

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



UNDERGRADUATE RESEARCH:

A RESEARCH ABOUT THE LABOR MARKET IN WHICH STUDENTS FROM THE
B.A. IN ENGLISH, EMPHASIS IN TEACHING, FROM THE FOREIGN LANGUAGES
DEPARTMENT AT THE UNIVERSITY OF EL SALVADOR WORKED, DURING THE
PERIOD OF 2,006 TO 2,011

IN ORDER TO OBTAIN THE DEGREE OF:
LICENCIATURA EN IDIOMA INGLES OPCION ENSEÑANZA

PRESENTED BY:

MARIA ERMELINDA BARAHONA LOPEZ BL92011
ANA RUTH RODRIGUEZ LOPEZ RL06032
CRISTIAN LISANDRO MORENO MORAN MM05066

ADVISOR:

MTRO. JOSE RICARDO GAMERO ORTIZ

SAN SALVADOR, EL SALVADOR, CENTRAL AMERICA, AUGUST 2013.

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

ING. MARIO ROBERTO NIETO LOVO
RECTOR

MTRA. ANA MARIA GLOWER DE ALVARADO
ACADEMIC VICE RECTOR

IN PROCESS TO BE ELECTED
ADMISTRATIVE VICE RECTOR

DRA. ANA LETICIA ZAVALETA DE AMAYA
SECRETARY GENERAL

AUTHORITIES OF SCHOOL OF ARTS AND SCIENCES

LIC. JOSE RAYMUNDO CALDERON MORAN
DEAN

MTRA. NORMA CECILIA BLANDON DE CASTRO
VICE-DEAN

LIC. ALFONSO MEJÍA ROSALES
SECRETARY

AUTHORITIES OF THE FOREIGN LANGUAGES DEPARTMENT

MTRO. JOSE RICARDO GAMERO ORTIZ
HEAD OF THE DEPARTMENT

RICARDO GARAY SALINAS, M Ed.
GENERAL COORDINATOR OF
THE DEGREE PROCESSES

MTRO. JOSE RICARDO GAMERO ORTIZ
ADVISOR

CONTENTS

CONTENTS	Page
Introduction.....	1
CHAPTER 1: THE PROBLEM	
1.1. Statement of the Problem.....	3
1.2. Formulation of the Problem	4
1.3. Objectives	4
1.4. Rationale for the Study.....	5
1.5. Research Questions.....	6
1.6. Limitations	7
1.7. Justification.....	8
CHAPTER 2: THEORETICAL FRAMEWORK	
2.1. Background.....	10
2.2. Theoretical Foundations	11
2.3. Definitions	22
CHAPTER 3: METHODOLOGY	
3.1 Methodology.....	24
3.2. Research Level.....	24
3.3. Research Design.....	25
3.4. Sample – Participants.....	25
3.5. Data Collection.....	26

CHAPTER 4: DATA ANALYSIS	28
4.1. Analysis of Results.....	
CHAPTER 5:	
CONCLUSIONS	58
RECOMMENDATIONS.....	59
BIBLIOGRAPHY REFERENCES.....	61

ACKNOWLEDGEMENT

This research project would not have been possible without the love and support of many special people. Above all I want to thank my Heavenly Father for having been with me since the beginning of my major to the end of this project giving me wisdom, health and strength. I dedicate to God everything I have achieved so far. I also want to thank my parents for encouraging me and mostly believing in my effort. Furthermore, I would like to thank my advisor Ricardo Gamero for providing us with the needed elements to start with our research project, his patience, dedication and time and for all the advice he gave us during the whole process. I also appreciate the patience and effort of my thesis partners during all the time this process lasted. Lastly, I thank to all the students that helped us answering our research instruments as well as the graduated students that made the time to answer the instruments and reply to our emails. Without all these people I have mentioned, nothing of this would have been possible.

ANA RUTH RODRIGUEZ

ACKNOWLEDGEMENTS

First, I would like to thank and offer my deepest gratitude to our almighty God, because under his grace I have completed this job. Thank you Lord for all the knowledge you have provided me and for guiding me to be a better human being.

I also thank our advisor M.E.A. José Ricardo Gamero Ortíz, for his patience and valuable knowledge, whilst providing us the necessary guidance and suggestions to accomplish this task.

To the foreign Languages Department Faculty members who have provided me with the knowledge I needed to grow professionally and complete my thesis.

I wish to thank my bosses at work, especially Mrs. Ana Margarita Carpio, for giving me the opportunity to finish the major.

I would like to thank my partners, Cristian Lisandro Moreno Moran and Ana Ruth Rodriguez, for being patient and for supporting me in the time of working together to have this thesis finished.

I want to thank my best friend, Mirna Ágreda de Iraheta, for helping me get through the difficult times and for all the emotional support she has given me. I thank her for being always there.

Finally but not the least important, I would like to thank my family members my mother Balbina López de Barahona and my father Juan Antonio Barahona, on their constant encouragement and love I have had throughout all my life. I thank to my husband José Gabriel Menjivar and my children Clara Ermelinda H. Barahona, José Antonio M. Barahona and Jocelyn Michelle A. Barahona, for showing me the true affection so; they have always had towards me. To all of my closest friends for supporting me throughout my entire academic process at University.

MARÍA ERMELINDA BARAHONA

AKNOWLEDGEMENTS

First of all I would like to thank the Creator of everything and King of the universe, Almighty God, because He has given to me all the strength and patience I needed to be able to go through the whole educative process at the University of El Salvador, aimed of course, to finish the major and accomplish this project, which is the most important one in my professional life.

I also would like to thank to the most important people in my life: first, my loved mother Ana Marina Moran, because her support, advices and patience provided me with the necessary things to start and finish my major. I want to express also my acknowledgements to my beloved wife, Carmen Elena Hernandez, the person who has been with me during the last period of my career and, of course during this graduation process, encouraging me to continue and giving me words of strength in the whole process.

It is valid to mention also, the person in charge of helping us to complete satisfactorily this thesis project, he is our advisor Lic. Ricardo Gamero; because without his patience and excellent assistance in every single session, this process would not have been finished. I cannot finish this speech without mentioning all the teachers that have taught me everything I know right now, because it would have been impossible to me to achieve my goals without their help.

Special thanks to my thesis partners, Ermelinda Barahona and Ruth Lopez, because as a group, we have been able to reach this point in our professional life.

CRISTIAN LISANDRO MORENO MORA

INTRODUCTION

Barriers among countries seem to vanish because of the use of English as the international language, which is managed in most of the world. Companies have tried to take advantage of this issue, and that is why they have moved important offices to countries whose native language is Spanish, considering that a great amount of students or young people in these countries speak English as a second language. Most of these students have gone through intensive courses and have learned to manage the language fluently; some others have lived abroad (especially in the United States) and have developed an excellent skill of English language use for communications.

The issues listed before, create chances to students or people who speak English to be part of multinational companies. There is another part of this young population in our country, who are trying to become professionals in the teaching area, by going through a College major in English language. Even though they study to become proficient teachers at any level, they become an objective for international companies to be part of their workforce.

That fact can be proved due to the great amount of institutions that offer English language for communication, sometimes aimed to get positions in service companies such as call centers, hotels, and others related to tourism or any other field.

The University of El Salvador creates an important amount of bilingual professionals in the whole country. Nowadays the number of people that try to get an opportunity at the University is great, especially in the Department of Foreign Languages.

Students' expectations from English are different and the Foreign Languages Department becomes flooded every year with students who are interested in mastering English for their personal future goals.

The present document describes a formal research, which has been done based on the facts about labor market for bilingual people, personal issues regarding priorities on students' lives, family ties that might interfere with their formal studies, level of proficiency acquired by students, the contrast between working and studying at the same time and its effects on students' outcomes, taking into account also the time students have in the major.

It is also important to mention that the sample is composed not only by students, but also graduates, who are already exerting their abilities in the teaching field or in any other one that has to do with the English Language use.

The variables listed previously support the explanations about the results that were obtained during the process of the research. Those results are well defined in the following pages of the present report.

CHAPTER 1

THE PROBLEM

1.1 STATEMENT OF THE PROBLEM

As globalization is covering the entire world, English is spreading out the borders of countries, irrespective of whether they are developed or not. “In today's competitive market, every additional skill on your resume places you one step closer to your dream job. As a Spanish and English speaker, you can market yourself from the unique perspective of being bilingual - Without a doubt, being bilingual increases employability,” (Best Careers for Bilingual Latinos, Graciela Kenig). In this context, it can be said that El Salvador is an important place in this track of economy, due to its great supply of bilingual workforce. Examples of that fact are the companies that are investing in the country in many areas, such as customer services (call centers), administrative positions (bilingual interpreters, receptionists, employees’ trainers, etc.) and educative areas like teaching other languages different from Spanish or even Spanish. Because of that fact, many universities in El Salvador have begun to offer new majors related to English as a foreign language. The University of El Salvador, through the Foreign Languages Department, contributes offering the Major in English Language, emphasis in Teaching. Within this perspective, students are formed to become proficient educators, advisors, interpreters as bilingual speakers. Students are aware of this issue, for this reason, bilingual majors are tentative options to get success in personal and professional fields. But when students are about to be part of the labor market, they face other issues, which have to do with their real needs and their real vocation, and some of them begin to work in areas, different from the ones they are being formed to exert their major in.

1.2 FORMULATION OF THE PROBLEM

The labor market, in which most of the students and graduates from the Foreign Languages Department were developing their English skills since 2006 to 2011, was not the one they were formed to work in.

1.3 OBJECTIVES

General objective

- To explore the labor market of students and graduates of the B.A. in English Language, emphasis on Teaching, from the Foreign Languages Department of the University of El Salvador from 2,006 to 2,011.

Specific objectives

1. To find out at what level of the major students of the B.A. in English Language, emphasis in Teaching, start applying for a job.
2. To identify what kind of jobs students and graduates apply for or are working in.
3. To identify the effects that students face as a result of working full or part time as they finish their major.

1.4 RATIONALE FOR THE STUDY

The importance of this project is to do a study about different areas of labor market where students and graduates of the B.A. in English, emphasis in Teaching access when they acquire certain level of proficiency in English language. In addition, part of the project will explain specific data concerning to fields of the labor market where the population in study perform their abilities as professionals or future professionals .The research will be done through a survey, which will be a diagnosis about the incidence that the two activities mentioned before (working and study at the same time) have on students' outcomes.

Enough information will be gathered to help to fulfill the stated objectives, in order to determine general conclusions and possible recommendations that may help not only students at the Foreign Languages Department, but also the authorities in charge of the administration of the teaching process.

1.5 RESEARCH QUESTIONS

1. What is the labor market in which students and graduates from the B.A. in English, emphasis in Teaching, from the Foreign Language Department, at the University of El Salvador are working?
2. At what stage of their major students decide to apply for a job and start working.
3. How have studying and working at the same time influenced the performance in the learning process of students from the B.A. in English Language, emphasis on Teaching, from the Foreign Language Department?

