

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



“INTERNSHIP: A METHODOLOGICAL PROPOSAL TO IMPROVE THE
PROFESSIONAL PROFILE OF GRADUATES OF THE ENGLISH TEACHING
MAJOR OF THE FOREIGN LANGUAGE DEPARTMENT AT THE UNIVERSITY
OF EL SALVADOR”

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STUDENTS IN ORDER TO OBTAIN THE BACHELOR OF ARTS IN ENGLISH
TEACHING OPTION

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Abstract

This research project presents a study of feasibility regarding Internships as a methodological proposal to improve the professional profile of graduates of the major in English teaching at the University Of El Salvador. The interviewers aimed to visit several private schools and English academies around the metropolitan area of San Salvador, to inquire further details about the profile wished by them, from the graduates of the University of El Salvador. The method used in this research was descriptive. Focus on how an Internship program would also help to enhance graduates 'academic profile, by making it more desirable for these institutions in the English teaching area.

After using the in-depth interview at the private schools and English academies the information collected was useful to get a brand-new perspective of the profile yearned by these institutions nowadays. Furthermore, the data obtained allows acknowledging an internship program as a possible graduation requirement in a near future at the University Of El Salvador.

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ACRONYMS

CASATUR*	Salvadoran Chamber of Tourism
CNN	Cable News Network
CV	Curriculum Vitae
ILO	International Labor Organization
INJUVE*	National Institute of Youth
MINEDUCYT*	Ministry of Education, Science and Technology
MINED*	Ministry of Education
MSDE	Maryland State Department of Education
PDS	Professional Development Schools
TIC*	Techniques of Information and Communication
UES*	University of El Salvador
UNAM*	National Autonomous University of Mexico

(*)= for its name in Spanish

INTRODUCTION

After graduation, work experience is the first requirement to get a good job. For graduates it has become difficult to apply to a prestigious company to develop their skills as a new professional. Up to now, the University has a lack of practice and focuses in theory. The majority of majors do not have professional practices which are obviously strengthen the professional career. The University must become a bridge between former students and the labor places.

According to PLAN ESTRATEGICO DE LA UES, the University must establish a relationship among University-Companies-Society in order to make investigation viable projects and employment for their graduates. In the Foreign Language Department at University of El Salvador, previous studies and undergraduate researches have shown that it is mandatory a change into the curriculum and also, this can be suitable to include internships.

The present research work aims to elaborate a study of feasibility regarding internships as a methodological proposal to improve the professional profile of graduates of the major in English Teaching at the University of El Salvador

This research is divided into three sections: the statement of the problem which contains delimitation of the problem, research objectives that lead the whole research, rationale that addresses to the problem of the topic and gives it a justification, and research questions. Then, theoretical framework gives the overview of the problem composed which is background, theory, and expertise. The expertise is about a student of the University of El Salvador who receive a scholarship which involved doing an internship in Spain.

Finally, methodology of the research explains the type of research which is qualitative because there are involved descriptive findings and the whole perspective of the problem. Then, it is explained the universe that will be involved in this research as well as the techniques and instruments. The techniques to be administrated the interview and document review. The instruments are the in-depth interview and a questionnaire.

The research team expects the product of this investigation could be a valuable support for the curricular changes the Foreign Languages Department is currently developing.

CHAPTER I STATEMENT OF THE PROBLEM

1.6 Conceptualization of the problem

As competition for graduates jobs increases worldwide, students need to think on new ways to fit themselves apart from all the others equally qualified and skilled. Nowadays, graduates who have relevant workplace experience tend to be more valued by employers than others that do not, and this makes *internships* more attractive prospect and it is beneficial for both, intern and employee, because they do not need training.

Although, El Salvador is a very small country, it is home to over 6.5 million citizens of which 4,780,530 are suitable to work¹, making the labor market way more competitive than ever, not only in the commercial area but also in the educational one. Sometimes, there are internships abroad in El Salvador located in smaller cities and townships, though they are generally hard to come by. However, at University of El Salvador, *internships* are not quite a trend these days, so that students do not get the expertise they need for a job position. Moreover, it's worth to mention that inside the main campus research projects are more common across the different areas of education, so that students can get their major degree, but not *internships* programs, these would definitively create a positive impact in our university and make it stand out from the rest. The University of El Salvador has had some academic activities that could be called "*internships*", as an example in Economics and Engineering schools has had a similar experience but without a formal follow up. Also the University of El Salvador has worked along other universities abroad creating partnerships, such as in Spain, and had sent students to some *professional practices in private institutions*; these can be compared or called internships too.

¹ <http://www.eldiariodehoy.com/negocios/82825/salvadorenos-en-edad-de-trabajar-aumentaron-en-mas-de-69-mil/>

To have an *Internship program* as a methodological proposal to improve graduate's profile at University of El Salvador, definitively, would bring a positive influence among graduates and students, who want to improve their skills and get better acquainted in the labor field.

1.2 Rationale

Since 1841, the University of El Salvador has been the highest expression of education in El Salvador. In 1843 the first Law Cathedra were created and by 1835 there was already Castilian Grammar Cathedra². Thenceforth, the university has endured a historical process and social evolution and it is illicit that refuse to pressure from a working world who demands new skills and abilities nowadays.

For years, theory has been divorced from practice, especially at universities, and focused on an abstract teaching and theoretical aspects. However, when analyzing disciplines of teaching it is very essential to develop problem solving skills. These resolutions imply practice or learning by doing; for this way a student as close to a real environment. Internships are a solution for the students to put into practice the theory.

Since 2009, different international organizations have ties with private companies and educational institutions to promote internship programs in order to create new jobs and significantly improve access routes to it. In El Salvador the first experiences have been developed through Instituto Nacional de la Juventud (INJUVE). It promotes internships, especially in technical and commercial areas, this program helps to minimize a serious difficulty that professionals- without any labor experience- face when applying for a job. This is one reason why it was considered to work on this phenomenon. Since having some experience is usually a mandatory requirement to get a good position in a job.

² Semanario de El Salvador, 21 oct. 1841.

Besides, this research will generate important inputs for the Curricular Commission of the Foreign Languages Department which is currently developing an academic process to design a new study plan for the majors that this Department is administering. After the commission has made a diagnosis which serves as a reference for this research, it is important to infer the need to establish changes in the study plan, such as internships and their feasible applications in the University. This study can support the possible implementation of an internship project as a graduation requirement in order to improve the profile of the Foreign Language Department graduates.

Experience of some European and Latin American universities also motivates to study the phenomenon in more detail. There are some experiences of this paradigm shift in several Latin American universities. Peru, Argentina, and Chile are some examples. Include Internships as a graduation requirement produces many implications especially labor and legal. This study aims to describe those implications for the FLD and UES in general.

In El Salvador, The National Internship Program Joven360 has created a web platform –in two years- that today houses data of more than 20,000 youth. Almost all of them seek internships and employment opportunities. Additionally, Joven360 has assisted 1,047 people to do internships in 294 institutions (923 in 260 businesses, 92 in 34 NGOs, and 32 in 11 government agencies); 864 people have completed their internships. The target, now surpassed, was to help 1,000 youth find internships in 2 years.

These 1,047 youths have undertaken internships in at least 15 countries in 13 departments. The interns are students or graduates of 18 Salvadoran universities, 10 international universities, 5 vocational-technical junior colleges, and 1 public high school. In these 2 years, the National Internship Program Joven360 created alliances with business associations like the Salvadoran Chamber of Commerce and Industry as well as the tourism chamber, CASATUR, to facilitate

placing interns in their member businesses³. Therefore, it is justified that the topic of internships is a very relevant issue that would impact on our society.

According to the diagnosis made by the Curricular Commission of the Department of Foreign Languages, students expressed that there are very few hours of professional practices, which makes it difficult to consolidate the theory into practice. Internships provide a space to consolidate theoretical knowledge acquired throughout years of study at the University. This may highlight the strengths and opportunities that the FLD could have face they apply internships as graduation requirement.

³ Programa nacional de pasantías joven360 impacto en empleo de pasantes

Research Questions

- ✓ How are the current internships programs carried out in public or private institutions or companies in our country?
- ✓ What is the professional profile of institutions interested in developing internship program?
- ✓ What are the suitable conditions to carry out internships at the University El Salvador in the teaching education area?
- ✓ Are there any laws that support internships in El Salvador?

1.3 Objectives

1.3.1 General Objective:

To develop a study of feasibility regarding internships as a methodological proposal to improve the professional profile of graduates of the major in English Teaching at the University of El Salvador.

1.3.2 Specific Objectives:

To study the internships programs that are currently being developed in private institutions or companies in agreement with higher education institutions.

To determine the professional profile that companies are interested in developing internship programs that would establish to work in the area of Teaching Foreign Languages.

To provide the Foreign Languages Department with some general guidelines to carry out an internship program in order to improve the professional quality of graduates of the English Teaching Major of the University of El Salvador.

1.4 Scopes

This research will take place at the Foreign Language Department considering some academic staff members, higher education Institutions that currently include the development of internships in their academic programs, and private institutions that are hiring graduates of the Foreign Language Department and show interest on promoting internship programs for professional practice in the teaching area.

The information obtained through the questionnaires addressed to private schools and English academies in the metropolitan area of San Salvador has contributed to identify the academic profiles that these institutions are looking for in an undergraduate student from the English Teaching Major at the University of El Salvador.

