

**UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGE DEPARTMENT**



**RESEARCH PROJECT:**

*“FELT AND LIVED EXPERIENCES BY THE UNDERGRADUATE STUDENTS IN 2016 OF THE BACHELOR OF ARTS IN MODERN LANGUAGES WITH SPECIALIZATION IN FRENCH AND ENGLISH TOWARD CHOOSING THE MINOR SPECIALIZATIONS AND THE ROLE OF THE FOREIGN LANGUAGE DEPARTMENT IN THEIR ENROLLMENT PROCESS AT SCHOOL OF ARTS AND SCIENCES OF THE UNIVERSITY OF EL SALVADOR”*

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**IN ORDER TO OBTAIN THE DEGREE OF:**

**BACHELOR OF ARTS IN MODERN LANGUAGES WITH SPECIALIZATION IN FRENCH  
AND ENGLISH**

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**MAIN CAMPUS, WEDNESDAY, AUGUST 26<sup>th</sup>, 2017**

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## ACKNOWLEDGEMENTS

Foremost, we would like to thank our heavenly father for strengthening us during this process, for helping us to overcome every difficulty presented throughout this research and for giving us wisdom to finish our major successfully.

Moreover, as a research team, we would like to express our total gratitude to our graduation process advisor, Pedro Antonio Salazar Murcia, Mtl, for guiding and supporting us over this project. He has set an example of excellence as a researcher, mentor, instructor, and role model. Without his dedication and support in this project, this would not have been possible.

In the same way, we would like to thank the graduation process coordinator, Mauricio Salvador Contreras Cárcamo, MsD, for providing us the guidance throughout this process, his ideas, and feedback which were absolutely invaluable.

Finally, we would especially like to thank our families for the love, support, and constant encouragement we have gotten over the years as well as our fellow colleagues, who contributed to this research.

*Jennifer Paola Moreno Campos*

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## **I. INTRODUCTION**

The present investigation work is aimed at studying the experiences by the undergraduate students in 2016 of the Bachelor of Arts in Modern Languages at the moment of choosing one of the minor specializations: Relaciones Públicas Area and Enseñanza Area by registering the subjects during the first semester. Moreover, this investigation seeks to evaluate the role of the Foreign Language Department in the enrollment process to perceive the positive or negative impact on freshmen.

The main purpose of this research is to describe the reality as it was felt and lived by the undergraduate students when they registered the subjects without any biased representation of these events on the part of the investigators; therefore, the opted methodology for this study is the Phenomenological Method, which is based on the reality whose essence depends on the way in which people live and perceive the reality. It is worth mentioning that this research will be qualitative and non-experimental. For its development, the use of instruments such as in-depth interviews with those involved in that reality will be of great importance since they will provide the researchers with all of the data required for the experimentation and analysis.

This research work contains seven chapters which present specific aspects in a structured way. First of all, it is presented the problematic situation that leads this research which states the problems that first-year students face in the enrollment process regarding the optative branches of the Bachelor of Arts in Modern Languages as well as the different experiences students experimented in such process.

Then, it is presented the theoretical framework which contains a background of the Foreign Language Department and the Bachelor of Arts in Modern Languages. This chapter also mentions a brief description of the major, the structure of a study plan and some basic theories about the optative subjects taking into account they complement the whole form of a curriculum.

The research methodology includes all the needful aspects and detailed steps of the phenomenological method which guides the whole research. Likewise, this chapter presents other important aspects for this research such as technique, instrument, procedure, piloting, population, sampling frame and sample.

Next, the data analysis contains an exhaustive analysis of the in-depth interviews where the researcher team selected a required number of undergraduate students from the semester II, 2016 from the Bachelor of Arts in Modern Languages, it also contains the undergraduate students' testimonies detailed question by question in order to remark important aspects of the problematic situation lived and felt by the undergraduate students during the enrollment process at the moment of choosing one of the two minor specializations.

Finally, the research culminates with the conclusions and recommendations to which the research team came after the whole process of the investigation. Moreover, the literary resources of the whole information are presented in the references. At the end of this work, it is presented the following attachments: the enrollment instruction, the study plan of the Bachelor of Arts in Modern Languages, a glossary with relevant definitions found throughout the research and the timetable which stipulates the time the research has taken to carry out this work.



## II. STATEMENT OF THE PROBLEM

The Foreign Language Department of the University of El Salvador emerged in 1948 as an academy for teaching English and French as a service to the University. Then in 1956, it was recognized as a “Department” of the School of Arts and Sciences. Later on, in 2002, the Foreign Language Department started to work for the first time with the Bachelor of Arts in Modern Languages with specialization in French and English which offers two optative branches: Relaciones Públicas and Enseñanza that were adapted according to the students’ objective. (Aguilar et al, 2007, p. 5)

According to the SECRETARIA GENERAL UES, the Bachelor of Arts in Modern Languages is the second most demanded major in the School of Arts and Sciences with more than 900 students registered. Moreover, in 2016, the Foreign Language Department registered 83 students in the optative branches of this major that coursed their last year of studies. These optative subjects are oriented in the combination of the use of foreign languages with the area of public relations and the professional capacitation of the teaching of English and French languages. These subjects pretend to help students in the labor areas in which they want to stand out professionally. (Administración Académica, 2017, p.20)

However, for students it is a complicated process to choose one of these minor specializations for the reason that every year students of first year deal with the enrollment process without having any previous information about these optative subjects. The problematic of this situation is that most of students of the Bachelor of Arts in Modern Languages do not have an adequate guide at the moment of choosing between the two branches of the minor specializations.

The lack of help from the Foreign Language Department toward registering the optative branches is another factor that affects this problematic. While it is true that Academic Administration of School of Arts and Sciences implements a general talk to give information regarding the enrollment process of subjects, it emphasizes neither the rules for registering the optative subjects nor the purposes for studying these subjects (see Figures I, II and III). On the other hand, by knowing the labor of the corresponding department, it is responsibility of the Foreign Language Department to instruct freshmen at their optative subject choice.

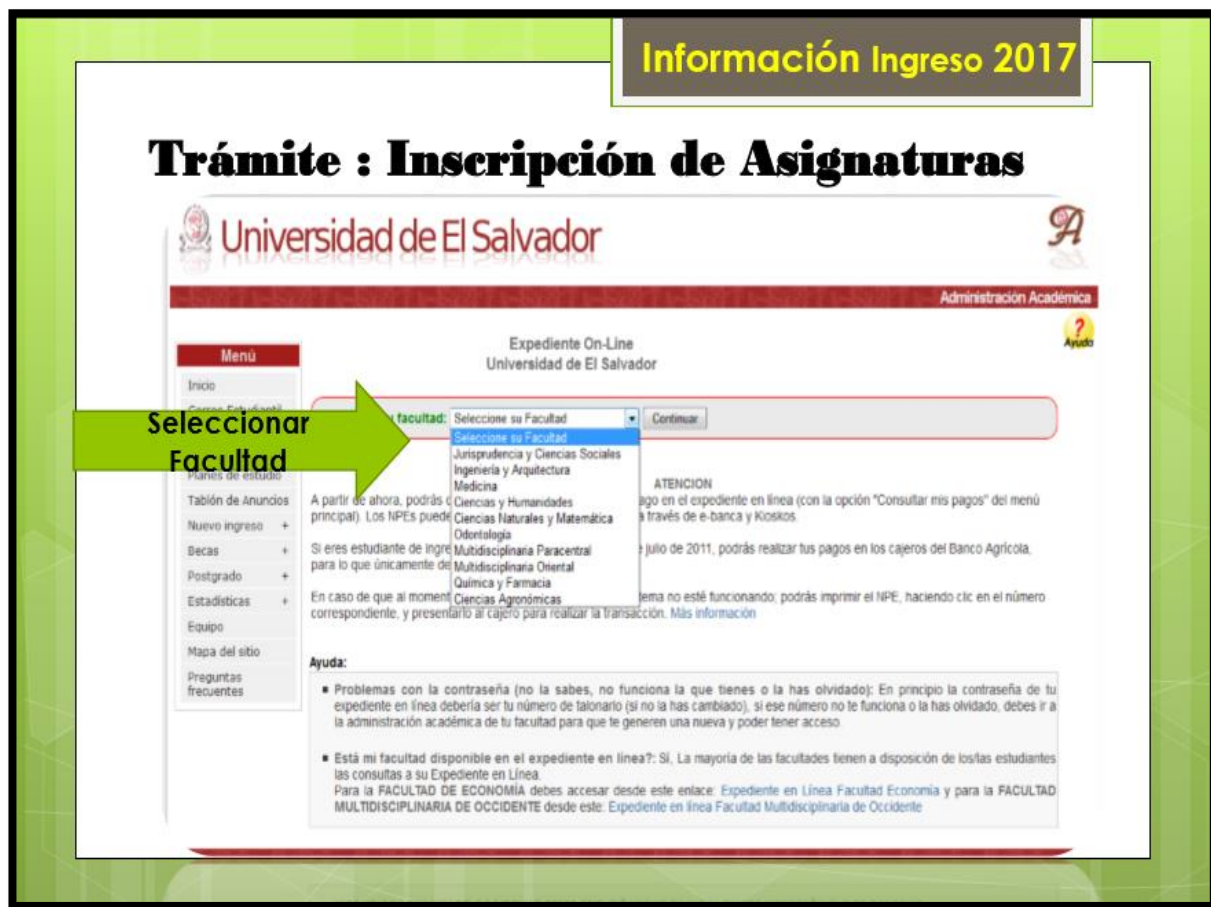


Figure I. Administración Académica, Facultad de Ciencias y Humanidades. (2017) Información Ingreso 2017. Retrieved from: <http://www.academica.humanidades.ues.edu.sv/content/charla-informativoingreso-2017>

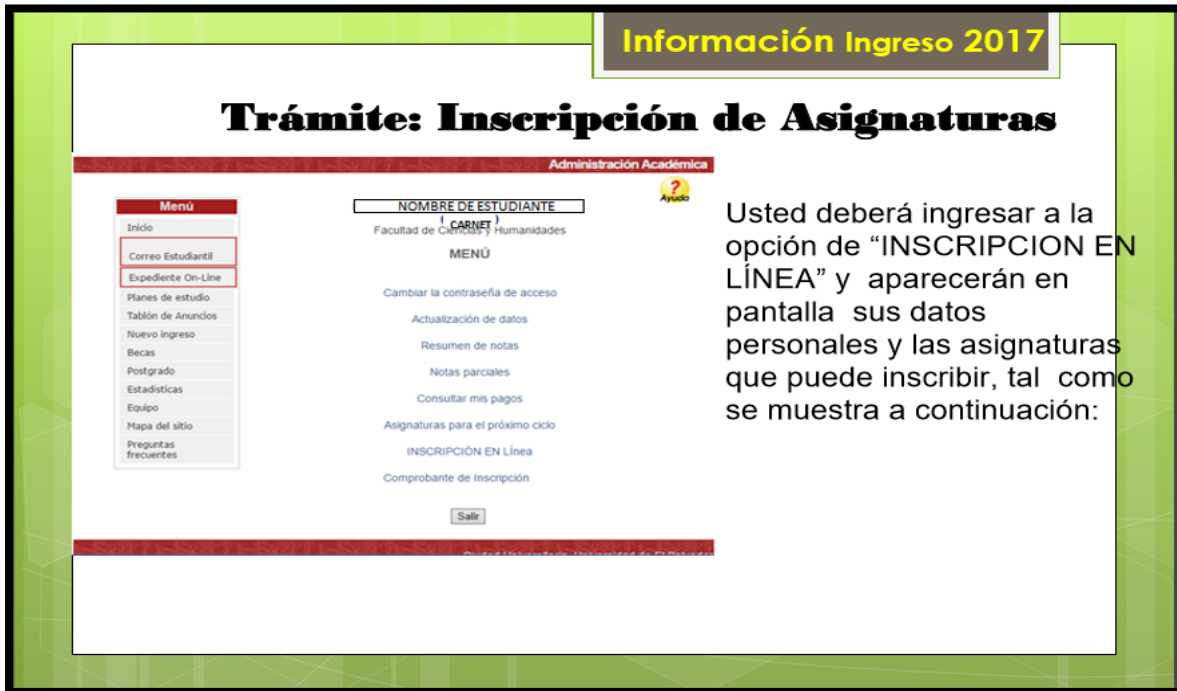


Figure II. Administración Académica, Facultad de Ciencias y Humanidades. (2017) Información Ingreso 2017. Retrieved from: <http://www.academica.humanidades.ues.edu.sv/content/charla-informativo-ingreso-2017>

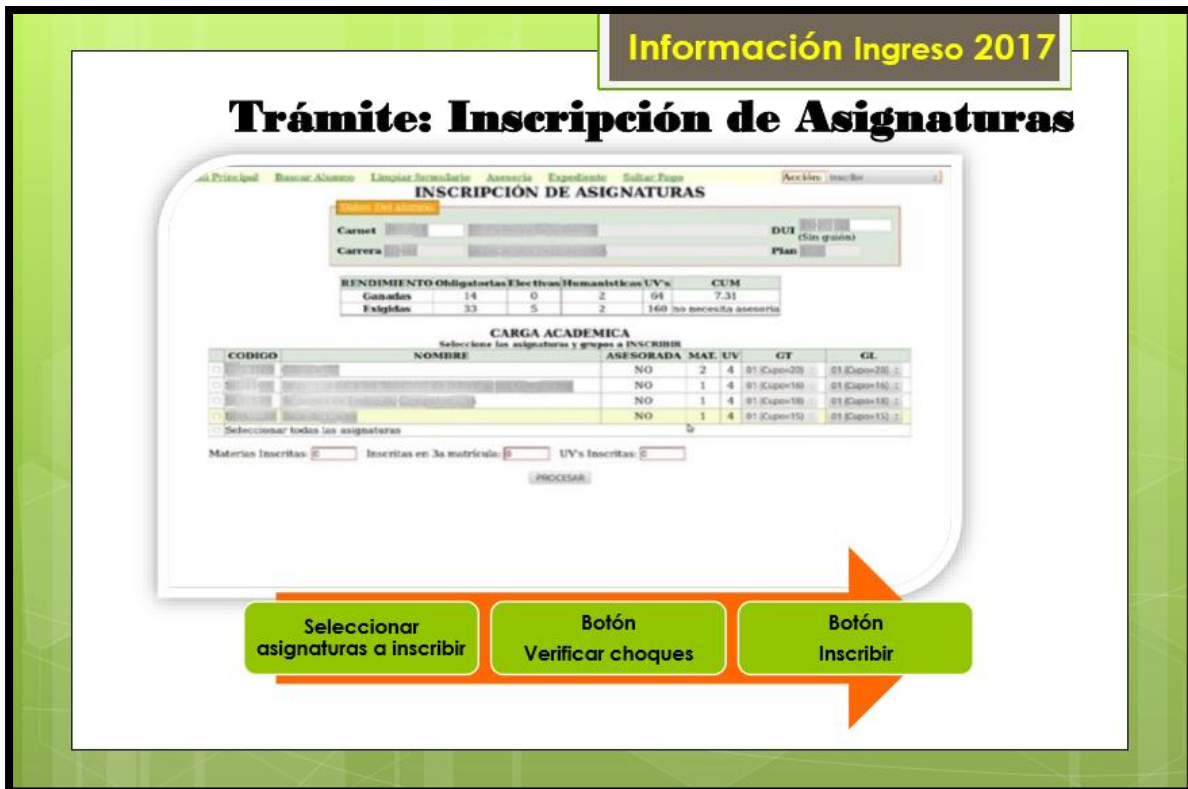


Figure III. Administración Académica, Facultad de Ciencias y Humanidades. (2017) Información Ingreso 2017. Retrieved from: <http://www.academica.humanidades.ues.edu.sv/content/charla-informativo-ingreso-2017>

Therefore, in this context, the problematic that leads this study is the following: What are the feelings that undergraduate students in 2016 experienced at the moment of choosing one of the minor specializations of the Bachelor of Arts in Modern Languages in the first year of their studies?

## **2.1. Research Objectives**

### **2.1.1. General Objective**

To study the experiences by the undergraduate students of the Bachelor of Arts in Modern Languages with specialization in French and English toward registering the optative subjects and the role of the Foreign Language Department in their enrollment process at School of Arts and Sciences of the University of El Salvador.

### **2.1.2. Specific Objectives**

- To describe the experiences of undergraduate students of the Bachelor of Arts in Modern Languages in their enrollment process of the minor specializations.
- To evaluate the role played by the Foreign Language Department in the enrollment process of the minor specializations.

## **2.2. Rationale**

In 2016, School of Arts and Sciences registered 50 students in their last year enrolled in Relaciones Pública Area and 33 students in Enseñanza Area which were created with the idea of forming professionals that were capable to develop in the labor area with more than one language.

However, the undergraduate students of the Bachelor of Arts in Modern Languages with specialization in French and English were 78 students in semester II. (Data obtained from the Academic Administration of the School of Arts and Sciences.)

Every year, the enrollment of subjects turns a complicated process in the first semester for students since they have not only to enroll subjects of specialization in French and English but also to enroll those of minor specializations. However, the main problem of this process is that they do not know what area of optative branches will be the best for their purposes with regard to what they can stand out professionally.

Thus, the aim of carrying out this research is to describe the previous mentioned phenomenon as part of the experiences that undergraduate students have to face at the beginning of their first semester at University, whose essence will depend on the way they lived the phenomenon. Besides that, the research team seeks to find out the role that the Foreign Language Department plays in the enrollment process, its participation and if the Department provides the appropriate orientation in such process.

Because of the nature of the topic, it will be used the Phenomenological Method as an appropriate research method for the development of this field work and as a new way of practicing science. Furthermore, it is important to emphasize that the main objective of this method is the individuals' experience which is considered as a phenomenon inside the internal framework of the person that lives and experiences the realities.

With this study, the researchers expect to contribute to the university community and other readers with a study of experiences that can be studied as phenomena that are non-communicable but they are determinant for understanding the world and its surroundings.

### **2.3. Assumptions**

- The Foreign Language Department does not count on orientation talk related to enrollment process of the minor specializations for the freshmen of the Bachelor of Arts in Modern Languages.
- Freshmen of the Bachelor of Arts in Modern Languages are influenced in previous conversations by their friends at the moment of choosing the minor specialization.
- Students of the Bachelor of Arts in Modern Languages enroll subjects without knowledge about the objectives of the optative branches.
- The minor specializations of the Bachelor of Arts in Modern Languages do not fulfill the aim of the undergraduate students.
- Undergraduate students of the Bachelor of Arts in Modern Languages put into practice their knowledge in fields which are not their specialization.

### **2.4. Research Questions**

#### **2.4.1. General Question**

What are the feelings that undergraduate students in 2016 experienced at the moment of choosing one of the minor specializations of the Bachelor of Arts in Modern Languages in the first year of their studies?

### **2.4.2. Subsidiary Questions**

- What is the role of the Foreign Language Department in the enrollment process of minor specializations of the Bachelor of Arts in Modern Languages?
- How do undergraduate students of the Bachelor of Arts in Modern Languages feel and live the enrollment process of the minor specializations?
- What are the factors that influenced undergraduate students of the Bachelor of Arts in Modern Languages in their choice of the minor specialization enrollment?
- How is the enrollment process of subjects of the Bachelor of Arts in Modern Languages with specialization in French and English regarding the optative branches that the major offers?

### III. THEORETICAL FRAMEWORK

#### 3.1. History

##### 3.1.1. History of the Foreign Language Department

The Foreign Language Department of the University of El Salvador emerged in 1948 as an academy for teaching English and French as a service to the University. In 1956, it was recognized as a “Department” of the School of Sciences and Arts and started with the major of *Technical Translation English-Spanish*. Then in 1973, the University Council approved the curricula of *The Bachelor of Arts in English Teaching for Secondary Education* and *English Teacher Training Course* which was ratified in 1977. Such majors were created “to prepare new professionals in six different areas: literary research, trading, industry, linguistics research, banking and teaching”. In 1998, the Department created the *Master’s Degree in Translation English-Spanish/Spanish-English*. (Salazar and Rodriguez, n.d.)

Then, in 2002, it was carried out the creation of *the Bachelor of Arts in Modern Languages with Specialization in French and English* at the Foreign Language Department. Moreover, during 2007, the Department established *The Diploma Course in Translation English-Spanish/Spanish-English*, *The Diploma Course in English Teaching Methodology* and also *Master’s Degree in English Didactics*. These were created basing on an agreement with other Universities as Alcala de Heranes University, Spain; Valencia University, Spain; UNAN Leon, Nicaragua; and The Technology Institute of Costa Rica. (Aguilar et al, 2007, p. 5)

As the other Institutions, the Foreign Language Department has its own vision and mission, which are the following: (Bruno A. 2012)



## ***MISION***

To educate competent and integral professionals with strong humanist and technical ground in the field of languages, basing on the socio-cultural paradigm and the communicational approach to carry out the open, participatory and effective processes of teaching-learning at the level of the current demands of the profession and the labor area.

## ***VISION***

To be the academic guide of the teaching, research and social projection areas at national level, in the field of teaching-learning of the national and foreign languages with a qualified and valid curriculum of undergraduate and postgraduate in order to prepare qualified teaching professionals, committed to their work, good national and international relations with exceptional services to the student population.

### **3.2. Description of the Bachelor of Arts in Modern Languages with Specialization in French and English.**

In 2002, the Bachelor of Arts in Modern Languages started functioning as a major in the Foreign Language Department. This major provides a primarily linguistic preparation in two languages: English and French; at the same time, offering a number of optative subjects with two minor specializations: Enseñanza and Relaciones Públicas. The choice of any of these minor specializations will depend on the goals the students want to reach. Throughout the major, the intention is to train students for the labor insertion with the support of these languages in at least the two minor fields mentioned above. In total, the study plan which has a duration of five years offers

37 subjects and grants the degree of Bachelor of Arts in Modern Languages with specialization in French and English. (Rosas, Edgar. 2017)

This curriculum intends to prepare professionals in teaching and learning of foreign languages with a critical thinking, able to contribute to the society in different perspectives in order to provide solutions to the socio-political problems of the country. Therefore, the objectives of this major are the following:

### **General**

- To diversify the language options currently offered.
- To offer students of the Foreign Language Department or other units, an alternative in the teaching of a language besides English.
- To offer continuity of studies at the undergraduate level to English and French teachers in El Salvador.

### **Specific**

- To train professionals in the mastery of two foreign languages.
- To combine the use of languages with public relations.
- To train professionals in teaching two languages: English and French.

### **3.3. Structure of a Study Plan**

In university majors there are three types of subjects: core subjects, compulsory subjects and elective subjects.

**Core subjects** contain the material and minimum contents that the Ministry of Education considers the major must have to expand the study plan, assuring that students finish their major being qualified professionals. However, persons in charge doubt that these contents are enough, and, for its preparation adding extra material is necessary to complete the studies. This extra knowledge is given in subjects called “**mandatory subjects**” which are indispensable for the training of students. (Universidad Nacional del Litoral, 2017)

The **compulsory subjects** or **optative subjects** complement the curricula, given by the university. Since an amount of credits in a specific branch helps to call them “specializations” in the bachelor’s degree, they are usually intended to “specialize”. Among all the subjects that the university offers, the student chooses the necessary subjects to complete the minimum of compulsory subjects that are required in the curriculum. Each of these optative subjects will require core subjects to be studied. Thus, it is mandatory that optative subjects have the disciplines a major must have. It includes professional and academic formation as well as practice (See figure IV) (Compte G, 2013).

