

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



RESEARCH PROJECT:

“An Analysis of Graduation Works from the year 2008 to 2017 related to the English Level of Proficiency, Academic Profile, and Employability of the students from the Bachelor of Arts in Modern Languages with specialization in French and English and the Bachelor of Arts in English with Emphasis in Teaching of the Foreign Language Department of the University of El Salvador”

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"Hard work and pain are the best teachers" –J.K.
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Introduction

This project is an analysis of graduation works from the years 2008 to 2017 with relation to level of proficiency, academic profile and employability of Foreign Languages undergraduates from the Bachelor and the Bachelor in English Language Teaching of the University of El Salvador. Purposes with this work including determining the level proficiency required by different employers and to identify the proficiency level reached throughout the completion of the major. Besides, examining the level of academic competencies that undergraduate have in the specialized areas; as well as evaluating the effectiveness of the current curriculum in the academic preparation on Foreign Language Department undergraduates.

The research group seeks that with the results obtained in the study, the future investigator obtains a reference of a documentary research. Additionally, that the findings of this work could be used by the Foreign Language Department authorities in order to implement a structural reform of its current curricula and the major it offers.

This study compromises a compilation of graduation works from the years 2008 to 2017 that aims to analyze three critical areas that have an important relationship such as: the academic profile, the English linguistic competencies and employability. For that reason, the research team decided to look for graduation works that have at least one area and those correspond to the selected period of time.

The researchers developed a non-experimental research and use a qualitative approach for the nature of this study that does not allow the treatment in any particular variable because it is a documentary study.

The population of this study is the total of 308 graduation works of the institutional repository of the Foreign Language Department undergraduates. Those graduation works selected from the majors: Bachelor of Arts in modern Languages with specialization in French and English, and the bachelor in Arts in English with emphasis in teaching. From that population, a sample of 15 graduations works was selected.

The parameter used to select the graduation works was to evaluate the main topic of their study. All the works which focus were employability, level of proficiency and academic profile were considered.

The research project is focused on a qualitative approach and to carry out the project researchers took into account how documentary research was developed, in order to analyze the problem and gather information in the period of time considered by the research team to finish the study.

The researchers will use the non-experimental research that is basically to explain the phenomenon describing the qualities of the population selected.

CHAPTER 1. STATEMENT OF THE PROBLEM

1.1.JUSTIFICATION

Nowadays, at the University of El Salvador, there are many graduates with a limited academic profile and a low level of proficiency. By ignoring these problems, the graduates are not prepared enough to work neither in teaching nor another work field.

Researchers have found in previous research documents that according to the University Legislation: the curricular program of the University of El Salvador must be updated every five years. Such principle is related to the development but also with the importance of the quality and the requirements in the labor market.

It is important to mention that a curricular program is designed to learn and develop skills in students in order to prepare them to get integrated in the labor market.

As we know the University of El Salvador is one of the highest educational institutions, however, some of its majors have not updated their curricular program affecting the students' needs.

This documentary research will be mainly focused on both Bachelor of Arts in English with Emphasis in Teaching and Bachelor of Arts in Modern Languages with specialization in French and English from the Foreign Language Department from the University of El Salvador. Those majors are still working with the curricular reform of 1999 and it was mentioned before, according to the University Legislation, university plans or curricular programs must be updated every five years.

This documentary research will be developed by taking as reference some previous researchs that will help us to provide information about the main requirements that a good professional should have in order to get hired in a labor area.

1.2.OBJECTIVES

1.2.1. GENERAL OBJECTIVE

To analyze the relationship between the academic profile, linguistic competence and employability of the graduates from the Foreign Language Department from the years 2008 to 2017.

1.2.2. SPECIFIC OBJECTIVES

- 1- To determine the level of proficiency required by different employers as opposed to the proficiency level reach by the students through the end of the major from the year 2008 to 2017.
- 2- To examine the level of academic competencies that Foreign Languages Department graduates have in the specialize areas of the curriculum (linguistic, English didactic, research) from the year 2008 to 2017.
- 3- To evaluate the effectiveness of the current curriculum of the academic preparation on the Foreign Language Department graduates from the year 2008 to 2017.

CHAPTER 2. METHODOLOGY

2.1. RESEARCH APPROACH

This research has a Qualitative Approach which focuses on examining people behavior. It is the one that fixed correctly because this research studied the problems of the graduates from the Foreign Language Department from the University of El Salvador related to the academic profile, oral proficiency and the employability.

2.2. TYPE OF STUDY

The type of study that will be used in this research is documentary study. Documentary Study, a Scientific Research Method, is a study where the researchers observed and considered the reality (theoretically and empirically) using different kind of documents in order to inquire, interpret and show information about a specific topic. In this study, the researchers use methods that acquire results that could be the base for scientific researches.

Characteristic of Documentary Study

1. It gathers, chooses, analyzes and shows coherent information by using different kind of sources.
2. It keeps the right information that will allow the researchers to discover facts and new sources of information, suggest possible solutions for a specific problem and help to design instruments for researches.
3. It is not only part of Scientific Research, but more profound than it.
4. It is an organized process with accurate objectives. Its goal is to be the base for formulating knowledge.
5. It uses different techniques in order to find and separate information.

Steps for developing a Documentary Study

1. Identify and develop your topic
2. Do a preliminary search for information
3. Locate materials
4. Evaluate your sources
5. Makes notes

6. Write your paper
7. Cite your sources properly
8. Proofread

Moreover, this kind of study focuses on gathering information through years in order to solve a problem. In order to analyze the situation of the graduates and recognize the profile that they need for having a job, the researchers will study fifteen graduations works since the year 2008 to 2017. They will be taking from both Majors that the Foreign Language Department presents (Bachelor of Arts in English with Emphasis in Teaching and Bachelor of Arts in Modern Languages with specialization in French and English.)

The graduation works have been separate into three groups: employability, academic profile and oral proficiency. The employability refers to what the employers are looking for; even though they have mentioned that the graduates from UES are good at linguistic competencies, they state that the graduates must improve others abilities that will help them on their jobs (there are eight graduation works on this section.) The second one is academic profile which refers to how the graduates should be when they finished the major. Some of the graduation works said that the study plan of both majors must be changed in order to create better profile of the graduates (De Paz de Paz, 2017) (there are six graduation works on this section.) The last one is oral proficiency of the graduates. Even though it is the most important skill that graduates should domain, not all of them are good at it (there are two graduation works on this section.)

2.3.POPULATION AND SAMPLE

2.3.1. POPULATION

The population of this study was formed by the total of research projects researched by the graduates from Bachelor of Arts in English with Emphasis in Teaching and Bachelor of Arts in Modern Languages with specialization in French and English from the Foreign Language Department from the University of El Salvador since the years 2008 to 2017. Researchers found a total of 202 graduation works from Bachelor of Arts in English with Emphasis in Teaching and 106 graduation works from Bachelor of Arts in Modern

Languages with specialization in French and English; a total of 308 graduation works from both majors.

