

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

Major: Licenciatura en Idioma Inglés: Opción Enseñanza

GRADUATION PROJECT:

Intra and interpersonal abilities as well as English oral communicative skills that call centers require candidates to have to be hired and employees to stay at work longer than short-time stayers, in the city of San Salvador and year 2015.

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1. Statement of the problem

1.1. Description of the problem

There is evidence that the industry of telecommunication in El Salvador has been growing considerably. According to La Prensa Gráfica, this industry has been growing at a rate of 29% every year since 2005. Therefore it has become a great source of employment for English speakers. PROESA (Agencia de Promoción de Exportaciones e Inversiones de El Salvador) stated that call centers employ more than 12,000 people permanently.

Nevertheless, the curious fact is that many of the applicants of a position at a call center are currently studying or have studied to become English teachers. Based on a dissertation publicized by Ruth Elizabeth Gamero and Irma Dínora Pérez entitled as “*Real Job Market in the Metropolitan Area of San Salvador for professionals graduated in Licenciatura en el Idioma Inglés Opción: Enseñanza. Main campus of the University of El Salvador, 2007*”, out of 100 students surveyed from such a major less than half said they wanted to work as teachers. And taking the University of El Salvador as a reference, the Foreign Languages Department offers only a major in the teaching of English. This does not match with the labor market demand that goes beyond hiring only people trained for teaching English.

Consequently, the need of offering students a major in the telecommunication area has strongly emerged, requiring local universities to adjust to these new changes. This disparity between what universities are offering and what the labor market is demanding has turned into the leading cause of this work. Hence, the intention is also to seek alternatives which could help the University of El Salvador update or incorporate majors linked to the current labor needs.

1.2. Delimitation of the problem

Variables: Interpersonal skills, intrapersonal skills, English oral communicative skills, short-time stayers (employees)

Object of analysis: representatives of call centers (the ones hiring English-speaking applicants) in charge of the recruitment area.

Number of people for the administration of the survey: one representative per each call center in the city of San Salvador.

Place: City of San Salvador

Time: Year 2015

Theory: Communicative competence (Swain & Canale) and The Ten Most Important Life Skills (World Health Organization), Emotional Intelligence (Daniel Goldman)

Research Design: Non-experimental

Objectives

General:

- To describe specifically the profile that call centers require candidates to have to be hired and employees to stay at work longer than short-time stayers , regarding intra and interpersonal abilities as well as English oral communicative skills, through an exploratory research, in order to prove whether there is a need of an update or adjustment of the curriculum of the major "Licenciatura en el Idioma Inglés: Opción Enseñanza"

Specific Objectives:

- To find out the most fundamental features in regard of intra and interpersonal skills as well as oral English skills, for call centers to hire applicants, by administering surveys so as to discover which of these features call centers mostly focus on.
- To evaluate whether the Foreign Languages Department needs the integration of new majors in the area of telecommunications through the administration of a questionnaire in order to offer students majors based on the current labor market demands.

1.3. Research questions

Main question

Are oral English communicative skills along with intra and interpersonal skills the most important ones for call centers when hiring applicants?

Subsidiary questions

1. Do intra, interpersonal, and oral English communicative skills complement with one another in the profile that call centers require applicants to have to be hired?
2. Is there a set of skills out of intra, interpersonal, and oral English communicative skills that call centers prioritize the most when hiring candidates?
3. Apart from intra, interpersonal, and oral English communicative skills, are there other skills call centers consider more important when hiring applicants?

4. Rationale of the Problem

In a globalized world, new challenges arise for educational institutions to prepare students with the skills the job market requires from the workforce. Many job opportunities, mainly offered by call centers, are looming up increasingly in El Salvador for those who have the required English oral skills that make them eligible for the position.

According to an article published in 2011 on ElSalvador.com, El Salvador's call center industry has grown by 29% over the past six years, now employing 12,000 people in 45 different facilities around the country. Those are positive numbers for a country that has always been marked by the deficient quality of public education and consequently limited access to the learning of a second language. Still, for a developing country, the telecommunication industry is consolidating as a big source of employment.

Now, if it is agreed that oral communication is the channel through which ideas and thoughts are expressed spontaneously, where can inter and intrapersonal abilities be placed at the workplace? McLean, in his definitions of *Intrapersonal communication*, holds that it can be defined as communication with one's self, and that it may include self-talk, acts of imagination and visualization, and even recall and memory.

Interpersonal skills are the life skills we use every day to communicate and interact with other people, both individually and in groups. This definition was taken from the website www.skillsyouneed.com. There can be various definitions of these two sets of skills, nevertheless, the point in common for both is that they are important in every single aspect of life, and the workplace is not the exception.

What really justifies this investigation is the desire to contribute to the Foreign Language Department with ideas that can serve as a point of departure to offer students a technical major that gives them the tools they truly need to initiate their labor life as soon as they demand. To do so, the research will focus on intra, inter and English oral communicative skills.

2. Theoretical Framework

2.1 Interpersonal Skills

In order to get a job, it is required to have a set of different skills that will help the employee develop his tasks effectively. A job at a call center is not the exception; and as a part of that set of skills required at a call center, **interpersonal skills** are implied. There can be different definitions for the term interpersonal skills. It would be endless to mention them all. However, some of them will be given in this research paper to get acquainted with that idea. Interpersonal skills can be defined broadly as “those skills which one needs in order to communicate effectively with another person or a group of people” (Rungapadiachy, 1999, p.193). Also, according to *Investopedia*, they are the skills used by a person to properly interact with others. In the business domain, the term generally refers to an employee's ability to get along with others while getting the job done. Interpersonal skills include everything from communication and listening skills to attitude and deportment. One more definition is the one given on the website www.skillsyouneed.com, where it is held that these skills are the life skills we use every day to communicate and interact with other people, both individually and in groups. People who have worked on developing strong interpersonal skills are usually more successful in both their professional and personal lives. The last definition that will be stated in this paper is the one given on the website <http://www.businessdictionary.com/>. According to this site, they are the set of abilities enabling a person to interact positively and work effectively with others. The development of the interpersonal skills of employees is a key goal of training and developing initiatives for many companies, and is considered a constructive manner in which to handle office disputes and other personnel issues. These skills include the areas of communication, listening, delegation of tasks and leadership. As noted in every definition given, there are key terms in all of them. For instance, they all talk about getting along with others as well the importance they have on performing well at the workplace. So, it can be said that these skills involve interacting with others, and taking actions that lead to the common welfare of a group of individuals.

Moreover, **interpersonal skills** can be classified into different types. One of these classifications is given by the website <http://www.study.com>, where it is claimed that the most common areas are **verbal communication, non-verbal communication, listening skills, negotiation, problem-solving, decision-making and assertiveness**. In a broad manner, a short definition of every of them will be given. Verbal communication refers to how and what words are used to communicate with individuals. It is the ability to communicate through words with the correct tone and manner. Non-verbal communication consists of facial expressions, body language and hand gestures. Listening skills are the ability to hear attentively and process information correctly. Negotiation is the next type of

interpersonal skill that is important to effective business communication. This term means having the ability to discuss and reach an agreement in a professional manner. The fifth type of interpersonal skill is problem-solving. According to this website, this is a very important skill for business people to have as constant problems are a common result within organizations. Regarding decision-making, on the website www.skillsyouneed.com it is defined in its simplest sense as the act of choosing between two or more courses of action. The last skill of this list is assertiveness. It is defined on www.skillsyouneed.com as the ability to stand up for one's own or other people's rights in a calm and positive way, without being either aggressive, or passively accepting 'wrong'.

There is second classification offered on the website blog.udemy.com. As a matter of fact, it has some interpersonal skills previously mentioned. Yet, there are some others not mentioned earlier, such as **questioning**. In an article posted on this website, it is defined as an ability that helps to demonstrate interest and can instantaneously draw someone into one's desire to listen. Besides, according to Hayes (2002), it is the ability to use questions that maximize the amount of relevant (relative to irrelevant) information that is gathered in an exchange, serves to enhance the communicative efficiency of the interaction. Another skill listed in this article is **manners**. According to it, good manners tend to make many other interpersonal skills come naturally. It is also held that a basic understanding of etiquette translates to other cultures and their expectations. One more interpersonal skill is **social awareness**. For this one, the definition by Daniel Goleman has been taken. He holds that this is the ability to understand and respond to the needs of others. He also claims that there are some competencies associated with being socially aware. These competencies are **empathy** (sensing others' feelings and perspectives, and taking an active interest in their concerns), **organizational awareness** (reading a group's emotional currents and power relationships) and **service** (anticipating, recognizing, and meeting customers' needs.).

To close the part of the classification of interpersonal skills, Daniel Goleman's contributions in the area of Emotional Intelligence (IE) will be addressed to support this work. He has developed some of the terms previously mentioned; thus, just the ones not covered yet will be approached. One of the interpersonal skills he developed is **self-awareness**. Self-awareness concerns knowing one's internal states, preferences, resources, and intuitions. The self-awareness cluster contains three competencies. They are **emotional awareness** (recognizing one's emotions and their effects), accurate **self-assessment** (knowing one's strengths and limits) and **self-confidence** (strong sense of one's self-worth and capabilities). Another area Daniel Goleman covered in his work is **relationship management**. This skill is defined as the skill or adeptness at inducing desirable responses in others. The relationship management, like others mentioned earlier, contains six competencies. These competencies are **developing others** (sensing others' development needs and bolstering their abilities), **inspirational leadership** (inspiring and guiding individuals and groups.), **change catalyst** (initiating or managing change), **influence** (wielding effective tactics for persuasion), **conflict management** (negotiating and resolving

disagreements) and **teamwork** and **collaboration** (working with others toward shared goals. Creating group synergy in pursuing collective goals).

As noted, the classifications of interpersonal skills are very similar, independently of who the proponents or sources are. Throughout this paper, they will all be taken as a point of reference to build reliable instruments for the stage of data gathering. These terms have been defined, as said earlier, to get acquainted with the notion of *interpersonal skills*, for they are one the main variables that will be present in all of this work.

2.2. Interpersonal skills at a call center

In this paper, there will be connections among variables. They will all go around call centers, and interpersonal skills is one of those variables. Now, how to define what a call center is? According to Keith Dawson (Dawson 1998, 1), a call center is defined as “a physical location where calls are placed, or received, in high volume with the purpose of sale, marketing, customer service, telemarketing, technical support or other specialized business activity”.

In a call center, trained representatives fulfill many of the jobs formerly found in an organization’s customer service, accounting and sales departments. In addition, through the continually evolving types of technology, call center staff members now identify and respond to customer needs and related issues, provide informational functions, and sell a variety of products and services. For example, employees handle incoming (inbound) customer calls for such things as assistance, order processing and administrative assistance (e.g., complaints or billing questions) as well as place calls (outbound) to customer in order to obtain information or sell products and services (e.g., customer satisfactions surveys, marketing, sales, and customer follow-up.).

In the work *Core Competencies of a Call Center Agent*, Christine White and Vera Roos hold that Call centre agents are becoming increasingly important in the call centre context. They act as a contact point between the customer and the company. Call centre agents should have certain competencies to perform their duties sufficiently. Identifying competencies, required to be effective agents, will ease the task of training and recruitment. Over the past few years, the call centre-concept has experienced rapid growth. Houlihan (2001) states that “the call centre processes are increasingly emerging in more specialist areas such as legal advice, psychological support, recruitment, market research and public sector communications” (p.1). Call centres are thus becoming increasingly important, both as an interaction channel as well as an important source of customer-related information. As call centres reach new levels of importance for customer relationship management, call centre agents become increasingly central within the link between companies and customers (Burgers, De Ruyter, Keen & Streukens, 2000; Grobbelaar, Roodt & Venter, 2004; Houlihan, 2001).

Two types of call centres exist namely an inbound and an outbound call centre. Inbound call centres refer to centres where the customer phones the call centre whereas out bound call centres require that the call centre agent phones the client (Rademeyer, 1995). Inbound call centres handle customer service in general by solving problems, handling queries or answering questions about products or services. The outbound call centre can be divided into sales and research outbound call centres. The sales outbound call centre deals with the selling of products and/or services, whereas the research outbound call centre gathers information regarding customer satisfaction, consumer behavior or perceptions regarding products or services. This research focuses specifically on the research outbound call centre.

The perceptions of customers regarding the quality of service provided by the call centre are dependent on the performance of the individual agents within the call centre (Burns, 1995). When customers are delighted with the performance of the call centre agent, they will, as a result, continue their relation with the given organization, which in turn impacts on business competitiveness (Stauss & Mang, 1999). Call centre agents act as a contact point between the customer and the company, and can therefore be regarded as the “source of differentiation” (Burgers et al., 2000, p.2). As a result, effective call centre agents can create a competitive advantage (Stauss & Mang, 1999).

In order for call centre agents to create this competitive advantage, they need to be competent. Kravetz (1997, p.23) states that “having the right person in the right position at the right time is critical to organisation success”, as these personal competencies will result in behavioral success, which is the desired outcome. To ensure that individuals fit the required profile, it is essential to identify the key competencies and characteristics necessary for success within a particular position at a particular point in time (Kravetz, 1997). A study of women's employment in European call centres indicated that “feminine” social skills, such as communication and interpersonal skills, are considered central to an effective call centre agent (Belt, Richardson & Webster, 2002).

Key elements of competencies include “skills, capabilities, knowledge, learning, coordination, organization and relationships” (Sanchez, 2004, p.519). Core competencies could then refer to either the assets within a person, the repeatable pattern of actions in applying the assets, as well as the skills embedded in individuals or teams that result in successful outcomes (Sanchez, 2004). Core competencies do not deteriorate over time, but are enhanced if they are applied and shared (Prahalad & Hamel, 1990).

In the results found in the study carried out by Christine White and Vera Roos, it was found that the literature reported that an ideal call centre agent should have the skills to effectively convey ideas and information (Barnhart, 2000) and should be able to understand customers and be able to apply effective questioning techniques (Freeman & Rusnell, 2000). **Communication** also includes non-verbal communication, which includes hesitations, shifts in tempo of speech, overtones of voice and so on, that the customer can hear over the phone. Customers want the communication to take place in a conversational tone. Bateson

(1972) believes that non-verbal communication is more important than verbal communication as this provides the customer with the underlying message that agents do not want to convey through verbal communication, such as that they are upset (faster tempo); tired (a yawn) or unsure (hesitation).

Another ability that was found to be important is **listening**. The ability and desire to listen actively, is an important competency for an effective call centre agent (Barnhart, 2000; Grobbelaar et al., 2004). Listening skills also include the ability to respond to the statements and comments of others; to use reflective responses and clarifying questions to assure the other person that they have been heard and the ability to remember notable points covered by the customer (Barnhart, 2000; Charos, 1999; Competencies on target, 2001). When agents do not listen to the feedback from the customer, mistakes may become greater as agents do not take action based on the feedback (Ruben, 1983).

Another interesting ability found in the results of this study was **stress tolerance**. Stress causes a variable to take on a value close to the higher or lower level of the next variable, resulting in a lack of flexibility. To ensure flexibility in the call centre, it is important to keep stress levels as low as possible. The call centre environment is a stressful environment in which agents must deal with rude, demanding, or distraught customers, face crises, work with new and complicated technology and constantly monitor each call (Peter, 2001). Contributors to stress also include pressure from management, who expect a certain number of calls in a certain time frame. Working in a team and contributing to the team effort can also cause stress if your performance is lower than the other agents' performance. Being stress tolerant is the ability to perform under conditions where pressure, resistance or opposition makes completing the work difficult (Competencies on target, 2001). Being stress tolerant is the ability to remain productive in times of crisis or critical events (Barnhart, 2000).

One more skill cited in these findings was **problem-solving**. Senge (1990) states that being proactive means being in charge of your future. Proactiveness comes from "seeing how we contribute to our own problems" (Senge, 1990, p.21). In the literature, problem-solving skills are explained as representing an analytical thinking process in order to solve problems. This is reflected in call centre agents' ability to gather information and select the best possible solution. Problem-solving skills include practical intelligence, reasoning, planning skills and creative thinking (Barnhart, 2000; Competencies on target, 2001; Freeman & Rusnell, 2000; Spencer & Spencer, 1993).

The results contribute by saying that customers sometimes require information a call centre agent is not supplied with. The call centre agent must have initiative, be a quick thinker, and provide the customer with this information.

To conclude, it can be said that interpersonal skills are defined as “those skills which one needs in order to communicate effectively with another person or a group of people” (Rungapadiachy, 1999, p.193). They can be classified into different types; however, some of them are common among several classifications (e.g., verbal, non-verbal, problem solving, assertiveness). Also, it has been pointed out that a call center requires different skills for agents to be effective. Some of those skills are interpersonal skills. In the study that has been used for this work, some of the interpersonal skills found in the results were communication (verbal, non-verbal), listening, and problem-solving. They are just to mention some.

2.3. Intrapersonal Skills

As for the aim of this investigation, digging into intrapersonal skills is also highly necessary. As is commonly heard from call-centers’ employees (current or former), those abilities that have to do with self-control, attitude, temper and the like; are some of the most important ones so as to be able to stay at a call-center for a considerable amount of time.

As talked about before, this idea also comes from the work by **Daniel Goleman**, “**Emotional Intelligence**”. And to get into topic, what is understood as interpersonal skills is fairly simple. Broken down simple from two authors’ perspectives, the picture becomes even simpler. For **John London** in his article “**What are interpersonal skills?**” intrapersonal skills are defined as “*those skills and communications that occur within a person’s own mind*”. This gives us the base of what they are in literal terms. According to **Rick Hoyle** in his work, “**Assessment of Intrapersonal Skills**” (Duke University, 2011), intrapersonal skills are the “*talents or abilities that aid the individual in personal productivity and problem solving*”. Hoyle’s definition depicts it from a form utilitarian viewpoint. These two gives us a picture of what in essence intrapersonal skills are. To be more precise, it is understood that the skills formerly addressed, are those happenings within our own mind, that help us decide on the *appropriate* reactions in specific situations.

The importance of these skills in the call-center environment becomes significant when one comes to think about the times an agent runs into a customer who is in need of assistance because of an issue or necessity; that is what call-centers are based on, essentially. To get a clearer perspective, some of the most important intrapersonal skills are described below. These definitions and ideas are taken from *John London’s* previously cited work:

In the call-center industry, people are required to face several different situations; but since there are specific tasks to be assisted by the agent, that narrows the list to fewer scenarios. Here is where the first skill comes to play a role. The first skill to be described is **visualization**. Visualization is a technique often used in sports to prepare for a challenging task. And this is basically about creating imagery of those situations in order for our mind

to be prepared for an adequate response/action. This is seen in those cases when, as an example, a customer calls because he had an issue with a brand new tech device he acquired at a store and calls upset, yelling and demanding with no flexibility maybe because he had a bad day. Those explosive customer needs a specific way to be responded to that could firstly, calm him down to be able for the situation to be resolved at a good pace and tone.

“It is important to be aware of you intrapersonal negatives and to correct patters of negative thought as they occur.” That is the second skill being taken into action. The ability to **recognize negativity** becomes, as will be continually noticed, a back-up for the first skill as is visualization. As *“skilled intrapersonal communicators can turn around a negative thought pattern and use it to bring fresh and inspiring ideas...”*, the utility of it in a call-center environment becomes evident if we bring up the fact that negative situations are their reason to exist. Hence, a person who can deal with these situations and turn them around becomes ideal.

The following skill to be addressed is **compassion**. This skill is highly related to the previous two in the sense that after finding out about the negative thought pattern, the following step is to visualize oneself in the customers’ shoes and treating them as one would wish to be treated. As **London** states to remark the usefulness of this skill: *“having compassion for others is an intrapersonal skill that allows you to see things from the perspective of others, and is important for ... anyone working closely with other people...”*

The last of the most remarkably prominent intrapersonal skill to be addressed is that of **positive decision making**. London states that whenever you encounter a decision-making situation *“you must be able to scan through the available choices in your mind, consider each alternative and come to a practical decision without inner conflict and confusion.”* This is to be achieved after having gone through the previously addressed skills. It is to be highlighted that this is possible to be naturally acquired by exposing yourself to a lot of practice.

There are several other skills that are labeled as intrapersonal that will not be largely addressed for they are simpler in nature and there is an innumerable amount of intrapersonal skills. Some of them that are noteworthy are: the ability to control emotions, knowing your own strengths and limitations, perseverance, knowing and acknowledging what drives your emotions, initiative and self-confidence. All of them and more add up to a balanced intrapersonal communicator. Now, it is important to note that, as says **Charles Plant** in his article **“Intrapersonal Skills”** (2012) for materialminds.com (powered by WordPress), *“some people are high in some skills and low in others and no two people have the same set of skills in the same degrees.”* This quoted with the purpose of opening doors to fit the hypothetical statement that not whatever person is made for a call-center job.

However, one other view point to take into consideration is not only the one about the benefits for the potential employee, but also for the employer per se. How so? Well, they need to know who they will be hiring and if this applicant will be able to perform the task, and do it outstandingly well. This, of course, increases numbers for the enterprises in question in revenue, reliability with their clients among others. And according to Rick Hoyle in his work **“Assessment of Intrapersonal Skills”**, there are ways to evaluate both; the intrapersonal capacity of a person and the possibility of it engaging in theft and other counterproductive behaviors.

