

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



UNDERGRADUATE RESEARCH:

EFFECTS OF LACKING ALTERNATIVES FOR MODERN LANGUAGE STUDENTS THAT
BELONG TO THE PUBLIC RELATIONS AREA TO DO THEIR COMMUNITY OUTREACH
IN 2010-2011

IN ORDER TO OBTAIN THE DEGREE OF:

LICENCIATURA EN LENGUAS MODERNAS: ESPECIALIDAD EN FRANCÉS E INGLÉS

PRESENTED BY:

SILVIA ALEXANDRA FERMÁN MELARA	FM06034
MARIELA ESTHER GUZMÁN ANZORA	GA05050
ROLANDO ANTONIO VENTURA MARTÍNEZ	VM05058

ADVISOR:

LIC. JOSE LUDWIG CORNEJO.

SAN SALVADOR, EL SALVADOR, CENTRAL AMERICA, FEBRUARY 2013.

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

ING. MARIO ROBERTO NIETO LOVO
RECTOR

MTRA. ANA MARIA GLOWER DE ALVARADO
ACADEMIC VICE RECTOR

IN PROCESS TO BE ELECTED
ADMISTRATIVE VICE RECTOR

DRA. ANA LETICIA ZAVALETA DE AMAYA
SECRETARY GENERAL

AUTHORITIES OF SCHOOL OF ARTS AND SCIENCES

LIC. JOSE RAYMUNDO CALDERON MORAN
DEAN

MTRA. NORMA CECILIA BLANDON DE CASTRO
VICE-DEAN

LIC. ALFONSO MEJÍA RIVERA
SECRETARY

AUTHORITIES OF THE FOREIGN LANGUAGE DEPARTMENT

MTRO. JOSE RICARDO GAMERO ORTIZ
HEAD OF THE DEPARTMENT

RICARDO GARAY SALINAS, M Ed.
**GENERAL COORDINATOR OF
THE DEGREE PROCESSES**

JOSE LUDWIG CORNEJO.

ADVISOR

Index

Contents

Introduction.....	2
Research topic.....	3
Statement of the problem.....	3
Objectives.....	5
Significance.....	6
Definition of terms.....	7
Limitations.....	8
Delimitations.....	9
Theoretical framework.....	10
Methodology.....	27
Data Analysis.....	29
Findings.....	40
Conclusions.....	41
Recommendations.....	42
Chronogram.....	43
Bibliography and Reference.....	44
Appendix.....	45

Introduction

The Foreign Language Department at the University of El Salvador offers a major called Modern Languages. This major provides two languages during the learning process and they are English and French, but also it gives two specializations that are Teaching and Public Relations. Along the time, this major has grown rapidly becoming one of the most demanded majors inside the University.

The purpose of this research project is to show some aspects of the community outreach made at the UES as a process to graduate from Modern Language major. In addition, the objective of this project is to know the effects of lacking alternatives for Modern Language students that belong to Public Relations area to do their community outreach in 2010/2011.

The community outreach is the professional activity that every single student at the University of El Salvador has to provide to the community and it is free of charge. Moreover, the community outreach is one the main requirement for students to graduate from their major that is why it is important to carry out.

As a result of this research, this project is divided into four main sections as follows: It will first consider the statement of the problem, where it is established the significance of the research project, then the objectives and the corresponding limitations. It will then go on the description of the research project in the theoretical framework along with a background of the community outreach performed at the University of El Salvador. Furthermore, in the theoretical framework it is shown the current situation in how to perform the community outreach and what the requirement need to be met. The third part consists in the methodology that will be used as part of the project in order to guide the research to generate a reliable conclusion. Finally, the data analysis will be presented including the data collection and how it was collected.

To summarize, this research project is based on reliable information which provides a deep study about the community outreach performed by Modern Language students that belong to the Public Relation area at the Foreign Language Department at the UES.

Topic

Effects of lacking alternatives for Modern Language students that belong to the Public Relations area to do their community outreach in 2010/2011.

Statement of the problem

The Modern Language Major is one of the alternatives the University of El Salvador (hereinafter referred to as UES) offers for those students who want to study languages. This major belongs to the Foreign Language Department (hereinafter referred to as FLD) and is divided in two areas: the Teaching area, which is focused on giving students the necessary tools to teach and Public Relations area, which is related to all fields about communication.

It is well known inside the university, that the community outreach is a really relevant topic along the major of every single student since it is a mandatory requirement for students to graduate at the end of their learning instruction. Thus, in order to do the community service, students are asked to accomplish the 80% of the curricula. For Modern Language students this requisite has been an issue. And it is that, according to a study carried out in 2011 that was aimed to these students; they recognize a lack of areas to do the community outreach for those students who belong to the Public Relations area.

By gathering opinions, ideas, and perspectives from students that were in their 5th year of studies in 2011, something interesting was discovered; it is the fact that students that belong to the Public Relations area have to face a drawback at the time of doing their community outreach. Most of them ended up doing their community outreach as an English, French teacher or teacher assistant (TA). Therefore, students do not develop their practices in the proper specialization.

To summarize, Modern Languages is one of the most demanded majors inside of the University and it is growing every year. As a result, there are more students who reach the necessity requirements to develop their community outreach. However, most of them complain about the need to have more options to do the community outreach in the area of their specialization, specifically those who belong to Public Relations area because of this current situation at the FLD, the following question emerges: Are there enough projects and what is the effect of this on the students who search for a branch of specialization in the Public Relations area?

OBJECTIVES

General objectives

- To know the options for Modern Languages students that belong to the Public Relations area to do their community outreach in order to propose different alternatives.
- To identify the effect of not having alternative options for Modern Languages students who belong to the Public Relations area to do their community outreach.

