

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



**LACK OF PROFESSIONAL PRACTICES OF FIFTH-YEAR STUDENTS FROM
MODERN LANGUAGE MAJOR AND ITS EFFECTS WHEN PERFORMING ON
THEIR FIRST JOB, FOREIGN LANGUAGE DEPARTMENT, UNIVERSITY OF EL
SALVADOR, YEAR 2014.**

PRESENTED BY:

CECILIA ESTER GARCIA TORRES

GT06014

IRIS CLARIBEL ORTIZ PAULINO

OP08003

JULIA DINORA RODRIGUEZ MARTINEZ

RM08091

FINAL RESEARCH REPORT IN ORDER TO OBTAIN THE DEGREE OF
“LICENCIATURA EN LENGUAS MODERNAS: ESPECIALIDAD EN FRANCÉS E
INGLÉS”

Lic. LUDWIG CORNEJO, MsT
RESEARCH ADVISOR

JULY 27th /2015

MAIN UNIVERSITY CAMPUS SAN SALVADOR EL SALVADOR

INDEX

	Page
ACKNOWLEDGEMENTS	3
INTRODUCTION	4
CHAPTER I: STATEMENT OF THE PROBLEM	7
1. Statement of the Problem	7
2. Objectives	8
a. General Objectives	8
b. Specific Objectives	8
3. Significance	9
4. Assumptions	12
5. Limitations	13
6. Definition of key terms	14
CHAPTER II: THEORETICAL FRAMEWORK	16
2 Theoretical Framework	16
2.1 Literature	16
2.1.1 Coherence between Theory and Practice	17
2.1.2 Differences between Professional Practice and Community Outreach	18
2.1.2.1 Professional Practice	18
2.1.2.1 Professional Practice in the teaching area	19
2.1.2.2 Community Outreach	19
2.2 Experts	20
2.2.1 Personalities	20
CHAPTER III: METHODOLOGICAL FRAMEWORK	23
3.1 Research Design	23
3.1.1 Type of study	23
3.1.2 Research Design	24
3.2 Sampling	25
3.2.1 Population	25
3.2.2 Sample	25
3.3 Approaches	27
3.4 Techniques and instruments.	28
3.5 Statistical treatment	29
CHAPTER IV: ANALYSIS OF THE DATA	31
4.1 Focus group analysis	31
4.1.1 Focus Analysis tables	32

4.2 Questionnaire Analysis	45
4.2.1 Figures of questionnaires analysis	46
CHAPTER V: MAJOR FINDINGS, CONCLUSIONS AND RECOMENDATIONS	55
5 MAJOR FINDINGS	55
6 CONCLUSIONS	57
7 RECOMMENDATIONS	59
8 TIMETABLE	60
REFERENCES	61
Web References	61
Bibliography	65

ACKNOWLEDGEMENTS

First of all, we are grateful to The Almighty God for holding us during these years, and letting us finish this career.

We would like to express our sincere gratitude to our family for their unconditional support and encouragement to go on.

We also take this opportunity to thank our friends who were with us during these years providing us support to make this project possible.

Finally, we wish to express our sincere thanks to Master Ludwig Cornejo, our advisor in the graduate project, and all the staff in charge of the Graduate Projects of the ML major for guiding and supporting us throughout the process of this career.

AUTHORS

INTRODUCTION

“The true knowledge is achieved when the learning process is completed and the information becomes action” (Swami Vivekananda). “Professional Practice is where students are required to extend their knowledge and skills within a practical environment”. A country needs to have future professionals who since the beginning are able to face confidently, competitively and professionally the different challenges of a changeable society. A simple way to prepare these professionals is through providing them with the opportunity to experience in their area of specialization within their particular professional field. This practice should be done before they are launched to the real labor world with a professional supervision. The lack of this practice in a major might provoke some negative effects that lead students feel unconfident, frustrated and incapable to respond to different real situations when performing on their first job.

At the University of El Salvador, in the Foreign Language Department, the Modern Language major offers to students two minor specializations: Teaching and Communications. The students can choose any of these two options; they receive theoretical courses in order to be specialized in any of them. This paper is focused on students from the Teaching minor specialization. In a specialization the professional practice is a key point, since it allows students to face real situations and put in practice the knowledge acquired during the courses and develop skills.

Despite the importance of the professional practice, Modern Language major seems not to have this important practice. This report provides information regarding a case study project about how the lack of Professional Practice in the area of teaching in the Modern Language (hereinafter referred to as ML) major affects its fifth year students when performing on their first job. The professional practice in the area of teaching, is the time in which university students spend time teaching as part as their training to become a teacher. This is done under the supervision of experienced teachers. At the same time, this practice is an important part in the academic formation of a professional to be better trained to develop in the work field. This research explores and determines some effects on fifth year students at the beginning or during certain period of time when exercising on their field in real challenges as teachers caused by the lack of real practice in their specialization area.

In this report a series of important aspects involved in the design of a research project are presented and detailed in order to go deep on this topic. The statement of the problem and the aspects involved in this, the literature that supports this research, the type of study, the research design, the instruments used for gathering the data and the analysis of the information obtained are some of the general aspects developed in this work, in order to determine the effects caused by this lack. Besides this, some conclusions that summarize the main findings and some recommendations are developed. All this information is presented in order to raise awareness about the importance of a real Professional Practice in this major

on the Foreign Language Department authorities, so that they can take action on this matter and students can be motivated to go deep in this topic.

CHAPTER I: THE PROBLEM

1. STATEMENT OF THE PROBLEM

At the University of El Salvador, there are many majors that have professional practice. In this period of time students have the opportunity to put in practice the knowledge acquired during their courses. In the Foreign Language Department there are three majors, and the only one that does not include professional practice is the Modern Language major. Professional practice is really important in a major, because through it the theory can be confirmed or contrasted. However this practice is not part of the curriculum of this major; even when it offers a teaching specialization and one of its objectives points to: “Train professionals to teach two languages: English and French”¹.

Nonetheless, the reality seems far away from the theory because students in the area of teaching seem to feel disappointed, frustrated and incapable to respond to different real situations in their first job experience at the different educational institutions. This seems to be due to the lack of a real practice in the teaching area. That is why the following topic emerges: **LACK OF PROFESSIONAL PRACTICE IN FIFTH YEAR STUDENTS OF THE MODERN LANGUAGE MAJOR AND ITS EFFECTS WHEN PERFORMING ON THEIR FIRST JOB.**

2. OBJECTIVES

¹Barahona, Victorino. (2000) Plan de estudios de la carrera de la Licenciatura en Lenguas Modernas, con especialidad en frances e ingles, Universidad de El Salvador. Pag. 8

General objective:

- To explore the effects of the lack of Professional Practice in the area of teaching of fifth year students from the Modern Language major when performing on their first job.

Specific Objectives:

- To determine the effects that the lack of Professional Practice in Modern Language major has caused on fifth year teaching students who are working as teachers when performing on their first job.
- To present the Foreign Language Department authorities the effects that lack of Professional Practice in the area of teaching has on students from Modern Language major in order to raise awareness about its importance.
- To show the importance of the practice in a major specialization to demonstrate the necessity of the practice in Modern Language major through the results of the data analysis.

