

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



UNDERGRADUATE WORK
**“WHAT IS THE CURRENT STATE OF PROFESSIONAL DEVELOPMENT OF
TEACHERS AT THE FOREIGN LANGUAGE DEPARTMENT OF THE SCHOOL
OF ARTS AND SCIENCES OF THE UNIVERSITY OF EL SALVADOR”**

**IN ORDER TO OBTAIN THE DEGREE OF:
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ABSTRACT

This research project has as an aim, to know about the importance of the existence of Professional Development Programs (PDP) at the Foreign Language Department (FLD) of the School of Arts and Sciences of the University of El Salvador (UES) and to know if there was any, what kind of PDP the authorities of the UES implement and offer to the staff of teachers. Professional Development Programs are the bases for fostering performance to improve professional areas, at the present PDP has become a necessity not only for benefit teachers' continuing education but also the quality of education they transmit to their students. Through the application of a questionnaire to the teachers of the FLD it was found that they agreed in the fact that they know about the existence of those programs and that the PDP implemented by the authorities of the UES are not enough. Besides they acknowledged that they do not offer facilities concerning to schedules and variety of studies. That is why it is important to take into account the real necessities people have. Furthermore, the implementation of PDP can lead to an organization to succeed or to fail according to the interest the authorities show about their employees' performance and their improvement.

INTRODUCTION

This report is a presentation of the quantitative research project that was done on the II semester of the year 2011, based on the research Topic “What is the current state of Professional Development of teachers at the Foreign Language Department of the School of Arts and Sciences of the University of El Salvador?”

It includes the statement of the problem in which the topic was delimited, research objectives that have been divided into general and specific, it also presents the research questions that are related with the objectives and the topic and that have been divided into general and related. Besides, a justification was created in order to explain why this topic is relevant and the usefulness it constitutes for the university community.

Moreover, theoretical bases and concepts about the topic have been also included as well complementary information about this important topic. It is also included the hypothesis system and the variable system of the research topic.

Then it is described the methodology used, which explain the type of research study that was implied. Also, it is described the quantitative method and instruments that were used in order to gather information or data, that will be analyzed next semester.

I. STATEMENT OF THE PROBLEM

The Foreign Language Department of the University of El Salvador is an academic institution in charge of preparing students to become professionals in languages. This charge is mostly responsibility of the staff of teachers of this department, since they are the individuals who carry out different processes to improve students' learning and preparation to deal with issues concerning teaching and other areas in which languages are essential. This also implies teachers to be the judges of students' competences in the different language abilities which each subject suggests.

On the other hand, it is also important to know about the teachers' competences since they have the knowledge in order to dictate an appropriate judgment over students' performance. This implies that teachers must be qualified to do it. Not only to judge students, but also to help them to get prepared to perform in real life. In this case, it is responsibility of the University of El Salvador to offer teachers the opportunities and provide them the tools in order to prepare them with Continues Education or Specialization Studies that allows them to perform in a very good way and to offer students a good quality of education.

The implementation of Professional Development Programs is essential in every area, especially in educational area due to the exigencies of globalized world and new generation of learners too. PDP enables teachers to identify students' needs as well as determine possible solutions for satisfy them. Therefore, the quality if these programs must be supervised actualized and improved periodically in order to update and improved the quality of education not only for teachers but also for students.

1. SIGNIFICANCE OF THE PROBLEM

This research project found its meaning in the necessity of knowing what the current state of Professional Development at the Foreign Languages Department at the School of Arts and Sciences is. Through this research it is identifiable whether it exists or not Professional Development Programs at the University of El Salvador. Also it is shown why it is very important the implementation of PDP in order to improve education.

2. RESEARCH TOPIC

Professional Development

A. THE OBJECT

The current state of Teacher's Professional Development at the Foreign Language Department of the School of Arts and Sciences of the University of El Salvador.

B. THE PROBLEM

What is the current state of the Professional Development of the teachers at the Foreign Languages Department of the School of Arts at the University of El Salvador? What is the number of teachers that have continued their education? Who are they? Do the teachers of the Foreign Language Department of the School of Arts and Sciences of the University of El Salvador possess little or enough Continuous Education?

II. OBJECTIVES

A. GENERAL OBJECTIVE:

1. To diagnose and explain what is the state of Professional Development at the Foreign Language Department of the School of Arts and Sciences of the University of El Salvador.

B. SPECIFIC OBJECTIVES:

1. To collect information about Professional Development at the Foreign Language Department of the School of Arts and Science of the University of El Salvador throughout the application of some instruments to gather information.
2. To analyze the data collected during the research study to describe how many teachers have Continuous Education.
3. To describe what Professional Development is, and how it is related to education at the Foreign Language Department of the School of Arts and Science of the University of El Salvador in the final report.

III. RESEARCH QUESTIONS

A. GENERAL QUESTIONS:

1. What is the current state of Professional Development at the Foreign Language Department of the School of Arts and Science of the University of El Salvador?

B. SPECIFIC QUESTIONS

1. What is Professional Development?
2. How is Professional Development related to education?
3. Do Professional Development Programs exist at the University of El Salvador?
4. Do the teachers of the Foreign Language Department of the School of Arts and Science of the University of El Salvador have Continuous Education?
5. How people perceive the Professional Development Programs' implementation and its concepts?
6. What are the advantages of implementing Professional Development Programs directed to improve the teaching-learning process in the classroom?
7. What are the benefits that Professional Development Programs have over the teachers' performance in the teaching-learning process in the classroom?

IV. JUSTIFICATION

Based on the relevance of continuous education and Professional Development, it is necessary to recognize that it is a very important topic, especially when we talk about Professional Development for teachers and how it is related to education. One of the most important reasons to do a research related to this phenomenon is to update the information about the situation of this Continuous Education within the Foreign Language Department of the School of Arts and Sciences of the University of El Salvador.

Also, this research will contribute to generate a more precise social and educational environment at the School of Arts and Sciences among students and teachers because it describes some facts about how Professional Development can contribute the improvement of the students' learning and help teachers to succeed in their very important role that is to guide students and to help them by offering a good quality education.

Besides this information is going to help the university community to understand how Professional Development fosters teachers' awareness to provide meaningful learning process.

This topic was chosen because there is few data related with it, and it will be useful to conduct a complete research and to generate new information since there are not previous research projects about this topic at the Foreign Languages Department of the School of Arts and Science of the University of El Salvador.

Finally, this research is addressed from an educational perspective because one important factor is to describe how Professional Development for teachers is perceived and understood and how it affects learning process.

V. DELIMITATIONS

This study shows and describes the importance of Professional Development Programs, what Professional Development means, the concepts that define it, the learning theories that sustain it and its benefits in the teaching-learning process.

Time:

The research project about Professional Development for teachers occurred at the Foreign Language Department of the School of Arts Science of the University of El Salvador in a period of time between the years 2011 and 2012.

Teachers:

The population of teachers was chosen at random, at the beginning it was thought that according to the number of teachers that work at the School of Arts and Science, it was going to be chosen a certain quantity of teacher who were going to help in the research development by generating important data about the topic. But, at the end the sample was the staff of teachers from the Foreign Language Department.

VII. METHODOLOGY

A. RESEARCH LEVEL

1. DESCRIPTIVE RESEARCH STUDY

This research describes the current state of Professional Development of the teachers at the Foreign Language Department of the School of Arts at the University of El Salvador? How many teachers have continued their education? Who are they? Who are they? Do the teachers of the Foreign Language Department of the School of Arts and Sciences of the University of El Salvador possess little or enough Continuous Education?

Besides, it helps to identify teachers' attitudes and perceptions about Professional Development.

B. TYPE OF RESEARCH STUDY

1. QUANTITATIVE RESEARCH STUDY

The type of research used in this project was the quantitative. In this method it is required the analysis and interpretations of data gathered through some instruments as the followings.

1.1 INSTRUMENTS

A questionnaire that was addressed to the sample of teachers from the Foreign Language Department at the School of Arts and Science of the University of El Salvador.

1.2 QUESTIONNAIRE

A questionnaire consists of a set of variable questions related to the research topic. It was administered to the sample of population in order to know their opinions, attitudes and beliefs.

1.3 CLOSED QUESTIONS

This kind of questions can delimit the answers' alternatives. It is a method that permits a certain and reliable data analysis.

C. POPULATION AND SAMPLE

Probability sampling was applied. The population for this study was the teachers of the Foreign Language Department at the School of Arts and Science at the University of El Salvador. All the teachers from the Foreign Language Department were supposed to be taken. But, some of them did not collaborate with the inquiry.

The probabilistic sampling consists on the simple random sample; it was done by selecting the people within a specific group, in the case it was all of the teachers from the Foreign Language Department.

D. DATA COLLECTION INSTRUMENTS AND TECHNIQUES

Data collection instruments (questionnaires) was designed in order to obtain information about the current state of Professional Development at the School of Arts and Sciences of the University of El Salvador, teachers' opinions about the topic, their attitudes and perception about it. Those instruments were answered by teachers in a personal way, with guidance and supervision of the researcher.

E. DATA ANALYSIS TECHNIQUES

Data was analyzed since it was necessary to analyze objectively the data gathered and to present some graphics in order to make valid the results.

Descriptive statistics and inference was used in order to analyze data. Descriptive statistics refers to the collection, presentation, description, analysis and interpretation of a data collection; essentially it is to summarize the results of a research study.

Hypothesis testing or contrasting was used since it is important to base the results on real facts after study the phenomenon that is why sample information was used in order to answer questions about the population.

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Professional Development

Running Head: Professional Development

**The Professional Development of the teachers at the Foreign Languages Department
at the School of Arts and Science of the University of El Salvador.**

Violeta Esmeralda Landaverde Castro: Student

University of El Salvador



VI. THEORETICAL FRAMEWORK

A. ANTECEDENTS

1. Research on Professional Development and teachers change

There is not a research project on this topic, so it is important to do a descriptive research based in the relevance of this phenomenon but, there is a vast amount of information about what Professional Development is and how it influences students learning, and also the techniques applied on the implementation of this kind of programs. Some important information is offered next, in order to explain Professional Development Programs and to make people to reflect about its relevance on the educational process.

B. THEORETICAL BASES

1. Professional Development

Globalization affects every area in professional life, and education is not an exception. New trends in education make new generation of learners to become very demanding of their teachers' institutions to provide teachers Professional Development Programs. That is why teachers seek, identify the need and are obliged to attend Professional Development Programs.

1.1 Concepts

Professional Development Programs are designed to foster, to promote and to provide teachers to renew their knowledge of adapting new techniques, new content standards and new curricula.

Professional Development Programs can be also directed to improve not only institutional, pedagogic and instructional processes but also personal and social area. The final objective is to improve teachers' performance quality as well as education quality and students achievement. This



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means that individual necessities can be satisfied and organization necessities too (Dr. José Antonio Sánchez Núñez)

1.2 Types of Professional Development Programs (PDP):

According to Cristine Smith and Marilyn Gillespie Professional Development Programs in education are divided into two groups: Traditional Professional Development, and Job-Embedded Professional Development.

Traditional Professional Development

This type of program consists on lectures, trainings, workshops seminars and conferences sessions in which teachers work together in a cooperative way, but in a much reduced way, actually cooperative learning and classroom management are some of the topics that Professional Development refers to. But, this type of programs are basically focus in generate information for teachers, that means to offer teachers a great amount of knowledge to teachers to them to learn and to put it into practice. These programs are managed for experts who are in charge of lectures and all the information given during the course. Motivation to learn from teachers and motivation to continue education on Adult Basic Education (ABE) are engaged in this type of Professional Development Programs.

Job-Embedded Professional Development

It consists on study circles, sharing groups or inquiry groups made up of teachers from the same school divisions. Analyzing and identifying how learning can be applied inside the classroom are the characteristics of this type of Professional Development Programs. This type of programs allows teachers to share experiences with other colleagues, learn from them and /or advice them. This is a



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very practice program in which teacher can easily put into practice directly what they have learned not only during the course but in practice inside the classroom.

Basically, the difference between those types of Professional Development is that in previous or traditional programs, teachers were limited to be listeners and acquire information from the experts' lectures; on the other hand, the newest type of Professional Development consists on teachers' active learning and application (Feiman-Nemser, 2001).

It exists also a set of programs that can be directed to improve teachers skills in many areas not only for experts teachers but also for new teachers; it is going to depend on the purpose of the PDP, according to this it can be mentioned that it exist programs of reinforcement courses or inductive courses. The reinforcement courses are designed for teachers who already work and in fact they have some experiences in the teaching domain. The inductive courses on the other hand, are designed for teachers who are new in the teaching area; it is done in order to them to know how to teach and the aspects they have to take into consideration during practice.

