

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



**UNDERGRADUATE RESEARCH:**

PROPOSAL ON CREATING AN INSTITUTIONAL ADMINISTRATIVE POLICY THAT ALLOWS PARTICIPANTS IN THE SPANISH TEACHING-ASSISTANT PROGRAM IN FRANCE TO HAVE A MEANINGFUL CONTRIBUTION TO FRENCH LANGUAGE LEARNING IN THE MODERN LANGUAGE MAJOR.

**CASE:** STUDENTS OF THE MODERN LANGUAGE MAJOR  
SAN SALVADOR CENTRAL CAMPUS

**IN ORDER TO OBTAIN THE DEGREE OF:**  
LICENCIATURA EN LENGUAS MODERNAS ESPECIALIDAD  
EN FRANCÉS E INGLÉS

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## DEDICATION

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## **ABSTRACT**

The Modern Language major of the Foreign Language Department of the University of El Salvador was created by 2001 and launched officially at the end of the year 2002 as an institutional project that was supported by the local French Embassy. The main objective was to promote French language learning among Salvadoran university students to become proficient in French and English languages during the whole five-year program as well as giving the option to take part in the Spanish teaching- assistant program in France among others.

By the year 2004, the linguistic assistants of the local French Embassy started promoting the exchange among the rising number of students of the Modern Language major in order to encourage them to turn out to be successful students to be taken into consideration to be part of the selection process to become language assistants in France. It is indispensable to mention that the first massive participation of the students of the Modern Language major in this exchange took place until the year 2005 when about thirteen students were selected to take part in the program. In the previous years some students of different majors of the University of El Salvador participated in the selection process and later were selected as Spanish teacher-assistants to open the path for the students of the emerging major.

As time went by, an increasing number of students presented their application form and enrolled in the recruitment process to take part in the exchange. Nowadays a considerable number of students of the major have had the invaluable opportunity to expand their linguistic and cultural French knowledge thanks to the

meaningful immersion that the exchange has given them since the very first step on French territory.

Sorrowfully, the students of the Modern Language major have not shared their linguistic and cultural gain with their major classmates significantly to enhance their French language proficiency, including a variety of related aspects such as cultural, social, geographical, etc, since the very first assistants came back from France. Their contribution to the students' French language learning has been restricted due to the lack of an institutional administrative policy that should attach the assistants to academic activities to support the learning of French language in the Foreign Language Department of the University of El Salvador.

The following pages contain fundamental information concerning the participation of students of the Modern Language major in the Spanish teaching-assistant program in France from the second semester of 2005 to the second semester of 2012, the institutional impact that their participation in the international exchange may have caused in order to support the learning of French language as well and a proposal to overcome the disconnection between the current institutional policies and practices that has not permitted to integrate the partakers in the exchange to retrievable academic activities to take advantage of the assistants' knowledge to support their peers throughout their French language learning process.

It is expected that the institutional authorities as well as the official external institutions such as the "Alliance Française" and the local French Embassy agree to support this research venture and its proposal on the way to look forward to constructing better and more prepared French language professionals.



## INTRODUCTION

The French Ministry of Education through the local French Embassy in El Salvador offers approximately 12 Spanish teaching-assistant positions every year for Salvadoran university students to teach Spanish in France. This program is administrated by the CIEP<sup>1</sup> and it aims to strengthen Spanish language instruction as well as oral proficiency in French primary and secondary schools by establishing a native speaker presence supervised by the Spanish tutor or teacher in charge. Besides the meaningful interaction that the teaching-assistants have in the school life, they have to interact with other people outside the institution daily giving the assistants a great plus to their linguistic skills due to the real day by day communicative contact with native French speakers. Furthermore, they have an invaluable social immersion that allows them to acquire a tremendous conscience of how life goes in a real francophone context during the whole stay.

The teaching-assistants may conduct all or part of a class, typically leading conversations in Spanish. Duties may include serving as a resource person in conversation groups or providing small group tutorials. Assignments vary depending on the school's needs, the assistant's abilities, and the educational level to which he or she is assigned. Among the teaching-assistants' main duties are : helping students develop confidence in speaking and understanding, taking part in class alongside the teacher, organizing conversation-based activities, assisting

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<sup>1</sup>Centre International d'Études Pédagogiques

with other educational activities at school, providing personal tutoring for students, taking part in school exchange projects, among others.

Students, teachers, and policy-makers alike assume that truly functional competence in language requires spending time living in the country where that language is spoken. Whatever else our academic programs can accomplish, the logic goes, classrooms drills cannot substitute for extended experience communicating with native speakers in natural settings about real-life matters. This general impression is reinforced by students returning from abroad who frequently demonstrate significantly improved language skills and who testify to the value of the experience (*Richard D. Brecht, Dan Davidson, and Ralph B. Ginsberg, Predictors of Foreign Language Gain during Study Abroad, 1993*). According to the authors, foreign language students expand their linguistic competence due to the communicative experience in a real foreign language context that cannot be experienced in a common language classroom easily.

Since the Spanish teaching-assistant program in France started to be promoted in the Foreign Language Department in 2004, a considerable amount of students of the Modern Languages major have had the chance to succeed the complex selection process to be admitted. The fact of being selected as a teaching-assistant also gives the participants the chance to have a legal job contract (see job permit annex 7.4 p. 64) and a salary to support their living and other expenses during their stay in France. Teaching-assistants receive a monthly salary of approximately 960€. Mandatory deductions for health insurance and French social security are taken, resulting in a net monthly salary of approximately €780 (see payment details annex 7.6 p. 66). The contracts of assistantship are

scheduled for 12 hours a week, whether in an elementary or in a secondary school. They may also be posted to one, two or three schools if requested by the regional administrators.

This research project aims to propose the creation of an institutional administrative policy that allows participants in the Spanish teaching-assistant program in France to have a meaningful contribution to French language learning in the Modern language major for the coming years.

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# CHAPTER I:

## The problem

## STATEMENT OF THE PROBLEM.

Since its creation, the Modern Language major of the Foreign Language Department of the University of El Salvador has granted the means to its students to be part of the Spanish teaching-assistant program in France once they have completed at least the third year of the major to have a meaningful linguistic, cultural and social interaction with French students and teachers in a public French high school or college during seven or nine months. Unfortunately, most of the students that have experienced such an important socio-linguistic enhancement through the participation in this exchange have not participated in academic retrievable activities to enhance French language learning. In some countries of the region such as Costa Rica, the IFAC<sup>2</sup> and other institutions that promote the Spanish teaching-assistant program in France encourage University students to take part of it to add a plus to their academic and professional background. Moreover, these institutions engage the participants to share their experience and expertise with their classmates after they have concluded their job in France to contribute to French language learning of their peers.

In our local context, the enormous linguistic and cultural knowledge that the Spanish teaching-assistants acquire during the stay has not been taking into account to contribute to the improvement of French language learning in the Modern Language major. Activities such as conversation clubs, online discussions, videoconferences and having the participants in the program as teaching-assistants in phonetics, speaking, composition, history subjects, etc. would give a

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<sup>2</sup> Instituto Francés de América Central.

significant and important teaching support to the professors and the students' French language proficiency. Furthermore, these students have a suitable command of the French language to be applied in a variety of academic activities to help other students have a meaningful learning throughout the major. Although more than thirty five students of the Modern Language Major have participated in such an important linguistic exchange, their contribution to French language learning has been limited to poor class comments.

None of the documents on the files of the Foreign Language Department for the period 2002-2011 contains evidence concerning academic activities that have enhanced French language learning in the Modern Language major as a result of the participation of the Spanish teaching-assistants after they have returned from France.



## **1.2. SIGNIFICANCE.**

The current research paper contains vital information regarding the Spanish teaching-assistant program in France and the contribution that its participants have caused to support French language learning in the Modern Language major. This data will be fundamental and beneficial for further research since it will become a theoretical framework that future researchers will be able to use in upcoming studies. It will also be useful for future partakers in such a significant linguistic exchange due to its content and accuracy. Moreover, this document will give upcoming applicants a better understanding of what being part of the program means to their academic and professional development and the great opportunity that it gives to help other students to improve their linguistic French proficiency through the implementation of retrievable academic activities to share their expertise with others.

In accordance with Lic. Francisco Gutierrez, Director of the International Relations' Office of The University of El Salvador, the trade between the University of El Salvador and the French local Embassy signed in 2001 (see annex 7.3 p. 60) could be modified to engage participants in the program to take part in a diversity of academic activities to support students of the Modern Language major become more proficient in French language through the contact with the assistants once they have ended their participation in the exchange. Additionally, the design of an institutional administrative policy will guarantee an effective preceding and subsequent involvement of the assistants in the program to ensure a meaningful academic achievement for the Modern Language students from now on.

### 1.3. RATIONALE FOR THE STUDY.

Every year, an increasing number of students of the Modern Language Major of the Foreign Language Department participate in the Spanish teaching-assistant program in France to stay in that country up to nine months. The interaction with French native speakers allows them to acquire an important command of French language in different areas such as vocabulary, pronunciation, suitable use of grammar structures as well as cultural aspects of the country and historical facts that they do not study deeply while taking French classes in the University of El Salvador. After their return, the participation of the students that have taken part in the program has been limited just to class remarks that have not contributed meaningfully to enhance French language learning through the design and implementation of a variety of class activities.

The UGRADE<sup>3</sup> program that is promoted by the local American Embassy in El Salvador, engages its participants to share their knowledge with their classmates after their return. This exchange provides one semester and academic year scholarships and non-degree full-time study combined with community service, internships and cultural enrichment to outstanding undergraduate students from different countries worldwide. This proposal has given a great opportunity to some students of the English major to become more proficient in English language. According to Lic. Miguel Carranza, English language professor of the Foreign Language Department, the English Book Club Project was created by some students that took part in the UGRADE program several years ago. Its main

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<sup>3</sup> Global Undergraduate Exchange Program

objective was to promote and facilitate learning English through reading real life literary works for raising awareness on critical thinking. This project was sponsored by the United States of America local embassy.

As it is declared in the statement of the problem section (see p.3), The University of El Salvador grants the means to graduated high school students to have access to high education thanks to the annual education budget provided by the government of El Salvador through the MINED <sup>4</sup>. For the year 2012, the educational budget assigned to the University of El Salvador reaches \$60,661,280 (*Presupuesto de Nación Ramo Educación*). According to the Socio-economic office of the University of El Salvador, the average monthly fee for the students of the Modern Languages major was established on \$9,55. The highest one was set up on \$48,00 and the lowest one on \$4,80. This unique subvention that any other university in the country obtains from the national government allows students to have access to high education at a low cost that let students of the Modern Language major learn two foreign languages at a time and have the invaluable opportunity to take part of interchange programs abroad.

This research project intends to propose the creation of an institutional administrative policy that engages the students that participate in the Spanish teaching-assistant program in France to enhance French language learning through academic activities to contribute to French language learning in the Modern Language major and so, teachers can have an additional support and students of the major can have the chance to improve their linguistic skills by interacting with the assistants.

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<sup>4</sup> Ministerio de Educación

#### **1.4. DELIMITATION OF THE FOCUS OF THE STUDY.**

As presented in the previous parts, the nonexistence of an institutional policy that pursues to engage the participants in the Spanish teaching-assistant program in France to get involved in academic activities after they end their participation in the exchange has greatly restricted the development of the proficiency of French language of the students of the Modern Language major for almost a decade.

The current research work will be mainly focused on proposing an institutional administrative policy that allows participants in the exchange to have a meaningful contribution to French language learning in the Modern Language major with the intention of having an adjustment of the current academic practices carried at the Foreign Language Department. Moreover, it is hoped that the creation and implementation of this new project supports students from the very start of the recruitment process to the moment the selected students return from France.

In other words, the no longer disconnection between the institutional current policies and academic practices will get rid of the detachment between the partakers in the exchange and the students of the major with the aim of making the participants share their knowledge and experience with their peers.

It is also expected that the proposal presented at the end of this research project is taken into consideration by the University of El Salvador and the Foreign Language Department's authorities to give a significant and vital support to the increasing number of students that aim at being part of the Modern Language major for the coming years.

## **1.5. OBJECTIVES.**

### **GENERAL OBJECTIVE:**

**TO PROPOSE** THE CREATION OF AN INSTITUTIONAL ADMINISTRATIVE POLICY THAT ALLOWS PARTICIPANTS IN THE SPANISH TEACHING-ASSISTANT PROGRAM IN FRANCE TO HAVE A MEANINGFUL CONTRIBUTION TO FRENCH LANGUAGE LEARNING IN THE MODERN LANGUAGE MAJOR AFTER THEIR RETURN.

### **SPECIFIC OBJECTIVES:**

- 1- **TO STUDY** THE INSTITUTIONAL IMPACT THAT THE PARTICIPANTS IN THE SPANISH-TEACHER ASSISTANT PROGRAM IN FRANCE HAVE CAUSED IN THE FOREIGN LANGUAGE DEPARTMENT SINCE 2005.
  
