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

ARE STUDENTS OF THE FIFTH YEAR, REGISTERED IN 2014 IN BACHELOR OF ARTS IN MODERN LANGUAGES SPECIALTY IN FRENCH AND ENGLISH OF THE FOREIGN LANGUAGES DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR, READY FOR THE LABOR INSERTION ON THE CURRENT LABOR MARKET?

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FINAL RESEARCH REPORT IN ORDER TO OBTAIN THE DEGREE OF BACHELOR OF ARTS IN MODERN LANGUAGES WITH SPECIALIZATION IN FRENCH AND ENGLISH

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INDEX

- **TABLE OF CONTENTS**

PAGE

INTRODUCTION

This research project embeds all the corresponding components for doing an exhausted report. It contains the topic "Are students of the fifth year, registered in 2014 in Bachelor of Arts in Modern Languages Specialty in French and English of the Foreign Languages Department of the University of El Salvador, ready for the labor insertion on the current labor market?"

Although the statement of the problem is composed by the objectives, the research questions, the justification and delimitation, that helps to establish and determine the problem, then the theoretical framework has been elaborated from literature revision.

Each rubric is developed and explained to have a better idea of the research project and the type of hypotheses; it also includes the type of research that is correlational, moreover the research design is non-experimental; then it is explained when and where the sample was chosen, and the instrument used: a survey that was administered to some students from the Bachelor degree. Also data was collected to prove hypothesis and answer research questions.

At the end of this project there is a time table in order to carry out the process in a chronological order. At the end conclusions and recommendations are stated.

RESEARCH TOPIC

Are students of the fifth year, registered in 2014 in Bachelor of Arts in Modern Languages Specialty in French and English of the Foreign Languages Department of the University of El Salvador, ready for the labor insertion on the current labor market?

I. STATEMENT OF THE PROBLEM

A. OBJECTIVES

1. General Objective

To determine if students of the fifth year, registered in 2014, in the Bachelor of Arts in Modern Languages Specialty in French and English of the Foreign Languages Department of the University of El Salvador are ready for the labor insertion on the current labor market of El Salvador.

2. Specific Objectives

a. To elaborate the profiles that the tourism area, call centres, and the teaching area demand for hiring people by doing a documental research to establish a theoretical framework for the research.

b. To verify if students fulfil the profile that the labor market demands to get a job in the tourism area, teaching area, and call centers by elaborating a questionnaire.

c. To establish the obstacles that students have to face when applying for a job.

B. RESEARCH QUESTIONS

1. **General Question**

Are students of the fifth year, registered in 2014 in the Bachelor of Arts in Modern Languages Specialty in French and English of the Foreign Languages Department of the University of El Salvador ready to the labor insertion on the current labor market of El Salvador?

2. **Related Question**

a. What is the profile that the tourism area, call centers, and the teaching area demand for hiring people?

b. Do students of the fifth year of Bachelor of Arts in Modern Languages Specialty in French and English of the Foreign Languages Department of the University of El Salvador fulfil the profile that the labor market demands?

c. What are the obstacles that students of the fifth year of Bachelor of Arts in Modern Languages Specialty in French and English of the Foreign Languages Department of the University of El Salvador have to face when applying for a job?

C. JUSTIFICATION

Nowadays, the labor demand is increasingly competitive; companies are looking for employees that match the profile for different positions, so that people want to prepare for being part of a good company and occupy a position with a good salary. Trying to contribute to the society, the University of El Salvador has created the Bachelor of Arts in Modern Languages Specialty in French and English, with the objective to help students to have better opportunities and be competitive. Most of the students took this major thinking on the possibility to be part of this labor market, which every day is at the forefront.

This research pretended to determine if students of the fifth year, registered in 2014 in the Bachelor of Arts in Modern Languages Specialty in French and English of the Foreign Languages Department of the University of El Salvador, are ready for the labor insertion on the current labor market of this country. Also it was important to know and to elaborate the profile that the areas of tourism, call centers and teaching were demanding for hiring people. These areas were the most common among students, so that this research focused on them. At the same time verified if students fulfil the profile, and established obstacles that students face when they apply for a job.

This research achieved that students be conscious about what the labor market demands and if students are ready or not to face it. In addition, this served to know if the Modern Languages major has had success in the education of professionals. Taking into account that the major is focused in the areas of teaching and communication, it means that this one is preparing professionals for two specific fields.

The results obtained from this research will be useful for the authorities of the Foreign Languages Department in order to make some changes in the curriculum of Bachelor of Arts in

Modern Languages Specialty in French and English, focus on the aspirations or necessities of many students and will also favour new students.

D. DELIMITATION

The universe from which the sample was calculated was the student population from the fifth year of Bachelor of Arts in Modern Languages Specialty in French and English, in the Foreign Languages Department of the School of Arts and Sciences of the University of El Salvador, registered on the second semester – 2014. There were a total of 235 students, out of them; the sample was 40 students from the seminar's group.

TIME

This research project started on September 2013. First of all the statement of the topic and the statement of the problem were limited in October and November, then the theoretical framework, the type of research, the research design and the statement of the hypotheses were searched and improved in February, March, April, and May 2014, then the sample was chosen in August, and in September the data was collected, followed by the data analysis that includes the analysis of every question in the survey. The answers of the research questions and the hypotheses were analysed in October and November and also conclusions and recommendations.

PLACE

Place where data was collected was the Foreign Languages department of the school of Arts and Social Sciences.

II. THEORETICAL FRAMEWORK

A. Antecedents

One of the main steps to start a research project was to look for the previous studies about the topic, and to verify if the topic has been studied before. Therefore during the revision of the literature about the research project "Are Students of the Fifth year, registered in 2014, in Bachelor of Arts in Modern Languages Specialty in French and English of the Foreign Languages Department of the University of El Salvador, ready for the labor insertion on the current labor market?" was found some relevant information related to this research problem.

Previous thesis

"The relevance of academic training of students of the fourth and fifth year of the Modern Languages Major with the labor insertion on the current labor market" (2013) [1]

This research was elaborated to know the academic and professional competences that power the Modern Languages Major in students. Also identify the competences that the enterprises request for hiring professionals in foreign languages. In addition, suggest changes in the academic education.

This research threw important information such as the labor insertion in the areas of call center and teaching. Students had more opportunities to be hired in these areas thanks to the good linguistic development, even though the lack of knowledge in the different technical fields and weakness in skills like the use of technology.

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[1] Undergraduate research"The relevance of academic training of students of the fourth and fifth year of the Modern Languages Major with the labor insertion on the current labor market".(2013)

The academic training provided by the Modern Languages Major is considered successful and satisfactory. This is because the process of acquisition of linguistic knowledge for students of the fourth and fifth year. Those students are happy with the learning they acquired through the five years of the major. However in the optative areas, the curriculum of the Major provides more technical knowledge in the teaching area, this help student to be more competitive.

The lack of professional practices is one of the weaknesses found in the curriculum of the Major; students say that the practices will help to reduce the difficulties they have faced when they apply for a job in the area that the Major form them.

The experience acquired with professional practices is crucial when students apply for a job, because the majority of companies demand them as a requirement.

The curriculum of the Bachelor of Arts in Modern Languages Specialty in French and English was created in the year of 2002, even though it always differs in the technical and linguistic aspects in comparison to the curriculum of private universities in similar majors, the lack of revision and improvement of this one brings problems in the development of competitive. The weaknesses as the use of technology, overpopulation of students and the lack of professional practices, can be caused for different reasons, if these problems continue in the teaching-learning process, it will affect in a negative way in the labor insertion of students of the major. For this reason the 91.2% of students consider that the curriculum of the Modern Languages Major must be updated in relation to the demands of the current labor market.

B. DEFINITION

For supporting the research project, it is important to know the definition of some terms.

A **call centre** or **call center** is a centralized office used for the purpose of receiving or transmitting a large volume of requests by telephone. An inbound call centre is operated by a company to administer incoming product support or information inquiries from consumers. Outbound call centers are operated for telemarketing, solicitation of charitable or political donations, debt collection and market research. In addition to a call centre, collective handling of letter, fax, live support software, and e-mail at one location is known as a **contact centre**.[2]

A call centre is operated through an extensive open workspace for call centre agents, with work stations that include a computer for each agent, a telephone set/headset connected to a telecom switch, and one or more supervisor stations. It can be independently operated or networked with additional centres, often linked to a corporate computer network, including mainframes, microcomputers and LANs. Increasingly, the voice and data pathways into the centre are linked through a set of new technologies called computer telephony integration (CTI).

A **contact centre**, also known as customer interaction centre is a central point of any organization from which all customer contacts are managed. Through contact centres, valuable information about company are routed to appropriate people, contacts to be tracked and data to be gathered. It is generally a part of company's customer relationship management (CRM). Today, customers contact companies by telephone, email, online chat, fax, and instant message.

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[2] . http://en.wikipedia.org/wiki/Call_centre1

Call Center Industry Growing in El Salvador[3]

According to recent article on ElSalvador.com, El Salvador's call center (aka contact center) industry has grown by 29% over the past six years, now employing 12,000 people in 45 different facilities around the country.

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. 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."

One of the limitations to growth over the years has been the relatively small bilingual workforce. In 2006, PROESA tried recruiting English-speaking Salvadorans in the US, promising salaries as high as $1500 a month to move to El Salvador and work in contact centers. Tim's blog posted an article at the time about the recruitment efforts, which sparked an interesting series of comments about the reality of such a plan.

Because the majority of El Salvador's contact centers serve US cliental, they have to compete with countries such as India and Philippines, both of which have larger populations of English-speakers.

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[3] http://voiceselsalvador.wordpress.com/2011/11/23/call-center-industry-growing-in-el-salvador/

El Salvador, however, has a couple of advantages that make it competitive. One is its proximity to the US, which makes the cost of doing business less. Government officials also argue that because Salvadorans have a better understanding of US culture, they are better able to serve their customers. The average salary for a bilingual contact center agent in El Salvador is $600, roughly the same as in India and Philippines.

One company, Transactel, has grown its call centers in El Salvador by 35% in just the past year, increasing from 1,700 employees, to 2,300. They will also add another 120 contractors to help with the November – December holiday season. Transactel is also offering online services so that customers can receive help via email or chat.

Another company, Sykes, claims to provide high quality call center services to prestigious companies. Since 1999, <u>Sykes</u> has opened several call centers throughout Latin America, including El Salvador, Costa Rica, Mexico, and Brazil. The <u>company claims</u> they take good care of their employees, offering educational assistance, medical services, life insurance, and more.

While contact centers are probably not the solution to El Salvador's economic issues, it is becoming an important industry, and could provide youth with the opportunity to build their language skills, get a paycheck, and get their foot into the service sector.

<u>Tour·ism[4]</u>

Tourism is travel for recreational, leisure, or business purposes, usually of a limited duration. Tourism is commonly associated with trans-national travel, but may also refer to travel to another location within the same country. The World Tourism Organization defines **tourists** as

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[4] en.wikipedia.org/wiki/**Tourism**

people "traveling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business and other purposes".

Tourism has become a popular global leisure activity. Tourism can be domestic or international, and international tourism has both incoming and outgoing implications on a country's balance of payments. Today, tourism is major source of income for many countries, and affects the economy of both the source and host countries, in some cases it is of vital importance.

Tourism suffered as a result of a strong economic slowdown of the late-2000s recession, between the second half of 2008 and the end of 2009, and the outbreak of the H1N1 influenza virus.[2][3] It then slowly recovered, with international tourist arrivals surpassed the milestone 1 billion tourists globally for first time in history in 2012. International tourism receipts (the travel item of the balance of payments) grew to US$1.03 trillion (€740 billion) in 2011, corresponding to an increase in real terms of 3.8% from 2010. In 2012, China became the largest spender in international tourism globally with US$102 billion, surpassing Germany and United States. China and emerging markets significantly increase their spending over the past decade, with Russia and Brazil as noteworthy examples.

Etymology

The word *tourist* was used by 1772 and *tourism* by 1811.

William F.Theobald (1994) suggested that "etymologically, the word *tour* is derived from the Latin, 'tornare' and the Greek, 'tornos', meaning 'a lathe or circle; the movement around a central point or axis'. This meaning changed in modern English to represent 'one's turn'. The suffix *–ism* is defined as 'an action or process; typical behaviour or quality', while the suffix, *–ist* denotes

'one that performs a given action'. When the word *tour* and the suffixes *–ism* and *–ist* are combined, they suggest the action of movement around a circle. One can argue that a circle represents a starting point, which ultimately returns back to its beginning. Therefore, like a circle, a tour represents a journey in that it is a round-trip, i.e., the act of leaving and then returning to the original starting point, and therefore, one who takes such a journey can be called a tourist."

Today, three schools discuss on the roots of tourism. The French School, led by A. Houlot argued that the term tourism comes from the old Aramaic Tur, which was used for the trip, exploration and movement of people in the Bible. This word had been used, for the first time, when Moses begins his expedition to the lands of Canaán. Nevertheless, another school of thought - the Onomastic School - considers the origin of the concept not from a linguistic perspective but rather links it to the last name of the French aristocracy Della Tour. According to this school, after Carlos V signs a treaty with England in 1516, in celebration of this event, the future king gives the Della Tour family exclusive rights to conduct commercial transport and related businesses. Last but not least, a third school focuses on the Anglo-Saxon world, situating the Theobald´s development under the lens of scrutiny. Surmising that the roots of the word tourism comes from the Ancient Anglo-Saxon term Torn, these scholars found evidence to think the term was coined in XIIth century which by farmers to denote those travels with intentions to return. Over centuries, the meaning of the word has been shifted to be politically adopted. By the middle of the 18th century, the English noblemen used the term "turn" to refer to the trips undertaken for education, search and culture exploration. In reality, the purpose of the noblemen's trip to the different parts of Kingdom was to acquire knowledge that was later useful for governing.

In support to Leiper´s account, M. Korstanje provided evidence that shows the Grand-tour was enrooted in the ancient Norse Mythology. Following the examination of legends and texts, this research focuses on the fact that Odin/Wotan represents the archetype of a travelling-god who explored the world to get experience and knowledge. Norse-related texts are indeed unique in this sense. Although the touristic-drive seems to be inherent to almost all cultures and times, Korstanje explains that only by the influence of Norse Mythology, the Grand-tour was accepted as a common-practice in England and Europe later.

Significance of tourism

Tourism is an important, even vital, source of income for many countries. Its importance was recognized in the *Manila Declaration on World Tourism of 1980* as "an activity essential to the life of nations because of its direct effects on the social, cultural, educational, and economic sectors of national societies and on their international relations."

Tourism brings in large amounts of income into a local economy in the form of payment for goods and services needed by tourists, accounting for 30% of the world's trade of services, and 6% of overall exports of goods and services. It also creates opportunities for employment in the service sector of the economy associated with tourism.

The service industries which benefit from tourism include transportation services, such as airlines, cruise ships, and taxicabs; hospitality services, such as accommodations, including hotels and resorts; and entertainment venues, such as amusement parks, casinos, shopping malls, music venues, and theatres. This is in addition to goods bought by tourists, including souvenirs, clothing and other supplies.

Definitions

In 1936, the League of Nations defined a *foreign tourist* as "someone traveling abroad for at least twenty-four hours". Its successor, the United Nations, amended this definition in 1945, by including a maximum stay of six months. In 1941, Hunziker and Krapf defined tourism as people who travel "the sum of the phenomena and relationships arising from the travel and stay of non-residents, insofar as they do not lead to permanent residence and are not connected with any earning activity." In 1976, the Tourism Society of England's definition was: "Tourism is the temporary, short-term movement of people to destination outside the places where they normally live and work and their activities during the stay at each destination. It includes movements for all purposes." In 1981, the International Association of Scientific Experts in Tourism defined tourism in terms of particular activities selected by choice and undertaken outside the home.[19]

In 1994, the United Nations identified three forms of tourism in its *Recommendations on Tourism Statistics*:

Domestic tourism, involving residents of the given country traveling only within this country.

- Inbound tourism, involving non-residents traveling in the given country.
- Outbound tourism, involving residents traveling in another country.

World tourism statistics and rankings

Total volume of cross-border tourist travel

International tourist arrivals reached 1.035 billion in 2012, up from over 983 million in 2011, and 940 million in 2010 In 2011 and 2012, international travel demand continued to recover from the losses resulting from the late-2000s recession, where tourism suffered a strong slowdown from the second half of 2008 through the end of 2009. After a 5% increase in the first half of 2008, growth in international tourist arrivals moved into negative territory in the second half of 2008, and ended up only 2% for the year, compared to a 7% increase in 2007.[2] The negative trend intensified during 2009, exacerbated in some countries due to the outbreak of the H1N1 influenza virus, resulting in a worldwide decline of 4.2% in 2009 to 880 million international tourists' arrivals, and a 5.7% decline in international tourism receipts.

Most-visited countries by international tourist arrivals

Main article: World Tourism rankings

The World Tourism Organization reports the following ten countries as the most visited in terms of the number of international travellers.

Rank	Country	UNWTO Region[2I]	International tourist arrivals (2012)	International tourist arrivals (2011)	Change (2011 to 2012) (%)	Change (2010 to 2011) (%)
1	▮▮ France	Europe	83.0 million	81.6 million	▲1.8	▲5.0
2	▬ UnitedStates	North America	67.0 million	62.7 million	▲6.8	▲4.9

16

Rank	Country	UNWTO Region[21]	International tourist arrivals (2012)	International tourist arrivals (2011)	Change (2011 to 2012) (%)	Change (2010 to 2011) (%)
3	China	Asia	57.7 million	57.6 million	▲0.3	▲3.4
4	Spain	Europe	57.7 million	56.2 million	▲2.7	▲6.6
5	Italy	Europe	46.4 million	46.1 million	▲0.5	▲5.7
6	Turkey	Europe	35.7 million	34.7 million	▲3.0	▲10.5
7	Germany	Europe	30.4 million	28.4 million	▲7.3	▲5.5
8	UnitedKingdom	Europe	29.3 million	29.3 million	▼0.1	▲3.6
9	Russia	Europe	25.7 million	22.7 million	▲13.4	▲11.9
10	Malaysia	Asia	25.0 million	24.7 million	▲1.3	▲0.6

International tourism receipts

International tourism receipts grew to US$1.035 trillion (€740 billion) in 2011, corresponding to an increase in real terms of 3.8% from 2010. The World Tourism Organization reports the following countries as the top ten tourism earners for the year 2011, with the United States by far the top earner.

Rank	Country	UNWTO Region[23]	International tourism receipts (2012)	International tourism receipts (2011)	Change (2011 to 2012) (%)	Change (2010 to 2011) (%)
1	🇺🇸 UnitedStates	North America	$126.2 billion	$115.6 billion	▲9.2	▲11.7
2	🇪🇸 Spain	Europe	$55.9 billion	$59.9 billion	▼6.6	▲14.0
3	🇫🇷 France	Europe	$53.7 billion	$54.5 billion	▼1.5	▲16.2
4	🇨🇳 China	Asia	$50.0 billion	$48.5 billion	▲3.2	▲5.8
—	Macau	Asia	$43.7 billion	$38.5 billion	▲13.7	▲38.3
5	🇮🇹 Italy	Europe	$41.2 billion	$43.0 billion	▼4.2	▲10.9
6	🇩🇪 Germany	Europe	$38.1 billion	$38.9 billion	▼1.9	▲12.1
7	🇬🇧 UnitedKingdom	Europe	$36.4 billion	$35.1 billion	▲3.7	▲8.2
—	Hong Kong	Asia	$32.1 billion	$27.7 billion	▲16.0	▲24.6
8	🇦🇺 Australia	Oceania	$31.5 billion	$31.5 billion	▲0.2	▲8.1
9	🇹🇭 Thailand	Asia	$30.0 billion	$27.1 billion	▲9.6	▲25.9
10	🇹🇷 Turkey	Europe	$25.6 billion	$25.0 billion	▲2.4	▲10.1

International tourism expenditure

The World Tourism Organization reports the following countries as the top ten biggest spenders on international tourism for the year 2012.

Rank	Country	UNWTO Region	International tourism expenditure (2012)	International tourism expenditure (2011)	Market Share (%)	Change (2011 to 2012) (%)
1	China	Asia	$102.0 billion	$72.6 billion	9.5	▲28.9
2	Germany	Europe	$83.8 billion	$85.9 billion	7.8	▼2.5
3	UnitedStates	North America	$83.5 billion	$78.2 billion	7.8	▲6.4
4	UnitedKingdom	Europe	$52.3 billion	$51.0 billion	4.9	▲2.5
5	Russia	Europe	$42.8 billion	$32.9 billion	4.0	▲23.2
6	France	Europe	$37.2 billion	$44.1 billion	3.5	▼15.7
7	Canada	North America	$35.1 billion	$33.3 billion	3.3	▲5.2
8	Japan	Asia	$27.9 billion	$27.2 billion	2.6	▲2.6
9	Australia	Oceania	$27.6 billion	$26.7 billion	2.6	▲3.3
10	Italy	Europe	$26.4 billion	$28.7 billion	2.5	▼8.1

Grand Tour

Modern tourism can be traced to what was known as the Grand Tour, which was a traditional trip of Europe (especially Germany and Italy) undertaken by mainly upper-classEuropean young men of means, mainly from Western and Northern European countries. The custom flourished from about 1660 until the advent of large-scale rail transit in the 1840s, and was associated with a standard itinerary. It served as an educational rite of passage. Though primarily associated with the British nobility and wealthy landed gentry, similar trips were made by wealthy young men of ProtestantNorthern European nations on the Continent, and from the second half of the 18th century some South American, U.S., and other overseas youth joined in. The tradition was extended to include more of the middle class after rail and steamship travel made the journey less of a burden, and Thomas Cook made the "Cook's Tour" a byword.

The Grand Tour became a real status symbol for upper classes' students, in the 18th and 19th centuries. In this period, Johann Joachim Winckelmann's theories about supremacy of classic culture became very popular and appreciated in the European academic world. Artists, writers and travellers (such as Goethe) affirmed the supremacy of classic art whose Italy, France, Spain and Portugal are excellent examples. For these reasons, the Grand Tour's main destinations were to those centres, where upper class students could find rare examples of classic art and history.

The New York Times recently described the Grand Tour in this way:

Three hundred years ago, wealthy young Englishmen began taking a post-Oxbridge trek through France and Italy in search of art, culture and the roots of Western civilization. With nearly unlimited funds, aristocratic connections and months (or years) to roam, they commissioned paintings, perfected their language skills and mingled with the upper crust of the Continent.

—Gross, Matt., *"Lessons From the Frugal Grand Tour." New York Times 5 September 2008.*

The primary value of the Grand Tour, it was believed, laid in the exposure both to the cultural legacy of classical antiquity and the Renaissance, and to the aristocratic and fashionably polite society of the European continent.

Teaching[5]

"The action of a person who teaches; the profession of a teacher"

"Teaching is imparting knowledge or skill"

Imparting --

- Telling? Conditioning? Constructing?

Knowledge --

- Knowing? Believing? Comprehending? Understanding?

Skill --

- Knowing that? (a bike is ridden *this way*)
- Knowing how? (to ride a bike in actuality)
- Knowing to? (ride a bike when necessary)

Descriptive Definitions of Teaching

Teaching as Success

Teaching as Intentional Activity

Teaching as Normative Activity

Scientific Definition of Teaching

5http://www.google.com.sv/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CDoQFjAC&url=http%3A%2F%2Fwww.phy.ilstu.edu%2Fpte%2F310content%2Fteachlearn
%2Fteaching_learning.ppt&ei=BJz6UvnwLrLisATpmYHICw&usg=AFQjCNFRGJX0Co7jXQRQ_GALO7kXDFR8QQ&bvm=bv.61190604,d.cWc

Teaching as Success

"Teaching is that which results in learning"

There are drawbacks with this form of definition.

- Learning is the responsibility of the teacher!
- If students do not learn, it is the fault of the teacher.

This is the process - product approach.

- Students are a product of the system
- Confuses teaching (a task) with learning (an objective)

By this definition, an external observer cannot tell whether or not a teacher is actually teaching; e.g., cannot observe teacher to see if teaching is actually occurring.

Teaching as Intentional Activity

"Teaching is undertaking certain tasks or activities the intention of which is to induce learning"

A teacher can anticipate that certain activities will result in learning, but not guarantee it.

In short, successful teaching cannot be reduced to a set of general rules, or a prescribed pattern of behavior.

Teaching as Normative Activity

"Normative teaching requires that the activities of teaching conform to certain ethical conditions"

- Conditioning (stimulus-obeying behavior)

- Indoctrinating (uniformed belief)

22

- Brainwashing (conditioned behavior/uninformed belief)

- Informing (information with explanations or evidence, no experience provided)

- Training (rule-obeying behavior)

- Instructing (training and informing)

- Teaching (processes of verification, concern for what student thinks, preparing them for independent action)

Toward of Scientific Definition of Teaching

"Teaching is the process of carrying out those activities that experience has shown to be effective in getting students to learn"

A major problem is that there is very little research that agrees systematically on anything craft wisdom is frequently good, but sometimes is in errora scientific definition is probably not possible given student autonomy

A Working Definition of Teaching

Teaching is undertaking certain ethical tasks or activities the intention of which is to induce learning.

Profession of those who give instruction, especially in an elementary or secondary school or a university. The teaching profession is a relatively new one. Traditionally, parents, elders, religious leaders, and sages were responsible for teaching children how to behave and think and what to believe. Germany introduced the first formal criteria for the education of teachers in the 18th century. In the 19th century, as society became more industrialized, the concept of

schooling became more universal. In industrialized nations today, most teachers are university graduates. Teacher-training programs usually include both general and specialized academic, cultural, or vocational courses; the study of educational principles; and a series of professional courses combined with practical experience in a typical school setting. Most countries also require professional certification following formal training.

Pro·file[6]

The public image of a person or organization, and the attention that they get from the public or journalists.

A description of a person, group, or organization that contains all the details that someone needs the social and financial profile of the family.

Professional Profile: set of skills and competencies identified by the formation of a person to assume in optimal conditions the responsibility for the development of functions and tasks of a given profession.

Communication[7]

The discipline of communication focuses on how people use messages to generate meanings within and across various contexts, cultures, channels, and media. The discipline promotes the effective and ethical practice of human communication.

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[6] 1http://www.macmillandictionary.com/dictionary/british/profile

[7] en.m.wikipedia.org/wiki/communication.

Communication is a diverse discipline which includes inquiry by social scientists, humanists, and critical and cultural studies scholars. A body of scholarship and theory, about all forms of human communication, is presented and explained in textbooks, electronic publications, and academic journals. In the journals, researchers report the results of studies that are the basis for an ever-expanding understanding of how we all communicate.

Transactional Model of Communication

The transactional model of communication is a graphic representation of the collaborative and ongoing message exchange between individuals, or an individual and a group of individuals, with the goal of understanding each other. A communicator encodes (e.g., puts thoughts into words and gestures), then transmits the message via a channel (e.g., speaking, email, text message) to the other communicator(s) who then decode the message (e.g., take the words and apply meaning to them). The message may encounter noise (e.g., any physical, psychological, or physiological distraction or interference), which could prevent the message from being received or fully understood as the sender intended. Click on the image to enlarge.

Areas within Communication

Areas of emphasis differ from one institution to another, but listed below are some of the most common areas of study:

Applied Communication - The study of how communication theory, research, and/or best practices help inform knowledge and theory about communication for practical issues.

Communication Education - The study of communication in the classroom and other pedagogical contexts.

Communication Theory - The study of principles that account for the impact of communication in human social interaction.

Electronic Media - The study of radio, television, media technology, and web design with streaming audio and video.

Health Communication - The study of communication as it relates to health professionals and health education, including the study of provider-client interaction, as well as the diffusion of health information through public health campaigns.

International and Intercultural Communication - The study of communication among individuals of different cultural backgrounds, including the study of similarities and differences across cultures.

Interpersonal Communication - The study of communication behaviors in dyads (pairs) and their impact on personal relationships.

Language and Social Interaction - The study of the structure of verbal and nonverbal behaviors occurring in social interaction.

Legal Communication - The study of the role of communication as it relates to the legal system.

Mass Communication and Media Literacy - The study of how mass forms of communication, such as print, radio and television disseminate information and influence society.

Mediation and Dispute Resolution - The study of understanding, management, and resolution of conflict within intrapersonal, interpersonal, and intergroup situations.

Organizational Communication - The study of processes used to analyze communication needs of organizations and social interaction, including how to improve communication between supervisors and employees.

Performance Studies - The study of components such as performer(s), text, audience, and context within the communication discipline.

Political Communication - The study of the role that communication plays in political systems.

Public Address - The study of speakers and speeches, including the historical and social context of platforms, campaigns, and movements.

Public Relations - The study of the management of communication between an organization and its audiences.

Rhetorical Criticism - The process of defining, classifying, analyzing, interpreting, and/or evaluating rhetorical artifacts.

Semiotics - The use of verbal and nonverbal symbols and signs in human communication.

Small Group Communication - The study of communication systems among three or more individuals who interact around a common purpose and who influence one another.

Speech Communication - The study of the nature, processes, and effects of human symbolic interaction. While speech is the most obvious mode of communication, human symbolic interaction includes a variety of verbal and nonverbal codes.

Theatre and Drama - The study and production of dramatic literature.

Visual Communication - The study of visual data, such as architecture, photography, visual art, advertising, film, and television as it relates to communication.

C. CURRENT FACTS

Actually enterprises are hiring professionals in foreign languages. The demand of these kind of professionals is everyday more persistent. But this professionals have to fulfil the profile enterprises demand to occupy a position. For instance the professional's profile in **call centers** must be:

✓ 85% of English and French level

✓ Excellent communication skills

✓ Computer skills

✓ Patient, dynamic, proactive and fast learner

✓ Goal oriented

✓ Great customer service skills.

The following information about customer service skills will serve students to know what this involves; also they will find 15 ideas with explanations.

There are 15 Customer Service Skills that Every Employee Needs[8]

These customer service skills that every employee *must* master if they are forward-facing with customers.

Without them, you run the risk of finding your business in an embarrassing customer service train-wreck, or simply losing customers as your service continues to let people down.

Luckily, there are a few universal skills that every support member can master that will **drastically** improve their interactions with customers.

Below I'll go over the 15 most-needed skills that matter to this incredibly important position.

The Customer Service Skills that Matter

When most business publications talk about customer service skills, things like "being a people person" tend to take the spotlight...

It's not that this trait is outright *wrong*, but it's so **vague** and **generic** that it is hardly a help to those looking to get involved in support positions within a company, and certainly doesn't help out entrepreneurs/founders who are looking for the right set of skills when hiring the all-important folks who will be taking care of their customers.