Likewise, the information gathered with this research offers a brand-new perspective of the profile wished by these institutions nowadays, besides, this information allows considering an internship program as a possible graduation requirement.

1.5 Limits

During the development of this research project three main limitations were found. First, communication with some of the authorities at the University of El Salvador was not possible at all. Even though the researchers went out to obtain information regarding the research project, they were never able to be found, nor was further information provided about Internship inside the main campus. Second, the accessibility to spoke with some of the English area coordinators from private schools and English academies were not available to further attend the interviewers.

Lastly, out of thirty six private schools and English academies contacted to carry out the interviews only twenty of them answered the questionnaire. The sixteen remaining stated that they did not have time to fill out the instrument or they lost it, despite the letter presented where they were asked to collaborate. And also, there were few who refused to get the instrument.

CHAPTER II LITERATURE REVIEW

2.1 Unemployment

According to MINEDUCYT 498 students graduated from English Teaching Major in 2017 ready to get a job. However, International Labor Organization claims that El Salvador is the second country in Central America with the highest unemployment rate, being young people who do not have working experience as the most vulnerable group. In addition, most employers ask for at least one year of experience and others up to 3 or more. It should be emphasized that the lack of experience is not the main cause of unemployment among professionals in educational area, but it is an important indicator that contributes to the fact that many recent graduates do not obtain a job related to their college degree or do not have work. Many of these graduates of bachelor's degree in teaching English or bachelor's degree in modern languages look for jobs in call centers since this employs do not require a previous experience but rather a high level of English that they consider of eighty percent.

ILO considers that young people are the future of countries and unemployment leads to their underdevelopment, also it considers this problem a priority to solve as it is expressed in its website; "If the potential of young people cannot be used productively, neither these nor the economy as a whole will have a bright future ahead of them." There is no doubt that finding a formal job for young graduates is one of the most challenging projects of the twenty-first century.

Among all possible ways to help students for overcoming their lack of experience, there is one that fulfills the needs of students and that is accepting an internship.

2.2 Internships

2.2.1 Concept, Definition and Purpose

Every year, thousands and thousands of people graduate of many universities worldwide. Either they are doctors, engineers, architects, journalists or teachers much of them have something in common a lack of experience in their

own study field. Having experience in the future career is a treasure gold not only because it facilitates and enriches what the professionals have learned through the theory studied but because much employers ask about labor experience at the moment of hiring newly graduated people. The labor experience for a graduated person almost always comes after graduation when the professionals are employed by companies and institutions, but this one can be a difficult process without a previous experience.

When the students are in a classroom, they are only learning theory. Concepts, meanings, techniques, methods and the like are learned which they are going to use or teach in their career. In the education area, they experiment at the university with their partners as to how they would prepare a lesson, how to present it or how to evaluate the students, inter alia. So, nothing is compared of being into a classroom with fifteen, twenty or more active pupils and the responsibilities involved, such as presenting a lesson or lessons in a way the learners understand, learn, and want to learn.

To help with this problem -lack of experience- many universities offer internships to the students in order to give them the opportunity to develop their abilities in a real environment. But to add more understanding about the topic is mandatory to define what an internship is. In a nutshell, an internship is a rite passage for the students⁴. It means that, it provides the students an important stage in their life which is “experience”. Because an internship is a real differentiator between theory and practice and a symbol of maturity and competence, the students who have had meaningful and substantive work assignments in companies or other places related with their major are at a very significant advantage over others.

The purpose of the internship is to provide a planned transition from the classroom to the job, and internships are a natural bridge between college and the

⁴<https://www.thefreelibrary.com/Internships>. Internships: A Try Before You Buy Arrangement.

work world. Students, educational institutions, and businesses believe that internships complement the student's academic work above⁵.

2.2.2 Background

Internships are not new whatsoever in fact; according to Charles H Sides and Ann Mrvica's ideas about internships in their book "Internships Theory and Practice" the earliest reference of internships occurs in Hammurabi's Code in which the appropriateness of bringing a boy into the home of a craftsman is declared a natural way to learn a craft. Some writings among Greek, Roman, Chinese and Vedic communities suggest that the employment of internships in order to prepare youths for entry into various skilled fields was widespread and increasingly formalized among developing societies as early as 600 BCE. Current approaches to internships trace their origins at least to the Middle Ages, during which such experiences were controlled by guilds association of craftsmen (and in some cases women) who banded together to promote mutual interests shared by others engaged in their trades. In medieval times, apprentices were engaged for a period of years while they were initiated into the theory and practice associated with a particular occupation which could include both manual and professional pursuits. In the twenty-first century, the professions of law and medicine continue to exhibit aspects of this approach to professional education.

When considering the history of internships, particularly as it concerns the practices of craft guilds and apprenticeships in the European Middle Ages, it is important to remember that society was involving from the feudal memorial tradition to the burgeoning entrepreneurial trade-based tradition with the concomitant rise of a middle class. Craft, trades, and apprenticeships were ways in which serfs and other indentured people bought their freedom in the middle ages. Although the vast majority of these experiences were limited to men, the importance of this trend becomes increasingly evidence when one considers the

⁵ <https://dus.psu.edu/mentor/2012/11/advisers-students-internship-experience/>

role of women at the time and how internships could become a means of empowerment and independence in what was largely, for women, a powerless and dependent society.

This narrative about internships shows that these have existed since immemorial times as a way to improve the quality of a working class life. Therefore, today they are value in the society giving development not only to working class people but professionals of middle class.

2.3 Economic overview

2.3.1 How does an internship work economically?

The hope of gaining an advantage for future employment has increased both the number and quality of internship applications so that Internships have become a key in today's economy. Graduating students with paid or unpaid internships on their résumé have a much better chance at landing a full-time position upon graduation. Students are doing internships as undergraduates, and it is now not unusual for recent graduates to take an unpaid internship with hopes of turning it into a permanent position or at least making some contacts and building their résumé. The state of the economy also is changing the nature of work given to interns. In this economic downturn, employers are relying increasingly on interns to shore up areas where full-time hiring has been cut in this labor environment⁶.

In short it seems that both, economy and undergraduates or graduates who want an opportunity of getting a job, are involved of developing internships as a necessity no like a part of a subject or major.

2.3.2 Is it worth an unpaid internship?

Doing an internship without payment is something that not many undergraduate students can afford. It is known that, in Latin America countries

⁶ <http://edition.cnn.com/2010/LIVING/worklife/04/14/cb.why.internships.important/index.html>

there not much opportunities of getting economic benefits doing professional practices or internships. So, these countries are poor and indeed people are too. So, getting no money can be an obstacle to overcome when economy is low⁷.

The Atlantic magazine regarding business states that “The economics of unpaid internships is obvious. Employers are desperate for a cheap job, and “free” are pretty cheap. Workers are desperate for anything, and students and recent graduates are willing to negotiate their wages down to zero. It is understandable that some students might not go for an awesome internship opportunity because it’s unpaid. However, doing so can end up being a mistake as it significantly limits the opportunities available. Do not let money be the deciding factor when you’re thinking of interning. Gaining useful experience is what you should be aiming for. Whether, an internship is at a local organization or abroad, thinking of the value it will offer to your resume or CV.”

2.4 Cons and Pros of Accepting an Internship

There are many good reasons for doing internships; to students who want to glance of their chosen field are pretty useful. But sometimes “All that glitters is not gold”, so to have a better overview of internships and its advantages and disadvantages the following analysis taken by some researched online magazines such as Career Addict “Advantages and Disadvantages of Internships” and Business Insider “8 things to take away from your internship that will help you get a job in the future” explain them.

2.4.1 PROS

Get real work experience

The biggest benefit of internships is that they offer a safe space for students and graduates to [gain work experience](#). This is important because most employers are reluctant to hire someone who’s never worked before; they think that with no

⁷ <https://www.theatlantic.com/business/archive/2012/05/unpaid-internships-bad-for-students-bad-for-workers-bad-for-society/256958/>

experience, it is probably unreliable and not know what to do or how to work. Of course, this creates a vicious circle with no way out which is why lots of graduates end up in completely unrelated fields. Internships can be a great solution to this problem as they allow students and graduates to experience a real workplace. Apart from the vocational skills that interns gain, they also get lots of soft skills which are crucial to not only finding a job but succeeding at one as well.

Get a taste of the chosen field

Choosing a career happens at a very young age, and most of people are not certain what they want to do with the rest of their lives. Many people find themselves going from school to university and then into the workforce before realizing that their degree and career are not what they expected them to be. One of the greatest advantages of internships is that they allow people to experience their industry and chosen profession. This usually has one of two effects - makes people more excited and drives them to work hard and build a successful career, or they realize it is not the right career for them.

It helps become more self-confident

If the interns are introvert, this might resonate with them because probably have a hard time talking about their skills, especially in job interviews. Introverts tend to be more self-conscious which makes them more reluctant to speak about their potential. Having gained some real world experience can help better to understand people's value and what they can bring to the table. Sometimes the biggest benefit of an internship is that it helps to realize abilities. Even if students are not introvert, they will still benefit from experiencing a real workplace. It will help them to learn more about themselves as professionals, and be more prepared to make decisions, take the initiative and risks; qualities that employers love.

A possible job opportunity

Some internships are set up as a way to screen potential recruits. Others have a job opening that interns compete for. Or, if students are lucky and have

proven to be outstanding potential employees, the company may create a position so it can keep them on the team.

