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FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION

CARRERA DE LENGUA Y LITERATURA INGLESA

“EMPLOYABILITY STUDY OF THE GRADUATES AT THE ENGLISH
LANGUAGE AND LITERATURE SCHOOL”

Trabajo de Titulación previo a la obtención del Título
de Licenciado en Ciencias de la Educación, en la
Especialización de Lengua y Literatura Inglesa.

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RESUMEN

El propósito de este Proyecto fue evaluar los principales factores que influyen en la empleabilidad de los graduados de la escuela de lengua y literatura inglesa de la universidad de cuenca. La población de este estudio fue constituida por titulados que trabajaban en el área educativa y pocos graduados desempleados.

El trabajo de campo fue llevado a cabo por medio de una encuesta, la cual fue aplicada a 161 graduados de la carrera de los años 2000 a 2013. La encuesta recogió información personal de los profesionales así como también datos relacionados al conocimiento adquirido en la carrera, situación laboral entre otros. Las técnicas para el análisis de datos fueron: análisis cuantitativo y cualitativo.

El estudio también examina los métodos usados por los graduados para obtener un trabajo, los requerimientos de las instituciones educativas y causas para el desempleo de los graduados así aspectos del currículo de inglés para mejorar. Algunos de los descubrimientos más importantes en este estudio fueron que más de la mitad de graduados tienen un alto grado de satisfacción con su empleo. También fue descubierto que 96.3% de los graduados están trabajando en el área de su especialidad consecuentemente un gran porcentaje de licenciados de inglés usan el conocimiento adquirido en la universidad en sus empleos.



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Se espera, por lo tanto, que la información publicada en esta investigación sea un importante recurso para estudios futuros.

Palabras Claves: Empleabilidad, Seguimiento a Graduados, Graduados de Lengua Inglesa, Encuesta a Graduados, Escuela de Lengua y Literatura Inglesa, Universidad de Cuenca.



ABSTRACT

The purpose of this project was to evaluate the main factors that influence the employability of the graduates at the English Language and Literature School, University of Cuenca. The population of this study was constituted mainly by graduates working in educational areas, and a few unemployed graduates.

The field research was conducted through a long survey, which was applied to 161 graduates who graduated between 2000 and 2013. The survey collected personal information of the professionals as well as data related to the knowledge acquired in the degree course and their labor situation among others. The data analysis techniques used were quantitative and qualitative analysis techniques.

The study also examined the methods used by graduates to secure a job, the requirements by educational institutions, and causes for graduate unemployment as well as aspects of the English curriculum to improve. Some of the most important findings in this study were that more than half of the graduates have a high degree of satisfaction with their employment. In addition, it was found that 96.3% of graduates are working in their area of specialty. Consequently a large percentage of teachers use the knowledge acquired in the University in their jobs.

It is expected, therefore, that the information published in this research becomes an important resource for further studies.



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Key words: Employability, Graduates follow up, Graduates of English Language, Graduates Survey, English Language and Literature School, University of Cuenca.



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A handwritten signature in blue ink, consisting of a large, stylized 'G' followed by several loops and a horizontal line at the end.

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DEDICATION

This monography is dedicated to my beloved parents, Cesar and Susana who have been my support and my role models since I was born. This work is also dedicated to my brother Santiago who has been a hardworking man and taught me to fight for the things I deserve.

PAUL LEANDRO

Over the years I learned to recognize the true value of things, especially appreciate every minute of my life with my loved ones like my parents Julia and Santiago, and my brothers, and especially my daughter, who gives me the strength to get through bad times. For this reason, I dedicate this graduation project to her, an act which is something symbolic and can be compared to her infinite love and patience. She is the little person who gave me the strength to always move forward with all my love to my big treasure "My pipita".

GABRIELA DEL ROCIO



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PAUL LEANDRO

Grateful with God for giving me life, for the opportunities that he has brought me throughout my life and one of the greatest gifts that he could give me is my darling daughter Katherine, who is the key for me to keep fighting for better opportunities, my sister Jessica in spite of her responsibilities as a mother and wife has always helped me unconditionally; my mother, Julia who has guided me throughout my life. My best friend, Mirian who is like a sister and has helped and supported me so that I never gave up.

GABRIELA DEL

ROCIO



INTRODUCTION

The employability of graduates who have finished their studies at the English Language and Literature School of the University of Cuenca has become an important research issue for the institution. One of the most important goals has been to gather information about the actual employability of graduates; the information was collected in February 2015 referring to the periods between 2000 and 2013 involving ninety-four (94) educational institutions of initial education, basic general education, high school and higher education and English Teaching Institutes, located in urban and rural areas of Cuenca, Gualaceo, Chordeleg, Paute, Giron, San Fernando, Azogues and Sigsig towns.

The present research study aimed at tracking down graduates in order to find out about the conditions of their employment, describe labor and professional performance trajectories as well as to reflect on the existing shortcomings during their training so that the graduates can be better integrated into the world of work.

This information is relevant for the curriculum redesign of the whole career and could be helpful for making improvements in the educational services provided by all institutions focusing on the issue if the graduates are bringing relevant skills to the labor market and, if not, how the curriculum would need to be modified to obtain a better match.

The authors of the present study, therefore, decided to carry out a piece of research to investigate the issue. This was designed and structured



specifically for graduates, and thus allowed to obtain the necessary and appropriate information with due diligence to validity. The survey helped us establish that even though the majority of the graduates are now working as qualified English teachers, others are working in related jobs since not all of them were able to get employed in teaching, because job opportunities are scarce these days.

The University of Cuenca would need to make changes in the curriculum taking into account the profile of their graduates and their necessities at the moment of entering the job market. It is worth looking at the career as a whole, take stock of the subjects that could be improved, and allow teachers to enter their classes better prepared.



CHAPTER I

BACKGROUND AND JUSTIFICATION

Concerning educational objectives, *Reglamento de Régimen Académico*, in its Article 3 establishes that it is imperative to guarantee high-quality academic education as a means to determine the pertinence of the Ecuadorian Higher Education System. In addition, its Article 32 indicates that “university degree courses and programs approved by *Consejo de Educación Superior (CES)* will maintain its validity in accordance with the implemented processes of evaluation, accreditation, and quality assurance” (*CEAACES*). As established in Article 78 of this regulation, the pertinence of university degree courses and academic programs will imply the articulation of their formative offer, research and community involvement with the constitutional content of *Buen Vivir*, *Plan Nacional de Desarrollo*, local and regional plans, social requirements and scientific and humanistic schools of thought.

Consejo de Evaluación, Acreditación y Aseguramiento de la Calidad de la Educación Superior (CEAACES) establishes that education is a public service, and thus the evaluation of the university degree courses offered at Ecuadorian universities is of utmost importance to guarantee high quality in undergraduate academic education. Consequently, *CEAACES* has designed a generic model that includes the following criteria for evaluation: (1) pertinence, (2) curriculum, (3) faculty, (4) institutional environment, and (5) students. *Seguimiento a Graduados* (alumni follow-up) corresponds to the second indicator of pertinence criterion and aims to “identify if the process (...) has



been institutionalized and if its activities are reflected in official documents” (Matriz de Evidencias Modelo Genérico de Evaluación). This criterion also involves employability studies which allow the universities to have a clear reference of what society requires of graduates.

DELIMITATION OF THE PROBLEM

The School of English Language and Literature needed an employability study in order to evaluate the factors that determine the graduates’ job opportunities both from the alumni’s and the employers’ points of view. Lacking this information reduces the chances for accreditation and appropriate curricular adaptations.

GENERAL OBJECTIVE

To evaluate the main factors that influence the employability of English Language and Literature School graduates.

SPECIFIC OBJECTIVES

To assess employers’ perceptions of the employability skills of the graduates from the English Language and Literature School.

To determine the methods used by graduates to secure a job.

To evaluate the causes of graduates’ unemployment.



CHAPTER II

LITERATURE REVIEW

Some universities carry out studies of employability in which they intend to find out the necessities of each faculty according to the professional profile of graduates to get a better curricular adaptation about academic satisfaction. The objective is to know if the knowledge acquired through the university is suitable to their needs in order to elaborate strategies and improve the quality of education.

The Centre for Educational Change at the University of Glasgow conducted a study regarding the perceptions of employers and Higher Education Institution staff about the skills that graduates must develop during their academic courses in order to easily obtain a job. At the end of the study, it was concluded that even though there is a high level of satisfaction about the graduates' academic skills, employers expect graduates to be capable of demonstrating "broader skills and attributes that include team-working, communication, leadership, critical thinking (...)" among others (Lowden, Halls, Elliot, & Lewin, 2011,p.7) This study provided relevant information to enhance employer participation in the university, thus making this higher education institution realize the importance of knowing what expectations employers have about the graduates working for them. (Lowden et al., 2011)

In Colombia, Corporación Universitaria de la Costa, CUC, determined graduates' necessities in engineering programs by conducting a study about



academic satisfaction, in which it was evidenced that post-graduate programs must include some degree of specialization since post-graduate degrees were not really a good match in terms of the demands engineering students had to face. In addition, it was proven that proficiency in a second language (English in the first place) was strictly related to general competences for job opportunities. All this information has brought about curricular changes.

