

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



TOPIC:

A STUDY OF THE PROFESSIONAL PROFILE OF THE STUDENTS PENDING THEIR GRADUATION WORK FROM THE BACHELOR IN ARTS IN ENGLISH: EMPHASIS IN TEACHING, AT THE FOREIGN LANGUAGE DEPARTMENT, IN THE UNIVERSITY OF EL SALVADOR, IN THE YEAR 2020.

TÍTULO:

ESTUDIO DEL PERFIL PROFESIONAL DE LOS ESTUDIANTES EGRESADOS DE LA LICENCIATURA EN IDIOMA INGLES OPCIÓN ENSEÑANZA EN EL DEPARTAMENTO DE IDIOMAS, EN LA UNIVERSIDAD DE EL SALVADOR, EN EL AÑO 2020.

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IN ORDER TO OBTAIN THE DEGREE OF:

BACHELOR OF ARTS IN ENGLISH WITH A MAJOR IN LANGUAGE TEACHING

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ABSTRACT

This study describes the professional profile that the students who are pending their graduation work, in the year 2020, reached from the Bachelor of Arts in English: Emphasis in Teaching. The research team wanted to find out if the students pending the graduation work fulfilled the objectives stated in the 1999 study plan from the Bachelor in Arts in English: Emphasis in Teaching. The objectives were intended to describe the professional profile that the students who are pending the graduation work reached. To start, the first specific objective explains the academic characteristics developed after finishing all the courses from the bachelor. Second, intended to find out if the students pending the graduation work have met the objectives stated in the 1999 study plan from this bachelor. And finally, the last objective wanted to enquire if students pending the graduation work are ready to cope with the professional profile that the labor market is seeking.

Key words: students pending the graduation work, academic characteristics, professional profile, labor market.

STATEMENT OF THE PROBLEM

The Foreign Language Department (FLD), from the School of Arts and Sciences, at the University of El Salvador, offers two different majors: The Bachelor in Arts in English: Emphasis in Teaching and the Bachelor in Arts in Modern Languages: Specialty in French and English. The FLD has a population of 144 students, from both majors, who were pending their graduation work in the year 2020. It is important to mention that this research was focused only on the students from the Bachelor in Arts in English: Emphasis in teaching who are pending their graduation work, semester II, in the year 2020.

The main objective of this research is to describe the professional profile that the students who are pending their graduation work reached from the Bachelor in Arts in English: Emphasis in Teaching. In order to achieve this objective, the researchers considered using the study plan from the bachelor, which was last updated in the year 1999, as the main reference for the description of the professional profile of the students participating in this research.

The research group considered that the lack of information regarding the description of a professional profile that the students pending their graduation work reached was an issue since, there was no research carried out in the University of El Salvador that referred to the professional profile that the students who are pending their graduation work reached at the Foreign Language Department. Currently, the research group found some investigations that were related, but none of them describes the professional profile that the students who are pending their graduation work reached. Instead, they only showed the importance of keeping track of students that have already graduated.

Furthermore, it is worth mentioning that also in Latin America, the research group did not find examples of universities or institutes that investigated the professional profile that the students who are pending their graduation work have reached. In this context, this was one of the reasons why the group carried out this investigation.

It is necessary to highlight that this topic was of interest to the research group because they considered it was worth investigating a topic of great importance to the complete population of the Foreign Language Department. Hence, with this study it is intended to explain the academic characteristics of the students who are pending their graduation work. As well, the researchers wanted to enquire if they were prepared to cope with the professional profile the labor market is seeking. Therefore, this research describes the professional profile of the students who are pending their graduation work have reached from the Bachelor in Arts in English: Emphasis in Teaching at the Foreign Language Department, in the University of El Salvador, in the year 2020.

JUSTIFICATION

The idea to develop this research came from the necessity to describe the professional profile that the students who are pending their graduation work reached. In addition, it shows if the objectives from the 1999 study plan were met. Also, it explains the academic characteristics of the students who are pending their graduation work developed after finishing all the courses from the Bachelor in Arts in English: Emphasis in Teaching, at the Foreign Language Department. And finally it enquires if the students who are pending the graduation work at the Foreign Language Department were prepared to cope with the professional profile the labor market is seeking. For these reasons, the group considered that it was convenient to carry out this research in order to study the professional profile that the students pending their graduation work have reached and at the same time to find out if there is a need to update the 1999 study plan.

The relevance of this research is that through the findings, the researchers sought to provide a description about the professional profile for the students pending the graduation work reached from the Bachelor in Arts in English: Emphasis in Teaching at the Foreign Language Department at the University of El Salvador in the year 2020. The researchers did not find any previous research related to this topic; for this reason, the research group considered the findings are of great importance to the Foreign Language Department community.

With the outcomes of this research, it is expected to provide a description of the professional profile that the students who are pending their graduation work have reached from semester II, year 2020. The intention of the group is to have an impact on the authorities; to enquire if the 1999 study plan needs an update so as to provide better prepared professionals who graduate from this bachelor capable of coping with the demands of the labor market and the society. As well, the researchers wanted to show if the objectives from the 1999 study plan were met by the population under study.

OBJECTIVES

General objective:

Describe the professional profile that the students who are pending their graduation work from the Bachelor in Arts in English: Emphasis in Teaching, in the year 2020, at the Foreign Language Department at the University of El Salvador have reached.

Specific objectives:

1. Explain the academic characteristics that the students who are pending their graduation work in the year 2020 have developed after finishing all the courses from the Bachelor in Arts in English: Emphasis in Teaching, at the Foreign Language Department of the University of El Salvador.
2. Show if the students who are pending their graduation work from the Bachelor in Arts in English: Emphasis in Teaching, in the year 2020, have met the objectives regarding the professional profile that are stated in the 1999 study plan, currently being used in the Foreign Language Department at the University of El Salvador.
3. Enquire if the students who are pending their graduation work from the Bachelor in Arts in English: Emphasis in Teaching, in the year 2020, are prepared to cope with the professional profile the labor market is seeking.

RESEARCH QUESTIONS

General question:

- What is the professional profile that the students who are pending their graduation work from the Bachelor in Arts in English: Emphasis in Teaching, in the year 2020, at the Foreign Language Department at the University of El Salvador have reached?

Subsidiary questions:

1. Which are the academic characteristics that the students who are pending their graduation work in the year 2020 have developed after finishing all the courses from the Bachelor in Arts in English: Emphasis in Teaching, at the Foreign Language Department of the University of El Salvador?
2. What are the evidences that the students pending the graduation work have met the objectives regarding the professional profile that are stated in the 1999 study plan from the bachelor in Arts in English: Emphasis in Teaching, in the year 2020, at the Foreign Language Department at the University of El Salvador?
3. Are the students pending the graduation work from the bachelor in Arts in English: Emphasis in Teaching, in the year 2020, at the Foreign Language Department at the University of El Salvador prepared to cope with the professional profile the labor market is seeking?

THEORETICAL FRAMEWORK

This research is focused on describing the professional profile that the students who are pending their graduation work reached. The research team became interested in this topic since it is of their personal concern for being part of the population being studied. As well, the lack of information with regard to this topic also caught the researcher's attention. According to the researchers, there has been an exhausting search for research related to this topic; though, they ran with no luck since there are no investigations that focus on the professional profile of students who are pending the graduation work.

The only information that the research group found mainly focuses on graduates, but they demonstrate how important it is to keep a track on them for different reasons. To start, there is no doubt that the monitoring of graduates should be considered as one of the necessary strategies for the improvement of higher education. Nowadays, it is vitally important for universities to increase the degree of competition of graduates, adapt their programs to the new demands of the global market, and increase the number of graduates in the labor market. Gómez and Sandoval believe that to achieve these objectives, it is necessary to carry out an adequate follow-up of graduates in order to know first-hand the current and future needs of professionals. It should also be mentioned that the monitoring of graduates of higher education is a growing trend that seeks to improve the quality or relevance of academic programs" (Gómez and Sandoval, 2017, p.18). The researchers believed as well that inquiring into the profile of the students who have already finished taking all the courses of their major was also of great importance. Information gathered from such research could help the authorities of the institution as well as the students to find out if they have met the expectations of the major's study plan. Furthermore, the findings could help improve the quality of study programs, and as a consequence, this enhancement could improve future graduates' possibilities of a successful labor insertion.

As it has already been mentioned, the researchers did not find any specific research related to students who are pending their graduation work at the Foreign Language

Department in the University of El Salvador. However, some researchers have investigated the importance of keeping track of the students after they graduate. One of these investigations took place in Latin America, specifically in Santander, in the north of Colombia (2017), where they worked on the construction of a web portal for monitoring graduate students. The investigation focus was to improve the institutional quality processes. Santander carried out a similar research, but in this case, it took place in the School of Metallurgical Engineering and Materials Science at the Santander Industrial University. This research had the same intentions as the former one. As well, in Bogotá (2008 to 2010), Universidad Libre de Colombia, Davila (2009), investigated the social and labor impact of graduate students of the industrial engineering program of the free sectional university.

Similarly, two investigations were carried out in Mexico, one in Toluca and the other in Chihuahua. The first was in Toluca, it dealt with the labor market of graduate students in education with the main objective of knowing the professional practice of the graduate students in education from the Autonomous University of Mexico. The second investigation was a follow-up of graduate students of International Economics at the Autonomous University of Chihuahua starting in 2006 and ending in 2010. To finish, the researchers found an investigation that was carried out in El Salvador called: "The profile of the graduate of business administration from the University of El Salvador, and its application in corporate social networks as an administrative tool for decision-making" in 2013 (translated from its original version in Spanish). Another university in Mexico carried out an investigation about the importance of following up graduates, they argued that "The follow-up study of graduates is necessary to obtain information about the impact of the educational training received" (DES Economía Internacional, 2010, page. 12).

Regarding this research, the research group, being part of the population being studied, considered that students pending their graduation work from the Bachelor in Arts in English: Emphasis in Teaching, at the Foreign Language Department, should know the 1999 study plan of their bachelor since the very beginning, better yet, before beginning their studies because so far there is no induction for them to

know the already mentioned study plan. It is important that they become aware of the initial profile and the expected profile at the end of their major. In addition, they need to be informed which skills they are expected to have developed and which their expected job(s) would be.

Having mentioned all of the above, there is no doubt that the study plan of the Bachelor in Arts in English: Emphasis in Teaching, at the Foreign Language Department was created in order to have a specific profile for the candidates, the group of experts who designed this plan must have taken into consideration previous studies based on the needs of the professional labor market. Though, the last time this study plan was revised and updated, was in the year 1999, and there is no doubt that the needs of the professional market in El Salvador have changed. The research group considered that describing the professional profile that the students who are pending their graduation work have reached from the Bachelor in Arts in English: Emphasis in Teaching in the year 2020, could help authorities find out if there is a need to update this study plan.

In order to have a better understanding of this topic, it is important to have a clear idea of what a curriculum is and its relation with the study plan. In education, the curriculum is the model or program that institutions follow to instruct and ensure the teaching-learning process in a career and also in each subject. The study plan allows people to know the sequence of subjects, as well as the requirements to obtain the degree of interest (Orientación vocacional- Carreras universitarias, 2020).

Choosing what to study is an important decision, it takes time and dedication. The more information someone has and the more they know about the bachelors, the better they will be able to decide and the more they will enjoy their studies. One of the big mistakes when choosing what to study is to make a decision hastily and without enough information. It is impossible to choose without knowing. There are certain key elements that can be analyzed about each of the options available before making the decision. There are some people who think that by studying computer science, they will spend all day developing video games or they will become hackers. But this is not so. During the first year, they have more math subjects than computer-

related things. To know what to study is related to what someone likes and needs, it can be useful to analyze and read the study plan of the bachelor of interest.

