

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



Universidad de El Salvador
Hacia la libertad por la cultura

**COMPATIBILITY BETWEEN THE ACADEMIC PREPARATION OF STUDENTS
OF THE B.A. IN MODERN LANGUAGES, SPECIALIZATION IN FRENCH AND
ENGLISH AND THE LABOR INSERTION OF SENIOR STUDENTS WITHIN THE
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INGLES”**

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Introduction

This research project focuses on the study of the usage of languages and Public Relations since it is one of the specific objectives in the B.A in Modern Languages, specialization in French and English at the Foreign Language Department at the University of El Salvador for senior students, semester II, 2018.

The first chapter of this research presents a brief description of the problem studied, which involves senior students and their labor insertion within the Public Relations field as a result of the academic preparation provided by the B.A. in Modern Languages Specialization in French and English. It also includes the objectives that the researchers pursued in order to study the correlation between the two variables stated in the research topic in order to present the misleadingness of the academic preparation within the minor field of Public Relations.

For a better understanding of the situation in question, a historical review of the B.A. in Modern Languages is presented in the second chapter as the researchers considered it important. In addition, Curriculum theory by Jorge A. Beauchamp and others along with Career and Vocational Choice by John Holland helped the researchers to support the research since the curriculum of the B.A. presents some weaknesses in the minor field of Public Relations limiting the labor insertion of senior students within that field. As part of the theoretical framework, the B.A. in Languages and Public Relations from La Salle University in Cancun, Mexico is presented as a role model of a good curriculum based on continuity, sequence and integration as Ralph Tyler suggested.

The third chapter includes the methodology, the specific process through which the researchers identified, selected and analyzed the information gathered in the research topic. A correlational study was carried out to determine the relation between the two variables. In addition, two instruments were used, the survey and the interview to obtain the most relevant information in order to develop and present the data analysis.

The conclusions and recommendations are presented in the fourth chapter with the aim of improving the current situation of the B.A. to benefit future students since the researchers

confirmed the current subjects of the curriculum and the preparation received in the Public Relations courses do not reach the educational standards and professional competences required nowadays by local companies in the business industry.

At the end of this research, the bibliography and appendixes are included as supportive documentation to endorse the information and data collected through the whole research process.

CHAPTER I

1.1 Statement of the problem

The B.A in Modern Languages, specialization in French and English was created with the mission of training professionals in the teaching and learning of foreign languages with a critical and proactive conception; who are capable to contribute to the process of social, educational, scientific and technological development of the country and with the main objectives of offering students alternatives between teaching foreign languages and combine the usage of those languages with Public Relations.

This B.A. was designated to be accomplished in 5 years, it consists of 37 subjects distributed between special subjects in French, English and the courses from the minor specialization, Teaching or Public Relations, depending on the student's goal. (University of El Salvador, 2018)

The curriculum of this major offers the student a primarily linguistic preparation in English and French, as well as a trunk of elective subjects with two minor specializations previously mentioned and points out that all the linguistic training is professionally oriented to the employment of students within the two minor fields of specialization through the usage of those two languages.

The School of Arts and Science and the Foreign Language Department in 2002 added to its curricula the B. A. in Modern Languages, specialization in French and English and ever since it has not been reviewed even though the objectives are not achieved entirely. This becomes clear when students who took the minor field of Public Relations face obstacles for not only not being able to achieve effectively their community outreach but also, for not being able to fit in into the current labor market corresponding to this specialization.

How can this be possible? Well, the truth is that students have an excellent preparation in both languages: English and French; but it is not the same in the field of Public Relations since there is not enough specialization included in the curriculum. So, they have bigger difficulties when carrying out the community outreach because most of the projects are

oriented to the teaching field. But the most worrying happens when students are looking for a job within that field since the academic preparation is mainly in languages, considering that the curriculum has only 5 subjects related to this specialization, which are: Theory of Communication and Information I and II, Public Relations, Public Opinion and History of El Salvador and Central America. As a result, students end up working in other areas where they cannot combine languages with Public Relations as it is stated in one of the specific objectives in this B.A.

Therefore, the following question is asked: Do the current Public Relations elective subjects provided by the Foreign Language Department in the B.A. in Modern Languages, specialization in French and English correlates with the academic and professional competences required by local companies in the business industry?

1.2 Research questions:

1. How compatible is the academic preparation of the B.A. in Modern Languages, Specialization in French and English with the labor insertion of senior students taking Public Relations as minor field?
2. How does the curriculum of the B.A. in Modern Languages, Specialization in French and English prepare students to be able to get into the labor market in the Public Relations field?
3. Why is there a lack of specialization for students taking Public Relations?
4. How does the lack of specialization affect senior students to accomplish their community outreach within the Public Relations field?
5. Why is it important to have any counseling programs for students to be guided and informed about this major?
6. Why should there be more subjects related to Public Relations to prepare students to join to a specialized employment field?
7. Why is it difficult for students who took Public Relations to find a job in that area?
8. Why do students of the B.A. in Modern Languages, Specialization in French and English within the Public Relations field end up working as teachers, at call centers or at any other area not related to that minor field?

1.3 Objectives

1.3.1 General objective:

To study the correlation between the academic preparation of the B.A. in Modern Languages, Specialization in French and English and the labor insertion of senior students within the Public Relations field.

1.3.2. Specific objectives:

- To determine if students taking Public Relations possess the skills and competences required by the current labor market based on the academic preparation that has been provided by the B.A. in Modern Languages, Specialization in French and English.
- To present the main problems students face when achieving the community outreach as a consequence of the academic preparation received.
- To demonstrate that students taking Public Relations as minor field are limited to find a job, as a result, they end up working as teachers or at call centers because of the academic preparation received within that field.

1.4 Hypothesis

General hypothesis:

- Higher the academic preparation of the B. A. in Modern Languages, Specialization in French and English, higher the labor insertion of senior students who have taken Public Relations as minor field.

Null hypothesis:

- Less academic preparation of the B.A. in Modern Languages Specialization in French and English, less the labor insertion of senior students who have taken Public Relations as minor field.

1.5 Justification

The B.A. in Modern Languages, Specialization in French and English is one of the most demanded Bachelors in the University of El Salvador since it is currently offering two minor fields of specialization besides the languages, these are Teaching and Public Relations, being this last one the object to study in this research.

Considering that one of the objectives proposed by the University within this B.A. is “To combine the usage of languages with Public Relations” the main goal of this research is to identify whether this objective is achieved or not.

In order to do so, this research analyzed the curriculum proposed by this B.A. along with the opinion and personal experience of senior students who took Public Relations as minor field.

According to students, they ended up disappointed because they realized at the end of their studies that they were only trained in the domain of languages but not in the Public Relations field. This not only caused disappointments but also inconveniences to students at the moment of achieving their community outreach and at the moment of looking for a job that involves both areas, languages and Public Relations, being this last one the main obstacle since students did not received the proper training in such area.

This research not only presents how the lack of preparation within the Public Relations field limits senior students to get a job in that field but also suggest and recommend how to improve the B.A. in Modern Languages, specialization in French and English in the domain of Public Relations.

The method used is Correlational Research whose objective is to measure the two variables through the gathering of data to determine if there is a pattern that indicates a correlation between them. It was also used the positive correlation; while the approach was the archival data which is available through primary research.

1.6 Glossary

Academic Preparation: Is the theoretical preparation for the aspects of profile, competences, management and administration of an Educational Institution.

Labor Insertion: Is a series of actions, addressed to the incorporation or to get a job and to the keep this one.

Academic Plan: It is the curricular design that is applied to certain teachings that provides guidelines for teachers focused on the preparation of students.

Curriculum: Is often defined as the courses offered by a school, but it is rarely used in such a general sense in schools. An individual teacher's curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organize and to teach a course.

Competence: The ability typically unearned to do something successfully or efficiently.

Counseling: The provision of assistance and guidance in resolving personal, social, or psychological problems and difficulties, especially by a professional.

Public Relations: The state of the relationship between the public and a company or other organization or a famous person.

Community outreach: Is an activity of providing professional services to any population, community or even company who might not otherwise have access to those services.

Employability: Refers to the ability to gain initial employment by being capable of getting and keeping fulfilling work.

Labor market: is where people and employers come together to bargain for labor and wages or other forms of compensation.

CHAPTER II

2.1 Historical framework

The University of El Salvador was founded on February 16th, 1841. It is the oldest and the most prominent university institution in the country. It has nine different schools or faculties which provide students with a wide range of study options. In 2002, the School of Arts and Science and the Foreign Language Department added to its curricula the B. A. in Modern Languages, Specialization in French and English whose goal is to train professionals in the domain of two foreign languages combining the use of those languages with two minor fields, Teaching or Public Relations, depending on the student's goal. (University of El Salvador, 2018)

It was initially created as a project promoted by MT. Victorino Barahona, as he mentioned in an interview performed by the researchers, he was the one who conceived the idea and then he asked other professors to work with him.

Within the process of creating the B. A. in Modern Languages, Specialization in French and English surveys developed by MT. Victorino Barahona were carried out in different public institutions in order to identify the languages that would be included in the curriculum. The subjects were selected based on the demand of the labor market at that time and it was also considered the structure of the B. A in English. It includes the development of English and French language skills, supplemented with literature and some other subjects related to the culture of France and the United States with two minor fields of specialization: Teaching and Public Relations.

The goal of the B. A. in Modern Languages Specialization in French and English was to improve the labor market at that time by extending and completing the academic training of the existing French Professors. According to the founder, a curriculum is “the academic organization of courses of studies in an institution”; as he mentioned in the interview, a lot of people got involved in creating not only the curriculum of this B.A. but also the programs for each course. He said he came up with this project after his trip to France but invited other people to work with him. Regarding the programs and statistics some questionnaires were

run. People from the Embassy of France, Madame Linares, Madame Ana Maria Glower (who was the chief of the school at that time), Alexander Sibrian, among others got involved. About the ones for the minor specialization in Public Relations, professors from the Journalism Department helped on it and that is how the programs were created “because the idea was combing the languages with that” – Professor Barahona said. This is how the University of El Salvador became the first University that combined the simultaneous learning process of two foreign languages and the preparation in two areas of expertise.

According to the document “Public Relations in the B. A. in Modern Languages, Specialization in French and English” created by one of the professionals in Modern Languages, the main goal of this new project was to train minds that will adapt to this new society of international services that demanded for professionals with extensive linguistic capabilities. It was then determined to create two areas of specialization within this B.A.: Teaching and Public Relations, through which it was intended to give the student an idea of the possible labor field. The B.A. gave the student the opportunity to choose between Public Relations and the Teaching of languages (Paniagua as cited in Thesis 2015 - Translated from Spanish by the researchers).

2.2 Theoretical Framework

This research project aims to determine if senior students who chose to study Public Relations as minor field combine and put into practice the usage of languages within that chosen field and if the education received in those elective subjects reaches the educational standard and professional competences required nowadays by local companies in the business industry. In order to do so, the researchers considered important to review the times gone by of the B.A. in Modern Languages, Specialization in French and English along with the curriculum design and some theories related to this topic to explore the development of its curriculum as formal education. To begin with, some definitions about curriculum are given:

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program. In dictionaries, curriculum is often defined as the courses offered

by a school, but it is rarely used in such a general sense in schools. Depending on how broadly educators define or employ the term, curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning. An individual teacher's curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course. (Education Writers Association, 2015)

Saylor and Alexander define curriculum as “the framework or structural organization used in selecting, planning and carrying forward educational experiences in the school” (Alexander, 1957). While Smith, Stanley and Shores stated: a sequence of potential experiences is set up in the school for the purpose of disciplining children and youth in group ways of thinking and acting. This set of experiences is referred to as the curriculum. (Beauchamp, 1961)

In the definition of curriculum there are two considerations that must be taken into account; first, that curriculum is linked to a formal and informal learning in schools or other institutions. However, learning also occurs through experience that can be gained outside. (GRESS, 2002) Based on this, it is understood that the curriculum takes into account both experiences within the institution and outside of it; it means that the curriculum must consider a theoretical and practical training that guarantees a good performance of the student during his learning process and after it. And Second, “learning in schools is part of a complex and dynamic institutional arrangement” (GRESS, 2002)

According to Gress the curriculum can be identified with the synonym of “educational program” which consists of three basic elements: the program of studies, the program of activities and the program of guidance; and each of them has its own characteristic. The characteristic for the program of studies is human experience, for the program of activities is the pupil experience and for the program of guidance is the counseling service.

Giving that, it's acknowledged that the most important part within the educational process of every institution is the curriculum since it is considered the guidance through the whole

learning process which is based on the learning standards and demands of society along with the educational policies proposed by the state and the institution itself. The curriculum is the tool that helps students to get the knowledge and skills that they are expected to learn, so that, the researchers considered important to take a look at the Curriculum Theory proposed by George A. Beauchamp and some other theorists along with the curriculum of the B.A. in Modern Languages, specialization in French and English.

2.2.1 Curriculum Theory by George A. Beauchamp and others

There is much variance in the way curriculum is defined even though subsequent discussions may be quite similar. Buswell used the term to mean “whatever content is used purposely by the school as a stimulus to learning.” (Buswell, 1942)

A similar definition was offered by Beauchamp when he defined curriculum as “the design of a social group for the educational experiences of their children in school.” Krug defined curriculum by stating that it “consists of the means of instruction used by the school to provide opportunities for student learning experiences leading to desired learning outcomes.” Ragan used the term curriculum “to include all of the experiences of children for which the school accepts responsibility.” Wagner stated that “whatever it is that a child learns under the guidance and direction of the school is ‘his’ curriculum”; while Hopkins indicated that each child makes his own curriculum from the school environment. (Hopkins, February, 1951)

As an issue in Curriculum theory the problem of selecting curriculum content centers around the question “What shall the schools teach?” (Beauchamp, as cited in Gress ,1961). There appears to be two sides of the question of content inclusion. On the one hand there is the problem of what must be included and on the other, there is the question of what else should or may be included in the curriculum. Kelley used the question in terms of what we dare leave out and came to the conclusion that we dare not leave out anything that confronts the learner as he views his current environment in relation to his present status of growth and development. (Kelley, 1954). Based on that, it can be said that it is very important to know what type of content should be included in the curriculum to determine a good result for students.

So that, the development of curriculum is a practical enterprise, not a theoretical study. It endeavors to design a system to achieve an educational end and is not primarily attempting to explain an existential phenomenon. The system must be designed to operate effectively in a society where a number of constraints are present, and with human beings who have purposes, preferences and dynamic mechanisms in operation. (GRESS, 2002)

Through all the variances in curriculum, the one that is truth is that the design of curriculum requires a lot of hard work. The principal issue here is whether the content of the curriculum should be organized by the conventional separate subjects, which is the case in the B. A. in Modern Languages, Specialization in French and English or by some other means.

Tyler analyzed the organization of learning experience as part of the necessary considerations of curriculum theory. He specified the organizing elements to be concepts, skills and values. He also laid down three criteria that are commonly used as standards for good curriculum organization: continuity, sequence and integration. (Tyler, 1969)

Without organization, learning experiences are isolated, chaotic, and haphazard. No matter how effective an individual learning experience may be, if it is not followed up in subsequent phases, it is not likely that significant changes will take place in the learner.

The process of curriculum development does not end with the selection of the content and the learning experiences. In fact, it begins with it. In order to produce a cumulative effect, they must be so organized as to reinforce each other.

Ralph W. Tyler suggested: “organization is thus seen as an important problem in curriculum development because it greatly influences the efficiency of instruction and the degree to which major educational changes are brought about in the learners.”

While organizing content and learning experiences the three criteria proposed by Tyler are usually to be taken into account as standards for good curriculum organization: continuity, sequence and integration. Continuity refers to the vertical organization of content and experiences, sequence emphasizes the importance of building each successive experience up on the preceding one. Integration refers to the horizontal relationship of curriculum, content and experiences. (Tyler, 1969)

Hilda Taba rightly stresses the importance of this phase of the process of curriculum development as follows: “If the curriculum is to be a plan for learning, its content and learning experiences need to be organized so that they serve the educational objectives. The type of curriculum organization followed is probably one of the most potent factors in determining how learning proceeds. Often the curriculum is ineffective not because its content is inadequate but because it is put together in a way that makes learning difficult, or because learning experiences are organized in a way that makes learning either less efficient or less productive than it might be. Chaotic content or isolated learning experiences are usually not effective in attaining any important objectives.” (Taba, 1962)

Curriculum development projects must begin with an analysis of the needs or problems that have stimulated the decision to develop a new or revised curriculum. In curriculum development it requires the formulation of learning objectives that are understood both by teachers and students and believed by both to be desirable and attainable.

According to Ralph W. Tyler a curriculum sufficiently complete to guide student learning might well include:

- A statement of the reason for offering the course or program; for example, to whom it is intended, what values it is likely to have for these students, and how it is related to other courses or programs
- What the educational objectives are; that is, what students will be helped to learn
- For each division or unit of the course or program, a statement or listing of the learning tasks that are provided
- A suggestion of the time probably required to perform the tasks successfully
- The means that will be used to evaluate the student’s performance
- Whatever else is necessary for the particular course or program to guide the students in using effectively the resources for their learning

A curriculum should serve as a published guide to help students in selecting a course or program and in carrying on successfully the educational activities. That is why the following questions continue being so important:

- What should be the educational objectives of the curriculum?
- What learning experiences should be developed to enable the students to obtain the objectives?
- How should the learning experiences be organized to increase their cumulative effect?
- How should the effectiveness of the curriculum be evaluated?

The curriculum objectives selected should not only be important things for students to learn in order to participate constructively in contemporary society, sound in terms of the subject matter involved and in accord with the education philosophy of the institution, but also, they should be of interest or be meaningful to the prospective learners, or capable of being made so in the process of instruction. (Tyler, 1969)

If students are uncertain about what they are expected to learn and lack confidence in their ability to carry on the learning task, they will vacillate, stumble or openly avoid trying. They do not want to make fools of themselves or fail in their efforts. Hence, well-designed learning experiences will show learners clearly what they are expected to learn and will employ learning tasks that are within their present abilities to carry through.

As they succeed in their initial activities and gain satisfaction from their efforts, the learning tasks should be increasingly demanding in difficulty or in higher levels of attainment. The above means, according to Tyler that the sequential organization of learning experiences is developed in terms of the progress learners can make in undertaking successively more varied and more difficult learning tasks. Sequences that are designed solely in terms of the logic of the discipline are not likely to be effective in meeting this condition of learning.

In addition to the aforementioned, another very important factor to take into account in the development of the curriculum is that the total educational system needs to be viewed as one in which practice as well as initial learning is provided and the fact that an adequate educational system in a modern society must include experiences outside the school where young people spend most of their time, combined with the fact that, while the time available to the school has remained relatively constant, the time given to education by parents, community agencies and work settings has been greatly reduced, has several implications for

curriculum development as stated by Tyler. He also expresses that school leaders, particularly curriculum specialists, should work with the other community leaders to reestablish an effective educational system at the community level. The public can be helped to recognize that an adequate education for their youth requires an effective educational system which includes the school but also depends on experiences provided outside the school.

2.2.2 Careers and vocational choice by John Holland

The labor insertion is an integral process in which different factors are involved for its realization (Bisquerra, as cited in Pelayo, 2013). One of them is the characteristics of people by means of personality such as: Realistic, investigative, artistic, social, enterprising and conventional (Holland, as cited in Staunton, 2015). In regards to that, it is important that students know from the beginning if they possess those characteristics not only to make a good decision regarding the career to be studied but also to guarantee an effective labor insertion.

Applications of Holland's theory of vocational choice involve assessing individuals in terms of different personality types and then matching the respective types with the environmental aspects of potential careers. The theory predicts that the higher the degree of congruence between individual and occupational characteristics, the better the potential for positive career-related outcomes, including satisfaction, persistence, and achievement.

Career counseling helps to support an individual to make a career decision, to assist him, to inform him, to favor an optimal relationship between individual desires and requirements of a profession (Richițeanu, 2015). Students need some kind of guidance that is provided before choosing their career, they must be led to a good decision that guarantees good results and above all satisfaction which will lead them to a job placement in the corresponding area.

The understanding of employability can be seen to be more complicated than the emphasis that Dearing as cited in UKESSAYS (2016) has placed on student's personal qualities, which suggests less emphasis on these qualities and more on generic academic skills. However, it

could be assumed that the individual's personal skills could have considerable bearing on a particular student's success in the employability stakes

According to Yorke and Knight as cited in UKESSAYS (2016) employability is seen to be influenced, amongst other things by students' self-efficacy beliefs, student's self-theories and personal qualities. They highlight that is of critical importance is the extent to which students feel that they can “make a difference”. This, importantly, not only broadens the focus to include a wider range of attributes required to be successful within employment but also includes the attributes required to manage one's career development in ways that will sustain one's employability.

2.3 Curriculum of the B. A in Modern Languages, Specialization in French and English, CODE: L10412 EAST (L50412) and its academic training.

According to the Academic Administration of the School of Arts and Sciences at the University of El Salvador, this B. A. has a total of 37 subjects, of which 32 are mandatory, 5 of them are elective from two minor fields. The total 37 mentioned above are designed in three large branches: special subjects in the French language, special subjects in the English language and special subjects in the minor fields. It takes 5 years to accomplish the designed study plan. Data available online (UES, 2002)

2.3.1 Mission

To train professionals through the teaching-learning of foreign languages with a critical and proactive conception, so they can be able to contribute to the process of social, educational, scientific, technological development and a humanist perspective to contribute to the solution of the sociopolitical problems of the country. (UES, 2002)

2.3.2 B.A. in Modern Languages, Specialization in French and English objectives:

A. General

- To diversify the foreign language options currently offered.
- To offer students of the Department of Foreign Languages or other units, an alternative in the foreign language teaching besides English.

- To offer a bachelor's Degree to French and English Teachers in El Salvador.

B. Specific

- To train professionals in the domain of two foreign languages.
- **To combine the use of languages with Public Relations.**
- To train professionals to teach two languages: English and French.

2.3.3 Curriculum

The study plan offers the student a primarily linguistic preparation in two Languages: English and French; it also offers a trunk of elective subjects with two minor fields: Teaching and Public Relations. The choice of any of these minor fields will depend on the student's goals. All linguistic training is professionally oriented to the labor insertion of the students by the usage of these languages in at least the two fields mentioned above. (UES, 2002)

2.3.4 Graduation requirements:

The requirements established in the curriculum and the requirements established by the Laws and Regulations of the University of El Salvador. (UES, 2002)

2.3.5 Degree and granted title:

Bachelor's Degree in Modern Languages, Specialization in French and English. (UES, 2002)

2.3.6 Minor fields in the B. A. in Modern Languages, specialization in French and English

According to the curriculum, the two minor fields are Public Relations and Teaching.

2.4 Public Relations field

One of the specific objectives in the B.A. in Modern Languages, Specialization in French and English is to combine the use of languages with Public Relations and according to the Public Relations Society of America (PRSA), "Public Relations is a strategic communication process that builds mutually beneficial relationships between organizations and their publics." (PRSA, 2012)

Public Relations professionals help a business or individual cultivate a positive reputation with the public through various unpaid or earned communications, including traditional media, social media, and in-person engagements. They also help clients defend their reputation during a crisis that threatens their credibility. (PRSA, 2012)

The B.A. in Modern Languages has included in its curriculum a minor field in Public Relations that is divided in five subjects: Theory of Communication and Information I (TCI114), followed by Theory of Communication and Information II (TCI214) studied in the first and second semester respectively. In the sixth semester, the subject to study is Public Relations (RPB114) while Public Opinion (OPU114) is studied in the eighth semester and lastly, in the tenth semester History of El Salvador and Central America (HDC114).

In order to understand this minor field, the researchers present how each course is developed:

2.4.1 Theory of Communication and Information I (TCI114)

The course is oriented to competence-based training, it aims to integrate theory with practice to meaningful learning. It seeks integral human educations as the essence of any pedagogical model, and it is oriented to cultivate autonomous learning as part of an ethical project of the student's life.

The competence approach, in this sense, guides the course from the integrality of the social being, transcending a reductionist vision to frame it in the construction of the social fabric, based on complex thinking and cognitive pedagogy as educational paradigms. The multiple disciplines as well as the multiple cultures are elements that are interwoven in the approach to the phenomenon of social communication in the context of knowing how to be, knowing how to know and knowing how to do.

Theory of Communication and Information I, in this sense is designed to introduce the student to the basic knowledge of the various scientific considerations on the phenomenon of communication and information. Specifically, the origins of the studies of mass media, as well as the different contributions of the theories that have emerged in the last hundred years (Theory of communication I Syllabus, translated from Spanish by the researchers)

2.4.2 Theory of Communication and Information II (TCI214)

Making a brief review of what the previous course of Theory of Communication and Information I is about, which is basically about the definition of human communication and the study of the different research developed by classic theorists within that field and the study of some of the main theories of communication.

The purpose of Theory of Communication and Information II is to provide students the knowledge and reflection on critique scientific considerations about the communication and information phenomena.

The length of this course is 16 weeks, equal to 80 hours of work. The contents developed through the 80 weeks are divided into 3 units, each one with different subjects and objectives (Theory of communication II Syllabus translated from Spanish by the researchers).

2.4.3 Public Relations (RPB114)

This course aims to teach students the techniques, application and development of Public Relations in private and public institutions, besides the link of this discipline with the informative processes as part of the Communications Sciences.

This course belongs to the third-year level and it is part of the minor field in Public Relations. There is a previous course required in order to take it and that is French Oral Expression. The length of this course is 16 weeks, equal to 80 hours of work. The contents developed through the 80 weeks are divided into 3 units, each one with different subjects and objectives. (Public Relations Syllabus translated form Spanish by the researchers)

2.4.4 Public Opinion (OPU114)

This course aims to be a panorama of the elements that constitute public opinion and its relationship with the field of mass communication. considering the variety of topics of this discipline, the development of the subject is limited to an introduction to the broad spectrum of public opinion.

It is integrated by three didactic units through which the student will know the origin, development, characteristics, currents, functions and actors of public opinion. And methodologically it aims to be a space for theoretical and practical reflection through participation in classes, discussion with specialists in the subject, laboratories, midterm exams and conducting field research.

It corresponds to the fourth year with a duration of 16 weeks, equal to 80 hours of work and whose prerequisite is the subject of public relations. It also has three units which have their own specific objectives and contents.

