UNIVERSIDAD DE EL SALVADOR

SCHOOL OF ARTS AND SOCIAL SCIENCES

FOREIGN LANGUAGE DEPARTMENT

UNDERGRADUATE RESEARCH

THE PERCEPTION OF STUDENTS WHO HAVE FINISHED ALL THE COURSES FROM THE B.A. IN MODERN LANGUAGES: SPECIALIZATION IN FRENCH AND ENGLISH IN THE YEAR 2018 ABOUT THEIR SIMULTANEOUS LEARNING OF FRENCH AND ENGLISH IN THE SKILL DEVELOPMENT AREA AND ITS IMPACT IN THEIR PROFESSIONAL STATUS

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SUMMARY

The aim of this graduation thesis entitled "The perception of students who have finished all the courses from the B.A. in Modern Languages: specialization in French and English in the year 2018 about their simultaneous learning of French and English in the skill building area and its impact in their professional status" is to determine and describe the students' appreciations, feelings and strategies about their levels of knowledge and domain of French and English achieved in the major.

This research results from a certain controversy since many students and external people are in favor and against of the current distribution of the syllabus of the B.A. in Modern Languages career. Also, the research group considered these types of studies have not been deepened so far. For this reason, it is intended that all the information collected will be very helpful, to adapt new needs and expectations, with the aim of adjusting the current system of study of the students if necessary, in the future.

This thesis first examines the diagnostic of the problem. Then, the research work is based on three main theories to develop the whole work. The firs theory is "Krashen's second language acquisition theory". The second theory is the Environmentalist theory to explain the role of outside influences over the acquisition of a second language. Finally, the "Interactionist theory" is the third one included to show that language acquisition is by the interaction of a number of factors like: physical, linguistic, cognitive and social.

The results of the research show that students from the B.A. in Modern Languages Specialization in French and English are expected to be at an advanced level of knowledge and domain of French and English when their skill development area finishes (the intensive courses; fourth and fifth semesters of the major, according to the syllabus), but they do not take any test or exam to evaluate their final levels of competences when they finish all the courses of the major. The authors recommend to the students to study hard both languages at the University and outside of it and to be autodidact.

INTRODUCTION

The present research was carried out mainly to describe the perception of students who have finished all the courses from the B.A. in Modern Languages: specialization in French and English in the year 2018 about their simultaneous learning of French and English in the skill building area and its impact in their professional status. The research is structured in five chapters: statement of the research, theoretical framework, methodological design, data analysis and conclusions and recommendations. Each chapter is described in the following paragraphs.

The first chapter of this work is the statement of the research. In this section, the diagnostic of the problem is determined since there are different perceptions of the target students regarding their English and French levels after finishing all the courses of their major. From this carefully assessed diagnostic, the research group established the statement of the problem which was already mentioned in the first paragraph. Then, one main research question and three subsidiary questions are derived from the same statement of the problem to guide the research throughout the entire process. Similarly one general objective and three specific objectives were established from the research questions in order to get and handle better the results of the research. Finally, a justification was added to explain the three main reasons why this social research was carried out.

The theoretical framework acts as the second chapter of this work. First, as a antecedent, an international research about learning two languages at the same time at university level is presented to compare the few previous studies which have been researched on this field. Next, the research work is based on three main theories to develop the whole work. The firs theory is "Krashen's second language acquisition theory". This theory is the core of the research since its five hypothesis are very important to take into consideration when someone wants to deepen on how second language acquisition works. Besides, the environmentalist theory was also included to explain the role of outside influences over the acquisition of a second language.

Here, the "Acculturation model" of Schumman is studied thoroughly. Furthermore, the "interactionist theory" is also taken into consideration to show that language acquisition is by the interaction of a number of factor like: physical, linguistic, cognitive and social. From this theory, two secondary theories are studied: Vigotsty Social Development theory and Bruner's Discovery Learning theory. At the end of the theoretical framework, the Common European Framework of Reference for Languages is included to compare the different language proficiency levels and its relation with the results at the end of the courses at the Foreign Language Department of the University of El Salvador.

The third chapter is the methodological design. The research group chose the qualitative approach in order to get personal opinions and feelings of the aimed students. Furthermore, the type of study is the descriptive case study because the research group just wanted to know specific information and personal opinions without involving any intervention of the researchers. Then, a socioconstructivist paradigm was selected because it emphasizes the social contexts of learning and that knowledge is created and constructed mutually. Besides, the population of the research is formed by the students who have finished all the courses of the Modern Languages Major in the year 2018 from the Foreign Languages Department of the University of El Salvador. Also, the interview was the technique and the questionnaire the instrument used in this research.

The fourth chapter is the data analysis where the research questions are answered. The first research question is ¿what the expected levels of knowledge and domain of French and English to be acquired in the intensive courses taught simultaneously in the B.A. in Modern Languages? According to the results, the 'advanced' intensive courses of the major (which are the end of the skill development area) can be interpreted as level B2 of the Common European Framework of Reference for Languages. Next, regarding the second research question which is about the feelings of students who have finished all the courses from the B.A. in Modern Languages in the year 2018 towards their levels of knowledge and domain of French

and English achieved in the major, students evoked more positive feelings in them, such as satisfaction, motivation, confidence than negative appreciations. Finally, concerning the third research question about the strategies that students who have finished all the courses in the year 2018 carry out to reach a balance in the levels of French and English, two of the most common strategies are self-taught learning and studying difficult vocabulary and grammar points. Nonetheless, a more complete conceptual map is presented with all the strategies mentioned by the students under this research.

In the last chapter, the conclusions and recommendations of the research group are presented. Each conclusion is related to one research question, so researches concluded which expected level from the Common European Framework of Reference for Languages students from the B.A. in Modern Languages Specialization in French and English acquire when their skill development area finishes (the intensive courses; fourth and fifth semesters of the major, according to the syllabus). Furthermore, it was also concluded how students struggled with their feelings when being in their skill development area. Then, in the last conclusion, researchers reveal the most common strategy that students who have finished all the courses in the year 2018 carried out to reach a balance in the levels of French and English. Finally, the research group provides some recommendations to both students and the Foreign Language Department to improve students' French and English proficiency in the future generations.

CHAPTER I
STATEMENT OF
THE RESEARCH

1.1 STATEMENT OF THE PROBLEM

Languages are the way to communicate with others. Currently, many people around the world are learning foreign languages or want to do so either to accomplish a personal or a professional goal (*Top 10 reasons people learn languages, by The Mimic Method, Nov. 2017*). English and French are on top of the list of the most popular languages that people study in the world and in Latin America (*Which countries study which languages, and what can we learn from it?*, by the *Making Duolingo web, may 2016*). In El Salvador, languages have become popular since they are thought to be able to open doors to better job opportunities and by instance, to better life conditions.

At the University of El Salvador, it is offered to the population the B.A. in Modern Languages in which the students learn French and English simultaneously; having as one of the objectives **to form professionals in the domain of two foreign languages** (*specific objectives of the major of Modern Languages, secretariageneral.ues.edu.sv*).

Learning these two foreign languages simultaneously brings to the researchers' minds the question if the students from the B.A. in Modern Languages are really achieving the established objectives of this major. In this sense the team carried out a survey in a simple finding way in which students who have finished all the courses from Modern Languages in the year 2018 shared their testimonies.

According to their experiences, learners may be achieving this objective of the major in one of the languages more than in the other. When going to job interviews some are sent to reinforcement or to the companies' academies to improve or to develop a certain kind of lacking aptitudes. This means that the students can be far away from achieving the objectives of the B.A. in Modern Languages when finishing all the courses of it.