2. Professional Development programs designed for specific purposes and specific population.

According to Loucks-Horsley, Professional Development must be seen as process not as an event. That is because world is changing continuously and demanding professionals to change and to improve. Continues Education have to be a priority in education al system, since new standards of education are demanded for students. Professional Development can be carried out individually or in groups according to the reasons why teachers, in this case, want to improve because it can be due to individual motivation or if an institution is demanding and making Professional Development an obligation for all the employees.



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The best Professional Development process teams include teachers, non-instructional staff members building and central office administrators (Caldwell and Wood, 1998). It is necessary to take into consideration experts recommendation in the application of Professional Development Programs because people who are outside a specific area can see and diagnose a problem easier than people who are inside, but also it is important to collaborate in the learning process, teachers must be as a reflect or as an assistance to each other, in that way co-operative learning is going to be produced and this situation is going to improve learning in general, at the same time.

It is necessary to reinforce Professional Development Programs not only for teachers who have experience in the teaching domain but also for new teachers or in-service teachers, Professional Development is a continues process in which everybody can learn from others, actually some activities consist on observing teachers performance inside the classroom and then to put into practice what has been learnt, sharing experiences is part of the process, that really helps teachers to reflect about their methodology and its quality.

Professional Development is very related with world changing, so teachers must have Continues Education, in order to offer to students the quality of teaching that new generation learners demands. Those demands include the use of the language in real life situations, using ICT's in the teaching-learning process, the knowledge about didactics and the like.

Some expert stress that reforms on Professional Development must be initiated and carried out by individual teachers and school-based personnel (Joyce et al., 1976). The responsibility about continue and up-dated education is for everybody in the educational area if this happens educational improvement and successfulness can be reached.

(Elmore, 1992) argues evidence is scant that such structural change leads in any reliable way to changes in how teachers teach, what they teach and/or how students learn.



Professional Development

Professional Development means not only updated academic information processed by a professional, in this case, a language teacher, it also means to growth in the personal and attitudinal field, school must promote “learning to learn”; that is, the acquisition of knowledge and skills that make possible continuous learning over the lifetime. “The illiterate of the 21st century” will not be those who cannot learn, but those who cannot unlearn and relearn (Victoria L. Tinio). Education must be integral, a systematic and multifaceted process in which technology, curriculum and teacher competences, among other factors, must be taken as primary components, which at the same time must be connected to real life.

It does not mean that teachers who are not updated or do not have experience have to be replaced, but it is necessary to focus attention on them in order to help them to solve their problems and to take into consideration the type of learner they are and the individual necessities each person have.

3. Theories that support Professional Development

As teachers take the role of students in Professional Development Programs, some experts have identified some very important theories in which those programs are based (Jocelyn Butler)

3.1 Adult Learning

It is according to some authors the theory that can refer or can be centered in other theories related to adult learners: Psychological theories, which refers to the study of older students using knowledge in real life situations, Cognitive theories, this theories make reference to how adults process information and interact with it, Maturity theories, those refer to the relation between different areas: intellectual, ethical, personal, and interpersonal concepts, Typology theories which are related to the type of learner everyone is, Person-environmental theories have to do with the interaction of students (teachers in this case) with the environment.

All those factors are related to the performance of teachers not only while attending Professional Development Programs but also in the classroom with the students.



It is important to focus on the different ways adults have to learn when designing and applying PDP. Adult learners need to be motivated by some aspects during the learning process, it is important to provide adult learners of an environment of self-confidence, and the most important to focus attention on what is provided to them, adults learners need to relate information with previous experiences and real situations, that is what they appreciate as really important of knowledge, specially with new information.

3.2 Age Theory

This is another theory that supports PDP, according to the age theorists, learning is affected by this factor, especially for adult learners. According to Sheehy, Gail (1976) Adult learners are more reflective and critical in their late thirties and early forties, this situation makes them to think more about their context and culture, which led them to change and improve because they have a great sense of membership in the community. Age theory can be related with individual motivation and desire of attending PDP in order to reinforce knowledge, values and performance.

3.3 The Stage Theory

It is related to PDP too. Individuals evolve through stages of development according to lifetime. The beginning stages were self-centered and impulsive. This then evolved into a more “other” centered stage that involved interpersonal relationships. The final stage was evolutionary and involved a birth of a new self that was separate with a clear sense of self and merging with others. Individuals at the final stage were able to build bridges and make connections with others (Kegan, Robert, 1982) in this theory it is supposed that adults are more aware about others’ necessities, in PDP it is common to focus attention not only in make teachers to improve for their personal satisfaction, education quality and students achievement are very important factor within PDP.



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As adults pass through different stages and start reflecting about what they really want and what they really need, they also realize the importance of improvement not only in the professional area, but in general aspects as the social and personal aspects. PDP must be designed taking into account the reinforcement of all the aspects mentioned before. School improvement has to be initiated by individual improvement in order to improve institutional aspects, if teachers feel confident they will work better.

3.4 Cognitive Developmental Theory

According to William H. Jackson, 1998, cognitive stresses cognition and sees learning as occurring within the learner. It focuses on processing rather than behavior. The adult moves through stages with the most advanced stage operating from internal rather than external standards. Intrinsic satisfaction is the main component in this theory (Yvonne Trotter, 2006) maturity is reflected through many changes in adult learners, the way they process information and work with it is related with the successful sharing and transference in the classroom.

As it was mentioned before, adults need to be very motivated, it is going to depend on the kind of reinforcement they perceive the quality of their performance in practice at work, as a result students achievement will be affected too.

This theory explains us a very important component in the teaching-learning process which is transference, knowledge about general information is important, but it is more important to understand how to deal with this information and how to transfer it. PDP can provide teachers of a great amount of knowledge but, it has to be acquired in the correct way to be able to transfer it, not only in theory but also in practice.

3.5 Functional Theory

According to Emile Durkheim, it is related with the transference of values through life in a community, but in PDP it is referred to the relevance that information has to adult learners, we have to remember that adults give a great importance to information that they can apply in real life situations, that is because previous experiences are also important for them. Education should be



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measure by whether or not it creates a desire for the learner to continue to growth (John Dewey, 1916). Education is very important and it is something that has to be inherited to others.

It is important to focus in the main goals established in every institution. Teachers can have personal goals but in general, institutions are responsible of promoting values for teachers as well as for students. PDP implementation can be the difference between a successful community, in this case an educational community, or a non productive community, as a result the quality of education is going to be improved or not.

4. Benefits of Professional Development Programs

4.1 Teachers' change

One of the primary advantages that the implementation of PDP is teachers changes, it basically refers to improving professionally and personally. According to the research about teachers' change of Anna Craft, she realized that the authors Joyce and Showers (1988) found that teachers who were more active professionally were also more active personally.

PDP can affect positively the behavior and the performance of the teachers not only inside of the classroom but also beyond it. That means that PDP are closely related with personal satisfaction and professional growth.

A satisfied teacher is a very productive teacher. The results in educational performance in the classroom will depend on teachers' change, a positive attitude will generate a positive atmosphere and as a result a successful teaching –learning process. On the other hand, a teacher who is not satisfied is not going to be able to generate these facts.

4.2 Education Improvement



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Education Improvement or School Improvement is another advantage. Whenever PDP are implemented in an educational area or placed, it is known that education can be improved with an effective PDP, which means by recognizing the characteristics and the type of Professional Development Program that is needed, and also what kind of necessities students have.

The most common PDP are related to education improvement, but it is obtained only through the implementation of a set of components as the previous one (teachers' change) teachers are the means by which information is transmitted to students, the facts what information transmit and how that information will be transmitted, will be the responsible of this aspect (Educational Improvement), attitudes, atmosphere, understanding and knowledge are also related to Education Improvement.

4.3 Cooperative Learning Enhancement

Besides, Cooperative Learning is promoted with this kind of programs, that is because every teacher has a very active participation, and also at the moment in which knowledge has to be put into practice. They can share experiences and help each other to improve.

Cooperative Learning is essential in an educational institution as well as when implementing those programs, this fact reinforce teachers self confidence as well as relationships in the institution, experiences can be shared in a respectful manner and also recommendation that are necessities to improve personally and institutionally.

4.4 Successful Students' Achievement

All of these factors lead the teaching process to reach the successful students achievement, which has to be the main objective of PDP. Necessities change through time, so learning too, as



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well as society. Teachers must be aware about those changes and to be prepared to solve these problems.

New generation of learners have different necessities; globalization makes them to be more demanding as well as more active learners. Teachers have to know exactly how to deal with these situations. PDP can provide them the opportunity to up-date and growth personally and professionally in order to know how to perform face to this situation.

Teachers have the responsibility of provide students of an integral education; they are the guides and the models of students, so a good reflect generate a good attitude and a good performance, as well as an integral education for students. This fact at the same time can lead to a successful students' achievement.

5. Why it is necessary to implement PDP?

According to Dr. José Antonio Sanchez Núñez, there exist some principles that make necessary the application of PDP.

5.1 Specialization Politics and Professional Development

Specialization Politics and Professional Development are important. Nowadays, it is necessary to have a very prestigious name but it has to be acquired according to the quality of services that are offered. Educational institutions have a great impact over society, so they are obliged to offer high quality standards education. Improving teachers profile and performance is necessary to do it in order to reach this goal.

5.2 Quality of Education

In the same way, quality of education is needed, so if teachers' profile and performance are reinforced and improved, quality also has to improve. The quality of education depends on many



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facts, as the ones mentioned before. It necessary to pay attention to new trends in methodology and education, at the same time it is important to try to reach the same level of change.

It is important not to forget the main goal of an educational institution, which is to prepare integral professionals, the quality of professionals also depends on the quality of education they need and they receive.

5.3 Self-reflection and Critic

Besides, self-reflection and critic from teachers make necessary the application of PDP. Teachers have to be conscious about their competences and performance in the classroom and recognize their strengths and weaknesses. When this happens, the teachers can recognize their necessities; it depends on them to look for a PDP or if it is the institution that offer this kind of formation, to have a more active participation in these programs.

Self reflection and critic can also contribute to teachers' improvement in the educational area; intrinsic motivation makes teachers to become better, as a result performance improves and transmitting information to students become easier and successful for teachers.

5.4 Students' needs and demands

Moreover, it is very important to identify students' needs and demands. Students at present time are more demanding that students in the past, technology have made education to change as well as students perspectives. It is also important to take into consideration the different types of learning each student possesses.

5.5 Cooperative Learning

Finally, Cooperative Learning and work are important in these programs because they involve many components as well as many people to succeed. According to Caldwell and Wood,



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1998 PDP must include all the staff of an educational institution, that is going to make easier the teaching- learning process during the implementation of the program and after in the classroom.

6. Limitations for implementing PDP

Although PDP more than important must be seen as necessary, there exist some limitations for the successful implementation of this kind of programs. Some of the most important are mentioned in this section.

6.1 Individual and institutional differences

One of the very significant limitations is differences between individual and institutional interests because they can differ on the kind of PDP they need. Institutions can focus attention on how to improve only educational area through professional reinforcement whereas teachers can be motivated by personal development and satisfaction; if differences exist in an educational institution it is very difficult to get an agreement. Institutions can offer and provide teachers of a PDP focus in academic competences but if they do not feel confident or comfortable, positive change will not occur.

6.2 Institutional Budget

Another limitation is the budget of the institution. Economic resources are needed in order to implement those programs. This situation makes difficult to apply them in some institutions. For instance, governmental institutions have to depend on their designated budget. In most of the cases it is very reduced, that leads them to focus attention in prior necessities and in most of the cases infrastructural necessities are prior to them more than academic necessities.

6.3 Lack of Interest



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Moreover, lack of interest from the institution to benefit not only teachers but also students with these programs can affect. Some institutions just change teachers but do not create opportunities for them to improve.

Institutions must be aware about teachers need as well as students' needs, what they really care is about quantity of knowledge more than quality. More than lack of interest it can be referred as bad administration of an institution. It depends on this the result obtained in the students achievement, positive or negative.

6.4 Individualism

Individualism is another factor that affects PDP implementation. When a teacher reflects this kind of behavior he/she makes difficult cooperative activities which lead the staff improvement.

It is necessary all the teachers to participate in PDP, because in that way every one is going to reach the same level of proficiency, or at least they are going to get a similar level among them.

6.5 The lack of intrinsic and extrinsic motivation

Finally, the lack of intrinsic and extrinsic motivation is a determinant factor for succeed. Intrinsic motivation makes reference to self esteem and reputation. Those factors can affect not only the interest for attend those programs, it can be also affected the teachers' performance through his/her development. Extrinsic motivation refers to economic and professional stimulus, encouragement, recruitment and promotion; it depends on positive reinforcement the successful implementation of Professional Development Programs.

