

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



**Universidad de El Salvador**  
*Hacia la libertad por la cultura*

**FINAL RESEARCH REPORT:**

**A diagnosis for updating the study plan of the Bachelor of Arts in Modern Languages, specialization in French and English, Department of Foreign Languages, University of El Salvador, year 2020.**

**IN ORDER TO OBTAIN THE DEGREE OF:  
BACHELOR OF ARTS IN MODERN LANGUAGES, SPECIALIZATION IN  
FRENCH AND ENGLISH**

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## **ABSTRACT**

This research diagnoses opinions of three sectors (professors, students and graduates) on a needed curricular update of the Modern Languages major through an exploratory study of the current academic plan, and it is grounded on curriculum design theories and models. Towards that end, surveys and interviews, as part of a mixed research approach, will be used to gather and, afterwards, analyze data which will unveil results leading to potential curricular changes. In short, expected latest and freshest research results might well serve the purpose of a curricular update which is undoubtedly needed after 18 years of this study plan approval (Modern Languages study plan was approved in 2002).

**KEYWORDS:** Modern Languages, academic plan, update study plan, English language, French language, Foreign Languages Department, Call Center area, Translation Specialty, Bilingual employees, labor requirements, professional profile, labor market, tourism, Communication option, TOELF, teaching, professors, student population, pedagogical practices, training, employability, entry profile, technology, quarantine, learning methodology.

## **INTRODUCTION**

The object of study of the Department of Foreign Languages is language as a way of human communication and the teaching-learning processes of itself which central axis is the integration of the activities as education, research and outreach service (Idiomas 2000, p. 5); therefore, study plans aim at training future professionals with competencies that properly match actual professional and labor market needs.

This research diagnoses the state of the art, from students' professors' and graduates' perspectives, of the study plan of the Bachelor of Arts in Modern Languages specialization in French and English.

The research is structured as follows: firstly, there is an abstract which succinctly explains what the research is about; secondly, there is an introduction which describes research and its components; thirdly, there is the index which lists all chapters of the research that is divided into eleven chapters:

In the first chapter, the research topic is stated; in the second chapter comprises the statement of the problem in which is subdivided into five sections: The description of the problem, objectives, the research questions, and the rationale of the study and the delimitation of the problem.

In the third chapter, there is the framework which is developed in three main parts: The legal, the historical and theoretical. Moreover, on it there is a compilation of information that will support this research. In the fourth chapter, there are the reasons

defined to carry out an exploratory study. In the fifth chapter, the research design is described as a non-experimental one.

The sixth chapter presents the population and sample of the universe as well as the calculating of strata to be surveyed, divided in three groups: professors, students and graduates. Researchers, to select sample members out the population, will use the stratified random sampling procedure. In addition, with the professors and graduates' groups the technique to be used is criteria-based sampling procedure.

As the seventh chapter the data gathering process is introduced, this part includes a data gathering plan and likewise the research techniques. In addition, in the eight chapter, the data analysis plan is presented, it describes the process to be used by researchers in order to examine the data. In the ninth chapter findings are presented. Continuing, in the tenth chapter there are the conclusions. And in the eleventh chapter the recommendations are described there. The next section presents the annexes such as: the research project profile, the concordance tables, and a timetable detailing every activity to be developed of the research, and the instruments as well. Finally, in the last section, the references of the research are located there.



## **CHAPTER 1**

### **1.1 RESEARCH TOPIC**

“A diagnosis for updating the study plan of the Bachelor of Arts in Modern Languages, specialization in French and English, Department of Foreign Languages, University of El Salvador, year 2020.”

## **CHAPTER 2**

### **2.1 DESCRIPTION OF THE PROBLEM**

According with the website of the Academic Administration of the University of El Salvador, this is the biggest and oldest institution of higher education of the Republic of El Salvador, and the only public University of the country, it has nine schools in the main campus, and three others in all the country, which offers a total of 169 careers of higher education.

The President of the University, Roger Armando Arias Alvarado stated that currently, the most demanded careers among applicants to study at UES are Medicine, being this number 1, and the second place the Bachelor of Arts in Modern Languages with specialization in French and English, and third Systems Engineering (Estrada, 2018).

Due to the facts that the major in Modern Languages is the second most major solicited by high school graduates in the last years and that this study plan was approved in 2002 and after 18 years of service has not been updated yet, researchers considered these valid and evident reasons to carry out a diagnosis which might serve the purpose of updating the study plan; therefore, this research aims at analyzing entry profile, curricular areas, potential subjects to be taken out or added, specialties that might be taken out or added, teaching methodology, teacher training, equipment/technology, kind of assessment and exit profile.

Taking into consideration that the study plan of the Bachelor in Modern Languages hasn't been formally updated; despite of some advances and research concerning the

academic plan that have been previously made by the curricular committee of the Foreign Language Department as well as curricular reforms in which it was intended to create new options in the academic curriculum of the major, 18 years have gone by without any actual change or update of the curriculum.<sup>1</sup>

However, in accordance with the Higher Education Law, all universities must update their study plan every 5 years, yet the article number 4 of the General Regulation of Higher Education (2017) establishes that the University of El Salvador, attending to its autonomy and for having an organic law, will approve the creation of their own academic dependencies, and it will elaborate and approve their plans and study programs in accordance with it, and will publish the agreements of approval there in the Official Newspaper, in accordance with Art. 75 of the Law and will request the National Board of Directors of Higher Education its registration.

Additionally, having into account the University of El Salvador has an autonomy position in the creation, changes and modification of its study plans and programs process. While, on the other hand, the guidelines of the Higher Education Law that according to its nature also governs the University of El Salvador in certain aspects. Then, researchers aim at elaborating a diagnosis to find areas that could be improved in the current academic curriculum of the Bachelor of Arts in Modern Languages of the University of El Salvador according to the opinion of the three main sectors, students, professors and graduates.

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<sup>1</sup> Administración Académica (2014) retrieved from <http://www.academica.humanidades.ues.edu.sv/content/110412-licenciatura-en-lenguas-modernas-especialidad-en-francés-e-inglés>

## **2.2 OBJECTIVES**

### **2.2.1 General Objective:**

To elaborate a diagnosis through an exploratory study of the current curriculum plan of the Bachelor of Arts in Modern Languages, with specialization in French and English, according to the opinion of the principal sectors immerse in it, which are students, professors and graduates.

### **2.2.2 Specific Objectives:**

2.2.2.1 To obtain information about different changes suggested by students, professors and graduates that could be applied to the current study plan of the Bachelor of Arts in Modern Languages specialization in French and English of the University of El Salvador.

2.2.2.2 To inquire by doing surveys and interviews, the opinion of professors, students and graduates of the Languages Department of the University of El Salvador, about the current study plan of the Bachelor of Arts in Modern Languages, Specialization in French and English.

2.2.2.3 To suggest changes and areas of improvement of the present study plan of the Bachelor of Arts in Modern Languages of the University of El Salvador, by submitting the findings of this study to the curricular committee.

## **2.3 RESEARCH QUESTIONS**

### **2.3.1 General question**

What are the opinions of professors, students and graduates about the current curriculum plan of the Bachelor of Arts in Modern Languages with specialization in French and English, and the relation with the actual labor market?

### **2.3.2 Specific questions**

2.3.2.1 What is the opinion of the professors, students and graduates concerning the current study plan of the Bachelor of Arts in Modern Languages?

2.3.2.2 What are the suggestions of professors, students, and graduates about the current study plan of the Bachelor of Arts in Modern Languages?

2.3.2.3 Which areas could be improved from the study plan of the Bachelor of Arts in Modern Languages, Specialty in French and English?

## 2.4 RATIONALE

Nowadays, in El Salvador learning a foreign language has become a must, given to various reasons, one of them is the profile requirements demanded by many enterprises, in which employees must have an outstanding proficiency of the four language skills, for that reason, in the last years the demand of majors in foreign language or foreign languages courses is increasing in languages such as: English, French, Italian or Portuguese, and so on.<sup>2</sup>

For instance, the University of El Salvador has had rapid student- population growth, mainly the Foreign Language Department, with the goal of studying the Major of Modern Languages in French and English, all these potential students desire to accomplish their objectives of learning another language to enter the labor market with success.

The reason of doing a diagnosis of the study plan is due to the lack of an evaluation and update of the current academic plan, given that the Major in Modern Language, specialty in French and English, was approved by the School Board of Directors in 2002, since that year the major has not had any modification or change. Besides “Universities must review current courses and program offerings to determine their effectiveness and currency, and identify new programs to address changing work-force needs” (Andrade, 2018).

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<sup>2</sup> Campos, A. (2018), “Importancia de aprender un Segundo idioma”. El Diario de Hoy; published on Jun/02/2018. Retrieved from: [www.elsalvador.com](http://www.elsalvador.com)

Further, with an exploratory study, it will be pictured what the current-state is according to the opinions of students, professors, and graduates; expectedly, students will benefit out upcoming possible changes to the study plan.

Researchers aim at investigating, if the aforementioned major, needs an update or some modification in its two specialization areas, or if it is possible to add other subjects with the objective of proposing a new area of specialization linked to the current demand in the labor market; due to the high increase per year of job-positions offered to bilingual or trilingual candidates (Webometrics, 2018). It is needed to adapt the study plan always with academic quality and learning methodologies for future students and professionals.

So, in this case, researchers administer surveys and interviews to compile opinions, ideas or suggestions of different groups, such as: students, professors and graduates to authentic and reliable data, and finally, elaborate a better synthesis of the current study plan, to present and communicate the respective findings and analysis with the recommendations and conclusions.

This study seeks to generate an updated version of the study plan of a major that is in continuous demand, according to the results obtained and sharing the findings of this study to the curricular committee. and plus, evident interest among faculty members given that the Foreign Languages Department needs to update the program to be competitive, affordable and responsive to a changing society, by doing so, keeping up with the prestige that the university had acquired throughout all these decades<sup>3</sup>.

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<sup>3</sup> Webometrics (2018), Retrieved from: <https://www.revistanuve.com/ranking-web-universidadesde-el-salvador/>

## **2.5 DELIMITATION OF THE STUDY**

### **2.5.1 TIME**

The present research project began on February 2020 and it is scheduled to conclude on November 2020. The data collection process was scheduled to be done on June-July, surveys were administered to the students and interviews were administered to professors of the FLD. Also, surveys were scheduled to be administered to graduates on June whom gave a more detailed opinion about the study plan and a reference about the kind of job, where the professional competencies are being used.

### **2.5.2 PLACE AND SPACE**

The place on which this study was realized was the Languages Department of the University of El Salvador. Additionally, with the space aspect, the first group researchers surveyed was professors of the FLD. The second one was students from fourth and fifth year of the Bachelor of Arts in Modern Languages. Both groups were requested through internet by administering survey and multiple-choice questionnaires. The third group is graduates of the Bachelor who are currently working, also all of these surveys due to the actual situation were done via internet.

### **2.5.3 SCOPE**

This study was carried out with a population and sample of professors of the FLD, students of the 4<sup>th</sup> and 5<sup>th</sup> year of the Bachelor of Arts in Modern Languages and graduates from the same major. While it was developed as an exploratory study with a nonexperimental and cross-sectional design and with a mixed research approach, with the advantage that “a mixed method combines quantitative and qualitative methods in the same study in order to get a full understanding of the phenomenon under study” (Creswell, 2013)



## CHAPTER 3

### 3.1 LEGAL FRAMEWORK

Firstly, a legal framework is indicated to all the articles and laws that must be taken into account so as not to break the laws in this case the higher education law, for this reason it is needed to make a reference of these articles or laws related to the subject.

As the unique Autonomous University, the General Assembly of the University of El Salvador has stipulated its own laws and articles in order to gather, administer and accomplish the program study of any major. These articles are stated in the Organic Law by Legislative decree number 597 approved on April 29<sup>th</sup>. 1999.

The purpose of this section it is to make public what are the articles concerning the Curricular Development, as its organizational structure and operation, in this case related to the legal articles in order to manage and evaluate or review the study plan of the Major in Modern Languages, Specialty in French and English, with the objective of reviewing the pertinence of the study plan.

Then, the following sections are presented:

**Title II Chapter I: Academic Administrative Structure; Title VI Study Plan  
Chapter I: Approval, structure, review and modification of the curriculum.**

**3.1.2** from the Curriculum Development Unit. Title Second

**Article 20.** The Curriculum Development Unit shall have the responsibility of planning, audit, investigate, manage and advise technically and pedagogically in updating the University curricula and administrative processes of study plans and programs.

It will be directed by a Coordinator appointed by the Rector, from a list proposed by the Secretary of Academic Affairs. It will depend hierarchically on the Secretary of Academic Affairs. The same period will last in its functions as the Rector, being able to be appointed one more period and will continue in its position until the appointment of the person, who should replace it.

**Article 22.** The duties and responsibilities of the Curriculum Development Unit are the following:

a) To participate and advise in the coaching, review, evaluation and unification of the plans and study programs of the different majors administered by the University of El Salvador;

b) To verify that the study plans and programs of the University of El Salvador, are in accordance with institutional policies and purposes;

c) To prepare and propose to the Secretary of Academic Affairs the Evaluation's and Certification's Manual of Plans and Programs' Study;

d) To keep an updated record of the majors taught at the University of El Salvador and its respective Study Plans and Programs;

e) To organize and direct the development of activities aimed at modernizing and / or updating permanently the curricula;

f) To advise the different Curricular Commissions of the Faculties regarding to curricular aspects;

g) To monitor the quality of the programs, the improvement of teaching and work student academic, pedagogical innovation and in general, for the execution of the policies that the Academic Vice Rectory formulates on teaching;

h) To coordinate the programming and execution of workshops for updating and / or changing the curriculum, as well as for the elaboration of syllabus;

i) To investigate the demand for new majors, making appropriate proposals to the suitable authorities;

j) To manage and accompany the approval processes of majors administered by the University of El Salvador;

k) The other attributions of an administrative academic nature assigned by the Secretariat of Academic Activities and university legislation.

**Article 33.** The powers and duties of the Faculty Curriculum Committee are the following:

a) To coordinate the teaching performance evaluation process in coordination with the Major Management Committee's academic Staffs; in this case for purposes of improvements to the teaching-learning process;

b) To coordinate the didactic planning at the beginning of each academic cycle;

c) To accompany in the readjustment of the Learning Unit programs;

- d) To participate in the processes of curriculum evaluation, self-evaluation and co-evaluation.
- e) To participate in the formulation and implementation of new educational proposals;
- f) To formulate teacher-training programs;
- g) To design programs of extracurricular courses for student training;
- h) To make proposals for strategies to monitor educational practice; and
- i) To create and review study plans and programs, for proposal before the Committee Advisory Technician of the Board of Directors.

### **3.1.3 In the Title Six, Chapter I, it is stated the articles related to the study plan**

**Article 89.** It is the set of academic and administrative requirements that must be accomplished by students, according to the Higher Education Law, the Organic Law of the University of El Salvador, to qualify for an academic degree.

**On the approval and publication of the study plan and program of the learning units.**

**Article 91.** Once the study plans have been approved, the General Secretariat of the University of El Salvador, according to article 26 of the General Regulation of the Law Organic, it must be directed to publish in the Official Journal, register

them in the Ministry of Education and send a signed and stamped copy to the Secretariat of Academic Affairs for their respective institutional registry, the Central Archive and the Academics Administrations of the Faculties linked to the management of these majors.

**Article 92.** Each curriculum will have the following structure:

- a) Major generalities, such as: Institution, Faculty, major, Code of Major, academic unit, degree to be granted, duration in years and academic cycles, number of courses, number of assessment units, and locations where the major will be taught;
- b) Major's justification;
- c) Description of the major;
- d) Major objectives;
- e) Description of available resources and infrastructure;
- f) Entry profile;
- g) Entry requirements;
- h) Professional profile;
- i) Teacher profile;

- j) Methodologies and modality of teaching learning;
- k) Evaluation system, will understand the forms of evaluation of the process of teaching learning;
- l) Curriculum, pensum or flowchart;
- m) System of prerequisites or co-requisites;
- n) Organization of the learning units in the knowledge areas;
- o) Extraordinary cycle: define whether it will be carried out or not; in the case of being specified specify the courses to be taught;
- p) Deadline for updating the curriculum;
- q) Social service;
- r) Graduation process and graduation requirements;
- s) Areas or field of work of the graduate;
- t) Absorption plan;
- u) Syllabus of each learning unit;
- v) The special and additional conditions required by law or by the nature of the major; and

- w) Study programs.

#### **3.1.4 On the review of the study plan.**

**Article 97.** The comprehensive review of the curricula must be carried out no later than two years after the period of duration of the major and will be executed by a curricular commission of the respective Faculty or Colleges involved for the purpose of their upgrade.

**Article 98.** For the revision of the curricula, must be taken into account the following aspects:

- a) The philosophical aims and principles of the University;
- b) The current development plan of the University of El Salvador.
- c) Period of the curricula, as well as the minimum requirements of Credits, as established by the Higher Education Law;
- d) The teaching-learning modality: face-to-face, blended, mixed or distance learning;
- e) The options of teaching-learning activities such as: laboratories, workshops, seminars, practices, educational and teaching practices, research, academics and professionals' exchanges;
- f) The learning units that update their training;
- g) The degree of linguistic expertise of a foreign language;

- h) The renewal requirements required by the Salvadoran Society
- i) The continuity in the learning and mobility of the students in the plan; setting carefully the prerequisites; and
- j) The linking of teaching, research and social design, in all curricular and extracurricular activities.

### **3.1.5 On the approval of the modification and reforms of the plan of studies.**

**Article 99.** The modification and reforms of the curricula must be prepared by the curricular commissions of the respective faculties, they will follow the mechanism of approval stipulated in relation to the approval and publication of the Curriculum and Learning Units Program.

### **About the approval of the modification and reforms of the study program**

**Article 100.** The proposal to modify and reform the curricula, must be prepared by the commissions of the respective faculties, for periodic reviews and requiring approval by the Board of Directors, provided and when these changes or reforms answer back to the professional profile.

When a major is taught in more than one Faculty, the proposals for modification and reforms, must be elaborated and agreed by the faculties involved.



## 3.2 HISTORICAL FRAMEWORK

### 3.2.1 What is Curriculum?

**Curriculum:** “A sophisticated blend of educational strategies, course content, learning outcomes, educational experiences, assessment, the educational environment and the individual students’ learning style, personal timetable and program of work.” (Harden, 2001). The purpose of this section is to present in a chronological order the early Curriculum Specialists:

- a) **Franklin Bobbit** in his work "The Curriculum" he created the first formal work on the subject, in 1918 immersed in the functionalist trend, considered two meanings of curriculum the first one as experiences aimed at the achievement of conscious skills or not, and the other as premeditated experiences for the same purpose, in a school whose aim was to serve and reflect the industrial model. The curriculum appears as a description of objectives to be achieved, through custom procedures. (Fingermann, 2010).
- b) **John Dewey (1859-1952)** founding philosopher of pragmatism, represented the American progressive pedagogy of the first half of the twentieth century, where the educator appears as a guide to student learning, and the curriculum as a facilitator of children's needs over social needs, developing curriculums with high practical content.
- c) **Ralph Tyler (1950)** at the University of Chicago, Tyler published his course entitled “Basic principles of curriculum and Instruction” that has been used as a reference, it was called the Tyler rationale, and involves four central questions: 1) what

educational purposes should the school seek to attain? 2) What educational experiences can be provided that are likely to attain these purposes? 3) How can these educational experiences be effectively organized? 4) How can we determine whether these purposes are being attained? (Hall, 1965).

- d) **Hilda Taba 1974:** She states the importance on build a base in the society, culture, learning and content, and link it with theory and practice. Similarly, the educational programs that should remain, disappear, or be modified starting from the educational evaluation which determines the changes that produce the student's behavior as a result of the programs, and stablish if these changes really suppose the achievement of the proposed objectives.
- e) **Herbert Kliebard 1975:** Obsessed with the reform and the best of teaching, has pretended the fast success, effective result, a fast solution of social problems, but has ignored the conditions of the real functioning of the teaching. He has stated that which characterize a big part of the reflection of the curriculum is the simplistic rapprochement of a complex problem, that is to say elemental decisions.
- f) **George R. Beauchamp 1982:** Understands by theory of the curriculum as "the ensembles of propositions that gives significance to the phenomena related to the concept of curriculum, that is to say, a theory of the curriculum should give a perception of the substantive dimension of the curriculum field something with material entity (a document writing) and the dimension of the process, which is formed by the planning, the implementation and the evaluation of the curriculum.
- g) **John E. Walker 1982:** He designates the way that theorization should be faced as it is conceived, the reason why is undertaken and what it is pretended from it. Four

tendencies can be differentiated from its formal aspect: The rationalization of the programs, the rationalization of the methods of the phenomena, explanation of the curricular phenomena, and practical research (Arellano, 2016).

### **3.2.2 Previous Researches related to the study plan 2002.**

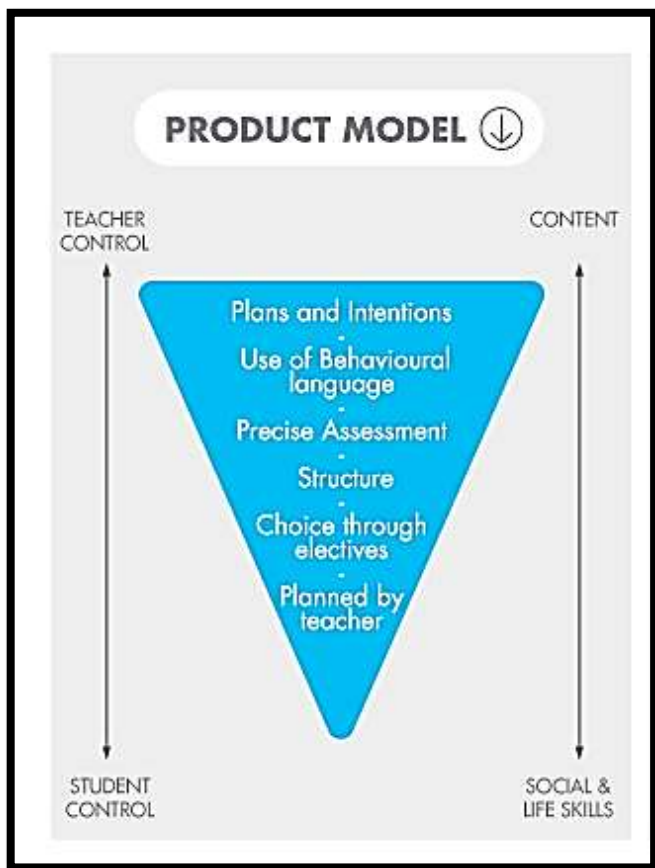
- a) “Análisis del currículo de la Licenciatura en Lenguas Modernas, especialidad en Francés e Inglés y su ajuste al mercado laboral en El Salvador” (2017)
  
- b) “Formación académica vs. oportunidades de empleo para los egresados de la Licenciatura en Lenguas Modernas años 2014-2015 de la Universidad de El Salvador”
  
- c) “Propuesta de un área de especialización en turismo como parte de la Licenciatura en Lenguas Modernas especialidad en Francés e Inglés en el Departamento de Idiomas de la Universidad de El Salvador, año 2015”.

### **3.3 THEORETICAL FRAMEWORK**

Although there are many curriculum models in the literature, only some are widely known; Taba Model, Tyler Model, Oliva Model, Saylor Alexander & Lewis Model, Wheeler Model, Tanner & Tanner Model, Beauchamp's Managerial Model and Demirel Model. (Aydın, 2017).

No particular model is better than another and all have their own strengths and weaknesses which may or may not apply to different programs because they vary according to their resources, teachers, students and teaching philosophies. The variety of models in the literature does not mean that these models are very different from each other in terms of what they offer. They have mostly evolved from the existing ones with some changes and additions. (Aydın, 2017).

### 3.3.1 The Product model and the Process model:



updated. (Neary, 2002, p.60)

#### The Product Model

It is also known as “behavioral objectives model” and it is traced to the work of many writings firstly from Bloom a famous theorist about the curriculum development topic.

The main interest of this model is the production of the curriculum, and it presents four basic questions as a guide that must be answered in the moment when a curriculum is being created or

*Source: Curriculum Design in Higher Education: Theory to Practice. O'Neill G. (2015).*

The questions are:

- a) What are the aims and objectives of the curriculum?
- b) Which learning experiences meet these aims and objectives?
- c) How can they be evaluated and to what extent have these aims and objectives been met?

d) How can these learning experiences be organized?

If the previous questions are analyzed, it is evident that it requires a careful process of thinking in order to create or update any curriculum aspect. Moreover, there are some advantages mentioned in the model in the use of itself in the curriculum planning, they are:

- Avoidance of vague, general statement of intent.
- Making assessments more precise.
- Helping to select and structure content.
- Making teachers aware of different types and levels of learning involved in particular subjects.
- Guidance for teachers and learners about skills to be mastered. (Neary, 2002, pp. 60-61).

As it can be noticed in the advantages and in the four guidance questions of this model it is evident the offers of a general composition of the elements that are directly immerse in a creation or an update curriculum process. On the other hand, to the product model are present some criticisms, as the followings:

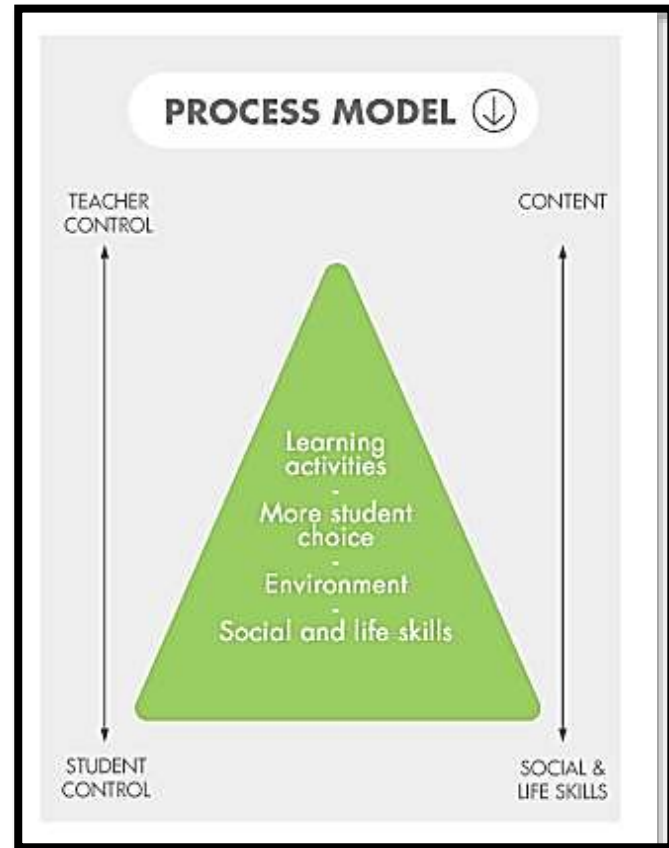
- At lower “levels behavioral” objectives may become trite and unnecessary.
- It is difficult to write satisfactory behavioral objectives for “higher level” of learning.
- The “affective domain” cannot be considered adequately in terms of specific behaviors.

- Behavioral objectives will discourage “creativity” on the part of both learner and teachers.

(Neary, 2002, p. 61).

### The Process Model

“In this model continuous development is emphasized and the outcome is perceived in terms of development of certain potentialities. In a process model intension are used, intensions, in keeping with the process of the curriculum. Aspects such as: Self-assessment, involving reflection/review, must be regarded as an integral part of the process (Sheehan 1986).”



“Knight (2001) expresses the advantages of a more Process Model of curriculum planning in comparison to the Product. He notes it makes sense to plan a curriculum in this intuitive way, reassured by the claim from complexity theory that what matters is getting the ingredients (O’Neill 2015).”

*Source: Curriculum Design in Higher Education: Theory to Practice. O’Neill G. (2015)*

In general, human abilities such as: (attitudes, moral values) and capacities (information processing skills, manipulative skills, observation, communication.) are the approaches of the Process Model; while, the Product model would specify learning outcome in the cognitive affective and psychomotor domains (Sheehan 1986).”

In addition to the Process and Product Model, there are a range of differences between models that individually or collectively could suit a program design (O'Neill 2015).

### **3.3.2 Definition of key terms**

#### **Concept of Curriculum.**

Definition according to Bowen & Madsen (1985), "Curriculum is a total instructional program composed of syllabuses or individual course programs. In many programs course designers or teachers, themselves provide further guidance by planning schemes for work, week-by-week or day-by-day calendars for course activities with suggestions for teaching techniques and supplementary material. Having a clear mandate and source of support naturally facilitates the construction of a curriculum."

#### **A curriculum plan**

The call for a curriculum does not usually originate from the desk of an educational theoretician. It dates, typically, directly or indirectly back to a higher level in the hierarchy of the state or institution. A neat and attractive theoretical model of the overall process has been developed by Elite Olshtain, presented with her doctoral dissertation. (University of California, Los Angeles, 1978).

Educational programs begin with a perceived need to which a program of instruction is seen as a partial or full solution. The need may be articulated and the proposal for solution initiate by members at any level of a hierarchy, but at some point, the idea must be acted on by the decision makers of the unit involved, whether it be a university department, a school system, or even a national ministry of education (Bowen & Madsen, 1985).



## **Curriculum renewal**

“Curriculum renewal is about making sure the courses in a program, and the programs in Schools or Disciplines, remain pedagogically sound in their design and delivery. Curriculum renewal activities examine their fitness for purpose and their value to students and the academic staff who deliver them” (Adelaide, 2013).

“As the term is used in this guide, refers to an initiative undertaken by a Faculty or unit that seeks to evaluate, analyze, and/or improve some element of a program’s curriculum. There are many entry points into curriculum renewal, for example an external review, enrollment concerns, a shift in departmental priorities, or the creation of a new program” (Richards, 2017).