Needless to say, alumni follow-up is relevant if improvement is the aim. The Colombian Corporación Universitaria, for example, obtained very specific and important data to consider for curricular adaptations. They agree that even though competences were not evaluated satisfactorily, the percentages obtained led them to become conscious of their social responsibility with graduates, and thus the fact that guaranteeing quality education becomes a must. Moreover, students often have high levels of identification with their university, namely, a sense of belonging to their educational institutions. (Ospino, Puello & Mercado, 2010)

Universidad Católica de Cuenca conducted a study with the purpose of collecting relevant information related to their graduates' professional, personal and social development. The data collected from monitoring classes and evaluating both the administrative and teaching areas permitted the analysis of the current curriculum, and thus the updating of study plans in order to define alternatives for labor market, entrepreneurship and inclusion. The data gathering on the actual professional lives of the graduates was meant to achieve three future goals (1) to improve the quality of education, (2) to improve university management and (3) to respond to society's demands. Therefore, the



process required establishing prior contact through e-mails and phone calls following which a series of instruments through these media were applied as well as visits were made to the places where they worked. It becomes imperative to mention that the evaluation of the process itself has led the Universidad Católica de Cuenca to consider generating a website to improve alumni follow-up (Andrade & Aguirre, 2012).

To quote other examples of research, the Dentistry Faculty of the Universidad Católica de Cuenca, Azogues, aims to form an inclusive academic society through dynamic and constant communication giving graduates the opportunity to provide feedback which contributes to the strengthening of the academic processes and the construction of a professional profile that is in keeping with the needs of today's society. This was carried out by a thorough study of the employability of graduates. This study was conducted in order to gather data on graduates from the periods of 2013-2014 through the application of a survey carried out through personal visits, social networking, e-mails and phone calls involving altogether 37 graduates.

A questionnaire was designed which contained single choice and multiple choice items as well as open questions. The survey was designed to gather information about the labor situation and academic information. Most of the graduates are working in their professional field and perform satisfactorily as public workers and rotating jobs of 8 hours a day. It was established that dentistry graduates got jobs in less than 3 months after graduation, and those who do not work do so by their own decision or are continuing with their studies. (Quintuña, E.BQF. Departamento de Seguimiento a Graduados, 2014).



To quote another piece of research, the report by the Universidad Católica Santiago de Guayaquil was born from the perspective and experience of graduates, and has been considered important for the design and implementation of an improved syllabus. The university has its own institutional policies regarding the follow-up of graduates described as follows: (Universidad Católica Santiago De Guayaquil, 2012)

“Developing *Sistema de Seguimiento y Vinculación de Graduados* of the UCSG to establish effective networks of communication to obtain and process information about the actual working conditions of the graduates, their professional performance, the grade of satisfaction of their professional training and training requirements, services and graduate programs, with the purpose of carrying out the changes and reforms that are considered relevant to optimize and improve the academic training and other services provided by the university” (UCSG, 2012, p. IV).

The aim of this report was to systematize the characteristics of employability of recently graduated students. The results are of interest to society in general, because they provide relevant information on the participation of the UCSG on the graduates' earning potential. They are also important for future students when deciding on their professional careers taking into account not only their personal preferences and personal capabilities, but also the employment opportunities offered to graduates following a given career path. Likewise, they will allow the authorities to have guidelines for the design and curriculum updates as well as the definition of labor and professional policies.



This study also mentions that in order to enhance the employability of their graduates, the university needs to know what knowledge and skills are required for professional performance as well as the demands of employers so that graduates become aware of what exactly companies need. For this report they have set up a database from a specific survey designed to identify the career development of graduates during the years 2011 and 2012. The latter were contacted in a direct way by telephone and asked to fill in a survey electronically through the web site of the university. The obtained database was very helpful for this report; it allowed a statistical input on features of graduates, and their participation in economic activity.

The survey was administered to 2070 graduates who were consulted about their employment situation, the reasons for unemployment, activities in performance, relationship between their studies and their work, the assessment of their knowledge from the point of view of their employers, desire to further their studies. There were other indicators as well that made it possible to update the database, and eventually, the research led to an improvement of every career and program of study designed by the institution as well as helped understand the reasons for unemployment. (Universidad Católica Santiago De Guayaquil, 2012)

Among others, the Universidad de Loja conducted a study related to the employability of graduates from the Systems Engineering major in order to find out more mainly about the employment situation of graduates, their achievements in terms of the provided profile, the perceptions on their training, their professional performance as well as suggestions for improvement in the



educational process. This information was considered relevant to the curriculum redesign of the career and the improvement of educational services provided by the institution, in general. (Universidad Nacional de Loja, 2012)

The project mentioned above was conducted with the purpose of creating an updated database of the graduates with the purpose of getting to know the labor world in which they work, if the demands are in accordance with the professional training that the curriculum provides to its students, and if the knowledge acquired through their University lives is suitable or if it is necessary to implement new materials that strengthen the necessary skills. (Universidad Nacional de Loja, 2012)

Additionally, the Universidad Politécnica Salesiana has seen the need to perform a follow-up to the graduates of Psicología Laboral in order to obtain a fuller knowledge of what the reality is in the current labor market is. It is for this reason that Universidad Politécnica Salesiana, Cuenca, through the career of Psicología del Trabajo decided to carry out a follow-up study on the graduates of this career which allowed them to find out if the University was providing the companies with graduates who were going to pull their weight and maintain participation ties between the University and the graduates in the career of Psicología del Trabajo. The objective was to introduce improvements into the educational process through the collection and analysis of information about the personal and professional performance of the graduates with a methodology that allowed the researchers to collect and analyze data in a methodical and valid manner. (Altamirano, 2014)



The Universidad of Ambato the Career of Medicine and the Faculty of Health Sciences conducted the follow-up of their graduates not only to strengthen the academic offer, but to facilitate their students' access to new job offers and continuous training. In this manner the university is satisfying the needs of the labor market that is more demanding every day. All this allows the university administration to fulfill the requirements of the Plan Nacional del Buen Vivir and the guidelines of the Consejo de Educación Superior CES, and the Secretaria NACIONAL de Planificación del Desarrollo SENPLADES; the Consejo de Evaluación, Acreditación Aseguramiento de la Calidad de la Educación Superior CEAACES and the Secretaria NACIONAL de Educación Superior, Ciencia, Tecnología e Innovación SENESCYT.

Furthermore, the above research made it possible to find out more about labor reality and the projections of the graduates, to strengthen the quality of medical education that develops the career and to generate information that allows improving processes, and the quality of education for the process of evaluation and accreditation of the career. The research study allowed the restructuring and update of the undergraduate curriculum; to plan and to establish higher education studies according to the interest of the graduate and the demand of the labor market. It proposes to create an integral system that permanently publishes academic offerings for continuous training and postgraduate studies according to the proposed requirements; and local and international academic events that are supported by the university (Morales, 2014).



In the study carried out by the Universidad Espanola information was obtained by using as a fundamental instrument a literature review and an overview of the web pages of a number of universities (public and private). The results showed that the employability is linked to different factors and the authors concluded that it must be treated as a shared responsibility. Obviously, the responsibility of the universities, as educational institutions, is emphasized to improve the employability of their graduates, noting that Spanish universities have two strategies that help optimize it: the design of new curricula and an adequate offer of professional counseling services

The Universidad Espanola evaluated prior knowledge on the topic and on the concept employability. The link between getting employed and education was highlighted and an effort was made to utilize the experience of other universities. New curricula were designed which took into account the factors affecting the employability of graduates. It was performed by an extensive literature review and resulted in new plans of study (Leyes Orgánicas y Reales Decretos), a review of the Memorias de verificación developed by Spanish universities, and a review of some official web pages (MEC, ANECA, etc.); the study was conducted at a total of 78 universities and resulted in a rich database.

Based on the results, it was concluded that from among the strategies which are available at the universities to optimize the employability of their students the following are the most important: (i) promoting a training offer, designing curricula that take into consideration its relevance for the labor market, and (ii) establishing appropriate vocational guidance that will enable



students to make decisions and continue training in order to obtain proper transition and integration into the labor market. (Lantarón, 2014).

The next study is the final report on the project follow-up to the employability and professional performance of graduates of the ESPOCH (2002-2007) investigating the entry of the graduates on the labor market describing labor trajectories and professional performance as well as the possible lack of training for proper performance and determining the different strategies, mechanisms and modalities of insertion of the Egresados in the labor world.

The follow-up of graduates was conducted in order to gather updated information on the relationship between the labor market and university education, as well as to evaluate the relevance of the training received in the different studies. It is important to emphasize that the contributions received from the different schools of the seven faculties as well as academic units that participated in the investigation allowed to identify the specific problems. The process was based on the strengthening of the students' capabilities to face new challenges in the technological, social and cultural spheres.

After carrying out the study it was possible to systematize the first follow-up at the general level of the seven faculties, of the labor insertion and of the professional performance of the graduates of a set of careers of the ESPOCH, contextualizing it in the labor market in the provinces of Chimborazo, Tungurahua, Pastaza, Morona Santiago, Napo, Pichincha, Cotopaxi, Santo Domingo and Francisco de Orellana. These results can be considered as



characteristic elements for the construction of models of follow-up of graduates from different careers of the ESPOCH and other institutions. (Brito, 2007).

In the Catalan area, AQU Catalunya, with the support of the social councils of public universities, the follow-up of three cohorts of graduates over the years (1998, 2001 and 2004) was accomplished with a sample of more than tens of thousands graduates in each one and with an interval period of three years. Several types of studies were carried out which analyzed in detail the different themes associated with graduate employment of Catalonia. The type of degree constituted a key variable and revealed the influence it had on getting successfully integrated into the labor market.

It was found that the Humanities were the field of study with the highest proportion of unsuccessful graduates defined as those who, at the time of the survey, worked or had worked consistently after finishing their studies, but whose functions in their jobs were not appropriate to their university education. The same research found that recent studies of labor insertion by AQU Catalunya show that after three years of graduation those in the field of humanities were in an unfavorable situation when compared to the rest of the careers. (Agencia per a La Qualitat Del Sistema Universitan De Catalunya, 2010)

The University of Oviedo conducted an investigation with the aim of building indexes of employability for graduates. Specifically, it was evaluating probabilities for different types of graduates to find employment consistent with their level of education and the knowledge acquired throughout the career and not simply assessing the probability that a graduate could find a job according



to his professional needs. These indexes have a high relevance for society in general; they provide relevant information about the participation of university graduates in the country's economic development.

