MODERN LANGUAGE POSTGRADUATE STUDIES AT ECCI UNIVERSITY

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MODERN LANGUAGE PROGRAM

BOGOTA D.C.

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Dedication

We dedicate this project to God. We are thankful to our families because of them we have achieved our goals. They gave us that unconditional love and warmth. They are those who have ensured our health, studies, among others, we owe everything to them.

ACKNOWLEDGMENT

The authors express their gratitude to all persons and institutions that kindly provided us their help and support, without them we would not had finished this research.

Also thank you to the teacher Edilson Vargas Duarte for his patience, support and guidance thought this project.

Thank you so much!

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ABSTRACT

This project seeks to provide the possible lines of post graduate studies, which graduates of modern languages' Major can take in order to improve their professional profile and labor profile.

In order to reach truthful results and supported by probable theories is presented the comparison between the study plan of Modern Languages' Major in La Escuela Colombiana de Carreras Industriales against nine universities in Latin America which offer similar studies.

INTRODUCTION

In this globalized environment, professionals with knowledge in other languages are increasingly needed, for this reason the Escuela Colombiana de Carreras Industiales (ECCI) creates the Modern Languages Program with emphasis on administration. The program includes in the study plan three foreign languages English, French, German and Spanish (native language). This academic program was put into operation the first semester of 2008, and it received the accreditation from (Consejo Nacional de Acreditación) National Accreditation Council Cod, 52993 SNIES Qualified Registration, being the second university with this specialty in Bogota, Colombia.

The Major had a change in study plan in 2011-1 showing that, "efforts to improve the quality of higher education may involve modification of the study plan in their structure and content to answer to changes in the graduate profile, which is formed by the demands of the labor market."[1]

It is very important to note that it is not intended to amend the existing study plan to make it more similar to the other universities' curriculum; the idea is to know the strengths and weaknesses of the current curriculum in terms of competition, then to find the ideal profile for the graduates in their field.

The curriculum which will be compared should be similar to related majors, its mean, in those programs that contain the same specialty or approach.

The first phase for this purpose is the display of the current curriculum of the career through the comparison with other similar or related plans of other universities.

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[1] CÁCERES, GUSTAVO, Algunos Objetivos Estratégicos para el Mejoramiento de la Educación Técnica Superior, (Diciembre 2002). Boletín número 3 MECESUP del Ministerio de Educación de Chile, 15-25. Citado por: Valle Barra, Mauricio. Docente, Pontificia Universidad Católica de Valparaíso, Chile. Pág. 1.

With this it will be possible to identify the main differences and undetected flaws or weaknesses which were not found in the study plan. The second phase is creating a field of post graduate studies for the faculty of humanities. That suggestion will be propose from the results of the study plan comparison, the last semester students' preferences, and requirement of the labor market.

2. STATEMENT OF THE PROBLEM

2.1 PROBLEM DESCRIPTION

Currently, the Modern Languages program in Latin America has been very successful, due to the demands of a globalized environment and the communication needs between different countries, for that reason it is necessary to train people in order to be able to learn and use another language in context.

That reason led the researchers to wonder about the status of Modern Language programs in Latin America in order to establish its current position.

After bibliographic tracking, this research found that the language modern program has both academically advantages and disadvantages compared to other countries in Latin America. Furthermore, the most highlighted disadvantage is the lack of post graduate studies in specific fields per language (medicine, legal, interpreters, translation, etc.) for that reason, it's necessary to research which field for the graduates of modern language is preferable.

2.2 PROBLEM FORMULATION

Which post graduates studies should ECCI offer to its Modern Languages after completion of the undergraduate program in order to improve their professional profile and labor market?

3. JUSTIFICATION

The present study aims to open the doors to modernize the program and being at the forefront of advances in education, offering greater opportunities for graduates in labor market and high levels of intellectual and human quality.

The project is looking to improve the quality of the Modern Languages' graduates in order to be competitive versus the others graduates from others universities in Latin America.

Besides, it is the general knowledge that each person has different skills and is absolutely necessary to work them and obviously the most important it is to know which areas fit better to each person.

4. RESEARCH OBJECTIVES

4.1 GENERAL OBJECTIVE

To establish specific fields in which ECCI should implement Post Graduates studies through the comparative analysis among modern languages programs in Latin America.

4.2 SPECIFCS OBJECTIVES

- ➢ To describe each of the Modern Language programs in the countries of Chile, Argentina, Peru and Colombia that have similar programs.

- ➢ To establish the differences and similarities in the study plan of the universities under study.

- ➢ To analyze the data collected in order to determine specific fields in which ECCI should implement specializations for Languages Modern's graduates.

5. FRAMEWORK

5.1 THEORICAL AND CONCEPTUAL FRAMWORK

5.1.1 Post graduate studies

"Generally, a postgraduate degree is a degree which you study for once you have finished a bachelor's degree. Some postgraduate degrees require the completion of particular bachelor's degree, others don't.

As a general rule, you need to have completed a bachelor's degree before doing a postgraduate degree (although there are some exceptions). There are four main types of postgraduate degrees: taught courses, research degrees, conversion courses and professional qualifications. Many postgraduate courses are studied at university, but some courses are taught in a commercial environment.

There are two main types of taught courses: master's degrees and postgraduate diplomas (or certificates). A taught master's degree usually takes place over one or two years and mostly involves the completion of a dissertation or project. You can do a Master of the Arts (MA), a Master of Science (MSc), a Master of Business Administration (MBA) or a Master of Engineering (MEng) degree.

You can also study integrated master's degrees, which form part of your undergraduate degree. Bear in mind though, that not all master's degrees are taught courses in their entirety. For example you can do a Master of Research degree, which is more focused around independent research. A Master of Research degree is still a taught course, but 60% of it has to focus on an individual research project.

Postgraduate diplomas or certificates are academic or vocational qualifications. A postgraduate certificate normally takes around four months, whereas diplomas usually last around nine months. You could study a subject which is completely new to you, or you could choose a course which builds on what you learned in your bachelor's degree.

Postgraduate certificates or diplomas can provide a route to particular careers, or they can work as a stepping stone towards studying a master's degree. However, sometimes they are awarded to those who did not fully complete a master's degree."[2]

5.1.2 Undergraduate program

An undergraduate student is a student who is studying for his/her first degree (usually entitled Bachelor of Arts [BA] or Bachelor of Science [BSc]). There are three levels of undergraduate study equating to first-year, second-year and third-year study. Once the student has a first degree, he/she is called a graduate and may choose to take a higher degree (e.g. a Postgraduate Certificate, Postgraduate Diploma, Master's Degree, PhD etc.). He/she will then be called a postgraduate student.

<u>Levels of study within the Framework for Higher Education qualifications</u>

FHEQ level 4 = first-year undergraduate-level study (Certificate)
FHEQ level 5 = second-year undergraduate-level study (Diploma)
FHEQ level 6 = third-year undergraduate-level study (Advanced Diploma)
FHEQ level 7 = postgraduate-level study (Postgraduate Certificate or Diploma, Master's Degree)

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[2] UNEVERSITY OF CAMBRIDGE, Institute of continuing Education, INTERNET (http://www.ice.cam.ac.uk)

5.1.3 Professional Profile

"A professional profile is an alternative or addition to your job objective. It can take its form in a paragraph that acts as a sort of personal description of your accomplishments, qualifications and qualities or can form a list with bullets to separate your different strengths."[3]

5.1.4 Globalization and higher education

Knowing the concept of globalization is important for the project the relationship between globalization and higher education.

"Knowledge has become a crucial element for promoting economic growth and development.

International competitiveness today depends on the capacity to produce and absorb knowledge. The higher education sector plays an important role in the production, distribution and absorption of knowledge. Therefore, an expanded higher education sector has become a necessary condition for increasing national income and improving global competitiveness.

Knowledge has become an international service traded between countries, and with technological advances, it transcends national boundaries faster than physical capital and people. This makes knowledge and economies based on knowledge production global in their orientation, scope and operation. With globalization and cross-national trade, the production of knowledge itself has become a process dependent on market forces. Consequently, the products of institutions producing knowledge became a commodity to be traded as part of the General Agreement on Trade in Services (GATS). Trade in higher education attracts capital investment,

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[3] Isaacs, Kim. "How to Write a Career Summary". 2008 Monster.ca June 17th 2008

invites competition, produces a profit that is sometimes higher than in other sectors and globalizes higher education."[4]

With globalization, skills requirements in the global labor market have increased. Educational systems in many countries were not in a position to produce the required number of highly-skilled professionals and as a result, this encouraged the migration of highly-skilled workers from other countries. As competition for skilled workers and the 'battle of brains' has grown in the global labor market; countries have encouraged cross-border education to produce the required number of graduates of expected quality. In the process, cross-border education has become an important means of globalizing higher education, as complementary to the globalization of economic production.

"Countries are interested in promoting their profiles internationally and institutions are keen to engage in cross-border education since the income earned from this continues to be attractive; for example, in 2005, four countries (Australia, New Zealand, the UK and the USA) received more than US$25 billion in cross-border education. Institutions are interested in cross-border education since it is a new source of income, especially in the context of declining funding support from governments. It is estimated that the income from students abroad accounts for more than one-third of the institution's total income in some Australian universities. Students are interested in investing in cross-border education since private returns to investment continue to be attractive. In other words, there seem to be coinciding interests among those who seek and provide cross-border education."[5]

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[4] Organización mundial del comercio, "El acuerdo general sobre el comercio de servicios (AGCS): objetivos, alcance y disciplinas", INTERNET. (http://www.wto.org/spanish/tratop_s/serv_s/gatsqa_s.htm)
[5] UNESCO International Institute for Educational Planning, "Globalization and Higher educacion", INTERNET (http://www.iiep.unesco.org/es/focus-on-higher-education/globalization-and-higher-education.html)

5.1.5 Study plan

Beatriz Garcia researcher from la Universidad Pontificia Boliviarana, in her research of study plans comparisons, define study plans as: "first, the graphical representation of the distribution of the courses, the study plan allows visible priority relations. It has a sequence in the courses among themselves and with the cycles.

On the other hand, as a network scheme which takes into account the cycles, fields, disciplines and areas, establishes relations degree, systematic and correlative sequences between the various courses of the study plan, both vertically and horizontally."[6]

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[6] GARCIA, Beatriz "elementos para un análisis de las mallas curriculares de los programas académicos
De la universidad pontificia bolivariana – Medellín, INTERNET
(http://www.upb.edu.co/pls/portal/docs/PAGE/GPV2_UPB_MEDELLIN/)

5.2. LEGAL FRAMEWORK

The current research of the study plan of Escuela Colombiana de Carreras Industriales (ECCI) is based on university autonomy enshrined in La Constitución Politica de Colombia and recognized in Article 28 of Law 30 of 1992 which dictates:

"Artículo 28. La autonomía universitaria consagrada en la Constitución Política de Colombia y de conformidad con la presente Ley, reconoce a las universidades el derecho a darse y modificar sus estatutos, designar sus autoridades académicas y administrativas, crear, organizar y desarrollar sus programas académicos, definir y organizar sus labores formativas, académicas, docentes, científicas y culturales, otorgar los títulos correspondientes, seleccionar a sus profesores, admitir a sus alumnos y adoptar sus correspondientes regímenes y establecer, arbitrar y aplicar sus recursos para el cumplimiento de su misión social y de su función institucional" y de acuerdo a lo estipulado en el Artículo 9º: de esta misma ley, "Artículo 9° Los programas de pregrado preparan para el desempeño de ocupaciones, para el ejercicio de una profesión o disciplina determinada, de naturaleza tecnológica o científica o en el área de las humanidades, las artes y la filosofía".

According to this law the Escuela Colombiana de Carreras Industriales creates the Modern Languages Program.

5.3 HISTORICAL FRAMEWORK

5.3.1 Argentina

5.3.1.1 Universidad Nacional de Córdoba

5.3.1.1.1 History

"La Universidad de Cordoba is the fourth oldest in South America and the sixth oldest in Latin America. It is located in Córdoba, the capital of Córdoba Province. Since the early 20th century it has been the second largest university in the country (after la Universidad de Buenos Aires).

Financially dependent on the national government, but like all National University is autonomous. This autonomy implies that it has the power to manage its budget, choose their authorities and dictate its own standards according to the national level. While admission is unrestricted in most of the career must necessarily approve leveling cycle. In the medical career there is a qualifying entrance examination.

It was founded by the Jesuit Order, the UNC and had a theological and philosophical profile, but in late 18th century legal studies were incorporated. By mid-19th century, with the enactment of the Constitution, UNC was nationalized and theological studies were eliminated from the study plan. Scientific studies were progressively incorporated. In 1871, Argentina's first astronomical observatory was created in Cordoba."[7]

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[7] Universidad de Córdoba, "Towards 400 years of history", INTERNET (http://www.unc.edu.ar/english)

5.3.1.1.2 Program Profile

INSTITUTION	*Universidad Nacional de Cordoba*
PROGRAM'S NAME	Traductorado Público Nacional (inglés, Francés, Italiano o Alemán)
PROGRAM DURATION	5 years
METHODOLOGY	Presencial
ACADEMIC LEVEL	Degree
TITLE GRANTED	Traductorado Público Nacional
ADMISSION PERIOD	Annual
LOCATION	Córdoba, Argentina

Table 1 Traductorado Público Nacional (inglés, francés, italiano o alemán)

5.3.1.2 Pontificia Universidad Católica de Argentina

5.3.1.2.1 History

"La Pontificia Universidad Católica de Argentina is a catholic and pontifical university in Argentina with campus in the following cities: Buenos Aires, Santa Fe, Rosario, Paraná, Mendoza and Pergamino. The main campus is located in Puerto Madero, one of the most modern neighborhoods of Buenos Aires.

