number of different values, it must be used a different method for their analysis; answering the questions bellow.

Around what value do data get in group?

Let's suppose that they get in group around one number, how do they do it?

So concentrate? Vary disperse?

Analysis mentioned before is a univariate analysis of the variables which are being studied but because those variables do not occurred in an isolated way, it is important to observe their global behavior. To get that, it is necessary a bivariate and multivariate analysis of the same.

In the analysis of two categorical variables or bivariate analysis is interesting to study how the cases are distributed according to the combination of categories for each variable.

The multivariate analysis before mentioned will be graphically carried out by using R Statistic software since is not necessary a methodological analysis, but the graphic analysis of obtained results with the purpose of characterize to the people according to the proposed objectives at the beginning of the research.

One of the objectives of the mentioned analysis is to describe the existed relationship between the two nominal variables which are represented in a correspondence chart, in a space of few dimensions; meanwhile, the relationships among the categories of each variable are described. For each variable, the distances among points of categories represented in a graph show the relationships among categories with similar categories represented. In that graph the different modalities of contingency chart are globally represented so that the proximity among the represented points is related to the level of association among those modalities.

Since the objective is to identify subgroups of people in order to offer them the appropriate preparation according to their real needs. An analysis of multiple and simple correspondence pursue the same objectives, even though; it is stronger than the first one since it lets to establish variables relationships.

The multivariate analysis before mentioned will be graphically carried out by using R Statistic software since is not necessary a methodological analysis, but the graphic analysis of obtained results with the purpose of characterize to the people according to the proposed objectives at the beginning of the research.

OBTAINED RESULTS

The multivariate analysis before mentioned will be graphically carried out by using a R Statistic software since is not necessary a methodological analysis, but the graphic analysis of obtained results with the purpose of characterize to the people according to the proposed objectives at the beginning of the research.

In this first chart it is observed the number of individuals of the sample that did not answer some questions. That chart shows the type of question the teachers refuse to answer

Summary of the processed cases (a)

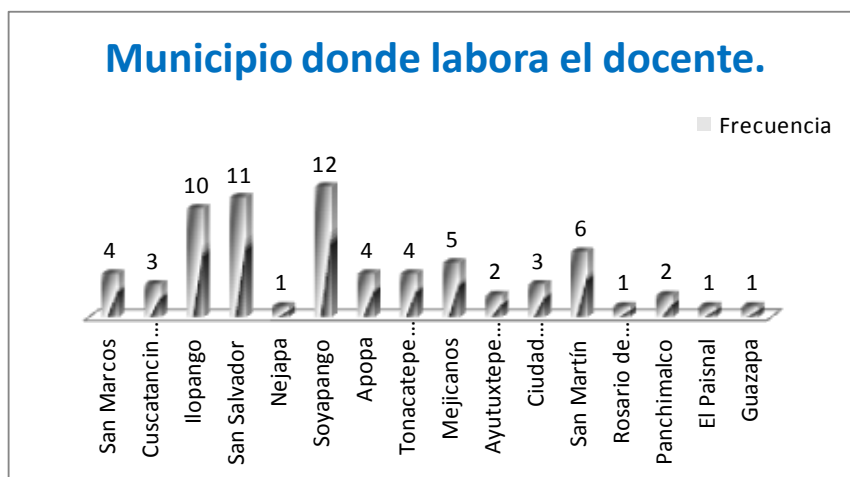
	Cases					
	Included		Exclude		Total	
	N	Percentage	N	Percentage	N	Percentage
Municipio	70	100.0%	0	.0%	70	100.0%
Departamento	70	100.0%	0	.0%	70	100.0%
Nombramiento	69	98.6%	1	1.4%	70	100.0%
Años Experiencia	68	97.1%	2	2.9%	70	100.0%
NIP	67	95.7%	3	4.3%	70	100.0%
Nivel de escalafón	67	95.7%	3	4.3%	70	100.0%
Formación enseñanza Ingles	68	97.1%	2	2.9%	70	100.0%
Ultimo título obtenido	70	100.0%	0	.0%	70	100.0%
Año de ultimo título	66	94.3%	4	5.7%	70	100.0%
Estudia actualmente	70	100.0%	0	.0%	70	100.0%
Primera prioridad urgente	70	100.0%	0	.0%	70	100.0%
Segunda prioridad urgente	70	100.0%	0	.0%	70	100.0%
Tercera prioridad urgente	70	100.0%	0	.0%	70	100.0%

It is observed that the question that teachers mostly refused to answer is the one which is related to the year they achieved the last academic degree. This does not represent a big problem because the non answer questions are not more than the 10%; it is scarcely the 5.7%.

Each question analysis initiates with the one which is referred to the way of employment teacher have, from which the results below was obtained. It initiates with each question analysis.

It starts with the analysis of the information about the site where teachers work.

It was obtained the following result:



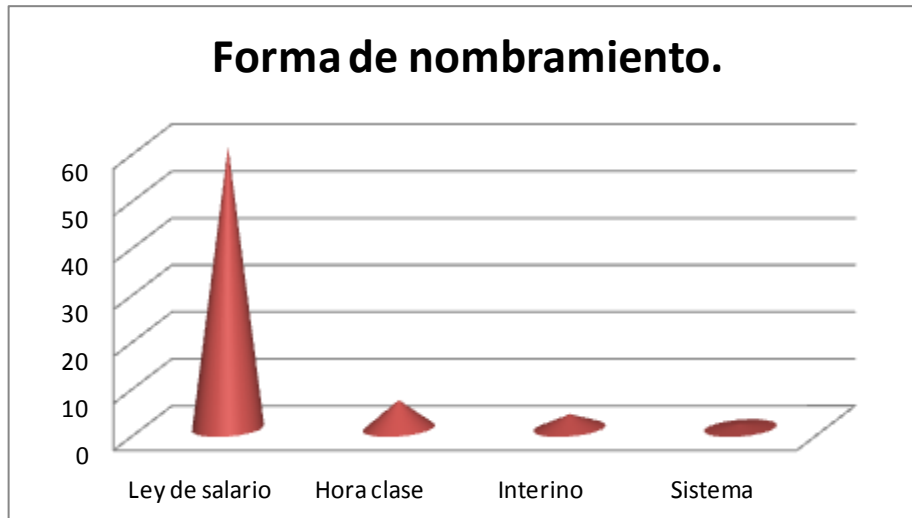
The graphic shows that most of the surveyed teachers work in Soyapango, San Salvador and Ilopango. Very few of them work in some other cities. That probably happens because geographically the distance between the sites where they receive the formation courses and the place where they work or live is longer.

Next, it is analyzed the way the teachers have been employed in the following charts

Nombramiento

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	Ley de salario	60	85.7	87.0	87.0
	Hora clase	6	8.6	8.7	95.7
	Interino	3	4.3	4.3	100.0
	Total	69	98.6	100.0	
Perdidos	Sistema	1	1.4		
Total		70	100.0		

That information is graphically represented bellow



It is observed that most of the teachers have a post employment. This type of employment represents the 87% of the sample research; followed by those ones who work by hours. They just get the 8.6%. Finally, there is a group that works eventually for a specific period of time; they represent the 4.3%. The percentage that answers this question is very little; only one teacher among the seventy ones surveyed refused to answer that question.

