

**THE PROFILE OF GRADUATE IN MODERN LANGUAGES FROM
UNIVERSIDAD ECCI IN RELATION TO THE LABOR MARKET NEEDS.**

Submitted by

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ABSTRACT

This thesis developed a qualitative research with a descriptive focus about professional profile and job opportunities in the labor market for graduates of the program in Modern Languages from Universidad ECCI.

The objective of this project was to investigate whether the program profile is adapted to the needs that companies have when they hire personal who speaks a foreign language. It was collected data obtained from professionals and managers of Modern Languages program, and companies from different sectors of the Bogotá city.

The issues researched in this thesis were related to the academic program of the university and the education sector in the country, they addressed issues such as: Proyecto educativo of program from Ministerio de Educación, and others.

After applying surveys, tabulated and analyzed them, it made a comparison of the profile from the university and profile businesses expect the professionals have, as well as it made an approach to the sectors which professionals in Modern Languages from Universidad ECCI can perform.

KEY WORDS

Action fields, Profile, Job opportunities, Market, Graduated

RESUMEN

En esta tesis se desarrolló una investigación cualitativa con enfoque descriptivo, acerca del perfil profesional y las oportunidades de empleo en el mercado laboral para los graduados del programa de Lenguas Modernas de la Universidad CEIC.

El objetivo de este proyecto fue investigar si el perfil del programa se adapta a las necesidades que tienen las empresas cuando contratan personal bilingüe. Se recolectaron datos obtenidos de los profesionales y directores del programa de Lenguas Modernas, y de empresas de diferentes sectores de la ciudad de Bogotá.

Los temas investigados en esta tesis se relacionaron con el programa académico de la universidad y el sector de educación del país, se consultaron fuentes como: el Proyecto Educativo del programa de Ministerio de Educación, y otros.

Después de aplicar encuestas, tabular y analizar los datos, se hizo una comparación entre el perfil propuesto por la universidad, el perfil esperado por las empresas y el de los profesionales, así como se dio a conocer los sectores en que los profesionales de Lenguas Modernas de la Universidad ECCI se pueden desempeñar.

PALABRAS CLAVE

Campo de acción, perfil, oportunidad de trabajo, mercado, egresados.

INTRODUCTION

This research focused on the profile of graduate in modern languages from Universidad ECCI can access to the labor market after completing their studies; here it was addressed their professional and labor profile in order to analyze if their skills and abilities were adapted to the requirements that companies today seek. One of the main characteristics of this research was that although within the university and other universities had already tried to address this issue, this thesis was one of the first to be made by addressing the same graduates and analyzing the experience they have had in the labor market.

To carry out the project was decided to apply a methodology in which it could describe and analyze in an appropriate manner, the professional skills of graduates, according to the profile provided by the university and the most representative characteristics of the population that was studied and this was the reason that was selected a descriptive research with qualitative approach for the development of all the research.

Taking into account the selected methodology and the objective to analyze the professional profile of the professional and compare it with the requirements that typically required in the different companies to determine their action fields, were applied several instruments of data collection as: The interview and the survey, which allowed analyzing each of the skills of graduates, the demands of the enterprises and the expectations of both groups in reference to a bilingual employee.

1. CHAPTER 1. DIAGNOSTIC AND PLANIFICATION

1.1 Context

This research was developed at Universidad ECCI, it is an institution of higher education with headquarters in Bogota and Medellin. This project refers to the Bogota headquarters that is where it took out the research. It is located at Carrera 19 Numero 49 -20 between the localities of Chapinero and Teusaquillo. It began as the "Escuela Colombiana de Carreras Intermedias" then became "Escuela Colombiana de Carreras Industriales" and now it is known as Universidad ECCI. It began providing educational services in 1978 with 4 academic programs, in 1992 with the enactment of Law 30 achievements accredit nine additional programs, and today offers 15 technological and 16 professional programs.

It is also important to contextualize the reader, a little, about the academic program in which this project is based, that is the "Professional in Modern Languages". This program is part of the Faculty of Humanities, with 8 semesters on site and a total of 144 academic credits, it is presented in both day and night shifts. The university wanted to offer the program in modern languages given that the world demands a professional who is fluent in at least one foreign language and according to the statistics provided by the Ministry of Education (ECCI, 2014) the 77.04% of the graduates of these programs do it in the city of Bogota, which allows to conclude that there is a constant demand.

It was provided information about the University and the academic program, however, it is also necessary to talk about students who are part of this research and which provided the results to determine whether or not a problematic. The students of the program are men and women who they are in an age range from 18 years to 40 and who have completed part or all of the academic program and are fully trained and with the sufficient

knowledge to respond to the instruments of collecting information that were selected for this investigation. With the development of this research the reader can understand in a better way the importance of each to the project.

1.2 Statement of the problem

Nowadays, in Colombia and under the excuse of the term globalization, it has increased the interest of the society to improve the education and to do part of this globalized world with the inclusion of a foreign language that offers better working conditions. (MEN, 2006)

The knowledge of foreign languages, particularly English, it is every day most important in the current context of economic globalization and the new demands of the modern society (MEN, 2006). This not only allows access of Colombian professionals and researchers to new scientific, technological and cultural advances, but also it facilitates the projection of the knowledge developed at the Regional, National and International levels.

According to the information introduced before, The National Government has a fundamental commitment to create the conditions for Colombians in order to develop their communication skills in another language and be part of this globalization. The universities are the most important entities of this commitment, because are the place where students develop their skills in languages and where they grow as professionals in order to improve the productive sectors of our country in the future. These universities help to develop the students' skills in order to have the opportunity to join companies that require their knowledge in languages and gain experience in it. (MEN, 2006)

As most of the people know, to have a good level of English facilitates access to employment and educational opportunities, to improve the life quality. Be competent in another language requires being able to communicate better, understanding other contexts, understand and be understood, play a decisive role in the country's development; In general being bilingual expands the opportunities to become more competent and competitive for the country (MEN, 2006)

The Universidad ECCI as an institution of higher education is part of this commitment and it is the place in which this research is based, because since within their academic programs are offered the career in modern languages, with teaching of three languages that are: English, French and German, studying English from the first semester. For this University it is very important that its graduates have an advanced level in a foreign language and in the same way are professionals with good ethics.

Therefore, what it wanted to investigate with this project are the actions fields in which the students of Modern Languages of Universidad ECCI can apply when they finish their studies, this was done by means of a quantitative research that allowed analyzing the productive sectors in which professionals are required with the knowledge a foreign language.

It was able to identify which were the labor competencies of a professional in modern languages and whether they were sufficient to enter to work in a company

On the other hand, the pensum of this academic program has an administrative profile that it evidence in the subjects that are offered during 4 years of study, nevertheless, this profile is not identified in their certificate and for this reason; it is more difficult for

them to find a good job. For that, the general intention of the research is to determine the real action fields that graduates in Modern Languages Program have in the labor Market, with this the students can identify others employment options and other productive sectors in which they can work after graduation.

Then, it is for this reason that arises the question of research ¿To what extent do professional of modern languages fit within the labor market in Bogota?

The proposed research was carried out with graduates of Universidad ECCI in the Modern Languages Program. In the same way, the action fields and the productive sectors identified in this project are National and can be found in any department of our country. During the research were conducted surveys to different companies with headquarters in Bogota, at the Nationally and internationally level, however surveys apply to companies located in Bogota as this is the city where the university is located.

1.3 Research question and Objectives

This research can be a guide by students of this specific program. The idea was to solve a research question already raised with their respective objectives and give these students a better view about their future and the opportunities that awaits them. For this, the following objectives were proposed to be developed throughout the project.

1.3.1 Research Question.

To what extent do professional graduated of modern languages fit within the labor market in the companies they work?

1.3.2 General Objectives.

To describe the labor profile of the modern language graduated, taking into account the labor market and the action fields determined on Universidad ECCI's students profile of the Modern Languages professional program.

1.3.3 Specific Objectives

- To compare the professional profile of the program with the profile required by companies in the current market.
- To determine the percentage of employability who have had graduates in the labor market relative to their academic program
- To analyze which are the sectors where there are more job opportunities for graduates of this program and in what amount are hired.

1.4 Justification

A phenomenon that has gained strength since the early nineties is the increasing concern by the universities, the government and other educational institutions on the quality and equity of higher education. This phenomenon has been pressured by different factors including the internationalization of education, the expansion of demand for higher education, transparency, accountability and diversification of the educational supply of higher level. (UNESCO, 2006)

According to the factors mentioned in the preceding paragraph, The Ministerio de Educación, The National Government and Universities every day create new strategies to improve the quality of education for Colombians and in this way to ensure that students complete their studies and they can enter in the labor market, however these entities also must comply with all policies and quality standards required by the Government in order to continue in operation and be recognized nationally. (UNESCO, 2006)

In Colombia one of the laws which rules higher education is Law 30 of 1992. This one describes a permanent process that enables the development of human potential in a comprehensive manner, on the other hand, it is performed after secondary education and aims at the full development of students and professional academic training. (M.E.N, 1992)

Inside this law, it can find the regulation of basic principles, action fields and academic programs, institutions of education, titles and state exams and others. Under this law, universities and institutions of higher education are authorized to offer professional programs with good quality standards and compliance with all its requirements.

One of the most important requirements that the universities demand is the option degree in order to obtain the professional title. This is defined as the academic recognition, given to a person, at the end of a program and has acquired a knowledge in an Institution of Higher Education. (M.E.N, 1992).

The general idea of this research was to determine the action fields in which the students of modern languages can apply after they graduate, besides exploring what are the occupational profiles and Labor Competencies that require the students at the moment of applying for a position in which require the knowledge of a foreign language, and if this profile is suitable for the companies, in this way, the project will serve as a reference for students who are interested in learning more about their career and productive sectors which could require their services.

At the same time, the research allowed to the university and students to know how successful is the academic program compared with current market demands and to analyze the professional profile of the student in the action field in which is performing.

This research was descriptive, allowing depth analysis and with truthful results, what are thinking graduates? How they feel with their current jobs? And if that was really what they expected when they finished their studies. All this provides new ideas and newer versions of the job opportunities that exist for them and if they are currently applying to these work experiences, which are support and incentives for upcoming projects and for graduates to focus on their future.

CHAPTER 2. THEORETICAL FRAMEWORK AND STATE OF THE ART

2.1 Theoretical Framework

According to the research about action fields and labor competences of modern languages students from Universidad ECCI in the current market, it was important to create a Theoretical framework that would allow the reader to know about the issue and support the project from documentary information, this same information was that allowed integrating theory concepts with the research that was done. The topics that allowed expand the description of the problem and support the research are developed below:

2.1.1 Educational project of the program.

One of the reference documents of this research was the Educational Project of the Modern Languages program of Universidad ECCI, in which it could find mission, vision, objectives, principles and values of the Program, this allowed conceiving their future, to think about their dynamics, their history and expresses the way as will develop its functions and its social mission.

This document is the frame of reference of the program and, in that sense, was a guide to implement the processes of periodic self-assessment, also it allows analyzing why the university decided to create the program, the investigations that have been conducted according to the progress of the program, the quality of teachers and other information of interest to the student.

First of all, the university decided to offer this program for three specific reasons: The first one, because according to the statistics provided by the Ministry of Education, it is

a program with a permanent demand and a lot of students in Bogota. Second, in Bogota there is only one university that offering a similar program and it is the EAN, that university is more expensive than ECCI and finally, today is very important that a person has knowledge of a foreign language but also have administrative skills. (PEP, 2014)

Within the educational project, it could find the specific competencies of the Modern language program, it is a document that all students should read, because there are the basis of their professional profile, some of these skills are: Understand, speak, read and write properly in each language, improve the processes of translation of texts of all kinds, to serve as a bridge of communication between more people, to make corrections of texts based on their language skills and others. Each of these skills should be developed during the eight semesters of training in the three areas of knowledge proposed by the university.

These three areas are:

- a) Specific training area: This area includes training subjects in the three languages of the program (English, French and German). The English is distributed throughout the program while other languages are offered depending on the semester.
- b) Socio-humanistic training area: This area corresponds to the formation of the individual values, morals and ethics focused on the welfare of the community, also helps motivate students towards research and generating of projects that solve problems in real contexts from the modern languages program.
- c) Basic Training Area: This area is divided into two, the first are the administrative subjects and the second is the solution of problem situations.

On the other hand, within the educational project of the program, were evidenced the results of a survey of four graduates of the program in 2013. The results were not very feasible because with the number of surveyed, cannot really analyze the situation and the general perspective that has the graduates of the program, it was for this reason that one of the most important aspects of this research was conducting surveys to students, graduates and businesses with a sufficient amount to the analysis.

Another important aspect of the program was the quality of teachers that accompany them every day in their classrooms, the teachers of the ECCI every day strive to increase their knowledge and skills in their language, however many people are unaware of the skills and titles of the teachers and this attracts attention because they are very well trained.

An example of this is that the 53 teachers of the University were bachelor or they have a professional degree, one of them has a PhD and another is underway, 24 of them have a Masters degree, 29 are in progress and 15 of them have a specialization. (PEP, 2014).

To complete the analysis of this document and its importance to the students of Modern Languages, it was essential to mention the agreements that university has with other entities in order to the graduates of the program can start working, these companies are: Aeronáutica Civil, Halliburton Latinoamérica S.A, Congelagro McCain S.A, Fundación CRAN, Convergys Corporation, Guías Protur, Nueva Lengua S.A, Fórmula 4GL, Ecopetrolin Bogotá and Fundación Acepta el Cambio para Vida Nueva.

2.1.2 Competencies of a professional in Modern Languages from Universidad ECCI.

To inform the academic community of the Universidad ECCI about the professional skills that must have a student in Modern Languages after finishing their studies is necessary to know that competencies are the set of knowledge and skills that enable the exercise of professional activity in accordance with the requirements of production and employment.

From this definition, it was necessary to analyze the profile of a graduate in modern languages from three aspects, the first was the general level, the second the profile that the Universidad ECCI proposed in the academic program, and the third was the profile that companies look for in a student, however, during the investigation, it was observed that the others researches that has been done on the subject focused on professional profiles of teachers and other specific areas, but it was not possible to find topics related to a neutral profile of the professional in modern languages.

Therefore, the professional profile of a graduate in Modern Languages at the Universidad ECCI it is characterized by:

Have a Proficient competence in Spanish, English, French and German. Their academic training in international relations and foreign trade will allow to be a partner in organizational processes related to negotiation and international marketing, their extensive knowledge of the Spanish language and domain of organizational aspects, will give the ability to manage organizational communication departments (2015)

What is a proficient competence in another language? As most people know, the Common European Framework serves to measure the level of understanding, speaking and

writing in a particular language. The Universidad ECCI proposes that the students have a level B2 in the languages of the academic program (English, French and German), this would mean that: (Cambridge, 2013)

- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.
- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

(Cambridge, 2013)

At the same time to be professionals with a domain of the language in B2 level, they are graduates with expertise in administrative areas, allowing them to manage organizational departments within a company. This idea is supported with the new Pensum of the University, which can identify the subjects related to the administrative field, for example: Basics Marketing, Fundamentals of Management and Economics, Entrepreneurship, General Business Translation, Business Plan, Labor Legislation and others.

2.1.3 General Job Competencies. View from the Ministerio de Educación

For the Ministry of education, labor competences are all the knowledge, skills and attitudes that are necessary for people to perform effectively as productive beings. To analyze the position of the Ministry of Education about the skills that students must develop upon finishing their professional studies and which will enable them to perform

properly in different productive areas regardless of the economic sector of activity are divided into 6 classes, these will be explained with the guide No 21 of M.E.N (Peña, 2010)

For the Ministry of Education there are 6 kinds of Job Competences, these are: Intellectual, Personal, Interpersonal, Organizational, Technological, Business and Entrepreneurship. The intellectual Competence, are directly related to the decisions and judgments and serve to establish and define properly actions to resolve different situations. The intellectual, are related to creativity and problem solving, the first used to change processes with innovative approaches and the second to analyze critical situations and implement appropriate solutions.