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[8] 1.http://www.helpscout.net/blog/customer-service-skills/

With that said, let's get into some SPECIFIC skills that every support employee can master to "WOW" the customers that they interact with on a daily basis...

1. Patience

If you don't see this near the top of a customer service skills list, you should just stop reading.

Not only is patience important to customers, who often reach out to support when they are confused and frustrated, but it's also important to the business at large: we've shown you before that *great* service beats fast service every single time.

Yet patience shouldn't be used as an excuse for slothful service either!

As "Derek Silvers explained his view on "slower" service as being an interaction where the time spent with the customer was used to better understand their problems and needs from the company".

He says that "If you deal with customers on a daily basis, be sure to stay patient when they come to you stumped and frustrated, but also be sure to take the time to truly figure out what they want — they'd rather get competent service than be rushed out the door!"

2. Attentiveness

I feel like men may need to re-read this one twice, if girlfriends and wives are to be believed...

The ability to *really* listen to customers is so crucial for providing great service for a number of reasons.

Last week I went over a few customer feedback systems, and long before that I showed you the data on why listening to customer feedback is a must for many businesses who are looking to innovate.

Not only is it important to pay attention to individual customer interactions (watching the language/terms that they use to describe their problems), but it's also important to be mindful and attentive to the feedback that you receive *at large*.

For instance, customers may not be saying it outright, but perhaps there is a pervasive feeling that your software's dashboard isn't laid out correctly. Customers aren't likely to say, "Please improve your UX!", but they may say things like, "I can never find the search feature," or, "Where is the function at again?"

What are your customers telling you without saying it?

3. Clear Communication Skills

For all of the "mumblers"[9] and people who love to ramble on (that's me!), you need to listen up!

It's okay to find out more about your customers, but make sure you're getting to the problem at hand quickly; customers don't need your life story or to hear about how your day is going.

More importantly, you need to be cautious about how some of your communication habits translate to customers, and it's best to err on the side of caution whenever you find yourself questioning a situation.

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[9] Person who mutters. www.wordreference.com/es/translation.asp?tranword=mumbler.

An example: The last time I went to get work done on my car, I was told by an employee that if I wanted to get an oil change, it would be "included" in my final bill.

I thought that meant I'd be getting it for *free*, yet as it turns out, that wasn't the case. The employee apologized and I truly believe it was an accident (they just worked there), but I haven't been back to that shop since because of the miscommunication.

When it comes to important points that you need to relay clearly to customers, keep it simple and leave nothing to doubt.

4. Knowledge of the Product

As a non-technical guy, this is one I try to work on every single day.

The best forward-facing employees in your company will work on having a **deep** knowledge of how your product works.

It's not that every single team member should be able to build your product from scratch, but rather they should know the ins and outs of how your product works, just like a customer who uses it every day would.

Without knowing your product from front-to-back, you won't know how to help customers when they run into problems.

5. Ability to Use "Positive Language"

Sounds like fluffy nonsense, but your ability to make minor changes in your conversational patterns can truly go a long way in creating happy customers.

Language is a very important part of persuasion, and people (especially customers) create perceptions about you and your company based off of the language that you use.

Here's an example: Let's say a customer contacts you with an interest in a particular product, but that product happens to be backordered until next month.

Small changes that utilize "positive language" can greatly affect how the customer *hears* your response...

- **Without positive language:** "I can't get you that product until next month; it is back-ordered and unavailable at this time."
- **With positive language:** "That product will be available next month. I can place the order for you right now and make sure that it is sent to you as soon as it reaches our warehouse."

The first example isn't *negative* by any means, but the tone that it conveys feels abrupt and impersonal, and can be taken the wrong way by customers.

Conversely, the second example is stating the same thing (the item is unavailable), but instead focuses on when/how the customer will get to their resolution rather than focusing on the negative.

6. Acting Skills

Let's get real honest here... sometimes you're going to come across people that you'll **never** be able to make happy.

Situations outside of your control (they had a terrible day, or they are just a natural-born complainer) will sometimes creep into your usual support routine, and you'll be greeted with those "barnacle" customers that seem to want nothing else but to pull you down.

Every great customer service rep will have those *basic acting skills* necessary to maintain their usual cheery persona in spite of dealing with people who may be just plain grumpy.

7. Time Management Skills

Hey, despite my many research-backed rants on why you should spend more time with customers, the bottom line is that there *is* a limit, and you need to be concerned with getting customers what they want in an efficient manner.

The trick here is that this should also be applied when realizing when you simply **cannot** help a customer. If you don't know the solution to a problem, the best kind of support member will get a customer over to someone who does.

Don't waste time trying to go above and beyond for a customer in an area where you will just end up wasting both of your time!

8. Ability to "Read" Customers

You won't always be able to see customers face-to-face, and in many instances (nowadays) you won't even hear a customer's voice!

That doesn't exempt you from understanding some basic principles of behavioral psychology and being able to "read" the customer's current emotional state.

This is an important part of the personalization process as well, because it takes knowing your customers to create a personal experience for them.

More importantly though, this skill is *essential* because you don't want to mis-read a customer and end up losing them due to confusion and miscommunication.

Look and listen for subtle clues about their current mood, patience level, personality, etc., and you'll go far in keeping your customer interactions positive.

9. A Calming Presence

There's a lot of metaphors for this type of personality: "keeps their cool," "staying cool under pressure," etc., but it all represents the same thing... the ability that some people have to stay calm and even influence others when things get a little hectic.

I've had my fair share of hairy hosting situations, and I can tell you in all honesty that the #1 reason I stick with certain hosting companies is due to the ability of their customer support team to keep me from pulling my hair out.

The best customer service reps know that they **cannot** let a heated customer force them to lose their cool; in fact it is their *job* to try to be the "rock" for a customer who thinks the world is falling down due to their current problem.

10. Goal Oriented Focus

This may seem like a strange thing to list as a customer service skill, but I assure you that it is vitally important.

In my article on empowering employees, I noted that many customer service experts have shown how giving employees unfettered power to "WOW" customers doesn't always generated the returns that many businesses expect to see.

That's because it leaves employees without goals, and business goals + customer happiness can work hand-in-hand without resulting in poor service.

Relying on frameworks like the Net Promoter Score can help businesses come up with guidelines for their employees that allow plenty of freedom to handle customers on a case-to-case basis, but also leave them priority solutions and "go-to" fixes for common problems.

11. Ability to Handle Surprises

Despite what I had to say above, sometimes the customer support world is going to throw you a curveball!

Maybe the problem you encounter isn't specifically covered in the company's guidelines, or maybe the customer isn't reacting how you thought they would.

Whatever the case, it's best to be able to think on your feet... but it's even *better* to create guidelines for **yourself** in these sorts of situations.

Let's say, for instance, you want to come up with a quick system for when you come across a customer who has a product problem you've never seen before...

- **Who?** One thing you can decide right off the bat is *who* you should consider your "go-to" person when you don't know what to do. The CEO might be able to help you, but you can't go to them with every single question! Define a logical chain for yourself to use, then you won't be left wondering who you should forward the problem too.

- **What?** When the problem is noticeably out of your league, *what* are you going to send to the people above? The full conversation, just the important parts, or maybe some highlights and an example of a similar ticket?

- **How?** When it comes time to get someone else involved, *how* are you going to contact them? For instance, at Help Scout we prefer to solve small dilemmas over chat, and save bigger problems for email, keeping inbox clutter down to a minimum.

12. Persuasion Skills

This is one a lot of people didn't see coming!

Experienced customer support personnel know that oftentimes, you will get messages in your inbox that are more about the *curiosity* of your company's product, rather than having problems with it.

To truly take your customer service skills to the next level, you need to have some mastery of **persuasion** so that you can convince interested customers that your product is right for them (if it truly is).

It's not about making a sales pitch in each email, but it is about not letting potential customers *slip away* because you couldn't create a compelling message that your company's product is worth purchasing!

13. Tenacity

Call it what you want, but a great work ethic and a willingness to do what needs to be done (and not take shorcuts) is a key skill when providing the kind of service that people talk about.

The many memorable customer service stories out there (many of which had a huge impact on the business) were created by a single employee who refused to just do the "status quo" when it came to helping someone out.

Remembering that your customers are people too, and knowing that putting in the extra effort will come back to you ten-fold should be your driving motivation to never "cheat" your customers with lazy service.

14. Closing Ability

To be clear, this has nothing to do with "closing sales" or other related terms.

Being able to *close* with a customer means being able to end the conversation with confirmed satisfaction (or as close to it as you can achieve) and with the customer feeling that everything has been taken care of (or will be).

Getting booted after a customer service call or before all of their problems have been addressed isthe *last* thing that customers want, so be sure to take the time to confirm with customers that each and every issue they had on deck has been entirely resolved.

Your willingness to do this show the customer 3 very important things:

- That you care about getting it right

- That you're willing to keep going until you get it right

- That the customer is the one who determines what "right" is.

When you get a customer to, "*Yes, I'm all set!*" is when you know the conversation is over!

15. Willingness to Learn!

If you came across this article and read all the way to the bottom, you likely already have this skill (nice!).

This is probably the most "general" skill on the list, but it's still necessary.

Those who don't seek to improve what they do, whether it's building products, marketing businesses, or helping customers, will get left behind by the people willing to invest in their skills.

We love how the Buffer App team approaches this skill with their wonderful monthly customer happiness updates.

The updates are public, detailed, and go through how the support team (and the team at large) handled incoming emails for the month.

What better way can a startup's support team learns as it goes then breaking down their own customer happiness metrics each and every month, for the public to see?

For a position in **sales representative**

- ✓ High level of English
- ✓ Computer knowledge
- ✓ Call center experience
- ✓ Ability to close sales over the phone.

Also it is really important to manage browsers, when a person apply for a job in a call center, this person must pass an interview, then make a written exam and a computer exam where the candidate have to look for specific information using browsers. Typing is important too, people must type at least 30 words per minute.

In addition, the candidate must be a **human multitasking**[10] A human multitasking is the apparent performance by an individual of handling more than one task at the same time. The term is derived from computer multitasking. An example of multitasking is taking phone calls while typing an email. Multitasking can result in time wasted due to human context switching and apparently causing more errors due to insufficient attention.

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[10] 1 http://en.wikipedia.org/wiki/Human_multitasking

In the tourism area, the professional's profile must be the following. For **executive in touristic sales**:

- ✓ Dynamic, proactive, with initiative

- ✓ Student in tourism or administration of touristic enterprises

- ✓ Knowledge of the main touristic places in El Salvador

- ✓ Advance English.

- ✓ Studies in Administration of touristic enterprises

- ✓ Labor experience in administration

- ✓ Intermediate English.

- ✓ Bilingual 70%

- ✓ Computer systems management

- ✓ vocational service

- ✓ creativity

- ✓ precision

- ✓ Decision

- ✓ self-confidence

- ✓ Initiative

- ✓ Punctuality

- ✓ excellent interpersonal relationships

- ✓ and ability to work under pressure

In the **teaching** area the professional's profile is:

PUBLIC INSTITUTIONS

- ✓ The certificate of the Education ministry

- ✓ Teaching experience

- ✓ The information below is the procedure that people must follow for getting a job in a public school.

ADMISSION TOTEACHING

PROCEDURES

Art.18-Educatorsenrolled in the hierarchical scale will be able to choose and to recover educational charges, in accordance with the following procedures:

1) Applicants for a vacant position will present to the President of Local School Board or the second in charge, the respective application and documentation that accredits him/her as teacher duly registered;

2) If there is only one person applying for the vacancy, after five working days of its publication, the School Site Council may directly assign the vacancy if the applicant fulfills the legal requirements, and informing the Selection Board and human Resources Unit of the Ministry of Education.

3) After finishing the period provided in the preceding paragraph, and if there are more than one person applying for the vacancy, the School Board shall submit, the list of applicants, the relevant documentation and request that the selection procedure is carried out in this law, all this should happen within three working days, to the Selection Board ; and,

4) According to the previous paragraph, in the case of vacancies and new DEPARTURE, the Human Resources Unit will inform the education sector and the School Board that there are vacancies; this will be published in a national newspaper and other means that will consider suitable, all of this will happen in the first quarter of every year.

When the vacancies are ancient, the unit of human resources will do the corresponding notice at the time that will be necessary.

Throughout the selection process, the Selection Board shall consider first the right to transfer people, the antiquity in the graduation, the reentry, the specialty, the place of residence and the tests of selection when there will be equality of conditions; Salvadorian educators will have priority on other Central Americans applicants and these on other foreigners.

In addition they should take into account the applicant's religious affinity, when they apply for religious public institutions.

PRIVATE INSTITUTIONS

French Alliance

✓ Graduated or student of the fifth year

✓ B2 Certificate of the DELF system or a certificate of the DALF system

The **Diplôme d'études en langue française** [11](English: Diploma in French Studies), or **DELF** for short, is a certification of French-language abilities for non-native speakers of French administered by the International Centre for French Studies (*Centre international d'études pédagogiques*, or CIEP) for France's Ministry of Education. It is composed of four independent diplomas corresponding to the first four levels of the Common European

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[11] 1http://en.wikipedia.org/wiki/Dipl%C3%B4me_d%27%C3%A9tudes_en_langue_fran%C3%A7aise

Framework of Reference for Languages: A1, A2, B1 and B2. Above this level, the "Proficient User" divisions are certified by the DALF. The examinations are available in three varieties: "DELF Prim" which is for Primary school students (only available at A1 level), "DELF Junior et Scolaire" which is aimed at secondary-school aged students and "DELF Tous Publics" which is aimed at adults.

Each variety is worth exactly the same and results in the awarding of the same diploma, but the material is varied to ensure that it is appropriate for the target cohort. DELF certificates are valid for life and do not expire.

Exam sections

In the DELF examinations, the listening, reading and writing "Epreuves Collectives" are sat back-to-back in the afternoon, and the Oral Examination is taken separately.

Part one: listening

In this section the candidate is presented with a series recordings, and asked to fill out some comprehension questions regarding the selection played. At levels A1 to B1, each selection is played twice, and range from a maximum of 3 minutes in length at the A1 level to a maximum of 6 minutes in length at the B1 level. In the B2 examination, candidates are presented with two recordings. The first recording is played twice and the second only once, with the total length of recordings being approximately 8 minutes.

Part two: reading

This section tests the candidates' reading comprehension by presenting several short pieces of writing, followed by comprehension questions requiring simple filling (ticking, multiple choice,

true/false) or a justified written answer. At A1 and A2 level, candidates are presented with several short texts or signs. At B1 and B2 levels, candidates are given longer texts, with the total length of B2 texts being around 1000 words.

Part three: writing

This tests the candidates written skills and again varies in subjects according to the level.

- A1 - The first task is to fill in a document with required personal information. The second task is a simple text with a content of the daily life.

- A2 - The first task is to describe a brief event or an experience. The second task is to write a text of expression of invitation, congratulations, application, giving information, justification etc.

- B1 - Expression of the personal viewpoint in a given situation through an essay, a letter or an article.

- B2 - Personal viewpoint and argumentation in a justified application, reply to message etc., much like at B1 level.

The required length of writing is 40 words for A1, 60 to 80 words for A2, 160-180 words for B1, and at least 250 words for B2.

Part four: speaking

At the A1 and A2 levels this section consists of a guided conversation where the candidate is prompted by the examiner, a short exchange of information on a defined subject, and finally a role-play between the examiner and the candidate.

At the B1 level it consists of a guided conversation, an interactive exercise, and discussion of a document designed to elicit a reaction from the candidate.

At the B2 level, the candidate is expected to state and defend an opinion, based on a short document designed to elicit a reaction.

Scoring

Although the difficulty varies, the scoring of the DELF is identical at each level. Sections are scored out of 25, for a total of 100 marks per test. In order to pass, a minimum of 5/25 must be achieved in each section, and a minimum of 50/100 overall.

Duration of answering time

Exam	Listening	Reading	Writing	Total of EpreuvesCollectives	Speaking
DELF A1	20 mins	30 mins	30 mins	80 mins	5–7 mins and 10 minsprep.
DELF A2	25 mins	30 mins	45 mins	100 mins	6–8 mins and 10 minsprep.
DELF B1	25 mins	35 mins	45 mins	105 mins	15 mins and 10 minsprep.

DELF B2	30 mins	60 mins	60 mins	150 mins	20 mins and 30 minsprep.

The **Diplôme approfondi de langue française**[12] (English: Diploma in Advanced French), or **DALF** for short, is a certification of French-language abilities for non-native speakers administered by France's Centre international d'étudespédagogiques, or CIEP, (*International Centre of Pedagogical Studies*) for the country's Ministry of Education. It is composed of two independent diplomas corresponding to the top two levels, C1 & C2, of the Common European Framework of Reference for Languages. Level C2 is the highest level attainable according to this framework, denoting mastery and proficiency in the French language. The "basic" and "independent" divisions of language proficiency are certified by the DELF levels A1 to B2.

Exams

DALF C1

Language users at DALF C1 are independent. They can express themselves fluently and spontaneously. They have a large vocabulary and can choose the appropriate expression to introduce their comments. They can produce clear, well-structured discourse without hesitation and which shows controlled use of structures.

1. The DALF C1 exam consists of four parts. Each part is graded from zero to 25 points, for a total of 100 points. A minimum of 50 points, as well as at least 5 points per part, is required to pass the exam.

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[12] 1http://en.wikipedia.org/wiki/Dipl%C3%B4me_approfondi_de_langue_fran%C3%A7aise

2. Oral comprehension (40 minutes)

3. Written comprehension (50 minutes)

4. Written production, consisting of a synthesis and an essay (2 hours 30 minutes)

5. Oral production, consisting of a presentation and a discussion with the jury based on a text (30 minutes; 1 hour preparation time)

DALF C2

DALF C2 users' proficiency in the language is illustrated by precision, appropriateness and fluency of expression. C2 candidates are capable of using the language for business, academic and other advanced-level purposes.[1]

1. The DALF C2 exam consists of two parts. Each part is graded from zero to 50 points, for a total of 100 points. A minimum of 50 points, as well as at least 10 points per part, is required to pass the exam.

2. Oral comprehension and production, consisting of a presentation and a discussion with the jury, based on a recording of 15 minutes listened to twice (30 minutes; 1 hour preparation time)

3. Written comprehension and production, consisting of the composition of a structured text based on a file of documents of about 2,000 words (3 hours 30 minutes)

   ✓ Motivational people

   ✓ Friendly

   ✓ Flexible

   ✓ Independent

- ✓ Good communication

- ✓ Cooperation' spirit

In CENIUES the teacher's profile is the following:

Language Skills:

- ✓ Listening: ability to use a foreign language to understand an oral conversation.

- ✓ Oral Skills: ability to use a foreign language to communicate fluently

- ✓ Reading Comprehension: ability to use a foreign language to understand written extensive texts.

- ✓ Written Skills: ability to use a foreign language for writing notes, letters and other written extensive texts.

Other skills:

- ✓ Updated with new technologies or ICT.

ICT[13] (information and communications technology - or technologies) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning. ICTs are often spoken of in a particular context, such as ICTs in education, health care, or libraries. The term is somewhat more common outside of the United States.

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[13] 1http://searchcio.techtarget.com/definition/ICT-information-and-communications-technology-or-technologies

According to the European Commission, the importance of ICTs lies less in the technology itself than in its ability to create greater access to information and communication in underserved populations. Many countries around the world have established organizations for the promotion of ICTs, because it is feared that unless less technologically advanced areas have a chance to catch up, the increasing technological advances in developed nations will only serve to exacerbate the already-existing economic gap between technological "have" and "have not" areas. Internationally, the United Nations actively promotes ICTs for Development (ICT4D) as a means of bridging the digital divide.

- ✓ Committed to the institution.

- ✓ Empathic[14]

- ✓ Willing to change.

- ✓ Identified with its teaching labor.

- ✓ Having a sense of belonging to the institution where it works.

- ✓ Participative in the activities of the institution.

- ✓ Learning facilitator.

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[14] Relating to empathy. www.wordreference.com/definition/empathic

✓ Use of the emotional intelligence in its interpersonal relations with its pupils.

III.TYPE OF RESEARCH

This research Project is correlational because it is focus in the labor insertion of students of fifth year of the Bachelor of Arts in Modern Languages Specialty in French and English on the current labor market.

One of the purposes of this research was to show the situation that students live everyday in the world of the labor market of El Salvador, by measuring the variables in order to determine if students are ready or not for the labor insertion in the fields that it´s suppose students are preparing for.

IV. STATEMENT OF THE HYPOTHESES

1. Students are ready for the labor insertion in the current labor market.

2. Students are not ready for the labor insertion in the current labor market.

3. Students fulfil the profile companies' demand for a job.

4. Students do not fulfil the profile companies' demand for a job.

5. Students have knowledge about technology and use of computers and programs.

V. RESEARCH DESIGN

Non-experimental

The non-experimental research was made without manipulating deliberately the variables. It means, it was a research where the variables were not intentionally manipulated. This research project observed phenomena as given in its natural context, and then analysed t hem. Students were observed in their reality.

In this non-experimental design, investigators observed a determined group of people to know if they are ready or not for the labor insertion on the current labor market.

METHODOLOGY

Different steps were followed for doing this research. First it was established the statement of the problem which includes objectives, research questions and justification. Also it was important to have enough information.

Through the revision of the literature was possible to know that there is a similar research problem, which served as antecedent for this research. With the help of this information was created a theoretical framework with all the information that was collected at the beginning of the research. The type of research is correlational and was labeled as non-experimental. One of the steps that are really important for developing a research is the hypotheses, these are essential to know what it is going to prove and what are looking for.

Then the next step was to calculate the sample, and create an instrument to collect data, the data has been tabulated in Excel program.

After, the elaboration of the instrument, the gathering and analyzing data were tabulated in Excel program.

The last step was to write the conclusions of the research topic in order to know if the objectives were reached, and if the hypotheses were proven right or wrong at the end, it was pretty important to write the recommendations for this research because students would find some solutions to their problems and be more motivated to get the knowledge and abilities they need to face the current labor market.

VI. SAMPLE

The universe for this research was selected from 235 students registered from fifth year of the Bachelor of Arts in Modern Languages Specialty in French and English at the Foreign Languages Department, University of El Salvador.

The formula used to calculate the sample from fifth year was the following.

n = Z² p. q. N(N-1) E²+Z²p.q

In which

n= sample

Z= Level of confidence (1.96)

E= Error (0.5)

p= Probability (0.5)

q=Proportion of the population (0.5)

n = population (235)

n= (1.96) ² (0.5) (0.5) 235

(235-1) (0.05) ² + (1.96) ² (0.5) (0.5)

n= 3.92 (0.5) (0.5) 235

(235 -1) 0.0025 + 3.92 (0.5) (0.5)

n= 3.92 (0.25) (235)

(234) 0.0025 + 3.92 (0.25)

n = 231

0.30 + 0.98

n = 231

1.28

n = 180

As a result, the sample was 180 students of the Bachelor of Arts in Modern Languages Specialty in French and English, but only 40 students were interviewed from the 2 groups of seminar II.

TIMETABLE YEAR 2013

No	ACTIVITY	MONTH	APRIL				MAY					JUNE					JULY					AUGUST					SEPTEMBER					OCTOBER					NOVEMBER					DECEMBER				
		WEEK	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	The idea of the Proyect			9	16																																									
2	Statement of the Problem									21																																				
3	Theoretical framework													11																																
4	Type of Research																		16																											
5	Research Design																																													
6	LETTER TO CHANGE THE TUTOR																											11																		
7	Delivery of the first investigation, to be reviewed by the new tutor																															7														
8	FIRST MEETING WITH THE NEW TUTOR																																	16												
9	New topic for the research																																		29											
10	meeting																																					13								
11	meeting																																							26						
12	meeting																																								30					
13	Last meeting of the year.																																										11			

55

TIMETABLE YEAR 2014

No	ACTIVITY	FEBRUARY				MARCH					APRIL					MAY					JUNE					JULY					AUGUST					SEPTEMBER					OCTOBER					NOVEMBER				
	WEEK	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	Statement of the Problem		10																																															
2	Theoretical Framework						11																																											
3	Meatings									24	2																																							
4	Type of Research												17																																					
5	Research Design														23																																			
6	Meatings															28	7																																	
7	Population																	12																																
8	Meatings																		19	28		11		30			14																							
9	Inter-semester																																																	
10	Meatings																																19	27																
11	Sample																																				19	24	29	2									
12	Data gathering																																									3								
13	Data Analysis																																										6	12	19	31	2	16		
14	Report																																															17		

TIMETABLE (PILOT TEST) DATA GATHERING

No	ACTIVITY	MONTH	SEPTEMBER												OCTOBER																								NOVEMBER																
		WEEK	19	20	21	22	23	24	25	26	27	28	29	30	2	3	6	7	8	9	10	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	Update Interview and Questionnaire Application		■	■	■	■	■	■	■	■	■	■	■																																														
2	Testing Data Collection Instruments														■	■																																										
3	Analyzing Data																■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■		
4	Handling in Report																																																								■

57

VIII. DATA GATHERING

The data gathering process was done from September 29 to October 3rd 2014.

The survey was administered to 40 students from 5th year of the Bachelor of Arts in Modern Languages Specialty in French and English at the Foreign Languages Department, University of El Salvador.

The process was done during 2 days and students selected were the ones who were in Seminar II.

Once the data was collected, the analysing process was started and presented, using the respective charts and graphics from each question.

IX. DATA ANALYSIS

The statistical procedure used for this research depended on research questions, from the stated hypotheses.

While, for tabulating the gathered data and for elaborating the graph for each question, Excel program was used. Now it is important to explain the following graphics:

Section A. Demographic Information.
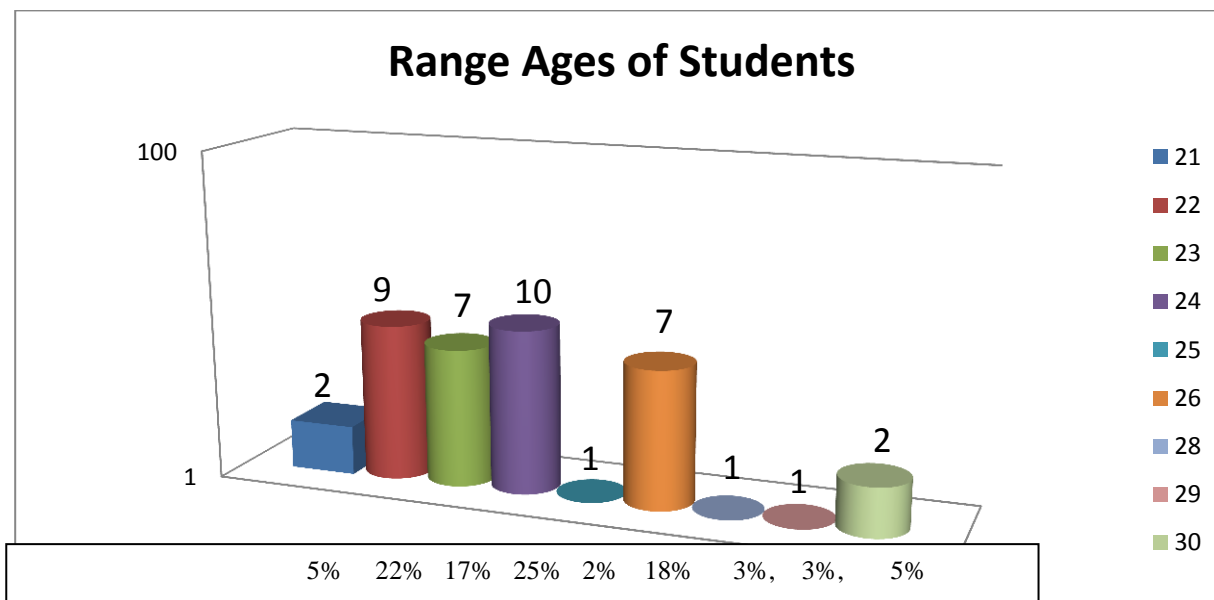
Range Ages of Students

21
22
23
24
25
26
28
29
30

100

9   7   10
        7
2
                    1
1   1   1   2

5%   22% 17% 25% 2% 18%   3%, 3%,   5%

About the Demographic Information of students interviewed, the 25% of them were in the range of 24 years old, the 22% in the age of 22 years old, the 18% in the range of 26 years old, the 17% were range in the age of 23 years old, the 5% of students were in the range of 21 years old, another 5% were in the range of 30 years old, the 3% of students were in the range of 28 years old, with the same 3% of students were range in the age of 29 years old, just only the 2% of students were in the range of 25 years old.

It's means that the majority of students are going to finish their studies with an average age, with the objectives that the curriculum of the Bachelor of Arts in Modern Languages Specialty in French and English was created for.

Question 1. Have you ever applied for a job in a call center?
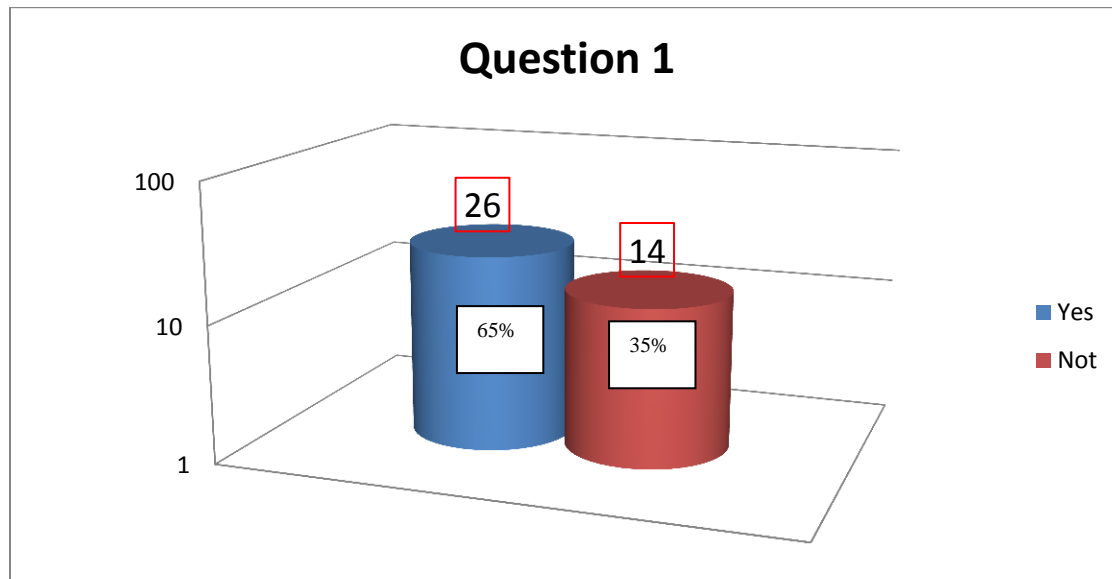
Question 1

Survey administered to the students from Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

The 65% of students answered yes and the 35% answered no. It means that the majority of students have tried to get experience while they are studying. This is important for institutions, when they are hiring their staff.