Make Connections

It is never too early to start building a professional network. Make an effort to connect: intern new colleagues and fellow interns are not just people to work with today; they are great connections for a career. Connect with these associates before an internship is over and while the work that interns do is still relevant in their minds.

Boosts the CV

Internships can also [benefit the CV](#) as they are a foolproof way to demonstrate that interns have work experience, as well as other workplace skills. The skills can be relevant to their chosen profession, which is admittedly crucial in a CV, but they could also be other skills, including communication and people skills that employer's value. To maximize a skill-learning potential, students need to keep an internship diary. An internship diary allows interns to document their experiences in the workplace every day. By the end of the internship they will have documented every skill they gained, and they will also be able to demonstrate how it is gained each skill. This can help to include these skills CV of interns, and also share experiences during an interview.

Increases intern market value

A common problem many graduates face is that they are [offered a lot less](#) than someone with experience to do the same job. Employers feel justified paying someone a lot less when they do not have a lot to offer, but if a future intern is interested in getting paid what she or he are worth, then doing an internship can help remedy the situation.

And it is not just a first job, or salary, that will benefit from an internship; interns overall market value will increase. Studies have demonstrated that people

who have sufficient work experience when they enter the workforce continue to make significantly more even a decade after they first start working.

2.4.2 CONS

Being treated as an assistant

It is known that sometimes interns often spend their days getting coffee, running errands, making copies and performing other menial tasks. That is because many companies take advantage of interns and see them more like slaves or assistants than prospective employees. Internships that do not give interns a chance to learn offer little to nothing and they are definitely better off if they do not work for companies that treat people that way. To make sure that this does not happen [students have to research the company](#) before they apply for an internship. Read reviews, talk to tutors and career representatives at their university to find out more about them.

Low earning potential

Internships often have very low earning potential. Unlike a proper, full-time job, most paid internships do not offer a competitive wage to try and attract talent. Interning for the wrong company could leave the intern in a very bad financial situation. It is worth noting, however, that things are slowly changing. The [number of companies](#) offering no pay or paying for only out-of-pocket expenses is decreasing, while some of the biggest firms are also beginning to offer more competitive salaries in an attempt to attract talent.

Keep intern from entering the workforce

Most internship are not proper jobs, many employers consider them a waste of time and will not blink before they choose a candidate with real world experience rather than an intern. This may mean that whether students are interns or not, they still have to quite a hard time at getting their first proper job. There are quite a few disadvantages to internships, but the advantages outweigh them. Interning will not only enhance training and allow interns to gain skills, but it will also make interns

better employees by giving them self-confidence that is often a prerequisite in the workplace.

2.5 Legal Overview

To have a better view about internships not only economically but legally, it is important to know their legal framework in some Latin American and European countries. The research project written by Alma Elena Rueda Rodríguez of University of Mexico UNAM “professional practices and the internships from the compared legislation” explains how much internships are supported by these countries legally.

In *Argentina*, internships are regulated by a law. They are aware that these ones are training activities between students and employers or public institutions. Their time is limited a minimum duration of 2 months and up to a maximum of 12 months, although there is the possibility of renewing them for 6 months. Youths have a schedule of no more than 6 hours per day or 12 hours per week, with the possibility of paying a fee or the allocation of some earning, but this can never constitute a salary. They can carry out these internships in private companies or in public organizations and must have a minimum age of 18 years old. There are other provisions such as those internships for technical careers at a superior level and professional technical level. So, it seems that Argentines have established specific rules to develop internships.

The picture is different in *Chile*. Internships and professional practices are not regulated by any federal legislation. However, it is presumed that this type of practice is carried out by young people, since the Labor Code mentions that such practices will not give rise to an employment contract. In addition, professional practices and internships are limited only for college students who majors are in medicine area.

Almost same situation occurs in *Colombia*. Professional practices are not regulated by any specific law. But, there is an article about the practices and/or

programs that says “they do not constitute apprenticeship contracts.” Making reference and establishing that internships or business practices are a systematic process developed by a student of higher education in public or private institutions, non-governmental organizations or community organizations, where they put into practice the knowledge acquired during their educational career to perform activities that generate an impact on it. That means they are an academic requirement to be able to graduate from a professional or technical career.

The universities or educational institutions are authorized to regulate this type of practices, so they usually make an agreement between these institutions and the student.

One country that regulates this type of practices for young people is *Spain*. They are named “non-work practices, curricular and extracurricular activities.” These ones are been regulated by law since 1981. Consequently, there have been other decrees that have supported and regulated these activities. The current Royal Decree regulates non-labor practices aimed at young people in companies or business groups that formalize agreements with public employment services, understanding that these ones, in any case, will involve a working relationship.

The main characteristics of the aforementioned practices are as follow.

1. They are aimed at young people around 18 and 25 years old.
2. Young people may or may not have the official university qualification, vocational training degree, middle or higher level, or qualification at the same level as the latter, corresponding to pre-vocational training, art or sports or a certificate as a professional.
3. Internships will be developed in work centers of the company or the business group.
4. They are under the direction and supervision of a tutor.
5. They will length between three and nine months, at the end a certificate will be issued.

In *Italy*, the school-work transition mechanism is called practices and represents a measure of public policy that aims to create direct contact between the host subjects and the practitioner in order to enrich them with knowledge, professional skills and be part of a job. The above is through a period of work orientation or training in a situation in which a work relationship is not configured.

The practices are mandatory and promoted by universities, schools and vocational training centers. They are all experiences that take place within a formal course of studies or training.

Training and orientation practices or work practices are designed to facilitate the choice of major, and offer them a first contact with a real job. These people are who have obtained a degree within the previous 12 months.

It cannot be longer than six months. Practices of insertion into the labor market or for reintegration are also aimed at people with disabilities. Their duration cannot be longer than twelve months.

The regulation of these practices is found in an enacted law on January 24th, 2013. And it is a common reference frame to all regions and autonomous provinces of Italy. So, it establishes what the minimum standards are, what their duration is, what the parties are and their obligations, as well as the way to proceed for the activation of these practices, establishing that the promoter must implement a tutor for each practitioner, which will ensure that the objectives are met. There are being monitoring these practices by each province in order to make national reports. Italy, without a doubt, is one of the countries that have an optimal regulation on the mechanism.

In *Mexico*, professional practices are developed only within the school environment, precisely at the university level. In this way, young people who are studying in institutions of higher education face a mandatory requirement to obtain a university degree or academic degree. They have to present a "social service", while internships are carried out by young people who completed their studies, but they still do not get a degree. In spite of the fact that, in this country there is a

regulation that guide what internships are, this does not clearly establish how runs such practices, which are performed by young people to facilitate their entry into the labor market.

The law does not clearly give a definition about internships, as well as does not adequately regulate whether trainees must have a training plan, a tutor or even remuneration.

Peru is one of a few countries in Latin America that has a specific normative framework about internships and professional practices. Also, it has a law on labor training modalities, as well as a regulation. This law describes that professional practices and internships are related to theoretical and practical learning through the performance of scheduled training and professional training tasks. It points out earning, schedule, tutors, rights and obligations of both, student and institution involve, and also if a company can afford or train an intern.

In *El Salvador* the general law of youth, chapter fourth, “Policies to Promote the Rights to Education” article k says: *To promote internships in the public and private sectors, focused on the development needs of the country.* However, this one does not specify a process or give guidelines about how to carry out internships. Also, there are not more laws that can give a specific regulation about internships.

2.6 Internships programs abroad

Nowadays, internships have gone beyond medicine and law firms to reach the education area. In some universities there are programs which are developed specifically to internships. These are examples of Towson, Villanova and Duke Universities in The United States and their internship programs in English teaching.

To **Towson University** the teaching internship year is also called the **Professional Year** because it encompasses the last two semesters of each program. This is a time when the teaching experience becomes more intensive in a Professional Development School (PDS). Most Towson interns participate in a PDS for the Professional Year, as per MSDE requirements. In some cases, a non-PDS setting is appropriate for certain programs as per MSDE guidelines. Across all programs the

expectations for mentors, interns and supervisors are comparable and are customized to reflect Towson's high standards for preparation of interns across varied sites.

Interns are immersed in the full range of teacher duties to become proficient in teaching responsibilities and knowledgeable about the school culture, the P-12 students and faculty, the instructional program and non-instructional activities such as classroom set-up, committee meetings, faculty meetings, duties, and parent conferences. Principals who have hired Towson graduates report that they perform more like a second-year teacher in their schools because of all the valuable experiences the internship has provided for them.

In addition to the planning and teaching an intern must do for the classroom, there are additional requirements in the professional year above and beyond the school day. Since this is such a demanding time for interns, it strongly suggests that interns do not work an additional job, especially during the full-time internship semester. The intern's performance during the internship is most important for the impact on the achievement of P-12 students and for the thorough preparation of (and future job prospects for) the interns.

Villanova University

To ensure that Master's candidates have the opportunity to gain undergraduate teaching experience while pursuing their degree, the Graduate English Program has developed a unique teaching internship program. This program is designed to allow each Master's candidate to receive one-on-one instruction and mentoring from the graduate faculty in how to be an effective teacher at the college level.

At the end of their first year of study, students who have maintained at least a B+ average and who have no outstanding incompletes may approach a graduate faculty member who is teaching an English course of particular interest to them and request permission to serve as his or her teaching intern. Interns attend all class sessions; confer with each student at least once during the semester

concerning their work for the class; teach two to three classes under the supervision of the faculty member; and complete a final project for the course that is either a substantial critical essay concerning the subject matter of the course or a research project concerning trends and issues within college-level pedagogy. For this work, the student receives three credits toward their degree.