It is considered, according to a study by the Spanish Ministry of Education as one of the best private universities in Latin America. In addition, it is the second university preferred by Argentinian employers and the sixth in all Latin America.

On 1955, Decree 6403 concerning the freedom of education enabled the creation of private universities with the authority to deliver academic qualifications. In 1956

the bishops decided to create la Universidad Católica de Argentina, which would materialize on March 7, 1958 date on which the UCA was formally founded.

Cardinal Jorge Mario Bergoglio was UCA's Grand Chancellor, by virtue of his office as Primate of Argentina and Metropolitan Archbishop of the Roman Catholic Archdiocese of Buenos Aires.[8]

5.3.1.2.2 Program Profile

INSTITUTION	Pontifical Catholic University of Argentina
PROGRAM'S NAME	Inglés - Traductorado Público
PROGRAM DURATION	4 years
METHODOLOGY	Presencial
ACADEMIC LEVEL	Degree
TITLE GRANTED	Traductor Público en Ingles
ADMISSION PERIOD	Annual
LOCATION	Buenos Aires, Argentina

Table 2 Inglés - Traductorado Público

5.3.1.3 Universidad de Belgrano

5.3.1.3.1 History

La Universidad de Belgrano was created by Dr. Avelino Porto on September 11, 1964 in accordance with Law No. 14,557 enacted in 1958, which regulated the operation of private universities in Argentina.

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[8] Universidad de Belgrano, "La primera universidad católica", INTERNET
(http://www.uca.edu.ar/index.php/site/index/es/uca/la-universidad/historia/)

Its first home was in Sucre and Cramer, in what at the time was known as the "People of Belgrano". It began operations with 90 students, 28 teachers and one employee.

The consultations carried out by the Ministry of Culture and Education to the National Academies of the respective disciplines taught at the university and the leading experts in each day determined that the January 26, 1970 the President of the Nation grant to University of Belgrano final authorization to operate.

Its initial structure-was organized in four faculties: Law and Social Sciences, Humanities, Economics and Architecture.

5.3.1.3.2 Program Profile

INSTITUTION	Universidad de Belgrano
PROGRAM'S NAME	**Traductorado Público, Literario y Científico-Técnico de Inglés.**
PROGRAM DURATION	4 years
METHODOLOGY	Presencial
ACADEMIC LEVEL	Degree
TITLE GRANTED	Traductor Público Literario y Científico - Técnico en Ingles
ADMISSION PERIOD	Annual
LOCATION	Buenos Aires, Argentina

Table 3 Traductorado Público, Literario y Científico-Técnico de Inglés.

5.3.2. Chile

5.3.2.1 Universidad del Mar de Chile

5.3.2.1.1 History

"La Universidad del Mar was founded on May 31, 1989 at the initiative of Educational Mar Futuro, and through the vision and support of the founders could start classes in March 1990. Initial academic activities focus on the careers of Industrial Engineering, Industrial Engineering Execution, Early Childhood Education, Bachelor of Marine Science, Law, Chartered Accountant, International Trade, Education in English, Psychology, and Engineering Implementation at Fisheries and Aquaculture.

On March 22, 1993, the Higher Education Council received the letter of formal option for the accreditation system of la Universidad del Mar.
From the year 2003, and in response to the call of government institutions to increase and facilitate access to higher education as well as assist in the reduction of inequities in access and opportunities for young people to vocational training.

That is why in 2005, the institution has had 15 branches, from Arica to Punta Arenas, where each of them is given and delivered direct benefits of access to credit, as well as accompaniment in the learning process of the students."[9]

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[9] Universidad del Mar, "Historia de la universidad del Mar"
(http://www.udelmar.cl/index.php?page=historia)

5.3.2.1.2 Program Profile

INSTITUTION	Universidad del Mar
PROGRAM'S NAME	Technical Interpreter in English-Spanish Business
PROGRAM DURATION	2 ½ years
METHODOLOGY	Presential classes
ACADEMIC LEVEL	Technical
TITLE GRANTED	Técnico Nivel Superior Interprete en Negocios
ADMISSION PERIOD	Semiannual
LOCATION	Punta arenas, Chile.

Table 4 Técnico Intérprete en Negocios Inglés- Español

5.3.3 Colombia

5.3.2.1 Escuela de Administración de Negocios (EAN)

5.3.2.1.1 History

"The founding of Universidad EAN had its genesis in the late 1960s when Dr. Hildebrando Perico Afanador invited a group of professionals to formalize the establishment of the School of Business Administration, inspired by his conviction that the development and progress of the country depended on the stimulation of the entrepreneurial spirit among its citizens and the need to create businesses.

As the main proponent of this idea, Dr. Perico began academic activities on August 10, 1967 with 14 students in the Techniques of Business Administration program

which was a significant achievement considering that up to that point administration had never been taught nor were there any tertiary level institutions that was dedicated to the education of business administrator and business people.

Having completed the necessary feasibility studies, the founders (who had been working as teachers in the first program while additionally assuming responsibility for administrative activities) decided to formalize the creation of the Escuela de Administración de Negocios EAN (now Universidad EAN) as a civil, non-profit organization.

This recognition is established in Resolution No. 2470 of May 30, 2006 from the Ministry of Education of Colombia. Currently, Universidad EAN ranks among the most prestigious institutions of higher education in the country, distinguishing itself as the pioneer among academic institutions for its educational model based on individual competencies, the development of business focused programs and the strengthening of the entrepreneurial spirit amongst its students who complete both undergraduate and postgraduate studies."[10]

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[10] RAMIREZ, Carlos "Historical Overview EAN" (Escuela de Administración de Negocios) 1992. Universidad EAN – Library (http://www.ean.edu.co/)

5.3.2.1.2 Program Profile

INSTITUTION	Escuela de Administración de Negocios
PROGRAM'S NAME	Lenguas Modernas
PROGRAM DURATION	5 years
METHODOLOGY	Presential classes
ACADEMIC LEVEL	Professional
TITLE GRANTED	Professional in Modern Languages.
ADMISSION PERIOD	semiannual
LOCATION	Bogotá, Colombia.

Table 5 Lenguas Modernas

5.3.3.1 Escuela Colombiana de Carreras Industriales (ECCI)

5.3.3.2.1 History

Since 1977, a group of educators dedicated to the task of founding a technical training institution to provide intermediate career to Colombian high school graduates.

After receiving evaluative visits from Ministry of Education, the school obtained permission of initiation of work for initial programs: Plastics Technology, Electro, Industrial Electronics and Mechanics Automotive. For this, the Ministry issued Resolution No. 15572 of October 25, 1978, which also granted the operating license with the name of Escuela Colombiana de Carreras Intermedias.

On March 11, 1980 with Resolution No. 03367, the institution received approval from the study plan for registered programs, then given the opportunity to create other programs; following professional technical programs: Industrial Mechanical, Computer Science, Telecommunications, Environmental Development, Business

Development, Fashion Design, Tax and Customs and Foreign Trade and International Business.

The object of such agreement was set to promote joint activities in academic plans, exchange of teachers and students, sharing physical spaces and services, coordinate and encourage research and technological development, consulting and mutual assistance.

5.3.3.1.2 Program Profile

INSTITUTION	Escuela Colombiana de Carreras Industriales (ECCI)
PROGRAM'S NAME	Modern Languages.
PROGRAM DURATION	5 years
METHODOLOGY	Presential classes
ACADEMIC LEVEL	Professional
TITLE GRANTED	Professional in Modern Languages.
ADMISSION PERIOD	Semiannual
LOCATION	Bogotá, Colombia.

Table 6 Lenguas Modernas

5.3.4 Perú

5.3.3.1 Universidad Peruana de Ciencias Aplicadas

5.3.3.1.1 History

"Universidad Peruana de Ciencias Aplicadas (acronym: UPC) is a private university located in the city of Lima, Peru. It was founded on January 5, 1994. The

university is part of the network of private academic institutions Laureate International Universities since September 2004. Currently has 30 career framed in 9 faculties.

The University of Applied Sciences was established by Law No. 26276, dated January 5, 1994. On March 28 of that year performed the ceremony of laying the first stone of the major local university. On August 4, 1994, is the first review of admission to the UPC, and the September 15, 1994 is inaugurated the first academic year and the 19th of the same month classes begin the first class in the faculties of Engineering , Architecture and Communication Sciences.

In 1996 the Faculty of Business Studies (now the School of Business) with the careers: Administration and Finance, Management and Marketing and Accounting and Administration. Besides establishing the program's career Complementary Training Systems Engineering for technical professionals in systems "Instituto Superior Tecnológico Privado" (CIBERTEC), they could continue with university studies. In this year, in March, opens the pavilion B of the University. In November 1996 the first version calls the event "Creativity in Business" contest that rewards innovation in business and that continues to date.

In 1997 he created the "School of Business of the UPC", known today as the "Escuela de Postgrado de la UPC ", to offer postgraduate and professional specialization. Similarly, in 1998 created the School of Law and in 2003 was established School of Economics.

In 2006 was created the Faculties of Health Sciences, Human Sciences, and Administration in the Hotel & Tourism business. The following year was created the School of Medicine that integrates the Faculty of Health Sciences, and in 2009 was created the School of Contemporary Arts and the School of Music." [11]

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[11]Universidad Peruana de Ciencias Aplicadas, "Historia", INTERNET (http://www.upc.edu.pe/historia).

5.3.3.1.2 Program Profile

INSTITUTION	Universidad Peruana de Ciencias Aplicadas
PROGRAM'S NAME	Professional Translation and Interpretation
PROGRAM DURATION	3 ½ years
METHODOLOGY	Presential classes
ACADEMIC LEVEL	Professional
TITLE GRANTED	Traductor e Interprete Profesional
ADMISSION PERIOD	Semiannual
LOCATION	Perú.

Table 7 Traducción e Interpretación Profesional

5.3.3.2 Universidad Autónoma San Francisco

5.3.3.2.1 History

"La Universidad Autónoma San Francisco is a new university in Arequipa, authorized to operate with Resolution No. 196-2010-CONAFU. It seeks to be a university efficient, modern and competitive, to lead the formation of highly qualified professionals with high level of social responsibility, and above all to enable sustainable development of society."[12]

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[12] Universidad Autónoma San Francisco, "Naturaleza", INTERNET, (http://www.uasf.edu.pe/Naturaleza.html)

5.3.3.2.2 Program Profile

INSTITUTION	Universidad Autónoma San Francisco
PROGRAM'S NAME	Traducción e Interpretación
PROGRAM DURATION	5 years
METHODOLOGY	Presential classes
ACADEMIC LEVEL	Bachiller
TITLE GRANTED	Traductor e Interprete Profesional
ADMISSION PERIOD	Semiannual
LOCATION	Perú.

Table 8 Lengua, Traducción e Interpretación

5.3.3.3 Universidad César Vallejo

5.3.3.3.1 History

"La Universidad César Vallejo is a private Peruvian university located in Victor Larco district in Trujillo city, on the coast of La Libertad Region.

The university was named after the Peruvian poet Cesar Vallejo. it was founded on November 12, 1991 by Cesar Acuña Peralta. Its headquarters are located in Victor Larco district in Trujillo city and has subsidiaries in Chiclayo, Piura, Chimbote, Tarapoto and Lima." [13]

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[13]Universidad Cesar Vallejo, "Nuestra historia",INTERNET,
(http://www.ucvlima.edu.pe/acercade_ucv.aspx?nUniOrgCodigo=60000).

5.3.3.3.2 Program Profile

INSTITUTION	Universidad César Vallejo
PROGRAM'S NAME	Traducción e Interpretación
PROGRAM DURATION	5 years
METHODOLOGY	Presential classes
ACADEMIC LEVEL	Profesional
TITLE GRANTED	Traductor e Interprete Profesional
ADMISSION PERIOD	semiannual
LOCATION	Perú.

Table 9 Traducción e Interpretación

5.3.3.1 Universidad Ricardo Palma

5.3.3.1.1 History

"On April 12, 1969 a group of citizens, including highlighting the Monsignor Antonio San Cristobal Sebastian as organizer and founder, was established in front of the notary public Dr. Elias Mujica Alvarez Calderon, to create la Universidad Ricardo Palma, who was entered as a legal person in private law for personal gain in the Public Records of Lima.

The college was officially founded on July 1, 1969 by decree law n ° 17723 and recognized by paragraph 30 of Article 97 of the law n ° 23733. "[14]

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[14]Universidad Ricardo Palma, "Presentacion", INTERNET, (http://www.urp.edu.pe/PortalUrp/urp/index.jsp#)

5.3.3.1.2 Program Profile

INSTITUTION	Universidad Ricardo Palma
PROGRAM'S NAME	Traducción e Interpretación
PROGRAM DURATION	5 years
METHODOLOGY	Presential classes
ACADEMIC LEVEL	Profesional
TITLE GRANTED	Traductor e Interprete
ADMISSION PERIOD	semiannual
LOCATION	Perú.

Table 10 Traducción e Interpretación

6. METHODOLOGY OF THE STUDY

6.1 TECHNIQUE KIND

Mixed technique

It will be made a survey that will contain questions that help to make a qualitative evaluation (tastes and preferences) and quantitative (single response) the previous one in order to know the opinion of students and teachers to provide a better understanding about what type of post studies would like to have access

"A mixed methods research design is a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative research and methods in a single study to understand a research problem."[15]

It is used quantitative research because, the researcher decides what to study; asks specific, narrow questions, collects quantifiable data from participants (a large number of participants); analyzes these numbers using statistics; and conducts the inquiry in an unbiased, objective manner.