2. If your answer was Yes, how many times have you applied?
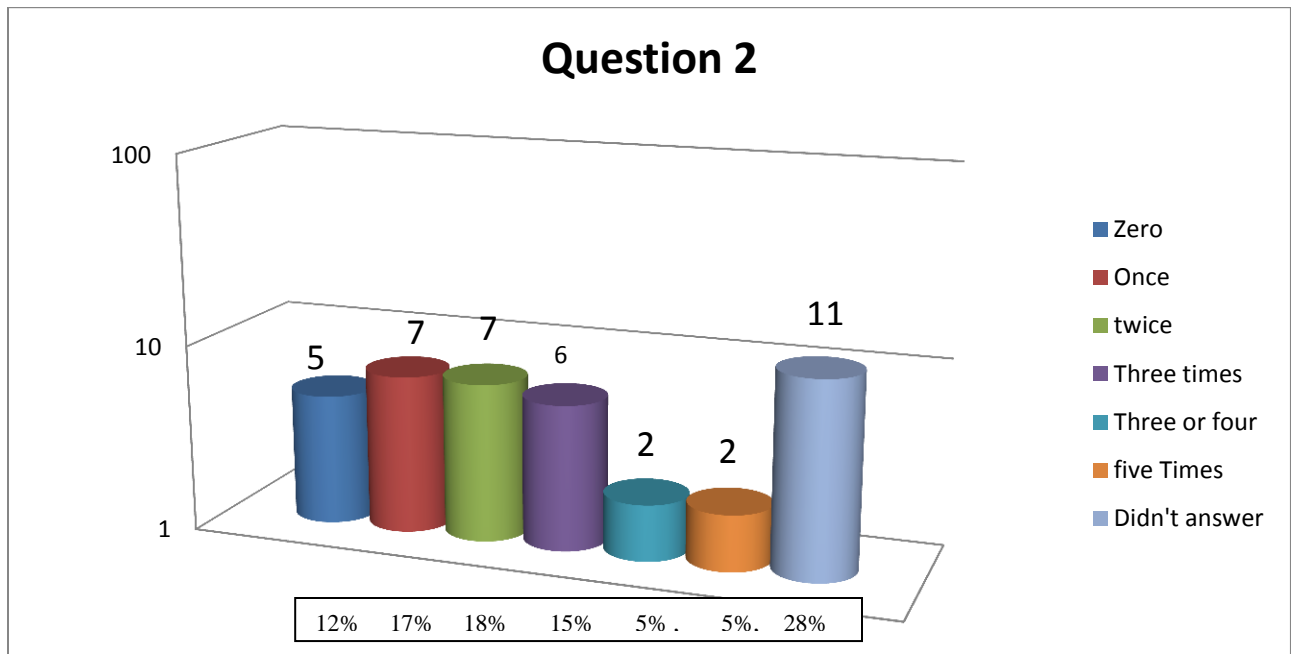
Question 2

Legend:
- Zero
- Once
- twice
- Three times
- Three or four
- five Times
- Didn't answer

Data labels: 5, 7, 7, 6, 2, 2, 11

Percentages: 12%   17%   18%   15%   5% .   5%.   28%

Survey administered to the students from Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

This graphic show how many times students have tried getting a job and the results were the following:

28% of students did not answer, the 18% of them tried it twice, the 17% of students tried it once, 15% of students tried it three times, 12% of them have not tried it yet, 5% of students have tried it among three or four times and another 5% of students have tried it five times.

Then, the graphic show that the majority of students probably tried to applied and they did not get the job, so they prefer do not show that they failed and do not accept that they have deficiencies to improve.

3. Did you get the job in the call center?
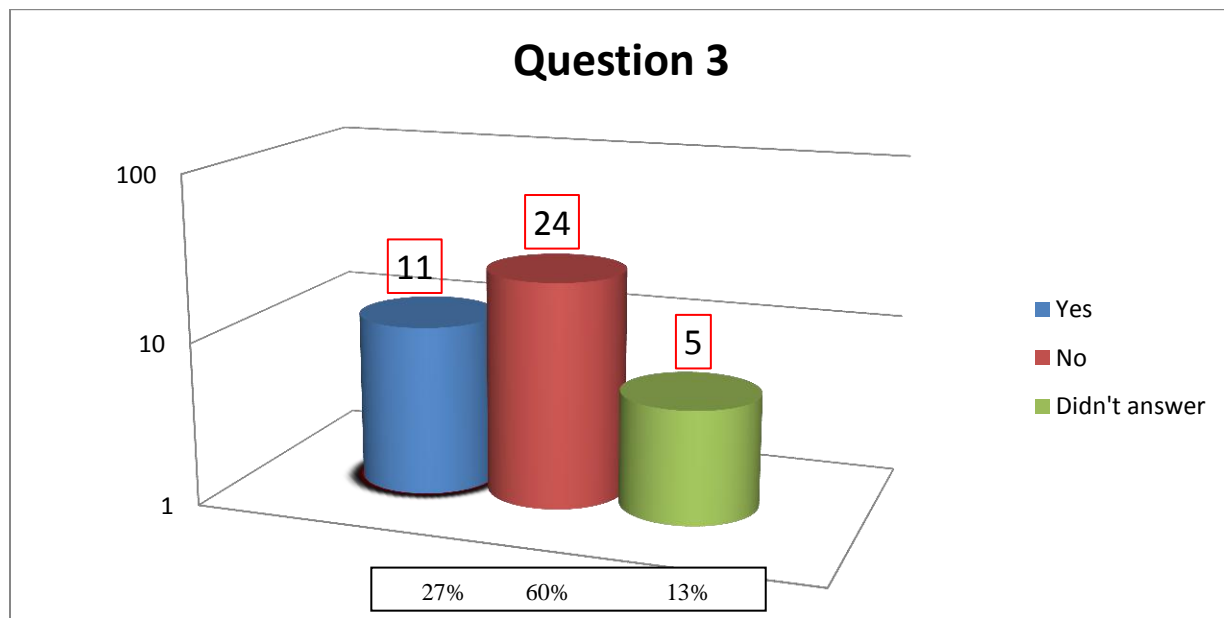
Survey administered to the students from Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

When students were asked about if they got the job in the call center, the 60% of them answered No, the 27% answered Yes and the 13% did not answer, which means that the most of students have deficiencies to improve the skills required by the call centers, the other ones have improve some skills required by those enterprises and the rest of the students are not sure about their skills.

4. If your answer was NO, why didn't you get the job?

One Student answered: "Because there was not an account available for me. I was applying for customer services and there was not".

Nowadays, most of the call centers require people, in order to promote and sell their products, according to the customer service area; the percentage of people needed in those companies is it minimum.

21 Students "did not answer", maybe they did not get the job or they have not apply yet.

One student answered: "I was looking for a part time job, but they did not have any, just full time at that year".

Nowadays, call centers offer full time jobs that require ten hours minimum, these enterprises need the hundred percent of their staff into the companies. There are few percentages of enterprises that give opportunities to work in part time jobs, in order that their staffs continue studying.

One Student said: "Because I live too far, and because I had to improve my English".

For these institutions, start their activities too early is important, if people live too far, it is not convenient to them, enterprises must offer transport, if places are far and dangerous, companies prefer do not hire them. Moreover, that student did not approve the English evaluation.

One Student said: "They told me that I need to improve my English, they need 80% and I have 70%. Well they told me that".

Generally, people from foreign countries call to those companies, so 80% to 100% is it required to establish a good and profitable conversation to each call turned earnings.

One Student answered: "Because I don't have enough time to do it, also, I am doing my social service", **One** student said: "Because I did not want to work and study at the same time". And **one** student told: "I hope to finish my subjects".

It means that some students focus on their studies before getting a job. In that way, they will have great opportunities in their lives.

One Student said: "I do not know". Here, the student did not give a good score for the enterprise and it was not hired.

One Student said: "Because there were not shifts available for the account I wanted to join".

Means that this student was already working, but, decide to change the account which was not available, so, this one lost its position.

One Student answered: "They said I needed to improve the grammar of the language and also the pronunciation". It means that this one must prepare itself in order to apply in another opportunity.

One student said: "Because I failed the written exam". It means that there are serious deficiencies in the written skills.

One student answered: "I was interested in a French account but they have just in English".

This answer shows that the student has strengthen its skills just in French language.

Three Students said: "Because the schedule". These answers show that students have tried to get experience while they are studying, but there are not schedules available to them, so they prefer focus on studies until find right schedules, in order to develop both activities.

One Student said: "I failed a role-play". It means that need more creativity because companies used to evaluate new staff through a situation in which two people exchange their usual duties or positions like real life.

One Student answered: "Because of the time. When they call I have to reorganize my time". It means that most of students look for part time jobs, they do not want to quit their studies because they know in the future will get better opportunities if they have job's experience and qualifications from the University.

Two students said: "I do not know, they did not call me, because at that time I needed a fulltime job".

This answer shows that, this student was not hire, so this student needs to improve his or her skills.

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5. Have you been in call center training?
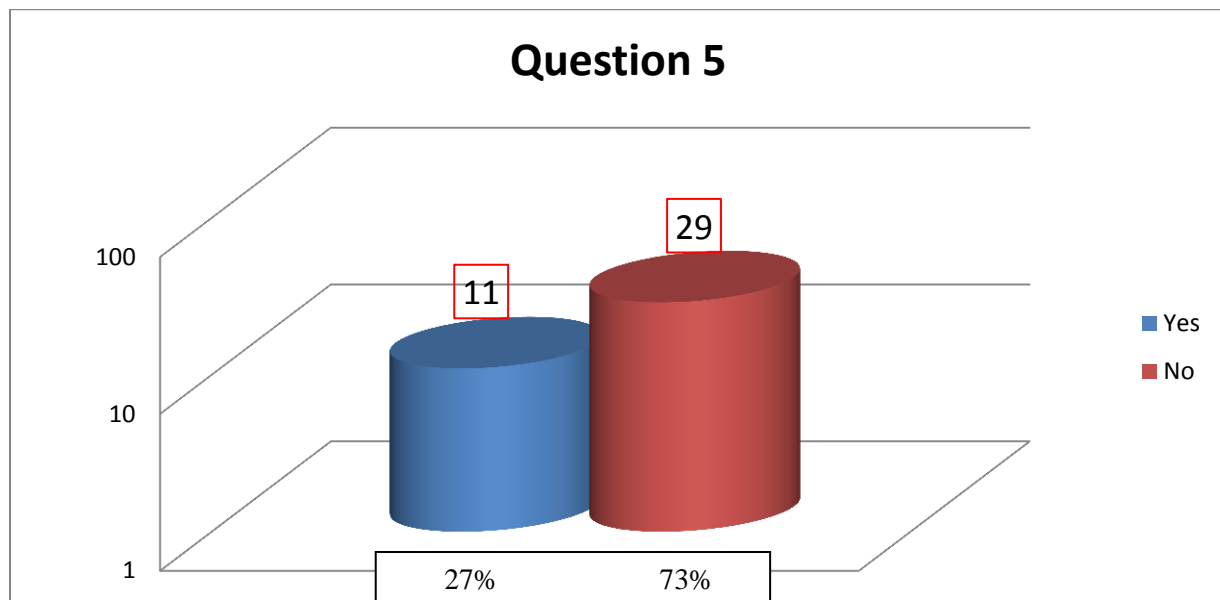
Question 5

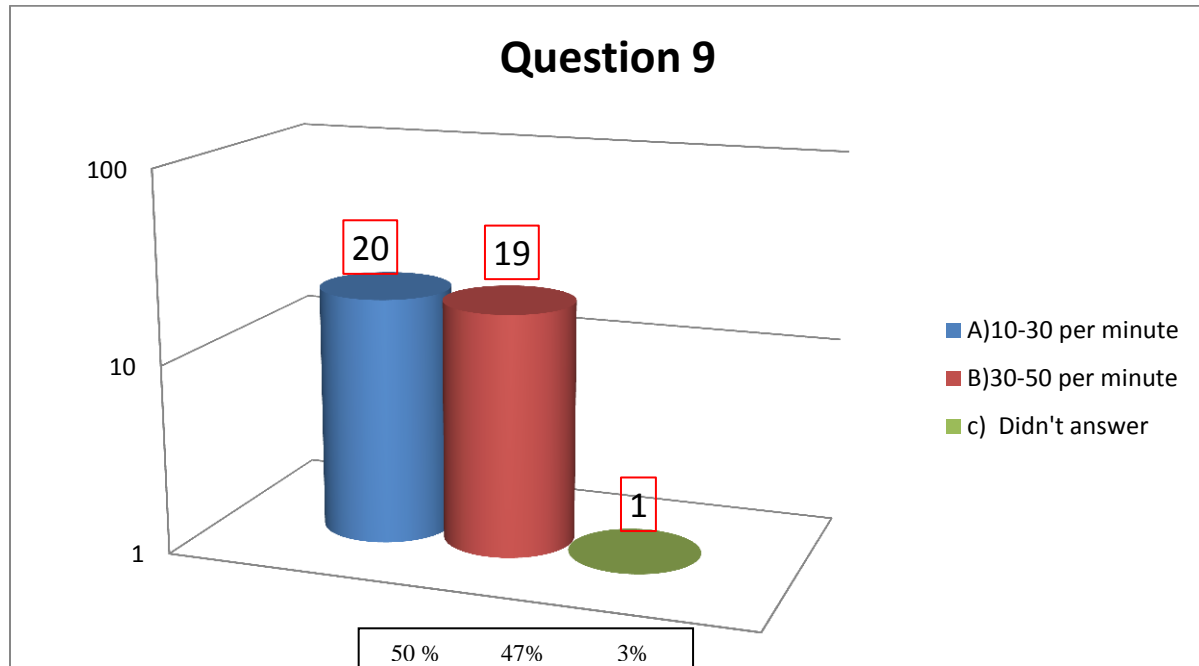|	
100	
	29
	11
10	
1	27% 73%

■ Yes
■ No

Survey administered to the students from Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

When students answered to this question, the 73% of them said No and the 27% of them answered Yes. It means that the majority of students have not been in a call center training, because they have not applied or because they do not have the requirements, call centers ask for hiring people.

6. Do you know the requirements that call centers demand in order to hire their staff?
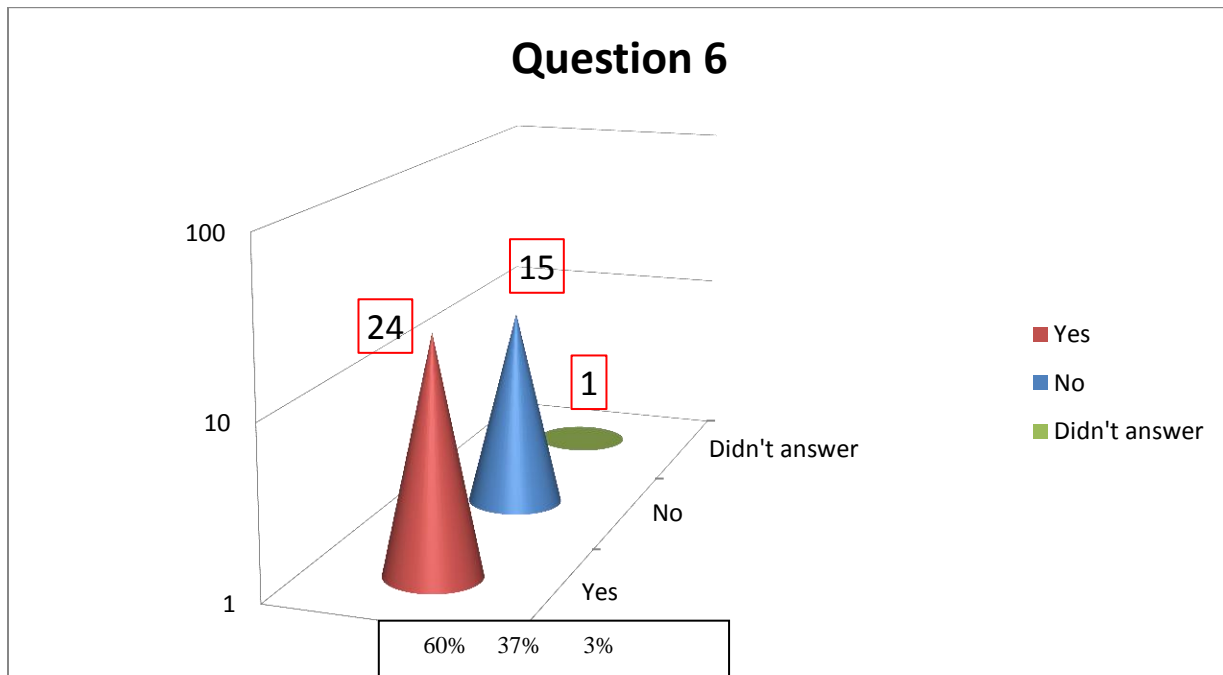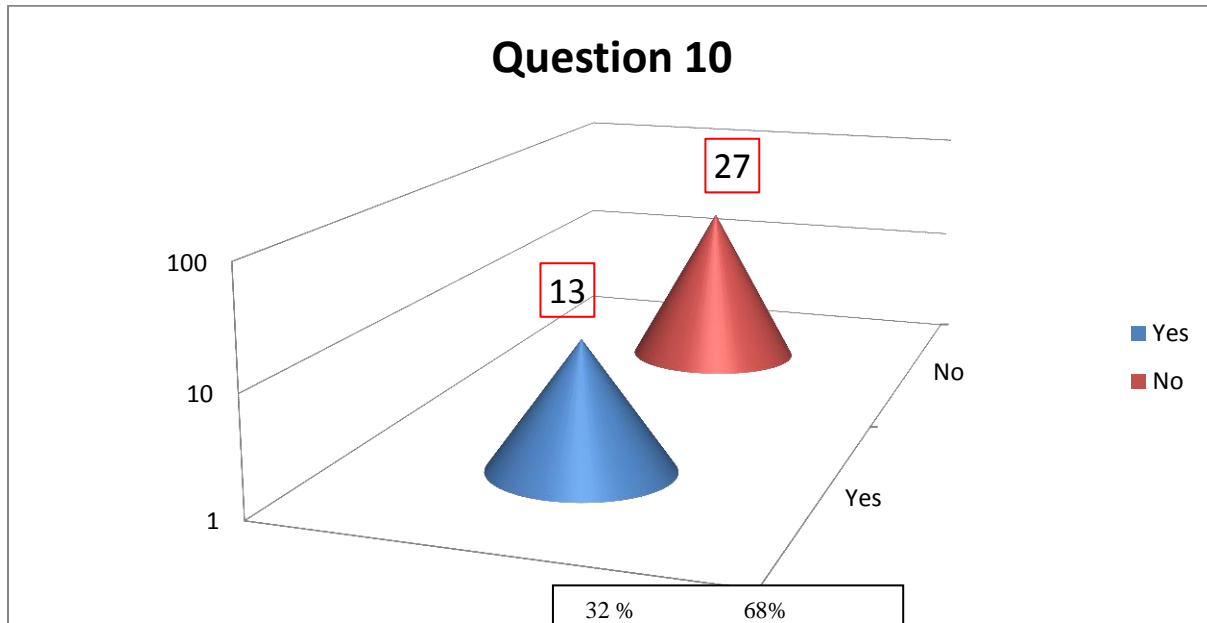

Survey administered to the students from Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

Most of the students answered yes in the survey with a total of 60% of students that know the requirements that call centers demand in order to hire their staff , the 37% did not know the requirements, and the 3% of students did not answer the question.

So the graphic show that the majority of students know the answer about this question and they could prepare themselves in a better way to apply and be part of those institutions.

7. Are you a human multitasking?
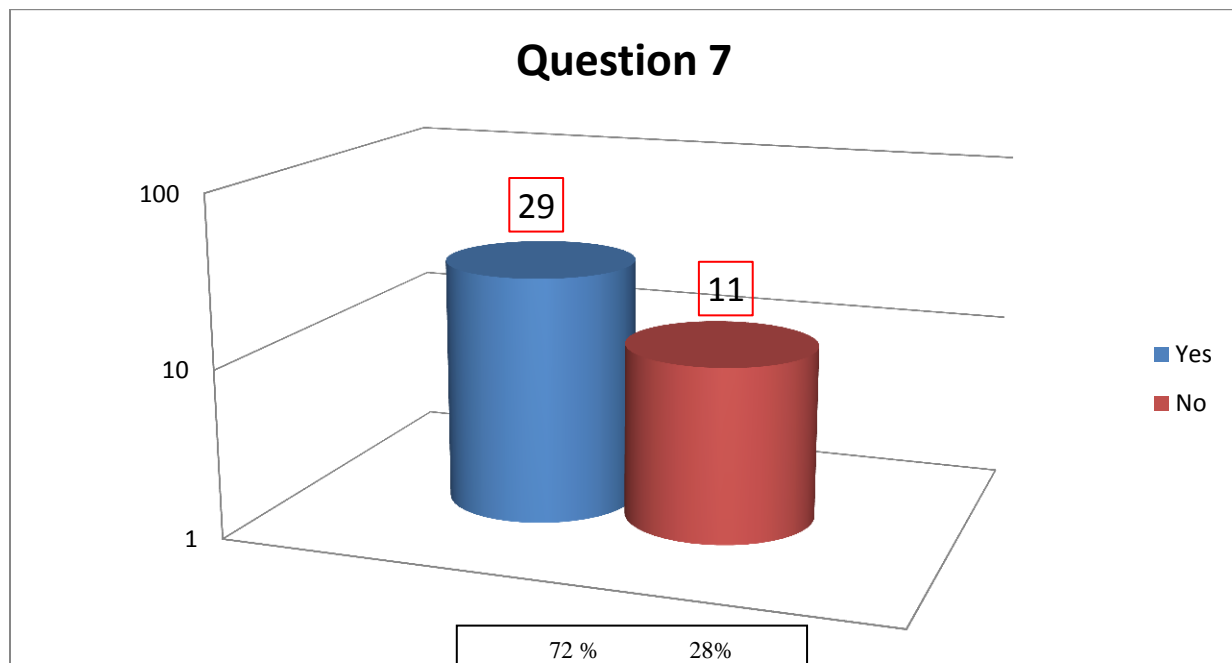
Question 7

100	29
	11
10	
	■ Yes
1	■ No
	72 % 28%

Survey administered to the students from Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

In this graphic the 72% of students said that they are human multitasking and the 28% of students are not, this means that the majority said that they are prepared to face the labor market.

- Multitasking[15], in a human context, is the practice of doing multiple things simultaneously, such as editing a document or responding to email while attending a teleconference.

So, when a professional has this quality, the companies or enterprises take more interest in a professional with these skills.

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[15] http://whatis.techtarget.com/definition/multitasking-in-humans
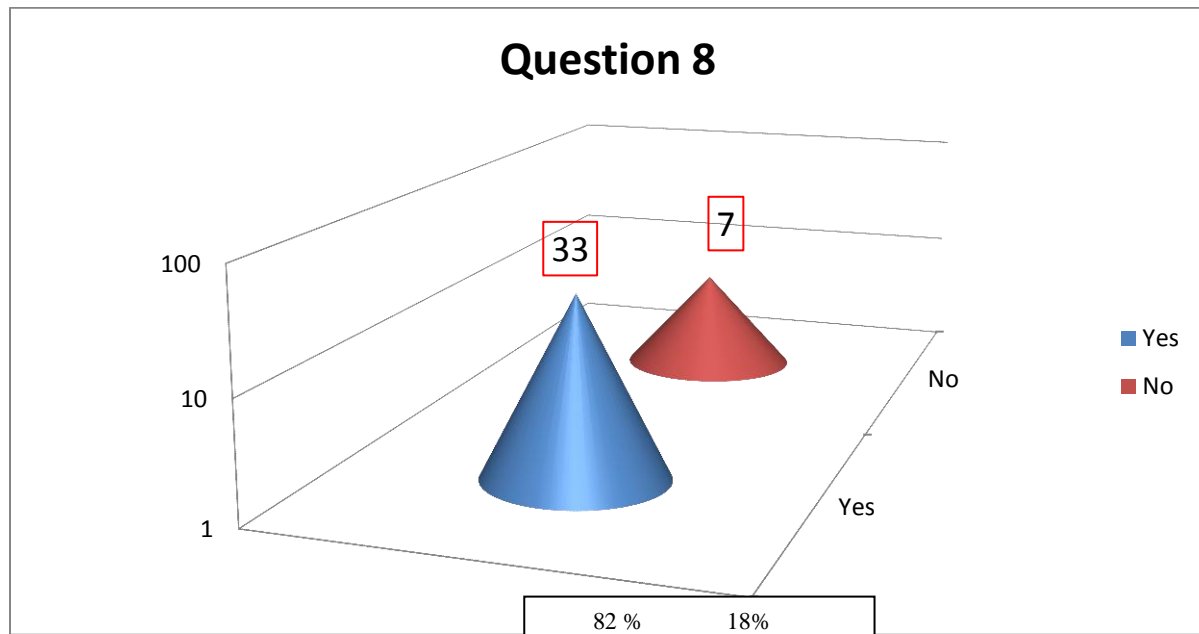
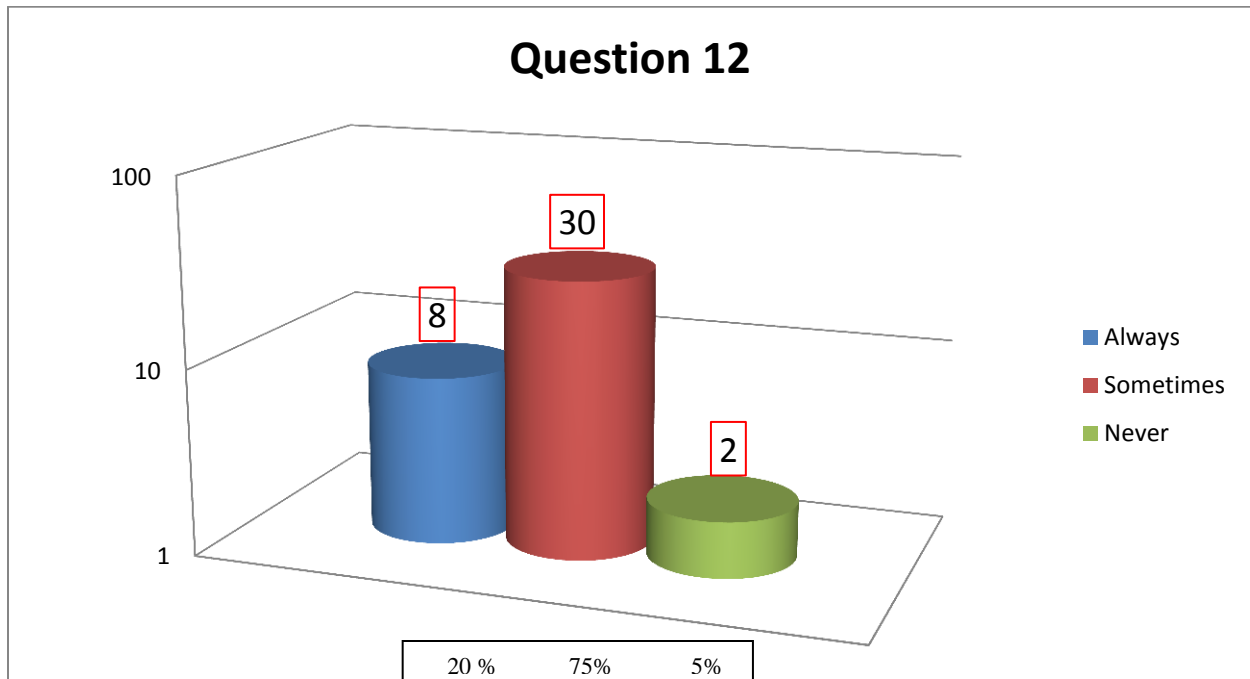**8. Do you know how to manage Internet browsers?**

Question 8

Survey administered to the students from Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

A great percentage of students know how to manage Internet browsers making a total of 82% students answering Yes and the 18% answered No.

It means that most of the students have skills to use the technologies and nowadays whole call centers required the knowledge on these technological tools.

69

9. How many words can you type per minute?

Question 9

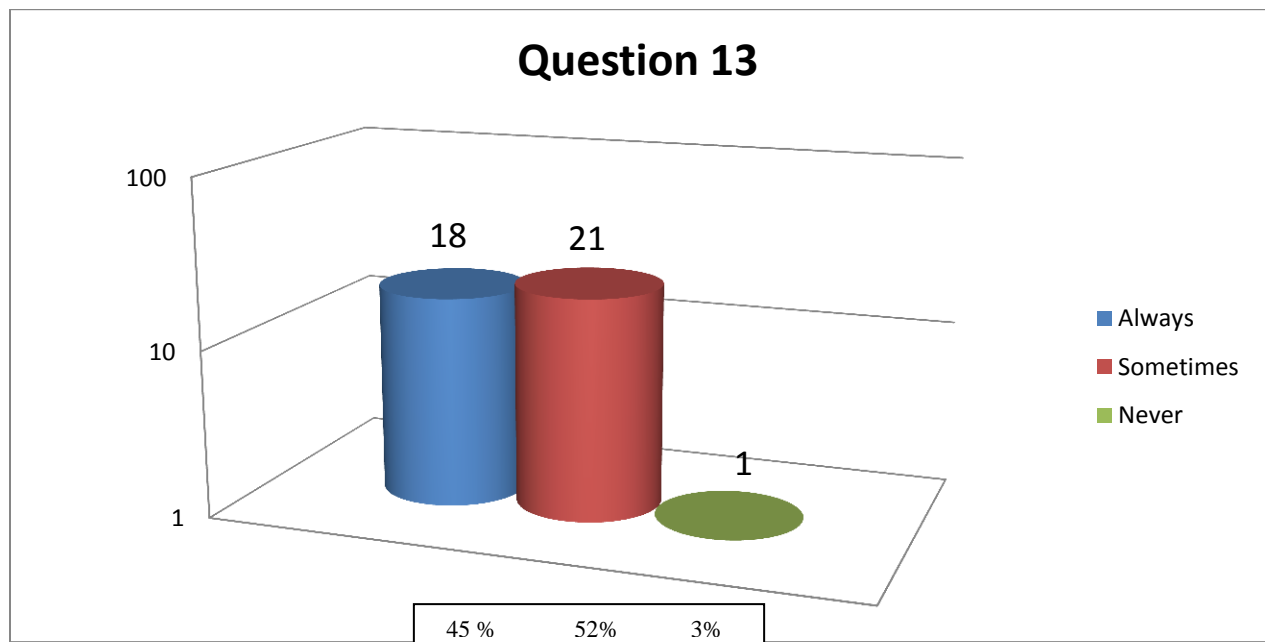| A)10-30 per minute |
| B)30-50 per minute |
| c) Didn't answer |

| 50 % | 47% | 3% |

Survey administered to the students from Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

The 50% of students can type among 10 and 30 words per minute, the 47% of students can type among 30 and 50 words per minute and the 3% of the rest of students did not answered.

