

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



**The Relevance of Having Internship Programs for Fifth-Year Students from  
the Bachelor of Arts in Modern Languages at the Foreign Language  
Department of the University of El Salvador during the Year 2015.**

FINAL RESEARCH REPORT IN ORDER TO OBTAIN THE BACHELOR OF ARTS IN  
MODERN LANGUAGES WITH SPECIALIZATION IN FRENCH AND ENGLISH.

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## INTRODUCTION

In El Salvador, the learning of English and French as foreign languages have increased more and more in the last years. English is the official language in a large number of countries and French can help tremendously with a career prospect, college education and personal experience; that is why these languages have become very important for many students. When the students analyze those benefits and even more they decide to learn either English, French or even both, they work hard and they gain the knowledge that institutions provide to learn and apply those languages; however, at the moment of the facing a real job environment, students who have graduated from the B.A.in Modern Languages face many obstacles; one of them is that the students feel very unprepared to face or to employ their knowledge in a work space.

This project has been focused on how relevant it could be to have an Internship program for fifth-year students from the Bachelor of Arts in Modern Languages at the Foreign Languages Department of the University of El Salvador. Furthermore, it explores how beneficial it could be for the students of this major, since even though the learning process is very good in the University of El Salvador, they need to have some practices to improve the communication skill before graduating in order to face the environment of a real job with confidence.

The research is intended to present the benefits that an Internship project could provide and also the acceptance of students if that would happen for the fifth-year students from the Major of Modern Languages of the University of El Salvador.



This research presents the following chapters:

Chapter 1 is the statement of the problem, it includes the research topic, the general and specific objectives, one assumption, the research question, the operational definition of variables, the justification and the delimitation of the problem.

Chapter 2 is about the methodology and provides details about the type of study, method and design of this research.

Chapter 3 is the theoretical framework which includes many important aspects about internship projects in general, such as the definition, benefits of internship programs, types of internship programs, the legal aspect of internship and application to El Salvador legislation. As well this chapter includes different learning theories and approaches that imply interaction, learning by doing and practices from students to get better results in the learning process.

Chapter 4 provides the information about the population, the sample, the data gathering technique and instrument.

In chapter 5 is presented the summary of the answers from the students that helped with the instrument and it is presented as well the analysis and interpretation of the findings. On this chapter the researchers accept or refuse the assumption proposed.

Chapter 6 is about the conclusions and recommendations that the researchers propose after finishing with the analysis.

## **JUSTIFICATION**

In the major of Modern Languages, specialization in French and English of the University of El Salvador, it is very important to increase the quality of each graduated students in order to get experience. Every subject emphasizes all the macro skills to be developed for students to achieve the excellence; however, from personal experience and also from students' comments, many students cannot get all the expertise to make the transition from studies to real jobs: the students feel much unprepared to face or to apply their knowledge in a work space. The necessity to find out this zone in which students do not feel fear to accept the challenge of a new job is the main goal in this research, since an internship program for students from the Modern Languages major could be an excellent chance to avoid the feelings of fear while switching from the studies to a job environment.

Internship programs dedicated to students from the Modern Languages major of the University of El Salvador can be an excellent tool for fifth year students because there are many beneficial points that can be accomplished. For the University of El Salvador: it will open doors to new alliances favorable for students because according to the "Joven 360" (see annex 2) experience, an organization which is dedicated mostly to internship programs, they have already special benefits with different institutions such as universities, organizations and enterprises; given that working together with other entities to improve the students experience and quality, will improve their graduated status.

Having an internship program would provide extra help for enterprises, companies and organizations interested in those internships; given that they will get prepared students with all the basis to be successful in the required job, investing only a part of the salary that is used in the real position and with more possibilities to find people with the characteristics they are looking for, with a complete guarantee of satisfaction that the person in the internship will fit in the requirements after having been helping in the job.

And what is most important for students, they will be able to get experience in a real job environment such as having the possibility to get in touch with native speakers if the position requires; as well practicing the language with real people and not only with recordings or classmates, as well as learning new vocabulary. They will become more confident because they will be able to use the language in their jobs and share their experiences in classes since they already have contact with the language daily. As a reward students will be motivated since internships, in many cases, have remuneration for the service of students.

In the area of sources and information, this research has available the support of the organization “Joven 360” since it has given the opportunity of providing material and general information about the benefits and importance together with the affiliates to this organization. There is availability of internet access that will provide accessibility to gather information about the historical overview and other aspects.

Without a doubt the project is suitable; and with effort from the researchers it will demonstrate the importance of having an internship project for students of the major of Modern Languages of the University of El Salvador, and it could be the seed or motivation for something better in the future.

# **1) STATEMENT OF THE PROBLEM**

## **1.1) RESEARCH TOPIC**

The relevance of having internship programs for fifth-year students from the Bachelor of Arts in Modern Languages at the Foreign Language Department of the University of El Salvador during the year 2015

## **1.2) OBJECTIVES**

### **1.2.1) General Objective**

To demonstrate the importance of having an internship for the 5th year students from Bachelor of Arts in Modern Languages at the Foreign Language Department of the University of El Salvador during the year 2015.

### **1.2.2) Specific Objectives**

To verify how internships improve students' macro skills such as: listening, reading, speaking and writing; due to the experience gathered for the 5th year of Bachelor of Arts in Modern Languages at the Foreign Language Department of the University of El Salvador during the year 2015.

To explore whether it is important to acquire experience to face the real job environment for the 5th year students of Bachelor of Arts in Modern Languages at the Foreign Language Department of the University of El Salvador during the year 2015.

### **1.3) ASSUMPTION**

The fifth-year students from the Bachelor of Arts in Modern Languages at the Foreign Language Department of the University of El Salvador during the year 2015 consider that it is important to have an internship program.

### **1.4) RESEARCH QUESTION**

What is the relevance of having an internship program for fifth-year students from the Bachelor of Arts in Modern Languages at the Foreign Language Department of the University of El Salvador during the year 2015?

### **1.5) OPERATIONAL DEFINITION OF VARIABLES**

#### **1.5.1 INDEPENDENT VARIABLE**

The independent variable is the variable that the scientist controls and can change in an experiment. There should be only one independent variable in an experiment; otherwise the cause-and-effect of the independent variable cannot be determined.

The students is the independent variable because the researchers can decide and control who is going to take the internship program

#### **1.5.2 DEPENDENT VARIABLE**

A dependent variable is what it measure in the experiment and what is affected during the experiment. The dependent variable responds to the independent variable. It is called dependent because it "depends" on the independent variable. In a scientific experiment, you cannot have a dependent variable without an independent variable

The Internship program is the dependent variable because the researchers can measure if it is really useful for the fifth-year students.

### **1.6) DELIMITATION OF THE PROBLEM:**

This research was projected to benefit students from the fifth year of the Modern Languages major from the Foreign Languages department from the University of El Salvador in San Salvador. The research was applied on students who were coursing the last year of the major since most of them are on the transition of finishing their studies and searching a job to apply their knowledge.

## **METHODOLOGY**

### **2.1) TYPE OF STUDY**

#### **METHOD**

For this research the team decided to use a mixed method. A qualitative method involves areas such as feelings and different aspects of motivation, confidence; among other, from students that are switching from studies to a real job environment and a quantitative method is the systematic empirical investigation of the phenomena we are studying and it is presented via mathematical, statistical and computational techniques.

These methods were combined to make a description or explanation of the reality about the relevance of having internship programs for the fifth – year students from Bachelor in Modern Languages at the Foreign Language Department of the University of El Salvador, year 2015; this results are presented by using graphics for a better understanding of what students think or consider about what is asked in the survey by the researchers.

Without a doubt, the combination or use of both methods helps tremendously to develop this research that was the most accurate possible.

#### **DESIGN**

For the research, the researchers used the exploratory design in order to understand the current environment that the students are facing in the moment of their first job experience.

The research was based on “The relevance of having internship programs for fifth-year students from the Bachelor of Arts in Modern Languages at the Foreign Language Department of the University of El Salvador during the year 2015”; the team considers this method meets perfectly a sufficient portion of all the knowledge obtained by students during their internship period, observations and theoretical circumstances known of the phenomenon; so that, the exploratory model becomes useful. Moreover, it is important to note, since Exploratory research never really ends because new ideas, techniques and information are constantly increasing; there

will be more chances for other to investigate and continue this internships topic, probably in the future this research will be the basis for an own Internship program developed for some other researchers from the modern languages bachelor.

## **2.2) RESEARCH DESIGN**

### **NON EXPERIMENTAL DESIGN**

For the research, the researchers used a non experimental design because variables will not be manipulated.

The research group explained and described the population in their natural habitat by demonstrating that having an internship program will benefit students' population providing additional experience in his professional develop and his subsequent job insertion.

### **Cross-sectional study**

This was a cross-sectional study since this research was based on data collection from students' population that were able to provide reliable information on their own perspective from personal experience about their transition from studies to job environment, if they have had that experience, or the degree of confidence and willingness to face their first job if they have not had any job before.

The researchers recorded the information presented in a population, and they did not manipulate variables to keep this information as accurate as it can.



### **3) THEORETICAL FRAMEWORK**

This topic of internship is something that has not been researched yet in the major of modern languages, it is very possible that many students do not even know what an internship is and some vocabulary is completely new even for the researchers. It is for this necessity of extra information that this framework will start with some definitions and some aspects related to internships taking as reference different sources that have researched before on the matter of internships.

#### **3.1) INTERNSHIPS**

##### **DEFINITION OF INTERNSHIP**

In order to have a better idea of the topic of internships the researchers estimate that Wikipedia in their branch of wiki jobs has valuable information to understand internships better and it is defined as following<sup>(1)</sup> :

“An "internship" (In Spanish “pasantía”) is an opportunity offered by an employer to potential employees, to work at a firm for a fixed, limited period of time.

Another definition for internship is an exchange of services for experience between the student and an organization.

Internships for professional careers are similar in some ways to apprenticeships for trade and vocational jobs, but the lack of standardization and oversight leaves the term open to broad interpretation. Interns may be college or university students, high school students, or post-graduate adults. These positions may be paid or unpaid and are usually temporary”.

##### **THE INTERNSHIP IS A GOOD EXPERIENCE FOR A STUDENT**

In the article mentioned before from Wikipedia can be found the opinion from the author related to the internships, supporting the fact that internships can be beneficial for students, as the researchers consider that the main benefits are the next: “*Internships offer students a period*

(1) <https://www.wikijob.co.uk/wiki/importance-internships>

*of practical experience in the industry relating to their field of study. This experience is valuable to students as a means of allowing them to experience how their studies are applied in the "real world", and as work experience that can be highly attractive to potential employers on a candidate's CV".*

An internship can also determine whether or not students have an interest in a specific area of their studies, in some universities students get what is called "school credits" which in modern languages could be something to be considered; but definitely students will get contacts for future job request or even they can find a permanent employment since they won't need the required training to begin.

"Internships are also very useful to interns themselves as they offer the chance to find out what working for a particular company, or within a certain industry, is really like. Internships also allow interns to make contacts with managers and recruiters, who can later be used to negotiate full-time employment".

## **WHY DO AN INTERNSHIP?**

There are many good things that students from Modern Languages can get from an internship, the main benefits are gaining experience in a particular area of languages, which could be either communications or pedagogic which are the two branches of the major of modern languages, students can create a network of contacts from people that could help students to get a job in the company or organization they got the internship, and it will be a good experience that should be added to the students resume, as a plus they can get the possibility to get the real job for the intern position at the end. "Often a professional internship can bridge the difficult transition between completion of an undergraduate education and the environmental job market", adds the author<sup>(2)</sup>.

Students in internships will be able to apply what they learn in their courses, English or French, in a real world situation, as well students will be able to verify if the area they chose at the beginning of the major will fulfill their expectations and they can look for the right area when

(2) <http://www.es.ucsb.edu/student/internships>

speaking and listening) to realize the tasks of the internships giving them a great opportunity to improve them, reaching their real potential and valuable experience for a professional workplace.

### **WHY COMPANIES OFFER INTERNSHIPS.**

An internship program is administered by the companies that require them, the period of time is determined by that institution; however, the Foreign Languages Department can request a specific time frame to complete the educational requirement<sup>(3)</sup>.

