

EMPLOYABILITY OF GRADUATES IN FOREIGN LANGUAGES AT UIS

From Academia to Professional Field: Employability of Graduates in Bachelor's Degree
in Foreign Languages with an Emphasis in English from UIS

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Trabajo de grado para optar al título de Licenciatura en Lenguas Extranjeras con énfasis
en Inglés

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Bucaramanga

2025

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Dedication

We dedicate this work to our inner children and to the dream that continues to shape us into professionals. This thesis is not just the result of countless hours of research and effort, but a testament to ourselves and to the resilient spirits within us—those inner children who have never stopped believing in their potential. Through every challenge and every breakthrough, we have stayed true to that unwavering belief, growing and evolving into the professionals we are today. This work is for the dreamers inside us, who continue to push boundaries, never giving up on the vision we hold for our futures.

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Abstract

Title: From Academia to Professional Field: Employability of Graduates in Bachelor's Degree in Foreign Languages with an Emphasis in English from UIS*

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**

Key terms: Bilingual education, pedagogical training, employability, curriculum alignment, English proficiency.

Description:

This research project analyzes the alignment between the Bachelor's Degree in Foreign Languages curriculum with an Emphasis in English at Universidad Industrial de Santander (UIS) and the job market's expectations, focusing on teaching and non-teaching career paths. Through a mixed-methods approach, the study collected data via online surveys of current students and graduates, along with faculty interviews, institutional reports, and program documentation. The results reveal that the program effectively prepares graduates for teaching careers, with 68.8% of participants feeling ready for roles in education. However, only 20% of graduates work in non-teaching roles, indicating the need for curricular diversification to include optional translation, consulting, and business communication modules. Additionally, students and faculty highlighted the importance of reinforcing English language proficiency through diagnostic assessments and tailored interventions. Career services such as the Bolsa de Empleo UIS were identified as underutilized due to limited student awareness, emphasizing the need for stronger communication strategies and expanded professional development offerings. The study concludes that, while the program provides strong pedagogical training, broadening internships and strengthening interdisciplinary skills will actually better equip students for diverse career paths. The findings contribute to the continuous improvement of the curriculum, ensuring that it remains responsive to the evolving needs of both students and the job market.

* Undergraduate Thesis

** Faculty of Human Sciences. School of Languages. Academic Program: Bachelor's Degree in Foreign Languages with an Emphasis in English.

Thesis Director: Silvia Andrea Tarazona Ariza, Master's Degree in Theoretical and Applied Linguistics.

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Resumen

Título: De la academia al campo profesional: Empleabilidad de los egresados de la Licenciatura en Lenguas Extranjeras con énfasis en inglés de la UIS*

Autoras: Aida Jazmin Tapia García, Gisel Daniela Malagón Cubaque, Kaileth Fernanda Duarte Rodríguez **

Palabras clave: Educación bilingüe, formación pedagógica, empleabilidad, alineación curricular, competencia en inglés.

Descripción:

Este proyecto de investigación analiza la alineación entre el currículo del programa de Licenciatura en Lenguas Extranjeras con Énfasis en Inglés de la Universidad Industrial de Santander (UIS) y las expectativas del mercado laboral, enfocándose en las trayectorias profesionales tanto docentes como no docentes. A través de un enfoque de métodos mixtos, se recopilieron datos mediante encuestas en línea dirigidas a estudiantes actuales y graduados, junto con entrevistas a profesores, informes institucionales y documentación del programa. Los resultados revelan que el programa prepara de manera efectiva a los graduados para carreras en la enseñanza, con un 68.8% de los participantes sintiéndose listos para desempeñar roles en educación. Sin embargo, solo el 20% de los egresados trabaja en roles no docentes, lo que evidencia la necesidad de diversificar el currículo mediante la inclusión de módulos opcionales de traducción, consultoría y comunicación empresarial. Además, tanto los estudiantes como los profesores destacaron la importancia de reforzar la competencia en inglés mediante evaluaciones diagnósticas e intervenciones personalizadas. Se identificó que servicios de orientación profesional como la Bolsa de Empleo UIS son poco aprovechados debido a la limitada conciencia de los estudiantes, lo que subraya la necesidad de estrategias de comunicación más sólidas y una mayor oferta de desarrollo profesional. El estudio concluye que, si bien el programa brinda una sólida formación pedagógica, la ampliación de las prácticas profesionales y el fortalecimiento de habilidades interdisciplinarias equiparán mejor a los estudiantes para trayectorias laborales diversas. Los hallazgos contribuyen a la mejora continua del currículo, asegurando que este siga siendo relevante y responda a las necesidades cambiantes tanto de los estudiantes como del mercado laboral.

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Introduction

The Bachelor's Degree in Foreign Languages with an Emphasis in English at Universidad Industrial de Santander (UIS) has established itself as a benchmark program for training highly qualified teachers in English language instruction. Since its inception, this program has aimed to meet Colombia's educational, social, and political demands, preparing professionals who contribute to the development of their communities in an increasingly globalized world. However, as labor market dynamics evolve, it is crucial to analyze how effectively this program equips its graduates to face the practical challenges of their professional fields.

Recent studies (Lightcast, 2023; Jackson, 2016) highlight a significant global skills gap between the competencies acquired through academic programs and the practical demands of employers, which affects graduate employability. This phenomenon, often referred to as the "skills gap" (Cappelli, 2015), poses specific challenges for foreign language programs, as graduates frequently struggle to find employment that aligns with their academic training. Furthermore, research by McKinsey & Company (2020) and Tomlinson (2017) underscores the importance of examining how students' expectations and labor market realities influence their professional transitions.

In this context, the present study evaluates the alignment between the curriculum of UIS's Bachelor's Degree in Foreign Languages with an Emphasis in English and the demands of the labor market. It explores the perceptions of current students and recent graduates regarding their professional preparation, providing insights into how the curriculum design, practical opportunities, and support services impact graduate employability while maintaining the program's pedagogical focus as a licensure program.

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1. Problem Statement and Research Questions

This study focuses on assessing the coherence between the academic training provided by the program and the practical requirements of the job market. While graduates are trained in pedagogical competencies, they may face challenges related to the practical application of their training, limitations in the curriculum design, and employer expectations in a competitive labor market.

To address this issue, the following research questions guide the study:

Q1. To what extent does the Bachelor's Degree in Foreign Languages with an Emphasis in English program at UIS align its curriculum with the expectations and demands of the professional job market?

Q2. How do recent graduates and current students perceive the relationship between the academic curriculum and the professional requirements they encounter or anticipate in their careers?

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2. Justification

This study is significant due to the need to ensure that academic programs remain relevant in a changing labor market, where graduates are expected to possess both technical skills and practical, adaptive competencies. According to Jackson (2016), the success of professional training programs depends on their ability to anticipate and address labor market demands, which is particularly relevant for language teaching—a field characterized by its diversity and complexity.

The research also holds institutional relevance, contributing to the program's development by identifying potential gaps in student preparation. This approach, supported by studies such as McHugh & Cutcher-Gershenfeld (2021), highlights the importance of incorporating feedback from graduates and employers to foster continuous curriculum improvement. Additionally, previous research (World Economic Forum, 2020) emphasizes that successful programs integrate both technical skills and transversal competencies, such as communication, adaptability, and problem-solving, to prepare students for dynamic work environments.

Lastly, this study offers broader implications, contributing to the discourse on education and employability in Colombia. It provides a framework for evaluating and strengthening the relationship between academic training and the professional outcomes of graduates.

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3. Objectives

This paper aims to give insights to analyze the employment rate of graduates from the Bachelor's Degree in Foreign Languages with an Emphasis in English program at UIS and the alignment between their current jobs and the academic training they received. Moreover, this study has three specific objectives 1) to determine the program's effectiveness in preparing graduates for successful employment. 2) to explore recent graduates' perceptions of the practical and theoretical preparation provided by the program in relation to labor market demands. 3) to describe the opinions of final-year students regarding the curriculum's structure and content, identifying potential areas for improvement and understanding their future career expectations.

The current research article is divided into four chapters. Chapter 1 presents the theoretical framework, exploring key concepts and relevant background studies related to employability, labor market dynamics, and pedagogical training. Chapter 2 describes the methodological design, detailing the mixed-methods approach used to collect and analyze data from students, graduates, and faculty members of the program. Chapter 3 outlines the research findings, organized according to the specific objectives of the study. Finally, Chapter 4 offers the conclusions and reflections derived from the analysis, including considerations for the study's relevance to future research and curriculum development.

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4. Chapter 1: Theoretical Framework

The evolving demands of the modern job market highlight the increasing need for bilingual professionals with both academic expertise and practical competencies (Lightcast, 2023). However, foreign language programs face the challenge of aligning their curricula with market demands, ensuring that graduates are well-prepared for diverse career paths. This framework explores key theories and conceptual foundations to analyze the relationship between the Bachelor's Degree in Foreign Languages curriculum with an Emphasis in English at UIS and the professional expectations of the job market.

4.1.1 Academic-to-Labor Market Transition

Graduates of EFL programs often encounter significant challenges when transitioning from academia to the workforce. Jackson (2016) highlights the discrepancies between academic training and labor market expectations, noting that many graduates feel underprepared for the realities of the professional world. This tension arises as new teachers must navigate unfamiliar professional environments, adapt to institutional constraints, and meet diverse student needs. Savickas (2005) emphasizes the role of career adaptability in successful transitions. This adaptability includes adjusting teaching methods to suit different learning contexts, incorporating technology into instruction, and managing classroom dynamics effectively. For English teachers, adaptability also means being prepared to teach in environments where resources or infrastructure may be limited, requiring innovative and flexible strategies.

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Furthermore, Tomlinson (2017) identifies problem-solving and interpersonal skills as critical for graduates entering the workforce. Teachers must balance theoretical knowledge with practical applications, often improvising solutions to unexpected challenges. These skills are particularly relevant in EFL contexts, where classroom composition and student proficiency levels can vary widely. Finally, transitioning to the labor market also involves developing a professional identity. Hartung et al. (2019) explain that a strong vocational identity helps graduates navigate the complexities of professional life, enabling them to approach challenges with confidence and resilience. This is particularly important in teaching, where establishing credibility and authority in the classroom is essential for effective instruction.

4.1.2 Curriculum Design and Educational Policies

Curriculum design plays a pivotal role in preparing graduates for professional success. Biggs (2014) introduces the concept of constructive alignment, which ensures that learning outcomes, teaching methods, and assessments align with labor market demands. In the UIS program, this alignment is crucial to equipping graduates with the skills and knowledge needed for teaching English effectively. The Colombian Ministry of National Education (MEN) outlines specific standards for licensure programs, emphasizing the importance of practical training and competency-based learning. Resolutions 5443 and 6966 require that graduates demonstrate proficiency in using English as both a teaching tool and a subject of instruction (MEN). These policies underscore the need for curricula to balance theoretical foundations with practical applications, ensuring that graduates meet national and international standards. Jaramillo Cárdenas (2023) and Cely Betancourt (2022) highlight the advantages of a fully English-based curriculum

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in fostering linguistic proficiency. By immersing students in English throughout their academic journey, the program enhances their language skills while also preparing them for diverse professional roles. Graduates gain not only teaching competencies but also the ability to engage in translation, research, and other language-related fields. Curriculum design must also integrate intercultural competencies. As McHugh and Cutcher-Gershenfeld (2021) note, the ability to navigate cultural diversity is increasingly important in globalized educational contexts. For UIS graduates, developing cultural awareness and sensitivity is essential for effective teaching and for fostering inclusive learning environments that respect and celebrate diversity.