So the sample show that 47% of students could face without problems this requirement from call centers enterprises. While the 50% could face it with lacks of abilities, but could improve it, and the 3% probably they do not take importance because they do not like this area of work.

10. Do you have experience in customer service?

Question 10

100

27

13

10

Yes

No

No

1

Yes

32 %   68%
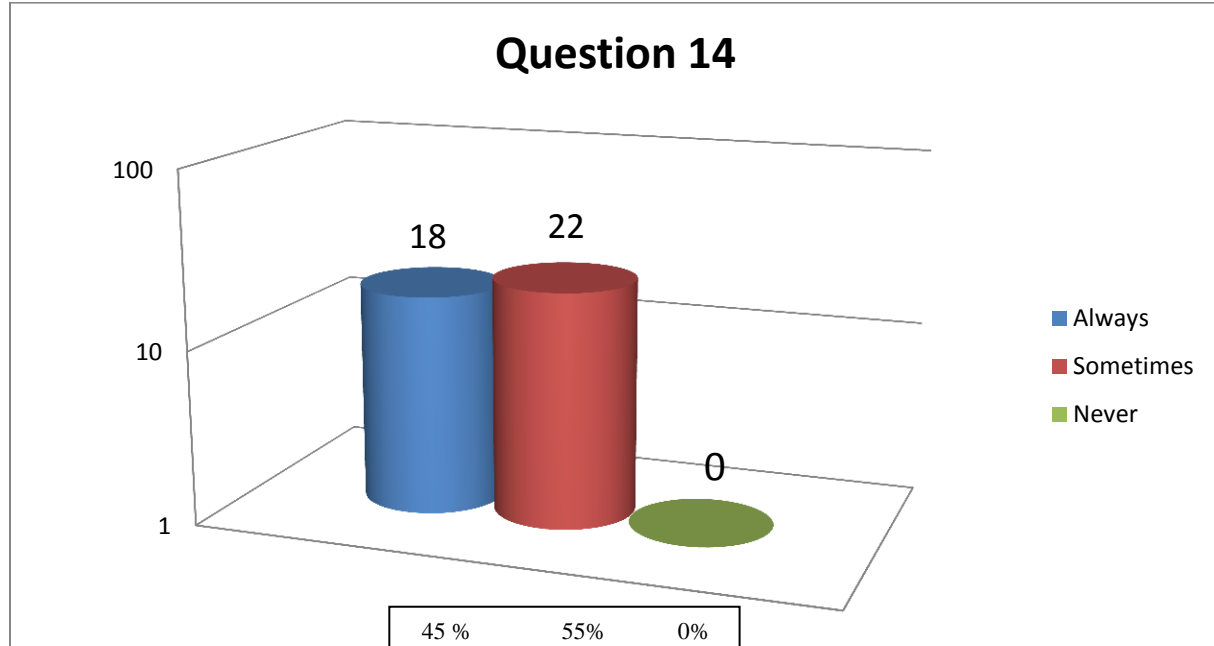
Survey administered to the students from Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

In this sample, when students were asked if they have experience in customer service, the 68% answered No and the 32% answered Yes. Few students have applied, that is why they have gotten experience in that area while the rest have not applied or prefer another areas of work .

11. Do you have experience in sales by phone?
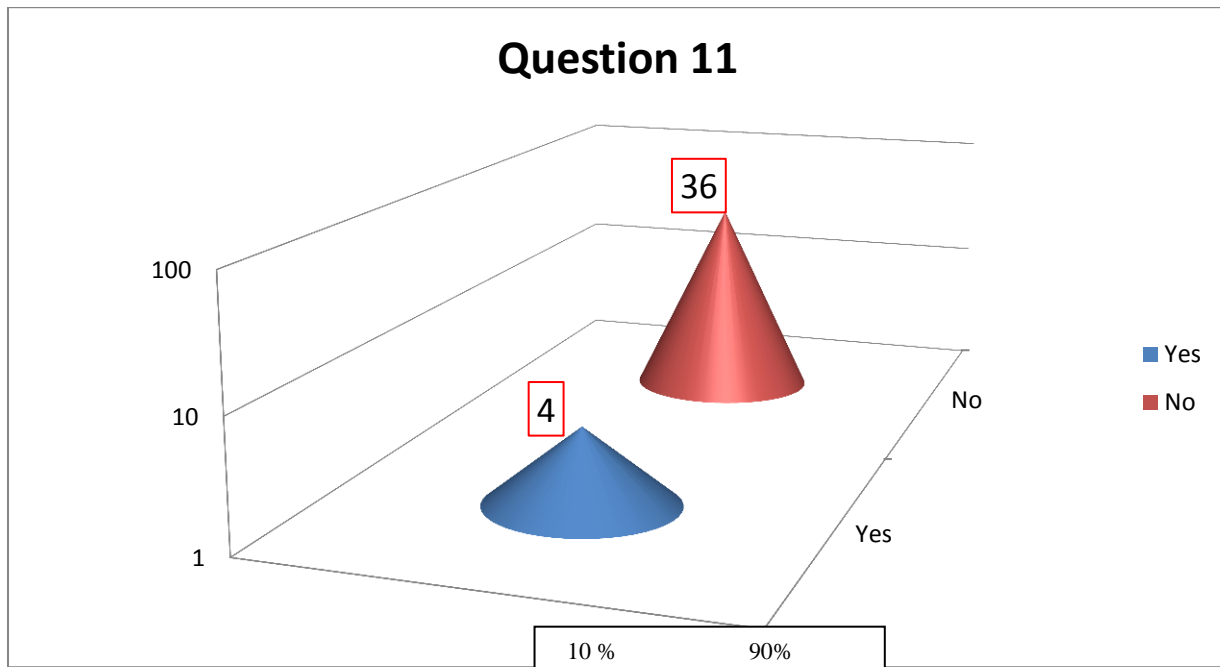
The experience gotten in sales by phone are just 10% of the students who answered Yes and the 90% of students answered No, an average do not have experience because they have not applied and the other ones for they are in the customer service area.

So the sample of this survey shows that students generally prefer most the customer service area than the sales by phone area.

12. Are you Patient?

Survey administered to the students from Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

In this graphic the 75% of students when they were asked if they are patient, they chose Sometimes, the 20% answered that they are always patient and the 5% of students said that they are never patient.

For an enterprise is very important that its staff be patient with the clients in that way, the company get more customers. So, with the 20% of students will not be any problem, and the 75% of students that are sometimes patients must increase their patient at the time of develop this kind of job.

13. Are you attentive?

Question 13

18   21

100

10

Always
Sometimes
Never

1

1

| 45 % | 52% | 3% |

Survey administered to the students from Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

To be attentive is a characteristic that customers observe when they receive a service, so, in the previous graphic the 52% of students, when they were asked if they are attentive, they chose Sometimes, the 45% answered that they are attentive always and the 3% of students said that they never are attentive.

14. Are you independent?

In the graphic above, the 55% of students when they were asked if they are independent, they chose sometimes, the 45% answered that they are always independent and the 0% of students did not chose the option Never.

Independent [16]means not influenced or controlled by others in matters of opinion, conduct, etc.; thinking or acting for oneself // also means //not dependent; not depending or contingent upon something else for existence, operation, etc.

If the definitions of this word is taken from the point of view of the enterprises, with the 55% that answered sometimes and the 45% that answered always, these students that will be hired,

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[16] http://dictionary.reference.com/browse/independent

they could work without inspection, they do not need extra explanations to develop their work, just when it is necessary like trainings for new things to develop into the companies.

15. Do you have clear communication skills?
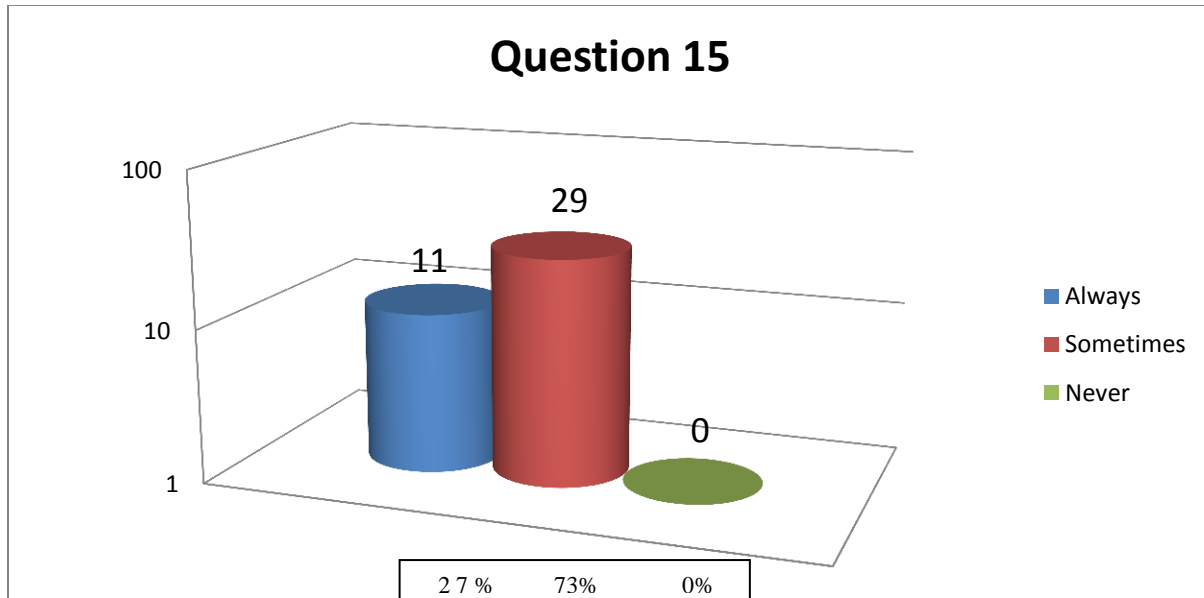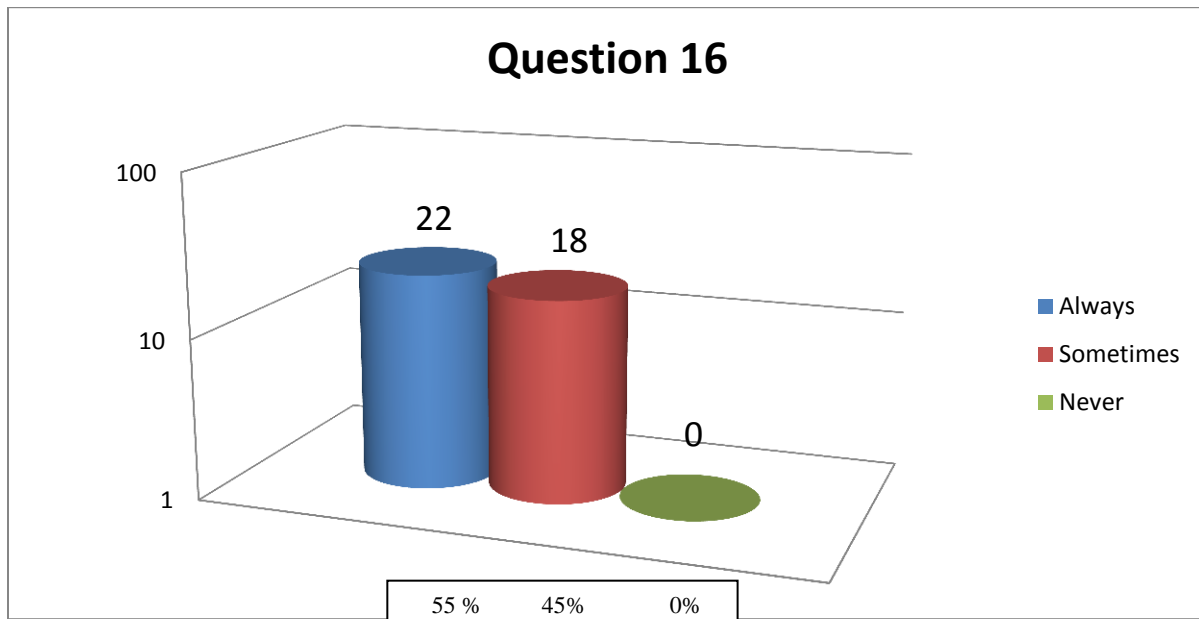
Question 15

Survey administered to the students from Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

When they were asked if they have clear communication skills, the 73% of students chose Sometimes, the 27% answered that they always have clear communication skills and the 0% of students did not chose the option Never.

It means that the graphic show the 27% of students are ready to be inserted to the labor market for they do not have any problem to communicate in English or French, the 73% of students must improve their skills in order to have clear communication skills. This characteristic is very important for the call centers to promote their service in the country or abroad

16. Do you have ability to use positive language?

Question 16

100	22	18
10		
1		0

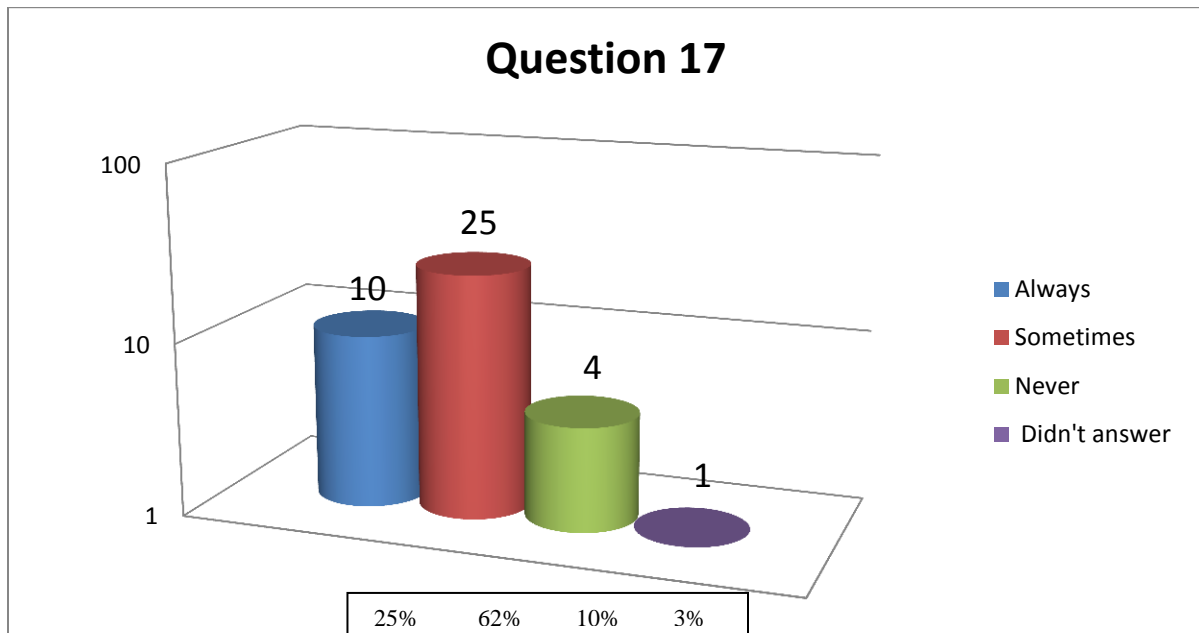Legend: Always (blue), Sometimes (red), Never (green)

| 55 % | 45% | 0% |

Survey administered to the students from Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

Language is a very important part of persuasion, and people (especially customers) create perceptions about you and your company based off of the language that you use.

With the previous sample, when students were asked if they have ability to use positive language, the 55% chose the answer Always, the 45% answered that they always have ability to use positive language and the 0% of students did not chose the option Never.

So, most of the students are already prepared to be part of a call center.

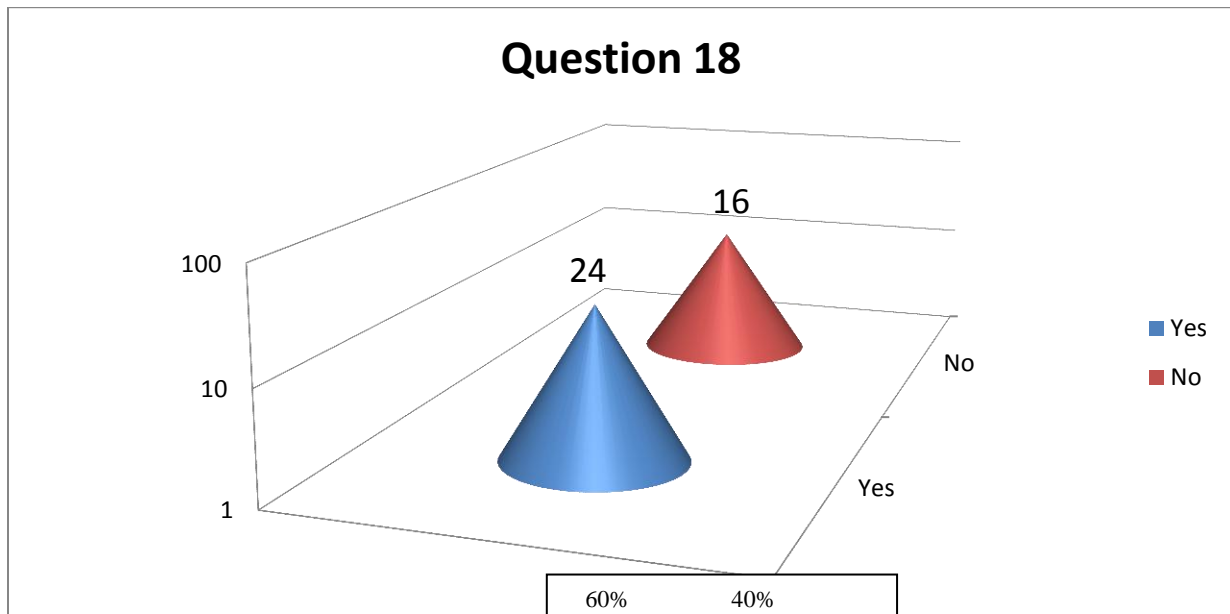**17. Do you have acting skills?**

Survey administered to the students from Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

Every great customer service rep will have those *basic acting skills* necessary to maintain their usual cheery persona in spite of dealing with people who may be just plain grumpy.

In the graphic above, When students were asked if they have acting skills, the 62% of students said Sometimes, the 25% answered that they always have acting skills, the 10% of students said that they Never have acting skills, and the 3% of students did not chose any option.

Just the 25% of students will develop their work without problem, because it is a requirement that call centers need, in other hand, the 62% of students must improve this characteristic if they want to be part of this area. And the 3% of the rest of students probably prefer another area.

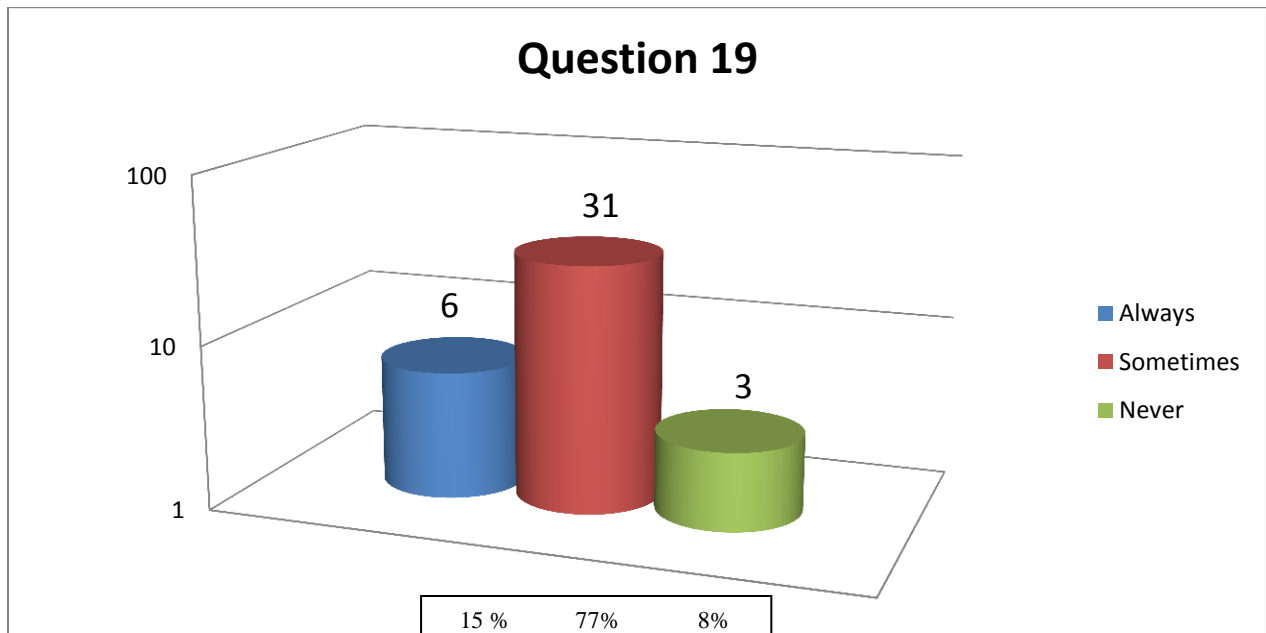**18. Do you have time management skills?**

Survey administered to the students from Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

This graphic show that the 60% of students have time management skills answering Yes, while the 40% do not have time management skills, answering No.

This is a very important requirement in these companies. Therefore; an average percentage of these students interviewed meets this requirement and can continue being developed in these institutions.
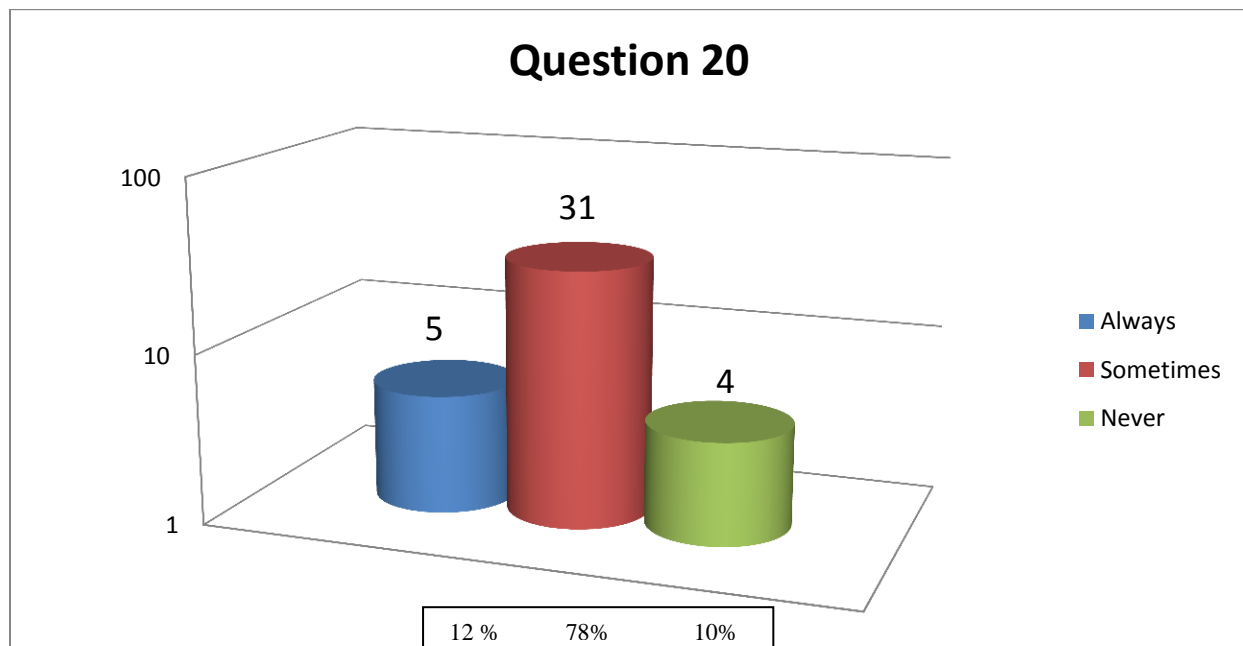
19. Do you have ability to handle surprises?

Survey administered to the students from Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

The question above means that staff want to come up with a quick system for when they come across a customer who has a product problem they've never seen before... and solve it by themselves.

So, the previous graphic show that the 77% of students Sometimes have ability to handle surprises, the 15% Always have ability to handle surprises, and the 8% Never have ability to handle surprises.

Most of the students could be able to adapt themselves to face new challenges in their jobs.
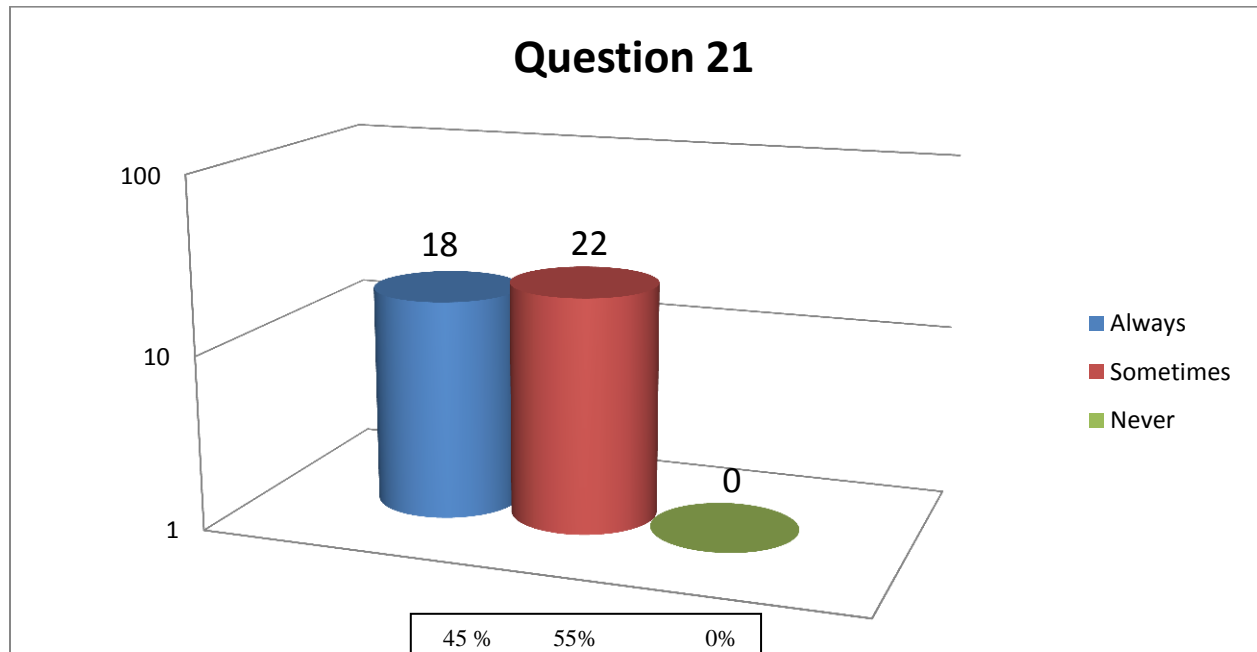
20. Are you persuasive?

Survey administered to the students from Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

To truly take your customer service skills to the next level, you need to have some mastery of **persuasion** so that you can convince interested customers that your product is right for them (if it truly is).

The graphic show that. When students were asked if they are persuasive, the 78% answered Sometimes, the 12% answered that they Always are persuasive, and the 10% of students said that they Never are persuasive.

So, only 12% are able to be in the sales area, in order to promote the companies products, while the 78% could have abilities to develop another activities, and consequently the 10% of the other students could work in other areas.

21. Are you determined?

Question 21

Survey administered to the students from Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

- Determined[17] means to conclude or ascertain, as after reasoning, observation, etc. or to settle or decide (a dispute, question, etc.) by an authoritative or conclusive decision.

It means that an average of students that were asked if they are determined, the 55% answered Sometimes, so, they need that someone else leads them in a way, on the other hand the 45% answered that they are always determined, and the 0% of students did not take the option Never.

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[17] http://dictionary.reference.com/browse/determined%20?&o=100074&s=t
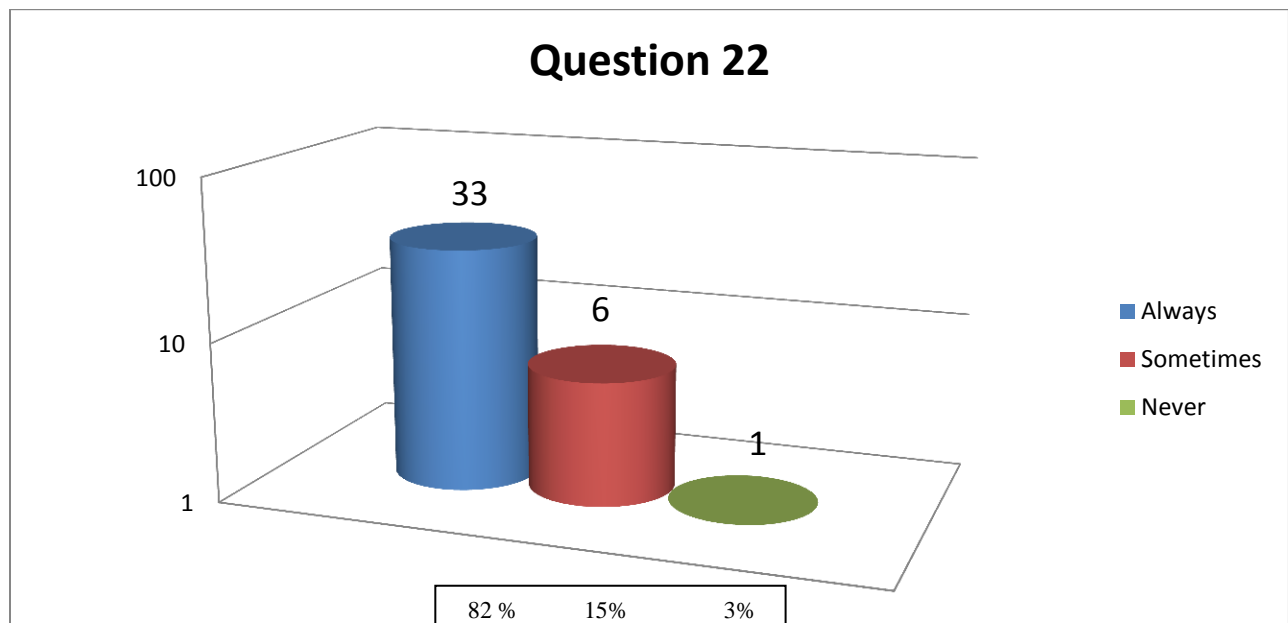
22. Do you have willingness to learn?