The study plan is the program that institutions have to ensure the teaching-learning process in a major. It allows people to know the sequence of subjects, as well as the requirements to obtain a degree. The study plan allows students to have a global vision of the major. Generally, it includes a generic description of the degree. It will also allow us to know how long the major will last. Depending on the personal situation of each one, whether one works or not, one may take longer than the curricular time established by the institutions.

It is also important to acknowledge all the subjects included in the 1999 study plan, as this will give a better idea of what students will see during the years of the study. Therefore, the study plan is added below:

Study plan of The Bachelor in Arts in English; Emphasis in Teaching (1999).

A study plan of a university major is designed to be a guide that is followed to instruct and ensure the profile of the students is developed according to the needs of the professional market. The Bachelor in Arts in English: Emphasis in Teaching, at the Foreign Language Department, in the University of El Salvador has a study plan that was last updated in the year 1999. This study plan includes the objectives of the major, the entry requirements, and the academic characteristics of the candidates, the professional field, and the conceptualization of the English professional.

To have a better understanding, the 1999 study plan of the Bachelor of Arts in English: Emphasis in Teaching is presented below.

Description: The Bachelor of Arts in English, with a teaching specialization, establishes the teaching of the English language with a communicative approach oriented to proficiency. This encompasses phonological, syntactic, morphological, semantic and lexical aspects of human communication. To fulfill this task, Teaching,

Outreach and Research should be the main components of the teaching-learning process of the English language in particular and other languages.

Mission: To train professionals with a critical and prepositive conception, capable of contributing to the process of social, educational, cultural, scientific and technological development and of helping to solve the socio-political problems of the country from a humanistic perspective in the field of learning and teaching foreign languages.

Areas: Taking into account priority aspects identified in the training of graduates, the Language Department offers professional guidance to students in the Bachelor of Arts in English with emphasis in Teaching

Skills Development Area

- ✓ Linguistic Area
- ✓ Methodology and Teaching Practice Area
- ✓ Research Area
- ✓ General Area
- ✓ Electives Area

Duration of the major:

Ten (10) semesters

Graduation requirements:

The requirements established in the study plan and by the Laws and Regulations of the University of El Salvador.

Grade and degree awarded:

Bachelor of Arts in English with Emphasis in Teaching.

Professional Profile:

The professional profile of the graduate students of the Bachelor of Arts in English: Emphasis in Teaching of the University of El Salvador, is described as a set of skills and competences that identify the training of a person to deal responsibly with the functions and tasks that demands their job as a teacher.

The academic characteristics of the professional profile are the following:

The graduate profile of the Bachelor in English Language Teaching will possess a wide range of pedagogical knowledge, psychological, methodological and didactic applied to the different levels in primary, secondary and university education in the English language. Likewise, the graduate must have total mastery of his native language and solid domains of the four English skills.

As a second characteristic, the graduate is to be a leader of a collective where he/she should know the group dynamics applicable to each circumstance, knowledge in administrative organization and development of teaching material, creativity and dynamism to constantly maintain motivation in his/her students.

In the same way, there are personal characteristics where the new professional will be able to detect the different psychological changes in children, to understand the crisis in adolescents and young people, patience and tenderness, to be able to accompany them in their development process.

Authority to transmit moral and ethical values. Ability to teach, is a great capacity for observation to describe the student's ways of learning and discretion to suggest new ones. Another personal characteristic is the great sense of justice in evaluating the progress and difficulties in the students.

The objectives and requirements that are sought to be acquired and developed to form a good basis for a professional profile are established as follows:

- ✓ To respond to the needs of professional specialization for the teaching at higher levels of English as a foreign language.
- ✓ Analyze, develop and apply systematically those studies of Linguistics that directly benefit the teaching of English.
- ✓ Develop attitudes and criticism regarding the teaching and learning process of English as a foreign language at all levels.
- ✓ Integrate teaching, research and outreach programs so that the new professional can obtain an integrative mission of his specialty.

Demands required by the labor market

The Bachelor of Arts in English: Emphasis in Teaching, is an option to ensure a successful entry into the labor market. The work field for an English teacher is diverse as it is a language so demanded in global communication; more people want to learn it.

The graduate from the Bachelor of Arts in English: Emphasis in Teaching, will possess the knowledge to fit the requirements of the labor market:

- ✓ Explain the assessment of language teaching methods, from traditional methods to current approaches.
- ✓ Understand theories related to teaching and learning processes of a foreign language, as well as its applications and practices.
- ✓ Link the elements of linguistics, methodology, research, evaluation and humanistic development that make up the areas of curriculum development, interpreting, analyzing and operationalizing a curriculum.

- ✓ Compare elements of English culture - the speaker presents different scenarios given in the textbooks and revitalize them with their cultural reality.

Now, having already shown the 1999 study plan, the research group would like to add to this research the labor fields that the students who are pending the graduation work have access to.

Labor fields that the students pending the graduation work of this bachelor have access to.

The labor field is the workplace or occupation of a person where they carry out their daily activities retrieved from (ViaEdu Labor Fields, 2018). It is the place of work or occupation of a person where they develop their daily activities, in addition to being divided into two concepts such as job competition and professional competition. Depending on their occupation, it is also where the individual has their economic income for their respective needs. At the same time, the labor field can be defined as the place where one exercises their career not only in a company, in addition to receiving economic remuneration.

In addition, the research group wants to show examples of job opportunities and also the current requirements in which a graduate of the Bachelor of Arts in English: Emphasis in Teaching from the Foreign Language Department can apply, will be found with this research results. Since it is vitally important to mention in the research if the students pending the graduation work have the necessary skills to meet the requirements of the current labor market, some examples are provided:

- A. English teacher for an English academy. Retrieved from (opcionempleo.com, 2020)

Requirements:

- ✓ At least one year of teaching experience.
- ✓ Enthusiasm
- ✓ Responsibility
- ✓ Punctuality
- ✓ Age: between 25 and 32 years
- ✓ Languages: German, Chinese, Korean, French, English, Italian, or Japanese
- ✓ Knowledge: Windows, Microsoft Office

B. English teachers for an International business network company. Retrieved from (opcionempleo.com, 2020)

Requirements:

- ✓ Responsible
- ✓ Punctual
- ✓ Dynamic
- ✓ Cooperatives
- ✓ Charismatic
- ✓ Teamwork
- ✓ With schedule availability
- ✓ Indefinitely
- ✓ With a desire to improve
- ✓ Knowledge of office and technological tools.
- ✓ Good presentation
- ✓ Minimum Education: University
- ✓ Years of experience: 2
- ✓ Languages: French, English
- ✓ Age between 25 and 35 years

C. English translator. Retrieved from (sv.jooble.org, 2020)

Requirements:

- ✓ Experience in translating documents from the English language to Spanish or vice versa
- ✓ Preferably certified translator
- ✓ With command of the English language, reading, writing and conversation.
- ✓ Accredited by Insafor, or similar
- ✓ With immediate availability.

D. Higher education: English teacher. Retrieved from (sv.computrabajo.com, 2020)

Professionals who meet the following requirements:

- ✓ Graduates in the English Language Teaching Option or Graduates in Education Sciences with a Specialty in English Language Authenticated by the Ministry of Education.
- ✓ Ladder with Level 1

E. English coordinator. Retrieved from (sv.computrabajo.com, 2020)

Requirements:

- ✓ It is necessary to possess the possible Bachelor's Degree in English Language Teaching Option.
- ✓ Extensive teaching experience and having had a section orientation load. Experience in the coordination position of at least 1 year.
- ✓ The position requires the ability to develop administrative work.
- ✓ Perform teacher supervision.
- ✓ Monitoring the teaching process, disciplinary approach, meetings with parents and other educational activities in which the level participates.

Furthermore, what the group intended to show with the information mentioned before is for a study that the professional profile of the students who are pending the graduation work, based on previous investigations that show how important it is to track graduates to adapt it to the research topic. Also, it is not about graduates but about students pending their graduation work; to show how the professional profile is described in the 1999 study plan from the bachelor, and in that way to demonstrate if the students pending the graduation work met the objectives stated there. And finally, to see if the students pending their graduation work can meet the requirements of the current labor market which can be in areas for teaching, coordination and translation.

DEFINITION OF KEY TERMS

In this section of the research, the definitions of key terms that have been used in the research are presented below.

Definition of basic terms

Students pending the graduation work: means a person who has already finished all the courses of a major, and is working on the degree process in order to graduate.

Academic characteristics: are more education- and/or learning-related such as learning goals (of an individual or a group), prior knowledge, educational type, and educational level. These groups differ in their motivation, prior knowledge, expertise level, study time, and physical abilities (Springer Science Business Media, LLC 2012).

Professional profile: is a brief summary of a person's skills, strengths, and key experiences. It also should convey what a person is seeking or what someone has to offer the person reading it. Retrieved from (Hamline University, hamline.edu.)

METHODOLOGICAL DESIGN

Type of approach

The type of approach that the group chose is called descriptive, which is defined as a research method that describes the characteristics of the population or the phenomenon studied. This methodology focuses more on the “what” of the research subject than the “why” of the research subject. (QuestionPro Survey software, 2020).

Type of study

The type of study chosen by the group is quantitative, meaning the researchers collect information from existing and potential customers using sampling methods and sending out online surveys, online polls, questionnaires, etc., the results of which can be depicted in the form of numerical. After careful understanding of these numbers to predict the future of a product or service and make changes accordingly. (QuestionPro Survey software, 2020).

Research design:

Non-experimental: is the label given to a **study** when a researcher cannot control, manipulate or alter the predictor variable or subjects, but instead, relies on interpretation, observation or interactions to come to a conclusion. (study.com, 2003-2020).

Universe

The universe of the research was formed by 107 students pending the graduation work from the Bachelor of Arts in English; Emphasis in Teaching from the Foreign Languages Department of the University of El Salvador, year 2020.

Population

The population of the research was made up of 107 students who are pending their graduation work from the Bachelor of Arts in English: Emphasis in Teaching in the year 2020 at the Foreign Languages Department in the University of El Salvador.

Sample

The sample was delimited to 84 students who are pending their graduation from the year 2020 from the Bachelor of Arts in English, Emphasis in Teaching at the Foreign Language Department.

The formula used to determine the sample is the following:

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

Where:

$$N = 107$$

$$n = 84$$

$$Z^2 = 1.96$$

$$p = 0.5$$

$$q = 0.5$$

Substituting:

$$n = \frac{(1.96)^2 (0.5) (0.5) (107)}{(0.05)^2 (107-1) + (1.96)^2 (0.5) (0.5)}$$

$$(0.05)^2 (107-1) + (1.96)^2 (0.5) (0.5)$$

$$n = \frac{(3.8416) (0.5) (0.5) (107)}{(0.0025) (106) + (3.8416) (0.5) (0.5)}$$

$$(0.0025) (106) + (3.8416) (0.5) (0.5)$$

$$n = \underline{102.7628}$$

$$0.265 + 0.9604$$

$$n = \underline{102.7628}$$

$$1.2254$$

$$n = 83.86$$

$$n = 84$$

Recruitment of the sampling participants

The research group previously investigated with those in charge of the administration in the major, how many students were in both bachelors: modern languages and teaching English. After that, the group took the sample which was 84 students based on a formula mentioned above.