1.3 Practical Skills Development

Practical skills are fundamental to the professional readiness of EFL graduates. Boumi and Vela (2021) argue that hands-on experiences, such as internships and project-based learning, bridge the gap between theory and practice. These experiences allow students to apply their academic knowledge in real-world contexts, enhancing their confidence and competence as educators. Classroom management is a critical skill for EFL teachers. According to Rowe and Zegwaard (2017), effective classroom management involves creating structured, engaging learning environments, managing diverse student behaviors, and fostering collaboration. These skills are particularly important in multilingual or multi-level classrooms, where teachers must address varying levels of linguistic proficiency. Instructional design is another essential competency. Aoyama et al. (2022) emphasize that modern teaching requires the integration of technology, such as interactive platforms and multimedia tools, to support dynamic and engaging lessons. This aligns with the global shift towards technology-enhanced learning, making it a valuable skill for EFL teachers. Formative assessment, as highlighted by Larios and Zetlin (2022), is crucial for monitoring student progress and adapting instruction to meet individual needs.

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Teachers who use formative assessment effectively can provide personalized feedback, identify learning gaps, and implement targeted interventions. These practices not only improve student outcomes but also reflect a teacher's ability to respond flexibly to classroom dynamics.

1.4 Employer and Graduate Expectations

Employers in the EFL sector seek graduates who possess both technical expertise and transferable skills. McKinsey & Company (2020) and the World Economic Forum (2020) note that adaptability, teamwork, and effective communication are among the most valued competencies in dynamic educational environments. For UIS graduates, these skills are vital for meeting employer expectations and building successful careers. An English-based curriculum provides graduates with a distinct competitive advantage. According to Rowe and Zegwaard (2017), integrating language immersion with practical applications enhances both linguistic proficiency and employability. In the context of UIS, the program's emphasis on full English instruction offers students a platform to develop advanced language skills critical for roles in education, translation, and other professional sectors. By aligning curriculum content with industry demands, institutions ensure that graduates are better equipped for diverse job opportunities. Employer feedback plays a pivotal role in refining curricular structures. McHugh and Cutcher-Gershenfeld (2021) underscore the necessity of incorporating employer insights to bridge gaps between academic training and labor market requirements. For UIS, collaborating with stakeholders such as schools and language institutes could further align the program with industry standards, ensuring graduates are prepared for real-world challenges. This integration fosters a feedback loop that enhances both graduate employability and institutional reputation. Graduates' career expectations significantly influence their professional development. As Jackson (2016) highlights, cultivating pre-professional identities through practical experiences and exposure to

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real-world settings allows students to align their aspirations with industry needs. This perspective resonates with UIS graduates, who emphasize the value of building communication skills, cultural awareness, and adaptability as key attributes for excelling in English as a Foreign Language (EFL) teaching and beyond.

4.1.3 Support Mechanisms and Continuous Improvement

Support mechanisms are essential for bridging the gap between academic training and professional practice. Jackson (2016) and Braun & Clarke (2006) emphasize the importance of mentorship programs, alumni networks, and career services in facilitating graduates' transitions into the workforce. UIS provides support through initiatives like the Bolsa de Empleo UIS, which connects graduates with job opportunities tailored to their skills and qualifications (Dirección de Comunicaciones UIS, 2024). Such programs help graduates navigate the labor market and access roles that align with their training. Continuous improvement of support services is critical. Morton & Maresh (2024) argue that universities must regularly update their career support offerings based on feedback from graduates and employers. This ensures that services remain effective and relevant, addressing the evolving needs of the job market. Effective support mechanisms also foster lifelong learning. Bennett (2019) emphasizes that integrating career development learning into higher education—including workshops on interview preparation, résumé building, and professional networking—not only enhances employability but also empowers graduates to pursue ongoing professional development.

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5. Chapter 2: Methodological Design

5.1. Type of Research

This study employs a mixed-methods approach, integrating quantitative and qualitative methodologies to provide a comprehensive understanding of the alignment between the Foreign Languages curriculum at UIS and the labor market demands. The quantitative component analyzes numerical data from student and graduate surveys, enabling statistical insights into employment outcomes, career aspirations, and program curriculum satisfaction. In contrast, the qualitative component involves semi-structured interviews with program teachers and open-ended survey responses, offering deeper insights into the perceived gaps between academic preparation and the needs of the job market.

Mixed-methods research is particularly valuable in exploring complex phenomena, as it combines the strengths of numerical data analysis with the richness of qualitative insights (Creswell, 2014). By utilizing multiple data sources, the study achieves triangulation, which enhances the reliability and validity of the findings (Mertens, 2015). This method ensures that patterns observed in the quantitative results—such as employment trends and career challenges—are complemented by the qualitative perspectives of teachers and graduates, offering a well-rounded understanding of the curriculum's strengths and limitations.

The quantitative data identifies statistical trends, including employment rates, sector participation, and curriculum satisfaction, while the qualitative insights explore personal narratives and contextual factors affecting career success. This integrated approach is essential for educational research, especially when investigating the interplay between academic programs and professional

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outcomes (Braun & Clarke, 2006). Combining numerical trends with contextual narratives provides actionable recommendations for curricular improvements to better align with emerging labor market demands (Junguito et al., 2022).

5.2. Population and Sampling

This study focuses on two primary groups within the Bachelor of Foreign Languages program at UIS: final-year students who are preparing to graduate and transition into the job market, and recent graduates who completed the program between 2020 and 2023, either employed or actively seeking employment. Additionally, two teachers from the program were interviewed to provide institutional insights into the curriculum's structure and alignment with professional opportunities.

The sampling method used in this research was non-probabilistic convenience sampling, chosen to ensure direct access to relevant participants with firsthand program experience. This approach aligns with the study's objective of examining the coherence between the program's curriculum and the demands of the labor market (Mertens, 2015). Final-year students were selected based on their enrollment in the last semester of the program. At the same time, recent graduates were chosen for their proximity to the academic training and professional outcomes the study sought to analyze. Teachers were invited based on their involvement with the curriculum and familiarity with the academic structure and job market expectations.

In total, 16 final-year students, aged between 21 and 24, participated in the study by completing surveys designed to explore their career aspirations, job readiness, and perceptions of the

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program's curriculum. Fifteen recent graduates, aged 22 to 28, also took part, responding to questions about their employment outcomes and how well their academic preparation aligned with their current professional roles. In addition, two teachers were interviewed to offer insights into the program's strengths and areas for improvement.

Participants were recruited through various channels. Final-year students were contacted via announcements made during classes, where interested students provided their consent to participate and completed the survey through a shared Google Form. Recent graduates were identified using a word-of-mouth approach, with current students known to the researchers recommending alumni contacts. Graduates were then approached via WhatsApp, where they were invited to participate in the survey.

For the faculty interviews, the researchers personally contacted teachers to schedule meetings. One interview was conducted in person, while the other took place virtually through a video call. Both interviews were recorded with the participants' consent and later transcribed for detailed analysis and categorization of themes.

Although the sample size was relatively limited, it provided essential insights into graduate employability patterns and the academic curriculum's relevance. By gathering input from students, graduates, and teachers, the study offers a comprehensive perspective on how well the program prepares its participants for diverse career paths and meets the demands of the evolving labor market. This combination of quantitative survey data and qualitative interview responses enriched the overall analysis, ensuring a well-rounded understanding of the program's effectiveness.

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5.3 Variables and Indicators

5.3.1 Independent Variable

Curriculum of the Bachelor of Foreign Languages Program This variable encompasses the content, structure, and teaching methods of the Foreign Languages curriculum at UIS. It includes aspects such as: Pedagogical training (measured by the number of teaching courses and practical internships) Intercultural competence (measured by the inclusion of cultural studies and international exchange opportunities) Non-teaching skills (measured by the presence of business-related courses, translation technologies, and soft skills training)

5.3.2 Dependent Variables

Career Preparedness and Employment Outcomes The following indicators were used to measure the dependent variables: Career preparedness: Measured through student and graduate self-assessments of their readiness to enter the workforce, focusing on areas such as pedagogy, translation, and business skills. Employment outcomes: This includes employment rates, the types of contracts held (permanent, temporary, freelance), and the alignment of job roles with academic training. According to Babbie (2016), the validity of educational research is ensured by precisely identifying and quantifying variables like curricular effectiveness and career outcomes, particularly when looking at professional preparation.

5.4. Data Collection Instruments and Phases

The research utilized two primary instruments to gather data: online surveys and semi-structured interviews. These tools were designed to collect both quantitative and qualitative insights from

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final-year students, recent graduates, and faculty members of the Bachelor of Foreign Languages program at UIS. The combination of both closed-ended and open-ended questions ensured a comprehensive understanding of participants' experiences and perspectives.

5.4.1 Surveys

Two separate online surveys were administered: one for final-year students and another for recent graduates. These surveys were designed to collect a mix of quantitative data, through closed-ended questions, and qualitative insights, using open-ended questions.

Closed-ended questions: These questions provided a structured format with predefined response options (e.g., Likert scales, multiple-choice questions). They allowed the researchers to quantify participants' opinions, assess trends, and compare responses across different groups.

Open-ended questions: These questions gave participants the freedom to express their opinions in greater detail, providing richer, nuanced insights that could not be captured through predefined answers. Open-ended questions encouraged students and graduates to elaborate on their experiences with the program, share suggestions for improvements, and reflect on their career development.

The student survey explored participants' career aspirations, their perceived readiness for the job market, and their feedback on the Foreign Languages curriculum. The graduate survey aimed to assess employment outcomes, the relevance of the academic program to their current jobs, and their recommendations for curriculum improvements. The use of online platforms facilitated the survey distribution and allowed for a higher response rate by ensuring participants' accessibility.

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5.4.2 Semi-Structured Interviews

Two semi-structured interviews were conducted with faculty members who are actively involved in the Foreign Languages program. This method was chosen to gain deeper qualitative insights into the strengths and challenges of the curriculum from the teachers' perspective. Semi-structured interviews combine predetermined questions with the flexibility to explore emerging topics during the conversation (Yin, 2018). This approach was particularly appropriate for the study, as it allowed the teachers to share their professional observations while addressing unanticipated themes that arose throughout the discussion.

The interviews focused on three key areas: Curricular strengths and weaknesses: Teachers were asked to reflect on how well the program prepares students for both teaching and non-teaching career paths. Gaps in translation and business training: Faculty members shared their perceptions of whether the curriculum offers sufficient opportunities for students interested in fields such as consulting and translation. Suggestions for aligning the curriculum with labor market demands: Teachers provided recommendations on how the program could be enhanced to better equip students for diverse professional opportunities.