Extrinsic and Intrinsic motivation are very close related to each other both of them are necessary to obtain a successful implementation of PDP and to improve education in general in an institution.



C. BASIC TERMS DEFINITIONS

Professional Development: (Speck, M. & Knipe, C. (2005) *Why can't we get it right? Designing high-quality professional development for standards-based schools*(2nd ed.). Thousand Oaks: Corwin Press)

Professional Development refers to skills and knowledge attained for both personal development and career advancement. Professional Development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage. There are a variety of approaches to Professional Development, including consultation, coaching, communities of practice, lesson study, mentoring, reflective supervision and technical assistance.

(Elizabeth Morgan) Professional Development is essential for every individual, whether employed or not. It is vital for every business and professional organization to increase the knowledge and skills of their employees. They should strive to enhance the quality of performance, to ensure an improvement on the personal and professional front.

Professional Development is necessary to increase knowledge and skill, through certified and consistent education in the profession. A Professional Development Program boosts the individual's career, through travel, research, workshops and seminars and by working with professionals who are experienced. People take up a Professional Development Course to build their expertise in business, teaching and nursing and contribute to organizational development.

2. Achievement Gap (in The United States):

Achievement Gap refers to the observed disparity on a number of educational measures between the performance of groups of students, especially groups defined by gender, race/ethnicity, and socioeconomic status. The achievement Gap can be observed on a variety of measures, including standardized test scores, grade point average, dropout rates, and college-



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enrollment and -completion rates. While this article focuses on the achievement gap in the United States, various gaps exist between groups in other nations as well. Research into the causes of gaps in student achievement between low-income minority students and middle-income white students have been ongoing since the publication of the report, "Equality of Educational Opportunity" (more widely known as the Coleman Report), commissioned by the U.S. Department of Education in 1966. That research suggests that both in-school factors and home/community factors impact the academic achievement of students and contribute to the gap.

The achievement gap, as noted in the trend data from the National Assessment of Educational Progress, has become a focal point of education reform efforts. Groups like The Education Trust, Democrats for Education Reform and The Education Equality Project have made it their mission to close the achievement gap. Efforts to combat the gap have been numerous but fragmented, and have ranged from affirmative action and multicultural education to finance equalization, improving teacher quality, and school testing and accountability programs to create equal educational opportunities.

3. Effective Professional Development:

(SERC, formerly known as the Special Education Resource Center, became the **State Education Resource Center** according to a change in state statutes. The agency continues to maintain the Special Education Resource Center in addition to its broader responsibilities, including early childhood education and school improvement.) Effective Professional Development is an essential and indispensable process, without which schools and programs cannot hope to achieve their desired goals for student achievement.

4. Stage theory:



Piaget, J. (1970). *Piaget's theory*. In P. H. Mussen, (Ed.), *Carmichael's handbook of child development* (pp. 703-732). New York: Wiley

"Stage theory" can be applied beyond psychology to describe phenomena more generally where multiple phases lead to an outcome. The term "stage theory" can thus be applied to various scientific, sociological and business disciplines. In these contexts, stages may not be as rigidly defined, and it is possible for individuals within the multi-stage process to revert to earlier stages or skip some stages entirely.

5. Cognitive Development Theory:

Piaget, J., & Inhelder, B. (1973). *Memory and intelligence*. London: Routledge and Kegan Paul.

Piaget's theory of Cognitive Development is a comprehensive theory about the nature and development of human intelligence first developed by Jean Piaget. It is primarily known as a developmental stage theory, but in fact, it deals with the nature of knowledge itself and how humans come gradually to acquire it, construct it, and use it. Moreover, Piaget claims the idea that cognitive development is at the centre of human organism and language is contingent on Cognitive Development. Below, there is first a short description of Piaget's views about the nature of intelligence and then a description of the stages through which it develops until maturity.

6. Functional Theory:

(Redirected from Structural-functional theory)

Macdonis, Gerber, Sociology 7th Canadian Ed. (Pearson Canada Inc., 2010)pg.14

Turner, 1985

Parsons, 1961:41

Structural functionalism is a broad perspective in sociology and anthropology which sets out to interpret society as a structure with interrelated parts. Functionalism addresses society as a whole in terms of the function of its constituent elements; namely norms, customs, traditions and institutions. A common analogy, popularized by Herbert Spencer, presents these parts of society as "organs" that work toward the proper functioning of the "body" as a whole. In the most basic terms, it simply emphasizes "the effort to impute, as rigorously as possible, to each feature,



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custom, or practice, its effect on the functioning of a supposedly stable, cohesive system." For Talcott Parsons, "structural-functionalism" came to describe a particular stage in the methodological development of social science, rather than a specific school of thought. Parsons called his own theory for action theory and argued that the term structural-functionalism was a misleading and inappropriate label for his theory.

7. Adult Development:

(Adult Development is a branch of developmental psychology) Developmental psychology, also known as human development, is the scientific study of systematic psychological changes, emotional changes, and perception changes that occur in human beings over the course of their life span. Originally concerned with infants and children, the field has expanded to include adolescence, adult development, aging, and the entire life span. This field examines change across a broad range of topics including motor skills and other psycho-physiological processes; cognitive development involving areas such as problem solving, moral understanding, and conceptual understanding; language acquisition; social, personality, and emotional development; and self-concept and identity formation.

Developmental Psychology includes issues such as the extent to which development occurs through the gradual accumulation of knowledge versus stage-like development, or the extent to which children are born with innate mental structures versus learning through experience. Many researchers are interested in the interaction between personal characteristics, the individual's behavior, and environmental factors including social context, and their impact on development; others take a more narrowly-focused approach.

Developmental Psychology informs several applied fields, including: educational psychology, child psychopathology, and forensic developmental psychology. Developmental psychology complements several other basic research fields in psychology including social psychology, cognitive psychology, ecological psychology, and comparative psychology.

8. Pre-service Teacher Education:



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Pre-service Teacher Education is the education and training provided to students and teachers before they have undertaken any teaching.

9. Adult Secondary Education:

According 34 CFR 460.4 [Title 34 – Education; Subtitle B -- Regulations of the Offices of the Department of Education; Chapter IV -- Office of Vocational and Adult Education, Department of Education; Part 460 -- Adult Education -- General Provisions], the term adult secondary education means “instruction designed for an adult who--

- (1) is literate and can function in everyday life, but is not proficient; or
- (2) Does not have a certificate of graduation (or its equivalent) from a school providing secondary education.

10. General Educational Development (GED):

["GED Information"](#), Retrieved July 3, 2009.

General Educational Development (or GED) tests are a group of five subject tests which, when passed, certify that the taker has American or Canadian high school-level academic skills. The GED is also referred to as a General Education Diploma, General Equivalency Diploma, or Graduate Equivalency Degree.

The American Council on Education is the sole developer for the GED test. The test is taken in person. Jurisdictions award a "Certificate of General Educational Development" or similarly titled credential to persons who meet the passing score requirements.

Only individuals who have not earned a high school diploma may take the GED tests. The tests were originally created to help veterans after World War II return to civilian life. Common reasons for GED recipients not having received a high school diploma include adult immigration to the United States or Canada, homeschooling, leaving high school early, the inability to pass required courses or mandatory achievement tests, the need to work, personal problems, and wanting to get into college early



D. HYPOTHESIS SYSTEM

- ✓ The Professional Development from teachers does not affect the teachers' performance in the classroom.
- ✓ The more Professional Development Programs teachers have access to; the more proficient is their performance.
- ✓ The more availability to Professional Development Programs or specialization studies in the different areas or fields within the majors teachers have; the qualification of the FLD improves.



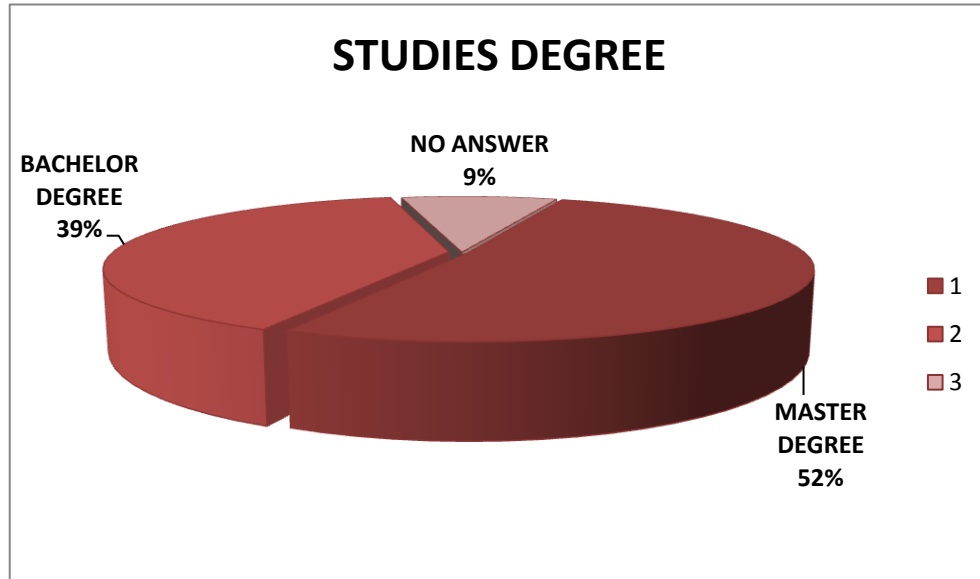
E. VARIABLES SYSTEM

Variable	Conceptual Definition	Operational Definition	Indicators
Continuing education	Specialization that teachers have/take	Academic activities, studies, subjects, courses, etc. taken by the teachers.	Post-degree studies Seminars Specialization courses, etc. Training
Teachers' performance	Approaches and Methodology that teachers apply in the classroom.	General activities carried out by the teachers inside the classroom in any subject, at any level.	Activities Drills Projects Problem-solving Tasks, etc
Students' learning	How students interact with new information, how they learn and they process new Knowledge.	Students' perform on different topics.	Comprehension of the topics. Interpretation of the information. Performance of students on different topics.

VIII. DATA ANALYSIS

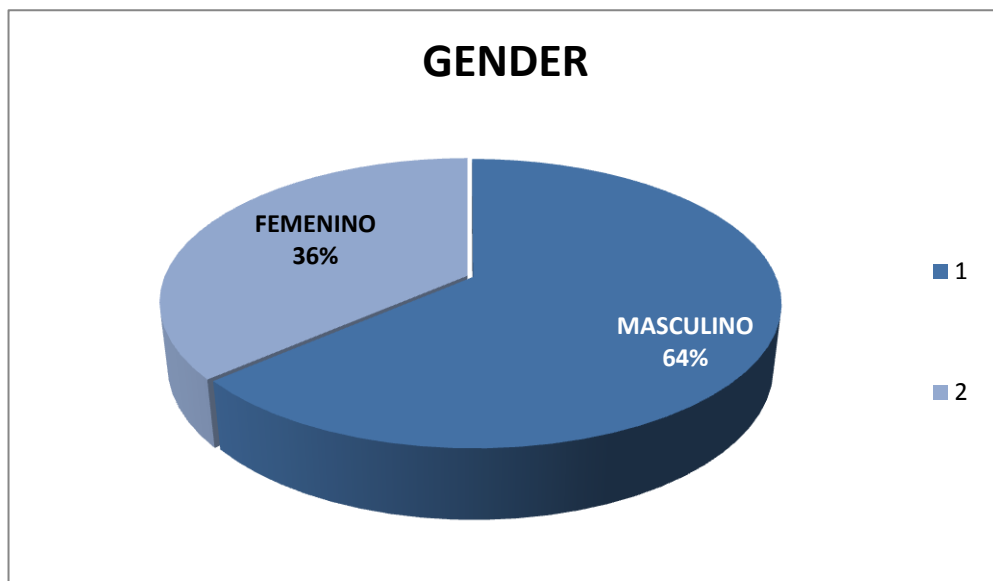
A. GRAPHICS

GRAPHIC 1 DEGREE



According to this graphic, most of the teachers at the Foreign Language Department have specialization studies.