Finally, so as to back up all of the information that has been stated in this part, there is a compilation of ten life skills that the World Health Organization (WHO) has proposed. They will be taken into account because of all of the ground they are gaining in the training of employees in different work areas, as well as in the education of students from early academic levels. As a matter of fact, these skills have been stated throughout the description of this theoretical framework, so they are basically the most essential ones the WHO has collected. They are **self-awareness, empathy, assertiveness, interpersonal relationships, decision-making, problem-solving, creative thinking, critical thinking, emotional self-control and stress management**. Because these skills have been explained earlier, they will not be explained again. Again, they are considered quite prominent for the development of this research due to the close connection between them and the variables in play.

To conclude, intra and interpersonal skills will play an important role in this research. They will help to identify which of them call centers require candidates to have to be hired and work permanently.

2.4. English Oral Communicative Skills

Throughout the last decade the area of telecommunication has been one of the main sources of employment in El Salvador. However the main focus of this research is call centers due to the predominating role they are playing in the capital of El Salvador when it comes to employing people. According to La Prensa Gráfica, this industry has been growing at a rate of 29% every year since 2005. According to PROESA (Agencia de Promoción de Exportaciones e Inversiones de El Salvador) call centers employ more than 12,000 people permanently.

This important role played by call centers nowadays gave birth to the research topic: **“Intra and interpersonal abilities as well as English oral communicative skills that call centers require candidates to have to be hired and employees to stay at work longer than short-time stayers, in the city of San Salvador and year 2015.**

Many of the students majoring in "Licenciatura en el Idioma Inglés Opción: Enseñanza" in the Foreign Languages Department of the University of El Salvador are studying there with no intention of becoming English teachers but something different. Call centers are the choice of the crowds these days. As stated by Ruth Elizabeth Gamero and Irma Dinora Pérez in their dissertation entitled: "*Real Job Market in the Metropolitan Area of San Salvador for Professionals Graduated in "Licenciatura en el Idioma Inglés Opción: Enseñanza" main campus of the University of El Salvador 2007*", less than half the students surveyed wanted to be teachers after graduating." Many of them are just looking forward to working at a call center. And in all of this, of course, the most immediate channel of communication is present; that is oral English communication.

According to Armando Arias, president of Cámara Americana de Comercio de El Salvador (Am Cham) the industry has not grown more because up to now there had not been a good number of people with a competent level of English. To undertake this research it turns out necessary to explore what the components of competent oral English are. With the purpose of expanding the idea of English oral skills, the term **Communicative Competence** will be taken for the development of the theoretical basis. There are some proponents of this term who have worked on its development, and now they offer us a wider understanding of their theories.

2.5. Concept of communicative competence

Language proficiency is not a unidimensional construct but a multifaceted modality, consisting of various levels of abilities and domains (Carrasquillo, 1994, p. 65). Hymes (1971) also assumes that L2 learners need to know not only the linguistic knowledge, but also the culturally acceptable ways of interacting in different situations and relationships. Building on Hymes's theory, Canale and Swain (1980) propose that communicative competence includes grammatical competence, discourse competence, sociolinguistic competence, and strategic competence, which reflect the use of the linguistic system and the functional aspects of communication, respectively.

Grammatical competence

"Grammatical competence is an umbrella competence that includes expertise in grammar (morphology, syntax), vocabulary, and mechanics. With regards to speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress" (Scarcella and Oxford, 1992, p. 141). Grammatical competence enables speakers to use and understand English-language structures accurately and unhesitatingly, which contributes to their fluency.

Discourse competence

In addition to grammatical competence, EFL must develop discourse competence, which is concerned with intersentential relationships. In discourse, whether formal or informal, the rules of cohesion and coherence apply, which aid in holding the communication together in a meaningful way. Effective speakers should acquire a large repertoire of structures and discourse markers to express ideas, show relationships of time, and indicate cause, contrast, and emphasis (Scarcella & Oxford, 1992)

Sociolinguistic competence

Knowledge of language alone does not adequately prepare learners for effective and appropriate use of the target language. Learners must develop competence which involves knowing what is expected socially and culturally by users of the target language. Understanding the sociolinguistic side of language helps learners know what comments are appropriate, how to ask questions during interaction, and how to respond non-verbally to the purpose of the talk.

Strategic competence

Strategic competence, which is “the way learners manipulate language in order to meet communicative goals” (Brown, 1994, p.228), is perhaps is the most important of all the communicative competence elements. Simply put, it is the ability to compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse rules (Berns, 1990). With reference to speaking, strategic competence refers to the ability to know when and how to take the floor, how to keep a conversation going, how to determine the conversation, and how to clear up communication breakdown as well as comprehension problems.

Soon after Chomsky proposed and defined the concepts of competence and performance, advocates for a communicative view in applied linguistics(e.g. Savignon, 1972) expressed their strong disapproval at the idea of using the concept of idealized, purely linguistic competence as a theoretical ground of the methodology for learning, teaching and testing languages. They found the alternative to Chomsky’s concept of competence in Hymes’s communicative competence which they believed to be a broader and more realistic notion of competence. *Namely, Hymes (1972) defined communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations, thus bringing the sociolinguistic perspective into Chomsky’s linguistic view of competence.*

Canale and Swain (1980) and Canale (1983) understood communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. In their concept of communicative competence, knowledge refers to the (conscious or unconscious) knowledge of an individual about language and about other aspects of language use. According to them, there are three types of knowledge: knowledge of

underlying grammatical principles, knowledge of how to use language in a social context in order to fulfil communicative functions and knowledge of how to combine utterances and communicative functions with respect to discourse principles. In addition, their concept of skill refers to how an individual can use the knowledge in actual communication. According to Canale (1983), skill requires a further distinction between underlying capacity and its manifestation in real communication, that is to say, in performance.

Unlike Hymes, Canale and Swain or even Widdowson, Savignon (1972, 1983) put a much greater emphasis on the aspect of ability in her concept of communicative competence. Namely, she described communicative competence as «the ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors” (Savignon, 1972:8). According to her, and many other theoreticians (e.g. Canale and Swain, 1980; Skehan, 1995, 1998; Bachman and Palmer, 1996 etc.), the nature of communicative competence is not static but dynamic, it is more interpersonal than intrapersonal and relative rather than absolute. It is also largely defined by context. As to the distinction between competence and performance, Savignon referred to competence as an underlying ability and to performance as an open manifestation of competence. In her opinion, competence can be observed, developed, maintained and evaluated only through performance. Like many theoreticians in the field of language learning and teaching (e.g. Stern, 1986), Savignon equates communicative competence with language proficiency. Due to this, as well as to the controversial use of the term «competence», Taylor (1988) proposed to replace the term «communicative competence» with the term «communicative proficiency». At approximately the same time and for similar reasons, Bachman (1990) suggested using the term «communicative language ability», claiming that this term combines in itself the meanings of both language proficiency and communicative competence. Learning especially on Hymes, Widdowson and Candlin, Bachman defined communicative language ability as a concept comprised of knowledge or competence and capacity for appropriate use of knowledge in a contextual communicative language use. In elaborating on this definition, Bachman devoted special attention to the aspect of language use - that is, the way how language is used for the purpose of achieving a particular communicative goal in a specific situational context of communication.

2.6. Models of communicative competence

Recent theoretical and empirical research on communicative competence is largely based on three models of communicative competence: the model of Canale and Swain, the model of Bachman and Palmer and the description of components of communicative language competence in the Common European Framework (CEF). The theoretical framework/model which was proposed by Canale and Swain (1980, 1981) had at first three main components, i.e. fields of knowledge and skills: grammatical, sociolinguistic and strategic competence.

In a later version of this model, Canale (1983, 1984) transferred some elements from sociolinguistic competence into the fourth component which he named discourse competence.

In Canale and Swain (1980, 1981), grammatical competence is mainly defined in terms of Chomsky's linguistic competence, which is why some theoreticians (e.g. Savignon, 1983), whose theoretical and/or empirical work on communicative competence was largely based on the model of Canale and Swain, use the term «linguistic competence» for «grammatical competence». According to Canale and Swain, grammatical competence is concerned with mastery of the linguistic code (verbal or non-verbal) which includes vocabulary knowledge as well as knowledge of morphological, syntactic, semantic, phonetic and orthographic rules. This competence enables the speaker to use knowledge and skills needed for understanding and expressing the literal meaning of utterances.

In line with Hymes's belief about the appropriateness of language use in a variety of social situations, the sociolinguistic competence in their model includes knowledge of rules and conventions which underlie the appropriate comprehension and language use in different sociolinguistic and sociocultural contexts.

Canale (1983, 1984) described discourse competence as mastery of rules that determine ways in which forms and meanings are combined to achieve a meaningful unity of spoken or written texts. The unity of a text is enabled by cohesion in form and coherence in meaning. Cohesion is achieved by the use of cohesion devices (e.g. pronouns, conjunctions, synonyms, parallel structures etc.) which help to link individual sentences and utterances to a structural whole. The means for achieving coherence, for instance repetition, progression, consistency, relevance of ideas etc., enable the organisation of meaning, i.e. establish a logical relationship between groups of utterances.

In the model of Canale and Swain, strategic competence is composed of knowledge of verbal and non-verbal communication strategies that are recalled to compensate for breakdowns in communication due to insufficient competence in one or more components of communicative competence. These strategies include paraphrase, circumlocution, repetition, reluctance, avoidance of words, structures or themes, guessing, changes of register and style, modifications of messages etc. Canale (1983) pointed out that this competence can also be used to enhance the effectiveness of communication. In a qualitative sense, it is different from the other three components of communicative competence in that it is not a type of stored knowledge and it includes non-cognitive aspects such as self-confidence, readiness to take risks etc. However, since it interacts with other components, it enables learners to deal successfully with a lack of competence in one of the fields of competence.

Sociolinguistic competence refers to possession of knowledge and skills for appropriate language use in a social context. The following aspects of this competence are highlighted: language elements that mark social relationships, rules of appropriate behavior, and expressions of peoples' wisdom, differences in register and dialects and stress. The last component in this model - pragmatic competence - involves two subcomponents: discourse competence and functional competence. A part of both of these competences is the so-called planning competence which refers to sequencing of messages in accordance with interactional and transactional schemata.

Strategic competence is mentioned in the part the CEF dedicated to a discussion of communicative language use. This competence is conceived as strategy use in the broadest sense. Thus, the stress is put not only on the use of communication strategies which can help to overcome the lack in a particular area of language knowledge but on the use of all types of communication strategies. As to the authors of the CEF, the use of strategies can be compared with the application of metacognitive principles (planning, achieving, controlling and correcting) on different forms of language activity: reception, interaction, production and meditating.

To conclude, this is the literature that will be employed for the development of this research. It is agreed that there are many other works from different authors, but if all of them were taken, probably the theoretical framework would be endless. All of the literature included in this paper will give the researchers the required tools for conducting a research rich in validity and reliability, and overall, one that contributes with significant ideas for the improvement of the Foreign Languages Department.

3. Type of Study

At the onset, the research will be exploratory. It has been decided so since there are no previous works at the Foreign Languages Department (FLD) that are related to the intra and interpersonal skills demanded in applicants and employees by call centers. Besides, researchers seek to arrive at the results of which English oral skills call centers mainly foster for hiring people permanently.

Apart from this first approximation the research will be descriptive as well. It will be of this nature because there will be a description of all those skills (intra, interpersonal and English oral ones) that call centers require from applicants to be hired and stay at work permanently.

When obtaining the results of this research, underpinnings will be set for other researchers to continue with the same one or another one. They will have the possibility to go deep into the roots of the research, turning it into an explicative type of study. Eventually, that is the purpose of the researchers, contributing to the FLD through a meaningful research.

4. Hypothesis

Research Hypothesis

Call centers take as a primary requirement English oral communicative skills and as secondary intra and interpersonal ones when hiring applicants permanently.

Null Hypothesis

Call centers prioritize intra and interpersonal skills and take English oral communicative ones as secondary when hiring applicants permanently.

Alternative Hypothesis

Call centers rely most heavily on listening skills along with computing skills at the time of employing candidates permanently.

Statistical Hypothesis

Call centers place a 70% of prominence on English oral communicative skills and hence a 30% on intra and interpersonal skills on the phase of hiring applicants permanently.

4.5. Conceptual definition of variables

In this research four variables will be used. Every of them will have both a conceptual and operational definition. The first one is **interpersonal skills**. They are defined as “those skills which one needs in order to communicate effectively with another person or a group of people” (Rungapadiachy, 1999, p.193).

The second variable will be **intrapersonal skills**. According to John London, they are “*those skills and communications that occur within a person’s own mind*”.

The third variable will be **English oral communicative skills**. They are the abilities for verbally transmitting information or ideas from one individual or group to another. (www.study.com).

The fourth variable has been defined by call centers themselves. **Short-time stayers** are those agents who stay from one to four months only.

4.6. Operational definition of variables.

1. Interpersonal skills are going to be measured based on the document proposed by the World Health Organization as well as the work done by Daniel Coleman. In the first one, they suggest the ten most important life skills. The parameters are going to be: **self-awareness, empathy, assertiveness, relationship management, decision making, problem solving, creative thinking, critical thinking, emotional management, stress management.**

2. Intrapersonal skills are going to be measured through the following parameters: **positive decision making, self-awareness, critical thinking, creative thinking and emotional management.**

3. English Oral Communicative Skills are going to be measured taking the following parameters: English oral communicative skills are going to be measured based on the four components suggested by Canale and Swain: **grammatical competence, discourse competence, sociolinguistic competence and strategic competence.**

4. Short-time stayers will be measured by the amount of time call centers themselves say these agents stay at their companies.

5. Research Design

The research design will be non-experimental. Due to the nature of the research, the researchers will not manipulate any variables purposely. Instead, they will go to the natural settings to collect the data through questionnaires. For this research, there is a particular period of time for which it is expected to have the findings. That period of time is March of the year 2016

6. Population and Sample

Initially, it had been agreed that the population of the research would be **census**. This was decided because all the call centers of the metropolitan area of San Salvador would be taken. Nevertheless, there was an unexpected event that changed the planning that had been done at first. Some places were visited in order to get a list of the call centers in the metropolitan area of San Salvador; yet, in these places that information was not provided. One of those places was Alcaldía Municipal de San Salvador. Here it was said that they did not have any information available that could include the list that was required. After trying the city hall, another place was visited; it was Ministerio de Hacienda. Here the same request was made, but they said they did not have that information either. A third place tried was SIGET. This place was not visited but phone calls were made so as to find out something that could help the research come along but they said that was information they did not have. Finally, the last source was Ministerio de Economía. For this place phone calls were made to get an interview for collecting information but they said they did not have it. Eventually, the call centers that will be taken will be the ones that are known to the researchers and some found on the Internet. The following call centers will be taken for the research: Sykes, Tech Americas, Ubiquity Global, Contacto, Global Tech, Office Gurus, Heliocentric, Blackhawk, and Infinite Outsourcing. These will be the call centers that will be visited for collecting the data.

Regarding the sample, it will be non-probabilistic. It will be the representatives of the recruitment department of every call center. They will be the units of analysis and the ones in charge of responding the survey that will be administered.

There is consciousness on the fact that not having obtained a wider list of call centers registered in the metropolitan area of San Salvador will lessen reliability to the research; however, this occurred due to unexpected circumstances that were not in the control of the researchers. Even so, a lot of effort will be put on obtaining outcomes that can be of great satisfaction for all the ones that will examine the findings.

7. Data Gathering Process

7.1 Instrument (survey)

In order to collect the data of this research, a survey has been designed. It has been made of 25 questions, which give respondents the options to choose. The questions are related to the three variables of the research: oral English skills, intra and interpersonal skills, and short-time stayers. Most of the questions are closed, with the only exception for question one, which gives the respondents the chance to elaborate their own answers. The survey has been the only instrument that has been designed since, for now, the aim is to have preliminary results that serve as point of reference for further research, with more instruments (interview, observation, etc.)

At first, it had been decided that the period of time for collecting the data would comprise from October 20th to November 20th. 2015. However, due to a change of plans, it was postponed for January 20th to February 20th, 2016. The last inconvenience faced allowed the researchers to start collecting the data not until February 15, 2016. The following chart shows the planning for the collection of the data with dates and the names of the call centers visited.

Instrument	Call center	Date	Data collectors
Survey	Sykes	February 15, 2016	Álvaro Melgar/Esteban Palacios
Survey	Tech Americas	February 15, 2016	Álvaro Melgar/Esteban Palacios
Survey	Ubiquity Global	February 15, 2016	Álvaro Melgar/Esteban Palacios
Survey	Contacto	February 17, 2016	Álvaro Melgar/Esteban Palacios
Survey	Global Tech	February 17, 2016	Álvaro Melgar/Esteban Palacios
Survey	Office Gurus	February 17, 2016	Álvaro Melgar/Esteban Palacios
Survey	Heliocentric	February 19, 2016	Álvaro Melgar/Esteban Palacios

Survey	Blackhawk	February 19, 2016	Álvaro Melgar/Esteban Palacios
Survey	Infinite Outsourcing	February 19, 2016	Álvaro Melgar/Esteban Palacios

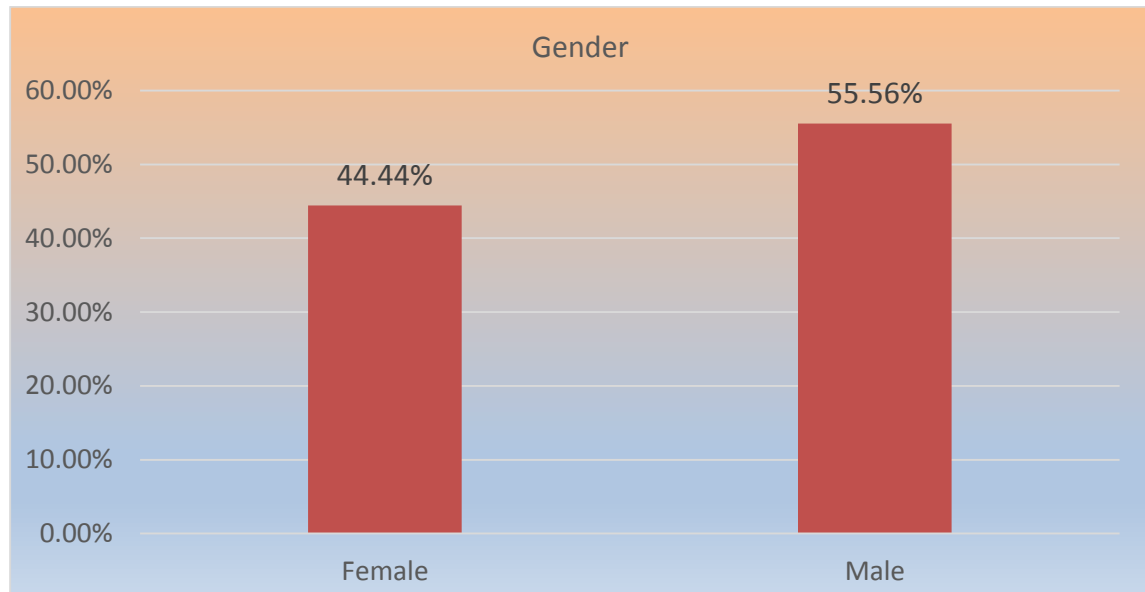
Timetable

Event	Date
Definition of the topic	From February 20 th to March 7 th , 2015
Statement of the problem	From March 8 th to March 15 th , 2015
Research project profile	From March 16 th to April 1 st , 2015
Gatherings with advisor for improvements of the version	From April 2 nd to April 20 th , 2015
Searching for literature for the elaboration of theoretical framework	From April 21 st to May 5 th , 2015
Elaboration and finalization of theoretical framework	From May 16 th to June 1 st , 2015
Development of methodology	From June 2 nd , 2015 to February 10 th , 2016
Data gathering	From February 15 th , 2016 to February 19 th , 2016
Data analysis	From March 1 st , 2016 to June 15 th , 2016
Preparation of the written report	From June 20 th , 2016 to September 20 th , 2016

8. Statistical analysis

Gender

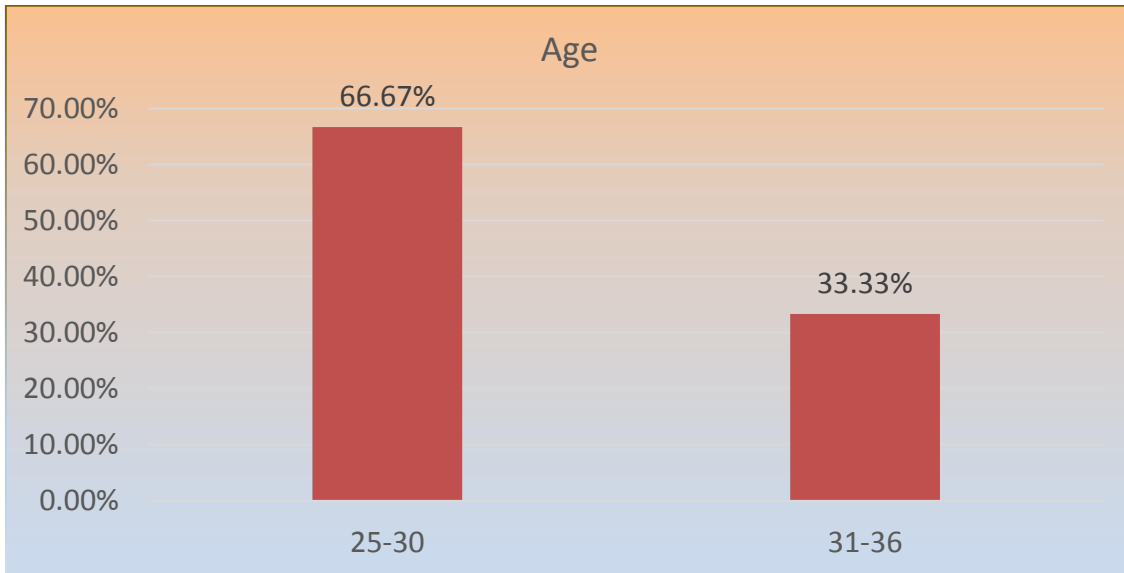
Gender	Total
Female	44.44%
Male	55.56%



Out of the nine call centers visited, at five of them the respondents were men, while at the other four the respondents were women. This shows a slight tendency of men having the charge as recruiters at call centers over women.

