

**Analysis of the training objective corresponding to the Modern Languages  
academic program at ECCI University based on students of last semester  
perception**

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## Abstract

This monograph analyzes the objective of training and professional profile of the Modern Languages career of the ECCI University through a descriptive qualitative research, which is developed using two instruments (Regnier's Abacus and the interview) applied to last semester students, who, based on their experience, show the influence of interdisciplinarity on the occupational profile. In addition, the implementation of strategies is carried out with the interest of providing an improvement plan to the aforementioned career.

**Key words:** Training objective, professional profile, improvement plan, curriculum, interdisciplinarity.

## Résumé

Cette monographie analyse l'objectif de formation et le profil professionnel de la carrière des Langues Modernes à l'université ECCI à travers une recherche qualitative descriptive, qui est développée à l'aide de deux instruments (Abaque de Régnier et l'interview) appliqués à aux étudiants du dernier semestre, qui sur la base de leur expérience permettent l'influence de l'interdisciplinarité sur le profil professionnel est évident. De plus, en œuvre des stratégies est effectué avec l'intérêt de fournir un plan d'amélioration de la carrière susmentionné.

**Mots clés:** Objectif de la formation, profil professionnel, plan d'amélioration, curriculum, interdisciplinarité.

3

## Content

<b>Abstract</b> .....	2
<b>Introduction</b> .....	5
<b>Chapter 1. Statement of the Problem</b> .....	7
<b>Main objective</b> .....	9
<b>Justification</b> .....	10

<b>Chapter 2. Background Context</b> .....	11
<b>Curriculum Management</b> .....	11
<b>Interdisciplinarity</b> .....	14
<b>Languages in Business</b> .....	16
<b>Chapter 3 Theoretical Background</b> .....	18
<b>Interdisciplinarity</b> .....	18
<b>Professional Profile</b> .....	19
<b>Occupational Profile</b> .....	20
<b>Training objective</b> .....	21
<b>Curricular design</b> .....	22
<b>Chapter 4 Methodology</b> .....	24
<b>Data Collection Instruments</b> .....	25
<i>Regnier Abacus</i> .....	25
<i>Interview</i> .....	27
<b>Sampling</b> .....	29
<b>Chapter 5 Analysis of Data</b> .....	32
<b>Professional Pensum Matrix in Modern Languages ECCI University</b> .....	32
<b>Regnier's Abacus Analysis</b> .....	33
<b>Analysis of the interview</b> .....	37
<b>Analysis of data in relation with key concepts</b> .....	39
<b>Conclusions</b> .....	41
<b>References</b> .....	44
<b>Annexes</b> .....	47
<b>Informed Consent for the Regnier's abacus development</b> .....	47
<b>Regnier's abacus method protocol first focal group</b> .....	48
<b>Protocol for the interview's development</b> .....	49
	4
<b>Informed Consent Interview</b> .....	49
<b>Pensum matrix</b> .....	50
<b>Interview transcript</b> .....	50
<b>Tables</b>	
<b>Table 1 Chromatic scale for Regnier's Abacus</b> .....	26
<b>Table 2 Sample selection criteria</b> .....	29
<b>Table 3 Professional pensum matrix</b> .....	32

## Figures

Figure 1 Improvement plan .....	43
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## Introduction

This research project is performed in order to analyze the elements that affect the execution of the professional program in Modern Languages of the ECCI University, this monograph shows the development of a problematic reflected only in the course and completion of the training program, identifying shortcomings and factors that are directly related to the product or result of the student's training, such as the coherence between the training objective and the professional profile, which in turn are influenced by interdisciplinarity, for which it was decided to carry out a qualitative and exploratory type research.

This monograph aims to analyze the emphasis of the Modern Languages academic program of the ECCI University, this is derived from an interdisciplinary content where various competencies are developed that affect the occupational profile of the academic program, identifying a loss of focus of the professional profile which is different and not related to the training objective of the academic program.

The importance of this monograph is identifying and analyzing those shortcomings and problems identified in the professional profile of the Modern Languages academic program of the ECCI University and in the analysis of data made to the experts, further generating an improvement plan with different strategies, which will help to optimize it.

The qualitative emphasis and data analysis are developed from the Regnier abacus and interview, methodology used and applied to experts, based on their experience as students throughout the academic program, give their point of view and propose strategies for the development of the improvement plan after identifying the different problems. The information for this research came from secondary sources, such as journal articles, different databases and documents based on curricular design, professional profile, occupational profile, and interdisciplinarity, these sources were

relevant for the understanding of these and with the aim of recognizing their meaning through the ideas presented by various authors.

This document consists of five chapters in which this research is developed; first, the problem that manages this project is described, then you will be able to show a

6

compilation of background information which includes the contributions that promoted its research. Based on this, the next section will show you the points of view of different authors or experts such as Hawes and Mouilaá, who were relevant in identifying key concepts. Below you will see the methodology used type of research, collection and sampling instruments. Subsequently, the data analysis is carried out according to the results of the application of the instruments and finally, the respective conclusions and recommendations are given through an improvement plan that is obtained as a proposal for the result of this research.

The development of the previous approach requires the satisfaction of the following particular objectives: Implement an improvement plan with a series of strategies for the professional Modern languages academic program of the ECCI University, this in order to strengthen the curricular design and generate a clear focus on the professional and occupational profile of the student oriented towards the training objective.

7

## **Chapter 1. Statement of the Problem**

The Modern Languages academic program arises from the need of different multilingual contexts to communicate with each other; its application generates responses mainly in the communication area as well as in the administrative, industrial and commercial areas. In Colombia, approximately 42 universities nationwide offer programs related to Modern Languages, in which thirty-eight focus on bachelor's degrees, one on translation and two on administration, where the application of their competences is essential for the advance of different activities, due to languages have become elementary tools, acting as a support in their realization from the

communicative area, generating opportunities and creating connections at the international level.

Because of that, it is important that the applied formation objective along the study program is directed and correctly defined, where determination of position, charge and how to perform is the major conflict in graduates. In general terms the professional in Modern Languages is characterized by its domain in different languages and communication abilities with diverse cultures through interaction.

In 1997 ECCI University was created as Escuela Colombiana de Carreras Intermedias, only with technical academic programs such as plastics technology, electro medicine, industrial electronics and automotive mechanics (ECCI, 2014). Further on ECCI evolved through the incorporation of new professional undergraduate programmes as Modern Languages.

This programme has had several modifications, initially it was divided in technical and professional cycles, currently is professional only, it is composed of 8 semesters and 144 academic credits where administrative discipline takes greater relevance.

From an organizational point of view, the objective of training the professional academic program in Modern Languages at ECCI University loses focus because its content is interdisciplinary since, according to the academic version 2015 version, it includes thematic lines such as: administration, law, sociology, philosophy, informatics,

8

language and linguistics, affecting students since it generates confusion in the definition of the graduate's occupational profile and teachers as there is an inconsistency between the training objective and the professional profile of the degree, where the use of languages are specifically developed through strategies designed for administrative purposes (ECCI, 2015).

Based on the previous reflection we state the following question:

***How does the interdisciplinary content influence the occupational profile of the ECCI University graduate in relation to the training objective and the professional profile of the Modern Languages Academic program?***

## **Objectives**

### **Main objective**

Identifying the shortcomings that influence the interdisciplinary content of the graduate's occupational profile and propose opportunities for improvement, taking into account the analysis of the professional program in Modern Languages at ECCI University.

### **Specific objectives**

-To analyze the problems evidenced by the application of the academic program profile through data collection instruments such as interviews applied to students. -To determine strategies that allows adequate development of the improvement plan as a significant contribution in the professional approach of the academic program. -To design an improvement plan for the training objective of the Modern Languages academic program according to their professional profile.

10

## **Justification**

Through the analysis of the academic program this study allows implementing an improvement plan with a series of strategies for the professional academic program in Modern Languages of ECCI University. This will strengthen the curriculum design and generate a clear focus on the graduate's profile (occupational profile).

The professional academic program in Modern Languages at ECCI University is derived from an interdisciplinary content, where various competencies are developed that affect the occupational profile of the academic program due to the loss of focus on the professional profile, which is different and not related with the aim of training.

This project will contribute to the construction and clarity of the predominant objective, which in this case is tongues, since starting from a good curricular design oriented to the professional profile; it generates a clear focus on the profile of the graduate (occupational profile). Taking into account the competencies and focus to be

developed, teachers will be able to design their study plans in a feasible way in accordance with the objective of the academic program to guide the student training process.

This study is pertinent because it corresponds to one of the research lines endorsed by the University (Organizational Communication). In addition, it contributes positively to the development of improvement strategies for the realization of better curricular management, which is adapted to the academic program.

The incentive to carry out this research was the way in which it was considered that the academic program objectives did not fully meet the expectations generated at the beginning of the training process, since there is an incoherence between the training objective and the professional profile, which is not evident from the beginning but throughout the academic program, being reflected in the opinion of sixth, seventh, eighth semester students and graduates, where is underlined the problem addressed.