The semi-structured interview method ensured that participants could express their opinions in detail, fostering meaningful discussions. This flexibility also allowed the researchers to explore unexpected insights that contributed to the overall depth of the analysis. As Mertens (2015) highlights, semi-structured interviews are highly effective in educational research, as they encourage participants to share reflective, context-rich information about academic programs, leading to a more nuanced understanding of the curriculum's impact.

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Together, the surveys and interviews provided complementary data, with quantitative findings identifying patterns and trends, and qualitative data offering in-depth explanations and personal insights. This combination of methods enriched the research by balancing measurable data with contextual understanding, ensuring a well-rounded analysis of the program's alignment with labor market demands.

5.5. Resources and Analysis Techniques

5.5.1 Quantitative Analysis

The quantitative data collected from the surveys were analyzed using descriptive statistics to identify trends in employment rates, career aspirations, and curriculum satisfaction. Key indicators such as the percentage of students feeling prepared for the labor market and the proportion of graduates employed in non-teaching roles were examined. Frequency distributions and bar charts were used to visually represent the data, showing the alignment between career aspirations and the job market. A cross-tabulation analysis explored the relationship between curriculum components (e.g., translation skills) and employment outcomes.

5.5.2 Qualitative Analysis

The open-ended survey responses and interview transcripts were analyzed using thematic coding. Key themes that emerged included: Gaps in business-related and translation training. The need for more practical learning experiences beyond teaching internships. The importance of intercultural competence for non-teaching roles.

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This study employs thematic analysis following the methodology outlined by Braun and Clarke (2006). This methodology provides a structured approach to identifying patterns and themes across multiple data sources. This method enables the researcher to systematically code qualitative data, uncovering recurrent themes related to curricular gaps, career aspirations, and employability outcomes.

5.5.3 Stages and Activities Executed Survey Design

Two surveys were designed. One for students and one for graduates, and both incorporated quantitative and qualitative questions.

5.5.4 Data Collection

Student and Graduate Surveys: Distributed online to final-year students and recent graduates. Follow-up emails were sent to maximize response rates. Teacher Interviews: Conducted in person and via video conferencing. Each interview lasted 45 minutes, and the conversations were recorded with permission for transcription. Data Analysis: Quantitative data were analyzed using SPSS to generate frequency tables and cross-tabulations. Qualitative data were coded manually to identify recurring themes and patterns. Validation and Triangulation: The findings from the quantitative and qualitative analyses were compared to validate the consistency of the results. Report Writing: The results were synthesized into a coherent narrative, integrating both quantitative data (statistics and charts) and qualitative insights (themes from interviews and open-ended responses).

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6. Chapter 3: Results

6.1. Objective 1. To determine the program's effectiveness in preparing graduates for successful employment.

6.1.1 Employment of Graduates

One of the most significant findings was the high employment rate among graduates, confirming the program's alignment with labor market demands. All participants reported securing a job within two years of graduation. This supports Professor 2's assertion about the high employability of the program, which she noted as one of the most recognized in the country, with a 94% employment rate. According to her, "this program has one of the highest employability rates in the country. It stands out not only within UIS but also in comparison with similar programs from other universities." Most graduates found opportunities in the educational sector, especially at primary and secondary levels. This demonstrates that the program's pedagogical focus meets the requirements of these sectors, which consistently demand competent English as a Foreign Language (EFL) teachers.

6.1.2 Employment Sectors

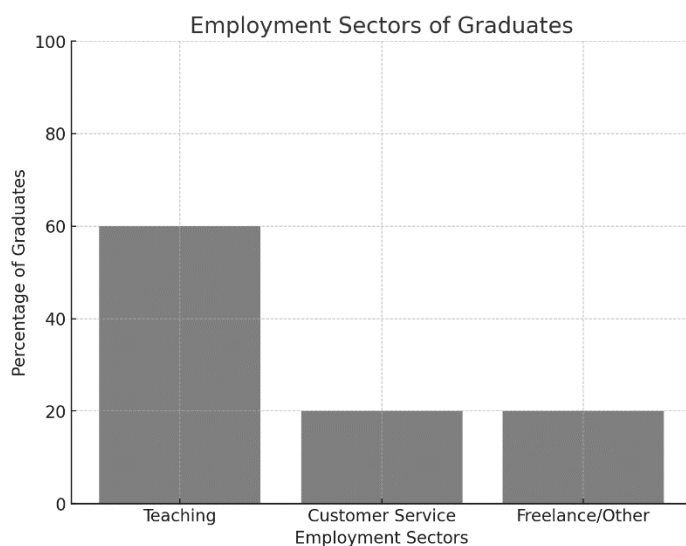
An analysis of the sectors where graduates are employed highlights a clear inclination toward teaching: 60% of graduates are employed in primary, secondary, or technical education. For example, Graduate 5 works in basic and higher education, teaching English at various levels. Approximately 20% of graduates have pursued alternative roles, such as customer service, team supervision, or freelance work related to languages. For instance, Graduate 2 works as a customer service advisor, applying their communication skills in English. The fact that most graduates are

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employed in teaching-related roles validates the program's curriculum, designed to train specialized educators. However, the percentage of graduates entering non-educational sectors suggests that the linguistic competencies acquired during the program are transferable to other professional environments, thus expanding graduates' career opportunities.

Figure 1.

Employment Sectors of Graduates



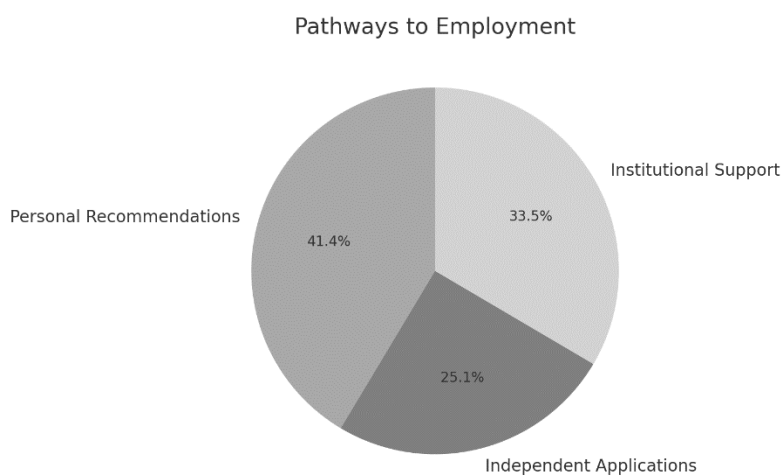
Note. Information taken from the survey conducted with graduates of the Bachelor's Degree in Foreign Languages with an Emphasis in English at Universidad Industrial de Santander (2024).

6.1.3 Pathways to Employment

The methods graduates used to secure their first jobs reveal significant reliance on personal and institutional networks. Responses indicate three main pathways: Personal recommendations or referrals: Nearly 33% of graduates found employment through prior connections, such as friends

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or former professors. As Graduate 1 noted: *"I learned about the job opening through friends."* Independent applications: About 20% reported obtaining jobs by submitting résumés directly to institutions. Institutional networks and university support: 26.67% accessed job opportunities through UIS platforms or announcements from the School of Languages. Graduate 12 shared: *"I got my first job thanks to a post by the School of Languages on social media."* These pathways highlight the importance of institutional efforts in facilitating the transition to the workforce, although some graduates pointed out that such support could be insufficient, particularly in terms of tailoring opportunities to students' interests.

Figure 2.*Pathways to Employment*

Note. Information taken from the survey conducted with graduates of the Bachelor's Degree in Foreign Languages with an Emphasis in English at Universidad Industrial de Santander (2024).

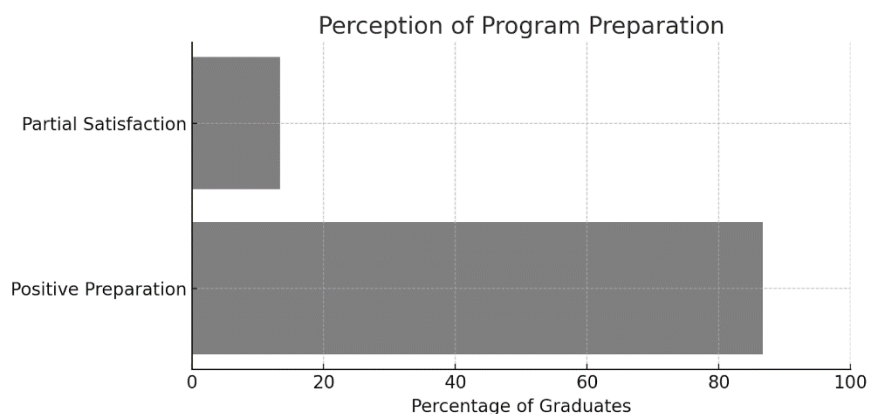
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6.1.4 Perception of Program Preparation

86.67% of graduates rated their preparation as positive, emphasizing areas such as pedagogy, didactics, and linguistic skills. Professor 2 underscored the relevance of these competencies when describing the program's pillars as: *"Practice, didactics, language training, and research. These pillars are distributed throughout the program and are fundamental to graduates' comprehensive training."* The most valued skills among graduates include: Lesson planning and pedagogical strategies: Graduate 4 noted: *"The program helped me develop organizational and methodological competencies that I apply daily in my teaching role."* Soft skills: These skills, mentioned by 53.33%, include effective communication, problem-solving, and teamwork. According to Graduate 13: *"Developing soft skills like efficient time management and productivity has been crucial in my career."* Despite these positive evaluations, some graduates identified areas where the program could improve.

Figure 3.

Perception of Program Preparation



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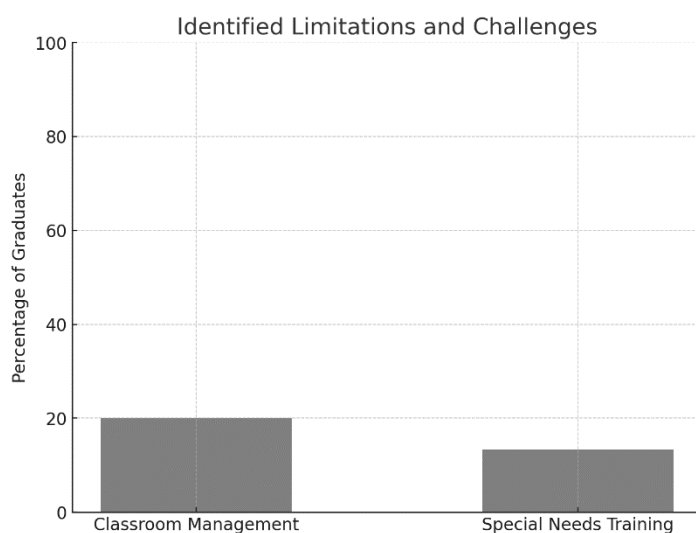
Note. Information taken from the survey conducted with graduates of the Bachelor's Degree in Foreign Languages with an Emphasis in English at Universidad Industrial de Santander (2024).