Survey administered to the students from Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

In this graphic, students were asked if they have willingness to learn, where the 82% answered Always, the 15% answered that they Sometimes have willingness to learn, and the 3% of students said that they Never have willingness to learn.

23. If you have already worked in a call center, why didn´t you continue working there?

32 Students "did not answer". Probably for, they have not applied yet or they did not get the job.

One student said: "I have never worked in a call center". This answer shows that, students are looking for other areas that the major offers.

One student answered: "I have never worked in a call center, but when I finish this semester I am going to look for one". It means that some students look in call centers an opportunity to get experience in periods of time.

One student said: "I do not like the environment, people is always pushing". In another hand, some students do not like working under pressure.

One student answered: "I am still working there" and **one** student answered: "I am working right now".

It means that these students have developed their languages skills can straight ahead studying and working at the same time.

One student said: "Because I need money". In other cases, some students need to get a job in order to continue studying it does no matter if they can register few subjects per semester.

One student said: "I am about to finish my major and it is a job that do not require to much skills". It means that this student feel able to develop this kind of job, without experience or have other expectative of jobs.

One student said:" Because I had problems with the schedule in the University". Probably this student has not applied yet or left its jobs for this needs to finish its studies.

24. Have you ever applied for a job as a teacher?
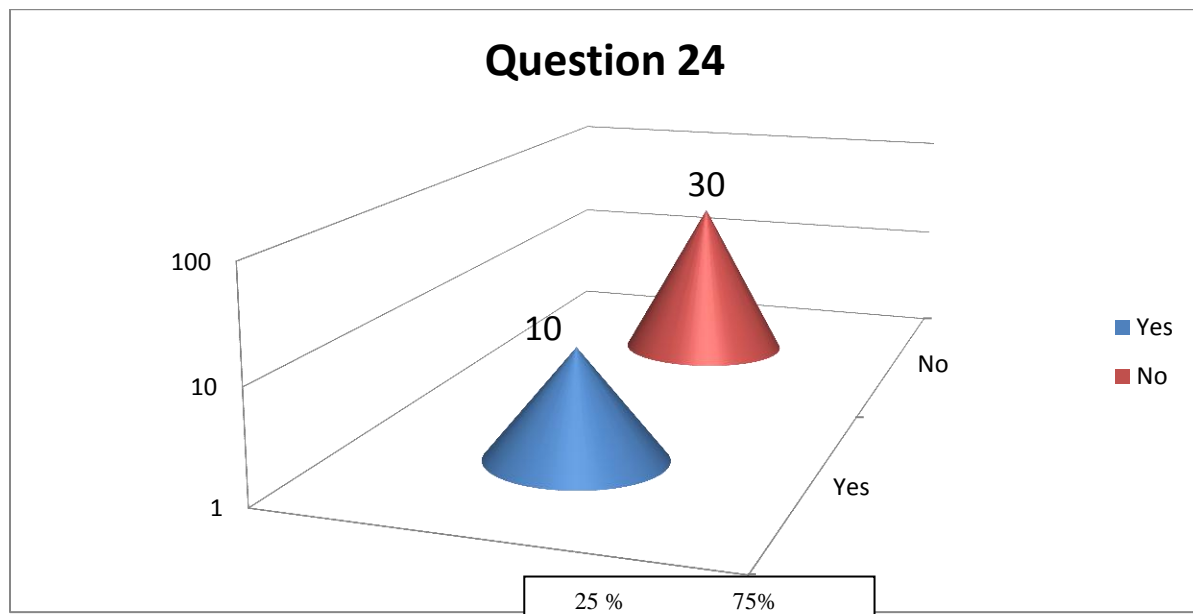
Survey administered to the students from Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

This graphic show that the 75% of students have not applied for a job as a teacher that is why they answered No, and the 25% of students have applied for a job as a teacher, so, they answered Yes.

The majority of students prefer work in other areas and the minority of students prefer work as teachers.
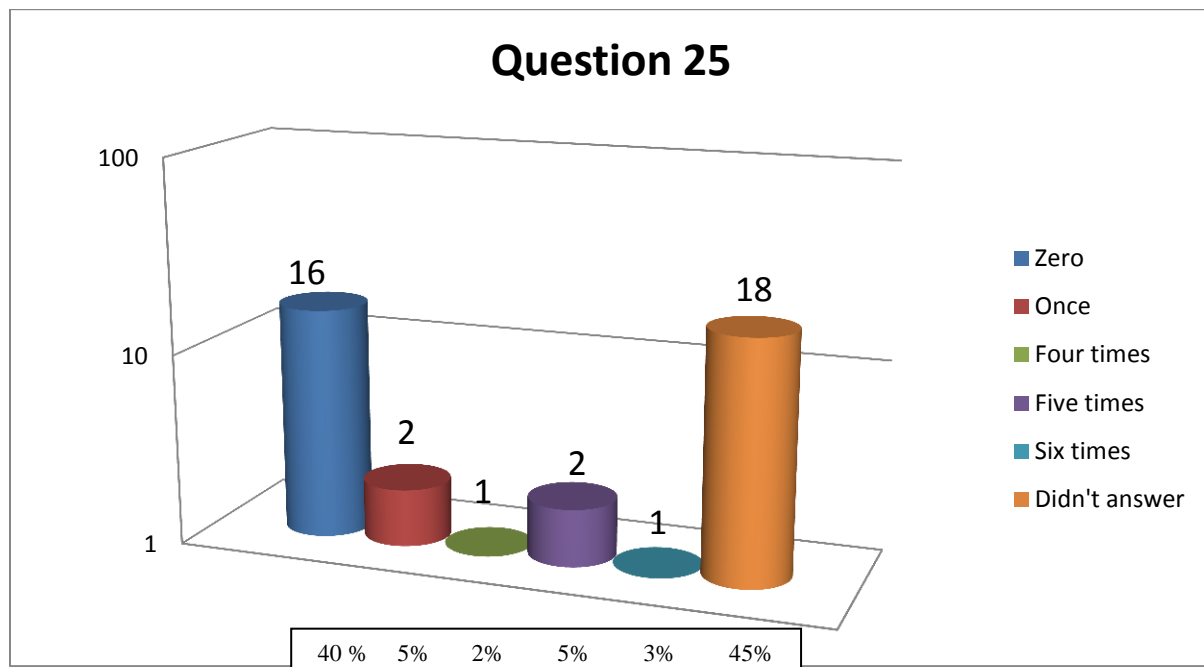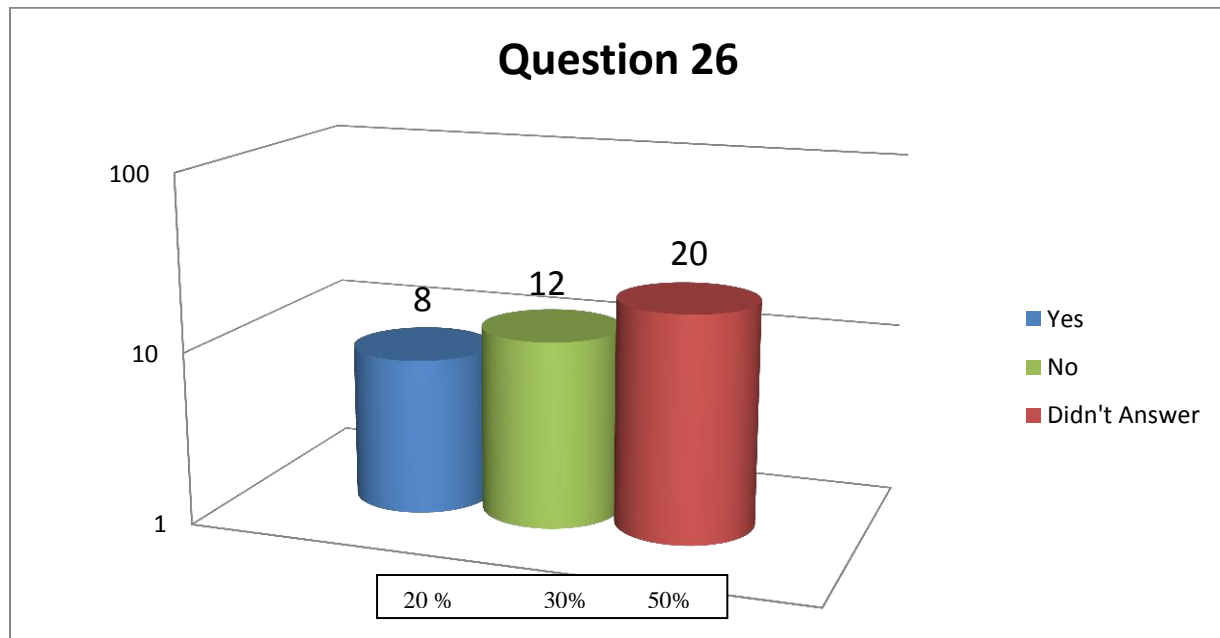
25. How many times have you applied?

Survey administered to the students from Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

The graphic show that the 45% of students did not answer the question, maybe for they have not applied yet or prefer other areas of the labor market.

The 40% of students have not applied as teachers so their answer was zero, the 5% of students have applied once, the other 5% of students have applied five times, a 3% of students have applied six times and the 2% of students have applied four times.

26. Did you get the job?

Question 26

Survey administered to the students from Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

Students were asked if they got the job, so the 50% did not answered, the 30% answered No, and the 20% of students answered Yes.

It means that the 50% of students have not applied, while the 30% have not applied either or have tried to apply and they could not get the job, while the 20% have gotten their objectives to be in this area of labor market.

27. If your answer was NO, why didn't you get the job?

34 students "did not answer". Maybe for, they did not apply or they did not get the job.

One student said: "I do not know, I imagine that I do not have experience". It means that this student has deficiencies and need to improve the languages.

**One** student answered: "I wanted only study". This answer show that this one has not applied yet.

Two students said: "I did not apply". And **one** student answered: "I did not look for". Probably these students look other areas of work or are focus just in the academic activities.

One student said: "Because question 24". It means that this student has not applied in a call center position.

28. In what kind of institutions have you worked?
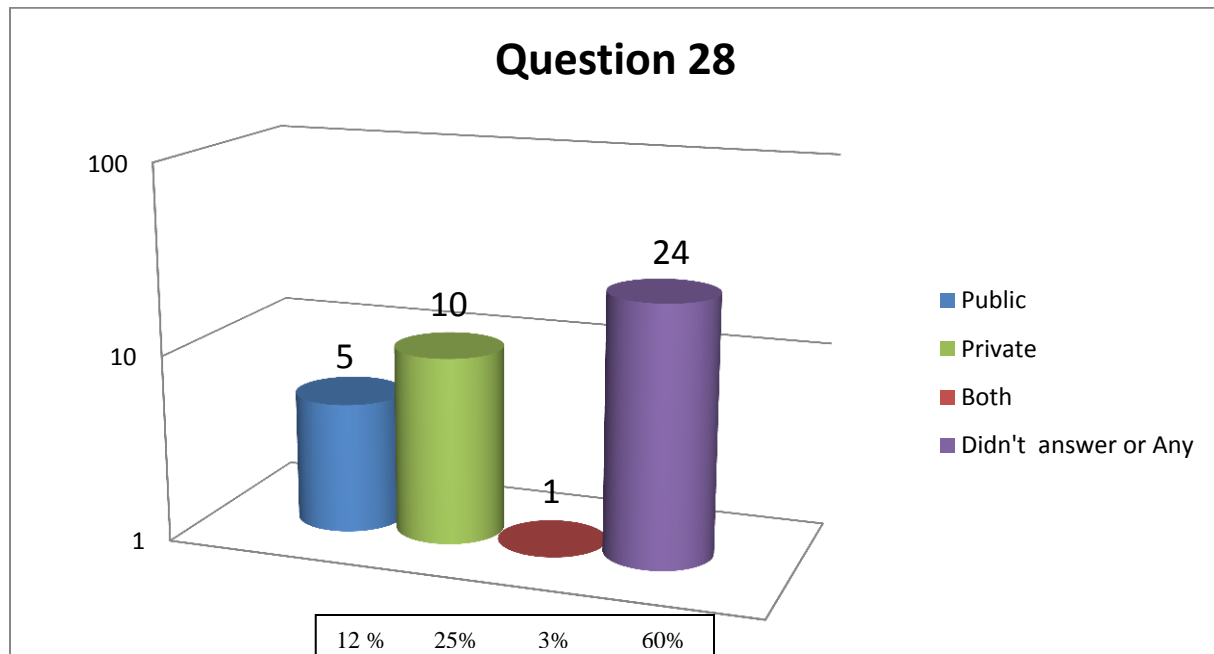
Survey administered to the students from Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

The graphic show that the 60% of students did not answer the question maybe for them have not search to work as teachers, the 25% said that they have worked in private institutions, the 12% answered that they have worked in public institutions, and the 3% have worked in both areas.

29. Have you traveled to France as a Spanish teacher's assistant?
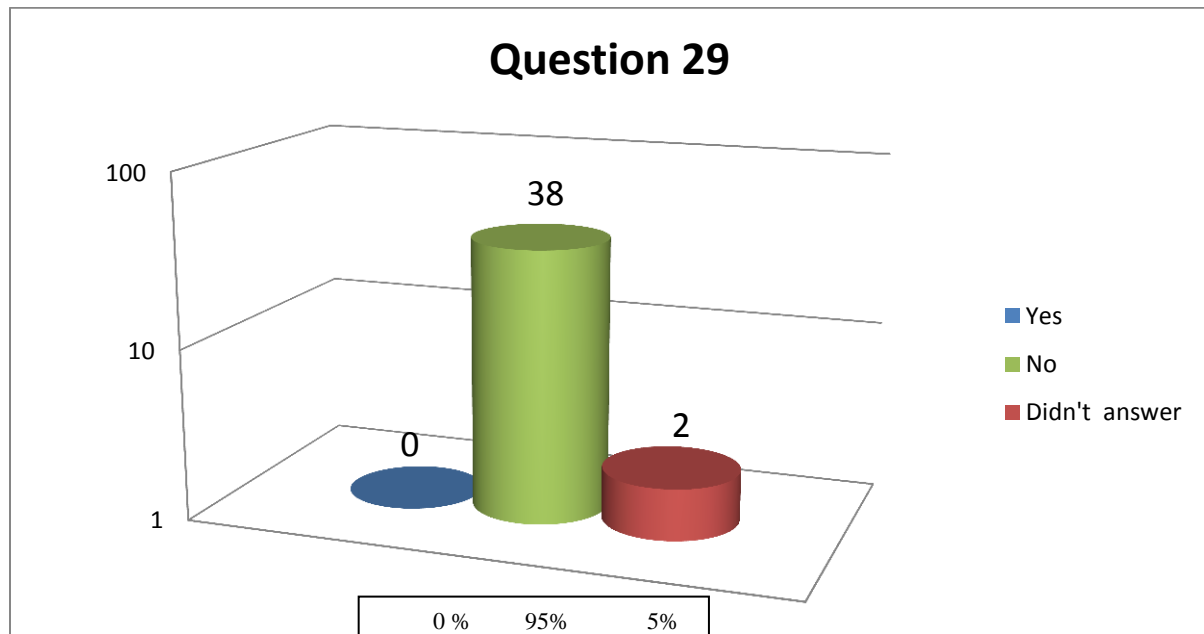
Survey administered to the students from Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

When students were asked if they have traveled to France as Spanish teacher's assistants, the 95% said No, the 5% of students did not answer the question, and the 0% of students did not chose the answer Yes.

It means that most of the students are interested in other areas of the labor market like call centers or tourism

30. Do you have the B2 certificate of the DELF system or a certificate of the DALF system?

Question 30

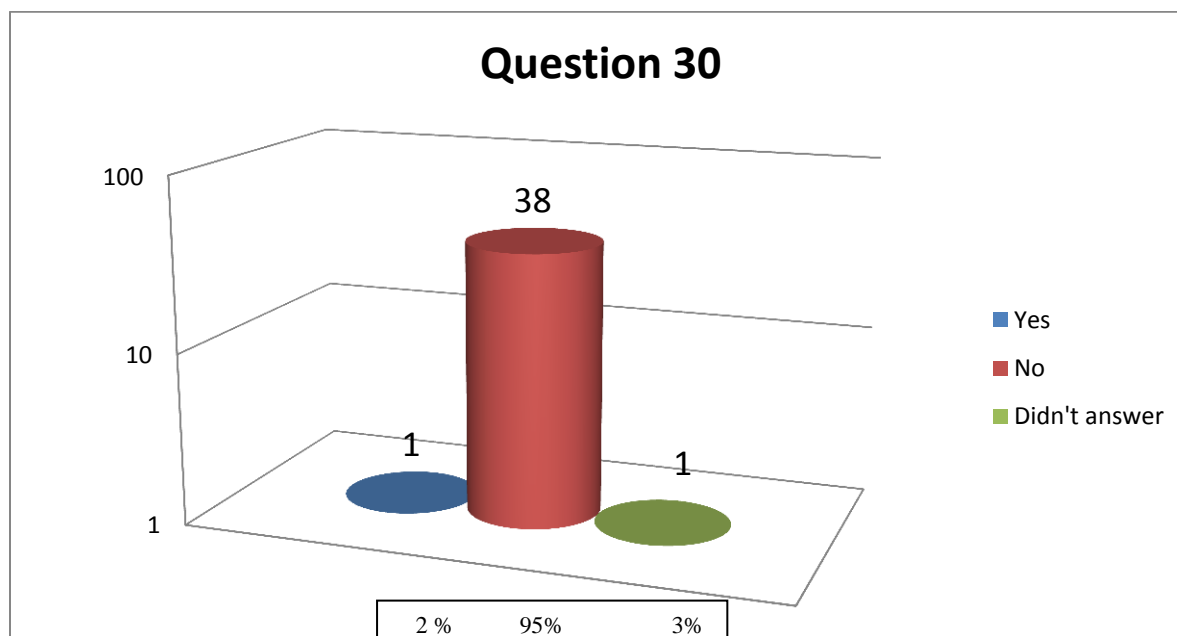|		
100	38	
10		■ Yes
	1	1 ■ No
1		■ Didn't answer
	2 % 95% 3%	

Survey administered to the students from Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

The graphic show that the 95% of students do not have the certificate of the DELF or DALF system, the 3% of students did not answer, and just the 2% of students answered Yes.

The sample show that in the previous question the 95% of students have a lot of deficiencies in order to be inserted in the labor market, especially in the teaching of English or French, because the Academies in the case of French Alliance and CENIUES need this requirement to be part of their institutions.

31. Are you flexible?

Survey administered to the students from Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

Students were asked if they are flexible when they work, the 60% answered sometimes and the 37% said always, and the 3% did not answer, that means that the majority of students can work in a company or enterprise in different areas with different schedules without any problem.

32. Do you know the current technologies ICT?
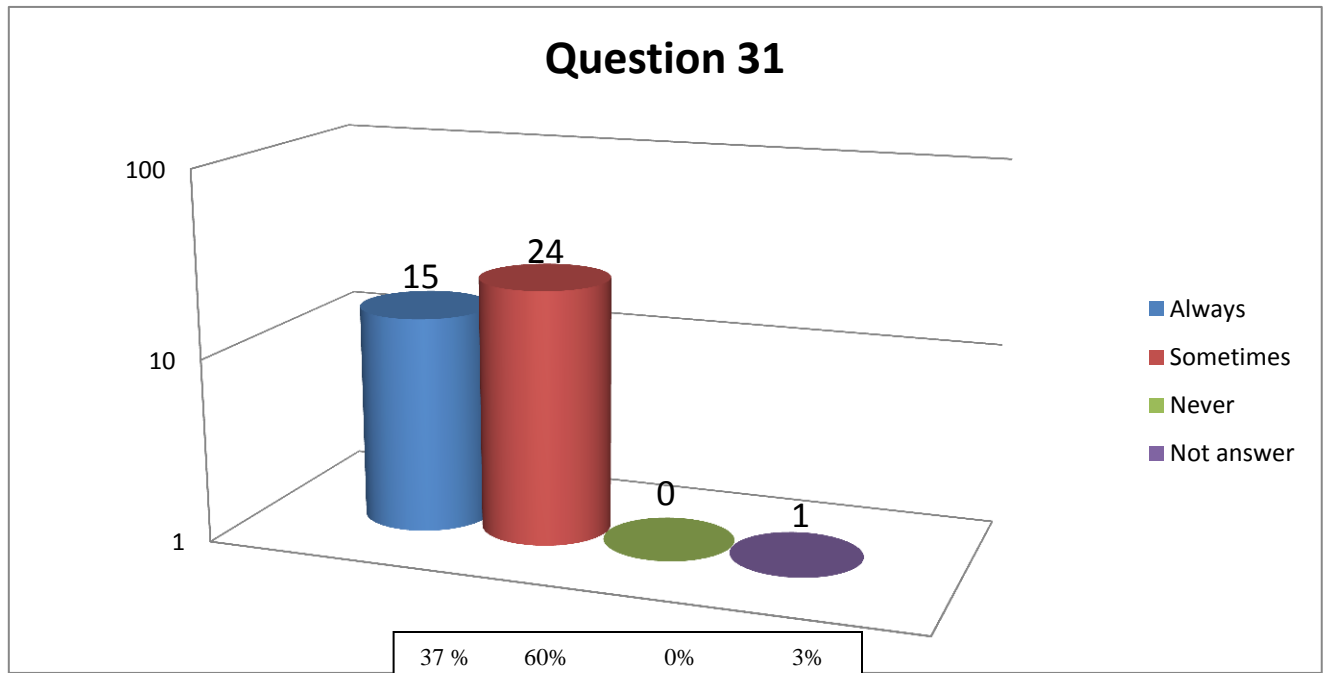

Question 32

Survey administered to the students from5th year of the Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

This graphic show that the majority of the students do not know the current technologies ICT, the percentage is 78%, only a 17% said that they know them, a 5% did not answered. So there is a deficiency talking about technology in the majority of the students from the major.

33. Do you know how to write a motivational letter?
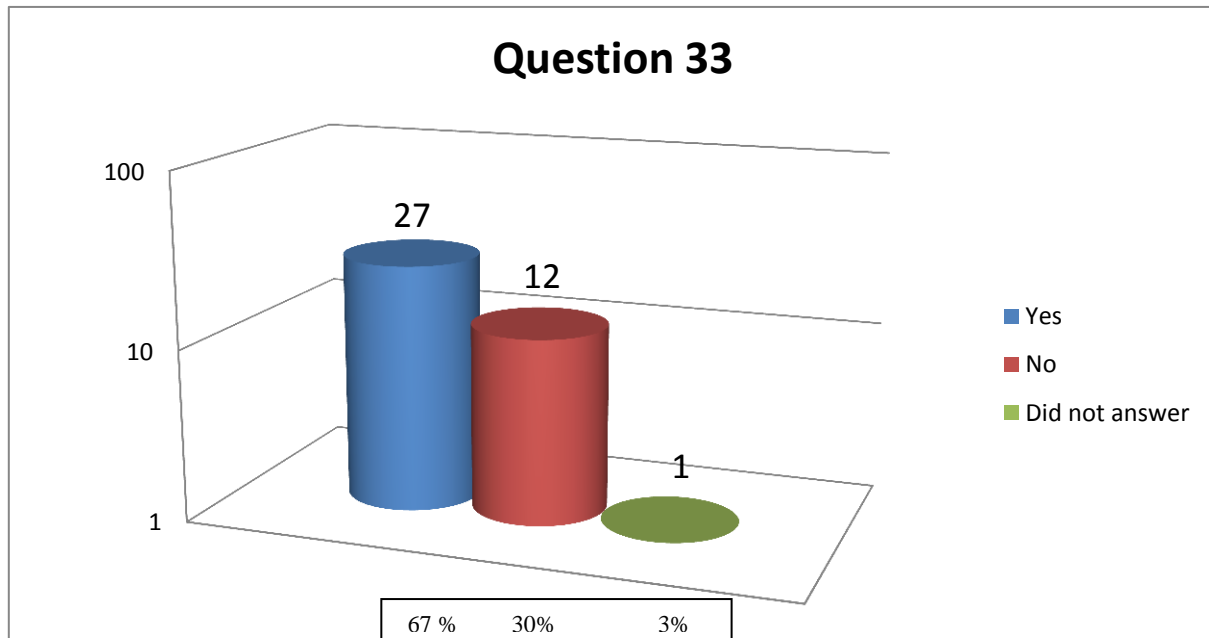
Question 33
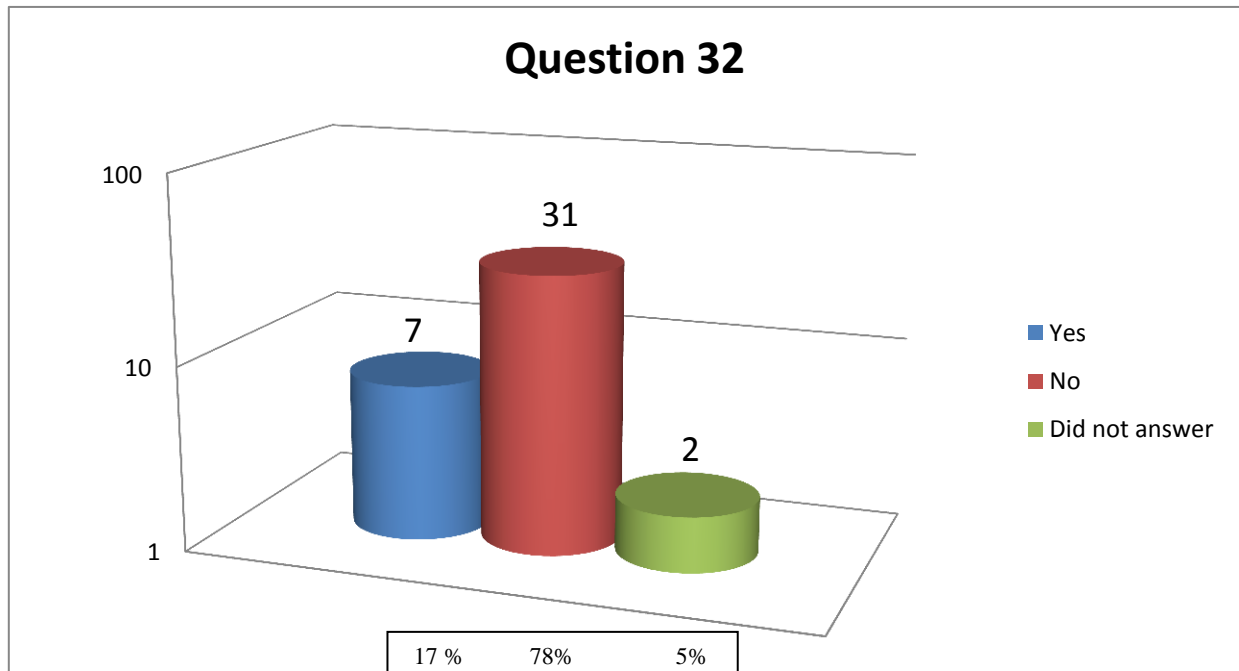
Yes No Did not answer

67 %	30%	3%

Survey administered to the students from5th year of the Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

Most of the students 67%answered yes, when they were asked if they know how to write motivational letter, 30% answered no and 3% did not answer. This shows that students have the ability to write a motivational letter and they could do it at the time they will need, this is good because at the moment they look for a job this will serve them for having more opportunities.

34. Are you always friendly?
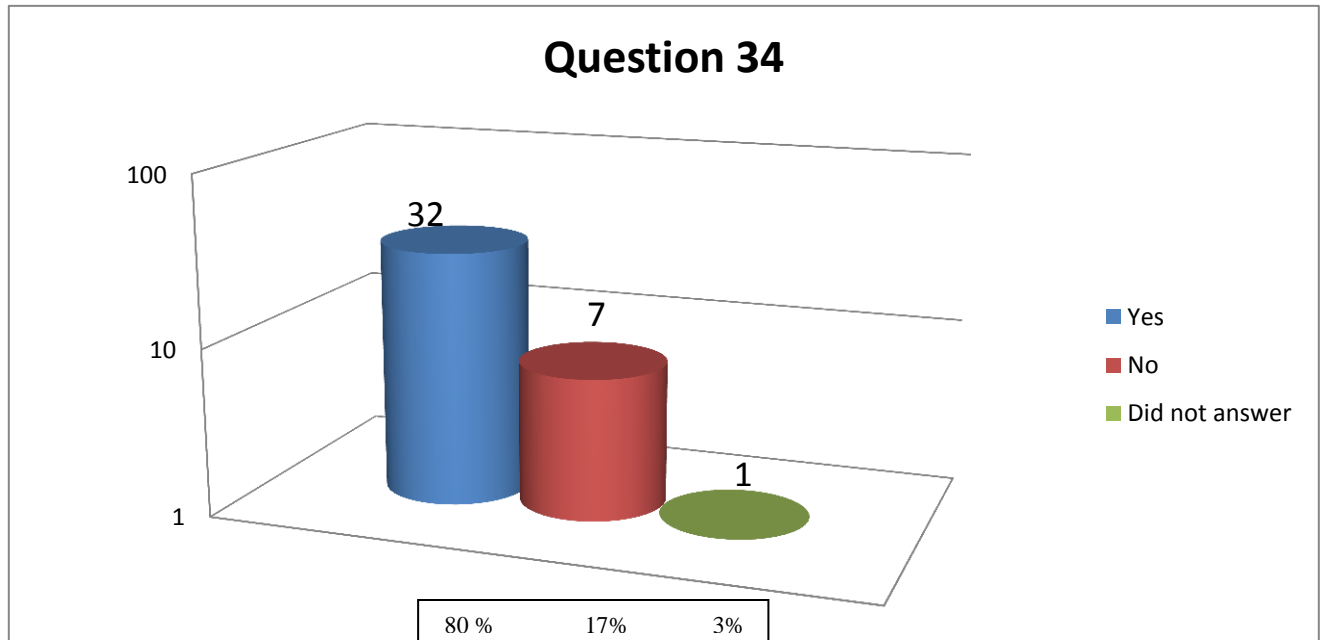
Question 34

Yes	
No	
Did not answer	

80 % 17% 3%

Survey administered to the students from5th year of the Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

When students were asked about if they are always friendly, 80% said yes, 17% said no, 3% did not answered.