11

## **Chapter 2. Background Context**

### **Curriculum Management**

The following section contains a synthesis of ten research studies in which Sánchez, (2011) Cruz and Fuentes (1998), Yepes (2005) and Escobar (2013) address curricular management, a fundamental aspect for students, which guides the professional training process in the course of their academic program to perform efficiently and meet the objectives of the occupational profile. In addition, Yuanyuan (2016), Esteva (2009) and Ochoa present aspects in the construction of the professional profile and its importance inside the training process through the design and management of the curricular model.

In the first instance, for Sanchez (2011), the curricular model must be designed using tools to structure and define the professional profile of academic programs in higher education institutions, an example of these tools is (Godet's prospective, 2007 as cited in Regnier's abacus, 2017) based on the knowledge of opinions of various experts compared to others, analyzing the results using a chromatic scale of colors. This

method could be used to collect information, characterize, differentiate and classify data, ordering them according to their importance for the investigation that is carried out. In the methodological guide document to define the professional profile of academic programs using Regnier's Abaco tool, this strategy is suggested for the implementation of proposals for curricular designs, which must be coherent with economic, industrial and technological development in order to articulate the higher education and business needs with a workforce that supports their development and increases their productivity. Consequently, each academic program delimits its areas of competence and describes the academic work to determine content and didactic strategies in the development of professional and labor competencies (Sánchez et al., 2011).

Competences are a fundamental aspect since they pretend to be the objective with which the design of the professional curriculum is organized. The curriculum design and its structure allow delimiting characteristics, objectives, profiles, disciplines and competencies that develop the academic programs. For this reason, it is of great

12

importance to manage the curricular process to carry out elements that allow the development of the student's learning process. A novel alternative of curriculum design model is formed by competency training, which allows flexibility in the design of study plans and the consideration of the qualities that graduates should achieve from design; Incorporating the competencies into the process of curricular conception is a way of integrating this concept with the configurations already tackled in models of previous curricular designs: problem, object, objective, content and method (Cruz and Fuentes, 1998). In higher education, the curriculum and its design are essential aspects applied to the training process of the students, who develop the performance determined by the occupational and professional profile and their objectives to integrate the skills that individual develops depending on the areas and competences belonging to the program.

The curriculum, according to this conception as a way to go during training, involves a constant reflection on the responsibility of the HEIs to commit in a comprehensive training that includes the humanistic, the collaborative and the

endogenous (Yepes, 2005). In this sense, it takes into account the different branches that in the administrative level also affect the professional profile and the way in which management is carried out. Training can be influenced by subjective configurations about values, profile constructions and interaction conditions of each of the participating agents in the educational community.

Curriculum, in the educational context, signifies the totality of students' experiences in terms of instructional objectives. It can be considered as a planned sequence of instruction, or a set of learning objectives articulated across different levels of grades at particular points, or a planned interaction of students with instructional content, materials, resources, or an assessment of the achievement of educational objectives and a specific status on what students should assume during specific periods (Yuanyuan, 2016) . On the other hand, methodologies and curricular development in an educational environment focus on learning developed by teachers according to their knowledge and experience. The experience revealed the need, from teachers and coordinators to acquire elements to manage the pedagogical model and adjust their

13

practices to institutional objectives, where the main objective is to implement principles and elements of analysis for the teaching strategy.

In this process, “the professional profile is the basis of the curriculum design, which in turn determines the study plan and its contents; elements in permanent update that must be adjusted over time and take into account internal and external variables that influence academic training” (Escobar, 2013, paragraph 4). The curricular model is the starting point for the development of a professional profile, so it is important to have a wide knowledge of aspects that compose this concept, to carry out an adequate study plan. A primary factor of analysis are the professional profiles as descriptor and formulator elements of a vision of the subject and society that is wish to achieve during higher education that allow to give an account of the university as a space for reflection about the design of professional profiles focused on the characteristics contextual and formative visions, consistent with an educational project that contributes to social equity (Esteva, 2009). For this reason, the construction of a professional profile allows that

graduate; through the skills obtained in the academic program to develop an appropriate occupational profile.

The professional profile is linked to the occupational profile to carry out micro designs established by dimensions to structure and define a macro-design, which allows identifying and disseminating the skills of professionals through interdisciplinary conception and human development according to the field that performs.

The curricular management related to our monograph, allows understanding the importance of the design of the curriculum, the coherence with the professional profile and the construction of the study plan, since these must be congruent with what is desired to be achieved along the academic program. These articles provide arguments to support the importance of curricular design oriented to the construction of the professional profile and the curriculum of a professional academic program.

14

## **Interdisciplinarity**

The following section consists of two documents, in which (Hawes,2005) (Castro & Chávez,2012) and (Foucault,1994) carry out the concept of interdisciplinarity as a starting point to provide a defined approach to the professional profile of the career through competencies and sub-areas related to disciplines.

A first implication of the competence approach in professional profiles is that it resorts to a series of tautologies, since when analyzing the professional profile, aspects such as capacities, abilities and skills are found that contribute to interpreting the role of the curriculum in the design of professional profiles for the context of public higher education. For Hawes (2005), the concept of professional profile is given as "the set of traits and capabilities that, appropriately certified by those who have the legal competence to do so, allow someone to be recognized by society as' such 'professional' (2005, p.13). To that extent, this concept summons a subject formed in the domain of competences, capacities and strategies for their ideal performance in a certain disciplinary field. However, this approach falls short of the need for a more emphatic conceptualization of the processes of civic, ethical and reflective training, in accordance

with its disciplinary practice.

Interdisciplinarity influences the professional profile of a academic program, which requires an analysis of social factors, where its importance is to take into account the disciplines that are integrated because through these, the competencies are developed by the professional thanks to their collective learning through practice to achieve the objectives determined for the areas in which they must perform according to the occupational profile. In addition, it is essential to take into account that new technologies and changes over time are factors that influence the knowledge that a graduate must develop in his or her work field according to his environment, for this reason, a academic program must be related to the disciplines and their derivatives (Competences and subareas).

15

The interdisciplinary conceptions in the foundation of the professions are studied through the professional sector corresponding to the information analyst, where they name each of the disciplines and competencies that this profession entails. Consequently, the professional profile of the information analyst does not seem to be sufficiently defined. Analytical capacity and knowledge about the use of information are part of the job requirements of a broad professional sector (interdisciplinary) (Castro & Chávez, 2012). It is evident that the professional skills of the analyst are related to the scientific disciplines, where, although the knowledge is analyzed, the professional profile must develop a defined focus.

The development of interdisciplinary content should be determined according to the focus of the professional profile academic program, where the individual develops the knowledge and skills acquired through the disciplines established during their training process.

According to Foucault (1994), the modern episteme is defined by highlighting the essence of life, work, language, and professional activity of a person in the modern context. In Foucault's episteme, a language is a complex and independently existing system. The episteme in a society depends on the way in which the individual

understands his environment and develops his skills through acquired knowledge, this is the beginning of the participation of the human being in the processes of education, practice and creativity for the construction of models that teach the individual to develop their skills through critical thinking and collective learning. Interdisciplinarity and the ability to generate new ideas or meanings (Creativity) in higher education, which promote the development of new approaches in methodologies, imply that student decisions are made in the professional profile of the academic program.

By way of conclusion, the aforementioned articles reveal very important aspects that contribute to our monograph on the relationship between interdisciplinarity and the different competencies they possess, which generate controversy in this regard. It is a very valuable contribution to our research, Due to the fact that the professional profile of

16

the Modern Languages academic program does not have its focus completely defined due to obtaining an interdisciplinary content.

### **Languages in Business**

In this last section two international documents are mentioned in which Ariana, Mirabela & Vega talk about the importance of English in business communication. One of these, they mention idioms in business communication, where their main objective is to examine the effects of the use of idiomatic expressions in business communication, the other is a thesis on a proposal for a curricular rethinking to implement the 6 levels of the UDA language units. The main objective of the curricular rethinking is that students understand, speak and use a second language, in this case in English, but without losing the focus of their professional academic program.

Both documents present the importance of the use of English in the business area, Ariana and Mirabela, (2015) explain that the use of idioms has a great influence on the process of teaching and learning a foreign language, as it could be one of the ways of giving to the students better conditions to improve communication skills in the daily context, where they did a study in which we used a descriptive research methodology (survey) for students of the Faculty of Economic Sciences of the University

of Oradea. They specialize in different fields such as: international business, finance, accounting and European economic relations. All students are familiar with business vocabulary when they begin studying business English in the first year. The survey consists of ten questions designed to determine if students are familiar with terms such as "idioms", "compound verbs" or "idioms" and if they consider that by using them, communication in business is hampered. The results of this project show that the use of specific idiomatic expressions can be included in the syllabus as a useful strategy to help students improve their communication skills and because the relationship between business and languages is important today. Vega, M. (2007), presents the fundamentals after a fairly complete data collection; a proposal for a curricular rethinking with the aim of implementing the 6 levels of the UDA language units, which are based on various aspects (teaching and learning skills, the importance of knowing

17

English in the workplace and the structure competency-based curriculum). Where the curricular rethinking has the objective that students understand, speak and manage a second language, in this case in English, but without losing the focus of their professional academic program.

