

UNIVERSITY OF EL SALVADOR
SCHOOL OF SCIENCES AND ARTS
FOREIGN LANGUAGE DEPARTMENT
MODERN LANGUAGES MAJOR:
FRENCH AND ENGLISH



TOPIC:

UPDATING THE CURRICULUM OF MODERN LANGUAGES MAJOR.

FINAL WORK TO OBTAIN THE DEGREE OF:

“LICENCIADO EN LENGUAS MODERNAS ESPECIALIDAD: EN FRANCÉS E
INGLES”

PRESENTED BY:

SUSANA ELIZABETH PERLA SIBRIAN PS03025
MIGUEL ÁNGEL UMAÑA GÓMEZ UG03003
JOSÉ SANTOS VALLE VALLADARES VV03018

ADVISOR :

MsE MIGUEL ANGEL CARRANZA CAMPOS

MAIN CAMPUS, FEBRUARY 2th 2010

UNIVERSITY OF EL SALVADOR AUTHORITIES

ING. RUFINO ANTONIO QUEZADA SÁNCHEZ
(RECTOR)

ARQ. MIGUEL ANGEL PÉREZ RAMOS
(ACADEMIC VICE-RECTOR)

MTRO. OSCAR NOÉ NAVARRETE ROMERO
(ADMINISTRATIVE VICE-RECTOR)

DOUGLAS VLADIMIR ALFARO CHAVEZ
(GENERAL SECRETARY)

AUTHORITIES OF THE SCHOOL OF ARTS AND SCIENCES

LIC. JOSÉ RAYMUNDO CALDERÓN MORÁN
(DEAN)

DR. CARLOS ROBERTO PAZ MANZANO
(VICE-DEAN)

MTRO. JULIO CESAR GRANDE RIVERA
(SECRETARY)

AUTHORITIES OF THE DEPARTMENT OF FOREIGN LANGUAGES

MTL. EDGAR NICOLÁS AYALA
(HEAD OF DEPARTMENT)

LIC. RHINA FRANCO
(UNDERGRADUATE DEGREE COORDINATOR)

MsE. MIGUEL ÁNGEL CARRANZA CAMPOS
(ADVISOR)

“For the LORD gives wisdom, and from his mouth comes knowledge and understanding”

Proverbs 2:6

TABLE OF CONTENTS

	Page
Introduction	i
I General Objectives	2
II Specific Objectives	2
III Justification	3
IV ESSAY	
IV.1 Overview of the Modern Languages Major (MLM)	4
IV.2. Why should the curriculum of the Modern Languages Major be evaluated?	7
IV.3 Globalization of the Modern Languages Major.	11
IV.4 Why should tourism be empowered within the curriculum of the Modern Languages Major?	11
IV.5 Tourism in a violent country like El Salvador?	14
IV.6 What parameters should be taken reviewing the curriculum of a college major?	16
IV.7 What kind of evaluation is it more advisable to make to the curriculum of the Modern Languages Major?	17
IV.8 Analysis of the Modern Language curriculum	18
IV.9 Academic proposal for the improvement of the curriculum of the Modern Languages Major: Specialty in French and English	20
IV.10 The curricular proposal for the Modern Languages Major	23

IV.11 How to go about the change	24
IV.12 Conclusions	25
V. Methodology	28
VI. References	33
VII. Annexes	37

INTRODUCTION

As undergraduate students of the Modern Languages Major: French and English offered by the Department of Foreign Languages at the School of Science and Arts of the University of El Salvador and conscious about the importance of reviewing the current curriculum of the Modern Languages Major to offer the students an educational plan which fulfils their job and professional expectations, we present the current research work with the purpose of providing documentary information to the corresponding authorities to help in the decision making concerning the improvement of this major.

First, an overview of the Modern Languages Major is presented and it includes the problem registered in this major which has to do with the reviewing of its current curriculum. The overview also includes the history of the Modern Languages Major since its creation until today. Then, some reasons why the problem should be boarded and how to do it are also remarked. Afterwards, an analysis of the curriculum is made and some proposals are given in order to improve it. At the end, some conclusions and recommendations are presented after analyzing the results of the research.

I - GENERAL OBJECTIVES

- To analyze the Modern Languages Major Students' job expectations, how the curriculum of the Modern Languages Major prepares the students to reach them and the importance of tourism within the current Salvadoran labour market.

II- SPECIFIC OBJECTIVES

- 1 -To identify possible deficiencies within the curriculum of the Modern Languages Major to face the current labor market.
- 2 -To highlight the importance of tourism within the current labour market.
- 3 -To show the students' points of view related to the curriculum of the Modern Languages Major.
- 4 -To propose an update of the occupational profile of the Modern Languages Major.

III- Justification

The present bibliographic research is of a great importance for the Department of Foreign Languages of the University of El Salvador; and specially for the students and teachers of the Modern Languages Major because of the following reasons: 1) A scientific document about de Modern Languages Major will be written, which will enrich the documentation centre of the Department of Foreign Languages of the University of El Salvador, since there exist very few written works on graduation processes of this major so far. 2) The research work will provide updated data about the students' opinion and experience regarding the current Modern Languages Major curriculum. 3) The research work will identify the deficiencies of the Modern Languages Major current curriculum. 4) The research work will generate a debate among the authorities of the Department of Foreign Languages, Teachers and students regarding an integral evaluation of the Modern Languages Major. 5) The research work will set up the basis for future works on the Modern Languages Major. 6) The present work will contribute to improving the academic quality of the Modern Languages Major by providing some possible solutions taking into account the students needs and expectations against the current Salvadoran reality.

This research work wants to go further on and show that a development source can be found in the rubric of tourism that could generate better job opportunities for the students of the Modern Languages Major since the tourism industry is growing fast in El Salvador and the tourism activities have to do directly with the area of competence of this major.

"Updating The curriculum of Modern Languages Major".

IV.1 Overview of the Modern Languages Major (MLM)

Since its creation in 1999, the Modern Languages Major: French and English has not been submitted to any evaluation. This Major has not been modified at all, even though Salvadoran Higher education law calls for an evaluation at the end of each process, this means every five years in the particular case of a university major. This requirement is also established by the Ministry of Education of El Salvador. Moreover, the curriculum of the MLM establishes ongoing evaluations of its plan. Students of this major have expressed interest for an evaluation of the MLM curriculum. According to them, more subjects related to tourism should be included; for this is an industry that has had an important growth in the Salvadoran economy and has been needing competent professionals in this field for the last years. It is also important to remark that the MLM is directly related to the tourism activities since this major prepares professionals in the use of the English and French languages, which has close relationship with the national and international tourist activities. Therefore, the curriculum of the Modern Languages Major should be submitted to an evaluation including subjects related to the tourism industry that would enable the graduated professional in Modern Languages to be more competitive within the Salvadoran labor market.

The Modern Languages Major at the University of El Salvador entered into force on February 28th, 2002, in accordance with the Higher University Council No.91-99-2003, with the purpose of diversifying the language options (up to the year 2000, the only majors available were in the English language) and offering the students another alternative to fulfill their academic and labor expectations. That is, those expectations which were not necessarily directed to the teaching area since it was proved, through a research carried out by the curriculum committee of the Department of Foreign Languages, that only 30% of the students registered in the English Teaching Major wished to be teachers. Also, with this new major, it was intended that the Foreign Languages Department at the University of El Salvador would project better to the Salvadoran society and would cooperate with the development of the country to educate professionals with linguistic skills suitable to the demands of a changeable social, political and economic system (Modern Languages Curriculum, 1999).

In 2002, the Modern Languages Major started with 40 students. It now has 529. Moreover, there are only 12 students who have already graduated from the major and there are 18 undergraduate students registered in the graduation process of 2009 (Administración Académica Facultad CC.HH. UES) The demand for the Modern Languages Major has been increasing more and more every year.

The curriculum of the different university majors should be revised in a determined period of time to respond to the social needs that characterize our society and "prepare competent professionals with strong vocation of service and solid ethical principles" (Higher Education Law, 2004)

The evaluation principles should be implied in any program of study (Ministry of Education, 2003). This evaluation of the educational programs aims at assessing the academic quality of the institutions of higher education or majors at least once every three years (Higher Education Law, 2004, Chapter VI, Article 45). This evaluation process of the curriculum must be continuous and from the very beginning, so that the value judgments obtained from this evaluation may serve as a feedback to allow the curriculum to adapt to the reality and change as necessary (Glazman, 1978, quoted in the curriculum of the Major of Modern Languages of the University of El Salvador, page 47). Moreover, the curriculum of a higher education institution must be updated at least every five years in order to keep its quality. (Higher Salvadoran Education Law, 2004).

When planning the curriculum for higher education the decisions about educational goals should be based on explicit considerations of the student needs, skills, previous preparation and future plans (Stark and Lattuca, 1997). In a survey carried out to students in their eighth and tenth semester (2009) of the Major of Modern Languages, it was proved that 65% (*see annex) of the students wish to work in the tourism area after graduating, a field for which 78% of the students surveyed do not feel adequately prepared because the Modern Languages curriculum does not include enough subjects related to this area of expertise. The subjects related to tourism included in the curriculum are only: French and Tourism, History of El Salvador (elective) and Public Relations (elective). The tendency shows that the students prefer tourism but this need is not being supplied by the current curriculum of the Modern Languages Major

and “If students do not develop the necessary skills to function efficiently in a global environment, it is remote to succeed in the labor market and in the society of the XXI century” (Turlington, 1998).