RESEARCH TITLE

A research about the labor market in which students from the B.A. in English, emphasis in Teaching, from the Foreign Languages Department at the University of El Salvador worked, during the period of 2,006 to 2,011

1.6 LIMITATIONS

Economical

Regarding this issue, the present project tends to take into account aspects about financial facts that might affect the research during the time it is established. These costs could be mentioned in the areas of researchers' transportation, acquisition of useful digital and physical material and others concerning to the design and presentation of the final document.

Human

It is a fact that for a research to be successful, it needs the participation of an entire group of people. Within this point, it is important to mention that the members of this project have to deal with personal priorities like jobs, family, time and others, in order to finish satisfactorily the whole plan. It is also valid the point that inconveniences with other people – that have to do with the project - like professionals, coordinators, students to be surveyed; might be found during the process.

Institutional

Due to the fact that the University of El Salvador does not have relations with other private universities that offer majors similar to the one being studied, the point about collecting information might face a problem, because it can be an obstacle for the investigators to get what is being looked for, with the objective to enrich the project, gathering as much important

information as it is possible and from several different sources, not only inside the University of El Salvador, but also in other educative institutions.

1.7 JUSTIFICATION

It is a fact that the average of students who want to start a major in the Foreign Languages Department in the University of El Salvador increases every year. Students feel motivated to be part of the group of users of the language of business and global economy. Most of them are just caught by the idea of using English for communication and apply it in a similar area in the labor market. “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 options. (Michael Schutzler, Forbes magazine)

It is contradictory with the major they choose to study when they start their higher education; they want to learn English, but on the other side, they are not so interested in using the second language in teaching areas, which is the aim of the major chosen by them. There is one point in students' learning process when it is mandatory to ask themselves about what they are really looking forward to achieve in their future life as professionals.

At this point, some students might get a clearer image about their vocation, it does not matter if it is in the teaching area or not, but they are aware about the job opportunities they could have if they become proficient English users.

“Communication is an essential component in all workplace relationships, and the ability to speak two languages can strengthen your relationships with colleagues, customers and clients. Whether you are already working or seeking another career opportunity, being bilingual improves your chances for success. Companies that employ bilingual employees may experience better working relationships among employees and between supervisors and their employees” (Ruth Mayhew, How Contributor, August 06, 2011)

On the other hand, the profile of the major in English Teaching, in the Foreign Languages Department, at the University of El Salvador, is focused in the Teaching area and it aims to make a competent professional in the educative field in El Salvador and in this way, contribute to the progress of the teaching and learning process in all the levels of the education system. Students tend to follow this issue, but external obligations might change their point of view in sight of their future and needs.

CHAPTER 2

THEORETICAL FRAMEWORK

2.1 BACKGROUND

El Salvador has entered in a globalized world defined by trade agreements. Due to this, corporations that operate in El Salvador require employees that speak English (voices from El Salvador 2011). Based on that issue, international companies face the necessity to expand their market and look for some ideal countries in which workforce is available to deal with the service offered by them and in that way, be able to reach more people in more parts of the entire world. The majority of these companies look for countries in which they can take advantage of the existence of bilingual and skilled workforce because of the nature of their services. PROESA, the Agency for Promotion of Exports and Investments, began planning to bring call centers to El Salvador in 2001, and by 2004 several companies had opened facilities in San Salvador, including Dell, Sykes, Teleperformance, and others (elsalvador.com, 2011).

According to the Salvadoran Chamber of Commerce, there are some positions that companies in El Salvador are struggling to fill, for instance: industrial and mechanical engineers and technicians, accountants, skilled sales associates, program analysts, computer or lab technicians, executive managers, and business administrators. All this job positions require English knowledge from the applicants. Now with this fact, according to the Chamber of Commerce, there is a problem and it is that most of students are more interested in the humanities rather than engineering or other technical skills. The job opportunities for those people that are humanities oriented seems to be more limited due to the nature of demand.

In the last few years, there have been some researches that show that the opportunities for English university students are the call centers. According to elsalvador.com, El Salvador's call center industry has grown by 29 percent over the past 6 years, now employing 12,000 people in 45 different facilities around the country. Besides call centers, there are some other places where a student of a bachelor in English can opt to work, for instance: bilingual private schools, English academies, non-governmental organizations and embassies where English is required. But call centers seems to have a greater demand compare to all the other options.

2.2 THEORETICAL FOUNDATIONS

Latin Americans are increasing their value as bilingual people to the inter-American relations. This term can be used due to the international reciprocal interaction between many countries in the world, which are based on education, business, sports and other areas. Latin American people have not been just observing how Americans try to learn Spanish, but they have taken up the study of English seriously to face the new challenges in communication with the whole world. Interested people decide to study that because they want to make a career in international companies.

It is known that mastering English could offer a rewarding job or a recognized professional position, but also because English is the universal language that might help them in future plans in the country or abroad. On the other side, mass media popularization in issues like music, television and Internet among others, increase the ideas about bilingualism in teenagers, so it can be said that in some cases the need of knowing English begins as an alternative to be part of that environment. As explained in the next article, some issues might be the following ones:

Family and friends

If your partner, relatives or friends speak a different language, learning that language will help you to communicate with them. It will also give you a better understanding of their culture and way of thinking.

Work

If your work involves regular contact with speakers of foreign languages, being able to talk to them in their own languages will help you to communicate with them effectively. Knowledge of foreign languages may also increase your chances of finding a new job, getting a promotion or a transfer overseas, or of going on foreign business trips.

El Salvador has many of these companies already settled. Some that can be mentioned are call centers, hotels, educational institutions, tourism companies, among others. Many English-speaking business people don't bother to learn other languages because they believe that most of the people they do business with in foreign countries, can speak English, and if they don't speak English, interpreters can be used.

To widen the bilingual market for Salvadoran citizens, the Salvadoran government has been applying some especial programs to offer learning of the English language among young students. For example, one program that can be cited is COMPITE, which is described like “a program of promotion of the learning of English, which was aimed to lay the foundations for Salvadorans to learn and manage a second language (English), which is the bridge to communicate with many people or groups of people in almost all the world. Its main objective is

to develop the competences in students of the last levels of elementary school and high school in managing the English language.” (<http://www.oei.es/quipu/salvador/Compite.pdf>)

When students make the decision to choose a major in English in higher education, commonly they think of a future in jobs related to commerce, services, customer service, teaching or others similar.

In the case of the University of El Salvador, as heard in the population of the Foreign Languages Department, students choose the major in English Teaching to get future positions in the teaching area, taking as a base the vocation they feel to share their knowledge with others, or due to external motivations like teachers they had or admire or simply advised by friends.

STUDYING AND WORKING AT THE SAME TIME

When students begin their major, they face other problems like the necessity to support their studies economically, and most of them make efforts to get a job, not caring about the area it is about. These situations provoke that some of them feel indecisive about the future they want, especially when they get a job and start to make a career in companies outside the teaching field, such as the customer service area.

The call centers are primarily used to provide customer service and make sales calls in the United States. A 2004 article reporting on the emergence of the call center industry in El Salvador says the Central American country has a “state of the art, telecommunications, infrastructure, stable

dollar-based economy, a sizeable bilingual workforce, competitive operation costs, and a government supportive of facilitating foreign investment.” (elsalvador.com, 2010).

This labor offer is the most demanded by bilingual people or students who are in the process to become bilingual professionals, because when they begin to explore the labor market, call centers are the closest option or the easiest one to which they can apply and get a job. Nevertheless, the options for them might be more but the problem sometimes is the low proficiency they have in English as a second language, which is a disadvantage when getting the first opportunity to get a bilingual job because companies are mostly seeking skilled people, as read in the next extract

Students that are trying to get in the track of work and consider themselves capable to apply to any bilingual position are interested in opportunities such as the explanation in the following example:

“In June 2010 the Chamber of Commerce, held a job fair that hosted 8600 job applicants and 22 companies looking to fill 300 positions. According to the Chamber, the applicants did not have the formal training or English proficiency to qualify for the positions offered. The jobs being offered included industrial and mechanical engineers and technicians, skilled sales representatives, and computer technicians”.

Based on that fact, the probability to get a position in some areas is more difficult than in others, especially for an active student who has to be conscious about the limited time he or she has to attend a job and the classes at the same time, if getting a job.

At this point, the problem to deal with schedules in work and studies increases. “Nowadays, is very important and necessary for young people to have and manage their own money, that is why

most of them decide to work and study at the same time, but sometimes to do both things simultaneously can bring some consequences that can affect different aspects of their life like: less time for their families and friends; they do not have enough time to do their homework correctly; their mind is full of mixed ideas and worries, and also they suffer from physical exhaustion” (www.EzineArticles.com)

It could be said that students whose labor activities are complementary to their majors, might have more advantages over the others, which is explained by the theory of “learning by doing” that points out that the transfer of knowledge is more effective through the practice of what is being studied.

The same theory has been applied to design educative regulations, for example the Act of Opportunities of school-work, in 1994 in the United States, based in recognizing of the learning process focused on work. (Sternetal, 1997)

In addition, a common positive sign that is supported is that, as well as facilitating the transmission of academic knowledge, working teaches and reinforces personal attitudes like responsibility and maturity, which favors the academic outcomes. At the same time, Lillydahl (1990) explains that working might reinforce positive attitudes which are beneficial to obtain good outcomes in future plans.

Nevertheless, what is exposed previously can be an imperfect assertion to get the relation between a student’s job and his or her learning outcomes because it does not consider the

differences in the intensity and the type of work he or she performs. This can be controlled by the amount of hours the person shares between working and studying.

The level of connection of a work with a plan of studies is an important factor in the analysis of the relation between work and academic learning; in fact, it has been the base of several articles such as Stone (1990), Greenberger and Steinberg (1986), Pauly (1995) and others.

For example Stone explains that most of the students at Universities or even in High School, work in jobs not related to their majors.

Greenberg and Steinberg point that the majority of students do not work to apply what they learn, but to consume in the present or cover their expenses.

Stern concludes that jobs that are not connected with students' majors provoke a gap between the learning process and working.

(Incidence of hours of work in the academic outcomes in students, Center of Distributive and labor Studies, 1994)

EFFECTS THAT WORKING AND STUDYING AT THE SAME TIME COULD BRING IN STUDENTS' LIVES.

There comes a time in the major when studying and working are part of a student's daily routine and it becomes in a necessity, so that students must get used to the changes that this stage might bring in their lives. Some of these effects can be read in the following list:

Tiredness:

The person must face this waking up early in the morning, going to work, and after attend studies, which could appear so exhausting at the beginning.

Problems in evaluations outcomes:

Due to the job, students tend to miss more classes to give time to their jobs, because in most of the cases they are obliged to accomplish an agreed schedule. Some consequences of this are the low grades in evaluations, a poor performance in classes and problems to develop group activities.