And a qualitative research because, the researcher relies on the views of participants; asks broad, general questions; collects data consisting largely of words (or text) from participants; describes and analyzes these words for themes; and conducts the inquiry in a subjective, biased manner.

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[15] Creswell , J. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4thed.). Upper Saddle River, NJ: Pearson Education.

6.2 DATA COLLECTION INSTRUMENT

The type of research was documentary because the consultations were held in different sources such as books, magazines, brochures, internet, secretarial files and other faculty.

Additionally, it was made a survey in order to collect the information about the preferences and opinions of the students, teachers, and managers of companies who looks for professional profiles like the graduate of modern languages.

6.3 METHODOLOGY DESCRIPTION

We research the relevant information from each institution of higher education in Chile, Argentina, Peru, and Colombia that offer Modern Languages program, or similar careers.

It was described the academic characteristics of each University program.
Figures were developed comparing different academic programs of the different universities studied.

The results were analyzed to find the strengths, weaknesses, similarities and differences between the programs presented.

It was extracted the most important fields in order to create options for post graduate studies.

After that, it was made a survey in order to collect the information about the preferences and opinions of the students, teachers, and managers of companies who looks for professional profiles like the graduate of modern languages.

And finally, it analyzed the results of the teachers and students surveys and statistics.

6.4 OBJECT OF STUDY

The survey will direct to teachers and students of 9th and 10th semester of modern languages' Major in Escuela Colombiana de Carreras Industriales.

6.5 DATA SAMPLE

6.5.1 Students random sample

N: Sample
Np: The population
Z: Standard deviation: degree of certainty 97%= 3
P: Individuals with certain characteristics (Modern Languages students who are currently in 9 and 10 semester, 2013). RANDOM SAMPLE: 0.5
K: sampling error 0.7%

$$N = (Np - 1) * k^2 + z^2 * p * (1 - p)$$
$$N = (34 - 1) * 0.7^2 + 3^2 * 0.5 * (1 - 0.5)$$
$$N = (33) * 0.49 + 9 * 0.5 * (0.5)$$
$$N = 16.17 + 2.25$$
$$N = 18.42 = 19$$

The representative sample will be 19 students who are currently in 9 and 10 semester of Modern Languages at Escuela Colombiana de Carreras Industriales (ECCI) during 2013.

6.5.2 Teachers random sample

N: Sample

Np: The population

Z: Standard deviation: degree of certainty 95%=2

P: Individuals with certain characteristics (Modern Languages teachers who are currently teaching in 9 and 10 semester, 2013).

RANDOM SAMPLE: 0.5

K: sampling error 0.5%

$N= (Np - 1) * k^2 + z^2 * p * (1 - p)$

$N=(26 - 1) * 0.5^2 + 2^2 * 0.5 * (1 - 0.5)$

$N= (25) * 0.5^2 + 1$

$N=6.25 + 1$

$N=7.25 = 8$

Currently there are 26 teachers who are part of the Modern Language faculty, who are teaching in 9 and 10 semester. In order to determine our field of study, it was used a mathematical formula with the previous information that had as a result a random sample of 8 teachers.

7. DATA GATHERING PROCEDURE

The comparison of the study plan is based on the analysis of different subjects, determining the percentage intensity (number of subjects of the total) applied in the formation areas of a Modern Languages Major or similar. It's should be considered according to the *Diseño Curricular Basado en Competencias* of the Escuela colombiana de carreras Industriales which is divided into three areas of training: Humanities (Languages and Literature), Translation and Focus (Administrative).

It is not intended to make comparisons in terms of the coherence of the study plan. The evaluation criteria and teaching methods are not part of the comparative analysis.

The flexibility plays an important role at the moment of analyzed a curriculum over others, if the student's take the subject of the Modern Languages Major in their first four (4) semesters, they will achieve greater development and assimilation of the career.

Now are details the different types of comparisons use in the research, taken from la Revista *Iberoamericana de Educación, Base de Comparación de Mallas Curriculares de Carreras de Ingeniería Civil por Mauricio Valle Barra, Docente, Pontificia Universidad Católica de Valparaíso, Chile.*

7.1 STUDY PLAN COMPARISON METHOD

7.1.1 Comparison by number of credits and total subjects

The comparison by number of credits and total subjects, it means whole career in order to determine the similarities or differences of the amount of credits and subjects.

7.1.2 Comparison by partial duration and title

The Comparison by partial duration and title is to determine which University offers the advantage to get a degree without finishing the professional career.

7.1.3 Comparison by duration and title

The comparison by duration and title is quite similar to the previous, is to determine the total duration of the career and the title that offers to the students.

7.1.4 Comparison by type of activity

The comparison by type of activity, divide the subjects of the curriculum in theoretical subjects, practices, ethics training, and thesis. The number of subjects in each activity is expressed as a percentage of total subjects in the curriculum. Regarding practical activities shall mean those who make use of laboratory infrastructure, computer room, where the students put into practice the theory learned in courses taken before or in parallel with practical activity through instruments such as software specialized.

7.1.5 Comparison by flexibility

Comparison of the flexibilities of the study plan is understood in this project as the ability of the plan to take specialty courses in the early moments of the career. The first four semesters of the career equivalent to the first two years of student contact with their career choices, for this reason, we chose that time to verify what is the approach degree that the programs offers to the new students.

The greater the number of subjects of the Modern Language Major at the beginning of the career, it is understood that the curriculum has a greater degree of flexibility.

7.1.6 Comparison exclusive

The comparison subjects excluding let check what subjects has and has no particular curriculum relative to other plans of other universities with similar career (same specialty). This analysis is done by grouping the subjects by area of training.
To check which subjects has the curriculum, it's designed a table in which will be recording the subjects that are similar.
To check which subjects has not the curriculum, is necessary to design a table in which will be recording the subject that has the study plan (ECCI) and are not in the other study plan.
The previous exercises are useful to discover a possible weakness of the study plan for obsolescence of content of subjects that should already be continued or modified to adapt them to the current reality.

7.1.7 Mandatory and elective subjects

The number of mandatory and elective credits that constitute a study plan are decisive at the time of analyzing the curriculum, they are the one that determine the focus, specialization and substantial of the career.

For this analysis, there will be a qualifying figure in which will be differentiate both credits mandatory and elective giving each one of them a percentage that allows to identify specialty and approach that each University offer to students.

7.1.8 Universities that has specialization for modern languages career

Knowing the universities that offer the option to specialize in a specific field and specific language, in order to finds the market trend.

8. PRESENTATION OF DATA

Keeping in mind the representative sample was made a decision of doing 2 types of surveys, one aimed to the students of 9th and 10th semester of Modern Languages at Escuela Colombiana de Carreras Industriales and the other one for teachers of Modern Languages Faculty (Annex A) who can identify what type of post studies should be implemented so that graduates have a better professional profile.

The survey was conducted on 19 students of 9 and 10 semester of modern languages at Escuela Colombiana de Carreras Industriales and 8 teachers who provided classes in the aforementioned semesters.

Consequently, it shows the results of the surveys that were made to teachers and students from modern language program.

8.1 STUDENTS DATA PRESENTATION

1. Do you consider that having post graduate studies improve your profile as Modern Language professional?

Yes	**18**	95%
No	**1**	5%
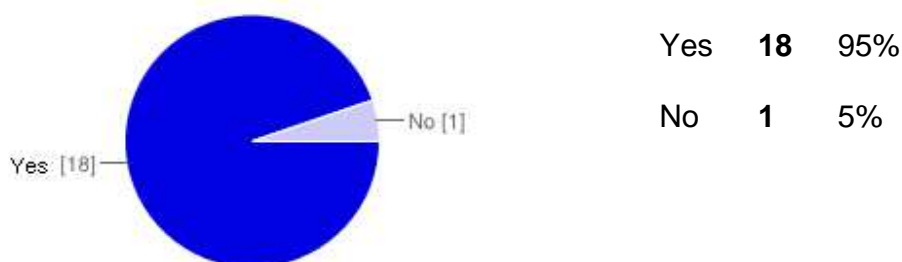
Figure 1

2. If there were the possibility to course post graduate studies it in the field of Modern Language at ECCI University, would you be willing to do it?

Sí	**12**	63%
No	**7**	37%
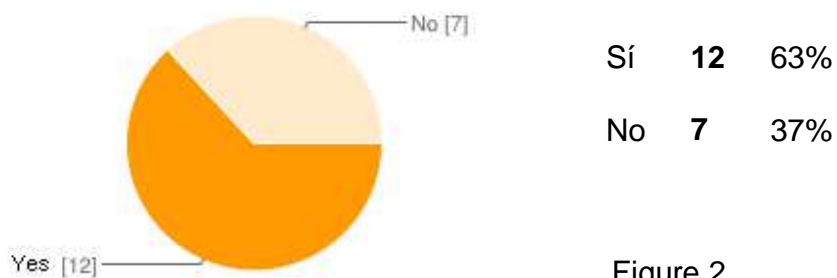
Figure 2

3. Which of the following fields calls your attention the most?
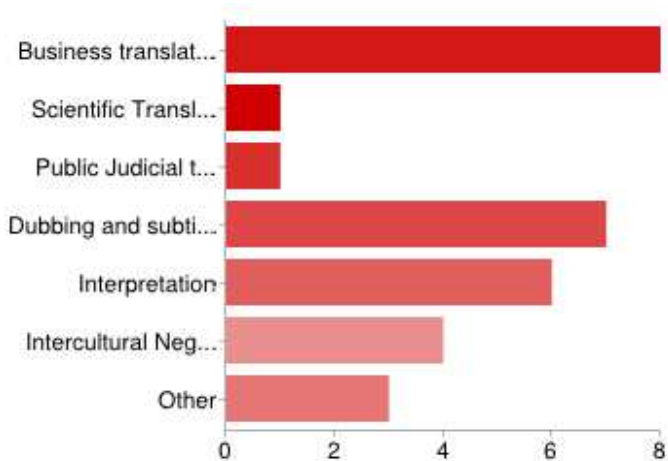
Figure 3

Business translation	27%
Scientific translation	3%
Public Judicial translation	3%
Dubbing and Subtitulation	23%
Interpretation	22%
Intercultural Negotiation	17%
Other	5%

4. Keeping in mind, ECCI study plan, in which subjet would you like to deepen your studies?

- General business translation

- German for business

- e-business, English business

- International Business

- Management

- English

- Public Discourse in German

- German

- French for Business

- Everything about french

- The languages

8.2 TEACHERS DATA PRESENTATION

1. Do you consider that offering post graduate studies at ECCI in the field of Modern Language would improve student's profile?

Yes	**7**	88%
No	**1**	13%
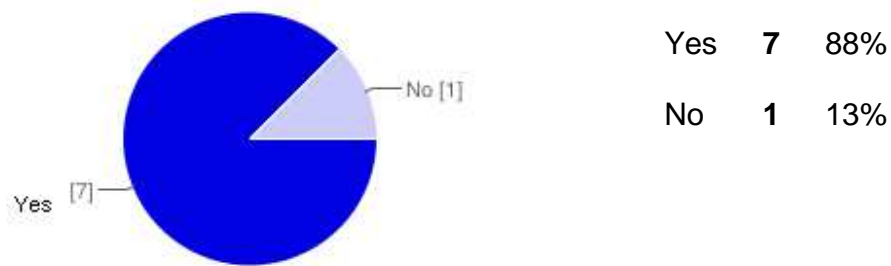
Figure 4

2. If so, which of the following fields calls your attention the most?

Business Translation	**4**	31%
Scientific Translation	**0**	0%
Public Judicial Translation	**1**	8%
Dubbing and subtitulation	**3**	23%
Interpretation	**0**	0%
Intercultural Negotation	**4**	31%
Other	**1**	8%
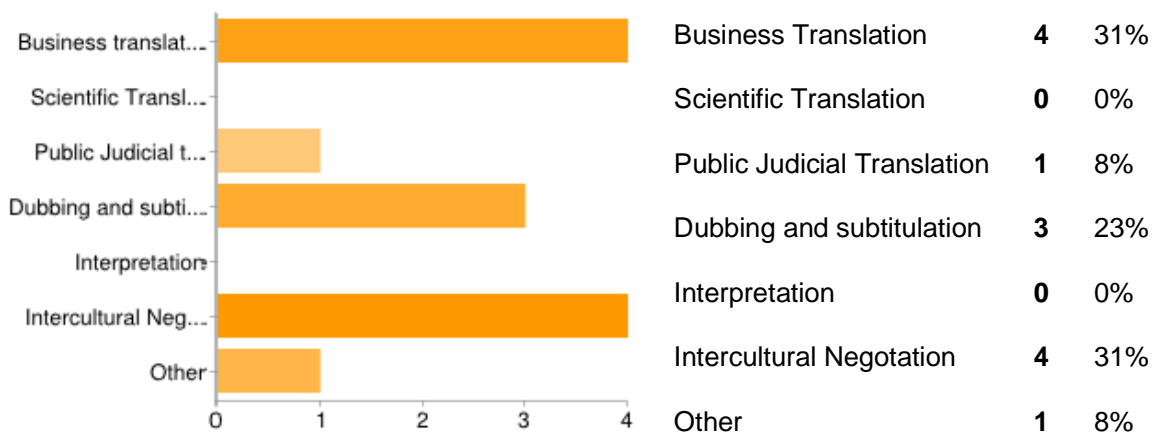
Figure 5

3. Keeping in mind, ECCI study plan, which subject do you think requires more emphasis?

- English.

- It would be useful to have more hours of class in German and French.

- Languages without question. It should ensure that the student graduates with minimum B2 level according to the European Reference Framework. This should be a graduation requirement which is sustained with the presentation of official language tests that locate students at a level according to the results of their efforts in the evaluation.

- English skills 1, 2, 3. Managerial skills, public discourse, French and German.

