

“Labor market of the English Teaching Major graduates from the Foreign Language Department of the School of Arts and Social Sciences from the University of El Salvador, period 2000-2005.”

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



GRADUATION WORK

“LABOR MARKET OF THE ENGLISH TEACHING MAJOR GRADUATES
FROM THE FOREIGN LANGUAGE DEPARTMENT OF THE SCHOOL OF
ARTS AND SOCIAL SCIENCES FROM THE UNIVERSITY OF EL SALVADOR,
PERIOD 2000-2005”

**TO OBTAIN THE DEGREE OF
LICENCIATURA EN IDIOMA INGLÉS, OPCIÓN ENSEÑANZA**

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INTRODUCTION

Since the world is in transition, the English language has taken new forms itself. Everywhere it is at the leading age of technological and scientific development, new thinking in economics and management, new literature and entertainment genres. Nevertheless; the language is, in another way, at a critical moment in this global career. Within a decade or so, the number of people who speak English as a second language and foreign language will exceed the number of native speakers (Graddol, 2000).

There are three kinds of English speakers: those who speak it as a first language, those for whom it is a second language or an additional language, and those who learn it as a foreign language. Native speakers may feel the language "belongs to them", but those who speak English as a second or foreign language will be the ones who will determine its world future.

Since 2004, many international companies have been investing high amounts of money in order to provide many job opportunities. Among all these companies it can be mentioned *Sykes* that launched its first building in May 2004. Expecting to hire at the end of the year 1,200 Salvadorian employees no matter the age, constraints, or social status, the only requirements were to have a good technical knowledge (e.g. To type 30 English words per minute on the computer, to know how to search on the internet and handle an e-mail account) and good speaking English skills. (La Prensa Gráfica's website). In April 13th 2005, Erick Dithmer, the manager of one of the most powerful companies of the

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world, Dell, said; “we want to have around 500 hundred employees per story, so we expect the building to be finished by the end of the year”.

Claudia Hurtado, a Salvadorian psychologist, suggests that if a person wants to be part of the current labor market, they need to have a well domain of the English language and good computer skills. Due to the brisk globalization, many multinational companies invest on big enterprises and incorporate foreign techniques.

Walter Palacios, labor minister of El Salvador has expressed, “There is an important fact; in the last years, the international and local employers have changed the profile of the employees. Now, the facts of being bilingual and knowing how to use computer-tools are not a plus in the curriculum of those who are looking for a job, but at the present time they are a must and a requirement to find a good job.



STATEMENT OF THE PROBLEM

English speaking has become one of the principal mechanisms of social mobility not only for our country but for the whole world. Some people consider that Mandarin will be the language of the future since China is one of the most powerful economic countries; nevertheless, “English is now the dominant or official language in over 60 countries and is represented in every continent” (Crystal, 1997:106). From this fact, it can be understood that the English language is a vital means of communication for millions of people around the world. For Salvadorians the English language represents more than a mechanism to find a job or have better study opportunities (Huezo, 2002).

The English teaching major is aimed to the educational field; however, there are certain areas in the curriculum that should be improved in order to graduate prepared teachers. Nevertheless, there is another choice in a different field, the customer service field, where a graduate can fill a position as a call center representative, earning almost the same wage as a teacher with little responsibilities.

Are the English teaching graduates or students ready to face the labor market? Are they ready to fulfill positions in the fields the curriculum states?

The English teaching major’s curriculum has been designed to finish the university studies in five years; five years where a student is being prepared to become a teacher, a bilingual communicator, a plan developer, a coordinator and an educational advisor.



1. JUSTIFICATION

The new managerial world is challenging the higher education institutions to prepare competitive professionals committed to the economic, educational and social development of their countries. Due to this, the English Teaching Major's profile (of the Foreign Language Department from the University of El Salvador) states that graduates from this major will finish their career acquiring high level skills and a high-quality preparation; becoming integral professionals, so they can contribute to the English Teaching Learning Process within the different levels of the educational system.

Information provided by the Academic Administration from the School of Arts and Social Sciences, informs during the period 2000-2005, 152 students prepared by the faculty members from the Foreign Language Department, have finished their higher education studies becoming English Teaching Majors. As it is established in the 1,999 Foreign Language Department major's curriculum, the labor fields where these graduates will be able to develop are:

- Teachers: as basic, secondary and higher education.
- Bilingual communicators (English/ Spanish).
- Planners and developers of educational projects.
- English program coordinators.
- Educational advisors.

As before mentioned, there exists a challenge to take, and it is the competitiveness; something that will be reached by making an effort to be

updated with all of the changes our society is going through. In our country, every institution possesses different laws and policies to reach their goals. The University of El Salvador is not the exception.

According to the article 25th from the first section of generalities from the Higher Education autonomy and freedom, “The University of El Salvador and others from the State enjoy of autonomy in the educational, economic and administrative branch. The technological and specialized institutes will be beneath the dependence of the primary unit. The State and private universities are allowed to: determine the way how they will complete their teaching functions, research and students affairs; the proposal of their curriculums and programs of studies, their laws and regulations, in the same way their personnel's selection.

Lic. José Amilcar Osorio Romero, head of the Teaching Development Department from MINED (Ministerio de Educación), said “the challenges and the technological advances that our country is presenting claim for competitive professionals with different knowledge, abilities, perceptions and attitudes. As well as the English language, the skillful use of up-dated software is essential to realize if we are being competitive or not”.

It is the responsibility of every higher education institution to carry out different researches to update information. This information has to be related to the current internal and external input to structure a valid and reliable curriculum and study program. Consequently, every institution should check whether it is

taking into account factual information or the external input in order to develop their study program.

Dubin and Olshtain, 1986, suggest that for designing courses or programs is necessary to use a wide frame of reference, to acquire new perspectives to see the issues. According to Dubin and Olshtain, there is a fact-finding stage in which the program designer assesses societal factors that are an important part or requirement for effective decision making regarding the curriculum design. These factors include the role of English in the educational field, the role of English in the process of modernization and the role of English in the labor market.

The above-mentioned roles are an important part of a competitive education system; therefore, a study should be carried out to integrate them in order to improve the teaching learning process in the country. This research verified the objectives put forward at the moment of developing the Foreign Language Department curriculum.

Furthermore, fortuitous samples were taken to explore in which areas of the actual labor market the professionals from the English Teaching Major were filling positions in, checking if they were really fulfilling the requirements demanded by the Labor market. Providing at the end of the research important information useful in reference for any project the Foreign Language Department from the University of El Salvador could develop in the future.



2. OBJECTIVES

2.1 GENERAL OBJECTIVE:

- To determine the labor market for graduates from the period 2000-2005 of the English Teaching major gathering updated and reliable information in order to feedback the Foreign Language Department’s curriculum.