There will be a theoretical review about the approaches of different authors and research results. Expositions and analysis of the national agenda (politics, culture, economy, etc.) (Public Opinion Syllabus translated form Spanish by the researchers).

2.4.5 History of El Salvador and Central America (HDC114)

This course is addressed to the historical, social, political, cultural and economic process of Central America and El Salvador's isthmus since the Pre-Columbian era and the settlement of the native people until now, emphasizing the regional approach of history as a science, taking into account how El Salvador interacted with Central America since the arrival of the first inhabitants from Asia and other territories until now. This program has a principal aim to form in the student the required knowledge regarding to the historical process of the Salvadoran nation its relationship with the sub-central American continent. At the same time, it is intended to build in the student the necessity of understanding the national past and the one for Central America. The panorama presented will be pluralistic from the different historiographical flows.

The methodology, as well as the evaluation will mostly depend on the size and the needs of the group, there will be expositions and at the same time tasks out of the classroom but mainly analysis of historical texts related to El Salvador and Central America. (History of El Salvador and Central America Syllabus translated form Spanish by the researchers).

2.5 The Qualifications Framework of Higher Education in Central America and The Curriculum

Although there have been important advances in Central America, in most institutions and programs of study, higher education continues to be traditional, centered on the teacher, the master class in the classroom, the textbook and memorization. The curriculum tends to be overloaded, focused on information and content, with very few spaces for the integration and application of learning. The evaluation of these, usually focuses on asking the student to return or repeat the information and the content transmitted. *Translated from Spanish by the researchers CSUCA, 2018*

The curriculum of the B.A in Modern Languages, specialization in French and English is not an exception when it comes to the traditional teaching method. It was designed most likely to a formal learning, a theoretical training, leaving aside the practice which is the key point that will guarantee a good performance during the learning process and after it. A curriculum based on learning outcomes should be based on what the student knows, understands and is able to do.

According to the Qualifications Framework of Higher Education in Central America, curriculums that are based on learning outcomes have relevant implications, such as:

- They are completer and more flexible than traditional curriculums.
- They are organized in modules, not in subjects granting greater autonomy to teachers in their application.
- They boost the motivation of students, which generates higher school retention.
- Facilitate the integration of graduates in the labor market.
- The link between theoretical and practical learning is stronger and students perceive it as more relevant.

Elaborate or restructure a curriculum, of any academic degree, is a complex educational task that requires a methodology of its own. Prior the elaboration or restructure, it is essential to make a comprehensive diagnosis about the relevance of the training program, which is the base to determine its new components. The curricular changes start from the social,

economic, cultural and educational needs that are established with two absolute goals: the first, facilitate the development of a social system and the second, raise the living standards of the population. The study of training needs and educational demands is the first step of a curricular planning. Therefore, the preparation of a curricular diagnosis is required.

The curricular diagnosis is the study, analysis and evaluation of the various components of the current curriculum. It is an assessment of the actual functioning of the curriculum. Hence, prior the changes, it is necessary to make a diagnosis of the current curriculum to identify their strengths and areas for improvement. This study will place the curriculum in a reality and in a social context that will allow to really link it with the economic, political and social situation of the country.

The Qualifications Framework of Higher Education in Central America stated that a diagnosis establishes the differences between the actual functioning and what was planned in the curriculum, it provides information about a good or bad functioning of the curricular plan and the study programs and identifies the situation of each curricular component. In order to have solid bases that allow to take curricular decisions in higher education it is necessary to establish its justification, through an investigation of the needs of the students and of the social and labor demands.

This diagnostic stage involves an internal and external evaluation which is done in regard to the objectives of the curriculum and to issue a favorable or unfavorable judgment that bases the decision making. The internal evaluation determines the efficiency and effectiveness of the curriculum, it collects data on the results generated by the interaction of the curricular components, it verifies quality and the degree of operation of the curriculum in study. The external evaluation collects data about the impact that the professional person has on society, directly in the specific field for which it was formed.

The expected result of the diagnosis will be an internal and external evaluation report that will serve as a reference. The stage of diagnosis should be initiated in either the design of new careers or in the redesign of existing ones and it should also consider its implications.

The curricular design is defined as the process of social construction in which it is defined the structure of the curriculum of a career, as well as the fields of action in which the graduate

will be developing, having as starting point the internal and external analysis (diagnosis) and the components of the curricular design are established according to the approach assumed by the educational institution.

2.6 Labor insertion

Labor insertion is the process by which inactive individuals access to a stable position in the employment system. It is composed of various combinations of states to which denominates labor trajectories. In this process the beginning corresponds to the moment when, after the end of initial or regulated training, the young person plans to join the work market, Vernier's (1997) and employability, is a word in which the concepts of employment and skill are included, since it involves the development of competences that develop the ability of students to integrate into the labor market and remain in it over time, or even to be able to return to him if he leaves temporarily (García-Gutiérrez, 2014, p. 104).

It covers the qualifications, knowledge and skills that increase the ability of workers to get and keep a job, improve their work, adapt to change, choose another job when they want or lose what they had and integrate more easily into the labor market in different periods of the life (Organización Internacional del Trabajo, OIT, 2000)

When comparing both terms, we verify that they are complementary, they demand mutually. If the labor insertion is more linked to the context, to what that scenario demands, the employability is related to the capacity, with the competences of each individual to access that job and respond adequately to what is required. If we approach it from the perspective of Higher Education institutions, this social trend requires that they should plan their training proposals, initial and permanent, from studies of job placement: what professionals does the society need, what kind of skills and what knowledge are those that are required (Cárdenas-Sempértegui, 2018)

The employability factor according to Romero et al. (2004) groups several elements that are important in the labor insertion including academic training, work experience, insertion knowledge, vacancy search techniques and skills, all of these operate in an important way

because they are part of the profile of the graduate and they give him the professional skills to develop activities in the labor sector related to the profession acquired.

Professional skills are important as a factor that facilitates the insertion of professionals in the labor market, although the acquisition and the only use of these does not guarantee effective inclusion to employment. Since an insertion is made based on various factors that holistically operate as facilitators in obtaining it. Thus, when preparing students, you must train them not only by offering the qualifications demanded by society, but by developing those competencies with which each student will be able, throughout his/her life and work trajectory, to search and remain in the best possible employment, as well as fostering the need for an investment in their professional career as a requirement for employability (Cárdenas-Sempértegui, 2018)

The preparation for work as a function of the school, should be understood, primarily as a general preparation for incorporation into the economically active population, that is to say, the world of work, understood in its broadest sense, as a specific preparation for specific jobs and professions. In other words, education helps the labor insertion which consists of offering to people who are in a situation of labor exclusion, with the objective of joining the labor market.

For García-Blanco and Cárdenas-Sempértegui (2018) “Universities should be focused on proposing the opening of communication channels with employers that allow improving the labor insertion of graduates and the valorization of their competences, as well as the development of actions that improve the effectiveness of the internship services and employment and the mechanisms established for the employment of graduates. Similarly, employers are recommended to establish close collaboration and dialogue between the surrounding universities and companies, with the aim of achieving the necessary adjustment between training and employment. Objective that is also recommended to educational administrations, as key actors in university and employment policies.”

Higher education represents a necessary component for the social and economic development of a country, to strengthen its culture, to maintain order in the society and to fight against poverty. The academic preparation helps the professional to be an actor and productive promoter for the generation of development and to have a greater possibility of a satisfactory future, with a good quality of life and an opportunity to enter the labor market. Usually, the integration into the labor market by the professional is the result after spending several years in the academic field, where they are trained as skilled workforce. But there is a lack of effective link mechanisms between the education sector and the productive sector, the asynchronous growth between the offer of professional profiles and the demand of the occupational structure of the local labor market (Cárdenas-Sempértégui, 2018)

Employment opportunities for young people are related to aspects such as academic achievement and professional training and they face a series of educational and training difficulties, as well as the absence of adequate spaces for their work development, which greatly delays their effective insertion in the labor market because there is a lack of correspondence between the vocational training offered and the qualification of the labor force demanded by the labor market, makes it even more difficult for young people to enter the labor market.

Another barrier that influence youth employability refers to the ability of higher education to provide appropriate skills. Structural changes in the labor market are a result of the mutual determination between occupational structure (supply and demand of labor, unemployment and underemployment, etc.) and the capacity of education to create opportunities for graduates on the labor market in terms of specialization and determining employability according to the qualification obtained. On the modern labor market, the option for higher education has become increasingly common and it is also a personal and an economic survival strategy because the employment contexts are increasingly differentiated and with increased competition for jobs. Naghi (2014)

Normally, labor market should be fully complemented by the education requirements for all grades, whose essential purpose is to meet society's needs for present and the future. Students motivated by a specific demand/need in the labor market should find the educational market

everything they need to access the own goal. Viewed through the prism of these goals all the governments' and specialists' documents in the areas listed agree that between the three markets should be a very close connection, mutual conditioning and overlapping interests. Specialists or not, active politicians or simple economic reality, social life or every day's culture commentators are all in agreement (with multiple variations but not changes the problem's matter) with such a vision on the trio of the three entities-the labor market, the education market and the job market.

Qualification at work is, in the first instance, an important means by which you can access work objectives and serve as a criterion in the recruitment and selection process as explained by the theory Thurow (1975) where, according to employers, they prefer graduates who have completed certain studies hoping to invest less for expenses of training in other unskilled resources. This is related to the evolution of the globalizing currents that increasingly guide society to adopt a new position, a knowledge society that requires more qualified professionals to guarantee a quality and competitive work environment.

For García-Blanco and Cárdenas-Sempértegui (2018) “The outcome of the educational system can be measured by the capacity of a young graduate to develop himself professionally, meaning finding a job. However, the success of the educational process involves finding the right job, which gives the young the opportunity to achieve a desirable level of welfare for society. in this way, it becomes both a promoter of social change but also one of the reproductions of society. The operationalization of the concept "right job" refers to occupying a job according to the professional training (qualification, specialization), educational attainment (the last form of education and training) and professional experience (work experience).”

2.7 Contrast between the B.A. in Modern Languages, specialization in French and English and the B. A. in Languages and Public Relations, La Salle University, Cancún, Mexico

Established in 1991, Universidad La Salle Cancún A.C. (La Salle University of Cancún) is a private higher education institution located in the urban setting of the small city of Benito Juárez, Quintana Roo. Officially accredited and recognized by the Secretaría de Educación Pública, Mexico (Secretariat of Public Education, Mexico), Universidad La Salle Cancún A.C. is a coeducational higher education institution formally affiliated with the Christian-Catholic religion. Universidad La Salle Cancún A.C. offers courses and programs leading to officially recognized higher education degrees in several areas of study. (UniRank, University Search Engine, 2018)

The B.A. in Languages and Public Relations offered by La Salle University in Cancun has a lot of similarities with the B.A. in Modern Languages Specialization in French and English of the University of El Salvador, both are addressed to a training in languages with a specialization in Public Relations, although the University of El Salvador offers this option as a minor specialization which depends on the students goal since there is another area that can be chosen by the student.

The B.A. in Languages and Public Relations offered by La Salle University in Cancun is a very good example of what a B.A. in languages should be with a strong specialization in a certain area that guarantees a successful labor insertion. Starting from that, the researchers considered appropriate to present a contrast between this B.A. in Languages and Public Relations and the B.A. in Modern Languages Specialization in French and English since both are addressed to the same area of specialization: languages and Public Relations.

The following table presents a contrast between the academic preparation and organization of both Universities. It is important to mention that the information was gathered from the website corresponding to each university and it was translated to English by the researchers.

2.7.1 B. A. in Languages and Public Relations, La Salle University, Cancun, Mexico

Contrast between the B.A. in Modern Languages, specialization in French and English (Universidad de El Salvador) and the B. A. in Languages and Public Relations (Universidad La Salle, Cancun, Mexico)

B.A. in Modern Languages, specialization in French and English	B. A. in Languages and Public Relations
<p><u>Description:</u></p> <p>The B.A. in Modern Languages trains professionals through the teaching-learning of foreign languages with a critical and proactive conception, so they can be able to contribute to the process of social, educational, scientific, technological development and a humanist perspective to contribute to the solution of the sociopolitical problems of the country.</p>	<p><u>Description:</u></p> <p>The B.A in Languages and Public Relations trains professional leaders capable of directing and working in areas such as: internal and external strategic communication, media, advertising, human resources, production of events, translation and interpretation, teaching, among others. Professionals are trained to call press conferences, write newsletters, speeches in 4 languages, as well as, dominate the message of the corporate image from public relations and communication of human resources, conducting events, handling critical situations, protocols, etc. Always from an ethical and human education.</p>
<p><u>Educational strengths:</u></p> <p>Information is not available in the website*</p>	<p><u>Educational strengths:</u></p> <p>Students will perform professional practices in real scenarios such as: Cancun Center, hotels, restaurants, wholesale agencies, television, radio, newspapers, magazines, educational institutions, public relations association, cameras, the different orders of municipal, state and federal government, theme parks, consulates, and embassies. The Self-Access Center for learning languages, national and international exchanges, travel and academic visits, academic events with personalities specialized in the subject.</p>

<p><u>Graduation profile:</u></p> <p>Information is not available in the website*</p>	<p><u>Graduation profile:</u></p> <ul style="list-style-type: none"> - To establish fluent communication in Spanish and English in oral and written forms, in accordance with levels C2 and C1, respectively, from the Common European Framework of Reference for Foreign Languages. - To communicate in a fluid and contextualized way with English-speaking individuals, considering the historical and cultural particularities of the region. - To understand the main ideas of texts and express themselves with enough fluency to establish daily communication in two languages other than Spanish and English, from the domain of communicative skills determined in level B2 of the Common European Framework of Reference for Foreign Languages. - To teach language courses, based on teaching techniques and specific teaching methods for the instruction of the foreign language, in accordance with the guidelines established by the Common European Framework of Reference for Foreign Languages. - To communicate in Spanish and three foreign languages, verbally and nonverbally with the support of TIC, to assist in achieving the functions of public relations of people and organizations of national and international profile. - To develop campaigns to launch products and services through events and mass media, based on collaborative work in multidisciplinary teams. - To organize events to contribute to the achievement of specific purposes of organizations or individuals, depending on their objectives and needs. - To evaluate the effectiveness of public relations programs of diverse organizations, with the support of applied research techniques, in order to contribute in making strategic decisions regarding the fulfillment of the objectives of such institutions.
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	<ul style="list-style-type: none"> - To design, manage, evaluate and promote, with an entrepreneurial and innovative attitude, sustainable projects that respond to problems related to the field of training, based on a multi and interdisciplinary work, considering the characteristics of the local and global environments, under principles of social responsibility. - To develop their professional practice incorporating the efficient use of TIC for the information management and as a tool for permanent learning and updating, as well as the use of strategies for effective communication, both in Spanish and English; all aimed to promote the exchange of ideas in different contexts and the collective construction of knowledge. - To consolidate an attitude of respect and appreciation for oneself, for others, for different cultures, including our own, as well as to contract a commitment to service; from the reflection and definition of their positions with respect to the transcendent values of human existence.
<p>B.A.'s duration:</p> <p>5 years</p>	<p><u>B.A.'s duration:</u></p> <p>4 years</p>
<p><u>Curriculum subjects:</u></p> <p>The knowledge areas include 37 subjects designed in the following areas:</p> <ul style="list-style-type: none"> - 32 subjects of foreign languages (French and English) - 5 subjects in Public Relations 	<p><u>Curriculum subjects:</u></p> <p>The knowledge areas include 67 subjects designed in the following areas:</p> <ul style="list-style-type: none"> - 19 subjects of foreign languages (French, English and German) - 13 subjects in Public Relations - 3 Subjects of pre-specialization - 1 Subject of Image - 1 Translation and interpretation subject - 2 Public Relations skills subjects

	<ul style="list-style-type: none"> - 3 Multilingualism and interculturality subjects - 3 learning of foreign languages subjects - 9 Communication subjects - 13 General education subjects
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The research team considered this could be taken as a model since it is a curriculum based on learning outcomes according to the Qualifications Framework of Higher Education in Central America. Its curriculum is more complete than traditional curriculums, it facilitates the integration of graduates in the labor market since they link the theoretical and practical learning by performing internships with different institutions related to the field of study and most important, they boost the motivation of students from the very beginning while offering a complete description of the B.A.

Unfortunately, that cannot be said of the B.A. in Modern Languages, Specialization in French and English since the curriculum continues to be traditional, it is centered on the teacher, the classes within the classroom, the textbooks and memorization. The curriculum is overloaded, it just focused on information and content, with no practices outside the classroom, no community outreaches or internships in the area of Public Relations besides the fact that the evaluation system focuses on asking the student to return or repeat the information and the content transmitted in the class.

It is understandable the fact that Mexico is a developing country and El Salvador is not, but this does not mean that the curriculum cannot be restructured, in fact, it is a complex educational task and it is essential to make a comprehensive diagnosis about the relevance of the training program after its execution. This diagnosis consists on identifying the strengths and areas for improvement and according to this research it can be said that the strength in the B.A. in Modern Languages is the linguistic preparation, while the area for improvement will be the minor field of Public Relations.

The changes in the curriculum should start from the social, economic, cultural and educational needs considering the differences between the actual functioning and what was planned in the curriculum when it was created. The actual functioning of this curriculum as

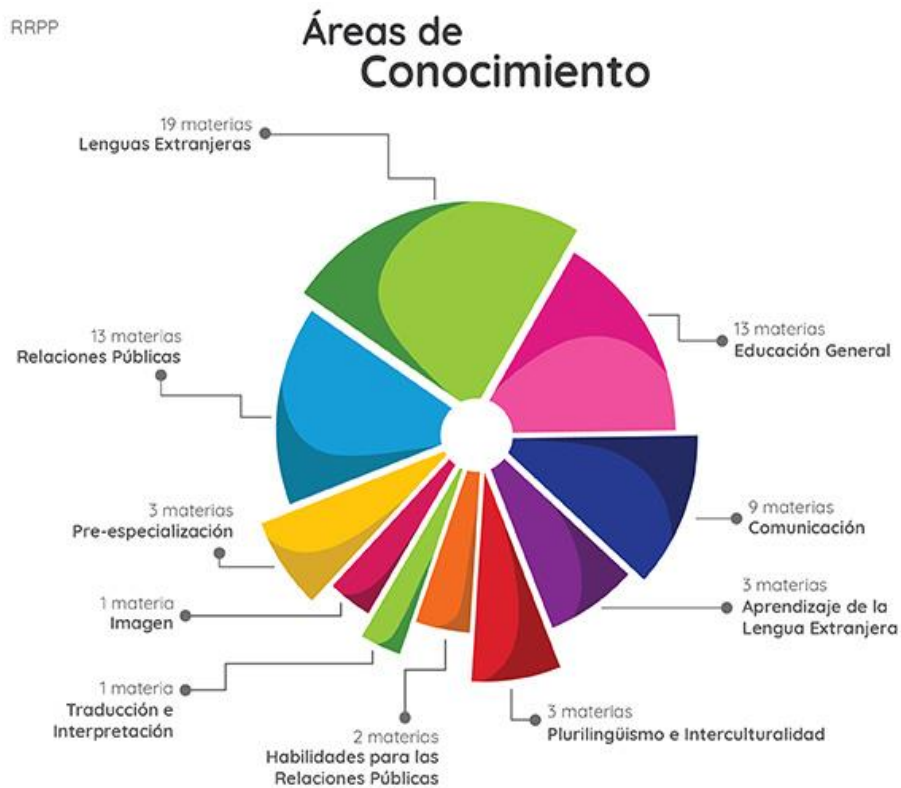
it was proved in this research is that students who chose Public Relations as minor field end up working in call centers or as teachers in different institutions, while the original plan according to the description is that “all linguistic training is professionally oriented to the labor insertion of the students by the usage of these languages in at least the two fields offered” (*Information translated and taken from the website of Universidad de El Salvador*). It is also important to mention that one of the specific objectives in this B.A. is “to combine the use of languages with Public Relations.” Unfortunately, the reality of the curriculum in Modern Languages is that the professional in this B.A. has a negative impact in society since the field in which he was formed does not allow him to have a successful labor insertion because it does not reach the standards required nowadays by local companies.

La Salle University in its B.A.’s description clearly states what it is about and presents its the main goal, which is to train professional leaders capable of directing and working in areas such as: internal and external strategic communication, media, advertising, human resources, production of events, translation and interpretation, teaching, among others (*Information translated and taken from the website of La Salle University*). This is something crucial for future students who want to know in advance what the B.A. offers and what would be their field of work.

The main concern in this research is the fact that students who chose Public Relations as minor field do not have any other preparation than languages, therefore their labor insertion is limited to the area of teaching or call centers. It is at this point where the concern arises since students decided to study Public Relations as minor field in order to have a different field of work. If students would have known that their most immediate job opportunity would be teaching, then they would have taken that option from the very beginning, although there are some other students who simply did not take it because they do not like teaching.

As a consequence, the researchers propose first of all, the initiative to review and update the curriculum of the B.A. in Modern Languages and second, to take the B.A. in Languages and Public Relations from La Salle University as a reference, not to create a similar one because there are many obstacles for doing so but to take certain aspects from its curriculum so the B.A. in Modern Languages would be improved in the field of Public Relations so that future students would have better opportunities in their labor insertion.

Additionally, the following chart is presented to show how the courses are divided in this B.A. regarding the knowledge area. (Information taken from the website of Universidad La Salle).



CHAPTER III

METHODOLOGY

The purpose of the present research project was aimed to identify the relation between the two variables: the academic preparation of the B.A. in Modern Languages, specialization in French and English at the University of El Salvador and the labor insertion of senior students within the Public Relations field. Because of that, Correlational Research was used, whose objective is to measure the two variables through the gathering of data to determine if there is a pattern that indicates a correlation between them.

The correlation used in this research was the positive one. A positive correlation between two variables is when an increase in one variable leads to an increase in the other one. The positive correlation presented in this research was: higher the academic preparation in the Public Relations field, higher the labor insertion of senior students within that field.

The approach used in this correlational research was the archival data which is available through primary research and it is defined as a methodology used by researchers to collect data directly. The research techniques used were:

1. Interviews: this is a qualitative research method used to collect data. The interviews accomplished in this research were face-to-face and one of them over the telephone but they all involved interactions between the interviewers and the interviewees. The type of questions was open-ended in order to help the researchers to get in-depth insights into the opinions and perceptions of interviewees.
2. Surveys: the surveys presented to senior students of the B.A. in Modern Languages, specialization in French and English were close-ended questions conducted with pen and paper and within an estimated time frame given to students.

This correlational researcher focused on the problem in hand, the academic preparation of senior students and their labor insertion within the Public Relations field, in order to pinpoint the subject matter and offer a solution. This research was conducted to inform of the changing conditions and the students perception based on real data insights.

3.1 Population

This research focused on senior students of the B.A. in Modern Languages, Specialization in French and English and it is presented as follow:

- Population: 265 students registered in the following courses corresponding to the fifth year: English Literature, Seminar II and History of El Salvador and Central America.
- Sampling frame: 79 senior students who have chosen Public Relations as minor field, including morning and evening schedules. It is worth mentioning that the reason why the total of 265 was reduced to 79 is because one student could have been registered in the three courses at the same time and the sampling could have been duplicated.
- Sample: the same as the sampling frame.

The significance of the study

The main importance of this study was to identify the correlation between the academic preparation and the labor insertion of senior students within the Public Relations field because the researchers considered there is a lack of specialization which leads students to an unsuccessful labor insertion in that area.

This research intends to hierarchically benefit as follow:

1. The students: this research will mostly benefit the future students regarding the improvement of the minor field in Public Relations by preparing them theoretically and practically, so they would be able to develop themselves in that area.
2. The university: the institution itself will increase its recognition to the extent that its graduates will successfully integrate into the labor market.
3. The researchers: the research will give the researchers the opportunity to carry out their graduation process based on a phenomenon that concerns them directly and which will be very helpful for future students.

3.2 Data collection instruments

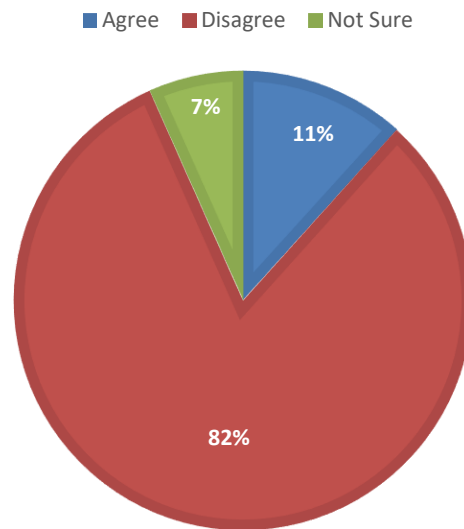
In this study two instruments were used to collect the data from the sample. One of them was the “survey”; which was structured in two sections; the first, with a series of 21 scaled items and the second, with 4 multiple-choice questions to ensure the gathering of information and

which were administered to senior students taking the following subjects: History of El Salvador, Seminar II and English Literature II; corresponding to the senior year. The second instrument was “interviews” which was used to gather information from the expertise to get in-depth insights of the research problem.