- 2- **TO IDENTIFY** THE MAIN FACTORS IMPEDING THE DEVELOPMENT OF RETRIEVABLE ACADEMIC ACTIVITIES OF THE PARTICIPANTS IN THE SPANISH TEACHING-ASSISTANT PROGRAM IN FRANCE ONCE THEY HAVE RETURNED.

## CHAPTER II:

# The research question

## **2.1. POSING THE RESEARCH QUESTION.**

The Spanish teaching-assistant program in France that has been promoted in the Foreign Language Department since 2003 is the result of a cooperation trade between the University of El Salvador and the local French Embassy that was signed in 2001 in order to support the growth of the new major by then.

As it is declared in the trade's article 6 p. 2 (see annex 7.3 p. 61), the trade can be modified if a common agreement of the two parts exists at anytime. Once the modifications to the trade are accepted by the University's General Assembly, the new policies can be put into practice to enhance academic improvement of the students of the Modern Language Major. In that case, what changes should be made in order to engage the participants in the program into academic activities to have a sensible contribution to French language learning after they have ended their participation in the exchange?

As it is affirmed in the Statement of the problem part (see p. 3), the enormous linguistic and cultural knowledge that the Spanish teaching-assistants have acquired during the stay in France has not been taken into consideration to contribute to the enhancement of French language learning in the Modern Language major for years. The modifications of the trade and subsequent design and implementation of an institutional administrative policy that supports the assistants from the very start of the application until the moment of their return from France will conclude in a significant participation of the students in the exchange and will grant the way to successful future graduate students of the major.

## **2.2. PURPOSE OF THE STUDY.**

Although the Spanish teaching-assistant program in France started to be promoted among the students of the Modern Language major in 2004, any previous study regarding the participation of the assistants in retrievable academic activities was conducted in the past. This study has no previous background and therefore any theory related to the development and implementation of policies and practices that could have engaged the assistants to contribute to French language learning after they concluded their participation in the exchange.

To overcome the disconnection between the current policies regarding the Spanish teaching-assistant program in France and the academic activities of the Foreign Language Department, it is urgent to propose and put into practice administrative and academic adjustments that will contribute to the enhancement of French language learning in the Modern Language major through the involvement of future partakers in the exchange in France with their classmates after their return. After having concluded the present research, it is expected that the detachment between policies and practices become less significant through the design and execution of an institutional administrative policy that involves administrative and academic elements of the University of El Salvador to guarantee that the students that take part in the exchange are able to carry any academic activities that support French language learning from a different perspective for the coming years.



It is hoped that this research project opens a new perception towards the great contribution that the assistants' linguistic enrichment can bring to the major and to their personal and professional development.

### 2.3. SAMPLE.

Even if it were possible, it is not necessary to collect data from everyone in a community in order to get valid findings. In qualitative research, only a sample of a population is selected for any given study. The objectives of the research and the characteristics of the study population (such as size and diversity) determine which and how many people to select (*Natasha Mack, Cynthia Woodsong, Kathleen M. Macqueen, Greg Guest, Emily Namey, Qualitative Research Methods: A data collector' field guide, p 6, 2005*).

All the items under consideration in any field of inquiry constitute a “universe” or “population”. A complete enumeration of all the items in the ‘population’ is known as a census inquiry. The sample design to be applied in this study is known as deliberate sampling. It is also known as purposive or non-probability sampling. This sampling method involves purposive or deliberate selection of particular units of the universe for constituting a sample which represents the universe. (*Research Methodology: An Introduction, p.14/15*).

According to the Socio Economico Office of the University of El Salvador, at the end of the first semester of 2012, the population of the major reached 836 students of all levels. The present exploratory research project will consider as universe the students of the Modern Language major of the Foreign Language Department that participated in the Spanish teaching-assistant program in France between 2005 and 2012 which means that about 35 students that took part in the exchange in France will be chosen through a nonrandom sampling method. The purpose of this technique is to make an explicit choice based on your own

judgment about exactly whom to include in your sample (Guijt, I. and J. Woodhill, 2002). The sample for the study will be determined by 26 students taking part in the online survey. It is valuable to mention that the sample was casually divided into equal percentages of 50% of female students and 50% of male students.

# CHAPTER III:

## Methodology

### 3.1. RESEARCH STRATEGY.

The present research project intends to identify the main factors impeding the development of retrievable academic activities of the participants in the Spanish teaching-assistant program in France once they have returned. It will also contribute to study the institutional impact that the participants in the exchange have caused in the foreign language department since it first started to be promoted in 2004.

Due to the nature of the study, the qualitative research method will be applied to guide the research process. "Qualitative research is concerned with developing explanations of social phenomena. That is to say, it aims to help us to understand the world in which we live and why things are the way they are. It is concerned with the social aspects of our world and seeks to answer questions about: why people behave the way they do, how opinions and attitudes are formed, how people are affected by the events that go on around them, how and why cultures have developed in the way they have, the differences between social groups, etc." (*Beverly Hancock, An Introduction to Qualitative Research, p. 2, 1998*).

Since the in progress research has no previous theoretical setting, the exploratory research, a type of qualitative research, will let the researchers to identify the factors that have obstructed the development of retrievable academic activities of the participants in the exchange in France and to find out whether an institutional impact of the participants in the program has occurred to enhance French language learning in the Modern Language major. This type of research serves as a source for developing ideas that are then subjected to further studies.

When a researcher has a limited amount of experience with or knowledge about a research issue, exploratory research is a useful preliminary step. It helps ensure that a more rigorous, conclusive future study will not begin with an inadequate understanding of the nature of the problem (*Authors?, Beginning Stages of the Research Process, Chapter 6, Exploratory research and qualitative analysis, p. 119, 120*). The main aim of exploratory research is to identify the boundaries of the environment in which the problems, opportunities or situations of interest are likely to reside, and to identify the salient factors or variables that might be found there and be of relevance to the research (*Dr Brian van Wyk, Research design and methods, Part I*).

### 3.2. DATA COLLECTION TECHNIQUES.

Qualitative approaches to data collection usually involve direct interaction with individuals on a one to one basis or in a group setting. Data collection methods are time consuming and consequently data is collected from smaller numbers of people. The benefits of using these approaches include richness of data and deeper insight into the phenomena under study (*Beverley Hancock, An Introduction to Qualitative Research, p. 9, 1998*).

The present research project used a type of interview called structured interview that was directed to the coordinators of the Modern Language major at the earlier stage of the study to find out about any kind of academic activities that the participants in the Spanish teaching-assistant program in France had done since the program first started to be promoted in the Foreign Language Department (see annex 7.1 p. 56). Structured interviews consist of the interviewer asking each respondent the same questions in the same way. A tightly structured schedule of questions is used, very much like a questionnaire. The questions may even be phrased in such a way that a limited range of responses can be elicited (*Beverley Hancock, An Introduction to Qualitative Research, p. 9, 1998*).

Afterward, an online survey was administrated to the assistants (sample) to gather more specific information concerning their participation in the exchange and the fact of having participated in retrievable academic activities in benefit of French learners after their return (see annex 7.2 p. 57). Online surveys provide convenience in several ways. Respondents can answer at a convenient time for themselves. They may take as much time as they need to answer individual

questions. As Hogg (2003) notes, instead of being annoyed at an inconvenient time with a common survey, a respondent can take it online whenever he or she feels it is convenient.

The online survey that was administrated permitted to reach the assistants easily and conveniently due to the advantages of using this type of data collection tool.

It is worth mentioning that before administrating the online survey to the assistants, the same questionnaire was administrated two times to students of the Modern Language major in a testing phase of the instrument to determine its weakness and potential advantages to gather information and analyze data. The students selected for the testing had to be aware of the Spanish teaching-assistant program in France current policies and practices and general aspects of its potential contribution to French language learning in the Foreign Language Department.



### **3.3. RECORDING AND PROCESSING OF DATA.**

As stated in the previous part, this research project utilized an online survey that was provided and supported by a web platform on *freeonlinesurveys.com*. This amazing web site let the research team not only to create, edit, administrate, gather and analyze the data regarding the participation of 26 students of the Modern Language major in the Spanish teaching-assistant program in France easily and effectively but also to reach the assistants wherever they were and whenever they were requested to take part in this research project.

The online survey was divided into six different parts which are described as follows:

#### **1. Socio demographic information (Items 1 to 11)**

This part included information regarding the assistants' names, age, sex, place of birth, level of studies (graduated / undergraduate), work field, job position and level of studies at time of application.

#### **2. Awareness about policies and practices (Questions 12 to 19)**

This section contained information about the assistant's knowledge of the current policies and practices carried out in the University of El Salvador and the Foreign Language Department concerning the Spanish teaching-assistant program in France.

#### **3. Retrievable academic activities (Questions 20 to 22)**

This part was dedicated to the fact of having participated in retrievable academic activities after the participation in the exchange.

#### **4. Linguistic improvement (Question 23 to 26)**

The current section contained information about the linguistic improvement that the assistants had after the exchange.

#### **5. Cultural aspects (Questions 27 to 28)**

This part included information regarding the contact with French culture as well as geographical issues.

#### **6. Suggestions (Questions 29 to 30)**

The last part was dedicated to explore the assistants' suggestions regarding the Spanish teaching-assistant program in France.

Once the two testing phases of the instrument were supervised by the research's advisor, the main phase took place lasting for about one week. Then, as every participant filled out the 30-question survey, the gathered data was directed individually to the platform in order to be organized and diagramed for the researcher to be easy to interpret thanks to the high definition graphs that the web site produced including information such as titles, number of answers for each item, percentages and even animated diagrams. It is worth mentioning that the research team was supported and guided directly by the customer service team of the web site due to its complexity.

Once the online survey was turned off, the whole data could be downloaded in formats such as xps, pdf, jpg and png to be managed by the researchers with the purpose of incorporating the information obtained from the partakers to be added to this research document.

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# CHAPTER IV:

## Results

#### 4.1. DESCRIPTION OF GATHERED DATA.

After having concluded the online survey (see annex 7.2 p. 57) that was effectively administrated to 26 participants in the Spanish Teaching-assistants Program in France, the results are described as follows:

##### Item 1: Name

The following list contains the names of the exact number of assistants that took part in the online survey to support the current research project.

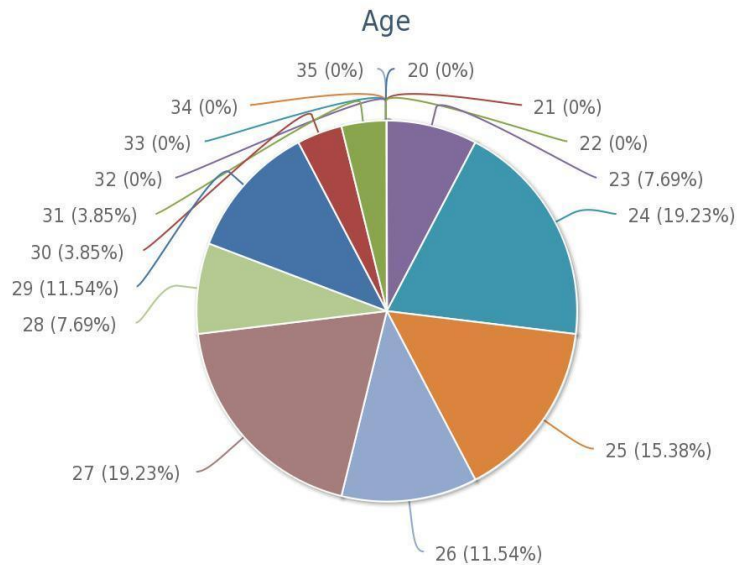
No	Assistant's name	Comments
1	Jacqueline Briones	
2	Karen Rodríguez	
3	RicardoLandaverde	
4	Roger Méndez	
5	Susana Perla	
6	Ana Nieto	
7	Marvin Luna	
8	Geraldina Mejía	
9	Wilber Beltrán	
10	Josimar Ayala	
11	Josue Martínez	
12	Jessica Contreras	
13	Edwin Cornejo	
14	Cristina Gálvez	
15	Heyseell Cortéz	
16	Patricia Mejía	

17	Daisy Guandique	
18	Fátima Coreas	
19	Sergio Alfaro	
20	Julio Portillo	
21	Isaac Granados	
22	Marvin Moreno	
23	José Valle	
24	Eduardo Bran	
25	Alejandro Urrutia	
26	Odette Rauda	

**Item 2: Age.**

This item outlines that the current age range of the assistants is between 23 and 31 years old.

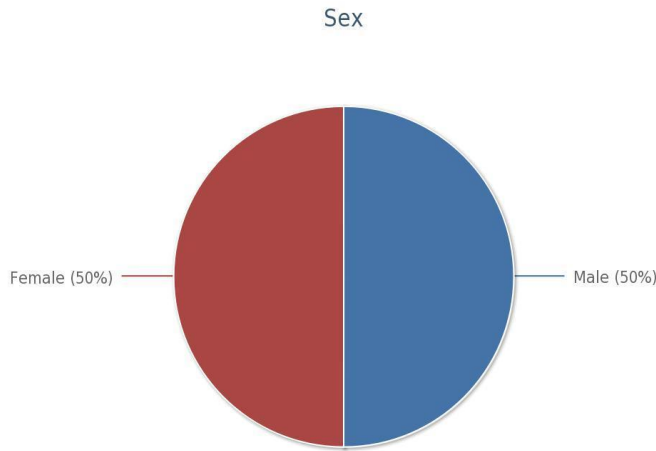
Figure 1



**Item 3: Sex.**

This item shows an equal sex range of 50% of female assistants and 50% of male assistants.

