

**University of El Salvador**  
**School of Arts and Sciences**  
**Foreign Languages Department**



**RESEARCH PROJECT:**

**THE FACTORS THAT INFLUENCED STUDENTS FROM OTHER MAJORS OF THE UNIVERSITY OF EL SALVADOR TO CHANGE TO THE MODERN LANGUAGES SPECIALTY IN FRENCH AND ENGLISH MAJOR AT THE FOREIGN LANGUAGES DEPARTMENT, SCHOOL OF ARTS AND SCIENCES OF THE UNIVERSITY OF EL SALVADOR, SEMESTER II, 2016.**

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## **INTRODUCTION**

In the 21st century, people who have obtained a university degree have, in a big scale, more opportunities for obtaining a better quality of life. Having accomplished a university major can bring many benefits in students' lives. They can easily find their "dream jobs" with a variety of remuneration options; have economic stability depending on the area chosen and also, obtain opportunities of traveling abroad and meet new people and cultures. For those and many more reasons, students are deciding to begin college studies because they know that just having a high school degree is not enough for accomplishing everything they want in their academic and professional life. But, what happens when a student thinks that a major in particular will be his or her "key to success" and it turns that the one he or she chose was not close to that ideal? And then, he or she takes the decision of changing the major and starts a new one? What are the reasons that influence that important decision?

Nowadays, it is common to see a big amount of students of the University of El Salvador who started to study a major and then, requested a change to another major.

This research project was carried out in order to find out the "THE FACTORS THAT INFLUENCED STUDENTS FROM OTHER MAJORS OF THE UNIVERSITY OF EL SALVADOR TO CHANGE TO THE MODERN LANGUAGES SPECIALTY IN FRENCH AND ENGLISH MAJOR AT THE FOREIGN LANGUAGES DEPARTMENT, SCHOOL OF ARTS AND SCIENCES OF THE UNIVERSITY OF EL SALVADOR, SEMESTER II, 2016."

The research contains the followings chapters:

First, the delimitation of the problem, which presents the general and specific objectives are presented. They indicate what the purpose of the research was and the goals achieved at the end of the research process. Furthermore, the research questions were included: One general and two specific for the development of this research.

This research project was based on a general objective and three specific ones that helped researchers to follow the main idea to arrive to the factors that influenced students from the University of El Salvador to take the decision of the change their first major to Modern Languages Specialty in French and English.

Furthermore, the theoretical framework is presented containing information about the university's policies with regards to the changes of majors students are allowed to makes; as well, the professors' opinions concerning this topic.

Besides, it was necessary to interview the Foreign Languages Department professors, the ones that are in this moment part of the academic organisms of the School of Arts and Sciences: the Head of the Foreign Languages Department, José Ricardo Gamero M.D., the Coordinator of the Modern Languages Specialty in French and English major, Lic. José Alfredo López, the Administrator of Academic processes of the School of Arts and Sciences of the University of El Salvador, Ing. Carolina Magaña, and Lic. Israel Oliva, member of CSU. They were interviewed in order to know their opinions and perceptions about the research project regarding the factors that influence students from other major to change to the Modern Languages major.

This research project was based on the American Psychologists Mitchell & Krumboltz, experts in the field of occupational and vocational guidance. They have stated that there are two main types of learning experiences in the “*Social Learning Theory of Career Decision-Making*”. The first one is the instrumental learning experience; and the second, the associative learning experience. That means that in one hand, the instrumental learning experience says that a student decides to choose a college study based on its expectations and preceding circumstances in his or her life, and on the other hand, there are some other students that base their decisions on what they have observed in other people’s experiences.

Subsequently, the methodology that this research project followed is presented. It is worthy to mention that this research was focused on the **Grounded Theory Study**. The approaches that were used by the researchers were based on the qualitative and quantitative research.

Moreover, this document presents the data analysis and the interpretation of the information gathered. As well, conclusions and recommendations about the experience in this research are offered.

Finally, the bibliography and website resources used for this research project and appendices are presented.

## **OBJECTIVES**

### **General objective**

To determine the factors that influenced students from other majors of the University of El Salvador to change to the major in Modern Languages Specialty in French and English in the Foreign Languages Department at the University of El Salvador using an instrument to gather the required information in semester II, 2016.

### **Specific objectives**

1. To establish the social, economic, and academic profile of students who are changing their previous majors to the Modern Languages Specialty in French and English major with a questionnaire that will be passed to the students.
2. To identify the reasons that influenced students to stop studying their previous major using a questionnaire.
3. To acknowledge why students decided to choose Modern Languages as the second option instead of another major offered by the University of El Salvador by making use of the final results of this research.
4. To present a document with the information obtained in this research to the Foreign Languages Department for future references.

## **DESCRIPTION OF THE PROBLEM**

This research project was focused on the main factors that influenced students of the University of El Salvador to change their major choosing the major in Modern Languages Specialty in French and English, semester II in the present year.

Researchers identified and analyzed those different factors that led students to take the decision to move from their previous major to the Modern Languages Specialty in French and English instead of another possibility offered by the University of El Salvador. To find out these factors, researchers created a questionnaire for everybody who did this administrative process to be accepted this present year. The questionnaire was divided in three sections. The first section of the questionnaire aimed to identify the social, economic and academic profile of students who changed to the Modern Languages major in year 2016. The second section of the instrument wanted to discover the factors that influenced them to stop studying their previous major. And the third part tried to find out the reasons why students from other majors decided to change to the Modern Languages Specialty in French and English major.

Afterwards, in order to acknowledge the history of this academic process and the amount of all the changes made until these days, it was needed to interview some of the authorities of the University of El Salvador who were awarded of the situation and could provide support to the data collected in this research.

The importance of this project was to determine the factors that influenced students from other majors of the University of El Salvador to change their prior studies to the major in Modern Language Specialty in French and English as the best option of the School of Arts and Sciences at UES. In addition, with the information collected in this

study, researchers aimed to help the authorities of the Foreign Languages Department with the overpopulation issue in the classrooms for the major in Modern Languages Specialty in French and English.

## **JUSTIFICATION**

Choosing a university major is a really important decision that students have to take, they think about it carefully because they know it is on what their future will depend upon; but sometimes, for different reasons, university students ended up studying a major that did not fulfill their expectations. Consequently, year after year, a big amount of students, in all universities around the world, decide to quit the major they had chosen to study and start all over again with a different one. For the research team, it was important to recognize what are the reasons that guide those students to quit to their first decision. This study was focused on the students of the University of El Salvador that quit their previous major(s) and decided to change to the major in Modern Languages specialty in French and English at the Foreign Languages Department, semester II, 2016.

The major in Modern Languages is one of the most requested majors in the University of El Salvador. A great amount of students from high school chose this major as a first option but, as well as newcomers, a lot of students who already belong to the university community are doing the process of major changing to the Modern Languages major as their second option. This situation leaves few spaces for newcomers, taking away their opportunity to start their studies in this major because even if they pass the University's entrance exam, they are not accepted in the Foreign Languages Department because of the lack of spaces. This research project pretended



to help the Foreign Language Department to better understand why students are changing to the Modern Languages Specialty in French and English instead of any other major offered by the University of El Salvador and to design an action plan that will contribute to decrease the overcrowded classrooms at the Foreign Languages Department.

With all the newcomers and all the students that are changing their major, the Foreign Languages Department is experiencing an overpopulation problem every academic year, groups of students with no classrooms assigned, crowded halls and large classrooms are some of the characteristics that are pictured in the facilities of this department due to the amount of students that it has.

This project aimed to help the Foreign Languages Department with the overcrowded issue, situation that might be affecting the quality of education at the Foreign Languages Department. Besides that, the facilities that the department offers are not enough for the amount of students that start studying this major every year that was why researchers were going to provide a document with information gathered in this investigation to help the authorities of this department in order to find out a solution for this problematic situation.

## **RESEARCH QUESTIONS:**

### **General research question**

1. What were the factors that influenced students from other majors of the University of El Salvador to change to the major in Modern Languages Specialty in French and English in the Foreign Languages Department at the University of El Salvador in semester II, 2016?

### **Specific research questions**

2. What were the reasons that influenced students to stop studying their previous major?
3. Why did students decide to choose Modern Languages as the second option instead of another major offered by the University of El Salvador?

## **DELIMITATION OF THE PROBLEM**

This research project involved the students that had changed their previous major to the Modern Languages Specialty in French and English major in semester II, 2016. This study was done in the time period from March to December 2016. The researchers visited and asked for permission to pass a questionnaire to the teachers in charge of the courses French Intensive II, General Didactics, Theory of Communication II, and Intermediate English I. In addition, the purpose of this undergraduate project was to find out the factors that influenced students from other majors of the University of El Salvador to change to the major in Modern Languages Specialty in French and English in the Foreign Languages Department and as a result present a document with the information obtained in this research to the Foreign Languages Department. Thus, they can create an action plan that would try to solve the overpopulation issue in its classrooms.

## **LITERATURE REVIEW**

One of the biggest goals nowadays for high school students is to achieve a university major. Having a higher level of education can open many doors in different areas. High school students can easily find a good job in the future, better opportunities to travel worldwide, and develop their professional capacities depending of their major choice. Sometimes those choices are not the convenient ones, so what happens when they decide to change their major, stop their actual studies, and begin all over again? For answering those questions, the research question for this study focused on three different areas: first, students' interests and abilities that influenced their major change; second, factors that motivated students' major choice; and thirdly, social and economic forces in the students' decision of a major change. Each area was developed with a good quantity of available literature that would be useful for the purposes of this study.

### **Interests and Abilities**

Obtaining higher grades, graduating on time and personal satisfaction in a particular major are some of the real benefits when combining students' interests and personality at the moment of selecting a major in the university. Many students changed major because they realized that studying a particular area did not match their real interests and abilities. One of the negative factors of choosing a major without taking into account or paying attention to the students' preferences and aptitudes was the lack of progress or success in the major, either for the high difficulty of some subjects or the lack of interest on them.

According to a study in 2013 by the *Federal Reserve Bank* in New York, there

is an estimate that only 27 % of students that achieved a college education can assure that their decision was the convenient one. But, according to *The National Center of Educations Statistics*, an 80 % of students decide to change their major because they have not found yet what they are good at or they do not have a vocational orientation at the moment of beginning college studies.

The previous study also said that there are four main major disciplines students usually are interested in. They are humanities, social sciences, natural sciences and engineering. *The Common Data Set (2013-2014)* gave the real percentages for each major. Engineering has a 19.5 % of degrees awarded, 22.1 % of students obtaining degrees in the area of humanities, 15.6 % in the natural sciences, 39.7 % in social sciences and 2.9 % in math. The 0.2 % left is about students who did not know what to choose and it is that uncertainty which makes them to change major in the future. In the information gathered by the questionnaires, two of those main areas were mentioned by the students. They answered they were interested in the disciplines of engineering and humanities since the majority of them studied a major related with one of those disciplines.

### **Major Change Factors**

In the society, each person has a different way of learning new things. Based on different factors or experiences, people decide which type of professionals they want to become in the future. Krumboltz et al (1976); Mitchell & Krumboltz (1990) discussed the two main types of learning experiences in the “*Social Learning Theory of Career Decision-Making*”. The first one was instrumental learning experience; and the second one associative learning experience.

In one hand, the instrumental learning experience says that a student decides to choose a college study based on its expectations and preceding circumstances in his or her life. In other words, students begin a particular major because they expect to be as good as they were in one high school subject or in their high school studies in general. For example, if a student was one of the best in chemistry in high school, he or she would expect to be the same or better when entering to the university. He or she begins a major but later on realizes that it was not what he or she expected and decided to change it.

On the other hand, there are some other students that based their decisions on what they have observed in other people experiences. That is what the associative learning experience states. If a student notices a successful professional major in someone else, he or she gets motivated to choose the same major in the university because the other person achieved a big goal with that decision. He or she can perfectly start the major but then become conscious that was not what he or she really wanted. It is said that for a student, other people experiences are not the best options to decide which college major he or she wants to start. Sometimes, it exists some social and economic forces that also can influence students to change their area in the future.

### **Social and Economic Forces**

Nowadays, changing a major is becoming more common among students. Many students are stopping their college studies not only because of the lack of interest or understanding in the subjects, but also because there are different social and economic forces that motivated their major choice. Melissa Venable (2011), a college teacher

from “*onlinecollege.org*”, in her blog about “*What Influences Your Career Choice?*” said those students’ decisions are related with their social and economic context. Social means events that can dictate choices to a certain degree; and economic means changes in the economy status of each country and the problems of finding a job.

Poverty, crime levels, unemployment, drug problems are all examples of social conditions that can affect students’ lives. Wietse de Vries et al in their research called “*¿Desertores o decepcionados? Distintas causas para abandonar los estudios universitarios*” (2011) explained that besides the factors above, there is another important influence in students’ decisions that is their family education. Wietse de Vries divided this factor into three different groups: those students whose parents have only studied primary school; students whose parents have studied in a college but for some reasons did not finish it; and students whose parents have a college degree or PDA’s. He affirmed that depending on the educational level of the parents, the student will decide which college major to study. But if he or she was forced to choose the same major as their parents, it is probably that he or she decides to change that major and begins what he or she really wanted to.

About economic conditions, Wietse de Vries added that the economic status of students’ families is essential at the moment of starting a college education. If parents do not have enough economic possibilities to give their child all the money for finishing his or her college study, the student will probably choose to change his or her major to another one that is not as expensive as the previous one. But now, what happens if the parents have all the necessary money to spend in their child’s studies except that the student realizes that another major will give him or her a better

economic stability than the actual one? That is one of the reasons that Shelly Williams discussed in her article about “*10 reasons why students change their majors*” (2015).

Shelly Williams said that one of the most important deciding factors for students at the moment of choosing a major is the financial stability for their future. She pointed out the example of three students –Kaur, Puga and Thomas– that decided to start a particular major in college only for the main reasons of having money and a good job even if that decision did not make them feel happy or satisfied with their future professional area.

### **University of El Salvador’s policies regarding the change of major**

According to the policies of the University of El Salvador, art. 156 Each student registered in the University of El Salvador has the right to do up to two changes of major in the same or a different School as long as the student fulfills the requirements provided by the university’s regulation.<sup>1</sup>

Art, 157 states the different requirements to carry out this process, one of these steps is to take an aptitude test given by the Psychology Department which will guide the student in the area of knowledge of the major he or she is asking for. Besides that, the student must not have failed courses in third registration which are mandatory in the major that is requested. Finally, they must not have any disciplinary processes.

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<sup>1</sup> Art. 156 “Todo estudiante matriculado en la Universidad de El Salvador, tiene derecho a cambiar de carrera, sea este en la misma o diferente facultad, siempre que cumpla con los requisitos regulados en el siguiente capítulo, hasta un máximo de dos veces”.



Students who want to change their majors have to follow some procedures established in the articles 158 and 159 of the University of El Salvador's laws. First, this administrative procedure must be done in the period of time that is approved by Consejo Superior Universitario (CSU) and the request form must be presented to the academic administration of the new major. Then, the students have to present the following documentation:

- a. The application form of the process with its justification
- b. Original and photocopy of the DUE of the University of El Salvador.
- c. Solvencies from libraries, materials, and equipment according to the major
- d. Aptitude test results
- e. A proof of not having a pending disciplinary action issued by the secretary of the school which they are coming from.

All the supporting documents from the previous requirements must be signed and stamped by the corresponding authorities. In order to request the change of major, all the students must be solvent regarding university's tuition.

Moreover, art. 161 of this law states that each School or Department of the University of El Salvador is in charge of determining the amount of students that are going to be accepted for each major. But, when the amount of students who are requesting to be changed to a specific major is more than the amount established by the Department or School, the Board of Directors of the School will consider the following criteria in order to solve the situation:

- a. Student's academic performance during the year prior to the change;

- b. Results of the aptitude test and in the majors related with foreign languages, an knowledge test is required:
- c. And the motivations that justify the academic process requested.

All the changes are authorized by the corresponding Board of Directors. If the resolution is favorable to the student, the corresponding academic administration will notify the School of origin which must send the complete record of the student to the School of destination, at least in ten working days. At the same time, they will notify the Secretary of Academic Affairs about the change of major made to the respective academic action.

**Foreign Languages Department professors' opinions regarding the factors that influence students from other major to change to the Modern Languages major.**

Professors of the Foreign Languages Department specially the ones that have an important position in one of the academic organizations of the School of Sciences and Arts were interviewed in order to have acknowledge of their perceptions or opinions regarding the changes of majors to the Modern Languages Specialty in English and French. The professors that were interviewed are:the Head of the Foreign Languages Department, José Ricardo Gamero M.D., the Coordinator of the Modern Languages Specialty in French and English major, Lic. José Alfredo López, the Administrator of

Academic processes of the School of Arts and Sciences of the University of El Salvador, Ing. Carolina Magaña, and Lic. Israel Oliva, member of CSU.