Health problems:

Students must be aware of the capacity that can be supported by the body. Sometimes all the things students are attending such as studies, work, homework, familiar and social issues, among others; get together and origin a high level of stress, that is harmful not only to the performance in the learning process of students, but also in their mental and physical performance.

(eltiempo.com, February 2011)

Some personal examples

I study marketing at night and during the day, I work in a Marketing agency. I arrive home at 11:00 pm and when I get there, I have to study or do homework; I stay up even until 1:00 am; so I sleep four or five hours every day. I drink vitamins and teas to relax myself. Sometimes, I wake up a kind of dizzy and it is difficult for me to concentrate in my classes or lectures. I have become thinner and now I drink energetic drinks to keep willing to work or study.

Deysi Cardoza, student at Universidad Tecnológica.

Working and studying at the same time is not easy. It requires organization, sleep less hours and avoid attending parties, but it its part of the process to be a good professional. Work is not always an obstacle to study; on the contrary it helps the personal formation and discipline, as well as to organize time and space. To perform a better job, we have to let the employers know about the schedules at the university and the time when study is more exhausting in order to make a good performance in both work and studies.

Alexia Avalos, university student and writer on Campus virtual magazine

ENGLISH TEACHING, A GOOD LABOR OPTION FOR SOME AND A LIMITED ONE FOR OTHERS

The growing prominence of regional and local varieties of English language has several implications for English teaching in the 21st century. First, English teachers will need to conceptualize how they conceive the link between language and culture.

Culture remains an integral part of language learning, but the approach toward culture must become multi-faceted, taking into account the diverse cultures of the many people who speak English around the world. There is no single formula for how to handle issues of culture in teaching. Teachers will need to vary their approach depending on the particular audiences being taught and their purposes in learning English.

It is also important for English language educators to come to grip the social, economic, cultural, and linguistic consequences of the global spread of English. The spread of English might be believed that privileges certain groups of people (including native speakers and non-native elites who have the opportunity to master it well) and may harm others who have less opportunity to

learn it. This is common in countries in which English Language is taught as a second language, which means that the changes English language is suffering, must be taught, too. Nowadays in El Salvador, there is a variety of institutions that offer English as a foreign language to be learned.

Here is a list of the most known ones:

National English Center

Pro-lingua Institute.

Centro Cultural Salvadoreño Americano

Central American Technological Institute (ITCA)

Academia Europea

Berlitz English Academy

Escuela Tazumal

And also some universities, which offer English courses to the public in general. Those institutions are part of the university, and for that reason, they have already good positions in people's preferences.

Some examples of how institutions work are presented here, as a contrast; two different ways to develop the teaching process will be seen and explained.

TEACHING PROCESS AT CENTRAL AMERICAN TECHNOLOGICAL INSTITUTE (ITCA)

Here are offered different types of perspectives about English as a foreign language.

First, courses for people at any age and educational level are given in groups that consist of ten or more students who want to learn English for "personal" objectives.

Second, English is taught in most of the majors that the institution offers. Students finish the whole studies managing an intermediate level of English (In some cases students reach an advanced level of the language) or at least that is what the institution pretends on each student.

Third, technical English is taught in some majors. The majority of the majors students have are related to electronic or computing and programming issues, so they need to know most of the specific vocabulary, expressions and slangs used in the field the major they have taken belongs to.

The description below explains how serious the learning process of the English language is and the efforts that are done to get proficient professionals to teach the language.

As it is required in a higher education institution, the staff of teachers must have all the legal documents to exert their specialties teaching the language and they must keep the track of the regular trainings that are developed by specialists, editors and other people involved in the English teaching experience inner the institution. The staff also has the option to teach in the extended program of the National English Center (NEC), which is administrated by the ITCA and regulated by the Ministry of Education, making of it one of the best options and one of the most successful institutions that offer English as a Foreign language.

(Blanca Huevo, Boss of the Human Resources Department)

TEACHING PROCESS AT JOSE MATIAS DELGADO UNIVERSITY

The process to teach English in this university differs a lot with other institutions and is a limited labor supply for professionals or “under” professional in the field. The option to learn English given to students is based on the correct use of technology to become an English language “user”.

Thus, they offer something which they called “virtual modules” and they function through internet. First, the university hires a company, whose aim is English teaching, this company is the one in charge of the students’ performance, but they have sessions only using a computer and a software to access to the “virtual” classes, and they never have face to face sessions, which limits a lot students encouraging to deal with the most complicated things of the foreign language, like pronunciation, grammar structures, error correction, etcetera. At this point, the paper of the university is secondary because they just pay the company for their services. (Cecilia Martinez, Coordinator of the Languages Department)

Nowadays the company in charge of teaching English at Jose Matias Delgado University is English Training Group (ETG) and most of the students who are taking those virtual modules are the ones who have asked for some reinforcement for English classes (taken as an obligatory subject in the different faculties of the university).

2.3 DEFINITIONS

- **Labor market:** Is the market in which workers compete for jobs and employers compete for workers.
- **Market, marketplace, market place:** Is the world of commercial activity where goods and services are bought and sold; “without competition there would be nonmarket”.
- **Bilingual staff:** A group of people that have language skills in English and another language and the ability to speak two languages proficiently.
- **Call center:** Is a physical place where customer and other telephone calls are handled by an organization. A call center has the activity to handle a considerable volume of calls at the same time, to screen calls and forward them to someone qualified to handle them. Call Centers are used by mail order catalog organizations, telemarketing companies, computer product help desks, and any large organization that uses the telephone to sell or service products and services.
- **Traineeship:** Is a financial aid that enables a person to get trained for a specified job.
- **Global economic crisis:** Refers to an economic scenario where the economies of countries all over the world have taken a beating.

- **Underemployment:** Refers to an employment situation that is insufficient in some important issues for the worker, Examples include holding apart-time job despite desiring a full-time work, and low skills qualification for a job, among others.
- **Trade agreements:** Are international agreement or conditions of trade in goods and services among countries or companies.
- **Free trade agreement:** It is considered as an agreement (such as FTAA or NAFTA) between two or more countries to establish a free trade areas, where commerce in goods and services can be conducted across their common borders, without tariffs or hindrances.

CHAPTER 3

METHODOLOGY

This chapter proposes and involves the methodological approach and the research design that best fits to explore the research questions established in the previous chapter. The aim of the research was to collect information about the labor market in which the students from the major in teaching English are being employed, as well as identify the effect that working and studying at the same time has in their studies. Based on what has previously been said, a systematic process of collecting information on what people involved in the investigation say and do, as stated by Proto Genie, (2000-2006) Students from first year unto graduates from the major were implicated in the research. This source helped to conduct the research to collect the information needed about the students' labor market and their struggles when working and studying at the same time.

3.1 RESEARCH LEVEL

This research enclosed the information gathered about the situation that students live on the process of working and studying at the same time. Analyzing the effects that the level of the major in which students are when they start to work have in their learning process, as well as the amount of time they invest to their jobs . Because of this important aspect, the research started by identifying the labor market available for the students of the major of teaching English. This area has not been studied before, taking into account all the employment opportunities that the students have; some others have been focused on call centers only, but this study looks for

revealing findings about the level of influence that any job may have in the students learning so it can be taken into account by the head of the Foreign Languages Department.

3.2 RESEARCH DESIGN

This study was directed by a qualitative research that attempts to accumulate existing information and data about the type of employments being offered to English students. Since the qualitative approach seeks to discover the meanings that participants attach to their behavior, how they interpret situations, and what their perspectives on particular issues are (Measor & Woods, 1984), the research worked perfectly to gather specific type of qualitative data through collection of open-ended survey data.

3.3 SAMPLE / PARTICIPANTS

The study focused on students from the second semester of their first year up to graduates from the major of English teaching of the Foreign Languages Department at the University of El Salvador. Students were selected randomly from all subjects that the major implies. Convenience sampling was selected because of its convenient accessibility and proximity to the researchers (Castillo, 2009) and was used to choose students and graduates as the main participants of this study because researchers had easy access to them.

The average of students in the Foreign Languages Department during the time selected to do the research was 1,300; and taking into account that the 65% - approximately 845 students- were

studying the major in English Teaching, the sample selected was at about 12.4% (105) out of the 845 students.

3.4 DATA COLLECTION

A) Intervention/Material

This study proceeded to collect the data by choosing twenty participants based on the year that they were coursing. In the current semester, twenty-one subjects were being taught; five subjects were selected from the first year, five from the second year and so on making a total of twenty subjects only. Five students were selected from each subject previously being selected, as well as five graduates making a total of one hundred five students. An open-ended question was designed to encourage a full, meaningful answer using the subjects' own knowledge and feelings and it also tends to be more objective and less leading (Ceci & Bruck, 1993) because of this, open-ended surveys were used to collect data from students subjects of this study. Students were visited during a class session, previous authorization by the teacher in charge of the group and the Head of the Foreign Languages Department. The investigators explained the objectives of the research and then the participants gave their responses.

To gather the graduates' answers, the participants were selected randomly. These people were already known by the investigators, which made easier the fact of collecting the data, which was

made by contacting them through the phone or e mail. The survey was sent through e mail and the response was received in the same way, to proceed later with the analysis.

b) Measurement /Instrument

The survey was elaborated by the researchers, aiming to get the information needed from the participants. Researchers were the administrator of this survey and the only people with access to the data that was collected. The purpose of the survey was included at the top of the first page of the survey. Students selected to fill out the survey, received an explanation about the research so they could provide researchers with realistic and valid answers. The survey required 15 to 20 minutes to complete. After the surveys have been completed the hard copies were kept until data analysis was completed.

CHAPTER 4

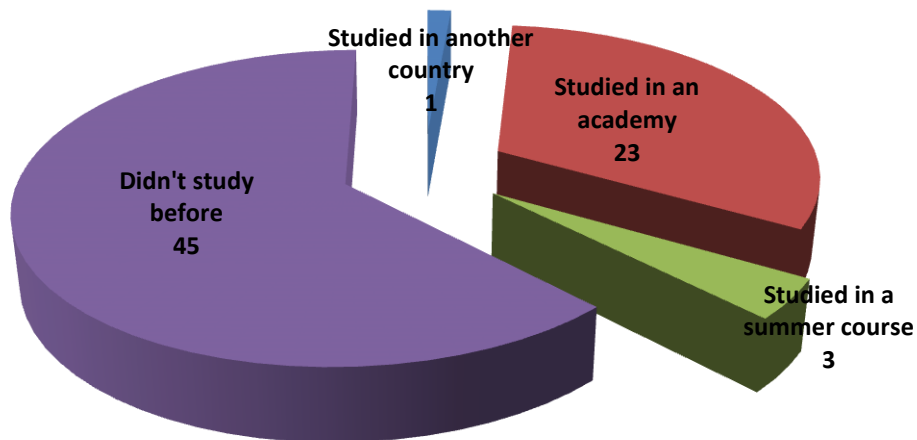
ANALYSIS OF RESULTS

Question 1

Did you study any English course prior to start the major in English teaching?