GRAPHIC 2 GENDER



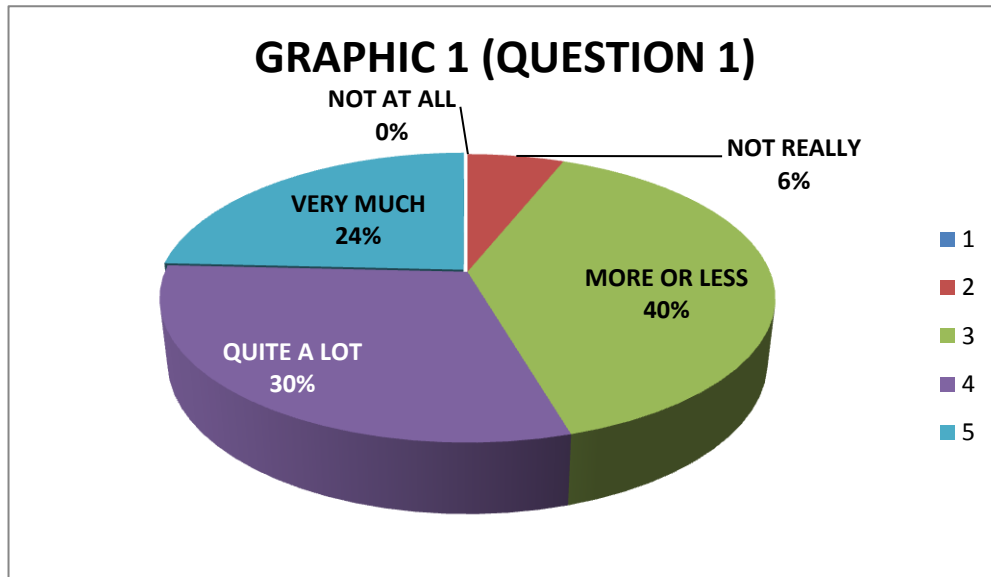
This graphic shows that the Foreign Language Department has a greater male population.

I- UNIVARIATED ANALYSIS
 CONCEPTUAL DIMENSION/DEFINITION
 INDICATOR: Concepts

Chart n° 1

N°	QUESTION	ANSWERS	RESULTS	%
1	You know about the state of Professional Development programs here in the University (seminars, graduates, PhDs, master degrees, etc)	Not at all	0	0%
		Not really	2	6%
		More or less	13	40%
		Quite a lot	20	30%
		Very much	8	24%
		TOTAL	33	100%

PREGUNTA 1: You know about the state of Professional Development Programs here in the University (seminars, graduates, PhDs, master degrees, etc)



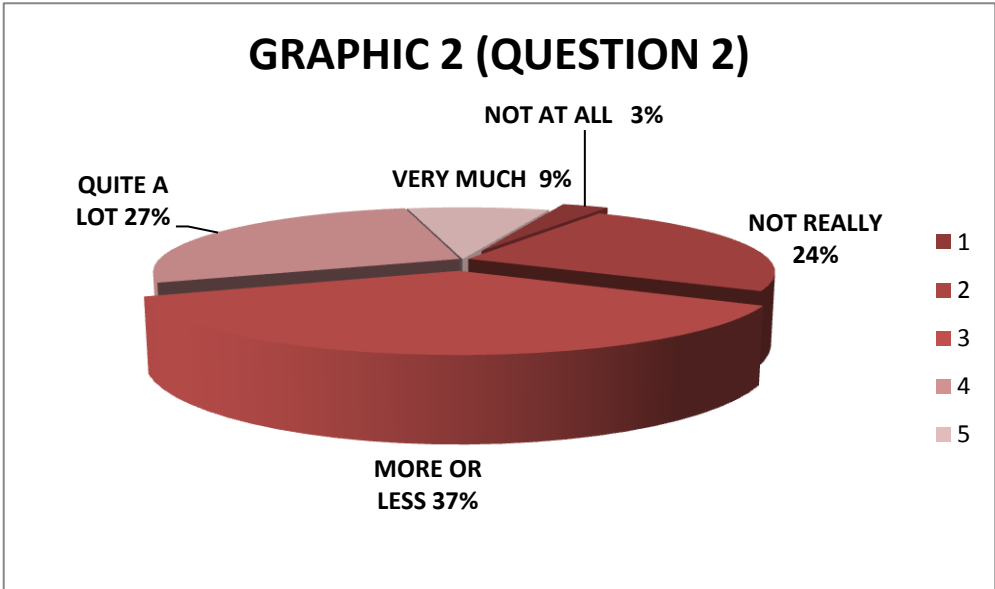
It can be observed in the previous information the results of the question number one. Here, it can be established that every teacher possesses some knowledge about the state of Professional Development Programs at the University of El Salvador. 13 people, who represent the 40%, answered that they possess more or less some knowledge about it. 30%, representing 10 people shows that they know quite a lot about these programs at the university. 8 people, who represent 24%, answered that they know very much about those programs, that means they have a good knowledge about it. Besides, none of them answered not to know about it. It can be noticed that they know about it even a little.

PREGUNTA 2: The University provides you the necessary opportunities in order to reinforce your learning in the specialization studies' field.

Chart n°2

N°	QUESTION	ANSWER	RESULT	%
2	The University provides you the necessary opportunities in order to reinforce your learning in the specialization studies' field.	Not at all	1	3%
		Not really	8	24%
		More or less	12	37%
		Quite a lot	9	27%
		Very much	3	9%
		TOTAL	33	100%

In this chart it can be noticed that 12 people, representing the 37%, coincided that the university provides them more or less the opportunities in order to reinforce their learning in the specialization studies' field. 9 teachers, who represent the 27%, said the university provides them quite a lot the opportunities for them. 24% of the teachers, who represents 8 people, agreed that the university does not provide really the opportunities for them to reinforce their learning. 3 people, 9%, established that the university provides very much the opportunities to reinforce the learning and only a 3%, representing one person, expressed that the university does not provide them the opportunities to reinforce their learning in the specialization studies' field.

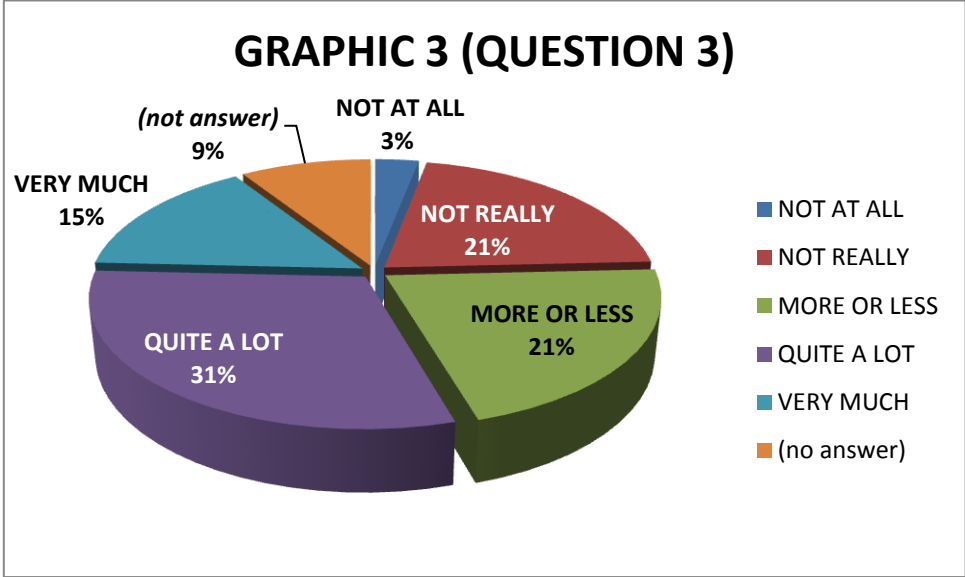


PREGUNTA 3: You perceive any improvement between the methodology used by teachers who are benefited with Professional Development Programs and those who are not

Chart n°3

N°	QUESTION	ANSWER	RESULT	%
3	You perceive any improvement between the methodology used by teachers who are benefited with professional development programs and those who are not	Not at all	1	3%
		Not really	7	21%
		More or less	7	21%
		Quite a lot	10	31%
		Very much	5	15%
		(no answer)	3	9%
TOTAL			33	100%

In this case, it can be noticed that teachers perceived a great improvement between the teachers who are benefited with those programs. According to this information 10 people representing 31%, answered they perceive quite a lot improvement in the methodology from those who possess continuing education, that is the higher level, 7 people representing the 21%, expressed they more or less perceive a change in the methodology and other 21% answered they not really perceive a change in other teachers' methodology in the classroom. But, on the other hand, only one person, that means 3%, expressed he/she do not perceive any improvement at all. Besides, 9%, that means 3 people did not want to answer about this.

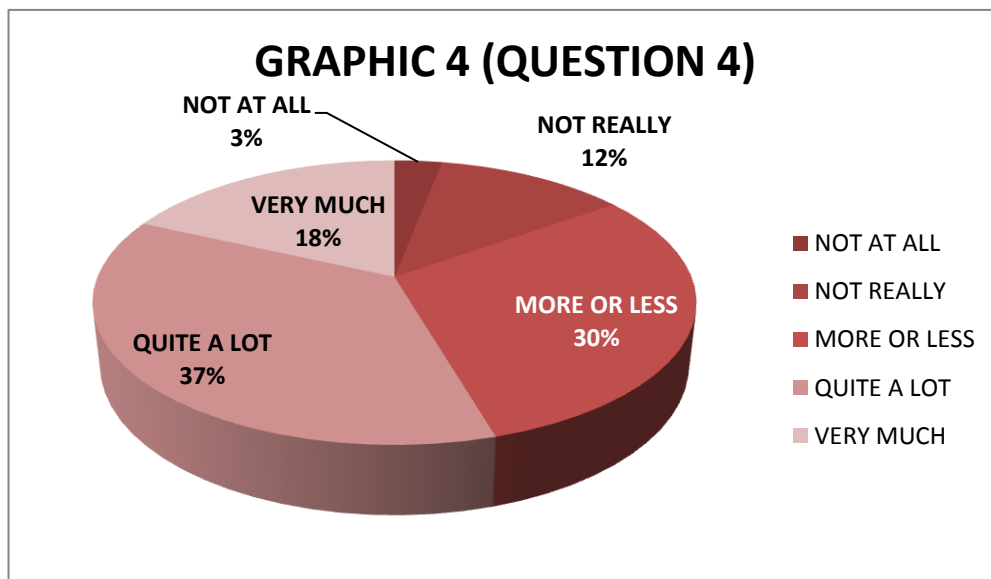


PREGUNTA 4: You perceive improvement in attitude and methodology after taking a Professional Development Program.

Chart n° 4

N°	QUESTION	ANSWER	RESULT	%
4	You perceive improvement in attitude and methodology after taking a Professional Development Program	Not at all	1	3%
		Not really	4	12%
		More or less	10	30%
		Quite a lot	12	37%
		Very much	6	18%
		TOTAL	33	100%

The 37% depicts that most of the teachers perceive an improvement not only in methodology but also in attitude after taking a professional development programs. 30% partially agreed that those aspects more or less improve. 6 people, representing 18% expressed that they improve very much after taking one of those programs. 12% answered that they do not really perceive an improvement and only one person represented by the 3% expressed that he/she did not perceive any improvement at all.

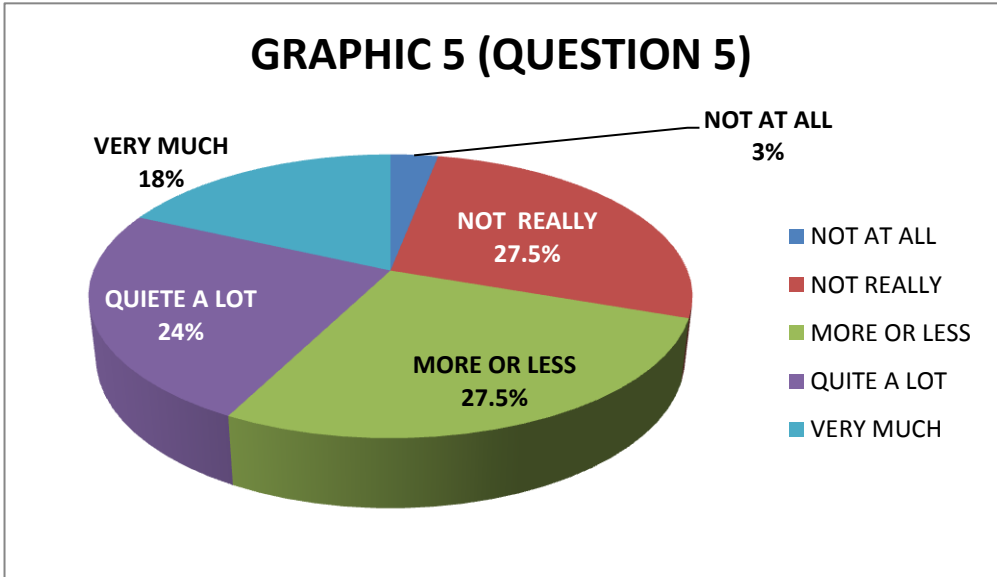


PREGUNTA 5: The University has provided you with the opportunities in order to take any specialization studies.