Likewise, there are the personal competences, relating to the ethical guidance and personal domain. The first is to reflect on their own attitudes to the activities developed and the second to leverage the strengths and overcome weaknesses in order to achieve the goals. The Interpersonal competencies are those relating to Communication and Teamwork, the first is to convey ideas, meanings and process data considering the context; the second serves to consolidate a team, join it and provide knowledge.

The Organizational Competencies are related to information management and service orientation, the first activities are evident in the reception, acquisition and processing the information from different sources according to the needs of each situation. The second serves to identify and understand the needs of others and be willing to guide. On the other hand, the technological competencies are related directly to the management of technologies and tools, which as its name implies, identifies, adapts and transfer technologies of different types.

Finally, there are the business and entrepreneurship competences which relate to the creation of companies and preparation of business plans, the first focuses on the recognition of the environment, the conditions and opportunities for the creation of companies and the second to project a business unit considering its elements to adapt them into an action plan.

After reviewing the types of labor competences must have the students is necessary identify who are the responsible for the development of these skills According to the Guide No. 21 of M.E.N on the articulation of education with the World Production are responsible for developing these skills: The Ministries of Education, the Rectors of institutions, teachers and coordinators, the productive sector, parents and students. It should be noted that with a good competence development, there are several beneficiaries, among these: The young people, companies and the country.

2.1.4 Clasificación Nacional de Ocupaciones (C.N.O).

In relation to what has been said so far and that this research tries to analyze the action fields of the professionals in Modern Languages, it is considered important to identify the classification of occupations that these graduates can develop in the Colombian Labor Market, for this, it is essential to know the National Occupational Classification offered by SENA

First of all (C.N.O) is the systematic organization of occupations existing in the Colombian labor market. Its purpose is to serve as a tool for collecting, consolidation and dissemination of occupational information, useful for the analysis of the labor market and the supporting the formulation and implementation of policies for employment, education, qualification and management human resources. (Observatorio Laboral y Ocupacional, 2015).

The structure of the Clasificación Nacional de Ocupaciones is divided into two criteria, they are: The qualification level and the performance area.

The qualification Level: Defined by the difficulty of the functions, the level of autonomy and responsibility in the performance of the occupation in relation to another. (Observatorio Laboral y Ocupacional, 2015). This is divided into:

- Level 1 (A): The functions are often very varied and complex, their performance requires a high grade of autonomy and responsibility for the work, usually required to have completed a university program or postgraduate.
- Level 2 (B): The functions of this occupation are varied and demand responsibility of supervision, technical or technological studies are required.
- Level 3 and 4 (C): Within these functions, it combined physical and intellectual activities with some autonomy for their performance, it is required to have completed a learning program for their performance, the basic secondary education, job training and experience
- Level 6 (D): The functions of these occupations are simple and repetitive and they perform physical activities with high level of subordination; the work experience required is minimal or not required; usually is required basic primary education.

The performance area: Field of the labor activity defined by the type and nature of work that is developed. Also, it is the knowledge areas that required for the performance and the industry where employment is found. (Observatorio Laboral y Ocupacional, 2015). This is divided into:

- 0. Direction and Management occupations
- 1. Finance and Administration

- 2. Natural and Applied Sciences
- 3. Health
- 4. Social, Education, Government and Religion
- 5. Art, Culture and Recreation
- 6. Sales and Services
- 7. Primary Exploitation and Extraction
- 8. Operation of Equipment, Transport
- 9. Processing, Manufacturing and Assembly.

Based on these two classification criteria, each occupation is assigned a four digit code; the first digit identifies the area of performance, the second, the level of qualification, and the remaining two completed the identification of the occupation.

To begin to identify the graduates of Modern Languages with this classification in the labor market is made a list of possible occupations they could perform with their academic program:

- 0612 Managers Trade Services
- 1226 Officials from Customs, Excise, Immigration and Social Security.
- 1228 Event organizer
- 1311 Secretaries
- 1313 Receptionists and Operators
- 1341 Administrative Assistants
- 4121 Teachers of Higher Education
- 4141 Teachers of Secondary and Basic Education

- 5124 Translators and Interpreters
- 6251 Flight Attendants
- 6331 Travel Agents
- 6332 Employees of Sales and Services of Airlines, Maritime and land
- 6334 Employees for the hotel reception
- 6341 Travel and Tourism Guides
- 6641 Auxiliary Services to Travelers
- 8491 Port Operators

2.1.5 Plan Decenal de Educación (2006-2016).

It is the set of proposals, actions and goals that expressing the will of the country's education for the next 10 years. Its primary objective is to become a social pact for the right to education that will identify and take appropriate decisions to advance the changes that education needs. (PNDE, 2006-2016)

Its most important objectives are summarized in: Guarantee the right of education with equity, to recognize the students as human beings, to strengthen public education at all levels, to ensure adequate resources for education, to promote research in the school levels, to have basics in education based on respect and others.

This education plan has included three chapters that are:

Chapter 1: Challenges of Education in Colombia

Chapter 2: Guarantees for the full realization of the right to education in Colombia.

Chapter 3: Educational Agents

In the first chapter discusses topics as: Purpose and quality of education in the twenty-first century, the education in and for peace, the coexistence and citizenship pedagogical renewal to and use of ICT in education, and Science and technology integrated in the education.

The intended is to ensure an articulated and coherent education system in their different levels, under the approach of rights, duties and principles of equity, in this way it can develop a special system of educational care for all people improving the infrastructure of institutions and strengthening the use of ICT. Also is proposed the training of teachers to meet the needs of the labor market.

In the second chapter discusses topics as: More and better investment in education, child development and early childhood education, access, retention and quality.

This chapter discusses about the investment of resources to ensure access and permanence to education from early childhood to the upper level, likewise, enforce basic requirements for a comprehensive and quality care. Also, it is intended to offer in the educational institutions, programs with qualified professionals that allows the psychological, social, harmonious and physical development of the student

In the third chapter discusses topics as: Professional development and training of teachers, other actors in and beyond the educational system. The aim in this chapter, is to improve the quality of life of teachers by the generation of public policies in order to recognize their human, labor, salary and social benefits. Furthermore, is proposing the Family participation as the main responsible for the formation of its members.

2.2 State of the art

This project carried out an investigation that might be of interest to graduates of the Modern Languages program, and current students because it explored their job opportunities, action fields and the profile requested in companies from different sectors. Perhaps, some of these students have already had the opportunity to venture into these companies with their academic program, but others do. It was for this reason that was necessary and important to talk about the investigations that had been done until this date on this topic in the Universidad ECCI, until now it was not possible to find something like this research because it does not develop the theme from the point that arises here, but it was achieved to relate, some degree projects with the current problems of the university. For example:

The project called “Analizar la necesidad del uso de una lengua extranjera en las empresas colombianas” focuses on the importance of mastering a foreign language for companies in the country. Its main idea is about Belgian company Atlas Copco, where she identified, many problems between employees and customers by the lack of communication in the same language. There, can be analyzed the advantages and disadvantages to speak English by applying interviews to 10 electrical engineers that support the research. (Brubano, 2011).

The thesis “Desercion de estudiantes del programa de Lenguas Modernas ciclo tecnico de la ECCI” offered some interesting information and statistical data as: It is confirmed that in the first promotion of technical cycle only 9.2% of students who started in 2008 were graduated. With the Interviews of 178 students, it was possible to discover that

49% of them choose this career for the job profile offered. This means that students are encouraged to study this program, because it offers good job opportunities.

Other results obtained are: 39% of them seem to them an economic program, for the 63% of them, the program does not meet their expectations, 88% of them are agree with the administrative profile and 51 % of them were planning to leave the program. (Rodriguez, 2011).

One of the most related thesis to this project was “Propuesta para la generacion de empleo para los estudiantes de lenguas modernas atraves de las alianzas estrategicas” that project investigated the possibility of creating more employment for the students of the program, through agreements with companies in which they can apply the languages learned. For this they conducted interviews to the program coordinator, teachers and the person who manages these agreements.

In that thesis, it was possible to find interesting facts like these: 100% of employment opportunities, internships and business practices for the University, only 3% are in the modern languages program. The labor sector with more demand for Modern Languages is the Customer Service with 47% between 1126 offers resulting from the count, followed by trade with 29% and the administrative and financial area with 24%. (Estupiñan, 2013)

After analyzing if the University had done other similar thesis to this and having found the results presented above, it wanted to seek more information from the office of graduates with the Leader Gustavo Garzón. After issuing an authorization by the coordinator of Modern Languages, the teacher Gustavo Garzón provided support for this research that he had done and some databases that he had of the technical program.

He performs a characterization of students in the years 2014 and 2015 with this, it was achieved important information as: With surveys conducted by the teacher, the results show that 86 students considered to have a high level in speaking English, 110 a medium level and 7 a low level. With respect to French, 5 persons considered to have a high level, 59 students a medium level and 136 a low level. When asking students about their plans for their future, 77 of them and being the highest percentage, answered get another university degree.

18 Students responded that their jobs are directly related to the career, 30 of them were indirectly related and 28 were not related. 68 students said they returned to study at the ECCI for their postgraduate studies, while 40 answered otherwise.

With the results of this characterization was achieved have more information on the problems currently presented at the University, however, seeing the need to find something closer to this research and to advance the state of art of this project, a search was conducted in the virtual library of the EAN University where the same academic program is also offered. There, is achieved find some degree works made by the students that are closely related to the objective of this thesis.

A particular Project was the thesis called “Análisis de los contenidos y la perspectiva profesional para las lenguas modernas dentro del contexto empresarial Colombiano con miras a la integración con el mercado internacional” In that project were applied surveys to 63 companies, mostly ascribed to the chambers of commerce Colombo - German, Colombo- French and Colombo-Italy.

In there search mentioned formerly, it was analyzed the type of company (small, medium and large), economic activity, the charges of survey respondents, the most

common language used in the company, the profile of hiring professionals, communication skills and other important aspects that were vital to her research and which also relate to this project. In this thesis it was possible to extract valuable information as: 17% of the population, it has English as the language most used in its company, followed by the German, Italian and French language. 68% of the companies surveyed believe that their employees must be professionals in other areas and also have knowledge in these languages. The results show that companies require professionals who speak a foreign language but also have knowledge in areas such as tourism, business law, accounting, economics and others (Rincón, 2011). This means that is not enough to be professional in modern languages if also requires other preparation.

CHAPTER 3. METHODOLOGICAL DESIGN

The aim of this chapter was to set out the methodological approach undertaken to discover the opinions and skills of the graduates of the modern languages program when they go out to look for work, as well, as the requirements of companies towards these employees. This chapter presents the method, the approach, the instruments of data collection, the population and the sample.

3.1. Qualitative Approach

Qualitative approach was appropriate for this study because it is “typically used to answer questions about the complex nature of phenomena, often with the purpose of describing and understanding the phenomena from the participants point of view” (Leedy, 2005) in this case, the participants of this research are two groups, the first, the graduates of the professional program and the second the companies from different sectors.

It was necessary to know some definitions of qualitative research to understand its meaning and some of its most important features, for example:

Bryman and Bell stated that qualitative research is a research strategy that indicates the relationship between theory and research and usually emphasizes on how theories were generated. As a research strategy qualitative research is inductivity, constructionist, and interpretivist, but qualitative researchers always don't subscribe to all three of these methods. (Bryman, 2007)

According to Denzin and Lincoln “Qualitative research involves the studied use and collection of a variety of empirical materials case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts that describe routine and

problematic moments and meanings in individuals' lives. Accordingly, qualitative researchers deploy a wide range of interconnected methods, hoping always to get a better fix on the subject matter at hand" (Denzin, 1994). For this work were used as instruments of collection such as interviews and survey.

Qualitative research tends to be more expensive and time consuming because of the time it takes to read, categorize, and code transcripts that result from interviews, observations, and open-ended questions. (Coghlan, 2005). To speak about categories, it had to define three general categories for all the research, that facilitated the classification of the recorded data, and therefore provided a major simplification of the results, these categories are: The University, the graduates and the companies; the variables considered for graduates were: Their labor competencies and their employment opportunities in relation to their academic program, for companies were: the requirements to be met an employee and the wage offer for them, and for the University were: the academic profile of the graduate and its economic projection. These categories concentrate the ideas, concepts or similar issues discovered by the investigator or steps or phases within a process (Rubin, 1995)

3.1.2 Descriptive

According to its field of application, a research can be exploratory, descriptive, correlational or explanatory, in this case was descriptive since it could provide information about the behavior, attitudes or other characteristics of a particular group. Claire Selltiz (1965) said that in these kinds of studies the researcher must be able to define what is to be measured and how to achieve accuracy in the measurement. Likewise, it should be able to specify who should be included in the measurement. (Selltiz, 1965).

In regards to what the previous author mentioned, in this research were surveyed 25 graduates, 20 companies, and one interview of a person at the University that provided the results that were analyzed in Chapter 4. The research was descriptive because it was subjected to an analysis in which were measured and evaluated various aspects or components such as: Professional graduate profile, projection of graduates, requirements of a company to an employee, wage aspiration, language level of a graduate, job opportunities and experience or certification in other work areas that were in the next chapters.

Descriptive studies allow an interaction with a group of people, in this case are the graduates of the program. These studies involve surveys or interviews to collect the necessary information and to analyze their skills, behaviors and most important features, although the results tend to be real, accurate and systematic, it cannot describe what caused a particular situation, but it extracts information significant about this situation and contributes to knowledge.

The general idea of this project was to describe the profile of the graduate and see each of their characteristics or abilities of these individuals. In the chapter of the analysis, the reader could find the description and comparison that was made between the graduate profile and the requirements of companies towards these graduates who master a foreign language, in this way was easier to understand if graduates have been placed occupationally in the market with their program of study or what difficulties have been presented to them. Some results, as obtained by the survey were presented statistically, however others such as interview was detailed textually.

3.1.3 Collection Instruments.

At this point, it is also important to analyze the data collection methods used in the qualitative paradigm, some as: The interview, the survey, the categorization and others. Below are defined the instruments used for this project so that the reader may have a better understanding of each one:

The interview is a particular form of communication in which you can interact largely through a question and answer format to achieve a variety of specific goals and functions. The interview board assesses your personality for psychological traits and sociological qualities before it comes to the vital decision. (Thorpe, 2005).

The survey is a technique designed to obtain data from several people whose opinions are of interest to the investigator. Unlike the interview, is used a list of written questions that are delivered to the people, for them to respond. This list is called a questionnaire. (Leal, 2011)

In the following chapters it can see the results that throw each instrument and its corresponding analysis

3.2 Research Line

The program of Modern Languages at the Universidad ECCI has a transverse research line and three sub lines that serve to guide the graduation projects of students and likewise have a better development. The line that was used for this research was: Organizational communication and enterprise. The description provided by the University for this line is that “Formulates objects based on an approach to the real production sector,

their needs in front the competences and the profile of Modern languages students. It also promotes internationalization studies that improve the professional quality”.

As mentioned above, this research covers the whole issue of organizational communication, which is the process of sending and receiving messages within a company, this is valid because in this study it was analyzed if the graduates meet the requirements that companies require today, one of them is the level of language, that if a person does not have, it may incur mistakes and problems within the company, for this, it was necessary to apply 25 surveys to graduates, 20 surveys to enterprises and make 1 interview with the program coordinator, each of these instruments allowed analyze important aspects of the job opportunities that exist for professionals in Modern Languages and if these same professionals consider they have the necessary skills to be part of a company.