Age

Age	Total
25-30	66.67%
31-36	33.33%

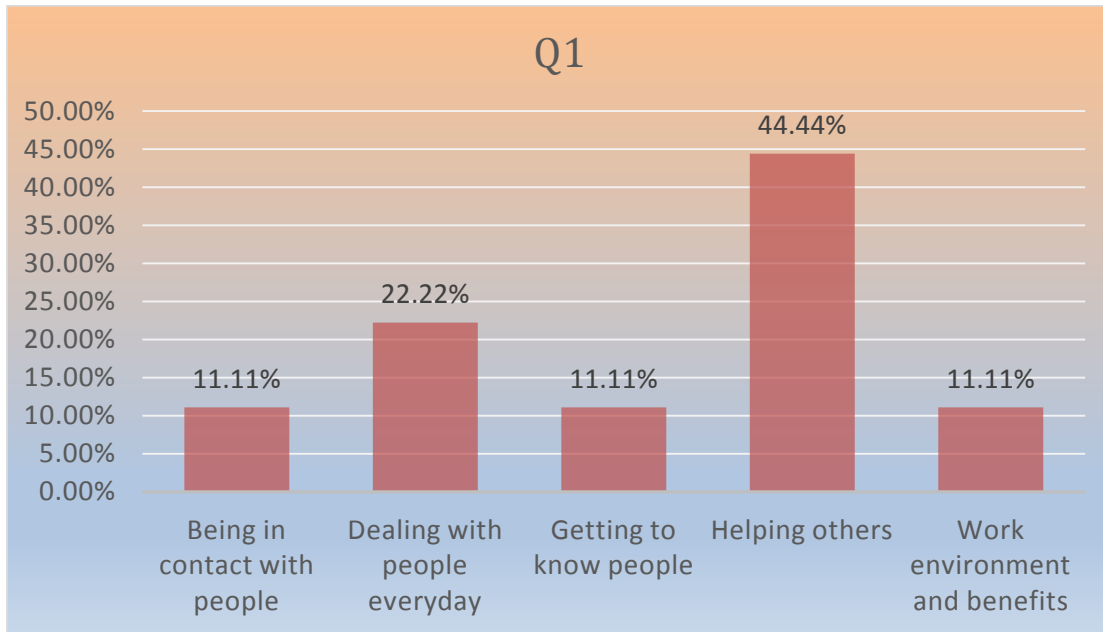


Out of the 9 call centers visited, six respondents were found to be between 25 and 30 years old; the other three respondents were reported to be between 31 and 36 years old. These results show that the position as recruiters is being given to young adults

1. What is one thing that you like about the job you have?

Sum of Frequency

(Q1) What is one thing that you like about the job you have?	Total
Being in contact with people	11.11%
Dealing with people everyday	22.22%
Getting to know people	11.11%
Helping others	44.44%
Work environment and benefits	11.11%
Grand total	100.00%

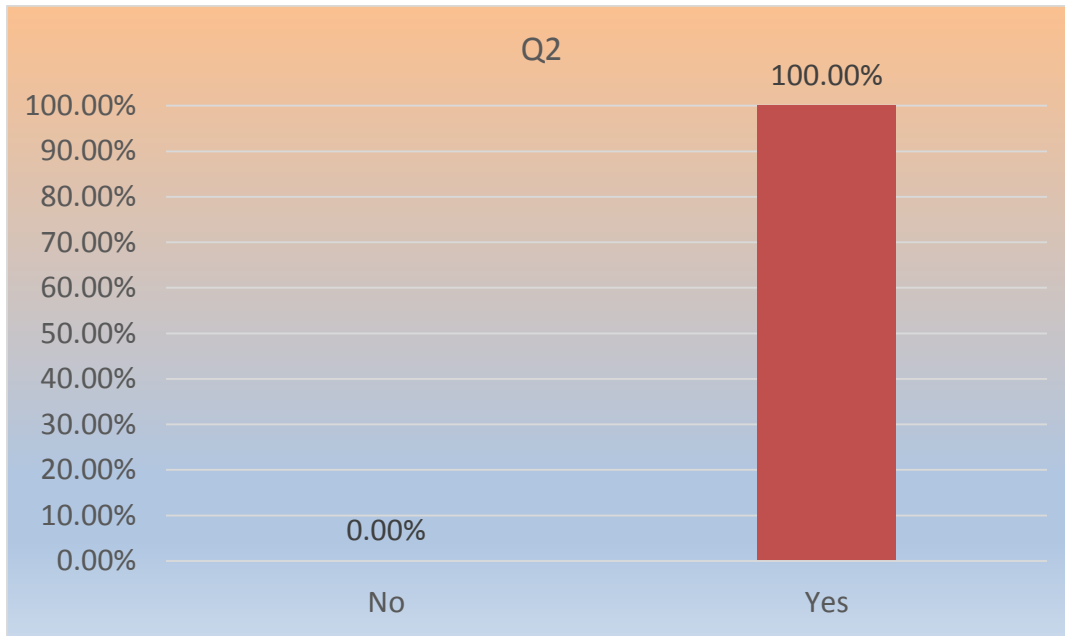


The figures show that there is a tendency of recruiters towards helping people as the one thing like in their job. The vast majority, which is 44.44%, said they like helping others; the second largest group of respondents, made of 22.22%, said that what they like is dealing with people. Finally, there is a shared result for the other respondents, who expressed at 11.11% that what they like about their job is being in contact with people, getting to know people, and work environment and benefits.

2. Do you take interpersonal skills into account when hiring applicants to work at this company?

Sum of Frequency

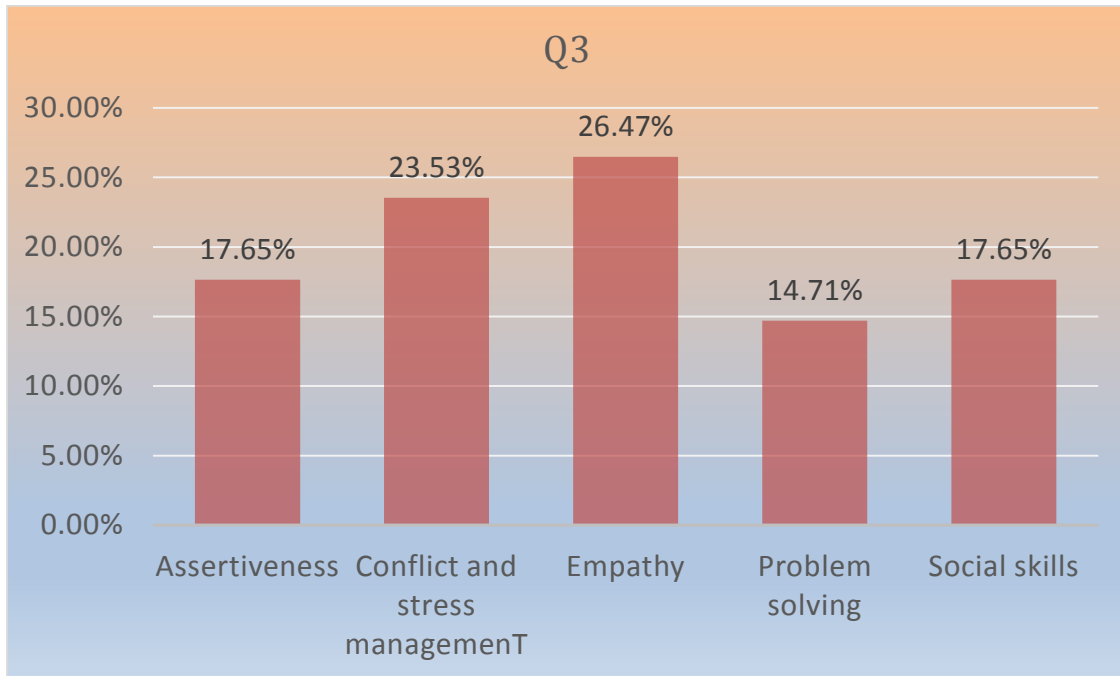
(Q2) Do you take interpersonal skills into account when hiring applicants to work at this company?	Total
No	0.00%
Yes	100%
Grand Total	100%



These numbers show how important it is for these companies to hire applicants who display interpersonal skills, being able to establish relationships with others. The absolute number of the surveyed recruiters (100%) said that they do take into consideration interpersonal skills at the time of hiring an applicant.

3. Which of the following interpersonal skills do you take into account when employing someone?

Sum of Frequency	
(Q3) Which of the following interpersonal skills do you take into account when employing someone?	Total
Assertiveness	17.65%
Conflict and stress management	23.53%
Empathy	26.47%
Problem solving	14.71%
Social skills	17.65%
Grand total	100.00%

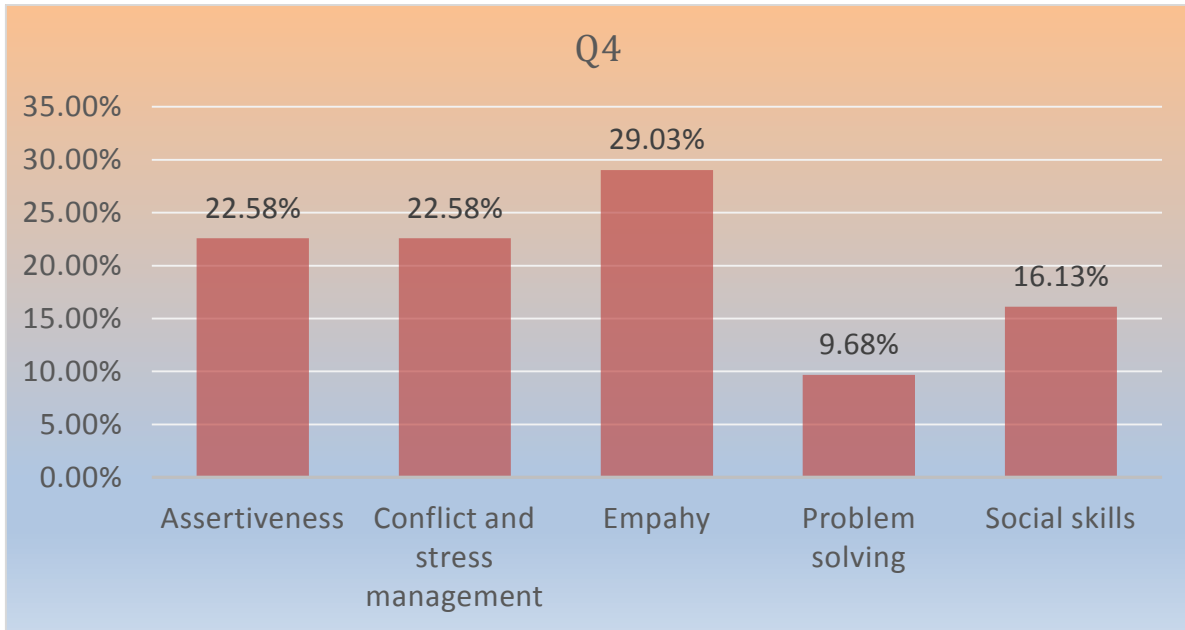


These results clearly show the prominence that these companies give to empathy as an interpersonal skill. Empathy shows the highest percentage with 26.47%. It was selected by all the call centers. The skill that follows is conflict and stress management, showing 23.53%. Assertiveness and social skills were chosen equally; they both show 17.65%. The skill with the lowest percentage is problem solving; it only shows 14.71%.

4. Within the interpersonal skills, which skills do you focus most on when employing candidates at this enterprise?

Sum of Frequency

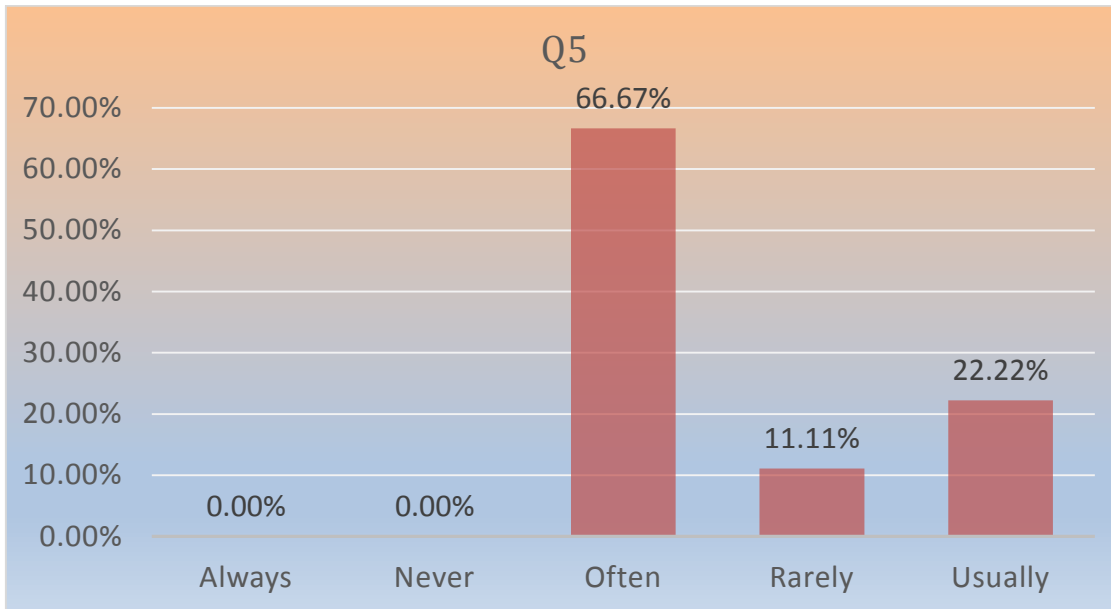
(Q4) Within the interpersonal skills, which skills do you focus most on when employing candidates at this enterprise?	Total
Assertiveness	22.58%
Conflict and stress management	22.58%
Empahy	29.03%
Problem solving	9.68%
Social skills	16.13%
Grand total	100.0%



Undoubtedly, empathy has been the interpersonal skill that all call centers have agreed upon as the one they focus the most on when hiring candidates. Empathy was selected by all respondents with 29.3%. The skills that follow empathy are assertiveness, and conflict and stress management with 22.58%. The ability of social skills was selected by 16.13% by the respondents, while problem solving was the least chosen one with only 9.68%.

5. How often do you hire someone based on interpersonal skills?

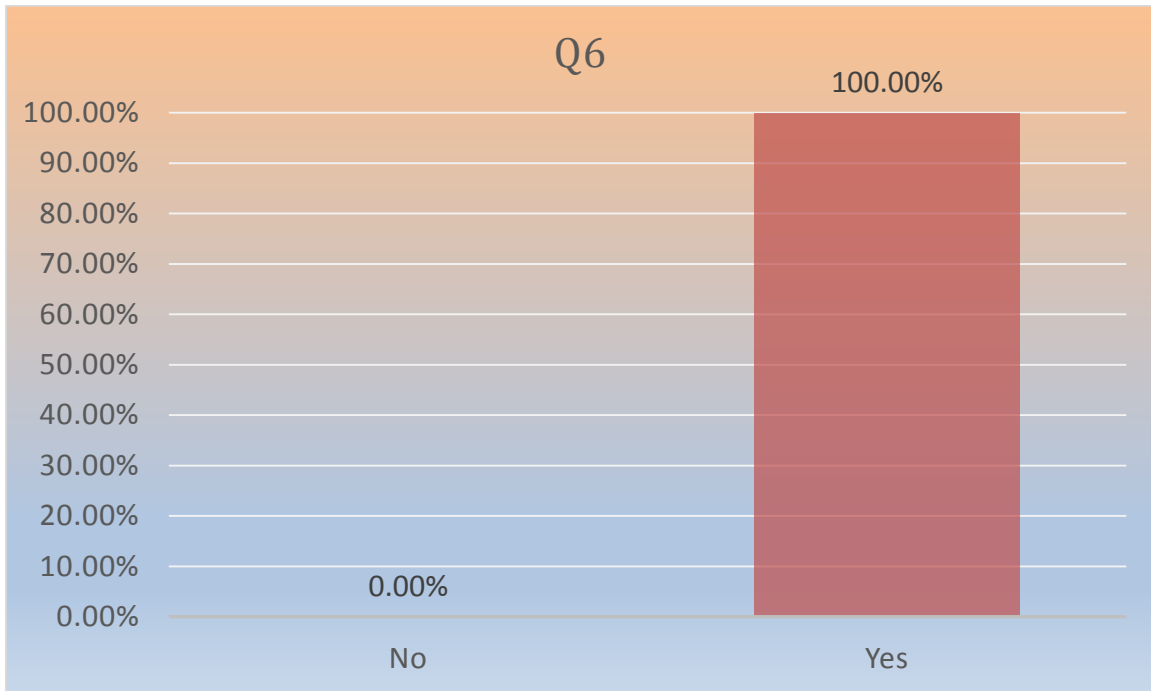
Sum of Frequency	
(Q5) How often do you hire someone based on interpersonal skills?	Total
Always	0.00%
Never	0.00%
Often	66.67%
Rarely	11.11%
Usually	22.22%
Grand total	100.00%



Even though interpersonal skills are taken into consideration at the time of hiring someone, the results still show that employing an applicant at any of these call centers is not always based on such abilities. As a matter of fact, none of the respondents said their companies *always* base the hiring of a candidate on interpersonal skills, which shows 0.00%. Same result of 0.00% was found for the frequency of *never*, which shows that they do take them into account. The predominant result has been found for the frequency of *often* with 66.67%. Below this result, the one that follows it is *usually*, which shows 22.22%. Finally, it is the frequency *rarely* that shows 11.11%.

6. Do you take intrapersonal skills into consideration before employing a person at this enterprise?

Sum of Frequency	
(Q6) Do you take intrapersonal skills into consideration before employing a person at this enterprise?	Total
No	0.00%
Yes	100%
Grand total	100.00%

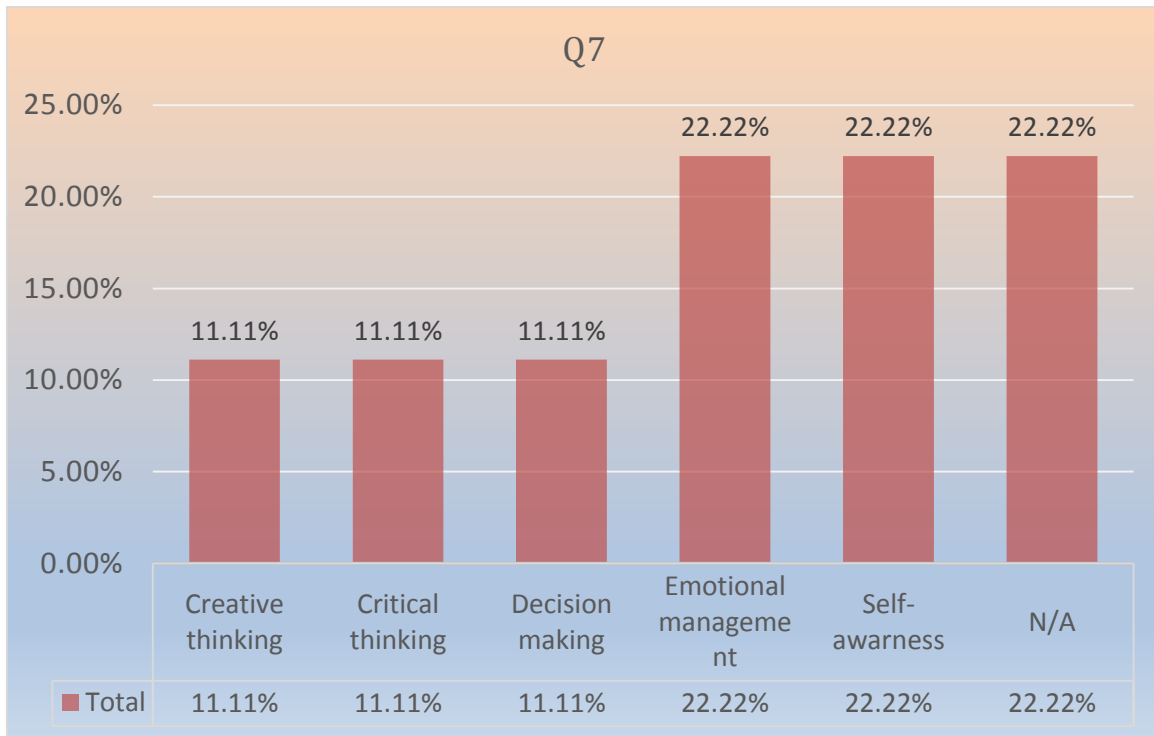


As expected, all the call centers surveyed said they take intrapersonal skills into account. 100% said they do. From this, the conclusion that can be drawn is that they care about those personal, internal, mental processes within applicants' minds.