Institutions must sign a Participant Agreement with the people in charge of the internship of the major of Modern Languages, as well they will set the expectations for the internship. The internship to apply must be directly related with the area of Languages and the field of study, so students from Modern Languages are able to put in practice what they have learned.

In the short-term, internships provide employers with cheap or free labor, in the case of students from Modern languages task must be related to French or English languages such as filling reports, giving classes among others.

Long-term, employers will get publicity from the intern and could hire people from those who applied to an internship and they will get instead of intern a full time employ after leaving the UES. As well Ex interns will require little or no training.

### **RECOMMENDATIONS FOR INTERNSHIP PROGRAMS.**

The researchers were provided with a report that the organization United States Agency International Development (USAID) gave to the organization Joven 360 as recommendations and some points that they should take into account for the internship program they are executing. In that document the researchers consider that there are interesting opinions that should could be taken into consideration, first of all, to support this research and second of all to help for any future research on this topic. (see annex 1)

(3) <https://www.opm.gov/policy-data-oversight/hiring-authorities/students-recent-graduates/#url=intern>

## **ANALYSIS FROM THE FINAL REPORT OF INTERNSHIP PROGRAMS MADE BY USAID TO JOVEN 360**

### **The Legal aspect to apply an internship program in El Salvador.**

So far, as a Country we don't have any specific law that regulates internships, as well as University of El Salvador, there is no a guideline or parameters that schools or department should take into consideration in order that internships could be applied in the same conditions or with the same benefits in the whole university. The only official document found in which the internships are mentioned is "La ley de la juventud" (Youth Law), this law promotes policies to promote youth employment; however, it never regulates or demand to apply them.(see annex 3)

For this legal aspect it is necessary that, if the major of modern languages wants to get the maximum benefits for students, companies and organization; it is important to create some rules that should be applied to generate the ideal conditions for learners applying for internships; and for corporations to apply the adequate amount of: monetary reward, time of the intern in the required position, assistance, training and guidance to the task that the student will realize.

With a lack of control, supervision and restrictions or limitations on the internship, there is a risk of exploitation of the intern, task that shouldn't be executed by interns or the whole exercise of the internship won't get main goal of preparing students for a real job environment.

### **MANDATORY PRACTICES IN INTERNSHIP:**

In order to get benefits from internships, the researchers estimate convenient that the mandatory practices given by the USAID organization to Joven 360 could be considered important to follow and to take into account:

To sign a commitment letter: In order that any future project could be successful and respected there must have some written document signed for each part of the beneficiated, in this case any responsible from Modern Languages major and the institution that will allow an internship.(see annex 4)

To monitor or control the schedule of the interns: Students from the university must have a balance in their internship time, since this practice is intended to help in the work experience of the intern not to add tasks that will make students to fail or to generate inconveniences in their major.

Provide all necessary equipment: Students in internship must be provided with all necessary tools to realize their chores in internships.

### **OPTIONAL PRACTICES IN INTERNSHIP:**

There are optional practices that are good to mention to have a healthy internship:

Internship can be paid or unpaid: Some universities has as requirement a payment for intern, for us as Modern Languages major could verify what is better, even if unpaid internships have some disadvantages and there are special conditions to follow. (See annex 5)

To establish standard requirements: Requirements can be according to the institution to provide the internship or modern languages could have the same requirements for each agreement they sign.

Institutions will hire interns: Hiring interns will depend on the performance and the institutions and organizations.

## **TYPES OF INTERNSHIPS PROGRAMS.**

While researching about regulations, conditions among others circumstances of the compensation of an internship position, the researchers noticed that it depends a lot from the requirements and agreements reached by the different parts interested; on our case it would be Modern Languages major and the Institution that requests or support with an internship position; such internship can be paid or unpaid<sup>(4)</sup>.

### **PAID AND UNPAID INTERNSHIPS**

On the website Vocabulary.com we found the definition of “Stipend” a word that is used to name the monetary reward of the internship. It defines stipend as: *“A stipend is a fixed, regular payment, usually meant to pay for something specific. It's kind of like an allowance, but for grownups — a college scholarship might include a stipend each semester for books, for example”*.

#### **Paid Internships**

On paid internships, interns receive stipends on a regular basis. Usually, interns that are paid through stipends are paid on a monthly basis. Sometimes the payment can be provided as Diems, including the necessary for the student to receive at least for transportation and/or feeding.

#### **Unpaid Internships**

In unpaid internship there is no monetary reward for the internship position, giving only the benefit of gaining experience and providing at least the training or necessary materials to the intern, in order. In unpaid internships there are many complaints about the status of being illegal since enterprises could apply “internships” as a trial period for new recruitments before getting hired with no payment. (References from Wikipedia and unpaidinternslawsuit.com) (see annex 5).

(4 ) <https://en.wikipedia.org/wiki/Internship>

In our local medium, the vice dean of the Faculty of Engineering of the University of El Salvador shared in an interview that the status of paid or unpaid internship depends a lot on the agreement they can reach with the institution in which the intern will get the practice. As well, in the university Francisco Gavidia the paid internship is a requirement for each enterprise or organization that requests an intern, they must give the intern at least the equivalent of the minimal wage.

Those aspects are very important to be taken into account at the moment of thinking in an internship program to the Modern Languages major, and in the enterprise or organization that will receive an intern because it should be settled on the negotiations of both parts.

### **3.2) LEARNING THEORIES AND APPROACHES**

#### **Learning theories and approaches that involve interaction, learning by doing and practices from students.**

In order to find evidence of how practices from students or internships could provide benefits or some kind of development to students, the researchers explored different Learning theories and approaches that support the fact that students have the opportunity of improving their knowledge by interacting with people and the environment of the field of studies; in our case it is the field of languages which are English and French.

#### **MULTIPLE INTELLIGENCES LEARNING THEORY.**

The theory of multiple intelligences was projected by Howard Gardner in 1983 in the book *Frames of Mind: The Theory of Multiple Intelligences*.<sup>(5)</sup> This theory proposes that there are nine Intelligences and every individual has one or more of those intelligences which are: Naturalistic, Musical, Logical-Mathematical, Existential, Interpersonal, Linguistic, Bodily-Kinesthetic, intrapersonal and spatial intelligences.

This research won't be applied to each of the intelligences defined by Gardner but specifically to the Interpersonal Intelligence which explains that people who possesses the Interpersonal Intelligence learn better by interacting directly with other people because they communicate

(5) [https://en.wikipedia.org/wiki/Theory\\_of\\_multiple\\_intelligences](https://en.wikipedia.org/wiki/Theory_of_multiple_intelligences)

effectively with people, which is one of the most important things that the Modern Languages major is intended to improve on each student, empathize easily with other people, among other abilities or skills that have to do directly with relationships with different persons.

By developing the interpersonal Intelligence, students from the Foreign Language department of the University of El Salvador could be skilled to employ the learned languages, English and/or French, in different fields such as communications and pedagogic. So, by applying this Learning Theory, it is intended that students from the major of Modern with Interpersonal Intelligence who are able to interrelate with other will learn more easily or will improve their skills when working with a group of people to practice.

In an internship project, students with Interpersonal Intelligence can be highly benefited since the best way for them to learn is the relationship with the people and they will be in direct contact with speakers of the language of learning.

## **CONSTRUCTIVISM LEARNING THEORY**

How students learn: The learning process is a complex topic due to there is not a real explanation for which is the best way for students to get knowledge.

According to the research done by the team, the Constructivism Learning Theory engages teachers and students by encouraging higher order thinking skills, incorporating real-life situations, creating authentic learning activities. The theory of constructivism is generally attributed to Jean Piaget a psychologist and philosopher known for his epistemological studies with children <sup>(6)</sup>.

Also constructivist learning must be an interaction between prior knowledge ideas and personal experiences and the new information where the teacher is just a mentor for the student. It is important to mention that constructivism is often associated with pedagogies approaches that promote active learning or learning by doing.

To consider learning by doing from a psychological point of view, we must think more about learning in real life, which is, of course, the natural venue of learning by doing. There is, after all, something

(6)Schank, Roger C. (1995) What We Learn When We Learn by Doing. (Technical Report No. 60). Northwestern University, Institute for Learning Sciences.



inherently artificial about school. Natural learning means learning on an "as needed" basis. In such a learning situation, motivation is never a problem, we learn because something has caused us to want to know.

## **PROJECT BASED LEARNING APPROACH**

**Project Based Learning** is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge.

This model helps make learning relevant to students by establishing connections to life outside the classroom and by addressing real world issues.

PBL can help students at the foreign Language Department to face the real work, most of the Modern Language students know what the steps to follow to develop a class are because they have evaluated about it, however they have never perform a class in the real world.

Why it is important the Project Based Learning theory:

It is important because students are active so this project not only engages their hearts and minds, but also it provides a real world relevance for learning.

Besides, after completing a project, students remember what they have learned and retain information longer, it is often the case with traditional instruction. Because of this, students who gain content knowledge with PBL are better able to apply what they know and can face new situations than the students who has never being in an internship.

Applying PBL to the modern Language Department students will have more chances to apply to a different job either for the students that chose communication option or teaching option.

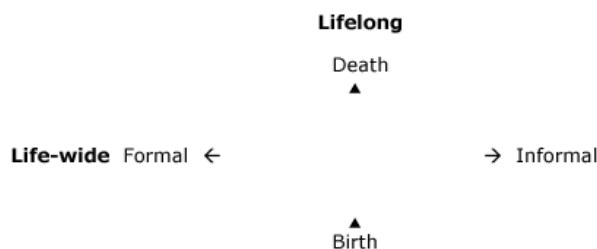
## LIFELONG LEARNING APPROACH

Lifelong Learning is defined as learning that is pursued throughout life: learning that is flexible, diverse and available at different times and in different places.

The author Basil Yeaxlee proposes four pillars to have a better idea about this learning: Learning to know, Learning to do, and Learning to live together and with others and Learning to be.

Based on this research Lifelong Learning is seen as a holistic view of education and recognizes learning from different environments. This showed that an Internship Program would be a necessary practice in the department since the Lifelong Learning equips people for the types of work needed now and in the future, including innovation and adaptation of learning to future work environments, besides when they interact with others they are able to resolve conflicts, discover other people and their cultures foster community capability, they will have individual competence and capacity to do by themselves whatever they have learned, furthermore they will have economic resilience, and social inclusion. This learning contribute also to a person's complete development: mind and body, intelligence, sensitivity, aesthetic appreciation and spirituality.<sup>(7)</sup>

Below there is a figure that show two dimension in which is easier to understand this learning



The Life-wide learning recognized the formal, non-formal and informal settings, it embraces an extensive range of learning settings and contexts, they learned in formal way like when they learn in Institutions, universities, High School, Primary School and Pre-school, but also they learn in informal way for example being with the family, visiting clubs Museums Libraries etc.

The Lifelong recognize that individuals learn throughout a lifetime, it simply comprises what an individual learns throughout life. It is widely accepted that as knowledge and skills become obsolete, individuals continuously update their competencies in a process of continuous learning since they are born until they die.

Lifelong Learning in Modern Languages would help the life of students once graduated, student will feel like the education phase of their life is done and it is time to go out into the world.

(7)[http://www.ilcq.org.au/01\\_cms/details.asp?ID=12](http://www.ilcq.org.au/01_cms/details.asp?ID=12)

## 4) POPULATION AND SAMPLE

### 4.1) THE UNIVERSE

To develop this research, the universe chosen was 83 students belonging to 5<sup>th</sup> year of Modern Languages Major of the University of El Salvador during semester I-2015. The students were chosen because they were considered to be at a level of studies in which they were able to understand and answer the instrument. As well the researchers consider that there are students who have faced real job environments and they will provide the results and reliability that the research requires. According to the Academic Administrator of the school of Sciences and Humanities, the number of students enrolled in Seminar I is 83 students however this research has become more specific with 43 students.