Specific objectives

- To analyze the perspective of Modern Language students that belong to the Public Relations area towards the current situation to do the community outreach corresponding to their specialization.
- To propose three projects aimed to Modern Language students that belong to the Public Relations area in order to boost students' confidence corresponding to their specialization.
- To discover if by providing new alternatives for students that belong to the Public Relations area will improve the opportunities of these students at the time of finding a job.
- To classify the main effects about the lack of options for Modern Languages students who belong to the Public Relations area to do their community outreach focused on the branch of their specialization.

Significance

The research will go into deep analysis about the existing process to carry out community outreach as a mandatory requirement for all students. For that matter, this project will provide descriptions and details for students to comply with this process.

The results of this project will influence the community outreach process since the proposal will offer new alternatives for Modern Languages students. At the same time, the results will contribute to the solution of the problem by presenting reliable information based on a qualitative research.

The community outreach has a significant relevance inside the University for all students. The importance to carry out this study lies in the necessity of having more alternatives for Modern Language students that belong to the communication area at the FLD.

In addition, this project shows the problem in the efficiency of community outreach related to the way students provide the service. At the same time, it is established the inequality among options to do the community outreach in the specific area of a given specialization, since students that belong to the Public Relations area deliver their community outreach in fields they do not belong to, for example: as English or French teachers. Moreover, this study contributes to give information in what community outreach is about for people who are interested about knowing this topic.

Throughout the project, results will be implemented as a way to create more options for Modern Language students, so as to help them to improve their communication skills by doing their community outreach in areas according to their specialization. Furthermore, students will be more motivated by having more alternatives at the time of choosing an option. In theory, the benefit of providing more alternatives for students that belong to the Public Relations area at the FLD is focused on creating competitiveness among them as future professionals as well as offering an opportunity to get work experience.

Definition of terms

Before entering to a more deeply analysis, it is important to bring up and define the basic terminology that will be used in this research project.

- **Proyección Social.**
The group of planned activities which pursue academic, research and service objectives, for the purpose of putting members of the university community in touch with reality, in order to get awareness of the Salvadoran social problems.
- **CommunityOutreach.**
The remuneration and mandatory professional activity that every student in the University of El Salvador has to provide to the community, free of charge to the public
- **Advisor.**
The person in charge of monitoring, evaluating, coordinating and approving the community outreach.

Limitations

- Lack of information in regards to community outreach since there is no information saved in files.
- Some teachers were not available to cooperate with an interview.
- It was difficult in somehow to get in contact with students that are graduated from the major to provide feedback about the topic.
- The group members were not totally flexible to attend scheduled tutoring.

Delimitations

Determination of the universe

Another relevant aspect in our research project is the elaboration of the instrument and the number of the sample. In this way, it was necessary to get the number of students from Modern Language major who completed the community outreach either from Public Relations area or from Teaching area as population at the FLD in the years 2010 and 2011.

- Population: 100 students

Determination of the sample

Once we got the data (the population of students who completed the community outreach), it is required to determine the number of the sample. The sample is the limited number of observations selected from a population on a systematic or random basis, which reflects generalizations about the population.

Based on probabilistic methods, this research project will work with a confidence interval of 75% from the population, meaning that the sample to be used in the study will be 75 students out 100.

Theoretical Framework

Language is one of the main components in the human civilization and culture. Most countries today, because of the urban sprawl, international commerce, tourism, business travel, and modern technology have begun to embrace the concept of a society that is multicultural and evidently a globalized multicultural society would have to be also a society that is multilingual. Hence, learning a second language can be an easy way of absorbing another culture completely different to the one a person belongs to. Often, other languages have better methods of expressing ideas, concepts or thoughts. For example English that is one of the most spoken languages in the world. To know about this language, provides many advantages for people all over the world, for example: English is the primary language of business throughout the world. Most international and business transactions including e-mails, memos, reports and contracts are written in English. This lingua franca can broaden your employment opportunities. People who speak two or more languages are ideal candidates for jobs in travel, international business, or translation. Furthermore, most software programs are written in English; so those who are seeking to expand their computer knowledge can find the ability to read and understand the English language invaluable. In addition, students who study abroad are greatly benefitted if they know at least Basic English; this knowledge helps them to communicate better with both students and teachers. In short, to speak English provides advantages in business and commerce, professional jobs, technological skills and academic improvement.

There are numerous benefits to learn English as a foreign language. English is now the language of global business, or the lingua franca. This means that in the international business community, English is used for communication by people who do not speak the same language.

English is the chosen language of international communication. Here, it is presented some characteristics of English as language:

- English has official or special status in at least seventy five countries with a total population of over two billion.

- Speakers of English as a second language probably outnumber those who speak it as a first language.
- Around 750 million people are believed to speak English as a foreign language.
- One out of four of the world's populations speaks English to some level of competence.
- Nearly one in two European Union citizens claim to be able to have a conversation in English according to a survey carried out in 1998, and 69 per cent of survey respondents who did not speak English as their first language felt that it was the most important language for them to learn or use.

Information and research

- English is the main language of books, newspapers, airports and air-traffic control, international business and academic conferences, science, technology, diplomacy, sport, international competitions, pop music and advertising.
- Over two-thirds of the world's scientists read in English.
- Three quarters of the world's mail are written in English
- 80% of the world's electronically stored information is in English.
- Of the estimated 200 million users of the Internet, some 36% communicate in English.

Develop a career after graduation

- Most professional jobs require a good level of English and it is remarkable on every CV "excellent level in English".
- Business and commerce are increasingly driven by international trade and to grow in a job it is needed to be able to follow this trend.
- Technical skills are essentials in modern industries and everybody needs to be able to both read and write technical in order to maintain the technical competence.

Ten Benefits of Early Language Learning

Learning a new language at any age is an enormously rewarding experience in many ways. While language learning is an enriching experience for all ages, children have the most to gain from this wonderful adventure. Quite simply, starting early offers the widest possible set of benefits and opportunities.