2.2 SPECIFIC OBJECTIVES:

- To define the requirements the labor market demands from graduates in the English Teaching major.
- To compare the information gathered through the research with the one in the curriculum to establish if it matches with the requirements of the labor market.
- To provide the Foreign Language Department with updated information related to the graduates working areas during the period 2000-2005.



3. THEORETICAL FRAMEWORK

Nowadays, the role of English in the Labor Market has become an important part of the development of the country due to different reasons; such as a means of communication in business, a job requirement, studies and other necessities. Most of the time, the English language is necessary for the ones who want to take advantage of labor market opportunities at the present time. Educational researches that have been done, show that different countries have succeeded and grown in their economy because of their investment in their people's education.

In a study, Edward Denison (1985) finds that the increase in schooling of the average worker between 1929 and 1982 explains about one-fourth of the rise in per capita income during this period. Gary S. Becker (1993), the outstanding economic records of Japan, Taiwan, and other Asian economies in recent decades dramatically illustrate the importance of human capital to growth. Lacking natural resources—e.g., they import practically all their sources of energy—and facing discrimination from the west, these so-called Asian tigers grew rapidly by relying on a well-trained, educated, hard-working, and conscientious labor-force.

In the year 2004, El Salvador's government through MINED presented a program called COMPITE, which its main objective is to develop and improve the student's use of the English language.

This improvement involves the four linguistic competences: speaking, listening, reading and writing.

Since English has become so important in the development of the country, higher education institutions in charge to teach it, have the duty to be up dated with the teaching methodologies and with the requirements the labor market has, in order to transmit the appropriate knowledge to fill the possible gaps that exist in it.

The English Teaching Major has an important role in the high-quality preparation of its students. The University of El Salvador has been preparing a great number of students to be an important part in the different areas of our society. As it is stated in the 1,999 Foreign Language Department Curriculum’s objectives: To form competent professionals in the English teaching with a critical conception capable of contribute in the social, educational, scientific, technological, and cultural development of the country from a humanistic perspective.

Since the labor market requirements are an important part of the study program design, this research exemplifies some of the bibliography used as reference specifically from educational researches as the above mentioned to get this reliable information. “Course Design” from Dubin and Olshtain’s, “Trends in American economic growth” from Edward Denison among other references were used in order to support the significance of the investigation.



4. METHODOLOGICAL FRAMEWORK

The requirements the labor market demands are an important part of the curriculum design at the decision-making stage. This research had the purpose of exploring the different external requirements in order to help the current curriculum, during the decision-making stage or in any other modification.

This chapter describes processes this study followed for data collection, such as the development of the sampling plan, the fieldwork, the description of techniques and instruments as well as the methodological procedure. It contains all the information gathered through different techniques directed to two connected study subjects: the Labor Market and the graduates filling positions in it.

4.1 THE UNIVERSE

This research explored the labor market of the English Teaching Major graduates from the Foreign Language Department of the School of Arts and Science from the University of El Salvador period 2000-2005. This inquiry had as universe the entire group of graduates belonging to that period, having a list of 152 English Teaching Major graduates (information provided by the Academic Administration from the School of Arts and Sciences); at the same time, the same number of graduates as the sample frame of this research.

Besides the graduates, this inquiry held place in the different institutions and companies in the Metropolitan area of San Salvador and Santa Tecla where graduates were going to be found. **Table 1** shows the total number of institutions and companies that the researchers wanted to address at the beginning of the research; classified according to the type of service they offer.

Type of institution/company	Number of institutions
EDUCATIONAL	
Superior education	6
Superior non-university	2
Bilingual academies	8
Schools	14
Subtotal	31
Type of institution/company	Number of institutions
CUSTOMER SERVICE	
Governmental	4
Non-governmental (NGO's)	3
Translation services	4
Customer service	12
Subtotal	23
Total number	54

Table 1 Number of educational and customer service institutions (Universe).

It is important to clarify that from these institutions a sample of 13 educational institutions and 13 classified as customer service were taken to shrink the institution universe.

4.2 SAMPLE

Out the 152 graduates in the universe (45 men and 107 women), the final sample of the research were seventy graduates, twenty-four men and forty-six women, finding them in 26 different institutions within the 54 that were considered at first. Thirteen educational institutions such as universities, schools and language academies, and thirteen customer service institutions as for instance call centers, airlines and a restaurant. From the sample, forty-three women are filling positions in the educational field, three women in the costumer service field, twenty-two men in the educational field and two in the customer service field.

4.3 SAMPLING METHOD

It was necessary in the research to define clearly the target population. There were no strict rules to follow, and the researchers had to rely on logic and judgment. The population was defined in keeping with the objectives of the study. Sometimes, the entire population can be sufficiently small, and the researcher can include the entire population in the study. This type of research is called a census study because the data is gathered on every member of the

population. The population is usually too large for the researcher to attempt to survey all of its members. A small, but carefully chosen sample can be used to represent the population. In spite of the fact of the research universe, the convenience sampling method was selected. The Convenience sampling method is used in exploratory research, where as it is known the data is collected from the subjects of study in which the researcher is interested in getting an inexpensive approximation of the truth. As the name implies, the sample was selected because it was convenient. This non-probability method is often used during preliminary research efforts to get a gross estimate of the results, without incurring the cost or time required to select a random sample.

4.4 FIELD WORK

4.4.1 RESEARCH TEAM

The research team was composed out of two members: Gracia María Castillo López and Gustavo Adolfo Ponce Castro. The advisor’s name is M.A.E. Rodolfo Alexander Sibrián. The fieldwork lasted 1 year and four months. It started in November 2006 and ended up in June 2008.

4.5 DATA COLLECTION TECHNIQUES

4.5.1 THE SURVEY

One of the useful instruments to gather data was the questionnaire. Before the final product an average of four different designs were made and piloted. The researchers and a graphic designer, who was hired by the research team, carefully revised the final questionnaire to make sure that the content agreed with the topic of the research and had an attractive presentation.

The questionnaire consisted on 29 questions divided in 3 sections mentioned below.

A. *Personal Information.* This section was made up of nine questions that were useful to gather socio-demographic information about the subjects of study of this research such as sex, marital status, academic degree, etc.

B. *Employment Description.* This section consisted on ten questions to find out the participants' current situation in the labor market. The questions were referring to workplace, positions, activities performed in the institution, etc.

C. *Academic Studies.* This section includes ten questions concerned about the opinion the participants had about their academic studies.

(See the complete questionnaire in the appendix 1)

4.5.2 THE INTERVIEW

While collecting information about the role of English in the labor market, the researchers needed access to official assessments from Governmental, Non- Governmental and other labor groups. The other technique that was useful in the research was the interview; university professors (Heads of the Foreign

Language Departments in each university, principals and directors) were interviewed. Moreover, it was important to obtain views from general employment institutions, vocational institutes and academics where the graduates are working and want to work. For all the authorities of each institution, the researchers made use of the interview for guidelines or guides.