3. SIGNIFICANCE.

The educational knowledge and the educational reality are important aspects in education, because is a central point in the teaching-learning didactic process, since it constitutes one of the greater hurdles to the school improvement and teacher professional development (Aguilar y Viniegra, 2003; Montero, 1997; Carr, 2007; Rozada, 2007; Korthagen, 2007, 2010; Zeichner, 2010). The need to focus on preparing quality teachers to be able to efficiently develop in different real daily situations is even greater; because one of the weapons to fight underdevelopment in a country is the educational improvement. That is what helps a society stand up from stagnation. Professional practice is considered a very important part in a major since it prepares professionals to efficiently work at different areas that are on the market. The professional practice in a teaching major, not only help to acquire knowledge about teaching strategies but also to put into practice these strategies.

In the Curriculum of the ML major says: *“El graduado de este plan de estudios podrá trabajar como docente en la enseñanza de los idiomas inglés y francés a nivel de educación media o universitaria, dependiendo de la elección”*². However due to the lack of practice, the ML major seems not to be properly training students to efficiently perform as teachers; even when it offers a teaching specialization³. Since the topic that is being studied in this research paper is regarding the effects

²Barahona, Victorino. (2000) Plan de estudios de la carrera de la Licenciatura en Lenguas Modernas, con especialidad en frances e ingles, Universidad de El Salvador. Pag. 10

³Barahona, Victorino. (2000) Plan de estudios de la carrera de la Licenciatura en Lenguas Modernas, con especialidad en frances e ingles, Universidad de El Salvador. Pag. 8

of the lack of professional practice on fifth year teaching students from the ML major, it is important to mention that in this major the only closest real practice experience that some of these students have is when doing their Community Outreach.

Currently, students from the ML major have been led to do their community outreach as their professional practice. Some of the students go to different places to do their community outreach; some of them in areas related to teaching such as teacher assistants, teachers (sometimes without the supervision of an experienced teacher) didactics material makers, and some others in areas totally different from the teaching field. However, through theoretical sources it is known that professional practice and community outreach have different goals. Community Outreach seeks to improve the quality of life and subjective well-being of individuals, groups, and communities. Whereas, professional practice seeks to expose students in a practical environment to extend knowledge and skills. Thus, based on the definitions of these two different terms, Community Outreach should not be seen as the way ML major students practice the knowledge acquired in their years of study because some of them are having no practice in the teaching area and the ones that are having it, are lacking of an appropriate supervision from experienced teachers..

This work is expected to be helpful for ML major students as well as authorities from the Foreign Languages Department which are the subjects involved on this matter. Students may be motivated to go deep into this topic and carry out researches that can provide richer information on this topic. Foreign Language

Department authorities may be motivated to check the Curriculum, so they might make the necessary changes which contribute to the improvement of this great major. Properly training future teachers through the Professional Practices is an excellent way to help them face the real environment with confidence and professionalism.

4. ASSUMPTIONS

- Students may feel disappointed and frustrated when facing their first experiences at work without having a real practice in their specialization.
- Students from the teaching specialization of ML major may not know how to respond to different real situations in their first experience as teacher.
- Students may think that Professional Practices should be included in the ML major.
- Most of student from the teaching specialization of ML major get jobs in areas that are not related to the teaching area.

5. LIMITATIONS

During the development of this project there were different limitations that hindered the research to be carried out exactly as it had been planned. The first limitation was the lack of a complete sample. Through running a census the research team expected to select at least 40 teaching students who were taking the last courses of the fifth year in semester II, 2014 and who were currently working as teachers. Unfortunately, only eight students had all the qualities needed for this study. So, in order to use the right sample, it was necessary to change the methodology of the profile. Another limitation was the availability of the time of fifth year students to get together and participate in the focus group. It was difficult for the researchers to agree with the participants in the same place and at the same time in a meeting to carry out the focus group at the first time. It was until the second try the focus group could be performed. The last limitation was that there were not too many documents or written antecedents about the topic "Lack of practice in fifth year students of the modern language major and its effects when performing on their first job". Despite of the different limitations the research team faced, the project could be totally finished.

6. DEFINITION OF KEY TERMS

- Professional Practices: is where students are required to extend their knowledge and skills within a practical environment.
- Professional practice on the teaching area: is the time in which university students spend time teaching as part as their training to become a teacher under the supervision of experienced teachers.
- Community Outreach: is the donation of time or resources to benefit a community or its institutions such as nonprofit, civic or community-based organizations in an effort to improve the quality of life for community residents.
- Theory: The theory is a set of laws, statements and hypothesis that form a corpus of organized, systematized and scientific knowledge that allows deriving from these bases rules of conduct.
- Practice: is known how to do. Practice is based on the principle of activity; it organizes the individual experiential and existential world.
- Case study: is an empirical inquiry that investigates a contemporary phenomenon within its real- life context; when the boundaries between the

phenomenon and context are not clearly evident; and in which multiple sources of evidence are used (Yin, 1984, P.23).

- Non-experimental research design: is one in which variables are not deliberately manipulated.
- Non probabilistic sample: is a sampling technique where the samples are gathered in a process that does not give all the individuals in the population equal chances of being selected.
- Judgmental sampling: is selected units to be sampled based on their knowledge and professional judgment.

CHAPTER II: THEORETICAL FRAMEWORK

2. THEORETICAL FRAMEWORK

The theoretical framework in this research project was divided into two different sections. The first one is literature, which provides an explanation of the different important terms involved in this study. The second one is experts, which includes the opinion of different experts in the teaching field.

2.1. LITERATURE

Some of the vital themes involved in this research project are the coherence between the theory and practice as well as the differences between professional practice, teaching practices and community outreach.

2.1.1 COHERENCE BETWEEN THE THEORY AND PRACTICE

In the teaching-learning process the relationship between theory and practice is vital. The theory is a set of laws, statements and hypothesis that form a corpus of organized, systematized and scientific knowledge that allows deriving from these bases rules of conduct. "Theory" is used to put together knowledge; it is constituted from different concepts. It means that these concepts describe facts or events that always tend to change because it is considered the provisional nature of the concepts for its transformation through reflection and action of man and its learning. In education, practice can be understood as praxis that involves knowledge for specific purposes. Practice is an environment in which a profession is practiced. (Verloop,1995). "Practice" is based on the principle of activity; it

organizes the individual experiential and existential world. Those involved in learning, perform practical exercises that lead to learning by doing and experiencing. This makes the individual auto-build and start their own learning, get to know its own and others interests and needs. The practice seeks to guide learning with the support of the theory, and the theory is reconstructed with the results generated by the practice. Thus, the relationship between the two concepts of theory and practice is due to a nature environment.⁴

2.1.2 DIFFERENCES BETWEEN PROFESSIONAL PRACTICE AND COMMUNITY OUTREACH

In this study is important to notice the differences between professional practice and community outreach.

2.1.2.1 PROFESSIONAL PRACTICE

Professional Practice is where students are required to extend knowledge and skills within a practical environment under supervision of experienced people to gain the experience and skills required in a practical environment⁵. Professional practice is usually performed by university and high school students that look for abilities to develop a major. The professional practice gives some benefits to the students, because it lets them gain experience and open some opportunities for

⁴ INCIARTE R., Nerylena ALARCÓN H., Rosaura SÁNCHEZ P., Elsa(2008) Relación teoría-práctica en la formación del docente en ejercicio. Una propuesta constructivista. 122 Revista de Artes y Humanidades UNICA. Available: <http://www.redalyc.org/articulo.oa?id=170118864008>

⁵ Curtin University of Technology (2010) **What is Professional Practice?**. Available: https://askcurtin.custhelp.com/app/answers/detail/a_id/380/~/what-is-professional-practice%3F

them to be hired. So the professional practice is an opportunity for students to develop attitudes and abilities to be competitive professionals and also to put in practice the knowledge acquired during the years of study. Professional practice lets students apply theories to realistic situations that contribute to the formation of students in any area.