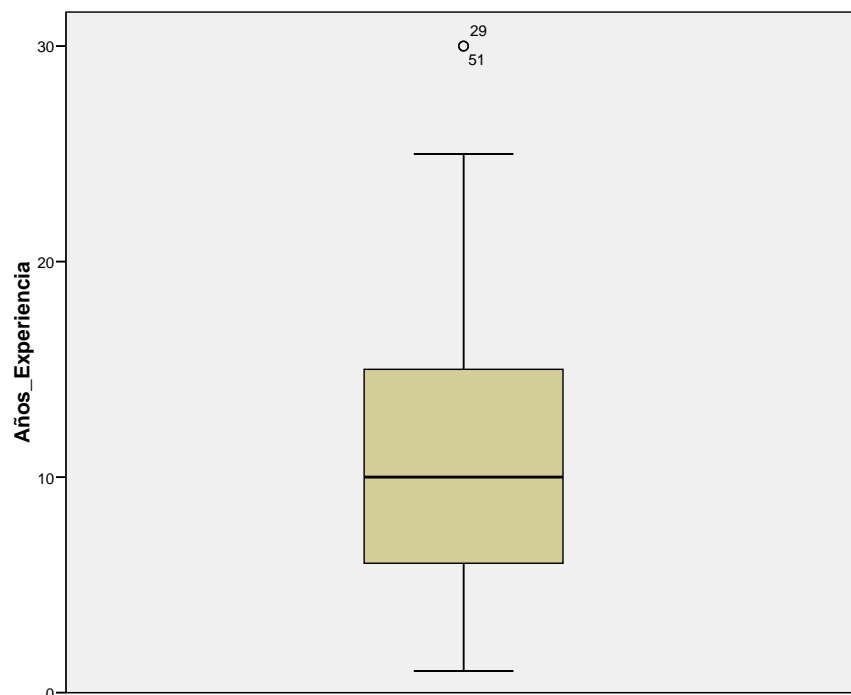
The following variable that is analyzed is referred to the years of experience at teaching the English Language

Rangos años de Experiencia

		Frecuencia	Porcent aje	Porcentaje válido	Porcentaje acumulado
Válidos	De 0 a 5 años	16	22.9	23.5	23.5
	De 6 a 10 años	23	32.9	33.8	57.4
	De 11 a 15 años	16	22.9	23.5	80.9
	De 16 a 20 años	9	12.9	13.2	94.1
	Más de 20 años	4	5.7	5.9	100.0
	Total	68	97.1	100.0	
Perdidos	Sistema	2	2.9		
Total		70	100.0		



It might be observed that the majority of the teachers have between six and ten years of experience as teacher of English. After this, it is the group of teachers between zero and five, eleven and fifteen years of experience. Very few teachers of English have more than twenty years of experience and only two of them did not answer the question. In order to show a clearer evidence of their behavior, it is shown a diagram of boxes of these same variables.

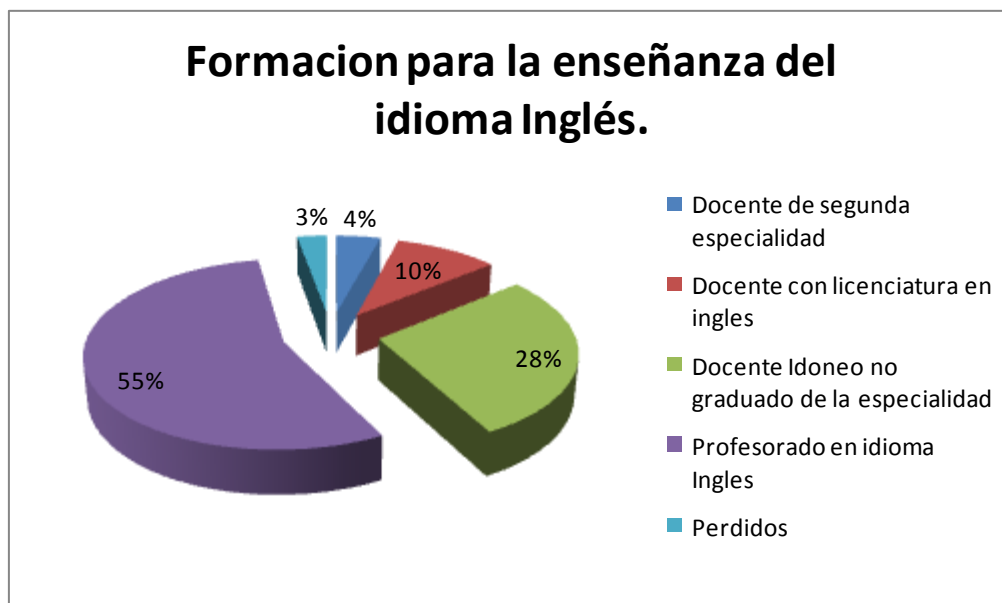


In the diagram of boxes it may be observed the existence of two not typical individuals in the cells 29 and 51 who have a total of 30 years of experience teaching the English language in the public school system.

The next studied variable is so important since it contains information referred to the type of specific training or academic degrees public school teachers of English possess for the teaching English language.

Formacion_enseñanza_Ingles

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	Docente de segunda especialidad	3	4.3	4.4	4.4
	Docente con licenciatura en ingles	7	10.0	10.3	14.7
	Docente Idoneo no graduado de la especialidad	20	28.6	29.4	44.1
	Profesorado en idioma Ingles	38	54.3	55.9	100.0
	Total	68	97.1	100.0	
Perdidos	Sistema	2	2.9		
Total		70	100.0		



It is observed that the majority of the individuals have a teacher of English degree that represents 55% of the total research sample. Against that, it is observed that 28% of individual has an experience in teaching the English language without any formation degree

in that field; they are teachers that teach English with no academic specialized formation in the field. Besides, 10% express to have a BA degree in English that in addition to 55% who have a teacher of English degree is equal to 65% of the surveyed teachers who possesses the required formation to be in that position. In the case of this question only 3% of the sample research did not answer it which is not relevant since they do not represent a meaningful of losing information.

To follow this analysis, it was researched the level of escalafón that teachers possess.

Nivel_de_escalafon

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	Docente nivel I	22	31.4	32.8	32.8
	Docente nivel II	45	64.3	67.2	100.0
	Total	67	95.7	100.0	
Perdidos	Sistema	3	4.3		
Total		70	100.0		

It is observed that the level of teaching ranging that most of the surveyed teachers have is Docencia Nivel II. It represents 64.3% of the total teachers surveyed. Followed by Nivel I with a percentage around the half of the level II with a percentage of 31.4% meanwhile, the 4.3% belongs to the individual of the sample research who did not answer the question however that did not represent a meaningful losing of information.

