UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

FOREIGN LANGUAGES DEPARTMENT

RESEARCH TOPIC

"Factors that Would Guarantee a Better Development of Future French Language Teaching Projects, Based on Previous Experiences of Programs Carried Out in the Metropolitan Area of San Salvador, since the Year 1990".

STUDENTS

Dina Florisel Fuentes Muñoz   FM12001

Katherine Lizeth Gómez Landaverde   GL12021

Marlene Carolina Siciliano Pérez   SP10010

TO OBTAIN THE DEGREE OF:

Bachelor of Arts in Modern Languages Specialization in French and English

RESEARCH ADVISOR:

Rolando Guzmán Martínez

GENERAL COORDINATOR OF THE GRADUATION PROCESSES:

Mauricio Salvador Contreras Cárcamo, MSD

Main Campus, University of El Salvador, November 9ᵗʰ,2018

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

Roger Armando Arias Alvarado
RECTOR

Manuel De Jesús Joya
ACADEMIC VICE-RECTOR

Nelson Bernabé Granados Alvarado
ADMINISTRATIVE VICE-RECTOR

Cristóbal Hernán Ríos Benítez
GENERAL SECRETARY

AUTHORITIES OF THE SCHOOL OF ARTS AND SCIENCES

José Vicente Cuchillas Melara
DEAN

Edgar Nicolás Ayala
VICE DEAN

Hector Daniel Carballo Diaz
SECRETARY

AUTHORITIES OF THE FOREIGN LANGUAGES DEPARTMENT

José Ricardo Gamero Ortiz
HEAD

Mauricio Salvador Contreras Cárcamo
GENERAL COORDINATOR OF THE GRADUATION PROCESS

Rolando Guzman Martìnez
RESEARCH ADVISOR

ACKNOWLEDGEMENTS

To the Great Architect of the Universe:

For giving me the strength, guided me and led me through the right path.

To my lovely mother Dina de Fuentes, my role model of dedication and effort:

For encouraging myself to fulfill my dreams, to set goals for the near future and to fight day after day to reach them. Thanks for all the sleepless nights she stood by my side, supporting me until my projects were complete.

To my caring father José Fuentes:

For being the oak that has supported me in the rough days, for teaching me that obstacles must be tackled and overcome, and for been my great guide from whom I learn to be a better person.

To my family and close friends:

For the encouragement which helped me in hard times. For always listening and giving me encouraging words and not letting me give up.

To our advisor Rolando Guzmán:

For his understanding, patience and for sharing his knowledge and expertise in this study.

To my Alma Mater, the **University of El Salvador**, my second home, all my **teachers** that guided me, trained me and helped me to grow not only academically but also as a human being.

> To all, my eternal gratitude.

Dina Florisel Fuentes Muñoz

ACKNOWLEDGEMENTS

To God:

For giving me strength, knowledge and health along the development of this graduation work *(Romans 11:36)*

To my parents:

For supporting me, and providing me the greatest example of effort, since their hard work has being my motivation all this time

To Saul, my partner in this journey:

For cheering me up all this years, being my shield and sword every time I needed it

To my teachers:

For setting up an inspiration in every class

To our advisor:

For being our guide through the graduation process

Katherine Lizeth Gómez Landaverde

ACKNOWLEDGEMENTS

SUMMARY OF THE RESEARCH PROJECT

Being French a language with an important impact in business, education and job opportunities, it has become a necessity, as English does, to include it in schools' programs as projects that can be developed with an improvement every year they are implemented. That is the importance in which this research will be focused. With the analysis of the projects that have been implemented in the Public Schools of the Metropolitan Area of San Salvador since the year 1990, it will be easier to identify the factors that would guarantee a better development of future programs carried out in schools, looking forwards to benefiting not only students but also all the involved ones in the process. In order to accomplish the goals of this research project, the researchers will be using a Qualitative-Descriptive method to observe and show the experiences coming from the previous French Language Teaching programs and projects, through interviews, questionnaires, and a checklist that will provide the results of the processes, the strengths, and the weaknesses of each program.

TABLE OF CONTENT

I
STATEMENT OF
THE PROBLEM

1. STATEMENT OF THE PROBLEM

1.1 DELIMITATION OF THE PROBLEM

The following research has been carried out in the year 2018, being focused in the factors that influenced in the previous French Language Teaching programs implemented in the Metropolitan Area of San Salvador since the year 1990, as a way to improve the upcoming experiences.

In order to gather the information, the researchers took into account the experiences of the people who were directly involved in those projects, like teachers and people enrolled in the administration of the different processes. In that way it was possible to deepen in the factors that would improve the future teaching-learning processes of this European Language

This research work also involved teachers who were part of the 4th generations from 1990 to 1996 and students, of the University of El Salvador who performed their social hours in the year 2017 acting as teachers in the previous French Language Teaching Project and those students that are ready to start their social hours in the year 2019 that will act as teachers in the upcoming Teaching Project.

1.2 DESCRIPTION OF THE PROBLEM

Since the beginning of times, it has been visible how the human being has not only acquired speech, but also developed different languages to communicate their ideas and express their basic needs. As long as human beings were able to speak more than one language, they started spreading them all over the globe; allowing languages to be in contact with each other. At that time, people used to emigrate in groups looking for food, safe places, more territory or with commercialization purposes. In that way, these groups were speaking their native languages and learning a new one, becoming bilingual or even multilingual.

According to the *National Association for Language Development in the Curriculum (NALDIC), the term "Bilingualism"* makes reference to a learner who uses two or more languages to communicate.

Gillian Sankoff (2001) establishes that *languages have historically being in touch under conditions of social inequality, as a result of wars, conquests, colonialism, slavery and emigration.* Nowadays, it is possible to see how a language is expanded in the world and for its speakers in each country, it may be considered as a sign of development and productivity. In America, it is possible to list many examples of bilingualism, but the most significant ones include countries like the United States, having English and Spanish speakers; Canada with English and French, Brazil with Portuguese, Spanish, English and their many aboriginal dialects.

The National Association for Language Development in the Curriculum (NALDIC) also assures that there are two types of bilingualism: Individual and Social Bilingualism, being the second one, an indicator of social development; this can be proved since facilitating the process of acquiring a second language, gives people a chance to have intercultural communication. That is why many countries have included Second Language Acquisition in their education programs, to satisfy the needs that come as a result of a general globalization. Interest in learning the language continues to grow throughout Latin America. In this area, this process started with the implementation of English as a school subject in private institutions, but over the years it has also been part of public school's programs.

Along time, English language acquisition has been increasingly necessary around the world for business and international communication, as a personal skill as well as national development and, in that regard, linked with prospects for economic competitiveness and growth in the global economy. The regions involved with English have made considerable efforts to improve the teaching/learning process through policies and programs, resulting in more people in the regions having access to the acquisition of that language. Nevertheless, not only English has been used in educational programs as a second language for kids to learn, but also French Language is nowadays inserted, which is in daily development and under the spotlight for those countries who want to introduce it in their education systems.

Thanks to the good partnership between France and the Latin American countries, the process of teaching French in educational institutions, has been supported by the European country. According to an article posted in the French Diplomacy website *(France and Latin America: A long partnership based in a shared Culture and History, 2017)* *"The Latin American region has the oldest and biggest net of French Alliances: 250 Alliances teach French to 140,000 students. This cultural net is reinforced with the existence of 6 French Institutes in Latin America and the Caribbean, and two Maisons de France (French Houses). The 36 French scholar establishments, working in almost every country of the region, are known in all countries as superior quality establishments. Nowadays these establishments are entirely opened to the national citizens, they are the authentic source of biculturalism".* This is explained by the fact that since the XIX century, many scientists, philosophers, and intellectual people came from France touring the whole region, establishing different institutes, organizations, and schools which still keep their original names.

Unsurprisingly, the implementation of French as a target language to be acquired, came to El Salvador as a result of the needs of a group of people, to explore culture and submerge themselves into a wide space of knowledge and diplomacy. Learning French has become a necessity as English does, because of the fact of being a language with an important impact in business, education and job opportunities not only abroad but also in El Salvador. In the words of *David Izzo,*

the French Ambassador in El Salvador, *"It seems to us that it is important to be able to extend the study of the French language to the networks of public schools. The children who do not have the possibility of coming to the French schools also deserve to have the opportunity to learn the French language".* Therefore, it is essential to develop a stable base in the most significant learning periods.

It is not possible to set a specific year in which Salvadoran people started being aware of the importance of acquiring this language, but according to the records, the first French Teaching/Learning project was born in 1990, as an initiative of a group of teachers supported by the French Embassy, the French Alliance in San Salvador and the Education Ministry of El Salvador.

According to *M. José Alfredo Lopéz Vásquez*, a participant teacher of this initiative: *"After the implementation of this project, the first generation started to perform in different schools in cooperation with the authorities of each institution, and with a great sight of that first plan, a second and third generation were implemented to continue with that performance The entire scheme went right until the year 1996 that came with a fourth generation, which was not successful due to different factors that affected the program, and at that time, it declined".*

By analyzing the witnesses' experiences it is evident that the first French Language Teaching Project represented a positive impact in its students and also their teachers. Unfortunately it stopped due to factors that included the detachment of the Education Ministry from the organizators group and its refusement in allowing the French Alliance to certificate teachers to teach the French Language, the lack of money to invest in the different areas of the program and the transition in the administrative members of the French Embassy in El Salvador.

With the increasing importance of this language, not only for cultural, but also for economical and professional purposes, it is essential to preserve and improve programs that offer these benefits to their users, so that teachers make sure that students will have a positive impact in short and long terms in their academic, professional and personal domain. That preservation and the benefits it would

include, were the motivation for the researchers to focus in this problematic. That is why the central interest on this topic is essentially based in making a list of factors that would guarantee a significant improvement in future French Language Teaching programs in order to benefit students and give them a follow-up on their language learning process.

1.3 OBJECTIVES
1.3.1 GENERAL OBJECTIVE

To analyze the factors that would guarantee a better development of future French Language teaching projects in the Metropolitan area of San Salvador, based on previous experiences of programs carried out since 1990.

1.3.2 SPECIFIC OBJECTIVES

- To identify how the administrative factor would affect the future development of a French Language Teaching projects.

- To show the way in which the human factor and its occupational qualification would influence in the development of future French Language Teaching projects.

- To describe the contribution of the economic factor in the development of French Language Teaching projects in the future.

- To evaluate which would be the most deciding factor to guarantee an improvement of future French Language Teaching Programs.

- To show the factors would affect in the development of French Teaching Programs in a negative way.

1.4 RESEARCH QUESTIONS

1.4.1 GENERAL RESEARCH QUESTION

Which are the factors which would guarantee a better development of future French Language teaching projects, based on previous experiences of programs carried out in the Metropolitan Area of San Salvador, since 1990?

1.4.2 SUBSIDIARY QUESTIONS

+ How would the administrative factor affect the future development of French Language Teaching projects?

+ How would the human factor and its occupational qualification influence in the improvement of future French Language Teaching project?

+ What would be the contribution of the economic factor in the development of a French Language Teaching project?

+ Which would be the most deciding factor to guarantee a better development of the French Language Teaching projects?

+ Which factors would affect in the development of French Teaching Programs in a negative way?

1.5 RESEARCH JUSTIFICATION

Besides being the third language with more speakers in the world, the French Language has become a diplomatic tongue, used in many official conventions worldwide by the civil servants of each country. This language is also taking control of the third place in the list of the Most Spoken Languages around the world. According to *the International Organization of the Francophonie (OIF,La Langue Française dans le Monde, 2010),* there are more than 274 million of French speakers in the world, of which 72 million are partial speakers. That said, it is possible to acknowledge how important it is to learn the tongue, in order to get a chance to become a part of a community that becomes bigger every day. Being aware of this need is the first step to recognize the significance of creating and preserving those spaces that offer the opportunity of learning the language.

In El Salvador, there have been many projects that look forward to increasing the number of French speakers by teaching it in Basic School, Higher Education Institutions and even Universities. In spite of the attempts, many of these initiatives have stopped, decreased the quality of their schooling or opted for a non-innovative process, using old programs and strategies to implement a Language that keeps in constant evolution.

This research looks forward to be innovative and important for the following reasons:

- It intends to analyze the projects that have been implemented in the Public Schools of the Metropolitan Area of San Salvador since the year 1990 in order to identify the factors that would guarantee a better development of future programs carried out in schools, to benefit not only students but also all the involved ones in the process.
- It is essential to search about those factors that contributed to the cessation of the first French Language Teaching Program in the years 1990-1996 in order to seek for an agreement that allows these projects to continue in the same way they were developed back then.

- An integral Teaching program pretends to benefit students. However it is known that ensuring teachers' wellbeing in their working atmosphere, increases their productivity by motivating them to be compromised with students' learning processes. That is why this research looks forward to benefit all of the parts involved in the future French Language Teaching projects.

- It is important to emphasize that if the recommendations are taken into account, the program could experiment a gradual growth throughout the country in a successful way, in order to extend not only the language but also the benefit students of public school, that are not able to afford this language studies.

Making an approach to the human resources from previous projects, this research collected the experiences of the teachers, students and the related authorities, as well as the documented results of them to determine their strengths and weaknesses to improve future initiatives in Educational Institutions.

Since learning a third language also gives students a better chance to be selected in the application for a job, it is essential not only to preserve but also to polish their language acquisition process. That is why this research project looks forward to present suggestions that will allow authorities to refine future programs.

In the following pages an extensive analysis will be done, collecting, listing and describing the main factors that will guarantee the success of future French Language Teaching Programs, to make sure that upcoming projects will have a positive short and long term impact for all of the involved people.

