

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



RESEARCH PROJECT:

**“COMPARATIVE STUDY BETWEEN UNIVERSITY OF EL SALVADOR AND
DON BOSCO UNIVERSITY IN ORDER TO FIND OUT WHICH IS THE BEST
WAY TO LEARN ENGLISH AND FRENCH, SIMULTANEOUSLY OR
SEQUENTIALLY SEMESTER I-2017”**

PRESENTED BY

ERIKA ELIZABETH DE LA CRUZ DE ORELLANA	DZ09004
EDWIN ALEXANDER GUZMAN RIVAS	GR11052
AMANDA DINORA INGLES GONZALEZ	IG09001

RESEARCH ADVISOR:

MSD. ODIR ALEXANDER MENDIZABAL AREVALO

MAIN CAMPUS, MAY 5TH, 2017

UNIVERSITY AUTHORITIES

RECTOR

MsD. ROGER ARMANDO ARIAS ALVARADO

ACADEMIC VICE-RECTOR

DR. MANUEL DE JESUS JOYA ABREGO

ADMINISTRATIVE VICE-RECTOR

ING. NELSON BERNABE GRANADOS

SECRETARY

LIC. CRISTOBAL HERNANDEZ RIOS BENITEZ

AUTHORITIES OF THE SCHOOL OF ARTS AND SCIENCES

DEAN OF THE SCHOOL

LIC. JOSÉ VICENTE CUCHILLAS MELARA

VICE-DEAN

LIC. EDGAR NICOLAS AYALA

SECRETARY

MsD. HECTOR DANIEL CARBALLO DIAZ.

AUTHORITIES OF THE FOREIGN LANGUAGE DEPARTMENT

HEAD OF THE FOREIGN LANGUAGE DEPARTMENT

LIC. RICARDO GAMERO

COORDINATOR OF THE GRADUATION PROCESS & RESEARCH PROJECT ADVISOR

MsD. MAURICIO CONTRERAS

INDEX

Acknowledgement.....	6
----------------------	---

Chapter I

Introduction.....	10
Statement of the problem.....	12
Delimitation	13
Objectives.....	14
Justification.....	15

Chapter II

2. Theoretical Framework.....	18
2.1 History of foreign languages.....	18
2.2 Differences between sequential and simultaneous learning	28
2.3 Modern Languages Major at University of El Salvador and at	

Don Bosco University.....	30
---------------------------	----

Chapter III

3. Methodology.....	42
3.1 Type and level of the investigation.....	42
3.2 Research design	42
3.3 Population and Sample	43
3.4 Sample technique	43
3.5 Techniques	44
3.6 Instruments	44
3.7 Data analysis plan	45

Chapter IV

4. Data Analysis.....	47
4.1 Survey Analysis.....	47
4.2 Interview Analysis.....	67

Chapter V

5. Conclusions.....	68
6. Recommendations.....	71
7. Bibliography.....	74
Appendix.....	

ACKNOWLEDGEMENT

- **TO MY ALMIGHTY LORD**

Dear God, I am extremely grateful for giving me life and mercy thought out all this thesis process; I want to thank you for the wisdom and mental ability along all the years at the University. Your support has been fundamental in my whole life and more in this academic process. I always believe in your promises and I never doubted your promise that you never leave me.

- **TO OUR ADVISOR**

Appreciated Advisor, through these words I want to show you my gratitude for guiding us in the best way you could to carry out our research project; the orientation that you gave allowed us to give the adequate direction to our work, following the correct steps. I just want to say Thank You.

- **TO MY FAMILY**

My beloved family, I want to thank you for providing me bravery when I really need it and for being always there helping me with your lovely words that gave me strength. Thank you for providing me all the economic aspect and encouraging me along my major to continue and never give up. Thank you so much to those whose help made this work come true in a successful end remarking that without you Mother, Father, Husband and Brother, nothing would have been possible as well.

ERIKA ELIZABETH DE LA CRUZ DE ORELLANA.

ACKNOWLEDGEMENT

- **TO GOD**

For blessing me and my team through this process we have worked on; for allowing us to finish successfully our major and for all the opportunities that will be set along our lives.

- **TO MY FAMILY**

Unquestionably, my inspiration, the people who supported me and believed on my success, thank you for helping me to finish this hard process. To my lovely parents that sacrificed plenty of things and time to help me finish my studies. I know you will be proud of the person I became and will become as a professional.

- **TO MY FRIENDS**

To all my closer friends that joined me during the length of this adventure on this university. To all these friends that I made at the university and the people who was with me when I needed to be supported. you will be forever in my mind; since, you were part of the most important period of my life.

- **TO MY ADVISOR**

For guiding us during all the process in order to make us carry our research in the best way, for his time that spend on us and for being one of the most professional teachers at the University of El Salvador.

EDWIN ALEXANDER GUZMÁN RIVAS

ACKNOWLEDGEMENT

- **TO OUR ALMIGHTY LORD**

For giving me life thought out all this thesis process and the mental ability along all my years at the University.

- **TO OUR ADVISOR**

Appreciated Advisor, through this words i would like to thank you for guiding us in the best way you could to carry out our research project, the orientation that you gave allowed us to give the adequate direction to our work, following the correct steps, we just want to say Thank You.

- **TO MY FATHER**

For helping me in all the economic aspects and for encouraging me along my Major with his efforts, thank you dad.

- **TO MY MOTHER**

For providing me bravery when I really need it and for being always there helping me with her lovely words, specially thank you mom.

- **TO MY FAMILY**

My beloved family, I want to thank to those who helped to make this work successful and remarking, to my dear boyfriend and my sisters.

AMANDA DINORA INGLES GONZALEZ

CHAPTER I

INTRODUCTION

1. Research topic

“Comparative study between University of El Salvador and Don Bosco University in order to find out which is the best way to learn English and French, simultaneously or sequentially semester I-2017”

2. Brief description of parts of the research project profile

This project was focused on analyzing the differences between simultaneous and sequential processes at the moment of learning English and French languages, to ratify what is the most convenient according to the students' opinions. It is important to mention that this study was carried out among students from Modern Languages Major at the University of El Salvador and students from Modern Languages Major specialty in tourism at Don Bosco University to make a comparison because the researchers developed a comparative research.

3. Methodology in general terms

The researchers developed the topic using a comparative research to get some important information about the differences between two universities in our country. In El Salvador, there is a variety of good universities, but there are only two that count

with foreign languages Major. That is the reason why it is necessary to discover what kind of learning process is the most efficient to learn two languages.

Moreover, the research team was interested in analyzing the differences on University of El Salvador and Don Bosco University regarding simultaneous and sequential exposure when learning two languages, on this case; English and French.

4. Results

This investigation project helped the research team to analyze and consequently to ratify, by proofs, what is the most suitable learning process for students. The Research team wanted to confirm and not only to convince themselves but also other people that the results provided in this investigation were confidence. According to the research team experience about learning in a simultaneous exposure the team wants to remark all the constructive aspects that simultaneous process brings to the students and ratify that for them, this is the best way to learn two languages.

5. Impact

The impact provided by this investigation will help the respective authorities to change or to keep the way in which they teach the two languages.

STATEMENT OF THE PROBLEM

Studying languages has always been one of the most useful tools in the world to communicate. Learning one language in the past was so difficult for someone who did not have instruments as people have nowadays; now, in a different world, since technology has increased a lot, everyone has enough tools to make learning process of languages easier. Time has changed, at other times in the past, to study one language was very complicated but now, people have the opportunity and facility to study more than two languages, and people have the decision to choose the study of two languages and they can do it in a simultaneous or sequential way.

But, can it be possible for someone to study two languages in a simultaneous way? It means to learn two languages at the same time; or, is it necessary to do it in a sequential way? It means to learn one language first and then the other one.

That is the main purpose of this investigation, to analyze which way of studying two languages has better results according to students' opinions. Researchers made this investigation by comparing two universities with the same major, but with a different way to study English and French languages.

DELIMITATION

This research was carried out with the student's population from Modern Languages Major at University of El Salvador and from Modern Languages Major Specialty in Tourism at Don Bosco University. According to the reliable data provided by the respective Academic Administrative Systems from both Universities, the number of students registered is immense; taking into account the universe that students represent in both universities, researchers decided to choose an amount of 30 students. Specifically, the sample of this investigation were students in their fifth year of the Modern Languages Major Specialty in English and French at the University of El Salvador and Modern Languages Major Specialty in Tourism at Don Bosco University in San Salvador. Researchers took as population 60 students from both Universities, that means 30 students from Don Bosco University and 30 students from University of El Salvador. The team selected the following subjects: English literature at the University of El Salvador and French B1+ at Don Bosco University. These students were included because at this time of their studies they have acquired good proficiency in their performance to give their opinion about the process in which they have learned two languages during the Major. Researchers decided to choose this specific number of students because they can generalize results. Also, the research team selected these courses because they are in semester- X, almost finishing the Major. This investigation was carried out from July 17 to August 17. The research team had the results of these administrated instruments the third week of August.

OBJECTIVES

1. General objective:

To analyze the learning process of English and French, simultaneously and sequentially, in Modern Languages Majors at the University of El Salvador and at Don Bosco University in semester I, 2017.

2. Specific objectives:

2.1. To determine how effective is to study two languages at the same time for Modern Languages students at University of El Salvador.

2.2. To determine how effective is to study two languages one after the other one, for Modern Languages students at Don Bosco University.

JUSTIFICATION

Nowadays, to learn more languages is an unavoidable necessity because of the role they play in many aspects of life such as the interchange of culture and knowledge. Moreover, the progress reached by society due to globalization, demands people to be multilingual in the different labor areas, and the opportunities of knowing more languages than the mother tongue are vast.

In El Salvador, there are two universities aware of the significance of languages and they offer majors where two languages are taught using different learning processes.

This research project is focused on analyzing sequential and simultaneous learning processes when studying two languages, in this case English and French, in the academic development of students from Modern Languages Major at the University of El Salvador and students from Modern Language Specialty in Tourism Major at Don Bosco University.

The researchers were interested in comparing Modern Languages Specialty in French and English major at the University of El Salvador with Modern Language Specialty in Tourism Major at Don Bosco University where English and French are taught. However, both majors have different learning processes. At the University of El Salvador students learn the two languages in a simultaneous way that means students learn them at the same time during the five years of the Major. On the other hand, at Don Bosco University students learn them in a sequential way; the five years of the Major they study English, and during the last two years they study French language.

Due to the experience about studying Modern Languages Major at the University of El Salvador researchers consider that is appropriated the acquisition of two languages through simultaneous learning process, because for them this learning process gives the students the capacity to be a real multilingual person.

The results of this thesis project are very important because they help the research team to confirm their own expectation which says that students from Modern Languages at University of El Salvador are satisfied with the method used to teach English and French. Nevertheless, if this method is not the most suitable the results are helpful to propose changes in the methodology used.

The main purpose of this study is to ratify and reinforce through literature, theory and investigations related about the two processes.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. History of Foreign Languages.

To understand the history of Foreign Languages is necessary to define the term Language as “the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way”. (Oxford Dictionary) People use language as the first bridge to be in contact with people around the world because it is the way people express their thoughts, feelings, and opinions. Language is also important for all cultures because it is part of the identity of each, so it is important for each human being. There is not a specific number of how many languages are in the world, however the 1911 edition of the Encyclopedia Britannica implies a figure somewhere around 1000, a number that climbs steadily over the course of the twentieth century. The most extensive catalog of the world’s languages, generally taken to be as authoritative as any of that of Ethnologue (published as SIL International), whose detailed classified list as of 2009 included 6,909 distinct languages. (Linguistic Society of America, 156)

Since looking for the beginning of times, can be known as many of Christians, that history of languages came from the biblical perspective found in the passage of the Bible about the Babel Tower: “The LORD said, “If as one people speaking the same language they have begun to do this, then nothing they plan to do will be impossible for them. Come, let us go down and confuse their language so they will not understand each other.” (Genesis 11: 6-7.) because of that diversity of spoken languages, the

necessity of interaction among people who did not share the same language became higher. Over the time, the use of a second language has been very important, the historians said that on the remote time people needed to learn the others dialects in order to communicate with other tribes. The need to learn foreign languages is older than human history itself, the communication has been one of the main factors why learning another language has become nowadays so fundamental around the world, and its significance is increasing, and it is important to be able to work in different linguistic and cultural environments.

It is necessary to refresh our mind thinking about the importance and the origin of languages. As we know, all living creatures have some means of conveying information to others of their own group, communication being ultimately essential for their survival. Some of them use vocal noises, others physical movement or facial expression and a variety of other methods are used as well. Man is able to make use of a range of techniques of communication. Many of these techniques are in essence the same as those used by others creatures; man is vocal, he uses his body for gestures of many kinds, he conveys information by facial expression, but he has extended these three basic techniques by adding the dimension of representation.

It is unfortunate that the word language is often used to cover all forms of communication, and that the term animal language is common. These expressions obscure a very important distinction between communication which is basically a set of signals, and communication which is truly language. Man, in common with other creatures, uses signals, but he also uses language with a subtlety and complexity and

range far beyond anything known to exist among other forms of life (Dr. Geoffrey Broughton 305, 1978).

In many studies about languages it is considerable the number of concepts and theories that many scientist or writers create or think. It is not enough just to speak to communicate; that's why language is not only something that we speak or express in an oral way, but also it is more than words. According to an unknown author of an academic book named "what is language?" Human beings can communicate with each other. We are able to exchange knowledge, beliefs, opinions, wishes, threats, commands, thanks, promises, declarations, feelings only our imagination sets limits. We can laugh to express amusement, happiness, or disrespect, we can smile to express amusement, pleasure, approval, or bitter feelings, we can shout to express anger, excitement, or fear, we can clench our fists to express determination, anger or a threat, we can raise our eyebrows to express surprise or disapproval, and so on, but our system of communication before anything else is language. Communication by means of language may be referred to as linguistic communication, the other ways mentioned above (laughing, smiling, shrieking, and so on) are types of non-linguistic communication.

However, Language meaning is not the main topic. In this part of the investigation, researchers are going to focus on the learning process at the moment to study two or more languages. But, to arrive at that point it is necessary to know the importance of languages teaching since many years ago until nowadays. Language education refers to the process and practice of acquiring a second or foreign language. It primarily is a

branch of applied linguistics; however, it can be considered an interdisciplinary field, Noam Chomsky gives a good concept about the acquisition of languages “the acquisition gives a big importance in the individualism role because language comes from the person inside and grows up as a plant” (1987) “The Nature, Use and Acquisition of Language”, conferencia dictada en la Universidad Abierta. There are four main learning categories for language education: communicative competencies, proficiencies, cross-cultural experiences, and multiple literacies. For this introductory concept, it is necessary to know a brief of languages teaching history.

