

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



RESEARCH TOPIC:

**“DIAGNOSTIC STUDY ABOUT THE LABOR MARKET INSERTION OF THE 2019
GRADUATES OF THE BACHELOR OF ARTS IN
ENGLISH TEACHING OF THE FOREIGN LANGUAGE DEPARTMENT OF THE
SCHOOL OF ARTS AND SCIENCES
OF THE UNIVERSITY OF EL SALVADOR”**

**IN ORDER TO OBTAIN THE DEGREE OF BACHELOR OF ARTS IN
ENGLISH
WITH EMPHASIS IN TEACHING.**

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RESUMEN

This report synthesizes the main findings of the research which are the fields where graduates have been inserted in the labor market in our country after they graduated, the results are based on the census of graduates of the 2019 year. This research was developed with the help of many important components such as instrument , resources and the contribution from the population that was able to participate and got involved in it so that the team can gather information in which they could give us their own opinions in references of the real exigencies that the labor market demands in an English environment at the moment of applying for a job opportunity, as a result, the team concluded that all graduates are capable of getting inserted in different fields for example: call center industry which is now the one that is most accessible for graduates ,they are also capable in the tourism field as well as in translation and interpretation and all this according to the latest requirements of the labor market.

Key Words: Labor market, demands, call center,translation,tourism,interpretation.

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INTRODUCTION

The information presented below is the result of a descriptive study which was carried out with the 2019 graduates of the Bachelor of Arts in English Teaching of the Foreign Languages Department of the School of Arts and Sciences of the University of El Salvador. The main objective was to analyze the labor market insertion of the 2019 graduates from the Bachelor of Arts in English Teaching.

In order to achieve the desired results, the team inquired into the requirements that the labor market sought from graduates as well as the fields where the 2019 graduates had been able to get inserted. Besides, the team determined the employability rate of the 2019 graduates from the B.A in English Teaching at the FLD. It is also important to mention that in the theoretical framework the team explained the exigencies of the labor market of the Bachelor of Arts in English Teaching.

Regarding the method applied in this research, it was based in the descriptive approach and the type of study chosen by the group was quantitative. The research design was non-experimental, and the sample population expected to participate in this study was 66 graduates who were asked to answer an online questionnaire of 12 open ended and close ended questions. After gathering the required data, the researchers processed it and analyzed it to answer the research questions.

1. STATEMENT OF THE PROBLEM

The Bachelor in Arts in English Teaching of the Foreign Language Department (FLD) at the University of El Salvador (UES), establishes the teaching of the English language with a communicative approach oriented to competence. The main goal of this major is to train professionals to develop a critical and purposeful conception, capable of contributing to the process of social, educational, cultural, scientific, and technological development. As well, to contribute to the solution of the country's socio-political problems from a humanistic perspective in the field of teaching and learning of foreign languages; with the main purpose of giving to the Salvadoran society competent professionals (Edgardo Rosas-Secretaria General UES, 2009). Thus, giving these competent professionals the possibility to get inserted in any field related to teaching, call centers, tourism /airline and translation into the labor market. According to the Cambridge Advanced Learner's Dictionary & Thesaurus (2020), the labor market refers to all the people who are able to work and want a job in a country or area in relation to the number of jobs that are available.

Nowadays, foreign languages are so important in both, the labor market and everyday life. The importance of language skills in the labor market has been growing during recent decades; so that, foreign languages in the labor market are essential in an increasingly interconnected globalized world. Furthermore, international communication plays a growing and crucial role as a prerequisite for international factor movements, international trade, foreign direct investments, financial flows and human migration. For these reasons, the University of El Salvador created the major in English teaching in the year 1973, in which its curriculum was approved by

Consejo Superior Universitario (CSU), with the name in Spanish of Licenciatura en Idioma Inglés: Opción Enseñanza (Bachelor in Arts in English Teaching). Later, it was ratified in 1997, modified in 1993 and had its last revision in 1999. However, people who graduated from this major, face difficulties when trying to get inserted into the labor market. It is well known that many people who have recently graduated from this major, are not necessarily working in the teaching field.

For these reasons, the main purpose of this study is to explore the labor market's insertion fields of the 2019 graduates of the Bachelor in Arts in English Teaching at the FLD.

2. RATIONALE

During the last decades, the labor market has been increasingly demanding

professionals who are competent in foreign languages, especially in English. Universities are constantly trying to contribute to the society by preparing their students according to the competences given by the educational system of El Salvador but also, according to the latest requirements that the labor market seeks in this globalized society. In view of this situation, it was decided to carry out this research that pretended to explore the different labor market insertion fields of the 2019 graduates of the Bachelor in Arts in English Teaching. In order to achieve this, data was collected through an online survey and a census with participants who were interested in providing further information. This project was focused specifically on the people who graduated from this major in the year 2019.

The researchers believed that it is essential to carried out this study in order to obtain information that allows authorities to make important decisions in the major's curriculum. In order to obtained this information, the researchers explored the fields the 2019 graduates were working and described the requirements demanded by the labor market in these days. It is also important to determine the factors involved in the labor market insertion process and enquire on the profile that graduates needed to fulfill at the moment of incorporating into the labor market.

The results obtained from this research will be of great importance to:

- Students of the Bachelor in Arts in English Teaching who will be oriented according to the necessities and requirements of the labor market.
- Authorities and Professors of The Foreign Language Department of the University of El Salvador, so that they can have a better perspective on how to prepare students based on the needs that the labor market demands, by improving the educational resources and pedagogical contents in order to ensure that the competences can be relevant to the areas of professional growth, according to the latest requirements of the labor market.

3. OBJECTIVES

General objective:

To explore the labor market insertion fields that the 2019 graduates of the Bachelor in Arts in English Teaching of the Foreign Language Department of the School of Arts and Science at the University of El Salvador have had access to.

Specific objectives:

1. To identify the fields where the 2019 graduates from the Bachelor in Arts in English Teaching of the Foreign Language Department of the School of Arts and Science at the University of El Salvador are actually working in.
2. To determine the requirements that the labor market seeks from the 2019 graduates of the Bachelor in Arts in English Teaching of the Foreign Language Department of the School of Arts and Science at the University of El Salvador, in order to be incorporated into El Salvador's workforce.
3. To find out the employability rate of 2019 graduates of the bachelor in Arts in English Teaching of the Foreign Language Department of the School of Arts and Science at the University of El Salvador.

4.RESEARCH QUESTIONS

General Question:

- Which are the labor market fields that the 2019 graduates of the Bachelor in Arts in English Teaching of the Foreign Language Department of the School of Arts and Science at the University of El Salvador have been able to access to?

SUBSIDIARY QUESTIONS:

- Which are the fields that the 2019 graduates from the Bachelor in Arts in English Teaching of the Foreign Language Department of the School of Arts and Sciences at the University of El Salvador are actually working in?
- Which are the requirements that the labor market seeks from the 2019 graduates of the Bachelor in Arts in English Teaching of the Foreign Language Department of the School of Arts and Science at the University of El Salvador, in order to be incorporated into El Salvador's workforce?
- What is the employability rate of the 2019 graduates of the Bachelor in Arts in English Teaching of the Foreign Language Department of the School of Arts and Science at the University of El Salvador?

5. THEORETICAL FRAMEWORK

The Labor Market in El Salvador

Nowadays, professionals in the society are looking for a way to get into the different workplaces, which is somewhat complicated due to the requirements that the labor market seeks and the lack of job opportunities for the new professionals in the country. According to United Nations Development Program (UNDP) (2016), El Salvador presents a slow growth in the economy, and the generation of decent work continues as a great challenge. Out of 100 people who are part of the Economically Active Population (PEA), 7 are not employed and 44 are underemployed (with income below the current minimum wage in the economic sector in which they work); only a fifth of the workforce is decent work and only 28% is eligible to receive a pension. Once a professional has finished the major, the first thing graduates seek for is getting a good job position. However, not all degree holders have the opportunity to accomplish it.

Labor Market Components

According to the Corporate Finance Institute (CFI, 2015-2020), the labor market comprises the following components:

- Labor force population

The labor force population or labor force participation refers to the number of individuals who are available to work in a labor market. It considers all workers who are offering their skills and services for employment regardless of the industry they are in.

- Applicant population

The second component is the applicant population, which refers to the people who are applying for a particular job that suits their expertise and skills. Recruiters take a look first at the labor market and then look next for individuals who meet the skills and qualifications that are set for a particular job. For example, the people who are looking for Information Technology (IT), graphics design, and similar jobs belong to the same applicant population which is targeted by recruiters who are looking for this type of professional.

- Applicant pool

The third component is the applicant pool, which is the actual number of people who initially signified their interest to apply for a particular job by sending in their resume. It may very well be considered the first part of the selection process where the recruitment department of an specific organization receives applications and screens them to determine who advances to the next round of screening.

- Individuals selected

The fourth component is the individuals selected, which simply means the individual or individuals who have made it through the screening process and have been hired for the job. Of course, this is judged based on a number of factors, and the person is screened against a carefully determined set of qualifications.

Labor Market Insertion

The insertion in the labor market is an integral process which is influenced by different factors for its realization, taking into account people's characteristics presented and opportunities that the labor market offers, creating an effective encounter between the potential capacity to incorporate and stay in the labor market and the probability that a worker has to be inserted in the labor market (Bisquerra 1992).

According to Griker Orgemer (2002), employability is the worker's opportunity to access a job that meets their expectations, training and professional career that is focused on the person and their learning process. On the other hand, there is the possibility of been inserted by specific opportunities in the workplace, that is, the context in which the subject is located.

In relation to employability, there are other elements that depend on the subject, such as academic training, work experience, insertion knowledge, among others. All of them are of vital importance, since they provide the subject with the fundamental professional skills for job placement. Thanks to these skills, their probability of insertion will be greater.

The Confederation of British Industry (CBI) contributed to the discussion on employability in their report, 'Time well spent: Embedding employability in work experience, (CBI, 2007). They define employability skills as:

- Positive attitude
- Self-management
- Team working
- Business and customer awareness
- Problem solving

- Communication and literacy
- Application of numeracy
- Application of information technology

Labor market insertion in El Salvador

The low growth observed in El Salvador, affects insufficient job opportunities for families, showing difficulty in their opportunities to progress. That is why it is the Salvadorans who are affected because they do not find opportunities to develop a full life.

The economic situation of each person and their job aspirations are essential in daily life. The Salvadoran economy has had a low growth. Between 2000 and 2016, the economy expanded on average by 2.0%; while in the 1990s, it grew by 4.9%. The economic growth projections for El Salvador based on the World Economic Outlook (WEO, April 2017), put the indicator at around 2% until 2020; while for the other countries in Central America, it is always above 4%. Low growth translates into fewer opportunities, so it is households that are affected because the population does not find enough options to develop a full life.

The reduced economic growth and the creation of a formal employment, compared to the employment needs of the population, leads to an increase in citizen dissatisfaction related to the lack of employment. According to an economic analysis given by FUSADES (2017), thousands of Salvadorans are joining the group of working age; however, in a group of one thousand people, six out of ten enter the workforce. On the other hand, 4 out of 10 people become part of the inactive population or remain outside the labor force.