These documents mention very important aspects for our monograph because they explain the relationship that companies have with languages, especially English, since it is one of the most widely spoken languages in the world. These are important because it is an initiative that contributes to the development and implementation of strategies such as the importance of the use of idiomatic expressions and the implementation of the 6 levels of the UDA language units. They are based on several aspects, one of them is the teaching of competence and learning, the importance of knowing English in the workplace and the curriculum structure based on competence, none without losing the focus of their professional academic program.

18

### **Chapter 3 Theoretical Background**

In the following section, different definitions are mentioned about the concepts of interdisciplinarity, professional profile, occupational profile, training objective and curriculum design, with the aim of recognizing their meaning through the ideas presented by some authors.

## **Interdisciplinarity**

The first concept is interdisciplinarity, to develop this concept we have used the following authors: Grigonienė, Peleckienė, Ramanauskas (2019), Uribe (2012), Natural Sciences and Engineering Research Council of Canada - NSERC (2004) and Rivera (2015), (p.3); who define this concept as a field of study and interaction between several academic disciplines, which are acquired through knowledge that allows providing solutions to problems presented in a situation.

According to Grigonienė, G., Peleckienė, A., Ramanauskas, I. (2019,p.1) “the use of the term “interdisciplinarity” in scientific discourse began in the early 1960s, and was later understood to mean a field of studies, sciences or other practices, which involve different academic, scientific or artistic subjects and knowledge”. The textual construction that allows the communication of scientific aspects oriented the term interdisciplinarity through academic activity through knowledge. According to Uribe Mallarino “The essence of interdisciplinarity is the construction or production of knowledge, either to face problems that require a multiple view (...) and offer solutions for them, or to seek a holistic perspective in the midst of growing compartmentalization of knowledge in specialties that are increasingly distant from each other.” (Uribe, 2012) Therefore, it allows overcoming various obstacles when acquiring knowledge and translating them into an investigation, since it is possible to combine two or more disciplines and take advantage of their characteristics to solve different problems in the same project.

Interdisciplinarity covers the interaction between two or more different disciplines

and also the intersection between them occurs. This can vary from the sharing of ideas to the full integration of concepts, methodology, procedures, theories, terminology, data, research organization and training (Natural Sciences and Engineering Research Council of Canada - NSERC, 2004).

Consequently, interdisciplinarity can be understood as the intersection of aspects that meet transversally and that are applicable to different disciplines. “Interdiscipline involves the interaction of different disciplinary approaches, for which it is necessary for each member of the research team to be an expert in their own discipline. In this sense, the research team is multidisciplinary. The fundamental difference between an interdisciplinary investigation and the so-called multi (or “trans”) investigations (Garcia in Rivera 2019).

### **Professional Profile**

The second concept called professional profile, to develop this concept we have used the following authors: The Technical Secretariat of Training and Vocational Training of Ecuador (2011), Hawes (2005), Guadalupe Pérez Castaño (1985) and (Escobar, 2013), who define this concept as a fundamental aspect in the curricular design of academic programs corresponding to higher education institutions, integrating the features and capacities that the professional develops in their training process and taking into account the competences as a strategic means for the adequate construction of a professional profile.

For the Technical Secretariat of Training and Vocational Training of Ecuador (2011,p.3), “the professional profile constitutes the frame of reference for the performance of the future professional, it is expressed in terms of job competencies and allows identifying whether the person is qualified for a determined occupation, under the parameters and market needs”. To that extent, Hawes provides the concept of professional profile as “the set of traits and capacities that, appropriately certified by those who have the legal competence for it, allow someone to be recognized by society as 'such' professional” (2005, p .13).

In higher education, the professional profile is of great importance since it characterizes and determines the way in which professionals will be trained through knowledge and tools that allow them to stand out in their skills. For Guadalupe Pérez Castaño (1985,p.3), the professional profile is defined as the set of abilities, skills, attitudes and knowledge that the professional must possess at the end of their studies, and it is conceived as a resource of particular importance in the strategic planning process of higher education.

The professional profile is the basis of the curriculum design, which in turn determines the study plan and the contents; Elements in permanent update which must be adjusted over time and take into account internal and external variables that influence academic training (Escobar, 2013, p.5). Carrying out this category in the curriculum is of great significance, as it composes essential elements to reflect the purpose of higher education institutions.

### **Occupational Profile**

The third concept called occupational profile has the contributions of (Mouliá, 2020), (Diaz, 2001), (Sierra, 2009), (Deyka, Izarra, et al, s.f), (p.5) who defines this concept as the skills that a Graduate acquires them in order to practice these functions in the workplace after completing their studies and becoming a professional. It should be emphasized that education is a fundamental aspect in this process, since the fulfillment of expectations to take into account in the journey from the professional profile to its final part, the occupational profile, depends on it.

According to Mouliá (2020), the occupational profile “It is the description of the technical and personal skills that are required for the satisfactory fulfillment of the tasks of a professional. Among them the training, experience, functions, knowledge, as well as the aptitudes and personality characteristics required to carry out the job are valued. It can be defined that the occupational profile constitutes the skills and knowledge of a

professional to comply with the model and exercise a position in their work field, this is how the functions that a career professional could play are established" (Diaz, 2001).

"The occupational profile is determined with which the places in which the graduate will be employed or will be worked are identified, as well as the most common and frequent ways of acting interpreted as the generalization of the methods currently developed by professionals with greater frequency" (Sierra, 2009, p.14). In addition to this, the way in which education influences the professional training and learning process must be taken into account, where the occupational profile "integrates the tasks that the educator currently fulfills or in the future, learns them from the beginning of his career and reinforces them with daily practice "(Deyka, Izarra et al, s.f).

### **Training objective**

The fourth concept called training objective, has the contributions of (Boada & Bonachea, 2013), (Salas and Cannon-Bowers, 2001), (Tracey and Tews, 1995), (Wills, 1994; Huang, 2001), who define this concept as the approach oriented by an academic program, this in order to carry out the professional profile depending on the skills and knowledge that the student possesses during their training process, to satisfactorily fulfill with the development of the occupational profile.

The training objectives or "training objectives, are those that explicitly formulate the educational intentionality" (Boada Martinez & Bonachea Montero, 2013). Within these objectives, the actions to specify the training of students (such as obtaining knowledge, values and skills) and putting pedagogy into practice within research projects are raised correctly.

Through the identification of a problem, the training objectives are planned and defined, which for (Salas and Cannon-Bowers, 2001) are a result of the previous stage, by which the specific learning objectives related to the performance are identified. Attendees are expected to exhibit as a result of the training (Tracey and Tews, 1995). These objectives provide the link between the needs and the results of the training, but

also determine which criteria are useful when evaluating the progress achieved with the same (Wills, 1994; Huang, 2001).

### **Curricular design**

Finally, the fifth concept called curricular design, has the contributions of (Coll, 1991), (Zabalza, 2010), (Yuanyuan 2016) and (Candia 2016), (p. 6), who define this concept as a plan in which the academic programs, this with the objective of complying with the planning, methodologies and contents corresponding to the pedagogical orientation to carry out an adequate process of professional training with an educational purpose, which consists of teaching skills, values and contents so that a student is guided in his learning process.

The curriculum structures the relationship between educational theory and pedagogical practice, between planning and action, between what is prescribed and what actually happens in the classroom (Coll, 1991). It is an educational training plan whose main objective is to show suggestions about different educational formations and meet the needs, this being a “document in which a set of prescriptions, suggestions and orientations on the intention of school education and on the pedagogical strategies most appropriate to this intention” (Zabalza, 2010). In which the objectives proposed in the student's training process are reflected through content.

“Curriculum is not a simple sum of courses, it describes the skills, performances, attitudes, and values that students are expected to learn from education. It establishes the desired outcomes, descriptions of materials, teaching activities, learning procedures, and it is the planned sequence that should help both students and teachers to achieve the results” (Yuanyuan 2016, p.2). In that order of ideas, "curriculum is all the experiences, material activities, teaching methods and other means used by the teacher or taken into account by him, in the sense of achieving the aims of education" (Candia, 2016).

These five concepts (Interdisciplinarity, training objective, professional profile, occupational profile and curricular design) are of importance, because they allow

affirming through authors what is proposed, giving a deeper look at the knowledge that is had to sustain theoretically, research, since they are key aspects that allow us to clarify their influence on the approach to the problem.

## **Chapter 4 Methodology**

The following section covers various components that constitute the approach, type and criteria established for the development of research in order to study and determine the appropriate method to undertake the study of the objective.

