

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



**AN OVERVIEW OF SEMINAR II STUDENTS' EMPLOYABILITY SKILLS AND
THE EXPECTED DESTINATIONS TO WORK: A STUDENTS' PERSPECTIVE
FROM THE BACHELOR OF ARTS IN MODERN LANGUAGES WITH
SPECIALIZATION IN FRENCH AND ENGLISH AT THE DEPARTMENT OF
FOREIGN LANGUAGES OF THE UNIVERSITY OF EL SALVADOR, YEAR 2015.**

PRESENTED BY:

GIRÓN TORRES, AARÓN CHRISTIAN
MENJÍVAR BELTRÁN, DORA ALICIA
REYES MÉNDEZ, MANUEL ANTONIO

GT05003
MB08014
RM08025

FINAL RESEARCH REPORT IN ORDER TO OBTAIN THE DEGREE OF BACHELOR
OF ARTS IN MODERN LANGUAGES WITH SPECIALIZATION IN FRENCH AND
ENGLISH.

MIGUEL ÁNGEL MATA CHÁVEZ, MSC.ED.
RESEARCH ADVISOR

MANUEL ALEXANDER LANDAVERDE, M.A.
COORDINATOR OF THE GRADUATION PROCESSES

APRIL 20TH / 2016

MAIN UNIVERSITY CAMPUS, SAN SALVADOR, EL SALVADOR

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

Luis Argueta Antillón, Engineer.
ACTING PRESIDENT

Not elected to the date
ACADEMIC VICE-PRESIDENT

Carlos Armando Villalta, M.A.
ADMINISTRATIVE VICE-PRESIDENT

Ana Leticia Zavaleta de Amaya, Doctor.
SECRETARY GENERAL

AUTHORITIES OF THE SCHOOL OF ARTS AND SOCIAL SCIENCES

José Vicente Cuchillas Melara, B.A.
DEAN

Edgar Nicolás Ayala, Mti.
VICE-DEAN

Rafael Ochoa Gómez, Mtro.
SECRETARY

AUTHORITIES OF THE DEPARTMENT OF FOREIGN LANGUAGES

José Ricardo Gamero Ortiz, M.A.
HEAD OF THE DEPARTMENT

Manuel Alexander Landaverde, M.A.
COORDINATOR OF GRADUATION PROCESSES

Miguel Ángel Mata Chávez, Msc. Ed.
RESEARCH ADVISOR

EVALUATING COMMITTEE

Pedro Antonio Salazar Murcia, M.A.
Miguel Ángel Carranza Campos, M.A.

Introduction.....	i
1. STATEMENT OF THE PROBLEM	2
1.1. Historical framework	2
1.2. Description of the problem	4
1.3. Objectives	8
1.3.1. General Objective	8
1.3.2. Specific objectives	8
1.4. Research questions	9
1.5. Justification	10
1.6. Delimitation of the problem	11
2. THEORETICAL FRAMEWORK	13
2.1. Definition of Employability Skills	13
2.2. The distinction between Hard and Soft skills.....	16
2.3. Valuable employability skills for employers.....	18
2.4. Employability skills and Modern Foreign Languages.....	23
2.5. The Offshore Business Service Industry in El Salvador.....	24
2.6. New practices for Modern Languages Degrees.....	30
2.7. The major in Modern Languages at UES.....	33
3. TYPE OF STUDY	34
4. RESEARCH DESIGN	35

5. POPULATION AND SAMPLE	36
5.1. Population	36
5.2. Sample	36
6. DATA GATHERING PROCESS	37
6.1. Research instrument.....	37
6.2. Data gathering plan.....	39
7. DATA ANALYSIS	40
8. FINDINGS	79
8.1. Answers to the research questions.....	79
8.2. Most outstanding findings.....	82
9. CONCLUSIONS	85
10. RECOMMENDATIONS.....	87
11. REFERENCES.....	ii
ANNEXES	v

INTRODUCTION

This research paper provides the information of the procedure followed and findings of a research study of Modern Languages students' perceptions of the employability skills developed in their major and the expected destinations to perform those skills.

This paper first presents all the parts that compose the Statement of the problem like: the Description of the problem, the General and Specific Objectives that this research intends to reach, the Research Questions, the Delimitation of the problem, and the Justification that refers to the explanation of the purpose of the study, then the report highlights key definitions and information in the Theoretical Framework, concerning the employability skills with particular reference to understand the core of this topic and goes on to present information about the Offshore Business Service Industry in El Salvador that groups the main enterprises offering employment positions for Modern Languages students, and finally, this same part contains information about the up-to-date practices in the area of foreign languages and relevant information about the major in Modern Languages at the University of El Salvador (UES).

The report also describes the Type of Study, Research design, Population and Sample and the Data Gathering Process applied to carry out this research study.

The paper concludes with the data analysis obtained after administering the questionnaire. Findings are presented in graphs that show the students' opinions and analysis of these results, this data helped to generate the findings, conclusion and help also research practitioners provide some recommendations of the ways the Foreign Language Department and other stakeholders can better work together to promote graduate employability.

1. STATEMENT OF THE PROBLEM

1.1 Historical framework

The topic *employability skills* gained special attention during the beginnings of the XXI century, in Europe. Most research studies, books, articles, and other contributions related to this topic dated from the early 2000s up to now.

Research studies evaluating employability skills are now of great importance in developed countries, United Kingdom, for example, is the country that is constantly doing researches regarding this topic. Rebecca Allan, in 2006, carried out a report on behalf of the Higher Education Academy Subject Centres for English; History, Classics and Archaeology; Languages, Linguistics and Area Studies, investigating the longer term employability of humanities graduates; Jeanine Treffers-Daller and Jeanette Sakel carried out a research in 2010 on behalf of the same institution and the University of the West of England (UWE Bristol), investigating the perspectives of students of the development of employability skills in English language and Linguistic students; Kevin Lowden and colleagues focused their investigation in the employers' perceptions of the employability skills of new graduates, this research was commissioned by the University of Glasgow, the Edge Foundation, and the SCRE Centre Research in Education, in 2011. And the last author and perhaps the most important cited in this research paper is: Professor Mantz Yorke, who has made and is still doing many contributions to the topic of employability skills, he is the most cited author in research studies regarding employability skills, including those authors mentioned earlier, he and his colleagues work for the Enhancing Student Employability Co-ordination Team (ESECT). Those authors and institutions like many others are constantly updating information concerning the employability skills.

In El Salvador this kind of investigations about the topic of employability skills are carried out by CARANA Corporation, thanks to the project called “Programa de USAID para mejorar el acceso al empleo” commissioned by United States Agency for International Development (USAID), this corporation has made contributions that reveal information about the dynamic of the salvadoran labor market and the quality of employers entering into it. Similarly; students of the University of El Salvador have made contributions to this topic, for example, in a research study developed in this higher education institution, a group of senior students of the Foreign Languages Department, in 2009, found out that students of this major are interested in an evaluation of the Curriculum of the major. According to them, the curriculum should be oriented to tourism. They also provided information related to the labor market and the skills developed in the major of Modern Languages.

In a more recent research study at UES, students presented, in January 2015, a final research report in which they pretended to determine if students of the fifth year, registered in 2014 in the Bachelor of Arts in Modern Languages Specialty in French and English of the Foreign Languages Department of the University of El Salvador, are ready for the labor insertion on the current labor market of El Salvador. This report also included information about the most important employability skills to be developed that contribute to the final profile of graduate students and make easy the insertion to the job market.

1.2 Description of the problem

The major in Modern Languages at the University of El Salvador describes that their main aim is to train professionals in two languages, specifically English and French, combining them with a university-elective area in Language Teaching or in Public Relations according to the choice of the student, the graduate final profile clearly specifies the hard employability skills to be developed within the five years that the major lasts, however, that final profile does not specify the soft employability skills to be developed which are also equally important in the world of work.

The name of the major in Modern Languages at UES establishes that English and French are the specializations students should get after graduation, which in the more recent changes in the field of Modern Languages is called a Joint Honours Programme (specialization in linguistic aspects of two modern foreign languages), this degree at UES should perfectly fit in this category but the compulsory courses must be combined with an elective area comprised of five content related courses, in Public Relations or Language Teaching. Although, most students choose Public Relations, they often end up taking issue with this elective area, complaining that those courses will not help them at all in their workplaces.

In a research study carried out in 2014 about the student's perception of the labor market for students of the major in Modern Languages at UES, participants were asked to write the name of the subjects they consider as not useful within the study plan and that are not relevant to look for a job; as a consequence, the 70.59% of participants wrote the name of more than 3 subjects, the answers included in most cases the five elective subjects of Public Relations, Frances y el Comercio, Francés y el Turismo, Francés y la Traducción, Literatura (in both languages). For those who selected language teaching the problems resides in the

fact that it lacks courses that train students to become more competent language teachers like *Práctica Docente I*, and *II*, which are included in the major in English Language option teaching, and the lack of the *Escalafón* required in most public and private institutions to work as an English teacher.

Besides that, within the study plan there are subjects in French that could be also considered as specializations or at least as elective areas, instead of just as one single course; therefore, the study plan requires more content related courses to help students gain expertise in one single of those areas. Example of those subjects areas are, in fact, those lectures mentioned before: *Francés y el Comercio*, *Francés y el Turismo*, *Francés y la Traducción*, *Literatura* (also in English), *introducción a la civilización francesa* (a French History class in other words).

Nowadays research studies like this one are important in order to evaluate university students' perceptions with regard to the topic of hard and soft essential employability skills, needed in most workplaces, and also to evaluate their self-perceived level of competence in performing each of the employability skills, not only because the information provided will help to determine if the degree is developing the profile and the competences they offer students to develop throughout the five years, but also to determine how good they will be in their workplaces as graduates and how positive will be the impact they will cause in the society and in the economy of their country.

However, higher education students and stakeholders often do not realize the importance of possessing strong hard and soft skills essentially required by employers, soft skills are more commonly neglected by both parts and they assume that mastery of skills

within their discipline is enough to get that post-graduation position (Robinson & Garton, 2007).

According to the Partnership for 21st Century Skills (2006) and American Management Association's (AMA) 2010 survey, many employers believe that higher education is failing in its role to adequately develop needed skills in students. This lack of preparation may be the result of three factors including a lack of special courses or objectives that make explicit the training of soft employability skills, college and university lecturers often lack the ability to transfer the skills needed in the world of work and a lack of updated curriculums, course contents and study plans. This is, perhaps, the case of the major in Modern Languages: specialty in French and English at the University of El Salvador.

In El Salvador, the Major in Modern Languages: specialty in French and English was introduced into the academic offer of the University of El Salvador on February 28th 2002 in accordance with the Higher Education Agreement number 91-99-2003 with the purpose of expanding the academic offer at the School of Arts and Sciences in the Foreign Languages Department of the University. The curriculum of the Major in Modern Languages was structured by Licda. Kenia Linares and Lic. Victorino Barahona, both of them Professors of the Arts and Sciences Department. This degree has not had any substantial change neither in the study plan, nor in the offered professional profile students might have after completing the major since it was founded.

Besides that, the study plan does not offer courses that train specific soft employability skills. And finally, according to the socio-cultural and professional source of the curriculum, a major's curriculum and study plan should be substantially based on what a specific

community needs in terms of new professionals, and thus, these new professional competences should reflect a community's laboral demands, and this represent an important point that the curriculum is neglecting, because in El Salvador the Offshore Business Industry is becoming the first labor area for students who speak a foreign language.

It is important to point out that the Offshore Business Industry does not necessarily mean working in contact centers, this industry has many other areas, but students need a special training in some specific skills required to be hired in those positions, consequently, stakeholders need to seek partnerships with the industry as a mean to identify and train future employees. The interdependent relationships between universities and companies enable both entities to sustain growth in their areas.

1.3 Objectives

1.3.1 General objective:

- To determine students' perspective on the employability skills acquired throughout the development of the Major in Modern Languages and the application of those skills into their expected destinations to work.

1.3.2 Specific objectives:

- To explore the knowledge that students have regarding the topic of employability skills.
- To determine the perceptual differences between the professional profile offered in the degree of Modern Languages at UES and the profile students get at the end of the five years of this degree.
- To find out if students end up developing soft skills during the five years of the major, although; they are not explicit in the description of the professional profile offered by the Foreign Language Department.
- To determine if students have a positive self-perceived level of competence in performing the employability skills acquired during the five years of the degree.
- To ascertain if students have considered any area of the job market for modern languages graduates in which they will possibly be looking for/applying for an initial post-graduate employment.

1.4 Research questions

General research question

1. Do perceptual differences exist between the professional profile offered in the major of Modern Languages at UES and the profile students get at the end of the five years of this major?

Specific research questions

2. Do Modern Languages students end up developing soft skills during the five years of the major, although they are not explicit in the description of the professional profile?
3. Which soft skills do fifth year students of the major in Modern Languages perceive as important for developing in this major?
4. Do Modern Languages students have a positive self-perceived level of competence in performing the employability skills acquired during the five years of the major?
5. Do Modern Languages students have considered any area of the job market for Modern Languages students in which they will possibly be looking for/applying for an initial post-graduate employment?

1.5 Justification

The last years, there has been a dramatic increase of the number of students enrolled in the major of Modern Languages: specialty in French and English. This demand, which has taken place in the context of a weak economic growth in El Salvador and in the context of progression of unemployment, has generated the necessity of knowing if students of this major are aware of the hard and soft employability skills they have developed throughout the five years their major takes, as well as knowing their expected destinations to work taking into consideration their own confidence to perform those skills.

Dunne and Rawlins (2000) asserted that a reason for graduates being ill-prepared to apply the transferable skills to their work is the fact that students often fail to realize the importance of possessing transferable skills and assume that mastery of technical skills within disciplinary content is more important to employees; as a result this research seeks to assess students' perception regarding the level of importance of ten identified employability skills and their self-perceived level of competence in performing those skills.

This study will be useful because understanding if participants learn hard and soft employability skills in the classroom and apply them to their jobs can potentially assist in further evaluation of class objectives, curriculum, course content and study plans. The results of this study can help in providing a more complete understanding of both students' needs and whether or not teacher staff is helping to meet those needs. Upon conclusion of this study, strengths, weaknesses and limitations can be more confidently determined by students, teachers and other stakeholders. The study will also contribute to set up a theoretical basis for further studies.

1.6 Delimitation of the problem

TIME

This research project started on March 2015. Having conceived the idea of investigating Seminar II students' perceptions regarding the hard and soft employability skills and their possible destinations to work after graduation, research practitioners began to work on the literature review from March to April, then they started to develop the research profile report that was finished in May and presented to the academic advisor and the coordinator of the graduation process.

After presenting the project profile research, practitioners started to accomplish all the steps to be followed in order to carry out the research study like: the statement of the problem, the theoretical framework, the type of research, the research design, then the sample was chosen, all those important steps were developed from May to July, and in August the data was collected, followed by the development of the data base and the data analysis that includes the analysis of every question of the survey. The answers of the research questions were analyzed in October and also conclusions and recommendations were developed.

Finally on November, research practitioners improved all the parts that composed the final research report of the study, then after a lot of dedication not only from the part of the research team, but also from the academic advisor of the project, this research paper was finished on December 2015.

PLACE

This research study was carried out on main campus of the University of El Salvador. The universe from which the sample was obtained was the student population from the fifth year of the major in Modern Languages Specialty in French and English, in the Foreign Languages Department of the School of Arts and Sciences of this higher education institution, officially registered in the course of Seminar II of the second semester – 2015. The places where data was collected were classroom IF1 of the Foreign Languages department building and classroom H7.

2. THEORETICAL FRAMEWORK

2.1. Definition of Employability Skills

Employability and other related concepts have been discussed for a number of years, but there has been a growing interest in higher education students' employability over the last decade. As the interest in promoting graduate employability has increased numerous studies have produced detailed breakdowns of particular skills and attributes required to promote graduate employability. According to Hillage and Pollard (1998), as cited in Kevin Lowden et al. (2011), "employability is about gaining an initial employment, maintaining it, and obtaining a new employment if required."

The CBI contributed to the discussion on employability in their report, "Time well spent: Embedding employability in work experience", (CBI 2007, cited in Lowden et al., 2011). They define employability skills as:

- Positive attitude
- Self-management
- Team working
- Business and customer awareness
- Problem solving
- Communication and literacy
- Application of numeracy and
- Application of information technology (IT)

The National Institute of Adult Continuing Education (NIACE) in 1998 (as cited in Kevin Lowden et al. 2011) argued that employability is better understood as a social construct

and stressed that to see it as only an individual issue was to miss important aspects of the concept. Therefore, NIACE believes that employability is a responsibility shared more equally between: Individuals who must be responsible for accepting the consequences of choices they make, and businesses which, in employing a workforce and serving customers, inculcate particular values and attitudes as well as shaping behaviors. (In many senses what makes “employability” is determined by employers). Employers have a particular responsibility to develop the employability of their staff – for business reasons more than altruistic ones; public bodies (schools, colleges, universities, the benefits agency, local and national government agencies) which have a duty to secure the employability of all citizens.

In the research report “How much does higher education enhance the employability of graduates?” (Mason et al., 2003, as cited in Andrews & Higson, 2008), the concept of employability centered on the development of communication, numeracy, information technology, and learning how to learn.

More recently, authors have moved towards a more complex understanding of graduate employability and proposed a number of inter-related attributes, skills and competencies that help individuals to both secure and perform well in employment. Rothwell and Arnold (2007) proposed an approach for understanding employability that was based on interrelated components which included wider contextual factors:

- The student’s academic performance and engagement in his/her studies
- The student’s confidence in his/ her skills and abilities
- The student’s ambition
- The student’s perception of the strength of the university’s brand
- The reputation the student’s university has within his/her field of study

- The status and credibility of the student's field of study
- The student's awareness of opportunities in the external labor market
- The student's perception of the state of the external labor market
- The external labor market's demand for people in the student's subject field

There are many authors that have established their own definition of employability, but most of them, as shown above, refer to specific abilities, specific skills and others do not cover the essential aspects like those covered in the definition provided by professor Mantz Yorke, who has led a number of studies that have contributed to the concept itself and to relevant literature of the employability in higher education. The concept of employability developed by Yorke in 2004 has been adopted by the UK's Enhancing Student Employability Co-ordination Team (ESECT) and for many other authors that have cited it in their Works:

“A set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.”

According to STEMNET (“Top 10 Employability Skills”): “Employability skills can be defined as the transferable skills needed by an individual to make them “employable”. Along with good technical understanding and subject knowledge, employers often outline a set of skills that they want from an employee. These skills are what they believe will equip the employee to carry out their role to the best of their ability.

Similar to the definition developed by STEMNET, The UKCES report “The Employability Challenge” (2009) has drawn on the most commonly used definitions of employability skills:

“We take employability skills to be the skills almost everyone needs to do almost any job. They are the skills that must be present to enable an individual to use the more specific knowledge and technical skills that their particular workplaces will require. They are:

- *Using numbers effectively*
- *Using language effectively*
- *Using IT effectively*
- *Self-management*
- *Thinking and solving problems*
- *Working together and communicating*
- *Understanding the business” UKCES (2009, pp10–11)*

2.2. The distinction between Hard and Soft skills

Rebecca Allan in her report *Investigating the Longer Term Employability of Humanities Graduates*, carried out on behalf of the Higher Education Academy Subject Centers for English; History, Classics and Archeology; Languages, Linguistics and Area Studies, found important to establish a distinction between hard and soft skills: “Hard skills can be defined as the knowledge or the ability to do something tangible” (2006, p.5).

Put another way by Lowden et al. (2011), hard skill is the technical and subject discipline competences of the degree. Based in Allan’s example, in the case of students of the degree in Modern Languages at UES, the hard skills employers would expect the graduates to display would be the ability to speak English and French and the technical

knowledge of the subjects such as Linguistics, French and commerce, French and tourism and others comprised in the major, if required.