7. Which of the following intrapersonal skills do you regard as the most important one?

Sum of Frequency

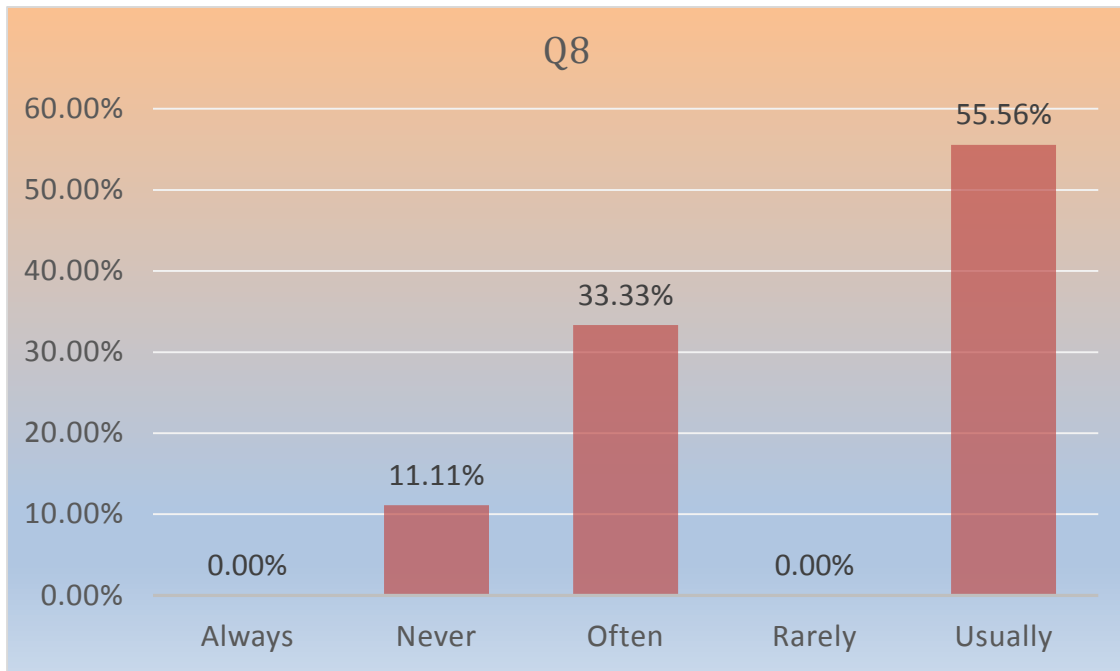
(Q7) Which of the following intrapersonal skills do you regard as the most important one?	Total
Creative thinking	11.11%
Critical thinking	11.11%
Decision making	11.11%
Emotional management	22.22%
Self-awareness	22.22%
N/A	22.22%
Grand total	100.00%



As the graphic shows, for call centers different intrapersonal skills are regarded as the most important ones; there is no a unique tendency in the results. For instance, two of the skills given to the respondents show the percentage of 22.22%; those skills are emotional management and self-awareness. The two of them seem to be the most important ones for call centers. Meanwhile, the other three skills were also chosen the same number of times. Creative thinking, critical thinking, and decision making show the percentage of 11.11%. At last, there is a percentage of 22.22% of respondents who did not answer correctly

8. How often do you hire someone based on intrapersonal skills?

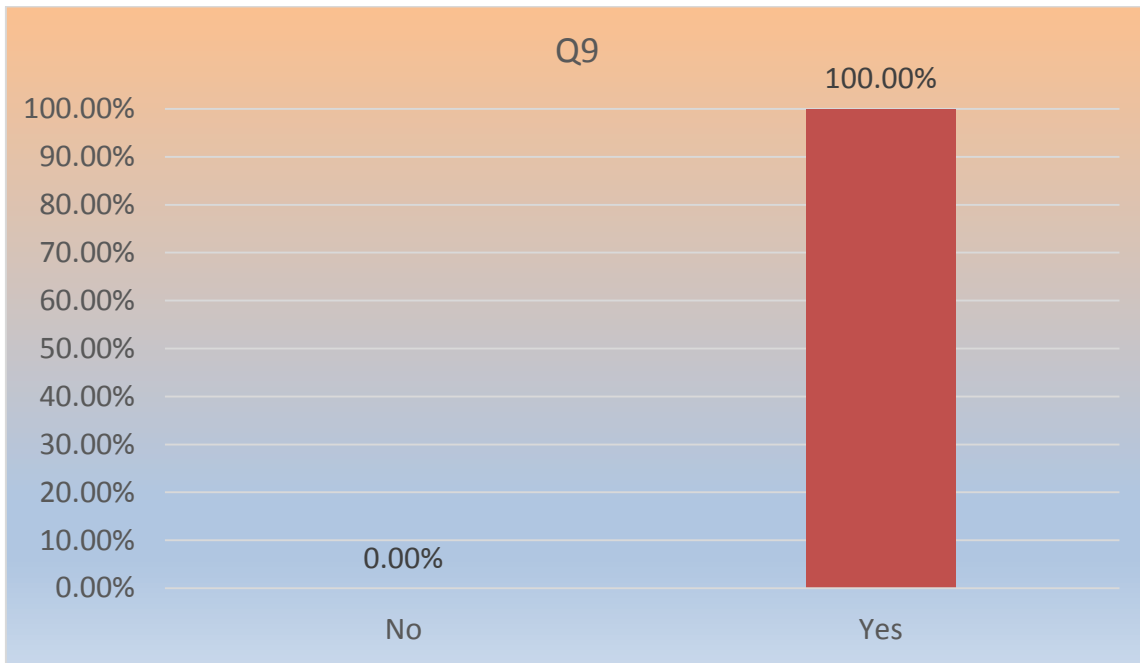
Sum of Frequency	
(Q8) How often do you hire someone based on intrapersonal skills?	Total
Always	0.00%
Never	11.11%
Often	33.33%
Rarely	0.00%
Usually	55.56%
Grand total	100.00%



According to the results, the vast majority of call centers hire applicants based on their intra personal skills on a regular basis. 55.56% of these companies said they *usually* employ people based on these skills. Below this percentage there is a 33.33% of companies that often hire candidates based on their intra personal skills. There is also a lower percentage of 11.11% of companies that *never* base hiring applicants on intra personal skills. Finally, with 0.00%, the frequency of *always* and *rarely* was not selected.

9. Does not showing intra and interpersonal skills affect negatively hiring an applicant?

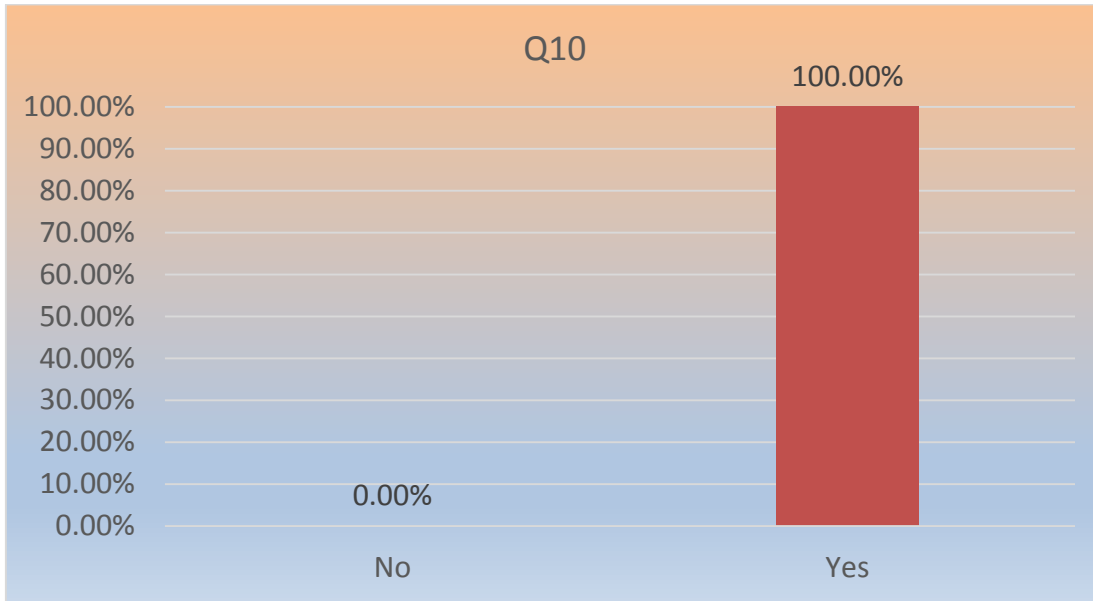
Sum of Frequency	
(Q9) Does not showing intra and interpersonal skills affect negatively hiring an applicant?	Total
No	0.00%
Yes	100.00%
Grand total	100.00%



At a 100%, all of the companies surveyed said that not showing intra and interpersonal skills affects negatively the hiring of candidates.

10. Are oral English skills examined before deciding to give a person a job at this company?

Sum of Frequency	
(Q10) Are oral English skills examined before deciding to give a person a job at this company?	Total
No	0.00%
Yes	100.00%
Grand total	100.00%

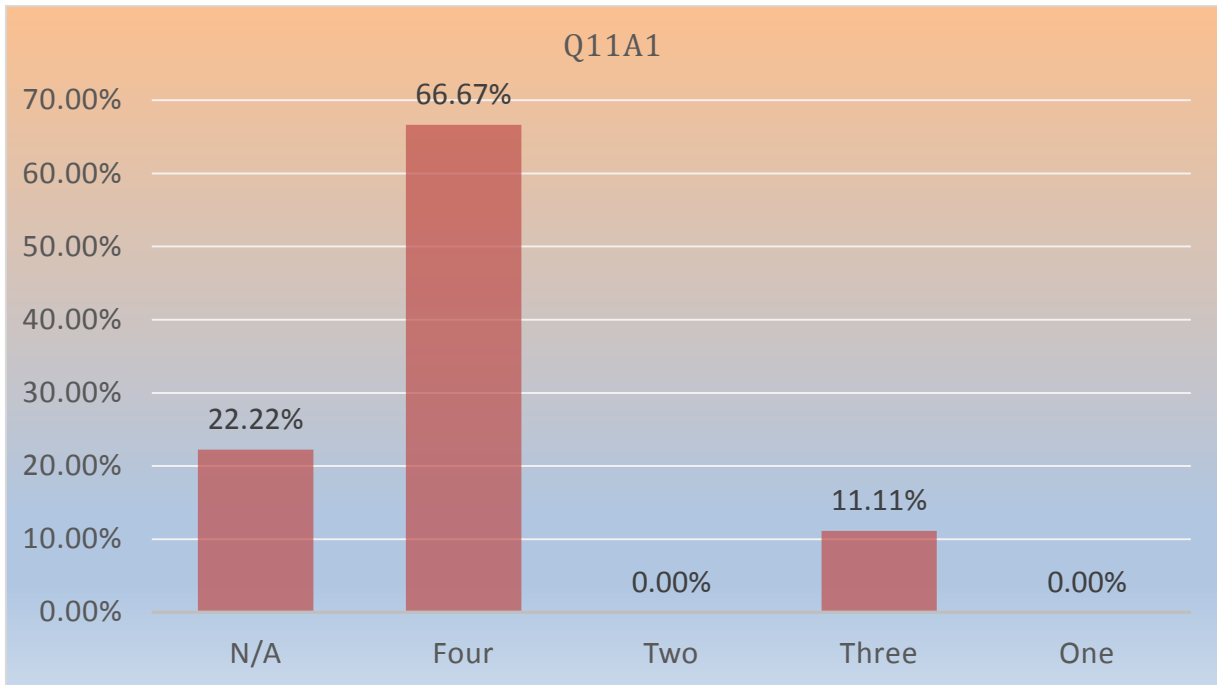


As expected, 100% of the companies surveyed said that they examine oral English skills before they hire applicants. With these figures, it can be concluded that for these call centers, these skills are an essential part in the process of employing someone.

11. On a scale of 1 to 4, where 1 indicates the most important one, and 4 indicates the least important one, rank the priority that you give to "grammatical competence" at the time of hiring applicants.

Sum of Frequency

(Q11) On a scale of 1 to 4, where 1 indicates the most important one, and 4 indicates the least important one, rank the priority that you give to "grammatical competence" at the time of hiring applicants.	Total
N/A	22.22%
Four	66.67%
Two	0.00%
Three	11.11%
One	0.00%
Grand total	100%

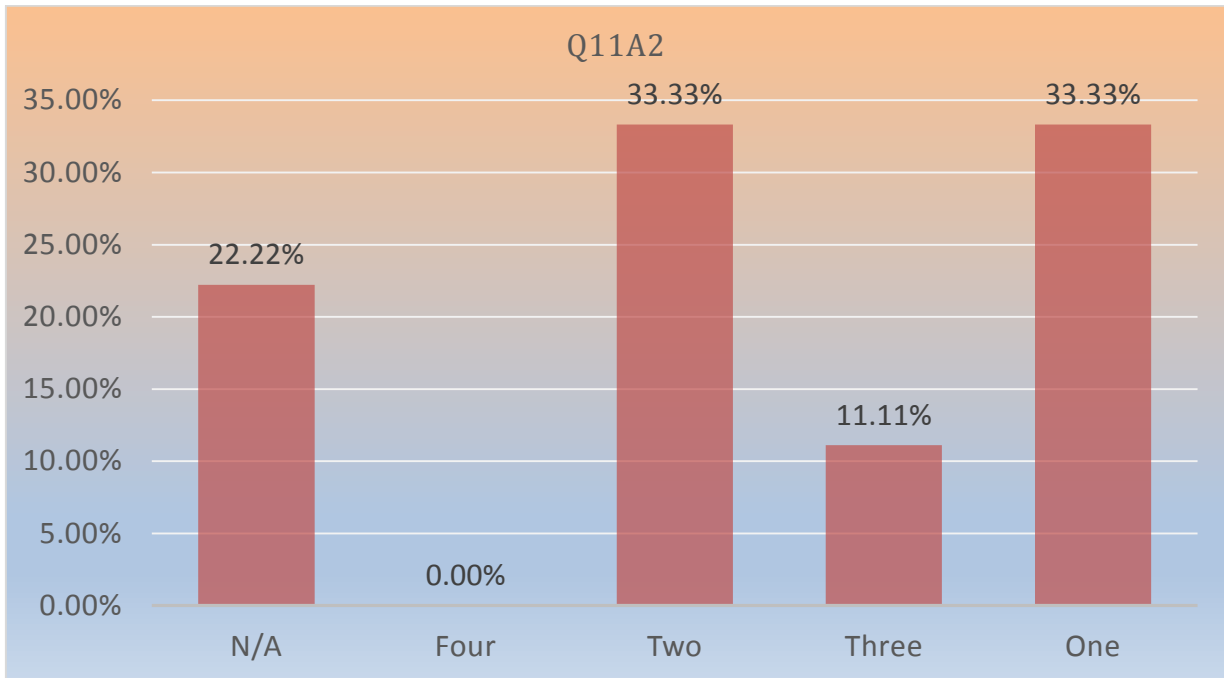


Grammatical competence does not seem to be a quite important requirement for the majority of the call centers surveyed. This is reflected by 66.67% of them that said that this competence is the least important one regarding oral English skills. For 11.11% who selected option *three*, since no degree of importance was given to this value, it can be said that for this percentage of companies, this competence it is not either the most or the least important one. For 0.00% reflected for option *two*, it is just to represent it in the graph, since it is equal to option *three*, neither the most or the least important one. Finally, there was a 22.22% of the surveyed ones who answered incorrectly, resulting in not applicable values.

11. B. On a scale of 1 to 4, where 1 indicates the most important one, and 4 indicates the least important one, rank the priority that you give to "easy of expression" at the time of hiring applicants.

Sum of Frequency

(Q11) On a scale of 1 to 4, where 1 indicates the most important one, and 4 indicates the least important one, rank the priority that you give to "easy of expression" at the time of hiring applicants.	Total
N/A	22.22%
Four	0.00%
Two	33.33%
Three	11.11%
One	33.33%
Grand total	100.00%

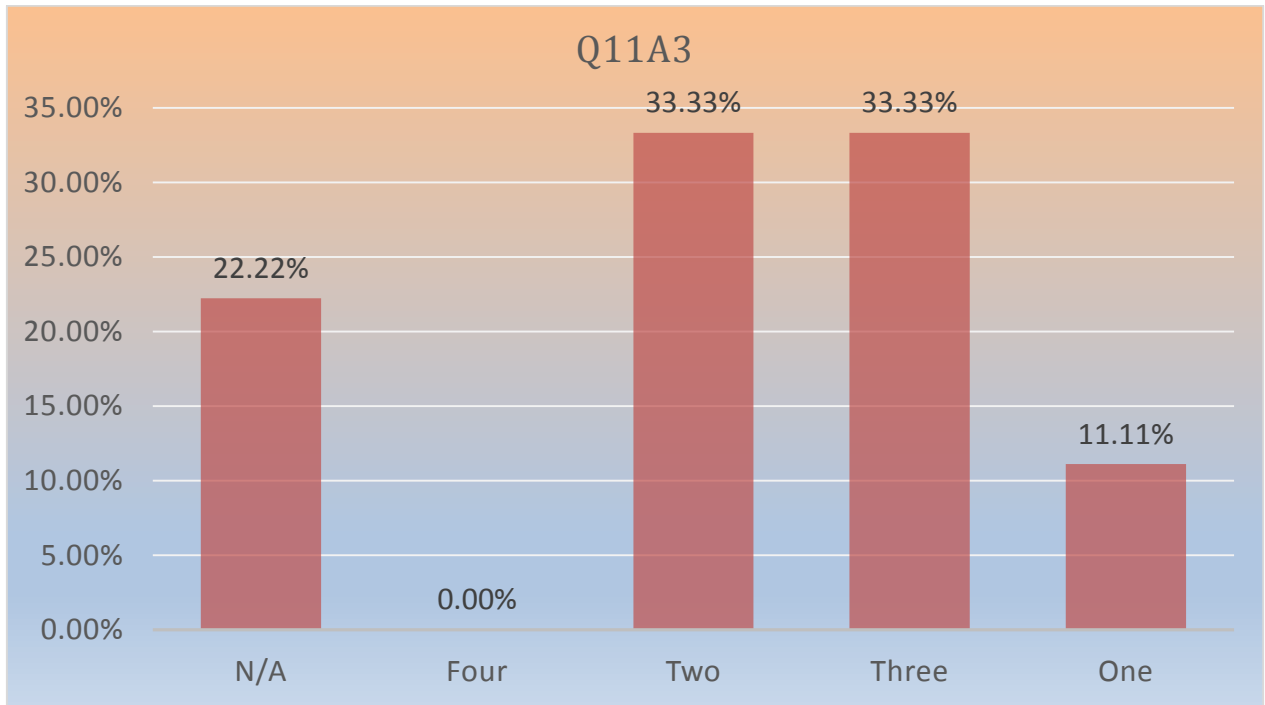


For a 33.33% of call centers surveyed, *ease of expression* is one of the most important competences to consider at the time of hiring applicants. Same percentage of the 33.33% is shown by those companies that do not consider it either the most or the least important one. There is also an additional percentage of 11.11% that expressed that ease of expression is neither the most nor the least important oral English competence. Lastly, 22.22% of the respondents were reported to give incorrect answers.

11. C. On a scale of 1 to 4, where 1 indicates the most important one, and 4 indicates the least important one, rank the priority that you give to "appropriate use of the language" at the time of hiring applicants.

Sum of Frequency

(Q11) On a scale of 1 to 4, where 1 indicates the most important one, and 4 indicates the least important one, rank the priority that you give to "appropriate use of the language" at the time of hiring applicants.	Total
N/A	22.22%
Four	0.00%
Two	33.33%
Three	33.33%
One	11.11%
Grand total	100.00%

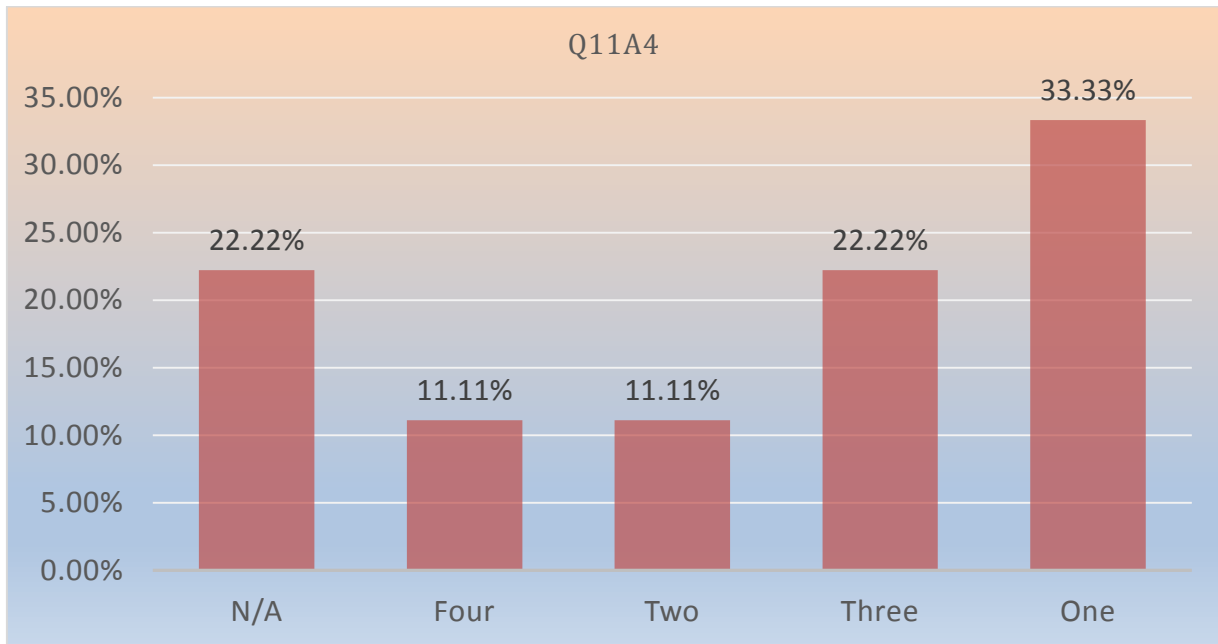


For this particular oral English competence, a grand total of 66.66% said that it is not either the most or the least important one at the time of hiring someone. That grand total is divided into two halves. Since the options *two* and *three* represent the same, neither the most or the least important one, they have been just added. Only 11.11% of the call centers surveyed said that this competence is the most important one. Finally, 22.22% of the respondents did not answer correctly.