Chart n°5

N°	QUESTION	ANSWER	RESULT	%
5	The university has provided you with the opportunities in order to take any specialization studies	Not at all	1	3%
		Not really	9	27.5%
		More or less	9	27.5%
		Quite a lot	8	24%
		Very much	6	18%
		TOTAL	33	100%

According to this chart, 27.5% of the people think the university has more or less provided them with the opportunities to take specialization studies. A similar percentage of people think that the university does not really provide them with those opportunities. 24%, representing 8 people agreed that the university provide them quite a lot (opportunities) to take those kinds of studies. 18% of the teachers expressed that there exist very much chances at the UES. And only one person, represented by the 3%, denied this fact.

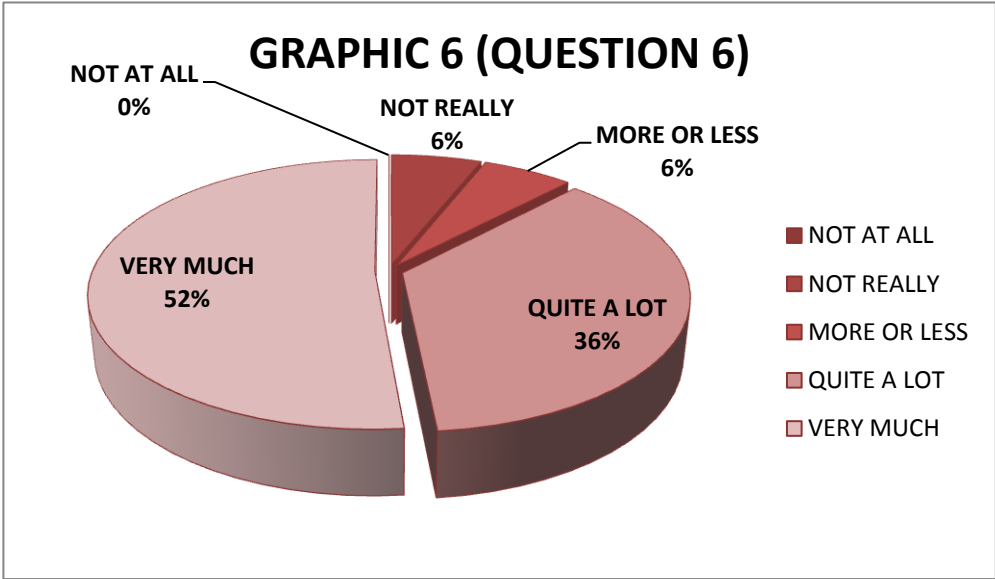


PREGUNTA 6: You consider important to implement a specific Professional Development Program for every major at the School of Arts and Sciences at the University of El Salvador.

Chart n°6

N°	QUESTION	ANSWER	RESULT	%
6	You consider important to implement a specific Professional Development Program for every major at the School of Arts and Sciences at the University of El Salvador	Not at all	0	0%
		Not really	2	6%
		More or less	2	6%
		Quite a lot	12	36%
		Very much	17	52%
		TOTAL	33	100%

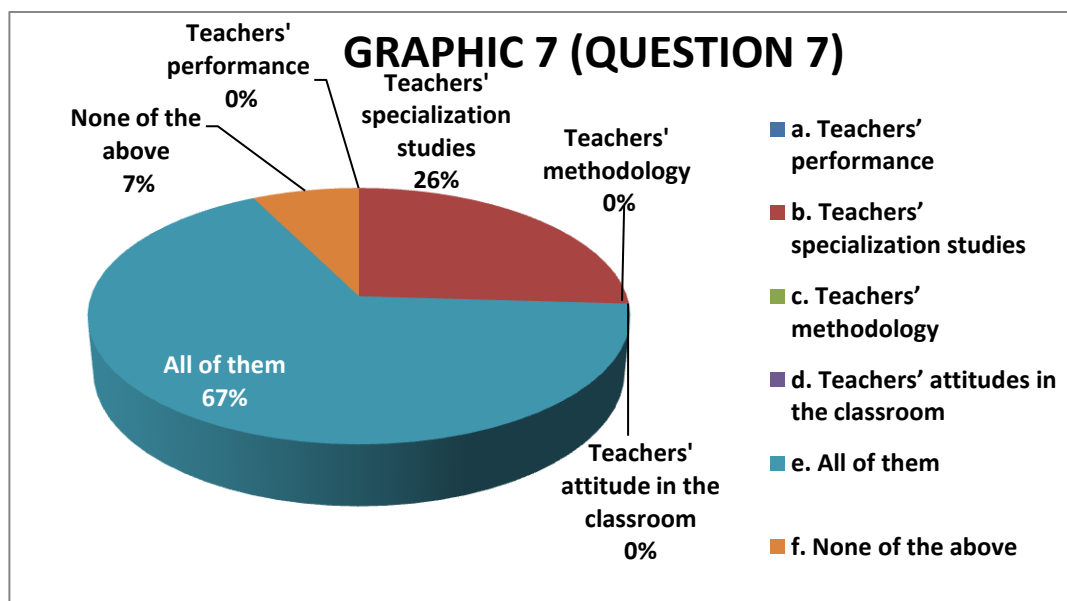
These results are related to question number 6; it shows the opinions about the importance of implementing professional development programs for every major at the School of Arts and Sciences of the University of El Salvador. 52% of the teachers, in this case representing most of them, consider it very much important. 12 people represented by the 36% of them consider important quite a lot to implement a specific professional development for every major. 6% of the people believe that it is more or less important to do it. A similar number of people expressed that it is not really important to do it. It can be established that everybody believes to be important although in a different way.



PREGUNTA 7: What do you understand as Professional Development?

Chart n° 7

N°	QUESTION	ANSWER	RESULT	%
7	What do you understand as Professional Development?	Teachers' performance	0	0%
		Teachers' specialization studies	7	26%
		Teachers' methodology	0	0%
		Teachers' attitudes in the classroom	0	0%
		All of them	18	67%
		None of the above	2	7%
		TOTAL	27	100%

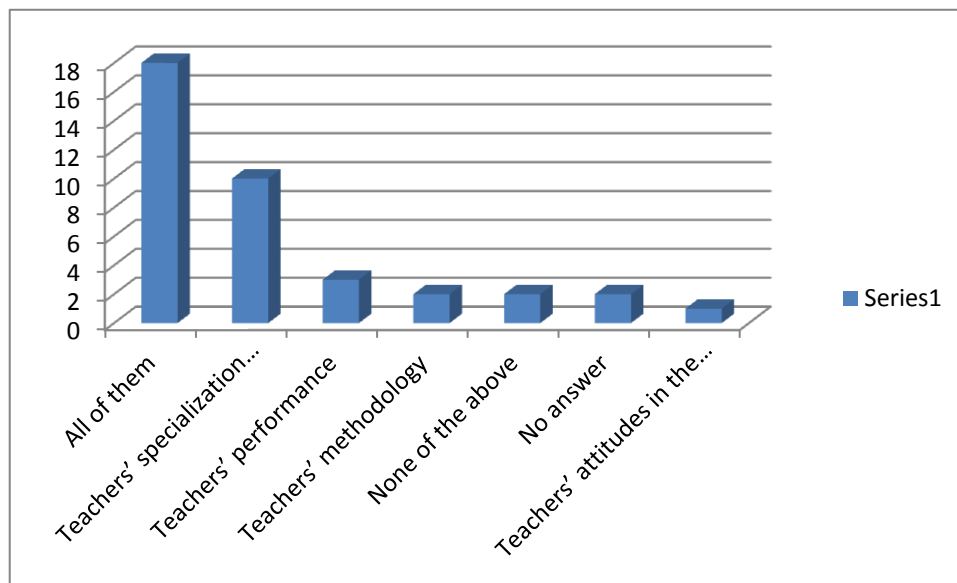


THE RESULTS DISPLAYED BEFORE ARE BASED IN THE ANSWERS IN WICH PEOPLE ANSWER ONLY ONE OF THE OPTIONS.

FREQUENCY CHART (QUESTION 7)

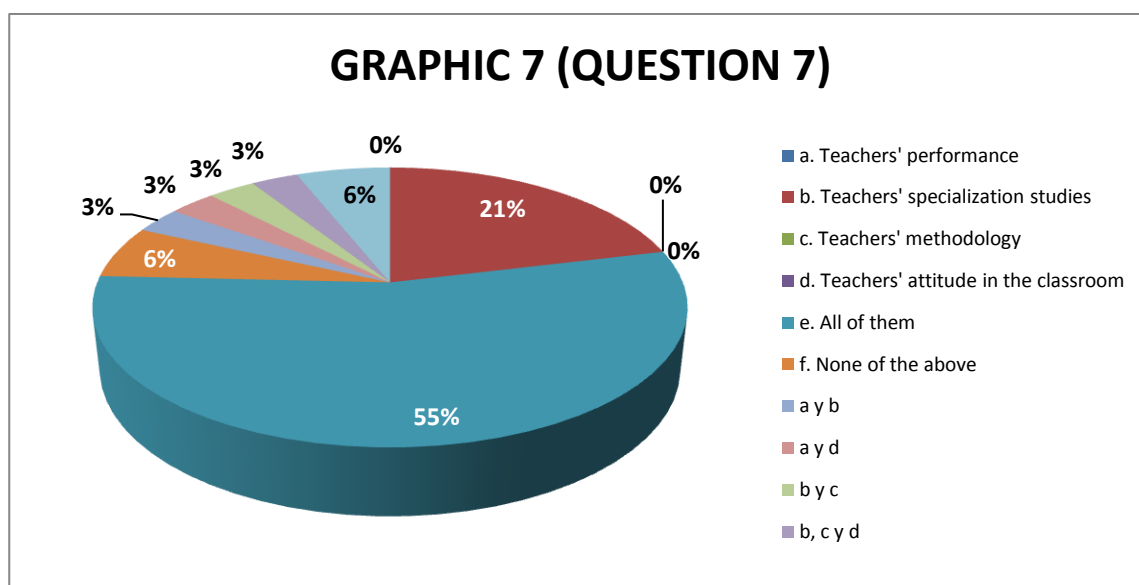
CONCEPT	FREQUENCY
All of them	18
Teachers' specialization studies	10
Teachers' performance	3
Teachers' methodology	2
None of the above	2
No answer	2
Teachers' attitudes in the classroom	1

GRAPHIC 7 (FREQUENCY CHART)



In this frequency chart, it can be observed that 18 people believed that all of the concepts describe perfectly the Professional Development. It exists another common factor, that is the teachers' specialization studies, 10 people coincided that this factor describe very well the Professional Development. Other teachers (3), said that the teachers' performance in the classroom is what better refers to PD. 2 people coincided that none of the options were adequated to describe it. The same number of teachers did not want to answer and only one person said it refers to to the teachers attitude in the classroom.

GENERAL GRAPHIC QUESTION 7

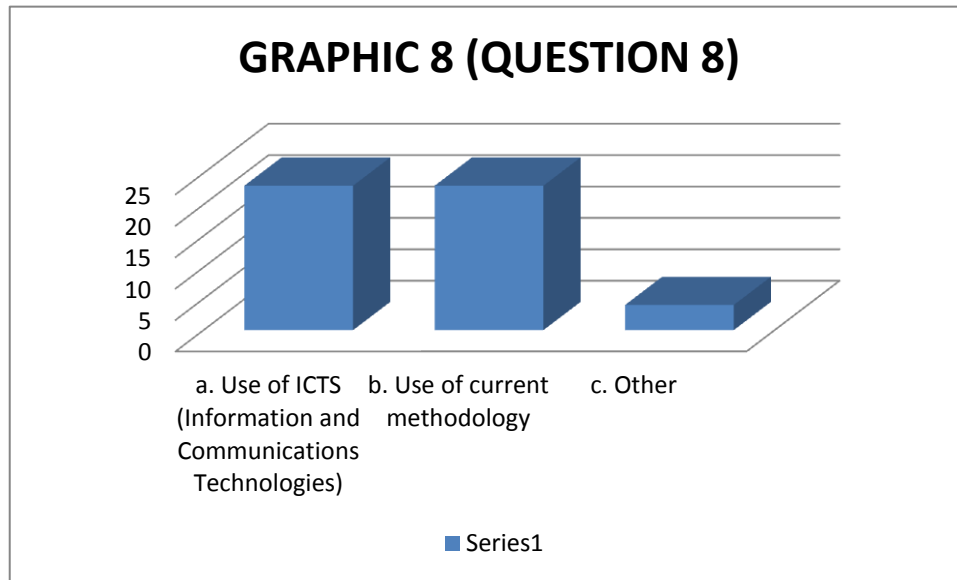


PREGUNTA 8: What innovations do you offer in the classroom in the learning process?