Being friendly is a characteristic that people must have when they work with clients; if students are friendly they have more probabilities to get a job in the different areas, because in the tourism, teaching and call centers, people must be in contact with other people, and they have to know how to treat others.

95

35. Are you able to listen others' opinions?

Question 35

31

8

0
1

- Always
- Sometimes
- Never
- Did not answer

100

10

1

| 77 % | 20% | 0% | 3% |

Survey administered to the students from5th year of the Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

The previous graphic shows that 77% of students always listen other's opinions, 20% said sometimes and 3% did not answer. Most of the students are ready to work as teachers since one of the requirements for working in an academy is to be able to listen others, this ability could help them also to get a job in the tourism and call centers area.

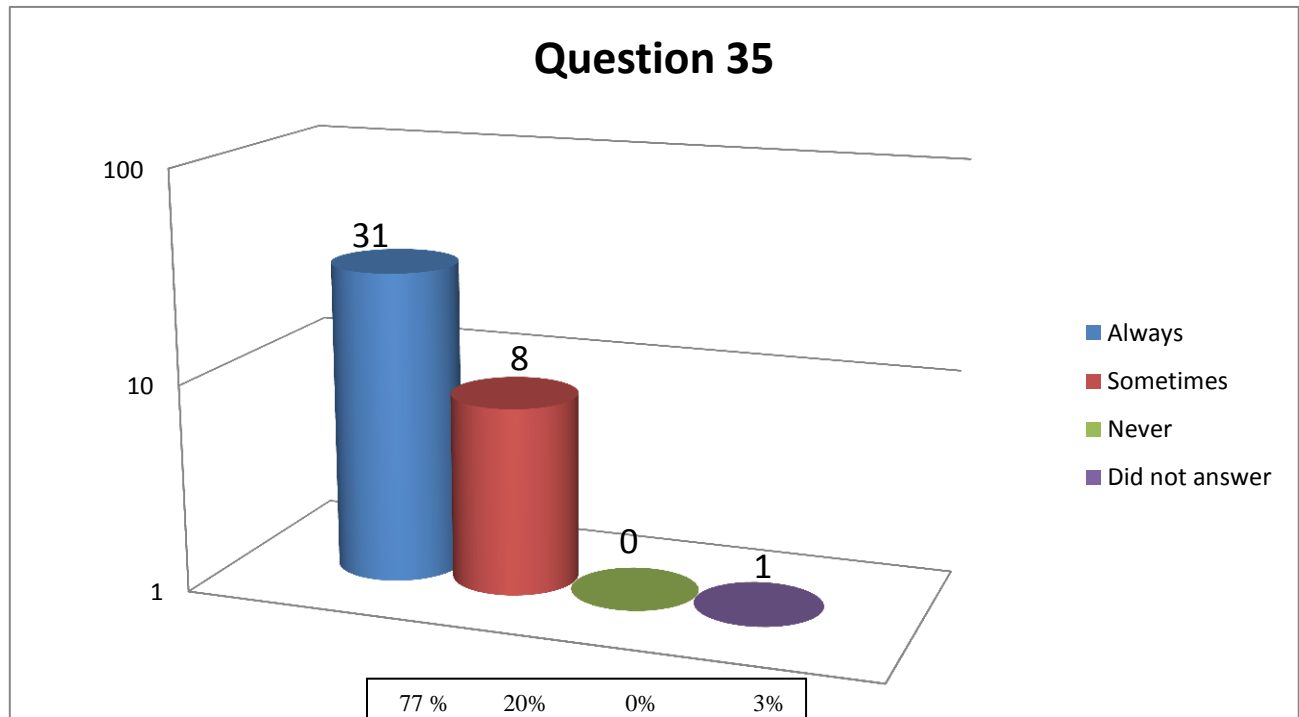**36. Do you easily adapt to the different ways how people work?**
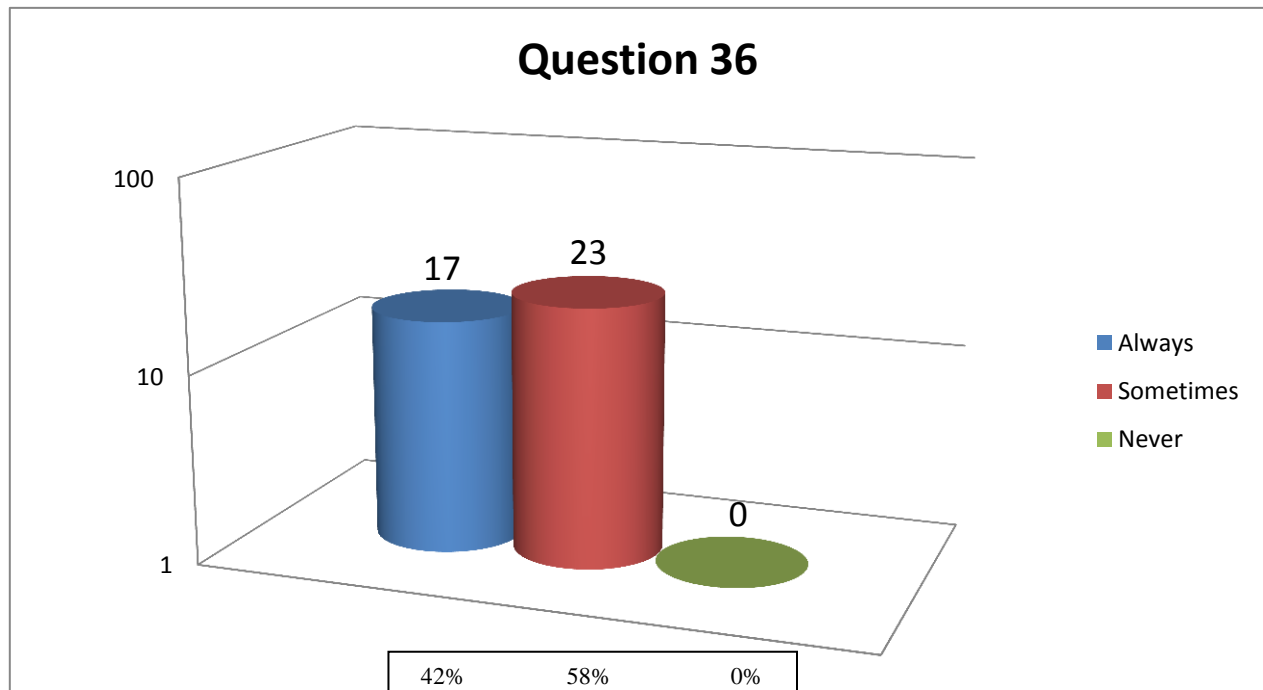
Question 36

Survey administered to the students from5th year of the Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

58% of the students answered that they sometimes adapt to the different ways how people work, only the 42% answered they always adapt. That means that students are not always willing to work in different ways, just in some cases.

37. Are you good at English grammar?
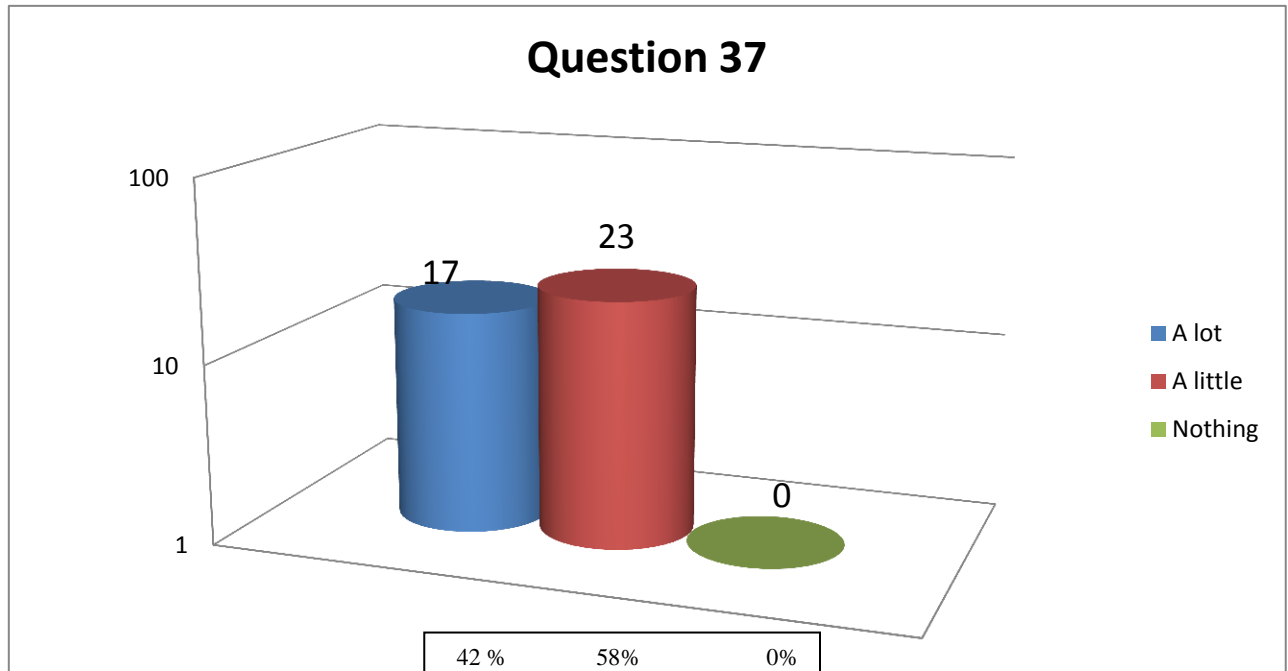
Question 37

Survey administered to the students from5th year of the Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

Only 42 % of the students accept that they are really good at English grammar, a 58% answered a little, which means that there is a deficiency in the knowledge of grammar subjects that students have. Grammar is really important for the teaching area; academies need people that know grammar so they can teach well.

38. Are you good at French grammar?

Survey administered to the students from5th year of the Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

This time students that are good at French grammar are less than those who are good in English grammar, just a 20% answered they are good a lot, 77% answered a little, and a 3% answered nothing. Here, there is another deficiency because students realize they are not good enough for French grammar. This could be a limitation when they apply for a job in the teaching area.

39. Do you like to communicate with others?

Survey administered to the students from 5th year of the Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

Most students answered 65% that they like a lot to communicate with others and 35% answered a little. It is clear that most of the students have the ability to communicate with others. Communicate is a skill they can use in the different areas, in this way the labor insertion will be easier for those who posses this ability.

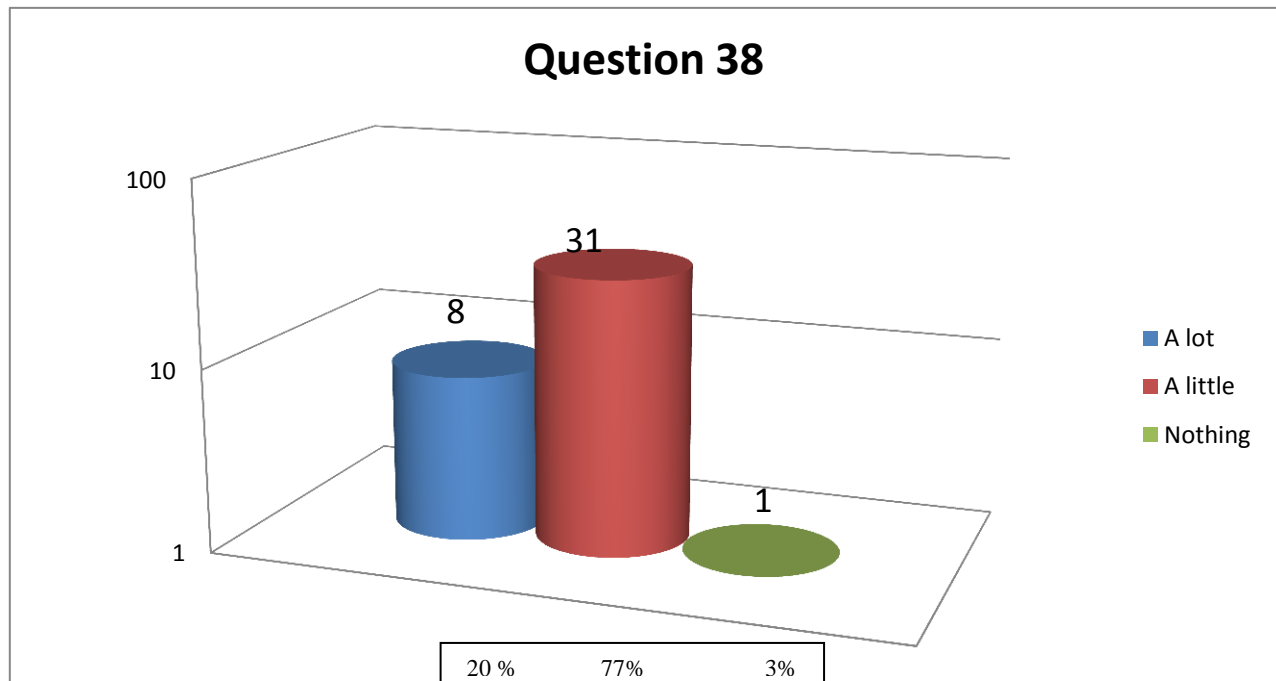**40. Do you like to cooperate with others?**
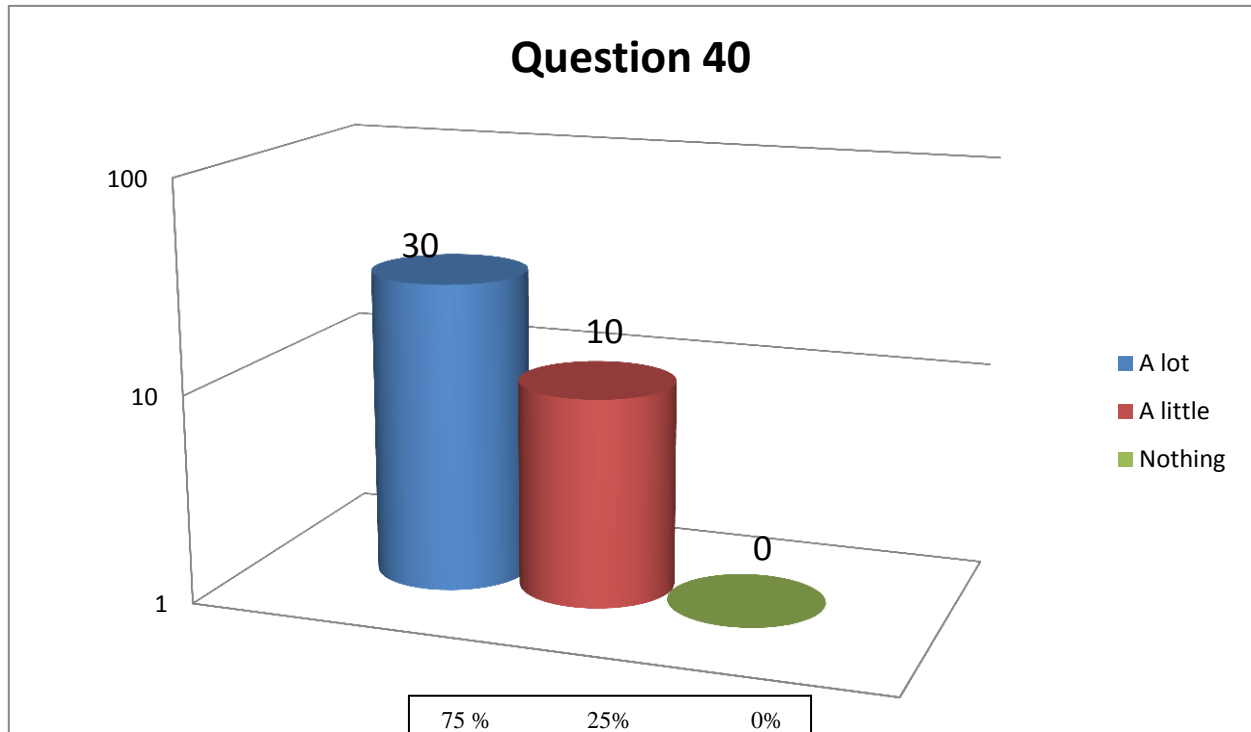
Survey administered to the students from5th year of the Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

In any kind of companies or enterprises, it is important that their staffs cooperate among them. That's why this question was made for students, the result is; 75% of the students like to cooperate a lot, 25% answered a little, so the majority can work in different places where cooperation is required.

41. Are you able to hold an English conversation?
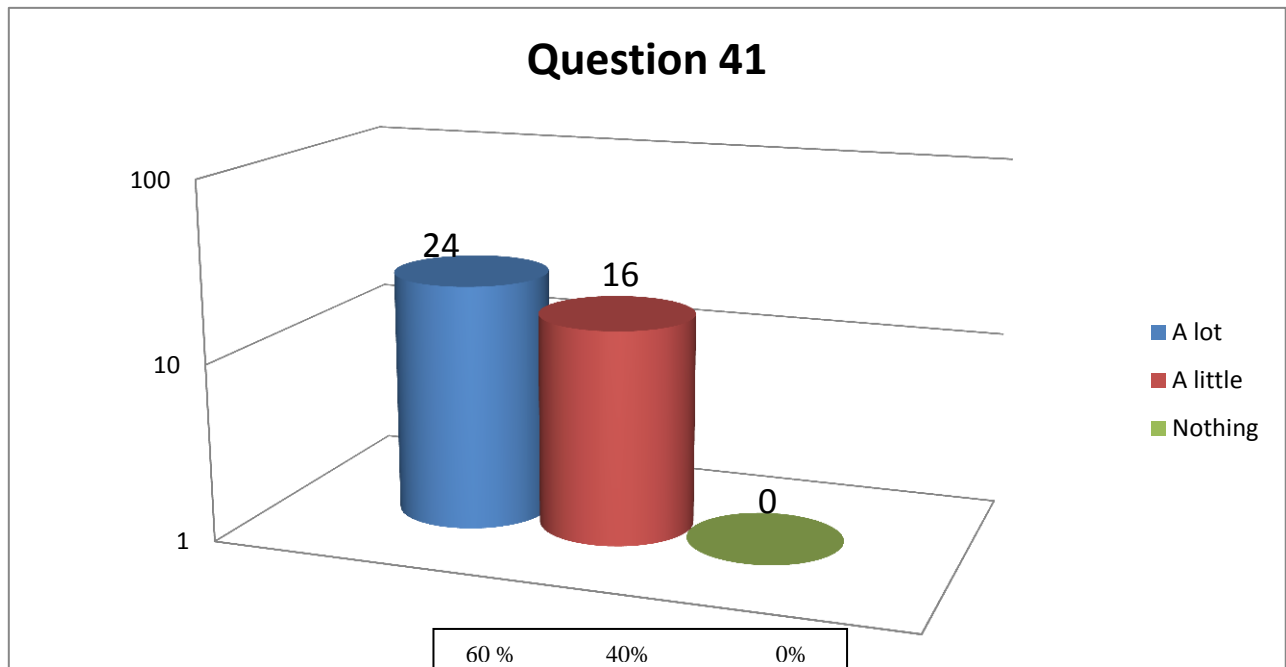
Question 41

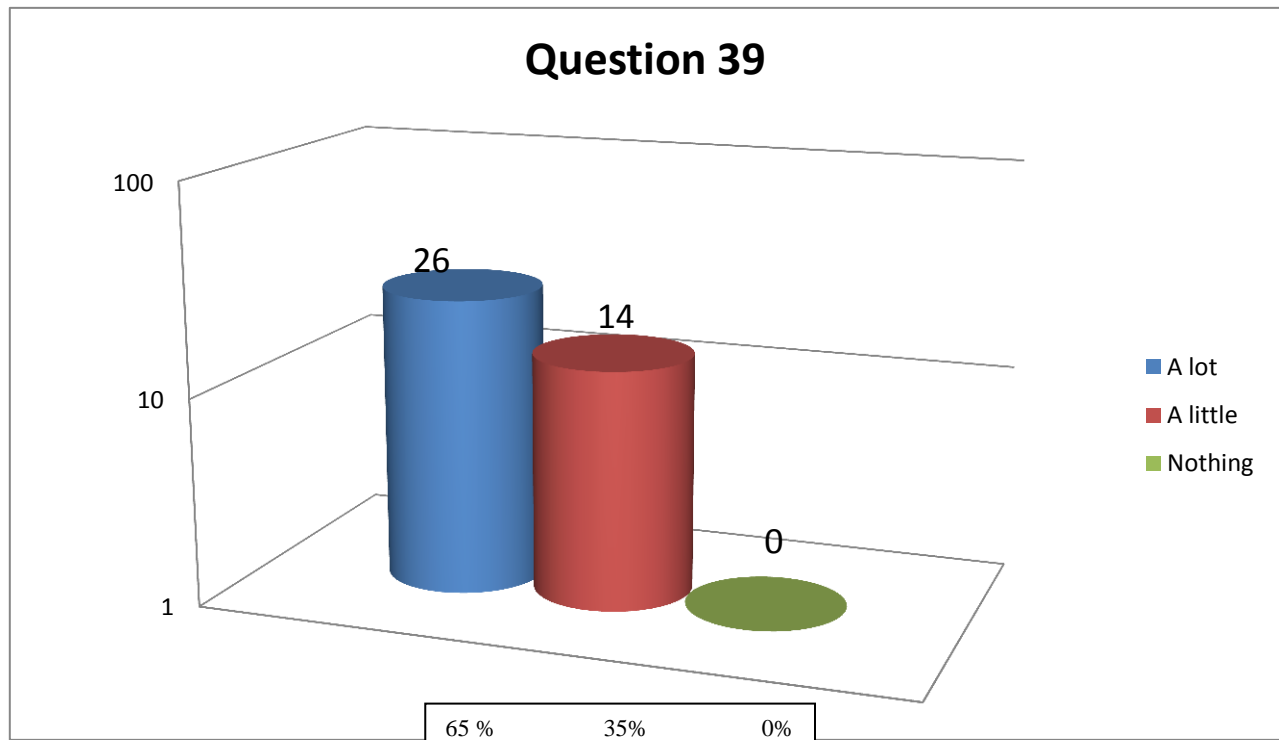|			
100	24	16	
10			■ A lot
			■ A little
1		0	■ Nothing
	60 %	40%	0%

Survey administered to the students from5th year of the Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

This graphic shows the percentage of students that are able to hold an English conversation.

60% answered a lot, and the rest 40% answered a little. The 60% is ready to work in a call center because they think they are good speaking English, the rest of them, they are ready too but for another kind of job, maybe as teachers.

102

42. Are you able to hold a French conversation?

Question 42

Survey administered to the students from5th year of the Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

This time students were asked about to hold a French conversation, the 62% answered a lot, and the 35% a little. So most of the students think they can hold a French conversation, the ones that answered a little, they think they are not really confident about it. That means students are ready for developing the speaking macro-skill.

43. Are you able to communicate fluently in English?
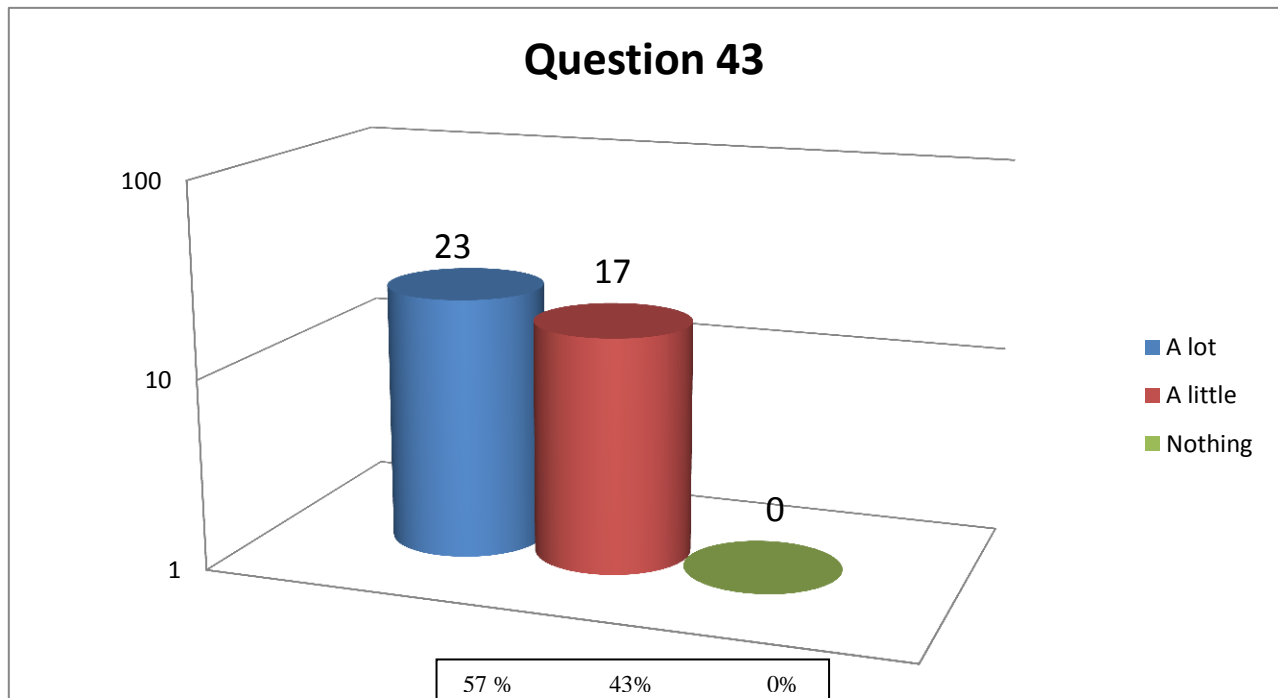
Question 43

23 17

100

10

1

0

A lot

A little

Nothing

57 %   43%   0%

Survey administered to the students from5th year of the Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

57% out of 100% students think that they can communicate fluently in English; it means that the 43% think that they can communicate but in a reduced manner.

Communicate fluently means that students will have better opportunities in the different areas on the current labor market.

44. Are you able to communicate fluently in French?

Survey administered to the students from 5th year of the Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

55% of the students have problems to communicate fluently in French; they think they can communicate a little, and a 3% answered nothing, just a 42 % think they have the ability of communicate a lot with other people.

So there is a speaking fluently deficiency in students of the fifth year, they must practice more French in order to improve it or to solve the problem.

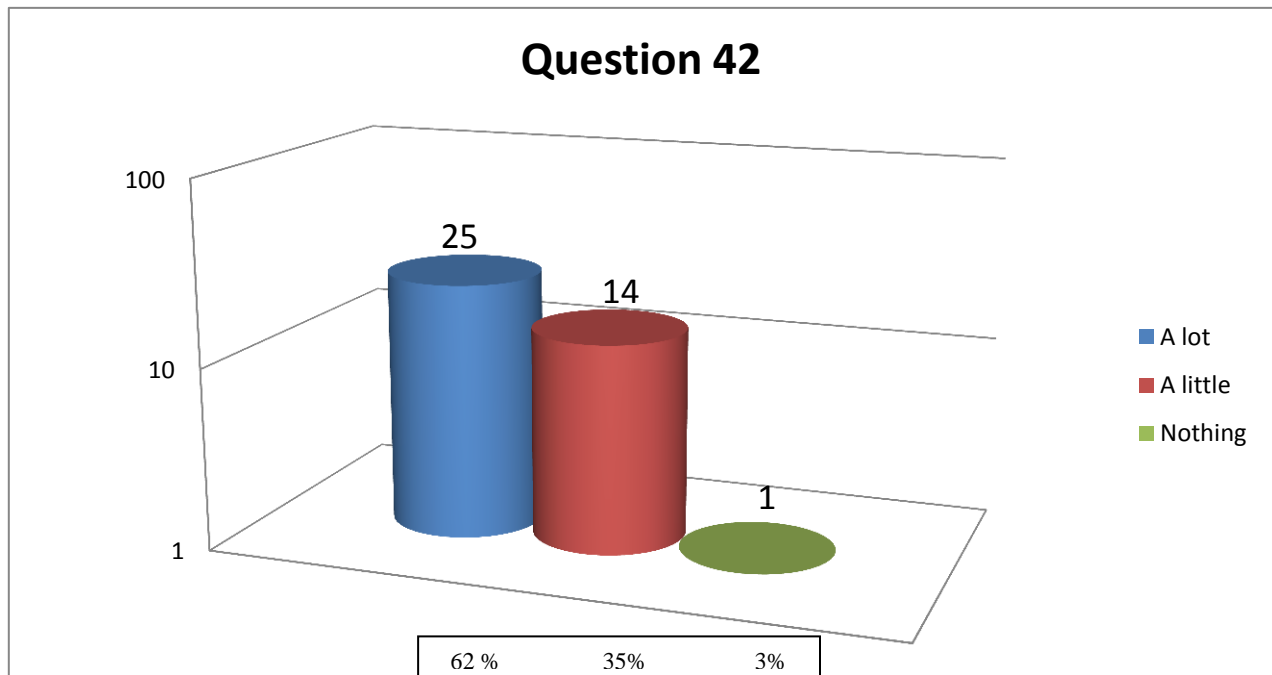**45. Can you understand written extensive texts?**

Survey administered to the students from 5th year of the Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

It can be noticed that 52% of the students sometimes understand written extensive texts, on the other side 45 % said that they always understand, and a 3% answered never.

Understanding written extensive texts was one of the requirements that CENIUES, ask for hiring their staff, people who wants to work in this institution must have this ability so they can be part of it.

46. Are you willing to change?

Survey administered to the students from5th year of the Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

52% of the students are willing to change in any kind of situation. 45% of them they could do it but not always, it depends on the situation they will face, and a 3% said that will never change in any way.

In some companies is required that the employees change in different ways, this changes may include; schedules, behaviours, opinions, thinking, thoughts, etc.