11. D. On a scale of 1 to 4, where 1 indicates the most important one, and 4 indicates the least important one, rank the priority that you give to "creativity to use the language" at the time of hiring applicants.

Sum of Frequency

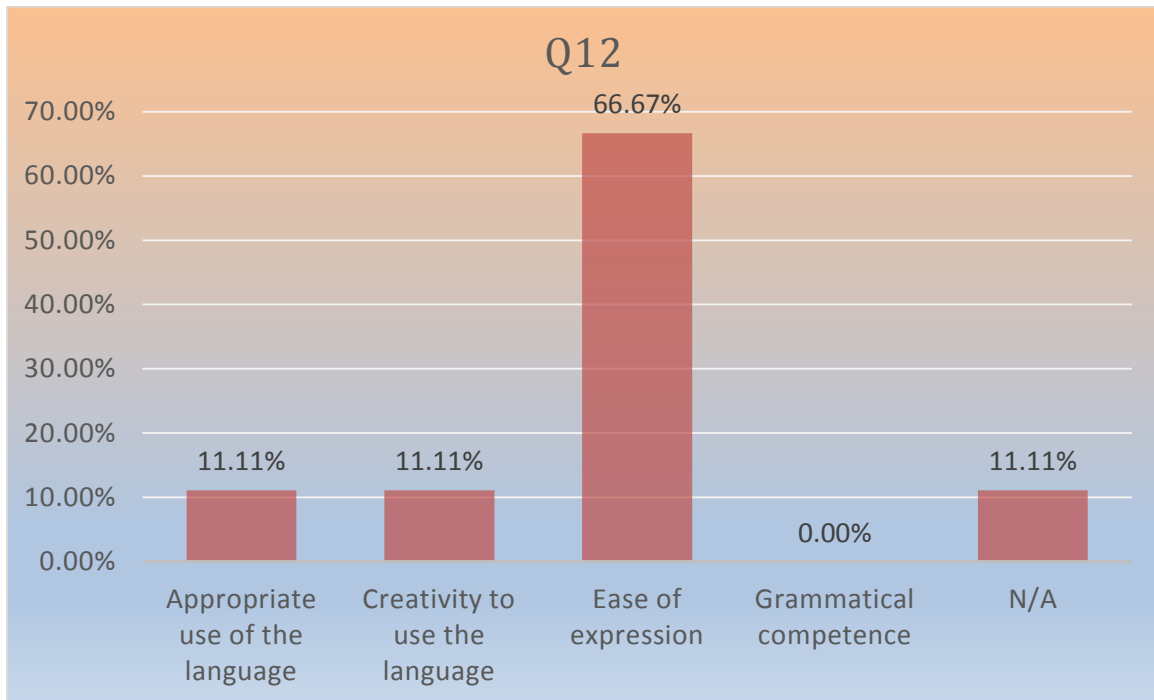
(Q11) On a scale of 1 to 4, where 1 indicates the most important one, and 4 indicates the least important one, rank the priority that you give to "creativity to use the language" at the time of hiring someone.	Total
N/A	22.22%
Four	11.11%
Two	11.11%
Three	22.22%
One	33.33%
Grand total	100.00%



Creativity to use the language appears to be another of the most important oral English competences for most of the surveyed call centers. 33.33% said that this competence is one of the most important one at the time of hiring candidates. A percentage of 22.22% said that is not either the most or the least important one. An additional percentage of the 11.11% said that it is not either the most or the least important one. Another 11.11% of companies said that this competence is the least important one. Finally, 22.22% of the call centers responded this question incorrectly.

12. Select one of the following oral English skills in which applicants fail the most when trying to be hired.

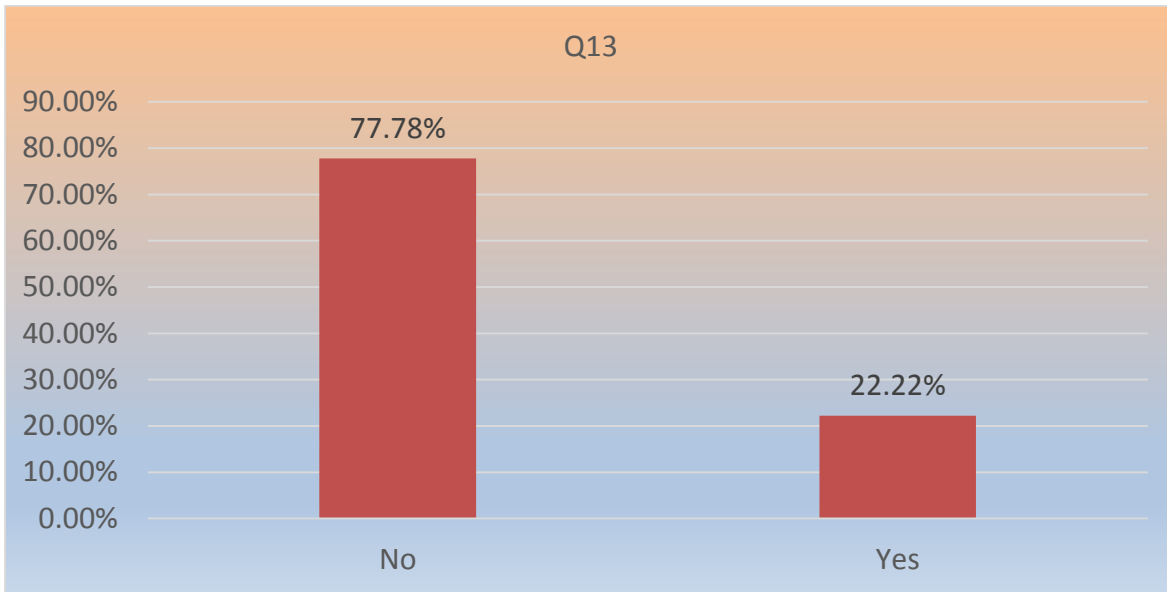
Sum of Frequency	
(Q12) Select one of the following oral English skills in which applicants fail the most when trying to be hired.	Total
Appropriate use of the language	11.11%
Creativity to use the language	11.11%
Ease of expression	66.67%
Grammatical competence	0.00%
N/A	11.11%
Grand total	100.00%



The results show that the majority of applicants fail in the skill of *ease of expression* when they try to be hired. Then for the rest of the skills there is an 11.11% that represents each of them. There is an 11.11% for *appropriate use the language*, *creativity to use the language*, and there is also one missed value of someone who did not respond accurately. There is also a 0.00% for *grammatical competence* as a skill not chosen by anyone.

13. Do you hire applicants with deficiencies in oral English skills?

Sum of Frequency	
(Q13) Do you hire applicants with deficiencies in oral English skills?	Total
No	77.78%
Yes	22.22%
Grand total	100.00%

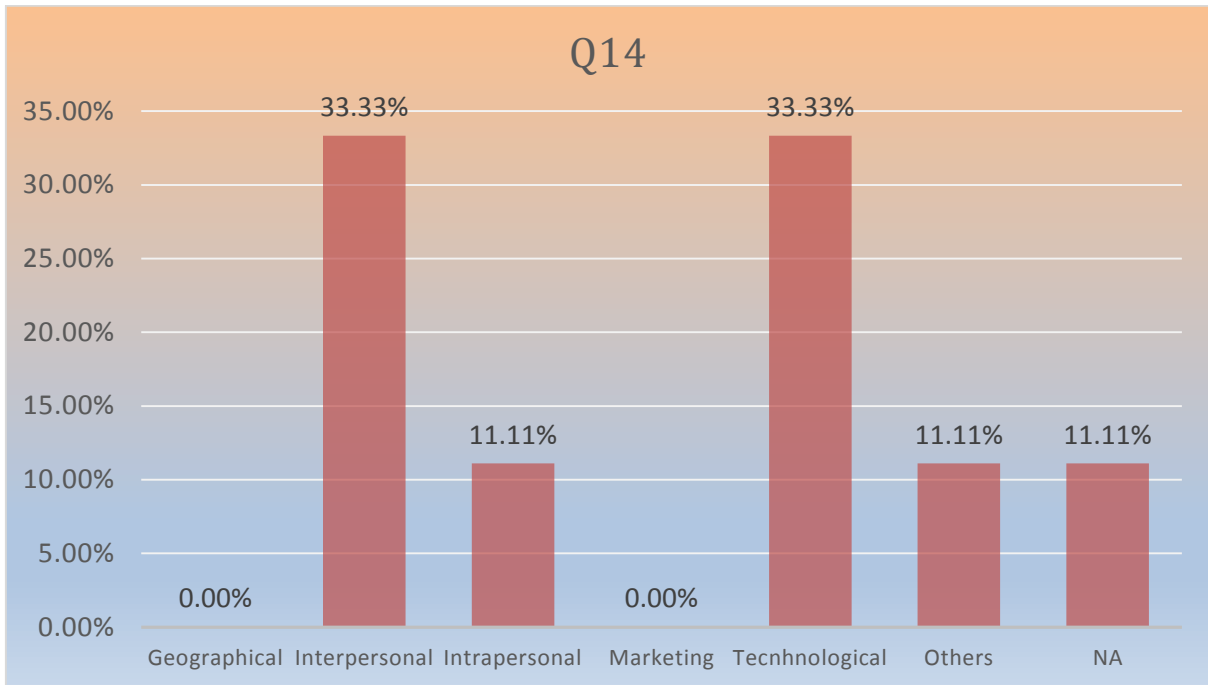


As expected, the vast majority of call centers, with 77.78%, said that they do not hire applicants with oral English deficiencies. Only 22.22% said that they do hire applicants with oral English deficiencies. This could be due to the opportunity some call centers give to applicants to improve their English at academies they themselves have.

14. Apart from oral English skills, which one of the following options is the most important one at the time of employing a person in this enterprise?

Sum of Frequency

(Q14) Apart from oral English skills, which one of the following options is the most important at the time of employing a person in this enterprise?	Total
Geographical	0.00%
Interpersonal	33.33%
Intrapersonal	11.11%
Marketing	0.00%
Tecnhnological	33.33%
Others	11.11%
NA	11.11%
Grand total	100.00%

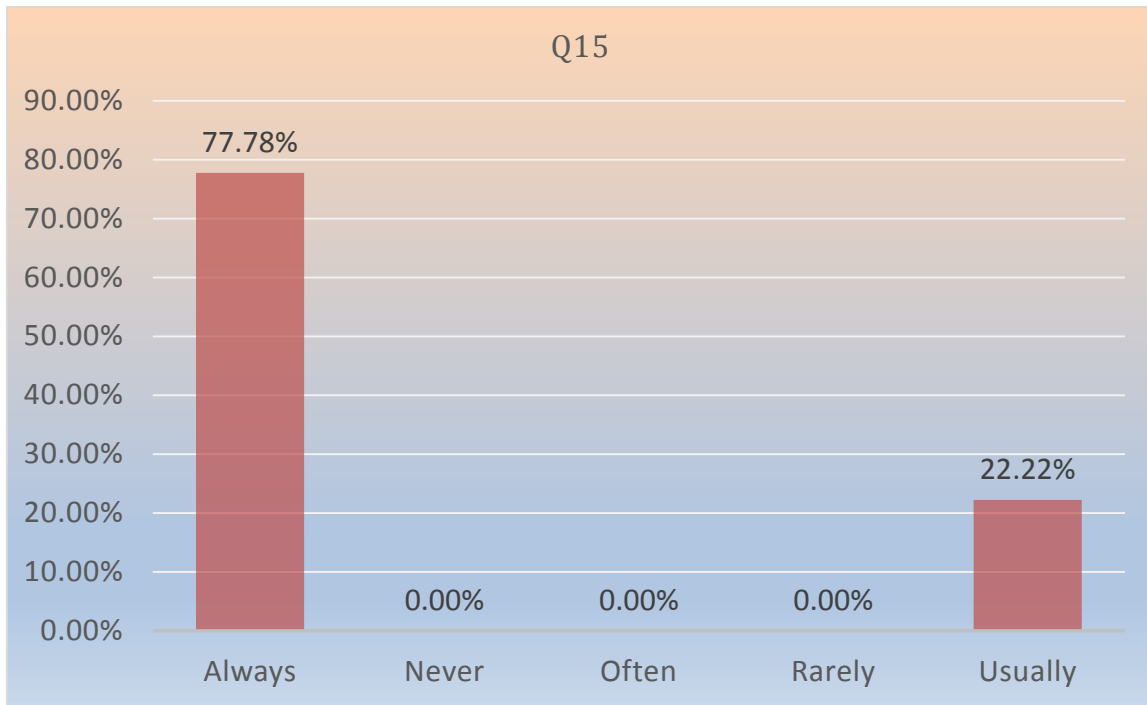


It looks like if apart from requiring applicants with good oral English skills, call centers also seek to hire persons with interpersonal skills and knowledge in technology. That is how these figures show it. 33.33% of the recruiters surveyed said that after oral English skills, *interpersonal skills* are the most important ones at the time of hiring candidates. Similarly, another 33.33% of the call centers said that besides oral English skill, the most important ones are *technological*. With 11.11%, some said that *intrapersonal skills*, and *other skills*. Also, another 11.11% represents a *missed value*. Finally, with 0.00% *geographical* and *marketing* skills were not chosen.

15. How often does this company hire applicants based on oral English skills?

Sum of Frequency

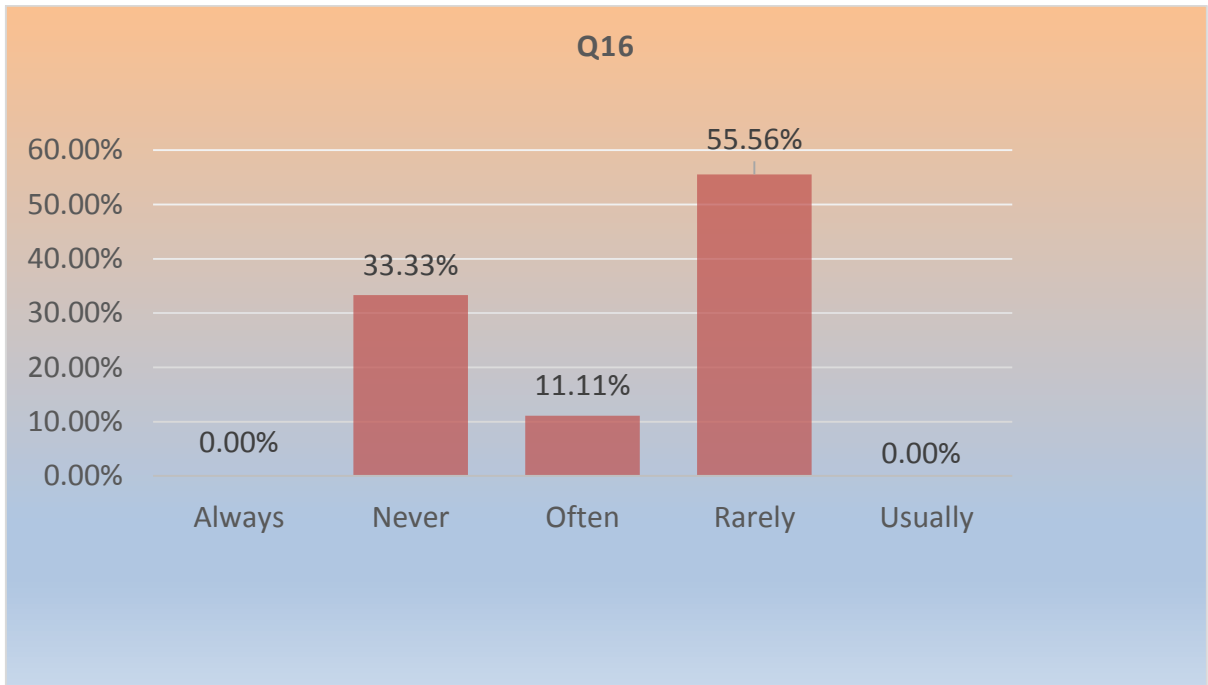
Q15. How often does this company hire applicants based on oral English skills?	Total
Always	77.78%
Never	0.00%
Often	0.00%
Rarely	0.00%
Usually	22.22%
Grand total	100.00%



According to the results, 77.77% of the call centers researched said that they *always* hire applicants based on their oral English skills. Below this percentage, there is a 22.22% of call centers that usually hire applicants based on their oral English skills. Finally, with 0.00% the options *never*, *often* and *rarely* were not chosen by any company. This shows the great prominence they give to oral English skills.

16. How often do you hire someone based on skills other than oral English skills, interpersonal and intrapersonal skills?

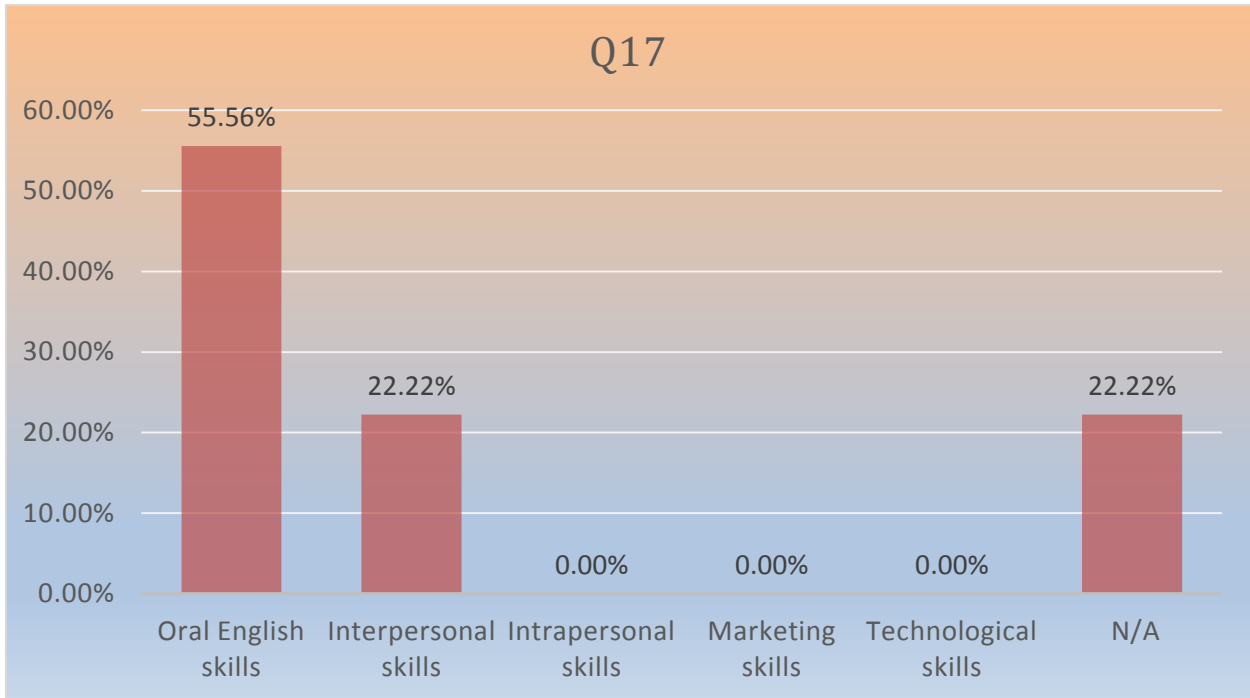
Sum of frequency	
Q16. . How often do you hire someone based on skills other than oral English skills, interpersonal and intrapersonal skills?	Total
Always	0.00%
Never	33.33%
Often	11.11%
Rarely	55.56%
Usually	0.00%
Grand total	100.00%



The figures show that oral English skills, interpersonal and intrapersonal skills are present in the hiring of candidates. 55.56% of the call centers surveyed said that they rarely hire someone based on skills other oral English skills, interpersonal and intrapersonal skills. On the other hand, 33.33% of the call centers said that they *never* hire applicants based on other skills different from the ones already mentioned. Only 11.11% expressed that they *often* hire applicants based on other skills. Lastly, 0.00% said they either *always* or *usually* hire candidates based on distinct abilities from oral English skills, interpersonal and intrapersonal skills.