6.1.5 Identified Limitations and Challenges

A smaller but significant segment of graduates highlighted areas they felt were insufficiently addressed within the program: Classroom management: 20% of graduates mentioned initial challenges related to managing diverse groups. Graduate 12 stated: "Managing students with different motivation levels was a challenge I didn't feel fully prepared to handle." Attention to students with special needs: 13.33% emphasized the need for more training in inclusive pedagogy. Graduate 6 remarked: "Including more practice in diverse contexts, such as working with students with disabilities or specific learning needs, would be valuable."

Figure 4.

Identified Limitations and Challenges



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Note. Information taken from the survey conducted with graduates of the Bachelor's Degree in Foreign Languages with an Emphasis in English at Universidad Industrial de Santander (2024).

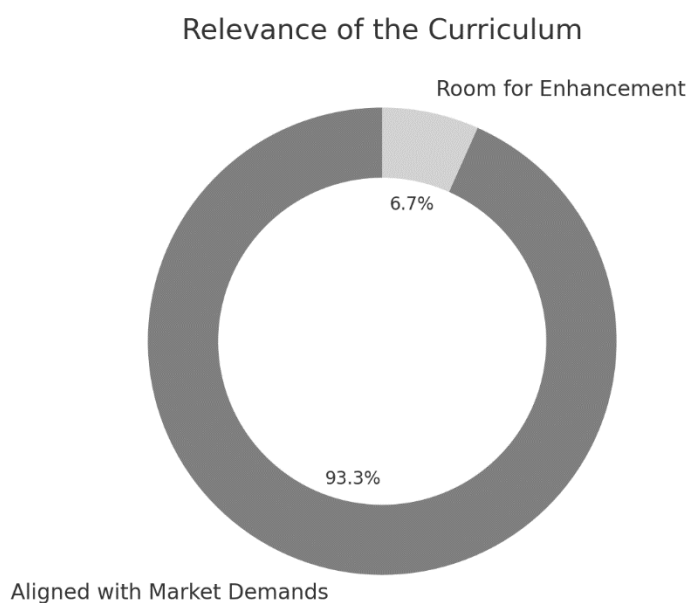
6.1.5 Relevance of the Curriculum

93.33% of graduates considered the curriculum aligned with labor market demands, confirming its effectiveness in terms of relevance. However, some graduates suggested incorporating additional subjects to complement training, such as administrative and technological skills. In general, the findings indicate that the program largely achieves its goal of preparing students for the workforce. However, there is room for adjustments to strengthen areas such as inclusive education and classroom management. The high employability rate and positive experiences reported by most graduates reinforce the perception that UIS offers a competitive program with significant impact in the professional field.

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Figure 5.

Relevance of the Curriculum



Note. Information taken from the survey conducted with graduates of the Bachelor's Degree in Foreign Languages with an Emphasis in English at Universidad Industrial de Santander (2024).

6.2. Objective 2. To explore recent graduates' perceptions of the practical and theoretical preparation provided by the program in relation to labor market demands.

6.2.1 Graduates' General Perceptions of the Program's Preparation

The majority of graduates reported a positive perception of the preparation provided by the program, highlighting its comprehensive nature in theoretical, practical, and linguistic training.

Out of the 15 participants:

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- 86.67% felt adequately prepared, especially in pedagogical areas, which aligns with the program's objectives of training competent educators for diverse contexts.
- 13.33% expressed partial satisfaction, citing specific gaps in preparation, particularly in areas such as classroom management and inclusion practices.

Graduate 1 summarized this sentiment, stating: *"I have solid foundations in the subject I teach, and the program was comprehensive in preparing me for the teaching profession"*.

However, others, like Graduate 14, noted limitations: *"While I felt prepared for teaching, the program lacked sufficient training in managing classroom dynamics and addressing students with special needs"*. This dual perspective highlights the program's strengths while revealing areas for targeted improvement.

6.2.2 Alignment of Practical Training with Labor Market Demands

One of the program's most appreciated features was its emphasis on practical pedagogical training, which many graduates credited as essential for their smooth transition into the workforce.

Graduates particularly valued:

- The variety of practicum experiences: The program allowed students to engage with diverse educational settings, from primary schools to universities. Graduate 7 reflected: *"The practicum experiences made me more realistic about the challenges and rewards of teaching in public schools."*

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- Hands-on application of didactic theories: Graduate 10 shared: *"Teaching practicums were instrumental in building my confidence as a teacher. They allowed me to apply theories learned in class to real-world situations."*

However, 33.33% of graduates identified a need for earlier and more diverse practical exposure. For example, Graduate 6 stated: *"The program should incorporate more practical training with different populations, such as young children or students with disabilities, to better prepare us for diverse classrooms."* This feedback suggests that while the practical training aligns with labor market demands, there is potential to expand its scope and frequency.

6.2.3 Theoretical Foundations: Strengths and Gaps

Graduates consistently praised the program's pedagogical and linguistic theoretical components, which they found relevant and applicable. Strengths highlighted include:

1. **Comprehensive Pedagogical Training:** Courses like "Didactics of English" and "Pedagogy for Scholar Inclusion" were frequently mentioned as invaluable. Graduate 2 noted: *"The didactics courses provided me with innovative strategies to engage students effectively."*
2. **Linguistic Proficiency:** The program's strong focus on English language acquisition was well-received. Graduate 5 commented: *"The linguistic training gave me the tools to teach English with confidence and precision."* However, Graduate 9 raised concerns about the variability of English proficiency levels among students: *"Not all students*

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graduate with the C1 level expected. There should be better mechanisms to ensure a standardized proficiency level."

3. **Research Skills:** Research was highlighted as a key strength, with many graduates appreciating its integration throughout the curriculum. Graduate 12 observed: *"The research training not only improved my academic skills but also opened doors for further studies and professional growth."*

Despite these strengths, 26.67% of graduates identified areas where theoretical preparation could improve. 1) Classroom management strategies Several graduates noted that while pedagogical theories were robust, practical applications for managing classrooms were underdeveloped. 2) Inclusion practices, where graduate 4 remarked: *"There was insufficient focus on training for inclusive education, which is increasingly critical in diverse classrooms."*

6.2.4 Preparation for Broader Career Paths

Although the program is primarily designed to train educators, some graduates expressed a desire for preparation that extended beyond teaching. Approximately 20% of graduates felt the program lacked sufficient focus on skills applicable to alternative career paths, such as translation, corporate roles, or freelance work. Graduate 3 stated: *"While the program prepared me well for teaching, it didn't offer much support for exploring non-educational roles."*

However, as Professor 2 noted in her interview: *"The program is inherently focused on preparing teachers, which is its primary objective. While some students pursue alternative paths, it's natural that their preparation for these roles is less extensive."* This underscores a critical alignment

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between the program's focus and its outcomes, while also highlighting a gap in addressing the aspirations of students who may seek non-teaching roles.

6.2.5 Technological Integration

Technology was identified as a crucial component of the curriculum, with many graduates praising its integration into both pedagogical and linguistic training. Graduate 8 shared: *"The courses on digital tools and teaching in the digital era equipped me to incorporate technology effectively in the classroom."*

Nonetheless, 20% of graduates suggested expanding technological training to include advanced tools for material design and online teaching, reflecting the growing demand for tech-savvy educators in a post-pandemic world.

6.2.6 Perceived Gaps in Professional Preparation

Key gaps identified by graduates in relation to labor market demands include:

1. **Inclusion and Special Needs Training:** While graduates acknowledged the program's efforts in introducing inclusive practices, they felt this area required more depth and hands-on application.
2. **Administrative and Career Skills:** Graduates noted the absence of training in areas such as curriculum design, educational policies, and administrative tasks. Graduate 11 suggested: "Adding courses on educational administration or

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career-specific skills would enhance our readiness for broader roles in education."

3. Networking and Job Placement Support: Although institutional networks helped some graduates find employment, others felt the program could provide more structured support for career planning and job placement.

6.2.7 Program's Strengths in Addressing Market Demands

Despite the aforementioned gaps, the program's core strengths align well with labor market expectations. Professor 1 emphasized the program's focus on producing graduates who are: *"Linguistically proficient, pedagogically skilled, and culturally competent professionals who can adapt to various educational contexts."*

Graduates echoed this sentiment, with 93.33% affirming the curriculum's relevance to their professional roles. As Graduate 15 noted: *"The combination of strong theoretical foundations and practical experiences prepared me to meet the challenges of the teaching profession."*

6.3 Objective 3. To describe the opinions of final-year students regarding the curriculum's structure and content, identifying potential areas for improvement and understanding their future career expectations.

Final-year students in the Bachelor's program in Foreign Languages with an emphasis on English provided comprehensive insights into the structure and content of the curriculum. Their responses

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highlighted key strengths and potential areas for improvement, offering a nuanced view of their educational experiences and aspirations.

6.3.1 General Perceptions of the Curriculum

The majority of students (11 out of 16, 68.75%) expressed overall satisfaction with the curriculum, stating that it equips them with essential tools for their professional development. They specifically praised its emphasis on pedagogy and the integration of practical teaching strategies. However, a significant portion (6 students, 37.5%) noted inconsistencies in course distribution and identified gaps in preparing them for diverse classroom environments.

For instance, Student 5 acknowledged, *"The curriculum is well-structured, but it would benefit from including courses that address common classroom scenarios and conflict management techniques"*. Similarly, Student 13 noted, *"While the curriculum provided strong linguistic foundations, some courses lacked real-world application"*.

6.3.2 Strengths Identified in the Curriculum

Students consistently highlighted certain elements of the curriculum as particularly beneficial for their professional and personal growth:

1. **Pedagogical and Didactic Preparation:** Courses focused on teaching methodologies and classroom practices were highly valued. A majority of respondents (14 out of 16, 87.5%) agreed that these subjects were instrumental in developing effective teaching strategies. Student 7 remarked, "Didactics

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courses helped me understand how to adapt teaching theories to real classroom settings."

2. **Emphasis on Linguistic Competence:** The program's focus on mastering English and a secondary foreign language was widely appreciated. Student 12 emphasized, "The strong emphasis on English proficiency has given me the confidence to approach teaching with clarity and assurance." However, 4 students (25%) suggested that the secondary language component could be more immersive to ensure higher proficiency levels.
3. **Incorporation of Research Skills:** Approximately 81% of students (13 out of 16) highlighted the importance of research-oriented courses, which they believed fostered critical thinking and problem-solving skills. As noted by Student 10, "The research courses allowed me to explore educational challenges and prepared me for potential postgraduate studies."
4. **Technological Integration:** Courses such as "Digital Era" and "Contemporary Didactic Trends" were frequently mentioned as effective in equipping students to integrate technology into their teaching practices. This was particularly relevant for adapting to modern educational contexts.

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6.3.3 Challenges and Areas for Improvement

Despite its strengths, the curriculum was critiqued in several areas, indicating opportunities for enhancement:

Several students (37.5%) expressed a desire for more diverse and frequent practical teaching opportunities. Student 9 suggested, *"It would be helpful to engage with students of different age groups and those with special needs to gain a more holistic teaching perspective"*.

Some courses were described as overly theoretical, with limited connections to real-world applications. Student 4 stated, *"While theoretical knowledge is important, I often struggled to see how it could be applied in actual teaching scenarios"*.