This brings to the reality more problems than solutions considering that students must go out and perform professional roles in their society after concluding their studies of the B.A. in Modern Languages at the University of El Salvador.

Having been informed of such phenomenon leads the researchers consider necessary to find out even more about this problematic among the community of students from Modern Languages under the statement **THE PERCEPTION OF STUDENTS WHO HAVE FINISHED ALL THE COURSES FROM THE B.A. IN MODERN LANGUAGES: SPECIALIZATION IN FRENCH AND ENGLISH IN THE YEAR 2018 ABOUT THEIR SIMULTANEOUS LEARNING OF FRENCH AND ENGLISH IN THE SKILL DEVELOPMENT AREA AND ITS IMPACT IN THEIR PROFESSIONAL STATUS.**

1.2 RESEARCH QUESTIONS

What is the perception of the students who have finished all the courses from the B.A. in Modern Languages: specialization in French and English in the year 2018 about their simultaneous learning of French and English in the skill development area and its impact in their professional status?

Subsidiary questions

1. What are the expected levels of knowledge and domain of French and English to be acquired in the intensive courses taught simultaneously in the B.A. in Modern Languages?

2. What are the feelings of students who have finished all the courses from the B.A. in Modern Languages in the year 2018 towards their levels of knowledge and domain of French and English achieved in the major?

3. What are the strategies that students who have finished all the courses in the year 2018 carry out to reach a balance in the levels of French and English?

1.3 OBJECTIVES OF RESEARCH

General objective

To describe the perception of students who have finished all the courses from the B.A. in Modern Languages: specialization in French and English in the year 2018 about their simultaneous learning of French and English in the skill development area and its impact in their professional status.

Specific objectives

- To determine the expected levels of knowledge and domain of French and English to be acquired in the intensive courses taught simultaneously in the B.A. in Modern Languages.

- To tell the feelings of students who have finished all the courses from the B.A. in Modern Languages in the year 2018 towards their levels of knowledge and domain of French and English achieved in the major.

- To mention the strategies that students who have finished all the courses in the year 2018 carry out in order to reach a balance in their levels of French and English.

1.4 JUSTIFICATION

As a working group it was decided to do research on the self-perception of the students who finished all the courses from the B.A. in Modern Languages in the year 2018 concerning their simultaneous learning of the French and English languages in the skill development area, which is in the first three years of studies of the B.A., and how that affects the current professional field of the same students. Therefore, the research work is inspired by three main reasons that are detailed below.

First, and perhaps the most important, this research results from a certain controversy, mostly from the students who have finished all the courses from the B.A. in Modern Languages in the year 2018 about the simultaneous learning of French and English in the skill development area, which is the initial courses of the major. This gives rise to conflicting opinions since many students and external people will say that they are in favor of the current distribution of the syllabus of the B.A. in Modern Languages career. On the other hand, there will be other students who will affirm the opposite.

The second reason why this topic was chosen is because it is believed that it is very important to know and take into account the opinions, feelings and perceptions of the students from the B.A. in Modern Languages regarding their processes of learning and systems of study in the major. It is planned that all the information collected will be very helpful to expand the current system of study of the students, if necessary, to adapt new needs and expectations.

Finally, the working group carries the present research since it was considered that the topic had not been widely explored. This can be seen in the lack of documentation and literature on this type of issues. Therefore, it was thought that it was appropriate to deepen in this area of studies so that in the end the research could be useful in the diversification of documentation of socially researchable problems.

CHAPTER II
THEORETICAL FRAMEWORK

2.1 KRASHEN'S SECOND LANGUAGE ACQUISITION THEORY

The research group found a theory related to learning foreign languages which fits properly to the topic of *"the perception of the students who finished all the courses of the Modern Languages Major in 2018 and the impact on their professional status".* That theory in question is called the **Krashen's theory** and consists of five main hypotheses which are described below.

1. The Acquisition-Learning hypothesis
2. The Monitor hypothesis
3. The Natural Order hypothesis
4. The Input hypothesis
5. The Affective Filter hypothesis

The **Acquisition-Learning (1)** distinction is the most fundamental of all the hypotheses in Krashen's theory and the most widely known among linguists and language practitioners. According to Krashen there are two independent systems of second language performance: 'the acquired system' and 'the learned system'.

The 'acquired system' or '**acquisition**' is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language - natural communication - in which speakers

Second Language Acquisition Theory
Michael Jung/Dollar photo club

are concentrated not in the form of their utterances, but in the communicative act. This last statement is a key element for this research work because it involves a communicative process for the learner.

The "learned system" or "**learning**" is the product of formal instruction and it comprises a conscious process which results in conscious knowledge 'about' the language, for example knowledge of grammar rules. According to Krashen 'learning' is less important than 'acquisition'. For adult learners like the ones who are under this research, the "learned system" is undoubtedly the one which is used in the Modern Languages major, thus it has an important role for all the actors involved in the teaching-learning process.

The **Monitor (2)** hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar. According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing and correcting function when three specific conditions are met: that is, the second language learner has sufficient time at his/her disposal, he/she focuses on form or thinks about correctness, and he/she knows the rule.

It appears that the role of conscious learning is somewhat limited in second language performance. According to Krashen, the role of the monitor is - or should be - minor, being used only to correct deviations from "normal" speech and to give speech a more 'polished' appearance. The monitor hypothesis can be seen when most second and/or third language learners take care a lot about grammar and structures in sentences than native speakers.

Krashen also suggests that there is individual variation among language learners with regard to 'monitor' use. He distinguishes those learners that use the 'monitor' all the time (over-users); those learners who have not learned or who prefer not to use their conscious knowledge (under-users); and those learners that use the 'monitor' appropriately (optimal users). An evaluation of the person's psychological profile can help to determine to what group they belong. Usually extroverts are under-users,

while introverts and perfectionists are over-users. Lack of self-confidence is frequently related to the over-use of the "monitor".

The **Natural Order (3)** hypothesis is based on research findings (Dulay & Burt, 1974; Fathman, 1975; Makino, 1980 cited in Krashen, 1987) which suggested that the acquisition of grammatical structures follows a 'natural order' which is predictable. For a given language, some grammatical structures tend to be acquired early while others late. This order seemed to be independent of the learners' age, L1 background, conditions of exposure, and although the agreement between individual acquirers was not always 100% in the studies, there were statistically significant similarities that reinforced the existence of a Natural Order of language acquisition.

This characteristic is noticeable when L2 learners are taught basic grammatical structures first, like the elements of a sentence; then, intermediate structures such as future tense sentences; and finally, more advanced forms like third conditional structures.

Krashen however points out that the implication of the natural order hypothesis is not that a language program syllabus should be based on the order found in the studies. In fact, he rejects grammatical sequencing when the goal is language acquisition.

The **Input (4)** hypothesis is Krashen's attempt to explain how the learner acquires a second language – how second language acquisition takes place. The Input hypothesis is only concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner improves and progresses along the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. For example, if a learner is at a stage 'i', then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to level 'i + 1'.

Since not all of the learners can be at the same level of linguistic competence at the same time, Krashen suggests that *natural communicative input* is the key to designing a syllabus, ensuring in this way that each learner will receive some 'i + 1' input that is appropriate for his/her current stage of linguistic competence. So, in order to acquire properly a second language, there must be a constant flux of comprehensible input which fits the linguistic competence of the learner.