First of all, it is important to know the process these students had to follow to request a change of major in the University of El Salvador. First, they had to present all the documentation to the School of Sciences and Arts established by the University's law. They had to take an English knowledge test provided by the FLD. The final's grade was combined with the final CUM of the previous major they were studying. According to Lic. Gamero, these students must study a year in the prior major and at least have studied two courses in each semester. Besides that, they had to take the English knowledge test which is the 60% and their previous CUM only the 40% of the grade that is considered to be accepted in the Modern Languages major. After that, the top 75 students with best grades were the ones accepted. For this academic year, the FLD received around 350 requests for a change of major to the Modern Languages Specialty in French and English<sup>2</sup> but only 114 of them were allowed to study the major in discussion. According to the information provided by the coordinator of this major, 75 spaces were given to the students who accumulated the best grades and 39 changes were approved by the CSU. Those numbers indicate that more than half of the applicants were rejected.

According to the Administrator of academic process, there were several reasons for rejecting those requests. The first reason to deny the requests was the spaces available in the major of Modern Languages. Since the amount of spaces for the first year is 150

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<sup>2</sup> Source: Ing. Carolina Magaña, Administrator of Academic process of the School of Arts and Sciences of the University of El Salvador.

students, the FLD has to control the amount of students they accept every year. This high demand not only includes students who wanted to change a major but also the amount of newcomers from high school. Subsequently, another reason was the low academic performance that students had in the previous major; for that reason, a filter was used, based on the UES' regulation policies, which means to take an oral and written English test. This filter was made to reduce the overpopulation issue in the major object of study.

However, CSU approves more changes every year; this number increases the amount of students accepted through this academic process. As stated by Lic. Oliva, who is a member of the CSU, the members of this council has to approve the changes; according to the University's policies, if one student fulfills the requirement, this academic process cannot be denied. There are organisms in the university that are in charge of mediating for the students that fulfill the requirements, an example of those types of organisms are: Defensoria del Universitario and student's organizations like AEI (Asociación de estudiantes de idiomas).

But, for Lic. Gamero and Lic. Lopez, those students were accepted due to political interests based on the fact that students represent an important part of the election process; elections that involve some important positions inside of the University of El Salvador political and organizational chart. CSU does not care about the critical situation that the Department is experiencing instead of sending more students; they

should hire more teachers in order to have less populated groups.<sup>3</sup> For Lic. Rhina Franco, CSU should respect the amount of students accepted by the FLD since it is this department that knows the situation regarding the spaces. In accordance to all the teachers interviewed, the students who are accepted through CSU are one of the main causes of the overpopulation issue in the Modern Languages major due to the fact that, CSU does not make an evaluation to verify if the major has the availability to receive that number of students from the change of major process.

For the professors, the main factors that influenced students from other majors to study the Modern Languages Specialty are various. In one hand, all of them share the point of view that students are identifying the FLD as an English and French academy. This major seems attractive because it gives them opportunity to study two languages at the same time in a cheap and easy way. Second of all, they share the opinion that another reason why students are changing to the Modern Languages major is due to the Academic failure, half of the students were requesting a change of major is because they failed in their prior studies. Courses like mathematics seem to be difficult for some students since the Modern Languages major doesn't include them in its study plan; they think this major is going to be easier and funnier than their prior studies. A third factor that was mentioned by some of them is that students might have a previous English knowledge. And after studying the major, they think they can get an easy job with a good payment in a call center due to their popularity nowadays. And the last reason the teachers mentioned was that there is a group of students who did not get a space in the Modern Languages major because there are not enough spaces and the

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<sup>3</sup> Source: Lic. Gamero and Lopez interview.

ones for newcomers are only for the top grades of the entrance test. Those students just study one year in a less requested major and then ask for a change. They are sent to majors that are considered hotels for the students who were not accepted in their first option so they wait for the next year in order to be accepted in the major they wanted to study at the beginning of their university's life. Examples of those majors are: Philosophy, Anthropology, History, among others.

According to the Head of FLD, since 7 or 8 years ago, the FLD has been experiencing and over population issue, situation that has become unsustainable because every start of the semester there are more courses that do not have a classroom assigned. Each year, the FLD has to open more groups for the courses and the facilities are still the same. Teachers have noticed that the overpopulation in the major of Modern Languages is just increasing every year probably because students do not want to become teachers, so they do not choose the English Teaching major. They prefer the communication branch that is offered in Modern Languages Specialty in French. Each year, according to the Administrator of the Academic process of the School of Sciences and Arts, more students request that process (change from the prior major to Modern Languages). For example, in 2016, there were 1620 newcomers' requests for studying the Modern Languages Specialty and only 83 of them were accepted in this major.

So what is the Foreign Languages Department doing in order to provide a solution to this issue? Based on Lic. Oliva's opinion, the FDL is doing nothing regarding this situation and they do not want to solve this problematic. The CSU asked the board of directors of the School of Sciences and Arts to close the Modern Languages major until all the students that are requesting a change of major are accepted in this major. But the

board of directors ignored this petition. He thinks that studying another major that students do not choose is a waste of time and money for the students and their families. He considers that the FLD is the place that receives students that the other majors or schools do not want to have. On the other hand, for Lic. Gamero, what the FLD can do about this situation is very limited. However the last year, 2015, he did all the paperwork in order to request a new building that includes four floors only for the FLD. The blueprints were already created last year by some engineers and architects. Nevertheless, the budget has not been approved yet since the Head of FLD is not in charge of this process. It is the Dean of the School of Sciences and Arts who has the responsibility to look for that money with the corresponding institutions. And finally, according to the Coordinator of this major, The FDL is not provided with a real solution. The FDL tried to regulate the number of students accepted by change of major by using the English Knowledge test. This is the only solution offered. His personal opinion is to close the major for new comers. It would be better if the opportunity to study Modern Languages will be just for the students who study in the University of El Salvador because they have the right to study since they already belong to the alma mater. <sup>4</sup>

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<sup>4</sup> According to: Lic. Israel Oliva member of CSU and FLD's professor.

## **METHODOLOGY**

### **Research Approach**

The approaches used by the researchers were based on the qualitative and quantitative research thus that means that the research team inquired the participants with a questionnaire which they were given by a certain degree of freedom. It permitted spontaneity by the use of a variety of multiple options answers that allowed them to choose the best option that matches with their own experience. Besides that, they had the option to personalize their responses to have a clear idea of the situation.

Qualitative research is the approach usually associated with the social constructivist paradigm which emphasizes the socially constructed nature of reality. It is about recording, analyzing and attempting to uncover the deeper meaning and significance of human behavior and experience, including contradictory beliefs, behaviors and emotions.<sup>5</sup> The researchers were interested in gaining a rich and complex understanding of people's experience and not in obtaining information which can be generalized to other larger groups. In this study, with the use of a questionnaire, the researchers obtained the implicit information required to answer the main question which is: why students from other majors of the University of El Salvador change to the major in Modern Languages Specialty in French and English. The researchers

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<sup>5</sup>Source: <http://logicadsd.com/research.html>



analyzed the data collected and evaluated the common factors to identify the reasons that led them to take this decision.

Quantitative research is the approach that deals with numbers, logic, and an objective stance. It focuses on numeric and unchanging data and detailed, convergent reasoning rather than divergent reasoning [i.e., the generation of a variety of ideas about a research problem in a spontaneous, free-flowing manner].<sup>6</sup> The overarching aim of a quantitative research study is to classify features, count them, and construct statistical models in an attempt to explain what is observed. The quantitative approach was used in order to classify the common factors obtained from the analysis. Besides, it helped to quantify the population that changed their major to Modern Languages Specialty French and English. Moreover, this type of research exposed a range of ages, gender and the majors they were coming from, and finally it helped to identify their social, economic and academic profile.

It is believed that people are constantly trying to attribute meaning to their experiences, thus the research team expected to learn from the experiences of students who changed their majors. Consequently, the reasons that are influencing students from different majors to change to the Modern Languages major were identified.

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<sup>6</sup>Source: <http://libguides.usc.edu/writingguide/quantitative>

## **Type of study**

### **➤ Grounded Theory Study:**

The type of study used in this research was the Grounded Theory Study. The Grounded theory is a qualitative research approach developed by two sociologists, Glaser and Strauss (1967). It has been applied to numerous disciplines since researchers outside of sociology have remodeled – adopted and adapted – the methodology to fit their own disciplinary knowledge generation. As a result, there are different methods all carrying the name grounded theory and sorting out the differences is important for the novice grounded theorist.

This type of study is a general research method; which guides on matters of data collection and details rigorous procedures for data analysis. It can use quantitative data; or qualitative data of any type e.g. video, images, text, observations, spoken word, etc.

It is a research tool which enables the researcher to seek out and conceptualize the latent social patterns and structures of the area of interest through the process of constant comparison. Initially, it can be used an inductive approach to generate substantive codes from data, later the developing theory will suggest where to go next to collect data and which, more-focused, questions to ask. This is the deductive phase of the grounded theory process.

Grounded theory research are studies in which data is collected and analyzed and then a theory is developed that is grounded in the data by using this type of study, the research team intended to gather all the possible information regarding the factors that

influenced students to change to the Modern Languages Specialty in French and English major.

Using this type of study, the researchers examined the phenomenon through a questionnaire administered to the participants. The purpose of the following study was to create a theory that will help the Foreign Languages Department to better understand why students are taking the decision to change to the major in Modern Languages. All the information collected with the approximately 60 questionnaires was reviewed; the repeated ideas were tagged with codes and finally those codes into categories that became the basis of the theory that explains the reasons that are influencing students from other majors of the University of El Salvador to change to the Modern Languages major.

### **Research Design**

The Research team used an exploratory and descriptive study design. An exploratory design is conducted when there are few or no earlier studies to refer to a research problem. This kind of research intends merely to explore the research questions and does not intend to offer final and conclusive solutions to existing problems. The exploratory research is not intended to provide conclusive evidence, but helps the researchers to have a better understanding of the problem. The focus is on gaining insights and familiarity for later investigations or undertaken when research problems are in a preliminary stage of investigation. Exploratory designs are often used to

establish an understanding of how best to proceed in studying an issue or what methodology would effectively apply to gathering information about the issue.

Descriptive research may be characterized as simply the attempt to determine, describe or identify what is, while analytical research attempts to establish why it is that way or how it came to be. Descriptive studies are used to describe various aspects of the phenomenon. In its popular format, descriptive research is used to describe characteristics and/or behavior of sample population. The descriptive design is based on the help that provide answers to the questions of who, what, when, where, and how associated with a particular research problem. Descriptive studies are closely associated with observational studies, but they are not limited with observation data collection method, and case studies, as well as, surveys can also be specified as popular data collection methods used with descriptive studies.<sup>7</sup> For example, these types of experiments are often used by anthropologists, psychologists and social scientists to observe natural behaviours without affecting them in any way. It is also used by market researchers to judge the habits of customers, or by companies wishing to judge the morale of staff.

### **Advantages of Descriptive Research**

1. The possibility to observe the phenomenon in a completely natural and unchanged natural environment
2. The opportunity to integrate the qualitative and quantitative methods of data collection

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<sup>7</sup>Source:<https://explorable.com/descriptive-research-design>

The main purpose of applying an exploratory and descriptive research was to provide significant information about the situation regarding the high amount of people changing to this specific major. Since this is an emergent problem that the Foreign Languages Department is facing, there is no research with regards to this topic that is affecting not only the learners but also the quality of education provided by this department. Because of that, the research team aspired to do significant insight into a given situation. The results of this research indicated why students keep changing to the Modern Languages major.

### **Participants**

The researchers were interested in understanding the factors that drove the recent population of students who changed to the major in Modern Languages Specialty in French and English major. The participants were restricted to those of the first year of the Major in Modern Languages who did a major changing to this major. According to the numbers provided by the Coordinator of the Modern Languages major Lic. José Alfredo López, the final amount of students accepted by a change of major for semester I, 2016 was 114 students.

For this study, only the students that have changed major at the University of El Salvador and started the Major in Modern Languages were considered necessary. The questionnaires were passed to everyone who did this administrative process for it to be effective in 2016. They were selected inside of the classrooms of the Foreign Languages Department in the courses that belong to the first year of this major.

## **Research Techniques**

In order to collect the data from participants, the research team used a questionnaire. The main purpose of using this technique in which the questionnaires are conducted by the moderator with a single respondent was to ensure that the discussion was focused and kept on the topic. The questionnaire was divided as described below:

### **✚ Part I: Student data.**

In this section, the research team aimed to establish the student's social, economic, and academic profile by asking some questions in order to identify who are the students that are changing to the Modern Languages major.

### **✚ Part II: The reasons that influenced them to stop studying the previous major.**

It was intended to identify all the reasons that influenced students to stop studying the previous major by providing several options consequently, they could select between them the most suitable according to their personal experience.

### **✚ Part III: The reasons that influenced them to choose the Modern Languages Specialty in French and English major.**

This part intended to acknowledge why students decided to choose Modern Languages as the suitable option instead of another major offered by the University of El Salvador, the third section of the questionnaire provided several reasons that might influenced students to select the Modern Languages major.

### **Data gathering plan**

In order to collect the required data, the research team decided to go to the courses that students who were studying the first year of the Modern Languages major were enrolled. Each student who changed to this major was necessary for this research project. At the end, the questionnaires were filled out by students of the groups from of the second semester of this major such as French Intensive II, General Didactics, Theory of Communication II, and Intermediate English I.

Moreover, the research team interviewed with previously designed questions the Head of the Foreign Languages Department, José Ricardo Gamero M.D., the Coordinator of the Modern Languages Specialty in French and English major, Lic. José Alfredo López and, the Administrator of Academic processes of the School of Arts and Sciences of the University of El Salvador, Ing. Carolina Magaña was interviewed too. This technique aimed to support the information of this project by interviewing some authorities of the School of Sciences and Arts and FLD related with this academic process.

### **Research Instruments**

The instrument that was implemented for this investigation was a questionnaire. This inquired students who decided to change to the Modern Languages Specialty in French and English major with some questions. The instrument helped to recognize the factors

that were influencing them to prefer Modern Languages out of the amount of majors offered at the School of Arts and Sciences of the University of El Salvador.

The questionnaire included several items divided into three different parts. Each part had an objective. The first objective was to establish the social, economic and academic profile of students who changed to the Modern Languages major. The next objective was to identify the reasons that influenced students to stop studying their previous. And the final objective was to acknowledge why students decided to choose Modern Languages as their suitable option instead of another major offered by the University of El Salvador by making use of the final results of this research.



## **DATA ANALYSIS**

### **Data base**

In this graduation project, the research team used, Google Forms, EXCEL and WORD programs to analyze the data.

#### **A. Statistical procedures**

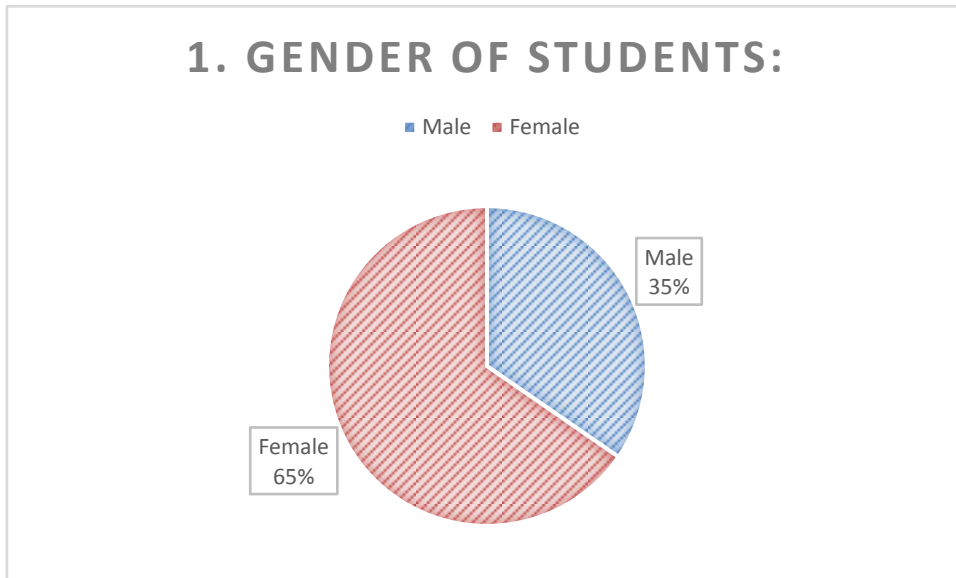
Google Forms allowed to calculate the answers gathered in the questionnaires. Microsoft Excel helped to calculate information with formulas with a spreadsheet system broken by rows and columns. Also, it was a useful and easy tool to graph the data.

At the end of the statistical procedures, the graphs were analyzed and customized in Microsoft Word according to the research questions.

#### **B. Data Analysis**

The instrument was divided into three main parts. The first section of the instrument included as well three sections in order to create a student profile. The sections were student social, economic, and academic profile. The second part of the questionnaire intended to identify the reasons that influenced students to stop studying their previous major. And the third part aimed to acknowledge why students decided to choose Modern Languages as the second option instead of another major offered by the University of El Salvador.