This interview had as guide some important questions such as

- 1) What are the positions the graduates are working in?
- 2) What are the requirements they need to fulfill for those positions?
- 3) What are the lacks or gaps these employees have and how can they overcome them? (See the complete guide for the interview in appendix 2)

4.6 DATA COLLECTION PROCEDURE.

It was vital to interview and collect information from individuals in the labor market field. The first subjects of study the research was addressed to were the graduates. An additional area where information was collected was the one where University professors (Heads of the Foreign Language departments in each university, principals and directors) were interviewed. Moreover, general employment institutions, vocational institutes and academics where the graduates are working and want to work were also interviewed.

In order to contact the subjects, a letter was addressed to the heads of the departments from the five universities where the English Teaching Major is taught. Furthermore, other letters were addressed to different institutions were

graduates from the major may work. The letters were addressed with the purpose to let the authorities know about the research project and ask them for permission to administer questionnaires in the institution if graduates were found there. Unfortunately, some institutions in the customer service field were not willing to cooperate with the research; some of them did not reply the letter, they were visited by the researchers many times and did not accept the interview, excusing themselves about their lack of time for an interview.

Some of the educational institutions authorities kindly helped and let the researchers perform the interviews; moreover, they provided a list of their personnel to compare it with the one where graduates from the research period appear. From these lists, the researchers could administer 29 questionnaires.

The rest of the subjects of study, forty graduates, were contacted by means of the researchers' personal contacts. It is important to outline that one questionnaire was sent by means of e-mail to contact a person in the United States whose husband gently provided her e-mail address.

Even when it was difficult to contact the reached number of graduates, due to they were busy, have different schedules and teach in other institutions, most of them cooperated to answer the questionnaire. However, two people who were found in the telephone book outlined they did not want to help the researchers since they said it was a waste of time for them.

In general, 75 questionnaires were administered; nevertheless, only 70 were returned. Out the 75 questionnaires administered, one graduate did not complete it nor returned it, explaining her lack of time to do it; two graduates more did not belong to the research period, and four people have not graduated yet, since they are in the graduation process.

The data collection took about one month and a half. Even though the objective was to obtain information from 152 graduates, only 70 people were surveyed. Unfortunately, the last 82 graduates could not be surveyed for different reasons. However, the 70 participants' information was enough to accomplish the research objectives.



5. DATA ANALYSIS

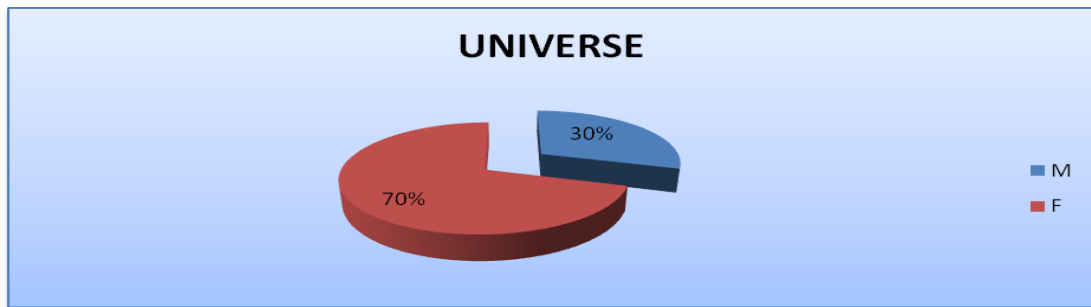
Out of the selected sample, it can be seen that through the years the English Teaching major has increased the number of students; so that, the importance of English has grown rapidly. This chapter analyses the collected data and it has been divided into three main parts: the socio-demographic information, the employment description and the academic studies.

5.1 Socio-demographic information

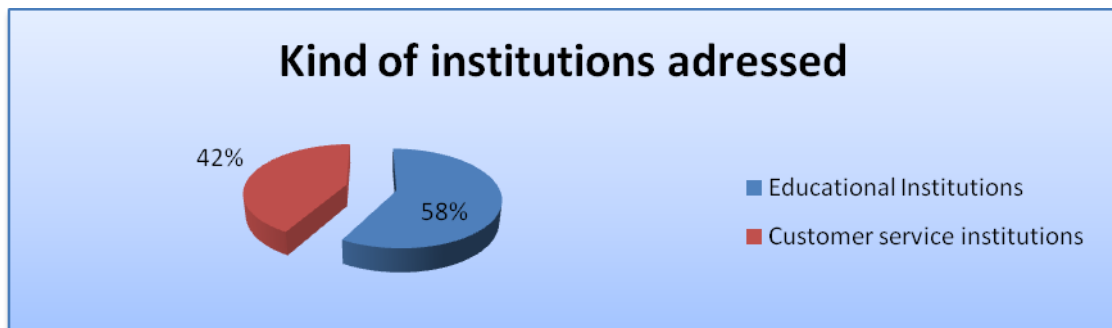
From the period 2000-2005 a number of 152 students, 45 men (30%) and 107 women (70%), have graduated from the English teaching major in the University of El Salvador. 136 graduates in El Salvador (89%) and 16 out of the country (11%). The research team was able to contact only 70 graduates in order to conduct this study. A total of 24 men (34%) and 46 women (66%) 69 in El Salvador and 1 contacted in the United States. The average age of most graduates from this period is between 25 and 35 years old (70%).

Out of the 70 graduates, there are 5 with a Master's degree (7%) and 65 bachelors (93%). They have worked for two different fields within the labor market. 66 graduates (96%) in the educational field and 4(4%) in the customer service field.

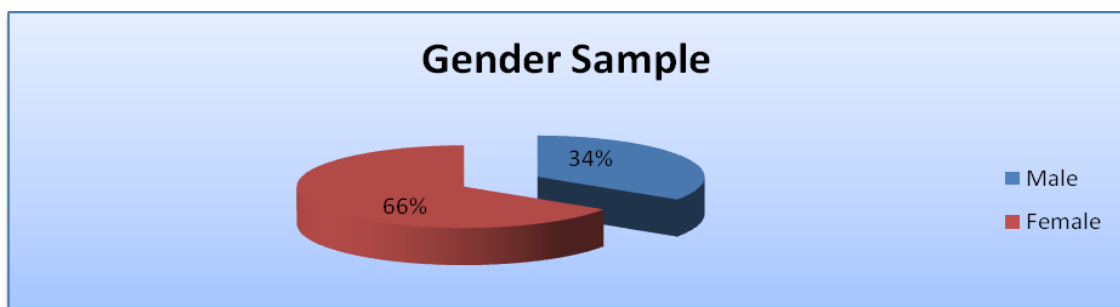
"Labor market of the English Teaching Major graduates from the Foreign Language Department of the School of Arts and Social Sciences from the University of El Salvador, period 2000-2005. "



Gender Universe - Out of the 152 graduates.