Children understand intuitively that language is something to explore, to play around with, and to enjoy. Their enthusiasm is both infectious and effective. The quickness with which they pick up their first language is nearly miraculous. The joy with which children explore their first language makes childhood the ideal time for a second language, even if all the other reasons for an early start did not exist. But there are many other reasons; these are some of the most notable benefits.

Higher test scores: Numerous reports have proven that students who have studied a foreign language perform much better than their monolingual peers on many standardized tests.

Better and more advanced reading skills: A study undertaken by York University in Canada suggests that bilingual children's knowledge of a second language gives them an advantage in learning to read. Their ability to apply the insights and experiences of one language to the other as well as their wider experience of language gives them a big leg up. As they grow older, this advantage continues and grows.

Greater confidence: Children are always discovering new things, but learning a new language is a uniquely rewarding experience—at any age. For children, the feeling of accomplishment that comes with their first steps toward a second language can spur them on to a deeper and broader passion for learning in general.

Gives brains a boost: In a recent article in *The New Yorker*, Malcolm Gladwell quotes James Flynn, a renowned scientist, as saying "The mind is much more like a muscle than we've ever realized... It needs to get cognitive exercise. It's not some piece of clay on which you put an indelible mark." Research into the effects of bilingualism on children suggests that exposure to more than one language is an excellent way of flexing those

brain muscles—and building them up too! Bilingual children in one study reported in *Nature* showed a significantly larger density of "grey matter" in their brains. And those who had been exposed to a second language from an early age proved to have the greyest matter of all. Grey matter is responsible for processing information, including memory, speech and sensory perception.

Natural-sounding, native-like accent: Children are always mimicking what they hear, and are surprisingly good at it! They are uniquely attuned to slight differences in tone and sound. Their sensitive ears help them pick up on and duplicate the tricky sounds adults and even adolescents often stumble over.

Greater opportunities for college and careers: Colleges now place an increasingly high value on knowledge of more than one language. As the admissions process becomes more competitive across the board, knowing a second or a third language adds a new dimension to an applicant's resume. And as the economy becomes more and more globalized, English-only becomes less and less of an option.

Bigger view of the world: Traveling abroad is an experience which can benefit anyone, offering not just new sites to see, but new frames of mind and new perspectives. But going abroad and feeling comfortable in the language of your destination means you're doing more than just traveling.

Greater grasp of one's first language—including a bigger, richer vocabulary: Most of the time we use our first language with little thought to grammatical rules or constructions. This is perfectly natural, but the experience of learning a new language can bring greater understanding and perhaps even better grammar to our first language. Knowing the way another language works encourages us to examine our own language's mechanics in a positive way. By being able to compare the two, we learn more than we ever would as a monolingual.

Building and keeping cultural connections: Some of us are lucky enough to have a relative who still speaks their mother tongue frequently. To be able to communicate with them in that language builds a bridge—not only to that person, but to the heritage and

history they represent. To maintain that connection keeps alive so much—memories, stories and traditions—and brings to life new memories, stories and traditions as well.

An all-family activity: Modern life is hectic; its demands are frequent and often contradictory. Learning a language together as a family provides a unifying activity, which doesn't require you to drive your kids anywhere, and doesn't make it necessary to be in ten places at once.

As it has been established in this context, English is an important language and at the University of El Salvador is not the exception. The FLD provides to students the Modern Language major as option to develop a language, not only for English, but also for French. In addition, this major is growing rapidly because of the fact that students are getting more interested to learn a second language in response to opportunities to find a better job or to related matters.

Students that decide to take this major are called to complete the learning process in approximately 5th years, in which the student is required to provide a service to the community free of charge and not paid, this is called: community outreach.

Generalities of Community Outreach

Community Outreach is known as the activity that people do at some point, collaborating in performing work or activities in order to help the society. One of the fundamental characteristics of community outreach is that it is not paid to the practitioner, being primarily mandatory for students. Generally, the community outreach is developed in regions or areas that have low quality of life.

Values such as solidarity, mutual support, unity and common struggle for the rights of the most vulnerable are the most commonly seen in those who perform the community outreach.

At the university level, the development of the community outreach was born thanks to the “University reform”, “Reform of Cordoba” or “Argentine University Reform of 1918”

which was the university reform movement that began at the National University of Cordoba in 1918, led by Deodoro Roca and other student leaders like Arturo Orgaz, and then spread to other universities in the country and Latin America. Among the principles of this reforms are: university autonomy, co-government, the frequency of the chairs, and competitive examinations, and university extension. This principle pretends to "extend" the presence of the university in society and relate intimately with the people and not serving corporations. In that year, "reformers" universities and the Student Centers usually had departments of university extension fully dedicated to bring university experience and to incorporate students' expertise to the society.

Successful cultural centers like the Centro Cultural Ernesto Sabato of the Faculty of Economics, UBA, Ricardo Rojas Cultural Center of the School of Psychology at the UBA and the University González Prada of Peru, were examples of university extension in that period of time. Nowadays, the university community outreach has as main objective to give back to society what it has invested in the student's education, while showing commitment the students involved with their community, particularly the poorest sectors, integrating critical and active process of national reconstruction. The practice of this service also allows comparing the learning processes of social reality, producing in this way a feedback link between the model of higher education and the needs expressed by the process of social and productive development. In this sense: "... community outreach, rather than requirement, should be considered as a practice that contributes to the training of students, and the development of higher education and connection with the needs of society as a group. "

In turn, it is considered important to understand the community outreach as part of the necessary process of democratization that must go through the universities. Democratization of knowledge and technologies produced in the universities, offering the service to larger sectors of the population. Democratization based on a restructuring of the University in terms of responding to real needs in the country. Democratization from the integration of students, teachers, other members of the educational community, social and union organizations in the process of forging a new university model according to the new national project.