In particular, these indexes are of interest to potential graduates to decide the type of studies to be carried out taking into account not only the preferences and personal skills, but also the employment opportunities that every title offers to them.

In addition, a new database has been built from a specific survey designed to identify the career development of graduates. The design and elaboration of the survey process allows the prediction of statistical errors and the reliability of the results that can be obtained from it. This database constituted one of the main results of the research, since it comes to rigorously fill the empty statistic existing about the characteristics of university graduates and their participation in economic activity. (Lorences, Felgueroso, & García, 2005)

After analyzing some studies on the employability of graduates from different universities, both public and private, one of the most important factors appeared to be the labor market situation. To carry out these studies, it was necessary to obtain information which was gathered from the application of a survey through personal visits, calls, e-mails, social networking groups and through the website of the university. The information obtained was of vital importance to each one of the universities since it served to obtain a current database of graduates that helped the authorities propose changes in curriculum design to improve the careers based on the requirements of the



labor market. These studies were mostly carried out in order to satisfy the need for the labor market and improve the quality of education for the purposes of evaluation and accreditation of each career.

All this process has evidenced the importance of keeping in contact with graduates and thus promoting close relations between the university and its alumni. Moreover, it becomes useful and appropriate to periodically update databases in order to permanently monitor graduates and allow them to have a voice and a degree of participation for beneficial changes in academic and social aspects.

Conducting a study about the employability of English Language and Literature graduates has become imperative in order to determine the contribution of our majors to society as well as what the employers' expectations about graduates are.



CHAPTER III

METHODOLOGY

This research is basically based on:

Target population

Digital and print surveys

Data analysis

All these tools have been essential for the development of this study in order to determine the main factors that influence the employability of graduates at the English Language and Literature School.

3.1 PARTICIPANTS

The sample selected for the investigation consisted of 161 graduates. The survey included English teachers graduated at the English Language and Literature School, University of Cuenca, from 2000 to 2013 working in public and private institutions. Furthermore, the sample included graduates working in areas other than teaching and the current unemployed graduates. It is important to mention that all the participants were surveyed in February 2015.

3.2 RESEARCH APPROACH

Survey. The data was obtained through a survey of items in closed and open format. The latter were posed with the aim of finding out the suggestions and opinions of the graduates with regard to employability. Also, there were incorporated items, basically to determine the demoCHARTSprofile of the



graduates, the methods of obtaining job, the perceptions of employers, the causes of unemployment and curricular aspects for improvement.

Sampling *Systematic sampling* was used in order to select elements from an ordered sampling frame, i.e., a list of public and private educational institutions in Cuenca provided by *Coordinación Zonal 6* were used in order to determine the percentage of institutions participating, in which graduates and employers were polled.

Convenience sampling was used to contact graduates working in different areas (not in education) as well as those who are currently unemployed. Social networks, e-mails, phone calls served this purpose.

3.3 DATA COLLECTION INSTRUMENTS

Quantitative research instruments: Digital and print *surveys* were used to collect information required to accomplish the objectives of this study.

Qualitative research instruments:

Semi-structured interviews were used with focus groups.

3.4 DATA ANALYSIS

Quantitative and qualitative analysis techniques were used the for the data analysis.

The quantitative analysis was done based on histograms, diagrams, and descriptive statistics using a special software called SPSS. This software



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allowed us to organize the results in frequency tables, contingency tables and statistical graphics.

The qualitative analysis was done by means of a deep analysis of the quantitative survey results which was also based on the literature review that ensured the correct interpretation of the data gathered.



CHAPTER IV

4.1 DEMOGRAPHICS OF GRADUATES

This project was the result of an institutional interest and started in the last days of January, 2015. One of the most important goals was to collect information about the actual employability of graduates of the English Language and Literature School; the information was gathered in the periods between 2000 and 2013 in ninety-four (94) educational institutions of primary education, basic general education, high school and higher education and English Teaching Institutes, located in urban and rural areas of Cuenca, Gualaceo, Chordeleg, Paute, Giron, San Fernando, Azogues and Sigsig towns.

4.1.1 NATIONALITY

TABLE 1

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid Ecuadorian Nationality	161	100.0	100.0	100.0

4.1.2 GENDER

TABLE 2

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Male	20	12.4	12.4	12.4
	Female	141	87.6	87.6	100.0



		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Male	20	12.4	12.4	12.4
	Female	141	87.6	87.6	100.0
	Total	161	100.0	100.0	

4.1.3 AGE

TABLE 3

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	0.00	1	6	6	6
	24.00	2	1.2	1.3	1.9
	25.00	8	5.0	5.1	7.1
	26.00	13	8.1	8.3	15.4
	27.00	12	7.5	7.7	23.1
	28.00	11	6.8	7.1	30.1
	29.00	11	6.8	7.1	37.2
	30.00	16	9.9	10.3	47.4
	31.00	11	6.8	7.1	54.5
	32.00	6	3.7	3.8	58.3
	33.00	11	6.8	7.1	65.4
	34.00	5	3.1	3.2	68.6
	35.00	7	4.3	4.5	73.1
	36.00	2	1.2	1.3	74.4
	37.00	3	1.9	1.9	76.3
	38.00	2	1.2	1.3	77.6
	39.00	5	3.1	3.2	80.8
	41.00	5	3.1	3.2	84.0
	42.00	2	1.2	1.3	85.3
	43.00	4	2.5	2.6	87.8
44.00	1	.6	.6	88.5	
45.00	1	.6	.6	89.1	
46.00	3	1.9	1.9	91.0	



	48.00	2	1.2	1.3	92.3
	49.00	2	1.2	1.3	93.6
	50.00	4	2.5	2.6	96.2
	51.00	1	.6	.6	96.8
	52.00	1	.6	.6	97.4
	53.00	2	1.2	1.3	98.7
	58.00	1	.6	.6	99.4
	60.00	1	.6	.6	100.0
	Total	156	96.9	100.0	
Not Analyzed		5	3.1		
Total		161	100.0		

4.1.4 MARITAL STATUS

TABLE 4

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Singles	75	46.6	47.2	47.2
	Married	75	46.6	47.2	94.3
	Divorced	5	3.1	3.1	97.5
	Widow /Widower	3	1.9	1.9	99.4
	Free union	1	.6	.6	100.0
	Total	159	98.8	100.0	
Not Analyzed		2	1.2		
Total		161	100.0		

The survey was administered to 161 participants: 141 females 87.6 % and 20 males 12.4%, all Ecuadorian citizens.

Slightly less than half of the respondents 47.2 % are single and the same percentage rates 47.2 % are married, 3.1 % are divorced and 1.9 % are widows/widowers with 0.6% living in free union. The estimated average age of the respondents is 33 years old.



4.2 GRADUATES' METHODS FOR OBTAINING A JOB

This employability study provides a list of the methods with their respective percentages used by the professionals to find employment, and it allows us to find out how they are integrated into the world of labor. It also helps to determine the relationship between the actual job and the training received before. All this information can be seen in the following table.

4.2.1 THE FIRST EMPLOYMENT WAS FOUND THROUGH...

TABLE 5

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
0.00	4	2.5	2.7	2.7
Advertisement in the newspaper	3	1.9	2.0	4.7
Submitted their C.V. in different institution	27	16.8	18.0	22.7
He/she remained as a teacher where he/she made his practices	56	34.8	37.3	60.0
Personal Contacts	19	11.8	12.7	72.7
Through University (Informal)	34	21.1	22.7	95.3
By means of an employment agency	4	2.5	2.7	98.0
Advertisement on the internet	3	1.9	2.0	100.0



Total	150	93.2	100.0	
Not Analyzed		6.8		
Total	161	100.0		

The table indicates that 37.3 % of the total number of respondents obtained job specifically their first job when they did their pre-professional practices staying as a teacher after having completed the statutory hours set by the university.as well as, respondents revealed that they found it, thanks to the informal services provided by the University; this was confirmed by 22.7 % of the total number of graduates. Looking at the table, it is possible to observe that the pre-professional practices at the University play an important role at the moment of entering the labor market.

There were smaller groups that indicated that they found work through ads in the newspaper, 2.0 %, personal contacts 12.7 %, submitting their CVs in different institutions 18.0 %, by means of an employment agency 2.7 % and advertisements on the internet 2.0 %, these data have small percentages thus it is of vital importance to implement programs of labor insertion for current graduates of the English Language and Literature School.

4.2.2 ELAPSED TIME TO OBTAIN EMPLOYMENT

TABLE 6

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
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Valid	Before graduation	122	75.8	79.2	79.2
	During the first year after graduation	31	19.3	20.2	99.4
	After the second year of graduation	1	0.6	0.6	100.0
	Total	154	95.7	100.0	
Not Analyzed		7	4.3		
Total		161	100.0		

Not all the graduates were incorporated in the labor market at the same time. There were professionals that obtained their first job before graduation, during the first year of graduation and after the second year of graduation.