IV.2. Why should the curriculum of the Modern Languages Major be evaluated?

1 - The Modern Languages Major was created nine years ago and no evaluation has been submitted so far.

2 - Students of the Modern Languages Major wish this major be evaluated. 98% of the students in the eighth and tenth semester registered in the second semester 2009, show their interest in a revision the curriculum of the Modern Languages Major (*see annex).

3 - "The curriculum is constantly changing based on new needs and new information" (Stark & Lattuca, 1997). The existing needs nine years ago - date on which the Modern Languages Major started - are not the same nowadays since in recent years new technologies have emerged, new sources of jobs, new government policies, etc. So, in order to respond to these needs it is necessary to have new updated curricula. "The social, economic forces, etc. have always had strong effects on curriculum decision making" (Doll, 1972).

4 - There have been weaknesses identified in the curriculum of the Modern Languages Major concerning its occupational profile. "The process of curriculum design begins with the identification of a problem or need" (Morrison et al. 2004) and "planning is to bring the future to the present to do something about it today" (Lakein 2009).

4.1 Weaknesses of the occupational profile of the Modern Languages Major.

a) The curriculum of Modern Languages Major does not respond to the students' expectations. The students in the eighth and tenth semester of the Modern Languages Major 2009 claim for an evaluation of the curriculum with the purpose of updating it so that it responds to the current labor market demands (see annex) since "the labor market is now the major determinant of what students study" (Clark Kerr, 1994, quoted in Stark 1997). However, when considering the labor market as the major determinant, it might be thought that the vocation is being ignored, but in this case it is being dealt specifically with students who have already found their vocation in the Modern Languages Major and wish to join the current labor market. Moreover, "students are entitled to count on an amount of jobs for undergraduates that allow their incorporation into the professional job market (Organic Law of the University of El Salvador. 1999, Cap. VI, Art.41, Literal J)

b) The occupational profile of the Modern Languages Major includes jobs that do not require university studies. Based on the principle that the University should provide a job bank for the students after graduation,

the Modern Languages Major offers the following occupational profile for its graduates: "The graduates of this curriculum may work as: English and French Teachers for high school and university levels, they can also work in the field of public relations as: business managers in international companies, airline flight attendants, officials to attend passengers at the airport, translators, operators of telephone companies, interpreters and tour guides, trilingual receptionists in hotels ... "(Modern Languages curriculum, 1999). However, due to the nature of these jobs, it is not necessary to have a Modern Language Degree to have access to some of the jobs included in the occupational profile of MLM at the University of El Salvador. By analyzing the occupational profile of this major, it is to remark that this includes two kinds of jobs: some that require university studies at a major level and others that do not, which should be reconsidered. Then, the question about what should be the most adequate occupational profile for this major comes up.

The first kind of jobs has to do with teaching which includes jobs as English and French Teachers for high school and also at a university level. The second area of application is related to Public Relations that includes jobs as business representatives for international companies, flight attendants, etc.

The jobs that do not require university studies at a major level should be deleted, improved or replaced by jobs that do require university studies at that level.

In the case of French or English teachers, these should be reinforced with more pedagogical subjects, but jobs like call center operators, flight attendants and receptionists should be definitely deleted from the occupational profile of the MLM of the University of El Salvador, for these are under-valued: seen more as a technical skill than that of a professional. A job description of a tour guide should also be improved and turned into a tourism training director as included in the occupational profile for the same major at the “Universidad Javeriana de Colombia”, because a position of a tourism training director fulfils the professional aspirations of the students of Modern Languages. Furthermore, job descriptions like Interpreters and translators should be replaced for “interpreters and translators specialists in documents and pedagogical and tourism conferences” as it is proposed by the Royal Holloway University of London in its occupational profile for the MLM. Job descriptions of business representatives of international companies should also be excluded from the occupational profile of the Modern Language Major because it requires more specialized studies in International relations and business administration.

IV.3 Globalization of the Modern Languages Major

The area of application of Modern Languages is vast and goes beyond the national borders, so it should have more and better sources of employments for the students and undergraduates for this major not only thinking about the Salvadoran labor market reality, but also transcending to an international level. A professional in Modern Languages can apply to jobs and other specialized studies in languages abroad and due to the ability of speaking two foreign languages; he/she will always be more competitive than a bilingual professional in the labour market and more functional too, especially in companies that require university studies in languages at a major level.

In case of carrying out such evaluation, the area of tourism takes a prominent place, since 68% of the students surveyed would like more subjects and contents, related to this field to be included in the curriculum.

IV.4 Why should tourism be empowered within the curriculum of the Modern Languages Major?

First: During the last decades, tourism has experienced continuous growth and diversification until becoming one of the economic sectors of the fastest growths in the world (World Tourism Organization, 2009). The contribution of tourism to the economic welfare depends on the quality and benefits that tourism offers.

The World Tourism Organization seeks member countries, tourist destinations and businesses to maximize the positive effects of economic, social and cultural effects of tourism and its benefits, while minimizing their negative environmental and social impacts (World Tourism Organization, 2009).

Second: The tourism and travel industry bring substantial benefits to the local and macro level, by providing employment opportunities - especially bilingual staff - helping to alleviate poverty and reduce outward migration of youth and other community members employed marginally.

Third: On a more human level, by bringing remittances to a country, tourism has the potential to enhance self-respect, values and identity, thereby it safeguards intangible aspects of their heritage and enhance its developmental potential (Meleisea, 2005);

Fourth: In the particular case of El Salvador, the same geographical territory makes it a destination of exceptional conditions to develop tourism activities. In this sense, its natural and cultural wealth, its traditions and the friendliness of its people are highly competitive elements and it is ideal to assume the new profiles and segments of the tourism demand in the international market (National Tourism Plan 2020).

Fifth: The limited development of tourism in El Salvador is an important factor that differentiates El Salvador as a virgin destination, which represents many opportunities for growth and development (National Tourism Plan, 2020), up to the point that the Ministry of Tourism is projected that for the year 2020 tourism will reach the 10% of the PIB (3.3% of PIB for the year 2008).

Sixth: The statistics show that tourism, despite the international economic crisis, continues to bring more income to the country than other traditional fields, so we see that in 2008, tourism contributed with a 3.3% to the PIB while coffee contributed with a 1.2% , and apparel a 0.3% and in total there were 1,384,773 international tourists who came to the country, this is a 3.5% more than on 2007, on the other hand, the hotel offer experienced an increase of 63.7% from 2004 to 2008, rising from 215 to 352 hotel establishments across the country. (MITUR & CORSATUR, 2008).

Seventh: The Modern Languages Major has a significant relationship with tourism, so that some international universities that offer this major include it within their occupational profile (some of these universities are: Opened University for Adults, Dominican Republic; Universidad Autonoma de Baja California Sur , Mexico).

Eighth: The development of tourism in El Salvador has motivated institutions of higher education to include technical majors and degrees in tourism to meet the growing demand for work that requires personnel with knowledge, skills and abilities to perform successfully in different companies providing tourism services. The government of El Salvador, through the Ministry of Education has created the network Megatec (technical schools that offer degrees as "technical in hotels and tourism, among others); Also, the Instituto Tecnológico Centroamericano (ITCA) is currently conducting a study which seeks to implement a "virtual degree in tourism" Universities in El Salvador that also offer a degree in the field of tourism include: Universidad Andres Bello, (Technical Tourism)

Universidad Francisco Gavidia, (Technical in tourism Guide and a Major of Administration of Tourist Enterprises) Universidad Tecnológica de El Salvador (Technical in Tourist Administration and a Major in Administration of Tourist Enterprises) Universidad Dr. Jose Matías Delgado (Degree in Tourism) and Don Bosco University (Major in Languages with specialization in tourism).

IV.5 Tourism in a violent country like El Salvador?

A negative factor for tourism in El Salvador is the image that the country has abroad; an image that relates the country to the armed conflict experimented in the eighties and with the phenomenon of the gangs. Nevertheless, if this “negative” factor is handled in the appropriate way, with an appropriate marketing and taking advantage of not only the resources of the country, but also the resources of neighbouring countries like Guatemala and Honduras to attract tourists of other latitudes as it is the case of Europe, it turns out interesting to know that tourist companies like the Decameron Hotel in Sonsonate bet by that type of market, in spite of the bad image that El Salvador can have abroad, this company has managed to attract the attention of a sector of the European market bringing a charter flight towards El Salvador during its high season, this means from December to April, with an average of 250 originating tourists of East Europe, specifically from the Czech Republic, and part of their strategy indeed has been to offer not only beauty of El Salvador but offering guided visits towards destinies like Antigua in Guatemala and Copán in Honduras within their tourist packages,

considering that from El Salvador, these are destinations that can be reached in few hours. Also, Decameron hotel brings to El Salvador two additional charter flights from Canada, with approximated of 270 tourists per flight, from November to April, having intentions of building an additional hotel given the amount of tourists who wish to visit El Salvador and because their facilities do not count on the capacity to take care of them. This demonstrates the importance of a good marketing when promoting El Salvador abroad, for that reason it is important to observe that Decameron Hotel is a Colombian company with vast experience in vacation tourism at a world-wide level and in a certain way they give Salvadorans lesson on how things must be done, specially to those pessimist Salvadoran who do not think that this country has the necessary conditions to become a first level destination. A good example for the case at issue is Mexico, a country that is located in the ninth position as world-wide tourist destination, according to the world-wide organization of tourism but in the 108th position within the most dangerous countries according to the peace index (To lower score indicates to dwells peaceful country) because of its criminality and delinquency, while El Salvador is located in position 94 out of 144 countries analysed in 2008 related to delinquency, in the tourist scope the country also is located in position 94 of 133 analyzed countries. Another example is Guatemala located in the 130 position as far as global insecurity according to the peace index, but it is located in the position 70 as world-wide tourist destiny. The above shows that even though delinquency can negatively affect tourism, it does not represent the determinant factor for the development of tourism in the countries.