For this study, it has been determined that the most appropriate methodology is qualitative. "The qualitative methodology can be defined as an investigation that produces descriptive data: people's own words, spoken or written, and observable behavior" (Quecedo & Castaño 2002, p.7). In this sense, the study to be carried out is based on the investigation of the facts, speeches and frames of reference of the study subjects, in this case the experts to whom the research method used will be applied, (Regnier's abacus and interview), where it generates a qualitative methodological contribution to the research and shows criteria that deviate from the yes or no answers. Qualitative studies emphasize the validity of the research. Quecedo and Castaño (2002) state:

"A tight fit between the data and what people actually do and say. By observing people in their daily lives, listening to them, talking about what they have in mind, and seeing the documents they produce, the qualitative researcher obtains direct knowledge, not filtered by 9 concepts, operational definitions and classification scales "(p.8 ).

The second method to carry out is the interview. Taking into account that "the interview is a very useful technique in qualitative research to collect data; it is defined as a conversation that proposes a specific purpose other than the simple act of talking" (Diaz, et al., 2013, p.2).

Proposed the above, it is defined that the approach to be applied in this research is the qualitative approach, because the tools used in the methodology are of this nature, since different points of view argued in the different answers given by each one are analyzed. Of the experts generated in a discussion environment and ending with the interviews applied to one of the experts.

25

This kind of research has been named as exploratory based on the next definition “Exploratory research aims to examine or explore a research problem that has been little studied or that has not been analyzed before. For this reason, it helps to understand scientifically unknown, little studied or new phenomena, relying on the identification of potential concepts or variables, identifying possible relationships between them” (Cazau, 2006, p.5).

The research is exploratory because it allows an approximate analysis of the training objective and its relationship with the professional profile of the Modern Languages program of the ECCI University to be carried out, in which an investigation will be carried out through experts Through the Regnier abacus instrument, in order to obtain information directly from specialized people (teachers and students in the last semesters) and in this way, identify the improvement opportunities that may arise in the curricular management to design an improvement plan.

### **Data Collection Instruments**

The following are the procedures proposed for this research, the logical steps for the construction of scenarios and the instrument used to develop them, as well as the Regnier Abacus methodology and interview with one of the experts to deepen the topic to be discussed.

#### ***Regnier Abacus***

We will apply the Regnier abacus method, this consultation method aims to interrogate experts on the subject to be treated, the responses are processed in real time or in

postal time by a color scale; colors should be scaled and graded, based on the colors of the traffic light. This method allows estimating the behavior of a group of factors and determining the intensity of a present problem. For the interviews, the expert selected for the abacus will be a participant, so that by means of 6 questions the participant will help us to deepen the topic from their points of view.

26

Regnier's Abacus according to Galvez & Melano (2015) "has been widely used throughout the world as a planning tool, aimed at planning and identifying determinants of change". This tool was designed by Dr. François Regnier in the 70s, in order to "confront the point of view of a group with that of other groups and at the same time, become aware of the greater or lesser variety of points of view". In addition, this method "allows to measure the attitudes of a group of experts towards a specific issue, understanding and respecting by attitude the rejection or acceptance of their feelings in a given situation" (p.48-49).

This method consists of 3 phases; the first is based on collecting the opinion of each of the experts, where according to Rochel (2013) the following is sought: "Define as precisely as possible the problem to be studied. This problem will be approached with care and breaking down into elements (or items). These items will be the statements, extending the field of discussion, on the evolution of the past and /or on the vision of the future", (p.2).

The second consists in treating the data, in this each one of "the colored responses is treated in the form of a matrix, where it is represented: in rows the items that define the problem and in columns the experts participating in the study" Technological Institute of Sonora, (s.f). In this part, the results of the answers given by the experts are seen in an orderly manner. The third and final phase is based on the discussion of the results, where you can "begin the debate and / or the explanation of the vote: the procedure is open and everyone can, at any time, change the color and justify their change opinion" (p.2).

This tool is represented by means of a color scale, in the form of a traffic light; green is a favorable color, red is an unfavorable color, yellow is an intermediate color, white is a white vote and black is a null vote, the following table will show the chromatic

scale and assignment of values:

**Table 1 Chromatic scale for Regnier's Abacus**

VERY FAVORABLE	<b>5</b>
FAVORABLE	<b>4</b>
DOUBT	<b>3</b>

27

UNFAVORABLE	<b>2</b>
	<b>1</b>
THERE IS NOT ANSWER	<b>0</b>
	<b>-</b>

The chromatic scale given in the previous table proceeds to order each of the responses obtained by the groups of experts and thus make a better review, the results obtained will be ordered from highest to lowest so that the results can be better evidenced and thus can be classified and concluded.

The experts will only be able to mark a single option in each item, even if they do not want to or cannot respond by marking the option in black, (abstention). Finally, in the tabulation, the voting result will be represented by a table where the results will be identified with their corresponding numeral; these will be in the first column. The participants, who are identified with letters, the initials of their names will be in the first row, in the box of each item the color corresponding to the vote is located, which will have a percentage for said conclusion, after this it is requested that each expert provide an explanation or justification for the proposed position for each vote.

### ***Interview***

According to Diaz (2013) "the interview is a very useful technique in qualitative research to collect data; it is defined as a conversation that proposes a specific purpose other than the simple act of talking".

In this research, the semi-structured or semi-free interview will be handled, according to Diaz (2013), "They present a greater degree of flexibility than the structured ones, because they start from planned questions, which can be adjusted to the interviewees. Its advantage is the possibility of adapting to the subjects with enormous possibilities to motivate the interlocutor, clarify terms, identify ambiguities and reduce formalities".

28

In the interview, 6 questions will be asked to the participant, as he goes answering if there are individual ideas, additional questions will be asked to complement the objective of the question, if it is not necessary, the next question will be continued. Six semi-free questions are determined according to the research question: How does the interdisciplinary content influence the occupational profile of the ECCI University graduate in relation to the training objective and the professional profile of the Modern Languages academic program?

The objective of the next question is based on knowing the level of information of the participants regarding the aspects that are being addressed:

*Do you have knowledge of the training objective, the professional profile and the occupational profile of the professional academic program in Modern Languages at ECCI University?*

The objective of the second question seeks to deepen the contribution of interdisciplinarity to the professional profile of the career by means of a definition. Taking into account that interdisciplinarity is according to (Natural Sciences and Engineering Research Council of Canada - NSERC, 2004). Interdisciplinarity "comprises the interaction between two or more different disciplines and the intersection between disciplines occurs. This can vary from the sharing of ideas to the total integration of concepts, methodology, procedures, theories, terminology, data, organization of research and training":

*Do you consider that interdisciplinarity is a factor that influences the focus of the professional profile of the academic program?*

The objective of this question is based on understanding the participant's perception of their reality from the work context and in relation to the occupational profile: *What are your job expectations and what job offers have you recently found, whether national or international, in which you can effectively apply the knowledge acquired in this academic program?*

This question aims to recognize the viability of two related disciplines in the professional program in Modern Languages:

29

*What influence can ignorance or poor command of foreign languages have on the teaching of administrative subjects?*

The objective of this question is based on the impact generated by the hourly intensity in each discipline:

*If the emphasis is increased on the hourly intensity of administrative and research subjects, do you think that the title awarded as a professional in Modern Languages corresponds to the content of the degree?*

This question aims to identify keys in the curriculum design as an important element in the professional training process:

*What type of curricular strategies can be implemented to optimize the professional profile in relation to the occupational profile of the academic program?*

## **Sampling**

To apply the collection instruments, criteria sampling was selected, since according to Patton (1990) its objective "is to make sure to understand the cases that are probably rich in information because they can reveal important weaknesses", thus becoming a strategic way to apply the instruments.

In order to make the Regnier's Abacus technique effective, it is important to analyze and define the criteria for the selection of participants, they are determined by

evoking the judgment of experts, and a technique used for non-probabilistic sampling that is typical of qualitative research. The following were defined for this study:

**Table 2 Sample selection criteria**

Sample selection criteria
Participants (5)

30

- Eighth semester student Modern Languages ECCI University or have passed 90% of subjects.
- To know the objective of formation, professional and occupational profile defined by the university ECCI.
- Have taken both virtual and face-to-face subjects.
- Not have graduated at a professional or higher level in another academic program.

Students' participation is essential because they are protagonists in this problem, their opinion allows an analogy from the point of view of the product delivered and allows verifying the service satisfaction, and they are the direct beneficiary of the management.

The profile of this participant is defined from the linkage with the problem must be part of the object of study, this classification is aimed at people in the last semester or who have taken at least 90% of the subjects proposed in the curricular design, since in

their argumentation have enough knowledge and criteria to make a judgment about it.

The criterion of knowledge of the professional, occupational profiles and training objectives proposed by the university is necessary since the last semester student can establish whether these elements are met in the execution and implementation of the curriculum design.

Having participated in both face-to-face and virtual modalities is a requirement since this allows establishing the difference and the importance given to each one depending on the purpose within the curricular design.

31

The last criterion is determined due to the influence that having previously graduated in a professional academic program may have, this criterion was established due to the fact that several students enter the program to have a complementary study to another profession focused on other areas, which would not directly affect their occupational profile, while a person who graduates as a professional for the first time is more likely to execute the content within the area, having a direct relationship in their occupational profile.