## Student's general information

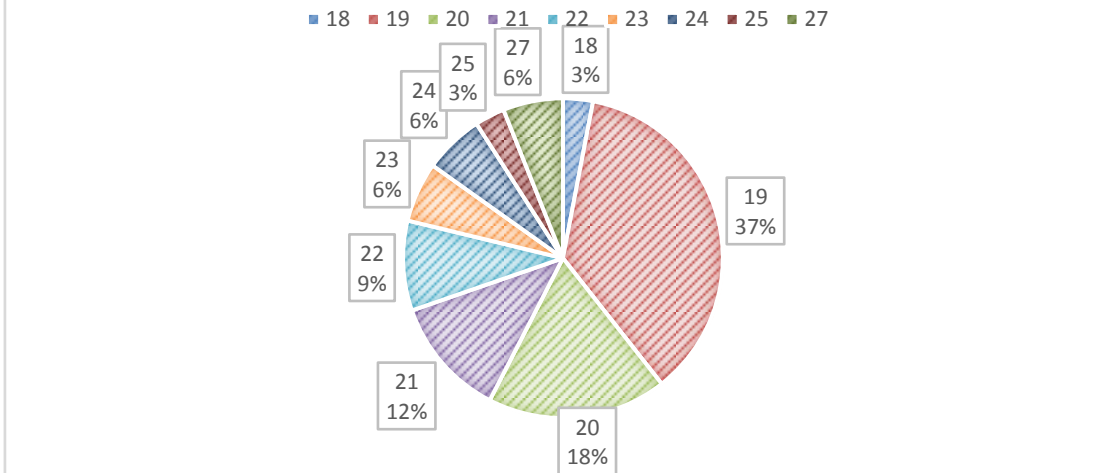


The amount of students who participated in this research project was 52. According to the information obtained, graph 1 shows that the majority of students who changed to the Modern Languages major were females; they represent 65% of the overall population. Only 35% of the participants interviewed were males. This information is not actually a surprise because according to the population of students of the Modern Languages major in 2016, females represent the 62% of the total population in the major in study.<sup>8</sup>

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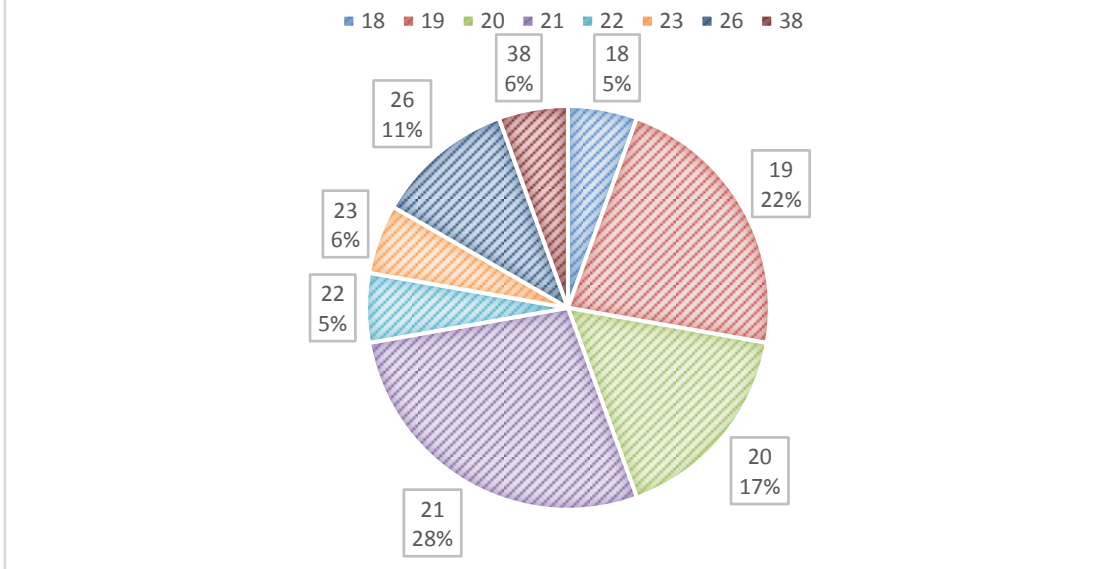
<sup>8</sup>Source: Academica UES,  
[https://academica.ues.edu.sv/estadisticas/poblacion\\_estudiantil.php?npag=2&anio=2016&facultad=FACU-CCYHH](https://academica.ues.edu.sv/estadisticas/poblacion_estudiantil.php?npag=2&anio=2016&facultad=FACU-CCYHH)

## 2. FEMALE STUDENTS AGES:



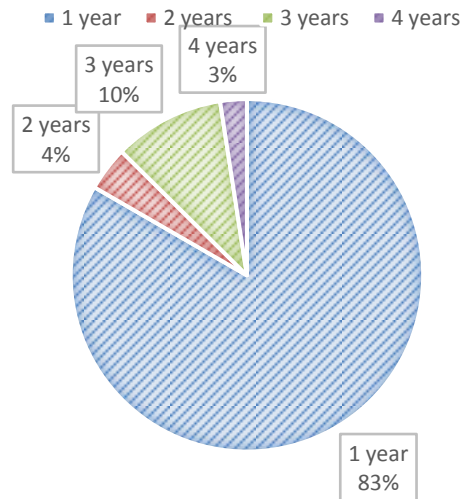
Graph 2 shows that the ages of female students were from 19 to 22 years old. The 76% of female participants indicated they were among this range of ages.

## 3. MALE AGES:



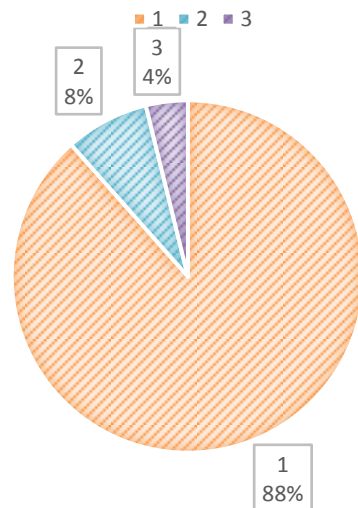
The majority of male students were as well in the range of 19 to 21 years old. The 57% of them were among this range of ages.

#### 4. AMOUNT OF YEARS STUDIED IN THE PREVIOUS MAJOR:



According to this graph, the majority of students, 83% studied only one year in the previous major. Those results confirm the theory of Lic. Oliva that some majors are just considered as a pass to access into the Modern Languages major after one year of studying at the University of El Salvador. The 17% of the participants studied from 2 to 4 years in their previous major. That amount of students represents the ones who probably studied the first major they chose in the UES' entrance test. However, factors like failing courses of the previous major or the lack of opportunities that their prior studies offer influenced them to change to the Modern Languages major.

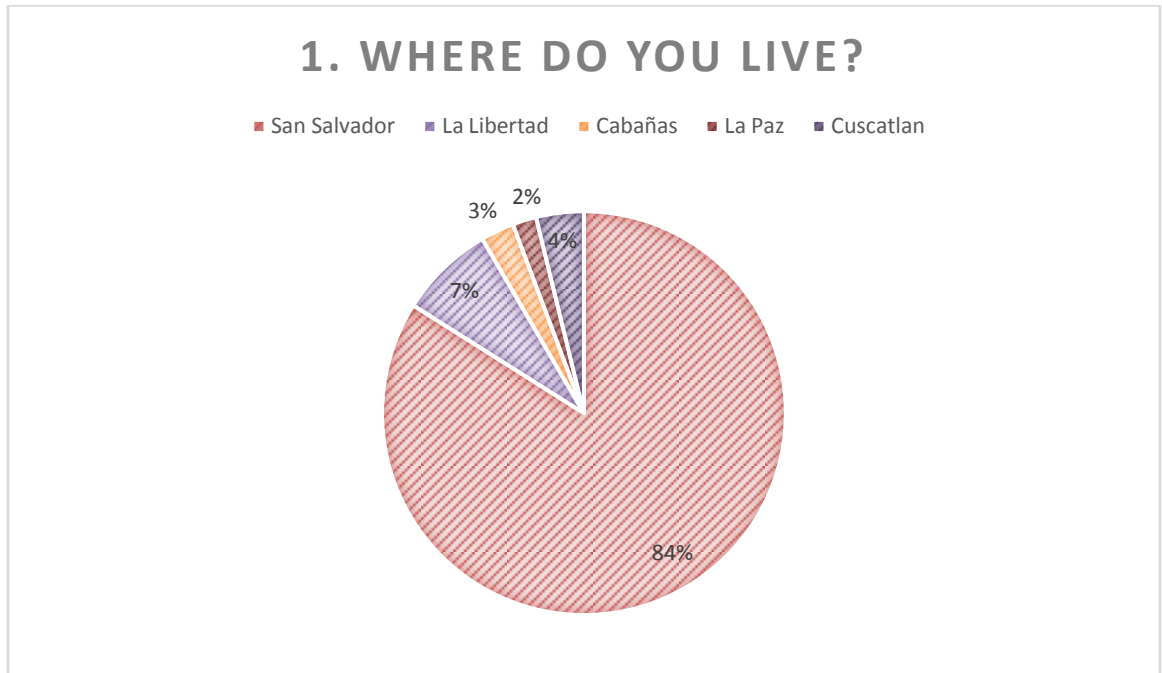
## 5. AMOUNT OF MAJOR CHANGINGS DONE:



Graph 5 shows the 88% have done only one change of major in the University of El Salvador which confirmed as well that most of them were interested in the Modern Languages major from the very beginning.

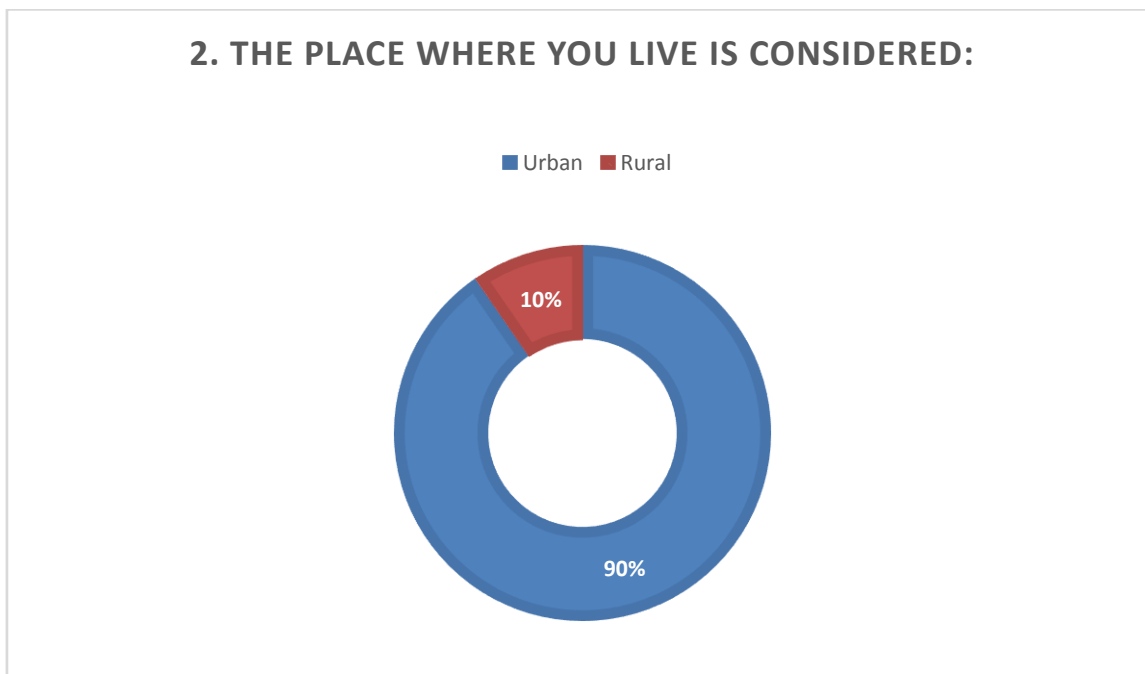
## Part I. Student profile

### A. Student social profile



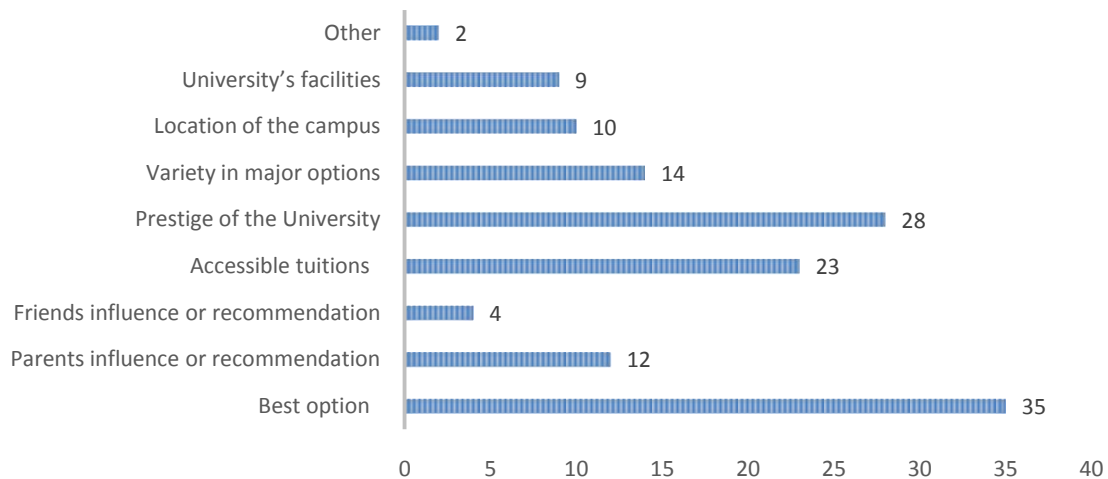
In order to create a social profile of students who did a major change to the major in discussion, they were asked in which department of El Salvador they live. The results show that the 84% of them are from San Salvador. And something important to notice is that all of the participants were from the central zone of the country. This means that they do not have to travel long distances to study at UES. Thus, for these students, probably the effort is less in comparison with students who have to travel long distances in order to study at this university.

## 2. THE PLACE WHERE YOU LIVE IS CONSIDERED:



Another important fact that was taken in consideration in order to create the social profile was if the places where students live is considered as rural or urban. The 90% of the participants answered they live in an urban area. This question was included in the questionnaire because it is believed that students who come from a rural area might have more difficulties to study at the university. Living in an urban area means they might have the economic resources to study at UES. Besides that, living in a city gives the chance to have better job opportunities since companies are concentrated in urban areas.

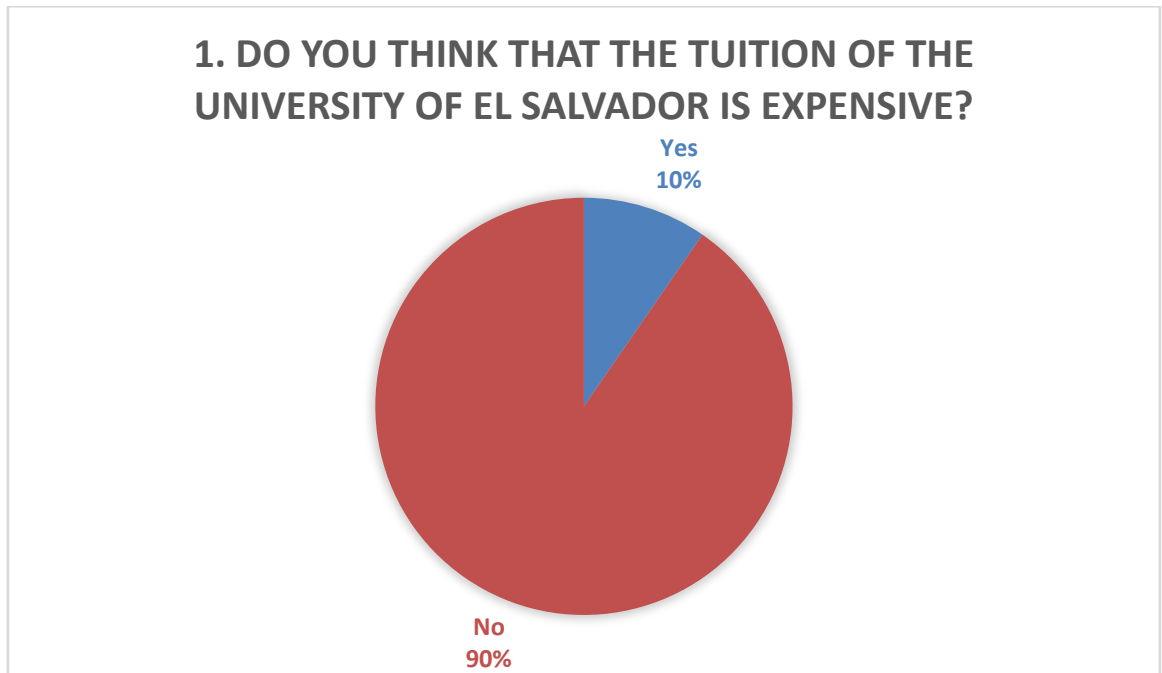
### 3. WHY DID YOU CHOOSE TO STUDY IN THE UNIVERSITY OF EL SALVADOR?