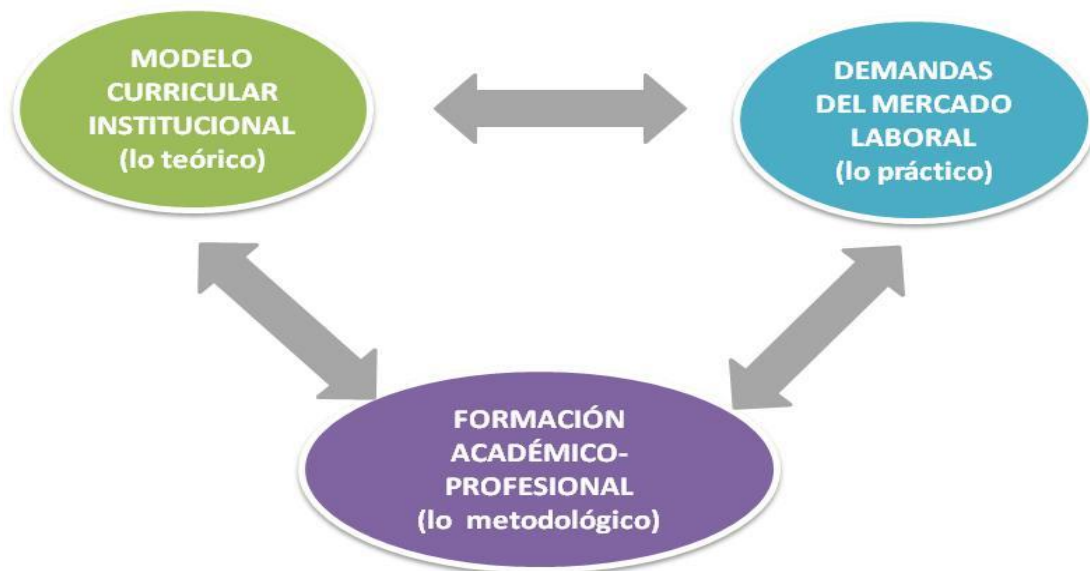


Figure IV: Compte G, (2013) Model of optative subjects. Retrieved from: <http://cuedespyd.hypotheses.org/202>

**“Elective subjects”** consist in choosing from other majors or activities that the university validates, from equivalent to extracurricular credits of free choice. These subjects will complete the general formation according to the students’ interests that may be or not related to topics regarding the professional formation (Universidad Nacional del Litoral, 2017).

### **3.3.1. Purpose of the optative subjects in the Bachelor of Arts in Modern Languages.**

According to Professor Olga Kenya Linares (responsible for creating the Bachelor of Arts in Modern Languages), the main purpose of this project is to capacitate minds that could adapt to this new society of international service which demands professionals with extensive linguistic abilities. The major is divided into two areas: Psicopedagogía and Relaciones Públicas, through which it was intended to give the student an idea of the possible labor field. The major provides the student the opportunity to opt for relations with the public and the teaching of languages that throughout the learning process would dominate. The bachelor has in total 43 subjects and 32 of them are mandatory, 5 of them are optative and the 43 mentioned above are divided according to the students’ choices of the study area of the major (Paniagua, n.d).

These optative subjects contain an essential formation for students that help them to stand out as professionals. They strengthen disciplines related to the complexity of the major’s object, as well as they reinforce the students’ knowledge and abilities in order to respond effectively to the demands of labor opportunities. For all these reasons, there must be regulations to guide their design and structure according to the tendencies in the labor area. (Paniagua, n.d)

### 3.4. Enrollment process

The Academic Administration of the School of Arts and Sciences starts the semester with a general talk regarding the enrollment process of the bachelors the school offers. This talk is presented by engineer Evelyn Magaña, the academic administrator, and explains in a very general way the steps to enroll the subjects of each major as well as other aspects such as equivalences, bachelor changes, transfer, types of retirement, graduations, etc. (See images V, VI, VII and VIII)

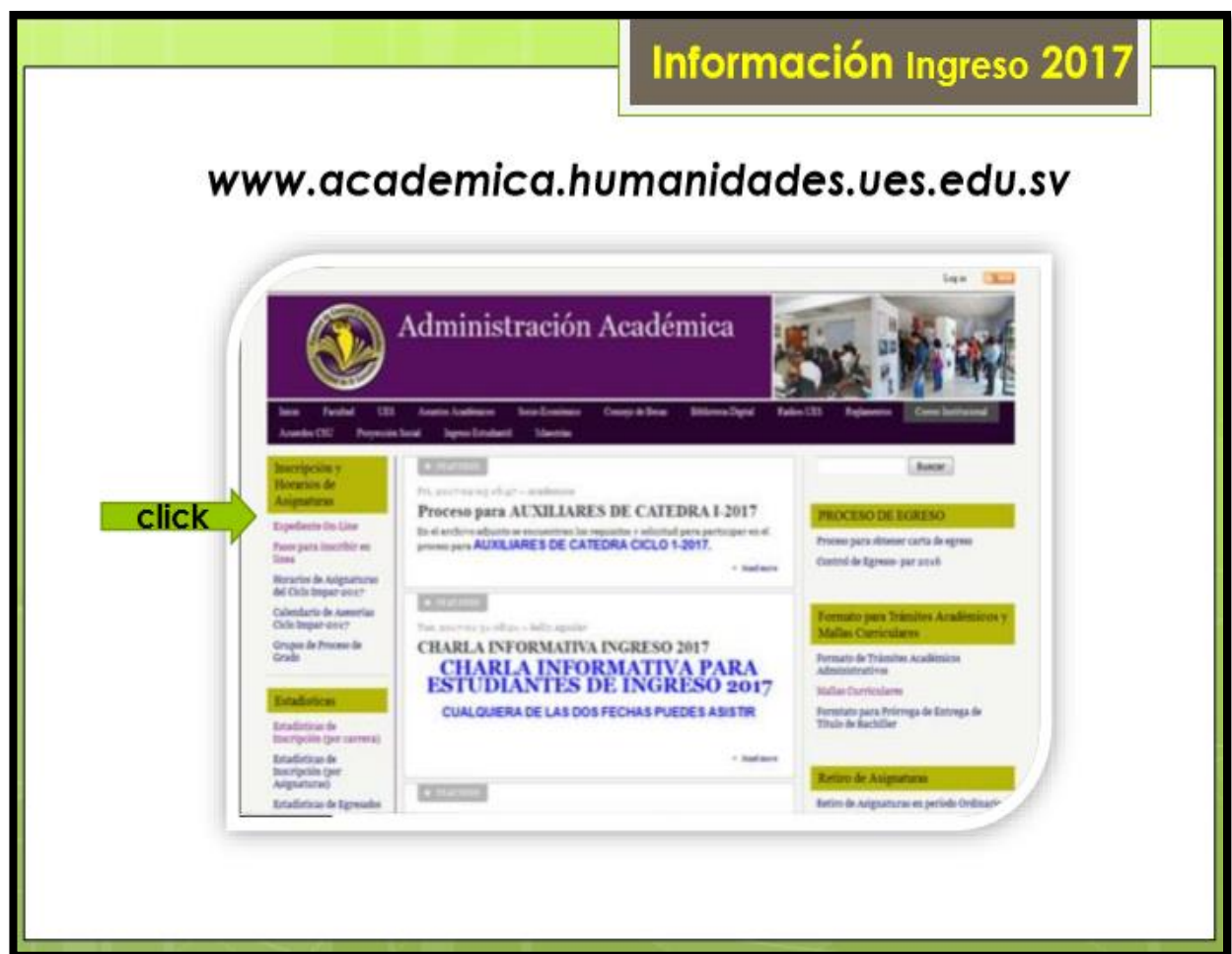


Figure V. Administración Académica, Facultad de Ciencias y Humanidades. (2017) Información Ingreso 2017. Retrieved from: <http://www.academica.humanidades.ues.edu.sv/content/charla-informativo-ingreso-2017>

**Información Ingreso 2017**

## Trámite: RETIRO DE ASIGNATURA

<b>ORDINARIO</b>	<ul style="list-style-type: none"> <li>• Duración: 4 semanas (CONTANDO INICIO DE CICLO 20 FEBRERO)</li> <li>• Requisito: llenar formulario y presentar hoja de inscripción.</li> </ul>
<b>EXTRA ORDINARIO</b>	<ul style="list-style-type: none"> <li>• Duración: 6 semanas</li> <li>• Requisitos: Presentar solicitud, estar solvente en las cuotas a la fecha, presentar hoja de inscripción y justificación del Retiro.</li> </ul>
<b>CASOS ESPECIALES</b> (aplicado a todas las asignaturas inscritas)	<ul style="list-style-type: none"> <li>• Duración: 6 semanas</li> <li>• Requisitos: Estar solvente con las cuotas a la fecha, Presentar solicitud, hoja de inscripción y justificación por escrito del motivo del retiro comprobable.</li> </ul>

Figure VI. Administración Académica, Facultad de Ciencias y Humanidades. (2017) Información Ingreso 2017. Retrieved from: <http://www.academica.humanidades.ues.edu.sv/content/charla-informativo-ingreso-2017>

**Información Ingreso 2017**

## Trámite : Inscripción de Asignaturas

The image shows a screenshot of the 'Expediente On-Line' registration page for the Universidad de El Salvador. The page features a login form with the following elements:

- Carnet:** A grey arrow points to the 'Carnet' input field.
- Contraseña: Número aspirante:** A grey arrow points to the 'Contraseña' input field.
- Código de seguridad:** A green arrow points to the 'Código de seguridad' input field.
- Buttons:** 'Aceptar' and 'Cancelar' buttons are visible below the input fields.
- Page Header:** 'Universidad de El Salvador' and 'Administración Académica' are displayed at the top.

Figure VII. Administración Académica, Facultad de Ciencias y Humanidades. (2017) Información Ingreso 2017. Retrieved from: <http://www.academica.humanidades.ues.edu.sv/content/charla-informativo-ingreso-2017>

**Información Ingreso 2017**

**TRÁMITE: EQUIVALENCIAS**

**PERÍODOS: MAYO Y OCTUBRE.**

DOCUMENTOS A PRESENTAR:

1. Solicitud del trámite.
2. Certificación de notas. (en caso de ser graduados o egresados).
3. Programas de asignaturas solicitadas.
4. Arancel (en caso de ser de otras Universidades)
5. Solvencia de pago de cuotas de escolaridad

ESTUDIANTES DE CUALQUIER PROFESORADO

- ❖ Solo pueden solicitar sin garantía de ser aprobadas con
- ❖ asignaturas que tienen nota de 7.0 o mayor.

*Figure VIII.* Administración Académica, Facultad de Ciencias y Humanidades. (2017) Información Ingreso 2017. Retrieved from: <http://www.academica.humanidades.ues.edu.sv/content/charla-informativo-ingreso-2017>

The Academic Administration of the School of Arts and Sciences establishes the rules based on the Academic Regulations of the University of El Salvador in order to carry out the enrollment process in each school or department. These regulations are presented in the Enrollment Manual Semester I-2017 which specifies essential requirements for enrolling subjects such as to keep up with payments of semester, registration, and the return of books in each library of the school.

According to the Enrollment Manual (2017), students can enroll subjects taking into account that the interference of schedules is not permitted for all the university community. Moreover, students cannot proceed the category of listener in any subject and no authority can legalize these facts. Thus, it is the student's obligation to have enrolled successfully the subjects since group changes are not permitted.

Students who have less than 7.0 in the average grade must submit to an advisory process so that they can receive help in the enrollment of subjects following the academic charge. Such advisory process is carried out in each department or school and it is a mandatory process for all students before the registration period. The departments provide every beginning of the semesters the dates for the advisories. (Administración Académica, 2017)

### **3.5. Regulation of the University of El Salvador concerning the enrollment process**

The University of El Salvador have regulations that explain in a general way how the enrollment process works inside the schools and departments. The most important laws are the following:

#### **3.5.1. Regulation of the Academic Administration of the University of El Salvador**

The regulation of the Academic Administration of the University of El Salvador establishes in chapter VIII the following:

*Art. 33.* - Before the enrollment of subjects, student must submit to an advisory process, in accordance with Art.10 literal e).

#### **3.5.2. Regulation of the Academic-Administrative management of the University of El Salvador**

The regulation of the Academic-Administrative management establishes the following statement:

*Art.III.* -Prior to the beginning of each academic semester, for students who have less than seven point zero in the grade point average, the Academic Administration of School will submit them to an advisory process, which will guide the student in relation to the allocation of their academic charge.



## II. RESEARCH METHODOLOGY

### 4.1. Method

To develop this research, a non-experimental and qualitative research will be used. This is a study where the researcher cannot alter, control or manipulate the predictor variable or subjects; nonetheless, the research team has to observe in order to reach a conclusion. Since it is based on “qualities and not numbers”, interpretations are subject for the researchers’ point of view as well as for whatever is observed during the experimentation (in case there is any).

Therefore, the *non-experimental* research is the tool given to a study when there is a lack of manipulation of an independent variable or subjects. It relies on interpretation, observation or interaction to come to a conclusion (Paul C. Price, 2012). In this type of research, the research team has to observe, measure and describe the phenomena as they occur naturally without external variables, which means, the data is collected without making changes or alterations.

“*Qualitative research*” does not produce findings by statistical procedures. This type of research is about people’s lives, lived experiences, behaviors, emotions and feelings, etc. (Anselm Strauss, Juliet Corbin, 2007). The main objective is to gain an understanding of underlying reasons, opinions, and motivations of people about any problematic situation. In this aspect, the team describes what exists and what may help to uncover new facts and meanings.

The *Phenomenological Method* is usually understood as a discipline of philosophy or as a movement in the history of philosophy. The discipline of this method can be defined as the study of the consciousness’ structure as experienced from the first-person point of view. Etymologically, phenomenology comes from the Greek words φαινόμενον (*fainómenon*) and λόγος (*lógos*) which means "study of phenomena": appearances of things (significados 2013-2017). This study is based

on the reality, whose essence depends on the way in which people live and perceive it, personally, exclusively and unique.

In the 18th century, “phenomenology” focused on the theory of fundamental appearances to empirical knowledge, especially sensory appearances. The Latin term “Fenomenología” was established by *Christoph Friedrich Oetinger* in 1736. Subsequently, the German term “Phänomenologie” was used by *Johann Heinrich Lambert*, a follower of *Christian Wolff*. *Immanuel Kant* applied the term occasionally in various writings, as did *Johann Gottlieb Fichte*. In 1807, *G. W. F. Hegel* wrote a book titled *Phänomenologie des Geistes* (Phenomenology of Spirit). By 1889, *Franz Brentano* used the term to characterize what he called “descriptive psychology”. From there, *Edmund Husserl* took the term for his new science of consciousness (Woodruff Smith David 2016).

Phenomenology was born and developed in the first half of the 20th century. It is assumed as the study of the relationship between the facts (phenomena) and the environment in which this reality is present (the people experiencing this reality). In other words, it is the study that describes the reality as it is lived, experienced and perceived by the human being. Phenomenology is focused on the experiential realities that are determining in the understanding of each person (Martínez m. Miguel, 1996).

Throughout the history, there were several outstanding authors that defended and defined this methodology. The most famous of the classical phenomenologists were the following:

The most important author was **EDMUND HUSSERL** (1859-1938), a German philosopher who is considered the Phenomenology’s father. He proposed himself to convert this philosophy into a science based on the Natural Sciences and the Human Sciences. Husserl defined Phenomenology as “*the science of the essence of consciousness*” centered on the defining trait of intentionality,

approached explicitly “*in the first person*” (Woodruff Smith David 2016). Edmund Husserl launched Phenomenology, in his *Logical Investigations* (1900–01) and established the Phenomenology as a complex study of consciousness and correlated phenomena. Moreover, Husserl presented phenomenology with a transcendental turn in his work in *Ideas I* (1913). In this new type of phenomenology, Husserl introduced his discovery of the *epoché* method (from the Greek that means “*suspension*”). This method is based on “the suspension of the knowledge” and to develop it, he proposed the usage of “*bracketing*”. For Husserl, it is necessary to put in brackets in a momentary way his own conscious experience for being impartial at the moment of the investigation. (Woodruff Smith David 2016).

The German philosopher **MAX FERDINAND SCHELER** (1874-1928) was considered the disciple of Husserl. Nevertheless, Scheler applied Phenomenology not only in general things but also in the fields of values, of the human being and God, as far as the most daily facts experienced by people, such as love, hate, friendliness, suffering and death, among others. This Philosopher sought to understand the essence of human nature not in reason or thinking but in love and sympathy. (Van Manen Max 2011). One of his greatest works was *Phenomenology and Theory of the Feeling of Sympathy and of Love and Hate* (1913).

Another prominent German philosopher was **MARTIN HEIDEGGER** (1889-1976), who pointed out that the Phenomenological Method is a science which consists of “allowing to see what is shown, as it shows itself, as soon as it is shown by itself” (Martínez m. Miguel, 1996). The Heidegger’s proposal in *Being and Time* (1927) was not based on the Husserl’s phenomenological method which seeks to develop the philosophy into a strict science that can be compared with other sciences equally. For Heidegger, people and their activities are always “in the world”; indeed, humans cannot be studied by bracketing the world, rather people interpret their activities and the

meaning that things have for them by looking to their contextual relations to things in the world (Wheeler Michael 2001). In *Being and Time* Heidegger expressed “letting things show themselves” and “phenomenology means ...— to let that which shows itself be seen from itself in the very way in which it shows itself from itself.” (Woodruff Smith David 2016).

The French philosopher **JEAN-PAUL SARTRE**'s reflections went in different directions from Husserl's phenomenology (1905-1980). His initial works were characterized by a development of a classic phenomenology. Sartre developed the existential phenomenology in order to understand the human existence more than the world. (Onof Christian J.) Sartre adapted the phenomenology with ontological in his masterpiece *L'être et le néant (Being and Nothingness)* (1943).

Another relevant French philosopher was **MAURICE MERLEAU-PONTY** (1908–1961). One of his most important works was *Phenomenology of Perception* (1945) in which he developed his own distinctive interpretation of phenomenological method. He argued that basic level of perceptual experience is structured that its qualities are more than the total of all its parts, that means, all the aspects of the life and the perceived world are positive phenomena and they cannot be eliminated from the whole experiences.

The diversity of traditional phenomenology during the 20<sup>th</sup> century was clear in the Encyclopedia of Phenomenology. Nevertheless, for carrying out this research, it will be used the **Transcendental phenomenology (or Constitutive Phenomenology)**. This type of phenomenology was established by Edmund Husserl in his work in *Ideas I*. Transcendental phenomenology studies the intuitive experience of phenomena as its starting point, and tries to extract from it the generalized essential features of experiences and the essence of what the human beings experience, setting aside questions of any relation to the natural world around them (Mastin Luke 2008). In other words, transcendental phenomenology is interested in the explanation of the essential aspects and nature of

types of experiences, emphasizing the individual and subjective aspects of the lived experiences (Martínez m. Miguel, 1996).

To make the technique of this investigation more objective, the *phenomenological reduction* or better known as *bracketing* will be applied. Bracketing is a process in which the researchers define the pure essence of a psychological phenomenon; in other words, the phenomenon is examined and analyzed in its purity. It is necessary to put aside or reduce all subjective things such as desires, feelings, and personal behaviors and to put in parentheses theoretical suppositions and traditions at the moment of describing the phenomenon in its natural purity. However, for the start-up of the interview technique, it is mandatory to observe the complexity and the great variety of the subject of the study (See figure IX). It will be essential to see everything in its surroundings as well as to repeat the technique as many times as necessary. (Martínez m. Miguel, 1996). Thus, to carry the bracketing process the team will apply the following steps:

#### **4.1.1. Clarification of assumption**

It is necessary to reduce the basic suppositions to a minimum and take into account the importance of what cannot be eliminated by first observing the phenomenon. This is a serious description that puts aside bias which can affect the study.

#### **4.1.2. Descriptive phase**

The main objective of this step is to achieve a very complete description about the studied phenomena without prejudices (bias) that affect the research. The important thing is to reflect the reality lived by each subject, its world and its situation, authentically. To carry out this step, the team

selects the techniques and proceeds with the realization of the technique. Finally, the elaboration of the protocol description is vital for this investigation. This will be the protocol in which the structural phase will mainly focus. This step consists of reflecting the reality or phenomenon as it was presented. A phenomenological research rejects most of the time experiments since they create an artificial reality and change the natural reality.

#### **4.1.3. Structural phase**

The objective of this phase is to study the description made in the previous protocol. For doing this, it will be necessary to do a general reading in each protocol, define the main thematic, integrate all the topics found in the description, and finally, study every thematic to create the analysis.

#### **4.1.4. Discussion of the results**

It consists of studying the results obtained in the process of collecting data. In the phenomenological method, the discussion of the results follows a way which is totally different to the traditional scientific method but it pretends to present the results in a very objective form without altering the real results.

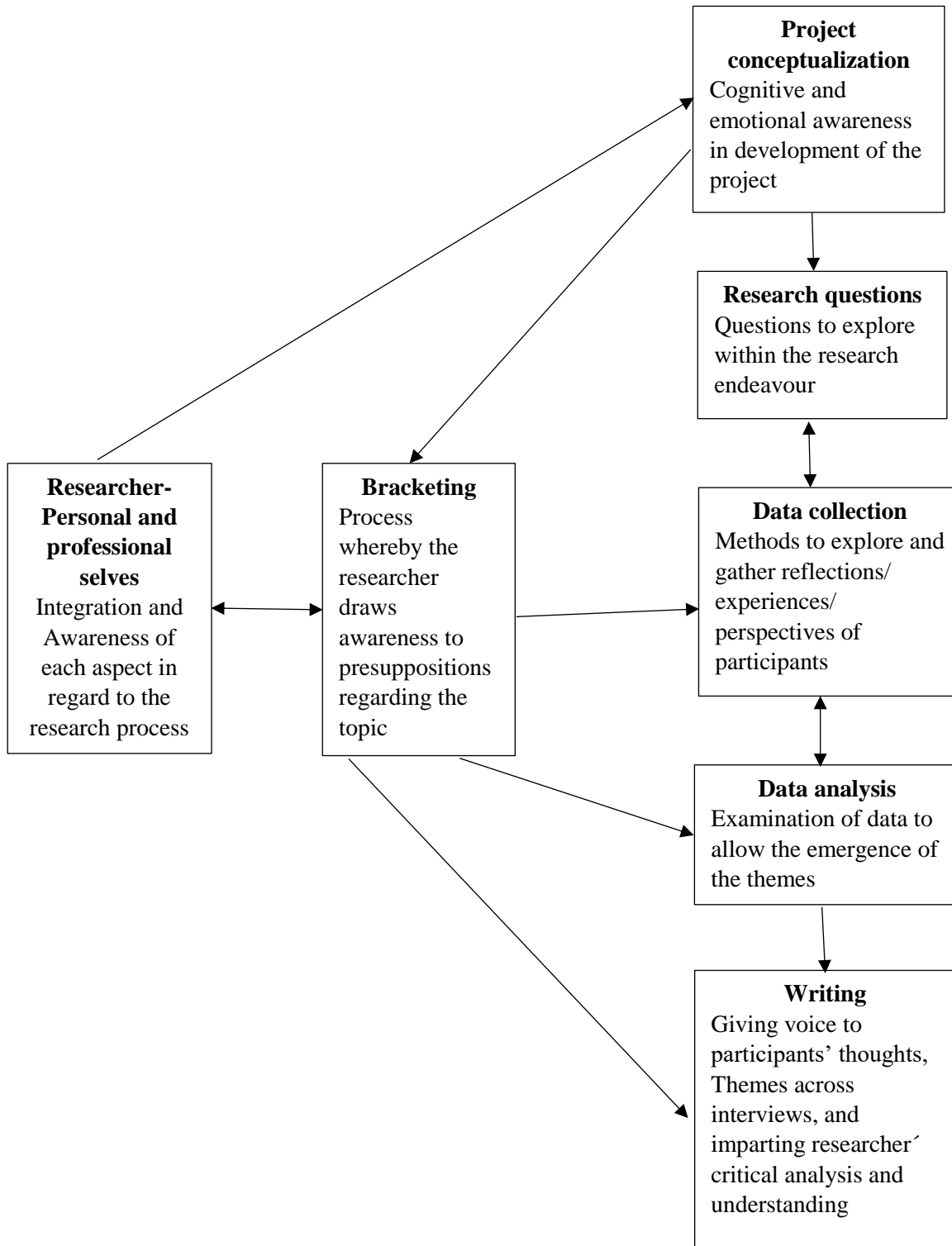


Figure IX – Tufford and Newman (2010), Bracketing in Qualitative Research. Retrieved from: [https://www.researchgate.net/publication/257924681\\_Bracketing\\_in\\_Qualitative\\_Research](https://www.researchgate.net/publication/257924681_Bracketing_in_Qualitative_Research)

## **4.2. Technique**

Phenomenology as a research method wishes to describe only what is presented. Precisely, in the way that is presented in the life of the human being because the subject is the only one who can speak of what he or she perceives or presents in his or her reality. Consequently, to develop this study, one technique will be needed:

### **4.2.1. In-depth interview**

The technique that will be implemented in this research will be the *in-depth interview*, which is “a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation.” (Carolyn Boyce, Palena Neale 2006). In-depth interview is a research instrument to get detailed information, partially structured and open in such a way that this instrument adapts to the singularities of each particular subject and to gather significant information from undergraduate students in semester II, 2016 from the Bachelor of Arts in Modern Languages.