Duke University

The **Student Teaching Internship** represents the capstone or culminating experience at Duke University in the preparation of prospective teachers as knowledgeable, reflective practitioners and emerging leaders who conduct themselves ethically and professionally. The semester-long internship provides student teachers many opportunities within diverse classroom settings to refine the knowledge, skills, and dispositions they have developed as active participants in the Duke Teacher Preparation Program.

Internship Courses

[EDUC 420](#) Elementary School Teaching Internship – student teaching offered only in the spring of the senior year (counts for two course credits)

Engagement, as part of a teaching internship in elementary schools, in active classroom research projects by designing, implementing, and evaluating units of instruction. There is a creation of a portfolio of products to demonstrate technology competencies for teaching certification. Students also reflect and write on ethical issues involved in their service experiences in public schools. Consent of instructor required. There are two courses.

[EDUC 498](#) Secondary Education Internship – student teaching offered only in senior spring (counts for two course credits)

Supervised internship in a local high school focused on integration of educational theories and effective teaching practices. There are a design, implementation, evaluation of units of instruction and creation of portfolio to demonstrate

competencies for teaching certification in a specific secondary content field. Consent of instructor required. There are two courses.

Key People Involved in Internships

- The student, as the teacher
- Cooperating teacher
- University supervisor
- University content specialists
- LEA on-site coordinator

During the internship, student teachers integrate theory and practice and begin to utilize their knowledge of current research on teaching and learning. Perhaps most importantly, the internship will provide student teachers an opportunity to engage in critical reflection as they create meaning out of their experiences and attempt to discover their own voices and identities as teachers. Becoming a master teacher is an ongoing, developmental process. This internship provides student teachers with the foundation necessary for continued professional growth and development.

The previous examples are about internships offered by universities of The United States emphasizing in teaching. There are not many universities abroad which have an internship program related to education, for example countries in Latin America. Countries like Mexico, Chile, Argentina, Peru and Colombia are more focus on internships in medicine, law, technology, tourism and service than in education area. European countries like Spain and Italy have their own legislation and a different concept about internships. These differences are length of time, paid or unpaid, major, age, rights and obligations as explained above. So, it is difficult to find universities that can have a good internship program in English teaching. Even though The University of El Salvador does not have internship programs there are some experiences that can be similar such are explained in the feasibility study attached to this research.

CHAPTER III METHODOLOGY

3.1 Researcher Approach

The method of this research was descriptive. The principal objective of this research was to describe what is going on about internship programs around the English teaching area in private schools of San Salvador, so there is not an intervention that can modify the results. In addition, randomization is not considered.

The type of approach of this study was a qualitative research, because it was not used a numerical process. Also, it was studied behavior in natural environments. In other words, it was included a direct contact with people who have experienced with internship; or those institutions which could accept interns, in order to describe the phenomenon.

3.2 Population and sampling

3.2.1 Population

Population was educational institutions which develop English courses or English subject as a Foreign Second Language at metropolitan area of San Salvador. There are at least 190 private schools in this area and 45 English Academies.

3.2.2 Sampling

The researchers chose some people or sites which provide specific knowledge about the topic of the study. In this case, the researchers selected private schools and English Academies placed at metropolitan area of San Salvador.

3.2.3 Sample

The researchers chose 45 private schools, and 10 English academies, placed at Metropolitan area of San Salvador. These ones had some minimum

requirements of access and security so that students could complete their internships.

3.3 Techniques

3.3.1 Interview

To the following study was used the technique of interview, for Principals of Schools and Academies. The team chose a **semi-structured interview** which includes **open-ended questions**. Moreover, interviews were done in a face-to-face format in order to get participants sharing stories. And also, it includes closed questions especially for those questions which verify profile or requirements to develop internships in those institutions.

3.3.2 Document Review

This technique was used in two ways: first in order to gather background information about the internship and the second one in order to know the experiences in other contexts such as other countries and other universities.

3.4 Instruments

3.4.1 In-depth Interview

For applying the interview technique, it was used an **in-depth interview** instrument which was answered by principals of Schools and English Academies in order to get information about the problematic situation.

3.4.2 Questionnaire

A questionnaire was administered in order to get information about the profile and specific requirements that institutions would have for possible interns in English teaching programs. The use of the questionnaire will also help to find out if there is administrative logistics that help to run an internship program in the Private Schools or English Academies.

CHAPTER IV ANALYSIS AND DISCUSSION RESULTS

4.1 Private schools and English academies survey

The survey was structured in three parts; the first one, given information about the principals, or coordinators of English Academies, the second part, was a group of questions in order to discover the feasibility of Internship program at Department on Foreign Languages at University of El Salvador. Finally, considering the profile of students we elaborate a checklist with some relevant aspects to who could develop internship in private Schools.

1. In a methodological and formative process, how do you define internship?

To this question the participants linked the process of internships with the following terms:

- a. Learning. It is considered as a period of time in which students continue their learning process by increasing the knowledge acquired throughout the major.
- b. Practice. It is conceived as a period of training in which interns develop, reinforce and strengthen their professional skills.
- c. Socialization. Namely the fact that the intern gets into an educative organization makes it part of it and must accommodate to the real working environment and even this component might get some interns to be hired by the same educative organizations.

2. In your opinion, which advantages could bring an implementation of an internship program in this institution?

The participants mentioned four specific advantages:

- a) Advantages to students of private Schools and English Academies, the interns help to improve English and refresh the motivation.

- b) The institutions have the opportunity to innovate methodologies and Didactics techniques.
- c) The intern gets work experience and increases his or her professional profile.
- d) Better paid opportunities for graduates.

Another benefit is the first-hand information the interns obtain about the way private schools or language academies work. This helps them develop a better sense of responsibility since they get familiar with internal processes and institutional norms.

Last, but not least, interns have the advantage of getting experience and learn first-hand how private schools and English academies work. And they even can get a job position in these institutions.

3. What resources does this institution need to establish an internship program?

Most of the participants agreed that they have all the resources to establish an internship program: classrooms, technological devices, they are already organization as coordinators who can fulfill as a student's mentors. So in this sense it would not be a problem at all.

4. What social impact do you think would be achieved with an application of an internship program?

The participants mentioned three specific items:

- a. Real working experience. Because once they finish the internship, they will get a first quality experience from real working environments, in other words, the quality of the graduates from the University of El Salvador would be greater,
- b. Competitive Salaries. Might be higher, of those young people who will not get a training process as interns.

- c. Teaching quality by the participant institutions. Because will have the support of their teachers and interns equally certified in the teaching area of a second language.

5. How much time would be appropriate for an intern to get experience and grow professionally?

The participants agreed that the appropriated time to develop a good internship it is six months, however for some coordinators agreed that at least one year would be advisable, because that is the time in which students coexist with their tutors, and develop the competences and abilities of the school grade that they are attending.

6. Is the institution willing to create an alliance with the University of El Salvador regarding internships?

From the twenty teaching centers, seventeen answered that are willing to create an alliance with the University of El Salvador, those institutions mentioned the following aspects to justify their interest:

- a. Quality and Credibility of the University of El Salvador. To these institutions, the University has good English teaching methods, this has been proved, because most of their current teachers have graduated from UES.
- b. Application of new methodologies. The institutions look for the implementation of an Internship program as a opportunity to refresh the methodologies, that they are currently using, also to integrate a intern in their group of teachers, they see the opportunity to move forward and grow in the English teaching area as a second language.
- c. Employment Exchange. Internships for these institutions are an opportunity to observe a possible candidate as a future teacher in their installments, by guiding or training the intern about organizational environment of the institutions, they might save time in training a new employee.

- d. Social component. The institutions interviewed that are willing to accept intern from the University Of El Salvador agreed that is an act of social service y development of values between both institutions.

7. Would the school/academy be willing to pay the intern?

Most of the institutions interviewees said that are willing to give the intern some kind of remuneration, the most frequently mentioned was per diem expenses. Some institutions said that this benefit might be given to the intern if fulfils some requirements or arrangements from the coordinators. Some of the interviewees abstained to provide an answer to this question, because this decision is not for them to made, but to the principals or managers of this institutions.

8. Would this institution be willing to hire an intern as an employee?

Most of the participants consider that at the end of the internship they might be hired as teachers as long as they fulfill all the hiring requirements. Almost all agreed that, precisely, this is one of the objectives that they pursue with the internships, because during this process they can monitor and evaluate their future employee.

4.2.1 Student Profile for an internship Program

Concerning Academic Skills

Academic Skills are all about helping students to become more effective learners at University level and developing the research and study skills that will help you now and in the future. These skills can help student to develop a successful career after graduate or even before it. Regarding internships, these abilities can facilitate students a successful development during the internship.

1. To master the English language at an advanced level.

For this aspect the majority of the interviewees (70%) agreed that having mastered the English language at an advanced level is essential to be able to do an internship in the institution, due to the fact, that the intern must have a broad knowledge of the language in the four main skills, that are to understand what is heard and read, and to express ideas in in the second language in a written and spoken way. In addition, it is important to possess enough vocabulary, good pronunciation and general grammar knowledge. On the other hand, there were a few private schools/academies (30%) that do not see it as essential but rather as desirable since they stated that this can be achieved through practice and they are aware that interns would not have it at the time of starting the internship.