Non formal jobs in El Salvador are profound, and has consequences for people, as it implies less social equal protection against health vulnerabilities or occasional security contingencies, and remaining outside the protections of the law, whereby the results of progress have less opportunity to insert the deeper layers of both poverty and reverse the more pressing circles of under development and exclusion. Between 2008 and 2016, FUSADES (2017) presented data that exposed a trend to increase in absolute numbers of non-formal jobs; of the 54.5 thousand people who enter to the labor force, only 12 thousand find a job that they enjoy or has social security, 7.5 thousand go into unemployment, while 34 thousand on average enter to the non-formal job sector each year.

The smallest country in Central America, El Salvador, suffers from persistent low levels of growth, and poverty reduction in the country has been moderate. However, inequality has declined during the last two decades and El Salvador is now one of the most equal countries in Latin America. El Salvador has still a poor and developing economy, with a low Gross Domestic Product (GPD) that represented the monetary value of all goods and services produced within a nation's geographical borders over a specific period of time, and an industrial sector that is growing but still not performing very well.

WORKPLACES

According to the Cambridge dictionary (2019) a workplace is a place or room where people perform their jobs, or these generally. A workplace is located in a variety of settings including offices, manufacturing facilities or factories, stores, farms, out-of-doors, and in any other location where work is performed. With the proliferation of electronic communication, employers are no longer expected to always provide a workplace with a physical location at which employees work.

El Salvador is becoming increasingly industrialized; the English language is becoming ever more important for people to find a better job. Moreover, the tourism industry is booming in the country and the ability to speak English is vital in the tourism field. As with most countries in the world, the importance of learning English is getting higher every year. For this reason, there is a real need for English teachers. As well, the impact of the new generation academies dedicated to English language teaching is being taken advantage by the growth of the market of call centers, globalization, multinationals and tourism, among others.

The competence of the workers has an impact on their employability and the use of English is becoming increasingly important in the labor market. Professionals who are fluent in English can ensure a salary between 30% and 35% above other people who do not have this linguistic ability (Universia, 2011).

ENGLISH AS A LINGUA FRANCA

English as a lingua Franca (EFL). ELF is defined as “any use of English among speakers of different first language for whom English is the communicative medium of choice, and often the only option” (Seidlhofer 2011 :7). English today is a Lingua Franca which brings millions together in a wide range of communicative situations in numerous settings for a broad spectrum of purposes. People around the world use English as a lingua Franca in business meetings, in conferences and other academic discussions, in tourism or sports activities, to name a few.

English has reached truly global dimensions as no other language has come near before. It is used in a very large number of domains, spoken by millions of people for different purposes. This is not to say that there is no other Lingua Franca. Other languages are used as Lingua Francas centralized in particular regions in the world, such as Russian and Spanish: however, “It is English and English alone that can reasonably claim to have become a global lingua franca” (Van Parijs 2011:11).

The original Lingua Franca had the same purpose with today’s Lingua Franca: English, the original Lingua Franca was used by speakers from different first language backgrounds as a vehicular language, those involved in trade had to sell and buy goods through a common language, and with the Mediterranean Lingua Franca, they were able to do so. There are important differences, however, between the original Lingua Franca and today’s Lingua Franca, English. Today’s Lingua Franca is obviously not a mix of languages. Nor does it have limited vocabulary or syntax the way the original lingua franca did. The original Lingua Franca was mostly spoken, and not so often written, as it was a contact language. The original Lingua Franca was

merely a practical language and not a literary medium. This is unlike today's Lingua Franca English, which is used in several domains, both in spoken and written form. Perhaps most importantly, the original Lingua Franca was not expanded or nativized anywhere (Parkvall 2005) unlike English, which is the native language of a number of countries.

English is the only language in history to have countries where it is the native language and to have become a truly global Lingua Franca. This is surely a fascinating linguistic phenomenon. It is, however, not only a linguistic phenomenon. English gained the Lingua Franca status as a result of a series of political events and other significant historical developments, becoming the language of several domains.

ENGLISH TODAY

English is being used as the working language of many international domains. Graddol (1997) presents a list of twelve major international domains that have continued to use English increasingly as the working language:

1. Working language of international organizations and conferences.
2. Scientific publication.
3. International banking, economic affairs and trade.
4. Advertising for global brand
5. Audio-visual cultural products, e.g., TV, popular music
6. International tourism
7. Tertiary education

8. International safety
9. International law
10. In interpretation and translation as a relay language
11. Technology transfer
12. Internet communication

ENGLISH LANGUAGE IN THE UNIVERSITY OF EL SALVADOR

The Department of Foreign Language of the University of El Salvador emerged in 1948 as an academy for the teaching of English and French as a service provided to the University in general. In 1956, it was accredited as a department and began to administer the English-Spanish Translation Technician course offered for 12 years.

In 1973, the CSU approved the curriculum for the Secondary Education Teacher Training for English Language Teaching and the Bachelor of Arts in English Teaching, which were ratified in 1977 and modified in 1993 and 1999. In 1998, the Master's Degree in Translation English/Spanish - Spanish/English was inaugurated, as well, the department's staff began to serve middle school (7^o, 8^o and 9^o grade) of Basic Education and High school Education (MINED Plan). In 2002, the department started to offer the Bachelor in Modern Languages, Specialization French and English. In 2007, the Diploma in Translation English/Spanish Spanish/English and the Diploma in Methodology for Teaching English began to be offered, as well as the Master's Degree in English Language Teaching, this one with an agreement with the universities of Alcala de Henares, Spain; University of Valencia, Spain; UNAN Leon, Nicaragua; and the Technological Institute of Costa Rica and the University of El Salvador.

It is also worth mentioning that, in addition to teaching English and French as part of the undergraduate majors, Japanese has been taught in the FLD for 10 years, under the modalities of free courses and elective subjects; Korean has been taught since 2006, as an extracurricular course; and Mandarin since 2007, as an extracurricular course as well. After half a century of functions, there are many generations of graduates who provide their services to public and private institutions expanding the teaching and learning of languages. Thus, contributing to the cultural, economic and social enrichment that enables communication with other people.

Generally, language teachers are seen as technicians and not as academics in all their dimensions; this perception of the university community has changed significantly in recent years due to the specialization of the FLD staff at foreign and national universities in areas such as: educational technology, methodology for teaching foreign languages, literature, school administration, applied linguistics, education, curriculum design, social and educational research, translation, didactics and teacher training, pedagogical innovation, and more. The ongoing professional development of the FLD staff is supposed to have a direct positive impact in the quality of the graduates from this department. Hence, in the insertion into the labor market.

Curricular design of the Bachelor of Arts in English Teaching

The curricular is a fundamental part for the development of graduates which is adapted with the purpose of advancing towards a teaching –learning process centered in the student and to achieve a pertinent effective and efficient teaching performance. Curricular design is a comprehensive description of the characteristics and competences that the undergraduates and new professionals of the majors and programs of a university should demonstrate at the end of the first stage of their higher education. To have a better understanding of the Bachelor in Arts in English Teaching of the FLD at the University of El Salvador, a detail description of its study plan is presented:

Code: L10411

DESCRIPTION:

The Bachelor in Arts in English Teaching establishes the teaching of the English Language with a communicative approach oriented to proficiency.

This encompasses phonological, syntactic, morphological, semantic and lexical aspects of human communication. To fulfill this task, Teaching, Outreach and Research should be the main components of the teaching-learning process of the English language in particular and other languages.

MISSION

To train professionals with a critical and prepositive conception, capable of contributing to the process of social, educational, cultural, scientific and technological development and of helping to solve the socio-political problems of the country from a humanistic perspective in the field of learning and teaching foreign languages.

AREAS:

Taking into account priority aspects identified in the training of graduates, the Language Department offers professional guidance to students in the Bachelor of Arts in English with emphasis in Teaching

Skills Development Area

- Linguistic Area.
- Methodology and Teaching Practice Area.
- Research Area.
- General Area
- Electives Area.

DURATION OF THE MAJOR

Ten (10) semesters

GRADUATION REQUIREMENTS:

The requirements established in the study plan and by the Laws and Regulations of the University of El Salvador.

GRADE AND DEGREE AWARDED:

Bachelor in Arts in English Teaching

Professional Profile

To understand the definition of the professional profile in the Bachelor of Arts in English Teaching of the University of El Salvador, it is described as a set of skills and competences that identify the training of a person to deal responsibly with the functions and tasks that demands their job as a teacher.

The academic characteristics of the professional profile are the following:

The graduate profile of the Bachelor in English Language Teaching will possess a wide range of pedagogical knowledge, psychological, methodological, and didactic applied to the different levels in primary, secondary and university education in the English language. Likewise, the graduate must have total mastery of his native language and solid domains of the four English skills.

As a second characteristic, the graduate is to be a leader of a collective where he/she should know the group dynamics applicable to each circumstance, knowledge in administrative organization and development of teaching material, creativity and dynamism to constantly maintain motivation in his/her students.

In the same way, there are personal characteristics where the new professional will be able to detect the different psychological changes in children, to understand the crisis

in adolescents and young people, patience and tenderness, to be able to accompany them in their development process.

Authority to transmit moral and ethical values. Ability to teach is a great capacity for observation to describe the student's ways of learning and discretion to suggest new ones. Another personal characteristic is the great sense of justice in evaluating the progress and difficulties in the students.

The objectives and requirements that are sought to be acquired and developed to form a good basis for a professional profile are established as follows:

- To respond to the needs of professional specialization for the teaching at higher levels of English as a foreign language.
- Analyze, develop and apply systematically those studies of Linguistics that directly benefit the teaching of English.
- Develop attitudes and criticism regarding the teaching and learning process of English as a foreign language at all levels.
- Integrate teaching, research and outreach programs so that the new professional can obtain an integrative mission of his specialty.

REQUIREMENTS OF THE LABOR MARKET.

The Bachelor of Arts in English Teaching is a very good option to ensure a successful entry into the labor market. The work field for an English teacher is diverse as it is a language so demanded in global communication; more people want to learn it.

The graduate from the Bachelor of Arts in English Teaching will possess the knowledge to fit the requirements of the labor market:

- Explain the assessment of language teaching methods, from traditional methods to current approaches.
- Understand theories related to teaching and learning processes of a foreign language, as well as its applications and practices.
- Link the elements of linguistics, methodology, research, evaluation and humanistic development that make up the areas of curriculum development, interpreting, analyzing and operationalizing a curriculum.
- Compare elements of English culture - the speaker presents different scenarios given in the textbooks and revitalize them with cultural reality.

Fields in which English Language teachers can work in El Salvador:

School Teachers (private or public, Universities)

It is very common for English teachers to seek integration into a public or private institution of basic, middle, secondary and higher education. There is also the possibility of acting as an instructor in an official language school. It is known that the educational field is not just about teaching, teachers can also work on coordinating educational institutions, or designing and evaluating curricula.