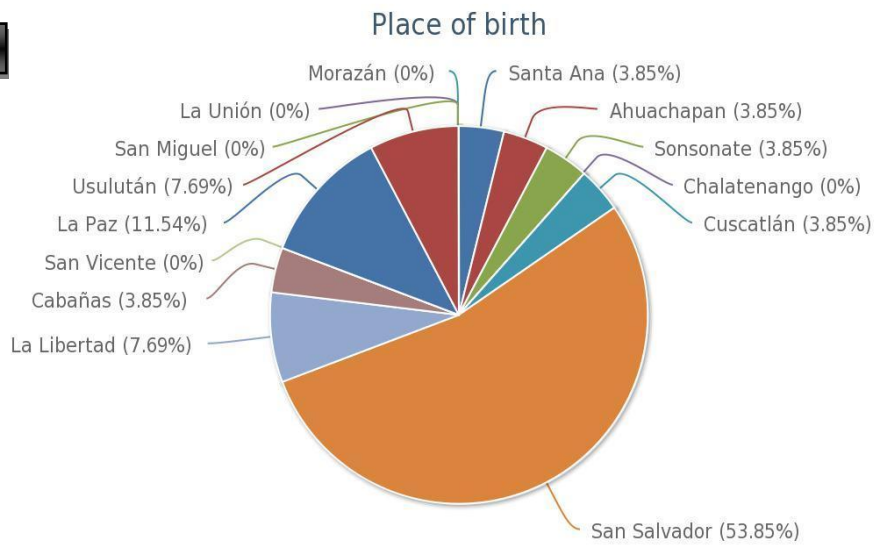
Figure 2



**Item 4: Place of birth.**

The current item highlights that San Salvador is on the top of place of origin of the assistants with 53.85%. Secondly, La Paz with 11.54% and thirdly, La Libertad and Usulután with 7.69%.

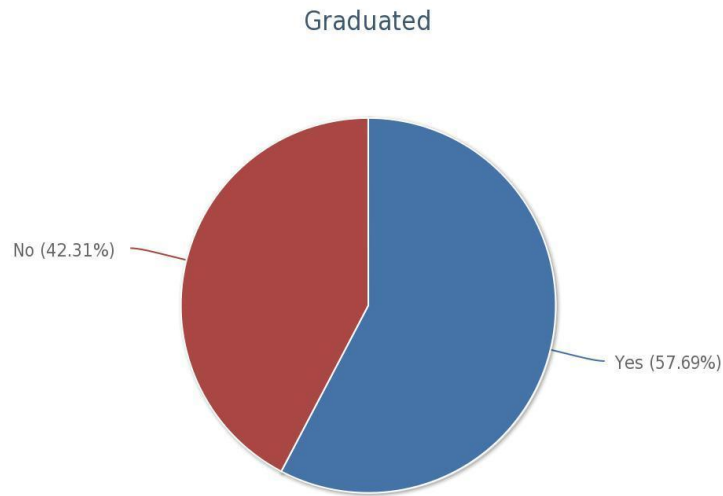
Figure 3



**Item 5: Graduated.**

This item shows that 57.69% of the assistants are already graduated from the University of El Salvador.

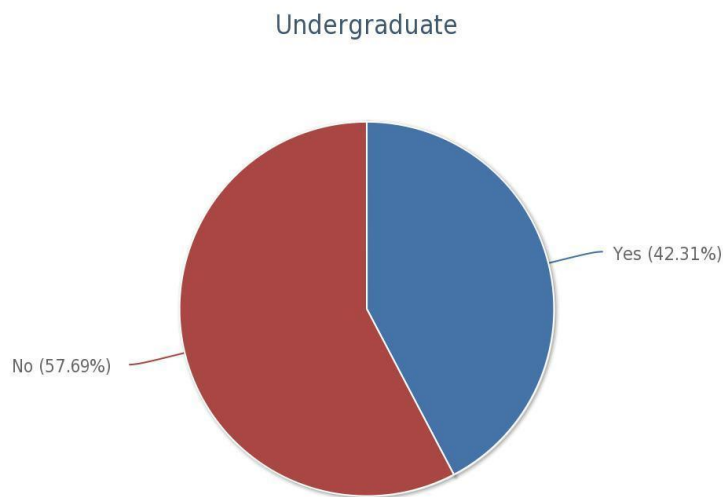
Figure 4



**Item 6: Undergraduate**

On the other hand, 42.31% of the assistants have not graduated yet.

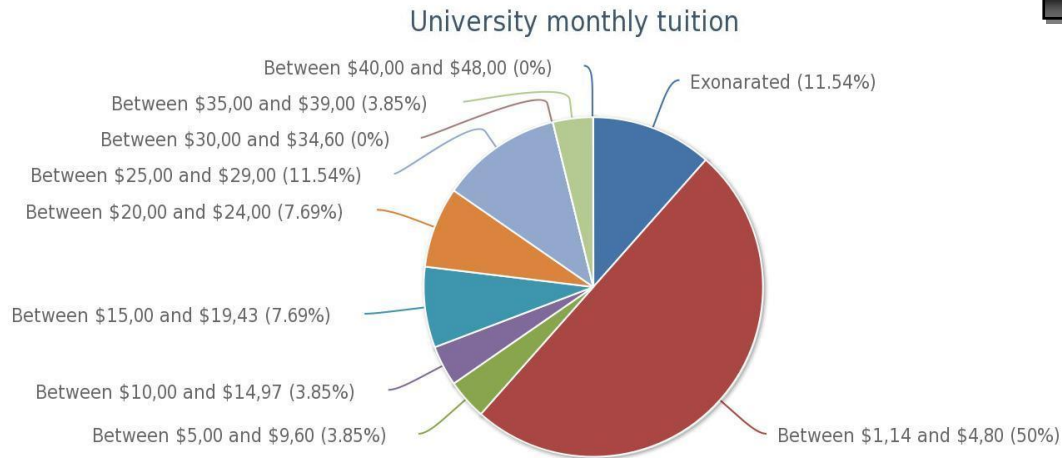
Figure 5



**Item 7: University monthly tuition.**

The current item outlines that 50% of the assistants have a monthly fee between \$1.14 and \$4.80. Secondly, 11.54% of the assistants have a monthly fee between \$25.00 and \$29.00. Thirdly, 7.69% have a monthly fee between \$15.00 and 19.43. 11.54% of the assistants are exonerated.

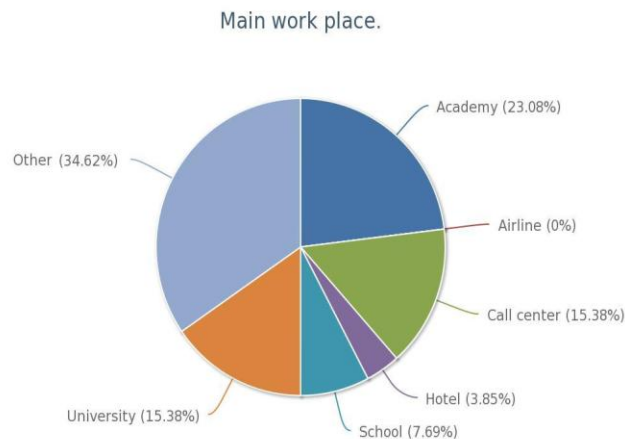
Figure 6



**Item 8: Main work place.**

This item highlights that 34.62% of the assistants work in different areas such as bilingual High schools, business companies, tourism operations, etc. Secondly, 23.08% work in an Academy. Thirdly, 15.38% of the assistants work in a University and 15.38% in a Call Center as well.

Figure 7

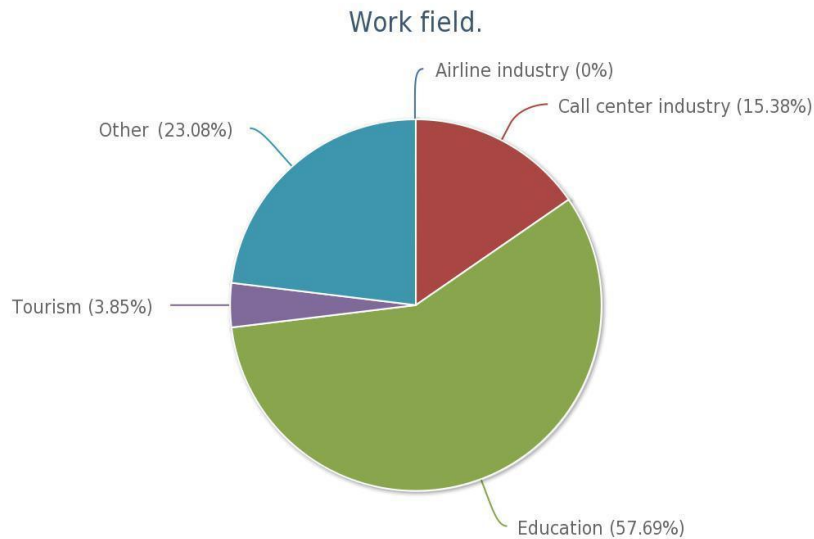




**Item 9: Work field.**

This item shows that 57.69% of the assistants work in the Education field. Secondly, 23.08% work in different areas such as administration, E-commerce, public security, etc. Thirdly, 15,38% of the assistants work in the Call Center industry.

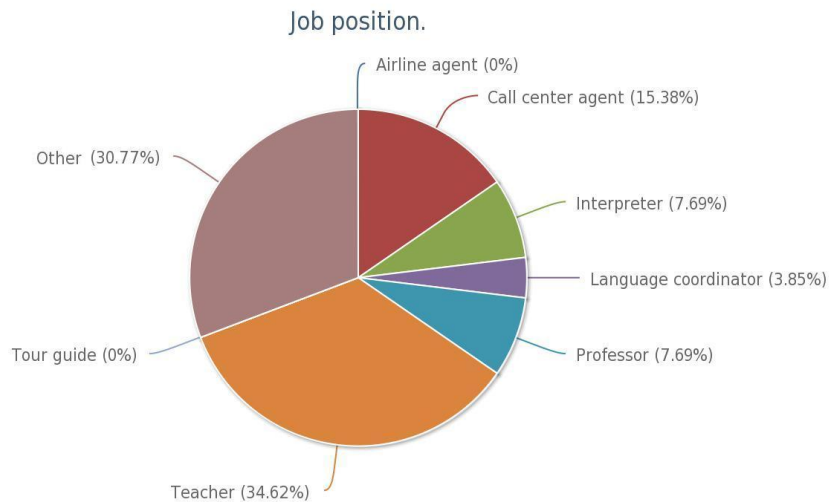
Figure 8



**Item 10: Job position.**

The current item outlines that 34.62% of the assistants work as teachers. Secondly, 30.77% have different job positions such as secretary, teacher assistant, sales executive, etc. Thirdly, 15.38% of the assistants work as Call Center agents.

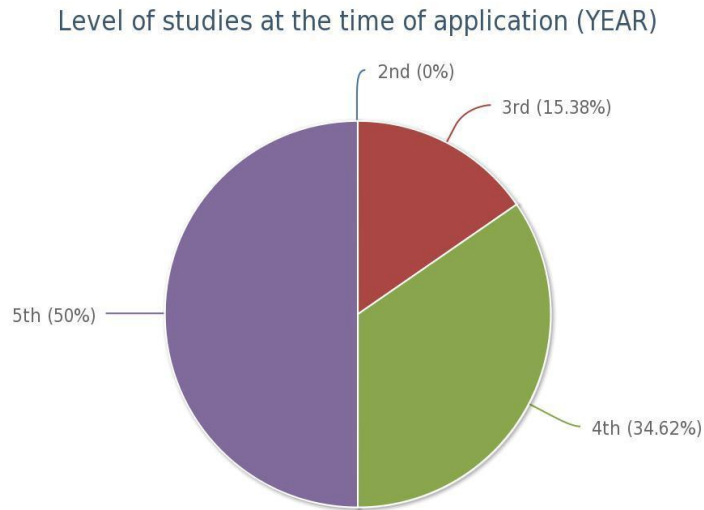
Figure 9



**Item 11: Level of studies at time of application (Year)**

This item reveals that 50% of the assistants applied to the exchange on the 5<sup>th</sup> year of studies. Secondly, 34.62% applied on the 4<sup>th</sup> year and thirdly, 15.38% of the assistants applied on the 3<sup>rd</sup> year of studies.

