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TEMA DE INVESTIGACIÓN:

THE EVALUATION OF THE CURRICULUM DESIGN OF BACHELOR'S DEGREE IN MODERN LANGUAGES, SPECIALIZATION IN FRENCH AND ENGLISH: THE PERSPECTIVES OF CURRICULUM CHANGES AT THE UNIVERSITY OF EL SALVADOR, EASTERN CAMPUS.

PARA OPTAR AL GRADO DE:

LICENCIADAS EN LENGUAS MODERNAS: ESPECIALIDAD EN FRANCÉS E

INGLÉS

PRESENTADO POR:

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Resumen

Para realizar este trabajo, se llevó a cabo una investigación cualitativa en la que se utilizaron tres instrumentos diferentes para obtener los resultados de esta misma, un análisis de contenido para evaluar el diseño del plan curricular, un cuestionario de preguntas semi abiertas para indagar lo que los profesores piensan, cambian y sugieren basado en lo que conocen sobre el diseño del plan curricular, y un cuestionario para saber lo que los estudiantes consideran pueda cambiarse desde su punto de vista y experiencia en la licenciatura. Además de eso, se requería investigar sobre los diferentes tipos de planes de estudio para aprender un idioma extranjero con el propósito de analizar los diferentes programas en el diseño curricular tomando en cuenta 7 criterios: descripción general, objetivos, descripción del curso, metodología, contenidos, evaluación y bibliografía. Luego, basado en la información obtenida en el análisis de contenido, los otros instrumentos se llevaron a cabo con la población. Éstos se analizaron individualmente, y luego la información proporcionada por los estudiantes y maestros se comparó con los datos en el análisis de contenido, dando como resultado que tanto los profesores como los estudiantes concuerdan hacer algunos cambios en el diseño del plan curricular. Tomando estos resultados como base, basado en las opiniones de los estudiantes y profesores, se podría hacer otra investigación con el propósito de proporcionar un plan de acción para implementar los posibles cambios que ayuden a mejorar el desarrollo de los estudiantes de lenguas modernas.

Palabras clave: programa de estudio, parámetros analisis de contenido, modificaciones

Abstract

This research is made with the purpose of finding out the different syllabi present in the curriculum design, and the most suitable changes that could be done to this. In order to improve students' background after finishing their studies in the Bachelor's Degree. To achieve that, qualitative research was carried out where two different instruments were used to obtain the research results.   A content analysis to evaluate the curriculum design, and questionnaires to inquire what teachers suggest based on what they know about the curriculum design, and also to know what the students consider to be changed from their point of view and experience in the Bachelor's Degree. Besides that, it was required to inquire about the different kinds of syllabi for learning a foreign language with the purpose of analyzing the different programs in the curriculum design considering 7 criteria: overview, objectives, course description, methodology, contents, assessment, and bibliography. Then, based on the information obtained in the content analysis, the other instruments were conducted with the population. These were analyzed individually, and then the information provided by students and teachers was compared with the data in the content analysis, giving as a result that both teachers and students agree to make some changes to the curriculum design. Taking these results as a basis, based on students and teachers' opinions, another research could be made in order to provide a plan of action to implement the possible changes that help to improve the development of modern   languages students.

Key words: syllabi, criteria, curriculum design, content analysis, and changes

Introduction

Curriculum design is a term used to describe the purposeful, deliberate, and systematic organization of curriculum within a class or course as well as it is a way for teachers to plan the classes. Having this in mind, it was necessary to evaluate it, so in that way, it could be discovered the aspects such as: the strengths, and weaknesses that have to be taken in mind, in a Bachelor's Degree as Modern Languages. In the following project, the statement that was developed was "The evaluation of the curriculum design of Bachelor's Degree in Modern Languages, specialization in French and English: the perspectives of curriculum changes." Foremost, it was important to take into account the creation of the Bachelor's Degree in the Central Campus in 2002, and the adoption of it in the Eastern Campus in 2013. Starting from that, an overview of the Modern Languages Major is presented where it includes the problem registered that guides the investigation, and the objectives for carrying out this research. It also includes the rationale that explains the reasons why it is essential to board this work, and the questions that arise from it. It was also necessary to review the pertinent documents to the creation of the university career, and to the study plan of this to be analyzed and evaluated.

Moreover, in the theoretical framework has been studied the different types of syllabi like the content-based syllabus, the task-based, the notional-functional, the skill-based, the structural, the situational, the CLIL (Content and Language Integrated Learning), the CBL (Case-Based Learning), and PBL (Problem-Based Learning) to know which syllabus was present in each subject established in the current curriculum. Following, the methodology design explains step by step the process in which the research was developed to collect the desired data and analyze it afterwards. Along with a qualitative method, the population and sampling strategies, the design, techniques, scenario, instruments, and the limitations are presented as well.

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Chapter 1: Statement of The Problem

Research Profile

Research Proposal

The evaluation of the curriculum design of Bachelor's Degree in Modern Languages, specialization in French and English: the perspectives of curriculum changes at the University of El Salvador, Eastern Campus.

Description of the problem

The Bachelor's Degree in Modern Languages has been created, having as purpose the formation of students to be professionals in the fields of teaching and public affairs. This major has been designed to be accomplished in five years attending thirty-seven subjects divided into English, French, and Spanish language classes depending on which area of study chosen by the students. Nevertheless, it may be considered that this Curriculum Design does not fulfill the future professionals' needs, considering it as an obsolete one. Following, to be capable of analyzing whether it is obsolete or not, it is important to examine the different syllabi developed in foreign language learning. Moreover, another significant detail is how teachers perform the different subjects. Taking into account the syllabus design and the current curriculum of the degree as well as the performance of the teachers, it is possible to find out the deficiencies in the Curriculum Design, and the possible arrangements that could be done to improve the students' aptitudes. At the University of El Salvador in the Central Campus, it was in 2002 when the Bachelor's Degree of Modern Languages, specialization in French and English was added to the curricula of the School of Arts and Sciences in the Foreign Language Department. However, it is not certain if the goals toward the students were accomplished or not since it has not had a complete and thorough evaluation. Moreover, it is uncertain if the former graduated students of the two fields really fit into the market having essential knowledge in their chosen field to

develop themselves as professionals properly. Taking into account these details, it is known that in 2013, the Eastern Campus adopted the Bachelor's Degree as a way of fostering the students in the Eastern area of the country in the same areas as in the Central Campus. Furthermore, the first-class promotion that entered in 2015 with a total of 87 students, finally arrived to the last year, and the same aspects that were mentioned could be asked.

Could it be related to the design that does not properly show the goals in the students? Could it be that the curriculum should be restructured to accomplish the students' goals, independently of which area they choose? Or is it necessary to divide the Bachelor's Degree in two or more areas in order to foster a better formation in each one? Many studies could be carried out to know if former students fulfilled their goals according to their chosen field, or if they were really prepared for the real world with an appropriate formation to achieve their own goals, and expectations. Subsequently, this research has as purpose to deepen the current curriculum design so that the community could have an idea if the Bachelor's Degree is really achieving its goals. Or if it is necessary to make some changes not only with the subjects, or arrangement of these, but also to the areas that students need to attain.

Historical Background

      The Bachelor's Degree in Modern Languages, specialization in English and French was born in 2002 due to the importance of managing another language for both socio-economic and educational development. English being the world language that maximizes communication between people. And French which is a language that due to scientific and cultural contributions has taken boom to a lesser extent than the English language. Therefore, on February 26th, 2002 the University Superior Council dictates the setting up of the Bachelor's Degree requested by the faculty of Sciences and Humanities. In 2008, the same council ratified the flowchart so that graduates could begin the graduation process. The length of the Bachelor's Degree is five years in which 42 subjects are raised, 37 are taught in a particular area that students choose at the beginning of their studies. These are divided into three area: subjects of the specialty in English, subjects of the specialty in French, and matters of minor or elective specialties like Didactic I, Psychopedagogy I in the Teaching area and Communication Theory I and II, Public Opinion in the case of Public Relations area.

      The Bachelor's Degree becomes very important within the Central Campus of the University of El Salvador. With the purpose of allowing the student population not only of the Central Campus but also of the Eastern Campus to provide academic formation in the study of foreign languages. The adoption of this Bachelor's Degree for the Eastern Multidisciplinary Faculty was proposed. Considering the student's demand in the area of the English language, a feasibility analysis for the creation of the Bachelor's Degree in the Eastern Campus was performed. This study took as a sample 419 high school students, especially from the department of San Miguel, which resulted in a 48% acceptance rate. Then, a proposal was raised that on May16th, 2013 resulted in the approval of the project to adopt the Bachelor's Degree in Modern Language, specialization in English and French in the faculty.

To carry out this research, several situations were analyzed that do not show consistency or correlation for the assignment of subjects in the curriculum design. First, it is known that in the teaching of the Bachelor's Degree in Modern Languages there are many subjects designates as the first of two subjects, for example: Psychopedagogy I, General Didactics I, English Composition I, English Literature I, which do not have followed-up subject. On the contrary, they could be established as the only subject as is the case of: English pronunciation, French Phonetics, French and Translation, etc. When considering these elements, it could be perceived that a change is necessary, and that it opens up to different possibilities of where the Bachelor's Degree is directed, and its purposes in the formation of future professionals in the area of languages and of one of two elective areas. That is why it is necessary to carry out an investigation of this nature to know what changes the population would pose for the Bachelor's Degree.

Besides, many students, and some teachers have shown disagreement with the curriculum design because, in practice, students do not meet their expectations regarding their development as professionals. Furthermore, many others are gradually noticing that a Bachelor's Degree is not just going to fill a space and get a college degree, but a process to develop as professionals. This process must have a basis that really helps to acquire that knowledge to perform in the labor sphere.   In addition to that, the structure that is intended to promote the student is not clear since it is not established in which the career focuses. But in generating professionals to perform their skills in one of the two elective areas which do not have a strong base. Or simply, forming students to handle foreign languages and its branches associated with languages.

Nevertheless, the most important aspect is that since its setting up at the Central Campus in 2002 until its adoption on the Eastern Campus in 2013 until now, the curriculum design has only had some modifications, which means it is not certain if this fulfills the necessities of

students since many years have passed, and it has never raised how effective it has been in the formation of professionals. In addition to that, there is no way to prove the educational quality of students who have majored in the Bachelor's Degree regarding the subjects in the curriculum.

Without a study that focuses on curriculum design, it has not been possible to establish whether it is up-to-date or needs improvement, both in its structure, and in the purpose that are planned to be achieved in students. So that they have a solid base as a true professional in the area of foreign languages.

Rationale

With globalization and technological advances, the learning of a second language has become a great advantage that allows many job opportunities. And the Bachelor's Degree in Modern Languages, Specialization in French and English, provides the chance to learn two languages simultaneously. Actually, both languages are in the top list of the ten most spoken languages in the world. In the case of English language, García-Sanchez (2012) states that it is the *lingua franca* used in business. As for the French language, Wolf and Aithnard (2014) stablished it in the 5th position of the most spoken languages in the world and the second foreign language most studied after English. As it can be seen, the learning of these two languages that this Bachelor's Degree offers, opens many doors for future professionals who have chosen it. However, foreign language teaching is not as simple as it seems. Specially in higher education, since this process requires a set of programs and study plans that allow students to fulfill the professional profile demanded by the current job market in our society. Because of this, the aim of this project was to evaluate the curriculum design of the Bachelor's Degree of Modern Languages, specialization in French and English. From that, it was necessary to use an instrument in which the different parts of the curriculum design had to be evaluated, taking into account the different syllabi that exist. Besides that, daily there is progress in the scientific and the educational areas, and that was the reason the curriculum needed to be evaluated in order to know which syllabus or syllabi are present in the current curriculum. In that way, it was possible to know if it is outdated to get a better understanding if this fulfills the needs that generate sociocultural changes.

It was also analyzed if this Bachelor's Degree, which has two minor fields of specialization which are Teaching and Public Relations, prepares students with a base that allows

them to be immersed in a world that is constantly changing. And if the preparation fulfills the students' expectations to perform in the field of work corresponding to their area of specialization. This analysis allowed discovering and proposing the changes that the favored society requires. Therefore, the curriculum has to be adequate for the purposes established, and it must correspond to social and individual needs. The importance of this research lies in exposing the types of syllabi used in setting up the Bachelor's Degree and the organization of these. Besides that, it is important the people involved in the process think about their experience; in that way, a proposal has been requested in which future research can relocate, eliminate, and exchange some subjects for another to form professionals who achieve the desired professional profile. It was for those reasons that it was decided to evaluate the curriculum design of the students of the Bachelor's Degree in Modern Languages. So, in that way, it was discovered what aspects need to be updated, what changes need to be done in the curriculum, and especially if it is suitable to the needs of the students.

Questions

- What type of curriculum approach does the Bachelor's Degree in Modern Languages, specialization in French and English possess?

- What are the most suitable curricular changes that could be realized for the Bachelor's Degree in Modern Languages, specialization in French and English?

- What are the limitations that the curriculum design of the Bachelor's Degree in Modern Languages, specialization in French and English possess?

Objectives

General Objective

- To evaluate the curriculum design of the Bachelor's Degree in Modern Languages, specialization in French and English.

Specific Objectives

- To carry out a content analysis in each syllabus of the curriculum design of the Bachelor's Degree in Modern Languages, specialization in French and English.

- To determine the kind of curriculum approach used in the Bachelor's Degree in Modern Languages, specialization in French and English.

- To inquire about the most relevant changes that could be done in the curriculum design of the Bachelor's Degree in Modern Languages, specialization in French and English.

Chapter 2: Theoretical Framework

Throughout history, language teaching has been an important topic of concern, as well as how to teach those languages. The importance of learning more than one language has increased through the years since, according to Richards & Rodgers (2014) being bilingual and multilingual became a norm rather than the exception (pp 4). According to them, for example, around 500 years ago, Latin was the dominant language of education, commerce, religion, and government in the Western world. Although, since the sixteenth century French, Italian, and English took that place and Latin gradually became displaced. So, learning languages has always been a significant practice. Therefore, over the years, many syllabi have been developed as proposals for teaching languages, these will be considered in this project to analyze the current curriculum design of Modern Languages degree. For that reason, here are presented the main ideas of those syllabi and their characteristics so that a relationship among them and the subjects could be deeply studied.

Types of syllabi

The structural syllabus

The structural syllabus or grammatical syllabus is probably the most used syllabus throughout history since today. Ellis (1993, p.91), an important linguist and research professor, states that "structural syllabus consists of a list of grammatical items, usually arranged in the order in which they are to be taught" (p.91). Moreover, it uses certain aspects of the different branches of linguistics that are related to grammar. Such as the use of sentences either according to their structure or according to their function, as well as the use of morphemes, especially inflectional and derivational morphemes. The use of this type of syllabus may have three different goals, being the first one, the ability of learners to describe if an utterance is used appropriately or not. That means, an explicit structural knowledge. The second one, it is related to the native speakers who are capable of judging when a structure is right or not. Carroll (1961)

mentions that the last one is related to the kind of learners that use what has been taught without a necessary ability to describe it.

Cognitive methods, which mean the traditional methods in language teaching such as the grammar-translation method and the audio-lingual method, are associated with this syllabus. Mainly, because their focus is on conscious knowledge as the fundamental tool for learning language. Besides that, it is also related to the Silent Way, which is not as old-fashioned as the others. Moreover, in this method, selecting a topic is not a big issue since there are many of them that can be taught; however, the sequencing of the context is. At this time, some authors have defined the different criteria to set these sequences.

Nevertheless, it has been observed that simplicity, frequency, and need are used at the moment of sequencing topics. Taking as an example the English language where topics such as the simple present, the present continuous, the past simple, and the past perfect vary their order when being taught depending on the different books' established order. Having this in mind, books are not syllabi, but they provide different orders that help at the moment of considering where the topics are located. And analyzing that in some cases the topics are given according to the needs that Carroll (1961) considers important, or the frequent use.

Despite the criticism, the structural syllabus remains the most common in language teaching, either by itself or in a combination with other syllabi. Here, some positive characteristics are identified. Firstly, although structural knowledge has been criticized, it is not deniable that structure plays an important role in language not only in the written form but also while speaking; the patterns of the utterance are of great importance when is analyzed the appropriate use of language. Secondly, the familiarity, that means that if a course or a class has one specific issue, grammar will be associated easily even if the grammar topic is complex. Thirdly, Dulay, Burt and Krashen (1982) mention that topics in the structural syllabus are not

complex to describe, people can be familiarized with them and in that way, they will not carry any confusion with topics related to function as example. However, there are some negative characteristics related to the syllabus. It is stated that structural knowledge is teachable and learnable, but the use of this is open to doubt since students do not show the same performance when they are not under supervision. In addition, ability and instruction seem not to have a direct connection. Other drawbacks are related to what has been mentioned before. Harthwell (1985) states:

> That the sequencing problems, and also the fact that students think that they are learning a language when they are only learning information about the language, but explicit teaching is apparently not related to the ability of using the language. (p. 126)

It is considered as a narrowed use because, as it is stated, structural knowledge does not correspond in an equal level with regard to the actual language behavior. Having this in mind, if the purpose is to implement a passive structural knowledge, then, instruction in language structure could be appropriate. Furthermore, if the goal is to teach grammar, this would be fostered in the students' accuracy. Nonetheless, it seems that there is no clear evidence about this, adding the fact that many problems that students face are not really related to grammar. In some cases, setting involves that structural teaching is the only way to teach languages, being there sources and the goals so limited that learners can only expect that. In summary, it looks like those aspects mentioned here are those that proponents of structural instruction argue as the basis of teaching. That means, to teach students so that they can cognitively learn the language taking into account the purpose, or the situation for which the students are learning a second language.

The notional/functional syllabus

The notional or functional syllabus has been described in two ways: as an approach in which the content is taught through different techniques, and as a method belonging to the

communicative language teaching. In this syllabus, Brumfit and Johnson (1979) mention that the form is related to the different functions because it lacks a definition and has been misunderstood with the instructional teaching which paradoxically has more in common than the expected. If language is given as the relationship between the function and the use, the notional would take function as the most important and form as an underlying element. In other words, while the structural syllabus focuses on teaching one specific grammar topic, the functional syllabus focuses on the use of this to achieve something else. That means, taking as example the future tense, it is used for promising, talking about the future etc. For Richards and Rodgers (1986), those would be the notions that are accomplished by the form of future tense. Having this in mind, it has been given two major categories of language. Firstly, the notions of grouping categories with a tied relationship between the meaning and the grammatical forms. Second, functions which are called communicative purposes, so they are related to the pragmatic area of language.

In order to have a clear idea of how structural and functional are different, it can be exemplified like this: in the structural syllabus, the form would be ''will'' and the function would be all the notions that mean that the notions are underlying to the form. On the other hand, in the functional syllabus, the function would be 'the future' and to accomplish that, the forms such as the simple future, future continuous etc. Some reasons why this syllabus is called communicative is that associating the meaning to the form, learners' communicative abilities would be improved. In addition, Richards and Rodgers (1986), mention that it takes into account that not only the procedures but also the content has to be coordinated to develop the abilities of the students. One of the major issues in the structural one was the sequencing, but in this, one creates sequence specific functions. Widdowson (1978) notes that the notional syllabus develops learners' abilities

to become communicatively competent, considering the communicative competence within the design of the syllabus.

One main reason for what the syllabus is called notional/functional is because any text that uses it has as content the notions and functions previously mentioned. Subsequently, there are some positive aspects to highlight when talking about this syllabus; for instance, according to Finocchiaro & Brumfit, (1983), the most remarkable strength is that it includes information about language use, that means that learners could be capable to learn the use of forms communicatively, and therefore, their performance will be better (p. 33). Moreover, students will be capable of seeing language not as an abstract explicit thing, but as a tool used for communication. Besides that, students receive explicit instructions that allow them to differentiate the different types of discourse and to undertake it so that they could develop an effective use of language. Remembering that form is subordinated to structure, many examples of curricula are given based on every aspect that enhances the communicative skills of learners.