Half of the respondents (8 out of 16) indicated that a single semester on inclusion was inadequate to prepare them for working with diverse student populations. Student 6 remarked, *"The program needs more in-depth training on managing behavioral challenges and fostering inclusive classrooms"*.

Students acknowledged the inclusion of a second foreign language as valuable but noted a lack of sufficient immersive experiences. As Student 14 explained, *"The secondary language component needs more interactive activities to ensure higher competency."*

6.3.4 Future Career Expectations

Final-year students shared diverse aspirations for their post-graduation careers. In teaching as the Primary Goal, the majority (81.25%) indicated a strong interest in pursuing teaching careers

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across different levels of education, with some preferring public schools and others aspiring to work in higher education. Student 2 stated, *"I aim to teach English in a public school and pursue a specialization to further enhance my skills."*

In terms of interest in Advanced Studies around 62.5% of respondents expressed plans to pursue postgraduate degrees, such as master's programs or specializations, particularly in applied linguistics and education. Student 3 mentioned, *"I hope to continue my studies through a master's degree to deepen my understanding of educational challenges."*

Non-Teaching Career Paths had a smaller group (18.75%) showed interest in exploring careers outside of teaching, such as translation, content creation, or corporate roles related to English language use.

7. Chapter 5: Conclusions

7.1 Interpretative Analysis of the Results Obtained

The analysis of the results confirms that the Bachelor's Degree in Foreign Languages with an Emphasis in English at UIS largely fulfills its objective of preparing competent professionals for teaching the English language. However, it also highlights areas that could be strengthened to better align with contemporary labor market demands and student expectations.

7.1.1 Findings on Professional Preparation

Graduates overwhelmingly agree that the pedagogical and linguistic training they received at UIS has allowed them to enter the job market successfully. Over 80% of graduates report feeling

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well-prepared to work as educators, citing essential skills such as lesson planning, English language proficiency, and the design of educational materials. These findings align with Richards and Rodgers (2014), who state that foreign language teacher training programs must balance linguistic and pedagogical development.

A significant finding is the perceived competitive advantage UIS graduates hold in the job market due to the university's prestige. Responses indicate that the UIS name carries weight in hiring processes compared to graduates from other institutions. For instance, graduate 10 notes, "In my experience, companies value that we are UIS graduates", underscoring the institutional brand's role in employment outcomes.

7.1.2 Critical Perspectives of Students and Graduates

Despite these positive outcomes, both students and graduates pointed to areas for improvement. Students emphasized that some courses in the curriculum seem disconnected from actual job demands, labeling them as "filler" or "overly theoretical." In contrast, graduates value the theoretical foundation provided but agree the program could enhance training in areas like managing diverse and inclusive classrooms. According to Florian (2014), addressing diversity is crucial for modern educators, particularly in countries like Colombia, where classrooms reflect a wide variety of social and cultural contexts.

Another recurring concern involves linguistic competence. While the program offers the necessary courses to develop advanced English proficiency, interviewed professors question whether all graduates achieve a C1 level. This concern is significant because language proficiency is critical

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for teaching with confidence. This aligns with the Council of Europe (2001) recommendations for standardized tools like the Common European Framework of Reference for Languages (CEFR) to measure and ensure linguistic quality.

7.1.3 Recommendations for Students and Reflections on the Program

Graduates emphasize the importance of maximizing opportunities offered by UIS, such as teaching internships, research groups, and training in educational technology. They also recommend that current students develop soft skills, pursue international certifications, and gain work experience during their final semesters. Graduate 5, for example, states, "Working from my seventh semester gave me the confidence to approach my first job." These recommendations underscore the need to complement academic training with practical and extracurricular experiences.

This way, the findings confirm that the program meets its stated objectives by addressing both pedagogical and linguistic training. However, there are areas for improvement that, if strengthened, could enhance graduates' transition to the job market and ensure that alumni meet both employer and student expectations.

This research addresses the stated problem by confirming that the program adequately prepares students for the labor market in terms of pedagogical and linguistic skills. However, it also identifies areas where preparation could be more comprehensive, such as inclusive education and the use of standardized tools to measure linguistic competence. These observations align with prior

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studies emphasizing the need for training programs to adapt to specific local and global demands (Richards & Rodgers, 2014; González, 2007).

In conclusion, while the program achieves its general objectives, the contrasts between student and graduate perceptions highlight the importance of continuous curriculum evaluation. This ensures that the program's strengths are consolidated and its areas for improvement are addressed effectively, allowing UIS to remain a leader in foreign language teacher education in Colombia.

7.2 Connection to Related Studies

The findings align with existing literature on teacher training in foreign languages, which emphasizes the need for a balance between theoretical knowledge and practical application. Richards and Rodgers (2014) argue that effective teacher training programs must integrate pedagogical strategies with strong linguistic foundations. This perspective resonates with graduate feedback highlighting the effectiveness of UIS's pedagogical training but also pointing to gaps in inclusive education and classroom management.

The results also mirror González's (2007) findings on the importance of institutional prestige in employability. UIS graduates consistently acknowledge the role of the university's reputation in their hiring processes, reflecting the broader trend of institutional branding as a critical factor in graduate success. Additionally, the concerns regarding linguistic proficiency echo the Council of Europe (2001) framework, which advocates for clear benchmarks like CEFR to ensure consistent outcomes in language training programs.

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7.3 Relation to Background and Antecedents

The analysis situates UIS's program within a broader context of teacher training programs in Colombia and Latin America. As noted by González (2007), the growing demand for English teachers in the region has placed significant pressure on academic institutions to produce graduates who are not only proficient in English but also equipped with diverse pedagogical skills. UIS's program demonstrates alignment with this demand, particularly through its emphasis on early and frequent teaching internships, a practice praised by both students and professors.

However, the removal of the research thesis component, as highlighted by both professors interviewed, represents a potential misalignment with global trends. Many international programs emphasize research as a core element of teacher training, supporting educators in developing critical thinking and evidence-based practices (Richards & Rodgers, 2014). The new curriculum, which excludes this component, risks limiting graduates' academic versatility and could impact their ability to pursue advanced studies or roles in educational leadership.

7.4 Projections for Future Research

Future research should explore the long-term impact of UIS's curriculum changes on graduate employability and professional performance. Specifically, studies could focus on whether the exclusion of the thesis component affects graduates' ability to pursue advanced degrees or compete in international academic contexts. Additionally, it would be valuable to investigate how the inclusion of standardized language assessments, as suggested by professors, might influence linguistic outcomes and student confidence.

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Research should also examine how graduates adapt to the diverse demands of contemporary classrooms, particularly in managing inclusive environments. This aligns with Florian's (2014) call for greater attention to diversity in teacher training programs and could provide actionable insights for curriculum development.

7.5 Pending Topics

Several areas remain unresolved and warrant further investigation. First, the extent to which the program addresses the specific needs of rural and underserved educational contexts in Colombia remains unclear. As noted by some graduates, the challenges of teaching in public schools require specialized training that could be incorporated into the curriculum.

Additionally, the variability in English proficiency levels among students and the absence of standardized assessments to measure linguistic progress represent significant gaps. Addressing these issues would not only strengthen graduate outcomes but also enhance the program's reputation as a leader in foreign language teacher education.

Finally, the balance between theoretical and practical components in the curriculum continues to be a contentious issue. While students call for fewer "filler" courses, graduates recognize the importance of theoretical grounding. Resolving this tension will require careful consideration of both stakeholder feedback and labor market trends.

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8. Primary Sources

8.1. Curricular and Institutional Documents UIS Curricula for the Bachelor's Degree in Foreign Languages with an Emphasis in English

These curricula provided detailed information on the courses, competencies, learning objectives, and academic structure of the program. They were essential for understanding the program's focus on pedagogy and identifying the alignment between its content and the professional demands graduates face.

8.2. Academic and Educational Projects

The analysis also included institutional projects and strategic plans from UIS, which provided information on the program's evolution and educational goals. These documents were crucial for identifying how the program aligns with national educational policies and UIS's mission to contribute to teacher preparation in the region.

8.3. Programmatic and Legal Documents

Legal documents, such as program accreditation reports and educational policies relevant to higher education and bilingualism in Colombia, were reviewed to understand the program's regulatory framework. These documents highlighted the requirements for teacher certification and the expectations for language proficiency set by national education authorities.

8.4. Interviews with Faculty Members

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In-depth interviews with professors from the Foreign Languages program provided valuable qualitative data. These interviews explored faculty perceptions of the program's strengths, challenges, and areas for improvement. Topics discussed included the curriculum design, student proficiency in English, and the effectiveness of practical teaching experiences.

- Interview 1 – Faculty member and program graduate: This interview offered insights into the alignment between academic training and teaching careers. The professor emphasized the importance of maintaining pedagogical rigor but suggested that the program could benefit from more diagnostic assessments in English to better support student development.
- Interview 2 – Faculty member without alumni status: This interview focused on the curriculum's alignment with labor market expectations and highlighted the need to reinforce practical teaching components. The professor also suggested that career services could be improved to better support graduates in finding employment opportunities.

8.5. Career Service Reports and Institutional Surveys

Reports from UIS Communications, specifically related to the Bolsa de Empleo UIS, were also reviewed. These reports provided insights into the availability of career services and the challenges in engaging students with job placement resources. Additionally, institutional surveys conducted with graduates and current students were analyzed to identify perceptions of career readiness and the alignment of academic training with professional demands.

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8.6. Educational Policies and National Guidelines

National policies on bilingual education and teacher certification provided the regulatory context within which the UIS program operates. These documents were essential for understanding the standards and expectations that guide the program's development and for situating the findings within the broader educational landscape of Colombia.

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Appendices

Appendix A: Consent Form

Bucaramanga, 7 de septiembre del 2024

Estimado participante,

Somos Kaileth Fernanda Duarte Rodríguez, Aida Jazmín Tapia García, y Gisel Daniela Malagón Cubaque, estudiantes de la Licenciatura en Lenguas Extranjeras con Énfasis en Inglés de la Universidad Industrial de Santander. Estamos llevando a cabo una investigación titulada "De la Academia al Campo Profesional: Empleabilidad de Graduados en Licenciatura en Lenguas Extranjeras con Énfasis en Inglés de la UIS" bajo la dirección de la profesora Silvia Tarazona para la materia Trabajo de Grado II.

El objetivo de esta investigación es evaluar la efectividad del programa de Licenciatura en Lenguas Extranjeras con Énfasis en Inglés de la Universidad Industrial de Santander en la preparación de sus graduados para el mercado laboral profesional. Además, se busca explorar las percepciones de los graduados recientes y los estudiantes actuales sobre la alineación entre el currículo académico y los requisitos profesionales.

Como parte de esta investigación, se le ha invitado a participar en una entrevista que será grabada con el objetivo de transcribir sus respuestas para la recolección y análisis de datos. Su participación es voluntaria y puede retirarse en cualquier momento sin ninguna repercusión. No habrá remuneración por su participación. Toda la información proporcionada será tratada de manera confidencial y no será distribuida bajo ningún concepto; será utilizada únicamente con

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fines académicos. Los datos serán almacenados de manera segura y solo el equipo de investigación tendrá acceso a ellos. Los resultados de la investigación podrán ser publicados, pero sin ninguna información que permita identificarle personalmente.