II
THEORETICAL FRAMEWORK

2. THEORETICAL FRAMEWORK

2.1 HISTORICAL BACKGROUND

If we look back at the origins of French Teaching programs in Latin America, it is possible to realize that the introduction of this language to Anglo-Saxon territory, is extremely attached to the abundant flow of immigrants through all of the region in the XIX century, especially in those countries where development was more promising with the cooperation of the French government. Due to this phenomenon, a considerable part of the Latin American population had the need of learning the language to include French people in their social life. For that reason, many schools along the continent started realizing the importance of introducing French Language Teaching Programs and Projects, consequently to offer better opportunities for students in short and long terms.

In the following paragraphs, a list will be displayed in order to mention the most representative countries regarding the implementation of the French Language projects and programs, including the factors that have been important in the development of them, this with the aim of assuring that positive results will be obtained. In addition, some guidelines will be listed in order to effectively promote a Language Teaching Project according with a web article *OEI. Revista Iberoamericana de Educación (2007).*

2.1.1 COUNTRIES THAT HAVE IMPLEMENTED THE FRENCH LANGUAGE TEACHING IN THEIR EDUCATION PROGRAMS

Uruguay:

The Oriental Republic of Uruguay is one of the smallest countries in the American continent, with 3,444,06 inhabitants according to *the World Bank.* Someone who is not aware of the relations between France and this South American country, would hardly notice that they have a very close bond in history of time. In fact, for many years, Uruguay was the first country in the whole region, where French was the first foreign language that was taught in High Schools. At the same time, it

had the first French School in America (even in the world if we do not count the French colonies), and a fundamental alliance with France.

The flow of French immigrants in Uruguay increased in the XIX century, resulting in a big French influence in terms of politics, economy and culture. As a consequence of this, education was also a significantly affected. From the year 1830 to 1840, the French language was taken into account during the creation of a new university, as a target language for one of the carriers, as English was. Some years later in 1850, the language had a significant increment of students who focused their attention on it. The prevalence of the language was also linked to the abundance of French books for all the teaching areas (philosophy, geography, chemistry, civil rights, etc).

It is known that the signing of the armistice and the War in Europe, brought as a consequence the decreasement on the good relations between Uruguay and France, since the first one stopped seeing the European country as a social role model. Nowadays the decline of the relation between both countries is visible, and most of the authorities talk about it with a nostalgic tone, showing the needs of bringing this programs back. The Uruguayan government stands willing to reincorporate the programs, but they assume it would not be possible without some cooperation from France by offering internships, scholarships, French Teaching Workshops and the organization of missions from France, in order to continue forming French teachers to bring the revitalization of the implementation of this language in schools.

Costa Rica:

Costa Rica is emerging as one of the most progressive, richest, developed and stable countries in America, standing out in the environmental indexes, personal freedom, security, equality, democracy, social progress, health and education. Additionally, education in Costa Rica is excellent, the population has access to one of the best education systems in Latin America, and that is why according to the *United Nations Children's Fund (UNICEF, 2011) the country has a literacy rate of*

97%, one of the highest in Latin America. The relations between France and Costa Rica are so good in different and important axes for both countries.

Those relations have helped to improve educational system including a language that is considered a commercial and cultural tongue. In Costa Rica is located a central office of the French Institute of Central America (IFAC). It is also the last country in Latin America to have maintained mandatory French teaching language in the education system. French cooperation includes training activities for the thousand French teachers who practice in primary, secondary and higher training systems. French cultural cooperation is based on a network composed of a particularly dynamic French Alliance (2,500 students) and the Franco-Costa Rican high school (900 students).

Nicaragua:

The Republic of Nicaragua is a country located in Central America according to *the World Bank* with 6,149,93 inhabitants. Nicaragua is a multiethnic country and Spanish is the official language. In this country the economic relations with France are not bigger as the educational tides they have. The education system is something important for the government that is why France plays a significant role in the implementation of Projects. In alliance with the French Embassy and the National University of Managua are performing a French Language Teaching project in the public schools of Nicaragua in order to promote linguistic training and human potential in both teachers and students not only trade, tourism but also for sustainable development.

El Salvador:

The Republic of El Salvador is a country located in Central America with an estimated population of 6,344,72 inhabitants according to *the World Bank*. When it comes to languages, the education system now, takes English as a mandatory subject in public and private schools since it was officially implemented in 1996. This system has been improved over the years with the implementation of different important projects and attempting to introduce more languages to motivate students

in this learning area. One example of this programs is the one that was implemented in the year of 1990 with a group of teachers supported by the French Embassy and the French Alliance in El Salvador.

This program, called "Implementation of the French Language", consisted in four generations that performed since 1990 to 1996 in cooperation with the authorities of each institution. According to *Merlyn Margarita Aquino Flores, the scheme went right until the fourth generation performed in 1996, which was not successful because of different factors that affected the processes. Those factors included the estrangement of the Education ministry from the French Alliance, the lack of economic resources and the change in the Administration of the French Embassy.* Now through the observation of previous attempts of Language Teaching projects or programs, it is possible to realize how important it is to take care of some vital aspects to guarantee the success of future processes.

2.1.2 FACTORS THAT INFLUENCE IN THE DEVELOPMENT OF A LANGUAGE TEACHING PROGRAM

When it comes to the creation of a space that promotes the teaching and learning process of a foreign language, it is necessary to carefully plan every aspect of the procedure, in order to make sure that the results will be positive, not only for the students but also for all of the parts of the human resource, according to *Wolf Project and Bolunta and some other studies regarding the organization of a community project*, there have been some factors that guarantee the successful development of a Language Teaching program in any language. From now on, a list of this important aspects will be displayed with the aim of analyzing how the implementation of a language in education can be assured.

Administrative Factor:

According to the Cambridge Dictionary, the term "Administration" stands for*: "The people in an organization who manage its business and operations"*: Thus, the administrative part controls the operation of a plan in a social group. This aspect includes the people in charge of the implementation of the program or project. Their

job is to plan every single aspect of it, watching the progress and making corrections if necessary. The main objective of this group will always be to guarantee the proper function of the program and accomplishing the students' expectations in every moment.

＋ Human Factor:

This term makes reference to the people who is directly influenced by a process. In the case of an organization, the expression refers to more than just the direct impact that teachers have on the program. It refers to the strategic approach that the project takes with them. Therefore, in a Language Teaching-Learning process, the Human factor will be those students that take the role of teachers in some of the French Teaching programs that have function, as well as those teachers formed by professional institutions, and the authorities in charge of facilitating that preparation with the aim of assuring the effectiveness of the teaching process. According to *Nelson Martinez "The role of the teachers of a foreign tongue, is determinant for having a successful Language Teaching process. Their knowledge, communicative skills, didactic abilities and attitude, will positively or negatively affect the Teaching-Learning process".* That is the reason why assuring the proper preparation of the teachers will also guarantee the success of the program.

＋ Economic Factor:

It is well known that every project or program requires of a certain monetary amount in order to satisfy the basic needs or aspects of the process. It is not possible to have access to high equality didactic material, well prepared teachers, proper infrastructure and even technological equipment without investing some money on it. As the name says, the Economic factor includes the financial part of a project, which is set to be invested on the organization of it. At the moment of opening a space to learning a language, it is vital to calculate a certain amount of money, and in that way the authorities in charge will make sure to get it through the collaboration of third ones or with their own resources.

2.1.3 GUIDELINES FOR THE IMPLEMENTATION OF LANGUAGE TEACHING PROJECTS

Schools are the best place and they have the best environment to promote a rich, a variety, and accessible languages learning projects for all. For the creation of these projects, it is necessary to guarantee the participation of the appropriate people, who is capable of identifying the most suitable actions in the process and the direction of managing them; the involvement of trained teachers with the specialization of the language, the existence of didactic resources destined to favor it and, in addition, the economic contribution to satisfy all the needs of the project.

To effectively promote language teaching projects in schools, it is mandatory to follow some steps in order to obtain positive results from it. In agreement to a brief article extracted from the web article *OEI. Revista Iberoamericana de Educación (2007),* it is possible to list the following guidelines to elaborate educational projects:

Social Project:

This step consists in the design of some systematic actions with established purposes, looking forward to improve an initiative or innovate an educational need. As well as in every project, it is necessary to determine the objectives that will help to solve an specific problematic, and determine the expected goals and the social impact that the project is supposed to improve in a single person or in a specific group.

Content:

In order not to lose the research line, this stage will be a point of departure to focus and delimit what the project will be about, describing all of its details, the involved people and if possible, the members in charge of each aspects of the program by improving and focus on the problem that motivates to take part and research.

Substantiation:

It represents the aspects that justify the motivation for the project proposal, it describes the context in which it will be developed, and it also includes the analysis of previous projects carried out. Once completed the reasoning and diagnosis of the project, there will be conditions to execute the planning.

Project Planning:

This is the step which will determine the course the project will take. At this moment it will be necessary to set up some aspects of the project by answering to a group of questions like: WHAT FOR?, TO WHOM? WITH WHOM?, WHERE?, WHEN? HOW?, WHAT WITH?.

General and specific objectives:

In the creation of projects, it is mandatory to state the goals, as it is known, they are the ones to be achieved with the application of the project. These objectives will arise from previous analysis and such a way that they will be feasible, clear and pertinent for their accomplishment. The development of the program will always be aimed to reach these objectives and every single action will stick to them. The achievement of the objectives will also increase the credibility of the program itself.

Methodology:

The methodology is the central point of a project that is why this step provides the necessary tools and techniques that will change the reality with the purpose to improve it. It is important to evaluate it according to the objectives and linked it with the beneficiaries of the project. For the methodological process it is advisable to take into account the following items:

- The activities that will be developed in the project.
- To specify the techniques and instruments that will be used to collect the data.
- To determine the workgroup.
- To identify the sample that will help to carry out the project.

Data Collection and Data Analysis:

On this point, thoughts should be given to all the worth data to ensure that the application of the project will fulfill the needs required. It must identify clearly how and when the data collection will be carried out.

The analysis of the information is a technique through data is checked, purified and processed with the purpose of emphasizing all the data that will be useful, in order to be able to elaborate and take options used as supports to execute the project.

Resources:

In order to carry out a project or program it is required to have resources that make possible the development of each one. Because of this, it is important to mention the Human Factor, that is the people that will be part or will be in charge of the project. On this way, the Material Factor are those tools that will be used in the process of the development of each step of the project. Moreover, the Financial Factor is something considerable to be implemented at the moment to carry out a project with a budget that will help to use every resource in the best way.

III
METHODOLOGY

3. METHODOLOGY

Before explaining the methodology that will be used in this research work, it is important to mention the definition of the term "Method", which is *"The processes that in form of instruments are used to achieve the goals of the research" (Grijalva, R. L. 2006).* It is also important to make clear that "Qualitative Research" is defined as *"The method used to understand facts and processes from human subjective in a determinate social situation" (Grijalva, R. L. 2006);* in this method consignment lays the diversity of the social environment and it looks to perceive the world of the subject of investigation. In this sense, numbers and quantities are not important, the priority is to focus the study in the qualities of the phenomenon.

Due to the nature of this research, it is strictly necessary to make use of a Qualitative-Descriptive method, in order to observe and describe the experiences that came from the previous French Teaching programs and projects and in that way, identify which are the factors that would allow future programs to have a better development, looking forwards to guarantee that students will have a significant impact coming from the implementation of this language in schools.

Having said that, this research project will be based in a retrospective analysis through the experience narrative of the human resource of the previous projects, to analyze their performance, the results of their processes, the strengths and the weaknesses of each program, this, with the aim of identify which factors can be improved for future generations.

3.1 RESEARCH DESIGN

In order to accomplish the goals of this research, the team will be using a Descriptive design. The Descriptive Design may be characterized as simply the attempt to determine, describe or identify what a situation or phenomenon is, while analytical research attempts to establish why it is that way or how it came to be. According to *Pineda, Alvarado & Canales (1994),* the descriptive studies can also

be exploratory since the researcher only intends to familiarize himself/herself with problematic situation, In those cases where there is not enough theory related to the problem being studied, the type of research can also be considered as a descriptive one.

In the words of *William Fox, "Descriptive research is aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely than was possible without employing this method".* A Descriptive Design also gives the researcher the possibility to observe the phenomenon in a completely natural and unchanged natural environment.

The main purpose of applying a Descriptive Design to this Research, is to provide significant information regarding the results of the previous French Teaching projects, for there are no preceding studies concerning to the observation of these programs with the aim of suggesting improvements to benefit the people involved. This makes easier to understand the reason why this research follows the process of Descriptive Design.

3.2 RESEARCH APPROACH

Facing the goal that this research has and the information that it is required, it has been decided to develop this process with an Inductive Approach, getting through the observation of the previous French Language Teaching programs, the description of their development and concluding with the identification of the main factors that could be improved, all this in order to guarantee a better result in the coming projects.

According to the experts *Saunders, Lewis, & Thornhill, "Inductive reasoning is based on learning from experience. Patterns, resemblances and regularities in experience (premises) are observed in order to reach conclusions (or to generate theory)".* That said, this research goes from analyzing the behavior of earlier experiences on the phenomenon of French Language Teaching projects, to determine all those aspects that can be enhanced in the future to guarantee the success of the upcoming programs.

3.3 STUDY POPULATION AND SAMPLE

In order to carry this research out, it has been decided to take into account the direct witnesses of the previous French Teaching programs and projects, with the aim of knowing at first hand, how the processes occurred and how they were developed along time. That is why the researchers are interested in experts of the generations of the programs, the authorities of some public schools, the students that are part of the projects, and the students that will be part of a social project related with the French Teaching program.