Explanatory Note: For the interview, in addition to using the criteria mentioned above there will be an additional one; the person who participates in the interview must have participated in the Regnier abacus, in order to expand the information collected to obtain greater clarity in a detailed way. It will only apply to the participant selected.

32

## **Chapter 5 Analysis of Data**

This section contains the development of the data analysis of the applied instruments. Initially, a matrix is carried out that was designed by the researchers with the aim of analyzing the curriculum as a starting point for the construction of the instruments, the Regnier Abacus and the semi-structured interview, which allow taking into account the aforementioned theoretical concepts in the section on the background

and opinions of a group of experts with the aim of directing the purpose of the investigation through the problem question.

## Professional Pensum Matrix in Modern Languages ECCI University

**Table 3 Professional pensum matrix**

PROFESSIONAL PENSUM MATRIX IN MODERN LANGUAGES ECCI UNIVERSITY						
		Hourly intensity	Hourly intensity by semester	Administrative subjects	Language subjects	Transversal subjects
Training objectives						
Occupational profile	The professional will be able to perform in areas such as business logistics, hotel assistance, public relations, multilingual assistant, brand representative, embassies and inter-institutional relations.					
Face-to-face subjects	40 subjects	320	22-24	9		10
Disciplines					Literature	
Virtual subjects	20 subjects	20		6	0	4

This matrix was designed in order to adequately analyze the curriculum found on the ECCI University page of the Modern Languages program. This graph consists of various components that allow establishing the instruments to carry out the data analysis, where three important theoretical concepts such as disciplines, training objectives and occupational profile are taken into account in order to relate them to the question of investigation. In addition to this, face-to-face and virtual subjects related to the components found in the upper row are taken into account, which allow identifying the hourly intensity per semester and in general of administrative, transversal and language subjects.

33

## Regnier's Abacus Analysis

The application of the instruments Regnier's Abacus and the semi-structured interview with a group of experts were carried out. Data collection in the first instrument was carried out with 4 participants.

Regnier's abacus				
VERY FAVORABLE				
FAVORABLE	1) The training objective is related to the professional and occupational profile of the career.			
DOUBT	2) The professional in Modern Languages at ECCI University is characterized by his/her command			
UNFAVORABLE	3) The hourly intensity of administrative and research subjects should be greater.			
VERY UNFAVORABLE	4) All administrative subjects corresponding to the degree must be seen in English.			
THERE IS NOT ANSWER	5) The professional has the skills to perform in the areas mentioned by the occupational profile.			
ABSTENTION (OPCIONAL)	6) Interdisciplinarity is a factor that influences the focus of the professional profile of the career.			
	Participant 1	Participant 1	Participant 1	Participant 1
Statement 1	UNFAVORABLE	DOUBT	UNFAVORABLE	DOUBT
Statement 2	FAVORABLE	UNFAVORABLE	DOUBT	FAVORABLE
Statement 3	UNFAVORABLE	FAVORABLE	DOUBT	VERY FAVORABLE
Statement 4	VERY FAVORABLE	DOUBT	FAVORABLE	DOUBT
Statement 5	DOUBT	UNFAVORABLE	UNFAVORABLE	DOUBT
Statement 6	VERY FAVORABLE		VERY FAVORABLE	VERY FAVORABLE

The first focus group data collection was carried out with 4 participants (4 students). The data was collected through two phases; the first, through a Google form where the six statements were answered, each participant marked the answer according to their opinion and in the second phase, through a discussion, in which the participants gave their points of view based on the answers that they had marked, while a moderator led the meeting, two were in charge of taking notes on the key aspects mentioned by the participants.

The schedule was met with all the steps and times set out, only a few questions were added to complement and deepen the subject in statements 3, 4 and 5. The first statement worked with the participants referred to the training objective and its relationship with the professional and occupational profile of the academic program. Regarding this, participants 1 and 3 answered unfavorable and participants 2 and 4

answered doubt. In this statement, participants 1 and 2 shared their opinions, they agree that there is no relationship with the occupational or professional profile, while participant 1 argues the deviation of the approach due to the number of administrative subjects that also modified their expectations as a student, the Participant 2

emphasizes that “the subjects have general content but does not provide sufficient bases for the work expectations of the MEN and comments that the curriculum does not have an order”. According to the opinions of the participants and according to the research question, they consider that the training objective is largely unrelated to the professional and occupational profile of the Modern Languages academic program at ECCI University.

Regarding the characterization of their domain in different languages and communication skills with different cultures through the interaction of the professionals in Modern Languages of the ECCI University, participants 1 and 4 answered favorably, participant number 2 responded unfavorably and participant 3 answered doubt. Participants 3 and 4 change their answers in the second phase and argue their points of view. In this statement, participant number 3 in the argument considers that the answer is unfavorable because it takes time to study languages because their content is broad. She believes that personally, she does not feel qualified to exercise different language skills and to interact with other cultures. On the other hand, participant 4, based on her personal experience, indicates that her answer is doubtful in the argumentation since it depends on the methodology that she found in the teachers. Sometimes she had good experiences and could handle elements of a language, although not in its entirety and indicates that there may be people who do not speak it since they did not learn it throughout their academic program as there were other people who did. According to the opinions of the participants and taking into account the problem question, the professional in Modern Languages, on the one hand, does not possess the majority of communication skills and command of different languages during their training process to interact with different cultures of languages according to their professional profile. However, although it is not fulfilled with the learning of different languages in its entirety through the academic program, it should be noted that it depends on the autonomous sense and the experiences that each student has acquired during this process.

35

The third statement worked with the participants regarding the hourly intensity of administrative and research subjects should be greater; participant 1 answered unfavorable, number 2 answered favorable, number 3 answered doubt and 4 very

favorable. Participant 1 considers that the hour intensity should be lower because as students at the beginning of the academic program they had other expectations, taking into account the focus for the most part towards languages rather than the administrative approach. In addition to this, she believes that the additional subjects (Administrative and research) should be in English (Participant 1).

After the answer, an additional question was included: Do you consider that administrative knowledge is sufficient to have professional knowledge in the administrative field? The second participant agrees that the hourly intensity should be higher if we work in the administrative area. The administrative subjects all semesters had the same methodology; the only one that enriched the students' knowledge in a different way was that of marketing. In addition to this, he thinks that only one research subject would have been enough as they consider it in other universities. The investigation would have been used in something administrative to perform in it. (Participant 2) Participant 2 thinks that each student prepared to work in a different way according to their way of thinking. According to the opinions of the participants and the research question, the hourly intensity of the administrative and research subjects should be less during the student training process at administrative subjects, the knowledge acquired was not sufficient to perform in the area administrative because the contents of the classes were similar in all semesters and did not meet the objectives proposed in the professional profile, the research subjects could have been related to the administrative and after that, they should use methods that allow the development of skills corresponding to foreign languages

In the fourth statement regarding the administrative subjects corresponding to the academic program, they must be seen in English and according to the François Regnier color scale, participants 2 and 4 answered doubt, number 1 very favorable and participant 3 favorable. In this statement, participants 3 and 4 argued their answers. Participant 4 considers that not all the subjects should be in English but in the three

languages that the degree addresses, indicates that although the current curriculum has some in her opinion they should be more, she does not believe that her expectations

were met since she wishes to have learned plus. Participant 3 agrees that her expectations were not met because she thought that the approach was going to be more administrative; regarding the question in this statement, it was not argued by participant 3.

An additional question is included for this statement: At this point in the academic program do you consider that the expectations you had at the beginning were met? Taking into account the professional profile and the objective of training the professional academic program in Modern Languages, according to the statement, the participants consider that the administrative subjects should be taught in the 3 languages (English, French and German) so that the Professional in Languages Modern during their training process, meet the expectations of performing in the areas highlighted in the occupational profile.

The fifth statement worked with the participants referring to the skills of the professional to perform in the areas mentioned by the occupational profile, in relation to this, participants 2 and 3 answered unfavorably and participants 2 and 4 answered doubt. According to the statement, participant 2 thinks that in personal terms it is favorable because beyond the knowledge of languages, we do not know how to make use of them on some occasions. He considers that the level is not adequate for a person who has an administrative position, mostly in the French or German languages, where they focused on more general aspects. Similarly, the opinion of participant 1 is related to that of number 2, where he considers that they do not have enough competencies to perform in the areas corresponding to the occupational profile. Participant 1 considers that when the degree is finished, they do not have sufficient skills, knowledge is not the maximum, as a professional they do not have the skills to perform the areas.

An additional question was included in this statement: Do you know someone who works in the areas mentioned above in the occupational profile? The responses of

37

the participants 1 and 2 do not know someone who works in the areas corresponding to

the occupational profile. Participant number 2 roughly knows people who are working in a call center and have the possibility of being promoted to an administrative position. Participant number 1 knows people who have held positions that correspond to the occupational profile of the academic program, such as hotel assistance, chancery and the ministry of foreign affairs. However, the people who work in these positions do not belong to the professional academic program in Modern Languages.