17. Select one set of skills in which candidates fail the most when trying to be hired

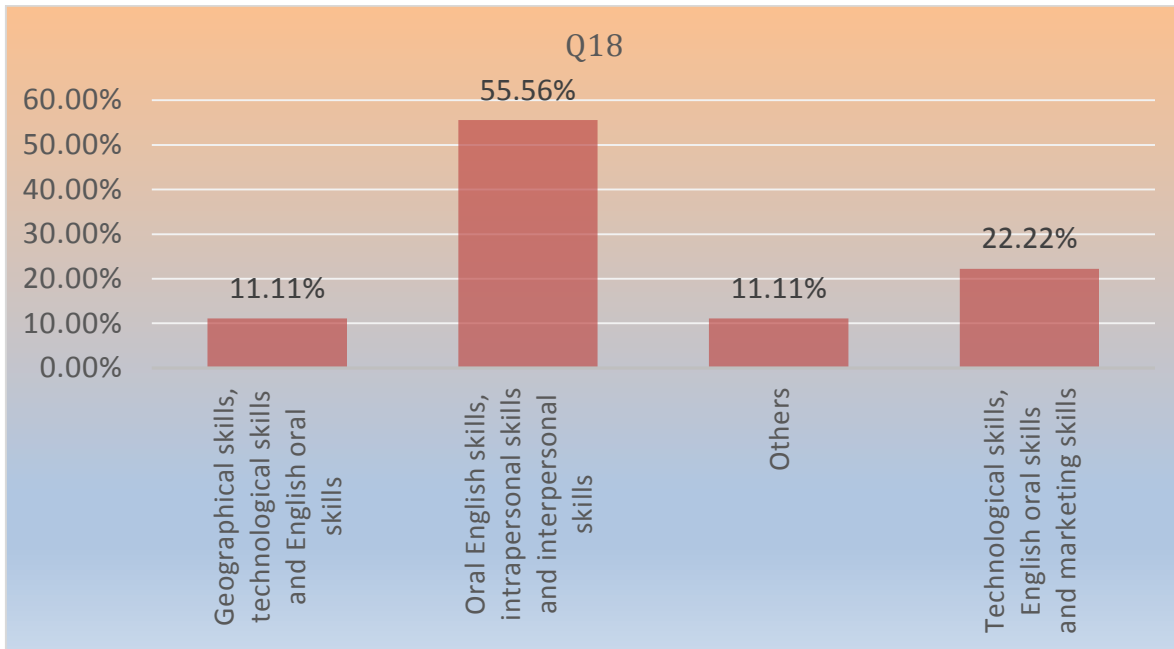
Sum of Frequency	
(Q17) Select one set of skills in which candidates fail the most when trying to be hired	Total
English oral skills	55.56%
Interpersonal skills	22.22%
Intrapersonal skills	0.00%
Marketing skills	0.00%
Technological skills	0.00%
N/A	22.22%
Grand total	100.00%



The results show that for applicants, oral English skills are still a challenge when they apply for a job at a call center. According to the results, 55.56% of the call centers surveyed said that applicants fail the most in oral English skills. Another percentage of 22.22% said that applicants fail the most in interpersonal skills. Lastly, the percentage of 22.22% selected the answers incorrectly.

18. Based on the trajectory of this company, which one of the following sets of skills assures the permanence of employees at this company?

Sum of Frequency	
(Q18) Based on the trajectory of this company, which one of the following sets of skills assures the permanence of employees at this company?	Total
Geographical skills, technological skills and English oral skills	11.11%
Oral English skills, intrapersonal skills and interpersonal skills	55.56%
Others	11.11%
Technological skills, English oral skills and marketing skills	22.22%
Grand total	100.00%

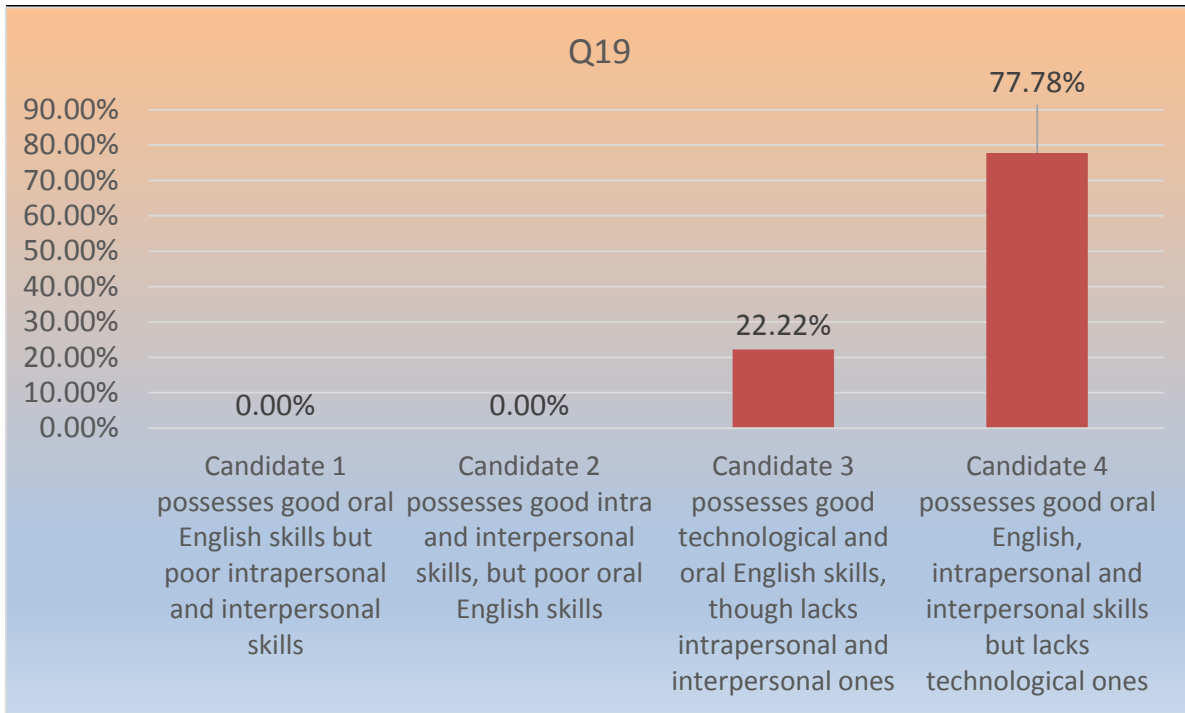


When it comes to grouping skills together, the majority of the call centers surveyed seem to agree on the same ones. 55.56% said that the skills that assure an employee’s permanence at the company are oral English skills, intrapersonal and interpersonal skills. Below that percentage, 22.22% said that the permanence of employees at the enterprise is assured by technological, oral English, and marketing skills. 11.11% expressed that the permanence of employees is guaranteed by geographical, technological, and oral English skills. Finally, the remaining 11.11% said that this permanence is assured by other skills, not listed in the survey.

19. Look at a following descriptions of job applicants at a call center and select the one with most chances to be given a job

Sum of Frequency

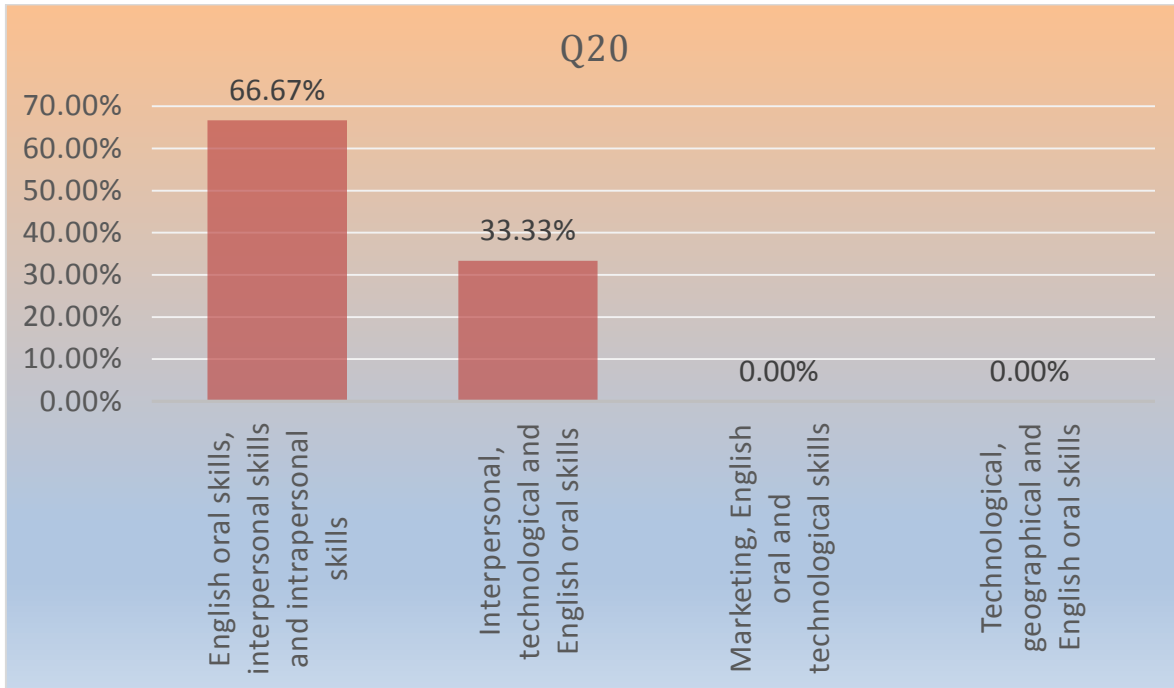
(Q19) Look at a following descriptions of job applicants at a call center and select the one with most chances to be given a job.	Total
Candidate 1 possesses good oral English skills but poor intrapersonal and interpersonal skills	0.00%
Candidate 2 possesses good intra and interpersonal skills, but poor oral English skills	0.00%
Candidate 3 possesses good technological and English oral skills though lacks of intrapersonal and interpersonal skills	22.22%
Candidate 4 possesses good oral English skills and intrapersonal and interpersonal skills, but lacks of technological skills.	77.78%
Grand total	100.00%



According to the results, 77.78% of the call centers said that the candidate with most chances to be hired is the one that possesses good oral English skills, interpersonal and intrapersonal skills, even though he lacks of technological skills. 22.22% said that that candidate with most chances is the one that possesses good technological and oral English skills, even though he lacks of interpersonal and intrapersonal skills. Lastly, candidate 1 and 2 were not selected, remaining with 0.00%

20. Out of the following sets of skills, choose the one that mostly fulfills this company's requirements to get a job

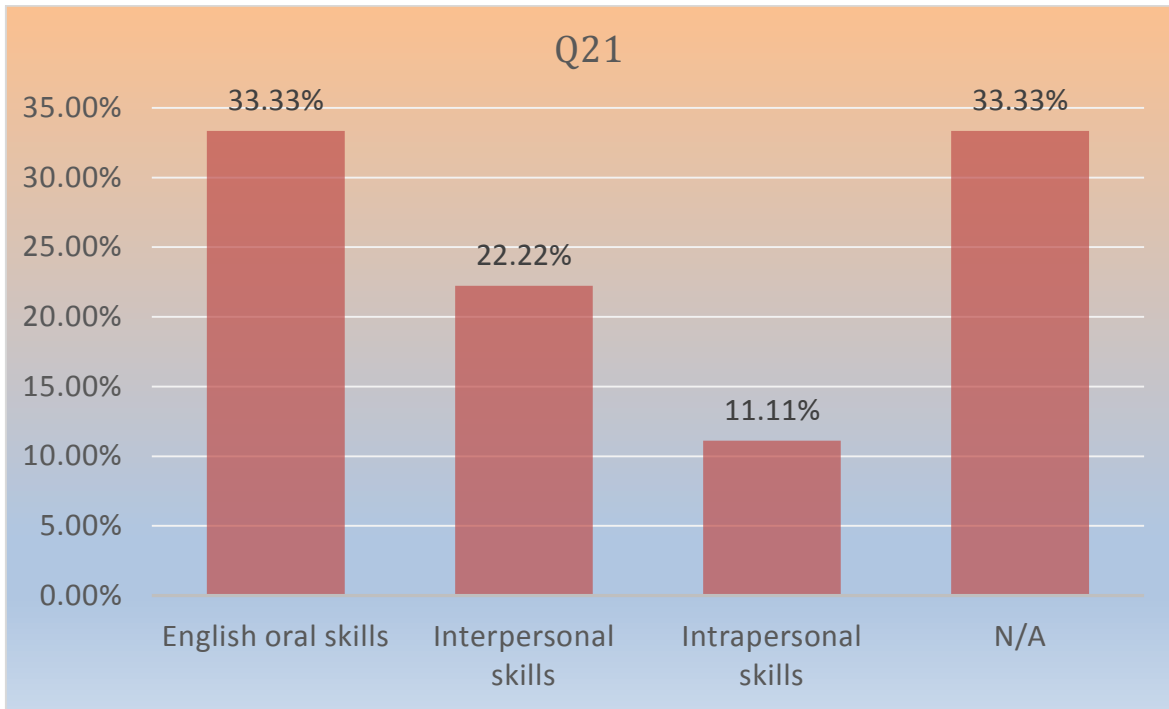
Sum of Frequency	
(Q20) Out of the following sets of skills, choose the one that mostly fulfills this company's requirements to get a job	Total
English oral skills, interpersonal skills and intrapersonal skills	66.67%
Interpersonal, technological and English oral skills	33.33%
Marketing, English oral and technological skills	0.00%
Technological, geographical and English oral skills	0.00%
Grand total	100.00%



Results show that for most of the call centers surveyed, speaking English accurately and having interpersonal and intra personal skills appear to be the abilities that match with their requirements to hire people. 66.67% of these call centers said that oral English skills, interpersonal and intrapersonal skills most fulfill their requirements when they hire someone. There is a 33.33% that said that the skills that most fulfill their requirements are interpersonal, technological, and oral English skills. On the other hand, the set of marketing, oral English, and technological skills show 0.00%; it is the same for the set of technological, geographical, an oral English skills; it shows 0.00%

21. Which one of the following abilities do you place more prominence on to hire people?

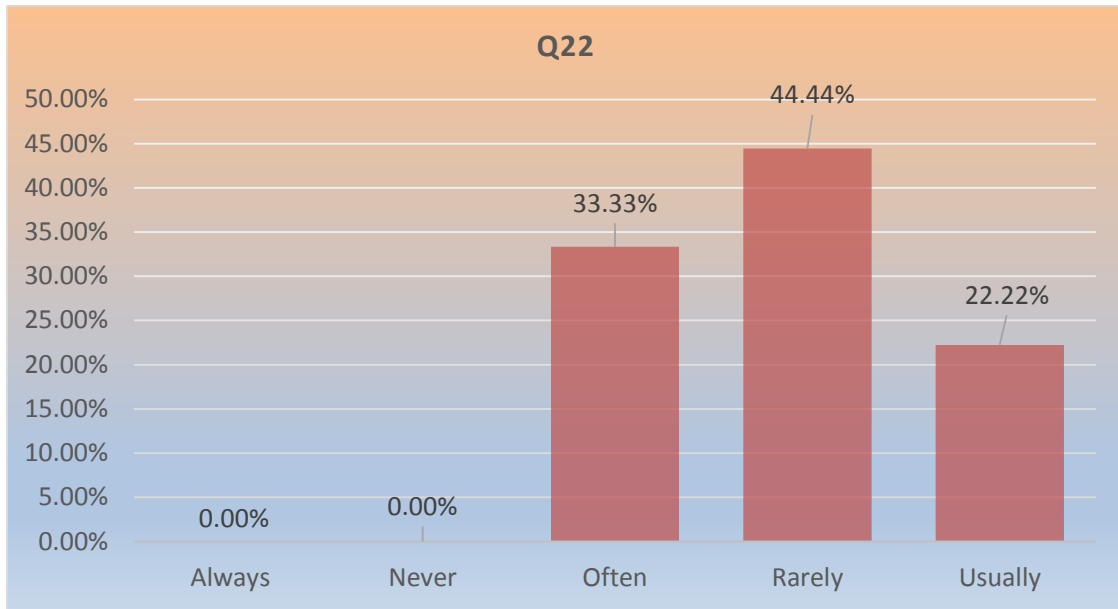
Sum of Frequency	
(Q21) Which one of the following abilities do you place more prominence on to hire people?	Total
English oral skills	33.33%
Interpersonal skills	22.22%
Intrapersonal skills	11.11%
N/A	33.33%
Grand total	100.00%



Out of oral English skills, interpersonal and intrapersonal skills, 33.33% of the respondents said that their companies place most of the prominence on oral English skills; followed by a 22.22% of the call centers that expressed that they lay most of the importance on interpersonal skills. Only 11.11% said that intrapersonal skills are the ones they focus on the most to hire candidates. Lastly, 33.33% of the respondents did not answer this question because for question 20 they did not choose the answer that would lead them to this one.

22. How often do you hire someone based on technological skills?

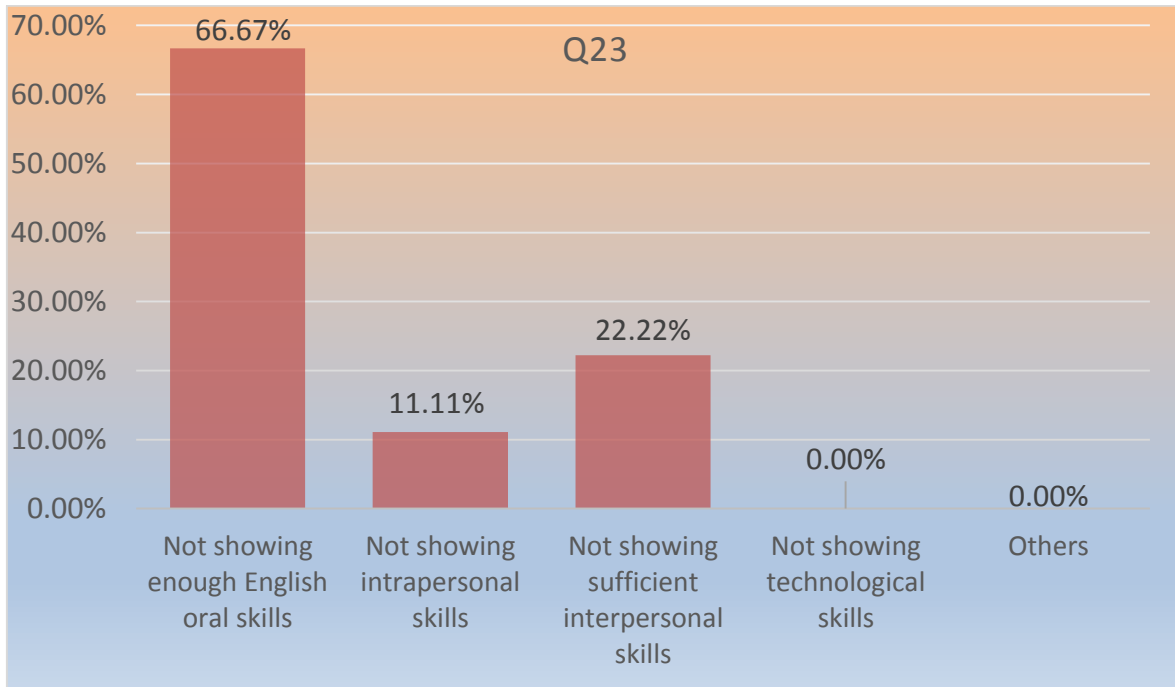
Sum of Frequency	
(Q22) How often do you hire someone based on technological skills?	Total
Always	0.00%
Never	0.00%
Often	33.33%
Rarely	44.44%
Usually	22.22%
Grand total	100.00%



44.44% of the surveyed call centers said that they rarely base the hiring of applicants on technological skills. On the other hand, 33.33% of the respondents said that they often hire candidates based on technological skills. Another part of the respondents said at a 22.22% that their companies usually hire applicants based on technological skills. The frequencies not chosen were *always* and *never* at a 0.00%.