Job requirements (Jooble ,2007-2021)

- Teaching scale given by the Government of El Salvador, through the Ministry of Education (MINED)
- Minimum 3 years of experience in the teaching area
- English proficiency Level C2 or C1
- Excellent oral and written communication
- Group management ability
- Ability to organize and plan classes
- Minimum age 25
- Official Bilingual Certification (TOEFL, TOEIC, etc.)

Language Academies/institutions

Due to the demand for English personnel in different work areas, today there are many academies and college institutions where English is taught, so there is a great demand for professionals trained to teach the language. Teachers are asked to teach at different levels and ages.

The "new generation" academies, as they are now known, have seen the opportunity and launched themselves into the market with teaching methods adapted to the call centers industry, also incorporating avant-garde concepts, happy and dynamic environments, and of course, advanced technology.

Teachers in an academy must meet different requirements such as (Hernandez ,2019):

- English Proficiency 85% or above
- Schedule availability + Flexibility
- Excellent pronunciation
- Results oriented
- Energetic, creative, enthusiastic and self confidence
- 20-35 years old
- Passionate about helping others
- Excellent personal presentation
- Teacher experience required

CALL CENTERS

Acosta, Alvarez & Sanchez (2012), state that, "Call centers have become a booming industry in El Salvador". El Salvador is considered as one of the main locations of choice for big companies due to its low operational and labor costs. As a matter of fact, call centers have fast spread in the country over the last few years, and they are being considered as one of the best contributors in the economic growth of El Salvador and still foreseen to be helping the country in the coming years.

Call centers in El Salvador provide both inbound (inquiries, helpdesk, technical support, payments, order taking, complaints, assistance, among others) and outbound (telemarketing, telesurvey, tele collection, sales, among others). These are all being completed or accomplished via phone, fax, e-mail, chat and web tools.

When the first call centers established operations in El Salvador, in 2004, the labor market of the country was transformed and evolved.

Acosta, Alvarez & Sanchez (2012), Call center professionals must meet different requirements such as:

- 85% English level or higher
- At least 18 years old
- High School Diploma
- Ability to work under pressure in relation to meeting daily, weekly or monthly goals.
- Technical support knowledge

Tourism / Airlines

The fast-worldwide progression of tourism management has been a significant advance within the tourism industry over the last decades. High-level personnel with language skills are becoming more and more necessary in this field. Personnel with language skills are needed as local agents of tourism for organizations doing domestic tour business with multinational corporations. These corporations have adopted English as their common corporate language to facilitate communication between headquarters and foreign subsidiaries as they enter new markets. Tourism organizational management often takes place in English, and tourism organizations assume that employees will be able to communicate in English effectively. English, in this way, becomes a tool also a source of work for those who speak English.

According to Vandak (2016), the Job requirements for tourism are:

- Domain of English language in 85-90%
- Customer service orientation
- Experience 2-3 years in the area
- Good deal of specialized knowledge about a variety of travel destinations
- Bachelor's or Master's degree holders
- Schedule Flexibility

Translation

With globalization and the close ties of interaction between different countries, the international environment is closer and professionals in translation and interpretation must be prepared to take on the communication challenges of today. Professionals capable of establishing effective communication between two parties who do not use the same language are trained in the Translation and Interpretation field.

Translating and interpreting is not a simple task and requires more work than a simple transfer of words from one language to another. It demands a perfect knowledge of the source as well as the target language, excellent general knowledge and good command of the subject matter of the translation. As well as these requirements, there are texts that are so complex to interpret that at times, cause the translator to make (sometimes serious) errors.

Job Requirements (Flores, Miranda & Mena 2016):

- Good management of the methods and techniques of translation and interpretation of English and Spanish, with extensive knowledge of the components and application of linguistics.
- Have very good reading comprehension in the different languages of domain.
- Ability to work independently
- Ability to interact with other people, in different languages
- English language proficiency at 85-90%.
- Experience of 2-3 years.
- Language proficiency in a technical area at least 60%.

METHODOLOGICAL DESIGN

Type of approach

The type of approach chosen by the team was descriptive research because this type of research describes a population, situation, or phenomenon that is being studied. It focuses on answering the how, what, when, and where rather than the why; this is to have an understanding of what a research problem is about, before investigating why it exists in the first place.

Type of study

The type of study chosen by the group was quantitative, for the reason that quantitative research deals with quantifying and analyzing variables in order to get results. It involves the utilization and analysis of numerical data using specific statistical techniques to answer questions like who, how much, what, where, when, how many, and how. It also describes the methods of explaining an issue or phenomenon through gathering data in numerical form.

Paradigm

Quantitative research paradigms is based on the philosophy that every phenomenon in the world can only be explained by positivist paradigm. They believed that there was only one truth and explanation of a phenomenon that can be reached using empirical methods and quantitative methodologies. They argued that every research should be generalizable to some extent to similar situations (Schwandt, 2001).

RESEARCH DESIGN NON-EXPERIMENTAL

Non-Experimental research is one in which the researcher just describes and analyzes researchable problems without any manipulation or intervention of the situations. The research of the labor market insertion was non experimental because it only described an actual situation that many graduates had faced and the team did not manipulate the variables or situations.

POPULATION

The total population of the research was formed by 80 students who graduated from the Bachelor in Arts in English Teaching in the year 2019 at the Foreign Languages Department in the University of El Salvador.

SAMPLE

The sample was delimited to 66 students who graduated from the Bachelor in Arts in English Teaching in the year 2019 at the Foreign Languages Department in the University of El Salvador. The researchers used the following formula to obtain the sample population.

$n = \frac{Z^2 P Q N}{E^2 (N-1) + Z^2 P Q}$	$n = 76.832$
$n = \frac{(1.96)^2 (0.5) (0.5) (80)}{(0.05)^2 (80-1) + (1.96)^2 (0.5) (0.5)}$	$0.1925 + 0.9604$
$n = \frac{(3.8416) (0.5) (0.5) (80)}{(0.0025) (79) + (3.8416) (0.5) (0.5)}$	$n = 76.832$
	1.1579
	$n = 66.354$
	$n = 66$

RECRUITMENT OF THE SAMPLING PARTICIPANTS

The team carried out an online questionnaire to 66 students who graduated in 2019 from the Bachelor of Arts in English at the Foreign Language Department from the School of Arts and Science at the University of El Salvador, this questionnaire was created in an online platform which later was shared with the participants via emails and social media.

TECHNIQUE: SURVEY

Survey data is defined as the resultant data that is collected from a sample of respondents that take a survey. This data is comprehensive information gathered from a target audience about a specific topic to conduct research (Tangue, 1995). People can be contacted and surveyed using several different modes: by an interviewer in-person or on the telephone (either a landline or cellphone), via the internet or by paper questionnaires (delivered in person or in the mail), The researchers used this technique to gather the information they needed to reach the objectives of the research. The team administered the surveys via internet to collect the data and reach the objectives of the research.

INSTRUMENT QUESTIONNAIRE

The data was collected by the use of an online questionnaire previously designed by the team, it contained 11 closed and open questions with the main purpose of collecting the necessary data from the participants and delivered it in the form of a graph to be analyzed. The questionnaire was answered by the 66 sampled graduates of 2019 of the Bachelor of Arts in English of the Foreign Language Department of the School of Arts and Science at the University of El Salvador.

9. PROCESSING PLAN AND ANALYSIS OF RESULTS

1. Collecting the data from the instrument

The team administered an online questionnaire created in a platform to gather the information from the participants from the Bachelor in Arts in English teaching from the year 2019, regarding their insertion into the labor market.

1. Categorizing the information

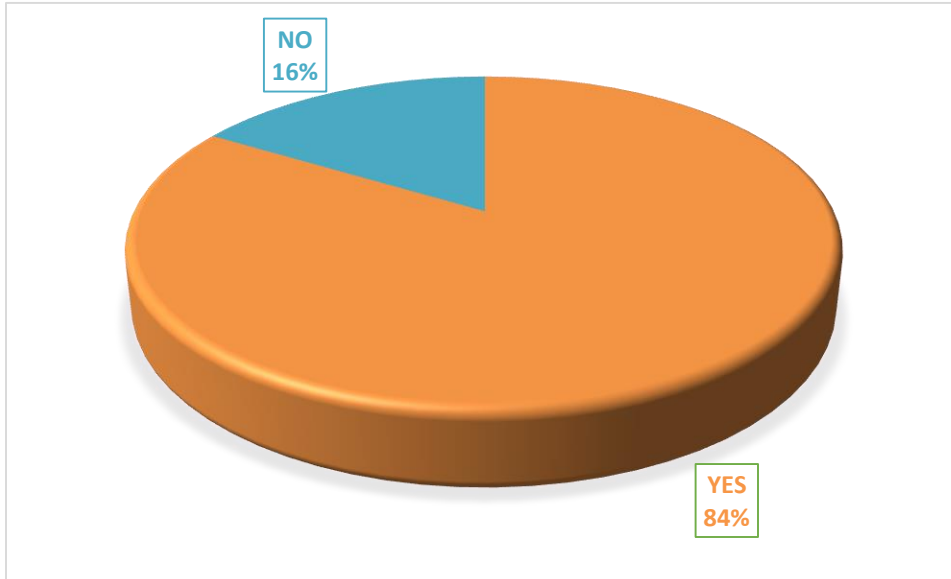
After collecting the data, the researchers used graphs to analyzed results and to find both similarities and differences in terms of the findings, facts why some people agreed on some points and why they disagreed in some others

2. Summary of all the information gathered

The researchers displayed in pie charts each question to counts and explain how often a data value (or category) occurs.

10. DATA ANALYSED
PART I. LABOR MARKET FIELDS

1. Are you currently working?

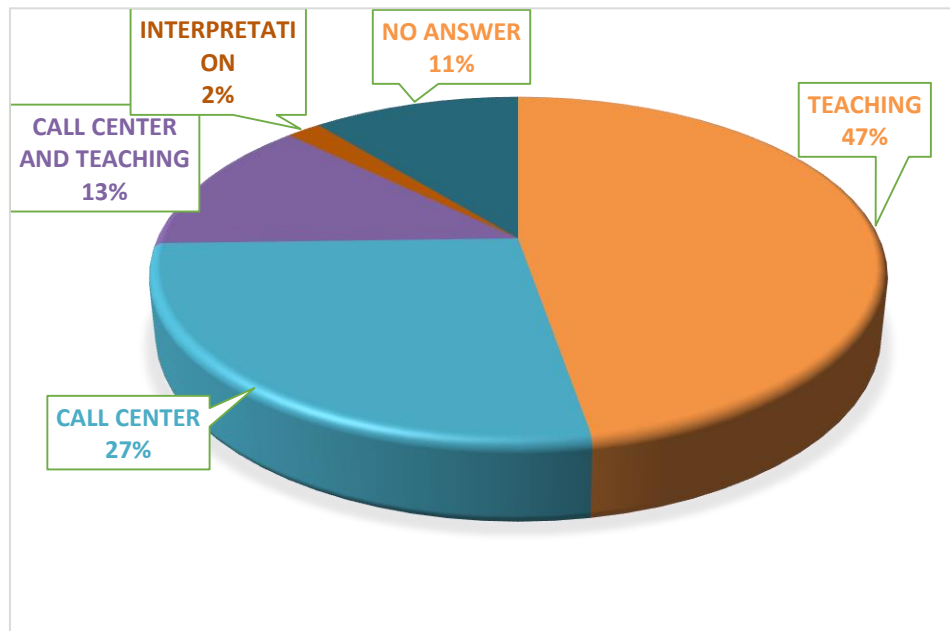


Source: Questionnaire administered to graduated students of the bachelor of arts in English teaching at the Foreign Language Department of the University of El Salvador, 2019.

