# University of El Salvador

# School of Arts and Sciences

# Foreign Languages Department



**Research Topic:**

**"A descriptive study of the options to do the community work of 5th year students in the Communication Specialization area from the Bachelor of Arts in Modern Languages in Semester I/2019"**.

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# ACKNOWLEDGEMENT

I dedicate this work mainly to God, for giving me life and the opportunity to have reached this important moment on my career.

To my dears parents, for being the most important pillar throughout this process for their patience and dedication to me in all moments. To my husband for being an unconditional person who accompanied me despite all the circumstances, for believing in me and for showing his love and support always.

And of course, I am grateful to the University and all the authorities for allowing me to conclude this stage, thanks for the guidance in the development of this research.

By Nataly Alejandra Cuchilla de De León

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By Verónica Elizabeth Palacios Machuca

# ACKNOWLEDGEMENT

# I.
# INTRODUCTION

# INTRODUCTION

The research group studied the topic "A descriptive study of the options to do the community work of 5th year students in the Communication Specialization area from the Bachelor of Arts in Modern Languages in Semester I/2019".

Knowing that the community work is a requirement for students at the end of their studies, this project helps them to perform in the society all they have learned through the major. According to "the Organic Law of the University of El Salvador for the fulfillment of the purposes of the university specially to contribute to educate qualified professionals with humanistic sense, the social projection establishes as the set of planned activities that follows academic, research and service objectives in order to put the members of the university community in contact with the national reality and influence the transformation and social improvement of the country" ( Rosales Gilma, La proyección social en El Salvador un reto y compromiso para la Universidad de El Salvador, page 214).

Furthermore, at the Foreign Languages Department this is not an exception, students have the duty to search a community work related to what they have studied and to provide and share their knowledge with the society.

Moreover, communication specialization area is one of the most requested in the Bachelor of Arts in Modern Languages, since 2002 when the curricula was modified (plan de estudios: www.humanidades.ues.edu.sv), adding two specialization options; where were added the teaching  and communication area. For fifth-year students who took the communication specialization, it is difficult to choose an option for their community work project, thus there are a couple of community works relate to the communication area. So that, most of the students took a community work according to the teaching area even that they do not have the enough knowledge about it, and it is when they face different problems and experiences.

Finally, the community work must be oriented on the elective courses what students chose at the beginning of their studies. On this context, in the research work were studied the feelings, experiences and level of satisfaction of the students in the semester I/2019 on their fifth year in the Bachelor of Arts in Modern Languages with specialization in French and English, concerning the area of implementation community work when they have chosen the Communication specialization area.

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**Which are the options to do the community work for the 5th year students in the Communication Specialization area from the Bachelor of Arts in Modern Language in Semester I/2019?**

# III. SUMMARY

# III. SUMMARY

The study was based on knowing and making a descriptive study of the options to do the community work of fifth-year students in the communication area from the Bachelor of Arts in Modern Languages in semester I/2019 focusing on implementation of community work when they choose the communication specialization. The population of the study was based on the fifth-year students who developed their community work in Bachelor of Arts in Modern Languages with specialization in French and English. The practitioners wanted to identify some of the problems and the level of satisfaction or in satisfaction they faced in the process. Besides, an interview was conducted to the students in order to get more specific information that helped and facilitated to practitioners to gather deeper information about the research topic.

The method applied in this research was the mixed method (qualitative and quantitative approaches). The outcome of the study indicated the feeling and experiences obtained in the students during the process of their community work. In order to implement a previous and good orientation for the students of the Bachelor of Arts in Modern Languages Specialty in English and French at the beginning of the major that one may provide guiding to the students when choosing one of the two specializations.

# IV. RESEARCH OBJECTIVES

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## 4.1 GENERAL OBJECTIVE

To study the feelings and experiences about the area of implementation of community work when they have chosen the communication specialization of the students in the semester I/2019 on their fifth-year in the Bachelor of Arts in Modern Languages with specialization in French and English.

## 4.2 SPECIFIC OBJECTIVES

- To determine the level of satisfaction or dissatisfaction of the students concerning their community work.
- To identify the percentage of the students who do the community work in the communication area in semester I/2019.
- To list the top three problems that students face when they need to perform a community work not related to the Communication area.

# V. RATIONALE

# V. RATIONALE

The Communication specialization included in the curricula for the Bachelor of Arts in Modern Languages in 2002, (Pensum, L10412 Licenciatura en Lenguas Modernas Especialidad en Francés e Inglés) when the curricula was established and created with the idea of forming professionals that were capable to develop in the labor area with more than one language. In addition, this specialization creates the subjects: Teoría de la Comunicación y de la Información I and II, and Relaciones Públicas.

Therefore, every year is a problematic process for the students for the Communication area when they need to look for a community work Project oriented to this. On the main problem of this process are students not know the best project to develop a community work according to the area they have selected.

In this way, the purpose of carrying out this research was to describe the previous phenomenon mentioned as part of the experiences that fifth-year students had to face at the end of their semester at university, whose essence depends on the way they lived the experience and the feelings they had at that moment. Besides that, the research team sought for the role that the Foreign Language Department plays in the process, its participation and if it provides the appropriate orientation in such social community work.