Technique for data gathering

Survey

According to the Cambridge dictionary, a survey is an examination of opinions, behavior, etc., made by asking people questions. This research technique is useful to study attitudes, beliefs, and behavior of people and their settings through questionnaires administered by mail, e-mail, handouts, personal and telephone interviews. The researchers used this technique to gather the information they needed to reach the objectives of the research. To make headway with this research, the group administered an online questionnaire to the students who are pending their graduation work, semester II, 2020 to describe their professional profile. The online questionnaire was administered to the sample, 84 students who are pending their graduation work from the Bachelor of Arts in English: Emphasis in Teaching at the University of El Salvador, semester II, 2020. With the data gathered through this online questionnaire, the researchers pretended to find out if the objectives of the 1999 study plan were being met.

Instrument

Questionnaire

It was intended to collect data through a previously designed online questionnaire, without modifying the environment where the information was collected. The information gathered is presented in graphs, which facilitated the analysis of the data collected. The group used this instrument expecting to collect the necessary data from the participants, which later was analyzed.

PROCESSING PLAN AND ANALYSIS OF RESULTS

- Activities to obtain results based on the objectives:

The group administered an online questionnaire, divided in 3 sections, to the students pending their graduation work from the Bachelor of Arts in English: Emphasis in teaching in the year 2020.

1. The first section intended to demonstrate if the above mentioned students have met the objectives of the 1999 study plan of the major states.
2. The second section aimed to find out if the students pending their graduation work were prepared to meet the requirements that the labor market is seeking.
3. The third one pretended to define the academic characteristics that the students pending the graduation work have developed after completing all the courses from the Bachelor of Arts in English: Emphasis in Teaching.

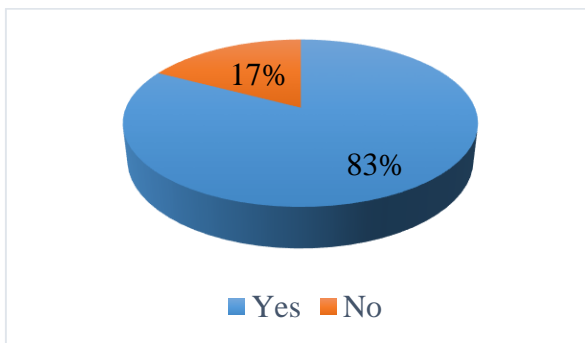
After collecting the data, the researchers used bar graphs to display it. The first step was to make a frequency table. The frequency table contained a summary of the data with counts of how often a data value (or category) occurs. This technique facilitated the analysis of the information that was processed.

DATA ANALYSIS

In this part of the research project, the data collected from the online instrument is presented. The collected data has been analyzed according to the answers obtained from the sample.

Part I. The intention of this part of the questionnaire was to gather information about the students who are pending the graduation regarding the objectives they have met based on the ones stated in the 1999 study plan.

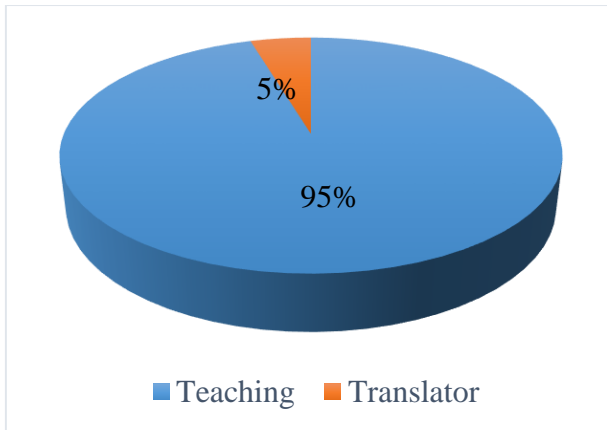
1. Do you have work experience?



Yes	43
No	9
Total	52

The first question of the instrument was to know if the sample population had work experience. According to the results, 83% of the sample had some work experience, and the 17% did not have any work experience. Therefore, the research group considered that even though the participants have not graduated yet, most of them, according to the questionnaire, have already had work experience.

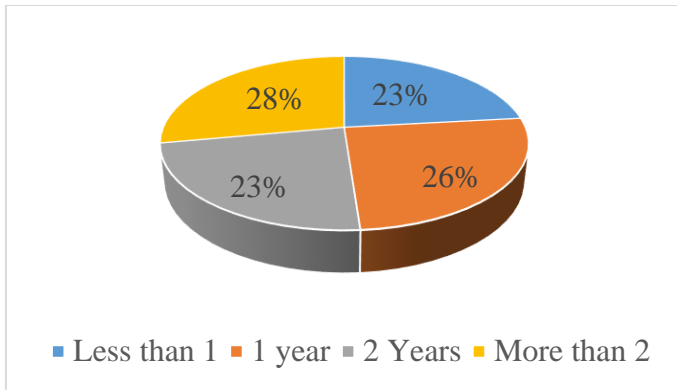
2. Choose the area where you have had work experience?



Teaching	41
Translator	2
Total	43

On the second question of the instrument, 43 participants who had previously answered that they have had work experience, responded that the area where they have gained experience was in the teaching field (95%). On the other hand, only 5% of this population mentioned they have had work experience in the translation field. According to the responses, the research group considered that this was demonstrating that the participants have been able to develop the requirements that the labor market is seeking. And since most of them have work experience in the teaching area this was also indicating that they have been able to develop the academic characteristics stated in the 1999 study plan, because without those characteristics the requirements of the labor market would not be met.

3. How many years of experience have you had?

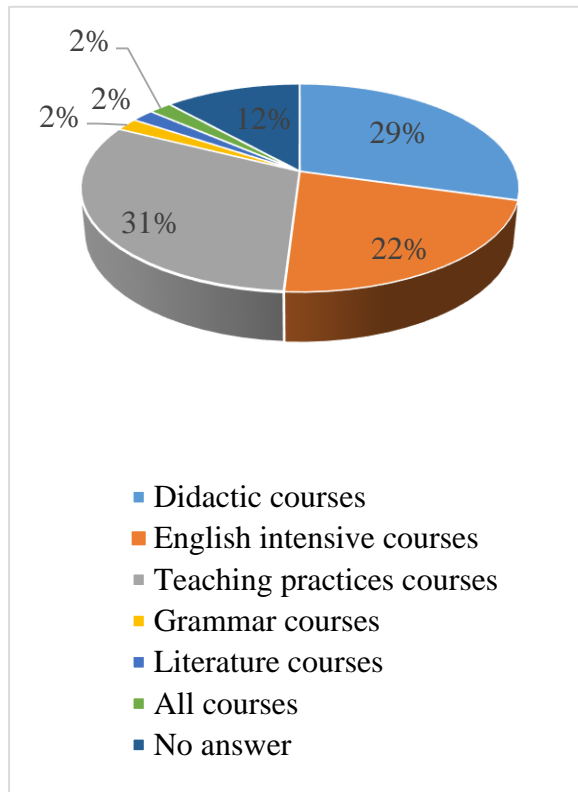


Less than one	10
One year	11
Two years	10
More than two	12
Total	43

On the third question, from the 43 participants who answered they have had work experience, also provided information regarding the number of years they have gained in their work experience. From the data gathered, 28% answered they had more than 2 years of experience, followed by the 26% that had 1 year of work experience, and equally with the 23%, some answered they had 2 years of work experience and the other 23% answered that they had less than 1 year of work experience. This showed that the work experience has been gained while studying the bachelor. Thus, this aspect became relevant since it was showing that before finishing all the courses, these students had the opportunity to develop their teaching skills. Also, they have had the opportunity to notice that what they have learned in the major, was actually giving them very good results.

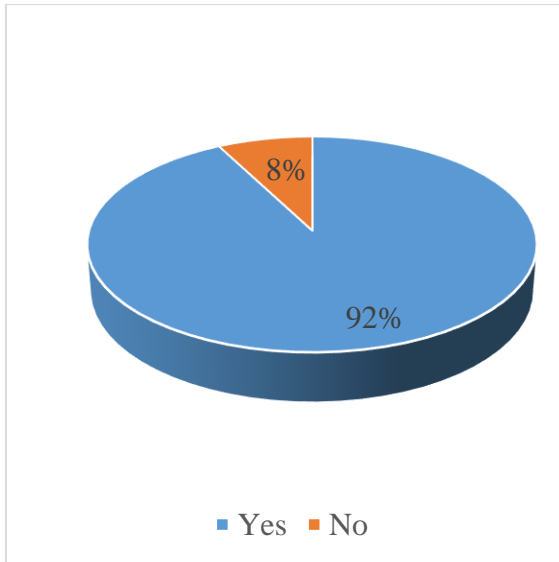
4. Which of the courses from the bachelor do you consider have contributed to your development as a professional in the teaching field?

Teaching practices	16
Didactic courses	15
English intensive courses	11
No answer	6
Grammar courses	1
Literature courses	1
All courses	1
Total	51



The results obtained in question number 4, lists the names of the courses participants believed to have contributed to their professional development in the teaching field. The 32% considered that the teaching practice courses have contributed the most in their development as a professional in the teaching field; followed by the didactic courses with 29% of the answers given. Moreover, 22% believed that the English intensive courses were the ones that contributed to their development. Then, 12% did not provide an answer, 2% considered that all the courses contributed, another 2% answered that the grammar courses were the ones that contributed to the development as a professional in the teaching field. From the answers gathered, it can be concluded that the courses that have contributed the most to the participants' professional development were the ones aimed at developing the teaching skills, like Didactics and the Teaching Practice.

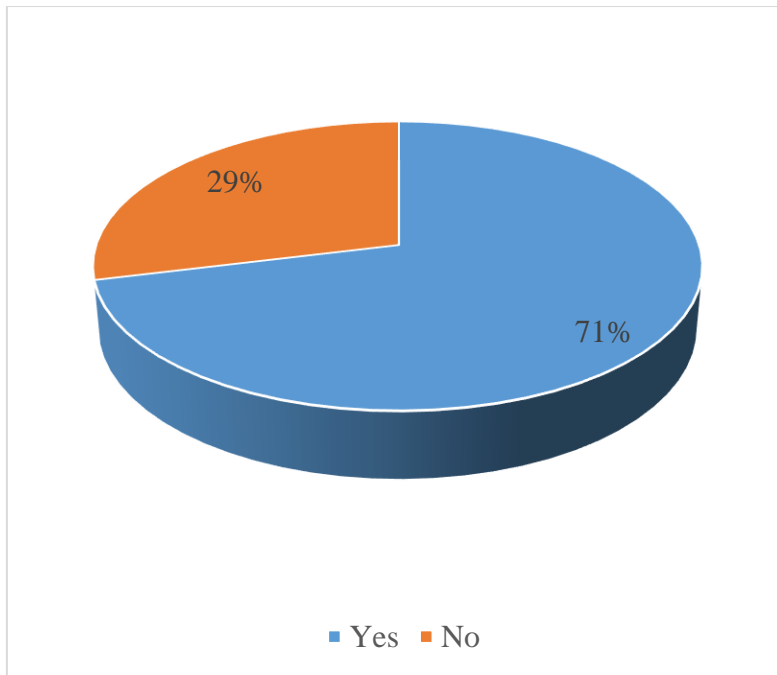
5. Do you consider that the Teaching Practices I-II developed during the bachelors have contributed to your development as a professional in the language teaching field?