2.1.2.1.1 PROFESSIONAL PRACTICE IN THE TEACHING AREA

This practice is the time that someone spends teaching as part of their training to become a teacher.⁶ It is seen as an integral part of teacher education. An introduction to the reality of the situation is an essential part of effective professional training. The aims of this professional practice experience are to provide opportunities for student teachers to integrate theory and practice and work collaboratively with and learn from the teachers. Student teachers observe subject teachers at work so as to learn about teachers' skills, strategies and classroom achievements. They also evaluate their own teaching experiences through conferencing with teachers and lecturers, and through self-reflection, implement a variety of approaches, strategies and skills with a view to bring about meaningful learning. In this way student teachers gain experience in managing and evaluating class work; in maintaining discipline and good order in the classroom; find their

⁶ TheFreeDictionary (2003-2015) teaching practice taken by Collins English Dictionary PRO. Available: <http://www.thefreedictionary.com/teaching+practice>

own teaching style and personality and become acquainted with school organization and administration⁷

2.1.2.2 COMMUNITY OUTREACH

Community outreach is the donation of time or resources to benefit a community or its institutions such as nonprofit, civic or community-based organizations in an effort to improve the quality of life for community residents. Community outreach is carried out by students as part of the requirements to graduate.

After learning about Professional practice and community outreach it is important to consider the teaching area of the ML major and the lack of practice on this. Currently, based on the Curriculum of ML major, students have been led to do their community outreach as the professional practice even when the difference between them is big. The fifth year students of such major seem not to be trained in the teaching specialization area; therefore, they may not perform efficiently and feel confident in their first job experience. Through the development of these terms, is not intended to sub estimate none of them, but excel their different objectives.

⁷ Nelson Mandela Metropolitan University (2013) **School for Initial Teacher Education. Teaching Practice/Work Integrated Learning**. Available: <http://site.nmmu.ac.za/Teaching-Practice-Work-Integrated-Learning>

2.2 EXPERTS

2.2.1 PERSONALITIES

The research team collected a series of opinions related to the importance of Professional Practices from different experts, such opinions are presented below:

- ✓ "We evaluate professional practices, to preserve the quality of student."
(MINED).⁸

- ✓ "The idea that the theory can be developed and considered separately from practice and then used to correct, improved or evaluated any educational practice, is rejected in favor of the diametrically opposed point of view. The theory acquires an educational character only insofar that can be corrected, improved or evaluated in the light of its practical consequences. In this sense, it is the practice that determines the value of any educational theory, not the theory that determines the value of any educational practice. Therefore in this way, the theory of education is theoretical in the sense that it is linked to concepts of logic, rigor and disciplined reflection, and practice. This carefully maintains the practical context in which educational problems arise and in which any solution must be evaluated"....⁹

⁸OEI - Sistemas Educativos Nacionales - El Salvador, Capitulo 10, Educación Superior, 10.6.2 El sistema de evaluación y calificación de estudiantes, page 9available: www.oei.es/quipu/salvador/salva10.pdf

⁹Carr, W. (1980). "The gap between Theory and Practice". Journal of further and higher educations. Nº 4, pp. 60-69. Martínez Roca.

- ✓ Affording different programs, there are four important areas in education. First all, the professional and social formation, social and work issues are principal subjects. Second, the basic formation, it is about biology and chemistry. Then, specialist formation, it is about technology, mechanic and design. Finally, the practice area, in which, it will do the field work.¹⁰

- ✓ Nowadays, taking into account all these aspects, professional practice have impacted significantly due to the fact they offer to people and to the majors to go from the theory to the practice of the knowledge acquired in the years of study of any major. But professional practice offers not only the practices but also training opportunities, job roles and occupational identities. Donald Schon (1983) argued equipping students with knowledge in training situations so they could simply discharge this knowledge when they entered the world of practice is fundamentally a flawed concept. The development of 'reflecting in action' (while doing something) and 'reflecting on action' (after you have done it) has, in recent years, become embedded in many professional disciplines¹¹.

- ✓ After graduating of a major, the professional practices represent the opportunity to apply the knowledge and develop abilities, values, attitudes and aptitudes, in this way students can acquired the experience, that will

¹⁰ Escobar, Mauricio; Machón, Rodolfo; López, Héctor. Educación técnica y vocacional. P. 335-418, en: Reimers... P. 363-364.

¹¹ EducationalEvidence portal, Professional Practices (N:D)
Available: <http://www.eep.ac.uk/dnn2/ResourceArea/Careersworkexperienceemployment/Professionalpractice/tabid/173/Default.aspx>

give them bases to facilitate a competitive laborer market as some teachers of modern language major agreed “There will be a complementary benefit for students that will learn to do through the practice and also will offer them the opportunity to get hired while doing their practices. (José Alfredo López, Modern Language Major Coordinator)

- ✓ Deliberate practice is an active process, and simply going through the motions, either during simulation or during everyday tasks, will not result in significantly improved performance. (Ericsson & Smith, 1991)¹²

¹²Kevin R. Harris, PhD; David W. Eccles, PhD; Paul Ward, PhD; James Whyte, IV, PhD, A Theoretical Framework for Simulation in Nursing: Answering Schiavenato’s Call, Journal of nursing Education, January 2013

CHAPTER III: METHODOLOGY

3. METHODOLOGY

3.1 DESIGN OF THE RESEARCH

3.1.1 TYPE OF STUDY

The lack of professional practice in the area of teaching in the ML major is an issue that should be carefully studied, so the type of study that was used to carry out this project is the CASE STUDY. A case study is an empirical inquiry that investigates a contemporary phenomenon within its real- life context; when the boundaries between the phenomenon and context are not clearly evident; and in which multiple sources of evidence are used (Yin, 1984, P.23). This study case was used to look at individuals as a small group of participants conducted to get information, recognize, locate, define, examine and provide a better understanding of the situation. The case study used was intrinsic; it means that the case was given and that the conclusions and analysis was only about the topic and not to other cases related to it. So, through this study, the research team determined the different effects produced by the lack of professional practices in this major on students of the area of teaching.

3.1.2 RESEARCH DESIGN

According to the type of study that was selected in this project, the research team planned to work on a **non-experimental research design**. A non-experimental research design is one in which variables are not deliberately manipulated. The researcher does not have control over the independent variables for they have already happened. The researcher studies what naturally occurs (what happens in real situations) and describes it. In this research, there was no need for the team to create or provoke any situation. The lack of professional practice which is the independent variable already existed and could not be manipulated. It was studied to determine their effects.

According to the classification of non-experimental research, the research team used the **Transactional design**. In this classification; data was collected in just one moment, in a unique time and its purpose was to describe variables and to analyze their incidence in a specific moment at the time. Transactional designs can be divided in Descriptive and Correlational. The one that the research team used in this research was **Transactional descriptive studies**. It provides an idea about the state of one or more variable in one or more group of people or things. The process consisted in measuring in a group of people or things, one or more variables and offered their description.

Instead of experimenting, the research team collected different types of information about the topic through the application of different instruments as the survey and interview, in order to get relevant data. Researchers observed the phenomenon as

it occurred in its natural context, collected information and then described and analyzed the phenomenon.

3.2 SAMPLING

3.2.1 POPULATION

The area of study was focused on female and male students who were coursing the last four subjects (eight groups) of the teaching specialization of the fifth year of ML major, on semester II, 2014 (according to the CURRICULUM of this major).