# VI. LITERATURE REVIEW

# VI. LITERATURE REVIEW

The Foreign Language Department of the University of El Salvador emerged in 1948 as an academy for teaching English and French as a service to the University. Then in 1956, it was recognized as a "Department" of the School of Arts and Sciences. Later, in 2002, the Foreign Language Department started to work for the first time with the Bachelor of Arts in Modern Languages with specialization in French and English which offers two optative branches: communication and teaching specialization that were adapted according to the students. These optative subjects are oriented in the combination of the use of foreign languages with the area of public relations and the professional capacitation of the teaching of English and French languages. These subjects pretend to help students in the labor areas in which they want to stand out professionally.

The choice of any of these specializations will depend on the goals the students want to reach. Throughout the major, the intention is to train students for the labor insertion with the support of these languages in at least the two areas fields mentioned above in order to realize their social projects in one of the minor specializations.

The Community Work at University of El Salvador In 2002, it was carried out due to the creation of the Bachelor of Arts in Modern Languages with Specialization in French and English in the Foreign Language Department at the University of El Salvador, where it found the agreement No 31 considering that in accordance with the provisions of articles 61 of the Constitution of the Republic of El Salvador "Community Work" is understood as the compulsory professional activity that every student of the University must provide to the community, free of charge for the population. The Community Work, as a form of Social Projection, will be fulfilled compulsory by all the careers that the university

administers through the different Academic Units and Regional Centers, prior to obtaining the respective academic degree in the conditions and with the characteristics that establishes the University Legal System. The Community Work is one of the means by which the University must fulfill the Social Projection and will constitute the culmination of the programs of the institution directed to the achievement of such end, in accordance whit there are the following objectives of the Community Work:

Contribute to the development and transformation of society with the academic training of the students of the UES.

Strengthen the academic training of the future professional through interaction with society.

3. Support the development of society, preferably with the most vulnerable sectors.

Describing the community work process, some important authors that have written about this topic in the past, present some important definitions focus on the purpose of this research investigation. "Community practice not only as plaining or coordinating services to be efficient or correcting power in balances in society; but, more so as a means of addressing the goals of empowerment and social justice".

Lee, B. (2011). *Pragmatics of Community Organization.* Toronto,Ontario, Canada: CommonAct.

According to the Organic Law: ¨It is important to contribute with the knowledge in the society in order to influence the transformation and social improvement of the country".

Rosales, G. (s.f.). Ley Orgánica. *La proyección social en El Salvador un reto y compromiso para la Universidad de El Salvador*, 215.

Nehami Baum being a professor of social work, on the topic says "This qualitative study examines the feelings and concerns social work students at the ending of their

fieldwork supervision. The acquisition of knowledge through hands-on experience is central to social work education, especially to the training of social work puts into practice the knowledge acquired in the classroom, consolidates their academic training and acquires new knowledge and professional skills. It is commonly understood that practice learning is necessary to enable students to integrate theory and practice and to contextualize learning. Social service should be considered as a key pillar in the student's professional training and understood as an element of strategic importance to strengthen links with citizens and sectors, helping to dynamically and proactively transform community development."

Baum, N. (2011). Social Work Student´s Feelings and Concerns about the Ending of their Fieldwork Supervision. *Social Work Education*, 83.

According to "the coordinator of the Modern Languages major, Odir Mendizabal, he stated that there were several project proposals focused on communication students. Examples of these were: at the airport of Ilopango, an aviation project in which the student of communications major were in charge of advertising, bulletins, posters and bulletins boards. Despite being a great opportunity to develop their social service, this failed because it represented a huge challenge between geographical distances from the university.

Another project that was taken into consideration, although it was not achieved due to the economic conditions of the department, was to be in charge of a trilingual newspaper

In an interview with the responsible of Secretaria de la Sub Unidad de Proyección Social of the Department of Foreign Languages, with the aim of obtaining information on the projects implemented as a social service, the following was obtained:

"The projects destined for communication students are few, but yes, there are projects in CORSATUR and tourism institutions."

According to the Sub Unidad de Proyección Social, students of the degree in Modern Languages Public Relationship option were not allowed to perform their social

service by teaching; since it is only for the students of teaching option, because of this, the SUP[1] directs the students of Public Relationship option to the tourism area.

Despite the little availability of government institutions that provide students a place to perform their social service, it may be that there are few or not very recognized for the student population such as: Masters´ degrees, Ministerio de Relaciones Exteriores are some of the institutions that have collaborated with students.

But unfortunately, they are not enough because they cannot meet the demand of students enrolled in the area of the Public Relationship area at the time of the realization of their social service. Most of the time students have the last and only option to do it in the pedagogical area even if they do not have the right experience and knowledge." Flores Cardoza, F. H. (2017). La importancia de crear nexos entre la Universidad de El Salvador e Instituciones Gubernamentales de la zona Metropolitana de San Salvador con el fin de que los estudiantes de la Licenciatura en Lenguas Modernas: Especialidad en Francés e Inglés. San Salvador.

# PREFACE

(Social Projection Regulation

University of El Salvador)


The Secretariat of Social Projection of the University of El Salvador, is pleased to present to the University Community and the Salvadoran Society, the present General Regulation of Social Projection of the University of El Salvador, which was approved according to Agreement No. 31 / 2009-2011 (VI) of the Honorable General University Assembly, dated March 19, 2010 and published in the Official Gazette Number 108, Volume No. 387 dated June 10, 2010.


This Regulation It has been the result of the valuable and important effort of the General University Assembly 2007-2009 and 2009-2011, which through a Special Commission appointed to prepare it in Coordination with Rectory, Academic Vice-Rectory and the Secretary of Social Projection, opens a widely participatory consultation space in the twelve Faculties and in the Central Offices; In this exemplary and democratic process of debate, inputs are generated so that the General University Assembly will discuss and approve its final text, which undoubtedly responds to the current needs that are reflected in the reality of the Salvadoran Society and allows the UES a better normative, technical and operative ordering of the Social Projection actions in all the faculties and at institutional level.