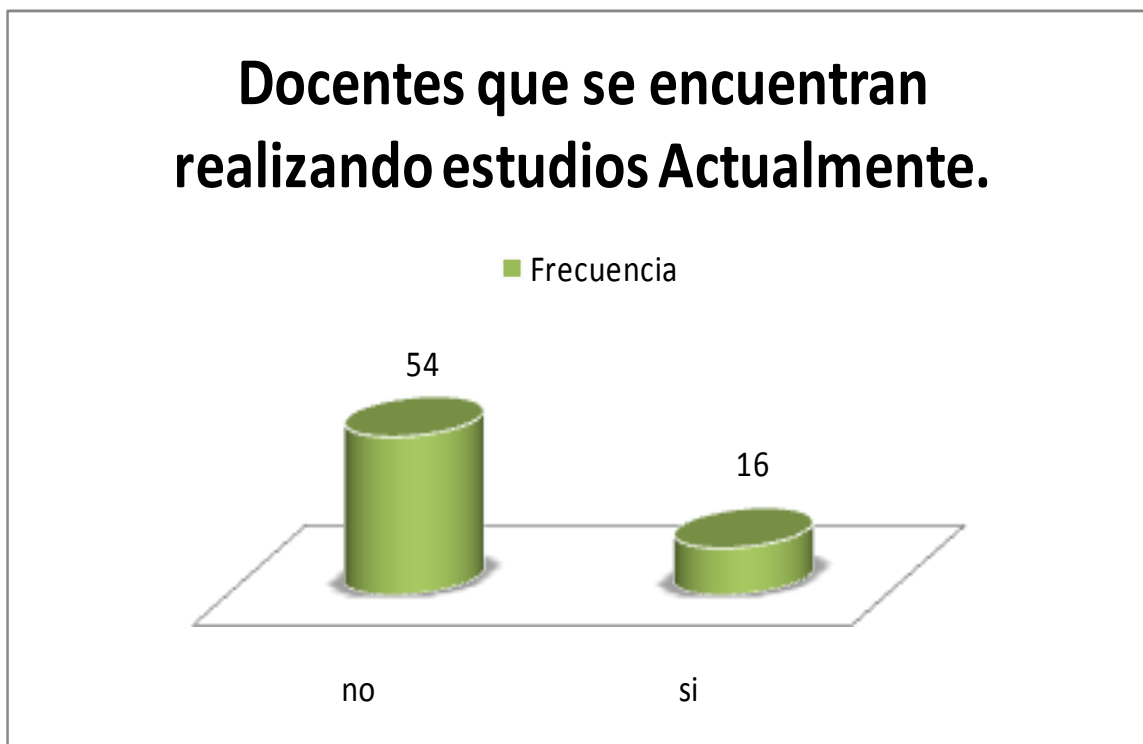
With the purpose of evaluating if the teachers have a continuous formation or look for an improving of their actual level of linguistic and pedagogical competences they were asked if they are nowadays studying. Related to this question it was obtained the following results.

Estudia_actualmente

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	no	54	77.1	77.1	77.1
	si	16	22.9	22.9	100.0
	Total	70	100.0	100.0	

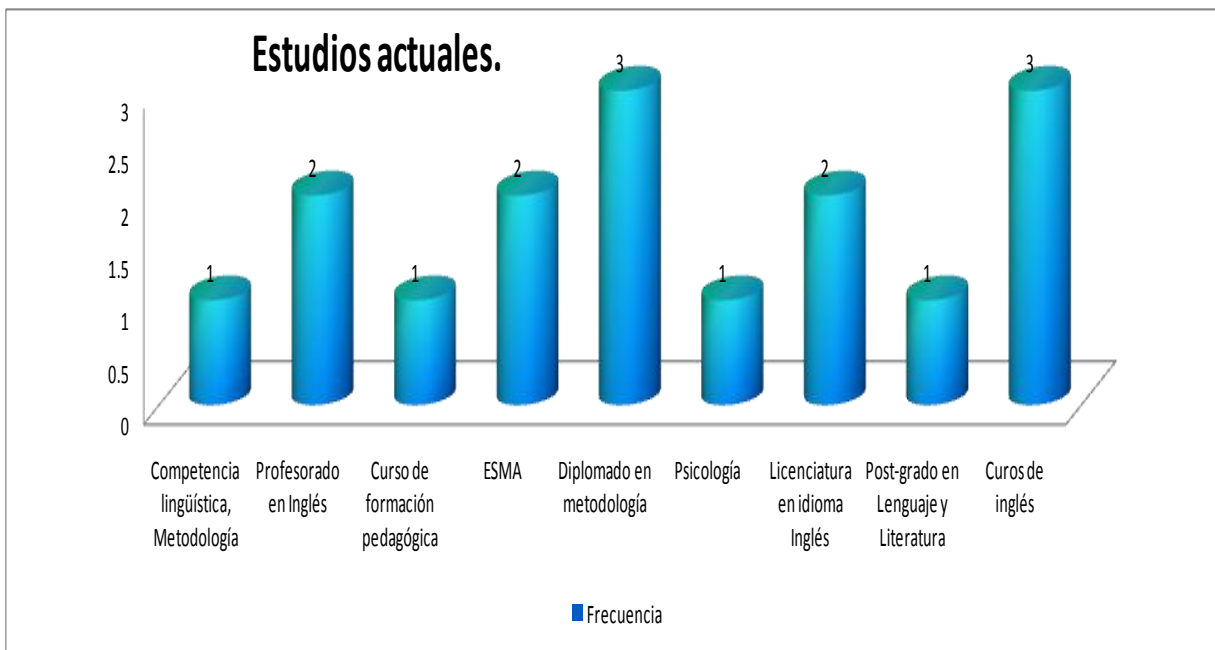
It is found that the year in which more teachers got the last academic degree is 1993, 50% of the surveyed teachers graduated between the years 1981 and 1993, the rest of the teachers

graduated through next years until 2010. It's important to clarify that the academic degree this question is about not only referred to the achievement of the teacher of English degree but also to other university studies individual surveyed has accomplished or is nowadays taking. There is a very few quantity who are nowadays studying as it is observed in the following graph.



It can be observed that most of the teachers are not nowadays studying in spite of lot of social, economical, and technological and educational changes that have taken place in the region. Then, the needs of updating their knowledge about new methods and techniques about teaching the english language should be considered a fundamental issue. On the other hand, it is of a great importance to see how the teachers express their needs of learning in the coming part of the survey as it is show in the analysis of each needs which were investigated in this study.

Besides, it is important inquired the type of studies teachers are nowadays taking, related to this aspect it was obtained the following results.