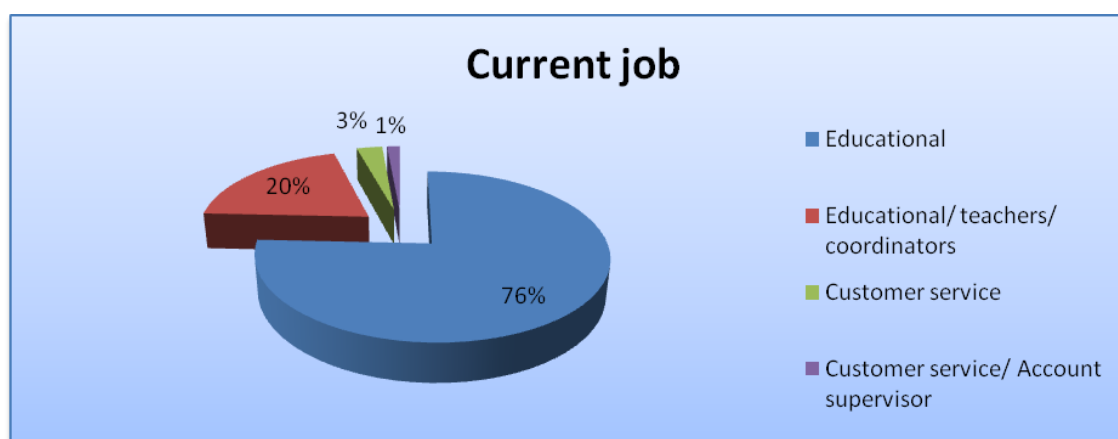
Type of institution/company Universe- Out of 54 institutions/companies.



Gender sample- Out of the 70 surveyed graduates.

5.2 Employment description.

There are 65 (93%) graduates filling positions in the educational field and 5 (7%) graduates in the customer service field. 48 earning a wage between \$400-\$800 (69%) , 14 (20%) graduates earning a salary of \$1000 or more, 7(10%) earning a salary between \$200-\$400 and 1 (1%)earning a wage of \$100 or less. There are 53 people with a full-time employment type and 17 with a part-time or an hourly-paid employment type. 44 (63%) graduates have outlined it was not difficult to find a job for them, whereas 26 (41%) have expressed it was. 47 (67%)graduates have said they started working when they were studying the major, 12(17%) people were 1-3 months unemployed , 9 (13%) were 6 months unemployed and 2 (3%) were 1 year without a job.



Current job description- Out the 70 surveyed graduates.

5.3 Academic Studies.

When asking graduates if they wanted to be teachers at the beginning of their career, 35 (50%) have expressed they did want to become teachers and the other half, 35(50%) graduates, have outlined they did not. Most of them were not aware of the possibility to be a teacher. However, 62 (89%) graduates would recommend the major, since for them, it is a career with lots of opportunities, 8 (11%) would not recommend it due to they have said it is not necessary to study the major just to learn the language nor work in a call center. Others said that it is not a profitable career and besides a graduate can work only in the teaching field.

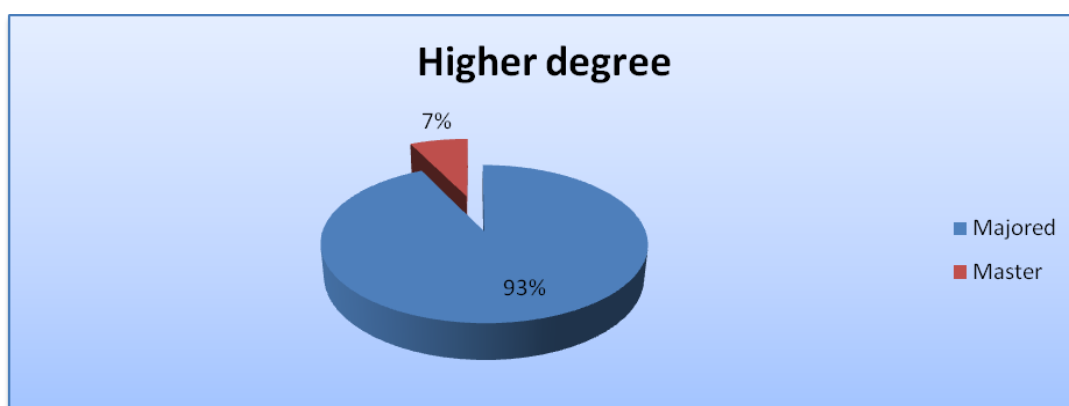
Nevertheless, 65 (96%) subjects of study were satisfied when finishing their university studies and a small number of graduates, 5 (4%) have expressed they were not. On the other hand, there are 15 (21%) graduates who have expressed they felt fully prepared to find a job in the labor market, whereas 55 (70%) have said they were somehow prepared.

Moreover, 54 (77%) people believe that nowadays having a degree is more important than having knowledge. Even so, most of them have outlined the diploma is important just because it is a job requirement.

When asking graduates if the curriculum they studied is up-dated with the labor market requirements, 41(59%) of them said it was not because the authorities have to improve or implement areas such as administration techniques, technical English vocabulary, computing, and customer service techniques. On the other hand, 29 (41%) have said it was up- dated; however

they have contradicted themselves since they said it needs to improve methods to teach children, constant training is needed and that it is good but only for the educational field. This information can be compared with the one the Chief Executive Officers provided the researchers in the interview, mentioning that the areas which should be improved in the major’s curriculum are a better level on English for the future graduates, methodology, computer knowledge, English language up-dating, and some mentioned customer service skills.

At the end most graduates concluded the major’s curriculum they studied is not up-dated with the labor requirements as it is expressed above, the curriculum needs some improvements in specific areas already mentioned; however, there is a minority of graduates who have expressed the curriculum is up-dated with the labor market needs but only in the educational field.



Higher Degree Sample - Out of the 70 surveyed graduates.



6. FINDINGS

Methodology and proficiency are the most important requirements to get into the English teaching labor market rather than having a diploma as most people may think. Through the last ten years, the Foreign Language Department from the University of El Salvador has increased its number of students. In 2008, there have been 1,589 students registered in the English Teaching major; due to the labor market is offering more job opportunities for those who have studied to become English teachers. However, the world of work is always changing, over time job titles and work settings can change.

There have been previous researches about English students while being in the early years of the major; they showed no interest in becoming an English teacher. Likewise, in this study it has been found that most students in the past were not aware of the possibility to become English teachers. They chose to study the major due to several reasons; for instance, the lack of information they had about the major, others simply wanted to learn English as a second language, some others were trying to avoid a major that included numbers in its curriculum and there were others that wanted to travel to a foreign country. Nevertheless, when they finished studying the major they ended up in the labor market as English teachers.