2.3.2. SAMPLE

To carry out this documentary research, researchers taken into account sixteen graduation works made at the Foreign Language Department from the University of El Salvador since 2008 to 2017. They were selected according to the topics that helped the researchers to analyze the different categories studied in this documentary research, which were level of proficiency, academic profile and employability of the graduates.

2.4. RESEARCH INSTRUMENTS

Because the nature of this research (Documentary Study), any instruments were designed nor used because the researchers did not interact with people, but graduation works.

CHAPTER 3. LITERATURE REVIEW

3.1.ACADEMIC PROFILE

3.1.1. THE FOREIGN LANGUAGE DEPARTMENT

3.1.2. BACHELOR OF ARTS IN ENGLISH WITH EMPHASIS IN TEACHING

This major offers linguistic and methodological education for students to become English language specialists. Nowadays, the major presents an optional subject frame focused on either the development of English Teaching Methodologies or learning more foreign languages. The students can choose the frame according their educational objectives. The Bachelor of Arts in English with Emphasis in Teaching lasts five years (10 semesters); also, its curriculum is based on 36 subjects which sum up 172 academic credits.

Objectives:

- a) To create new English professionals in Teaching at University Level that get the ability to change educational reality of El Salvador by a constructivist view of educational practice.
- b) To provide the tools to develop teachers that have the communicative methodology.
- c) To integrate teaching, research and community outreach into the major.

The exit professional profile of the English major in language teaching includes:

1. Developing linguistics proficiency at C1-C2 level.
2. Learning about English teaching methodology.
3. Assessing the educational reality of English teaching in El Salvador.
4. Being creative and being capable of solving educational problems.
5. Being capable of doing linguistic-methodological researches in order to solve teaching-learning problems faced by students in the classroom.
6. Capability of developing administrative responsibilities in the school.
7. Ability to develop grammatical structures in order to contrast both languages (English-Spanish, Spanish-English).

Professional Field of Action

- a) Teaching: at high school or college level.
- b) Doing linguistic-educational researches.
- c) Planning educational projects.
- d) Translations of documents from English to Spanish – Spanish to English.

3.1.3. BACHELOR OF ARTS IN MODERN LANGUAGES WITH EMPHASIS IN FRENCH AND ENGLISH

The Bachelor of Arts in Modern Languages with Specialization in French and English was created on the year 2002 by diversifying the languages taught on the Foreign Language Department, offering both French and English. The Bachelor aims at making professionals on both languages by combining them either with public relations or teaching.

The curriculum focuses on the linguistic area on both French and English during the first two academic years. Also, the bachelor offers an optional minor of the students either teaching or public relations. Whatever choice the student made would be based on their objectives.

Bachelor of Arts in Modern Languages objectives:

General objectives:

1. To diversify the languages offered by the Foreign Language Department.
2. To offer, the students from the Foreign Language Department, a different choice on learning languages.
3. To offer a minor in public relations as a different choice to the new students.

Specific objectives:

4. To develop proficiency in both English and French.
5. To combine the use of the languages with public Relations.
6. To train professional on teaching both languages: French and English.

Academic profile of the graduates

A. Knowledge

Graduates of this major should have the following competences:

- a. Grammatical rules and linguistic bases in order to communicate in both French and English.
- b. Cultural and socio-linguistics factors related to both languages.
- c. Research methods and techniques for solving specific problems.
- d. A general linguistics background of English and French.
- e. The theoretical bases of communication and public relations.
- f. Methods and techniques for teaching both languages.

Upon completing this bachelor, undergraduates will acquire the following abilities and competences:

- a. The ability to communicate both orally and in a written form in French and English.
- b. The capacity to understand speeches by either reading or listening to them using critical thinking.
- c. Using basic translation techniques by using Spanish, French and English; focusing on French/Spanish.

B. Attitudes

While taking the Bachelor of Arts in Modern Languages, the undergraduates will develop the following attitudes:

- a. A permanent quest their knowledge constantly.
- b. Developing researchers according to their field work.
- c. Having critical thinking and a broad perspective about issues.
- d. Being respectful with different cultures and concepts.
- e. Being sensible for sharing their knowledge with others.

C. Professional Field of Action

The graduate from the Bachelor of Arts in Modern Languages has the capacity to work on teaching both languages –French and English– at high school and university; it would depend on their choice. Also, they could work on Public Relations field as business manager of international companies, surcharge on airline, customer service, agents at the airport, call center agents, interpreter, tour guide and trilingual hotel receptionist.

3.2.THE CURRICULUM AT THE FOREIGN LANGUAGE DEPARTMENT

The different majors that the Foreign Language Department offers have been changing through the years because of student needs. So, in order to attend the students' needs the curriculum, presented by the Foreign Language Department, has been updating constantly since 1977. Obviously, one reform was not enough in order to solve all the gaps in the curricula; for that reason, three changes and the creation of a new major were necessary.

3.2.1. THE CURRICULUM OF 1977^[SEE ANNEX 1]

By the year 1968, the Foreign Language Department almost disappeared due to political conflict during that year. Its administration was assigned to B.A. Sara Mendez and Orlando De Jesús Castro in 1972 because they were experienced in the field. The change was big because there was not a previous curriculum for that major, which meant to create a new one. Despite that fact, that they worked very hard, they had a deadline to complete the new curriculum B.A. in English. But it was until 1973 that the new major was approved. A total of 241 students were registered in the major and most of the students finished the major in 10 years due to civil war in El Salvador (*Ayala R, et al, 2016*).

The curriculum of 1977 was focused not only in preparing students in the communicative area, but also in the teaching field including teaching practice methods, material design for teaching English as a foreign language, General Didactics and General Pedagogy. On the other hand, there were many disadvantages in this curriculum. First, there was an empty space because the major did not have a specialization. Second, each teacher

designed their own syllabus and for that reason not all the students got the same academic level. Finally, it was supposed that one of the goals of the curriculum was that at the end of the major, students could develop in the commerce and banking industry; but in the curriculum there was not any subject related to these fields. That means that the curriculum did not achieve the goals. Therefore, in the eighties a new necessity and also the necessity to improve the curriculum appeared, thinking of the new generation of students (*Ayala, R., et al, 2016 (P. 15)*).