### 4.2) SAMPLE

To obtain the Sample a probabilistic formula was developed to get the amount of students necessary to provide a perspective from Seminar students from the Bachelor of Arts in Modern Languages at the Foreign Language Department of the University of El Salvador

The Formula used was the one explained below:

#### Sample Formula

$$N = \frac{Z^2 P Q N}{E^2 (N-1) + Z^2 P Q}$$

**Z** = Level of trust

**P** = Probability to Happen

**Q** = Probability to not Happen

**N** = Population or Universe

**E** = Margin of error

The following statistic formula was used to obtain the sample:

$$n = \frac{Z^2 p q N}{e^2(N-1) + Z^2 p q}$$

$$n = \frac{A}{B+C} = \frac{18.726875}{0.205 + 0.225625} = \frac{18.726875}{0.430625} = 43.49$$

$$A = Z^2 p q N = (95\%)^2[(50\%) (50%)](83)$$

$$A = (0.9025) (0.25) (83)$$

$$A = (0.225625) (83)$$

$$A = 18.726875$$

$$B = e^2(N-1)$$

$$B = (5\%)^2(83-1)$$

$$B = (0.0025) (82)$$

$$B = 0.205$$

$$C = Z^2 p q$$

$$C = (95\%)^2[(50\%) (50\%)]$$

$$C = (0.9025) (0.25)$$

$$C = 0.225625$$

**Sample n = 43**

**Calculated:**

The total universe involved in this research project was the students from the Modern Language Major who attend classes from the 5<sup>th</sup> year of the major. The total amount of the students is 83. After calculating the formula, the sample obtained was 43 students. The researchers decided that the group I of Seminar I has all the requirements for this research to be reliable, those were students from the 5<sup>th</sup> year and that are currently working or have worked before. Nevertheless this group had students from English Teaching major and Modern Languages major students. Given that the information necessary to provide reliability to the project was the fact that there are students who currently work or they have worked before, and this project was exploratory (there is no a formal internship project neither on the English Teaching major or in the Modern Languages major and there is no similar researches before), the researchers decided to keep with this group since it has approximately 45 students and they were able to answer the instrument because they have conditions required in order that this research be satisfactory.

Finally, the day in which the instrument was provided to the students, only 40 out of the 45 attended the group of seminar I group I, given that even with a sample of 40 students the results was still reliable the researchers decided to keep this number as the Sample.

**Sample presented in the research= 40**

### **4.3) TECHNIQUE**

The team used the survey as a technique for gathering the information that was necessary to develop the research. The research team elaborated and interviewed questions that were useful to achieve the objectives.

### **4.4) THE GATHERING INSTRUMENT**

To collect data the team also used a questionnaire; this was given in a written form and was a closed ended questionnaire. The 40 fifth-year student's participants belonging the Foreign Languages Department of the University of El Salvador, during semester I-2015 read and then they selected the most appropriate response from a list of possible answers.

Moreover, the team used the interview. The team had a conversation or meeting with members of the organization "Joven 360"; some questions were given orally by the team in order to get more in depth information for the research, this interview is attached to the annexes.(See annex 6)

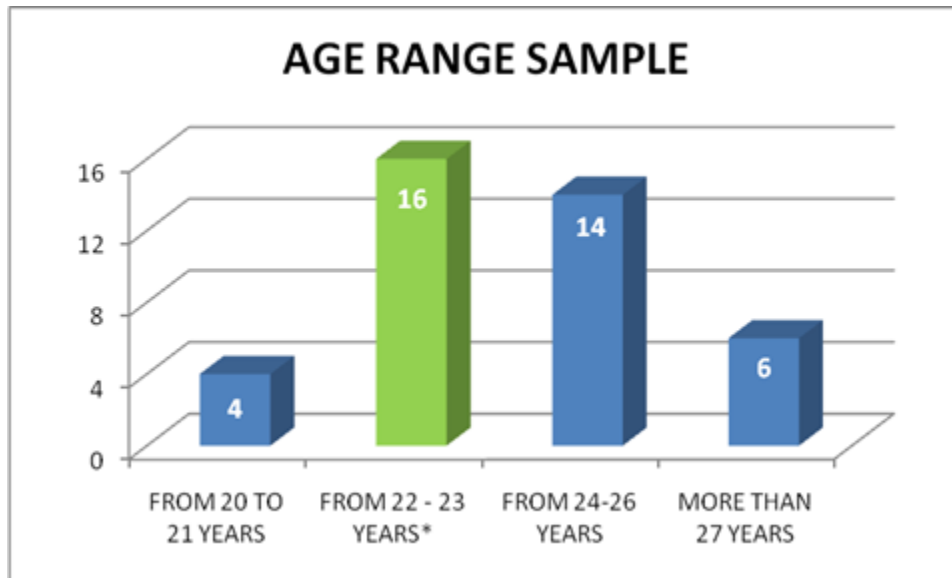
## 5) DATA GATHERING, RESULTS AND ANALYSIS AND INTERPRETATION.

### 5.1) RESULTS

The research team passed a total of 40 surveys in group 1 of Seminar I which was chosen as the sample. The percentages provided in these results are according to the number of students who should answer the questions or those who answered any specific questions, not all the questions included the 40 students some of them had the condition of having answered a previous question.

Age and Gender were requested as general information.

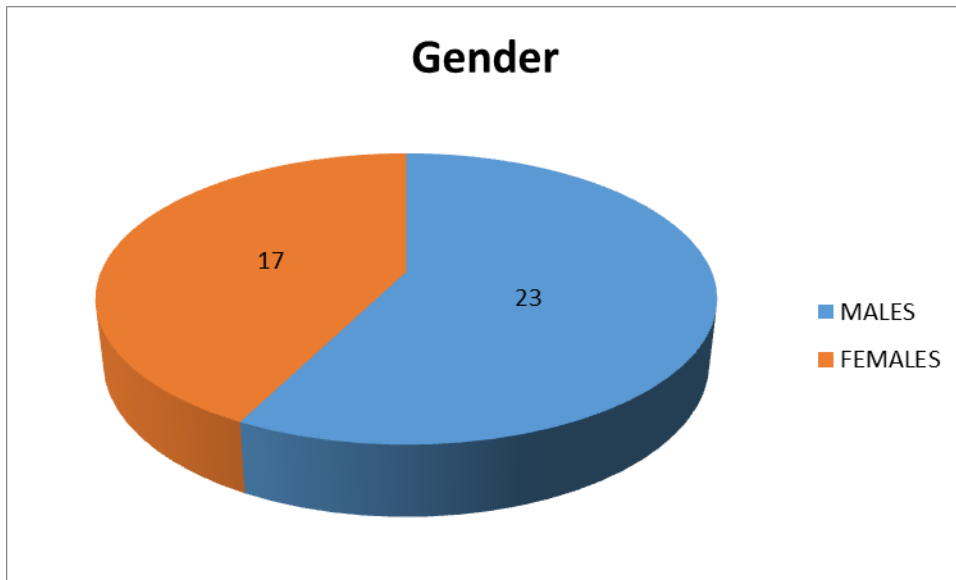
#### Age



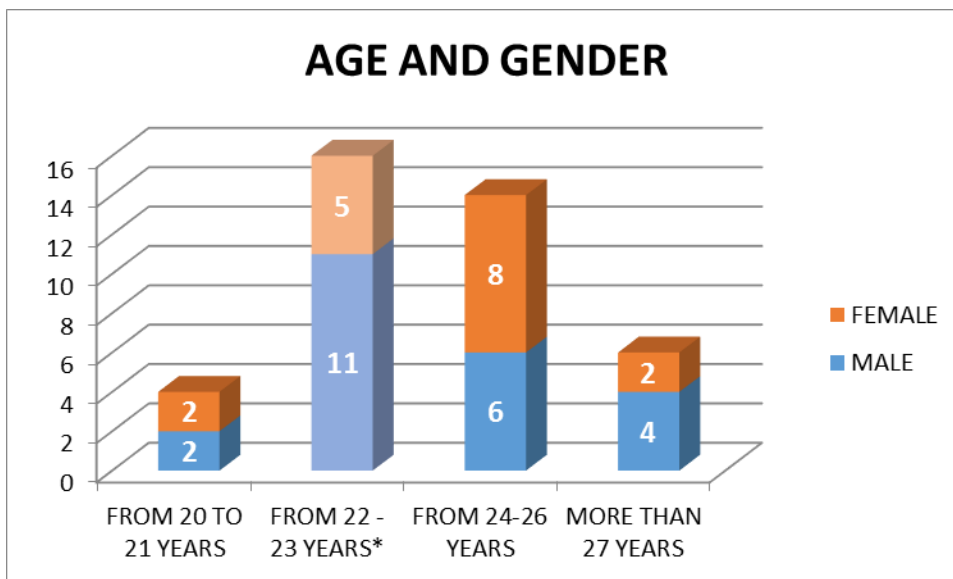
The age of the students was grouped in four ranges according to the next criteria; in the range 1 there are 4 students which are from 20 years to 21 years old. Range 2, there are 16 students which are from 22 to 23 years old. Range 3, there are 14 students from the ages of 24 to 26 years old and range 4 there are 6 students from more than 27 years old.

### Gender

Sex  F  M



In the 40 students interviewed the team found 17 females and 23 males.



This graphic represents the age of the people interviewed divided by gender.

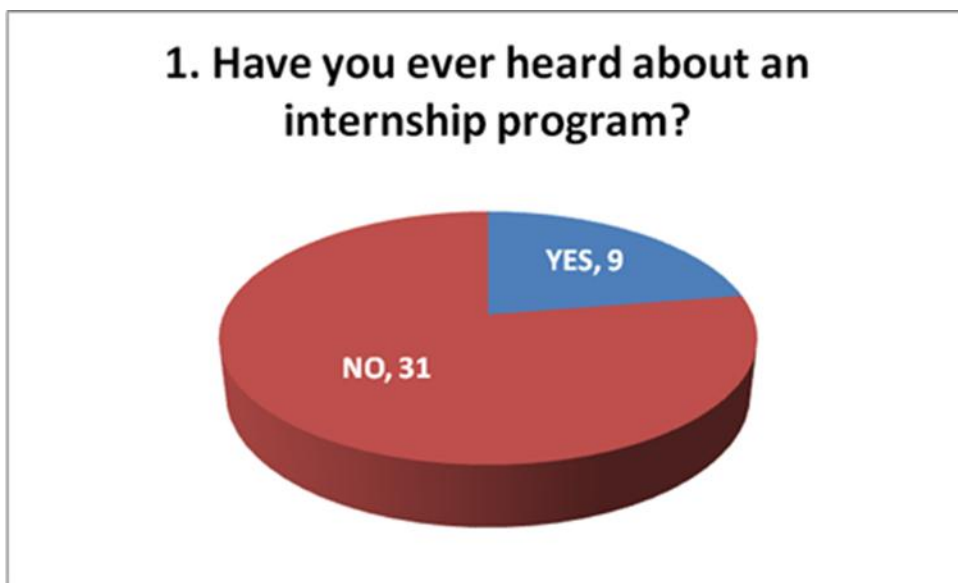
There are 2 female and 2 males on the already mentioned range 1. There are 5 female and 11 males on range 2. There are 8 females and 6 males on range 3 and there are 2 females and 4 males on the range 4.



## QUESTIONS

Questions 1 to 4 were created to explore how much knowledge students have on the matter of internship programs.

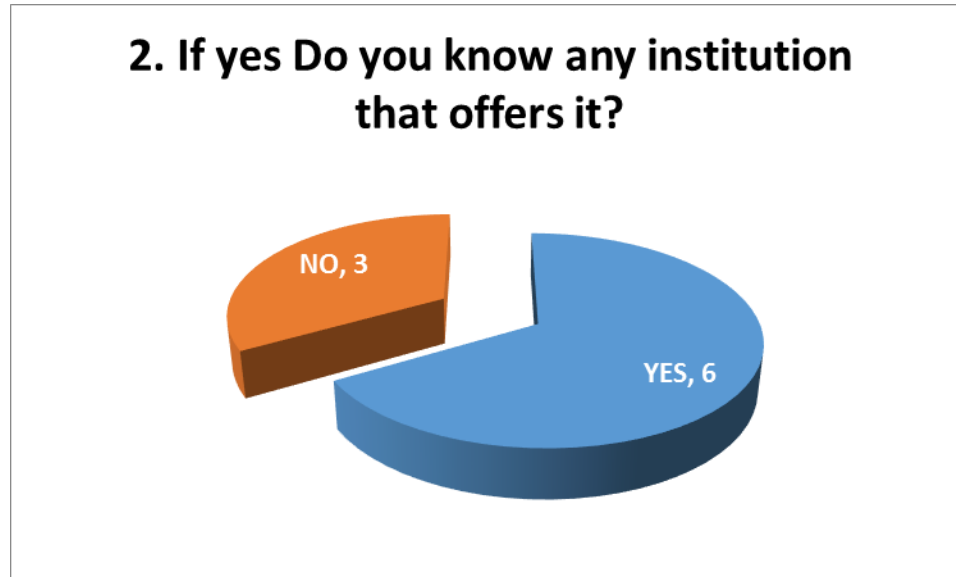
1. Have you ever heard about an internship program? Yes \_\_\_\_\_ No \_\_\_\_\_



According to this graphic 9 students answered that they have heard about an internship program that represents the 22.5% and 31 answered that they do not know about those programs which represents the 77.5%.