Nowadays, English is the second most important spoken language around the world. In the same way, English teaching graduates have become an important part of the society. Now that they have a different perspective of what they wanted at first, most of them are satisfied and would even choose the same major if they had the opportunity to start their university studies once again. They have expressed they like teaching English and besides that it is a very rewarding occupation, due to graduates can easily get a job earning enough money to support the basic needs a person might have.

It is not necessary to have a diploma in order to get a job as an English teacher in the labor market. A person who is studying their third or fourth year of the English Teaching major is able to get a job as a teacher. They get the job and are paid enough to cover their economic needs. The average English teacher from this study is earning \$600 to \$800.

Furthermore, it can be seen that nowadays having a higher degree than the major degree is not as important as before to get a well-paid job. The reason lies in the fact that 14 people from this study are earning \$1000 or more, within those 14 graduates, five have a master's degree and nine the major's degree. So that, the degree is not important even if a person wants to make more money.

There are some requirements the labor market is demanding for an English teaching graduate. The requirements the labor market demands vary depending on the field a graduate wants to fill positions in.

The Educational field is demanding an advanced level of English, the teaching accreditation, good results in the selection process, a 550 score in the TOEFL, the major's degree, and computing knowledge.

It is important to outline that having computing knowledge is not exclusive for the customer service area as some people may think. Computing knowledge is very important in the educational field, since English teachers have to be up dated with modern resources and extra material useful for their classes. Moreover, by becoming computer literate, they can make use of a word processor to write reports, research papers, make presentations, keep a digital record of their students' grades, design exams, among other assignments. Additionally, they can make use of Spell checkers and Grammar checks to improve their written documents.

On the other hand, the customer service is demanding a high-intermediate level of English, good customer service skills and computer knowledge. It has to be outlined that from this study just 7% of graduates are filling positions in a customer service company.

The authorities from the English teaching major should implement some areas in the curriculum and some others should be improved since they are important to fulfill the labor market expectations. From the Chief Executive Officers' and graduates experience, it can be mentioned a higher level of English, teaching methodology, administration techniques, computing knowledge and technical vocabulary.

For Skilbeck, 1982, a curriculum should provide learners with conceptual and methodological tools to continue their own learning. It is essential in the sense that the curriculum is intended to equip learners for a satisfying and effective participation in social and cultural life.

Many different levels and statuses of people from the educational institution, as well as the labor market needs and requirements determine what should be implemented in a curriculum. Ronald Doll, 1996, lists some principles of decision-making and process as it relates to the evaluation of curricula and projects. These principles form the criteria of the development process of a quality curriculum that includes the stages of planning development and implementation.

For Ronald Doll the basis and key considerations to be taken into account when designing a curriculum depend on validity educational reasons based on the best available evidence in a context of broadly conceived aims of education. Balance and other important curriculum considerations may be safeguarded by achieving a resolution of forces originating in the nature and development of learners, the nature of learning processes, demands of the society, requirements of the local community, and finally the nature and structure of subject matter to be learned.

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In conclusion, methodology and proficiency are the most important aspects required to get a well-paid job to afford the basic economic needs. Even though, sooner or later, people realize that if they want to be certified, they need to go through a process studying an up dated curriculum, in order to get a document that shows their capability to fill any positions in any companies for the English teaching labor market.

APPENDIXES

APPENDIX 1

THE QUESTIONNAIRE

APPENDIX 2

THE INTERVIEW

Departamento de Idiomas Extranjeros

Objetivo: Identificar el mercado laboral de los graduados en Licenciatura Idioma Inglés opción enseñanza, así como los requisitos de contratación y los beneficios que la empresa ofrece.

(Para el entrevistador)

Entrevista dirigida a:

Posición dentro de la empresa/ institución:

Empresa / institución:

Tipo de negocio, industria o servicio:

1. ¿En qué área de trabajo puede un graduado en licenciatura Idioma Inglés opción enseñanza desempeñarse en ésta empresa/ institución?
2. ¿Existe otro tipo de capacitación o entrenamiento requerido para esa posición?
¿Podría especificar cuál?
3. ¿Cuál es la experiencia requerida para esa posición?
4. ¿Hay oportunidades de ascenso en ésta posición?
5. ¿Cuáles son los beneficios que la empresa/ institución ofrece al nuevo empleado?
6. ¿Cuál es el número de graduados en licenciatura Idioma Inglés opción enseñanza y/o alumnos de dicha carrera de la UES que aun no han terminado sus estudios que actualmente están empleados en esta posición?
7. ¿Cómo y quién se encarga de reclutar a los nuevos empleados y que proceso deben seguir?
8. ¿Cuáles son los requisitos que el nuevo empleado tiene que cumplir?
9. ¿Cuáles son las áreas que usted cree deberían ser reforzadas en el proceso de formación del futuro licenciado en idiomas ingles opción enseñanza, para ser empleado en su institución/empresa?

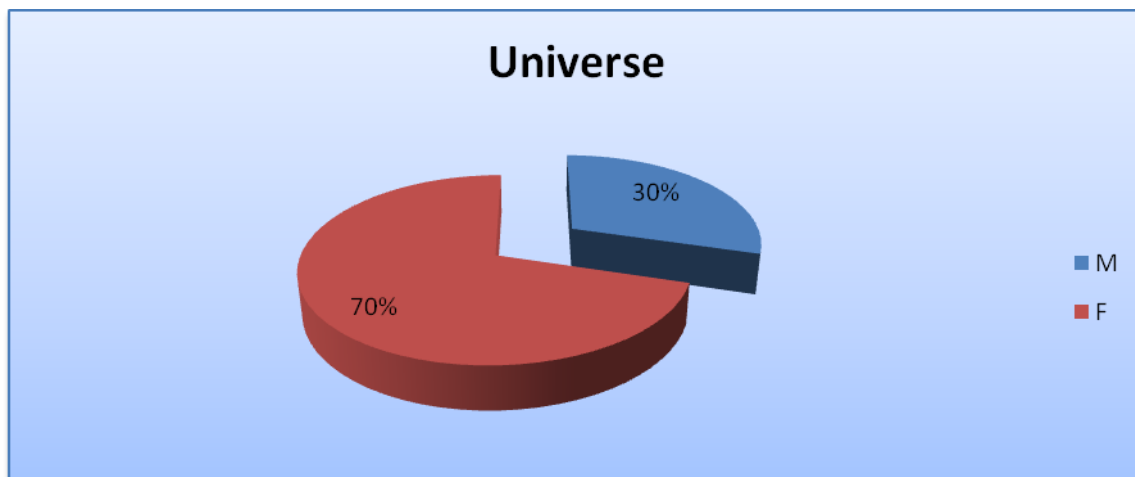
“Labor market of the English Teaching Major graduates from the Foreign Language Department of the School of Arts and Social Sciences from the University of El Salvador, period 2000-2005. ”