IV.6 What parameters should be taken when reviewing the curriculum of a college major?

First, the word curriculum must be defined. Curriculum comes from the Latin "Currere" which means "career." Stark and Lattuca (1997) define it as a "plan for the academic development of students." For Posner (1998) the curriculum "is not an aim but a media of the education". According to Morrison et al. (2004) the curriculum "refers to the content and skills of the subject that generates an educational program.

There exist five types of curriculum: the official, the operational, the hidden, the null and the extracurricular. The official curriculum is the one that is described in formal documents (programs, curriculum guides, tables of contents etc). The operational curriculum understands what is really taught and incorporated into practice. The hidden curriculum refers to the institutional norms and values not openly acknowledged by teachers and school officials (the beliefs of school, teachers' moral values, etc). The null curriculum represents the study topics not taught. The extracurricular are the experiences planned outside the formal curriculum (Posner, 1998).

The parameters to consider when reviewing a curriculum are: the students, objectives, methodology and the evaluation (Morrison et al, 2004). This means: Identifying the characteristics of students, taking into account their cognitive, psychomotor and affective development. The program objectives refer to what it is thought to be taught to the students and what it is expected for them to learn,

the methodology or strategies to achieve, the objectives related to how to learn or teach the content or topic in the best way, and finally, the evaluation process concerns to how to determine the learning achievement.

Posner (1998) proposes that when analyzing a curriculum it is good to consider the following questions: a) Temporal: Is the time enough to cover or complete the established curriculum? B) Physical: Are there facilities and the equipment needed to develop the curriculum? c) Organizational: What are the organizational requirements of the curriculum? d) Political-legal: What are the steps to follow before which institutions? Economic: What are the likely costs and benefits? e) Personal: To what extent will the curriculum be consistent with the attitudes, beliefs and skills of teachers and appropriate for these? f) Cultural: What values are incorporated in the curriculum?

IV.7 What kind of evaluation is it more advisable to make to the curriculum of the Modern Languages Major?

Barak & Breier (1990) identify the next types of academic evaluation:

- Formative Evaluations whose main purpose is the improving of the program.
- Additional Evaluations whose main purpose is the program certification carried out by external auditors to the institution.
- Public Relations type Evaluations to increase the knowledge of the program or “selling” its importance to other institutions, educational authorities or external public.

- Evaluations to express power to the authorities of the institution. This kind of evaluation is made by a strong decision of the authorities of the institution.

IV.8 Description of the Modern Languages curriculum

The curriculum of the Modern Languages Major was designed by Lic. José Victorino Barahona and Lic. Kenia Linares (co-author) and it is composed of 37 subjects subdivided into three big sections: I) Subjects of specialty in the French language (15 subjects), II) subjects of the specialty of the English language (15 subjects), and III) subjects of minor specialties: a) elective subjects (5) and b) research subjects (2).

Subjects of the French language area	Description
Intensive French I, II, III & Advanced French	-These subjects enable students to prepare in the learning of French language.
French Grammar I and II, Speaking in French, French Phonetics, Orthography and French Stylistics	-These subjects constitute the linguistic improvement of the French language.
Introduction to the French Civilization, French Literature I and II	-These subjects are related to the cultural aspects of the French language.
French and Commerce, French and Tourism and French translation	-Subjects that provide the vocabulary related to the labor market either for education or public relations.

Subjects of the English language area	Description
*Intensive Basic English, Intensive Intermediate English I and II, Advanced English I and II, English Grammar I and II, pronunciation in English, Readings and Conversation I and II, English Composition	-These subjects belong to the area of skills development.
*Advanced Grammar, Introduction to Linguistics, Phonology and English Morphology, Literature in English I	- These subjects belong to the linguistic area.
<p><i>*All of these subjects were taken from the curriculum of the Major of English language, so that students of both majors can register subjects in the same groups.</i></p>	

Elective and research subjects	Description
<p>a) <u>Vocational Elective I</u>: Psycho Pedagogy, Theory of Communication and Information I. b) <u>Vocational Elective II</u>: General Didactics, Theory of Communication and Information. c) <u>Elective vocational III</u>: French Didactics, Public Relations. d) <u>Vocational Elective IV</u>: English Didactics I and Public Opinion. e) <u>Vocational Elective V</u>: English Didactics II and History of El Salvador.</p>	-These subjects were incorporated to the Major of Modern Languages in order to respond to the needs of the students of the Major of English at that time (2000) and whose main objective was not teaching.

The research subjects	Description
-Seminar I and II	- These subjects are taught only in English

IV.9 Academic proposal for the improvement of the curriculum of the Modern Languages Major: Specialty in French and English.

In order to improve the curriculum of MLM the following aspects should be considered: 1. To identify the subjects included within the curriculum that do not go according to the reality and/or needs of the students concerning the current labour market, that means: those subjects that do not prepare or contribute to the professional preparation of the student and that do not allow him/her to perform a good roll as a university professional in his/her specialty, thus these subjects should be deleted from the curriculum. 2. To identify those subjects that do go according to the reality and/or needs of the students concerning the current labour market but need some reinforcement for the knowledge they provide to the students is limited or poor. 3. To identify those subjects that are not part of the current curriculum but because of their nature would contribute to the professional preparation of the student. Those subjects should be included within the current curriculum of the MLM. 4. To identify those subjects that should be only mandatory to one of the two academic options: Teaching and Public Relations and to avoid that the students from one particular option take subjects that are more related to the other option and vice versa.

The subjects that should be suppressed from the curriculum of the Modern Languages Major for they do not go according to the reality and/or needs of the student concerning the current labour market are: (It is important to remark that the most probable jobs for a professional in Modern Languages according to the current labour market are “teaching” and “tourism” omitting jobs like “call center operators”, “flight attendants”, etc.

For these jobs no not require a university degree) 1. French and Commerce (FYC114). This subject is more oriented to the marketing area, export and import of products, though it provides new lexical to the students in those areas, because of its nature, this subject does not fulfil the expectations of the students of both academic options: Teaching and Public Relations. 2. Theory of Communications and Information I and II (TCI114 & 214). These subjects are exclusive for the students of Public Relations, but they are more oriented to journalism and besides they are taught in Spanish.

Subjects that should be reinforced for the knowledge they provide is limited	Description
<p>* Orthography and French Stylistics (OEF114), English Composition I (COI114), & English Literature I (LT114). Psycho pedagogy (PCG114) and French Didactics (DIF114)</p>	<p>*It would be necessary to include a <i>second part of all of these subjects</i> for the content of this is vast and this represents a disadvantage in comparison to the English Teaching Major since they study these two subjects during two semesters each one of them</p>

Subjects that should be included	Description
-Research Methods and Research Techniques	-This is a subject that should be given to the students before they take Seminar I and II for it would make it easier for the students to achieve their research project
-Professional Ethics	-This Subjects could be beneficial to the students since it would contribute to prepare professionals with ethics, honesty, proud of their profession and committed to the development of El Salvador.
-Cultural and Touristic Patrimony of El Salvador	-For any professional, to know about the cultural and touristic richness of his/her country, that would make him/her to value and appreciate his/her country better and to work for its development
-English and Translation.	-French and Translation is included within the curriculum of the Modern Languages Major so English and Translation would allow the student to deepen the previous knowledge in translation.

Subjects that should be mandatory to one of the two options: Teaching or Public Relations.	Description
-French and Tourism (FYT114)	-This subject is mandatory for both options: Teaching and Public Relations, but they are more oriented to de Public Relations field.
-French and Translation (FTR114)	- These subjects should only be mandatory for the students of the Public Relations option for this includes the “translations” and “interpreting” areas

IV.10 The curricular proposal for the Modern Languages Major could be as

follows:

Modern Languages Major Curriculum	
<u>Cycle I:</u> Intensive French I, Intensive Basic English I, <i>Vocational Elective I:</i> Psycho pedagogy & Public Relations I	<u>Cycle VI:</u> French Phonetics, French Orthography and Stylistic I, Reading and conversation in English I, <i>Vocational Elective III:</i> Didactics of French language, French and Tourism
<u>Cycle II:</u> Intensive French II, Intensive Intermediate English I, <i>Vocational Elective II:</i> General Didactics I & Public Relations II	<u>Cycle VII:</u> Introduction to the French Civilization, French Orthography and stylistic II, Reading and Conversation in English II, English Composition I
<u>Cycle III:</u> Intensive French III, Intensive Intermediate English II, English Grammar I	<u>Cycle VIII:</u> French Literature I, Research Methods and Research Techniques, French Grammar. <i>Vocational Elective IV:</i> English Didactics I, History of El Salvador
<u>Cycle IV:</u> Advanced French, French Grammar I, Intensive Advanced English I, English Grammar II.	<u>Cycle IX:</u> French Literature II, Introduction to Linguistics, Seminary I, English Literature I
<u>Cycle V:</u> French Oral Expression, French Grammar II, Intensive Advanced English II and English Pronunciation	<u>Cycle X:</u> English Literature II, English Phonology and Morphology, Seminary II, <i>Vocational Elective V:</i> English Didactics II & Cultural and Tourist Patrimony of El Salvador.