The sampling technique is non-probabilistic. It is not a product of a randomized selection processes. Subjects in a non-probability sample are usually selected on the basis of their accessibility or by the purposive personal judgment of the researcher. The method of non-probability sampling applied in this research will be convenience sampling. It means that the sample will be selected because of its accessibility to the researcher.

Therefore, the sample is divided in two main groups. One of them are 12 students, who participated in the previous French Language Teaching Project in the year of 2017. The other one are those students, who will be part of the project, 20 participants in total.

When it comes to the pioneers of the French Language Teaching program carried out in the year 1990, the researchers have taken 3 teachers from different generations, and 2 authorities of the project, this with the aim of knowing their points of view and experiences during their participation in the process.

3.4 RESEARCH TECHNIQUES AND INSTRUMENTS

In order to get the data from participants, the researchers implemented the questionnaires with a checklist and the interviews. An interview was conducted by the moderator, who made open-ended questions to one or more participants. The main reason for the use of this instrument was to obtain detailed information about the human resource experiences and enumerating the factors that they considered were part of the program. It's important to mention that a convenience sampling was used, so that the researchers can perform an interview:

One-on-One interviews: According to the *Mark Allen Group (MAG) Online Library, "one-on-one interviews are exactly what they sound like – in-depth interviews conducted one-on-one between an individual respondent and a professional qualitative researcher".* This type of interview is a valuable method to get inside of people's perceptions, understandings and experiences of a given phenomenon, which can also contribute to an in-depth data collection. In this case, the information resulting on the process will be based on the teachers' experiences from the last French Teaching projects and programs, since they have directly observed the results of this processes.

In order to collect the data regarding the factors that would guarantee a better development of future French language teaching and learning programs, the researchers went through each of the following steps:

The teachers and authorities' interview *(Appendix 3 and 4)***:** It was used to obtain first-hand information from teachers who were participants of the program *"Reintroduction of the French Language in public schools"*, their experiences developing the program, the advantages or the flaws the program brought. Likewise, the authorities' opinions about the contributions the program gave students at that time and if possible, their recommendations.

The student's questionnaire *(Appendix 1 and 2):* It comprised some items that will be used to verify actions, steps or behavior of students of the University of

El Salvador acting as teachers of current French Teaching Programs. It's also important to say that two different questionnaires were done: One for those students who already participated in this project on the last year, and one more for those who will be part of it on this current year.

IV
DATA
# ANALYSIS

4. DATA ANALYSIS

In this graduation work, the research team used, EXCEL and WORD programs to analyze the data.

Microsoft Excel helped to calculate information with formulas in a spreadsheet system broken by rows and columns. Also, it was an useful and easy tool to graph the information. At the end of the procedures, the graphs were analyzed and customized in Microsoft Word according to the research questions.

The data analyzed in this research work was provided from two kinds of questionnaires, which were provided to students who were part of the previous French Language Teaching Project (Annex 1) and those students who will be part of the upcoming Project (Annex 2). This, with the aims of obtaining their points of view, experiences, expectancies and results observed by them in each of the French Language Teaching Programs they were part of.

In the following pages, the analysis of the collected data takes place, measuring the results through an overall bar chart, at the beginning of the analysis including 3 main points in the research work, and also some pie charts, and then the study of those charts is displayed, in order to show the gathered information in a clearer and simpler way.

4.1 MAJOR OVERALL

GRAPH 1

MAJOR OVERALL
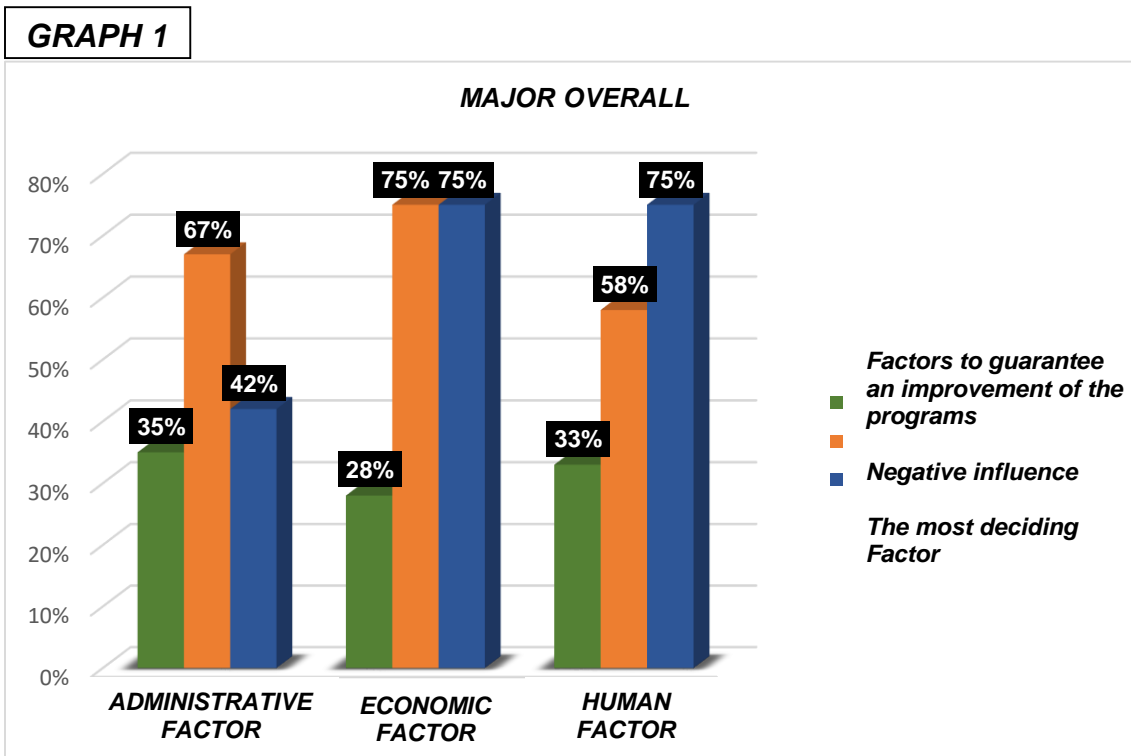
The previous graph shows three factors that have been considered in this research work to determine the role of each of them in the development of French Language Teaching Projects carried out in the Metropolitan area of San Salvador. In that way it is possible to see how the participants expose the presence of each of these factors according to their experience through the programs they were part of. The results show that a 35% of the sample confirms the presence of the Administrative Factor, while a 28% and a 33% of the participants can indorse the existence of the Economic and Human Factors respectively.

It is also observed how the Economic factor and the Human factor, are considered as the most important factors in the implementation of a a French teaching project, both of them with the same percentage value of 75%.
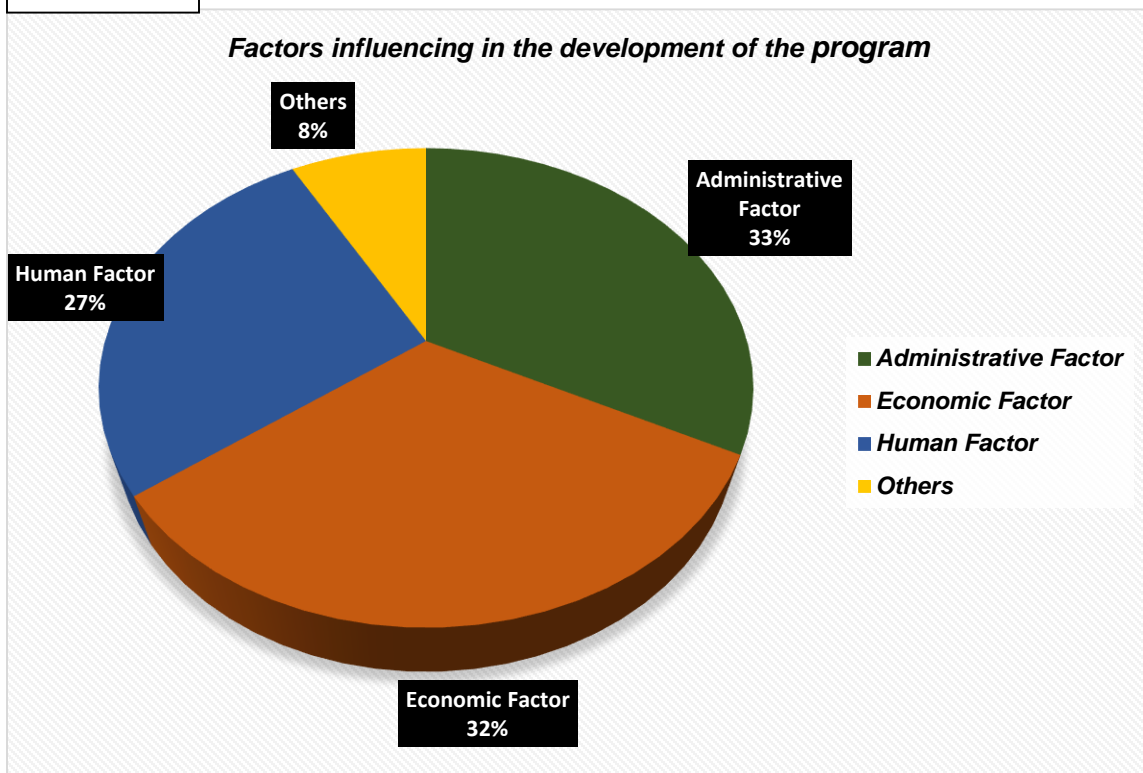
The last indicator reflects the Negative Influence that each of the factors could have in the process. That said, the results indicate that the 75% of the respondents see the Economic aspect as a factor that would contribute in a negative way in the development of a French Language Teaching Program, followed by the Administrative Factor with a 67% and finally the Human Factor with the 58% of the participant's endorsement in this case.

4.2 QUESTIONNAIRE FOR THE STUDENTS WHO WERE PART OF THE PREVIOUS FRENCH LANGUAGE TEACHING PROJECT (APPENDIX 1)

This instrument was intended to know the experiences coming from the previous French Language Teaching Project, carried out in the year two thousand seventeen, having students from the University of El Salvador taking the role of instructors of the program. This questionnaire consists of three parts: The first one is made up of a checklist for students to mention those factors that influenced in the development of the project. The second part of the instrument comprises eight open-closed questions that allow the participant to share their experience and deepen into their perceptions. Finally, the third part, which is a chart for students to evaluate the effectiveness of the parts of the process, and considering the possibilities of a factor becoming a negative aspect on it.

PART I: Checklist

GRAPH 2

Factors influencing in the development of the program

Others
8%

Human Factor
27%

Administrative
Factor
33%

- Administrative Factor
- Economic Factor
- Human Factor
- Others

Economic Factor
32%

As it is shown in the results of this checklist, according to their experience, a 33% of our sample said that the Administrative Factor was the one which had more relevance in the development of the French Teaching Learning Project. Also, with a small variation, the 32% of the participants consider the Economic Factor as an important part to be present in the development of this type of projects. Therefore, the 27% of the sample recognizes the Human Factor as one of the factors which is also required in the project.

At the same time, a section was added with the purpose of giving the participants the chance to write other factors that they considered important to be part of the process. In this part, 8% of the population sample provides factors that they consider as a need to take into account when developing a French Teaching Learning Project.

GRAPH 3

1. Do you consider that the performance of the administrative factor influenced in the development of the project in which you were part of?

8%

9%

■ *Yes*

■ *No*

■ *Didn't Answer*

83%
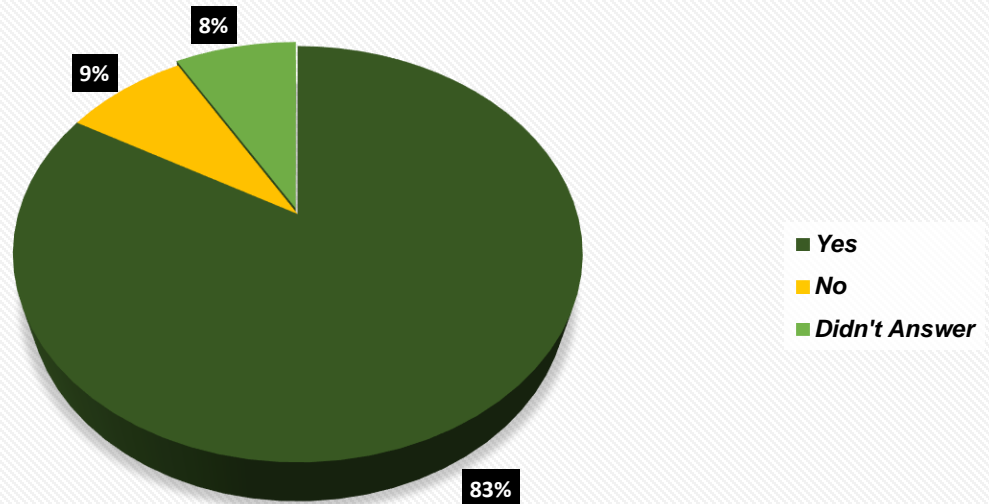
Respondents were asked about the influence of the Administrative Factor in the process of the French Language Teaching Program they were part of, and the 83% of them mentioned that thanks to the intervention of the organization of the project, the training provided for participants gave a significant improvement to the program in areas such as the organization of the contents and classroom management. The 9% of the sample said this Factor did not have an influence because time was very limited and they expected to obtain specific support as didactic resources required to teach (books or a specific guideline to follow). The remaining 8% preferred not to answer.

GRAPH 4

2. In your opinion, do you consider the hours of class were enough for the student to reach a good level of the French language?