### 3.3.3 Brief description of the major in Bachelor of Arts in Modern Languages

BACHELOR OF ARTS IN MODERN LANGUAGES SPECIALIZATION IN FRENCH AND ENGLISH PROCESS-PRODUCT MODEL APPLICATION.		
PROCESS	Entry requirements	An aptitude test for foreign languages; and the other comply with all the requirements demanded by the University of El Salvador.
	General Description of the current study plan of the BA in Modern Languages.	<p>In general, the 37 subjects of the plan are designed in three large areas</p> <ul style="list-style-type: none"> <li>- Subjects of the Specialty in the French language (15)</li> <li>- Subjects of the Specialty in the English language (15)</li> <li>- Minor Specialties Subjects (7)</li> </ul> <p>(See flow chart of the curriculum in annex D.)</p>
PRODUCT	Professional Profile	
	KNOWLEDGE	<p>The professional trained and graduated from this Degree Plan must have knowledge of the following aspects:</p> <ol style="list-style-type: none"> <li>a. The grammar rules and linguistic use essential for communication in the English and French languages.</li> <li>b. The cultural and sociolinguistic factors related to these languages.</li> <li>c. The applicable investigation methods and techniques for the resolution of publics, as the case may be.</li> <li>d. The fundamental principles of linguistics.</li> <li>e. The theoretical principles of communication and public relations.</li> <li>f. Diverse works, style and literary genres of French and Francophone, American, Salvadoran and other Hispanic American writers.</li> <li>g. The methods and techniques for teaching both languages.</li> </ol>

	SKILLS	<p>During the study process in this career, the student will acquire the following abilities and skills:</p> <ul style="list-style-type: none"> <li>a. You will communicate orally and in writing in English and French in a fluent and linguistically correct manner.</li> <li>b. You will understand oral and written discourse in a broad, analytical and critical way.</li> <li>c. She will apply the knowledge of the Spanish languages, her mother tongue; English and French in the field of public relations or teaching, as the case may be.</li> <li>d. You will use basic translation techniques in these three languages, especially French / Spanish, and. You will use the linguistic metalanguage necessary to refer to the learning of modern languages.</li> <li>f. You will make use of the appropriate methods and techniques to continue self-study studies in the English and French languages.</li> </ul>
	ATTITUDES	<p>Through studies in the Bachelor of Modern Languages, the student will develop the following attitudes:</p> <ul style="list-style-type: none"> <li>a. She will strive to be up-to-date in the field related to her studies.</li> <li>b. You will conduct research in your area of study or area related to it.</li> <li>c. Will be analytical and receptive to criticism.</li> <li>d. Show respect for other people's cultural and conceptual differences and. It will be sensible to share the knowledge with other people.</li> </ul>
	OCCUPATIONAL PROFILE	<p>The graduate of this curriculum will be able to work as a teacher in the teaching of English and French languages at the high school or university level, depending on the choice, they will also be able to work in the field of public relations: as a business manager in international Companies, airline flight attendant, passenger service officers at the airport, translator, operator in telephone companies, interpreter and tour guide, trilingual receptionist in hotels ...</p>

**Source:** Digitación plan de estudio de la Carrera de Lic. en Lenguas Modernas, Especialidad Francés e Inglés 2002.

## **CHAPTER 4**

### **4.1 TYPE OF STUDY**

It is known that per each type of research question there is a specific type of study with which the questions of the work will be qualified answer with the most specify level of proof. Then the type applicable to this work is the exploratory study, this type which is useful for “getting familiar with unknown phenomena, to obtain information about the possibility of carrying out a more complete investigation, identify concepts or variables, and to stablish future researches or suggest affirmations (Hernández Sampieri, 2014).”

Consequently, according to the explanation given before and the nature of the context of this research, in which the topic in accordance with the need of updated information about the topic. Moreover, in relation with the concept of Sampieri “that it can serve the purpose of laying out the basis future researches or suggest affirmation”. That is why, having present the specific objective of this research, mainly the third one “To suggest changes and areas of improvement of the present study plan of the Bachelor of Arts in Modern Languages of the University of El Salvador, by submitting the findings of this study to the curricular committee” researchers picked the exploratory study as the most suitable option for this research.

## **CHAPTER 5**

### **5.1 RESEARCH DESIGN**

A mixed-approach was selected to carry out this research, it embodies a set of empirical, critical and systematic processes of investigation; moreover, it also involves the data collection and the analysis of quantitative and qualitative data as well as its integration and joint discussion (Hernández Sampieri, 2014).”

In other words, “the mixed methods use numerical, verbal, textual and visual evidence to understand problems in sciences”, additionally, it has other advantages such as “broader and deeper perspective, richer and more varied data, a more dynamic research, creativity, better exploitation and exploration of data (Hernández Sampieri, 2014).”

In order to achieve stated research objectives, researchers select and develop the best research design to applicable to the particular context of the study; therefore, in this case “the research design aims at creating a plan to obtain and collect the best information data useful for the research work (Sampieri R. 2010).”

Consequently, a non-experimental cross-sectional research design was selected to carry out this research implying that the phenomenon studies without manipulating or altering given conditions, and data will be collected only once.

## **CHAPTER 6**

### **POPULATION AND SAMPLE**

#### **6.1 Delimitation of the Sample and Population.**

**The Population or Universe:** In the present research work the total population is divided in three groups, the students of the fourth and fifth year of the Bachelor of Arts in Modern Languages in its both areas of specialization, professors of French and English of the Foreign Language Department, and graduates, now employees, from the Bachelor of Arts in Modern Languages Specialization in French and English.

**Delimitation of the Sample:** For the purpose of the present study, a stratified random sampling procedure was used for the group of students; this sampling technique is defined as a process in which certain subgroups, or strata, are selected for the sample in the same proportion as they exist in the population (Fraenkel J. R., 2007). For the other two groups, which are: Professors of the Foreign Language Department and Graduates from the Bachelor of Arts in Modern Languages, criteria-based sampling procedures were used.

## 6.2 Calculating the sample size

Students of fourth and fifth year signed up in the semester 1-2020 in the Bachelor of Arts in

SUBJECTS	First registration		Second registration		Third registration		Total		Total
	M	F	M	F	M	F	Total M	Total F	
Composición Inglesa I	42	66	5	3	0	2	47	71	118
El Francés y la Traducción	46	66	3	1	1	0	50	67	117
El Francés y el Comercio	47	68	2	1	0	0	49	69	118
Introducción a la Lingüística	31	75	2	8	1	1	34	84	118
Introducción a la Civilización Francesa	32	63	3	3	0	0	35	66	101
Lectura y Conversación en Inglés II	40	60	2	1	0	0	42	61	103
Literatura Francesa II	41	67	1	0	0	0	42	67	109
Seminario I	39	53	0	0	0	0	39	53	92
Total									876

Modern Languages Specialization French and English.

**Source:** Data given by The Academic Administration of School of Science and Humanities. Year 2020.

### 6.2.1 Calculating sample for students enrolled in semester 1-2020 Bachelor of Arts in Modern Languages.

4th. Year Subjects.	Total
Composición Inglesa I	118
El Francés y el Comercio	118
Introducción a la Civilización Francesa	101
Lectura y Conversación en Inglés II	103
Total	440

**Source:** Data given by The Academic Administration of School of Science and Humanities, year 2020.

$$n = \frac{Z^2 * P * Q * N}{e^2 * (N - 1) + Z^2 * P * Q}$$

$$n = \frac{1.96^2 * 0.98 * 0.02 * 440}{0.05^2 * (440 - 1) + 1.96^2 * 0.98 * 0.02}$$

$$n = \frac{33.1299584}{1.17279536}$$

$$n = 28.248 \sim 28$$

N= 440 Population    n= 28

Z (confidence level) =95%

P (population proportion) =98%

Q (sample proportion) = (1-0.98) = 0.02

E (margin of error) =5%

N (Population size) =440



## 6.2.2 Calculating Strata.

After stratifying the sample size of 4<sup>th</sup> year students, researchers got:

N= 440 Population n= 28 Sample size

$$fh = \frac{n}{N} = X$$

$$fh = \frac{28}{440} = 0.063636$$

So the total subpopulation was multiplied by this constant fraction to obtain the sample size for the stratum.

Sample size (N) \* constant fraction (fh) = strata

So the sample for each strata was the following:

4th year Subjects	Total (n)*(fh)	Sample
Composición Inglesa I	118	8
El Francés y el Comercio	118	8
Introducción a la Civilización Francesa	101	6
Lectura y Conversación en Inglés II	103	6
Total	440	28

**Source:** Data given by The Academic Administration of School of Science and Humanities, year 2020.

**6.2.3 Calculating sample for students of fifth year signed up in semester 1-2020  
Bachelor of Arts in Modern Languages**

5th year Subjects	Total (n)*(fh)
El Francés y la Traducción	117
Introducción a la Lingüística	118
Literatura Francesa II	109
Seminario I	92
Total	436

**Source:** Data given by The Academic Administration of School of Science and Humanities.

$$\frac{n=Z^2 * P*Q*N}{e^2 * (N-1)+z^2 * P*Q}$$

$$n = \frac{1.96^2 * 0.98 * 0.02 * 436}{0.05^2 * (436 - 1) + 1.96^2 * 0.98 * 0.02}$$

$$n = \frac{32.82877696}{1.16279536} =$$

$$1.16279536$$

$$n = 28.232 \sim 28$$

N= 436 Population n= 28

Z (confidence level) =95%

P (population proportion) =98%

Q (sample proportion) = (1-0.98) = 0.02

E (margin of error) =5%

N (Population size) =436

## 6.2.4 Calculating Strata

After stratifying the sample size of 5<sup>th</sup> year students, researchers got:

N= 436 Population n= 28 Sample size

$$fh = \frac{n}{N} = X$$

$$fh = \frac{28}{436} = 0.0642201$$

So the total subpopulation was multiplied by this constant fraction to obtain the sample size for the stratum.

Sample size (N) \* constant fraction (fh) = strata  
So, the sample for each strata was the following:

5th year Subjects	Total (n)*(fh)	Sample
El Francés y la Traducción	117	7
Introducción a la Lingüística	118	7
Literatura Francesa II	109	8
Seminario I	92	6
Total	436	28

**Source:** Data given by The Academic Administration of School of Science and Humanities, year 2020.

### **6.3 Procedure to select the number of the sample.**

**Criterion-based sampling procedure:** A set of criteria were taken into account in order to select the number of the students' strata presented above, 4<sup>th</sup> and 5<sup>th</sup> year of the Bachelor of Arts in Modern Languages, in order to complete the surveys:

- 1- Students of the 4<sup>th</sup> or 5<sup>th</sup> years of the Bachelor of Arts in Modern Languages with specialization in French and English.
- 2- The working area (If they are working according with its area of specialization of the major either communication or teaching one.)
- 3- Working status: full time, part time. (flexible working hours)

#### **6.3.1 Sampling procedure to select subjects to be surveyed.**

**Convenience sampling procedure:** "Convenience sampling is a type of nonrandom sample in which people are sample because they are convenient sources of data for researchers. Moreover, in this type of sampling each element in the population has a nonzero probability of selection." (Lavrakas, 2008)

Then, according to the process of the data collection which was done online, researchers decided to use the convenience sampling procedure to obtain the data of the students' group.

### 6.3.2 Criteria Based Sampling procedure to select Graduates and Professors.

Elements	Criteria for determining eligibility	Selection set number	Names
Graduates	<p>Graduates from the Bachelor of Arts in Modern Languages, Specialization in French and English.</p> <p>Currently in different job positions, either in the communication area or in the teaching one.</p> <p>Outstanding education achievement as students.</p>	10 Graduates that meet these requirements.	<p>Graduates as individual subjects of each criteria to whom the survey will be sent via email</p> <p>-Daniel Durán - Mauricio Gonzales</p>
Professors	<p>Active professors of the Foreign Languages Department (FLD) of the University of El Salvador.</p> <p>With a Master and Postgraduate studies.</p> <p>With other Degrees or another expertise area.</p>	6 professors of the FDL that meet these requirements.	<p>Professors to whom the survey was sent via E-mail</p> <p>-Odir Alexander Mendizábal -Cristian Alexander Torres. -Francisca Aguillón -Francisco Antonio Rodríguez -Leonel Antonio Cálix -Miguel Carranza -Julio Armando Ramírez -Rolando Guzmán - César Guzmán -Diana Ephigenia Marengo -Lilian Olivares -Margarita Ramírez</p>

**Source:** Prepared by the authors of the Diagnosis for updating the study plan of the Bachelor of Arts in Modern Languages, specialization in French and English of Foreign Languages, University of El Salvador, year 2020.

### **6.3.3 Snowball sampling procedure.**

According to Edi Baht “snowball sampling is defined as a non-probability sampling technique in which the samples have traits that are rare to find. This is a technique in which existing subjects provide referrals to recruit samples required for a research study.” Consequently, with the graduates’ group and having present the nature of the data collection which is purely virtual, researchers decided to use the snowball sampling procedure with the graduates’ group surveyed, selected in the previous step titled the criteria-based sampling procedure.

This technique serves the purpose to select sample subjects, in this case, the graduates from the Bachelor of Arts in Modern Languages, were surveyed via virtual means (google forms) Initially, two graduates that complied with the criteria aforementioned, and who had contact with researchers, were selected; and then the participants contacted friends that shared the characteristics that make them suitable for the study capturing and increasing a chain of participants.

## CHAPTER 7

### 7.1 DATA GATHERING PROCESS

In order to analyze the data of the three groups, researchers administered surveys by submitting three different questionnaires, one for the students' group, and other for the graduates' group, and interview for the professors of the FLD group. This instrument was elaborated with four parts. First of all, there is general information about the project and also the directions on how to correctly fill in the questionnaire. Then, the first part contains the generalities, the second part has 4 questions about the profile, abilities, attitudes, knowledge, and educational background and job positions. The third part presents 4 questions about the improvements to the study plan. And the last part contains 2 questions about identified learning experiences, teaching methodology, types of evaluation and percentages.

Technique	Instrument	To be administered to	When	Format
<b>Surveys</b>	<b>Questionnaire</b>	56 students of 4 <sup>th</sup> and 5 <sup>th</sup> year students of the Bachelor in Modern Languages UES	From the first to the third week of June.	<b>Online format</b>
<b>Surveys</b>	<b>Questionnaires</b>	Professors of the FLD	From the second to the third week of June.	<b>Online format</b>
<b>Surveys</b>	<b>Questionnaire</b>	Graduates from the Bachelor of Arts in Modern Languages	From the first to the second week of June.	<b>Online format</b>

**Source:** Prepared by the authors of the Diagnosis for updating the study plan of the Bachelor of Arts in Modern Languages, specialization in French and English of Foreign Languages, University of El Salvador, year 2020.

## **CHAPTER 8**

### **8.1 DATA ANALYSIS PLAN**

Sampieri describes the process of analyzing data in a mixed study through different stages in which data is collected in order; for instance, qualitative data is collected and analyzed first, and quantitative data is collected and analyzed after. Due to the fact that the present research is a mixed study type, the data for the present diagnosis was collected through a questionnaire addressed to students of the fourth and fifth year, and with an interview addressed to professors of the Foreign Language Department.

Once the information was collected, researchers analyzed the quantitative data using descriptive statistical procedures; on the other hand, qualitative data was analyzed question by question, by parts, and by instrument; the general information of each group was placed in chart for comparisons and contrast, the analysis include descriptions and comparisons of the information received, and important details to answer the research questions.

This design of data analysis is called Sequential exploratory comparative design, in this case, “in a first phase, qualitative data is collected and analyzed to explore a phenomenon, generating a database; later, in a second stage, quantitative data was collected and analyzed and another database is obtained. The findings from both stages are compared and integrated into the interpretation and preparation of the study report. Researchers can give priority to qualitative or quantitative, or give the same weight” (Sampieri, 2014).



## DATA ANALYSIS.

In this chapter the analysis of the information gathered is presented as follows: a qualitative analysis with an open-ended questionnaire administered to thirteen professors of the Foreign Language Department. Furthermore, the quantitative analysis of three surveys addressed to twelve graduates of the major in Modern Language, fifty-seven students of 4<sup>th</sup> and 5<sup>th</sup> year of the major in Modern Languages, Specialization in French and English and six professors of FLD also. Due to the actual pandemic constraints, all questionnaires were administered via internet (google forms).

### 8. 2 QUALITATIVE ANALYSIS

**ANALYSIS BY CATEGORIES:** Opinions have been categorized as strong, balanced and weak based on the response.

- **Strong opinions:** In this part, researchers include the opinion the majority of the total teachers surveyed have mentioned in common. ( $\geq 7/13$ )
- **Balanced opinions:** This category shows surveyed comments found in a draw. (ex: 6-6/13)
- **Weak opinions:** In this category the opinions mentioned by the minority part of the total surveyed are located. ( $\leq 6 /13$ )

#### PART A. Generalities.

**QUESTION N° 1.** Do you think that the current study plan of the Bachelor of Arts in Modern Languages specialization in French and English needs to be updated or not? Why?

<b>Strong opinions</b>	<b>Balanced opinions</b>	<b>Weak opinions</b>
According to the definitions explained above, researchers conclude that in the total answers obtained for the first question the total of the results by professors surveyed is an agreement, they stated the current study plan of the Bachelor of Arts in Modern Languages Specialization in French and English needs to be updated. ( $\geq 7/13$ )	In this question, balanced opinions were not spotted.	No weak opinions were spotted.

Source: Chart prepared by researchers on the basis of answers given by Professors of FLD from UES, year 2020.

**QUESTION N° 2.** If you agree with a curriculum update, which major changes do you

<b>Strong opinions</b>	<b>Balanced opinions</b>	<b>Weak opinions</b>
No strong opinions were spotted	In the second question in the qualitative instruments: Which changes do you propose? Two answers were mentioned in a draw, which are: make a specialization for teaching area and make a real specialization as in any field. (ex: 6-6/13)	Furthermore, the options of make changes in the basic skills and in the communication, area were mentioned for the minority of the total of surveyed. (<=6 /13)

propose?

Source: Chart prepared by researchers on the basis of answers given by Professors of FLD from UES, year 2020

### **PART B. Student's entry profile.**

**QUESTION N° 3.** Which would be the ideal student's entry profile (personal traits, background knowledge...) for studying the Bachelor of Arts in Modern Languages

<b>Strong opinions</b>	<b>Balanced opinions</b>	<b>Weak opinions</b>
The majority of the professors surveyed said the basic knowledge in English and French would be an ideal student's entry profile. (>=7/13)	No balanced opinions were spotted.	While, in a minority of the total results obtained researchers found the option that the entry students will certainly depend on what the curriculum plan demands and requires from students at the end of the major, as another ideal student's entry profile. (<=6 /13)

Specialization in French and English?

Source: Chart prepared by researchers on the basis of answers given by Professors of FLD from UES, year 2020.

### **PART C. Course programs**

**QUESTION N° 4.** Have you ever made changes to a course program that you have taught? Why?

<b>Strong opinions</b>	<b>Balanced opinions</b>	<b>Weak opinions</b>
For the fourth question, researchers found that professors surveyed said in a	In this question, balanced opinions were not spotted.	No weak opinions were spotted.

majority of their opinions they have made some changes to a program's subject. ( $\geq 7/13$ )		
--	--	--

Source: Chart prepared by researchers on the basis of answers given by Professors of FLD from UES, year 2020.

**QUESTION N° 5.** If yes, which changes have you made?

<b>Strong opinions</b>	<b>Balanced opinions</b>	<b>Weak opinions</b>
In the fifth question, being this one a continuity of the previous one, the results are maintained. And the areas which the majority mentioned were contents, evaluation and methodologies parts. ( $\geq 7/13$ )	No balanced opinions were spotted.	As a minority of the comment's professors, researchers found that some of them mentioned they have made changes related to the practice area. ( $\leq 6/13$ )

Source: Chart prepared by researchers on the basis of answers given by Professors of FLD from UES, year 2020.

#### **PART D. Curriculum areas.**

**QUESTION N° 6.** What changes would you make, in terms of subjects, to the present

<b>Strong opinions</b>	<b>Balanced opinions</b>	<b>Weak opinions</b>
No strong opinions were spotted	Researchers found in the results of the sixth question professors surveyed said that, if they would make changes in terms of subjects to the present curricular areas, those would be related to improve the teaching area. On the other hand, some of them decided not to mention any area saying they do not have a general knowledge of all the areas of the major. (ex: 6-6/13)	Other options mentioned in the instrument were related to making a change according to the actual labor requirements. While others said that they consider to remake the actual curriculum of the major. ( $\leq 6/13$ )

curricular areas (basic skills area, research area, teaching area, communication area...)

Source: Chart prepared by researchers on the basis of answers given by Professors of FLD from UES, year 2020.

**QUESTION N° 7.** Would you eliminate a curricular area? Which one and why?

<b>Strong opinions</b>	<b>Balanced opinions</b>	<b>Weak opinions</b>
------------------------	--------------------------	----------------------

Seven professors agreed that the communication option should be modified after doing a diagnosis of the necessities in our society and labor market. Professors stated that this option should be reoriented in order to stop making students and graduates ending in the call centers area. ( $\geq 7/13$ )	Two professors agreed that the unique option that would be eliminated is Communications or the so-called Public relations option, because is useless to students, given that some of them are working as teachers. Also, four professors did not give an answer, some stated that do not know what option of the study plan could be eliminated or modified. (ex: 6-6/13)	No weak opinions were spotted.
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Source: Chart prepared by researchers on the basis of answers given by Professors of FLD from UES, year 2020.

**QUESTION N° 8.** Would you add a new curricular area? Which one and why?

<b>Strong opinions</b>	<b>Balanced opinions</b>	<b>Weak opinions</b>
In this question, not strong opinions were spotted.	Four professors agreed in adding a new option to the current study plan, such as: Tourism, Interpretation Translation, Technology, and Entrepreneurship. On the other hand, four professors did not give their opinion about the study plan or about the options of the major. (ex: 6-6/13)	Two professors stated in doing a diagnosis in order to know the requirements and necessities of the labor market. Also, focusing in the Teaching option. Three professors stated that some subjects could be added such as: oral expression in French or more subjects in Didactics. Further, to add more subjects to have a strong specialization. ( $\leq 6 /13$ )

Source: Chart prepared by researchers on the basis of answers given by Professors of FLD from UES, year 2020.

## PART. E Methodology

**QUESTION N° 9.** Are there any changes that you would make to the teaching/ learning methodology? Which ones?

<b>Strong opinions</b>	<b>Balanced opinions</b>	<b>Weak opinions</b>
Seven professors agreed that an important change is adding more technological resources to improve the teaching methodology, to adapt both teachers and students to the usage of technology in the learning process. Moreover, students will become autonomous in their learning. ( $\geq 7/13$ )	No balanced opinions were spotted.	Three Professors agreed that if the traditional method continues, there should be some changes such as: the classroom should have at least 25 students, zero usage of Spanish language in classes, to implement a methodology in order to develop creativity of students. As well as to add pedagogical and didactics subjects. Three of the professors said not having any knowledge about a specific learning methodology. Then they neither agreed nor disagreed in adding changes to the learning methodology. ( $\leq 6 /13$ )

Source: Chart prepared by researchers on the basis of answers given by Professors of FLD from UES, year 2020

## PART F. Materials and Equipment

**QUESTION N° 10.** What kind of materials are needed, not available right now, to help

<b>Strong opinions</b>	<b>Sorts of materials</b>
Professors agreed that there is a need of updated materials to teach in classes whether in-person or online. ( $\geq 7/13$ )	Given to the current situation: E-books such as: Textbooks, Literature books, audio visual resources such as: videos, movies. Further, the electronic resources must be downloadable.

professors do their job?

Source: Chart prepared by researchers on the basis of answers given by Professors of FLD from UES, year 2020

**QUESTION N° 11.** What kind of equipment is needed, not available right now, to help

<b>Strong opinions</b>	<b>Equipment for virtual classes</b>	<b>In-person classes' resources and equipment.</b>
Professors of the FLD agreed that updated equipment is needed to develop classes, in the case of in-person classes some specific resources. Also, more technological equipment for online classes. ( $\geq 7/13$ )	The availability of hardware with high capacity for gathering online information, a better internet service at home. Computers, scanners, cellphones, USB, printers and speakers.	A bilingual library with material in English and French languages, for instance: academic documents and literary books, Internet in classrooms, resources or equipment such as: desks, chairs, personal laptops, digital projectors, a photocopy machine, even a place for resting or doing another task for professors, air conditioner in classrooms.

professors do their job?

Source: Chart prepared by researchers on the basis of answers given by Professors of FLD from UES, year 2020.

## PART. G Training.

**QUESTION N° 12.** What kind of professor training is needed?

<b>Strong opinions</b>	<b>Online platforms for training</b>	<b>Teaching Training</b>
All of them stated in their opinions that they need training to teach online classes, given this period of time when all resources can be available in multimedia	-Training in using online classroom and its different resources; how to give feedback and the best Multimedia material to students. -Updated training in methodologies	- Training in Didactics and Pedagogy. - Training in research trends and academic writing.

documents, saving time and paper resources. ( $\geq 7/13$ )	for teaching online classes.	
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Source: Chart prepared by researchers on the basis of answers given by Professors of FLD from UES, year 2020.

## PART H. Evaluation system

**QUESTION N° 13.** What changes would you make to the general evaluation system?

Strong opinions	Changes mentioned by teachers
Researchers found that all teachers agreed on this question.	<ul style="list-style-type: none"> <li>➤ To design meaningful tasks for students.</li> <li>➤ The assessment of practical matters.</li> <li>➤ Promote critical thinking</li> <li>➤ An evaluation based in a percent divided in 50% summative and 50% formative</li> </ul>

Source: Chart prepared by researchers on the basis of answers given by Professors of FLD from UES, year 2020.

## PART I. Questions related to exit profile

**QUESTION N° 14.** Do you think that the professional profile of graduates from the Bachelor of Arts in Modern Languages of the University of El Salvador is aligned with the actual labor market demands? Why?

Strong opinions	Balanced opinions	Weak opinions
Nine professors out of thirteen answered “NO” most of graduates do not have many options once they graduate. They do not have the teaching experience to work in Academies, School or Universities. Most of the graduates ended up working in Call Centers. The current plan does not have a clear working field for them. ( $\geq 7/13$ )	In this question, opinions evenly shared were not spotted.	Two professors out of thirteen answered not having an answer for this question. ( $\leq 6/13$ )

Source: Chart prepared by researchers on the basis of answers given by Professors of FLD from UES, year 2020.

**QUESTION N° 15.** Which would be the ideal student’s exit profile in terms of personal traits and competencies?

Strong opinions	Balanced opinions	Weak opinions
In this question, strong opinions were not spotted.	Four out of eleven total answers expressed that the teaching competence should be the ideal student’s exit profile	A professor expressed that ethic should be taken into account given that most of the

	in order to manage a job at most levels of educational system. A same number of professors also mentioned the aspect of the fluency in both languages English and French and real communication skills. (ex: 6-6/13)	students graduate plagiarizing works, thesis. And values such as: empathy, resilience, problem-solving abilities should be fostered. ( $\leq 6/13$ )
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Source: Chart prepared by researchers on the basis of answers given by Professors of FLD from UES, year 2020.

## PART J. Employability.

QUESTION N° 16. What kind of jobs are graduates getting and doing?

Strong opinions	Balanced opinions	Weak opinions
Twelve answers out of ten agreed in the same, stating that Call Centers and the teaching field is according to their opinion the job that the graduates are getting nowadays. ( $\geq 7/13$ )	No equally opinions were spotted.	One professor listed jobs such as: Translators, interpreters, flight attendants, telephone assistants amid others. ( $\leq 6/13$ )

Source: Chart prepared by researchers on the basis of answers given by Professors of FLD from UES, year 2020.

QUESTION N° 17. Do those jobs match the actual graduates' exit profile competencies?

Strong opinions	Balanced opinions	Weak opinions
No strong opinions were spotted	Five professors out of eleven agreed with the fact that the graduate's job that is in Call centers, actually matches with the exit major profile. And four answered "No" stating that a teaching field would match better. (ex: 6-6/13)	Two answers stated that they did not know or did not have information about it. ( $\leq 6/13$ )

Source: Chart prepared by researchers on the basis of answers given by Professors of FLD from UES, year 2020.

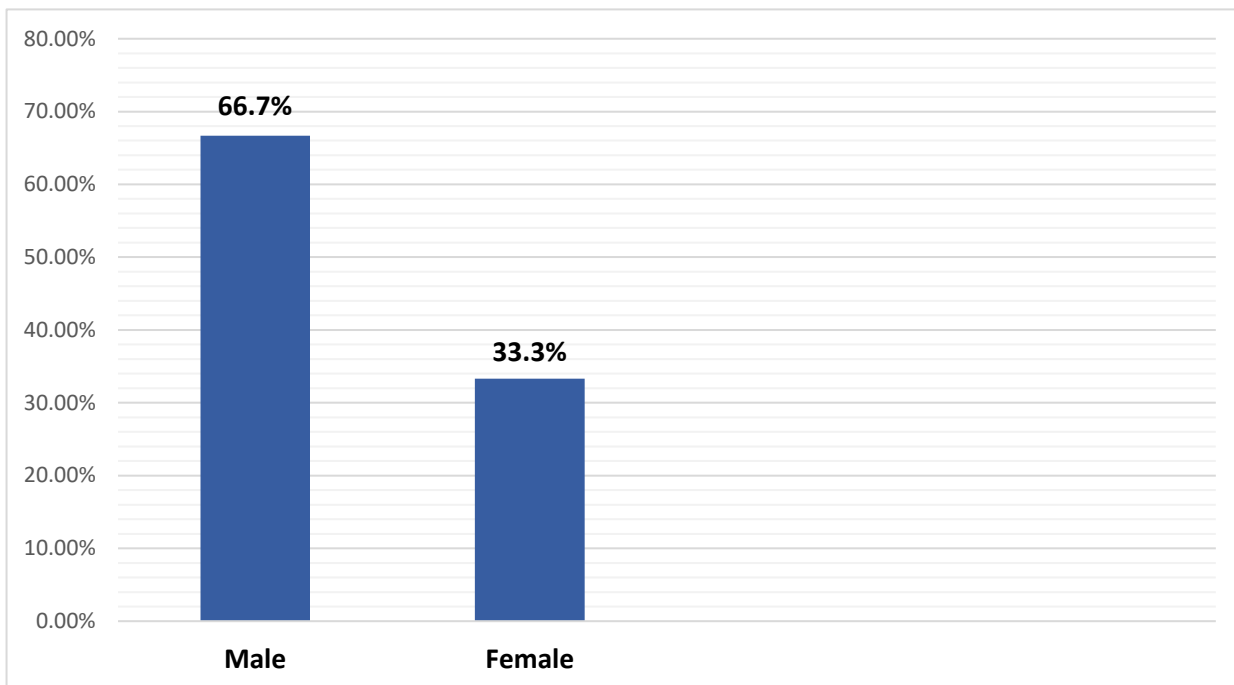
### **8.3 QUANTITATIVE ANALYSIS**

#### **A- PROFESSORS' CONTRIBUTION.**

##### **PART 1: Generalities: Professors' survey**

This online survey was administered to 6 professors of the Bachelor of Arts in Modern Languages, specialization in French and English. General questions are presented below.