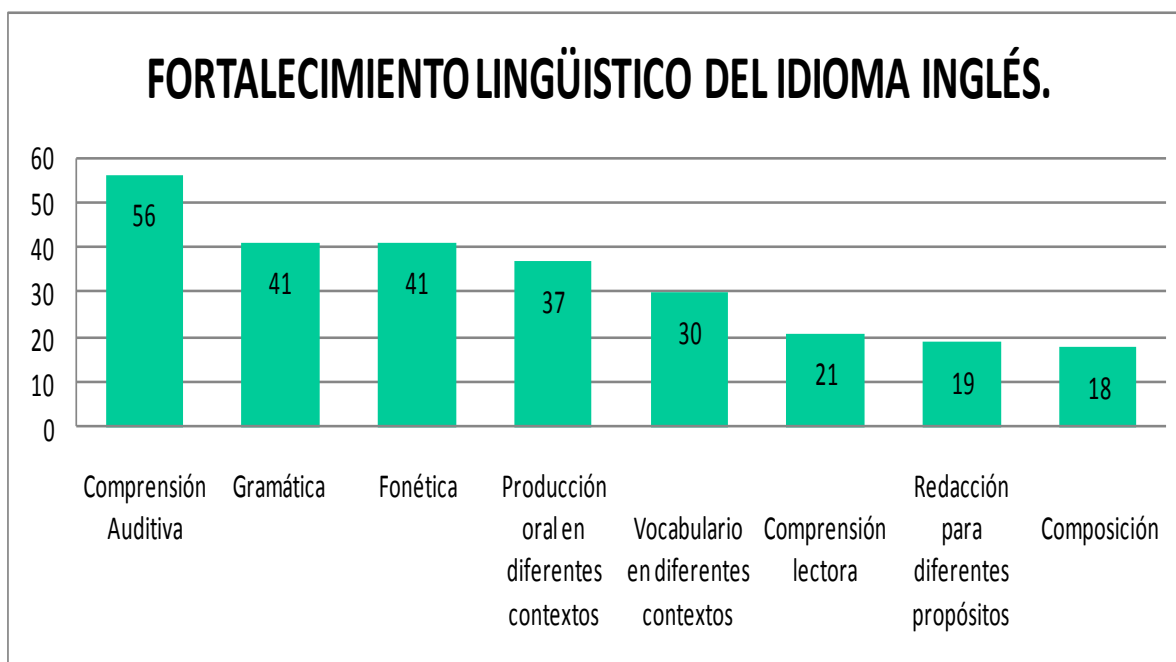


It is observed that most of the teachers of english are taking studies in fields related to the teaching of the english language, some of them are doing it in linguistics and some others in methodology. Few of them are studying university carriers; PROFESORADO O LICENCIATURA in english language. There is only one case of a teacher studying PSYCHOLOGY. Generally, in-service teachers of english are taking continuing formation courses toward to accomplish a better teaching performing in the class.

ENGLISH LANGUAGE LINGUISTIC STRENGTHENING

In this area needs referred to the English language linguistic strengthening was investigated with the purpose of knowing which of them required more attention according to what the investigated teachers need. The first investigated need was about Grammar, for which it was obtained the following results.

Next part, it is analyzed the chart that represents the position of the needs for strengthening the teachers' linguistic competences in a priority order.



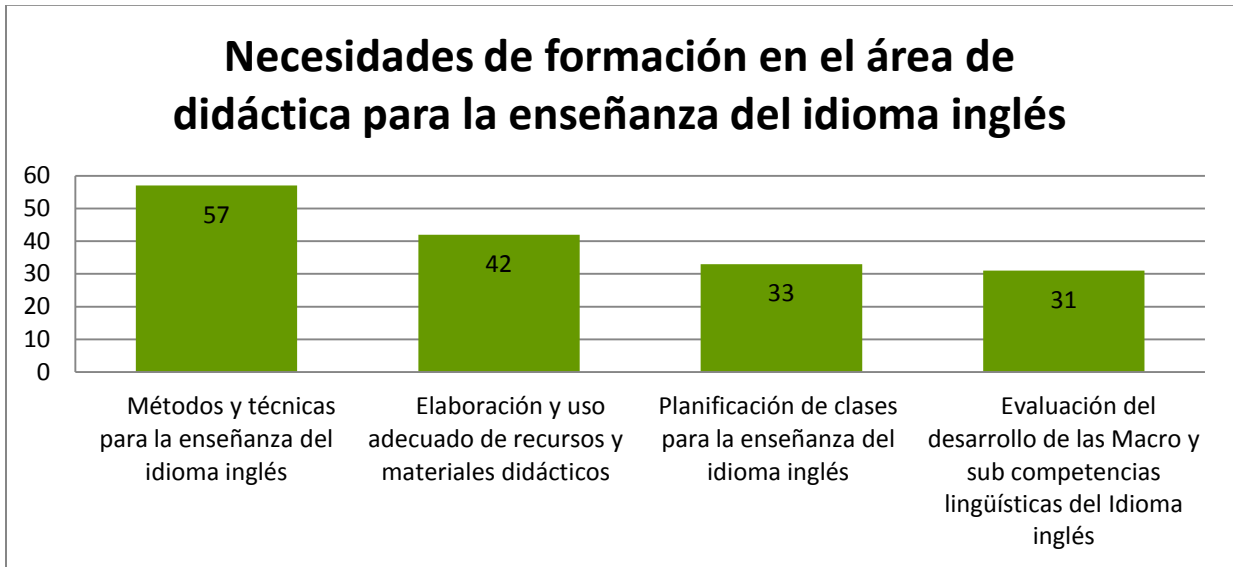
In the graphic above is easy to observe that the formation need that demands a mayor attention is the strengthening of the teachers' linguistic competences about listening and comprehension of the language which was answered by all the 70 surveyed teachers of English.

The phonetic and the structure of the language were the second and the third one and were demanded by 41 surveyed teachers respectively. Meanwhile; the need that required less attention was the composition and redaction skills development for different purposes.

II. DIDÁCTICA PARA LA ENSEÑANZA DEL IDIOMA INGLÉS

This part, it will be analyzed the need included in Didactic for teaching and learning the English Language.

In the next graphic will be analyzed the importance of each need of formation related to didactic for teaching of the English language:

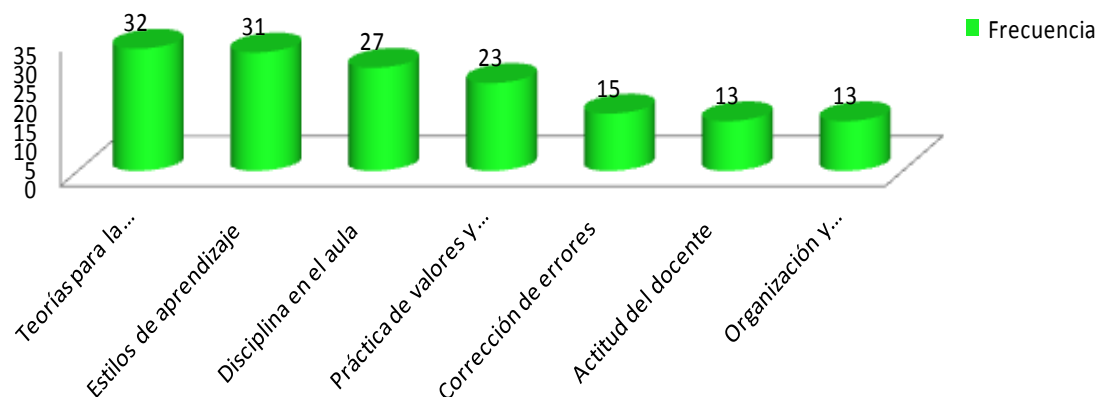


It is observed that the priority need in this part of the survey is the methods and techniques to teach the English language since it was marked by 57 surveyed teachers. They represent the 81.43% of the chosen population

MANEJO DE LA CLASE

Class management is analyzed in a similar manner to the previous ones as it is observed in the following graphic which shows the required continuing formation needs according to their order of importance related to class management

Necesidades de formación en el área de oportunidad referente al manejo de la clase.