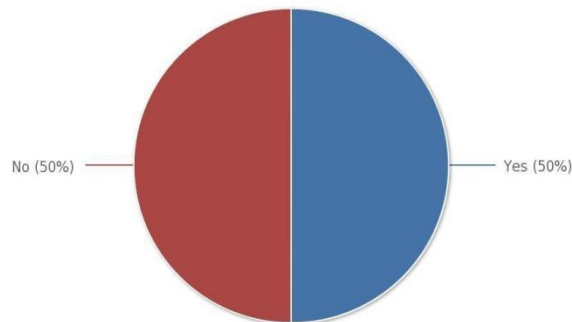
Figure 10



**Question 12:** Do you know about the existence of a trade's official document signed by the University of El Salvador and the local French Embassy that supported the creation of the Modern Language major and offers the opportunity to its students to take part in the Spanish teaching-assistant program in France?

The general result shows that only 50% of the assistants know about the existence of a trade's official document.

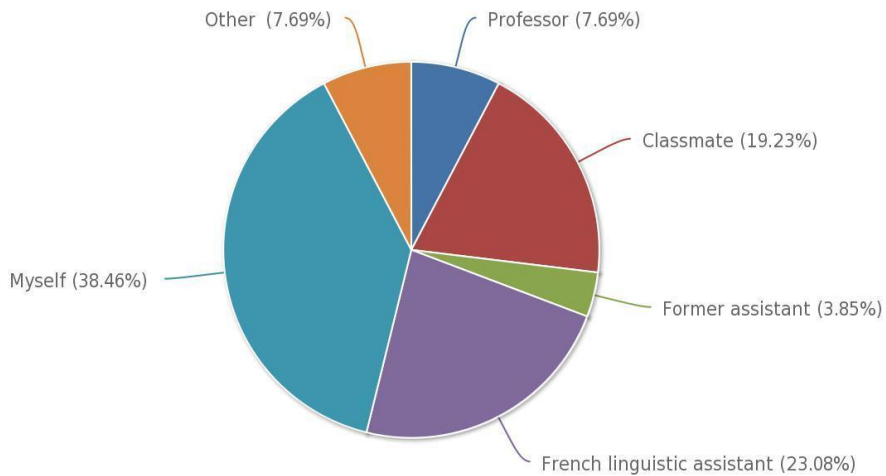
Figure 11



**Question 13:** Who motivated you the most to take part in the Spanish teaching-assistant program in France?

The outcome for this question outlines that 38.46% of the assistants was motivated by themselves. Secondly, 23.08% was motivated by the French linguistic assistant. Thirdly, 19.23% of the assistants were motivated by their classmates.

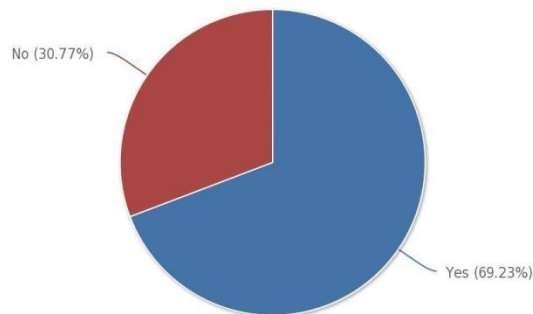
Figure 12



**Question 14:** Were you well-supported, guided and informed about general and specific aspects of the program before you presented your application?

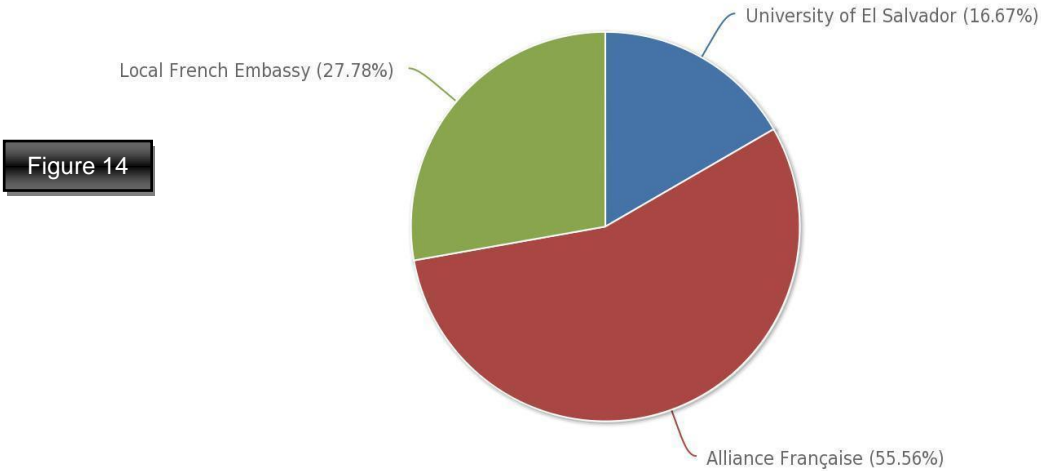
The responses for this questions show that only 69.23% of the assistants were well-supported, guided and informed about general and specific aspects of the program before they presented their application.

Figure 13



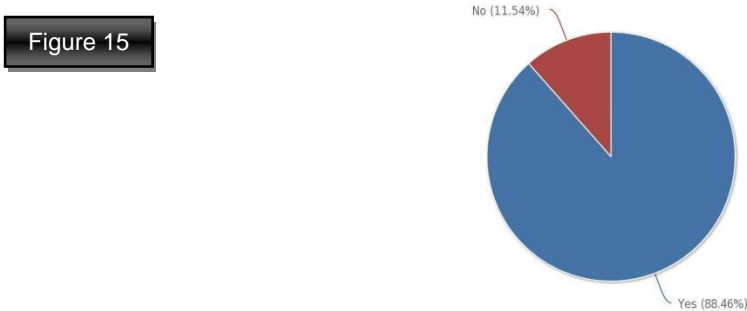
**Question 15:** Which institution supported you the most during the application process?

The results for this question reveal that 55.56% of the assistants were mostly supported by the Alliance Française. Secondly, 27.78% were supported by the local French Embassy. Thirdly, 16.67% of the assistants were supported by the University of El Salvador.



**Question 16:** Do you consider that a well-designed follow-up program should be created by the Modern Language major's coordination in order to support the applicants from the time of their application to their return?

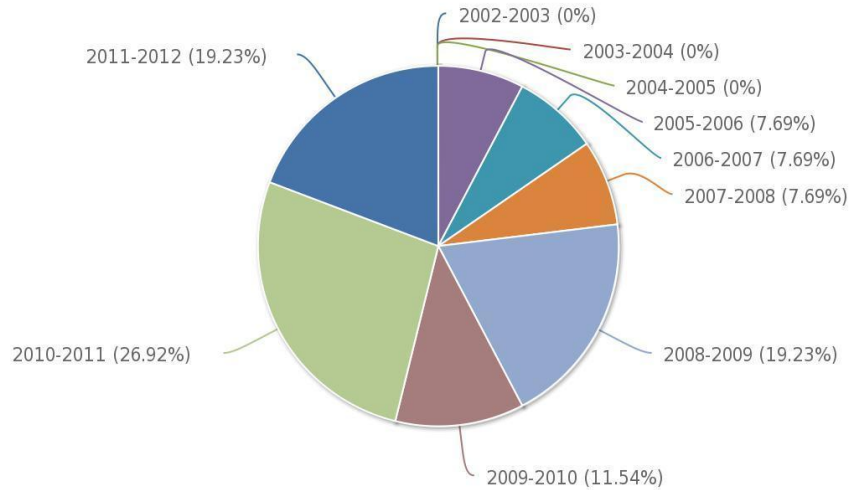
The answers for this question show that 88.46% of the assistants consider that a well-designed follow-up program should be created by the Modern Language major's coordination to support the applicants in the whole process.



**Question 17:** Which period did you take part in the exchange?

The results for this question outlines that 26.96% of the assistants took part in the exchange between 2010 and 2011. Secondly, 19.23% between 2011 and 2012 and 19.23% between 2008 and 2009 as well. Thirdly, 11.54% of the assistants took part in the program between 2009 and 2010.

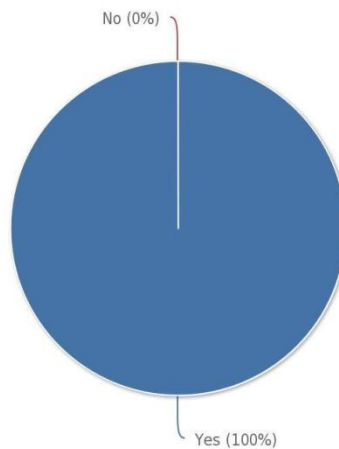
Figure 16



**Question 18:** Do you consider that this kind of programs has to continue to be promoted in the Modern Language major?

The responses for this question reveal that 100% of the assistants consider that this kind of programs has to continue to be promoted in the Modern Language major.

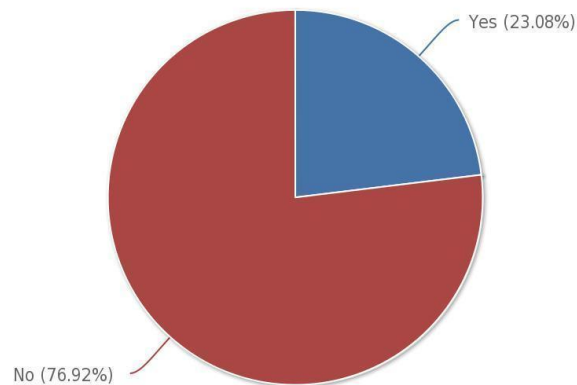
Figure 17



**Question 19:** Were you informed about the retrievable academic activities that you had to implement in benefit of your classmates' French language learning after your return?

The answers for this question outline that only 23.08% of the assistants were informed about the retrievable academic activities they had to implement after their return.

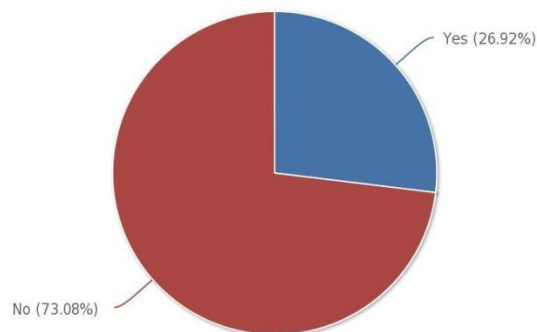
Figure 18



**Question 20:** Did you take part in any academic activity in the Foreign Language Department after your return to support your classmates' French language learning?

The results for this question show that only 26.92% of the assistants took part in academic activities after they concluded their participation in the program.

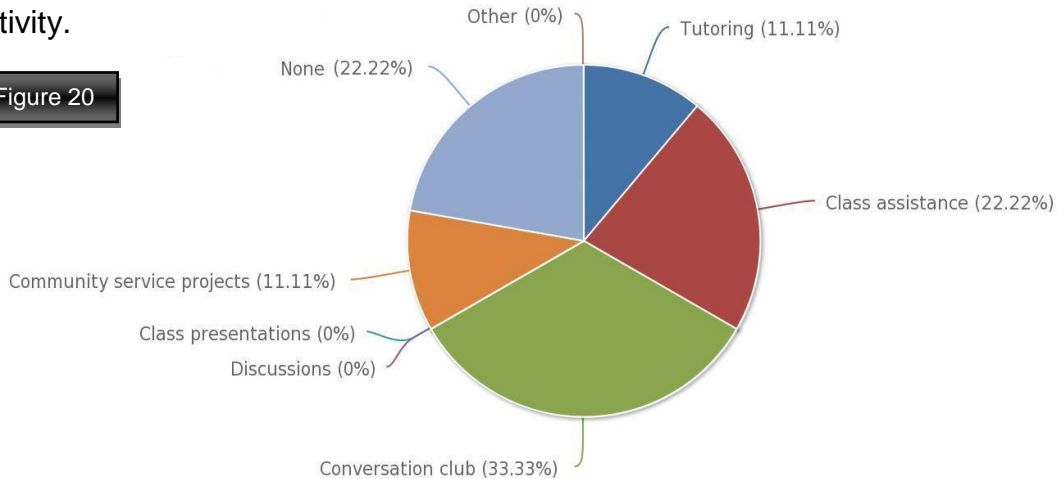
Figure 19



**Question 21:** What kind of academic activities did you take part in?

The outcome for this question reveals that 33.33% of the assistants took part in conversation clubs. Secondly, 22.22% took part in class assistance activities. Thirdly, 11.11% of the assistants took part in tutoring activities and 11.11% in community service projects as well. 22.22% did not take part in any academic activity.

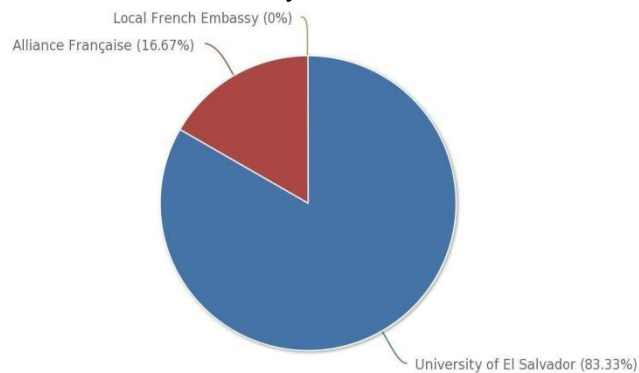
Figure 20



**Question 22:** Which institution encouraged you the most to take part in these academic activities?

The responses for this question show that 83.33% of the assistants were encouraged by the University of El Salvador to take part in academic activities. Secondly, 16.67% by the "Alliance Française". None of the assistants was encouraged by the local French Embassy.