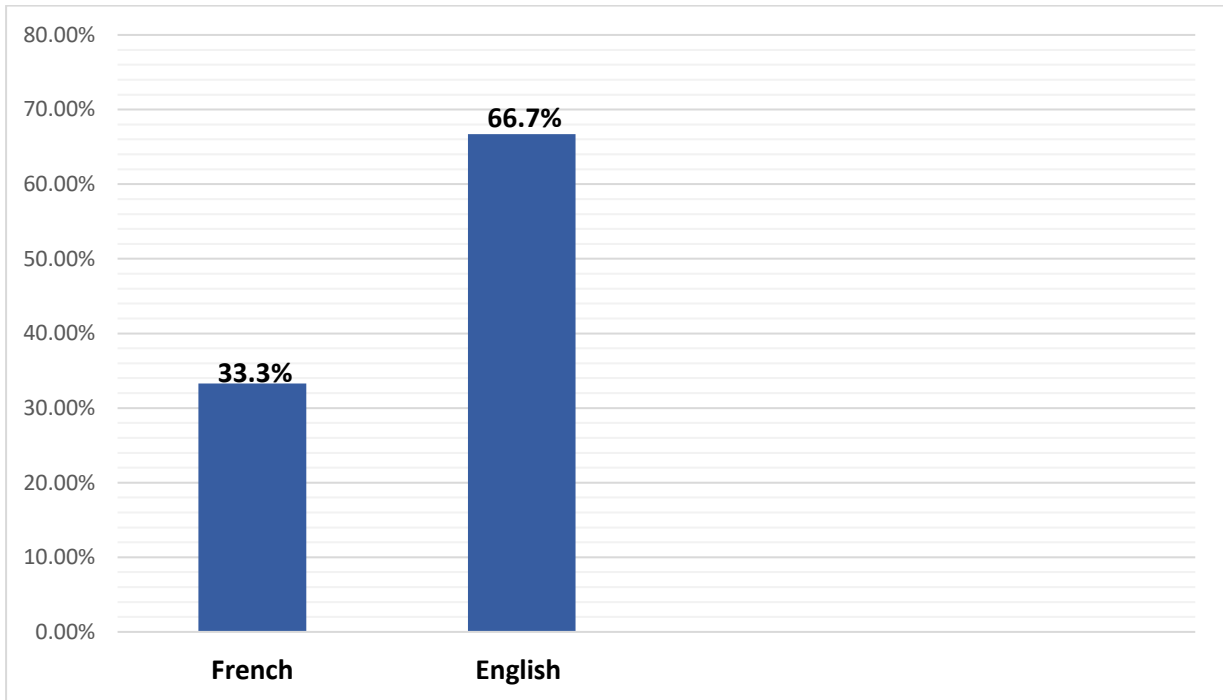


**Graph 1: Gender**

**Source:** Prepared by the researchers on the basis of data supplied by professors of the Bachelor of Arts in Modern Languages of the University of El Salvador.

As a result of the general information, from the total of 6 professors of the Bachelor of Arts in Modern Languages of the University of El Salvador, the majority, that is the 66.7%, are male and the 33.3% are female.

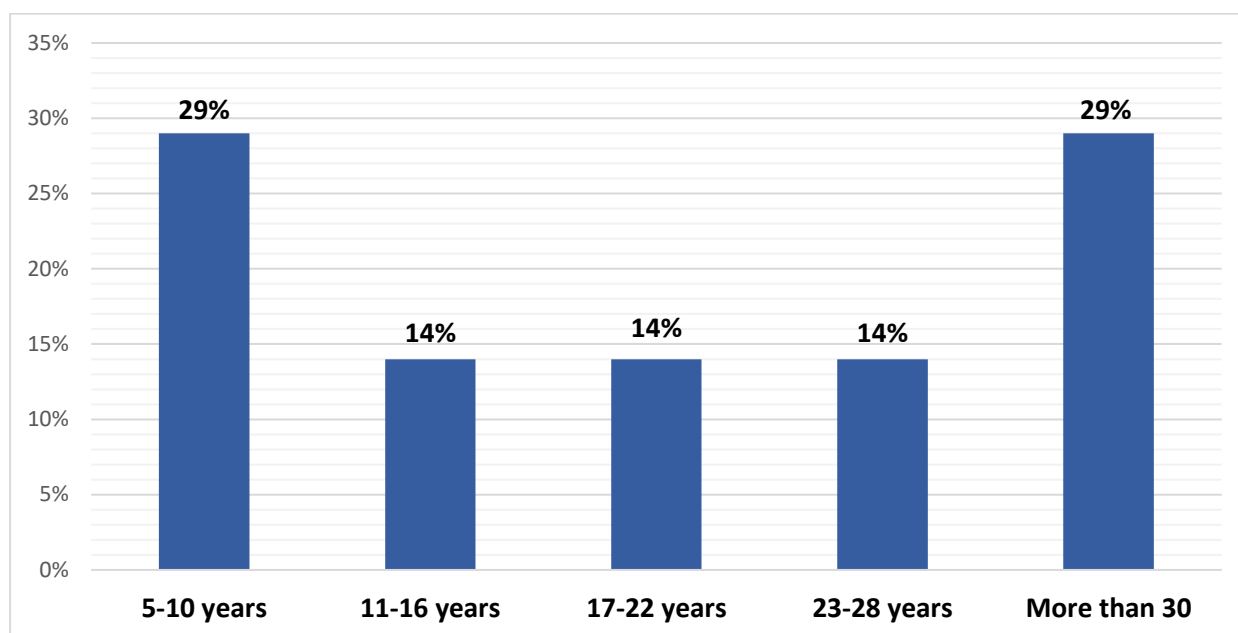
**Graph 2: Professor's academic area**



**Source:** Prepared by the researchers on the basis of data supplied by professors of the Bachelor of Arts in Modern Languages of the University of El Salvador.

As a result of the general information, from the total of 6 professors of the Bachelor of Arts in Modern Languages of the University of El Salvador, the majority, that is the 66.7%, are working in the area of English and 33.3% professors are working in the area of French.

**Graph 3: Professor's years of experience teaching**

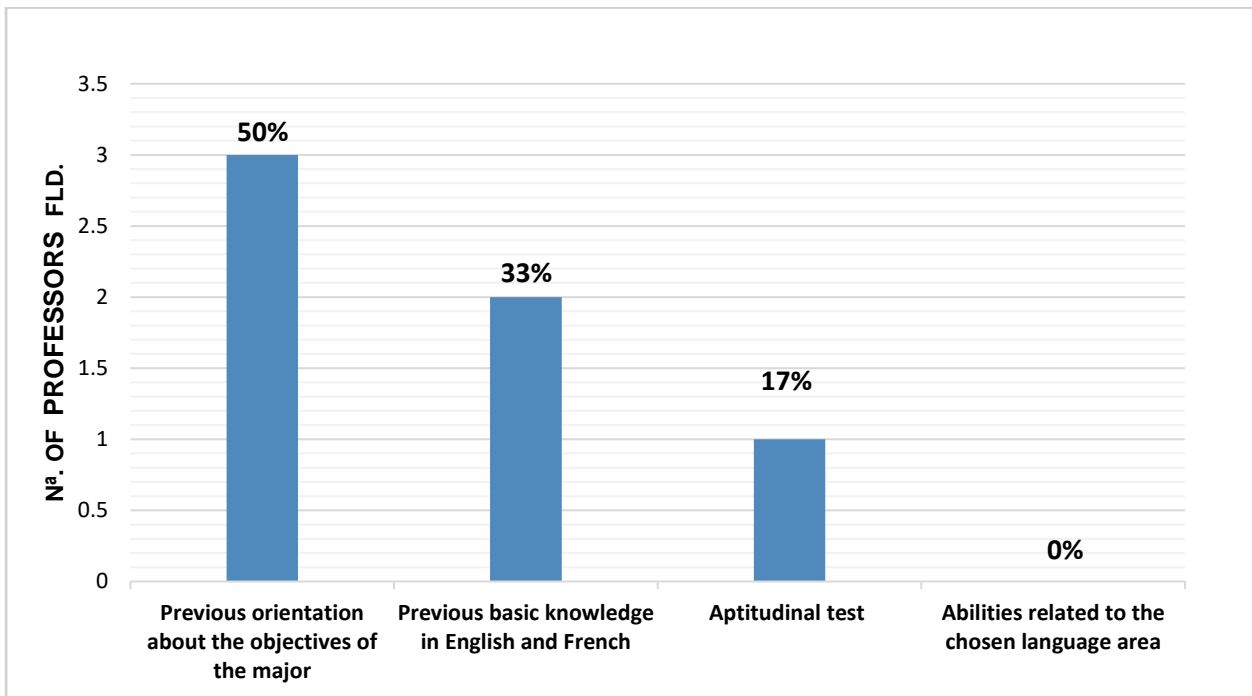


Source: Graphic prepared by the researchers on the basis of data supplied by professors of the Bachelor of Arts in Modern Languages of the University of El Salvador.

As a result of the general information, from the total of 6 professors of the Bachelor of Arts in Modern Languages of the University of El Salvador, the 29% have between 5-10 years of experience, and in the same way the 29% have 30 or more than 30 years of experience in the teaching field, the 14% have from 11 to 28 years of experience. It is worth mentioning the professional background of the professors, which are: English teacher in institutions such as: ITCA, Don Bosco University, Prolingua Institute, French professors in The Language Department in the University of El Salvador, etc.

## Part II. Questionnaire

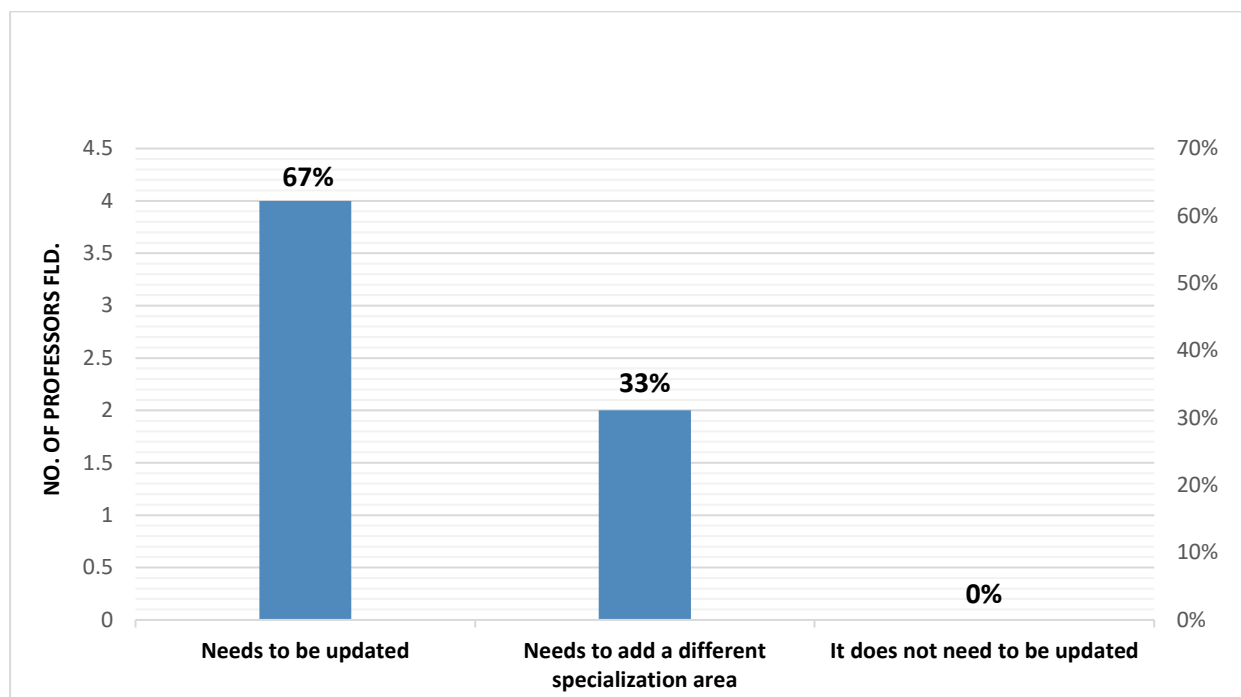
**Graphic No. 1: What should be the profile of an applicant student who wants to learn languages in a specific field/area?**



Source: Graphic prepared by the researchers on the basis of data supplied by Professors from the FLD, of the Bachelor of Arts in Modern Languages, Specialization in French and English. Year 2020.

According to the opinion given by six professors, it is needed a profile of students. So, the result of the data is: the 50% of them, (three professors) agreed that a previous orientation about the objectives of the major is necessary, another 33%, (two professors) mentioned that previous basic knowledge of English or French is other option for a profile of applicant students, finally the 17%, only one professor chose the option of applying an attitudinal test. Thus, due to the years of expertise of the six professors, it can be said that a profile could be a prerequisite when making some changes or renewal of the current study plan of the Major in Modern Languages, because several students do not have the basic knowledge of any language or what the objectives of the major are.

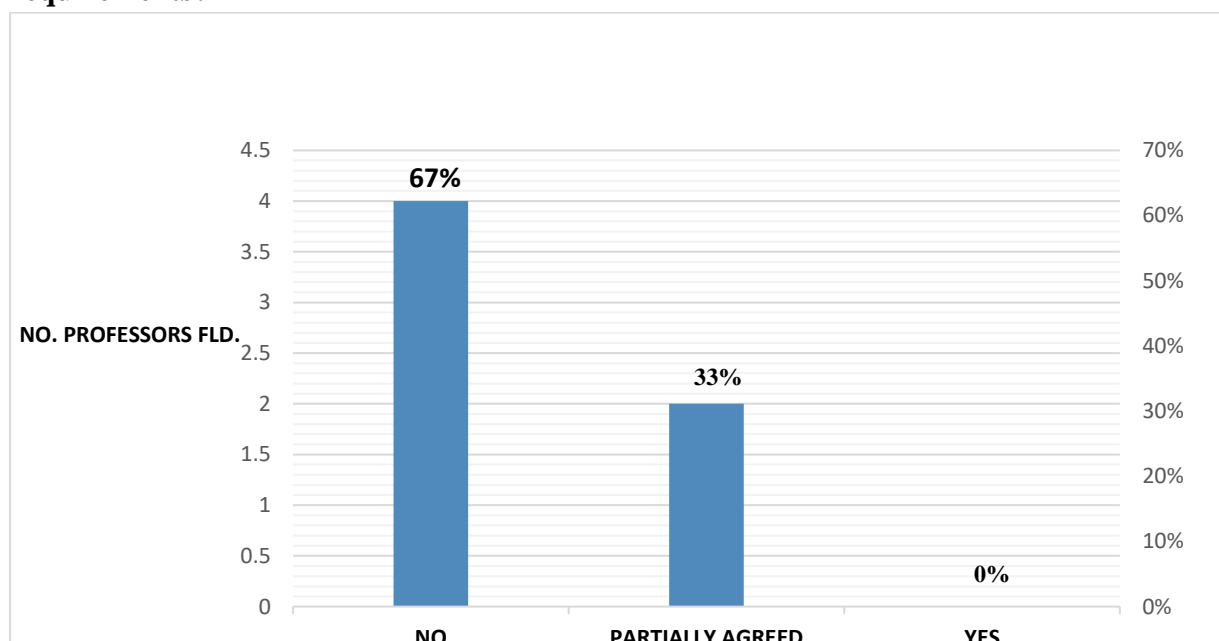
**Graphic No. 2: What is your opinion about the study plan of the Bachelor of Arts in Modern Languages?**



Source: Information and graphics prepared by the researchers on the basis of data supplied by Professors from the FLD, of the Bachelor of Arts in Modern Languages, Specialization in French and English, year 2020.

The question related with the current study plan of the Major in Modern Languages, the professors surveyed stated their opinion as follows, according with the graphic: the 67%, (four professors) considered that the study plan needs an update. Second, the 33%, (two professors) agreed that the study plan needs a different specialization area. Therefore, the study plan needs an update in the areas related to both languages and its specializations, with the objective of giving the best preparation in both languages and knowledge in any specialty related to the demand and requirements of the labor market. Also, profiting of the high percentage of applicants to this major each year.

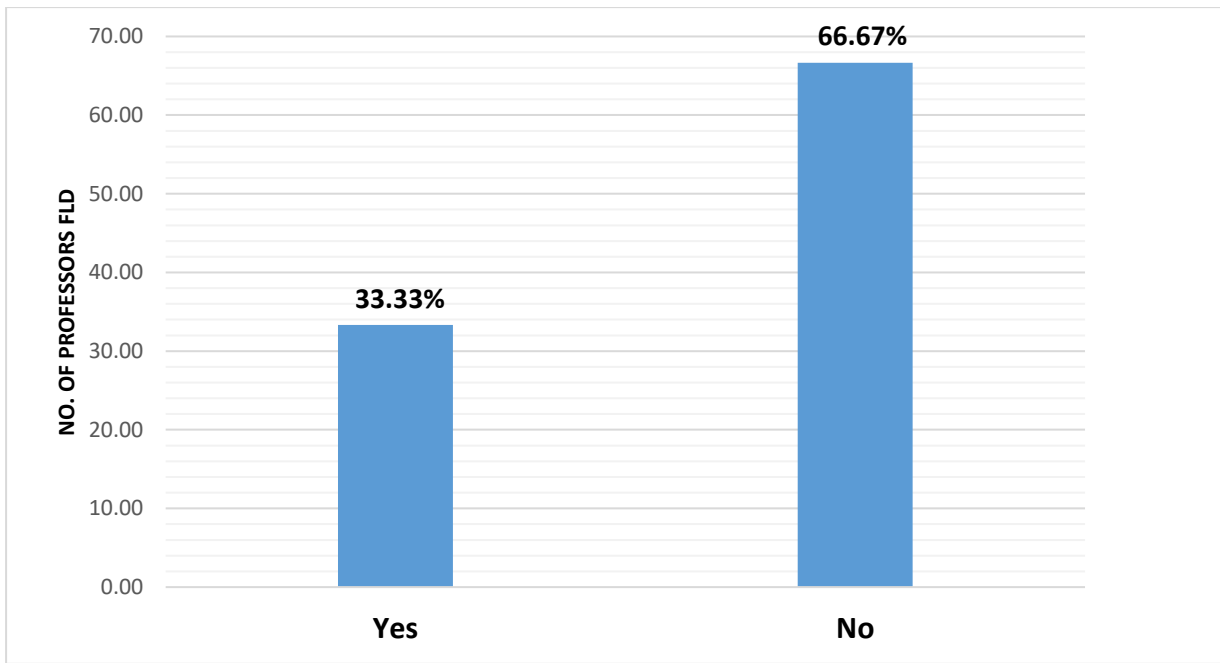
**Graphic No. 3: Do you consider the areas of specialization of the current study plan of the Bachelor of Arts in Modern Languages are in accordance with the actual labor requirements?**



Source: Information and graphics prepared by the researchers on the basis of data supplied by Professors from the FLD of the Bachelor of Arts in Modern Languages, Specialization in French and English, year 2020.

Professors' opinions are needed to get a more complete view about the study plan and the possible enhancements to be added. So, the 67% professors expressed that there is not a specific specialization, that the major's goals do not meet the needs of the labor market. In addition, stated that students end up mostly working in call centers, and not in other fields. They suggested that a sector which is important, for instance, it is tourism for the development of the country's economy, translation and public relations, also. Moreover, it is necessary to carry out a labor market research study with the objective of knowing what is the kind of professional the enterprises or bilingual schools are looking for. Finally, the 33% of professors partially agreed, affirming that the teaching specialty is in accordance with the labor market, while 0% of them said that the current study plan is completely aligned with the labor requirements.

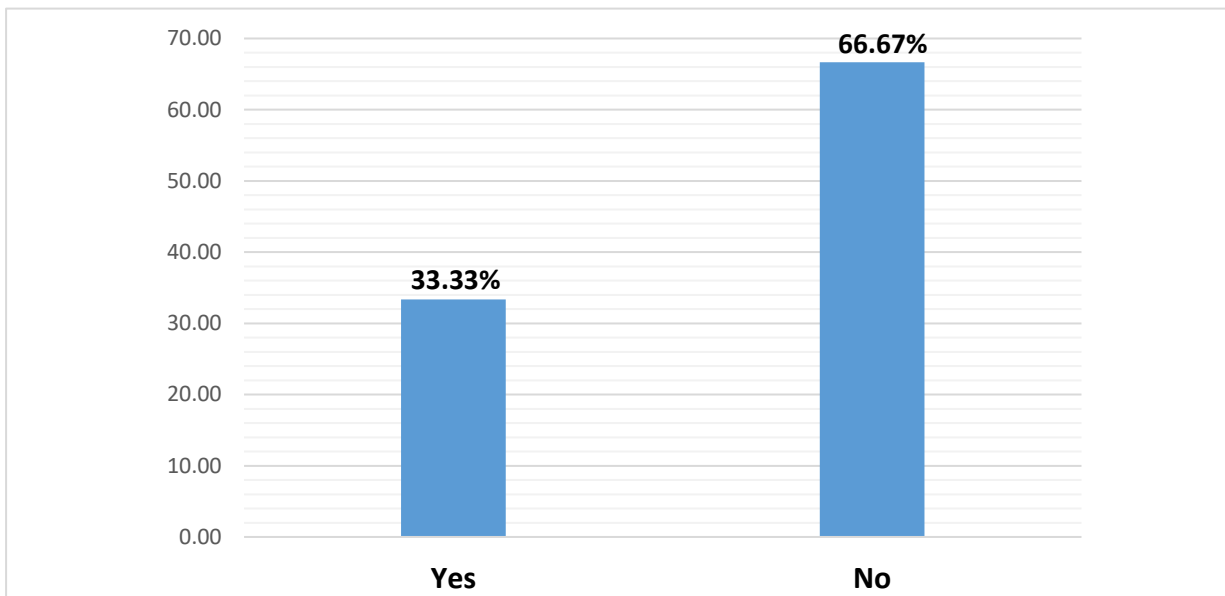
**Graphic No. 4: Do you consider that graduates from the Major of Modern Languages present an adequate professional development in accordance with company's requirements?**



Source: Information and graphics prepared by the researchers on the basis of data supplied by Professors from the FLD, of the Bachelor of Arts in Modern Languages, Specialization in French and English, year 2020.

In relation to the answers in the previous information, FLD surveyed professors, the majority, 66.67% of them considered that graduates from the Major of Modern Languages do not present an adequate professional development in accordance with company's requirements. Moreover, in their comments they expressed that it depends on each student's effort. On the other hand, the 33.33% of the positive answers the surveyed population mentioned that they have heard good comments from some employers, stating that the students of Modern Languages are capable with knowledge, abilities and competencies to accomplish the labor requirements.

**Graphic No. 5: Do you think that with the quantity of subjects in both specialization areas of the major is sufficient to give a complete professional preparation to students of the Bachelor of Arts in Modern Languages?**

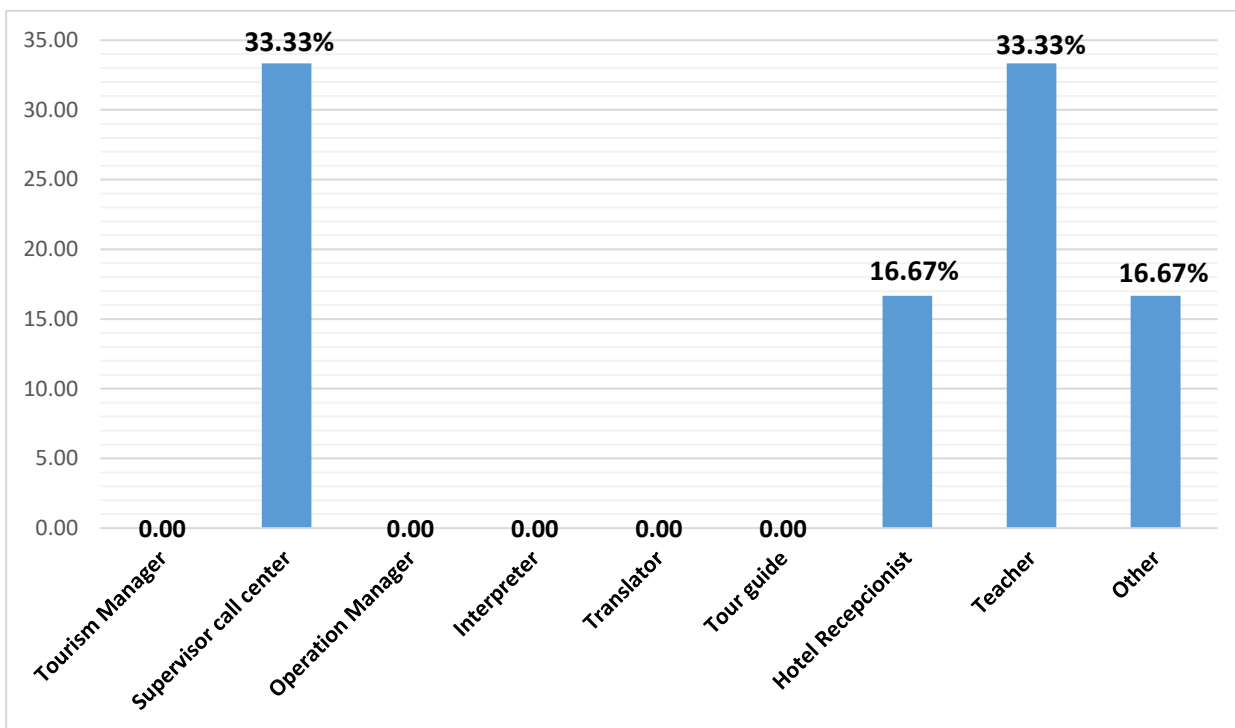


**Source: Information and graphics prepared by the researchers on the basis of data supplied by Professors from the FLD, of the Bachelor of Arts in Modern Languages, Specialization in French and English, year 2020.**

According to results, researchers concluded that a 66.67%, the majority, consider the actual quantity of subjects in both specialization areas of the major are not sufficient to give a complete professional preparation to students of the Bachelor of Arts in Modern Languages. And a 33.33% think the actual quantity of subject is sufficient. Furthermore, in the explanation of their opinions, it is noticeable that each specialization area should have a specific number of subjects in order to improve students' knowledge.



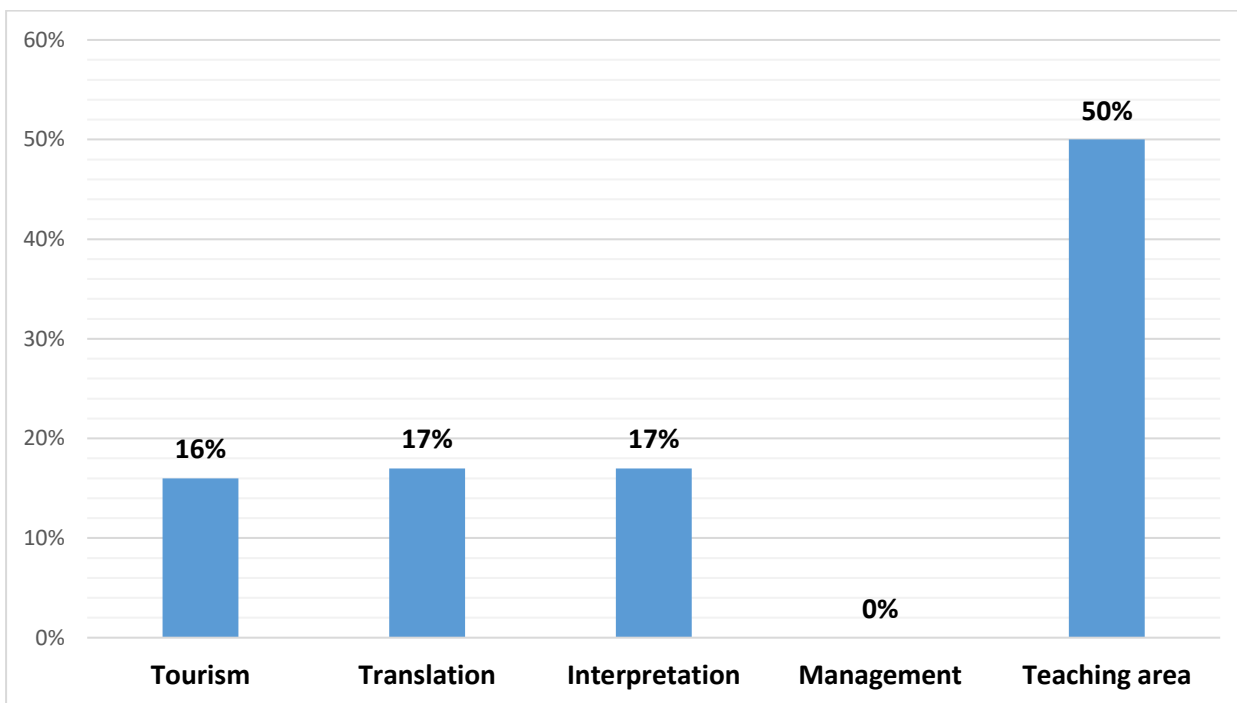
**Graphic No. 6: What job areas are chosen by graduates after obtaining the Bachelor of Arts in Modern Language?**



Source: Information and graphics prepared by the researchers on the basis of data supplied by Professors from the FLD, of the Bachelor of Arts in Modern Languages, Specialization in French and English, year 2020.

It is inferred that a 33.33% of the total of answers, “Supervisor in a call center” and “teaching area” were evenly selected, followed by a 16.67% of the results in a draw between the hotel receptionist and the other options found there. While, other options scored 0.00%.