3.2.2. CURRICULUM OF 1996^[SEE ANNEX 2]

In 1996, there was the idea to change the name of the major to be B.A. in English Teaching. Then, the curriculum was composed by 35 subjects and 172 credits being divided in 3 areas (Linguistic, Research and Teaching Methodology) with these changes also new tools came, to offer to the students in order to enhance their learning. One of these tools was the foundation of the new lab. This idea was proposed by Ricardo Gamero and Pedro Antonio Salazar. This project provided higher expectations for the department because it would contribute to students' development in different skills such as listening, speaking and pronunciation of the English Language. Hence on 1997 the new lab arrived with the support of the Sony Company and it was inaugurated in the second semester of 1998. Even with all these innovations, the new curriculum lasted just 3 years due to new necessities that came to our country; so, the implementation of a new curriculum was needed and another revision began (*Ayala, R., et al, 2016 (P. 16)*).

3.2.3. THE CURRICULUM OF 1999^[SEE ANNEX 3]

In October 1999, a new curriculum was approved by Consejo Superior Universitario because the current curriculum had not been updated since 1993. However, with the implementation of that new curriculum, some requirements were requested to students' admission. First, a diagnostic was administered to students that applied to study the major in English, this was done in order to measure the level of students' knowledge since English students had to have different qualities to language acquisition such as communication and

fluency skills to learn a foreign language. Nevertheless, these requirements have never been implemented to new admission in the major (Ayala, R., et al, 2016 (P. 17)).

Furthermore, one of the main purposes of this curricular reform was to prepare students in the Teaching of English as a Second Language (TESOL), goal that the last study plan did not accomplish. For that reason, many subjects were taken out and changed from the last curriculum like Math and Psychology among others. Consequently, new subjects were added, for instance “Expresión Visual” that helped students to develop their creativity to make didactic material that that could be applied in real classes. Despite the insertion of the new subjects in the major, the areas of professional development were the same as in 1993. The focus was on Linguistics, Scientific Research and teaching, also teaching practice and elective courses. This latter option was a new area added for students’ curriculum as an optional area to offer more variety and opportunities of a diverse education (Ayala, R., et al, 2016 (P. 18)).

Even all these changes were not enough. So in order to create a solution, the Foreign Language Department decided to create the Bachelor in Arts in Modern Languages on 2002^[see annex 4]. The major presented the opportunity to learn two languages –English and French.

At the beginning, it was an excellent choice to the students because learning both languages opened doors to new goals and jobs offers; however, there came a time where the major did not help students to grow up because it did not offer a specialization. The students could talk two foreign languages, but they were not specialized in any campus. On the other hand, the Bachelor of Arts in English with emphasis in Teaching gave the opportunity to be a teacher either at school or college level. So, the Bachelor of Arts in Modern Languages tried to help students by offering the choice of two option: teaching or tourism.

3.2.4. GRADUATES’ PROFILE WITH THE CURRENT CURRICULA

The current curriculum has been in use for 19 years since its last reform, taking about the Bachelor of Arts in English with Emphasis in Teaching; similarly, the Bachelor of Arts in Modern Languages has been in use for 12 years. Despite the problems that the current

curricula faced, the graduates developed some important skills and presented a lack of others that they probably needed in their work places.

So, Cabezas, A., et al (2017) mentioned seven characteristics where graduates from both Bachelor of Arts in English with Emphasis in Teaching and Bachelor in Modern Languages are either strong or weak. They based their results on the opinions of graduates, employers and teachers from the Foreign Language Department. The graduates developed the following characteristics:

1. An advanced English Proficiency

They agreed that graduates have an advanced domain of the four linguistics skills.

2. Ability for class planning

According to Cabezas, A., et al (2017) graduates of the major must have the competence of class planning. They considered that graduates are well-qualified in this competence. Also, graduates make use of the available didactic resources, take into account the students' learning styles, know how to distribute the class time, and they also promote English communication using the English language in classroom. Probably the graduates developed this competence during their study years through the subject Didactic of English Language I which content is focused on developing this competence.

3. Pedagogical knowledge to perform as teachers

Based on the study plan of Bachelor of Arts in English with Emphasis in Teaching, graduates from this bachelor fulfill the pedagogical courses established by the MINED since the teaching axis contains the following subjects: Pedagogy I, General Didactic, Didactic of the English Language I-III, Practice I-II, adding all together 32 credits. Also, they affirmed that graduates have the knowledge to perform as teachers in the different educational levels (elementary, middle school and high school).

4. Designing and implementing different assessment based on learning objectives

Evaluation is part of the strong areas of the study plan, which can be supported by the course description of the subject Didactic of English II whose content is aimed at teaching the

different kinds of evaluation techniques and procedures to evaluate the four language macro skills (Study plan 1999, p. 26).

5. Design educational projects

The teaching axis of the study plan should incorporate in the subjects related to the students' teaching formation contents such as the Early Intervention Program and the After School Program (known as IEP and ASP in Spanish) which are constantly asked by the MINED in public and private schools. Including and developing these contents would permit graduates to have knowledge about the programs before mentioned and improve their competence to elaborate and carry out these kind of projects.

6. Skill in the use of institutional technology

On this section, Cabezas, A., et al (2017) stated that authorities of the major should implement programs where students would put into practice the use of new technology with educational aims because technology is essential to modern teaching practice.

3.2.5. STUDENT'S PROFILE INFLUENCES THE LANGUAGE COMPETENCE

It is a fact that the current curricula has some disadvantages, but there are other problems that students face while they are studying. So, graduates' language acquisition is affected by the socio-economic status (ESE), the extracurricular activities and the motivation.

According to Flamenco, J., et al (2013) the financial problems are one of the biggest problems that students face when they arrive to college. Some students often have to drop out because they do not have neither the economic nor material resources that higher education demands. Most of the students depend on their parents incomes for going to college; however, the educational background of them influenced on the success of the students because the more prepared the parents are, the more income they have. So, parents, who have a higher educational level, have higher incomes that those parents who have a low educational level. In fact, the students facing this problem probably would give up on their studies.

The students, who come from high income families, study extra languages course before pursuing studies at the university, and that helped them to succeed in their studies. On the other hand, the students from low income families have to struggle to succeed in their required courses. Moreover, these students with a high socio-economic status can go to private institutions where education has more facilities. In fact, students who came from private institutions got better results than those who came from public schools. Therefore, students who have a high income families have the opportunity to attend languages courses, to have access to the internet, textbooks, and encyclopedias.

Another problem is the extracurricular activities where students are involved in while they are studying. Flamenco, J., et al (2013) say that all those students who are active religious members, active members of a neighborhood committee, or those who belong to sports teams, or political parties got lower grade point averages than those who are not involved in one or any extracurricular activities. Flamenco, J., et al (2013) showed in their study that students who were involved in more than one extracurricular activity were the ones who get lower grades than those students who were involved in one or none. Also, the students who supported their studies by working got lower grades than those who did not because students who worked spent more time working than studying. In conclusion, extracurricular activities influence students' language competencies because the more involved they are in these activities, the less time they invested in their academic studies.

Finally, motivation must be taken into account at college. According to Flamenco, J., et al (2013) motivation is another issue that scientists have to take into account when trying to find out why students get bad results in their exams because sometimes students do not have a clear idea about what they want. Besides, if they have problems, they will not succeed in their studies because their problems affect the way they think or act.