3.3 Analysis of the data.

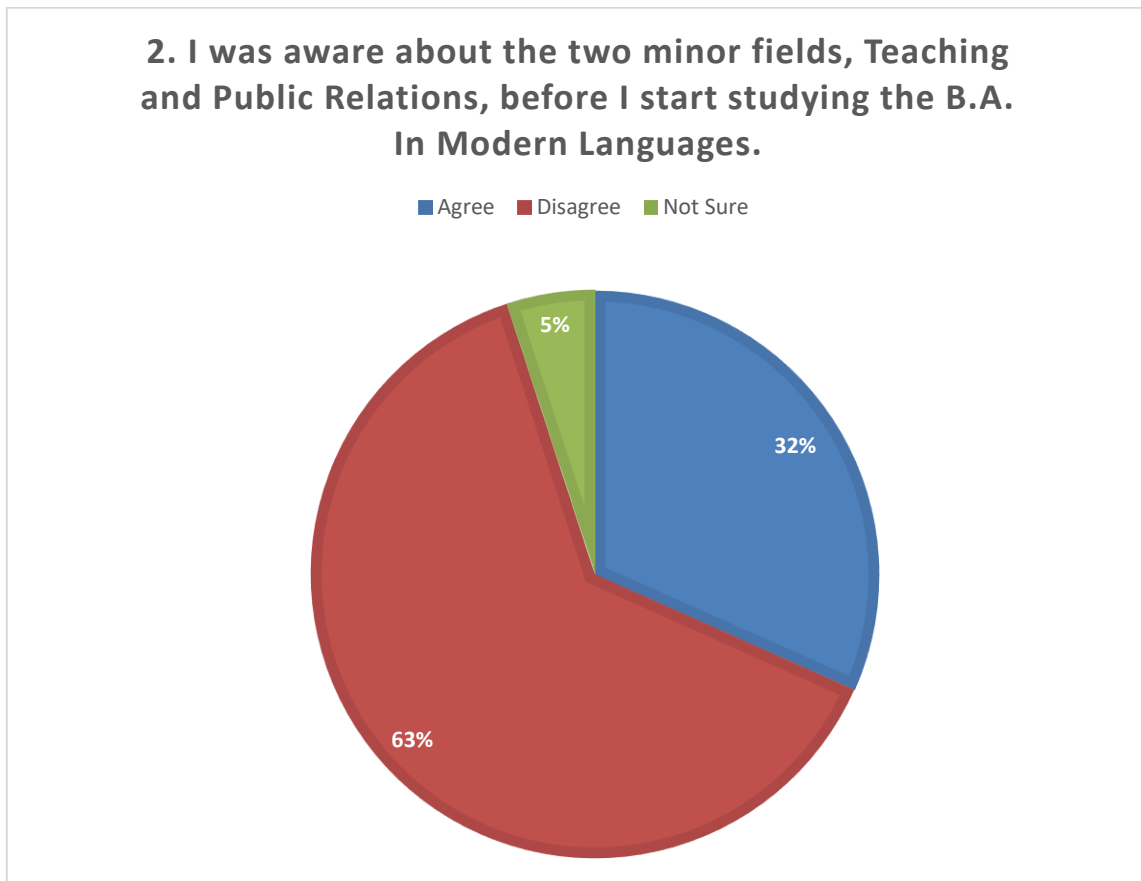
Regarding the data collected through the surveys completed by senior students of the B.A. in Modern Languages, specialization in French and English within the Public Relations field at the University of El Salvador, semester II, 2018, the following charts are presented.

1. I received career counseling (guidance) before I started studying the B.A. In Modern Languages.

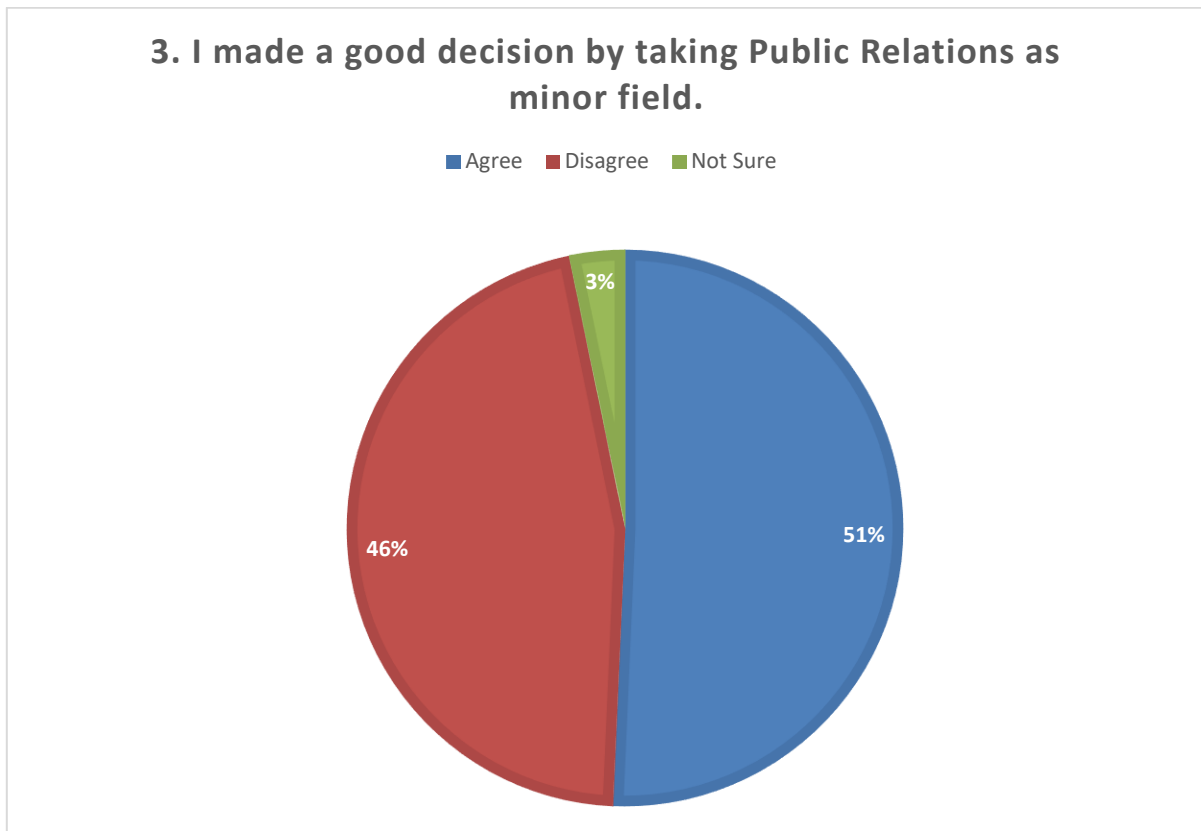


According to the data collected, **11%** of the sample agreed with the statement one, confirming that they received “career counseling” before they started studying this Bachelor while **7%** stated they were not sure and **82%** most of the sample stated they did not. Pretty much, nearly all, did not understand at that time the two minor fields that this B.A. is currently offering until now that they are about to conclude their studies.

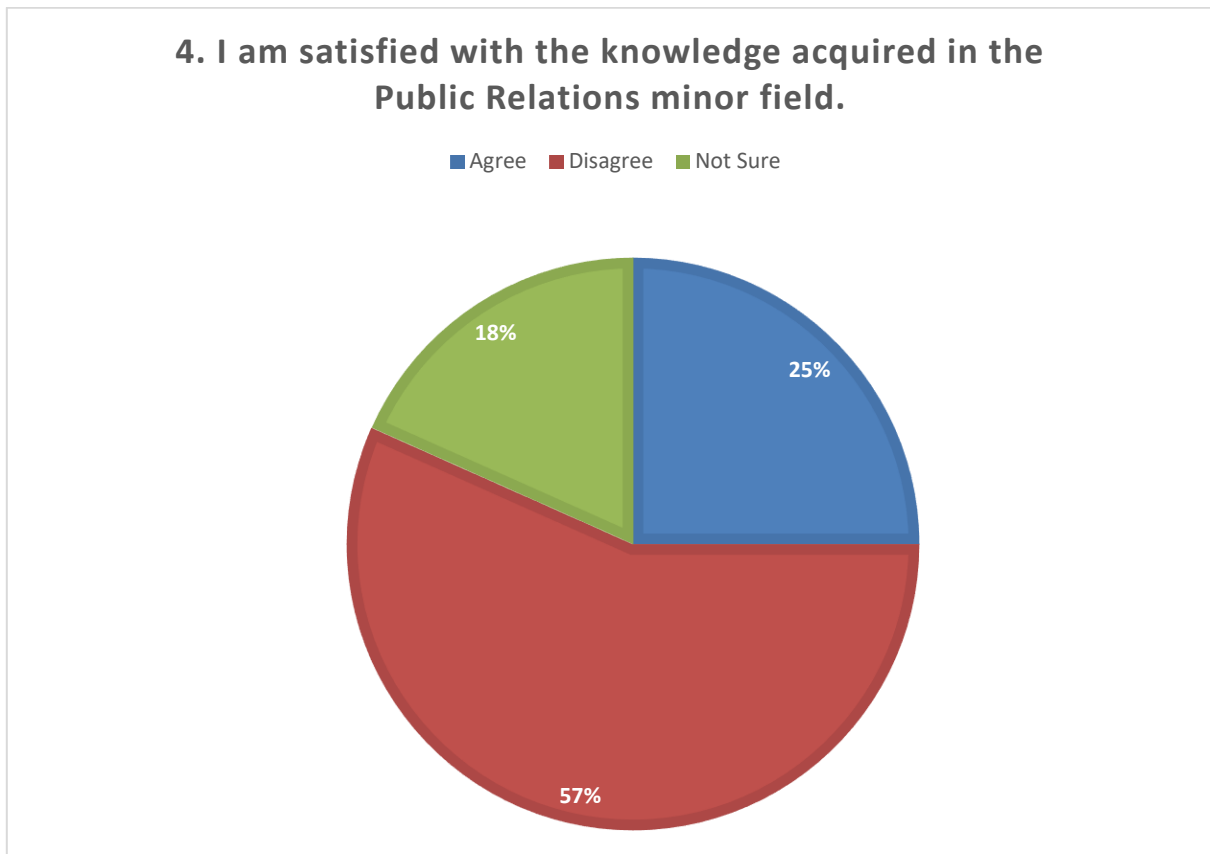
This statement not only proves the lack of counseling programs in the B.A. in Modern Languages, specialization in French and English but also proves John Holland’s theory, career and vocational choice, which involves assessing individuals in terms of different personality types and then matching the respective types with the environmental aspects of potential careers.



The statement number two has shown that **32%** of the sample knew the two minor fields that the B. A. in Modern Languages offers while **63%** did not know and **5%** were not sure about it. This confirms once again the lack of counseling programs which is essential since it helps to support an individual to make a career decision by informing him in order to favor an optimal relationship between the individual desires and the requirements of a profession as the Doctor of Education Elena-Ramona Richițeanu-Năstase stated.



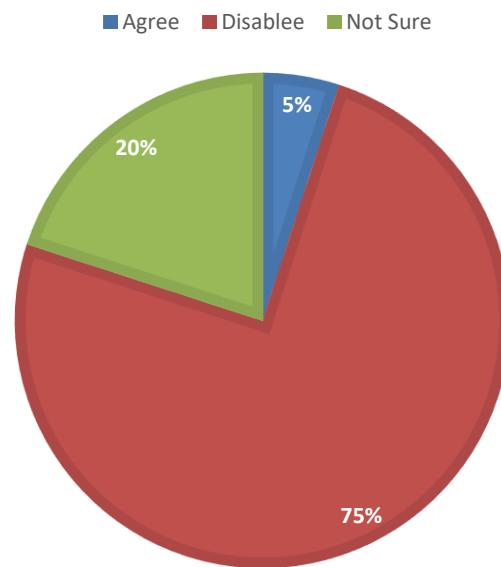
The statement number three has indicated that **46%** of the sample agreed on the decision of taking Public Relations as minor field of specialization; while **51%** did not agree on that and only **3%** indicated they were not sure. This is alarming because most of the population disagreed on the decision of studying Public Relations as minor field within the B.A. in Modern Languages, specialization in French and English as a consequence of a negative career-related outcome in the student at the labor insertion moment.



The chart number four has shown how unsatisfied students are when it comes to the knowledge acquired in the Public Relations minor field with a **57%** disagreement while **25%** were in agreement and **18%** were not sure about it.

Most of students showed dissatisfaction with the knowledge they acquired during the learning process in this major, making them feel doubtful regarding the skills and competences they were supposed to receive as it is established in the academic plan.

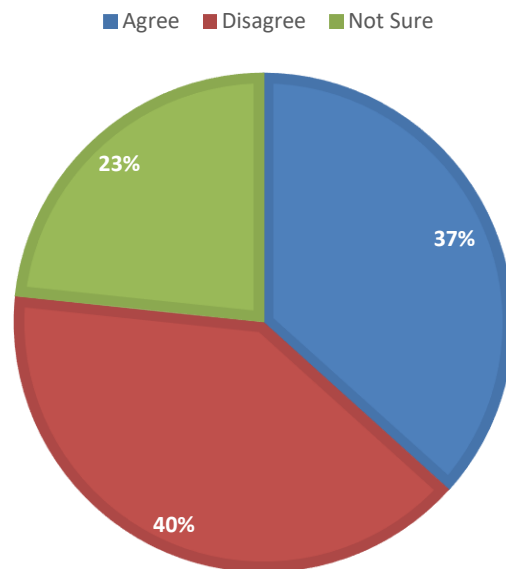
5. The subjects of Public Relations included in the curriculum prepare students to get a job in that field.



Regarding this statement, the sample strongly agreed with a **75%** that the subjects of Public Relations included in the curriculum of the B. A. in Modern Languages do not prepare students to get a job in that field, while **20%** agreed on that and **5%** were not sure.

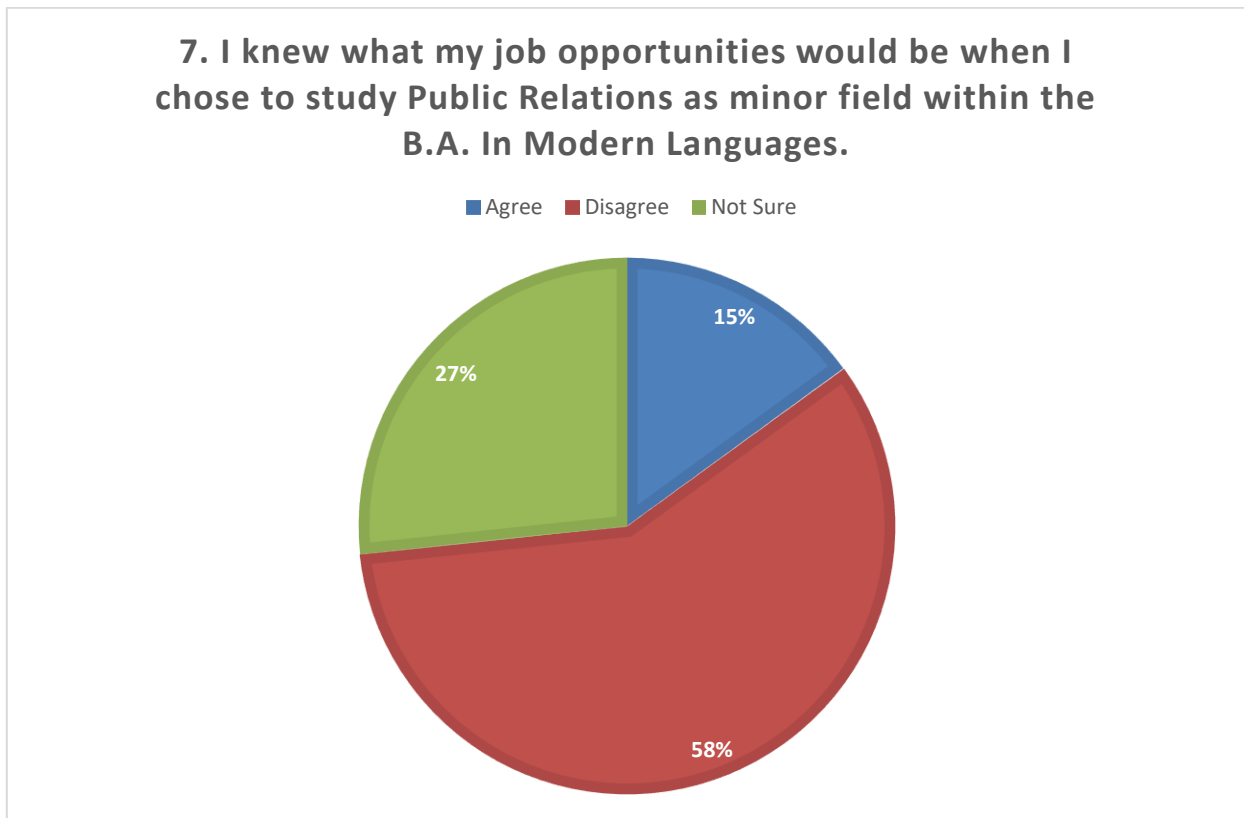
According to this most of the students were not satisfied with the knowledge acquired in the Public Relations field as presented on the previous chart which leads to an unsuccessful labor insertion in that field since this minor specialization only offers five courses. As a result, they consider they did not make a good decision by taking Public Relations as minor field.

6. The course “History of El Salvador and Central America, code HDC114” included in the curriculum is relevant within the minor field of Public Relations.



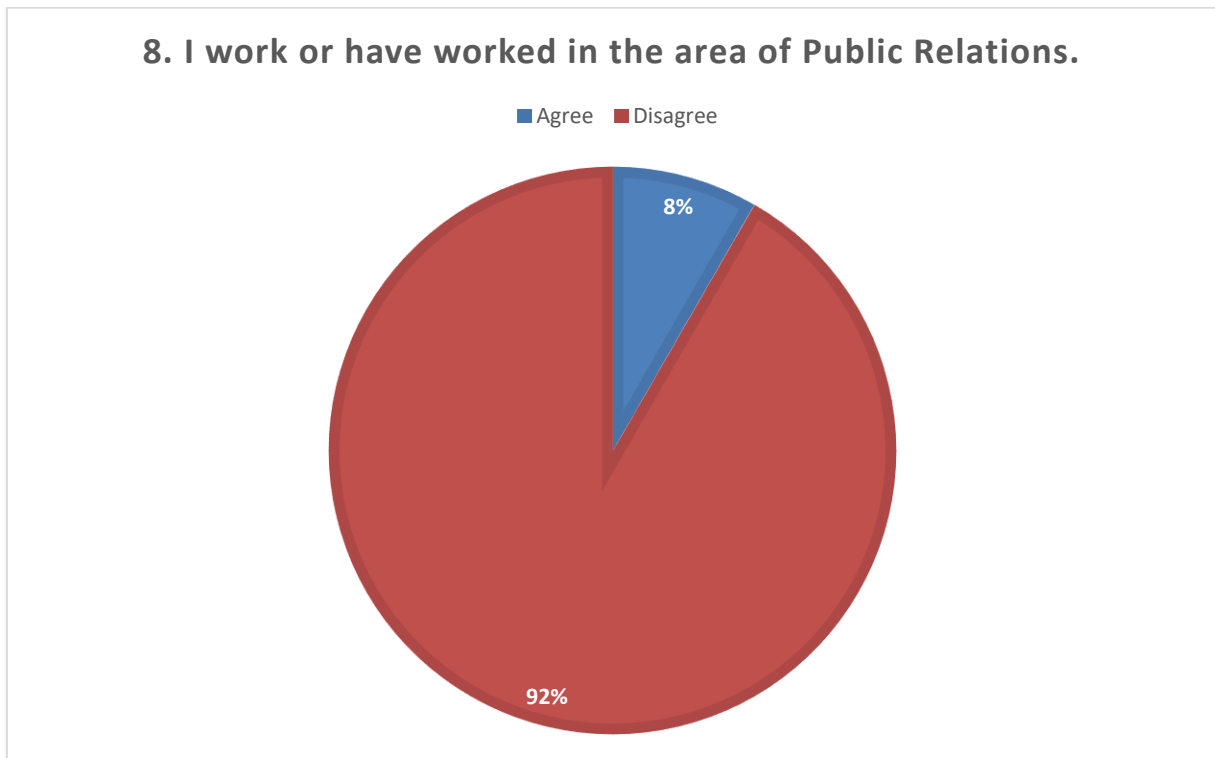
The statement number six was about a specific subject: History of El Salvador and Central America. The statement was regarding the relevance of this course in the Public Relations field, **40%** of the sample disagreed on it while **37%** agreed and **23%** were not sure.

According to an interview performed to the Public Relations coordinator, MsC. Leonel Antonio Cálix, the History of El Salvador and Central America is important, but this course is not directed to the Public Relations field, so it is necessary to address it to that specific area in order to be relevant in the curriculum. That could be the reason why most students stated that the course is not relevant in the minor field of Public Relations.



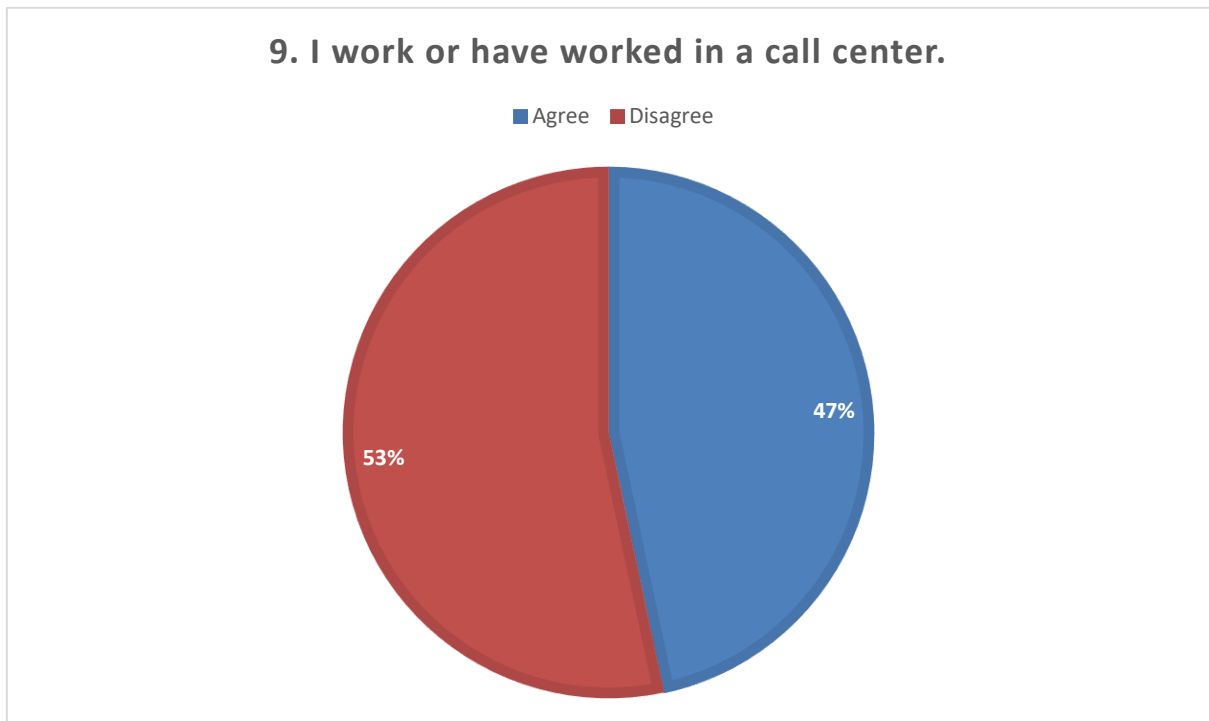
The statement number 7 is also alarming since **58%** of the sample did not know what the job opportunities would be when they chose to study Public Relations as minor field within the B.A. in in Modern Languages while **27%** were not sure about it and only **15%** agreed on that.

The lack of counseling programs is the reason why students were not aware about the possible field of work which is essential in order to have good career-related outcomes. According to Bisquerra as cited in Pelayo 2013, the labor insertion is an integral process in which different factors are involved, one of them is the personality of every individual that increases the ability of students to get and keep a job.



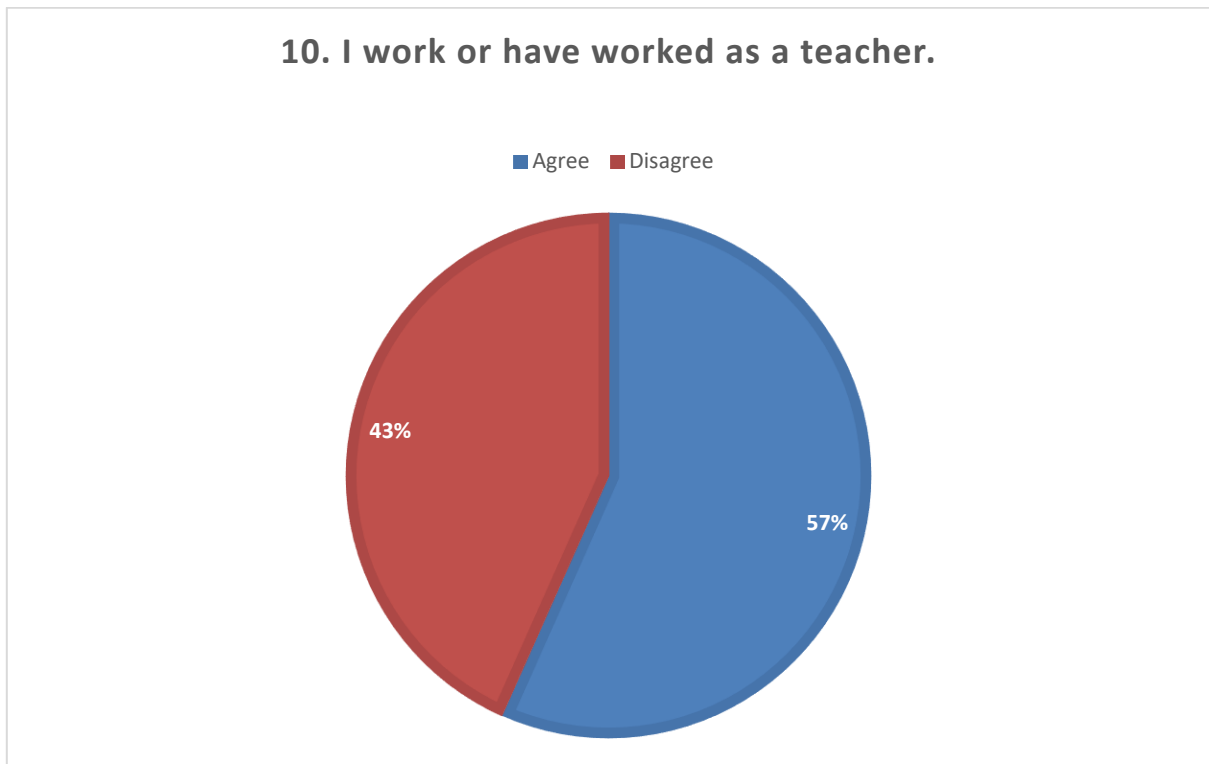
The statement number eight has shown that most of the sample, **92%** have not worked or is not currently working in the area of Public Relations; while only **8%** agreed that they have or currently are working in that area.

As it was confirmed by MsC. Leonel Antonio Calix in an interview, the current curriculum does not have a strong content in Public Relations, it is very theoretical and introductory, and he considers students who chose the minor specialization in Public Relations do not have enough knowledge to perform in that area.