3.3 Participants

This study was developed in Bogota city and it was directed at three groups of people, the first group is the professional graduates in Modern Languages in 2016 from Universidad ECCI. The second group is the leaders or representatives of businesses, institutions or organizations where there are charges that can be played by professionals cited in this research, such sectors are: Tourism, education, trade, sales, communications and others. The third group of the research was the directives of modern languages program from Universidad ECCI.

The graduates from Universidad ECCI were a group of 50 people between socioeconomic stratus 1 to 3, the majority of them were working. It was taken a sample of 25 of them (See table 1.). For the second group of the businesses was taken a sample of 20, those are: Analdex, Andres Carne de Res, Avianca, Bancolombia, Baxter, Clinica de

Occidente, Domicilios .com, Gematours S.A., Helps Desk, Hotel Augusta, Hotel Santa Teresa, Incontacto, Martines Córdoba & Abogados Asociados, OES, SENA, Skape Guías Tour and Viapin. (See table 2). For the third group of the research, it was taken as a sample the Coordinator of the modern languages program Luis Orlando Gutierrez.

This research aims to provide students of modern languages and upcoming graduates a better view of the employment opportunities that are outside the University, because the society tend to think that this academic program only serves to play roles of teachers. To carry out this project these two groups were selected because they are the most involved in the situation that is currently presented, on the one hand, the professionals who need to improve their vision of opportunities in the labor market and the entrepreneurs who they provide such opportunities.

The research will be carried out in Bogotá, specifically in the Universidad ECCI and recognized companies in sectors where knowledge of a foreign language is applied. The surveys to the enterprises will be applied to the responsible for the areas of recruitment or managers and thus the results and comments will be a real source of the research. By this population may also recognize if the name of the educational institution influences something, if employers recognize the university and its quality is recognized in the market.

3.4. Design of the Questionnaire for the Form.

The form is a tool that collects personal information, education, and employment of people to be surveyed. “In the designing of the questionnaire there are two basic aims: to obtain information applicable to the contents of the investigation, and the information is collected with the highest level of reliability and validity” (Vidal, 2001), such that the information acquired allows a contribution with real data for research.

In the form that was designed to collect personal information of both graduates and companies, the following data were requested: Full name, to identify the person, in the case of company business name or common name, identification document to verify against list if it was graduated from the program, your email address to send the survey, their phone number to have a phone in case to call them, year of graduation for the sample of the research and city. (See Annex A and B)

3.5 Design of the Questionnaire for the Survey.

The survey was selected as one of the tools for data collection since “the survey technique is widely used as a method of research because it allows to obtain and process data rapidly and efficiently” (Casas Anguita J., 2003)

For the design of the surveys four variables are determined, “the variables of interest constitute basic points of information that will serve to develop a guide questionnaire, which is generally used as guidance writing thereof” (Casas Anguita J., 2003). In this case the variables were called categories, which allow to group the questions into four general themes to organize the order of each one:

Category 1. Level language study: questions 1 to 3

Category 2. Application to work: questions 4 to 6

Category 3. Action fields: questions 7 to 9

Category 4. Achievements at labor level: questions 10 to 13

Both surveys, the companies and graduates have the same question, but written in different ways, so, it can get a clearer profile of the graduate and the employee of a company could hire. (See annex Cand D).

3.6 Design of the interview.

The interview was the tool that was designed to gather information from the Universidad ECCI. “It had precise questions previously written and planned, they follow a provided order. The respondent, meanwhile, is free to respond as he wishes, but within the framework of the question asked” (Pierre, 2011). The interview seeks to take into account the opinion of management that was part of the modern languages program.

The interview has 9 questions of which 6 are in the graduate projection category and 3 are in the economic projection category. This tool allowed to know the point of view about the graduates and their profile and options to work. (See Annex E)

CHAPTER 4. DATA ANALYSIS

4.1 Development Research

Develop a research about the profile of the graduates of the modern languages program and the labor competencies that these people should have was an interesting project for the authors, because, in addition to providing to the University and other researchers a new reference document on this subject, the authors were able to gather new information from the surveys applied and likewise, they developed an analysis that would give coherence and strength to the research.

This project degree began its development based on a previous project by the name of “Propuesta para la generación de empleo para los estudiantes de Lenguas Modernas a través de las alianzas estratégicas” (Estupiñan, 2013), about the opportunity to create more employment for students of modern languages program of the Universidad ECCI through the strategic alliances, due to, they were not evident the results of a data collection instrument on employment opportunities that would have been applied to those graduates, it was decided to continue the investigation, so that in this project if it could apply some surveys to support the research that was developing and complement the previous.

This study was conducted in three major phases that allowed to give strength to research and organize the entire process. The first phase was the whole problem statement the second was the categories and the design of instruments and the third the application of these instruments, next was detailed each of these phases:

Phase 1: Beginnings and approach to the research

As previously it was mentioned, this project wanted to continue and deepen the research carried out by three students of the modern languages program of the year 2013, for this, was identified the goal to which wanted to reach and the most appropriate method to achieve it, was created a schedule of activities to control its development (See Table 3) and were selected the three general categories as a basis of research, these categories are shown in the table below.

Phase 2 Categories and Instruments of collection.

Table 4.
Categories of the research and its data collection instruments

Categories	1. Graduates	2. Companies	3. University
Instruments	Survey	Survey	Interview
Sub-Category 1	Their labor competencies	The requirements to be met an employee	The academic profile of the graduate
Sub-Category 2	Their employment opportunities in relation to their academic program	Salary offered	Their economic projection

As it was shown in the table above, it was designed an instrument of data collection for each category, that would allow to describe and to analyze the sub-categories raised in a beginning. Consequently, they were created two surveys, the first to graduates and the second to enterprises, both surveys had a total of 13 questions.

On the other hand, it was also designed an interview of 9 questions for a directive person of the University, in this case was the coordinator of the program. The surveys were reviewed and approved by two full- time professors, they were Alexis Garcia and Diego Rincon before being applied to the sample that was selected, which corresponds to 20

companies from different sectors, 25 graduates of the program and a coordinator of the program.

Phase 3 Application of the instrument

Concerning to the implementation of the instruments, it was presented some limitations starting with databases of graduates, because at that time there was no area in charge of the order of these data and it was difficult to find a significant sample of these graduates for the project. After several attempts and having obtained the necessary authorizations from management, it was achieved the database of the most recent graduates, year 2016 and the application were started.

The application of these instruments of collection was made through email and took two months to complete given the difficulty in contacting companies and lack of time answering the same graduates. During that time, it was made telephone contact with both groups to expedite the process and even it was used the application WhatsApp to make contact with graduates. As regards the interview, it was applied to the program coordinator of Modern Languages at the Universidad ECCI in a time of 10 minutes.

4.2. Data Analysis of data collection instruments

Based on the information obtained through the use of data collection instruments such as survey and interview, it was unified in this section the results obtained by both instruments in order to the reader knew the answers given by the graduates and the program coordinator, however, it was necessary to clarify that in this section only was analyzed the responses of three groups in a general way, but it was not thoroughly studied its implications, which was developed in the next section 4.3.

4.2.1 Analysis surveys of graduates

The fifth table contains the results of the first category about Level language study with questions 1 to 3 (See Table 5). Next is detailed the three questions addressed in the table.

Question 1. What is your level of study?

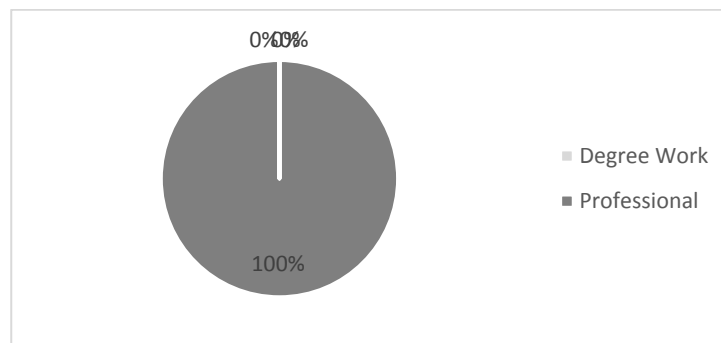


Figure 1: Study Level

Figure 1. 100% of those surveyed are professionals in Modern Languages from the University ECCI.

Question 2. What level of language do you have?

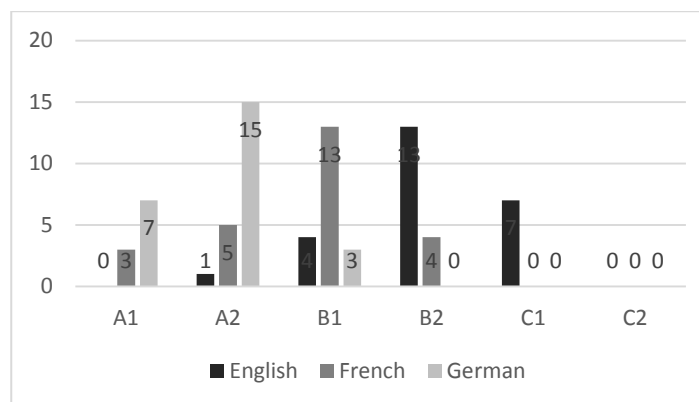


Figure 2: Level of language

Figure 2. With the graphic above it can see that the graduates have more knowledge in English language than any other language, it can be identified that only one person feel have a level A2 in English, four people B1 level, thirteen people are at B2 level and seven more have C1. In French most of the people have a B1 level and in German only Three people believed to have a B1 level. These information was based just in the surveys applied to the professionals but the researcher could not certify it.

Question 3. Do you think you have the necessary skills to apply to job opportunities related to your career?

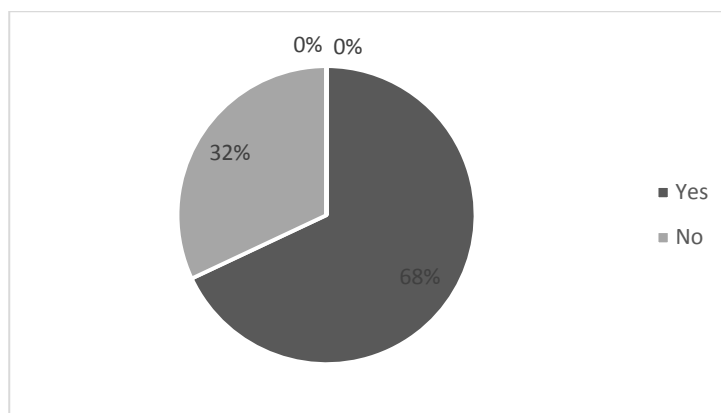


Figure 3: Skills

Figure 3. 68% of the professionals think they have the necessary skills to apply to job opportunities related to their career, while 32% of the professionals think the opposite.

The sixth table contains the results of the second category corresponding to the application of work, with questions 4 to 6. (See Table 6). Then the Figure of each question is analyzed:

Question 4. Have you applied for work related to a career in modern languages?

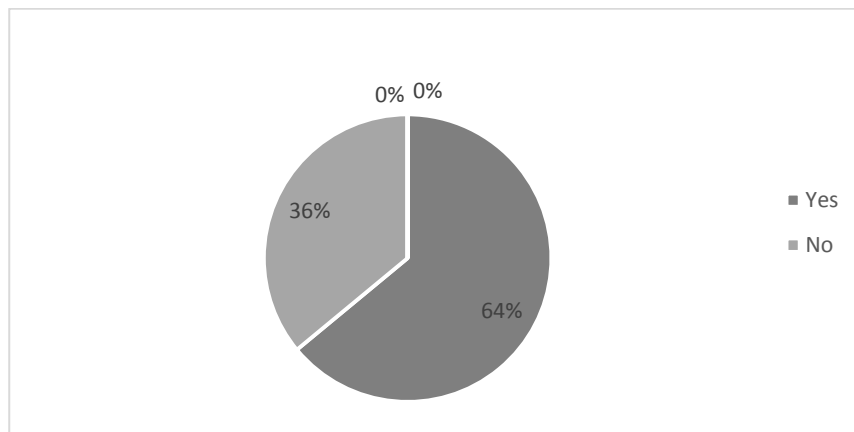


Figure 4: Apply for applied for work related to Modern Languages

Figure 4. 64% of the professionals surveyed have applied for work related to a career in Modern Languages. 36% of the professionals have not.

Question 5 Have you worked in companies where the job is directly related to your career?

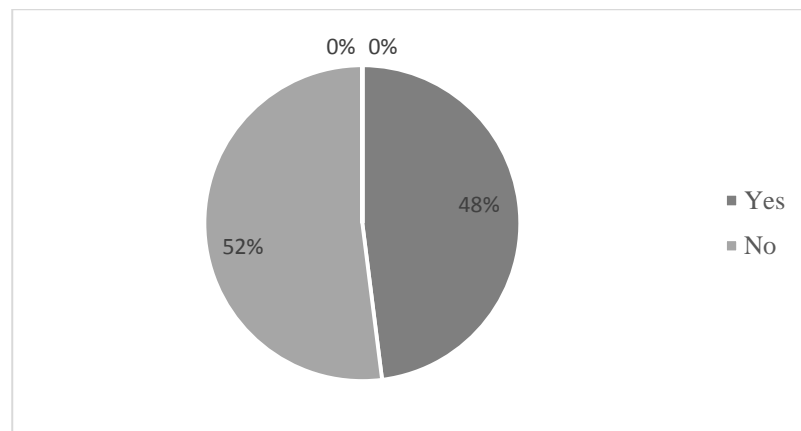


Figure 5: Work with languages

Figure 5. The 48% of the professionals have worked in businesses where the job is directly related to your career but the 52% have not.

Question 6. What requirements were requested at the companies where you applied or worked?

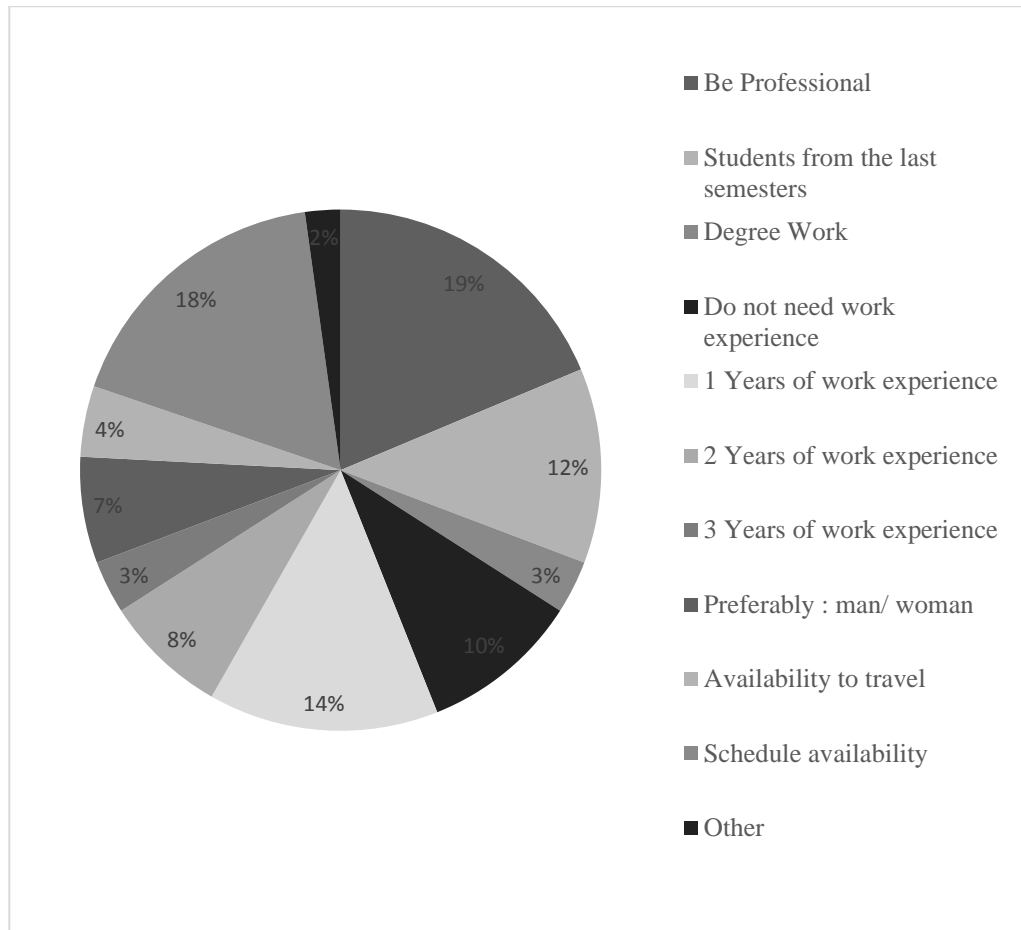


Figure 6: Requirements of the companies for apply to work

Figure 6. In the figure above, it allows identify what are the requirements that companies usually request to graduates once apply to vacancies. The most important is to be professional, followed by the schedule and have 1 or 2 years of experience. This is an aspect which will be discussed in the comparative table in the next chapter, which means

that probably a recent graduate does not have every requirements that companies usually ask.