“Soft skills, which are also known as core, key, generic or transferable, refer to the ability to do something which is based more on an attitude or a behavior.” (2006, p.5). In the same case of students of the major in Modern Languages at UES the soft skills employers would expect the graduates to display are communication skills, planning and organizing skills, numeracy skills, team working skills, and technology skills, to mention some”

Hard skills are related to professional knowledge, tools and techniques: those skills related to a profession. Hard skills tend to be specific, teachable, based on facts and job specifics. They are generally easy to qualify and quantify. They are cognitive or technical skills that are taught.

Talking about Modern Foreign Languages major in the University of El Salvador, there are four hard skills that students need to complete as a method of communication: listening, speaking, reading, and writing. As well as when we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called "language skills".

The good news is that because hard skills are learned, they can also be easily improved, upgraded and mastered. Most of students develop, during the major, their hard skills by attending classes every day, taking action in different courses and practicing as much as possible in order to apply in a particular workplace when they feel prepared to do it.

Hard skills may be the first thing that grabs the attention of a hiring manager when a resume is reviewed. It may be the hard skills that initiate the invitation for an interview. Once

the candidate is in the door, it will take much more than just technical skills to secure a job offer, hard skills are important and the soft skills make them shine.

Soft skills are about behavior. These skills are subjective and not easily measured. Soft skills (or the lack of) create feelings, produce reactions, build relationships, deal with conflict and solve problems. They are not tangible. Often this term is swapped with phrases such as ‘people skills’, ‘interpersonal skills’, ‘social skills’ and ‘transferable skills’ – in other words, skills that characterize how one relates to others when approaching life and work.

Soft skills are actually much more important than most people realize. In many organizations today, managers are prioritizing soft skills and placing them on a higher level than other job-related competencies. In particular, the smaller the organization, the more impact social skills have on the bottom line of the business.

As stated in ‘Introducing interpersonal skills within a specialist language major programme’ by Towell, R. (2000) Interpersonal skills programs for language undergraduates enable students to assume greater responsibility and initiative in the learning process; enable students to learn to solve problems, define goals, manage their own work, become more committed and more self-confident, to work to deadlines, take initiative and work collectively with others; to give oral presentations, produce reports, use IT, acquire and process information.

2.3. Valuable employability skills for employers

The world of work is in a state of continuing change: your career today may involve moving between a number of different job functions and employers, and those jobs and

employers are themselves likely to change and develop during the time you are employed in them.

Employers are therefore seeking graduates who are enterprising, resourceful and adaptable and who possess a range of skills which can be used in a wide variety of settings as well as in their careers; these are known as employability skills.

This does not mean that your degree is irrelevant to employers; the subject and standard of your degree may be essential or useful in helping you enter your chosen career, but it does mean that, in parallel with your studies, you should aim to develop skills that will be of help to you in your future career as such skills are sought by all kinds of employers. The skills you should be developing are the skills that reflect your own personality, interests and abilities, as these are the qualities that will influence your eventual choice of career.

According to Venetia Saunders and Katherine Zuzel (2010) one of the key reasons why many students invest in university education is to improve their employment prospects. Saunders argued that, whilst achievement of good academic qualifications is highly valued, it no longer appears sufficient to secure employment (as cited in Yorke, 2006).

A research study made by the Confederation of British Industry (2008) states that employers expect students to have developed employability skills so that they can make an immediate contribution to the workplace when recruited.

According to Geoff Mason (2006) from the perspective of employers, “employability” often seems to refer to “work-readiness”, that is, possession of skills, knowledge, attitudes and commercial understanding that will enable new graduates to make productive contributions to organizational objectives soon after commencing employment.

Mason asserted that more emphasis on individuals possessing the capability “to move self-sufficiently within the labor market to realize potential through sustainable employment” was put in an extended discussion of the employability concept (as cited in Hillage and Pollard 1998).

The skills which graduates need in order to manage their own careers and those which will enable them to continue learning throughout their working lives were highlighted in Harvey and Morey (2003).

Mason supported that a set of skills which were “relevant throughout life, not simply in employment” were identified and defined as *Communication, Numeracy, IT and Learning how to learn* at a higher level (Dearing Report 1997). She then recommended that provision of such skills should become a central aim for higher education.

Mason affirmed that these recommendations have been backed up by a number of government-funded initiatives and programs designed to encourage the development of such skills with higher education and, more generally, to enhance the employability of graduates.

In concordance with the employability skills emphasized by Dearing, Mason suggested that within higher education, the generic skills needed to enhance graduate employability are now typically seen as including also *Literacy, Problem-solving skills and Team-working skills*.

In addition, Mason claimed that the employability skills agenda is commonly defined to include “*Understanding of the world of work*” which typically refers to the knowledge about the ways in which organizations work, what their objectives are and how people in those organizations do their jobs (as cited in Coopers and Lybrand, 1998).

Ken Barmes from the University of California in his article *Skills Most Sought by Employers* demonstrated that the skills that employers have identified that will help anyone throughout their career are listed below:

- *Communication skill*
- *Analytical/research skill*
- *Computer/technical skill(IT)*
- *Adaptability skill*
- *Interpersonal skill*
- *Leadership/management skill*
- *Planning/organizing*
- *Problem solving*
- *Teamwork*

They affirmed that these skills can help anyone advance through any industry or profession as they have already been integrated in many organizations offering different positions to work in (2015).

Lisa Bachelors from the Work Foundation on her article *Graduate Careers: The Importance of Employability Skills* concluded that the long-term shift from production to a service-driven economy has made soft skills increasingly important for people seeking their first job. Findings from the Chartered Institute of Personnel and Development (CIPD) back this up. Of more than 1,000 human resources professionals surveyed, the vast majority said that, aside from an increased need for more workers, better employability skills would be

more likely to encourage them to hire young people than financial incentives, such as those from the government.

The good news is that, while many soft skills are inherent, others can be learned. "You can train yourself just as you can in hard skills," says Soraya Pugh, head of graduate at recruitment consultancy Fresh Minds Talent. "If you are shy, for example, get involved in debating societies and other clubs at school and university. There are also courses on communication skills that can not only teach you some soft skills but help you demonstrate employers self-awareness and initiative simply by the fact you have signed up." (2012).

The organization Voices on the border on its article Unemployment in El Salvador found that in a column from Diario El Mundo, Marco Penado, from Manpower El Salvador, supported that Salvadoran workforce does not match the needs of the current labor market standards affirming that students are not graduating with the skills and experience that human resources managers are looking for.

In June 2010, the Chamber of Commerce held a job fair that hosted 8600 job applicants and 22 companies looking to fill 300 positions. According to the Chamber, the applicants did not have the formal training or English proficiency to qualify for the positions offered. "El Salvador's universities and technical institutes are going to have to adjust their curriculums and standards so that they meet the demands of the business that have the jobs, otherwise El Salvador will not be able to compete with the labor pools in other countries," said Carmen Aida Muñoz, the director of the Salvadoran Chamber of Commerce (2011).

One of the biggest challenges facing companies today is the skills gap. Employers have been complaining for years that there are far too many candidates with limited and inadequate interpersonal skills.

2.4. Employability skills and Modern Foreign Languages

According to Canning, choosing a major in Modern languages is widely seen as an option in which students seek to develop skills that make them highly employable. In the online database accompanying Gallagher-Brett (2005) "*700 reasons for studying languages*", 181 reasons include the key word employability.

These reasons have been obtained from a variety of sources including academic articles, interviews with higher education lecturers, business reports, and Modern Foreign language students themselves.

According to King and Thomas (1999), as cited in Gallagher-Brett (2009), many employers nowadays expect to recruit people who have practical skills in understanding and in speaking and writing foreign languages, and an ability in more than one foreign language is particularly valuable.

The modern workplace has increasingly developed a relational dynamic that can't be ignored. Both hard skills (technical) and soft skills (non-technical) are mandatory because each of them play different and very important roles.

Emotional Quotient/Intelligence (EQ / EI) is important, however it becomes much more desirable when it is complemented by skills such as listening, presenting ideas,

negotiation, resolving conflict and understanding how to build and maintain relationships with people.

2.5. The Offshore Business Service Industry in El Salvador

In El Salvador, employability is widely seen as a key reason to study a foreign language, mainly the English language because Salvadorans do not ignore the fact that English is perceived as the “international” language of businesses which is increasingly taking place across international boundaries. As stated by Organismo Promotor de Exportaciones e Inversiones de El Salvador (PROESA) on its website in 2015, the Government has a special interest in the growth of the Offshore Business Services industry, since it guarantees the creation of jobs that are usually better remunerated and it increases knowledge transfer as well as good practices, global standards and technology transfer. Fortunately El Salvador counts with investment advantages that make it an attractive destination for Offshoring and Outsourcing Business Services, examples include:

- El Salvador has one of the highest IT penetration rates in Latin America due to the population’s purchasing power, and competitive costs among multinational vendors
- The telecommunications market is ensuring a wide selection of Service providers and high quality of services at competitive rates
- El Salvador is on U.S. Central Standard Time, which is six hours behind Greenwich Mean Time (GMT). During daylight saving time (DST), El Salvador is on Mountain Time (MT), thus making the country’s location ideal for “daytime” data processing sent from Europe, Asia, Latin America, United States, among others.

- It is estimated that 3% of the total population speaks English (between basic and advanced levels) and annually over 700 students graduate from fully bilingual schools
- Salvadorans have a common ground for both languages, making the country, an ideal location for catering to the needs of Spanish and English speaking clients.

Most undergraduates studying the major in Modern Languages at the University of El Salvador probably do not know about the different possibilities of job opportunities offered in the labor market related to their degree. Students of the Foreign Language Department at UES believe that their job opportunities are limited to language teaching and call-centers (Menjívar, Girón & Reyes 2014), but in reality there is a considerable number of job opportunities in the industry of *Offshore Business Services*. It is important to clarify that apart from the area of Contact Centers, there are few positions available in the areas of Business Processing Services and IT Services, due to the requirement of people with specific skills, attributes, and/or other further studies that employers demand. PROESA points out that the industry has the willing to grow in number of employees, but there is a need of people who could meet the needs required by employers.

The Dirección General de Estadística y Censos (DIGESTYC) in 2009 reported that in El Salvador the people who apply to a job in the Offshore Business Services industry are under the number of positions available or they do not have the essential skills required to cover the offers. Consequently; it can be concluded that there is no balance between the supply and demand.

CARANA Corporation (2010), enterprise in charge of carrying out the report “Programa de USAID para Mejorar el Acceso al Empleo”, suggested that in order to improve

the level of expertise of the industry of Offshore Business Services, it is crucially important to know and improve the current qualifications of the workforce demanded by the industry.

According CARANA, taking into account statistical data provided by Instituto Salvadoreño del Seguro Social (ISSS), until December 2009 the enterprises of the Offshore Business Services Industry grouped together with enterprises of logistic of the economic sector of transportation, and communications, reported 32,720 employees, members of the ISSS which meant a 60% of contribution into the economic activity of the country and a 5th place of participation in the labor market of the country.

According to this study of employability carried out by CARANA (2010), in El Salvador the 38.9% of the surveyed enterprises grew in number of employees, the 31.1% remained the same and the 30% decreased the number of employees. 72.4% out of that 38.9% is attributed to the sub-sector of contact centers. The academic level required to fill those new positions corresponded to technical degrees and university degrees.

In this same report it was stated that 5,343 new employment positions were going to be offered in 2010. A total of 2,885 projected positions (54%) were attributed to The Offshore Business Services industry. “However the covering of those positions depends on the capacity to find qualified workforce, which it is a challenge.” CARANA (2010).

Over the last years the industry of Offshore Business Services in El Salvador has experienced an unprecedented growth. Up to now, “El Salvador hosts a number of internationally recognized companies such as Sykes, Teleperformance, Convergys, Citi, Telus, Digitex, The Office Gurus and Atento, among others. These companies service other international corporate clients from our country, with outstanding results in some of the

industry's key performance indicators (KPIs). Today it generates over 16,500 direct jobs and more than 11,000 work stations.” PROESA (2015). Some Services already being offered from El Salvador include, but are not limited to:

Contact centers:

- *Product sales*
- *Order taking*
- *Cross sale & Up sale*
- *Customer Relationship Management*
- *Technical support*
- *Customer service*
- *Customer Surveys*
- *Technical support for guarantees*
- *Customer retention and acquisition*
- *Incoming and outgoing call service*
- *Appointment scheduling*

Business processing services:

- *Transaction Management*
- *General Accounting*
- *Data and Order Processing*
- *Bank Reconciliations*
- *Procurement*
- *Fixed Asset Accounting*

- *Human Resources Management*
- *Inventory Accounting*
- *Financial Reporting*
- *Performance Management*

IT services:

- *Software development*
- *Help Desk*
- *Testing*
- *Business Process Management (BPM)*
- *Applications management.*

In the same publication PROESA offers an overview of the educational system and the labor availability. According to the information provided, more than 160,000 students are enrolled in advanced education programs and an average of 5,000 graduates in technical majors per year. Even though; English is the main foreign language learned in El Salvador, there are other languages which are spoken and offered in bilingual schools, higher education institutions, and languages academies like: French, German, Italian, Portuguese, among others.

The purpose to include examples of investment advantages and current job opportunities for language students is because this kind of data offers information that proofs that this industry undoubtedly has the willing to increase in number of enterprises and consequently in number of job opportunities. Positions in the area of Contact Centers are

annually increasing, just for citing an example, in 2015 the enterprise Convergys offered 1,500 new positions. Also positions in the area of IT Services and Business Processing Services are annually increasing. However; “if employers perceive that the main skill of a ML graduate is to speak a language other than [Spanish], this rationalizes an employer’s decision to employ a native speaker of the required language who also is proficient in [Spanish], and has many other evident [hard and soft] skills, for example a degree in business studies.” (Canning 2009, p. 2). In another way, for positions different to those in contact centers, not only a native-like proficiency in a language is required, but also a knowledge of other subjects or disciplines, e.g. business and management, economics, computer science, etc.

The idea of expressing a lack of qualified workforce to cover the job positions offered by the Offshore Business Service industry in El Salvador is perhaps due to the reason stated by Canning (2009), that the problem with higher education and other institutions promoting the study of language degrees is that they do not foster the range of soft skills required in the labor market for language students, and also language degrees themselves have been largely promoted as a skill, rather than as a humanities discipline from which students will graduate with humanities type soft skills such as strong communication skills, team working skills, intercultural competence, independent learning, self-motivation, IT skills, among others.

Many institutions only seek to develop the hard skill, in other words just to develop the language competences, however; language skill is unable to make itself the only skill to be required in the industry. As a consequence; employers assume that there is insufficient numbers of suitable applicants who have both languages skills and all the other soft skills necessary in any graduate student regardless their degree.

2.6. New practices for Modern Languages Degrees

Authors have voiced their concern towards the lack of up-to-date practices in modern foreign language degrees by offering some solutions to help higher institutions to get more qualified graduate students: Derham (2003, as cited in Canning) complains that it is crucially important to change the minds of those students entering university Modern Languages programs wanting only to *speak* the language. Dunne and Rawlins (2000) asserted that a reason for graduates being ill-prepared to apply the transferable skills to their work is the fact that students often fail to realize the importance of possessing transferable skills and assume that mastery of technical skills within disciplinary content is more important to employees, and Darby (1983, cited in Canning) suggested the development of integrated or combined Modern Foreign Language degrees with a wide range of other subjects or disciplines. This last idea proposed by Darby was due to the fact that in the United Kingdom and United States alike, modern foreign languages were traditionally viewed as a poor humanities discipline to be studied just for intellectual purposes with little impact in the economy of countries, and also due to the fact that at that time language skills were more required thanks to the increase of international relations and businesses.

Connell highlighted the fact that “many Modern Languages departments are not only moving away from literature and other traditional areas of study, but are also providing sub-degree level courses in languages traditionally less widely-taught and becoming more embedded with English as an additional Language teaching.” (2005). Meanwhile; Myers pointed out that “the development of integrated (rather than joint honours) undergraduate programmes in languages and business was the new trend.” (2006, qtd. In Canning 2009).

In their book “*A New Landscape for Languages*” Michael Kelly and Diana Jones (2003) points out that in the United Kingdom and in many other European Union countries, far-reaching changes have taken place over the past few years, and a new landscape for languages is emerging. Even greater changes are likely in the next coming years.

According to Kelly & Jones the main changes perceived are: first of all curriculums of the degrees in ML are changing in order to suit in the new globalized world, in which economy and diplomatic relations are playing an important role, secondly the study reports about the new increase of collaboration between education sectors, and between higher institutions offering degrees in Modern Languages inside and outside the European Union, and thirdly it defines the new practices taking place in modern languages degrees to foster and make evident the employability skills required in the workforce (2003).

In universities of the United Kingdom and many European Union countries, students are crowding into language degrees accompanying degrees in other disciplines. Students can choose to combine one or two languages with most other subjects. The most popular combinations are with Business studies, English and Law. In rank order, the ten most popular combinations, all attracting in excess of 100 students per year, are those with:

1. *Business and management*
2. *English*
3. *Law*
4. *History*
5. *Politics*
6. *Economics*
7. *Philosophy*

8. *Psychology*

9. *Computer science*

10. *Linguistics*

A wide range of other combinations is also available, but they are sought by smaller numbers of students. Artistic studies including Art History, Fine Arts, Music, Drama and Cinematics are popularly combined with both European and Asian languages, while Media Studies, Communications, Marketing and Market Research may be combined with European languages.

For example, the University of Manchester in its publication of “Modern Languages and Cultures Undergraduate Studies 2015” offers a very broad range of degree programmes in Modern Languages and Cultures – well over 100 different subjects and combinations! – Which share certain key features regardless if the degree is a Single Honours Programme (specialization in one language), a Joint Honours Programme (two MFLs), or a Joint subject Honours Programme (a MFL and a non-language subject):

- The degree programme is intended to be completed in 4 years
- A compulsory core course in year 1 that provides an introduction to the advanced study of language, culture and society
- A compulsory period of residence abroad (one year) that takes place during the 3rd year of the degree
- A rigorous training in crucial academic skills (such as critical analysis, argumentation, research and academic writing)

- An integrated training in transferable skills (including oral and written skills, team working skills, IT skills, self-management, leadership and basic numeracy) that enhance employability.

2.7. The major in Modern Languages at UES

In El Salvador, the only institution offering a degree in Modern Languages – a degree containing more than one language – is the University of El Salvador. The full name of the degree in Spanish is: Licenciatura en Lenguas Modernas: Especialidad en Francés e Inglés. The study plan of this major offers basically a linguistic formation in two languages: English and French which can be combined with one of the two smaller specialties: language teaching and public relations. The study plan of the degree is intended to be completed in 5 years and it is composed of 36 subjects which can be divided into three main branches:

- Subjects in the specialty of French language: 4 French intensive courses, and other courses in French of grammar, phonetics, tourism, commerce, French civilization, translation, among others.
- Subjects in the specialty of English language: 5 English intensive courses, 2 reading and conversation courses, and other courses in English of grammar, composition, linguistics and seminar, among others.
- Subjects of smaller specialties: students should choose between 5 courses of Language teaching subjects or 5 courses of Public relations subjects.

3. TYPE OF STUDY

Survey research was the type of study implemented in this research study. The reasons for using this type of study was the interest in knowing the opinion that students of the major in Modern Languages have. Regarding, firstly, the employability skills developed in five years that last the major, their self-perceived level of performance of those skills, their strongest and weakest employability skill, secondly, their professional profile contrasted with the competences offered by stakeholders of the Foreign Language department and other authorities directly involved in the development of the study plan of this major, and thirdly, their possible destinations to work after graduation.

In this research study the three main characteristics (describe, asking questions, and data collected from a sample) of survey research were implicated. All that information was collected from a group of people in order to describe some aspects and characteristics (in this case opinions, attitudes, and knowledge about employability skills) of the population of which that group was selected. The main way in which the information was collected was through asking questions; the answers to these questions by the members of the group constituted the data of the study. The information was collected from a sample rather than from every member of the target population.