After analyzing the data about the first employment that they have had, it is demonstrated that 79.2 % of them obtained it before finishing their studies. This percentage suggests that most students of the faculty can study and work in a part-time job, showing that they have the skills needed for some occupations even before graduation. In addition, it is clear that 20.1 % of them got employed in the first year after graduation. This shows that there are people who prefer to get the academic title first and then to look for a job, mainly for reasons such as getting a better salary, or schedule, a close-by place to work and other benefits that, as professionals, they can have. Only 0.6 % of the respondents got their first jobs in the second year. The results gotten in the elapsed time for the graduates' acquisition of a job are excellent, because it is

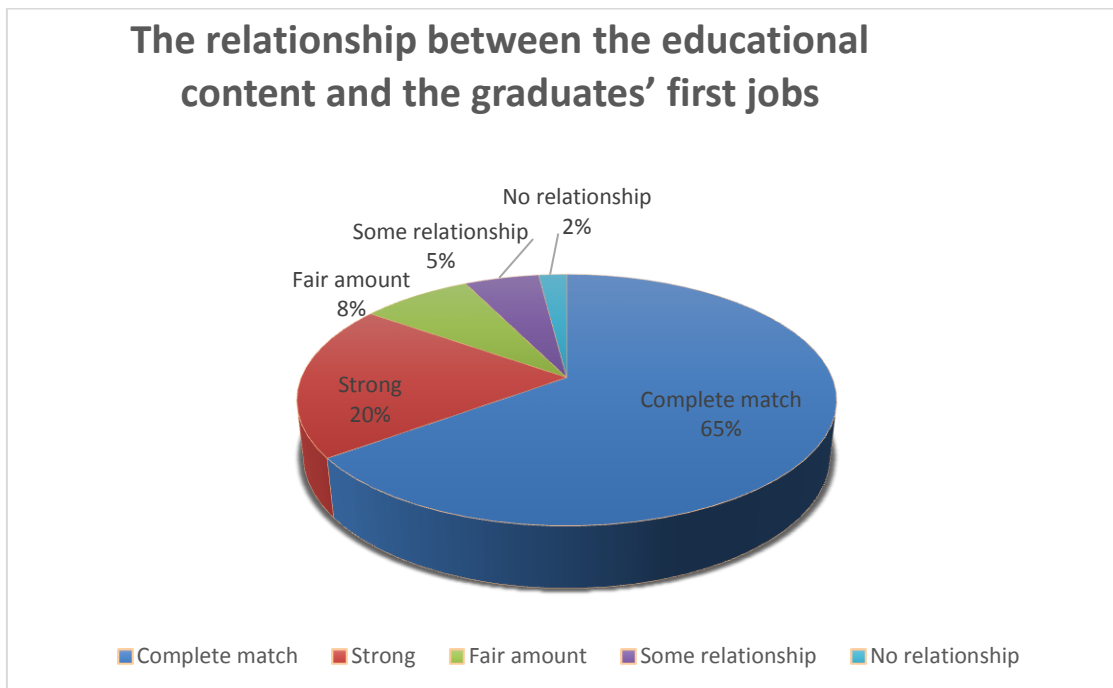


possible to demonstrate that most of them 99.4 % were hired almost immediately after reaching their academic title or even before graduation.

4.2.3 THE RELATIONSHIP BETWEEN THE EDUCATIONAL CONTENT AND THE GRADUATES' FIRST JOBS

Additionally, graduates answered that there was a relationship between the educational content and their first jobs. This information will be detailed in the next graphic.

CHARTS 1



This study shows that 64.9% of professionals found a complete match between their job and the educational content of their degree. In addition, 19.9% of the respondents answered “strong”, which means that the knowledge



acquired during their university life is being used, 7.9 % answered “fair amount”, 5.3% answered “some relationship” and 2 % answered “no relationship”. All this data shows that the content of the courses given by the university is appropriate, and are being used by graduates; however, it is very important to keep the contents always updated.

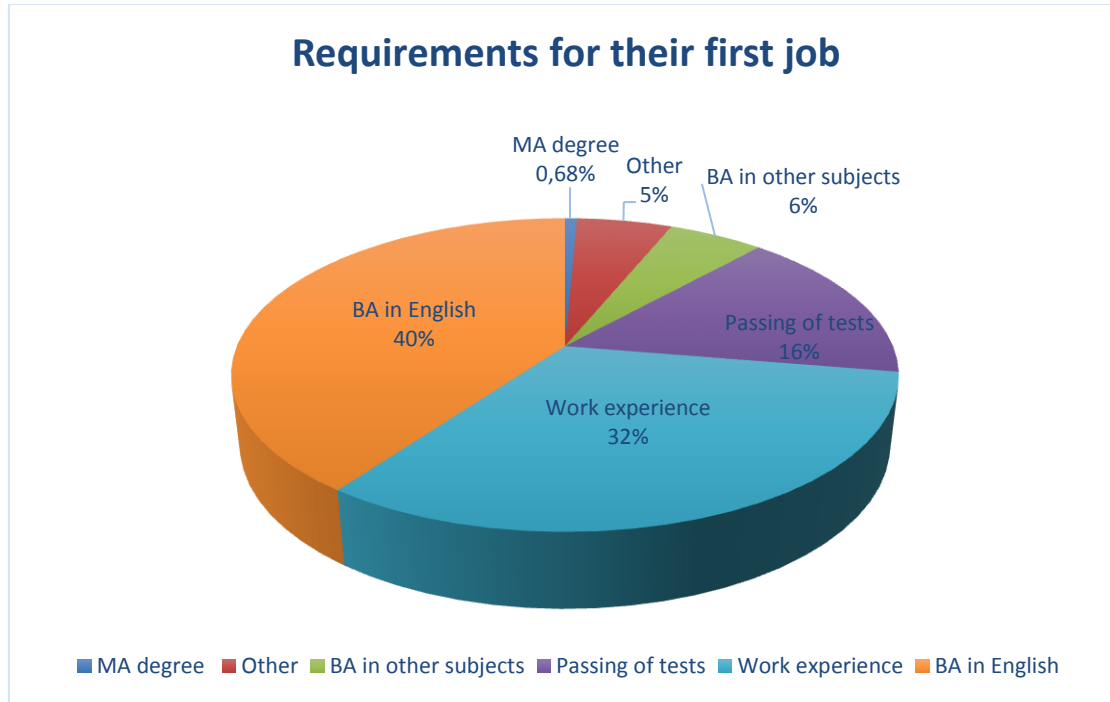
4.3 EMPLOYERS' PERCEPTIONS ABOUT GRADUATES' EMPLOYABILITY SKILLS

Depending on the characteristics of the job position and the procedures established by the employer, the institutions require different competences (skills). In this research it was found that some formal requirements are necessary by the educational institutions to hire personnel. The requirements are presented in the next graphic.



4.3.1 REQUIREMENT FOR THEIR FIRST JOB

CHARTS 2



Candidates for teaching English in a public school are required to hold a BA in English which is confirmed by 39. 2% of the graduates. Moreover according to “Ley Orgánica Reformatoria a la Ley Orgánica de Educación Intercultural Art. 4.-Levels and recognized titles” establishes that “To enter the public educational career candidates must have a higher education degree” (Asamblea Nacional, 2015, p.2-3)

In addition, work experience is required by 31.8 % of them. It is important to mention that not all the professionals have it, the lack of it becoming a problem when the teachers are looking for a work. A possible solution for it is to create agreements with public and private institutions in order to allow the



graduates to acquire work experience. Other requirements needed by the institutions, are passing of tests 17.6 % and BA in other subjects 5.4 %.

4.3.2 NUMBER OF JOBS HELD BY GRADUATES

Additionally, it is important to determine the average number of jobs that the graduates of the English course have. This is analyzed based on graduates' responses in the next table.

TABLE 7

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	0.00	7	4.3	4.5	4.5
	1 job	17	10.6	10.8	15.3
	2 jobs	34	21.1	21.7	36.9
	3 jobs	34	21.1	21.7	58.6
	4 jobs	28	17.4	17.8	76.4
	More than 4 jobs	37	23.0	23.6	100.0
	Total	157	97.5	100.0	
Not Analyzed		4	2.5		
Total		161	100.0		

It is possible to determine that on average the number of jobs that a graduate student of English has had is around 3 jobs. Moreover, this is not the

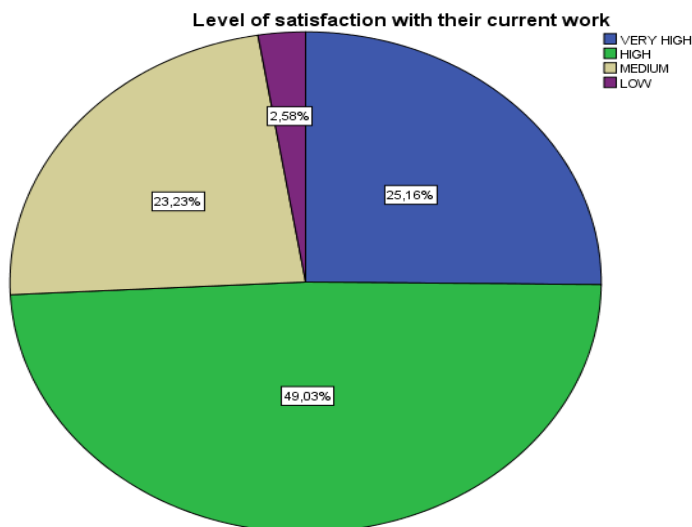


same for all the graduates. For example, there are graduates who have been working in one single job since graduation, there are also other graduates who for personal reasons, such as time or salary have to constantly change work. Consequently it is possible to determine that the number of jobs depends on the graduates' necessities as well as their level of satisfaction and number of years since graduation.

4.3.3 THE GRADUATES' LEVEL OF SATISFACTION WITH THEIR CURRENT WORK

It is worthwhile to determine the level of satisfaction of graduates of English with their current job. This involves identifying if they are, in general, "happy" with what they do.

CHARTS 3



The pie chart above indicates the level of satisfaction with their current jobs and shows that around half of the respondents state that the satisfaction level was "high". This is followed by about a quarter 25.16 % having chosen



“very high”, and 22.23 % indicate “medium” satisfaction. Finally, a relatively small group 2.58 % of these professionals indicated that their level of satisfaction with their current work is “low”.