## **4.3. Instruments**

### **4.3.1. Interview Protocol**

An interview protocol is a list of questions used to carry out an interview or in-depth interviews. The main objective to use a protocol interview is to ensure that the interviewer is using the same questions with each interviewed person and it serves as a checklist to verify if all the topics



are covered in the conversation. It is vital to mention that these questions are aimed at the subjects of study. (Fraenkel, Wallen and Hyun, 2012, page. 119)

This is a semi-structured qualitative interview which uses a questionnaire with sixteen questions (see **Attachment A**). This kind of interview allows the interviewer to collect data with structured questions previously studied; however, some other questions can be asked by the interviewer when she or he feels is appropriate to understand better the subject of study. (Cohen D., Crabtree B., 2006)

#### **4.4. Procedure**

The instrument to implement will be the in-depth interview which is a semi-structured interview that contains sixteen questions regarding the subject of study. The research team will run the technique and instrument with a total of ten people who are the final sample of this study. Five students will be taken from Enseñanza Area and five students are from Relaciones Públicas Area. The information that will be collected from this interview will be an essential part of the data analysis of this project.

#### **4.5. Piloting**

As already mentioned, in the part of technique, the researchers will use the in-depth interview to get detailed results. To design the instrument, the research team had to formulate sixteen questions based on the assumptions and the subsidiary questions. All these questions will be checked by the advisor to assure the instrument should contain the right questions to collect the data. Moreover, the researchers will run a pilot test with two undergraduate students of the Bachelor of Arts in Modern

Languages, one from the Relaciones Públicas Area and one from Enseñanza Area; however, they will not be part of the sample for this research. This step will help the research team to improve the instrument.

#### **4.6. Population, Sampling Frame and Sample**

##### **4.6.1. Population**

The population of the research will be undergraduate students in semester II, 2016 from the Bachelor of Arts in Modern Languages, which are twenty-one undergraduate men and fifty-seven undergraduate women that makes a total of seventy-eight students. (Data obtained from the Academic Administration of the School of Arts and Sciences.) (See graphic I).

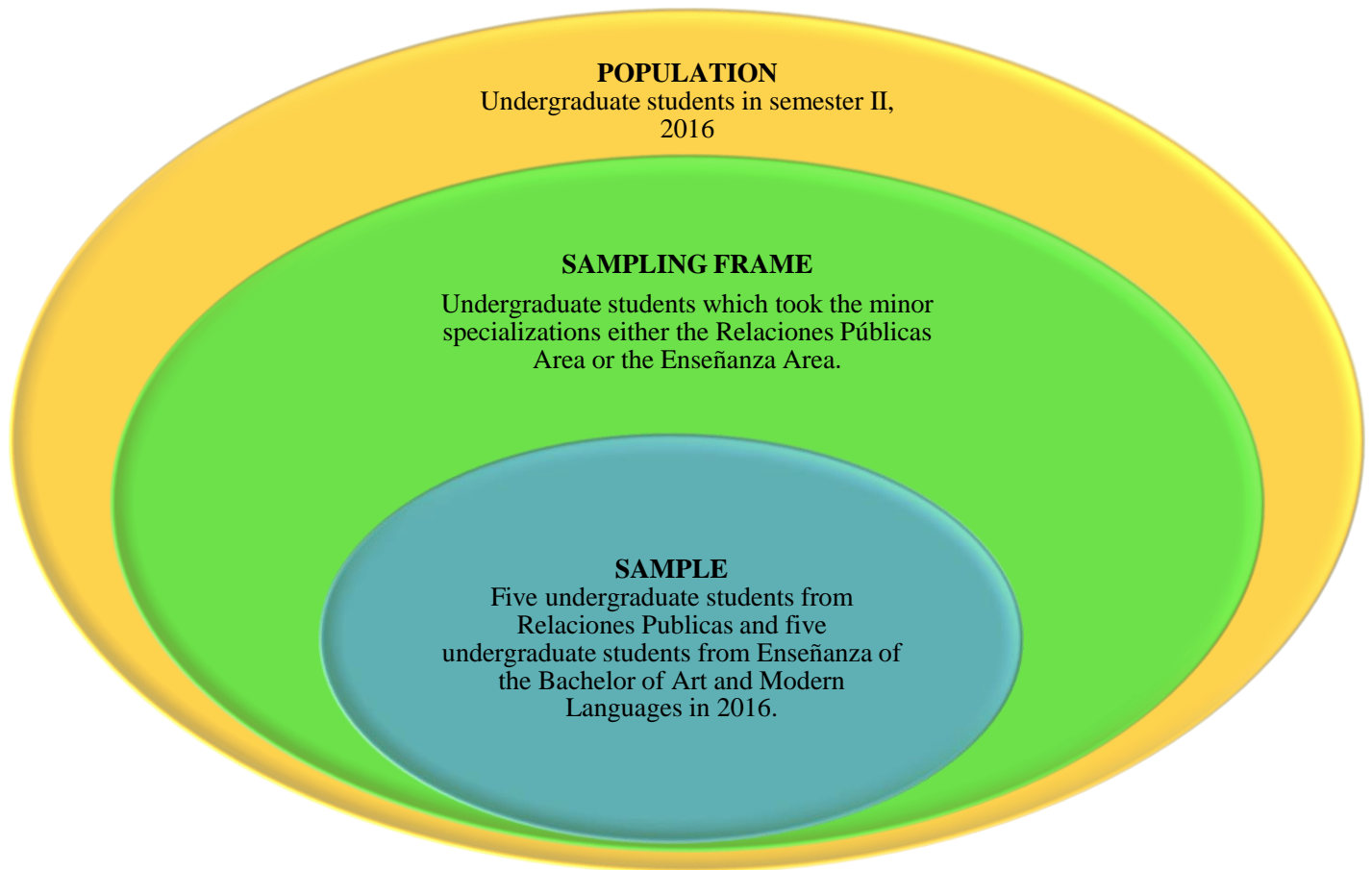
##### **4.6.2. Sampling Frame**

The sampling frame for the research will be undergraduate students which took the minor specializations either the Relaciones Públicas Area or the Enseñanza Area. (See graphic I)

##### **4.6.3. Sample**

The sample will be five undergraduate students from Relaciones Publicas Area and five undergraduate students from Enseñanza Area of the Bachelor of Art and Modern Languages in 2016 that makes a total of ten undergraduate students. The research team has selected ten undergraduate students considering that the rules of the phenomenological method demands a lot of attention, care, and a hard work because of the nature of this investigation. For the reasons mentioned previously,

this method demands the minimum of five and a maximum of ten people. (Martínez m. Miguel, 1996) (See graphic I)



*Graphic I.* Population, Sampling Frame and Sample schema

## **V. DATA ANALYSIS**

### **5.1. Analytical treatment**

The results of this research were obtained through an analysis of the in-depth interview carried out by the researchers. The people that were interviewed provided essential information that will be detailed next; besides, for collecting data, the research team selected ten undergraduate students in semester II, 2016 from the Bachelor of Arts in Modern Languages. As it was explained in the sample, the phenomenological method demands the minimum of five and a maximum of ten people due to the method requires a lot of attention and care.

Initially, the researchers gathered information through the in-depth interview, which consisted of sixteen open questions since the research team sought that the interviewees had a catharsis and relief about their experiences in the enrollment process of the minor specializations for the first time. Indeed, the interviewees did not have any limit time for answering the questions. Moreover, the recordings were used not to lose any relevant detail or aspects of the interviewees' experiences and feelings.

To start off, in the first question, the research team wanted to demonstrate that the interviewees were five undergraduate students from the Enseñanza Area and five undergraduate students from the Relaciones Públicas Area. Regarding the factor that made the interviewees chose one of the minor specializations, the majority of the undergraduate students expressed that they had selected their optative subjects based on their personal preferences toward each area, and also, they had been influenced by their friends. Besides, others said that they had enrolled one area using the common sense about the election of the minor specializations. Also, some interviewees mentioned

that they had had some previous experiences as teachers and they did not like it; therefore, they enrolled the Relaciones Públicas Area to gain new experiences.

About the feelings that undergraduate students experimented in the enrollment process regarding the choice of optative subjects, the great majority expressed they felt frustration, confusion and concern because they did not understand exactly how to choose among the optative subjects; in fact, there were cases in which they registered both Teoría de la Comunicación y la Información I and Psicopedagogía and even worse they attended both courses during the first week of the semester at University. Consequently, some of them experimented panic, despair, insecurity and also stress during the whole process and after enrolling the optative subjects since they did not know if they did or not a wise registration.

On the other hand, the majority of the undergraduate students expressed it was a good decision but not excellent taking their minor specializations according to the following reasons:

- For some interviewees, the election they made was correct over the time.
- Some of the interviewees had high expectations from both specializations that the Bachelor of Arts in Modern Languages offers which contrasts to the reality of the major.

During the interviews, the research team noticed that some of the undergraduate students who participated in the interview mentioned that the decision they made was not the correct one because at the end, the specialization did not fulfill their expectations. It should be emphasized that all the interviewed students did not know the objectives of the minor specializations. Students from Enseñanza Area had no idea that the major does not grant the English certificate when they started their studies, and students from Relaciones Públicas Area did not know that their specialization

sought to prepare interpreters and translators, as well as undergraduate students did not know that the area is called Relaciones Públicas Area and they confused it with Comunicaciones Area.

Due to this, undergraduate students experimented stress and depression when they realized about the minor specializations' objectives in contrast to what they expected. For instance, one undergraduate student realized that she would not receive an English certificate until she was studying the fifth year of the major. She was disappointed and, for her, the specialization was a waste of time and money because there is nothing to certify she is qualified to teaching.

The fact of getting labor opportunities in the area students had in mind at the beginning of the major was an important factor which contributed in health problems mentioned above. At the end of the major, undergraduate students could realize they do not have a clear idea about the possible areas they can stand out professionally. Furthermore, they revealed that their expected jobs had reduced when they finished the major and, the only labor alternatives in which they are now sure to apply are minimal such as being customer service agent, teacher, tourist guide and other few alternatives.

Throughout the interviews, students expressed their feelings when they started the first year of studies. Most of them stated they had high expectations and enthusiasm regarding the minor specializations even though they did not know the objectives of these subjects. Nevertheless, there were other reactions by the students such as uncertainty on account of not knowing what minor specializations were about and as well as they did not know what to do in the enrollment process for the very first time. Now, after finishing the major, undergraduate students clearly stated that the feelings they had in the first semester of their studies are not the same given that the feelings they currently have are sadness, concern, frustration and confusion.

Finally, the lack of orientation was the main drawback that students faced in this process. They did not receive any orientation from Foreign Language Department; in fact, the only orientation they received before doing the enrollment process was a general talk aimed at all the bachelors of the School of Arts and Sciences which is carried out by the Academic Administration of the School. According to the students, in the conference were discussed general aspects concerning the registration of the subjects and some other aspects such as the steps to enroll and regulations that every student must follow to proceed.

This shows that the lack of orientation by the Foreign Language Department was a decisive factor during the enrollment process for students of the Bachelor of Arts in Modern Languages. All the students consider that the Foreign Language Department should implement a general talk for the first-year students in order to know the objectives of the Bachelor and the optative subjects because they said it is a general discomfort that everyone, as students of Modern Language Major, has at the beginning of their studies.

## **5.2. Undergraduate students' testimonies**

### **5.2.1. Summary**

In order to carry out a careful analysis, it is fundamental to take into account all the important aspects provided by the ten interviewees. Consecutively, the sixteen questions answered by each interviewee are presented. Throughout these testimonies, the important details will be summarized obtained from the in-depth interviews aimed at undergraduate students from the Bachelor of Arts in Modern Languages who experimented the enrollment process for the first time.

#### **1. Which of the two minor specializations did you choose in the first year of study?**

The main purpose of this question is to present the sample taken into account for this research which are ten undergraduate students from the Bachelor of Arts in Modern Languages. The interviewees are five undergraduate students from Relaciones Públicas Area and the other five students answered they are from Enseñanza Area. It should be emphasized that the sample of this study consists of ten people according to the requirements to carry out the phenomenological method.

#### **2. What were the factors that made you choose that minor specialization?**

Undergraduate student 1 explained to the research team, the reason for choosing the Relaciones Públicas Area was the preference she had for this area. Besides that, by doing this specialization, she would like to specialize in tourism area and to have more job opportunities.



Undergraduate student 2 expressed he did not want to be a teacher and study Psicopedagogía. He thought that focusing on Relaciones Públicas Area, he could get a good job. According to him, Relaciones Públicas Area is an interesting proposal to specialize.

Undergraduate student 3 considered reasonable to study Relaciones Públicas Area during the major because *he knew the Bachelor of Arts in Modern Languages does not grant English certificate for Enseñanza specialization*. Also, he said he could continue their studies in Enseñanza Area after finishing the major so that he can have both specializations and be prepared in the labor field.

Undergraduate student 4 *said she did not know that she only had to enroll one specialization and, unfortunately, she enrolled both Enseñanza Area and Relaciones Públicas area. Then, she realized that it was necessary only one Area* and chose what she liked the most: Enseñanza Area.

Undergraduate student 5 mentioned *she knew nothing about the optative subjects before the enrollment process*; consequently, *she registered both optative subjects and even, she attended both courses during the first week at the University. Nevertheless, at the end of the first week, one professor explained to them they had to choose just one area of the minor specialization*. Hence, she chose the Enseñanza Area because she always wanted to be a teacher.

Undergraduate student 6 said she had experienced on teaching math because she had studied “PROFESORADO EN MATEMÁTICAS” at the Multidisciplinaria Paracentral. Nonetheless, she decided to make a change of major because she did not want to be a teacher. Moreover, she preferred to try something else even though she did not know anything about the Relaciones Públicas Area.

Undergraduate student 7 told the interviewers she liked the Enseñanza Area. She was not sure about the meaning of Psicopedagogía but she related it to education. She liked the option because it would be a good tool if she had the possibility to teach.

Undergraduate student 8 expressed that she did not want to be a teacher and the Relaciones Públicas Area sounded more attractive than preparing an outline for a class.

Undergraduate student 9 said *she wanted to study in the Relaciones Públicas Area, but at the moment of enrolling the subjects there were no more student quota.*

Undergraduate student 10 was frank with the research team and said that *she enrolled the two minor specializations and she realized that she only had to enroll one subject.* At the end, she chose the Enseñanza Area.

### **3. What were the factors for not choosing the other minor specialization?**

Undergraduate student 1 did not choose Enseñanza Area since she considered it is not a profitable career in this country. She thought this area did not answer her expectations regarding the major.

Undergraduate student 2 wanted to experiment other disciplines such as Relaciones Públicas. Furthermore, she expressed he did not want to work in Enseñanza Area.

Undergraduate student 3 emphasized that *he did not choose Enseñanza Area because of the lack of English certificate.* He said the major does not offer that certification and for that reason he thought he could have better job opportunities in the Relaciones Públicas Area.

Undergraduate student 4 did not know it was obligatory to enroll only one specialization but then, when she realized about the regulations of the minor specialization of the Modern Language Major, this student chose Enseñanza Area since she had no idea about Relaciones Públicas.

Undergraduate student 5 explained *she did not like the way the professor taught Teoría de la Comunicación y la Información I class since she had to attend to both courses during the first week*. Hence, she chose the Enseñanza Area when she realized that it was obligatory to enroll one specialization.

Undergraduate student 6 remarked she had some experiences as a teacher and she did not like it. Nevertheless, *she thought she could take both minor specializations, but a friend told her that she had to choose just one optative subject*. Hence, she chose Relaciones Públicas Area.

Undergraduate student 7 did not choose Relaciones Públicas Area since she used her general knowledge about the minor specializations. *She did not know what branch she should have taken and thought that these specializations were optative subjects, it would be possible to take both subjects*.

Undergraduate student 8 expressed she did not consider herself as someone who could take the role of a teacher because this role would tie her to prepare a class and to manage a group of students.

Undergraduate student 9 responded the student quota that the semester offered was not enough for all the freshmen demand for that semester. *She could not enroll the optative subject that she wanted, hence she registered the minor specialization in which there was a student quota*.

Undergraduate student 10 mentioned *that she had to enroll the two subjects because she did not have any information about the enrollment process and her mother pushed her to take more than three subjects* the first semester of the major.

**4. What were the feelings you experimented in the enrollment process of the Bachelor of Arts in Modern Languages regarding the choice of optative subjects?**

Undergraduate student 1 *expressed not to have a clear knowledge about the minor specializations* as well as it was difficult to choose between Relaciones Públicas Area and Enseñanza Area. This generated a *great confusion and insecurity* at the moment of enrolling the subjects.

Undergraduate student 2 student *experimented confusion*. According to him, no authority gave him any instruction about the enrollment process. At the moment of enrolling the subjects, he did it by analyzing that it was obligatory only one specialization.

Undergraduate student 3 said it was a new experience to carry out the enrollment process since it was his first time doing it online. Furthermore, *he felt frustration when registering the minor specialization because he had no specific orientation before that*. On the other hand, he was excited to know what the minor specialization he chose was all about.

Undergraduate student 4 *was concerned* when she was registering subjects of the minor specialization because she was not sure if she had to choose one or two options.

Undergraduate student 5 mentioned *she was concerned* since she did not know the professors. Furthermore, she *had some problems during the registration because she registered both minor specializations and that also made her feel frustration*.

Undergraduate student 6 manifested the whole enrollment process was a chaos. *She was frustrated since she did not know anything about the professors' methodology and the objectives of her minor specialization.*

Undergraduate student 7 said, first, *she felt panic because she did not know what to do exactly.* She had some ideas about the registration since her friends told her about their experiences. Moreover, *she was afraid when she realized about both minor specializations. She did not know if she should have enrolled both optative subjects or just one of them.* She expressed *she was insecure* during the whole enrollment process and, when she finished the registration, she did not know if she did it in a correct way.

Undergraduate student 8 said it was a dilemma because she did not have any orientation about each specialization and she chose what she considered what was better for her.

Undergraduate student 9 *experienced frustration.* She just knew that Teoría de la Comunicación y la Información I was better according to the criteria of other students.

Undergraduate student 10 mentioned that *the feeling that she experienced were confusion and desperation.* She also mentioned that she did not know what to do during the enrollment process. (See the chart 1 and graphic 1 in the attachment B to have a better idea about the feeling that the undergraduate expressed)

**5. Do you consider that you made an excellent decision by choosing one of the minor specializations taking into account the factors that you mentioned? Why?**

Undergraduate student 1 mentioned, in general terms, she made an excellent decision. On the other hand, she expressed it is not totally an excellent decision due to the lack of labor

opportunities, and ***according to her, most of the undergraduate students are working as teachers without having studied that specialization.***

Undergraduate student 2 said it was an excellent decision. He is satisfied with his decision even though he is not standing out professionally in Relaciones Públicas Area,

Undergraduate student 3 said that at the beginning of the major, it was an excellent decision. Nonetheless, ***throughout the major, he realized it was not the best decision because the labor opportunities he had in mind had been reduced.***

Undergraduate student 4 stated she is totally sure with the decision she made. She expressed it was a good decision because she studied what she liked the most.

Undergraduate student 5, at the beginning, she thought Enseñanza Area was the best option, but at the end of the major, she realized it was not true at all ***since the Enseñanza Area did not give the English certificate.*** If she had known it, she would have chosen other major as Bachelor of Arts in English Language Teaching. Nevertheless, she did not regret because she liked the major and she learned French that was the principal reason she chose this major.

Undergraduate student 6 thought the Relaciones Públicas Area was the best option but, now, ***she thought her major did not give her enough tools to run as a professional.*** Nevertheless, she did not regret because she learned so many things in the major.

Undergraduate student 7 mentioned it was a good decision to choose Psicopedagogía but it was not an excellent decision. Despite the fact, the Enseñanza Area gave her some good teaching theories oriented her when she performed her social service; nonetheless, she needed additional tools, for example; teaching methods for children as activities, dynamics or games to manage kids.

Undergraduate student 8 clarified that *she realized that her choice was good through the time because she had her doubts along the major*, but at the end it was the best decision she could make.

Undergraduate student 9 remarked *she chose Enseñanza Area because of the lack of student quota in the Relaciones Pública Area*. At the end, the lack of student quota gave her an opportunity to study in her true vocation. Nonetheless, she expressed the necessity of preparing herself even more to achieve her goal and have a better opportunity in the future.

Undergraduate 10 pointed out that it was a good decision because it was oriented to what she wanted in her academic formation. (See the chart 2 and graphic 2 in the attachment B in order to know how many undergraduate students were satisfied with their decision)

**6. If your answer was no in the previous question, do you think it was a waste of money and time studying the minor specialization despite the lack of orientation by a responsible of the Foreign Language Department?**

The purpose of this question is to show the people who answered NO in the previous question as well as to show if they consider it was a waste of money and time studying one of the minor specializations. Thus, it is presented two undergraduate students who answered the question. *One expressed it was a waste of money and time* but the other one stated it was not a waste of money and time.

**7. Do you know what the objectives of the minor specializations of the Bachelor of Arts in Modern Languages are?**

By answering this question, just one student answered to have gotten some information about the objectives of the minor specialization while the *other nine undergraduate students explained they did not have any idea regarding the purposes of each branch*. They related Relaciones Públicas to areas such as tourism and communications. *In fact, there were students who did not know the real names of each specialization*. On the other hand, undergraduate students from Enseñanza Area know that the main purpose for the area is to teach but they do not know if the area can be applied in other terms. (See the chart 3 and graphic 3 in the attachment B to how many interviewees had knowledge about the objectives of the minor specializations).

**8. Do you consider that your health was at risk by studying a minor specialization that would not benefit the areas of opportunities to get a job? Why?**

By answering this question, the research team had five people who said their health was not at risk. Nonetheless, there were five people who expressed their health was at risk. Consecutively, it is presented the reasons of five people that presented risk at their health:

Undergraduate student 3 said *he felt stress* by studying one of the minor specializations because he felt the specialization was not oriented enough to finding job opportunities.

Undergraduate student 4 *expressed to have had stress* when she realized the major does not offer English certificate for Enseñanza Area.



Undergraduate student 5 stated her health was affected when she realized about the English certificate. *She manifested to be depressed and she wanted to leave the major or make a change of the major.*

Undergraduate student 7 mentioned her health was at risk since she did not live in San Salvador and had to travel every day. That meant for her, *fewer hour of sleep and, also, more fatigue.* As a result of all these factors, *she had anxiety, and this caused her stress.* Moreover, taking into account *that sometimes she did not have the good diet during the major, nowadays, she suffers from gastritis.*

Undergraduate student 8 remarked that her health was at risk because *she suffered stress* when she realized the only place where she could get a job by now was in a call center. (See the chart 4 and graphic 4 in the attachment B in order to realize how many undergraduate students considered their health was at risk)

**9. What were the possible areas in which you thought you could get a job when you started studying the major?**

Undergraduate student 1 stated the areas in which she thought working. The jobs she mentioned were: *flight attendant, tourist guide, interpreter and translator.*

Undergraduate student 2 said *he had no idea about the possible jobs or areas in which he could apply* his knowledge regarding the branch he chose.

Undergraduate student 3 believed he could work in the *tourism area.* Moreover, he mentioned the *interpretation and translation area,* taking into account he would get at the end of his studies the basic knowledge to apply for them.

Undergraduate student 4 pointed out he always had in mind to work *as a teacher* since she had decided from a very beginning that she wanted to specialize in Enseñanza Area.

Undergraduate student 5 thought she could work *as a teacher* at schools or public institutions since she always wanted to be a teacher.

Undergraduate student 6 mentioned a friend gave her some ideas about the possible job opportunities such as *tourist guide, flight attendant* or something related to *migratory affairs*.

Undergraduate student 7 thought she would be able to work at *any teaching area*. For instance, to teach in the Elementary Education or Secondary Education.

Undergraduate student 8 mentioned that she could get a job at the *Tourism Ministry, Migration, or at an Embassy*.

Undergraduate student 9 specified that she could get a job *as a teacher* helping people with grammar and idiomatic expressions in the English and French language.

Undergraduate student 10 thought she could get a job in *Human Resources* and that would be the only alternative she could have. (To have a clear idea about the possible jobs opportunities, see the chart 5 and graphic 5 in the attachment B)

**10. What are the labor alternatives in which you are sure to work now you have finished studying the major?**

Undergraduate student 1 was sure to work *as a tourist guide* because she considered not to be prepared to work in other areas. According to her, she is not specialized in anything because her knowledge is basic.