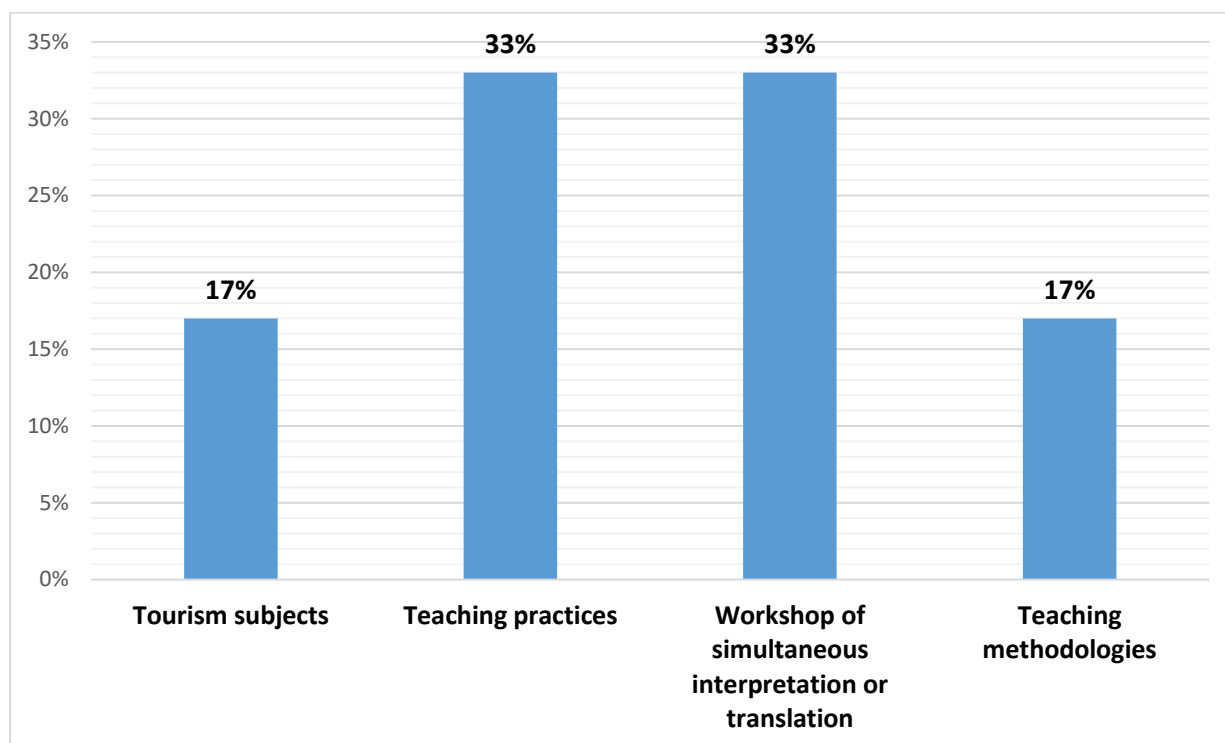
**Graphic No. 7: Which new field of specialty could be added in the current curriculum of the Bachelor of Arts in Modern Languages?**



Source: Prepared by the researchers on the basis of data supplied by professors of the Bachelor of Arts in Modern Languages of the University of El Salvador

Professors' opinions revealed that 50% selected a specialty in the teaching area, the 17% of professors chose interpretation, and in the same way a 17% chose a specialty in translation as a good option, and finally, a 16% chose tourism.

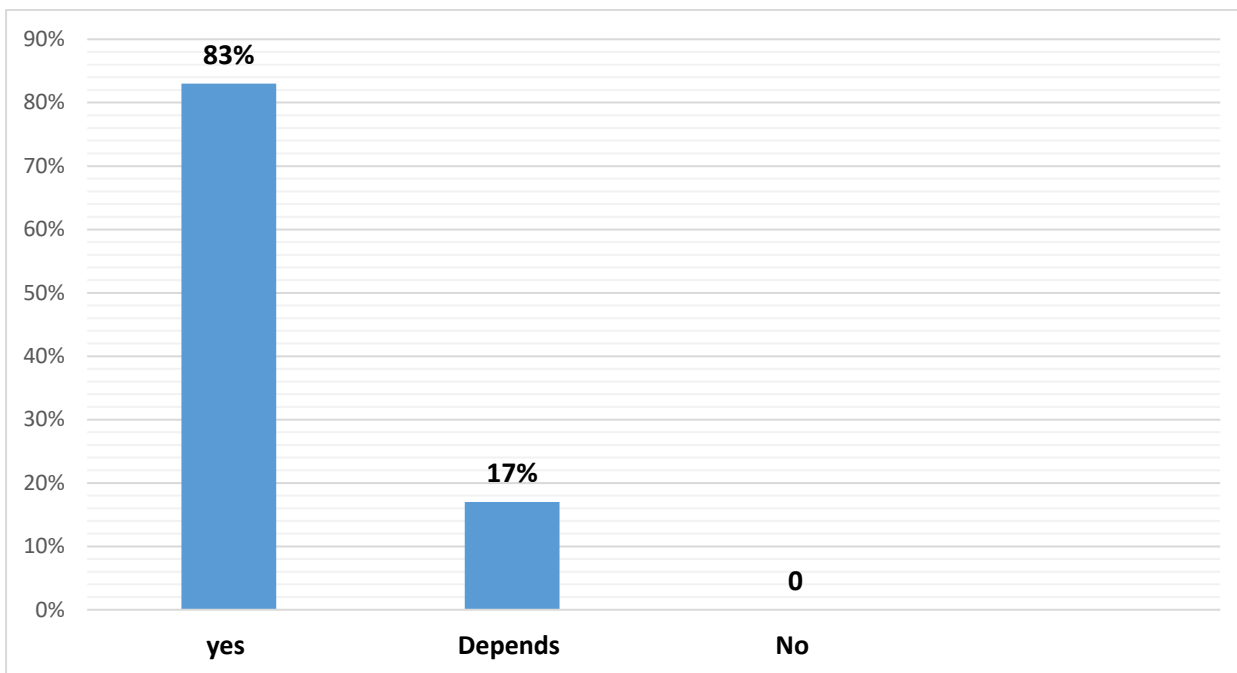
**Graphic No. 8: According to your teaching experience, which of these subjects could be added to the study plan?**



Source: Prepared by the researchers on the basis of data supplied by professors of the Bachelor of Arts in Modern Languages of the University of El Salvador

According to the professors' opinions, the 33% answered that a Workshop of simultaneous Interpretation or Translation would be a good option as a possible subject to be added to the study plan of the Bachelor of Arts in Modern Languages of the University of El Salvador, in the same way 33% of professors chose a subject such as Teaching Practice, the 17% chose more subjects related with tourism, in the same way, 17% chose teaching methodologies.

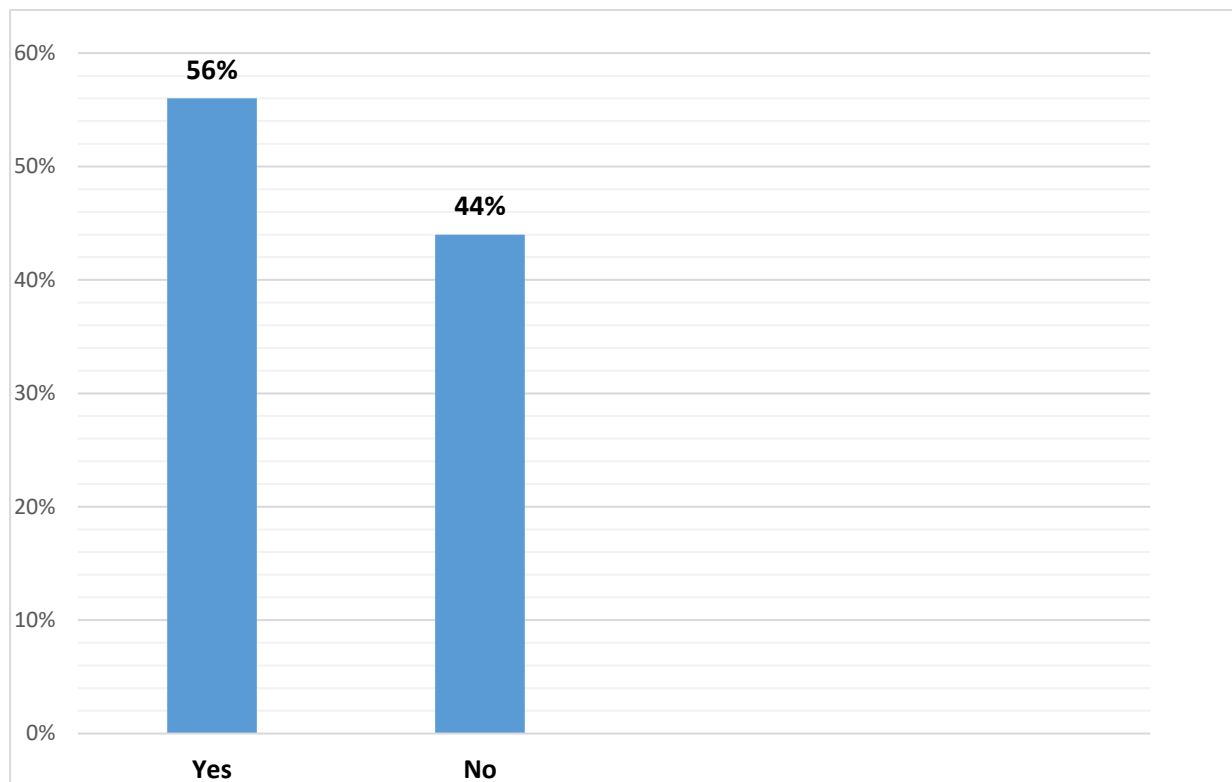
**Graphic No. 9: Do you consider that for students is a good option to gain some experience doing an internship in order to enter the labor market? In what enterprises? Give your opinion.**



**Source: Prepared by the researchers on the basis of data supplied by Professors of the Bachelor of Arts in Modern Languages of the University of El Salvador**

According to the professors' opinions, the 83% answered that an internship would be a very good option for students in order to gain some experience and it would be as well helpful when applying for a job in the languages area, and, finally, it would give students an idea of how the labor market works; besides, a 17% answered that this depends a lot on the students' personal decision. And the enterprises as an option to do that internship varies among hotels, business and governments entities.

**Graphic No. 10: According to your opinion, graduate students have the sufficient training or knowledge to enter the labor market? After finishing the major of Bachelor of Arts in Modern Languages,**



**Source: Prepared by the researchers on the basis of data supplied by Professors of the Bachelor of Arts in Modern Languages of the University of El Salvador**

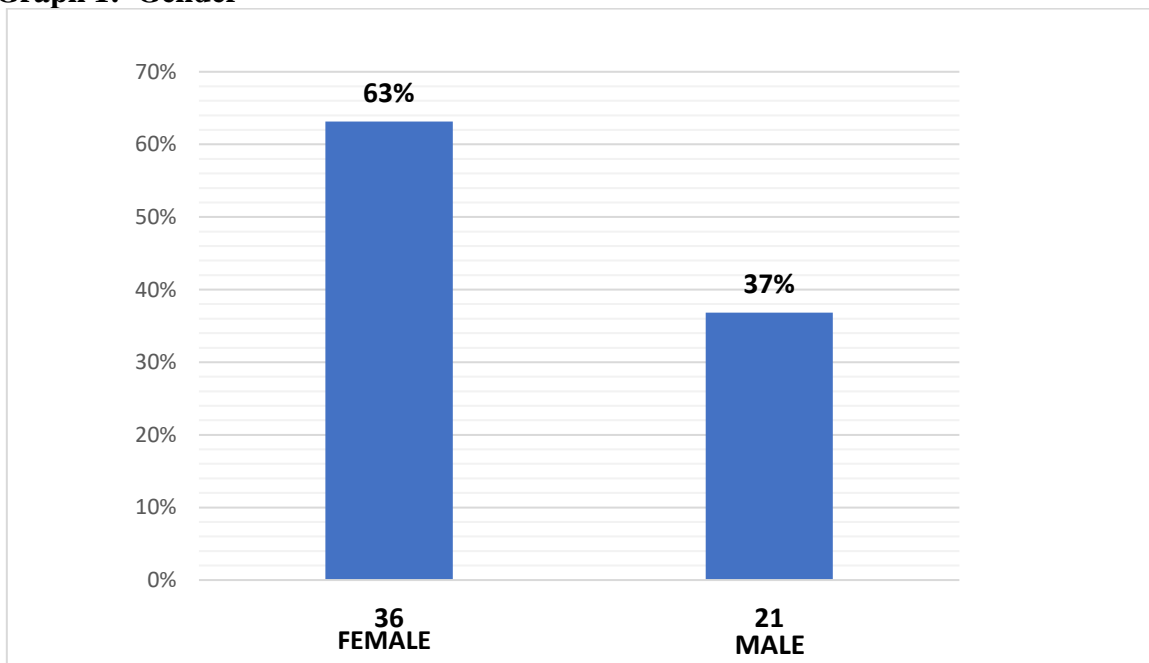
According to the professor's opinions. The 56% said that students have the sufficient training or knowledge to enter in the labor market once they have graduated from the Bachelor of Arts in Modern Languages. 44% said no, graduates do not have the basic knowledge that it's sufficient to be hired at an enterprise, but they also pointed out that the knowledge highly depends on the personal motivation that each student has at the moment they face the labor market.

## **B- STUDENTS' CONTRIBUTION.**

### **PART 1: Generalities: Students' survey**

This survey was administered to 57 students, of the first semester, year 2020; from the Major in Modern Languages, Specialization in French and English, the generalities are presented below:

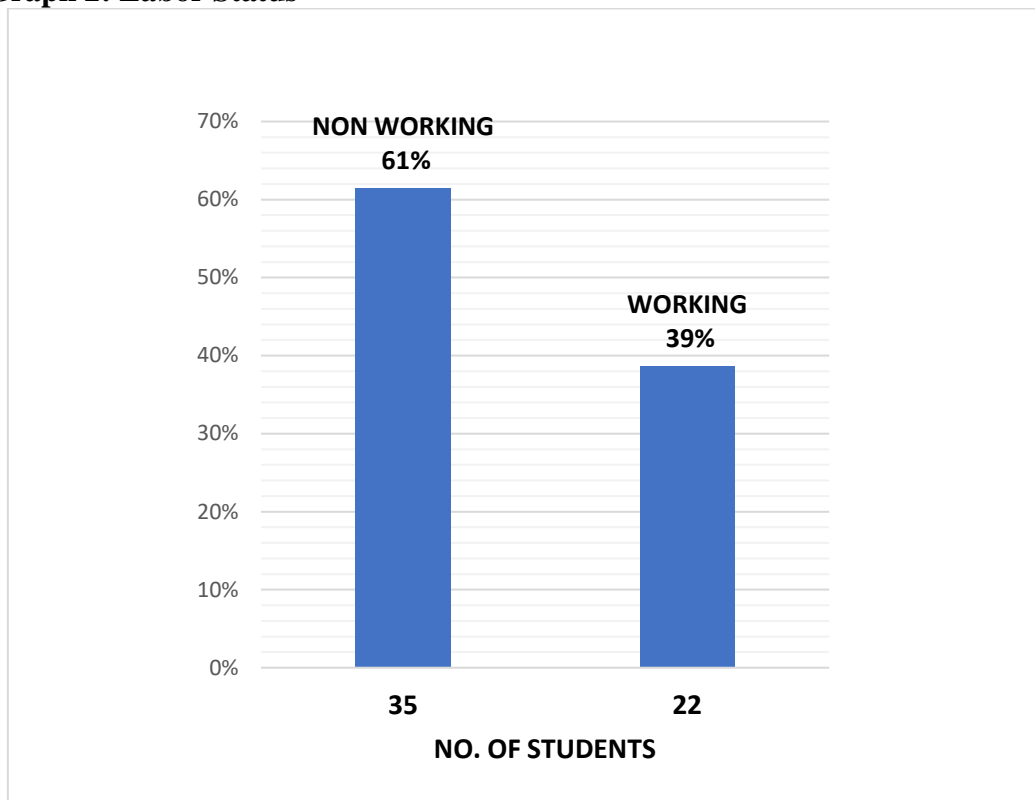
**Graph 1: Gender**



**Source:** Prepared by the researchers on the basis of data supplied by Students of 4<sup>th</sup> and 5<sup>th</sup> year, of the Bachelor of Arts in Modern Languages, Specialization in French and English, year 2020.

As a result of the general information, from the 57 students, of the majority of students in the Major in Modern Languages, the predominant gender is female with the 63%, who are 36 students, and the 37% is male with 21 students.

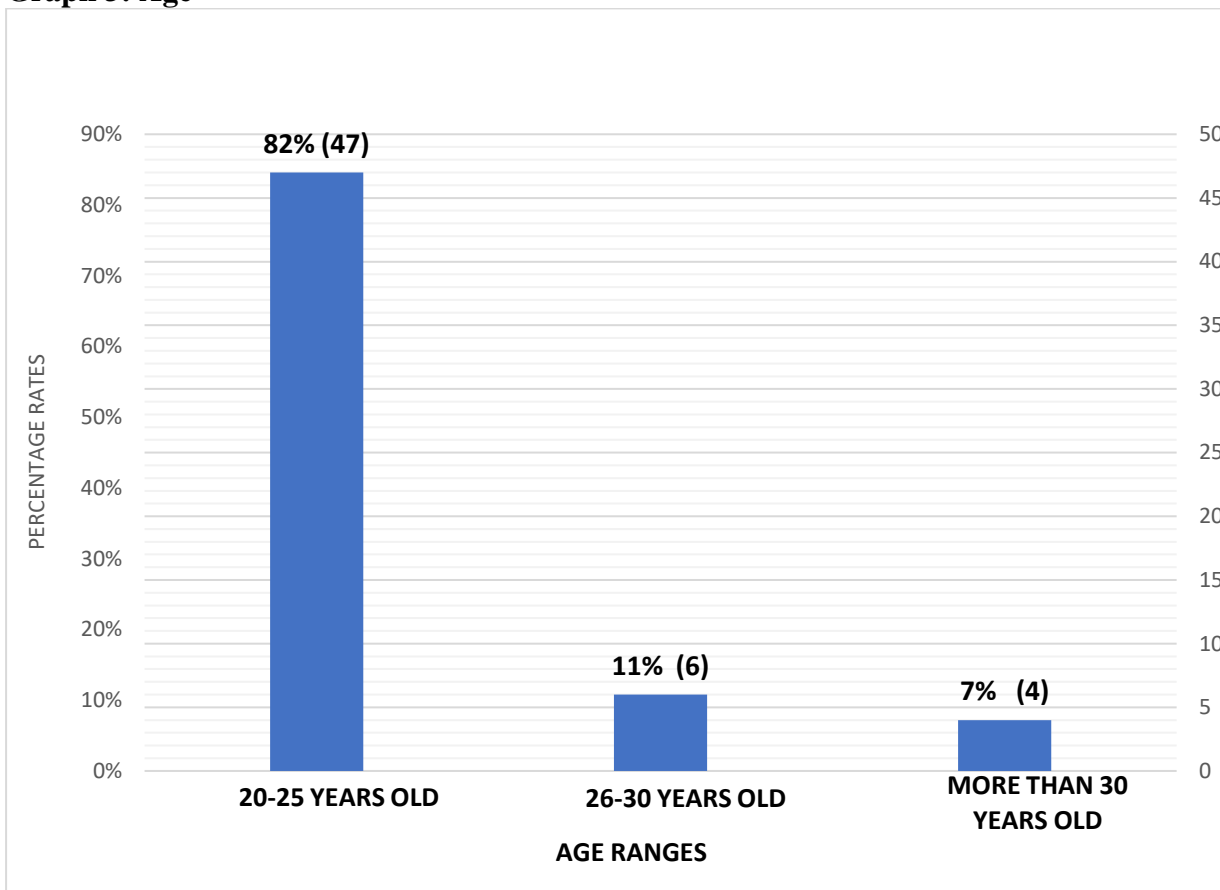
**Graph 2: Labor Status**



Source: Prepared by the researchers on the basis of data supplied by Students of 4<sup>th</sup> and 5<sup>th</sup> year, of the Bachelor of Arts in Modern Languages, Specialization in French and English, year 2020.

According to the graphic, from the 100% of students; 35 students are not working yet, so they represent the 61%. On the other hand, 22 students are working and studying at the same time, they represent the 39%.

**Graph 3: Age**

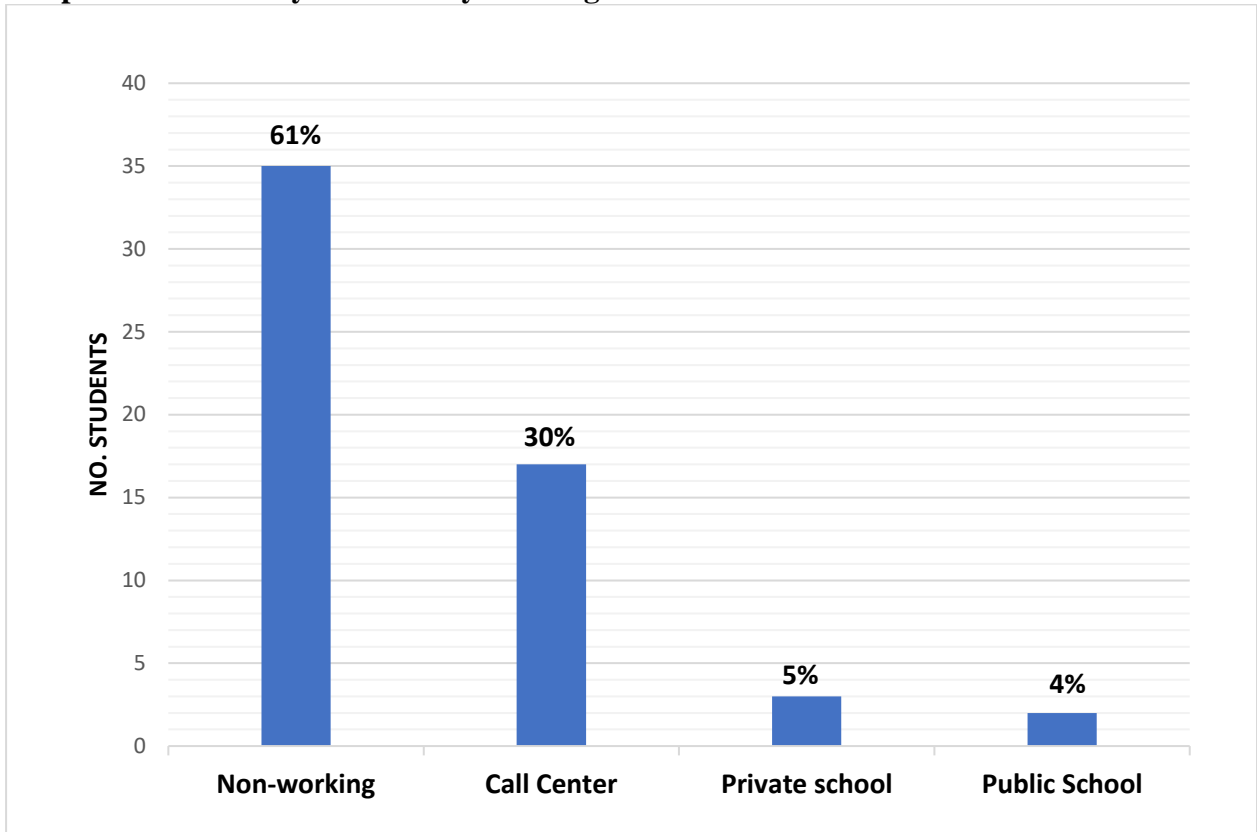


**Source:** Prepared by the researchers on the basis of data supplied by Students of 4<sup>th</sup> and 5<sup>th</sup> year, of the Bachelor of Arts in Modern Languages, Specialization in French and English, year 2020.

In the graphic N° 3, the information is presented as follows: the student's population surveyed is mostly young, the 82% of them, 47 students have an age range between the 20 to 25 years old. Second, the 11% has an age range from 26 to 30 years old, and the rest the 7%, only 4 students have more than 30 years old.



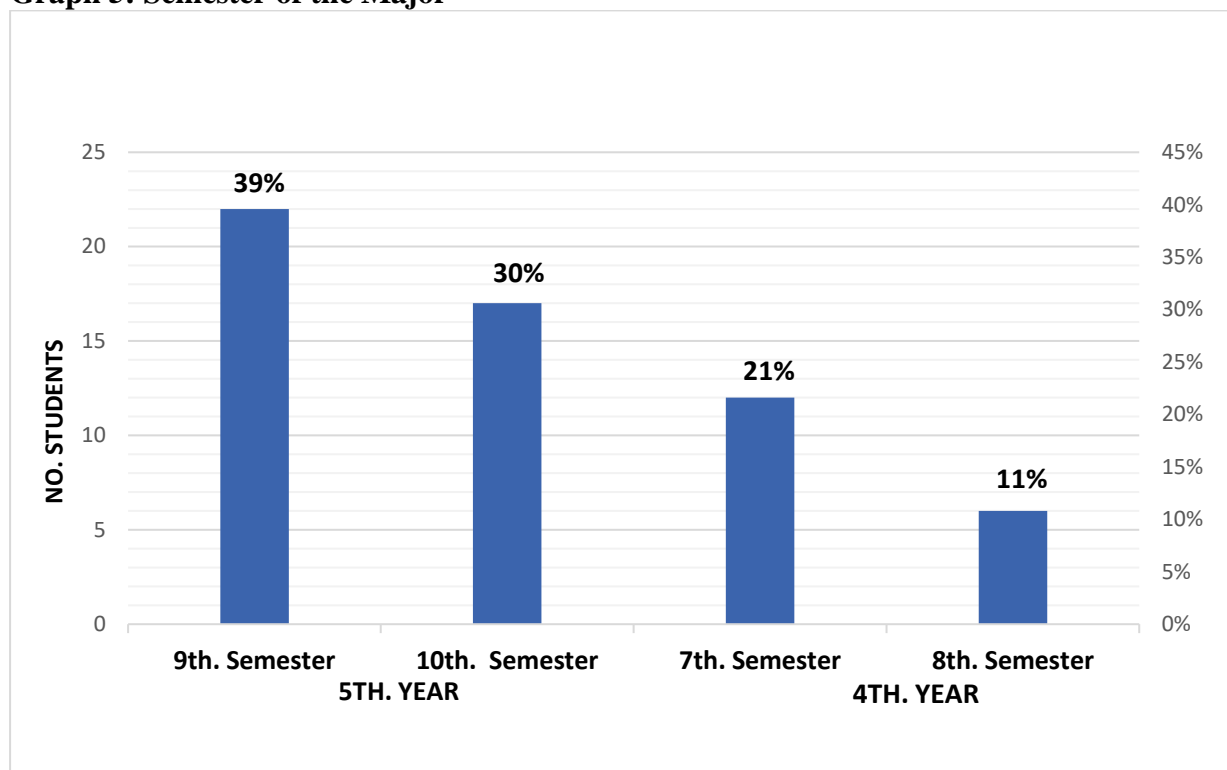
**Graph 4: Where are you currently working?**



Source: Prepared by the researchers on the basis of data supplied by Students of 4<sup>th</sup> and 5<sup>th</sup> year, of the Bachelor of Arts in Modern Languages, Specialization in French and English, year 2020.

According to the results, the majority of students are not currently working, so they represent the 61%. On the contrary, there are some students working in different areas such as: the 30%, 17 students are working in the call center sector; secondly, the 5% three students are working in a private school, last the 4%, two students work in public schools. They make a total of 39% of working students.

**Graph 5: Semester of the Major**

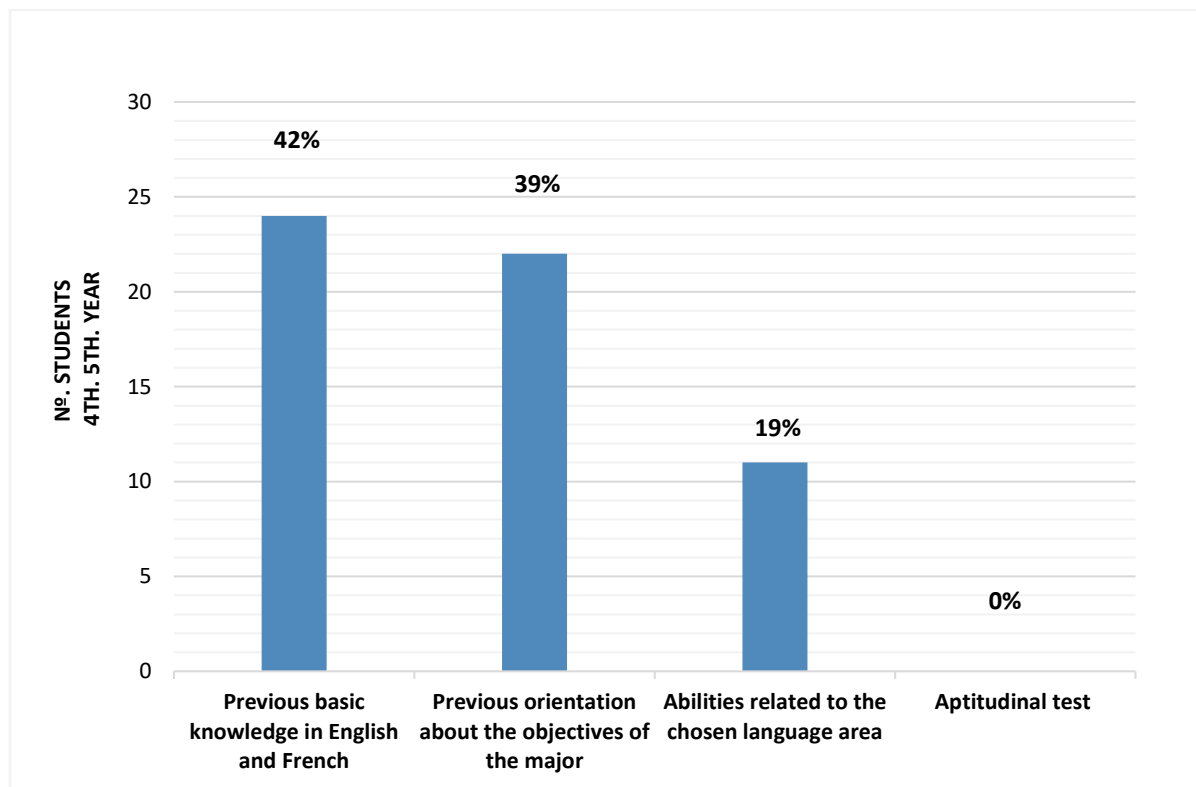


Source: Prepared by the researchers on the basis of data supplied by Students of 4<sup>th</sup> and 5<sup>th</sup> year, of the Bachelor of Arts in Modern Languages, Specialization in French and English, year 2020.