It is said that satisfied workers are more productive. In order to determine the level of satisfaction of the graduates in their jobs, the following variables have been taken into account and will be demonstrated below: Opportunities to develop their own innovative ideas, Monthly remuneration, Employment stability and Professional development opportunities.

4.3.3.1 OPPORTUNITIES TO DEVELOP THEIR OWN INNOVATIVE IDEAS

As for opportunities to develop their own innovative ideas, the following table describes the graduates’ responses:

TABLE 8

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Very high	55	34.2	34.8	34.8
	High	61	37.9	38.6	73.4
	Medium	37	23.0	23.4	96.8
	Low	4	2.5	2.5	99.4
	Very low	1	.6	.6	100.0
	Total	158	98.1	100.0	
Not Analyzed		3	1.9		
Total		161	100,0		



The level of satisfaction achieved in this area is quite good because categories such as "high", "very high" and "medium" stand out with percentages of (38.6 %) (34.8 %) and (23.4%) respectively. In this way most graduates are free to develop their own original ideas.

4.3.3.2 MONTHLY REMUNERATION

As for monthly remuneration, in order to know the level of satisfaction, the following table describes the graduates' responses:

TABLE 9

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Very high	15	9.3	9.6	9.6
	High	64	39.8	40.8	50.3
	Medium	62	38.5	39.5	89.8
	Low	12	7.5	7.6	97.5
	Very Low	4	2.5	2.5	100.0
	Total	157	97.5	100.0	
Not Analyzed		4	2.5		
Total		161	100.0		



With respect to monthly remuneration, the data are concentrated on levels of high satisfaction and medium, with percentages of 40.8 % and 39.5 % respectively. This means that in general graduates are satisfied with their salary.

4.3.3.3 EMPLOYMENT STABILITY

Meanwhile, referring to employment stability, the data are divided into these categories: very high, high, medium, low and very low which are analyzed in the following table.

TABLE 10

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Very high	35	21.7	22.3	22.3
	High	43	26.7	27.4	49.7
	Medium	61	37.9	38.9	88.5
	Low	13	8.1	8.3	96.8
	Very low	5	3.1	3.2	100.0
	Total	157	97.5	100.0	
Not Analyzed		4	2.5		
Total		161	100.0		

The data are concentrated in levels of stability, medium 38.9 %, high 27.4 %, low 8.1 % and very high 22.3 %. This means that graduates perceive that where they work a labor stability exists.



4.3.3.4 PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Finally, regarding professional development opportunities, the following table describes the graduates' responses:

TABLE 11

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Very High	21	13.0	13.4	13.4
	High	51	31.7	32.5	45.9
	Medium	54	33.5	34.4	80.3
	Low	24	14.9	15.3	95.5
	Very low	7	4.3	4.5	100,0
	Total	157	97.5	100.0	
Not Analyzed		4	2.5		
Total		161	100.0		

34.4 % of respondents displayed a “medium” satisfaction level with opportunities for professional development, followed by a 32.5% indicating a “high” level, on the contrary 15 % showed a “low” level, which shows that in their environment there are not many opportunities of this kind.



4.4 CAUSES FOR GRADUATES' UNEMPLOYMENT

All graduates have the aspiration to join the job market with opportunities to use the knowledge acquired during their academic studies.

According to the survey conducted in March 2015 by the Instituto Nacional de Estadística y Censos (INEC), unemployment in Ecuador stood at 3.84 % in March 2015, this being 1.01 points less than that recorded in March 2014. However, the percentage rate of those who were employed in jobs unrelated to their education reached 52.06 % up from 49.41 %, while unpaid work grew to 9.63 % compared to 7.05 % in March 2014, a significant increase.

Furthermore, it is important to remember that for every 10 job openings 8 are generated by the private sector and two are generated by the public sector. (INEC, 2015)

This employability study of the graduates at the English Language and Literature School focuses on finding the causes for graduates' unemployment because of the migration of foreign people who come to this country looking for a better opportunity of work which is not beneficial for Ecuadorian people leaving many people without work.

In articles 275 and 304 of referring to the merit-based competitive examinations for admission, transfer and promotion of teachers, graduates have to pass a lot of tests to get a solid job especially to work in things related with their professional area. The Project for Strengthening the Teaching of English as a Foreign Language, led by the Ministry of Education reveals that the teachers needed to pass standardized tests to prove their English proficiency to



a B2 level according to the Common European Framework of Reference for Languages (Cabrera, 2015).

In addition, since the Ministry of Education seek to "ensure that high school graduates achieve a minimum B1 level of competence in the English language, according to the CEFR" it requires teachers to be more prepared both in English proficiency and didactic-methodological strategies.

Most professionals have only a provisional appointment due to not passing the test of knowledge of English as a second language on the website of the Ministry. This affects their pay and job security holding low pay and working in private institutions.

4.4.1 VARIABLE WORK: DO YOU WORK NOW?

TABLE 12

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Yes	157	97.5	97.5	97.5
	No	4	2.5	2.5	100.0
	Total	161	100.0	100.0	

According to the table most graduates of the English Faculty are part of the active economic population (EAP); 97.5% of respondents work compared with 2.5% indicating that they are not working for different reasons like: one of them has another business, the responsibility to take care of their babies, and the other people are studying abroad. It is important to take into account that



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the results of the survey show that most of the people are working because the surveys were carried out in institutions.



4.4.2 ARE YOU WORKING IN THE FIELD OF YOUR SPECIALTY?

TABLE 13

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Yes	154	95.7	96.3	96.3
	No	6	3.7	3.8	100.0
	Total	160	99.4	100.0	
Not Analyzed		1	0.6		
Total		161	100.0		

The data shows that a large percentage of teachers use the knowledge acquired in the University of Cuenca and meet the requirements necessary by the labor market. 96.3% of graduates indicate that they are working in their area of specialty while 3.8 % don't.

4.4.3 ROLES AND RESPONSIBILITIES

TABLE 14

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Teacher	143	88.8	91.7	91.7
	Administrator	2	1.2	1.3	92.9
	Coordinator	2	1.2	1.3	94.2
	Coordinator and teacher	2	1.2	1.3	95.5
	No answer	7	4.3	4.5	100.0
	Total	156	96.9	100.0	
Not Analyzed		5	3.1		
Total		161	100.0		



The data shows that 91.7 % of the graduates are working as teachers; a small percentage of them is working as coordinators or administrators.

4.4.4 IF YOU WORK LIKE A TEACHER POINT THE NEXT

TABLE 15

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Initial Education	2	1.2	1.3	1.3
	Basic General Education	63	39.1	42.3	43.6
	High School	67	41.6	45.0	88.6
	University	17	10.6	11.4	100.0
	Total	149	92.5	100.0	
Not Analyzed		12	7.5		
Total		161	100.0		

The majority of respondents are working in the area of high school followed by basic general education with percentages of 45 % and 42.3 %, respectively this information can be seen in the table.



4.4.5 KIND OF WORK ESTABLISHMENT

TABLE 16

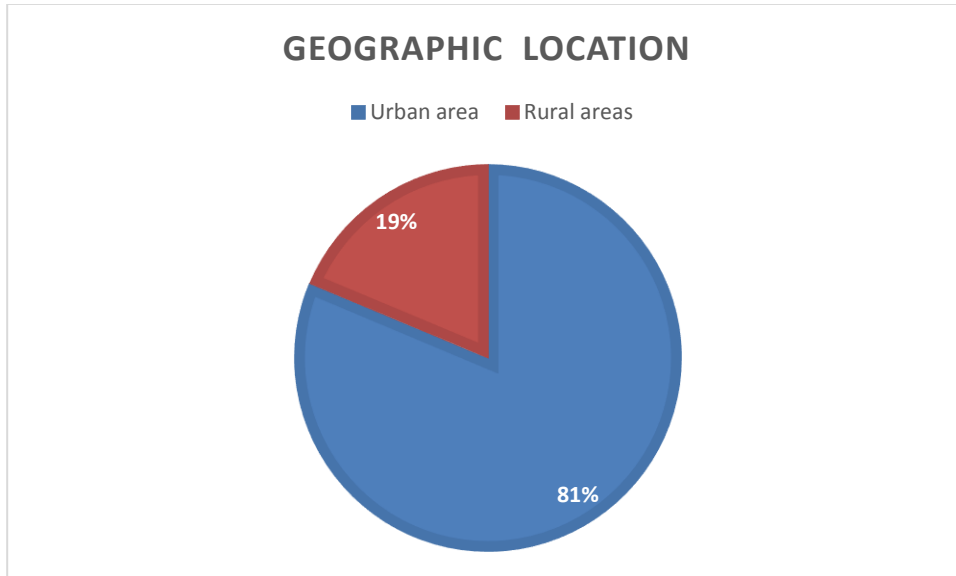
		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Public	100	62.1	66.7	66.7
	Private	39	24.2	26.0	92.7
	Fiscomisiona l	11	6.8	7.3	100.0
	Total	150	93.2	100.0	
Not Analyzed		11	6.8		
Total		161	100.0		

The table presented above shows that 66.7% of graduates are working as teachers in public institutions, followed by a 26% working in private institutions and 7.3% working in “fiscomisional” (mixture of public and private) institutions.



4.4.6 GEOGRAPHIC LOCATION

CHARTS 4



Finally, geographic location indicates that 81.33% works in urban area, while the rest indicate working in rural areas.