2. **If yes** Do you know of any institutions that offers it? Yes \_\_\_ No \_\_\_

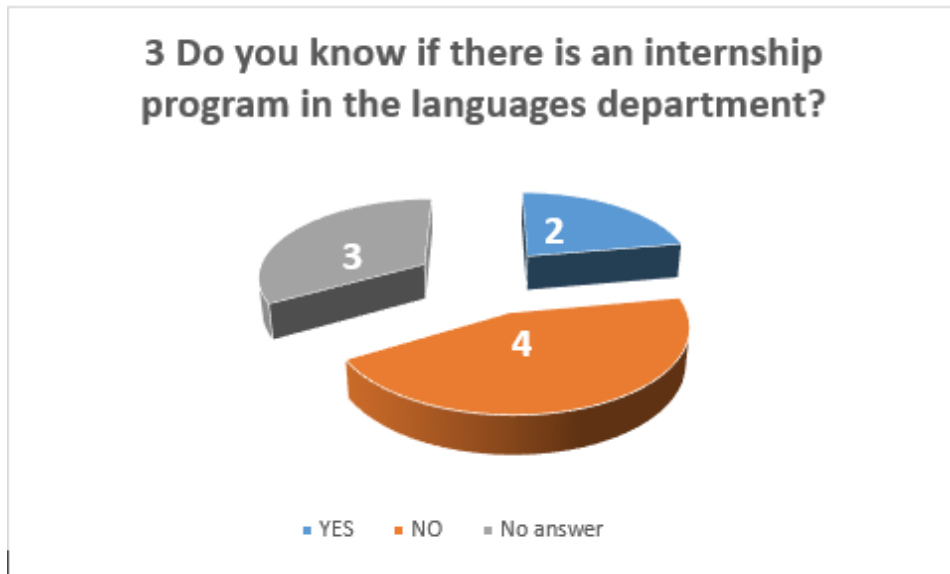
**If “no”( for the question 1) go to question 5**



From the total of the 9 students who know about internship programs 6 of them know at least one institution that provides internships which is a 66.67% and the 33.33% that means 3 of them do not.

3. Do you know if there is an internship program in the languages department?

Yes \_\_\_\_\_ No \_\_\_\_\_ Other \_\_\_\_\_



On this graphic from 9 students who acknowledged having heard from internship programs, only 6 answered the question, 2 of them knew the status of the internship programs in the modern language department which represents a 22.22%, 4 of them did not have that information which is a 44.45%. and 33.33% who are 3 of them did not answer.

4. Do you know the requirements to be involved in an internship program?

Yes \_\_\_\_ No \_\_\_\_

If Yes which ones : To Speak English

American Embassy

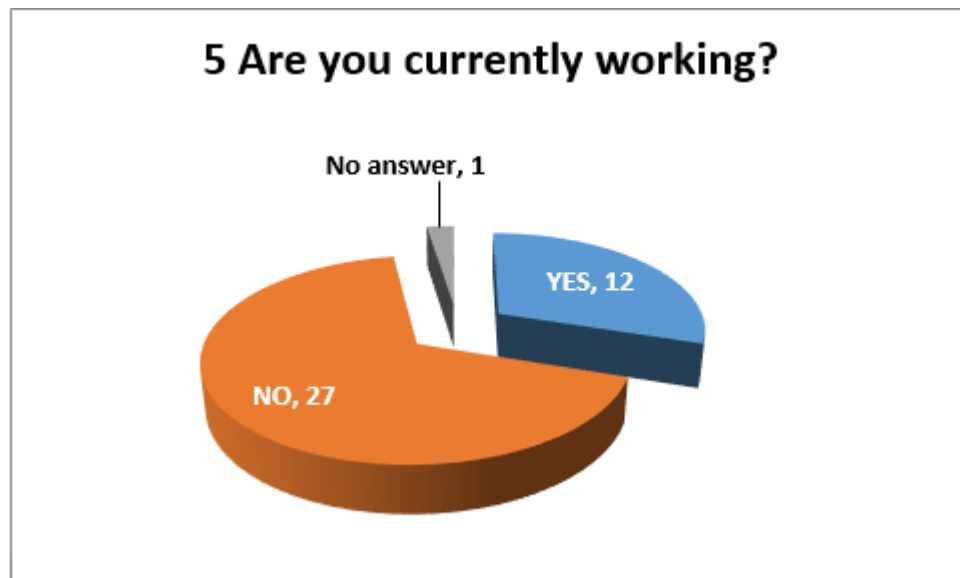


On this question 6 out 9 replied, 33.33% that means 3 of them do not know the requirements for internship programs while 3 of them confirmed having that knowledge this is a 33.33%; 3 more students do not answer the 33.33%. When asking to those who know which are the requirements to enroll in an internship program only 2 answered; one student said: "To speak English" and the other one said: "American Embassy".

The next group of question was made to know the total number of students that have had the experience of having a job in order to get their impression on the first job.

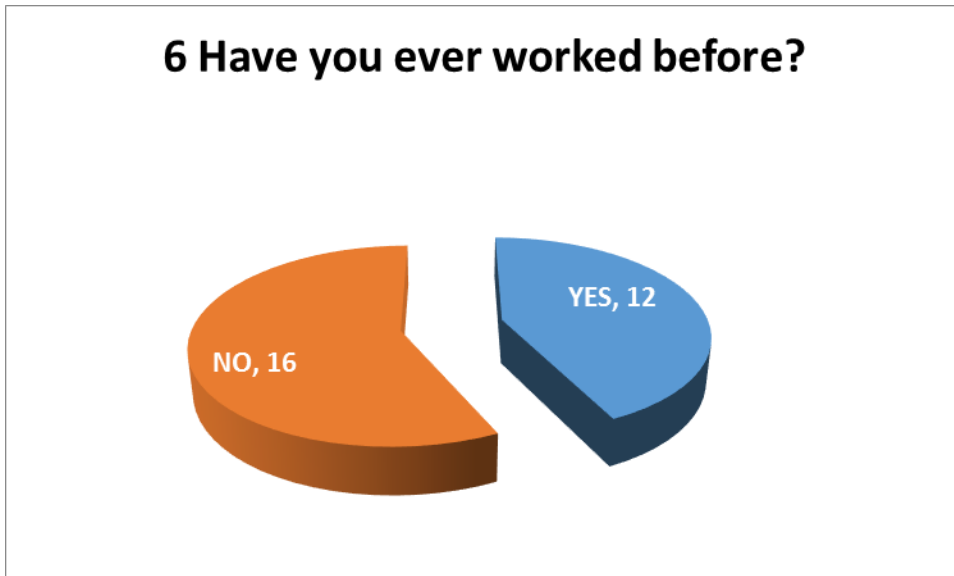
5. Are you currently working? Yes \_\_\_\_ No \_\_\_\_

**If Yes go to question 7, If no go to question 6**



This graphic shows that 39 students from the total of 40 answered this question, the total of students that are currently working is 12 which is a 30% of the total, 27 of them are not working which represents a 67.5% and 1 do not answer the question that is a 2.5%.

6. Have you ever worked before? Yes \_\_\_ No \_\_\_

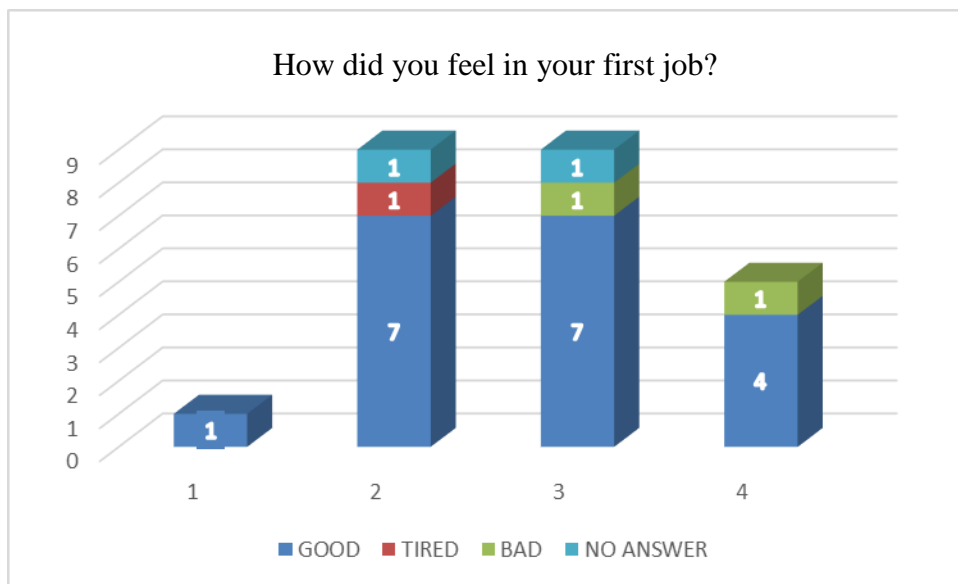


Those students who are not currently working were asked to answer whether they had worked before, this is a total of 27 students. As well the one who omitted the previous question answered this one so it is a total of 28 students who answered to this question. from those 28 the 57% that means 16 of them has never worked while 12 have had at least a job in the past which is a 43%.

The next group of question 7 and 8 was made to verify how they felt in their first job and their learning experience in the university.

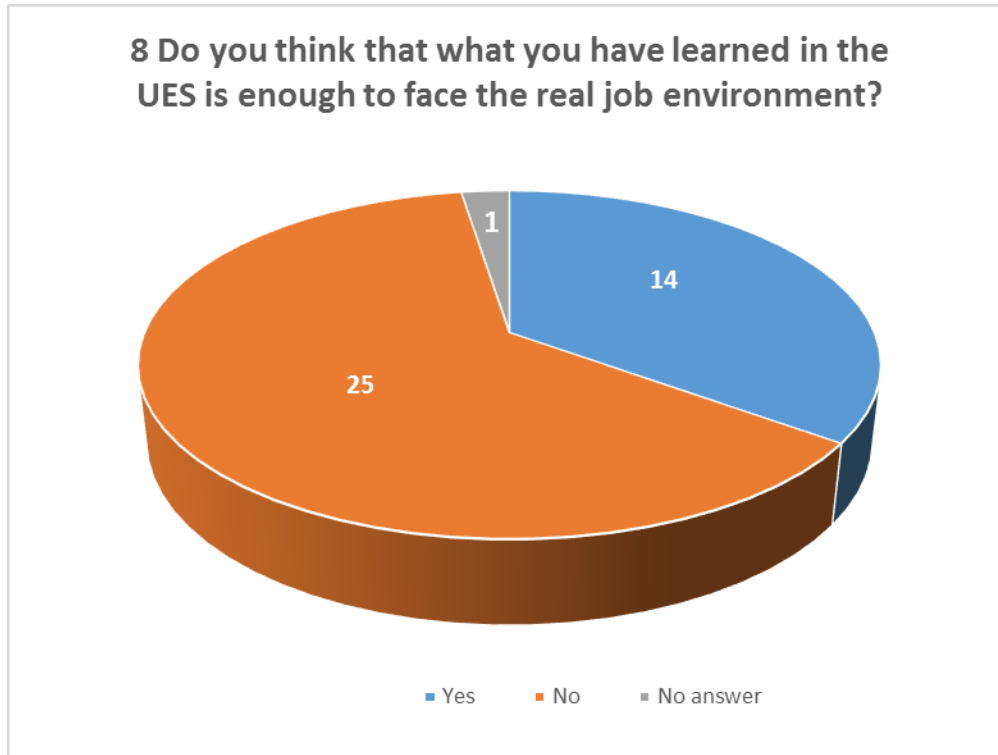
7. How did you feel in your first job? Good \_\_\_\_\_ Bad \_\_\_\_\_

Other \_\_\_\_\_



The students that are currently working, which are 12, plus the students who have worked before, 12 more, are a total of 24 who were asked how they felt in their first job. From those 24 students, 19 students said they felt good on the first job that is a total of the 79.16%, 2 said bad that is the 8.33% and 1 answered tired, who represents 4.16%, 2 students do not answer which is 8.33% .