Finally, the fifth hypothesis, the **Affective Filter (5)** hypothesis, embodies Krashen's view that a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition.

Low motivation, low self-esteem, and debilitating anxiety can combine to raise the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.

2.2 ENVIRONMENTALIST THEORY

Environmentalists posit that environmental/outside influences over the learner play a substantial role in acquisition of a second language. The principal environmentalist theory, Schumann's "Acculturation Model," suggests that a learner's social and psychological distance from the target language group influences that individual's ability to develop proficiency in the target language.

Social distance refers to the social proximity of two cultures that come into contact with one other. For example, the culture of Americans and Canadians are quite similar. Therefore, the *social distance* between them is minor. However, American and Mexican cultures are very different. Therefore, the *social distance* between these two cultures is quite great. Schumann (1976) describes social distance as consisting of eight factors, described below, having positive or negative effects on the acquisition of a second language.

John Schumann
UCLA Department of Anthropology

Schumann hypothesizes that the greater number of negative social factors affecting a second language learner's (SLL) relationship with the target language (TL) group, the more difficult it will be for the second language learner to acquire the target language. For example, in a new culture, a SLL can face a number of social pressures:

- Alienation from the target culture because he/she feels subordinate to the TL group (- social dominance),
- Encouragement only to associate with people from his/her culture (- enclosure),
- Origin from a culture that is very different from the target culture (- cultural congruence),
- A decision to stay in the target culture for only a limited period of time (- length of residence).

These social pressures all work against the second language learner and make acquiring a high proficiency in the target language a difficult task. On the other hand, the learner will have greater ease in acquiring the language with the following aspects:

- Being accepted into the target culture and shares equal status with the target culture (+ social dominance),

- Association often with the target culture (+ enclosure),

- Being highly motivated to learn the language (+ attitude),

- Planning to reside in the target culture for a significant amount of time (+ length of residence),

In addition to social distance, Schumann (1978) describes *psychological distance* which consists of three factors: 1) culture shock, 2) language shock, and 3) motivation. These psychological factors, as well as the social factors mentioned above, affect an individual's ability to acquire a second language.

That is, an expert or knowledgeable person would be that person who has stronger connections, so he can go from one category to another at a faster speed than a novice. In language, a proficient learner would be that who can relate one term with another very quickly and effectively. This last idea is very important to analyze since getting a good proficiency in foreign languages such as French and English is a main goal in the Modern Languages major of the University of El Salvador.

2.3 INTERACTIONIST THEORY

The last theory, the social interaction, "assumes that language acquisition is influenced by the interaction of a number of factors – physical, linguistic, cognitive, and social," (Cooter & Reutzel, 2004). Perhaps two of the biggest names in the Interactionist Theory of Language acquisition are Lev Vygotsky and Jerome Bruner.

Social interactions
www.pamper.my

2.4 VYGOTSKY'S SOCIAL DEVELOPMENT THEORY

Vygotsky's work is often placed with this theory because of the emphasis he placed on the importance of social interaction to learn language. Vygotsky's theory is one of the foundations of constructivism. It asserts three major themes:

Major themes:

1. Social interaction plays a fundamental role in the process of cognitive development. In contrast to Jean Piaget's understanding of child development (in which development necessarily precedes learning), Vygotsky felt social learning precedes development. He states: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological)." (Vygotsky, 1978).

2. The More Knowledgeable Other (MKO). The MKO refers to anyone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept. The MKO is normally thought of as being a teacher, coach, or older adult, but the MKO could also be peers, a younger person, or even computers.

3. The Zone of Proximal Development (ZPD). The ZPD is the distance between a student's ability to perform a task under adult guidance and/or with peer collaboration and the student's ability solving the problem independently. According to Vygotsky, learning occurred in this zone.

Vygotsky focused on the connections between people and the sociocultural context in which they act and interact in shared experiences (Crawford, 1996). According to Vygotsky, humans use tools that develop from a culture, such as speech and writing, to mediate their social environments. Initially children develop these tools to serve solely as social functions, ways to communicate needs. Vygotsky believed that the internalization of these tools led to higher thinking skills.

2.5 BRUNER'S DISCOVERY LEARNING THEORY

Bruner, best known for his discovery learning theory, believes that learners, whether they are adults or children, learn best when they discover knowledge for themselves. He believes that students retain knowledge best when it is something they have discovered on their own. Bruner argues that an adult and an infant have conversations despite the child being unable to speak. The interaction between the two, such as games and non-verbal communication, build the structure of language long before the child is able to communicate verbally.

Discovery learning is an inquiry-based, constructivist learning theory that takes place in problem solving situations where the learner draws on his or her own past experience and existing knowledge to discover facts and relationships and new truths to be learned.

Students interact with the world by exploring and manipulating objects, wrestling with questions and controversies, or performing experiments. As a result, students may be more likely to remember concepts and knowledge discovered on their own (in contrast to a transmissionist model). Models that are based upon discovery learning model include: guided discovery, problem-based learning, simulation-based learning, case-based learning, incidental learning, among others.

2.6 COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment, abbreviated in English as CEFR or CEF or CEFRL, is a guideline used to describe achievements of learners of foreign languages across Europe and, increasingly, in other countries. (Council of Europe, 2011). It was put together by the Council of Europe as the main part of the project "Language Learning for European Citizenship" between 1989 and 1996. Its main aim is to provide a method of learning, teaching and assessing which applies to all languages in Europe. In November 2001, a European Union Council Resolution recommended

using the CEFR to set up systems of validation of language ability. The six reference levels are becoming widely accepted as the European standard for grading an individual's language proficiency.

Theoretical background

The CEFR divides general competences in *knowledge*, *skills*, and *existential competence* with particular communicative competences in *linguistic competence*, *sociolinguistic competence*, and *pragmatic competence*. This division does not exactly match previously well-known notions of *communicative competence*, but correspondences among them can be made.

The CEFR has three principal dimensions: language activities, the domains in which the language activities occur, and the competences on which we draw when we engage in them.

Language activities

The CEFR distinguishes among four kinds of language activities: reception (listening and reading), production (spoken and written), interaction (spoken and written), and mediation (translating and interpreting).

Domains

General and particular communicative competences are developed by producing or receiving texts in various contexts under various conditions and constraints. These contexts correspond to various sectors of social life that the CEFR calls domains. Four broad domains are distinguished: educational, occupational, public, and personal. These largely correspond to register.

Competences

A language user can develop various degrees of competence in each of these domains and to help describe them, the CEFR has provided a set of six *Common Reference Levels* (A1, A2, B1, B2, C1, C2).

Common reference levels

The Common European Framework divides learners into three broad divisions that can be divided into six levels; for each level, it describes what a learner is supposed to be able to do in reading, listening, speaking and writing. The following table indicates these levels. A more thorough description of each level, with criteria for listening, reading, speaking, and writing, is available on the Internet.