4. RESEARCH DESIGN

This study followed a cross-sectional survey research design to explore Seminar II students' perceptions of the skills necessary for their success in the job market. Fraenkel et al. defines cross-sectional survey as follows "A cross-sectional survey collects information from a sample that has been drawn from a predetermined population. Furthermore, the information is collected at just one point in time." (2012, p.394). It was determined by the research practitioners to administer the questionnaire just once to both groups of Seminar II, in one single day of the second week of august, in the ongoing year 2015.

5. POPULATION AND SAMPLE

5.1 Population

The accessible population for this research study, was 92 students of 5th year officially enrolled in groups 03 and 04 of Seminar II of the major in Modern Languages: specialty in French and English at the Foreign Language Department of the University of El Salvador. The reasons for choosing Seminar II students is due to it is a subject to be taken by most students registered in the 5th year of the major in Modern Languages.

After using that purposive sampling method. Research practitioners applied a simple random sampling method that was used in order to obtain a sample out of the accessible population.

5.2 Sample

Participants in this study were 36 students selected from both groups of seminar II mentioned above. The procedure for selecting the 36 participants out of the accessible population was: students, from both groups of Seminar II, were asked to pick a little piece of paper from a bag, 18 pieces out of 44 had the word “survey” written on them, the rest were in blank, those that chose the piece of paper containing that word “survey” were automatically selected to be part of the sample to be surveyed, but before handed them the questionnaire in, they were asked if they wanted to complete the questionnaire or not.

6. DATA GATHERING PROCESS

6.1 Research instrument

The questionnaire used in this research study is an adapted version from an original instrument constructed by Rebecca Allan, who carried out a research in 2006 focused on investigating the longer term employability of humanities graduates. That original version consisted of six parts. In part I the participants were asked to provide demographic information, which is an introductory and essential part in any survey, the importance of this part was once highlighted by Salkind: “Demographic information provides data regarding research participants and is necessary for the determination of whether the individuals in a particular study are a representative sample of the target population for generalization purposes.” (2010).

Part II asked students questions related to the composition of their degree, this part was not taken into account on this research study since research practitioners surveyed students from one single humanities degree – the degree in Modern Languages – and research practitioner knew already the composition of that degree. Part III contained three questions regarding the extra-curricular activities students do, which can contribute to the enhancement of their own employability skills.

In part IV, which was one of the most important parts for the purpose of this research study, Allan listed 12 of the most outstanding employability skills required by most employers, and she asked students to determine according to their own perspective, which soft skills they have acquired during the time that lasted their degree. At the same time she asked students to provide information about how they consider they had developed those skills. The purpose of asking that information was to discover if students were conscious of

the way they had acquired those skills and to know if higher institution had made explicit the training of them.

It is important to mention that in the version adapted by research practitioners of this study, a list of only ten employability skills, obtained from 6 sources that listed the most important employability skills was included, including the list suggested by Allan. Those skills repeated in the majority of the lists were taken to be part of the list presented by research practitioners.

Besides that; instead of asking that part by means of open questions, a Likert scale was used, in which participants were asked to determine according their own perspective, which soft skills they had acquired during the five years of their major. The Likert scale of agreement consisted of five responses, from “strongly agree” to “strongly disagree”. In this part, it was also included a question taken from an adapted version of this same questionnaire from Allan, done by Jeanine Treffers-Daller and Jeannette Sakel in 2010, that asked students to select, out of the list suggested in the questionnaire, the soft skills they considered their institution should pay more attention to develop in students of their major.

In part V, Allan asked students about their aspirations, those questions helped her to determine students’ possible destinations to work and what they will probably be doing after graduation. And finally, in part VI, students answered questions in which they were asked to assess in general terms their degree, institution and faculty. This part was also crucially important because the responses helped Allan to determine if the degree was addressing the exit professional profile and competences that it is offered after completing the subjects and requirements that the major was composed of.

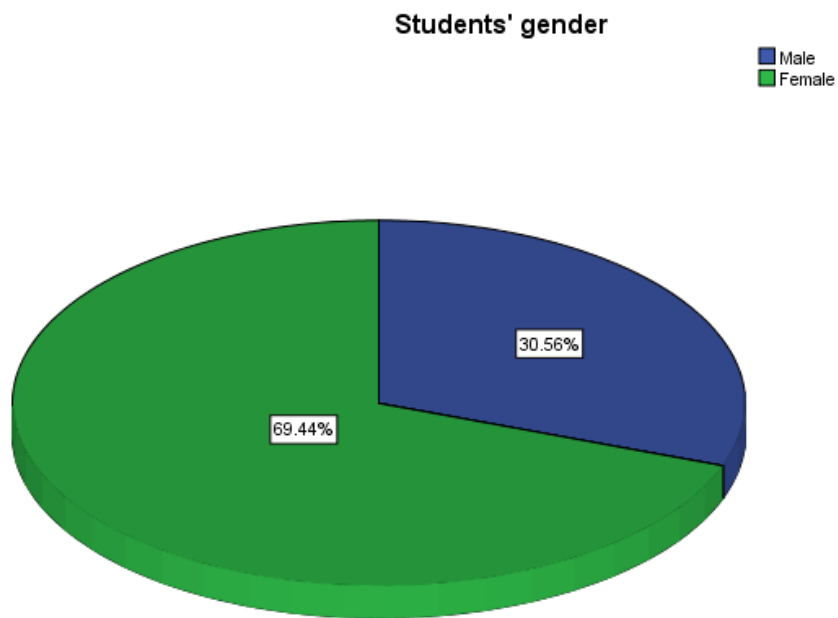
6.2 Data gathering plan

ACTIVITY	DATE	TIME	PLACE	RESPONSIBLE
To check Rebecca Allan's instrument, to adapt questions and construct the instrument.	3 rd week of July to 1 st week of August	01:00 pm to 04:00 pm (Thursdays) 09:00 am to 04:00 pm (Saturdays and Sundays)	UES Main library, the Foreign Language Department, and other places inside the campus	The three members of the group
To write the authorization letters to be sent to the two lecturers of seminar II groups	2 nd week of August	01:00 pm to 04:00 pm (Thursday) 09:00 am to 04:00 pm (Saturday)	The Foreign Language Department	The three members of the group
To get the photocopies of the questionnaire and other materials to be used the day of the survey administration	August 26 th	09:00 am to 12:00 pm	University campus, UES	Aarón Girón and Dora Alicia Menjívar
To administer the questionnaire to both groups of Seminar II to collect the data	August 27 th	10:00 am to 12:00 pm (group 1) 05:00 pm to 07:00 pm (group 2)	Classroom H7 (group 1) Classroom IF1 (group 2)	The three members of the group
To organize the data collected to be correctly analyzed and to build the database in SPSS Statics.	August 29 th	09:00 am to 04:00 pm	University campus, UES	The three members of the group

7. DATA ANALYSIS

1. Students' gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	11	30.6	30.6	30.6
Valid Female	25	69.4	69.4	100.0
Total	36	100.0	100.0	

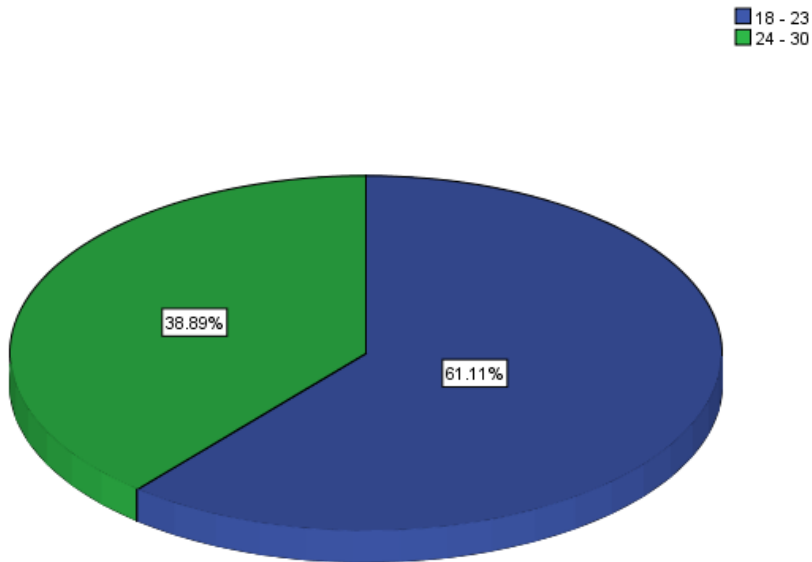


In the above chart, we can observe that the majority of questionnaires were responded by women, having a 69.44% female against a 30.56 % male of the whole sample.

2. Students' age

	Frequency	Percent	Valid Percent	Cumulative Percent
18 - 23	22	61.1	61.1	61.1
Valid 24 - 30	14	38.9	38.9	100.0
Total	36	100.0	100.0	

Students' age

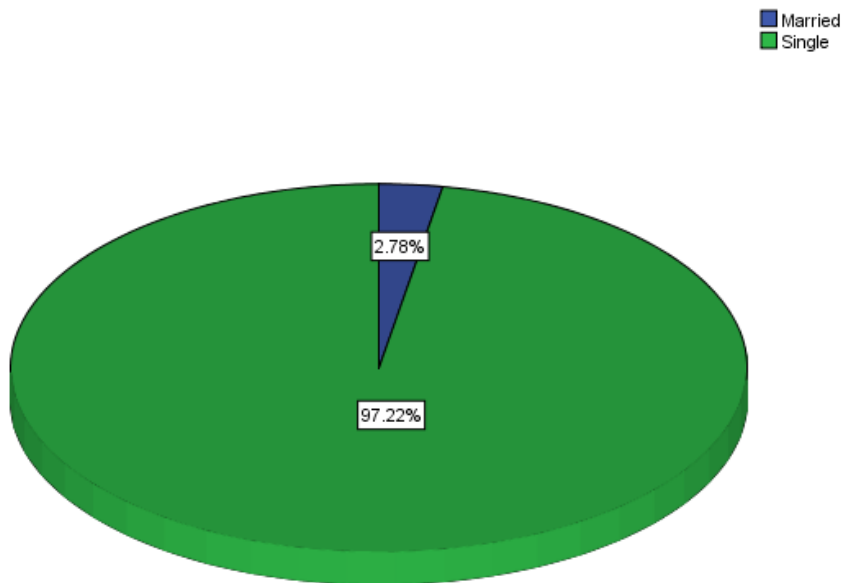


Speaking about age, we can observe that the majority of Students are under the age range of 18-23 with a 61.11%, while only the 38.89 % of Students are at the age range of 24-30.

3. Students' marital status

	Frequency	Percent	Valid Percent	Cumulative Percent
Married	1	2.8	2.8	2.8
Valid Single	35	97.2	97.2	100.0
Total	36	100.0	100.0	

Students' marital status

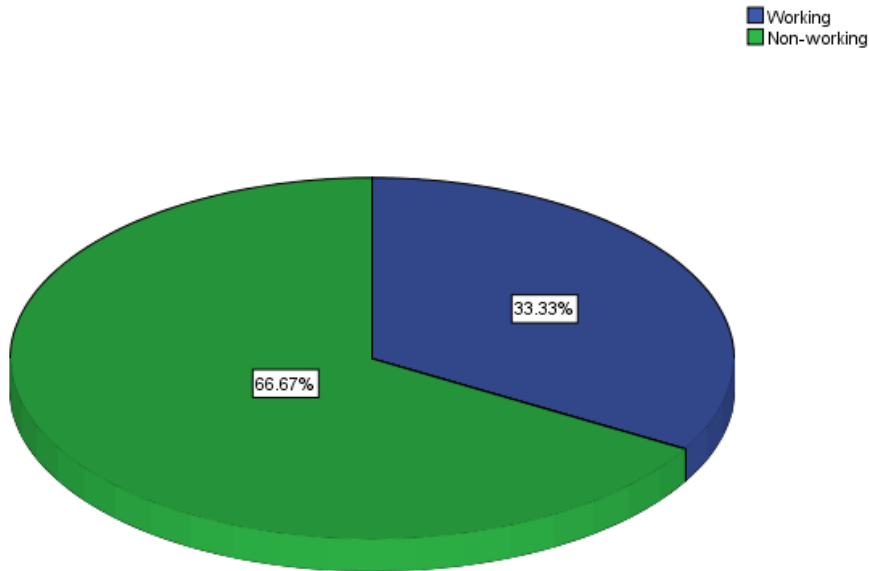


As depicted in the chart above, a significant majority of 97.22% of the students are single; whereas 2.78% are married.

4. Students' labor status

	Frequency	Percent	Valid Percent	Cumulative Percent
Working	12	33.3	33.3	33.3
Valid Non-working	24	66.7	66.7	100.0
Total	36	100.0	100.0	

Students' labor status

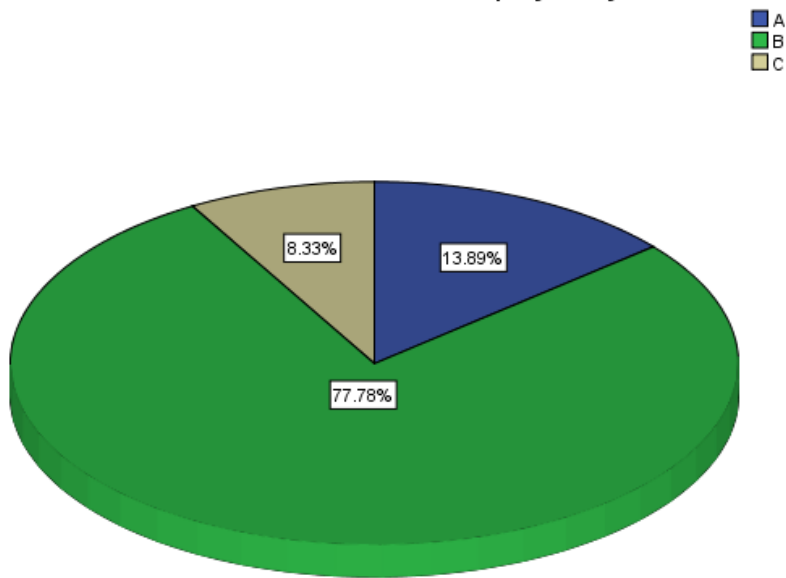


As shown in the pie chart above, we can observe that the 66.67% of students are only taking classes, meaning the non-working sample, and only the 33.33% represents the working ones.

5. Definition of employability skills

	Frequency	Percent	Valid Percent	Cumulative Percent
A	5	13.9	13.9	13.9
B	28	77.8	77.8	91.7
C	3	8.3	8.3	100.0
Total	36	100.0	100.0	

Definition of employability skills

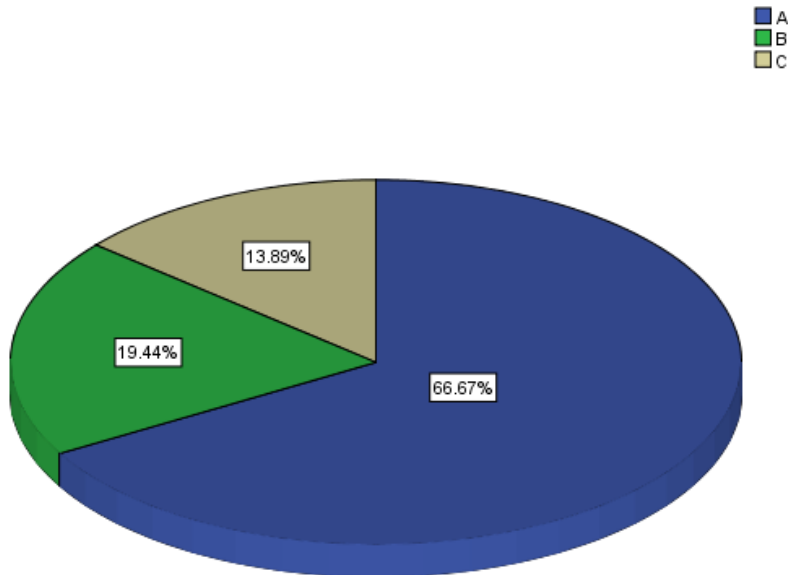


Speaking about the definition of Employability skills, 77.78% of the sample chose the option B that says that the definition of it is “A set of achievements-skills, understandings and personal attributes-that make graduates more likely to gain employment and be successful in their chosen occupations”, 13.89% selected option A which affirms that the definition of ES is to be able to speak the languages learned throughout the development of the Major in Modern Languages and only the 8.33% of them selected option C which suggests that the definition of ES is to be able to teach both languages English and French at the same time.

6. Definition of hard skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A	24	66.7	66.7	66.7
B	7	19.4	19.4	86.1
C	5	13.9	13.9	100.0
Total	36	100.0	100.0	

Definion of hard skills

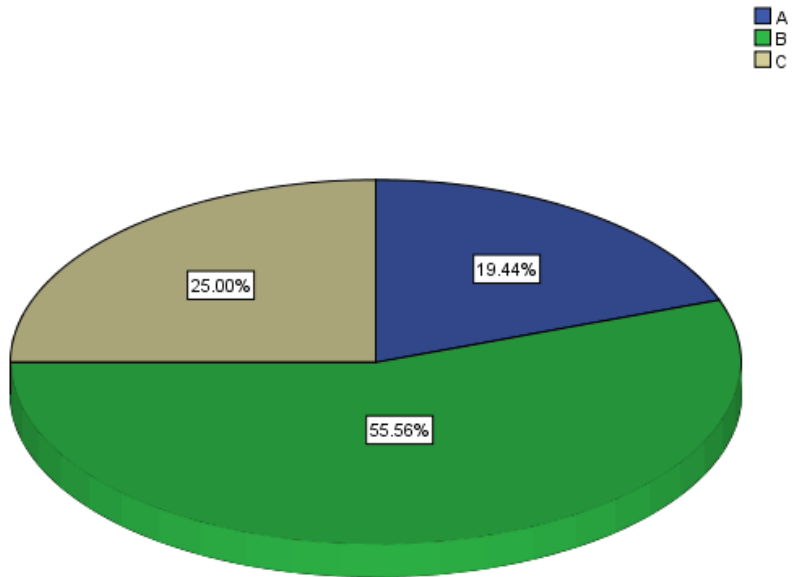


In the pie chart above, 66.67% of the sample selected option A which mentions that Hard Skills are related to professional knowledge, tools and techniques: those skills related to a profession, the 19.4% of them selected option B that says that HS are the skills that are difficult to gain on a major and 13.89% selected option C that affirms that HS are the non-technical skills that are natural on a person.

7. Definition of soft skills

	Frequency	Percent	Valid Percent	Cumulative Percent
A	7	19.4	19.4	19.4
B	20	55.6	55.6	75.0
C	9	25.0	25.0	100.0
Total	36	100.0	100.0	

Definition of soft skills

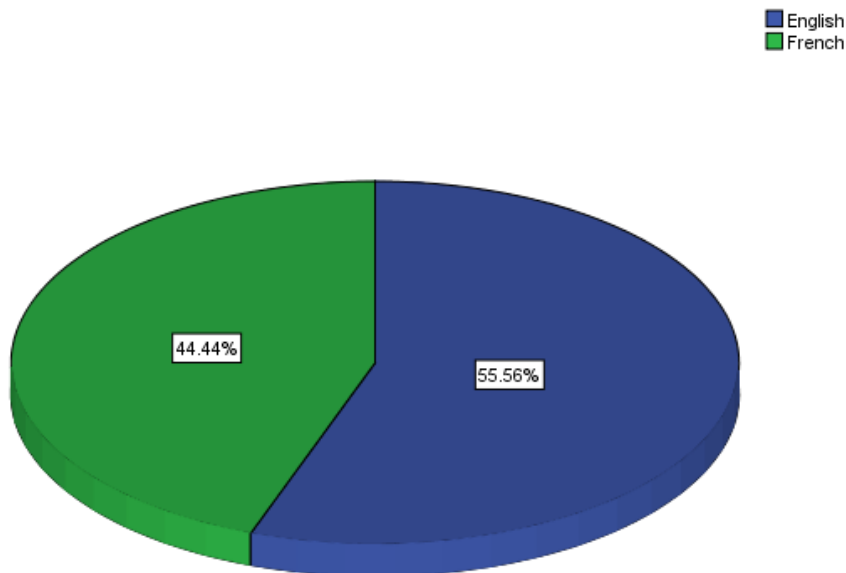


In this chart we can see that the 55.56% selected option B that affirms that Soft Skills create feelings, build relationships, deal with conflict and solve problems, 25% of them chose option C which says that SS are the technical skills gained throughout the development of the major and only 19.44% selected option A which says that SS are the skills that are easy to gain on a major.