# VII. METHODOLOGY

## 7.1 RESEARCH APPROACH

Mixed-Method research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophy assumptions and theoretical frameworks. The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone, through these approach researchers have studied the experiences and feelings from the students who chose the Communication area on their studies and are performing on semester 1/2019 their Community work project.

The reason why the Mixed –Method has been applied was because the research team objective, consisted in collecting data about personal experiences and the level of satisfaction from the students, describing the different problems that students had faced on their Community Work. Furthermore, the study used; qualitative data which tends to be open-ended without predetermining responses while quantitative data usually includes closed-ended responses such as found on questionnaires or psychological instruments.

## 7.2 TYPE OF STUDY

This research used the descriptive type study, since this study include questionnaire research and literature review in order to provide both quantitative and qualitative evidence of the topic. Through this method, practitioners have described the options to do the community work of fifth-year students in the Communication Specialization area from the Bachelor of Arts in Modern Languages in Semester I/2019.

## 7.3 RESEARCH DESIGN

The research design was based on one time questionnaire, with different kind of questions based on the Community work, feelings and experiences.

## 7.4 POPULATION AND SAMPLE

### 7.4.1　Population

The population of this research was the eighty students of the fifth year in the semester I/2019 from the Bachelor of Arts in Modern Languages, which chose the Communication minor specialization at the beginning of their studies.

### 7.4.2 Sample

Thirty of the fifth-year students that are performing in 2018, the social hour project and chose the Communication specialization from the Area of the Bachelor of Art and Modern Languages. The sample was taken randomly.

## 7.5 RESEARCH TECHNIQUES

In-depth Interview: an interview was conducted to the Community Work Office Coordinator, in order to get some specific information that helped and facilitated to practitioners understands more about the topic.

## 7.6 RESEARCH INSTRUMENTS

Structured Questionnaire: it was a research instrument consisted on seven questions for the purpose of get information from respondents in order to know the feelings and experiences of fifth-year students performing their Community Work project.

# VIII. EXPECTED RESULTS

The expected results of "A descriptive study of the option to do the community work of fifth-year students in the communication specialty area from the Bachelor of Arts in Modern Languages in semester I/2019" it was designed in the initial phase of the research. The expected results were addressed in order to gather and know the feelings,

experiences, but also the behavior and new skills students learned at the end of their community work specialty in the area of communication.

Essentially, the expected results translated the objectives of the study. The goal of expected results was directly planned activities to help practitioners achieving the objectives. According to Rasdem (1992): the expected results are reminded to the learners to remember the context or how they act at the moment to realize an activity, if they feel satisfaction or in satisfaction but they know exactly what is or what they need to be done.

In order to provide a greater visibility to the problems that student specialty in the communication area faced on their community work, the bias in the possible obtained results and resolve was very likely to found by just applying a structured questionnaire an also an in depth interview directed to the SUPS as research instrument.

A random group of thirty students were defined as the sample of eighty students from the population of fifth-year from the bachelor of Arts in Modern Languages specialty in French and English that performed their community work in semester I/2019 specialty those who were in projects no related to the communication area of the major. For example, the majority of them were developed projects in teaching area without having skills and knowledge adequate for devevelop it.

The focus practitioners explored needs, thoughts, experiences, feelings and listening strategies perceptions in the particular case of this investigation process. This technique was well appropriate to gather data, since it allowed exploring students' level of satisfaction during the realization of their community work.

The development of this activity required creating a harmonious environment in which student felt comfortable at the time they expressed their personal opinions about the respective topic. The focused group was consisted on a series of opening and closing questions with the objective of getting accurate information not matter where the student groups come from and shared their comments and experiences answered to the questions proposed by the research team members.

# IX. RESULTS

# IX. RESULTS

An interview was aimed to Master Francisco and also a questionnaire that was addressed to the students in order to get more information and to present the data presentation and analysis.

TABLE: 1

| General data of students interviewed | Masculine | Feminine |
|---|---|---|
| 30 students | 6 | 24 |

These statistics present all the students interviewed by gender in the Bachelor of Arts in Modern Languages with specialization in French and English whose had chosen the communication area, during semester I/2019.The table above (see table 1 above) indicates that 30 students in general from the communication area, the minority of them who were 6 masculine who gave their opinion about experiences during their community

work; other 24 feminine opinion who were the majority expressed their point of view, making a total of 30 students