Formulario de Consentimiento

Yo, _____, identificado(a) con cédula de ciudadanía número _____, he leído y comprendido la información proporcionada sobre esta investigación. He tenido la oportunidad de hacer preguntas y estoy satisfecho con las respuestas recibidas. Entiendo que mi participación es voluntaria y que puedo retirarme en cualquier momento sin ninguna repercusión. Autorizo la grabación de la entrevista con el objetivo de transcribir mis respuestas para la recolección y análisis de datos, y entiendo que toda la información proporcionada será tratada de manera confidencial.

Appendix B: Student survey

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Cuestionario Estudiantes Lic. Lenguas Ext. UIS

B *I* U  

Estimados/as participantes:

Al comenzar este cuestionario, aceptas que tu participación es completamente voluntaria y que la información proporcionada será utilizada únicamente para fines académicos en el marco de nuestro proyecto de grado. Este estudio se enfoca en evaluar la efectividad del programa de Licenciatura en Lenguas Extranjeras con Énfasis en Inglés de la UIS en la preparación de sus graduados para el mercado laboral, así como en explorar las percepciones de los graduados recientes y los estudiantes actuales sobre la alineación entre el currículo académico y los requisitos profesionales. Es importante que sepas que no recibirás ninguna remuneración por tu participación, y toda la información será tratada de manera confidencial. Solo el equipo de investigación tendrá acceso a los datos, que podrán ser publicados sin incluir información que permita identificarte personalmente. Además, tienes la libertad de retirarte del cuestionario en cualquier momento sin ninguna repercusión.

Al continuar, confirmas que has leído y comprendido esta información, y das tu consentimiento para participar en la investigación.

Nombre y apellido *

Short-answer text

Edad *

Short-answer text

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Semestre actual *Short-answer text
.....**1. ¿Cuáles son tus aspiraciones profesionales después de graduarte? ***Long-answer text
.....**2. ¿Te sientes preparado para ingresar al mercado laboral? ¿Por qué sí o por qué no? ***Long-answer text
.....**3. Según tus aspiraciones, ¿en qué áreas te gustaría trabajar en un futuro? ****(selecciona las opciones que apliquen)*

- Docencia en educación básica o secundaria
- Docencia en educación superior
- Traducción e interpretación
- Asesoría o consultoría lingüística
- Investigación en lenguas o educación
- Sector empresarial (relacionado con idiomas)
- No ejercer en el campo de la educación
- Otro

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4. ¿Tienes intenciones de continuar con formación de posgrado? **(selecciona las opciones que apliquen)*

- Sí, maestría
- Sí, doctorado
- Sí, especialización
- Sí, diplomados
- Sí, cursos cortos o certificaciones
- No tengo intenciones de continuar con formación posgradual por ahora
- No tengo intenciones de continuar con formación posgradual en el futuro

5. ¿Qué tan relevante encuentras el currículo actual para tus objetivos profesionales? *

Long-answer text

6. ¿Qué cursos o asignaturas te han parecido más útiles según tus metas profesionales? *

Long-answer text

7. ¿Hay alguna habilidad o área de conocimiento que sientas que falta en el programa? *

Long-answer text

8. ¿Qué tipos de apoyo o recursos crees que te ayudarían a sentirte más preparado para tu futura carrera? *

Long-answer text

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:::

9. ¿Participas en actividades extracurriculares o prácticas profesionales? ¿Cómo han contribuido estas experiencias a tu preparación? *

Long-answer text

10. ¿Cómo evalúas la orientación profesional y el apoyo para la búsqueda de empleo que ofrece la universidad? *

Long-answer text

11. ¿Qué tan efectivos consideras los métodos de enseñanza utilizados en tu programa? *

Long-answer text

12. ¿Qué mejoras sugerirías para el programa basado en tus experiencias hasta ahora? *

Long-answer text

Appendix C: Graduates survey

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Cuestionario Egresados Lic. Lenguas Ext. UIS

B I U  

Estimados/as participantes:

Al comenzar este cuestionario, aceptas que tu participación es completamente voluntaria y que la información proporcionada será utilizada únicamente para fines académicos en el marco de nuestro proyecto de grado. Este estudio se enfoca en evaluar la efectividad del programa de Licenciatura en Lenguas Extranjeras con Énfasis en Inglés de la UIS en la preparación de sus graduados para el mercado laboral, así como en explorar las percepciones de los graduados recientes y los estudiantes actuales sobre la alineación entre el currículo académico y los requisitos profesionales. Es importante que sepas que no recibirás ninguna remuneración por tu participación, y toda la información será tratada de manera confidencial. Solo el equipo de investigación tendrá acceso a los datos, que podrán ser publicados sin incluir información que permita identificarte personalmente. Además, tienes la libertad de retirarte del cuestionario en cualquier momento sin ninguna repercusión.

Al continuar, confirmas que has leído y comprendido esta información, y das tu consentimiento para participar en la investigación.

Nombre y apellido *

Short-answer text

Edad *

Short-answer text

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Año de graduación *

Short-answer text

⋮
1. ¿Puedes describir tu cargo actual y tus principales responsabilidades? *

Long-answer text

2. ¿Cuántos años de experiencia tienes después de haber obtenido tu grado? *
(Selecciona una opción)

- Menos de 1 año
- 1-2 años
- 3-5 años
- Más de 5 años

3. ¿En qué áreas te has desempeñado profesionalmente desde que te graduaste? *
(Selecciona todas las opciones que apliquen)

- Docencia en primaria
- Docencia en bachillerato
- Docencia en universidad
- Docencia en educación para el trabajo
- Docencia en carreras técnicas o tecnológicas
- Administración educativa
- Freelance (trabajo independiente)

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Año de graduación *

Short-answer text

⋮
1. ¿Puedes describir tu cargo actual y tus principales responsabilidades? *

Long-answer text

2. ¿Cuántos años de experiencia tienes después de haber obtenido tu grado? *
(Selecciona una opción)

- Menos de 1 año
- 1-2 años
- 3-5 años
- Más de 5 años

3. ¿En qué áreas te has desempeñado profesionalmente desde que te graduaste? *
(Selecciona todas las opciones que apliquen)

- Docencia en primaria
- Docencia en bachillerato
- Docencia en universidad
- Docencia en educación para el trabajo
- Docencia en carreras técnicas o tecnológicas
- Administración educativa
- Freelance (trabajo independiente)

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- Coordinación académica
- Rectoría
- Líder de programas de evaluación
- Otro: _____

4. ¿Cómo conseguiste tu primer trabajo después de graduarte? *

Long-answer text

⋮

**5. ¿Sientes que el programa te preparó adecuadamente para el mercado laboral? ¿Por qué sí *
o por qué no?**

Long-answer text

6. ¿Qué habilidades adquiridas durante tus estudios han sido más útiles en tu trabajo? *

Long-answer text

**7. ¿Hubo alguna habilidad o área de conocimiento que sentiste que te faltaba cuando
comenzaste a trabajar? ***

Long-answer text

8. ¿Qué tan relevante consideras que fue el currículo para tu trabajo actual? *

Long-answer text

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9. ¿Consideras realizar un posgrado en el futuro? **(Selecciona una opción)*

- Sí, tengo planes concretos para hacerlo
- Sí, pero aún no tengo planes concretos
- No, no tengo planes de realizar un posgrado
- No estoy seguro/a

...

10. ¿Has participado en programas de desarrollo profesional o formación continua desde que te graduaste? **(Selecciona todas las opciones que apliquen y marca el estado correspondiente en cada caso)*

- Diplomados (Finalizado)
- Diplomados (En curso)
- Especialización (Finalizado)
- Especialización (En curso)
- Maestría (Finalizado)
- Maestría (En curso)
- Doctorado (Finalizado)
- Doctorado (En curso)
- No he participado en programas de desarrollo profesional o formación continua

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11. ¿Cómo describirías el apoyo recibido por parte de la universidad durante tu transición al mercado laboral? *

Long-answer text

12. ¿Qué mejoras sugerirías para el programa para preparar mejor a los futuros graduados? *

Long-answer text

13. ¿Qué consejos darías a los estudiantes actuales para mejorar su preparación y empleabilidad? *

Long-answer text

Appendix D: Interview 1

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Transcripción Entrevista Profesor #1 2024-09-11 at 16.06.28

¿Empezamos entonces? Sí, cuando ustedes gusten ya podemos empezar. Listo, bueno, | tomando en cuenta todo lo dicho anteriormente, nos gustaría empezar preguntando según su experiencia como profesor dentro del programa de esta licenciatura, ¿cuáles son los principales objetivos del programa de licenciatura en lengua extranjera con énfasis en inglés? Bueno, para empezar me gustaría poner en contexto, digamos, el tiempo en el cual llevo vinculado como profesor y es un poco más de un año, entonces digamos que mis perspectivas o la experiencia que puedo compartir con ustedes, digamos, debe entenderse desde un corto tiempo, digamos, que estoy aquí, pero en lo que he podido aprender, conocer y explorar, yo creo que la licenciatura pues tiene como dos grandes ejes o dos grandes objetivos, o podría decir tres más bien. El primero de ellos es que los estudiantes pues digamos adquieran unos conocimientos, unas competencias, unas prácticas idóneas y pertinentes en cuanto al aprendizaje de lenguas extranjeras, primordialmente en el inglés y pues digamos ya el segundo idioma que ustedes van escogiendo.

Un segundo componente que creo que yo es otro eje central, es el tema de la formación en educación y en tecnología, para que digamos todo ese conocimiento de este nuevo código lingüístico que ustedes aprenden, pues digamos también pueda ser compartido de manera pues más pertinente en escenarios educativos, cualquiera que sea el camino que ustedes vayan escogiendo. Y yo creo que un tercero que veo que puedo extraponer con algunos lineamientos de la universidad, es el tema de la formación de personas íntegras, es decir que más allá de que pues usted sea bueno en inglés y sea buen docente, pues digamos tenga también unos principios básicos como ciudadano, como ciudadana, que tenga digamos unos actúes y unos actúes, que digamos van en acorde a la sociedad en la cual nos desempeñamos. Entonces podrían ser esos tres en mi experiencia.

Muchas gracias. Para recordar mejor este tema, ¿se nos podría especificar o recordar qué materias ha dictado dentro del programa? Sí, digamos que cuando me vinculo, había una necesidad de de cubrir plazas con docentes que trabajaran en el área de investigación y en el área de pedagogía propiamente. Entonces en los tres semestres que ya llevo, he estado a cargo de Fundamentos Generales de Investigación y un curso que me ha parecido muy interesante, bueno ambos me han parecido muy interesantes, que se llama Tendencias Didácticas Contemporáneas y aparte de eso pues también hago acompañamiento a ustedes en la dirección de trabajos de grado, entonces digamos que pedagogía e investigación y formación de investigación, pues son como las dos áreas en las cuales estoy aquí trabajando.