3.2.1 SAMPLE

In this research, a **non-probabilistic sample** was used. A non-probabilistic sample is a sampling technique where the samples are gathered in a process that does not give all the individuals in the population equal chances of being selected. The results of the research cannot be used in generalizations pertaining to the entire population. It involved an informal selection procedure since it cannot specify the accuracy of the standard error. It means that the veracity of the problem could not really be measured, but only deducted.

There are different types of non-probabilistic sample; the researchers in this project used the **Judgmental sampling**. In this sampling technique the researchers selected units to be sampled based on their knowledge and professional judgment. By running a census to about seventy five fifth year students of ML major, the research team identified only a small group of eight students of the teaching area from this major who had a job as teachers. The most part of students did not work

yet and the other part worked in different areas such as call centers, Cyber Coffee, House of Culture, etc. Due to the lack of people with these necessary features, the research team decided to run the census to the third and fourth year students of ML major to increase the population and so the sample with such features. Unfortunately, the results of this strategy were not as good as the team expected because only four students accomplished these requirements. Thus, at the end a Focus Group was carried out using the eight students of the teaching area from the ML major who had a job as teachers as the sample.

Finally, in order to enrich this research, the team took into account the opinion of eight ML professors that had knowledge and experience about the topic by asking them to answer a questionnaire.

3.3 APPROACH

In this study, the approach that was used is the MIXED RESEARCH APPROACH. By using this approach, it was intended to tackle the problem from different angles, making use of more than one type of investigative perspective. The research team decided to employ quantitative research assessing frequency of same opinions and a rigorous qualitative research exploring the meaning and understanding of the issue.

The qualitative research approach was used when applying the focus group technique to the students that fulfilled the desirable characteristics. This approach was helpful to know students' experiences as teacher without any real and appropriate practice.

The quantitative research approach helped to measure the information and opinions of ML teachers about the topic. The information obtained from some ML teachers was helpful to reinforce this research and measure the frequency of opinions.

3.4 TECHNIQUES AND INSTRUMENTS.

The technique and instrument used to collect the information for the research project were FOCUS GROUP and QUESTIONNAIRES.

A focus group is a data collection technique that uses a semi-structured group interview, which revolves around a theme proposed by the researchers. In this focus group eight students of the teaching area from the ML major who had a job as teachers answered opened-ended questions related to the topic, in order to gather their opinions, perspectives, thoughts and feelings about it. The focus group lasted about one hour and the information obtained from the participants was enough to identify some of the effects that the lack of professional practices in the teaching area from ML had caused them when performing on their first job.

The questionnaire was simply a 'tool' for collecting information about this particular issue of interest. The questionnaire contained *open-ended questions* about the topic which helped to know the opinion of experienced teachers from ML major.

3.5 STATISTICAL TREATMENT

PROCEDURES			
Characteristics	Qualitative Method	Quantitative Method	Mixed Method
Data collection instruments	-Focus group Interview.	-Census	-Questionnaire
Structure of the instrument	-Focus group schedule with open questions. -Set of concepts.	-Fixed standard questionnaires, with structured questions and alternative answers. - It may include open-ended questions.	-Fixed standards questionnaires, integrated to interview schedule and survey schedule.
Kind of the data record	-Audiotape media. -Summary of documentary research. -Literal transcription of answer to open-ended questions.	-Escalated and multiple choice.	-Integration of techniques: Alternative pre-defined answers.

<p>Mode of data processing</p>	<p>-Data files -Data organized in categories. -Files of documentary summaries.</p>	<p>-Statistical database. -Files of documentary review.</p>	<p>-Statistical database. -Files of focus group, interviews, and files of documents. -Data organized in categories.</p>
<p>Data analysis and interpretation (incorporating theoretical references and literature)</p>	<p>-Explanation of the narrative structure of text. -Contextualization and interpretation of the meaning of the ideas.</p>	<p>-Behavior of the variables, indicators and indices. -Descriptive statistics.</p>	<p>-Integrate analysis of qualitative and quantitative data. -Finding presenting as tables, charts, graphs.</p>

CHAPTE IV: ANALYSIS OF DATA

4. ANALYSIS OF DATA

4.1 FOCUS GROUP ANALYSIS

Through the information gathered from the focus group, the research team could determine different opinions from the participants. The eight students who participated in the focus group said that they had not had enough preparation in their fields. Also, some of them said that they had the chance to do their community outreach teaching and in this way they got an idea about the real work experience. Based on the students opinion about how comfortable they felt the first time they taught an English or French class, they expressed they felt uncertain even when they had done the community outreach teaching classes, because they considered it was not enough. Besides this, participants mentioned that in the Modern Language major teachers did not provide them specific tools for teaching children and teenagers, so it had been hard for them to teach children. Some of the participants in the focus group felt that the lack of professional practices is a disadvantage outside of the University. Finally, they concluded that at the end of the major, they had already studied almost all the methodologies through the didactics classes, but they expressed that it would have been more productive and advantageous to have had a real practice. Students suggested the inclusion of the professional practices in Modern Language Major.

4.1.2 FOCUS ANALYSIS TABLE.

QUESTION 1

What do you know about professional practices in general and how important they are in a major?

IDEAS	THEMES	KEY WORDS /PHRASES	CONCLUSION
<ul style="list-style-type: none"> ✓ They defined Professional practices as: - When you go to a specific place in order to put in practice what we have learned and especially in your field, there you receive feedback and is something like more formal. - Where you can apply the contents, definitions and also get the experience. - When a specific person teaches and a professional teacher is evaluating and providing some feedback. - When you complement the theory part that you 	<ul style="list-style-type: none"> ✓ Participants' definitions of professional practices. ✓ Importance of the professional practices. 	<ul style="list-style-type: none"> ✓ Know weaknesses ✓ Receive feedback. ✓ Improve ✓ Apply 	<ul style="list-style-type: none"> - Participants had a really good idea about Professional Practices. - For participants Professional Practices is when a person has the opportunity to put in practice the theory that has been learnt in

<p>receive in the class.</p> <ul style="list-style-type: none"> ✓ It's important to have Professional Practice because: <ul style="list-style-type: none"> - You can practice what you know. - You can know your weaknesses and strengths and improve them. - You are being evaluated and at the same time you are developing your skills. - You will develop your job with quality. - It is the closest you can get to a job experience - You can get used to what you will do in the future. 	<ul style="list-style-type: none"> ✓ Professional practices as a way of practicing what they have learnt. ✓ Complementa tion of the theory with the practice. ✓ Professional practice is something formal. 	<ul style="list-style-type: none"> ✓ Quality to work ✓ Professional practices are really/ very important. ✓ Practice what we have learned. 	<p>the right field and by doing this being evaluated and receiving feedback.</p> <ul style="list-style-type: none"> - For participants professional practices are very important because they let students to practice what they know, know their weaknesses and improve them, develop their job with quality and get experience.
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

QUESTION 2

What do you think about the lack of professional practices in the Modern Languages major?