Yes	48
No	4
Total	52

Based on the answers provided in question 5, the 92% of the sample agreed that the Teaching Practices I – II courses have contributed to their professional development in the language teaching field. Moreover, only 8% of the sample considered that the Teaching Practices I – II courses did not contribute at all in their professional development. The findings show the impact of the Teaching Practice courses in the students’ professional development in the teaching field. It can be inferred that these courses helped them to face the labor market field requirements and they also helped the participants gain some practice and experience of being in front of a class and teaching it.

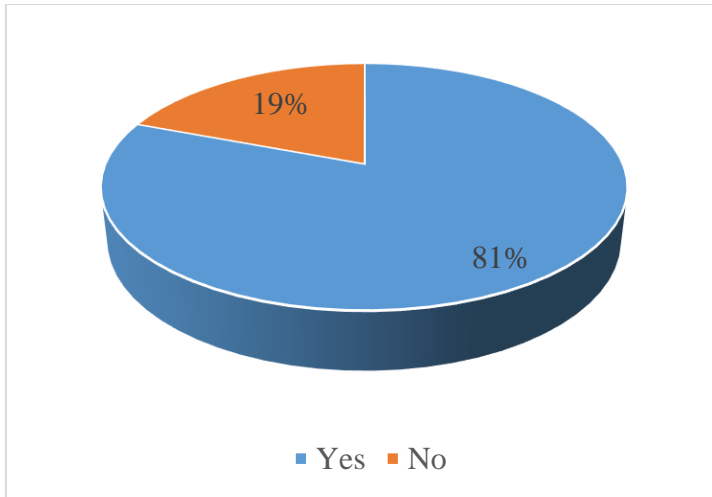
6. Do you consider that Research Methods, Seminar I and II courses have developed your research skills so as to be capable of carrying out a research project?



Yes	37
No	15
Total	52

The data gathered indicated that 73% of the sample considered that the courses Research Methods, Seminar I and Seminar II have helped them to develop their research skills. On the other hand, 29% of the sample considered that these courses have not helped them to develop their research skills. This shows that the courses in the 1999 study plan aimed at developing student's research skills are preparing students in this field.

7. Do you consider that the outreach program (social service) carried out as part of the bachelor's requirements has helped you develop your skills for your professional growth?



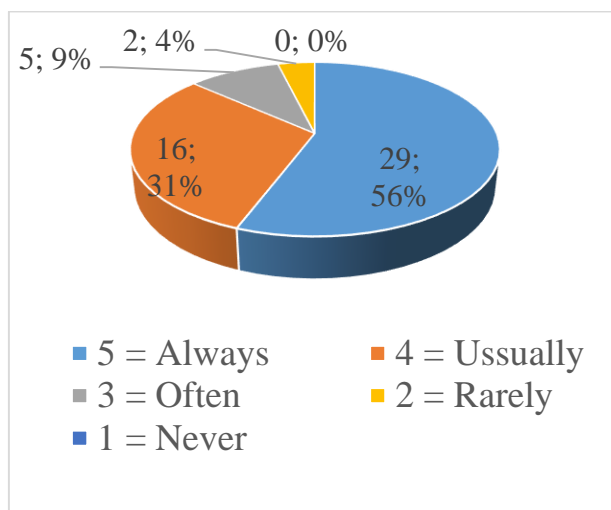
Yes	42
No	10
Total	52

The data in this question consisted of 81% of the sample who agreed that the outreach program (social service) had developed their skills for their professional growth. Meanwhile, 19% answered that their outreach project has not helped them to develop the skills they need for their professional growth. The outreach program is one of the most important opportunities in which the student can put into practice what they learned in the courses.

Part II. This part of the questionnaire was intended to enquire if the students pending the graduation work were prepared to cope with the requirements of the professional profile that the labor market is seeking. Also, the researchers divided this part in the areas in which questions related to requirements of teaching, translation and coordination can be found

This following questions 8 to 11 are relating to teaching field:

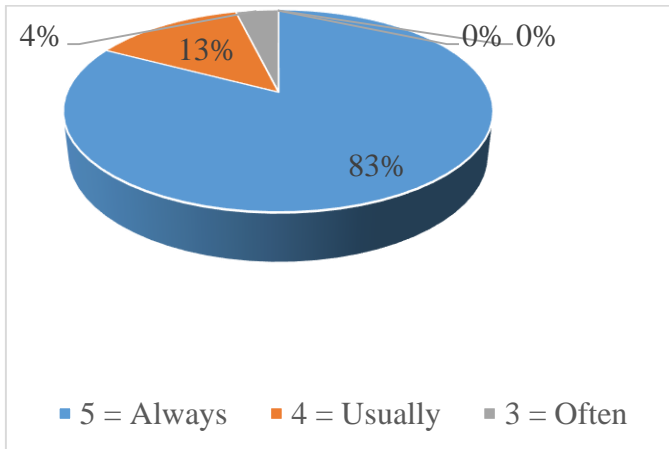
8. I prepare my classes even for the topics that I have already taught.



Always	29
Usually	16
Often	5
Rarely	2
Never	0
Total	52

In the second part of the instrument, specifically in question 8, the 56% of the participants stated that they always prepare their classes for the topics that they have to teach, 31% of them usually prepare their classes for the topics that they have to teach. Meanwhile, 10% of the participants often prepare the classes for the topics that they have to teach, and finally only 4% of them rarely did so. What the answers were indicating was that a little more of the half of the sample was always prepared for the classes they teach, opposed to the other half that usually, often and rarely did so. Being this a matter of importance, the research group considers this to be relevant because of the importance of being prepared for a class. And it was worrying that only a little more of the half is the amount of participants were “always” prepared.

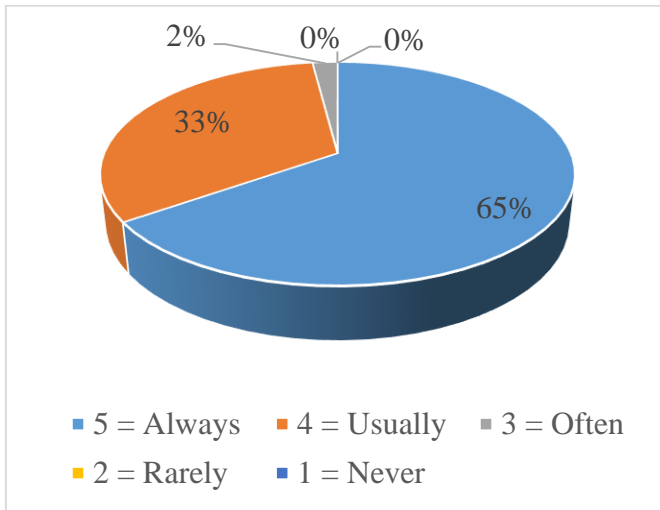
9. I am on time in the classroom.



Always	43
Usually	7
Often	2
Rarely	0
Never	0
Total	52

Regarding the punctuality of the participants in the classroom, 84% of the answers obtained, which was the majority, were always on time in the classroom. Moreover, 13% of the participants were usually on time in the classroom and only 4% of them were often on time in the classroom. From the results, it was clear that most of the surveyed participants were punctual when they had to teach a class, meaning that they have a high level of responsibility and commitment to the students in charge. And a few of them need to work on their responsibility to be on time in the class they have to teach.

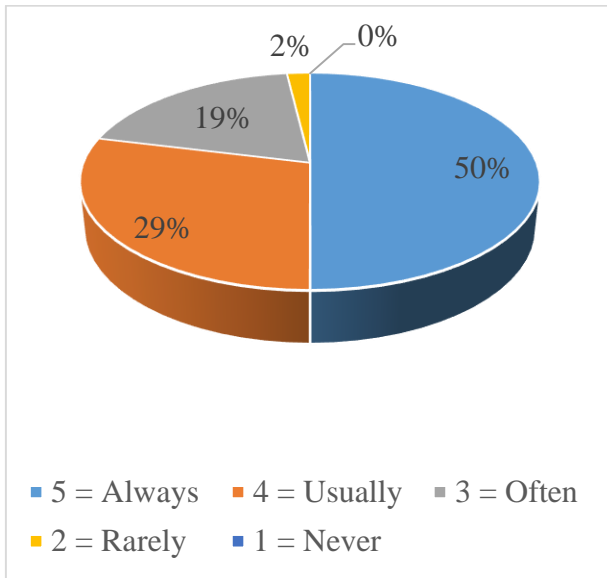
10. I use different types of dynamics in the development of the class.



Always	32
Usually	16
Often	1
Rarely	0
Never	0
Total	49

From the 46 participants in this sample, 65% of them always used different types of dynamics in the development of their classes, 33% usually used a variety of dynamics in their classes, and 2% often used different types of dynamics in the classroom. The answers proved that most of the sample is very dynamic and tries to find different types of activities to enhance the students' learning process. As well, they like to use their skills and enthusiasm when teaching, making the classes more fun and dynamic for students to learn. At the same time, this showed that the interaction between student-teachers was happening together with the positive atmosphere that a dynamic classroom creates.

11. I use technological tools to develop my classes.

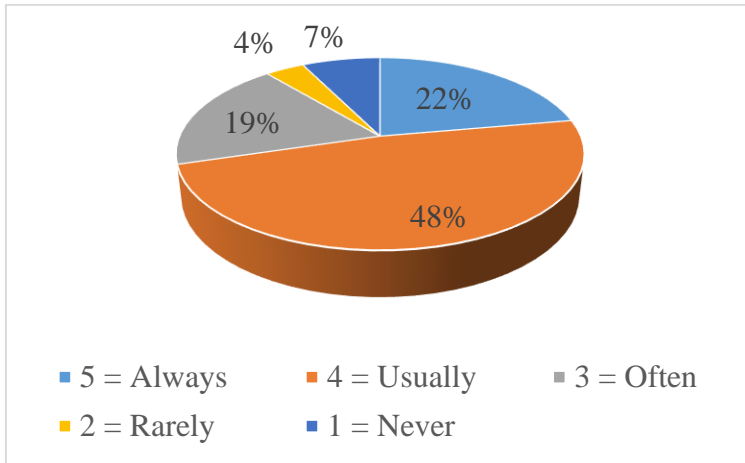


Always	26
Usually	15
Often	10
Rarely	1
Never	0
Total	52

Concerning the use of technological tools to develop the classes, 50% of the students pending their graduation work stated that they always use technology in the classroom, the ones that usually use technology were the 29%, and the 19 % of the already mentioned students often did so and only the 2% rarely use technological tools to develop the classes. The responses of the half of the sample indicate that they were using the technological tools in their classes because it helped to communicate easier with the students, also to have a more dynamic class, to optimize time, reduce cost, and also to explore more information regarding the class. But there was another half of the sample that were not using technological tools that much, this means that they might be using other tools to teach their classes.