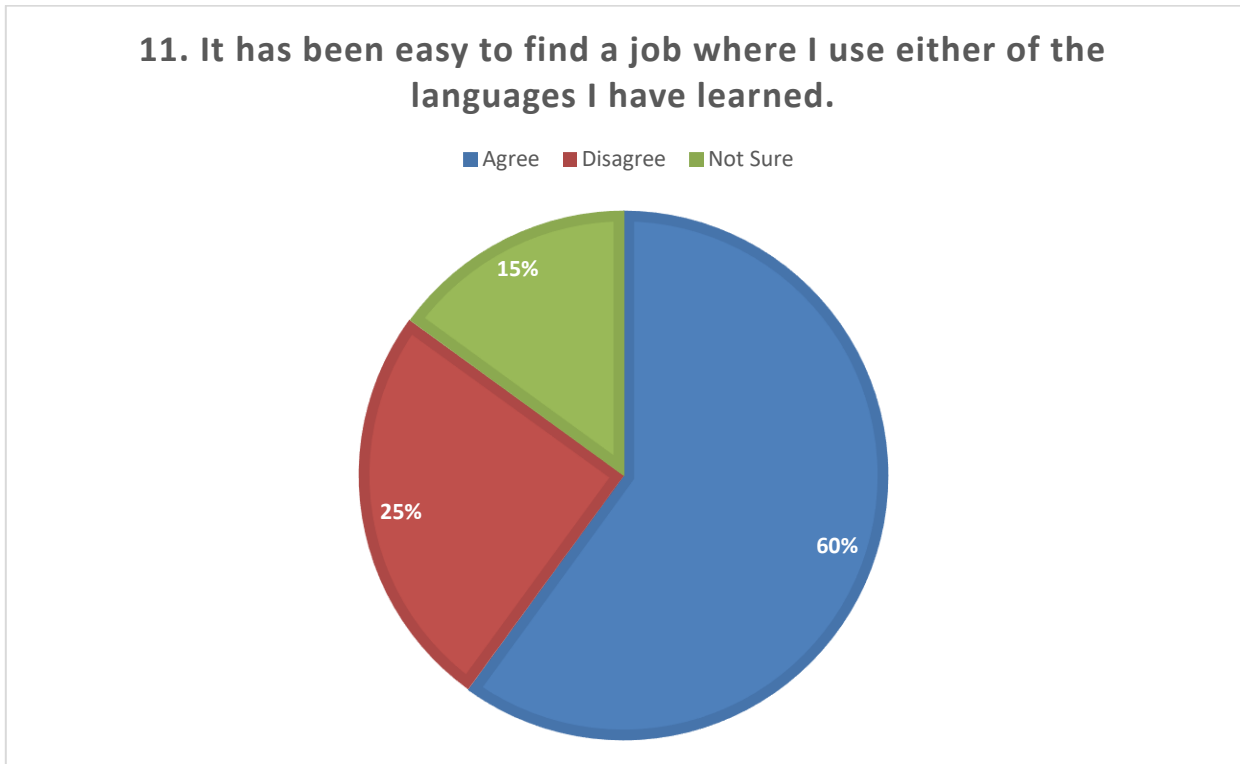
Regarding the call center area, on statement number nine, **47%** of the sample agreed on currently working or have worked in that area, while **53%** disagreed on that. This is a very important aspect in this research since students did not choose to study this B.A. to end up working in call centers.

According to the diagnosis proposed by the Qualifications Framework of Higher Education in Central America, this result proved that the strength in this B.A. is the linguistic preparation, while the area for improvement will be the minor field of Public Relations. Confirming what as well is offered online by this B.A. description when they mention that a primarily linguistic preparation is offered although the linguistic training is supposed to be oriented to the labor insertion of the students by the usage of these languages in the minor field chose by the student.

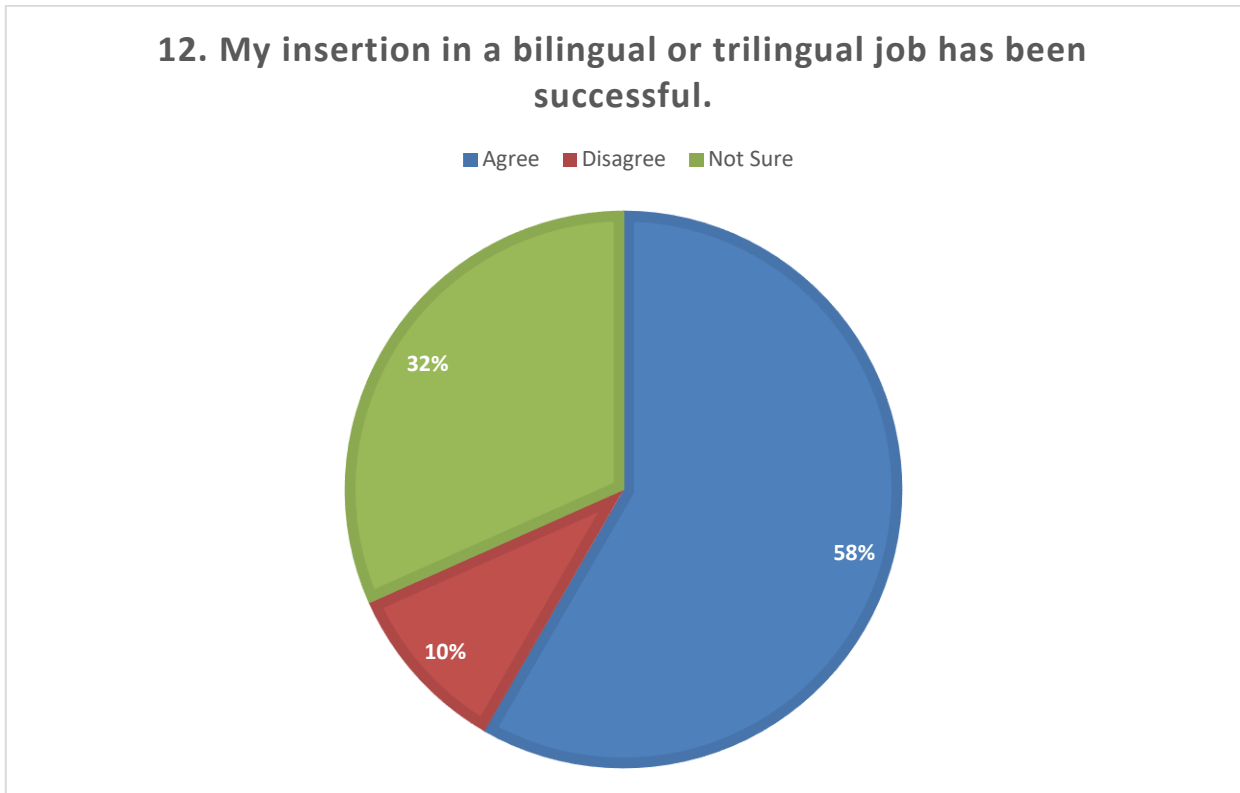


About the teaching area, despite the fact is not the study option chosen by the sample in this research, **57%** more than half of them are currently working or have worked in that area while **43%** have not.

Even though students did not select the teaching option, most of them in this research, work or have worked as teachers, this reflects and confirm the fact that the linguistic preparation is good enough to teach those languages even though is not the area chose by students.

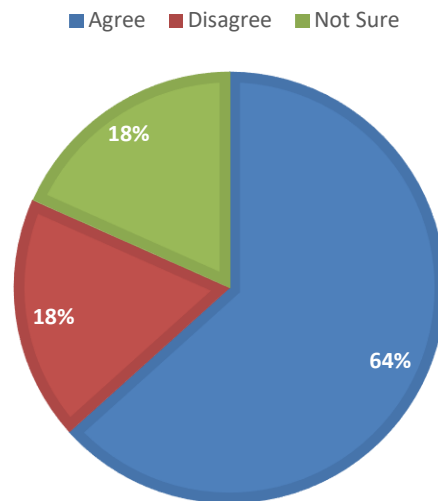


The statement eleven has shown that the linguistic preparation is good enough to find a job where the student uses either of the languages learned in this Bachelor in which **60%** of the sample agreed on it while **25%** disagreed and **15%** were not sure about it.



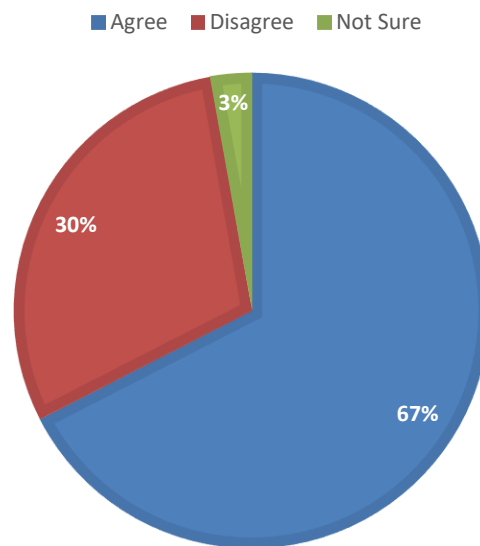
When it comes to the laboral insertion, **58%** of the sample agreed that they were able to get a job that requires the usage of the languages learned while **10%** disagreed on that and **32%** were not sure.

13. I would like or would have liked to achieve my community outreach in the Public Relations field.

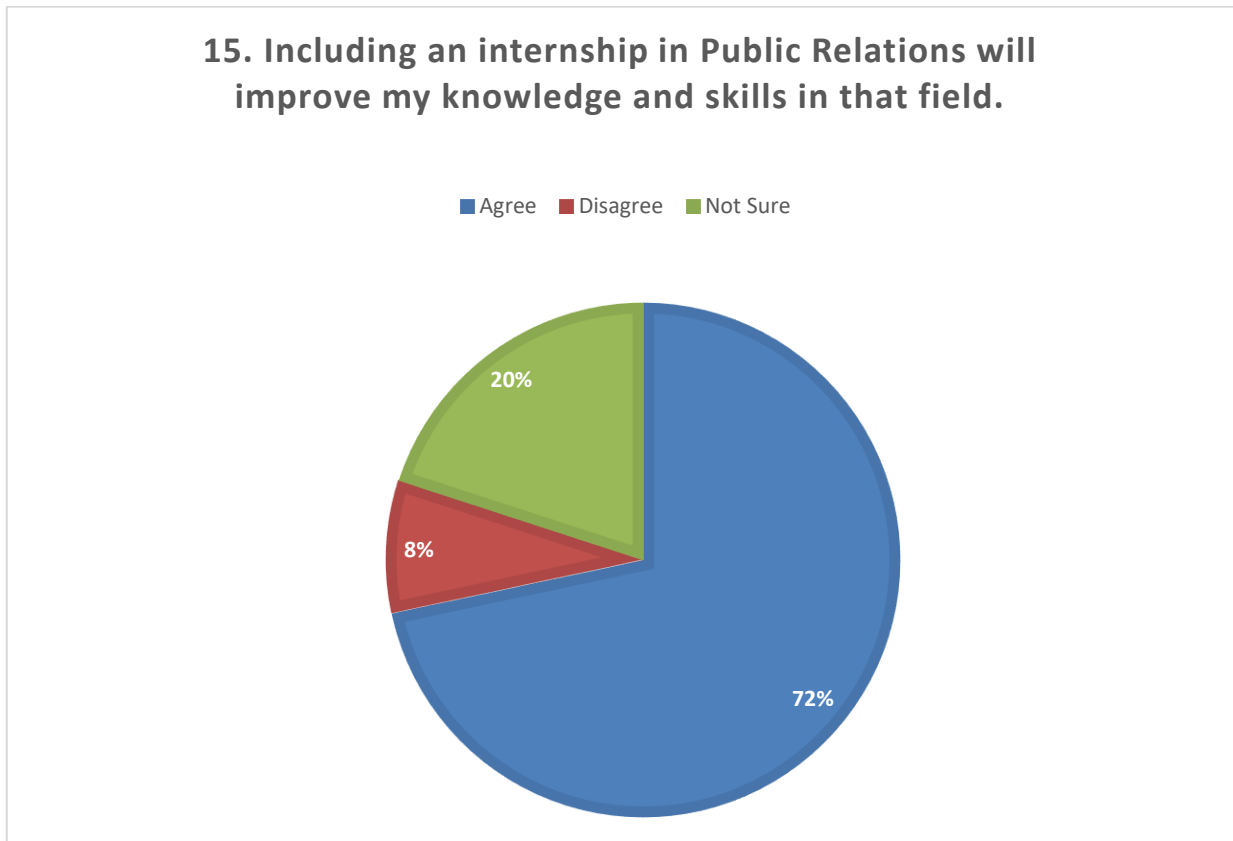


The main concern in this research is the fact that students are not well prepared in the Public Relations field and the lack of community outreaches in that area affects their preparation, so most of them end up taking the projects oriented to teaching. That was proved with the results gathered through the chart above where **64%** of the sample confirmed that they would have liked to achieve their community outreach in the minor field they chose, while only the **18%** stated the opposite and the other **18%** were not sure about it.

14. I experienced troubles at the moment of carrying out the community outreach in the Public Relations field.

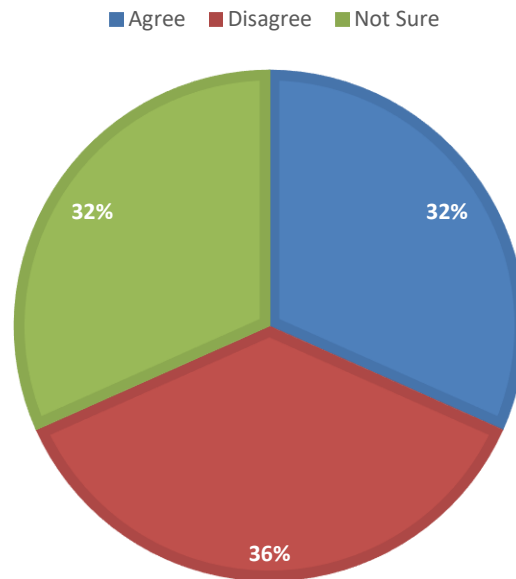


In chart 14, it is shown that **30%** of the sample expressed they did not have troubles when carrying out the community outreach in their corresponding field. While, **67%** reaffirmed the fact that it is complicated and that they experienced troubles as mentioned in the previous chart and only **3%** of the sample were not sure.



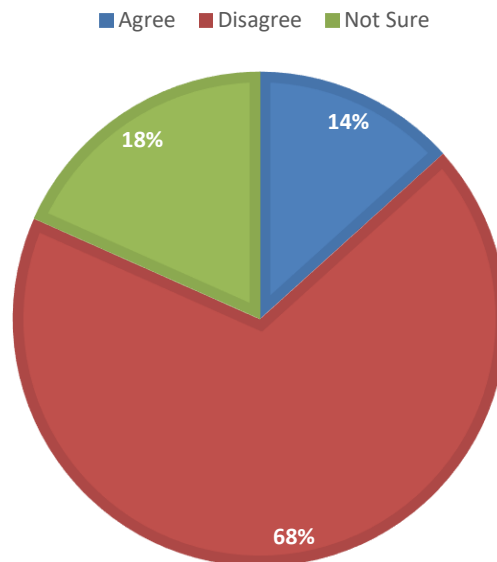
According to chart 15, most students (**72% of the sample**) considered that including an internship in Public Relations will improve their knowledge and skills in that field while only **8%** disagreed and the **20%** were not sure about it. It is important to have different internship opportunities to avoid the existent lack of professional practices for students in order to apply their knowledge and skills in a real scenario, the practice guarantee a good performance while students accumulate knowledge with a good curriculum according to Qualifications Framework of Higher Education in Central America.

16. I am aware I have the competences required by local companies to work within the Public Relations field.



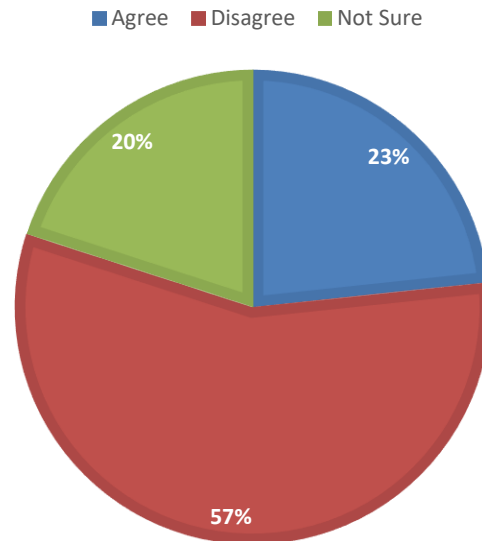
According to this chart, **32%** of students believed they possess the competences required by local companies to work within the Public Relations field while the **36%** did not consider this to be their case, and although the percentages are very close, the majority still prevails taking into account that **32%** were not sure about it, which can be confirmed as not having those competences.

17. I believe the B.A. In Modern Languages provides the appropriate academic preparation, so the students can effectively integrate into the pertinent labor market.

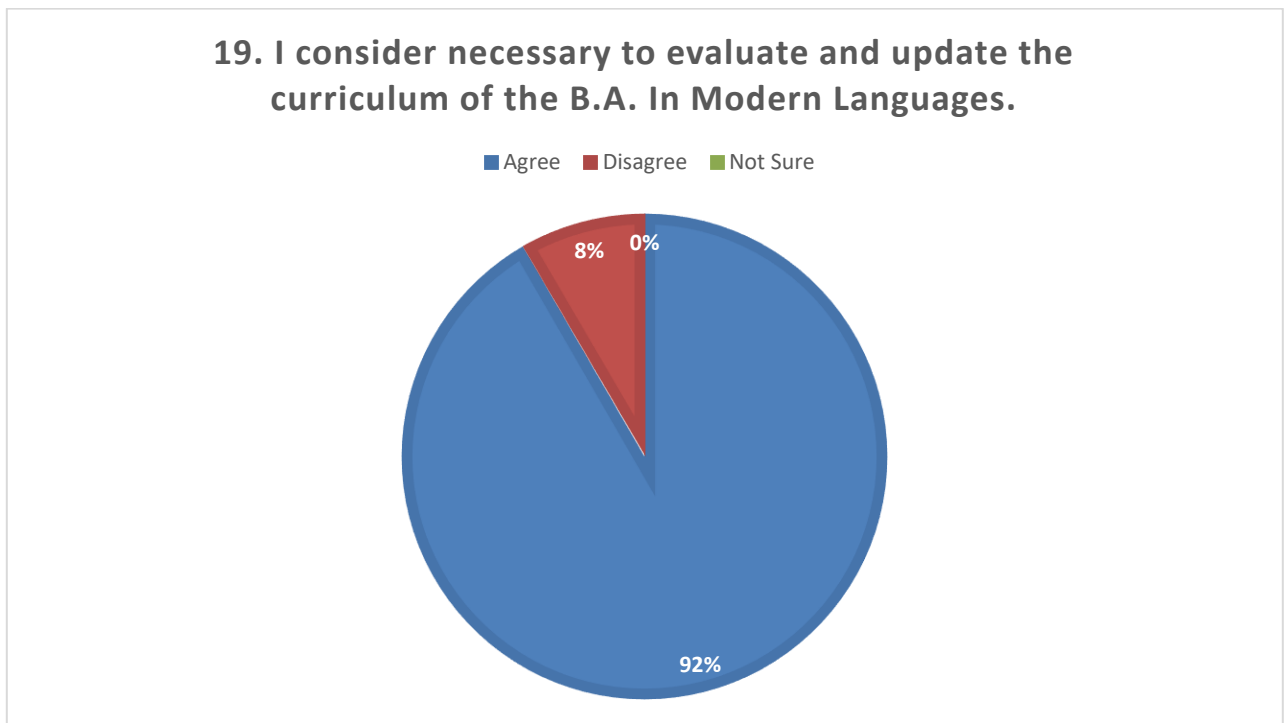


These results are worrying and disappointing to see since **68%**, more than half of students considered the academic preparation is not appropriate to effectively integrate into the pertinent labor market and considering that **18%** were not sure about it, it can be said most of them do not think they have the appropriate preparation to do so. Therefore, only **14%** affirmed the opposite. It can be concluded that the curriculum must be reviewed in order to be improved and guarantee a good and appropriate academic preparation for future students.

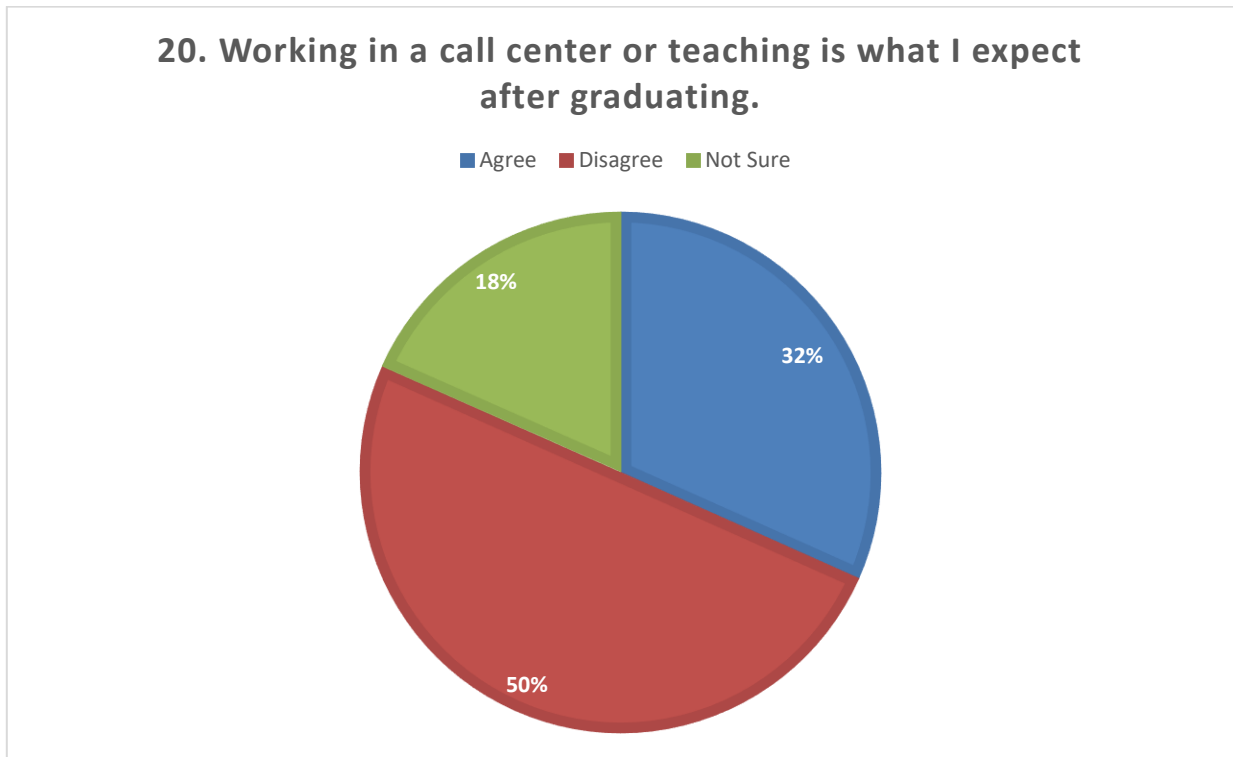
18. The academic preparation received in the B.A. In Modern Languages meets the expectations of its description provided by the University of El Salvador.



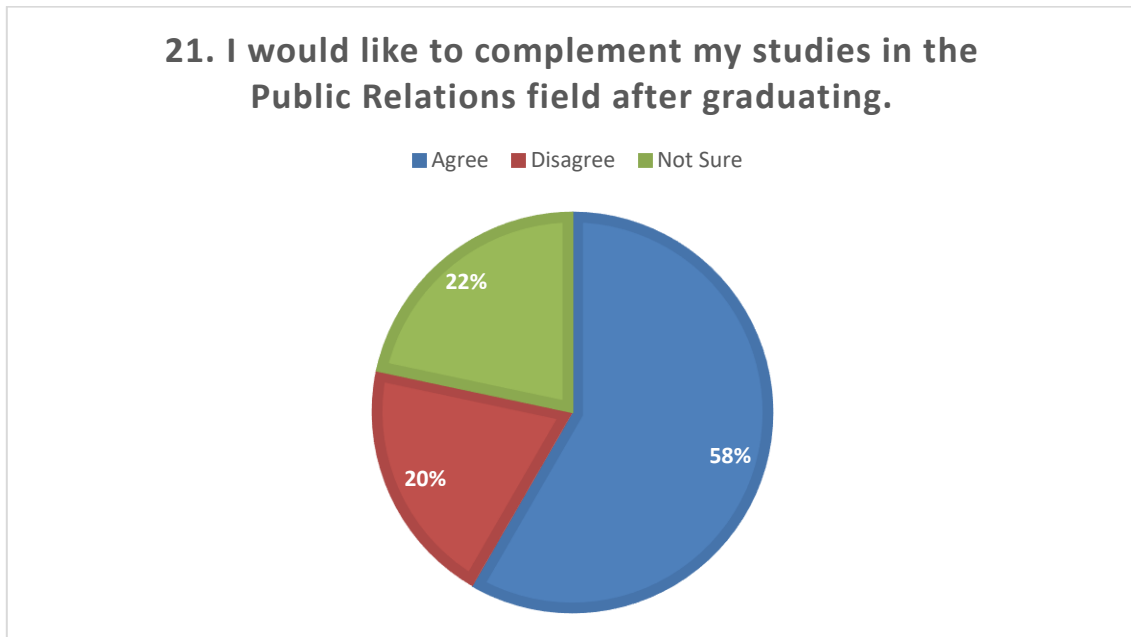
Taking into account the description of this B.A., which says that all linguistic training is professionally oriented to the labor insertion of the usage of languages in either “Teaching or Public Relations” depending on the student’s goal, and based on the **57%** of the sample, it is confirmed that the academic preparation provided does not meet the expectations of the description given by the University of El Salvador despite the fact of getting some agreement **23%**; and **20%** being not sure.



Based on these results, almost all students (**92%**) agreed that is necessary to evaluate and update the curriculum of the B.A while only the **8%** disagreed; then, it can be determined that students consider the current curriculum as outdated because it has not been reviewed since 2002.