There are two types of motivation intrinsic and extrinsic. Intrinsic motivation leads to high quality or work, meeting challenges, and pursuit of excellence. This is the students' own motivation for reaching or doing an activity. Also, intrinsic motivation is the one that arises within the student, such as doing a complicated cross-word puzzle purely for the personal gratification of solving a problem. On the other hand, the extrinsic motivation is the external factors that can influence students positively or negatively. Extrinsic motivation

arises from outside of the individual and often involves rewards such as trophies, money, social recognition or praise.

As a conclusion, students who are highly motivated got better results than those students who were not because motivation influences student's performance.

3.3.ORAL PROFICIENCY

First of all, oral proficiency is defined as the student's ability to communicate or speak any language in a real context outside of the classroom. Oral proficiency describes how well a person can speak a language in the real world, if a person wants to work in a place where a specific language is required, this person needs to be able to communicate effectively in order to be a successful employee. Proficiency can be divided into stages using a set of guidelines, it is a purely objective way to assess oral language skills.

To study a foreign language is a process that requires developing many skills such as reading, writing, listening and speaking. To do so, the English as Foreign Language students must be aware of their proficiency because in that way they are able to identify their weaknesses and strengths.

Taking into account previous studies in El Salvador learning a second language has become an essential need in the last few years. According to Randstad (2011), worldwide human resources service provider, in El Salvador the 20% of the job opportunities managed by this company during 2010 included English as a requirement to get the position. The University of El Salvador offers the major of Licenciatura en Idioma Ingles Opcion Enseñanza, which generates many benefits. Beyond its installed capacity and infrastructure and yet the number of students continue to grow, year after year. This reality affects the language learning process for students and produces an excess of work for permanent and based teachers. For that reason, it is important to take into account that not all the students develop their communicative competence at the same rhythm.

It is frequent that when students complete their foreign language studies, they want to know their real level of proficiency. In the case of the University of El Salvador, students are not required to take standardized tests and sometimes there is not an agreement between students' perceptions and their real proficiency. Researchers also consider that it would be

necessary to have a standardized test like TOEFL that could allow them to know their proficiency in the English skills. This prevents them from being aware of their strengths and also their weaknesses; consequently, this lack of knowledge does not allow them to make decisions about what they can do to overcome them. They could have an objective assessment to become better professionals because it measures proficiency English skills and this could give them an idea about their level in the target language. This could also make them feel more self-confident when looking for a job.

As long as a standardized instrument is not administered at a given point during the major, the students will continue being unaware of it and if they never identify their weaknesses they will continue making the same mistakes. That is why there should be a way to measure student's proficiency at the end of the development area, after finishing their major, which can give them the opportunity to pay more attention to those weak areas and of course improve them. Besides, at the end of the major, students do not have any prove that shows their English proficiency because it is not the same to assure an advanced level of English that to have a certification which shows the English proficiency.

In other words, by taking regular practices of standarised tests, students and teachers could measure their progress, know their strengths and weaknesses and their achievements and failures and find a way to improve. In this way, the students could make decisions about their learning process. This research is also intended to make people of the Foreign Languages Department realize how important is to implement a standardized test. This will help teachers to measure and reorient the teaching process, have a standard English level for students before graduating and the University of El Salvador will offer more outstanding and qualified professionals in order to get a better job.

The researchers estimated that the use of a standardized exam such as TOEFL, TOEIC, IELTS, etc. will be an effective and reliable way to measure the English proficiency because it is a standardized test for non-native English language speakers and it is used to evaluate people's understanding, comprehension, knowledge and/or capability in English.

In fact, in El Salvador TOEFL is not only taken into account to apply to US Universities but also some companies require it to hire people. The Ministry of Education in 2003 stablished that to obtain the teacher's credential (escalafón), it was required to obtain a score of 520 or higher.

According to Alvarenga M. (2011) introversion and extroversion are two behavioural patterns that play a very important role in students' life and therefore in their academic environment. It is important to know and to understand the way in which introversion and extroversion influence foreign language students communicative competence. The results of that study indicated that either introversion or extraversion patterns do not influence in a significant way English Language students' verbal communicative competence. However, it was found that there are other aspects that cause an impact in the verbal participation of these learners. First, the gender of the participants played a fundamental role, because it was showed that introversion is most frequently seen in female than in male students. Moreover, the previous knowledge of English Language that the participants had at the beginning of the carrier was essential for them to be successful in the different level of English that they had already taken.

They demonstrated that their English language knowledge helped them to get better results than those who did not have previous knowledge. Finally, the perception that the participants had about the classroom atmosphere influences in a significant way students learning. The perception from the teacher and classmates, showed to have a higher influence in their oral participation, due to the lack of verbal communication they had because of the feeling of being laughed at in class. As a result, it can be concluded that either introverted or extroverted students can be successful in learning a foreign language.

One more important thing to consider is that according one article titled Oral Proficiency Levels in the Workplace from the LTI (Language Testing International) "studying a language may get a person into advanced levels, but experiences immersed in the environment of the target language and culture are needed to reach the highest level". It means that teachers should provide more authentic real world situations or applications in the classrooms that could speed up the journey to higher levels for language learners. Usually students have problems to engage with the language but the quality of teaching plays an important role too, because the teacher has to address the different learning styles students have, even though the different situations such as the overpopulation, the infrastructure, the authentic material, the use of technological resources and sometimes the lack of knowledge of a teacher make a student not only graduate with a low English level but also do not be successful and fail his goals related to the oral proficiency skills in order to get a job.

It is important to mention that in the English language the four macro skills are important (listening, speaking, writing, reading) but some students prefer some of them and they look for a job that requires more to develop some skills than others, for example if a person gets a job in a call center he has to develop more speaking and listening skills but if he gets a job in an educational place he has to develop more writing or reading, the ideal should be that a seniors of the major could develop any of those jobs without any problem.

In Bonilla R. (2010) it was shown that many students developed lo proficiency. Researchers evaluated some students from the English major, they gave them an instrument in order to measure the proficiency they had in English language and they evaluated the four skills, their idea was to make a comparison with students who have already worked either in a call center or in an educational center. In that investigation researchers suggested some important recommendations for all the people involved in this topic that in this case are authorities from the university, teachers and students.

In relation to this we already know that every company has their policies, one of them is to have a good English speaking proficiency since it is the first impression when making an interview. If someone wants to work at an Education area like an academy, a good speaking is required since it is linked with the others main skills, the same happens if someone wants to work at a call center, receptionist or something related a good English speaking is required, if the speaking proficiency is poor means that the knowledge of English is poor as well. Throughout studying the career is one of the most important stages to grab all knowledge to become a successful graduate.