Community outreach is also a means to develop values, because the professionals trained in the university are called to play a social role increasingly important, and its close involvement is essential to ensure the collective benefit, not only as a method to improve quality of life, but overall, an effort of solidarity and fraternity to contribute to social cohesion, from the awareness of sharing values and a common destiny.

Also as a pedagogical matter, university extension, the way how the community outreach was called, is proposed as an integrative experience that allows the development of knowledge: the ability of solving problems, ability of adaptation to new situations, ability to select relevant information from the fields of work, culture of the citizens which allows to make decisions, ability to continue learning in contexts of current technological and socio-cultural changes and permanent expanding knowledge, ability to find intermediate spaces of connection between the contents of the diversity of disciplines, to undertake development projects in which knowledge or procedures of various subjects learned could be applied. These are basic skills for strategic learning. For all this, it can be said that the University community outreach allows the practicing to modify the forms of learning and assessment, helping to relax and adapt the curriculum to the needs of the community and the society, while increasing retention and graduation deepening the social integration of students with their socio-community contexts.

The community outreach is an important part in the major of every student because it is in the moment that the students can prove that they are able to develop themselves in a professional way and the main goals of the university community outreach in Latin America are:

- To develop in students the values of solidarity and commitment to get a collective benefit.
- To integrate theory and practical knowledge learned in the classroom with a learning experience developed in an interdisciplinary way and in contact with the country's most pressing problems.

- To deepen the relationship between the university and social needs, allowing them to generate a link between the functions of extension, teaching and research that will facilitate to readjust the curriculum content and research work based on the needs and challenges of the national development process.

Increasingly democratize the university: the democratization of knowledge and technology, democratic forms of construction of this knowledge from the knowledge and experience to incorporate popular democratization from restructuring the university based on social needs, democratization from integrating the entire university community and the entire community to the process of developing a new university.

- To promote interdisciplinary work, as a way of approaching the students to the reality.
- To develop knowledge and technologies related to national development, practicing real cognitive sovereignty or scientific autonomy.
- To promote strategies of higher education system, detecting and orienting national demands in terms of these strategies, while incorporating the various social and state the diagnosis, development and implementation of different policies.

At the University of El Salvador, outreach is, along with teaching and research, one of the basic functions that it offers, and that is why this institution is committed to promote projects that benefit the Salvadoran society.

At the UES, community outreach stems as an institutionalized form in the late 80's. According to José Luis Argueta Antillón, it was born "as a need to express in the educational project of the main campus, better known as a political project, the expanded role of the traditional university extension, becoming community outreach". At that time civil war was ending in El Salvador with the signing of peace treaty; this was a cyclical time which imposed new demands. In this context, community outreach is

established after a four-day seminar in 1988. Consuelo Roque took the management of “Proyección Social” and began to be inserted into the communities.

“Proyección Social” was born due to the commitment of the University to the society. In the early 80's, and as a legal mandate in 1988, the “Reglamento General de Proyección Social” was created with the main objective to support and guarantee the development of this entity.

According to the article 58 of the “Reglamento de la Ley Orgánica” of the University of El Salvador Outreach is defined as: “the group of planned activities which pursue academic, research and service objectives, for the purpose of putting members of the university community in touch with reality, in order to get awareness of the Salvadoran social problems”.

According to the article 59 of the “Reglamento de la Ley Orgánica” the objectives of outreach are:

- To promote among the Salvadoran population: science, art and culture, aimed at finding your own identity and contribute to their development.
- To influence effectively in an interdisciplinary way in the transformation of the human being and the society, contributing to its economic, social and cultural development.
- To contribute to the training of professionals with critical thinking and initiative to produce science and technology appropriate to the Salvadoran reality.
- To promote discussion and contribute in solving national problems.

The development of the community outreach at the University of El Salvador is in charge of “Secretaría de Proyección Social” (SPS). This organization has supported the Salvadoran society with concrete actions, to influence the processes of social change and development through research and teaching. The article 14 of the University of El Salvador: “The SPS will be responsible for managing and coordinating outreach along

with the UPS, according to these regulations, policies and guidelines for the purpose that the University Superior Council (CSU) considers convenient.”

The way how to do the outreach at the University of El Salvador for the society is diverse and it depends specifically on the different Schools and their respective majors. Outreach is divided in different modalities: volunteering, internships, generation of Public Opinion, research support, technical assistance to different areas of knowledge and support to communities in disaster and Social service (community outreach).

This last modality, according to “Proyección Social”, is defined as: “the remuneration and mandatory professional activity that every student at the University of El Salvador has to provide to the community, free of charge to the public.”

Social Service, as a form of community outreach, will be made in an obligatory way for all the majors that the university manages through the various academic units and institutions, in order to obtain the relevant degree in the conditions and characteristics established by the “Ordenamiento Jurídico Universitario.”

About the main objectives of the community outreach, as one of the means by which the University must fulfill the outreach and be the culmination of the programs of the institution towards achieving this end, according to the article 32, they are:

- To contribute to the development and change of society with the academic training of students at the University of El Salvador
- To enhance the academic training of future professionals through interaction with the society.
- To strengthen the humanization and social awareness of the future professional at the University of El Salvador.
- To support the development of society, preferably with its most vulnerable part of it.

- Providing free professional assistance to the Salvadoran community.

A university student, in order to begin with the community outreach, should meet certain requirements expressed in the article 33 of “Reglamento de la Ley Orgánica”:

- To have completed at least 60% of credits and to have the relevant certification provided by the correspondent Academic Administration of each Faculty
- To be enrolled in the SUPS.
- To have SUPS’s approval.

About the Community Outreach’s duration, the rule states that it would depend on the major studied by the student

- Technical and teaching professions – 300 hours
- Engineering, Architecture, and bachelor’s degree - 500 hours
- Master degree - 200 hours
- Doctorate – 300

(The period of time for the elaboration of the community outreach is from 3 to 18 months.)