IDEAS	THEMES	KEY WORDS /PHRASES	CONCLUSION
<ul style="list-style-type: none"> ✓ It's bad the lack of professional practices. ✓ It's like you are learning a language but you don't put it into practice. ✓ It's because there are too many different courses in our major, but you have not a specialization ✓ It's like we are learning theory and we are studying and memorizing theory just to passed a test but at the end we don't remember, or the knowledge was not seen relevant so we cannot put it into practice, 	<ul style="list-style-type: none"> ✓ Theory and practice. ✓ The lack of professional practices affects students. 	<ul style="list-style-type: none"> ✓ Bad ✓ Not good ✓ We have a lack of everything. ✓ It really affects us. 	<ul style="list-style-type: none"> - All students have a negative opinion of the lack of professional practices. - Students consider that the lack of professional practices affects

<ul style="list-style-type: none"> ✓ It's like we just learn theory and we don't practice anything and it really affects us in the first day of work. ✓ The lack of teaching practice affects us when we are trying to get a job. ✓ When you go to a place and without having received the professional practices, you don't know what to do, you don't know where to start and how to do it. 		<ul style="list-style-type: none"> ✓ It would be really good to have this. ✓ There is a big lack of professional practices. ✓ It has to be changed. ✓ They have to implement. 	<p>them in their first time at work because they do not know what to do, where to start in a real class.</p> <p>- Many students coincide that they are learning theory, but they cannot put it into practice.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

QUESTION 3

Where did you do your Community Outreach?

IDEAS	THEMES	KEY WORDS /PHRASES	CONCLUSION
<p>✓ Many students did their Community Outreach at the universities, non-profit organizations, schools, libraries.</p>		<p>✓ Universities</p> <p>✓ Non-profit organization</p> <p>✓ School</p> <p>✓ Library</p>	<p>- Most of the respondent did their Community Outreach teaching.</p> <p>- Some respondents did their community outreach in a place totally different.</p>

QUESTION 4

What did you do in the community outreach?

IDEAS	THEMES	KEY WORDS /PHRASES	CONCLUSION
<ul style="list-style-type: none"> ✓ Some of the participants did their Community Outreach as Teacher assistants helping the teacher. ✓ Some others did as teachers, teaching Basic English to people in a school or university. ✓ Some of them did it giving service and tutoring to students. 	<ul style="list-style-type: none"> ✓ Participants' opinions about doing the Community Outreach in that area. ✓ What participants did as their Community Outreach. 	<ul style="list-style-type: none"> ✓ Teacher assistant ✓ Teacher, tutoring. ✓ Not very helpful. ✓ A good, nice experience. 	<ul style="list-style-type: none"> - Participants that did their CO teaching think that, it was a good, nice and helpful experience because they had the opportunity to learn facing real students. - Participants that did their CO in areas that are not related to the teaching say that, it was not a very helpful experience.

QUESTION 5

Do you consider that the practice that you had done in the community outreach was enough?

IDEAS	THEMES	KEY WORDS /PHRASES	CONCLUSION
<p>✓ Participants say that the practice that they had in the community outreach was not enough because:</p> <ul style="list-style-type: none"> - The time they spend teaching was short. - It was not something formal where they could have been seen and could have received feedbacks. - Students do not take a lot of responsibility. Students teach what they want not what they have to. 	<p>✓ Community outreach is important, but is not the same as Professional Practice.</p> <p>✓ Community Outreach is not enough to face the real labor world.</p>	<p>✓ Not enough.</p> <p>✓ Not correctly supervised.</p> <p>✓ Short time</p> <p>✓ Less responsibility.</p> <p>✓ Receive feedbacks.</p>	<p>- For most of students community outreach was helpful but not enough to face the real labor world.</p>

QUESTION 6

As a teacher, what was your experience when performing on your first job?

IDEAS	THEMES	KEY WORDS /PHRASES	CONCLUSION
<ul style="list-style-type: none"> ✓ Participants said that they had the knowledge but did not know how to teach to different ages and levels. ✓ Some of the participants had difficulties planning and managing the class especially with student's behavior. ✓ Participants did not know how to adapt a class to a different level. 	<ul style="list-style-type: none"> ✓ Participants' experiences. ✓ Teaching different ages. ✓ Adaptation of the class for different ages and levels. ✓ Difficulties with the classroom management. 	<ul style="list-style-type: none"> ✓ Levels management. ✓ Kids ✓ Lesson planning. ✓ Not good, scary, afraid, terrible, hard, not prepared, uncomfortable. 	<ul style="list-style-type: none"> - For the participants their first experience was a bit hard because they had to deal with different unknown situation above all with kids. - In general they said that their first experience teaching was terrible.

QUESTION 7

Based on the experience you have had, do you consider it is necessary to include professional practice as subject in the curriculum of the Modern Language major?

IDEAS	THEMES	KEY WORDS /PHRASES	CONCLUSION
<ul style="list-style-type: none"> ✓ Participants said Professional Practice should be definitely included, because it will help students to develop their skills and get experience. ✓ Authorities should take action on this. 	<ul style="list-style-type: none"> ✓ Authorities need to include Professional Practices. 	<ul style="list-style-type: none"> ✓ Experiences ✓ Comfortable ✓ Develop skills. ✓ Gain experience. 	<p>- For participants is necessary to add professional practices as a subject in the modern language major because students can improve their skill under a supervision of a professional.</p>

QUESTION 8

Do you consider that the Foreign Language Department authorities should give more importance to the professional practice in the Modern Language? What do you think authorities should do in order to take action on this issue?

IDEAS	THEMES	KEY WORDS /PHRASES	CONCLUSION
<ul style="list-style-type: none"> ✓ UES should create alliances with enterprises or schools in the teaching area, they should send students to practices in a real work. ✓ Authorities should listen to student's necessities for taking action in this issue. ✓ The authorities need to reorganize the curriculum; they should specialize in the areas after the 3 years of the general subjects. 	<ul style="list-style-type: none"> ✓ Alliances with enterprises, school within or outside the country to improve our teaching and languages 	<ul style="list-style-type: none"> ✓ Alliances ✓ Reorganize the curriculum. ✓ Didactics subjects. ✓ Languages skills. ✓ Necessity 	<ul style="list-style-type: none"> - Authorities should realize the importance that a major needs to have professional practices for specializing students who are able to teach a language. - Authorities should review the ML curriculum

<ul style="list-style-type: none"> ✓ Add more didactics subjects to the curriculum because the five that we have aren't enough, we cannot get our escalafon because we do not have enough didactics units. ✓ They should taking into consideration to improve this area in the curriculum of the major. ✓ The major needs to be reviewed because since 2002 it does not have any change to improve the actual requirements to be a professional. ✓ Improve our language skills in others countries ✓ They can also look for some other places to go or to do more practice without the necessity to be under the community outreach to do it. ✓ To include professional practices in the curriculum. 	<p>skills.</p> <ul style="list-style-type: none"> ✓ Add more didactics subjects in the major of LM. ✓ Change the curriculum of ML. 		<p>and add an area that can give students the opportunity to gain experience before being graduated in a major.</p> <p>- Authorities should create alliance with different educational institutions to give the opportunity to ML students to develop their skills in a real environment .</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

QUESTION 9

Is there anything else you would like to say about how the lack of professional practices affects students when performing on their job?

IDEAS	THEMES	KEY WORDS /PHRASES	CONCLUSION
<ul style="list-style-type: none"> ✓ Some teachers need professional practices to teach and for showing to students how teach. ✓ Professional practices are going to help students to become good teachers. ✓ Without professional practices, we don't have steps to follow for acting in front of real students, how to dress up and how to talk. 	<ul style="list-style-type: none"> ✓ The use of technology in a class. ✓ Create own material for teaching a good class. 	<ul style="list-style-type: none"> ✓ Professional practices. ✓ Good teachers ✓ Technology ✓ Material ✓ Experience ✓ Real work 	<ul style="list-style-type: none"> ✓ Students think: <ul style="list-style-type: none"> - Professional practices are so important in the development of students that become teachers. - The use of technology should be a good topic to be added to update the strategies for teaching classes.