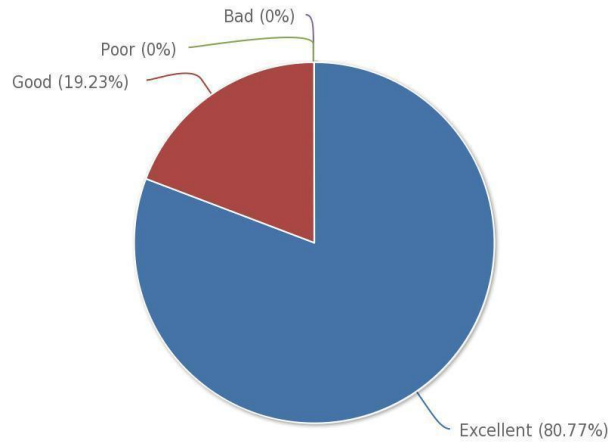
Figure 21



**Question 23:** How would you describe the improvement that the Spanish teaching-assistant program in France gave to your linguistic French competence?

The answers for this question outline that 80.77% of the assistants considered that their linguistic French improvement during the exchange was excellent. 19.23% considered that their linguistic improvement was good.

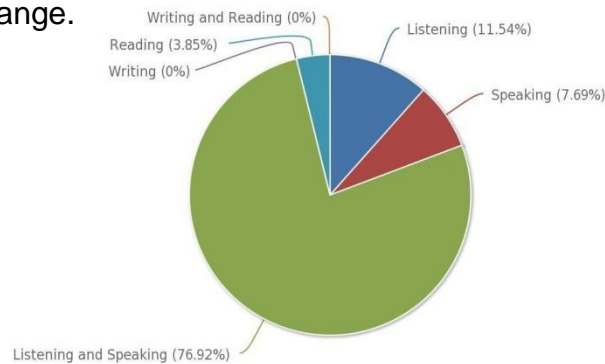
Figure 22



**Question 24:** Which of the following linguistic skills do you consider to be stronger than before the exchange?

The outcome for this question reveals that 76.92% of the assistants considered that the listening and speaking skills are stronger than before the exchange. Secondly, 11.54% considered that only the listening skill is stronger than before. Thirdly, 7.69% of the assistants considered that only the speaking skill is stronger than before the exchange.

Figure 23

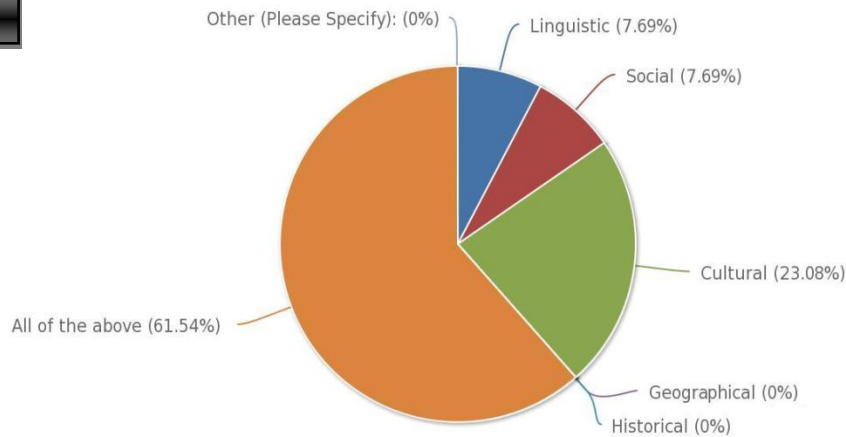




**Question 25:** What aspects of the linguistic immersion do you consider to be stronger than before the stay?

The responses for this question show that 61.54% of the assistants considered that the linguistic, social, cultural, geographical and historical aspects of the linguistic immersion are stronger than before the stay. Secondly, 23.08% considered that only the cultural aspect is stronger than before. Thirdly, 7.69% of the assistants considered that only the linguistic aspect is stronger than before the stay.

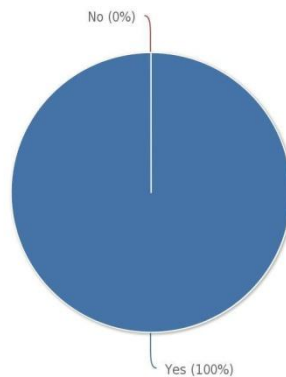
Figure 24



**Question 26:** Do you feel more confident in French language communication than before the exchange?

The answers for this question outline that 100% of the assistants feel more confident in French language communication than before the exchange.

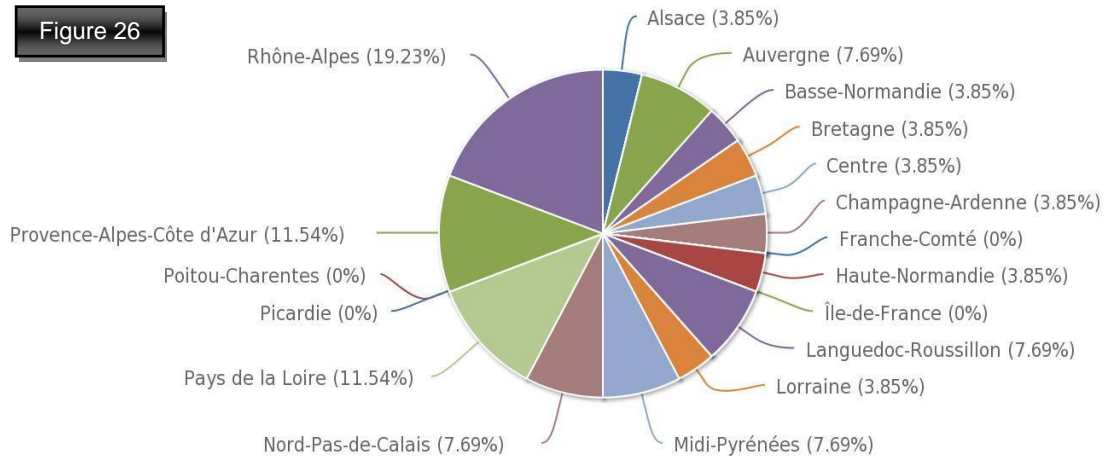
Figure 25



**Question 27:** What region in France were you assigned to?

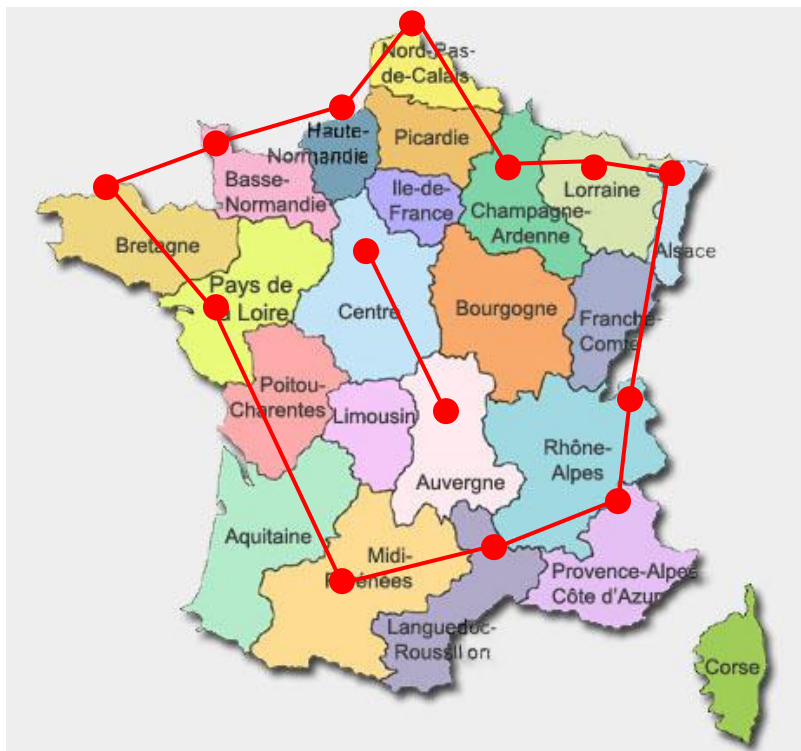
The outcome of this question reveals that 19.23% of the assistants were assigned to the Rhône-Alpes region. Secondly, 11.54% was assigned to Provence-Alpes-Côte d'Azur region and 11.54% to Pays de la Loire as well.

Figure 26



**Spanish teaching-assistants distribution in French territory (2005-2012)**

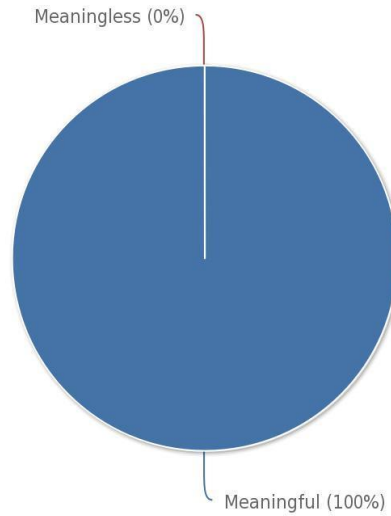
Figure 27



**Question 28:** How would you describe the interaction with French culture?

The responses for this question show that 100% of the assistants described their interaction with French culture as meaningful.

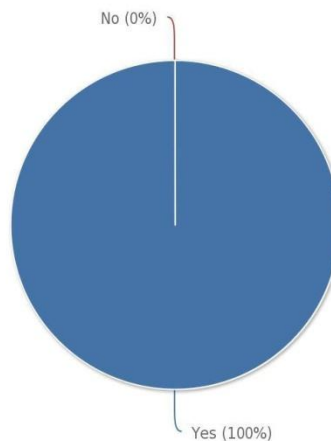
Figure 28



**Question 29:** Do you consider that the assistants' expertise can be useful for academic purposes in the Foreign Language Department?

The answers for this question outline that 100% of the assistants considered that the assistants' expertise can be useful for academic purposes in the Foreign Language Department.

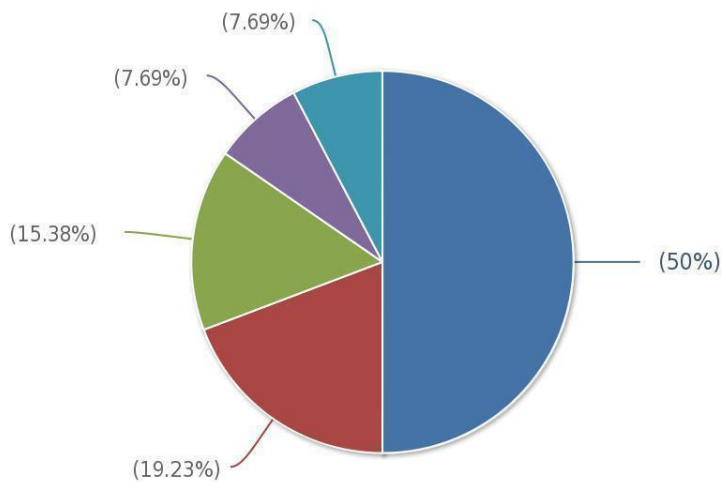
Figure 29



**Question 30:** Which of the following suggestions would you give in order to take advantage of the assistants' expertise to support French language learning in the Modern Language Major?

The outcome for this question reveals that 50 % of the assistants suggested that the assistants were incorporated to a diversity of academic activities such as tutoring, professor assistance, etc. Secondly, 19.23% suggested creating conversation clubs in which the assistants can share their linguistic experience. Thirdly, 15.38% suggested creating a program in which the assistants can support upcoming participants in the program.

Figure 30



FreeOnlineSurveys.com

## 4.2. DATA ANALYSIS.

After having collected and recorded the data regarding the participation of 26 students of the Modern Language major in the Spanish teaching-assistant program in France between 2005 and 2012, it can be assured that the very preliminary assumptions hold true. The nonexistence of an institutional administrative policy that supports applicants during the selection process and enrolls the participants in the exchange into retrievable academic activities after their return has not given the assistants the opportunity to have a significant contribution on the students' French language learning since the program started to be promoted.

As shown in figure 5 (Description of gathered data p. 24), 57.69 % of the assistants have not graduated from the University of El Salvador yet. This means that 15 out of 26 assistants that took part in the exchange are active students at the Foreign Language Department at the present time. A considerable amount of students that experienced such an important French cultural immersion and a linguistic improvement are still available to be incorporated to academic activities to support their classmates' French language learning. In other words, the linguistic and cultural awareness of the active students of the Modern Language major that took part in the exchange has not been taking into consideration since its very beginning.