The teaching of a foreign language is related to teaching of Latin and Greek, they served as a model for instructional methods, throughout 1750-1880, that period was named “Classical” when English played a relatively minor role. The typical bilingual, grammar-based approach of this period has come to be named ‘The Grammar-Translation Method’; it prepared pupils to read the literature of the foreign language, which was the commonly accepted goal at the time. As time went on, however, and as the need for practical skills in the spoken language became more obvious with improved travel and communication, there were increasing criticisms of the inability of the profession and its publishers to come up with anything more relevant than increasingly arcane grammar rules. The needing of practice oral skills made fail this method. “The Classical Method” which treats all languages as if they were dead (Palmer, 1925:2). At least only authors whose ideas failed to make much headway used the word “method” during the period.

Now, languages are taught in many varied forms in higher education, and often the same institution has several academic units that carry some responsibility for teaching in the area of languages. According to Oxford “they are specific actions that the learner takes to make easier his learning process, faster, more enjoyable, more autodidactic, more effective and more transferable to new situations” (1990) *Language Learning Strategies: what every Teacher should know*, Rowley, Newbury House. Page 8. Universities provide many degree programs for language learning, those programs combine the study of language and literature in some countries these are called Modern Languages, and in other countries Philology degrees, referring to their origins at a time when the principal purpose of studying literature was to deepen the students’ understanding of language. From the end of the 19th century, these degrees were introduced in most countries.

In fact, it is not difficult to understand the importance of learning foreign languages in nowadays world. As the planet becomes smaller and the means to travel around it, become easier, it has become multicultural and multilingual. Not so long ago it was possible to associate countries with a single language: in France, for example people spoke French; in Germany, German and so on. But now, we spot, for example, a country like Australia. Clyne (1991) points out the migration patterns to Australia since the second world war: during the decade of 1950 arrived to Australia: Latvians, Lithuanians, Estonians, Czech, Polish, Hungarians, Croatians, Ukrainians; then the Germans from west Germany arrived and the Greek refugees, in 1967 after the soviet intervention In Hungary, more Hungarians arrived, in 1956 and in 1968 migrants originally from Czechoslovakia.

All this means that walking into an avenue of any important city of Australia, might mean a brief introduction of all the languages of the world! Indeed, English will not be the only language heard on this country, as most people associate. The same happens with the United States, another country where is believed that all the people speaks just English. But, in this country as well in Australia and many others in the world, they are not a monolingual nation, nowadays world is multilingual.

In a multilingual world is usual to find a wide number of people that speak (therefore they have learned them) more than one language. In many countries, more than two languages are commonly spoken and, it is not difficult to find other where a lot of languages are generally spoken.

Multilingualism in the world is a fact of life and entails the need to develop common languages to communicate, in fact today is a rule that people speaks one language at home and other to communicate with other people out of the country. It is important to understand that people who live with one language are the exception, not the rule. Nowadays, the learning of a foreign language can be considered as a regular activity, almost routine. (keith j. 2008. Aprender y enseñar lenguas extranjeras. Pag. 24)

Keith Johnson remarks on his book, just a small example of how languages around the world have related each other and these languages have gained more speakers trough the time, it is also stated the importance of learning modern languages and becoming multilinguals in nowadays world.

In this research, researchers are interested in English and French as Foreign Languages, first, the widely spoken and fastest spreading world language today is English, which has over 840 million primary and secondary users worldwide. On the other hand, French is one of the very few languages spoken all over the world, ranked the sixth most widely spoken language after Mandarin Chinese, English, Hindi, Spanish and Arabic. There are currently over 220 million French speakers worldwide, including 72 million so-called partial French speakers. French is unusual in that it often exists alongside other languages in multilingual contexts. French is Europe's second most widely spoken mother tongue with over 77 million speakers (French Ministry of Foreign Affairs and International Development – 2016).

Many people think that learning one language is very important and it is, but when someone wants to learn two languages as a major, some people say that it is really easy and it is not something that they consider as a Major, nevertheless, multilingualism in just a few words is not easy. With the advance of globalization, that connects the world and cultures, it has become important to acquire a foreign language. Consequently, more people are interested in learning a foreign language either for job purposes, interaction with other cultures or leisure. Each person has their own motivations, but what is clear is that thank to new technologies the world is becoming smaller, and mobility is higher and faster, so that makes the languages acquisition more important and essential. (Grandinetti) Someone who is multilingual is able to speak two languages very well; however, each individual has different multilingual characteristics. There may be distinctions between ability and use of a language, or differences in proficiency between the two languages. The benefits of knowing more than one

language are a lot, and range from the ability of watching a foreign movie without subtitles or read some indications in other languages probably when you travel, until the ability to be a good teacher or touristic guided and succeed using foreign languages.

Something relevant is the important investigations made in developed countries according to foreign languages and humans for example an investigation made for the University College of London showed that the brain of multilingual has more gray matter than a monolingual person. Also since the stimulation can change the brain structure and the learning of a new language is a type of stimulation. (Lora 446, 2011)

It is significantly that people usually become multilingual because they need it day-to-day lives and some others study two languages as a major for their learning passion and they want to be able to speak and to understand other people, but also because being able to speak two languages means you are able to speak to people in a different cultural and linguistic context.

Multilingualism helps them to have some good work opportunities, people who are multilingual become more employable because they can communicate with more people around the world, as well this ability connects the speakers of multiple languages with the arts, history, literature and their own heritage. Multilingual persons are considered to deal better when solving complex problems because their mental alertness is developed at the moment they switch between languages. They are able to recognize, negotiate and communicate in different languages. A study was released in Italy with 121 individuals, between them multilingual and monolinguals, who were asked to solve different tasks. The tasks were all set in English or Italian and

researchers found that the multilingual people were "significantly more successful in the tasks set for them". (Glasgow & West Scotland, 2012). The view is opened, the mind is free, and they know that certain phrases cannot be expressed in the same way in one language than another. (Gracia 2009) A famous pedagogue says: "Each language says the world in its own way. Because we study not only vocabulary or how to pronounce one word when we learn another language we have to focus on the structure of sentences, we have to recognize sound patterns and make inferences".

People often make a mistake; they think that just by studying a little they will learn languages, the frequency of practice any language is what will make the difference between a language learner and a real multilingual person. The researchers believe that some people think that learning two languages at once is only for people who like masochism in them, there is a grain of truth to this, because it is not the same to learn a single language than to learn two languages simultaneously, maybe you can have some troubles at the beginning of the learning process of languages. However, if you begin with a game plan that takes advantage of the fact that you're learning two languages at the same time, you will not only prove the skeptics are wrong, but actually find that learning two languages at once is a uniquely rewarding experience. Humans are born with a language instinct.

Our brains are naturally wired for language, they have the innate ability to process complex information in the form of sounds, gestures and context. Learning two languages at once stretches your mind in a totally new way; besides that, having multitasking skills is another of the cognitive benefits. Multitask people are able to

handle or doing a number of activities at the same time. This is possibly since “juggling” skill makes them good multitasks, because they can easily switch between different structures. In one study, participants used a driving simulator while doing separate, distracting tasks at the same time. The research found that people who spoke more than one language made fewer errors in their driving. (Pennsylvania State University)

Since we have seen some of the cognitive benefits and switch benefits that foreign languages can bring to people something real important for multilingual people is that the brain is always working when learning a second language and is memorizing many things the possibility of developing Alzheimer in early ages is minimal. Recent research indicates that knowing two languages may help stave off age-related mental decline. Researchers compared monolingual to multilingual adults in a test of cognitive function, and multilingualism seemed to offer a protective benefit. (Bialystok 2004)

In 1962, Elizabeth Peal and Wallace Lambert of McGill University published a monograph entitled “The Relation of Bilingualism to Intelligence. “The research, conducted in Montreal with 10-year-old children, compared the performance of monolinguals to that of bilingual, French/English-speaking subjects on a variety of standard tests of intelligence. In contrast to previous research on bilingualism and intelligence, Peal and Lambert (1962) discovered that their bilingual sample showed superior performance on measures of verbal intelligence and on nonverbal tests “involving concept-formation or symbolic flexibility (Peal and Wallace, 1962).

The ability to speak two or three languages often wonders monolinguals, although multilingual reports no difficulties in achieving this feat. Here, researchers

examine a comparative study between Simultaneous and Sequential language acquisition and learning process as well as various aspects of cognition.

2.2. Differences between Sequential and Simultaneous learning.

According to the Merriam-Webster Dictionary, the word simultaneous is classified as an adjective that means: “Happening at the same time, existing or taking place at the same time”. In language learning context, the simultaneous multilingualism is when a child acquires two (or many) languages simultaneously at the same period of time and almost with the same frequency. On the other hand, according to the Merriam-Webster Dictionary, the word sequential is defined as an adjective, that means: “relating to, or arranged in a particular order or sequence, happening in a series of sequence”. In language learning context, the sequential multilingualism is when a person acquires another language after having considerably learnt the first language.

English and French were taught as obligatory subjects in the majority of schools, colleges, academies, among others. Those languages have become in fashion nowadays (1970s, UK). Although the majority of the world’s population is multilingual (Grosjean, 1982; Richard, 1999), multilingual speeches and language abilities are targeted in a relatively small body of linguistic research. A multilingual speaker can be broadly defined as an individual, who can speak and understand two languages, a person who improves the functionality of his own brain, and become smarter than others. People that acquire a second language tend to be better in subjects such as math, reading, and vocabulary; this means they develop a stronger agility than other people that do not know a second language. Strong evidence shows that time spent on

foreign language study strongly reinforces the core subject areas of reading, language literacy, social studies and math. (Armstrong & Rogers 1997) Specialists as Harmer consider Simultaneous language learning as an approach pro-active (rather than reactive) with a style wholly positive because it produces independent learners. Harmer said that the process of learning should be through practice; if the process has practice, it will be the best. (1991), *The Practice of English Language Teaching*, London, Longman. Page 392. He thinks that this term is the best one to describe a process because it's more than a method or system.

People who learn more than two languages are often to a diverse set of linguistic structures than a person who learns only one language. This multilingual people can end up being fluent in each language, and have native-speaker skills, but there will still be a dominant language as in the case of the sociolinguistic pressures because those pressures make one of the languages a dominant language. In this sense, the person can analyze the development of the multilingualism in the same way as you would any second language acquisition, acquisition for Krashen is a natural process in which the mind has a high sense of the linguistic forms (1981), *Second Language Acquisition and Second Language Learning*, Oxford, Pergamon. Page 127. In a simultaneous language learning people have more time, and it can be assumed that the L2 is acquired before the critical period is over. Unfortunately, there is no guarantee that the Simultaneous language learning will have better cross-linguistic ability, there is another language learning process called sequential language learning, sequential language learning suppose that a person becomes multilingual by first learning one language and then another (one by one). This process is contrasted with simultaneous language learning,

in which both languages are learned at the same time however, only in one of those processes there will be people having a higher probability of being a high proficiency user of the L2, simply because they have more time, and it can be deduced that the L2 is acquired before the critical period is over. It is important to recognize that the critical period fades over time, and at different rates for each person, and that the early critical period is more valuable than later stages of the critical period.

2.3 Modern Languages Major at UES and at Don Bosco University

In our country, not only English but also French are languages that have grown a lot of importance through the years. When dollarization came to El Salvador and the phenomenon of migration increased amount the population, consequently the process of learning a new language became a requirement to have more opportunities to grow up economically and socially. Starting from that points in El Salvador History, universities in the country started to take much more into account majors where foreign languages where taken into account in order to accomplish the demands in the different areas where languages where growing.

University of El Salvador, Bachelor of Arts in Modern Languages Specialty English and French

The Department of Foreign languages was born in 1948 as a Language Academy of the University of El Salvador. It was accredited as Department in 1956. Currently it offers the following majors (Diaz and Luna. 2014):

- Two Bachelor of Arts:
- Bachelor of Art in English Language option: Teaching
- Bachelor of Art in Modern Languages specialty in French and English
- Diploma in English Teaching
- Two Master degrees:
- Master degree in Didactics of the English language
- Master degree in English-Spanish, Spanish-English Translation.

Several people wanted to create at the University of El Salvador a beneficial major for students to learn two languages thinking about student's interests. Labor demands in El Salvador were increasing in languages area and professors saw toward the future.

University of El Salvador and more specific at the School of Arts and Sciences in the Foreign Languages Department offered on February 28th 2002 in accordance with the Higher Education Agreement number 91-99-2003 the career named The Major in Modern Languages with specialty in French and English, (Canizález, Cruz, De León, Peña, 2011), because at that time this university only had a Major in Teaching English, having translation and French as elective courses and that's why they wanted to innovate because of the economic problems that society was suffering. But, who was thinking about it? The curricula was created with the right vision of Lic. Victorino Barahona and Licda. Kenia Linares, they are idealistic Professors that can see further of the visible, not just thinking about the University progress, but also on the student's need.

The psychologist Carl Rogers suggested that learners needed to feel that what they were learning was personally relevant to them, that they had to experience learning and their self-image needed to be enhanced as part of the process (Rogers 1994 p.112) and that is what people feel learning Modern Languages at University of El Salvador. However, the initial steps were not so easy to stand, even though the Major in Modern Languages with specialty in French and English nowadays is one of the most famous, important and professional careers in the whole country where there is a lot of demand because it has been increasing every year up to now, and those languages, English and French, had become as second and third languages in El Salvador in the labor marketing containing people who speak English and French, another beneficial of speaking those languages in El Salvador is the salary, that is better than just being monolingual or bilingual.

The Foreign Language department at the University of El Salvador has two similar majors, one of those are: The Major of English Teaching but also the Major of Modern Languages Specialty in French and English. The Department of Foreign Languages has a lot of courses specialized to give to the students the best process of learning.

Focusing on the Major of Foreign Languages Specialty in French and English, it is important to mention that this Major has a lot of professional Teachers in French and in English who are excellent in their area of teaching and they keep what Nunan says: "Teachers cannot be always acting as controllers, they must comprehend and interact with the students" (Nunan 1989), that's why they are excellent in their role as teachers.