In order to continue with the students' social profile, they were asked why they chose the University of El Salvador. The previous graph shows that students regarded the University of El Salvador as the best option because of its positive prestige, due to the fact that UES was the first university established in El Salvador. Besides, it is important to mention that a UES' degree is valid in all Central America; therefore, it has an important prestige among students. Another reason why students chose UES is because in El Salvador is the only national Alma Mater. As a result, it gives the opportunity to study a major with an accessible tuition in comparison with the tuitions a student has to pay in a private university.

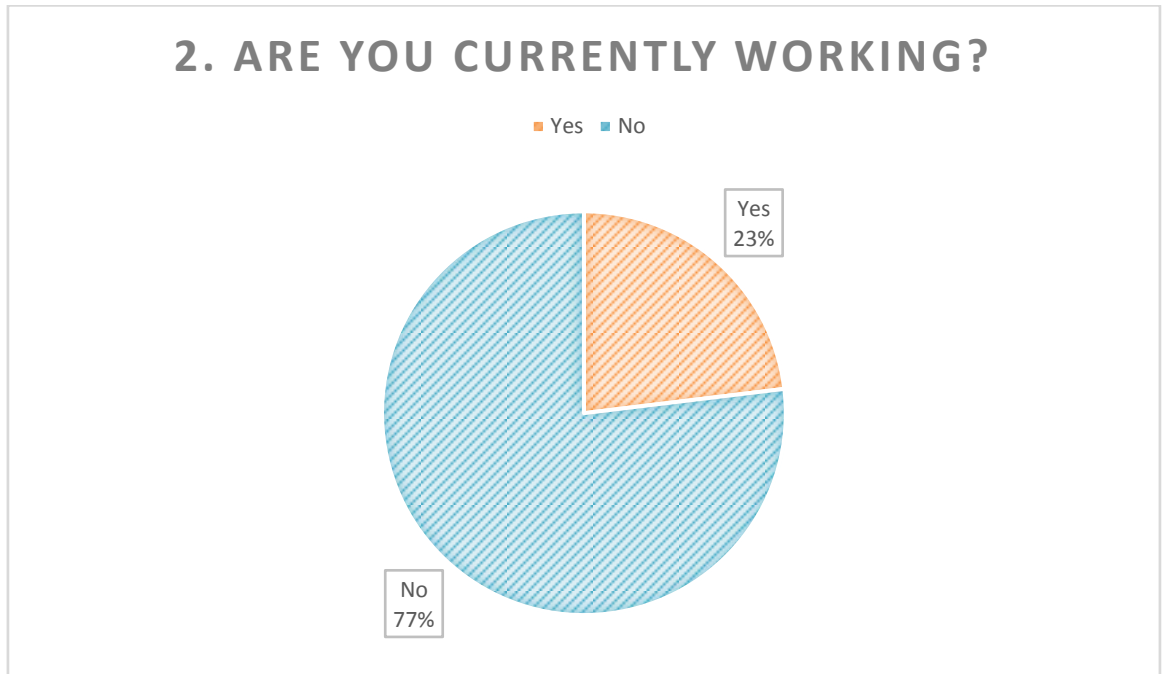


## B: Studenteconomicprofile

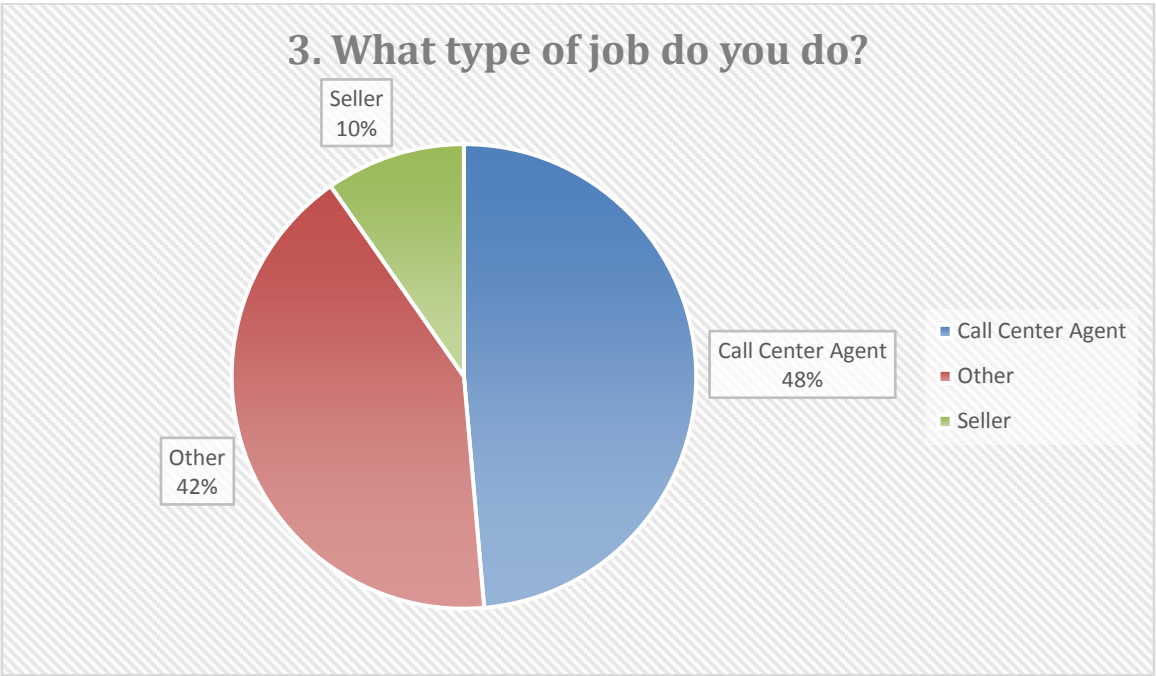


The next section of part I of the questionnaire aimed to establish students' economic profile. As it was mentioned previously, the accessible tuitions were one of the most important reasons students decided to study at UES. They considered the tuition was very accessible which might be one of the main factors they selected this university.

## 2. ARE YOU CURRENTLY WORKING?



Another important fact to take in consideration was if the participant were working or not. The results show that only 23% of them are working which indicates the majority of them had the support of someone else to pay for their studies.

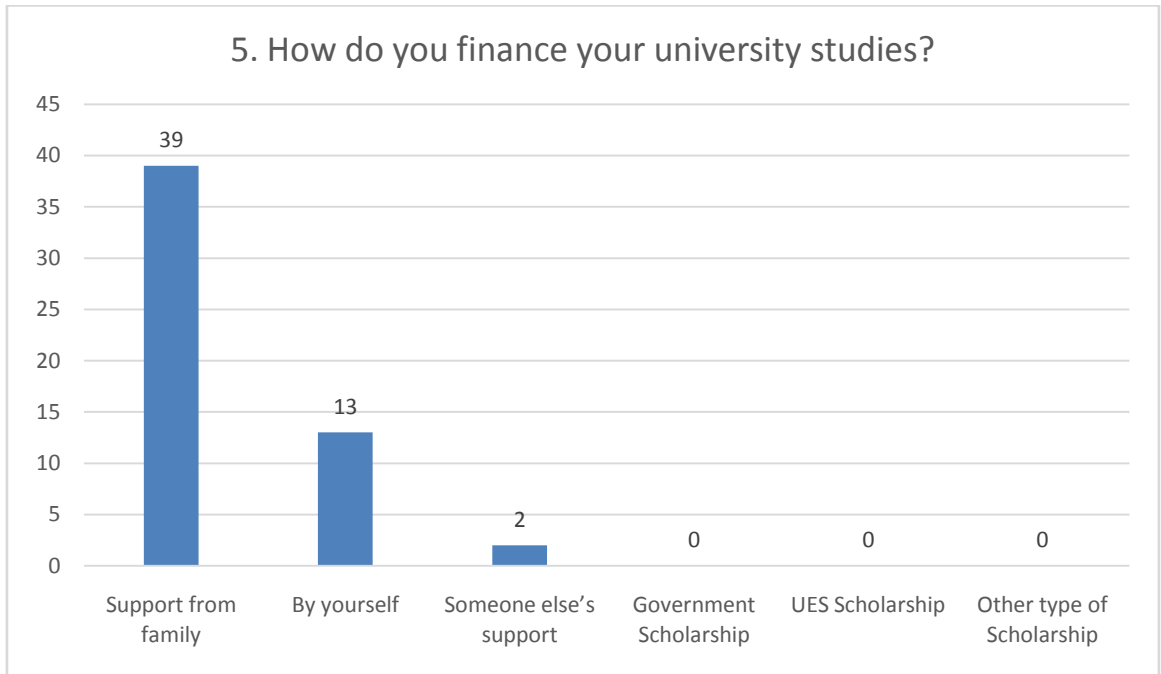


For those students who stated that they worked, it was asked what type of job they were doing. The results were diverse but a tendency of students of Modern Languages who work in a call center can be noticed in the results since 48% answered they were taking calls and studying at the same time.

#### 4. Why are you working and studying at the same time?

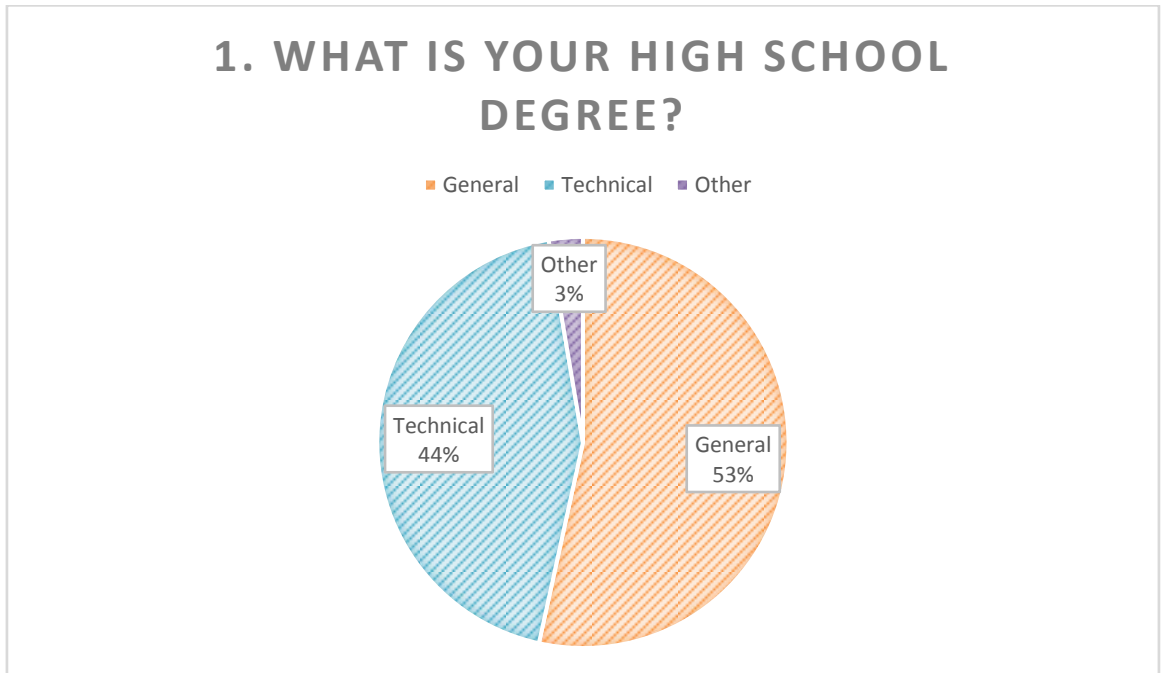


The reasons why students were working and studying at the same time were taken into account. But the results showed the main two reasons they were doing that effort were because of the economic situation at their homes and because they wanted to earn their own money. Thus, those results demonstrate students who were studying and working at the same time had a difficult economic situation at home. That was the reason why they had to do an extra effort to work and study at the same time.



For establishing students' economic profile, one of the most important questions was to ask the way they finance their studies. And as the results of the first question of the economic profile section showed the 77% of the participants were not currently working which matches with the option that was the most selected in this item. Students pay for their studies with the support of their parents or family. Something that is important to point out is the fact that none of the participants have a scholarship that covers their university tuition.

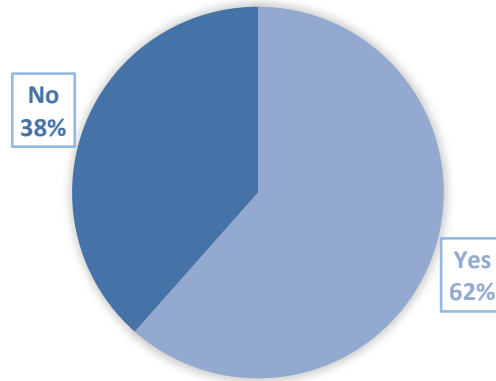
### C. Student academic profile



The third and final section of part I aimed to establish students' academic profile which is probably one of the most important in order to identify their performance regarding their academic life. First, they were asked about their high school degree and the answers were divided. 53% of them answered they studied a General high school degree, on the other hand 44% students studied a technical degree.

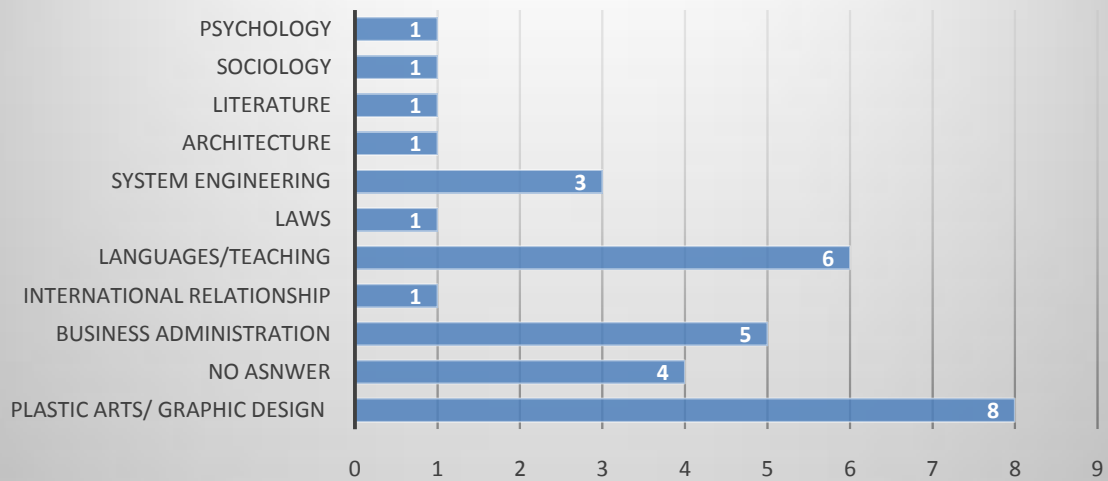
The results were balanced in both options; which are the main options in El Salvador's high school academic offer. In El Salvador, it is believed that if a student studies a technical degree at high school is because he or she wants to work after finishing. However, the results show just a minimal difference between both options. It also demonstrates that a technical high school degree is not influencing students to choose a specific major like Medicine, Business Administration, and so on.