This syllabus also has some disadvantages when using it, these are: the use of cognitive learning theory, which makes this syllabus, a remarkably similar one with respect to the structural syllabus, taking into account that both use the relationship between form and structure. And it works with the mere distinction of giving greater emphasis to one than the other. Following, another problem may be that due to the delimitation in use, the ways to represent different functions are limited; moreover, these limitations also expressed when producing utterances; for instance, both structural and notional syllabi use short structures in contents that would lead students to not be able to connect the new language through longer discourses. One last concern mentioned by Snow and Brinton (2017) is that this syllabus is related to the teaching of patterns and routines, but it is uncertain if those elements actually improve learners' understanding and performance in the foreign language.

Some proponents of this syllabus argue that it is superior to structural and situational because it has a wide range of applications and can be used in many situations related to learning a foreign language. Besides that, the notional syllabus could be easily applied to define the content of courses. Although, for Wilkins (1976), the main point is to see it as a communicative system rather than a grammatical one. It is argued by Widdowson (1978) that notional/functional provides limited communication since these functions are only useful in specific situations such as "asking for information". Students learn some expressions which are unuseful in longer discourses. Another important point is that language is taught by applying specific contents according to the student's needs (Richard & Rodgers,1986). A few years later, Richards, J. C., & Rodgers (2001) declared the term 'needs' is not as straightforward as it might appear. And suggests that "what is identified as a need is dependent on judgment, and reflects the interests and values of those making such a judgment". Moreover, Wilkins (1976) claims that it is difficult to predict the learner's necessities. In addition to this, Stratton (1977) illustrates that notional/functional can be helpful to learners that have an intermediate or advanced level of the target language. Therefore, this syllabus should be combined with another one, so it could increase the efficiency of it. For instance, the combination of a structural syllabus at the beginning of the learning process following with the notional/functional in the next stages allow students to develop a better understanding of the language. Dubin & Olshtain (1986) state students will gain the ability to communicate in different situations due to the knowledge of the grammar that they obtained in the first stages of the learning process.

The situational syllabus

The methodology applied in this syllabus focuses on the forms and structure; in addition to that, many methods from the grammar-translation method to other more integrated methods

that use the setting as a tool to foster learning. From that, this syllabus has not a determined set of steps to follow because it can be divided into different situational syllabi depending on what teachers foster either linguistic or informational content. Therefore, according to Alexander (1976), it has been divided into three situations:

Firstly, it is the limbo situation in which the language is the focus and the most important element while the setting is just a secondary element that helps to develop the focus. Secondly, the concrete situation which is totally different from the first situation since this gives emphasis to the setting and the language is associated with that, so that means that the setting will create the different language uses. Third, the mythical situation in which the situation is not a real one, characters, and places are used fictionally to foster language. (p.98)

There exists also a classification of focus in this syllabus, and those are related to one specific area of learning; for instance, one specific problem associated with pronunciation needs a pronunciation focus etc. Next, to distinguish the situational syllabus among the others, it is important to consider if that situations can be introduced to the students so that they can use it in their environment; even, it is possible to have a role-play when the situation is just a basis for their own development since dialogues are the most common way to start lessons with this syllabus. For Di Pietro (1987):

Another way to use this syllabus is the scenario in which students are not given a specific situation. Instead of that, they develop and perform their own scenario putting what they know into practice; therefore, it is more complex than role-plays. (pp.48-58)

For Taylor (1982, cited by Krahnke,1987):

One significant aspect is to know the difference between "realistic'' and "real'' in which the first one is the employment of situations conditioned by the classroom, but that may

not represent real situations; the second one, it is when the situation used in the classroom can be used outside this. (p.47)

This syllabus fosters learners to perform in communicative settings. However, this could be counterproductive since environments are unpredictable and learners may find difficulties in arguing from what they have learned. Nonetheless, if the setting is predictable, this could help the students' performance since the basis of the syllabus is communicative. Moreover, this syllabus brings a relationship between form and meanings. And taking into account that learners are not forced to learn many possible outcomes of one form, they can use the language in wider units of discourse, reinforcing the form-meaning correlation. Besides that, this reinforces the knowledge about native speakers' actions in real life as well as the provision of social and cultural context to the learners. Nevertheless, there are weak points to consider. For Dulay, Burt, & Krashen (1982, cited by Krahnke,1987) the use of settings could lead to negative development such as the lack of creativity and use of the language because of the predetermined routines and patterns that are over-reliant (p.46). In addition, this can lead to problems of authenticity considering the reliability of the situations expressed on the syllabus which can be old-fashioned easily. Besides that, students may not have interest in a specific situation taught since this is not familiar for them. Last but not least, situational syllabus can be compared with others. Taking into account that they share one specific issue which is the sequencing, and the lack of this can guide learners to be immersed in an artificial environment which is not what the syllabus fosters.

Situational syllabus is not associated with any theory of language, since this possesses a wide range of situations. Despite the fact that these situations limit the content of the instructional program, there are some environments where it can be applied. Such as in a conversational course where the clear objective is to focus on one specific topic as well as those limited situations used in a predictable environment. Moreover, it is suitable for students that already have a base on

forms, but they are not capable of developing in a communicative environment. To sum up, the situational syllabus is best applied in a combination with others.

For some specific reasons that are suitable for all ages, although it is the best suitable for children that are not necessarily willing a formal instruction and want to develop communicative skills.

The skill-based syllabus

The skill-based syllabus has not been recognized as a different or separate type of instructional content in the literature on language teaching. Generally, skill is an ability to do a job or an activity well. It involves someone who has had special training to do it. But talking about language teaching, the term skill is used to designate a specific way of using language that combines structural and functional ability that exists independently of specific settings or situations. For Krahnke (1987):

> Some examples of this are in reading skills, skimming and scanning, in writing skills writing specific topic sentences and writing memos or reports. In speaking skills such as giving instruction, personal information, or asking for emergency help over the telephone, and listening skills getting specific information, listening to foreign radio for news, or taking orders in a restaurant. (p. 52)

Before that, in the skill-based syllabus, the content of the language teaching involves a collection of particular skills that may play a role in using language. Moreover, the ability to use a language in a specific way partially depends on general language ability, but partly it is based on experience and also the needs that people have for specific skills. As it is known, not all speakers of a particular language have the same level in that language, they have different competences in the different skill areas. For example, someone reading a book can be considered a speaker of English. But that does not mean that all will have the same degree of efficiency at

reading; or it can happen that a person may be good at reading but perform extremely poorly in a different area. For example, when it is required to give an instruction or talk in front of others, and it is for that reason that language skills may be limited to specific settings and situations. To some degree, the skill-based syllabus has been used in language for specific purposes (LSP) programs, for learners who have some more or less well-defined activity they need to manage in the second language. Actually, such programs have used a combination of structural, functional, situational, and skill-based content. According to Carolina Herrera, (2012) the primary purpose of skill-based instruction is to teach the specific language skill that may be useful in using language. Such as listening, intonation, reading. These specific skills are related with specific linguistic competencies. Furthermore, for her, the skill-based approach drew its theoretical roots from behavioral psychology and structural linguistics. Other important thing that is necessary to know is that the skill-based instruction is not associated with any specific theory of learning; the general rule said that the learning of a language is more facilitated by teaching people to manage specific skills, hoping that the learner will be able to put them together when he or she has to use them.

There are some positives characteristics that the skill-based syllabus has, one of them is that this type of syllabus is most useful when learners need to master specific type of language uses; other is that it is possible to predict at least what materials the students really need; and the last one relevance to student-felt needs or wants is an advantage because learners who know what they really need to do with the language demonstrate acceptance of instruction that is clearly direct   toward their goals. On the other hand, there are also a few drawbacks that this type of syllabus has. Until now, there has been a theoretical question about the skill-based syllabus. That is about whether the degree to which ability to perform specific in language is dependent on overall language proficiency or not. Besides that, different opinions about this syllabus are related

to the relationship between skill instruction and general language proficiency. There is one side

that believes this type of syllabus will be useful because someone learns language specifically.

But the other side said that this will restrict someone's general language proficiency.

The task-based syllabus

In the last twenty years or so, a large variety of alternative syllabus models have been put

forward, including a task-based approach. This syllabus is relatively little known, and it is largely

based on works by Candlin & Murphy (1987) and Johnson (1982). First, it is necessary to know

what a task is. For Nunan (1991, cited by Nunan, 1989), "a task is a piece of classroom work

which involves learners in comprehending, manipulating, producing, or interacting in the target

language in which their attention is particularly focused on meaning rather than form" (p. 8).

Besides that, the task-based syllabus uses activities that the learner has to carry out for non-

instructional purposes outside the classroom as opportunities for language learning. And these

activities are a way of bringing the real world into the classroom.

Sometimes task-based learning is similar to situational learning, but in this case the

content of the situation is given by the students themselves. Moreover, tasks are not static, that

means that they should involve a process of informational manipulation and development. They

also should involve informational content that the language learners do not have at the beginning

of the task. Another important characteristic of tasks is that it is required for the students to apply

cognitive processes to a combination of new and old information. It also supplied the need for the

completion of the task, instead of teaching the language per se, that means by itself.

Furthermore, the intent of the task-based syllabus is to use learners' real-life needs and

activities as learning experiences, language form is learned through the use of language. It also

fosters language acquisition in the broadest sense by providing a great percentage of

comprehensible input. In addition, it does not provide metalinguistic knowledge, but if such

knowledge is desired, units or activities focusing on structural content can easily be incorporated into the syllabus.

The primary theory of learning that underlines task-based instruction is Krashen's acquisition theory. There is a theory of language that is more associated with task-based and is the communicative theory. And that is why it is important to select the tasks according to the students' cognitive and linguistic readiness for particular tasks, their needs for the particular discourse or interactional type, and availability of resources for carrying out the tasks. After that, shorter and simple tasks should be undertaken before longer and more complex ones, and they require that known information should come before tasks calling for new information.

The content-based instructions syllabus

In 2003, Brinton stated that Content-Based Instruction is the teaching of language through exposure to content that is interesting and relevant to learners. Some years before that, another author had stated that:

Content-Based Instruction refers to an approach to second language teaching; in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus. (Richards and Rodgers ,2001, p. 204)

Moreover, in their work, CBI (Content-Based Instruction) presents an approach in which students acquire the target language through content. Besides, Content-Based Instruction is currently one of the most popular syllabi, but its beginnings date to the 1960s with the imposition of French language in Canada. That is why it became the pioneer of CBI. Then in the following years, it appeared in Bernard Mohan's work named Content and Language. Mohan said that in subject learning we overlook the role of language as a medium of instruction, also cited in Brinton & Snow (2017). Thus, he attempts to emphasize the importance of integrating the teaching language and content. Moreover, it is important to

mention that Genesee and Lindholm- Leary (2013, cited by Snow & Brinton, 2017) provide the following 5 rationales for CBI:

1. It allows second language learners to grow their language skills along with social and cognitive skills.

2. Its focal point is based on providing meaningful and relevant academic content and building opportunities for purposeful communication, stimulating second language learning.

3. Exposure to content helps learners to draw new language onto meaning and thought.

4. It gives exposure to structural and functional variation in different contents of application, thereby allowing L2 learners to acquire forms that are original and helpful.

5. It makes it easy for learners to relate what is new to ideas that are already known and skills, hence providing opportunities for deeper learning. (p.4)

According to Richards and Rodgers (2001, cited by Bula Villalobos, 2014) content-based instruction is built upon two principles:

These emerged from the principles of communication language learning because the learner has the responsibility to participate actively in the exchange of content. The first principle states that people learn a second language in a more effective way when they implement the language as a means of acquiring information, rather than an end in itself. The second one provides a broad vision of the learners' necessities since it exposes them to real situations of daily life such as getting food, studying, getting a job, etc. (p. 73)

There are also some advantages of using this kind of syllabus. First, it allows the integration of the four skills and the use of authentic material, it motivates the students since they are exposed to different and interesting topics. And also facilitates the comprehension of the language by studying different content, which serves as the basis for teaching the

language skill. As it is known, it also has some disadvantages and one of them is the teacher's lack of knowledge about the topic, other is that students have limited time to achieve an adequate academic level. And also, little material is available in the market to teach the different topics in the specific language, and finally teachers need to learn how to integrate academic language and content better in their classrooms. It is a reality that CBI represents one of the most relevant and significant approaches of language teaching, essentially because it provides important opportunities to match the learners' needs with meaningful content with the purpose of promoting language acquisition.

Content and Language Integrated Learning (CLIL)

Learning a foreign language could be a colossal waste of time if you cannot use it to communicate with others since the aim of learning a second language is that; speak with others, but it could be possible by using CLIL. This term was first coined in 1994 in Europe, and according to Marsh et al. (2008) CLIL , "is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language"(p. 9). In the same way he states that:

> CLIL has its origins from the age of the Akkadians who conquered the Sumerians. In fact, the Sumerian language was used as a vehicle to teach the Akkadians many subjects such as theology, botany, and zoology. Similarly, many historians claim that Latin was taught in the same way when European universities became its primary language to teach law, medicine, science, and philosophy. In the 1900s, this term emerged as a general term that provides many forms of learning for different areas. For this reason, it is currently one of the most studied and applied methods in the world. (p. 9)

The purpose of this approach is to teach a foreign language by using a subject like history or physics. As Brinton et al (1989) said, "we have to view the target language as the vehicle through which subject matter content is learned rather than as the immediate object of study." (p. 5). According to Genesee, F. Polkh, E., & Stanley (1977), the content does not need to be an academic subject; it can include a theme, topic or any article that is interesting to the student. The aim of this is to use a vehicle in which the language can be acquired naturally, and this never occurs when the meaning is divided from the learning. Fortunately, Curtain and Hass (1995) stated that CLIL provides a context for meaningful communication to occur. Likewise, learning is improved through increased motivation and the study of natural language seen in context. Since learners are interested in a specific topic, they are motivated to acquire language.

Features and Modalities.

Johnson and Swain (1997) identified key features that define a prototypical immersion program. Some of those features describe the main characteristics of CLIL programs:

(i)   The L2 is the medium of instruction

(ii)   Overt support exists for the L1

(iii)   Learners have limited knowledge of the L2

(iv)   Teachers are sufficiently competent

(v)   The L2 curriculum parallels the L1 curriculum. (pp. 6-8)

Besides, there are 4 principles that are called 4Cs in which CLIL is built according to Do Coyle (2008) These are:

1. Content – It is related with a subject or a theme of a course. The planning should be aimed not only toward the learning of the skills and knowledge of the content, but also into understanding of it.

2. Communication – the learner should put in practice the target language.

3. Cognition – fostering critical thinking skills that relate concept formation (abstract and concrete), understanding and language.

4. Culture –It provides to the learner a deeper vision of the other's culture. (pp. 97-111)

Case-Based Learning (CBL)

Case-based learning is a constructivist approach which is related with the learning through real-world scenarios in which the student applies his previous knowledge with the purpose of presenting a solution. The use of this method encourages the students to work in groups in case studies, situations, stories including several characters or scenarios Furthermore, the case-based learning provides an extraordinary interaction among the persons who form the group. The role of the teacher is that of an active facilitator because it is used to guide questions, maintain class order, and provide feedback while the students analyze, discuss and resolve the problem presented.

Benefits of using the CBL

According to William (2005) case-based learning provides the integration of learning, critical reflection, and develops students' intrinsic and extrinsic motivation to learn. Besides that, it allows students to put theory into practice since they are exposed to real-life problems. While in the process of solving the problem, they sort out factual information and analytic tools about the case. CBL also provides an opportunity to enhance their communicative skill, since each participant of the group is obligated to contribute with their ideas or possible solutions.

Eventually, the motivation of the students is improved as their interest grows as they get more involved in the case.

Types of Cases.

According to Waterman and Stanley (s.f.) in their work Investigative Case-Based Learning, there are many types of cases. Therefore, the format of the case can affect how to apply it with the students, so here it is presented with a list of some types and their descriptions. Extensive, detailed case study, this is commonly used in business courses and the process is different from the others because the participants read the whole case individually. Then they analyze the information obtained to prepare some ideas for solving the case, and at the end they discuss the case together.

1. Descriptive narrative cases. It has about 5 pages with 1-2 paragraphs per page due to it being designed to work in three or more class meetings. Solving the case, the participants work page by page to make a more detailed analysis, the hypotheses are proposed and at the end they receive the objectives of the case. Generally, these types of cases are seen in the medical area.

2. Mini cases. This style of cases is designed to be used in one class meeting. Since, they are a useful tool that allows the students to apply their theoretical concepts in an attempt to prepare them for a real-world scenario where they have to put theory into practice.

3. Bullet cases. They are like the problems usually used on tests because there are two or more sentences with a single teaching point, but the participants discuss them in small groups.

4. Fixed choice options also known as multiple choice cases. It can be said that they are a variation of the bullet cases because they are mini cases with four or more credible solutions. The participants formed different groups and chose one solution with the purpose of defending it.

To summarize, it can be said this approach provides students the opportunity to put the theory knowledge into practice to expose them to real-world situations which will allow them to develop critical thinking, and communication skills. That is important for learning, and they also can see how the other participants are affected when they are given their opinions, so that is why it is very useful for the students.

Problem based learning (PBL)

Problem-based learning (PBL) is an instructional approach which is based on the use of problem-solving to prepare the students for an authentic real-life situation. It has its origins from medical schools, especially in the Case Western Reserve University in the United States of America in the 1950s and McMaster University Faculty of Health Sciences in Canada in the late 1960s in the works of Barrows and Tamblyn (1980) and Boud and Feletti (1997). The purpose of that time was in the effectiveness of the traditional learning since the students were prepared for theoretical situations, so this allowed students for the real-world situation and problems they would have to solve as physicians. The teacher in the PBL plays many roles; the main one is of a guide who facilitates and fosters student reflection activities to identify their own learning needs. The role of the guide is not that of an expert teacher in the subject of the problem, but its main function is to develop critical thinking about the issues being discussed and be, at the same time, an intermediary for research and the discovery. Another role of the teacher is of a passive facilitator who does not intervene absolutely anything even if the students have lost the main objective of the problem, the facilitator is rather like an observer who allows the students to make discovery by themselves.

The learning of a new language is not as simple as it seems, since over the years different syllabi have been developed. At the beginning of history, syllabi are found as the structural and

the functional syllabus, which are completely different. Because in the first one, the most important is to learn a specific language through grammar, whereas the second one is based on the function of grammar to communicate. Years later, the situational syllabus appeared, in this case the language is taught through real or imaginary situations. Other syllabi are the skill-base, the task-base, the content-base in which the content plays a significant role. Since it is used to learn specific language skills, it is developed to foster communicative and cognitive processes, or simply the language is used to teach a specific content like a science class. At the end, there are those who were born in the last few years which are The Content and Language Integrated Learning that can be said it is similar with content-based syllabus. But the purpose of CLIL is to use the content as a vehicle for learning a language, while the content-based is centered in the content, not in the language. The following is Case-Based Learning in which the purpose is to give a solution for one specific case. The last one is Problem-Based Learning, in which the second language is the way for solving a problem that fosters students to put the theory into practice. All these syllabi described above are approaches that serve as bases in a curriculum design. They have been explained individually to better understand each one of their proposals. It can be said that each one of them has its own advantages and disadvantages. They can be focused according to the goals and objectives of the curriculum, not only one syllabus can be applied but also a combination of them in the curriculum design.

Chapter 3: Methodology Design

Type of research study

The evaluation of the curriculum design of Modern Languages was made by using qualitative research with a Content Analysis, since this method allowed us to know the types of syllabi used on it. Of course, this was possible through a set of interpretative procedures in which it was analyzed the entire content of the curriculum, which contains 42 subjects. Taking into account that the curriculum has not had a deeper evaluation, it was necessary to analyze each one of the syllabi of 42 subjects. And to know if they matched with its aims and outcomes, since the degree is divided in two areas: Teaching area and Public Relations area. Likewise, Content Analysis led to the knowledge of the weaknesses and the strengths of it, for the purpose of establishing improvements which enable skilled professionals with features that the degree requires.