8. Which language do you consider to have developed the most during your studies?

	Frequency	Percent	Valid Percent	Cumulative Percent
English	20	55.6	55.6	55.6
Valid French	16	44.4	44.4	100.0
Total	36	100.0	100.0	

Which language do you consider to have developed the most during your studies?



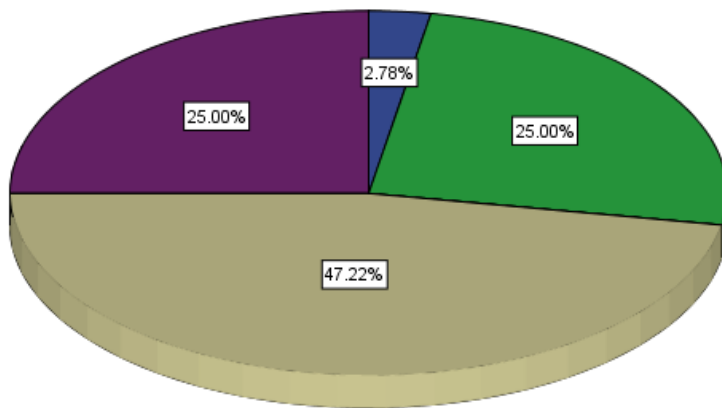
Speaking about language development, the 55.56% of the sample considered that they have developed English better than French; on the other hand 44.44% of the sample answered they had developed French more.

9. What do you consider is your current level of English?

	Frequency	Percent	Valid Percent	Cumulative Percent
A2 (Elementary)	1	2.8	2.8	2.8
B1 (Intermediate)	9	25.0	25.0	27.8
Valid B2 (upper intermediate)	17	47.2	47.2	75.0
C1 (Advanced)	9	25.0	25.0	100.0
Total	36	100.0	100.0	

What do you consider is your current level of English?

- A2 (Elementary)
- B1 (Intermediate)
- B2 (upper intermediate)
- C1 (Advanced)

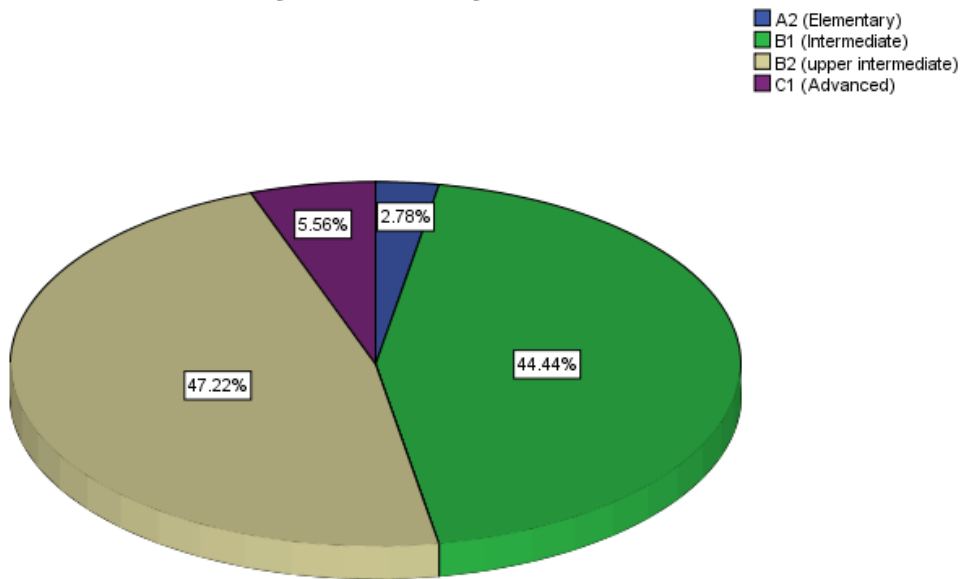


The 47.22% of the sample considered themselves to be in the B2 level of English, the 25% in the B1, the 25% of them said that they are in advanced (C1) and only the 2.78% of them said that they are currently in the elementary level (A2).

10. What do you consider is your current level of French?

	Frequency	Percent	Valid Percent	Cumulative Percent
A2 (Elementary)	1	2.8	2.8	2.8
B1 (Intermediate)	16	44.4	44.4	47.2
Valid B2 (upper intermediate)	17	47.2	47.2	94.4
C1 (Advanced)	2	5.6	5.6	100.0
Total	36	100.0	100.0	

What do you consider is your current level of French?

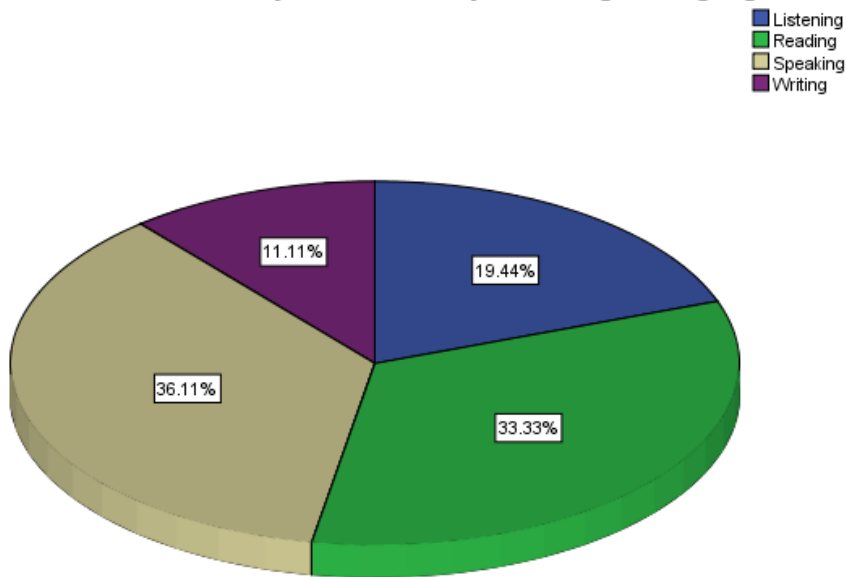


In this graph, we can notice that the 47.22% of the sample said are in the upper intermediate level of French, the 44.44% mentioned that they have reached the intermediate level, the 5.56% affirmed to be in the C1 level and only a 2.78% said that they are in the A2 level.

11. Which do you consider is your strongest language skill?

	Frequency	Percent	Valid Percent	Cumulative Percent
Listening	7	19.4	19.4	19.4
Reading	12	33.3	33.3	52.8
Valid Speaking	13	36.1	36.1	88.9
Writing	4	11.1	11.1	100.0
Total	36	100.0	100.0	

Which do you consider is your strongest language skill?

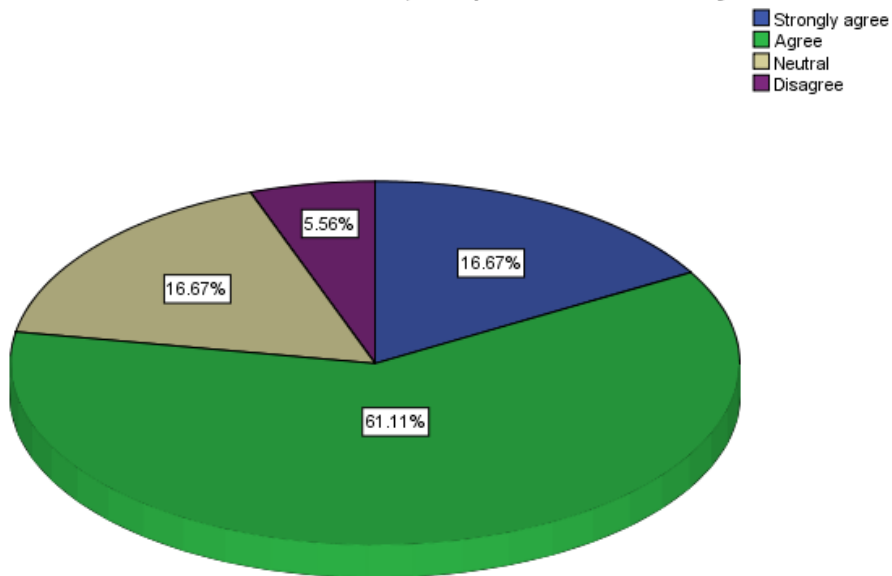


36% of the sample said that the speaking skill is their strongest one, the 33.33% affirmed that the strongest one for them is Reading, the 19% mentioned that for them it's the listening skill and only the 11.11% affirmed that writing is the skill they have developed the most.

12-1. Communication, interpersonal and literacy skill

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	6	16.7	16.7	16.7
Agree	22	61.1	61.1	77.8
Valid Neutral	6	16.7	16.7	94.4
Disagree	2	5.6	5.6	100.0
Total	36	100.0	100.0	

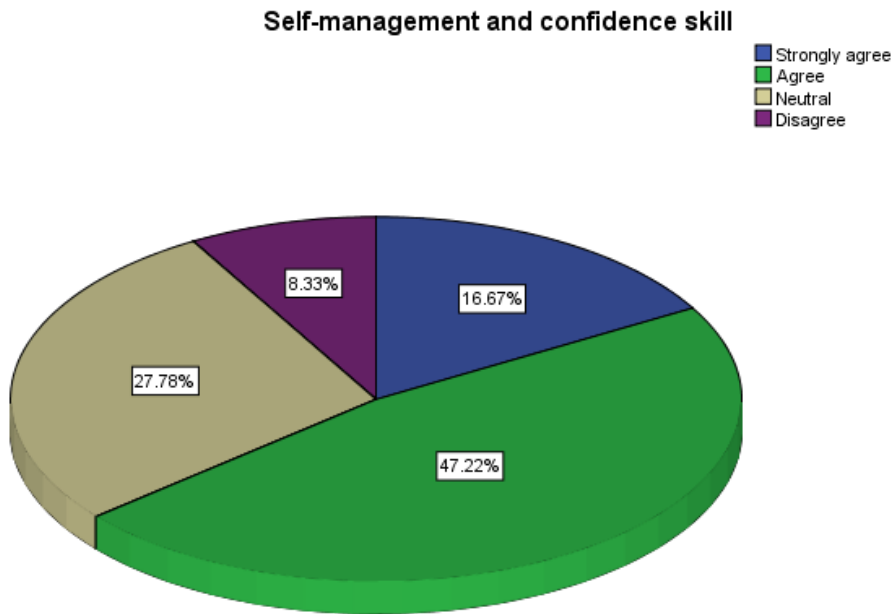
Communication, interpersonal and literacy skill



In regards to Communication, interpersonal and literacy skill, the 61.11% of the population agreed to have acquired it throughout the major, the 16.67% seemed to be neutral to it. Another 16.67% strongly agreed with it, and only the 5.56% disagreed to it.

12-2. Self-management and confidence skill

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	6	16.7	16.7	16.7
Agree	17	47.2	47.2	63.9
Valid Neutral	10	27.8	27.8	91.7
Disagree	3	8.3	8.3	100.0
Total	36	100.0	100.0	

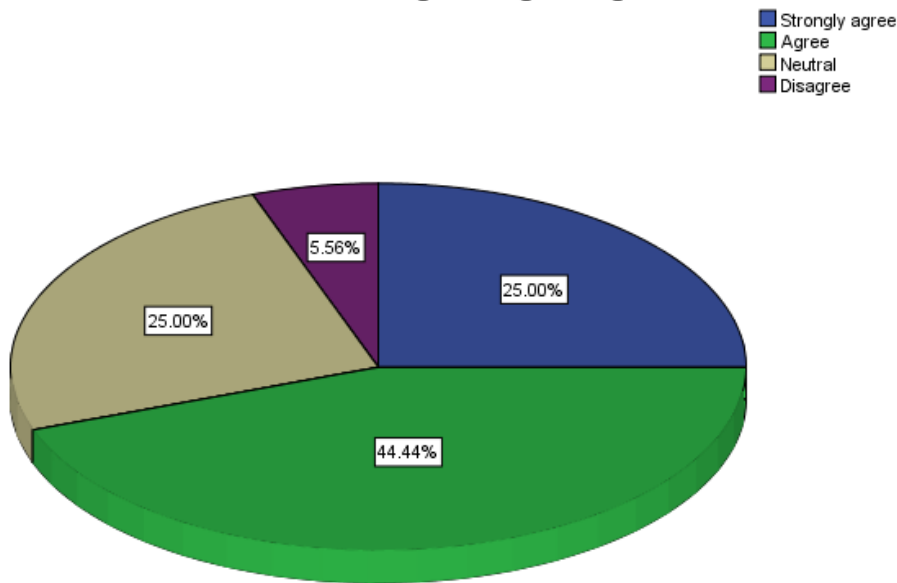


Talking about Self-management and confidence, we can observe that the 47.22% of the sample agreed to have acquired it throughout the development of the major, the 27.78% seemed to be neutral to it, the 16.67% strongly agreed and only the 8.33% disagreed to it.

12-3. Planning and organizing skill

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	9	25.0	25.0	25.0
Agree	16	44.4	44.4	69.4
Valid Neutral	9	25.0	25.0	94.4
Disagree	2	5.6	5.6	100.0
Total	36	100.0	100.0	

Planning and organizing skill

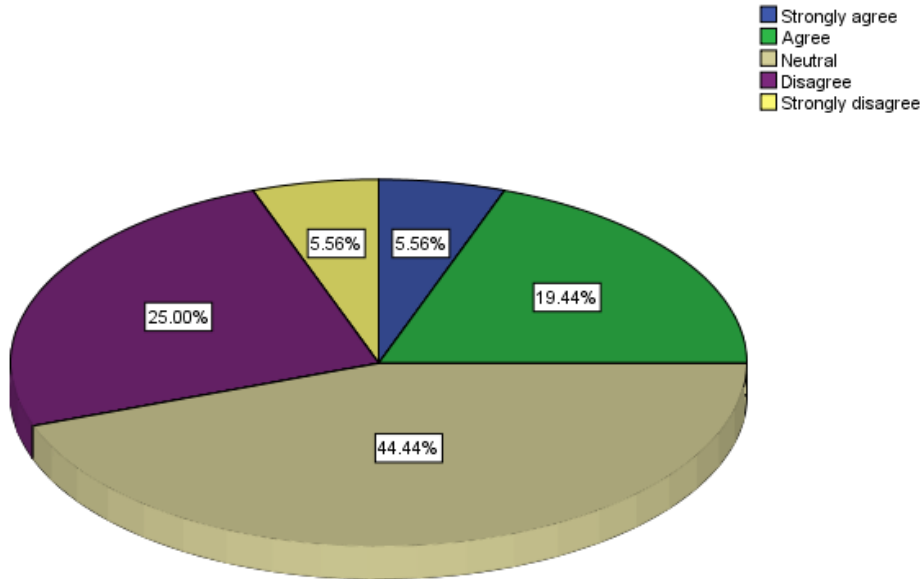


As shown in the pie chart above, the 44.44% of the sample agreed to have acquired the Planning and organizing skill, the 25% seemed to be neutral, another 25% strongly agreed and only the 5.56% disagreed with it.

12-4. Numeracy skill

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	2	5.6	5.6	5.6
Agree	7	19.4	19.4	25.0
Neutral	16	44.4	44.4	69.4
Disagree	9	25.0	25.0	94.4
Strongly disagree	2	5.6	5.6	100.0
Total	36	100.0	100.0	

Numeracy skill

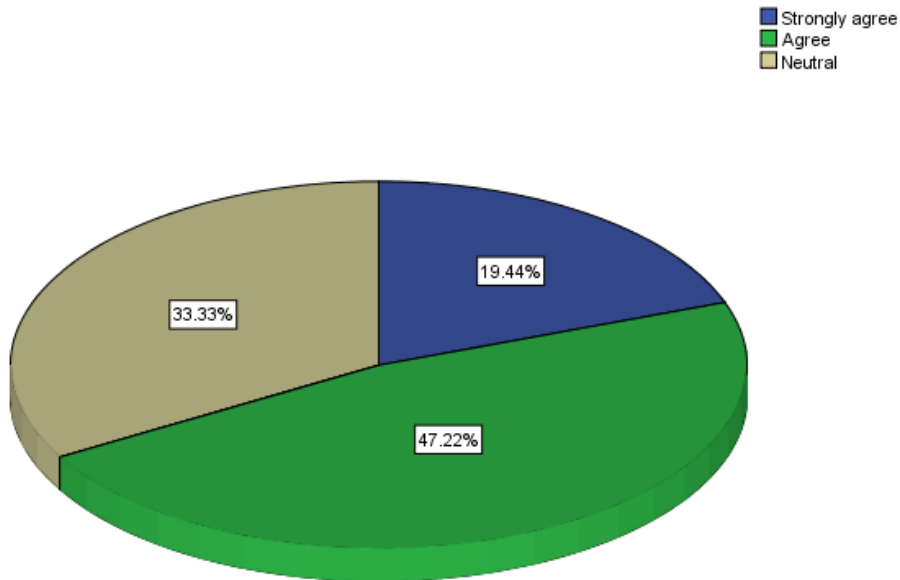


In regards to Numeracy skill, the 44.44% of the sample seemed to be neutral to have acquired it throughout the development of the major; the 25% disagreed; the 19.44% agreed; the 5.56% strongly agreed and another 5.56% strongly disagreed to it.

12-5. Problem solving skill

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	7	19.4	19.4
	Agree	17	47.2	66.7
	Neutral	12	33.3	100.0
	Total	36	100.0	100.0

Problem solving skill

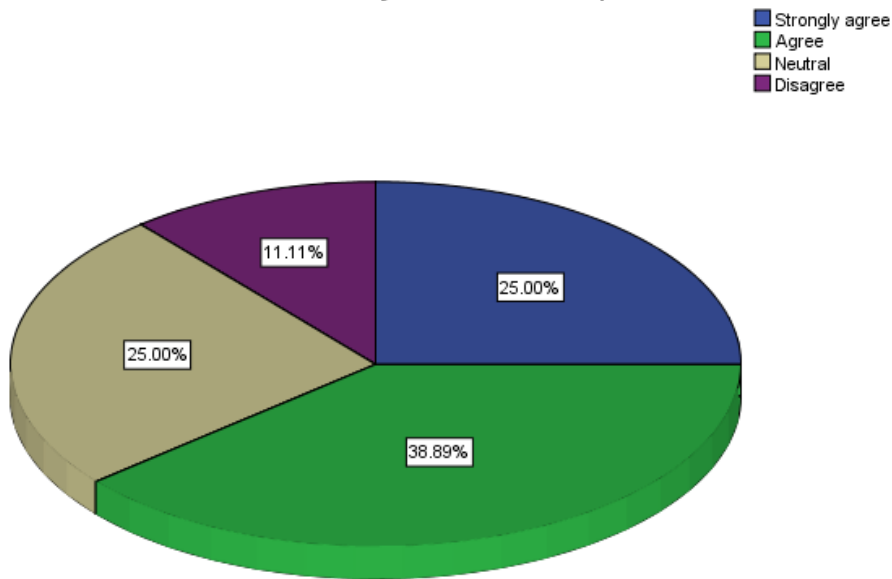


As we can observe in the image above, the 47.22% of the sample agreed to have acquired the Problem solving skill, the 33.33% seemed to be neutral and only the 19.44% of them strongly agreed to it.