Questions 12 to 14 are related to the translation field:

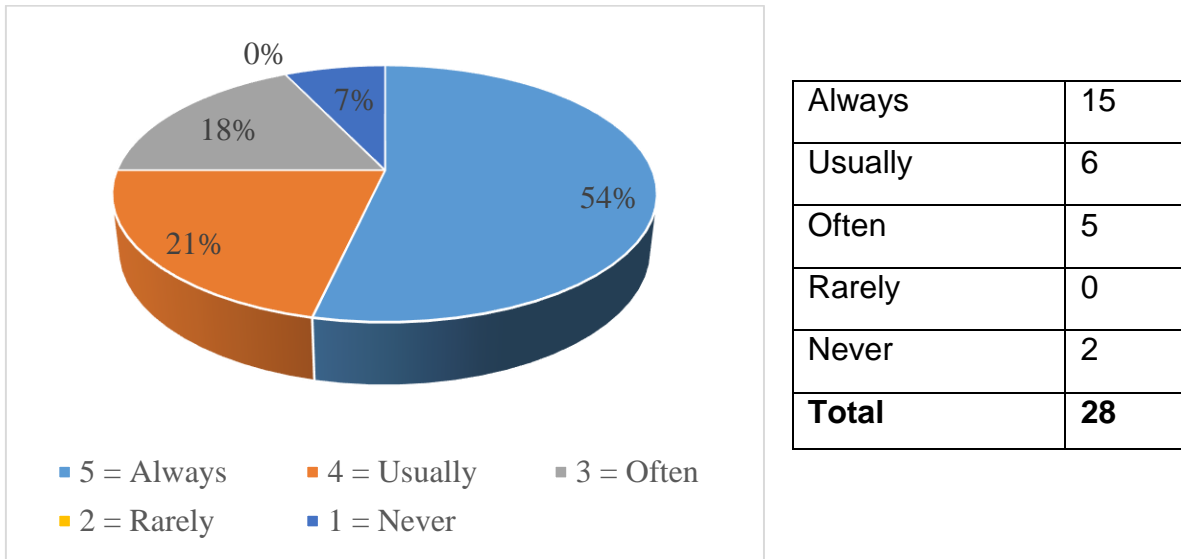
12. I use the commands (language skills) of the English language: listening, reading, writing, and speaking when translating a document.



Always	6
Usually	13
Often	5
Rarely	1
Never	2
Total	27

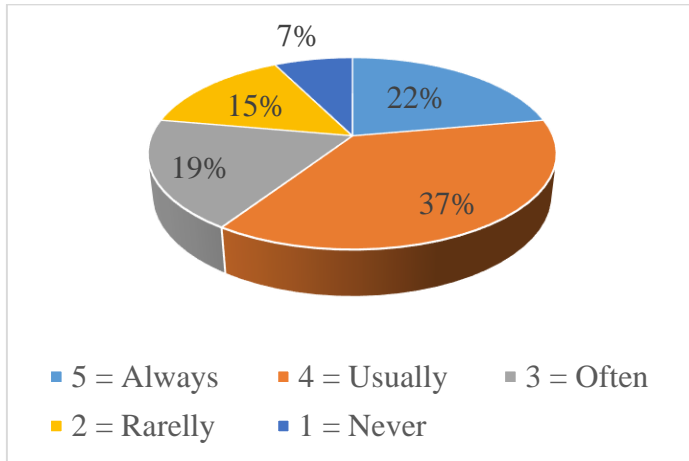
The survey data was passed on to 27 participants because the rest of the sample, which were 25 participants, did not take translation courses I and II; therefore, they decided not to answer it. So, the 48% of the participants that answered, usually use the commands of the English language to translate, followed by the 22% that always use the commands, then a 19% often use them, followed by the 7% that never use commands of the English language to translate, and finally the 4% rarely use the commands of the English language. The results demonstrated that almost half of the sample have the knowledge and the ability to use the commands that they need to translate a document but to the other half, it is difficult to translate a document because they do not have the total comprehension or understanding of the commands that they have to use in a translation.

13. While teaching/translating I am looking to improve my skills.



Question 13 intended to ask the participants if they seek to improve their skills while teaching or translating, 54% of the participants answered that they always look to improve their skills while teaching/translating, followed by the 22% of the participants that usually look to improve their skills, as well the 19% often look to improve their skills, and to finish the 7% never look to improve their skills. It can be assumed that more than half of the sample were trying to search for information, to ask experts, to read books, and the like in order to improve their skills when teaching or translating. To clarify, as was done in the previous question, only 28 of the 52 participants responded because they have no notion of what is being asked.

14. I do not have a problem translating documents from English to Spanish and vice versa.

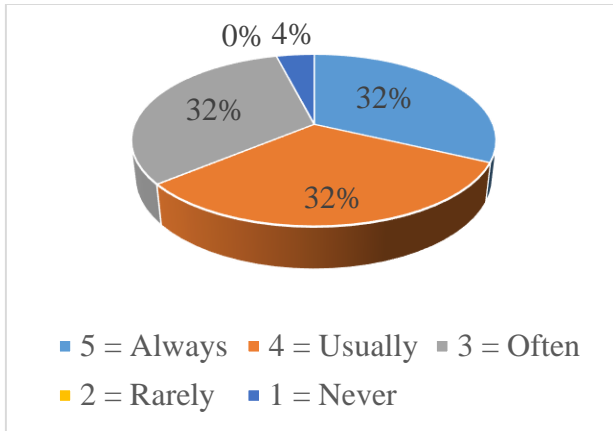


Always	6
Usually	10
Often	5
Rarely	4
Never	2
Total	27

From the data collected, just 27 participants answered because the other 25 could not answer because they did not take the translation courses. Regardless, the majority of the participants that could answer were 38% that usually do not have problems translating documents. Then, 22% of these participants always do not have problems translating documents. Equally, another 19% often do not have problems to translate, followed by the 15% that rarely do not have problems to translate and finally with the 8% that never have problems to translate documents from English to Spanish and vice versa. The research group concluded that Many of the participants do not have the tools, the techniques, the knowledge and the information required to translate documents without any problem, but there was a few of the sample that probably took optional subjects called translation I and II that the major provided, and that were taught by an expert, in this way, fulfilling the requirements and knowledge that is needed when translating a document easy.

Questions 15 to 17 are related to the coordination field:

15. I consider it is easy to administer and organize duties for myself and other people.

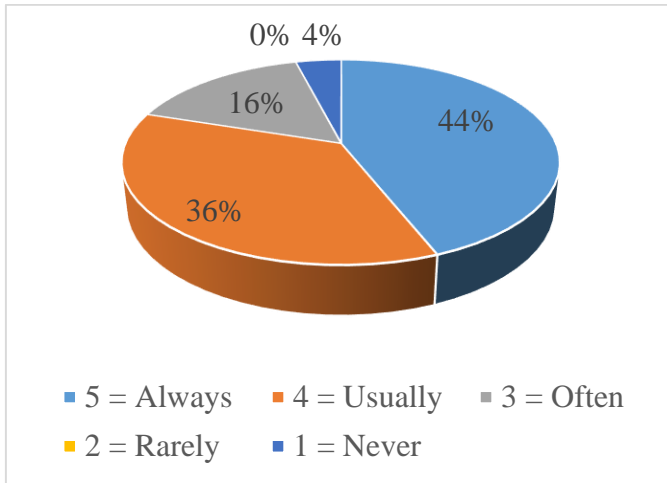


Always	8
Usually	8
Often	8
Rarely	0
Never	1
Total	25

The sample size in this study was 25 participants because the rest that were 27 participants preferred to not to answer since this question is directed to those students who have had the opportunity to lead a project. Thus, the majority of the participants that answered considered with the equal percentage of answers of 32% that answered that they always, usually and often considered that it is easy to administer and organize duties for themselves and other people, and to end with the 4% that considered it is never easy to administer duties. The results of the responses reveal that just a small part of the sample considered it is easy to administer duties from themselves and others, revealing it is something that is not always easy to do so, as the other small parts of the sample answered that they usually and often considered it is easy. With a minority that considered it is never easy for them to organize duties for themselves and for others. It is important to mention that in the theoretical framework, the researchers mentioned the requirements that the participant needed to meet in order to be fulfill the requirements of the labor market, but the minority of the participants that answered and as well as the rest of the

participants that could not answer (27), consider that is not easy to administer and organize duties for themselves and other people; probably because they do not have the experience and the knowledge in this area which is the coordination area . It can be concluded that the participants do not meet the requirement in this question.

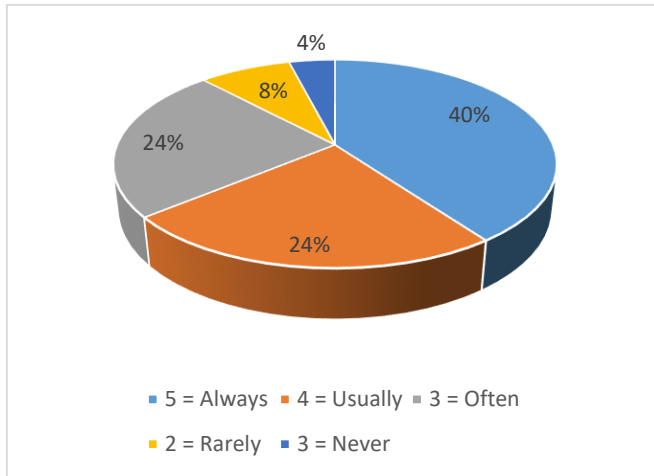
16. I support other people in the needs they have according to my knowledge.



Always	11
Usually	9
Often	4
Rarely	0
Never	1
Total	25

For the current work, in this question as the group mentioned in the previous questions just 25 participants answered and the rest that were 27, could not answer because they do not have the experience and knowledge in the coordination area. Therefore, the 44% of the participants (25) answered that they always support other people in the needs they have according to their knowledge, the 36% answered that they usually support other people, then the 16% of them answered that they often give support, and finally the 4% answered that they never support other people in the needs they might have according to their knowledge. The answers gathered in these questions provides evidence that the majority of the sample has the ability, goodwill and experience transmitting in a clear and respectful way the knowledge acquired in the major and also acquired in the job opportunities they might have had. Otherwise, a small part of the sample, despite having work experience, does not have that ability to transmit their knowledge, probably because they are interested in a different work area.

17.1 Like to monitor the performance of other people in the teaching field

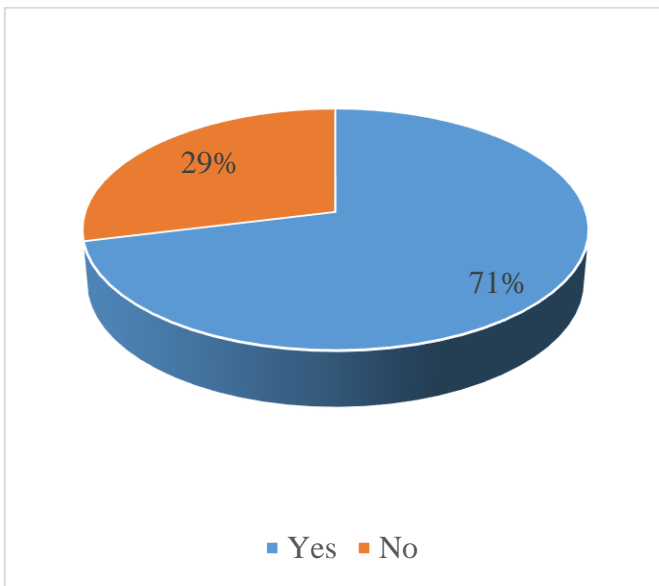


Always	10
Usually	6
Often	6
Rarely	2
Never	1
Total	25

In the data presented, just 25 participants answered because the other 27 do not have experience in the coordination area. Hence, in this graph the 40% of the participants always like to monitor the performance of other people in the teaching field. Also, the 24% of the participants usually like to monitor the performance in the teaching field, followed by the 24% of the participants often like to monitor the performance in the teaching field. Besides the 8% rarely like to monitor the performance in the teaching field and finally just the 4% of the participants never like to monitor the performance of other people in the teaching field. From these results, it was clear that most of the participants do monitor the performance of others, showing an important aspect of the development of their skills, since it is a requirement of the labor market to monitor the performance of others, especially when applying to become a coordinator in a language school/department. The fact that they like to do so, signifies how they are getting ready to meet the requirements of the labor market.