Graph



**Areas of community work services development**

10%

30%

57%

3%

■ Teaching ■ Tourist Guide ■ Adminitrative Work ■ Translator
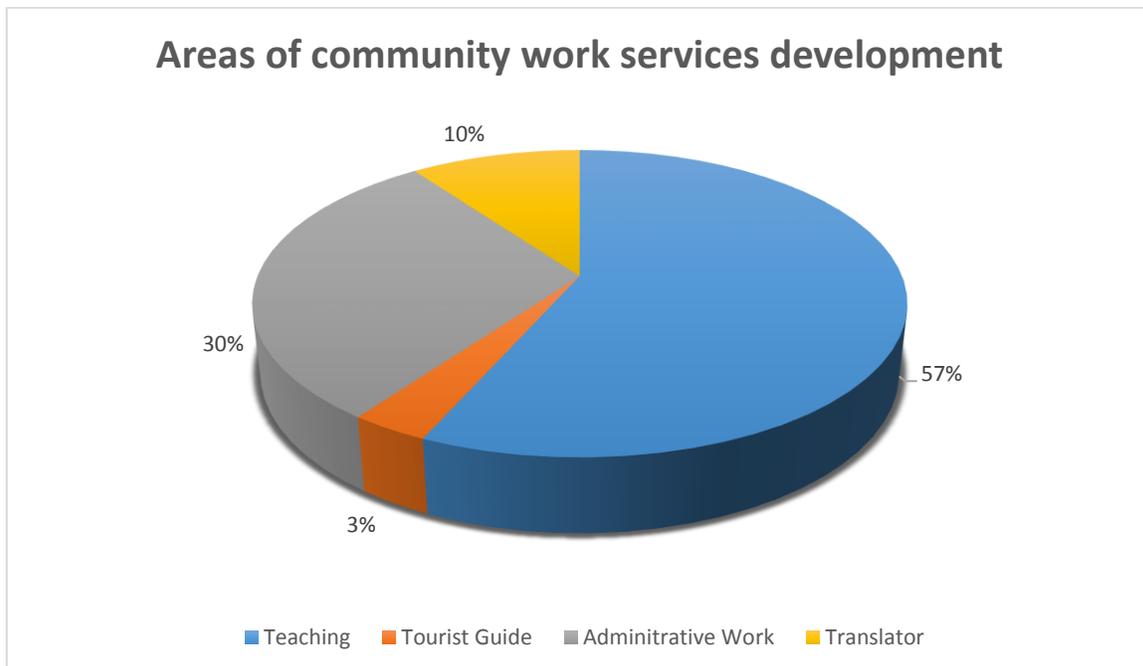
57% of the fifth-year students performed their community social work in the area of teaching, 30% of them on different administrative works, other 10% like translators, and finally a 3% in tourist guide forming a total of 100%.

These sections present the results obtained from the questionnaire, addressed to the students who do the community work in the communication area.

The questionnaire consisted on a series of statements where the researchers could collect information from the point of view of the students related to their experiences of their community work. The previous process led to the following analysis.

1. **Did you receive information from SUPS about projects in the communications area?**
   **YES – NO if it is yes what are they?**

This graph has been designed for better understanding.

## INFORMATION FROM SUPS
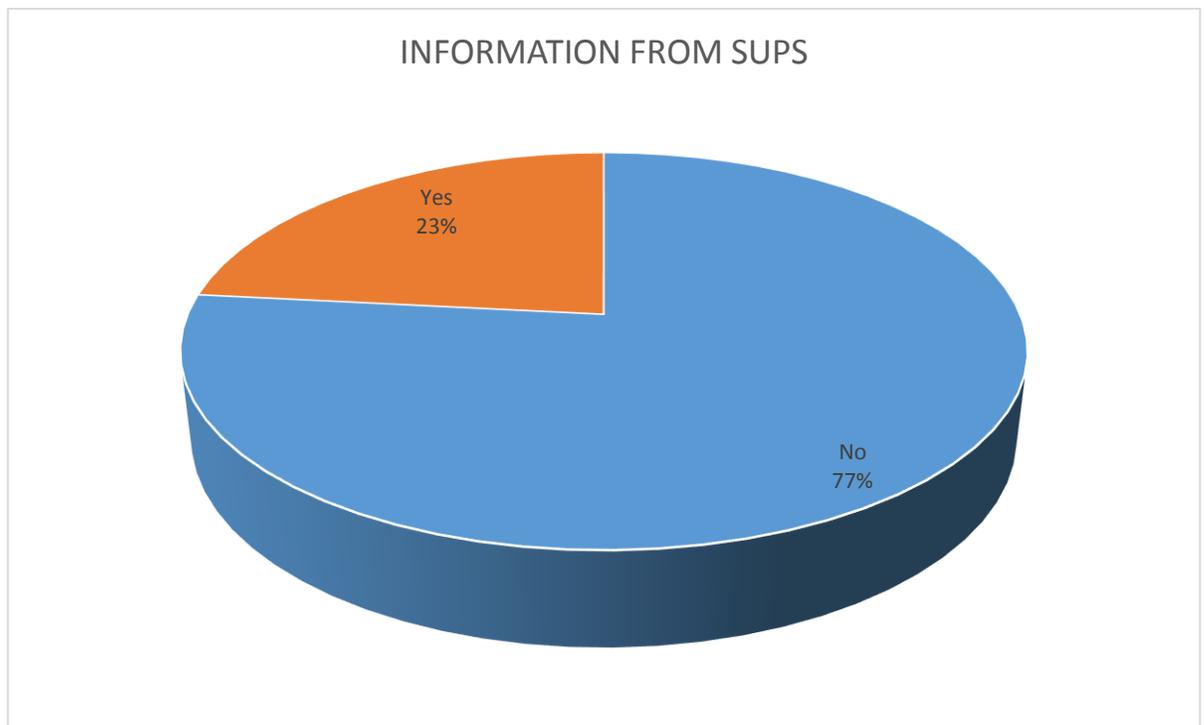
23% received information from SUPS and enrolled the project the SUPS provided them, meanwhile the 77% didn´t receive information from SUPS and explained on the questionnaire had to look by themselves or with their colleagues at the classroom.

| Community work project | ANSWERS |
|---|---|
| **Teaching** | 17 |
| **Tourist guide** | 1 |
| **Administrative work** | 9 |
| **Translator** | 3 |
| **TOTAL** | 30 |

**2. What is the name of your community work project?**

57% performed the community project teaching English or French or even both language at the same day, 30% performed administrative work related to digital magazine or in an office. The 10% of fifth-year students has the chance to do a translate paper but most of the time is in English they are not using the both languages, finally the 3% it means students had the chance to find a project as a tourist guide in which they could put in practice both languages.