The Major of Foreign Languages Specialty in French and English contains 37 subjects according to the curricula. The career was created to be developed for students in five years. The Bachelor of Arts in Modern Languages specialty in French and English was created in 1999 (Barahona and Linares, 2002) as cited in Diaz and Luna, 2014. According to the curriculum the primary mission of this major is to train professionals in the teaching-learning of foreign languages with a critique and constructive conception able to contribute to the process of the social, educational, scientific and technological development from a humanistic perspective and to contribute to solve the sociopolitical problems in the country.

Purposes of the major

A) General objectives

- Diversify all the languages options, which are having more demand currently.
- Propose to students of Foreign Languages Department or other educative institutions a different alternative in the teaching of another language apart from the English.
- Offer a continuity of studies to higher level such as Bachelor of Art to teachers in English and French in El Salvador.

B) Specific objectives

- Train professionals able to control two foreign languages.
- Combine the use of languages with the public relationship.
- Enable professionals to the teaching of two languages: English and French.

Description of Modern Languages Curricula

The educative curriculum offers to students a special training in the linguistic area of the two languages: English and French; also, it proposes some elective courses designed in two minor specialties: teaching and communication. The choice of these minors will depend of the students' goals. All the linguistic training is guided to the employability of the participants through the use of these languages at least in the two fields mentioned in advance.

In general, the 37 subjects of this educative curricula are designed in three different branches:

- Courses of the French specialty
- Courses of the English specialty
- Courses of minor specialties



UNIVERSITY OF EL SALVADOR

Faculty of Sciences and Humanities

Modern Languages Major speciality in French and English

Study plan 2002

I	II	III	IV	V	VI	VII	VIII	IX	X
Intensive French I	Intensive French II	Intensive French II	Advanced French	Oral Expression in French	French Phonetics	Introduction to the French Civilization	French Literature I	French Literature II	Vocational Elective V
Intensive Basic English	Intensive Intermediate English I	Intensive Intermediate English II	French Grammar I	French Grammar II	Orthography and stylistics in French	The French and the commerce	The French and the Tourism	The French and the Translation	English Literature I
			Intensive Advanced English I	Intensive Advanced English II	Reading and conversation I	Reading and conversation II	Advanced English Grammar	Introduction to English Linguistics	English phonology and morphology
Vocational Elective I	Vocational Elective II	English Grammar I	English Grammar II	English Pronunciation	Vocational Elective III	English Composition I	Vocational Elective IV	Seminar I	Seminar II

Amount of courses: 37

Total of unities: 184 u.v.

Professional profile of the Bachelor of Arts in Modern Languages ´graduates

These are the exigencies of the labor market requested at the time the major was created in 2002. The professional profile of the Bachelor of Arts in Modern Languages in the curriculum presents three training areas: knowledge, skills and attitudes. (Diaz and Luna, 2014, 12, 13.14)

1) Linguistic and cultural knowledge

- a) Grammar rules and the linguistic use in the communication in French and English
- b) Cultural and sociolinguistic factors associated with English and French
- c) Fundamental principles of linguistic
- d) Style and literary genre of French, American, Salvadoran, and others writers.

For the students who chose the minor in teaching

- e) Methods and techniques for teaching both languages

For the students who chose the minor in communication

- f) Communication principles and public relations

2) The competences and the communicative attitudes:

- a) Express ideas using English and French languages and written texts in a perfect linguistic way.
- b) Understand the oral and written discourse with fluently

c) Use the elemental techniques in translation of the three languages: French, English and Spanish, especially French/Spanish.

d) Use the linguistic metalanguage to refer the learning of modern languages

e) Use the adequate methods and techniques for following self-taught studies in English and French

f) Apply all the Spanish knowledge, their native language, English and French in the field of public relations or teaching.

Occupational profile of graduates of Bachelor in Art specialty French and English

The curriculum (Barahona and Linares, 2012) include different jobs in which a graduate of Bachelor in Art specialty French and English can work:

- University Teacher of English and French
- Interpreter
- Translator
- Tourist guide
- Trilingual Receptionist in hotels
- Director commercial
- Agent of air transport
- Flight attendant
- Assistant to attend passage in the airport

University Don Bosco, Bachelor of Arts in Modern Languages specialty in tourism.

Don Bosco University also teaches Modern Languages in El Salvador. However, they do not combine the two languages at the same time instead of that, they offer the process divided into two sections, one section during the five years of the Major teaching English and another section of the last two years of the Major teaching French, this University teaches sequentially the two languages.

Objectives:

-To train tourism managers and guides with an English proficiency, minimum B2, and French, minimum B1, according to international standards.

-Designing and proposing innovative tourist services to local or foreign tourists who visit, highlighting the historical and cultural wealth of their country.

-To develop an innovative tourism enterprise, placing their products and services in a competitive way in the market.

-To manage projects and marketing strategies, creating a positive image of their products and services in the minds of people.

Professional profile:

The Bachelor of Arts in Modern Languages with a specialization in Tourism is a tourism manager and adviser who speaks English and French as well as Spanish, and is able to facilitate cultural exchanges between people and organizations in areas related to local and international tourism.

Dominates the areas of effective communication in diverse cultural, academic and professional situations; as well as the areas of advice and management in tourism.

Their training in the area of language certifies efficient handling of languages from strategic, grammatical and socio-cultural considerations.

Their training in the tourism area allows them to design and undertake innovative tourism projects and services with criteria of profitability and sustainability, positioning the tourism of his/their country in a competitive way in the local and international market.

It is expected that the Bachelor in Modern Languages with a specialization in Tourism will be/to be an agent of change in their social environment through critical and innovative thinking in the fields related to their profession, that promote a positive image of their country, respecting their environment, diversity of cultures, thought, religion and gender; acting in accordance/agreement with the current legal framework and based on the values and principles of Salesian education.

Occupational profile:

- Tour advisor

- Tourist Guide

- Cultural interlocutor

- Tourist projects and event planner

219 - LICENCIATURA EN IDIOMAS CON ESPECIALIDAD EN TURISMO (Plan 2013)

	No.	CÓDIGO	ASIGNATURA	PRERREQUISITO	HTS	HPS	UV
CICLO I	1	INA241	Inglés A1	Bachillerato	2	8	8
	2	FRE241	Fundamentos de redacción en español *	Bachillerato	2	3	4
	3	EOE241	Expresión oral en español *	Bachillerato	2	3	4
CICLO II	4	INA242	Inglés A2	Inglés A1	2	8	8
	5	ERE241	Estilos de redacción en español	Fundamentos de redacción en español	2	3	4
	6	ANF231	Antropología filosófica *	Bachillerato	2	2	3
CICLO III	7	PRA241	Primeros auxilios	Bachillerato	2	3	4
	8	INB241	Inglés B1	Inglés A2	2	8	8
	9	PSC231	Pensamiento social cristiano *	Bachillerato	2	2	3
CICLO IV	10	ADT241	Análisis del turismo	Estilos de redacción en español	9	1	8
	11	INB242	Inglés B1+	Inglés B1	2	8	8
	12	GIN241	Gramática inglesa B1 *	Inglés B1	2	3	4
	13	RUT241	Rutas turísticas	Análisis del turismo	2	3	4
	14	PAC241	Patrimonio cultural	Análisis del turismo	2	3	4
CICLO V	15	INB243	Inglés B2	Inglés B1+	2	8	8
	16	GIN242	Gramática inglesa B2 *	Gramática inglesa B1	2	3	4
	17	FRI241	Fundamentos de redacción en inglés *	Gramática inglesa B1	2	3	4
CICLO VI	18	GDT241	Guía de turismo	Rutas turísticas	2	3	4
	19	LYC241	Lectura y conversación en inglés *	Inglés B2	2	3	4
	20	ERI241	Estilos de redacción en inglés *	Fundamentos de redacción en inglés	2	3	4
	21	ATU241	Asesoría turística	Guía de turismo	2	3	4
CICLO VII	22	DET241	Diseño de empresas para el turismo	Análisis del turismo	2	3	4
	23	FAS241	Francés A1	Inglés B2	2	8	8
	24	CAC241	Comprensión auditiva y conversación en inglés *	Inglés B2	2	3	4
CICLO VIII	25	MET241	Mercadeo turístico	Diseño de empresas para el turismo	2	3	4
	26	FAS242	Francés A2	Francés A1	2	8	8
	27	SEC241	Servicio al cliente	Mercadeo turístico	2	3	4
CICLO IX	28	RPI241	Relaciones públicas internas	Mercadeo turístico	2	3	4
	29	FRB241	Francés B1	Francés A2	2	8	8
	30	GFB241	Gramática francesa B1	Francés A2	2	3	4
	31	RPE241	Relaciones públicas externas	Mercadeo turístico	2	3	4
CICLO X	32	FRB242	Francés B1+	Francés B1	2	8	8
	33	GFB242	Gramática francesa B1+	Gramática francesa B1	2	3	4
	34	EMT241	Emprendimiento turístico	Relaciones públicas externas	2	3	4

CHAPTER III

METHODOLOGY

3.1 Type and level of the investigation.

The type of this investigation is qualitative because the research team did not take into account data based on numbers; instead the research team aim was to collect data about the viewpoints of the students.

The level of this investigation was comparative because researchers collected information about the way to study in two different universities such as: University of El Salvador and Don Bosco University. The reason why researchers selected those ones is because they have the same major to study but, they study it in a different way, University of El Salvador does it simultaneously and Don Bosco University does it sequentially.

3.2 Research design

The type of research design that researchers used for this research is a comparative design due to the fact that the research team compared student's perceptions from both universities with the same academic level reached. Besides, the researchers compared categorical variable, in this case, the method used to teach both languages; sequentially and simultaneously.

3.3 Population and Sample

In this project of investigation, research team selected two main populations, students from the Department of Foreign Languages at the University of El Salvador and students from the School of Languages at Don Bosco University; all the population studies Modern Languages. The way in which Modern Languages is taught carried the research team attention's that's why the team selected two groups from each University.

At the University of El Salvador research team choose the group from English Literature I, also, at the Don Bosco University, research team choose the group from French B1+.

The population sample of the investigation was 30 students in the fifth year of Modern Language Major, semester one in the current year 2017 from each University. This population was taking into account because the students are almost at the end of the Major so research team got the necessary information required in this investigation; those students gave their opinion about learning two languages in a simultaneously or sequentially process as well because in their fifth year they have acquired the necessary tools to understand and to interact with other people in both languages.

3.4 Sample Technique

The researchers applied a sample method which is "Non-probabilistic samples: This can be used when demonstrating that a particular trait exists in the population" (Explorable.com, May 17, 2009). Since the researchers were looking for samples that

were accessible to them. They choose the convenience sampling type which is considered the easiest, the cheapest and the least time consuming. This type of sample as its name says, it is for the convenience of researchers not only because of the class schedules.

3.5 Techniques.

It is very important to choose a suitable technique to collect the information needed for this research, based on that; the techniques that the researchers used was the survey, so in this way the research team got the teachers permission to get into the classroom and reach to the target population that were two groups of 30 people, one from the University of El Salvador and the other one from Don Bosco University, in order to run a questionnaire and getting the teacher's permission to administer them and a short interview in order to collect a strong evidence in the investigation report.

3.6 Instruments.

To collect the data needed for this study, the research team used the questionnaire as instrument; because the target population was formed by many students this questionnaire consisted of 15 closed questions that students answered according to their own experience. And an interview consisting of 4 open questions that was administered on the class time to teachers. Research team asked for the teacher's permission to grant some minutes of the class in order to administer the instruments.

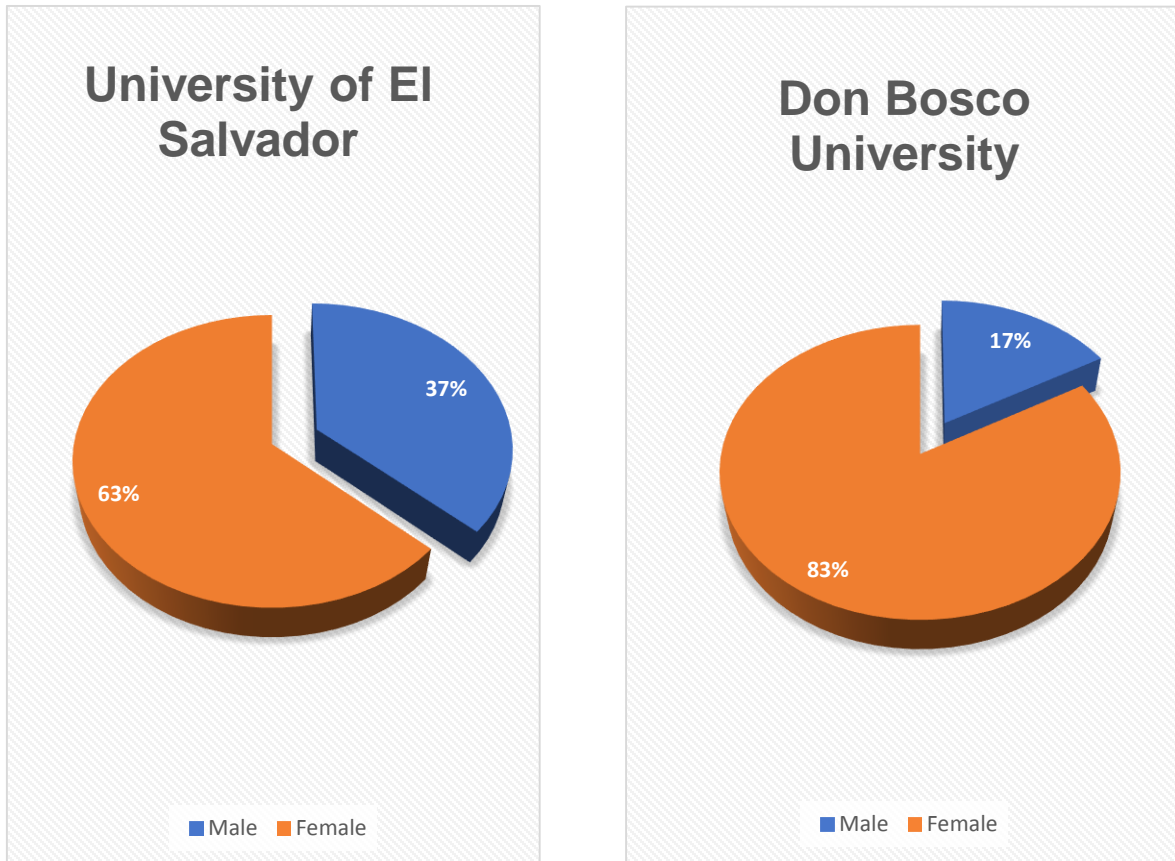
3.7 Data analysis plan.