## 2. DID YOU DO AN APTITUDE TEST BEFORE YOU DECIDED WHAT MAJOR YOU WERE GOING TO STUDY?



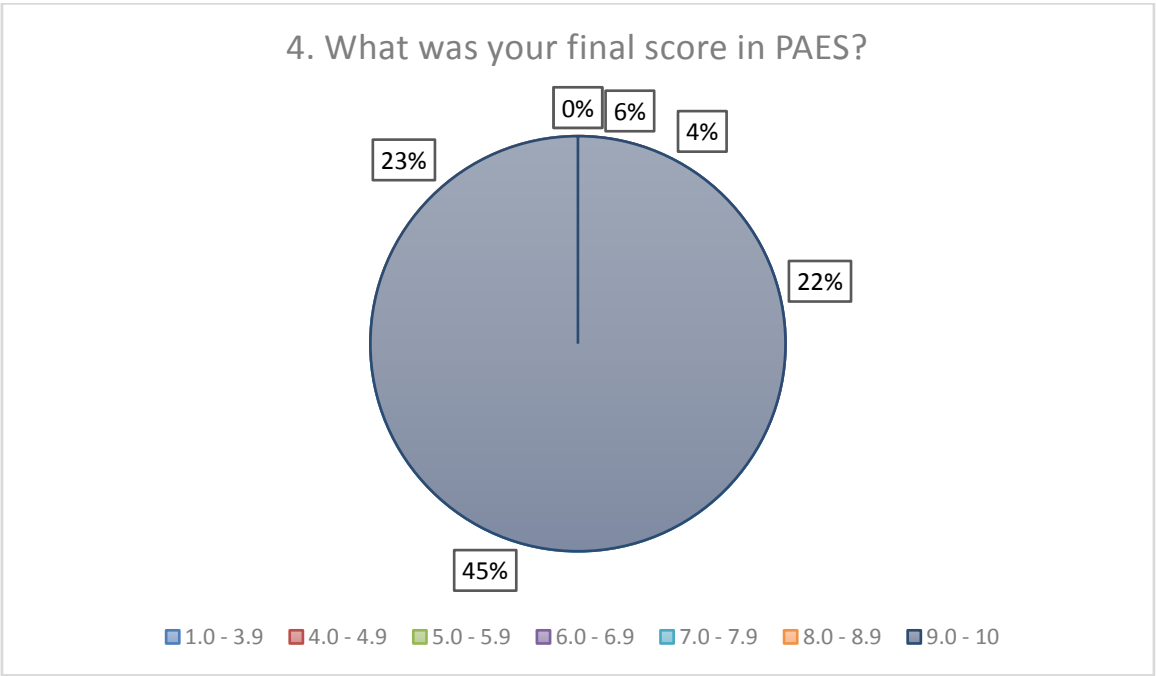
Aptitude tests are crucial nowadays since they help students to take the decision of which major to study at any university. According to the results obtained, 62% of the participants, which is the majority of them, did an aptitude test before choosing a major at the University of El Salvador. The results obtained are showed in the following graph:

### 3. If your answer is yes, what was the major suggested in the aptitude test?



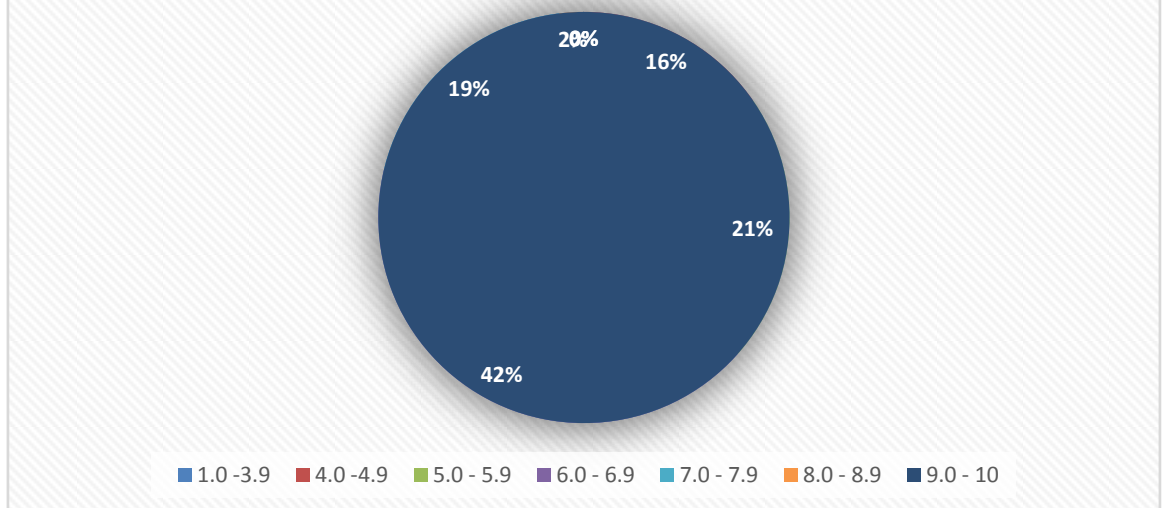
The results revealed different majors; however, two areas or majors stood up. Plastic arts, Languages, Teaching, and Graphic Design were the results more common in students' answers. That indicates that some of them selected the major the aptitude test suggested them to study; since the Modern Languages major gives the possibility to learn two languages at the same time, and after that, students can become a French and/or English Teacher.





PAES in El Salvador (Prueba de Aptitudes para Estudiantes de Educación Media) is one of the most important evaluations that measures the knowledge acquired of a student during their High School academic period. It is also required if a student wants to continue with a superior study. Participants of this research project were asked about their score obtained in that important test. The results provided by the students showed that 85% of them were above of the 6 which is the minimum grade to pass any exam or course in El Salvador. These results mean that students who are changing to the Modern Languages major performed well at high school. However, that performance it is not really taken in consideration when someone wants to study at UES because the only results that influence students' entrance opportunities are the ones obtained in the entrance test at this Alma Mater.

## 5. What was your University of El Salvador's entrance test final grade?

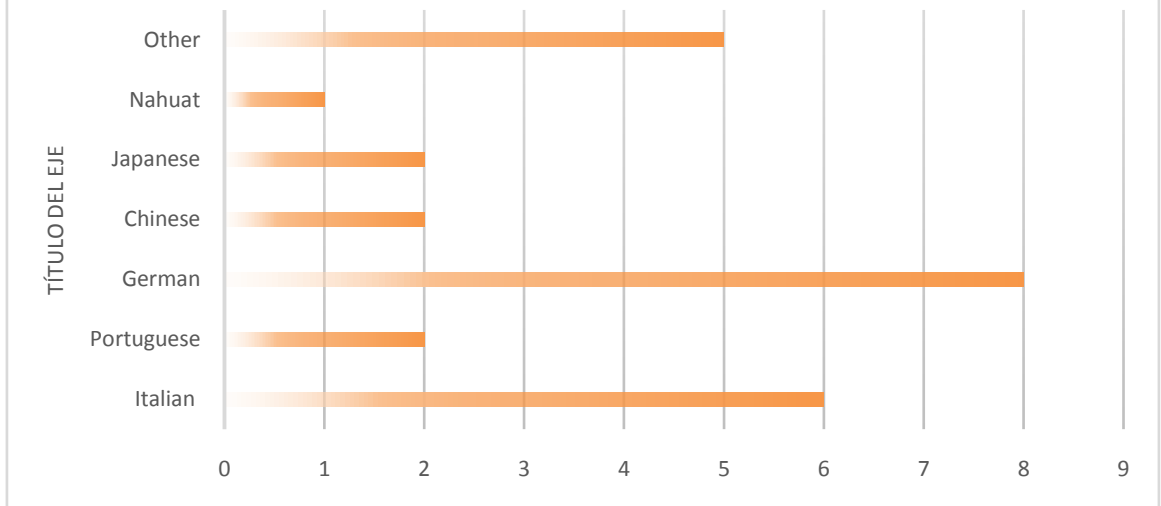


Another important data in order to establish students' academic profile and deduce why probably they were not accepted in the first major they choose in the University of El Salvador is the result of the entrance test done by the Alma Mater every year. The graph above shows that the majority of them did not get an outstanding score in this important test. 63% of the participants got a score around 5.0 to 6.9 points. Only 21% of them obtained a score superior to 7.0. Those results indicate that one of the main reasons they did not study Modern Languages major was their academic performance done in that test. It is important to notice that those results do not match with the ones obtained at PAES. Both evaluations actually have a similar structure and areas to evaluate. So, it could be that UES entrance test difficulty is more than the one passed by MINED.<sup>9</sup>

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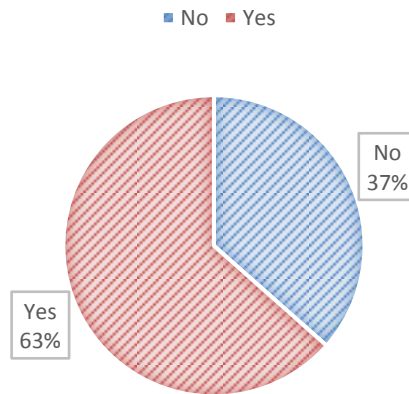
<sup>9</sup> Ministerio de Educación.

## 6. DO YOU KNOW ANOTHER LANGUAGE OTHER THAN ENGLISH AND FRENCH?



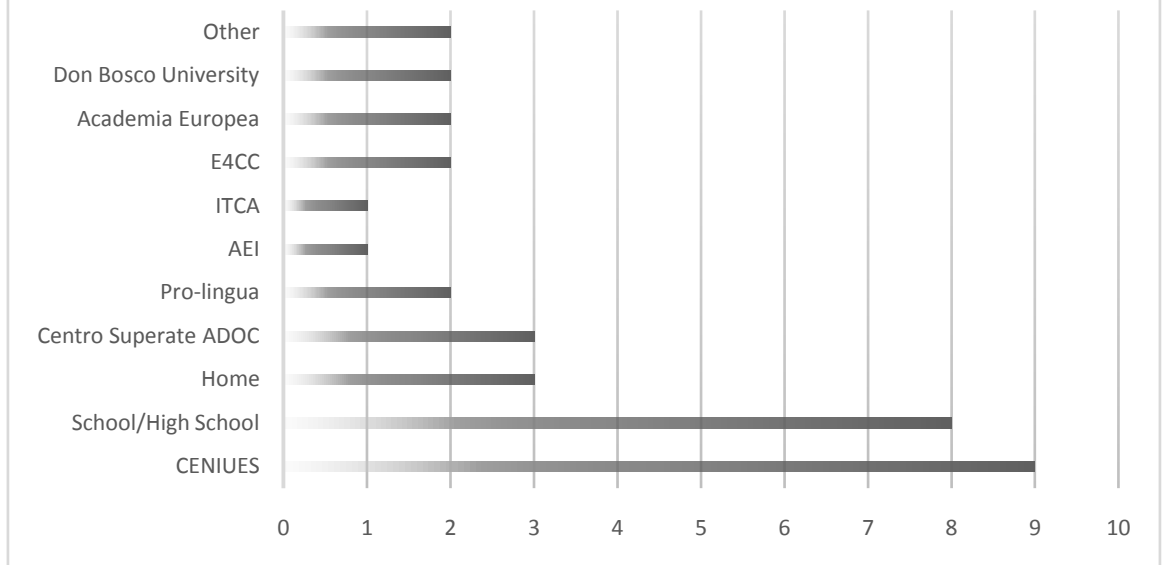
In the previous graph, students were asked if they knew other languages other than English or French. This question was asked in order to acknowledge students' interests related with languages and if that influenced them to study the Modern Languages major. Less than half of the participants answered to have studied other languages. The results show that German, Italian, and Asian languages were the most repeated options they selected. This means that students are really interested in languages since they were not only studying French and English but also, they knew a third language. This actually reinforces their aptitudes and motivation to continue in this type of studies.

## 7. HAD YOU STUDIED ENGLISH BEFORE ENTERING TO THE MODERN LANGUAGES MAJOR?



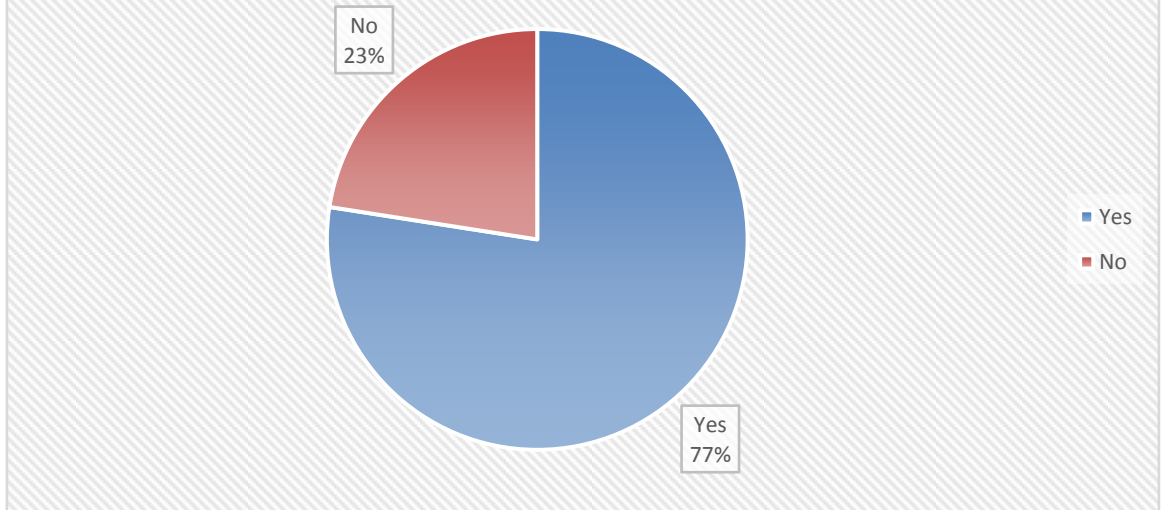
The purpose of this study was to identify the factors that influenced students from other majors of the University of El Salvador to change to the Modern Languages major. And as it was mentioned by the professors interviewed in this research project, previous knowledge of the languages offered by this major is one of the main factors that influenced to change to the major in study. As the previous graph shows, the majority of the population, 63% of them, responded that they had previously studied English. Those results might confirm the idea that students are changing to the Modern Language major because of the prior knowledge of that language.

## 7.1 IF YOUR ANSWER IS YES, WHERE?



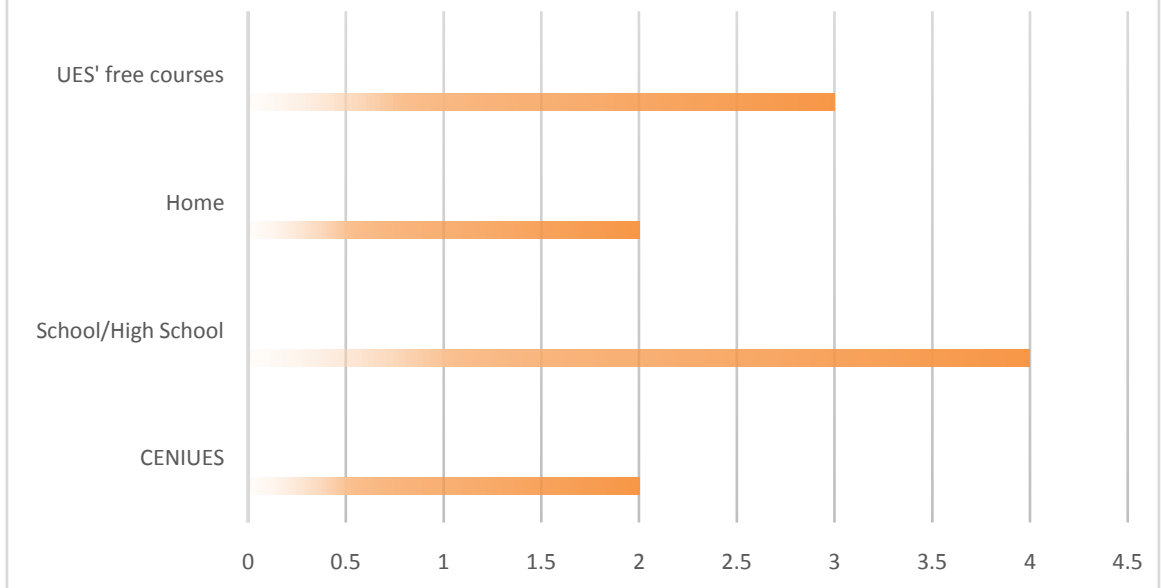
Students were inquired where they did those studies of English. Based on the graph, the majority of them studied English at CENUIES which is actually the languages' academy of the University of El Salvador. Another option that outstands is that they studied English at School and/or High School. Then, several academies' names appeared in the questionnaire but only two were noticeable.

### 8. Had you studied French before entering to the Modern Languages major?



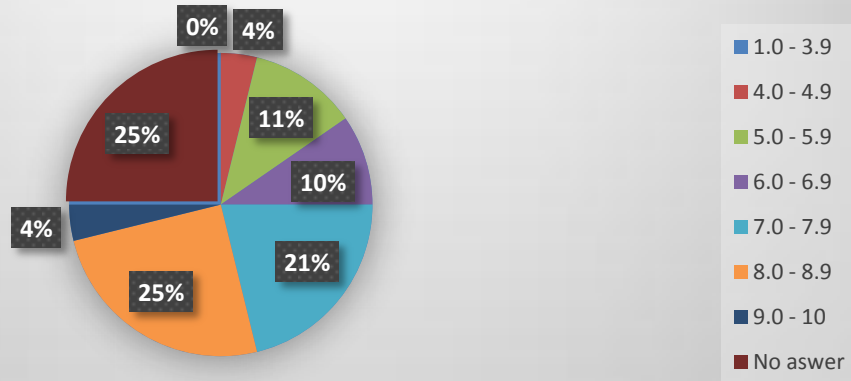
The same question was asked to students but this time with French which is the other language offered by the major in study. The results showed that, contrary to the previous question, only 23% of them studied French before studying the Modern Languages major. A result that could be expected since studying French is not as easy as studying English due to the fact that a French course is expensive in El Salvador and there are a few places where this language can be studied. For example at Academia Europea the price is \$110 plus the books monthly fee. On the other hand, studying French at AlianzaFrancesa can be considered as expensive since the tuition is \$180 every two months or \$190 quarterly.

## 8.1 IF YOUR ANSWER IS YES, WHERE?



The outcomes show that most of them studied French either at School/High School or in one of the free courses offered by students' organization like AEI which is the one that corresponds to the Foreign Languages Department.