The table seventh, shows the results of the third category where questions 7 to 9 are interpreted. (See Table 7). This table analyzed the point of views that graduates have according to sectors where they have more job opportunities and a better salary they can earn. The questions in this category are the following.

Question 7. Which market sectors do you think there are more job opportunities for a professional in Modern Languages?

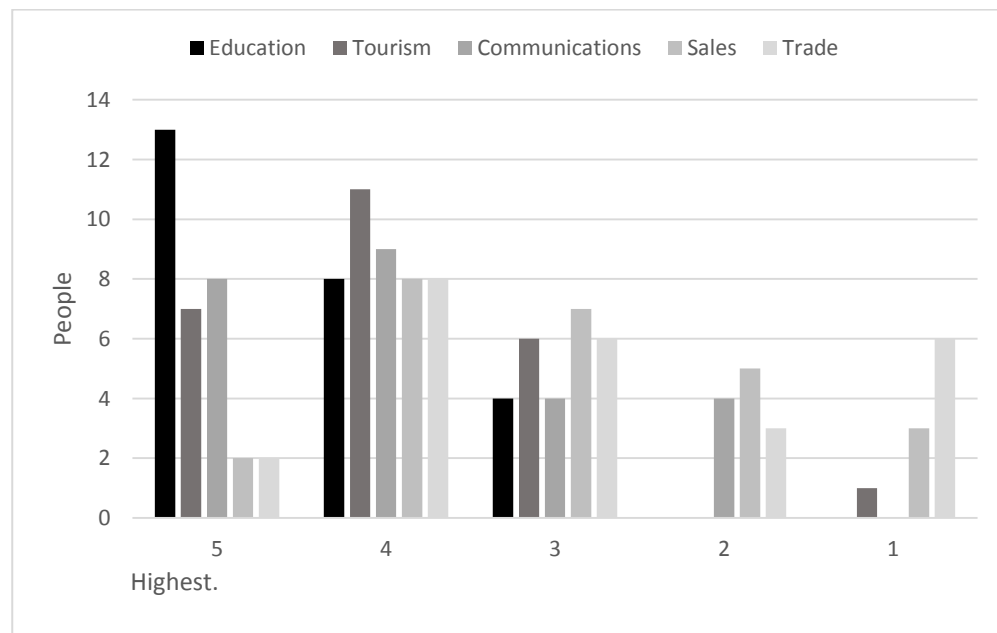


Figure 7: Market sectors

Figure 7. The figure above is divided into five grades, with 5 being the highest and 1 being the lowest. Each sector has its color and on the left side of the table are number of people. The best qualified sector was education, followed by tourism and sales, the last two sectors are communications and trade. For a better understanding of the figure (See table 7)

Question 8. Do you think the country offers sufficient job opportunities for students and professionals in modern languages?

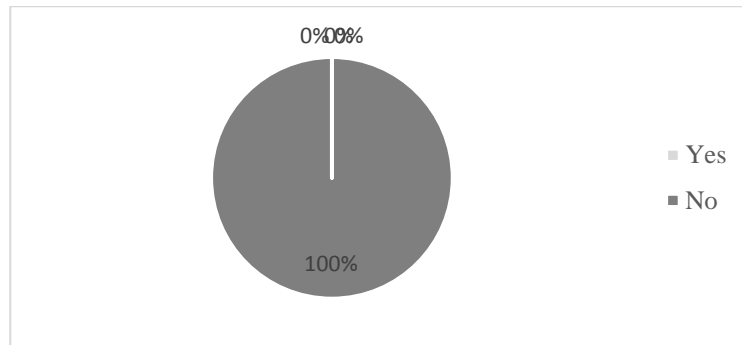


Figure 8: Sufficient job opportunities in Colombia

Figure 8. 100% of those professionals surveyed think Colombia do not offers sufficient job opportunities for students and professionals in modern languages.

Question 9. What has been the salary assigned by companies that you have applied to or worked?

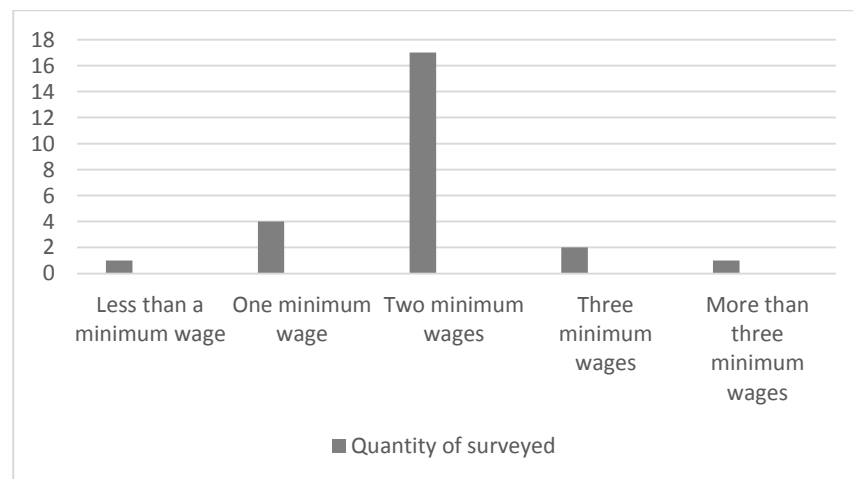


Figure 9: Salary assigned by companies

Figure 9. 72% of those professionals surveyed, ensure that the enterprises pay two minimum wages. Mean the majority of job opportunities that exist offer this wage.

Table eighth corresponds to the fourth and last category with the questions 10 to 13 (See table 8); which are tabulated in the following Figures:

Question 10. Is it more favorable to find work when you are in the final semester or graduated compared to when you were in previous semesters?

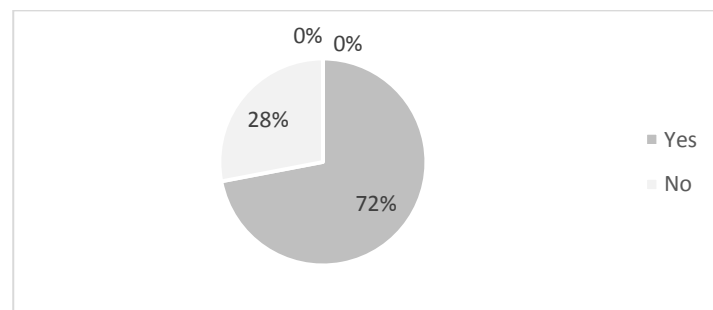


Figure 10: It is better be professional to apply at work

Figure 10. 72% of those professionals surveyed think that is more favorable to find work when they are in the final semester or graduated compared to when they were in previous semesters.

Question 11. Has increasing your language skills lead to promotion or improvement of your conditions at work?

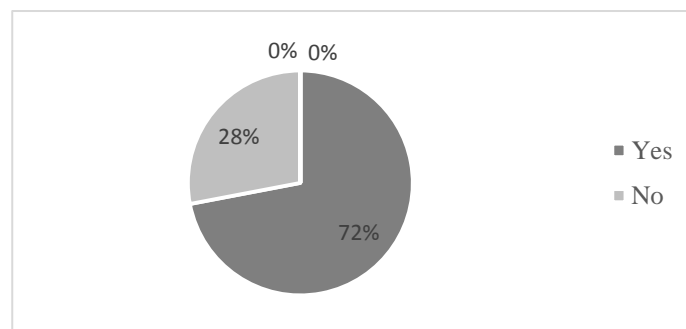


Figure 11: Skills improvement conditions at work

Figure 11. 70% of those companies surveyed said that increase their skills represents an improvement in their working conditions.

Question 12. What has been the main reason preventing you from applying to a job that requires the practice of languages?

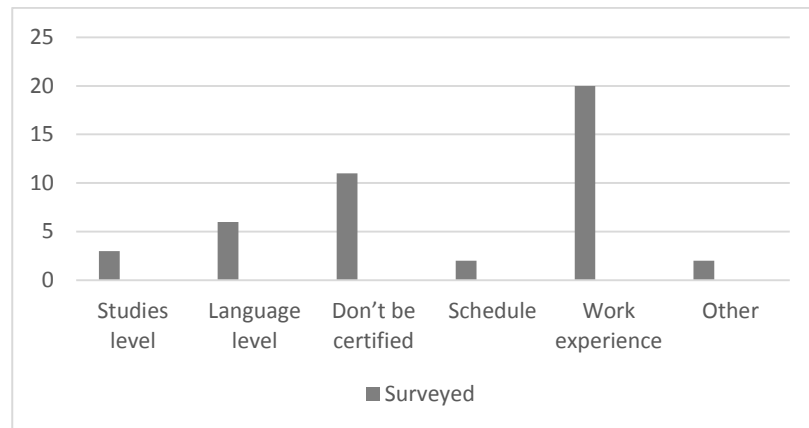


Figure 12: Reason preventing for apply to a job

Figure 12. The main reason of preventing the surveyed from applying to a job that requires the practice of languages is they do not have work experience. In second place the main reason is don't be certified.

Question 13. Do you have experience in other occupational areas?

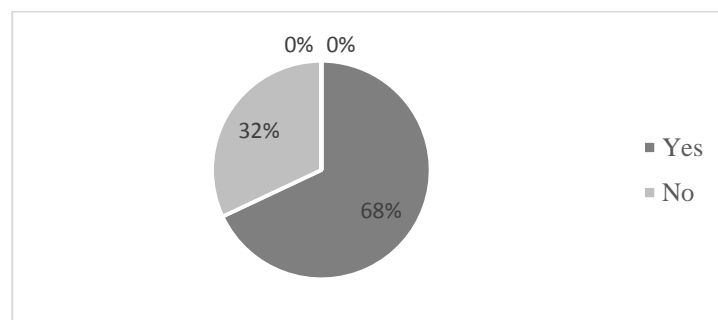


Figure 13: Experience in other areas

Figure 13. 68% of those professionals surveyed have experience in other occupational areas. Some of them are, Sales, Administrative, Social worker, Education, Electronic, Accounting, Marketing, Business, Call centers and others, however, 32% of respondents have only made their career in modern languages.

4.2.2 Analysis surveys of companies

This section of the project involves the tabulation of the results found in the surveys conducted for companies from different sectors. Its development is the same as with graduates, the categories and the questions are very similar because each one was adapted to the population, in this case are the companies.

The ninth table contains the results of the first category about Level language study with questions 1 to 3 (See Table 9). Next is detailed the three questions addressed in the table.

Question 1. What is the level of study an applicant must have for your company?

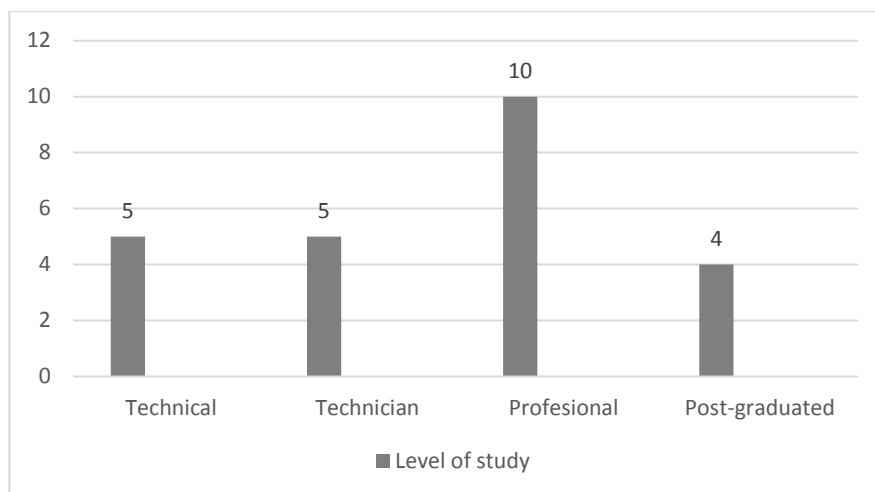


Figure 14: Level of study

Figure 14. Of the 20 companies surveyed, 10 replied that professionals, 5 selected technicians and technologists, while 4 companies noted post-graduates. This means that these graduates have more job opportunities when they are professionals than technical.

Question 2. What level of language must the applicant have?

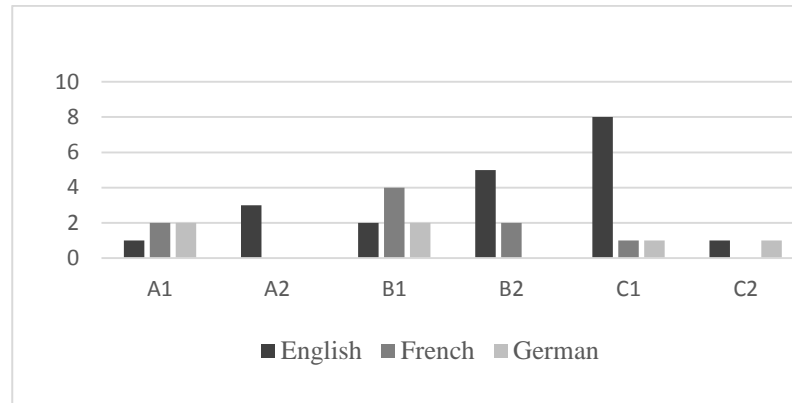


Figure 15: Level of language

Figure 15. The language level ask for businesses surveyed is: English A1 5%, A2 15%, B1 10%, B2 25%, C1 40% and C2 5%. French A1 10%, B1 15%, B2 10% and C1 5%. Any company asks staff in A2 and C2 levels. German A1 10%, B1 10%, C1 5% and C2 5%. Any company asks staff in A2 and B2 levels.

Question 3. Do you think that the candidates who apply for vacancies within your company have the language level needed to get a job?

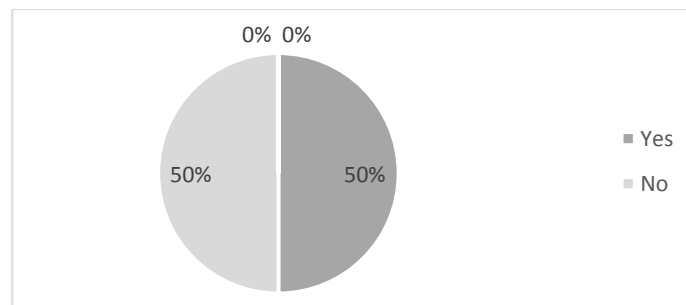


Figure 16: Skills

Figure 16. Half of the companies surveyed believe that if they have the appropriate skills level, while the other 50% believe the opposite.