Population and sampling

For the present research, the chosen population must be involved in the process of teaching-learning in the Bachelor's Degree. Therefore, the participants of the present research were 32 people distributed between 24 students and 8 professors of the Bachelor´s Degree in Modern Languages, Specialized in French and English of the University of El Salvador, Eastern Campus. Besides that, a purposive sampling was used since the population had certain characteristics needed to establish a correlation between the Content Analysis used to evaluate the curriculum design and the students and professors that participated in the teaching-learning process. With this in mind, the selected students belonged to the fourth and fifth year of the Bachelor's Degree. Correspondingly, teachers were selected based on the 3 specialty areas offered by the Bachelor's Degree of Modern Languages.

Design

The descriptive design was used in this research, since its focus is to describe a situation, population, or phenomenon that is being studied, rather than examining relationships or association and without influencing it in any way. Some subjects cannot be observed in any other way; for example, a social case study of an individual subject represents descriptive research design and this allows observation without affecting normal behavior.

Techniques

The technique used for the researchers was the survey. The survey involved asking teachers and students' information through open-ended questionnaires that were implemented by email, where a series of questions were formulated about the topic that was being investigated, and the students and teachers provided their answers virtually.

Scenario

This study took place in the installations of the University of El Salvador in the Eastern Campus, from March 2020 to December of the same year.

Instrumentation

The instrumentation for this research was divided in two parts. Firstly, considering the different kinds of syllabi uses in the curriculum design, a document analysis was created to evaluate the different elements of the current curriculum design of the Bachelor's Degree in Modern Language specialized in French and English. In order to know which syllabus or syllabi have been employed in the setting up of the Major Degree.Secondly, based on the results of the analysis of the curriculum design, it was intended to elaborate a questionnaire to know what the students think. Based on their experiences in the learning process of the different subjects in the curriculum design of Modern Languages, as well as the changes that they proposed for the improvement of the learning process in the Bachelor's Degree.

Moreover, the opinion of the students was not the only one that was necessary; consequently, an open-ended questionnaire was developed in order to know the experiences of teachers of the different subjects in Modern Languages. As well as inquiring if they are aware of the curriculum design, and what changes they do to improve the teaching-learning process. Then, the data obtained from the participants and the data obtained from the Content Analysis led us to get a deeper analysis that would be helpful in improving students' aptitudes

Limitations

Since this research was carried out when the pandemic of Covid-19 was starting, the authorities of the country imposed a lockdown and for that reason some limitations were faced like communication. First of all, it was difficult to communicate with the students and teachers because both had a saturated agenda, due to the new modality of online classes. Meanwhile, it was not possible to contact the others. Finally, this series of things made the research difficult and complicated.

Chapter 4: Data Analysis

Analysis and interpretation of data

Content Analysis

The Bachelor's Degree in Modern Language, specialization in French and English is divided in three areas, two of them are compulsory, and the remaining subjects are elective, which also are divided into 42 subjects among the three specializations. Before starting with the first one, it is necessary to mention what a unit value is according to The Rules of Academic-Administrative Management of the University of El Salvador:

> Defines credits as the academic load of each subject, module or learning unit, taking into account class hours, laboratories, and any other academic activity set out in the respective curriculum and course program (Acuerdo No. 45/2001-2003 art. 2).

Thus, the specialization in English, which has 8 credits or unit values, is separated into formative subjects that focus on developing the 4 macro-skills in students. In the same way there are other subjects related to specific fields such as literature, linguistics, morphology and phonology, which look to improve one specific area in the students having 4 credits each one. The second specialization is related to the French subjects that as well as the formative subjects in English have 8 credits and focus on improving the macro-skills in students. The other subjects are related to developing linguistic and cultural skills such as: French Phonetics, French Civilization, French Literature, etc. All of these subjects have 4 credits each.

The rest of the subjects focus on one specific minor area, these are the elective subjects that students choose at the beginning of their Bachelor's Degree. These are the Teaching and Public Relations areas, where the choice will depend on the particular objectives of the students. This preparation is designed for the labor insertion of the students through the use of the other

two areas in one of these two minor fields. Furthermore, there are two more subjects which prepare students for the graduation project, these are Seminar I and Seminar II which are the only two subjects that give 6 credits. Each subject in the current curriculum possesses a course program, which is formed by 7 essential components that allow the teacher to have a clear purpose of a subject. Therefore, to carry out this analysis, these components were taken as evaluation criteria in order to analyze them, they were structured in a way of regrouping subjects that share some particular elements. Just separating or analyzing those discrepancies that were found in the process of evaluating each one of the subjects and their syllabus, taking into account these criteria that will be addressed below.

Overview

The first of the seven criteria is the overview of the Bachelor's Degree in Modern Languages, specialization in French and English. Before analyzing this, it is important to mention that some subjects are stated as the first of two courses when the curriculum does not possess that second subject, as it is the case of English Composition I, English Literature I, Psychopedagogy I, etc. Most of the subjects share the same elements and will be explained in the following paragraphs. Nevertheless, there are some aspects that were not well- designed, and those will be clearly expressed in this analysis. Since they can be represented as examples of the organization of the curriculum design, and each one of the parts of this needs to be analyzed deeper and modified. The elements that are found generally and that do not show discrepancies are these subjects that are divided into formative subjects of both French and English. Those have 8 credits having the largest number of hours within 16 weeks, which means 160 hours as an overall. Besides that, the other two subjects related to the same area only have four credits, which means fewer hours for these subjects, half of what the formative subjects have, meaning 80 hours within 16 weeks. In addition, the elective subjects have the same division based on 4 credits. The only

exceptions are the two subjects related to research where the unit values are 6. Therefore, the number of hours is 120 within 16 weeks.

Being specific with what has been found in each one of these subjects in this criterion, the first subjects to consider were the formative ones that were expressed before, sharing the same characteristics. As well as each one of them becoming the prerequisite of the following subject of the same area. Therefore, the important aspects to be mentioned are that the rest of subjects have 4 credits, except for Seminar I and II which have 6 credits, so the distribution of weeks and hours is appropriate. However, analyzing the whole curriculum some mistakes were found that will be generalized. Many subjects do not show a clear relation among them, as it is the case of Public Relations that is open with Oral Expression in French, a subject that has nothing to do with Public Relations.

In the same way the prerequisite for English Didactics I is French Didactics. And with respect to the elective subjects of Teaching, the prerequisites and the other aspects do not show mistakes.

Course Description

The second criterion is related to the course description of subjects. Since there are 42 subjects with different focuses, the following analysis takes as point of departure the three main areas of specialization in the curriculum design, these are: Specialization in English subjects, specialization in French subjects, and specialization in a minor or elective area, either Teaching or Public Relations. Subsequently, it is important to divide them into the formative area which are those subjects with 8 credits, and the other subjects belonging to one of the three main areas of specialization. Besides that, the other subjects can be separated into the two minor areas Teaching and Public Relations, all this with the purpose of simplifying the different elements that

are present in each one of the syllabi. A course description summarizes the subject, the approach, and the application of the course from the focused area to the activities used to assess the students.

The first group of subjects that were analyzed belongs to the formative area, which means the subjects that have 8 credits. It is important to remark that the curriculum design shows some inconsistencies at the moment of describing the course. Such as: after the description of the course in the first subject, the others have only taken the information described in the first subject. Changing only a sentence or a phrase to state what is wanted to be achieved at the end of the course. Since that, most of the formative subjects have the same purposes that increase according to the following subjects as a way to ameliorate the previous knowledge, and proficiency in students. Besides that, both French and English subjects look for developing the four macro-skills in students besides other skills such as grammar, and vocabulary. The course is described as a way to improve communicative skills on students. Taking as the primary element to foster the level of students from A2 level to a C1 level in English as well as a B2 level in French. The following group of subjects is divided into linguistic and cultural improvement on students, as well as other subjects that are correlative with those mentioned in the previous paragraph. For example, before students take the formative subjects, they have to major subjects related to grammar and orthography, which are related to a more deductive instruction. But that can be associated with a more recent syllabus design, these subjects focus on improving a theoretical basis taking into account the previous knowledge that students have from the majored subjects. Which are supposed to be improved in subjects like French and Tourism, and French and Commerce that follows with a theoretical analysis along reflection and field work improving some skills on students. Consequently, different tasks and activities are developed in these subjects to achieve the goals.

As it was mentioned at the beginning of the previous paragraph, the other subjects are related to the linguistic and cultural area. Beginning with French Phonetics that focuses on the development of skills and the understanding of sounds that belong to the French language, and the application of this through some exercises. This subject has a strong relation with Oral Expression in French that focuses on production, either oral or written. Then, the next subject is French Civilization that looks through texts, documents, paints, etc. To immerse the student in the development of human beings, especially in France, there is a strong relation with the two subjects in literature. And as the other subjects that have a subsequent subject, the information is almost the same, being the first focused on the theory about literary works, and history of civilization in French. Allowing the second one to go deeper to the topics related to literature to develop their artistic interpretation. Finally, the French area has one subject devoted to translation in French that looks at providing students different tools which allow them to develop language skills in the translations from French to Spanish language.

Continuing with the English specialization area, as well as the French specialization area, there are some subjects with a more explicit instruction such as the three English Grammar subjects, English Composition, and the two subjects of Reading and Conversation. English Grammar subjects use a more traditional approach and focus on structure of the language, which is consolidated in Advanced Grammar for oral and written production. Besides that, Composition seeks to reinforce the written area along with the reading skills, taking into account the previous knowledge from Grammar I. The other two subjects focus on reading, speaking skills, and vocabulary. While the other English language subjects focus on contents which are related to linguistic branches and literary works. Besides, English Pronunciation, Introduction to linguistics, and Morphology and Phonology provide a systematic development in linguistics, taking suprasegmental elements, increasing that knowledge with the characteristics of the different

phonemes as well as the variant of those. Furthermore, they analyze from the simpler to a more complex wide morphological element. The last one is English Literature that seeks to expand the students' knowledge of literary culture, poetry, and every type of writing.

The last group of subjects are those from the elective area, and Seminar I and II. The subjects of the elective area of Teaching starts with Psychopedagogy that is described as the first of two subjects, but there is not another one correlated to this. Besides that, it looks for applying scientific knowledge of Psychology and Pedagogy. The 4 subjects of Didactics are separated in the three languages intended to apply the methods, procedures, planification and classroom management. Each one trying to consolidate the previous knowledge to foster critical thinking in students to choose the appropriate methodology. Consequently, the subjects in the Public Relations area are focused on developing theory and definitions about human communication to be reinforced with reflection of the scientific criteria about communication. Then, they establish techniques, applications, origin, characteristics, functions, and actors of the matter, finishing with going deeper in the processes of the setting up of the political, economic, and cultural formation of El Salvador. In order to finish, the subjects of Seminar I and II foster in students the different elements that belong to the research and creation of a proposal for solving a problem. Taking into account the two types of research, quantitative and qualitative. At the end, the aim is that students improve their skills on the field and present a final report with all the elements of a research problem.

Objectives

The third criterion that was analyzed are the objectives stated in the different programs of the subjects. Richard (2007) states that objectives are statements that contain the goals of a program, whose purpose changes. It is remarkable that there are many objectives for each one of

the syllabi. Thus, it is important to regroup the subjects that share characteristics to give a general description of the different purposes that each subject has when preparing students. The first group of subjects is the formative area in French where the main objectives take into account the communicative, situational, and cultural aspects to foster in students an understanding of the oral and written expression as the most significant. Nevertheless, they are focused on the four macro-skills with topics mainly focused on grammar, being very redundant and only changing some aspects related to the level that the students must have. Taking the English language area, the objectives of the five subjects are almost the same, with the distinction that students have improved, and subsequently the level must be higher. They always focus on the development of the four macro-skills improving the interaction, the production, and elements related to the four skills such as pronunciation, comprehension, written expression skills, and accuracy while reading etc. Getting a better understanding independently of the length of information received.

Following the aspects mentioned before, there are some subjects with an established correlation, which are those focused on developing grammar skills. In French, the main objectives of subjects such as: French Grammar I and II, and Orthography are to reinforce the basic concepts related to grammar. Not only in the written form but also the oral expression using structures based on the morphosyntactic area of linguistics and put them into practice with the minor area of orthography. In English, there are three subjects of Grammar. Besides that, there are other subjects focusing only on one or two macro-skills. The purposes of the grammar subjects are mainly concentrated in fostering students with linguistic forms and the parts of speech as well as creating step by step simple sentences, complex sentences until the ability to create their own paragraphs. Using grammar rules, each one of them looks to improve the previous knowledge stated in the prerequisites. With regard to composition, they seek to improve students' abilities in a more formal way in terms of writing. While in Reading and Conversation,

they seek to improve students' reading ability linked to the pronunciation through the different reading methods to help them to increase fluency.

The next group of subjects is related to the linguistic field. In French, the subjects for this field are Oral Expression in French that focus on the abilities that students must have when giving their point of view. This is reinforced in the next subject that is French Phonetics, which looks to introduce students to the French sounds in a deeper way to improve their pronunciation. And the last one related to the field of French is French and Translation which also looks to reinforce grammatical and linguistic knowledge applying the different techniques and methods related to translation. In English, there are also three subjects, beginning with English Pronunciation that seeks for overcoming pronunciation in students as well as listening comprehension. This is reinforced with Introduction to Linguistics, where the main purpose is to present a general introduction to English Linguistics. The following subject goes deeper in two specific branches Morphology and Phonology, where these areas are introduced deeper and, in that way, students can identify, explain, and discriminate elements according to the language. The succeeding subjects are related to the cultural and literary fields. Starting with French and Commerce and French and Tourism, whose objectives are to develop communicative skills through the implementation of proposals for both fields Commerce and Tourism. Furthermore, another subject that focuses on culture is French Civilization, but the main purposes are that students improve their written and oral areas by either speaking or writing something about the history of French culture. The last group of subjects of these areas are the 3 literatures, two in French and one in English. In French, the purposes are to introduce students with some authors, literary works besides the interpretation of those works, enriching the knowledge about books and authors from France. In English, the subject aims to expand students' English proficiency

through readings and writings to increase the interest of students in the field. Creativeness, cultural knowledge, aural/oral abilities are also fostered.

The next group of subjects is from the elective area. Regarding the subjects of the teaching area, it begins with Psychopedagogy, whose objectives are to know the different approaches in psychology and pedagogy focused on the teaching-learning process of students under 12 years. The didactics divided into 4 subjects in the three languages share some purposes such as providing theoretical and methodological elements in the teaching-learning process fostering the participation of the students that must take into account the historical background to create their own syllabus for teaching. On the other hand, it is the Public Relations area where the focus is almost the same regarding the theoretical basis, but related to communication, and that's the purpose, helping students to improve their communicative skills and being aware of the real-world situations, applying research techniques and methodologies in the social-sciences area, and considering the whole history of the setting up of the society in El Salvador. Finally, Seminar I and II are really correlated since the first one looks to introduce the first elements of a research proposal that students must present at the end of the course, giving continuity with the second Seminar where they have to finish the whole research project and present it to the population in general.

Contents

There is a wide range of contents within all the subjects, for that reason it is important to summarize the most relevant elements which have been taken to the performance of the different courses. In the case of the formative subjects, in French, the contents take into account the culture of France mostly in different situations as well as grammatical contents following a structural approach. Which is correlated with the situations in one of the subjects, putting all those elements

into practice so that the last subject could be focused on expressing the previous knowledge in the different forms. In English, there is not a great deal with noticing that the syllabus is a combination of structural and situational for developing the four macro-skills, evolving to the use of situations where grammar rules can be expressed. As in the four subject Intensive Advanced English I where students are taught to use functions and forms in a correlated way, gaining a lot of vocabulary developed in 10 units. Finally, the last formative subject continues the preceding subject with a skill-based approach using the four macro-skills.

The subsequent subjects are not very complex since they are following the same basis, focusing only on grammar. In French Grammar I and II, the contents are based on a structural syllabus for teaching grammar and the history of these taking elements as parts of speech, and tenses rules. Nevertheless, the second one possesses some elements of situational and functional syllabi. In the case of Orthography and Style, it is focused on contents using forms and structures, but having as purpose developing linguistic skills. The English area is a bit less complex, the first program focuses on teaching the parts of speech, following a grammatical syllabus. The second one enhances the previous knowledge to motivate students to write down paragraphs and develop various activities. Advanced Grammar is almost the same as the first one but takes some topics a little complex using a structural syllabus as well. Besides that, English Composition is one of the most well-structured subjects, having a chronological order of subjects that foster in students from the most basic elements to the more complex for improving writing. However, subjects such as Reading and Conversation I do not show a table of contents. On the contrary, the second course shows the different skills necessary for different types of reading such as: scanning, skimming, understanding inferences etc.

As regards the subjects in the linguistic area, its contents are more focused on the specific contents of each of the subjects. In French phonetics, they are linked to the production of sounds

of the French language. Oral expression in French does not have a program to follow, since the needs of the students are taken as a reference. In French and translation, they are based on the translation as a discipline, the analysis of texts, and the tools that can be useful at the time of putting into practice that theoretical knowledge. In English pronunciation, the contents are focused on the suprasegmental elements with a skill-based approach where speaking and listening are emphasized. Introduction to Linguistics, it is focused on contents which are the branches of linguistics. Two of those branches are taken for the following subject, Morphology and Phonology, where the analysis of the students is required.

Subjects related to culture as it is the case of French and Tourism possesses contents related to tourism laws, the evolution of this in the country, type of tourism etc. In French and Commerce, principles, currency, importations, exportations, and selling are the focus. In French Civilization, the history from the first steps of French history until now is the main content, all these subjects belong to a content-based approach. In literature I and II, the topics move from poetry and French literature until writers and the analysis of the different types of writing. In English almost follows the same metrics, the contents go from the introduction to literature, the written forms since the Greeks, to short stories and novels, poetry, and non-fiction works. In Seminar I and II, the topics are based on the setting up of a research study, the topic, questions, literature review, quantitative and qualitative topics. Likewise, the methodology, the proposal, the collection, and analysis of data so that they can complete a report, or a research project.

The last group of subjects is the elective ones. The contents in Psychopedagogy are focused on a constructivist approach, and it intends to analyze the characteristics of children, their process of learning, their individual differences, etc. In General Didactics, it is found the theoretical basis as well as the strategies and methods, the different perceptions of education etc. In French and English Didactics, the elements stated are the fundamental theories and the

historical background of these in language teaching, classroom management, behavior, and the evaluation of students. In the other area, in the theory of communication, the contents are related to the study of communication in Latin America and others. Since there are few subjects focused this area, they are introductions to the different fields such as Public Relations with the different processes of communication, information, and planification of public relations. And also, the origin and development of this area. For this reason, at the end of the subject of History of El Salvador and Central America, every stage since the pre-Columbian era, conquest and colonization by Spain, the independent process, the republic, the creation of the Salvadorian state, the development of capitalism in Central America, the political power finishing with the civil war and the peace agreements.

Methodology

The methodology employed in each subject is different, but some characteristics persist in subjects of the same area of specialization, or the subjects that share some requisites. The first subjects that were analyzed are those of the formative French area, which methodology seeks for developing many activities for fostering the four macro-skills in the students that must become independent in their process of learning. Since then, the next subjects have focused on developing some specific skills such as: written and oral expression. The teacher takes the role of a guide for them, which have to work in groups. The last subject shares the same methodology based on constructivism with the four macro-skills. In the English area, it is stated that the main objective is to develop communicative skills on students through different materials, it is based on traditional methods, but with a more recent focus. Discussions, journals, and the use of forms and functions. In-class and out-class activities with a situational syllabus allowing students to express

their opinions. The methodology at the end is the same, just looking for a higher level depending on the subject from A2 to C1.

In subjects focused on grammar in both English and French language, the most remarkable aspects found in French are the aim of fostering students' communicative skills. Where the teacher explains and exemplifies so that students who are suggested to work in teams share their ideas. In Orthography and Style, the teacher is a guide and the students who are the center of the methodology read and analyze texts and participate orally and written. In English Grammar I, the students' participation is needed where they develop activities in and out-classes that they can practice what was taught in class. In English Grammar II, the methodology is based on structural syllabus since the main point is to learn the syntactic structure of the English language by analyzing oral and written text, besides that students produce dialogues and short paragraphs allowing them to use grammatical structures learned in class. Advanced Grammar, explains that a deductive approach is implemented where language rules, examples, exercises, and tasks are used. Besides that, Composition in English focuses on writing with the help of reading through a combination of task and skill-based syllabi, students' cooperation is also needed. The two subjects of Reading and Conversation are based on full participation of the students focusing on two of the macro-areas: speaking and reading, besides book exercises and communicative skills are fostered finishing with presentations about readings (stories, books, etc.) or topics given by teachers.