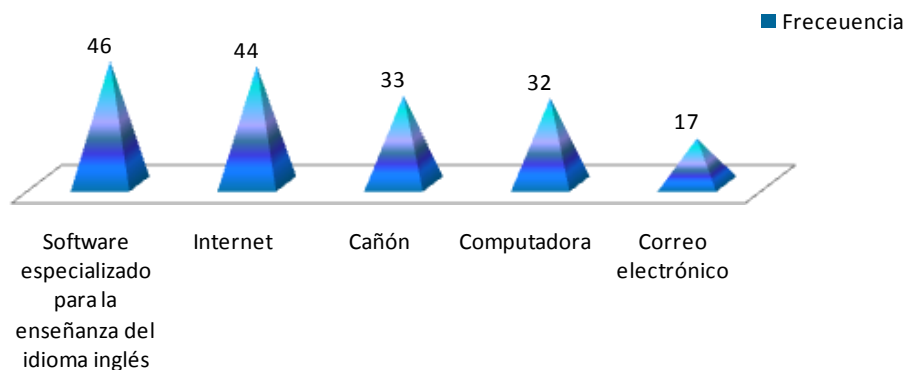
It is observed that the need that requires more attention is the one which is related to the theories for teaching and Learning English language. However, that need doesn't get the 50% of the surveyed teachers answers. This does not happen with the areas previously studied for which teachers expressed more interest to be formed. In some cases there were needs of formation that presented a demand over this percentage since it might be affirmed that there is a demand about classroom management but it is lower than the demand presented in other areas in general.

USED OF TECHNOLOGICAL RESOURCES FOR TEACHING AND LEARNING THE ENGLISH LANGUAGE

In this area, it studies the different needs of formation dealing with the use of technological resources conveyed teachers reported, to know if they are or not familiarized with their use and also if the use might facilitate the teaching and learning of the English language.

The graphic bellow presents a summary about different options and at the same time it might be observed the ones which have a mayor range of urgency according to the teachers surveyed opinions.

Necesidades de capacitación en Área de manejo de recursos tecnológicos para la enseñanza del idioma inglés.



It might be observed that the priority in this area of the in-service formation process is the training about the use of specialized software to teach the English language. The next important need is the use of internet. Both categories accumulated the 65.7% and the 62.9% respectively, so they can be considered not only important but also global since they have been asked by more than the 50% of the individual surveyed teachers.

CURRICULAR INSTITUTIONAL NORMATIVE:

For this area, it was considered the study of only two needs as part of the continuing formation of in-service teachers of English. The teaching of the English language curriculum and the national curricular normative for which the study produced the following results.

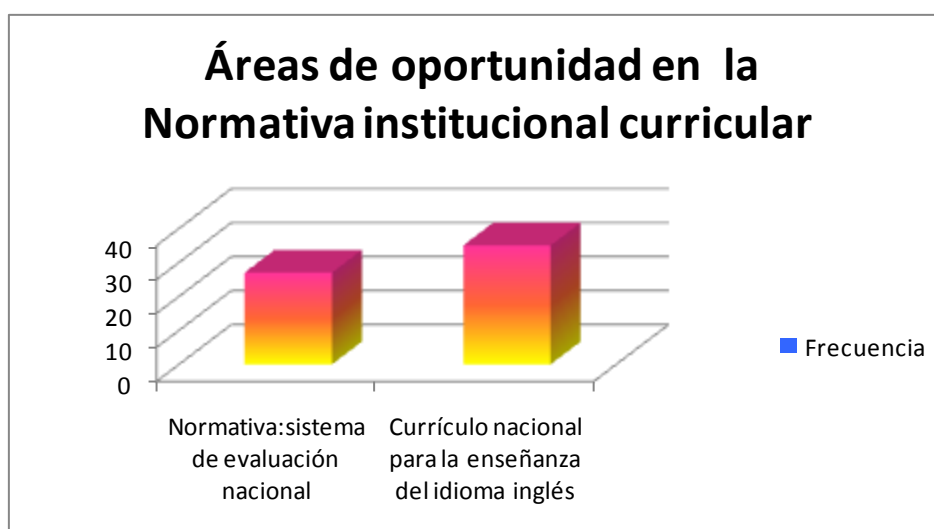
Normativa_sistema_evaluacion_nacional

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	no	43	61.4	61.4	61.4
	si	27	38.6	38.6	100.0
	Total	70	100.0	100.0	

Currículo nacional enseñanza del inglés

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	no	35	50.0	50.0	50.0
	si	35	50.0	50.0	100.0
	Total	70	100.0	100.0	

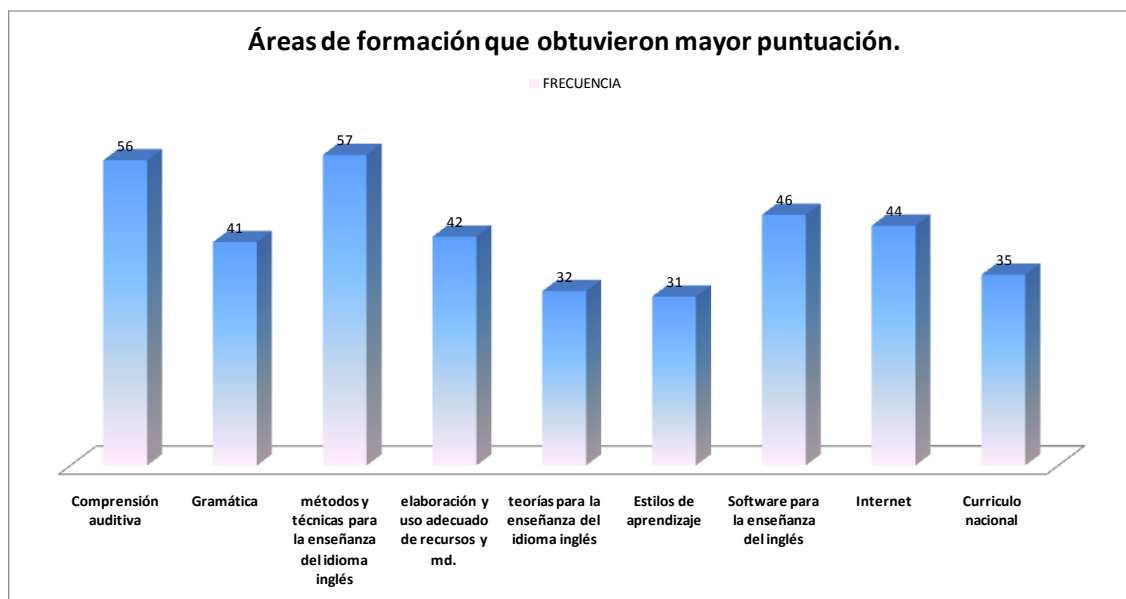
The teaching of the English language curriculum in El Salvador raised an average of 50% from the application of the survey which becomes it a priority for training. On the other hand, the national curricular normative raised 38.6% this means that this need is less urgent than the first one which raised higher percentage in demand. All of those aspects are clearer observed in the following graphic.



Prior analyzing the pointing out needs; it was carried out a general analysis including the previous formation needs to observe the relationships among them to see if that behavior is related to the obtained results from the answers to the question 17 that states the priorities chosen by the surveyed teachers.

For the previous analysis, it was obtained the results below.