33%

67%

■ Yes
■ No
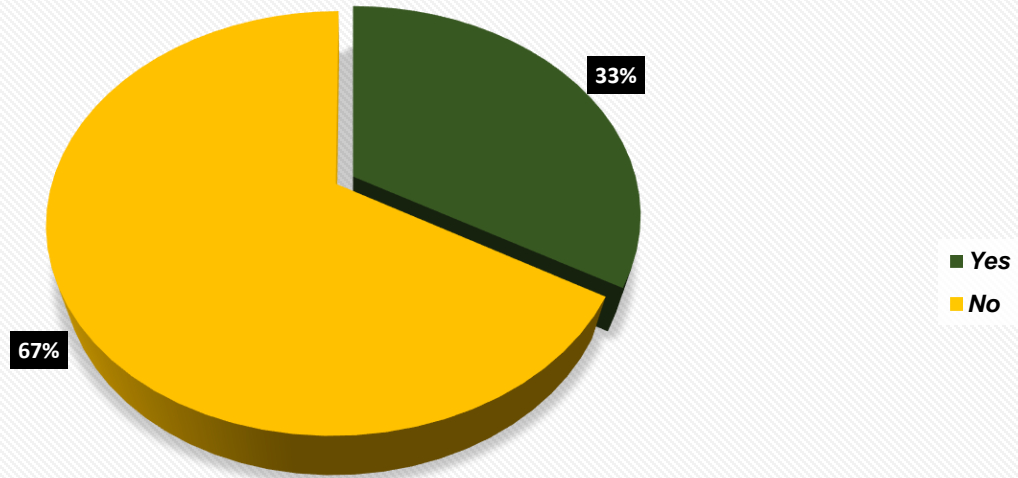
As stated in the results of this question, the 67% of the sample said that the hours of class were not enough to reach a good level in French Language. The participants determine that the time spent on the French teaching learning project could be considered to reach just a very basic level. On the other hand, the 33% of them thinks the other way around; for them the class hours were enough to reach a good level of the language.

GRAPH 5

3. Was it a requirement for you to have a certification that supported your skills to teach the French language?

33%

67%

■ Yes
■ No
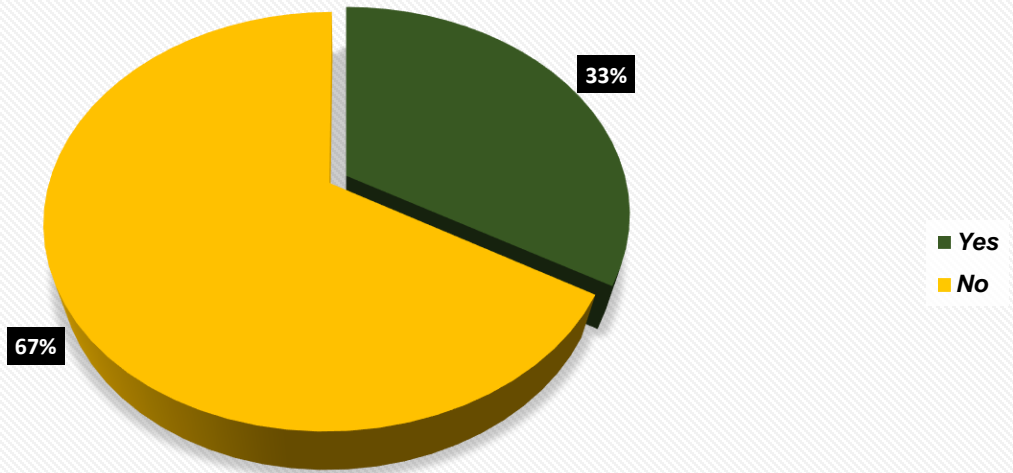
In this case, a 67% of the sample said it was not mandatory for them to be certified before acting as instructors of the French Language Teaching Program. Some of them had already some experience in the Teaching area but some others did not. In the other hand, 33% of the respondents said that it was a requirement for them to have a certification to guarantee their skills were enough to tech the French language.

GRAPH 6

4. Did you receive any training before and/or during the execution of the project?

100%

■ Yes
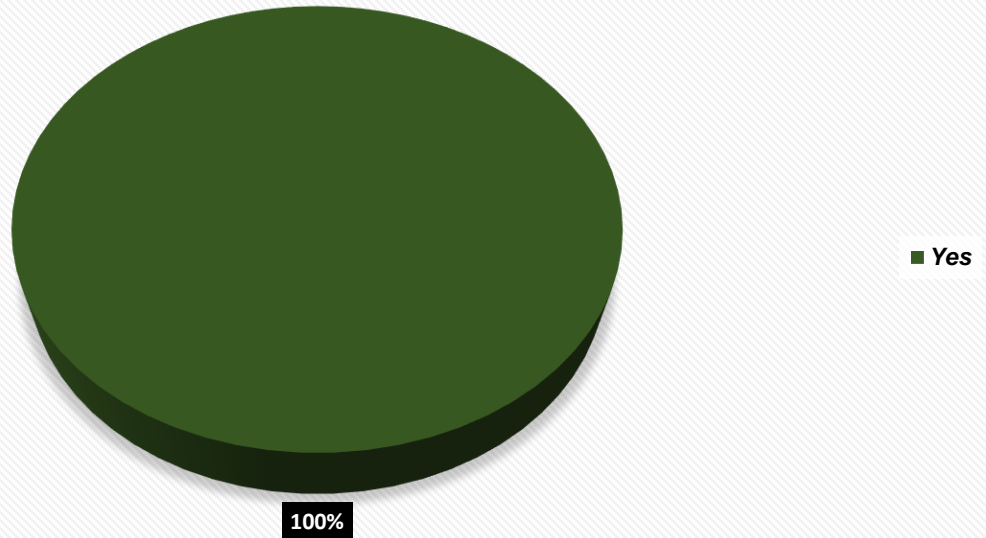
It is evident that the 100% of the sample confirms that they received a one-week training developed at the French Alliance of El Salvador, which was required before the implementation of the French Teaching Learning Project in public schools and where the participants learned some teaching techniques and activities to implement in class.

GRAPH 7

5. Do you consider that the training mentioned above was enough for you to play a good role in the French language teaching project?

42%

58%

■ Yes
■ No
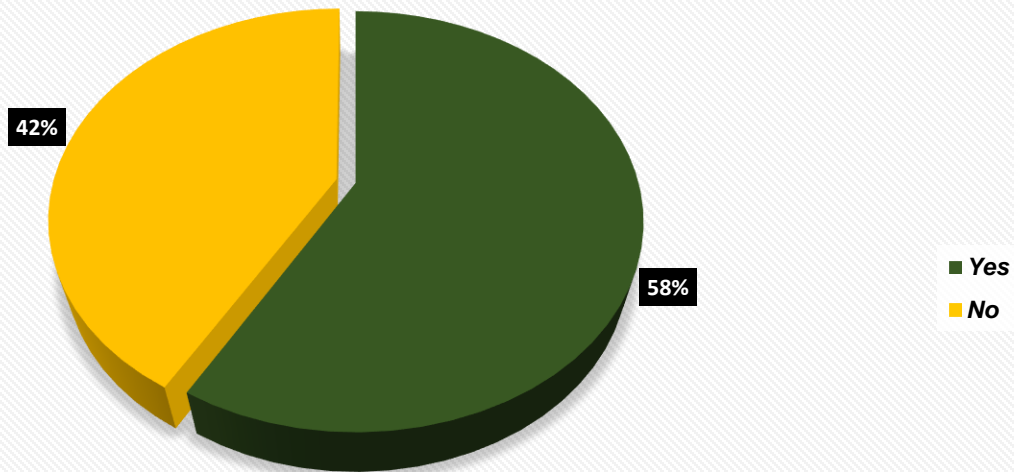
The previous graphic results, shows that the 58% of the people asked, said, that the training was enough to carry out the French teaching learning project because they learned ways to take out the best of each class. In contrast, the 42% of them do not consider that the one-week training was enough because they think time was too short to obtain the accurate tools to develop a class with the standards French language requires.

GRAPH 8

6. Did you receive any type of incentive for your participation in the project?

- 50%
- 50%
- Yes
- No
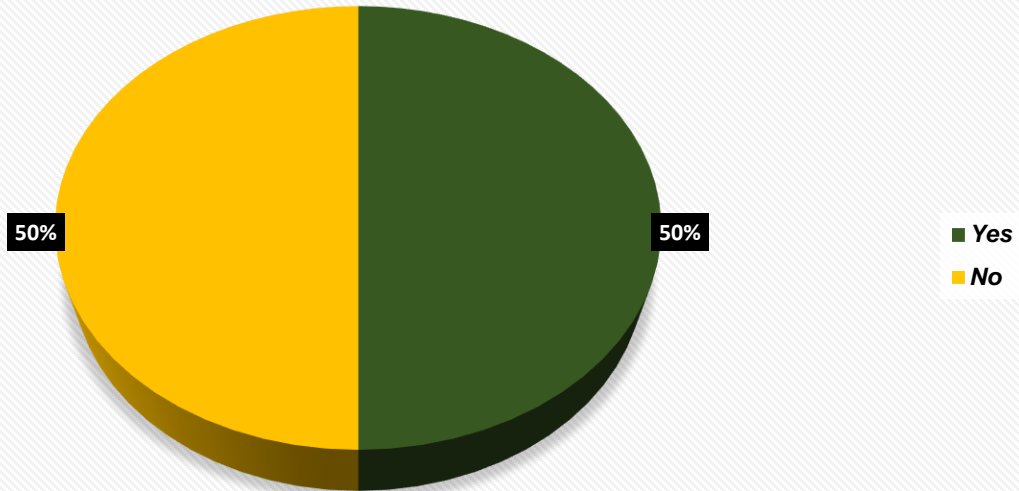
With the purpose of identify any type of incentive received for their participation in the project, 50% of the sample recognized the certificate of participation given by the French Alliance of El Salvador and the French Embassy as an incentive. By way of contrast, the other 50% of them do not consider they received anything as incentive.

7. Do you think that the investment bounded for the project was enough for a good development of it?

33%

67%

■ *Yes*
■ *No*
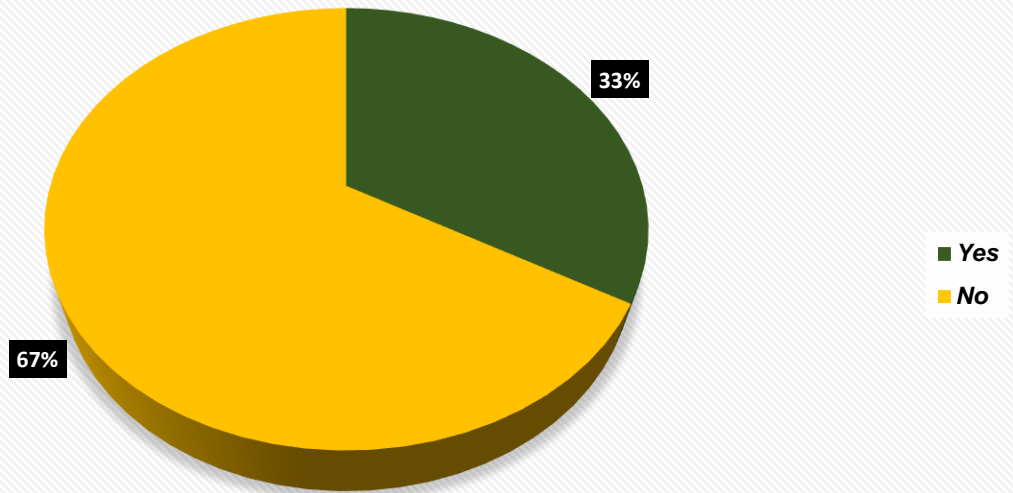
According to the information, the results show that the 67% of the sample consider that the budget was not enough because the participants had to finance the entire project with their own resources which were limited and, they expected support from the administration of the project. The remaining 33% said they had the possibility to manage their own budget and it was enough for their needs.

GRAPH 10

8. During the development of the project, Did you observe any failure in some on the factors mentioned above?

8%

9%

83%

- Yes
- No
- Didn't Answer
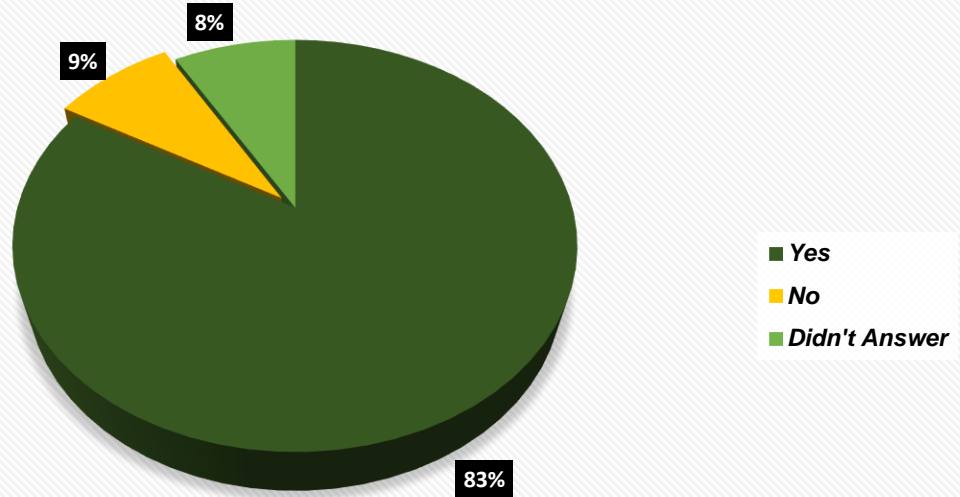
This graphic exposes the failures observed by the respondents during the implementation of the French Teaching Learning Project, where 83% stated that they surely found failures mostly in the economic and administrative factors which were not able to offer a complete experience and the resources were limited. While 9% of them differs and did not observe any failure on the factors. Also, the 8% represents the sample that did not answer the question.