There are certain duties that must be accomplished by students since the beginning to the end in the elaboration of their community outreach that are expressed in the article 39:

- To develop the work plan for community outreach and present it to the tutor in order to get his/her approval.
- To complete the community outreach as expressed in the work plan.

- To perform community outreach in a continuous or alternating way in a minimum of 3 months and a maximum of 18 months.
- To comply with the administrative and disciplinary rules of the institution where community outreach will be developed and will take place.
- Timely to report to the tutor about any situation that arises and that can interfere with normal development of community outreach.
- To act responsibly in the development of scheduled work in the respective plan and support the institution in which community outreach is developed.
- To present to tutor two reports: the first when after making the 50% of the time of the community outreach and the second at the end of the execution of the work plan.
- To present the final report no later than 3 months after completion of the project.

After presenting the main objectives about the requirements of community outreach, here it is shown the objectives about the Modern Language Major as per Plan de estudios de la Licenciatura en Lenguas Modernas: Especialidad en Francés e Inglés. Ciudad Universitaria, Febrero 2002:

Objectives:

Through this course the student must be able to:

To carry out to the practice field acquired knowledge during the teaching- learning process in the major.

To accomplish with the graduation requisites of 500 social hours demanded by the School of Arts and Science.

Description:

It is intended through this course to encourage the students the different interim working situations for them to experience the professional reality in the labor place the same according to their area:

This is a special course and different from others considering that it will not be a development of contents but a labor activities schedule provided by the teacher, and tutoring provided by the teacher in charge of the project. All these activities will be focused through the sub unidad de proyeccion social of the language department.

CommunityOutreachAreas:

French and/ or English teacher in the teaching field.

In Publicrelations.

- Secretarial inquiries
- Hotel and catering
- Touristic guide
- Interpreter
- Translator
- Flight attendant and purser
- Customer service and travel agencies and airports

Professional Profile.

Knowledge

The trained professional and graduate of this major plan should have the following knowledge aspects:

- The grammar rules and the essential linguistic use to the communication in English and French languages.
- The cultural and social-linguistic factors related to these languages.

- The investigation techniques applied to the resolution of public cases according to the case.
- The basic principles
- The theoretical principles of communication and Public relations.
- Different hours, styles and literary genres
- French writers and francophone, North Americans, Salvadorians and other Hispanic writers.
- Methods and techniques for teaching in both languages

Skills.

During the learning process in the major the students will acquire the following skills:

- To communicate orally and written in French and English in a fluent way and linguistically correct.
- The oral and written speech must be in a complete, analytic and critical way.
- To apply the knowledge in Spanish, the mother tongue, English and French in the public relations area or in teaching according to the case.
- To use basic translation techniques in these three languages specially in French/ Spanish.
- To use the necessary linguistic metalanguage to refer to the modern language learning process.
- To use the appropriate methods and techniques to follow the autodidactic studies in the French and English languages.

Attitudes.

Through the studies in the Modern Language major, the students will develop the following attitudes:

- To strive for being up dated in the field related to the studies.

- To investigate in the area of the studies or areas related to these ones.
- To be analytic and receptive to the critics.
- To show respect for the cultural and conceptual differences of others.
- To be sensible to share the knowledge with other people.

Occupational profile.

The graduate will be able to work as teacher in the teaching area of English and French to the middle school level or at the university, depending on the choice, also the graduate will be able to work in the public relation field: as business manager in international companies, as purser in airlines, as officials for passenger service in the airport, as translator, as operator phone companies, as interpreters, and as touristic guides and as trilingual receptionist in the hotels.

In order to support this research, some teachers from different department at the UES were interviewed and their perspectives are presented as follows:

According to Lic. Alberto AraujoFunes from the Journalism Department at the UES, the Proyección Social is organized with the necessity of institutions and according to this unit; community outreach has to be done in accordance to the specialization of the major for students to develop their knowledge that was acquired during the learning process. In addition, if at the time that a student is doing his community outreach and he encounters an activity which is not related to the profile, the consultant makes the decision to quite that student from the project. Mr. Araujo mentions that the community outreach can be done inside and outside the University starting from the nature and specialization of the major. For example, they cannot send students to teach since it is not their specialization.

Furthermore, Lic. Carlos Armando ZelayaEspaña from Psychology Department states that, that department responses to a leadership unit by following the guidelines already established, so they have been able to control the process in a better way. In addition,

he also mentions that they have been taking care of the regulation that establishes the student has to do his community outreach according to his area of formation and the nature of his major. Sometimes, students did their community outreach in different areas like administration, paperwork's or accounting things. Now, it is not like that and it is expected to be filtered.

In accordance to Lic. Francisco Antonio Gomez Benitez from the Literature Department, he establishes that a student is ready to begin the community outreach until he complies with all the requirements that are asked by the academic administration. Mr. Gomez also shares the idea that students can develop their community outreach inside and outside the University as long as students work with public institutions like NOG's. he also mentions that all the projects that are available were created in response to the necessity of different institutions that request their service. Moreover, all the projects they have are related to type of learning or specialization that students received and that is mandatory. According to Mr. Gomez, it is not possible at all that a student can do his community outreach in an area in which he is not specialized and it would be in contrast to all the regulations that govern the community outreach process at the University of El Salvador.

Some ideas were also established by teachers from the FLD about the process of the community outreach. Lic. Franklin Rodriguez focused on the problem about the lack of options from Modern Languages students to do their community outreach in the area of their specialization, so that, they ended up doing their outreach in different fields. He establishes the inequality for Modern Language students who belong to Public Relations area to do their community outreach since students from Teaching area have more options inside and outside the University.

Lic. Alfredo Lopez from Modern Language Department advises that even though there are more projects related to Teaching area they are working to create more alternatives for students who belong to Public Relation area so they can perform their community outreach in a better way.

The community outreach plays an important role in every single student since they are able to put in practice their expertise acquired in their learning process. Moreover, students face to an experience that will help them to feel comfortable about their knowledge and succeed in the labor field.