In graphic number 5, students are in the last two years of the major. Then, the data is presented as follows: from the 5<sup>th</sup> year, 39% are from de 9<sup>th</sup> semester and the 30% are from the 10<sup>th</sup> semester. Making a total of 39 students. On the other hand, from the 4<sup>th</sup> year, 21% are studying the 7<sup>th</sup> semester and the 11% are studying the 8<sup>th</sup> semester. Making a total of 18 students.

## Part II. Questionnaire

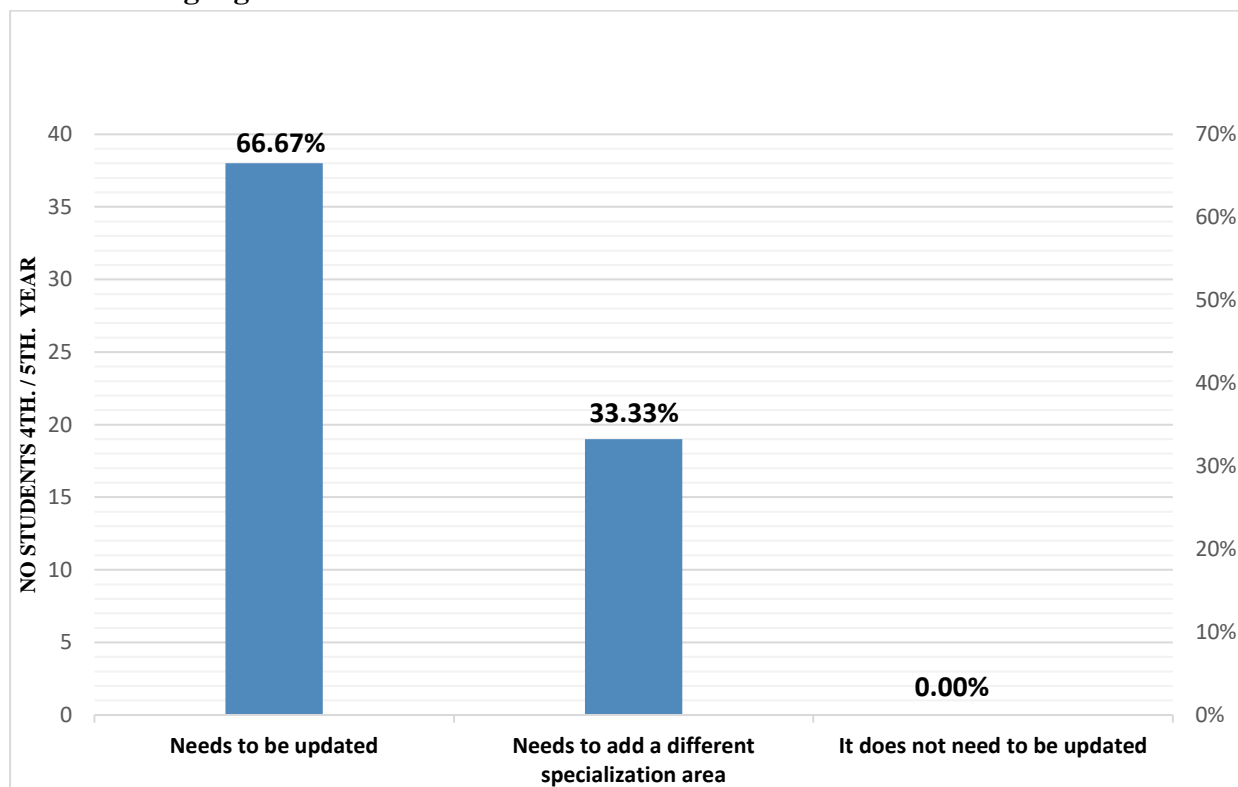
**Graphic No. 1: What should be the profile of an applicant student, who wants to learn languages, in a specific field area?**



Source: Prepared by the researchers on the basis of data supplied by Students from 4<sup>th</sup> and 5<sup>th</sup> year, of the Bachelor of Arts in Modern Languages, Specialization in French and English, year 2020.

The data gathered about the first question is distributed as follows: from the fifty-seven students, twenty-four students, the 42% of them agreed that the in the profile of any applicant student should be required to have the basic knowledge of both languages. In second place, twenty-two students, the 39% agreed that is necessary to have the previous orientation of the objectives of the study plan of the Major. In third place, eleven students, the 19% stated that applicant students must have abilities related to languages learning, this answer could be reasoned because of students that give up the major at the beginning or change of major.

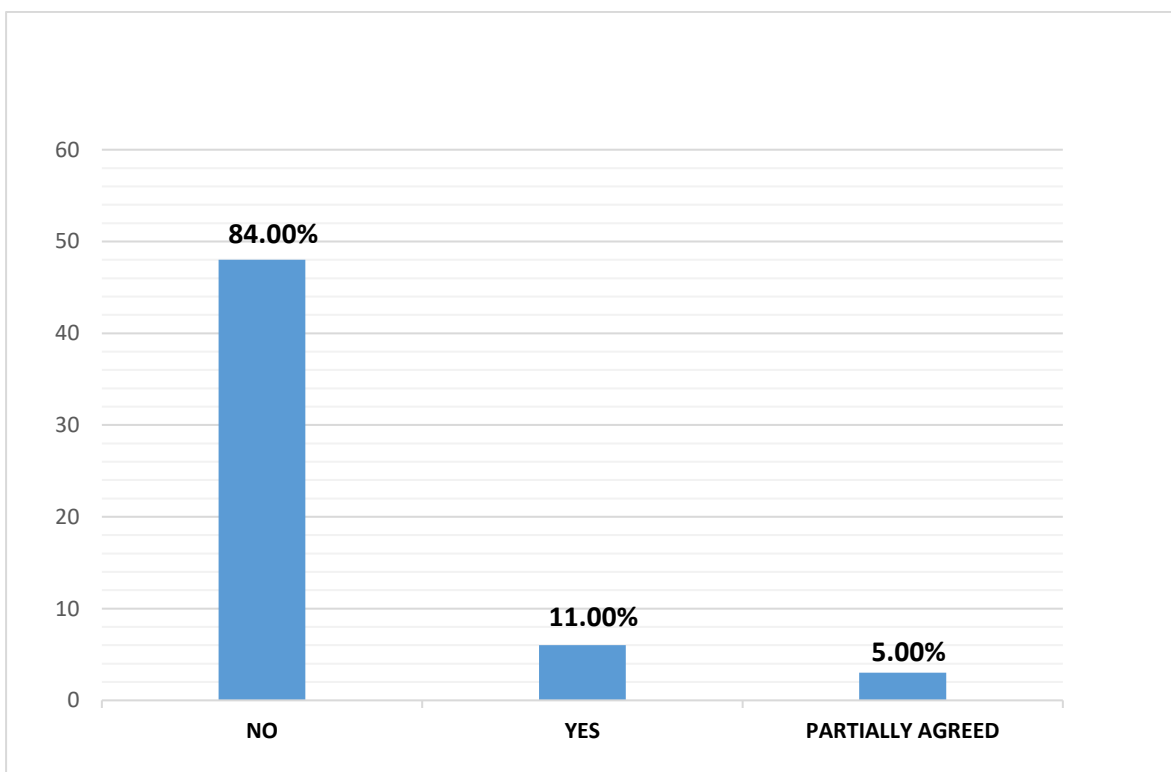
**Graphic No. 2: What is your opinion about the study plan of the Bachelor of Arts in Modern Languages?**



Source: Prepared by the researchers on the basis of data supplied by Students of 4<sup>th</sup> and 5<sup>th</sup> year, of the Bachelor of Arts in Modern Languages, Specialization in French and English, year 2020.

In the second question about the current study plan of the Major, from the fifty-seven students, 38 of them, the 66.67% agreed that the current study plan must be updated, in order to provide a study plan in accordance with learning needed by students to join the actual labor market. In a second place, nineteen students, the 33.33% coincided that the study plan needs a new specialization, given that some companies demand professionals with another kind of knowledge, apart from language mastery. Lastly, nobody thinks that the major does not need an update.

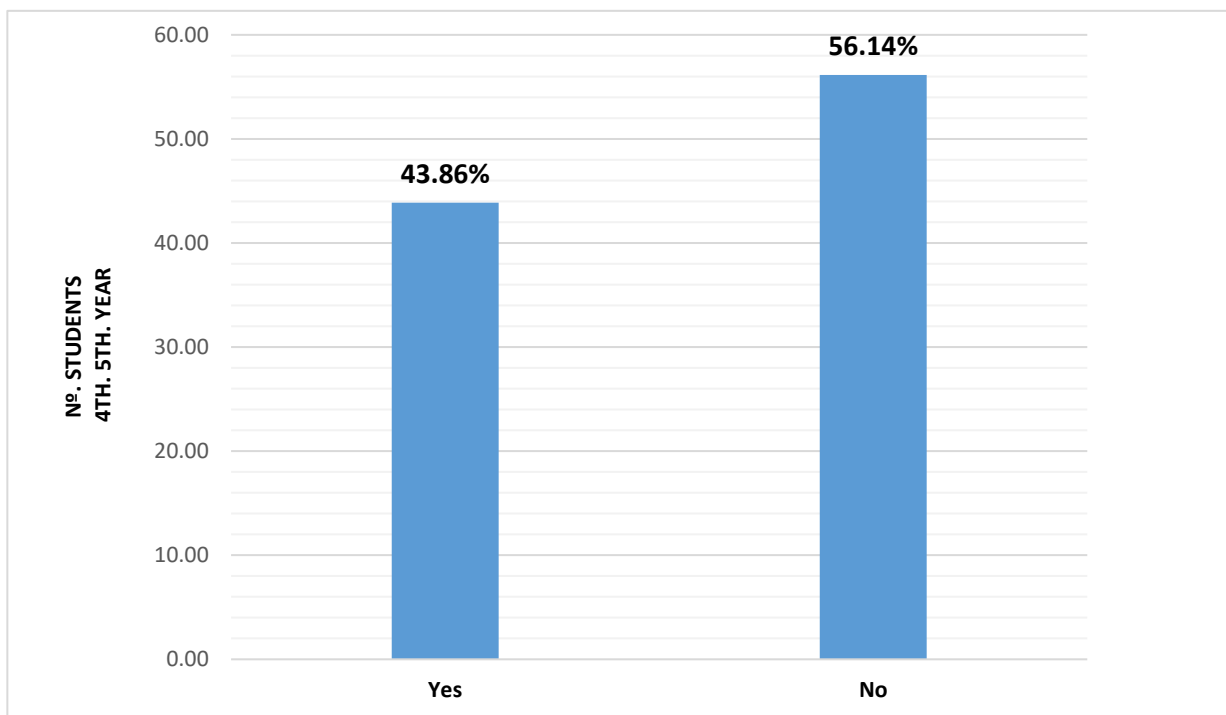
**Graphic 3: Do you consider that the areas of specialization of the current study plan of the Bachelor of Arts in Modern Languages are in accordance with the actual labor requirements?**



Source: Prepared by the researchers on the basis of data supplied by the Students of 4<sup>th</sup> and 5<sup>th</sup> year, of the Bachelor of Arts in Modern Languages, Specialization in French and English, year 2020.

According to the data of the question 3, the 84% of them considered that the major is not in accordance with the demands of the labor market and the different professional profiles required. In consequence, they think that the current study plan needs to be updated in some areas of the language learning, also added that the methodology and subjects should be modified or substituted. Although, only six students, the 11% agreed with the pertinence of the current study plan, because the most important requisite is to talk the language. Finally, the 5%, three students partially agreed with the current study plan explaining that the teaching option presents more job opportunities, or that in French the teaching option is not well developed.

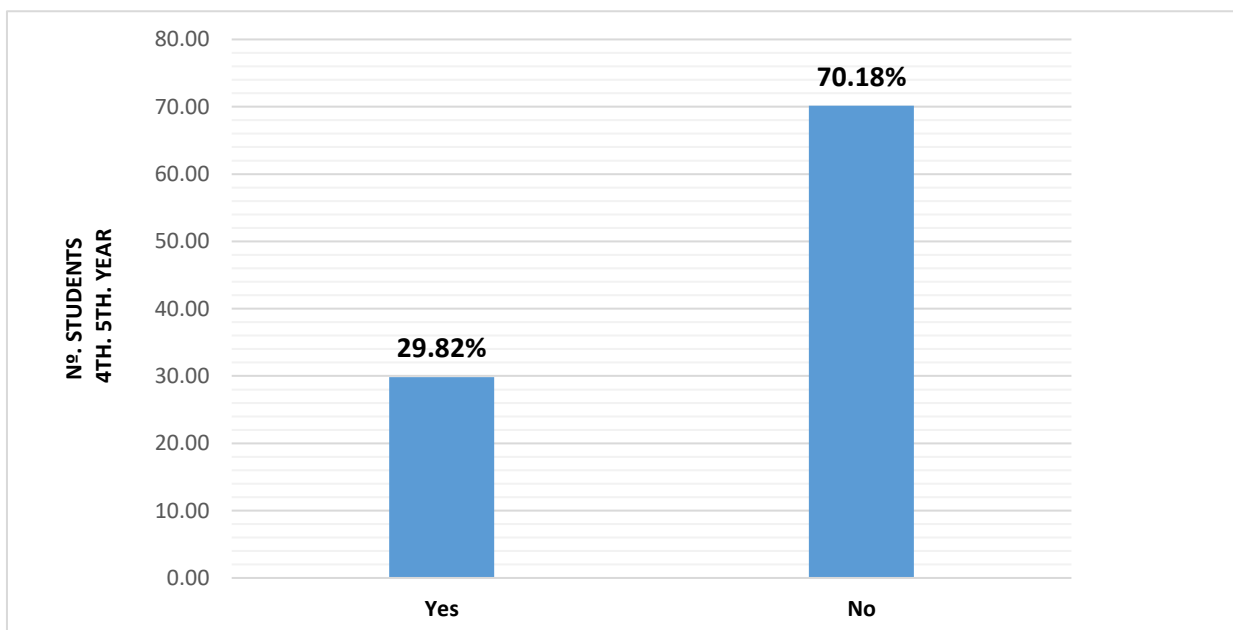
**Graphic 4: Do you consider that graduates from the Major of Modern Languages present an adequate professional development in accordance with company's requirements?**



Source: Prepared by the researchers on the basis of data supplied by Students of 4<sup>th</sup> and 5<sup>th</sup> year, of the Bachelor of Arts in Modern Languages, Specialization in French and English, year 2020

According to the data exposed above. Researchers conclude with a 56.14% of the students surveyed, the most part of them consider that graduates from the Major of Modern Languages do not present an adequate professional development in accordance with company's requirements. Moreover, students expressed that it depends on the company's requirements, on the type of job, on how the skills of each students are developed by themselves, on the lack of job experience of students, etc. While, the 43.86% of them consider that graduates skills are adequate and students conclude that they have learned a lot about their specialization area.

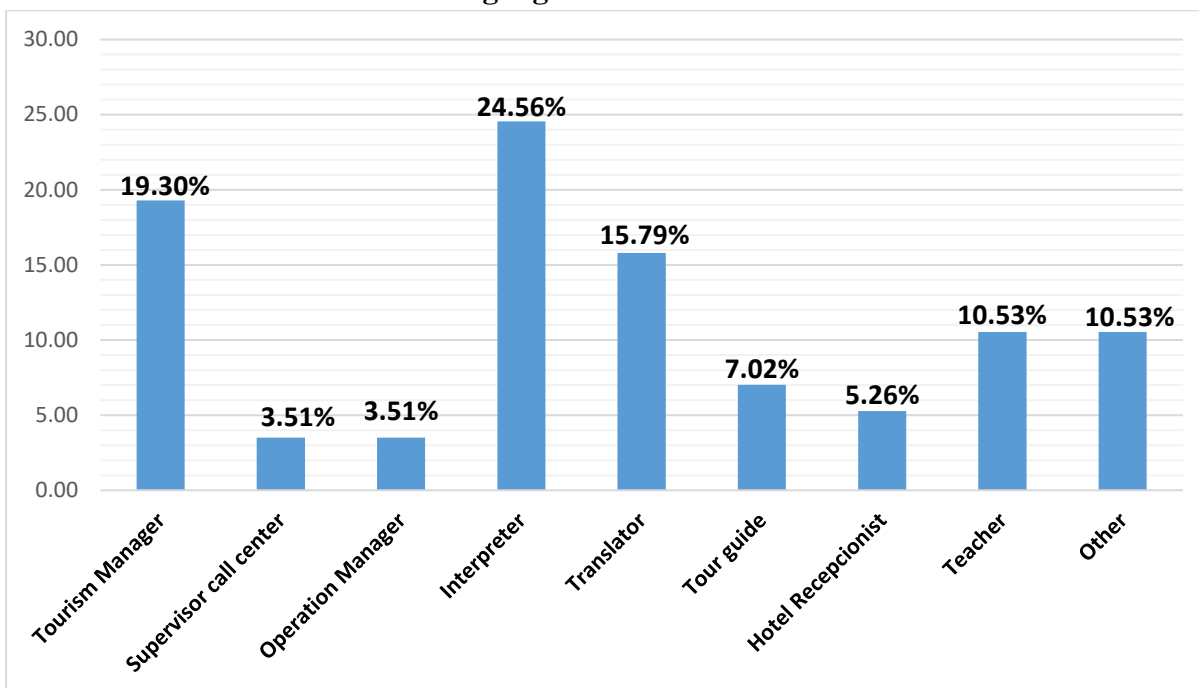
**Graphic 5: Do you think that with the quantity of subjects in both specialization areas of the major are sufficient to give a complete professional preparation to students of the Bachelor of Arts in Modern Languages?**



Source: Prepared by the researchers on the basis of data supplied by Students of 4<sup>th</sup> and 5<sup>th</sup> year, of the Bachelor of Arts in Modern Languages, Specialization in French and English, year 2020

It is concluded that a 70.18%, the majority, think the quantity of subjects in both specialization areas of the major is not sufficient to give a complete professional preparation to students of the Bachelor of Arts in Modern Languages. Furthermore, it is suggested that the study plan needs to be balanced between both areas, also that there are subjects that are not necessary, etc. Then, the 29.82% consider the actual quantity of subjects is sufficient but the implementation or the methodology needs improvement, others said that is necessary to change some subjects in order to improve students' skills.

**Graphic No. 6: Do you aspire to work on another area? After obtaining your diploma in Bachelor of Arts in Modern Languages.**

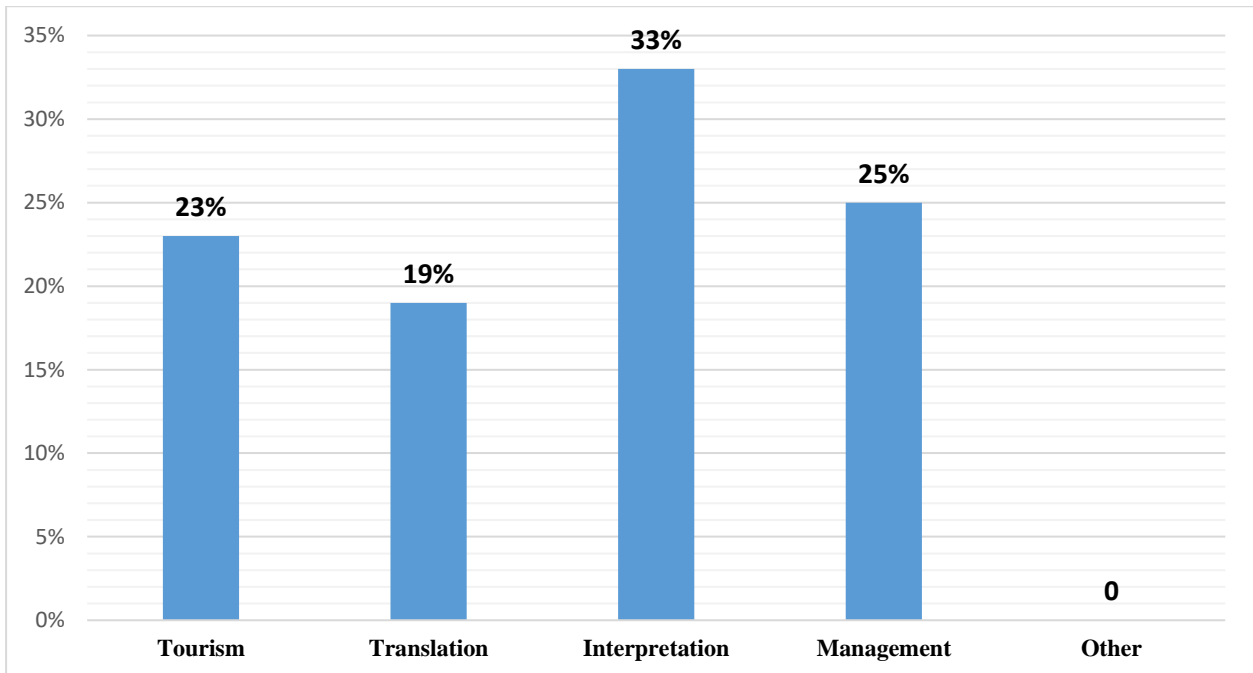


Source: Prepared by the researchers on the basis of data supplied by Students of 4<sup>th</sup> and 5<sup>th</sup> year, of the Bachelor of Arts in Modern Languages, Specialization in French and English, year 2020.

A 24.56% chose “interpreter”, other 19.30% chose “tourism manager”. Then, with a 15.79% of the results, the translator option. After that, the “teacher “and the other options are found in a draw with a 10.53%. Followed by the tour guide with a 7.02%. Moreover, the hotel receptionist option is found with a 5.26% of the results obtained. While, in another draw the supervisor in a call center and the operation manager options are found with a 3.51% received of the total results. Interestingly, students selected areas of potential employment in which they are not specialized at.



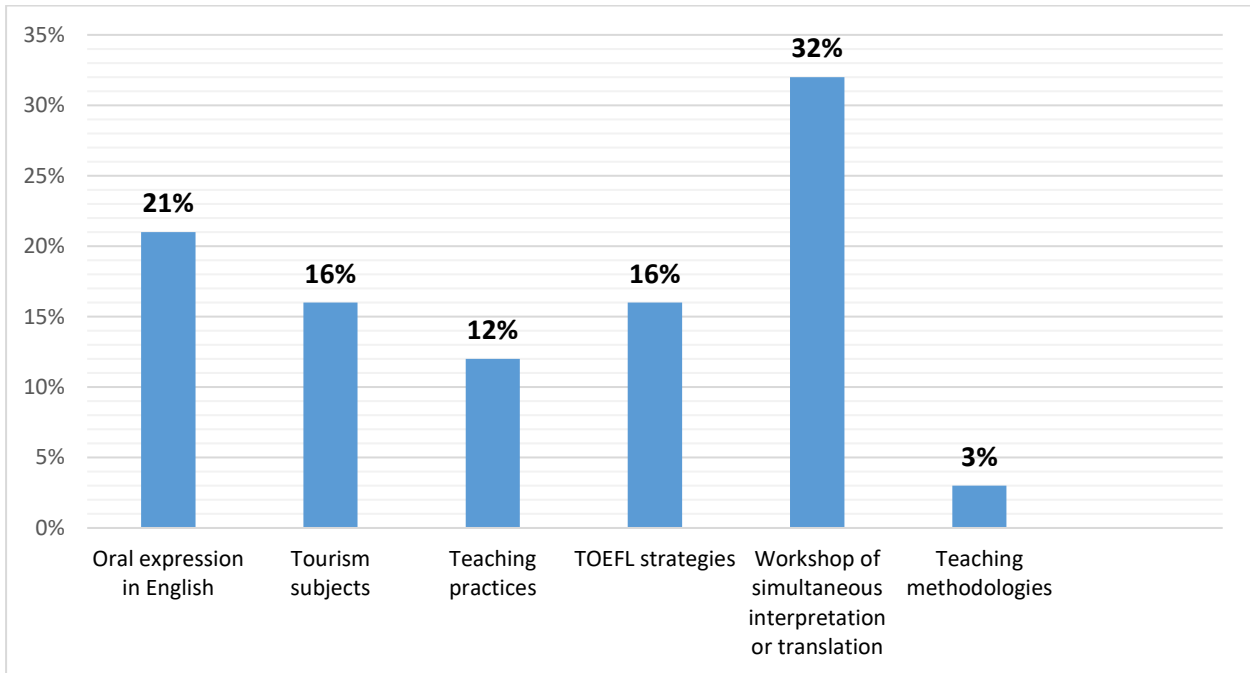
**Graphic 7: Which new field of specialty could be added in the current curriculum of the Bachelor of Arts in Modern Languages?**



Source: Prepared by the researchers on the basis of data supplied by 4<sup>th</sup> and 5<sup>th</sup> year students of the Bachelor of Arts in Modern Languages of the University of El Salvador.

According to the information showed above the 33% of the students surveyed chose Interpretation as a possible specialty to be added in the current curriculum of the Bachelor of Arts in Modern Languages of the University of El Salvador, followed by a 25% that chose Management as an option, the 23% chose tourism, and finally the 19% chose the specialty of translation, therefore, it is observed the option that has to do with interpretation is a tentative option for the students of the 4<sup>th</sup> and 5<sup>th</sup> year of the major.

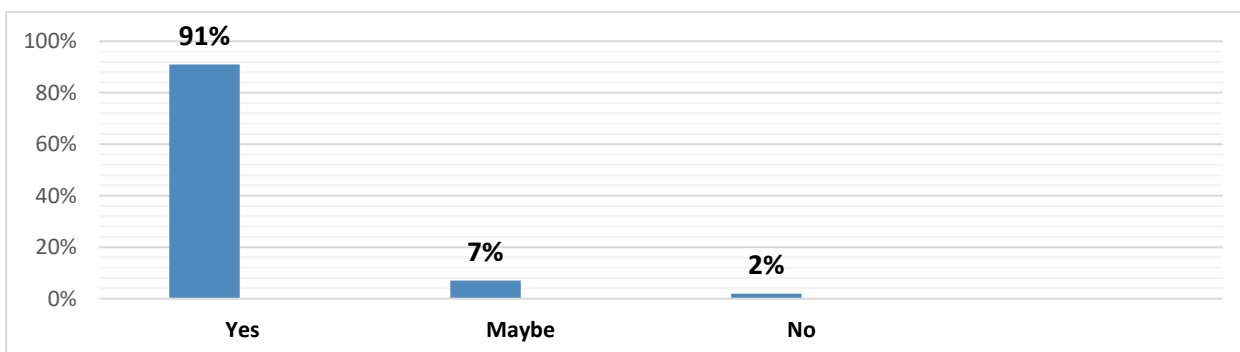
**Graphic 8: Which of these subjects could be added to the study plan? According to your opinion or work experience**



Source: Prepared by the researchers on the basis of data supplied by 4<sup>th</sup> and 5<sup>th</sup> year students of the Bachelor of Arts in Modern Languages of the University of El Salvador.

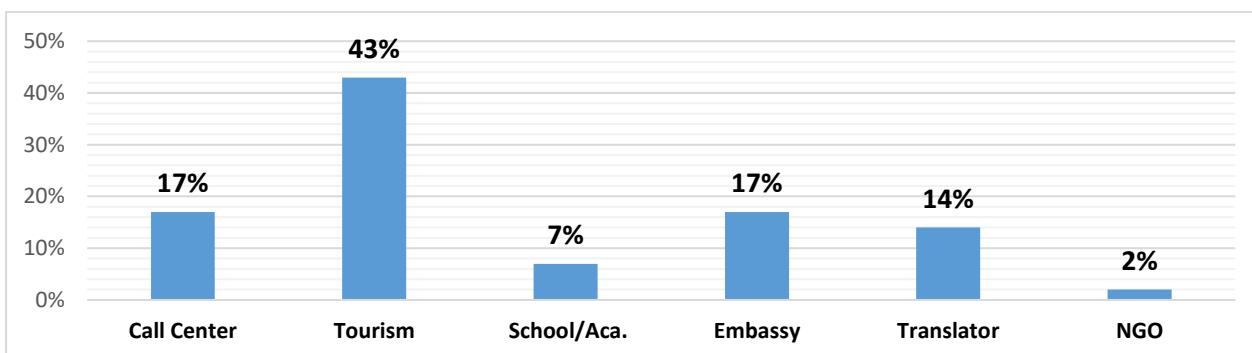
According to the information showed above, 32% of the students chose Workshop of simultaneous interpretation and translation as a possible subject to be added in the current curriculum of the Bachelor of Arts in Modern Languages of the University of El Salvador, followed by a 21% that chose Oral expression in English as an option, the 16% chose tourism related and in the same way the subject of TOEFL strategies, and finally the 12% chose teaching practices, and a 3% chose a subject related with Teaching methodologies. Then, as it is observed the option that has to do with interpretation and translation is a tentative option for the students of the 4<sup>th</sup> and 5<sup>th</sup> year of the major.

**Graphic 9.1: Do you consider that to gain some experience doing an internship in a company would be a good option before entering the labor market? Give your opinion.**



Source: Prepared by the researchers on the basis of data supplied by 4<sup>th</sup> and 5<sup>th</sup> year students of the Bachelor of Arts in Modern Languages of the University of El Salvador.