2. To know about educational reality in general, especially in English teaching area.

The majority of the interviewees (60%) considered that students should have knowledge about the educational reality, since what they have learned in universities is far from being what is being developed in a real work environment with students. The rest of the interviewees (40%) pointed it out as a desirable aspect.

3. To be innovative and be able to work with different types of learners.

In this statement, seventy-five percent (75%) of the interviewees pointed out that it is essential for interns to be innovative, since they stated that they need personnel with new teaching techniques and, of course, that they must have the ability to solve educational problems in the best way possible. On the other hand, twenty-five percent (25%) of the interviewees considered it desirable but not essential.

4. To be able to hold an administrative school position.

This statement obtained a variety of responses in comparison with the rest. Thirty-five percent (35%) of the interviewees pointed out as indispensable so that

the intern have administrative skills, fifty percent (50%) mentioned that it would be desirable, and the rest (15%) considered it as irrelevant for the institution.

5. To know about English and Spanish grammatical structures in order to contrast both languages.

In this regard, eighty-five percent (85%) of the interviewees indicated that it is essential to contrast both languages, since students need to understand their differences and similarities in order not to fall into the error of « Spanishize » the second language. Ten percent (10%) rated the ability as desirable and finally five percent (5%) considered this skill as non-essential.

6. Management of TIC's

Most of the interviewees (85%) agreed that it is essential for ~~the~~ interns to be able to teach in a digital way, using websites as a technological tool that would make it easier for interns to plan, direct, execute, and improve the teaching-learning process. These opinions were facilitated by schools/academies that have enough technological resources and licenses to develop the classes mostly in a digital way. On the other hand, a fifteen percent (15%) thought that it would be desirable since they do not have enough resources that would make it as an essential feature for the intern.

7. To have classroom skills.

For this aspect, a large part of the interviewees (60%) indicated that it is essential for students to know the difference between managing a classroom with children, teenagers or adults, so that they would be aware to apply different methodologies in terms of class management. Thirty-five percent (35%) said that this aspect of the intern is desirable but not essential, since they are aware of the lack of experience of recent graduates. As well as a small percentage (5%) that considers this aspect as non-essential since their methods are different from other schools or academies that teach the English language, so that interns have to adapt to their teaching-learning system.

8. Know about American culture in general.

As far as this aspect is concerned, almost the majority of the interviewees (80%) considered it desirable for interns to know about American culture. They are aware that although English language is also spoken in other countries, the American influence is stronger in the American continent. There were few institutions (20%) that chose as indispensable the fact that the students know about American culture since these academies offer the possibility of working in an English call center, it is necessary that the future intern knows about that culture. In addition, within this percentage there was a school that refused to have an alliance with the University of El Salvador because of the cultural aspect.

9. To be able to motivate learning.

Interviewees indicated this aspect as essential (85%). They agreed that English language learn it alone is not significant, i.e. the educator should promote it through the techniques that learned during the major. That the student's experience should be pleasant and positive, so that they look forward and keep learning the second language. The rest of the interviewees think that it would be desirable (15%) for interns to be a promoter of learning since, according to the English teacher, he is a poet, actor/actress, singer, cook, reporter, etc., at the moment of teaching.

10. To demonstrate leadership.

For this academic aspect, a seventy percent (70%) pointed out as essential for an intern having leadership. Educator has to have a clear vision and mission of leading students to successful educational goals. On the other hand, the thirty percent (30%) who indicated that it would be desirable for an intern to have leadership, because to be a leader and guide a group of students is necessary to transmit confidence through an appropriate behavior, persistence and commitment and this can only be achieved over time.

4.2.2 Mild/Soft Skills

1. To be punctual.

The majority of the interviewees (90%) indicated that punctuality is an essential aspect while undergoing through an internship at the institution, since it demonstrates respect and sense for responsibility that the teacher has for his students and his profession. Punctuality in teaching is not only limited at the beginning of classes, that is to say, that it is not only the fact of arriving early or on time, but that the teacher must be responsible for measuring and fulfilling what is planned for the class. Starting and finishing the class on time is highly valued by the students since a delay can mean disorganization in the planning of the class. On the other hand, only a small percentage (10%) indicated that being punctual is desirable for an intern.

2. To be a team player.

The figure and role of the teacher has changed significantly. The teacher is no longer the center of knowledge, but plays a role as a guide and companion in the teaching-learning process of the students. Therefore, the advantages of teamwork are many in comparison to the educator who taught as an individual professional activity. Teamwork means that each member must give his or her best and also accept opinions from other members. This enriches any task that is performed in the team because it relies on the knowledge and experience from others. A large part of the interviewees (85%) thinks that it would be essential for an intern to be willing to work in a team and also to promote it as a natural and simple practice with students. This can bring great benefits to the students since there are few university degrees in which academic activities are developed alone and also in most of the work requires teamwork. On the other hand, there was a small group that marked this aspect as desirable (15%), since they know that this skill entails a lot of tolerance and patience on the part of the teacher.

3. To show responsibility.

Being responsible in the teaching area implies many things such as, for example: the commitment not only to instruct students but also to teach them how to develop in the society and improve it with values. Teaching work is so delicate that the smallest mistake, even involuntary, can have a negative influence on students in such a way that it can contribute to gradually harming them. Students place their academic trust in the teacher to be able to improve, and the teacher must be aware of the ethical and moral responsibility he has towards them. For this aspect, ninety-five percent (95%) chose as essential that an intern must be responsible in his or her academic life as an example for students. And only a small percentage (5%) chose to indicate it as desirable.

4. To be committed to the teaching profession.

The first commitment of teachers is to be better every day. In order to teach, it is not enough to know the subject. The teacher must know how to transmit knowledge and fundamentally know how the student can learn it. This is achieved with quality time that the educator dedicates to his students, and the didactic material that he elaborates, advisories, objective evaluations, the constant monitoring of the activities and willing to have an open mind to new challenges. In addition, teacher must keep up to date with technology for a better learning of the students, attending continuous pedagogical training and self-training if necessary. For this aspect the great majority of the people interviewed marked as essential (90%) to do an internship that the student possesses this characteristic. On the other hand, only ten percent of the colleges/academies (10%) chose it as desirable.

5. To be honest.

Among the ethical and moral values that a teacher must possess is honesty. Honesty is a positive moral value that is linked to truth and transparency. This is manifested when it is done with integrity when performing activities on a daily basis or at work. As main figures to follow, teachers are models that the students come

to imitate either in the way they speak, act, as they address other people, etc. A clear example in which a teacher can show honesty is to be fair when evaluating students being fair and sincere when giving a judgment. In this case, the majority of the interviewees indicated that it is essential (95%) that an applicant for an internship has this value. And only a small percentage (5%) chose it as desirable.

6. Show patience and empathy toward others.

Patience is defined in a few words as the ability to endure something without being upset. In teaching, it goes even further, because it is known that no child is like another when it comes to behavior. In a classroom, each student has his or her own pace of work, behavior, learning needs, etc. All these factors are determining factors in a student's teaching-learning process. Some will need more time and others less time to do homework and understand what they have seen in class. And that is where the teacher can and must have patience as much as with those who finish quickly and need to do something more as with those who are slower and even need to be explained again what they have to do. Support for students must be firm and constant and never show intolerance or frustration towards them. This leads to a teacher's empathy for his students. Teachers who are empathetic and who are more sympathetic to students generate better results. Being empathetic means having the ability to put oneself in the other's place and thus understand their emotions and needs. Teachers must look beyond qualifications and faces as this is essential for quality training. In short, these two qualities allow the teacher to understand and be closer to the student and thus are able to help him in the best way. For these two aspects, the majority of the interviewees (90%) indicated that it is essential for an intern to have these qualities. A small percentage (10%) marked it as desirable.

7. Have professional and personal ethics.

For this aspect, almost all people interviewed (95%) pointed out that, both, professional and personal ethics are essential to develop an internship in the institution. And, only a small percentage (5%) stated that it would be desirable.

8. To have an ecological conscience and respect for the environment.

Today, the environmental crisis affects all parts of the world; it is a fact that humanity faces great challenges to curb in some way the effects of pollution, deforestation, indiscriminate hunting, and so on. The problem is everyone's because we all live on the same planet and feed on it. Building societies more aware of this problem that is advancing by leaps and bounds is a real challenge. Although, this is a difficult task, it is not impossible since there are technological and informative tools to achieve it. And one of the places where one can begin to generate ecological awareness in education is at the school. The teacher can motivate and make students aware, instructing them about existing environmental problems and how they can be prevented. The opinion about this aspect was very divided since half (50%) of the interviewees see it as essential, so that an intern promotes ecological awareness in students, while the other fifty percent (50%) opted to choose this aspect as desirable in a student who would develop an internship.

9. To be capable of thinking objectively.

Being objective can be one of the most difficult qualities to have and maintain in a person's life or profession. According to the website Objectivity-thinking, "Objectivity is the value of seeing the world as it is and not as we want it to be." Human beings are a complex mixture of feelings, reasoning, experience and learning. All these elements can give a person a perception of reality that may be wrong. In teaching it can happen that the teacher can focus on the circumstances and not on the problems themselves. Perhaps, he or she sees the surface of the problem in a student and not what is behind it, besides not judging reality but rather sticking to subjectivity. For this reason, the value of objectivity is very important since it helps to adequately balance the situations that arise with the students and to give them their just solution. For this value, the people interviewed indicated it as essential (85%) that an intern thinks objectively. Conversely, a minimum percentage of fifteen percent (15%) indicated it as desirable in an intern.