According to the arguments and the research question, the participants consider that the professional does not have sufficient competencies to perform in the areas mentioned by the occupational profile. Regarding the additional question, the participants do not have knowledge of people who work in the areas highlighted in the occupational profile of the professional academic program in Modern Languages (Business logistics, hotel assistance, public relations, multilingual assistance, brand representative, embassy assistance and inter-institutional relations).

According to the final statement on interdisciplinarity as a factor that influences the approach to the professional profile of the academic program and according to the color scale of François Regnier, participants 1, 3 and 4 responded very favorably and participant number 2 did not give a reply. Participant 3 indicates that it does influence the approach, but it is not applied on a large scale in the race, participant 4 did not respond to the statement. Regarding the last statement, one of the participants considers that interdisciplinarity is a factor that influences the approach to the professional profile of the academic program. However, due to the lack of information, it was not possible to deepen the argumentation of the statement.

### **Analysis of the interview**

The first application of the second instrument was carried out, where 6 semi-free questions were carried out in relation to the research problem question. This application was made to 1 participant in a 20-minute session led by the researchers. The development of the interview took less time than foreseen in the schedule and satisfactorily complied with the protocol.

In the first question, the participant states that he does not have knowledge of the training objective, the professional profile of the academic program; he only recognizes that the emphasis of the professional academic program in Modern Languages of the ECCI University is administrative.

For the second question, a quote about the concept of interdisciplinarity was attached according to (Natural Sciences and Engineering Research Council of Canada - NSERC, 2004), after which the question was asked, where the participant affirms that interdisciplinarity is a factor that influences in the approach to the professional profile of the academic program, where he highlights how this concept is developed and thinks that "The knowledge that is added differently to language" is "very simple or very general".

In the additional question he added, considering that administration is another of the disciplines as a factor that influences our approach to the professional profile, do you consider that interdisciplinarity in our academic program is a factor that influences the administration, which is another of the disciplines? Regarding this question, the participant confirms that administration is one of the disciplines that "perhaps allow us, how to follow that line or that academic program directly in administration either to perhaps join it with something else".

For the third question, the participant considers that the participant's job expectations are low, since he considers that administrative knowledge is basic to occupy a position other than a recruiter or trainer in a bilingual or semi-lingual call center and argues that there are no greater opportunities because knowledge is not enough to be considered an option in the available vacancies.

In the fourth question, the participant affirms that ignorance or poor command of languages influences, considering that it is necessary for administrative subjects to be learned through foreign languages, to make a comparison and give the person the opportunity to acquire knowledge both in the mother tongue and the second language,

linking them to the administrative content to focus the profile and perform in an area or department successfully.

In the fifth question, the participant considers that the degree awarded does not correspond to the content of the degree because the occupational profile is not adapted to the professional profile and therefore the available offers do not take this degree into account. In addition, according to him, the knowledge is not deep enough to work in areas such as a translation assistant or interpreter, which involve the execution or practice of foreign languages with the exception of English, since "it is a language that we have related to practically all life". However, this language is not sufficient to fulfill the functions that this profile should perform in a company.

In the sixth and last question, the participant considers that a strategy for him would be to adapt the subjects according to the occupational profile, he adds that if in the occupational profile this translation is not a work option, because see introduction to translation if the academic program is aimed at the commercial, he adds that to work as a brand representative or in embassies he should have seen more commercial, marketing and advertising matters and rich in general culture related to business that do have to do with the academic program, he highlights that in his strategy he would perhaps add 1 or 2 subjects to the curriculum, however it does not consider changing it but if making a few modifications where the subjects that are directed are defined with what is proposed in the student's occupational profile and which ones are not.

### **Analysis of data in relation with key concepts**

The data analysis involves the five theoretical concepts mentioned in the background section, which allow, through the Regnier Abacus and the interview applied to the participants, to have an approximate idea of the influence that these concepts related to the research have.

Based on the definitions given by Mouilaá (2020) on occupational profile and Boada Martinez & Bonachea Montero (2013) on training objectives, the contributions of

professional and occupational profiles, it is evident that The description established in them would not satisfactorily comply with the technical competencies that the professional must possess, creating doubt about the educational intentionality of the training objectives and that the knowledge acquired is not enough to perform in the areas mentioned by the occupational profile of the academic program. From the definitions on interdisciplinarity and curricular design of Grignonienè, Peleckiene, Ramanau (2019), Coll (1991) and Yuanyuan (2016), the participants show themselves without any resistance to the existence of interdisciplinary content within the academic program, but they make the exception that it would be more acceptable if it were carried out including languages, in other words they agree to apply this interdisciplinarity but in a foreign language since they consider the administrative and research field important. However, for them the knowledge acquired in these areas would be more productive if applied together with the specific essence of the academic program in order to optimize the professional profile based on the adequacy of content according to the areas to be performed in the academic program with the objective that professionals have an adequate learning process that allows them to have the opportunity to perform in the areas mentioned by the occupational profile.

According to the responses and points of view of the participants in the development of the Regnier Abacus instruments and the interview, the data analysis was able to verify by means of the problem question that there is an inconsistency between the training objective and the professional profile of the Modern Languages career, which generates confusion evidenced in the chromatic scale with answers to doubt and the answers provided in the semi-structured interview, where the expectations that the student has at the beginning of the academic program are not met due to its methodology and content interdisciplinary. In addition to this, there are shortcomings that throughout the academic program can be evidenced and named through the experiences of the participants, who provide a possible strategy at the curricular level as an option for the improvement plan proposed in the occupational profile.

## Conclusions

Throughout this research, it was possible to identify the different opportunities for improvement raised in the analysis of the data by the experts with the methodologies used. In the first instance, it is evident based on students perception that there is an incoherence between the professional profile of the Modern Languages academic program and the training objective; for this reason, it is suggested to make a modification in one of the two, this in order to give clarity to the focus of the race. It is also suggested to do a planning and remodeling in the curriculum of the modern languages academic program, with the aim of training professionals with the necessary skills for the positions proposed in the occupational profile, this opportunity for improvement was raised by the experts in agreement Based on their personal experience throughout their academic program, they state that they do not have the necessary skills to perform in these positions.

During the development of the research there were some limitations; the first was the access to a source of analysis (students), because we didn't have access to another group of experts, which allowed us exclusively to understand the criticisms that the participants gave according to the academic program, but it didn't allow us to visualize their responsibility or a different perspective towards itself. The second limitation was because of the restriction of the information due to there weren't different alternatives than free databases, only those in force at the time of the research, for example: (The curriculum document) is private in way that the students cannot view it, who should because they are the objective or are part of the curricular structure.

According to the results analyzed in the data collection, problems that affect the professional profile of the Modern Languages academic program could be evidenced, it should be noted that these problems are taken into account from the perspective and personal experience of each of the experts throughout their academic program. The professional profile emphasizes languages, but throughout the academic program, subjects and competencies are seen that are believed to be unnecessary for this objective; A higher hour intensity is handled in the administrative area, losing the focus

of the professional profile, emphasis is placed on administrative subjects which are

42

seen in Spanish, but which could be seen in different foreign languages with professional teachers in said administrative position and thus train professionals with the necessary skills set out in the professional profile. To finalize the degree it has duration of 8 semesters which are not considered sufficient to perform in the different positions named in the occupational profile because it is an interdisciplinary academic program.

The strategies proposed below in this improvement plan were taken into account from the data analysis of the methodologies used in the research from different problems and from the perspective and personal experience of each of the experts throughout their academic program of the profession of Modern Languages.

43

### **Figure 1 Improvement plan**

How does the interdisciplinary content influence the occupational profile of the ECCI University graduate in relation to the training objective and the professional profile of the Modern Languages career?

Improvement plan



*strategy 1*

Generate more hourly intensity in foreign language subjects and not in administrative areas, so as not to lose the focus of the professional profile of the career.

*strategy 2*

Modify, add or adapt some subjects considering the career curriculum according to the focus of the professional profile in order for the professional to be able to perform in the stipulated areas in the occupational profile with the different competencies.



*strategy 3*

Have administrative subjects in the different foreign languages (French, English, German), this with the aim of acquiring both knowledge without losing the emphasis and the objective of the Modern Languages career.

*strategy 4*

Having suitable and trained teachers with knowledge in both branches, foreign languages and administrative areas, is a complement that will help to successfully fulfill the objective of the career.



*strategy 5*

Promote and propose more degree projects regarding the profile of the academic program of modern languages at the ECCI university and include students in the formulation and modifications of the curriculum design.



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## **Annexes**

### **Informed Consent for the Regnier's abacus development**

#### **ECCI University, Modern Languages Program**

Analysis of the training objective corresponding to the Modern Languages professional career for ECCI University students.

**Degree project Analysis of the training objective corresponding to the Modern Languages professional career for students of the ECCI University.**

**How does the interdisciplinary content influence the occupational profile of the ECCI University graduate in relation to the training objective and the professional profile of the Modern Languages career?**

Angie Carolina Patarroyo, Ana Valentina Sánchez and Alexandra Rojas Suarez.