The tenth table contains the results of the second category corresponding to the application of work, with questions 4 to 6. (See Table 10). Then the Figure of each question is analyzed:

Question 4. What jobs are there related to modern languages career in your company?

Some of the jobs that are related to mastering a foreign language in the companies surveyed are:

- Receptionist
- Executive Director
- General Manager
- Sales Manager
- President
- Chief Marketing
- Flight Attendant
- Pilot
- Director Special Projects
- Director of Economic Affairs

Question 5. How many employees does the company have? _____. And how many of these employees require language skills? _____.

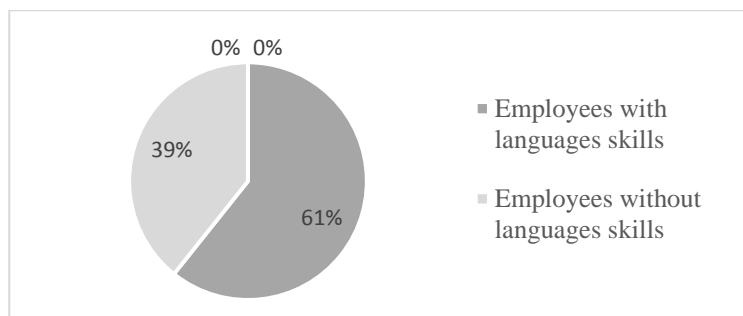


Figure 17: Languages skills for to work

Figure 17. The 61% of the jobs in companies are directly related to language career and the 39% are not.

Question 6. Which of the following requirements are needed to work within your company?

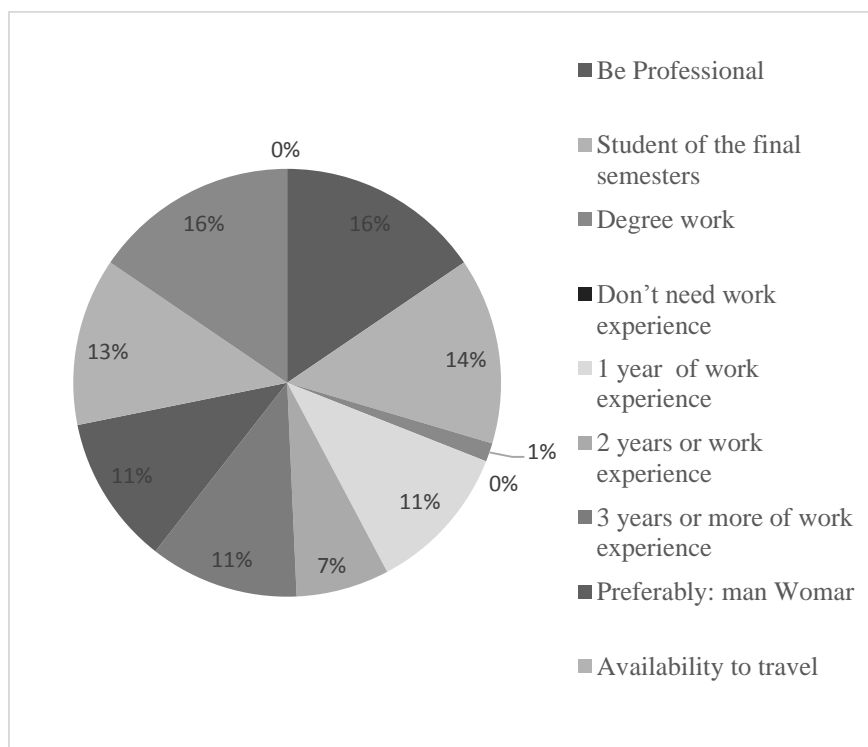


Figure 18: Requirements of companies for apply to work

Figure 18. In the figure above, it can be seen that 16% of companies require that their employees be professional or in the last semesters, 16% schedule availability, 13% of them required availability to travel and 11% with 3 years of experience.

The eleventh table, shows the results of the third category where questions 7 to 9 are interpreted. (See Table 11)

Question 7. Which sector is your company in?

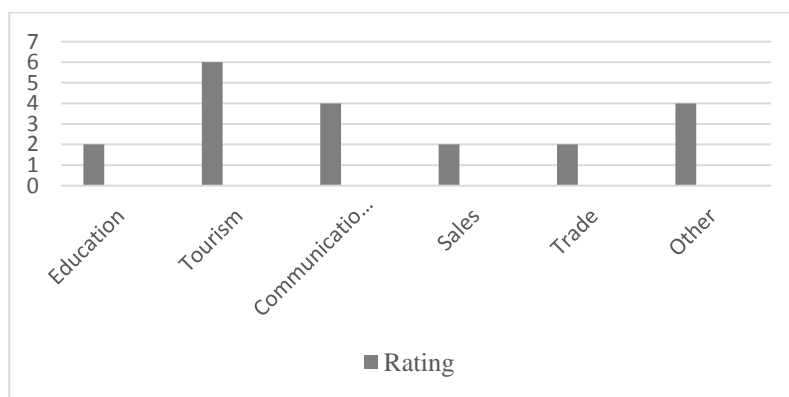


Figure 19: Opportunities of work according to the mark

Figure 19. Businesses surveyed belong to the tourism sector 30%, communications 20%, education, sales and trading 30%, and other sectors 20%.

Question 8. Do you think the country offers sufficient job opportunities for students and professionals in modern languages?

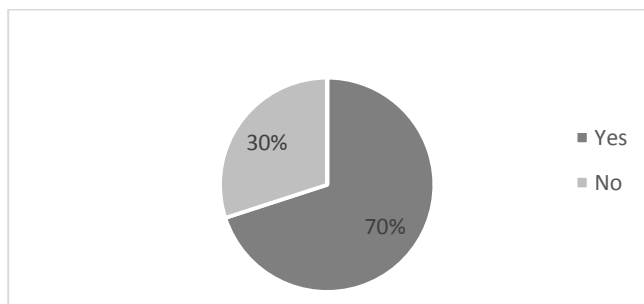


Figure 20: Opportunities to work in Colombia

Figure 20. 70% of the companies surveyed think Colombia offers sufficient job opportunities for students and professionals in modern languages and 30% think Colombia do not it.

Question 9. What is the salary assigned to employees who master a foreign language?

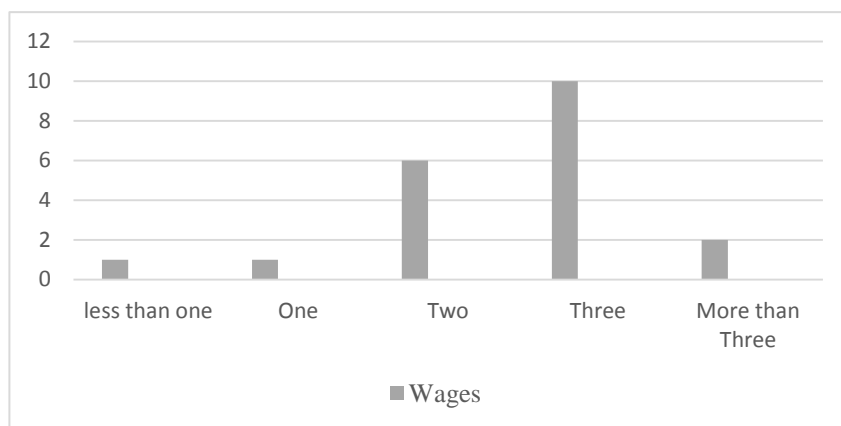


Figure 21: Salary assigned by companies

Figure 21. 50% of those enterprises pay three minimum wages and 30% pay two minimum wages, only 1 of the companies surveyed indicated that it paid less than minimum.

Table twelfth, corresponds to the fourth and last category with the questions 10 to 13 (See [table 12](#)); which are tabulated in the following Figures:

Question 10. The companies employs students from:

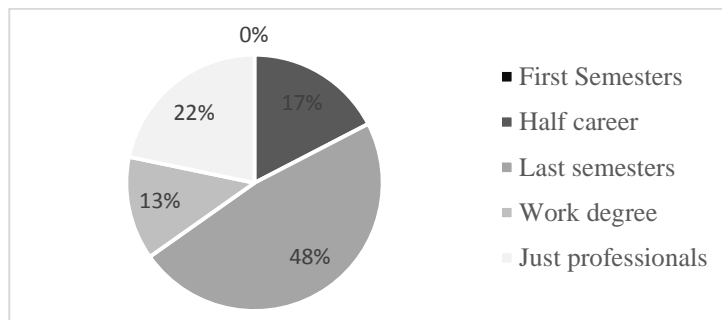


Figure 22 Students of professionals

Figure 22. This demonstrates that companies prefer to hire students of last semester or professionals, only 13% demand work degree.

Question 11. Will increasing the level of language mean promotion or improvement of working conditions to employers?

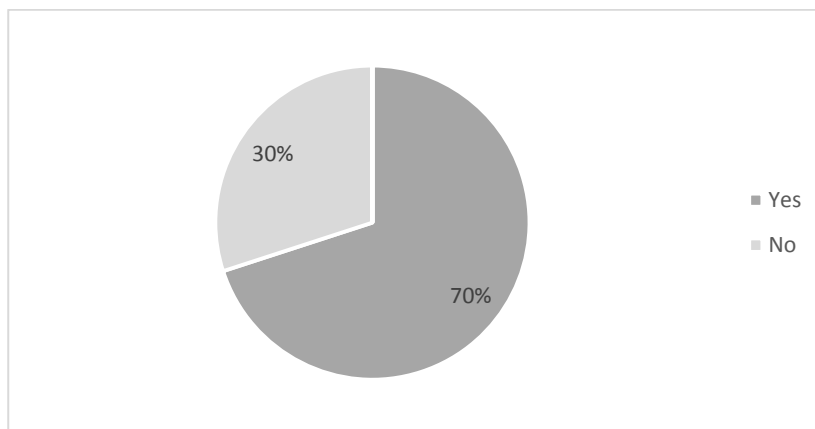


Figure 23: Skills improvement conditions at work

Figure 23. 70% of those companies surveyed said the employees increasing their language skills lead to promotion or improvement of their conditions at work.

Question 12. What has been the main reason why applicants do not apply to a job where the use of a foreign language is required?

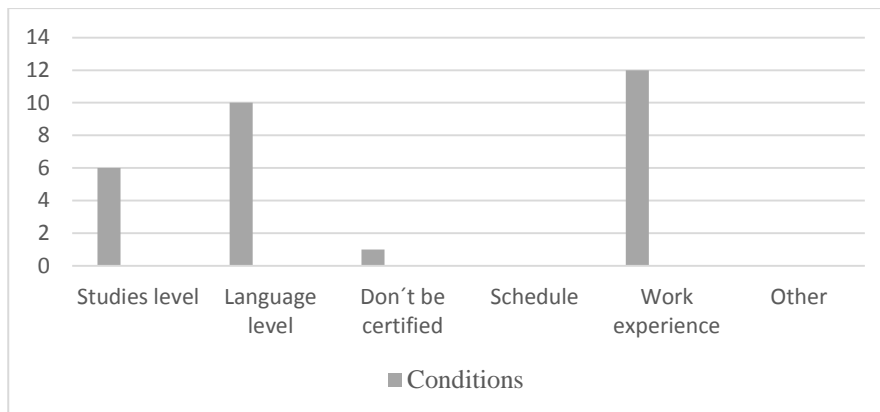


Figure 24: The main reason why applicants do not apply to a job

Figure 24. The main reason preventing the businesses employ applicants that requires the practice of languages is they do not have work experience (60%). In the second place the reason is the applicants don't have the language level required (50%).

Question 13. What kind of knowledge or Certifications must have an employee in addition to speaking a foreign language to apply for a vacancy in your company?

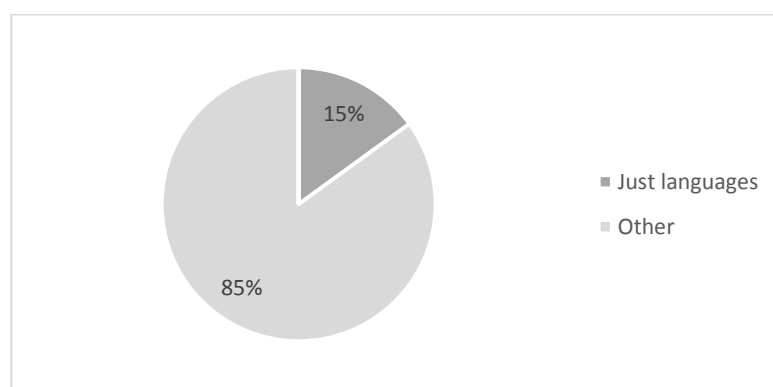


Figure 25: Experience in other occupational areas

Figure 25. 85% of the businesses surveyed require experience in other occupational areas like. Some as: Accountant, Business administrator, Marketing, Sales, Medicine, and others.

4.2.3 Analysis of Interview Modern Languages Coordinator

According to the coordinator of the Modern Language program from Universidad ECCI, the university is based on the Common European framework. Therefore, and based on the guidelines of the Common European Framework, the University has tried that its graduates leave the University with a B2 level in each language (English, French and German).

The university training the students in administration business and international relations because the idea is they can get involve in the field of business. However the University cannot certify professional administrator emphasis by the ministry of education dispositions.

About the vision of the graduates who can take the best of globalization and take advantage of options that it gives them. The idea is graduates are capable of creating their own business, it is more important than they seek employment. Nevertheless, the students can begin working on bilingual call centers, not just in Spanish. They can work in CONVERGYS, SITEL DE COLOMBIA, TELEPERFORMANCE, they begin to work as call center customer service and then they can work in areas such as: human relations or public relations.

The interviewed coordinator ensures that professional have not complained about not to find a job, they have been placed in jobs as multinationals and schools. On the other hand, he thinks that the salary earned by professionals can be between a million eight hundred and two millions pesos although, he said he did not know what is real salary that graduates are earning. The full interview can be found in ([Annex G](#)).

4.3 Analysis of results

As it was indicated in the population and sample of this project, it was applied a survey of 25 graduates of the modern languages program and other to 20 companies from different sectors that allowed to analyze if the professional profile of each graduate was adapted to the needs that companies have with respect to a bilingual employee, besides to identify which are the actions fields most successful for these graduates and in which sectors, they have more job opportunities.

After applying the data collection instruments and tabulating the information obtained on the previous section, it wanted to do in this part a thorough study on the results obtained in

relation to the objectives, that is, the profile comparison was made, the percentage of employability was analyzed and more productive sectors were determined, each of these issues were explained in stages., each of these issues were explained in stages.

First of all, it was important recapitulate the categories and subcategories that were created for the purpose to give an order to the research, these categories were: The graduates, the companies and the University. For each category it was considered two subcategories that would help to solve the objectives proposed; the subcategories considered for graduates were: Their labor competencies and their employment opportunities in relation to their academic program, for companies were: The requirements to be met an employee and the wage offer for them, and for the University were: The academic profile of the graduate and its economic projection. Each of these subcategories were taken into account in the formulation of the 9 questions in the survey and the interview of the coordinator.

Giving continuity to the above, it was made the description of these categories in the following sections:

4.3.1 Comparison of profiles:

Make the comparison of the profile proposed by the Universidad ECCI with the profile that companies look for in a bilingual employee required to analyze the first two categories of research which were graduates and enterprises, and study the results obtained from the surveys of both groups.