APPENDIX 3

GRAPHICS AND

ANALYSIS

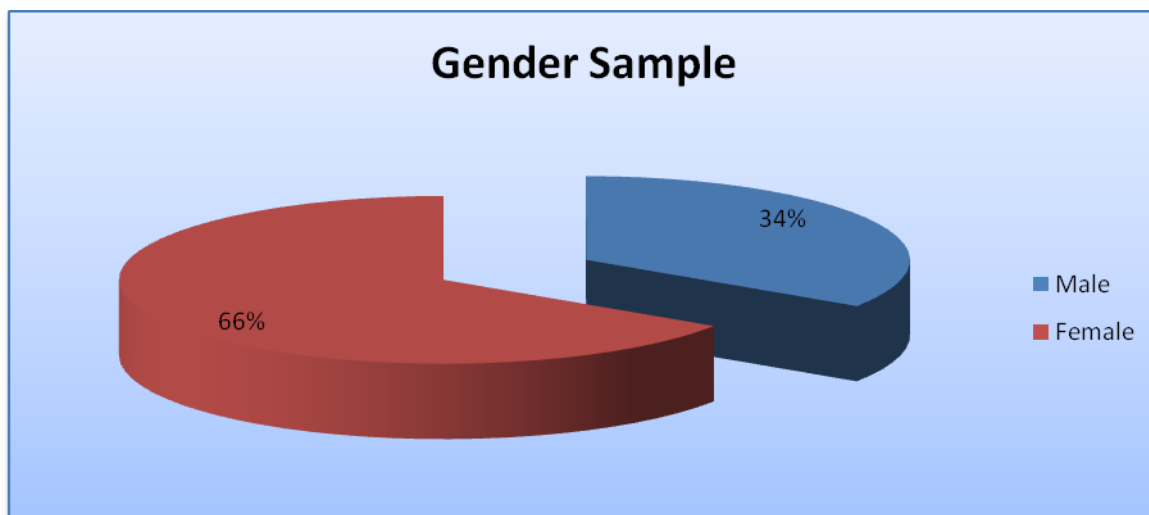
“Labor market of the English Teaching Major graduates from the Foreign Language Department of the School of Arts and Social Sciences from the University of El Salvador, period 2000-2005. ”



Annexes- Graphic 1

Objective: To identify the number of male and female graduates of the study universe.

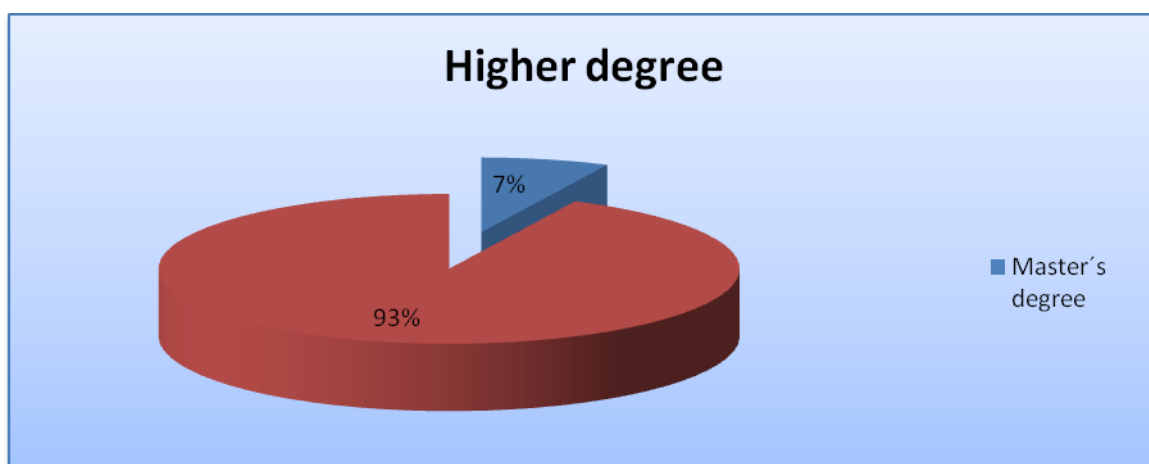
Analysis: Of a 100% of the study universe (152) the 30% (45) are male and the 70% (107) are female.



Annexes- Graphic 2

Objective: To identify the number of male and female graduates of the study sample.

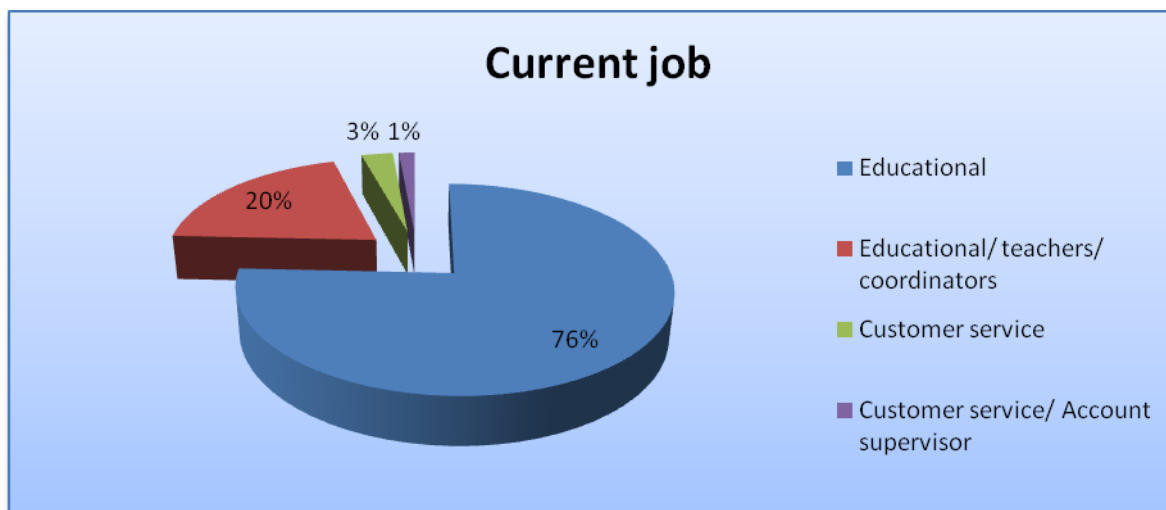
Analysis: Of a 100% of the study sample (70) the 66% (46) are female and the 34% (24) are male.



Annexes- Graphic 3

Objective: To identify the higher degree the surveyed graduates have reached.