23. What is the main reason to disqualify a job candidate in attempt to be hired at this company?

Sum of Frequency	
(Q23) What is the main reason to disqualify a job candidate in attempt to be hired at this company?	Total
Not showing enough oral English skills	66.67%
Not showing intrapersonal skills	11.11%
Not showing sufficient interpersonal skills	22.22%
Not showing technological skills	0.00%
Others	0.00%
Grand total	100.00%

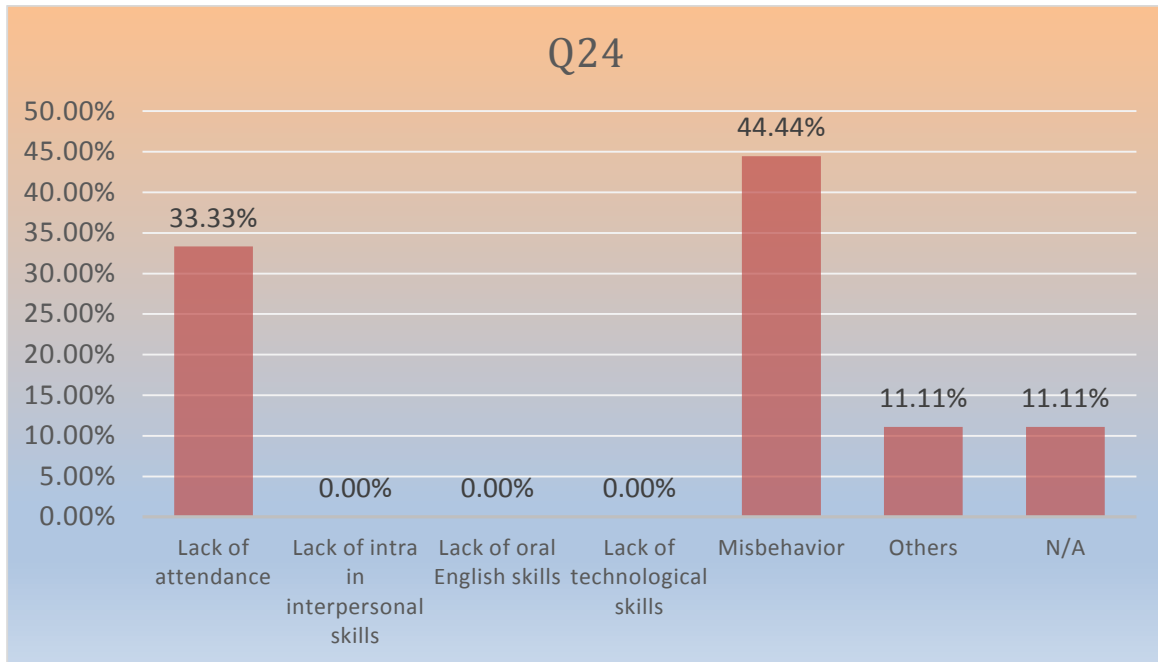


These results show that the main criterion for call centers to disqualify an applicant when trying to be hired is *not showing enough oral English skills*. The majority of the call centers agreed on that reason with 66.67%. The second main reason why call centers disqualify applicants is *not showing enough interpersonal skills*; this one shows 22.22%. The third main reason is *not showing intrapersonal skills*; that one indicates an 11.11%. The only two options not chosen were *not showing technological skills*, and *others*; both of them with a 0.00%

24. When an employee is dismissed at this enterprise, which one is the main reason to do so?

Sum of Frequency

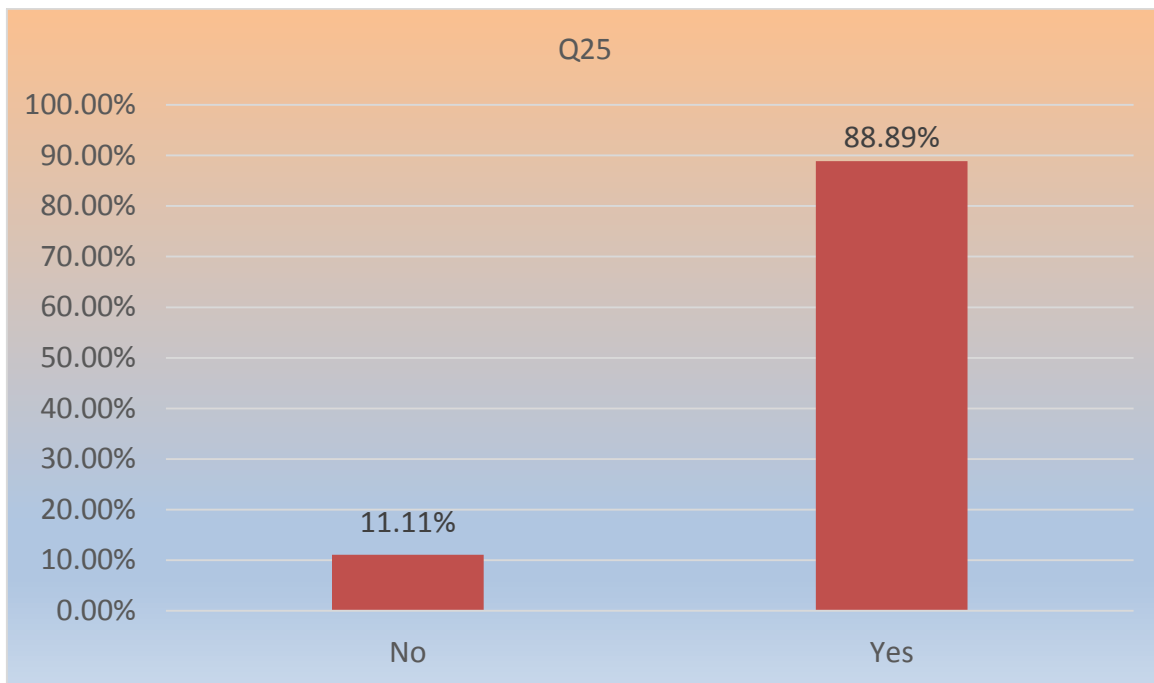
(Q24) When an employee is dismissed at this enterprise, which one is the main reason to do so?	Total
Lack of attendance	33.33%
Lack of intra in interpersonal skills	0.00%
Lack of oral English skills	0.00%
Lack of technological skills	0.00%
Misbehavior	44.44%
Others	11.11%
N/A	11.11%
Grand total	100.00%



44.44% of the call centers said that when an employee is dismissed, it is because of misbehavior. Another part of the respondents, with the 33.33%, said that employees are dismissed from their companies due to lack of attendance. Meanwhile, 11.11% said that employees are dismissed due to other reasons, not listed in the survey. Because of lack oral English skills, interpersonal and intrapersonal skills, any call center dismisses an employee. Finally, 11.11% did not give a valid answer.

25. Do you think the profile of the ideal applicant to be hired at this enterprise can be elaborated out of the skills mentioned throughout this questionnaire?

Sum of Frequency	
(Q25) Do you think the profile of the ideal applicant to be hired at this enterprise can be elaborated out of the skills mentioned throughout this questionnaire?	Total
No	11.11%
Yes	88.89%
Grand Total	100.00%



For 88.89% of the companies surveyed, the profile of the ideal applicant can be created out of the skills that have been mentioned throughout the questionnaire. The remaining 11.11% of the other call centers said that the profile of the ideal applicant cannot be elaborated out of the skills given in the survey. It can be concluded then that for the vast majority of call centers, the variables under study (oral English skills, interpersonal and intrapersonal skills) are quite important for the hiring of applicants.

9. Interpretation of findings

After the analysis of the survey, interesting findings have been made. Some of them with more relevance than the others, but still, interesting to highlight. In this analysis, the aim is to represent tendencies and results that were found by grouping together the answers of all the respondents. As part of the generalities, according to the results, there are more male recruiters working at call centers than women. It is 56.56% over 44.44%. Also, it can be concluded that the position as recruiters is being given mainly to young adults who are between 25 and 30 years old. It is 66.67% over 33.33% who are from 31 to 36 years old.

Concerning what recruiters like the most at work, it has been found that for the majority of the recruiters the one thing they like the most in their job is *helping others*. This is shown with 44.4% over the rest of options. Also, it is clear that for all call centers interpersonal skills are important to consider when hiring applicants. The percentage shows 100%. Important to mention it is the fact that the skill *empathy* is taken into account by all centers when they hire candidates. This means that they look for people capable of understanding their customers (Freeman & Russell, 2000). Something else is that for call centers *empathy* is actually the interpersonal skill that they value the most when hiring candidates. This speaks well of call centers since a study of women's employment in European call centres indicated that "feminine" social skills, such as communication and interpersonal skills, are considered central to an effective call centre agent (Belt, Richardson & Webster, 2002).

Moreover, 100% of call centers said they take intrapersonal skills into account. For these skills, there does not seem to be one considered as the most important one. There are even results. What all centers agreed on was that if applicants do not show interpersonal and intrapersonal skills in the hiring process, it can affect negatively their hiring.

As expected from the onset, oral English skills are examined before hiring candidates. 100% of call centers said they examine these skills. A really interesting result is that for any call center grammatical competence is prioritized at the time of hiring candidates. That means that they hire people aware of the limited grammar knowledge they may have. Although, according to Barnhart (2000), an ideal call centre agent should have the skills to effectively convey ideas and information. Furthermore, the skills *ease of expression*, and *creativity to use the language* are the most important ones for call centers regarding oral English skills. Interwoven with this, it was also found that most of applicants of call centers fail the most in the skill of *ease of expression*. A result not very expected was one that showed that there were two call centers that said that they hire applicants with oral English deficiencies. The reasons were not further explored. It could be due to different causes

Besides, it was found that after oral English skills, call centers put in second place interpersonal skills. That shows how much call centers care about hiring people with abilities in social relationships. Furthermore, it was found that oral English skills, interpersonal and intrapersonal skills are considered as key elements when hiring applicants. This was put in evidence when the vast majority of call centers, with 55.56%, said that they *rarely* hire applicants based on skills other than the ones already mentioned. This is supported by some theory, too; key elements of competencies include “skills, capabilities, knowledge, learning, coordination, organization and *relationships*” (Sanchez, 2004, p.519). Also, it was found that for applicants, oral English skills continue to be a tough challenge to face. According to the results, call centers said that 71.43% of the candidates who apply for a position fail in oral English skills. This explains then the prominence that these call centers give to these skills.

Regarding the permanence of employees to work at call centers, the tendency shows that 55.56% of call centers consider that the set of skills that assures agents’ permanence is made of oral English abilities, interpersonal and intrapersonal skills. That confirms that all these skills go hand in hand to guarantee employees’ permanence. In addition to this, 77.78% of call centers said that those candidates with more chance to be hired are those who have good oral English skills, interpersonal and intrapersonal skills, even though they lack technological ones. This is one more finding that proves how much call centers emphasize on these abilities above others that were mentioned, too. To continue with the tendency of the prominence that call centers give to oral English skills, interpersonal and intrapersonal skills, 66.67% of call centers believe that the set of skills that mostly fulfills their requirements to get a job is the one that consists of oral English skills, interpersonal and intrapersonal skills. This also confirms the importance of the role these skills play in the hiring process of new agents. Moreover, when call centers were to choose among oral English skills, interpersonal and intrapersonal skills, the ones they focus on the most when hiring applicants were *oral English skills*, with 33.33%. This reflects that interpersonal and intrapersonal skills still seem to be complements of oral English skills.

Regarding the reason to disqualify a candidate in an attempt to be hired, most of call centers, at a 66.67% said that the main reason is *not to show enough oral English skills*. So applicants are disqualified basically for not having communicative competence, which is defined by Savignon (1972, 1983) as the “ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors”.

Finally, 88.89% of call centers have agreed that the skills presented in the survey can form the ideal profile they require applicants to have to be hired. Also, by the consistent choice in the survey of oral English skills, interpersonal and intrapersonal skills, it can be concluded that these skills are elemental for the hiring process of call centers applicants.

Final report

1.0. Summary

This study examines the intra and interpersonal abilities as well as English oral communicative skills that call centers require candidates to have to be hired and employees to stay at work longer than short-time stayers, in the city of San Salvador and year 2015. The design of the research was non-experimental, and the sample was made of nine call centers from where nine trainers were selected as the units of analysis. The instrument utilized for the research was a survey and it was administered at nine call centers.

Concerning the findings, there have been important results to mention. The first one is the one that tests the hypothesis that was stated at the onset of the research. That finding is that call centers take as a primary requirement oral English skills and interpersonal and intrapersonal skills as secondary when hiring applicants permanently. This is supported by the fact that when call centers were to choose between oral English skills, interpersonal and intrapersonal skills, they selected oral English skills as the ones they focus on the most when hiring new applicants (33.33%). One more finding that backs up the main hypothesis is that the principal reason to disqualify a candidate in an attempt to be hired is *not showing enough oral English skills*. Most of call centers expressed that at 66.67%. This highlights the importance that these skills have for call centers to hire applicants.

Another major finding has been the one that answers the main research question. Oral English skills, interpersonal and intrapersonal skills have been proven to be the most important ones for call centers to hire applicants permanently. This is supported by the fact that 77.78% of call centers said that those candidates with more chance to be hired are those who have good oral English skills, interpersonal and intrapersonal skills, even though they lack of technological abilities. One more fact the backs up this finding is that 55.56% of call centers consider that the set of skills that assures agents' permanence is made of *oral English abilities, interpersonal and intrapersonal skills*.

In conclusion, the research proved that for call centers oral English skills, interpersonal and intrapersonal skills are the most important ones when hiring applicants permanently. Also, oral English skills, interpersonal and intrapersonal skills complement one another in the profile call centers require applicants to have to be hired permanently. It is also expected that the research can have a positive impact on the long-term decisions made at the foreign language department regarding the study plan they offer.

2.0. Key words

Interpersonal skills: “those skills which one needs in order to communicate effectively with another person or a group of people” (Rungapadiachy, 1999, p.193).

Intrapersonal skills: “those skills and communications that occur within a person’s own mind” (John London)

English oral communicative skills: the abilities for verbally transmitting information or ideas from one individual or group to another (www.study.com).

Short-time stayers: agents who stay at work from one to four months (said by call centers)

3.0. Introduction

In El Salvador for many people call centers have become an important source of income. There is evidence that the industry of telecommunication in El Salvador has been growing considerably. According to La Prensa Gráfica, this industry has been growing at a rate of 29% every year since 2005. Therefore it has become a great source of employment for English speakers. PROESA (Agencia de Promoción de Exportaciones e Inversiones de El Salvador) stated that call centers employ more than 12,000 people permanently.

Nevertheless, the curious fact is that many of the applicants of a position at a call center are currently studying or have studied to become English teachers. Based on a dissertation publicized by Ruth Elizabeth Gamero and Irma Dínora Pérez entitled as “ *Real Job Market in the Metropolitan Area of San Salvador for professionals graduated in Licenciatura en el Idioma Inglés Opción: Enseñanza. Main campus of the University of El Salvador, 2007*”, out of 100 students surveyed from such a major less than half said they wanted to work as teachers.

3.1. Objectives:

General:

- To describe specifically the profile that call centers require candidates to have to be hired and employees to stay at work longer than short-time stayers , regarding intra and interpersonal abilities as well as English oral communicative skills, through an exploratory research, in order to prove whether there is a need of an update or adjustment of the curriculum of the major “Licenciatura en el Idioma Inglés: Opción Enseñanza”

Specific Objectives:

- To find out the most fundamental features in regard of intra and interpersonal skills, as well as oral English skills, for call centers to hire applicants, by administering surveys, so as to discover which of these features call centers mostly focus on. –
- To evaluate whether the Foreign Languages Department needs the integration of new majors in the area of telecommunications through the administration of a questionnaire in order to offer students majors based on the current labor market demands.

3.2. Research questions

Main question

Are oral English skills along with intra and interpersonal skills the most important ones for call centers when hiring applicants?

Subsidiary questions

1. Do intra, interpersonal, and oral English skills complement with one another in the profile that call centers require applicants to have to be hired?
2. Is there a set of skills out of intra, interpersonal, and oral English skills that call centers prioritize the most when hiring candidates?
3. Apart from intra, interpersonal, and oral English skills, are there other skills call centers consider more important when hiring applicants?

3.3. Rationale of the Problem

In a globalized world, new challenges arise for educational institutions to prepare students with the skills the job market requires from the workforce. Many job opportunities, mainly offered by call centers, are looming up increasingly in El Salvador for those who have the required English oral skills that make them eligible for the position.

According to an article published in 2011 on ElSalvador.com, El Salvador's call center industry has grown by 29% over the past six years, now employing 12,000 people in 45 different facilities around the country. Those are positive numbers for a country that has always been marked by the deficient quality of public education and consequently limited access to the learning of a second language. Still, for a developing country, the telecommunication industry is consolidating as a big source of employment.

Now, if it is agreed that oral communication is the channel through which ideas and thoughts are expressed spontaneously, where can inter and intrapersonal abilities be placed at the workplace? McLean, in his definitions of *Intrapersonal communication*, holds that it can be defined as communication with one's self, and that it may include self-talk, acts of imagination and visualization, and even recall and memory.

Interpersonal skills are the life skills we use every day to communicate and interact with other people, both individually and in groups. This definition was taken from the website <http://www.skillsyouneed.com/interpersonal-skills.html#ixzz3ZtLc5G7h>. There can be various definitions of these two sets of skills, nevertheless, the point in common for both is that they are important in every single aspect of life, and the workplace is not the exception.

What really justifies this investigation is the desire to contribute to the Foreign Language Department with ideas that can serve as a point of departure to offer students a technical major that gives them the tools they truly need to initiate their labor life as soon as they demand. To do so, the research will focus on intra, inter and English oral communicative skills.

3.4. Summary of the revision of the literature

In El Salvador for many people call centers have become an important source of income. There is evidence that the industry of telecommunication in El Salvador has been growing considerably. According to La Prensa Gráfica, this industry has been growing at a rate of 29% every year since 2005. Therefore it has become a great source of employment for English speakers. PROESA (Agencia de Promoción de Exportaciones e Inversiones de El Salvador) stated that call centers employ more than 12,000 people permanently.

On the other hand, there are some requirements that call centers seek in applicants for them to be hired. Some literature about those features are briefly presented in this summary.

Building on Hymes's theory, Canale and Swain (1980) propose that communicative competence includes grammatical competence, discourse competence, sociolinguistic competence, and strategic competence, which reflect the use of the linguistic system and the functional aspects of communication, respectively.

Namely, Hymes (1972) defined communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations, thus bringing the sociolinguistic perspective into Chomsky's linguistic view of competence.

In regard of interpersonal skills, they are defined by Rungapadiachy as the "skills which one needs in order to communicate effectively with another person or a group of people". Also, according to *Investopedia*, they are the skills used by a person to properly interact with others. In the business domain, the term generally refers to an employee's ability to get along with others while getting the job done. In the results found in the study carried out by Christine White and Vera Roos, it was found that the literature reported that an ideal call centre agent should have the skills to effectively convey ideas and information (Barnhart, 2000) and should be able to understand customers and be able to apply effective questioning techniques (Freeman & Rusnell, 2000).

In reference to intrapersonal skills, for **John London** in his article "**What are interpersonal skills?**" intrapersonal skills are defined as "*those skills and communications that occur within a person's own mind*". According to **Rick Hoyle** in his work, "**Assessment of Intrapersonal Skills**" (Duke University, 2011), defines them as the "*talents or abilities*

that aid the individual in personal productivity and problem solving". Hoyle's definition depicts it from a form utilitarian viewpoint. These two give a picture of what, in essence, intrapersonal skills are.

The World Health Organization (WHO) has proposed a compilation of interpersonal and intrapersonal skills that have been taken into account in this work. They are the following: **self-awareness, empathy, assertiveness, interpersonal relationships, decision-making, problem-solving, creative thinking, critical thinking, emotional self-control and stress management**. These skills cited by the WHO were one of the underpinnings for the elaboration of the instrument that was used for collecting the data.

3.5. Delimitation of the problem

Approach: quantitative

Variables: interpersonal skills, intrapersonal skills, oral English skills

Object of analysis: representatives of call centers (the ones hiring English-speaking applicants) in charge of the recruitment area.

Number of people for the administration of the survey: one representative per each call center in the city of San Salvador.

Place: city of San Salvador

Time: year 2015

Theory: Communicative competence (Swain & Canale) and The Ten Most Important Life Skills (World Health Organization), Emotional Intelligence (Daniel Goldman)

Key terms: English oral communicative skills, interpersonal skills, intrapersonal skills, short-time stayers.

3.6. Limitations of the research.

The research faced some limitations on its way. The first one occurred when the group was disintegrated with half of the members. Initially there were four members, but two of them left the project due to academic reasons. That disintegration delayed the research because the paper work sent to the university board was adjusted to have only two members in the team. The second limitation happened due to incomplete number of call centers that were taken for the research. At first it was intended to have the participation of all the call centers from the metropolitan area of San Salvador that hire English-language speakers. Yet, eventually, some of them showed skepticism and lack of will to help. The number of call

centers was then reduced, by convenience, to only nine. Nevertheless, inconveniences persisted and only nine of them offered their so valuable help. In the end, the information was gathered from those nine call centers and it was, therefore, analyzed. One last limitation to mention was time.

The two researchers from the team did not have abundant time to work on the project due to their job responsibilities. Sometimes it became hard to hold team meetings because of the different schedules each had. Nonetheless, distinct agreements were reached until the project was moved along. In short, all of the constraints during the research were overcome, giving as a result the final product of the project.

3.7. Utility of the research

In the academic field, the utility of the research is expected to be the consciousness that the results can raise in the authorities of the Foreign Language Department in reference to the type of work force the real labor market is demanding and the type of work force this department is preparing. Through the results it is intended to influence, to some degree, an adjustment in the syllabus of the degree in the teaching of English, which can meet students' needs to start their productive life as soon as it is demanded outside the University. On the other hand, in the professional sphere, the usefulness of the research will be to help call center applicants to have a better understanding of what call centers are really looking for. By getting to know the skills call centers prioritize the most, applicants will know what to work on in order to get a position at a call center.

3.8. Relevant findings of previous literature

1. A study of women's employment in European call centres indicated that "feminine" social skills, such as communication and interpersonal skills, are considered central to an effective call centre agent (Belt, Richardson & Webster, 2002).
2. In the results found in the study carried out by Christine White and Vera Roos, it was found that the literature reported that an ideal call centre agent should have the skills to effectively convey ideas and information (Barnhart, 2000) and should be able to understand customers and be able to apply effective questioning techniques (Freeman & Rusnell, 2000).

3. The World Health Organization (WHO) has proposed the following skills that they call *life skills*; they are: *self-awareness, empathy, assertiveness, interpersonal relationships, decision-making, problem-solving, creative thinking, critical thinking, emotional self-control and stress management*. According to the WHO these skills are gaining plenty of ground in many work contexts.
4. According to PROESA (Agencia de Promoción de Exportaciones e Inversiones de El Salvador) call centers employ more than 12,000 people permanently.
5. As stated by Ruth Elizabeth Gamero and Irma Dinora Pérez in their dissertation entitled: "*Real Job Market in the Metropolitan Area of San Salvador for Professionals Graduated in "Licenciatura en el Idioma Inglés Opción: Enseñanza" main campus of the University of El Salvador 2007*", less than half of the students surveyed wanted to be teachers after graduating."
6. According to Armando Arias, president of Cámara Americana de Comercio de El Salvador (Am Cham), the industry has not grown more because up to now there has not been a good number of people with a competent level of English.
7. Building on Hymes's theory, Canale and Swain (1980) propose that communicative competence includes grammatical competence, discourse competence, sociolinguistic competence, and strategic competence, which reflect the use of the linguistic system and the functional aspects of communication, respectively.

3.9. Contribution of the research to the existing literature

Previous literature has shown that interpersonal skills are considered as central to an effective call center agent, and also that he should be able to understand a customer's needs. In order to expand this literature, it has been found that call centers regard *empathy* as the most important interpersonal skills in agents and that these companies take into account those skills at a hundred per cent when it comes to hiring personnel.