With regard to subjects with a more linguistic approach, starting with Oral Expression, whose methodology is based on developing activities such as intensive readings and analysis of texts previously of its presentation to achieve the objectives set at the beginning promoting student autonomy. French Phonetics focuses on the participation of students through mutual correction, using aspects such as prosody, and fluency. In pronunciation using different activities

for listening and reading skills, first listening then creating. On the other hand, French Translation takes 3 elements as a basis: theory, practice, and translation. That is, the reading of the theory, its analysis, and the implementation of these mainly from French to Spanish. On the other hand, Pronunciation   in English focuses on the development of exercises and discussions, all this to expose the students to the English language. In addition, to carry out exercises to ensure that the use is meaningful.

In Introduction to Linguistics, the teacher discloses the topics and students should relate this to their own learning experience. Finally, Morphology and Phonology emphasizes constructivism as a basis, leaving students with research work based on the decisions and exercises on the topics given in class. In subjects such as French and Commerce, the main point is to provide a basis for composition of essays. For this reason, debates, midterms, and writing activities will be developed by the students and evaluated in groups or individually. Conversely, French and Tourism basically is centered in fieldwork since students will visit different tourist places of the country to do the ethnographic and bibliographic research, in order to present them to the rest of the class. Regarding French Civilization, the topics are developed through master classes and bibliographic research to generate discussions that promote student opinion. The two subjects of French Literature are based on Constructivism, where the teacher is only a guide while the students build their own knowledge. On the contrary, English Literature is divided into three units intending to integrate the four macro-skills, and some other skills. Besides that, the contents that were mentioned before are intended to be developed by the students through many activities considering the previous knowledge. Finally, Seminar I and II have reading and writing as the main macro- skills used. But focusing on contents related to the setting up of a research study where the class becomes a forum where students help each other to accomplish the assignments.

In the elective area, most of the subjects state that they follow a constructivist approach. In Psychopedagogy, the methodology is more practical with the fundamentals in theory and the role of Constructivism allows the analysis, reflection, and evaluation of educational concrete. General Didactics, the class intended to be dynamic and creative where the students use different strategies by participating to foster a better understanding. The following subjects follow the same metric, a constructivist approach, where the teacher is a guide that elucidates doubts that students have, and students' participation where many activities will be developed like quizzes, presentations, microteaching etc. Regarding the subjects of the Public Relations area, Theory of Communication I and II focuses on some principles such as the relation between theory and practice, reflective and critical thinking, besides this, documentary research, oral presentations, and individual or group activities are developed by the students. In the same way, Public Relations prioritize the different activities such as expository classes, labs, group presentations, techniques of research, field investigation etc. Similarly, Public Opinion concentrates on two aspects: the theory developed by the teacher, and the research made by groups considering the topics given in class. Finally, History of El Salvador and Central America is almost the same with the distinction that in this subject, students must reflect about the historical events in the region.

Assessment

One of the criteria that really needs to be updated is the assessment of the students. The first thing that can be noticed in each syllabus is the ponderative distribution for each of the activities evaluated. Therefore, it is important to mention that some years before 2016 the semester was formed into three time periods called ''computos'' formed by seven or eight weeks. Currently there are four computos made up of five or six weeks with a percentage of 25% each one. Most of the subjects in the curriculum design of Modern Languages could not apply the

already established activities, with their percentages ranging from activities with 5% up to activities that reach 40% of the total grade.

It is not possible to regroup the subjects, since each one has their proper system of evaluation. But it could be mentioned the similarities among them, and the differences in the subjects, where with the current system it is not possible to develop the established activities. The formative subjects have the advantage in this case, since there are many tasks and activities to be evaluated, However, some of them have a broader ponderation than others in only one activity. Nevertheless, the subsequent subjects such as Grammar I in both French and English

have a final exam with 30% and 40% respectively relegating the other activities with minimal pondering. Similarly, English Grammar II has a midterm 35%, and a final exam 40%, both have a high pondering for assessing students' learning.

Most of the subjects have many cumulative activities that allow students to have more chances of getting different grades. Some subjects not only evaluate students quantitatively but also qualitatively considering the attendance, participation etc. However, some of them only evaluate with a ponderative grade that even has a high incidence on the final grade of the students. Other subjects such as Phonology and Morphology divides the grades into equitable evaluations having 20% each one of the five. The evaluations go from written tests, quizzes, oral presentations, fieldwork, in-class and out-class tasks and activities, theoretical and practical evaluations in specific fields, reports, midterms, final exams etc. These kinds of assessments depend on the subject and the approach used on it. For instance, some of them develop activities in the four macro-skills, based on the content of the subjects, research, micro-teachings etc. Few of them do not even have a system of evaluation in the program. In summary, the evaluation system is not appropriate, it must be restructured to the current evaluation system, and look for different ways to assess the students' knowledge in each one of the subjects.

Bibliography

Almost all the subjects have varied references, some of them more than others. In the case of some formatives subjects in French there only have 3 or 4 references from the same author for developing the subjects. Similarly, one of the formative subjects in English only has one book to use, and the others are focused on grammar with few references to other skills since they are included with the grammar topics and the methodology stated. Considering the references, all the grammar subjects have a structural syllabus focused completely on the development of grammar competences. But revising the methodology most of them have a combination of syllabi, even the focus is considered grammar. Especially those that are further the formative subjects such as English Composition and French Orthography, which bibliography is focused on some specific macro-skills. Besides those subjects, these focused on linguistic skills as in the case of French Phonetics and English Pronunciation, the bibliography is focused on contents and two macro-skills (Speaking and Listening). The rest of the subjects present the same matrix following specific skills that helps to improve the learning in the area fostered in the subject.

The other subjects with a more cultural nucleus have few references, and they are all related to the field, either tourism or commerce. In French Civilization, books from ''CLE Internationale'' are still used. Since this point, most of the references were chosen according to the content to be developed, there are a variety of books related to the development and aspects of literature in the three subjects of this field. Books moving from history to theories about it, considering the macro- skills that can be used more frequently due to the nature of the topics. In Seminar I and II, the references are concentrated on formal writing through the use of the theoretical basis in setting up a research proposal. Finally, the subjects of the minor or elective area spin around constructivism. In the teaching area, this takes the communicative approach, Psychology,Didactics, and Pedagogy as the basis for fostering in students the aptitudes

concerning teaching trying to fulfill the established content and objectives. Meanwhile, in the Public Relations area they go deeper in the communicative approach, contemplating the sociocultural contexts. To sum up, there are many references, but these share almost the same patterns and as it was the case of the other criteria, the books that were taken into consideration are old-fashioned. Most of them were published thirty, twenty, or exceeding the decade; meaning that these need to be updated to the changing society that faces the students of languages that are considerably growing up each year.

Professors' Questionnaire

A questionnaire was used to gather data in which the 7 criteria used in the content analysis were included with the purpose of getting significant data for the triangulation of this research. The questionnaire contained 16 open-ended questions where 10 closed questions and 6 opened were included; this was provided to 8 professors of Bachelor's Degree in Modern Languages, Eastern Campus, since they have deeper knowledge of the current curriculum design.

The questionnaire was analyzed in two sections:

- Section one: closed questions.

- Section two: opened questions

- **Section One: Closed Questions**

In this first section will be shown the closed questions from the professor's questionnaire. These closed questions are question 1, 5, 6, 9, 10, 11, 12, 13, 14, and 15.

Professors' Questionnaire / Question 1: Have you ever reviewed the curriculum design?

Figure 1

Representation of the data obtained of the teachers who reviewed the curriculum design.
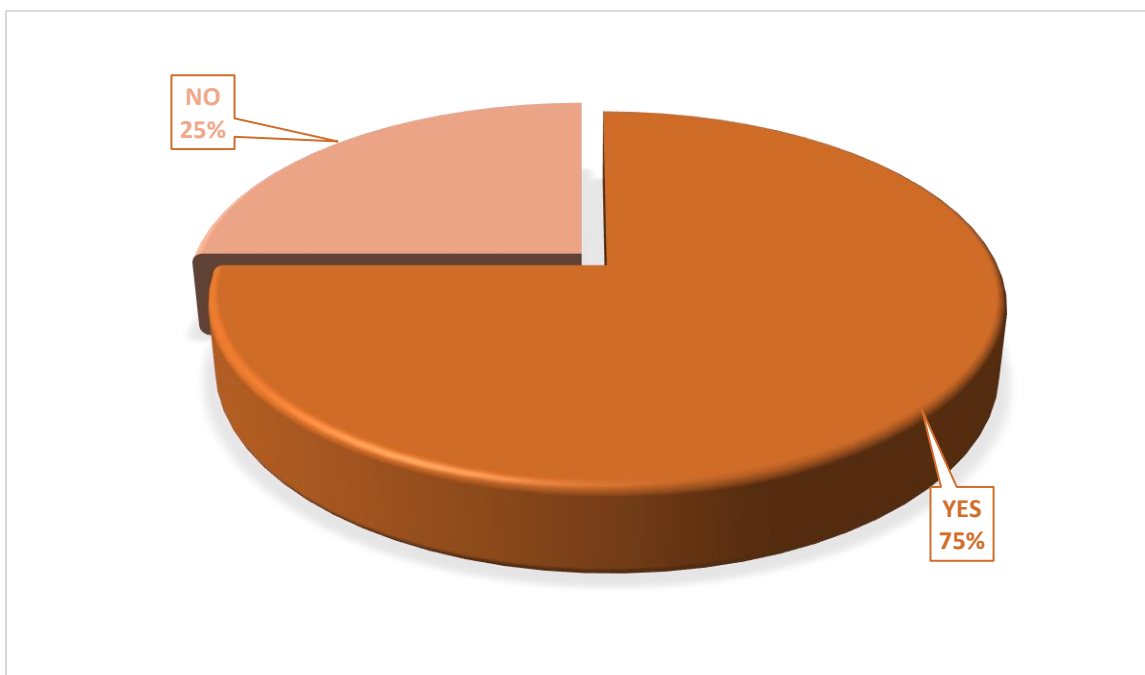
Source: Own elaboration

Note. According to the results obtained in figure 1 the 75% of teachers have reviewed the curriculum design of the Bachelors Degree of Modern Languages and a total of 25% have not reviewed it. This result showed that the vast majority of them are interested in getting to know deeply how the curriculum design of the Bachelor's Degree is structured, while a small part of them are not familiarized with the design.

Professors' Questionnaire / Question 5: Do you teach students following the syllabus expressed in the curriculum design?

Figure 2

Representation of the data obtained of the teachers who follow the syllabus express in the curriculum design.
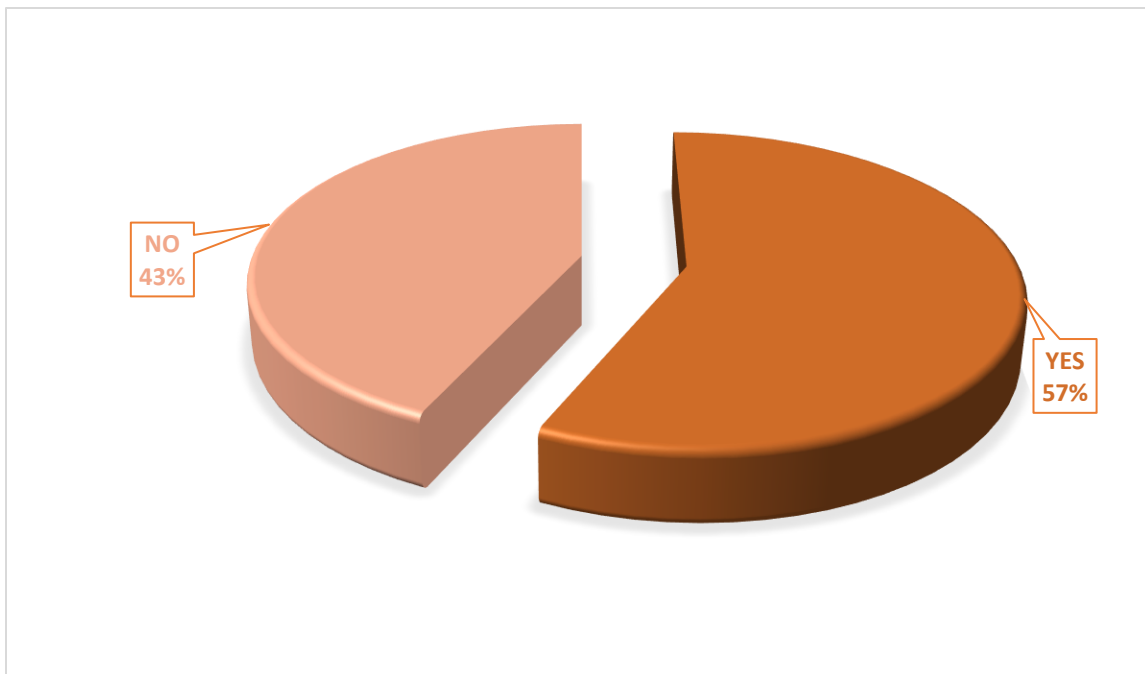
Source: Own elaboration

Note. Graph 2 showed that 57% of teachers followed the syllabus expressed in the present curriculum design, while a total of 43% do not follow it. It can be noticed that the majority of the teachers consider and develop the syllabus described in the curriculum design. Although the rest of them do not. In this case there is a small variation of 14% between both results.

Professors' Questionnaire / Question 6: What area is your class focus on?

Figure 3

Representation of data obtained of the area in which teachers are focused
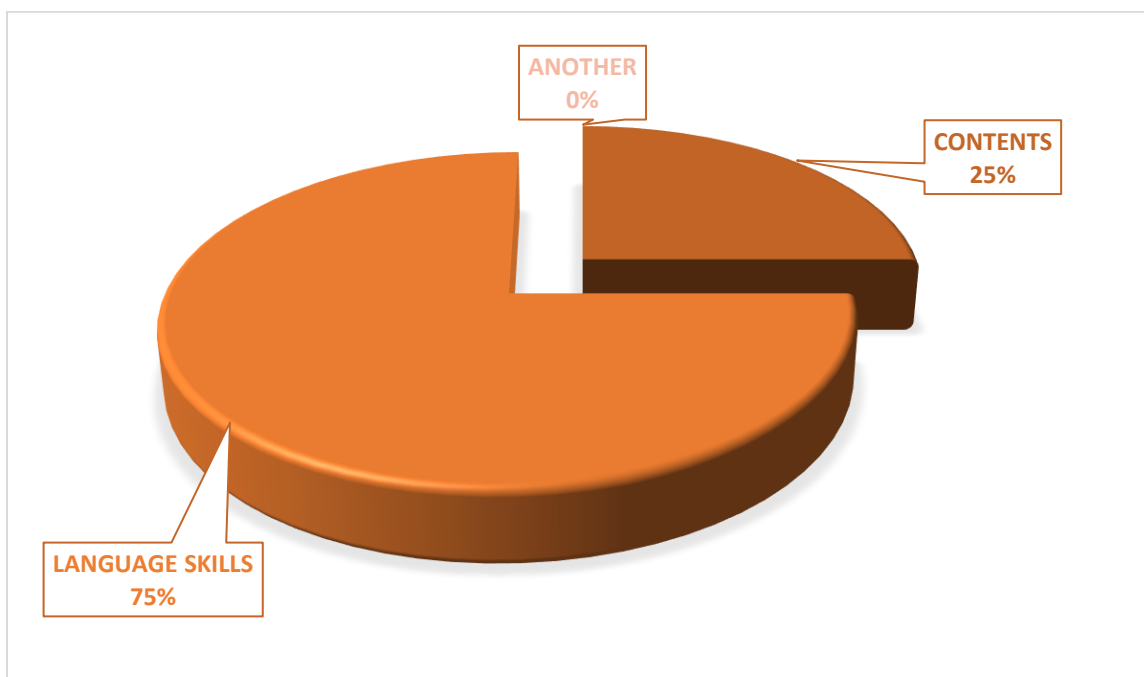
Source: Own elaboration

Note. In graph 3 it was appreciated that 25% of the sample focused the class on content, meanwhile 75% of them focused the class on language skills. It is important to mention that anybody selected the option "Another". So, it is clear that a great number of teachers are interested in improving the language skills of the students, but a minority of them who are part of the communication area are interested in content.

Professors' Questionnaire / Question 9: Whenever you teach a course, do you follow the course program in the curriculum design?

Figure 4

Representation of the data obtained of the percentage that follows the course program
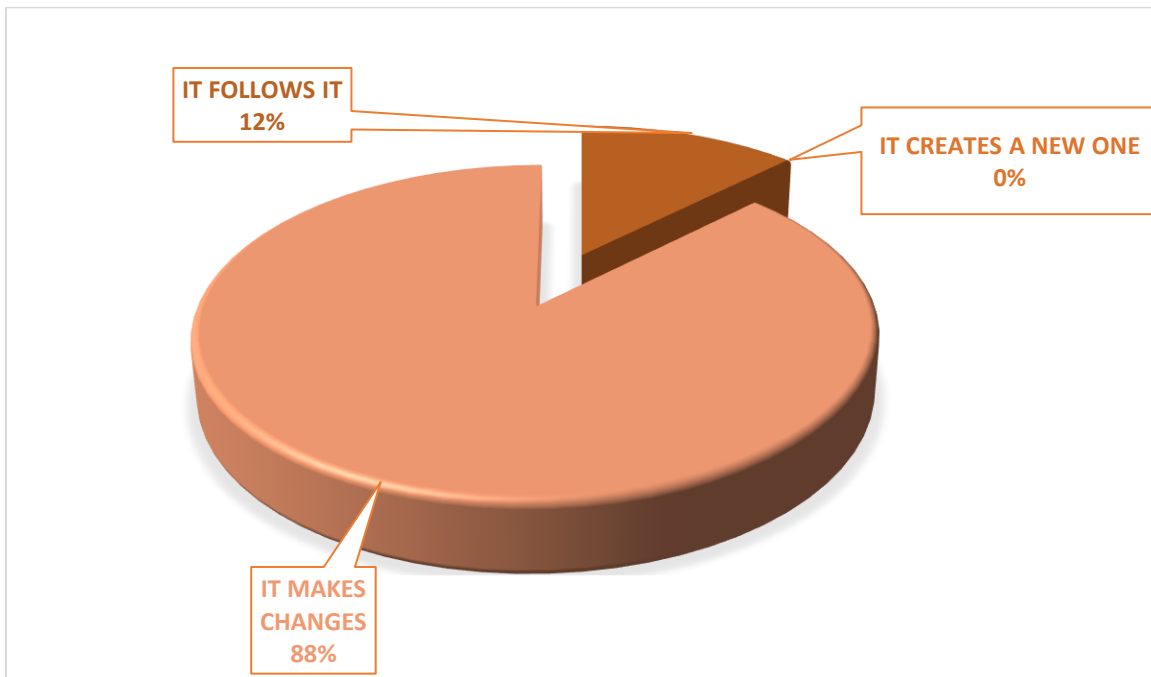
Source: Own elaboration

Note. Graph 4 represents the number of teachers that follow the course program established in the current curriculum design. Definitely the 87.5% of them make changes in the present course program, while the 12.5% of them follow it, and no one creates a new one. It can be shown that most of the teachers do not implement the course program established in the present curriculum design, as a result they modify it. On the other hand, a small part of them decided to implement it.

Professors' Questionnaire / Question 10: Do you consider that the contents in the current curriculum design are updated?