**3. Do you feel satisfied with your Community Work Project?**

## Satisfaction



- Neither Satisfied 0%
- Completed Dissatisfied 0%
- Briefly Satisfied 17%
- Completed Satisfied 30%
- Somehow Satisfied 53%
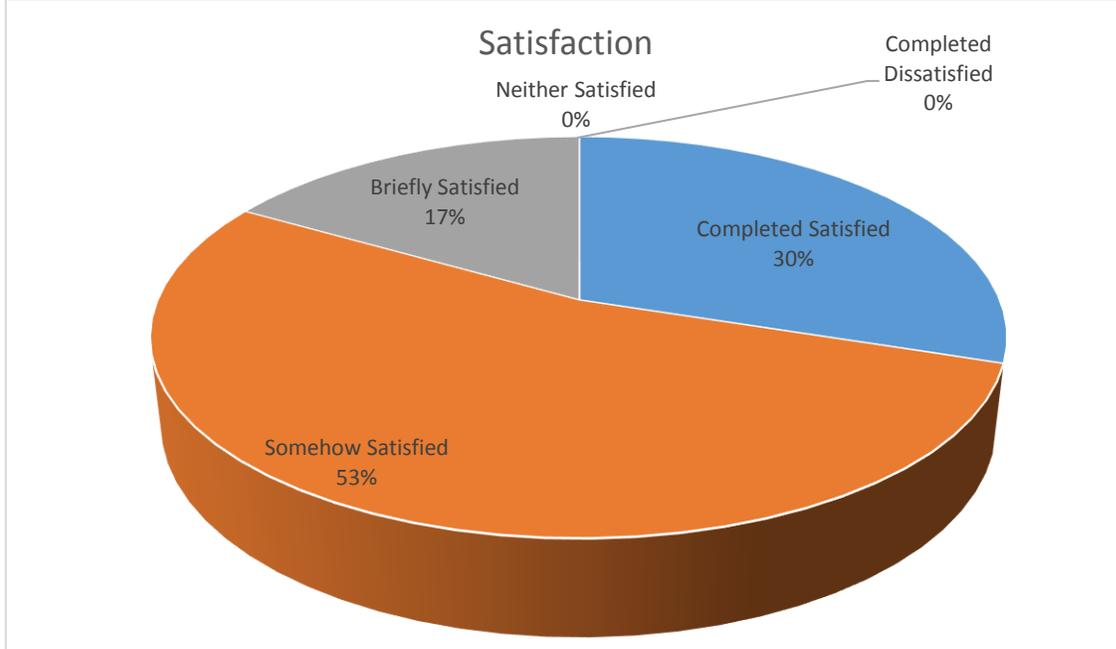
53% feel somehow satisfied they explained that even when they are performing a teaching project but they have the opportunity to learn something different that also is a challenge for them, moreover the 30% feel completed satisfied because they are performing a project related to communication area and they are receiving the right guide from their tutors. Finally the 17% feel briefly satisfied because they are facing difficulties in the process and the project is not what they were expected, and the two last options neither satisfied and completed dissatisfied were not using by the students.

**4- From 1 to 10 what is your level of satisfaction with your community work project?**

## Levels of satisfaction



50% of the fifth- year students who perform the community work project in the semester I/2019 have from 1 to10 on an average of satisfaction on 8. Other 6 students feel a level of satisfaction on a degree of 10, also there are 5 students who responded the level of satisfaction on 9 of level of satisfaction, and there are other 4 students that fell the level satisfaction on a degree of 7. Finally, none of students presented an average lower than 7.

**5- What are the feelings that you are facing in your community work project?**

**Feelings**

- Complicated 40%
- Frustated 27%
- Disappoinfed 13%
- Confused 13%
- Afraid 7%
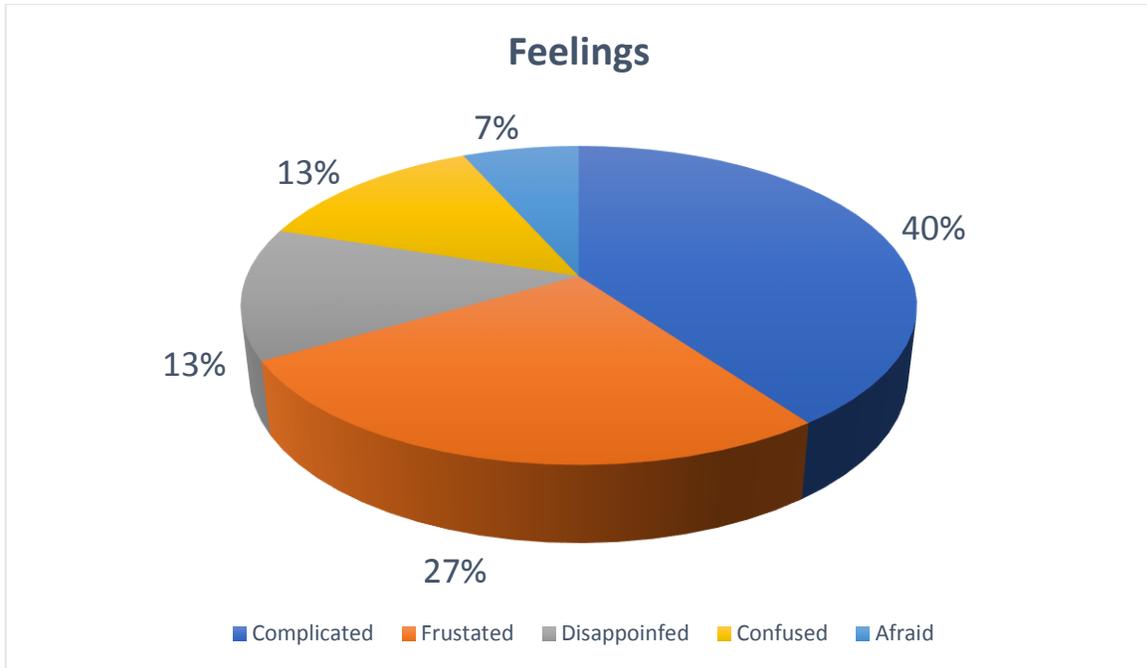
The data revealed a 40% of the fifth-year students that are making the community work project feel complicated the manners in which they are performing it. Another 27% of the students feel frustrated. On the one had a 13% of them feel disappointed but there are another 13% feel confusion and 7% feel afraidness.