**Graphic 9.2: What kind of company would students like to do an internship before entering the labor market?**

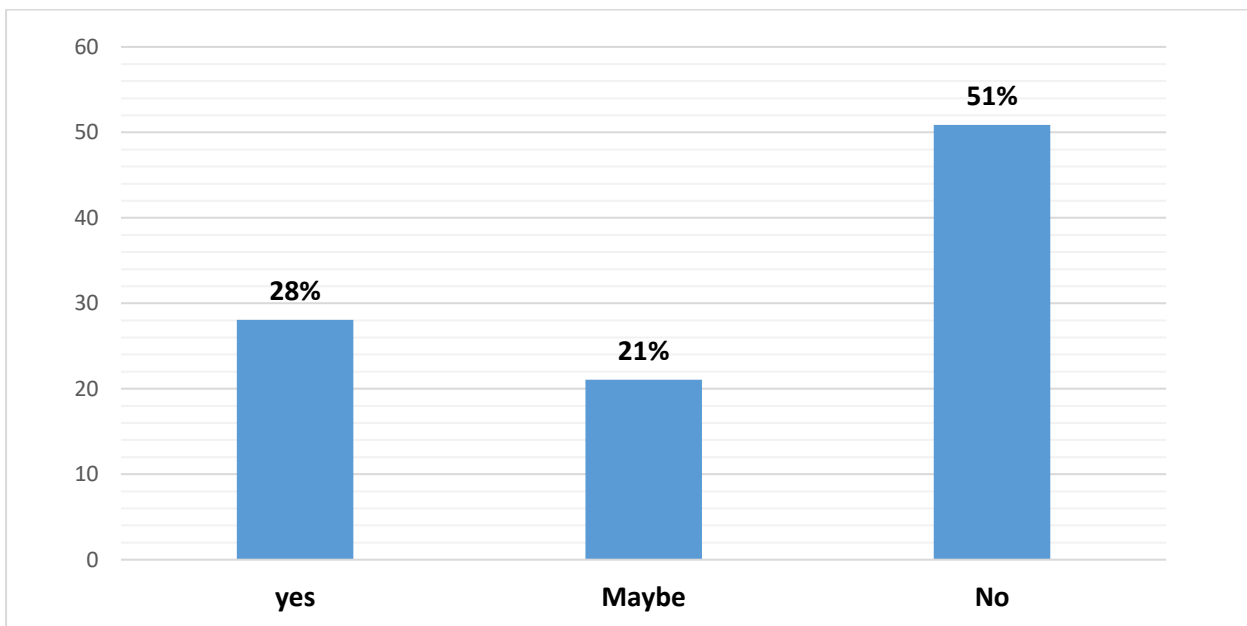


Source: Prepared by the researchers on the basis of data supplied by 4<sup>th</sup> and 5<sup>th</sup> year students of the Bachelor of Arts in Modern Languages of the University of El Salvador

According to the data above, 91% of the students surveyed agreed with the idea of having to do an internship before entering the labor market and a 2% said that it's not necessary if the university provided the courses that will be enough. In the second chart, places where the students would like to do this internship are shown, 43% of the students chose the option that has to do with tourism such as hotels, airports, among others. The 17% chose call centers and embassy, the 14% chose that would be a good idea to do some practice as a translator/ interpreter, the 7% chose school/ academy, and 2% chose an NGO.

Also, it is worth mentioning that 1 person answered that the place to do an internship will highly depend on the specialty/field of the major chosen by the student.

**Graphic 10: According to your opinion, do you consider that you have sufficient training or knowledge to enter the labor market? After finishing the major of Bachelor in Arts of Modern Languages,**



Source: Prepared by the researchers on the basis of data supplied by 4<sup>th</sup> and 5<sup>th</sup> year students of the Bachelor of Arts in Modern Languages of the University of El Salvador

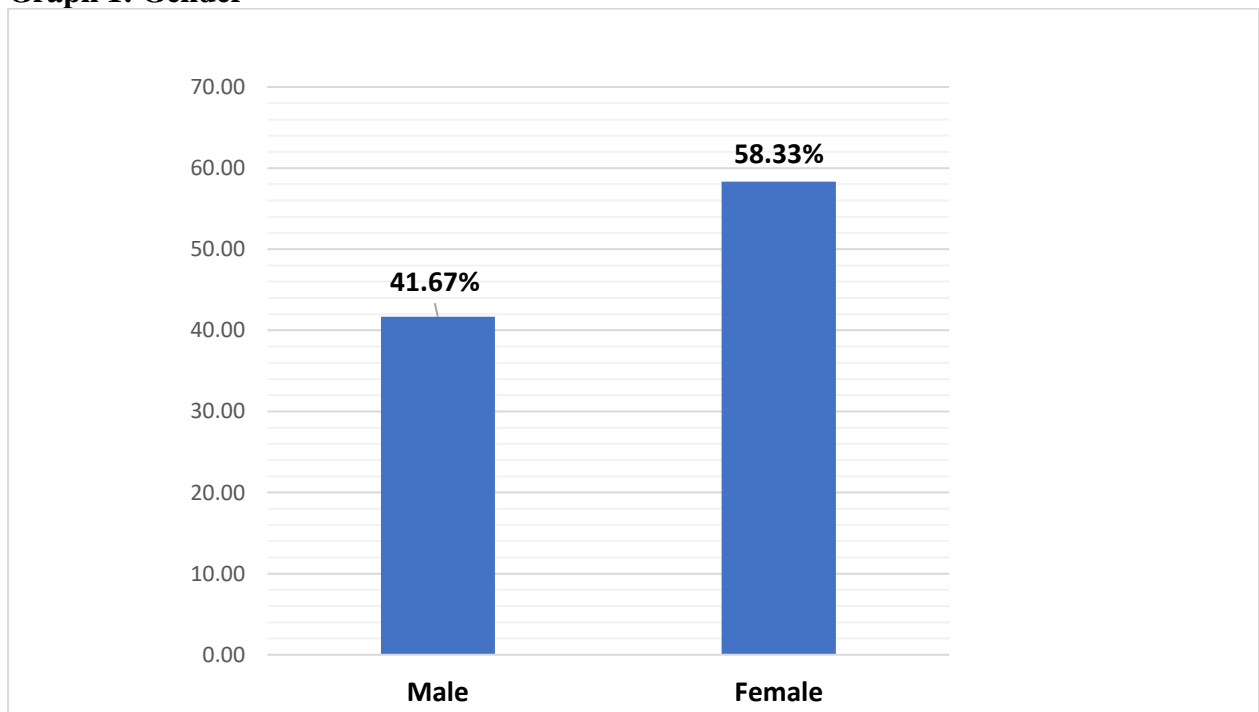
According to the data above, 51% of the students considered that they do not have the sufficient training or knowledge or don't feel prepare to enter into the labor market once they graduate from the Bachelor of Arts in Modern Languages. The 21% answered that it depends on each student, the personal training and the kind of job that they would like to apply for. Finally, a 28% answered that they are ready and have the sufficient training to face the job reality.

## **C- GRADUATES' CONTRIBUTION.**

### **PART 1: Generalities: Graduates' survey**

The present survey online was administered to 12 graduates of the Bachelor of Arts in Modern Languages, specialization in French and English. The generalities of the instrument are presented below.

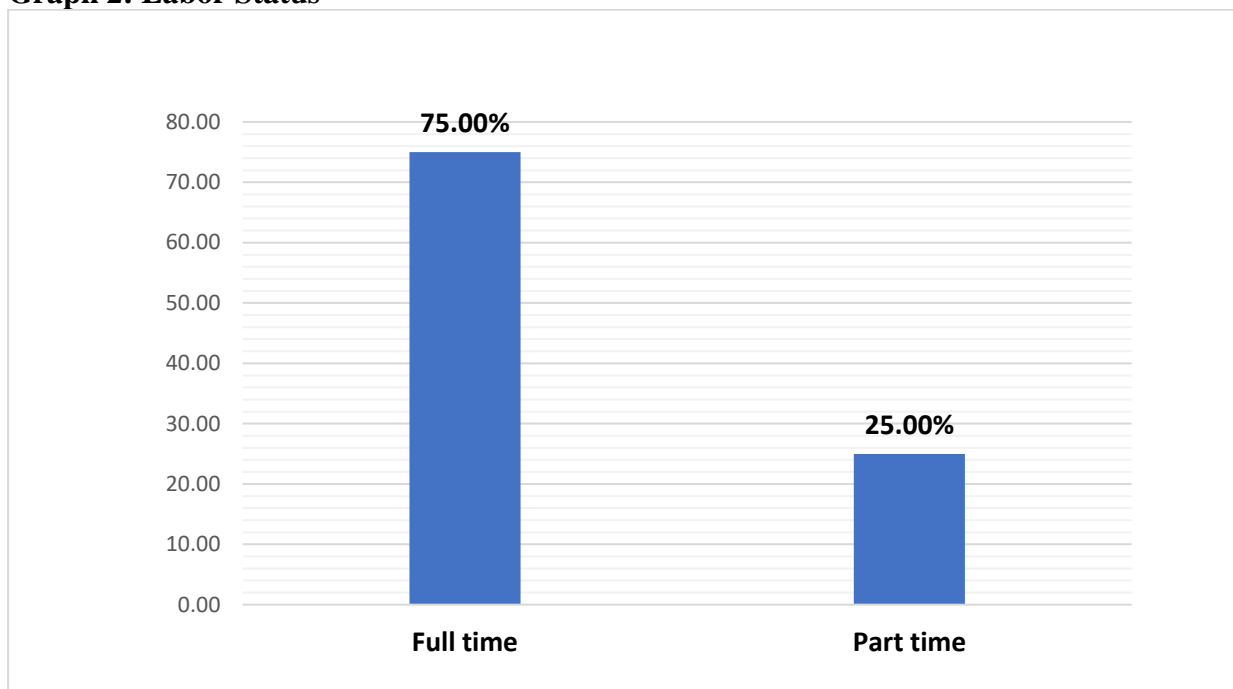
**Graph 1: Gender**



**Source: Prepared by the researchers on the basis of data filled by graduates of the Bachelor of Arts in Modern Languages, specialization in French and English.**

In relation to the gender, 12 graduates, 58.33% of the total of results the majority of them were women. While, with a 41.67% were men.

**Graph 2: Labor Status**

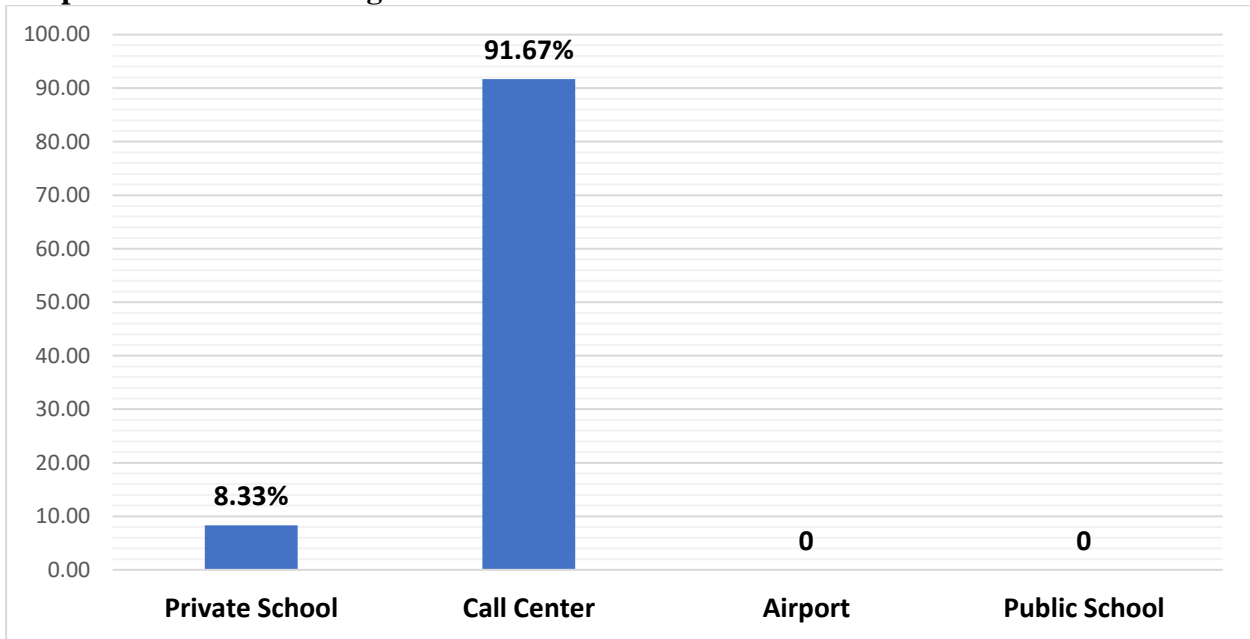


**Source: Prepared by the researchers on the basis of data filled by graduates of the Bachelor of Arts in Modern Languages, specialization in French and English.**

Having into account the information of the graphic above, a 75.00% work a full time.

While, 25.00% work part time.

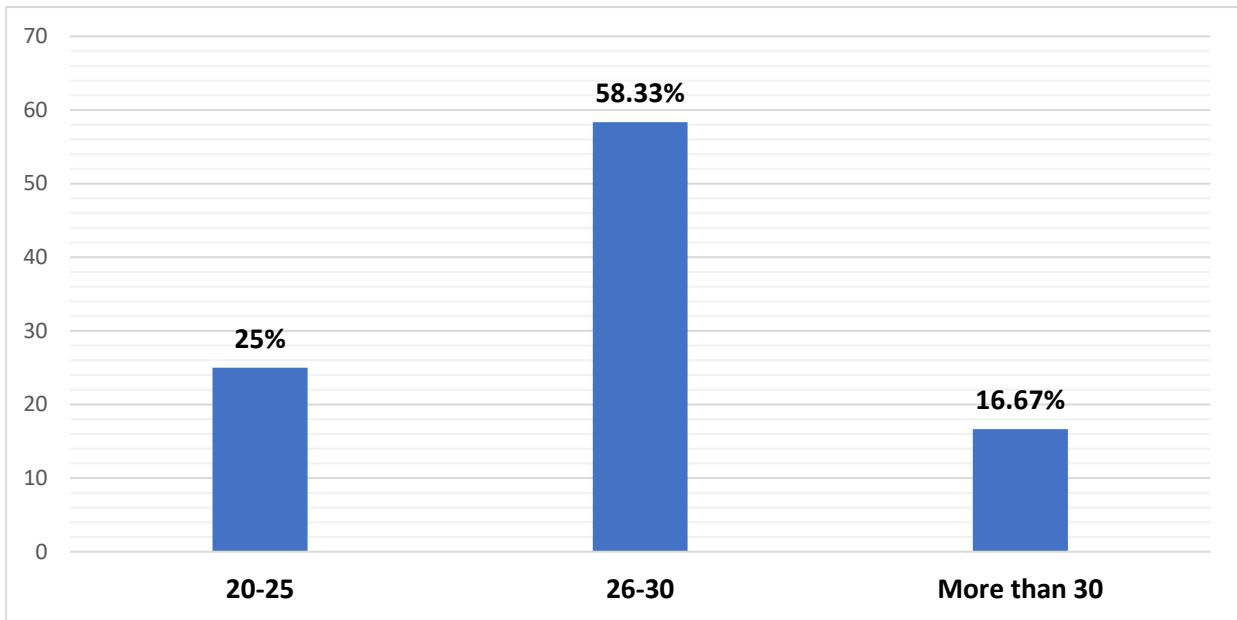
**Graph 3: Current Working Place**



**Source:** Prepared by the researchers on the basis of data filled by graduates of the Bachelor of Arts in Modern Languages, specialization in French and English.

In the current working place, a 91.67%, the majority, work in a call center. Followed by an 8.33% who work in a private school. And, with a 0.00% the airport and the public places are found in a draw.

**Graph 4: Age**



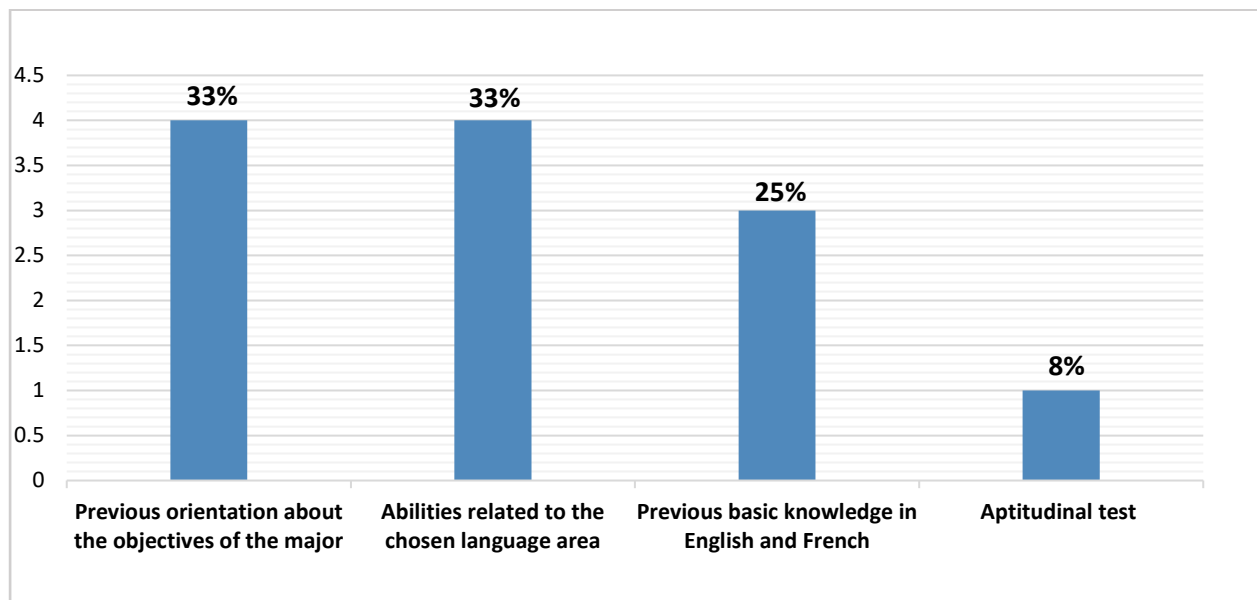
**Source: Prepared by the researchers on the basis of data filled by graduates of the Bachelor of Arts in Modern Languages, specialization in French and English.**

Considering the results of the age aspect question exposed above, a 58.33% are between 26-30 years old. Continuing with a 25.00% of them who are between 20-25 years old. And, with a 16.67% are more than 30 years old.



## Part 2: Questionnaire

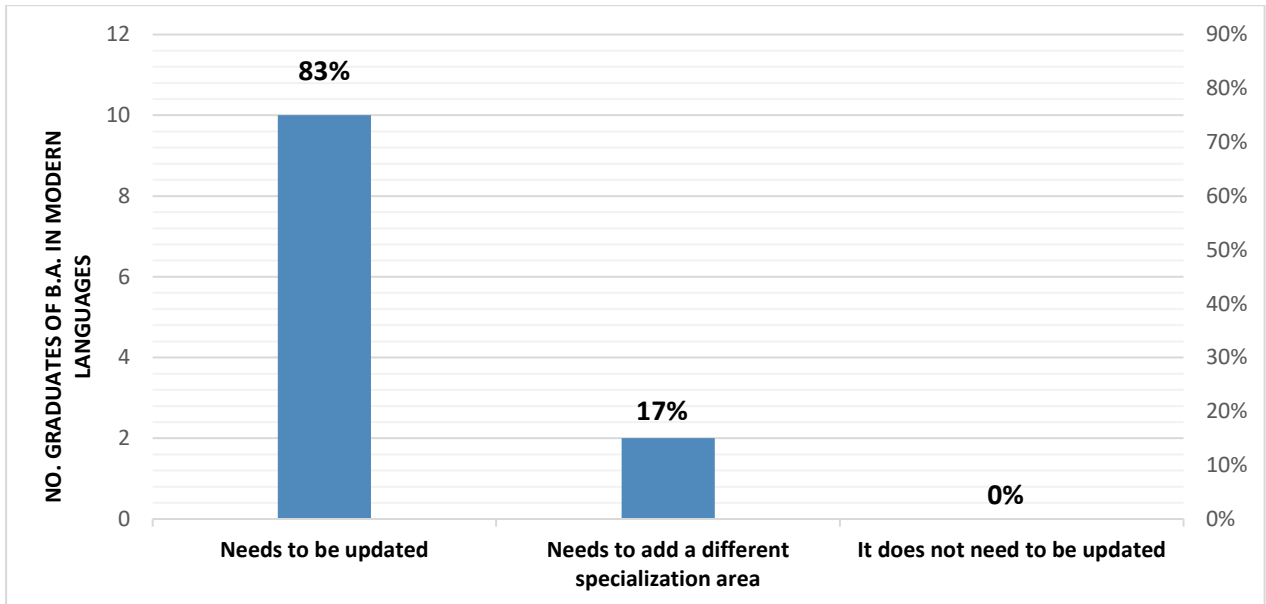
### Graphic No. 1: What should be the profile of an applicant student who wants to learn languages in a specific field area?



Source: Prepared by the researchers on the basis of data supplied by graduates, from the Bachelor of Arts in Modern Languages, Specialization in French and English, year 2020.

According to the opinion about the profile of applicant students, out of twelve graduates from Bachelor of Arts in Modern Languages the following numbers were obtained: four graduates, 33%, agreed that is needed of previous orientation about the objectives of the major. Another 33%, four graduates, agreed that applicant students should have abilities related to the chosen language specialization. Also, a 25%, three graduates coincided that is necessary to have some previous basic knowledge of both languages, and the 8%, only one graduate approved that an attitudinal test is required as a part of the profile. Finally, given the professional experience of the graduates, it can be said is a good option to have a student profile for applicant students with the objective of having students who qualify to learn languages in any specialty and training the best professionals for the actual labor market.

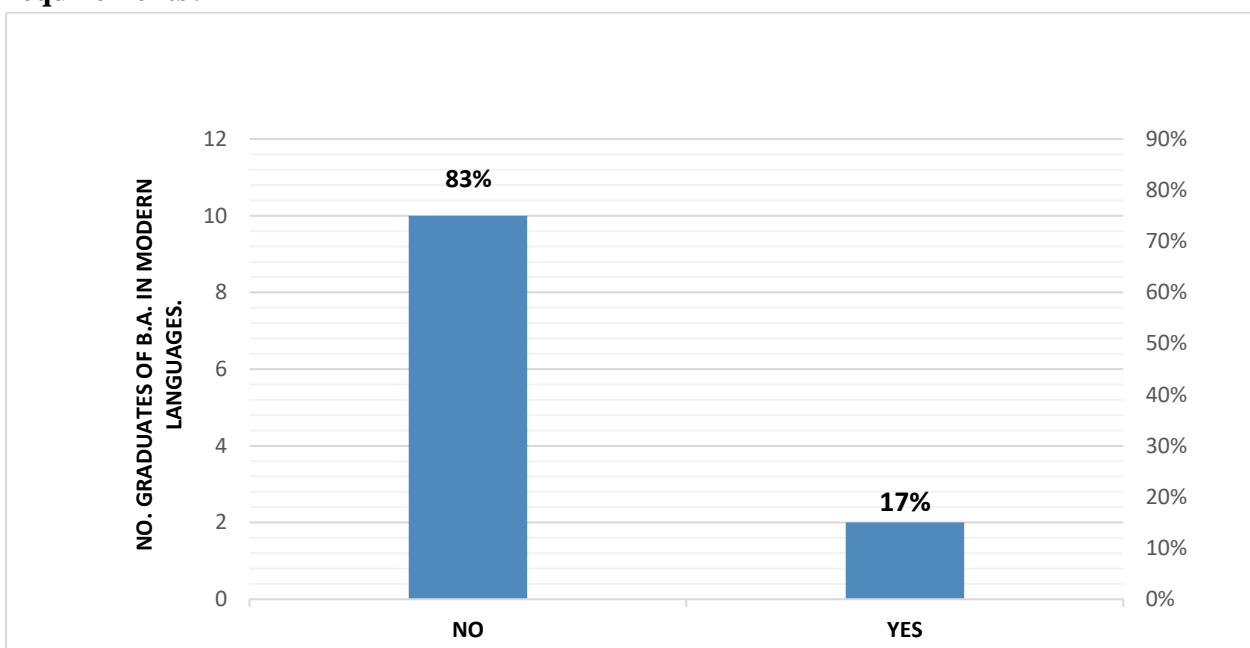
**Graphic No. 2: What is your opinion about the study plan of the Bachelor of Arts in Modern Languages?**



Source: Prepared by the researchers on the basis of data supplied by graduates from the Bachelor of Arts in Modern Languages, Specialization in French and English, year 2020.

Twelve graduates give their opinion, 83%, ten graduates, considered that the study plan should be updated. Also, the 17%, two graduates, opined that another specialization area should be added to the study plan. And, nobody opined that the study plan does not need an update. In brief, most of the graduates agreed that an update or renewal of the major has become a must, given that this major was established in 2002 the study plan presents some areas that are not in accordance with the training or knowledge needed in the actual labor market. So, experienced graduates indicate that other graduates could have some obstacles when applying to work in a different labor field.

**Graphic No. 3: Do you consider the areas of specialization of the current study plan of the Bachelor of Arts in Modern Languages are in accordance with the actual labor requirements?**

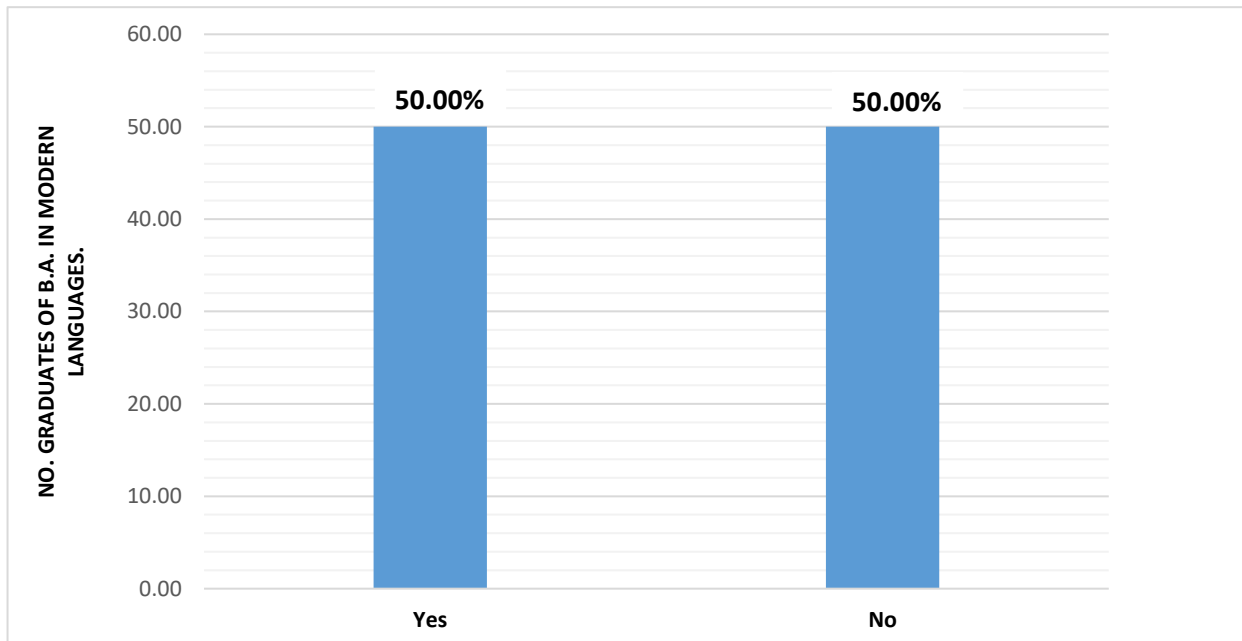


Source: Prepared by the researchers on the basis of data supplied by graduates from the Bachelor of Arts in Modern Languages, Specialization in French and English, year 2020.

The question about the study plan gave graduates the opportunity to express their opinions as follow: 83%, ten graduates, suggested to enhance some areas, according to their own viewpoint and job experience. Graduates are conscious that interest and motivation for learning depends on them, however, some stated that nowadays the major is just for learning two languages not to get a specialization. They considered that the study plan must be updated in order to meet the prerequisites of professional profiles of the actual labor market, which requires employees with specific professional skills; for instance they lack understanding about touristic places, institutional organizations of tourism, suggested specialties in tourism, translation and teaching in order to have more opportunities beyond being a language teacher, preparation in marketing, diplomatic relations, pedagogical

practices. Despite this, the 17%, only two, believe that the current study plan it is tuned with the labor requirements.

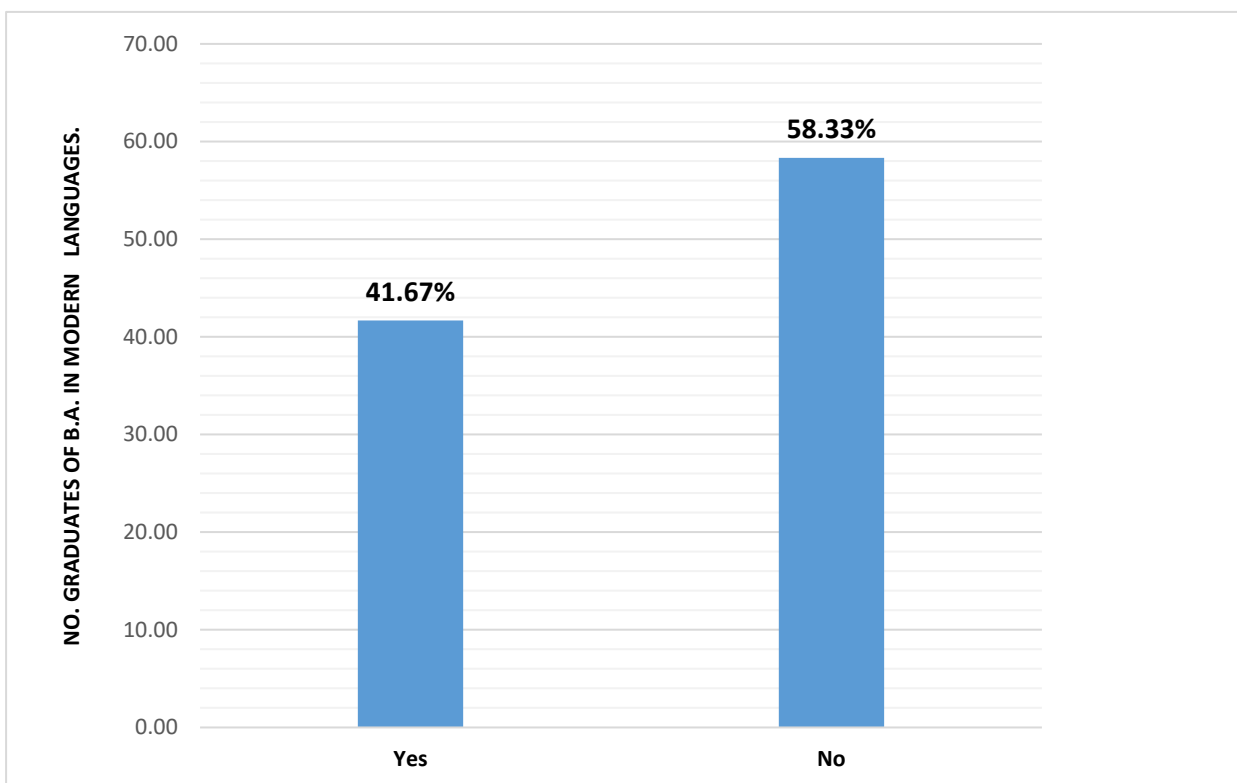
**Graphic No. 4: Do you consider that graduates from the Major of Modern Languages present an adequate professional development in accordance with company's requirements?**



Source: Prepared by the researchers on the basis of data supplied by graduates from the Bachelor of Arts in Modern Languages, Specialization in French and English, year 2020.