In effect, the four main skills are linked each other, so they have to be developed at the same level to have as an achievement a good English speaking proficiency, and it is a requirement for almost all companies, academies or institutions; the profile expected demands to have a very good speaking proficiency and a domain of such language. In the learning process all of the students have to have an advance knowledge of the language and in order to be a competitive person is better to acquire that knowledge before being graduated looking for a job as future professionals if there is a lack of English or speaking proficiency that professional will not be self-confident, so getting that job will be very difficult as the student does not fulfil the required profile. Many graduates feel frustrated because they have tried unsuccessfully to get a job but because of their poor English level proficiency they are not

hired and the main purpose of this major is to prepare competent graduates that get integrated in the labor market.

It is clear that it is not easy to achieve proficiency in English. In El Salvador, learning English as a foreign language is a serious problem because students do not always have the chance of practicing their speaking skill in a real environment, the same happens with listening because they cannot approach to a native speaker unless they have the facility to travel to a foreign country, when it comes to writing and reading students prefer to focus their hobbies in their native language". This is totally true, experiences say that students practice English just in the classroom and when the teacher ask them to do it. Outside of the classroom they do everything but not to practice the language and that is an obstacle to learn and to develop better the skill.

Researchers consider that all the parties involved in this situation should do their best effort in order to improve this situation. First, authorities must consider the amount of students they accept in this major because a large number of students are admitted and they have to realize that the most affected are students so they have a deficit of the proper learning process to have skills developed well and get a good level of proficiency. Another option that authorities should do is to open more groups, in that way the quality of the education would be better, as well it will provide opportunities for jobs to teachers who are in charge of those groups.

Second, teachers play an important role since they are the ones who guide students in the learning process. Teachers could give tutorials in order to help students to clarify doubts they have and maybe they do not ask in the classroom because of the time or another reason. Teachers also can prepare authentic material that can help them to improve the language; as well the use of the technology can be very useful because it has many new things to learn and to practice.

Finally, students should cooperate with the learning process because sometimes students just want to pass the subject and they do not learn anything and they have forgotten the main objective that is not only pass the subject but also keep in mind everything that is taught because that will be what they will practice in real life in their jobs, students have to demonstrate that they are really interested in what they want because many people do not have the opportunity to study and the ones that have the opportunity do not take advantage

of it. As well students have to follow the teacher's instructions because teachers are guided for students and they have the enough experience and knowledge to teach, so students have to ask if they have question about the topic they are studying. They have to do every single activity required by the teacher because that is a process that will help them to improve the different skill of the language.

3.4.EMPLOYABILITY

In El Salvador a lot of changes in the hiring process have occurred during decades. The diversification of the work places requires that companies acquire policies that filter possible candidates to fill the positions offered. Nowadays; acquiring a college diploma is not enough to get a job, but also it depends of a set of abilities that candidates acquire during their studies and previous jobs experiences. On the other hand, speaking another language is an advantage in the current labor market because this particular fact can have a represent advantage for a candidate over the other ones.

Barahona, M., et al (2013) expressed that English has long been the language of business, globalization and internet technology are changing in today's interconnected business world. Due to that, knowing a second language is becoming increasingly valuable. Not only does learning a second language help your employer, it also boosts your paycheck and expands your employment option.

International companies need a work force that can manage the international language of business; consequently, the University of El Salvador has created careers (Bachelor of Arts in Modern Languages and Bachelor of Arts in English) that fulfill the rising necessities of the labor market, in that way they can shape future professionals with high level of vocation and suitable competences in order to be more effective at the time of looking for a job.

What are the work places in which graduates from the Foreign Languages Department of the University of El Salvador apply for a job?

In the case for the Bachelor in Modern Languages there are some options that the professionals can opt, among them it can be mentioned: teaching either English or French, interpreter, translator, tourist guide, public relation and trilingual receptionist. On the other hand, the graduates of the Bachelor of Arts in English with emphasis in teaching can opt for

English teaching at different levels, interpreter and translator; however, they can apply for job positions in other areas where English is a requisite.

3.4.1. LABOR MARKET IN LATIN AMERICA

Previous research comments that the employability is an important topic well known by countries. Each country has to create the ideal conditions for the development of the economy. If the economy increase, the labor market rises as well, but it depends on how the labor market is being managed.

According to Cabezas, A., et al (2017) at the beginning of the XXI century, the labor market in Latin America and the Caribbean experienced a period of prosperity which was reflected in the economy growth above the average growth of the previous decades and in the reduction of poverty as well.

The economical growth in the region, can change abruptly, and it depends on the capacity that governments of the region have in order to maintain being attractive to the world market. Some predictions evidence that Latin America is growing slowly in comparison to other regions. It shows that the labor market will be affected if the economy does not have stability in the near future.

Also, Barahona, M., et al (2013) stated that labor market is like a race where employees compete for employments and employers compete for employees. This definition has a clear message for both sides the first for the employees that in order to obtain a job opportunity collects the most suitable competences and finally for the employers that in order to get the most efficient employees have a specific parameter to fill the position offered.

They also mentioned that, during 2014, young people have been the priority in the labor insertion process. In order to promote the generation of quality employment, countries of Latin America region prepared a series of incentives to help and prepare the adequate environments to boost the economy; but the lack of jobs opportunities affect the life of a lot of families in the region, considering their unemployment increased from 14.0% to 14.3% between 2012 and 2013. Another variation showed the unemployment rate in 2015 because it increased to 6, 2% after recording 6, 0% in 2014 based on estimations (ECLAC-OIT, 2015).

3.4.2. EMPLOYABILITY

According to De Paz de Paz, J., et al. (2017) the term employability refers to the labor insertion process, that a person economically active accomplishes in order to find a job. The insertion process starts with the elaboration of the curriculum vitae, subsequently sending it to the company that offered the position. The resume has to contain personal information, educational background, work experiences and the suitable competencies. It helps the employers in the selection process. Another important terms that have strong relationship with employability is the labor market as explained below.

3.4.3. LABOR MARKET

Cabezas, A., et al (2017) stated that an effective labor market allows the generation of the required job positions to absorb the work force, that year by year is being produced in big amounts in El Salvador. Nonetheless the reality is that universities graduated too many professionals without preparation. Also, sometimes their fields are not on demand in the labor market. They, also mentioned that the economy takes an essential part of the generation of a good labor market, and each country has to create the ideal conditions for the economic development. Additionally, they report that; if the economy is healthy the labor market is going to be in the same way.

Furthermore; De Paz de Paz, J., et al (2017) define the labor market as the place in which workers compete for jobs and employers compete for workers. It is also where people show their abilities to acquire a job position. That is the reality for many young people that fight for a job and do not matter the position that is being offered, the true is that they would like to be part of the labor market as soon as possible.