In this chart, **50%** expressed that their expectations after graduating are not teaching or being call center agents which is totally acceptable since the option they have chosen is Public Relations. Unfortunately, the reality is that most of them work or have worked in this area, and it is not because there are no opportunities in the field of Public Relations but because they are not fully prepared to work in such area. That is also why **32%** agreed because they know that those are their most immediate options according to the preparation received and only a minimum of **18%** were not sure about it.

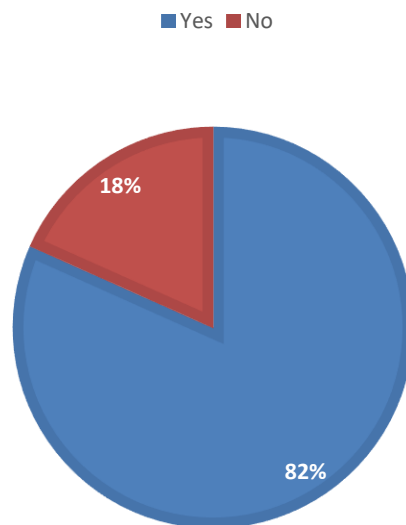


In this statement **58%** agreed they would like to complement their studies in the Public Relations field after graduating. This only reaffirms the fact that students are interested in the field of Public Relations and they are willing to continue their studies in that field even though the preparation provided in this B.A. is not enough to develop themselves in that area. While, **20%** disagreed and the **22%** were not sure, without greater relevance.

PART II

Chart 1

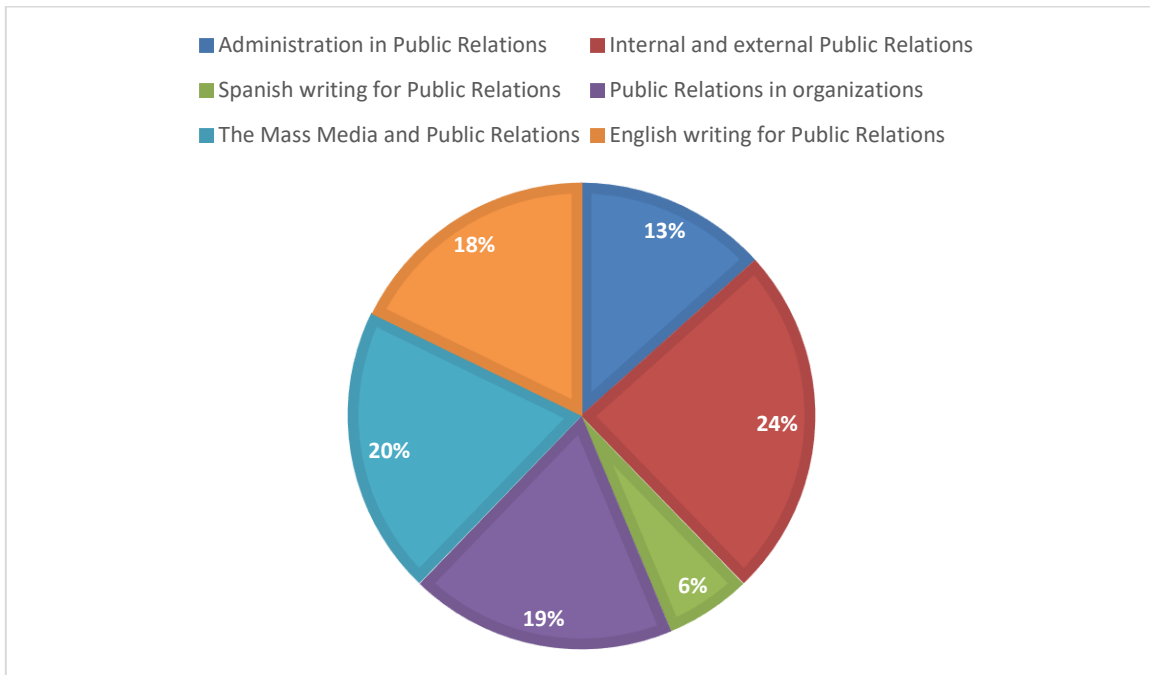
1. Do you consider necessary to modify the curriculum by adding more subjects related to Public Relations in order to have a better academic preparation in that field? If yes, please choose the one(s) from the options presented below that you consider should be included?



According to the results gathered in this chart, most of the respondents (**82%**) have expressed they agreed with the question above and what can be said out of this information is that students considered necessary to modify the curriculum by including more subjects oriented to Public Relations in order to have a better preparation in that area that will guarantee an effective labor insertion that goes beyond working in call centers or teachers; while **18%** simply did not consider it necessary.

Chart 1

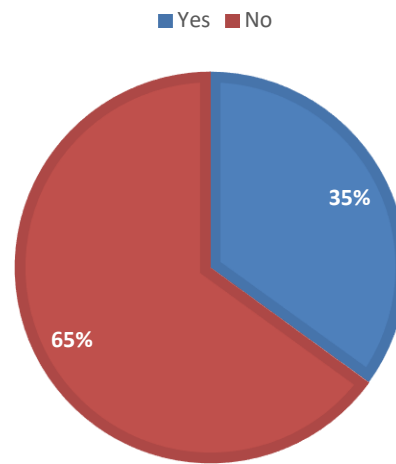
From the options presented in the previous question students considered the following courses should be included.



Whereas the current Public Relations subjects are not enough for students to be able to integrate into the corresponding field of work; the researchers suggested some of the subjects of the curriculum from “Universidad La Salle Cancún” since it offers a B.A. in Languages and Public Relations complete enough which can be taken as a reference to improve the current curriculum of the B.A. in Modern Languages Specialization in French and English.

Respondents expressed their opinion as follows: 24% selected Internal and External Public Relations; 20% The Mass Media and Public Relations; 19% Public Relations in Organizations; 18% English Writing for Public Relations; 13% Administration in Public Relations and 6% Spanish Writing for Public Relations.

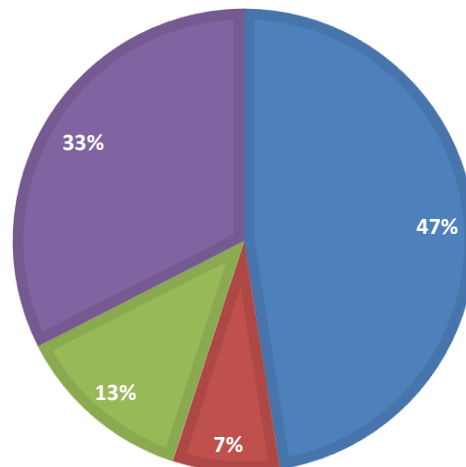
**2. Do you consider students acquire the required competences to incorporate themselves into the pertinent labor market based on the academic preparation of the B.A. in Modern Languages oriented to Public Relations?
If yes, which are the ones?**



According to the **35%** of the sample, students acquire the required competences to incorporate into the pertinent labor market based on the academic preparation of the B.A. In modern languages oriented to Public Relations while **65%** disagreed; in fact, competences are acquired but not those corresponding to the area of Public Relations; hence, there is a limitation to take the employment opportunities in that area because of the academic preparation received.

From the previous question, students indicated the competences they acquired to incorporate into the pertinent labor market based on the academic preparation of the B.A. In modern languages oriented to Public Relations

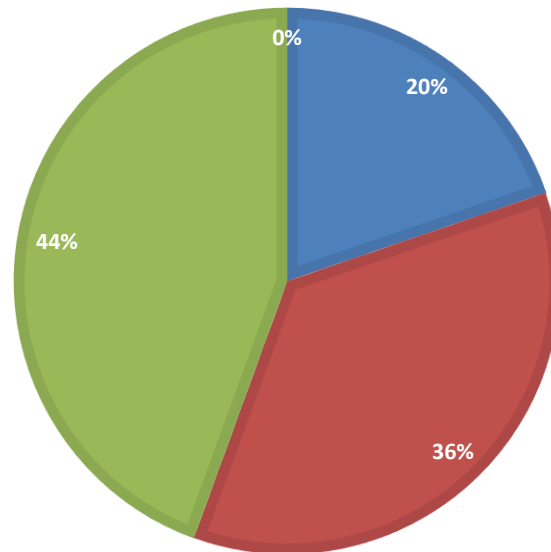
- Communication and Public Speaking skills in both languages
- Logistic of events and Press Releases
- Journalism and Editing Skills
- Social Media Management



From the competences presented to students, **47%** selected Communication and Public Speaking skills in both languages, **33%** selected Social Media Management, **13%** Journalism, and **7%** Logistic of events and Press Releases; which confirms why **65%** (previous result) believed that the required competences to incorporate into the pertinent labor market are not acquired.

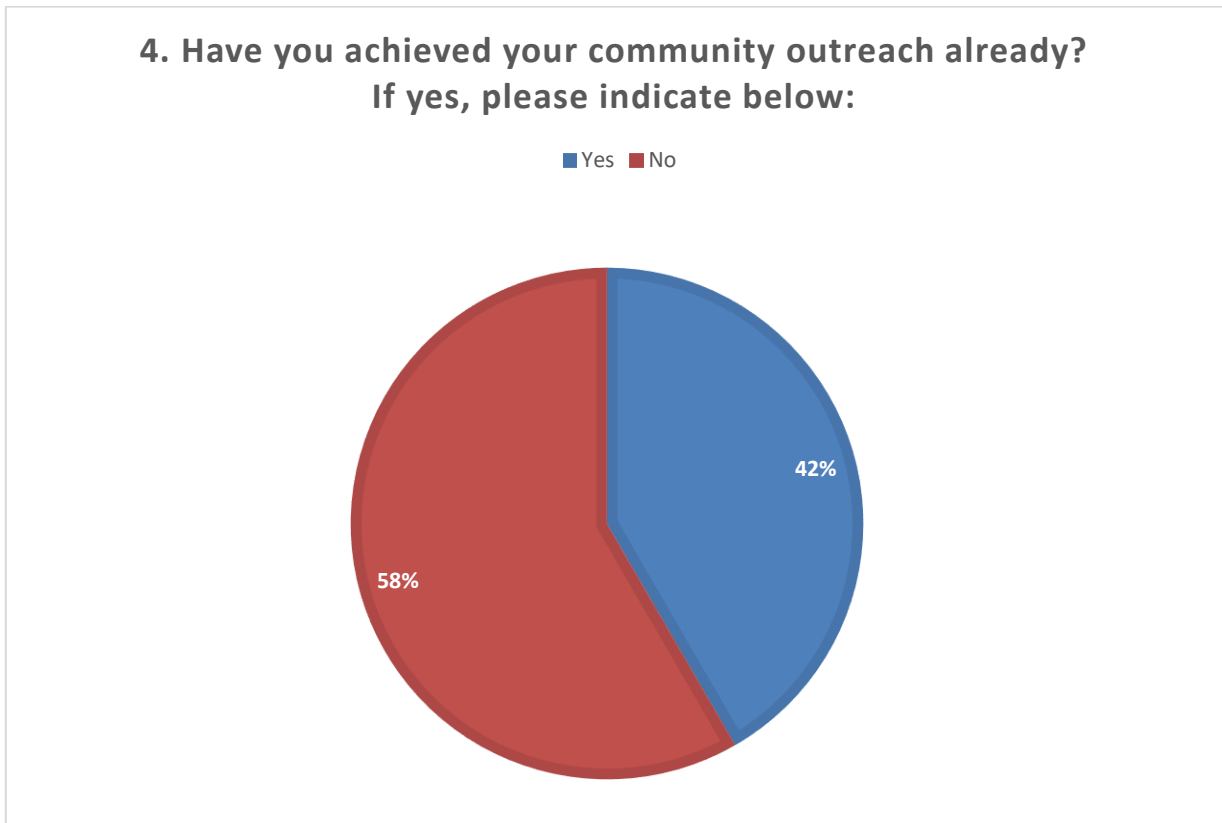
3. If you were able to, from the options below, how would you like to achieve your community outreach within the Public Relations?

- Community engagement: public forums, online participation and relationship building
- Multicultural outreach: alliance cultivation, cultural training and conflict resolution
- Programs and events: program design, planning and logistic or media services
- Other

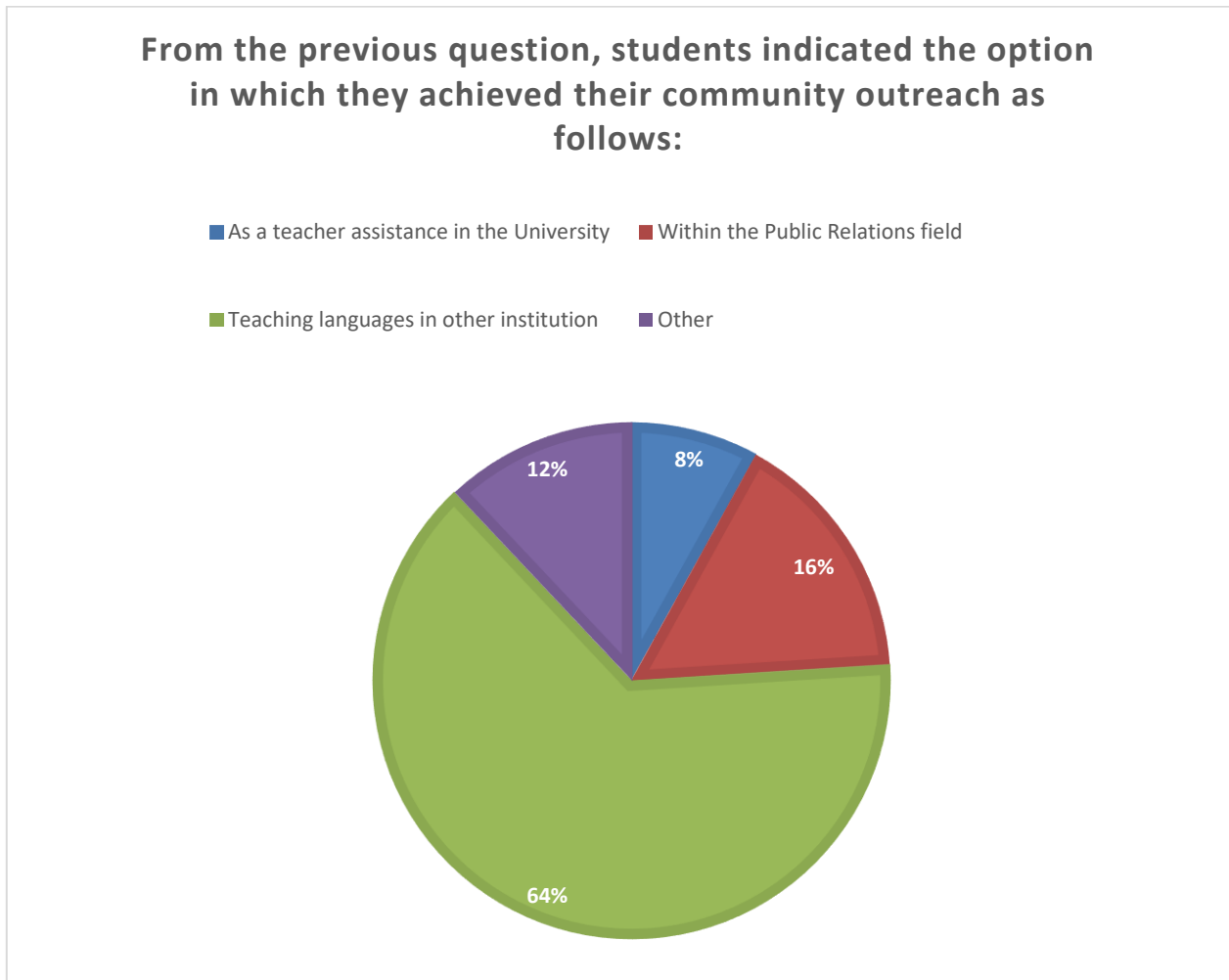


Concerning to the community outreach, it is important to highlight the fact that students from the B.A in Modern Languages with a minor specialization in Public Relations have a lot of limitations when carrying it out. As a result, most of them complete this in the area of teaching.

According to this chart **44%** would have liked to achieve the community outreach with Programs and events such as: program design, planning and logistic or media services; **36%** Multicultural outreach: alliance cultivation, cultural training and conflict resolution; and **20%** Community engagement: public forums, online participation and relationship building. All this oriented to the practice within the Public Relations field.



According to the results gathered in this chart, most of the sample (**58%**) manifested not having achieved the community outreach while the remaining **42%** expressed that they have achieved it already.



In question 4, it became clear the reason why this research has been carried out since it is at the moment of performing the community outreach that students realize the limitations, they have to implement what has been learned into the corresponding field. And that is what happen, most of them did it teaching languages in different institutions because the preparation received is merely linguistic; as shown with **64%** expressed that they achieved their community outreach teaching languages in other institutions, while **16%** did it within the Public Relations field, **8%** as a teacher assistant at the University and **12%** in other areas not specified.

3.4 Questionnaire Findings

The survey presented to senior students of the B.A. in Modern Languages, specialization in French and English, helped the researchers to measure the perception of them about the academic preparation received in this B.A. and the compatibility with the labor insertion within the Public Relations field.

To begin with and according to the results, most of the sample confirmed that they did not receive career counseling at the very beginning, so nearly all, did not understand at that time the two minor fields that this B.A. is currently offering until now that they are about to conclude their studies. This caused on the students a lack of confidence regarding the minor field of Public Relations, since they were not only unsure about taking that but also ended up disappointed on the knowledge acquired within the Public Relations field since it is structured in only five subjects.

According to the students, all that led them to an unsuccessful labor insertion within the Public Relations field because they are not fully prepared in such area. As a result, most of the sample confirmed they have never worked within the Public Relations area but have worked in areas such as call centers or teaching foreign languages in different institutions because the linguistic preparation received was good enough to develop themselves in those areas even though it was not the minor field they chose to study in the first place.

The main concern in this research is the fact that students are not well prepared within the Public Relations field. Unfortunately, the department is not currently offering options, so the students can improve their knowledge and skills through the experience by being part of internships or achieving the community outreach within that area.

As Tyler stated, the learning process should be organized in subsequence phases including continuity, sequence and integration, being this last one related to the curriculum content and experience. Unfortunately, most students from the sample are disappointed regarding their learning process since there is no integration, the academic preparation received in the minor field of Public Relations is not compatible with the requirements from local companies, as a result the labor insertion of these students within the Public Relations field failed.

Taking into account the description of this B.A. offered in the University's website, which states that all linguistic training is professionally oriented to the labor insertion by the usage of these languages in either "Teaching or Public Relations" depending on the student's choice, the results of this survey proved the opposite, students who chose Public Relations are unable to be professionally active in that field because of the academic preparation they received. So that, the researchers consider as an urgent matter the review of this curriculum, thus future students will not face the same obstacles that current students are facing. This was also confirmed by students in the survey since most of them agreed that this curriculum needs to be reviewed and updated because it has not been since 2002.

The survey also proved that most students from the sample would like to complement their studies within the Public Relations field after graduating in order to be able to reach the requirements of local companies and therefore be able to get a job in that area.

3.5 Interview Findings

1. MsC. Leonel Antonio Calix and MsD. Odir Mendizabal, University of El Salvador

How compatible is the academic preparation of the B.A. in Modern Languages, Specialization in French and English with the labor insertion of senior students taking Public Relations?

Since the main objective of the research team was to study the correlation between the academic preparation of the B.A. in Modern Languages and the labor insertion of senior students within the Public Relations field in order to show the importance of a relevant preparation that goes according to their specialization; it was decided to interview different people who are directly or indirectly involved in the phenomenon; to understand it and to present some suggestions to improve the current situation of this B.A.

According to the description of the B.A. in Modern Languages Specialization in French and English, available online in the University's website, it states that all linguistic training is professionally oriented to the labor insertion of the students by the usage of these languages in at least two minor fields: Teaching and Public Relations. After analyzing the data gathered in this research, it can be said that what is currently offered by the University does not correspond to the reality of the students. According to what was expressed by MT. Victorino Barahona, founder of the B.A., it was initially created with the aim of being a tool but not an end. So, what results can be expected from a major that was created for one purpose, but it is offered with another one and it is developed with a very different one? Even MsD. Odir Mendizabal current coordinator of Modern Languages expressed that the information provided in the university's website is not accurate because according to him students must consult the Foreign Languages Department's website in order to have the appropriate and current information.

As a consequence, students do not have enough information, as confirmed in the survey. They did not receive guidance regarding the career they have decided to study and according

to MsD. Odir Mendizabal, career counseling in El Salvador does not exist because it is too expensive; but what the researchers wanted to dispute is that even though counseling does not exist as such, the university should have provided some sort of help to the new students corresponding to the minor field provided by the B.A. in Modern Languages.

It is important that the student knows what the major consists of, its curriculum, and especially the field of work to settle after graduating because if that is not clear enough, the results will not be as expected and there will also be difficulties during the academic preparation process, such as: registering subjects that do not correspond to the option that was chosen; lack of opportunities to achieve the community outreach in the chosen area and worst case scenario, a non-effective labor insertion.

Based on that, the researchers asked the coordinator MsD. Odir Mendizabal his opinion about why most students end up working in call centers? He expressed students do not have enough preparation to join the field of Public Relations to work in a radio, tv station or newspapers. Students do not have the proper courses and practices in that area. However, graduates and undergraduates have the capacities to learn very quickly and perform a good job at any area they join.

He also said that the B.A., is only the first step of a student's preparation, that there are masters and doctorates and there is agreement with his statement, but the expectation is that with this B.A. students would have access to a formal job that would guarantee the possibility to continue specializing. Unfortunately, the labor insertion of senior students of the B.A. in Modern Languages is not the most effective or not precisely in the area in which they have been prepared.

According to MsC. Leonel Antonio Calix current coordinator of Public Relations at the Foreign Language Department the problem is that the current curriculum does not have a strong content in Public Relations, it is very theoretical and introductory, and he considers students who chose the minor specialization in Public Relations do not have enough knowledge to perform in that area. According to him, some students have carried out their community outreach in the area of communication but they have had to learn or to be guided by people from the institution where they carried it out, when it should not be like that

because it is expected that the undergraduates can develop in that area by themselves and it is not possible at all because they are not given the proper preparation.

He also expressed that according to the founders of the B.A. this is all about putting into practice the English and French languages in situations related with the public, from that point of view the subjects that were inserted in the curriculum have had and have their reason for being, but the problem is when you think about a professional execution, it no longer works because Public Relations is another world, it is a scientific discipline and it cannot be addressed in two or three subjects. For that reason, in his opinion it is necessary to strengthen the subjects by evaluating their viability because that must correspond to a plan or to a marketing study, drawn strictly and attached to an academic criterion.

It should be emphasized the researchers are not misjudging the B.A. in Modern Languages but based on the results gathered, the expertise opinions and from their own experience, it can be improved so future students will not to face the same situation of not being able to develop directly in the area of Public Relations as the ones interviewed.

2. Licenciada Helen Genovez, Universidad Evangélica de El Salvador and Licenciado Mario Cantarero, Universidad Francisco Gavidia.

In order to understand and dig down a little bit more on how and what Public Relations is, the researchers performed some interviews to the heads of the Public Relations Department at Universidad Evangélica de El Salvador and Universidad Francisco Gavidia. Private institutions as Sykes El Salvador and Telus International were also interviewed since those are bilingual and trilingual enterprises with a very well image and acceptance in the country.

It was noted that neither of them knew about the minor specialization this B.A. is currently offering, since it is well known that the B.A. in Modern Languages as its name indicates is specialized just in languages, French and English and most people link it directly to the teaching option.

According to Professor Helen Genovez, from Universidad Evangélica de El Salvador, a Public Relationist is a person who knows a little bit about everything because this person not only works in Public Relations agencies, but also in different private or public institutions within the Human Resources Department.

Regarding the competences or skills, a Public Relations specialist must have, they mentioned:

- **Writing, editing skills**, first of all, this field of work is completely related to the mass media and second, this field demands a lot of writing reports or documentation, depending on the company this professional will be working for.
- **Digital and programming design skills**, immerse in the social and mass media, including the worldwide digital media which is any media that can be created, viewed, distributed, modified and preserved on digital electronics devices.
- **Event management or event planning**, which consist in the creation and development of large-scale events with different individuals or institutions.
- **Eloquence** since persuasiveness is a must in this field

Senior students from the B.A. in Modern Languages were also questioned about the competences or skills they acquired within the minor field of Public Relations and most of them indicated they did not acquire the required competences to incorporate themselves into the Public Relations field.

In order to be a good Public Relationist, according to Professor Helen Genovez, it is essential to have the true calling in Public Relations, so the study and work field will be enjoyed. That is why the researchers considered important that the university should provide some sort of counseling at the very beginning. Commitment, organization and responsibility are some other characteristics the specialist must have according to Professor Helen Genovez.

The professors also pointed out the importance of combining multiple languages with Public Relations, this question was based on one of the specific objectives of the description of the B.A. in Modern Languages specialization in French and English. They agreed on saying the knowledge of languages is essential within this field because it is used to inform how the institution is going to an international audience, it also helps to promote or to improve the

institution's image in different languages and of course, the knowledge of languages provides more labor opportunities since this is a way wide field.

They were also questioned regarding the labor market in which Public Relationists can be developing their knowledge and they said it all depends in the preparation they received. Within the labor areas they mentioned:

- Public Relationist assistant or Human Resources assistant, providing administrative support by performing different activities in order to keep and enhance the perception of clients among several audiences.
- Event management assistant
- Head of a Public Relations Department
- Public Relations representative

Regarding the labor insertion, they evaluated it as good, even though according to Professor Helen Genovez, the pure role of Public Relationist does not exist in the country, it is always combined with something else. However, she said there are opportunities. On the other hand, Professor Mario Cantarero, stated that the labor insertion is a whole bunch of possibilities and each professional should take advantage of their knowledge and skills.

Concerning the improvement of the minor field in Public Relations within this B.A. in Modern Languages, Specialization in French and English, the experts proposed to include in the curriculum a mix of specialized courses and workshops in the field so students can practice the theory they learn. Professor Helen Genovez suggested to include a course of Event Management because it is what the labor market in Public Relations demands nowadays, a Mass Media and Public Relations course will also improve the preparation in this minor field, along with an Orthography and Composition courses for each language, including Spanish.