Levels of the Common European Framework of Reference for Languages

Level group	Level	Description
A **Basic user**	**A1** **Breakthrough or beginner**	• Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • Can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have. • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
	A2 **Waystage or elementary**	• Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). • Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. • Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.
B **Independent user**	**B1** **Threshold or intermediate**	• Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. • Can deal with most situations likely to arise while travelling in an area where the language is spoken. • Can produce simple connected text on topics that are familiar or of personal interest. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

	B2 **Vantage or upper intermediate**	- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization. - Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. - Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C **Proficient user**	**C1** **Effective operational proficiency or advanced**	- Can understand a wide range of demanding, longer clauses, and recognize implicit meaning. - Can express ideas fluently and spontaneously without much obvious searching for expressions. - Can use language flexibly and effectively for social, academic and professional purposes. - Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
	C2 **Mastery or proficiency**	- Can understand with ease virtually everything heard or read. - Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. - Can express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

CHAPTER III
METHODOLOGICAL DESIGN

3.1 TYPE OF APPROACH

The research group chosen the qualitative approach because the research problem demands an objective description of the self-perceptions of the students who have finished all courses from the B.A. in Modern Languages in the year 2018 about their simultaneous learning in French and English in the skill building area and how that has affected their professional field. Therefore, in order to get personal opinions and reasons of those students, it is believed that the most adequate type of approach is the qualitative one.

3.2 TYPE OF STUDY

The descriptive case study is the one that was employed in this research since descriptive studies focus on collecting data that describes the situation as it is. In this case, the research group wanted to know specific information and personal opinions of the people under study without involving any intervention of the researchers to change or improve the reality.

3.3 PARADIGM

A socioconstructivist paradigm was selected because it emphasizes the social contexts of learning and that knowledge is created and constructed mutually. According to Piaget's cognitive constructivist approach, students construct knowledge by transforming, organizing and reorganizing prior knowledge and information. This approach emphasizes that students build knowledge through social interactions with others. The context of this knowledge is influenced by the culture in which the student lives, which includes language, beliefs and skills.

3.4 UNIVERSE

The universe of the research was formed by all the students from the B.A. in Modern Languages from the Foreign Languages Department of the University of El Salvador, year 2018.

3.5 POPULATION

The population of the research was formed by students who have finished all the courses from the B.A. in Modern Languages in the year 2018 at the Foreign Languages Department in the University of El Salvador.

3.6 SAMPLE

This was formed by a focus group of students who have finished all the courses from the B.A. in Modern Languages in the year 2018. This small group was integrated by seven students.

3.7 TECHNIQUE

The research team considered that the most appropriate technique for this type of research was the interview. This technique consists of asking people about their perceptions, opinions, beliefs, and attitudes towards a product, service, concept, idea, or in the case of this research, about their simultaneous learning in French and English in the skill building area and its impact in their professional status. Besides, questions were asked in an interactive group setting where the participants will be free to talk with other group members. Finally, during this process, the researchers took notes and record the vital points they get from the group.

3.8 INSTRUMENT

The instrument that was employed in the research is the questionnaire. This tool helped to gather perceptions, opinions and feelings of students who have finished all the courses from the B.A. in Modern Languages in the year 2018 concerning the simultaneous learning of French and English in the skill building area of the major.

3.9 RECRUITMENT OF THE SAMPLING PARTICIPANTS

This consisted in a non-probabilistic by convenience selection of seven students from the B.A. in Modern Languages who finished all the courses in the year 2018. These students will be personally invited by the researchers to join the focus group under a confidentiality agreement.

CHAPTER IV
ANSWERS TO THE RESEARCH QUESTIONS

4.1 ANSWERS TO THE RESEARCH QUESTIONS

The expected levels of knowledge and domain of French and English to be acquired in the intensive courses taught simultaneously in the B.A. in Modern Languages

The skill development area refers to the set of intensive courses focused on teaching and developing the language skills of French and English simultaneously. This set of courses are planned to be studied within the first five semesters of the major, or in other words, they are planned to be studied in the first half of the major. *(Plan de estudios 2002, Licenciatura en Lenguas Modernas Especialidad en Francés e Inglés).*

These courses take students to escalate the levels of knowledge and domain of the languages. To do this, each course applies its own specific language activities: Reception (listening and reading), Production (spoken and written), Interaction (spoken and written), and Mediation (translating and interpreting), all this with the objective of developing the required degree of competences, according to the three dimensions of the Common European Framework of Reference for Languages.

Reception (listening and reading) → **Production** (spoken and written) → **Interaction** (spoken and written) → **Mediation** (translating and interpreting) →

Researcher's design
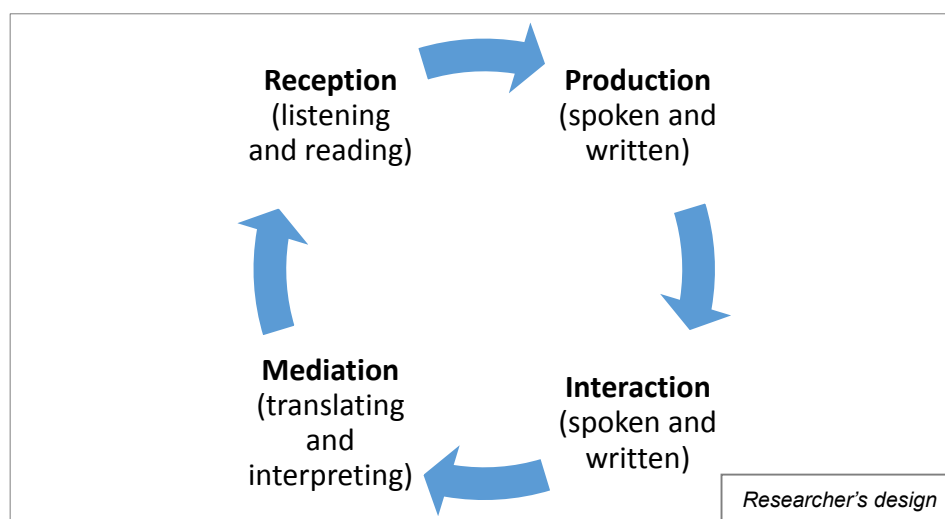
The Common European Framework of Reference for Languages (CEFR) is the Council of Europe's guideline used to describe achievements of learners of foreign languages across Europe and other countries. Its main aim is to provide a method of learning, teaching and assessing an individual's language ability and proficiency. *(European Union Council Resolution, Nov. 2001).*

The CEFR divides learners into three broad divisions: Basic, Independent and Proficient users; which can be divided into six levels: A1, A2, B1, B2, C1 and C2. *(The Common Reference Levels).* Each level describes what a learner is supposed to be able to do in reading, listening, speaking and writing.

Nevertheless, the syllabus of the B.A. in Modern Languages: Specialization in French and English states the end of the skill development area (fourth and fifth semester) with two *advanced* courses in both French and English. *(Plan de estudios 2002, Licenciatura en Lenguas Modernas Especialidad en Francés e Inglés).* Meaning that students are expected to be as well at such level when this learning process finishes, and such expectance matches to the description students gave concerning their levels of knowledge and domain of the languages taught in the major.

In addition, the Foreign Language Department (FLD) names its intensive courses using words as basic, intermediate and advanced; words that refer to the level of competences of students belonging to such courses. The naming to such levels differs to the CEFR system but yet can be translated into them. For instance, according to the description of competences of The Common Reference Levels, the 'advanced' intensive courses of the major (which are the end of the skill development area) can be interpreted as level B2 of the CERF. (*The Common Reference Levels; Common European Framework of Reference for Languages*).

The feelings of students who have finished all the courses from the B.A. in Modern Languages in the year 2018 towards their levels of knowledge and domain of French and English achieved in the major

According to Krashen and his *Affective filter hypothesis*, feelings are very important when it comes to learn a foreign language. He said that in the *Second Language Acquisition* (SLA) process, *a number of 'affective variables' play a facilitative role, such as: motivation, self-confidence and anxiety*. Krashen explains that *learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. In contrast, low motivation, low self-esteem, and debilitating anxiety can raise the affective filter and form a 'mental block' that impedes language acquisition*.