<ul style="list-style-type: none"> ✓ Some students are not aware about the importance about professional practice. ✓ The use of technology should be included for teaching a class. ✓ How to create own material to each students for facing a real labor market. ✓ We are at the best University of El Salvador so we should be more prepared in the professional field by having experience in a real work. ✓ We have to practice for getting more experience, if not we will never know how to face a real situation. 	<ul style="list-style-type: none"> ✓ Practices for getting experience 	<ul style="list-style-type: none"> ✓ Steps 	<p>- After having had their first experience as teachers, they noticed that professional practices are so important at the moment of facing a real class with real students. They discovered they were making too basic mistakes.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------	-----------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

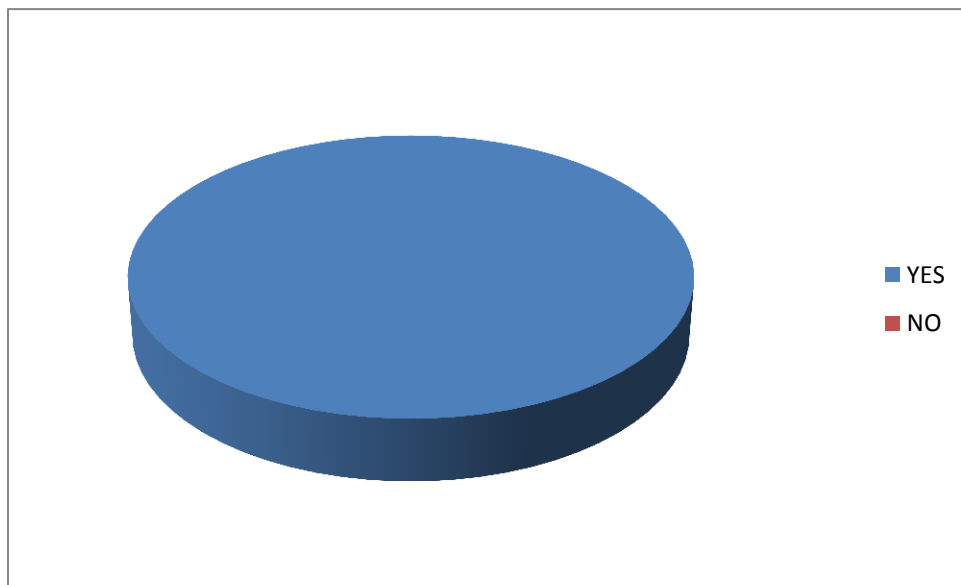
4.2 QUESTIONNAIRE ANALYSIS

According to the information gathered from the questionnaire administered to eight teachers from the ML major, the research team got some general ideas about this topic. Most teachers agreed that a major that is related to the teaching area needs to have Professional Practices (teaching practices) so that students can have an idea or experiment real life situations. Besides that, they stated that professional practice is led by a teacher pointing on the mistakes and correcting students. Otherwise students have difficulties like: timing, planning, teaching techniques, and not being able to handle situations related to classroom management, the use of the board, teaching techniques and strategies.

4.2.1 FIGURES OF QUESTIONNAIRES ANALYSIS

Question 1: Do you consider a major related with the area of teaching must have professional practice?

YES	8
NO	0

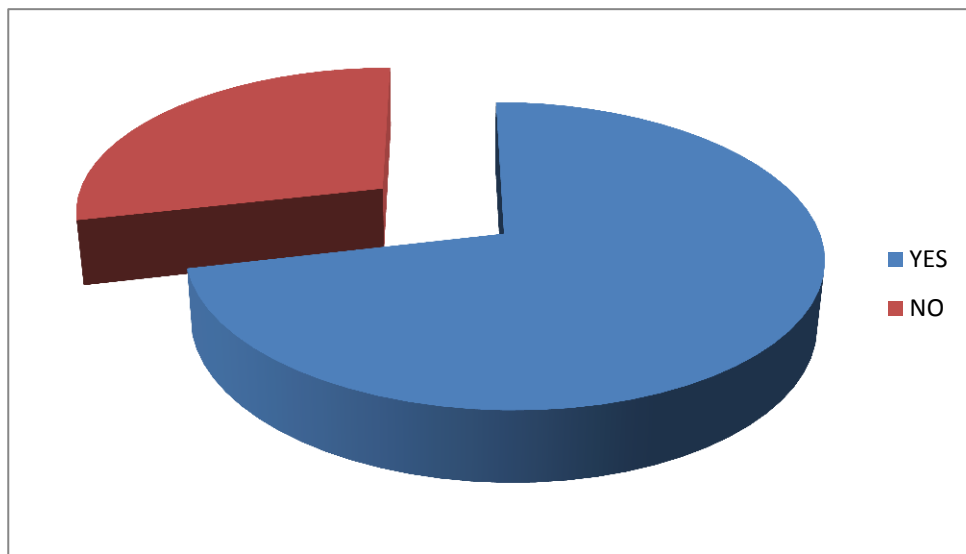


In this question the 100% of the teachers agreed that a major related with the area of teaching must have professional practice.

ANALISYS: According to the teachers, professional practices students put theory into practice to make main conclusions and be qualified as professionals. They develop students' competences and a better performance in the teaching area. They have experience of real life situations and know the benefits and difficulties of the real teaching, and they have less difficulty to develop them in real classes.

Question 2: Do you consider that the lack of professional practice, in the area of teaching in Modern Language major might cause any difficulty on students when performing on their first job?

YES	5
NO	3



The 62.5 % of the teachers interviewed consider that the lack of professional practice in the area of teaching in the Modern Language major causes difficulties to students when performing in their first job.

ANALYSIS: most of them think that the main difficulties are when they would not have previous contact with their potential labor market because they would not verify if learned theories really work in real cases. The students do not have any previous experience about administrative papers or students needs. Students can have problems with timing and planning, also they may not be able to handle

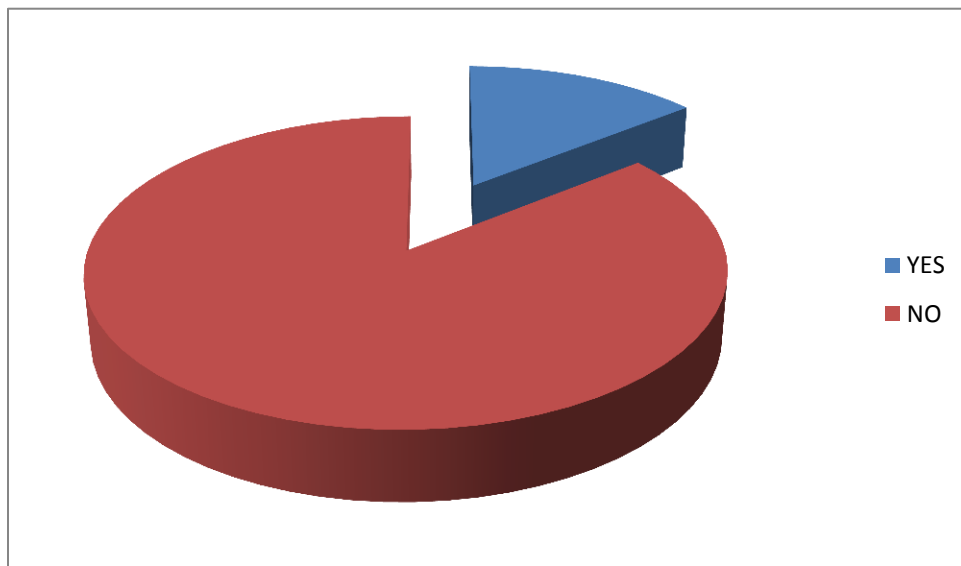
situations related to classroom management as the use of the board, teaching techniques and strategies.