PART III:
Level of importance for each factor, according to the students acting as instructors of the program

GRAPH 11

ECONOMIC FACTOR

25%

75%

- Important
- Vitally Important

GRAPH 12

NEGATIVE IMPACT

25%

75%

- YES
- NO
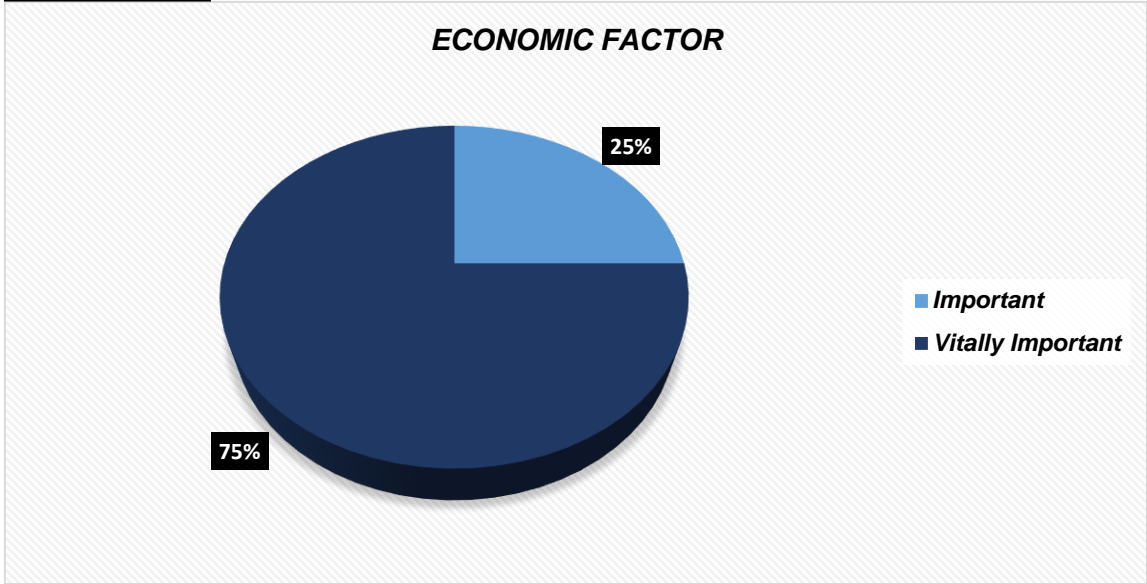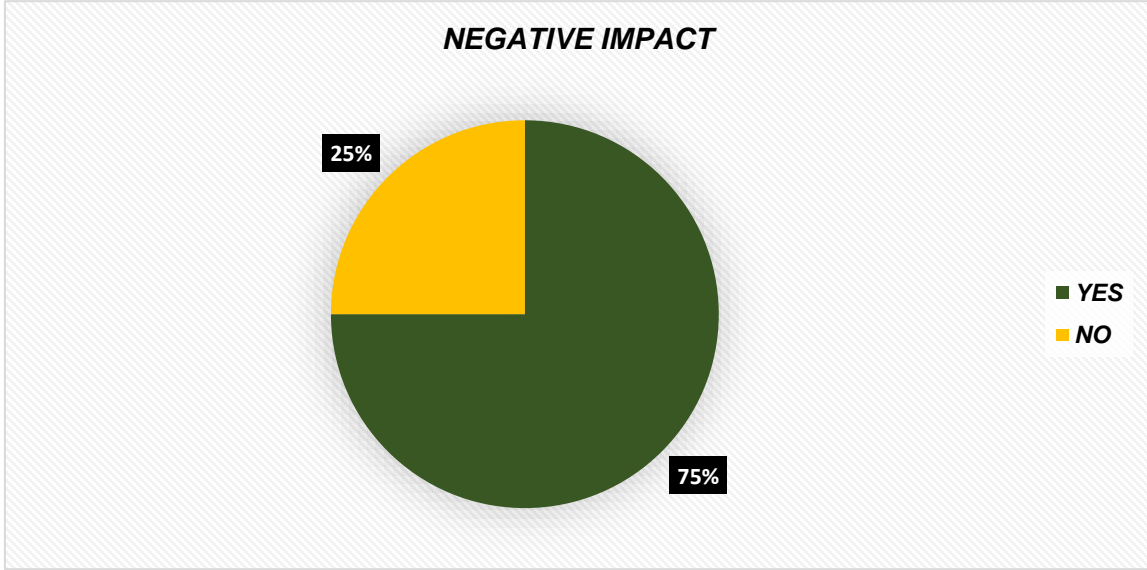
The previous information reveals that 75% of the sample that participated in the implementation of the project found that the economic factor was *vitally important* in the development of French Teaching Learning Project. Besides, the 25% of the sample categorized as *important* the level of importance of this factor.

Moreover, in the graphic of the Negative Impact, a 75% of the sample indicates that the Economic Factor affected the development of the project in a negative way, while a 25% differs and points that there was no negative impact from this factor.

GRAPH 13

HUMAN FACTOR

25%

Important

Vitally Important

75%

GRAPH 14

NEGATIVE IMPACT

42%

YES

NO

58%
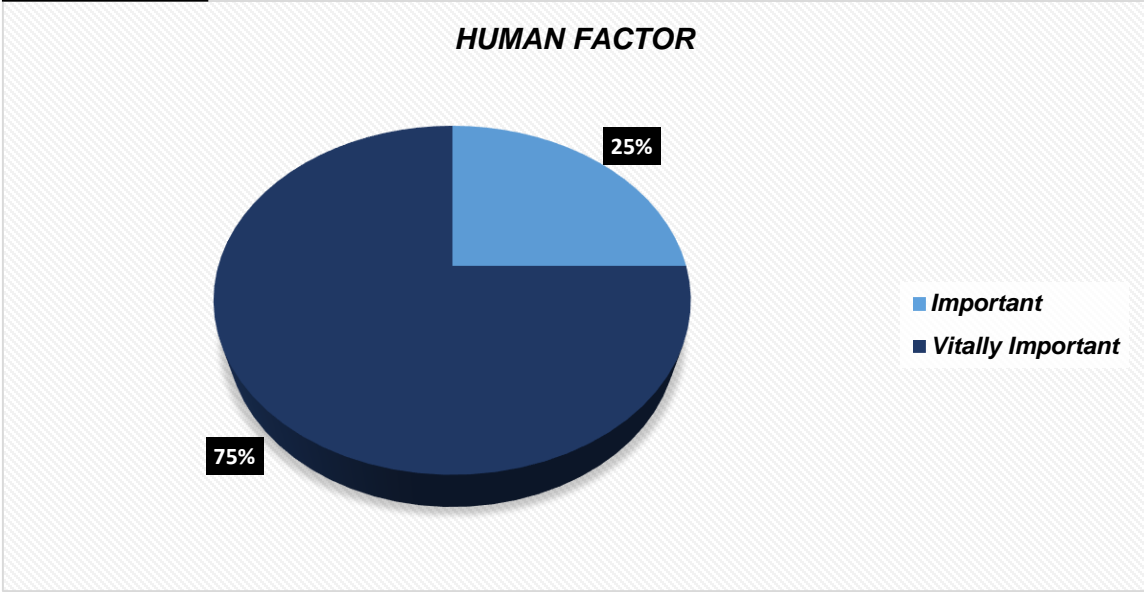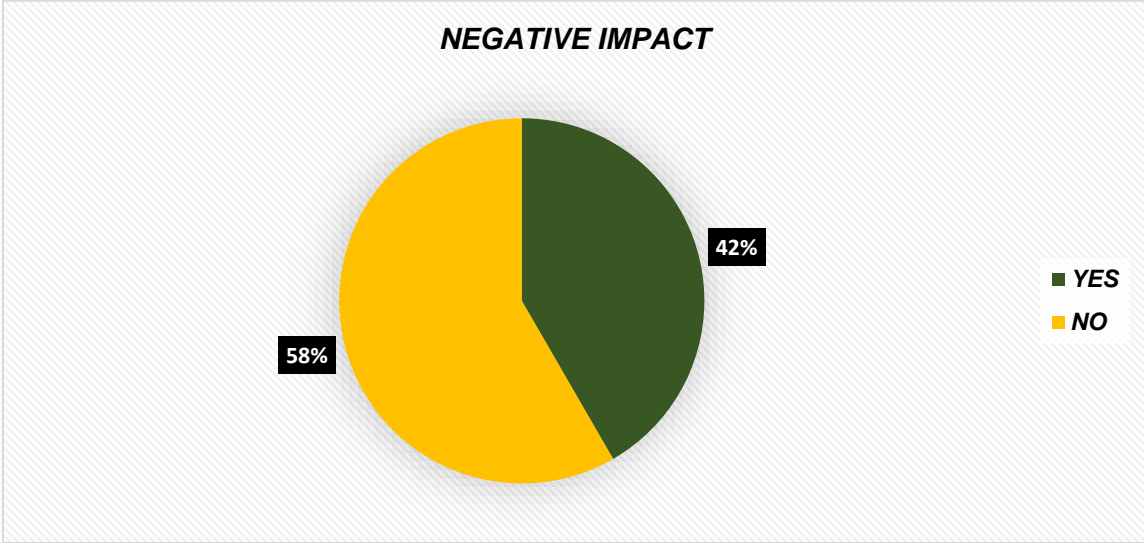
According to the obtained results, a 75% of the sample indicates that the Human Factor was considered *vitally important* in the implementation of French Teaching Learning Project. In contrast, the 25% of the sample thinks that this factor was just *important.*

In the Negative Impact graph, a 58% of the participants said that the Human Factor did not have a negative impact, while the remaining 42% said it did have a negative impact in the implementation of the project they were part of.

GRAPH 15

ADMINISTRATIVE FACTOR

Legend:
- Irrelevant
- Important
- Vitally Important

8%
42%
50%

GRAPH 16

NEGATIVE IMPACT

Legend:
- YES
- NO

33%
67%
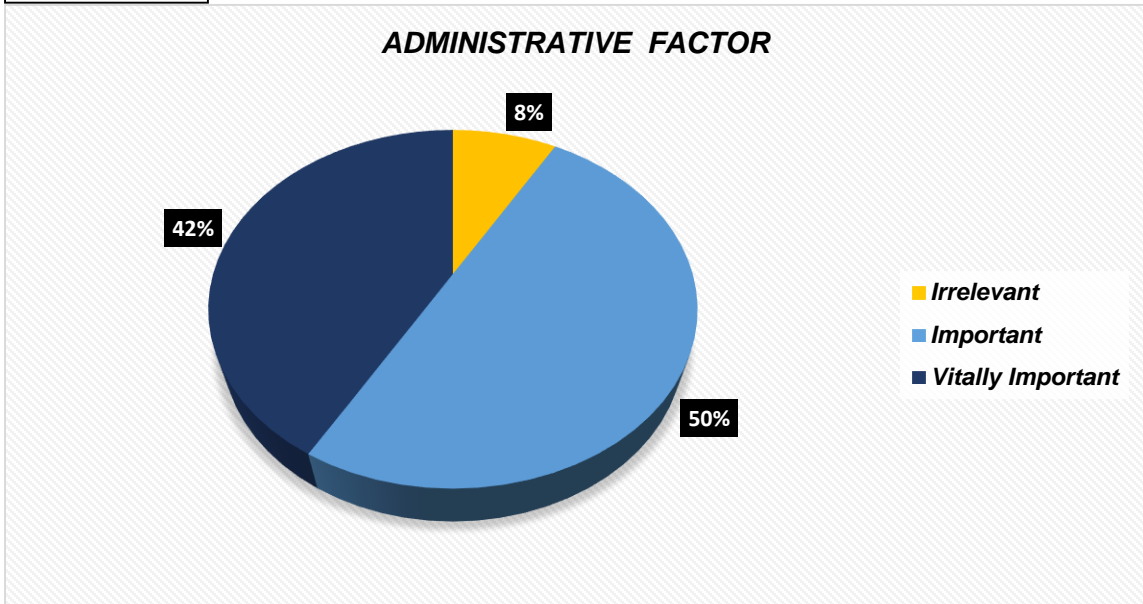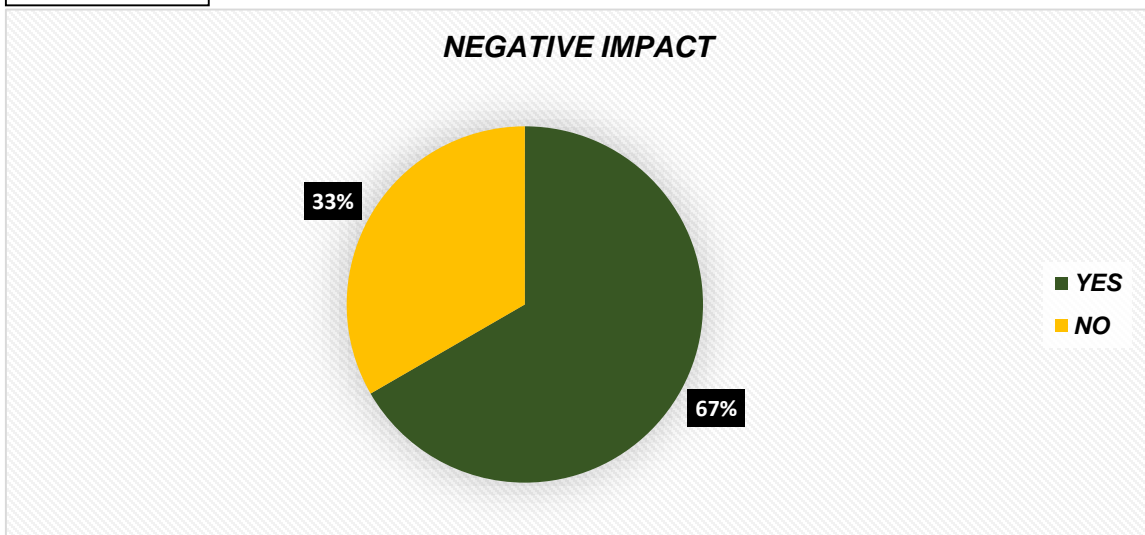
In this case, the 50% of the sample stated that the Administrative Factor was *important* in the implementation of the project. Then, it was considered by the 42% as a *vitally important* factor. Also, an 8% of the sample said this factor had an *irrelevant* level of importance.