Considering practice an important aspect in this research, as Tyler stated that a good curriculum must be organized in continuity, sequence and integration, the researchers questioned the Professors about the importance of performing practices when studying and Professor Helen Genovez shared the initiative the university she works for has and she said they start doing community outreaches from the first semester so they can realize the reality

in which they will be exposed as professionals and so the student can realize if it is his/her true calling or not. They both mentioned internships as a very essential aspect in every curriculum because this helps the student to know the reality of the work field and it helps the student to promote themselves and their work in the field.

Within the interview performed to Sykes El Salvador and Telus International, we asked how feasible is for them to accept internships in their companies and they both stated that as long as there is an agreement between them and the university, they will be glad to accept students.

3. SYKES El Salvador and TELUS International El Salvador.

Despite the fact these companies are call centers, the researchers considered them important because the labor opportunities they offer are not only working as an agent taking calls, but they also look for professionals in different areas with knowledge in languages. Based on the results from the data analysis which confirmed that most students end up working in call centers since it is the most immediate and well-paid option the researchers interviewed Sykes El Salvador and Telus International to inquire about those areas in which a professional from the B.A. in Modern Languages could be employed.

To begin with, they were asked what Public Relations is for their company? And according to TELUS International El Salvador, Public Relations consists on the managing of their relations with different stakeholders, they said Public Relations is extremely valuable to them because it allows them to create brand awareness, build their reputation and position themselves as one of the employers of choice and most socially responsible companies in El Salvador. While SYKES El Salvador stated that Public Relations is any action or effort to connect with their targets and to reinforce SYKES image as a responsible and strong private institution that contributes to the country's development, they said Public Relations and languages in their field is so important because their customers speak other languages than Spanish.

TELUS International El Salvador does not have a Public Relations Department but there is a Marketing and Communications Department responsible for the planning and execution of

the company's internal and external communication efforts towards different stakeholders, mainly focused in their team members and potential candidates. Some of the competences required in this department are: excellent oral and written communication skills; ability to create 360° communication strategies that are oriented towards goals; and creativity and courage to innovate. Additionally, they mentioned they work with advertising and media agencies, as well as a PR agency. The relationship with the PR agency is managed by the Marketing and Communications Manager as an outsourced extension of the team, whose main role is to generate publicity opportunities and manage the relations with the media.

This confirmed what was mentioned in the interview performed to Professor Helen Genovez from Universidad Evangélica de El Salvador, she mentioned that most companies do not have a PR department and that this field is usually linked to other fields, like Marketing and Communication in this case.

Concerning Sykes, they have a Communications and Public Relations Department in which some of the main skills they require are: English Level of 90%, written skills in English, planning and event execution. They stated, "as everything in life you need a balance, a great attitude and knowledge on the field you want to apply is required," the rest, they said it can be learned within the company since they are a place to work, learn and grow.

If the university improved a little bit the minor specialization in Public Relation within this B.A. by providing specialized courses as professors Helen Genovez and Mario Cantarero recommended, future students would have better opportunities than the ones surveyed in this research as Sykes stated that "the rest, can be learned within the company since they are a place to work, learn and grow".

Both companies were asked about the possibility to have internships, TELUS International on one hand, they stated they do not have a regular internships program for external candidates. However, they have a strong focus on internal growth, providing the team members with the opportunity to enter shadowing programs that offer a glimpse into the Marketing and Communications department and that allow them to have a better understanding of what TELUS does in order to better prepare themselves for a role in case the

opportunity comes up in the near future (in which case, they would enter a transparent and fair selection process, according to their policies). On the other hand, SYKES El Salvador stated they can have internships as long as SYKES and the university agree on the terms and conditions of the internships.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After the data collection and its respective analysis presented on this research regarding the compatibility between the academic preparation and the labor insertion of senior students within Public Relations field, the research team accepts the null hypothesis presented at the beginning of this research because there is no correlation between the academic preparation and the labor insertion of senior students as it is explained in the following conclusions:

- As it is stated in the Oxford Dictionary, compatibility is a state in which two things are able to exist or occur together without problems or conflict; so, adhering to such definition the two variables included in the present research do not occur without any problems. On the contrary, there is a lack of correlation between both of them as the results proved because 92% of the respondents stated they have not worked in the Public Relations field.
- Another important aspect related to the academic preparation, is that the curriculum of the B.A. in Modern Languages does not prepare students to be able to get into the labor market in the Public Relations field because the preparation that is provided is not only introductive and theoretical but also without any practices that must be parallel with the theory as it was expressed by MsE Leonel Antonio Calix, and this causes a lack of specialization in the B.A. due to the few subjects and partial content included in the Public Relations minor specialization.
- Students had trouble to accomplish their community outreach within the pertinent area not only for the lack of projects related to it but also for the lack of specialization in the minor field which caused the majority of them to carry it out in teaching because they do not have neither the preparation in the mentioned area, nor the abilities to develop appropriately, as they are well prepared to get only linguistic skills.

- Since it is difficult to have counseling programs at the University of El Salvador for students to be guided and informed, it is essential that they receive at least accurate information at the beginning about the B.A. in Modern Languages such as: the graduation profile, curriculum, etc., but even more important about the two minor fields for which they can choose according to their preference in order to avoid future inconvenient.
- There is an agreement between the experts in Public Relations interviewed in this research, regarding the fact of including more subjects related to Public Relations or that the existing ones should be more oriented to that field or less theoretical to prepare students to join to the most accurate employment field based on the preparation they have received.
- It is difficult for students who took Public Relations to find a job in that area because according to the data gathered, students are not prepared to get a job in that area, they did not acquire the required competences to incorporate themselves into the Public Relations field. The 5 courses received in the minor specialization of Public Relations are not enough to prepare them professionally in that area. According to professor Helen Genovez some of the competence's students must have are: writing editing skills, digital and programming design skills, event management or event planning and eloquence.
- Students from the B.A. in Modern Languages end up working as teachers, at call centers or at any other area not related to that minor field because the linguistic preparation received in this B.A is so good that they have no problem joining these fields of work even though it is not the area they choose to study (teaching) and regarding the call center area, since languages is the main skill these companies ask for, students don't have problems at all. This is also proved at the time students

achieve the community outreach since most projects are related to the teaching of languages, none of them includes projects within the Public Relations field.

- The aforementioned situation was confirmed with the data analysis of the results obtained from the surveys and the interviews which helped the research team to accept the null hypothesis presented at the beginning of this research because there is no correlation between the academic preparation and the labor insertion of senior students.

4.2 Recommendations

Based on the results and the data collected of this investigation, regarding the correlation between the academic preparation of the B.A. in Modern Languages, specialization in French and English at the University of El Salvador and the labor insertion of senior students within the Public Relations field, the researchers prepared some recommendations for the students and the Authorities at the Foreign Languages Department:

Recommendations to the students:

- Prospective students should have access to free detailed information regarding the B.A. in Modern Languages, specialization in French and English and its two minor fields of specialization so students must be leaded to select their career in correlation to their interest, personality, characteristics and skills to get successful outcomes at the end of the B.A.
- Prospective and current students must be proactive by applying their theoretical knowledge in order to develop the abilities and necessary skills or values to be a well-prepared professional in Public Relations.
- Students should continue their studies with a Master's Degree in Public Relations in order to improve their knowledge and pursue better job opportunities

Recommendations to the Authorities at the Foreign Languages Department:

- The researchers strongly recommend an informative program addressed to prospective students, so they can be aware about the existence of the two minor specialization, courses and possible fields of work.
- Based on the Qualifications Framework of Higher Education in Central America, it is recommended to execute curricular changes starting from the social, economic,

cultural and educational needs in order to guarantee an outstanding preparation directed to a successful labor insertion in the Public Relations field.

- The “Sub Unidad de Proyección Social” should arrange projects that lead to professional practices in different institutions within the Public Relations field so, students can acquire experience within the labor field they intend to join in the future.
- Considering that the link between theoretical and practical learning is stronger and more relevant, Internship programs with public and private institutions should be designed. This was confirmed by private institutions, who stated in the interviews performed by the researchers, that as long as there is an agreement with the university, they will allow students to become interns in their institutions, so they can improve their learning through the experience in the field.
- An employment program should be created with the aim of supporting graduates and students in the management of their abilities to get and keep their jobs.
- Lastly, the execution of a one-year specialization course in either of the two minor fields offered in the B.A. in Modern Languages should be implemented instead of the graduation work. This will be more relevant to the learning process, getting as outcome the expected correlation between the academic preparation of the B.A. and the labor insertion of senior students within the Public Relations field.

CHAPTER V

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5.2 Appendixes

5.2.1 Theory of Communication and Information I Syllabus (TCI114)

The course is oriented to competence-based training, it aims to integrate theory with practice to meaningful learning. It seeks integral human educations as the essence of any pedagogical model, and it is oriented to cultivate autonomous learning as part of an ethical project of the student's life. (Theory of communication I Syllabus, translated from Spanish by the researchers)

The competence approach, in this sense, guides the course from the integrality of the social being, transcending a reductionist vision to frame it in the construction of the social fabric, based on complex thinking and cognitive pedagogy as educational paradigms. The multiple disciplines as well as the multiple cultures are elements that are interwoven in the approach to the phenomenon of social communication in the context of knowing how to be, knowing how to know and knowing how to do.

Theory of Communication and Information I, in this sense is designed to introduce the student to the basic knowledge of the various scientific considerations on the phenomenon of communication and information. Specifically, the origins of the studies of mass media, as well as the different contributions of the theories that have emerged in the last hundred years.

Among the general objectives that this course intends to carry out during the semester are:

- To know the origins of the Mass Media research.
- To analyze the basic characteristics of the different theories of communication.
- To properly handle the concepts of Mass Media.

The general competences proposed through this course are: communicative, interpretative, argumentative and propositive competences.

The length of this course is 16 weeks, equal to 80 hours of work. The contents developed through the 80 weeks are divided into 3 units, each one with different subjects and objectives.

Unit 1 is called: *background about first Mass Media research* and its specific objectives and contents are:

Objectives:

- That the students know about the first investigations in mass communication
- that students know about the first disciplines that contributed to communication research

The *communicative competence* requires to create texts to communicate messages according to the requirements of the content of the issues addressed.

The *interpretative competence* has its support in the understanding of information to establish its sense and meaning from the analysis of texts.

Contents:

- Communication types
- First contributions in mass media
- Research approaches in mass communication
- Socioeconomic and politic conditions in the mass media research

Unit 2 is called: *contributions from classical authors about the construction of communication theories and the main schools* and its specific objectives and contents are:

Objectives:

- That the students have a vision about the first studies that the classic realized in the mass media field.
- That the students can know the approaches of the first critical schools.

The *communicative competence*: to create textual bodies with logic and coherence, considering communicative intentions and the context in which messages are produced

The *interpretative competence*: interpret the information as it is exposed by the classic authors in the phenomenon study of social communication.

The *argumentative competence*: explain the different theories, approaches, models, hypothesis, and thesis with ability and knowledge, reflecting organization and a systematic process the presentation.

The *propositive competence*: it is referred to the proposal constructions and solutions to concrete problems of the social communication phenomena in a national and worldwide context.

Contents:

- The hypodermic needle theory
- Harold Lasswell's communication model
- Paul Félix Lazarsfeld's communication studies
- Carl I. Hovland short and long-term effects
- Frankfurt school
- Birmingham school

Unit 3 is called: *the main theoretical flows* and its specific objectives and contents are:

Objectives:

- That the students have knowledge about the main approaches of the theoretical flows that have predominated in the communication research.
- That students can know short-term theories, based on the functionalist paradigm.
- That the students can approach through the analysis of contemporary long-term theories sustained in the functionalist referent.

Contents:

Short-term theories:

- Relativization of the effects

- Uses and gratifications theory
- Spiral of silence theory

Long-term theories:

- Agenda setting theory
- Dependency theory
- Cultivation theory
- The effects of socialization theory

The course development is focused in the following procedure values.

- The study of the topics keeps the combination of theory and practice.
- The reflective and critical participation of students is encouraged
- The program establishes that there is an articulation between the activities performed into the classroom as well the advising meetings outside the classroom
- In order to develop the different topics, comprehensive reading is encouraged in students

5.2.2 Theory of Communication and Information II Syllabus (TCI214)

Making a brief review of what the previous course of Theory of Communication and Information I is about, which was basically about the definition of human communication and the study of the different research developed by classic theorists within that field and the study of some of the main theories of communication. (Theory of communication II Syllabus translated from Spanish by the researchers)

The purpose of Theory of Communication and Information II is to provide students the knowledge and reflection on critique scientific considerations about the communication and information phenomena.

Among the general objectives that this course intends to carry out during the semester are:

- To deepen in the theoretical framework's study of the communication and information process carried out in the contemporary period.

- To accomplish a participating and reflective educational process in students.
- To contextualize the student on national and international reality through the study of communication and information processes.

Specific objectives:

- To apply to the national and international reality the different approaches and theories on the phenomenon of communication.
- To contrast, throughout the educational process, through the analysis and interpretation of thematic conceptualizations, with the reality of America.
- To interpret the implication of communication and information in the context of contemporary social phenomena worldwide.

The length of this course is 16 weeks, equal to 80 hours of work. The contents developed through the 80 weeks are divided into 3 units, each one with different subjects and objectives.

- Unit one: *Functionalist and Critical Paradigm* which objective is to show students theoretical basis conceptually different so that they can understand the communication phenomenon.
- Unit two: *Critical Studies of Communication (Frankfurt and Birmingham Schools)* which objective is to make the students know and analyze the studies of communication processes from a critical point of view.
- Unit two: *The Communication and the Information Society* which objective is that the students know and analyze the communication process in the actual society from different paradigms.

Didactic strategy:

The course development is focused in the following procedure values:

- The study of the topics will keep the combination of theory and practice.
- The students will be encouraged to be reflective by participating in classes.
- The program establishes there will be articulation between the activities performed into the classroom as well the ones outside the classroom.
- To develop the topics, students will be provided with comprehensive lectures.

5.2.3 Public Relations Syllabus (RPB114)

This course aims to teach students the techniques, application and development of Public Relations in private and public institutions, besides the link of this discipline with the informative processes as part of the Communications Sciences. (Public Relations Syllabus translated from Spanish by the researchers)

Among the general objectives that this course intends to carry out during the semester are:

- To conceptualize about the meaning of Public Relations in the Social Communication.
- To apply the techniques of communicative processes in the field of public relations.
- To design and plan Public Relations programs to project the image of institutions into the mass media.

There are also specific objectives which are:

- To assess the performance of the communicator in the field of Public Relations
- To educate the student about the importance of Public Relations within the private and public institutions
- To apply techniques and research methodologies in the area of Social Sciences in a specific and concrete object of Public Relations study.

This course belongs to the third-year level and it is part of the minor field in Public Relations. There is a previous course required in order to take it and that is French Oral Expression. The length of this course is 16 weeks, equal to 80 hours of work. The contents developed through the 80 weeks are divided into 3 units, each one with different subjects and objectives.

Unit 1 is called: *Introduction to the Public Relations* and its specific objectives and contents are:

Objectives:

- To know the importance of Public Relations in the Institutional Communications
- To understand the concept and signification of Public Relations
- To motivate students to visualize Public Relations as a profession to practice.

Contents:

- Concept of Public Relations
- Function of PR
- Professional level in the performance of Public Relations
- Importance of Public Relations in the organizations and institutions
- The advertising in Public Relations
- The marketing in Public Relations
- Classification of Public Relations

Unit 2 is called: *Communication and Information Processes in Public Relations* and its specific objectives and contents are:

Objectives:

- To locate the communicator in the Public Relations Unit.
- To apply information techniques in the media work of Public Relations.
- To assess the trade union relations with journalists in the mass media.

Contents:

- The function of the press
- Relation with the mass media
- Intern and extern publications
- The press release
- The newsletter
- Informative billboard
- The free news spaces
- The paid fields

Unit 3 is called: *Planification of Public Relations* and its specific objectives and contents are:

Objectives:

- Know the importance of the mass media information as opinion generators.

- Conceptualize about the institutional image as an object of study and social projection.
- Know and value the importance of strategic planning in the field of Public Relations.
- Conceptualize about the social investigation in the field of Public Relations.
- Create specific projects of Public Relations

Contents:

- The different publics of the institutions
- Concept of opinion of the public
- The image
- The mass media as opinion generators
- Social investigation
- Preparation of plans and programs in Public Relations in the area of the press
- Creation of Public Relations projects to the press area

Methodologically, this course will be developed as follows:

There will be theoretical classes along with students' presentations, there will also be analytical quizzes, seminar techniques, field research work, strategic planning practices and consults with the professor in charge of this course.

The professor is responsible for programming and preparing the contents and materials; advising students and follow up on their research report; evaluate and report students' results.

5.2.2 Public Opinion Syllabus (OPU114)

This course aims to be a panorama of the elements that constitute public opinion and its relationship with the field of mass communication. considering the variety of topics of this discipline, the development of the subject is limited to an introduction to the broad spectrum of public opinion. (Public Opinion Syllabus translated form Spanish by the researchers).

It is integrated by three didactic units through which the student will know the origin, development, characteristics, currents, functions and actors of public opinion. And methodologically it aims to be a space for theoretical and practical reflection through

participation in classes, discussion with specialists in the subject, laboratories, midterm exams and conducting field research.

Among the general objectives that this course intends to carry out during the semester are:

- To describe the development of public opinion
- Characterization of the constitutive elements of public opinion
- To carry out an investigation on public opinion

It corresponds to the fourth year with a duration of 16 weeks, equal to 80 hours of work and whose prerequisite is the subject of public relations. It also has three units which have their own specific objectives and contents.

Unit 1 is called: *Origin and development of public opinion* and its specific objectives and contents are:

Objectives:

- To reflect on the origin and history of public opinion
- To identify and characterize public opinion

Contents:

- Origin of public opinion, definition, characteristics and functions
- Contemporary public opinion theories
- Political culture
- political communication

Unit 2 is called: *The opinion and its development in the public area*

Objectives:

- To describe the elements that characterize the opinion in the public area
- To analyze the main concepts around opinion in the social system

Contents:

- Opinion streams

- Polls and communication treatment
- Opinion climate

Unit 3 is called: *Public Opinion and Communication in El Salvador*

Objectives:

- To identify the communicational processes that come from public opinion
- To analyze and reflect on strategies and topics for the investigation of the public opinion phenomenon in the context of El Salvador

Contents:

- The Salvadoran public opinion and the post conflict context
- Strategies and topics for the investigation of the public opinion phenomenon
- Information treatment of opinion polls
- Diverse techniques in opinion polls

Methodologically, this course will be developed as follows:

There will be a theoretical review about the approaches of different authors and research results. Expositions and analysis of the national agenda (politics, culture, economy, etc.)

It will concentrate like this: The professor will develop each of the topics of the teaching units, and students will read support materials for the topics developed in class and laboratories. They will also have the opportunity to meet experts on the subject of public opinion and their experiences.

The research will be done on current issues related to public opinion and in order to do so, groups of students will be formed, each team will study a topic to determine public opinion and both the design and the procedure of the study will be in accordance with the academic requirements of all the research work.

Within the didactic strategy, the development of the course is framed in the following principles of procedure:

- In the study of the different topics a relationship between theory and practice will be maintained.
- The reflexive and critical participation of the students will be promoted.
- An articulation will be maintained between the activities with which the subject is basically developed (classes, consultancies, exhibitions, talks with specialists and fieldwork).
- For the development of the different topics, comprehension reading will be encouraged in students.

5.2.5 History of El Salvador and Central America Syllabus (HDC114)

This course is addressed to the historical, social, political, cultural and economic process of Central America and El Salvador's isthmus since the Pre-Columbian era and the settlement of the native people until now, emphasizing the regional approach of history as a science, taking into account how El Salvador interacted with Central America since the arrival of the first inhabitants from Asia and other territories until now. This program has a principal aim to form in the student the required knowledge regarding to the historical process of the Salvadoran nation its relationship with the sub-central American continent. At the same time, it is intended to build in the student the necessity of understanding the national past and the one for Central America. The panorama presented will be pluralistic from the different historiographical flows.

Among the general objectives that this course intends to carry out during the semester are:

- To acquire a historical social-political, cultural and economic panorama of El Salvador and the Central American isthmus, inserted in the global context.
- To study the strong moments of the historical knowledge of the country.
- To recognize and understand the comparative process of the historical reality of El Salvador.
- To understand the causes and their consequent repercussion of the historical facts of the current national reality.

Pursuing with the implementation and development of issues concerning the history of the country, subdivided into three main units:

- 1) Unit one: *Original towns, colonization and conquest of Central America.*
 - a) First settlement of Central America
 - b) The Pre-Hispanic culture in Central America and El Salvador
 - c) Conquest of El Salvador and Central America and its impact (1540 – 1590) social and economic context of Spain and the region.
- 2) Unit two: *The independence's process, formation, balkanization of Central America and emergence of the liberal republic of El Salvador (XIX Century)*
 - a) The Central America independency
 - b) Political and territorial formation of Central America
- 3) Unit three: *Capitalism and the Century's XX Power.*

Methodology

The methodology, as well as the evaluation will mostly depend on the size and the needs of the group, there will be expositions and at the same time tasks out of the classroom but mainly analysis of historical texts related to El Salvador and Central America.

5.2.6 Interviews

Professor I, M.T. Victorino Barahona, founder



**UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS EXTRANJEROS**



Research Project: *Compatibility between the academic preparation of the B.A. in Modern Languages, Specialization in French and English and the labor insertion of senior students within the Public Relations field at the University of El Salvador, semester II, 2018.*

Objective: The following interview contains 8 questions and it is intended to gather information about the history and criteria taken into account to create the B.A. in Modern Languages, specialization in French and English and its curriculum. It will be used as additional information to this research and we ask for your authorization to record it.

1. Where did the initiative of creating the B. A. in Modern Languages, Specialization in French and English come from?

Maybe the initiative for this one was to prepare academically professionals related to French speaking because there was not such idea you know there was nothing it was nothing but English here since the 50s. French was being taught here in public schools Then, during the civil war in El Salvador the few professors working here at the University of El Salvador working with French just left for whatever reason, they were not substituted by anybody else so there was the need of developing this, this other field in foreign languages in the country, preparing professionals to speak French for whatever purposes and that's how this project was established.

2. What was the process taken to choose English and French as specialization and Teaching and Public Relations as minor fields?

Mmm, well one of the first things we did, we asked ourselves if we ask people coming to study to college what they would like to study in matters of foreign languages so we went to the institutes, I decided to make a questionnaire, by this time Madame Linares was already

helping me, we decided to send this quest to different French teachers in different “institutos nacionales” so we passed this questionnaire and asked the students we were proposing some languages or other languages so when the results came up eh they showed that ah the two languages that would take live were like English and French; those two because uhm we were to consider just two languages in this literal in this major but being like ah minors within this major.

3. In your own words, how would you define curriculum?

Curriculum in my own words would be the academic organization of courses of studies in an institution, this organization has to be well defined, it should have good objectives and goals, so it may reach -you know- the correct audience. There you should be considering what are these people studying for that maybe you have the ideas of where they're gonna be working and stuff.

4. What was the criteria taken in order to select, plan and carry forward the curriculum content? How many people got involved on this?

There were a lot of people involved and mostly Madame Linares, also Alexander Sibrián worked and they have the credits on the work. Alexander Sibrián worked on statistics a little bit some questionnaires to professors from journalism department helped us with the programs concerning communications because the idea was combining the languages with that. Also, personnel from the French Embassy helped with other programs because they had more knowledge in terms of history of France and they were more prepared linguistically speaking and they helped with the other programs such as: History of France and Civilization, French Civilization, Literature I, II, Phonetics by the time, now all of these programs have been transformed by the teachers. You know they change them even if the whole thing, the whole structure of the “licenciatura” has not been renewed again in all of these years but I think professors are making changes, so it can be more updated -you know- You were asking about the programs, right? the people involved in programs? Ah yes, as I said I cannot tell you how many exactly the exact number I just mentioned some, also Madame Glower, who was the chief of the school by that time she helped a lot in the administrative of the acceptance of this major and the criteria for choosing is basically previous knowledge. I think previous

knowledge for example for the tourism area previous knowledge which can be connected to other institutions and their experience on this area and on our experience.

I remember that Madame Linares did the first three programs by that time Intensive I, II, III and advanced I think but then from the embassy all of those I said other was made by me, Madame Linares also went to a training in Nicaragua about tourism and she brought information so we included it - So those are the criteria used: personal experiences, professional experiences, other institutional experiences because by that time we had nothing right? At that moment was more institutional centered -you know-

5. Was there something you wanted to include in the curriculum but for some reason you were unable to?

Maybe at the beginning, it was like three languages but actually there was a committee (it doesn't exist anymore) it was the "comite de docencia" it was like a counsel of the academic personnel or counsel of professors something like. They suggested that why not related the languages with other fields of study, that's the only thing they said when I presented the first project which was presented by myself and it included three languages but then maybe is something, we would have wanted to include but we didn't. There was not gonna be just the time or the space for the subjects and courses, so in the end we decided to relate it to other working fields like communications and teaching but maybe that was one of the aspects that would have wanted to include, and we didn't, more languages maybe

6. What do you think about the possibility to combine the usage of languages with Public Relations in the current labor market?

Yes, by the time, the original idea was empowering people to use the languages and to be in workplaces that might allow them to develop themselves and to perform you know as workers but in the fields of communications. If you think of somebody assisting someone over the phone, well at an international receptionist or as tourist guide or tourist personnel you need to communicate with people... So, the idea was creating tools for using this communication -you know- that's the idea because using languages is communication. So,

what are the techniques for communicating professionally? How can we use the languages in real work situations? So, these courses should be oriented to that. The idea is the knowledge, not the language there, then you need the knowledge and then you apply your knowledge in any language possible. It is like studying translation you may learn techniques, principles and then if you master two languages, we can apply these principles to these two languages or to a third language even. I'm a professional translator and I'm planning to incorporate like Italian, I have done works translation works from Italian into Spanish, but I would like to incorporate Italian which would require more not studying translation in Italian but to know more the Italian language, right? Because I have the principles, I have the techniques which I studied in Spanish, in English and French, not in Italian. So, in that case I think is not necessary, but it could be interesting if we could do it in French or in English, the students would have even more linguistic capacity to improve their French skills and English skills.

7. What are the areas / Are you aware about the areas in which students who chose to study Public Relations can achieve their community outreach?