Part III. This part of the study aimed at explaining the academic characteristics that the students pending the graduation work have developed after finishing all the courses from the bachelor of arts in English; Emphasis in Teaching.

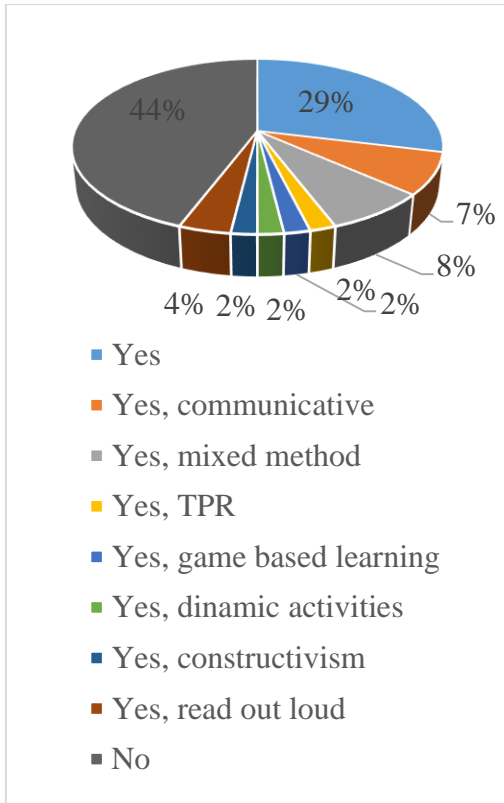
18. Do you consider that you prepare the complete planning (syllabus, unit plan, lesson plans) of a course before starting teaching an English course for beginners, intermediate or advanced level?



Yes	37
No	15
Total	52

In question 18, participants were asked if they prepared the complete planning (syllabus, unit plan, lesson plans) of a course before starting teaching an English course for a beginner, intermediate or advanced level. Based on the answers obtained, 71% of the participants stated that they prepare the complete planning when teaching; however, 29% answered that they don't prepare the complete planning when teaching. The results demonstrated two things, the first was that most of the participants prepare the complete planning before teaching a course or a class, indicating that what they have learned in the courses during the major has been properly developed and put into practice. Second, there are still students that even though they have received instruction to prepare the planning of a course or a class, they still do not consider this an important aspect in the teaching field.

19. Do you consider that you have the required knowledge to choose the best method when planning to teach kids? (If “Yes” write “Yes, I use...” and if “No” just write “No”).

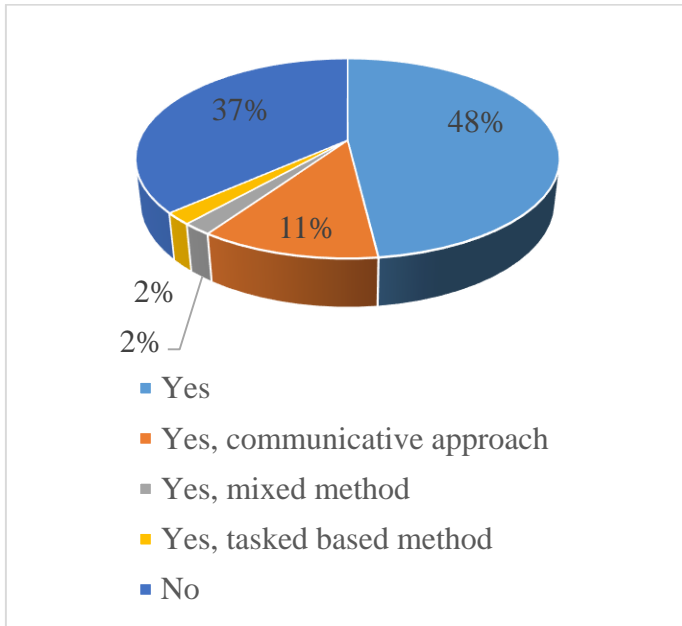


No	23
Yes	15
Yes, communicative	4
Yes, mixed method	4
Yes, read out loud	2
Yes, TPR	1
Yes, game base learning	1
Yes, dynamic activities	1
Yes, constructivism	1
Total	52

In this question, the 44% of the participants did not have the required knowledge to choose the best method when planning to teach kids, also 29% of the participants pending the graduation work considered that they have the required knowledge to choose the best method but they did not answer which method. Then, 8% answered that what they use it's the communicative approach. Moreover, 8% of the participants use a mix method when planning to teach kids, 2% use TPR to teach kids, 2% use game based learning approach, 2% use dynamic activities, 2% use the constructivism method and to finish, the last 4% read out loud as a method to teach kids. From the data gathered, it can be inferred that the majority of the participants have not learned in the courses (Didactics and Teaching Practice I and II) the teaching methods that are appropriate to use to teach children, since they actually

did not mention a method, but they did mention approaches and strategies. Moreover, experts talk about the different types of activities and strategies to use when teaching children on Teaching Young Language Learners by Pinter, Annamaria (2006) and TBL for beginners and young learners. (2003). TBL for beginners and young learners in A Framework for Task-Based learning. In addition, the TPR (Total Physical Response Method) is one of the most used methods to teach children, Handoyo Puji Widodo (2011) explains how the learning process for children should be enjoyable, interesting, repetitive, and understandable. The TPR is considered one of the most used methods because it works as the teacher in the role of an order taker, a model provider, and an action monitor in which learners serve as models and action performers until they feel ready to speak out. The researchers assume that the reason why the participants were not able to mention any method could be due to the fact that the teaching to children is not a topic that is seen in depth in the didactics courses and that might be why some of them did not answer because they do not know.

20. Do you consider that you have the required knowledge to choose the best method when planning to teach teenagers? (If “Yes” write “Yes, I use...” and if “No” just write “No”)

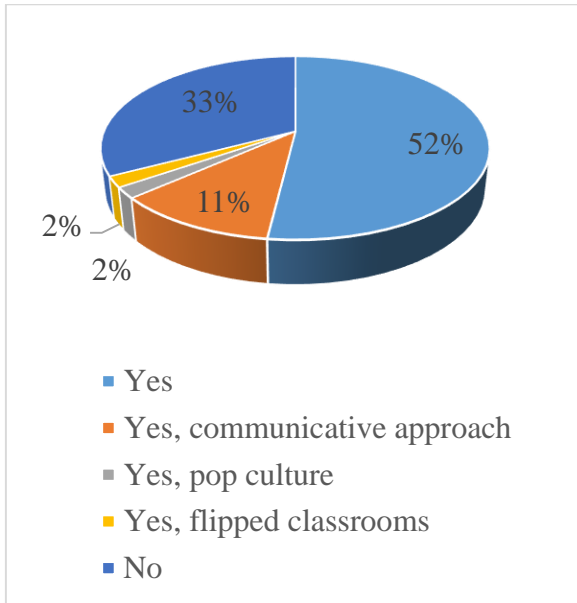


Yes	25
No	19
Yes, communicative approach	6
Yes, mixed method	1
Yes, task based method	1
Total	52

It can be observed that 49% of the participants considered that they have the required knowledge to choose the best method when planning to teach teenagers but they did not answer which method they use. Also, there is a 39% of the participants that do not consider they have the knowledge to choose the best method to teach teenagers. As well, 12% of the participants considered that the communicative approach is the best one when planning to teach teenagers. And to finish, 2 % considered that the mix method is the best method to teach teenagers, however that is not a teaching method, and the other 2 % considered that the task based strategy is the correct one to teach teenagers. These results now provide evidence on how most of the students pending their graduation work from the year 2019, are not able to identify and choose the best method to teach according to the students' age, in this case for teenagers, probably because it was not learned in the courses (Didactics and Teaching Practice I and II) the teaching methods that are appropriate to teach teenagers, since they actually did not mention a method, but

they did mention approaches and strategies. The researchers as well assumed that the reason could be that the teaching to teenagers is not a topic that is seen in depth in the Didactic courses and that might be why some of them answered “No”, because they do not know any method to recommend to be used with this specific group of students. However, psychologist Jean Piaget (1977) who created the student-centered method, suggested that this is one of the best methods to teach children and teenagers, since it constructs knowledge and meaning through new experiences and interactions. Also, there are four stages needed to their knowledge, number one: Sensorimotor stage, number two: Preoperative stage, number three: Specific operational stage and finally the specific operational stage. This is part of the learning process for teenagers and children according to Piaget (1977).

21. Do you consider that you have the necessary knowledge to choose the appropriate activities when teaching adults?

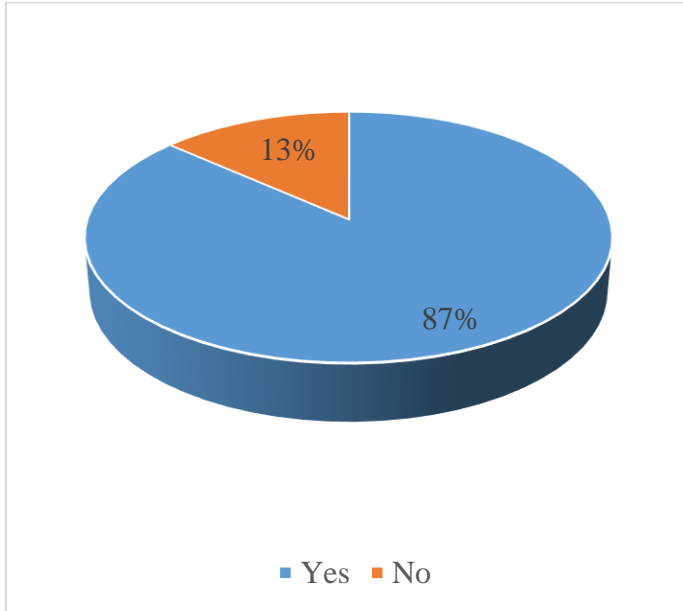


Yes	27
No	17
Yes, communicative approach	6
Yes, pop culture	1
Yes, flipped classrooms	1
Total	52

In this question, 52% of the participants considered that they have the necessary knowledge to choose the appropriate activities when teaching adults but they did not write an example. Then, 33% do not have the knowledge to choose the appropriate activities when teaching adults. Also, 12% considered that the communicative approach contains the appropriate activities to teach adults, since these activities are focused on the development of the 4 macro skills (speaking, reading, listening and writing), the activities are presented in a situation or context and have a communicative purpose (British council, 2020). And finally 2 % considered flipped classrooms an appropriate activity to teach adults, considering that the activities related to a flipped classroom method engage students to do activities to develop lectures or other materials outside the classroom to prepare for an active learning experience inside the classroom; being that a good method to develop their 4 macro skills too (Ph.D. Thesis, Columbia University, New York, NY,2020), and the reminding 2 % considered pop culture as a good activity to teach adults, since it is designed to introduce students to the concept of popular culture and the role that it plays in their lives to be a matter of discussion or other types of activities focused in

developing their language skills. Being just a few answers, it is a matter of importance to demonstrate the acquired knowledge of only some of the participants (Nancy Mann Jackson, 2021). To conclude, the results confirmed that something is happening in the courses because the participants are supposed to learn types of activities to teach adults, teens and kids but in these responses almost the majority do not know which activities can be appropriate to teach each age group. This might demonstrate that the methods to teach adults have not been developed properly in the courses and that is why the sample answered like that.