The gathered data from the respondents, found out that the 67% of the sample said the Administrative Factor had a negative impact during the implementation of the project. Unlike the 33% who considered that there was not a negative impact coming from this factor.

4.3 QUESTIONNAIRE FOR THE STUDENTS WHO WILL BE PART OF THE UPCOMING FRENCH LANGUAGE TEACHING PROJECT (APPENDIX 2)

The following instrument was intended to discuss and know the expectancies and early experiences of the students, who will be part of the upcoming French Language Teaching Project, since by this time, they have had the first approaches to the program.

This questionnaire consists of two parts, being the first one a checklist that allows to dive into the expectancies of the students, when it comes to the factors that they think that will be part of the upcoming French Teaching Program, and the second part which is a set of 7 open-closed questions that give the students the chance to share their early experiences on the project.

PART I: Checklist

GRAPH 17

Factors that will be present in the development of the upcoming French Language Teaching Project

- Administrative 35%
- Economic 28%
- Human 33%
- Others 4%

Legend:
- Administrative
- Economic
- Human
- Others
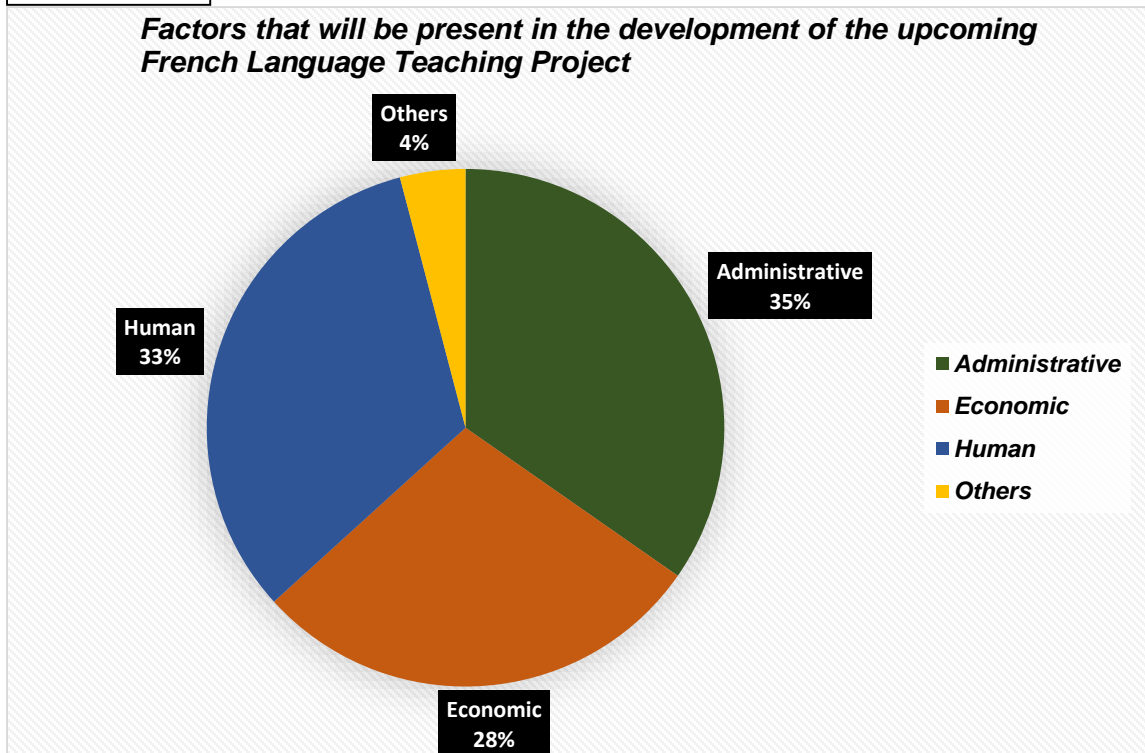
From the analysis of the previous information, it is possible to say that 35% of the sample considers that the Administrative Factor will be part of the development of the upcoming French Language Teaching Program. At the same time, 28% of them contemplate the presence of the Economic factor in the process. Also an 33% of the sample perceives the Human Factor as a part of the program in which they will participate.

When it comes to including other factors, 4% of the sample mentioned the Cultural and Time Factor as latent phenomena in the development of the French Language Teaching Programs.

GRAPH 18

1. Do you consider that the performance of the administrative factor influences in the development of the project in which you will be part of?

25%

75%

■ *Yes*
■ *No*
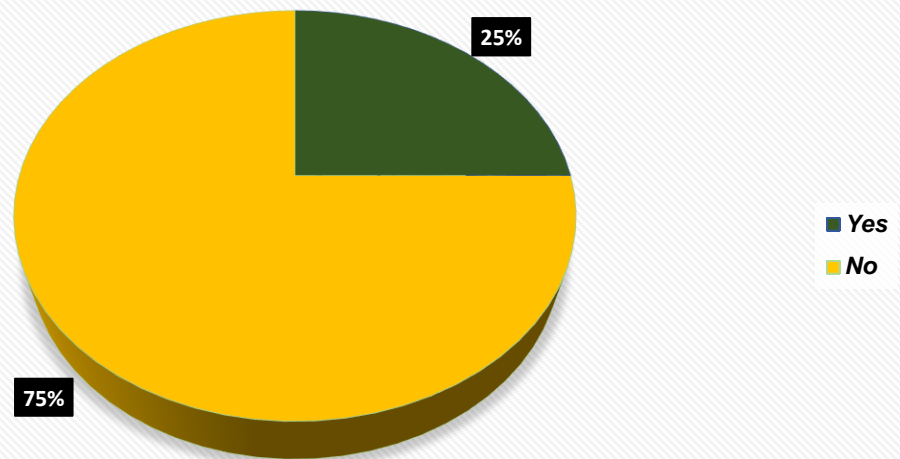
According to the results given for the sample; 25% of the sample considers that the performance of the administrative factor influences in the development of the project, because it is consider, not only one of the most important, but also it is the factor that organizes, manages and leads the development of the whole project. On the other side, 75% of the sample consider that the administrative factor does not influence in the development of the project.

GRAPH 19

2. In your opinion, do you consider that the hours of class will be enough for the students to reach a good level in French Language?
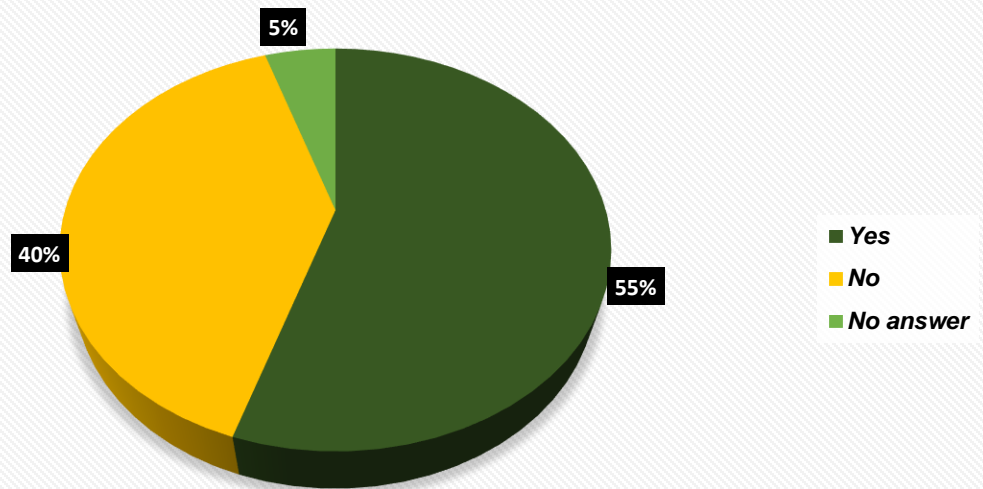
As stated in this graph, 55% of the interviewees consider that the hours of class developed in this project will be enough for the students to reach a good level in French Language. By contrast, the 40% of the sample considers that the amount of hours will not be enough to have a good level at the end of the project. But 5% preferred to abstain their answer, because they did not know if the hours are enough or not.

GRAPH 20

3. Is it a requirement for you to have a certification that supports your skills to teach the French language?

25%

75%

■ Yes
■ No
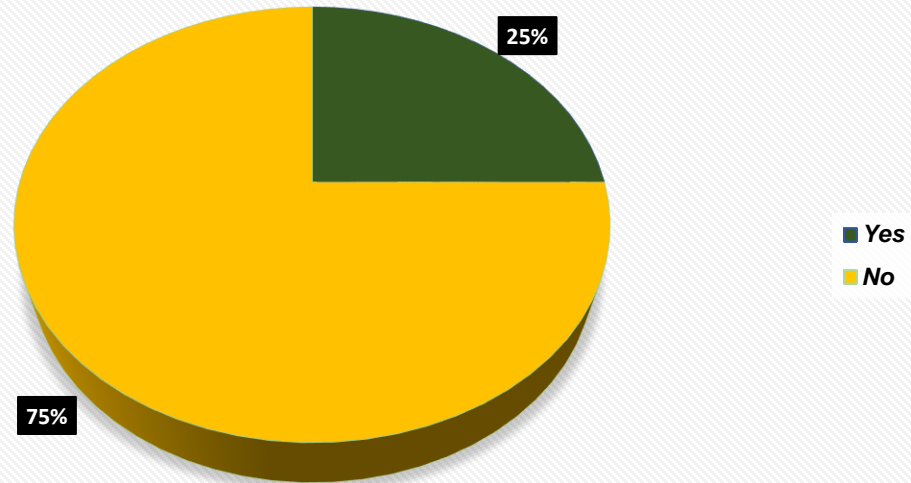
The results revealed in this questionnaire shows that 25% of the interviewees needed to have a certification to supports their skills to teach the language. Whereas, the 75% shows that to have a certification is not a requirement to teach the French Language.

GRAPH 21

4. Will you receive any type of incentive for your participation in the project?

5%

40%

55%

■ Yes
■ No
■ No answer
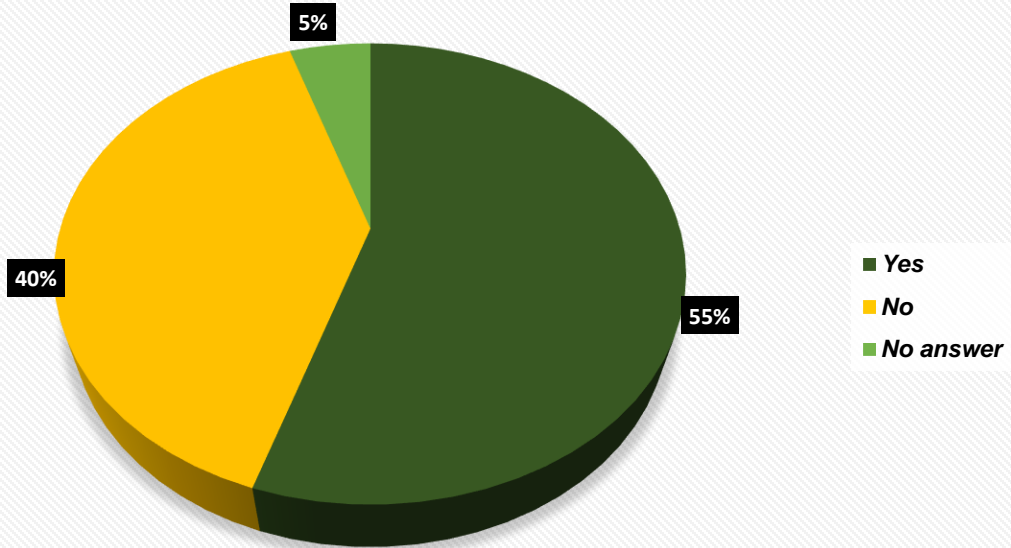
In the previous graph, the majority of the sample, 55% of them, responded that they will receive any type of incentive for their participation in the project. Even though, the 40% do not agree with that. Taking into account that 5% did not answered.

GRAPH 22

5. Do you consider that the training you are receiving now will be enough for you to play a good role in the French language teaching project?