5. Internship Program Participant Profile

According to the research the intern profile is present in this picture. The profile contains academic and professional and ethics aspects. The selected aspects are those that obtained more than 75% getting as essential in the profile of each intern.



CHAPTER V RECOMMENDATIONS AND CONCLUSIONS

5.1 Conclusions

To know how feasible the University of El Salvador internship program is, was the object for this research. By showing the conclusions, the answers to our research questions are validated. Each issue applied in the research helped to conclude these aspects:

Conclusions

- The internship program provides an especial students training that produces a high education quality.
- The FLD has enough academic capacity to develop an internship program in private schools and English Academies.
- Private Schools and English Academies are appropriate institutions to develop an internship program because they offer different types of English teaching programs where internship can be developing.
- The educational quality of The University of El Salvador and its academic credibility makes the schools and English Academies be interested in developing internship with the FLD students.

5.2 Recommendations

In order to give some advice to FLD, it was set of some recommendations related with the findings collected through this research.

- To create an internship program so that the students from the teaching major could develop their professional practice in real labor contexts.
- To propose an internship program as an alternative project to obtain the degree of the Bachelor of Arts in English Teaching Option in the new study plan.
- To set formal agreements between the FLD and private institutions universities and/or schools, foreign languages academies to develop internship programs.

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ANNEXES

FEASIBILITY STUDY

**INTERNSHIPS: A METHODOLOGICAL PROPOSAL TO
IMPROVE THE GRADUATES PROFILE OF THE ENGLISH
TEACHING MAJOR OF THE FOREIGN LANGUAGE
DEPARTMENT AT THE UNIVERSITY OF EL SALVADOR.**

I. INTRODUCTION

A feasibility study is used to collect important data of a project and make best decisions. Also, a feasibility study involves in-depth analysis of supply, demand, price, and product. However, this study is more related to academic aspects about English language teaching, therefore only some traditional elements will be taken into account and the categories of a qualitative analysis.

The present study contains the identification of the service, objectives of the study, general description of the supply, and demand in the educational field of English language teaching.

1. Service Identification

Name of the service: To apply internships to senior students of English teaching major of the foreign language department at university of El Salvador.

2. Service Description

Internship: It is known as a professional practice performed by students, usually during their last year of the major, or immediately after graduate so that they put into practice the knowledge acquired. In other words, interns are apprentices who conduct an internship program with the clear objective of gaining experience in his or her field of study.

3. Objectives

- Determine the feasibility of creating internship programs as methodological process, as a requisite to graduate from English Teaching Major.
- Define the offer of educational institutions in the metropolitan area of San Salvador that can provide to Department of Foreign Languages the opportunity to develop an internship program.

4. Methodology.

The method was the inductive one that starts from the particular knowledge to find the determined incidences. The qualitative study of the phenomenon was applied. Patterns of analysis were established as a categorization of the answers found in the applied instruments.

5. Sample

The sample was determined at the convenience of the research team using as parameters the private educational institutions in the metropolitan area of San Salvador that were accessible to the University of El Salvador.

Two areas of research were considered for the gathering of information, an internal consult in which the experience of some academics from the Foreign Language Department was an important source, and the external consult which involved visiting about 20 private schools and 10 Foreign Language Academies located in the area of San Salvador.

5.1 Internal Scope (5 respondents)

- Master Janete Bulnes. Coordinadora de Cooperación Internacional Región Europa Secretaria de Relaciones Nacionales e Internacionales.
- Master Ricardo Gamero. Head of the Foreign Language Department
- Master Edgar Nicolás Ayala. Vice Dean of the Faculty of Humanities
- Master Norma Cecilia Blandón de Castro. Teacher at the Foreign Language Department and coordinator of the curricular change commission.
- Rolando Guzmán. Professor at the Foreign Language Department

5.2 External Scope (19 schools and 10 English Academies)

5.2.1 Private schools

1. Centro Educativo Joyas de Cerén
2. Centro Educativo Temach
3. Colegio Cristiano El Salvador
4. Colegio Cristiano Salvadoreño Enhacore
5. Colegio Cristóbal Colón
6. Colegio Externado San José
7. Colegio García Flamenco
8. Colegio Guadalupano
9. Colegio Internacional de El Salvador
10. Colegio Luz de Israel
11. Colegio María Escobar Vda de Brunner Pasitos
12. Escuela Americana
13. Escuela Bilingüe Tazumal
14. Instituto Técnico de Exalumnos Salesianos
15. Instituto Tecnico Ricaldone
16. Liceo Cristiano Reverendo Juan Bueno Central
17. Liceo Cristiano Reverendo Juan Bueno San Benito
18. Liceo Getsemaní
19. Liceo Profesor Ladislao Leiva

5.2.2 Foreign Languages Academies

1. Academia Europea
2. Asociación Centro cultural Salvadoreño Americano
3. Believe English Academy
4. Direct English El Salvador
5. English for Call Center
6. GKE English Academy

7. Global English Academy
8. Got English Academy
9. Programa de Extensión de idiomas Ricaldone
10. Pro-lingua Institute

6. Technique

Three instruments were created, one for members of the faculty or interested in the subject within the Foreign Language Department, another for schools and academies interested in developing internship programs in their institutions, and a final instrument for educational institutions that had already internship programs in their institutions, in order to learn about past experiences, however this instrument was not applied because we did not find any institution with such experience in the field of teaching English as a second language.

6.1 Geographical Coverage

The schools surveyed are located in the Metropolitan area of San Salvador and especially in the vicinity of the University of El Salvador, to facilitate student mobility. Other places are considered to be distant from the University, but accessible to the public transportation system and without criminal rates in the area. (See map 1)

II. GENERAL DESCRIPTION OF THE MARKET

1. Market size

As general information, the Salvadoran educational system is divided into public and private, and levels of education are: nursery school (from 4 years to 6 years), Basic Education (from first to ninth grade), secondary education and higher education.

With the arrival of the left apparatus in the government in 2009, the vision of education changed through integrative approaches, and ceased to be exclusive to be inclusive. The integrative approach refers to a balance between technician

education and humanist education with values centered on man as a social change promoter that ends in service to the community itself.

The principles of this new education include being free, secular, universal and quality education, which undoubtedly has an impact on the quality of life of the population.

From 2018 on, higher education studies at the University of El Salvador are declared to be free by the government, especially for all those who have graduated from public high school institutions.

The government through its program "Let's go to school", impregnates a liberal sense of education. It proposes bringing the learning of the English language, which for years had been exclusive for private education. So this policy represents a trigger for education in El Salvador, not only for education centers but also in the proliferation of English language academies, preparing its users for the dream job. However, these efforts are not enough to provide an inclusive education in the English area, it is easy to ensure with only the fact that reviewing the programs edited for the development of this language, for example for nursery education is only required in the program a session of twenty minutes three times per week, for elementary education, does not even exist as academic load, for middle education and high school only three hours classes per week. In contrast to private sector, where there are fully bilingual schools. English is developed as a second language with an extensive schedule of English language subjects, therefore there is a wide market for English language teaching internship programs is necessarily mainly in the private sector of education. It has a total population of 189 schools in San Salvador district, of which an acceptable percentage is located nearby the University of El Salvador.

2. School Characteristics

Most schools that were chosen to this research have an educational experience-more than 25 years of foundation-. Also, there are small schools that have among 75 to 100 students and others that their enrollment can reach over a

thousand students. All institutions have an English language program for all levels with five or more hours of classes per week. In some institutions such as Instituto Tecnico Ricaldone , Colegio Guadalupano, Escuela Americana, Centro Cultural and others have an English program that provides classes at extended hours. In addition, all the institutions have their own coordination system in the area of English.

3. Market stability

Most of the schools included in the research have MINED accreditation to carry out their work and also have the acceptance of parents who entrust their children's education to these institutions. During the viewing it was observed that they have all the resources for the development of English classes and they also have agreements with excellent publisher houses that provide the appropriate didactic material. Moreover, these institutions are located in the metropolitan area of San Salvador and low crime rate.

Most of English coordinators of these institutions are former students of the University of El Salvador, so this helped the researchers to complete the questionnaire and also that they consider having an agreement regarding internships with the university in the future.

2. Offer description

1. University of El Salvador regarding internships

The Foreign Language Department of the University of El Salvador has two official major; Bachelor's Degree in English Language Teaching Option and Bachelor's Degree in Modern Languages. The first one is focused on English instruction and the second one with a general emphasis on French language.

The University of El Salvador through English language degree graduates almost a thousand students per year. They are able to get a job in private or public educational institutions, call centers, translation and the like.

The University of El Salvador has had some academic activities that can be similar to internships; for example, Economic and Engineering schools have been isolated experiences without any formal follow-up. But, they have only been taken as evaluations, so that there is no follow-up as a way of tutoring or supervision nor there is not an internship unit that guarantees the application of agreements or regulations established by both -University of El Salvador and the companies. This evaluation system has generated discontent among students and according to Licenciado Mauricio Rivas, in charge of this subject, is due to a cultural problem. Because students are not used to provide services but only to receive and culturally student associations give them the idea of only receiving benefits. Crime rate in El Salvador was one reason for giving up this way of evaluating students. The fact that university legislation does not contemplate these practices also affects the application of these processes.

In Medicine school, it is found something similar to internships with internship experience in public hospitals. Regarding Faculty of Humanities, there is not experience of applying internships as a pedagogical process.