The type of investigation that researchers will carried out was a comparative study and the technique used was an interview through a questionnaire of 15 closed questions that were analyzed as follows: the information gathered from students was analyzed by the researchers trying to find out the ideas and concepts related one to another and so in this way, categories were created to organize the information and get the results of the research to conclude what is the best way to learn two languages: English and French.

CHAPTER IV

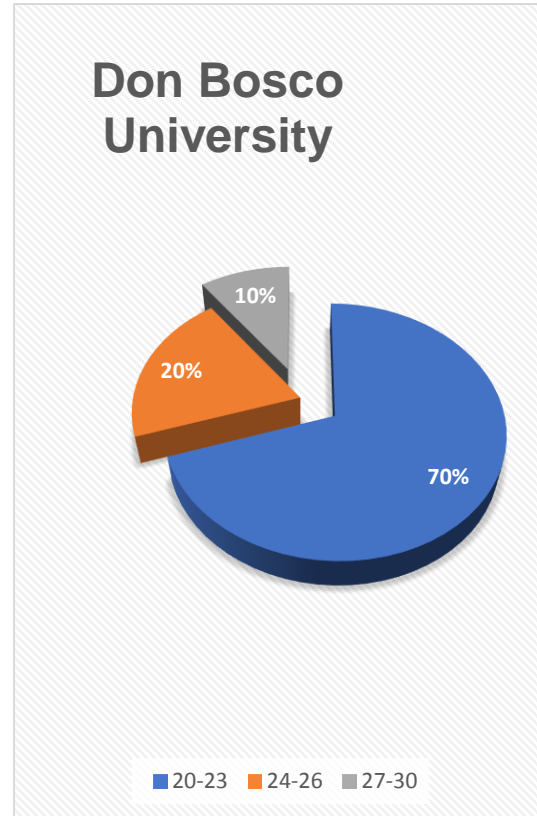
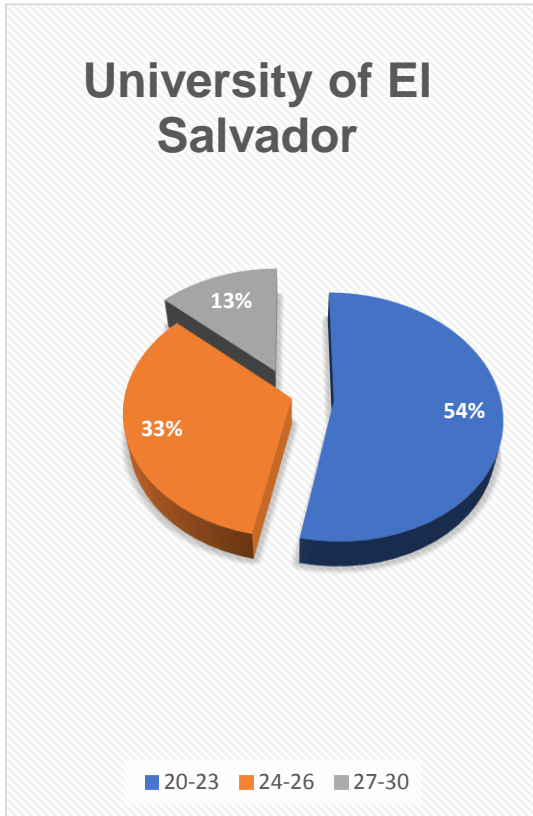
DATA ANALYSIS

Gender



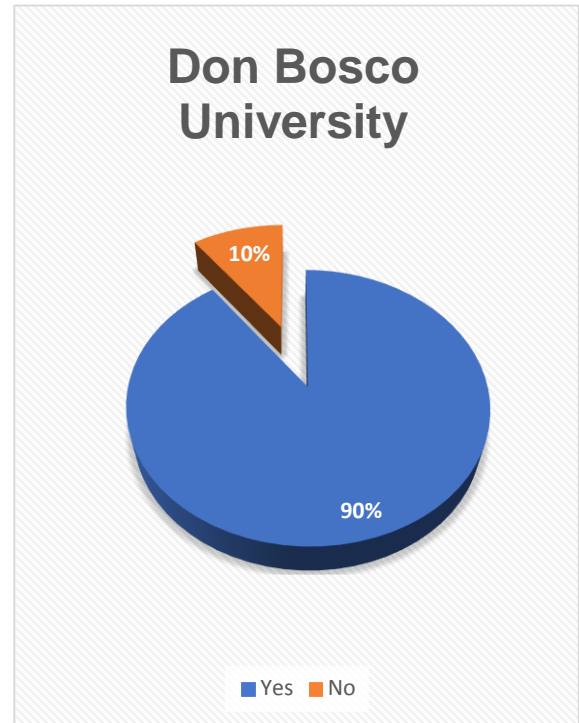
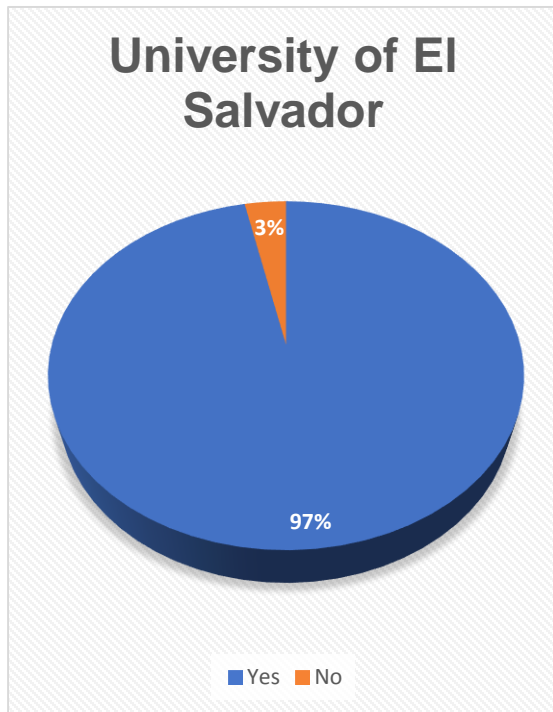
when administrating the instruments, the research team perceived the predominance in female gender in both Universities, it can be mentioned that at University of El Salvador 19 students representing 63% that took the surveys were female and 11 male students representing 37% from this population. On the other hand, from Don Bosco University 25 students representing 83% that took the surveys were female and 5 male students representing 17% from this population.

Age



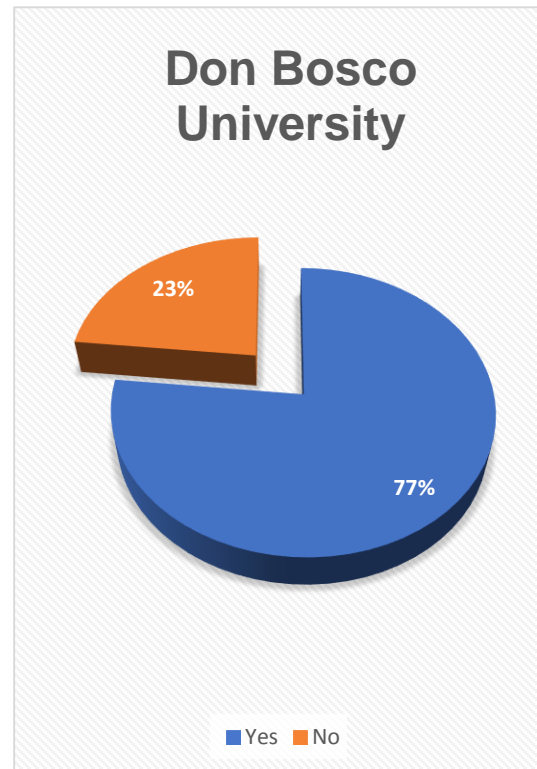
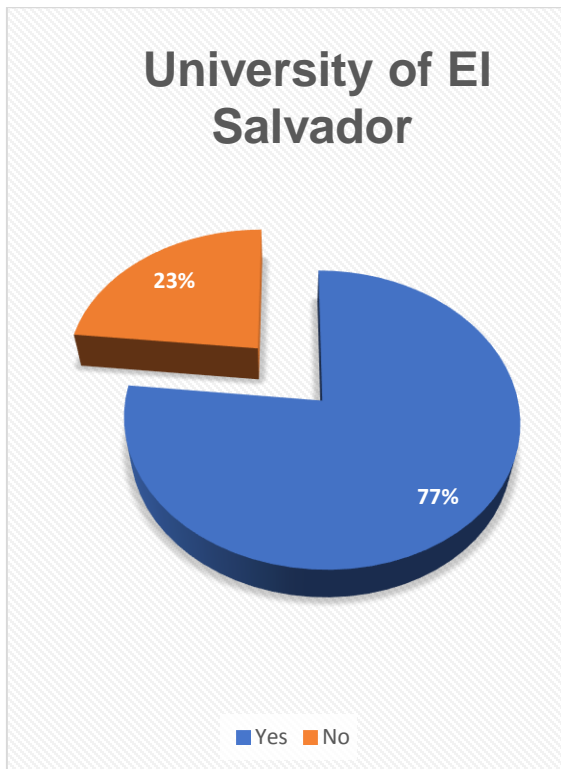
There is a contrast in age between both Universities, talking about University of El Salvador the majority of the students are between 24 and 26 years old, 16 students symbolizing the 54% are between 24 to 26 years old according to the graphic. Also, 10 students symbolizing the 33% are between the ages of 20-23 years old. Finally, 4 students symbolizing the 13% are between 27-30 years old. There is a phenomenon at Don Bosco University because the majority of the students are between 20 and 23 years old, 21 students symbolizing the 70% are between 20 to 23 years old according to the graphic. Also, 6 students symbolizing the 20% are between the ages of 24-26 years old. Finally, 3 students symbolizing the 10% are between 27-30 years old.

1. Do you believe is it possible to study two languages in a Major?



At University of El Salvador the majority consider that learning two different languages in a Major is possible. 29 students that symbolize the 97% in the graphic are in agreement believing that studying two different languages such as English and French in a Major is possible, however there is 1 student that symbolizes the 3% considered that it isn't possible. On the other hand, it is interesting to appreciate the answer from students at Don Bosco University because even the majority are in agreement there is more than one student that consider it difficult. 27 students that symbolize the 90% in the graphic are in agreement, however, there are 3 students that symbolize the 10% that consider that it is not possible. The only five men are represented inside the 90%, however 10% were symbolized by three girls.

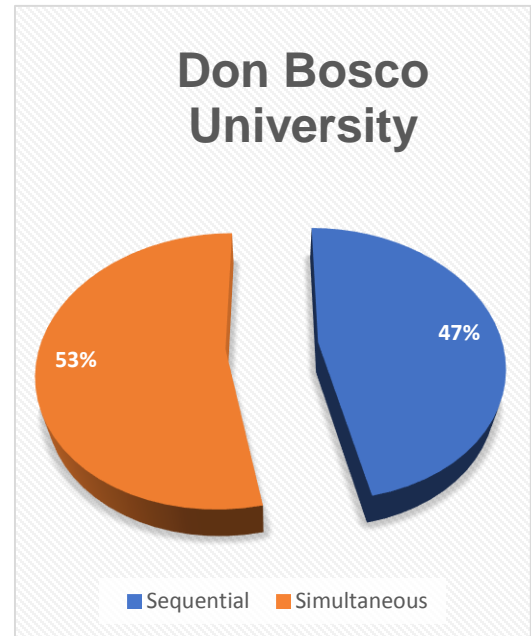
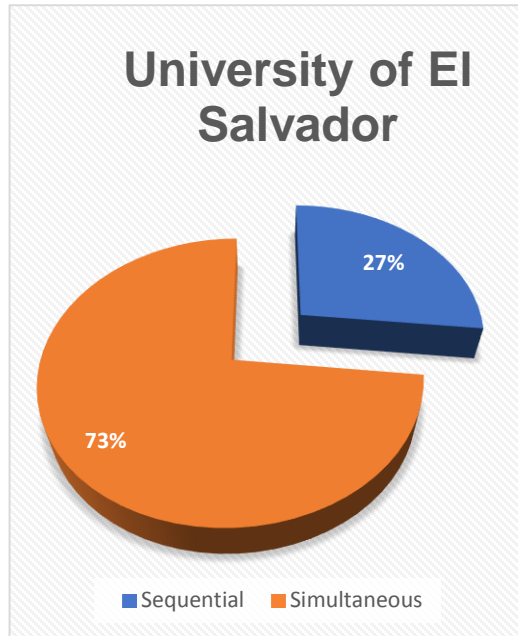
2. Do you consider that in the learning process of two languages, one language can interfere with the other one?



Since students at University of El Salvador study English and French in a simultaneous process, in other words they study those languages at the same period of time, it is important to remark a fact from this question that both universities have the same percentage in the reactions. 23 students that represent the 77% answered that one language can interfere with the other one in the Major meaning that they have problems to switch ideas, and 7 students that represent 23% in the graphic consider that one language does not interfere with the other one in the process of learning two different languages. On the other hand, at Don Bosco University students study English and French in a sequential process, in other words the first three years of the Major they start with English language and the last two years they include French courses; so, it is unexpected that they had problems to switch ideas, from 30 students that were the

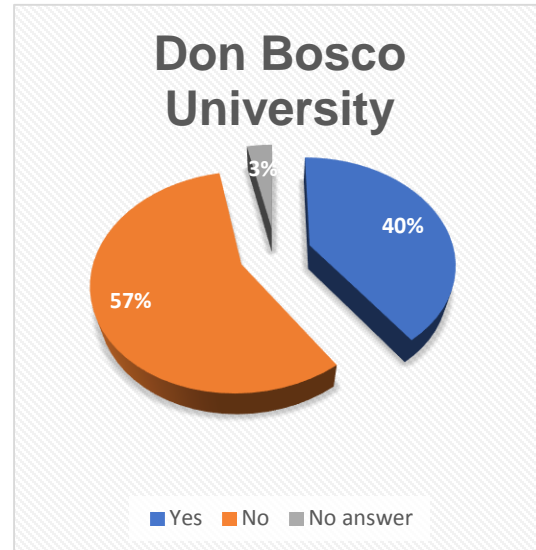
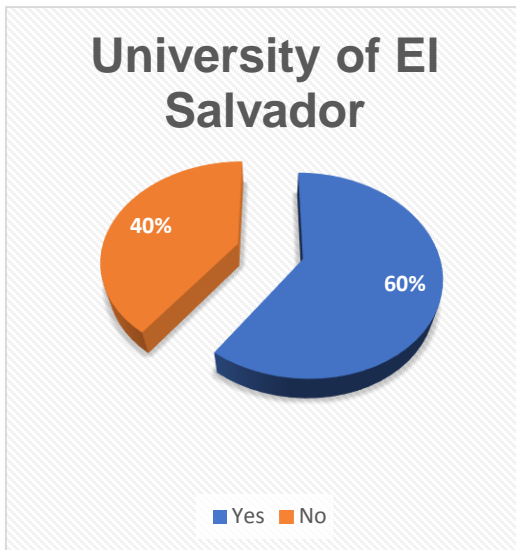
population, 23 students that represents the 77% answered that one language can interfere with the other one in the Major even if they studied in a sequential way, and 7 students that represents 23% in the graphic consider that one language won't interfere with the other one in the process of learning two different languages.