25%

75%

■ Yes
■ No
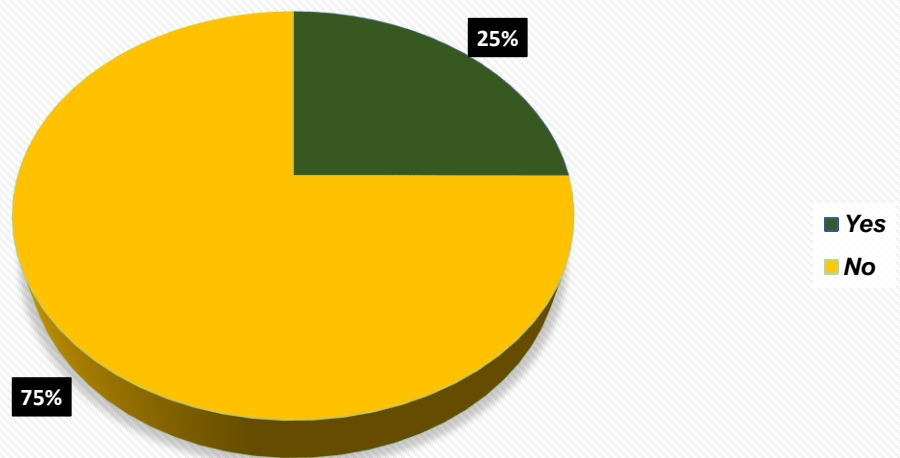
In agreement with the results showed in this graph, 25% of the sample considers that the training they are receiving now will be enough for them to play a good role in the project, because they are learning different and useful skills and techniques to develop a better understanding teaching and at the end of the training they will be well prepared. Nevertheless, 75% thinks the training will be useful but not enough because they are learning only specific things considering that they need a better level of French.

GRAPH 23

6. Up to this moment of the development of the project, do you observe any failure in some of the factors mentioned above?
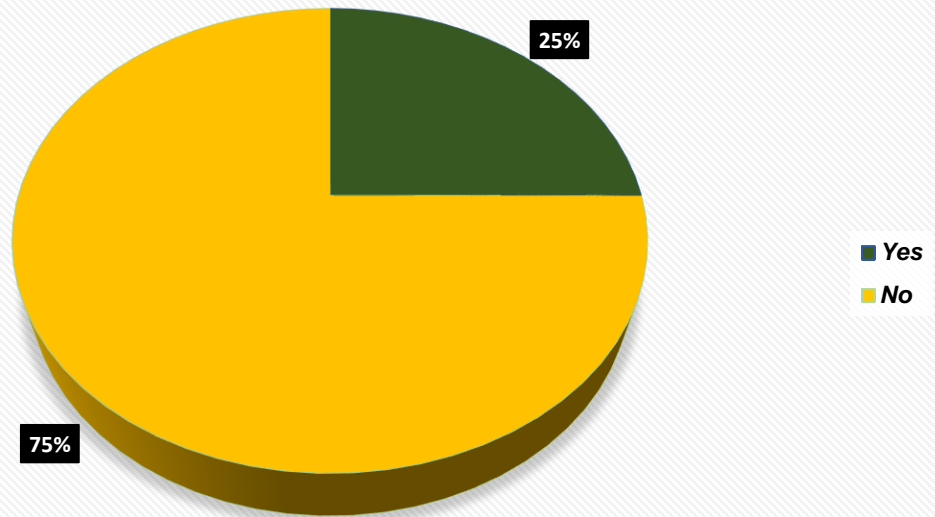
The outcomes show that 25% of the interviewees notice failures specifically in the Administrative Factor because they are not well informed in the things related with the development of the classes. On the other hand, 75% do not observe any failure in the process of the project.

GRAPH 24

7. Which factor do you consider that could affect the development of the project in a negative way?

Administrative
25%

None of them
35%

■ *Administrative*
■ *Human*
■ *Economic*
■ *None of them*

Human
15%

Economic
25%
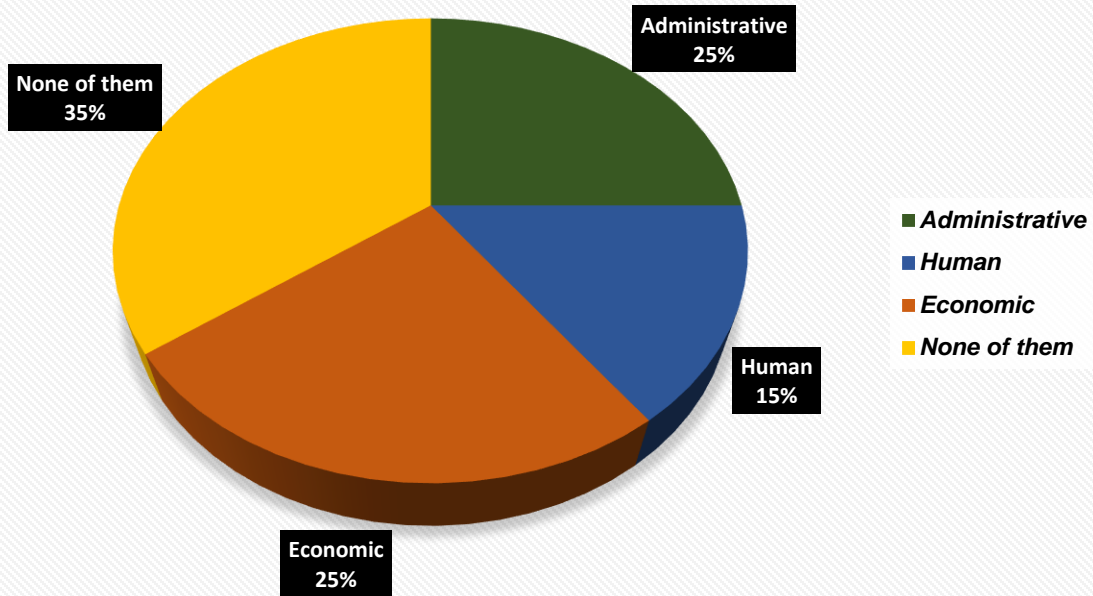
The results obtained from this last question show that the factors in each project can affect but with different level of negatively. 15% thinks the Human Factor can affect, if the teachers are not enough or even the students loose the interest in continue learning English. 25% consider the Administrative Factor because of the organization, and the other 25% of them thinks the Economic Factor as a result of the lack of money to develop the project. However, the 35% of the sample considers none of the factors affect the progress of a project.

V
CONCLUSIONS

5. CONCLUSIONS

After some months of gathering and analyzing information related to the factors that would guarantee a better development of future French Language teaching projects, the research team presents the following conclusions based on the general and subsidiary questions:

- Based on the findings of this investigation, it is possible to answer the main research question concluding that: the factors that would guarantee a better development of future French Language teaching projects are: The Administrative, Human and Economic Factor *(See Graphs 2 on page 28 and 17 on page 44).* Throughout the investigation process, the participants confirmed the presence of these factors in the development of the programs where they participated. Many of the interviewees also declared that these aspects need a reinforcement in order to look after obtaining better results, not only for students but also for all of the parts involved.

- In terms of the subsidiary question concerning to the Administrative Factor, the results show, *(see Graphs 3 page 29 and 18 page 45)*, that the influence of this element is essential for the development of French Language teaching programs, since it guarantees the effectiveness of the organization and thus the well-functioning of the program. The sample highlights the presence of the Administrative Factor in the implementation of the trainings provided to students acting as teachers, the organization of contents and the motivation for them. However, the participants affirm that it is very important to improve aspects as Time schedules and Didactic material, so that the beneficiaries have a resource to endorse their learning process.

In order to answer the inquiry stated in the subsidiary question, the results of the investigation allow to assure that the Human Factor and its occupational qualification, influence in the development of future French Language Teaching project in a significant way *(see Graph 5 on page 31, graph 7 on page 33, graph 20 on page 47 and, graph 22 on page 49)*. Taking into account that the training given to the participants that become instructors, before they start developing the project, is essential for them to get or improve their teaching skills and techniques, this with the aims of guaranteeing well prepared teachers, regardless of the few hours they are trained. As a matter of fact, most of the participants are aware they do not have the appropriate Educational Skills to teach the language.

Regarding to the Economic Factor, the interpretation of the results, allow to answer the subsidiary question that makes reference to the contribution of this factor in a Teaching Project. By making a comparison between the projects that started from 1990 to 1996 (financed by the institutions in charge according to Merlyn Margarita Aquino Flores, teacher trained in the 4th generation of the program in 1996) and those implemented in the last years, it is possible to notice how the lack of this aspect, *(see Graph 9 on page 35)*, became a remarkable obstacle for the development of the latest programs carried out in the Metropolitan area of San Salvador because the budget was not enough and the participants had to finance it with their own resources to develop the project. In other words, the contribution of this factor would be an entire input to better develop a French Language Teaching Project.

When it comes to the subsidiary question stated to determine which is the most deciding factor in this type of programs, the analysis of the information revealed that the Economic and Human factors have been defined as the determining elements to guarantee a better development of the French Language Teaching Projects. This was found in the results obtained with the implementation of the instruments *(see Graph 1 on page 25, graph 11 on*

page 37 and, graph 13 on page 39). Also, a detailed analysis was carried out, where it is possible to realize the importance that each of these elements have in the development of the teaching language projects. This information, would provide support and new ideas in the creation of new projects. If these results are followed, the projects will surely have a better impact in the future.

- Concerning to the subsidiary question that inquires about the factor that would affect the development of French Language Teaching Programs in a negative way, the participants of previous French Language Teaching Projects said that the Economic Factor affected the development of the project in a negative way *(see Graph 12 on page 37)*, mostly because it did not allow students, acting as teachers, to finance the entire project and to develop the French language classes with the required teaching materials, such as books or technological resources.

VI
RECOMENDATIONS

6. RECOMMENDATIONS

As it has been shown, French Language teaching projects represent many benefits for the participant students, and since, the objective of this research was to analyze the factors that would guarantee a better development of them, it is possible to mention some aspects that can be improved in the upcoming experiences. That said, the research team contributes the following recommendations in order to perform an exceptional development of the Future French Language Teaching Projects.

To MINED:

- Providing support to the authorities in charge of the programs, would represent a significant improvement in the results and an increasing number of beneficiaries. This would also help to improve the didactic resources used by students and even to supply teachers with technologic equipment to reinforce and innovate their teaching processes.

- To create a curricula for French Language, in order to be used by all the actual public schools that are involved in the implementation of French Language teaching projects and the ones that will be part in the future. This with the aim to help teachers to reach the same level in the French language and at the same time, to provide teachers a better organization in their classes.

- It is suggested to support the French Alliance and the French Institute of Central America, in order to give a reinforcement at the moment they want to certify the teachers, as it was carried out in the 4th generations implemented from 1990 to 1996.

- To provide more details about the French Teaching Learning programs and their benefits for students. It is essential to inform students about this spaces, showing them all the benefits that come from the Acquisition of a Foreign Language, since unfortunately, most of the times, the lack of information triggers the absence of participants on the different projects.

- To have an adequate budget allocated to give a follow-up and supervision to the French Language Teaching projects.

To the Foreign Languages Department (FLD) of the University of El Salvador:

- It is recommended that at the time of implementing any French Language teaching project, it is essential to make a prior survey, to take into account those aspects that would be necessary for teachers and students involved in the process, such as: traveling expenses, the reproduction of handouts or any extra material. This with the aim of satisfying their needs guaranteeing better results.

- In addition, it is necessary to delegate a designed coordinator in both axes, at the FLD and also at the French Alliance, in order to coordinate in a better way and provide an excellent performance in the development of the programs. Besides, giving a exceptional follow up, not only for those students that participate as teachers, but also for those public schools that are involved in these kind of programs.

- Regarding to the performance of students acting as teachers, it is recommended to motivate them to have a serious commitment and a professional attitude towards their role in the process of the implementation of the project, so that they prioritize their actions and make sure they always look after accomplishing the goals of the different programs.

- For many years it has been an absolute necessity for students of the Modern Languages Major, to have a certification process that licenses them to perform as teachers, guaranteeing the efficiency of their teaching skills. Therefore, it is recommended to the Foreign Languages Department to modify the curricula for the Major, in order to look after spaces that offer a whole Major emphasized in French Teaching.

To the French Alliance in San Salvador and the French Institute of Central America (IFAC):

- Considering the vital importance of the Economic Factor around these projects, it is highly recommended, to benefit the participants with a budget to cover all of the needs that this project inquiries, as printed materials, technological devices and books; this in order to guarantee a better development of those programs.

- For future projects, the research team suggests the authorities in charge, to provide a more intensive training for those professors that will command each classroom, in order to guarantee they have the necessary skills and techniques to perform an improved and innovative development of these kind of projects. A language that keeps in constant evolution requires teachers up to the speed to spread it.

To the French Embassy in El Salvador:

- It is recommended to provide a budget to help in the implementation of the project, not only for those students acting as teachers but also, for those public schools enrolled in the projects. This, in order to create a better environment in the classrooms assigned to teach the language.

- In addition, it is necessary to keep in touch with the French Alliance, to reinforce their bound and to get involved with the Education Ministry, to increase the number of beneficiary schools, because the lack of contact was one of the reasons that contributed to stop the programs in the 90's.

For future researchers:

- As this is one of the first investigations analyzing the French Language Teaching Programs and the factors influencing them in the process, the research team suggest to give a follow up on this type of studies, since the major purpose of the university community should always be to look after the improvement of society, taking education as a main base for it.
- To investigate the quality of the program that is followed in the training given by the French Alliance to the participants of the French language teaching projects and verify the effectiveness of the implementation of it.

- To study the French level that the students in public schools acquire at the end of the program and what are the opportunities they will have with this extra knowledge.

- To deepen in the implementation of a Major emphasized in the French Language Teaching, with the same quality and standard of the English Teaching Major existing already in the Foreign Languages Department.

VII
BIBLIOGRAPHY

7. BIBLIOGRAPHY

7.1 BOOK REFERENCES

Elia Beatriz Pineda, E. L. (1994 Segunda Edición).