In the FLD the experience like an internship program could be the teaching practice developed by some students at INSTITUTO TECNICO RICALDONE. This project is the result of some agreements although verbal but formal between the coordinators of Institute and the professor Grace Gomez in charge of the subject. Since some years ago, some students develop their teaching practices; this experience has been definitely provided input to develop an internship program.

This practice has several points that could be considered as requirements for an internship program for FLD:

- The institution needs interns to work in agreement with their vision about English teaching.
- The hour load is appropriate to develop an internship program.
- The institution is near to FLD which facilitates the mobility of both students and teachers.

- Instituto Ricaldone has the necessary resources for the development of the classes.
- The institution needs interns to work in agreement with their vision about English teaching.
- The hour load is appropriate to develop an internship program.
- The institution is near to FLD which facilitates the mobility of both students and teachers.
- Instituto Tecnico Ricaldone has the necessary resources for the development of the classes.

2. Experience of other Universities regarding internships

The experience of internships at private universities in El Salvador is not related to English language teaching. Students of Universidad Centro Americana José Simeón Cañas, only have teaching practices in some private schools; for example, Colegio Externando San José, Colegio Belén, Instituto Emiliani, and Instituto Hermanas Somascas. Blanca Rosa Vásquez de Cortez, general coordinator of teaching and undergraduate language majors in this university, underscores that students only develop their teaching practices, but they do not have an internship as a methodological process assigned to graduate or to gain academic credits.

On the other hand, Don Bosco University, through Licenciada Mónica Pérez, who is the coordinator of the language courses, states that the students of the tourism courses are the only ones to carry out the internship program in places such as CORSATUR, Ministerio de Turismo de El Salvador, El Salvador Adventure, among others. However, students of foreign languages do not carry out any internship. It is important to emphasize that at the moment of interviewing Lic. Perez said that a new English major program had been approved where there is a subject called internship and it will be an obligation to take it, because it has academic credits.

Carolina Rodezno Coordinator of Academic Advising of the University Dr. José Matías Delgado affirmed that only students of Economics school develop practices with some companies such as Tigo El Salvador and Hanes Brands Inc, Textiles.

3. Compilation of Information.

All the information gathered was obtained from the following sources:

- ✓ In The Main Campus of the University of El Salvador: teachers of the Foreign Language Department, Head of the Department of Languages, and Vice Dean of the Faculty of Humanities.
- ✓ In the metropolitan area of San Salvador: English language coordinators of private schools and English academies and principals of private school.

The table below summarizes the type of instrument that was administered, the elements in which the instruments were focused and the participants.

INSTRUMENT	ELEMENT	PARTICIPANTS
Instrument #1 Structured Interview	1. Knowledge 2. Demand 2.1 Relevance 3. Feasibility 3.1 Intent 3.2 Relevance	1. “Coordinación de Cooperación Internacional Región Europa Secretaria de Relaciones Nacionales e Internacionales Universidad de El Salvador” 2. Vice-Dean of the faculty of Humanities of the University of El Salvador. 3. Head of the Foreign Language Department at University of El Salvador. 4. 4. Teachers from the Foreign Language Department at University of El Salvador.
Instrument #2 Structured	1. Knowledge 2. Offer 1.1 Valuation	1. Private schools in the metropolitan area of San Salvador 2. English academies in the metropolitan

Interview	2. Demand 2.1 Relevance 3. Feasibility 3.1 Intent 3.2 Support	area of San Salvador
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4. Legal and Administrative Factors.

The Salvadoran legal framework does not show the internship program. The Central Government in the "LEY GENERAL DE LA JUVENTUD" establishes internships as a policy for the promotion of education rights: *k) Promote work internships in the public and private sectors, focused on the development needs of the country.* Neither, the internship is mentioned at University of El Salvador legal framework. Therefore, some internship programs have been made with verbal agreements and others a little more formal.

However the fact that there is no legislation in favor is not an obstacle to developing internship programs; The Foreign Languages Department like University of El Salvador has "academic liberty" as a result it can apply an internship program as a methodological proposal; the legal resolution could be help for other issues for instance a requirement for graduation or give more formality to the agreements with some institutions that it has already understanding.

On the other hand, The University of El Salvador can establish and excellent administrative relationship whit private schools or Foreign Languages Academies. The FLD has an excellent teaching staff that could work as coordinators or supervisors to guarantee the stability efficiency of an internship program.

The resources that the institutions count for the development of English class are adequate, in some cases they even have international platforms, which indicates that the students of FLD that apply to these institutions must have some degree of skill in the computer areas.

5. Conclusions

- According to the results of the study, it is feasible the implementation of internship as a methodological process within the Bachelor's degree in English Language Teaching Option, in order to improve the profile of the graduates of this degree.
- In general, there is an internal agreement among the actors surveyed on the importance of internship, to boost the quality of graduates of this department.
- The execution of internships will raise the quality of graduates from the department, because interns will have work experience before graduating.
- According to the study, it is feasible that several of the schools surveyed might establish agreements with the University of El Salvador to carry out an internship program.
- The interns will have more opportunities to obtain a job at the schools or academies, where they attend as interns.

5. Recommendations

- To present the results of the feasibility study to the curriculum change commission of the Foreign Language Department at University of El Salvador, to take the necessary considerations.
- To take advantage of the opportunities of agreements with private institutions to establish internships in their study centers.
- Create a legal proposal, so that internship programs have the regulatory support to be an option as a requirement for graduating.
- Establish a pre-internship course, in which students are guided about their functions and attributes in the program.



Firma de Recibido de Solicitud de Entrevista a Coordinadores/ Directores de Instituciones que ofrecen servicios de Enseñanza de Idiomas Extranjeros

<p>Firma </p> <p>ENGLISH FOR CALL CENTER</p> <p></p> <p>Sello</p>	<p>Firma </p> <p>BELIEVE ENGLISH ACADEMY</p> <p></p> <p>Sello</p>	<p>Firma </p> <p>LICEO CRISTIANO REVERENDO JUAN BUENO CENTRAL</p> <p></p> <p>Sello</p>
<p>Firma _____</p> <p>EVEREST ENGLISH ACADEMY</p> <p>Sello</p>	<p>Firma </p> <p>GLOBAL ENGLISH ACADEMY</p> <p></p> <p>Sello</p>	<p>Firma </p> <p>GKE ENGLISH ACADEMY</p> <p></p> <p>Sello</p>
<p>Firma </p> <p>GOT ENGLISH ACADEMY</p> <p></p> <p>Sello</p>	<p>Firma _____</p> <p>DIRECT ENGLISH EL SALVADOR</p> <p></p> <p>Sello</p> <p></p>	<p>Firma </p> <p>ASOCIACION CENTRO CULTURAL SALVADOREÑO AMERICANO</p> <p></p> <p>Sello</p>



UNIVERSIDAD DE EL SALVADOR
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 DEPARTAMENTO DE IDIOMAS EXTRANJEROS



Firma de Recibido de Solicitud de Entrevista a Coordinadores/ Directores de Instituciones que ofrecen servicios de Enseñanza de Idiomas Extranjeros

<p>Firma </p> <p>ESCUELA AMERICANA</p> 	<p>Firma </p> <p>COLEGIO LUZ DE ISRAEL</p> 	<p>Firma </p> <p>ESCUELA BILINGÜE TAZUMAL</p> 
<p>Firma </p> <p>LICEO CRISTIANO REVERENDO JUAN BUENO SAN BENITO</p> 	<p>Firma </p> <p>CENTRO EDUCATIVO JOYAS DE CEREN</p> 	<p>Firma </p> <p>LICEO PROFESOR LADISLAO LEIVA</p> 
<p>Firma </p> <p>COLEGIO INTERNACIONAL DE SAN SALVADOR</p> 	<p>Firma _____</p> <p>COLEGIO CRISTIANO NUEVO PACTO</p> <p>Sello</p>	<p>Firma </p> <p>ACADEMIA EUROPEA</p>  <p>Sello</p>

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Firma de Recibido de Solicitud de Entrevista a Coordinadores/ Directores de Instituciones que ofrecen servicios de Enseñanza de Idiomas Extranjeros

<p>Firma _____ PRO-LINGUA INSTITUTE</p>  	<p>Firma <u>CMAC</u> COLEGIO CRISTOBAL COLON</p>  	<p>Firma _____ COLEGIO GUADALUPANO</p>  
<p>Firma _____ COLEGIO SPENCER</p> <p>Sello</p>	<p>Firma <u>Marta Rios</u> COLEGIO MARIA ESCOBAR VDA DE BRUNNER PASITOS</p>  	<p>Firma _____ COLEGIO EXTERNADO DE SAN JOSE</p>  
<p>Firma <u>[Signature]</u> INSTITUTO TECNICO RICARDONE</p> 	<p>Firma <u>[Signature]</u> COLEGIO GARCIA FLAMENCO</p> 	<p>Firma _____ COLEGIO CRISTIANO SALVADOREÑO EN HACORE</p>  <p>22137e00</p>

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 DEPARTAMENTO DE IDIOMAS EXTRANJEROS



Firma de Recibido de Solicitud de Entrevista a Coordinadores/ Directores de Instituciones que ofrecen servicios de Enseñanza de Idiomas Extranjeros

<p>Firma _____ ESCUELA PANAMERICANA</p> <p>Sello</p>	<p>Firma _____ INSTITUTO TECNICO DE EXALUMNOS SALESIANOS</p>  <p>Sello</p>	<p>Firma _____ COLEGIO SALVADORENO INGLES</p> <p>Sello</p>
<p>Firma  LICEO GETSEMANI</p>  <p>Sello</p>	<p>Firma _____ COLEGIO UNION AMERICANA</p> <p>Sello</p>	<p>Firma _____ COLEGIO BILINGÜE ROOSEVELT</p> <p>Sello</p>
<p>Firma _____ CENTRO EDUCATIVO TEMACH</p>  <p>Sello</p>	<p>Firma  COLEGIO CRISTIANO EL SALVADOR</p>  <p>Sello</p>	<p>Firma _____ PROGRAMA DE EXTENSION DE IDIOMAS RICALDONE</p>  <p>Sello</p>

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**University of El Salvador
Faculty of Sciences and Humanities
Foreign Language Department**

Interview Aimed to the Institutions that currently have Intern Programs

Objective: To gather the professors' perspective about *internships* as a methodological proposal to improve the professional profile of graduates of the English Teaching Major of the Foreign Language Department at the University of El Salvador.