12-6. Ability to learn and adapt skill

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	9	25.0	25.0	25.0
Agree	14	38.9	38.9	63.9
Valid Neutral	9	25.0	25.0	88.9
Disagree	4	11.1	11.1	100.0
Total	36	100.0	100.0	

Ability to learn and adapt skill

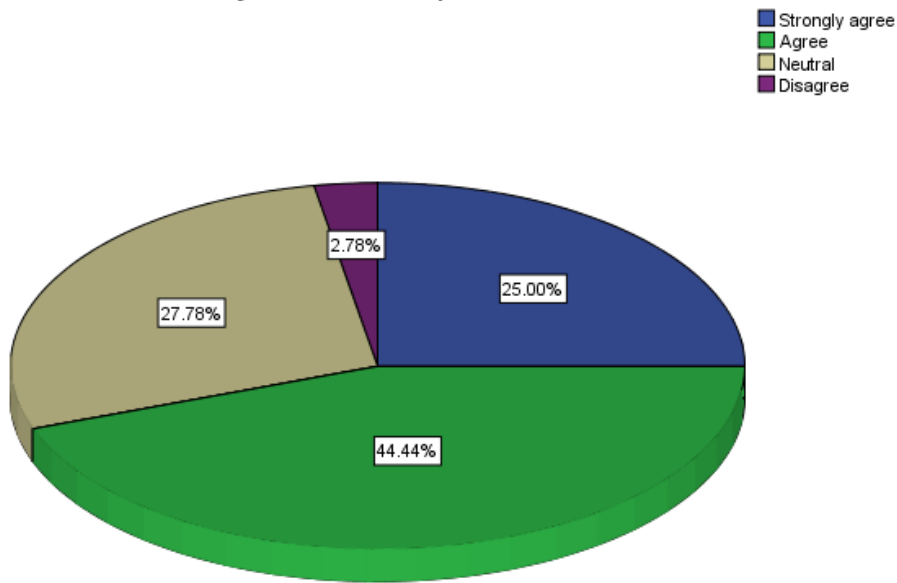


In this image, the 38.89% of the sample agreed to have acquired the Ability to learn and adapt skill; the 25% seemed to be neutral; another 25% strongly agreed and only 11.11% of them disagreed to it.

12-7. Ability to work under pressure and to meet deadlines

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	9	25.0	25.0	25.0
Agree	16	44.4	44.4	69.4
Valid Neutral	10	27.8	27.8	97.2
Disagree	1	2.8	2.8	100.0
Total	36	100.0	100.0	

Ability to work under pressure and to meet deadlines

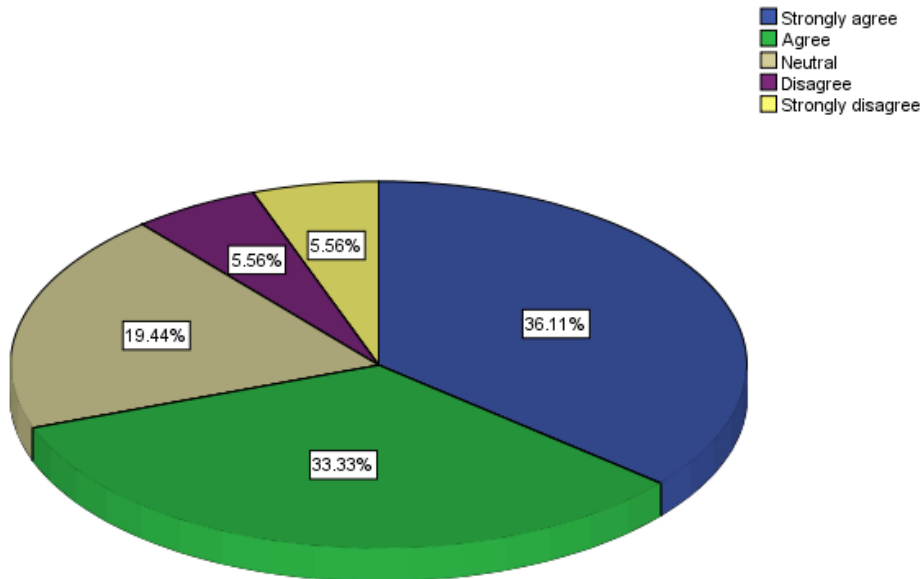


In the above graph, the 44.44% agreed to have acquired the Ability to work under pressure and to meet deadlines skill, the 27.78% seemed to be neutral to it, the 25% strongly agreed and only the 2.78% of them disagreed to it.

12-8. Team working and cooperation skill

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	13	36.1	36.1	36.1
Agree	12	33.3	33.3	69.4
Neutral	7	19.4	19.4	88.9
Disagree	2	5.6	5.6	94.4
Strongly disagree	2	5.6	5.6	100.0
Total	36	100.0	100.0	

Team working and cooperation skill

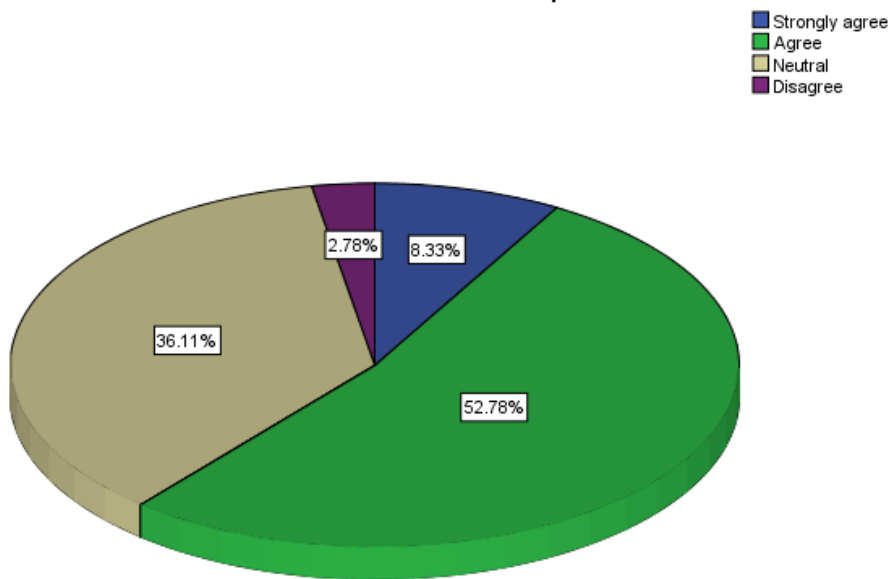


In regards to the Team working and cooperation skill, the 36.11% of the sample strongly agreed to have acquired it throughout the development of the major; the 33.33% agreed; the 19.44% seemed to be neutral, the 5.56% disagreed and another 5.56% of them strongly disagreed to it.

12-9. Initiative and enterprise skill

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	3	8.3	8.3	8.3
Agree	19	52.8	52.8	61.1
Valid Neutral	13	36.1	36.1	97.2
Disagree	1	2.8	2.8	100.0
Total	36	100.0	100.0	

Initiative and enterprise skill

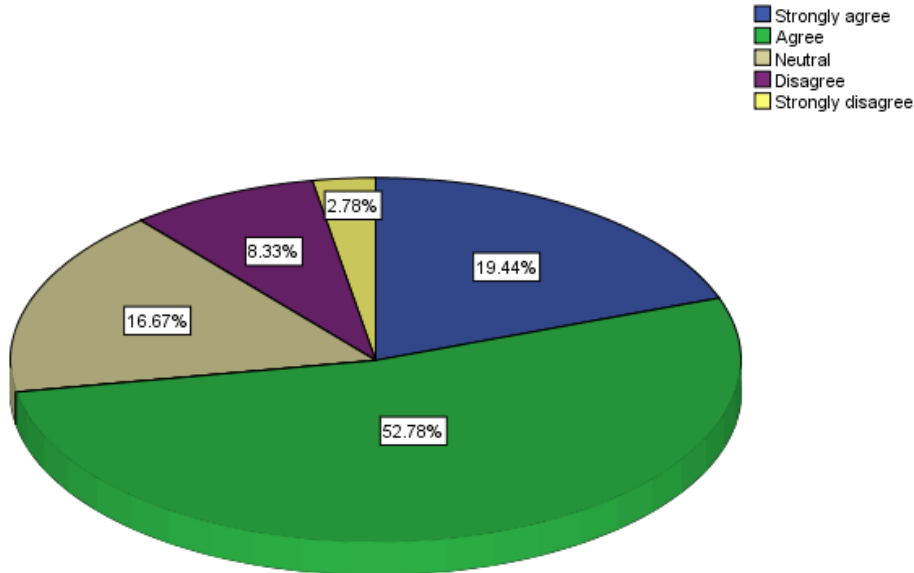


As shown in the above image, the 52.78% of the sample agreed to have acquired the Initiative and enterprise skill, the 36.11% seemed to be neutral, the 8.33% strongly agreed. Only a 2.78% of them disagreed to it.

12-10. Technology skill

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	7	19.4	19.4	19.4
Agree	19	52.8	52.8	72.2
Neutral	6	16.7	16.7	88.9
Disagree	3	8.3	8.3	97.2
Strongly disagree	1	2.8	2.8	100.0
Total	36	100.0	100.0	

Technology skill



As we can see in this image, the 52.78% of the sample agreed to have acquired the Technology skill, the 19.44% strongly agreed, the 16.67% seemed to be neutral, the 8.33 disagreed, and only a 2.78% of them strongly disagreed to it.

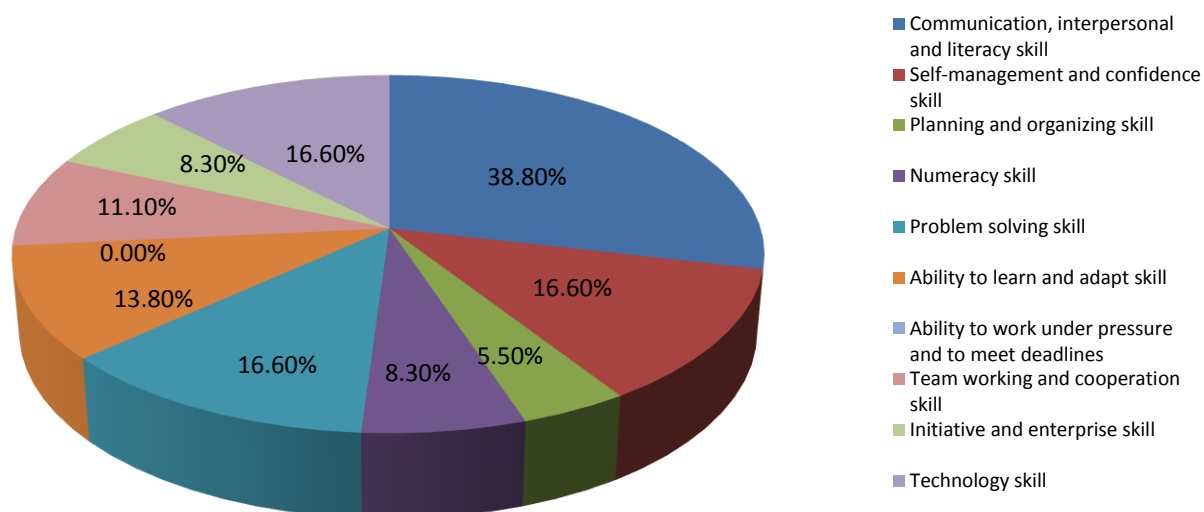
13. Which of the above soft skills do you consider the Foreign Languages Department should pay more attention to develop to students of the major in Modern Languages?

- A.Communication, interpersonal and literacy skill
- B.Self-management and confidence skill
- C.Planning and organizing skill
- D.Numeracy skill
- E.Problem solving skill
- F,Ability to learn and adapt skill

- G.Ability to work under pressure and to meet deadlines
- H.Team working and cooperation skill
- I.Initiative and enterprise skill
- J.Technology skill

	A	B	C	D	E	F	G	H	I	J
1						X				
2	X									
3						X				
4									X	
5										X
6	X									
7	X									
8				X						X
9	X									
10					X					
11	X	X			X					
12	X									
13								X		
14									X	X
15		X								
16									X	
17		X			X					
18						X				
19						X				
20	X		X					X		X
21					X					
22			X		X	X		X		
23		X								
24				X						
25	X				X					
26								X		
27	X									
28				X						X
29	X									
30		X								
31	X									
32	X									
33	X									X
34										
35		X								
36	X									
TT	14	6	2	3	6	5	0	4	3	6
%	38.8%	16.6%	5.5%	8.3%	16.6%	13.8%	0%	11.1%	8.3%	16.6%

Which of the above soft skills do you consider the Foreign Languages Department should pay more attention to develop to students of the major in Modern Languages?



As it is shown in the chart above, 38.8% of participants in this research study are interested in developing Communication, interpersonal and literacy skills. Noteworthy is that with an equal 16.6%, respondents considered that Self-management and confidence skill, Problem solving skill, and Technology skill are the most important skills the FLD should pay more attention to develop in students. 5.5% of the sample support the idea that Planning and organizing skill is the most important skill, while with an equal 8.3% of students consider that Numeracy and Initiative and enterprise skill are the most important to develop in the degree of Modern Languages. 13.8% mentioned Ability to learn and adapt as the most important and 11.1% that Team working and cooperation skill. It is important to highlight that nobody mentioned the Ability to work under pressure and to meet deadlines skill as an important skill the FLD should pay more attention to foster on students.

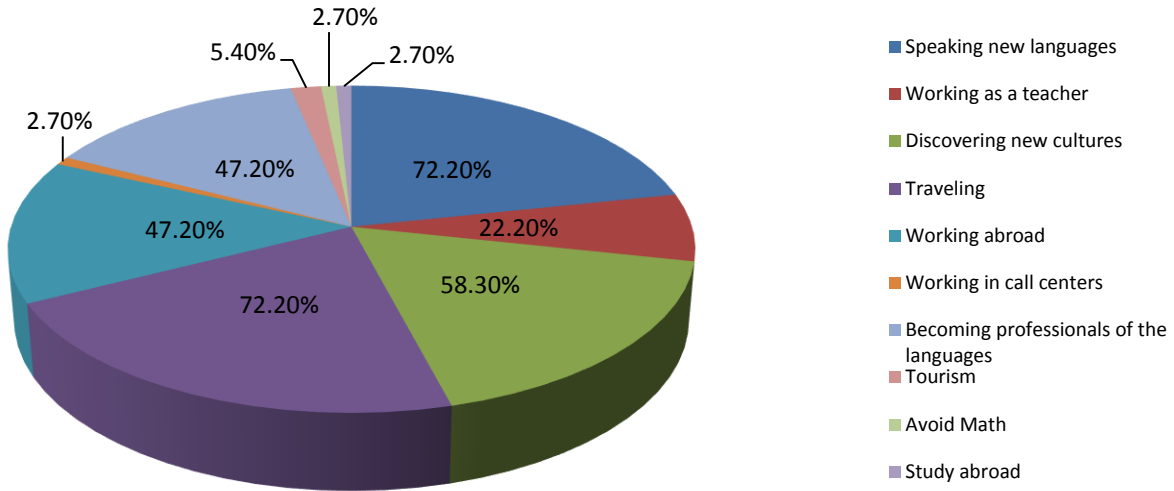
13. What was your motivation for choosing the major in Modern Languages? (mark all that apply to you and feel free to provide other options)

- A. Speaking new languages
- B. Working as a teacher
- C. Discovering new cultures
- D. Traveling

- E. Working abroad
- F. Working in call centers
- G. Becoming professionals of the languages
- H. Other/s: _____

	A	B	C	D	E	F	G	H
1	X		X	X	X			X (Tourism)
2	X	X	X	X				
3	X							
4	X	X		X			X	
5	X		X	X	X		X	
6	X		X	X			X	
7	X	X		X				
8		X		X				X (Tourism)
9	X			X	X		X	
10			X	X				
11	X		X	X	X		X	
12	X		X	X	X		X	
13	X	X						X (Avoid math)
14	X	X			X			
15							X	
16					X			
17			X	X	X		X	
18					X		X	
19	X							
20	X		X	X				
21	X		X	X	X			
22	X		X	X				
23	X			X			X	
24	X			X			X	
25			X	X	X		X	
26	X		X	X	X			
27	X		X	X	X		X	
28		X		X			X	
29	X		X	X	X			
30	X		X	X		X	X	
31	X		X					
32	X		X	X	X			
33	X		X	X				
34		X					X	
35	X		X	X	X			X (Study abroad)
36			X		X		X	
TT	26	8	21	26	17	1	17	4
%	72.2%	22.2%	58.3%	72.2%	47.2%	2.7%	47.2%	11.1%

What was your motivation for choosing the major in Modern Languages? (mark all that apply to you and feel free to provide other options)

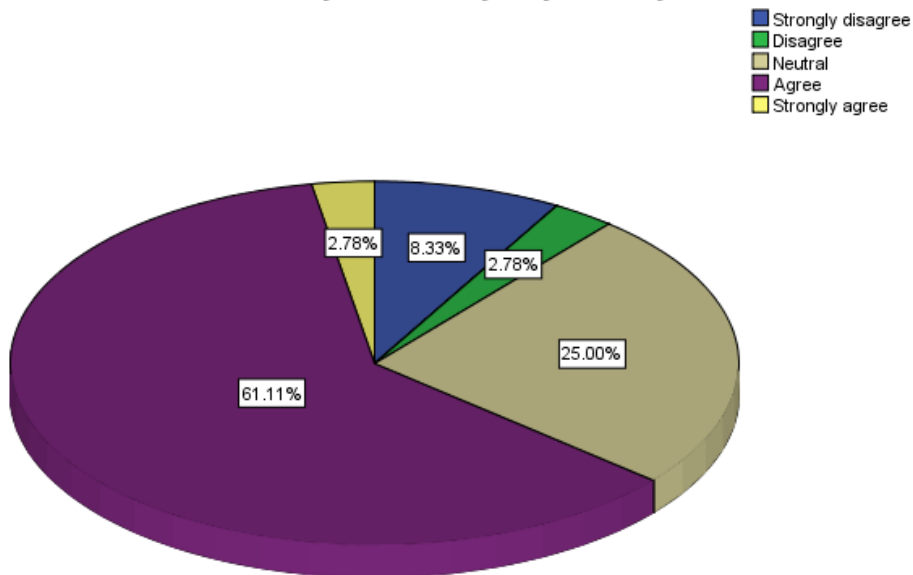


As depicted in the pie chart above it can be clearly seen that the majority of students end up studying the degree in Modern Languages motivated by the merely fact of “Speaking new languages” or “Traveling”, both option were selected by 72.2% of respondents. Then 22.2% choose to answer the option “Working as a teacher”. 58.3% students choose to study this degree because they have interest in “Discovering new cultures”. With an equal 47.2%, respondents mark the options “Working abroad” and “Becoming professionals of the languages”. The option “Working in call centers” was market just by one participant (2.7%), which is quite choking because there are plenty of positions available to work as a call center agent. 5.4% of participants provided the option Tourism. One participant (2.7%) decided to study this degree to avoid math and one more to study abroad. It is important to highlight that nobody provided other options related to the Offshore Business Service industry, which shows that students lack information of the different job positions offered in this industry. It is important to clarify that each option represents a 100% because students were allowed to mark all the answer that they want.

15. Do you feel ready for your first job?

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	3	8.3	8.3	8.3
Disagree	1	2.8	2.8	11.1
Neutral	9	25.0	25.0	36.1
Agree	22	61.1	61.1	97.2
Strongly agree	1	2.8	2.8	100.0
Total	36	100.0	100.0	

Do you feel ready for your first job?



When we asked the students if they are ready for the first job, the 61.11% of them showed agreement to this statement, the 25% of them showed a neutral position to it, the 8.33% of the sample strongly disagreed and a similar amount of 2.78% of them disagreed and strongly disagreed consecutively with it.