Undergraduate student 2 stated that is sure to work in *Human Resources* since the Relaciones Públicas specialization is related to that area.

Undergraduate student 3 said that he can work *as a customer service agent* probably. He explained to the research team *he does not feel prepared to work in other positions* even if he has gotten the basic knowledge.

Undergraduate student 4 manifested he could work in *a call center as customer service agent. She said not to be totally prepared in Enseñanza Area*. She said it is possible to work in schools to cover a vacancy for some days but not to have a permanent job there.

Undergraduate student 5 thought she could work *as a customer service agent in a call center despite the fact that she chose the Enseñanza Area*. She knew that due to the English certificate, she did not get many opportunities in teaching.

Undergraduate student 6 commented she is prepared to work in something related to *migratory affairs*. Moreover, she mentioned other labor alternatives such as being *a teacher or a customer service agent*.

Undergraduate student 7 said she is sure to work *as a customer service agent in a call center*. She mentioned that she could not find a job as a teacher due to the English certificate. For her, another labor alternative could be to work as a translator, but she had to study a master degree.

Undergraduate student 8 remarked the only place where *she feels sure about is getting a job as a customer service agent in a call center*. For her, if she wants to get a better job she needs to get a master degree to be fully prepared.

Undergraduate student 9 expressed that *she currently works in a call center and she only feels sure working as customer service agent*. She also feels sure to work as a teacher; nevertheless, she knows that to be a teacher, she needs to continue with her professional preparation.

Undergraduate student 10 mentioned that *she could get a job as a tourist guide, interpreter* or in any area related to the subject she studied in the major; but it is necessary, for her, to study more to support what she has learned. (See the chart 6 and graphic 6 in the attachment B in order to have a better idea about the labor alternatives that the undergraduate students mentioned)

**11. What were the feelings you have experienced when finishing the Bachelor of Arts in Modern Languages regarding the minor specializations?**

Undergraduate student 1 expressed *to be disappointed because her expectation was very different*. She expected to work as interpreter or translator at the end of the major.

Undergraduate student 2 said what he thought about the major has changed and his feelings are different. *He is not sure about the orientation of his minor specialization*.

Undergraduate student 3 mentioned *to be frustrated because he had other expectations* regarding his specialization.

Undergraduate student 4 said *she felt insecurity regarding the Enseñanza specialization*. She expressed not to be capable for teaching.

Undergraduate student 5 expressed she was happy because she completed the major. On the other hand, *she was unsatisfied since she could not work as a teacher*. For her, it was clear that if she wanted to be a teacher, she would have to study a master degree.

Undergraduate student 6 has mixed her feelings. She pointed out to be happy because she completed her major, but *she was confused and disappointed since she did not feel totally prepared as a professional.*

Undergraduate student 7 remarked *she is disappointed since she thought her possibilities were limited now.* Moreover, she could not work in the field she wanted.

Undergraduate student 8 mentioned that *she is under stress because she still feels insecurity* regarding her minor specialization.

Undergraduate student 9 mentioned that *she feels disappointed* because she needs to study even more to be sure about what the future will have for her.

Undergraduate student 10 pointed out that *she experienced uncertainty after having finished her specialization.* (In order to have a better idea about the feeling that the undergraduate expressed, see the chart 7 and graphic 7 in the attachment B).

## **12. Are the feelings the same as they were at the beginning of your major?**

By answering this question, most of the interviewees pointed out their feelings have changed. They are very different to the first ones. Consecutively, it is presented the following remarks:

Undergraduate student 1 said *she had high expectations before starting the major.* She believed to have an opportunity to work as interpreter or as a tourist guide.

Undergraduate student 2 stated *to be uncertain* since he has worked as teacher based on the essence of the major which is the specialization in two languages. Nevertheless, he is not working in the area he studied.

Undergraduate student 3 *was uncertain* because at the beginning of the major he did not know what he was going to study and did not know what he was going to get after finishing the bachelor.

Undergraduate student 4 said *she had high expectations*. She expected to get something different at the end of the major.

Undergraduate student 5 expressed her feelings were totally different since, at the beginning of the major, *she was so excited and hopeful about her future* because she would be a teacher and be able to help her family. *However, at the end of the major, she was disappointed because her goals were still far.*

Undergraduate student 6 said when she started the major, *she felt excited since she would learn French* and she thought this language would open so many jobs opportunities.

Undergraduate student 7 mentioned her feelings were totally different. At the beginning of the major, *she was so happy* for the different job possibilities. Moreover, *she had high expectations regarding the major.*

Undergraduate student 8 remarked that *her feelings remain the same* even though she has finished the major.

Undergraduate student 9 commented that the feelings were very different because at the beginning, *she did not know what to expect*. She came to see what the major offers.

Undergraduate student 10 said *she feels insecure because she needs to prepare herself even more* because the job she already has asks for an English certificate and the subjects she received

do not cover the pedagogic requirements. (In order to have a better idea about the feeling that the undergraduate expressed, see the chart 8 and graphic 8 in the attachment B)

**13. Did you have any orientation from the Foreign Language Department concerning the choosing of minor specializations of the Bachelor of Arts in Modern Languages?**

When students answered this question, everyone agreed that *they did not receive any orientation by the Foreign Language Department*. Because of that, *there were students who made some mistakes by registering the subjects. There were students that enrolled both specializations*. Few of them knew about the general talk carried out by Academic Administration of the School of Arts and Sciences, considered as a welcome for freshmen. Other students got some information from some friends who were studying the Bachelor of Arts in Modern Languages. (See the chart 9 and graphic 9 in the attachment B to know how many interviewees had an orientation talk)

**14. Do you consider that the Foreign Language Department does an excellent job at the moment of orienting students from the Bachelor of Arts in Modern Languages to choose between the two minor specializations? Why?**

All the interviewees expressed the Foreign Language Department does not run an excellent job. Here are some reasons why they all think the Foreign Language Department is not doing a good job:

Undergraduate student 1 said *what the Foreign Language Department needs is coordination. There is a lack of orientation at the moment of enrolling the subjects* and could have explained a little about each specialization.

Undergraduate student 2 specified *it is insufficient the guidance the Foreign Language Department provides*. Students do not know how to enroll and it creates a great confusion.

Undergraduate student 3 told the interviewers *the guidance the Department provides is poor*. According to him, there are some activities the Department can do in order to help students such as promoting the objectives of each specialization on websites, for instance.

Undergraduate student 4 expressed that the work of Foreign Language Department does when guiding freshmen in the enrollment process is not good. *There is no orientation by them*.

Undergraduate students 5 mentioned the work of the Foreign Language Department is *insufficient since the Department should give the freshmen some guidance and tell them what the possible job opportunities are according to the optative subjects*.

Undergraduate students 6 said the Foreign Language Department did not do an excellent job because *it did not give the correct guidance to the freshmen*.

Undergraduate students 7 recognized that *the Department tried to help the students in general terms*. However, she remarked that everything was new, and freshmen did not have the correct guidance by the Department.

Undergraduate student 8 mentioned *students do not have any orientation about the minor specializations* and they do not know anything about the objectives of the optative subjects.

Undergraduate student 9 mentioned *the Foreign Language Department does not provide any information* about the branches the major offers.



Undergraduate student 10 expressed *she could not give a grade because the orientation is nonexistent*. (See the chart 10 and graphic 10 in the attachment B in order to know the opinion of the interviewees about the performance of the Foreign Language Department)

**15. Do you have knowledge about an orientation talk by the Foreign Language Department to help first-year students choose between the two minor specializations that the Bachelor of Arts in Modern Languages currently offers?**

*All the undergraduate students* who were interviewed *expressed not to have knowledge about any orientation talk by the Foreign Language Department to help freshmen regarding the optative subjects*. Some of them remarked that they have heard about a general talk given by Academic Administration of the School of Arts and Sciences. (See the chart 11 and graphic 11 in the attachment B in order to have a better idea about the opinion of the undergraduate students)

**16. Do you consider that it is necessary an orientation talk by a representative of the Foreign Language Department to help freshmen of the Bachelor of Arts in Modern Languages to choose between the two minor specializations? Why?**

By answering this question, all undergraduate students concluded that an orientation talk is necessary to help first-year students in their first enrollment process. Here are presented their reasons:

Undergraduate student 1 said it is necessary *so that first-year students know the objectives of each specialization*.

Undergraduate student 2 expressed that it is important the Foreign Language Department implement an orientation talk *in order to prevent changes of the major and the minor specializations*.

Undergraduate student 3 explained *first-year students need to know the objectives* of the major and the minor specializations.

Undergraduate student 4 specified that *it is totally necessary to avoid confusion*. He expressed that it is a displeasure that freshmen have every beginning of the semester.

Undergraduate students 5 thought it is so necessary an orientation talk. The Foreign Language Department could take as example the introductory talk of the Academic Administration of the School of Arts and Sciences. *The Department should explain the freshmen the objectives of the major and the minor specializations*; moreover, the possible job opportunities.

Undergraduate students 6 expressed *it is essential to have an orientation talk because freshmen had some misconceptions about the major*. With this talk, they could clarify their doubts. Furthermore, *she suggested that the orientation talk has to be aimed at the Bachelor of Art in Modern Languages*.

Undergraduate students 7 said it is important to have an orientation talk. Thus, *the freshmen could have knowledge about the aims of the major and the minor specializations*. Moreover, for her, *the orientation talk has to be aimed at the Bachelor of Arts in Modern Languages*. Also, she remarked that the Foreign Language Department should be more organized and pay more attention to the students.

Undergraduate student 8 told the research team it is necessary an orientation talk because *the freshmen need to have knowledge about the aims of the optative subjects* and it has to be a responsibility from the Foreign Language Department.

Undergraduate student 9 expressed it is necessary an orientation talk *so that freshmen know the objectives of the optative subjects*. Furthermore, she specified that the responsible of the talk should be the head from the Foreign Language department.

Undergraduate student 10 mentioned **it is necessary to have an orientation talk to avoid confusion in the enrollment process**. (See the chart 12 and graphic 12 in the attachment B to have a better idea about the opinion of the undergraduate students). [In order to get more detailed information about the testimonies, see the scripts in the attachment C]

## VI. CONCLUSIONS

The final results obtained through this investigation lead to the following conclusions:

- Despite the fact that undergraduate students had preference to one of the minor specializations: Relaciones Públicas Area and Enseñanza Area from the Bachelor of Arts in Modern Languages, there were cases in which some undergraduate students thought they could enroll the first two optative subjects of each branch. In fact, there were people who enrolled both optative subjects because of not receiving any orientation from the Foreign Language Department.
- All the undergraduate students from the Bachelor of Arts in Modern Languages manifested negative feelings regarding the enrollment process of the optative subjects.
- Most of the undergraduate students did not have knowledge about the objectives of the optative subjects. Moreover, some of them expressed not to know the real names of each minor specialization.
- Regarding the possible labor areas, it exists a significant contrast between the jobs that undergraduate students pretended to stand out versus the jobs they are currently sure to apply. It must be emphasized that most of the undergraduate students said to be certain of working in call centers which it is not the main purpose of the major; taking into account that the University of El Salvador invest a lot of money to prepare integral professionals.
- The majority of the undergraduate students remarked that their feelings regarding the minor specializations are totally different, now, they have finished the major. When they started, they had great expectations about the specializations. Nevertheless, at the end of their

studies, their feelings have changed. Most of them expressed to have uncertainty and frustration for both areas.

- Finally, the “orientation” by the Foreign Language Department is a determinant factor in this problematic. All undergraduate students from the Bachelor of Arts in Modern Languages agreed that the work of the Foreign Language Department orienting freshmen in the enrollment process of the minor specializations is null.

## **VII. RECOMMENDATIONS**

*To the authorities of the foreign Language Department*

- To implement orientation talks aimed specifically for freshmen from the Bachelor of Arts in Modern Languages in order to facilitate the enrollment process and avoid confusions between the minor specializations.
- To delegate a representative for organizing orientation talks for freshmen regarding the enrollment process of the Bachelor of Arts in Modern Languages in order to point out the objectives of each minor specialization.
- To orient freshmen concerning the labor field they could apply in both areas through the implementation of aptitude's test in order to avoid the waste of financial resources that the University of El Salvador invests each year.
- To spread through the Foreign Language Department's platform detailed information about the minor specializations as well as to show the objectives of the major by using the different social media.

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# *ATTACHMENTS*

## ATTACHMENT A



### UNIVERSITY OF EL SALVADOR SCHOOL OF ARTS AND SCIENCES FOREIGN LANGUAGE DEPARTMENT

#### Interview aimed at undergraduate students of Modern Languages from Relaciones Públicas and Enseñanza specialization.

**Objective:** To know the experiences and feelings that undergraduate students of the Bachelor of Arts in Modern Languages felt when they did the enrollment process in the first semester of their studies.

**Name:** \_\_\_\_\_ . **Age:** \_\_\_\_\_

**Occupation:** \_\_\_\_\_.

### QUESTIONS

1. Which of the two minor specializations did you choose in the first year of study?  
 Teoría de la Comunicación y la Información I  
 Psicopedagogía I
2. What were the factors that made you choose that minor specialization?
3. What were the factors for not choosing the other minor specialization?
4. What were the feelings you experimented in the enrollment process of the Bachelor of Arts in Modern Languages regarding the choice of optative subjects?
5. Do you consider that you made an excellent decision by choosing one of the minor specialization taking into account the factors that you mentioned? Why?
6. If your answer was no in the previous question, do you think it was a waste of money and time studying the minor specialization despite the lack of orientation by a responsible of the Foreign Language Department?

7. Do you know what the objectives of the minor specializations of the Bachelor of Arts in Modern Languages are?
8. Do you consider that your health was at risk by studying a minor specialization that would not benefit the areas of opportunities to get a job? Why?
9. What were the possible areas in which you thought you could get a job when you started studying the major?
10. What are the labor alternatives in which you are sure to work now you have finished studying the major?
11. What were the feelings you have experienced when finishing the Bachelor of Arts in Modern Languages regarding the minor specializations?
12. Are the feelings the same as they were at the beginning of your major?
13. Did you have any orientation from the Foreign Language Department concerning the choosing of minor specializations of the Bachelor of Arts in Modern Languages?
14. Do you consider that the Foreign Language Department does an excellent job at the moment of orientating students from the Bachelor of Arts in Modern Languages to choose between the two minor specializations? Why?
15. Do you have knowledge about an orientation talk by the Foreign Language Department to help first-year students choose between the two minor specializations that the Bachelor of Arts in Modern Languages currently offers?
16. Do you consider that it is necessary an orientation talk by a representative of the Foreign Language Department to help freshmen of the Bachelor of Arts in Modern Languages to choose between the two minor specializations? Why?

## ATTACHMENT B

### Analysis of result

#### 4. What were the feelings you experimented in the enrollment process of the Bachelor of Arts in Modern Languages regarding the choice of optative subjects?

According to the interview aimed to the undergraduate students, the results are the following:

Chart 1  
Feelings about the enrollment process

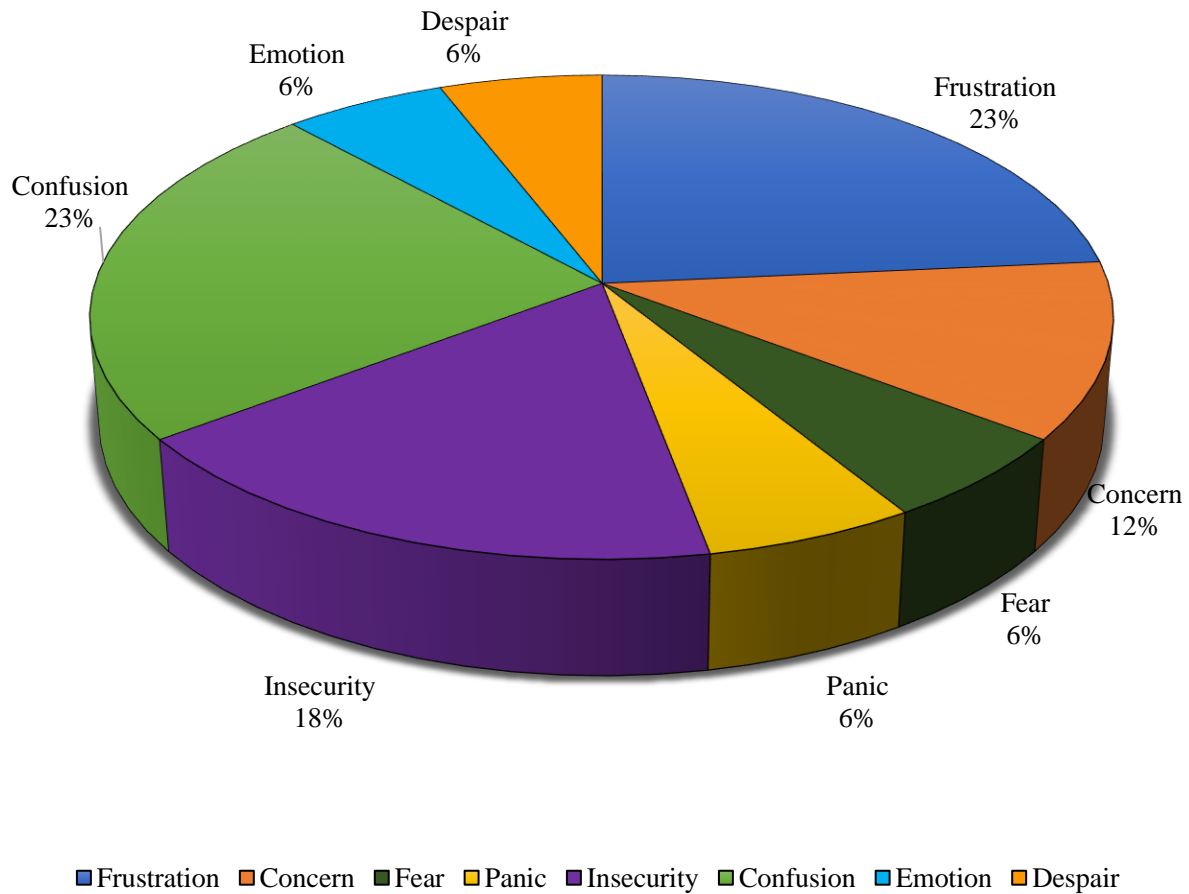
FEELINGS	ANSWERS
• Frustration	4
• Concern	2
• Fear	1
• Panic	1
• Insecurity	3
• Confusion	4
• Emotion	1
• Despair	1
<b>TOTAL</b>	<b>18</b>

Chart of the feelings that the undergraduate students experienced in the enrollment process

To illustrate the table above, this graphic has been designed for better understanding.

Graphic 1

### FEELINGS



The graphic shows that a 23% of the undergraduate students from the two areas felt confusion when registering the optative subjects. Another 12% felt concern and there was a 23% who felt frustration. On the one hand, a 18% of undergraduate students felt insecurity, a 6% experimented as well as 6% felt fear. Moreover, another 6% of the interviewee felt panic as well a 6% expressed emotion. Finally, another 6% of them felt despair.



**5. Do you consider that you made an excellent decision by choosing one of the minor specializations taking into account the factors that you mentioned? Why?**

According to the interview aimed at the undergraduate students, the results are the following:

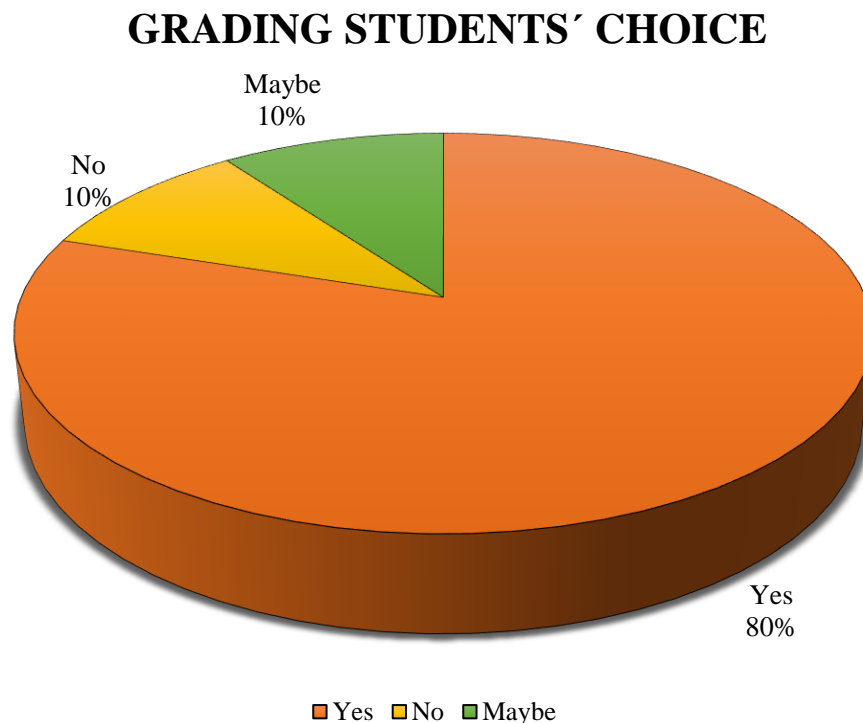
Chart 2  
Qualification of the make decision

ANSWERS	UNDERGRADUATE STUDENTS
• Yes	8
• No	1
• Maybe	1
<b>TOTAL</b>	<b>10</b>

Chart of opinions that undergraduate students have about the choice of their currently minor specialization

To illustrate the table above, this graphic has been designed for better understanding.

Graphic 2



According to the data revealed a 10% of the undergraduate students did not make an excellent decision choosing one of the minor specialization, another 10% of the them could not express if it was or not an excellent decision and the 80% said it was an excellent decision.

**7. Do you know what the objectives of the minor specializations of the Bachelor of Arts in Modern Languages are?**

According to the interview aimed at the undergraduate students, the results are the following:

Chart 3  
Objectives of the minor specializations

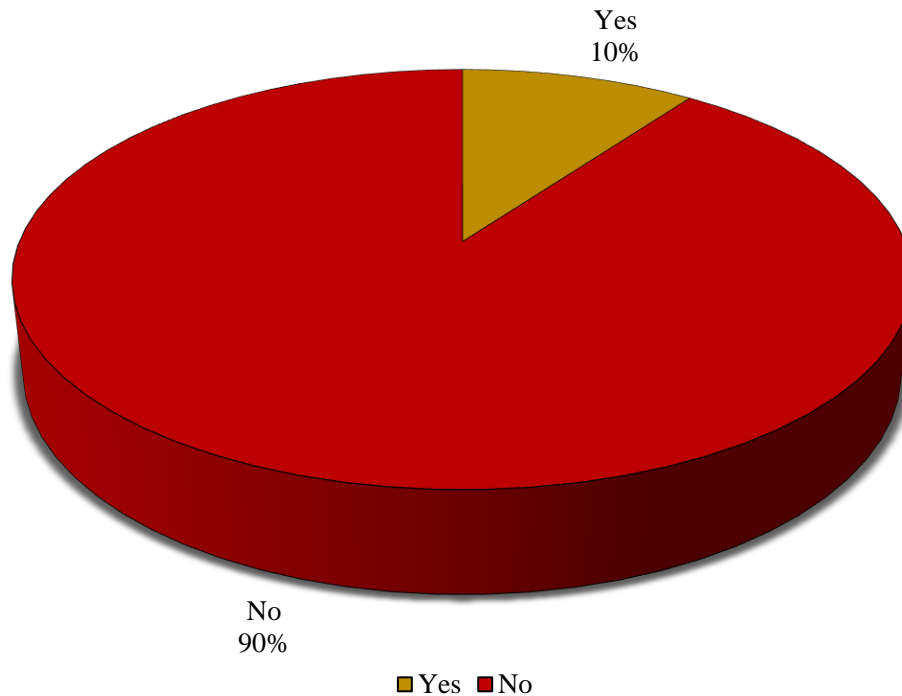
<b>ANSWERS</b>	<b>UNDERGRADUATE STUDENTS</b>
<ul style="list-style-type: none"><li>• <b>Yes</b></li></ul>	1
<ul style="list-style-type: none"><li>• <b>No</b></li></ul>	9
<b>TOTAL</b>	<b>10</b>

Chart of minor specializations' objectives of the Bachelor of Arts in Modern Languages

To illustrate the table above, this graphic has been designed for better understanding.