METHOD/ACTIVITY	FREQUENCY
a. Use of ICTS (Information and Communications Technologies)	23
b. Use of current methodology	23
c. Other (both – 1) (none - 1) (integrated methodology - 1) (auto-evaluation - 1)	4

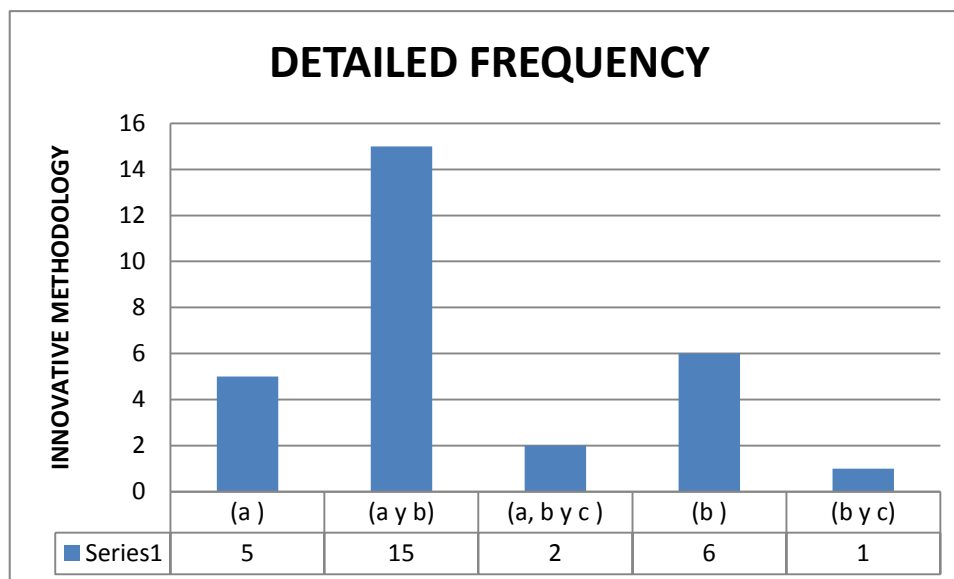
This frequency chart depicts the most repeated items in question number 8, according to this information, it can be said that the most used method or activity inside the classroom is the use of ICTS, because 23 people chose it as one of the activities they use. The second representative method is the use of current methodology with 23 people too.

The third common item is a sequence of different methodologies as auto-evaluation and integrated methodology, although one person answered he/she use both (a and b) and anybody else answered he/she does not use any of this activities.



DETAILED FREQUENCY (it shows how many times the items were selected by the sample)

(a)	5
(a y b)	15
(a, b y c)	2
(b)	6
(b y c)	1

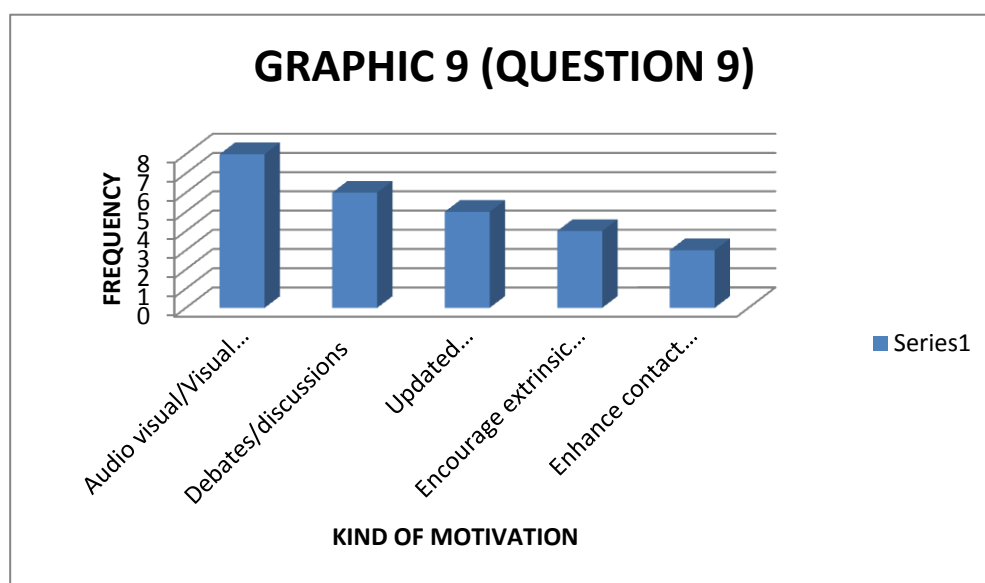


PREGUNTA 9: What other kind of motivation is brought to the classroom (OPEN QUESTION)

KIND OF MOTIVATION	FREQUENCY
Audio visual/Visual aids (movies, ppp, videos, charts, etc)	8
Debates/discussions	6
Updated information/ topics	5
Encourage extrinsic / intrinsic motivation	4
Enhance contact with cultural centers/activities	3
Dramatizations/role plays	2
Songs and lyrics	2
Group work	2
Research	2
Good planning and teaching	2
Use of technology	2
Games	2
Self directed learning/ autonomy	2
Innovating activities	1
Varied methodology	1
Significant learning	1
Gifts	1
Relia	1
Enhance contact with native language speakers	1
Enhance students' self-esteem	1
Student as a social actor	1
Readings	1
Seriousness in teaching	1
Being sympathetic when needed	1
Special gestures	1
Field trips	1
Job opportunities and scholarship information	1
Work on hand	1

In this information it is showed the frequency in which some specific motivations are use by the sample. According to this, the 5 more representative items are taken as a reference for this section. The first item is the use of audiovisual/ visual aids shows a preference of 8 teachers compared with the others. The number 2 in the list is the use of activities as discussions and debates being chosen by 6 people. Using updated information is the third in the list of preferences with 5 people chosing it. Encouraging extrinsic/intrinsic motivation is number 4 chosen by 4 people. And the fifth item in the list is to enhance contact with cultural centers/activities.

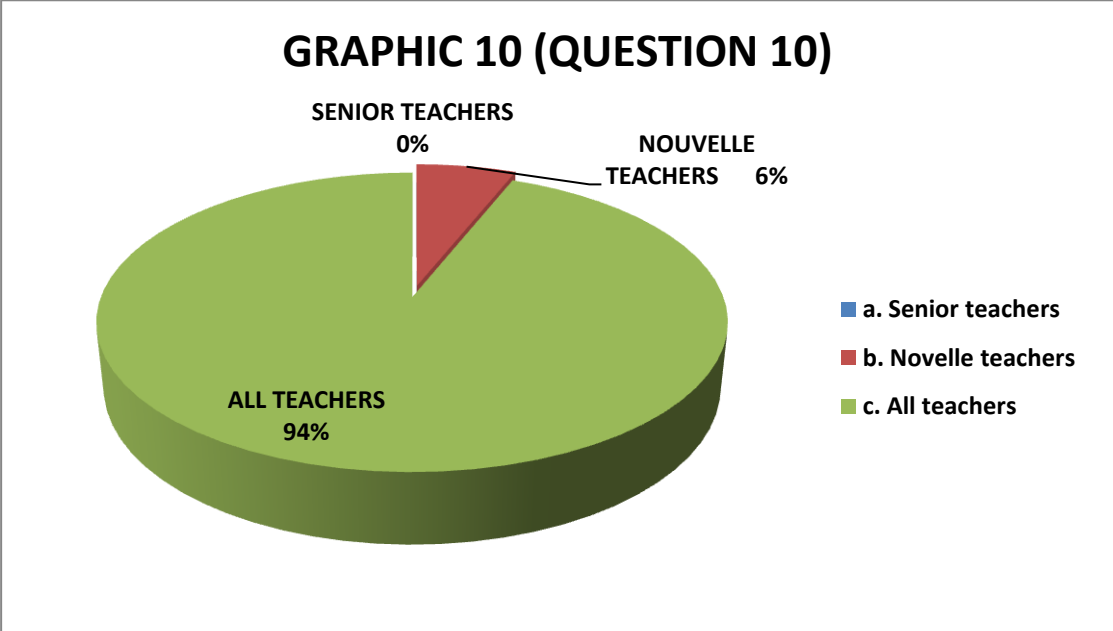
GRAPHIC 9 (FREQUENCY CHART)



PREGUNTA 10: According to your experience, which teachers must be beneficiated with professional development programs?

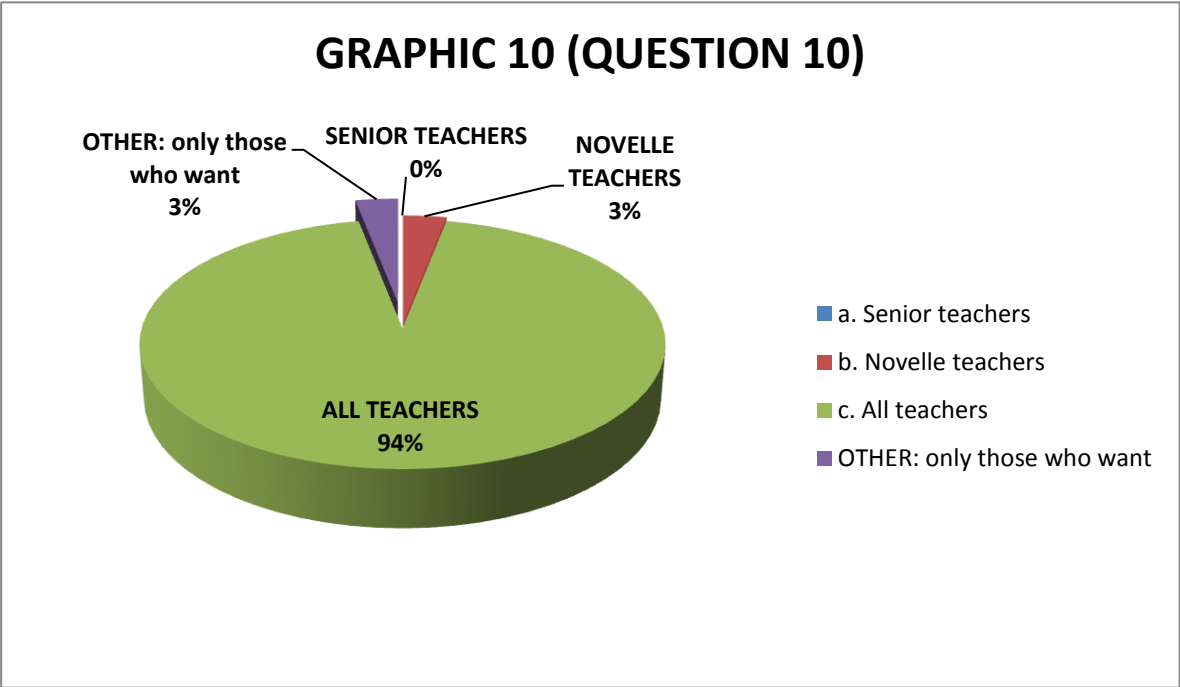
Chart n° 10

N°	QUESTION	ANSWER	RESULT	%
10	According to your experience, which teachers must be beneficiated with professional development programs	Senior teachers	0	0%
		Nouvelle teachers	2	6%
		All teachers	31	94%
		TOTAL	33	100%



According to the teachers at the Foreign Language Department, most of them agree that all teachers need to receive continuing education this data represent the 94% of the hole sample. This graphic also depicts a short number of people (6%), who think that nouvelle teachers need to be the mos benefited with this kind of programs. Besides it can be notice that 0% of the sample mentioned that senior teachers must be the only benefited with those programs.

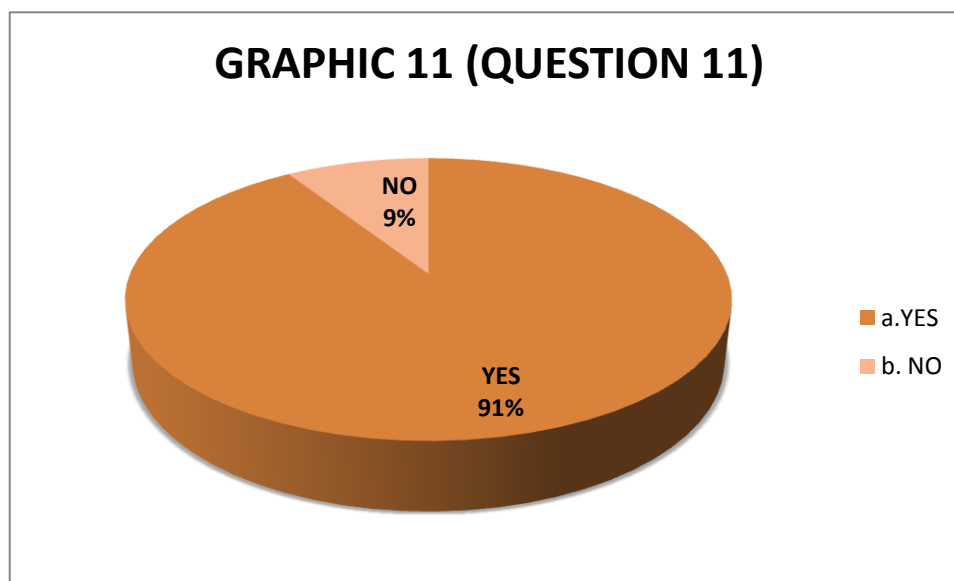
In the next graphic it is shown what exactly teachers expressed according to PDP for teachers.