IV.11 How to go about the change

1. The coordinators and/or authorities of the Modern Languages Major must be aware of the consequences that is done to this Major and to the students when there is not a constant evaluation and updating of the studies programs. For sample: The Students' book " Panorama" used in the French courses dates from 1996 with information and images out of phase, in opposition to the English courses whose Students' books have changed in several occasions "Interchange, Skyline, worklink, etc"
2. The present students of the Modern Languages Major would continue with the original curriculum and they would not be allowed to register the new subjects of the new curriculum. Therefore this would affect solely to the new students.
3. In order to avoid the physical, economic and intellectual wearing down when evaluating the curriculum of the Modern Languages Major, committees or different work groups with obligations and responsibilities could be created and they would give their contributions in certain periods of time, these groups should be conformed by educational, students and experts in the matter.
4. In order to avoid the agglomeration of students for the Public Relations option, a kind of admission test could be created.
5. Since there is a lack of educational experts in tourism: At the moment the Modern Languages Major has ties of cooperation with the Departments of Journalism, Education, History, The Embassy of France, etc. that contribute with educational experts that can not be provided by the Department of Languages. 24

IV.12 CONCLUSIONS.

The curriculum of the Modern Languages Major should have to be evaluated as soon as possible so that the students can benefit from those changes. It is a matter of evaluating and to updating the current curriculum overnight. This would be the first step for a systematic change that would take to the integral improvement of the curriculum of the Modern Languages Major; this process altogether must include everyone: The teachers, students and experts. "Experience indicates that small or great changes in one or more dimensions of the system, without taking care of the set will end up not changing anything. Systemic change does not mean to change all at the same time, but to design a strategy of change that anticipates and visualizes the set, including not only the proposal but its implementation, the advance of harmonious and integrated way, without generating shock in the system, and consider the necessity to modify on the way starting from the learning obtained throughout its process of change, in permanent dialogue with the reality and the actors of this process." (Torres, 2000).

When including the opinion of the teachers of the Department of Foreign languages, students and experts in the area, these would feel taken in account and would actively participate in the curricular improvement. On the other hand "a good educational system is thought from, and must respond primarily and essentially to, the needs of the students, children, young people or adults. The system, the scholastic administration and each educational institution must adapt to the students, not the other way around. This includes decisions around why, where, when, what and how of the education and learning.

The curriculum and the pedagogy, but also the organization of the times and the spaces, must be thought and be designed in the first place based on the students, not on the teachers, the administration or the parents. The students are not mere clients, users or main consumers of education, but they are active agents of their own education. their participation and feedback are, then, essential” (Torres 2000).

An open mentality and criticism are due to make the changes responsibly. “We now live moments at which the society is undergoing very deep mutations, and it would be necessary that the university adapted them if it does not want to see itself turned into an obsolete institution that no longer responds to the social demands, since in this society the superior education and the universities acquire new relevance, since these not only the main sources to generate knowledge but they are basic centers of transmission of the knowledge, science and technology. If the universities have been important in the industrial era, its paper in the society of the knowledge can much more be important, whenever they know how to respond with flexibility to the new demands of that society. The university glimpses like a generator of knowledge, although not the only one, and as a company dedicated to the service of the needs of formation and technological development of the surroundings within the society” (Mora, 2001). The revision and the improvement of the curriculum of the MLM would allow the formation of better professionals, able and competent in the current national and international labor market. “The labour market, mainly the market of the university professionals, is becoming global in a double sense: not only the graduated ones work with increasing frequency in other countries, but they also do it in transnational companies whose methods of work, organization and activities have a global character.

That globalisation, and, therefore, the one of its formative requirements, affects of very direct way the operation of the university institutions, that will have to give answer to formation needs which no longer they are the specific ones of immediate surroundings” (Mora, 2001). Like teachers, students and experts in languages we are responsible for the success or failure of the Modern Languages Major, let us make of this a generator of educational, social, scientific and technological development - under a humanist vision that contributes in the solution of the socio-political problems of El Salvador. The education is a responsibility and everyone’s task; multiple actors take part, with interests, knowing, diverse and contradictory representations and expectations about the educative thing. Since the educational change depends on all of them and their will to change, this one is only possible through the agreement. “The educational agreement supposes to recognize the other and to negotiate forms of common work. The agreement does not eliminate the conflict, the tensions and the differences. It does not mean uniformity either. The agreement creates a mechanism through which those conflicts and tension are solved through the dialogue and the agreements. But, besides protecting the politics sphere, the agreement also protects the possibility of introducing the long term and the general interests in the definition of the educational strategies” (Tedesco, 1995)

V- Methodology

The development to the present bibliographic research was done following the six steps model proposed by Lawrence A. Machi and Brenda T. McEvoy, in their book "The Literature Review". These steps are as follows: Step 1 "Select a topic", step 2 "Search the literature", step 3 "Develop the argument", step 4 "Survey the literature", step 5 "Critique the literature" and step 6 "write the review".

Step 1: Selecting the topic.

The topic of investigation was born from the association of the next words: "curriculum", "revision", "updating", "labour market", "tourism" and "modern languages". By associating these words an idea of investigation arose and this was: "An evaluation of the Modern Languages Major curriculum to update it in order to respond to the current labour market where tourism plays an important roll", this idea met the necessary conditions to go on with the next step: "the topic of investigation" and these conditions were: 1) It was a present time topic. 2) The idea of investigation reflected a topic of interest for the students and the teachers of the Department of Modern Languages as well. 3) The idea of investigation could be supported by bibliographic material.

The topic "The curriculum of Modern Languages Major of the University of El Salvador must be evaluated and updated in order to respond to the current labour market" arose as a result of all those considerations expressed on this paragraph.

Step 2 “Search the literature”

Two types of sources were identified in order to make a literature review: Primary and Secondary. The primary sources (written documents) were placed as follows: A). The central library of the University of El Salvador, the centre of documentation of the Foreign Languages Department of the University of El Salvador, the Don Bosco University libraries, the library of the Ministry of tourism and teachers’ personal books. B). Reliable web sites and electronic documents which will be downloaded with the authorization from the authors. The “Scanning”, “Skimming” and “Mapping” techniques are going to be applied to all the documents in order to obtain precise and concise information and to save some time as well. Bibliographic cards will also be elaborated for each of the documents consulted.

In the case of Secondary sources (opinions, comments, etc.) the “survey” technique is going to be used and a questionnaire containing eight open and closed questions is going to be applied to fifty six students from the eighth and tenth cycle of the Modern Languages Major registered on Cycle II, 2009, for these are students who have completed between 80% to 90% of this major which allows them to have a wider criteria regarding their learning process. So the kind of sample that will be applied to these students is considered “of judgement”. The results of this survey will be represented in graphic bars for a better comprehension of the same.

Step 3 “Develop the argument”

The different events will be set up from the most general to the most specific in order to develop the argument, from the oldest to the most recent one, so that the reader has a feedback all the time for a better understanding of the development of each of the arguments. The arguments will be set up in different ways in order to generate a better impact on the reader: 1. a reason will be introduced + the expert’s opinion or evidence and a conclusion will be reached. 2. Different arguments will be introduced + the experts’ opinion or evidences and one or more conclusions will be reached.

Step 4 “Survey the literature”

The collected information will be set up according to the source of origin for a better analysis and a proper use of the literature. The literature will be categorized as follows: 1. Data collected from written documents (books, magazines, newspapers, journals, etc.). 2. Data collected from web pages (articles, e-books, etc.). 3. Data collected from experts or subjects of study (polls, surveys, etc.). All this data will be typed on the computer and kept in a file in order to have a digital backup. All the collected data will also be compiled as an album like a portfolio in which synthesis, maps, writings, etc. will be included. All the collected data will be classified by subject: 1. Planning, 2. Evaluation, 3. Tourism, 4. Upper Education, 5. Modern Languages and 6. Curriculum. This classification will allow a better presentation of the reasoning and arguments.

Step 5 “Critique the literature”

Five stages will be used for a proper interpretation and application of the literature on each of the arguments: Implicative Reasoning: A logical interpretation of the evidence will be presented and this will produce an immediate conclusion. 2. The two arguments: it consists of a series of arguments in chain that leads to a conclusion. 3. Argument Pattern: the argument will depend on the kind of the expected answer and the kind of available information about the problem. 4. Backing: Valid samples that represent all the qualities of the population studied will be presented on each argument. 5. Fallacious Arguments: Any kind of manipulation of the data found will be avoided. 6. The case is everything: Every argument will be presented in a clear, professional and reliable way.

Step 6: Write the review.

This bibliographic research will be written in an argumentative essay following the APA style (American Psychological Association). The essay will include between 15 to 25 pages. Each page will have between two to four paragraphs. Subtitles will be placed for the subjects boarded.

The steps to write the essay will be: 1. Creation of an outline that will be used as a guide for the research work. 2. A first draft will be written including the elements as follows: a) A thesis statement and controlling idea will be written at the top of the paper. b) An introductory paragraph will be written and this will summarize the development of the essay. c) The body of the essay will be written developing each of the arguments. d) Conclusions will be established. 3. The chair advisor will check the first draft and will do the necessary recommendations.

4. A second draft will be delivered having taken into account the new elements: corrections, recommendations, etc. 5. The chair advisor will check and approve the final work. 6. The essay will be printed including the corresponding annexes. 7. The essay will be presented to the teachers and the students of the Foreign Languages Department of the University of El Salvador.