Área de oportunidad	Frecuencia
Métodos y técnicas para la enseñanza del idioma inglés	57
Comprensión Auditiva	56
Software para la enseñanza del inglés.	46
Internet para la enseñanza - aprendizaje del Idioma Inglés	44
Elaboración y uso adecuado de recursos y materiales didácticos	42
Gramática	41
Fonética	41
Producción oral en diferentes contextos	37
Currículo para la enseñanza del inglés	35
Planificación de clases para la enseñanza del idioma inglés	33
Cañón	33
Teorías del aprendizaje del idioma inglés	32
Computadora	32
Evaluación del desarrollo de las Macro y sub competencias lingüísticas del Idioma inglés	31
Estilos de aprendizaje	31
Vocabulario en diferentes contextos	30
Disciplina en el aula	27
Normativa Curricular: Sistema de evaluación	27
Practica de valores	23
Comprensión lectora	21
Redacción para diferentes propósitos	19
Composición	18
Correo electrónico	17
Corrección de errores	15
Organización del aula	13
Actitud profesional docente	13



It can be observed that the area with a higher demand is the need for the development of competences about methods and techniques for teaching the English language closely followed by the area of listening and comprehension. Below it is observed those needs that were asked for a major quantity, superior or inferior to the 50% of the sample population surveyed.

Área de oportunidad	Frecuencia
Métodos y técnicas para la enseñanza del idioma inglés	57
Comprensión Auditiva	56
Software para la enseñanza del inglés.	46
Internet para la enseñanza - aprendizaje del Idioma Inglés	44
Elaboración y uso adecuado de recursos y materiales didácticos	42
Gramática	41
Fonética	41
Producción oral en diferentes contextos	37
Currículo para la enseñanza del inglés	35

It might hope that the needs presented in the previous chart meaningfully influenced in the answer to the question 17.

The analysis presented in the anterior chart about each of the need as part of each studying area clearly shows that some of them have a higher demand in comparison with the others; this situation keep the ambiguity the criteria to decide what are those needs which might be considered urgent to be solved.

In order to facilitate the solution for this case, it was presented to the surveyed teachers the question about what options they previously considered constitute their more urgent formation needs. They were asked to mention only three of them in order of importance. That way, it might be observed the areas that according to the opinion of most of the surveyed teachers might be focused in any future formation process.

The answers for that question are described in the next chart.

Primera prioridad urgente				
	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Cañon	1	1.42857143	1.428571429	8.571428571
Disciplina y ambiente en el aula	1	1.42857143	1.428571429	41.42857143
Elaboracion y uso adecuado de recursos y materiales didacticos	1	1.42857143	1.428571429	42.85714286
Evaluacion del desarrollo de las macro y sub competencias linguisticas	1	1.42857143	1.428571429	44.28571429
Normativa:Sistema de evaluacion Nacional	1	1.42857143	1.428571429	80
Vocabulario en diferentes contextos	1	1.42857143	1.428571429	100
Composicion	2	2.85714286	2.857142857	11.42857143
Comprension lectora	2	2.85714286	2.857142857	40
internet para la eseñanza del idioma ingles	2	2.85714286	2.857142857	70
Planificacion de clases para enseñanza del ingles	4	5.71428571	5.714285714	85.71428571
Redaccion para diferentes propositos	4	5.71428571	5.714285714	98.57142857
No contesta	5	7.14285714	7.142857143	7.142857143
Produccion oral en diferentes contextos	5	7.14285714	7.142857143	92.85714286
Fonetica	6	8.57142857	8.571428571	52.85714286
Metodos y tecnicas para la enseñanza del ingles	6	8.57142857	8.571428571	78.57142857
Gramatica	10	14.2857143	14.28571429	67.14285714
Comprension auditiva	18	25.7142857	25.71428571	37.14285714
Total	70	100	100	

It is observed that the urgent first formation priority teacher required is the English linguistic strengthening specifically the listening and comprehension skills; eighteen of the surveyed teachers checked it as their first need so this is the formation need that have to be focused in the plans to form in-service teachers of English. Another area that should be considered is The Grammar of the English language which is in the same area Linguistic of the language.

CORRELATIONSHIPS

		Rangos años de Experiencia	Comprensión auditiva	Gramática
Rangos años de Experiencia	Correlación de Pearson	1	-.246(*)	-.120
	Sig. (bilateral)		.043	.329
	N	68	68	68
Comprensión auditiva	Correlación de Pearson	-.246(*)	1	-.276(*)
	Sig. (bilateral)	.043		.021
	N	68	70	70
Gramática	Correlación de Pearson	-.120	-.276(*)	1
	Sig. (bilateral)	.329	.021	
	N	68	70	70

* The correlation is meaningful at the level of 0,05 (bilateral).

It is interesting to observe how the years of experience keep a meaningful correlation ship with the formation need in the area of grammar and not with the development of listening and comprehension skill.

Related to the years of experience, the formation needs, as first priority, are distributed as follows:

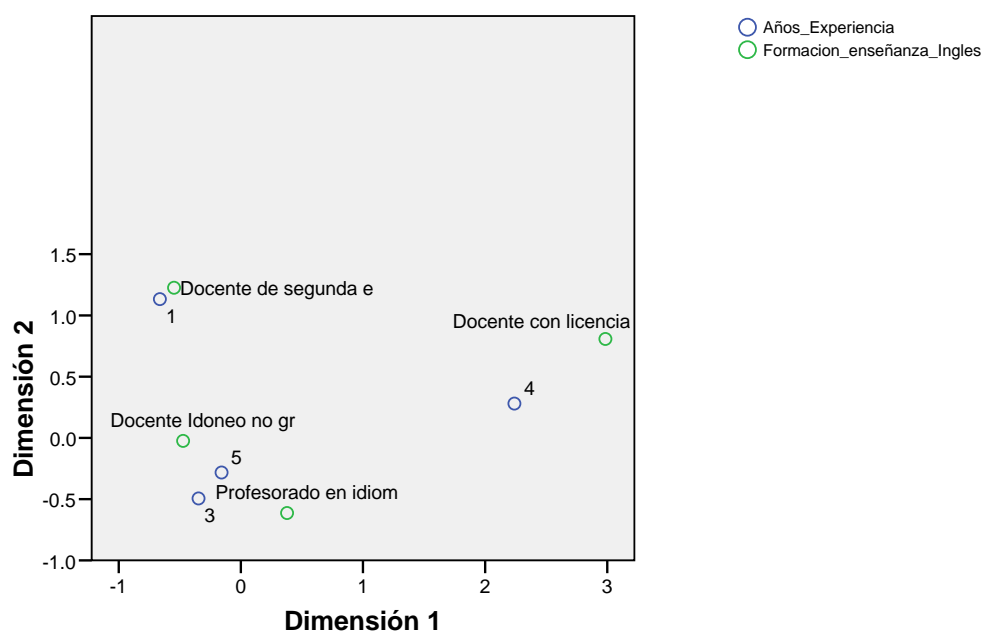
Primera Prioridad Urgente* Años de experiencia	De 0 a 5 años	De 6 a 10 años	De 11 a 15 años	De 16 a 20 años	Mas de 20 años	Totales por fila
No contestan	2	2	2	1	0	7
Cañon	0	0	0	0	1	1
Composicion	0	2	0	0	0	2
Comprension auditiva	5	5	3	3	0	16
Comprension lectora	0	1	1	0	0	2
Disciplina y ambiente en el aula	0	0	1	0	0	1
Elaboracion y uso adecuado de recursos y materiales didacticos	0	0	0	1	0	1
Evaluacion del desarrollo de las macro y sub competencias linguisticas	0	0	0	0	1	1
Fonetica	0	2	2	1	1	6
Gramatica	5	3	1	1	0	10
internet para la esefianza del idioma ingles	1	0	0	0	1	2
Metodos y tecnicas para la ensenanza del ingles	0	3	3	0	0	6
Normativa:Sistema de evaluacion Nacional	0	1	0	0	0	1
Planificacion de clases para ensenanza del ingles	1	3	0	0	0	4
Produccion oral en diferentes contextos	1	0	3	1	0	5
Redaccion para diferentes propositos	1	1	1	1	0	4
Vocabulario en diferentes contextos	0	1	0	0	0	1
Totales por columna	16	23	16	9	4	70