Figure 5

Representation of the data obtained of the percentage of teachers that think the contents in the curriculum design are updated.
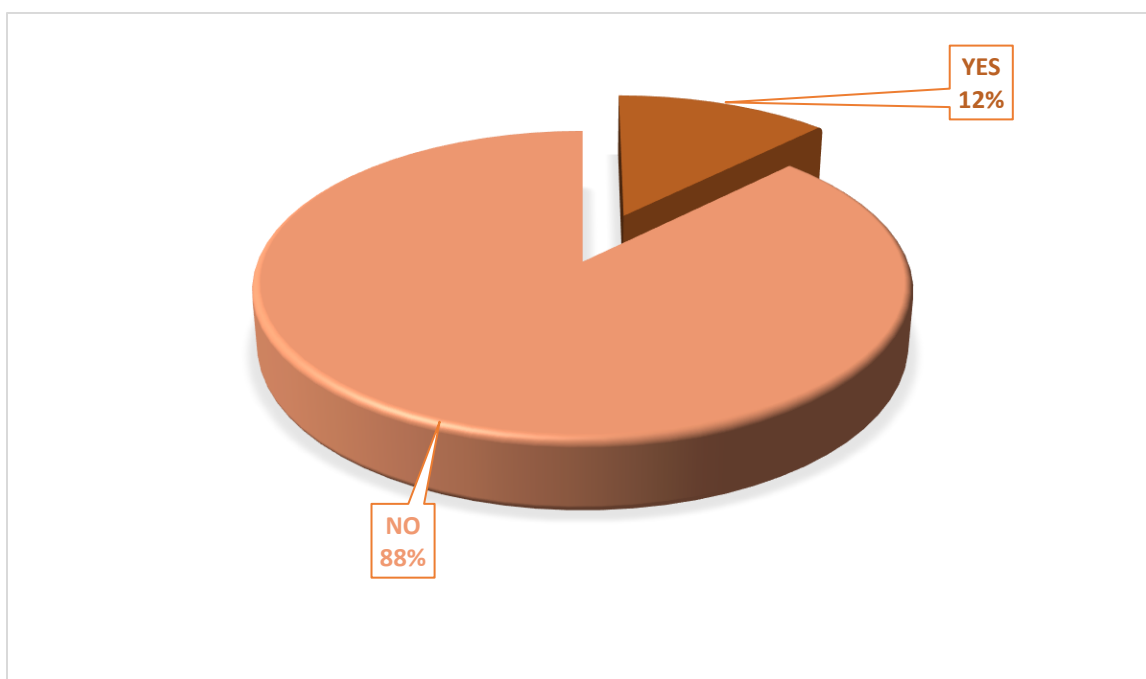
Source: Own elaboration

Note. Graph 5 showed that 12.5% of the teachers consider that the contents in the current curriculum are updated, and a total of 87.5% states that they are outdated. Therefore, the vast majority of teachers affirm that the list of contents described in the curriculum design of the Bachelor's Degree needs some modifications. On the other hand, only some of them agree with the contents established in the curriculum design. In this case the variation between the two quantities is 75%

Professors' Questionnaire / Question 11: Do you consider that the prerequisites for each subject are suitable for each one of them?

Figure 6

Representation of the data obtained of teachers that consider the prerequisites of each subject are suitable for each one of them
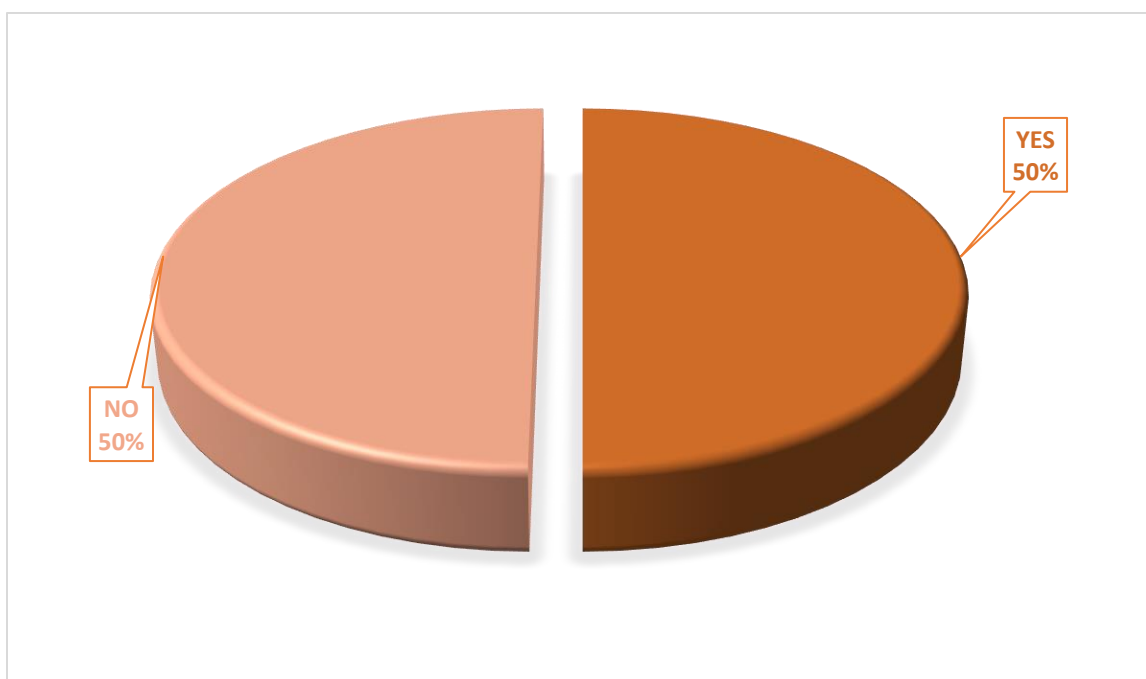
Source: Own elaboration

Note. In graph 6 it was appreciated that 50% of the teachers consider that the prerequisites for each subject are suitable, and a total of 50% said no. Undoubtedly, half of them think the prerequisites for each subject are appropriate for each one of the subjects established in the curriculum design, likewise the other half think they are not suitable for each one of them. It can be noticed that there is not a discrepancy between the two results, since the first part agrees and the other one with the same percentage disagrees.

Professors' Questionnaire / Question 12: Do you think that the number of hours is sufficient for each subject?

Figure 7

Representation of the data obtained of the percentage of teachers that think the number of hours of the subjects is sufficient
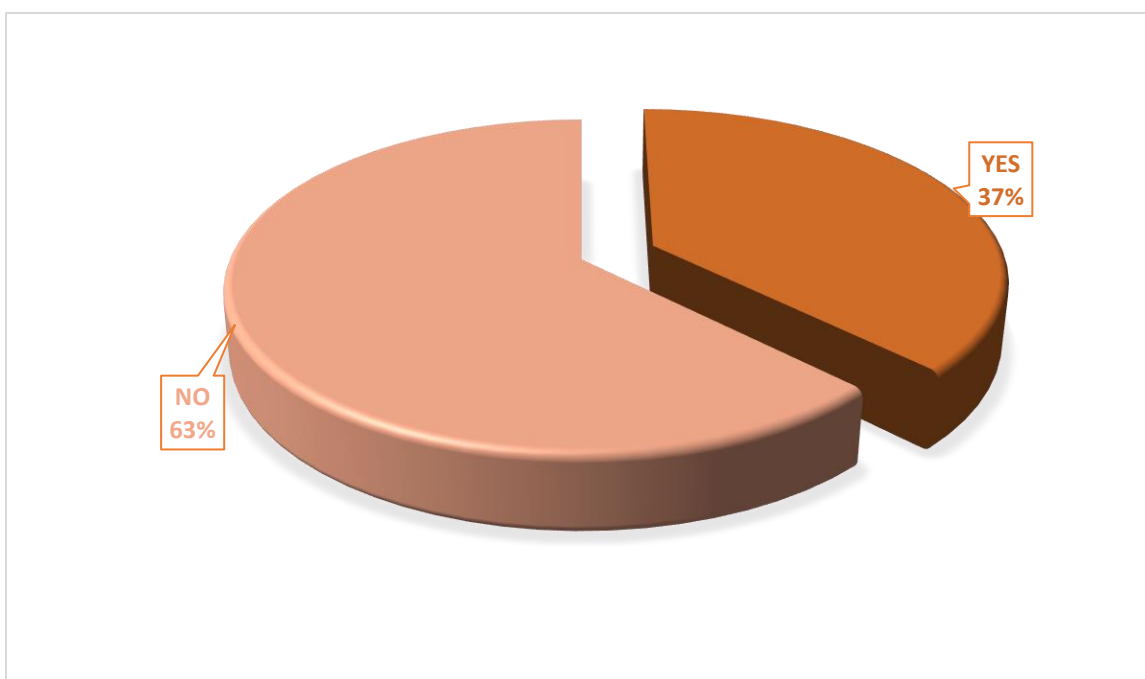
Source: Own elaboration

Graph 7 represents the number of teachers that consider the number of hours is sufficient for each subject, a percentage of 37.5% said yes, and a percentage of 62.5% said no. It can be shown that a small quantity of teachers agrees with the number of hours for each subject, and a significant part which has a variation of 62.5% consider that more hours need to be added.

Professors' Questionnaire / Question 13: Do you think that the five elective subjects of Teaching and Public Relations are enough for achieving the students' aptitudes in those areas?

Figure 8

Representation of the data obtained of teachers that think the five elective subjects are enough

for achieving the students' aptitudes in those areas
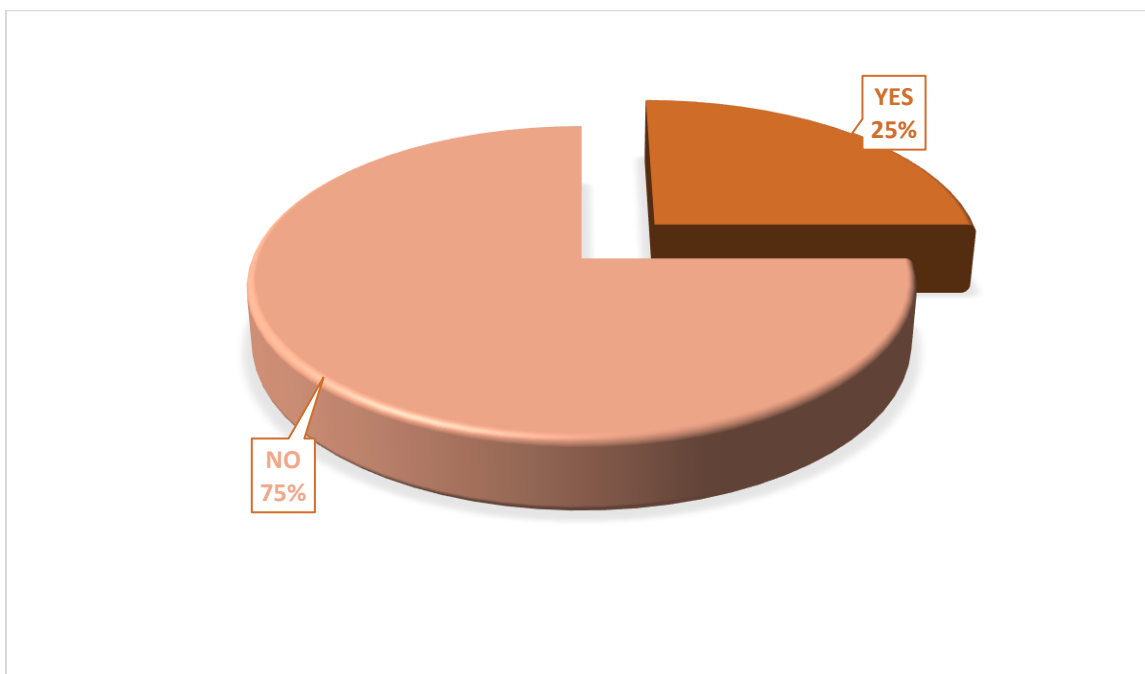
Source: Own elaboration

Note. Graph 8 showed that 25% of teachers think that the five elective subjects of Teaching and Public Relations are enough for achieving aptitudes needed in those areas. Although the great majority of them disagree. These results reflected that some teachers state that only five elective subjects are sufficient for each area, in contrast a percentage of 75% of them states more subjects   have to be added for each area.

Professors' Questionnaire / Question 14: Do you think that the current curriculum design fulfills the professional under graduated students' profile?

Figure 9

Representation of the data obtained of the percentage of teachers that think the curriculum

design fulfills the professional undergraduate students' profile
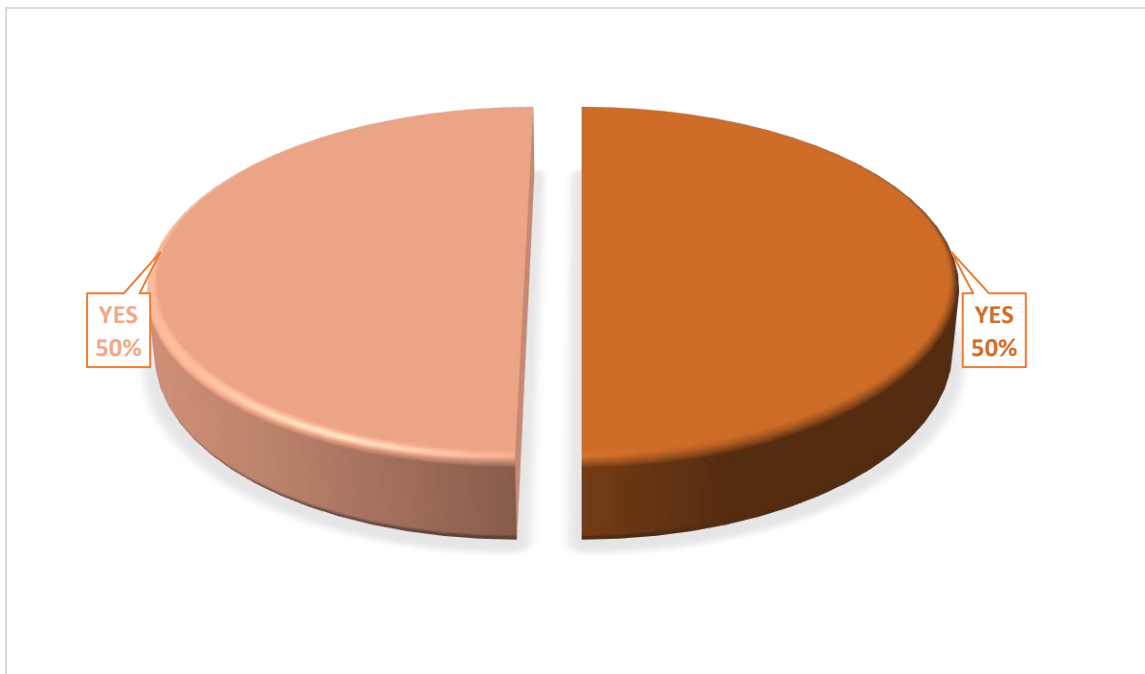
Source: own elaboration

Note. In graph 9 it was appreciated that 50% of teachers think that the current curriculum design fulfills the professional undergraduate student's profile, in the same way a total of 50% do not think it. It can be noticed that half of teachers agree, similarly the other part of them disagree. It is important to say there is no discrepancy between the results.

Professors' Questionnaire / Question 15: Do you consider that the bibliography or references need to be updated for each subject?

Figure 10

Representation of the data obtained of the teachers that consider the bibliography or references of each subject need to be updated
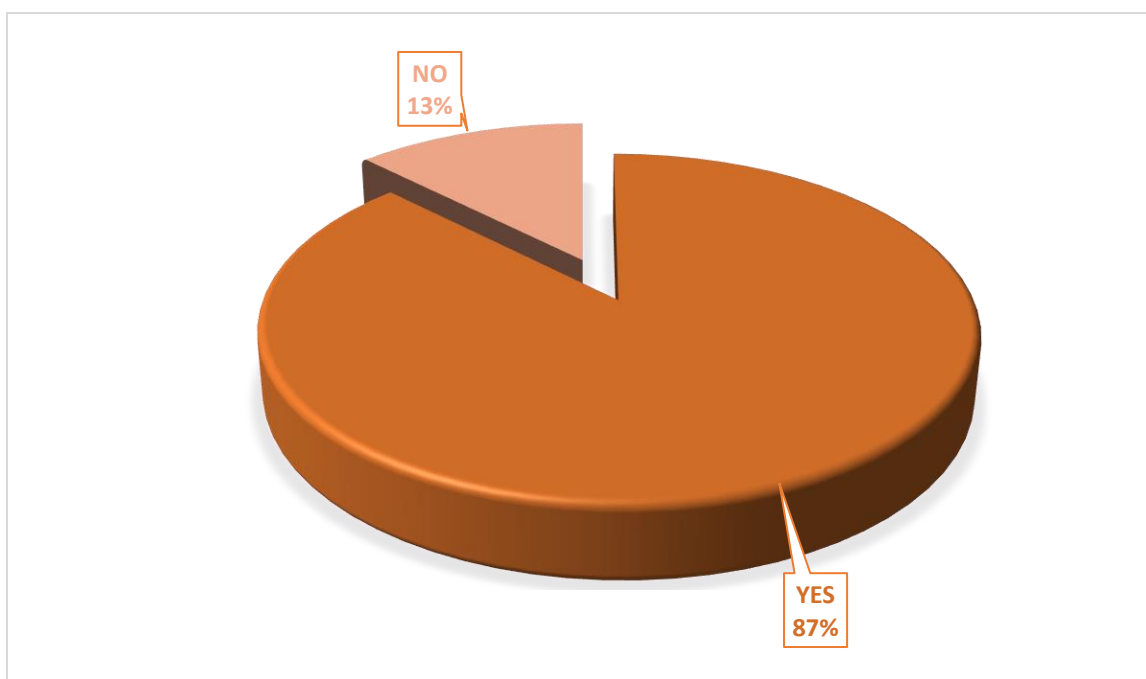
Note. Graph 10 represents a percentage of 87.5% of teachers that consider the bibliography or reference to be obsolete, and a percentage of 12.5% do not consider it. That reflected a great discrepancy since most teachers know the necessity to proceed with an updating, meanwhile a small part of them with only 12.5% agrees with the current bibliography or references of the curriculum design.

Section Two: Opened Questions

In this second section will be shown the opened questions from the professors' questionnaire. These open questions are the questions 2, 3,4,7,8, and 16.

Professors' Questionnaire / Question 2: What strengths does the current curriculum design of Modern Languages have to fulfill students' needs?

Figure 11

Representation of the strengths that the curriculum design has to fulfills students' need.

Note. In the graph 11 it can be noticed the teachers' opinion about the strengths of the curriculum design, they state that not only provided the learning of two different foreign languages at the same time as English and French, but also provided two elective areas which are Teaching and Public Relation. Additionally, it presents different kinds of topics to enrich students´ knowledge while the students fulfill the four micro skills. Besides this, a teacher states that another strength is the intensive subjects in both languages.

Professors' Questionnaire / Question 3: Have you found some inconsistencies in the curriculum design that should be removed or changed, if so, which ones?

Figure 12

Representation of the data obtained about some inconsistencies found in the curriculum design.
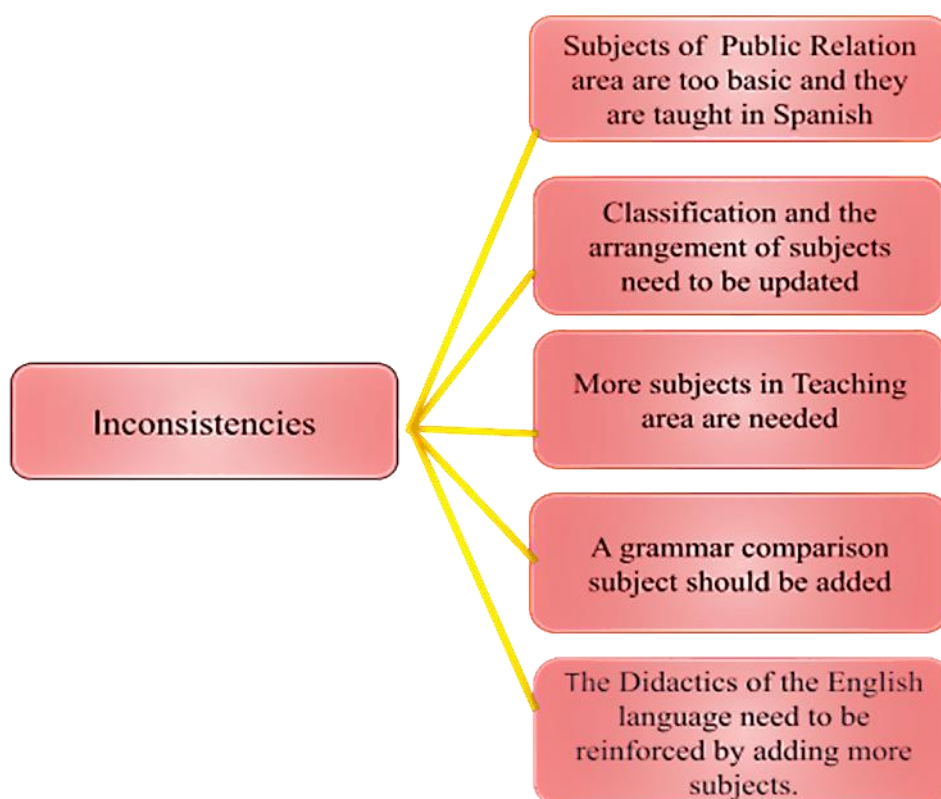
Note. Referring to the inconsistencies, teachers state that many aspects in the current curriculum design need to be updated such as the prerequisites, the arrangement and how they are classified. Besides, the subjects of the Public Relations area are taught in Spanish, while didactics subjects are taught in English and French, though they are too basic, so they should be reinforced. In addition to this, a teacher suggests the addition of another subject in which the three languages can be compared

Professors' Questionnaire / Question 4: Which subjects do you teach this semester?