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ECCI University

Students in the last semester of the Professional undergraduate program in Modern Languages at the ECCI University in Bogotá. We will carry out a research project based on our experience throughout the career. Our research consists of determining how the interdisciplinary content of the career influences their occupational profile and its relationship with both the training objective and the professional profile proposed by ECCI University.

Our project will be based on the interview application and Regnier's abacus as tools to collect information, which will be applied to eighth semester students and curriculum teachers, in order to know their opinion and centralize the information based on their experiences from their areas.

The answers provided will be treated according to the purposes of this study. The data as well as the information provided through the collection instruments will be used only for academic purposes. Your comments will be very helpful and your confidentiality will be kept.

Your participation in this research is voluntary and you will be asked to sign a consent form. You can leave the study at any time if you choose; withdrawing will not affect your relationship, if any, with the researcher.

If you have any research concerns or experience adverse effects as a result of participating in this study, you can contact the researchers whose information is at the top of this page.

If you agree to participate in this study, please sign your name and date. I have read and understand the information provided, I have had the opportunity to ask questions and I understand that my participation is voluntary as well as I am free to withdraw from the study at any time. I agree to participate in this study voluntarily.

Participant Signature \_\_\_\_\_

Date \_\_\_\_\_ Investigator Signature

\_\_\_\_\_ Date \_\_\_\_\_

**Regnier's abacus method protocol first focal group**

Description	Time
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1. Arrival of participants	De 19:00 a 19:10
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49

2. Welcome and signature of the informed consent	19:10 a 19:15
3. Contextualization	19:15 a 19:25
4. Abacus app start (Google forms)	19:25 a 19:35
5. Introduction to the next phase	19:35: a 19:40
6. Answers discussion	19:40 a 19:55
7. Appreciation and finalization	19:55 a 20:00

### **Protocol for the interview's development**

Welcome	1 minute
Introduction and informed consent	2 minutes
Interview's development	20 minutes
Appreciation and finalization	1 minute

### **Informed Consent Interview**

Al contestar las preguntas de esta entrevista estás de acuerdo con que utilicemos tus respuestas para llevar a cabo esta entrevista.

Gender = Male

Age = 22 years

SI	X
NO	

## Characterization

Name = Entrevistador 1

Semester = 8 eighth finished subjects

## Pensum matrix

PENSUM MATRIX						
		Hourly Intensity	Hourly intensity by semester	Modality	Credits	Observations
Training objectives						
Occupational profile						
No. Subjects						
No. Subjects per semestre						
No. Administratives subjects						
No. Languages subjects						
No. Transversal subjects						
Disciplines						

## Interview transcript

**Interviewer 1:** Bueno buenas noches Dilan ¿cómo estás?

**Participant:** Hola buenas noches bien y ustedes como están

**Interviewer 1:** Muy bien gracias bueno antes de iniciar te queremos agradecer por la disponibilidad que tienes para realizar la segunda aplicación de nuestro instrumento que es la entrevista, entonces vamos a dar inicio mi nombre es carolina Patarroyo yo

51

voy a ser la moderadora para esta sesión, en compañía de valentina Sánchez y Alexandra rojas listo entonces vamos a llevar a cabo la aplicación de nuestro segundo instrumento que es la entrevista como lo había comentado anteriormente para el

desarrollo de nuestra investigación qué es análisis del objetivo de formación correspondiente a la carrera de lenguas modernas de la universidad ECCI nuestra tutora es Olga Camila Hernández. Antes que nada vamos a llevar a cabo la siguiente sección que se basa en el consentimiento informado entonces quiero saber si al contestar las preguntas de esta entrevista estás de acuerdo que utilicemos estas respuestas para llevarla a cabo, entonces, ¿estás de acuerdo?

**Participant:** si si estoy de acuerdo

**Interviewer 1:** vale, entonces por favor me brindas tu nombre

completo **Participant:** Dilan Andrés Gonzales Meléndez

**Interviewer 1:** ok, tu edad por favor

**Participant:** 22 años

**Interviewer 1:** y semestre en el que te encuentras de la carrera profesional en lenguas modernas

**Participant:** pues ya, ya terminé materias entonces...

**Interviewer 1:** ok listo entonces vamos a dar inicio a nuestra entrevista entonces vamos a llevar a cabo 6 preguntas respecto a nuestra pregunta problema cómo influye el contenido interdisciplinar en el perfil ocupacional del egresado de la universidad ECCI en relación con el objetivo de formación y el perfil profesional de la carrera lenguas modernas, entonces vamos a llevar a cabo estas preguntas damos continuidad con mi compañera para que las iniciemos, por favor

**Interviewer 2:** buenas noches Dilan, entonces la primera pregunta es tiene conocimientos del objetivo de formación el perfil profesional y el perfil ocupacional de la carrera profesional en lenguas modernas de la universidad ECCI?

52

**Participant:** no, así de manera explícita como dice no, la verdad

no **Interviewer 1:** listo, ¿algo más para agregar compañera?

Dilan: pues no, no pues teniendo en cuenta lo que dice directamente el pensum no no podría agregar algo más, pues sé que en el momento en el que todos vimos la carrera decía que era énfasis en administración para de pronto algún trabajo similar en alguna embajada o algo así pero exactamente como para que uno como un cargo en específico para el cual nos nos prácticamente nos sentencien, nos formen, no no tengo idea cual era el cargo en específico con el cual queríamos estudiar lenguas modernas

**Interviewer 1:** bueno muchas gracias por tu respuesta Dilan, damos continuidad a la segunda pregunta antes de iniciar con esta pregunta me gustaría como primera instancia dar a conocer una cita sobre la interdisciplinariedad que es de lo que se va a llevar a cabo esta segunda pregunta entonces el objetivo pretende por medio de una definición profundizar sobre la contribución de la interdisciplinariedad en el perfil profesional de la carrera entonces teniendo en cuenta la definición de natural Science and engineering research council of canada 2004 la interdisciplinariedad comprende la interacción entre dos o más disciplinas diferentes y ocurre la intersección entre disciplinas esto puede variar desde el compartir de ideas hasta la integración total de conceptos metodología procedimientos teorías terminología datos organización de la investigación y entrenamiento entonces por esta definición se llevó a cabo la siguiente pregunta considera que la interdisciplinariedad es una factor que influye en el perfil profesional de la carrera

**Participant:** si, si claro

**Interviewer 1:** y porque considera que es un factor que influye, de acuerdo a la definición que brinde que comprendía la interacción entre dos o más disciplinas y por ende podría variar el compartir de ideas la integración total de conceptos las metodologías entonces porque razón cree que influye en el perfil profesional de la carrera

53

**Participant:** pues si lo tenemos en cuenta desde el concepto que tú me indicaste que prácticamente es la unión de varias ramas por así decirlo hay que tener en cuenta que

a nosotros en la carrera al principio nos van uniendo de rama con rama entonces comenzábamos con una lengua después de esa lengua tratábamos de agregarle un poco de conocimiento básico sobre administración, algo muy sencillo muy general y a eso se le iba agregando una lengua después se agregaba otra lengua de la misma forma en que se agregó anteriormente o pues se supone que debía ser de esa manera e igual se agregaba algo más pues de tal vez sobre conocimiento diferente al lenguaje entonces en eso...

**Interviewer 1:** y y respecto a la administración que básicamente es otra de las disciplinas que influye en nuestra carrera, entonces consideras que la interdisciplinariedad como tal influye en el perfil profesional sí? Basándonos en la administración por ejemplo que es otra de las disciplinas

**Participant:** discúlpame me puedes por favor repetir es que tengo acá una perrita y no pude escuchar me puedes repetir por fa

**Interviewer 1:** sí claro que sí, considerando que la administración es otra de las disciplinas como factor que influye en nuestro enfoque del perfil profesional consideras que si sea un factor la interdisciplinariedad en nuestra carrera que influya por parte de la administración que es otra de las disciplinas?

**Participant:** si claro si porque nos permite tal vez como seguir esa línea o esa carrera directamente en administración ya sea para tal vez juntarla con algo más

**Interviewer 1:** ok, muchísimas gracias Dilan damos continuidad a la siguiente pregunta la número 3

**Interviewer 3:** gracias carolina, buenas noches Dilan como estas bueno la siguiente pregunta es cuáles son tus expectativas laborales y que ofertas laborales has encontrado recientemente ya sean nacionales o internacionales en las cuales puedas aplicar eficazmente los conocimientos adquiridos en esta carrera

54

**Participant:** mira eso es una buena pregunta porque últimamente he estado enviando hojas de vida, (ríe) entonces que te puedo decir, pues realmente con los conocimientos

que nos dieron en un momento tal vez tengamos lo suficiente para llegar desde un punto administrativo tal vez a un reclutador hablando directamente desde un Call center porque no hay como una oportunidad mucho mayor, tal vez se supone que nosotros salimos con algo de conocimientos de pronto para el área de recursos humanos sin embargo son tan básicos que no se tienen en cuenta en el momento de verlo a uno como un, prácticamente como un vacante, como una persona opcional para el puesto, entonces digamos que no tenemos ese básico como algo así directamente en recursos humanos, como te decía puede ser de pronto en la parte de reclutamiento, también he tratado en BackOffice en diferentes oficinas tal vez de inversionistas e igual falta muchísimo conocimiento conocimiento en otras cosas un poco más contables que realmente no los tuvimos en la carrera, realmente administrativos solo se podría hasta el momento con los conocimientos que uno adquiere en la carrera podría ser de un reclutador o tal vez algún formador en alguna línea directamente de un Call center en alguna campaña ya sea bilingüe o semibilingüe ya que ese conocimiento que dieron administrativo fue muy corto y fue muy poco, fue muy básico.