8. Do you think that what you have learned in the UES is enough to face the real job environment? Yes \_\_\_ No \_\_\_

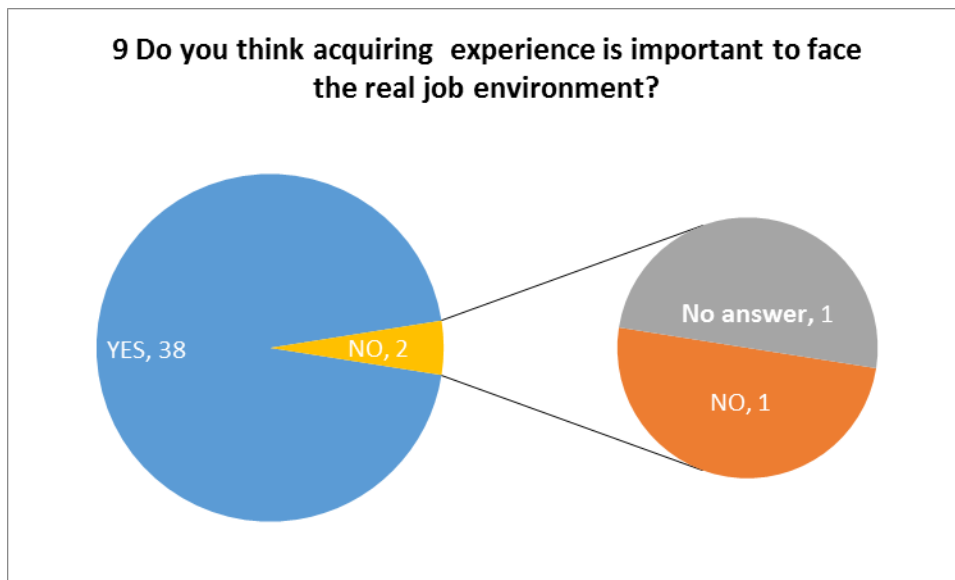


From 40 students just 39 replied, 25 students mentioned that they don't feel prepared with the knowledge provided by the University of El Salvador that represents a 62.5%. The 35% which are 14 students answered that they feel confident with their learning and 1 student (2.5%) just omitted the question



The last two questions were made to explore the acceptance of the students if they were presented an internship project in the Foreign Languages Department.

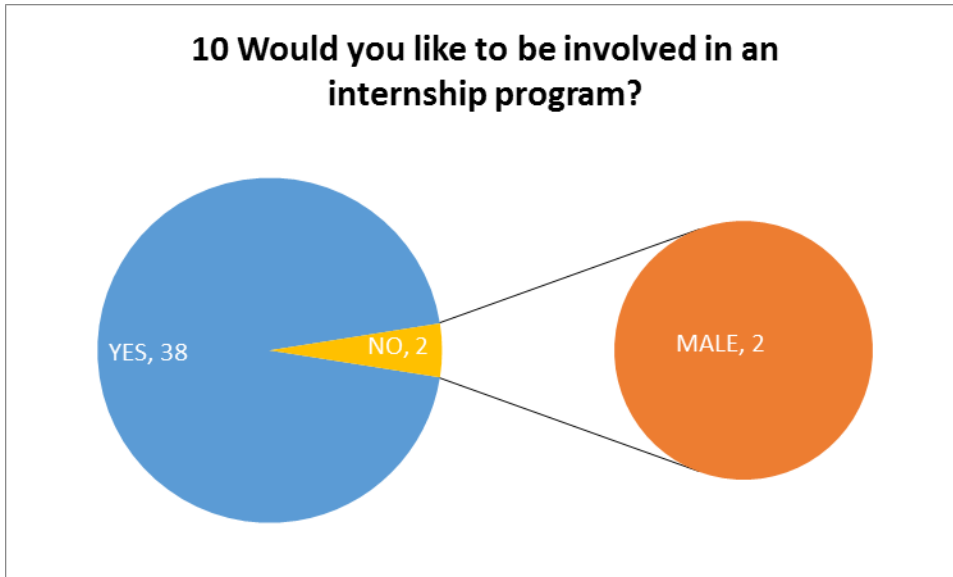
9. Do you think acquiring experience is important to face the real job environment? Yes \_\_\_\_  
No \_\_\_\_ Other \_\_\_\_\_



On this question 38 students said that acquiring experience is important to face a real job environment while 1 students said that it is not important. and the other did not answer the question.

10. Would you like to be involved in an internship program?

Yes \_\_\_ No \_\_\_



In the last question from the 40 students only 2 (5%) of them were not interested, and the 95% which are 38 students would be interested on participating in an internship program if it would be available.

## 5.2) ANALYSIS AND INTERPRETATION

In the Analysis and interpretation, regarding age and gender information gathered from the survey, it is important to note that every percentage included is intended to show the relationship with the total of the sample (40 students being 100%).

### Age

The age of the students was grouped in four ranges according to the next criteria; in the range 1 there are 4 (10%) students which were from 20 years to 21 years old, those are the students that for any reason they were early on the 5<sup>th</sup> year in relation with the regular time frame that somebody takes to achieve this stage on University major. Range 2, there are 16 (40%) students which were from 22 to 23 years old, those were the students that are on the regular age that students should have on the 5<sup>th</sup> year, taking into account that some students past three years on a technical choice on high school or 2 years on the general choice in high school . Range 3, there are 14 (35%) students from the ages of 24 to 26 years old, those students for any specific reason were relatively late on the major and range 4 there are 6 (15%) students from more than 27 years old, not on the regular stage for any reason.

### Gender

In the 40 students interviewed the researcher team found more male population than it represents the 42.5% and less females it represents the 57.5%.

## **Analysis and interpretation of the questions.**

### Question 1

On this question 9 students (22.5%) answered that they have heard about an internship program and 31(77.5%) answered do not know about this program that means that most of the students have not heard about an internship program. Which indicates that more than  $\frac{3}{4}$  of the students surveyed don't know what an internship is neither the benefits they could provide to those who apply.

### Question 2:

From the total of the 9 students , that answered question 1, who know about internship programs 6 of them know at least one institution that provides one and 3 of them do not.

That means that from the total of students only 6(15%) out 40 have the information of an institution that offers an internship program. 3(7.5%) of them have only a concept of what an internship is. That means that from the total of students only 6 out 40 have the information of an institution that offers an internship program.

### Question 3:

In this question, from 9 students who acknowledge having heard about internship programs on questions 1, only 6 answered the question, 2(5%) of them know the status of the internship programs in the modern language department, 4(10%) of them do not have that information and 3(7.5%) of them do not answer.

The researchers can infer that as the population becomes more specific to the major of Modern Languages, fewer are the ones who possess any evidence of the internship, that shows an unexplored area for the majority of students in relation with the sample.

#### Question 4

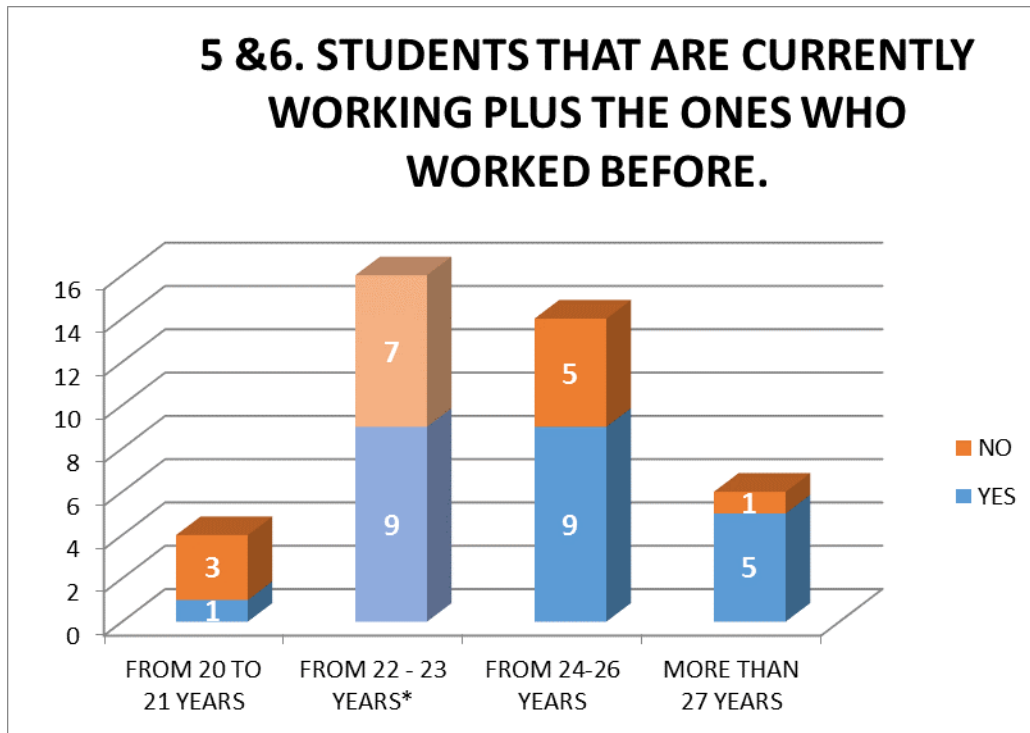
On this question 6 out of 9 replied, 3 of them do not know the requirements for internship programs while 3 of them confirmed having that knowledge; 3 more students do not answer.

When asking those who know the requirements to enroll in an internship program only 2 answered; one student said: "To speak English" if this student has knowledge from an institution that provides internship to bilingual people, definitively that is a requirement. On the other hand one said: "American Embassy". However, this student probably misunderstood the question by adding which institution provides internship programs, the U. S American Embassy of El Salvador in fact gives the opportunity of entering internship programs. A third student answered yes to the question but did not provide any detail about the requirements.

That means even when students are aware of internship programs they don't have enough information about those programs.

By taking into account questions 2, 3 and 4 we can infer that *there is an amount of students who possess the knowledge about internships, but even those students have a superficial idea and do not know the real potential of those programs.*

Question 5 and 6



Gathering the information from question 5 and 6 we have the total of students that will provide important information to the research because some students who had a job before are unemployed currently, some of them have had at least one job before and they are currently on their second or third one, so the total of students that already had the first job experience is a total of 24 students. From those 24 students the researchers found that from the ages of 20 to 21 years students only one have had a job which is a 25%, students from 22 to 23 years old 9 from a total of 16 have had a job which is the 56.25% on this range of ages, students on the range of 24 to 26 years 9 from a total of 14 have been in a real job environment which is 64.29% and the students from more than 27 years 5 of them have worked before from a total of 6, that is a 83.33%.