Another important feature to take into consideration is the fact that a considerable number of the assistants had access to high education at a low cost. As performed in figure 6 (Description of gathered data p. 25), 50% of the assistants had a University monthly tuition ranging between \$1.14 and \$4.80. This outlines

that half of the assistants had access to high education having an extremely low fee. 11.54% of the assistants were exonerated which means that they did not pay any fee during their studies at the University.

It is evident that even though most of the assistants had a very low monthly tuition due to the annual subvention that the University of El Salvador receives from the National government, a very high percentage of the students that took part in the exchange have not participated in any retrievable academic activities to support French language learning of the students of the Modern Language major for a long time (see figure 6 and 19 description of gathered data p. 25/31). The assistants have to be conscious of the responsibility they have to retrieve what they have gained as students of the University of El Salvador and therefore contribute to their classmates' French language learning for the coming years. As widely known, the budget that supports the function of the University comes from the taxes that people pay.

As exposed in figures 7, 8 and 9 (Description of gathered data p. 25/26), the highest percentages have a very close relation to educational matters. In other words, most of the assistants have experienced a direct tendency to teaching languages in different institutions such as academies and universities. This professional contact has given the students the opportunity to share their French linguistic and cultural knowledge within real classroom contexts back from the stay in France. The educational expertise that the participants in the exchange gained during the exchange and after their return has not been beneficial to the students of the major until now.

With regard to institutional policies and practices, 50% of the assistants exposed their ignorance about the existence of a trade's official document signed by the University of El Salvador and the local French Embassy (see figure 11 description of gathered data p. 27). This fact reveals that a considerable number of assistants have never been informed about the official document which facilitates them, in a certain way, to be taken into account not only to take part in the selection process but also to be selected as assistants to take part in the program (see annex 7.3 p. 60). In other words, the nonexistence of an institutional administrative policy that let students know and be informed about such an important institutional trade can affect the way they perceive the significance of taking part in the Spanish teaching-assistant program in France from now on.

Moreover, only 69.23% of the assistants agreed that they were well-supported, guided and informed about general and specific aspects of the program before they presented their application to take part in the exchange (see figure 13 description of gathered data p.28). This outcome exposes that the lack of a policy that supports and informs the applicants in the whole recruitment process must strongly affect them succeed at the end of the selection process. Additionally, 55.56% of the assistants expressed that they were mostly supported by the Alliance Française during their application phase. On the other hand, 16.67% of the assistants agreed that they were mostly supported by the University of El Salvador (see figure 14 description of gathered data p.29). This reality put in evidence that the assistants have not been adequately supported within their institution but from an external institution instead.

With regard to retrievable academic activities, 76.92% of the assistants declared that they were not informed about the tasks that they had to implement in benefit of their classmates' French language learning after their return (see figure 18 description of gathered data p.31). This result exposes that the absence of an institutional policy that let the applicants be conscious of the academic tasks they had to implement after the exchange affects the learning of a considerable amount of students of the Modern Language major.

As presented in figure 19 (Description of gathered data p.31), only 26.92% of the assistants took part in academic activities. Such activities were conversation clubs, class assistance, tutoring and community service projects. 22.22% of the assistants did not take part in any academic activity to support your classmates' French language learning (see figure 20 description of gathered data p.32).

In discrepancy with the support that the assistants mostly received from the Alliance Française on the way of the application process, The University of El Salvador encouraged 83.33% of the assistants to take part in academic activities. (see figure 21 description of gathered data p.32).

As stated in the introduction , *Richard D. Brecht, Dan Davidson, and Ralph B. Ginsberg, Predictors of Foreign Language Gain during Study Abroad, 1993*, affirm that students, teachers, and policy-makers alike assume that truly functional competence in language requires spending time living in the country where that language is spoken. Whatever else our academic programs can accomplish, the logic goes, classrooms drills cannot substitute for extended experience communicating with native speakers in natural settings about real-life matters. This general impression is reinforced by students returning from abroad who frequently



demonstrate significantly improved language skills and who testify the value of the experience. This valid conjecture is supported by the assistants' response to the question regarding the improvement that the Spanish teaching-assistant program in France gave to their linguistic French competence.

As presented in figure 22 (Description of gathered data p.33), 80.77% of the assistance considered that their linguistic French improvement during the exchange was excellent. More specifically, 76.92% of the assistants considered that the listening and speaking skills are stronger than before the exchange (see figure 23 description of gathered data p.33). As shown in figure 24 (description of gathered data p. 34), 61.54% of the assistants considered that the linguistic, social, cultural, geographical and historical aspects of the linguistic immersion are stronger than before the stay. More deeply, 100% of the assistants feel more confident in French language communication than before the exchange (see figure 25 description of gathered data p. 34). The preceding information highlights that the general linguistic French language improvement that the assistants experienced during the stay in France was significant. It is evident that this advance has not been taken into consideration to support French language learning in the Modern language major for many years.

Another important aspect of the benefits that the Spanish teaching-assistant program in France gives to the participants in it is the fact of cultural interaction within the French territory. As it is performed in figure 27 (Description of gathered data p. 35), the assistants between 2005 and 2012 were casually distributed to a considerable number of regions in France. This outlines that not only the assistants' linguistic competence was increased but also their knowledge and

conscience of social, cultural, geographical and historical aspects. This reveals that the strong knowledge of French language and culture that the assistants obtained from the exchange has not been meaningful to the students of the Modern Language major due to the lack of a proposal that let the assistants share their experience and expertise with other students of the major in a meaningful manner.

# CHAPTER V:

## 5.1. CONCLUSIONS.

At the end of the current research project it can be concluded that:

1. The impact that the participants in the Spanish teaching-assistant program in France may have caused in favor of French language learning of the students of the Modern Lange major has not been significant due to the lack of an institutional administrative policy that engages students to share their experience with their peers.
2. The linguistic improvement that the assistants had during the exchange has not been taken into consideration to be incorporated to a diversity of academic activities to help the students of the Modern Language Major improve their command of French language.
3. The University of El Salvador has not gotten any benefits from the partakers even though the institution has granted the means for the students to become proficient in foreign languages as well as being an important means to let students take part in such an important international program.

## 5.2. PROPOSAL.

For many years, the participants in the Spanish teaching-assistant program in France have not contributed to the enrichment of French language learning in the Foreign Language department. As a result, the huge improvement of linguistic and cultural aspects that the partakers have during the exchange has not been beneficial to most of the students of the Modern Language major. The nonexistence of an institutional administrative policy that supports and engages students from the very start of the application process to the end of their participation in the program has restricted the involvement of the majority of the assistants into academic activities to support French language learning.

Therefore, it is essential and needed to propose and create an institutional administrative policy that:

1. Supports applicants during the selection process through a **follow-up program** with the intention of guiding them effectively to be selected as Spanish teaching assistants. Such program should have a professor in charge to lead the administrative process within the University of El Salvador to inform the students about all the aspects related to the international exchange as well as all the documents that are requested along the recruitment and institutional policies related to the exchange.

A written document or booklet containing a general overview of the exchange and institutional administrative procedures could be provided additionally to inform students taking part in the selection process. In

addition, it is essential to inform students that they will have to share their experience with their classmates once they have returned.

2. Allows the professors of the Modern Language major to monitor the progress of the recruitment process more closely with the intention of informing all the participants that the selected students will have to furnish themselves with specialized material and knowledge throughout their stay in France to promote what they have learned among the students of the Modern Language major more significantly taking this as a compromise with the institution and the Salvadoran society.
3. Engages students to take part in academic activities through the signature of an administrative document in which they **agree** to support their classmates' French language learning once they have ended their participation in the program. These activities should include teaching assistance in specialized subjects such as French phonetics, speaking, Introduction to French Civilization, among others.
4. Let the authorities of the University of El Salvador and the Foreign Language Department monitor the students that take part in the international exchange by supervising them narrowly to make sure they will carry a meaningful support to reinforce and improve the students' French Language proficiency.

### **5.3. RECOMMENDATIONS.**

After having concluded the current research work, the recommendations directed to the University of El Salvador and the Foreign Language Department authorities go as follow:

1. To design and implement an institutional administrative policy to take advantage of the assistants' French linguistic and cultural gain after their return.
2. To incorporate future assistants to a diversity of academic activities in order to contribute to French language proficiency of the students of the Modern Language major once the partakers have ended their participation in the program.
3. To modify the trade signed by the University of El Salvador and the local French Embassy through an emendation with the aim of giving legal support to the follow up institutional program proposed by the researchers.
4. To take into consideration the proposal made by the researchers resulting of this research work.

# CHAPTER VI:





## **6.2. LIMITATIONS.**

As expected in every task on a research work, the present venture had a number of important limitations that will be listed as follow:

- 1- Lack of theoretical background. This fact limited, in a certain way, the development of the research work.
- 2- Unawareness of manipulating online data gathering tools such as online surveys.
- 3- Difficultness of reaching the selected sample to respond to the online survey within the time established by the web platform.
- 4- Non interest of the selected assistants to complete the online survey.
- 5- Online payment procedures required by the administrators of the web platform and local banks.

### 6.3. Timetable.

<b>Date</b>	<b>Month / Activities</b>	<b>Comments</b>
<b>July 2012</b>		
<b>3</b>	<i>Research project's start.</i>	
<b>5</b>	<i>Project presentation to advisor.</i>	<i>(Preliminary talks)</i>
<b>6</b>	<i>Interview of Modern Language major's former coordinators.</i>	
<b>12</b>	<i>Presentation of general aspects of the Spanish teaching-assistant program in France to advisor.</i>	<i>(Spanish version)</i>
<b>19</b>	<i>Planning of the research profile's structure.</i>	
<b>26</b>	<i>Review of research profile.</i>	<i>(1<sup>st</sup> part)</i>
<b>August 2012</b>		
<b>9</b>	<i>Review of research profile.</i>	<i>(2<sup>nd</sup> part)</i>
<b>16</b>	<i>Review of research profile.</i>	<i>(3<sup>rd</sup> part)</i>
<b>23</b>	<i>Research project's objectives review.</i>	<i>(1<sup>st</sup> part)</i>
<b>30</b>	<i>Research project's objectives review.</i>	<i>(2<sup>nd</sup> part)</i>
<b>September 2012</b>		
<b>6</b>	<i>Introduction / Statement of the problem review.</i>	
<b>13</b>	<i>Significance / Justification Review.</i>	
<b>20</b>	<i>Delimitation of the focus of the study / Posing the research question Review.</i>	
<b>27</b>	<i>Purpose of the study / Sample /</i>	

<i>Research strategy Review.</i>		
<b>October 2012</b>		
<b>4</b>	<i>Data collection techniques Review / Design of data gathering instrument.</i>	<i>(Design of the Online survey)</i>
<b>11</b>	<i>Online survey Review and first testing.</i>	
<b>12</b>	<i>Preliminary results (1<sup>st</sup> part).</i>	<i>(Evaluation of instrument and preliminary results)</i>
<b>25</b>	<i>Online survey Review and second testing.</i>	<i>(Evaluation of instrument and preliminary results)</i>
<b>November 2012</b>		
<b>8</b>	<i>Preliminary results (2<sup>nd</sup> part).</i>	<i>(Evaluation of instrument and preliminary results)</i>
<b>15</b>	<i>Administration of Online Survey to sample.</i>	
<b>22</b>	<i>Review of gathered data.</i>	
<b>29</b>	<i>Recording and analyzing of data / Description of gathered data Review.</i>	
<b>December 2013</b>		
<b>6</b>	<i>Data analysis Review.</i>	
<b>13</b>	<i>Conclusions / Recommendations Review.</i>	
<b>January 2013</b>		
<b>17</b>	<i>Review of conclusions and recommendations.</i>	<i>(1<sup>st</sup> part)</i>

<b>18</b>	<i>Review of conclusions and recommendations.</i>	<i>(2<sup>nd</sup> part)</i>
<b>21</b>	<i>Review of Limitations and annexes.</i>	<i>(1<sup>st</sup> part)</i>
<b>31</b>	<i>Review of Limitations and annexes.</i>	<i>(2<sup>nd</sup> part)</i>
<b>February 2013</b>		
<b>01</b>	<i>Proposal review.</i>	
<b>04</b>	<i>Review of whole paper.</i>	
<b>15</b>	<i>Presentation review.</i>	
<b>22</b>	<i>Presentation rehearsal.</i>	<i>(1<sup>st</sup> part)</i>
<b>28</b>	<i>Research rehearsal.</i>	<i>(2<sup>nd</sup> part)</i>
<b>March 2013</b>		
<b>End of research project.</b>		
<b>Research project's presentation:</b>		
<b>March 22<sup>nd</sup> 2013.</b>		

## 6.4 REFERENCES.

### **Book references.**

- UES Trade's Catalogue 2005.
- Fidas G. Arias, El proyecto de investigación, Editorial Episteme, 1999.
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- Merriam-Webster Inc, Merriam-Webster Dictionary, Version 3.1, 2004.
- Pamela Baxter and Susan Jack, Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers, McMaster University, West Hamilton, Ontario, Canada.
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- Joel R. Evans and Anil Mathur , The value of online surveys, Zarb School of Business, Hofstra University, Hempstead, New York, US

### **Documents:**

- UES-French Embassy's Cooperation Trade, 2001.
- Foreign Language Department files 2002-2011.