Methodology

Overall strategy

- **Exploratory**

This research is conducted to clarify ambiguous problems. Management may have discovered general problems, but research is needed to gain better understanding of the dimensions of the problems. Exploratory studies provide information to use in analyzing a situation, but uncovering conclusive evidence to determine a particular course of action is not the purpose of exploratory research.

Instrument

- In-depth interview

The in-depth interview is a qualitative method of analysis, which proceeds as a confidential and secure conversation between an interviewer and a respondent. By means of a thorough composed interview guide, which is approved by the client, the interviewer ensures that the conversation encompasses the topics that are crucial to ask for the sake of the purpose and the issue of the survey.

- Questionnaire

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Most of the time, they are designed for statistical analysis of the responses.

Data Collection

Methods and techniques

- Interviews
- Notes
- Magazines
- Materials.
- Thesis
- Recordings

Due to the nature of the research project interviews will be used to collect the data

The qualitative research interview seeks to describe the meanings of central topics in the life world of the subjects. The main task in interviewing is to understand the meaning of what the interviewees say.

Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires.

Waysto record data

- Tape recorder will be used to get teachers impressions and responses.
- Taking notes at the time of the interview in some cases.
- Writing notes as you review your field notes, transcripts or other data.
- Use of computer

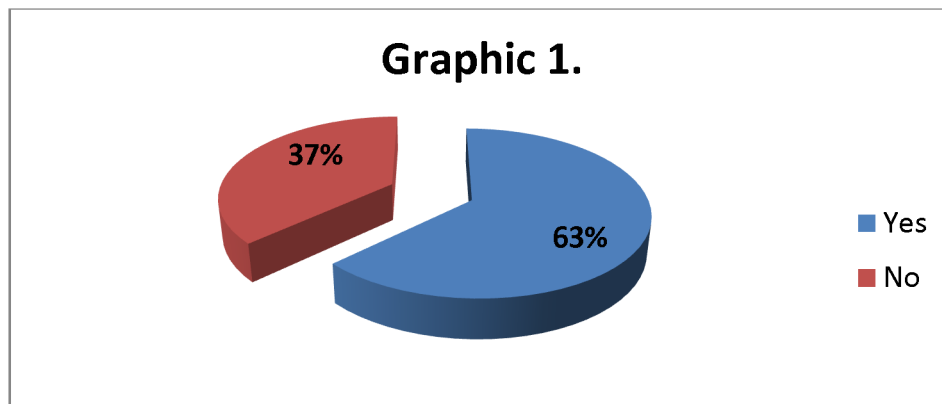
Data Analysis

Global results of surveys from Modern Language students that performed the community outreach in 2010-2012. The instrument is made up of ten closed and opened questions, with the main purpose to know the perception of Modern Language students about “The lack of alternatives for Modern Language students that belong to the Public Relations area to do their community outreach”

1. Did you face any kind of drawback at the time of choosing your community outreach? If your answer is no, please skip the question number two.

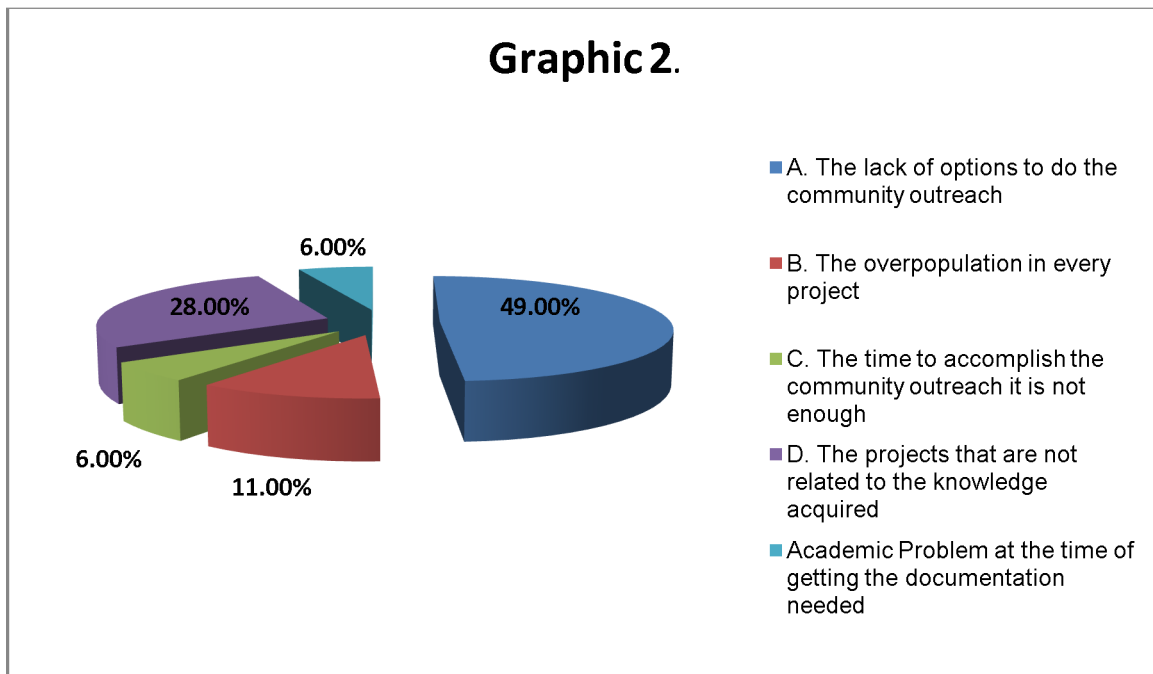
Yes 63.00%

No 37.00%



The 63% of participants that represents 47 students mentioned that they did find a drawback at the time of choosing their community outreach. Some of the drawbacks they found were: few options, options not related to the branch of their specialization, and some projects were already taken. On the other hand, just the 37% of the participants that represents 28 students stated they did not find any drawback at the time of choosing their community outreach. The main reasons why they did not find any problem were the scenarios where students performed the community outreach in the area of their specialization and also because they found flexible schedules.