In the survey that was applied to graduates there were three special questions about its work competencies in reference to its program, these were: The level of language that had the graduated, if they considered to have the skills to apply to this type of work and if the graduated had experience in other occupational areas to expand their competencies. With regard to the

question of the level of language, most graduates claimed to have a B2 level in English, B1 level in French and A2 in German, regarding the second question, most of the people answered that they have the necessary skills, and in reference to the third question about if they had knowledge in other occupational areas, most of them said yes.

The first category was professional graduates of the program, with this category, this research wanted to investigate about their labor competencies and employment opportunities in relation to its program, in this category, it was taken into account the occupational profile of the graduate in the University, that in general indicates that they can perform in contexts at national and international level in multicultural environments, helping in the interpretation and translation of texts, however, does not specify the actions fields in which they have access or the most viable sectors for them; instead, in the profile were mentioned the skills with languages like Spanish, English, French and German and training in business.

In the survey that was applied to graduates there were three special questions about its work competencies in reference to its program, these were: The level of language that had the graduated, if they considered to have the skills to apply to this type of work and if the graduated had experience in other occupational areas to expand their competencies. With regard to the question of the level of language, most graduates claimed to have a B2 level in English, B1 level in French and A2 in German, regarding the second question, most of the people answered that they have the necessary skills and in reference to the third question about if they had knowledge in other occupational areas, most of them said yes.

The second subcategory answers one of the questions of the survey where 16 graduates of the 25 respondents reported that they have applied to job offers where is required mastery of a

foreign language, however, this does not mean that they have got the job. To compare the results of these two subcategories was necessary to examine the next category that is the companies.

The category of companies inquired about the requirements that must have a bilingual employee and the wage offer, these two variables corresponding to two questions that were included in the surveys for companies, one of which was ¿ which of the following requirements are needed to work within your company? And what is the salary assigned to employees who master a foreign language? In the first question, the requirements most requested by the companies were: Being professionals or students of last semesters, be available to travel, have availability of time and have one or two years of experience. Regarding the second question on the wage offer, most companies said pay their bilingual employees three minimum wages, this means passing the two million pesos, however, graduates responded that they are not offered more than two minimum wages that is less than one million five hundred.

After analyzing these two categories could be found very interesting results, first of all, the graduates have applied to job offers where they require mastery of a foreign language and they consider to be the appropriate level to apply, however, all of them answered that the country does not offer enough job opportunities for them. On the other hand, most of the companies responded that require employees with a level C1 or B2 in English, perhaps, some of these graduates have this level, but others being professionals do not meet the required level, besides, to the wage gap, according to the companies usually exceed two million pesos, but graduates say not exceed one million five hundred or less depending on the job.

When they were asked to graduates about their labor competencies, it was mentioned a subject about certifications and experience they had in other areas, most of these graduates answered that they had certifications in other areas, some of the areas that were specified are:

Education, marketing, business, social work, electronics, accounting and others, this same question were asked of the companies, 85% of them, said their employees besides than speaking a foreign language should also have experience in other areas, this means that graduates who have not experience in other areas would not meet the requirements of these companies and would be lucky those who do. The information of the 13 questions was summarized in (See Table 13).

The following table contains information based on the results from surveys of graduates, it is a comparison between the profile sought by companies, the graduates profile and the professional in Modern Language from Universidad ECCI profile (The full text of the Profile can be seen in the number 2.1.2 from the theoretical framework), the latter is separated into two parts, one of them is about the language skills and the other is about the negotiation and international marketing

Table 14		
<i>Comparison of profile</i>		
Professional profile of graduated in Modern Languages at Universidad ECCI		
1. "Have a Proficient competence in Spanish, English, French and German."	Professional profile of graduated surveyed People graduated from Universidad ECCI were according they have a good languages level and they have enough skills to work in a job.	The language level of the professionals from university is the required level for the businesses
	Professional profile from businesses According to the companies surveyed, Professionals have the language level expected to perform the job for which they offer opportunities to work.	

<p>2. ...”Their academic training in international relations and foreign trade will allow to be a partner in organizational processes related to negotiation and international marketing,...”</p>	<p>Professional profile of graduated surveyed When it ask Do you have experience in other occupational areas, to professionals, they answer they do not. At no time they appointed to have knowledge about negotiation and international marketing.</p> <p>Professional profile from businesses When asked what kind of knowledge or certifications must have an employee besides speaking a foreign language to apply for a vacancy in your company?, One of the areas suggested by the companies was related to the field of administration</p>	<p>The professionals in modern languages do not take into account their knowledge in the business and administration area, not only because he does not have it in mind when he speaks of his knowledge but also because he do not focuses on search options related work in this area.</p> <p>Maybe it is a factor that has made difficult the professional can find a job.</p>

4.3.2 Percentage of employability of graduates in relation to their academic program.

The second specific objective of this research was to determine the percentage of employability of graduates surveyed in relation with their academic program, for it, within the surveys that were applied to the graduates there was a question that was: Have you worked in companies where the job is directly related to your career? 48% of the graduates answered yes and 52% responded no, however, graduates who replied yes, they mentioned they were English teachers. Accordingly with these results, was important to clarify that the professional profile of the modern languages program has not relationship with pedagogy, however, as mentioned the program coordinator in the interview that was done, "If graduates do not find work in a company

speaking a foreign language and instead, they enjoy teaching the language, we cannot tell them not to do”

After speaking of the first two categories, it was important to analyze the third category that was the University, the instrument of this category was the interview that was conducted to the program coordinator and which is found in the (Annex E).

When it asked to the program coordinator if he thought there are enough work options for professional in modern languages in Bogota, he replied, that he had not heard any comment about that the graduates not been able to get a job and he reemphasized that many of them have found employment as teachers, although this is not the purpose of the profile, on the contrary, the purpose is that they could create their own businesses or work in a multinational enterprise.

Continuing the previous paragraph, the coordinator mentioned an important issue, and was that the academic program of the University also motivates these graduates to create their own business, this was evidenced by analyzing the curriculum of the program, where having completed 8 semesters of study, the graduate approved subjects such as: Basic Marketing, Fundamentals of administration and economics, current organizational theories, strategic thinking, research, entrepreneurship, labor law, business plan, business social security among others, to analyze in depth the curriculum can be seen in the (Annex F).

It was valuable to bring up, the documented information on the theoretical framework of the research, where was examined the educational project of the program and where were identified the companies with which the University has agreements for these graduates to perform their internships or start their working life, some of these companies are: Aeronautica Civil, Halliburton Latinoamerica S.A, Congelagro McCain S.A, Fundacion Cran, Convergys

Corporation, Guías Protur, Nueva Lengua S.A, Formula 4GL, Ecopetrol in Bogotá y the Fundación Acepta el cambio.

As it has been demonstrated, most of these graduates have not found work in relation to its curriculum, however, they have a good level of language, they have knowledge in administrative areas and there are agreements where they can work, to know what the action fields of these graduates are, was developed numeral 4.3.3

4.3.3 Productive Markets and Action fields

The findings of the other questions that relate to Productive Markets and Action fields talked about the sectors in which graduates considered have more job opportunities, the main was education, followed by tourism, communications, sales and trade.

Nowadays, speaking a foreign language opens up many job opportunities and more in the sectors where there are international conventions such as embassies, airlines, hotels, tourist spots of the city, restaurants, big companies and others, nevertheless, is necessary, take into account that companies are also looking for qualified people, was why one of the questions for the enterprises was about the reasons why a person does not get the job, the companies replied that the main reasons why people do not apply to work were: the experience and level of language.

As mentioned in the theoretical framework, there is a national classification of occupations, which serves as a tool to analyze occupations in the labor market, this classification is divided into two criteria: the difficulty of functions and the work activity. With regard to those two criteria and taking into account the sectors where there is a greater employment opportunity for these graduates, it was performed at that time a list of occupations that these graduates could perform with knowledge in a foreign language, this list is as follows:

- 0612 Managers Trade Services
- 1226 Officials from Customs, Excise, Immigration and Social Security.
- 1228 Event organizer
- 1311 Secretaries
- 1313 Receptionists and Operators
- 1341 Administrative Assistants
- 4121 Teachers of Higher Education
- 4141 Teachers of Secondary and Basic Education
- 5124 Translators and Interpreters
- 6251 Flight Attendants
- 6331 Travel Agents
- 6332 Employees of Sales and Services of Airlines, Maritime and land
- 6334 Employees for the hotel reception
- 6341 Travel and Tourism Guides
- 6641 Auxiliary Services to Travelers
- 8491 Port Operators

Each of these occupations requires having proficiency in a foreign language and have knowledge in the specific area which will occupy, for example, in tourism is required to master several languages and is also required to have studied in tourism, to be teacher in any language must have knowledge in pedagogy, to be managers should have studied in administration and so on.

To validate that companies required to their employees more than speak a foreign language, they were asked the following question to the companies: What kind of knowledge or

Certifications must have an employee in addition to speaking a foreign language to apply for a vacancy in your company? 85% of companies responded that they should have knowledge in other areas besides to speaking a foreign language; this can be a point against for graduates who have only studied their academic program and who have no other certifications.

To graduates were also asked whether they had experience or certifications in other areas and most of them answered yes, however, what is important in this part is clarify why it is not visible in diploma of the graduates their administrative profile?. The coordinator answered this question the following:

“What is the problem, Ministry of education says that the diplomas gets professional in Modern Languages and if the student needs that profile, yea, we give a letter, yea, this letter that said you are profile is concerning merchandising, business, administration, but, for example, we have here “Diseño de modas” and they want “con énfasis en empresas”, the same, in “Diseño grafico” whatever, and is impossible because the ministry has established, professional in modern languages, then you receive the support that says you are not a teacher, you are in languages , is not my decision, is not the decision of the university, is something that is stablish.”

Up to this point, all the important issues of this research were discussed, the implementation of data collection instruments was performed and this allowed tabulate the results and makes the analysis. Once done the analysis, it was possible to make an approach to each of the objectives and the comparison of the profiles. It was addressed the subject of the most productive sectors for these graduates and so it was possible to identify their action fields.

In the next chapter is possible to appreciate the conclusions that gave to the project to thereby complete the investigation.

4.4 Limitations

During the development of this research, it was presented some limitations that delayed the development of the project, in some cases it could solve the difficulty but others had to change options, the limitations that marked this research were:

- At the time of selecting the sample for the research, the university had not organized databases of professional graduates of the program and there was not an area charge of that.
- Select the methodological framework of the investigation was a complex issue because each type of research requires data collection instruments that were not always viable for the development of research.
- In the beginning it was proposed to make a triangulation, but companies not authorized to make a field observation so it could not be applied more instruments, which prevented from doing.
- The application of collection instruments took a long time, especially the survey because employers and graduates did not have enough time to answer the questions.
- The level in English, French and German languages of the professional from the Universidad ECCI could not be verified by any certificate or formal document, this information was taken by the survey and based on what the graduate answered.
- This project complies with all the methodological procedure of a qualitative research, however, was not reviewed by a proofreader of style due to the time and cost that this activity required.

CHAPTER 5: CONCLUSIONS

This project developed a research about the action fields which the graduates of the Modern Languages program can access to the market labor, likewise, it made a research on the labor competencies that these same graduates should have and made a comparison between the graduate profile and the requirements that companies require towards a bilingual employee, having developed all the research and having analyzed each of the proposed objectives, it was reached the following conclusions:

- From the collection of the data obtained by applying surveys to businesses and to graduates of the program, it can be seen that the profile of the Modern Languages program at Universidad ECCI, partially adopts the needs of the current companies, because although some graduates have a good level of language and knowledge in management, most of the companies require bilingual employees that be professional, students of final semesters, have time availability, ability to travel, certifications in other areas, experience about 1 to 3 years and some companies have gender preferences, which can help or affect the applicant from employment. This means that the academic profile proposed by the university meets the need of companies that their employees have a good level of language and knowledge in another area as it could be the administrative part, however, the companies have other needs, such as the availability of time and work experience that graduates who have not had other jobs not have. So, the graduates of the program they must continually strive to meet these requirements and adapt to what companies look every day

- Another conclusion which was reached, was that not all of them consider they have an appropriate level of the language to apply to jobs where proficiency in a foreign language is required, most of them have a B2 level in English, B1 in French and A2 in German, however, there were people that within the survey marked a lower level, this aspect mentioned is a difficulty for the graduates of the program at the moment they want to get a job related to their degree. By the University, the program coordinator assure that according to the European common framework the University looking that graduates have a level B2 in all languages, however, accomplish this is something that depends on both the University and graduates and the idea is that they continue studying and practicing to be more competitive in the labor market.
- The interpretation of the data obtained from the surveys applied to companies showed that companies today are looking that the employees who speak a foreign language also have knowledge and certifications in other areas depending on the functions within the company, although most of the graduates confirmed by the surveys that they have knowledge or certifications in areas such as marketing, customer service, education, accounting, systems, and others which will enable them to adapt to what usually look for the companies, it would be very beneficial for the graduate if at least the University certifies its administrative profile. Currently, the university delivers a letter to the student which certifies their administrative profile, however, on instructions from the ministry of education it is not possible that appears on diplomas

- Another important fact that was evident during the investigation was that graduates who cannot be located quickly in companies where required speak a foreign language, they become as English teachers, that although it is not the purpose of university, graduates used as work option. In addition, the coordinator answered in the interview that graduates choose to become as teachers because they like and they see a good opportunity to practice the language
- Other action fields that were determined by the results obtained were those occupations that graduates can perform in productive sectors such as tourism, communications, marketing, sales and others. These sectors, according to graduates have more job opportunities for them because they require bilingual staff in positions such as: bilingual secretaries, hotel staff, internationally sales executives, agents in call center, business managers, assistants embassies, hostesses and other functions that were previously mentioned. It cannot know exactly how many charges a professional in modern languages can access, nevertheless, to speak a foreign language is an opportunity that every business values and that currently is required throughout the country.
- Another aspect that was evident in the research was that all graduates agreed that the country does not offer the necessary opportunities for professional in modern languages, perhaps they have not had many job opportunities in relation to their academic program and responded to the survey according to their personal experience, however, the sector's companies secured by 70% if offered good opportunities but it is not easy to find a good employee with the requirements they need.

- To conclude this project, it can be seen that there are graduates of the program who meet the profile of the university and adapt to the needs of businesses, these graduates have a good level of language and during their life have been certified in other areas, which has allowed them to grow as professionals, nonetheless, there are other graduates who have to continue to improve their language level and expanding their knowledge to adapt to market needs, because it was evident that there are job opportunities for them and there are many companies that offer employment if it meets their requirements, the important thing is to improve every day and continue to grow professionally.
- It can be concluded that finishing university and being certified as a professional is the first step of a student, but it is the beginning of a great journey full of competition and challenges ahead, it is for this reason that these kind of projects help university and other researchers detect problems or situations that need early solution, this research came from the project of three students and the experience that have lived graduates of the program and was the middle of support of the authors of the project to give a clearer vision of the situation.