- English for business.

- It is important to strengthen cultural understanding with subjects of literature, history and related cultural aspects.

9. INTERPRETATION OF DATA

9.1 ANALYSIS OF COMPARISON STUDY

It has been applied to ten universities in Latin America the method described previously for the particular case of the modern Language Major and similar.

In the figure 11, is the data from the universities with their respective names, career and country.

University	Program's name	Country
Universidad Nacional de Córdoba	Traductorado Público Nacional (inglés, Francés, Italiano o Alemán)	Argentina
Pontificia Universidad de Argentina	Inglés- Traductorado Público	Argentina
Universidad Belgrano	Traductorado Público, Literario y Científico-Técnico de Inglés	Argentina
Universidad del Mar de Chile	Técnico Interprete en Negocios Inglés- Español	Chile
Escuela de Administración de Negocios (EAN)	Profesional en Lenguas Modernas (presencial)	Colombia
Escuela Colombiana de carreras Industriales (ECCI)	Profesional en Lenguas Modernas	Colombia
Universidad Peruana de Ciencias Aplicadas	Traducción e Interpretación Profesional	Perú
Universidad Autónoma San Francisco	Lengua, traducción e interpretación	Perú
Universidad Ricardo Palma	Traducción e Interpretación	Perú
Universidad César Vallejo	Traducción e Interpretación	Perú

Table 11 Universities' general information

The data comes from public information from the curricular material available on the web sites of each University.

9.1.1 Comparison by number of credits and total subjects

University	Program's name	# Total Credits and subjects
(1)	Traductorado Público Nacional (inglés, Francés, Italiano o Alemán)	36 Subjects no credit record.
(2)	Inglés- Traductorado Público	51 Subjects no credit record.
(3)	Traductorado Público, Literario y Científico-Técnico de Inglés	40 Subjects no credit record.
(4)	Técnico Interprete en Negocios Inglés- Español	20 Subjects no credit record.
(5)	Lenguas Modernas (presencial)	44 subjects equivalent to 144 credits.
(6)	Lenguas Modernas	60 subjects equivalent to 164 credits.
(7)	Traducción e Interpretación Profesional	63 Subjects no credit record.
(8)	Lengua, traducción e interpretación	74 subjects equivalent to 220 credits
(9)	Traducción e Interpretación	104 subjects equivalent to 344 credits.
(10)	Traducción e Interpretación	50 Subjects no credit record.

Table 12 Comparison by number of credits and total subjects

(1) Universidad Nacional de Córdoba, Argentina.

(2) Pontificia Universidad Católica de Argentina, Argentina.

(3) Universidad de Belgrano, Argentina.

(4) Universidad del Mar, Chile.

(5) Escuela de Administración de Negocios (EAN), Colombia.

(6) Escuela Colombiana de Carreras Industriales, Colombia.

(7) Universidad Peruana de Ciencias Aplicadas, Perú.

(8) Universidad Autónoma de San Francisco, Perú.

(9) Universidad Ricardo Palma, Perú.

(10) Universidad César Vallejo, Perú.

The amount of subjects ranges from 20 to 104, having la Universidad de Chile the fewest subjects (20), and La Universidad de Ricardo Palma of Peru with 104 distributed in 344 credits having the highest academic intensity; Escuela Colombiana de Carreras Industriales (ECCI) remains in fourth place with 44 subjects.

53

According to the credits, in some it has no record of them, but ranges from 144 to 164 being. La Escuela Colombiana de Carreras Industriales (ECCI) has the lowest number of credits and La Universidad de Ricardo Palma of Peru with 344 leading hourly intensity.

Analyze both factors (subjects and credits) is quite difficult because as it was said previously that some universities do not use such a style of division and have not the data.

9.1.2 Comparison by partial duration and professional degre-title

University	Program's name	Duration	Title
Universidad Nacional de Córdoba	Traductorado Público Nacional (inglés, Francés, Italiano o Alemán)	------	------------------------
Pontificia Universidad de Argentina	Inglés- Traductorado Público	2 years	Bachiller Universitario en Traducción Pública en Ingles
Universidad Belgrano	Traductorado Público, Literario y Científico-Técnico de Inglés	------	------------------------------------
Universidad del Mar de Chile	Técnico Interprete en Negocios Inglés- Español	------	_____
Escuela de Administración de Negocios (EAN)	Lenguas Modernas (presencial)	___	_____
Escuela Colombiana de carreras Industriales (ECCI)	Lenguas Modernas	2 ½ Years	Técnico profesional en Lenguas Modernas
Universidad Peruana de Ciencias Aplicadas	Traducción e Interpretación Profesional	____	_____
Universidad Autónoma San Francisco	Lengua, traducción e interpretación	____	_____
Universidad Ricardo Palma	Traducción e Interpretación	____	_____
Universidad César Vallejo	Traducción e Interpretación	_____	_____

Table 13 Comparison by partial duration and professional degree-title

At this point only two institutions, Pontificia Universidad de Argentina and the Escuela Colombiana de Carreras Industriales, give to the students the advantage that in the middle of the career they can get a degree and get a job or choose to continue studying, in the university of Argentina the graduate obtains the title of

Bachiller Universitario en Traducción Pública en inglés and only needs to have the necessary credits for the degree.

In Colombia the graduate obtains the title of *Técnico profesional en Lenguas Modernas*, but in addition to the credits the students must present degree requirement (internship, thesis)

9.1.3 Comparison by title and total duration

University	Program's name	Duration	Title
Universidad Nacional de Córdoba	Traductorado Público Nacional (inglés, Francés, Italiano o Alemán)	5 years	Traductor Público
Pontificia Universidad de Argentina	Inglés- Traductorado Público	4 years	Traductor Público en Ingles
Universidad Belgrano	Traductorado Público, Literario y Científico-Técnico de Inglés	4 years	Traductor Público Literario y Científico - técnico de Ingles
Universidad del Mar de Chile	Técnico Interprete en Negocios Inglés-Español	2 ½ years	Técnico Nivel Superior Interprete en Negocios
Escuela de Administración de Negocios (EAN)	Lenguas Modernas (presencial)	4 years	Profesional en Lenguas Modernas
Escuela Colombiana de carreras Industriales (ECCI)	Lenguas Modernas	5 years	Profesional en Lenguas Modernas
Universidad Peruana de Ciencias Aplicadas	Traducción e Interpretación Profesional	3 years and 4 months	Traductor e Interprete Profesional
Universidad Autónoma San Francisco	Lengua, traducción e interpretación	5 years	Licenciado en Lengua Traducción e Interpretación
Universidad Ricardo Palma	Traducción e Interpretación	5 years	Traductor e Interprete
Universidad César Vallejo	Traducción e Interpretación	5 years	Licenciado en Traducción e Interpretación

Table 14 Comparison by title and total duration

La universidad del Mar de Chile program is notoriously the shortest with only 2 ½ years but as it was analized previously it also has few subjects. Among the other universities the duration ranges between 3 to 5 years.

La Escuela Colombiana de Carreras Industriales is well positioned taking into account the number of subjects and credits.

In terms of titles, all of them teach English language; la universidad de Belgrano and la Universidad de Chile specified in the title the emphasis of its graduates, *traducción literaria y científico-técnico*, respectively, this is considered an advantage in the labor market because of companies with only reading the title get the profile of the graduates quickest and efficiently.

9.1.4 Comparison by type of activity

Activiy Type	Percentage according to the total subjects									
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Fundamental, theoretical Activities	47,06%	56%	47,22%	55%	59,38%	68,18%	33,33%	45,95%	43,27%	52,48%
Activities practices	38,24%	16%	33,33%	20%	21,88%	15,91%	38,10%	28,38%	41,35%	30,69%
A. histórical-cultural	11,76%	12%	5,56%	0%	6,25%	11,36%	14,29%	17,57%	10,58%	10,89%
Thesis/ Project	2,94%	0%	2,78%	5%	6,25%	2,27%	6,35%	2,705	0,96%	1,98%
Business Practice	0%	16%	11,11%	20%	6,25%	2,27%	7,94%	5,41%	3,85%	3,96%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 15 Comparison by type of activity

(1) Universidad Nacional de Córdoba, Argentina.

(2) Pontificia Universidad Católica de Argentina, Argentina.

(3) Universidad de Belgrano, Argentina.

(4) Universidad del Mar, Chile.

(5) Escuela Colombiana de Carreras Industriales, Colombia

(6) Escuela de Administración de Negocios (EAN), Colombia.

(7) Universidad Peruana de Ciencias Aplicadas, Perú.

(8) Universidad Autónoma de San Francisco, Perú.

(9) Universidad César Vallejo, Perú.

(10) Universidad Ricardo Palma, Perú.

The figure 16 shows the classification that has been given to each of the activities that constitute the study plan of each university, in this case have been divided

between theoretical and practical activities (which without the knowledge inherent in the program), Practice Activities (those which allow physically and experimental perform of the knowledge), Historical and cultural Activities (which complement the knowledge about the cultures on which languages are learned) Thesis-Project and Business Practice.

Compared to other universities, the Escuela Colombiana De Carreras Industriales ECCI occupies much of the theoretical and practical activities, being the 2nd University with 59.38% applying these activities.

In the first place is la Universidad César Vallejo that shows the highest intensity in the use of practice activities with 41.35%, maintaining a balance with Theoretical and practical activities (43.27%) taught in the program.

9.1.5 Comparison by flexibility

In the figure 17 presents the results which should be interpreted in the following way: from the third to the sixth row are the amounts of subjects in the area of Language (grammar, phonics, writing, etc.) that are available in any of the first four semesters of the curriculum universities.

U.	(1)		(2)		(3)		(4)		(5)		(6)		(7)		(8)		(9)		(10)	
Semester	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)
First	1	0	2	0	3	0	1	0	1	1	2	1	2	1	2	0	3	1	2	0
Second	1	0	1	0	1	0	2	0	1	1	2	1	3	1	2	0	3	0	3	0
Third	2	0	1	0	3	1	1	2	1	1	3	2	5	1	2	1	3	0	3	0
Fourth	2	0	2	1	1	2	1	1	2	0	3	1	3	2	3	1	3	0	3	1
Total	6	0	6	1	8	3	5	3	5	3	10	5	13	5	9	2	12	1	11	1
Percentage	16.6%		13.7%		27.5%		10%		18.1%		25%		28.5%		14.8%		12.5%		24%	

Table 16 Comparison by Flexibility

(1) Universidad Nacional de Córdoba, Argentina.

(2) Pontificia Universidad Católica de Argentina, Argentina.

(3) Universidad de Belgrano, Argentina.

(4) Universidad del Mar, Chile.

(5) Escuela de Administración de Negocios (EAN), Colombia.

(6) Escuela Colombiana de Carreras Industriales, Colombia.

(7) Universidad Peruana de Ciencias Aplicadas, Perú.

(8) Universidad Autónoma de San Francisco, Perú.

(9) Universidad Ricardo Palma, Perú.

(10) Universidad César Vallejo, Perú.

(a) Asignaturas del área de Lenguas

(b) Asignaturas del área de enfoques

It can be seen that the study plan of La Universidad del Mar, Chile have the fewest subjects of the career during the first semesters with only 10%.

Also La Universidad Ricardo Palma, in Peru has some degree of rigidity with 12.5%. The plans that stand out are those of Universidad Peruana de ciencias Aplicadas, Peru, Universidad Belgrano, Argentina, La Escuela Colombiana de Carreras Industriales (ECCI), and La Universidad César Vallejo, Peru with a percentage higher than 20%.

9.1.6 Comparison of exclusive subjects

To make this type of comparison, it must choose a study plan base with which to compare. For this purpose it will be used the curriculum of the Escuela Colombiana de Carreras Industriales (ECCI), Colombia.

In Figure18A and 18B it is possible to see a summary of the subjects that other universities have as mandatory in the study plan and ECCI study plan does not contemplate.

Area	(1)	(2)	(3)	(4)
Languages	Phonetics and Phonology.	Phonetics and Phonology.	Phonetics	Phonetics
Translation	Business translations. Journalistic translation. scientific Translation literary translation		Scientific Translation - Technical Literary Translation. Public Judicial translation.	
Focus				
Others	Introduction to Interpreting.		Interpretation	

Table 17A. Comparison Excluding

Area	(5)	(7)	(8)	(9)	(10)
Languages				Literary German, French, and English. Mandarin Chinese.	
Translation			Companies translators in English, French.		Legal Translation, economic, and financial
Focus	Intercultural Negotiation		General Accounting	Business Administration.	
Others		Specialized software. interpretation Editing and Layout. Dubbing and subtitling.	Interpretation. Axiology.	Interpretation, French, German.	

Table 187B. Comparison Excluding

(1) Universidad Nacional de Córdoba, Argentina.

(2) Pontificia Universidad Católica de Argentina, Argentina.

(3) Universidad de Belgrano, Argentina.

(4) Universidad del Mar, Chile.

(5) Escuela de Administración de Negocios (EAN), Colombia.

(7) Universidad Peruana de Ciencias Aplicadas, Perú.

(8) Universidad Autónoma de San Francisco, Perú.

(9) Universidad Ricardo Palma, Perú.

(10) Universidad César Vallejo, Perú.

Note: The subjects included in the table are part of the compulsory for all students of the career. Not included subjects of focus.

It is seen that in subject language learning, the study plan of the Escuela Colombiana de Carreras Industriales does not consider the phonetics and phonology, while 4 of the 9 universities themselves do have them.
Just the Universidad Ricardo Palma of Peru has the Mandarin language, is considered in the currently world business a professional advantage.

In translation, the absence of different types of translation subjects (commercial, legal, economic).