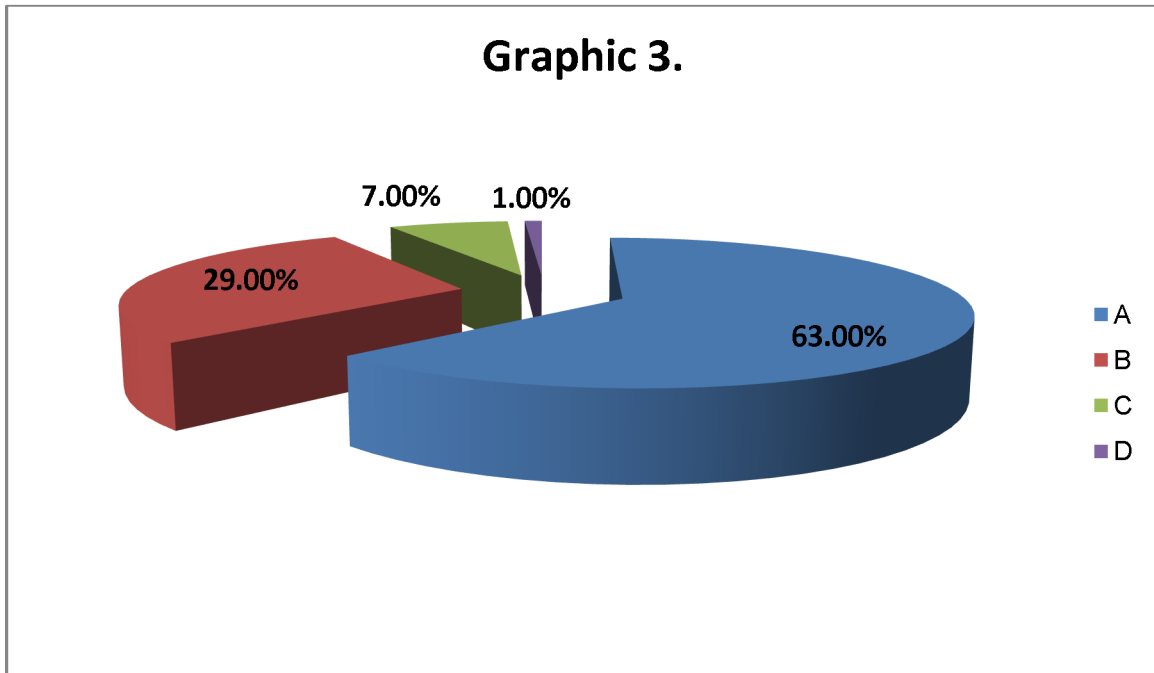
2. What kind of drawbacks did you face at the time of choosing your community outreach?



The 49% of participants that represents 23 students mentioned that the lack of options to do the community outreach is one of the most significant drawbacks at the time of doing their community outreach. In addition, the 28% that represents 13 students established that the projects are not related to the knowledge acquired. Moreover, the 11% of the participants that represents 5 students showed that the overpopulation was their main drawback. The 6% of the participants that represents 3 students said that the time to accomplish the community outreach was not enough. Another 6% of participants stated that their drawback was related to academic problems at the time of getting the documentation needed.

3. Do you consider the community outreach is important for the development of your major?

Yes 92.00% No 8.00%

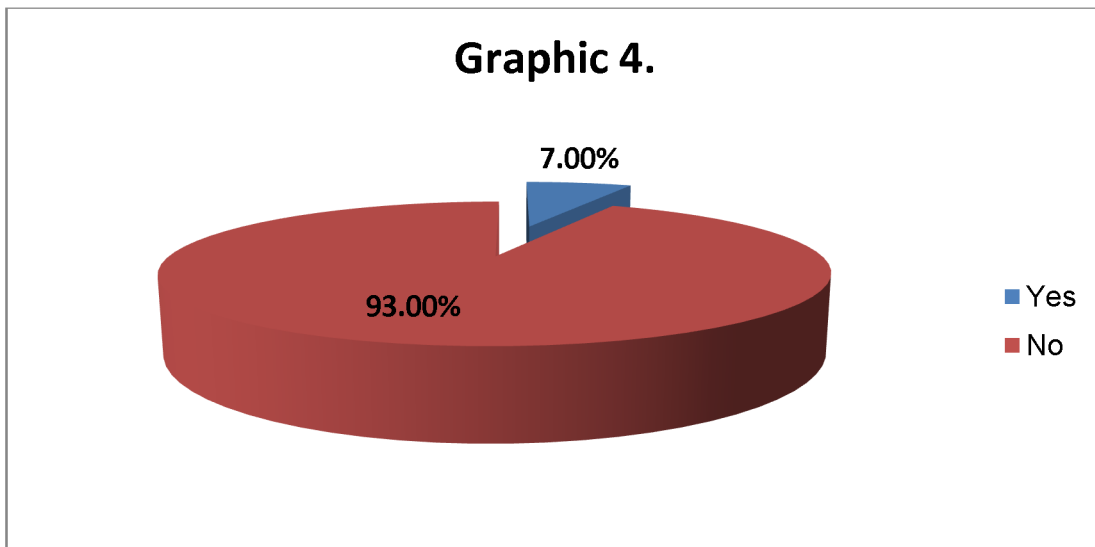


The 92% from the grand total shows an affirmative answer with two main reasons: the first one with a 63% (A) that represents 47 Students mentioned that is important to put into practice all the theory learned, and the second one with a 29% (B) that represents 22 students said that at the time of working outside of the university they will need a previous experience in the field where they are going to work on.