APPENDIX

TABLE 1

Table 1.					
List of professional graduates in Modern Languages - Year 2016					
	PROGRAMA	NOMBRE	CEDULA	CELULAR	CORREO
1	Profesional en Lenguas Modernas.	Castellanos Alexandra	1075674292	3203176674	alison9410@hotmail.es
2	Profesional en Lenguas Modernas.	Muñoz Celis Andres Alfonso	80146815	3108197758	kurtbain19@hotmail.com
3	Profesional en Lenguas Modernas.	Oviedo Parada Balam Roel	80147574	3107700899	balas_21@hotmail.es
4	Profesional en Lenguas Modernas.	Cely Rojas Carolina	52954015	3007351576	Ccelyr@gmail.com
5	Profesional en Lenguas Modernas.	Muñoz Murcia Carolina	1019067294	3158377411	carolinamm850@gmail.com
6	Profesional en Lenguas Modernas.	Bueno Cristancho Diana Patricia	52897843	3005557152	bueno.diana.2000@hotmail.com
7	Profesional en Lenguas Modernas.	Gamba Mongui Diana Marcela	1072668039	3115016266	dianagamba77@hotmail.com
8	Profesional en Lenguas Modernas.	Cardenas Granados Elkin Steven	1018468975	3124140124	elkincard_@hotmail.com
9	Profesional en Lenguas Modernas.	Parra Araque Jeimmy Alejanda	1019098158	3186834145	alexandra2543@hotmail.com
10	Profesional en Lenguas Modernas.	Flores Pineda Jenny Carolina	1032394517	3005786599	ferixfree0505@gmail.com
11	Profesional en Lenguas Modernas.	Casrdenas Figueredo Jonathan Alexanc	1019004806	3123683902	jc1003@hotmail.com
12	Profesional en Lenguas Modernas.	Gonzalez Chaparro Katherin Lizeth	1070602450	3192078336	katecoti@hotmail.com
13	Profesional en Lenguas Modernas.	Delgado Sanchez Laura Jimena	1030616134	3124949666	delgadoleura2006@hotmail.com
14	Profesional en Lenguas Modernas.	Ferucha Salas Luisa Femanda	1023879831	3164936334	luisa.ferucha@gmail.com
15	Profesional en Lenguas Modernas.	Barios Rodriguez Mónica del Pilar	1075670562	3192666662	monibrdi@gmail.com
16	Profesional en Lenguas Modernas.	Munillo Barrera Nataly	1024484881	3003123460	natalymunillo@gmail.com
17	Profesional en Lenguas Modernas.	Cruz Castellanos Ricardo Javier	1013649090	3124059195	ricardocrz44@gmail.com
18	Profesional en Lenguas Modernas.	Acevedo Pinto Sarid Lizeth	1019048772	3002203137	slap1607@gmail.com
19	Profesional en Lenguas Modernas.	Garavito Bernal Viviana Alexandra	53105546	3204121808	thelittleal@hotmail.com
20	Profesional en Lenguas Modernas.	Vladimir Ward Argota	8042299	3132671442	wardvladimir@hotmail.com
21	Profesional en Lenguas Modernas.	Martinez Mujica Oscar	11187502	3202673382	oemm34@gmail.com
22	Profesional en Lenguas Modernas.	Marin Valero Lizeth Johan	1030596998	3144681446	lizmonita1108@hotmail.com
23	Profesional en Lenguas Modernas.	Mendoza Espindola Edwin leonardo	1018428925	3125566024	elmepc@gmail.com
24	Profesional en Lenguas Modernas.	Molina Blanco Karen	1030542299	3153198495	dany_mb03@hotmail.com
25	Profesional en Lenguas Modernas.	Gutierrez Barrera Erica	1018469440	3213925373	lagme7@Gmail.com

TABLE 2

Table 2.
List of companies surveyed

EMPRESA	NOMBRE DE CONTACTO	TÉLEFONO	CORREO
1 Analdex	Mónica Sierra	(1) 5700600	msierra@analdex.org
2 Andres Carne de Res	Andres Rivera	(1) 8637880	acr@andrescarnederes.com
3 Avianca	Edwin Puentes	(1) 4013434	inut.edwin.puentes@outlook.com
4 Avianca	Lorena Millan	(1) 4013434	lore_ki00@hotmail.com
5 Bancolombia	Javier Alexander Montes	(1) 4886000	jamonotes@bancolombia.com.co
6 Baxter	Jenny Alexandra Mayorga	(1) 5893000	jenny_mayorga@baxter.com
7 Clínica del Occidente	Marcerla Sevilla	(1) 4254620	relacionistapublica@clinicadeloccidente.com
8 Domicios.com	Ronald Niño	(1) 6123297	ronaldn66@gmail.com
9 Gema Tours S.A	Maria Luisa Londoño	(1) 3465025	marialondono@gematours.com
10 HelpDesk	Hector Alza Vanegas	(1) 4256578	hulza.170791@gmail.com
11 Hotel Augusta	Tatiana Rios	(1) 2838300	reservas@hotelaugusta.com.co
12 Hotel Santa Teresa	Valeria Eastman	(1) 3171605	veastman@hotelescharleston.com
13 Incontacto	Manuel Flores	(1) 7523066	gerenciabogota@in-contacto.com
14 Martinez Córdoba abogados	Luz Marina Guevara	(1) 6160890	luzmarianaquevara@martinezcordoba.com
15 OES	Diana Cabarcas	(1) 6161794	dcabarcas@oes.com
16 SENA	Coordinador Ingles	(1) 5461500	sin correo
17 Skape Guías Tour	JuanPablo Garcia	(1) 4909848	reservas@skapeguinstour.com
18 Viapin	Natalia Sarmiento	(1) 5082030	nathalia_sarmiento@viapin.com
19 Teleperformance	Kelly Castro	3212681537	kicrn17@gmail.com
20 Liceo Antonio de Toledo	Felipe Alberto Gutierrez Carrero	3144751864	coorcalidad@liceoantoniotoledo

TABLE 3

Table 3.
Project Development

Chapter	2015				2016								
	Sep	Oct	Nov	Dec	Jan	Feb	Marz	Apr	May	Jun	Jul	Aug	Sep
Chapter 1.													
Chapter 2.													
Chapter 3.													
Chapter 4.													
Chapter 5.													

TABLE 5

Table 5
Category 1: Level Language Study; Question 1 to 3

GRADUATED SURVEYED									
1. What is your level of study		2. What level of language do you have				3. Do you think you have the necessary skills to apply to job opportunities related to your career.			
		English		French		German		Yes	No
Professional	Degree Work People	Level	People	Level	People	Level	People	Level	
		0	A1	3	A1	7	A1	17	8
		1	A2	5	A2	15	A2		
		4	B1	13	B1	3	B1		
		13	B2	4	B2	0	B2		
		7	C1	0	C1	0	C1		
		0	C2	0	C2	0	C2		
25	0	25		25		25		25	

TABLE 6

Table 6

Category 2. Application to work: Question 4 through 6

GRADUATED SURVEYED															
4. Have you applied for work related to a career in Modern Languages		5. Have you worked in companies where the job is directly related to your career		6. What requirements were requested at the companies where you applied or worked?											
Options	Yes	No	Yes	No	Be Professional	Last semesters	Degree work	Do not need work experience	1 year of experience	2 year of experience	3 year or more of experience	Man/women	Available to travel	Schedule availability	Other
	16	9	12	13	17	11	3	9	13	7	3	6	4	16	2

TABLE 7

Table 7.

Category 3. Action Fields. Question 7 through 9

GRADUATED SURVEYED												
7. Which markets sector do you think there are more job opportunities?						8. Do you think the country offers sufficient job		9. What has been the salary assigned by companies that you have applied to or worked?				
Sector	Education	Tourism	Communications	Sales	Trade	Yes	No	Less than a minimum wage	1 M.W	2 M. W	3. M.W	More than 3. M.W
5. Highest	13	7	8	2	2							
4	8	11	9	8	8							
3	4	6	4	7	6							
2	0	0	4	5	3							
1 Lowest	0	1	0	3	6	0	25	1	4	17	2	1

TABLE 8

Table 8.

Category 4. Achievements at labor level: Questions 10 through 13

GRADUATED SURVEYED											
10. It is more favorable to find work when you are in the final semester or graduated compared to when you were in previous semester?		11. Has increasing your language skills lead to promotion or improvement at work		12. What has been the main reason preventing you from applying to a job that requires the practice of language				13. Do you think experience in other occupational areas?			
Question	Yes	No	Yes	No	Skills languages	Level Languages	Don't be certified	Schedule	Work experience	Yes	No
	18	7	18	7	3	6	11	2	20	17	8

TABLE 9

Table 9.

Category 1: Level of language. Question 1 to 3

COMPANIES SURVEYED												
QUESTION	1. What is the level of study and applicant must have for your company.				2. What level of language must the applicant have?				3. Do you think that the candidates who apply for vacancies within your company have the language level needed to get a job			
	Technical	Technologist	Professional	Post - Grade	English		French		German		Yes	No
					Level	People	Level	People	Level	People		
					A1	1	A1	2	A1	2		
					A2	3	A2	0	A2	0		
					B1	2	B1	4	B1	2		
					B2	5	B2	2	B2	0		
					C1	8	C1	1	C1	1		
	3	5	11	4	C2	1	C2	0	C2	0	10	10

TABLE 10

Table 10

Category 2. Application to work questions 4 through 6

COMPANIES SURVEYED															
What jobs are there related to modern languages career in your company?	How many employees does the company have? _ And how many of these employees require language skills? _				Which of the following requirements are needed to work within your company?										
	Employees with Languages Skills		Employees without Languages Skills		A	B	C	D	E	F	G	H	I	J	K
Manager	Range	Companies	Range	Companies											
Director Special Projects															
Director of Economic Affairs	0-100	16	0-100	12											
President	101-500	2	101-500	5											
Receptionist...	More than 500	2	More than 500	3	11	10	1	0	8	5	8	8	9	11	0

A) Be professional, B) Student from the last semesters, C) Degree work, D) Do not need work experience, E) 1 year of work experience
 F) 2 years or more of work experience, G) 3 years of work experience, H) Preferably: man / woman, I) Availability to travel,
 J) Schedule availability, K) Other

TABLE 11

Table 11
Category 3. Action field. Question 7 through 9

COMPANIES SURVEYED													
7. Which sector is your company in?							8. Do you think the country offers sufficient job opportunities		9. What is the salary to employees who master a foreign languages?				
Option	Education	Tourism	Communication	Sales	Trade	Other	Yes	No	Less than 1 Minimum Wage	1 M.W	2 M.W	3 M.W	More than 3 M.W
People	2	6	4	2	2	4	14	6	1	1	6	10	2

TABLE 12

Table 12
Category 4. Achievements at labor level. Questions 10 through 13

COMPANIES SURVEYED													
10. The companies employs students from					11. Will increasing the level of language mean promotion or improvement of working conditions to employers		12. What has been the main reason why applicants do not apply to a job where the use of a foreign language is required?			13. It requires other certifications			
First semester	Half semester	Last semesters	Work Degree	Just Professional	Yes	No	Skills languages	level language	Don't be certified	Schedule	Work experience	Yes	No
0	4	11	3	5	14	6	6	10	1	0	12	17	3

TABLE 13

Table 13		
Summary of questions		
Results of graduates	Results of Companies	Analysis
(1) What is your level of study	(1) What is the level of study an applicant must have for your company?	This means that completing their 8 semesters and received their professional diploma was their first step to get a better job.
All are professional	Most companies require professionals, technicians and technologists do not have as many opportunities	
(2) What level of language do you have?	(2) What level of language must the applicant have?	Although most of the graduates have a good level in English, It is worrying that the five respondents that have a lower level than the company needs, they may not have the same opportunities. As for the other two languages, 9 companies selected French, but not with the same level of importance.
The graduates have more knowledge in English than in French or German. 20 graduates of the 25 respondents have level B2 or C1 in English.	Companies also require their employees to speak English more than any other language. However, most of the enterprises demands a level C1 or minimum B2.	
(3) Do you think you have the	(3) Do you think that the candidates	Should be higher the percentage of

necessary skills to apply to job opportunities related to your career?	who apply for vacancies within your company have the language level needed to get a job?	graduates who believe that if they have the necessary skills, as well as the percentage of people who have a good level and apply to companies. There are good opportunities for people who master the language, but what about students being professionals cannot access these jobs for lack of level.
68% answered yes and the other 32% answered not	50% answered yes and the other 50% answered not	
(4) Have you applied for work related to a career in modern languages?	(4) What jobs are there related to modern languages career in your company?	Of those graduates who apply the vacancies, there are very few that get it, it can be for their language level or if the company demands other requirements. In the figures and tables it can see what kind of management positions require a foreign language.
64% answered yes and the other 36% answered not	Were found more than 49 areas of work where it need to speak another language	
(5) Have you worked in companies where the job is directly related to your career	(5) How many employees does the company have? _____. And how many of these employees require language skills? _____.	These results show the importance of speaking a foreign language, however, more than half of these graduates have been unable to work in fields related to their profession. This means that although they are professionals in languages, they perform other jobs and may not be using their degree.
The 48% of the professionals have worked in businesses where the job is directly related to your career but the 52% have not.	The 61% of the jobs in companies are directly related to language career and the 39% are not.	
(6) What requirements were requested at the companies where you applied or worked?	(6) Which of the following requirements are needed to work within your company?	A point in favor of graduates is to be professional, however, the enterprises demands aspects that may not have, as the years of experience, traveling possibilities, schedule and others. The most troubling may be the years of experience, most of these graduates do not have.
19% Be professional, 18% Schedule Availability, 15% one year of experience, 8% two years of experience	16% Be Professional, 16% Students of last semesters, 16% Schedule Availability, 11 % 3 years of experience, 11 Available to travel.	
(7) Which market sectors do you think there are more job opportunities for a professional in Modern Languages?	(7) Which sector is your company in?	Many graduates thinks that this academic program only have opportunities in the education sector, but also there are other important areas, besides, this program has administrative profile and it is not to be teachers. With the results of companies it can identify other sectors.
The option most marked by the graduates was education, followed by communications, tourism, trade and sales.	Tourism 30%, Communications 20%, education, sales and trading 30%, and other sectors 20%.	
(8) Do you think the country offers sufficient job opportunities for students and professionals in modern languages?	(8) Do you think the country offers sufficient job opportunities for students and professionals in modern languages?	It is very disturbing the response of graduates because they do not have enough job opportunities in relation to their profession. That means that although they have applied for vacancies and have a good level in a foreign language, do not access these opportunities
100% of those professionals surveyed think Colombia do not offers sufficient job opportunities for students and professionals in modern languages.	70% of the companies surveyed think Colombia offers sufficient job opportunities for students and professionals in modern languages and 30% think Colombia do not it.	
(9) What has been the salary assigned	(9) What is the salary assigned to	

by companies that you have applied to or worked?	employees who master a foreign language?	The graduates ensure that companies pay two minimum wages, this is a much lower wage considering the cost they had to assume to be professional. Most companies report that pay 3 minimum wages, however, it depends on the functions and experience that the person has.
72% of those professionals surveyed, ensure that the enterprises pay two minimum wages. Mean the majority of job opportunities that exist offer this wage.	50% of those enterprises pay three minimum wages and 30% pay two minimum wages, only 1 of the companies surveyed indicated that it paid less than minimum.	
(10) Is it more favorable to find work when you are in the final semester or graduated compared to when you were in previous semesters?	(10) The companies employs students from?	With this is demonstrated that make a professional program it is more favorable and brings more advantages than make a technician or technologist program.
72% of those professionals surveyed think that is more favorable to find work when they are in the final semester or graduated compared to when they were in previous semesters.	This demonstrates that companies prefer to hire students of last semester or professionals, only 13% demand work degree.	Now, with this analysis, with this analysis, it is trying to prove whether the program profile meets the expectations of companies.
(11) Has increasing your language skills lead to promotion or improvement of your conditions at work?	(11) Will increasing the level of language mean promotion or improvement of working conditions to employers?	These benefits are granted depending on the company the person work, not all companies are equal and not all offer the same conditions. Apparently graduates do not have a positive vision of this question.
72% of those professionals surveyed said that increasing their language skills do not lead to promotion or improvement of their conditions at work.	70% of those companies surveyed said that increase their skills represents an improvement in their working conditions.	Companies indicate that are positive and that influence in their working conditions.
(12) What has been the main reason preventing you from applying to a job that requires the practice of languages?	(12) What has been the main reason why applicants do not apply to a job where the use of a foreign language is required?	Are almost the same reasons for both cases, graduates do not have enough experience that companies require and apparently they do not have the language level needed for some specific charges.
They do not have work experience. In second place the main reason is don't be certified.	They do not have work experience (60%). In second place the reason is the applicant don't have the language level required (50%).	
(13) Do you have experience in other occupational areas?	(13) What kind of knowledge or Certifications must have an employee in addition to speaking a foreign language to apply for a vacancy in your company?	This shows that companies require bilingual staff who have knowledge and experience in other work areas, other than speak a foreign language, 68% of graduates have it, but those 32% who do not have other certifications, would not have opportunities.
68% of those professionals surveyed have experience in other occupational areas. However, 32% of respondents have only made their career in modern languages.	85% of the enterprises surveyed require experience in other occupational areas like. Some as: Accountant, Business administrator, Marketing, Sales, Medicine, and others.	In the methodological framework can be seen, in which other areas the graduates have certifications