4.4.7 KIND OF EMPLOYMENT RELATIONSHIP WITH THE INSTITUTION

TABLE 17

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Provisional appointment	79	49.1	53.0	53.0
	Annual Contract	37	23.0	24.8	77.9
	Occasional Contract	10	6.2	6.7	84.6
	Replacement	1	.6	.7	85.2
	Other	22	13.7	14.8	100.0
	Total	149	92.5	100.0	
Not Analyzed		12	7.5		
Total		161	100.0		



Regarding the type of employment relationship, as shown in the table 53% of respondents have a provisional appointment while 47% work by annual contract, and 6.7% have an occasional contract.

4.4.8 WORK SCHEDULE

TABLE 18

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Full time	127	78.9	90.7	90.7
	Part time	13	8.1	9.3	100.0
	Total	140	87.0	100.0	
Not Analyzed		21	13.0		
Total		161	100.0		

90.7% of teachers work full-time, while the rest work part-time.



5. DISCUSSION SECTION: CURRICULAR ASPECTS FOR IMPROVEMENT

5.1 APPLICATION OF KNOWLEDGE ACQUIRED IN THE COURSE

TABLE 19

		Frequenc y	Percenta ge	Valid Percentage	Cumulative Percentage
Valid	Very high	38	23.6	24.2	24.2
	High	90	55.9	57.3	81.5
	Half	22	13.7	14.0	95.5
	Low	5	3.1	3.2	98.7
	Very low	2	1.2	1.3	100.0
	Total	157	97.5	100.0	
Not Analyzed		4	2.5		
Total		161	100.0		

In surveys of graduates of the English Language and Literature School, regarding the ex-student profile, it can be seen that there is a high percentage indicating that they are satisfied with the language skills they acquired at the university, mentioning that upon graduation they have a good English knowledge base. However, this is based on teachers' experience. According to the open questions about proposals for improving the curriculum some graduates agree with suggestions such as the following ones:



One of the suggestions is to increase the number of hours of conversation classes to improve the students' level of English so that students learn the language and use it as a tool to communicate in simple and real situations. So it is necessary to discuss issues that are close to reality, in this way, contributing to arouse curiosity and interest in learning and exploring new things expanding their knowledge of cultures and worldview. The incorporation of ICTs in English class comprises one of the important factors, many existing resources on the web are a great support for teaching and learning a foreign language, for example, the use of audio and video CDs', computer and internet support are students' supplements to learn and develop productive and receptive skills (Armas, 2015)

With proper planning, activities that incorporate the use of technology is highly motivating, promote interaction among students, offer the possibility of contact with the real and functional language use and ICTs are a great source of authentic materials such as dialogues, songs, or news stories among many others. These resources motivate the oral use of language, through answering questions, comments and reactions to what is heard or seen. It is also advisable to record activities such as performances or plays, with the intention that each student can see and evaluate.

Moreover, ex-students believe that the faculty should create intensive courses to improve the four skills (listening, speaking, writing and reading). But it is important to recognize that they ask more about the following ones; listening comprehension is vital to learn a language and use it to receive



understandable information which is going to be used in an interactive way in classes. Also, the speaking skills are important to communicate the right message and especially it should be made clear how to use correct vocabulary and phrasal verbs to indicate the adequate sense taking a lot of care with pronunciation and fluency in the other language.

In addition, graduates request updating the curriculum materials and they report that they do not use them when they are working as teachers. It is most like a waste of time, a suggestion is to increase TOEFL as a subject since it is an important key to enter the teaching profession. TOEFL (*Test of English as a Foreign Language*) is a standardized test of language proficiency specifically oriented to non-native speakers, including assessment sections of the four verbal skills; these scores are valid for two years. Likewise, the implementation of a subject to teach students how they can plan according to the Education Standards. Another important fact is that the course should implement more hours to professional practice because it helps students in the moment to be teachers. Some ex-students believe that the lack of native speaker teachers is not a good strategy to form new teachers according to the labor market requirement nowadays. Some students suggest that the university should conduct conferences to publicize new teaching techniques.



CHAPTER V

LIMITATIONS OF THE STUDY

Despite the multiple limitations of the study it was possible to conduct it due basically to the effort and patience of the authors of it. However, it is important to mention its multiple limitations. It is a fact that most graduates were working in the educational area, thus one problem was the lack of cooperation by some authorities of certain institutions, who did not allow their employees (graduates of the English course) to collaborate with our study. The fact that there were not classes in some institutions when the pollsters arrived was also another of the limitations with respect to educational institutions.

Moreover, it was almost impossible to find graduates working in areas not related to education. Although through social networks, internet, emails and telephone, pollsters could contact some of them. After the analysis of the data, pollsters realized that the main reason is because almost all the graduates are working in areas related to education. Notwithstanding the positive effects of not finding much unemployed graduates it also has a negative result for study purposes and it is that it was not possible to analyze more in detail the causes for unemployment of graduates as expected because the number of graduates who were not working was almost insignificant.

The absence of similar and previous studies in the university degree course did not allow us to compare the study with previous ones. In addition, the lack of records of the graduates of the faculty directly affected the



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communication between the pollsters and the professionals. And finally the lack of cooperation by some graduates created significant limitations. For example, some respondents did not want to answer the survey. In addition, they felt afraid of giving personal information. Actually, it was needed in order to conduct the study. Sometimes, it was a really hard task for the pollsters to convince the graduates that the information they provide will only be used for the purposes of the study.



CONCLUSIONS

After finish our study, the following conclusions have been set up:

1. - Most of graduates of English Language School from University of Cuenca are really satisfied with their degree course.

2.- The result show that 66,7 % of graduates work in public institutions with a salary they report as satisfactory, but they are working only with a provisional contract, so they do not have a steady job.

3. - The majority of graduates is working in the field of their specialty, which shows that the graduates of English Language School use the knowledge acquired in the University of Cuenca and meet the requirements demanded by the labor market.

4. - Most of the graduates started to work before they get their Bachelor Degree. Even more, some students worked during the academic year to pay for their studies. This fact shows that nowadays the English Language School contributes to contemporary society with professionals which fulfill the requirements of the labor market. Also, it helps the acquisitions of the English Language which allows the communication between foreign people and Ecuadorian people.

5. - Graduates could not continue studying due to the lack of time, and also because they need to pass a test to prove their English proficiency to a B2 level which is one of the requirements to get a Master degree.



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6. - The most important requirements for their first job are BA in English and work experience as well as passing of tests. Today's society demands that all teachers have to perform an examination of proficiency to enter the teaching profession to have a more permanent position and a better salary.



RECOMMENDATIONS

After carrying out this study and analyzing the data obtained, the following recommendations can be made:

1. - Graduates want the university to improve the curriculum. They suggest the university to organize seminars, courses or workshops in which they can learn more about the TOEL exam to pass it and have a permanent contract or get a tenure job. Similarly, they want to learn more about new strategies and methodologies to improve their English level, to get updated knowledge, and to be ready for facing the necessities of the students who attend educative institutions at present. Therefore, it is really important that the university and the English School together support the graduates for helping them overcome their weaknesses and for giving the society the kinds of professionals that it requires. Actually, if changes related with professional training are made, graduates will feel satisfied with their professional profiles.

2. - Also, the ex-students found that in the career, there was a lack of clubs in which native speakers are active participants to interact and share time with them to practice the language. The purpose of belonging to these clubs is also to continue being part of the English language school even after graduation, and it is recommended that the career create intensive courses to develop the four skills (listening, speaking, writing and reading).

3. - The necessity of native speakers in the classrooms is vital because the students can interchange some cultural customs helping to increase the new vocabulary to contribute to a better communication inside the classroom.



and in daily life. It is important to incorporate native speakers as English teachers.

4. - Finally, it is important to increase the number of hours of pre-professional practices for three reasons: 1) In order to allow graduates gain work experience through teaching. 2) Graduates with higher level of work experience have a better chance to be employed. 3) The majority of graduates obtained their first job when they did their pre-professional practices staying as a teacher after having completed the statutory hours set up by the university.



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APPENDIX LIST

- APPENDIX A. SURVEY MODEL
- APPENDIX B. GRADUATE LIST
- APPENDIX C. INSTITUTION LIST



APPENDIX A. SURVEY MODEL

Encuesta para Titulados de la Carrera de Lengua y Literatura Inglesa de la Facultad de Filosofía, Letras y Ciencias de la Educación de la Universidad de Cuenca.

Estimados Graduados,

Reciban un cordial y atento saludo de quienes hacemos la Carrera de Lengua y Literatura Inglesa. Con el afán de mantenernos en contacto con ustedes, solicitamos llenar la siguiente encuesta, la cual constituye para nosotros una fuente de retroalimentación para proponer cambios significativos en la malla curricular de la carrera. Les agradecemos por tomarse el tiempo necesario para esta actividad.

DATOS PERSONALES

Apellidos:

Nombres:

Cédula de Identidad: _____

Nacionalidad: _____

Género: _____

Estado Civil: _____

Fecha de Nacimiento: _____

Lugar de Residencia: _____

Dirección de Domicilio: _____



E-mail:

Teléfono:

Celular: _____

FORMACIÓN ACADÉMICA

Carrera: _____

Título Obtenido: _____

Año de Ingreso a la Carrera: _____

Año de Egreso:

Año de Graduación:

Modalidad de Graduación: trabajo investigativo (tesis) _____

Curso de graduación _____

Estudios de Postgrado

Si _____ No _____

Nivel de Estudios

- PhD
- Maestría
- Especialidad
- Diplomado



Título obtenido

—

Institución de Educación Superior que ofertó el postgrado

—

Año de Graduación: _____

Lo estudiado en la Carrera tenía estrecha relación con los contenidos del programa de postgrado.

Mucho ____ Bastante ____ Poco ____ Nada ____

¿Ha participado en eventos de capacitación y actualización profesional después de haber obtenido su título profesional?