Figure 13

Representation of the subjects taught in that semester.
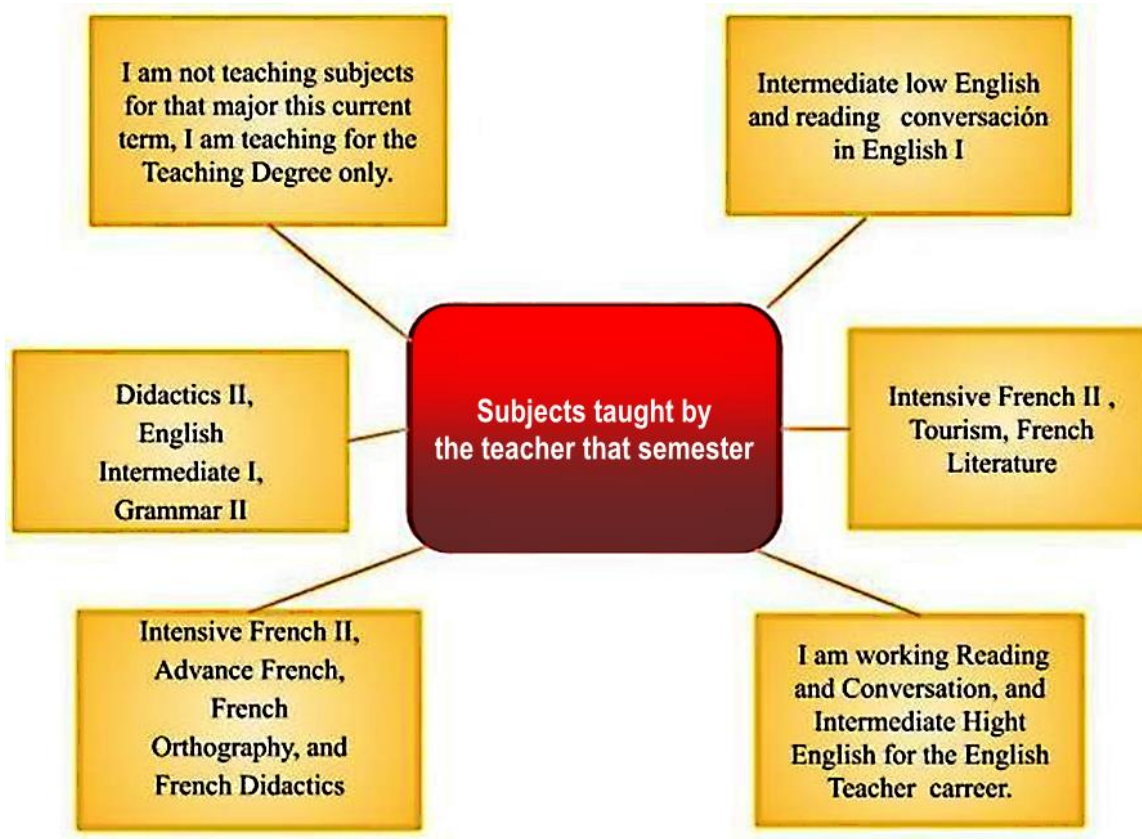
Note. It can be seen in this graph that most of teachers affirm that they are working with the current curriculum design in one or both of the two specializations, whether English or French. Only a few of them are working with the elective area, especially in the Public Relation, while one of them states that this semester she is not working with students of the Bachelor's Degree.

Professors' Questionnaire / Question 7: What kind of activities do you perform in order to get students to improve the four macro- skills?

Figure 14

Representation of the activities that teachers perform to improve the four macro-skills in student.
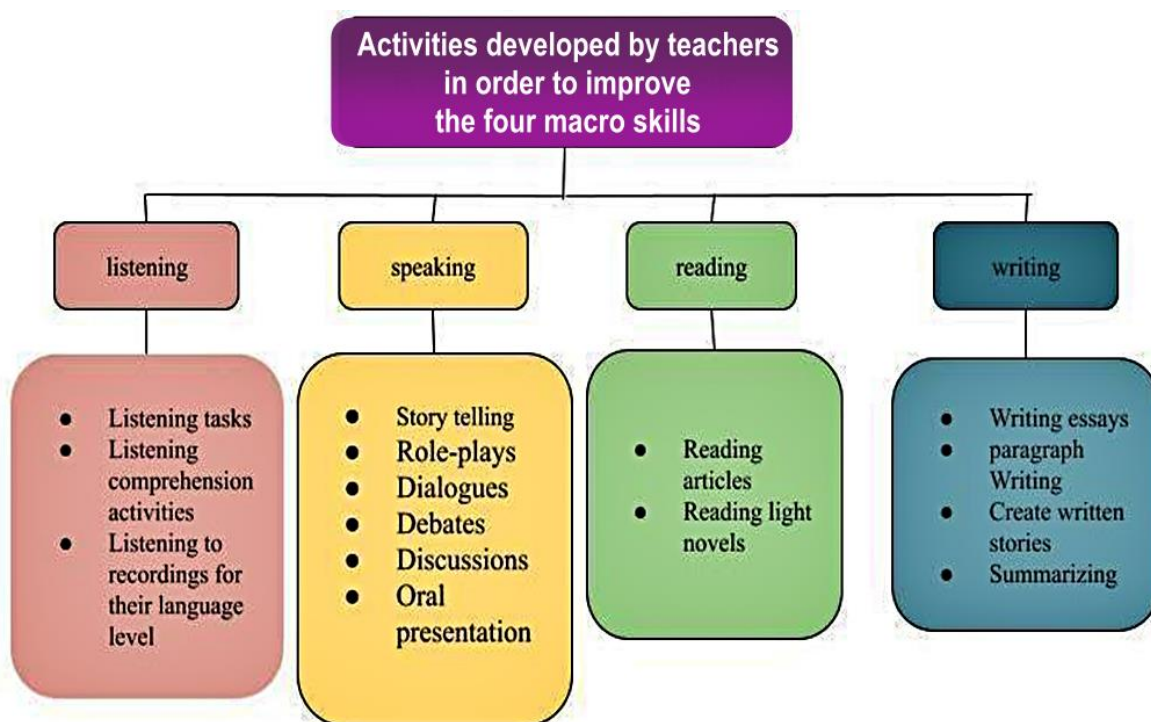
Note. According to the results shown in the figure, a vast majority of teachers use communicative activities such as dialogues, information gaps, oral presentations, reading and listening comprehension activities etc. They use these kinds of activities with the purpose of developing each area of the four macro-skills.

Professors' Questionnaire / Question 8: What is your opinion about the methodology described in the curriculum design? (One specific subject that you teach this semester)

Figure 15

Representation of the opinion about the methodology use in the curriculum design.
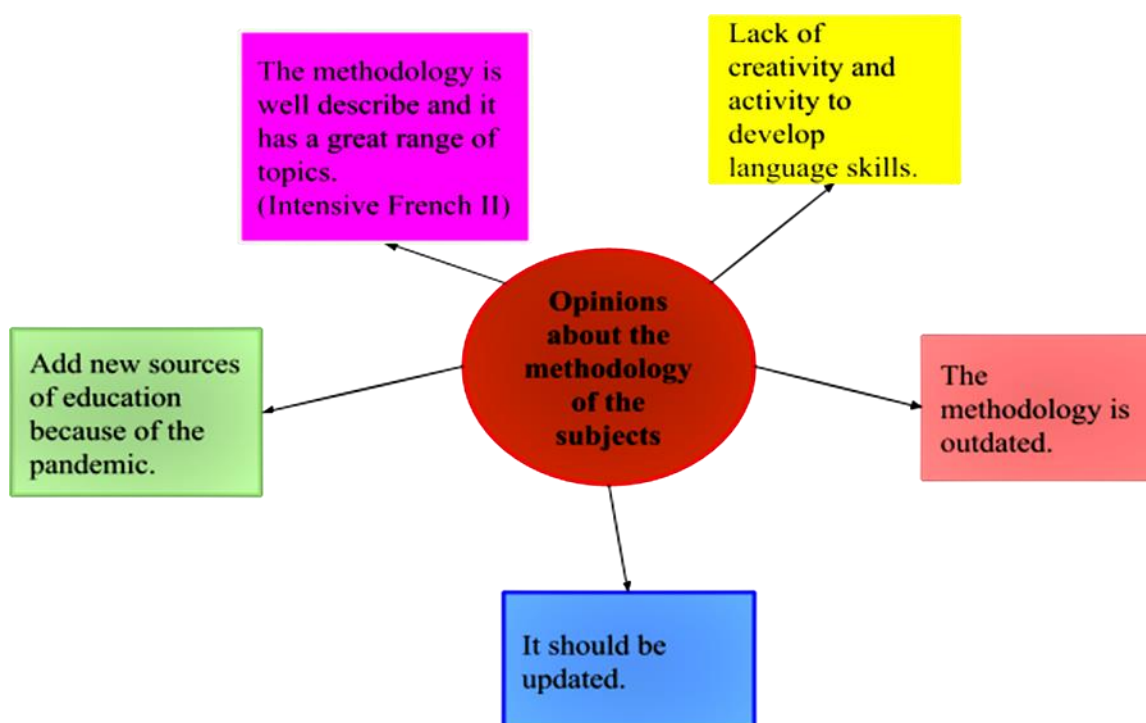
Note. A few teachers specify that the methodology is well described, and it is suitable with a great range of topics. But on the other hand, some of them state that there is a lack of creativity and activity to develop language skills, and that it is outdated. Because of this, they considered that the methodology should be updated. One of them also mentioned that this semester has been different since new sources of education have to be added because of the pandemic.

Professors' Questionnaire / Question 16: As an overview, do you consider making changes to the curriculum? What improvements do you propose to the curriculum design?

Figure 16

Representation of the proposed improvements for the curriculum design.
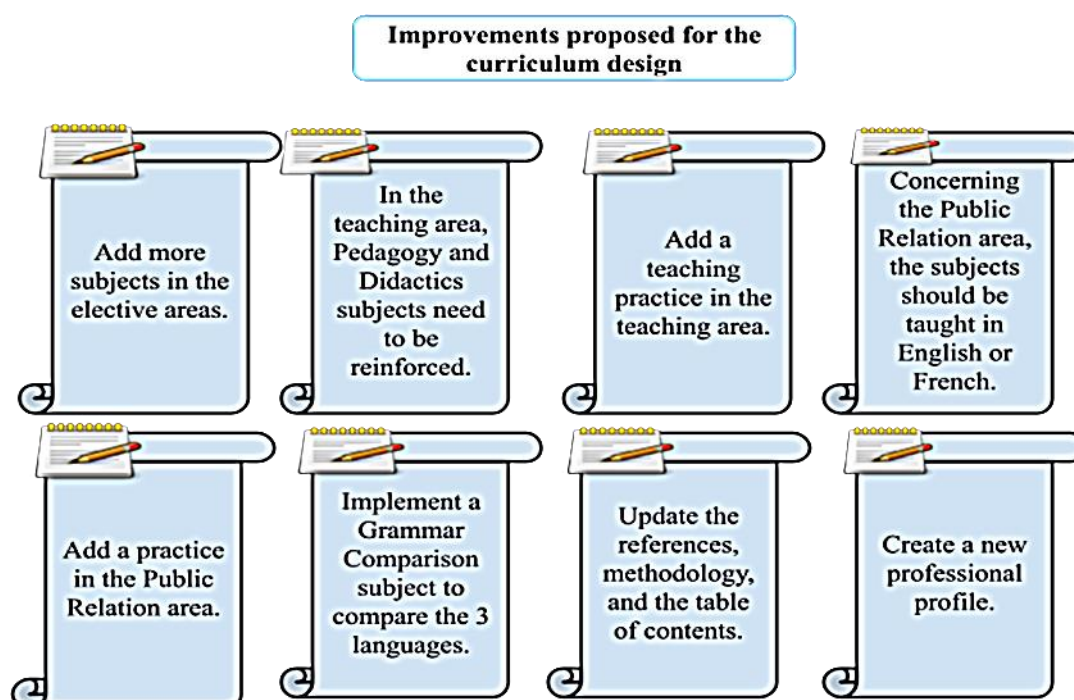
Note. As a result, the participants gave their suggestions about the possible changes that can be done, they suggested that it is necessary to add more subjects, especially in the elective areas. Concerning the teaching area, some subjects such as Pedagogy and Didactics need to be reinforced by adding other subjects to get a deeper knowledge, in the same way a Teahing practice subject should be added. In the case of the Public Relations area, a teacher recommended that these subjects should be taught whether in English or French. Another change that can be done is the implementation of a new subject as Grammar comparison. Likewise, they propose updating of the references, methodology, table of contents and the creation of a new professional profile.

Students' Questionnaire

The second instrument used for data collection was a questionnaire, in which it was intended to inquire about how aware students are in regard to the curriculum design for their professional formation and what changes they would make to this. Considering their experience as learners in the different areas of the Bachelor's Degree in Modern Languages, Specialization in French and English. Knowing that the curriculum design does not provide students to review of it, a simple open-ended questionnaire was designed in which 11 questions were asked. There are 9 closed and 2 opened questions were provided to 24 students of fourth and fifth year of the Bachelor's Degree in Modern Languages, Eastern Campus. Thus, in this way, the opinion of students of different academic levels could be evaluated regarding their experience being exposed to the current curriculum design.

This instrument was made for the purpose to provide data just to compare or contrast the data obtained in the previous instruments. Therefore, more general data than specific information was obtained.

Students' Questionnaire / Question 1: Have you ever reviewed the curriculum of the

Bachelor's Degree of Modern Languages?

Figure 17

Representation of the data obtained of students that have reviewed the curriculum
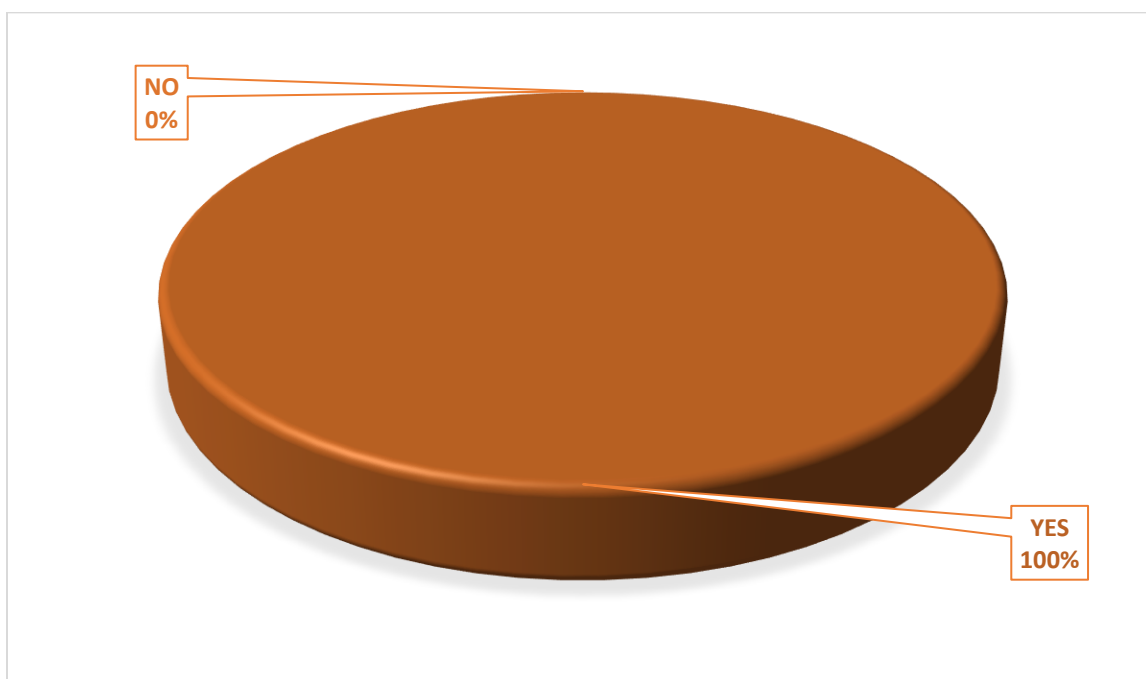
Source: Own elaboration

Note. In graph 1 it was asked to the students if they have ever reviewed the curriculum of

Modern Languages and a total of 100% said yes. So, the results obtained in this questionnaire

showed that all the students are familiarized with the curriculum of the Bachelor's Degree of

Modern Languages, since all the students have reviewed it.

Students' Questionnaire / Question 2: According to your experience. Do you consider that the elective subjects assigned for your area (education or public relations) are sufficient to achieve the objectives set out in the curriculum of the Bachelor's Degree?

Figure 18

Representation of data obtained under the category of students that consider the elective subjects of each
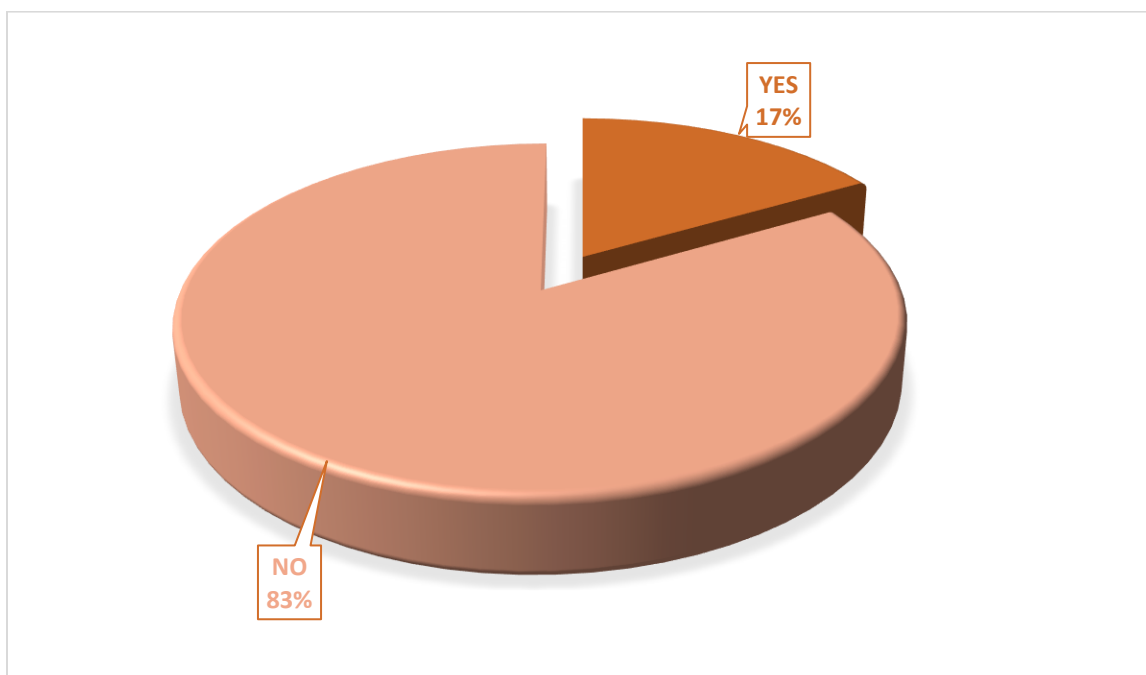
Source: Own elaboration

Note. In graph number 2 it can be appreciated that a total of 83.3% consider that the subjects assigned for each area are not enough, in contrast a percentage of 16.7 agree. It could be noticed that most of the students agree that the elective subjects do not fulfill the needs of the students to perform in those areas, and a small part thinks they are sufficient.