It observes that in the case of the teachers who have between 0 and 10 years of experience, the formation need they demand is specifically in the area of listening and comprehension and also grammar of the language. As it was hope the needs of formation goes down as soon as the teachers grown up in experience.

MULTIVARIATE ANALYSIS

CORRESPONDENCE ANALYSIS

The correspondence analysis is a statistic technique applied to the analysis of contingency charts and the construction of a Cartesian diagram based on the association among analyzed variables. In that chart are represented the different modalities from the contingency chart so that the nearness among points represented is in relationship with the level of association between those modalities



It observes that only two variables that present association criteria are related to the teachers' specialty and years of experience. According to which their priorities needs of formation are analyzed taking into account their ways of grouping as follow:

- Noncertified teachers have more than fifteen years of experience similar to the quantity of years of experience; the certified teachers have (group 1).
- The teachers with a second specialty constitute a group to less years of experience (group 2).
- At last, there are the ones who have finished their BA degree in English and have between 18 and 20 years of experience (group 3).

Considering those Grouping variables, it is observed the needs of formation as follow:

Pursuing the analysis of each CLUSTER and according to the degree of correlation between sub groups of teachers and their corresponding needs of formation by means of the PEARSON correlation, it was obtained the following chart that shows the sample of meaningful correlation at a level of 5%.

SUBGRUPOS DE DOCENTES	FONETICA	GRAMATICA	PRODUCCION ORAL EN DIFERENTES CONTEXTOS	COMPRESION AUDITIVA	PLANIFICACION DE CLASES PARA LA ENSEÑANZA DEL IDIOMA INGLES	METODOS Y TECNICAS	REDACCION PARA DIFERENTES PROPOSITOS	ELABORACION Y USO ADECUADO DE M.D.
• Los docentes idóneos no graduados poseen entre quince años de experiencia y más, al igual que aquellos que tienen el profesorado en idioma inglés.(grupo 1)	0.782	0.665	0.578					
• Los docentes de segunda especialidad se asocian al grupo con menor cantidad de años de experiencia.(grupo 2)		0.723		0.896	0.568	0.822	0.553	
• Por último están los que tienen estudios de licenciatura y que tienen entre 16 y 20 años de experiencia. (grupo 3)				0.876			0.675	0.596

Observing the previous chart in which is clearly viewed the highest degree of correlation among sub groups and also the specific needs; it might be classified the needs of formation as followed:

Teachers of the group 1 which is represented by the noncertified teachers of English with more than 15 years of experience keep a very close relationship with the needs of formation in the following areas:

- PHONETICS
- GRAMMAR
- ORAL PRODUCTION OF THE LANGUAGE IN DIFFERENT CONTEXTS

Teachers of English of the group 2 which is constituted by the certified teachers of English, second specialty with less than 5 years of experience required formation in the following areas:

- LISTENING AND COMPREHENSION
- GRAMMAR
- CLASS PLANNING FOR TEACHING THE ENGLISH LANGUAGE
- METHODS AND TECHNIQUES FOR TEACHING THE ENGLISH LANGUAGE
- WRITING FOR DIFFERENT PURPOSES

Finally, the group 3 which is formed by teachers of English who have a BA degree in English and have between 16 and 20 years of experience, expressed that they have needs of formation in the following areas

- LISTENING AND COMPREHENSION
- PREPARING AND APPROPRIATE USE OF DIDACTIC MATERIAL FOR TEACHING ENGLISH
- WRITING FOR DIFFERENT PURPOSES

As it is observed, the different sub-groups need different continuing formation. Very few of them present similarities. That becomes them the areas which might receive more attention.

The statistical behavior observed the mentioned individuals represents a general idea about what is occurring in San Salvador Department in relation to the actual formation provided for the public school teachers of English. That should be a big concern since the continuing formation needs for those teachers are diverse and it is not recommendable to make a careful classification prior to attending them. They absolutely cannot be formed in the same areas because that will represent a waste of time, resources and efforts.

CHAPTER 5

CONCLUSIONS

Based on the analysis of the information, it is possible determine that:

All teachers of English without considering their experience or level of preparation in the field in teaching the English language required to be formed in more than one aspect or topic at any area of formation.

Since their needs of continuing formation are very homogeneous, they appear in all of the steps teacher face along their teaching experience. Then, a question comes up about if their initial preparation as a teacher was appropriate or needs to be restated or if the nowadays formation courses are appropriately designed and executed.

It is proved that the surveyed teachers need to be formed in different areas based on two fundamental criteria: years of experience and the teaching language formation so it is always necessary to take into consideration those two aspects when grouping them in order to take a formation course.

There are criteria for selecting them which are necessary because in some occasion the length of the recollection of data instruments should be reduced considering only the information that let us form specific groups of teachers of English that need the same continuing formation.

STATISTICAL RECOMMENDATIONS

Based on what is observed in relation to the sample research, it is possible to make the following recommendations that should be applied.

It is recommendable to carry out a deeper analysis in order to increase the size of the sample and transform the procedure and technique to collect the data according to the size of the population. This way it is possible to have wide information about the continuing formation public teachers of English need.

It is recommended that the resources to form teachers of English in-service be performed in the following way:

For noncertified public school teachers of English with more than fifteen years of experience have a direct relationship with the demand of formation in the areas bellow:

- PHONETICS
- GRAMMAR
- ORAL PRODUCTION IN DIFERENT CONTEXT.

For teachers of English certified in second specialty with less than fifteen years of experience should be formed considering the following needs of formation.

- LITENING AND COMPREHENSION
- GRAMMAR
- PLANNING CLASSES FOR TEACHING THE ENGLISH LANGUAGE
- METHODS AND TECHNIQUES FOR TEACHING THE ENGLISH LANGUAGE.
- WRITING FOR DIFFERENT PURPOSES.

Finally, teachers who have a BA degree in English language with a teaching English experience between sixteen and twenty years must be formed in the following areas:

- LITENING AND COMPREHENSION
- PREPARING AND APPROPRIATE USE OF DIDACTIC MATERIAL
- WRITING FOR DIFFERENT PURPOSES.