VI- REFERENCES

- Asamblea Legislativa de la República de El Salvador. (2004). *Ley de Educación Superior. Decreto 468.*
- Asamblea Legislativa de la República de El Salvador. (2005). *Ley Nacional de Turismo. Decreto No. 899.*
- Asamblea Legislativa de El Salvador. (1999). *Ley Orgánica de la Universidad de El Salvador. Decreto N° 597.*
- Ávila Baltasar F et al. (2008). *Plan Nacional de Turismo 2020 El Salvador.* MITUR.
- Barahona José V. et Linares Kenia (2002). *Plan de Estudios de la Carrera de la Licenciatura en Lenguas Modernas, Especialidad en francés e inglés.* Universidad de El Salvador.
- Corporación Salvadoreña de Turismo-CORSATUR- Ministerio de Turismo-MITUR (2006). *Informe Estadístico 10 Años (1996-2006)*
- Doll Ronald C.. (1997). *Curriculum Improvement: Decision-Making and Process.* (2nd Edition). Boston, Massachusetts. Allyn and Bacon, Inc.
- García Garduño José María (1993). *La Revisión de Programas: Un Modelo Alternativo de Evaluación Curricular en la Educación Superior.* (Vol. XXII (3), Número 87, Julio- Septiembre de 1993) http://www.anuies.mx/servicios/p_anuies/publicaciones/revsup/res087/txt2.htm.16
http://www.anuies.mx/servicios/p_anuies/index2.php?clave=publicaciones/
- Glazman R. & Figueroa M.(1981). *Panorámica de la investigación sobre desarrollo curricular.* En: Congreso Nacional de Investigación Educativa. Documentos base. vol. 1, pp. México.

- GPI (GLOBAL PEACE INDEX, VISION OF HUMANITY)
<http://www.visionofhumanity.org/gpi/results/rankings.php>

- Griffiths David E. (2007). *La importancia del inglés para el alumno de Turismo*. El diario montanes. es/prensa/20070705/opinion/importancia-ingles-para-alumno_20070705.html Diario Montanés. 9 <http://www.>

- ThinkExist.com Quotations. "Alan Lakein quotes". ThinkExist.com Quotations Online 1 Nov. 2009. 9 Dec. 2009
<http://einstein/quotes/alan_lakein/>

- López Alfredo et al. (2008). *Fortalecimiento de las competencias educativas en el área de la lengua francesa en la formación de profesionales en maestría del idioma francés, para mejorar la calidad educativa, del Departamento de Idiomas extranjeros de la facultad de ciencias y humanidades de la Universidad de El Salvador*. UES.

- Inman Chris, et al (2002). *Tourism in El Salvador. The competitiveness Challenge Researcher* -Consultant of the Latin America Center for competitiveness and Sustainable Development .-CLACDS-

- Ministerio de Turismo de El Salvador. (2005). *Boletín Estadístico De Turismo El Salvador, C.A.* www.elsalvador.travel/

- Ministerio de Turismo de El Salvador. (2007). *Estadísticas de Turismo Acumulado Enero-Marzo 2007*. www.elsalvador.travel/

- MITUR & CORSATUR. (2008). *Informe estadístico de turismo*.

- Mora José Ginés.(2001). *La necesidad del cambio educativo para la sociedad del conocimiento*. OEI - Revista Iberoamericana de Educación - Número 35, Mayo-Agosto 2004. <http://www.rieoei.org/rie35a01.htm>

- Morrison Gary R, Ross Steven M. and Kemp Jerrold E. (2004). *Designing Effective Instruction* (4th Edition). John Eilley & Sons, Inc.

- Posner George J. (1998). *Análisis de Currículum*. (2ª Edición, Traducción de Gladys Arango). Santa Fé de Bogotá: McGraw Hill,
- PROESA. (2004). *Consultoría sobre investigación y análisis de las características del turismo en El Salvador*.
- Stark Joan S. and Lattuca Lisa R.. (1997). *Shaping The College Curriculum (Academic Plan in Action)*. The University of Michigan.
- Torres Rosa María (2000). *Reformadores y Docentes: El Cambio Educativo Atrapado Entre Dos Lógicas* Incluido en: *Los docentes, protagonistas del cambio educativo*, Convenio Andrés Bello/Cooperativa del Magisterio de Colombia, Bogotá, 2000. Documento de trabajo elaborado a solicitud de la Secretaría Ejecutiva del Convenio "Andrés Bello" (CAB) para su discusión en el foro "Los docentes, protagonistas del cambio educativo" (Cartagena, 1-4 Diciembre de 1999).http://www.oei.es/reformaseducativas/reformadores_docentes_cambio_educativo_dos_logicas_torres.pdf
- UNESCO (2005). *Cultural Tourism and Sustainable Development of Cultural* UNESCO NEWS LETTER. Heritage<http://cms.unescobkk.org/index.php?id=2752>
- Universidad Abierta para Adultos. (2009) *Oferta Curricular. Licenciatura en Lenguas Modernas Mención Turismo*. República Dominicana <http://www.uapa.edu.do> 2009
- Universidad Andrés Bello
www.unab.edu.sv
- Universidad Don Bosco
www.udb.edu.sv
<http://www.udb.edu.sv/Academia/Catalogo/CatalogoInstitucional2009.pdf>
- Universidad Dr. José Matías Delgado
www.ujmd.edu.sv
<http://www.ujmd.edu.sv/?q=01TUR>

- Universidad Francisco Gavidia
www.ufg.edu.sv
<http://www.ufg.edu.sv/ni.carreras.html>

- Universidad Tecnológica
<http://www.utec.edu.sv/pensum-admint.html>
www.utec.edu.sv

VII- ANNEXES

ANNEX I

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



QUESTIONARIO

Objetivo: Recolectar información acerca de la opinión de los estudiantes de cuarto año(2009) , quinto año(2009) y egresados(2008) de la carrera de Licenciatura en Lenguas Modernas especialidad en Francés e Inglés en relación al Pensum de esta carrera.

Indicación: Marque una "X" en la opción que usted estime conveniente y/o complete en el caso que usted tenga otras opciones por proponer.

1- ¿Cuál de las dos opciones que ofrece el pensum de la carrera de Licenciatura en Lenguas Modernas especialidad en Francés e Inglés ha usted escogido?

Enseñanza Relaciones Públicas

- La razón por la cual usted ha elegido o eligió determinada opción del pensum de la carrera de Licenciatura en Lenguas Modernas especialidad en Francés e Inglés se debe o se debió a que:

- Porque le atrae la enseñanza
 Porque le atraen las relaciones públicas.
 Porque no se le presentó otra opción
 Otros _____

2- ¿Si le hubieran presentado las siguientes tres opciones para la carrera de Lenguas Modernas, cual hubiera usted seleccionado?

Relaciones Públicas Enseñanza Turismo Traducción

3- ¿Considera Ud. que las materias que cursa o cursó como optativas (Relaciones Públicas ó Enseñanza) lo preparan como un profesional competente en la especialidad que eligió?

Sí No

¿Porqué? _____

4. ¿Considera usted que deberían incluirse más materias optativas relacionadas con el área de su elección (Relaciones Públicas o Enseñanza) en el pensum de la carrera de Lenguas Modernas?

Sí No

5. ¿Considera usted que el pensum de la carrera de Licenciatura en Lenguas Modernas debería ser revisado?

Si *No*

6. De revisarse el pensum de la carrera de Lenguas Modernas, desearía usted que se incluyeran más materias relaciones con:

Relaciones Públicas Enseñanza Turismo
Traducción
 Otros: _____

7. ¿Se encuentra laborando usted actualmente?

Sí No

- Si su respuesta es afirmativa, ¿en qué área labora?

Relaciones Públicas Enseñanza Turismo
Traducción
 Otros: _____

8. Una vez graduado como licenciado en Lenguas Modernas, ¿en qué áreas le gustaría desempeñarse?

Relaciones Públicas Enseñanza Turismo
Traducción
 Agente de Call Center
 Otros: _____

!!!Gracias por su gentil y amable colaboración!!!

**GRAFICAS E INTERPRETACIÓN DE RESULTADOS DE LA
ENCUESTA APLICADA A LOS ESTUDIANTES DE 4° Y 5° AÑO (Ciclo
II-2009) DE LA CARRERA DE LICENCIATURA EN LENGUAS
MODERNAS ESPECIALIDAD EN FRANCÉS E INGLÉS DE LA
UNIVERSIDAD DE EL SALVADOR.**

Objetivo: Recolectar información acerca de la opinión de los estudiantes de cuarto y quinto año de la carrera de Licenciatura en Lenguas Modernas especialidad en Francés e Inglés en relación al pensum de esta carrera.

Técnica: Encuesta.

Herramienta: Cuestionario (Papel y lápiz) con un total de 8 preguntas abiertas y cerradas.

Universo: Estudiantes de cuarto y quinto año de la carrera de Licenciatura en Lenguas Modernas especialidad en Francés e Inglés inscritos en el ciclo II-2009.