The majority of graduates, 50.0% considered that the Major of Modern Languages does not present an adequate professional development in accordance with company's requirements. And, they stated that the major is oriented to learning languages and not to develop in a job. On the other hand, the 50.0%, states the contrary, that graduates from the Major of Modern Languages present an adequate professional development in accordance with a company's requirements, adding that a graduate should be prepared, and others stated that in their personal experiences prepared to be hired in a company.

**Graphic No. 5: Do you think that the quantity of subjects in both specialization areas of the major are sufficient to give a complete professional preparation to students of**

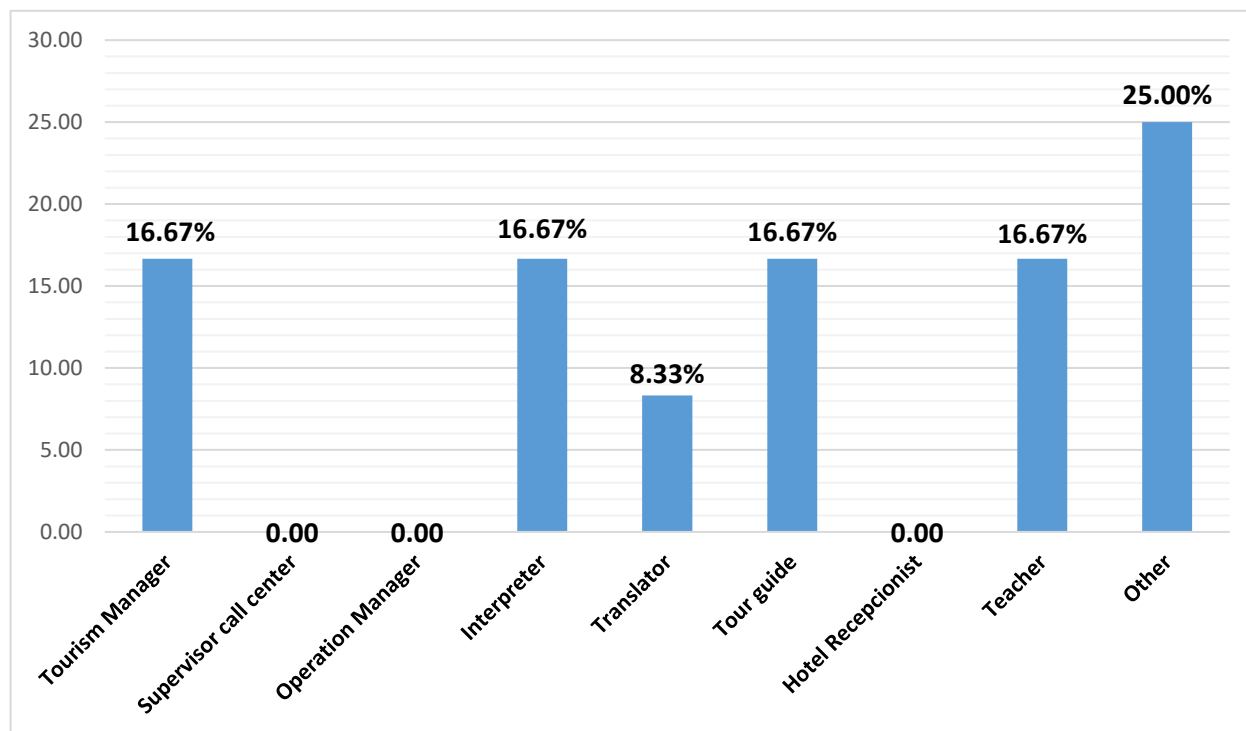


**the Bachelor of Arts in Modern Languages?**

**Source:** Prepared by the researchers on the basis of data supplied by graduates from the Bachelor of Arts in Modern Languages, Specialization in French and English, year 2020.

In relation to the answers previously graphed, researchers conclude a 58.33% of graduates think the quantity of subjects in both specialization areas of the major is not sufficient to give a complete professional preparation to students of the Bachelor of Arts in Modern Languages. While, the other 41.67% consider the quantity is sufficient. Moreover, in the opinion part, researchers found that the percentage who think the actual quantity of subjects is enough, they that is not about the quantity but about the quality. While, others think the quantity is not sufficient and more subjects are needed in the specialization areas.

**Graphic No. 6: Do you aspire to be working on another area? After graduating in**

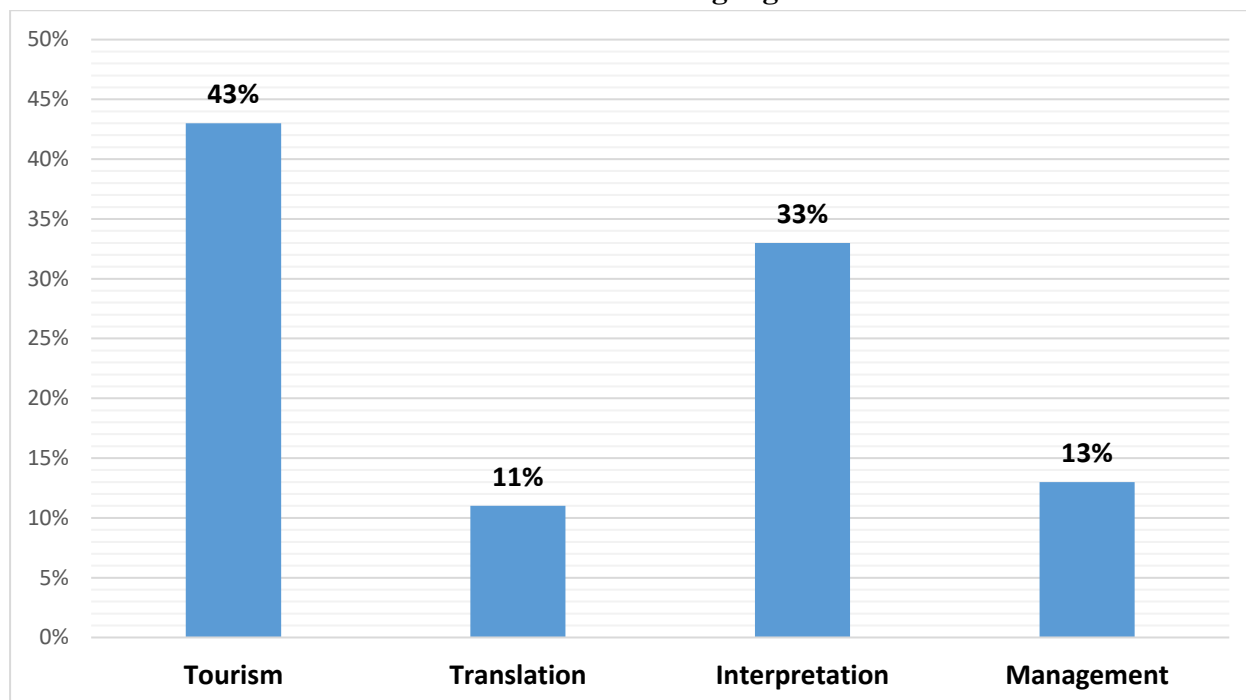


**Bachelor of Arts in Modern Languages.**

Source: Prepared by the researchers on the basis of data supplied by graduates from the Bachelor of Arts in Modern Languages, Specialization in French and English, year 2020.

25.00%, the majority, selected other option, as owning a business and working at an embassy are part of the segment. Then, with a 16.67% tourism manager, interpreter, tour guide and teaching area were selected in an equal number. Moreover, with an 8.33% selected the translator option. While, the supervisor in a call center, operation manager and the hotel receptionist options have a 0.00%.

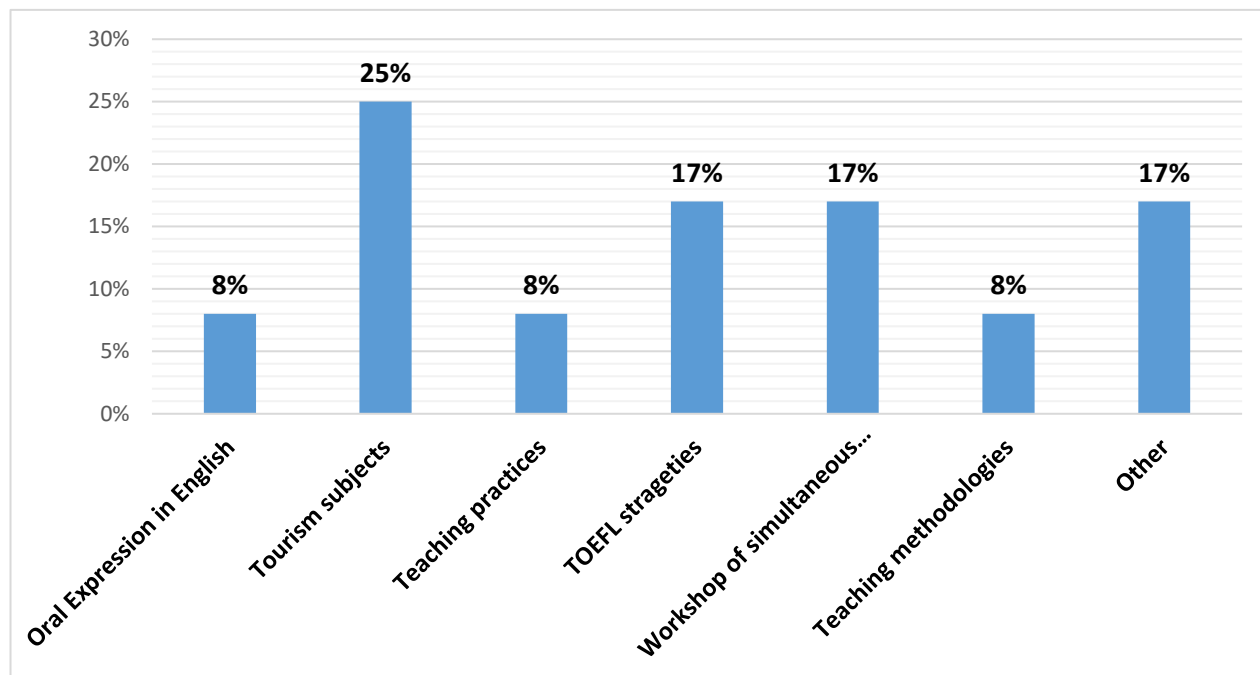
**Graphic No. 7: Which new field of specialty could be added in the current curriculum of the Bachelor of Arts in Modern Languages?**



Source: Prepared by the researchers on the basis of data supplied by Graduates of the Bachelor of Arts in Modern Languages of the University of El Salvador

According to the information showed above the 43% of the Graduates chose Tourism as a possible specialty to be added in the current curriculum of the Bachelor of Arts in Modern Languages of the University of El Salvador, followed by a 33% that chose Interpretation as a second option, the 13% chose Management, and finally the 11% chose the specialty of translation. Therefore, the option that has to do with Tourism was number among graduates from the Bachelor of Arts in Modern Languages.

**Graphic No. 8: Which of these subjects could be added to the study plan? According**



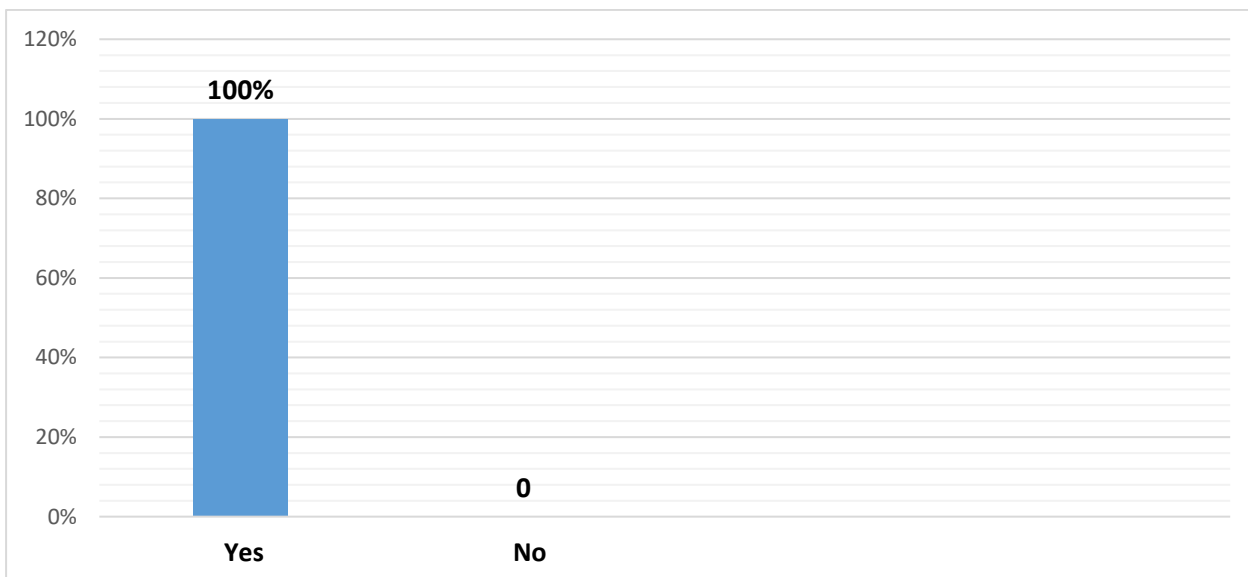
**to your opinion or work experience.**

**Source:** Prepared by the researchers on the basis of data supplied by Graduates of the Bachelor of Arts in Modern Languages of the University of El Salvador

According to the information showed above the 25% of the Graduates chose tourism related as a possible subject to be added in the current curriculum of the Bachelor of Arts in Modern Languages of the University of El Salvador, followed by a 17% that chose more subjects related with interpretation and translation. TOEFL strategies and other options that they wrote themselves such as: Management skills, the 8% chose teaching methodologies, teaching practices and Oral expression in English.



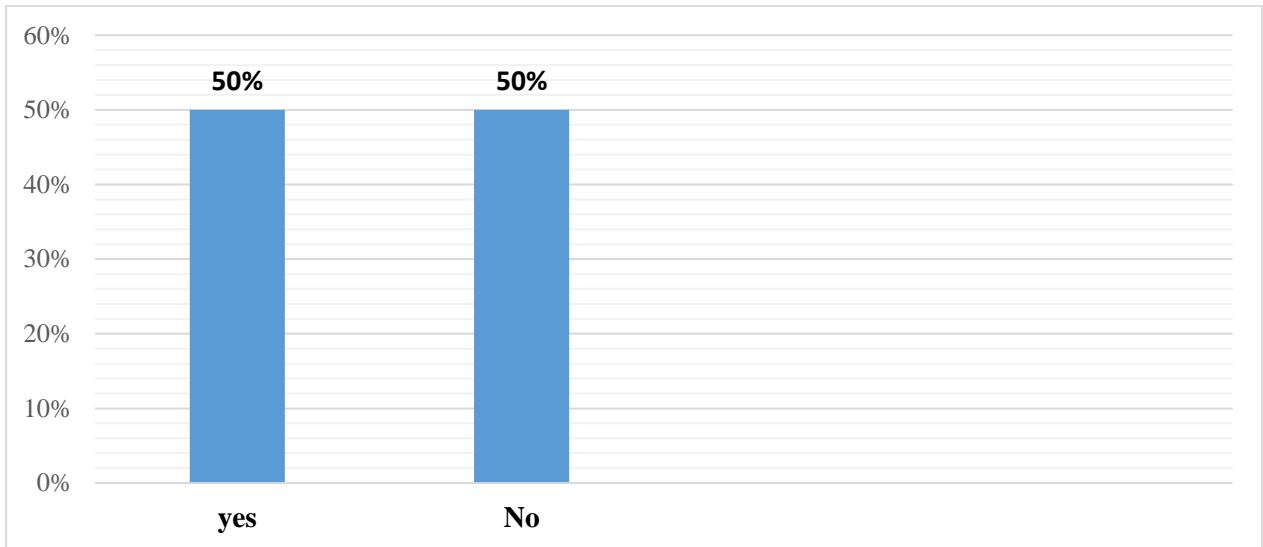
**Graphic No. 9: Do you consider gaining experience through an internship in a company would be a good option before entering the labor market? In what kind of company? Give your opinion.**



**Source: Prepared by the researchers on the basis of data supplied by Graduates of the Bachelor of Arts in Modern Languages of the University of El Salvador**

According to the data above, graduates in a 100% agreed that doing an internship would be a good option to gain the necessary experience to be ready at the moment students start applying in the different job areas, adding that in this way students will understand more easily the reality outside and will learn the necessary things to gain the experience that many enterprises asked for, once these start hiring people and applicants. In this case, most students will have at least some skills with some of the practices that they have already done.

**Graphic No. 10: According to your opinion and experience, do you have the sufficient training or knowledge to enter the labor market? When finishing the major of Bachelor in Arts of Modern Languages. Give your opinion**



**Source: Prepared by the researchers on the basis of data supplied by graduates of the Bachelor of Arts in Modern Languages of the University of El Salvador**

According with the Graduates of the Bachelor of Arts in Modern Languages, a 50% stated that they don't feel with the sufficient training or knowledge to enter the labor market right after graduation, and a 50% answered that they have the knowledge to enter the labor market once they have finished the major.

## CHAPTER 9.

### 9.1 ANSWERS TO THE RESEARCH QUESTIONS

In this section, the research questions are going to be answered according to the opinions and suggestions gathered with the survey's questionnaires: closed-ended questionnaires administered to students, professors and graduates; plus, an open-ended questionnaire addressed to professors of FLD.

#### General question

- **What are the opinions of teachers, students and graduates about the current curriculum plan of the Bachelor of Arts in Modern Languages with specialization in French and English, and the relation with the actual labor market?**

Firstly, Professors agreed that the current study plan of the major should be updated. These updates should be applied not only in some areas of the study plan, but also in the entry profile requirements of students, for instance having a previous knowledge in both languages: <sup>4</sup>B1 for English and levels A1 or B1 for French. Moreover, professors agreed that there is not a specific and suitable specialization in the current study plan, in consequence, most of students end up working in call center companies as a bilingual employee in customer service agent or support service.

Secondly, Student and Graduates, agreed that an entry profile for students is needed, with the basic knowledge in English and French languages and the orientation about the objectives established of the major and abilities for learning a foreign language. Also,

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<sup>4</sup> Levels suggested by professors are according to CEFR (Common European Framework of Reference) Council of Europe (2020), retrieved from <https://www.cambridgeenglish.org/exams-and-tests/cefr/>

students agreed that an internship to gain labor experience is desirable, so that they would have enough background and labor training.

Thirdly, graduates suggested some changes such as: adding some specialty options and change the teaching-learning methodology. According to their job experiences the Major is just for learning two languages. So, there is a lack of a specific language proficiency or another kind of abilities for applying in other job.

### COMPARATIVE CHART

<b>GROUP</b>	<b>Study plan Quantitative instrument (Graphs 2 and 3)</b>	<b>Students' profile (Graph 1)</b>
<b>Professors</b>	According to the answers given, the 67% of professors agreed that the study plan needs an update, 33% agreed that specializations areas are necessary. And 67% agreed that the study plan does not have a specific specialty, although the 33% agreed that the unique option with a little more suitability is teaching.	While the students' profile should have some requisites: 50% agreed that applicant students need to have a previous orientation of objectives of the major, 33% chose the previous basic knowledge of both languages, 17% agreed that an attitudinal test is needed.
<b>Students</b>	Also, according to data gathered in the quantitative questionnaire, 67% agreed that it is necessary to update the study plan, and 33% agreed in adding specialty options to it. In addition, 84% agreed that specialty options are not in accordance with the labor market and job's profiles.	A 42% of them agreed that a requisite should be having previous knowledge of both languages, 39% agreed about a previous orientation of the major's objectives established in the study plan. While the 19% chose having abilities related to the elective area.
<b>Graduates</b>	An 83% of them agreed the study plan needs an update; the 17% agreed in the necessity of a new specialty, it should be added in the program study. Also, an 83% agreed that the study plan does not meet some jobs' profile, according to their experience the major serves the purpose of learning two languages only.	A 33% agreed that a previous orientation about the objectives of the major, 33% agreed in Abilities related to the elective area chosen. And 25% agreed in having knowledge in both languages.

#### **Students' professors' and graduates' opinions on the study plan.**

**Source:** comparative chart prepared by researchers according to answers in bar graphs closed-ended questionnaires addressed to 3 groups. June year 2020.

## Specific questions

### 1- What is the opinion of the professors, students and graduates concerning the current study plan of the Bachelor of Arts in Modern Languages?

As this research use a mixed research approach, firstly, out of analyzing the results of the qualitative instrument, researchers found the total of the thirteen professors agreed that the actual study plan needs an updating revision based on the educational standard which states that 5 years a curriculum plan must be updated (Legislativa, 2004). Moreover, on the other hand, taking into account the results of a 66% of the total of the students' instrument, with a 67% of the total of the professors' instrument, and with a 83% of the total of the graduates' instrument, researchers found out that the majority of the total population in this research think the current study plan of the major needs an update.

### COMPARATIVE CHART

<b>Professors, students and graduates' opinion concerning to the current study plan of the Bachelor of Arts in Modern Languages (Graph 2, quantitative instrument)</b>	<b>SELECTED GROUP</b>	<b>PERCENT</b>
67% of the six professors surveyed considered the study plan needs an updating.	Professors	67%
38 of the fifty-seven students surveyed making a 66.67% of the total agreed that the current study plan must be updated	Students	66%
A total of ten graduates of the twelve surveyed considered that the study plan should be updated	Graduates	83%

### Students' professors' and graduates' opinions on the study plan

**Source:** comparative chart prepared by researchers according to answers in bar graphs closed-ended questionnaires addressed to 3 groups. June year 2020.

**2- What are the suggestions of teachers, students, and graduates about the current study plan of the Bachelor of Arts in Modern Languages?**

Professors' FLD recommended to modify the current study plan with the objective of creating a teaching specialization, so future graduates could obtain the professorship, the so-called "Escalafón", given by MINED (Ministry of Education). Also, the Communications option given that students and graduates end up working in call centers; and adding other specialties, such as: tourism, translation/interpreter, technology or entrepreneurship. As well, they proposed to change the learning methodology with zero usage of Spanish and having at least 25 students in traditional method classes.

Students and Graduates, most of them agreed neither the current academic curriculum nor the professional training and knowledge are in accordance with the requirements of the job profiles required in the labor market, they suggested also, adding some specialties, for instance: tourism, translation/interpretation. Likewise, adding the respective subjects to each new specialty.

Similarly, doing internships in companies interrelated to the tourism field or translation and Embassies. Graduates proposed subjects related to marketing, diplomatic relations, and pedagogical practices for teaching or management skills.

## COMPARATIVE CHART

### Students' professors' and graduates' suggestions on the study plan.

GROUP	Suggestions to the study plan (question 7/ graph 7)	Possible subjects to be added. (graph 8)	Opinions/options for Internships (graph 9)
<b>Professors</b>	A 50% chose the option of a specialty related to the teaching area, and for tourism, interpretation and translation a 17% per each one.	With the subjects that could be added, they chose: teaching practices and others related to translation/interpretation with a 33%; also, teaching methodologies and tourism subjects with a 17% each one.	An 83% agreed that an internship is a good option, because it will give students the experience needed about the labor environment, and suggested government entities or touristic companies.
<b>Students</b>	A 33% agreed with the specialty of interpretation, a 25% chose the management specialty, a 23% chose the tourism option and a 19% chose translation as a possible specialty.	Students chose translation/interpretation subjects with a 32%, oral expression in English with 21%; while tourism and TOEFL subjects with a 16% each one.	A 91% of them agreed with the possibility of doing an internship, in different sectors: 43% chose enterprises related to tourism, embassies 17%, and in translation/interpretation companies 14%.
<b>Graduates</b>	They suggested adding some specialties as follows: 43% of them agreed in adding tourism, a 33% a specialty in interpretation, a 13% chose a Management specialty.	In this part the option of subjects of tourism has a 25%; TOEFL and a workshop in simultaneous interpretation and translation 17%, and management with a 17% also.	100% of graduates are in agreement for internships, so students will gain competences and understanding about the labor market.

**Source:** comparative chart prepared by researchers according to answers in bar graphs in closed-ended questionnaire addressed to 3 groups. June year 2020.

**3- Which changes or areas could be improved from the study plan of the Bachelor of Arts in Modern Languages, Specialty in French and English?**

The current study plan of the Bachelor of Arts in Modern Languages of the University of El Salvador does not present a specific area/field or specialization whatsoever it does present optative subjects such as: Pedagogy and Communication/ Public relations which give the student a general knowledge in one of those areas. Taking into account the previously statement, many subjects and possible changes in the current study plan were suggested and proposed by the three main groups who participated in the gathering of information. In matter of areas and also new aspects in the evaluation systems that can be implemented, these are the following:

The percent represents the answers with the majority chose in each sector, therefore this doesn't reflect a 100% in the addition of the numbers.

**COMPARATIVE CHART**

**Students' professors' and graduates' opinions on the specialties and fields for the study plan**

<b>MOST RELEVANT SPECIALTY OF FIELD CHOSEN BY PROFESSORS STUDENTS AND GRADUATES.</b>	<b>SELECTED GROUP.</b>	<b>PERCENT</b>
Teaching area	Professors	50%
Interpretation area	Students	33%
Tourism	Graduates	43%

**Source:** Prepared by the researchers on the basis of data supplied by graduates, students and professors from the Bachelor of Arts in Modern Languages, Specialization in French and English, year 2020.



In the open-ended questionnaire six out of thirteen professors expressed that one of the changes to apply to the current study plan is to improve the teaching area, and more than seven professors agreed in reorienting the communication/ public relation option if not eliminating it. Then, in the question concerning new curricular areas to be added, six out of thirteen agreed in an area that would focus in tourism, interpretation, translation, technology and entrepreneurship.

In the closed ended questionnaire administered to professors. 50% agreed in a specialty focused in the teaching area, the 33% of the students preferred the area of interpretation and 43% of graduates chose tourism.

**Subjects to be added into a new possible renewal of the study plan of the Bachelor of Arts in Modern Languages of the University of El Salvador.**

**Students’ professors’ and graduates’ opinions on the specialties and fields for the study plan**

<b>MOST RELEVANT SUBJECTS CHOSEN BY PROFESSORS STUDENTS AND GRADUATES.</b>	<b>SELECTED GROUP</b>	<b>PERCENT</b>
Teaching Methodologies and practices.	Professors	33%
Workshop of simultaneous Interpretation and translation.	Students	32%
Tourism	Graduates	25%

**Source:** Prepared by the researchers on the basis of data supplied by graduates, students and professors from the Bachelor of Arts in Modern Languages, Specialization in French and English, year 2020.

In relation with the areas or specializations propose by the selected groups. Subjects that have to do with the teaching areas were equally suggested by professors with a 33% and 32% of students, prefer a workshop in simultaneous interpretation or translation, and finally

graduates were more interested in subjects related with the tourism field or area. According to this result, it can be inferred that these options represent a very strong interest among students and graduates to be added in the study plan, but professors also agreed that these can represent a better job opportunity in the labor market for graduates.

### **Evaluation systems**

As a result of the opinions mainly given by professors most of them contributed with interesting points of view concerning the type of evaluation that a new renewal of the study plan should have into account, the next aspects list as follow:

<b>1. Design Meaningful Task for students.</b>
<b>2. The Assessment of practical matters.</b>
<b>3. Promote critical thinking.</b>
<b>4. Evaluations with a percent divided into 50% summative and 50% formative.</b>

**Source:** Prepared by the researchers on the basis of data supplied by graduates, students and professors from the Bachelor of Arts in Modern Languages, Specialization in French and English, year 2020.

## **9.2 MOST OUTSTANDING FINDINGS**

### **1) Ideal entry profile for applicant students to the major in Modern Languages specialization in French and English**

More than seven professors agreed in the open ended questionnaire with the ideal entry profile for students who are interested in studying the major in Modern Languages that this should include basic knowledge in English and French; meanwhile, in the closed ended questionnaire 50% of professors preferred as an ideal of entry profile “the orientation about the objectives of the major”, alongside with 39% of the students who chose the same option, graduates also agreed with a 33% in the option previously mentioned.

### **2) Technological resources to be implemented**

The Foreign Language Department and the University of El Salvador in general lack of the use of modern technology which is badly needed in weakly face-to-face classes, one of the outcomes of this research project showed that the use of modern technology is a need for professors to facilitate the education and learning process for students. More than seven professors agreed in the opened ended questionnaire on the implementation of technological resources to improve the student’s learning process and also mentioned the equipment, which needs to be renewed with scanners, printers, speaker, and internet connection in classroom. But also having enough and appropriate desks for students, which represents one of the many basic needs that becomes essential into a superior educational environment.

### **3) New professor’s training concerning On-line classes.**

With new ways of adaptation, education changes due to different situations emerging in the society and the world in general. This poses the necessity of using new modalities such

as online classes; however, this might represent a challenge for both teachers and students; therefore, a training in new digital programs, in the online modality could be a new way of modernizing education at the University of El Salvador.