37.5% of the teachers interviewed said that the lack of professional practices in Modern Language major do not cause difficulties to students when performing in their first job.

ANALYSIS: Teachers consider that students can have problems but that is totally normal they need just to get used to it. There are students that work as teachers and they have not had any difficulties in front of students.

Question 3: Do you consider that the community outreach done by modern language students of the area of teaching replaces professional practices?

YES	2
NO	6



75% of the teachers interviewed consider that the community outreach done by Modern Language students of the teaching area does not replace professional practices.

ANALYSIS: Community outreach is not related to the students' specialization. The professional practices and community outreach are not guided and evaluated as they should be. Professional practice is led by a teacher pointing on the mistakes and correcting students but when students do community outreach there is no teacher helping or directing students directly. The professional practice takes like a

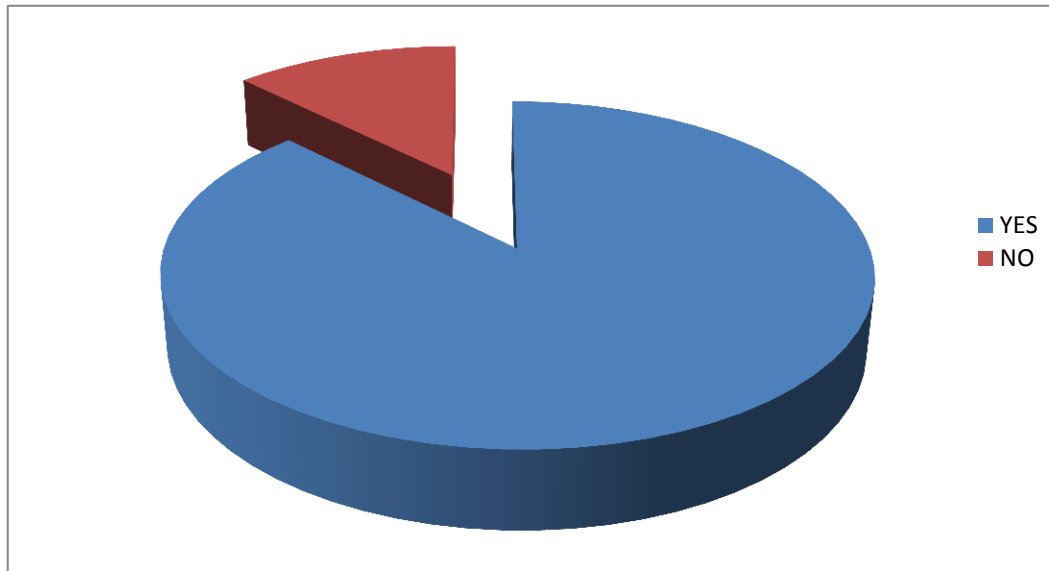
process of the job and the community outreach just makes an approach to the classroom and the activities teachers do.

25% of the interviewed teachers said that community outreach replaces the professional practices.

ANALYSIS: Teachers argue that it depends on the area community outreach is done.

Question 4: Do you consider professional practice, in the area of teaching, should be included in the Modern Language major?

YES	7
NO	1



87.5% of the teachers interviewed consider that professional practice, in the area of teaching, should be included in the Modern language major.

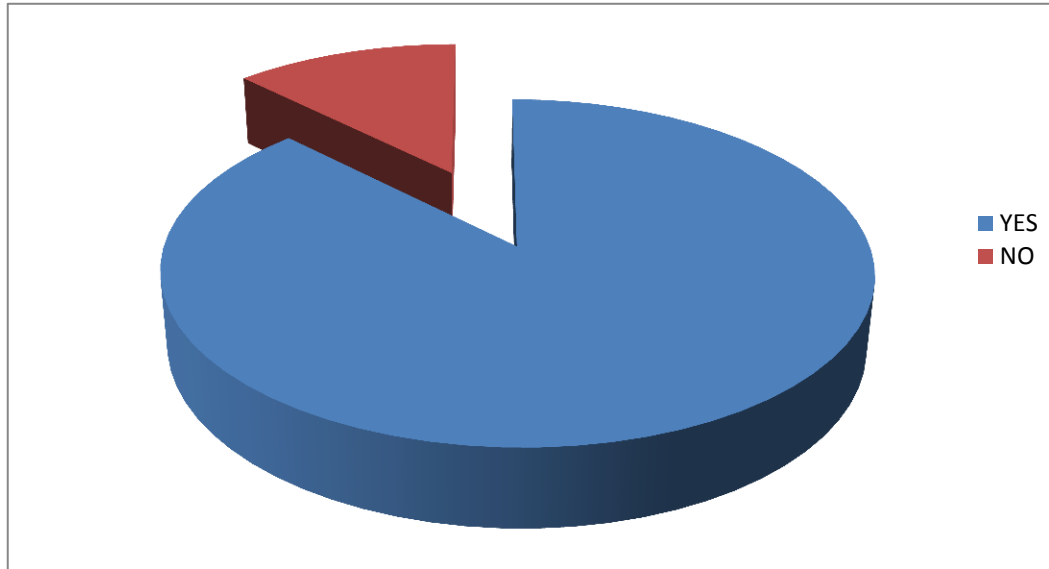
ANALYSIS: Teachers pointed that it is part of the formation of teachers and a way to prepare students to perform a class. They also said that every study plan includes subjects related to professional practices to compare the reality from the theory. One teacher mentioned that students of French didactics had expressed that they would like to have more than two practices during this course or to have at least one semester for practicing.

12.5% did not consider necessary to include professional practices in Modern Language major.

ANALYSIS: This teacher underlined the two options (Yes and No). This teacher thinks that everything that is extraordinary is welcome, but at the same time he argues that the course of studies in this major is overloaded, and adding any extra class would be too much.

Question 5: In your opinion what benefits would students have with the inclusion of professional practices in the area of teaching in the Modern Language major?

YES	7
NO	1



87.5% of the teachers interviewed listed a series of benefits that students would have with the inclusion of professional practices in the area of teaching.

The opinions about the benefits of the inclusion of the Professional Practices in the area of teaching in Modern Language major are:

- ✓ Have a short experience.
- ✓ Test theory from practice.
- ✓ Many qualified professionals.
- ✓ Better ideas about the learning strategies.

- ✓ Feel more confident because they would master theory and practice.
- ✓ Better classes, secure students performing in front students, no hesitation and better knowledge of what they are doing.
- ✓ Classroom settings.
- ✓ Developing skills.

12.5% of the teachers consider that students would not have many benefits with the inclusion of professional practices in the area of teaching in ML major. This teacher argues that students from the major are always told what to do in school when working and they are always trained on how to teach or do things in their style. At the end he points that even though students take 4 didactics or teaching courses in their course of studies, "The principle of "practicity" has been left behind".

4.3 MAJOR FINDINGS

- ✓ Students felt unconfident, disappointed and frustrated when performing in their first job. During the development of the Focus Group in the question number 6 most of the participants stated that their first experience was not so good because they faced different unexpected situations.

- ✓ Students did not know how to handle different situations during the class. Some of the situations that they had to deal with were: students behavior, class management, lessons plans, the adaptation of a class of different levels.

- ✓ Students had troubles with timing in the development of different activities. In the question number one participants said that the lack of practice in their area of specialization had affected them on their first job experience because they did not know where or when to start and finish a class, what to do, how to do it.

- ✓ Students had difficulties when teaching kids. When sharing the experiences, all the participants agreed that they had had difficulties teaching kids. One of the participants said that she felt that her kid students had arrived to be her enemies. Another one said that she had given up.