The following analysis is based on the information gathered through the instrument (an online questionnaire). The researchers took a sample of 55 graduate students of the Bachelor of Arts in English Teaching at the Foreign Language Department of the University of El Salvador, 2019. According to the data shown in the pie chart, of the

fifty-five graduates, 84% said that they are currently working. Subsequently, 16% answered they are not working.

2. In which other fields have you previously worked?

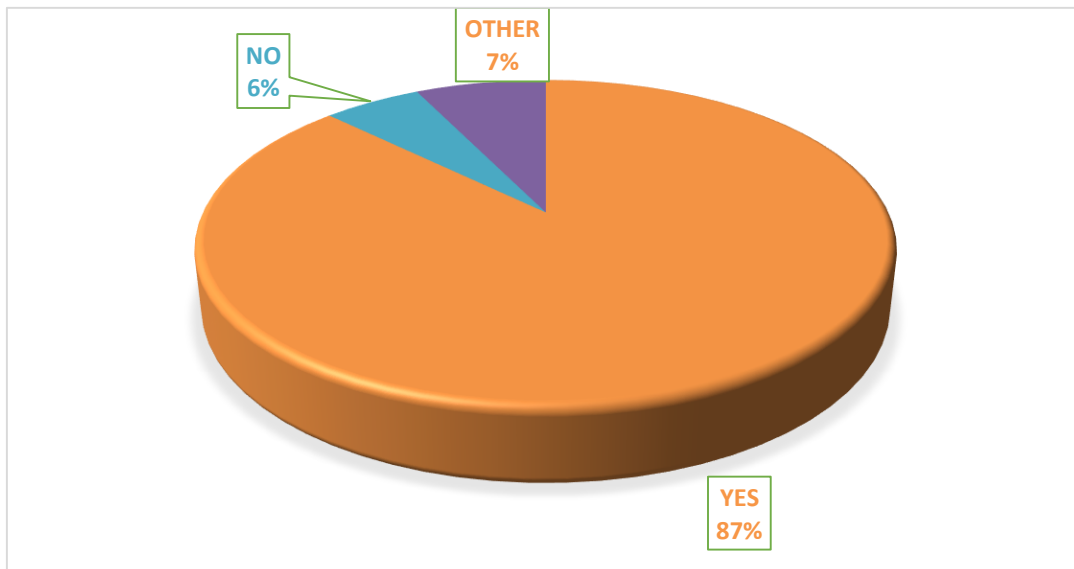


Source: Questionnaire administered to graduated students of the bachelor of arts in English teaching at the Foreign Language Department of the University of El Salvador, 2019.

Based on the gathered results, it is important to classify where graduates have previously worked. Regarding the 55 graduates, just 47% of the graduates have worked in the teaching field, 27% of graduates have worked in the call center industry. Furthermore, 13% have worked in the call center and teaching field at the same time; however, 2% of the graduates have worked in interpretation, and 11% of them did not answer the

question. The research team believes that this group of students has not worked in any field, yet.

3. Do you consider that there are job offers in the labor market regarding the fields for which you were prepared in the major you studied?



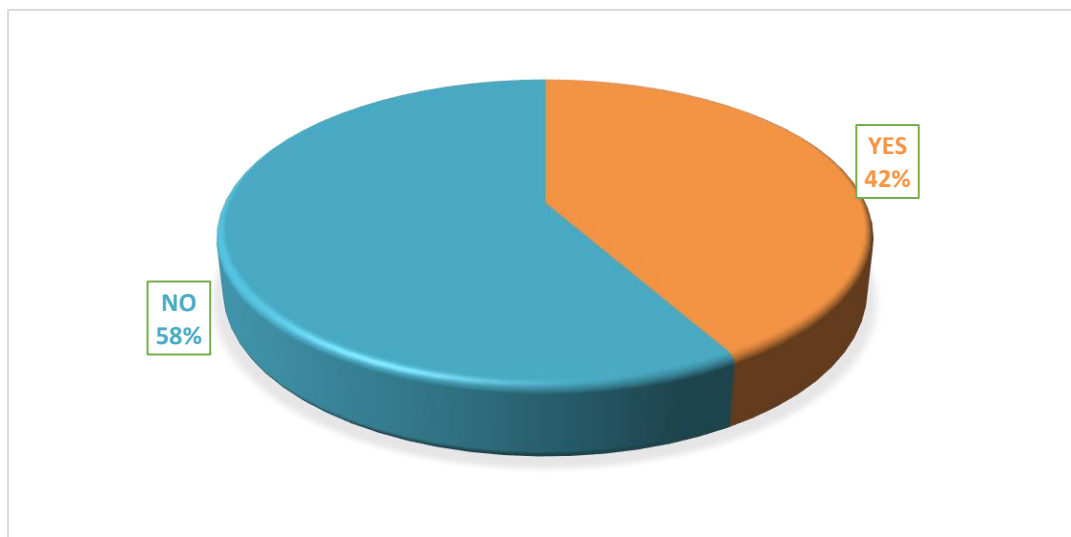
Source: Questionnaire administered to graduated students of the bachelor of arts in English teaching at the Foreign Language Department of the University of El Salvador, 2019.

According to the results in this question, 87% of the graduates answered “Yes”, and the 6% answered “NO” additionally the 7% chose *other*.

The ones that answered “Other” explained: Teaching opportunities are scarce and they mentioned that the market is very full from previous graduates and people with no academic background. Another point that is mentioned is that graduates are not well-paid in El Salvador, unless they have 2 or more teaching positions in different places; as a result of this, the majority look for job opportunities in call centers

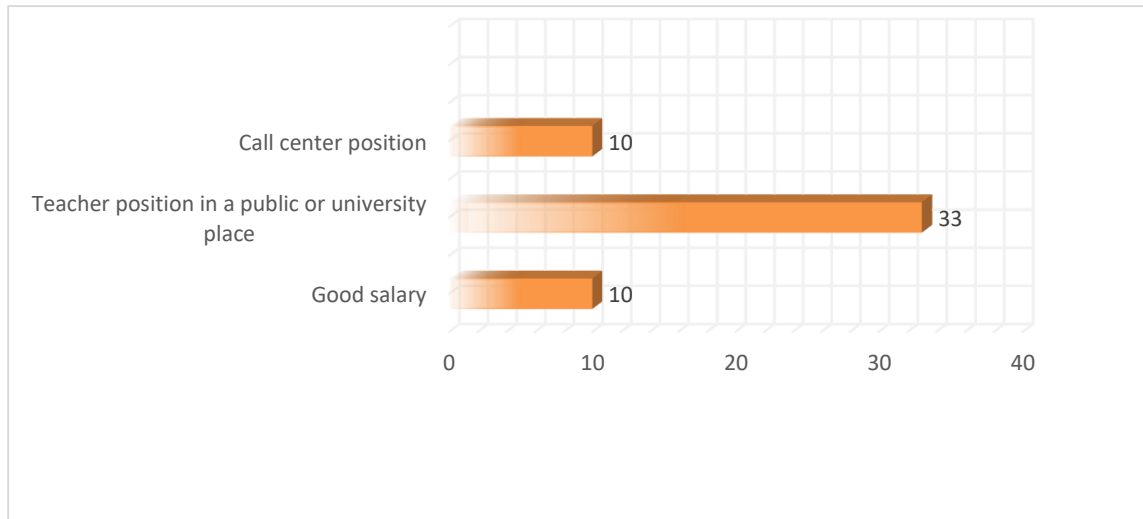
4. Considering the fact that an English teacher can work in more than one field, have you worked in two different places at the same time?

E.g., Teaching/call center.



Source: Questionnaire administered to graduated students of the bachelor of arts in English teaching at the Foreign Language Department of the University of El Salvador, 2019.

Based on the information gathered on the questionnaire, 42% of the graduates answered “YES”. It means that they worked in two places at the same time and 58% answered “NO”. This indicates that they did not work in two places at the same time.



5. What were the main labor market expectations you had at the end of the teaching major?

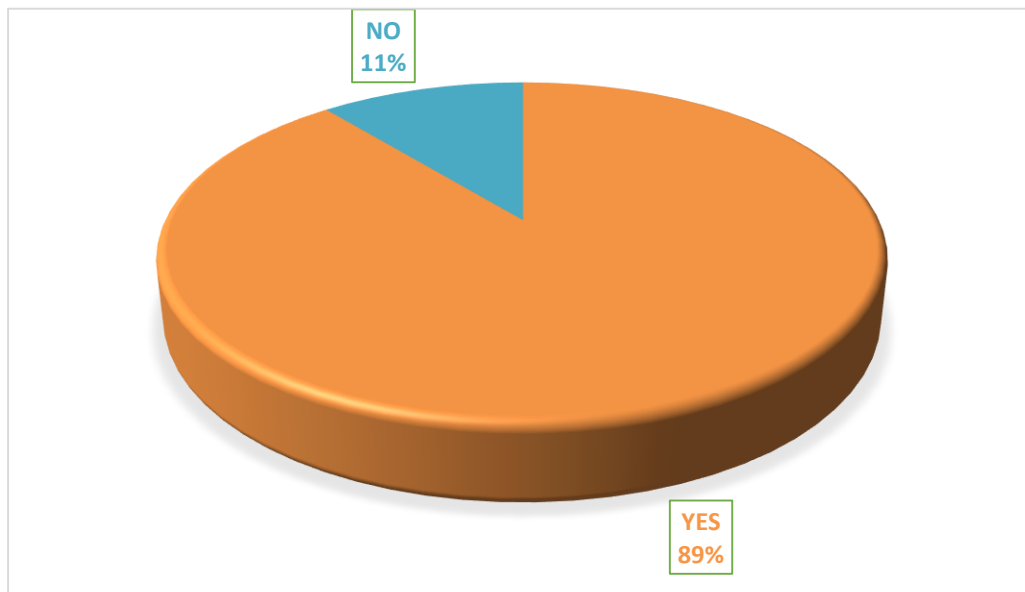
Source: Questionnaire administered to graduated students of the bachelor of arts in English teaching at the Foreign Language Department of the University of El Salvador, 2019.