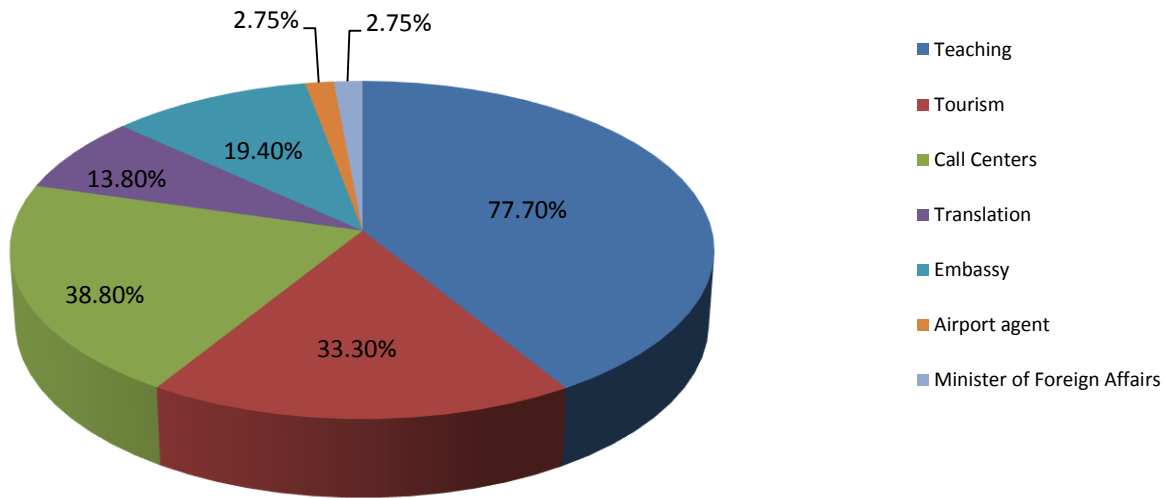
16. Having considered the employability skills that you have acquired throughout the development of your major, which working area do you feel you are prepared to work in?
 (mark all that apply to you and feel free to provide other options)

- A. Teaching
- B. Tourism
- C. Call Centers

- D. Translation
- E. Embassy
- F. Other: _____

	A	B	C	D	E	F
1	X	X	X			
2				X	X	
3	X					
4	X	X				
5						X (Airport agent)
6	X		X			
7	X	X				
8	X	X				
9	X				X	
10	X			X		
11			X			
12	X	X			X	
13	X				X	
14	X					
15	X		X	X		
16	X		X			
17		X				
18	X		X		X	
19			X			
20		X	X	X		
21	X					
22	X					
23	X					
24	X	X			X	
25	X	X	X			
26	X	X				X (Minister of Foreign Affairs)
27		X	X		X	
28	X					
29	X					
30			X			
31	X					
32	X	X				
33	X					
34	X		X			
35	X		X			
36	X		X	X		
TT	28	12	14	5	7	2
%	77.7%	33.3%	38.8%	13.8%	19.4%	5.5%

Having considered the employability skills that you have acquired throughout the development of your major, which working area do you feel you are prepared to work in? (mark all that apply to you and feel free to provide other options)

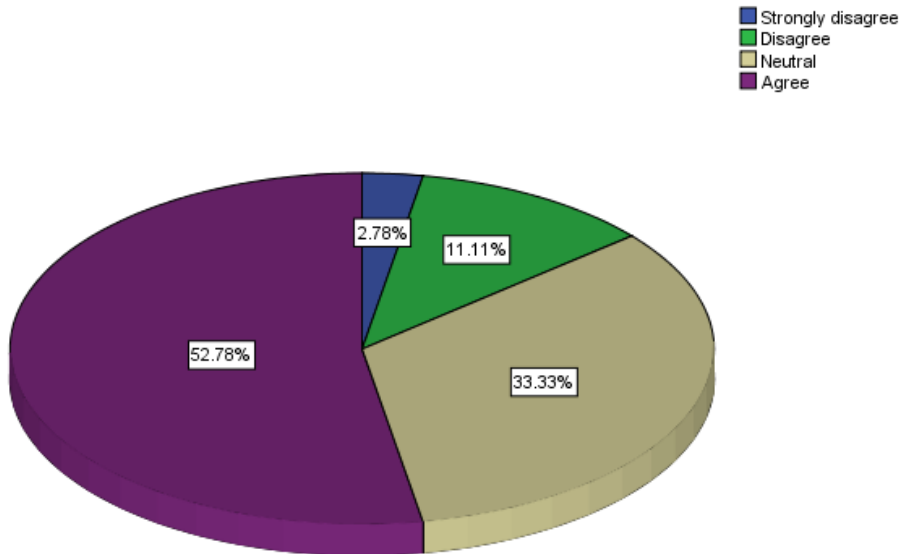


The pie chart above indicates that 77.7% of respondents feel prepared to work as teachers. 33.3% of the sample considered that they have acquired the skills needed to work in the area of tourism. 38.8% feel ready to work in the area of call center, while a 13.8% of respondents would like to work in the area of Translation. Then 19.4% considered that they feel prepared to work in an Embassy. Two participants in this research study provided their own answers to this question, one participant declares to be prepared to work as Airport agent, while the other feel ready to become Minister of foreign affairs.

17. Do you consider you have the knowledge and employability skills required in the job market for Modern Languages graduates?

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	1	2.8	2.8	2.8
Disagree	4	11.1	11.1	13.9
Valid Neutral	12	33.3	33.3	47.2
Agree	19	52.8	52.8	100.0
Total	36	100.0	100.0	

Do you consider you have the knowledge and employability skills required in the job market for Modern Languages graduates?

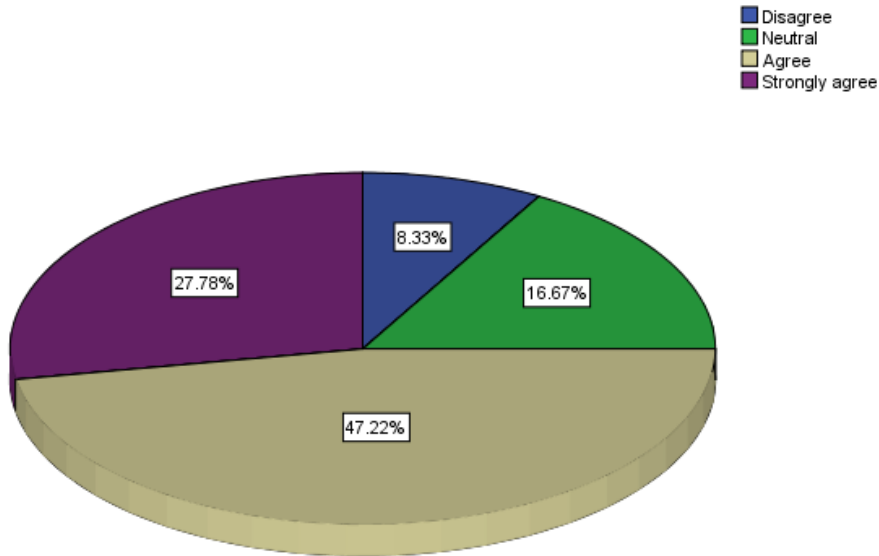


The pie chart above indicates that 52.78% of respondents agreed with the idea of having the knowledge and employability skills required in the job market for Modern languages, while 33.33% of them disagreed with that fact, the 11.11% showed a neutral position and just the 2.78% strongly disagreed with it.

18. Would you like to get a job in an area that is not related to your graduate profile, but requires the use of the languages that you are learning?

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	3	8.3	8.3	8.3
Neutral	6	16.7	16.7	25.0
Valid Agree	17	47.2	47.2	72.2
Strongly agree	10	27.8	27.8	100.0
Total	36	100.0	100.0	

Would you like to get a job in an area that is not related to your graduate profile, but requires the use of the languages that you are learning?

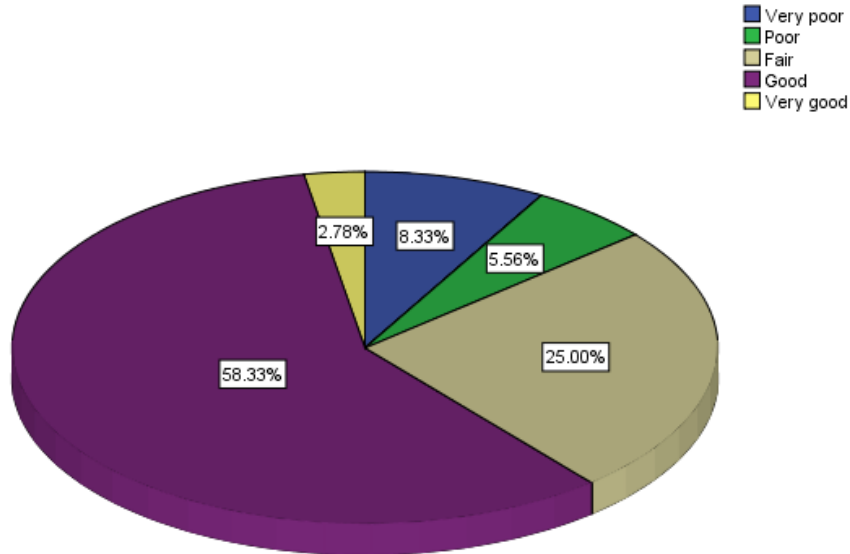


The 27.78% of the population would like to get a job in an area that is not related to their graduate profile, followed by a 27.78% that strongly agreed with that point, while a 16.67% showed a neutral position in this question; only the 8.33% disagreed with this statement.

19. What is your opinion of the overall quality of the teachers in the major in Modern Languages?

	Frequency	Percent	Valid Percent	Cumulative Percent
Very poor	3	8.3	8.3	8.3
Poor	2	5.6	5.6	13.9
Fair	9	25.0	25.0	38.9
Good	21	58.3	58.3	97.2
Very good	1	2.8	2.8	100.0
Total	36	100.0	100.0	

What is your opinion of the overall quality of the teachers in the major in Modern Languages?

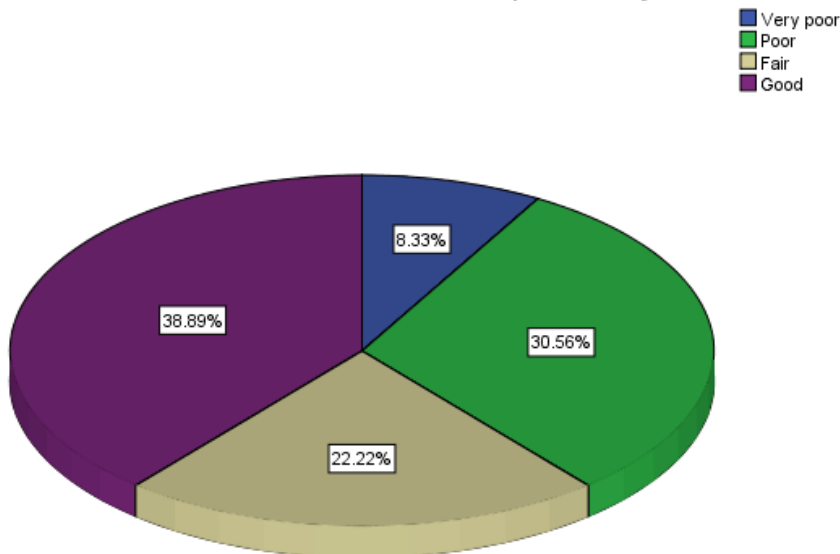


Talking about students' opinion about quality of the teachers in the major in modern languages, the 58.33% considered it is good, the 25.00% think it is fair, however the 8.33% estimated this point as very poor and the lower portion of 2.78% indicated that the quality is very good.

20. Evaluate the extent to which you believe the program has kept pace with the recent trends and developments in your field.

	Frequency	Percent	Valid Percent	Cumulative Percent
Very poor	3	8.3	8.3	8.3
Poor	11	30.6	30.6	38.9
Valid Fair	8	22.2	22.2	61.1
Good	14	38.9	38.9	100.0
Total	36	100.0	100.0	

Evaluate the extent to which you believe the program has kept pace with the recent trends and developments in your field.

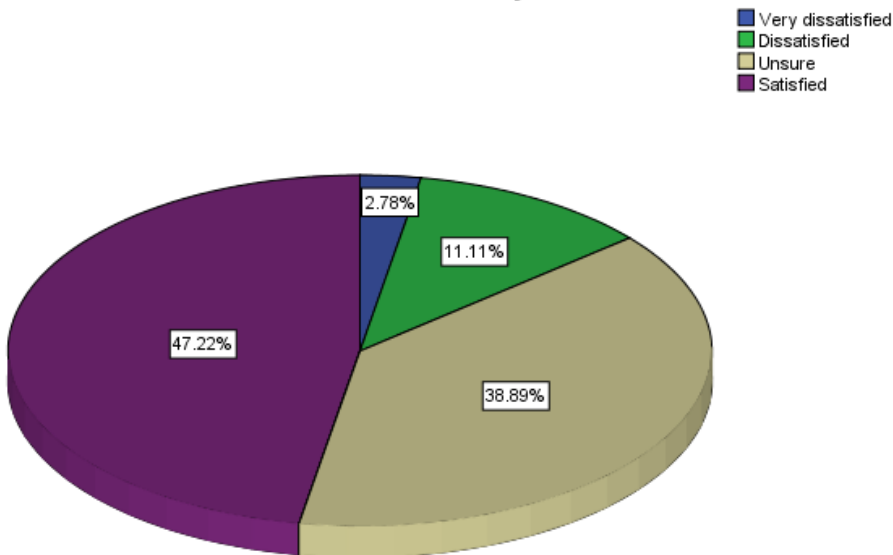


This pie chart deals with the evaluation that participants made to the study plan that have been implemented in their field; The biggest part with 38.89% recognized this fact as good, 30.56% evaluated as poor, while the 22.22% think about it as fair, and the 8.33% has looked at it as very poor.

21. How would you rate your level of satisfaction with the teachers' availability to meet with you?

	Frequency	Percent	Valid Percent	Cumulative Percent
Very dissatisfied	1	2.8	2.8	2.8
Dissatisfied	4	11.1	11.1	13.9
Valid Unsure	14	38.9	38.9	52.8
Satisfied	17	47.2	47.2	100.0
Total	36	100.0	100.0	

How would you rate your level of satisfaction with the teachers' availability to meet with you?

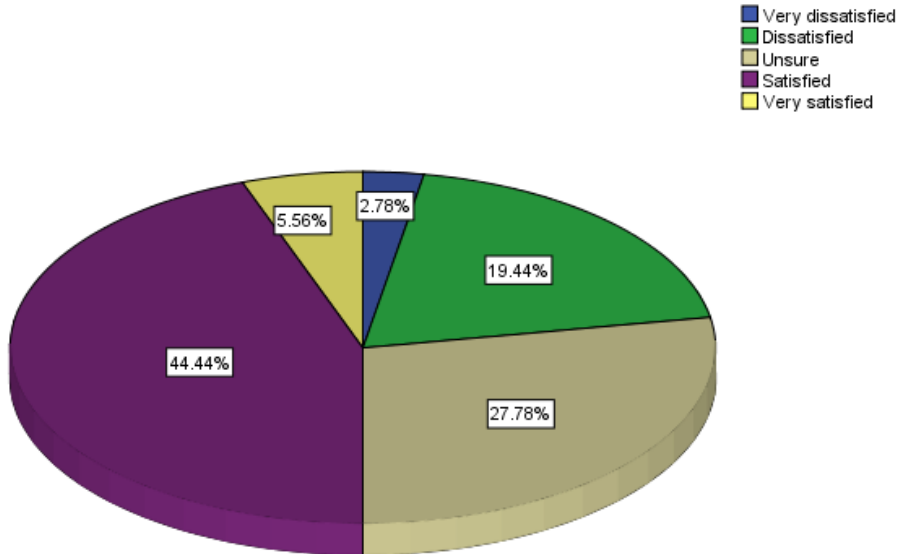


The slices of the pie chart compare the level of satisfaction that participants have with their teachers' availability the 47.22% of the answer were satisfactory, the 38.89% concluded this fact as unsure; the 11.11% deliberated it as dissatisfied and as very dissatisfied was the position of 2.78% of population.

22. How would you rate your level of satisfaction with the teachers' interest in your academic success?

	Frequency	Percent	Valid Percent	Cumulative Percent
Very dissatisfied	1	2.8	2.8	2.8
Dissatisfied	7	19.4	19.4	22.2
Unsure	10	27.8	27.8	50.0
Satisfied	16	44.4	44.4	94.4
Very satisfied	2	5.6	5.6	100.0
Total	36	100.0	100.0	

How would you rate your level of satisfaction with the teachers' interest in your academic success?

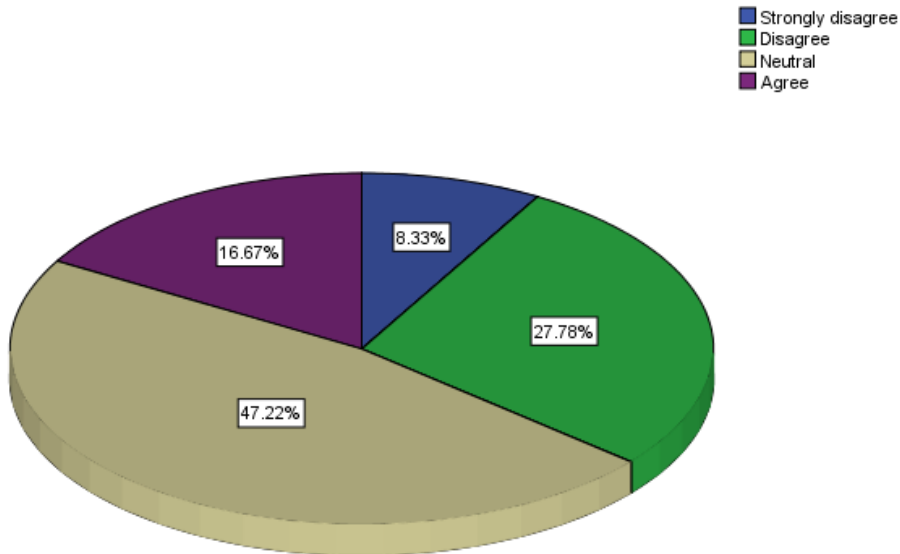


When students were asked for the level of satisfaction with teacher's interest in the academic success, a 44.44% of the students considered it satisfactory, at the same time 27.78% described teacher's interest as unsure, although a 19.44% felt dissatisfied but the 5.56% assessed it as very satisfied and finally a 2.78% of population answered at it as very dissatisfied.

23. Do you consider that the major in Modern Languages has prepared you to satisfactorily compete in the job market?

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	3	8.3	8.3	8.3
Disagree	10	27.8	27.8	36.1
Valid Neutral	17	47.2	47.2	83.3
Agree	6	16.7	16.7	100.0
Total	36	100.0	100.0	

Do you consider that the major in Modern Languages has prepared you to satisfactorily compete in the job market?

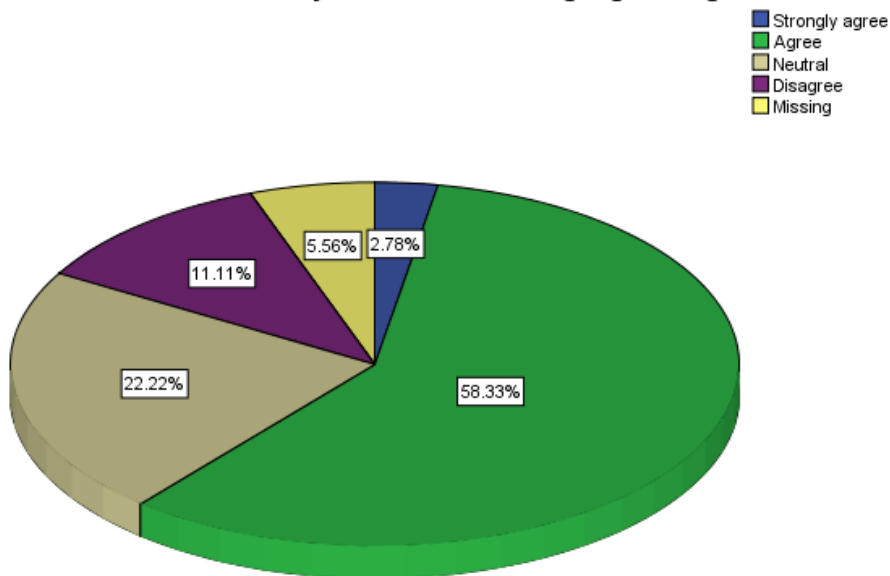


This particular pie chart is about students' perception about competences they have in the job market less than half of them with 47.22% felt neutral, at the same time the 27.78% of them disagree with this idea, a 16.67% showed an agreement and the last portion represented by the 8.33% strongly disagreed with it.