3. Do you prefer to study two languages in a simultaneous or in a sequential way?



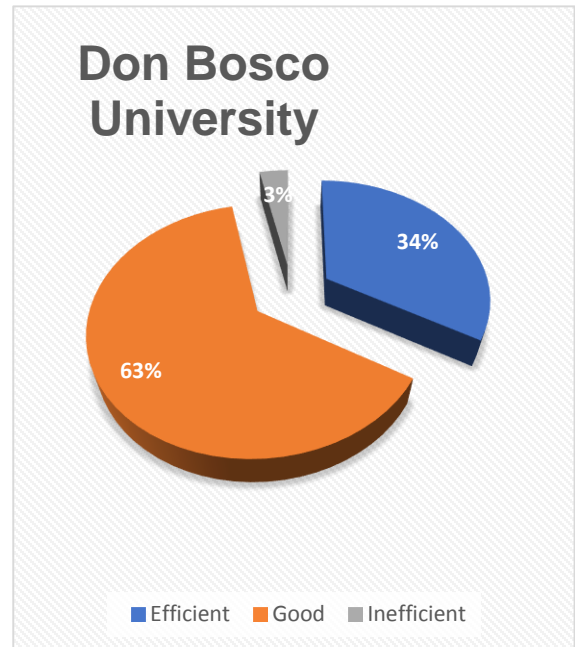
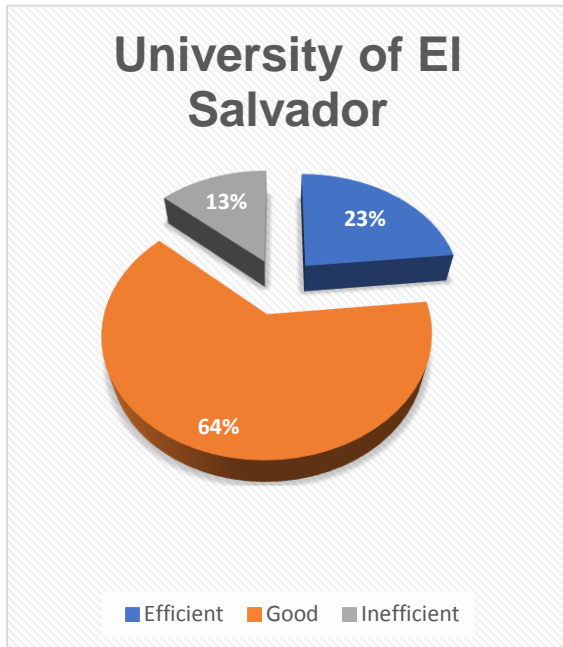
Data result are alike to the research team expectation; the majority of students from University of El Salvador are satisfied with the learning process in which they have studied during five years. From 30 students representing this population 22 students that symbolize the 67% are in favor of studying in a simultaneous process, in contrast, 8 students that symbolize the 33% on these graphics would like to change the simultaneous process for a sequential in order to learn two different languages. Something that caught the attention is the contrary case when this instrument was administrated among students at Don Bosco University meaning they have a sequential process at the moment of learning English and French languages. Remarkably, most of the students that study through a sequential process would like to study through a simultaneous process it means they would like to change the process in which they have learned English and French languages during five years of the major. From 30 students representing this population 16 students that symbolize the 53% are in favor of studying in a simultaneous process, in contrast 14 students that symbolize 47% in this graph want to keep in the same process they have learned two different languages.

4. At this point of the Major, do you consider necessary to change the process through the one you have learned English and French?



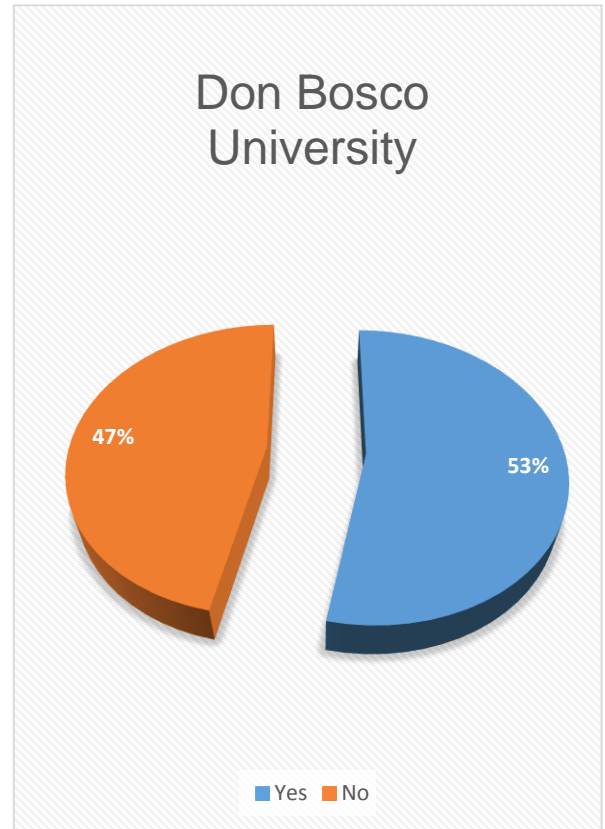
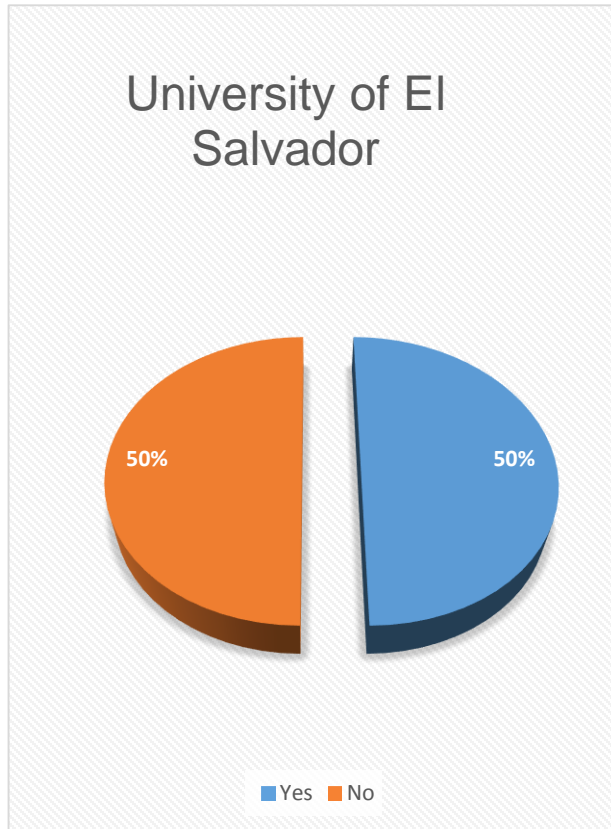
Strangely, even the last data showed that most of the students from University of El Salvador would like to keep in the same process these answers revealed the contrary, because most of the students wanted to change the process through they have learned English and French languages. From 30 students that symbolize this student's population, 18 students that represent the 60% would like to change the process and 12 students that represent the 40% would not like to change their simultaneous process to a sequential one. On the other hand, something important to remark is that students at Don Bosco University that study through a sequential process would like to study English and French languages through a simultaneous process as they answered last question but the answers of this question revealed the contrary, because most of the students don't want to change the process through the one they have learned English and French languages. From 30 students that symbolize this student's population, 17 students that represent 57% would not like to change the process and 12 students that represent 40% would like to change their sequential process to a simultaneous one, however one student specifically a girl representing 3% in the graphic did not answer.

5. How would you rate the process of learning English and French at this university?



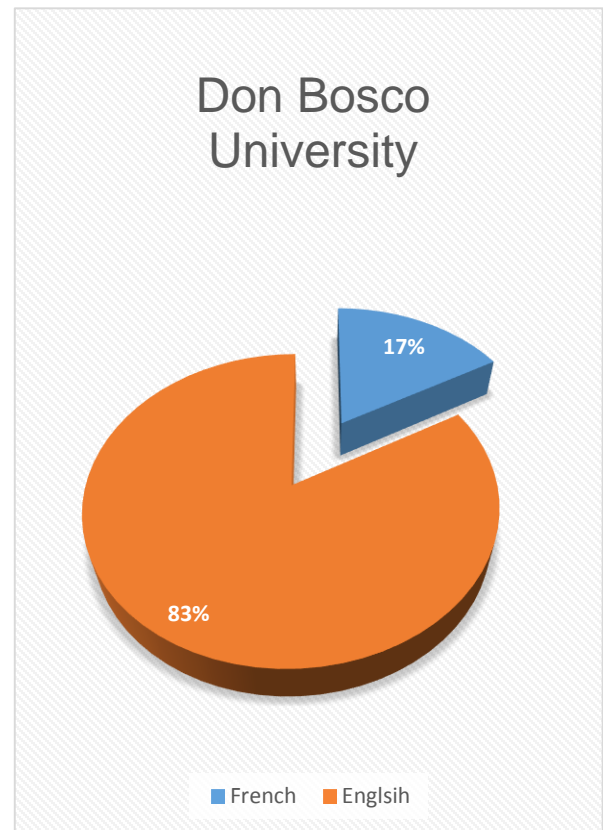
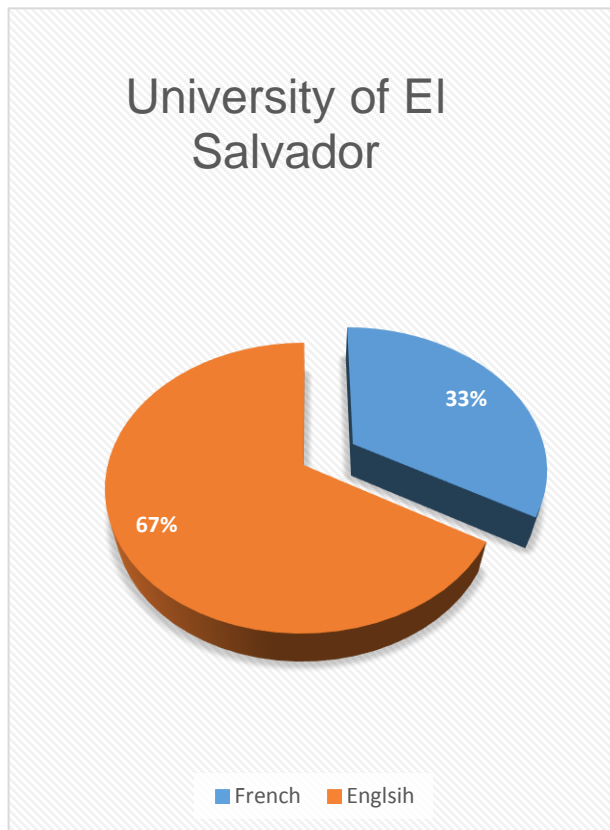
This data result is remarking that most of the students consider that the rates for their universities need some changes. From 30 students at University of El Salvador, 19 students that symbolize 64% rate their learning process of English and French as Good instead of rate their learning process as Efficient meaning that the process need some changes, 7 students that symbolize 23% rate simultaneous process as Efficient, nevertheless 4 students symbolizing 13% in the graph marked this process as Inefficient meaning that something is wrong. Nevertheless, is the same for students at Don Bosco University, from 30 students of the population, 19 students that symbolize 63% rate their learning process of English and French as Good meaning that need some changes too, 10 students that symbolize 34% rate sequential process as Efficient, and one girl symbolizing 3% in the graph marked this process as Inefficient. Something important to remark is that the girl symbolizing 3% even considering the sequential process as Inefficient in question number 3, she marked that she prefers sequential process at the moment of learning two different languages.

6. At this point of the major, do you have troubles thinking in English and French?



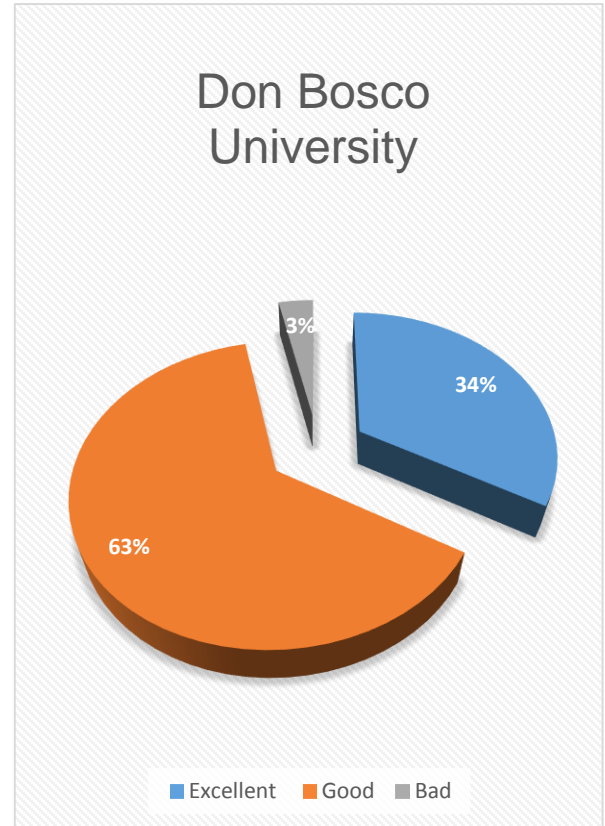
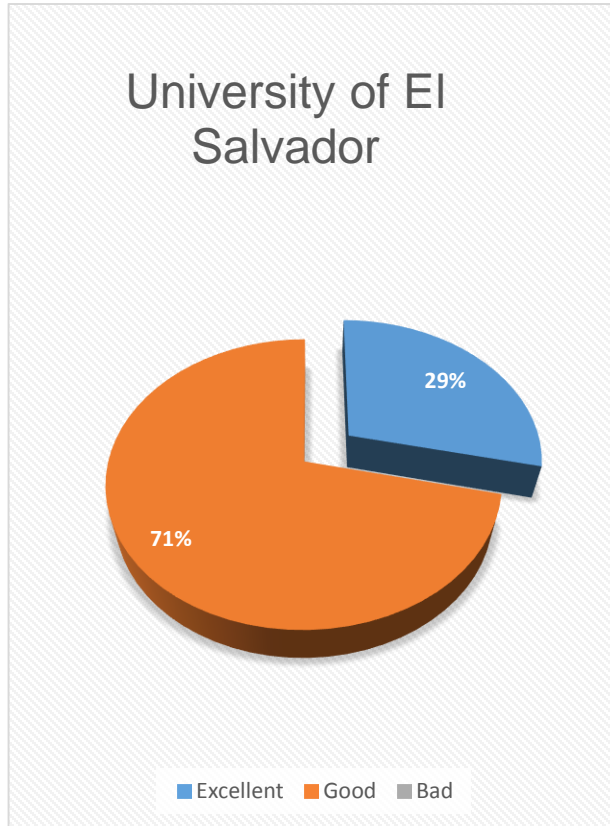
Students from both universities consider that they have some troubles thinking in English and French at this point of the major. However, students from Don Bosco University lead the statistics with a 53% representing 30 students from the entire population of students taking French B1 plus that consider having some troubles with both languages, this may mean that taking one subject after the other might make forget the first one or interferes with the other one.