As I said before I'm not updated with these classes or courses because I have never taught that, that's not my area of work so I don't really know how they are being led in classrooms and so I wouldn't tell but the original idea was what I said in the previous question, right? Using this as a tool not as an end but as a means to work in something else, I mean, I'm using the tools of communications to work over the phone in a call center, I'm using those tools to help a company in which I'm working as a teacher, at the airport to use those tools because when you study something that can be for you, for using in other fields where they can be an end. For example, I have studied English and French as an end, to use them as part of my work, you know, I teach those languages, but I use, for example... I have studied linguistics or sociolinguistics but not as an end, I'm not a sociolinguist but I use those tools in my teaching process, in my work so that's a means. So, the original idea was to use communications, ah! What are the names of the classes again? Ah! "Comunicaciones" one and two and History and... That was the idea of this again, I have to say, I don't know now how these courses are organized and they were required like a search, a little research... If they are good or not anymore, I mean right.

8. If you were able to, what would you modify to the current curriculum of Modern Languages?

Maybe including by the experience, I have heard people observed people wanting to work with kids and maybe including in the major a research on kids and it can be a research. It doesn't have to be another course it can be a research, probably a research or another course or two courses, I don't know in the always keeping the didactic thing, the teaching thing but including a child oriented. Curriculum is like studying this, a little bit, how that works maybe children psychology applied, psychology for education and children language stuff, like that I would include this area. Then, I would need to revise the courses related to the work fields like translation, tourism and "comercio" -commerce in French- those three courses are oriented to the fields of work, so we need to be revised maybe checked -you know- if they are useful anymore. If the intention is good or not those things then, the basic area. Uhm I think is alright, but we need to be more careful not strict. I think a lot of people want to learn English just a little bit -you know- English and French so we should have a cut in the middle where those who just want to learn the languages should be -you know- we should let them go and then keep those who are more like competent, why not? You know the university is kind of an elitist, a little bit and it's not me, is not the professors, is not is the university. They want a minimal grade, it means an elite. An elite have to go because they have a minimal grade and we should be working with the people who are more academic and taking further into the study of philology because is the university, not just preparing them to be working at the over the phone which is useful, which is good for a while, for -you know- for a living but it shouldn't be the end. Preparing people for call centers -I mean- it should be always be the university more academic getting into literature, philology and mastering very well the languages. And having the other people, in the middle of the "carrera" -you know- to go for call centers and more technical stuff, that's the changes I would be making.



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Tema: *Compatibilidad entre la formación académica de la Licenciatura en Lenguas Modernas, Especialidad en francés e inglés y la inserción laboral de los estudiantes de quinto año dentro del campo de las Relaciones Públicas en la Universidad de El Salvador, ciclo II, 2018.*

Objetivo: La siguiente entrevista contiene 9 preguntas, las cuales están destinadas a recopilar información sobre la perspectiva de la combinación de las Relaciones Públicas con los idiomas dentro de la Licenciatura en Lenguas Modernas, Especialización en Francés e Inglés y su currículum; por lo cual solicitamos su autorización para grabar la información que usted nos brinde dado que ésta es de suma importancia para nuestro proyecto y será incluida en el mismo.

Agradecemos de antemano su disponibilidad y colaboración con nuestra investigación.

1. ¿Qué son para usted las Relaciones Públicas?

Es una disciplina científica que trata de la relación entre las organizaciones y los diferentes públicos gestionando la comunicación en los diferentes actores que intervienen en ese proceso, aplicado a las relaciones públicas.

2. ¿Cuáles son las competencias o habilidades de un relacionista público?

Un profesional de la comunicación que gestiona la comunicación entre la organización y los públicos, esto implica hacer uso de diferentes formas comunicativas, estrategias, técnicas que lleven a esa gestión de la comunicación en un mundo competitivo en cual las organizaciones necesitan sobrevivir para permanecer ejerciendo una función que se han atribuido o que la sociedad les atribuye.

3. ¿Cómo evalúa la demanda actual de la carrera de Relaciones Públicas?

La evalúo bastante bien -porque no estamos hablando de lenguas modernas- porque estamos hablando de relaciones públicas, la evalúo bastante bien fíjese, varias universidades en el país han creado relaciones públicas: la USAN, la Universidad Tecnológica desde hace un buen tiempo la tenía, la Universidad Dr. José Matías Delgado; es decir ¿y eso por qué? por la

misma esencia, es decir el mismo fenómeno de la globalización que lleva a las organizaciones a generar o a tener adecuados procesos de comunicación y lo que hacen las relaciones publicas es tratar de generar una percepción favorable de los públicos hacia ellos y las instituciones de educación superior que han creado esas carreras pienso, han comprendido el momento actual, y no solo en el país sino que a nivel latinoamericano en muchos países. Entonces se le ve buena perspectiva por el fenómeno de la globalización que se ve.

4. A su criterio, ¿dónde o de qué manera se podría completar el servicio social en el área de Relaciones Públicas como alumnos de Lenguas Modernas?

Si, el problema es que actualmente como está el plan de estudios no hay una, un contenido fuerte en relaciones públicas, sino que es un muy teórico e introductorio. Ahora, esos según yo preguntaba a los fundadores de la carrera obedece al objetivo porque para ellos de lo que se trataba era de poner en práctica los idiomas inglés y francés en situaciones de relaciones con los públicos. Desde esa óptica las materias que se insertaron en el plan de estudios han tenido y tienen su razón de ser, pero el problema es cuando se piensa en un ejercicio profesional, ahí ya no funciona porque las relaciones públicas es otro mundo, es una disciplina científica y no puede ser en dos o tres materias abordada. Incluso las carreras que tienen como nombre o de Relaciones Publicas son planes de estudio bien amplias de 40 a 46 materias.

- *Entrevistador: entonces, ¿consideraría usted que no sería posible realizar un servicio social en alguna institución?*

Posible si, de hecho, algunos estudiantes han realizado sus prácticas o su servicio social en el área de la comunicación, pero han tenido que aprender o ser guiados por personas de la misma organización y ese el problema fundamental porque espera que los egresados puedan desenvolverse en esa área y realmente no es posible -digo- realmente no se da la formación adecuada para eso.

- 5. ¿Considera usted que los estudiantes de la Licenciatura en Lenguas Modernas quienes optaron por la especialidad menor en Relaciones Públicas poseen los conocimientos suficientes como para desempeñarse laboralmente en dicha área; tomando en cuenta que son solamente 5 las materias de esta especialidad?**

Sobre eso hay varios estudios de algunos egresados que hicieron sus tesis como tres o cuatro estudios, las conclusiones que hicieron son que la carrera no tiene los fundamentos adecuados, que los profesionales no se pueden desenvolver...

- *Entrevistador: en otra área más que los idiomas-*.

... Ajá, pero eso por esa fundamentación, ahí no tendría más que decir en esa última pregunta.

- 6. ¿Cuántas materias considera usted serían las necesarias para poder brindar una formación más completa en Relaciones Públicas en la carrera de Lenguas Modernas?**

Si, recuerdo por ejemplo que algunos estudiantes después de su trabajo de grado propusieron: Teoría I, Teoría II, Relaciones Públicas I, II y II, redacción para las relaciones públicas. Parece que había como diez, pero eso para tratar de reforzar, aunque considerando que no era suficiente -porque yo asesoré ese trabajo-. He asesorado varios trabajos en esa misma dirección y recuerdo las conclusiones de los estudiantes. De hecho, ellos elaboraron un plan de estudios en el cual la especialidad eran las relaciones públicas, presentaron los nombres de las materias y recuerdo esas materias, además de las teorías I y II de la comunicación, relaciones públicas I, II, y III parece que opinión pública I y II y redacción para opinión pública. Luego, investigación aplicada a las relaciones públicas, en total eran como diez materias. Pero podemos decir que esas no son suficientes todavía. También, se pensaba que esas materias se impartieran en Francés o Inglés.

7. ¿Considera usted relevante el curso de historia de El Salvador y Centro América incluida en la especialidad menor de Relaciones Públicas?

La historia es importante, ahí habría que reflexionar si conviene o es adecuado mantenerla. Pero sobre la historia, ahí puede corresponder a otro plan de estudios. No es que desmerite la historia, pero puede que alguien que esté interesado en la historia puede hacerlo por su propia cuenta.

- *Entrevistador: ¿considera usted que pueda ser posible por ejemplo guiar esa materia siempre a la historia de El Salvador y Centroamérica, pero también enfocarla en lo que es la historia de las relaciones públicas y como surgieron en aquellos entonces?*

... Si claro, puede de hecho ser posible, al darle una orientación comunicativa.

8. ¿Qué sugerencias daría para mejorar el plan de estudios de la carrera de Lenguas Modernas y que éste vaya más orientado a la formación de profesionales no solamente en idiomas sino también en Relaciones Públicas?

Si, sobre eso saben que una gestión sería fortalecer el plan de estudios insertando materias suficientes aun cuando habría que preguntarse si eso puede ser lo más adecuado porque hay también estudios de una comisión que ha llegado a conclusiones diferentes. Por ejemplo, que hay que eliminar relaciones públicas porque cuando egresan los profesionales a quienes contratan más son los de periodismo porque tienen mayor formación y en teoría también deberían tener dominio de inglés porque ellos llevan cuatro ingleses. Pero ahí es otro asunto aparte. Pero si, fortalecer las materias, pero al ver que tan viable puede ser vea... porque eso debe responder a un plan o bien a un estudio mercadológico, elaborado estrictamente apeándose a un criterio académico, científico.

9. ¿Licenciado usted tiene conocimiento de si existe una carrera en si como Relaciones Públicas en la universidad?

No, en la universidad no... Está periodismo, ellos tienen una materia de relaciones públicas que se apoya en las diferentes materias. Por ejemplo: redacción, propaganda, publicidad; entonces las relaciones publicas implican todos esos conocimientos, también de publicidad propaganda, pero fíjense que aun así el plan de estudios de periodismo no prepara para relaciones públicas, así como está diseñado tendrían que reorganizarlo o rediseñarlo.

Professor III, MsD Odir Mendizabal, Coordinator of the B.A. in Modern Languages, specialization in French and English



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Research Project: *Compatibility between the academic preparation of the B.A. in Modern Languages, Specialization in French and English and the labor insertion of senior students within the Public Relations field at the University of El Salvador, semester II, 2018.*

Objective: The following interview consist of 8 questions and it is intended to gather information about B.A. in Modern Languages, specialization in French and English and its curriculum. It will be used as additional information to this research, and we ask for your authorization to record it so we can present it as appendixes.

1. What is your role as a coordinator of the B.A. of Modern Languages specialization in French and English and how long have you been working in this area?

As a coordinator, I have been working for almost seven years. The first time was three years and a half and the second time it's a little bit more than three years and half too, since 2016 to 2019. -*What is my role?* – Actually, the role of a coordinator here is dramatic because even if we don't count with anything, we turn to survive. - *What do I do?* - I program semesters, I suggest teachers, also subjects offer to the students, academic reinforcement for academic purposes, also I'm part of the committee of the curriculum changes here at the department, also I'm part of "Junta Directiva" I coordinate de academic commission and somehow like projects. For example, central in French in public schools, I have one already, very nice schools doing their social service but specifically the role of a coordinator it's a do it all.

2. Does career counseling exist in this Department or B.A? If so, can you please explain us the way it is done?

Career counseling in El Salvador doesn't exist because is so expensive. The "asociaciones estudiantiles" are in charge to give the correct information about the two fields in the career, teaching and communications, at the very beginning it was us (Mr. Lopez and I), we were in charge of this procedure, now it's the "asociaciones" that do that.

- ***Interviewer: how do they provide counseling?***

There are some calls, a general call for all the students and it's done in auditorium # 4 and they do it two, three times a day because we're talking that it's not for modern languages students, it is for English students too.

- ***When was this process created or implemented here?***

I know this was implemented two years ago, so there is no way -you know- that the students are going to take both subjects at the same time, same hour, same days... Two years ago, we changed that...

3. What are the expectations of the new students? What is it the most they ask for during counseling?

There is no counseling, let me repeat that. We give information and that is different because concealing is one by one, what we do in there is giving general information. Concealing normally takes between ten to twenty meetings. So, there is no counseling at all. We give information, and most of the time some of the students come here after the information was provided.

4. In your opinion, what could be the main reason why most students from the B.A. in Modern Languages with a minor specialization in Public Relations end up working in call centers or teaching?

I wonder. I don't have an answer for that question. I assume that probably, they don't have the training to perform for example ...In a radio or in a tv station or in a newspaper or any

other job in that area. I'm part of the committee for the changes of the curriculum and we have considered that we need practice. And most of my colleagues from journalism they were telling me: how do you want that your students work in radio, TV stations, journalism if they don't have the subjects that are going to teach them how to do so? So, I see they were right even though grammatically speaking or let say orally speaking the students that graduated from communications are very capable and have the capacity to perform and to learn.

5. According to this B.A. description presented online by the University, one of the specific objectives is “*To combine the use of languages with Public Relations.*” How reliable is it to achieve this objective?

I don't know, for example if it is in the department you could find a very reliable information from the department but if check the information from the university, it's not accurate. No at all, so that's why we are giving this general information to students because the information that you're going to find on line it's not completed. You are given like some flashes of information otherwise the entire page on line will saturated on the information and they don't read it.

6. Are you aware about the areas in which students who chose to study Public Relations can achieve their community outreach?

Most of the students when they take communications as any other course; there are outstanding and average students. Is it meaningful the learning that they received? Probably, but most of the time the grades don't show exactly what the students have learned. the good or very good student has more knowledge or backup necessary to go to the second subject and what he learned in this subject, he is going to perform even better in the second part. A good professional is the one that is aware not only about all subjects that he is going to take but also the way he is going to learn and how he is going to apply the information taken in the classes.

7. What is the possibility for this B.A. to have internships related to Public Relations in order to develop the skills and acquire the competences required by local companies? Has the Foreign Languages Department even considered internships?

You know it's not easy for companies to open to universities at all. Why? Because normally internships help you to learn more and apply what you have studied but normally in here in El Salvador it does not work that way because most people start asking: are they going to hire me? They start pushing, are they going to pay me?

8. How would you evaluate the current curriculum?

I'm just a teacher, my specialty is teaching. I would ask to Dra. Arias de Vega, she is a curriculum specialist and she knows about it, she knows about careers and how to implement the curriculum. I'm learning because it is not my field but if I have to evaluate our curriculum I would give it a 9.9 as a grade. Why? because we have achieved exactly what we expected from the beginning. To be perfect I would say, we would have to add five or six more subjects, but the career would be seven years.

9. Regarding the last question, how compatible is the academic preparation, based on the curriculum, with the labor insertion of senior students? ¿Do you consider it should be revised and updated?

Every single process should be revised. All the universities, especially private universities expect what the University of El Salvador is going to do in order to change their curriculums. We called all the universities that teach languages, five universities came; why did they come? Because somehow, they found out that we are making changes so their concern is that the curriculum they are using is exactly the curriculum that we have.

Professor IV, Licenciada Helen Genovez, Universidad Evangelica de El Salvador,
Head of the Public Relations Department.



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Tema: *Compatibilidad entre la formación académica de la Licenciatura en Lenguas Modernas, Especialidad en francés e inglés y la inserción laboral de los estudiantes de quinto año dentro del campo de las Relaciones Públicas en la Universidad de El Salvador, ciclo II, 2018.*

Objetivo: La siguiente entrevista contiene 8 preguntas, las cuales están destinadas a recopilar información sobre la perspectiva de la combinación de las Relaciones Públicas con los idiomas y analizar las habilidades o competencias requeridas en el rubro para una inserción laboral exitosa. Por lo cual solicitamos su autorización para grabar la información que usted nos brinde dado que es de suma importancia para nuestro proyecto y será incluida en el mismo. Agradecemos de antemano su disponibilidad y colaboración con nuestra investigación.

1. Como profesional en el área de Relaciones Públicas, ¿cuáles considera que son las competencias o habilidades que debe tener un relacionista público?

Como saben, un relacionista público es considerado un todólogo a nivel nacional porque al igual que una persona encargada de recursos humanos debe conocer muchas áreas sobre todo porque trabaja no únicamente en las agencias sino también a nivel institucional, empresarial sector público o privado, Pero específicamente en las competencias que debe considerar en su formación y que también va más allá de su compromiso con su trabajo. Considero pertinente que él debe conocer muchísimo sobre la redacción de textos ¿por qué razón? porque tiene que mucho que ver mucho con los medios de comunicación, segundo también tiene mucho que depender a nivel de documentos con la empresa para la cual trabaja o también para la cual pretende trabajar. Tendría que conocer mucho sobre diseño digital que está inmerso también aparte de las redes sociales, la parte también de conocimientos de los diferentes medios de comunicación, cuando digo esto no me refiero a los clásicos (radio,

prensa, televisión) sino que a aquellos medios que se vuelven indispensables a nivel internacional, la parte de apoyo constante en el área de dirección de eventos que también él debe conocer todo desde protocolos a nivel de personalidades o a nivel también institucional, Hay una cosa importante también que tiene que estar actualizado, si él no se actualiza por lo tanto no va a conocer también como encausar en diferentes problemas o situaciones que pueden presentarse en su momento de desarrollo laboral. ¡Ah! También conocer de programas digitales, esto también por la misma situación que exige la misma sociedad o también el cliente para el cual va a trabajar, considero también es su presentación, su nivel de elocuencia, también comparte sus competencias tiene que persuadir muchísimo, persuadir no significa que tiene que improvisar, sin embargo, va un poquito de la mano. Hablando de competencias, es necesario que él se vuelva autodidacta porque hay muchas cosas que a nivel de formación profesional las podemos conocer durante nuestro desarrollo académico, pero ya en el camino se aprenden cosas nuevas y es lo importante porque las adapta ya a una realidad en la que se va a estar enfrentando.

2. ¿En cuanto a características, cuales considera que debe tener el publicirrelacionista?

La disposición, la vocación, compromiso, organización, responsable, estudiar su situación que lo está llevando a poder llevar nuevas situaciones o problemas que puedan darse en su campo laboral, debe saber cómo compartir la información con los públicos que se va a enfrentar. Debe de ser una persona empática porque eso le va a permitir sacar más información para poder tener insumos y también encausar problemas.

3. ¿Considera usted pertinente combinar los idiomas con las Relaciones Publicas?

¡Claro que sí! No solamente uno, ni dos, tienen que ser muchos más, estos le servirán mucho para comunicarse con aquellos públicos que se está relacionando y eso no es únicamente su público interno a nivel institucional sino también con los cuales él entabla relaciones o alianzas para la empresa o incluso como contactos para su persona como profesional. La mayor parte de situaciones o barreras es el idioma para algunos profesionales, por ende, en ese sentido, el relacionista público entre más idiomas habla, mucho que mejor para él. Tiene quizás más espacios o más oportunidades de que se le abran puertas laborales, no únicamente

a nivel nacional, sino también a nivel internacional. Para mis los idiomas son de las cosas más esenciales que debería de tener un relacionista público, de hecho, también un comunicador porque sirve para informar como esta mi empresa a nivel internacional o como voy a posicionar esta imagen corporativa, si no puedo comunicarme a nivel internacional por no conocer otros idiomas, que es esencial en esta profesión.

4. ¿Cuáles son las áreas laborales en las que se puede desempeñar un Relacionista Público?

Esto depende mucho, si es alguien que se está preparando como técnico puede ser un asistente de dirección de Relaciones Públicas o comunicaciones o también puede ser un asistente a nivel gerencial, además siempre en el área de asistencia, pero con conocimientos más básicos con la parte de organización de eventos o dirección de eventos protocolos y otras cosas que también están inmersas dentro de su labor como profesional de Relaciones Publicas. También está la parte de proyectos a nivel de publicidad o marketing, ellos también pueden hacer estas funciones, pero al hablar ya de un Licenciado, puede desempeñarse como maestro en Relaciones Publicas, él puede tener las direcciones o gerencias que son los que ya conocen de primera mano todo lo que hace un técnico. También, puede ser la mano derecha de una personalidad, una empresa puede ser algo sementado en nivel de infraestructura o una persona, porque se encargan específicamente de la imagen de algo o de alguien, así que por ahí veo más o menos los puestos que pueden desempeñar.

5. ¿Cómo evalúa la inserción laboral de los Relacionistas Públicos en el país?

Como comenté en un inicio, las que yo he visto si están trabajando en su área, ya sea como asistentes o algunos tienen las direcciones de las diferentes oficinas. Están otros también que toman por necesidad un empleo que no en su área, pero llega el acomodo y ahí se quedan. Y otros que han comenzado sus propias empresas. Si bien es cierto, algunas empresas no tienen un departamento de Relacione Públicas, pero tienen uno de comunicaciones y hacen esa labor también, otras no hacen uso de su personal o les es insuficiente entonces lo que hacen es contratar consultores u opciones de outsourcing para poder permitirles que trabajen en algunos problemas que están interviniendo en su institución, entonces es ahí donde estos

estudiantes o profesionales se ponen a disposición para estas empresas. A nivel nacional no existen las Relaciones Públicas pura, sino que le han dado otra especialidad más como Relaciones Públicas y marketing, Relaciones Públicas y mercadeo, etc. Combinan otras para que también conozcan de otras áreas.

6. ¿Considera que las materias actualmente presentadas en el currículum de la Licenciatura en Lenguas Modernas son apropiadas para la preparación de los estudiantes en una especialización menor de Relaciones Públicas?

Considerando el perfil de la carrera, si de verdad se quiere definir algo que tenga mucho que ver con la parte de Relaciones Públicas hace falta algo que tenga que ver con la dirección de eventos o protocolo, considero pertinente eso porque generalmente es con lo que se van a enfrentar allá afuera, tienen la parte de lenguaje que en este caso es expresión oral y escrita, eso es indispensable que también deben de conocer, no he visto la parte de ética ¿no sé si también la tienen? (no esa no la tenemos). Eso es muy importante que también la consideren dentro de esta investigación, eso más que todo a nivel general con la parte de ética, también que conozca un poco de leyes en general, en mi información y también en la que conozco llevan legislación enfocada a Relaciones Públicas, legislación enfocada a negocios. Por lo menos debe conocer, porque si no conoce de leyes ¿cómo se va a defender allá afuera? Debe conocer de medios, por lo menos una que tenga sobre los medios y otra que tenga que ver con la parte de redes sociales porque allá afuera usted habla y toda la cosa, pero ¿cómo se va a comunicar si desconoce por lo menos la parte básica de las funciones que hace un relacionista público? Como mencionaba es “todólogo” tiene que saber un poquito de cada cosa, pero quizás esas que he mencionado son quizás de las que podrían tomar en cuenta y pues no sé, estaría bien que las tomaran para la maya curricular. Otra que tiene que ver mucho con la parte de la realidad nacional, si tienen ahí la parte de El Salvador, pero tiene que saber mucho sobre problemática y también la parte de proyección social porque eso no lo tienen, entonces recordemos de que la parte de organismos internacionales aquí en el país tiene mucha demanda en el sentido de que la gente ni siquiera conoce como es nuestra historia entonces ¿cómo va a orientar a un extranjero? Segundo, aparte de historia, también conocer como la geografía de nuestro país. Y también la parte psicológica porque conocemos a

nuestro público, tenemos que ver esa parte de como los podemos orientar, sería también como una parte de la empatía y poder hacer propuestas como proyectos, entonces él también se va a encargar muchas veces de ese tipo de situaciones. La verdad es que trabajar en esta área es muy bonita porque es bastante compleja, solo que desconocemos muchas veces la labor y cada quien.

7. ¿Posee la Licenciatura en Relaciones Publicas de esta Universidad prácticas profesionales o pasantías para sus estudiantes? ¿Cuál es la importancia de realizar prácticas?

Si la tenemos y es indispensable porque también se van abriendo campo, conocen la realidad o como también va a ser su papel allá afuera, porque no es lo mismo tener toda la teoría sin llevar paralelamente toda la situación real, también ¿Cómo voy a poder atender públicos si frente a alguien tiemblo o si me cuesta organizar ideas? Las pasantías, prácticas para mí es muy indispensable, esto no tiene que dejarse de lado. Inclusive, dentro también de la práctica de la asignatura también se vaya a desarrollar hagan trabajos de campo o actividades extracurriculares que también abonan mucho más para que ellos tengan este compromiso de ir a investigar. A partir también de las asignaturas es indispensable, la parte de investigación como asignatura, ya que si ellos no investigan entonces no van a tener como conocer y como poder tener una propuesta de solución ante algo, entonces la parte de investigación es importante. La ortografía también es necesario que la conozcan y la manejen como ya se mencionó para la redacción de documentos.

Professor V, Licenciado Mario Cantarero, Universidad Francisco Gavidia,
Head of the Public Relations Department



**UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS EXTRANJEROS**



Tema: *Compatibilidad entre la formación académica de la Licenciatura en Lenguas Modernas, Especialidad en francés e inglés y la inserción laboral de los estudiantes de quinto año dentro del campo de las Relaciones Públicas en la Universidad de El Salvador, ciclo II, 2018.*

Objetivo: La siguiente entrevista contiene 8 preguntas, las cuales están destinadas a recopilar información sobre la perspectiva de la combinación de las Relaciones Públicas con los idiomas y analizar las habilidades o competencias requeridas en el rubro para una inserción laboral exitosa. Por lo cual solicitamos su autorización para grabar la información que usted nos brinde dado que es de suma importancia para nuestro proyecto y será incluida en el mismo. Agradecemos de antemano su disponibilidad y colaboración con nuestra investigación.

1. ¿Considera pertinente combinar las Relaciones Públicas con los idiomas?

Tienen vinculaciones, el área de los idiomas tiene el campo laboral bien restringido. Ósea, la comunicación está metida, pero en el campo laboral de las Relaciones Públicas tal vez pueda tener ventaja en algunas áreas, ya que el área de relaciones públicas es muy amplia.

2. ¿Como profesional de Relaciones Públicas cuáles son las competencias o habilidades que debe tener un Relacionista Público?

Las competencias y habilidades están establecidas por la acumulación técnica en el área profesional y por lo que exige el mercado laboral. Entonces el relacionista público debe tener competencias como proyectista, debe tener la capacidad para elaborar proyectos, para gestionar proyectos, para implementarlos y para evaluar proyectos de comunicación. La jefatura bajo las direcciones o en cualquiera de las instituciones públicas o privadas requiere eso. El comunicador no solo es quien va a redactar o va a llamar al banco o a llamar a los

hoteles donde se va a realizar un proyecto y cosas así. El relacionista público debe crear los proyectos de acuerdo a los planes estratégicos de la empresa.