45 interviewed answered that they did not take any English course before starting the major at the university, they started with the only knowledge they got in High School. The other 27 interviewed, from a total of 72, answered positively, giving different responses, as it is represented here:

Studied in another country	1 person
Studied in an academy	23 people
Studied in a summer course	3 people

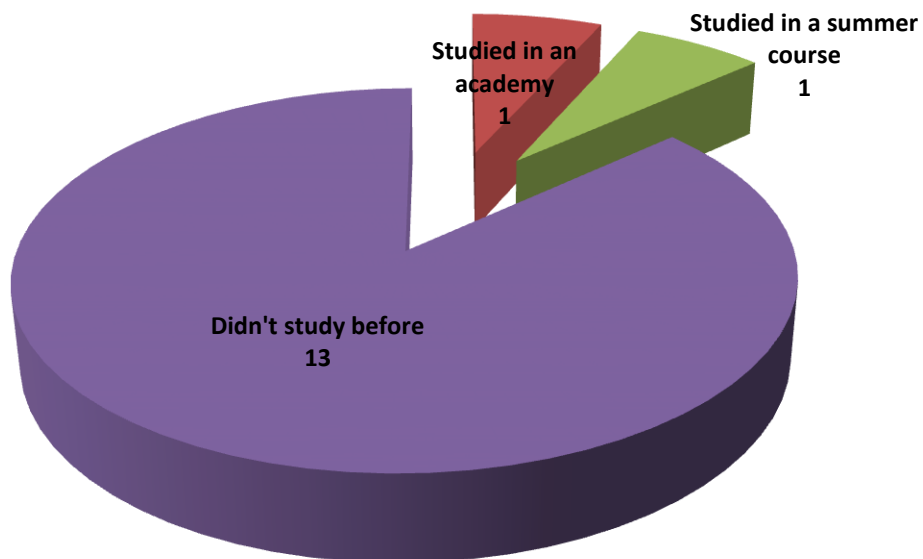


ANSWERS FROM GRADUATES

13 graduates out of 15, said that they did not take any English course prior to start the major in English teaching; they only had basic knowledge from High School. The other ones answered the following:

Studied in an academy 1 person

Studied in a summer course 1 person



With this answers, we can conclude that the majority of students started the major with basic English knowledge, which is the one that is taught in High School and Elementary School, polishing that knowledge when studying the major at the university.

Question 2

What term are you studying currently?

The 72 interviewed were currently studying the following terms:

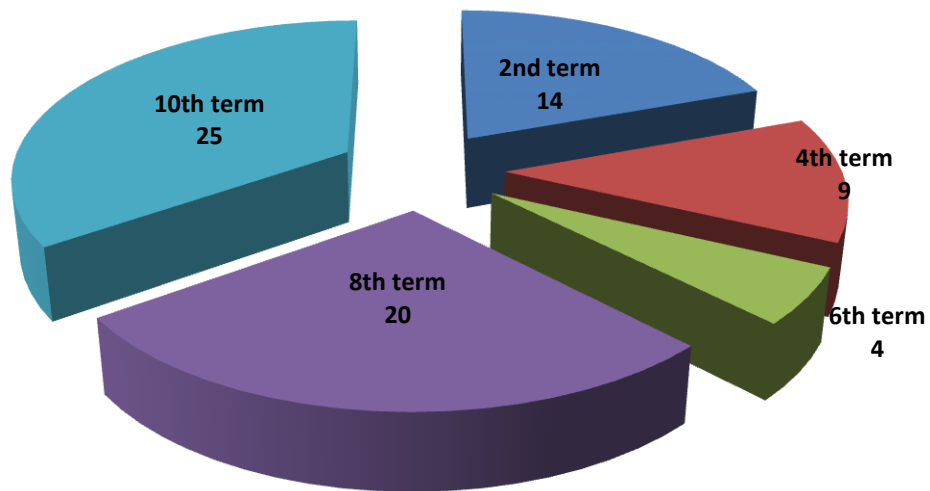
2nd term 14 students

6th term 4 students

4th term 9 students

8th term 20 students

10th term 25 students



This question did not apply for graduates.

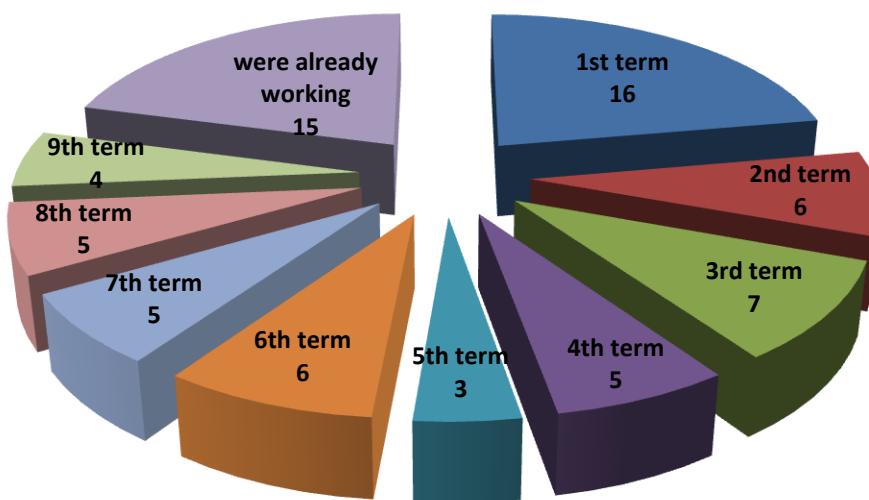
Question 3

What term were you studying when you started to look for a job?

15 interviewed students, out of 72, were already working when they started to study the major.

The rest of the participants started to look for a job while they were in the following terms:

1 st	16 students	5 th	3 students
2 nd	6 students	6 th	6 students
3 rd	7 students	7 th	5 students
4 th	5 students	8 th	5 students
		9 th	4 students

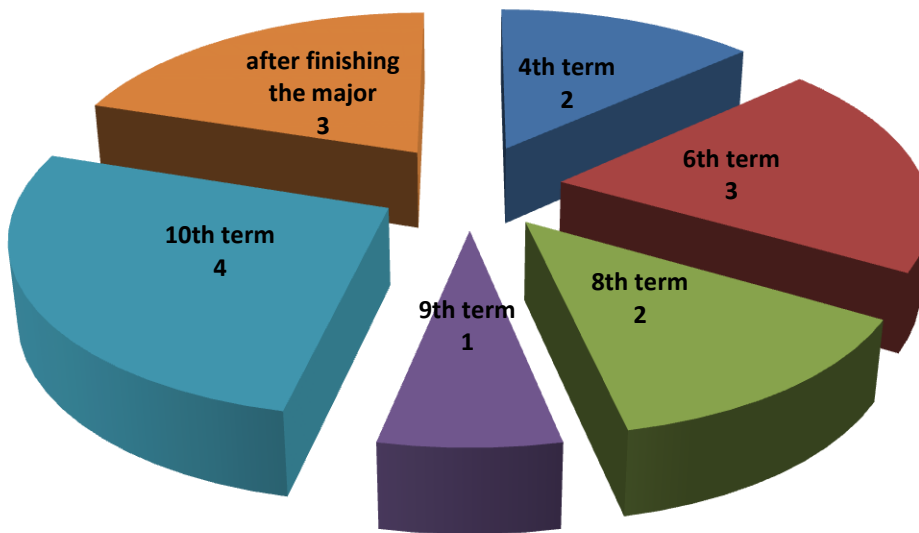


As it is seen, based on the results of this question, most of the students started to look for a job while they were at the beginning of the major.

ANSWERS FROM GRADUATES

3 out of 15 graduates, waited to look for a job until they finished their major. The other 12 graduates started seeking a job when they were in the following terms:

- 4th 2 graduates
- 6th 3 graduates
- 8th 2 graduates
- 9th 1 graduate
- 10th 4 graduates



These graduates started to look for a job when they were about to finish their major and once they have finished. It is overt that a considerable amount of students start to look for a job before finishing the major

Question 4

What term were you studying when you started to work?

11 students out of 72, started to work before starting to study the major. The rest of participants were in different terms when they first started to work; and the terms were the following ones:

1st 6 students

5th 3 students

2nd 11 students

6th 6 students

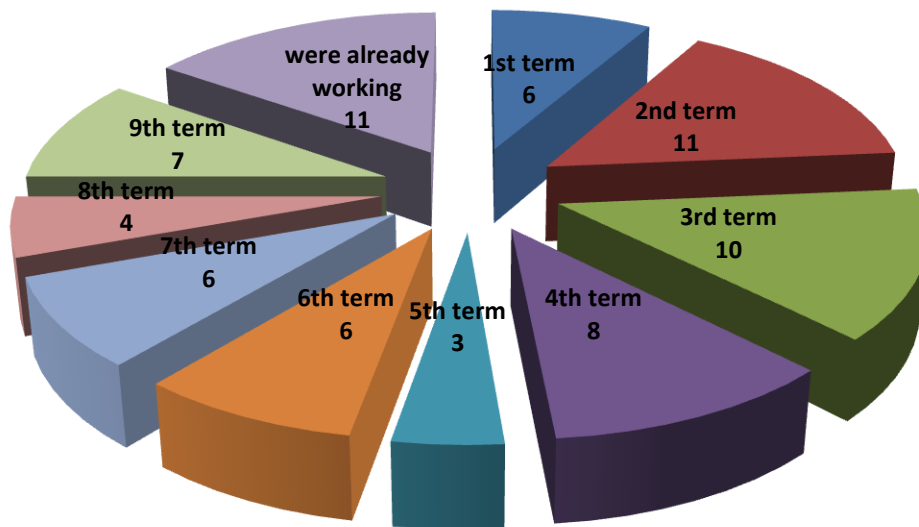
3rd 10 students

7th 6 students

4th 8 students

8th 4 students

9th 7 students



The majority of these students started to work when they were in the second semester of the major, it means, on the first year; and the second longer group, started to work in the first semester of the second year.