In the focus subjects it can be highlighted, intercultural negotiation and business administration. Although the ECCI's study plan includes many subjects, there are several such as interpretation in different languages, specialized software, Interpreting, Editing and Layout, and dubbing and subtitling which are not covered in the currently study plan.

Subjects in the current ECCI's study plan those are not included in any other university study plan.

Área	Asignaturas
Languages	Business in English.
	Business in French.
	German Business.
Translation	
Focus	Business Plan.
	Marketing Plan.
Others	Human Resources.

Table 198 Comparison Exclusive

In Figure 18 shows those subjects which are included in the current study plan of Modern Languages in ECCI, which are not considered in any other of 9 universities of study.

In this case, highlight subject as English, French and German business. In translation it is not found other kinds of subject from those of the other plans. In the focus area, it found business and marketing plan, and in other subjects only highlights personnel management, although it appears that other study plan include courses in interpretation and specialized software.

9.1.7 Mandatory, optional and elective subjects

Type of subject	Percentage according to total subjects									
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	10
Mandatory	97%	89,4%	100%	77%	90,6%	88,6%	74,6%	89,1%	94,5%	93,2%
Elective	0%	0%	0%	8,3%	3,1%	11,3%	14,2%	10,8%	5,4%	6,7%
Optional	2,7%	10,5%	0%	14,5%	6,2%	0%	11,1%	0%	0%	0%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 20 Percentage of mandatory, optative and elective subjects.

(1) Universidad Nacional de Córdoba, Argentina.

(2) Pontificia Universidad Católica de Argentina, Argentina.

(3) Universidad de Belgrano, Argentina.

(4) Universidad del Mar, Chile.

(5) Escuela Colombiana de Carreras Industriales, Colombia

(6) Escuela de Administración de Negocios (EAN), Colombia.

(7) Universidad Peruana de Ciencias Aplicadas, Perú.

(8) Universidad Autónoma de San Francisco, Perú.

(9) Universidad César Vallejo, Perú.

(10) Universidad Ricardo Palma, Perú.

The Figure 20 shows the respective percentages of subjects depending on their nature (mandatory, elective), in this case it is possible to see that in general, the universities handle more than 75% mandatory subjects because those subjects has the guidelines that make the skills and competencies in order to achieve the skills expected from the students.

That is the case of La Universidad de Belgrano which imparts its entire study plan as an obligation, seeking to improve the quality of the graduates in language knowledge und writing.

On the other hand, the 70% of universities that are in the study use electives subjects, which are intended for the student possesses the autonomy to decide on which area or which language they prefer to specialize.

9.1.8 Universities with post graduate studies for Modern language program

U.	Program's name	Duration	Title
(1)	Maestria En Inglés Especialización en traducción científica y técnica Especialización en traducción jurídica y económica Especialización en interpretación	2 Years	Maestria En Inglés Especialista en traducción científica y técnica Especialista en traducción jurídica y económica Especialista en interpretación
(2)	----------------------	------------	-------------------------------------
(3)	------------------------	------	-------------------------------------
(4)	----------------------	------	_____
(5)	---------------------	___	_____
(6)	---------------------	------------	---------------------------------------
(7)	---------------------	____	_____
(8)	------------------------	____	_____
(9)	Maestria En Traducción	2 Years	Maestría en traducción
(10)	-----------------------	_____	_____

Table 21Post graduate studies for modern language program.

(1) Universidad Nacional de Córdoba, Argentina.

(2) Pontificia Universidad Católica de Argentina, Argentina.

(3) Universidad de Belgrano, Argentina.

(4) Universidad del Mar, Chile.

(5) Escuela Colombiana de Carreras Industriales, Colombia

(6) Escuela de Administración de Negocios (EAN), Colombia.

(7) Universidad Peruana de Ciencias Aplicadas, Perú.

(8) Universidad Autónoma de San Francisco, Perú.

(9) Universidad César Vallejo, Perú.

(10) Universidad Ricardo Palma, Perú.

9.2 ANALYSIS OF SURVEYS

9.2.1 Students analysis survey

Keeping in mind changing market, specifically the requirements of multinational, professionals know that it is absolutely necessary to be in a constant updating of knowledge, making the largest possible number of specialized higher education in a field of knowledge.

This is the approach that has been given to this project grade, find areas of interest for the Modern Languages graduates who intend to continue their studies in order to become more competitive at national and international level in any field of work. This project is not intended to change the perspective or the guidelines established in the Modern Language Major it just seeks to expand those fields.

Now, in a more specific way, it is necessary to make know their views and appreciations of the students of 9 and 10 semester of modern languages at Escuela Colombiana de Carreras Industriales, who agreed to answer an online survey on the Google platform. In order to obtain sustainable results and true, representative sample of 19 students was chosen.

The survey consisted of four questions, three of which were multiple choices and the last an open question. Regarding the first question, "Do you consider that having post graduate studies improve your profile as Modern Language professional?" 95% of students said they agreed to do post graduate studies generate a competitive advantage in your professional profile, while 5% believe it would be irrelevant to their professional lives.

The next question: If there were the possibility to course post graduate studies it in the field of Modern Language at ECCI University, would you be willing to do it? It was obtained a result of 63% in favor and 37% against.

Through the results, it can be inferred that most students would be prepared to do post graduate studies at ECCI, if the University offered them. However, a little less than half of the students think that are not profitable to perform such studies, because they want to try other academic fields or simply because they have a steady job and they do not see the need for acquiring new knowledge.

In the question "Which of the following fields calls your attention the most?" students had six response options according to post graduate studies fields and the possibility to make a suggestion about it.

The choices were: Business translation, scientific translation, Public Judicial translation, Dubbing and Subtitulation, Interpretation, Intercultural Negotiation and other. The previous topics were chosen after doing a comparison of the study plan between modern languages Majors and similar from Latin America, and also the post graduate studies that were offered in the universities of those countries.

The most important result of the survey was evident in the translation business option where some 27% of the total, so it let induce that it would take in a positive way by the students.

Additionally, it is possible to say that the currently focus that has the ECCI University for this career is being accepted by students who want to deepen following the same pattern of knowledge.

In addition, students wish to expand their field of work acquiring knowledge in new areas of interest, unknown in the study plan of the career.

This would be a competitive advantage that is linked to the knowledge acquired in the university; this is the case of "Dubbling and subtitulation", which achieved the second place in preference with 23% acceptance.

Third is "Interpretation" with a 22% preference. It is possible to say that the main reason due to it had a high degree of acceptance is because currently is needed people with knowledge in simultaneous translation because of the globalized world in which people live today. Also calls the attention among young people because it is an unusual career that generates the option to open doors in organizations worldwide organizations.

The next option that students chose with a 17% acceptance was Intercultural negotiation, which is another variable of the globalized world in which they are currently living and the importance that students see in the possibility of deepening the career emphasis.

Finally, it is necessary to clarify that the least favorable results were submitted in the following areas: Scientific translation and Public judicial translation.

It was made an open question: "Keeping in mind, ECCI study plan, in which subject would you like to deepen your studies?"

Most students answered that they wanted post graduate studies emphasis on business-related subjects in another language (French, English and German). Additionally, it was found subjects such as E-Business, Management, and others in order to improve the conversational level in the different languages.

In conclusion it can provide evidence that offered post graduate studies at ECCI would be warmly welcomed by students in the last semesters and logically among graduates of the Modern languages Major without changing the emphasis of the career.

9.2.2 Teachers analysis survey

It was decided to conduct a survey to teachers because they have the experience both inside the classroom and outside it, i.e., they know the labor market in which students are more likely to serve as graduates of Modern Languages, therefore they know what kind of post graduates studies can benefit the student profile.

Regarding to the first question, "Do you consider that offering post graduate studies at ECCI in the field of Modern Language would improve students profile?" 88% of teachers believe that the students do improve their professional profile, while 13% believe that the students finish his undergraduate with the enough preparation to face the labor market.

It can see that the perspective of students and teachers are similar in choosing the Business translation option with 31%, but they differ in the Intercultural negotiation option as it get the same percentage as the previous while for students is positioned fourth place.

In the same way, Dubbling and subtitulation is remain in the second place (23%) in both the students and teachers survey, which means that for both parties is a field in which the students can profit.

The Public Judicial translation remained in last place with an acceptance of 8%, scientific translation and interpretation did not have any favorable outcome (0%), therefore it is possible to say that if it implements a post graduate studies were in the hands of teachers these would not be a viable option since students would not have scope in these areas.

In the last question, regarding in which subject should deepen, the teachers gave more importance to language learning than administrative emphasizes in the modern languages Major.

Some even suggested that students should they submit a formal exam to sustain the knowledge acquired during the career.

In conclusion teachers are agreeing that students take post graduate studies in different areas of knowledge. Although in some fields of action was perceived matches in the responses of teachers and students, in other was completely different, such as interpretation.

10. CONCLUSIONS

After the comparison of the study plan, the survey and subsequent analysis of results and regarding the viability of post graduate studies it was concluded that:

- The fields that are the best option for a post graduate studies at Escuela Colombiana de carreras Industriales is Business translation because the students think that it is necessary to keep the currently emphasis of the career in order to improve the students professional profile and calls their attention the most.

  On the other hand, the researchers suggest too: Dubbling and subtitulation, is a great option to those students who wants venture in other fields of works, they can have different markets where they can apply their knowledge and as great advantage it is something new in Bogota.

  Intercultural negotiation field because every country has their owns traditions to do business, so It will be a plus to the students have knowledge about business and additionally know the best way to behave in an international negotiation.

  And finally interpretation, it will be an excellent option in order to increment the incomes. In addition, it is the best way to acquire a perfect language.

- Universities that have the modern languages' Major within their academic program generally provide similar post graduate studies focused on business or management, which give more opportunities to the graduates in the labor market.

- There are two universities that have specific post graduate studies for a modern languages' Major; first La Universidad Nacional de Córdoba which

has the following post graduates studies: Maestria En Inglés, Especialización en traducción científica y técnica, Especialización en traducción jurídica y económica, Especialización en interpretación. The other university is Universidad Ricardo Palma, which offers a Maestría En Traducción. Keeping in mind the previous information in mind,, it can be concluded that graduates of the Escuela Colombiana de Carreras Industriales ECCI from modern languages' Major have a disadvantage compared to graduates of other universities.

- According to the results of the survey it is possible to see a great rate of acceptance and willingness among students and teachers to perform post graduates studies in Escuela Colombiana de Carreras Industriales.

- There are quite noticeable differences between preferences of students and teachers, because while the students want to post graduate studies in business, the teachers want the emphasis on grammar and conversational language learning. Therefore it is necessary to create awareness in students that learning a language requires a certain process and discipline, and they should not skip any steps.

- Finally, although the Escuela Colombiana de Carreras Industriales currently enjoys a good market position and has a good study plan. Creating a post graduate study will benefit students both in their professional profile as labor profile and also create prestige to the university and the academic program because it will provide an opportunity for graduates and an external professional link to the institution.

11. RECOMMENDATIONS

The following recommendations are made with the assumption that the ECCI will open post Graduate studies for the Faculty of Modern Languages.

- In several of the universities that were studied, the students have translation and interpretation subjects in the first semester and in last ones where subjects are electives, allowing the student to choose the field which they want to specialize. In ECCI currently has a subject of translation, and it is considered equally relevant that there is a subject of interpretation, so that when the students finish the career and want to do a post graduate study: they can choose which field they want to specialize.

- If the university decides to open a post graduate study, it is recommended to be in English because of the three languages that are studied during the career, this is the one in which the students are usually in constant contact, therefore students will feel safer with post graduate studies in this language.

- It is vital that the post graduates studies are faithful to the focus of the Modern Languages Major of la Escuela Colombiana de Carreras Industriales.

It is common knowledge that today's world is in constant change in the market labor, therefore it is necessary that the Escuela Colombiana de Carreras Industriales will be at the forefront of the profiles required by multinationals, in order to adapt to their post graduate studies.

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ANNEXES

ANNEX A

Students survey

Escuela Colombiana de Carreras Industriales ECCI

Professional Degree Project

Modern Languages

1. Do you consider that having post graduate studies improve your profile as Modern Language professional?

Yes

No

2. If there were the possibility to course post graduate studies it in the field of Modern Language at ECCI University, would you be willing to do it?

_____

3. Which of the following fields calls your attention the most?

Business translation
Scientific translation
Public Judicial translation
Dubbing and Subtitulation
Interpretation
Intercultural Negotiation
Other

4. Keeping in mind, ECCI study plan, in which subjet would you like to deepen your studies?

Theachers survey

Escuela Colombiana de Carreras Industriales ECCI

Professional Degree Project

Modern Languages

1. Do you consider that offering post graduate studies at ECCI in the field of Modern Language would improve student's profile?