Muestra: Muestra de juicio

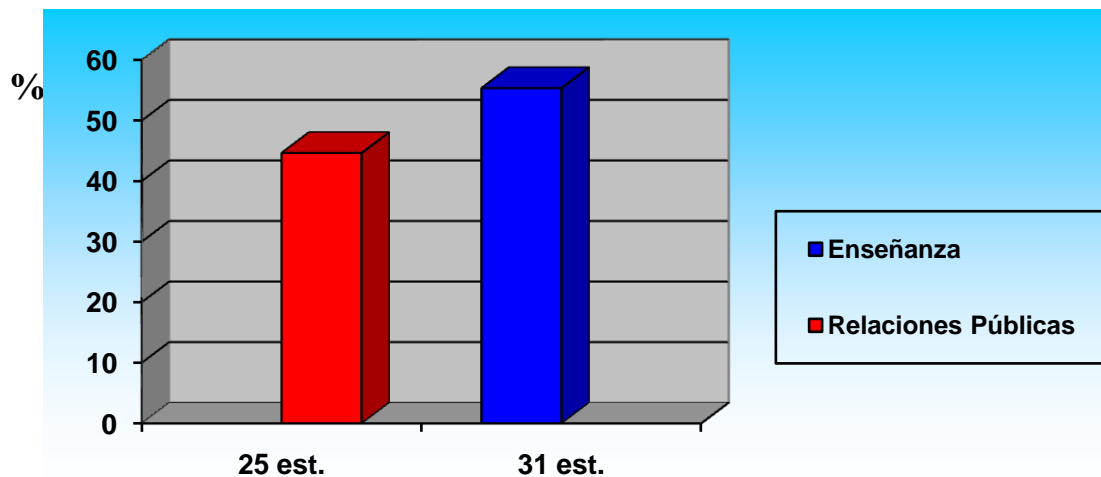
56 estudiantes. (Sexo y edad indefinidos).

Lugar de aplicación: Salones de clase de los estudiantes. Depto de Idiomas UES.

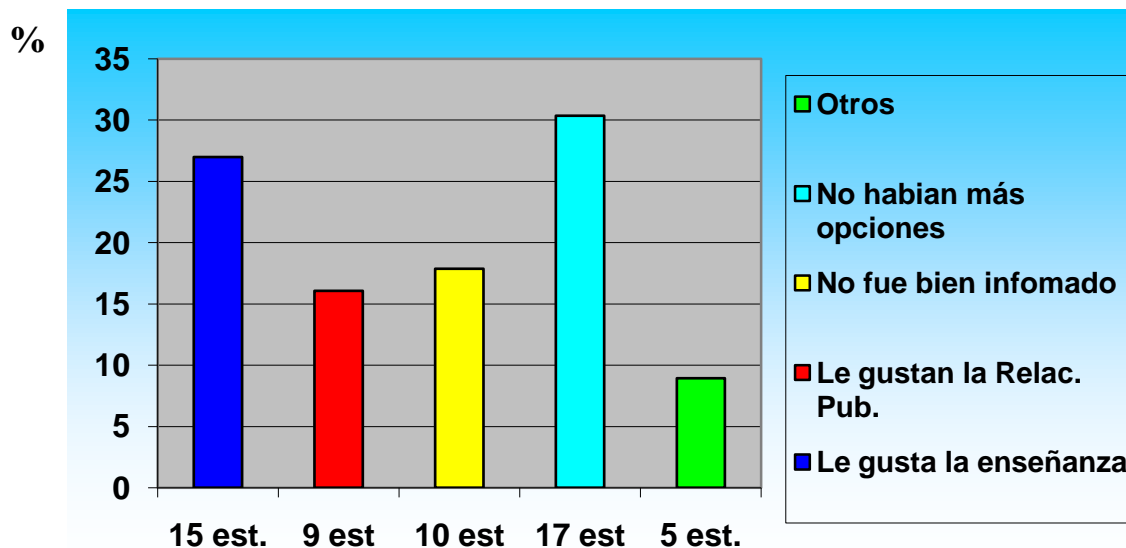
Fecha de aplicación: Lunes 28 y miércoles 30 de Septiembre 2009.

Nº de encuestadores: 3.

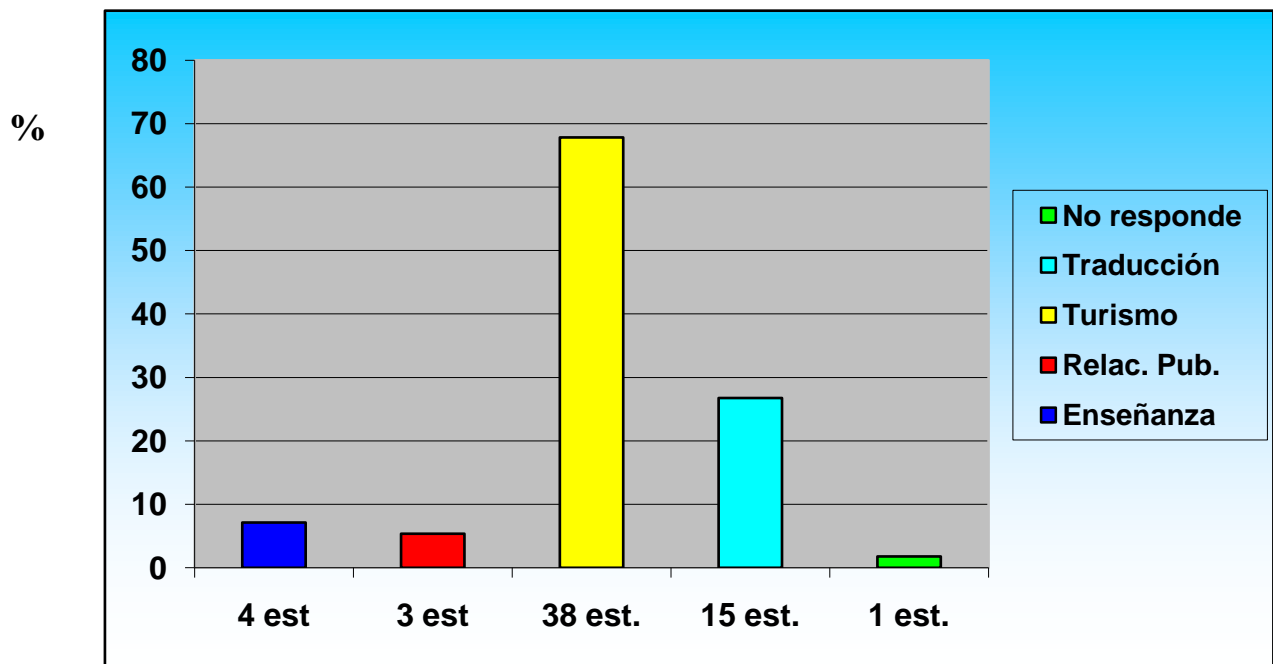
1. ¿Cuál de las dos optativas que ofrece el pensum de la carrera de Licenciatura en Lenguas Modernas: Especialidad en francés e Inglés ha usted escogido?



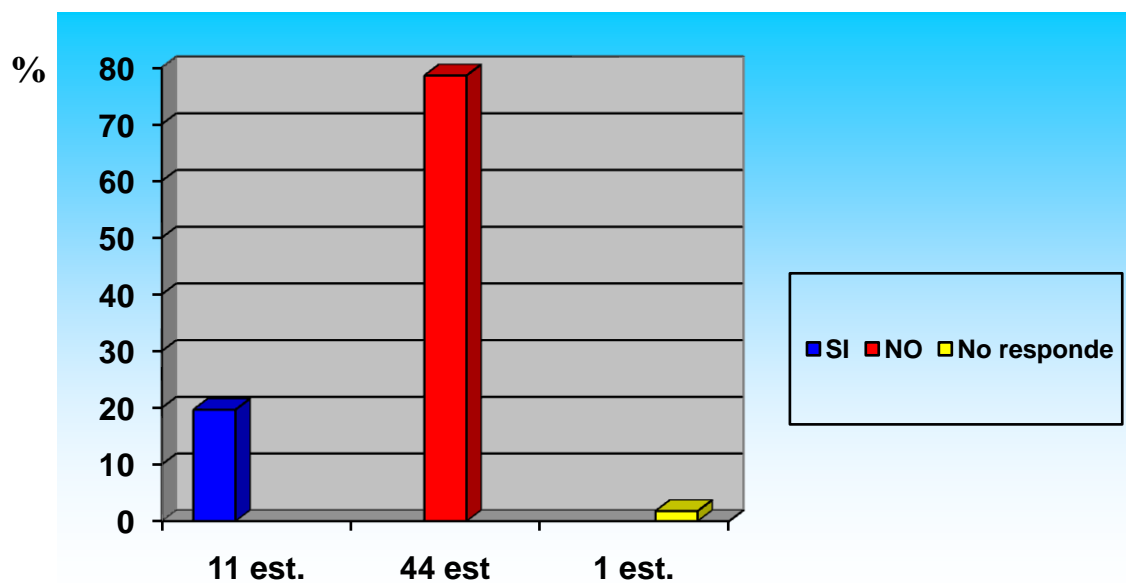
¿Por qué razón la eligió?



2. Si el pensum de la carrera de Lenguas Modernas le hubiese permitido escoger entre las siguientes opciones, ¿por cuál se hubiese inclinado?



3. ¿Considera usted que las materias optativas (Relaciones Públicas o enseñanza) son suficientes para prepararlo como un profesional competente en estas áreas?