Excelente. Listo, profe. Desde su punto de vista en cuanto a competencias, ¿qué espera que los estudiantes graduados tengan al finalizar el programa? ¿Cómo que competencias o conocimientos o habilidades o actitudes los profesores o usted esperan que tengamos nosotros cuando terminemos la carrera? Bueno, yo quisiera empezar diciendo que aunque digamos es un programa de formación de maestros, me gustaría también pensar que la persona que se gradúa, digamos sea cual sea el campo profesional que escoja, haya encontrado en la carrera elementos que lo lleven a lo que lo haga feliz o en lo que se vea profesionalmente desarrollado.

Digamos que muchos, y me incluyo en su momento, pues yo llegué a la docencia de pronto no por una pasión en la educación como tal, sino que eso se fue dando en el camino, sino que yo llego pues a la licenciatura un poco más por el tema del interés de aprendizaje de lenguas,

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¿sí? Entonces, ¿a qué voy? Que algunos otros sí tienen muy claro que pues les gusta la docencia, creen que pueden aportar allí, se desempeñan allí, les gusta enseñar, ¿cierto? Se decantan por ciertas poblaciones. Otros, digamos, llegamos a estos programas no teniéndolo muy claro, pero que el mismo programa también nos vaya abriendo las opciones de decir, bueno, en algún momento tendremos que tener unos espacios de formación educativa, porque es una licenciatura, pero también que nuestro accionar no se reduce sólo a la educación, y pues la educación igual es un campo muy bello y tiene muchas, mucho para hacer en el trabajo. Entonces, sí es importante que ustedes, cuando se gradúen, pues digamos tengan unos buenos desempeños desde lo lingüístico, es decir, los idiomas que aprendieron aquí, unos buenos desempeños en la parte pedagógica, porque pues también enseñar es todo un reto.

Y, digamos, otra serie de conocimientos un poco más holísticos en áreas que son de nuestro interés, como por ejemplo los factores culturales, los temas políticos, los temas socioeconómicos, que pues todo va un poco permeado al tema de los idiomas, ¿no? Pero, si me preguntan, pues yo espero que el egresado tenga esas herramientas, pero pues también que se pueda desempeñar laboralmente donde quiera y donde sienta que pueda crecer, y sobre todo, pues donde sienta que pueda ser feliz con su proyecto profesional en la vida. Bueno, listo, profesor, muchas gracias. La otra pregunta sería, desde su punto de vista, ¿cuál es la justificación detrás del diseño y la distribución del currículo? Y usted, ¿cómo cree que este asegura que está alineado con las demás, con las demandas actuales del mercado laboral para los graduados de la lengua extranjera? Bueno, yo creo que nuestro currículo responde, yo creo que por lo menos a dos grandes frentes.

El primero de ellos, yo creo que viene con el objetivo o la filosofía pronto de la universidad propiamente, que busca pues la formación de personas en un nivel íntegro o integral. Por eso, pues creo que en el primer semestre, si mal no estoy, digamos, los estudiantes tienen el tema de asignaturas de cultura física y deporte, ¿cierto? Creo que hay unas que son como cátedras de la universidad, ¿no? Entonces, digamos que siento yo que el currículo busca pues la formación de uno como persona en muchas áreas, ¿sí? Entonces, por ejemplo, el tema de disfrutar de espacios de recreación y deporte, ¿sí? O también siento que la universidad, pues digamos, no de manera oficial o no en sus currículos, propende por ciertos espacios para que ustedes tengan la oportunidad de aprender y desarrollarse como personas, ¿no? Por ejemplo, los grupos culturales, los servicios de comedores, los servicios médicos, servicios de bienestar, de vivienda, en algunos casos. Entonces, digamos que creo que la universidad pues apuntaba un poco a eso, ¿no? Que pase en la práctica, bueno, podríamos debatirlo o no, podríamos ver que tanto si pasa, pero por lo menos desde los lineamientos está allí.

Y ya en cuanto a nuestro currículo propiamente, como lo he mencionado anteriormente, yo creo que los componentes que se han pensado, las secuencias responden pues como a esas dos grandes áreas, ¿no? El conocimiento de las lenguas extranjeras, creo que hay una buena intensidad en cuanto a la enseñanza y el aprendizaje de la lengua que ustedes pues se sometan y otros componentes que van desde lo educativo, lo político, lo pedagógico, llamándolo así, para digamos que ese conocimiento que ustedes adquieren en lenguas, pues también después lo puedan poner en práctica en otros escenarios, como por ejemplo en la educación o desde la traducción que también creo que es otro de los grandes campos que aquí tenemos. Entonces, yo estaría como con esos dos grandes intenciones de formación aquí en el programa. Perfecto, perfecto.

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Pero frente a la nueva que empieza ahora y que ustedes, digamos, tienen la potestad de cambiarse de programa, tampoco fui participe de ella porque, digamos, cuando yo ingresé, pues digamos, todo eso ya estuvo aprobado, ya estaban como en otras discusiones de cuándo se implementa y etcétera, etcétera, etcétera. Yo creo que desde mi área de investigación o en la formación de investigadores en el campo de las lenguas extranjeras, pues sí me pareció un desacierto, digamos, el tema de que en el nuevo programa se haya omitido el componente del trabajo de grado porque creo que es un componente importante para que ustedes desde una formación inicial tengan cierta experiencia en cuanto a la investigación. Seguramente muchos de ustedes cuando culminen esos trabajos se darán cuenta que les quedó justo tanto la investigación y de pronto eso posteriormente les abra el interés y la puerta a seguir su trayectoria académica.

Digamos que sería mucho más difícil cuando cerramos esa ventana porque creo que no todo el mundo va a tener el acceso y el beneficio al tener una experiencia de investigación, por pequeña o corta, creo que pueda ser. Digamos que me pareció un infortunio y creo que las razones no son muy bien sustentadas sino que fue un tema más de número de créditos y quizá como la premura de emitir un nuevo programa académico respondiendo a ciertos lineamientos del Ministerio Nacional, pero si yo hubiese estado en ese momento y tuviese la potestad pues creo que hubiese podido de pronto intervenir para negociar un poco más ese factor. Siento como que se le quita un poco el campo científico a nuestra licenciatura si concebimos que los trabajos de grado no son tan relevantes como el factor lingüístico o pedagógico, yo creo que el profesor también debe concebirse como un científico que está parado o parada en los planos de la lingüística y de la educación como tal.

Sí, hemos entendido que las materias que se han removido alguna parte de este currículum ha sido por mero propósito de la acreditación del programa o del Ministerio Nacional. Es lastimoso. Muchísimas gracias, profe, ya esas serían todas las preguntas.

Gracias por compartir su perspectiva sobre el programa con nosotros. Es un esfuerzo especial y va a ser de mucha ayuda. Claro, sobre el propósito que es ver un poquito más de cerca el porcentaje de los estudiados. Claro, el currículum que va a aparecer. Pueden decirnoslo. De igual manera, si necesitan más información, podríamos también ponerse en contacto con ustedes en el futuro.

Sí, bueno, creo que se entrecortó un poquito, pero entiendo el tema de los reglacements y que si tengo preguntas o demás, o si necesitan que les colabore con algo más adelante, también está bien, ¿listo? Pues nada, les agradezco tenerme en cuenta y espero que la investigación de ustedes esté a buen puerto y cuando tengan el producto, pues ahí las leeré, a ver qué pudieron encontrar ustedes. Claro que sí, muchas gracias, profe, por su tiempo. Listo, amigos, cuidense mucho.

Igualmente. Buenas tardes. Chao.

Appendix E: Interview 2

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Transcripción Entrevista Profesora 2 2024-09-19 at 18.42.46

Sí Pero en su experiencia, profesor, ¿cuáles creen que son los objetivos de este programa específicamente? Específicamente, este programa se propone formar profesores y licenciados de inglés como lengua extranjera, tanto como para el sector, digamos, el contexto local, como nacional e internacional. Eso es lo que yo veo que es como el objetivo principal de este programa. Ok, listo.

Desde su punto de vista, ¿qué competencias cree que se espera que tengan los estudiantes cuando se gradúen? Pues, yo acá, si me permiten, voy a leer el programa, que lo tengo acá. Vamos a buscar las competencias que en realidad sí tenemos una serie. Pues, de hecho, el programa tiene un perfil de egreso. No sé si ustedes lo están preguntando sobre eso. Sí. El perfil de... Si me permiten, yo sí los leo. Vamos a seguir. Si quieren las vamos a meter. ¿Ya está? ¿Otra vez? Bueno, entonces, bien, en el perfil de egreso, en el PEP, tenemos que los estudiantes que se gradúen de este programa, además de tener pues como unos valores más, digamos, éticos de respeto, pluralismo, compromiso ciudadano, también a nivel ya, digamos, más étnico y profesional, estarían en capacidad de usar con una competencia avanzada, con un nivel avanzado, la lengua inglesa y una tercera lengua con una competencia más, digamos, intermedia. Sí, intermedia. También la idea es que desarrolle las habilidades didácticas y pedagógicas para poder llevar a cabo su labor de enseñanza en diferentes, como les dije ahorita, en diferentes contextos locales, nacionales e internacionales.

También otro de los aspectos que aquí mencionan, o digamos, de las competencias que se quisiera lograr con los estudiantes de últimos semestres, ya que egresados, es que sean interculturalmente competentes para actuar y convivir con otros grupos diversos, ¿sí? También está en la que tengan la capacidad de seleccionar y diseñar recursos estratégicos y, digamos, bióptimos para poder desarrollar sus labores didácticas y pedagógicas. También deben estar en capacidad de liderar, diseñar y participar en proyectos de investigación y proyección social en el campo de la enseñanza, del aprendizaje, de la lingüística. Ok, ok.

Digamos que en general, bueno, esos son como algunos de las competencias, digamos, son las más importantes. Las más importantes y las más relevantes. Aquí incluyen la parte, su competencia ética, su competencia profesional, que serían las como la didáctica, la lingüística, su competencia lingüística y su competencia investigativa. Eso le iba a mencionar también, porque a nosotros nos dedican bastante en la investigación, desde el quinto semestre hasta ahora también. Sí, eso también. Sí, es bueno. Además la universidad es muy investigativa, ¿no? Yo creo que todas las carreras también tienen como ese enfoque. Eso es un plus que tiene esta carrera. Sí. Porque no muchas carreras tienen eso. Yo sabiendo de los pensums de la de Pamplona, por ejemplo, que tiene también ese mismo programa, pero con francés. Ellos vienen franceses directamente.

No en como tomar la investigación. Y lo otro es que, por ejemplo, ese fue uno de los cambios que se hizo en la nueva versión, que se le quitó. La investigación. El trabajo de grado. No los cursos de investigación, pero el trabajo de grado. Entonces, internamente hay como un debate todavía.

Eso le queríamos preguntar, profe. ¿Ustedes como profesores de planta tienen como cierta participación dentro del diseño del currículo? Sí, claro. Y en las reformas, en la autoevaluación.

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Todo. Es que nosotros somos los que los tenemos que hacer. Todos los profesores de planta. Ok. Es que todos.

¿Cuál es la otra pregunta? La otra pregunta sería, ¿cuál cree que es la justificación detrás del diseño y la distribución del currículo? ¿Y cómo se asegura que está alineado con las demandas actuales del mercado laboral? Pues, lo que yo tengo entendido, porque yo no estuve en el diseño. Yo estuve en el proceso de la reforma. Ok.