Based on the information gathered, in the graph above, the team categorized the main labor expectations that graduates had at the end of the teaching major. In this sense, 33% of the graduate students wanted to work in a teaching position in a public school, a university, or even in a prestigious academy. In addition, the graph shows that 10% of the graduate students wanted to get a job in a call center because they believe that

those places are well-paid, even more than in a teaching position. Finally, 10% of the graduate students were interested in obtaining a good salary.

PART II. LABOR MARKET REQUIREMENTS

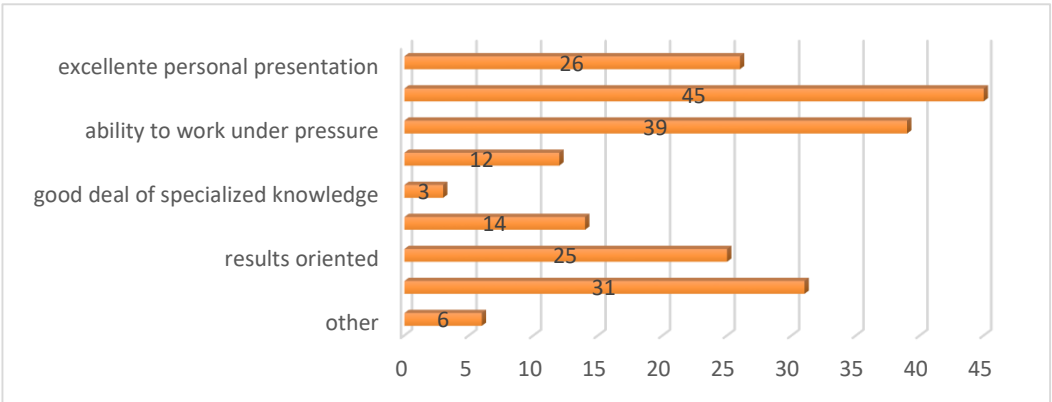
6. Do you consider that you fulfill the academic profile required by the labor market?



Source: Questionnaire administered to graduated students of the bachelor of arts in English teaching at the Foreign Language Department of the University of El Salvador, 2019.

As it is represented in the pie chart, 89% of the graduates consider that they fulfill the academic profile, and only 11% of the graduates answered that they do not fulfill the academic profile required by the labor market.

7. What were the requirements you were requested when you applied to your current job?

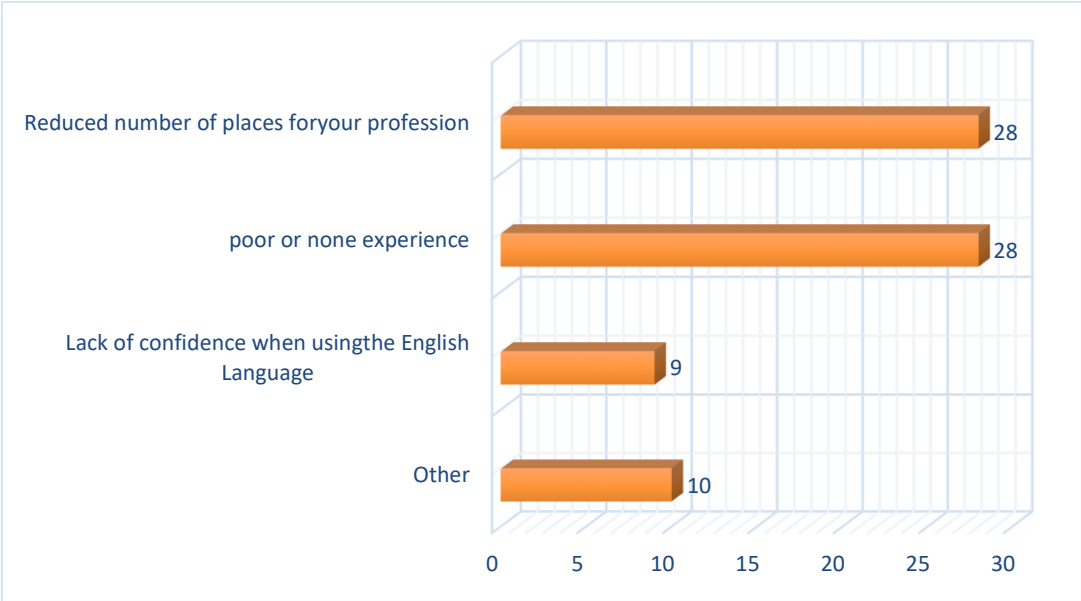


Source: Questionnaire administered to graduated students of the bachelor of arts in English teaching at the Foreign Language Department of the University of El Salvador, 2019.

In this question, the graduates could select more than one option since they might have complied with more than one requirement in the labor market insertion process. As indicated in the graph above, 3% of the graduates had been requested with a good deal of specialized knowledge, 6%, the 12% of the graduates had been requested to have a knowledge in technical support, another 14% of the graduates answered they had been requested with having the ability to work independently. Also, the 25% of the graduates selected result oriented as a requirement and the 26% of the graduates had been requested with an excellent personal presentation. Moreover, 31 % of the

graduates had been requested with excellent pronunciation and just the 39% had been requested with the ability to work under pressure. Finally, the 45% of the graduates had been requested with schedule availability plus flexibility.

8. What are the limitations that you have had when looking for a job?

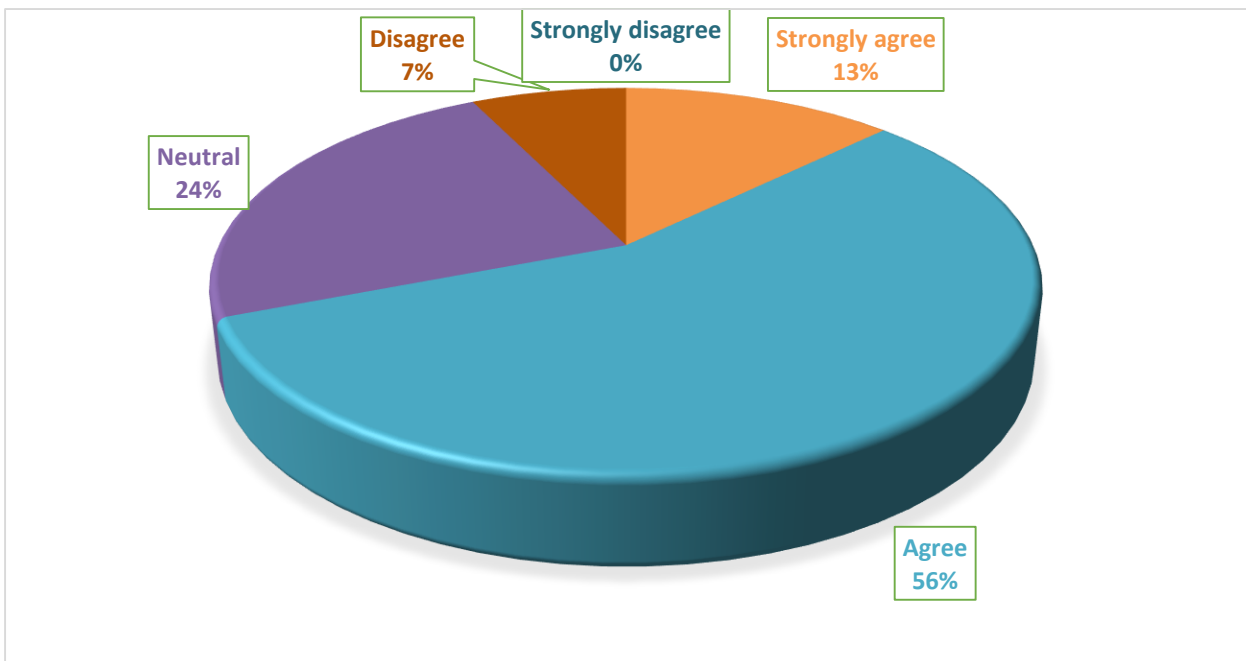


Source: Questionnaire administered to graduated students of the bachelor of arts in English teaching at the Foreign Language Department of the University of El Salvador, 2019.

Based on the information gathered about the limitations that graduates have had when they looked for a job, it can be observed that 28% of the graduate students selected the reduced number of places for their profession. Furthermore, 28% of them selected the poor or none experience, also 10% of the graduates selected “other”. In this option, the graduates gave their own opinions such as: the conditions are not the best,

awkward schedules, low income, limitations to provide your own ideas, payment is not that good to have economic stability. Finally, 9% of the graduate students selected the lack of confidence when they are using the English language.

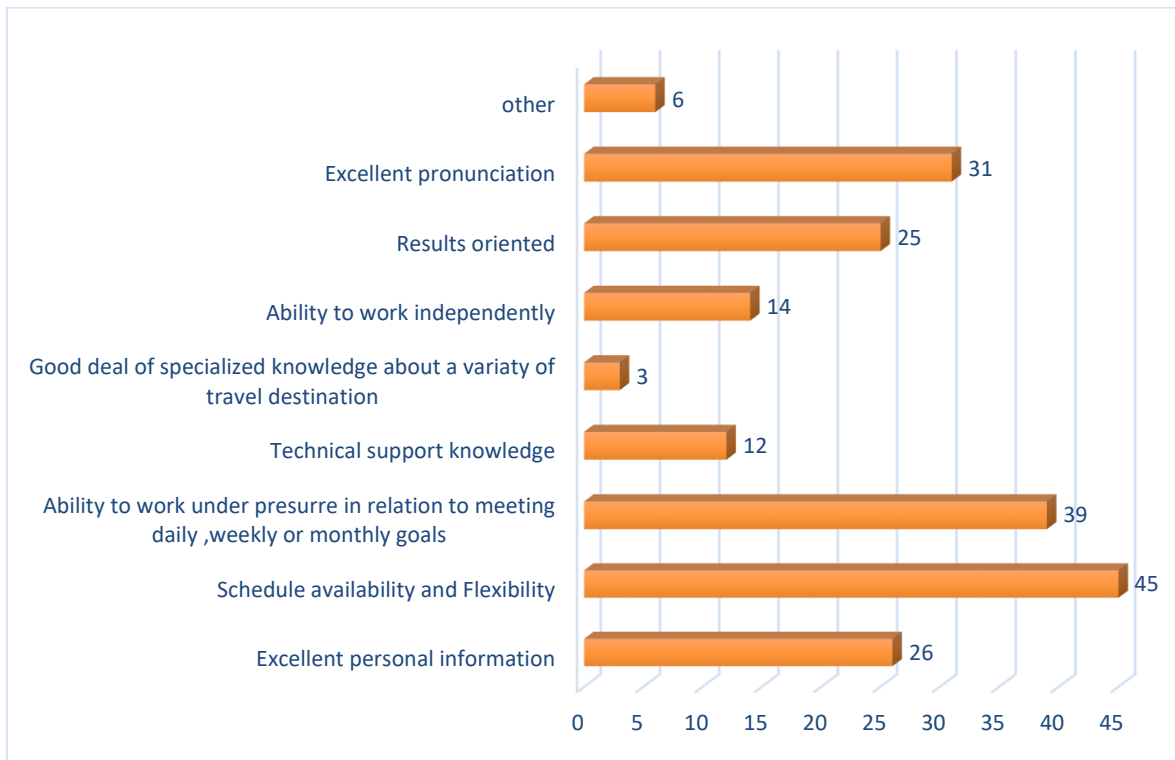
9. How strongly do you agree or disagree with the following statement: "I consider that the courses received throughout the major prepared me with the necessary aptitudes, skills and abilities to cope with the labor market requirements"?