24-1. I have a satisfactory domain in both languages: English and French

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	1	2.8	2.9	2.9
Valid Agree	21	58.3	61.8	64.7
Valid Neutral	8	22.2	23.5	88.2
Valid Disagree	4	11.1	11.8	100.0
Total	34	94.4	100.0	
Missing System	2	5.6		
Total	36	100.0		

I have a satisfactory domain in both languages: English and French

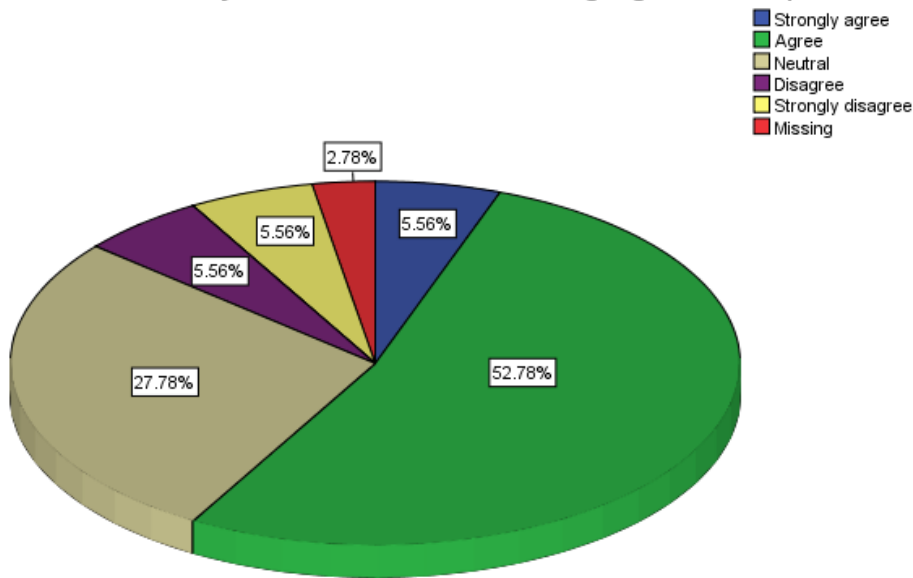


When asking about domain in the two different languages more than the half of students represented by the 58.33% agreed it, in addition the 22.22% felt themselves neutral, the 11.11% disagreed with the item, the 5.56% is information lost and the 2.78% strongly agreed with the statement.

24-2. I am able to easily combine the use of both languages with the public relations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	2	5.6	5.7	5.7
	Agree	19	52.8	54.3	60.0
	Neutral	10	27.8	28.6	88.6
	Disagree	2	5.6	5.7	94.3
	Strongly disagree	2	5.6	5.7	100.0
	Total	35	97.2	100.0	
Missing	System	1	2.8		
Total		36	100.0		

I am able to easily combine the use of both languages with the public relations

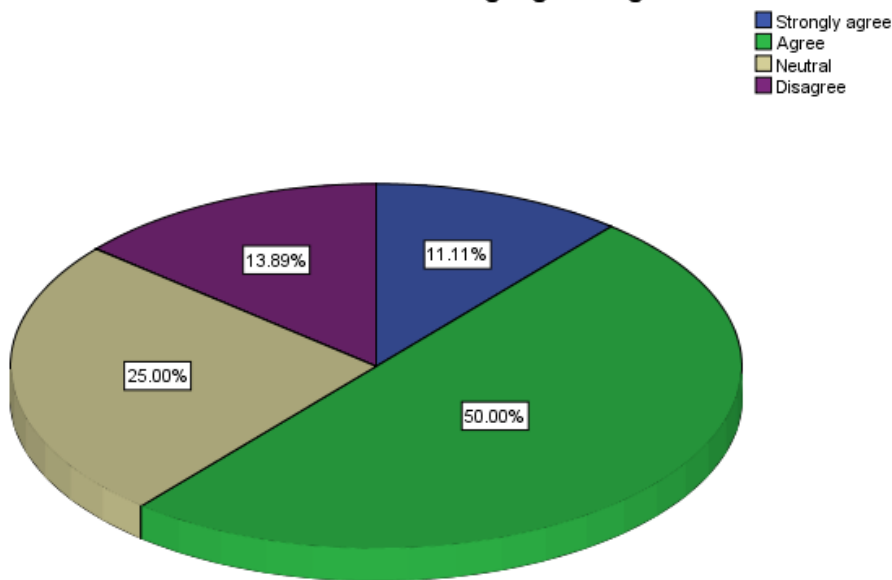


Measuring the ability to combine the use of both languages with the public relations the answers were divided as the 52.78% in agreement, the 27.78 % were in a neutral opinion, 5.56% that is shared in number by three different sides disagreement, strongly disagreement and strongly agreement a little section of 2.78% is by lost information.

24-3. I am able to teach both languages: English and French

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	4	11.1	11.1	11.1
Agree	18	50.0	50.0	61.1
Valid Neutral	9	25.0	25.0	86.1
Disagree	5	13.9	13.9	100.0
Total	36	100.0	100.0	

I am able to teach both languages: English and French

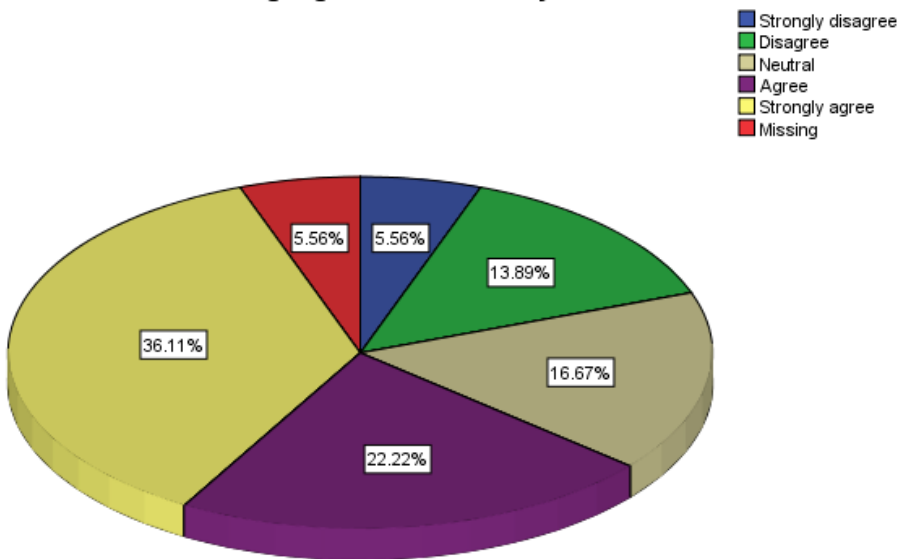


Considering the ability of teaching both languages, the exact part of 50% of students felt in agreement with the statement, 25.00% expressed a neutral idea, a 13.89% disagreed with the fact, and finally the 11.11% strongly agreed with this position.

25. Are you proud of the fact that you are about to earn a degree in Modern Languages from University of El Salvador?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	5.6	5.9	5.9
	Disagree	5	13.9	14.7	20.6
	Neutral	6	16.7	17.6	38.2
	Agree	8	22.2	23.5	61.8
	Strongly agree	13	36.1	38.2	100.0
	Total	34	94.4	100.0	
Missing	System	2	5.6		
Total		36	100.0		

Are you proud of the fact that you are about to earn a degree in Modern Languages from University of El Salvador?



This pie chart highlights how proud students feel about earning a degree in Modern Languages from University of El Salvador. The biggest part represented by the 36.11% strongly agreed, the 22.22% of them agreed with the point, 16.67% showed a neutral position while the 13.89% expressed disagreement, the 5.56% strongly disagree with the statement and an equal portion of 5.56% is lost information.

8. FINDINGS

8.1 Answers to the research questions

Do perceptual differences exist between the professional profile offered in the major of Modern Languages at UES and the profile students get at the end of the five years of this major?

As it is known the major in Modern Languages offers a linguistic formation in two languages: English and French. In the part III of the questionnaire, students were asked to allocate themselves in a level from A1 to B1 in both languages and it was found out that more than a half of the participants have a B2 to C1 level in English and a B1 to B2 level in French, taking in account the *Common European Framework of Reference for Languages*, those levels have a good range of positive linguistic competences. Therefore, it can be said that the Foreign Language Department help students to develop the professional profile offered in the description of the major.

Do Modern Languages students end up developing soft skills during the five years of the major, although they are not explicit in the description of the professional profile?

There is no doubt that students perceive that they acquire soft employability skills during the five years of the major. By adding up the percentages of the options agree and strongly agree of the soft employability skills listed in question 12 of the questionnaire, it gave us a total of more than 60%. Nine out of the ten top employability skills presented in the questionnaire obtained this positive score. It is important to mention that the highest score was 77.78%

which correspond to students that perceive they have acquired the *Communication, interpersonal and literacy skill* during the five years that the degree takes. Consequently; it can be said that *Communication, interpersonal and literacy skill* is the strongest skill developed in most students of the major in Modern Languages. The weakest soft skill among students is *Numeracy skill*, only 25% of participants agreed that they have acquired this skill.

Which soft skills do fifth year students of the major in Modern Languages perceive as important for developing in this major?

Students are aware of the fact that it is important to express ideas clearly and confidently in speech as well as in writing, consequently out of the top ten employability skills suggested in the questionnaire, most students agreed that *Communication, interpersonal and literacy* is the skills which the Foreign Language Department should pay more attention to develop to students of the major in Modern Languages. The answer was found in question number 13 of the questionnaire.

Do Modern Languages students have a positive self-perceived level of competence in performing the employability skills acquired during the five years of the major?

Concerning the hard skills most students of the major in Modern language have stated that their competences in both languages are found within level B2 and C1 in English and within B1 and B2 in French. Most of them also agree that they are able to combine those languages with the smaller specialty in a job position.

Concerning the soft skills students have said that they have acquired almost all the most important employability skills required in the job market, it is important to clarify that they did not score their level of performance of those soft skills but they agree to have acquired them throughout the five years of the major.

Do Modern Languages students have considered any area of the job market for Modern Languages students in which they will possibly be looking for/applying for an initial post-graduate employment?

Taking in consideration the employability skills acquired throughout the development of the major, most participants, as shown in the data analysis, in question 16 of the questionnaire, are considering applying for a post-graduate employment in the area of teaching, followed by 38.8% whom are considering working in a call center. Besides that; most participants agree that they would like or are open to the possibility to get a job in other areas different than teaching and public relations which are contemplated in the graduate profile offered by the Foreign Language Department at UES.

8.2 Most outstanding findings

- It can be observed that a significant majority of the whole population are non-working students which probably means that most of them have never worked before and for that reason it is supposed that they do not have any previous work experience and they are probably waiting to finish their major to start looking for a job, which they affirm to have enough knowledge and to be prepared for. We can also notice in the results that their motivation to choose the major in Modern Languages was to be able to speak new languages, in this way they can get a job not necessarily in the teaching or public relations area but in any area where English and/or French language are/is required.
- Regarding the definition of Employability Skills and its categories (hard and soft skills), it was noticed that students of the major in Modern Languages have essential knowledge about employability skills, which lead to assume that they are already conscious of the importance of acquiring them throughout the development of the major. However; the theory and practice of employability skills definitely need to be reinforced in class or at least make it explicit in order to show students what skills they are learning in certain lesson or class.
- When participants were asked about the hard skills they have acquired throughout the development of the major, a significant majority of them responded that they have better developed the English language, considering themselves to be in between the

Upper Intermediate and Advanced levels against the French language, in which they consider to be in between the Intermediate and Upper Intermediate levels. They also affirmed to have better developed the Speaking skill against the other three language hard skills. All of this lead to affirm that the majority of the students, who are about to earn a major in Modern Languages, are more prepared to apply for jobs that require the use of the English Language more than French.

- Most students studying the major in Modern Languages develop most of the soft employability skills required in the job market, although this research study do not provide information of the level of performance of those soft skills, students agreed having acquired the majority of them throughout the five years that the major lasts.
- Regarding the ten soft employability skills participant students were presented, the majority affirmed to have acquired all of them but Numeracy skills. Communication, interpersonal and literacy skill is the soft skill most students of the major in Modern Languages acquire in the major of Modern Languages and as it was said before only Numeracy skill is being neglected by those in charge to develop the study plan and curriculums of major of Modern Languages.
- If we assess the major in Modern Languages, the professor's staff and the academic program, the majority of the participant students affirmed to be comfortable with the quality knowledge of the professors and how they use it to develop the courses but they regret the fact that the professors do not seem to be interested in meeting with

them so the students can clarify any doubt presented during the courses, for further assistance or just to increase the knowledge in the subjects studied in class. Participant students also affirmed that the major itself has not prepared them to satisfactorily compete in the job market even though they confirmed that the program has kept pace with the recent trends and developments in their fields.

- Although a little more than a half of the participants in this research study consider they are better in English language than French, most participants consider to have no less than a B1(Intermediate) level in both languages. Most participants also consider having acquired satisfactory knowledge of the smaller specialty they chose. Then it can be said that most students of this degree doubtlessly end up obtaining the professional profile offered by the Foreign Languages Department.

9. CONCLUSIONS

- Regardless the faculty or degree, hard and soft employability skills are vital for higher education students to be prepared for the different job opportunities available in the job market. Even though the major offers basically a linguistic preparation in English and French language and in two smaller specialties in language teaching and in Public Relations, making clear in that way the development of hard skills, it should also offer a special emphasis on training soft employability skills that must be part of any study plan.
- Out of the top ten employability skills that employers regarded as the most important (as reported in the literature), only *Communication, interpersonal and literacy skill* was considered by students as one of the top-ranked skills that they believed they would need to obtain an entry-level job after graduation. In addition to a possible lack of emphasis by professors in the classroom, two other reasons for this gap may include preference for communicative skills and lack of information of the other skills.
- Another reason for the differences in regarding the importance of the ten employability skills could be that students might not be aware of or even care about what skills are important during their higher educational experience. Faculty members need to be aware of the skills that employers value and emphasize those skills with students. UES Faculty members are in charge of curriculum and the

content of their classes, and they may be able to guide students through assignments or experiential learning exercises to value the skills that employers value.

- Even though in the questionnaire it was not include a section to gather information directly related to the Offshore Business Service Industry in El Salvador, students give the impression to do not know at all about this currently growing industry in our country, because they were asked to provide examples of their possible destinations to work after graduation and nobody mention any other job position related to this industry, they just know the existence of the enterprises offering job positions in contact centers (better known as Call Centers), but this industry is not limited to those job positions and students probably ignore the existence and requirements to look for a job in another area of this industry.

10. RECOMMENDATIONS

The key recommendations from this report for those responsible for delivering subjects and majors in Modern Languages are therefore:

- To design at least a university-elective course that offers a general emphasis on soft skills. It would be better to implement this course on more than one level within the five years of the major, which will encourage students to consider their career and workplace options at an early stage.

- To include more information and training of employability skills into the curriculum oriented towards those areas widely seen as the most common in the labor market for Modern Languages students.

- Recognizing that some students do not necessarily understand the importance of skills that are needed to 21st century employers is also a key indicator for faculty members. Through classroom instruction and academic advising, faculty members have the opportunity to assist students in a positive way and reinforce what business executives are saying regarding the important skills for students going out into the workforce. Therefore; it is essential to raise awareness of the skills demanded in the job market in order to help students to improve them; those employability skills students acquire when studying the subjects should be more explicit.

- To provide more information about the job opportunities offered by the Offshore Business Service Industry in El Salvador, the skills and other requirements needed to apply for a job in other areas apart from contact centers and other career options that are not directly related to the content of the major courses.

11. REFERENCES

Allan, Rebecca, 2006. *A Wider Perspective and More Options: Investigating the longer term employability of humanities graduates*. Southampton: Subject Centre for Languages, Linguistics and Area Studies, United Kingdom.

Andrews, Jane and Higson, Helen, (December 2008). *Graduate Employability, 'Soft Skills' Versus 'Hard' Business Knowledge: A European Study*. [online]. Available from: <http://www.immagic.com/eLibrary/ARCHIVES/GENERAL/JOURNALS/H081200A.pdf>. Routledge Taylor and Francis Group, United Kingdom

Canizález, Cristóbal; Cruz, Cecilia; Flores, María Catalina; and Peña, Vilma, (June, 2011). "The Relationship Between The Curriculum Design Of The Major In Modern Languages With A Specialty In English And French That The University Of El Salvador Offers And The Labour Market Requirements In The City Of San Salvador". Undergraduate work. School of Arts and Sciences, Foreign Languages Department, University of El Salvador, El Salvador.

Canning, John, (2009). *A skill or a discipline? An examination of employability and the study of modern foreign languages*. University of Southampton, United Kingdom.

CARANA Corporation, (abril 2010), *Sondeo de la Situación de la Empleabilidad en El Salvador*, Agencia de los Estados Unidos para el Desarrollo Internacional (USAID). San Salvador, El Salvador.

Fraenkel, Jack; Wallen, Norman, and Hyun, Helen, (2012). *How to Design and Evaluate Research in Education*. 8th edition, McGraw-Hill.

Gallagher-Brett, A., (2005). *700 Reasons for Studying Languages*. Southampton: Subject Centre for Languages, Linguistics and Area Studies. United Kingdom.

Geoff Mason, Gareth Williams and Sue Cranmer, (September 2006). *Employability Skills Initiative in Higher Education: What Effects Do They Have on Graduate Labour Market Outcomes?* National Institute of Economic and Social Research, London Institute of Education, University of London, UK.

Kelly, Michael, and Jones, Diana, (2003). *A new landscape for languages*. [online]. Available from: <http://www.nuffieldfoundation.org/sites/default/files/new%20landscape%20for%20languages.pdf>. Nuffield Foundation, School of Modern Languages, University of Southampton, United Kingdom.

Ken Barmes, (2015, January 6). *Skills Most Sought by Employers*. [online]. Retrieved from: <https://icc.ucdavis.edu/lab/articles/Skills.htm>.

Kothari, C.R. (2004), *Research Methodology: Methods and Techniques*. 2nd revised edition New Age International Publishers, New Deli, India.

Lisa Bachelors, (2012, June 8). *Graduate careers: the importance of employability skills*. [online]. Retrieved from: <http://www.theguardian.com/money/2012/jun/08/graduate-careers-employability-skills>.

Little, Brenda and ESECT colleagues, (April 2006), *Learning and Employability series 1: Employability and work-based learning*, The Higher Education Academy, Innovation Way, York Science Park Heslington York, United Kingdom.

Lopez Rosales, Virginia Guadalupe, and Acosta Flores, Mirna Beatriz, (January, 2015). *Are Students Of The Fifth Year, Registered In 2014 In Bachelor Of Arts In Modern Languages Specialty In French And English Of The Foreign Languages Department Of The University Of El Salvador, Ready For The Labor Insertion On The Current Labor Market?* Undergraduate work. School of Arts and Sciences, Foreign Languages Department, University of El Salvador, El Salvador.

Lowden, Kevin; Hall, Stuart; Elliot, Dr. Dely; and Lewin, Jon (2011). *Employers' perceptions of the employability skills of new graduates*. Research commissioned by the University of Glasgow SCRE Centre and the Edge Foundation, United Kingdom.

Manchester, University of (2015). "*Chinese, French, German, Italian, Japanese, Russian, Spanish, Portuguese. Modern Languages and Cultures Undergraduate Studies 2015*" [online]. Available from: <http://www.alc.manchester.ac.uk/medialibrary/brochures/2015/undergraduate/languages-UG-2015.pdf>. School of Arts, Languages And Cultures, University of Manchester, United Kingdom.

PROESA, (2015). *El Salvador: A Proven Nearshore Center of Excellence*. [online]. Available from: <http://www.proesa.gob.sv/investment/documentation?download=44:guia>. Organismo Promotor de Exportaciones e Inversiones de El Salvador (PROESA).El Salvador.