Yes

No

2. If so, which of the following fields calls your attention the most?

Business Translation

Scientific Translation

Public Judicial Translation

Dubbing and subtitulation

Interpretation

Intercultural Negotation

Other

3. Keeping in mind, ECCI study plan, which subject do you think requires more emphasis?

Traductorado en Alemán, Francés, Inglés e Italiano

Facultad de Lenguas

Avenida Valparaíso s/n - Ciudad Universitaria - Teléfonos: (0351) 434-3214 al 18 - Sitio web: www.lenguas.unc.edu.ar

Carreras: Traductorado en Alemán, Francés, Inglés e Italiano

Duración: 5 años

Informes: Secretaría de Asuntos Estudiantiles de la facultad. Teléfonos: (0351) 434-3214 al 18, interno 34, correo electrónico: estudian@fl.unc.edu.ar. Más información: www.fl.unc.edu.ar/guiadelingresante.html

Plan de estudios

Ciclo de Nivelación

Primer año

Lengua I

Práctica Gramatical

Práctica de la Pronunciación

Introducción a la Traductología

Lengua Castellana I

Lengua y Cultura Latina I

Segundo año

Teoría y Práctica de la Investigación

Lengua II

Gramática I

Fonética y Fonología I

Lengua Castellana II

Lengua y Cultura Latina I (Optativa)

Métodos y Técnicas de la Traducción

Terminología y Documentación

Tercer año

Lengua III

Gramática II

Fonética y Fonología II

Traducción Técnica

Elementos del Derecho Aplicados a la Traducción

Traducción Comercial

Cuarto año

Lengua IV

Lingüística I

Cultura y Civilización de los Pueblos I

Gramática Contrastiva

Traducción Jurídica

Introducción a la Literatura

Quinto año

Lengua V

Lingüística II

Cultura y Civilización de los Pueblos II

Traducción Periodística

Traducción Científica

Traducción Literaria

Gabinete de Traducción o Introducción a la Interpretación

El estudiante de los Traductorados deberá rendir, en el transcurso de su carrera, una prueba de suficiencia en una segunda lengua extranjera (Alemán, Francés, Inglés o Italiano).

ANNEX C

Asignatura	Horas cátedra semana-les	Carga horaria total en horas cátedra	Carga horaria total en horas reloj	Correlatividades
1er. año				
Lengua Inglesa I - A	6	96	72	-
Lengua Inglesa I - B	6	96	72	-
Gramática Inglesa I	6	96	72	-
Fonética Inglesa A	4	64	48	-
Fonética Inglesa B	4	64	48	-
Lengua Española I	8	128	96	-
Práctica Profesional I	8	128	96	-
Historia Inglesa y Norteamericana del Siglo XX	6	96	72	-
Prueba de nivel de Inglés	-	-	-	-
Prueba de nivel de Informática	-	-	-	-
Subtotal anual horas reloj			576	
2do. Año				
Lengua Inglesa II	10	160	120	Lengua Inglesa I - B
Lengua Española II	5	80	60	Lengua Española I
Literatura Inglesa y Norteamericana del Siglo XX	6	96	72	-
Derecho Privado I	5	80	60	-
Traducción Científico-Técnica	4	64	48	Práctica Profesional I
Práctica Profesional II	4	64	48	Traducción Científico-Técnica
Traducción Literaria A	5	80	60	Práctica Profesional I
Traducción Literaria B	4	64	48	Traducción Literaria A
Gramática Inglesa II	6	96	72	Gramática Inglesa I
Materia Optativa de Formación General (MOFG) 1	2	32	24	-
Participación en Jornadas y Congresos	-		23	-
Subtotal anual horas reloj			635	
3er. Año				
Lengua Inglesa III – A	5	80	60	Lengua Inglesa II
Lengua Inglesa III – B	5	80	60	Lengua Inglesa III – A
Lengua Española III	5	80	60	Lengua Española II
Traducción de Ciencias Sociales	6	96	72	Práctica Profesional II
Teoría de la Traducción	4	64	48	-
Estructuras Comparadas	4	64	48	Lengua Española II –Gramática Inglesa II
Traducción al Inglés	4	64	48	Lengua Inglesa II
Derecho Privado II	6	96	72	Derecho Privado I
Traducción de Derecho Privado I	5	80	60	Derecho Privado I
Habilitación Profesional I	5	80	60	Traducc. de Derecho Privado I
MOFG 2	2	32	24	-
MOFG 3	2	32	24	-
Participación en Jornadas y Congresos	-	-	23	-
Subtotal anual horas reloj			659	

4to. Año				
Traducción de Derecho Privado II A	5	80	60	Habilitación Profesional I
Traducción de Derecho Privado II B	5	80	60	Traducción de Der. Privado II A
Lengua Inglesa IV – A	4	64	48	Lengua Inglesa III – B
Lengua Inglesa IV – B	4	64	48	Lengua Inglesa IV – A
Interpretación	4	64	48	Lengua Inglesa III – B - Lengua Española III
Derecho Público	6	96	72	Derecho Privado II
Traducción de Derecho Público	5	80	60	Habilitación Profesional I
Habilitación Profesional II	5	80	60	Traducción de Derecho Público
Análisis del Discurso	4	64	48	Lengua Española III
Trabajo Final de Carrera	2	32	24	-
MOFE 1	2	32	24	-
Trabajo Social Profesional	-	-	200	-
Desarrollo de Trabajo Final de Carrera	-	-	100	-
Participación en Jornadas y Congresos	-	-	45	-
Subtotal anual horas reloj			897	
TOTAL DE LA CARRERA EN HORAS RELOJ			2.767	
Título final: **TRADUCTOR PÚBLICO, LITERARIO Y CIENTÍFICO-TÉCNICO DE INGLÉS**				

Listado de MOFE:

Asignatura	Carga horaria semanal	Correlatividades
Francés IV	2	-
Traducción Literaria II	2	-

Contenidos mínimos de las asignaturas

1er. Año

LENGUA INGLESA I- A
Reglas ortográficas. Puntuación. Homónimos. Homófonos. Homógrafos. Formación de palabras (prefijos y sufijos). Revisión de tiempos verbales y estructuras gramaticales. Verbos Modales. Preposiciones y partículas adverbiales (su significado). Vocabulario relacionado con la ley y el crimen. Formas de asir y sostener objetos. Funciones del lenguaje. Redacción de cartas informales. Comprensión de textos (estrategias y pautas). Lectura de artículos de diarios, cuentos cortos y obras de teatro.

LENGUA INGLESA I-B
La cláusula: relativa, temporal, condicional. Conjunciones. Los marcadores del discurso. Comparación de sustantivos contables e incontables. Verbos incoativos. Infinitivo y gerundio. Frases verbales. Palabras fáciles de confundir. Falsos amigos. Expresiones idiomáticas. Formas de mirar, hablar y caminar. Descripción física y psicológica de las personas. La vestimenta. La salud y la alimentación. Redacción de textos descriptivos y narrativos. Lectura de cuentos cortos y novelas.

GRAMÁTICA INGLESA I
Eje temático: El análisis de la estructura sintáctica del inglés. Estructura de constituyentes: Tests de identificación de unidades gramaticales básicas. Categorías y funciones. Tipos de verbos: transitivos, inacusativos e inergativos. La teoría del caso. 4. Tipos de oración (simple, compleja, compuesta, compleja-compuesta), cláusulas finitas, no-finitas y no-verbales; declarativa, interrogativa, imperativa. Distinciones teóricas fundamentales: descripción y prescripción como distinción fundamental para un enfoque científico de la lengua como objeto de estudio, competencia y actuación: oraciones que el sistema permite –gramaticales– y oraciones que efectivamente producen los hablantes.

Plan de Estudios - Lenguas modernas

I SEMESTRE	CRÉDITOS
Competencias comunicativas I	3 créditos
Modelos de Comunicación Organizacional I	2 créditos
Basic Business English I	5 créditos
Gestión Tecnológica y del Conocimiento	3 créditos
Fundamentos de Lingüística Organizacional	3 créditos
Estudios Socio-humanísticos I	2 créditos
II SEMESTRE	**CRÉDITOS**
Competencias Comunicativas II	3 créditos
Modelos de Comunicación Organizacional II	2 créditos
Basic Business English II	5 créditos
Economía y Empresa	3 créditos
Lengua y Redacción Española	2 créditos
Estructuras de Pensamiento Complejo	3 créditos
III SEMESTRE	**CRÉDITOS**
Intermediate Business English	5 créditos
Cultura de Emprendimiento I	2 créditos
Primera Lengua Moderna I	5 créditos
Estudios Socio-humanísticos II	2 créditos
Semiótica y Semiología Organizacional	2 créditos
Electiva en Cultura I	2 créditos
IV SEMESTRE	**CRÉDITOS**
Upper Intermediate Business English	5 créditos
Estilística y Lexicología	2 créditos
Contexto Geopolítico	3 créditos
Constitución Política, Ética y Responsabilidad Social	3 créditos
Primera Lengua Moderna II	5 créditos
V SEMESTRE	**CRÉDITOS**
International Business	3 créditos
Primera Lengua Moderna III	5 créditos
Segunda Lengua Moderna I	5 créditos
Cultura de Emprendimiento II	2 créditos
Electiva I	3 créditos
VI SEMESTRE	**CRÉDITOS**
Primera Lengua Moderna IV	5 créditos
Segunda Lengua Moderna II	5 créditos
Business Speech	2 créditos

Cultura de Emprendimiento III	3 créditos
Electiva II	3 créditos
VII SEMESTRE	**CRÉDITOS**
Segunda Lengua Moderna III	5 créditos
English Culture	2 créditos
Seminario Proyecto de Grado	2 créditos
Práctica Profesional	6 créditos
Electiva III	3 créditos
VIII SEMESTRE	**CRÉDITOS**
Segunda Lengua Moderna IV	5 créditos
International Culture	2 créditos
Electiva en Cultura II	2 créditos
Creación de Empresas	3 créditos
Negociación Intercultural	3 créditos
Electiva IV	3 créditos

FORMATO PENSUM ACADÉMICO

Escuela Colombiana de Carreras Industriales
ECCI Escuela Tecnológica
Su Institución Universitaria

Proceso: Docencia
Fecha de emisión: 25–Mar–2010

Código: FR-DO-007
Versión: 01

Fecha de versión: 25–Mar–2010

TÉCNICO PROFESIONAL EN LENGUAS MODERNAS
PENSUM VIGENTE DESDE 2011-2

1er SEMESTRE

Convención	Cód. asignatura	Asignatura/Materia	Int. Horaria	No. créditos acad.	Cód. Asignaturas que son prerrequisito
NH	120.1.1	ENGLISH SKILLS 1.	10	7	
NH	120.1.2	COMPETENCIAS EN LENGUA MATERNA.	4	3	
	120.1.3	CREACIÓN DE EMPRESAS.	4	3	
	120.1.4	GESTIÓN DE LA TECNOLOGÍA.	2	2	
V	120.1.5	CÁTEDRA ECCI.	2	1	

2 do SEMESTRE

Convención	Cód. asignatura	Asignatura/Materia	Int. Horaria	No. créditos acad.	Cód. Asignaturas que son prerrequisito
NH	120.2.1	ENGLISH SKILLS 2.	10	7	120.1.1
NH	120.2.2	LENGUAJE Y REDACCIÓN.	4	3	120.1.2
	120.2.3	FUNDAMENTOS DE MERCADEO.	4	2	
	120.2.4	COMPETENCIAS TECNOLÓGICAS.	2	2	120,1,4
V	120.2.5	METODOLOGÍA DE LA INVESTIGACIÓN.	2	1	

3 er SEMESTRE

Convención	Cód. asignatura	Asignatura/Materia	Int. Horaria	No. créditos acad.	Cód. Asignaturas que son prerrequisito
NH	120.3.1	ENGLISH SKILLS 3.	4	3	120.2.1
NH	120.3.2	TALLER DE REDACCIÓN ACADÉMICA.	4	3	120,2,2
	120.3.3	SEMANTICS AND VOCABULARY.	4	3	
	120.3.4	INVESTIGACIÓN EN ACCIÓN.	4	2	120.2.5
NH	120.3.5	READING AND WRITING FOR BUSINESS.	2	2	
	120.3.6	WRITTEN AND ORAL EXPRESSION.	2	2	
V	120.3.7	ÉTICA Y SOCIEDAD.	2	1	

4 to SEMESTRE

Convención	Cód. asignatura	Asignatura/Materia	Int. Horaria	No. créditos acad.	Cód. Asignaturas que son prerrequisito
NH	120.4.1	LES COMPETENCES DU NIVEAU FRANCAIS POUR DEBUTANTS.	4	3	
NH	120.4.2	INTRODUCTION TO TRANSLATION.	4	3	120,3,1
	120.4.3	BASIC ORAL PRACTICE.	4	2	120.3.1
	120.4.4	SEMINARIO PROYECTO DE GRADO.	4	3	
	120.4.5	CONTEMPORARY ENGLISH CONTEXT.	2	2	
	120.4.6	FUNDAMENTOS DE ECONOMÍA.	2	2	
V	120.4.7	HABILIDADES COMUNICATIVAS.	2	1	
	120.4.8	PRÁCTICA EMPRESARIAL 1.	0	0	

5 to SEMESTRE

Convención	Cód. asignatura	Asignatura/Materia	Int. Horaria	No. créditos acad.	Cód. Asignaturas que son prerrequisito
NH	120.5.1	LES COMPETENCES DU NIVEAU FRANCAIS INTERMEDIAIRE.	4	3	120.4.1
NH	120.5.2	INTERPRETATION OF CONTEMPORARY AMERICAN LITERATURE.	4	3	120.4.5
	120.5.3	CONVERSATION FOR INTERNATIONAL BUSINESS.	4	3	
NH	120.5.4	DOCUMENT TRANSLATION.	4	3	120.4.2
	120.5.5	EMPRENDIMIENTO 1.	4	3	
V	120.5.6	ELECTIVA NO TÉCNICA.	2	1	
	120.5.7	PRÁCTICA EMPRESARIAL 2.	0	0	

OPCIÓN DE GRADO

	120.5.8	OPCIÓN DE GRADO			

CONVENCIONES: NH: Asignatura no habilitable   V: Asignatura virtual

Recuerde que para graduarse debe cumplir con los requisitos internos que fija la Institución dentro de su normativa y los exigidos por el Ministerio de Educación Nacional.
De acuerdo a la ley 789 de 2002 la práctica empresarial podrá realizarse a partir de 4to (cuarto) semestre.