## **ONLINE REFERENCES:**

- <http://www.univ-fcomte.fr/download/partage/documentdri/programme-assistants-de-langue.pdf>
- <http://www.ciep.fr/es/assistantetr/index.php>
- [http://custom.cengage.com/static\\_content/OLC/0324324979/qualresCh06.pdf](http://custom.cengage.com/static_content/OLC/0324324979/qualresCh06.pdf)
- <http://learningstore.uwex.edu/assets/pdfs/g3658-12.pdf>
- <http://www.palgrave.com/business/collis/br/docs/sample.pdf>
- [http://www.mined.gob.sv/components/com\\_docestandar/upload/documentos/Presupuesto%20asignado%202012.pdf](http://www.mined.gob.sv/components/com_docestandar/upload/documentos/Presupuesto%20asignado%202012.pdf)
- [http://spanish.sansalvador.usembassy.gov/educacion/programa\\_ugrad.html](http://spanish.sansalvador.usembassy.gov/educacion/programa_ugrad.html)
- <http://www.ambafrance-ca.org/article3190.html>
- <http://ambafrance-us.org/spip.php?article375>
- [http://www2.pathfinder.org/site/DocServer/m\\_e\\_tool\\_series\\_case\\_study.pdf](http://www2.pathfinder.org/site/DocServer/m_e_tool_series_case_study.pdf)
- [http://www.uwc.ac.za/usfiles/users/270084/Research\\_and\\_Design\\_I.pdf](http://www.uwc.ac.za/usfiles/users/270084/Research_and_Design_I.pdf)
- <http://freeonlinesurveys.com/>
- <http://www.senat.fr/rap/r03-063/r03-0631.html>

## **Information sources**

- Modern Languages Major Coordination.
- Modern Languages Major professors.
- Foreign Language Department Direction
- School of arts and sciences' Office
- UES National and International Affairs' office.

- UES socioeconomic office.
- French Embassy.
- “Alliance Française”.



# CHAPTER VII:

## Annexes

## **ANNEX 7.1**

### **Questions administrated to the coordinators of the Modern Language Major.**

- Do you know since when the Spanish teaching-assistant in France exists in the El Salvador?
- When did it start to be promoted in the University of El Salvador?
- Do you know how many students of the Foreign Language Department take part in the selection process every year?
- Do you know how many students are selected to become Spanish teaching-assistants every year?
- Which institution proposed or started to promote the program in the University of El Salvador?

### **Key questions to determine the research topic:**

- Are there any obligations among the assistants to implement academic activities once they have returned from France to promote French language and culture to contribute to the development of the Foreign Language Department of the University of El Salvador?
- If so, have these academic activities taken place in the Foreign Language Department?

## ANNEX 7.2

### Online survey's questions.

**Item 1:** Name.

**Item 2:** Age.

**Item 3:** Sex.

**Item 4:** Place of birth.

**Item 5:** Graduated.

**Item 6:** Undergraduate.

**Item 7:** University monthly tuition.

**Item 8:** Main work place.

**Item 9:** Work field.

**Item 10:** Job position.

**Item 11:** Level of studies at time of application (Year)

**Question 12:** Do you know about the existence of a trade's official document signed by the University of El Salvador and the local French Embassy that supported the creation of the Modern Language major and offers the opportunity to its students to take part in the Spanish teaching-assistant program in France?

**Question 13:** Who motivated you the most to take part in the Spanish teaching-assistant program in France?

**Question 14:** Were you well-supported, guided and informed about general and specific aspects of the program before you presented your application?

**Question 15:** Which institution supported you the most during the application process?

**Question 16:** Do you consider that a well-designed follow-up program should be created by the Modern Language major's coordination in order to support the applicants from the time of their application to their return?

**Question 17:** Which period did you take part in the exchange?

**Question 18:** Do you consider that this kind of programs has to continue to be promoted in the Modern Language major?

**Question 19:** Were you informed about the retrievable academic activities that you had to implement in benefit of your classmates' French language learning after your return?

**Question 20:** Did you take part in any academic activity in the Foreign Language Department after your return to support your classmates' French language learning?

**Question 21:** What kind of academic activities did you take part in?

**Question 22:** Which institution encouraged you the most to take part in these academic activities?

**Question 23:** How would you describe the improvement that the Spanish teaching-assistant program in France gave to your linguistic French competence?

**Question 24:** Which of the following linguistic skills do you consider to be stronger than before the exchange?

**Question 25:** What aspects of the linguistic immersion do you consider to be stronger than before the stay?

**Question 26:** Do you feel more confident in French language communication than before the exchange?

**Question 27:** What region in France were you assigned to?

**Question 28:** How would you describe the interaction with French culture?

**Question 29:** Do you consider that the assistants' expertise can be useful for academic purposes in the Foreign Language Department?

**Question 30:** Which of the following suggestions would you give in order to take advantage of the assistants' expertise to support French language learning in the Modern Language Major?

## ANNEX 7.3

### Copy of the official trade document (Spanish/French version)

SÓLO PARA  
CONSULTA

#### CONVENIO DE COOPERACION ENTRE LA UNIVERSIDAD DE EL SALVADOR Y LA EMBAJADA DE FRANCIA EN EL SALVADOR.

En el marco de la ejecución del proyecto de Licenciatura en Lenguas Modernas, especialidad en francés e inglés, que iniciará el ciclo académico I/2002, diseñado para servir de instrumento de apertura intelectual, profesional e internacional para los estudiantes, especialmente los que quieren escoger oficios en el campo del turismo, el comercio, la traducción y la comunicación.

La Universidad de El Salvador, representada por su Rectora la señora María Isabel Rodríguez,

y

La Embajada de Francia en El Salvador, representada por su Embajadora, la señora Lydie Gazarian,

Convienen y firman el siguiente CONVENIO DE COOPERACION ENTRE LA UNIVERSIDAD DE EL SALVADOR Y LA EMBAJADA DE FRANCIA EN EL SALVADOR:

**Artículo 1:** La Licenciatura en Lenguas Modernas se llevará a cabo en el Departamento de Idiomas de la Universidad de El Salvador. Por lo tanto, la Universidad de El Salvador por medio del Departamento de Idiomas se compromete a asumir la coordinación y promoción de dicha carrera.

**Artículo 2:** La Universidad de El Salvador brindará sus instalaciones, incluyendo las aulas y el laboratorio especializado del Departamento de Idiomas, así como los materiales didácticos a su disposición y la planta docente que consta de dos profesores de francés.

**Artículo 3:** La Embajada de Francia en El Salvador brindará el recurso humano, que consiste en la presencia de un/una especialista en didáctica de lenguas y del francés a través de la participación de un/una Cooperante y de la presencia, en determinados casos, de estudiantes franceses, en el cuadro de su práctica de Maestría en Francés como Lengua Extranjera.

SOLO PARA  
CONSULTA

...2/Convenio UES/EMBAJADA DE FRANCIA.

Ellos participarán, ad-honorem, es decir, sin costo para la Universidad de El Salvador, en la puesta en marcha del proyecto, enseñanza y seguimiento del mismo durante cinco años o mientras se encuentre vigente este convenio.

**Artículo 4:** En segundo lugar, la Embajada de Francia en El Salvador brindará los materiales didácticos tales como libros de texto y documentación bibliográfica y asumirá la capacitación de los docentes de francés a través de seminarios locales y regionales, animados por especialistas franceses o centroamericanos. También se compromete a inscribir, a partir de 2001, a uno de los docentes de francés del Departamento de Idiomas en una formación de maestría en francés a distancia bajo la responsabilidad de una Universidad francesa.

**Artículo 5:** La Embajada de Francia ofrece a los futuros egresados de la carrera la posibilidad de participar en el programa de asistentes, el cual propone mandar a Francia, durante siete meses, a jóvenes salvadoreños como asistentes remunerados de idioma y de cultura hispanoamericana.

**Artículo 6:** Las partes convienen que en el futuro se podrán identificar, proponer y aprobar de común acuerdo otras áreas de cooperación susceptibles de ejecución de proyectos específicos.

Este convenio puede ser modificado por mutuo acuerdo entre la Universidad de El Salvador y la Embajada de Francia en El Salvador, por escrito y en forma oportuna, y será vigente una vez firmado, al ser ratificado por la Asamblea General Universitaria; y mientras alguna de las partes no exprese por escrito su voluntad en contrario.

Hecho en El Salvador en doble ejemplar en idioma francés y español, a los cinco días del mes de noviembre de 2001.

Dra. María Isabel Rodríguez  
Rectora de la Universidad  
de El Salvador

Sra. Lydie Gazarian  
Embajadora de Francia  
en El Salvador

**SÓLO PARA  
CONSULTA**

**CONVENTION**

Dans le cadre de la mise en oeuvre de la Licence de Langues Modernes, spécialisée en français et en anglais, qui commencera au premier cycle académique 2002, créée pour servir d'instrument d'ouverture intellectuelle, professionnelle et internationale pour les étudiants, particulièrement pour ceux qui désirent s'orienter vers les métiers du tourisme, de la traduction et de la communication,

L'Université d'El Salvador, représentée par la Rectrice, Madame María Isabel Rodríguez,

Et

L'Ambassade de France, représentée par l'Ambassadrice, Madame Lydie Gazarian,

Concluent et signent la présente **CONVENTION DE COOPERATION ENTRE L'UNIVERSITE D'EL SALVADOR ET L'AMBASSADE DE FRANCE EN EL SALVADOR :**

**Article 1:** La Licence de Langues Modernes sera mise en place par le Département de Langues de l'Université d'El Salvador qui s'engage à assurer la coordination et la promotion de cette Licence.

**Article 2:** L'Université d'El Salvador met à disposition ses locaux, y compris les salles de classe et le laboratoire spécialisé du Département de Langues, ainsi que le matériel didactique dont elle dispose et le corps enseignant qui compte deux professeurs de français.

**Article 3:** L'Ambassade de France apporte les ressources humaines sous la forme d'un ou d'une spécialiste en didactique des langues et du français, affecté(e) comme coopérant(e), et par la présence, dans certains cas, d'étudiants français dans le cadre de leur stage de maîtrise de Français Langue Etrangère (FLE).

Ceux-ci participent ad-honorem, c'est à dire sans coût pour l'Université d'El Salvador, à la mise en oeuvre de la Licence, à l'enseignement et à son suivi, pour une durée de cinq ans, ou tant que cette convention reste en vigueur.

**Article 4:** En second lieu, l'Ambassade de France en El Salvador fournit le matériel didactique tels que les livres et la documentation bibliographique et assure la formation des professeurs de français par des séminaires locaux et régionaux animés par des spécialistes français ou centraméricains.



**SÓLO PARA  
CONSULTA**

Elle s'engage aussi à inscrire, à partir de septembre 2001, un professeur de français du Département de Langues à une maîtrise de Français Langue Etrangère (FLE) par correspondance, sous la responsabilité d'une Université française.

**Article 5:** L'Ambassade de France offre aux futurs diplômés de la Licence de Langues Modernes la possibilité de participer au programme d'assistantat qui permet à de jeunes salvadoriens de se rendre en France, pour une période de sept mois, en tant qu'assistants rémunérés de langue et de culture hispano-américaines.

**Article 6:** Les parties conviennent que, dans le futur, elles pourront identifier, proposer et approuver d'un commun accord d'autres domaines de coopération susceptibles de se concrétiser sous forme de projets spécifiques.

Cette Convention peut être modifiée d'un commun accord entre l'Université d'El Salvador et l'Ambassade de France en El Salvador, par écrit, en tant que de besoin. Elle entre en vigueur une fois signée et ratifiée par l'Assemblée Générale Universitaire et le reste tant qu'aucune des parties ne fait connaître sa volonté contraire.

Fait à san Salvador, en deux exemplaires, en espagnol et en français, le cinq novembre 2001.


**Madame María Isabel RODRIGUEZ**  
Rectrice de l'Université  
d'El Salvador

**Madame Lydie GAZARIAN**  
Ambassadrice de France  
en El Salvador

ANNEX 7.4

Copies of the Spanish teaching-assistant's job permit.

**AUTORISATION  
PROVISOIRE DE TRAVAIL**  
(Art. R. 341-7 du Code du travail)



Direction départementale  
du travail, de l'emploi  
et de la formation  
professionnelle

**N° A 577110**

Le titulaire de la présente autorisation ne peut être admis – à ce titre –  
à s'établir en France en qualité de travailleur salarié, de façon définitive.

M., M<sup>me</sup>, M<sup>lle</sup> ..... **M. RIVAS AMAYA Selvin**

Né(e) le : ..... **27/08/76**

Nationalité : **salvadorienne**

N° de la carte de séjour ou du passeport : .....

Est autorisé(e) à travailler en qualité de : ..... **assistant de langue**  
chez : **RECTORAT DE LIMOGES**

pendant une durée de : ..... **7 mois** ..... (1) | mois  
| jours

du : ..... **01/10/05** ..... au : ..... **30/04/06**

Première autorisation (1) .....