Rothwell, Andrew & Arnold, John (2007), *Self-perceived employability: development and validation of a scale*. [online]. Available from: https://www.researchgate.net/publication/235267881_Self-Perceived_Employability_Development_and_Validation_of_a_Scale. Personnel Review, Vol 36, N01, pp 23–41, United Kingdom.

Sampieri, Roberto H., Collado, Carlos F., y Lucio. (2003). *Metodología de la Investigación*, tercera edición, McGraw-Hill Interamericana Editores, México.

STEMNET (Science, Technology, Engineering, and Mathematics Network). *Top 10 Employability Skills*. [online]. Available from: <http://www.exeter.ac.uk/ambassadors/HESTEM/resources/General/STEMNET%20Employability%20skills%20guide.pdf>, United Kingdom.

The University of Sydney. (2006). Identifying Your Employability Skills. [online]. Available from: http://sydney.edu.au/careers/career_advice/downloads/id_emp_skills.pdf. The University of Sydney Careers Centre, United Kingdom.

Treffers-Daller, Jeanine and Sakel, Jeanette, (UWE Bristol 2010). *The development of employability and key skills and an overview of the destinations of graduates*. A report for the Subject Centre of Languages, Linguistics and Area Studies (Higher Education Academy), United Kingdom.

Venetia Saunders and Katherine Zuzel, (March 2010). *Evaluating Employability skills: Employer and Student Perceptions*. School of Pharmacy and Biomolecular Sciences, Liverpool John Moores University, UK.

Voices on the Border, (2011, February 15). *Unemployment in El Salvador*. [online]. Retrieved from: <https://voiceselsalvador.wordpress.com/2011/02/15/unemployment-in-el-salvador/>.

Yorke, Mantz, (February 2005). *Learning and Employability Series 1: Employability in higher education: what it is – what it is not*. The Higher Education Academy, Innovation Way, York Science Park Heslington York, United Kingdom.

Yorke, Mantz and Knight, Peter T. (April 2006), *Learning and Employability Series 1: Embedding employability into the curriculum*, The Higher Education Academy, Innovation Way, York Science Park Heslington York, United Kingdom.

ANNEXES

Contents	Pag.
Research project profile.....	1
Research instrument (questionnaire).....	13
Consent letter to administer a survey	17



**University of El Salvador
School of Arts and Sciences
Foreign Language Department**



Research topic:

An overview of Seminar II students' employability skills and the expected destinations to work: A students' perspective from the Bachelor of Arts in Modern Languages with specialization in French and English at the Department of Foreign Languages of the University of El Salvador, year 2015

Activity:

Research project profile

Major:

Licenciatura en Lenguas Modernas:
Especialidad en francés e inglés

Advisor's name:

Msc. Ed. Miguel Ángel Mata Chávez

Students' names:

Dora Alicia Menjívar Beltrán	MB08014
Manuel Antonio Reyes Méndez	RM08025
Aarón Christian Girón Torres	GT05003

Main Campus, UES, May 14th, 2015

INDEX

Pag.

Introduction.....	3
Research topic.....	4
Summary of the research topic	5
Objectives	6
Justification	7
Methodology	8
Expected results	9
Resources	10
Timetable	11
References.....	12

INTRODUCTION

The present research project profile provides an overview of the steps to be taken to conduct the research on the employability skills and the expected destinations to work for Modern Languages students.

Using the suitable methodology, the research topic has been delimited in terms of scope, time and place. Besides that, the objectives of this research project have been listed in order to determine students' perspective on the Employability Skills and the application to those skills into their expected destinations to work; furthermore, those objectives seek to identify the most important employability skills when applying for a job position.

In the justification, not only the convenience but also the benefits of carrying out this research project are explained. At the same time, we suggest this study to be further investigated in terms of these employability skills to be taught in future courses.

In terms of methodology, it has been established that this research project will be based on a quantitative research approach, a descriptive type of study, and a cross-sectional survey research design. In addition, the procedure to select the sample from our population by applying the cluster random sampling method; to select, adapt and administer a questionnaire to gather the data needed for the purpose to the research and finally to gather the data by using a cross-sectional survey technique are listed.

In addition, the expected potential findings as well as the human, material and financial resources to be used to carry out the research are listed. We also present the timetable which offers a general view of the activities and dates of the research project, and finally the references of all sources consulted to develop this research project profile and those that are to be used in the development of the complete research project and report.

RESEARCH TOPIC

An overview of Seminar II students' employability skills and the expected destinations to work: A students' perspective from the Bachelor of Arts in Modern Languages with specialization in French and English at the Department of Foreign Languages of the University of El Salvador, year 2015.

SUMMARY

Higher education plays a central role in equipping undergraduate students with the employability skills to engage in lifelong learning experiences that can be used in the workplace after finishing a major. Education then contributes in measurable terms to the economic development when those majored submit themselves to work in the labor market, so understanding about employability skills is of vital importance for higher educators. This research reports on the employability skills of Modern Languages students; in addition, as it is already known, *customer service* and *teaching* represent the two main areas that offer more job opportunities for Modern Languages students; nevertheless, little is known about the existence of other career paths for this particular groups of humanities students, in order to fill this gap, this study will offer information of the expected destinations to work after majoring in Modern Languages. The theoretical framework will inform on many other aspects concerning this topic. This study will present the analysis of the data collected and conclusions and recommendations will be suggested in order to present a way in which the major in Modern Languages at University of El Salvador can help students prepare for entering the world of work.

OBJECTIVES

General objective:

To determine students' perspective on the employability skills acquired throughout the development of the Major in Modern Languages and the application of those skills into their expected destinations to work.

Specific objectives:

- To describe undergraduates' perceptions of the importance of the employability skills needed for the workforce.
- To list and define the most representative key skills that help undergraduates and new graduates to be employable.
- To find out the students' perception towards their possible destinations to work depending on the employability skills acquired during the development of the degree in Modern Languages.
- To survey if the major in modern languages has fulfilled the expectations students had before starting the degree.

JUSTIFICATION

The last years, there has been a dramatic increase of the number of students enrolled in the major of Modern Languages: specialty in French and English. This demand, which has taken place in the context of a weak economic growth in El Salvador and in the context of progression of unemployment, has generated the necessity of knowing if students of this major are aware of the hard and soft employability skills they have developed throughout the five years their degree takes, as well as knowing their expected destinations to work taking into consideration their own confidence to perform those skills.

Dunne and Rawlins (2000) asserted that a reason for graduates being ill-prepared to apply the transferable skills to their work is the fact that students often fail to realize the importance of possessing transferable skills and assume that mastery of technical skills within disciplinary content is more important to employees; as a result this research seeks to assess graduates' perception regarding the level of importance of ten identified employability skills and their self-perceived level of competence in performing those skills.

This study will be useful because understanding if participants learn what they study in the classroom and apply it to their jobs can potentially assist in further evaluation of class objectives, curriculum, course content and study plans. The results of this study can help in providing a more complete understanding of both students' needs and whether or not teacher staff is helping to meet those needs. Upon conclusion of this study, strengths, weaknesses and limitations can be more confidently determined by students, teachers and other stakeholders. The study will also contribute to set up a theoretical basis for further studies.

METHODOLOGY

The research will be based on a quantitative research approach; in addition, since the aim of the research is to gather information from perspectives a descriptive type of study is the most suitable for this purpose. Survey research is the type of study to implement.

The way of obtaining a sample, that is representative of the population of interest of the research, will be by applying a cluster random sampling method. The target population for the study will be fifth-year students of the major in Modern Languages. Instead of randomly selecting a sample of students from every course of the four courses to be taken in the 5th year, therefore, a survey will be administered to 40% of students in the two courses of Seminar II. Each course will, then, constitute a cluster. The instrument administration will take two weeks. The reasons for choosing seminar II students is due to it is a subject to be taken by most students officially registered in the 5th year of the major in Modern Languages; consequently, up to this point students are more aware of the employability skills they have developed in every single course previously taken. Furthermore, Seminar II students know more about the workplaces and their expected destinations to work once they have majored in Modern Languages. Besides, one more reason to take these two courses as sample is their proximity to the research practitioners.

The data for this study will be gathered by the survey technique where a sample of our population will be administered a questionnaire consisting of open-ended, closed-ended and rating-scale questions. The questionnaire from the Allan (2006) report about employability and entrepreneurship among Humanities graduates will be adapted and used. As the questionnaire was developed for graduates, changes will be implemented to make it suitable for undergraduate students of Modern Languages who had not yet completed their studies, to make possible to measure participants' interest in placements, and their own assessment of their skills.

EXPECTED RESULTS

The findings of this research concerning to employability skills for ML students will, first of all, indicate if the entire sample of students consider themselves reasonably capable of identifying the skills developed during the previous years. Secondly, the study will probably reveal which is the strongest skill among 5th year students of Modern Languages.

The research will also reveal the desirable workplaces in which students want to operate those skills; moreover, those results will perhaps tell if students expect to work in different areas than teaching and customer service.

Lastly, the study will provide information which will help other researchers decide on continue studying this topic for further understanding the issue.

RESOURCES

A. Human resources

- Research students: the 3 students involved in the research study.
- Advisor: Msc. Ed. Miguel Mata who will be tutoring the research students throughout the development of the research study.
- Graduation process coordinator: Mti. Nicolás Ayala, who thoroughly revises and approves the project's profile and finish grading the final work.

B. Material resources

- Electronic devices: Computers and printers that will be used to digitally present and to print the reports as well as to process and analyze the information obtained on the research study.
- Papers and pens: That will be used to print the reports and to collect the information for the research study.

C. Financial resources

- The money that will be used to develop the research study, which will be provided by the research students.

TIMETABLE

2015

MONTHS & WEEKS ACTIVITIES	MARCH			APRIL				MAY				JUNE				JULY				AUGUST				SEPT.				OCT.				NOV.				DEC.			
	W 2	W 3	W 4	W 1	W 2	W 3	W 4	W 1	W 2	W 3	W 4	W 1	W 2	W 3	W 4	W 1	W 2	W 3	W 4	W 1	W 2	W 3	W 4	W 1	W 2	W 3	W 4	W 1	W 2	W 3	W 4	W 1	W 2	W 3	W 4				
Enroll graduation process																																							
Suggest and choose a topic																																							
Meetings with advisor																																							
Statement of the problem																																							
State and delimit research topic																																							
Stablish population and sample																																							
Revise questionnaire with advisor																																							
Develop research profile																																							
Presentation of the research prof.																																							
Theoretical framework																																							
Adapt survey																																							
Administer survey																																							
Data base setup																																							
Statical analysis of data																																							
Get outstanding findings																																							
Construct conclusions																																							
Construct recommendations																																							
Prepare final report																																							
Final presentation of the study																																							

REFERENCES

Allan, R., 2006. *A Wider Perspective and More Options: Investigating the longer term employability of humanities graduates*. Southampton: Subject Centre for Languages, Linguistics and Area Studies, United Kingdom.

Canning, John, (2009). *A skill or a discipline? An examination of employability and the study of modern foreign languages*. University of Southampton, United Kingdom.

CARANA Corporation, (abril 2010), *Sondeo de la Situación de la Empleabilidad en El Salvador*, Agencia de los Estados Unidos para el Desarrollo Internacional (USAID). San Salvador, El Salvador.

Fraenkel, Jack; Wallen, Norman, and Hyun, Helen, (2012). *How to Design and Evaluate Research in Education*. 8th edition, McGraw-Hill.

Gallagher-Brett, A., (2005). *700 Reasons for Studying Languages*. Southampton: Subject Centre for Languages, Linguistics and Area Studies. United Kingdom.

Kothari, C.R. (2004), *Research Methodology: Methods and Techniques*. 2nd revised edition New Age International Publishers, New Deli, India.

Little, Brenda and ESECT colleagues, (April 2006), *Learning and Employability series 1: Employability and work-based learning*, The Higher Education Academy, Innovation Way, York Science Park Heslington York, United Kingdom.

Sampieri, Roberto H., Collado, Carlos F., y Lucio. (2003). *Metodología de la Investigación*, tercera edición, McGraw-Hill Interamericana Editores, México.

Treffers-Daller, Jeanine and Sakel, Jeanette, (UWE Bristol 2010). *The development of employability and key skills and an overview of the destinations of graduates*. A report for the Subject Centre of Languages, Linguistics and Area Studies (Higher Education Academy), United Kingdom.

Yorke, Mantz and Knight, Peter T. (April 2006), *Learning and Employability Series 1: Embedding employability into the curriculum*, The Higher Education Academy, Innovation Way, York Science Park Heslington York, United Kingdom.



**University of El Salvador
School of Arts and Sciences
Foreign Languages Department**

Research topic: An overview of Seminar II students' Employability Skills and the expected destinations to work: A students' perspective from the Bachelor of Arts in Modern Languages with specialization in French and English at de Department of Foreign Languages of the University of El Salvador, year 2015.

Objective: To determine students' perspective on the employability skills acquired throughout the development of the Major in Modern Languages and the application of those skills into their expected destinations to work.

Directions: Mark with an "X" the best response according to your perspective. For the open questions, please provide us a brief response of what is requested.

Part I: GENERALITIES

1. **Gender** : Male Female
2. **Age** : 18-23 24-30 More than 30
3. **Marital status** : Married Single Divorced In free union
4. **Labor status** : Working Non-working

Part II: EMPLOYABILITY SKILLS

5. **From the list below, select the option that best defines the term "Employability Skills".**
 - To be able to speak the languages learned throughout the development of the major in Modern Languages.
 - "A set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations".
 - To be able to teach both languages English and French at the same time.
6. **From the list below, select the option that best defines the term "Hard Skills"**
 - Hard skills are related to professional knowledge, tools and techniques: those skills related to a profession.
 - Hard skills are the skills that are difficult to gain on a major.
 - Hard skills are the non-technical skills that are natural on a person.
7. **From the list below, select the option that best defines the term "Soft Skills"**
 - Soft skills are the skills that are easy to gain on a major
 - Soft skills create feelings, build relationships, deal with conflict and solve problems.
 - Soft skills are the technical skills gained throughout the development of a major.

Part III: HARD SKILLS

8. Which language do you consider to have developed the most during your studies?

- English French

9. What do you consider is your current level of English?

- A1 (Beginner) A2 (Elementary) B1 (Intermediate)
 B2 (upper intermediate) C1 (Advanced) C2 (Proficiency)

10. What do you consider is your current level of French?

- A1 (Beginner) A2 (Elementary) B1 (Intermediate)
 B2 (upper intermediate) C1 (Advanced) C2 (Proficiency)

11. Out of these language skills, which do you consider is your strongest one?

- Listening Reading Speaking Writing

Part IV: SOFT SKILLS

12. Which soft skills have you acquired during your degree?

Nº	Name of the skill and definition	Agreement scale				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Communication, interpersonal and literacy skill: I am able to express my ideas clearly and confidently in speech as well as to develop my ideas clearly in writing.					
2	Self-management and confidence skill: I am able to monitor and evaluate self-performance and to feel confidence in my knowledge, ideas and visions.					
3	Planning and organizing skill: I am able to plan the use of resources including time, people, finances and materials as well as organizing an event, putting into place plans for responsibilities, outcomes and budget.					
4	Numeracy skill: I am able to collect, classify, summarize and present numerical information logically to others and to interpret and analyze statistical information.					
5	Problem solving skill: I am able to classify the nature of a problem before taking actions and to develop creative, innovative and/or practical solutions.					
6	Ability to learn and adapt skill: I am able to adapt successfully to changing situations and environments as well as to take a positive attitude to failure: perceiving when things are not working out.					
7	Ability to work under pressure and to meet deadlines: I am able to work effectively under pressure and to manage my time to meet deadlines.					
8	Team working and cooperation skill: I am able to work effectively with people of different ages, gender, race, religion or political persuasion and to work cooperatively towards a common goal.					
9	Initiative and enterprise skill: I am able to convince others, to discuss and reach agreement as well as to understand the needs of the person I am dealing with.					
10	Technology skill: I have a range of acceptable IT (Information technology) skills.					

13. Which of the above soft skills do you consider the Foreign Languages Department should pay more attention to develop to students of the major in Modern Languages?

Part V: ASPIRATIONS

14. What was your motivation for choosing the major in Modern Languages? (mark all that apply to you and feel free to provide other options)

- | | |
|---|--|
| <input type="checkbox"/> Speaking new languages | <input type="checkbox"/> Working abroad |
| <input type="checkbox"/> Working as teachers | <input type="checkbox"/> Working in call centers |
| <input type="checkbox"/> Discovering new cultures | <input type="checkbox"/> Becoming professionals of the languages |
| <input type="checkbox"/> Traveling | <input type="checkbox"/> Other/s: _____ |

15. Do you feel ready for your first job?

- Strongly disagree Disagree Neutral Agree Strongly agree

16. Having considered the employability skills that you have acquired throughout the development of your major, which working area do you feel you are prepared to work in? (mark all that apply to you and feel free to provide other options)

- | | | |
|-----------------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Teaching | <input type="checkbox"/> Call Centers | <input type="checkbox"/> Embassy |
| <input type="checkbox"/> Tourism | <input type="checkbox"/> Translation | <input type="checkbox"/> Other: _____ |

17. Do you consider you have the knowledge and employability skills required in the job market for Modern Languages graduates?

- Strongly disagree Disagree Neutral Agree Strongly agree

18. Would you like to get a job in an area that is not related to your graduate profile, but requires the use of the languages that you are learning?

- Strongly disagree Disagree Neutral Agree Strongly agree

Part VI: ASSESSMENT TO THE MAJOR IN MODERN LANGUAGES

19. What is your opinion of the overall quality of the teachers in the major in Modern Languages?

- Very poor Poor Fair Good Very good

20. Evaluate the extent to which you believe the program has kept pace with the recent trends and developments in your field.

- Very poor Poor Fair Good Very good

21. How would you rate your level of satisfaction with the teacher's availability to meet with you?

Very dissatisfied Dissatisfied Unsure Satisfied Very satisfied

22. How would you rate your level of satisfaction with the teacher's interest in your academic success?

Very dissatisfied Dissatisfied Unsure Satisfied Very satisfied

23. Do you consider that the major in Modern Languages has prepared you to satisfactorily compete in the job market?

Strongly disagree Disagree Neutral Agree Strongly agree

24. From the agreement scale, select the option that best describes your case.

Number	Academic offer	Agreement scale				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	I have an equitable domain of both languages: English and French					
2	I am able to easily combine the use of both languages with the public relations. *					
3	I am able to teach both languages: English and French					

* Applies to students whose specialization is Public Relations.

Thanks for your help!

Main Campus, University of El Salvador

August 18th, 2015



Dear Mti. Edgar Nicolás Ayala:

We are writing to humbly request your permission to allow us to administer a survey to 18 students officially registered in your group of Seminar II. We are currently enrolled in the graduation process at University of El Salvador, to obtain a degree in Modern Languages: specialty in French and English.

The survey covers questions regarding "the hard and soft employability skills". This is part of our thesis entitled: "An overview of Seminar II students' employability skills and the expected destination to work: A students' perspective from the Bachelor of Arts in Modern Languages with specialization in French and English at the Department of Foreign Languages of the University of El Salvador, year 2015". We are conducting this research study under the supervision of Msc. Ed. Miguel Ángel Mata Chávez.

If approval is granted, student participants will complete the survey during class time on Thursday 20th August 2015. We hope the survey process should take no longer than one hour. The survey results will be used just for the thesis project and individual results of this study will remain absolutely confidential and anonymous. We will do our best to perform this in our best ability and to be respectful to your students.

Your approval to conduct this study will be greatly appreciated. We would be happy to answer any questions or concerns that you may have before administering the survey. If you agree, kindly we ask you to sign below. Thank you for your consideration.

Yours sincerely,

Dora Alicia Menjívar Beltrán MB08014

Manuel Antonio Reyes Méndez RM08025

Aarón Christian Girón Torres GT05003

cc: Msc. Ed. Miguel Ángel Mata Chávez., Research Advisor

Signature

Approved by:

Print your name and title here

Signature