Graphic 3

### **OBJECTIVES OF THE MINOR SPECIALIZATIONS**



This graphic shows that only a 10% of the undergraduate students of the two minor specializations: Enseñanza Area and Relaciones Públicas Area knows the objectives of the major and a 90% of the undergraduate students do not know the objectives.

**8. Do you consider that your health was at risk by studying a minor specialization that would not benefit the areas of opportunities to get a job? Why?**

According to the interview aimed at the undergraduate students, the results are the following:

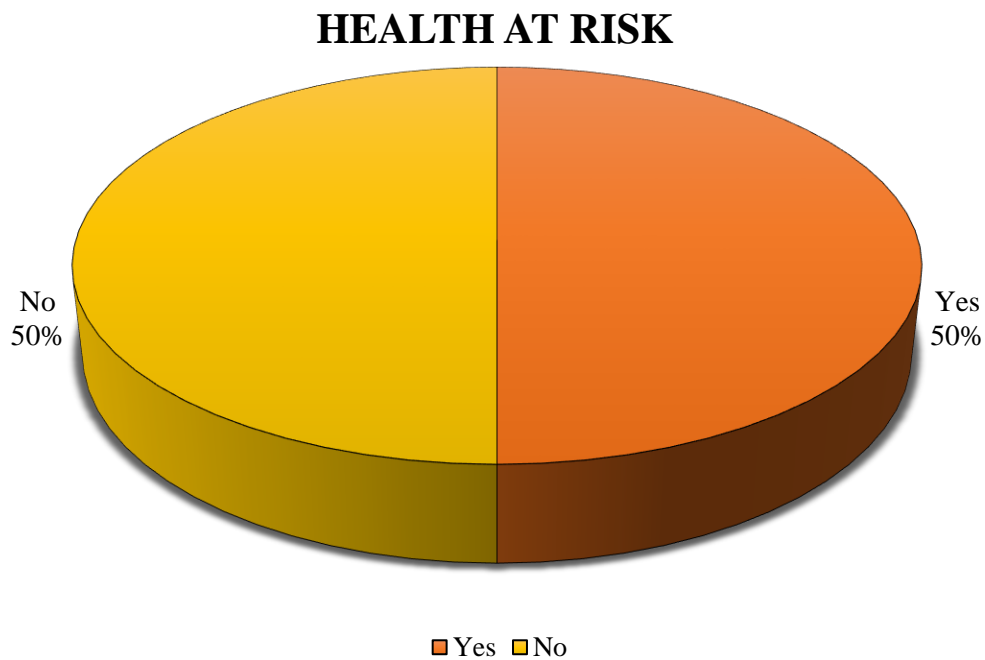
Chart 4  
Health at risk

ANSWERS	UNDERGRADUATE STUDENTS
• Yes	5
• No	5
<b>TOTAL</b>	<b>10</b>

Chart of opinion that undergraduate students have about their health

To illustrate the table above, this graphic has been designed for better understanding.

Graphic 4



According to the data obtained in the interviews, a 50% of the undergraduate students expressed no health problem by studying a minor specialization that would not benefit the areas of opportunities to get a job while a 50% of the interviewees said they had health problems.

**9. What were the possible areas in which you thought you could get a job when you started studying the major?**

According to the interview aimed at the undergraduate students, the results are the following:

Chart 5

The possible areas in which undergraduate students thought they could get a job

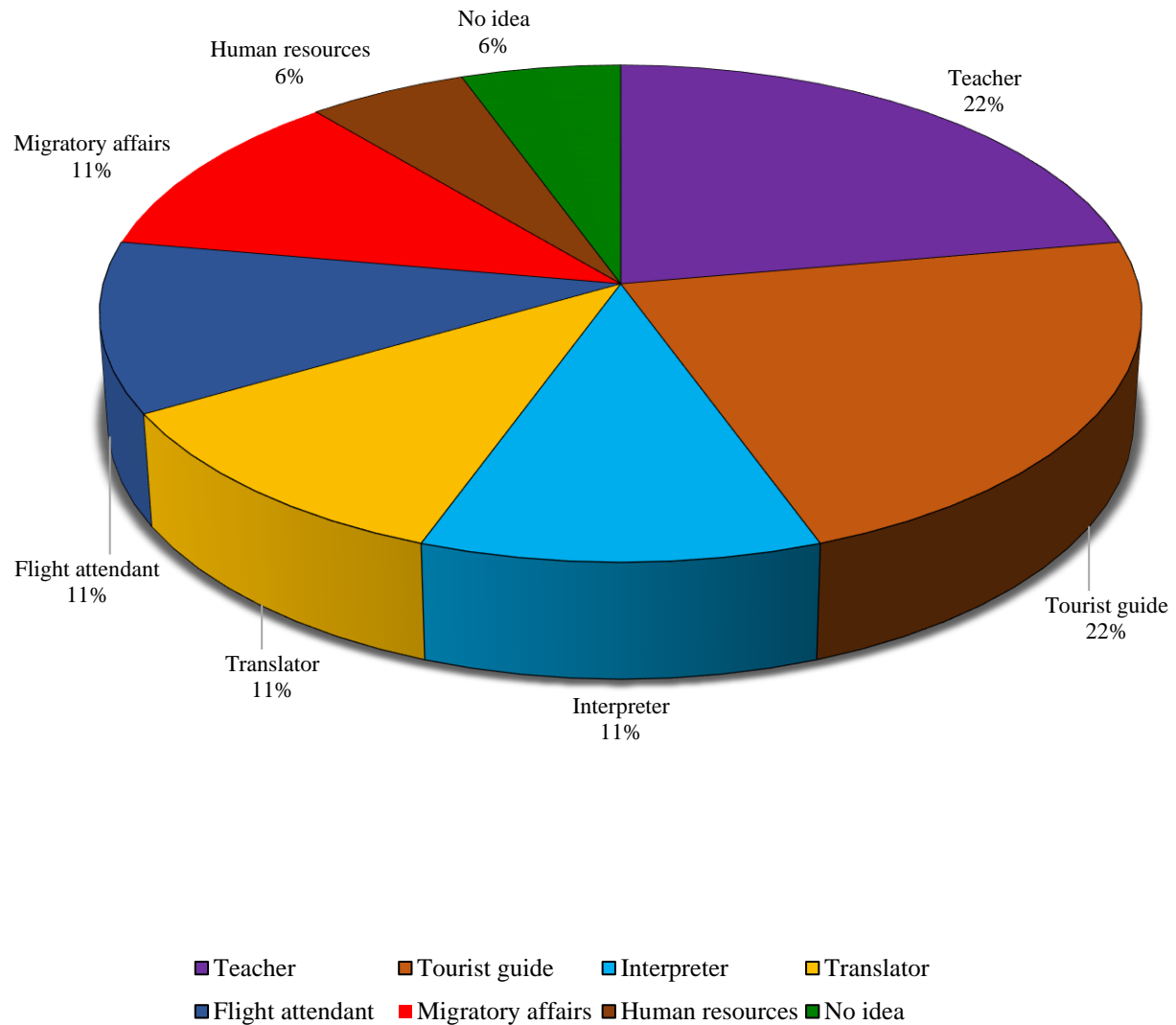
<b>JOB OPTIONS</b>	<b>ANSWERS</b>
• <b>Teacher</b>	4
• <b>Tourist guide</b>	4
• <b>Interpreter</b>	2
• <b>Translator</b>	2
• <b>Flight attendant</b>	2
• <b>Migratory affairs</b>	2
• <b>Human resources</b>	1
• <b>No idea</b>	1
<b>TOTAL</b>	<b>18</b>

Chart of possible areas in which undergraduate students thought they could get a job

To illustrate the table above, this graphic has been designed for better understanding.

Graphic 5

## JOB OPTIONS



The graphic shows the areas in which undergraduate students thought they could get a job when starting the major. A 22% of the them took into consideration to be a teacher, and also, a 22% expected to be a tourist guide. A 11% expressed the intention to work in migratory affairs. Another 11% thought working as a flight attendant while the other 11% thought working in translator. Moreover, a 11% of the undergraduate students said to have intentions to work as

interpreters. Finally, A 6% of the interviewees thought working in the human resources area and other 6% said no idea.

**10. What are the labor alternatives in which you are sure to work now you have finished studying the major?**

According to the interview aimed to the undergraduate students, the results are the following:

Chart 6  
Labor alternatives

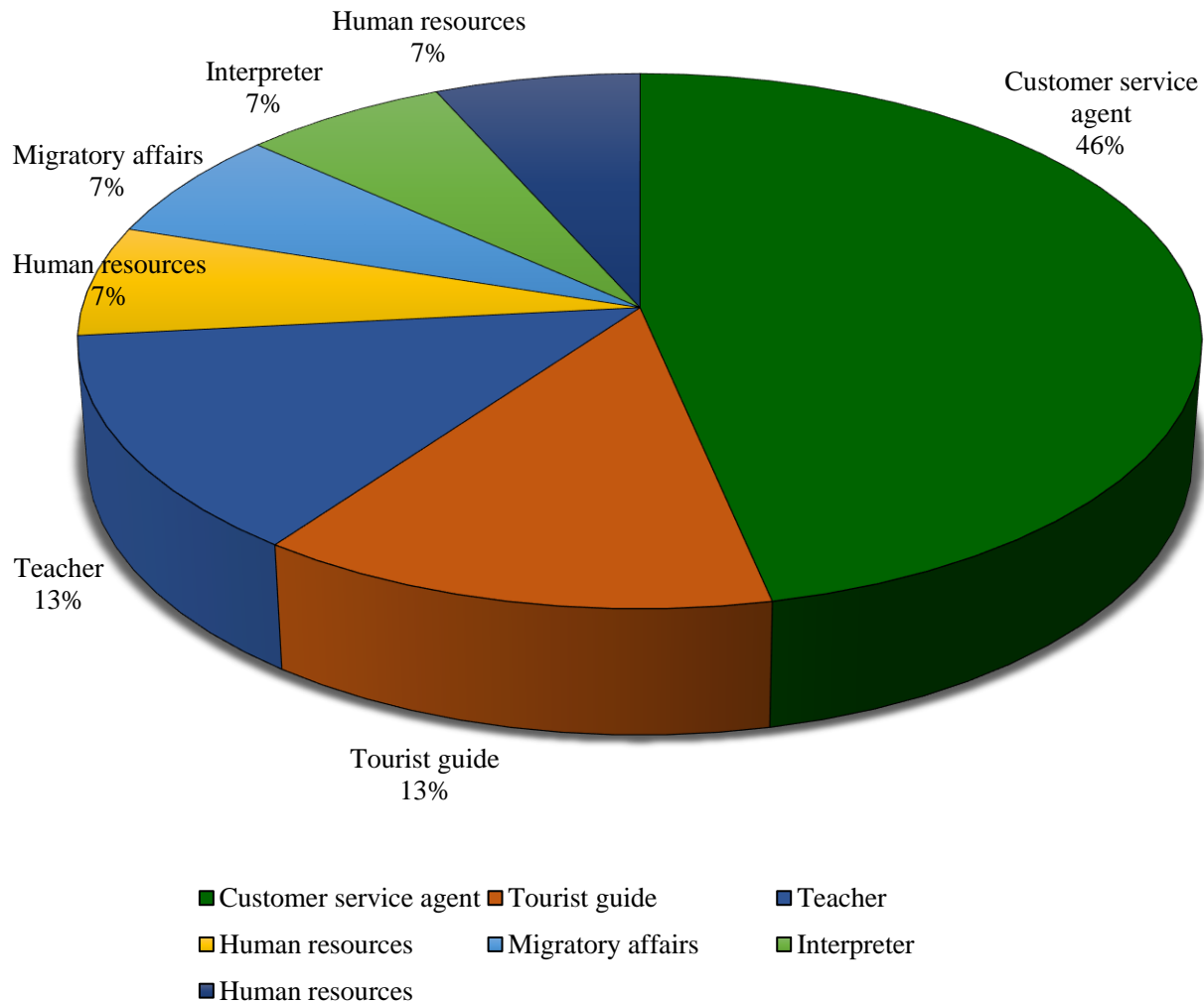
<b>LABOR ALTERNATIVES</b>	<b>ANSWERS</b>
• <b>Customer service agent</b>	7
• <b>Tourist guide</b>	2
• <b>Teacher</b>	2
• <b>Migratory affairs</b>	1
• <b>Interpreter</b>	1
• <b>Human resources</b>	1
<b>TOTAL</b>	<b>14</b>

Chart of labor alternatives in which undergraduate students are secure they could get a job

To illustrate the table above, this graphic has been designed for better understanding.

Graphic 6

## LABOR ALTERNATIVES



During the interviews, undergraduate students expressed the areas in which they are certain now they have finished the major. A 46% of them consider they can work as a customer service agent. The 13% is certain to work as a tourist guide as well a 13% considered to work as a teacher. Moreover, a 7% expressed the intention to work as an interpreter. On the other hand, a 7% of the



undergraduate students has in mind to work in human resources and another 7% think to work in some migratory affairs.

**11. What were the feelings you have experienced when finishing the Bachelor of Arts in Modern Languages regarding the minor specializations?**

According to the interview aimed at the undergraduate students, the results are the following:

Chart 7  
Feelings at the end of the major

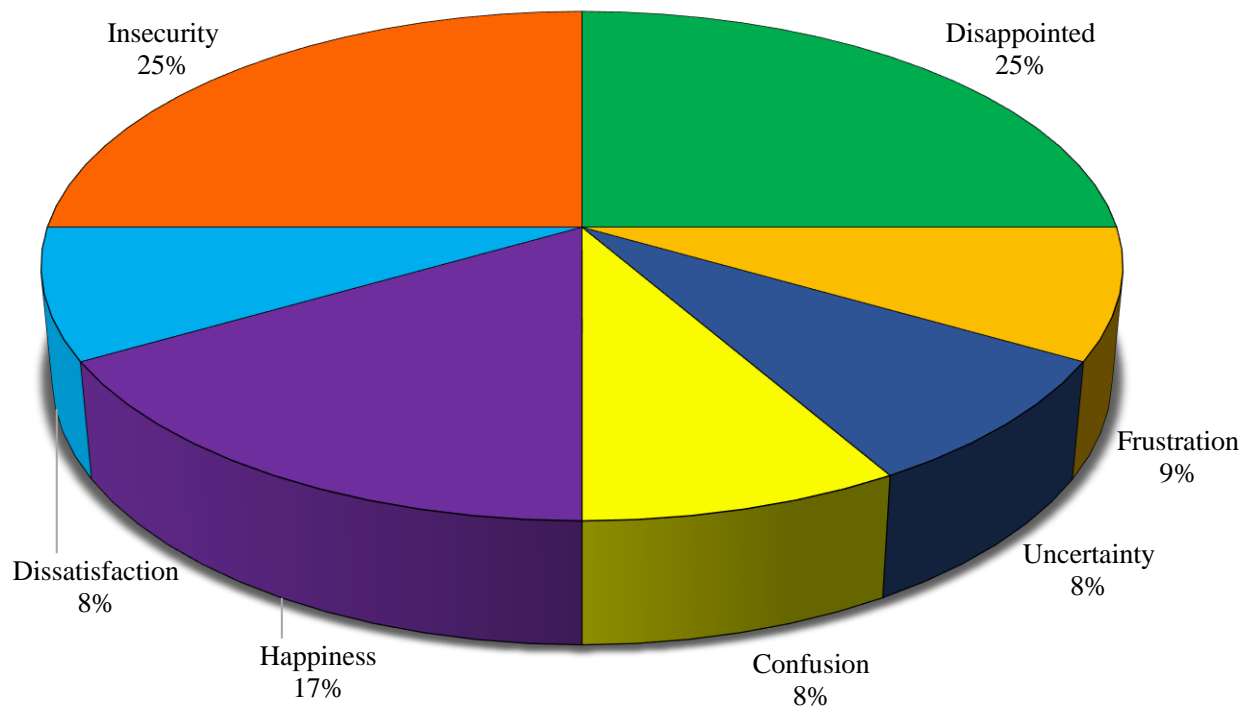
FEELINGS	ANSWERS
• Disappointed	3
• Frustration	1
• Confusion	1
• Dissatisfaction	1
• Insecurity	3
• uncertainty	1
• Happiness	2
<b>TOTAL</b>	<b>12</b>

Chart of feelings that undergraduate students experienced at the end of the major

To illustrate the table above, this graphic has been designed for better understanding.

Graphic7

## FEELINGS AT THE END OF THE MAJOR



■ Disappointed ■ Frustration ■ Uncertainty ■ Confusion ■ Happiness ■ Dissatisfaction ■ Insecurity

The graphic above presented the feelings at the end of the major by undergraduate students. A 25% of them expressed disappointed and another 25% expressed insecurity. A 17% of the students felt happiness. Furthermore, a 9% of the undergraduate students had frustration. Finally, an 8% had dissatisfaction as well an 8% felt uncertainty and the last 8% had confusion.

## 12. Are the feelings the same as they were at the beginning of your major?

According to the interview aimed at the undergraduate students, the results are the following:

Chart 8  
Feelings at the beginning of the major

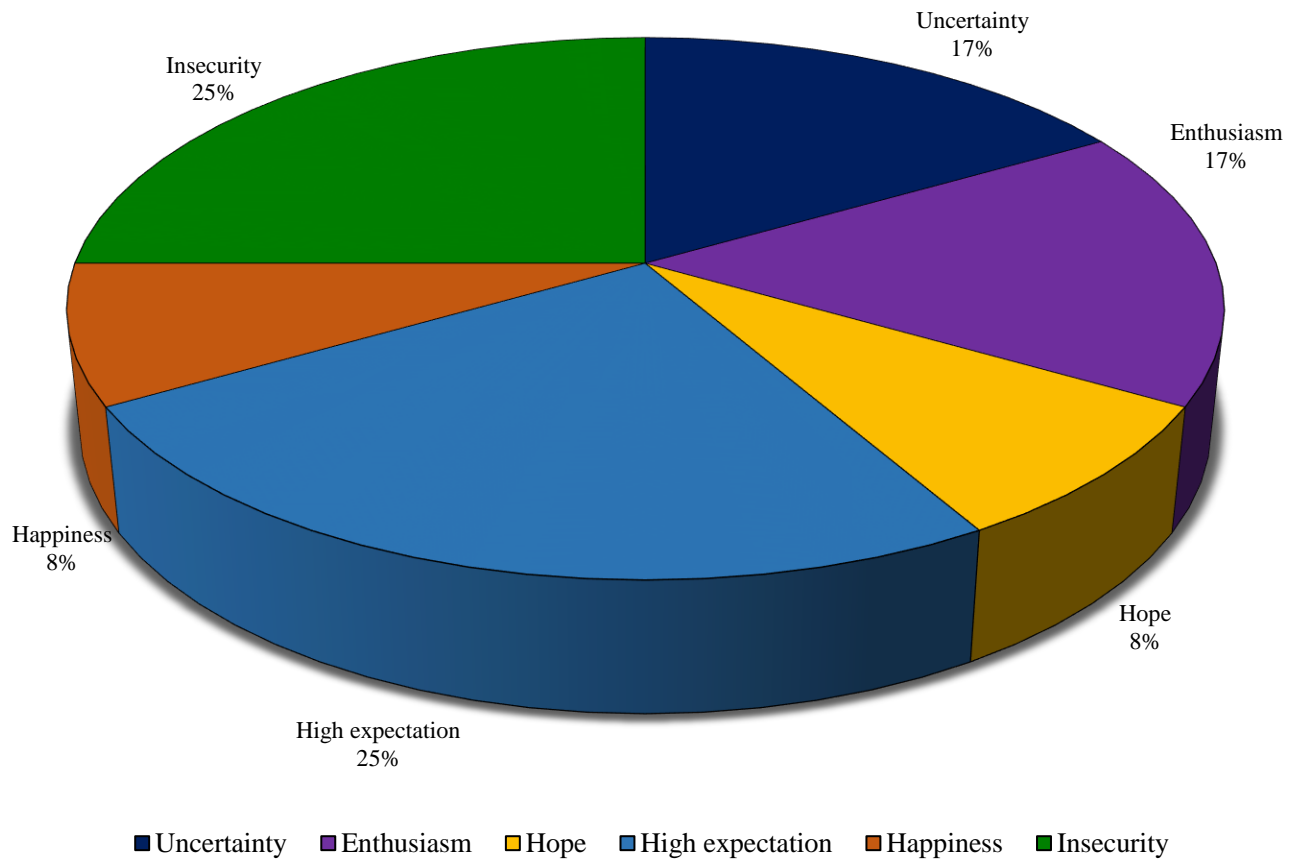
<b>FEELINGS</b>	<b>ANSWERS</b>
• <b>Uncertainty</b>	2
• <b>Enthusiasm</b>	2
• <b>Hope</b>	1
• <b>High expectation</b>	3
• <b>Happiness</b>	1
• <b>Insecurity</b>	3
<b>TOTAL</b>	<b>12</b>

Chart of feelings that undergraduate students experienced at the beginning of the major

To illustrate the table above, this graphic has been designed for better understanding.

Graphic 8

## FEELINGS AT THE BEGINNING OF THE MAJOR



The graphic above showed a contrast to the previous one. The data presented here expresses the feelings undergraduate students had when starting the major. A 25% of the interviewees said they felt insecurity and another 25% expressed high expectations. Moreover, a 17% of the interviewee felt enthusiasm as well a 17% expressed uncertainty. Finally, an 8% of the undergraduate students said they had hope and another 8% expressed happiness at the beginning of the major.

**13. Did you have any orientation from the Foreign Language Department concerning the choosing of minor specializations of the Bachelor of Arts in Modern Languages?**

According to the interview aimed at the undergraduate students, the results are the following:

Chart 9  
Orientation from the Foreign Language Department

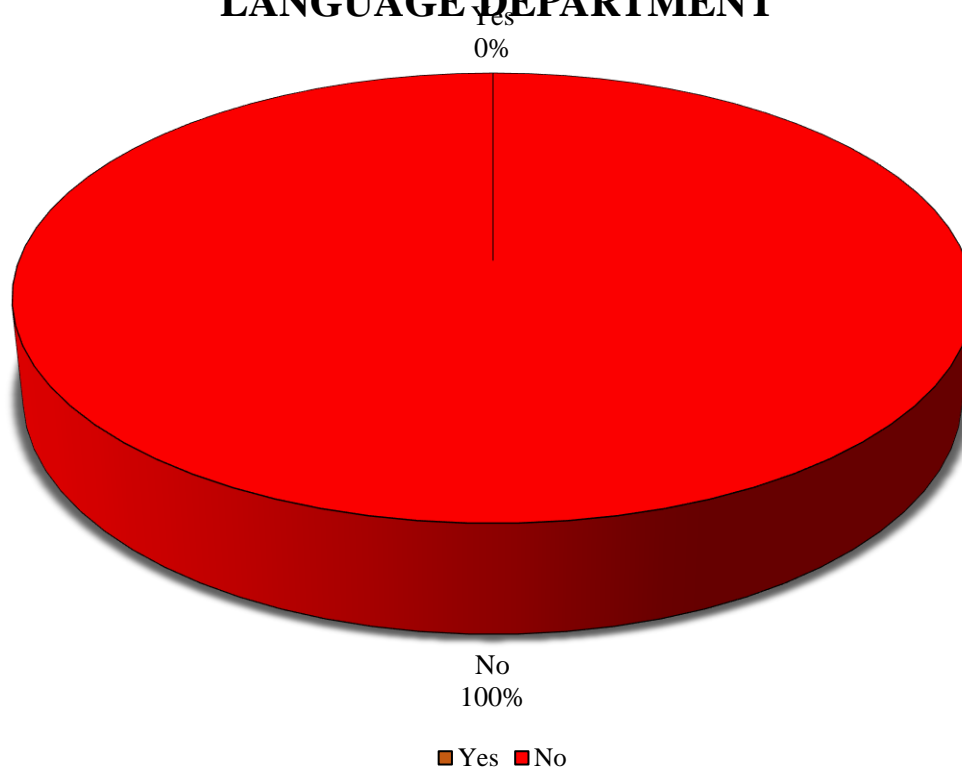
<b>ANSWERS</b>	<b>UNDERGRADUATE STUDENTS</b>
<ul style="list-style-type: none"><li>• <b>Yes</b></li></ul>	0
<ul style="list-style-type: none"><li>• <b>No</b></li></ul>	10
<b>TOTAL</b>	<b>10</b>

Chart of orientation from the Foreign Language Department concerning the choosing of minor specializations

To illustrate the table above, this graphic has been designed for better understanding.