ANSWERS FROM GRADUATES

4 out of 15 graduates interviewed, started to work until they finished their major. The rest of the graduates started to work when they were in the following terms:

4th 1 graduate

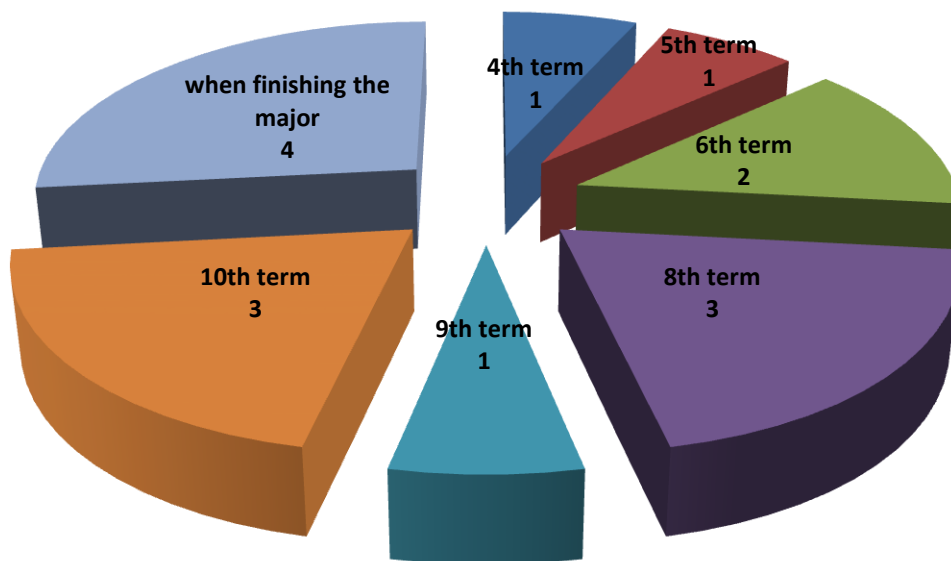
8th 3 graduates

5th 1 graduate

9th 1 graduate

6th 2 graduates

10th 3 graduates



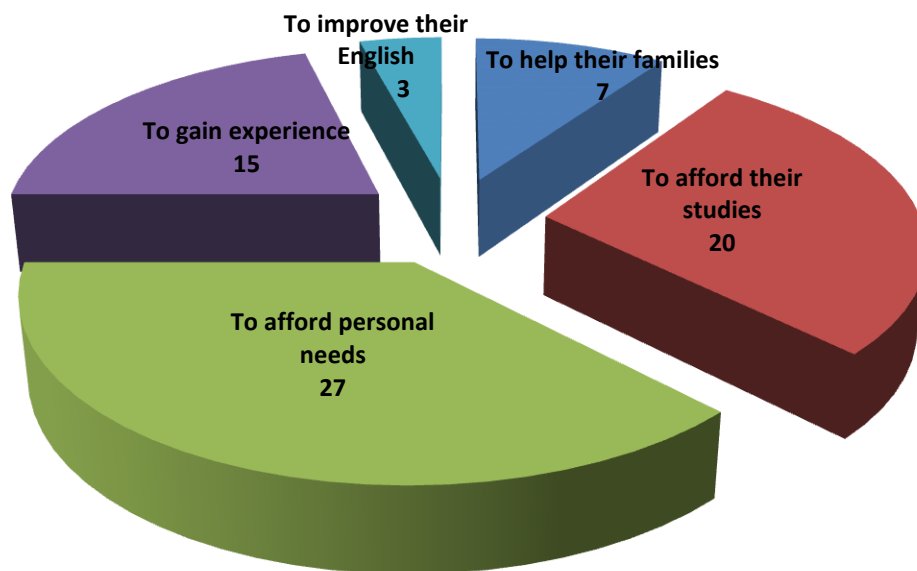
Most of these graduates started to work in the last terms of the major; and some of them, until they finished it.

Question 5

Why did you decide to start working before graduating?

Five variables were found in the answers that the interviewed students gave, and they are the following ones:

To help their families	7
To afford their studies	20
To afford personal needs	27
To gain experience	15
To improve their English	3



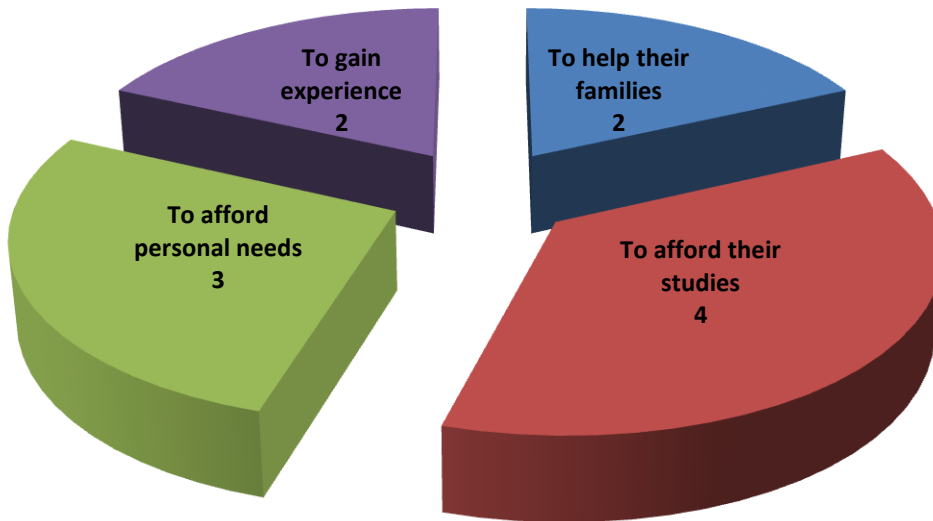
Based on these results, we can say that most of the students started to work when they were studying because they needed to support themselves and pay their studies or any other personal issue.

ANSWERS FROM GRADUATES

From the 15 graduates interviewed, 4 of them started to work until they finished their major. The other 11 gave 4 different reasons about why they started to work before finishing their major.

And the four variables are the following ones:

To help their families	2 graduates
To afford their studies	4 graduates
To afford personal needs	3 graduates
To gain experience	2 graduates



Most of these graduates, started to work before finishing their major, because they needed to support their studies and some personal needs, as it can be seen in the previous graphic.

Question 6:

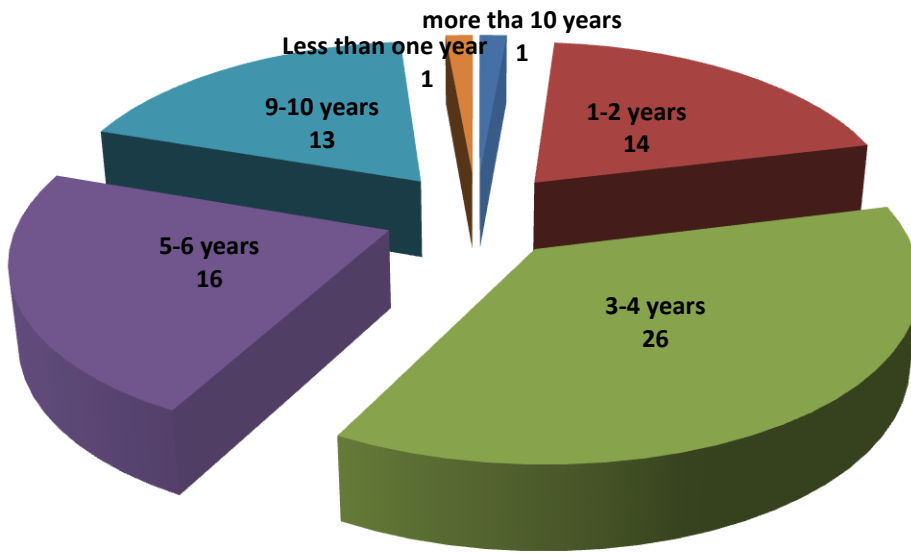
For how long have you been working?

First of all, from the total of the eighty four interviewed people, sixteen of them answered 3 years. Other ten students answered 1 year. Six students answered 4 years, while five ones responded 5 years. Twelve students answered 6 years. Four students answered 1 year and a half. Other four students explained that they have been working for 10 years and only two students answered 5 years and a half. Nine students answered 9 years and other ones answered 4 years and a half. Only one of them answered 17 years and another one responded that he has been working for two months.

Variables represented in the graphic

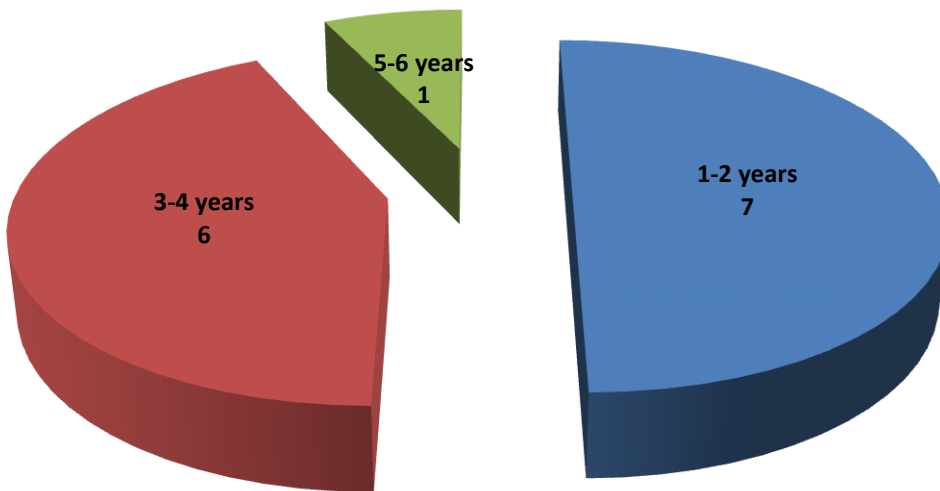
Less than one year	1 students
Between 1 and 2 years	14 students
Between 3 and 4 years	26 students
Between 5 and 6 years	16 students
Between 9 and 10 years	13 students
More than 10 years.	1 student

In these outcomes, it can be seen that most of the participants have more than one year of being working, and some of them have even more than five years exerting their learned abilities.



ANSWERS FROM GRADUATES

Five interviewed answered 1 year and four graduates answered 3. Only two of them answered 4 years; while other two ones answered 2. Finally, one answered 6 years.



According to these results, it can be seen in both graphics that most of the participants have more than one year of being working and some of them have even more than five years performing their abilities.

Question 7:

What do you do at your workplace?

In this question, many different answers were explained by participants, but the most relevant information, is the fact that a big amount of them perform something completely different from the major they are studying. In the following organized chart, the variables gotten are detailed and of course, the number of students that perform in each one:

English teachers	25 students		
Call center agents	15 students		
Interpreters	5 students	Work in an internet café	2 students
Secretaries	3 students	Receptionists	2 students
Computer programmers	2 students	Sellers	7 students
		Accountability assistants	1 student
		Attending customers	5 students

Three participants did not answer this question.

Based on the answers gotten, most of the participants are working as English teachers, exerting the major they are studying, which is important to get experience. In second place, another considerable amount of students work as call center agents.

ANSWERS FROM GRADUATES

The answers obtained from graduates, as in the previous list, are mentioned here.

English teachers 12 graduates

Call center agents 2 graduates

This one was a closed question, but it had the option of giving more information to explain; that is why there is no graphic to represent the outcomes, due to the nature of the answers.

Question 8:

Would you like to do something different?

According to the results gotten from the students' answers, 40 of them answered positively, writing that they would like to face something new or different from the current job they have.

The most common options gotten from students' responses are detailed below.