Source: Questionnaire administered to graduated students of the bachelor of arts in English teaching at the Foreign Language Department of the University of El Salvador, 2019.

The results from this question show that 56% of graduate students agree with the statement. Moreover, 13% of graduates strongly agree. However, 24% maintain a neutral opinion, and 7% of graduates disagree with the statement

10. What were the requirements you were requested when you applied to your current job?



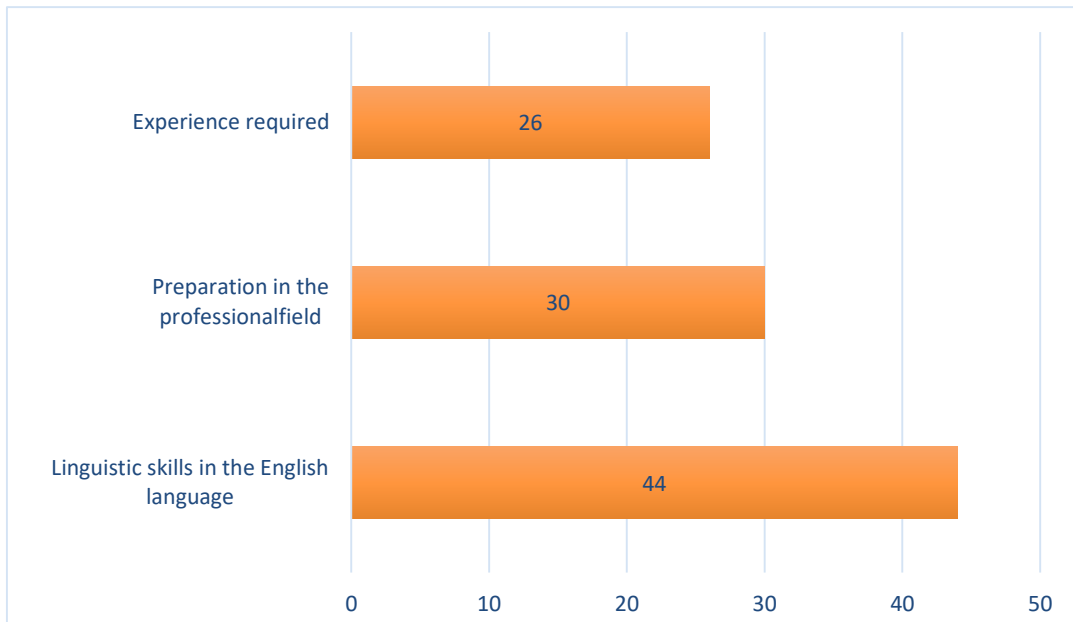
Source: Questionnaire administered to graduated students of the bachelor of arts in English teaching at the Foreign Language Department of the University of El Salvador, 2019.

In this question, the graduate could select more than one option since they might have faced more than one requirement at the time that they applied for their current job. As indicated in the graph above, one of the primary requirements that they asked for is the schedule availability and flexibility in which 45% of the graduates selected. Ability to work under pressure concerning meeting daily, weekly or monthly goals with

39% of the graduates' answers. Furthermore 31% graduates were requested to have an excellent pronunciation; another requirement that can be seen in the graph is that 26% graduates selected excellent personal information, besides 25% of the graduates were asked for results-oriented. Furthermore, an additional requirement is the ability to work independently which 14% graduates were requested and 12% graduates were asked for technical support knowledge.

In this question, graduates had the option "other" which 6% of them selected, as well, they gave their opinions about the requirements they were asked to fulfill for applying to their current job: excellent knowledge about English grammar and composition, flexibility to move abroad, ability to teach kids and adults. One of the most important requirements mentioned in their answers was that if they wanted to work in a public school, it is mandatory to have a teaching scale given by the government of El Salvador, through the ministry of education (MINED) (Escalafón Docente). Finally, 3% of the graduates were asked for a good deal of specialized knowledge about a variety of travel destinations.

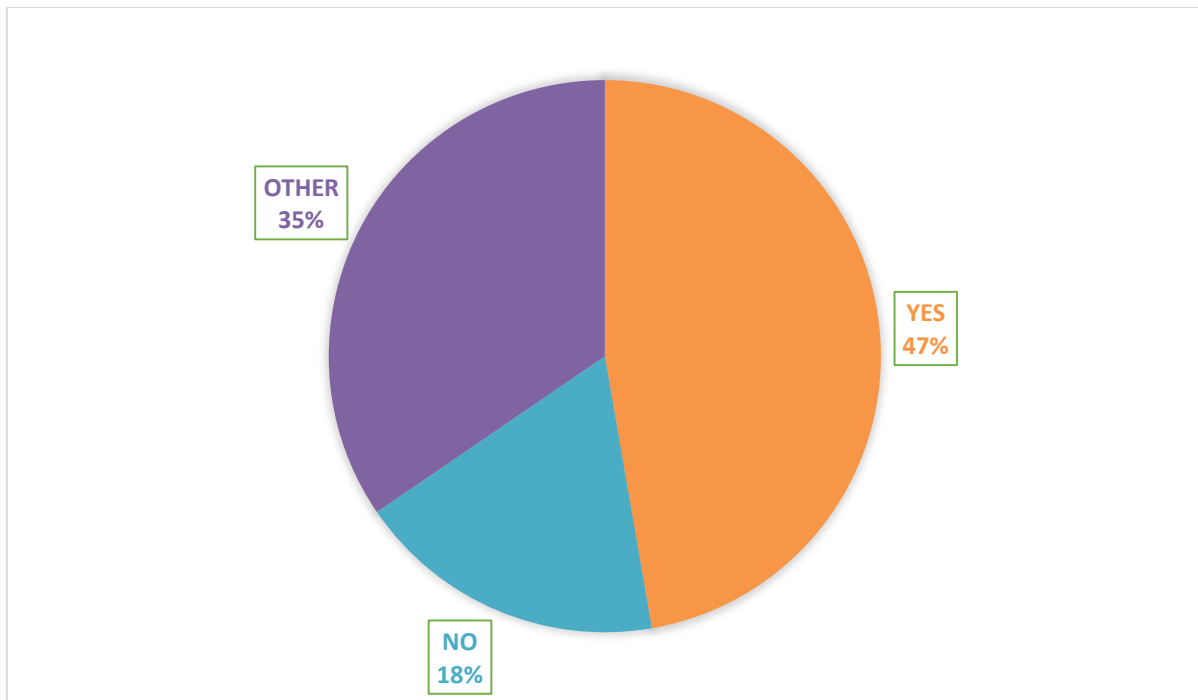
11. Considering the previous question, select those factors that favored your job.



Source: Questionnaire administered to graduated students of the bachelor of arts in English teaching at the Foreign Language Department of the University of El Salvador, 2019.

In the graph, it can be seen that 44% of the graduates selected the linguistic skills in the English language as well as 30% of the graduate students selected preparation in the professional field. Finally, 26% of them selected experience required.

12. Do you consider that the study plan of the Bachelor of Arts in English Teaching is updated regarding the requirements that the labor market is looking for?

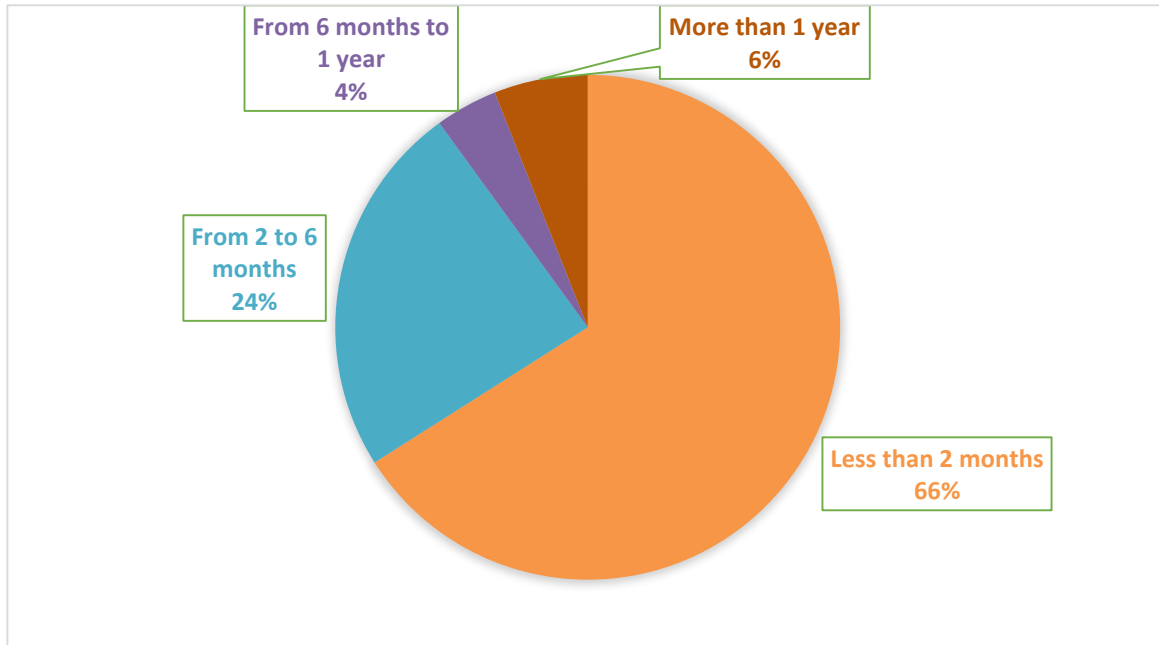


Source: Questionnaire administered to graduated students of the bachelor of arts in English teaching at the Foreign Language Department of the University of El Salvador, 2019.

As shown in the pie chart, 47% of the graduates answered “yes” and 18% of them selected “no “. Finally, 35% of the graduates mentioned that the use of technology, digital platforms, and the updating of the study plan, need to be updated because it is essential to promote greater learning opportunities in the major, so they are better prepared to face the requirements that the labor market is seeking.