47. Are you empathic?

Question 47

45 %	40%	12%	3%

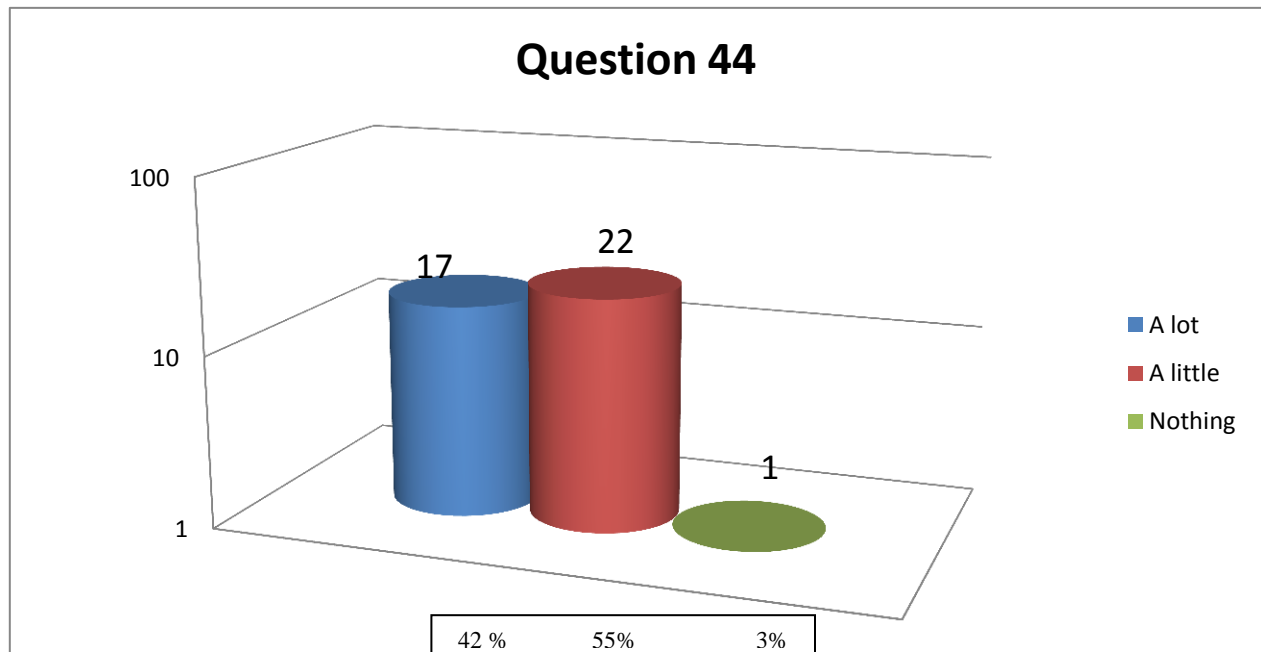Legend: Always, Sometimes, Never, Di not answer

Values shown: 18, 16, 5, 1

Survey administered to the students from5th year of the Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

In the sample 3% did not answer, 12% answered never; maybe they answered never or did not answer because they misunderstood the word empathetic. The other 45% answered always and 40% said sometimes.

48. Have you ever applied for a job in the tourism area?

Question 48

Survey administered to the students from5th year of the Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

A few percentages of students have applied for a job in the tourism area, just a 2%, and a 95% answered that they have not applied, a 3% did not answer. The ones that answered they have not applied; perhaps they do not like the area or they do not feel confident to apply to this kind of job.
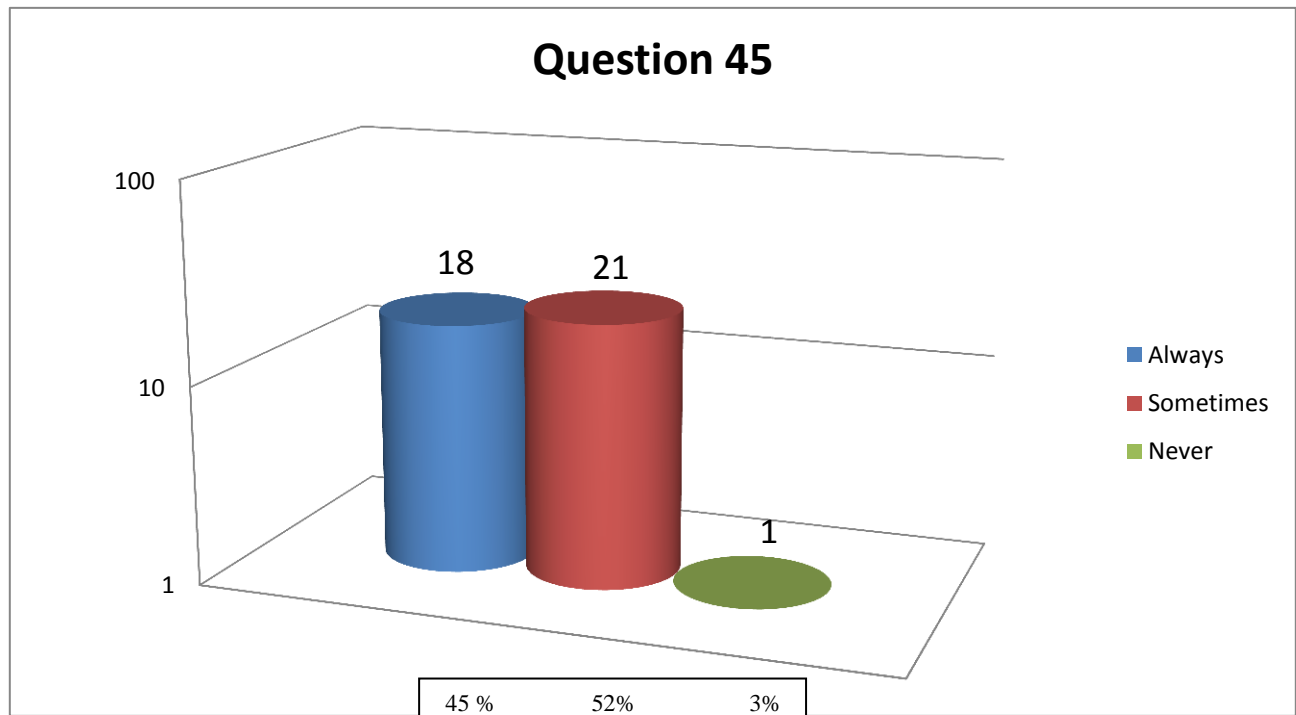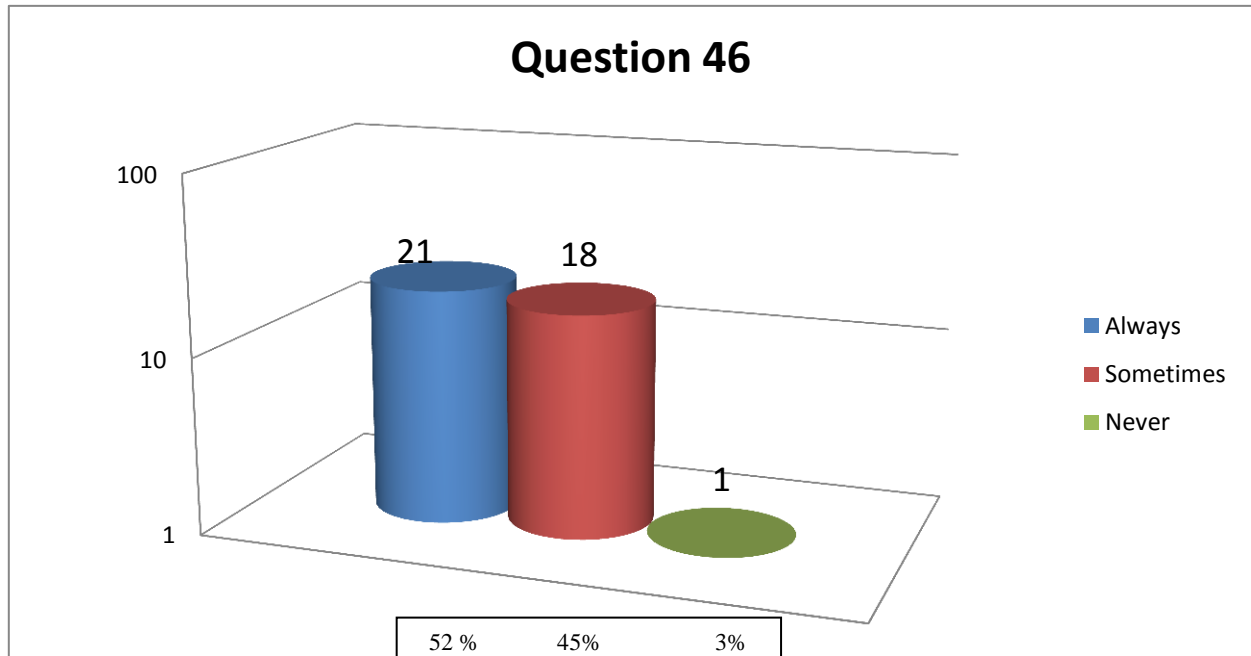
49. Did you get the job?
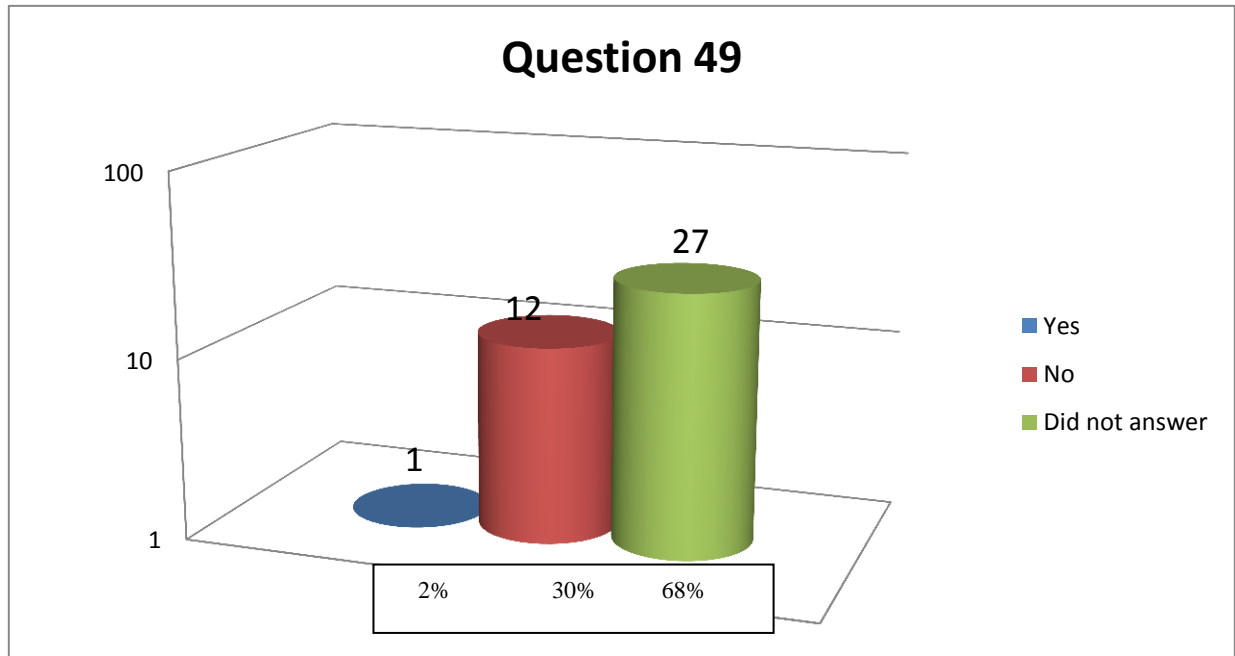
Survey administered to the students from5th year of the Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

This graphic is related with the previous question and it reveals that30% did not get the job in the tourism area, just a 2% did get it, and 68% did not answered because they have never applied.

The tourism area is one of the most important areas on the current labor market, but few or none of the students get or look for a job in this area due to few opportunities or perhaps they do not feel ready to apply.

50. If your answer was NO, why didn't you get the job?

All of the students did not answer this question because as it is showed in question number 48, the

95% of the students have not applied for a job in the tourism area.

51. Do you have vocational service?
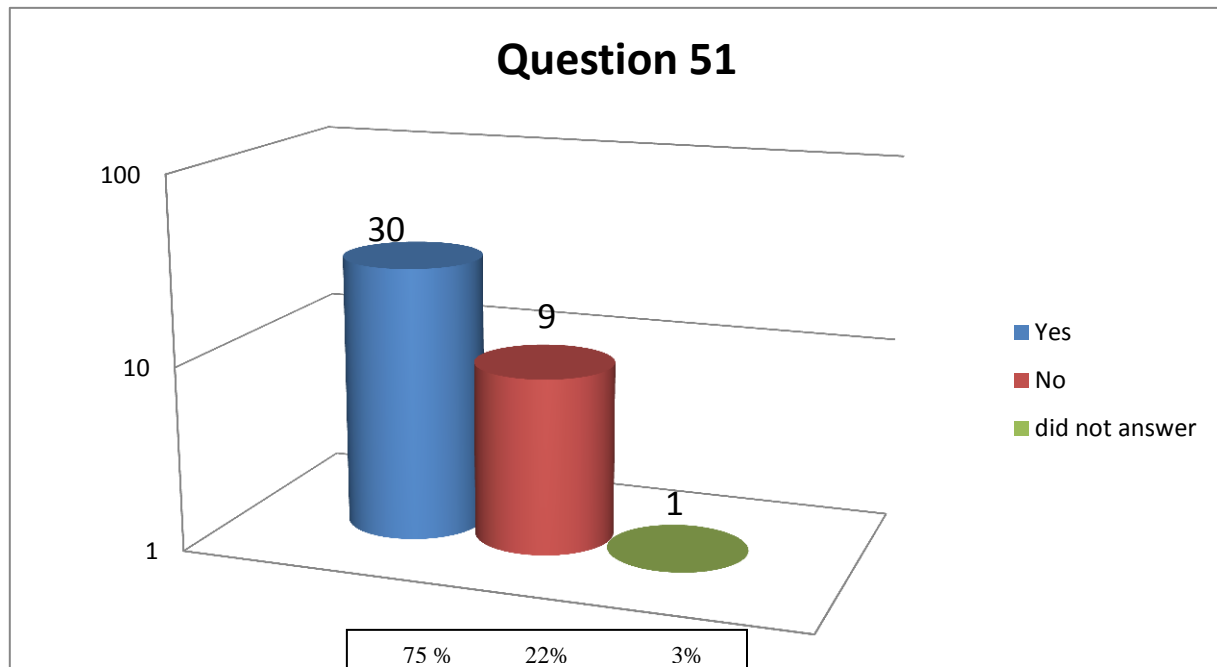
Question 51

	Yes
	No
	did not answer

| 75 % | 22% | 3% |

Survey administered to the students from5th year of the Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

According to the survey, 75% of these students answered that they have vocational service, 22% answered that they do not have it, and 3% did not answered.

Vocational service is a characteristic that a person must have for working in any place. People, who have vocational service, get more opportunities and they develop their work easier and with enthusiasm.

52. Do you have creativity according to the area you are in charge of?

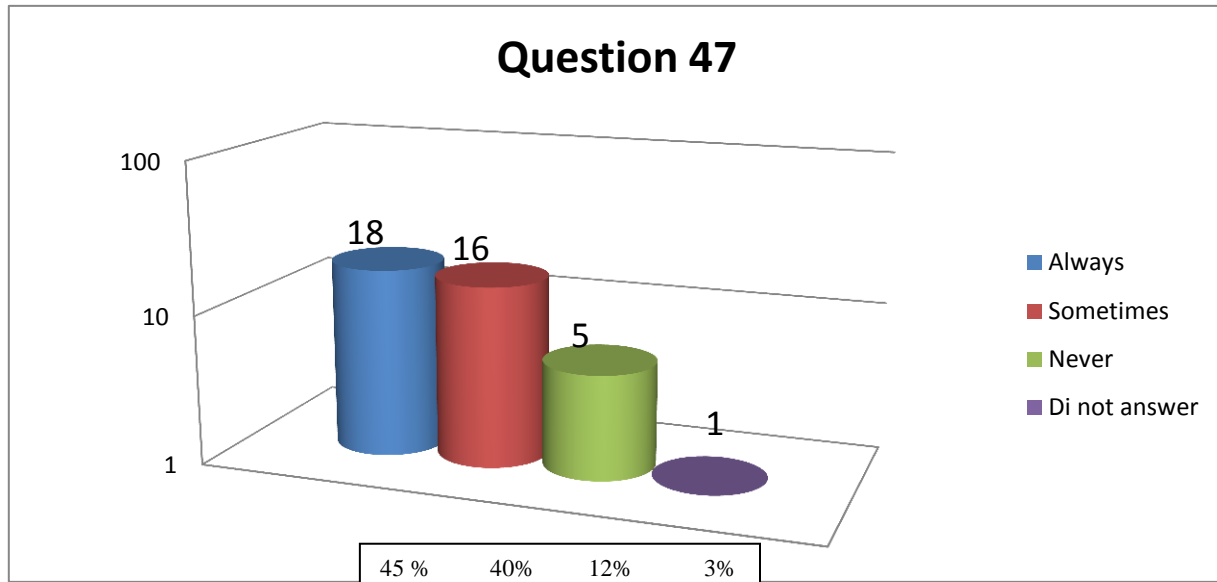Survey administered to the students from5th year of the Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

The graphic above shows 58% of the students sometimes have creativity, 37% answered always, and 5% did not answer.

Creativity is an important skill that helps people to develop job efficiency, creativity is necessary in tourism, but also in teaching and in the call centers area. That means people must possess this characteristic in order to well perform in all the possible work areas.

53. Do you have precision in the area you are in charge of?

Question 53

[Bar chart showing: Always 13 (32%), Sometimes 24 (60%), Never 0 (0%), Did not answer 3 (8%). Y-axis: 1, 10, 100. Legend: Always, Sometimes, Never, Did not answer]
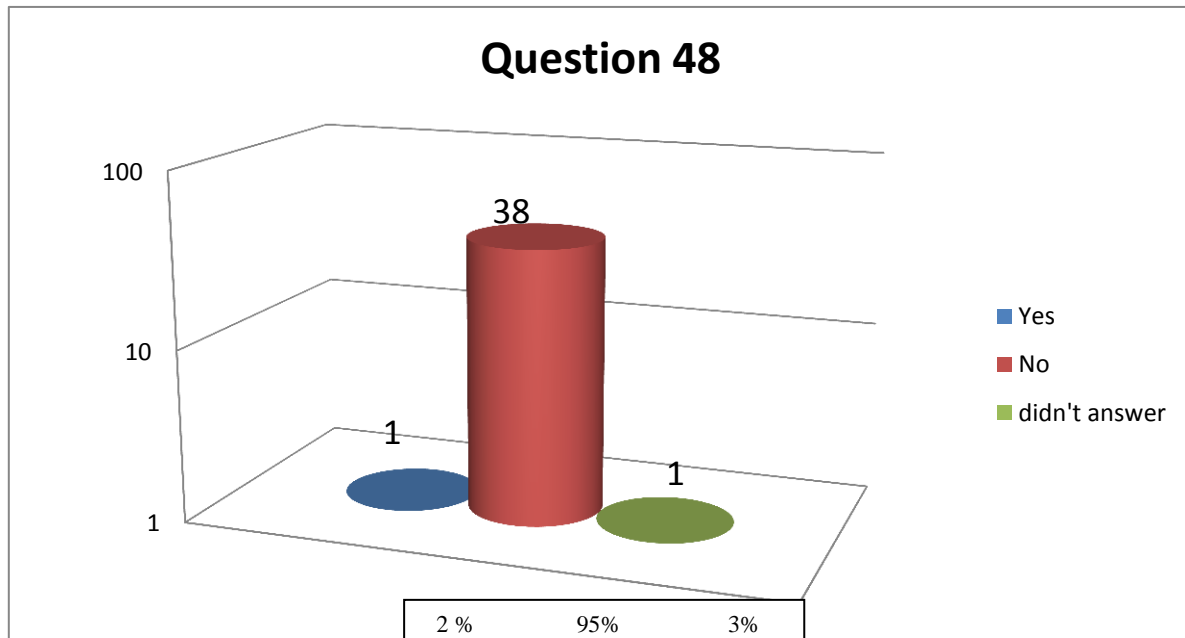
Survey administered to the students from5th year of theBachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

According to the survey administered to the students, 32% answered they always have precision ability, and the majority with the 60% said that they sometimes have it, 8% did not answered.

Everybody should have precision ability, because being precise is how you determine important business and decisions. Besides this is a good characteristic to solve problems very easy.

54. Can you make decisions by your own?

Question 54

Survey administered to the students from5th year of the Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

The previous graphic shows that 55% of the students always make decisions by their own, 42% answered that sometimes, 3% said never.

Nowadays, bosses need that their staff could make decisions without asking every time they have to decide something.

55. Do you have self-confidence?
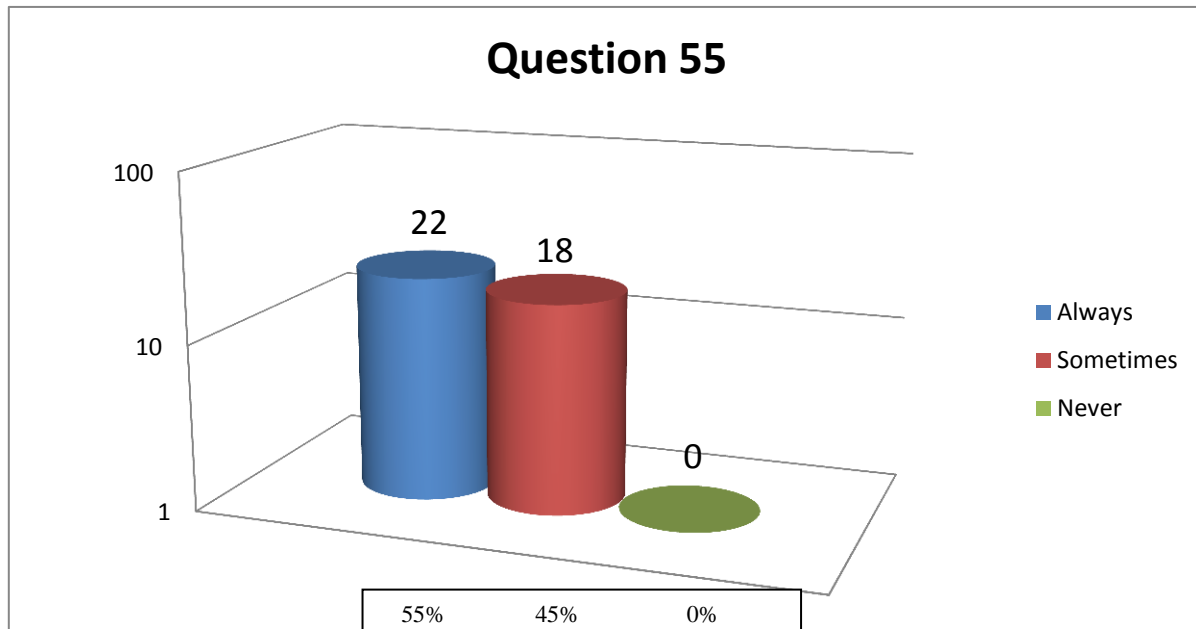
Survey administered to the students from5th year of the Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

It can be noticed that 55% of the students always have self-confidence, on the other hand, 45% said sometimes.

Someone who has self-confidence works with precision and is confident of what he or she is doing .Self-confidence is an ability that most people should have if they want to be part of the current labor market.

56. Do you have initiative?
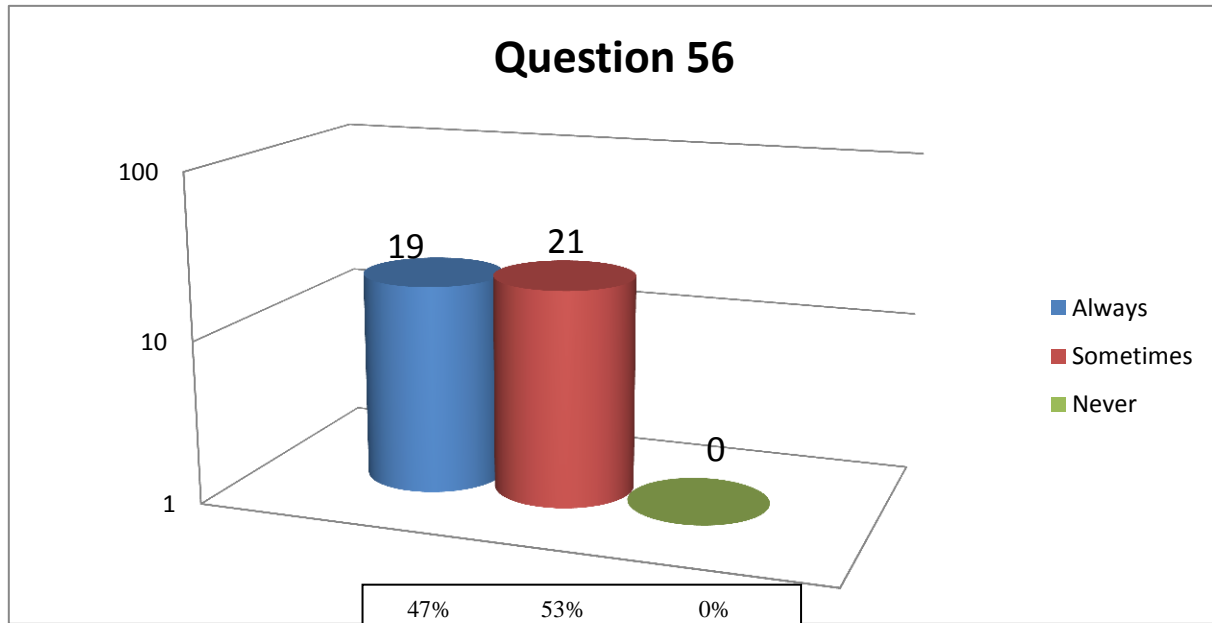
Question 56

People who have initiative are required in the tourism area. The graphic above shows that 47% of the students have initiative, 53% think that they not always have initiative. The majority of the students have doubts or they do not feel confident of themselves.

If a person has initiative, this person will risk doing new things and will encourage others to risk them too.

57. Are you punctual?
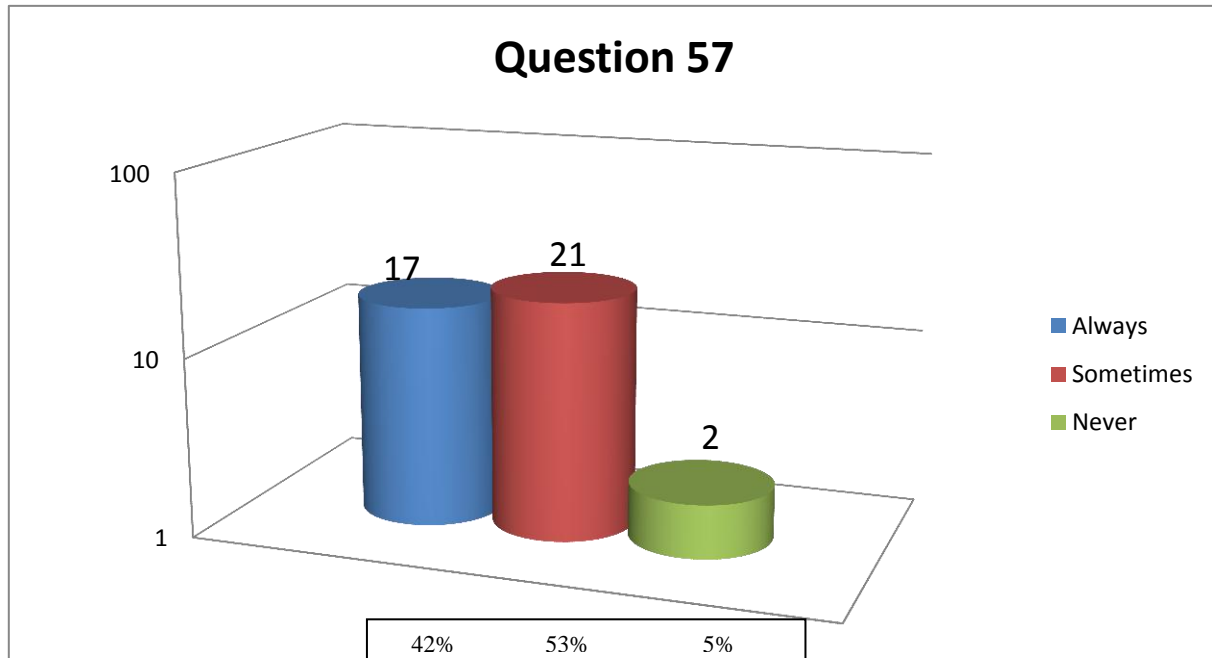
Question 57

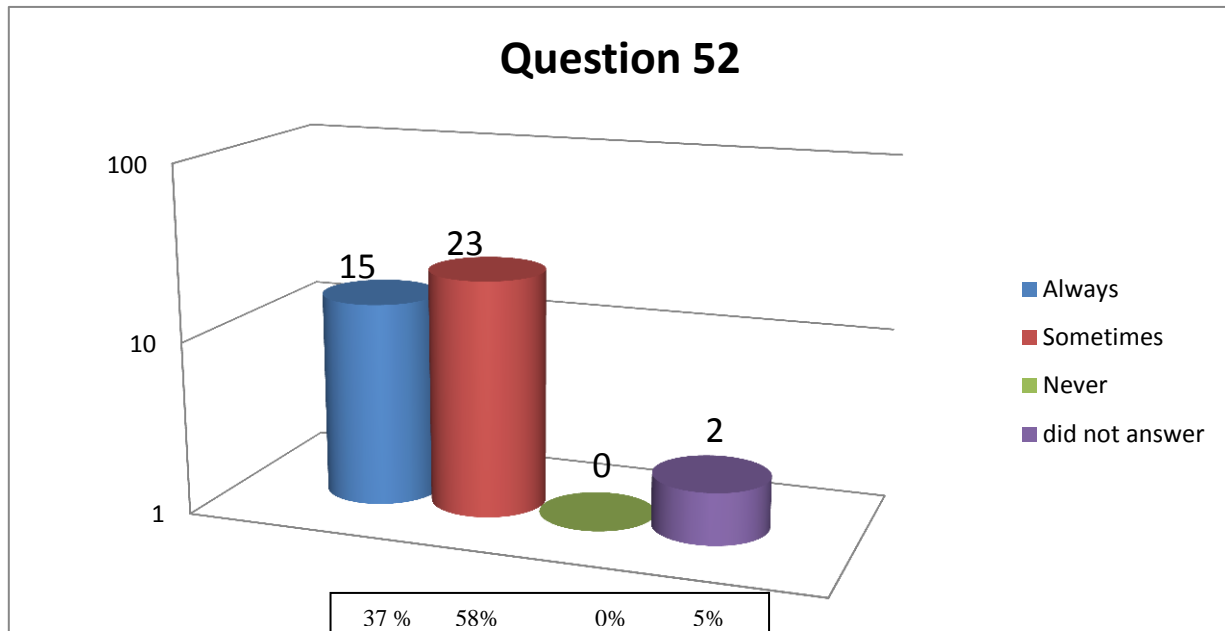|	Always	Sometimes	Never

17   21   2

100
10
1

42%   53%   5%

Survey administered to the students from5th year of the Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

Punctuality is a characteristic that speaks well of a person, if someone is punctual it means that is responsible and that he or she will be an excellent employee.