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ANNEXES



ENCUESTA A DOCENTES DE INGLÉS EN SERVICIO EN EL NIVEL DE TERCER CICLO DE EDUCACIÓN BÁSICA DEL SECTOR PÚBLICO, DEPARTAMENTO DE SAN SALVADOR

El objetivo de esta encuesta es conocer las necesidades de formación continua que demandan actualmente los docentes de inglés en servicio en Centros Escolares Públicos en los grados de 7th, 8th, y 9th del departamento de San Salvador para la ejecución de procesos de formación continua focalizados que contribuyan a mejorar la enseñanza y el aprendizaje del idioma en dichos

INSTRUCCIONES:

Lea detenidamente cada pregunta y responda con veracidad. Favor utilizar tinta y letra de molde

¡Gracias por su valiosa colaboración!

INFORMACION GENERAL

1) Ubicación geográfica del Centro Escolar donde labora el docente: Lugar _____

Municipio _____ Departamento _____

2) Forma de nombramiento: Ley de salario Hora clase Interino

3) Años de experiencia como docente de inglés: _____ años.

4) No de NIP: _____

5) Nivel de escalafón docente:

- | | |
|---|--|
| <input type="checkbox"/> Docente nivel I | <input type="checkbox"/> Docente Nivel II Formación para la enseñanza del inglés |
| <input type="checkbox"/> Docente de segunda especialidad | <input type="checkbox"/> Docente idóneo graduado de otra especialidad |
| <input type="checkbox"/> Docente con licenciatura en inglés | <input type="checkbox"/> Docente con Profesorado en Idioma Inglés |

7) Último título académico obtenido: _____

8) Año en el que obtuvo su último título: _____

9) ¿Se encuentra actualmente realizando estudios universitarios? SI NO

10) ¿Qué estudios realiza? _____

ÁREAS DE FORMACIÓN DOCENTE (Seleccione las opciones que considere necesarias).

I. FORTALECIMIENTO LINGÜÍSTICO DEL IDIOMA INGLÉS

- | | |
|--|---|
| <input type="checkbox"/> Gramática | <input type="checkbox"/> Comprensión Auditiva |
| <input type="checkbox"/> Vocabulario en diferentes contextos | <input type="checkbox"/> Redacción para diferentes propósitos |
| <input type="checkbox"/> Composición | <input type="checkbox"/> Producción oral en diferentes contextos y formas |
| <input type="checkbox"/> Comprensión lectora | <input type="checkbox"/> Fonética |

II. DIDÁCTICA PARA LA ENSEÑANZA DEL IDIOMA INGLÉS

- Planificación de clases para la enseñanza del idioma inglés
- Métodos y técnicas para la enseñanza del idioma inglés
- Evaluación de las Macro y sub competencias lingüísticas del Idioma inglés.
- Elaboración y uso adecuado de recursos y materiales didácticos

III. MANEJO DE LA CLASE

- | | |
|--|--|
| <input type="checkbox"/> Corrección de errores | <input type="checkbox"/> Estilos de aprendizaje |
| <input type="checkbox"/> Disciplina y ambiente en el aula | <input type="checkbox"/> La práctica de valores y el aprendizaje del inglés |
| <input type="checkbox"/> Organización y monitoreo de clase | <input type="checkbox"/> Teorías para la enseñanza - aprendizaje del inglés |
| <input type="checkbox"/> Actitud del docente | <input type="checkbox"/> Técnicas para el desarrollo de habilidades lingüísticas y actitudes favorables a la clase |

IV. MANEJO DE RECURSOS TECNOLÓGICOS PARA LA ENSEÑANZA DEL IDIOMA INGLÉS.

- Cañón
- Computadora
- Internet para la enseñanza – aprendizaje del Idioma Inglés
- Software para la enseñanza del inglés

V. NORMATIVA INSTITUCIONAL CURRICULAR

- Programa oficial para la Enseñanza del Inglés Evaluación de la enseñanza del Idioma
En el contexto del Currículo Nacional de Inglés

VI. NECESIDADES PRIORITARIAS DE FORMACION.

De las necesidades de formación seleccionadas anteriormente escriba en orden de prioridad tres en las que Necesita atención urgente:

1. _____

2. _____ 3. _____

SOURCE: JEFATURA DE ESTADISTICA DE LA GERENCIA DE MONITOREO, EVALUACION Y ESTADISTICA DEL MINISTERIO DE EDUCACION DE EL SALVADOR

22 de Mayo de 2012

PUBLIC SCHOOL TEACHERS THAT TEACH THE ENGLISH CLASS AT TERCER CICLO, AÑO 2009				
CODPTO	DEPARTMENT	PRIVATE	PUBLIC	TOTAL
1	AHUACHAPAN	27	168	195
2	SANTA ANA	62	312	374
3	SONSONATE	24	270	294
4	CHALATENANGO	10	224	234
5	LA LIBERTAD	108	375	483
6	SAN SALVADOR	418	685	1103
7	CUSCATLAN	14	137	151
8	LA PAZ	18	208	226
9	CABAÑAS	4	122	126
10	SAN VICENTE	7	148	155
11	USULUTAN	12	238	250
12	SAN MIGUEL	34	301	335
13	MORAZAN	9	143	152
14	LA UNION	9	181	190
Total		756	3512	4268
SOURCE: Censo Escolar 2009				

List of Analyzed Variables

Nombre de la variable	Tipo de variable
Municipio	cualitativa
Departamento	constante
Nombramiento	cualitativa
Años_Experiencia	Cuantitativa discreta
Rangos_años_de_Experiencia	Cuantitativa discreta
NIP	Cuantitativa discreta
Nivel_de_escalafon	cualitativa
Formacion_enseñanza_Ingles	cualitativa
Ultimo_titulo_obtenido	cualitativa
Año_de_ultimo_titulo	cualitativa
Estudia_actualmente	cualitativa
Estudios_actuales	cualitativa
Gramatica	cualitativa
Vocabulario_diferentes_contextos	cualitativa
Composicion	cualitativa
Comprension_lectora	cualitativa
Redaccion_diferentes_propositos	cualitativa
Comprension_auditiva	cualitativa
Produccion_oral_diferentes_contextos	cualitativa
Fonetica	cualitativa
Planificacion_clases_para_enseñanza_del_ingles	cualitativa
Metodos_tecnicas_para_enseñanza_del_ingles	cualitativa
evaluacion_macro_sub_competencias_linguisticas	cualitativa
Elaboracion_uso_adeecuado_recursos_materiales_didacticos	cualitativa
Correccion_errores	cualitativa
Disciplina_ambiente_en_aula	cualitativa
Organizacion_Monitoreo_de_clase	cualitativa
Actitud_del_docente	cualitativa
Estilos_de_aprendizaje	cualitativa
Practica_de_valores_y_aprendizaje_del_ingles	cualitativa
Teorias_enseñanza_aprendizaje_del_ingles	cualitativa
Cañón	cualitativa
Computadora	cualitativa
Internet	cualitativa
Correo_electronico	cualitativa
Software_para_enseñanza_del_ingles	cualitativa
Curriculo_nacional_enseñanza_del_ingles	cualitativa
Normativa_sistema_eveluacion_nacional	cualitativa
Primera_prioridad_urgente	cualitativa
Segunda_prioridad_urgente	cualitativa
Tercera_prioridad_urgente	cualitativa