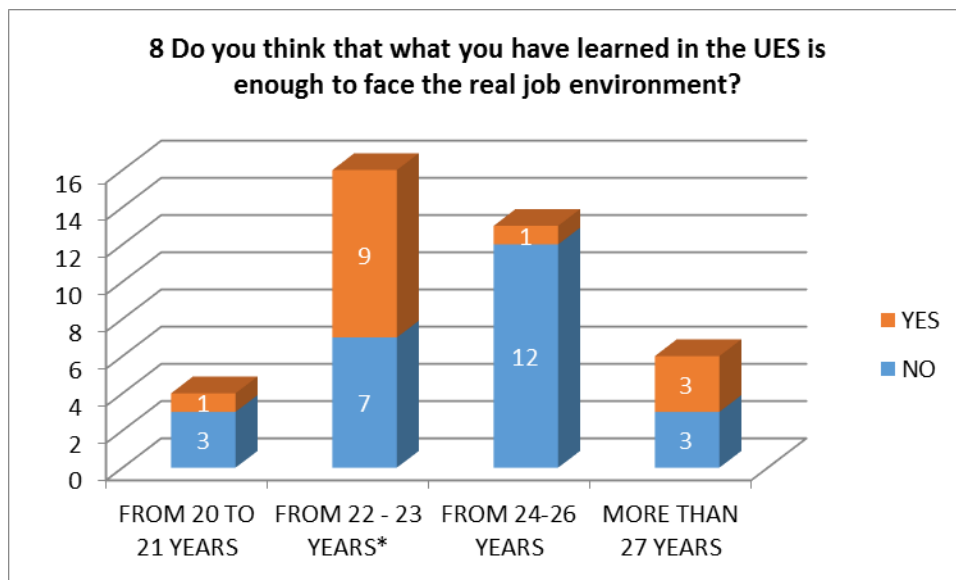
The pattern found is that *it is less common to see younger students working and that tendency increases with the age*, on the sample of 40 students 16 of them have not had a job and the 60% of them that means a total of 24 are working or have worked before.

#### Question 7

On this question there are 12 currently working, plus 12 students who have worked before, having a total of 24(60%). From those 24 students, 19(47.5%) students said they felt good on the first job, 2(5%) said bad and 1(2.5%) answered tired, 2 (5%) students do not answer

Not all the students answered the question but in general most of the students said that they felt good for any reason in their first job, 2 students did not feel good enough and one added that working is tiring.

#### Question 8



A total of 39 students replied this question from the total of 40, a total of 26 (65%) students mentioned that they do not feel prepared with the knowledge provided by the University of El Salvador.

The tendency here is that in range 1 (students from 20 to 21 years) only one is comfortable while the other 3 are not confident. On the range 2, 22 and 23 years old students, this means that more than half of them feel that the UES has given enough information and preparation to face a real job environment, let's take into account that most of those students have not failed any course and they may be the type of students who put an extra effort to learn.

In short, if we compare question 7 (that means those students who felt good in the first job which is a 79.16% from the total of students who have worked) to question 8 (which is the students who doesn't feel prepared), we may assume that *there is no lack of knowledge from the students but rather a lack of experience or the lack of practice about what they have studied.*

#### Question 9

Only one student(2.5%) said that there is no need of experience to get a job, another did not reply (2.5%) and 38(95%) students agreed that it is important to gain experience before facing the first job. We can infer from this information that students feel the necessity of having something that makes them develop the confidence necessary to face a real job environment.

#### Question 10

On this question 38(95%) students said that acquiring experience is important to face a real job environment while 1(2.5%) students said that it is not important. and the other one (2.5%) do not answer the question.

It is important to note that one of those students is the 40 years old student which at his age he should have enough experience in different fields and it is not important to get the experience of an internship, the other student who replied no to this question is a male from 23 years old, what is contradictory is that this student replied that it is important to get experience to face a real job environment but he had had already a job in the past; on the contrary 38 students has shown to be interested on applying to an internship if they have the opportunity.



The relevance of having internship programs for fifth-year students from the Bachelor of Arts in Modern Languages at the Foreign Language Department of the University of El Salvador during the year 2015.

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This information provides to the research team a better idea of the acceptance of the students if an internship project could be established on the Foreign Languages Department or specifically on the Modern Languages major.

## **6) CONCLUSIONS AND RECOMMENDATIONS**

### **6.1) CONCLUSIONS**

To summarize, this research helped to realize that it is important to have an Internships Program in the 5th year students of the Modern Language Department

This project brought out the relevance of having an Internship program in the 5th year students of Modern Language Department since students expressed in the survey that what they have learned in the university is not enough to face the real job environment, this is because most of the student work in areas different to the major they are studying before putting into practice their future job, for example in the case of the students that chose the communication option, they feel uncomfortable expressing themselves with native speaker due the lack of practices, and also for the students that take pedagogy they have the theories to teach but they have never practiced teaching in a real world

To conclude, the implementation of the Internship Program will bring a lot of professional-educational benefits to students of the 5 year of Modern Language; such as feeling comfortable when facing the real job environment by being well prepared having the opportunity to speak with native speaker, besides that this will open doors to new alliances favorable for students; given that working with other entities to improve the students experience and quality will enrich their status as graduates.

In addition the researchers conclude that there is no formal Internship program in the Modern Language Department. The Department is therefore not exploiting the talent of students who could benefit from this project providing a similar project, like helping them with letters of recommendation, with friends or acquaintances who have schools or teach classes in Government Institutions to motivate them even more.

The assumption which was the following “The fifth-year students from the Bachelor of Arts in Modern Languages at the Foreign Language Department of the University of El Salvador during the year 2015 consider that it is important to have an internship program” was correct because on

the question 10 the 95% of the surveyed students show interest if they were given the opportunity to be enrolled in an internship program.

Therefore, the researchers conclude that it is important to have an Internship program in the University of El Salvador due to most of the students expressed that it would be beneficial to have experience in what they have studied to feel confidence when facing a real job environment.

## **6.2) RECOMMENDATIONS**

After the analysis that the researchers have done, they can provide the suggestions below:

### **TO NEW RESEARCHERS:**

This research can be used as a first source for future references about an Internship Program since there is no updated material about this.

If there are more researches on this topic in the future, they can ask with enough time the amount of students who will be the population (on this case the 5<sup>th</sup> year students from modern languages) to the head of the department rather than the Academic Administration because the Academic Administration has the information but they could mislead the data and therefore the results or reliability of the research.

### **TO THE HEAD OF THE DEPARTMENT AND COORDINATOR OF MODERN LANGUAGES.**

Authorities could ask for information to Joven 360 (the only organization engaged with Internship programs) about this program since there are students from the UES that apply to it, so it would be very good to be more engaged in areas that Joven 360 has and whose areas could be applied to a possible internship program in the Modern Languages Major.

According to the students' response most of the interviewed students did not even know what an Internship Program is, however they had the idea about it to help the researchers complete the instrument, but it would be useful to have material to educate students about this kind of program because although there is no Internship Program in the Modern Language major, university students should not ignore such a beneficial program.

In addition, the researchers suggest that although there is no Internship program in the Modern Languages Major, it is a good idea to take this program into consideration since Languages are expanding in the country and around the world, so this major would be strengthened graduating students better prepare to face the real job environment.

Foreign Languages department could have as one of their objectives the creation of structured internship programs that allow students to gain experience at least during their last year of college; however this could be perfectly implemented beginning on third year students because not only benefits the students but promotes a new professional environment on the students from the Foreign Languages department. Besides this recommendation it is recommended not to limit the benefits only for Modern Languages major but also for English Teaching major.

#### TO INSTITUTIONS

Authorities might ask for guides or even alliances with Joven360 which is the only institution specialized in young talent in Central America; that promotes employability opportunities for young students and business professionals by promoting internship programs before and after graduates.

Most of the students that study at the University of El Salvador have low rate incomes, so, the Foreign Language department could look for alliances to promote paid internships to help the students with low incomes with transportation and food fees; as well as students with better incomes could be considered to perform unpaid internship.

## **8) ANNEXES**

### **ANNEX 1) EXTRACT FROM THE ORIGINAL DOCUMENT THAT CONTAINS 56 PAGES**

# **MARCO LEGAL DEL PROGRAMA NACIONAL DE PASANTÍAS: ANÁLISIS Y RECOMENDACIONES**

**JULIO 2011**

Esta publicación fue producida para revisión de la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID). Fue realizada por Carana Corporation en su calidad de contratista responsable para la implementación del Proyecto de USAID/El Salvador para Mejorar el Acceso al Empleo.

## 2.2. ANÁLISIS E INVESTIGACIÓN SOBRE EL MARCO LEGAL EXISTENTE EN EL TEMA DE PASANTÍAS

2.2.1 ASPECTOS NORMATIVOS: No existe legislación ni normativa alguna vigente en relación al tema de pasantías en el país, sin embargo la Constitución de El Salvador en el Art. 40, Inciso 1 y 2, expresa que: “Se establece un sistema de formación profesional para la capacitación y calificación de los recursos humanos. La Ley regulará los alcances, extensión y forma en que el sistema debe ser puesto en vigor.” En este contexto estaría la base legal para poder normar sobre el tema de Pasantías en El Salvador y desarrollar la normativa legal acerca del mismo tema, ya sea una Ley Transitoria sobre Pasantías o una Ley General de Pasantías. No sería prudente, bajo ningún aspecto, normar el tema dentro del marco del Código de Trabajo. Las Pasantías son estrictamente de carácter formativo, de capacitación y de enseñanza, por su esencia y razón de ser, no tienen ningún vínculo laboral entre pasantes y empresas de cualquier género.

6 Fuente tomada de Ley del IVA, Ministerio de Hacienda de El Salvador 7 Fuente <http://es.wikipedia.org>.

Existe una dispersión de Normas que no tiene que ver con las pasantías sino con los derechos de la juventud trabajadora en El Salvador. El tema que nos atañe, es expresamente la relación de los estudiantes con la empresa. Se reitera que ésta no es una relación laboral, situación por la cual, no le son aplicables las leyes que protegen los derechos laborales como si lo son las que aplican al Trabajo Juvenil, tales como el Código de Trabajo y la Ley y Protección Integral a la Niñez y Adolescencia, LEPINA. Debido a que las pasantías van dirigidas a jóvenes mayores de 18 años, estudiantes universitarios, para completar su formación técnica y profesional no se identifica como desarrollo de un trabajo. Es también importante destacar que el Reglamento de Servicio Social Estudiantil para el Nivel Medio tampoco le es aplicable, debido a que el Servicio Social es una figura diferente a la Pasantía. El Servicio Social persigue efectuar un servicio en beneficio a la comunidad y es estrictamente un requisito para graduación y el cual no lleva consigo una remuneración ni tampoco un seguro contra riesgos, ya que el único objetivo es cumplir con ese requisito. Por otra parte, el objetivo de las Pasantías es formarse y capacitarse fuera de su centro de estudios, a fin de poder desarrollar sus conocimientos teóricos dentro de la realidad laboral de una empresa. Estas podrían ser remuneradas, y el pasante tendría que tener un seguro contra riesgos. En cuanto al contrato de aprendizaje, está normado expresamente en La Constitución Art. 40, inciso último y en el Código Trabajo Art. 61 y siguientes. Legalmente no se puede confundir el contrato de aprendizaje con la regulación de las Pasantías, por ser ambas figuras legales completamente diferentes, en el sentido que el Aprendizaje es dirigido a una parte de la población que se está capacitando técnicamente para la realización de un oficio, arte u

ocupación; tienen derecho legal a estar asegurados en el seguro social, a un salario no menor del salario mínimo, y gozar las prestaciones que ofrece el Código de Trabajo vigente y tener una actividad eminentemente de carácter laboral. En cuanto a la regulación o normativa que se hace necesaria implantar en nuestro sistema legal para normar las Pasantías, ésta deberá de ser dirigida a una población estudiantil, mayor de edad, con un nivel académico universitario, por medio de la cual los estudiantes pasantes tengan la oportunidad de poder desarrollar los conocimientos teóricos adquiridos en los centros de estudio superior tales como Universidades, Centros Educativos Superiores, o de nivel Técnico Superior, a experiencia práctica que da el trabajo de las empresas. Hoy en día, las empresas y universidades a fin de subsanar la falta de legislación al respecto, adquieren compromisos con los pasantes utilizando diferentes salidas legales emitiendo todo tipo de contrato, para aplicar el desarrollo de las pasantías. Algunos ejemplos son:

- Contrato de Servicios Profesionales.
- Contrato de Servicios de Pasantías, estos los remuneran por medio de honorarios profesionales.
- Contratos Eventuales por menos de un año
- Suscripción de Convenios regulados en base a los reglamentos de las diferentes universidades, éstos debidamente inscritos en el Ministerio de Educación, suscripción de cartas compromisos, cartas de entendimiento o como se le quiera llamar, entre empresa y pasante. Los documentos antes mencionados, han sido ocupados de forma errónea, por la falta de normativa al respecto, ya que un Contrato Eventual de Trabajo nos lleva a una situación legal laboral activa, la cual degenera completamente la filosofía y el sentido en sí de lo que es una pasantía. Por ende, el Programa de Pasantías debe de ser desmarcado totalmente del Código de Trabajo vigente, el uso de documentos tales como Contratos Eventuales de Trabajo crea falsas expectativas. Este tipo de contrato no ayuda e incluso podría acarrear problemas legales. Se hace necesario subsanar de inmediato esta situación con la creación de una legislación en el tema de pasantías. El ente rector de la normativa de las Pasantías debería ser una Institución gubernamental o descentralizada, relacionada con la formación profesional, estudios, capacitaciones, etc.