7. At this point of the major, which language do you consider easier to practice?



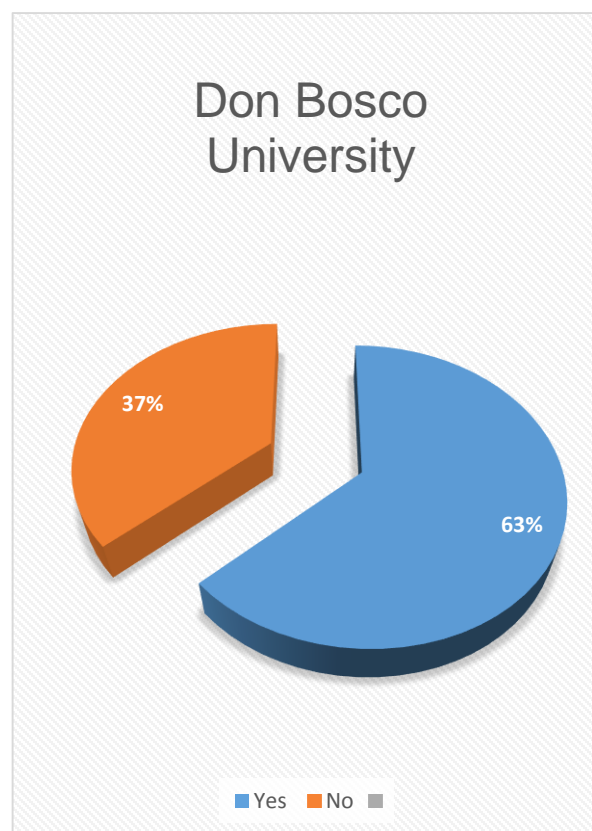
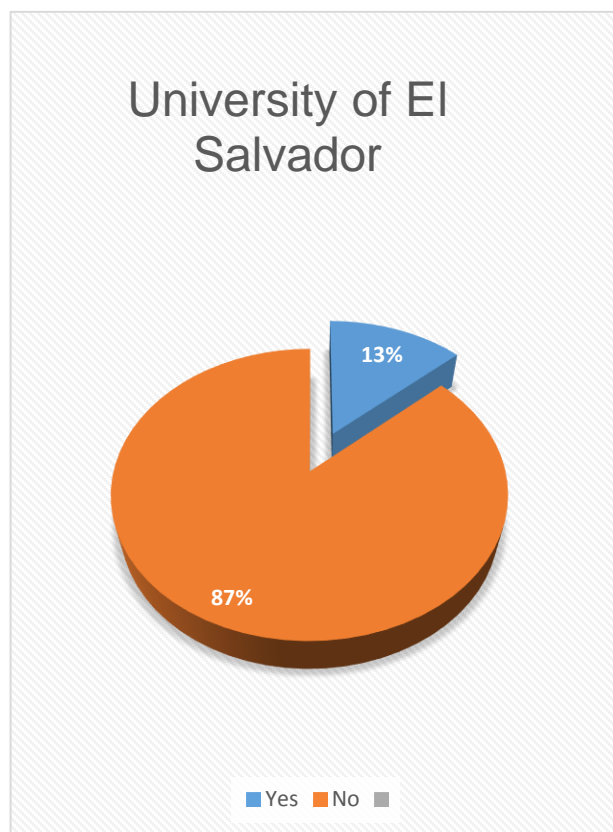
The graphs show that students from modern language specialty in French and English taking English literature at the university of El Salvador consider English as easier to practice at this point of the major; 20 students representing the 67 % answered that, in contrast to the 33 % of the rest of students that consider French as easier to practice at this point of the major. What is really important to remark is the fact that the 83% of students from modern languages specialty in tourism at Don Bosco University taking the subject French B1 plus consider English language as the easiest to practice even if the current language they have been learning the last two years is French.

8. How has been your experience during the last years of the major?



The graphs comparing both universities show that students have similar answers regarding their experience during the five years of the major. Nevertheless, students at Don Bosco University even if there was an answer that showed a complete acceptance, the 63 % of the students decide to choose an intermediate answer and a 3 % rated their experience as bad. On the other hand, at the University of El Salvador, most of the students consider their experience as good, the 71% and as excellent, the 29 %. It seems like they do not consider have had a bad experience in general terms during the five years of the major.

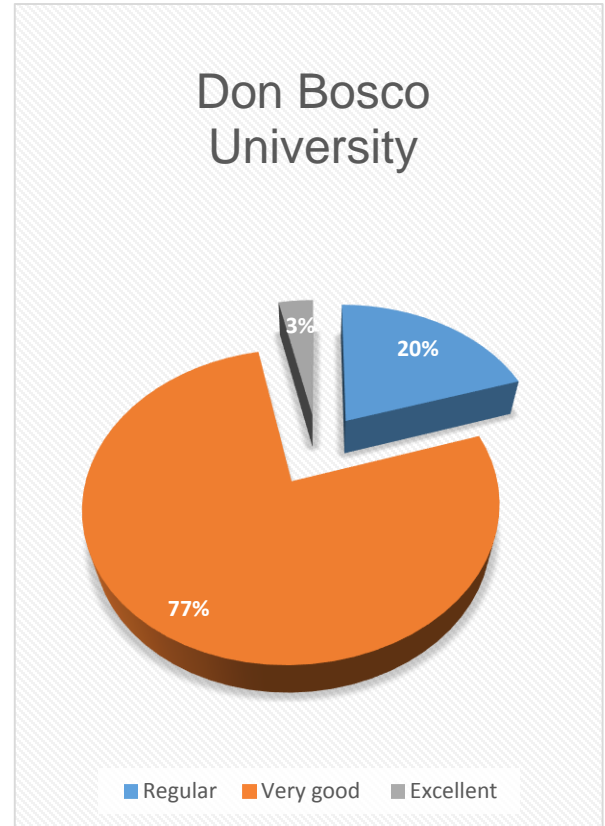
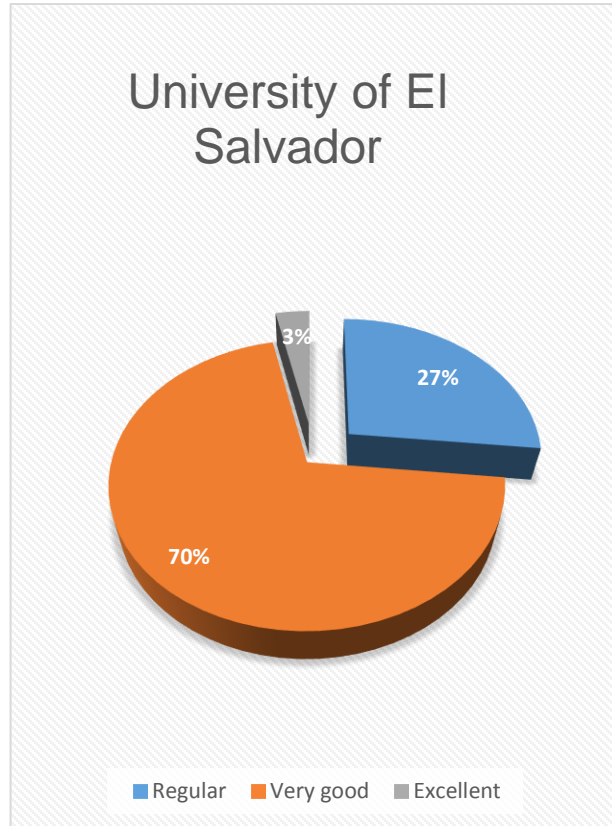
9. Do you consider that the curricula has been structured in an efficient way, so it makes easier the learning process of English and French?



The results gathered in both universities show that not all the students consider the curricula to be structured in way that makes easier the learning process of English and French, it can be inferred that even if the majority of the students at Don Bosco University consider the curricula to be structured in an efficient way, there is also a good number of students that answered the contrary meaning that the learning process of English and French may be affected by it. Most of students from modern languages specialty in English and French at the University of El Salvador do not consider the

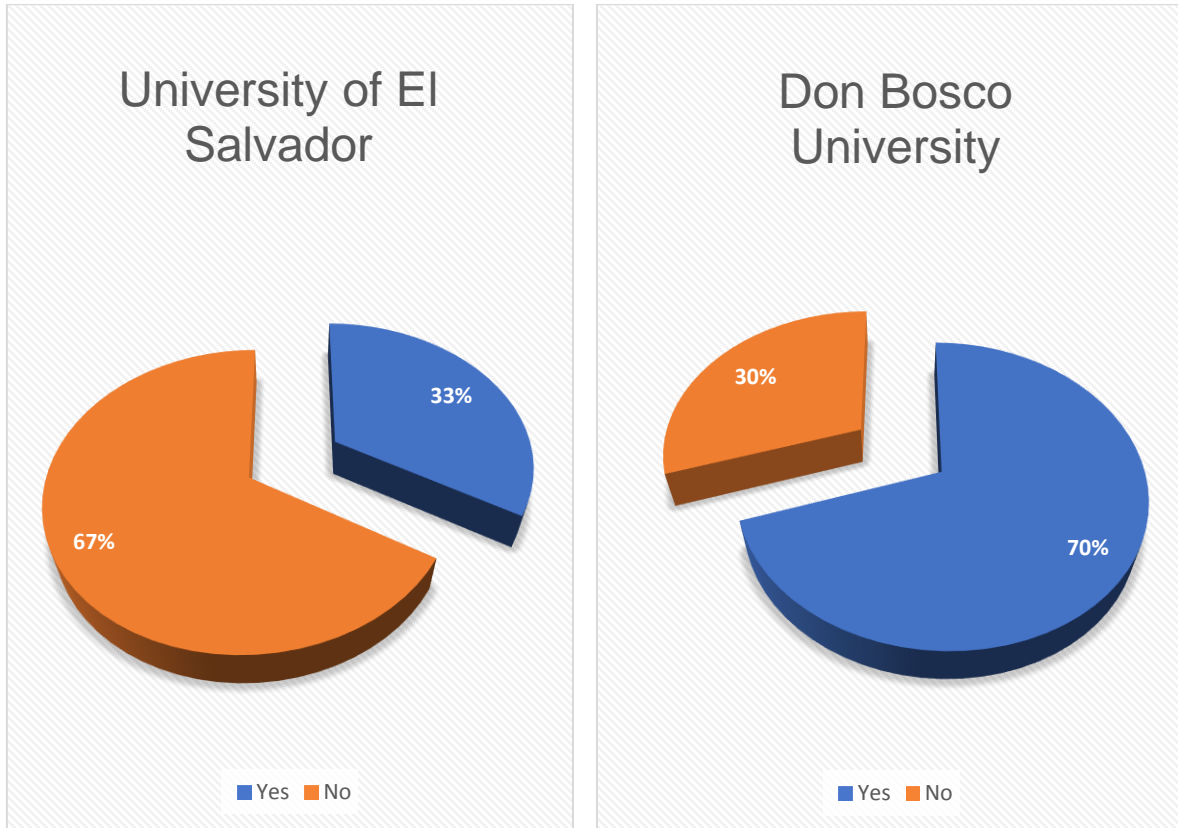
curricula to be structured efficiently, however previous answers from the same population show that they do not consider a problem to study two languages in a major and moreover through a simultaneous process.