Escuela Colombiana de Carreras Industriales
ECCI
Escuela Tecnológica
Su Institución Universitaria

FORMATO PENSUM ACADÉMICO

Proceso: Docencia
Fecha de emisión: 25-Mar-2010

Código: FR-DO-007
Versión: 01

Fecha de versión: 25-Mar-2010

CO-SC 7150-1

PROFESIONAL EN LENGUAS MODERNAS
PENSUM VIGENTE DESDE 2011-1

6° SEMESTRE

Convención	Cód. asignatura	Asignatura/Materia	Int. Horaria	No. créditos acad.	Cód. Asignaturas que son prerrequisito
NH	121.6.1	FERTIGKEITEN ZUR GRUNDSTUFE.	6	6	
NH	121.6.2	GENERAL BUSINESS TRANSLATION.	4	4	
NH	121.6.3	LES COMPÉTENCES DU NIVEAU FRANÇAIS AVANCÉ.	4	4	
V	121.6.4	TEORÍAS ORGANIZATIVAS.	2	1	

7° SEMESTRE

Convención	Cód. asignatura	Asignatura/Materia	Int. Horaria	No. créditos acad.	Cód. Asignaturas que son prerrequisito
NH	121.7.1	FERTIGKEITEN ZUR MITTELSTUFE.	4	4	121.6.1
NH	121.7.2	GENERAL READING SKILLS.	4	4	
	121.7.3	EMPRENDIMIENTO 2.	4	4	
	121.7.4	EXPRESIÓN ORAL Y ESCRITA EN FRANCÉS.	4	3	121.6.3
V	121.7.5	PLAN DE NEGOCIOS.	4	1	

8° SEMESTRE

Convención	Cód. asignatura	Asignatura/Materia	Int. Horaria	No. créditos acad.	Cód. Asignaturas que son prerrequisito
NH	121.8.1	FERTIGKEITEN ZUR OBERTUFE.	6	4	121.7.1
	121.8.2	PLAN DE MERCADEO.	2	3	
	121.8.3	MANAGERIAL SKILLS.	4	4	
NH	121.8.4	DISCUSSION PUBLIQUE.	2	2	
NH	121.8.5	ÉTICA PROFESIONAL.	2	2	
V	121.8.6	TECNOLOGÍA Y SOCIEDAD.	2	1	

9° SEMESTRE

Convención	Cód. asignatura	Asignatura/Materia	Int. Horaria	No. créditos acad.	Cód. Asignaturas que son prerrequisito
	121.9.1	SEMANTIK UND WORTSCHATZ.	4	4	121.8.1
NH	121.9.2	OFFENTLICHER DISKURS.	4	3	121.8.1
NH	121.9.3	PUBLIC DISCOURSE.	4	3	
	121.9.4	ECRIVAINS CONTEMPORAINS.	4	4	
V	121.9.5	INNOVACIÓN TECNOLÓGICA.	4	1	
	121.9.6	PRÁCTICA EMPRESARIAL 3.	0	0	

10° SEMESTRE

Convención	Cód. asignatura	Asignatura/Materia	Int. Horaria	No. créditos acad.	Cód. Asignaturas que son prerrequisito
	121.10.1	ZEITGENOSSISCHE SCHRIFTSTELLER.	4	3	121.9.2
NH	121.10.2	FOGETSCHRITTEN KONVERSATION IN INTERNATIONALEN GESCHAFTEN.	4	4	
	121.10.3	ZEITGENOSSISCHE KULTUR.	4	3	121.9.2
NH	121.10.4	SIMULACIÓN GERENCIAL.	2	2	
NH	121.10.5	CONVERSATION AVANCEE POUR DES AFFAIRES INTERNATIONALES.	4	4	
V	121.10.6	DIRECCIÓN DE PERSONAL.	2	1	
	121.10.7	PRÁCTICA EMPRESARIAL 4.	0	0	

OPCIÓN DE GRADO

	Cód. asignatura	Asignatura/Materia			
	121.10.8	OPCIÓN DE GRADO			

CONVENCIONES: NH: Asignatura no habilitable   V: Asignatura virtual

Recuerde que para graduarse debe cumplir con los requisitos internos que fija la institución dentro de su normativa y los exigidos por el Ministerio de Educación Nacional.
De acuerdo a la ley 789 de 2002 la práctica empresarial podrá realizarse a partir de 4to (cuarto) semestre.

Código de registro: Fecha de registro: Versión:

ANNEX G

Ciclo 1	Ciclo 2	Ciclo 3	Ciclo 4	Ciclo 5	Ciclo 6	Ciclo 7	Ciclo 8	Ciclo 9	Ciclo 10
Comprensión y producción de lenguaje 1	Comprensión y producción de lenguaje 2	Estructura del lenguaje	Contexto y sentido la comunicación	Taller de comunicación y estilo	Traducción directa 2 (Inglés)	Taller de interpretación 1	Taller de interpretación 2	Taller de interpretación 3	Taller de interpretación 4
Inglés TI 1	Inglés TI 2	Inglés TI 3	Inglés TI 4	Inglés TI 5	Traducción directa 1 (Lengua Electiva)	Terminología	Traducción inversa 2 (Inglés)	Doblaje y subtitulación	Traducción especializada 2
Taller de Liderazgo	Lengua electiva 1	Lengua electiva 2	Lengua electiva 3	Lengua electiva 4	Lengua electiva 5	Traducción inversa (Inglés)	Curso Electivo	Traducción inversa (Lengua Electiva)	Curso Electivo
Traducción e interpretación en entornos globales	Taller de Comunicación Interpersonal	Traductología 1	Traductología 2	Traducción directa (Inglés)	Comunicación Intercultural	Traducción directa (Lengua Electiva)	Economía para la gestión	Traducción especializada 1	Proyecto empresarial
Matemática básica	Ética y ciudadanía	Temas de historia Perú	Historia universal contemporánea	Antropología cultural	Lengua y Cultura (Inglés)	Lengua y Cultura (Lengua electiva)	Procesos Psicológicos	Taller de Relaciones Interpersonales	Ética profesional
Taller de Creatividad	Fundamentos de gerencia	Seminario integrado de investigación	Realidad social peruana	Gerencia	Software especializado 1	Software especializado 2	Edición y maquetación	Seminario de tesis	Seminario de tesis
			Nuevas tecnologías			Curso Electivo		Curso Electivo	

Leyenda

Lengua Materna	Habilidades Interpersonales y comunicativas
Interculturalidad	Interpretación
Segundas Lenguas	Investigación
Tecnología, comunicación y Localización	Traductología
	Iniciativa empresarial

Lengua electiva = Chino, Francés, Quechua, Portugués

Cursos Electivos

Tercera lengua extranjera y su cultura 1	Tercera lengua extranjera y su cultura 2	Tercera lengua extranjera y su cultura 3
Traducción en ámbitos específicos 1	Traducción en ámbitos específicos 2	Traducción en ámbitos específicos 3
Didáctica de lenguas extranjeras	Interpretación simultánea avanzada	Edición profesional
Interpretación en ámbitos específicos 1	Interpretación en ámbitos específicos 2	Interpretación en ámbitos específicos 3

* plan curricular sujeto a cambios

ANNEX H

UNIVERSIDAD AUTONOMA SAN FRANCISCO
CARRERA PROFESIONAL DE LENGUA, TRADUCCION E INTERPRETACION
MALLA CURRICULAR

SEMESTRES

I	II	III	IV	V	VI	VII	VIII	IX	X
FILOSOFIA	SOCIOLOGIA	ECOLOGIA	LITERATURA UNIVERSAL	ANALISIS Y PRODUCCION TEXTUAL I	ANALISIS Y PRODUCCION TEXTUAL II	COMPRENSION DE TEXTOS EN FRANCES	AXIOLOGIA	REVISION DE TEXTOS	CORRECCION DE TEXTOS
LENGUA I	LENGUA II	MORFOSINTAXIS	GRAMATICA TEXTUAL	GRAMATICA COMPARADA I	GRAMATICA COMPARADA II	GRAMATICA COMPARADA III	DERECHO COMPARADO	PROYECTO I	PROYECTO II
MATEMATICA	HISTORIA PERUANA	FRANCES I	FRANCES II	FRANCES III	FRANCES IV	TRADUCCION FRANCES I	TRADUCCION FRANCES II	TRADUCCION FRANCES III	TRADUCCION FRANCES IV
COMPUTO I	COMPUTO II	COMPRENSION DE TEXTOS EN ESPAÑOL	COMPRENSION DE TEXTOS EN INGLES	TERMINOLOGIA	INTERPRETACION I	INTERPRETACION II	INTERPRETACION III	INTERPRETACION IV	INTERPRETACION V
INGLES I	INGLES II	INGLES III	INGLES IV	TRADUCCION INGLES I	TRADUCCION INGLES II	TRADUCCION INGLES III	TRADUCCION INGLES IV	TRADUCCION INGLES V	TRADUCCION INGLES VI
		CONTABILIDAD GENERAL	ADMINISTRACION GENERAL	ECONOMIA GENERAL	COSTOS Y PRESUPUESTOS	MARKETING	GESTION EMPRESARIAL		
METODOS DE ESTUDIO	REALIDAD NACIONAL	DESARROLLO HUMANO	COMUNICACION ORAL Y ESCRITA	ETICA	CIUDADANIA	DEFENSA NACIONAL	DEFENSA CIVIL	INVESTIGACION CIENTIFICA	DEONTOLOGIA
						CULTURA DE LOS PAISES DE HABLA INGLESA I (e)	CULTURA DE LOS PAISES DE HABLA INGLESA II (e)	EMPRESAS TRADUCTORAS EN INGLES (e)	PRODUCCION INTELECTUAL INGLESA (e)
						CULTURA DE LOS PAISES DE HABLA FRANCESA I (e)	CULTURA DE LOS PAISES DE HABLA FRANCESA II (e)	EMPRESAS TRADUCTORAS EN FRANCES (e)	PRODUCCION INTELECTUAL FRANCESA (e)

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Plan de Estudios

Ciclo I

Código	Asignatura	Créditos	Horas	T	P	Pre-Requisito
TI0105	Alemán I	6	8	4	0	Ninguno
TI0106	Francés I	6	8	4	0	Ninguno
TI0107	Inglés I	6	8	4	0	Ninguno
EB01031	Matemática	3	4	2	0	Ninguno
EB0102	Taller de Comunicación Oral y Escrita	2	4	0	4	Ninguno
EB0101	Taller de Métodos de Estudio Universitario	2	4	0	4	Ninguno
EB0104	Lógica	3	4	2	0	Ninguno
EB011	Actividades Artísticas y Deportivas	1	2	0	2	Ninguno

Ciclo II

Código	Asignatura	Créditos	Horas	T	P	Pre-Requisito
TI0204	Alemán II	5	8	2	6	TI0105
TI0205	Francés II	5	8	2	6	TI0106
TI0206	Inglés II	5	8	2	6	TI0107
TI0207	Morfología del Castellano	3	4	2	2	PEB0102
TI0208	Lingüstica I	3	4	2	2	Ninguno
EB0202	Psicología General	3	4	2	2	Ninguno
EB0201	Ciencias Sociales	2	3	1	2	Ninguno
EB0203	Filosofía	3	3	3	0	PEB0104

Ciclo III

Código	Asignatura	Créditos	Horas	T	P	Pre-Requisito
TI0304	Alemán III	5	8	2	6	TI0204
TI0305	Francés III	5	8	2	6	TI0205
TI0306	Inglés III	5	8	2	6	TI0206
TI0307	Sintaxis del Castellano	3	4	2	2	TI0207
TI0308	Lingüstica II	3	4	2	2	TI0208
EB0302	Recursos Naturales y Ecología	2	3	1	2	Ninguno
EB0303	Realidad Nacional	3	4	2	2	PEB0201
EB0301	Historia de la Civilización	3	4	2	2	PEB0201

Ciclo IV

Código	Asignatura	Créditos	Horas	T	P	Pre-Requisito
TI0401	Alemán IV	5	8	2	6	TI0304
TI0402	Francés IV	5	8	2	6	TI0305
TI0403	Inglés IV	5	8	2	6	TI0306
TI0404	Gramatica Alemana	2	4	0	4	TI0304
TI0405	Gramatica Francesa	2	4	0	4	TI0305

TI0406	Gramatica Inglesa	2	4	0	4	TI0306
TI0407	Comprensión Lectora	3	4	2	2	Ninguno
TI0408	Redacción	2	2	0	4	TI0307
TI0409	Teoría de la Comunicación	3	4	2	2	TI0308

Ciclo V

Código	Asignatura	Créditos	Horas	T	P	Pre-Requisito
TI0501	Alemán V	5	8	2	6	TI0401
TI0502	Francés V	5	8	2	6	TI0402
TI0503	Inglés V	5	8	2	6	TI0403
TI0504	Vida y Cultura Alemana	2	4	0	4	TI0401 y TI0404
TI0505	Vida y Cultura Francesa	2	4	0	4	TI0402 y TI0405
TI0506	Vida y Cultura Inglesa	2	4	0	4	TI0403 y TI0406
TI0507	Literatura Peruana y Latinoamericana	3	4	2	2	TI0407
TI0508	Teoria de la Traducción	4	4	4	0	TI0408

Ciclo VI

Código	Asignatura	Créditos	Horas	T	P	Pre-Requisito
TI0601	Alemán VI	5	8	2	6	TI0501
TI0602	Francés VI	5	8	2	6	TI0502
TI0603	Inglés VI	5	8	2	6	TI0503
TI0604	Taller de Traducción General Alemán I	4	6	2	4	TI0501 y TI0408
TI0605	Taller de Traducción General Francés I	4	6	2	4	TI0502 y TI0408
TI0606	Taller de Traducción General Inglés I	4	6	2	4	TI0503 y TI0408
TI0607	Expresión Oral	2	4	0	4	Ninguno