Sí. Entonces, lo que yo entendí en esas, digamos, discusiones, reuniones, es que lo que subyace, pues, digamos, los fundamentos de esta carrera tienen como tres grandes fundamentos, que son la práctica, la didáctica y la formación en lengua. Bueno, cuatro, perdón. Digamos que son la práctica y lo didáctico, que podríamos encerrarlo en uno, la formación en lenguas y la investigación. Son como los tres grandes pilares. Ustedes los ven, como tú dices, a lo largo, distribuidos durante casi toda la carrera. El componente lingüístico es muy fuerte, el componente didáctico y de práctica, también casi desde el segundo, tercer semestre, empiezan. Y el componente tecnológico e investigativo, desde el quinto. Entonces, esos son como los tres grandes pilares de esta carrera, que a mí me parece que le da como una completud a la formación.

¿Y cómo, digamos, se relacionan con las exigencias o con las necesidades del medio? Yo pienso que más que todo el aspecto práctico, en el aspecto práctico y de formación didáctica, y más que todo como que las materias tengan ese componente práctico que ustedes, los estudiantes, tengan la oportunidad de estar ya en colegios, en campo, desde los primeros semestres. Es una muy buena, digamos... Un buen recurso. Sí, es, digamos, un buen elemento que incorporó la carrera, porque tengo entendido que antes no era así.

¿En la licenciatura en inglés? Ajá. Que antes no era así. No sé si no lo he visto. Que era mucho menos práctica. ¿Ah, sí? Ah, sí, doce meses de prácticas tenía. Sí, y no tenían como otros elementos prácticos antes de la práctica. Ah, ok. Que, por ejemplo, ustedes a veces tienen cursos de didácticas o de otras materias donde también les hacen como un componente práctico. Ajá. Sí, la verdad es que hemos visto práctica en casi todos los cursos de pedagogía. Exacto. Siempre ha sido... Y lo otro es que el medio, el medio siempre, o por lo menos a nivel contemporáneo, pues, siempre está necesitando mucho los docentes de inglés. Sí. Entonces, mientras mejor salgan preparados, pues... Mucho mejor. Más conveniente para | ustedes los egresados, o los próximamente egresados.

Ojalá. Listo. La otra pregunta sería, ¿qué mecanismos de retroalimentación existen para recopilar opiniones de graduados y empleadores? ¿Y cómo se integran estas opiniones en el currículo? Pues, yo sé que hay una base de datos, ¿sí? Pero yo no tengo acceso a ella.

Yo sé que el acceso lo tiene la secretaria y, de pronto, la directora y el ordenador para los egresados. Como que les va quedando con una base de datos. Y yo me imagino que desde admisiones también debe haber algo de egresados, no estoy segura. Y entonces, la retroalimentación con los egresados se hace como a partir de encuestas. O a veces se citan a egresados a reuniones anuales para preguntarles cómo les está yendo en su proceso, si han tenido dificultades para incorporarse en el mundo laboral o no. Pero digamos que en realidad, en las estadísticas, se ve que esta carrera, este programa, es los que tienen una tasa de empleabilidad en el país super alta.

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Es como de las carreras que tienen una tasa de empleabilidad sobre el 94%. Imagínate. Sí, es muy exitosa la verdad. Eso es lo que estábamos intentando. Ese es como nuestro tema de investigación, básicamente. Como que ver si realmente uno de egresado, específicamente de la UIS, tiene esa diferencia en comparación con los otros programas de las otras universidades. Ah, ok. ¿Por eso, por ejemplo, existen unos programas estadísticos del Ministerio de Educación? Tenemos que revisar eso. Sí, revíselo.

Yo les paso el dato. Sí, profe, porfa. Miren la empleabilidad de todas las carreras de todas las universidades del país. Ah, que chévere. Súper, ya tenemos el trabajo hecho. Tienen los datos. Los datos. Pero tienen esos datos ahí. Claro, pues eso es lo que estábamos buscando desde mucho. Igual ya estamos haciendo también encuestas a egresados y también a estudiantes. Porque hemos visto como, durante la carrera, ciertas quejas de algunos estudiantes de que no, son muchas materias de relleno, o que eso estábamos discutiendo con la profe Silvia, que es nuestra profe de trabajo de grado, que hay algunos semestres que tienen siete materias. Por ejemplo, siete materias, máximo ocho. Y hay otros que tienen, no, cinco, cuatro. Entonces estábamos como intentando también observar desde ese punto, desde por qué, o sea, cuál es como el objetivo, o si es meramente por los enfoques. Lo que pasa es que yo pienso que en Colombia, o sea, lo que está tratando la universidad, incluso el ministerio ahora, es recortar mucho los programas. Sí, recortar crédito, recortar el número de semestres. Y hay, digamos, profesores y estudiantes que están de acuerdo con ese enfoque, y otros que están en desacuerdo. Eso tiene sus pros y sus contras. Digamos, por ejemplo, en otros países, por ejemplo en Norteamérica, en Europa, los pregrados duran tres o cuatro años. Pero la formación de ellos nunca va a ser tan completa como la que les dan a ustedes. Ni tan personalizada. Exacto, las horas de clase van a ser muy disminuidas, y lo otro es que nunca les van a dar los cursos de investigación. Para hacer cursos de investigación tendrían que ir a una maestría, hacer maestrías. En muchos países donde las carreras son más corticas, les dan nada malo técnico.

Y lo de investigación lo dejan para las maestrías, por si los estudiantes quieren seguir con ese mundo de la investigación, porque no todo el mundo está interesado en hacer investigación tan bien o real. Entonces, bueno, digamos que eso tiene sus pros y sus contras, porque tendría un pro en el sentido en que se graduarían más rápido, en que no habría tantos semestres con esas cargas tan fuertes, y también en que no obligarían a estudiantes que no están interesados en hacer investigación a hacerlo, que también es como un burden que a veces algunos tienen, ¿cierto? Porque no todo el mundo está interesado en hacer carrera académica, mundo académico, mundo investigativo. Eso es real también.

Entonces, eso digamos que una carrera debería tener, un programa debería tener esa flexibilidad, que las personas que quieran ser más prácticas se inclinen por ese lado, y que las personas que quieran ser más académicas, investigativas, se inclinen por ahí. Bueno, está como el quid del asunto. Entonces, en su opinión, la UIS, nada más hablemos de la UIS, ¿debería tener como esa flexibilidad dentro de su programa? ¿O así está bien? Lo que pasa es que también es un asunto de mercado.

Sí. Entonces, por ejemplo, si los estudiantes en el pregrado no tienen esa formación, va a ser muy difícil, o sea, no todo el porcentaje de los que se gradúan van a ser maestrías, ¿cierto? Entonces, va a ser muy difícil que muchos cojan esa formación que les quedó faltando en el pregrado, si se hiciera de 8 semestres, porque no todos van a ser maestrías. Y no todas las maestrías tienen componente investigativo.

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Descubrimos cosas nuevas en esta entrevista. Ya terminó. ¿Tenemos otra? Ya para terminar, ¿cómo cree que se evalúa la efectividad del programa y qué ajustes se realizan en base a los resultados? Yo creo que eso va ligado con el anterior, porque ya descubrimos, entonces, que sí se tienen en cuenta los egresados.

Entonces, a los egresados se les aplica apuestas, se les aplica, pues, métodos para regresar la información. O sea, no se deja el egresado solito. O sea, afuera como que se olvidan del egresado y no... No, porque yo sí he notado, por ejemplo, que para muchas actividades acá se invita a egresados. Yo también la he visto. De ambas licenciaturas. Ok. Bueno, como la efectividad, yo pienso que podría, obviamente, los porcentajes de empleabilidad son una estadística clave. Como ya les dije, yo que he estudiado, pues, estos programas, digamos, estas mediciones del ministerio, esa información está ahí. Y está clara que esta carrera es de las que más empleabilidad tienen en todo el país. Pero lo que, por ejemplo, a mí se me parece que estamos, digamos, debiendo, o que todavía tenemos como tarea por hacer en la licenciatura, es hacerles un test internacional de inglés a los estudiantes que vayan a egresar. O sea, antes de empezar el programa. Y para tener esas mediciones e ir mirando cómo los estudiantes están graduando a nivel de lengua. Yo pienso que eso es una herramienta que nos podría servir mucho para mejorar el nivel. Uy, lo hemos discutido bastante en reuniones de amigos y todo eso. Los que han tenido la experiencia de este programa. Porque como que sí tiene el inglés, claro, como prioridad y toda la carrera es en inglés. Hay semestres en que se vive todo en inglés. Pero no todos tenemos como el mismo nivel de inglés para poder enseñarlo de la manera en que se quisiera enseñar. Y es que eso solo se logra con una herramienta medidora, que es un examen internacional. Un examen estandarizado. ¿Por qué? Porque eso nos va a permitir a nosotros desde la escuela, digamos los que manejamos los programas o a nivel administrativo, decir bueno, el nivel del 80% de estudiantes está en B2. Queremos subirlo a C1. ¿Qué tenemos que hacer? ¿O qué tienen que hacer ellos? Entonces hay que tomar medidas y estrategias para subirlo. Pero entonces digamos que hay un discurso, digamos alrededor, que la gente, los profesores, las profesoras dicen es que los estudiantes salen con C1 de acá. Y yo me pongo a pensar. No es cierto. Y yo me pongo a pensar. Uno que otro sí. Pero los que ahora tienen mucho más. Pero no es el promedio. De los que yo noto en mis cursos y eso. Entonces yo digo, bueno, pero entonces ¿en qué nos estamos basando para eso? O sea, no hay... Una referencia. ¿Está cierto? No hay. Si no tenemos los hechos y las estadísticas que hablen y que nos digan a ciencia cierta en realidad qué es lo que está pasando en ese aspecto, pues para mí es muy difícil irme a dar opiniones. Claro. De percepciones y sentimientos. Pero lo que pasa es que precisamente cuando las personas llegan a una institución académica la idea es coger a todos y no a él. Exacto. Por lo alto. Exacto. ¿Cierto? Sin importar el background de todos. Sí. ¿Cierto? Sin importar que tú tuviste o no eso que él tuvo. Todos deben tener ese nivel. Claro. Ese sería como el ideal. El objetivo. ¿Cierto? Pero bueno, digamos que la carrera tiene muchas cosas buenas. Esa sería como un detalle. Que nos queda ahí. Por mejorar. Exacto. Un poquito. ¿Y cómo se podría mejorar eso? O sea... Sí, eso ya es más a nivel como gestionar. Gestionar los exámenes, a nivel administrativo. O las materias. Porque es que vimos que las materias o los cinco semestres que habíamos de inglés, de la materia inglés como tal, han sido como muy por encima. Como que no sé. Eso también depende mucho de ustedes. De los estudiantes. De los estudiantes que hagan control, más exigencia. Porque hay unos profesores que están muy tranquilos.

Sí. Y otros que son más exigentes. Entonces, bueno. Pues sí. También desde el manejo. Desde el estudiante. Ya, terminamos. Gracias, profé. Con mucho gusto. Ha sido super.