1<sup>re</sup> - 2<sup>e</sup> - 3<sup>e</sup> - prorogation (1) .....

Catégorie de travailleur ..... **8** Le Directeur de la formation professionnelle  
de l'Emploi et de la Haute-Vienne


Le Directeur  
du travail, de l'emploi  
et de la formation professionnelle  
de la Haute-Vienne

Cachet  
**Jean-Paul MARIAUD**

(1) Rayer les mentions inutiles.

IMPRIMERIE NATIONALE 3 018457 1 - IT 951 354

**AUTORISATION  
PROVISOIRE DE TRAVAIL**  
(Art. R. 341-7 du Code du travail)



Direction départementale  
du travail, de l'emploi  
et de la formation  
professionnelle

**N° A 577119**

Le titulaire de la présente autorisation ne peut être admis – à ce titre –  
à s'établir en France en qualité de travailleur salarié, de façon définitive.

M., M<sup>me</sup>, M<sup>lle</sup> ..... **M. VENTURA AMAYA Isai Eliseo**

Né(e) le : ..... **06/07/81**

Nationalité : **salvadorienne**

N° de la carte de séjour ou du passeport : .....

Est autorisé(e) à travailler en qualité de : ..... **assistant de langue**  
chez : **RECTORAT DE LIMOGES**

pendant une durée de : ..... **7 mois** ..... (1) | mois  
| jours

du : ..... **01/10/05** ..... au : ..... **30/04/06**

Première autorisation (1) .....

1<sup>re</sup> - 2<sup>e</sup> - 3<sup>e</sup> - prorogation (1) .....

Catégorie de travailleur ..... **8** Le Directeur de la formation professionnelle  
de l'Emploi et de la Haute-Vienne

Le Directeur  
du travail, de l'emploi  
et de la formation professionnelle  
de la Haute-Vienne

Cachet  
**Jean-Paul MARIAUD**

(1) Rayer les mentions inutiles.

IMPRIMERIE NATIONALE 3 018457 1 - IT 951 354

## ANNEX 7.5

### Job nomination.

Ministère de l'éducation nationale, de  
l'enseignement supérieur et de la  
recherche  
Académie : LIMOGES  
13 RUE FRANCOIS CHENIEUX  
87031 LIMOGES CEDEX

**ARRETE DE NOMINATION**

RECTORAT DE LIMOGES  
Division des personnels  
Chapitre : 3197

**LE RECTEUR**

Vu l'arrêté ministériel du 5 Janvier 1989 modifié portant sur la délégation de pouvoirs  
du ministre de l'Education nationale aux recteurs d'Académie pour la nomination des  
assistants étrangers de langues vivantes

**ARRETE:**

M. VENTURA AMAYA ISAI ELISEO Né(e) le 06/07/1981  
domicilié(e) :

Grade : ASSISTANT ETRANGER  
Discipline : ASSISTANT ETRANGER D'ESPAGNOL

Adresse d'affectation :  
LG LEONARD LIMOSIN  
13 RUE DES CLAIRETTES  
87036 LIMOGES CEDEX

Est affecté(e) à compter du 01/10/2005 jusqu'au 30/04/2006 à 100.00 %

Pour y exercer à titre principal à :  
LG LEONARD LIMOSIN  
13 RUE DES CLAIRETTES  
87036 LIMOGES CEDEX

à titre secondaire à :  
CLG LEONARD LIMOSIN  
13 RUE DES CLAIRETTES 87036 LIMOGES CEDEX

Fait à LIMOGES, le 02/06/2005

Pour le Recteur et par délégation,  
Le Responsable de la Division  
des Personnels de l'Enseignement Scolaire  
Eric BIGOT

Destinataires : Rectorat (lex) Intéressé(e) (lex) ~~Etablissement~~ (2ex) Trésorerie  
Générale (lex) I.P.R. (lex)

Destinataires : Ministère (CIEP) (lex) Archives (lex)

Le Directeur Départemental du Travail  
de l'Emploi et de la Formation  
Jean-Paul MARAUD

AF, le 1.10.2005  
du 30.04.2006

### ANNEX 7.6.

Copies of payment details of the Spanish teaching-assistants.

TRESORERIE GENERALE DE LA HAUTE Vienne		BULLETIN DE PAYE		N° ORDRE		A 41956			
GESTION POSTE		AFFECTATION		LIBELLE		SIRET			
24 0037 563 087		087 0016		ASSISTANTS ETRANGERS HTE VIENNE LCM LIMOSIN LIMOGES		10240000900373 19870016300019			
MOIS DE		NOVEMBRE 2005		TEMPS DE TRAVAIL					
MIN.	NUMERO	CSE	COO	GRADE	ENFANTS A CHARGE	ECH.	INDICE OU NB. D'HEURES	TAUX HORAIRES OU NBI	TEMPS PARTIEL
106	1 81 07 99 414 V01		00	ASSISTANT ETRANGER	00	00			
CODE	ELEMENTS	A PAYER	A DEQUIRE	FOUR INFORMATION					
200203	IND. FORF.SPEC.PERS.ENS.	1,02							
200203	IND. FORF.SPEC.PERS.ENS.	1,02							
200279	VACATIONS TRAITEMENT.	923,43							
200279	VACATIONS TRAITEMENT.	923,43							
401112	COT OUV VIEILLESSE PLAFON		121,10						
401210	C.S.G. NON DEDUCTIBLE		43,04						
401310	CSG DEDUCTIBLE		91,46						
401510	R.D.S.		8,96						
402012	COT OUV MALADIE DEPLAFONN		13,88						
402112	COT OUV VIEILLESSE DEPLAF		1,84						
403212	COT PAT FDS NAT AIDE LOGT								1,85
403312	COTIS PATRON. ALLOC FAMIL								99,84
403412	COT PATR ACCIDENT TRAVAIL								25,88
403612	COT PAT VIEILLESSE PLAFON								151,61
403712	COT PAT VIEILLESSE DEPLAF								29,58
403812	CONT SOLIDARITE AUTONOMIE								5,55
404012	COT PAT MALADIE DEPLAFON								236,66
501010	COT OUV TRANCH.A IRCANTEC		41,60						
501110	COT PAT TRANCH.A IRCANTEC								62,49
554500	PAT VERST TRANSPORT CP								17,56
800001	REGUL ACOMPTE BUDGET ETAT		730,00						
VOIR EXPLICATIONS AU VERSO									
* RAPPELS : VOIR DECOMPTE									
NUMERO SECURITE SOCIALE		€ 2479,92	TOTAUX DU MOIS		€ 1848,90	€ 1051,88	€ 631,02		
1 81 07 99 414 V01			COUT TOTAL EMPLOYEUR		NET A PAYER		797,02 €	TOTAL CHARGES PATRONALES	
BASE SS DE L'ANNEE		€ 1 848,90	BASE SS BU MOIS						
MONTANT IMPOSABLE DE L'ANNEE		€ 1 579,02	MONTANT IMPOSABLE OU MOIS						
COMPTABLE ASSIGNATAIRE		TPG HAUTE Vienne		MR VENTURA AMAYA ISAI ELISEO LYCEE LEONARD LIMOSIN 13 RUE DES CLAIRETTES 87036 LIMOGES CEDEX					
MIS EN PAIEMENT LE		24 NOVEMBRE 2005							
VIRE AU COMPTE N°		04219106490 94							
BPCENTRAL LIMOGES HAUTES		MINISTRE DE L'ECONOMIE DES FINANCES ET DE L'INDUSTRIE DANS VOTRE INTERET. CONSERVEZ CE DOCUMENT SANS LIMITATION DE DUREE							



TRESORERIE GENERALE  
DE LA  
HAUTE VIENNE

**BULLETIN DE PAYE**

N° ORDRE **A 41970**

MOIS DE **NOVEMBRE 2005**

TEMPS DE TRAVAIL

TOUT RENSEIGNEMENT RELATIF AU CONTENU DE CE BULLETIN DE PAYS DOIT ÊTRE DEMANDÉ AU SERVICE GESTIONNAIRE INDIQUE CI-DESSOUS. RAPPELÉZ VOTRE NUMÉRO D'IDENTIFICATION

GESTION POSTE		AFFECTATION		LIBELLÉ		SIRET	
24	0037	563	087	ASSISTANTS ETRANGERS HTE VIENNE		10240000900373	
087	0050			LYP DARNET ST-YRIEIX		19870050200018	

MIN	NUMERO	CLÉ	VOUS	GRADE	INZANS A CHARGÉ	ECH.	INDICE OU NR. D'HEURES	TAUX HORAIRES OU NBI	TEMPS PARTIEL
106	1 76 08 99 414 R01			ASSISTANT ETRANGER	00	00			

CODE	ELEMENTS	A PAYER	A DEQUIRE	POUR INFORMATION
200203	IND. FORF. SPEC. PERS. ENS.	1,02		
200203	IND. FORF. SPEC. PERS. ENS. RAPPEL ANNEE COURANTE	1,02		
200279	VACATIONS TRAITEMENT.	923,43		
200279	VACATIONS TRAITEMENT. RAPPEL ANNEE COURANTE	923,43		
401112	COT OUV VIEILLESSE PLAFON		121,10	
401210	C.S.G. NON DEDUCTIBLE		43,04	
401310	CSG DEDUCTIBLE		91,46	
401510	R.D.S.		8,96	
402012	COT OUV MALADIE DEPLAFONN		13,88	
402112	COT OUV VIEILLESSE DEPLAF		1,84	
403212	COT PAT FDS NAT AIDE LOGT			1,85
403312	COTIS PATRON. ALLOC FAMIL			99,84
403412	COT PATR ACCIDENT TRAVAIL			25,88
403612	COT PAT VIEILLESSE PLAFON			151,61
403712	COT PAT VIEILLESSE DEPLAF			29,58
403812	CONT SOLIDARITE AUTONDMIE			5,55
404012	COT PAT MALADIE DEPLAFON			236,66
501010	COT OUV TRANCH.A IRCANTEC	41,60		
501110	COT PAT TRANCH.A IRCANTEC			62,49
800001	REGUL ACOMPTE BUDGET ETAT		730,00	

VOIR EXPLICATIONS AU VERSO

\* RAPPELS : VOIR DÉCOMPTÉ

NUMERO SECURITE SOCIALE	€ 2462,36	TOTAUX DU MOIS	€ 1848,90	€ 1051,88	€ 613,46
1 76 08 99 414 R01		CÔUT TOTAL EMPLOYEUR	NET À PAYER	797,02 €	TOTAL CHARGES PATRONALES

BASE SS DE L'ANNEE	BASE SS DU MOIS
€ 1 848,90	€ 1 848,90

MONTANT IMPOSABLE DE L'ANNEE	MONTANT IMPOSABLE DU MOIS
€ 1 579,02	€ 1 579,02

COMPTABLE ASSIGNATAIRE  
TPG HAUTE VIENNE

MIS EN PAIEMENT LE  
24 NOVEMBRE 2005

VIRE AU COMPTE N°  
00010326201 49

MR RIVAS AMAYA SELVIN  
LGT JEAN BAPTISTE DARNET  
28 AV DE PERIGUEUX  
87500 ST YRIEIX LA PERCHE

18 - 01-2000 - IMPRIMERIE NATIONALE - 06 007 0814 0

MINISTRE DE L'ECONOMIE


**ANNEX 7.7.**

**Modern Language major's fees for the year 2012.**

**UNIVERSIDAD DE EL SALVADOR**  
**ADMINISTRACION DE CUOTAS DE MATRICULA Y ESCOLARIDAD**  
**Carrera L10412 CUOTAS DIFERENCIAS DE LIC. EN LENGUAS MODERNAS**

Fecha.: 10/24/12

Cuotas	Cuotas	Cuotas	Cuotas	Cuotas
4.80	10.57	15.86	21.50	28.80
5.00	10.85	16.00	21.60	29.00
5.14	11.00	16.21	22.00	30.00
5.72	11.43	16.50	22.50	30.39
6.00	11.50	17.00	22.85	31.00
6.25	12.00	17.14	22.86	31.50
6.40	12.50	17.50	23.00	32.00
6.50	13.00	18.00	24.00	32.50
6.85	13.15	18.17	25.00	33.00
6.90	13.50	18.33	25.35	33.71
7.00	13.53	18.34	25.36	34.00
7.20	14.00	18.35	25.50	34.50
7.50	14.25	18.50	25.80	34.60
7.55	14.29	18.75	26.00	35.00
8.00	14.38	19.00	26.50	35.50
8.57	14.40	19.43	27.00	36.00
9.00	14.50	20.00	27.29	37.00
9.20	14.57	20.21	27.50	37.50
9.60	14.75	20.40	28.00	38.82
10.00	14.86	20.70	28.36	39.00
10.22	14.97	21.00	28.43	40.00
10.25	15.00	21.14	28.50	41.00
10.40	15.15	21.43	28.57	41.50

  
**ING. SOFIA DE MENTIVAR, Tefa de A.C.M.E.**