Also is important to mention that question number 5 in the questionnaire aimed to the fifth-year students permitted to collect not only negatives feelings but also positive the which there were not included on the list, for more understanding see the following table:

**DESCRIPTIVE TABLE OF NEGATIVE AND POSITIVE FEELINGS THAT STUDENTS FACE IN THE COMMUNITY WORK PROJECT**

| POSITIVE |
|---|
| Satisfaction |
| Comfortable |
| Amazed |
| |
| NEGATIVE |
| Complication |
| Frustration |
| Disappointment |
| Confusion |
| Afraidness |
| Angriness and Sadness |
| Always stressed |
| Always nervous |
| Some upset |
| Some tired |

**6. Could you mention a couple of experiences about your community work project? They can be negative or positive.**

**PERCENTAGE OF NEGATIVE OR POSITIVE EXPERIENCES**
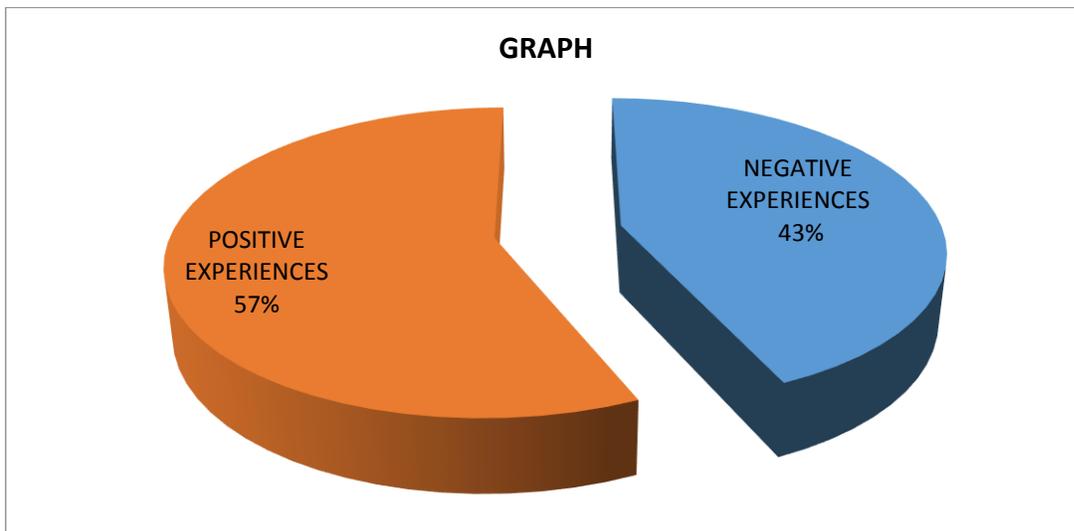


POSITIVE EXPERIENCES          NEGATIVE EXPERIENCES

    57% students who did the community work project in the semester I/2019 had more positive experiences despite they did not do the community word in the correct option, the experiences were really good because they learned something different, but

they confirm that they should do the community word according to the options that has been chosen (communication or teaching areas). Another 43% students' expressed negative experiences because they show dissatisfaction for doing a community word not related to teaching, students performing their community work feeling they disrespected by their students and they do not have idea how to do a plan of class so that they expressed bad experiences.

13 students less than half explained a couple of negative experiences during their community word (see negative experiences in a descriptive table below).17 students more than half answered that despite they do not do the community word in the correct options they can mention more positive experiences than negative(see positive experiences in a descriptive table).