Knowing this, students were asked about it, and 42% accept that they are always punctual, but the majority that is 53% said that they are sometimes punctual, so that means that most of the students have problems being punctual.

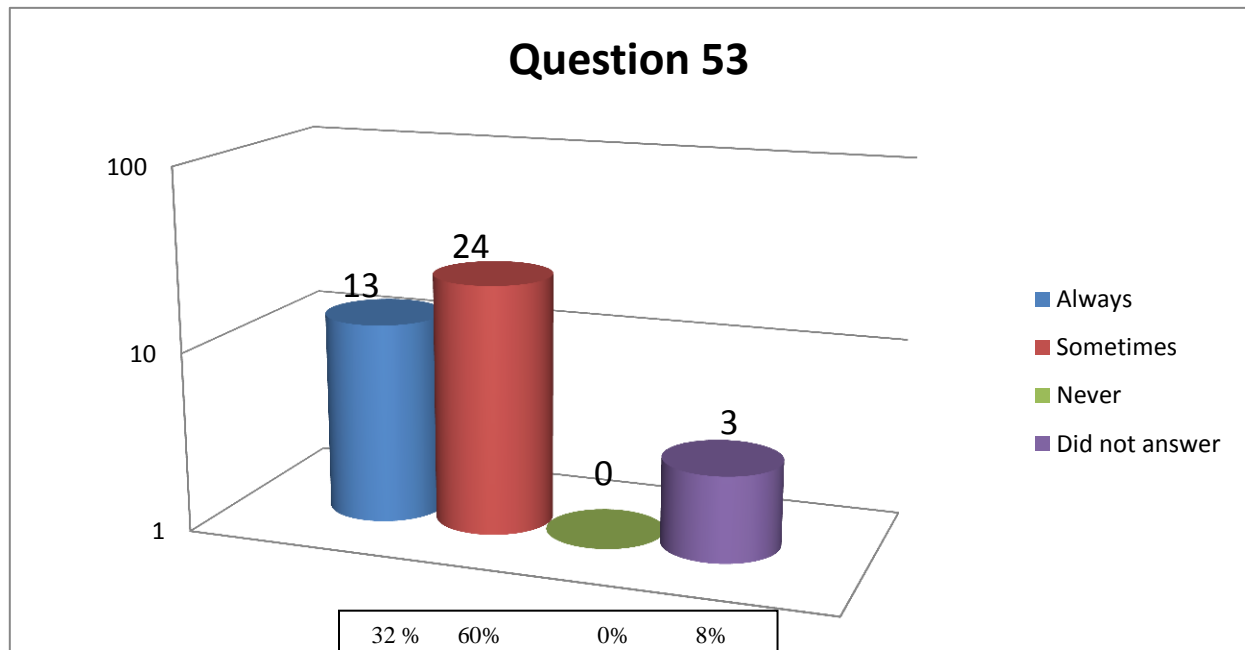**58. Do you have excellent interpersonal relationships?**
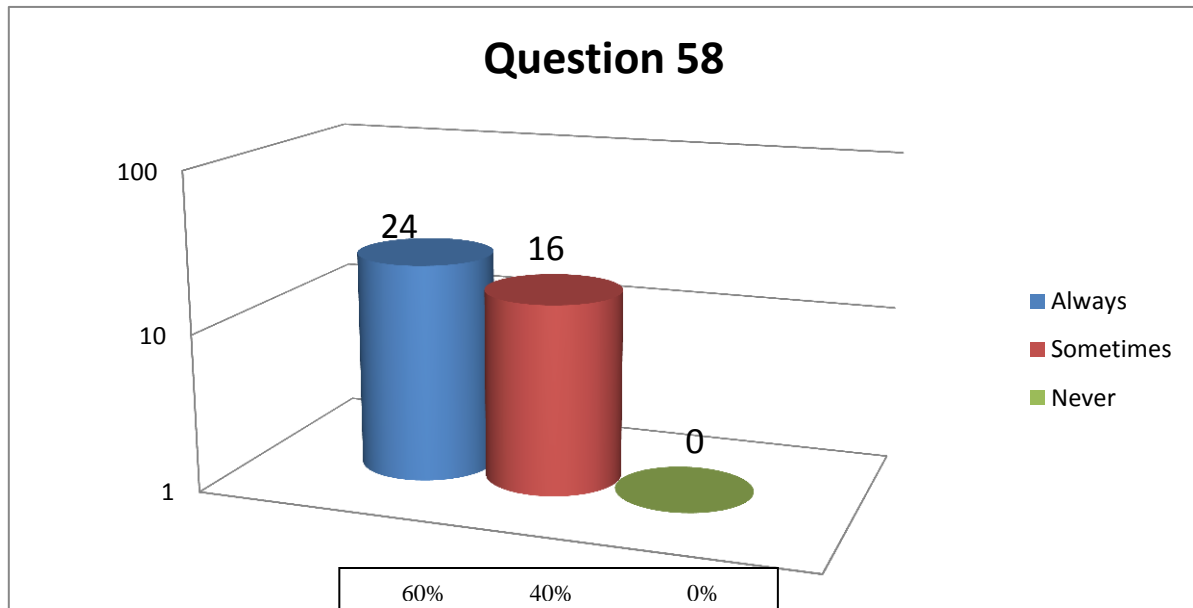
Survey administered to the students from5th year of the Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

It can be noticed that most of the students have excellent interpersonal relationships, the percentage is 60%, and the other 40% admit that they sometimes have excellent interpersonal relationships.

Having excellent interpersonal relationships is a requirement that most enterprises are demanding from people. This characteristic is really important in the majority of employments that are related with clients.
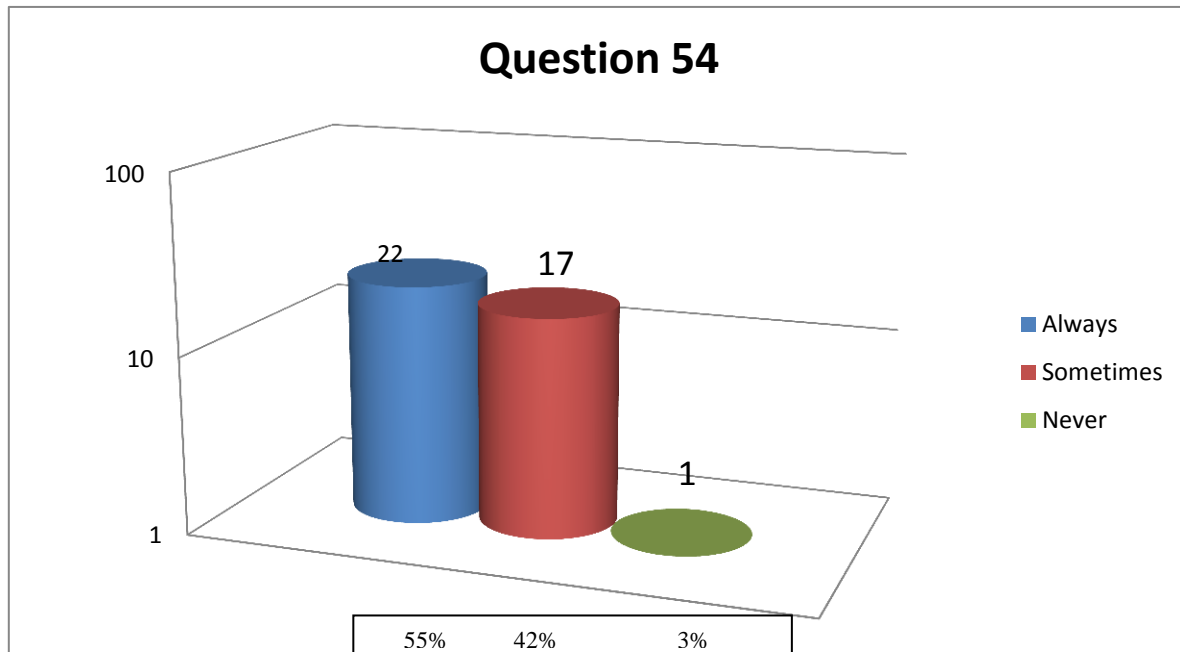
59. Can you work under pressure?
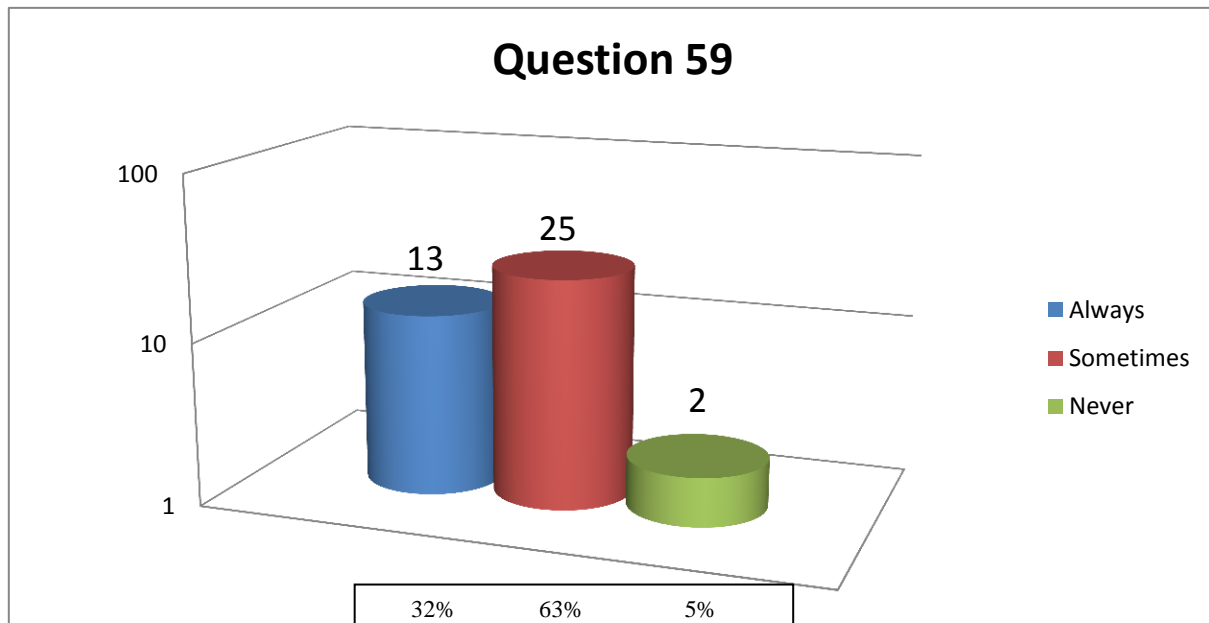
Survey administered to the students from5th year of the Bachelor of Arts in Modern Languages Specialty in French and English, second semester 2014.

The graphic above shows the results from the last question of the interview. It can be noticed that the majority of the students cannot work under pressure, they are not willing to work in that way, perhaps they do not feel comfortable and they get stressed. Only a 32% answered that they always can work under pressure.

120

ANSWER TO THE RESEARCH QUESTIONS AND HYPOTHESES

1. Are students of the fifth year, registered in 2014, Bachelor of Arts in Modern Languages Specialty in French and English of the Foreign Languages Department of the University of El Salvador, ready to the labor insertion on the current labor market of El Salvador?

The results obtained from the survey administered to students of the fifth year; show that students from the Bachelor of Arts in Modern Languages Specialty in French and English, are ready in part for the labor insertion on the current labor market of El Salvador.

In the area of call centers the requirements demanded in some positions match with the personality, abilities and skills of some students. They said they have experience in call centers and they do know what involves working in a call center in both languages English and French.

In the teaching area students are not ready to get a job as French teachers, because in the French Alliance where French teachers are needed, people must have the B1 or B2 certificate of the DELF or DALF system. In the results got from the survey the majority of students do not have the certificate that the French Alliance ask for hiring them.

Also having experience as Spanish teacher's assistant in France is a plus. Students will have more opportunities to be hired if they have that experience, as Karla Alvarez said; most of the teachers who work in the French Alliance have been teacher's assistant, this is good because it means that these students have a good level of French since they have worked in France for a while, and also students who have been teacher's assistant in the university, they have more experience in the English area because they have learned from the teacher who they assisted and from doing.

The 95% of the students who were interviewed, they have not traveled to France as Spanish teacher's assistant, so this is another obstacle for them to get a job in the French teaching area.

However, in the English area the majority of students are ready to apply as teachers of English, because they have the requirements that Academies ask for hiring professionals in order to work in their institutions. When students were asked if they are able to hold an English conversation (question 24 in the survey), the majority of them answered "A LOT", and also in question 43, they were asked if they are able to communicate fluently in English, 23 students answered "A LOT", 17 answered "ALITTLE", and there are more questions about the requirements that CENIUES ask for hiring people, in those examples students answered positively that is why students are almost ready for the English teaching area.

In the tourism area, few students have applied. According to the requirements in this scope, a little percentage of students is ready to face these challenges, while the majority is not prepared.

Related Question

1. What is the profile that the tourism area, call centers, and the teaching area demand for hiring people?

Profile in call center

✓ 85% of English and French level

✓ Excellent communication skills

✓ Computer skills

- ✓ Patient, dynamic, proactive and fast learner

- ✓ Goal oriented

- ✓ Great customer service skills.

- ✓ Patience

- ✓ Attentiveness

- ✓ Clear Communication Skills

- ✓ Knowledge of the Product

- ✓ Ability to Use "Positive Language"

- ✓ Acting Skills

- ✓ Time Management Skills

- ✓ Ability to "Read" Customers

- ✓ A Calming Presence

- ✓ Goal Oriented Focus

- ✓ Ability to Handle Surprises

- ✓ Persuasion Skills

- ✓ Tenacity

- ✓ Closing Ability

- ✓ Willingness to Learn!

- ✓ Multitasking

Tourism profile.

- ✓ Dynamic, proactive, with initiative

- ✓ Studies in tourism or administration of touristic enterprises

- ✓ Knowledge of the main touristic places in El Salvador

- ✓ Advance or intermediate English.

- ✓ Labor experience in administration

- ✓ Bilingual 70%

- ✓ Computer systems management

- ✓ vocational service

- ✓ creativity

- ✓ precision

- ✓ Decision

- ✓ self-confidence

- ✓ Initiative

- ✓ Punctuality

- ✓ excellent interpersonal relationships

- ✓ and ability to work under pressure

Profile for teaching.

PUBLIC INSTITUTIONS

- ✓ The certificate of the Education ministry

- ✓ Teaching experience

PRIVATE INSTITUTIONS

French Alliance

- ✓ Graduated or student of the fifth year

- ✓ B2 Certificate of the DELF system or a certificate of the DALF system

- ✓ Motivational people

- ✓ Friendly

- ✓ Flexible

- ✓ Independent

- ✓ Good communication

- ✓ Cooperation' spirit

CENIUES

Language Skills:

- ✓ Listening: ability to use a foreign language to understand an oral conversation.

- ✓ Oral Skills: ability to use a foreign language to communicate fluently

- ✓ Reading Comprehension: ability to use a foreign language to understand written extensive texts.

- ✓ Written Skills: ability to use a foreign language for writing notes, letters and other written extensive texts.

Others kills:

- ✓ Updated with new technologies or ICT.
- ✓ Committed to the institution.
- ✓ Empathetic.
- ✓ Willing to change.
- ✓ Identified with its teaching labor.

- ✓ Having a sense of belonging to the institution where it works.

- ✓ Participative in the activities of the institution.

- ✓ Learning facilitator.

- ✓ Use of the emotional intelligence in its interpersonal relations with its pupils.

2. Do students of the fifth year of Bachelor of Arts in Modern Languages Specialty in French and English of the University of El Salvador fulfil the profile that the labor market demands?

As it was already mention students fulfil the profile of call centers, but they do not fulfil the profile of teaching and tourism. Most of the students do not even try to apply to the tourism area. In teaching they do not fulfil the French teaching profile, because they do not have the certificates neither they have the experience of being a teacher's assistant in France. For English teaching, they easily apply in private schools or academies in here the requirements are less difficult and students can be hired to work in this area.

3. What are the obstacles that students of the fifth year of the Bachelor of Arts in Modern Languages Specialty in French and English in the University of El Salvador have to face when applying for a job?

Lack of time is one of the obstacles, since they are studying yet, they do not have time for full time jobs, and they look for part time jobs.

Lack of interest: most students do not apply because they are not interested in working and studying at the same time, they prefer to finish the major.

Certification in private schools it is necessary that teachers have the ESCALAFON, without this certificate nobody can apply there. In the French Alliance students must have at least the B2 certificate of the DELF system, and have experience as teacher's assistance in France.

Answers to the hypotheses

1. Students are ready for the labor insertion on the current labor market.
2. Students are not ready for the labor insertion in the current labor market.

They are ready for working in a call center but they are not ready for the teaching area neither for the tourism area. As it is shown in the graphics students tend to have more abilities and skills to the call center area than on the other ones.

3. Students fulfil the profile companies demand for a job.
4. Students do not fulfil the profile companies demand for a job.

Students fulfil the profile call centers demand even though they do not have experience working in a call center but their answers from the survey shows that they fulfil the other requirements, and it is more likely that they get a job in a call center than on the other areas.

6. Students have knowledge about technology and use of computers and programs.

They do not have enough knowledge about technology and use of computers and programs because when they were asked if they know the current technologies ICT, the majority of the students answered that they do not know them. This is an obstacle since in the current labor market this requirement is as important as to speak French or English.

X.CONCLUSIONS

Showing as reference the data collected with surveys, and analyzing the data step by step, these are the conclusions according to the analysis already made:

➢ A thorough analysis about data obtained most of students search for call centers scopes, while the teaching area is a second option to them, and tourism is the last choice where students would like to apply.

➢ After the deep research done by interviewing the different companies of the areas under study, the group could elaborate the respective profiles, taking into account all recommendations companies give.

➢ Most of the companies or enterprises required staff prepared not only to speak languages but also they have to know about technologies or extracurricular courses or experiences as a plus to be hired.

➢ The majority of the students fulfill the professional profile for call centers because they think they have the abilities and knowledge that these kinds of companies demand for hiring people but when they were asked about if they got the job just a 27% answered positively, a 60 % said that they did not get the job and a 13% did not answered, so actually they do not fulfill the professional profile.

➢ An obstacle that students face when they apply to a job as English teacher is the lack of knowledge about ICT technologies. In CENIUES is required that the people know and manage this kind of technologies; unfortunately the majority of the students do not know what ICT are.

➢ Another obstacle they could face as French teachers is the lack of experience as Spanish teacher's assistance in France because that is one of the most important requirements to work in the French Alliance and also have a DELF or DALF certificate. According to the survey administered to students nobody of them have the experience mentioned before neither the certificates. Then students do not completely fulfill the professional

teacher profile for private companies neither for the public schools because they need the certificate from the Education Ministry.

➢ Even when most of the students have not applied for the tourism area their answers to the questions about if they have the abilities were positive, so if one day they apply they surely would be hired.

XI.RECOMMENDATIONS

Taking the information obtained from samples given to students of fifth year of the Bachelor of Arts in Modern Languages Specialty in French and English, some recommendations in relation to the topic already developed from the group, based on the data analysis, is the following:

To the Bachelor of Arts in Modern Languages, Specialty in French and English from the University of El Salvador:

- The Bachelor of Arts in Modern Languages Specialty in French and English from the University of El Salvador should gather and assess vital information about working skills that are needed in the companies from current labor market of El Salvador.

- According to this research, in the Bachelor of Arts in Modern Languages Specialty in French and English from the University of El Salvador is strongly urged to add subjects where use of technologies is included.

- Based on the research carried out, we would recommend reinforcing English and French grammar; moreover, subjects where students must improve their oral and written skills in both languages.

To students of the Bachelor of Arts in Modern Languages Specialty in French and English from University of El Salvador:

- Students of the Bachelor of Arts in Modern Languages should be informed about the current labor market in El Salvador. In that way, students could realize what will be the working field that they will face when they become professionals from this career.
- Based on the information gathered from the data, students should profit their time while they are just studying, students could train by themselves in the University and thus assure their professional working future by practicing with their partners, taking advantage with free courses given by the University like extra languages or take free

courses where they could develop their technological skills from other institutions like INSAFORP.

To companies or enterprises in the labor market of El Salvador:

- Companies or Enterprises like Call center, Academies or Institutions of Tourism; should open opportunities to future professionals, taking alliance with the Bachelor of Arts in Modern Languages Specialty in French and English from the University of El Salvador, making workshops where students could practice like in the real life, in this way, they will be prepared for the insertion on the current labor market of El Salvador and there will be more professionals with the profiles needed in those institutions.

- Companies should offer more flexible schedules in order that students could get experience, according to the career, in that way, the labor market of El Salvador could have more profitable professionals and our country will be developing its economic situation.

- Companies like Academies should asses the work according the professional profiles they required, they should paid to their employees according to professionals abilities.

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ANEXES

Research Topic: "Are students of the fifth year, registered in 2014 in Bachelor of Arts in Modern Languages Specialty in French and English of the Foreign Languages Department of the University of El Salvador, ready for the labor insertion on the current labor market?"

Purpose: To know if students of the fifth year, registered in 2014in Bachelor of Arts in Modern Languages Specialty in French and English of the Foreign Languages Department of the University of El Salvador are ready for the labor insertion on the current labor market of El Salvador.

Directions: Read and choose one of the options in each item. Fill in the spaces with your personal information.

Section A. Demographic Information.

      2. Age: _____

      3. Sex: Female _____   Male _____

Section B. Job Application

Part A

    1. Have you ever applied for a job in a call center?

      a. Yes   b) No

    2. If your answer was Yes, how many times have you applied?

    _____.

    3. Did you get the job in the call center?

      a. Yes   b) No

4. If your answer was NO, why didn't you get thejob?

_____

_____.

5. Have you been in a call center training?

    a) Yes   b) No

6. Do you know the requirements that call centers demand in order to hire their staff?
    a. Yes   b) No

7. Are you a human multitasking?
    a. Yes   b) No

8. Do you know how to manage Internet browsers?
    a) Yes   b) No

9. How many words can you type per minute?

    a) 10-30 per minute   b) 30-50 per minute

10. Do you have experience in customer service?
    a) Yes   b) No

11. Do you have experience in sales by phone?
    a) Yes   b) No

12. Are you Patient?
    a) Always   b) Sometimes   c) Never

13. Are you attentive?
    a) Always   b) Sometimes   c) Never

14. Are you independent?

    a) Always   b) Sometimes   c) Never

15. Do you have clear communication skills?
    a) Always   b) Sometimes   c) Never

16. Do you have ability to use positive language?

    a) Always   b) Sometimes   c) Never

17. Do you have acting skills?
    a) Always   b) Sometimes   c) Never

18. Do you have time management skills?
    a) Yes   b) No

19. Do you have ability to handle surprises?
    a) Always   b) Sometimes   c) Never

20. Are you persuasive?

    a) Always   b) Sometimes   c) Never

21. Are you determined?

    a) Always   b) Sometimes   c) Never

22. Do you have willingness to learn?

    a) Always   b) Sometimes   c) Never

23. If you have already worked in a call center, why didn´t you continue working

there?

_____

_____

_____.

Part B

24. Have you ever applied for a job as a teacher?

    a) Yes   b) No

25. How many times have you applied?

_____.

26. Did you get the job?

    a) Yes   b) No

27. If your answer was NO, why didn't you get thejob?

_____.

_____.

28. In what kind of institutions have you worked?

    a) 3PUBLIC   b) PRIVATE

29. Have you traveled to France as a Spanish teacher's assistant?

    a) Yes   b) No

30. Do you have the B2 certificate of the DELF system or a certificate of the DALF system?

    a) Yes   b) No

31. Are you flexible?
    a) Always   b) Sometimes   c) Never

32. Do you know the current technologies ICT?

    a) Yes   b) No
33. Do you know how to write a motivational letter?

    a) Yes   b) No

34. Are you always friendly?

    a) Yes   b) No

35. Are you able to listen to others´ opinions?

    a) Always   b) Sometimes   c) Never

36. Do you easily adapt to the different ways how people work?

    a) Always   b) Sometimes   c) Never
37. Are you good at English grammar?

    a) A lot   b) a little   c) Nothing

38. Are you good at French grammar?

   a) A lot   b) a little   c) Nothing

39. Do you like to communicate with others?

   a) A lot   b) a little   c) Nothing

40. Do you like to cooperate with others?

   a) A lot   b) a little   c) Nothing

41. Are you able to hold an English conversation?

   a) A lot   b) a little   c) Nothing

42. Are you able to hold a French conversation?

   a) A lot   b) a little   c) Nothing

43. Are you able to communicate fluently in English?

   a) A lot   b) a little   c) Nothing

44. Are you able to communicate fluently in French?

   a) A lot   b) a little   c) Nothing

45. Can you understand written extensive texts?

   a) Always   b) Sometimes   c) Never

46. Are you willing to change?

   a) Always   b) Sometimes   c) Never

47. Are you empathetic?

   a) Always   b) Sometimes   c) Never

Part C.

48. Have you ever applied for a job in the tourism area?
   a) Yes   b) No

49. Did you get the job?
     a) Yes   b) No

50. If your answer was NO, why didn't you get the job?

_____.
_____.
_____.

51. Do you have vocational service?
     a) Yes   b)No

52. Do you have creativity according the area you are in charge of?
     a) Always   b) Sometimes   c) Never

53. Do you have precision in the area you are in charge of?
     a) Always   b) Sometimes   c) Never

54. Can youmake decisions by your own?
     a) Always   b) Sometimes   c) Never

55. Do you have self -confidence?

     a) Always   b) Sometimes   c) Never

56. Do you have initiative?
     a) Always   b) Sometimes   c) Never

57. Are you punctual?
     a) Always   b) Sometimes   c) Never

58. Do you have excellent interpersonal relationships?
     a) Always   b) Sometimes   c) Never

59. Can you work under pressure?
     a) Always   b) Sometimes   c) Never

Interview to Karla Alvarez
Pedagogic Principal
French Alliance

What is the professional profile that French Alliance is looking for?

The professional profile that French Alliance is looking for is the following:

In the academic level, people should have a certificate called B2 of the DELF, DALF system.

They have to present a motivational letter where they mention why they want to work in this institution.

We hire graduated or students of the fifth year.

In the personal level, we look for flexible and friendly people, someone who listen others opinions, someone who adapts to the way that the Alliance works.

More than experience, we are interested that the person adapts to our system.

Also another important requirement is grammar, people must have a good knowledge of grammar.

The majority of our staff, they have travelled to France as teacher's assistants, that is a plus.

Here in the Alliance we implement quality control that is really important, we observe and give recommendations to our staff.

In addition our staff must be independent, they should have good communication, cooperation's spirit, and they have to share the visions and goals of the institution.

To be Able to create projects.

To respect the programs.

To respect the confidentiality of the institution.

To work exclusive for the Alliance.

To know and manage the students' level.

To respect the rules of the institution.

To have on time the lesson plans.

To respect the calendarization of the institution.

To work with the principal.

To take into account the client's assessments or evaluations.

To know the current technologies.

The majority of the students of the University of El Salvador knows and implement traditional methodologies.

Talking about our staff, we have 25 teachers, the 80 and 70% are graduated students of the University of El Salvador and 3 of them, they have not travelled to France, the rest of them, they have gone at least once, and that is good because they have improve their language performing.

Interview to Licenciada Rosario Guadalupe Martínez
General Coordinator of the Teaching Centre
CENIUES

What is the professional profile that CENIUES is looking for?

The professional profile that CENIUES is looking for is the following:

In the academic level, people should have Language Skills like:

Listening, that is the ability to use a foreignlanguage to understandan oral conversation; moreover our staff must have Oral Skills, in this institution our staff have the ability to use a foreign languageto communicatefluently. Another very important skill is the Reading Comprehension, the Ability they perform when use a foreignlanguage to understandwrittenextensive texts. And of course the Written Skills, I mean the Ability how they use a foreign languagefor writingnotes, lettersand other writtenextensive texts.

For us otherskills like:

Updatedwithnew technologiesorICT, is it very important.

We look for staff committed tothe institution. All our employees must be empathetic, with willingto changes, Identified with their teaching labor. Also, havinga sense of belongingto the institutionwhere they work.

Staff must be participative in the activities of the institution. They must be facilitators of the learning process and use the emotional intelligence in their interpersonal relations with their pupils.

According to the process of selection of our employees, before we hired graduated people and students of the fifth year, but, Nowadays we just hire graduated, in order to avoid legal and very long processes into the Institution.

Talking about our staff, nowadays we have 91 teachers, which:

9 teachers are from Modern Languages Major

46 teachers are from English teaching Major

25 teachers are graduated from teaching (In Middle Education for the Education in the English Language)

1 graduated in Letters, who teaches Japanese

1 graduated in Juridical Sciences, who teaches Japanese

1 graduated in Public Accounting, who teaches Japanese

1 Teacher inBasicEducation forfirst andsecond level, who teaches Italian

1 graduatedin Psychology who teaches Italian

2teachersofMiddleSchoolfor TeachingFrench.

And 4 under graduated Students of English Teaching major.

Interview to Raúl Vega
Teleperformance

The most important for our company is that our staff have the following abilities.

- ✓ 85% of English and French level
- ✓ Excellent communication skills
- ✓ Computer skills
- ✓ Patient, dynamic, proactive and fast learner
- ✓ Goal oriented
- ✓ Great customer service skills.
- ✓ Patience
- ✓ Attentiveness
- ✓ Clear Communication Skills
- ✓ Knowledge of the Product
- ✓ Ability to Use "Positive Language"

- ✓ Acting Skills
- ✓ Time Management Skills
- ✓ Ability to "Read" Customers
- ✓ A Calming Presence
- ✓ Goal Oriented Focus
- ✓ Ability to Handle Surprises
- ✓ Persuasion Skills
- ✓ Tenacity
- ✓ Closing Ability
- ✓ Willingness to Learn!
- ✓ Multitasking

Interview to Mariela Diaz
Chef of RecursosHumanos
MITUR

The profile for applying to a job in the tourism area includes the following requirements

- ✓ Dynamic, proactive, with initiative

- ✓ Studies in tourism or administration of touristic enterprises

- ✓ Knowledge of the main touristic places in El Salvador

- ✓ Advance or intermediate English.

- ✓ Labor experience in administration

- ✓ Bilingual 70%

- ✓ Computer systems management

- ✓ vocational service

- ✓ creativity

- ✓ precision

- ✓ Decision

- ✓ self-confidence

- ✓ Initiative

- ✓ Punctuality

- ✓ excellent interpersonal relationships

- ✓ and ability to work under pressure