According to the students who finished all the courses from the major in the year 2018, their experience evoked more positive feelings in them, such as satisfaction, motivation, confidence than any negative feelings opposite to the ones mentioned before. A student said: *I felt in some sort of disadvantage when I found out that some of my classmates already had a little knowledge of any of the languages and that I did not have any, but it all changed when I started feeling my own progress*.

I believe that there should be more spaces for practice that resembles the job market in El Salvador – one said; *sadly the availability of spaces for practice for students is mostly limited the classroom activities*. It's John Schumann on his -Acculturation Model- (Environmental Theory; 1976) who suggests that *a learner's social and psychological distance from the target language group influences that individual's ability to develop proficiency in the target language*. So, students from Modern Languages must work hard to keep up with such learning process while still being in a non-multilingual environment as it is our country.

Even so, the learning process at the university has an end after a certain period of time. When that happens, students must go out find jobs and perform their skills accurately. There, students get the chance to learn from a new source: experience. That's when interacting with others in a job environment help individuals improve their skills when facing real-life situations, as many of the students have said. (Interactionist theory; Vygotsky, 1978). It's then when students say have felt more improvement in their language skills, when going out and put in practice the things they know and learn the ones they don't. *I'm learning every day* – a student said.

cxrefresh.com/Human-interaction

The strategies that students who have finished all the courses in the year 2018 carry out to reach a balance in the levels of French and English

When an environment doesn't offer much chances to put in practice the foreign language skills, the students are required to do work on their own to keep on learning, practicing, correcting themselves and constantly improving. (Environmental Theory; Schumann [1976]). In our reality, students from the B.A. in Modern Languages at the University of El Salvador are not directly exposed to environments where they can get to practice their foreign language skills besides the classrooms.

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Furthermore, some students stated they had a low proficiency of English when they started the B.A. in Modern Languages. One of them expressed: *it was a little uncomfortable not having the same level of English as my other classmates at the beginning of the major*. Therefore, the student suggested to study on his own the points in which he had deficiency. Consequently, this makes us to take into consideration a very important aspect as a strategy for students to reach a more
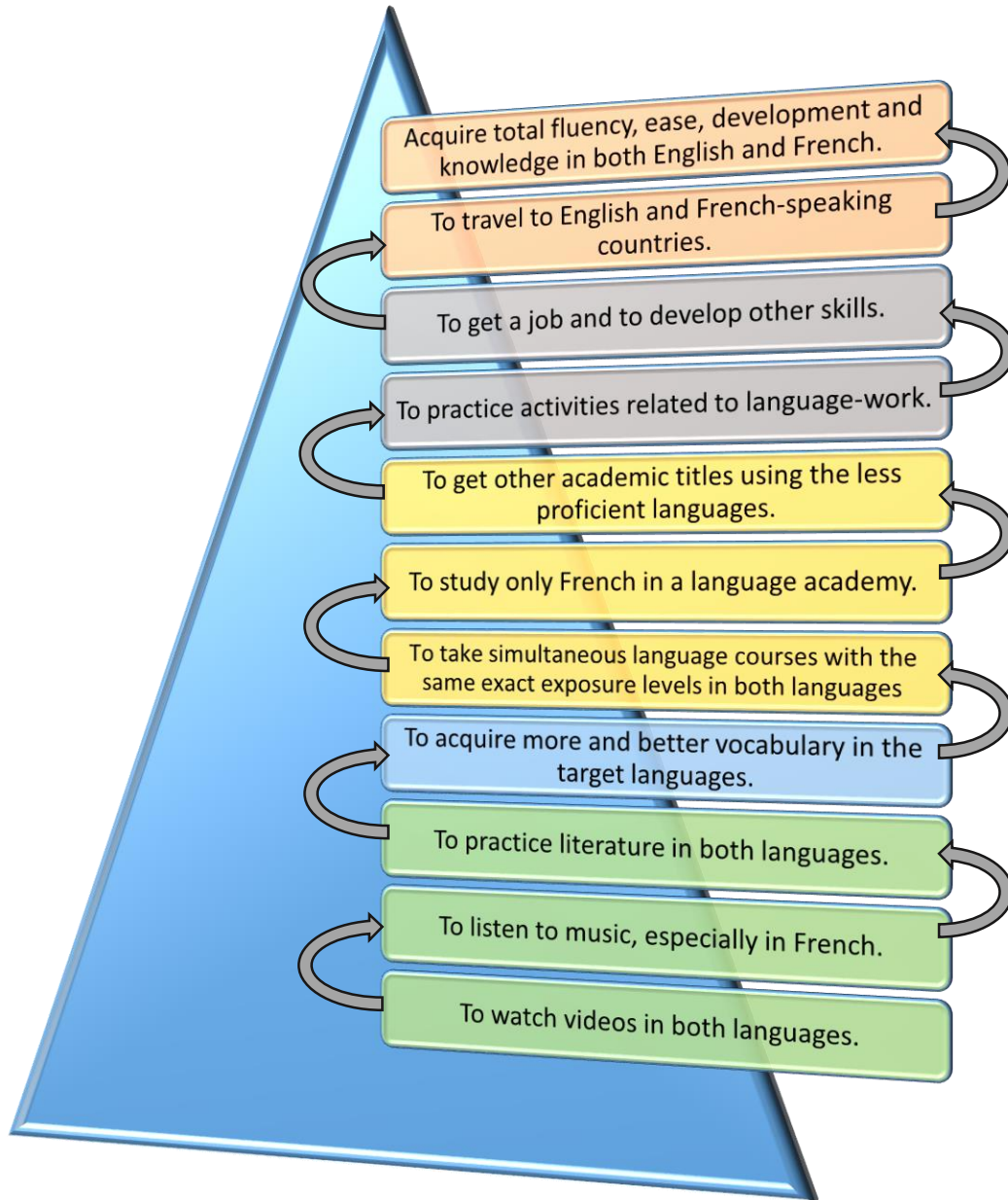
balanced level between French and English: Autodidacticism, suggested and applied by students themselves.

Autodidacticism (or Self-Education) is the education without the guidance of masters (such as teachers and professors) or institutions (such as schools). Generally, an autodidact is an individual who chooses the subject they will study, their studying material, and the studying rhythm and time. An autodidact may or may not have formal education, and their study may be either a complement or an alternative to formal education. (Samantha Chapnick & Jimm Meloy (2005)).

One of the most recent trends in education is that the classroom environment should cater towards students' individual needs, goals, and interests. As a form of discovery learning, students in today's classrooms are being provided with more opportunity to "experience and interact" with knowledge, which has its roots in autodidacticism. In our research, several students expressed they had reached a certain percentage of both English but more specifically of French by implementing autodidactic practices like watching videos or studying difficult vocabulary and grammar points on their own.

Successful self-teaching requires self-discipline and reflective capability. Some research suggests that being able to regulate one's own learning is something that must be modeled to students. (Iran-Nejad, Asghar; Brad Chissom (1992)). New knowledge must be incorporated into previously existing information as its value is to be assessed. Ultimately, these scaffolding techniques, as described by Vygotsky (1978) and problem solving methods are a result of dynamic decision making.

STUDENTS' ESTRATEGIES TO REACH A BALANCE BETWEEN FRENCH AND ENGLISH LEVELS

Acquire total fluency, ease, development and knowledge in both English and French.