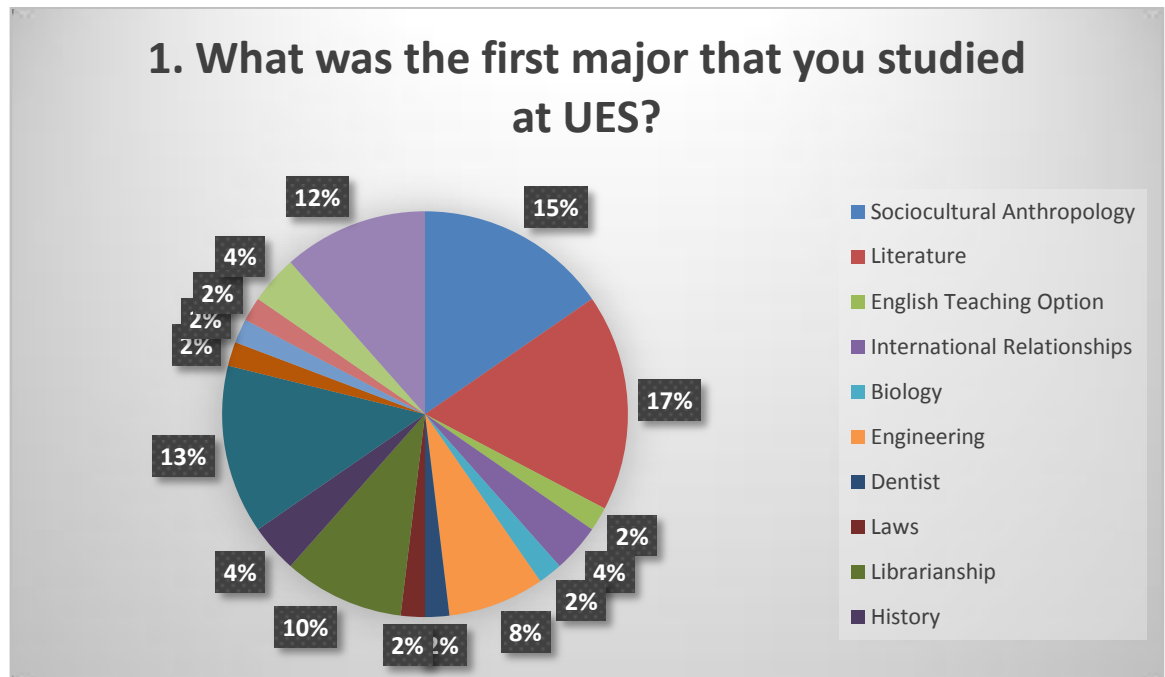
### 9. In order to be accepted in the Modern Languages major, what was the score of the English knowledge test obtained at the Foreign Languages Department?



The last item of the academic profile section inquired students about the grade obtained by them in the English knowledge test. This test is done by the Foreign Languages Department in order to filter and reduce the amount of students accepted through a change of major. It is important to remember that this English test represents a 60% of the grade that was considered for students to be allowed to study the major in discussion. It is important to mention that according to the Head of FLD, Lic. Ricardo Gamero, the top 75 students with the best grades are the ones who are accepted every year. 60% of the participants got more than the minimum grade in the FLD knowledge test, which is 6.0. Another answer that it is interesting to notice is the 25% of students who did not provide an answer for this question. Some of them stated that the final grade was not provided to them by FLD or that they did not remember the grade obtained in the English knowledge test.



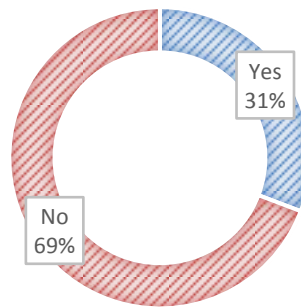
## Part II. The reasons that influenced students to stop studying their previous major



According to the University's regulations in the article 157, students who want to change their major must study a complete year in another major to have the opportunity to switch from one major to other one. For that reason, students began studying another major like for example Literature and Philosophy; both majors in 2015. These were the most requested majors for students who wanted to study a different major from the beginning of the process. Likewise, there are other majors which students who were seeking a change of major came from; for instance, Engineering, Librarianship, Sociocultural Anthropology, History, and the like.

## 2. WAS THE FIRST MAJOR THAT YOU STUDIED THE FIRST OPTION IN YOUR ENTRANCE TEST?

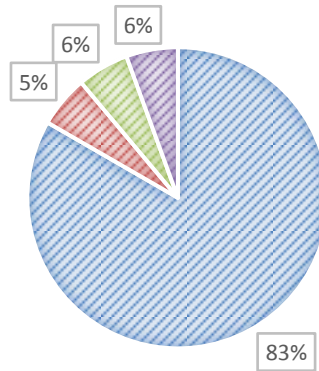
■ Yes ■ No



More than the half of students said that the first major they studied was not their first option to study at UES. Their first option for them was Modern Languages major, but most of the new comers studied another major because according to Ing. Magaña, there are majors that are less requested in the University of El Salvador, so the students who are not accepted in their first major are sent to the major that are less populated.

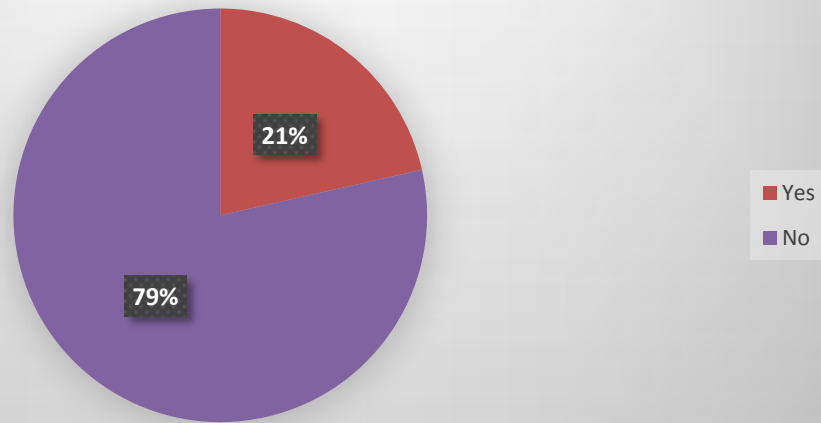
## 2.1 IF YOUR ANSWER IS NO, WRITE THE NAME OF THE MAJOR YOU CHOSE AT THE BEGINNING.

■ Modern Languages major ■ International Relationships ■ Engineering ■ Medicine



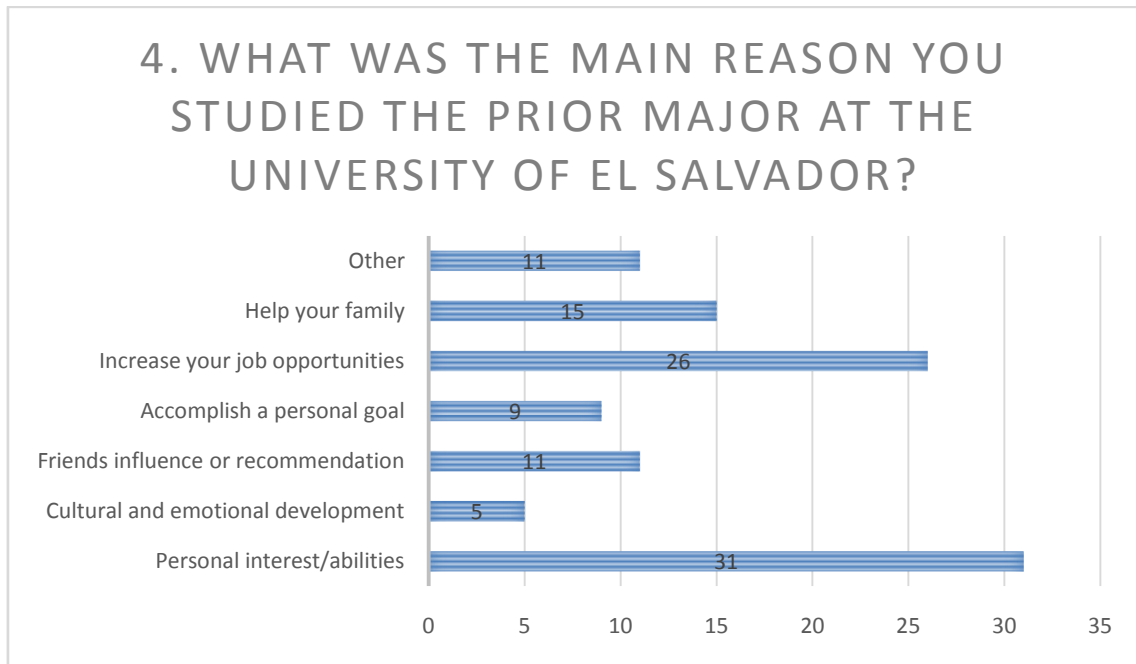
There are four main majors that new comers took at the beginning to study at UES was in the first place Modern Languages with a 83% then it was followed by engineering at same time the major in medicine, both major with a 6% and finally it was international relationship major with a 5%.

### 3. Do you consider that the previous major you were studying was according with your abilities?



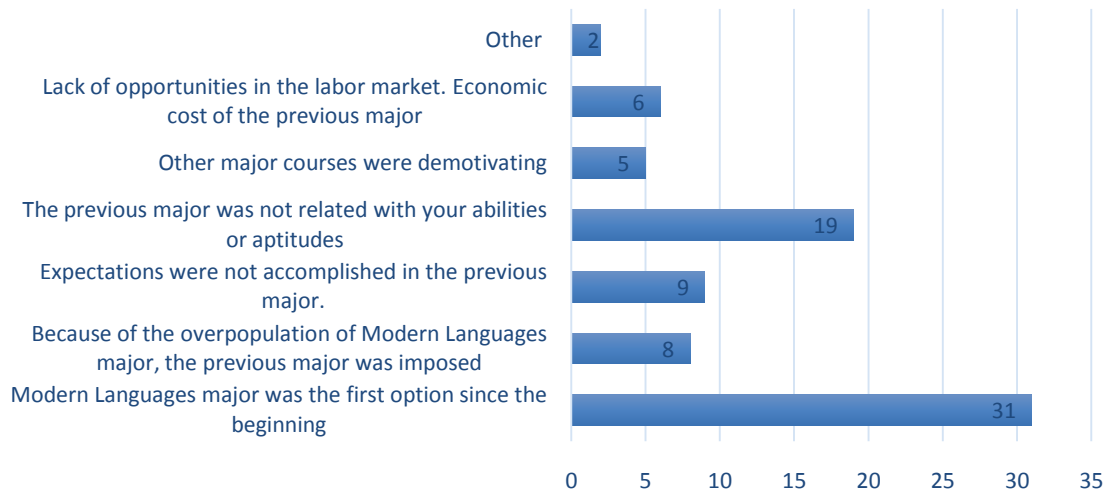
This graph shows that 79% of students said that the first major they studied was not according to their abilities because that major was imposed by the CSU. Majors like Philosophy, History or Librarianship are considered a good option to study for the space availability. Although, they did not have the interest to study these kinds of majors, students end up studying one of them in order to have more opportunities to make the major change process. Some of the requirements for being able to make this academic process are: first at all, be active students for a period of one year. The second requirement is to obtain excellent grades in that major. Students who fulfill these requirements have more opportunities to be granted the opportunity to the change to any major, in this case, Modern Languages. Although, in some cases, students studied a major related to Modern Languages, like for example English teaching which later

they realize that it was not enough for them because their goal was to learn more than one language.



Students have different reasons why they studied the prior major. The main reasons for doing so were for personal interests and/or abilities, followed by the possibility of increasing their job opportunities. Consequently, they will be able to help their families and improve their economic status.

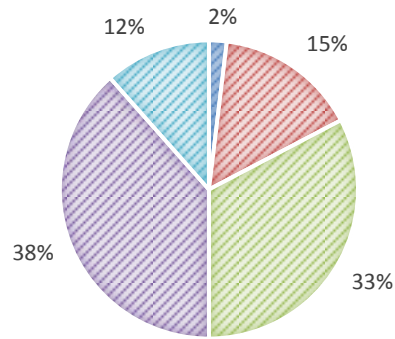
## 5. Why did you quit the previous major? More than one option can be selected.



The main reason why students took the decision to quit their first major was because the Modern Languages major was their first option since the beginning. Hence, they were focused in fulfilling all the requirements given by the University authorities like CSU, the head of the department, among others. And the other strong reason was because the previous major was not related with languages for that reason new comers were not able to develop their language skills.

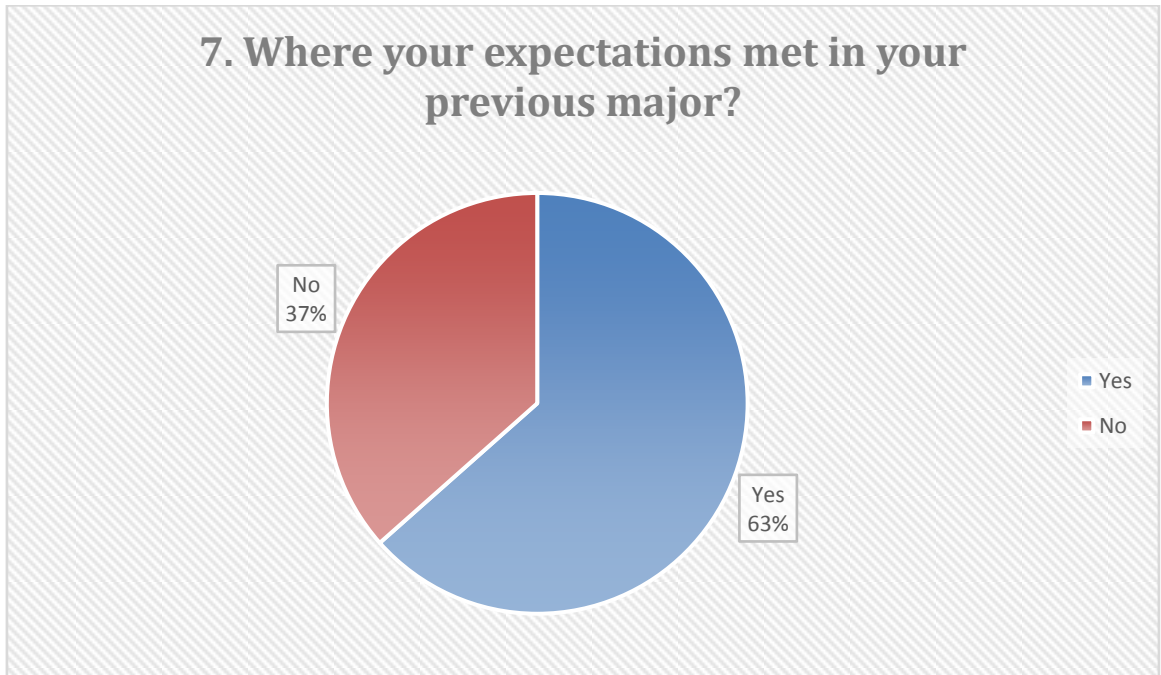
## 6. WHAT WAS YOUR FINAL CUM IN YOUR PREVIOUS MAJOR?

■ 1.0-5.9 ■ 6.0-6.9 ■ 7.0-7.9 ■ 8.0-8.9 ■ 9.0-9.9



This graph represents the 38% of the students that obtained a CUM from 8.0 to 8.9 in the previous major. According to the University's regulations, the CUM of the prior major must be more than 7.0 to meet part of the requirements for making the process of major change. According to Professor Lopez', one of the methods that the Foreign Languages Department has used for selecting the candidates to make the change of major to Modern Languages is to have more than 7.4 in the CUM; however people with a low CUM have had the opportunity to make the major change based on the University's regulations "all the active students have the opportunity to make three change of majors". But the most important requirement was the score obtained in the English knowledge test. This one was the main requirements because the students who are selected are the ones who obtain the highest scores in this test.