Nowadays the employability is undermined by underemployment which refers to the employment situation that is insufficient and is the main reason why Salvadoran decided to go to others countries that can fulfill their necessities such as food, health, dress, education, house, work, etc.

3.4.4. LABOR MARKET OF GRADUATES FROM THE FOREIGN LANGUAGE DEPARTMENT

Among the majors with more demand by students at the University of El Salvador is the Bachelors of Arts in Modern Languages with specialization in French and English and the Bachelor of Arts in English with emphasis in teaching. Every year several students try to enter to the university to get a position to build a future in those careers.

According to Barahona, M., et al (2013) the first reason is because international companies (call centers) not only hire employees with university diplomas, but they also give opportunities to students that have a good domain of a second language. The second reason is the previous job experience that, in some companies are not a requirement to apply for a job position and the last reason is the payment, in comparison with the minimum salary received in local's companies is higher, sometimes up to 50% more.

Taking everything into consideration call centers are for students an attractive part of the labor market. The best option to get their first job opportunities and to start becoming part of the force work in el Salvador in any available job regardless if is related to their field or not.

Barahona, M., et al (2013) mentioned that students start applying to call center position in their first year because they need to support economically their studies, to help family, to get experience and to practice their English. In addition to that, students that made both activities such as study and work at the same time can bring some problems in different aspects of their life like: stress, tiredness, less time to do their homework, missing classes, etc.

Tiredness is one of the causes that students face when waking up early in the morning, going to work and after attending their classes. Also, the authors mentioned that if students cannot manage both activities, the routine is going to be harmful and exhausting in a long term. Besides that, tiredness does not allow the proper mental and physical performance, and sometimes students can suffer health problems.

Finally, the problem in the evaluations is noticable because students do not have enough time to study, work in groups, or attend classes for the schedule that they have to

accomplish. The consequence of that is reflected in low grades due to their poor performance. They forget that the body needs to rest. The stress accumulation could be dangerous.

Currently, out seniors of the Foreign Languages Department of the University of El Salvador have more labor opportunities than regular students, since have acquired a better competence in English or French. They have the possibility to apply to a variety of job position. It does not affect the area that they have studied because it allows them to access in variety of possibilities.

As it was established, graduates have multiple options such as working as teacher in languages academies, schools, NGOs, interpreters, translators and Call-Center agents. The curriculum allows for the labor insertion in the areas already mentioned.

In the same way, De Paz de Paz, J., et al (2017) analyzed the job expectations of the graduates from the Bachelor of Arts in Modern Languages with Specialization in French and English. They researched through the Register Office of the School of Arts and Sciences of the University of El Salvador that in the years 2014 and 2015, 89 graduates worked in different categories of services such as: public and private schools, language academies and universities.

Some of the graduates that focus on the area of pedagogy wanted to apply their knowledge in their study area, but they stated that to work in The Minister of Education (MINED), professionals need a special teachers credential to start the insertion process not only in public education, but also in private ones. This credential is obtained through taking and getting a high score in either the TOEFL or the TOEIC standardized tests. Furthermore, the ones that master the French language can apply to work in private institution like: The Lycée Français of San Salvador, the French Alliance, the European Academy, etc.

They remark that another options for a professional in modern Languages is call centers. Among the companies that provide job to people that are trilingual are TELUS, Convergys, Tele performance, etc. These companies are one of the biggest call center in the country and they required French speakers that can manage phone calls in different areas and languages. The graduates of Modern Languages are the suitable work force; basically doing the job of two employees.

Nevertheless, Acosta, A., et al (2012) pointed out that Call-Center need people with excellent communication skill, and the educational center have to transmit the necessary

knowledge to contribute to the development of the work force, they also indicate that the Foreign Language Department has to update the majors offered in order to have a better reception for the future graduates. It is important to point out though that the FLD has never intended its students to work in Call-Centers; however, that is a consequence of the limited options that the labor market offers.

3.4.5. INSERTION PROCESS THAT CANDIDATES FOLLOW TO WORK IN MINED, ACADEMIES AND CALL-CENTERS

3.4.5.1.INSERTION PROCESS THAT CANDIDATES FOLLOW TO WORK IN MINED

The professionals that would like to work as English teacher in El Salvador have to follow certain requirements, according to MINED through the Law of Higher Education in Section C Article No. 14 states that the requirements for teaching either in public or private schools at any educational level are the following:

In the first place the candidates must have the appropriate pedagogical diploma recognized by the Ministry of Education. Also to be registered in the Teacher Ranking Record and not to have any disabilities to exercise teaching.

Besides that, to apply for an English teacher position, the study plan of the career must have an academic load of 32 credits demanded by the Law in order to work in the English teaching area. Also they have to get a teaching credential; to get this license, candidates have to take the Test of English as a Foreign Language (TOEFL), administered by Centro Cultural, or the test designated by the MINED.

This requirement is to measure their abilities and command of English as a second language. In the test, they must obtain a minimum score of 551 out of a total of 677. After that the candidates have to be alert for the announcements that MINED make every year or regarding the teaching vacancies.

Besides that, the teaching license allows teachers to ascend every five years in relation to their years of active service and, at the same time, a salary increase according to the new category obtained.

Moreover, the MINED, through the Department of Human Development, in the year 2016 publishes nationwide vacancies of teachers for preschool, primary, secondary in all specialties (kindergarten, basic subjects, English, sports, music and arts, computer education, others). The MINED published a total of 731 vacancies, from which 140 were for English Teachers that it is show in the next chart:

Illustration N° 1: List of Departments with vacancies for English Teachers, year 2016, extracted from the Official List Chart of the MINED

Department	Vacancy Total	Vacancies available for English Teachers
Ahuachapán	51	10
Santa Ana	60	13
Sonsonate	35	7
Chalatenango	50	9
La Libertad	42	9
San Salvador	200	24
Cuscatlán	34	6
La Paz	38	10
Cabañas	18	2
San Vicente	16	10
Usulután	28	9
San Miguel	105	16
Morazán	21	6
La Union	30	9
total	731	140

Source: Based on data extracted from the Vacancies for Teachers Official List of MINED, year 2016.

3.4.5.2.INSERTION PROCESS THAT CANDIDATES FOLLOW TO WORK IN ACADEMIES

English Academies are an important part in the labor market for English teachers in El Salvador because they are one of the options to work full time or part time. Urias Contreras (2013) mentioned that academies in el Salvador are growing every day as demand for foreign language speakers are rising. Furthermore, the popularity that academies have is also because they allow their students to attend classes in extraordinary schedules such as weekends and evenings.

In order to carry out the research, they took into account five academies located in San Salvador including CENIUES, ITEXSAL SCHOOL, CENTRO CULTURAL SALVADOREÑO and RICALDONE.

In order to apply, candidates first have send their resumes, upon a selection of the best candidates, they are called to a personal interview. In this interview the coordinators ask some questions to gather specific information from the interviewee as well as to test their knowledge in the English language and methodology.