- **¿Por qué?**

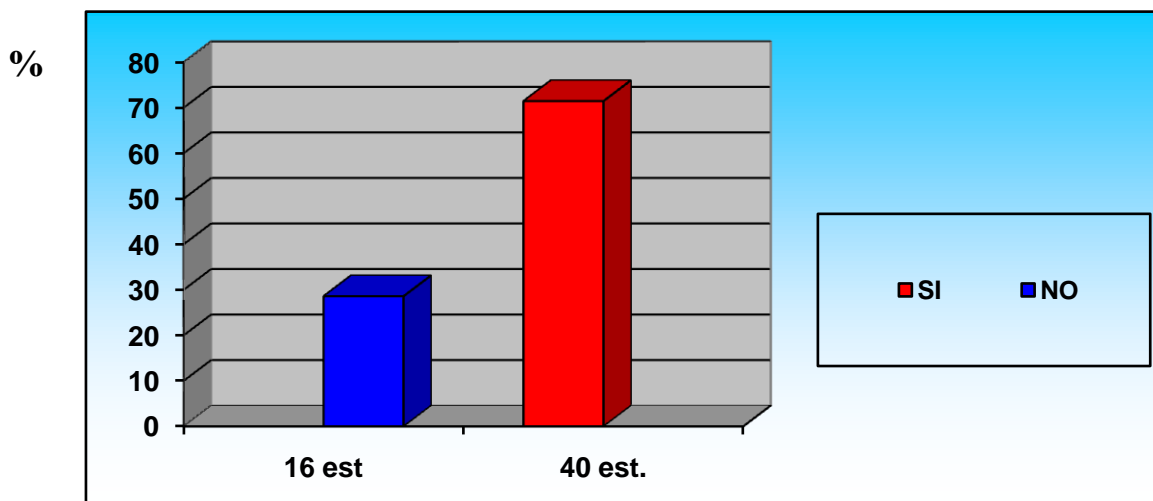
NO

- Las relaciones públicas es un campo demasiado amplio para estudiarlo en unas cuantas materias.
- Son muy pocas materias.
- 4 materias no son suficientes.
- El título que se obtiene de lenguas no es uno de los requeridos del área.
- Hay materias que necesitan mas soporte, mejoras.
- Porque en el mercado laboral hay otras áreas con mayor demanda.
- Porque no profundizan bien el tema.
- El mercado laboral se ha diversificado de tal manera que ya no es posible tener pocas opciones.
- Es necesario que hayan más para que sea una especialidad.
- Se necesita mayor grado de competitividad en el mercado laboral.
- Simplemente ofrecen algunos aspectos pero no preparan del todo.
- No dan las bases necesarias para desempeñarse en el ámbito.
- Con la globalización es necesario diversificar.
- Es necesario conocer más de la especialidad.
- Se necesita profundizar para organizar mejor el programa.
- Son demasiado superficiales.
- Es necesaria más práctica.
- No enseñan como aplicarlas en el ámbito laboral.
- No se logra cubrir todas las áreas de la enseñanza.
- No brindan una práctica adecuada ya que no son materias básicas, solo son optativas.
- Hay más cosas que se necesitan saber, historia, turismo.
- Hay mucha deficiencia en muchas áreas y falta de seriedad por parte de algunos docentes.
- La carrera abarca más de esas dos opciones.
- Algunos profesores que imparten las materias no están muy bien preparados o no le toman importancia.
- Son innecesarias dentro de la carrera.
- Es necesario complementar áreas en cuanto a turismo y traducción. Como profesionales es necesario conocer todas las áreas a desempeñar.
- Hay más información por estudiar.
- Hace falta profundizar un poco más en cada área.
- Son muy generales y no preparan lo suficiente como por ejemplo, dar una clase
- No son muy completas.
- Es necesario incluir más materias para especializarse verdaderamente en el área seleccionada.
- No hay equipo apropiado para impartir las materias.
- La carrera necesita ampliarse con respecto al programa, por ejemplo entrar enteramente a un campo(RRPP –Enseñanza)

SI

- Relaciones públicas ayuda a adquirir una visión crítica.
- El número de asignaturas está bien pero debe hacerse una revisión en los temas expuestos.
- La enseñanza ha sido de calidad al igual que el docente que la imparte.
- Se aprenden las bases.
- Proporciona una buena base para entender a los alumnos y preparar una clase casi excelente.
- La enseñanza impartida lo forman como un profesional.
- Es muy completa ya que hay mucha práctica.
- Enseñan a ser mejor profesional.
- Se combina la práctica con la teoría.
- Dan suficiente información.
- Ya que son 4 materias las que dan la oportunidad de dar la información.

4. ¿Considera usted que deberían incluirse más materias optativas relacionadas con el área de su elección (Relaciones Públicas o Enseñanza) en el pensum de la carrera de Lenguas Modernas?



- **¿Por qué?**

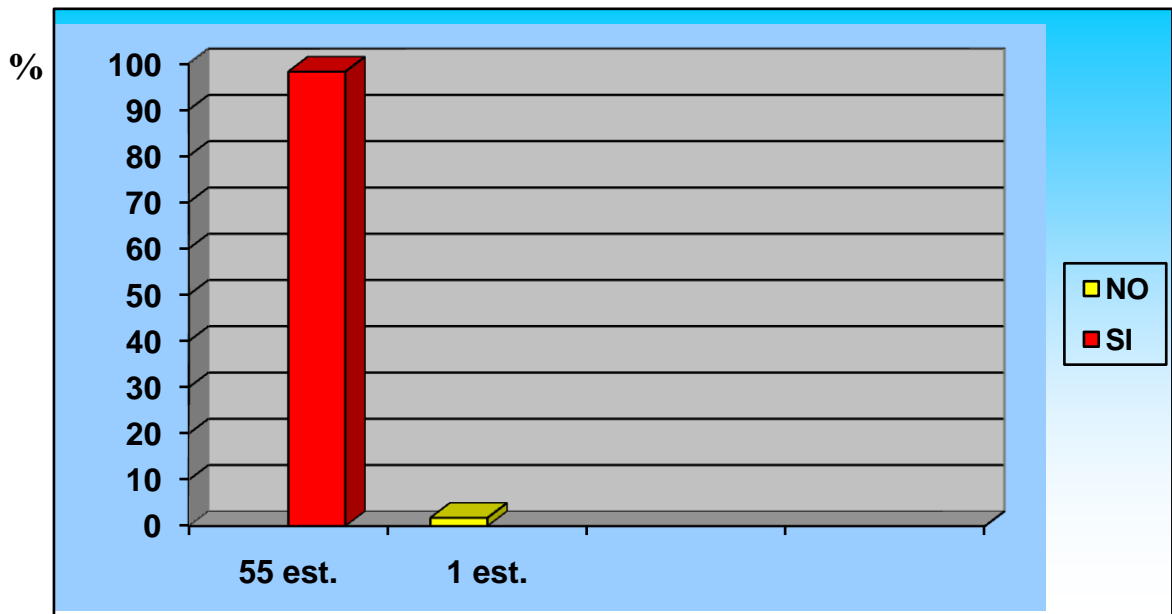
SI

- Está bien cerrado el área de optativas y hay más campos.
- Cada estudiante podría tener una mejor decisión sobre lo que quiere especializarse.
- De esta manera se brindaría al estudiante una especialización completa para cada opción.
- Para profundizar más en la especialidad.
- La enseñanza es un campo extenso.
- Para una mejor formación en el campo.
- Ayudaría a profundizar en el contenido y conocimiento adquirido.
- Deberían haber más opciones.
- Se debe salir más especializado y no solo con conocimientos básicos.
- Para reforzar y tener un amplio margen de estudio.
- Hay pocas prácticas y pocos docentes.
- Ayudaría a prepararse mejor.
- Para no quedarse corto con la teoría.
- Se capacita más.
- Para tener mayor diversidad.
- Se necesita más especialización.
- Para una mejor preparación del estudiante en el área seleccionada.
- Para darle más solidez a los conocimientos de determinada área.

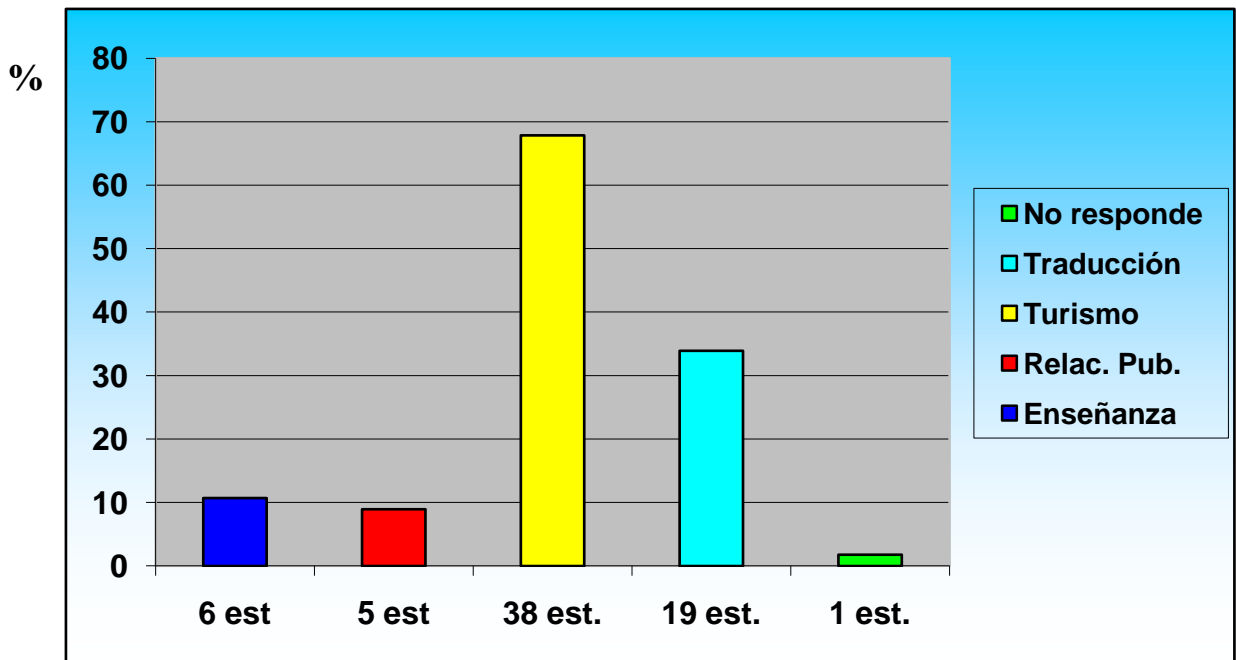
NO

- Hay suficientes.
- Suficiente carga académica.
- Es muy completa.
- Mejor es pulir las que ya existen.
- No se trata de incluir sino de mejorar.
- Son innecesarias.
- Las materias están bien pero deberían ser aplicadas por personas expertos.
- Solo hay modificar ciertos temas para que tengan más enfoque hacia la práctica de la asignatura.
- Solo hay que reforzar las existentes.
- Solo hay que revisar el contenido de cada materia.