To travel to English and French-speaking countries.

To get a job and to develop other skills.

To practice activities related to language-work.

To get other academic titles using the less proficient languages.

To study only French in a language academy.

To take simultaneous language courses with the same exact exposure levels in both languages

To acquire more and better vocabulary in the target languages.

To practice literature in both languages.

To listen to music, especially in French.

To watch videos in both languages.

Researcher's design

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

Having carried out the process of recollection and analysis of data of the research: *The perception of students who have finished all the courses from the B.A. in Modern Languages: Specialization in French and English in the year 2018 about their simultaneous learning of French and English in the skill development area and its impact in their professional status,* the research group presents the conclusions and recommendations below.

5.1 CONCLUSIONS

The research group presents here the conclusions collected from the information given by the students who have finished all the courses from the B.A. in Modern Languages: Specialization in French and English in the year 2018.

- The researchers conclude that students from the B.A. in Modern Languages Specialization in French and English are expected to be at an advanced level of knowledge and domain of French and English when their skill development area finishes (the intensive courses; fourth and fifth semesters of the major, according to the syllabus). This advanced level can be compared to a B2 level from de Common European Framework of Reference for Languages based on the competences described in the levels of the CRFR, such as being able to understand the main ideas of complex and technical topics, as well as being able to interact with a degree of fluency and spontaneity making interaction with native speakers possible, and finally being able produce clear, detailed text on a wide range of subjects. Nevertheless, students from the B.A. in Modern Languages don't take any test or exam to evaluate their final levels of competences when they finish all the courses of the major. Any evaluation and/or certification of this nature is beyond the Foreign Language Department's dominance.

- Moreover, the results show that students' feelings are involved in their process of learning a foreign language. Krashen's *Affective filter hypothesis* says that factors like motivation, self-confidence, self-image and a low level

of anxiety enhance students to learn better. In this sense, the researchers realized that students struggled with their feelings when being in their skill development area. Some said to have felt some sort of imbalance in their levels of knowledge and domain of French and English when the skill development area was having place in their learning process. Even so, through experience, they all claim to have gained confidence and motivation to continue, as Vigotsky spoke on his *Interactionist Theory,* in which he states that students learn from the experiences coming from the environments they are in. In the end researchers found out that students feel now not only satisfied with their levels of French and English once they finished all the courses from the B.A. in Modern Languages, but also motivated to continue learning and increasing their levels of knowledge and domain of the languages.

- Concerning the strategies that students who have finished all the courses in the year 2018 carried out to reach a balance in the levels of French and English, the research group concludes that even though students themselves said to have felt some imbalance while in the skill development area of the B.A. in Modern Languages, at the same time researchers found out how they managed to deal with such matter and what they did to be able, later on, to overcome that situation and finish their B.A. in Modern Languages with feelings of satisfied and motivation towards their levels of knowledge and domain of French and English. Students revealed that what they did were extra personal efforts beyond those required in the courses. In other words, they became autodidacts since they didn't limit themselves to classroom activities and homework assignments. Instead, they started learning by themselves and focused on working the specific areas or language in which they felt they were less proficient. Some of the activities they did are reading literature, listening to music, watching videos, practicing their oral skills as much as possible, traveling to places where they could practice any of the languages, applying to jobs that required their language skills and enrolling to

new courses in order to obtain a higher academic degree in any of the languages.

5.2 RECOMMENDATIONS

According to the data obtained in this research regarding the students from the B.A. in Modern Languages at the Foreign Language Department, it is quite important to set up recommendations that will be useful for future generations.

TO THE STUDENTS:

- To study hard both languages at the University and outside of it, since studying two languages from scratch at the same time is more complex than studying one at a time. If students look forward to reaching fluency in the two target languages, they must study as much as possible. Ultimately, if you find one language harder than the other, devote more time to it until you overcome the difficulties.

- To not stick to the topics taught in classes, be autodidact. One of the tools students can use is the Internet, which has been a game changer when it comes to self-study. If students are looking forward to learning a language (or more of it), the internet can be the way to proficiency considering that one of its beauties is its capability to be reached from almost anywhere: at home, during a coffee break or on vacation.

- To watch videos, TV series and/or movies in French and English. Learning a new language is all about making it part of life and spending time every day concentrating on picking up something new about the language can ease the building up of fluency. In addition, listening to music is an easy way to pick new vocabulary with low effort, it helps to develop pronunciation skills and to learn colloquial phrases or expressions, all this can be possible even while doing some other activities at the same time.

- To not limit to do oral practices in classes only, to not expect the teacher to "deliver" the language. Students must understand that their learning process requires them to act, knowledge and dominance don't come automatically from only attending to classes. Neither should students to stick to their comfort zones, their proficiency in the world outside of the university will be the result of their every-day learning.

TO THE FOREIGN LANGUAGE DEPARTMENT:

- To offer more activities related to language-work in order to develop the student's skills. Teachers need to make sure that they create a supportive classroom environment and equip students with the tools they need for the year to practice and develop the languages. This, will be important to build students' skills and their dominance of French and English vocabulary they will use on a daily basis.

- To continue updating the contents of all courses. In a sense, teachers are students throughout their lives. We never stop learning. The moment teachers stop considering themselves students, they cease to be teachers. They need to keep on acquiring and updating knowledge of what they teach in classrooms and keeping up with the changing world, bring new concepts to old theories and ideas.

- To establish alliances with organizations, companies or schools where students can go and put in practice their skills and get real-job experiences. Partnering opportunities lead to development and, in terms of modeling, it's important for students to engaged real-world challenges and relevant academic work.

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ANNEXES

La percepción de los estudiantes egresados de la Licenciatura en Lenguas Modernas Especialidad en Francés e Inglés en el año 2018 sobre su aprendizaje simultáneo de francés e inglés en el área de formación de habilidades y el impacto de esto en su actual estatus profesional.

Objetivo: Conocer cuáles son los sentimientos de los estudiantes egresados de la Licenciatura en Lenguas Modernas: especialidad en francés e inglés en el año 2018 sobre sus niveles de conocimiento y dominio de francés e inglés alcanzado durante la carrera.

Indicaciones: El presente instrumento busca recolectar la información pertinente del tema en cuestión. Tal información será utilizada únicamente en beneficio de la sociedad, se garantiza la confidencialidad y el anonimato de las identidades de los participantes. Por esto, solicitamos amablemente su honestidad y confianza al momento de dar respuesta a las siguientes interrogantes.

1. Describa sus niveles de conocimiento y dominio de francés e inglés alcanzados en la Licenciatura en Lenguas Modernas Especialidad en Francés e Inglés.

2. ¿Cómo describe usted su proceso de aprendizaje simultáneo de francés e inglés en el área de formación de habilidades de la Licenciatura en Lenguas Modernas Especialidad en Francés e Inglés?

3. ¿Cuál ha sido su experiencia ante la realidad que enfrenta al utilizar los idiomas que ha aprendido?