PART III. LABOR MARKET EMPLOYABILITY RATE

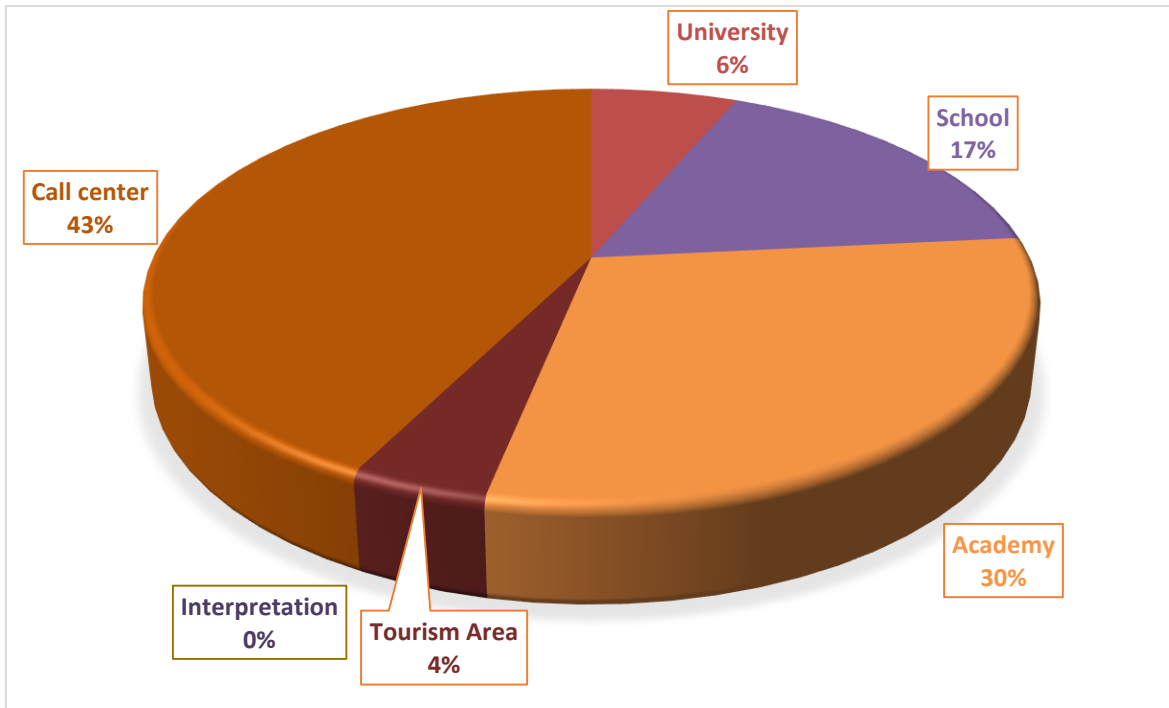
13. How long did it take you to find your first job after graduating?



Source: Questionnaire administered to graduated students of the bachelor of arts in English teaching at the Foreign Language Department of the University of El Salvador, 2019.

The results obtained show that 66% of the graduates found their first job in less than 2 months, 24% of them found their first job in a period of 2 to 6 months. Also, 4% found the first job from 6 months to 1 year and just 6% of the graduate students found the first job in more than one year.

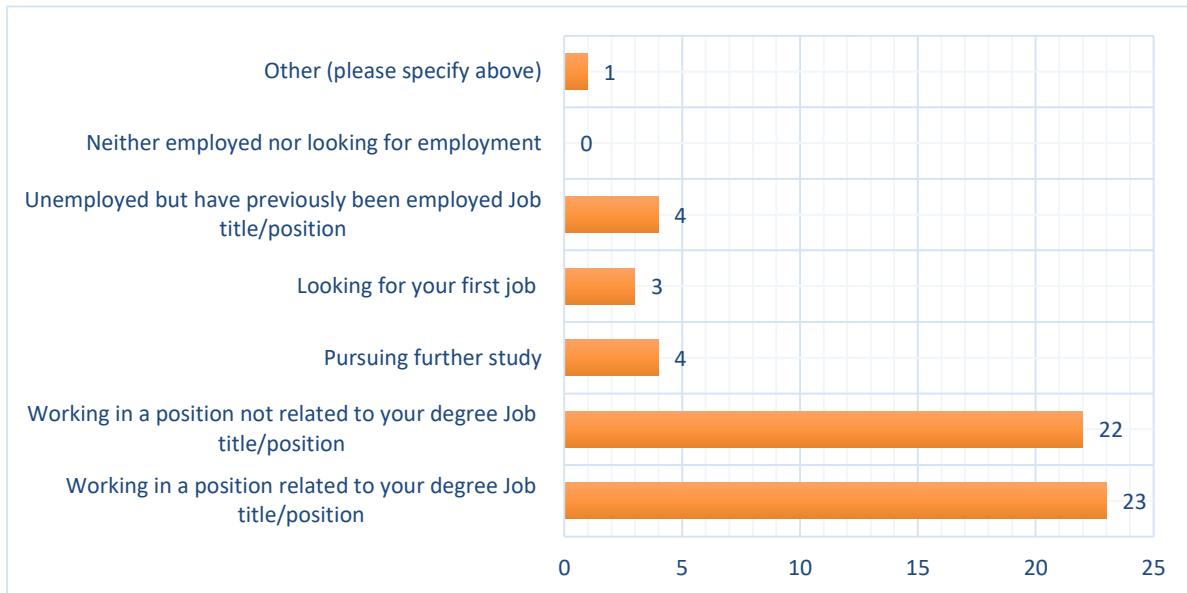
15. Where are you currently working at?



Source: Questionnaire administered to graduated students of the bachelor of arts in English teaching at the Foreign Language Department of the University of El Salvador, 2019.

In this pie chart, it can be seen that 43% of graduates are currently working in the call center industry, consequently, 30% are working in the academy. Furthermore, it can be seen the 17% are working in a school and just 6% are working at a university. Finally, 4% of the graduates are working in the tourism field.

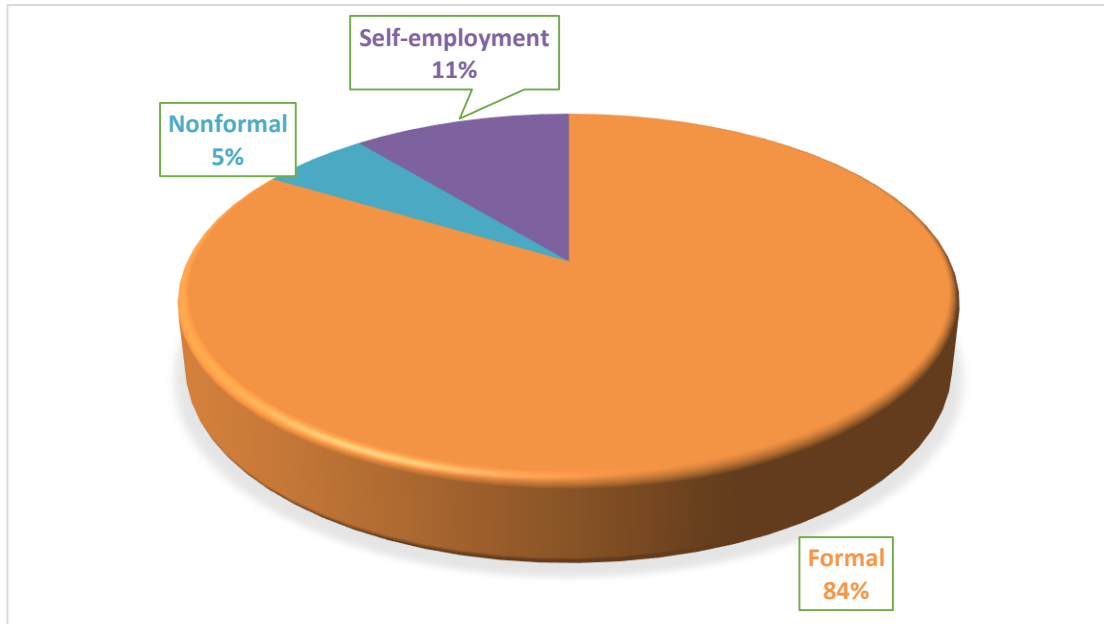
16. What is your present employment situation?



Source: Questionnaire administered to graduated students of the bachelor of arts in English teaching at the Foreign Language Department of the University of El Salvador, 2019.

Based on the information gathered about the present employment situation of the graduate student, 23% are working in a position related to their degree job title/position. Additionally, 22% of them are working in a position not related to their degree job title/position; then, 4% are pursuing further study. In the same manner, 4% are not currently working, but have previously been employed regarding their job title/position. Moreover, any of the graduates selected the option “neither employed nor looking for employment”. To conclude, just 1% of them are working in a good position as a teacher and studying a Master’s degree.

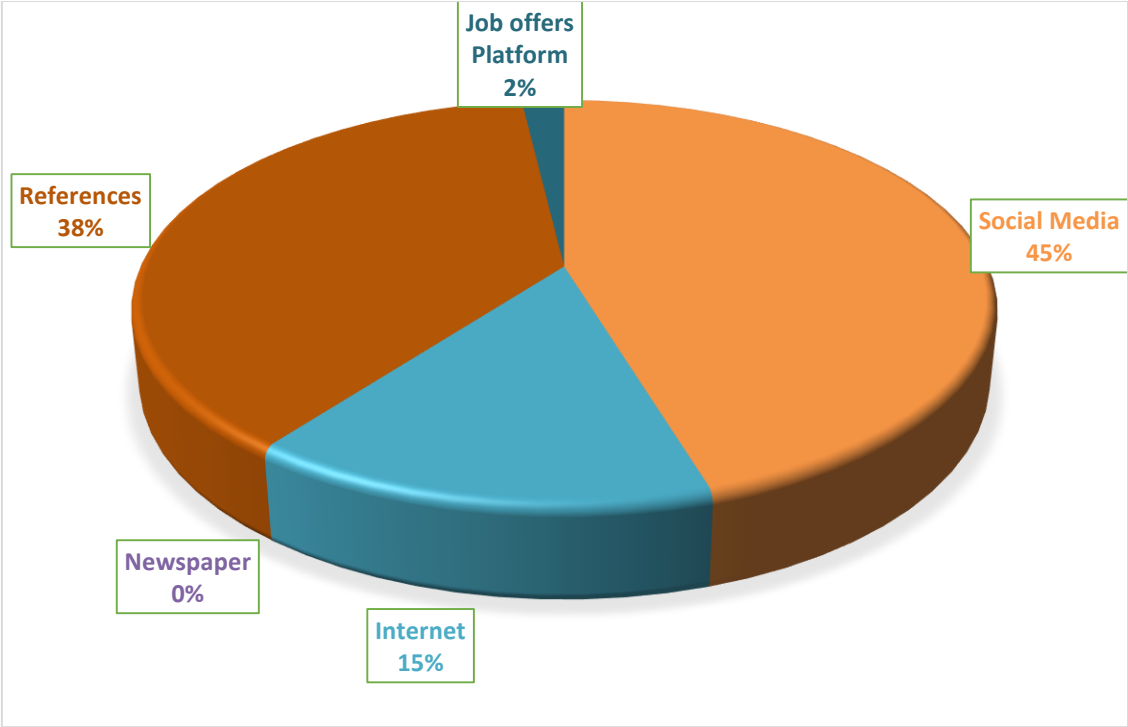
17. According to the major you graduated from, what kind of job would you prefer to perform in the labor market?



Source: Questionnaire administered to graduated students of the Bachelor of Arts in English teaching at the Foreign Language Department of the University of El Salvador, 2019.