Ciclo VII

Código	Asignatura	Créditos	Horas	T	P	Pre-Requisito
TI0701	Literaria Alemana	3	4	2	2	TI0601
TI0702	Literaria Francesa	3	4	2	2	TI0602
TI0107	Literaria Inglesa	3	4	2	2	TI0603
TI0704	Taller de Traducción General Alemán II	4	6	2	4	TI0604
TI0705	Taller de Traducción General Francés II	4	6	2	4	TI0605
EB0101	Taller de Traducción General Inglés II	4	6	2	4	TI0606
TI0707	Interpretación Alemán I	4	6	2	4	TI0601 y TI0604
TI0708	Interpretación Francés I	4	6	2	4	TI0602 y TI0605
TI0709	Interpretación Inglés I	4	6	2	4	TI0603 y TI0606
TI0710	Terminología	3	4	1	2	TI0508
TI0711	Didáctica General	2	3	1	2	Tener 125 créditos aprobados
TI0712	Italiano I	2	3	1	2	Tener 125 créditos aprobados
TI0713	Chino Mandarín I	2	3	1	2	Tener 125 créditos aprobados
TI0714	Administración de Empresas	2	3	1	2	Tener 125 créditos aprobados

Ciclo VIII

Código	Asignatura	Créditos	Horas	T	P	Pre-Requisito
TI0801	Taller de Traducción Literaria Alemán	4	6	2	4	TI0704 y TI0701
TI0802	Taller de Traducción Literaria Francés	4	6	2	4	TI0706 y TI0702
TI0803	Taller de Traducción Literaria Inglés	4	6	2	4	TI0706 y TI0703
TI0804	Interpretación Alemán II	4	6	2	4	TI0707
TI0805	Interpretación Francés II	4	6	2	4	TI0708
TI0806	Interpretación Inglés II	4	6	2	4	TI0709
TI0807	Traducción Inversa Alemán I	3	4	2	2	TI0704
TI0808	Traducción Inversa Francés I	3	4	2	2	TI0705
TI0809	Interpretación Inversa Inglés I	3	4	2	2	TI0706
TI0810	Tradumática	3	3	3	0	TI0710
TI0811	Didáctica de Lenguas Extranjeras	2	3	1	2	TI0711
TI0812	Italiano II	2	3	1	2	TI0712
TI0813	Chino Mandarín II	2	3	1	2	TI0713
TI0814	Marketing de Servicios Profesionales	2	3	1	2	TI0714

Ciclo IX

Código	Asignatura	Créditos	Horas	T	P	Pre-Requisito
TI0901	Taller de Traducción Econ-Finan Alemán	3	4	2	2	TI0704
TI0902	Taller de Traducción Econ-Finan Francés	3	4	2	2	TI0705
TI0903	Taller de Traducción Econ-Finan Inglés	3	4	2	2	TI0706
TI0904	Taller de Traducción Juridica Alemán	4	6	2	4	TI0704
TI0905	Taller de Traducción Juridica Francés	4	6	2	4	TI0705
TI0906	Taller de Traducción Juridica Inglés	4	6	2	4	TI0706
TI0907	Interpretación Alemán III	3	6	0	6	TI0804
TI0908	Interpretación Francés III	3	6	0	6	TI0805
TI0909	Interpretación Inglés III	3	6	0	6	TI0806
TI0910	Traducción Inversa Alemén II	3	4	2	2	TI0807
TI0911	Traducción Inversa Francés II	2	4	2	2	TI0808
TI0912	Traducción Inversa Inglés II	2	4	2	2	TI0809
TI0913	Metodología de la Investigación	2	4	2	2	Tener 170 créditos aprobados

Ciclo X

Código	Asignatura	Créditos	Horas	T	P	Pre-Requisito
TI1001	Taller de Traducción Tecn-Cient Alemán	4	6	2	4	Ninguno
TI1002	Taller de Traducción Tecn-Cient Francés	4	6	2	4	Ninguno
TI1003	Taller de Traducción Tecn-Cient Inglés	4	6	2	4	Ninguno
TI1004	Interpretación Alemán IV	3	6	0	6	TI0907
TI1005	Interpretación Francés IV	3	6	0	6	TI0908
TI1006	Interpretación Inglés IV	3	6	0	6	TI0909
TI1007	Traducción Inversa Alemán III	3	4	2	2	TI0910
TI1008	Traducción Inversa Francés III	3	4	2	2	TI0911
TI1009	Traducción Inversa Inglés III	3	4	2	2	TI0912
TI1010	Práctica Profesional Interna	3	4	2	2	Haber aprobado 176 créditos

TI1011	Taller de Investigación Aplicada	3	4	2	2	TI0911
TI1012	Didactica del Español como Lengua Extranjera	2	3	1	2	TI0811
TI1013	Italiano III	2	3	1	2	TI0812
TI1014	Chino Mandarin III	2	3	1	2	TI0813
TI1015	Negociación y Marketing y Publicidad III	2	3	1	2	TI0814

Consultas :

- EAP Traduccion e Interpretacón
- Facultad de Humanidades y Lenguas Modernas
- Decano de la Facultad
- Telf: 7080000 Central: 7080000 Anx: 5205

UNIVERSIDAD CÉSAR VALLEJO
Solo para los que quieren salir adelante

CARRERA DE TRADUCCIÓN E INTERPRETACIÓN

Domina las lenguas extranjeras y abre fronteras.

MALLA CURRICULAR DE LA CARRERA DE TRADUCCIÓN E INTERPRETACIÓN

CICLO	ASIGNATURAS OBLIGATORIAS						
I	Cátedra Vallejo	Competencia Comunicativa	Desarrollo Personal	Habilidades Lógico-matemáticas	Inglés I	Francés I	Tutoría I
II	Redacción Universitaria	Inglés II	Francés II	Morfosintaxis del Español	Gramática Francesa	Tutoría II	Actividades Integradoras
III	Métodos Estadísticos	Inglés III	Francés III	Análisis Lingüístico del Español	Gramática Inglesa	Tutoría III	
IV	Filosofía	Inglés IV	Francés IV	Gramática Comparada Inglés-Español	Teoría de la Traducción e Interpretación	Tutoría IV	
V	Metodología de la Investigación Científica	Inglés V	Francés V	Lingüística Aplicada a la Traducción	Traducc. Jurídica, Económica y Financiera (Inglés)		
VI	Constitución y Derechos Humanos	Gramática Comparada Francés-Español	Traducc. Aplicada a los Negocios Internac. (Inglés)	Traducción Aplicada a los Negocios Internac. (Francés)	Interpretación en Inglés I		
VII	Cultura Ambiental	Cultura y Actualidad de Países Anglófonos	Traducción Técnico-científica (Inglés)	Traducción Técnico-científica (Francés)	Interpretación en Inglés II		
VIII	Cult. y Actualidad de Países Francófonos	Tradumática	Business Management	Terminología	Interpretación en Inglés III		
IX	Proyecto de Investigación	Práctica Preprofesional I					
X	Desarrollo del Proyecto de Investigación	Práctica Preprofesional II					

ASIGNATURAS ELECTIVAS

ESPECIALIDAD EN TRADUCCIÓN E INTERPRETACIÓN EN TURISMO	ESPECIALIDAD EN TRADUCCIÓN E INTERPRETACIÓN EN NEGOCIOS INTERNACIONALES	ESPECIALIDAD EN TRADUCCIÓN E INTERPRETACIÓN JURÍDICA
Fundamentos de Turismo	Introducción a los Negocios Internacionales	Introducción al Derecho
Geografía Turística Nacional e Internacional	Derecho Empresarial	Derecho Constitucional General
Gestión Hotelera	Visión Cultural del Mundo	Derecho Constitucional Peruano
Técnicas Hoteleras	Marketing	Teoría General del Proceso
Patrimonio y Recursos Turísticos	Comercio Internacional	Derecho Ambiental y Minero
Destinos Turísticos Nacionales e Internacionales	Gestión de Aduanas	Derecho Comercial I (societario)
Circuitos y Paquetes Turísticos	Derecho del Comercio Internacional	Derecho Empresarial II (títulos valores)
Legislación Turística	Inteligencia Comercial Internacional	Derecho del Comercio Internacional y Contratos Modernos
Gerencia del Capital Humano	Negociaciones Internacionales	Derecho Administrativo
Gerencia de Marketing Turístico	Integración Económica y Acuerdos de Cooperación	Derecho Laboral (individual y colectivo)
Gestión de la Calidad en los Servicios Turísticos	International Marketing	Derecho Procesal Civil I
Organización de Eventos	Dirección Estratégica	Derecho Procesal Laboral

PIURA	Prolongación Av. Chulucanas S/N. Teléfono: (073) 285900 anexo 5531
CHICLAYO	Carretera a Pimentel Km 3.5. Teléfono: (074) 481616 anexo 6114
TRUJILLO	Av. Larco 1770. Teléfono: (044) 485000 anexo 7122 / 7123 / 7209 / 7403
TARAPOTO	Jr. Martinez de Compagnon 450. Teléfono: (042) 528841 - (042) 524280 anexo 3425
CHIMBOTE	Av. Bolognesi 485 / Campus Universitario: Urb. Los Portales Mz. H, Lt. 1, Nuevo Chimbote (Espaldas de la UGEL Santa). Teléfono: (043) 342803 - (043) 483030 anexo 4410
LIMA NORTE	Av. Alfredo Mendiola 6232, Panamericana Norte, Los Olivos. Teléfono: (01) 2024342 anexo 2009 / 2010 / 2035 / 2045
LIMA ESTE	Av. Del Parque 640, Urb. Canto Rey, San Juan de Lurigancho. Teléfono: (01) 3888000

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ANNEX K

DISEÑO CURRICULAR BASADO EN COMPETENCIAS
POR EL MÉTODO DEL ANÁLISIS FUNCIONAL PERFIL ESPERADO:
TÉCNICO PROFESIONAL EN LENGUAS MODERNAS

FUNCIONES DEL TÉCNICO PROFESIONAL	ADMINISTRATIVA	INVESTIGACIÓN	HUMANIDADES(Español / Inglés / Francés / Literatura)	TRADUCCIÓN
ANÁLISIS E INTERPRETACIÓN DE COMUNICACIONES ORALES Y ESCRITAS DE MEDIANA COMPLEJIDAD EN DIFERENTES IDIOMAS, SITUACIONES Y CONTEXTOS	X	X	X	X
PRODUCCIÓN ORAL Y ESCRITA DE MEDIANA COMPLEJIDAD EN DIFERENTES IDIOMAS, SITUACIONES Y CONTEXTOS	X		X	X
INTERMEDIACIÓN E INTERLOCUCIÓN BÁSICA APLICABLE A DIFERENTES IDIOMAS, SITUACIONES Y CONTEXTOS	X		X	X
ANÁLISIS DEL ENTORNO PARA APROVECHARLO Y TRANSFORMARLO EN BENEFICIO DE LA SOCIEDAD Y LA EMPRESA	X	X		

MATRIZ CURRICULAR GENERAL PARA UN PROGRAMA
TÉCNICO PROFESIONAL EN LENGUAS MODERNAS

COMPETENCIAS ASOCIADAS A LAS FUNCIONES DEL TÉCNICO PROFESIONAL	PROCESOS Y ESTRATEGIAS PARA LOGRAR APRENDIZAJE	UNIDADES DIDÁCTICAS, AÉREAS, MÓDULOS O MATERIAS PROPUESTAS	DESEMPEÑO ESPERADO Y EVIDENCIAS DE DESEMPEÑO
ANÁLISIS E INTERPRETACIÓN DE COMUNICACIONES ORALES Y ESCRITAS DE MEDIANA COMPLEJIDAD EN DIFERENTES IDIOMAS, SITUACIONES Y CONTEXTOS	Clase magistral Análisis de distintos tipos de texto Composición y desglose de varios textos	• Competencias en Lengua Materna • Lenguaje y Redacción • Taller de Redacción Académica • Semantics and Vocabulary • Reading and Writing for Business • Interpretation of Contemporary American Literature	Analizar e interpretar apropiadamente conversaciones y documentos de mediana complejidad que le aporten a la comunicación interpersonal y empresarial.
PRODUCCIÓN ORAL Y ESCRITA DE MEDIANA COMPLEJIDAD EN DIFERENTES IDIOMAS, SITUACIONES Y CONTEXTOS.	• Clase magistral • Talleres de producción y compresión de textos escritos y orales	• Written and Oral Expression • Reading and Writing for Business • Conversation for International Business	Generar diálogos y documentos organizados y estructurados que permitan una comunicación apropiada en distintos contextos

		• Habilidades Comunicativas	
INTERMEDIACIÓN E INTERLOCUCIÓN BÁSICA APLICABLE A DIFERENTES IDIOMAS, SITUACIONES Y CONTEXTOS	Seminario alemán Talleres Trabajos en grupo	• Introduction to Translation • Document Translation • Contemporary English Context • Interpretation of Contemporary American Literature	Traducción e interpretación de textos y diálogos de distintos temas que ayuden a la comprensión científica, académica, interpersonal y empresarial.
ANÁLISIS DEL ENTORNO PARA APROVECHARLO Y TRANSFORMARLO EN BENEFICIO DE LA SOCIEDAD Y LA EMPRESA	Análisis e interpretación de casos Seminario alemán Trabajos en grupo – discusión grupal	• Habilidades Comunicativas • Creación de Empresas • Fundamentos de Mercadeo • Fundamentos de Economía • Emprendimiento 1 • Metodología de la Investigación • Investigación en Acción Seminario Proyecto de Grado	Analizar su entorno, extraer de él lo que aporte beneficios o valor agregado a la sociedad y cambie aquellas condiciones que le restan valor.