## PRÁCTICAS OBLIGATORIAS Y OPCIONALES PARA UNA PASANTÍA

### 5.1 PRÁCTICAS OPCIONALES Y OBLIGATORIAS A LAS CUALES LAS COMPAÑÍAS TIENEN QUE ADHERIRSE PARA PODER OPTAR Y FORMAR PARTE DEL PROGRAMA GENERAL DE PASANTÍAS

#### 5.1.1 PRÁCTICAS OBLIGATORIAS

- La firma de una Carta Compromiso, Carta de Entendimiento o Contrato de Servicio de Pasantía, este último de preferencia para mayor seguridad del estudiante/pasante y de la empresa e institución contratante, en virtud que por medio de estos documentos queden establecidos los derechos y obligaciones de las partes, que forman parte del Programa de Pasantías.
- Las empresas e instituciones autónomas, semiautónomas y públicas que participen en el Programa de Pasantías, tendrán la obligación de tener asegurado contra riesgos al estudiante/pasante, en virtud que no está exento de poder sufrir un accidente, durante el desempeño de las actividades pertinentes a la pasantía.
- Las empresas o instituciones que formen parte del programa de pasantías, deberán de llevar un registro, control o expediente según sea el caso, donde se pueda verificar el cumplimiento del horario y desempeño del estudiante durante la pasantía.
- En los convenios que firmen las instituciones de nivel superior con las empresas o instituciones autónomas, semiautónomas, deberá constar la obligación de darle seguimiento a la labor del estudiante/pasante, nombrando por parte de las universidades o institutos técnicos un tutor académico, y por parte de las empresas o instituciones correspondientes un tutor empresarial o institucional.
- Brindar todo el equipo de protección necesario cuando se trate de una pasantía relacionada con una carreta técnica, donde tengan que manejarse maquinaria industrial u otro tipo de equipo similar a efecto de prevenir un accidente durante el desarrollo de la pasantía.

#### 5.1.2. PRÁCTICAS OPCIONALES

- Las pasantías pueden ser remuneradas en concepto de viáticos o de honorarios.
- Seleccionar en períodos de vacación a estudiantes de nivel superior, a efecto que durante el descanso del período lectivo puedan aprender algo relacionado con la práctica de la carrera que están estudiando, ya sea universitaria o técnica.
- Firmar convenios con los centros de estudios de nivel superior para poder reclutar a estudiantes pasantes y formar parte de un Programa Nacional de Pasantías.

- Establecer requisitos dentro de cada una de las empresas o instituciones que debe cumplir el estudiante pasante, para poder ser seleccionado, los cuales van a variar de conformidad a las políticas internas de cada una de las empresas, instituciones autónomas, semiautónomas o públicas.
- Cada empresa o institución podrá crear sus propios mecanismos para llevar a cabo la selección de los pasantes.
- Las empresas o instituciones pueden elegir pasantes ya sea de carreras académicas o de carreras técnicas, todo de conformidad a las necesidades de cada una de las empresas o instituciones correspondientes.
- Las empresas, instituciones autónomas y públicas, pueden inscribirse en los bancos de pasantes de las universidades o de los institutos técnicos, y en fin de todo centro de estudios de nivel superior, con el objeto de estar en una especie de sala de espera para ser tomados en consideración por parte del correspondiente centro de estudios en referencia, tomando en cuenta las necesidades de aprendizaje que el estudiante tenga.
- Y finalmente cada empresa u institución pública puede contratar al pasante al finalizar la pasantía, tomando en consideración el desempeño del pasante durante el desarrollo de la misma.

## **ANNEX 2) INTERVIEW WITH ENRIQUE MARTÍNEZ COORDINATOR OF THE PROGRAM “JOVEN CON VALOR” FROM THE ORGANIZATION JOVEN 360**

**What does Joven 360 mean?** JOVEN360 El Salvador is the only institution specialized in young talent in Central America; that promotes employability opportunities for young students and business professionals.

**What types of job do you offer?** We offer all kinds of jobs for young people, unpaid and paid internships. you can visit our Web site.

**How a student can get an internship?** In order to get a paid or unpaid internship you can join our webpage so you need to create an account on it and add your resume, so you can apply to one of them.

**What do we need to get an internship?** The requirements are just being an university a student and to have the skills for the required position,

**Does the institution have agreements with companies?** Yes, we have agreements with several companies so in that way we post on our webpage the kind of internship do they need, or the ones are available.

**Does the institution have agreements with Universities?** Yes of course, one of this institution is Universidad Tecnológica and Universidad Don Bosco; but the internship are available no matter which university are you attending.

### **Benefits of Internship Program according to Joven360**

The main objective of National Internship Program Joven360 is to guide the private sector and institutions in general in the creation of structured internship program that allow students to gain experience during their year of college, that not only benefits themselves but also companies as they will be exposed to talent of the new generation

### **The most important benefits that can be obtained for both companies and institutions**

- **Development from Ambassador Program:** The students must leave as ambassadors serving as spokespersons for their products and services.
- **Seed of interns:** The enterprises will benefit by having a database from interns through the website [joven360.com](http://joven360.com)
- **Social Responsibility:** By supporting the National Internship Program, the companies will accomplish social responsibility to create opportunities for students to prepare themselves in the workplace before graduating from the university.
- **Skills development partners:** The internship makes employees and executives develop and take responsibility for personnel management
- **Skills Development Coaching and Mentoring.** The idea is to achieve a base of people who want to serve as mentors to the students to develop more skills in the workplace.
- **Documentation of certain positions or functions.** The Internship experience with companies expected to bring more projects to be adding to the toolkit which is a set of tools designed to be used together or for a particular purpose
- **There will be a new generation:** This is important because there will be new people with fresh ideas that can make the companies improve
- **Internship strengthens and gives more diversity to the teams.**
- **The companies' stream lines environments by having young that are not contaminated.**

### **ANNEX 3) “LEY DE LA JUVENTUD” YOUTH LAW EXTRACT**

#### **DECRETO No. 910**

#### **LA ASAMBLEA LEGISLATIVA DE LA REPÚBLICA DE EL SALVADOR,**

#### **CONSIDERANDO:**

- I. Que el Art. 1 de la Constitución de la República reconoce como persona a todo ser humano desde el instante de la concepción. Asimismo, reconoce a la persona humana como el origen y el fin de la actividad del Estado, que está organizado para la consecución de la justicia, la seguridad jurídica y del bien común; en consecuencia, es obligación del Estado asegurar a los habitantes de la República el goce de la libertad, la salud, la cultura, el bienestar económico y la justicia social.
- II. Que es deber del Estado Salvadoreño garantizar el marco jurídico institucional dentro del cual se formulen acciones dirigidas a propiciar el desarrollo integral y el beneficio de la población joven de nuestro país.
- III. Que es necesario crear una institucionalidad pública que posibilite la formulación, ejecución, evaluación y actualización permanente de una Política Nacional de Juventud; así como de programas, planes y proyectos, mediante un proceso participativo y capaz de abrir espacios y oportunidades a la población joven, para el disfrute de todos aquellos beneficios que posibiliten su desarrollo integral.
- IV. Que es obligación del Estado reconocer los derechos y deberes de la población joven, así como promover y garantizar mejores oportunidades con el fin de lograr su inclusión con equidad en el desarrollo del país.
- V. Que diversos organismos internacionales, regionales y locales impulsan acciones a favor de la población joven que busca garantizar sus libertades y lograr la justicia social a la que legítimamente aspiran.

## **Políticas de promoción de los derechos a la educación**

### **Artículo 17. Las políticas educativas dirigidas a la población joven deberán:**

- a) Promover los mecanismos que garanticen una educación integral, continua, pertinente y de calidad, que fomente la práctica de valores, el respeto a los derechos humanos, la equidad de género y la identidad nacional y cultural.
- b) Garantizar una educación oportuna, pertinente, equitativa y de calidad, en todos los niveles, fomentando las artes, las ciencias y la técnica en la transmisión de la enseñanza, la interculturalidad, el respeto a los distintos grupos sociales, culturales o étnicos y el acceso generalizado a las nuevas tecnologías.
- c) Crear y diseñar contenidos pedagógicos digitales e interactivos, así como fomentar la utilización positiva de las nuevas tecnologías.
- d) Garantizar la existencia y el acceso a los servicios y programas de salud y educación sexual integral con el objeto de fortalecer la toma de decisiones responsables y la prevención de Infecciones de Transmisión Sexual (ITS), entre ellas el VIH-SIDA, disminuir y prevenir los riesgos de acoso y abuso sexual y prepararles para una maternidad y paternidad responsable, sana y sin riesgos. Los servicios y programas implementados garantizarán el respeto al derecho a la vida desde el instante de la concepción.
- e) Crear mecanismos especiales para potenciar y garantizar el ingreso de la población joven a la educación superior en condiciones de equidad, suscribiendo convenios con universidades o centros de formación privados, a través del otorgamiento de incentivos para el aumento de la capacidad de admisión de la población estudiantil.
- f) Prevenir, sancionar y erradicar todas las formas y prácticas de violencia en la educación.
- g) Prevenir, sancionar y erradicar todas las formas de castigos físicos o psicológicos, o sanciones disciplinarias degradantes en los centros educativos.
- h) Promocionar y capacitar a la población joven con liderazgo.
- i) Garantizar el libre y eficaz funcionamiento de los gobiernos estudiantiles.
- j) Establecer mecanismos para fortalecer la integración y dirección estratégica de la oferta de becas que permita determinar la población beneficiaria y el tipo de beca, nacional e internacional, priorizando el acceso de las personas de escasos recursos económicos y el desempeño académico sobresaliente.

***k) Promocionar pasantías laborales en los sectores público y privado, enfocadas en las necesidades de desarrollo del país.***

- l) Promover la investigación, formación y la creación científica, técnica y artística.
- m) Promover que los medios de comunicación emitan mensajes educativos que reconozcan y respeten su integridad, los derechos y las necesidades de la población joven.
- n) Garantizar la permanencia de las jóvenes gestantes en los centros públicos de educación, promoviendo la no discriminación a raíz de su estado y su derecho a la educación por sobre cualquier situación personal o familiar. Políticas de promoción del empleo juvenil

**Artículo 18. Las políticas de promoción del empleo juvenil deberán:**

- a) Crear, ejecutar y dar seguimiento a los programas que garanticen el derecho al primer empleo para la población joven, así como garantizar la creación de oportunidades de trabajo dirigidas a esta población, considerando siempre sus particularidades.
- b) Adoptar las medidas necesarias para formular iniciativas y estrategias que permitan a la población joven capacitarse para acceder o crear opciones de empleo y fomentar el estímulo a las empresas privadas para promover actividades de inserción y calificación en el trabajo.
- c) Garantizar el goce de la igualdad en el ejercicio de los derechos laborales y sindicales reconocidos en las leyes de la materia.
- d) Garantizar la protección contra la explotación económica y contra todo trabajo que ponga en peligro la salud, la educación y el desarrollo espiritual, físico y psicológico de la población joven. Asimismo, se adoptarán las medidas necesarias para suprimir todas las formas de discriminación contra la mujer joven en el ámbito laboral.
- e) Impulsar programas para la capacitación e inserción laboral de las personas jóvenes con discapacidad, garantizando la equidad de género.
- f) Fomentar la promoción de pasantías laborales en el sector público y privado enfocadas en las necesidades de desarrollo del país, con el objeto que el alumnado de educación técnica y superior tenga acceso a prácticas laborales efectivas contando con flexibilidad en los horarios y otorgando incentivos a las empresas participantes.***
- g) Respetar y cumplir con los derechos laborales reconocidos en las leyes de la materia, con especial énfasis en la seguridad social....