3. ¿Cuáles son las áreas laborales en las que puede desempeñarse un relacionista público?

Mire hay un montón, un área laboral puede ser emprendedor de comunicaciones o consultor, también se puede desempeñar en el área protocolar, es decir enseñar los servicios de protocolo, de organización de eventos internacionales, es como un consultor relaciones públicas y comunicaciones, pero puede ser un asesor también. Asesor de comunicaciones en una empresa con cargos de dirección o de jefatura pueden desempeñarse ahí también o digamos como promotor publicitario porque como relacionista público tiene que saber gestionar la información de las instituciones cuando trabaja con los medios de comunicación, tiene que estar conectado.

4. ¿Cómo evalúa la inserción laboral de los relacionistas públicos en el país?

Digamos... yo lo de la inserción lo veo como todo lleno de posibilidades, entonces aquí el mundo gubernamental o empresarial aun cuando es un mercado pequeño hay muchas oportunidades laborales, pero para poder entrar ahí hay que saber ver esas posibilidades y hay que tener las competencias para obtener el acceso o la oportunidad.

5. ¿Considera que las materias Teoría de la comunicación I y II, Relaciones Publicas, Opinión Publica e Historia de El Salvador son adecuadas para preparar en el área de Relaciones públicas?

Según lo que me han comentado no porque según recuerdo, así como fue creada la carrera y se las da alguien de periodismo. La teoría de la comunicación habla de los elementos básicos de comunicación y la otra es una sucesión con las escuelas de comunicación. Yo creo que sería mejor que les impartieran seminarios sobre protocolo o gestión protocolar, más específico porque para una especialización se deben ver materias que tienen que ver con lo que se hace en el mercado porque si usted llega al mercado laboral, lo que le van a pedir es que organice un evento, ir directo al grano lo de gestionar proyectos y todo eso de cómo elaborar un presupuesto. Digamos, contenidos que tienen que ver cómo es que se produce un

servicio. Otro podría ser comunicación interna porque el relacionista público va a llegar a tratar de ligar los públicos internos y externos, pero estos deben ser talleres, seminarios.

6. ¿Qué materias sugeriría para una mejor preparación en la carrera y en el área de Relaciones Publicas?

Ahí lo que hay que hacer es un “mix”, materias especializadas que contengan un “mix” de conocimientos, como talleres para tratar de simular lo que se hace en la práctica, que los obliguen a hacer proyectos a una empresa o una institución gubernamental donde apliquen lo de las tres materias anteriores y que defiendan ante la alta gerencia de la empresa -que defiendan- ahí es donde experimentarían.

7. ¿Posee la carrera de Relaciones Publicas de esta universidad pasantías para sus estudiantes?

Si, nosotros hemos logrado tener laboratorios como el de los medios de fotografía donde les enseñamos fotografía profesional y periodística, laboratorios de radio y televisión, eso internamente para que los alumnos vayan adquiriendo la práctica de las tecnologías en ámbito comunicativo. Pero también tenemos vinculaciones con el diario de hoy, para que nuestros estudiantes puedan hacer pasantías ahí, la asamblea nos pide alumnos para que trabajen en el área protocolar y todo eso.



**UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS EXTRANJEROS**



Research Project: *Compatibility between the academic preparation of the B.A. in Modern Languages, Specialization in French and English and the labor insertion of senior students within the Public Relations field at the University of El Salvador, semester II, 2018.*

The following interview contains 8 questions and it will be used to gather additional information for this research. Therefore, we ask for your authorization to record it and thank you in advance for your availability and collaboration with our research.

1. Does TELUS International El Salvador have a Public Relations Department?

TELUS International El Salvador has a Marketing and Communications department responsible for the planning and execution of the company's internal and external communication efforts towards different stakeholders, mainly focused in our team members and potential candidates.

2. Is there a Public Relations specialist in this company? If so, what is the main role of this person?

We do not have a "Public Relations Specialist" role or job description per se. The Marketing and Communications department is split into the communications team and the creative services team, responsible mainly for internal communication and social media and online marketing. In addition, we work with advertising and media agencies, as well as a Public Relations agency. The relation with this agency is managed by the Marketing and Communications Manager and we consider the agency an outsourced extension of our team, whose main role is to generate publicity opportunities and manage our relations with the media.

3. What are Public Relations for you and how important is it for the company?

PR practically consists of managing our relations with different stakeholders. PR is extremely valuable to our company because it allows us to create brand awareness, build our reputation and position ourselves as one of the employers of choice and most socially responsible companies in El Salvador.

4. What would be the competences required to work in the area of Public Relations at TELUS International El Salvador?

Given that we do not have a PR department, I would like to highlight that some of the competencies required for our Communications team include: excellent oral and written communication skills; ability to create 360° communication strategies that are oriented towards goals; and creativity and courage to innovate.

5. Does TELUS International El Salvador provide internship opportunities or projects to carry out a community outreach for students of Languages and Public Relations?

We don't have a regular internships program for external candidates. However, we have a strong focus on internal growth, providing our team members with the opportunity to enter shadowing programs that offer them a glimpse into the Marketing and Communications department and that allow them to have a better understanding of what we do in order to better prepare themselves for a role in case the opportunity comes up in the near future (in which case, they would enter a transparent and fair selection process, according to our policies).

6. What would be the possibility to work at the Public Relations area for a Modern Languages student with a minor specialization in Public Relations from the University of El Salvador?

As stated, we do not have a PR department. Any candidate with an academic background or proven professional experience in communications, journalism, PR, advertising, graphic design or marketing, who has an excellent oral and written English level and fulfills the specific requirements of the job profiles we have within our Marketing and Communications department is welcome to apply to our team. Our job profiles include graphic designers, audiovisuals specialists, and communications analysts.



**UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS EXTRANJEROS**



Research Project: *Compatibility between the academic preparation of the B.A. in Modern Languages, Specialization in French and English and the labor insertion of senior students within the Public Relations field at the University of El Salvador, semester II, 2018.*

The following interview contains 8 questions and it will be used to gather additional information for this research. Therefore, we ask for your authorization to record it and thank you in advance for your availability and collaboration with our research.

1. What is Public Relations for you?

For SYKES El Salvador Public relations is any actions or effort in order to connect with our targets and to reinforce SYKES image as a responsible and strong private institution that contributes to the country's development.

2. Why do you consider important to combine Public Relations with languages?

In our field is important because our main customers communicate with us in a different language than Spanish.

3. What would be the job profile required to work here?

As an agent:

At least 18 years old

High school Diploma

85% of English is required

For the Communications and Public Relations position the main skills required are:

- English Level of 90%
- Written skills in English
- Customer service oriented
- Planning and event execution
- bachelor's in communications or Marketing degree

4. Is this department in constant growing to give other people a job opportunity?

SYKES culture likes people to grow in the professional career so is very likely that we will first search for needed talent within our people, and then outside from our current population.

5. Does this department provide internship opportunities or projects to carry out a community outreach for students of Languages or Public Relations?

We can have internships as long as SYKES and the university agree on the terms of the internships.

6. Who would be the best candidate to work in this department: someone with extensive knowledge in public relations but basic language skills or someone with broad language skills but narrow knowledge in public relations?

As all in life you need a Balance, a great attitude and knowledge on the field you want to apply is required, and the rest you can learn with us, after all we are a place to WORK, LEARN and GROW

7. What would be the possibility to work here for a student of Modern Languages with the Public Relations option from the University of El Salvador?

Our “Política de Inclusión y Equidad” in which we are certified, is focused to offer equal opportunities to everyone who wants to work in SYKES El Salvador, and to grow within the company.

8. Do you consider more feasible to hire a trilingual person instead of a bilingual?

As in many other places it depends on the profile you are trying to fulfill, in some cases trilingual is a must in the job description.

5.2.7 Survey for students

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



“Compatibility between the academic preparation of the B.A. in Modern Languages, specialization in French and English and the labor insertion of senior students within the Public Relations field at the University of El Salvador, semester II, 2018.”

Objective: With the following survey, it is pretended to measure the perception of senior students about the academic preparation of the B.A. in Modern Languages and its compatibility with the labor insertion within the Public Relations field.

General information of the student:

Gender: Male Female

Current occupation: Study and work Only study

If working, please indicate the field of work:

Teaching Call center Public Relations Other

Age: 20 - 25 26 - 30 31 – 35 36 - up

PART I

General instructions: please read carefully and choose the most appropriate option according to your agreement.

1.I received career counseling (guidance) before I started studying the B.A. in Modern Languages.

- a) Agree
- b) Disagree
- c) Not sure

2. I was aware about the two minor fields, Teaching and Public Relations, before I started studying the B.A. in Modern Languages.

- a) Agree
- b) Disagree
- c) Not sure

3. I made a good decision by taking Public Relations as minor field.

- a) Agree
- b) Disagree
- c) Not sure

4. I am satisfied with the knowledge acquired in the Public Relations minor field.

- a) Agree
- b) Disagree
- c) Not sure

5. The subjects of Public Relations included in the curriculum prepare students to get a job within that field.

- a) Agree
- b) Disagree
- c) Not sure

6. The course “History of El Salvador and Central America, code HDC114” included in the curriculum is relevant within the minor field of Public Relations.

- a) Agree
- b) Disagree
- c) Not sure

7. I knew what my job opportunities would be when I chose to study Public Relations as minor field within the B.A. in Modern Languages

- a) Agree
- b) Disagree
- c) Not sure

8. I work or have worked in the area of Public Relations.

- a) Agree
- b) Disagree

9. I work or have worked in a call center.

- a) Agree
- b) Disagree

10. I work or have worked as a teacher.

- a) Agree
- b) Disagree

11. It has been easy to find a job where I use either of the languages I have learned.

- a) Agree
- b) Disagree
- c) Not sure

12. My insertion in a bilingual or trilingual job has been successful.

- a) Agree
- b) Disagree
- c) Not sure

13. I would like or would have liked to achieve my community outreach in the Public Relations field.

- a) Agree
- b) Disagree
- c) Not sure

14. I experienced troubles at the moment of carrying out the community outreach in the Public Relations field.

- a) Agree
- b) Disagree
- c) Not sure

15. Including an internship in Public Relations will improve my knowledge and skills in that field.

- a) Agree
- b) Disagree
- c) Not sure

16. I am aware about the competences required by local companies to work within the Public Relations field.

- a) Agree
- b) Disagree
- c) Not sure

17. I believe the B.A. in Modern Languages provides the appropriate Academic Preparation, so the students can effectively integrate into the pertinent labor market.

- a) Agree
- b) Disagree
- c) Not sure

18. The academic preparation received in the B.A. in Modern Languages meets the expectations of its description provided by the University of El Salvador.

- a) Agree
- b) Disagree
- c) Not sure

19. I consider necessary to evaluate and update the curriculum of the B.A. in Modern Languages

- a) Agree
- b) Disagree
- c) Not sure

20. Working in a call center or teaching is what I expect after graduating.

- a) Agree
- b) Disagree
- c) Not sure

21. I would like to complement my studies in the Public Relations field after graduating.

- a) Agree
- b) Disagree
- c) Not sure

PART II

General instructions: please read carefully and answer as requested.

1. Do you consider necessary to modify the curriculum by adding more subjects related to Public Relations in order to have a better academic preparation in that field? If yes, please choose the one(s) from the options presented below that you consider should be included.

Yes No

- | | |
|---|---|
| <input type="checkbox"/> Administration in Public Relations | <input type="checkbox"/> Public Relations in organizations |
| <input type="checkbox"/> Internal and external Public Relations | <input type="checkbox"/> The Mass Media and Public Relations |
| <input type="checkbox"/> Spanish writing for Public Relations | <input type="checkbox"/> English writing for Public Relations |

2. Do you consider students acquire the required competences to incorporate themselves into the pertinent labor market based on the academic preparation of the B.A. in Modern Languages oriented to Public Relations? If yes, which are the ones?

Yes No

- | | |
|---|--|
| <input type="checkbox"/> Communication and Public Speaking skills in both languages | <input type="checkbox"/> Journalism and Editing Skills |
| <input type="checkbox"/> Logistic of events and Press Releases | <input type="checkbox"/> Social Media Management |

3. If you were able to, from the options below, how would you like to achieve your community outreach within the Public Relations?

- | | |
|---|---|
| <input type="checkbox"/> Community engagement: public forums,
online participation and relationship building | <input type="checkbox"/> Programs and events: program design, planning and logistic or media services |
| <input type="checkbox"/> Multicultural outreach: alliance cultivation,
cultural training and conflict resolution | <input type="checkbox"/> Other _____ |

4. Have you achieved your community outreach already? If yes, please indicate below:

Yes No

- | | |
|---|---|
| <input type="checkbox"/> As Teacher Assistant in the University | <input type="checkbox"/> Teaching languages in other institutions |
| <input type="checkbox"/> Within the Public Relations field | <input type="checkbox"/> Other, please specify: _____ |

“The capacity to learn is a *gift*; the ability to learn is a *skill*; the willingness to learn is a *choice*.”
Brian Herbert

Thank you!

5.2.8 Letters addressed to request information

Request 1

Solicitud de información

Ciudad Universitaria, 10 de septiembre de 2018.

Universidad de El Salvador
Facultad de Ciencias y Humanidades
Departamento de Idiomas Extranjeros
Docente del Departamento

A quien corresponda,

Por medio de la presente deseo solicitar su ayuda ya que los estudiantes: Celina Raquel Hernández Hernández, número de carné HH08046; Karen Melissa Sosa Torres, número de carné ST08010 y Ever Antonio Norio Quintanilla, número de carné NQ08001 de la Licenciatura en Lenguas Modernas especialidad en Francés e Inglés se encuentran realizando su proyecto de tesis titulado:

“Compatibility between the academic preparation of the B.A in Modern Languages, specialization in French and English and the labor insertion of senior students within the Public Relations field at the University of El Salvador, semester II, 2018.”

“Compatibilidad entre la formación académica de la Licenciatura en Lenguas Modernas, especialización en Francés e Inglés y la inserción laboral de los estudiantes de quinto año dentro del campo de las relaciones públicas en la Universidad de El Salvador, ciclo II, 2018.”

Razón por la cual solicitan un listado con los nombres de los estudiantes que se encuentran cursando materias de quinto año de la Licenciatura en Lenguas Modernas especialidad en Francés e Inglés, ciclo II, 2018.

De ante mano, agradecemos su disponibilidad de ayudar.

Atentamente,

Licenciada Diana Marengo
Departamento de Idiomas Extranjeros
Facultad de Ciencias y Humanidades

Request 2



UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS EXTRANJEROS



Ciudad Universitaria, 25 de octubre de 2018

Ingeniera

Carolina Magaña de Fuentes

Administradora Académica, Facultad de Ciencias y Humanidades

PRESENTE.

Apreciable Ingeniera de Fuentes:

Los portadores de la presente son estudiantes egresados de la Licenciatura en Lenguas Modernas, especialización en Francés e Inglés, quienes necesitan de su valiosa colaboración, proporcionándoles la información siguiente:

- ✓ Estudiantes inscritos en la Licenciatura en Lenguas Modernas de último año quienes han optado por estudiar la opción de **Relaciones Publicas**.

Lo anterior, con el propósito de recopilar información para el tema de trabajo de investigación bajo mis asesorías:

“COMPATIBILIDAD ENTRE LA FORMACIÓN ACADÉMICA DE LA LICENCIATURA EN LENGUAS MODERNAS, ESPECIALIZACIÓN EN FRANCÉS E INGLÉS Y LA INSERCIÓN LABORAL DE LOS ESTUDIANTES DE QUINTO AÑO DENTRO DEL CAMPO DE LAS RELACIONES PÚBLICAS EN LA UNIVERSIDAD DE EL SALVADOR, CICLO II, 2018.”

Los estudiantes participantes son:

- **ST08010**, Sosa Torres, Karen Melissa
- **HH08046**, Hernández Hernández, Celina Raquel
- **NQ08001**, Norio Quintanilla, Ever Antonio

Vale mencionar, que la información que se obtenga será utilizada únicamente para fines académicos. Por favor hacer llegar la información a los correos electrónicos: karensosa204@gmail.com o racheline_kna@hotmail.com

Agradecida por la valiosa colaboración que nos proporcione, le saludo cordialmente.

Atentamente,

Licda. Diana Ephigenia Marengo López

Asesora de Proceso de Graduación

Request 3



**UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS EXTRANJEROS**



Ciudad Universitaria, 26 de noviembre de 2018

Sykes El Salvador
PRESENTE.

Los portadores de la presente son estudiantes egresados de la Licenciatura en Lenguas Modernas, especialización en Francés e Inglés, quienes se dirigen a usted para solicitar su valiosa colaboración en el proyecto de tesis titulado:

“COMPATIBILIDAD ENTRE LA FORMACIÓN ACADEMICA DE LA LICENCIATURA EN LENGUAS MODERNAS, ESPECIALIZACIÓN EN FRANCÉS E INGLÉS Y LA INSERCIÓN LABORAL DE LOS ESTUDIANTES DE QUINTO AÑO DENTRO DEL CAMPO DE LAS RELACIONES PÚBLICAS EN LA UNIVERSIDAD DE EL SALVADOR, CICLO II, 2018.”

A través de la recepción y mediante un corto cuestionario se pretende recolectar datos para apoyar nuestra investigación, por lo que nos gustaría reunirnos con usted en la fecha y hora de su conveniencia para llevar a cabo una entrevista y a la vez poder presentarle con más detalles nuestro proyecto de tesis, el cual está enfocado en la formación académica y la inserción laboral en el campo de las Relaciones Públicas de los estudiantes de la Licenciatura Lenguas Modernas, especialización en Francés e Inglés.

Agradecemos de antemano su disponibilidad y solicitamos de la manera más atenta que pueda confirmar la fecha y hora de la cita a los responsables de este proyecto por cualquiera de los siguientes medios:

Tel. Karen Sosa 7987 – 6820, Celina Hernández 7965 – 7093, Ever Norio Quintanilla 7541 - 4784
Correo electrónico: karensosa204@gmail.com o racheline_kna@hotmail.com o antonquintanilla07@hotmail.com

Agradecidos por la valiosa colaboración que nos proporcione, le saludamos cordialmente.

Atentamente,

Karen Melissa Sosa Torres – ST08010
Celina Raquel Hernández – HH08046
Ever Antonio Norio Quintanilla – NQ08001

Request 4



**UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS EXTRANJEROS**



Ciudad Universitaria, 27 de febrero de 2019

Licda. Helen Genovez
Coordinadora de la Licenciatura en Relaciones Públicas
Universidad Evangélica de El Salvador
PRESENTE.

Los portadores de la presente son estudiantes egresados de la Licenciatura en Lenguas Modernas, especialización en Francés e Inglés, quienes se dirigen a usted para solicitar su valiosa colaboración en el proyecto de tesis titulado:

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Ever Antonio Norio Quintanilla – NQ08001

Request 5



**UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS EXTRANJEROS**



Ciudad Universitaria, 27 de febrero de 2019

Lic. Mario Alfredo Cantarero
Coordinador de la Licenciatura en Relaciones Públicas y Comunicaciones
Universidad Francisco Gavidia
PRESENTE.

Los portadores de la presente son estudiantes egresados de la Licenciatura en Lenguas Modernas, especialización en Francés e Inglés, quienes se dirigen a usted para solicitar su valiosa colaboración en el proyecto de tesis titulado:

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Request 6



**UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS EXTRANJEROS**



Ciudad Universitaria, 27 de febrero de 2019

Telus International El Salvador
PRESENTE.

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5.2.9 Curriculum of La Salle University, Cancun, Mexico and University of El Salvador

PLAN DE ESTUDIOS

1°	2°	3°	4°	5°	6°	7°	8°
Pensamiento y Comunicación	Acción Comunicativa	Optativa 1 de Humanidades	Autoconocimiento	Existencia y Valores	Emprendedores y Sustentabilidad I	Emprendedores y Sustentabilidad II	Gestión de Proyectos
Francés I	Inglés I	Inglés II	Inglés III	Inglés IV	Optativa 2 de Humanidades	Ética Profesional	Optativa 3 de Humanidades
Adquisición del Idioma	Francés II	Francés III	Francés IV	Francés V	Inglés V	Francés VII	Francés VIII
Entorno Económico y Sociopolítico de México	Redacción en Español para las Relaciones Pub.	Lengua Extranjera Electiva I	Lengua Extranjera Electiva II	Lengua Extranjera Electiva III	Francés VI	Lengua Extranjera Electiva V	Lengua Extranjera Electiva VI
Historia y Literatura de la Lengua Española	TIC y las Relaciones Públicas	Lingüística de la Lengua Inglesa	Sociolingüística	Redacción en Inglés para las Relaciones Públicas	Lengua Extranjera Electiva IV	Métodos de Enseñanza para la Lengua Extranjera	Ferias y Congresos
Morfosintaxis del Español	Relaciones Públicas en las Organizaciones	Comunicación Organizacional	Fonología y Fonética del Inglés	Técnicas para Hablar en Público	Didáctica	Historia y Literatura de la Lengua Extranjera	Métodos y Técnicas de Investigación en Relaciones P. II
Relaciones Públicas Internas y Externas	Mercadotecnia	Medios de Comunicación y Relaciones Públicas	Protocolo y Ceremonial	Organización de Eventos	Introducción a la Traducción e Interpretación	Métodos y Técnicas de Investigación en Relaciones P. I	Materia 2 de Preespecialización
Administración en las Relaciones Públicas	Inteligencia Social	Instrumentación Estadística Avanzada	Promoción y Ventas	Manejo de Crisis	Competencias Ejecutivas	Materia 1 de Preespecialización	Materia 3 de Preespecialización
					Identidad e Imagen Corporativa		

■ Área de Profesionalización
 ■ Humanidades
 ■ Idiomas
 ■ Emprendimiento
 ■ Preespecialización

RRPP

UNIVERSIDAD DE EL SALVADOR

FACULTAD DE CIENCIAS Y HUMANIDADES		PLAN DE ESTUDIOS: 2002	
LICENCIATURA EN LENGUAS MODERNAS: ESPECIALIDAD EN FRANCÉS E INGLÉS		CODIGO :	L10412
TOTAL DE ASIGNATURAS: 37		TOTAL U.V.:	184
TITULO A OTORGAR: LICENCIADO (A) EN LENGUAS MODERNAS: ESPECIALIDAD EN FRANCÉS E INGLÉS			



CICLO I	CICLO II	CICLO III	CICLO IV	CICLO V	CICLO VI	CICLO VII	CICLO VIII	CICLO IX	CICLO X
1 FRI114 Francés Intensivo I 6 0	4 FRI214 Francés Intensivo II 8 1	7 FRI314 Francés Intensivo III 8 4	10 FAV114 Francés Avanzado 4 7	14 EOF114 Expresión Oral en Francés 4 10	18 FFR114 Fonética Francesa 4 10	22 ICF114 Introducción a la Civilización Francesa 4 14	26 LFR114 Literatura Francesa I 4 14	30 LFR214 Literatura Francesa II 4 26	34 DII214 / HDC114 4 29
			11 GFR114 Gramática Francesa I 4 7	15 GFR214 Gramática Francesa II 4 11	19 OEF114 Ortografía y Estilística Francesa 4 15	23 FYC114 El Francés y El Comercio 4 40 U.V. Exp.	27 FYT114 El Francés y El Turismo 4 40 U.V. Exp.	31 FTR114 El Francés y la Traducción 4 40 U.V. Exp.	35 LTI114 Literatura en Inglés I 4 28
2 IBI114 Inglés Básico Intensivo 8 0	5 IBI114 Inglés Intermedio Intensivo I 8 2	8 IBI214 Inglés Intermedio Intensivo II 8 5	12 IAI114 Inglés Avanzado Intensivo I 8 8	16 IAI214 Inglés Avanzado Intensivo II 8 12	20 LCI114 Lectura y Conversación en Inglés I 4 16	24 LCI214 Lectura y Conversación en Inglés II 4 20	28 GAV114 Gramática Avanzada 4 132 U.V.	32 IAL114 Introducción a la Lingüística 4 17	36 FYM114 Fonología y Morfología Inglesa 4 32
3 PCG114/ TCI114 4 0	6 DGL114/ TCI214 4 3	9 GIN114 Gramática Inglesa I 4 5	13 GIN214 Gramática Inglesa II 4 9	17 PRG114 Pronunciación en Inglés 4 5	21 DIF114/ RPB114 4 14	25 COI114 Composición Inglesa I 4 13	29 DII114 / OPU114 4 21	33 SNO114 Seminario I 6 28	37 SNO214 Seminario II 6 33

Electivas de la Rama de Enseñanza:	UV	Prerreq.	Electivas de la Rama de Comunicación	UV	Prerreq.
PCG114: Psicopedagogía I	4	Ninguno	TCI114: Teoría de la Comunicación y de la Información I	4	Ninguno
DGL114: Didáctica General I	4	PCG114	TCI214: Teoría de la Comunicación y de la Información II	4	TCI114
DIF114: Didáctica del Idioma Francés	4	EOF114	RPB114: Relaciones Públicas	4	EOF114
DII114: Didáctica del Idioma Inglés I	4	DIF114	OPU114: Opinión Pública	4	RPB114
DII214: Didáctica del Idioma Inglés II	4	DII114	HDC114: Historia de El Salvador y Centroamérica	4	OPU114

Información General:	Auerdo de Consejo Superior Universitario: 91-99-2003	<table border="1"> <tr> <td>Corr.</td> <td>Código</td> </tr> <tr> <td colspan="2">Nombre de Unid. de Aprendiz.</td> </tr> <tr> <td>U.V.</td> <td>Prerreq.</td> </tr> </table>	Corr.	Código	Nombre de Unid. de Aprendiz.		U.V.	Prerreq.
Corr.	Código							
Nombre de Unid. de Aprendiz.								
U.V.	Prerreq.							
Nota mínima de Aprobación: 6.0	Fecha de aprobación: 28 de febrero de 2002							
CUM mínimo de Aprobación: 7.0 a partir del año 2003	Auerdo de Consejo Superior Universitario: 040-2007-2011 (IV)							
** Asignaturas que pueden ser impartidas en Ciclo Complementario (Ciclo III)	Fecha de Ratificación: 21 de agosto de 2008							
	Duración de la carrera: 5 años							