10. How do you feel yourself in both languages?



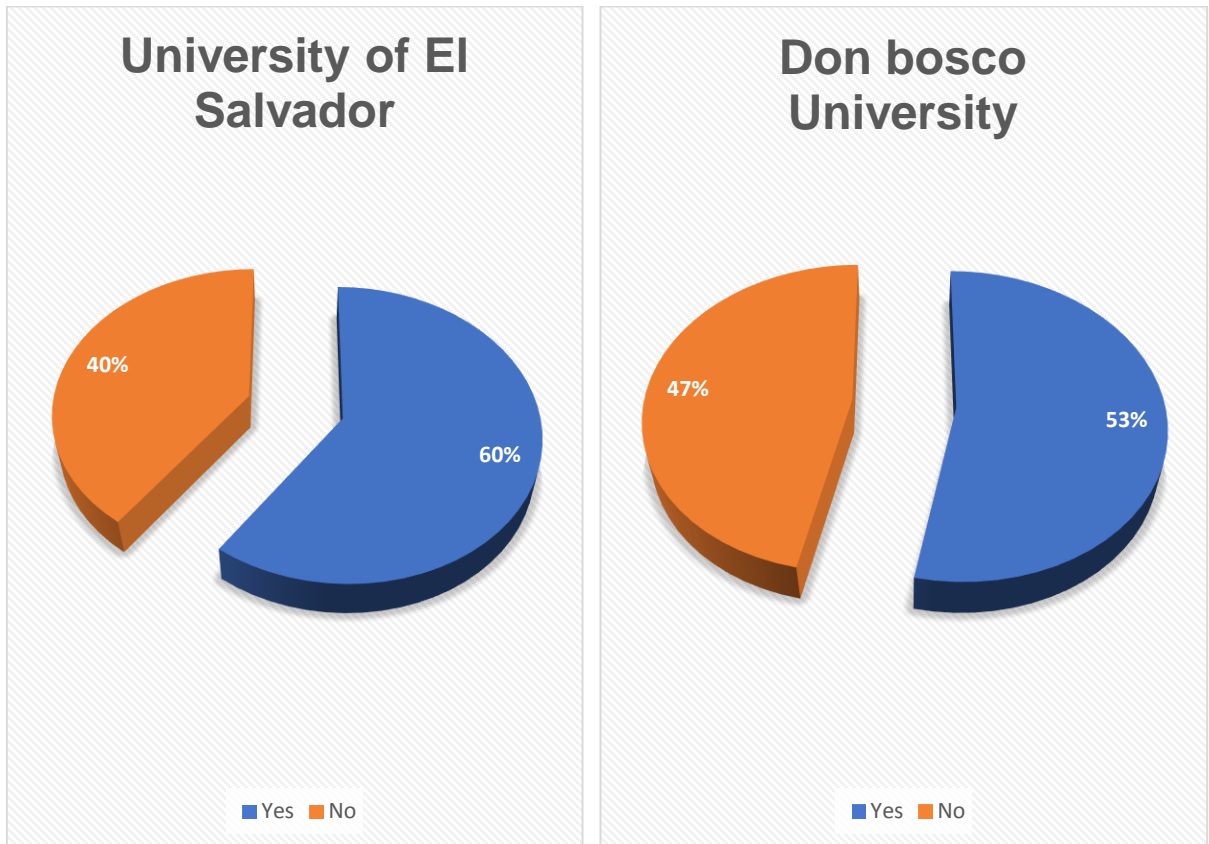
The results show how students feel themselves with both languages, present a similar situation from both universities. At Don Bosco University, the 77% of the population consider themselves as very good while at the University of El Salvador the 70 % of students consider very good in both languages. However, there is a variation on the second answer since at Don Bosco University there is the just the 20 % that considers themselves as regular in both languages but, in the other hand at University of El Salvador there is a 27 % of students that consider themselves as regular.

11. Do you consider that there are enough job opportunities for people who speak English and French in El Salvador?



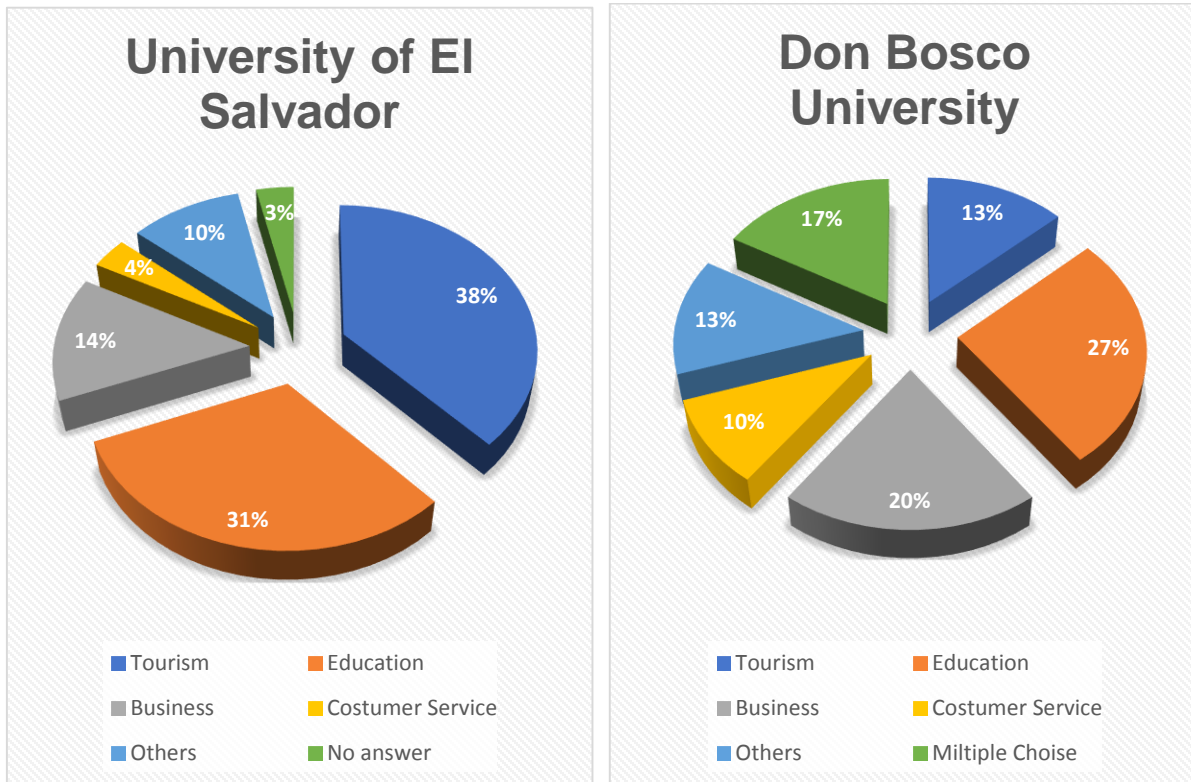
In question number 11, we have a big difference between both universities. As in the other graphs we can perceive the variety of opinions that students have from each university. There are two options to choose, and at Don Bosco University 70% of the students answered that there are enough job opportunities for people who speak both languages, the opposite at University of El Salvador with 33%; the same contrast is perceived in the second option, with 30% at Don Bosco University and 67% at University of El Salvador that said there are not enough job opportunities.

12. Regarding the level of English and French that you have acquired until now, do you feel prepared to apply to a job in which English and French are required in a high level?



In these graphs, we have similar results. In both universities students think almost the same at the moment to apply to a Multilingual job. At Don Bosco University 53% consider that they are prepared to apply to a job, and at University of El Salvador there is a 60% that also believe they feel prepared; but, we have a 47% at Don Bosco university, and 40% at University of El Salvador, so there is less people at University of El Salvador that do not feel prepared to apply to a kind of job where a high level of English and French is required.

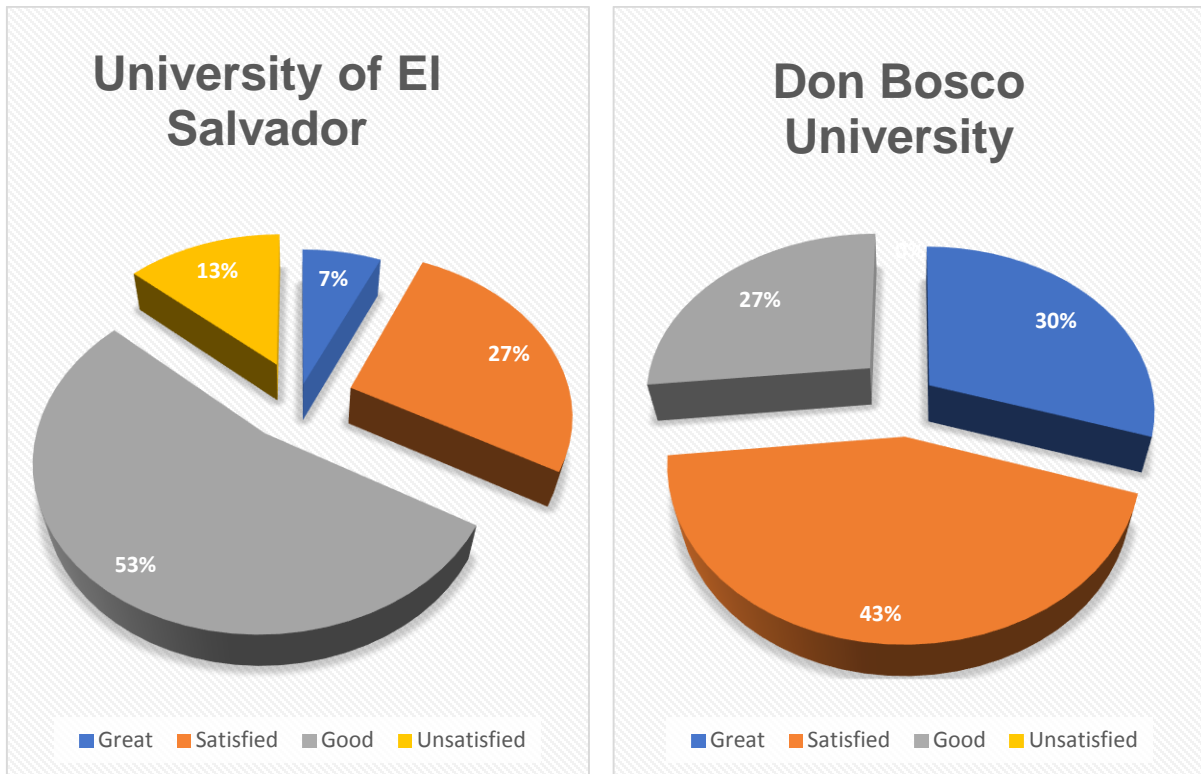
13. In which labor area would you expect to get a job when you finish your major?



This question is connected to the previous question because we can see the different labor areas where students from both universities can develop as professionals when the major is finished. Education is the most mentioned in the students' answers with 27% at Don Bosco University, and at University of El Salvador 31% said Education. Business is the second option that has a good result at Don Bosco University with 20% as another option, and at University has 14% there is a difference; next is tourism with 13% at Don Bosco University even when it is one of their specializations, the opposite at University of El Salvador with 38% is the most mentioned between students; also 10% of students from Don Bosco University said that they can apply in a job offered in a company as costumer service, the opposite at University of El Salvador with 4%; and 13% of the students at Don Bosco University considered that there are others job opportunities, almost the same at University of El Salvador with 10%. In this question, we notice something that it is important to remark, and that thing is, there is a multiple

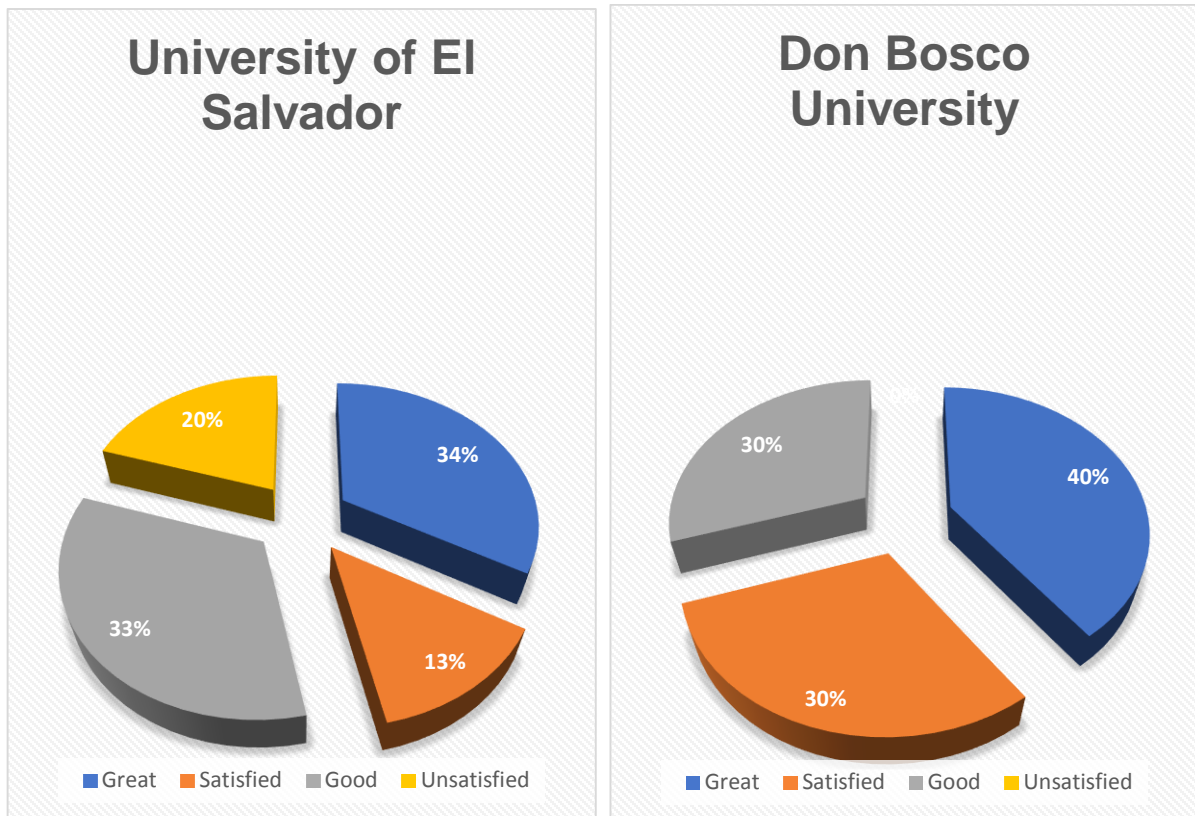
choice in chart because 5 students from Don Bosco University chose more than one answer. That means they can work in many areas. Also, in University of El Salvador's graph there is a 3% representing one student who did not answer the question.

14. How do you feel professionally at this time you are going to finish your major?



These graphs confirm the way students feel professionally at this time of their major in both universities. The first option is Great, and at Don Bosco University there is a 30% that feel like that, the opposite at University of El Salvador with 7%; 43% of students at Don Bosco University believe they are satisfied, for that option there is a 27% at University of El Salvador; 27% of students from Don Bosco University think they are good, while 53% at University of El Salvador feel good too. On the last option there is no one who feels unsatisfied at Don Bosco University while the 13% of students from University of El Salvador feel unsatisfied.

15. How do you feel emotionally at this time that you are going to finish your major?



This question is very similar than the previous question, but it confirms the way students feel emotionally. At Don Bosco University students feel great since the 40% chose that option, almost the same at University of El Salvador with a 34%. Furthermore, 30% of students from don Bosco University say they feel satisfied, while at University of El Salvador just the 13% of the population say they feel satisfied; with a similar result in both universities in the third option at Don Bosco University 30% feel good, and 33% at University of El Salvador; and we have the same phenomena that in the last question, at Don Bosco University 0% answered unsatisfied, but at University of El Salvador 20% said that.