Graphic 9

## ORIENTATION FROM THE FOREIGN LANGUAGE DEPARTMENT



According to the data collected, the 100% of the undergraduate students said they did not have any orientation by the Foreign Language Department regarding the enrollment process of the minor specializations in the first year of studies.

**14. Do you consider that the Foreign Language Department does an excellent job at the moment of orientating students from the Bachelor of Arts in Modern Languages to choose between the two minor specializations? Why?**

According to the interview aimed at the undergraduate students, the results are the following:

Chart 10  
Excellent performance from the Foreign Language Department

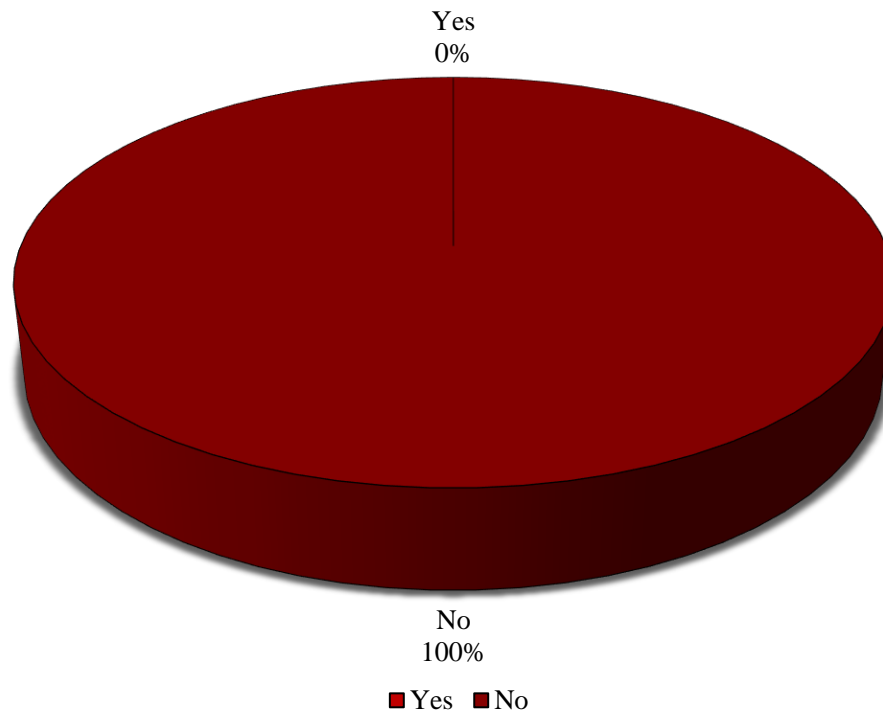
<b>ANSWERS</b>	<b>UNDERGRADUATE STUDENTS</b>
• <b>Yes</b>	0
• <b>No</b>	10
<b>TOTAL</b>	<b>10</b>

Chart of undergraduate students' qualification to the work of the Foreign Language Department

To illustrate the table above, this graphic has been designed for better understanding.

Graphic 10

### **EXCELLENT PERFORMANCE OF THE FOREIGN LANGUAGE DEPARTMENT**



The graphic above shows the undergraduate students' opinions regarding the excellent performance of the Foreign Language Department at the moment of orientating in the enrollment process of the first-year students. The 100% of the undergraduate students said it was not an excellent job.

**15. Do you have knowledge about an orientation talk by the Foreign Language Department to help first-year students choose between the two minor specializations that the Bachelor of Arts in Modern Languages currently offers?**

According to the interview aimed at the undergraduate students, the results are the following:

Chart 11  
Orientation talk by the Foreign Language Department

ANSWERS	UNDERGRADUATE STUDENTS
• Yes	0
• No	10
<b>TOTAL</b>	<b>10</b>

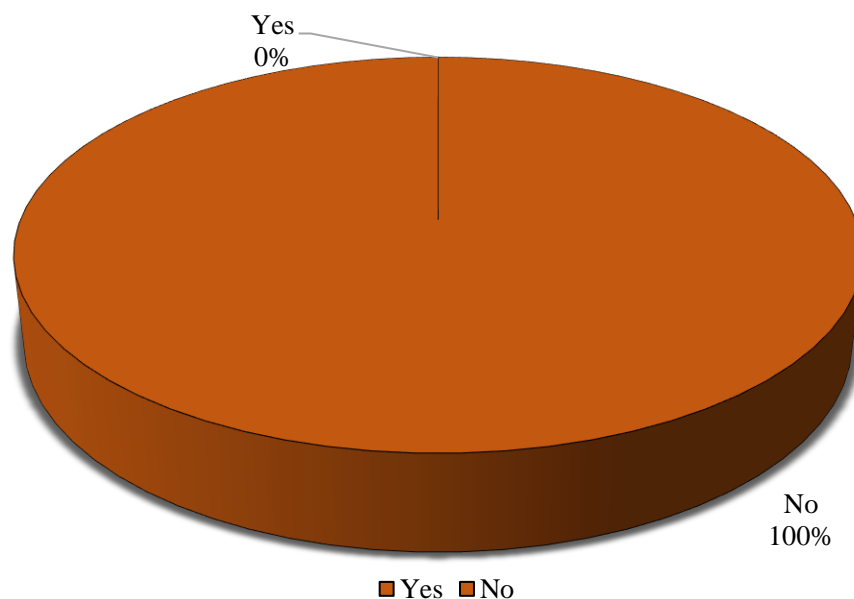
Chart of an introductory conference by the Foreign Language Department

To illustrate the table above, this graphic has been designed for better understanding.



Graphic 11

### **ORIENTATION TALK BY THE FOREIGN LANGUAGE DEPARTMENT**



As it is presented in the graphic, the 100% of the undergraduate students stated they did not have any introductory conference by the Foreign Language Department in their first year of studies regarding the enrollment process of the minor specializations of the Bachelor of Arts in Modern Languages.

**16. Do you consider that it is necessary an orientation talk by a representative of the Foreign Language Department to help freshmen of the Bachelor of Arts in Modern Languages to choose between the two minor specializations? Why?**

According to the interview aimed at the undergraduate students, the results are the following:

Chart 12  
Necessity of an orientation talk

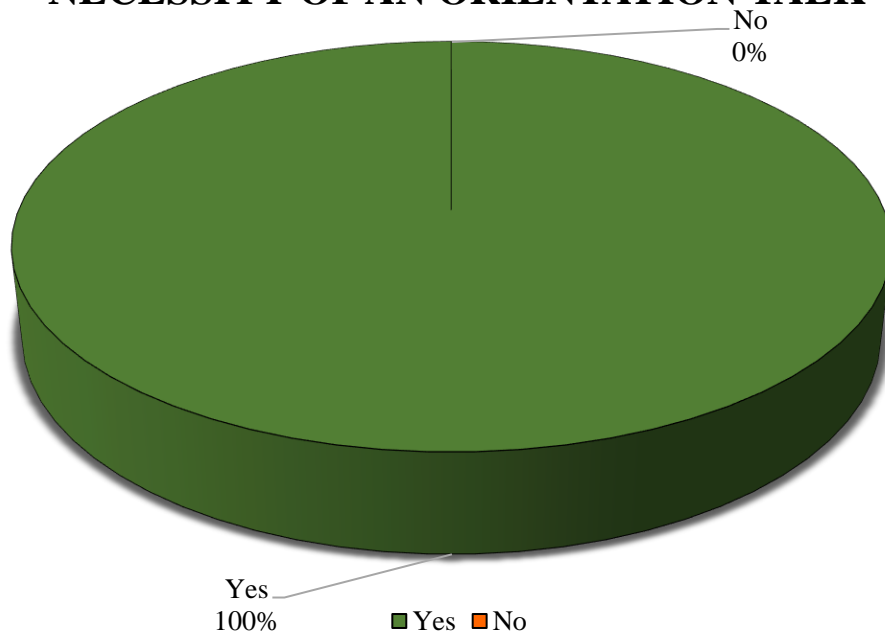
ANSWERS	UNDERGRADUATE STUDENTS
• Yes	10
• No	0
<b>TOTAL</b>	<b>10</b>

Chart of the necessity of an introductory conference by the Foreign Language Department

To illustrate the table above, this graphic has been designed for better understanding.

Graphic 12

### NECESSITY OF AN ORIENTATION TALK



The 100% of the undergraduate students expressed that it is totally necessary an introductory conference provided by the Foreign Language Department for the first-year students regarding the enrollment process of the two specialization the major offers.

## ATTACHMENT C

### UNDERGRADUATE STUDENT 1

#### QUESTIONS

**1. Which of the two minor specializations did you choose in the first year of study?**

Teoría de la Comunicación y la Información I

Psicopedagogía I

**2. What were the factors that made you choose that minor specialization?**

I chose Communication (Relaciones Públicas Area) because I like it. Also, I would like to specialize in tourism area or hotel management for the job opportunities that these areas offer me.

**3. What were the factors for not choosing the other minor specialization?**

I have to say that I like Enseñanza Area. In my personal opinion, it's nice and if I could be a teacher, I would do it. But I didn't choose it because I consider it isn't a profitable career since a teacher works a lot but does not receive a fair payment. That's why I thought this area was not advisable.

**4. What were the feelings you experimented in the enrollment process of the Bachelor of Arts in Modern Languages regarding the choice of optative subjects?**

In fact, I had a great confusion and insecurity at the moment of enrolling subjects because nobody told us what to do. I had no concise knowledge and it was hard to choose between one of the minor specializations because, as I mentioned before, I like the Enseñanza Area. Finally, I

decided to take Communications (Relaciones Públicas Area) because I thought it would be easier to find a job.

**5. Do you consider that you made an excellent decision by choosing one of the minor specializations taking into account the factors that you mentioned? Why?**

In the present, I feel like yes and no. On one hand, I consider I took an excellent decision by choosing Teoría de la Comunicación y la Información I because I know I'm going to specialize more in that area. However, I'm not sure if it is a good decision since I still keep this doubt about the lack of labor opportunities or if I'm going to work as a teacher even if I don't have this specialization, as the case of most of the undergraduate students.

**6. If your answer was no in the previous question, do you think it was a waste of money and time studying the minor specialization without a previous orientation by a responsible of the Foreign Language Department?**

The truth here is that it was a waste of money and time because I had a greater expectation when other people talked to me about communications. Then, I thought I would be prepared to get a good job after finishing the major. In some measure, things are different and I feel I have not learned enough to stand out in that area.

**7. Do you know what the objectives of the minor specializations of the Bachelor of Arts in Modern Languages are?**

To be honest, I didn't know. However, I think the reason could be to prepare students for the tourism area but I am not sure.

**8. Do you consider that your health was at risk by studying a minor specialization that would not benefit the areas of opportunities to get a job?**

No, my health wasn't at risk.

**9. What were the possible areas in which you thought you could get a job when you started studying the major?**

Well, I think in airports as flight attendant, as a tourist guide, as interpreter or translator.

**10. What are the labor alternatives in which you are sure to work now you have finished studying the major?**

In nothing. Maybe as a tourist guide. We specialized in nothing now we have finished the major. I think I must specialize in something else to work. My knowledge is basic and I need to do a specialization in what I studied as translation or communications.

**11. What were the feelings you have experienced when finishing the Bachelor of Arts in Modern Languages regarding the minor specializations?**

Disappointment! Because my expectations at the beginning of the major were to finish it and to stand out as interpreter or tourist guide, but things are different. Now, I have finished the major; but when I look for a job, companies ask me I have a master or a plus.

**12. Are the feelings the same as they were at the beginning of your major?**

I had high expectations before starting the major because as I told you, I wanted to work as a tourist guide or interpreter.

**13. Did you have any orientation from the Foreign Language Department concerning the choosing of minor specializations of the Bachelor of Arts in Modern Languages?**

Never. Nobody told us what the two options were. They left us without previous knowledge.

**14. Do you consider that the Foreign Language Department does an excellent job at the moment of orientating students from the Bachelor of Arts in Modern Languages to choose between the two minor specializations? Why?**

They are very poorly orienting students. They need coordination! It would have been better if they had oriented since the beginning. It would have been better a previous orientation to know the aim of each branch and the areas I can work. They lack a lot in that sense.

**15. Do you have knowledge about an orientation talk by the Foreign Language Department to help first-year students choose between the two minor specializations that the Bachelor of Arts in Modern Languages currently offers?**

Yes, I think I attended to a general talk given by the Academic Administration of the School and the Engineer Evelyn Magaña. However, it was a general meeting and they explained how we should registered in general terms. But it wasn't an orientation talk given by the Foreign Language Department. I must mention that I knew some general knowledge about the major because I searched on internet and I could realize that the major has two areas. By the Foreign Language Department, I have never received any introductory talk.

**16. Do you consider that it is necessary an orientation talk by a representative of the Foreign Language Department to help freshmen of the Bachelor of Arts in Modern Languages to choose between the two minor specializations? Why?**

Definitely! It's important because in this way, first-year students can know the objectives of the specializations and also in which areas they can work. They must provide an orientation talk to inform about the major. Also, they should verify the curriculum and make some changes in Relaciones Públicas Area.

## UNDERGRADUATE STUDENT 2

### QUESTIONS

**1. Which of the two minor specializations did you choose in the first year of study?**

**Teoría de la Comunicación y la Información I**

**Psicopedagogía I**

**2. What were the factors that made you choose that minor specialization?**

I didn't want to be a teacher and I didn't want to take Psicopedagogía. I considered that focusing on Communication (Relaciones Públicas Area) I could get a different and good job, but things are different. I considered Communication more interesting.

**3. What were the factors for not choosing the other minor specialization?**

I wanted to experiment something new because I consider teaching field is a little bit in a great demand. In this country, working as a teacher is ill-paid and is too heavy. I mean, I didn't want a job where I arrive and then, I receive my payment. I wanted to venture other field like communications.

**4. What were the feelings you experimented in the enrollment process of the Bachelor of Arts in Modern Languages regarding the choice of optative subjects?**

I was confused because nobody says anything regarding this. When I was enrolling it appeared the two specializations so I enrolled using logical deduction. Thanks to that, I only enrolled one specialization but I know some people who enrolled both branches and then, they had



to unenroll one subject from one of the minor specialization. Authorities say the system is friendly but they don't explain what to do.

**5. Do you consider that you made an excellent decision by choosing one of the minor specialization taking into account the factors that you mentioned? Why?**

Yes. I'm satisfied of having taken this specialization because I like this area and I got good results during the major. I learned many things and I have kept all the necessary knowledge even though I'm not working in this area. It was a good choice.

**6. If your answer was no in the previous question, do you think it was a waste of money and time studying the minor specialization despite the lack of orientation by a responsible of the Foreign Language Department?**

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**7. Do you know what the objectives of the minor specializations of the Bachelor of Arts in Modern Languages are?**

No. I only have a vague idea and I know each specialization as Enseñanza and Communications.

**8. Do you consider that your health was at risk by studying a minor specialization that would not benefit the areas of opportunities to get a job? Why?**

Fortunately, my health wasn't at risk and I'm not working in this area. In fact, I have not been interested in finding a job related to that.

**9. What were the possible areas in which you thought you could get a job when you started studying the major?**

At the beginning, I considered nothing because I didn't know anything. The only influence I had was my mom. She considered this area was the best since she is a lawyer.

**10. What are the labor alternatives in which you are sure to work now you have finished studying the major?**

I think in Human Resources because my area is related to it.

**11. What were the feelings you have experienced when finishing the Bachelor of Arts in Modern Languages regarding the minor specializations?**

I can't tell you I wasn't sure about the orientation of each specialization. In fact, what I thought at the beginning of this major has changed and my feelings are different.

**12. Are the feelings the same as they were at the beginning of your major?**

Considering that I have got a job based on the integral area of the major which is teaching and not in the area I'm specialized, I'm uncertain because it's difficult to understand the orientation of the major.

**13. Did you have any orientation from the Foreign Language Department concerning the choosing of minor specializations of the Bachelor of Arts in Modern Languages?**

No. I realized they carry out a process to help students with a grade point average less than 6.00 so that they can enroll the most appropriate subjects and not to affect the academic charge. But this isn't an orientation about the minor specializations.

**14. Do you consider that the Foreign Language Department does an excellent job at the moment of orientating students from the Bachelor of Arts in Modern Languages to choose between the two minor specializations? Why?**

No. It's insufficient! I consider there should have a forum or an orientation talk for freshmen. I know there is a general talk for freshmen but it isn't detailed at all. People enroll as they can and don't know what they are doing and what subject to take. People need to listen to: this is about this and that!

**15. Do you have knowledge about an orientation talk by the Foreign Language Department to help first-year students choose between the two minor specializations that the Bachelor of Arts in Modern Languages currently offers?**

None!

**16. Do you consider that it is necessary an orientation talk by a representative of the Foreign Language Department to help freshmen of the Bachelor of Arts in Modern Languages to choose between the two minor specializations? Why?**

It is totally necessary. In this way, it can be avoided changes between majors or the minor specializations and there would be no people who fail in one specialization subject. The Department has to see the result of not giving an orientation.

## UNDERGRADUATE STUDENT 3

### QUESTIONS

**1. Which of the two minor specializations did you choose in the first year of study?**

Teoría de la Comunicación y la Información I

Psicopedagogía I

**2. What were the factors that made you choose that minor specialization?**

I already knew that at the end of the major, Enseñanza Area did not provide me the English certificate. Then I considered better to study Communications and later study the pedagogical training course which provides the English certificate in order to be prepared in both areas by finishing the major.

**3. What were the factors for not choosing the other minor specialization?**

I think the lack of English certificate and to have better labor opportunities were the reasons.

**4. What were the feelings you experimented in the enrollment process of the Bachelor of Arts in Modern Languages regarding the choice of optative subjects?**

It was a new experience for me enrolling online though I was a student from other major. I didn't have any orientation at the moment of the enrollment process and I just had a guide from internet and I felt frustrated. Besides, I had some discomfort with my schedules and I was anxious to know what the major was offering to me since the forum given by the Academic Administration of the School of Arts and Sciences to freshmen was not too deep.

**5. Do you consider that you made an excellent decision by choosing one of the minor specialization taking into account the factors that you mentioned? Why?**

First, I thought Relaciones Públicas was a good decision because, as I mentioned before, I wanted to specialize first in this optative subject and later, to apply for the pedagogical training course. However, during the major, I realized that the communication subjects were not enough and were few to prepare students in that area. Besides, the jobs I wanted to apply have been reduced. What I can say, at the end, it was not a good decision.

**6. If your answer was no in the previous question, do you think it was a waste of money and time studying the minor specialization without a previous orientation by a responsible of the Foreign Language Department?**

It wasn't a waste of money and time but it was insufficient the knowledge that we, as students, acquired

**7. Do you know what the objectives of the minor specializations of the Bachelor of Arts in Modern Languages are?**

Yes, but... maybe in general terms. When we finish the major; we believe that these subjects are to fulfill the curriculum because if there were more optative subjects for each specialization, we would be more prepared in areas such as tourism or to work at airports. Maybe they can inform us about the possible jobs. But there was never an orientation about the objectives of each branch. At the end, I did not get what I expected and I didn't know if opting for the other branch would have been the same because the fact the major does not provide English certificate is a disadvantage. You can't work in public institutions and your salary is affected.

**8. Do you consider that your health was at risk by studying a minor specialization that would not benefit the areas of opportunities to get a job?**

I have worked in telemarketing and I realized that some techniques I learned in my specialization have been useful to work in a call center. What I have felt is stress because our branch is not oriented enough to finding a job.

**9. What were the possible areas in which you thought you could get a job when you started studying the major?**

When I started the major, I believed that I could work in communications though I didn't want that were an option. I thought in tourism area in management, interpretation and translation to study a master after finishing the major having got the bases from the major or something related to communications.

**10. What are the labor alternatives in which you are sure to work now you have finished studying the major?**

I don't feel prepared in any area. I'm working in telemarketing but I consider it isn't necessary to have much knowledge to work in a call center. I am sure that I can work as a customer service agent but not in other positions.

**11. What were the feelings you have experienced when finishing the Bachelor of Arts in Modern Languages regarding the minor specializations?**

I feel frustrated because I expected to be prepared to work in the areas I thought but I'm not sure about it. I know some friends who are working as teacher without having that specialization.

**12. Are the feelings the same as they were at the beginning of your major?**

They weren't the same. I was uncertain at the beginning of the major because I wasn't sure what I was going to study. I just had expectations.

**13. Did you have any orientation from the Foreign Language Department concerning the choosing of minor specializations of the Bachelor of Arts in Modern Languages?**

I just know about a general talk carried out by the Academic Administration of the School of Arts and Sciences where it's explained that the major has two branches and just that. But it wasn't a talk with the necessary information to make an excellent decision. Thanks to that I knew I wouldn't receive English certificate, I decided to take Relaciones Públicas Area. They didn't say what you are going to study, the possible jobs, and the areas.

**14. Do you consider that the Foreign Language Department does an excellent job at the moment of orientating students from the Bachelor of Arts in Modern Languages to choose between the two minor specializations? Why?**

It is too bad! Before the registration, the Foreign Language Department should advertise on websites or social media like Facebook about the major, explaining the possible labor areas. They should give the publicity as the University does for the admission tests!

**15. Do you have knowledge about an orientation talk by the Foreign Language Department to help first-year students choose between the two minor specializations that the Bachelor of Arts in Modern Languages currently offers?**

No.

**16. Do you consider that it is necessary an orientation talk by a representative of the Foreign Language Department to help freshmen of the Bachelor of Arts in Modern Languages to choose between the two minor specializations? Why?**

It is annoying. Everyone wants to have real specialties. First-year students need to know the objectives of the major and the minor specializations.



## UNDERGRADUATE STUDENT 4

### QUESTIONS

**1. Which of the two minor specializations did you choose in the first year of study?**

Teoría de la Comunicación y la Información I

Psicopedagogía I

**2. What were the factors that made you choose that minor specialization?**

At the beginning, I didn't know I only had to choose one branch and I had enrolled both Relaciones Publicas Area and Enseñanza Area. Then I realized that I could take just one branch and for some problems with my schedules, I unenrolled Relaciones Públicas Area. But, I can tell that I chose Enseñanza Area because I like it!

**3. What were the factors for not choosing the other minor specialization?**

I didn't know it was obligatory to choose just one branch but when I realized about that, I took Enseñanza Area because I had no idea about Relaciones Públicas Area.

**4. What were the feelings you experimented in the enrollment process of the Bachelor of Arts in Modern Languages regarding the choice of optative subjects?**

I was worried because I didn't know if I had to enroll both specializations. And I was worried for my schedules because it would be more difficult for me.

**5. Do you consider that you made an excellent decision by choosing one of the minor specializations taking into account the factors that you mentioned? Why?**

Yes, it was a good decision because I always wanted to study this area and I'm studying what I like the most.

**6. If your answer was no in the previous question, do you think it was a waste of money and time studying the minor specialization without a previous orientation by a responsible of the Foreign Language Department?**

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**7. Do you know what the objectives of the minor specializations of the Bachelor of Arts in Modern Languages are?**

No! But in Enseñanza Area I imagine it is to prepare capable teachers in modern languages. But this is just a supposition. Regarding the other major, I don't know anything.

**8. Do you consider that your health was at risk by studying a minor specialization that would not benefit the areas of opportunities to get a job?**

I felt stress because not having English certificate affect my plans for the future and I asked myself: "What have I been doing all these years?"

**9. What were the possible areas in which you thought you could get a job when you started studying the major?**

I can tell, in public schools. But ... now, with the problem of the English certificate I'm uncertain and I don't know if I wasted my time studying this. However, I like my area.

**10. What are the labor alternatives in which you are sure to work now you have finished studying the major?**

In call center as a customer service agent! In public schools, they give the opportunity to cover some classes but no more because of the English certificate and I don't feel prepared in my area.

**11. What were the feelings you have experienced when finishing the Bachelor of Arts in Modern Languages regarding the minor specializations?**

I feel insecure because I consider I'm not totally prepared.

**12. Are the feelings the same as they were at the beginning of your major?**

At the beginning, the feelings were not the same. I was uncertain about the area I chose. I expected something else.

**13. Did you have any orientation from the Foreign Language Department concerning the choosing of minor specializations of the Bachelor of Arts in Modern Languages?**

Never. But I have heard that the Academic Administration of the School of Arts and Sciences carry it out for all the majors of the school.

**14. Do you consider that the Foreign Language Department does an excellent job at the moment of orientating students from the Bachelor of Arts in Modern Languages to choose between the two minor specializations? Why?**

No. They don't orient freshmen in this difficult process.