Si su respuesta es afirmativa, indique la institución, tiempo/horas y año.

- Si
- No

Relacionados con su área

A continuación, indique la institución educativa que ofertó la capacitación, número de horas y el año.



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Didáctica y Pedagogía

A continuación, indique la institución educativa que ofertó la capacitación, número de horas y el año.

TIC's

A continuación, indique la institución educativa que ofertó la capacitación, número de horas y el año.

Diseño y Planificación Curricular

A continuación, indique la institución educativa que ofertó la capacitación, número de horas y el año.



Otros

A continuación, indique el tema, la institución educativa que ofertó la capacitación, número de horas y el año.

SELECCIÓN DE LA CARRERA Y FINANCIAMIENTO

Para la selección de la carrera, ¿cuál de los siguientes factores fue el de mayor influencia?

Familia ____

Amigos ____

Facilidad de Ingreso ____

Pérdida de cupo en otra carrera ____

Destrezas lingüísticas ____

Plan de estudios ____

Facilidad para obtener un empleo ____



Otro: (especifique)

Indique la fuente de sostenimiento económico durante la carrera.

Becas ____

Ingresos propios ____

Padres ____

Familiares ____

Cónyuge ____

Otros (especifique)

NIVEL DE SATISFACCIÓN CON RESPECTO A LA FORMACIÓN

ACADÉMICA EN GENERAL

Módulo Pedagógico o Educativo

Muy satisfecho ____ Satisfecho ____ Poco Satisfecho __ Insatisfecho ____

Muy insatisfecho__

Prácticas pre profesionales

Muy satisfecho ____ Satisfecho ____ Poco Satisfecho __ Insatisfecho ____

Muy insatisfecho__



Manejo de Herramientas Informáticas

Muy satisfecho ___ Satisfecho ___ Poco Satisfecho ___ Insatisfecho ___
Muy insatisfecho___

Formación en investigación; asesoría y dirección del trabajo investigativo de graduación

Muy satisfecho ___ Satisfecho ___ Poco Satisfecho ___ Insatisfecho ___
Muy insatisfecho___

NIVEL DE SATISFACCIÓN EN RELACIÓN AL PERFIL DE EGRESO DE LA CARRERA

¿Cómo valora su desempeño en los siguientes indicadores?

Escucha y comprende discursos elaborados, programas de televisión y películas sin mayor esfuerzo

Muy satisfecho ___ Satisfecho ___ Poco Satisfecho ___ Insatisfecho ___
Muy insatisfecho___

Lee y comprende textos literarios y factuales extensos, apreciando distinciones de estilos; artículos especializados e instrucciones técnicas no necesariamente relacionadas a su carrera.

Muy satisfecho ___ Satisfecho ___ Poco Satisfecho ___ Insatisfecho ___
Muy insatisfecho___

Interactúa con fluidez y espontaneidad en situaciones sociales y profesionales.



Muy satisfecho ___ Satisfecho ___ Poco Satisfecho ___ Insatisfecho ___
Muy insatisfecho___

Escribe textos, ensayos y reportes claros y correctamente estructurados expresando su punto de vista y enfatizando en asuntos relevantes.

Muy satisfecho ___ Satisfecho ___ Poco Satisfecho ___ Insatisfecho ___
Muy insatisfecho___

Es capaz de incorporar la historia y cultura de los Estados Unidos al proceso de enseñanza del inglés como lengua extranjera.

Muy satisfecho ___ Satisfecho ___ Poco Satisfecho ___ Insatisfecho ___
Muy insatisfecho___

Es capaz de aplicar estrategias didáctico-metodológicas para el proceso de enseñanza-aprendizaje del idioma inglés.

Muy satisfecho ___ Satisfecho ___ Poco Satisfecho ___ Insatisfecho ___
Muy insatisfecho___

Es capaz de elaborar y aplicar sílabos, planes de clase e instrumentos de evaluación.

Muy satisfecho ___ Satisfecho ___ Poco Satisfecho ___ Insatisfecho ___
Muy insatisfecho___



Es capaz de usar la Web 2.0 (blogs, wikis, plataformas virtuales, redes sociales, slideshare, etc.) como recurso pedagógico para la enseñanza del inglés.

Muy satisfecho ___ Satisfecho ___ Poco Satisfecho ___ Insatisfecho ___
Muy insatisfecho___

Conoce sobre el uso apropiado de internet y sus buscadores para ubicar información relevante para el proceso de enseñanza-aprendizaje del inglés.

Muy satisfecho ___ Satisfecho ___ Poco Satisfecho ___ Insatisfecho ___
Muy insatisfecho___

FORMACIÓN INTEGRAL

¿Cómo se valora usted en los siguientes aspectos?

Sentido de pertenencia a una determinada comunidad y a sus normas de convivencia.

- Alto
- Medio
- Bajo

Respeto y tolerancia a la diversidad cultural y religiosa

- Alto
- Medio
- Bajo

Respeto hacia las personas con discapacidad: reconocer sus deberes y derechos a ser incluidos en diferentes ámbitos de la sociedad.



- Alto
- Medio
- Bajo

Respeto y tolerancia a la diversidad sexual en el ámbito educativo, laboral y social.

- Alto
- Medio
- Bajo

Conciencia ambiental: valores y acciones para el cuidado del medio ambiente.

- Alto
- Medio
- Bajo

¿Cuál es su opinión con respecto a la formación general del graduado de la Carrera de Lengua Inglesa?

Excelente _____ Muy buena _____ Buena _____ Regular
_____ Mala _____

SITUACIÓN LABORAL

¿Trabaja usted actualmente?

Si _____ No _____

¿Trabaja usted en el ámbito de su especialidad?



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Si _____ No _____

Nombre de la institución donde labora actualmente:

Dirección de la institución:

Teléfono:

Cargo / Actividad que realiza:

Años de servicio en la institución:

Su remuneración mensual corresponde a un salario justo en relación a sus responsabilidades laborales.

Totalmente en desacuerdo ____ En desacuerdo ____ De acuerdo ____
____ Totalmente de acuerdo ____

Si trabaja como docente indique lo siguiente:

Nivel



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____ Educación Inicial

____ Educación General Básica

____ Bachillerato

____ Nivel Superior

Tipo

____ Pública

____ Privada

____ Otro (especifique):

Ubicación geográfica

____ Urbano

____ Rural

Tipo de relación laboral con la institución

____ Nombramiento

____ Contrato Anual

____ Contrato Ocasional

____ Reemplazo

____ Otro

Tiempo para actividades laborales



____ Completo

____ Parcial

____ Por horas

____ Otro

Sugerir dos propuestas para la formación de postgrado en el área de su especialización

Sugerir propuestas para la actualización de la malla curricular de la carrera

¿Desea compartir con nosotros algo que considere relevante para mejorar nuestra carrera en base a su experiencia como docente?



Sólo en caso de que aún NO esté trabajando. ¿Cuál de estas alternativas se ajusta a su realidad actual?

- Prepara curriculum vitae para trabajar en la docencia
- Prepara curriculum vitae para trabajar en otra área (no docente)
- Busca empleo sin restricciones al puesto de trabajo
- Continúa estudiando otra mención en Ciencias de la Educación
- Continúa estudiando en otra área del conocimiento
- Está tomando cursos de formación continua
- Otro (especifique):

Su primer empleo lo obtuvo

___ Antes de graduarse

___ Durante el primer año después de la graduación

___ Después del segundo año de graduación

La carrera y su primer empleo guardaban estricta relación

___ Total

___ Bastante

___ Mediana

___ Poca

___ Ninguna



El primer empleo lo encontró mediante

___ Anuncio en el periódico

___ Presentó su curriculum vitae en diferentes instituciones y esperó a que se contactaran con usted.

___ Una vez finalizadas sus prácticas pre profesionales continuó en calidad de docente en esa institución.

___ Contactos personales (familia, amigos)

___ A través de la universidad

___ Por medio de una agencia de empleo

___ Anuncio en internet

Otro (especifique):

Los requisitos solicitados para su primer empleo fueron

___ Título de tercer nivel en Ciencias de la Educación, especialización de Lengua Inglesa

___ Título de tercer nivel en cualquier área de estudio

___ Título de cuarto nivel

___ Acreditar experiencia en el área en la cual se desempeñaría

___ Aprobar una prueba de selección para el empleo

Otro (especifique):



¿Cuántos trabajos ha tenido desde que se graduó hasta la actualidad?

Número de trabajos: _____

Si labora cómo docente, indique la relevancia de las siguientes competencias para su desempeño laboral (5 para la más importante; 1 la menos importante)

___ Diagnosticar las necesidades de los alumnos y ser capaz de organizar situaciones de aprendizaje.

___ Evaluar el aprendizaje del alumno mediante la constante retroalimentación constructiva.

___ Involucrar al alumno en el proceso de su propio aprendizaje, para que dependa menos del docente.

___ Facilitar la comunicación intercultural.

___ Crecer profesionalmente mediante el análisis y reflexión de su propia práctica y trazar un plan de capacitación continua.