- Work in call centers to improve listening and speaking skills
- Start working as a teacher and get more experience in the teaching field
- Work in an international company to practice English language
- Some others did not explain any further detail, and it is important to clarify that some of them mentioned more than one option in the answer.

Negative responses were taken from 32 students; which means that they feel satisfied with the job they perform currently, because they are already used to do the activities assigned to them.

ANSWERS FROM GRADUATES

From the total of answers from graduates, 10 answered negatively, detailing that they do not have a great necessity to look for another job. Other 5 participants answered positively, especially about the fact of getting a better paid job.

Due to the nature of the answers in this question, there is not graphic representation.

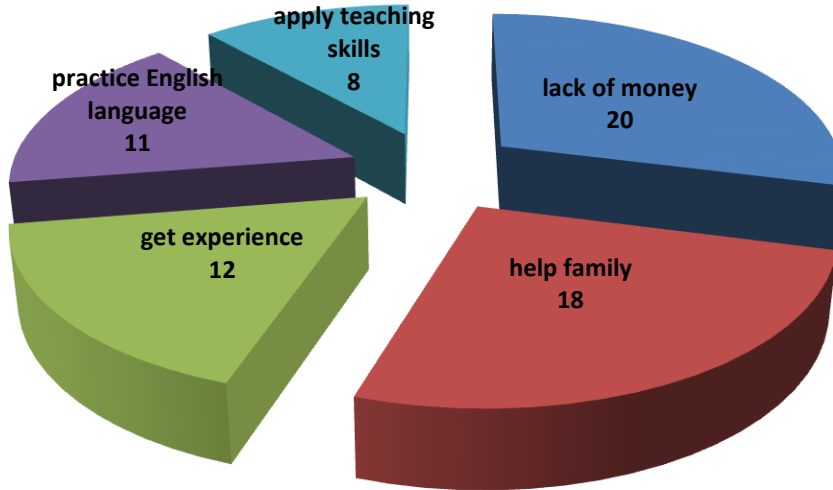
Question 9:

What were the reasons that made you apply for your current type of job?

Out of 84 participants, a total of 69 gave different reasons for applying for jobs. All the answers have been grouped in the following five variables, which explain the students' point of view.

Lack of money	20 students
Help family	18 students
Get experience	12 students
Practice English	11 students
Apply teaching skills	8 students

Graphic representation of the variables above, belonging to the positive answers



The answers show that the lack of money to afford some personal needs is the main reason why students applied for their jobs.

ANSWERS FROM GRADUATES

All of them answered that the main reason for applying for a job, was the fact of the money they needed to support themselves, for instance; for paying bills, paying the university fee, getting material to study and becoming economically independent.

As it is overt in this question, the most important reasons that encouraged students to apply for a job was the lack of money for affording personal issues, and in some cases, of course, for helping their families.

Question 10:

Have you been able to study all your courses since you started working?

In this question, 32 participants answered “Yes”, and explained that for them it was not a big problem dealing with both working and studying at the same time; nevertheless, some of them explained that it was a little bit difficult at the beginning, but later on they were able to make it.

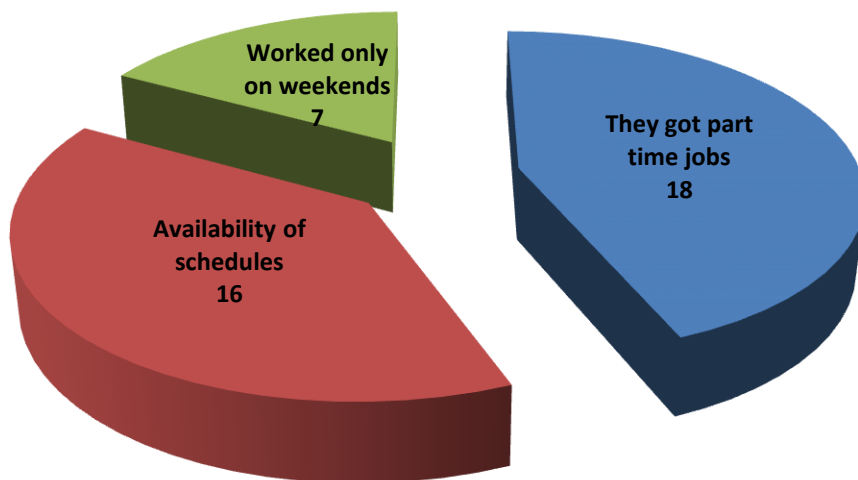
The reasons they detailed in the answers are mentioned as it follows:

They got part time jobs 18 students

Availability of schedules for making both activities 16 students

Some of them worked only on weekends 7 students

Graphic representation of the variables above, belonging to the positive answers

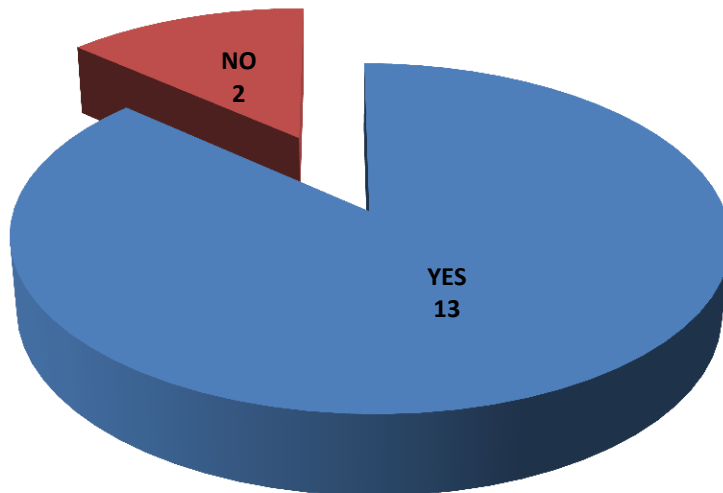


The students that answered “No” were 28, who didn’t give any extra detail, but only the fact that their main inconvenient was the problem with schedules about their classes and their jobs, and also the fact that they could not deal with both activities at the same time.

ANSWERS FROM GRADUATES

Out of the total of 15 graduates that participated in the survey, 13 of them answered positively to this question due to the availability of time in their jobs, so they could attend classes with no problem.

Only 2 graduates gave a negative answer, explaining also the lack of time to perform both activities.



In this question, based in the results, not only the majority of the students, but also the graduates that participated in the survey, expressed that they did not have any problem working and studying at the same time

Question 11

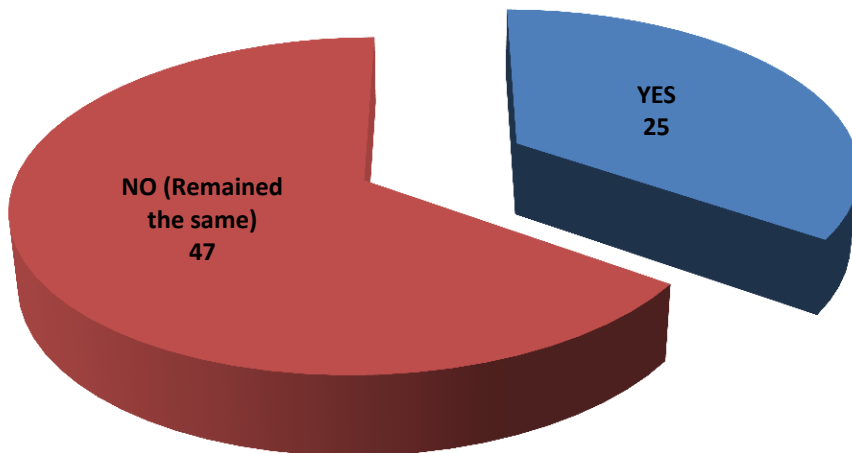
Are your grades any better since you started working?

From the total of the 87 interviewed people, 25 of them answered that their grades remained the same since they started working, though they explained they had to make extra efforts to get that.

The other 47 participants answered that their grades didn't improve. Some issues that the interviewed with positive answers explained, are listed here:

Practice English at work	7 students
Organized time better	3 students
Others	15 students

47 answers were negative, in which the participants clarified that their grades remained the same.



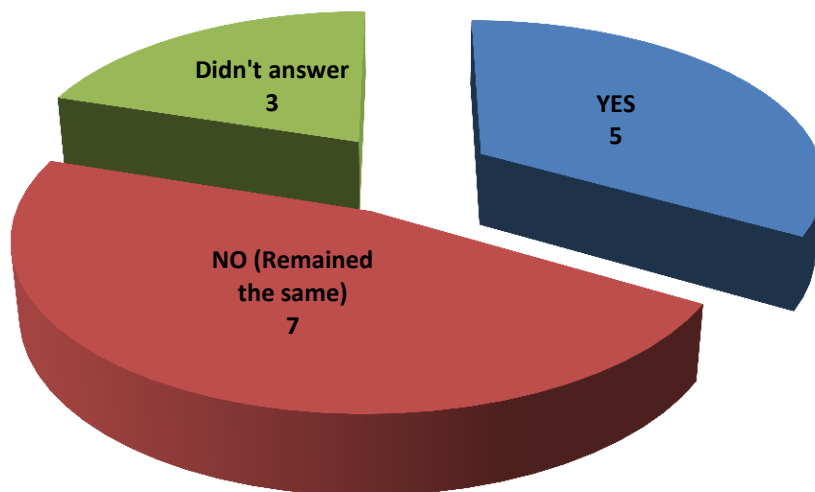
Most of the students' grades did not change at all when they started working, according to the information gathered in this question.

ANSWERS FROM GRADUATES

Positive answers 5 graduates

Negative answers 7 graduates

Didn't answer the question 3 graduates



This information does not differ from the students' one.

Question 12

Have your grades lowered since you started working?

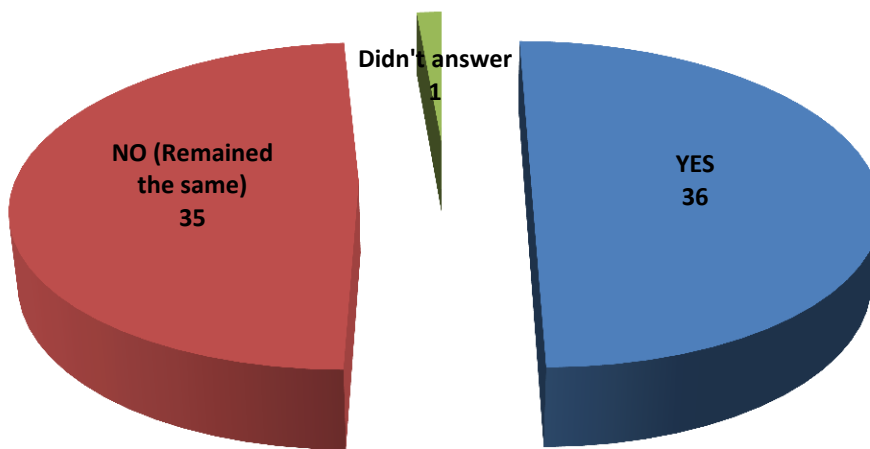
In this question 36 out of the total, gave a positive answer. 35 students gave a negative answer.