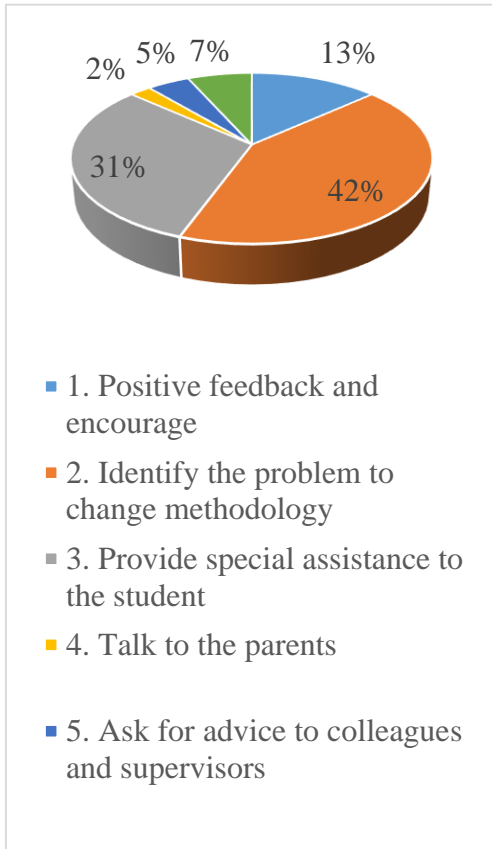
22. Do you consider that you have the necessary knowledge to identify the factors that might be affecting students' performance?



Yes	45
No	7
Total	52

From the information obtained, 87% of the participants considered that they have the necessary knowledge to identify the factors that can be affecting students' performance. On the other hand, 14% of the participants considered that they do not have the knowledge to identify factors that can be affecting students' performance. In the researchers' point of view, these results show how the majority of the sample are focused on what they learned in the courses during the major, because they are able to put into practice pedagogical proposals, methodologies, and also to make changes in any circumstance in order to help the students and fulfill their needs. Nevertheless, a small part of the sample does not feel prepared to cope with this issue in the classroom.

23. What do you do when you identify that some students have problems in their teaching and learning process in your class?



Identify the problem to change methodology	19
Provide special assistance to the student	14
Positive feedback and encourage	6
Extra activities with assistance from top students	3
Ask for advice to colleagues and supervisors	2
Talk to the parents	1
Total	45

The last question in the instrument was an open question with the intention of gathering information according to the experience in the teaching field of the students pending the graduation work. Almost half of the participants (42%) answered that what they do is to identify the problem and change the methodology for those students that are having problems in their learning process. At the same time, the 31% of the participants believe that when they identify that some students have problems in the teaching and learning process, they provide assistance to each student either individually or they also give extra work so they can practice outside the classroom, 13% provide feedback and encourage those students having problems, 7% of the participants think that some extra activities together with the

assistance of the top students is something that works to deal with students facing problems in their learning process. Also 4% answered that what they do is to ask for advice from colleagues and supervisors, and finally 2%, just 1 answer, stated that it is necessary to talk with the student's parents. The results were interesting because the majority of the participants developed, during the bachelor's degree, the capacity to identify problems that students can have but not only that, they are capable of giving solutions according to their experience and knowledge acquired. The evidence of these answers is how students are capable of facing the different types of situations that might occur in the classroom.

FINDINGS:

Answers to the research questions:

General question:

- *What is the professional profile that the students who are pending their graduation work from the Bachelor in Arts in English: Emphasis in Teaching, in the year 2020, at the Foreign Language Department at the University of El Salvador reached?*

As a response to the general question; first, it is important to mention that the professional profile as stated on the 1999 study plan from the bachelor established that the teaching of English as a second language should be oriented towards the communicative approach to proficiency, with different types of skills in areas such as linguistics, research, general, electives, and methodology and teaching. Together with the mission to create professionals with a critical and prepositive conception. Therefore, as stated in the 1999 study plan the professional profile should be developed as “a set of skills and competences that identify the training of a person to deal responsibly with the functions and tasks that demands their job as a teacher.” So, More than half of the students pending the graduation work surveyed from the bachelor in Arts in English: Emphasis in teaching, in the year 2020, at the Foreign Language Department, have reached enough knowledge as the 1999 study plan establishes because in the survey that was passed, the questions 4 to 23 demonstrate how some of the skills mentioned in the 1999 study plan have been developed. As an example, on question 23 they mentioned they pay attention to the students who do not like to participate, then they try to identify the problem or the factor so they can change the methodology or the teaching approaches, they consider that is important to make groups between extrovert and introvert students in order that their students may interact with each other showing they have also developed their critical and prepositive conception. As well, many of them believe

they have the necessary knowledge to choose the best way to teach, regarding the methodology to be used in their classes; however, they consider that they lack some knowledge and training when they have to teach kids.

1. *Which were the academic characteristics that the students who are pending their graduation work in the year 2020 have developed after finishing all the courses from the Bachelor in Arts in English: Emphasis in Teaching, at the Foreign Language Department of the University of El Salvador?*

In the survey, the first part was covered with 7 questions that were related to the academic characteristics of the students who were pending in the graduation work from the bachelor in Arts in English: Emphasis in Teaching, in the year 2020, at the Foreign Language Department at the University of El Salvador and the results demonstrated that the academic characteristics are the following: most of the bachelors surveyed possess a wide range of pedagogical knowledge, methodological and didactic applied to all levels and domains (the four language skills: Listening, Reading, Speaking and Writing). Also, they are dynamic and motivated when they teach. Finally, they are able to detect different psychological changes in children.

Since they mentioned they try to focus on which techniques apply best for their students to be able to acquire the language, so activities might change in the class to be able to note which ones are better to help their group of students. This shows that the participants in the questionnaire possess most of the academic characteristics that are established in the 1999 study plan. At the same time, they try to be dynamic and motivate their students using different activities in the classroom to help their student's learning process.

2. *What is the evidence that the students pending the graduation work met the objectives regarding the professional profile that are stated in the 1999 study plan from the bachelor in Arts in English: Emphasis in Teaching, in the year 2020, at the Foreign Language Department at the University of El Salvador?*

As an answer to the second subsidiary question, the evidence to know if the students pending the graduation work from the Bachelor in Arts in English: Emphasis in teaching, in the year 2020, at the Foreign Language Department have met the objectives regarding the professional profile that are stated in the 1999 study plan is that the research group passed a survey in which they evaluate if the students have met the objectives regarding the professional profile stated in 1999 study plan. Hence, the data gathered in question 4 to 7, showed that most of the students responded to the needs of the professional specialization at higher levels. Also, they are capable of analyzing and developing systematically those studies of Linguistics. Finally, they can integrate teaching, research and outreach programs into their professional field.

3. *Were the students pending the graduation work from the bachelor in Arts in English: Emphasis in Teaching, in the year 2020, at the Foreign Language Department at the University of El Salvador prepared to cope with the professional profile the labor market is seeking?*

The labor market is not very extensive in the Bachelor of Arts in English: Emphasis in Teaching, in the year 2020. According to the 1999 study plan, the labor market is divided into three areas: English teaching, translation, and coordination. The research group passed a survey in which they wanted to check if the students have the requirements that the current labor market call for; from the data gathered, it was

found that students pending graduation work do not fully comply with all the requirements that the 3 areas ask for.

As a group, it is considered, according to the answers collected, that the requirements of the labor market are mostly covered only in the teaching field, since they have mentioned that they can prepare classes, they are on time in the classroom, that they like to use different types of dynamics in the development of the class, and they also use technological tools. However, the requirements start to decrease when it comes to the translation and coordination field. Consequently, the answers show that for the translation field, they do not fully domain the commands of the English language, they do not care to improve the translation skills and they usually have problems translating documents. In addition, in the coordination field, they are well prepared at organizing duties and they are not interested in monitoring the performance of their co-workers.

CONCLUSIONS

After analyzing all the information obtained through the questionnaire applied to the sample of this research which were the students pending the graduation work from the Bachelor of Arts in English: Emphasis in teaching, in the year 2020, at the Foreign Language Department, the group intended to describe their professional profile as well as to explain if the students pending their graduation have developed the academic characteristics that are stated in the 1999 study plan. Furthermore, the group intended to show if the students pending their graduation work have met the objectives regarding the professional profile that is stated in the 1999 study plan. Finally, to described if the already mentioned students have met the requirements that the labor market is seeking.

The first aspect the researchers aimed at finding out is if the students pending the graduation work have the academic characteristics that are stated in the 1999 study plan. Therefore, the research group concluded according to the answers obtained through the questionnaire that most of the participants possess the academic characteristics such as: having acquired a wide range of pedagogical knowledge, methodological and didactic knowledge applied to all the age groups (children, adolescents and adults). The participants also believed they have developed a good command of the four language skills. The participants considered that when they teach, they are dynamic and they like to motivate their students. The participants considered themselves capable of detecting the different psychological changes in children; hence, they believed they can apply the necessary techniques in their classrooms, when working with children. Moreover, according to the other responses on questions number 4 and 5 in the online questionnaire they are considered to have the tools for teaching the different levels of English (beginners, intermediate and advanced). But some of the subjects related to the research methods were not developing the student's research skills since the majority of the participants considered they have not developed the research abilities needed to carry out an investigation.

In second place, the research group wanted to inquire if the students pending the graduation work were prepared to cope with the professional profile the labor market is seeking. Therefore, the gathered answers conclude that in the teaching field, the students pending the graduation work have acquired the necessary knowledge and requirements of being prepared to teach a class. The information gathered also demonstrates that the majority of the participants are always on time in the classroom, they use technological tools to teach and they are also dynamic in the classroom. Although the conclusion in this area of teaching is positive, there is a small percentage of the participants who did not meet the requirements that the labor market is seeking, since their answers like they are not on time in the classroom and the labor market requires punctual people, because for a translator positions they do not know how to use the commands of English to do so and they are not interested on improving in this area. Also because they do not fulfill the profile for a coordinator position since they are not good at organizing duties, monitoring other people and they feel they do not have the knowledge to support other coworkers in the teaching field. Moreover, regarding the translation field, it can be concluded that the participants always look for ways to improve their skills when translating, and they usually use the guidelines of English Language, and they seem not to have problems when translating from English to Spanish and vice versa. The researchers assume that the participants who answered the translation part in the questionnaire have acquired the tools to translate a document.

Likewise, the information obtained regarding the coordination field, for the research group was harder to analyze the answers because the answers in the online questionnaire related to administering and organizing the duties the responses were the same, and the answers were that they always, usually and often consider that it is easy to administer and organize duties for themselves and other people. Nevertheless, the research group noticed that the students who answered the questions related to coordination field were not a very large number; for this reason, the group concluded in this part that not all the respondents have had the opportunity to obtain jobs in which they can develop the requirements in the coordination field.

Hence, the research group divided the requirements in the questionnaire in three areas which were teaching, translation and coordination.

Finally, the last part of the instrument that intended to demonstrate if the 1999 study plan objectives have been met, the answers gathered show that –the sample has met these objectives, since the majority of the participants believe to have accomplished them.

It is important to mention how the Bachelor of Arts in English: Emphasis in Teaching prepares the students in how to use the appropriate methodology to teach kids, teens and adults. From the information gathered in this research, it can also be assumed that the participants have been well prepared in the specialized courses that the major offers, to prepare the complete planning of a course, to choose and apply the most appropriate methodology to teach the different age groups. In general, the results obtained are positive; though, a small number of the sample believe they are not one hundred percent prepared to perform in the teaching field. Finally, the open question at the end of the questionnaire intended to measure and gather information on how the identify problems in the learning process of their students, the answers obtained give positives results, all the sample was capable of explaining how they deal with difficult situations in the classroom, like they Identify the problem to change methodology, they provide special assistance to the student, they give them positive feedback and encourage those students facing issues in their learning process, they also carry out extra activities for the above mentioned students to improve their areas of professional opportunities, as well they ask for advice to any coworker and if need they approach the student's parents.