**15. Do you have knowledge about an orientation talk by the Foreign Language Department to help first-year students choose between the two minor specializations that the Bachelor of Arts in Modern Languages currently offers?**

Never.

**16. Do you consider that it is necessary an orientation talk by a representative of the Foreign Language Department to help freshmen of the Bachelor of Arts in Modern Languages to choose between the two minor specializations? Why?**

Of course. The Foreign Language Department should implement a meeting for all freshmen of the major. In this way, we can avoid confusions because it's displeasure every semester.

## UNDERGRADUATE STUDENT 5

### QUESTIONS

**1. Which of the two minor specializations did you choose in the first year of study?**

Teoría de la Comunicación y la Información I

Psicopedagogía I

**2. What were the factors that made you choose that minor specialization?**

I enrolled both optative subjects because nobody gave me any orientation about these subjects. I didn't know anything about the optative subjects before the enrollment process; consequently, I registered both Teoría de la Comunicación y la Información I and Psicopedagogía and even, I attended both courses during the first week at the University. However, at the end of the week, one professor went to every classroom and he explained to us we had to choose just one area of the minor specialization. We're a great number of people that made this mistake in the enrollment process in the semester I, 2012. For me, this situation was difficult since I 'd many problems in my schedule so I was disappointed. After that, I chose the Enseñanza Area because I always wanted to be a teacher and I thought there were more job opportunities in the Enseñanza area.

**3. What were the factors for not choosing the other minor specialization?**

On account, I was attended both courses during the first week at University, I can say I didn't like the way the professor taught the Teoría de la Comunicación y la Información I, and as I said before I always wanted to be a teacher thus I chose the Enseñanza Area.

**4. What were the feelings you experimented in the enrollment process of the Bachelor of Arts in Modern Languages regarding the choice of optative subjects?**

Well, I was concerned because I didn't know the professors. Moreover, I had some problems during the enrollment process. My main problem was the registration of the both minor specializations and also, I couldn't register early and there weren't enough student quota in some group. So, my schedule in first-year was so disorganized and that was so frustrated.

**5. Do you consider that you made an excellent decision by choosing one of the minor specialization taking into account the factors that you mentioned? Why?**

At the beginning, I thought Enseñanza Area was the best option for me, but at the end of the major, I realized it wasn't true at all because the Enseñanza Area didn't give to us the English certificate. I thought that when I finished my major, I would be able to become a teacher and I would have the English certificate. Now, I know I have to study a master degree in order to get an English certificate. That means, to study for three more years at the University. If I had known it, I would have chosen other major as Bachelor of Arts in English Language Teaching. In this way, I would be able to teach that's what I really want. Nevertheless, I didn't regret because I like the major and I learned French that was the principal reason I chose this major.

**6. If your answer was no in the previous question, do you think it was a waste of money and time studying the minor specialization despite the lack of orientation by a responsible of the Foreign Language Department?**

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**7. Do you know what the objectives of the minor specializations of the Bachelor of Arts in Modern Languages are?**

To be honest, I remember I read the objectives before starting the major but I didn't take them into account, so I don't remember the objectives. However, I related Enseñanza Area with teaching but I don't have any idea about the objectives of the Relaciones Públicas Area.

**8. Do you consider that your health was at risk by studying a minor specialization that would not benefit the areas of opportunities to get a job? Why?**

Well, I felt that my health was affected when I knew about the English certificate. I realized about this problem because I had a project in Seminario II about the curricula modification and the Authorities of the Ministry of Education said to us that our major lacks subjects related to education methodology. So, I was depressed and I wanted to quit the major and even I thought to change to the Bachelor of Arts in English Language Teaching. However, I decided to continue studying the major.

**9. What were the possible areas in which you thought you could get a job when you started studying the major?**

I thought I could work as a teacher at schools or public institutions because I always wanted to be a teacher.

**10. What are the labor alternatives in which you are sure to work now you have finished studying the major?**

I could work as a customer service agent, for me, there were more jobs opportunities in call centers despite I chose the Enseñanza Area. Since the beginning, I knew that I if had studied the

other optative subject, Relaciones Públicas Area, I would have had more job opportunities as a customer service agent but I never wanted to work in a call center. But now, I know that due to the English certificate, I don't get many opportunities in teaching, thus, I have to find a work as a customer service agent or in any area related to the languages.

**11. What were the feelings you have experienced when finishing the Bachelor of Arts in Modern Languages regarding the minor specializations?**

In one hand, I was so happy because I completed the major, in the other hand, I was unsatisfied. Nowadays, I can't work as a teacher. For me, it is clear that if I want to be a teacher, I would strive much more, make some sacrifices and work as a customer service agent in order to have the possibility to study a master degree thus in a few years to work as teacher.

**12. Are the feelings the same as they were at the beginning of your major?**

My feelings were totally different since the beginning of the major I was so excited and hopeful about my future. I thought that, in a near future, I would be a teacher and help my family, but, at the end of the major, I feel my goals were still far, thus, I have to continue striving to achieve my dreams.

**13. Did you have any orientation from the Foreign Language Department concerning the choosing of minor specializations of the Bachelor of Arts in Modern Languages?**

I remember a general talk by Academic Administration of the School of Arts and Sciences but it was as a welcome for us. However, I didn't have any orientation from the Foreign Language Department concerning the choosing of minor specializations. I didn't know there were optative subjects in the major, because of it, I made a mistake in the registration of the subjects, I enrolled both minor specializations; Psicopedagogía and Teoría de la Comunicación y la Información I.



**14. Do you consider that the Foreign Language Department does an excellent job at the moment of orientating students from the Bachelor of Arts in Modern Languages to choose between the two minor specializations? Why?**

I think the work of the Foreign Language Department is insufficient because we, as freshmen, needed an orientation at the beginning of our studies. The Department should give the freshmen some guidance and tell them what the possible job opportunities are according to the optional subjects.

**15. Do you have knowledge about an orientation talk by the Foreign Language Department to help first-year students choose between the two minor specializations that the Bachelor of Arts in Modern Languages currently offers?**

I don't have any idea about it.

**16. Do you consider that it is necessary an orientation talk by a representative of the Foreign Language Department to help freshmen of the Bachelor of Arts in Modern Languages to choose between the two minor specializations? Why?**

I think it is so necessary an orientation talk. The Foreign Language Department can take as example the introductory talk of the Academic Administration of the School of Arts and Sciences. The Department should explain to the freshmen the objectives of the major and the minor specialization, moreover, the possible job opportunities.

## UNDERGRADUATE STUDENT 6

### QUESTIONS

**1. Which of the two minor specializations did you choose in the first year of study?**

Teoría de la Comunicación y la Información I

Psicopedagogía I

**2. What were the factors that made you choose that minor specialization?**

I had some experienced as a teacher because I studied “PROFESORADO EN MATEMÁTICAS” at the Multidisciplinaria Paracentral, nevertheless, I decided to make a change of major because I realized I didn't want to be a teacher. Moreover, I preferred to try something else even though I didn't know anything about the Communication (Relaciones Públicas Area) but I had a friend in the major and he explained to me the enrollment process and the optative subjects the major has.

**3. What were the factors for not choosing the other minor specialization?**

As I said before, I had experienced as a teacher and I didn't like it. However, I thought I could take both minor specialization but my friend told me that I had to choose just one optional subject. Hence, I chose Communication Area.

**4. What were the feelings you experimented in the enrollment process of the Bachelor of Arts in Modern Languages regarding the choice of optative subjects?**

To me, the whole enrollment process was a chaos and it was frustrated because I didn't know anything about the professors' methodology and the objectives of the minor specialization

that I chose. The registration was tedious. I believe that I wasn't the only one with this type of experiences in the registration.

**5. Do you consider that you made an excellent decision by choosing one of the minor specialization taking into account the factors that you mentioned? Why?**

The Communication Area was the best option for me but, now, I think my major didn't give me enough tools to run as a professional. However, I didn't regret because I learned so many things in the major that can help me a lot.

**6. If your answer was no in the previous question, do you think it was a waste of money and time studying the minor specialization despite the lack of orientation by a responsible of the Foreign Language Department?**

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**7. Do you know what the objectives of the minor specializations of the Bachelor of Arts in Modern Languages are?**

I don't know the objectives of the minor specializations and even I didn't know the area is Relaciones Públicas, I called it Communication Area. I didn't have any orientation about the objectives of the major and less about the objectives of the minor specialization. Also, I didn't have any idea that the objective of the Relaciones Públicas Area is to prepare interpreters and translators. About the Enseñanza Area, I relate Enseñanza Area with.

**8. Do you consider that your health was at risk by studying a minor specialization that would not benefit the areas of opportunities to get a job? Why?**

My health wasn't at risk during the major.

**9. What were the possible areas in which you thought you could get a job when you started studying the major?**

A friend of mine gave me some ideas about the possible job opportunities. He told me that I could work as a tourist guide, as a flight attendant or something related to migratory affairs.

**10. What are the labor alternatives in which you are sure to work now you have finished studying the major?**

I feel prepared to work in something related to migratory affairs, also, I can work as a teacher or as a customer service agent. But I want to study a master degree in translation to have a specialization.

**11. What were the feelings you have experienced when finishing the Bachelor of Arts in Modern Languages regarding the minor specializations?**

I have mixed feeling. I'm happy because I completed my major but I'm confused and disappointed since I don't feel totally prepared as a professional. Also, during my studies, I had a different idea about the purpose of the major.

**12. Are the feelings the same as they were at the beginning of your major?**

When I started the major, I felt excited because I was going to learn French and I thought this language would open so many jobs opportunities.

**13. Did you have any orientation from the Foreign Language Department concerning the choosing of minor specializations of the Bachelor of Arts in Modern Languages?**

No, I didn't have any orientation from the Foreign Language Department considering the minor specializations. However, I had knowledge about an introductory talk about general terms of the registration by the Academic Administration of the School of Arts and Sciences but I didn't go. A friend of mine was the one who gave me some orientations about the enrollment process and the professors' methodology.

**14. Do you consider that the Foreign Language Department does an excellent job at the moment of orientating students from the Bachelor of Arts in Modern Languages to choose between the two minor specializations? Why?**

The Foreign Language Department doesn't do an excellent work because it did not give the correct orientation to the freshmen. It doesn't do its work.

**15. Do you have knowledge about an orientation talk by the Foreign Language Department to help first-year students choose between the two minor specializations that the Bachelor of Arts in Modern Languages currently offers?**

No, I don't. As I said before the Department doesn't do well its work.

**16. Do you consider that it is necessary an orientation talk by a representative of the Foreign Language Department to help freshmen of the Bachelor of Arts in Modern Languages to choose between the two minor specializations? Why?**

Yes! It is essential to have an orientation talk because many freshmen had some misconceptions about the major and they don't know anything about the subjects. With this kind

of talk, they can clarify their doubts. At least, the freshmen will have to know what the axes of the major are and what the purpose of the major is. I think the orientation talk has to be specified to the Bachelor of Arts in Modern Languages. Moreover, the department can use the different social media in order to the students.

## UNDERGRADUATE STUDENT 7

### QUESTIONS

**1. Which of the two minor specializations did you choose in the first year of study?**

Teoría de la Comunicación y la Información I

Psicopedagogía I

**2. What were the factors that made you choose that minor specialization?**

I like the Enseñanza Area. Although I wasn't sure what Psicopedagogía means but I related to the education because someone said that to me. I liked the option because it will be a good tool if I have the possibility to teach. However, I don't want to be a teacher all my life.

**3. What were the factors for not choosing the other minor specialization?**

I didn't choose Communication (Relaciones Pùblicas Area) because, for me, it was logic if there are optative subjects, I have to choose just one of them. Thus, I chose just Enseñanza Area. Nevertheless, at the beginning the major, I didn't know what branch I should have taken and I thought that these specializations were optative subjects, it would be possible to take both subjects. So, I planned to take Psicopedagogía in the first-year and take Opinión Pública in three-years, in this way, I could take advantage of both minor specializations. But after, I realized I could take just one minor specialization during the major.

**4. What were the feelings you experimented in the enrollment process of the Bachelor of Arts in Modern Languages regarding the choice of optative subjects?**

First, I felt panic because I didn't know what exactly to do. I didn't have any guidance about the enrollment process but I had some ideas about the registration since a friend of mine told me his experiences. Then, I was afraid when I realized about both minor specializations. I didn't know if I should have enrolled either both optative subjects or just one of them. During the whole enrollment process, I was insecure and even when I finished the registration I did not know if I did it well.

**5. Do you consider that you made an excellent decision by choosing one of the minor specialization taking into account the factors that you mentioned? Why?**

Yes! Well, it was a good decision to choose Psicopedagogía but it wasn't at excellent decision. Enseñanza Area gave me some good teaching theories that oriented me when I performed my social service; nonetheless, I needed additional tools because I taught children and I had no idea how to work with them. For me, it was clear that it is necessary other knowledge, for example; teaching methods for children as activities, dynamics or games to manage kids. I think if I hadn't taken the optional subjects, it wouldn't have made any difference in the major.

**6. If your answer was no in the previous question, do you think it was a waste of money and time studying the minor specialization despite the lack of orientation by a responsible of the Foreign Language Department?**

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**7. Do you know what the objectives of the minor specializations of the Bachelor of Arts in Modern Languages are?**

No, I don't know the objectives of the minor specializations. About Communication (Relaciones Públicas) Area, I can't say anything since I'm not familiar with the area but I suppose its aim is to give the basis theory concerning communication methods. Talking about Enseñanza Area, I think its objective is to give basis methodology regarding teaching methods, classroom management, lesson plans in order to be prepared to manage a classroom.

**8. Do you consider that your health was at risk by studying a minor specialization that would not benefit the areas of opportunities to get a job? Why?**

Of course! My health was at risk since I didn't live in San Salvador, so I had to travel every day, that meant, for me, fewer hours of sleep and more fatigue, also, I didn't have enough rest and the accumulated fatigue caused me anxiety, and anxiety caused me stress. Moreover, taking into account that sometimes I didn't have a good diet during the major, nowadays, I suffer from gastritis.

**9. What were the possible areas in which you thought you could get a job when you started studying the major?**

I thought I will be able to work at any teaching area. I supposed I could teach in the Elementary Education or Secondary Education.

**10. What are the labor alternatives in which you are sure to work now you have finished studying the major?**

I'm sure I can work as a customer service agent in a call center, unfortunately. As long as people dominate different languages, the job opportunities in this type of industries are high. I can't

find a job as a teacher due to the English certificate. It is sad we don't have any certification about our knowledge in teaching. Another labor alternative will be to work as a translator but I have to study a master degree in translation.

**11. What were the feelings you have experienced when finishing the Bachelor of Arts in Modern Languages regarding the minor specializations?**

Well, I was disappointed because I realized my possibilities were limited. I can't work in the field I want since I don't have the teacher scale. And also, I was disappointed because until the end of the major, I realized that I would not have the teacher scale. I knew that the minor specialization isn't the same as the major subjects but at least we need some certification about our knowledge of teaching.

**12. Are the feelings the same as they were at the beginning of your major?**

No, my feelings are totally different. At the beginning of the major, I was so happy for the different job possibilities and for the new experiences at University. Also, I had high expectations regarding the major. Nevertheless, nowadays, I feel disappointed as I mentioned in the previous question.

**13. Did you have any orientation from the Foreign Language Department concerning the choosing of minor specializations of the Bachelor of Arts in Modern Languages?**

No, I didn't have any orientation from the Foreign Language Department regarding the minor specializations. I just remember an introductory talk by the Academic Administration of the School of Arts and Sciences that was before I started the major but the talk was to introduce the principal authorities of the Academic Administration of the School of Arts and Sciences and as a welcome for us.

**14. Do you consider that the Foreign Language Department does an excellent job at the moment of orientating students from the Bachelor of Arts in Modern Languages to choose between the two minor specializations? Why?**

I recognized that the Department tries to help the students but it is in general terms and at the end, the Department doesn't help us with anything. As freshmen, everything is new and it is worse when we don't have the correct guidance by the Department.

**15. Do you have knowledge about an orientation talk by the Foreign Language Department to help first-year students choose between the two minor specializations that the Bachelor of Arts in Modern Languages currently offers?**

No, I don't know but I'm sure the first-year students will tell you that they didn't have any orientation talk.

**16. Do you consider that it is necessary an orientation talk by a representative of the Foreign Language Department to help freshmen of the Bachelor of Arts in Modern Languages to choose between the two minor specializations? Why?**

Definitely! It is important to have an orientation talk. Thus, the freshmen will have knowledge about the aims of the major and the minor specializations. For me, the orientation talk has to be specified to the Bachelor of Arts in Modern Languages. I think the Foreign Language Department should be more organized and pay more attention to the students.

## UNDERGRADUATE STUDENT 8

### QUESTIONS

1. Which of the two minor specializations did you choose in the first year of study?

Teoría de la Comunicación y la Información I

Psicopedagogía I

2. What were the factors that made you choose that minor specialization?

I cannot tell, the reason to choose this, it sounded more beautiful than teaching. Moreover, I don't want to be a teacher, and I will have to prepare a class.

3. What were the factors for not choosing the other minor specialization?

I don't consider myself as someone who could be a teacher, I will have to be responsible for a group of students, and I will have to prepare thing for the courses.

4. What were the feelings you experimented in the enrollment process of the Bachelor of Arts in Modern Languages regarding the choice of optative subjects?

I experienced confusion, stress not knowing what to do. It was a dilemma because we didn't have any orientation about each specialization, we chose what we consider better "just by listening the names", and we relate "Comunicaciones" with working at the Tourism Ministry.

**5. Do you consider that you made an excellent decision by choosing one of the minor specialization taking into account the factors that you mentioned? Why?**

Through the time, yes. Even though I had my doubts along the major. I had a lot of doubts but now I can say it was the best decision.

**6. If your answer was no in the previous question, do you think it was a waste of money and time studying the minor specialization without a previous orientation by a responsible of the Foreign Language Department?**

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**7. Do you know what the objectives of the minor specializations of the Bachelor of Arts in Modern Languages are?**

I didn't know them. And, actually, I don't know them.

**8. Do you consider that your health was at risk by studying a minor specialization that would not benefit the areas of opportunities to get a job?**

It could be, but in this area when you finish the major what is the only place where you can find a job easily, in a call center. I think no one wants but they need to get a job. I am stressed.

**9. What were the possible areas in which you thought you could get a job when you started studying the major?**

I thought I could get a job at Tourism Ministry, Migration, at an Embassy that got my attention and now I think the reality is completely different about what I thought.

**10. What are the labor alternatives in which you are sure to work now you have finished studying the major?**

It is hard to say! I think the only one and I am pretty sure is to work in a call center, but it is the most stressful job. To be a teacher, it could be my second alternative, but I am not 100% prepared. I would have to study more, I will have to study a master degree.

**11. What were the feelings you have experienced when finishing the Bachelor of Arts in Modern Languages regarding the minor specializations?**

I'm totally stressed out because I don't know what to do. At the beginning, I was confused and now I feel insecure about my future.

**12. Are the feelings the same as they were at the beginning of your major?**

I just can say I finish the major but the feelings remind the same.

**13. Did you have any orientation from the Foreign Language Department concerning the choosing of minor specializations of the Bachelor of Arts in Modern Languages?**

I didn't have any previous orientation before the enrollment process.

**14. Do you consider that the Foreign Language Department does an excellent job at the moment of orientating students from the Bachelor of Arts in Modern Languages to choose between the two minor specializations? Why?**

No, because we as student don't have any orientation about the minor specializations, and we don't know anything.

**15. Do you have knowledge about an orientation talk by the Foreign Language Department to help first-year students choose between the two minor specializations that the Bachelor of Arts in Modern Languages currently offers?**

No, I didn't know there is an orientation talk.

**16. Do you consider that it is necessary an orientation talk by a representative of the Foreign Language Department to help freshmen of the Bachelor of Arts in Modern Languages to choose between the two minor specializations? Why?**

Of course, we need an orientation talk and it has to be a job from the Foreign Language Department and other institutions that support it. I consider the private enterprise should have to help to orientate students too.

## UNDERGRADUATE STUDENT 9

### QUESTIONS

**1. Which of the two minor specializations did you choose in the first year of study?**

Teoría de la Comunicación y la Información I

Psicopedagogía I

**2. What were the factors that made you choose that minor specialization?**

Actually, there was no student quota in Teoría de la Comunicación y la Información I, and during the first year, we as students want to fix the schedule for not being the whole day at the university and I remember there was a group from 3 p.m. to 5 p.m. in Teoría de la Comunicación y la Información I and another group from 4 p.m. to 6 p.m. in Psicopedagogía. And I had on mind that Teoría will help me more than Psicopedagogía but when I was enrolling the subjects, I realized I couldn't enroll in Teoría de la Comunicación y la Información I. At that time, I had to enroll or not to study one subject, and couldn't do that.

**3. What were the factors for not choosing the other minor specialization?**

When you are young, we say we don't like this or that. Why would I be a teacher? I thought, most of the students think like this. It is different the idea that I have of this now. I love it and it was the best mistake that could happened due to the University for not providing with more student quota. The major does not give you the diploma to be a teacher but at least I have the bases.



**4. What were the feelings you experimented in the enrollment process of the Bachelor of Arts in Modern Languages regarding the choice of optative subjects?**

I didn't have any, I didn't know anything, I just knew that Teoría was better because of students, but others told me that Psicopedagogía was better but I didn't know anything about the major.

**5. Do you consider that you made an excellent decision by choosing one of the minor specialization taking into account the factors that you mentioned? Why?**

I like it more, I love having this knowledge, to have the bases, as I say, I do not have the power to say I am going to teach now, I now I need more studies, more practice I love teaching.

**6. If your answer was no in the previous question, do you think it was a waste of money and time studying the minor specialization without a previous orientation by a responsible of the Foreign Language Department?**

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**7. Do you know what the objectives of the minor specializations of the Bachelor of Arts in Modern Languages are?**

No, I don't know, I just know the major provides with some bases.

**8. Do you consider that your health was at risk by studying a minor specialization that would not benefit the areas of opportunities to get a job?**

I don't consider my health was at risk, I'm someone who works better under pressure. But if I had chosen Teoría de la Comunicación y la Información I as I wanted that would have been affect my health, and if I hadn't liked Psicopedagogía it would have been difficult for me.

**9. What were the possible areas in which you thought you could get a job when you started studying the major?**

Actually, the job I want is not available here in this country, I want to work in the teaching area. Now, I work in a call center and as you know many of my partners who had studied French too have many mistakes, I'm not saying my French is perfect but I would like to work in a place where I could be like a trainer and a couch to train people to reinforce the knowledge, in a place where I can teach grammar, idiomatic expressions. I would like to work in a company where I can share my knowledge that's why I love Psicopedagogía.

**10. What are the labor alternatives in which you are sure to work now you have finished studying the major?**

I work in a call center, but if I want to be a teacher I know that I have to prepare myself even more because I just have the bases.

**11. What were the feelings you have experienced when finishing the Bachelor of Arts in Modern Languages regarding the minor specializations?**

I feel a little disappointed because I need to study even more to be sure about what the future will have for me.

**12. Are the feelings the same as they were at the beginning of your major?**

They are very different because at the beginning I didn't know what to expect. I came to see what the major offers. I came to study just because I want to be a professional. I want to have more studies since most of my family just study at high school, at least. I have learned, and I feel a little bit prepared to teach.

**13. Did you have any orientation from the Foreign Language Department concerning the choosing of minor specializations of the Bachelor of Arts in Modern Languages?**

No, I didn't have any previous orientation. In any moment, some from the Foreign Language Department said if you chose this optative your major would take this side.

**14. Do you consider that the Foreign Language Department does an excellent job at the moment of orientating students from the Bachelor of Arts in Modern Languages to choose between the two minor specializations? Why?**

The Foreign Language Department doesn't provide any information about the optative branches the major offers.

**15. Do you have knowledge about an orientation talk by the Foreign Language Department to help first-year students choose between the two minor specializations that the Bachelor of Arts in Modern Languages currently offers?**

I knew there was a talk, but I didn't receive any notification and no one told me about it. But as I know it wasn't provided by the Foreign Language Department. It just was an introduction to the enrollment process.

**16. Do you consider that it is necessary an orientation talk by a representative of the Foreign Language Department to help freshmen of the Bachelor of Arts in Modern Languages to choose between the two minor specializations? Why?**

It is necessary, and the responsible should be the Head of the major from the Foreign Language Department, and also it is necessary an orientation talk so that freshmen will know the objectives of the optative subjects.