Furthermore, during the interview, the coordinator is able to perceive how competent the candidate is to communicate thoughts and or ideas in the language, if he or she uses appropriate word structure, if they answer in a correct way simple Yes/ No Questions, if their level of grammar, fluency, and pronunciation is high etc. Moreover, this interview allows the coordinator to know about the candidates' skills and background such as family, work experience, studies and age, among others.

Finally, the candidates take a proficiency test or a multimedia test. If the candidates are proved to be proficient after the interview and the test, he or she will be requested to start teaching in the level and category that the coordinator assigns to them. Besides, the candidates must be part of a demo class that consist in demonstrate the abilities in teaching field. The coordinator of the academy gives the location, the day and the time when will be developing the demonstration. There are two types of demo class: teaching a fake class and teaching a real class. The first one is teaching a fake class, in that demonstration the students can be personal of the academy that coordinator impose and the second one is teaching a real class for which the students are real that means that the coordinator measure the affectivity of the teaching method that the applicant uses.

3.4.5.3.INSERTION PROCESS THAT CANDIDATES FOLLOW TO WORK IN CALL-CENTERS

Recruitment and training process in call-center

Acosta, A., et al (2012) found that companies are looking for workers with specific profile that have to send their resumes to apply for a work position.

Also, the authors mentioned that there are different ways for applicants to submit a resume for example: walk-in, job fairs, outsourcing agencies and online application such as tecoloco.com and computrabajo.com. In those websites, applicant can be ready because a notification will be sending to their email accounts when a position is available. They only have to register in their databases and after that when the resume is gathering by the company, the selection process Initiate.

The recruitment process for new call center agents may include the following steps: On the first step, the company human sources department call the possible candidate, just to determine the voice quality over the phone and how responds to the call. Authors comments that if candidates have low performance during the first interview that means: he or she is rejected and they have another chance to apply in the same company six months later.

The second step is the first interview face to face in which one the recruiter selects the place, day and time where the interview will be developing. It is guiding by recruiter to test the speaking skill, attitude and how confident the applicant answers the questions.

The third step includes attitude test, computer based call simulation and emotional quotient. Finally, to ass's customer service, technical or sales skill; but, it is depending on the ability that the applicant shows during the interviews. After finish the interview and when the applicant approves all the tests. It is time of the training process when the candidates get hired.

CHAPTER 4. CONCLUSIONS

- The graduates from both Teaching Option and Modern Languages developed good English and pedagogical skills. Most of the trainers, employers and teachers from the Foreign Language Department affirmed that most of the students are good at linguistics, planning and speaking. However, there are others that present a lack of oral proficiency because of the socio-economic status, the extracurricular activities and motivation.
- Graduates from the Foreign Language Department do not acquire the competences they need to look for a job because the Curricula is not appropriate to solve the current necessities on the labor field. In addition to this, even the graduates developed well linguistic competences, the lack of TOEFL exam, as a graduation requirement, makes impossible to believe on their abilities. The employers, mainly from education field, need this certification in order to give the opportunity to work with them. However, other kind of field works, do not need the TOEFL as a requirement; so graduates prefer them as long as they find another one.
- The students level of proficiency depended on the job they apply. For example: Call-Center need a high level of proficiency on graduates because they will solve native English speaker's problems. On the other hand, education fields do not pay attention on teacher's proficiency, but their certification; teachers need their Diploma, the teacher license or the Pedagogical Training Course in order to work at Schools either public or private. In some cases, the institution does not focus on the teacher English proficiency, but the certification previously mentioned.

CHAPTER 5. RECOMMENDATIONS

- The information gathered for the research team display that to compete in the current labor market, the Foreign Language Department of the University of El Salvador has to shape professional with the suitable competencies that fulfill the necessities of the companies. Also authorities have to pay attention in order to found the most important requirements that companies need, and reinforce the oral competencies that is significant in the selection process.
- This recommendation is mainly directed to authorities because they are in charge to the admission process and usually they accept a large number of students in each group of class, becoming this in a problem not only for students but also for teachers. So, to avoid the problem that this generates and in which the most affected are students because at the end they have a deficit of the proper learning process to have skills developed well, it would be necessary to regulate the admission and accept the adequate number of students in each group.
- Another important recommendation is that authorities from the Foreign Languages Department, the Coordinator of the Major, should take into consideration to implement a career oriented on English for Call Centers, because we know call center and education are two areas with different purposes, implementing this career, students will be specialized in this area, so when they graduated they can fulfill the requirements expected by companies for someone to develop this job.
- All the students of the Foreign Languages Department should take a TOEFL practice after concluding the Skill Development Area and before graduating. If the students do not reach at least an advanced intermediate level it may be mandatory for them to attend tutoring sessions this with the objective to help them to be a competitive and successful professional that when they find a job they can perform the requirements ask by companies either in oral proficiency or academic profile, and there is no doubt that this will help them to have better job positions.