Moreover, according to Armando Arias, president of Cámara Americana de Comercio de El Salvador (Am Cham), the call center industry has not grown more in El Salvador because up to now there has not been a good number of people with a competent level of English. This literature is expanded by the finding that shows that the vast majority of call center applicants fails in oral English skills at the time of applying for a position. In addition to this, the findings of this research show that call centers mainly disqualify applicants

because they do not show enough oral English skills. And this competence is defined by Savignon (1972, 1983) as the “ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors”. Furthermore, the oral English skill where applicants fail the most to be hired is *ease of expression*, which somehow puts in evidence what Mr. Armando Arias said concerning the insufficient number of people with a competent level of English.

In conclusion, the results that have been found show more specifically what call centers are looking for in applicants, and as mentioned earlier, it gives them a sort of profile they can analyze before going to give it a try at these companies.

4.0. Methodology

Approach: quantitative

Context of the research: conducted at nine call centers in the metropolitan area of San Salvador, from February 2015 to August 2016

Population and Sample: the type of research was non-probabilistic, and the universe consisted of nine call centers from the metropolitan area of San Salvador. The sample of the research was made of nine respondents in the area of recruitment of each call center. Six of them were between 25-30 years old, and 3 were between 31-36 years old. Concerning the gender, five of the recruiters were men and four were women. Initially, the universe had been selected as **census** because there was certainty that all the call centers from the metropolitan area would be researched; however, a list of all centers registered in the area was not given to the researchers. This put them in the situation of narrowing the number of call centers to only nine, which were the familiar ones for them. Eventually, the population was chosen by convenience. The same was done with the sample. For the sample it was agreed that it would be the recruiters of each call center. This was also decided by convenience.

Design: non-experimental, transactional-exploratory

4.1 Summary of each step of the research

1. The research idea

After some years hearing university classmates speak about working at call centers, a feeling of curiosity thrust the researchers to do a research involving these places. The interest raised even more when we heard those classmates, who showed noticeable trouble to communicate in English in classrooms, say that being hired at call centers was not difficult. Eventually, my teammate and I finished our major without trying by ourselves the experience of working at a call center. We left still hearing the same things from classmates about these companies. However, things took another direction by the end of 2014; my teammate and I decided to try luck at a call center to cover the expenses of this research, and we seemed more determined to conduct a research that would imply call centers. We had been analyzing that probability during our university path, and in the long run we decided to do our project working with call centers.

As we worked at a call center, we started shaping the idea that we would consolidate as the research topic. We looked at our own behavior and emotions on the different calls we took, and that gave us a wider picture of what we wanted to research.

Ultimately, we came to the conclusion that our research would include not only the linguistic component but also an emotional one. So the perfect combination ended up being *oral English skills, interpersonal and intrapersonal skills*. That is how we conceived the research idea.

2. Statement of the problem

During this stage, the research topic had been stated already. The problem was described utilizing some facts obtained from local sources such as PROESA, La Prensa Gráfica and a research conducted at the University of El Salvador. In addition, the problem was delimited in the scope of time and place. More elements were also added, such as the variables, object of analysis, theories, the research design, objectives, research questions and the rationale of the problem.

3. Revision of the literature and theoretical framework

In order to get familiar with the research topic, some sources of information were read. The first-hand information obtained was little. Only a work done by the graduates Ruth Elizabeth Gamero and Irma Dinora Pérez in their dissertation entitled: *"Real Job Market in the Metropolitan Area of San Salvador for Professionals Graduated in "Licenciatura en el Idioma Inglés Opción: Enseñanza" main campus of the University of El Salvador 2007"*. The rest of the information was obtained through websites where some important theories were found. For the variable of oral English skills, the theory included was *communicative competence*, proposed by Swain and Canale. For interpersonal and intrapersonal skills, some information was taken from Daniel Goldman's work about emotional intelligence. Moreover, these last two variables were backed up by an article publicized by the World Health Organization that speaks about both interpersonal and intrapersonal skills.

4. Type of study

For the selection of the type of study, first it was necessary to collect some information about the variables of the research. When the researchers ran into no information at the University, they realized that they would begin from zero. Due to this lack of literature involving the mentioned variables, it was agreed that at the beginning the research would be exploratory, with a transition to a descriptive one, considering that the profile of the ideal applicant call centers seek would be also described.

5. Hypothesis

The research hypothesis was thought of from the subjective belief that for call centers oral English skills are taken as primary requirement, and interpersonal and intrapersonal as secondary in the process of hiring applicants. This hypothesis was also influenced by the exposure of the researchers to a call center setting that was also their workplace. Actually, the completion of the hypothesis stage was done in a relatively little time; it did not extend long. Apart from the research hypothesis, other ones were established. There was a null hypothesis, an alternative one and a statistical one. All of them guided the researchers along the path.

6. Research design

The design of the research was chosen as non-experimental. In this case, that design was selected since the researchers would go to the natural places to collect the data. They did not expose the respondents of the survey to any conditioned setting. They would just respond a survey.

7. Population and sample

Initially, it had been agreed that the population of the research would be **census**. This was decided because all the call centers of the metropolitan area of San Salvador would be taken. Nevertheless, there was an unexpected event that changed the planning that had been done at first. Some places were visited in order to get a list of the call centers in the metropolitan area of San Salvador; yet, in these places that information was not provided. One of those places was Alcaldía Municipal de San Salvador. Here it was said that they did not have any information available that included the list that was required. Other places were also visited to obtain that information but they said they did not have it. These other places are mentioned in the complete description of the population and sample of this same paper. Eventually, the call centers that were taken were the ones that were known to the researchers and some found on the Internet. The following call centers were taken for the research: Sykes, Tech Americas, Ubiquity Global, Contacto, Global Tech, Office Gurus, Heliocentric, Blackhawk, and Infinite Outsourcing.

Regarding the sample, it would be non-probabilistic. It would be the representatives of the recruitment department of every call center. They would be the units of analysis and the ones in charge of responding the survey that would be administered.

8. Data gathering process

For the data gathering, only one instrument was utilized; that instrument was the survey. The survey contained 25 items; most of them were questions and some of them were statements that offered multiple options. Each item was related to one or more than one of the three variables under research, which were oral English skills, interpersonal and intrapersonal skills. The type of data obtained was mainly about the skills that call centers require in applicants in each of these domains in order for them to be hired. There were some slight variations in the type of data, although they were always related to the skills that call centers demand from applicants. For instance, the frequency with which the hiring is based on a specific domain, the main skills that applicants do not show as solid and that end up in their disqualification, and so on.

In reference to the time during which the data was gathered, the collection began on February 15 and ended on February 19 of 2016. It was postponed since the last year due to different reasons that are explained in another section of the complete research paper. The gathering took only one week, in it was done in the morning as well as in the afternoon.

Concerning the way that the data were obtained, as it was said already, a survey with 25 items was administered. The researchers went directly to the call centers to look for the person in charge of the recruitment department. Each call center had a person who took the survey. Most of the call centers answered the survey immediately while the researchers just waited. Some of them requested some time to give it back completed. So for those cases, the surveys were picked up during the week.

Once the surveys were responded, they were analyzed with the SPSS (Statistical Program for Social Sciences). In the analysis, every question was commented and a graphic was created for all of them. The last thing done was identifying the tendencies marked in the responses so as to represent them as the most important results.

5. Reliability, validity and objectivity

In this research, the instrument was tested for reliability through the examination of the advisor of the project. It was submitted to him to check the relation of the variables with the items of the survey. So that can be considered somehow as *inter-rater reliability*. He examined the instrument and made some suggestions for its improvement. Also, another form of strengthening the reliability would be done, but it was not possible because of the type of sample selected. That one would be *test-retest reliability*; yet it was not done because call centers did not show much willingness to help, even for the first time. So administering the survey the second time would be really difficult.

In regard of validity, the instrument is externally valid because in the responses given by the call centers, consistent tendencies were found. There was not a mixture of inconsistent tendencies. For example, some respondents saying that they prioritize oral English skills, others saying that they do with intrapersonal skills, and others with technological skills. Therefore, if results were consistent, they can be generalized to a larger sample or complete population.

Moreover, content validity was also taken into account when designing the instrument. For oral English skills, the theory that fitted pretty well was the study conducted by Canale and Swain where they speak about the following competences: grammatical, discourse, sociolinguistic and strategic competences, respectively. In order to avoid confusion on the terminology used for the survey, three of these competences were adapted with other terms. For example, for discourse competence, the term used was *ease of expression*; for sociolinguistic competence, the term used was *appropriate use of language*; for strategic competence, it was *creative use of language*. Grammatical competence remained with the same term.

Regarding interpersonal and intrapersonal skills, the variables were established according to the existing theory. One of the works that has been utilized for these variables has been the one done by Daniel Goldman, which speaks about emotional intelligence and it approaches several of the skills that were included in the instrument. For these skills, more theory was used for preparing the survey. Also a document proposed by the WHO (World Health Organization) was used for the variables and the items of the instrument; this document refers to the ten most important life skills. By basing the instrument on the existing theory, the *construct validity* was ensured.

Furthermore, in the design of the instrument, objectivity was ensured through different manners. To begin with, the instrument was standardized; multiple options were given for respondents to pick up one or two, depending on the item. In addition, researchers avoided including items that would intentionally lead respondents to give answers in particular. Besides, the same conditions and instructions were given to all respondents; they all had the same chance to answer the survey. And finally, of course, the instrument was based on

the theory that was chosen for the research. Researchers sought to have the items related to what was found in the theory.

In reference to objectivity in the analysis, the program that was used was the SPSS (Statistical Package for the Social Sciences). Through this program data was introduced exactly as it was generated by the respondents. Once the graphics were created, they were commented as the numbers showed. Moreover, trends were found and explained but following what the numerical analysis had proven.

6.0 Results

6.1 Synthesis

In an attempt to put the findings in a few words, the most highlighting results will be broadly mentioned. It has been proven that all centers take interpersonal and intrapersonal skills into consideration when they hire applicants. Also it has been proven that the most important interpersonal skill that call centers take into account when hiring applicants is *empathy*.

Besides, the results show that when applicants try to get a position at a call center, the oral English skill where they fail the most is *ease of expression*, or called by Canale and Swain, *discourse competence*. In addition to this, the three skills call centers regard as the most important ones when hiring applicants are interpersonal and intrapersonal skills as well as oral English skills. Furthermore, findings show that when call centers are to choose between interpersonal, intrapersonal and oral English skills, they take oral English skills as the most important ones when hiring applicants. This is also reinforced by the fact that the main reason to disqualify a candidate in attempt to be hired is not to show enough oral English skills. In conclusion, these are the most highlighting results found after the research.

6.2 Research questions answered

1. Are oral English skills along with intra and interpersonal skills the most important ones for call centers when hiring applicants?

Yes, they are. And there are several answers of the respondents that prove this fact. Part of the evidence is that call centers *rarely* hire applicants based on other skills that are not oral English skills, interpersonal and intrapersonal skills. Additionally, according to the respondents, the type of applicant that most chances has to be given a job is the one that possesses good oral English skills, interpersonal and intrapersonal skills. More evidence is that according to these call centers, the set of skills that assures the permanence of employees at work is the one that consists of interpersonal, intrapersonal and oral English

skills. Lastly, it was found that for call centers, the set of skills that mostly fulfill their requirements to hire applicants is made of interpersonal, intrapersonal and oral English skills. So, it has been proven that for call centers these skills are the most important ones when hiring applicants.

2. Do intra, interpersonal and oral English skills complement with one another in the profile that call centers require applicants to have to be hired?

Yes, they do. Similarly stated in the main question, call centers rarely hire applicants based on other skills that are not interpersonal, intrapersonal and oral English skills. In addition, for call centers, not showing interpersonal and intrapersonal skills can negatively affect the hiring of an applicant. Complementary to this, most call centers do not take on applicants who show deficiencies in oral English skills. And also, the type of applicant that has most chances to be hired is the one that possesses interpersonal, intrapersonal and good oral English skills, even though he may lack of technological ones, for instance.

3. Is there a set of skills out of intra, interpersonal, and oral English skills that call centers prioritize the most when hiring candidates?

Yes, there is. The type of skills call centers prioritize the most is *oral English skills*. The evidence is shown by some responses in the survey. To begin with, most of the respondents said that they *always* base on oral English skills for hiring candidates. In addition, the skill where candidates fail the most is *oral English skills*. This speaks about their search for people who speak English “well”. Moreover, it was found that when they were to choose among interpersonal, intrapersonal and oral English skills, they said oral English ones are the ones they emphasize the most when hiring applicants. Finally, one more piece of information that supports the answer is that the main reason to disqualify a candidate is *not showing enough oral English skills*. As it has been proven, oral English skills are the ones call centers prioritize the most when hiring applicants.

4. Apart from intra, interpersonal, and oral English skills, are there other skills call centers consider more important when hiring applicants?

No, there are not. This is supported by the finding that states that call centers rarely hire applicants based on other skills that are not interpersonal, intrapersonal and oral English ones. Besides, respondents said that they rarely employ someone based on technological skills. Although this is somewhat surprising because it is actually the computer the main tool that employees use to do their duties. So no other skills are more important than these ones.

6.3 Hypothesis testing

Research Hypothesis

1. Call centers take as a primary requirement oral English communicative skills and as secondary intra and interpersonal ones when hiring applicants permanently.

Answer:

Yes, they do. It has been found out that when call centers are to choose between oral English skills and interpersonal and intrapersonal abilities, they prioritize the former more than the latter.

2. Null Hypothesis

Call centers prioritize intra and interpersonal skills and take oral English communicative ones as secondary when hiring applicants permanently.

Answer:

No. It is the opposite. Call centers prioritize oral English skills

3. Alternative Hypothesis

Call centers rely most heavily on listening skills along with computing skills at the time of employing candidates permanently.

Answer:

No. Listening and computing skills are not what call centers heavily rely on when hiring applicants.

4. Statistical Hypothesis

Call centers place 70% of prominence on oral English communicative skills and hence 30% on intra and interpersonal skills on the stage of hiring applicants permanently.

Answer: It has not been proven with that exact percentage but it can be concluded that more than 60% of prominence is placed on oral English skills.

6.4 Findings

Table of findings

Findings	Skills
1. English oral communicative abilities, interpersonal and intrapersonal skills are considered by call centers as the most important ones at the time of hiring applicants.	Oral English communicative, interpersonal and intrapersonal
2. Empathy is the most important interpersonal skill when hiring applicants.	Interpersonal
3. None of the call centers prioritizes grammatical competence as an oral English skill when hiring applicants.	Oral English communicative
4. Ease of expression (discourse competence) and creativity to use the language (strategic competence) are the most important English oral communicative skills when hiring candidates.	Oral English communicative Oral English communicative
5. Oral English skills are the ones where candidates fail the most when applying for a job.	Oral English communicative
6. Work permanence of call center agents is assured by oral English skills, interpersonal and intrapersonal abilities.	Oral English communicative, interpersonal and intrapersonal
7. Oral English skills are considered more important than interpersonal and intrapersonal skills at the moment of hiring personnel.	Oral English communicative
8. Applicants are disqualified in an attempt to be hired due to not showing enough oral English skills.	Oral English

6.5 Discussions

1. Conclusions

“Your most unhappy customers are your greatest source of learning” - Bill Gates. This is a quote that looks much easier in theory than in practice. Possibly, those who agree are those who have control of their own emotions and know how to deal with others’. Certainly, this research carried out has a lot about emotions, viewed as interpersonal and intrapersonal skills. The topic of the research is **“Intra and interpersonal abilities as well as English oral communicative skills that call centers require applicants to have to be hired and employees to stay at work longer than short-time stayers, in the city of San Salvador and year 2015”**.

Other studies have been done with some relation to this research. A study of women's employment in European call centres indicated that “feminine” social skills, such as communication and interpersonal skills, are considered central to an effective call centre.

In the results found in the study carried out by Christine White and Vera Roos, it was found that the literature reported that an ideal call centre agent should have the skills to effectively convey ideas and information (Barnhart, 2000) and should be able to understand customers and be able to apply effective questioning techniques (Freeman & Rusnell, 2000).agent (Belt, Richardson & Webster, 2002).

This research has mainly found out that *interpersonal and intrapersonal skills, and oral English abilities* are the most important ones for call centers at the time of hiring applicants. Additionally, results have found out that these skills complement one another in the profile call centers look for in applicants.

Regarding the implications of the research, it is believed it will help as a starting point for the Foreign Languages Department to examine the syllabus of the major in the teaching of English in order to consider some changes. These changes should be oriented to include courses that go more hand in hand with the demands of the real work market.

6.6. Limitations

During the research there were some limitations that interfered somehow with the development of the project. One of the first limitations encountered was the gradual disintegration of the team. Having had four members instead of two may have produced better results since more ideas would have been generated; nevertheless, only two members carried out most of the research.

As a second limitation, the sample should also be mentioned. Initially the population would be all the call centers of the metropolitan area of San Salvador but eventually only eleven of them were included. The reason why this happened was because the researchers could not get a list with all the call centers registered in that area. Some places were visited with the intention of getting such a list. One them was Alcaldia Municipal de San Salvador. Here they initially said they would share that list but after two weeks of hold, they said they did not have it. Also Ministerio de Hacienda was visited but they said that information was not in their hands either. Similar answers were given at SIGET and Ministerio de Economía. So this led the researchers to narrow the population to only eleven call centers, affecting, to some degree, its reliability.

Another limitation related to the previous one was not having the opportunity to administer a pilot test to strengthen the validity of the research. Actually, just getting the permission of call centers to run the survey was hard to do. So by administering a pre-survey, they would not probably grant the opportunity to administer the actual one. So risks were avoided.

One more limitation was the use of the program SPSS itself. The program turned out to be more difficult to use than in previous times. The problem actually came because it was a new version for which the analysis of the multiple answers was getting hard. Eventually, the researchers got some help from an expert who contributed with ideas and instruction on the analysis.

The last limitation to mention is how difficult it was for researchers to agree on gatherings to advance on the work. This was principally due to job responsibilities. As a result of this, two requests for time extension were made to be officially given the approval to continue on the project. However, researchers sought the ways to carry on the work and finally wrote the final report, in spite of the adversities on the path.

It is clear that research takes dedication and plenty of discipline. Without that, it is very difficult to come up with findings than can be seriously taken since they would be weak and not valid and reliable enough. Whatever research will always put researchers in challenging situations where they have to bring out the best of them to come forward.

6.7. Implications

One of the implications of this research is that it has been put in evidence the need of adding majors at the Foreign Languages Department (FLD)that prepare students for a job in a shorter time than a bachelor's degree. That type of preparation should mainly be in the linguistic area of English, emotional intelligence (interpersonal and intrapersonal skills) and technological knowledge. As shown by the results of this research, these seem to be the principal abilities (but technological) where call centers put more emphasis when hiring candidates.

Moreover, these results can serve as a point of departure for the FLD to direct its courses not only towards the art of teaching but also towards the fulfillment of today's labor demands. This paper does not deny, in any way, the importance of preparing students for becoming teachers of English; rather than, it is considered necessary for expanding opportunities for people to speak it. If there are not teachers, then who will teach this language? It is clear. Nevertheless, what should be regarded as the ultimate objective in a teaching-learning process is the utility that the new knowledge will bring to learners. In that sense, what is being chiefly required in applicants is the knowledge to speak English. Call centers ask no one to be able to deliver a class. And they need people for today. Probably to wait five years is not an option for these companies with an increasing demand of workforce. So, it is expected that these findings bring a light of reflection on the topic on the part of the corresponding authorities to enable students to get a job.

Concerning the fulfillment of the objectives, it can be satisfactorily said that they were achieved. The main one was to describe in detail the profile that call centers require in applicants to be hired. That has been done during the development of this paper. As a specific objective, the most fundamental features for call centers to hire applicants have also been found out and described throughout the paper. As the last specific objective, in this section it has been evaluated the need of adding new majors in the area of telecommunications so as to give students more chances to get a job promptly.

Additionally, there were some unexpected findings in this research. For instance, it was not expected that for any call center grammatical competence was not a priority. At the beginning it was believed that call centers were looking for good communicators, with the ability to use and understand English-language structures accurately and unhesitatingly, as it is claimed by Scarcella and Oxford (1992, p. 141). Another unexpected finding was that two call centers said they hire applicants with deficiencies in oral English skills. This was surprising since call centers prioritize oral English skills, and also because according to the findings, these skills mainly determine whether a candidate is hired or not.

6.8. Recommendations

1. For further research about this same topic, it is recommendable that new questions are asked. The same variables could be used but probably looking for different connections among themselves. Besides, more abilities of the English language can be included, such as listening, since this one is certainly put into practice at call centers.
2. The population should be expanded for further research on the topic. Although, it seems difficult to do due to the security policies call centers have but results would be more reliable. In addition, for further research, hires can also participate as the units of analysis in order to have perceptions from the two different parts.
3. For the elaboration of the instrument, experts in the areas related to the variables should participate. By doing this, the instrument is more likely to get the information that the researchers really need to get. Also, confusion can be avoided on the terminology of some ideas that can lead respondents to give wrong answers.
4. A pilot test should be run before administering the actual instrument. This strengthens its validity and helps find weaknesses that would not be otherwise found by the same researchers. Also, it can be revised by other people so they give an opinion about the items and the way they will be seen by the actual respondents.
5. Varying the type of instrument could help get more information that would not be given on a piece of paper. That other instrument can be an interview. Through an interview, more in-depth information can be provided by the people researched and findings can be more solid and reliable.

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