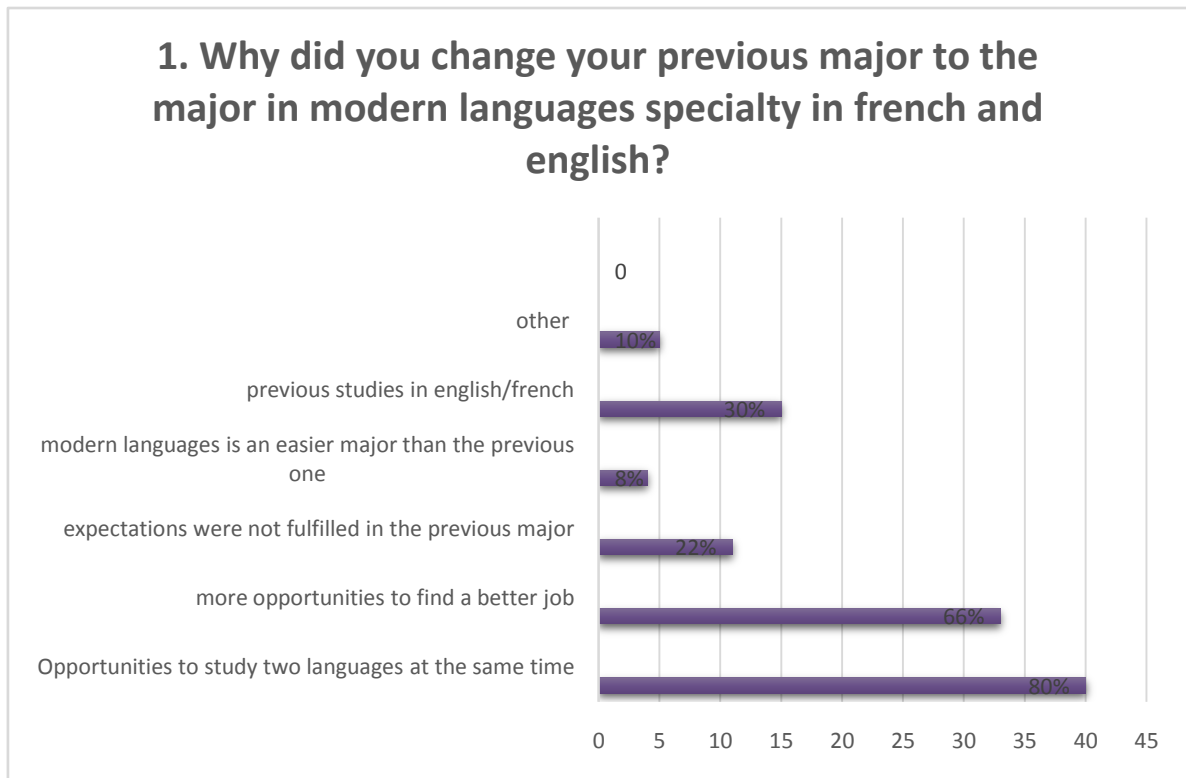
### 7. Where your expectations met in your previous major?



The majority of students said the previous major did not meet their expectations because it is not exactly what they wanted to study since the beginning. The reasons they gave in the questionnaire was that they believe those majors were boring because they did not choose it as the first major to study and the major they were forced to study, in many cases were very difficult.

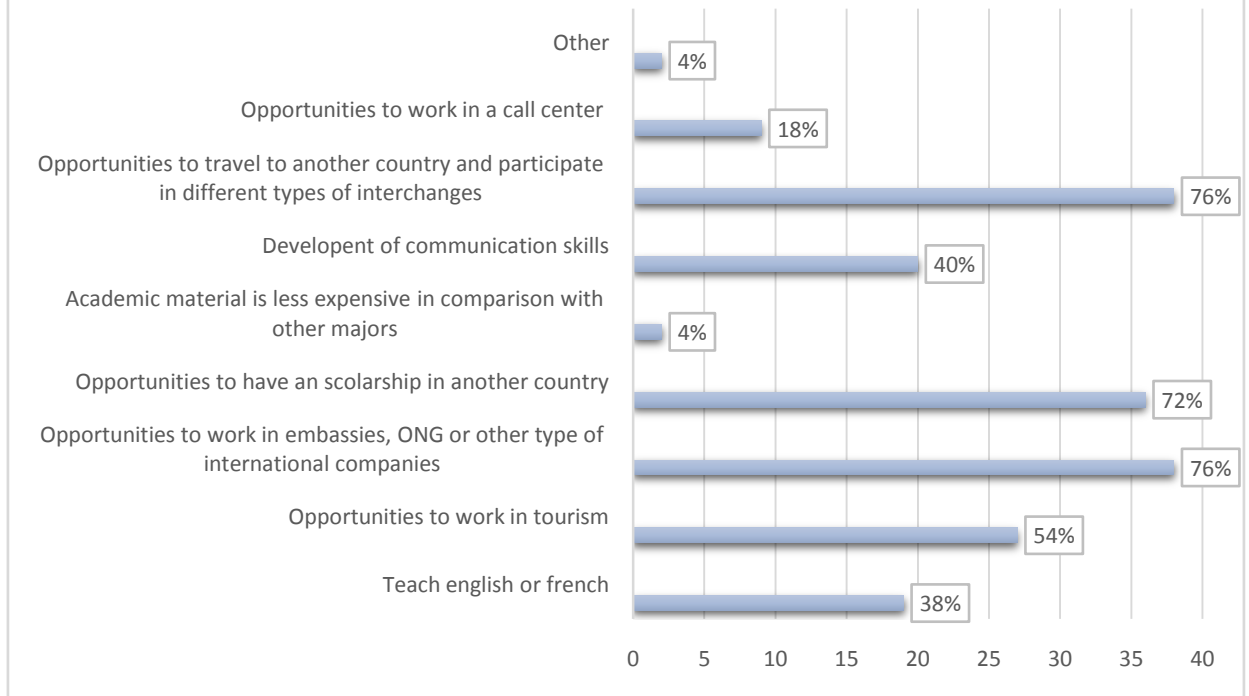


### Part III. Why students decided to choose Modern Languages Major?



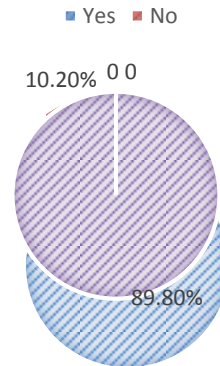
According to the research, the majority of the respondents decided to move to the major in Modern Languages Specialty in French and English due to the opportunities to study two languages at the same time, French and English. Also, they stated that another reason to choose this major was because of the job opportunities that it offers in the labor market. On the other hand, only 30% of the students chose these major considering their previous studies in English and French; and 22% of them mentioned that the previous major did not fulfil their expectations.

## 2. What are your expectations about the Modern Languages major?



The results obtained from this question show that the opportunities to travel to other countries, participate in any kind of interchanges, and job opportunities in embassies, ONGs, and international companies are the main expectations that students from this major have. Additionally 72% of them expect to get a scholarship to study in another country. Besides that, 54% hope to have job opportunities in tourism, and 38% would like to have a job as an English or French teacher.

### 3. DO YOU CONSIDER THE MAJOR IN MODERN LANGUAGES SPECIALTY IN FRENCH AND ENGLISH WILL DEVELOP YOUR ABILITIES AND CAPACITIES AS A PROFESSIONAL?



Most of the students consider that they will develop their skills in the major in Modern Languages specialty in English and French since they learn how to improve their written and oral communicative skills during the time they are studying. Furthermore, the majority affirmed to feel comfortable learning the two languages and they feel better because this is what they wanted since the beginning.

## CONCLUSIONS

After some months of gathering and analyzing information about the factors that influenced students to change to the Modern Languages major in semester II, 2016. The research team presents the following conclusions.

- The importance not only of English but also of other languages is influencing high school students to study the Modern Languages major because for them it seems a good option to study two languages at the same time instead of only one. This fact is actually supported by Lic. Franco's belief that newcomers perceive this major as an easy way to have a college diploma and find a job.
- The average age of the student who is changing to the Modern Language major is 21; most of them live in San Salvador in the urban area. These students do not work because their parents support their studies.
- The students who came from another major and did a major change wanted to study the Modern Languages major since the very beginning; however, they were not accepted. As a result, they studied a year in the major they entered and requested a change after completing a year as it is established in the UES' policies.

- The participants of this research project studied previously English consequently, that influenced to have an interest in this major.
- It is important to notice that their previous academic performance was acceptable but, the grade obtained in the UES's entrance test was not high enough to be accepted in the Modern Languages major as their first option.
- The overpopulation problem that the Foreign Languages Department has been facing the last 7 years is stopping some students to enter to this major due to the high score they have to obtain in the entrance test. Therefore, students who cannot obtain the highest scores have to study another major and then, opt for a major changing. Consequently, the research team concluded that the previous fact is one of the main reasons why those students stopped their previous major.
- The research team discovered that one of the main reasons why students decided to study the Modern Languages major was because they were sent into another major which was not their first option. As a result, the previous major was not according to their abilities and capacities so their expectations were not fulfilled. In addition, that major did not offer the possibilities to find a job as the Modern Languages major does. They believe that this major gives not only more job opportunities in today's labor market but also, opportunities to get a scholarship in another country.

- Political interests are affecting the FLD because CSU is approving more changes to the Modern Languages major even if there is no space available for them due to the overpopulation problem. Most of the FLD's professors interviewed share the point of view that CSU is just approving extra changes in order to attract voters (students) in the university's election process.

## RECOMMENDATIONS

Throughout this process, the research team identified that the factors that influenced students to change to the Modern Languages major were the consequences of the overpopulation issue that the FLD has been facing since 7 years ago. This situation is mainly caused by the lack economical, human, and infrastructural resources. The research team provides the following recommendations in order to reduce the effects of the overpopulation issue:

- It is important to inform newcomers about the low probability to be accepted in the Modern Languages major as a first option due to the lack of spaces for this major. They should be educated about the problematic that FLD is facing and the fact that they might be sent to another major because the authorities have the priority to accept students who have the right to change to another major.
- Students need to be informed about the real possible working areas that they will have access to after graduating from the Modern Languages major.
- The University of El Salvador should create an aptitude test for newcomers thus, they can be aware of their abilities and capacities. Being aware of their abilities might help newcomer students to choose the major that better agrees with their interest. As a result, students might choose another major to study at UES not only the Modern Languages major.

- The members of CSU should take in consideration the results obtained in PAES besides the entrance test done by the university since PAES is a test that also measures the knowledge acquired by a student during his/her high school academic life. The results of the questionnaires show that the majority of the students obtained a grade higher than the average grade students get in this exam. Therefore, if they take a percentage of this important exam probably the entrance process would be fairer. An interesting fact that was discovered from the answers obtained in the questionnaires is that there is a discrepancy between the results obtained in PAES and the ones obtained in the UES' entrance test. It might be that the difficulty of UES' entrance test is higher consequently participants failed. If they decrease the difficulty of this test and take a percentage of PAES' results, the new entry process could be clear and fair for students.
- The most important recommendation of the research team is for the Dean of the School of Arts and Sciences of the University of El Salvador: the construction of a new building for the Foreign Languages Department is imperative. An exclusive building that should not be shared with other departments since the two majors offered by the FLD are a total of 2017 students registered in 2016.<sup>10</sup> It means that the situation requires actions in a short period of time.

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<sup>10</sup>Source:  
[https://academica.ues.edu.sv/estadisticas/poblacion\\_estudiantil.php?npag=2&anio=2016&facultad=FACU-CCYHH](https://academica.ues.edu.sv/estadisticas/poblacion_estudiantil.php?npag=2&anio=2016&facultad=FACU-CCYHH)



However, as it was expressed by the Head of FLD, he already did all the paper work, the blue prints and permissions are ready. But, the Dean of the School of Arts and Science is responsible for looking for the financial resources to cover the cost of the construction of this building; since, according to Lic. Gamero, he is the only who has the abilities to request the amount of money for the School. Besides the construction of the new building, the FLD needs more human resources urgently. This idea was proposed by the Coordinator of the Modern Languages major. New professors who speak French and English are necessary to take over the courses that are left without a teacher since the human resources that the FLD has is not enough. If the members of CSU hire more professors, the FLD could accept more students who have requested a change of major or even they could accept more newcomers' requests.

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*Reglamento Académico, Universidad de El Salvador. TITULO VIII  
CAMBIO DE CARRERA, TRASLADO DE FACULTAD Y  
EQUIVALENCIAS. CAPITULO I TRÁMITE Y APROBACION DEL  
CAMBIO DE CARRERA.*

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University

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## ANNEXES

### Modern Languages student's profile



**Age:** An average of 21 years old.

**Amount of years studied in the previous major:** 1

**Amount of changes of majors done:** 1

**Address:** San Salvador.

**Work experience:** None

**High School degree:** General or Technical.

**Previous major studied:** Philosophy, Literature, Librarianship or Socio Cultural Anthropology.

**Previous knowledge in English:** Yes

**Previous knowledge in French:** No

**Entrance test first option:** Modern Languages Specialty in French

and English.

**Final grade in PAES:** 7.3

**Final grade in UES' entrance test:** 5.7

**Final grade in FLD's English** 5.1

**knowledge test:**

**Final CUM in the previous major:** 7.4

### **Student description:**

Reason to study at UES:

UES is the best option since it is a university that offers a variety of major with a low tuition. Besides that, UES is the only public University in El Salvador so; its prestige is well-known among other universities in and outside the country.

How does he/she cost his/her studies:

He or she receives the support of his/her parents to cover the cost his/her university studies.

Aptitude test before entering at UES:

None

Reason to study the previous major:

He/she studied the previous major because

he/she was not accepted in the Modern Languages major. So, that was the main reason after a year they request a change of major. As a result, that major was not according with his or her abilities and interest.

Reason to study the Modern Languages major: he/she wanted to study the Modern Languages major because it provides the chance to learn two languages at the same time so, the job opportunities are better to develop his/her language skills in comparison of the previous major.



**List of changes approved for Semester I, 2016.**

**(Information provided by Lic. José Alfredo Lopez. Modern Languages major's coordinator)**

**1      StephaneMassiel Herrera Lemus**

**2      Carlos Mauricio Thomas Herrera**

**3      Delmy Carolina Zelaya Serrano**

**4      Karen Abigail Guevara Bonilla**

**5      Luis Alexander Ramos Rivas**

**6      Nidia Daniela Aguilar Escobar**

**7      Gerson Obed Rosales Miranda**

**8      FatimaRocioHernandezPerez**

**9      Maura Cely Herrera Barriere**

**10     Andrea Julissa Duran Mejia**

**11     Ricardo EdenilsonHernandez Figueroa**

**12     Raquel SArai Silva Conday**

**13     Mayra Patricia Carcamo**

**14     Carlos Arturo Hernandez Amaya**

**15     Oscar Gerardo Cordova Quintanilla**

- 16 AristiresSaul Portillo Mejia
- 17 Antonieta Elizabeth Pleitez Umaña
- 18 Mario Ernesto MejiaMenjivar
- 19 Xenia Alejandra Perez Vanegas
- 20 Jonathan JosueCorcio Rivas
- 21 Fatima del Carmen Sandoval de RODriguez
- 22 Ricardo Manuel Vasquez Ortiz
- 23 Luis Ernesto Carranza Herrera
- 24 Helen Ariel Torres Orellana
- 25 Pamela Alejandra Melendez Pérez
- 26 Doris EstephanieCeronPerez
- 27 Elmer Giovanni CaceresLopez
- 28 Oswaldo Alexander Gonzalez Fuentes
- 29 Carlos JoseAngel Zabala
- 30 Maria Adelaida Barrios Portillo
- 31 Roxana Carolina HernandezLopez
- 32 Luis Fernando Rodriguez
- 33 Claudia Marcela Cruz Portillo

**34** Daniel Adonay Bolaños de la Cruz

**35** DelmyMarinela Flores Flores

**36** Silvia Elizabeth Gonzalez Madrid

**37** Katherine Gabriela Torres Martinez

**38** Valeria Natalia Campos Romero

**39** HectorIvan Fuentes Rodriguez

**40** Claudia Alejandra Ruano Escobar

**41** Regina Margarita Cordova Barahona

**42** Alvin Gabriel Sosa Abarca

**43** Roberto Antonio Peñate Abrego

**44** TamarGezabelVasquezMendez

**45** Dennis Adonay Leiva Rodriguez

**46** Carla StefanieLopezTaura

**47** Sandra Haydee Villanueva Quinteros

**48** Katherine Gabriela Rosales Aguilar

**49** Cristian Eduardo HernandezLopez

**50** Fernando Ernesto HernandezLopez

**51** Fernando Ernesto Valladares Garcia

- 52** Jose Vidal GalvezSolorzano
- 53** Aura Amelia Torres Portillo
- 54** Roxana NohemiVelzsquez Rivera
- 55** Ana Luisa Mora Barrientos
- 56** Sandra Elizabeth Rodriguez Alvarado
- 57** Jhony Alexander Flores Pineda
- 58** Yesica Amanda Quevedo Argueta
- 59** Melania Patricia Lemus Villegas
- 60** Damaris Lisette Peña Ramos
- 61** Ester Estefany ChavezRamirez
- 62** Yajaira Antonia Ortiz Hernandez
- 63** William Alexander MartinezHernandez
- 64** Nancy Melissa DiazPerez
- 65** Irvin Moises Recinos Mejia
- 66** NevinJosueCaceres Navarro
- 67** Katherine Lizbeth Solorzano Iglesias
- 68** Silvia Yaneth Abarca Sandoval
- 69** Gerberth Enrique Hernandez

- 70** Evelyn Giselle Escobar Arevalo
- 71** Yanci Lissette Molina Caballero
- 72** Manuel Ernesto RamirezGutierrez
- 73** Gerardo Daniel Amaya Hernandez
- 74** Johana Estefany Aparicio Argueta
- 75** Jose Daniel Parada Franco
- 76** Celina Vanessa Zelaya Alvarado
- 77** Maria Graciela Vigil Flores
- 78** Jonathan Stanley Vargas Ortiz
- 79** Milena GisselleMArtinez Parada
- 80** Luis Gerardo CeronEchegoyen
- 81** Cristian Elias Campos Perez
- 82** Ana Leticia BeltranBeltran
- 83** Gabriela Lourdes Mendoza Mancia
- 84** Sandra Elizabeth LopezPascacio
- 85** Noemy Gabriela de la O Salmeron
- 86** CesiaMerab Del Cid Argueta
- 87** Francisco Alexis Echeverria palacios

**88** Alicia Carolina VasquezVasquez

**89** Glenda Sarai Aguilar Palacios

**90** Arely Guadalupe Cuellar Huevo

**91** Emerson Yohalmo Zelaya Tejada

**92** Henry Alexander Suriano Alvarenga

**93** Carlos Ernesto Merino Gonzalez

**94** Rocio Emperatriz Ayala Flores

**95** Jose David Recinos Escobar

**96** Karla Susana Cornejo Navarro

**97** Diana LissethMancia Guillen

**98** Karla MarielosBenitezPerez

**99** Katherine Michelle SantamariaUrias

**100** Yanira Josefina Zelaya Cideos

**101** Katherine Vanessa SanchezVasquez

**102** Sofia Tamara TellezRamirez

**103** Braulio Fernando Corvera Nolasco

**104** Marta Alicia Calderon Recinos

**105** Rhyna Elsy Deras Navas

**106** Vanessa del Carmen Ramirez Montiel

**107** Alejandra Michell Rosales Morataya

**108** Melvin Rodolfo Melara

**109** Kevin Javier Ferman Contreras

**110** Erika Roxana Rivera Escobar

**111** Debora Viana Beatriz Cortez

**112** Evelin Maritza Coreas Guzman

**113** Jose Manrique Recinos Landaverde

**114** Jonathan Perez Campos

## TITULO VIII CAMBIO DE CARRERA, TRASLADO DE FACULTAD Y EQUIVALENCIAS

### CAPITULO I TRÁMITE Y APROBACION DEL CAMBIO DE CARRERA

CAMBIOS DE CARRERA. Artículo 156. Todo estudiante matriculado en la Universidad de El Salvador, tiene el derecho a cambiar de carrera, sea este en la misma o diferente Facultad, siempre que cumpla con los requisitos regulados en el presente CAPÍTULO, hasta un máximo de dos veces.