And 1 of them didn't answer the question.

The ones that answered "Yes" explained that the most common issue that affected their grades the most, was the fact about how hard is to deal with time when attending a job and their studies

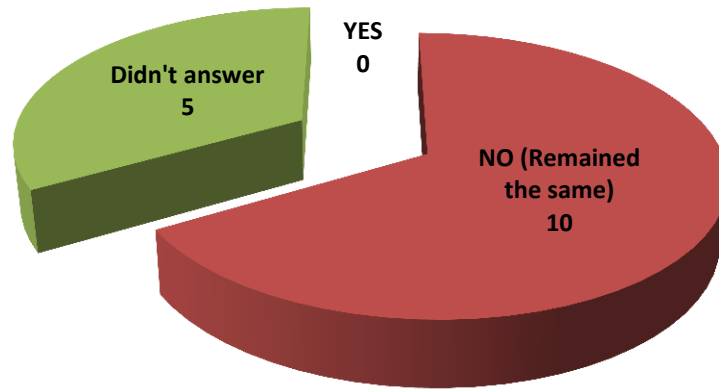
at the same time. Sometimes they do not attend classes due to their schedules or they do not register the mandatory subjects of the semester, because of the lack of time.

The majority of the ones that answered “No” explained that their grades remained the same, and work didn’t interfere in their studies, because they based their answers in issues like organization, practice, attitude and schedules.



ANSWERS FROM GRADUATES

10 graduates answered with a negative response, it means that their grades remained the same and 5 of them, didn’t answer the question.



In general, it can be said that when students started working, their routine was affected somehow. It could have been due to the issues explained before, which affected students' academic performance during their major. The answers didn't show a great difference between students and graduates.

Question 13

Do you have enough time to study and do homework?

According to the answers in this question, 23 out of the total answered "Yes", but most of them also clarified that they had to change some personal habits they had before, such as:

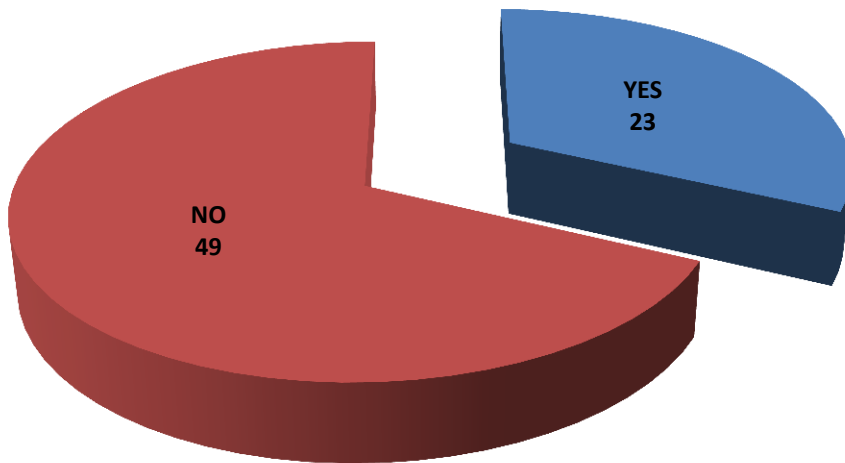
Organizing time

Use internet to reinforce missed classes

Reduce activities of their social life.

And others answered positively because in their jobs, flexible schedules are available and they are allowed to attend their academic activities.

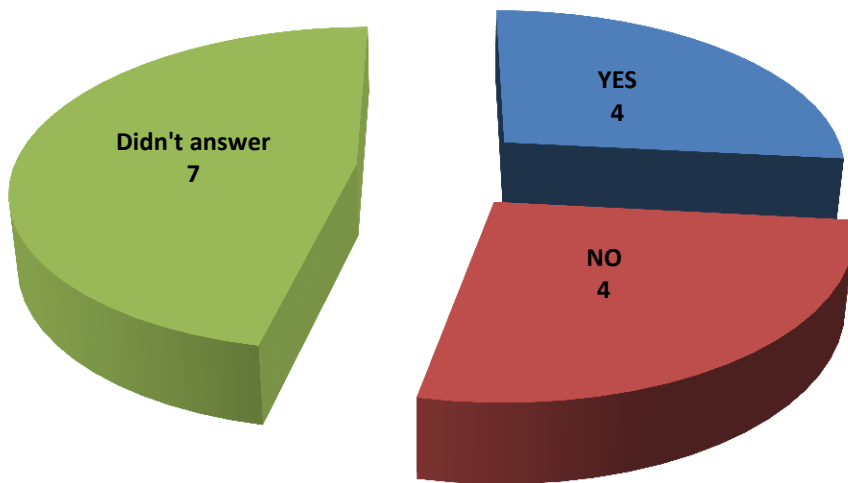
In this question, 49 negative answers were gotten, and the reason was the lack of time they have when attending two activities or places at the same time.



Here, the outcomes show that having a job has interfered somehow with the time students' use to do their university assignments. Only a small portion of them expressed that they can manage both activities with no problem.

ANSWERS FROM GRADUATES

In this category, 4 professionals answered positively and 4 marked the negative option. Also, 7 graduates didn't answer the question.



The biggest group of graduates did not answer this question, balancing the other options as it is shown in the graphic.

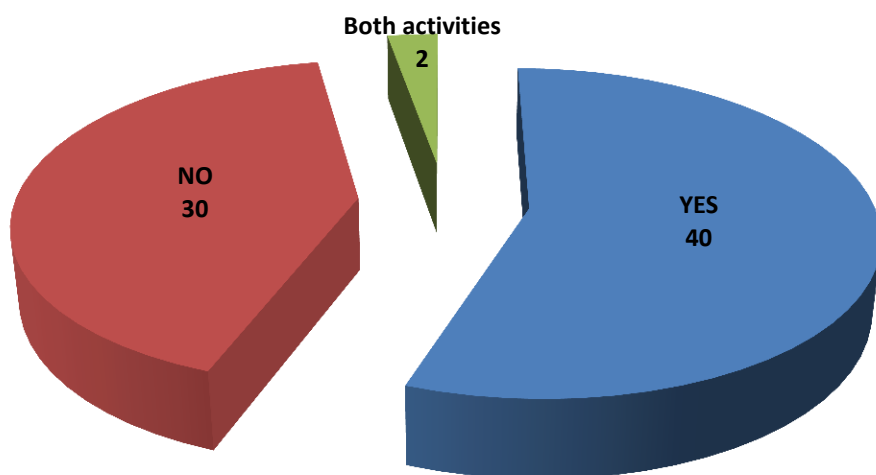
Question 14

Would you rather only study and not work and study at the same time?

Based on the analysis of this question, 40 out of the total, marked the option “Yes” and their reasons were different, but focused on finishing their major in the established time.

The ones, whose answers were negative, were 30 people, and most of them clarified that the necessity of becoming economically independent was the reason. It includes paying studies costs, helping family or personal needs.

Only 2 people, from the negative answers, explained that they like having both activities and do not have problems when attending them; and other 2 answers claimed that the students need to get experience, even though they are still studying their major.



Most of the students answered “Yes”, which means that if they had the opportunity only to study and not working at the same time, they would do it.

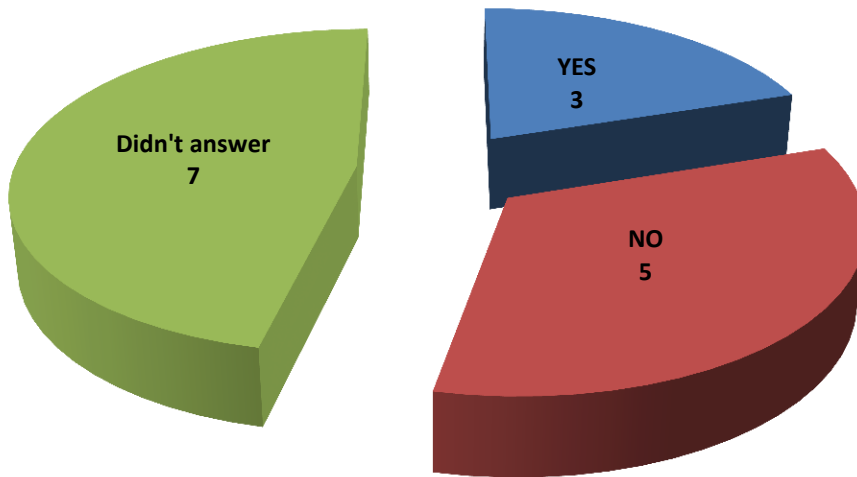
ANSWERS FROM GRADUATES

This question was answered according to their past experience because they already finished their major.

Only 3 people answered “Yes” and their reason was the availability of time.

5 professionals answered “No” and explained that they had flexible schedules in their jobs.

7 graduated didn’t answer the question.



As it is represented in the graphic, most of the graduates prefer to have a chance to work; it means that for the majority of them, it is better to have a job and study; nevertheless, numbers are a quite balanced.

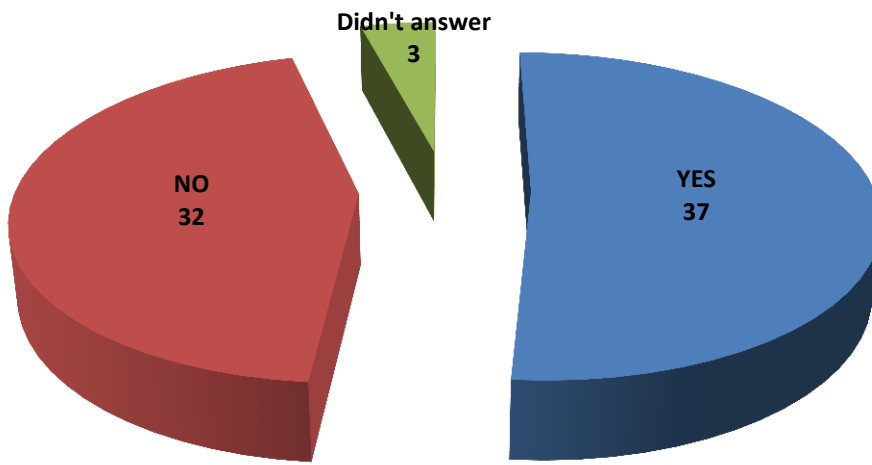
Question 15

Have your job schedules somehow interfered with your studies?

37 answers gotten were positive. As it is overt, the whole group agreed that the reason of this was the time; reflected on mixed schedules, incomplete number of subjects registered, less time to rest and to do homework.

32 of the participants gave a negative answer, which means that work didn't interfere with their academic preparation, being explained by the whole of the group, that they had flexible schedules not only at work, but also at the university.