According to the answers gathered in this question, 84% of the graduates prefer to have a formal job, which means that they would have legal benefits such as AFP, ISSS, RENTA, 11% of them prefer to perform a self-employment which means to have their own business, own academy, or language school, etc. And, 5% prefer to have a non-formal job, they do not receive legal benefits but they receive a good salary.

18. Which of the following employment seeking facilities helped you to find your current or previous job?



Source: Questionnaire administered to graduated students of the Bachelor of Arts in English teaching at the Foreign Language Department of the University of El Salvador, 2019.

Based on the gathered results, it is important to show that 38% got a job by references from others that work in a certain place, the 15% of them got a job by browsing on the internet. Moreover, 2% found a job in the job offer platforms. Nowadays, looking for a job in the printed newspaper is not common since 0% of them answered to have found or looked for a job in the printed newspaper.

11.FINDINGS

Based on the data obtained in the questionnaire administered to the 2019 graduate students from the Bachelor in Arts in English Teaching of the Foreign Language Department at the University of El Salvador, the answers to the research questions are the following:

GENERAL QUESTION

Which are the labor market fields that the 2019 graduates of the Bachelor in Arts in English Teaching of the Foreign Language Department of the School of Arts and Science at the University of El Salvador have been able to access to?

From the data gathered, it is important to know that the fields where graduates have been able to access and get a job are the following: in the teaching area such as universities, private and public schools (even though these institutions ask for the teaching scale given by the government of El Salvador through MINED), in colleges and academies. They have also had access to working in a call center in the area of customer support, technical support and sales. Furthermore, they have been able to work in the tourism field where they have had the chance to travel to different destination areas.

SUBSIDIARY QUESTION

1. Which are the fields that the 2019 graduates from the Bachelor in Arts in English Teaching of the Foreign Language Department of the School of Arts and Science at the University of El Salvador are currently working in?

After analyzing the data collected, the research team identified that the fields where graduates are currently working in are the following: starting with the teaching field which is where most of the participants are currently working, this field includes: schools, universities, and academies. In second place there is a considerable number of graduates in the call center industry; and finally, there are the fields in where is reflected the lowest number of participants that are interpretation and tourism. It should be noted that all these graduates were looking for a formal job in which they were given all the benefits granted by law, but not all of them receive the benefits due to the fact that some of them work in places where they are just offered professional hours (paid per hour).

2. Which are the requirements that the labor market seeks from the 2019 graduates of the bachelor in Arts in English Teaching of The Foreign Language Department of the School of Arts and Science at the university of El Salvador, in order to be incorporated into El Salvador's workforce?

From the data gathered, it was found that schedule availability and flexibility are the requirements most commonly asked for the majority of graduates when looking for a job. Besides these ones there are some others like ability to work under pressure, to meet metrics for the required areas and to have excellent pronunciation. In addition,

there are requirements such as having an excellent presentation and to have the ability to work independently that accompanied the ones mentioned before.

When referring to the teaching field, the labor market is also seeking for professionals that graduate from the major to have an excellent knowledge about English, grammar and composition, and flexibility to move abroad when needed. As well, graduates are being asked to have the necessary teaching skills and knowledge to teach kids, teenagers and adults. Moreover, there are some institutions that require the teaching certification (Escalafón Docente) given by the government of El Salvador, through the Ministry of Education (MINED).

4. What is the employability rate of the 2019 graduates of the Bachelor in Arts in English Teaching of the Foreign Language Department of the School of Arts and Science at the University of El Salvador?

Based on the results, the employability rate of the 2019 graduates of the Bachelor in Arts in English Teaching was of 100% in which there is a high percentage of 66% that found a job in less than two months. In addition, there is also a 24% of the graduates that got inserted within the next two to six months, there is also a small percentage (6%) that got a job in less than a year. Finally, few of the graduates (4%) got inserted into the labor market in a period of six months to one year.

12.LIMITATIONS

This section describes the limitations of this research that affected its development. The most significant are listed below.

1. The team was not able to find the complete population. At the beginning, the study required 66 graduate students and just 55 answered the survey.
2. The second limitation was the timing that the team spent in the research, as COVID19 emerged, face to face education was suspended for a period of time and it provoked a delayed for more than three months because the government suspended the classes.
3. The researchers had difficulties to use technological resources for designing the online survey.
4. The research team faced problems with time availability to carry out the study in the time it had been planned.
5. Lack of availability of the sample population to whom the instrument was applied.

13.CONCLUSIONS

Thanks to the collaboration of the 2019 graduates of the Bachelor of Arts in English Teaching of the Foreign Language Department of the School of Arts and Sciences at the University of El Salvador, it was possible to fulfill the main goal of this diagnostic study which is based on the process that the graduates faced at the moment of getting inserted in the labor market.

Graduates begin their working life in the education area as English teachers, most of them in private institutions or academies and a few of them in universities. On the other hand, there is also a second portion of the graduates that do not work in the education field, they work in call centers which is an area that has emerged in recent years. In addition, there is a small amount of the graduates who work in the tourism area. While in the translation and interpretation area, there is not a reflected result since only two participants answered this question. Therefore, the graduates consider that they are more prepared to work in the teaching field but they also keep call centers as a second-choice field as an economic income, although the tourism, translation and interpretation areas are also important because they help to apply their professional skills developed in the major.

Considering all the data gathered, it seems reasonable to assume that a big percentage of the graduates have developed the skills and fulfill the requirements that the labor market demands. Though, it is important to acknowledge that a small part of the graduates consider that they are not well prepared to get inserted into the labor market. Some of the reasons they provided are that some job offers ask for specific

requirements such as: technical support knowledge, ability to work under pressure and schedule availability. They also highlighted that they offer low salaries, among other reasons.

Furthermore, the employability rate in the 2019 graduates is to characterize the current state of employability of the graduate students which resulted into an 84% of them are working in teaching fields and other places related to English teaching. However, there is a 16% of the graduates that are currently working in a different field but keep looking forward to get an opportunity in the teaching field. To conclude with the employment situation of graduates, it is really important to mention that it is associated with the extent and way in which careers are linked to the demands of the labor market. Therefore, these links must be strengthened both from the planning of the academic offer as well as the organization that links students and graduates with the main requirements of the labor market and the MINED demands. These fortifications would probably increase the social value of these degrees, favor access to vacancies related to the teaching of English and graduation, and improve the insertion of graduates. There is no doubt that the university has the responsibility of guaranteeing the necessary skills for professionals to enter the labor market and be successful at work, so it needs to meet all the demands of the labor market in its scope of action.

14. RECOMMENDATIONS

Considering the outcomes obtained, the research team suggest the following recommendations to guarantee students' success when trying to get inserted into the labor market

➤ TO STUDENTS

- To students who are about to carry out their research project, to take into consideration the results of this research project in order to continue with the investigation of each factor in depth that affects the insertion to the labor market.

➤ TO THE FOREIGN LANGUAGES DEPARTMENT

- Take into consideration the results of this research project in order to continue with the investigation of each factor in depth that affects the insertion of its graduates into the labor market.
- The Foreign Language Department should include a motivational course in the first semester and at the end of Bachelor of Arts in English Teaching of the Foreign Language Department of the School of Arts and Sciences at the University of El Salvador. This course should include a motivational module, learning Strategies, and students' benefits after graduating from this major.
- The Foreign Language Department should seek for more opportunities in different places in which graduates can practice and get more prepared with teaching aptitudes, skills and abilities.
- Update the curriculum the curriculum of this major.

- Arrange with the MINED the possibility of giving graduates of this major, the certification (Escalafón Docente) as they do with professors who finish their major in three years.

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16. ANEXES



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



Section 1 of 4

Diagnostic study about "The labor market insertion of 2019 graduates of the bachelor of Arts. in English Teaching of the Foreign Language Department of the School of Arts and Sciences of the University of El Salvador "

Objective: Please take some minutes to complete the following survey. The information collected will be completely confidential.

After section 1 Continue to next section

PART I. LABOR MARKET FIELDS

Description (optional)

Are you currently working?

Multiple choice

If you are currently working, please write down the field(s) where you are working.

- Yes (write down the field where you are currently working below. e.g. teaching, call center, t... X
- No X
- Which field? X
- Other... X
- Add option

Required

In which other fields have you previously worked?

Long answer text

Do you consider that there are job offers in the labor market regarding the fields for which you were prepared in the major you studied?

- yes
- No (explain below)
- Other...

Considering the fact that an English teacher can work in more than one field, have you worked in two different places at the same time? E.g teaching/call center

- yes (if so, explain where below)
- No
- Other...

What were the main labor market expectations you had at the end of the teaching major?

Long answer text
.....

After section 2 Continue to next section

PART II. LABOR MARKET REQUIREMENTS



Description (optional)

Do you consider that you fulfill the academic profile required by the exigencies of the labor market ?

- yes
- No (explain why below)
- Other...

What are or were your expectations when looking for a job? You may choose more than one option.

- Economic stability
- Performance in an area of your profession
- Employment Benefits

What are the limitations that you have had when looking for a job? More than one answer is possible.

- Reduced number of places for your profession
- poor or none experience
- lack of confidence when using the English Language
- Other

If you choose other, please explain.

Long answer text
.....

How strongly do you agree or disagree with the following statement: "I consider that the courses received throughout the major prepared me with the necessary aptitudes, skills and abilities to cope with the labor market requirements".

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

What were the requirements you were requested when you applied to your current job? You may choose more than one option.

- Excellent personal presentation
- Schedule availability + Flexibility
- Ability to work under pressure in relation to meeting daily, weekly or monthly goals
- Technical support knowledge
- Good deal of specialized knowledge about a variety of travel destinations
- Ability to work independently
- Results oriented
- Excellent pronunciation
- Other

If selected other, please explain.

Long answer text
.....

Considering the previous question, select those factors that favored your job. You may choose more than one option.placement process.

- Linguistic skills in the English language
- Preparation in the professional field
- Experience required

Do you consider that the study plan of the Bachelor of Arts in English Teaching is updated regarding the requirements that the labor market is looking for?

- yes
- No (explain below)
- Other...

Section 4 of 4

PART III. LABOR MARKET EMPLOYABILITY RATE

Description (optional)

How long did it take you to find your first job after graduating?

- Less than 2 months
- From 2 to 6 months
- From 6 months to 1 year
- More than 1 year

Where are you currently working at?



Multiple choice

- University ×
- School ×
- Academy ×
- Tourisms area ×
- interpretation ×
- call centers ×
- Add option or [add "Other"](#)



Required



What is your present employment situation?

- Working in a position related to your degree Job title/position
- Working in a position not related to your degree Job title/position
- Pursuing further study
- Looking for your first job
- Unemployed but have previously been employed Job title/position
- Neither employed nor looking for employment
- Other (please specify above)
- Other...

According to the major you graduated from, what kind of job would you prefer to perform in the labor market?

- Formal
- Nonformal
- Self-employment

...

Which of the following employment seeking facilities helped you to find your current or previous job?

- Social media
- Internet
- Newspaper
- References
- Job offers platforms