PREGUNTA 11: Do you possess any specialization degree related to your professional area?

Chart n° 11

N°	QUESTION	ANSWER	RESULT	%
11	Do you possess any specialization degree related to your professional area?	YES	30	91%
		NO	3	9%
		TOTAL	33	100%

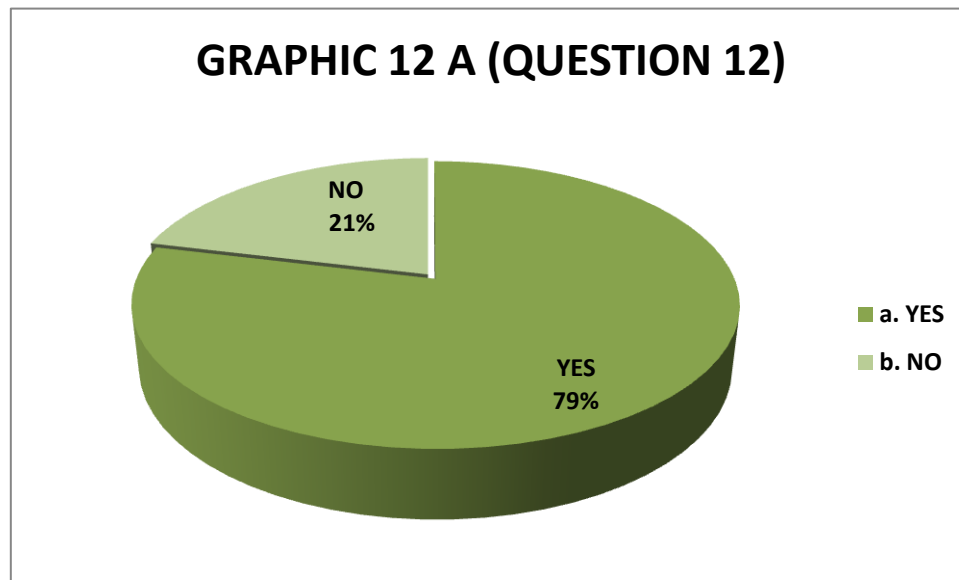


Most of the teachers from the FLD possess specialization studies related to their professional area. It can be noticed in the previous graphic in which 91% of the sample representing 31 people, answer YES to the question.

PREGUNTA 12: Do you posses / have any specialization study related to education (the teaching field)?

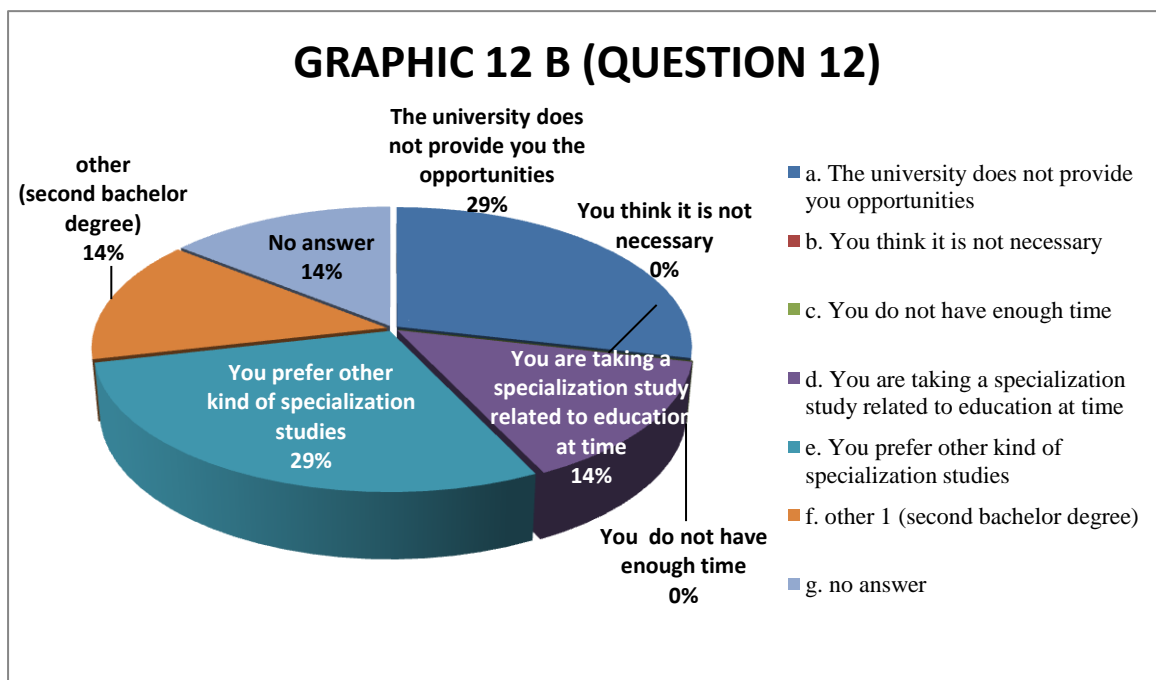
Chart n° 12

N°	QUESTION	ANSWER	RESULT	%
12	Do you posses / have any specialization study related to education (the teaching field)?	YES	26	79%
		NO	7	21%
		TOTAL	33	100%



This graphic shows that 79% of the teachers form tha FLD posses specialization studies related to education or teaching. And only a short number of them do not posses specialization studies in this field.

(the graphic 12B shows the reasons why the 21% of the teachers do not posses specialization studies related to the educational field)

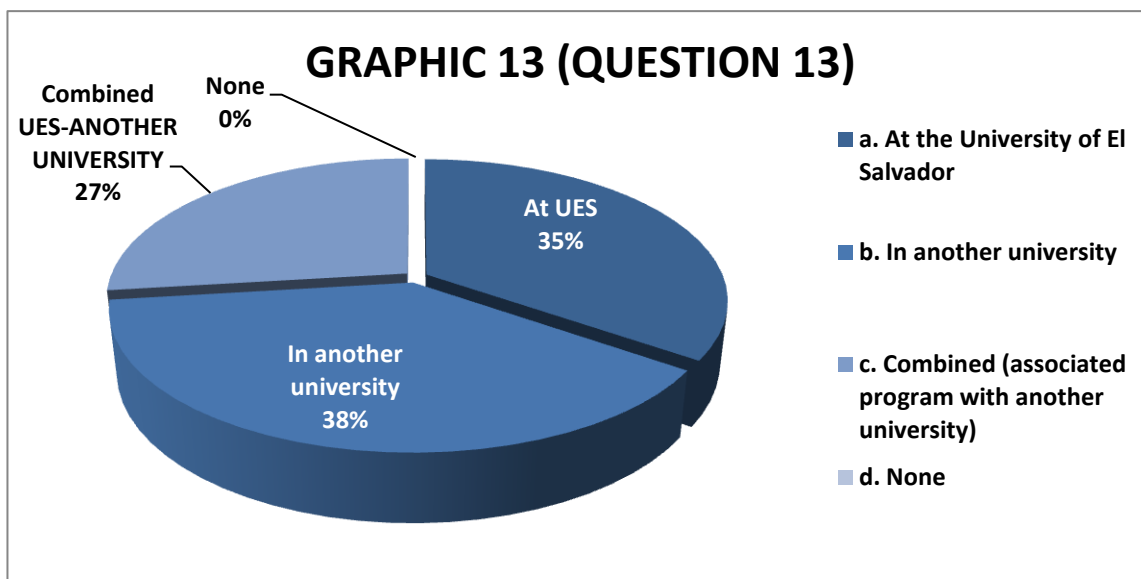


According to this graphic it can be noticed that some of the people agreed that the university doesn't provides the opportunities this data represent the 29% of the sample. Another of the reasons why they do not possess a specialization in the educational area is that the teachers prefer other kind of specialization studies; it can be seen in the other 29% of the sample. Only one person, representing the 14%, mentioned that he/she is already taking a specialization study related to education. Another 14% is representing the one who answered he/she is taking a second bachelor degree. And the last 14% represents the one who did not want to answer this question.

PREGUNTA 13: Where did you take those studies?

Chart n° 13

N°	QUESTION	ANSWER	RESULT	%
13	Where did you take those studies?	At the University of El Salvador	9	35%
		In another university	10	38%
		Combined (associated program with another university)	7	27%
		None	0	0%
		TOTAL	33	100%

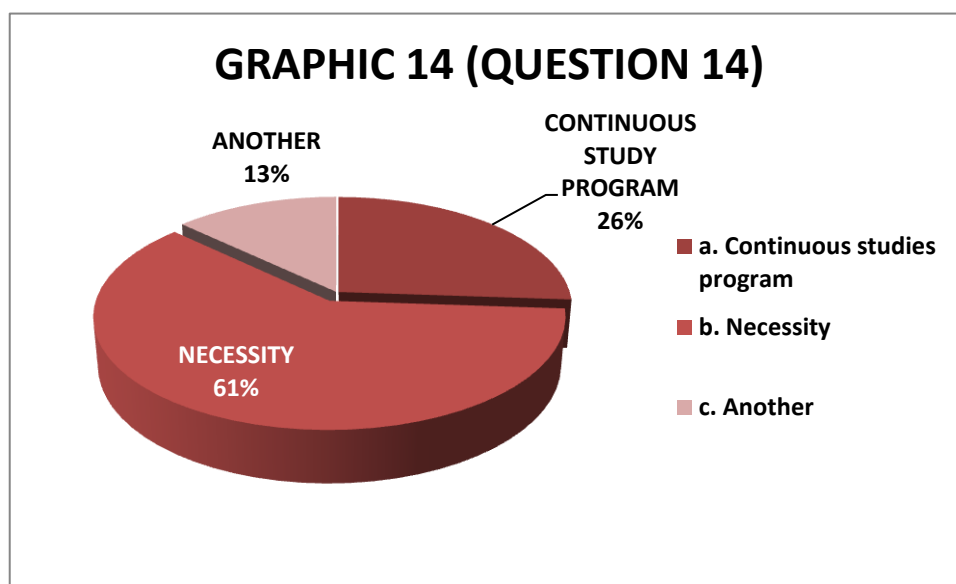


According to this information most of the teachers (38%), representing 10 people, took their especialization studies in another university, and a closer number (35%) took their studies at UES that means that only 9 people received their studies inside the university . 27% of the sample (7 people) expressed they have taken those studies in combined programs with other universities.

PREGUNTA 14: If you studied at the University of El Salvador, were those studies compulsory part of a continuous studies program or you decided to take them as a necessity?

Chart n° 14

N°	QUESTION	ANSWER	RESULT	%
14	If you studied at the University of El Salvador, were those studies compulsory part of a continuous studies program or you decided to take them as a necessity?	Continous studies program	6	26%
		Necessity	14	61%
		Another	3	13%
		TOTAL	23	100%

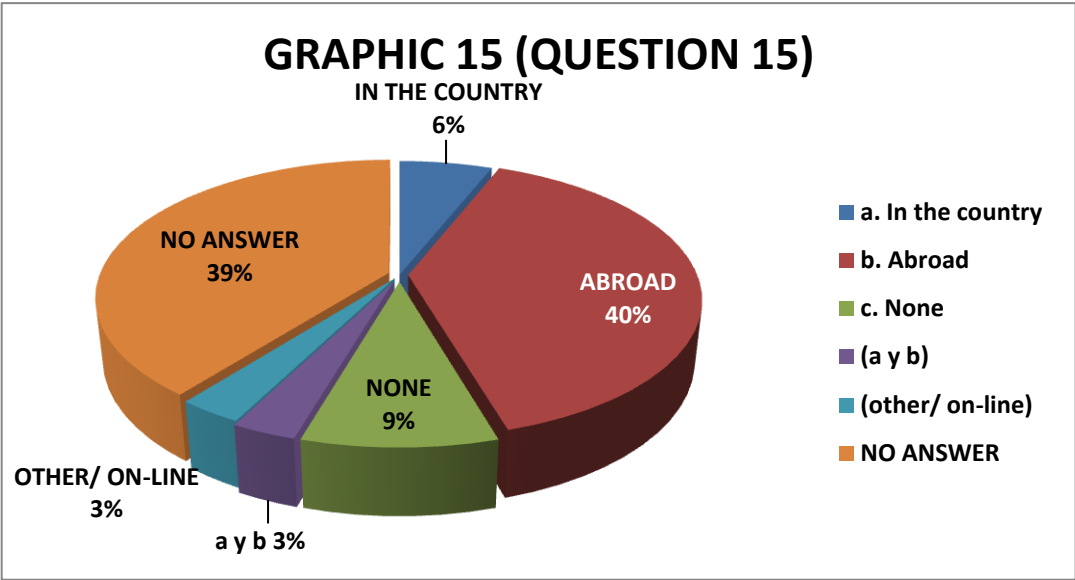


This graphic displayed that 61%, representing 14 people, expressed that they took those studies due to their necessity to improve. 26% of the sample said that it is due to the implementation of continuous education/studies programs and only 3 people answered that was due to another reason.