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Annexes

Annex 1: curriculum of 1977

LICENCIATURA EN IDIOMA INGLÉS (PLAN ANTIGUO 1977) L10410

CICLO I	CICLO II	CICLO III	CICLO IV	CICLO V	CICLO VI	CICLO VII	CICLO VIII	CICLO IX	CICLO X																
1 IBI114 INGLÉS BASICO INTENSIVO 8	5 III114 INGLÉS INTERMEDIO INTENSIVO I 8	8 III214 INGLÉS INTERMEDIO INTENSIVO II 8	10 IAI114 INGLÉS AVANZADO INTENSIVO I 8	13 FIN114 FONETICA INGLESA 8	17 IAL114 INTRODUCCION A LA LINGUISTICA 8	20 ODI114 ORIGEN, DESARROLLO E HISTORIA DEL IDIOMA INGLÉS 4	24 2° IDIOMA EXTRANJERO BASICO INTENSIVO 6	27 2° IDIOMA EXTRANJERO INTERMEDIO INTENSIVO 6	29 2° IDIOMA EXTRANJERO AVANZADO INTENSIVO 6																
2 TDL114 TEORIA DEL LENGUAJE 4	6 DIG114 DIDACTICA GENERAL I 4	9 OPTATIVA DEL DEPARTAMENT- O DE EDUCACION 4	11 LCI114 LECTURA Y CONVERSACION EN INGLÉS I 4	14 LCI214 LECTURA Y CONVERSACION EN INGLÉS II 4	18 GFN114 GRANDES FIGURAS DE LA LITERATURA NORTEAMERICANA I 4	21 GFN214 GRANDES FIGURAS DE LA LITERATURA NORTEAMERICANA II 4	28 MMI114 METODOS Y MATERIALES PARA LA ENSEÑANZA DEL INGLÉS COMO IDIOMA EXTRANJERO 4	19 PAD114 PRACTICA DOCENTE 5	30 PRACTICA DOCENTE 5																
3 PGE114 PSICOLOGIA GENERAL 4	7 PAE114 PSICOLOGIA APLICADA A LA EDUCACION 4	4	12 GIN114 GRAMATICA INGLESA I 4	15 COI114 COMPOSICION INGLESA I 4	19 COI214 COMPOSICION INGLESA II 4	22 GFI114 GRANDES FIGURAS DE LA LITERATURA INGLESA I 4	25 GFI214 GRANDES FIGURAS DE LA LITERATURA INGLESA II 4	31 PEI114 PROYECTO ESPECIAL INVESTIGACION DIRIGIDA 5	28 5																
4 PEG114 PEDAGOGIA GENERAL 4	4	4	16 GIN214 GRAMATICA INGLESA II 4	8	11	23 ACI114 ANALISIS DE LOS CONTRASTES INGLES- ESPAÑOL I 4	26 ACI214 ANALISIS DE LOS CONTRASTES INGLES- ESPAÑOL II 4	4	28																
OPTATIVAS																									
<table border="0" style="width: 100%;"> <tr> <td style="width: 25%;">PDA114</td> <td style="width: 25%;">PSICOLOGIA DEL APRENDIZAJE</td> <td style="width: 25%;">PREREQ.</td> <td style="width: 25%;">UV</td> </tr> <tr> <td>DIG214</td> <td>DIDACTICA GENERAL II</td> <td>PAE114</td> <td>4</td> </tr> <tr> <td>AAV114</td> <td>AYUDAS AUDIOVISUALES</td> <td>DIG114</td> <td>4</td> </tr> <tr> <td></td> <td></td> <td>DIG214</td> <td>4</td> </tr> </table>										PDA114	PSICOLOGIA DEL APRENDIZAJE	PREREQ.	UV	DIG214	DIDACTICA GENERAL II	PAE114	4	AAV114	AYUDAS AUDIOVISUALES	DIG114	4			DIG214	4
PDA114	PSICOLOGIA DEL APRENDIZAJE	PREREQ.	UV																						
DIG214	DIDACTICA GENERAL II	PAE114	4																						
AAV114	AYUDAS AUDIOVISUALES	DIG114	4																						
		DIG214	4																						
CORR.																									
CÓDIGO																									
NOMBRE DE ASIGNATURA																									
U.V. REQ.																									

APROBADO POR EL CONSEJO DE ADMINISTRACION PROVISIONAL UES, SEGUN ACUERDO N° 16 VII-G DE FECHA 27 DE JULIO DE 1977

TOTAL U.V. 148

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Annex 3: Curriculum 1999

LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA (PLAN MODIFICADO 1999) L10411

CICLO I	CICLO II	CICLO III	CICLO IV	CICLO V	CICLO VI	CICLO VII	CICLO VIII	CICLO IX	CICLO X
1 IB1114 INGLÉS INTERMEDIO INTENSIVO I	5 IIB114 INGLÉS INTERMEDIO INTENSIVO I	9 IIB214 INGLÉS INTERMEDIO INTENSIVO II	13 IAI114 INGLÉS AVANZADO INTENSIVO I	17 IAI214 INGLÉS AVANZADO INTENSIVO II	21 LCI114 LECTURA Y CONVERSACION EN INGLÉS I	25 LCI214 LECTURA Y CONVERSACION EN INGLÉS II	29 MIN114 MÉTODOS DE INVESTIGACION	33 OPTATIVA II	35 OPTATIVA III
2 PCG114	6 OPTATIVA I	10 GIN114 GRAMÁTICA INGLESA I	14 COI114 COMPOSICIÓN INGLESA I	18 IAL114 INTRODUCCIÓN A LA LINGÜÍSTICA	22 FYM114 FONOLOGÍA Y MORFOLOGÍA INGLESA	26 SINI14 SINTAXIS	30 EAE114 ESTADÍSTICA APLICADA A LA EDUCACIÓN		
3 GRE114	7 RES114 REDACCIÓN EN ESPAÑOL	11 PRI114 PRONUNCIACIÓN INGLESA	15 GIN214 GRAMÁTICA INGLESA II	19 COI214 COMPOSICIÓN INGLESA II	23 LTI114 LITERATURA I	27 LTE214 LITERATURA II	31 GAV114 GRAMÁTICA AVANZADA	34 SNO114 SEMINARIO I	36 SNO214 SEMINARIO II
4 EXV114	8 HIS114 HISTORIA DE EL SALVADOR Y CENTRO - AMERICA	12 DGL114 DIDÁCTICA GENERAL I	16 DII114 DIDÁCTICA DEL IDIOMA INGLÉS I	20 DII214 DIDÁCTICA DEL IDIOMA INGLÉS II	24 DII314 DIDÁCTICA DEL IDIOMA INGLÉS III	28 PAD114 PRÁCTICA DOCENTE I	32 PAD214 PRÁCTICA DOCENTE II		
4 OPTATIVAS DEPARTAMENTO DE PSICOLOGÍA - Psicología General	4 ESCUELA DE CIENCIAS SOCIALES - Sociología General ESCUELA DE ARTES - Pintura I, II y III - Dibujo I, II y III	4 ESCUELA DE CIENCIAS SOCIALES - Sociología General ESCUELA DE ARTES - Pintura I, II y III - Dibujo I, II y III	4 OPTATIVAS	4 OPTATIVAS	4 DEPARTAMENTO DE FILOSOFÍA - Filosofía General - Ética y Teoría de los Valores DEPARTAMENTO DE IDIOMAS - Idioma Extranjero I, II y III (Japonés, Francés, Alemán, Portugués, Traducción)	6 OPTATIVAS DEPARTAMENTO DE FILOSOFÍA - Administración y Supervisión Escolar	6 OPTATIVAS DEPARTAMENTO DE EDUCACIÓN - Supervisión Escolar	6 CORR. CÓDIGO NOMBRE DE ASIGNATURA U.V. REQ.	6 CORR. CÓDIGO NOMBRE DE ASIGNATURA U.V. REQ.

APROBADO POR EL CONSEJO SUPERIOR UNIVERSITARIO SEGÚN ACUERDO N° 164-95-99(V-17-b) DE FECHA 23 DE OCTUBRE DE 1999. TOTAL U.V. 172 Plan 33

APROBADA MODIFICACION DEL PLAN DE ESTUDIOS POR EL CONSEJO SUPERIOR UNIVERSITARIO SEGÚN ACUERDO 70-99-2003(V-2.8) DE FECHA 17 DE AGOSTO DEL 2001.

MODIFICACION DEL PREREQUISITO APROBADO POR EL CONSEJO SUPERIOR UNIVERSITARIO SEGÚN ACUERDO 052-2003-2007(VI-6.1) DE FECHA 2 DE JUNIO DE 2005.