**DESCRIPTIVE TABLE OF THE EXPERIENCES OF THE STUDENTS WHO DO THE COMMUNITY WORK IN THE AREA OF COMMUNICATION**

| NEGATIVE EXPERIENCES | POSITIVE EXPERIENCES |
| --- | --- |
|  |  |

| | |
|---|---|
| ☐ There is not enough option to develop the community work in the area of communication. | ☐ Interaction with French students to comment on published articles. |
| ☐ The students they are not in the classes. | ☐ Students' parents noticed a change in their kids. |
| ☐ The distance between the school and the university is a problem. | ☐ Some students are really interested in learning. |
| ☐ No Support with the material to provide to the students. | ☐ Student can know if they are suitable for the branches of teaching. |
| ☐ They are disrespectful. | ☐ Students learn more vocabulary in both languages. |
| ☐ They do not have interest in learning a new language. | ☐ Students learn how to interact with maps to solve problems and doubts. |
| ☐ Acceptation of the students for the person incharge do the community work sometime is bad. | ☐ Interest in students to learn new languages. |
| ☐ Student feels angry, frustrated, sad and stressed. | ☐ Students are able to read and write to increase practice. |
| ☐ They are not satisfated playing the teaching roll. | ☐ Pronunciation is improved. |
| ☐ SUPS do not have enough projects available for the students of communication area. | ☐ Good acceptation of some students. |
| | ☐ Some Students learn more by themselves. |
| | ☐ Students practice by translating documents. |
| | ☐ Students learn how to be creatived and they motive students. |
| | ☐ Good experiences by teaching a new language. |
| | ☐ Students learn how to manage some administrative documents. |
| | ☐ Online interaction with foreigners. |

**7. What are the main problems that you have faced in your community work project?**

**PERCENTAGE OF THE STUDENTS THAT HAVE FACED PROBLEMS AND THE ONES WHO DID NOT FACED PROBLEMS**

PROBLEMS PERCENTAGE

NO 7%

YES 93%
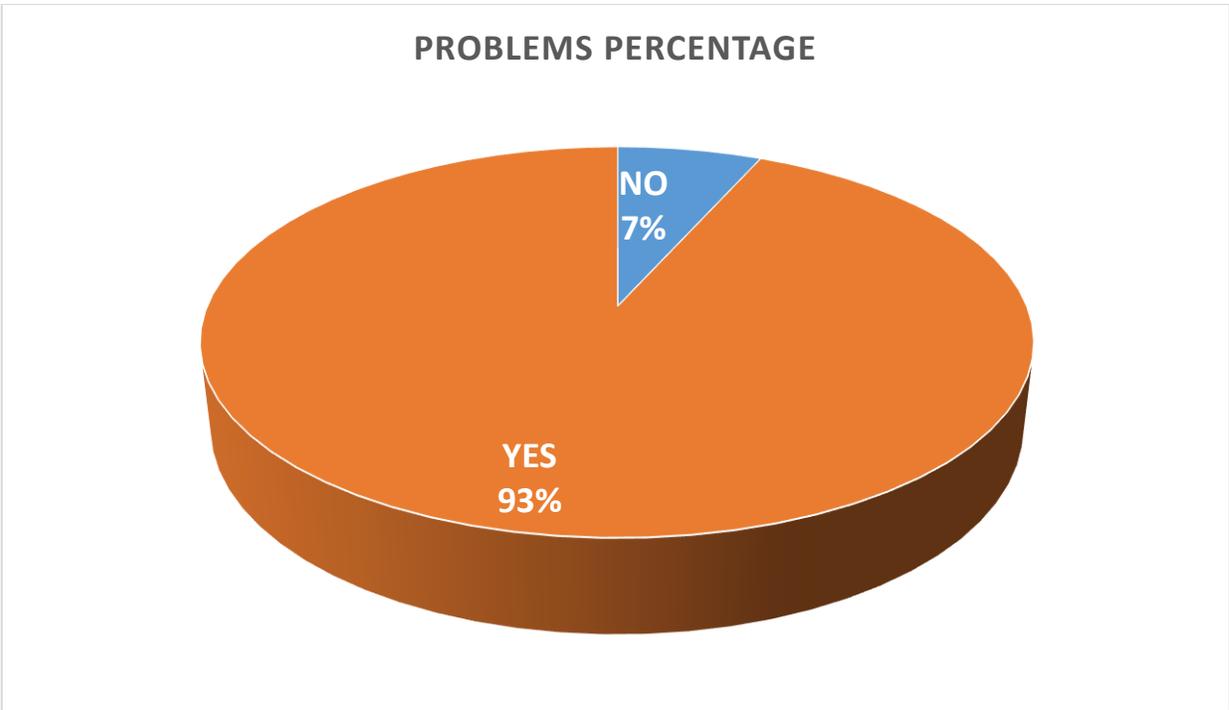
According to the data revealed, a 7% of the students who expressed that they do not have any problems during their community work, another 93% of the students have problem one the most mentioned was how to do a class plan if the students do not have any knowledge related to do it, looking for an advisor is complicated for them because they do not want to help with the project for that reason is a little bit stressful for them.

The majority that are twenty-eight of the students said that they have problems during the community work, another minority that are two students expressed that they do not have problems in their community work.

**DESCRIPTIVE TABLE OF THE MAINS PROBLEMS THAT STUDENTS FACED IN THE COMMUNITY WORK**

|  | ☐ | Looking for an advisor is difficult because professors do not want to help with the projects. |
|--|---|---|
|  | ☐ | There are lacks of some administrative tools. |
|  | ☐ | There are not enough projects related the communication specialization; social projection said that the majority of the projects are teaching. |
|  | ☐ | Difficulty to complete all those pointless papers about the process of the community work. |
|  | ☐ | Some students are disinterested in learning new languages. |
|  | ☐ | Many students come from gangs and do not put interest in their study. |
|  | ☐ | Sometimes difficult to find appropriate or real information on internet because is private. |
|  | ☐ | The economy is insufficient and the lack of interest from the institution. |
|  | ☐ | The distance between the school and the university is complicated. |
|  | ☐ | The lesson plans, because students performing their community work did not know how they function and how to create it. |
|  | ☐ | Difficulty in preparing lesson plans. |
|  | ☐ | The information students receive at the moment of choosing the community work is hard to understand. |
|  | ☐ | Difficulty to prepare activities for classes. |
|  | ☐ | Social projection(SUPS) finds different community work project but they do not know if the company that students is going to offer the service is fully prepared to help the students to work with the minimum standards. |
|  | ☐ | The lack of documents to translate during their community work stop the process and extend the time of the community work. |
|  | ☐ | Time to work in the project. |
|  | ☐ | Prepare a plan to give classes to kids, seeking games for kids and work with them is difficult. |