ANNEX A. Form template for the graduate**ACTION FIELDS AND LABOR COMPETENCES OF MODERN
LANGUAGES STUDENTS FROM ECCI UNIVERSITY IN THE CURRENT
MARKET.****Names:****Surname:****ID:****e-mail :****Professional Degree**

•

University

•

Year

•

The following data apply if you are working currently

Company Name

•

Position

•

Activities carried

•

Type of contract

•

ANNEX B. Form template for the Companies**ACTION FIELDS AND LABOR COMPETENCES OF MODERN
LANGUAGES STUDENTS FROM ECCI UNIVERSITY IN THE CURRENT
MARKET.**

Company name	<input type="text"/>
Address	<input type="text"/>
Phone	<input type="text"/>
Web page :	<input type="text"/>
City	<input type="text"/>

Respondent data

Name	• <input type="text"/>
Position	• <input type="text"/>
E-mail	• <input type="text"/>

ANNEX C -Survey of graduates - first face

**ACTION FIELDS AND LABOR COMPETENCES OF MODERN
LANGUAGES STUDENTS FROM ECCI UNIVERSITY IN THE CURRENT
MARKET.**

SURVEY FOR PROFESSIONALS

1. What is your level of study?

Degree work _____

Professional _____

2. What level of language do you have?

English A1____ A2____ B1____ B2____ C1____ C2____

French A1____ A2____ B1____ B2____ C1____ C2____

German A1____ A2____ B1____ B2____ C1____ C2____

3. Do you think you have the necessary skills to apply to job opportunities related to your career?

Yes _____ No _____

4. Have you applied for work related to a career in modern languages?

Yes _____ No _____

If your answer is yes, which companies have you applied to? _____

5. Have you worked in companies where the job is directly related to your career?

Yes _____ No _____

If your answer is yes, what are the companies' names? _____

6. What requirements were requested at the companies where you applied or worked? Mark all applicable option:

- Be professional _____
- Student from the last semesters _____
- Degree work _____
- Do not need work experience _____
- 1 year of work experience _____
- 2 years of work experience _____
- 3 years or more of work experience _____
- Preferably: man _____ woman _____
- Availability to travel _____
- Schedule availability: day _____ night _____ rotating _____
- Other _____

ANNEX C Survey of graduates - second face

7. Which market sectors do you think there are more job opportunities for a professional in modern languages? Qualify 1 to 5, where 1 is the lowest score and 5 being the highest.

SECTOR	1	2	3	4	5
Education					
Tourism					
Communications					
Sales					
Trade					
Other					

8. Do you think the country offers sufficient job opportunities for students and professionals in modern languages?

Yes _____ No _____

9. What has been the salary assigned by companies that you have applied to or worked?

Less than a minimum wage _____

One minimum wage _____

Two minimum wages _____

Three minimum wages _____

More than three minimum wages _____

10. Is it more favorable to find work when you are in the final semester or graduated compared to when you were in previous semesters?

Yes _____ No _____

11. Has increasing your language skills lead to promotion or improvement of your conditions at work?

Yes _____ No _____

12. What has been the main reason preventing you from applying to a job that requires the practice of languages?

Studies level _____

Schedule _____

Language level _____

Work experience _____

Don't be certified _____

Other _____

13. Do you have experience in other occupational areas.

Yes _____ No _____ In Which _____

ANNEX D- Survey of companies-first face

**ACTION FIELDS AND LABOR COMPETENCES OF MODERN
LANGUAGES STUDENTS FROM ECCI UNIVERSITY IN THE CURRENT
MARKET.**

SURVEY FOR BUSINESSMEN/ WOMEN

1. What is the level of study an applicant must have for your company?

Technical _____ Technologist _____ Professional _____ Post-grade _____

2. What level of language must the applicant have?

English A1 _____ A2 _____ B1 _____ B2 _____ C1 _____ C2 _____

French A1 _____ A2 _____ B1 _____ B2 _____ C1 _____ C2 _____

German A1 _____ A2 _____ B1 _____ B2 _____ C1 _____ C2 _____

3. Do you think that the candidates who apply for vacancies within your company have the language level needed to get a job?

Yes _____ No _____

4. What jobs are there related to modern languages career in your company?

5. How many employees does the company have? _____. And how many of these employees require language skills? _____.

6. Which of the following requirements are needed to work within your company? Mark all that apply with an X

A)

- Be professional _____
- Student of the final semesters _____
- Degree work _____

B)

- Don't need work experience _____
- 1 year of work experience _____
- 2 years or work experience _____
- 3 years or more of work experience _____

C)

- Preferably: man _____ woman _____

D)

- Availability to travel _____
- Schedule availability:
day _____ night _____ rotating _____
- Other _____

ANNEX D – Survey of graduates -second face

7. Which sector is your company in?

Education _____ Tourism _____

Communications _____ Sales _____

Trade _____ Other _____

8. Do you think the country offers sufficient job opportunities for students and professionals in modern languages?

Yes _____ No _____

9. What is the salary assigned to employees who master a second language?

Less than a minimum wage _____

One minimum wage _____

Two minimum wages _____

Three minimum wages _____

More than three minimum wages _____

10. The company employs students from:

First semester _____

Semesters half career _____

Last semester _____

Degree work _____

Do not employ students, only professionals _____

11. Will increasing the level of language mean promotion or improvement of working conditions to employees?

Yes _____ No _____

12. What has been the main reason why applicants do not apply to a job where the use of a second language is required?

Studies level _____

Language level _____

Don't be certified _____

Schedule _____

Work experience _____

Other _____

13. What kind of knowledge or Certifications must have an employee in addition to speaking a foreign language to apply for a vacancy in your company?

Only speak the foreign language__

Must have experience in: _____

ANNEX E - Template of the interview

**INTERVIEW TO THE COORDINATOR OF THE MODERN LANGUAGES
PROGRAM FORM UNIVERSIDAD ECCI**

1. What is the level of proficiency that a professional in modern languages program must have in each of the languages learnt?
2. What is the importance of training students on fields such as international relations and external trade?
3. What is the vision that a professional in modern language should have in his/her working life?
4. What do you think that graduates in modern languages do not work on their disciplines but create their own company and turn themselves into a source of employment?
5. What kind of job opportunities could a graduate in modern language perform in Bogota?
6. Do you think that there are enough work options for professional in modern languages in Bogota?
7. What do you think is the salary aspiration that a graduate in Modern Languages may expect to?
8. What do you think should be the average salary earned by graduates of the modern language program?
9. How a graduate in modern languages should project him/herself to obtain a salary that increase his/her quality of life?

ANNEX F - Academic curriculum program



FORMATO PENSUM ACADÉMICO

Proceso Docente
Fecha de emisión: 25-Mar-2018

Código: 16-20-007
Versión: 01

Fecha de emisión: 25-Mar-2018



PENSUM ACADÉMICO DE LENGUAS MODERNAS

PENSUM VIGENTE DESDE 2015 - 1

SEMESTRE	Convenciones	Asignatura/Materia	Int. horario	No. créditos acad.	Asignaturas que son requisito
1 ^{er} SEMESTRE	NH	Basic English Skills.	8	8	
	NH	Competencias en Lengua Materna.	4	3	
		Basic Oral Practice.	4	3	
		Fundamentos de Informática	4	3	
	V	Cátedra ECCL	2	1	
2 ^o SEMESTRE	Convenciones	Asignatura/Materia	Int. horario	No. créditos acad.	Asignaturas que son requisito
	NH	Intermediate English Skills.	8	8	Basic English Skills
	NH	Lenguaje y Redacción	4	3	Competencias en Lengua Materna
		Mercado Básico	4	2	
		Intermediate Oral Practice.	4	3	Basic Oral Practice
	V	Fundamentos de Administración y Economía	2	1	
	Optativa de Formación Integral	2	1		
3 ^{er} SEMESTRE	Convenciones	Asignatura/Materia	Int. horario	No. créditos acad.	Asignaturas que son requisito
	NH	Upper -Intermediate English Skills	8	8	Intermediate English Skills
	NH	Taller De Redacción Académica	4	3	Lenguaje y Redacción
		Semantics and Vocabulary.	4	3	
		Upper -Intermediate Oral Practice.	4	2	Intermediate Oral Practice
V	Teorías Organizativas Actuales	2	1		
V	Ética	2	1		
4 ^o SEMESTRE	Convenciones	Asignatura/Materia	Int. horario	No. créditos acad.	Asignaturas que son requisito
	NH	Les Competences Du Niveau Français Debutants.	8	8	
		Introduction to Translation,	4	3	Upper-Intermediate English Skills
		General Reading Skills	4	3	
		Pensamiento Estratégico	2	1	
	V	Optativa de Formación Integral	2	1	
	Investigación I	2	2		
5 ^o SEMESTRE	Convenciones	Asignatura/Materia	Int. horario	No. créditos acad.	Cód. Asignatura que sea requisito
	NH	Les Competences Du Niveau Français Intermediaire.	6	6	Les Competences Du Niveau Français Debutants.
	NH	Fertigkeiten Zur Grundstufe.	6	4	
		Investigación II	2	2	Investigación I
	V	Emprendimiento	2	1	
	Énfasis Profesional 1 Inglés	2	2		
	Conversation for International Business.	4	3		
6 ^o SEMESTRE	Convenciones	Asignatura/Materia	Int. horario	No. créditos acad.	Cód. Asignatura que sea requisito
	NH	Les Compétences Du Niveau Français Avancé	4	3	Les Compétences Du Niveau Français Intermediaire.
	NH	Fertigkeiten Zur Mittelstufe	6	4	Fertigkeiten Zur Grundstufe
		General Business Translation	2	2	Introduction to Translation
		Compétence D'expression Orale et Ecrite	2	2	
		Énfasis Profesional 2 Administración	2	2	
	V	Legislación Laboral	2	1	
	Plan de Negocios	2	2		
	Innovación Tecnológica	2	2		
7 ^o SEMESTRE	Convenciones	Asignatura/Materia	Int. horario	No. créditos acad.	Cód. Asignatura que sea requisito
		Discussion Publique	4	4	
	NH	Fertigkeiten Zur Oberstufe	6	4	Fertigkeiten Zur Mittelstufe
		Multicultural Context	4	5	
		Énfasis Profesional 1 Francés	2	2	
	V	Gestión del talento Humano	2	1	
	Seguridad Industrial	2	1		
	Seguridad Social Empresarial	2	1		
8 ^o SEMESTRE	Convenciones	Asignatura/Materia	Int. horario	No. créditos acad.	Cód. Asignatura que sea requisito
	NH	Conversation Avancée Pour Des Affaires Internationales	6	5	Discussion Publique
	NH	Öffentlicher Diskurs	6	4	
		Énfasis Profesional 2 Alemán	2	2	
		Semantik und Wortschatz	4	4	
	V	Investigación Aplicada	2	2	Investigación II
	Responsabilidad Ambiental	2	1		

CONVENCIONES: NH: Asignatura no creditada V: Asignatura virtual
A partir de 4^o semestre el estudiante puede optar por prácticas empresariales según lo dispuesto en convenios existentes.

ANNEX G - Transcription of the interview coordinator

Interview Modern Languages Coordinator

1. What is the level of proficiency that a professional in modern languages program must have in each of the languages learnt?

Well, we follow that European common framework work, this European common framework established that students can be in A1, A2, B1, B2 and C1, when the students graduated, we tried that they get B2, so, some students finish first semester, second semester with (A), Third, fourth and fifth semester with (B) and then B1, B2 and they finish with that level according with the European common framework.

2. What is the importance of training students on fields such as international relations and external trade?

It's very important that training because the students, when you graduated and the students of the program graduated their profile is in administration business and international relations, you know, in any enterprise, so, is important that the students during the career get this kind of training to get involve in the field of business.

3. What is the vision that a professional in modern language should have in his/her working life?

Yes, the vision, well, the vision that the students must have is globalization, yea, some people know that globalization is good and bad according to the vision you have, if you get from globalization the raid wage you are right, but if you get the globalization as bad, as capitalism, as corruption, as robbery then you get the bad influence of that, but if you get from every ___ good examples and good ways or developing that you are right, with globalization.

4. What do you thinkthat graduates in modern languages do not work on their disciplines but create their own company and turn themselves into a source of employment?

Let me tell you, the purpose of the university not only Modern Languages, all the careers, when the students graduated, the purpose, all over the world, not only here, ECCI, in Bogota or in Colombia, all over the world, is that the student create their own company not that you go, to be an employee, yes, and receive a salary, when you graduated, if you are able to establish an international company, that is the idea.

5. What kind of job opportunities could a graduate in modern language perform in Bogota?

The students can begin working in call centers, bilingual, not only in Spanish because Convergys considered, I mentioned, Convergys that is one, Sitel de Colombia, Teleperformance, yea, they come and they work as, as call center client attention, you know, and then, they can go step by step to get relations, human relations, public relations, that is, but to begging since the very beginning, not to be a captain, you have to begin be a soldier and you go step by step.

6. Do you think that there are enough work options for professional in modern languages in Bogota?

We have graduated around Three hundred students and more and I don't have any complain here that tell me, teacher I graduated from here and I don't get a job, anyway... anyway the students, not many but some students work as teacher, because they learn the language and they like to teach, but I don't tell them no you can't, because when you graduated and you don't find a job in a multinational and you get a job in any school, languages school you can work, so any field.

7. What do you think is the salary aspiration that a graduate in Modern Languages may expect to?

I imagine is depends of the place they go to work, but a good salary for started is maybe over two million pesos, two million pesos around according to the inflection we have, you know that dollar is going up every day every day according to that our money is devaluated, yea, so

according to the inflection could be a million eight hundred, a million nine hundred or even two million.

8. What do you think should be the average salary earned by graduates of the modern language program?

Well, as such, I don't not exactly what they earn, I don't have that information, what the students earn working, I know about a girl a woman, that she is a bilingual secretary and she has a good job and good salary, she works in a multinational concern in French and German languages, but I know she has a good salary and I know some people working as public relation in Tacton Hotel, is a chain hotel, but exactly I don't know what is the salary.

9. Why is there no evidence on diplomas of the graduated of Modern Languages program the emphasis on administrative profile?

What is the problem, Ministry of education says that the diplomas gets professional in Modern Languages and if the student needs that profile, yea, we give a letter, yea, this letter that said you are profile is concerning merchandising, business, administration, but, for example, we have here "Diseño de modas" and they want "con énfasis en empresas", the same, in "Diseño grafico" whatever, and is impossible because the ministry has established, professional in modern languages, then you receive the support that says you are not a teacher, you are in languages , is not my decision, is not the decision of the university, is something that is stablish.

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