4. De ser necesario, ¿Cuáles estrategias llevaría a cabo con el fin de equilibrar sus niveles de francés e inglés?

Student 1	Level 1	Level 2
Answer 1 Nivel C1 **Answer 2** Efectivo. Algo desfasado, pero ayuda mucho **Answer 3** Muy buena, abre muchas oportunidades. **Answer 4** Más práctica que se asemeje al área laboral, sea *Teaching* o *Comunicaciones*. Poner en práctica los idiomas, y desarrollar otras habilidades	Student 1 claims to have a C1 level of knowledge and domain in both languages learned in the major. The student describes the learning of the two languages at the same time as something effective and helpful but also as something that lacks updating; however the student says to have had a very good experience that opens doors to opportunities in the working market. In the end, the student suggests to have more practice similar to the working reality in order to correct any imbalance in the levels of knowledge and domain of the two languages learned in the major.	• Common European Framework of Reference for Languages (CEFR) (2001) • Second Language Acquisition Theory; Krashen (1985) • Environmentalist theory; Schumann (1976) • Interactionist theory; Vygotsky (1978)

Student 2	Level 1	Level 2
Answer 1 Siento que mi nivel de conocimiento es avanzado en cada uno de los idiomas y gracias a mi práctica en mi ambiente laboral mi dominio está llegando a nivel avanzado. **Answer 2** En mi experiencia, el aprendizaje de ambos idiomas al mismo tiempo fue complicado ya que no tenía bases en ningún idioma, aprendí de cero ambos idiomas a lo largo de la carrera. Eso me ponía en desventaja en comparación otras personas que tenía estudios previos. Además, tenía que mantener un equilibrio en el enfoque de mi aprendizaje tanto en inglés como en francés. **Answer 3** Mi experiencia no ha sido del todo satisfactoria, ya que a pesar de cinco años de estudio de la carrera, nos vemos deficientes en algunas áreas de los idiomas como la práctica oral. A pesar de ello, estoy convencida que la carrera aporta mucho conocimiento de cada idioma y que es nuestra responsabilidad como profesionales de continuar y mejorar lo aprendido. **Answer 4** Nunca está demás continuar los estudios y seguir preparándose. Si fuese necesario podría estudiar algún técnico con alguna especialidad en alguno de los idiomas, tener una certificación y obtener un trabajo que explote mis conocimientos y me permita seguir practicando y aprendiendo.	Student 2 states to have an advance level in both of the languages taught in the major, in part due to the working environment he/she is daily in. The student describes the learning of the two languages as something complicated since he/she didn't have any background in none of the languages. This student claims to feel in disadvantage compared to other who did have any knowledge of the languages taught in the major considering that he/she had to focus on having a balance in both English and French when learning them. The student says that the experience once the major was finished isn't satisfactory because even with the years of study, students present deficiency in some areas such as the oral domain; however the student is clear when saying that the responsibility to continue improving is personal. In the end, this student tells that studying a specialty or getting a certification in any of the languages is one of the things he/she would do in order to correct any imbalance found in the domain of the languages.	• Common European Framework of Reference for Languages (CEFR) (2001) • Second Language Acquisition Theory; Krashen (1985) • Environmentalist theory; Schumann (1976) • Interactionist theory; Vygotsky (1978)

Student 3	Level 1	Level 2
Answer 1: Inglés: Avanzado ya que puedo entablar una conversación con un nativo hablante, comprender y compartir ideas; Francés: B1, puedo comprender una conversación en francés y compartir ideas pero no poseo mucho vocabulario y no me sentiría cómoda hablando francés con alguien con un nivel superior. **Answer 2:** Le dan mucha importancia a que aprendamos francés en todos los aspectos: vocabulario, gramática, fonética, historia y cultura; pero los espacios para practicarlo no son de mucho provecho, principalmente por falta de interés del estudiante. El inglés, la mayoría de estudiantes inicia la carrera sabiendo algo del idioma. Las asignaturas del idioma inglés son menos y más sobre gramática y lingüística que sobre cultura, pero las actividades que los docentes del inglés utilizan para la enseñanza son más llamativas que las del idioma francés. **Answer 3:** Muchas personas en mi trabajo han aprendido en academias durante 5 o 6 meses y su nivel de inglés es muy avanzado, otras personas lo aprendieron empíricamente porque vivieron en EEUU u otro país de habla inglesa. Aparte he conocido personas que usan el francés en sus trabajos y sí han mejorado mucho su nivel pero continua siendo casi tercer idioma. La educación de ambos idiomas es muy buena en la carrera, tengo amigos que estudian el idioma en otras universidades y no se sienten seguros de practicarlo o de optar por un trabajo usando el idioma. **Answer 4:** Estudiar únicamente francés en una academia y hacer las pruebas para certificarme oficialmente en un nivel avanzado de francés e inglés. El inglés es mucho más fácil de mejorar ya que lo uso a diario.	Student 3 affirms to have an advance level in the domain of English and an intermediate level (B1) in the domain of French. This student describes the learning of the two languages as something imbalanced since the teaching process. He/she claims that the content between the subjects taught throughout the major differ very much to what they should, which is to provide areas where students get the opportunity to put in practice and develop their oral skills. This students says to know many people who think that the languages education in the University of El Salvador is of a higher quality compared to other universities in the country. In the end, the student tells that continuing the studies of French in an academy in order to obtain a certification is one of the things he/she would do to balance his/her levels of knowledge and domain of English and French.	• Common European Framework of Reference for Languages (CEFR) (2001) • Second Language Acquisition Theory; Krashen (1985) • Environmentalist theory; Schumann (1976) • Interactionist theory; Vygotsky (1978)

Student 4	Level 1	Level 2
Answer 1: Considero haber adquirido un nivel avanzado en ambos idiomas. Soy capaz de comunicarme con otras personas de manera fluida y, en cierto medida, natural. Considero que mi nivel en ambos idiomas puede mejorar al estar más expuesto a ambientes donde la utilización de los idiomas sea indispensable para realizar actividades, no sólo laborales sino también para establecer relaciones interpersonales con hablantes nativos, y mejorar aspectos de pronunciación y vocabulario. **Answer 2:** Fue un proceso muy enriquecedor ya que al estudiar dos idiomas de manera simultánea es posible hacer comparaciones de ambos para una mejor comprensión, dado que lo aprendido es completamente nuevo en los dos idiomas. Aprender dos idiomas de manera simultánea permite poder corregir errores que podrían fosilizarse. Me ayudó a ir descubriendo las diferencias y similitudes. Estudiar un idioma a la vez podría tener la desventaja de olvidar muy rápidamente lo aprendido en un idioma ya que el cerebro se enfocará únicamente en un idioma a la vez. **Answer 3:** Me ha permitido poder encontrar un empleo bien remunerado, sin embargo, considero que el mercado laboral está limitado a trabajos en centros de llamadas o como profesores. Como profesional, me siento insatisfecho ya que me gustaría tener una oferta laboral más amplia y diversa. Debido a esto, considero que una segunda carrera o maestría es muy necesaria. **Answer 4:** Ver videos, escuchar música y entablar conversaciones con personas nativas sería una práctica efectiva. Además la lectura de cualquier tipo ayudaría a adquirir vocabulario. La práctica hace al maestro. En la universidad la práctica de los idiomas está limitada a actividades dentro del salón con el maestro y compañeros.	Student 4 considers to have an advance level of knowledge and domain of both English and French. This student describes the learning of the two languages in the major as something enriching and as something that allows students to keep on correcting personal mistakes when comparing to others. The student says being able to speak foreign languages has allowed him/her to get a well-paid job, however the available jobs outside the major are mostly limited to teaching or call center options; which is why getting a certification or a master's degree would be necessary. In the end, this student tells that being in contact with native speakers, listening to music in English and French, as watching TV or videos and reading are the things that students can do so that they can improve or correct any imbalance in their levels of knowledge and domain of English and French.	• Common European Framework of Reference for Languages (CEFR) (2001) • Second Language Acquisition Theory; Krashen (1985) • Environmentalist theory; Schumann (1976) • Interactionist theory; Vygotsky (1978)