Nivel de satisfacción con su trabajo actual

___ Muy alto

___ Alto

___ Medio

___ Bajo

___ Muy bajo



Nivel de satisfacción con los siguientes aspectos en su vida laboral (marque con una X)

	Muy alto	Alto	Medio	Bajo	Muy bajo
Aplicación de conocimientos adquiridos en la carrera.					
Oportunidades de desarrollar sus propias ideas innovadoras.					
Ambiente laboral					
Remuneración mensual					
Estabilidad laboral					
Oportunidades de actualización profesional					



APPENDIX B

GRADUATES LIST

Abril Mogrovejo Ruth Ines
Albán Neira María Lorena
Alvarado Oleas Fanny Lucia
Alvarez Calle Wellington Vicente
Alvarez Patiño Lorena Veronica
Alvarez Teran Jorge Anibal
Andrade Valdez Lina Bertha
Angamarca Loja Beatriz Cecilia
Arcentales Abad Maria Karina
Arévalo Chacha Ximena Alexandra
Argudo Matute Elizabeth Tatiana
Armijos Garcia Jenny Dolores
Astudillo Lucero Ivan Patricio
Atariguana Fajardo Tania Gabriela
Auquilla Tama Ruth Elizabeth
Avila Mendez Andrea Tatiana
Aynaguano Maisinchi Jessica Silvana
Barzallo Suárez Mónica Eulalia
Bautista Criollo Mayra Alexandra



Bermejo Bravo Andrea Gabriela
Bermeo Guiracocha Flavio Patricio
Bernal Bernal Juan Carlos
Brito Tenesaca Elsa Marlene
Cabrera Bueno María Angelica
Cabrera Cabrera Daniela Piedad
Cabrera Charquipulla María Veronica
Cabrera Espinoza Maria Eugenia
Cabrera Guaman Aida Janeth
Cadme Cardenas Nelly Bernardita
Calle Astudillo Juan Carlos
Capelo Coronel Lina Inés
Carabajo Vallejo Angelica Raquel
Cardenas Arizaga Marta Alexandra
Carpio Paucar Ruth Isabel
Carreño Jácome María De Lourdes
Carrion Munoz Sandra Fabiola
Chacon Andrade Esteban Enrique
Chacon Moscoso Isabel Ivonne
Cherres Fajardo Sara Karina
Chérrez Sacoto Andrea Belén
Chica Cárdenas Yola Indaura
Chumbay Guncay Julio Vicente



Chuni Patiño Patricio Alexander
Cornejo Montalván Fany Beatriz
Corrales Ortega Fanny Marlene
Crespo Loja Monica Lorena
Criollo Flores Mónica Andrea
Enriquez Tocto Jenny Isabel
Espinel Romero Cristina Alexandra
Espinoza Espinoza Nelida Alexandra
Espinoza Loja Adriana Elizabeth
Espinoza Loja Fernanda Patricia
Espinoza Roche Ana Cecilia
Faican Coronel Janeth Eufemia
Flores Quimi Glenda Sofia
Giñin Lupercio Monica Alexandra
Guanolique Minchala Mayra Gladys
Guarango Fajardo Zoila Carina
Guncay Borja Yessenia Johanna
Heras Úrgiles Gerardo Esteban
Idrovo Maldonado Nelly Beatriz
Jara Mendieta Ericka Paola
Jimbo Caicedo Priscila Estefanía
Jimenez Pintado Jenny Dolores
Juca Castro Cristina Alexandra



Laica Ambuzha Verónica Alexandra
León Albarracín Lucia del Carmen
Loja Chávez Sandra Mariela
Loja Gomes Maria Soledad
Loja Ortiz Yadira Ricardina
Lojano Lojano Virginia Soledad
López Barros Doris Gabriela
López Cardenas Nancy Viviana
López Pesántez Raquel Eulalia
López Pesantez Tania Elizabeth
Macas Calle Nancy del Rocío
Matailo Alvarez David Fabian
Mendez Ortiz Sandra Isabel
Minchala Ortiz César Antonio
Montero Cambi Tatiana Estefanía
Montero Guallpa María Lucia
Mora Quizhpi Martha Virginia
Moscoso Vega María Elena
Muicela Morocho Nelly Eustela
Muñoz Jara Jhoanna Elizabeth
Muñoz Zeas Ana Mercedes
Narvaez Chica Sandra Silvana
Nievecela Guamanrrigra Lilian Catalina



Ochoa Fajardo Maria Gabriela
Ochoa Guerrero Maria José
Ordoñez Segovia Aracely de Jesús
Orellana Cobos Maria Eugenia
Orellana Mora Susana Ximena
Pacheco Saldana Magaly Alexandra
Palacios Espinoza Priscila Elizabeth
Palaguachi Espinoza Mirian del Rocío
Pañi Molina Mayra Gabriela
Paredes Zaruma Angelica
Parra Calle Mayra Alejandra
Parra Hidalgo Bertha Lucía
Parra Hidalgo Rosa Catalina
Patiño Morocho María de Lourdes
Pauta Pauta Cecilia Elizabeth
Pedroza Astudillo Blanca Leonor
Peña Cedeño Jessica Margarita
Pereira Armijos Karina Elizabeth
Pérez Carchi Diana del Rocío
Pesantez Siguenza Alba Luzmila
Piedra Argudo Karina de los Dolores
Piedra Carrion Verónica Rosalia
Pineda Chavez Karina Susana



Pintado Ayllon María Lorena
Pintado Bermeo Elizabeth Azucena
Pintado Penaloza Katy Jaqueline
Pintado Roldán Ana Marlene
Prieto Urgiles Fabiola Isabel
Pulla Galindo Juanita Jimena
Pulla Torres Fabiola del Carmen
Quishpe Guaman Freddy Leonardo
Ramon Lopez Diana Margoth
Riera Cambisaca Byron Fabricio
Ríos Ríos Luz María
Ruilova Narvaez Diego Armando
Sanchez Banegas Jenny Carolina
Sánchez Espinoza Christian Santiago
Sangurima Cajamarca Daysi Veronica
Sanmartin Solano Tania Julieta
Santacruz Campos María José
Santillan Iñiguez Juan Jose
Saquinaula Mejia Juan Diego
Segarra Marquina Jessica Paola
Segarra Matute Tania Karina
Segarra Padilla Inés Veronica
Segarra Valarezo Janeth Esperanza



Siavichay Marquez Ana Cecilia
Sinche Gomez Eulalia Patricia
Sinchi Sibri Jessica Paola
Solis Garcia Martha Eugenia
Solorzano Barros Jeaneth Catalina
Soria Orellana Ximena Alejandra
Sotamba Romero Juana Guilermina
Tapia Andrade Hilda Mercedes
Teran Pintado Maria Gabriela
Torres Calle Carlos Augusto
Torres Vasquez Fernanda Cristina
Torres Vasquez María Alexandra
Ureña Gallegos Tania Veronica
Urgiles Guerrero Nancy Valeria
Urgiles Ordóñez Bertha Cecilia
Valdivieso Valladare Grace Maribel
Vallejo Vaca Sonia Mercedes
Vargas Saquinaula Sylvia Patricia
Vasconez Urgiles Pilar del Rocío
Vasquez Espinoza Carlos Enrique
Verdesoto Pomavilla Emperatriz Paulina
Viñanzaca Trelles Ruth Alexandra
Vivar Yanzaguano Nancy Catalina



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Yanza León Ximena Alexandra

Zhagui Brito Zoila Hortencia

Zhagui Guamán Claudia Paola

Zhunio Malla Jeaneth Lorena



APPENDIX C

INSTITUTIONS LIST

Listado de Instituciones Educativas, Centros de Enseñanza de Inglés y Otros

(muestreo no probabilístico)

CECIB Monseñor Leónidas Proaño II

Centro Ecuatoriano Norteamericano "Abraham Lincoln"

Colegio "Matovelle"

Colegio Alfonso Lituma Correa

Colegio Antonio Ávila

Colegio César Dávila Andrade

Colegio Ciudad de Cuenca

Colegio Daniel Córdova Toral

Colegio de Bachillerato Técnico Ricaurte

Colegio Guillermo Mensi

Colegio Herlinda Toral

Colegio Javeriano

Colegio Manuel J. Calle

Colegio Manuela Garaicoa de Calderón

Colegio Mario Rizzini

Colegio Miguel Malo González

Colegio Particular Rosa de Jesús Cordero

Colegio Santo Domingo de Guzmán



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Colegio Técnico Salesiano

COMIL-4 Abdón Calderón

Distrito de Educación Intercultural y Bilingüe

Escuela "Federico Proaño" Sección Vespertina

Escuela 16 de Abril

Escuela 27 de Febrero

Escuela 3 de Noviembre

Escuela Agustín Cuesta Vintimilla

Escuela Alberto Andrade Arízaga "Brummel"

Escuela Alfonso Carrión Heredia

Escuela Carlos Crespi

Escuela de E.B. Estados Unidos de Norteamérica

Escuela de Educación Básica "Gabriel Cevallos García.

Escuela de Educación Básica Ciudad de Gualaceo

Escuela de Educación Básica Ezequiel Crespo Ambrosi

Escuela de Educación Básica Isidro Ayora

Escuela de Educación Básica Manuel Guerrero

Escuela de Educación Básica Panamá

Escuela de Educación Básica Particular San Agustín

Escuela de Educación Febres Cordero

Escuela Eduardo Crespo Malo

Escuela Honorato Vásquez

Escuela Humberto Esquivel

Escuela José Tomás Rendón Solano



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Escuela Luis Roberto Bravo

Escuela Nicolás Sojos Jaramillo

Escuela Sor Teresa Valsé

Instituto de Inglés "Edu English"

Instituto Tecnológico Sudamericano

Unida Educativa Checa

Unidad Educativa "Nuestra Familia"

Unidad Educativa "Santa Mariana de Jesús"

Unidad Educativa "Víctor Gerardo Aguilar"

Unidad Educativa 26 de Febrero

Unidad Educativa Abelardo Tamariz Crespo

Unidad Educativa Agustín Iglesias

Unidad Educativa Amadeo Maldonado Vásquez

Unidad Educativa Bilingüe Interamericano

Unidad Educativa Carlos Aguilar Vázquez

Unidad Educativa Chordeleg

Unidad Educativa Comunitaria Intercultural Bilingüe La Paz

Unidad Educativa Cristiana Verbo

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