#### **4) Most suitable job areas for graduates after obtaining the Bachelor of Arts in Modern Language.**

In terms of choosing the best job area for a graduate after majoring in a Bachelor in Modern languages, there are mixed opinions, while 33.33% of professors agreed that most of graduates ended up working for a call center or the teaching area, and in fact 91.67% of the graduates were currently working in a call center, a new specialization in call center management should be a new option in order to be added in the study plan; however, 24.56% of students preferred a specialization in translation and interpretation. As a final outcome, graduates had a very different point of view, 25% would like to start an own business or would like to work in the embassy area. Either way, it is clear that the communication/public relation option from the Bachelor in Modern Languages does not represent a viable option in terms of working areas for graduates anymore.

#### **5) Communication/Public relation option out-of-date**

One of the outcomes of the present research project show that among the fields and specialties, and also the subjects considered by the different sectors surveyed for an upgrade for the study plan. The communication/public relation option is not considered by any of the sectors; contrary to the pedagogy option which is considered still and even to be included in the study plan as a specialty or area rather than an option.

**6) Specialty in Tourism the preferred by graduates.**

Even though around 90% of graduates surveyed were currently working in a call center, they expressed an interest in the tourism area, this is a very important outcome since they are closer to the work reality and it is the sector that knows better how the job field is working nowadays, therefore the tourism area could represent the actual labor demands in this time.

**7) Applicant's students to the major in Modern Languages specialization in French and English ideal exit profile**

The part of ideal exit profile of a graduate from the Bachelor of Arts in Modern Languages was just included in the open-ended questionnaire, obtaining just the point of view of professors of the FLD. As a result of the information obtained, balanced opinions were shared: four professors indicated that an ideal exit profile for a graduate is fluency in English and French languages, showing real communication skills at the end of the major. A same number of professors agreed on proper teaching competences such as pedagogy among others.

## **CHAPTER 10.**

### **10.1 CONCLUSIONS**

- 1- Professors emphasized on the need of doing diagnosis research on labor market and, afterwards, carry out an update of the study plan, likewise, each specialty should have a specific quantity of subjects and its contents related to. In addition, they gave another reason, for instance: they have made changes to syllabus of subjects in order to teach topics more adapted to the reality of the country or the labor field.
- 2- Professors listed that training to use platforms of virtual classrooms and its different tools is needed, as well the usage of new technological resources such as multimedia material, high-capacity hardware to gather online information. There is an urgent need for students and professors to keep with the changes in the teaching-learning methodology, as well as a better and more equipment for in-person classes.
- 3- The three groups are in agreement that an entry profile for applicant students should be implemented in order to select students with personal qualifications or skills needed for studying this Major. Similarly, the exit undergraduate profile should be in accordance with the requirements of companies or society, with the objective of developing competencies in future professionals in modern languages.
- 4- Besides, it is important to mention that some subjects could be useful to develop languages proficiency skills, for instance: TOEFL<sup>5</sup> practices/strategies, teaching

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<sup>5</sup> TOEFL. *Test of English as a Foreign Language.*

practices, and oral expression in English. Others related to soft skills such as: resilience, critical thinking, empathy, and problem solving; plus, ethics<sup>6</sup>.

- 5- Lastly, taking into account the data collected, students of the Major, with a 30%<sup>7</sup> of them working in the call center area; and graduates, with a 91% of them working in call centers<sup>8</sup> also; the introduction of an internship to future graduates could give more job opportunities in other companies, hotels or government institutions such as embassies. Then, is needed to create some kind of agreements with some of these businesses.

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<sup>6</sup> *Open-ended questionnaire administered to professors, chart 15.*

<sup>7</sup> *Graphic N°4. General information section of closed-ended questionnaire addressed to students.*

<sup>8</sup> *Graphic N°3. General information section of closed-ended questionnaire addressed to graduates.*

## **CHAPTER 11.**

### **11.1 RECOMMENDATIONS**

#### **1- To the curricular committee:**

- a) According to the results obtained in the development of this research, the majority of the students, professors and graduates of the Bachelor of Arts in Modern Languages are in agreement that the current study plan of the major needs an updated process. Then, the curricular committee should use these results to update the study plan, researchers consider it, because of this study presents the most recent information regarding to the updating study topic.
- b) Besides that, legally according to the laws of higher education both at the general level and the university, and the period of time in which no updated have been made is very prolonged, researchers consider the curricular committee should accelerate the mentioned process in order to provide a competitive program to the next students generations.

#### **2- To the head of the Foreign Languages Department:**

- a) The head of the foreign languages department should have into account the information obtained in this research, which is one of the most updated research about this “to be solved situation of the major” in order to design and implement a revision and update of the actual academic plan.
- b) In addition to taking into account the present research this for the updating process of the study plan, researchers consider due to the position as the head of the major should activate the curricular committee to speed up the updating process.



### **3- To the professors of the Foreign Languages Department:**

- a) Having into account the results of the qualitative instrument, researchers consider professors should continue making their personal modifications in the course programs in order to focus their teaching method to the real and actual situation of each course they teach, this as long as the updated revision of the actual curriculum is still on the making process.
- b) Also, researchers consider professors should get more involved in the process of updating the study plan to obtain a general improvement and above all to obtain better results in the creation of new professionals in the Bachelor in Modern Languages` degree.

### **4- To the students of the Bachelor of arts in Modern Languages:**

- a) With the actual situation of the program study of the major in Modern Languages, students should be motivated to deepen their studies according to the option they chose, this according to the results obtained in the graduates and students` contribution in the quantitative instruments. And in this form, they will be better qualified to begin and make a career in their specialty.
- b) Moreover, researchers consider students should get more involved as well. Since, this part would be the largest and directly benefited from such an upgrade of the Bachelor in Modern Languages.

## **ANNEXES**

### **ANNEX A: RESEARCH PROJECT**

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

#### **“Format for the research project report”**

##### **I. RESEARCH TOPIC**

##### **II. STATEMENT OF THE PROBLEM**

- A. Description of the problem
- B. Objectives
- C. Research questions
- D. Justification/rationale
- E. Delimitation of the problem

##### **III. FRAMEWORK**

- A. Historical framework
- B. Theoretical framework
- C. Definition of key terms

##### **IV. TYPE OF STUDY**

- A. Exploratory
- B. Descriptive
- C. Correlational
- D. Explicative/ explanatory

##### **V. HYPOTHESES**

- A. Hypotheses
- B. Conceptual definition of variables
- C. Operational definition of variables

##### **VI. RESEARCH DESIGN**

- A. Non-experimental designs
  - 1. Cross-sectional or transversal design
  - 2. Longitudinal design
- B. Experimental designs
  - 1. Pre-experiments
  - 2. Quasi-experiments
  - 3. Pure experiments

## **VII. POPULATION AND SAMPLE**

- A. Population
- B. Sample
  - 1. Random samples
    - a. Simple random sampling
    - b. Systematic sampling
    - c. Stratified random sampling
    - d. Cluster random sampling
  - 2. Nonrandom samples
    - a. Convenience sampling
    - b. Quota sampling
    - c. Purposive sampling
    - d. Snowball sampling

## **VIII. DATA GATHERING PROCESS**

- A. Quantitative/ qualitative or qualitative/quantitative research techniques
- B. Quantitative/ qualitative or qualitative/quantitative research instrument(s)
- C. Data gathering plan

## **IX. DATA ANALYSIS**

- A. Quantitative analysis
  - 1. Data base
  - 2. Statistical procedures
  - 3. Data analysis
    - 1. Univariate analysis
    - 2. Bivariate analysis
    - 3. Multivariate analysis
- B. Qualitative analysis
  - 1. Analysis by questions
  - 2. Analysis by set of questions
  - 3. Analysis by instrument
  - 4. Comparison and contrast charts
  - 5. Matrixes
  - 6. Etc...

## **X. FINDINGS**

- A. Hypotheses' test
- B. Answers to the research questions
- C. Most outstanding findings

## **XI. CONCLUSIONS**

(1- 5 conclusions)

## **XII. RECOMMENDATIONS**

### **ANNEXES**

- Annex A. Research project
- Annex B. Concordance table
- Annex C. Timetable
- Annex D. Instruments



**ANNEX B: CONCORDANCE TABLE**

<b>SPECIFIC OBJECTIVES</b>	<b>DIMENSIONS</b>	<b>INDICATORS</b>	<b>QUESTIONS</b>	<b>SOURCE/TECHNIQUES RESEARCH.</b>
<p>To obtain information through surveys about the profile of graduates from the Bachelor of Arts in Modern Languages of the University of El Salvador, required in the different job positions.</p>	<ul style="list-style-type: none"> <li>✓ Entry Profile</li> <li>✓ Exit profile</li> <li>✓ Study plan</li> <li>✓ Professional profile</li> <li>✓ Work-related profile</li> </ul>	<ul style="list-style-type: none"> <li>✓ Abilities</li> <li>✓ Attitudes</li> <li>✓ Knowledge</li> <li>✓ Educational background</li> <li>✓ Job positions/field specialization</li> </ul>	<ol style="list-style-type: none"> <li>1. What should be the profile of an applicant student, who wants to learn languages, in a specific field area?</li> <li>2. Do you consider that the graduates present the sufficient professional development according to the company's requirements?</li> <li>3. What is your opinion about the study plan of the Bachelor of Arts in Modern Languages?</li> <li>4. Do you consider that the current study plan of the Bachelor of Arts in Modern Languages is according with the labor market requirements in the areas of specialization of the major?</li> <li>5. Do you consider a graduate from the major in Modern Languages present an adequate professional development according with a company's requirements?</li> </ol>	<p>survey to:</p> <ul style="list-style-type: none"> <li>✓ Graduates</li> <li>✓ Professors</li> <li>✓ 4<sup>th</sup>, 5<sup>th</sup> year Students</li> </ul>

SPECIFIC OBJECTIVES	DIMENSIONS	INDICATORS	QUESTIONS	SOURCE/TECHNIQUES RESEARCH.
<p>To inquire by doing surveys, the opinion of teacher, students and graduates, at the Languages Department of the University of El Salvador, about the current study plan of the Bachelor of Arts in Modern Languages Specialization in French and English.</p>	<ul style="list-style-type: none"> <li>✓ Methodology</li> <li>✓ Syllabus</li> <li>✓ Teacher training</li> <li>✓ Evaluations, material resources, visual aids.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learning experiences</li> <li>✓ Teaching methodology</li> <li>✓ Types of evaluation and percentages</li> </ul>	<ol style="list-style-type: none"> <li>1. Do you think the quantity of subjects in both specialization areas of the major are sufficient to give a complete professional preparation to students of the Bachelor of Arts in Modern Languages?</li>   <li>2. Do you consider the teaching methodology can be modified?</li>   <li>3. According with your experience in the teaching field, do you think that graduated students present all the linguistic competencies required in a job position?</li>   <li>4. Have you ever done a change in a course program that you have taught in the major in Modern Languages?</li> </ol>	<p>Survey to:</p> <ul style="list-style-type: none"> <li>✓ Graduates</li> <li>✓ Professors</li> <li>✓ 4<sup>th</sup>, 5<sup>th</sup> year Students</li> </ul>

**Source:** Prepared by the authors of the Diagnosis for updating the study plan of the Bachelor of Arts in Modern Languages, specialization in French and English of Foreign Languages, University of El Salvador, year 2020.

**Source:** Prepared by the authors of the Diagnosis for updating the study plan of the Bachelor of Arts in Modern Languages, specialization in French and English of Foreign Languages, University of El Salvador, year 2020.

SPECIFIC OBJECTIVES	DIMENSIONS	INDICATORS	QUESTIONS	SOURCE/TECHNIQUES RESEARCH.
To suggest changes and areas of improvement of the present study plan of the Bachelor of Arts in Modern Languages by submitting the findings of this study.	✓ Job opportunities	✓ Study plan improvement	1- Which are the abilities that the company expects from a professional of the Bachelor of Arts in Modern Languages?	Survey to: ✓ Graduates ✓ Professors ✓ 4 <sup>th</sup> , 5 <sup>th</sup> year Students

**Source:** Prepared by the authors of the Diagnosis for updating the study plan of the Bachelor of Arts in Modern Languages, specialization in French and English of Foreign Languages, University of El Salvador, year 2020.





**ANNEX C: TIMETABLE**

**TIMETABLE YEAR-2020**

*"A DIAGNOSIS FOR UPDATING THE STUDY PLAN OF THE BACHELOR OF ARTS IN MODERN LANGUAGES, SPECIALIZATION IN FRENCH AND ENGLISH."*

No.	Activities	Months & weeks																																																					
		January				February				March				April				May				June				July				August				September				October				November													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48						
<i>Semester I</i>																																																							
1	Selection of the topic research																																																						
2	Delimitation of the research topic																																																						
3	Meetings with the tutor (in-person & via internet)																																																						
4	Acceptance of the research proposal																																																						
5	Review of literature for theoretical framework																																																						
6	Preliminaries drafts-theoretical framework																																																						
7	Revisions and submissions (advancements)																																																						
8	Preparing questionnaires for surveys																																																						
9	Presentation of the research profile (report)																																																						
10	Data Collection (online questionnaires)																																																						
<i>Semester II</i>																																																							
11	Data Collection (online open-ended surveys)																																																						
12	Data Analysis																																																						
13	Findings and Results of the data collection																																																						
14	Defense of the research profile (via google-meet)																																																						
15	Writing Conclusions & Recommendations																																																						
16	Final Defense of graduation project (via google-meet)																																																						

## ANNEX D: FLOWCHART

UNIVERSIDAD DE EL SALVADOR

FACULTAD DE CIENCIAS Y HUMANIDADES			PLAN DE ESTUDIOS: 2002		
LICENCIATURA EN LENGUAS MODERNAS: ESPECIALIDAD EN FRANCÉS E INGLÉS			CODIGO :	L10412	
TOTAL DE ASIGNATURAS: 37			TOTAL U.V.:	184	
TÍTULO A OTORGAR : LICENCIADO (A) EN LENGUAS MODERNAS: ESPECIALIDAD EN FRANCÉS E INGLÉS					



CICLO I		CICLO II		CICLO III		CICLO IV		CICLO V		CICLO VI		CICLO VII		CICLO VIII		CICLO IX		CICLO X	
1	FRI114	4	FRI214	7	FRI314	10	FAV114	14	EOF114	18	FFR114	22	ICF114	26	LFR114	30	LFR214	34	
Francés Intensivo I		Francés Intensivo II		Francés Intensivo III		Francés Avanzado		** Expresión Oral en Francés		** Fonética Francesa		** Introducción a la Civilización Francesa		** Literatura Francesa I		** Literatura Francesa II		** DII214 / HDC114	
8	0	8	1	8	4	4	7	4	10	4	10	4	14	4	14	4	26	4	29
						11	GFR114	15	GFR214	19	OEF114	23	FYC114	27	FYT114	31	FTR114	35	LT114
						** Gramática Francesa I		** Gramática Francesa II		** Ortografía y Estilística Francesa		** El Francés y El Comercio		** El Francés y El Turismo		** El Francés y la Traducción		Literatura en Inglés I	
						4	7	4	11	4	15	4	40 U.V. Esp.	4	40 U.V. Esp.	4	40 U.V. Esp.	4	28
2	IBI114	5	III114	8	III214	12	IAI114	16	IAI214	20	LCI114	24	LCI214	28	GAV114	32	IAL114	36	FYM114
Inglés Básico Intensivo		Inglés Intermedio Intensivo I		Inglés Intermedio Intensivo II		Inglés Avanzado Intensivo I		Inglés Avanzado Intensivo II		** Lectura y Conversación en Inglés I		** Lectura y Conversación en Inglés II		Gramática Avanzada		** Introducción a la Lingüística		Fonología y Morfología Inglesa	
8	0	8	2	8	5	8	8	8	12	4	16	4	20	4	132 U.V.	4	17	4	32
3		6		9	GIN114	13	GIN214	17	PRG114	21		25	COI114	29		33	SNO114	37	SNO214
** PCG114/ TCI114		** DGL114/ TCI214		** Gramática Inglesa I		** Gramática Inglesa II		** Pronunciación en Inglés		** DIF114/ RPB114		** Composición Inglesa I		** DII114 / OPU114		Seminario I		Seminario II	
4	0	4	3	4	5	4	9	4	5	4	14	4	13	4	21	6	28	6	33

Electivas de la Rama de Enseñanza:		UV	Prerreq.	Electivas de la Rama de Comunicación		UV	Prerreq.
PCG114:	Psicopedagogía I	4	Ninguno	TCI114:	Teoría de la Comunicación y de la Información I	4	Ninguno
DGL114:	Didáctica General I	4	PCG114	TCI214:	Teoría de la Comunicación y de la Información II	4	TCI114
DIF114:	Didáctica del Idioma Francés	4	EOF114	RPB114:	Relaciones Públicas	4	EOF114
DII114:	Didáctica del Idioma Inglés I	4	DIF114	OPU114:	Opinión Pública	4	RPB114
DII214:	Didáctica del Idioma Inglés II	4	DII114	HDC114:	Historia de El Salvador y Centroamérica	4	OPU114

<b>Información General:</b>	Nota mínima de Aprobación: 6.0	Acuerdo de Consejo Superior Universitario: 91-99-2003	<table border="1"> <tr> <th>Corr.</th> <th>Código</th> </tr> <tr> <td>Nombre de Unid. de Aprendiz.</td> <td></td> </tr> <tr> <td>U.V.</td> <td>Prerr.</td> </tr> </table>	Corr.	Código	Nombre de Unid. de Aprendiz.		U.V.	Prerr.
	Corr.	Código							
	Nombre de Unid. de Aprendiz.								
	U.V.	Prerr.							
CUM mínimo de Aprobación: 7.0 a partir del año 2003	Fecha de aprobación: 28 de febrero de 2002	Acuerdo de Consejo Superior Universitario: 040-2007-2011 (IV)							
** Asignaturas que pueden ser impartidas en Ciclo Complementario (Ciclo III)	Fecha de Ratificación: 21 de agosto de 2008	Duración de la carrera: 5 años							

## ANNEX E: INSTRUMENTS



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



#### *“Professors’ questionnaire”*

**Research topic:** “A Diagnosis for updating the study plan of the Bachelor of Arts in Modern Languages, specialization in French and English, Department of Foreign Languages, University of El Salvador, year 2020.”

**Objective:** To elaborate a diagnosis through an exploratory study of the current curriculum plan of the Bachelor of Arts in Modern Languages with specialization in French and English, according to the opinion of the principal sectors immerse in it and its relation with the actual labor profiles required in the different languages work areas.

**Directions:** Mark with a check your generalities.

#### **Part 1: Generalities:**

- A. Gender: Male  Female
- B. Academic area:  French  English.
- C. Years of experience: \_\_\_\_\_.
- D. Professional Background
- E. \_\_\_\_\_.

#### **Part 2: Questionnaire.**

**Directions:** Check the option you consider the most appropriate.

**Identify profile, abilities, attitudes, knowledge, educational background and Job positions/field specialization.**

1- What should be the profile of an applicant student, who wants to learn languages, in a specific field area?

- a.  Previous basic knowledge in English and French
- b.  Abilities related to the chosen language area.
- c.  Previous orientation about the objectives of this major.
- d.  A vocational test or psychological test.

2- What is your opinion about the study plan of the Bachelor of Arts in Modern Languages?

- a.  Needs to be updated
- b.  It doesn't need to be updated
- c.  Needs to add a different specialization area

3- Do you consider the areas of specialization of the current study plan of the Bachelor of Arts in Modern Languages are in accordance with the actual labor market requirements?

Yes

No

Explain your opinion

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4- Do you consider that graduates from the Major of Modern Languages present an adequate professional development in accordance with a company's requirements?

Yes

No

Explain your opinion

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### **PART III: Identify possible improvements to the study plan**

5- Do you think that, with the quantity of subjects in both specialization areas of the major are sufficient to give a complete professional preparation to students of the Bachelor of Arts in Modern Languages?

Yes

No

Explain your opinion

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6- What job areas are chosen by graduates after obtaining the Bachelor of Arts in Modern Language?

- a)  Working in a tourism company
- b)  Supervisor in a call center
- c)  Operation manager
- d)  Interpreter
- e)  Translator
- f)  Tour guide
- g)  Receptionist in a hotel
- h)  Other: \_\_\_\_\_.

7- Which new field of specialty, could be added in the current curriculum of the Bachelor of Arts in Modern Languages?

- a)  Tourism
- b)  Translation
- c)  Interpretation
- d)  Management
- e)  Other \_\_\_\_\_.

8- According to your teaching experience, which of these subjects could be added to the study plan?

- a)  Oral Expression in English
- b)  More tourism Subjects
- c)  Teaching practices
- d)  TOEFL Strategies
- e)  Workshops of Simultaneous Interpretation or Translation
- f)  Teaching methodologies for children
- g)  Others \_\_\_\_\_.

**PART IV: Identify Learning experiences, teaching methodology, types of evaluation and percentages**

9- Do you consider that for students is a good option to gain some experience doing an internship in order to enter the labor market? In what enterprises? Give your opinion

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10- According to your opinion, after finishing the major of Bachelor of Arts in Modern Languages, graduates have the sufficient training or knowledge to enter the labor market? Give your opinion

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*“Thank you very much for your valuable responses”*



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



*“Students’ questionnaire”*

**Research topic:** “A Diagnosis for updating the study plan of the Bachelor of Arts in Modern Languages, specialization in French and English, Department of Foreign Languages, University of El Salvador, year 2020.”

**Objective:** To elaborate a diagnosis through an exploratory study of the current curriculum plan of the Bachelor of Arts in Modern Languages, with specialization in French and English, according to the opinion of the principal sectors immerse in it, and its relation with the actual labor profiles required in the different languages work areas.

**Directions:** Mark with a check your generalities.

**Part 1: Generalities:**

A. Gender: Male  Female

B. Labor Status: Working  Non-working

C. Where are you currently working?

Private school  Call Center  Airport  Public school  other:

\_\_\_\_\_

D. Age: 20-25  25-30  More than 30

E. Studying the semester number \_\_\_\_\_ of the major at the Foreign Language Department.

**Part 2: Questionnaire**

**Directions:** Check the option you consider the most appropriate.

**Identify profile, abilities, attitudes, knowledge, educational background and Job positions/field specialization.**

1- What should be the profile of an applicant student, who wants to learn languages, in a  specific field area?

- a.  Previous basic knowledge in English and French
- b.  Abilities related to the chosen language area.
- c.  Previous orientation about the objectives of this major
- d.  A vocational test or psychological test.

2- What is your opinion about the study plan of the Bachelor of Arts in Modern Languages?

- a.  Needs to be updated
- b.  It doesn't need to be updated
- c.  Needs to add a different specialization area

3- Do you consider the areas of specialization of the current study plan of the Bachelor of Arts in Modern Languages are in accordance with the actual labor requirements?

- Yes
- No

Explain your opinion

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4- Do you consider a graduate from the Major of Modern Languages present an adequate professional development in accordance with a company's requirements?

- Yes
- No

Explain your opinion

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**PART III: Identify possible improvements to the study plan**

5- Do you think the quantity of subjects in both specialization areas of the major are sufficient to give a complete professional preparation to students of the Bachelor of Arts in Modern Languages?

Yes

No

Explain your opinion

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6- In the future, where would you like to work? after obtaining your diploma in Bachelor of Arts in Modern Languages,

a)  Manager in a tourism company

b)  Supervisor in a call center

c)  Operation manager

d)  Interpreter

e)  Translator

f)  Tour guide

g)  Receptionist in a hotel

h)  Other: \_\_\_\_\_.

7- Which new field of specialty, could be added in the current curriculum of the Bachelor of Arts in Modern Languages?

a)  Tourism

b)  Translation

c)  Interpretation

d)  Management

e)  Other \_\_\_\_\_.

8- According to your opinion or work experience which of these subjects could be added to the study plan?

a)  Oral Expression in English

b)  More tourism Subjects

- c)  Teaching practices
- e)  TOEFL Strategies
- f)  Workshops of Simultaneous Interpretation or Translation
- g)  Teaching methodologies for children
- h)  Others\_\_\_\_\_.

**PART IV: Identify learning experiences, teaching methodology, types of evaluation and percentages**

9- Do you consider that to gain some experience doing an internship in a company would be a good option before entering the labor market? In what kind of company? Give your opinion

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10- According to your opinion or working experience, when finishing the major of Bachelor in Arts of Modern Languages, do you have the sufficient training or knowledge to enter the labor market? Give your opinion

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*“Thank you very much for your valuable responses”*



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



**Graduates' Survey Questionnaire**

**Research topic:** “A Diagnosis for updating the study plan of the Bachelor of Arts in Modern Languages, specialization in French and English, Department of Foreign Languages, University of El Salvador, year 2020.”

**Objective:** To elaborate a diagnosis through an exploratory study of the current curriculum plan of the Bachelor of Arts in Modern Languages, with specialization in French and English, according to the opinion of the principal sectors immerse in it, and its relation with the actual labor profiles required in the different languages work areas.

**Directions:** Mark with a check your generalities.

**PART I: Generalities:**

- A. Gender: Male  Female
- B. Working Status: Full time  Part-time
- C. Where are you currently working?  
Private school  Call Center  Airport  Public school  other: \_\_
- D. Age: 20-25  25-30  More than 30

**Part II: Questionnaire**

**Directions:** Check the option you consider the most appropriate.

**Identify profile, abilities, attitudes, knowledge, educational background and Job positions/field specialization.**

- 1- What should be the profile of an applicant student, who wants to learn languages, in a specific field or area?
- Previous basic knowledge in English and French
  - Abilities related to the chosen language area.

- c.  Previous orientation about the objectives of this major.
  - d.  A vocational test or psychological test.
- 2- What is your opinion about the study plan of the Bachelor of Arts in Modern Languages?
- a.  Needs to be updated
  - b.  It doesn't need to be updated
  - c.  Needs to add a different specialization area

3- Do you consider the areas of specialization of the current study plan of the Bachelor of Arts in Modern Languages are in accordance with the actual labor market requirements?

- Yes
- No

Explain your opinion

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4- Do you consider that a graduate from the Major of Modern Languages presents an adequate professional development according with a company's requirements?

- Yes
- No

Explain your opinion

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**PART III: Identify possible improvements to the study plan**

5- Do you think the quantity of subjects in both specialization areas of the major are sufficient to give a complete professional preparation to students of the Bachelor of Arts in Modern Languages?

- Yes
- No

Explain your opinion

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6- Do you aspire to be working on another area? After obtaining your diploma in Bachelor of Arts in Modern Languages.

- a)  Manager in a tourism company
- b)  Supervisor in a call center
- c)  Operation manager
- d)  Interpreter
- e)  Translator
- f)  Tour guide
- g)  Receptionist in a hotel
- h)  Other: \_\_\_\_\_.

7- Which new field of specialty could be added in the current curriculum of the Bachelor of Arts in Modern Languages?

- a)  Tourism
- b)  Translation
- c)  Interpretation
- d)  Management
- e)  Other \_\_\_\_\_.

8- According to your opinion and work experience, which of these subjects could be added to the study plan?

- a)  Oral Expression in English
- b)  More tourism Subjects
- c)  Teaching practices
- d)  TOEFL Strategies
- e)  Workshops of Simultaneous Interpretation or Translation
- f)  Teaching methodologies for children
- g)  Others \_\_\_\_\_.

**PART IV: Identify Learning experiences, teaching methodology, types of evaluation and percentages**

- a) Do you consider that to gain some experience, an internship would be a good option to enter the labor market? Give your opinion

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- b) According to your opinion and experience, do you have the sufficient training or knowledge to enter the labor market? when finishing the major of Bachelor of Arts in Modern Languages, Give your opinion

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*“Thank you very much for your valuable responses”*



Universidad de El Salvador

*Hacia la libertad por la cultura*

## Open-Ended Questionnaire. “Graduation project”

### STUDENTS:

Madelyn Elizabeth Alfaro Escamilla AE04001

Flor Maritza Dubón Aguilar DA15008

Jocelyn Yajaira Menjivar Escobar ME14018

### TOPIC:

A diagnosis for updating the study plan of the Bachelor of Arts in Modern Languages, specialization in French and English, Department of Foreign Languages, University of El Salvador, year 2020.

**Objective:** To obtain professors’ insights about the actual study plan of the Bachelor of Arts in Modern Languages Specialization in French and English.

**Directions:** Answer the following questions according to your personal and professional experiences as a professor of the Foreign Language Department teaching subjects in Modern Languages major.

Beforehand, this research group thanks you for your essential contribution to our research work.

**Name:** \_\_\_\_\_ **date:** \_\_\_\_\_

### PART A. GENERALITIES

1. Do you think that the current study plan of the Bachelor of Arts in Modern Languages Specialization in French and English needs to be updated or not? Why?
2. If you agree with a curriculum update, which major changes do you propose?

### PART B. STUDENT’S ENTRY PROFILE

3. Which would be the ideal student’s entry profile (personal traits, background knowledge....) for studying the Bachelor of Arts in Modern Languages Specialization in French and English?

### **PART C. COURSE PROGRAMS**

4. Have you ever made changes to course a program that you have taught? Why?
5. If yes, which changes have you made? Describe them.

### **PART D. CURRICULUM AREAS**

6. What changes would you make, in terms of subjects, to the present curricular areas (basic skills area, research area, teaching area, communications area...).
7. Would you eliminate a curricular area? Which one and why?
8. Would you add a new curricular area? Which one and why?

### **PART E. METHODOLOGY**

9. Are there any changes that you would make to the teaching/ learning methodology? Which ones? Describe them.

### **PART F. MATERIALS AND EQUIPMENT**

10. What kind of materials are needed, not available right now, to help teachers do their job?
11. What kind of equipment is needed, not available right now, to help teachers do their job?

### **PART G. TRAINING**

12. What kind of professors training is needed?

### **PART H. EVALUATION SYSTEM**

13. What changes would you make to the general evaluation system?

### **PART I. QUESTIONS RELATED TO EXIT PROFILE**

14. Do you think that the professional profile (exit profile) of graduates from the Bachelor of Arts in Modern Languages of the University of El Salvador is aligned with the actual labor market demands? Why?
15. Which would be the ideal student's exit profile in terms of personal traits and competencies?

### **PART J. EMPLOYABILITY**

16. What kind of jobs are graduates getting and doing?
17. Do those jobs match the actual graduates' exit profile competencies?

*“Thank you very much for your valuable responses”*



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