- ✓ Most of the students of the teaching specialization from Modern Language major were getting jobs that are not related to the teaching area. When the census was run the research team, was surprised that a small group of students worked in areas related to the teaching area.

CONCLUSIONS

- ✓ Graduate students from Modern Language major have to look for ways on their own to increase the knowledge to face their first job experiences.

- ✓ Fifth year students of the Modern Language Major know the objective of the professional practices and the importance to put into practice all the knowledge acquired during the formation as professionals. Students think that it is not the same to have microteaching during the didactics classes than to have a real experience with real students in a school or in a group of people that want to learn a language.

- ✓ The community outreach is not enough to face the real labor market. Students do their community outreach teaching but without a supervision in the classroom. Professional practice is led by a teacher pointing on the mistakes and correcting students. However, when students do their community outreach there is not any experienced teacher helping or directing students. Some other students do not do their community outreach teaching even when their minor specialization is teaching.

- ✓ Students first experience teaching classes were difficult to face specially working with children because they were not prepared with enough and proper methodology according to children's need. The absence of teaching practice increases the difficulties that students have.

- ✓ Students need the professional practices in order to test the theory learned during their formation as teacher. Practice is a part of the formation of new teachers and a way to prepare students to develop a class. Students need an area where they can develop all their skills learned in classes in a real environment in the teaching or communication minor specialization.

- ✓ Lack of professional practice in the Modern Language major causes negative effects on fifth year teaching students when performing on their first job. Some of the effects are: students feel disappointed and frustrated; they are not able to handle different situations related to classroom management, the use of the board, teaching techniques and strategies, and they get jobs that are not related to the teaching area.

RECOMMENDATIONS

- ✓ Since Community Outreach is being considered as the professional practice in the ML major. It should be mandatory for students from the teaching specialization to do their community outreach teaching and not in other areas. In that way, students can get a little practice in their specialization while Foreign Language Department authorities work on making the appropriate changes to the ML major.

- ✓ In order to avoid teachers' difficult first experiences when facing the real labor world, authorities from the University of El Salvador, should create agreements with educational institutions such as schools, academies etc. So, students from the ML major will have the chance to observe and be part of the real context dealing students.

- ✓ Authorities from the Foreign Language Department at the University of El Salvador have to evaluate the curriculum from the Modern Language Major to create an area focused on having a real practice to prepare quality future teachers.

TIMETABLE

Activities	MONTHS 2014									MONTHS 2015						
	April	May	June	July	August	September	October	November	December	January	February	March	April	May	June	July
Choose the topic																
Project formulation																
Statement of the problem																
Theoretical framework																
Type of study																
Research design																
Population and sample																
Data gathering process																
Gathering process/ Application of the instrument																
Data analysis																
Finding																
conclusions																
recommendations																
Hand out the final research project																

REFERENCES

WEB REFERENCES

- Carr, W. (1980) The gap between Theory and Practice. *Journal of further and higher educations. University College of North Wales School of Education* N° 4, pp. 60-69 by Martínez Roca. Retrieved from: <http://www.tandfonline.com/doi/abs/10.1080/0309877800040107?journalCode=cjfh20#preview>

- Curtin University of Technology (Published 30/01/2008 03.30 PM | Updated 02/08/2010 02.22 PM) *What is Professional Practice?* Retrieved from: https://askcurtin.custhelp.com/app/answers/detail/a_id/380/~/-/what-is-professional-practice%3F

- Eliot & Associates (2005), *Guidelines for Conducting a Focus Group*. Retrieved from: http://assessment.aas.duke.edu/documents/How_to_Conduct_a_Focus_Group.pdf

- Educación Superior, 10.6.2 El sistema de evaluación y calificación de estudiantes, (n.d.) *OEI - Sistemas Educativos Nacionales - El Salvador*, Capítulo 10, page 9 Retrieved from: www.oei.es/quipu/salvador/salva10.pdf

- EducationalEvidence portal, Professional Practices (N:D)
Available:<http://www.eep.ac.uk/dnn2/ResourceArea/Careersworkexperience/employment/Professionalpractice/tabid/173/Default.aspx>

- Escobar, Mauricio; Machón, Rodolfo; López, Héctor. (n.d.) Educación técnica y vocacional. P. 335-418, en: Reimers.... P. 363-364. Retrieved from:
http://www.diss.fuberlin.de/diss/servlets/MCRFileNodeServlet/FUDISS_derivate_00000000560/05_kap3.pdf?hosts=

- INCIARTE R., Nerylena ALARCÓN H., Rosaura SÁNCHEZ P., Elsa(2008) Relación teoría-práctica en la formación del docente en ejercicio. Una propuesta constructivista. 122 Revista de Artes y Humanidades UNICA. Available: <http://www.redalyc.org/articulo.oa?id=170118864008>

- Jazmine Escobar y Francly Ivonne Bonilla-Jimenez(ND) *grupos focales: una guía conceptual y metodológica*, Universidad El Bosque, cuadernos hispanoamericanos de psicología, Vol. 9 No. 1, 51-67 Retrieved from:
http://www.uelbosque.edu.co/sites/default/files/publicaciones/revistas/cuadernos_hispanoamericanos_psicologia/volumen9_numero1/articulo_5.pdf

- Kevin R. Harris, PhD; David W. Eccles, PhD; Paul Ward, PhD; James Whyte, IV, PhD, A Theoretical Framework for Simulation in Nursing: Answering Schiavenato's Call, Journal of nursing Education, January 2013

- Macmillan Dictionary (Macmillan Publishers Limited 2009–2014) *teaching practice* – *definition* Retrieved from: <http://www.macmillandictionary.com/dictionary/british/teaching-practice>

- Merriam-Webster (2014) *practice teaching* Retrieved from: <http://www.merriam-webster.com/dictionary/practice%20teaching>

- Nelson Mandela Metropolitan University (2013) School for Initial Teacher Education. Teaching Practice/Work Integrated Learning. Available: <http://site.nmmu.ac.za/Teaching-Practice-Work-Integrated-Learning>

- OEI - Sistemas Educativos Nacionales - El Salvador, Capitulo 10, Educación Superior, 10.6.2 El sistema de evaluación y calificación de estudiantes, page 9 available: www.oei.es/quipu/salvador/salva10.pdf

- Professional Practices (N:D) *Educational Evidence portal*. Retrieved from:
<http://www.eep.ac.uk/dnn2/ResourceArea/Careersworkexperienceemployment/Professionalpractice/tabid/173/Default.aspx>

- The Free Dictionary (2003-2015) teaching practice taken by Collins English Dictionary PRO. Available:
<http://www.thefreedictionary.com/teaching+practice>

- William M. K. Trochim. (2006) RESEARCH METHODS, KNOWLEDGE BASE, *DescriptiveStatisticsRetrieved* from:
<http://www.socialresearchmethods.net/kb/sradesc.php>

BIBLIOGRAPHY:

- Barahona, Victorino. (2000) Plan de estudios de la carrera de la Licenciatura en Lenguas Modernas, con especialidad en francés e inglés, Universidad de El Salvador. Pag. 11Pag. 15
- Jack C. Richards and David Nunan (1996) Second Language Teacher Education, Cambridge Language Teaching Library, 6th edition.
- Janice Yalden (1996) Principles of course Design for Language Teaching, Cambridge Language Teaching Library, 7th edition.
- Robert E. Stake (1998) *Investigación con Estudio De Casos*, Ediciones Morata, segunda edición., Madrid.