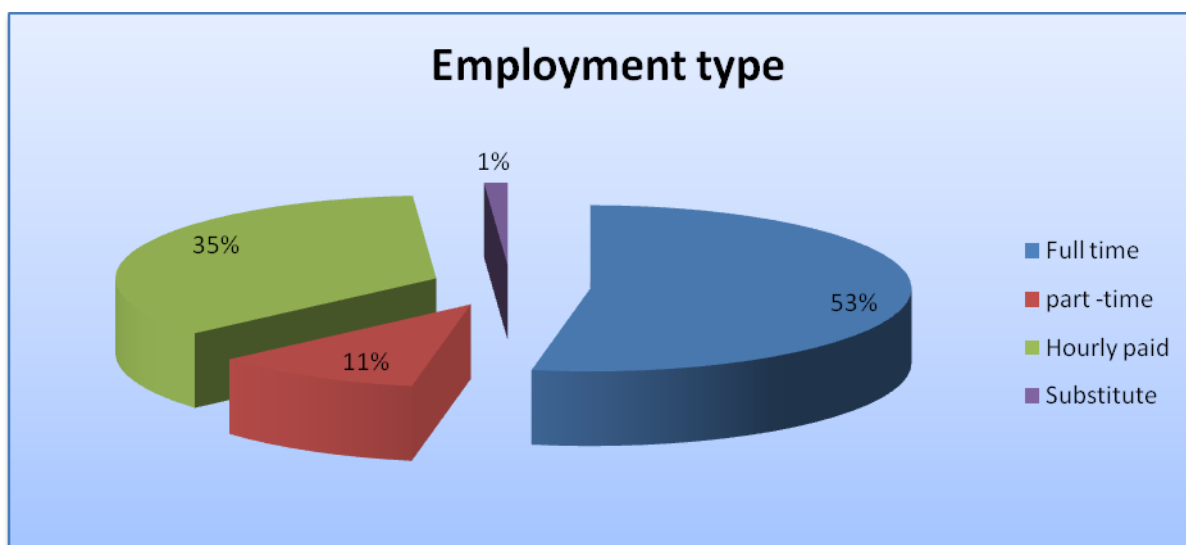
Analysis: Of a 100% of the study sample (70) the 93% (65) have gotten an English Major Degree and a small percentage, 7% (5) have gotten the Master's degree.



Annexes- Graphic 4

Objective: To determine the kind of company or institutions the graduates are developing in.

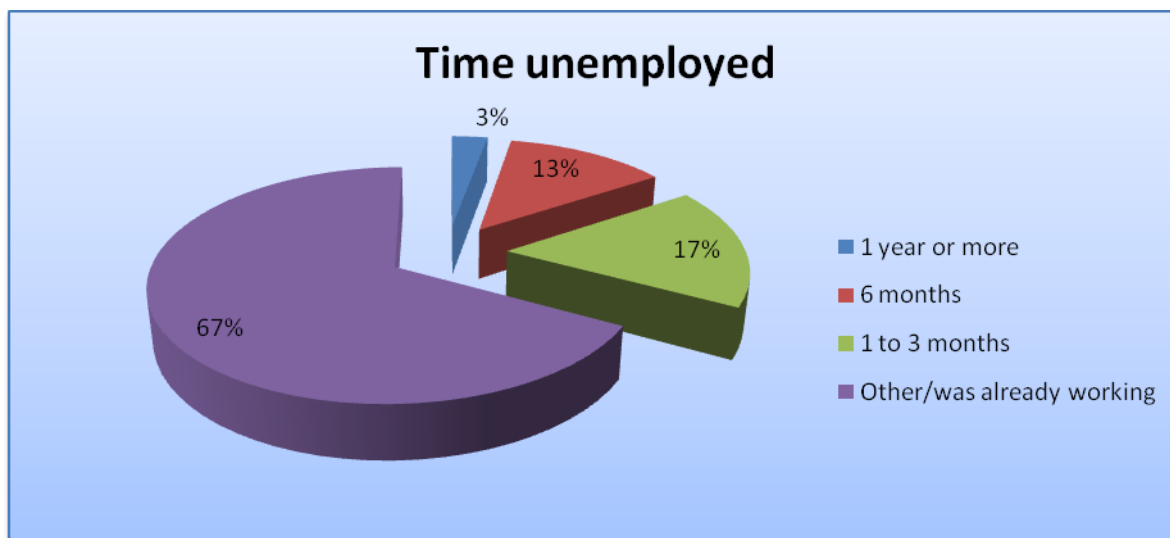
Analysis: Of a 100% of the study sample (70) the 76% (53) are working in the educational field, 20% (14) are working as coordinators within the educational field, and the 4% (3) graduates are working in the customer service field.



Annexes- Graphic 5

Objective: To identify the employment type the graduates have within the labor market.

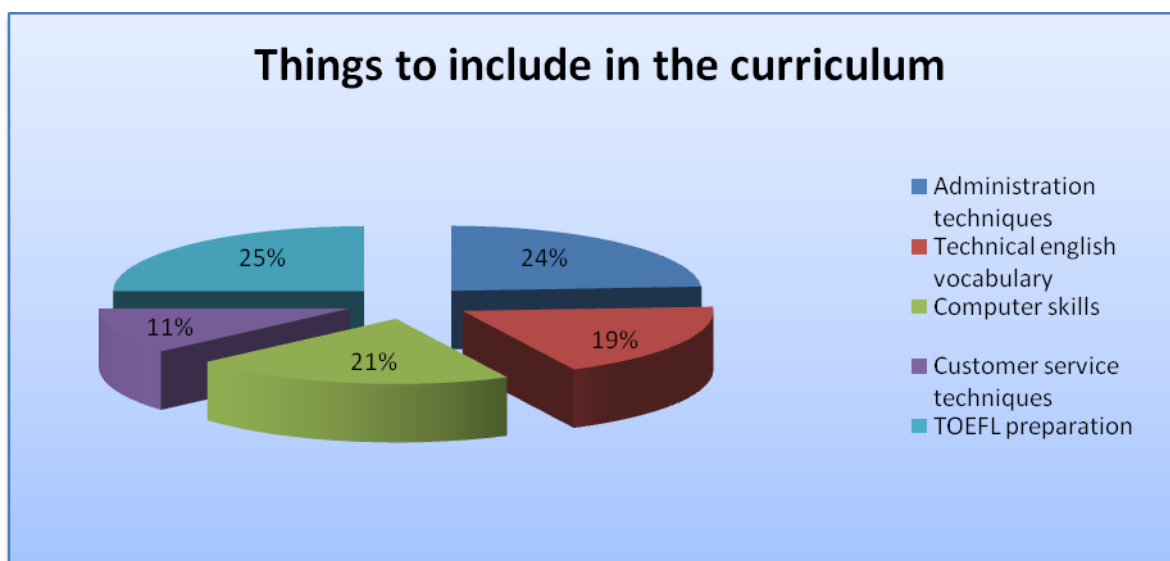
Analysis: Of a 100% of the study sample (70) the 53% (45) have a full time job, the 35% (30) have an hourly paid job, the 11 and 12% percent have a part time and substitute position.