Students' Questionnaire / Question 3: Are the different subjects given for your academic formation helpful to develop your language skills in a right way?

Figure 19

Representation of the data obtained of the students that think the different subjects given for their academic formation help to develop their language skills in a good way.
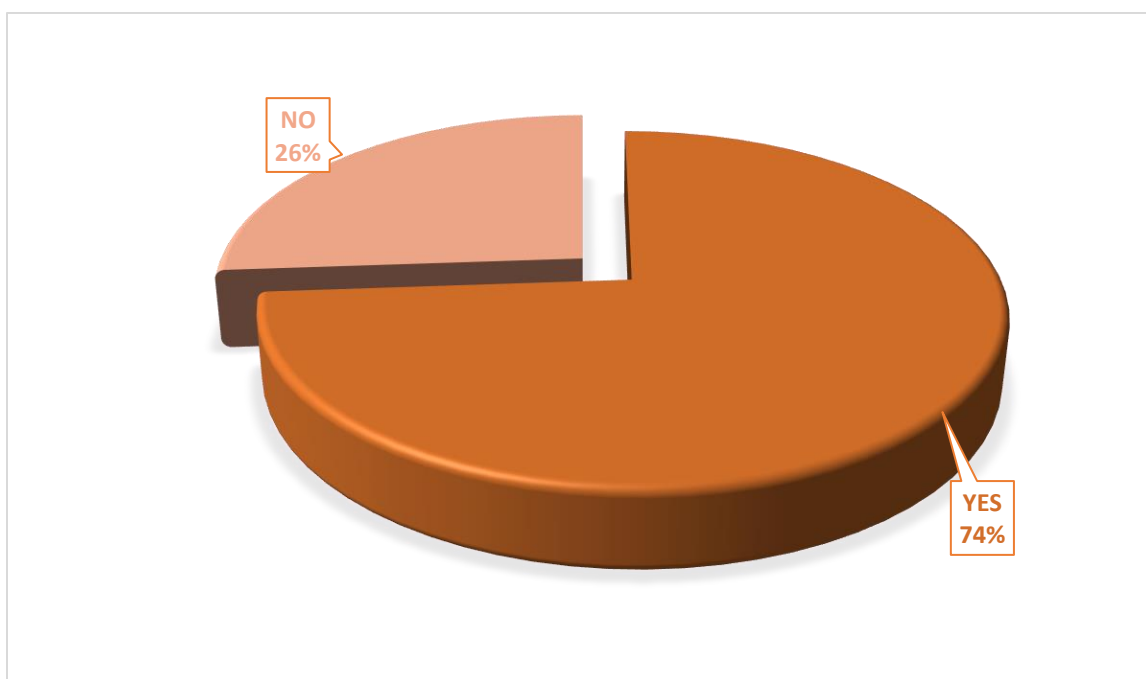
Source: Own source

Note. In graph 3 it can be appreciated that 25% of the students think that the different subjects for their academic formation are not helpful to develop the language skills in a right way, meanwhile a percentage of 70.8% think they are helpful. It can be seen that a great percentage of students consider that the academic formation subjects are good enough to develop the language skills appropriately.

Students' Questionnaire / Question 4: Do you consider that the subjects in the curriculum designs are distributed in a suitable way for your learning process?

Figure 20

Representation of the data obtained of students that consider the subjects in the curriculum are distributed in a suitable way for their learning process.
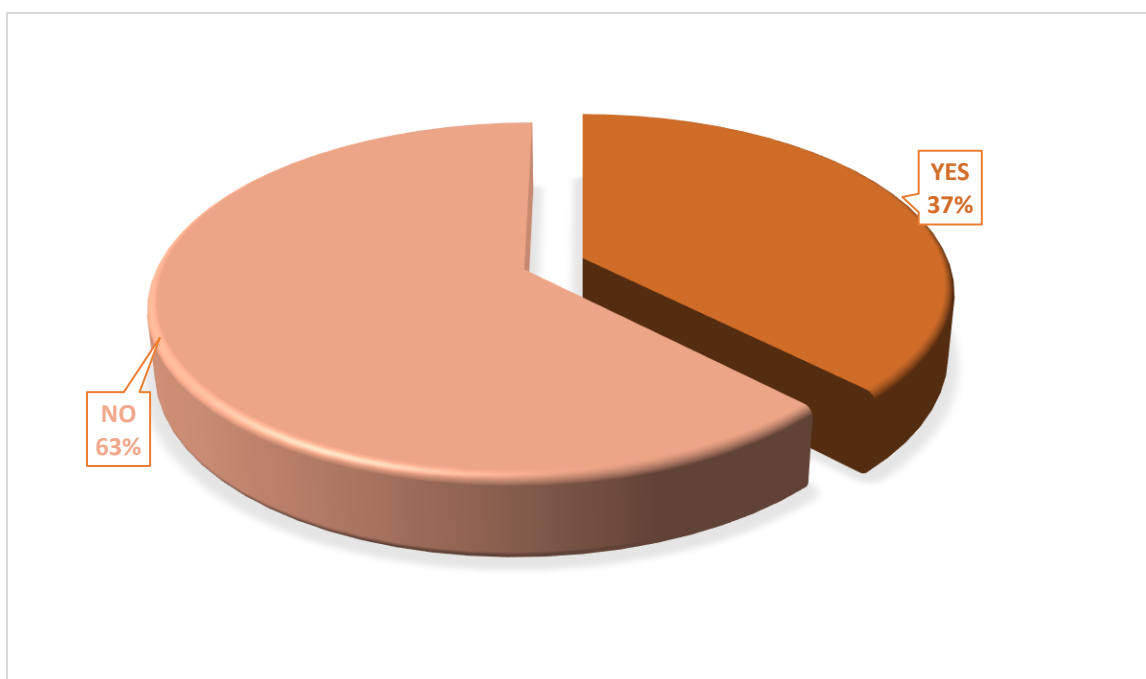
Source: Own elaboration

Note. Graph 4 represents the number of students that consider that the subjects in the curriculum are distributed in a suitable way for the learning process. And it can be noticed that a percentage of 37.5% agree with the distribution of subjects. And 62.5% said they disagree. One more time, it shows that the majority of students consider that the distribution of the subjects in the curriculum design is not suitable for the learning process.

Students' Questionnaire / Question 5: Based on your chosen area: do you consider that the subjects of communication theory, Psycho Pedagogy I and General Didactics I help your development in Public Relations and in the Teaching area?

Figure 21

Representation of the data obtained of students that consider the subjects of Psychopedagogy and General Didactics I help their development in the elective areas
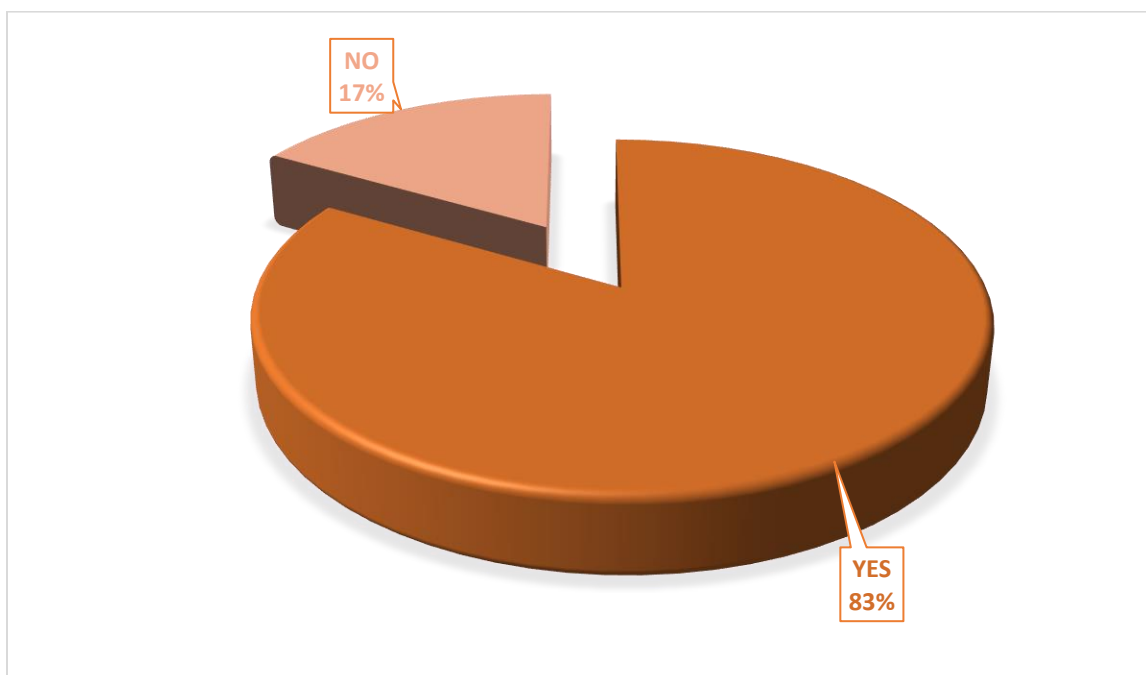
Source: Own elaboration

Note. It can be seen that in graph 5 that has to do with the chosen area, a percentage of 83.3% said that they consider that the subjects of the chosen area help their development in each one of the areas. And 16.6% think the contrary. So, it can be noticed that most of the students consider that the subjects are helpful in their development of each area.

Students' Questionnaire / Question 6: Have you ever reviewed the contents stablished in the curriculum design?

Figure 22

Representation of the data obtained of the students that reviewed the contents established in the curriculum design
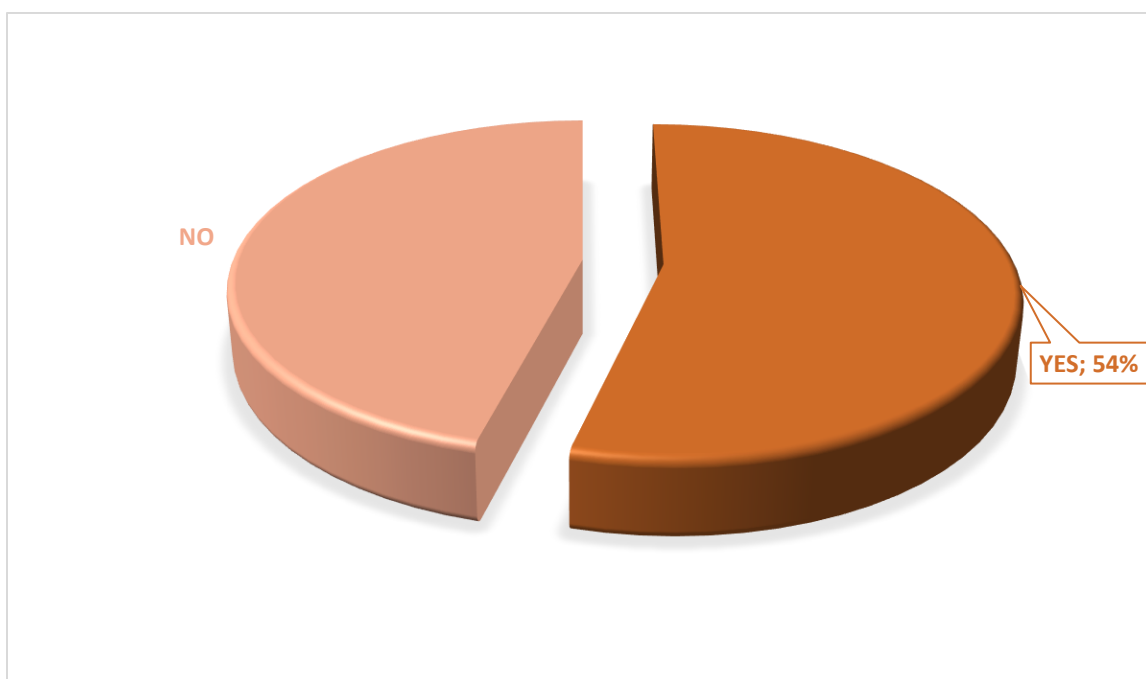
Source: Own elaboration

Note. Graph 6 showed that a percentage of 45.8 of students did not know about the contents established in the curriculum design. By contrast, 54.2% knew about them. This shows that there is a minor difference between the students that are not familiarized with the contents established in the curriculum design of Modern Languages.

Students' Questionnaire / Question 7: Do you consider that every subject has the prerequisites needed, to register the following subjects required for the next semester?

Figure 23

Representation of students that consider the subjects have the prerequisites needed to register the following subjects required for the next semester
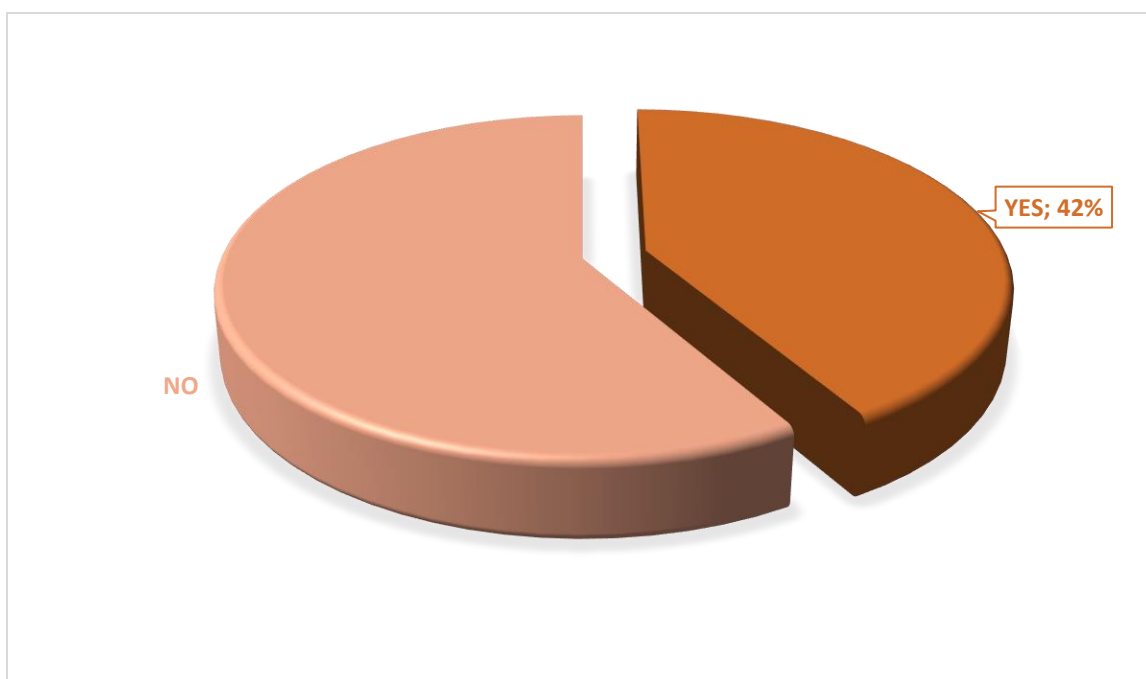
Source: Own elaboration

Note. In graph 7 it was appreciated that the results showed percentages a little bit closed and divided opinion in the answers of the student's population. Because 41.6% said that they consider that every subject has the right prerequisites to register the following subjects that are required for the next semester, and 58.3% disagree with this. So, it can be said that some students consider that the prerequisites are relevant for the subsequent subject.

Students' Questionnaire / Question 8: Do you consider that the number of hours for each subject is sufficient to develop the contents?

Figure 24

Representation of the data obtained of students that consider the number of hours for each subject is sufficient to develop the contents
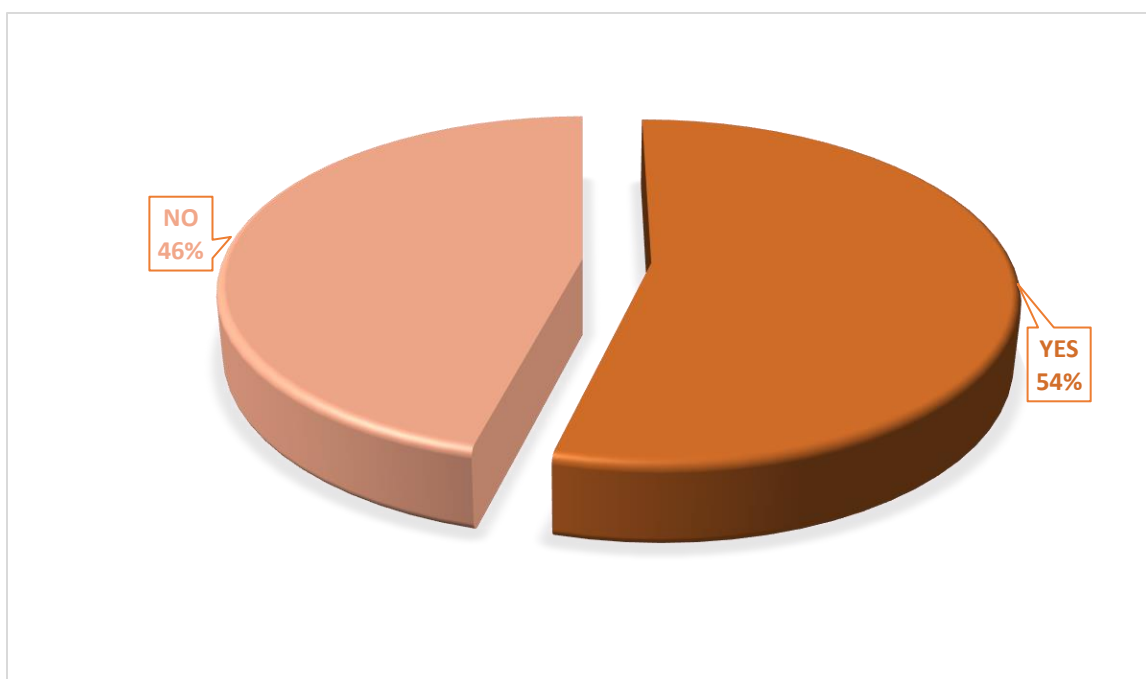
Source: Own elaboration

Graph 8 represents the number of hours to develop the contents, and it can be noticed that the results show closed percentages and also divided opinions because 45.8% think that they are insufficient, and 54.2% think the contrary. This shows that some students agree that the number of hours taught for each subject are enough to develop the contents established in the curriculum design.

Students' Questionnaire / Question 9: Do you feel satisfied with your learning process in the Bachelor's Degree in Modern Languages?