Interview

Objective: To analyze the learning process of English and French, simultaneously and sequentially, in Modern Languages Majors at the University of El Salvador and at Don Bosco University in semester I, 2017.

1. Do you believe it is possible to study two languages in a sequential learning process? Why?

-Yes, I believe, we implement this curricula in this way with this method because it doesn't make any difference to study languages at the same time or one after the other because the languages skill that every person develop in this process are different.

2. What kind of learning process do you think it is the most efficient to study two languages?

-For me, there is no difference to study two languages at the same time or sequentially. Doesn't make any difference, but we teach it sequentially because we follow the program according to the limit propose by the Ministry of Education that give us the hours that we must teach. Keeping a balance and distributing well the courses we arrived to the sequentially process, everything was following the Field of Application.

3. Have you noticed some problems in students from Modern Languages major specialty in tourism at Don Bosco University at the moment to study two languages? No really, we believe and according to the scientific proof a person who can learn a language easy can learn one language first and another later. Based on the number of subjects that the major have we cannot overload the program and our students teaching two languages at the same time.

4. Did you find good results in the students during your time of experience as professor in the major?

-We cannot contrast our students because they don't have the experience to process both languages simultaneously even though we would be able to say that our students are doing well, they can communicate in a really good way, there are higher. English is their target language and they improve at the point that most of them work in travel agencies as Avianca and many other excellent jobs.

Don Bosco

Interview

Objective: To analyze the learning process of English and French, simultaneously and sequentially, in Modern Languages Majors at the University of El Salvador and at Don Bosco University in semester I, 2017.

1. Do you believe it is possible to study two languages in a simultaneous learning process? I believe in simultaneous process.

- Have you heard about this same major at Don Bosco University?

Yes I have, Noe Agreda, he is a friend, and he actually took what you call this... ah... the plan of this major, he took it and studied to adapting it, that was he did, and he did it for them, then they took something away instead of ...ah... the minor of communication, I think they added tourism, but in principle is the same idea of languages with two minors in something else using the languages.

2. What kind of learning process do you think it is the most efficient to study two languages?

-Simultaneous one, however; they want to do it in sequential way; it doesn't mean in that way is not possible, because you are good examples of that, some of you are good with English and French and others are like for some reasons they become more skillful in English than in French and some others... because the experiences are very important, you know experiences are very important, so they go to France for a year or for any time, and then, they probably, of course, they will use better French than English, sometimes they don't practice English, they start to forget English and that happens in the other way around, if you go to the United-States or if you work in a call center where you use more English than French that can happen; it depends of you as a student... as say... as an individual... oh... as an active individual... ah eternal.... ah not eternal... in everlasting way... ah... everlasting way of learning, you should always be learning in life, not just... do your... oh get your

diploma and then forget all about it, if you keep on doing this studying your both languages your French and English... I mean miss any this languages, it depends on the person too.

3. Have you noticed some problems in students from Modern Languages major at University of El Salvador at the moment to study two languages?

-Because it's possible you can have it both ways if you wish you study one first and you study another one but you have both at the same time in the world people do that in different areas, regions of the world like Europe, like other places where at the border line 2-3 more languages are spoken, people can learn that you know whether adults use it to communicate their children, I think is even better, but it was possible actually myself, I was taking, I think just about the same time French and Portuguese but the time I could speak English, but I was taking French in Intermediated level, and then I started Portuguese, so there isn't problem with that at all, just you know little things... something that students instead of saying yes they say Oui but that is not a problem actually is not unless you get crazy and you start but not the other day, I saw on the TV for example and it depends on the experiences a particular part of the world is experiencing a particular group in society is experiencing it depends of that, it depends of what you live, on what you are in and then you believe on that or you don't believe on that, so I'm telling you in my experience it is possible to learn two languages,

4. Did you find good results in the students during your time of experience as professor in the major?

-I'm mentioned another group an institute on France that is... that call Centre de Recherche des Nouvelles Technology, there , they created theory and methodology, new methodology, so what they do is that I talk to people lead in that institute for somehow in live, I went to seminars and I met this people, they teach two or three languages at the same class the same teacher, I don't know how they do it, I miss the opportunity to go, some colleagues went there

and observed, I didn't, but they do it, even differently that's we do it, we have different class, one for English and one for French and that's possible and so that's the way they live...Well, creating massive oh... you know... oh... prepare... oh not... we say... ah yeah! Prepare people ... students, young people, you know ready for life, working for ah... find in... ah... a reason actually in society, because by the time, hard things are in our country lack of opportunities and jobs... lack of jobs, so the results for me creating this possibility of helping people to find a reason in life, students have used this opportunity in a good way because they work at call centers, at academies and even at the embassy you know in a very good way academically and professional, so that are greats results, you know people are asking... ah... applying for this major a lot, because they believe it is important and useful for them, so that is a great result for me.

CHAPTER V

5. CONCLUSIONS

After the process of collecting data in both universities as well as analyzing it through the different instruments, the following conclusions have been made:

1. The students from French B1+ course at Don Bosco University have differences in the way they learn English and French in relation to English Literature students at University of El Salvador. Even if those students from both Universities learn in a Sequential and Simultaneous process as well, they are in agreement in one thing, students from University of El Salvador and Don Bosco University prefer to learn English and French in a simultaneous process.
2. After studying a major in a university, students expect to get a very good job according to their specialization and level of proficiency. Most of the students from both universities would like to work on a specific area which is Education. However, students from University of El Salvador are not specialized in that field.
3. The specialization in tourism in Modern Languages specialty in tourism at Don Bosco University, is not significant at the moment to choose the major due to the fact that when students are asked to choose an area where they would like to get a job, education field leads above other areas.

4. The majority of students from Modern Language Major Specialty in English and French at University of El Salvador consider themselves at this point of the Major to have a higher level of English and French in order to face any situation where a high level of this languages is required, nevertheless they also consider that there are not enough opportunities to develop their skills in languages.
5. Sequential learning process of English and French at the Major of Modern Languages at Don Bosco University represents to students a difficulty to learn both languages in an efficient way, since the first language acquisition, English, interferes with the second language that they learn in the major which is French.
6. Students at University of El Salvador believe in simultaneous process, because it is the way in which they have studied two different languages such as English and French; however, they think that it is necessary to change the curricula. The Higher Education Law demands in the article n°37 subsection b): “Disponer de los planes de estudios adecuados, actualizados al menos una vez en el término de duración de la carrera y aprobados para los grados que ofrezcan” that means the curricula has to be checked every 5 years, but the curricula of this major has 14 years of being created and the University authorities did not update it until now.
7. Students from Don Bosco University have not any problem with curricula’s changes because authorities from the University follow the Higher Education

Law and that means they check the curricula every five years, so, they evaluate how the best way to enrich the major is. However, students demand a change in the learning process.

6. RECOMMENDATIONS

Taking the information obtained from students of fifth year of the Modern Languages major Specialty in French and English, some recommendations in relation to the topic already developed, based on the data analysis, are the following:

- To the authorities of the University of El Salvador to preserve simultaneous process at the moment of teaching English and French since it is the most suitable learning process in both universities according to the results gathered from student's opinions on this investigation.
- Students of the Modern Languages major should be informed about the current labor market in El Salvador and its new demands. In this way, they could be prepared to face at the moment they become professionals, whatever challenge created by the government and others institutions.
- University authorities in El Salvador that offer majors in Modern Languages should propose more specializations according to nowadays demands of knowledge in different areas not only tourism.
- The authorities of the universities in El Salvador should create workshops for students in order to be qualified in both languages and so in this way, students can improve the previous knowledge acquired during the major.

- Professors should create a different methodology that allows students feel confident and comfortable with both languages so, neither French nor English interfere each other during the learning process.

- University of El Salvador authorities should update the curricula of the major in Modern Language specialty in French and English every five years according to the Higher Education Law demands to each university public and private in the article N°37 subsection b): “Disponer de los planes de estudios adecuados, actualizados al menos una vez en el término de duración de la carrera y aprobados para los grados que ofrezcan”.

- University authorities in El Salvador should propose both learning processes, in this case Simultaneous and Sequential, in order to let students, choose which type of process they prefer to study English and French.

BIBLIOGRAPHICAL REFERENCES

BOOK REFERENCES

- Grandinetti, Antonella (Febrero 2011). “Razones y Beneficios de Aprender un Idioma: ¿Por qué y para qué estudiar idiomas?” Suite101.net.
- Keith J. 2008. Aprender y enseñar lenguas extranjeras.
- Lora, Rafael A. (Febrero 2011). “Aprender un Segundo Idioma Estimula el Desarrollo Cerebral.”
- Rouhollah Rahmatian & Mahdieh Farshadjou (September, 2013) “Simultaneous Learning of Two Foreign Languages, English and French, by Adult Persian-Speaking Learners”. Tehran, Iran. *Canadian Center of Science and Education*.
- Stephen R. Anderson (2010). “How Many Languages are in the World?” United States. *Linguistic Society of America*.
- Suresh Canagarajah & Adrian J. Wurr (January 2011). “Multilingual Communication and Language Acquisition: New Research Directions.” United States. *The Reading Matrix*.

WEBSITES REFERENCES

- Legislative Assembly (1996). Legislative Center of Documentation: General Law of Education.

<http://www.asamblea.gob.sv/eparlamento/indice-legislativo/buscador-de-documentos-legislativos/ley-general-de-educacion>

- Licenciatura en Lenguas Modernas Especialidad Inglés y francés. (2016). Secretaria.ues.edu.sv:

http://secretaria.ues.edu.sv/index.php?option=com_content&view=article&id=24&Itemid=74

- Ministry of Education (2004). Law of Higher Education.

<http://www.asamblea.gob.sv/eparlamento/indice-legislativo/buscador-de-documentos-legislativos/ley-de-educacion-superior>

- Oxford Dictionary

<https://en.oxforddictionaries.com/definition/language>

- The Brain Benefits of Learning a Second Language

By Deane Alban <http://bebrainfit.com/brain-benefits-learning-second-language/>

- The cognitive benefits of being trilingual

http://dana.org/Cerebrum/2012/The_Cognitive_Benefits_of_Being_Bilingual/

➤ University Don Bosco.

www.udb.edu.sv/udb/archivo/catalogo/catalogoUDB2013.pdf

➤ University of El Salvador.

<http://www.humanidades.ues.edu.sv/>

ANNEXES

219 - LICENCIATURA EN IDIOMAS CON ESPECIALIDAD EN TURISMO (Plan 2013)

	No.	CÓDIGO	ASIGNATURA	PRERREQUISITO	HTS	HPs	UV
CICLO I	1	INA241	Inglés A1	Bachillerato	2	8	8
	2	FRE241	Fundamentos de redacción en español *	Bachillerato	2	3	4
	3	EOE241	Expresión oral en español *	Bachillerato	2	3	4
CICLO II	4	INA242	Inglés A2	Inglés A1	2	8	8
	5	ERE241	Estilos de redacción en español	Fundamentos de redacción en español	2	3	4
	6	ANF231	Antropología filosófica *	Bachillerato	2	2	3
CICLO III	7	PRA241	Primeros auxilios	Bachillerato	2	3	4
	8	INB241	Inglés B1	Inglés A2	2	8	8
	9	PSC231	Pensamiento social cristiano *	Bachillerato	2	2	3
CICLO IV	10	ADT241	Análisis del turismo	Estilos de redacción en español	9	1	8
	11	INB242	Inglés B1+	Inglés B1	2	8	8
	12	GIN241	Gramática inglesa B1 *	Inglés B1	2	3	4
CICLO V	13	RUT241	Rutas turísticas	Análisis del turismo	2	3	4
	14	PAC241	Patrimonio cultural	Análisis del turismo	2	3	4
	15	INB243	Inglés B2	Inglés B1+	2	8	8
CICLO VI	16	GIN242	Gramática inglesa B2 *	Gramática inglesa B1	2	3	4
	17	FRI241	Fundamentos de redacción en inglés *	Gramática inglesa B1	2	3	4
	18	GDT241	Guía de turismo	Rutas turísticas	2	3	4
CICLO VII	19	LYC241	Lectura y conversación en inglés *	Inglés B2	2	3	4
	20	ERI241	Estilos de redacción en inglés *	Fundamentos de redacción en inglés	2	3	4
	21	ATU241	Asesoría turística	Guía de turismo	2	3	4
CICLO VIII	22	DET241	Diseño de empresas para el turismo	Análisis del turismo	2	3	4
	23	FAS241	Francés A1	Inglés B2	2	8	8
	24	CAC241	Comprensión auditiva y conversación en inglés *	Inglés B2	2	3	4
CICLO IX	25	MET241	Mercadeo turístico	Diseño de empresas para el turismo	2	3	4
	26	FAS242	Francés A2	Francés A1	2	8	8
	27	SEC241	Servicio al cliente	Mercadeo turístico	2	3	4
CICLO X	28	RPI241	Relaciones públicas internas	Mercadeo turístico	2	3	4
	29	FRB241	Francés B1	Francés A2	2	8	8
	30	GFB241	Gramática francesa B1	Francés A2	2	3	4
CICLO X	31	RPE241	Relaciones públicas externas	Mercadeo turístico	2	3	4
	32	FRB242	Francés B1+	Francés B1	2	8	8
	33	GFB242	Gramática francesa B1+	Gramática francesa B1	2	3	4
	34	EMT241	Emprendimiento turístico	Relaciones públicas externas	2	3	4



UNIVERSITY OF EL SALVADOR

Faculty of Sciences and Humanities

Modern Languages Major speciality in French and English

Study plan 2002

I	II	III	IV	V	VI	VII	VIII	IX	X
Intensive French I	Intensive French II	Intensive French II	Advanced French	Oral Expression in French	French Phonetics	Introduction to the French Civilization	French Literature I	French Literature II	Vocational Elective V
Intensive Basic English	Intensive Intermediate English I	Intensive Intermediate English II	French Grammar I	French Grammar II	Orthography and stylistics in French	The French and the commerce	The French and the Tourism	The French and the Translation	English Literature I
			Intensive Advanced English I	Intensive Advanced English II	Reading and conversation I	Reading and conversation II	Advanced English Grammar	Introduction to English Linguistics	English phonology and morphology
Vocational Elective I	Vocational Elective II	English Grammar I	English Grammar II	English Pronunciation	Vocational Elective III	English Composition I	Vocational Elective IV	Seminar I	Seminar II

Amount of courses: 37

Total of unities: 184 u.v.