## UNDERGRADUATE STUDENT 10

### QUESTIONS

**1. Which of the two minor specializations did you choose in the first year of study?**

Teoría de la Comunicación y la Información I

Psicopedagogía I

**2. What were the factors that made you choose that minor specialization?**

To be honest, when I started studying the major I enrolled both minor specializations because I didn't know. Unfortunately, I failed in Teoría de la Comunicación y la Información I. I continued with Psicopedagogía and I didn't take any other subject from Communication, and after the second or third year I realized I couldn't take both subjects.

**3. What were the factors for not choosing the other minor specialization?**

At that time, I enrolled the two minor specializations because my mother asked me if I just thought to enroll only three subjects the first semester of the major; so, I took both subjects because I didn't have any information about the subjects.

**4. What were the feelings you experimented in the enrollment process of the Bachelor of Arts in Modern Languages regarding the choice of optative subjects?**

I experienced confusion and desperation. I didn't know what I was going to do. I mentalized myself what this was going to do for me and, then, I said I want to be this and I did not have another choice but to take didactics.

**5. Do you consider that you made an excellent decision by choosing one of the minor specializations taking into account the factors that you mentioned? Why?**

It was, but the things I learned were the things I already knew. The things I learned when I was in high school, I learned in a subject called “Orientación para la Vida”. And I thought: I have to study this for around five years.

**6. If your answer was no in the previous question, do you think it was a waste of money and time studying the minor specialization without a previous orientation by a responsible of the Foreign Language Department?**

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**7. Do you know what the objectives of the minor specializations of the Bachelor of Arts in Modern Languages are?**

At the beginning I didn't know, but now I know the objectives and what undergraduate students can or cannot do.

**8. Do you consider that your health was at risk by studying a minor specialization that would not benefit the areas of opportunities to get a job?**

No, I don't consider my health was at risk by studying the minor specialization.

**9. What were the possible areas in which you thought you could get a job when you started studying the major?**

By taking the specialization, in human resources, and that would be the only one.

**10. What are the labor alternatives in which you are sure to work now you have finished studying the major?**

We can work as a tourist guide, interpreter, or translator. All the things related to the subjects we have studied.

**11. What were the feelings you have experienced when finishing the Bachelor of Arts in Modern Languages regarding the minor specializations?**

Uncertainty! I need to prepare myself even more.

**12. Are the feelings the same as they were at the beginning of your major?**

The job I already have asks for English certificate and the subjects we receive don't cover the pedagogic requirements to work in a school, and when you are studying many areas of didactics, they don't cover the needs.

**13. Did you have any orientation from the Foreign Language Department concerning the choosing of minor specializations of the Bachelor of Arts in Modern Languages?**

When I entered to the university there was zero orientation. I don't know if there is an introduction now because no one told me why I should take this subject or just to choose one and not both.

**14. Do you consider that the Foreign Language Department does an excellent job at the moment of orientating students from the Bachelor of Arts in Modern Languages to choose between the two minor specializations? Why?**

It didn't exist so there was not job from the foreign Language Department.

**15. Do you have knowledge about an orientation talk by the Foreign Language Department to help first-year students choose between the two minor specializations that the Bachelor of Arts in Modern Languages currently offers?**

No, I didn't know that there was an orientation talk. I think there isn't.

**16. Do you consider that it is necessary an orientation talk by a representative of the Foreign Language Department to help freshmen of the Bachelor of Arts in Modern Languages to choose between the two minor specializations? Why?**

It is necessary to have an orientation talk because the students go to the different schools that the university has.



ATTACHEMENT D



## ADMINISTRACION ACADEMICA

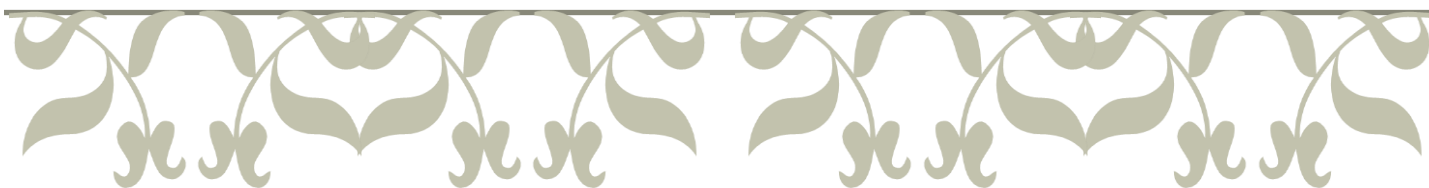
### INSTRUCTIVO DE INSCRIPCIÓN

# Ciclo 1-2017



ELABORADO CON BASE A LAS REFORMAS CONTEMPLADAS EN EL REGLAMENTO DE LA GESTION ACADEMICO-ADMINISTRATIVA DE LA UNIVERSIDAD DE EL SALVADOR (Vigente a partir del 12 de julio de 2013)

ES RESPONSABILIDAD DEL ESTUDIANTE LEER TODA LA INFORMACION  
CONTEMPLADA EN ESTE INSTRUCTIVO.



## **OTROS REQUISITOS INDISPENSABLES PARA INSCRIBIR**

- Estar solvente con todo el ciclo P/2016 inclusive ciclos anteriores, y de la matrícula y cuota de escolaridad No. 1 del año 2017. Recuerde estar solvente de pagos **48 horas hábiles antes** del día de inscripción **para evitar contratiempos**. El estudiante que tenga pendiente la cancelación de plan de pago, debe tener solvencia de cuotas a la fecha.
- Estar solventes con entrega de libros tanto en la Biblioteca de la Facultad, Central y en los respectivos departamentos y/o Escuelas.
- Estudiantes becarios deberán consultar en su expediente **si su exoneración está aplicada**, por lo menos un día antes de su inscripción, de lo contrario resolverlo en oficinas de ACME.
- **ALUMNOS DE REINGRESO CICLO 1/2017** deberán tener cancelado la matrícula y 1ª cuota de escolaridad del año 2017 y haber realizado la Actualización de Datos en su Expediente On-line (estar solvente de pagos **48 horas hábiles antes** del día de inscripción).
- **ALUMNOS DE CAMBIO DE CARRERA** para CICLO I/2017, inscribirán hasta que Junta Directiva emita el acuerdo correspondiente tanto de Cambio de carrera como de las Equivalencias si las han solicitado.
- Para los alumnos que tengan problemas con pagos de cuotas pueden solicitar **INSCRIPCION CONDICIONADA**, según lo establece el ARTICULO 121; la cual deberá realizarla directamente en Administración Académica. **Esta inscripción se realiza en el período ordinario de inscripción de asignaturas.**

LE SUGERIMOS TENER A LA MANO VARIOS HORARIOS EN CASO DE TENER GRUPOS AGOTADOS .

**Artículo 111.** En ningún caso se permitirá la interferencia de horarios.

**Artículo 122.** No procederá la categoría de estudiante oyente. Ningún Organismo o autoridad podrá legalizarlo si se dieran los casos de hecho.

**LOS CAMBIOS DE GRUPO NO ESTAN SUSTENTADOS EN NINGUNA LEGISLACION, POR LO QUE ESTA OFICINA NO HACE DICHO TRAMITE**

**LEGISLACION, POR LO QUE ESTA OFICINA NO HACE DICHO TRAMITE.**



**ACERCA DE LAS ASESORIAS:** *Previo al proceso de inscripción, todo estudiante que haya obtenido un **CUM MENOR a 7.0** debe someterse **de forma obligatoria** a un PROCESO DE ASESORIA, el cual se realizará en los respectivos Departamentos o Escuelas de cada carrera, y serán ellos los que determinarán las fechas y horario de atención.*

# Fechas Importantes



ASESORIA previa A INSCRI-  
BIR

(Obligatoria para CUM menor a  
7.0)

En cada Depto o Escuela

**07 AL 17 FEBRERO**

**14 AL 19 FEBRERO**

PERÍODO DE  
INSCRIPCIÓN

PERIODO DE INSCRIPCION

**CONDICIONADA ---> 14 AL 24 FEBRERO**

INICIO DE CLASES,

**20 DE FEBRERO**



# Fechas Importantes



## RETIRO DE ASIGNATURAS (Retiro Parcial o Total)

**Período Ordinario:** Del 20 de febrero al 13 de marzo de 2017

**Período extraordinario:** Del 20 de marzo al 5 de mayo de 2017

(Para este período deberá presentar solicitud justificada dirigida a la Junta Directiva, según lo indica el formato disponible en la página web de la Facultad, anexando los atestados correspondientes y estando solvente con la cuota de escolaridad vigente a la fecha en que presenta la solicitud).

## **RETIRO ESPECIAL DE ASIGNATURAS (Todas las asignaturas)**

(Para realizar este tipo de retiro deberá presentar solicitud dirigida a Consejo Superior Universitario (formato en página web), según lo indica el formato disponible en la página web de la Facultad, anexando los atestados correspondientes y estando solvente con la cuota de escolaridad vigente a la fecha en que presenta la solicitud).

**Del 8 de mayo al 16 de junio de 2017**

Si su promedio final en cualquiera de las asignaturas cursadas se ubica en el rango de 5.00 a 5.94 puede optar a un examen de suficiencia el cual se programará por Acuerdo de Junta Directiva en el período siguiente:

**PRUEBAS DE SUFICIENCIA** ----> Del 3 al 07 de julio de 2017



## CALENDARIO DE INSCRIPCION CICLO I-2016 ANTIGUO v NUEVO INGRESO. REINGRESOS. CAM- BIOS Y TRASLADOS

El acceso al Sistema de Inscripción será según PROMEDIO GENERAL :

**A partir de las 9:00 am. promedio General mayor o igual a 7.0**

**De 11:00 am. en adelante los promedios menor o igual a 6.99**

FECHA	DEPARTAMENTOS/ESCUELAS PROGRAMADOS
Martes 14 febrero	ARTES, PSICOLOGIA Y PERIODISMO
Miércoles 15 Febrero	CIENCIAS SOCIALES Y LETRAS
Jueves 16 febrero	IDIOMAS
Viernes 17 Febrero	CIENCIAS DE LA EDUCACION Y FILOSOFIA
Sábado y Domingo 18 y 19	LIBRE SIN RESTRICCION (Todas las carreras sin importar promedio)



VERIFICAR SI REALMENTE COMPLETO CON EXITO SU PROCESO DE INSCRIPCION: Ingrese al Menú principal de su Expediente On Line y luego a la Opción **Comprobante de Inscripción** (Ver imagen); o también en la Opción de Notas Parciales. **LA INSCRIPCION EN LINEA REALIZADA CORRECTAMENTE SE GUARDA EN SISTEMA CON FECHA DE REALIZACION. NO ES RESPONSABILIDAD DE LA ADMINISTRACION ACADEMICA SI SU INSCRIPCION NO ESTA CORRECTA POR HABER SIDO REALIZADA POR OTRA PERSONA QUE NO SEA EL INTERESADO.**



Administración Académica

Ayuda

NOMBRE DE ESTUDIANTE (No. DE CARNET)  
Facultad de Ciencias y Humanidades

**MENÚ**

- Cambiar la contraseña de acceso
- Actualización de datos
- Resumen de notas
- Plan de Estudios
- Notas parciales
- Consultar mis pagos
- Asignaturas para el próximo ciclo
- INSCRIPCIÓN EN Línea
  - Comprobante de inscripción**

Menú

- Inicio
- Correo Estudiantil
- Expediente On-Line**
- Planes de estudio
- Tablón de Anuncios
- Nuevo ingreso +
- Becas +
- Postgrado
- Estadísticas +
- Equipo
- Mapa del sitio
- Preguntas frecuentes

- Menú Principal
- Datos generales
- Cambiar la Contraseña
- Resumen de notas
- Plan de estudios
- Notas parciales
- Pagos
- Carga Académica
- Inscripción**
- Salir

- Iniciar inscripción
- Imprimir hoja de inscripción**

↓ Siguiente ↑ Anterior ⌂ Resaltar todo ☑ Coincidencia de mayúsculas/minúsculas ⓘ Se alcanzó el final de la página, se continúa desde el principio

**HOJA DE ASESORÍA EXCLUSIVA PARA**  
**INSCRIPCIÓN CONDICIONADA CICLO I 2017**

ANTIGUO INGRESO: TODOS LOS ALUMNOS CON CUM MENOR O IGUAL A 6.99

deben cumplir antes EL REQUISITO DE ASESORIA

**Inscribirán en Administración Académica durante el período:**

**Del lunes 14 al 24 de FEBRERO de 2016 sujeto a disponibilidad de cupo y en la fecha correspondiente a cada carrera**

**en el horario de 8:15 a 12:00 m. y de 1:15 a 4:00 pm.**

<i>Nombre Completo:</i>		<i>Carnet N°:</i>	
<i>Carrera:</i>		<i>Código:</i>	
<b>CODIGO</b>	<b>ASIGNATURA</b>	<b>Matricula</b>	<b>Grupos</b>
		<b>Número</b>	<b>T</b>

**SELLO**  
**Solvencia de**  
**Biblioteca**

**SELLO**  
**Solvencia de**  
**Biblioteca**

*Firma de Estudiante:* \_\_\_\_\_

*Nombre del asesor:* \_\_\_\_\_

*Cantidad de asignaturas asesoradas* \_\_\_\_\_

**Sello**  
**Depto/ESC**

NO SE ACEPTAN ENMENDADURAS, CORRECCIONES, TACHADURAS, ETC.

**La inscripción se hará en el instante y según disponibilidad de cupos No se inscriben asignaturas que presentan choque de horario**

**ANEXAR:**

1. Carta de compromiso de pago con plazo máximo de 60 días calendario. (Inscripción condicionada)
2. Fotocopia de Hoja de asesoría para sellar de recibido (Original quedará en su Expediente)
3. Fotocopia de DUI
4. Estar solvente con documentos en Expediente de alumno.
5. Estar solvente de pagos matricula y primera cuota.



# ATTACHMENT E



## Universidad de El Salvador Facultad de Ciencias y Humanidades Carrera: Licenciatura en Lenguas Modernas: Especialidad en Francés e Inglés



Plan de Estudios 2002

L10412

CICLO I	CICLO II	CICLO III	CICLO IV	CICLO V	CICLO VI	CICLO VII	CICLO VIII	CICLO IX	CICLO X	P R O C E S O  D E  G R A D O	
FRI114 FRANCES INTENSIVO I 8 0	FRI214 FRANCES INTENSIVO II 8 1	FRI314 FRANCES INTENSIVO III 8 4	FAV114 FRANCES AVANZADO 4 7	EOF114 ** EXPRESION ORAL EN FRANCES 4 10	FFR114 ** FONETICA FRANCESA 4 10	ICF114 ** INTRODUCCION A LA CIVILIZACION FRANCESA 4 14	LFR114 ** LITERATURA FRANCESA I 4 14	LFR214 ** LITERATURA FRANCESA II 4 26	** DII214/ HDC114 4 29		
			GFR114 ** GRAMATICA FRANCESA I 4 7	GFR214 ** GRAMATICA FRANCESA II 4 11	OEF114 ** ORTOGRAFIA Y ESTILISTICA FRANCESA 4 15	FYC114 ** EL FRANCES Y EL COMERCIO 4 40uv Esp	FYT114 ** EL FRANCES Y EL TURISMO 4 40 uv Esp	FTR114 ** EL FRANCES Y LA TRADUCCION 4 40 uv Esp	LTI114 LITERATURA EN INGLES I 4 28		
IBI114 INGLES BASICO INTENSIVO 8 0	III114 INGLES INTERMEDIO INTENSIVO I 8 2	III214 INGLES INTERMEDIO INTENSIVO II 8 5	IAI114 INGLES AVANZADO INTENSIVO I 8 8	IAI214 INGLES AVANZADO INTENSIVO II 8 12	LCI114 ** LECTURA Y CONVERSACION EN INGLES I 4 16	LCI214 ** LECTURA Y CONVERSACION EN INGLES II 4 20	GAV114 GRAMATICA AVANZADA 4 132 u.v.	IAL114 ** INTRODUCCI ON A LA LINGÜÍSTICA 4 17	FYM114 FONOLOGIA Y MORFOLOGIA INGLESA 4 32		
** PCG114/ TCI114 4 0	** DGL114/ TCI214 4 3	GIN114 ** GRAMATICA INGLESA I 4 5	GIN214 ** GRAMATICA INGLESA II 4 9	PRG114 ** PRONUNCIACION EN INGLES 4 5	** DIF114/ RPB114 4 14	COI114 ** COMPOSICION INGLESA I 4 13	** DII114/ OPU114 4 21	SNO114 SEMINARIO I 6 28	SNO214 SEMINARIO II 6 33		
<b>ELECTIVAS:</b>				U.V.	PREREQ.	<b>ELECTIVAS:</b>					U.V. PREREQ.
PCG114: PSICOPEDAGOGIA I				4	NINGUNO	DIF114: DIDACTICA DEL IDIOMA FRANCES					4 EOF114
TCI114: TEORIA DE LA COMUNICACIÓN Y DE LA INFORMACION I				4	NINGUNO	RPB114: RELACIONES PUBLICAS					4 DIF114
DGL114: DIDACTICA GENERAL I				4	PCG114	DII114 : DIDACTICA DEL IDIOMA INGLES I					4 RPB114
TCI214: TEORIA DE LA COMUNICACIÓN Y DE LA INFORMACION II				4	TCI114	OPU114: OPINION PUBLICA					4 DII114
						DII214: DIDACTICA DEL IDIOMA INGLES II				4 OPU114	
						HDC114: HISTORIA DE EL SALVADOR Y CENTROAMERICA				4	
<b>INFORMACION GENERAL</b>											
NOTA MINIMA DE APROBACION: 6.0					TOTAL DE ASIGNATURAS: 37					<b>CODIGO</b>	
CUM MINIMO DE APROBACION: 7.0 a partir del año 2003					TOTAL U.V. 184					CORR	
										NOMBRE DE ASIGNATURA	
										UV	
										REQ	
Titulo a Otorgar: <b>Licenciado(a) en Lenguas Modernas: especialidad en Francés e Inglés.</b>											

**APROBADO POR CONSEJO SUPERIOR UNIVERSITARIO SEGÚN ACUERDO N° 91 -99 -2003 DE FECHA 28 DE FEBRERO DEL 2002**  
Ratificación aprobado por el Consejo Superior Universitario según Acuerdo N° 040-2007-2011 (IV) de fecha 21 de Agosto de 2008

## CARRERA:

### LICENCIATURA EN LENGUAS MODERNAS ESPECIALIDAD EN FRANCÉS E INGLÉS.

Código: L10412

#### DESCRIPCIÓN

El plan de estudios ofrece al estudiante una preparación primordialmente lingüística en dos idiomas: Inglés y Francés; también ofrece un tronco de materias electivas con dos especialidades menores: en la enseñanza y en las relaciones públicas; la elección de cualquiera de estas especialidades menores dependerá de los objetivos del estudiante. Toda la formación lingüística está orientada profesionalmente para la inserción laboral de los participantes a través del uso de estas lenguas en, por lo menos, los dos campos mencionados anteriormente.

En general las 37 materias del Plan están diseñadas en tres grandes troncos:

- Materias de la Especialidad en el Idioma Francés.
- Materias de la Especialidad en el Idioma Inglés.
- Materias de Especialidades menores.

#### REQUISITOS DE GRADUACIÓN

Los requisitos establecidos en el plan de estudio y por las Leyes y Reglamentos de la Universidad de El Salvador.

#### TIEMPO DE DURACIÓN

Diez (10) ciclos

#### GRADO Y TÍTULO QUE OTORGA

Licenciado(a) en Lenguas Modernas,  
Especialidad en Francés en Inglés.

## Facultad de Ciencias y Humanidades

#### MISIÓN

Formar profesionales en los campos de las ciencias sociales, las artes, las comunicaciones, la investigación, la docencia, la proyección social, capacitarlos moral e intelectualmente para contribuir al desarrollo educativo cultural, científico, económico, social, integral de la sociedad salvadoreña.

#### VISIÓN

La Facultad de Ciencias y Humanidades deberá ser la unidad académica que forme profesionales con una visión de futuro acorde a los avances de la ciencia y la tecnología, por lo que se buscará una formación integral con una sólida preparación en el campo científico, humanístico, pedagógico y tecnológico, según las exigencias de los educandos(as) del siglo XXI.

#### OBJETIVOS

1. Diseñar, evaluar y aplicar un proceso de modernización y adaptación tecnológica, relacionado con los sistemas de información y comunicación, el sistema de laboratorios y la infraestructura física y dotación.
2. Consolidar una facultad socialmente competente mediante un sistema de proyección universitaria, entendido como apoyo a la gestión del desarrollo y a la promoción de la cultura.
3. Generar una cultura investigativa que favorezca la producción, la difusión y la aplicación del conocimiento.
4. Lograr altos niveles de calidad y efectividad académica en la oferta de pregrado y postgrado.
5. Generar un clima organizacional que favorezca y estimule el cumplimiento de las labores académicas y administrativas y un sistema de bienestar que promueva el desarrollo integral de la comunidad universitaria.



## Universidad de El Salvador Facultad de Ciencias y Humanidades Departamento de Idiomas



## Licenciatura en Lenguas Modernas Especialidad en Francés e Inglés



## ATTACHMENT F

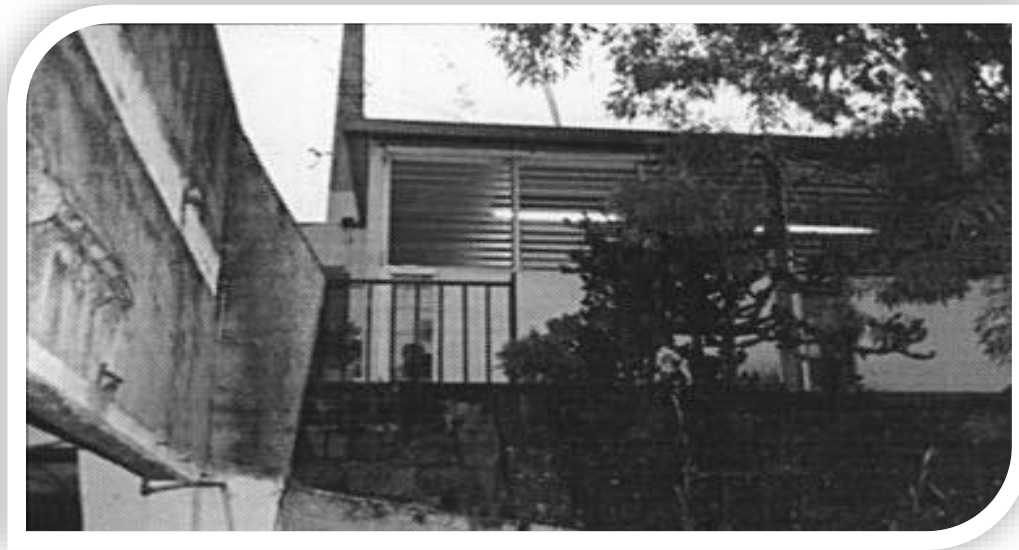
### GLOSSARY

- **Bracket:** *verb.* to be performed from a *first-person* point of view, so as to ensure that the respective item is described *exactly as is experienced, or intended*, by the subject.
- **Endeavour:** *noun.* an attempt to do something, especially something new or difficult.
- **Epoché:** *noun.* suspension of judgment.
- **Modern Language:** *noun.* a language that is spoken or written now, especially a European language, such as French or Spanish, that you study at school, university or college.
- **Phenomenology:** *noun.* the branch of philosophy that deals with what you see, hear, feel, etc. in contrast to what may actually be real or true about the world.
- **Suspension of judgment:** *noun.* a key term in ancient skepticism for the epistemological stance, which does not deny or affirm anything. It is an attitude of indifference to the nature of a thing, arising from the modes of skepticism. Since our sensations tell us neither truth nor falsehood.

## ATTACHMENT G

### FOREIGN LANGUAGES DEPARTMENT

#### Firsts Building of the Foreign Languages Department



*Image I.* Administración Académica, Facultad de Ciencias y Humanidades. (2017) Quienes Somos. Retrieved from: <http://idiomas.ues.edu.sv/index.php/quienes-somos>



*Image II.* Administración Académica, Facultad de Ciencias y Humanidades. (2017) Quienes Somos. Retrieved from: <http://idiomas.ues.edu.sv/index.php/quienes-somos>

**Currently Building of the Foreign Languages Department**