**Interviewer 3:** gracias Dilan.

**Interviewer 1:** listo, muchísimas gracias damos continuidad con la cuarta pregunta por favor

**Interviewer 2:** listo Dilan entonces tú qué influencia crees que puede tener el desconocimiento o el poco manejo de las lenguas extranjeras en la enseñanza de las asignaturas administrativas?

**Participant:** pues esa es una buena pregunta porque prácticamente si influye y si es necesario tal vez que alguna de las materias administrativas se vieran ya directamente pues en la lengua extranjera porque se podría haber hecho como un tipo de comparativa y así la persona de pronto hubiera adquirido el conocimiento tanto en la lengua materna como en la lengua secundaria y de esta forma tal vez se puede guiar un poco más para que la persona puede que tenga sobre conocimientos

administrativos pero ya de una vez los ligó con el idioma con el que está o se siente

más identificado por el momento entonces hubiera sido bueno que algunas materias se hubieran visto de esta forma y que no fueran como tan generales que si hacía falta algo un poco más profundo directamente con las materias administrativas y como te decía enfocarlo en una rama para el perfil porque tenemos tal vez un poco de conocimiento directamente como para un área o un departamento de una empresa pero no los suficientes como para entrar de una al departamento de esa empresa.

**Interviewer 2:** ok, entonces tu consideras que esa es la influencia que haya desconocimiento de las lenguas en las materias administrativas, correcto?

**Participant:** correcto

**Interviewer 2:** perfecto, gracias

**Interviewer 1:** Listos muchas gracias vamos con la siguiente pregunta la número 5 por favor

**Interviewer 3:** bueno, la siguiente pregunta es ¿crees que el título otorgado como profesional de lenguas modernas es correspondiente al contenido de la carrera?

**Participant:** no realmente, no no porque se supone si salimos como profesional de lenguas modernas es porque ahorita tengo muchos compañeros y muchas compañeras que ya terminaron la carrera y lo que te digo no hay ninguna empresa que como tal busque un profesional de lenguas modernas que no sea un Call center es que no hay ninguna no hay ninguno no hay ninguna una empresa que directamente busque un perfil que diga la persona estudié lenguas modernas porque no tenemos el conocimiento tan profundo tampoco de una lengua en específica, tenemos un buen manejo del inglés y creo que la mayoría quedó con un buen manejo del inglés porque fue una pues tal vez la materia o la lengua que más tuvimos que ver y hemos relacionado ya prácticamente toda la vida pero en las otras lenguas no creo que ninguno pueda decir que realmente tiene un nivel que busca tal vez una empresa también para una interpretación ya sea para un asistente de pronto de traducción que

aun así no piden a una persona de lenguas modernas sino que piden a alguna persona

que sepa algo mas

**Interviewer 3:** Gracias Dilan

**Interviewer 1:** Muchísimas gracias y vamos a terminar con la siguiente pregunta, la última, la sexta por favor

**Interviewer 2:** la última pregunta es qué tipo de estrategias a nivel curricular se pueden implementar para optimizar el perfil profesional en relación al perfil ocupacional de la carrera?

**Participant:** espera, espera me puedes repetir de nuevo cuál era el perfil ocupacional que tenía la carrera que ya se me olvidó? Creo que ustedes me lo habían dicho antes pero se me olvido, recuerdo que nos preparaban para trabajar en embajadas o algo así decía no me acuerdo.

**Interviewer 1:** si señor con muchísimo gusto el perfil ocupacional como tal se basa en que el profesional de lenguas modernas de la universidad ECCI se desempeñe en áreas como logística empresarial relaciones interdisciplinarias asistencia a embajadas representantes de marca asistentes de embajadas como ya los repetí esas son las áreas en las que se desempeña el profesional en lenguas modernas

**Participant:** vale muchas gracias pues realmente es difícil pensar en qué materias de pronto nos hubieran capacitado porque serían bastantes si querían que nosotros trabajáramos tal vez en una embajada debió haber sido otro tipo de cosas las que debimos haber aprendido realmente porque no vimos nada que fuera o sea si vimos una materia que era... no me acuerdo como se llamaba ya esa materia perdón creo que era... no me acuerdo agg bueno si tuviera el pensum miraría que otra una que teníamos que era de idioma de negocios creo que era algo así algo de negocios no me acuerdo realmente y esta materia bueno en mi caso no fue una materia que fuera profundizada ni tampoco ni con idioma de negocios ni con vocabulario sino era prácticamente presentaciones de la persona y presentaciones de la persona y presentaciones de la persona entonces si querían que una persona fuera representante

de la embajada tendría que haber yo no sé si sea, como obtener un poco más de cultura general un poco de información ya directamente del país por ejemplo si uno habla de una carrera como negocios internacionales hay materias que ellos ven que son negocios en Asia, negocios en estados unidos y eso ayuda a que la persona sepa cómo puede relacionarse con otras culturas eso fue algo que no pasó directamente con esta carrera que si se esperaba de esto y no tuvo nada que ver, un representante de marca creo que me dijiste solo vimos una clase de mercadeo realmente no vimos cómo se desenvuelve una persona para que sea realmente comercial entonces también hubo un inconveniente ahí y era necesario tal vez unas materias un poco más comerciales algo un poco más de marketing de publicidad cuál otra...

**Interviewer 2:** lo que quieres decir disculpa que te interrumpa, lo que quieres decir es que la estrategia sería que implementaran cultura general en el currículo, en el diseño curricular?

**Participant:** si dependiendo de cada uno de los según vacantes que quieren que podamos ocupar si deberían primero meter materias que fueran más culturales para que la persona como te dije se enriquezca un poco más aparte la carrera no se puede decir que estamos preparados para todas esas ramas porque por lo mismo es que llegamos al final sin tener un conocimiento profundo en uno debería ser un poco más cerrado si estamos preparados para una embajada como te digo que se enfatice más en esto si quieren que seamos como representante de marca o algo similar que hubiéramos visto otro tipo de materias un poco más comerciales y si hubieran combinado un poco más lo que es lenguas modernas con publicidad y mercadeo que son otras carreras que están en la universidad y que yo creo que unas asignaturas de esa parte hubieran combinado muy bien con la carrera que estamos viendo o pues vimos en nuestro momento

**Interviewer 2:** una última pregunta Dilan es decir que por ejemplo tú utilizarías como estrategia cambiar algunas de las materias que están actualmente y poner otras de las que tú indicas o tú dirías que se agregarán más materias al diseño curricular que tiene actualmente la carrera

**Participant:** no yo diría que las cambiaran o sea yo creo que esta de pronto bien de pronto la cantidad o bueno de pronto salga una o dos más pero si hace falta cambiar muchas que realmente fue como algo por encimita que vimos y no hicimos nada mas con eso entonces lo más chistoso es que tú me dices que el perfil ocupacional que nosotros vimos o bueno que tenemos ahí dice que nos preparamos para todo menos para ser traductores y yo estaba seguro o en mi mente creí que en alguna parte decía que éramos personas preparadas para ser traductores en alguna compañía pero si no estamos en esa rama como tal entonces no se para que vimos por ejemplo una introducción a la traducción si realmente no nos sirvió pa' un c\*lo con todo respeto y no sé si puede salir esto pero es que vimos introducción para la traducción y nos quieren preparar para que trabajemos en otro tipo de cosas como asistentes como representantes entonces no tiene lógica que haya estado entonces esa materia ahí igual si uno quiere ser traductor se hubiera especializado directamente en eso ya sea en la universidad nacional o en otra que tuviera eso creo que es la del rosario algo así.

**Interviewer 2:** perfecto Dilan, muchísimas gracias

**Interviewer 3:** Gracias, Dilan.

**Interviewer 1:** Bueno con estas respuestas culminamos la segunda aplicación de nuestro instrumento la entrevista entonces te queremos agradecer mucho Dilan por tu participación tanto en el primer instrumento el ábaco de Regnier como en el segundo que es la entrevista y por disponer de tu tiempo para llevar a cabo las mismas no sé si tengas alguna duda inquietud comentario o aporte

**Participant:** no gracias a ustedes por tenerme en cuenta y espero no pase nada porque aún no me han dado el diploma, no mentiras (ríe)

**Interviewer 1:** ok muchísimas gracias Dilan por tu colaboración

**Participant:** Gracias chicas