Directions: Respond objectively to the series of questions presented below. All given information is relevant, so we appreciate your time and support.

SECTION I. GENERAL INFORMATION

1. Time you have been working at this institution _____
2. Type of institution: Private School ____ English Academy ____ Other:

3. Current Position: General Manager ____ Area Coordinator ____ Department
Director ____
Degree process Coordinator ____ Other: _____
4. Time you have been performing the current functions: _____

SECTION II. REGARDING INSTERNSHIP PROGRAMS

1. Based on a methodological perspective and experience of developing internships, how would you define the term internship?

2. According to your work experience inside this institution could you describe the internship program? What do you know about this program?

3. *What is the legal base regarding the existence of internship programs in this institution?*

4. *Do you consider that the implementation of the internship program has any advantage in the professional training of students? Which ones?*

5. *What institutions do you have an alliance to develop internships?*

6. *Which do you think would be the most appropriate profile of students in order to be able to do an internship? The following chart presents a series of items below; they are about a desire undergraduate student profile to get an internship.*

<i>No</i>	<i>Academic Aspects</i>	<i>Essential</i>	<i>Desirable</i>	<i>Irrelevant</i>
<i>1</i>	<i>To master English language in an advanced level.</i>			
<i>2</i>	<i>To know about educational reality in general and English teaching area in particular.</i>			
<i>3</i>	<i>To be innovative and be able to solve educational problems</i>			
<i>4</i>	<i>To be able to hold an administrative school position.</i>			
<i>5</i>	<i>To know grammatical structures of English</i>			

6	<i>To manage TIC's</i>			
7	<i>To have groups management</i>			
8	<i>To have ease expression in English</i>			
9	<i>To be capable of promoting learning</i>			
10	<i>To show leadership</i>			
11	<i>Other(s)</i>			
No	HUMANISTIC ASPECTS			
1	<i>To be punctual</i>			
2	<i>To have team work</i>			
3	<i>To show responsibility</i>			
4	<i>To be committed</i>			
5	<i>To show honesty</i>			
6	<i>To show empathy and patience with others</i>			
7	<i>To have personal and professional ethics</i>			
8	<i>To have an ecological conscience and respect for the environment</i>			
9	<i>To be capable of thinking objectively</i>			
10	<i>Other(s)</i>			

7. *What kind of resources does this institution need to establish an internship program?*

8. *What academic value do internships have in this institution?*

To graduate _____ To get UVs _____ To do social service _____

9. *What social impact do you think is achieved with the application of an internship program?*

10. *Does this institution have ever hired interns as employees after having finish your internship training program?*

11. *Does this institution grant any kind of remuneration to the interns?*



**University of El Salvador
Faculty of Sciences and Humanities
Foreign Language Department**

**Interview Aimed to the Academic Staff of the foreign language department at the
University of El Salvador**

Objective: To get the FLD professors' perspective about *Internship Programs* as a methodological tool to improve the professional profile of graduates of the Foreign Language Teaching Majors of the Foreign Language Department at the University of El Salvador.

Directions: Respond objectively to the series of questions presented below. All given information is relevant, so we appreciate your time and support.

SECTION I. GENERAL INFORMATION

1. Time you have been working at UES: _____
2. Time you have been working at FLD: _____
3. Current functions: Teacher____ Area Coordinator____ FLD Director____
Degree Process Coordinator _____
4. Time you have been performing the current functions: _____

SECTION II. REGARDING INSTERNSHIP PROGRAMS

1. *Based on a methodological perspective, how would you define the term internship?*

2. *Based on your work experience in the university, do you know of any internship program that is being carried out in agreement with the University of El Salvador? What do you know about this program?*

3. *In your opinion which advantages could bring the implementation of internships in the FLD?*

4. *What kind of institutions do you consider the most suitable to develop an internship in teaching area?*

5. *Do you consider that the last year's students of the FLD are apt to start an internship in a private school or an English Academy? Why?*

6. *Which do you think would be the most appropriate profile of students in order to be able to do an internship? The following chart presents a series of items below; they are about a desire undergraduate student profile to get an internship.*

<i>No</i>	<i>Academic Aspects</i>	<i>Essential</i>	<i>Desirable</i>	<i>Irrelevant</i>
<i>1</i>	<i>To master English language in an advanced level.</i>			
<i>2</i>	<i>To know about educational reality in general and English teaching area in particular.</i>			
<i>3</i>	<i>To be innovative and be able to solve educational problems</i>			
<i>4</i>	<i>To be able to hold an administrative school position.</i>			
<i>5</i>	<i>To know grammatical structures of English.</i>			
<i>6</i>	<i>To manage TIC's</i>			

7	<i>To have groups management</i>			
8	<i>To have ease expression in English</i>			
9	<i>To be capable of promoting learning</i>			
10	<i>To show leadership</i>			
11	<i>Other(s)</i>			
No	HUMANISTIC ASPECTS			
1	<i>To be punctual</i>			
2	<i>To have team work</i>			
3	<i>To show responsibility</i>			
4	<i>To be committed</i>			
5	<i>To show honesty</i>			
6	<i>To show empathy and patience with others</i>			
7	<i>To have personal and professional ethics</i>			
8	<i>To have an ecological conscience and respect for the environment</i>			
9	<i>To be capable of thinking objectively</i>			
10	<i>Other(s)</i>			

7. *What kind of resources does the FLD need to establish an internship program?*

8. *According to the legal regulations of the UES, would it be possible to implement an internship program in the Foreign Languages department?*

9. *Do you agree that internship may be required as an option to graduate? Why?*

10. *What social impact do you think would be achieved with application of an internship program?*



University of El Salvador
Faculty of Sciences and Humanities
Foreign Language Department



Interview Aimed at Private Schools and Foreign Language Academies
in the metropolitan area of San Salvador.

Objective: To get information to determine the professional profile and suitable conditions of institutions which are interested in creating an alliance with the University of El Salvador to develop an internship program in the English Teaching area.

Directions: A series of questions are presented below in part I and II. All given information is relevant, so we appreciate your time and support.

SECTION I. GENERAL INFORMATION

1. Time you have been working at this institution: _____
2. Current functions: Teacher ____ Area Coordinator ____ Other _____
3. Time you have been performing the current functions: _____

SECTION II. REGARDING INSTERNSHIP PROGRAMS

1. In a methodological process, how do you define an internship?

2. Is the institution willing to create an alliance with the University of El Salvador regarding internships?

Yes No

Why?

11. *In your opinion which advantages could bring the implementation of internships in the FLD?*

3. *What kind of resources does this institution need to establish an internship program?*

4. *What social impact do you think would be achieved with application of an internship program?*

5. *How much time do you think would be appropriate for an internship program to provide the intern with enough experience to grow professionally?*

6 months ____ A year ____ more than a year ____

6. *Would this institution be willing to hire an intern as an employee?*

Yes _____ no _____

7. *Would the school/academy be willing to pay the intern?*

Daily expenses _____ Other(s) _____

SECTION III. REGARDING THE STUDENT PROFILE

Which do you think would be the most appropriate profile of students in order to be able to do an internship? The following chart presents a series of items below; they are about a desire undergraduate student profile to get an internship.

Directions: A series of items are presented below; they are about a desire undergraduate student profile to develop an internship in this institution.

No	Academic Aspects	Essential	Desirable	Irrelevant
1	<i>To master English language in an advanced level.</i>			
2	<i>To know about educational reality in general and English teaching area in particular.</i>			
3	<i>To be innovative and be able to solve educational problems</i>			
4	<i>To be able to hold an administrative school position.</i>			
5	<i>To know grammatical structures of English.</i>			
6	<i>To manage TIC's</i>			
7	<i>To have groups management</i>			
8	<i>To have ease expression in English</i>			
9	<i>To be capable of promoting learning</i>			
10	<i>To show leadership</i>			
11	<i>Other(s)</i>			
No	<i>HUMANISTIC ASPECTS</i>			
1	<i>To be punctual</i>			
2	<i>To have team work</i>			
3	<i>To show responsibility</i>			
4	<i>To be committed</i>			
5	<i>To show honesty</i>			
6	<i>To show empathy and patience with others</i>			
7	<i>To have personal and professional ethics</i>			
8	<i>To have an ecological conscience and respect for the environment</i>			
9	<i>To be capable of thinking objectively</i>			
10	<i>Other(s)</i>			