Annexes- Graphic 6

Objective: To identify how long the graduates were unemployed before graduating.

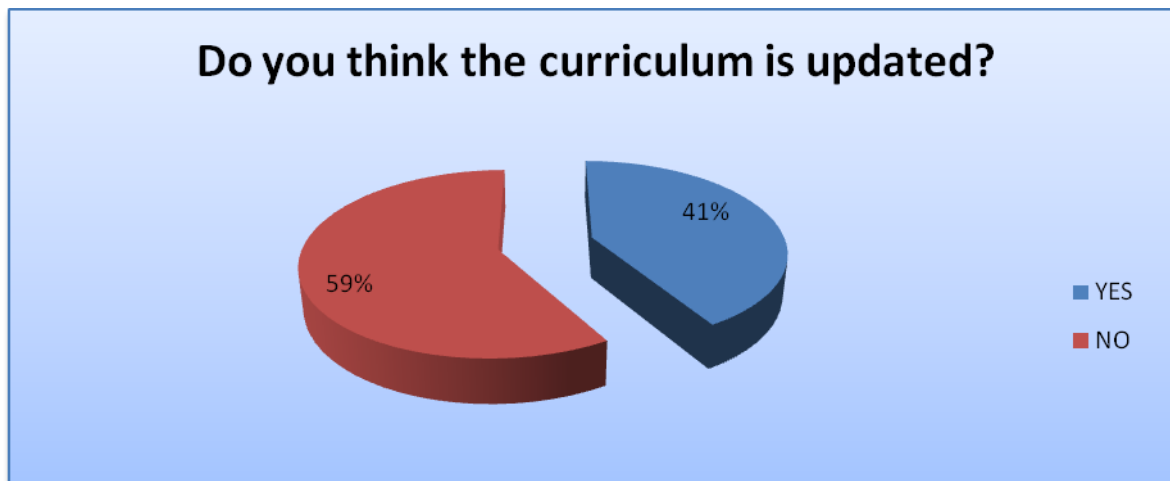
Analysis: Of a 100% of the study sample (70) the 67% (47) were already working, the 17% (12) were from 1 to 3 months unemployed, and the 13 and 3% (11) were from 6 months to a year unemployed.



Annexes- Graphic 7

Objective: To determine the subjects the graduates think should be included in the curriculum.

Analysis: Time and frequency the changes were mentioned. The 25% (48 times) think that TOEFL should be included, the 24% (46 times) administration techniques, the 21% (40 times), the 11% (36-22 times) customer service techniques and technical vocabulary.



Annexes- Graphic 8

Objective: To discover if graduates think the Foreign Language Department's curriculum is updated.

Analysis: Of a 100% of the study sample (70) the 59 % (41) think that is not updated and the 41% (29) think that it is.

APPENDIX 4

GRADUATES AND COMPANIES' LISTS



LIST OF SURVEYED GRADUATES

1	Aguilar de Mata Elia Lorena
2	Aguilar Hernández Marta Eugenia
3	Alas Peraza Fabián
4	Amaya de Beaton María Cristina
5	Arias López José Mauricio
6	Ascencio Velásquez Milton
7	Benítez Benítez Mercedes Margarita
8	Bruno Wilber Alexander
9	Bustillo Romero Guillermo
10	Candray Zelaya Douglas Lorenzo
11	Cárcamo Zaldaña Brett Napoleón
12	Carrillo Hernández Larissa Jeanette
13	Castellón Linares Rommel Alexander
14	Castillo de Machuca Mirna Elena
15	Castro Marlon Sidney
16	Cerón Ponce Karla Yesenia
17	Chávez de Garay Ana Karen
18	Chinchilla Menjívar Ana Jannette
19	Cornejo Guidos Ana Angélica
20	Crespín Escobar Sandra
21	Cuellar Samuel Ulises
22	Dávila Romero Zoila Guadalupe
23	Delgado Martínez Glenda de los Ángeles
24	Duran Hernández Sandra Carolina
25	Ferrer Clará Karla Estela
26	Gálvez Velásquez Beatriz Elena
27	González Mauricio Antonio
28	González Mina Katya Valeria
29	Hernández Mejía Wilfredo
30	Hernández Rivera Ana Elizabeth
31	Herrera Martínez Eliezer Antonio
32	Jovel Méndez Mirna Carolina
33	Landaverde Manuel Alexander
34	López de Alvarado Sonia Guadalupe
35	López de Melara María Luz

36	López Solano Luis David
37	Lovato Hernández Zoila Edith
38	Machado de Landaverde María de los Ángeles
39	Martínez Martínez Irma Isabel
40	Meléndez Rubio Bayron
41	Mendoza Escalante Ada Maribel
42	Molina Arbaiza Ana Mirna
43	Morales Amaya Cecilia Margarita
44	Morán Escobar Danelia
45	Moreno Hernández Brenda Patricia
46	Paz Martínez Mayra Aleyda
47	Peña Villalobos Gabriela
48	Peraza Edwin Nicolas
49	Pérez Hernández Mercy Carolina
50	Portillo Anaya Sandra Carolina
51	Portillo Hernández Armida Antonia
52	Ramírez Celia Iris
53	Ramos Alfaro Ana Carolina
54	Reyes Cruz Héctor Julio
55	Reyes Franklin Álvaro
56	Reyes Rojas Cecilia
57	Rivera David Olivares
58	Rodríguez Argueta Francisco Antonio
59	Rodríguez de Carranza Liliana Carolina
60	Romero Reyes Cindy Xarely
61	Rosales Linares Carmina Raquel
62	Sánchez Sandra Dalila
63	Santamaría Chicas Loren Beatriz
64	Santos Ángel Jorge Adalberto
65	Santos Guevara Vilma Lisette
66	Sosa Mestizo Claudia Yesenia
67	Vides de Guzmán Claudia Marina
68	Waldo Miguel Mena Domínguez
70	Zaldaña de Cruz Karla



COMPANIES' LIST

	EDUCATIONAL FIELD
1	Universidad de El Salvador/ CENIUES
2	Universidad José Matías Delgado
3	Universidad Tecnológica
4	Universidad Pedagógica de El Salvador
5	Universidad José Simeón Cañas
6	Universidad Evangélica de El Salvador
7	Pro-lingua Institute
8	ITCA
9	Centro Cultural Salvadoreño
10	Colegio Lamatepec
11	Colegio Santa Cecilia
12	Escuela Tazumal
13	Colegio Guadalupano

	CUSTOMER SERVICE
1	Sheraton hotel
2	Hilton Princess hotel
3	Hotel Holiday Inn / SINAGRI S.A de C.V.
4	Radisson Plaza hotel
5	Real Intercontinental hotel
6	Taca International Airlines
7	FUNSALDE
8	AEROMAN
9	Teleperformance
10	Telecom
11	SYKES
12	ATENTO
13	DELL



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