# RESULT OF THE INTERVIEW TO FRANCISCO LANDAVERDE

1. What are the most common problems that students of the Bachelor of Arts in Modern Languages, which chose the communication specialization face when they are in the process to develop the community work?

   According to teacher Frank, manager in charge of work process, for these students there are some projects like INTI, to teach English and French, administrative projects in Museo de la Palabra and National library where students go to translate some documents. Furthermore, there are projects in Public Institutions where they help teachers managing the classes.

2. Are there many projects to do the community work specialty in the area of communication specialization?

   No, there are no enough places to do the project there is a difficulty to the Communication students and most of the time they go to the last option that is teach because the options they can find do not have a chance to practice the two languages. According to teacher there is a chance to do project at Decameron where students can practice both languages but the is difficult to take that option due to the location for this hotel.

3. What are the most relevant projects for the students in the area of communication specialization?

   For those students the right options are; translation, tourism and administrative works

4. Due to exist a lack of projects to do the community work specialty in the area of communication specialization, which are the last option to do for the students?

   No, because there are some students that make a mess in the class due that they do not have enough knowledge how to manage a class or they do not like to teach they only chose that as a Last option.

5. Do you consider that students in communication specialization are prepared to develop the community work in other area that not corresponds to their specialization?
6. 
   Yes, the Department offers some options to the Communication students and is because of that they prepare and assemble to provide general information about the process and options and even they are working in find it more places in which Communication students can perform their community work.

# X. CONCLUSIONS

# X. CONCLUSIONS

The final results obtained through this investigation lead to the following conclusions:

☐ Despite of the fact that the majority of fifth-year students faced problems in the community work project the questionnaire results were positives in regarding their experiences.

☐ Even though research practitioners found the fifth-year students performed their community work project in an area not related to communication, someone consider they gained knowledge in a different area.

☐ Some data obtained show that the students did not have a sufficient induction to decide which specialty to take is either communication or teaching area.

# XI.
# RECOMENDATIONS

# XI. RECOMMENDATIONS

To the authorities of the Bachelor of Arts in Modern Languages

- To implement a previous and good orientation for the students of the Bachelor of Arts in Modern Languages specialty in English and French at the beginning of the bachelor in order to provide guiding the students when choosing one of the two specialization.

- To support students in the creation of projects that correspond to the area of communication that the students do not perform activities in the community work that not correspond to the area that they have chosen at the beginning of the bachelor.

- SUPS (sub unidad de proyeccion social) authorities implement more projects that are convenient in the area of communication specialization.

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# XIII.
# ATTACHMENTS

**ATTACHMENT**

**UNIVERSITY OF EL SALVADOR**

**SCHOOL OF ARTS AND SCIENCES**

**FOREIGN LANGUAGE DEPARTMENT**

**Interview to students**

Objective: To collect information in order to determine what is the descriptive study of the option to do the community work of fifth-year students in the communication specialty from the area from Bachelor of Arts in Modern Languages in semester I/2019

Instructions: Answer the following questions:

1. Did you receive information from de SUPS about projects able in the communication area? YES-NO if it is yes what they are?

2. What is the name of your community work project?

3. Do you feel satisfied with your community work project?

| | | | | |
|---|---|---|---|---|
| Complete | somehow | briefly | neither | complete |
| Satisfied | satisfied | satisfied | satisfied | dissatisfied |

Why? _____

_____

4. From 1 to 10 what is your level of satisfaction?

☐ ☐ ☐ ☐  ☐ ☐ ☐ ☐ ☐
1　2　3　4　　5　6　7　　8　9　10

5. What are the feelings that you are facing in your community work project?

1. Complication　☐

2. Frustration　☐

3. Disappointment ☐

4. Confusion　☐

5. Afraidness　☐

Comments: make a list if you can check more than one

_____

_____

_____

6. Could you mention a couple of experiences about your community work project they
   can be negative or positive?

   1. ----------------------- 3. ----------------------- 5. -----------------------
   2. ----------------------- 4. ----------------------- 6. ------------------------

7. What are the main problems that you have faced in your community work project?

   _____

   _____

   _____

**UNIVERSITY OF EL SALVADOR**

**SCHOOL OF ARTS AND SCIENCES**

**FOREIGN LANGUAGES DEPARTMENT**

Objective: To collect information in order to determine which are the problems to do the community work for fifth-year students in the communication specialization area.

1- What are the most common problems that students of the Bachelor of Arts in modern Languages, which chose the Communication specialization face when they are in the process to develop the community work?

2- Are there many projects to do the community work specialty in the area of communication specialization?

3- What are the most relevant projects for the students in the area of communication specialization?

4- Due to there exist a lack of projects to do the community work specialty in the area of communication specialization, which are the last option to do for the students?

5- Do you consider that students in communication specialization are prepared to develop the community work in other area that not corresponds to their specialization?