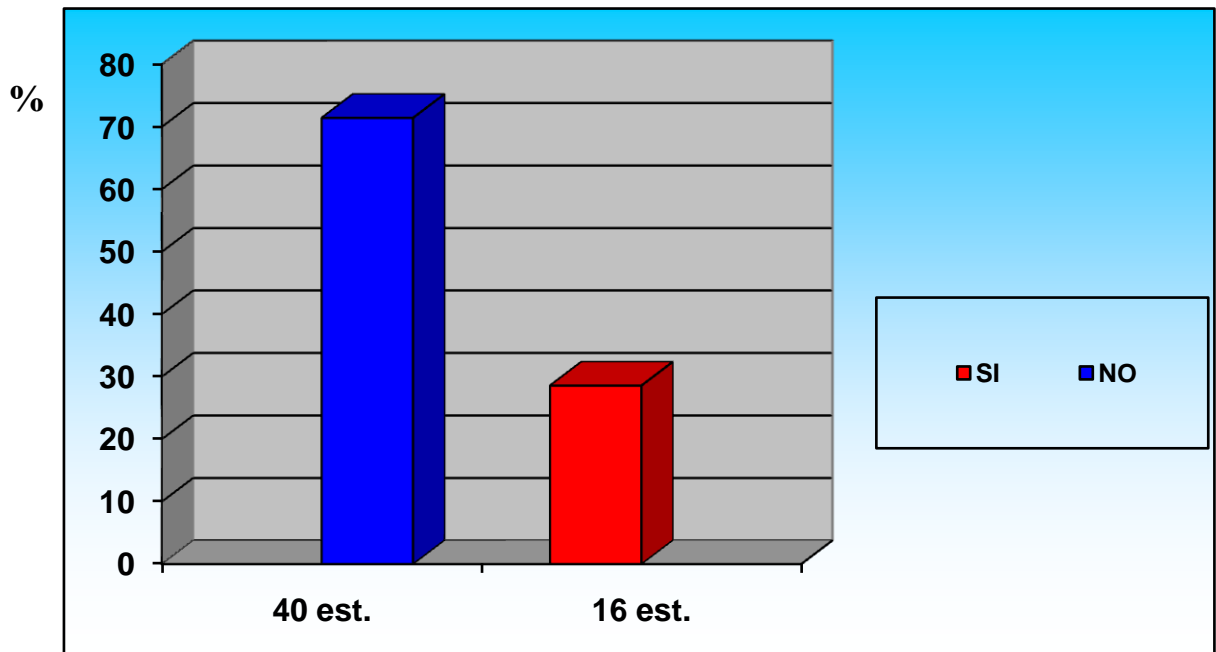
5. ¿Considera usted que el pensum de la carrera de Licenciatura en Lenguas Modernas debería ser revisado?



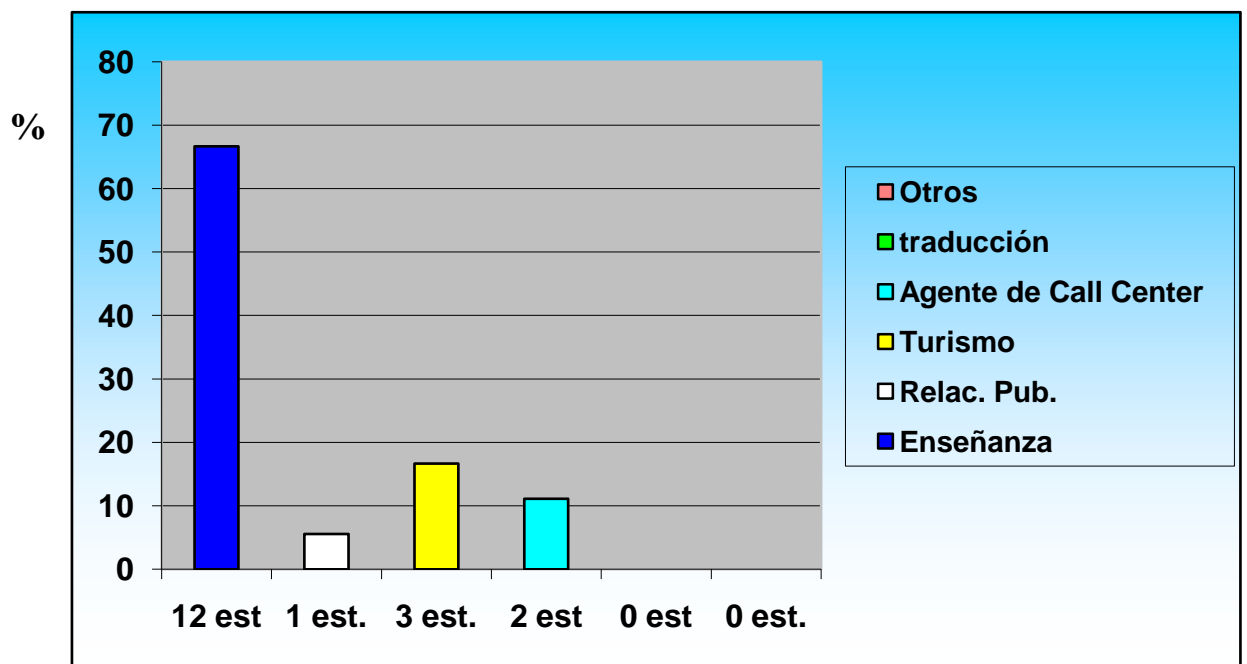
6. De revisarse el pensum de la carrera de Lenguas Modernas, desearía usted que se incluyeran más materias relacionadas con:



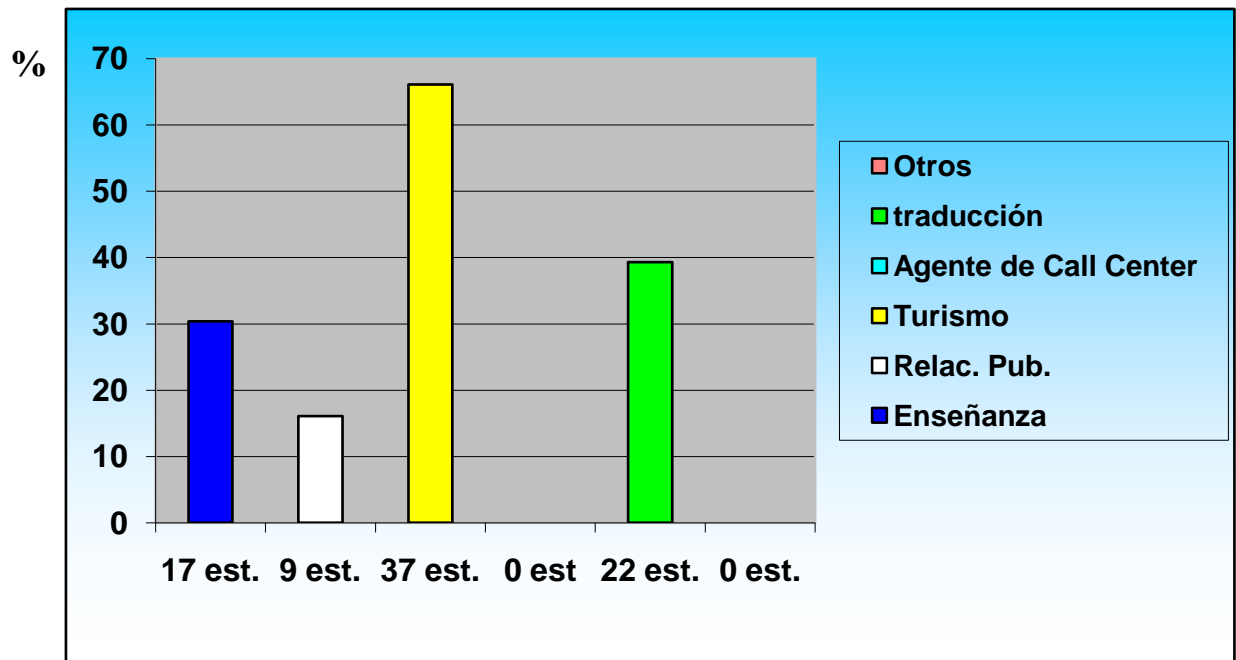
7. ¿Se encuentra laborando usted actualmente?



- Si su respuesta es afirmativa, ¿en qué área labora?



8. Una vez graduado como licenciado en Lenguas Modernas, ¿en qué áreas le gustaría desempeñarse?



ANNEX II