Student 5	Level 1	Level 2
Answer 1: Pienso que tengo un nivel más alto en inglés. Los niveles de ambos idiomas al término de la carrera no son iguales. Si bien el idioma francés en los primeros años de la carrera es muy intensivo, en el 4to y 5to año se terminan viendo materias que no ayudan a desarrollar competencias lingüísticas sino de otro carácter. Puedo decir que manejo ambos idiomas a un nivel similar por estar en contacto con ambas lenguas en mi trabajo pero eso lo he adquirido por mi cuenta. **Answer 2:** Una experiencia muy buena que me ha dejado con más cosas positivas que negativas. El aprendizaje de ambas lenguas simultáneamente ha desarrollado mi capacidad de pensar y tomar decisiones, también mucha facilidad en la adaptación a nuevas cosas. Aunque el proceso de aprendizaje haya sido difícil, he podido comprobar que esto ha creado muchas competencias en mí. **Answer 3:** Una experiencia muy satisfactoria. Se recompensa de una buena manera el ser hablante de ambas lenguas y el poder experimentar un desarrollo tanto profesional como mental. En nuestro país es muy difícil practicar ambos idiomas y fácilmente se puede caer en la comodidad. Cada quien debe buscar su oportunidad para poner en práctica lo aprendido durante la carrera y eso fue lo que hice. **Answer 4:** Pienso que algunas estrategias serían llevar cursos intensivos simultáneos con el mismo nivel de exposición en cada lengua. También presentar similitudes gramaticales de ambos idiomas para una mejor aplicación. Finalmente apoyar conocimientos teóricos y gramaticales con ejercicios de interpretación de una lengua a otra y viceversa al mismo tiempo. Considero de suma importancia el tener una o varias fuentes nativas con las cuales tener acceso a practicar el lenguaje.	Student 5 expresses to have a higher level of knowledge and domain of English, since at the end of the major the levels of English and French are not the same. This students claims that the French subjects to study in the fourth and fifth year of the major are mostly subjects that don't help to develop linguistic and oral competences and any improvement to allow him/her balance any deficiency was on his/her own due to his/her current job. This student describes the learning of the two languages in the major as something difficult that leaves him/her with more positive things than negative, since this helped him/her develop capacities such as Thinking, Decision-Making and Adaptation. The experience this student has had outside the university has been satisfactory because he/she thinks being able to speak these foreign languages is very well rewarded. In the end, the student suggests to balance the levels of exposition to the languages in the teaching process and to offer more practice areas as strategies to avoid any imbalance of knowledge and domain in English and French.	• Common European Framework of Reference for Languages (CEFR) (2001) • Second Language Acquisition Theory; Krashen (1985) • Environmentalist theory; Schumann (1976) • Interactionist theory; Vygotsky (1978)

Student 6	Level 1	Level 2
Answer 1: Respecto al inglés, me resulta el idioma con el que más relacionada me siento y en el que siento me desenvuelvo con mayor facilidad. Con el francés yo tenía cero conocimientos de ello. Debo decir que al iniciar el primer curso de francés sentía que no estaba en la carrera que debía. Siempre me apegué mucho a lo que veíamos en la clase, no hice mayor esfuerzo por trabajar mi francés y tampoco en las clases había mucho que se nos ofreciera, más allá del libro. **Answer 2:** El proceso fue complejo. Parte de lo que logré o estoy logrando con estos idiomas es porque se quebró la barrera de los mismos al momento de estar expuesto al aprendizaje de estos dos idiomas. El dominio oral es algo en lo que constantemente uno tiene que estar trabajando pero lamento que en la carrera no se diera tanta importancia a la expresión oral (más allá de ser una asignatura). Lo que más se desarrolla es la escritura y gramática pero el desenvolvimiento al azar es lo que más queda a deber y se supone que esa es la parte más significativa de hablar un otro idioma. **Answer 3:** Aunque aún sigo aprendiendo, es muy gratificante el hecho de poder manejarlos en un ambiente real donde son vitales para la comunicación. Poder atender a alguien en inglés o francés se vuelve de suma importancia. He podido experimentar el poder ser el puente de comunicación entre personas de diferentes contextos con idiomas maternos diferentes. **Answer 4:** Viajar a países donde estos dos idiomas son oficiales para ir mejorando mi nivel. Aplicaría a un trabajo que fuera 100% en ambos idiomas porque qué mejor que estar practicando la lengua; se obtienen tantos buenos resultados: soltura y dominio oral, desenvolvimiento al azar, conocimiento teórico en práctica, etc.	Student 6 says English is the language to which he/she is more related and is more capable of performing. The student shares that he/she didn't do much on his/her own to improve the deficiencies in French. This student describes the learning of the two languages taught in the major as something complex and he/she feels is a shame that the major doesn't offer more oral practice areas. The student says that he/she keeps on learning everyday about the two languages and that it is pleasant to be able to assist people communicate in any of the languages learned in the major. In the end, the student tells that as strategy to improve or correct any imbalance of knowledge and domain in English and French, he/she would travel to countries where these two languages are spoken as first language.	• Common European Framework of Reference for Languages (CEFR) (2001) • Second Language Acquisition Theory; Krashen (1985) • Environmentalist theory; Schumann (1976) • Interactionist theory; Vygotsky (1978)

Student 7	Level 1	Level 2
Answer 1: Durante la carrera obtuve conocimientos avanzados de ambos idiomas a nivel oral y gramatical, sin embargo algunas áreas como la escritura fueron más reforzados en inglés que en francés. **Answer 2:** El primer año fue el más difícil porque no se tiene el hábito de pensar y hablar en ambos idiomas por lo que se tiende a enfocar más en uno que en otro. Tuve que dedicarle más tiempo al francés que al inglés ya que se me hizo más difícil y no tenía conocimientos básicos de francés; con el inglés me sentía más cómoda. Me pareció bien que desde el inicio ambos idiomas sean intensivos y de alguna manera los estudiantes tienen que estar conscientes que no todo lo van a aprender en el salón de clases, también se necesita ser autodidacta. **Answer 3:** Mi experiencia ha sido bastante buena ya que desde que estaba en tercer año de la carrera se me abrieron las puertas para enseñar los idiomas, y en uno de mis trabajos tuve la oportunidad de enseñar francés en inglés ya que era un colegio bilingüe. Fue todo un reto pero definitivamente una gran experiencia para darme cuenta que hablar ambos idiomas es igualmente importante. En el área de *Call Centers* hablar los dos idiomas te da mejores oportunidades salariales. **Answer 4:** Todas las que sean necesarias. En mi caso sigo entrenando y nutriéndome en ambos idiomas a través de la lectura, películas, vídeos, música, etc. Lo que más funcione para tus métodos de aprendizaje.	Student 7 claims to have obtained an advance level of knowledge in the oral skills in both languages, but with some deficiencies in the writing area. This student tells that the exposition of students to both languages at the same time from the beginning of the major is something well done by the teachers, but also that students must be self-taught people. This student says that the experience outside the university has been good since he/she has had challenges to overcome using his/her competences in the languages learned in the major. In the end, the students says that the more strategies you have, the better to control any imbalance of knowledge and domain of English and French.	• Common European Framework of Reference for Languages (CEFR) (2001) • Second Language Acquisition Theory; Krashen (1985) • Environmentalist theory; Schumann (1976) • Interactionist theory; Vygotsky (1978)