3 people didn't answer the question.

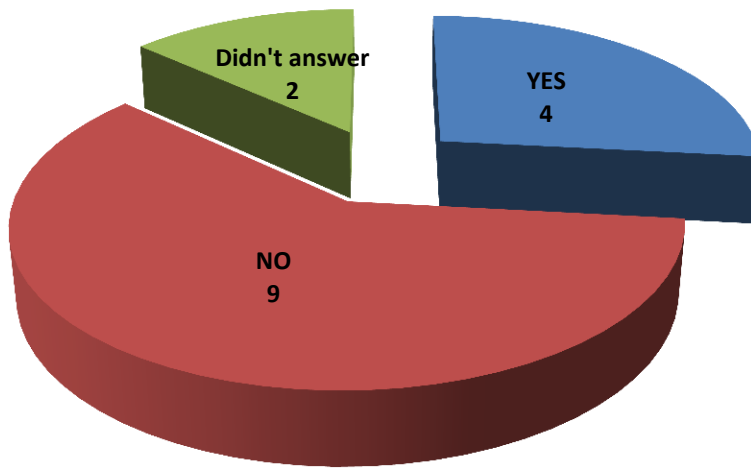


ANSWERS FROM GRADUATES

4 participants answered positively, and as seen above, the reason was the lack of time to perform better in the two activities.

9 answers were negative, due to flexible schedules to attend work and studies.

2 of the graduates didn't answer the question.



Question 16

Do you have plans of further studying a Master Degree or a PhD after finishing the major?

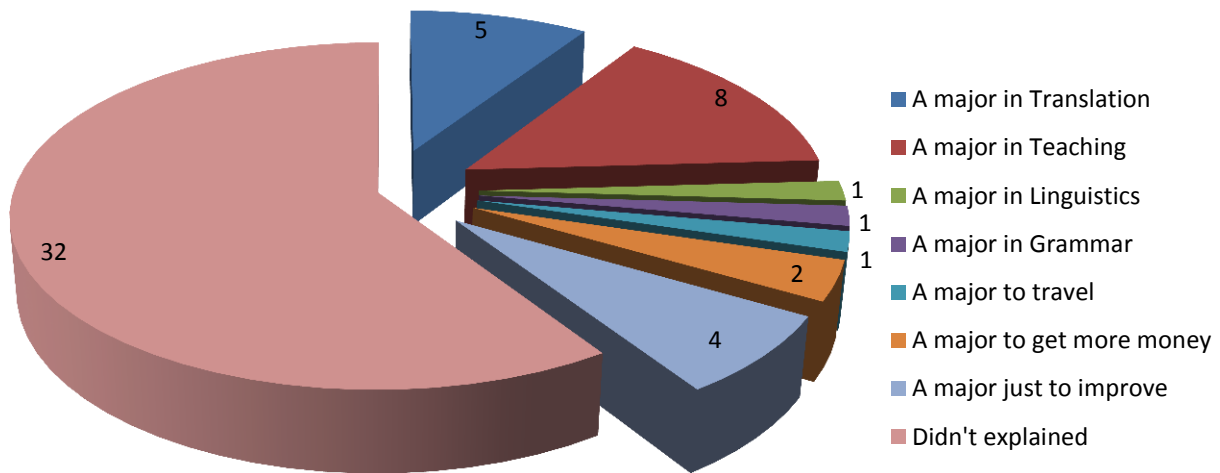
In this question 54 participants answered “Yes”, as explained below:

Study a major in translation	5 answers
Study a major in teaching	8 answers
Study a major in Linguistics	1 answer
Study a major in Grammar	1 answer
Study a major to travel	1 answer
Study a major to get more money	2 answers
Study a major just to improve	4 answers

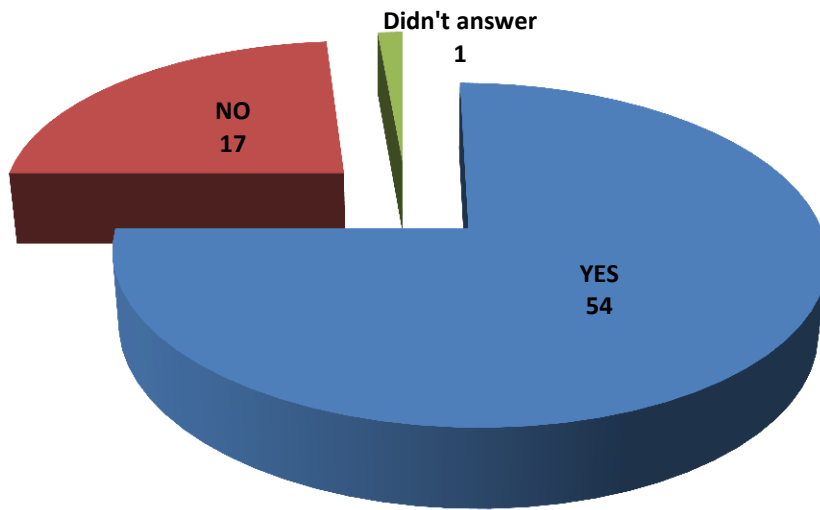
Didn't explain

32 answers.

Graphic representation of the variables above, belonging to the positive answers



The negative answers obtained were 17 and only 6 of them explained that it is better for them to focus on a job, because when finishing a major, it is enough to get a good position in a job. 1 participant didn't answer the question.



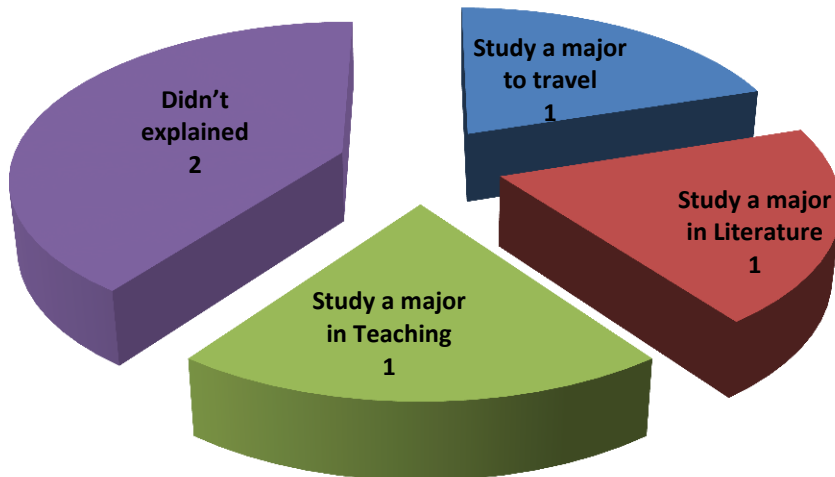
The majority of the students want to continue studying after finishing their major and specialize more in the English language field.

ANSWERS FROM GRADUATES

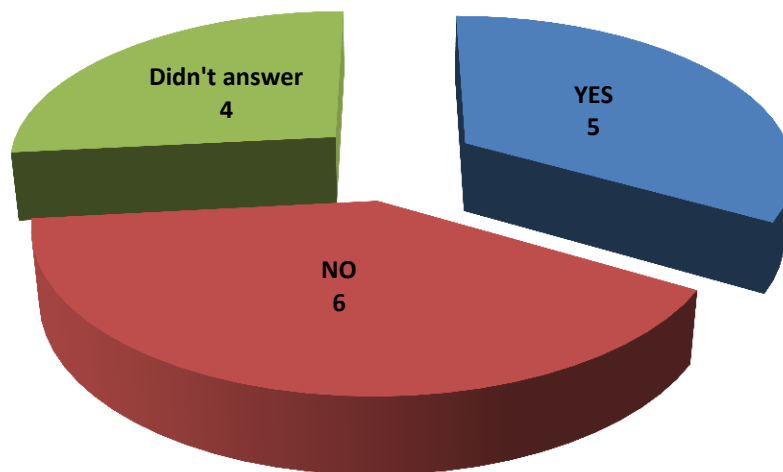
5 positive answers, explained as it follows:

- Study a major to travel 1 answer
- Study a major in Literature 1 answers
- Study a major in Teaching 1 answer
- Didn't explain 2 answers

Graphic representation of the previous variables, belonging to graduates' positive answers



6 negative answers were obtained, where the participants did not explain any reason and 4 of them did not answer the question.



The result from graduates differs from the students' one. As it is seen in the graphic, the numbers are balanced, but there are more participants that said they do not want to continue studying.

CHAPTER 5

CONCLUSIONS

1. It was difficult to study and work at the same time for some students, especially due to the lack of time they had. In this case students had to respect work and university schedules and gear to them, according to their convenience. Some other students did not have any problem mixing work and studies at the same time.
2. Most students and graduates wanted to work as English teachers, but as seen previously most of them are working in areas different from the teaching one; first because it is difficult to get a job as a teacher or they prefer to work in better paid jobs.
3. Most students applied for a job since they were in the first year of the major, just to support their own needs and also to become more independent economically, and of course, to help their families.
4. In some cases, some students have flexible work schedules, it shows that some companies are aware of the importance that a major has, and they give students an opportunity to become professionals.
5. Students' grades were not affected or were minimally affected by the fact of having a job as they were studying.

RECOMMENDATIONS:

The following issues are explained with the aim of providing some ideas that might be considered important to improve the issues related to teaching process at the Foreign Languages Department and the labor market students prefer.

1. The authorities of the Foreign Languages Department must do a research aimed to find new options for students who work, in order to offer more flexible schedules; it might be for example, including classes on weekends, especially for people that do not have enough time to study, or study at night.
2. The authorities of the Foreign Languages Department must have a program like a labor exchange to provide an option to students to work. It can be done by opening new relations with private and public institutions to give more job opportunities to bilingual students, especially in a field according to their major.
3. Motivate students to exert their bilingual abilities in the field they belong, by adding more subjects aimed to recognize the advantage of the right labor market in which they can apply.
4. Offer further specialization programs to students who finish the major in order to become more proficient professionals.

5. Provide incentives to outstanding students per subject, like a general names list in the bulletin board in the whole Foreign Languages Department for them to feel encouraged to continue successfully their major.
6. Let students know about the chances they might have to get scholarships to study abroad and encourage them to apply for them.
7. The authorities of the Foreign Languages Department have to do a revision in the careers' curriculum in order to redefine the subjects that it has to contain and the ones that it does not, taking into account the changes in the labor market.

BIBLIOGRAPHY AND REFERENCES

- Best Careers for Bilingual Latinos, Graciela Kenig
- Ehow.com
- Instituto Tecnológico Centroamericano (ITCA)
- Reasons which motivate students and graduates from the Foreign Languages Department to work in call centers. (2,010)
- Universidad Jose Matías Delgado
- Universidad Tecnológica de El Salvador
- www.elsalvador.com
- www.ezinearticles.com
- www.forbes.com
- www.oei.es
- www.thefreedictionary.com
- www.wikipedia.org