PREGUNTA 15: If you studied in another university, where did you take these/those study/studies?

Chart n° 15

N°	QUESTION	ANSWER	RESULT	%
15	If you studied in another university, where did you take these/those study/studies?	In the country	2	6%
		Abroad	13	40%
		None	3	9%
		(a and b)	1	3%
		Other (on-line)	1	3%
		No answer	13	39%
		TOTAL	33	100%



This information shows that most of the teachers received their education related to specialization studies abroad and only a 6% of them, representing 6 people said that it was in the country. But, it exist a number of them who answered none, that means they do not possess specialization studies. Also, it can be seen that some of them have received those studies in the country as well as abroad. Besides it can be observed that 13 people represented by 13 people did not answer this question

B. DISPLAYED RESULTS

13 people say that they know about professional development studies at UES only 9 have taken specialization studies related to education at UES.

12 people think university provides more or less opportunities for any specialization study.

From 30 people who possess specialization studies, only 26 possess a specialization in the teaching field.

18 people express they believe that Professional Development Programs (PDP) relate to all the items.

There is a contradiction in the results because some people expressed they though the university does not provide the opportunities to reinforce their learning when taking specialization studies (12) or when taking specialization studies (9)

From 30 people who took specialization studies only 14 expressed those where due to their necessity to improve.

Although the university establishes in their regulation that Professional Development Programs are mandatory for every teacher they do not offer enough opportunities to take them. Besides, half of the people who expressed they posses specialization studies mentioned they were due to their necessity, and only 6 said they were mandatory.

Half of people (13), who have taken specialization studies in the teaching field, studied abroad.

Schedules are not an excuse for taking Professional Development Programs (on-line)

What is the current state of the professional development of the teachers at the School of Arts at the University of El Salvador?

According to this research, in the School of Arts and Sciences, there exist some postgraduate studies teachers have access to, but there is only a very short number of options to chose. Besides in those studies; only for two of those masters, the teachers from the Foreign Language Department can have access according to their professional area.

Postgraduate School of Arts and Sciences

Master in Human Rights and Peace Education

Master of Teaching and Teacher Training

Master in Cultural Studies Central American Literature Option

Master in Methods and Techniques of Social Research

Master in Translation English-Spanish, Spanish-English

What is the number of teachers that have continued their education? Who are they?

After having administered the questionnaires to the teachers from the FLD, it was possible to determine that all the teachers possess specialization studies, but some of them possess studies that are not related to the professional area in which they perform at this time.

What department or school has less or more teachers with Continuous Education at the University of El Salvador?

Unfortunately, the access to this information was not possible, but in the Foreign Language Department all of the teachers possess specialization studies, most of them Master degree and some others PhD degree, also, there are a few of them that are taking a specialization study at the present.

C. OVERALL ANALYSIS

According to the data gathered through the research project “What is the current state of the Professional Development at the School of Arts and Sciences at the University of El Salvador, it has been obtained the following information:

Most interviewed people expressed they know about the existence of professional development but there is not enough opportunities for them to take those kind of studies here at the University.

Although many people said they have taken professional development studies at the University of El Salvador, most of them agreed they have studied in another university or abroad.

Most of the teachers interviewed expressed the importance of reinforce education in the specialization studies field, besides they agreed that there is not enough specialization or continuing education programs to them.

From interviewed people point of view, it is necessary to implement an ordered specialization studies project that allows them to take those studies in different schedules according to each necessity. Moreover, it is important to add more specialization studies options to offer in all the areas.

After analyzing the data is concluded that the teachers’ necessities are not taken into account because there were some of them that expressed dissatisfaction as they mention that authorities do not pay attention to this situation.

On the other hand, authorities were reluctant to collaborate, the access to certain information were impossible due to the lack of interest that the authorities showed.

The minimum information about Professional Development Programs at the University of El Salvador was obtained was trough out the use of internet.

Continuing professional development accentuates a person’s education, development and effective professional performance.

In the US, professional organizations are also making continuing education mandatory, either as a requirement of membership renewal or licensing retention. Government organizations, professional bodies, employment organizations, individual employees and professional development providers are increasingly stressing continuing professional development programs.

A Continuing Professional Development program requires systematic, ongoing, and self-directed learning that would ensure continued competence and an indisputable professional responsibility.

These programs offer courses that can provide the flexibility of a part-time study together with world-class postgraduate education and professional development. A professional can develop his

skills through a variety of workshops, seminars, short courses, certificates, diplomas and master's degrees as well as online courses across a wide range of disciplines. You can also study for short non-accredited specialist courses, which gives a person opportunity to be abreast with the latest changes in his profession.

Continuing Professional Development is important for the development of one's career and can be used by organizations and individuals to investigate how learning can be best applied to support organizational objectives and sustain a competitive advantage.

D. MAIN FINDINGS

1. The projects that the University of El Salvador offer in order to improve education is deficient.
2. The University of El Salvador possesses a project of continuing education in which they offer the following specialization studies, those are the only can be applied or directed to professionals from the foreign language department:
 - ✓ MASTER IN TEACHING AND TEACHER TRAINING
 - ✓ MASTER IN TRANSLATION

ABROAD:

 - ✓ MASTER AND PHD IN LINGUISTICS: (this is a sponsorship from the Fulbright Foundation and through the Office of Public Affairs U.S. Embassy)
 - ✓ DIPLOMA IN METHODOLOGY FOR TEACHING ENGLISH LANGUAGE AS A MASTERS IN ENGLISH LANGUAGE TEACHING, the latter in partnership with universities Alcala de Henares, Spain, University of Valencia, Spain; UNAN León, Nicaragua, and The Technological Institute of Costa Rica.
3. Although this Project exists at the University of El Salvador, those carriers are not enough for the exigencies or necessities the professional or teachers for the Foreign Language Department have. Besides, some teachers expressed the schedules are not appropriate to satisfy their necessities, so they can not have access to because there are not opportunities to them.
4. The most specialization studies the teachers have access to, is to the programs that universities in other countries offer. That means throughout agreements of the University of El Salvador with other universities in other countries.

5. After having carried out this research Project it can be concluded that:

According to the authorities of the Foreign Language Department:

Traditionally considered the language teacher as a technician and not an academic in its full dimension, this perception of the university community has changed significantly in recent years due to the expertise of our faculty in national and foreign universities in areas such as: methodology for teaching foreign languages, literature, school administration, applied linguistics, education, curriculum design, social and educational research, translation, teaching and teacher education, educational innovation, educational leadership, human rights ... Evidence of teamwork efforts and the quality of our graduates reflected in the high degree of acceptance in the labor market, the fledgling foray into educational research, efforts to bring two highly qualified visiting professors (doctors) in 2008 with sponsorship from the Fulbright Foundation and through the Office of Public Affairs U.S. Embassy.

After reading this, and by knowing the real situation and procedures of continuing education at the Foreign Languages Department it can be concluded the following:

Master in translation: this is a sponsorship from the Fulbright Foundation and through the Office of Public Affairs U.S. Embassy.

Objective: *(only the second objective was taken because it is what better reflects what is looking for)*

2. To train professionals in practical and theoretical translation for serving as translator of documents written in English or Spanish.

(Based on the methodology of languages, this should be submitted to masters review as professionals in translation must be integral not only performance in written area but also in oral form)

E. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

1. According to the research project about professional development at the UES, carried out in the FLD it could be proved that the hypotheses that express that: The more Professional Development Programs teachers have access to; the more proficient is their performance. It is true, according to questionnaire answered by the teachers. They expressed that they have notice improvement in their performance and methodology after taking PDP.
2. According to the attitude and lack of interest to help in providing information to conduct this research from the authorities of the University of El Salvador, it can be concluded that it is possible that the project is not proficient enough, or that they do not have enough knowledge about what is was asking for.
3. These kinds of studies, according to the university's regulations are not only a right but also an obligation for the teachers.
4. The projects of Professional Development or continuing education of the University of El Salvador are not enough.
5. It may appear that University's authorities are not interested in improving education by updating these projects for professional development
6. The staff from the Foreign Language Department knows about the existence of Professional Development projects, but they agreed that opportunities are not offer to them in the way that Schedules and the programs are not adequate for them, they said they are not flexible enough, also there is not an extent variety of specialization studies, so they need to look for specialization studies they want or they need in other universities.
7. All the teachers at the University of El Salvador must be benefited with these programs and to kept up-date with new methodology as well as every kind of specialization studies according to each area.

RECOMMENDATIONS

1. It is recommended to the authorities of the university to review the Professional Development Projects they offer to improve education since they are not up-dated.
2. It is necessary for the staff of the University of El Salvador to inquire authorities about the creation of more and better opportunities for them to take specialization studies, diplomas, lectures etc. In order to satisfy students' demands.
3. The University's authorities should implement more projects to reinforce teachers' qualification as well as the formation of future professionals. Scholarships for students must be directed not only for those who have an excellent performance but also for those who are deficient and need to improve.
4. The authorities of each department should design a project of specialization studies, since they know very well the necessities of each area, then they should ask University authorities to approve and to implement them.
5. It is recommended that University's authorities cooperate with research projects, since those projects are important to find out the state of education at the University of El Salvador. It seems that sometimes they show little interest in the matter.
6. It is recommended to the authorities of the University of El Salvador to look for more agreements of academic cooperation with foreign universities in order to offer more options for teachers to study.
7. Teachers should develop the responsibility of sharing what they learned in those studies and to offer a high quality education to students.

X. ANNEXES

DERECHOS DEL PERSONAL DOCENTE

Derecho a recibir constantemente bajo programaciones cursos de formación, capacitación y actualización en áreas relacionadas con la función que desempeña. (Art. 8. (2) RGSEPUES)

Derecho a permisos con goce de sueldo por dos horas diarias dentro de la jornada laboral para realizar cualquier nivel de estudios dentro o fuera de la universidad, cuando no hubiere interferencia entre ambas actividades y siempre que estuviere nombrado o contratado a tiempo integral o tiempo completo. (Art. 8 (10) RGSEPUES)

Derecho a asociarse libremente en organizaciones principales o profesionales legalmente constituidas **para su crecimiento profesional y la defensa de sus intereses laborales**, económicos o sociales. (Art. 8 (12) RGSEPUES)

Según el Art. 19 RGSEPUES, los docentes tienen derecho a gozar de:

- ✓ (c) Becas de conformidad al reglamento respectivo y abandonar a su tiempo de servicio lo que duren sus estudios como becario, cuando gozare de beca legalmente autorizada por la Universidad.
- ✓ (f) Extensión de pagos de matrícula y cuotas de escolaridad, cuando realice estudios de pre-grado y post-grado dentro de la Universidad.
- ✓ (i) Permuta o traslado voluntario con la finalidad de seguir estudios, mejorar sus condiciones de trabajo o razones de convivencia familiar, en armonía con las necesidades de la institución.

Derecho a recibir información oportuna respecto a becas, premios o distinciones honoríficas, nacionales o internacionales y además a estímulos a que se hagan acreedores, así como de recibir el apoyo correspondiente para desarrollar proyectos culturales, académicos, científicos y sindicales en forma individual o colectiva. (Art. 8 (20) RGSEPUES)

DEBERES DEL PERSONAL ACADEMICO

Deber de ampliar su cultura y perfeccionar su formación académica, técnica y científica a través de la participación en programas de becas, desarrollo e intercambio académico y en el sistema de post-grado de la Universidad. (Art. 9 literal "a" (4) RGSEPUES)

Deber de recibir los cursos, seminarios y participar en toda actividad de capacitación en los que se incluya (Art. 9 literal "a" (5) RGSEPUES)

POST-DEGREE STUDIES (SCHOOL OF ARTS AND SCIENCES)

- ✓ Master in Human Rights and Peace Education
- ✓ Master of Teaching and Teacher Training
- ✓ Master in Cultural Studies Central American Literature Option
- ✓ Master in Methods and Techniques of Social Research
- ✓ Master in Translation English-Spanish, Spanish-English