To conclude, the research findings were positive, overall the majority of the participants have completed the courses from the bachelor and acquired the skills they need to develop as a professional. But also, the group could notice that there is a small percentage that does not meet the demands in the three areas (teaching, translation and coordination) that the group delimited and others only refrained from

answering type of methodologies or what they would do if the students had any problem. That means that few of them did not show interest or did not know what to answer since it seems they do not consider to have the capacity to do so due to their knowledge and experience acquired in their bachelor and in their work experience.

LIMITATIONS

1. The research group intended to do this research base on graduate students. However, the research group face with the limitation, that when they were to the Academics and ask for the personal information to contact the graduate students they said that they could not provide that personal information to the researches. Therefore, it was decided with the advisor that the sample was going to be the students pending the graduation work not the graduate students.
2. Lack of information regarding the topic. The research group faced the limitation of not having enough background information regarding the topic, since there are no investigations found related to the students pending their graduation work and their profile.
3. No access to the university campus. Since the year 2020 was the year when the Covid-19 pandemic started, the quarantine obligated the research group to stay at home with no access at all to the university campus, making it impossible to use the university library physical books or thesis and to communicate face to face with the selected sample.
4. No contact information of the sample. Since the instrument of this research was an online instrument, the research group faced the issue of having to look for most of the members of the sample in social media to be able to pass the instrument.

5. The administration of the instrument. Since the only way to contact the sample was via Facebook and WhatsApp, the research group tried to get in contact with the entire sample, but not all of them answered. From a total sample of 84 students pending the graduation work, only 52 answered the online questionnaire.

6. Research group meetings. As already mentioned above, the pandemic made it difficult to coordinate to meet and work on the research project, being able to only do the meetings online.

RECOMMENDATIONS

The research group proposes some recommendations to the School of Arts and Sciences, to the Foreign Language Department and to the students.

Recommendations to the School of Arts and Sciences:

- The research group recommends to the School of Arts and Sciences to update the study plan, since it has more than 20 years of its last revision, to be exact 22 years. And it is well known that the teaching field is in constant update because of the needs of the students, the requirements of the labor market, and the like. Therefore, they should take into consideration to update it as soon as possible.

Recommendations to the Foreign Language Department:

- The Bachelor of Arts in English: Emphasis in Teaching has many important subjects aimed at developing students pedagogical competencies, for example: the Didactics (three continuum courses), but according to the responses obtained in the online questionnaire, the research group considers that these courses should be restructured and focus in delivering instruction focusing in specific age groups, like for example: didactics in teaching children, teenagers and adults in order to study thoroughly each group.
- The research group recommends that the translation courses should be mandatory, not optional courses, because it is important to develop these skills.

Recommendation to the students from the Foreign Language Department:

- The researchers recommend reading the study plan at the beginning of the bachelor's because each student needs to know what is going to be studied throughout the major since the results in the online questionnaire showed that some students finished the bachelor but they do not know what professional

profile they need to have developed at the end of the major, as well the benefits that the major offers.

- According to the findings, the group recommends students to take the translation courses to expand their area of knowledge and their labor market opportunities.

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- <https://www.britishcouncil.org/sites/default/files/english-effect-report-v2.pdf>

Links of Definition of terms:

- www.link.springer.com
- www.hamline.edu

Links of the background information:

- www.http://ri.ues.edu.sv/id/eprint/3616/1/TESIS%20JUACO.pdf
- <https://repository.unilibre.edu.co/bitstream/handle/10901/9287/Documento%20Final.pdf?sequence=1>
- http://diex.uach.mx/seguimiento_de_egresados/Estudio%20de%20seguimiento%20de%20egresados%20DES%20Econom%C3%ADa%20Internacional%2006-10%20consulta.pdf
- www.http://tangara.uis.edu.co/biblioweb/tesis/2017/166027.pdf
- <http://ri.uaemex.mx/bitstream/handle/20.500.11799/66471/TESIS+MERCADO+LBORAL-split-merge.pdf;jsessionid=39ABDED26FDA3140C5F7F645ACB61B28?sequence=3>

Links of the Labor market offers:

- www.opcionempleo.com
- www.sv.jooble.org
- www.sv.computrabajo.com

APPENDIXES

Appendix #1

INSTRUMENT

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

QUESTIONNAIRE FOR STUDENTS WHO ARE PENDING THE GRADUATION WORK FROM THE BACHELOR IN ARTS IN ENGLISH; EMPHASIS IN TEACHING AT THE FOREIGN LANGUAGE DEPARTMENT IN THE YEAR 2020.

Topic: A Study of the Professional profile of the Students Pending their Graduation Work from the Bachelor in Arts in English: Emphasis in Teaching, at the Foreign Language Department, in the University of El Salvador, in the year 2020.

Introduction: This questionnaire is a fundamental part of the research. It has been designed with the purpose of describing the professional profile of the students who are pending their graduation work of the Bachelor in Arts in English: Emphasis in Teaching, in the year 2020, at the Foreign Language Department at the University of El Salvador.

Objective: To collect the responses from the selected sample in order to analyze the professional profile that students pending their graduation work have reached from the Bachelor of Arts in English; Emphasis in Teaching at the Foreign Language Department of the University of El Salvador.

Part I.

Instruction: For each of the questions below, please choose the option that best describes your answer.

1. Do you have work experience?(if you say yes move to 2nd question if you say no move to 3rd question)

- a. yes
- b. no

2. Choose the area where you have had working experience?(if you choose one of the options below move to 3rd question)

- a. teaching
- b. translator

3. How many years of experience have you had?

- a. less than one
- b. one
- c. two
- d. more than two

4. Which of the courses from the bachelor do you consider have contributed in your development as a professional in the teaching field?

5. Do you consider that the Teaching Practices I - II developed during the major have contributed to your development as a professional in the language teaching field?
- a) Yes
 - b) No
6. Do you consider that Research Methods, Seminar I and II have developed your research skills so as to be capable of carrying out a research project?
- a) Yes
 - b) No
7. Do you consider that the outreach program (social service) carried out as part of the major's requirements have helped you develop your skills for your professional growth?
- a) Yes
 - b) No

Part II.

General Instruction: For each of the statements listed below, select the appropriate number, using the following key: 5 = always, 4 = usually, 3 = often, 2 = rarely, and 1 = never.

If you have working experience in teaching, please complete items below:
prepare my classes even for the topics that I have already taught.

1 2 3 4 5

I am on time in the classroom.

1 2 3 4 5

I use different types of dynamics in the development of the class.

1 2 3 4 5

I use technological tools to develop my classes.

1 2 3 4 5

If you have working experience in translation, please complete items below:

I use the commands of the English language, reading, writing and speaking when translating a document.

1 2 3 4 5

While teaching/translating I am looking to improve my skills.

1 2 3 4 5

I do not have a problem translating documents from English to Spanish and vice versa.

1 2 3 4 5

If you have working experience in coordinator, please complete items below:

I consider it easy to administer and organize duties for myself and other people.

1 2 3 4 5

I support other people in the needs they have according to my knowledge.

1 2 3 4 5

I like to monitor the performance of other people in the teaching field.

1 2 3 4 5

Part III.

Instruction: For each of the questions below, please select the correct option or write your answers if needed.

Do you prepare the complete planning (syllabus, unit plan, lesson plans) of a course before starting teaching an English course for beginners, intermediate or advanced level?

- a) Yes
- b) No

Do you have the required knowledge to choose the best method when planning to teach kids? (If "Yes" write "Yes, I use..." and if "No" just write "N

Do you have the required knowledge to choose the best method when planning to teach teenagers? (If "Yes" write "Yes, I use..." and if "No" just write "No")

Do you have the necessary knowledge to identify the factors that might be affecting students' performance?

a) Yes

b) No

Do you have the necessary knowledge to choose the appropriate activities when teaching adults? (If "Yes" write "Yes" with an example and if "No" just write "No")

What do you do when you identify that some students have problems in their teaching and learning process in your class?

Appendix # 2

Answers made by participants to open question number 23.

What do you do when you identify that some students have problems in their teaching and learning process in your class?

Answers:

- Try to give positive feedback and encourage to do it better.
- Talk to the student, identify the type of learner the student is to change the teaching methodology and include activities that will help that student to improve.
- Provide special assistance to that student.
- I put special attention to the ones who do not like to participate in classes, trying to identify the factors, many times it is because shyness. But, if that is the case, it is important to make groups between extroverted and introverted students so in that way they may interact with different people's personalities and learn each other's.
- I personalized the attention to that student AND reinforced the knowledge.
- Researched to provide students a better way to understand the topics, dynamics, etc.
- As a teacher, I have to find out why some students are not learning at the same pace as the others.

- I try the way to focus on which techniques apply the most for them to be able to acquire the language, so activities might change on the class to be able to note which ones are better to help those students.
- First, I talk to him or to her to know what is the possible problem and if it is necessary after that I talk to their parents.
- When a student is having learning issues, first I try to evaluate how I am teaching him/her and then the level of difficulty that the task has in order to adequate the content and reinforce with extra activities.
- I talk to the student to see if there is something that I can do, also I talk with my colleagues and supervisor for pieces of advices.
- I assign extra activities and top students to help them.
- Try to let them know the mistakes they made in a very respectful way, and encourage them to practice more so they can have an improvement and not commit the same mistakes.
- I pay special attention to them and try to help them. Sometimes, some extra time with them is useful for their learning process since it is focused on them only.
- Try to encourage them to improve and maybe some advice in case having a personal issue.
- I have a private conversation with that specific student.

- I try to help them talking, and applying my knowledge about the problems that they are facing or looking for help.
- Use different activities that help to their learning style.
- Talk to them, identify the areas and prepare some extra material for them to improve that.
- Encourage them and give them extra activities that can help them to improve.
- I approach the student and try to identify the factors or areas of opportunity needed to work. So I can part from that.
- I try to identify the issues they have in order to change the teaching method.
- I look for different ways to help them develop their skills.
- I try to talk about the situation.
- Positive feedback, include activities to engage properly students having problems in learning.
- I pay special attention to that student and I apply a different method when needed.
- I talk to them, I look up for different activities also I ask them which activity they like. In addition, I speak with my supervisors and colleges for piece of advice.

- I try to find the best method to apply them and talk with parents and my superior.
- I approach to them and provide personal feedback and assign specific activities that help them to reinforce the areas of improvement.
- I approach to that person, and try to find different methods to help in the area needed.
- I have special attention for them and also I use to others techniques.
- Monitor, guide and correct mistakes.
- I try to investigate about their problem in order to help them in a correct way.
- It is depending of what kind of problem.
- Talk to them properly.
- Try to talk with that student in a way that he or she feel comfortable to ask or say what or why they don't understand.
- Try to look for an expertise in mental health.
- I approach to that student and try to identify deeper the problem and how we can solve it together with the student. (Personalized method).
- When a student has problems at the moment to learn I try to be more patient than usual, I explain as many times as necessary and look for different ways to do that.

- I try to approach to see if I can identify the main factor affecting their performance.
- Work in that specific area.
- During practicing activities, I used to focus on them in order to know what might be the different issues that affects their learning process.
- Try to identify some possible mental issues.
- I use to provide feedback and coaching.
- I do research about the problem to try to find the solution.
- Provide them material easier to comprehend the different topics.
- Identify the problem and then focus on that too.