Figure 25

Representation of the data obtained of students that feel satisfied with their learning process
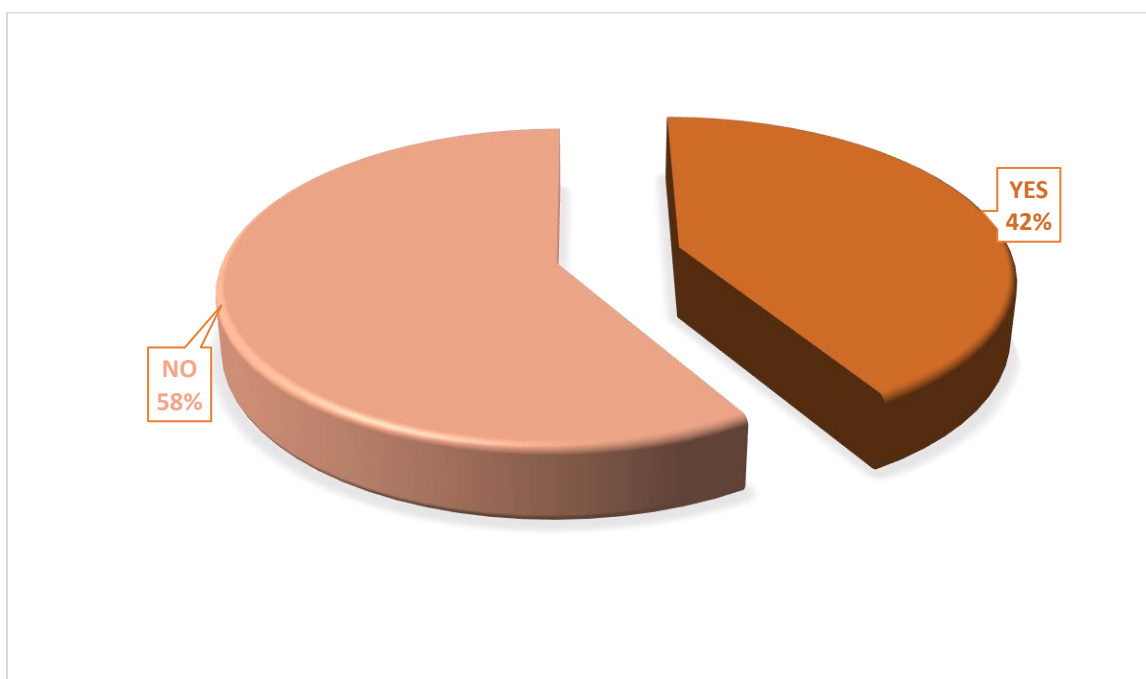
Source: Own elaboration

Note. Graph 9 showed the percentage of the students that feel satisfied with the learning process of the Bachelor's Degree and 58.3% said they disagree with the learning process, and 41.6% showed agreement. So, it can be seen that most of the students are dissatisfied with the development of the learning process in the Bachelor's Degree of Modern Languages.

Students' Questionnaire / Question 10: Do you consider that there are some subjects that should be substituted, eliminated, or modified in the curriculum? If yes, which ones?

Figure 26

Representation of the subjects that should be substituted, eliminated, or modified in the curriculum design.

French and Commerce and French and Tourism subjects need to be more geared on tourism and french economy

In the Public Relation area, the spanish subjects should be taught either in english or french

Add more subjects of Didactics for the teaching practice

Add Pedagogy in both languages

Subjects that should be substituted, eliminated or modified in the Pensum

The subjects should be developed in a better way

Spanish Grammar, English Translation, French Translation II, English Literature II, and French Composition should be added to the curriculum design

French and Commerce should be eliminated and substituted by French Didactic II

Note. Some students suggested that it is necessary to make some changes in subjects like Didactics in French and English, English and French Literature, grammar subjects, and some elective subjects. Nevertheless, most of the students expressed a great interest in making changes

in the subjects of French and Tourism and French and Commerce. Some subjects that they proposed are to make a modification or substitution of some of them. Because they have to be more geared towards French Economy and Tourism and not involving more Salvadoran issues. Besides, they also suggested that it would be good to make a modification in the Public Relation area specifically in some subjects, the students said that they should be taught in one of both languages (English or French). And adding more subjects of Didactics for the teaching practice.

Others agree, and it would not do any change, substitution, or elimination, they just think that the subjects should be developed in a better way. Moreover, subjects like Spanish Grammar, English Translation, French Translation II, English Literature II, and French Composition should be added to the curriculum design (French and Commerce should be eliminated and substituted by French Didactic II) and also add Pedagogy in both languages.

Students' Questionnaire / Question 11: As an overview, are there additional changes that you would do to the curriculum design? If yes, which would be those changes?

Figure 27

Representation of the additional changes that students would do to the curriculum design.

Additional changes to do to the curriculum design according to students

- Take the subjects related to grammar in the first year.
- More hours should be added to the subjects that help to learn and improve the languages and proficiency.
- To receive in language at a time would be better than to receive both at the same time.
- Explain to new students the difference between elective subjects.
- To add more teaching subjects in order to obtain the teaching scale.
- To include subjects that prepare students to have a C1 level in English and a B2 level in French.
- Modification of some prerequisites.

Note. They proposed to take the subjects related to grammar in the first year, so they can have a better understanding of the learning process. Furthermore, they expressed that more hours should be added in some subjects, such as the ones that help to learn the languages and to improve the proficiency of students. In addition to this, a student suggested that to receive one language at a time would be better than to receive both at the same time. And others expressed

that it would be good to explain to new students about the difference between elective subjects and to take them when the student possesses a good level in English and French. Some others showed a great interest in taking more teaching subjects (Didactic) to obtain the Teaching Scale. Another suggestion was that subjects that prepare the students to have a C1 level in English and a B2 level in French should be included, and at the same time some prerequisites should be modified. As a conclusion, it could be noticed that the curriculum design needs to be adapted to the necessities of the students. Hence, it requires a good and deeper evaluation to improve the learning of the new generations that will arrive in the future on the subjects that have become one of the most demanded Bachelor's Degree.

Triangulation of data

The whole process showed many aspects for the different criteria analyzing the curriculum design. Taking into account the objectives and questions posed at the beginning of the research. It is difficult to emphasize that students think in depth since all of them have looked at the curriculum, but they have not had the opportunity to analyze it. Nor observe the different programs beyond that assigned by teachers who develop their taking aspects such as what they think students must achieve, regardless of what is established in the curriculum design. From that, the following contrasts can be established, the data analysis shows the wide variety of syllabi in the curriculum design depending on each subject; however, most of the teachers do not follow the syllabus established in the curriculum design. So, they modify it according to the students' needs, in contrast other teachers prefer to follow it. But the students are discontent since they do not prepare them in the way they expected to interact in reality after finishing their studies.

Based on the answers of the students, it can be said that to a certain extent neither what is in each syllabus nor what has already been implemented fully satisfies them. On one hand, most of the teachers state that the time for the development of each subject is insufficient. But on the other hand, most of the students think that time implemented for the development of each subject is enough. Although some of them proposed to add more hours for some subjects that allow them to improve their language skills. Regarding the contents of the course program, most of the teachers make changes by adding or omitting some elements according to the needs of the students; in contrast, the rest of them create a new one. Without a doubt, all teachers consider that the contents are not appropriate to fulfill the aptitudes required. Despite this, most of the students are dissatisfied with the development of the learning process in Modern Languages.

Although most of the students state that the prerequisites of some subjects are not relevant. Though some teachers think that the prerequisites of the subjects are suitable, at the same time the other part of them believe the contrary, it can be noticed that there are divided opinions in this case.

Definitely, there are some aspects that do have a certain rating relationship. Firstly, although not everyone thinks a like, most teachers and the majority of the students believe that the prerequisites are not related with the subsequent subjects. Secondly, some teachers such as most students believe that there should be a rearrangement in the curriculum design since they consider that some subjects should be taken before, or after than others. Thirdly, most of the students think that the five subjects assigned for the elective areas are not enough for achieving the professional profile needed. Because of this, they agree with the teachers in the addition of more subjects in the elective areas, especially in the teaching area. Finally, students and teachers also consider that the curriculum design requires some changes since the substitution, reorganization, or addition of new subjects. In the same way, they think that some deeper changes

are necessary in the bibliography, and the methodology. Besides that, some teachers also mentioned that Modern Languages needs to use more practical methodologies than theoretical ones. These changes have many purposes depending on who mentioned it, but at the end everything was said for the improvement of one Bachelor's Degree, as important as it is Modern Languages.

Chapter 5: Conclusions and Recommendations

Conclusions

This research has studied "The evaluation of the curriculum design of Bachelor's Degree in Modern Languages, specialization in French and English: the perspectives of the curriculum changes." And based on the information acquired in the instruments, the following conclusions have been stated:

Based in the content analysis

- Since the Bachelor's Degree is divided into three areas, most of the subjects have more than one syllabus design to achieve the objectives and to develop the contents. The findings in those areas are the formative subjects and those related to these have a combination of skill-based syllabus with either structural or notional syllabi. Besides that, few of them possess a situational syllabus, in the subjects of specialization of both English and French languages predominate the content-based and skill-based syllabi. And in the subjects of elective areas are found the content- based syllabus with a constructivism approach.

- The subjects are divided in three areas, subjects of the specialty in English, subjects of the specialty in French, and elective specialties. However, some subjects have some discrepancies, like one of the subjects of the elective area has as prerequisite one of the French specialization areas.

- Also, the results show that the assessment and bibliography are really outdated. Firstly, because of the changes in 2016 where the semesters were divided into 4 of them of 25% each one, most of the evaluated activities could not be carried out with the current system. Since their ponderation is too high, comparing it with that established in the curriculum

design that was created in 2002. The bibliography shown cannot fulfill the demands of a changing society, where languages are becoming more relevant every day.

Based in the questionnaire to the teachers

- Most of the teachers have reviewed the curriculum design considering that this has to be updated. Findings show that the curriculum has both strengths and weaknesses as an example the curriculum provides the learning of two different foreign languages and two different areas such as Teaching and Public Relations. In the case of weaknesses, it was found that the organization and distribution of subjects are not appropriate for the student's learning, as well as it does not help them to reach the profile set out in the curriculum.

- Some of them consider that the methodology is outdated and lacking creativity and activity to develop the proper language skills in students.

- The majority of them modify the established course program based on the needs of students. These modifications are done because of the outdated programs that are shown in the subjects that they have taught, and the outdated bibliography that it possesses.

Based on the questionnaire to students

- The two elective areas do not prepare students for their performance after graduating as well as some other subjects do not fulfill their linguistic skill, feeling unsatisfied with their learning process.

- Some of them think that the number of hours is enough for developing the different subjects. Although they believe that more hours are required in some subjects.

- Students also consider that the curriculum design is outdated, even if they have only known a little, since they have only checked the curriculum. And knowing that they have

not been provided with the programs, their experience makes them think that this should be modified in many aspects inside the curriculum, and what it is intended to achieve for the students.

Based on the triangulation

- Students and teachers consider that the curriculum design needs some changes, not only in the subjects specifically, but also in the expectations that are intended to achieve in the students.

- Teachers make some modifications to the program of their subjects to prepare students for what they believe is necessary. However, despite these changes, some students are dissatisfied with the development of classes.

- Additionally, both students and teachers have proposed some changes, considering their needs, the goals of the Bachelor's Degree, and for preparing students for the real world, and the changes that this carry on.

Recommendations

Based on the findings in this research, the following recommendations can be suggested either for established a proposal or for future research focused on developing an action plan in the curriculum design:

To the coordinator of the language department:

- More subjects need to be added to the elective areas, 5 subjects are not enough to prepare students for the two fields. Public Relations area that does not have a clear purpose, and Teaching area needs to be strengthened to train professionals specialized in these two areas.

- The bibliography and therefore, the contents need to be updated, the society is changing, and a curriculum design created in 2002 does not fulfill the needs of the students. The Bachelor's Degree has good goals for students, but the programs do not provide the achievements of those objectives.

- One of the biggest aspects to remark is that adding more subjects would help the students to get the master's degree, so that they would not need to study two more years just to get the Teaching Scale.

- The approaches should be modified both theoretically and practically. Taking into account what the goals of the Bachelor's Degree are, the purpose of the subjects should be adapted to enhance communicative skills in students for their performance.

- Subjects that prepare students to have a C1 level in English and a B2 level in French should be included in the curriculum design.

- For future research, the information presented here could serve as a base for the development of new proposals that help in the improvement of the Bachelor's Degree curriculum design.

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Glossary

Approach: is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learnt. It also gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn. (British Council, s.f)

Curriculum: is a very general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to the planning of an educational program. (Rhode Island Department of Education, s.f.)

Content Analysis: is a research tool used to determine the presence of certain words, themes, or concepts. (Mailman School of PublicHealth,2022)

Course Program: a program or a written plan for each course or course module is a way of giving practical guidance to teachers, who themselves may come from different backgrounds and have experience of teaching that varies considerably.

Macro-skills: refers to the primary, key, main, and largest skill set relative to a particular context. The 4 macro skills are reading, listening, writing, and speaking. (Mr Girgis, s.f)

Prerequisites: prerequisites are used at all levels of education to gauge student preparedness.

Core competency: It is defined as a core competency that must be demonstrated before tackling a course that requires foundational knowledge. (Cotter, 2018)

Syllabus: it refers to that subpart of the curriculum which is concerned with a specification of what units will be taught (Editorial Staff, 2020)

Target Language: the target language is the language learners are studying, and also the individual items of language that they want to learn, or the teachers want them to learn. (British Council, s.f)

Abbreviations

CBI: Content Based Instruction

CB: Content Based

CBL: Content-Based Learning

CLIL: Content and Language Integrated Learning

L1: is used to refer to the student's first language. (International TELF and TESOL training, s.f)

L2: is used to refer to the student's second language or the language they are currently learning.

(International TF and TESOL training, s.f)

LSP: Language for Specific Purposes

PBL: Problem Based Learning

Annexes

Professor's Questionnaire

U NIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

Objective: The purpose of this instrument is to inquire about the most suitable changes that are needed for the curriculum design of the Bachelor´s Degree in Modern Languages, specialized in French and English by applying a questionnaire to the teachers.

E-mail:

Instructions: Read the following questions and select the option that you consider appropriate for you, based on your experience in the teaching process of the Bachelor's Degree.

1. Have you ever reviewed the curriculum design? ❋Yes / ❋No

2. What strengths does the current curriculum design of Modern Language have to fulfill students' needs?

3. Have you found some inconsistencies in curriculum design that should be removed or changed, if so, which ones?

4. Do you teach students following the syllabus expressed in the curriculum design? ❋No / ❋Yes

5. What area is your class focus on? Contents / Language skills / Another

6. What kind of activities do you perform in order to get students to improve the four macro-skills?

7. What is your opinion about the methodology described in the curriculum design? (one specific subject that you teach this semester)

8. Whenever you teach a course, do you follow the course program in the curriculum design? ❁I follow it. / ❁I make changes. / ❁I create a new one.

9. Do you consider that the contents in the current curriculum design are updated? ❁Yes / ❁No

10. Do you consider that the prerequisites for each subject are suitable for each one of them? ❁Yes / ❁No

11. Do you think that the number of hours is sufficient for each subject? Yes / No

12. Do you think that the five elective subjects of Teaching and Public Relations are enough for achieving the students' aptitudes in those areas? Yes / No

13. Do you think that the current curriculum design fulfills the professional under graduated students' profile? ❁Yes / ❁No

14. Do you consider that the bibliography or references need to be updated for each subject? ❁Yes / ❁No

15. As an overview, do you consider making changes to the curriculum?

16. What improvements do you propose to the curriculum design?

Cuestionario para maestros

U NIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

Objetivo: El objetivo de este instrumento es conocer los cambios más apropiados para el diseño curricular de la Licenciatura en Lenguas Modernas, especializada en francés e inglés mediante la aplicación de un cuestionario a los docentes.

Dirección de correo electrónico

Instrucciones: Lea las siguientes preguntas y seleccione la opción que considere adecuada, en base a su experiencia en el proceso de enseñanza de la Licenciatura en Lenguas Modernas.

1- ¿Ha revisado alguna vez el plan de estudio? ❁Sí / ❁No

2- ¿Qué fortalezas tiene el diseño curricular actual de la Licenciatura en Lenguas Modernas para cumplir con las necesidades académicas de los estudiantes?

3- ¿Ha encontrado algunas inconsistencias en el plan de estudio que deberían eliminarse o cambiarse, de ser así, ¿cuáles?

4- ¿Qué materias imparte este ciclo?

5- ¿Sigue usted el plan de estudios establecido en el diseño curricular? ❁Sí / ❁No

6- ¿En qué área se enfoca su clase? ❁Contenido / ❁Habilidades lingüísticas / ❁Otra.

7- ¿Qué tipo de actividades realiza para que los alumnos mejoren las cuatro macro habilidades?

8- ¿Cuál es su opinión sobre la metodología descrita en el diseño curricular? (una asignatura específica que imparte este semestre)

9- ¿Siempre que imparte una clase, sigue el programa establecido en el plan de estudio? ❀Sigo el programa tal cual. / ❀Realizo cambios. / ❀Creo uno nuevo.

10- ¿Considera que los contenidos del plan de estudio están actualizados? ❀Sí / ❀No

11- ¿Considera que los prerrequisitos de cada asignatura son apropiados para cada una de ellas? ❀Sí / ❀No

12- ¿Cree que el número de horas es suficiente para cada asignatura? ❀Sí / ❀No

13- ¿Considera que las cinco asignaturas optativas de Docencia y/o Relaciones Públicas son suficientes para desarrollar las aptitudes y cualidades necesarias de los estudiantes en esas áreas? ❀Sí / ❀No

14- ¿Cree que el plan de estudio actual cumple con el perfil profesional de los estudiantes graduados? ❀Sí / ❀No

15- ¿Considera que es necesario actualizar la bibliografía y/o referencias de cada asignatura? ❀Sí / ❀No

16- En resumen, ¿considera que se deben realizar cambios en el plan de estudio? ¿Qué mejoras propondría para el diseño curricular?

Student's Questionnaire

U NIVERSITY OF EL SALVADOR
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FOREIGN LANGUAGE DEPARTMENT

Objective: The purpose of this instrument is to inquire about the most suitable changes that are needed for the curriculum design of the Bachelor´s Degree in Modern Languages, specialized in French and English by applying a questionnaire to the students.

Instructions: Read the following questions and select the option that you consider appropriate for you, based on your experience in the learning process of the Bachelor's Degree.

1.   Have you ever reviewed the curriculum design of the Bachelor's Degree of Modern Languages? ❀Yes / ❀No

2.   According to your experience. Do you consider that the elective subjects assigned for your area (education or public relations) are sufficient to achieve the objectives set out in the curriculum of the Bachelor's degree?

3.   Are the different subjects given for your academic formation helpful to develop your language skills in a right way? ❀Yes / ❀No

4.   Do you consider that the subjects in the curriculum are distributed in a suitable way for your learning process? ❀Yes / ❀No

5.   Based on your chosen area:

- Do you consider that the subjects of communication theory help your development in the area of Public Relations? ❀Yes / ❀No

- Do you consider that Psycho Pedagogy I and General Didactics I help your development in the Teaching area? ❀Yes / ❀No

6. Have you ever reviewed the contents established in the curriculum design?

7. Do you consider that every subject has the prerequisites needed to register the following subjects required for the next semester? ❀Yes / ❀No

8. Do you consider that the number of hours for each subject is sufficient to develop the contents? ❀Yes / ❀No

9. Do you feel satisfied with your learning process in the Bachelor´s Degree in Modern Language? ❀Yes / ❀No

10. Do you consider that there are some subjects that should be substituted, eliminated, or modified in the curriculum design? If yes, which ones?

11. As an overview, are there additional changes that you would do to the curriculum design? If yes, which would be those changes?

Content Analysis Instruments'

U NIVERSITY OF EL SALVADOR
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The purpose of this instrument is to analyze which curricular approach each syllabus of the Bachelor's Degree in Modern Languages,

specialized in French and English belongs to:

Subject: _____

Area	Details
Overview	

Course description.	
Objectives	
Contents	
Methodology	
Assessment	
Bibliography	

Timetable

	MONTHS																								
	February 2020				**March 2020**				**April 2020**				**May 2020**				**June 2020**				**July 2020**				
	WEEKS																								
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
General meetings with the Coordination of the Graduation Process	X	X	X	X																					
Choice of Topic					X	X																			
Registration of the Graduation Process							X																		
Approval of the Topic and Appointment of an Advisory Teacher							X	X																	
Development of Research Protocol									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

	MONTHS																								
	August 2020				September 2020				October 2020				November 2020				December 2020				January 2021				
	WEEKS																								
.	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Final Delivery of Investigation Protocol.	X	X	X	X	X	X	X	X																	
Execution of the Investigation									X	X	X	X	X												
Tabulation, Analysis and Interpretation of the data														X	X	X	X	X							
Drafting of the Final Report																						X	X	X	

	MONTHS																							
	February 2021				March 2021				April 2021				May 2021				June 2021				July 2021			
	WEEKS																							
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Delivery of the Final Report	X	X	X	X	X				X	X	X	X		X	X	X		X	X		X	X	X	X
	MONTHS																							
Review of Corrections	August 2021				September 2021				October 2021															