Artículo 157. Para ejercitar el derecho al cambio de carrera, el interesado deberá haber sido estudiante regular durante un año académico como mínimo, de acuerdo al artículo 66 regulado en el Reglamento General de la Ley Orgánica, además deberá realizar prueba de aptitudes que le oriente en el área de conocimiento solicitada, no haber reprobado unidades de aprendizaje en tercera matrícula, que sean obligatorias en la carrera solicitada o resulten equivalentes de acuerdo a lo establecido en el presente Reglamento y no tener pendiente el cumplimiento de sanción disciplinaria.

DEL TRÁMITE DE CAMBIO DE CARRERA. Artículo 158. El trámite de cambio de carrera deberá realizarse en el período señalado en el calendario de actividades académico administrativas aprobado por el Consejo Superior Universitario. La solicitud deberá ser presentada por el interesado en la Administración Académica de la Facultad a la que pretende cambiarse.

Artículo 159. El estudiante que solicite cambio de carrera en diferente Facultad, deberá presentar la siguiente documentación: a) Solicitud de trámite con la respectiva justificación; b) Original y fotocopia de documento Único Estudiantil; c) Solvencias de bibliotecas,



materiales y equipos de acuerdo a la carrera; d) Resultados de prueba de aptitudes; y e) Constancia de no tener pendiente el cumplimiento de sanción disciplinaria, emitida por el Secretario de la Facultad.

Los comprobantes de los requisitos exigidos en el inciso anterior, deberán ser firmados y sellados por las autoridades competentes. Cuando no implique cambio de Facultad deberá cumplir con lo establecido en los literales “a” y “e”.

Para solicitar el cambio el estudiante deberá estar solvente en relaciona pagos y matriculas de escolaridad. Quedan exentos del cumplimiento de este requisito los estudiantes becarios, trabajadores, hijo de trabajador y representantes ante órganos de gobierno de la Universidad de El Salvador.

PREVISIÓN DE CUPO. Artículo 160. En el estudio de factibilidad para establecer el cupo por carrera, se deberá contemplar la disponibilidad de cupos para los traslados y cambios de carrera.

Artículo 161. Cuando la disponibilidad de cupo, sea superada por la demanda de cambios de carrera, la Junta Directiva, deberá considerar los siguientes criterios para resolver: a) Rendimiento académico del estudiante durante el año anterior a su cambio; b) Prueba de aptitud que oriente a la carrera solicitada, en las carreras que generen competencias en idiomas extranjeros se requerirá prueba de conocimientos específica; y c) Motivaciones que justifiquen lo solicitado.

El número total de estudiantes con resolución favorable de cambios de carrera, no podrá ser mayor al cupo asignado para tal fin.

APROBACIÓN DEL CAMBIO DE CARRERA. Artículo 162. El cambio de carrera será autorizado por la respectiva Junta Directiva. Si la resolución fuere favorable al estudiante, la Administración Académica correspondiente, notificará a la Facultad de procedencia, la cual deberá enviar el expediente completo del estudiante a la Facultad de destino, a más tardar dentro de diez días hábiles. A la vez notificará a la Secretaría de Asuntos Académicos del cambio de carrera realizada, para la respectiva emisión de la acción académica.

**University of El Salvador.**

**School of Sciences and Arts.**

**Foreign Languages Department.**

**Major in Modern Languages Specialty in French and English.**



**Objective: To determine the factors that influenced students from other majors of the University of El Salvador to change to the major in Modern Languages Specialty in French and English in the Foreign Languages Department at the University of El Salvador using an instrument to gather the required information in semester II, 2016.**

Instructions: Complete the following question with the answer that is required and select one or more options depending on the type of item.

**General information:**

Date: \_\_\_\_\_.

Age: \_\_\_\_\_.

Gender: Male  Female

Amount of years studied in the previous major:

1  2  3  4

Amount of Major Changings done:

1  2  3

**PART I.**

**Objective: To establish the social, economic, and academic profile of students who changed to the Modern Languages major.**

**A. Social Profile questions:**

1. Where do you live?

- |            |                          |              |                          |              |                          |
|------------|--------------------------|--------------|--------------------------|--------------|--------------------------|
| Ahuachapán | <input type="checkbox"/> | Morazán      | <input type="checkbox"/> | San Salvador | <input type="checkbox"/> |
| Santa Ana  | <input type="checkbox"/> | La Unión     | <input type="checkbox"/> | La Paz       | <input type="checkbox"/> |
| Sonsonate  | <input type="checkbox"/> | La Libertad  | <input type="checkbox"/> | Cabañas      | <input type="checkbox"/> |
| Usulután   | <input type="checkbox"/> | Chalatenango | <input type="checkbox"/> | San Vicente  | <input type="checkbox"/> |
| San Miguel | <input type="checkbox"/> | Cuscatlán    | <input type="checkbox"/> |              |                          |

2. The place where you live is considered:

- Urban  Rural

3. Why did you choose to study in the University of El Salvador? More than one option can be selected.

Best option			Prestige of the University
Parents influence	or		Variety in major options <input type="checkbox"/>
recommendation		<input type="checkbox"/>	Location of the campus <input type="checkbox"/>
Friends influence	or	<input type="checkbox"/>	University's facilities <input type="checkbox"/>
recommendation		<input type="checkbox"/>	Other:
Accessible tuitions		<input type="checkbox"/>	_____

**B. Economic Profile questions:**

1. Do you think that the tuition of the University of El Salvador is expensive?

Yes  No

2. Are you currently working? If your answer is NO, please continue to question 6.

Yes  No

4. What type of job do you do?

Seller	<input type="checkbox"/>	Waiter/waitress	<input type="checkbox"/>
Call center agent	<input type="checkbox"/>	Maid	<input type="checkbox"/>
Businessman/woman	<input type="checkbox"/>	Other:	
Babysitter	<input type="checkbox"/>	_____	

5. Why are you working and studying at the same time? More than one option can be selected.

- |  |                          |                            |                          |
|--|--------------------------|----------------------------|--------------------------|
| Gain experience                                  | <input type="checkbox"/> | To improve your CV         | <input type="checkbox"/> |
| Earn your own money                              | <input type="checkbox"/> | Economic situation at home | <input type="checkbox"/> |
| Job references                                   | <input type="checkbox"/> | To get confidence          | <input type="checkbox"/> |
| To practice the knowledge acquired in your major | <input type="checkbox"/> | Other:                     | <input type="checkbox"/> |
- 

6. How do you finance your university studies?

- |                        |                          |                           |                          |
|------------------------|--------------------------|---------------------------|--------------------------|
| Support from family    | <input type="checkbox"/> | UES Scholarship           | <input type="checkbox"/> |
| By yourself            | <input type="checkbox"/> | Other type of Scholarship | <input type="checkbox"/> |
| Someone else's support | <input type="checkbox"/> | Other:                    | <input type="checkbox"/> |
| Government Scholarship | <input type="checkbox"/> |                           | <input type="checkbox"/> |
- 

**C. Academic Profile questions:**

1. What is your high school degree?

General   Technical  Other:

---

2. Did you do an aptitude test before you decided what major you were going to study?

Yes  No

If your answer is yes, what was the major suggested in the aptitude test?

---

---

3. What was your final score in PAES?

1.0	-	3.9	<input type="checkbox"/>	6.0	-	6.9	<input type="checkbox"/>	8.0	-	<input type="checkbox"/>
			<input type="checkbox"/>				<input type="checkbox"/>			<input type="checkbox"/>
4.0	-	4.9	<input type="checkbox"/>	7.0	-	7.9		9.0 - 10		
5.0	-	5.9								

4. What was your University of El Salvador's entrance test final grade?

5.	1.0	-	3.9	<input type="checkbox"/>	5.0	-	5.9	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>
	4.0	-	4.9	<input type="checkbox"/>	6.0	-	6.9		

7.0 – 7.9                      9.0 – 10  
8.0 – 8.9

5. Do you know another language other than English and French? More than one option can be selected.

Italian	<input type="checkbox"/>	Japanese	<input type="checkbox"/>	_____
Portuguese	<input type="checkbox"/>	Nahuat	<input type="checkbox"/>	_____
German	<input type="checkbox"/>	Other:		_____
Chinese	<input type="checkbox"/>			

6. Had you studied English before entering to the Modern Languages major?

Yes  No

If your answer is yes, where?

---



7. Had you studied French before entering to the Modern Languages major?

Yes  No

If your answer is yes, where?

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8. In order to be accepted in the Modern Languages major, what was the score of the English knowledge test obtained at the Foreign Languages Department?

9.	1.0	-	3.9	<input type="checkbox"/>	6.0	-	6.9	<input type="checkbox"/>	8.0	-	<input type="checkbox"/>
				<input type="checkbox"/>				<input type="checkbox"/>			<input type="checkbox"/>
	4.0	-	4.9	<input type="checkbox"/>	7.0	-	7.9		9.0 - 10		
	5.0	-	5.9								

## PART II.

**Objective: to identify the reasons that influenced students to stop studying their previous major.**

1. What was the first major that you studied at UES?

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2. Was the first major that you studied the first option in your entrance test?

Yes  No

If your answer is no, write the name of the major you chose at the beginning.

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3. Do you consider that the previous major you were studying was according with your abilities?

Yes  No

Why? 

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4. What was the main reason you studied the prior major at the University of El Salvador? More than one option can be selected.

- |                                     |                          |                                 |                          |
|-------------------------------------|--------------------------|---------------------------------|--------------------------|
| Personal interest/abilities         | <input type="checkbox"/> | Increase your job opportunities | <input type="checkbox"/> |
| Cultural and emotional development  | <input type="checkbox"/> | Help your family                | <input type="checkbox"/> |
| Friends influence or recommendation | <input type="checkbox"/> | Other:                          | <hr/>                    |
| Accomplish a personal goal          | <input type="checkbox"/> |                                 |                          |

5. Why did you quit the previous major? More than one option can be selected.

Modern Languages major was the first option since the beginning.  The previous major was not related with your abilities or aptitudes.

Because of the overpopulation of Modern Languages major, the previous major was imposed.

Other major courses were demotivating.

Lack of opportunities in the labor market.

Economic cost of the previous major.

Other:

Expectations were not accomplished in the previous major.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. What was your final CUM in your previous major?

1.0 - 5.9

8.0-8.9

6.0-6.9

9.0-9.9

7.0-7.9

7. Where your expectations met in your previous major?

Yes  No

If your answer is no, explain:

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**PART III.**

**Objective: to acknowledge why students decided to choose Modern Languages as the second option instead of another major offered by the University of El Salvador**

1. Why did you change your previous major to the major in Modern languages specialty in French and English? More than one option can be selected.

Opportunity to study two languages at the same time.  Previous studies in English and/or French

More opportunities to find a better job.

Other:

Expectations were not fulfilled in the previous major.

Modern Languages is an easier major than the previous one.

2. What are your expectations about the Modern Languages major? More than one option can be selected.

Teach English and/or French.

Opportunities to work in Tourism

Opportunities to work in Embassies,

ONG or other type of international  
companies

Opportunities to have a scholarship in

another country

Academic material is less expensive in

comparison with other majors

Development of communication skills

Opportunities to travel to another country

participate in different types of  
interchanges

Opportunities to work in a call center

Other \_\_\_\_\_

\_\_\_\_\_

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3. Do you consider the major in Modern Languages Specialty in French and English will develop all your abilities and capacities as a professional?

Yes  No

Explain:

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### **Questions for the interview to prof. Gamero. (Authority of FLD)**

1. What is the process students have to follow in order to be accepted in the major in Modern Languages?
2. What are the requirements that students need to fulfill in order to be accepted in the Modern Languages Major?
3. How many students are accepted in this major per year?
4. In your opinion, what are the factors that influence students from other majors to change to the Modern Languages major?
5. Do you think that the FLD is experiencing an overpopulation issue in the Modern Languages major? If so, why?
6. What is the FLD doing in order to provide a solution to this problematic situation?
7. What is your opinion about the students that are accepted through appeal with the CSU (Consejo Superior Universitario)?
8. Are those students who are accepted through this process increasing this problematic situation?

**Questions pour M. Lopez:**

1. Quel est le processus à suivre par les élèves pour être acceptés dans la Licence en Langues Modernes?
2. Quelles sont les exigences à remplir pour être accepté dans la Licence en Langues Modernes?
3. Combien d'étudiants sont acceptés dans cette licence par an?
4. À votre avis, quels sont les facteurs qui influencent les étudiants d'autres carrières à se passer à la licence en Langues Modernes?
5. Pensez-vous que le Département des Langues Etrangères passe un problème de surpopulation dans cette Licence? Si oui, pourquoi?
6. Quoi fait le Département des Langues Etrangères dans le but de fournir une solution à cette problématique?
7. Quelle est votre opinion sur les étudiants sont acceptées par appel avec le CSU (Conseil Supérieur Universitaire)?



8. Sont les étudiants qui sont acceptés par ce processus la raison principale de l'augmentation de cette situation problématique?

**Questions for the interview to prof. Israel Oliva. Member of CSU**

1. What is the process that CSU takes in order to approve more changes to the Modern Languages Major?
2. How many students are accepted in the Modern Languages major every year?
3. Why does the CSU approve more changes to the Modern Languages major?
4. What are the main factors that the CSU considers to approve those major changes?
5. In your opinion, how many major changes should CSU approve for the students who want to change to another major?
6. In your opinion, what are the factors that influence students from other majors to change to the Modern Languages major?
7. Do you think that the FLD is experiencing an overpopulation issue in the Modern Languages major? If so, what is causing it?

**Preguntas para Ingeniera Carolina Magaña. Administradora de procesos académicos de la Facultad de Ciencias y Humanidades de la Universidad de El Salvador.**

1. ¿Cuántas solicitudes de cambio de carrera se reciben cada año para la Licenciatura en Lenguas Modernas?
2. ¿Cuántas de esas solicitudes son denegadas?
3. ¿Cuál es el principal motivo para que ellas sean denegadas?
4. ¿Cuántas solicitudes de nuevo ingreso se reciben cada año para la Licenciatura en Lenguas Modernas?
5. ¿Cuántos de esos estudiantes obtienen un espacio dentro de esta carrera?
6. ¿Cuál es la razón por la que pocos estudiantes de nuevo ingreso obtienen un espacio dentro de Lenguas Modernas como su primera opción?
7. ¿Cuál es el proceso que los estudiantes deben de seguir para optar a un cambio de carrera a la Licenciatura en Lenguas Modernas?
8. ¿Cuál es su opinión acerca de la gran cantidad de alumnos que desean cambiarse a esta carrera en específico?

**Questions for the interview to and prof. Rhina Franco. Member of School of Arts and Sciences Junta Directiva)**

1. What is the role of Junta Directiva regarding the changes to the Modern Languages Major?

2. How many students are accepted in the Modern Languages major every year?
3. Why does the CSU approve more changes to the Modern Languages major?
4. What are the main factors that the CSU considers to approve those major changes?
5. In your opinion, how many major changes should CSU approve for the students who want to change to another major?
6. In your opinion, what are the factors that influence students from other majors to change to the Modern Languages major?
7. Do you think that the FLD is experiencing an overpopulation issue in the Modern Languages major? If so, what is causing it?