Metodología de la Investigación. In *Manual para el desarrollo de personal de Salud* (p. 83 primer párrafo). Washington D.C.: OPS.

Frances Ryan, M. C. (2013, September 29). *Interviewing in qualitative research: The one-to-one interview*. Retrieved from https://www.magonlinelibrary.com/doi/10.12968/ijtr.2009.16.6.42433

Grijalva, R. L. (2006 primera Edición).

Manual para la Elaboración de un Proyecto de Investigación. EDIPRO.

Mark Saunders, A. T. (2009 Fifth Edition). *Research Methods for Bussines Students.* Retrieved from https://eclass.teicrete.gr/modules/document/file.php/DLH105/Research%20Methods%20for%20Business%20Students%2C%205th%20Edition.pdf

Sankoff, G. (1890). *The Social Life of Language.*

Solabarria, E. (n.d.). *Manuales de Gestión Bolunta.* Retrieved from Como Hacer Proyectos:

http://www.bolunta.org/pdf/manual_proyectos.pdf

The Social Life of Language. (2001).

7.2 WEBSITES REFERENCES

Ángel Nájera Pérez, W. P. (n.d.). *Los Factores de éxito de un Proyecto*. Retrieved from

https://wolfproject.es/los-factores-del-exito-de-un-proyecto/

Chareille, S. (n.d.). *Monografias*. Retrieved from
http://www.monografias.com/trabajos10/colom/colom.shtml#ixzz5DjHzX8ah

Chareille, S. (n.d.). *Monografias*. Retrieved from
http://www.monografias.com/trabajos10/lingui/lingui.shtml

Diplomatie, F. (2017, Mayo 30). *Francia y América Latina*. Retrieved from Una larga amistad fundada en una cultura y una historia compartidas::
https://www.diplomatie.gouv.fr/es/fichas-de-paises/america/america-latina/francia-y-america-latina/article/francia-y-america-latina-una-larga-amistad-fundada-en-una-cultura-y-una

Fox, W. (2007). *A guide to Managing a Research*. Juta Publications.

Francophonie, O. I. (2010, Octubre 12). *La langue française dans le monde 2010*. Retrieved from

https://www.francophonie.org/IMG/pdf/CP2710_-_La_langue_francaise_dans_le_monde_2010.pdf

Group, T. W. (n.d.). *Total Population*. Retrieved from
https://data.worldbank.org/indicator/sp.pop.totl

José, E. d. (2016, Diciembre 12). *No es absurdo aprender francés (Embajada de Costa Rica)*. Retrieved from
https://cr.ambafrance.org/No-es-absurdo-aprender-el-frances

L., K. E. (2018, Marzo 20). *El valor de la lengua francesa*. Retrieved from
http://laestrella.com.pa/estilo/cultura/valor-cultural-lengua-francesa/24054331

L´IFAC. (2018, FÉVRIER 08). *Institut Francais*. Retrieved from nicaragua-reintroduction du francaise dans les établsements scolaires publics: http://institutfrancais-ifac.com/institut-francais/langue-francaise-education/reintroduction-du-francais-dans-les-etablissements-scolaires-publics-du-nicaragua/

Límites, G. I. (n.d.). *Los 4 factores de éxito en un proyecto de TI*. Retrieved from https://gravitar.biz/tecnologia-negocios/4-factores-exito-proyectos-ti/

Lingoda. (n.d.). Retrieved from Frances como Lengua Extrajera: https://www.lingoda.com/es/frances/lengua-extranjera

Lopéz, A. (2018, Abril 10). Comunicación Personal.

Managua, E. d. (2015, Octubre 21). *La enseñanza del francés en Nicaragua*. Retrieved from

 https://ni.ambafrance.org/La-ensenanza-del-frances-en http://www.monografias.com/trabajos10/colom/colom,shtml

Martínez, N. (n.d.). *Por qué los estudiantes de las escuelas Publicas no Aprenden Ingles.* Retrieved from http://www.redicces.org.sv/jspui/bitstream/10972/2032/1/3.%20Por%20que%20los%20estudiantes%20de%20las%20escuelas%20publicas%20no%20aprenden%20ingles.pdf

MICS. (2011). *Alfabetización y Educación, Encuesta de Indicadores Multiples por Conglomerados.* Retrieved from https://www.unicef.org/costarica/docs/cr_pub_Folleto_MICS_Educacion.pdf

Ministerio de Educación. (2015, Diciembre 23). Retrieved from El Salvador y Francia firman un convenio de educación de idioma Frances en Centros Educativos:

 https://www.mined.gob.sv/index.php/noticias/item/7934-ministerio-de-educacion-y-embajada-de-francia-firmaron-una-declaracion-de-intencion-en-apoyo-a-la-educacion-salvadorena

NALDIC. (n.d.). Retrieved from The National Association:

   https://naldic.org.uk/

ORT. (n.d.). Retrieved from Aprende Frances:

   https://www.ort.edu.uy/centro-de-idiomas/aprender-frances

Paglilla, R. (2007, Febrero 10). *OEI* . Retrieved from Revista Iberoamericana de Educación:

   https://rieoei.org/historico/deloslectores/experiencias143.htm

VIII
APPENDICES

8. APPENDICES

APPENDIX 1

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

8.1. STUDENTS´ QUESTIONNAIRE

8.1.1. (Who were part of the previous French Teaching project)
"Factors that Would Guarantee a Better Development of Future French Language Teaching Projects, Based on Previous Experiences of Programs Carried Out in the Metropolitan Area of San Salvador, since the Year 1990".

Objective: To identify the different factors influencing in the development of French language teaching projects.

School:_____Date:_____
Grade:_____Time:_____
Teacher'sname:_____

PART I

Instructions: Check the factors that you consider would be present in the development of a Teaching Learning Project. If it is necessary, write others and check them too.

FACTORS	
ADMINISTRATIVE FACTOR	
ECONOMIC FACTOR	
HUMAN FACTOR	
OTHER:	
OTHER:	
OTHER:	

PART II

Instructions: Read carefully and mark with an "X" the best response for you. Justify when necessary.

1. Do you consider that the performance of the administrative factor influenced in the development of the project in which you were part of?

Yes ☐   No ☐

Justify:_____

_____

2. In your opinion, Do you consider the hours of class were enough for the student to reach a good level of the French language?

Yes ☐   No ☐

3. Was it a requirement for you to have a certification that supported your skills to teach the French language?

Yes ☐   No ☐

4. Did you receive any training before and/or during the execution of the project?

Yes ☐   No ☐

Specify:_____

_____

5. Do you consider that the training mentioned above was enough for you to play a good role in the French language teaching project?

Yes ☐   No ☐

Why?_____

_____

6. Did you receive any type of incentive for your participation in the project?

Yes ☐   No ☐

7. Do you think that the investement bounded for the project was enough for a good development of it?

Yes ☐   No ☐

Why?_____

_____

8. During the development of the project, Did you observe any failure in some on the factors mentioned above?

Yes ☐   No ☐

Factor:_____

Specify:_____

_____

PART III

Instructions: Look at the following factors, put a check under the importance level that each one had in the development of the program you were part of. Then observe the sub-factors and according to your experience, evaluate the performance that each one had in the process.

ECONOMIC FACTOR			
Level of Importance			
Irrelevant	**Not so important**	**Important**	**Vitally Important**
SUBFACTOR		**Performance Evaluation (1-10)**	
Teacher's payment			
Money for didactic resources			
Incentive for Students in their Social Service			

Money for Social Service Students' training	
Money to get Technological Resources to use in classes	
Money to get virtual resources for students to use in class	

Do you consider that this FACTOR affected the development of the program you were of, in a NEGATIVE way?

Yes ☐   No ☐

Justify:_____

_____

_____

HUMAN FACTOR			
Level of Importance			
Irrelevant	**Not so important**	**Important**	**Vitally Important**
SUBFACTOR		**Performance Evaluation (1-10)**	
Trainers			
Teachers			
Social Service Students			

Participating students of the French language teaching program.	
Project sponsors.	

Do you consider that this FACTOR affected the development of the program you were of, in a NEGATIVE way?

Yes ☐   No ☐

Justify:_____
_____
_____

ADMINISTRATIVE FACTOR			
Level of Importance			
Irrelevant	**Not so important**	**Important**	**Vitally Important**
SUBFACTOR		**Performance Evaluation (1-10)**	
Organization of Teachers and Social Service Students' Training			
Selection process of Didactic Material (Physical and Virtual)			
Control of the project's finance			
"In class" Activities Plan			
Time			

Selection of students in process of developing their Social Service	
Mediation between the authorities of the program and the staff in each school	
Selection of teachers	
Selection of the schools that will be part of the project	
Selection of classrooms to develop the program	
Selection of incentives for students in the programs	

Do you consider that this FACTOR affected the development of the program you were of, in a NEGATIVE way?

Yes ☐   No ☐

Justify:_____
_____
_____

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

STUDENTS´ QUESTIONNAIRE

8.1.2. (Who will be part of the French Teaching project)
"Factors that Would Guarantee a Better Development of Future French Language Teaching Projects, Based on Previous Experiences of Programs Carried Out in the Metropolitan Area of San Salvador, since the Year 1990".

Objective: To identify the different factors influencing in the development of French language teaching projects.

PART I

Instructions: Check the factors that you consider would be present in the development of a Teaching Learning Project. If it is necessary, write others and check them too.

FACTORS	Check
ADMINISTRATIVE FACTOR (Social Service Students' training, Selection of Didactic Material, People in charge of the finance, time, etc)	
ECONOMIC FACTOR (Payment for the teachers' and Social Service Students' incentives, money to get Technologic resource and didactic materials, money to pay the Teaching Trainings, etc.)	
HUMAN FACTOR (Teachers, Social Service Students, Trainers, Students participating in the program, sponsors,etc.)	
OTHER:	
OTHER:	
OTHER:	

PART II

Instructions: Read carefully and mark with an **"X"** the best response for you. Justify when necessary.

1. Do you consider that the performance of the administrative factor influences in the development of the project in which you will be part of?

Yes [ ]   No [ ]

Justify:_____

_____

_____

2. In your opinion, do you consider that the hours of class will be enough for the students to reach a good level in French Language?

Yes [ ]   No [ ]

3. Is it a requirement for you to have a certification that supports your skills to teach the French language?

Yes [ ]   No [ ]

4. Will you receive any type of incentive for your participation in the project?

Yes [ ]   No [ ]

5. Do you consider that the training you are receiving now will be enough for you to play a good role in the French language teaching project?

Yes [ ]   No [ ]

Why?_____

_____

_____

6. Up to this moment of the development of the project, do you observe any failure in some of the factors mentioned above?

Yes ☐   No ☐

Factor:_____

Specify:_____

_____

_____

7. Which factor do you consider that could affect the development of the project in a negative way?

Explain:_____

_____

_____

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

8.2. INTERVIEW

8.2.1. (For Teachers)

"Factors that Would Guarantee a Better Development of Future French Language Teaching Projects, Based on Previous Experiences of Programs Carried Out in the Metropolitan Area of San Salvador, since the Year 1990."

Objective: To learn about individual's perspective and opinions of the factors influencing the development of French language Teaching Projects.

Year of service:_____

Place:_____

1. Can you tell us how was your experience when being part of the French Teaching Program?

2. In your opinion, from the following factors which one do you consider the most relevant to guarantee the effectiveness of the implementation of French Teaching projects: **administrative**, **human** or **economic**? Why?

3. Are those factors present in the actual French Teaching programs and projects?

4. How would you rate the administrative factor in the French Language Teaching project?

5. According to your experience, which other factors would you consider to be important to the development of French language teaching projects in public schools?

6. When it comes to have students in their social service, playing the role of teachers in French Teaching Projects, Do you consider that their lack of professional training would influence the performance of the students in public schools?

7. In what aspects does the economic factor contribute in an educational project?

8. Have you received any type of incentive for your participation in the French language teaching projects?

9. In your opinion, which is the influence that the given didactic resources have in the good development of a project?

10. What kind of technological material did you receive to perform the classes?

11. Based on your experience, Have you identified any factor affecting the development of the program in a negative way?

12. In your own experience: How would you describe the results coming from the development of the French Teaching Program where you participated?

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

INTERVIEW

8.2.2. (For Authorities)

"Factors that Would Guarantee a Better Development of Future French Language Teaching Projects, Based on Previous Experiences of Programs Carried Out in the Metropolitan Area of San Salvador, since the Year 1990."

Objective: To learn about individual's perspective and opinions of the factors influencing in the development of French language teaching projects.

1. Which was your role in the implementations of the French Teaching Projects?

2. In your opinion, from these factors: **administrative**, **human** and **economic**, which one do you consider is the most relevant to guarantee the effectiveness of the implementation of French teaching projects? Why?

3. Are those factors present in the actual French Teaching programs and projects?

4. How would you rate the administrative factor in the French Language Teaching project?

5. According to your experience, which other factors would you consider to be important in the development of French language teaching projects in public schools?

6. Which are the requirements for you to select the teachers in charge of implementing the French Language classes?

7. When it comes to have students in their social service, playing the role of teachers in French Teaching Projects, Do you consider that their lack of professional training would influence the performance of the students in public schools?

8. In what aspects does the economic factor contribute in an educational project?

9. Have you ever offered or given any kind of incentive to the teachers for their participation in the French Teaching Programs?

10. In your opinion, which is the influence that the given didactic resources have in the good development of the project?

11. How was the implementation of French teaching Projects born?

12. Who started financing the French language teaching programs?

13. Based on your experience, have you identified any factor affecting the development of the program in a negative way?