## ANNEX 4) INTERNSHIP STUDENT AGREEMENT EXAMPLES

### 1) Sample from Calvin college

#### Internship Student Agreement

##### I. Student Information

Name \_\_\_\_\_ Email \_\_\_\_\_  
Major/Minor \_\_\_\_\_ Expected Graduation Date \_\_\_\_\_

##### II. Internship Employer Information

Employer \_\_\_\_\_  
Internship Title/Function \_\_\_\_\_  
Supervisor Name \_\_\_\_\_ Email \_\_\_\_\_  
Company Address \_\_\_\_\_  
City, State \_\_\_\_\_ Zip \_\_\_\_\_  
Phone \_\_\_\_\_  
Pay \_\_\_\_\_ Hours per week \_\_\_\_\_  
How did you find your internship? \_\_\_\_\_

##### III. Responsibilities of the student

1. As a representative of Calvin College at your internship site, you are expected to perform in a professional manner during the entire course of your internship. Conduct yourself with integrity, respect, and responsibility. This is important for both your career and for future Calvin students who may seek a position at your internship site.
2. The employer and college faculty will review your performance. It is the employer or college's prerogative to terminate an intern because of unsatisfactory performance. Credit may not be granted in this situation.

##### IV. Assumption of Risk

1. You are voluntarily agreeing to participate in the Calvin College Internship Program.
2. Use good judgment when applying for, interviewing for, and accepting positions.
3. You will be engaged in an organization and activities over which Calvin has no control. This includes all activities connected with your internship, including travel. For these reasons, it is of particular importance that you pay careful attention to any situation or risk that may be present and which may have the potential to harm you in any way. Calvin College cannot accept responsibility for any such situation, risk, or harm, because Calvin College has no control over those environments. However, Calvin College wants to support and assist you, and will address and follow up on any complaint or concern that you may raise with the College. For that reason, it is very important that you promptly tell your Calvin College professor or Career Development staff of any such potential situation or risk.

**I understand and accept responsibility for the agreements of this program, as listed above.**

Signed \_\_\_\_\_ Date \_\_\_\_\_



## 2) Sample from document of Joven 360 (Spanish)

### 4.1.4 ACUERDO, CARTA DE ENTENDIMIENTO O CARTA COMPROMISO DE PRESTACIÓN DE SERVICIOS DE PASANTÍAS.

NOSOTROS: Por una parte \_\_\_\_\_, mayor de edad, (profesión u oficio), del domicilio de \_\_\_\_\_, con Documento Único de Identidad \_\_\_\_\_, actuando en nombre y en representación de \_\_\_\_\_, en mi carácter de \_\_\_\_\_, (señalar su personería legal con que actúa), en adelante “LA EMPRESA” o “LA INSTITUCIÓN” (dependiendo si es privada o gubernamental); y por otra parte, \_\_\_\_\_, mayor de edad, Estudiante o egresado en los últimos 12 meses, del domicilio de \_\_\_\_\_, con Documento Único de Identidad \_\_\_\_\_, actuando en mi carácter personal, en adelante “EL PASANTE”, y en el carácter en que comparecemos otorgamos el siguiente “CONTRATO, CARTA DE ENTENDIMIENTO O CARTA COMPROMISO DE PRESTACION DE SERVICIOS DE PASANTÍA” que se registrará por las siguientes cláusulas:

#### 1) OBJETO DEL CONTRATO, CARTA DE ENTENDIMIENTO O CARTA COMPROMISO:

Que el presente contrato, carta compromiso o carta de entendimiento, tiene por objeto la regulación y funcionamiento de una Pasantía, con la finalidad de llevar a la práctica los conocimientos teóricos, del “Pasante”, a fin que éste se pueda formar profesionalmente y adquirir la experiencia necesaria, la cual le será dada por la “Empresa” o “Institución”, la cual será la base para poder optar a un empleo en el futuro.

2) DESCRIPCIÓN DEL SERVICIO DE PASANTÍA: La “Empresa” o “Institución” y el “Pasante”, desean celebrar el presente contrato de prestación de servicios de Pasantía, carta compromiso o carta de entendimiento que cual se define como \_\_\_\_\_.

3) VIGENCIA DEL PRESENTE CONTRATO, CARTA COMPROMISO O CARTA DE ENTENDIMIENTO: La vigencia del presente contrato de Servicios de Pasantía, carta compromiso o carta de entendimiento será de doce meses, contados a partir de la firma del presente contrato.

4) HORARIO DE ACTIVIDADES DEL PRESENTE SERVICIO DE PASANTÍA: (Modelo A) El Pasante tendrá un Horario máximo de actividades, de seis horas diarias durante cinco días a la semana. En ningún caso serán obligados a excederse de dicho horario, ni interferirá con el desempeño de sus actividades académicas. (Cláusula en caso que la Pasantía fuera en época académica activa) (Modelo B) El Pasante tendrá un Horario máximo de actividades, de ocho horas diarias durante cinco días a la semana. En ningún caso serán obligados a excederse de dicho horario. O sea deberá cumplir el horario completo de la Empresa o Institución. (Cláusula en caso que la Pasantía fuera en época de vacaciones o con clases nocturnas) 5)

REMUNERACIÓN (opcional, dependiendo si las parte la pactan o no): El o la pasante recibirá una remuneración (quincenal o mensual dependiendo de la forma de pago de la Empresa o Institución) de \_\_\_\_ Dólares de los Estados Unidos de América, la cual ha sido previamente pactada entre la Empresa y el Pasante y será pagada en concepto (de viáticos o cualquier otro tipo de remuneración, la cual no podrá ser menor del equivalente al cincuenta por ciento de un salario mínimo vigente, dictado por la Comisión Nacional del Salario Mínimo.

6) DERECHOS Y OBLIGACIONES DEL PASANTE (a criterio de las partes)

7) DERECHOS Y OBLIGACIONES DE LA EMPRESA O INSTITUCIÓN a) Asignar un tutor empresarial para supervisar el aprender haciendo del pasante. b) Llevar un registro, control o expediente según sea el caso, donde se pueda verificar el cumplimiento del horario y desempeño del estudiante durante la pasantía.

8) SEGURO CONTRA RIESGOS. La Empresa o Institución, asegurará al Pasante con un seguro contra riesgos o accidentes, los cuales estarán contemplados dentro de la correspondiente póliza de seguro, hasta por la cantidad de \_\_\_\_\_ Dólares de los Estados Unidos de América, que éste pueda sufrir durante el desarrollo de la pasantía objeto del presente contrato, ya sea dentro de las instalaciones de esta Empresa o Institución, o durante sus funciones como pasante, cuya póliza es \_\_\_\_\_ de la Empresa Aseguradora \_\_\_\_\_ o en el ejercicio de \_\_\_\_\_, con la vigencia de la póliza durante \_\_\_\_\_ meses, partir de la firma del presente contrato, carta compromiso o carta de entendimiento.

9) DE LA TERMINACIÓN ANTICIPADA DEL PRESENTE CONTRATO, CARTA COMPROMISO O CARTA DE ENTENDIMIENTO .....

10) DOMICILIO: El presente Contrato de Servicio de Pasantía, Carta Compromiso o Carta de Entendimiento tendrá como domicilio el de \_\_\_\_\_. San Salvador a los \_\_\_\_\_ días del mes de \_\_\_\_ de \_\_\_\_\_. EMPRESA O INSTITUCIÓN PASANTE

## **ANNEX 5) ARTICLE TRANSLATION: PAID OR UNPAID ISSUES**

**There is an interrogation regarding Internship program, since this can be seen as an opportunity to promote the job or an employment trap.**

First, Internships can provide useful work experience for young people however while they become common it is also greater the risk of abuse, in most cases this can be faced during economic situations, where the students may have to do extra task they have to, such asking to get coffee to the boss, attend meetings, or contribute to a big project, which is great but there is a line to be respected to avoid the job become exhausting

Moreover according to the International Labor Organization because youth unemployment is reaching dramatic levels internship becoming more prevalent, mostly in developed countries as well as the controversy over this and as a matter of facts internship is often considered a great work experience and a foothold in the labor market.

Additionally internship important has increase as those who are about to finish their studies because they have faced difficulties to get a job, but the numerous allegations of abuse have generated strong criticism about internship as a source of labor at low cost and in some cases it is for free.

It is important to add that according to Gianni Rosas, Coordinator of Youth Employment Program from the International Labor organization, The main objective of the internship is to offer work experience to young people who otherwise are trapped in an impasse in which they cannot get a work experience because they cannot find a job and they are not able to find work because of their lack of experience.

### **Comparison between Paid Internships versus unpaid internships**

Several governments have adopted legal protection measures against exploitation of interns because inappropriate use of interns has spread in recent years, particularly in the countries most affected by the global crisis, and young people are increasingly expressing their concerns. In view of this situation there is a global community and noisy Twitter users reporting daily on practical internship. Rosas also added that Internships should always have an educational component, and that is what this is about: job training. If students are used to perform tasks that are normally performed by the permanent staff, it can be considered undercover work, which can be pursued in the courts work.

One of the main issues is whether the work from students should be paid or not. Accordance with USA's law requirements, internships in the private sector are usually considered employment,

even unpaid internships that are legal under certain conditions. Among the criteria for an internship to be unpaid work are: an important training component, the student does not replace a regular employee and the employer does not get an immediate benefit. In contrast, in France, students have no legal right to wages, but they should receive an incentive if the internship lasts more than two months during the same academic year.

### **There is a fact that better practices are necessary**

A recent study by the National Association of Colleges and Employers in USA, showed that 60 percent of college graduates who had done internships received at least one job offer, compared with 36 percent of those who had internship experience. But the study also suggests that only students that were paid had a particular advantage in the job market for graduates who had no internship experience and only 37 percent of those who made an unpaid internship received a job offer.

It is necessary to counter criticism that internships have received in recent times, to adopt best practices such as not using unpaid students to replace employees, assign students meaningful tasks, and provide appropriate training and guidance since an internship should provide an opportunity for youth people to learn practical skills that will cause a good impression on potential employers. It should also help them establish contacts and hopefully get a job.

Rosas summates as well that there is a number of good practices, for example, the International Labor Organization (ILO) offers students a stipend. This, thanks to the full recognition of the fact that very often students need to travel and settle in a city or country where they do not have the support of their families or other networks.

## ANNEX 6) INSTRUMENT: SURVEY



**University of El Salvador  
School of Arts and Sciences  
Foreign Language Department  
Questionnaire**

**Objective:** To investigate the importance of having an internship for the 5th year students from Bachelor of Arts in Modern Languages at the Foreign Language Department of the University of El Salvador during the year 2015.

Undergraduate students request your valuable collaboration to answer the questionnaire below for the research entitled:

**The relevance of having internship programs for fifth-year students from the Bachelor of Arts in Modern Languages at the Foreign Language Department of the University of El Salvador during the year 2015**

Vocabulary: “An internship” (in Spanish *Pasantía*) is an opportunity offered by an employer to potential employees, to work at a firm for a fixed, limited period of time.

### Instructions

Please answer every single question as honestly as you can.

Age \_\_\_\_\_ Sex 

F	M
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1. Have you ever heard about an internship program? Yes \_\_\_\_\_ No \_\_\_\_\_

2. **If yes** Do you know any institution that offers it? Yes \_\_\_ No \_\_\_

**If “no” from question 1, go to question 5**

3. Do you know if there is an internship program in the languages department?

Yes \_\_\_\_\_ No \_\_\_\_\_ Other \_\_\_\_\_

4. Do you know the requirement to be involved in an internship program?

Yes \_\_\_\_ No \_\_\_\_

If Yes which ones \_\_\_\_\_

5. Are you currently working? Yes \_\_\_\_ No \_\_\_\_

**If Yes go to question 7**

**If no go to question 6**

6. Have you ever worked before? Yes \_\_\_\_ No \_\_\_\_

7. How did you feel in your first job? Good \_\_\_\_ Bad \_\_\_\_

Other \_\_\_\_\_

8. Do you think that what you have learned in the UES is enough to face the real job environment? Yes \_\_\_\_ No \_\_\_\_

9. Do you think acquiring experience is important to face the real job environment?  
Yes \_\_\_\_ No \_\_\_\_ Other \_\_\_\_\_

10. Would you like to be involved in an internship program...

Yes \_\_\_\_ No \_\_\_\_







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