The 8% represents a negative answer also divided in main reasons: the first one with a 7% (C) that represents 5 students stated that all what they learned during the major is not put into practice at the time of performing the community outreach, and the second one with 1% (D) that represents 1 students who said that the community outreach was a waste of time and money.

4. Do you think there is equality between the two branches of Modern Language major, regarding the teaching and the Public Relations area in order to do the community outreach?

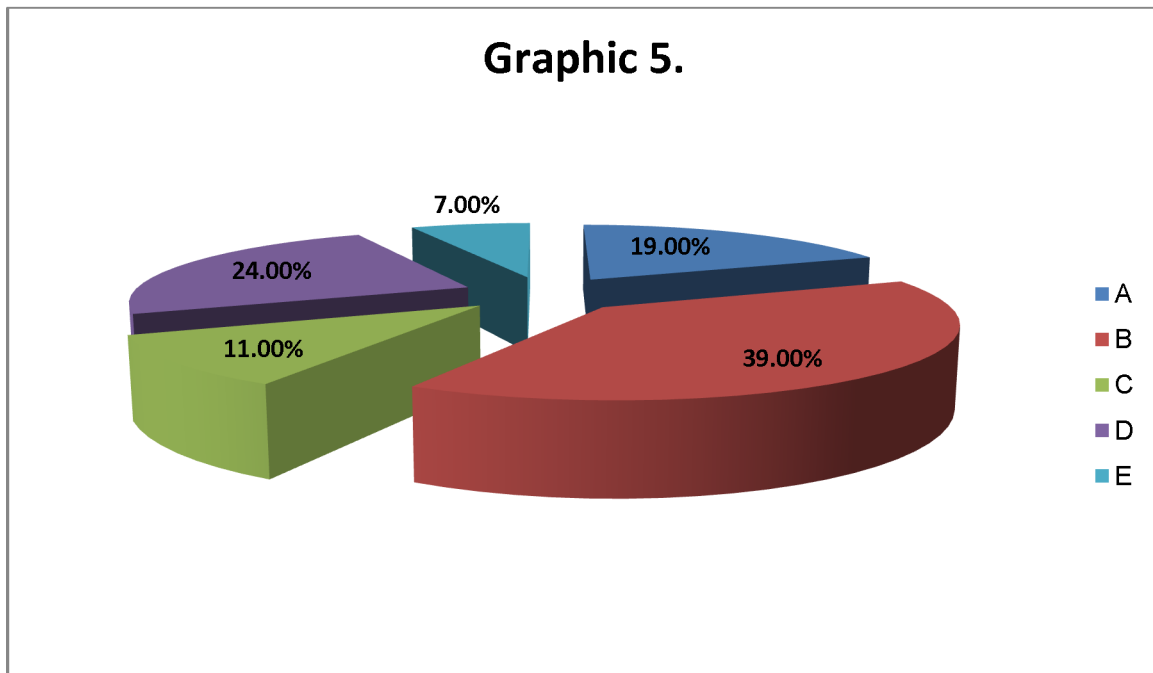
Yes 7.00% No 93.00%



The 93% of the participants that represents 70 students shared the idea that there is no equality between the two branches since there are more projects for students who belong to Teaching area than students who belong to the Public Relations area.

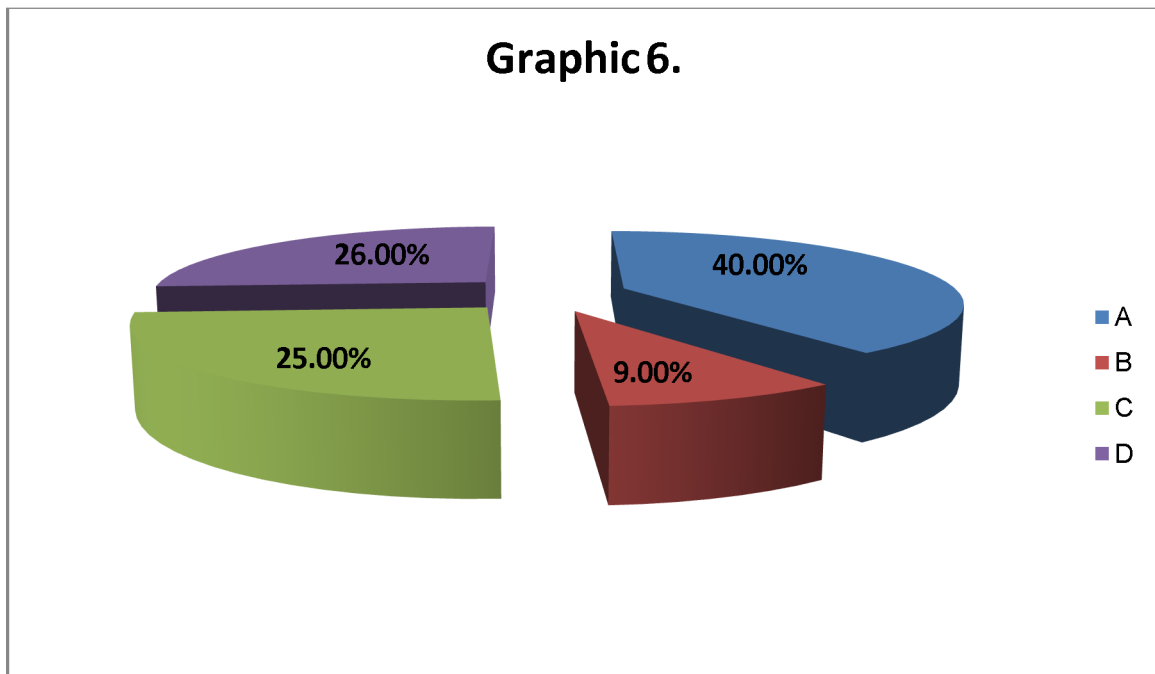
5. Did your community outreach give you the opportunity to improve your learning process within the major?

Yes 19.00% No 81.00%



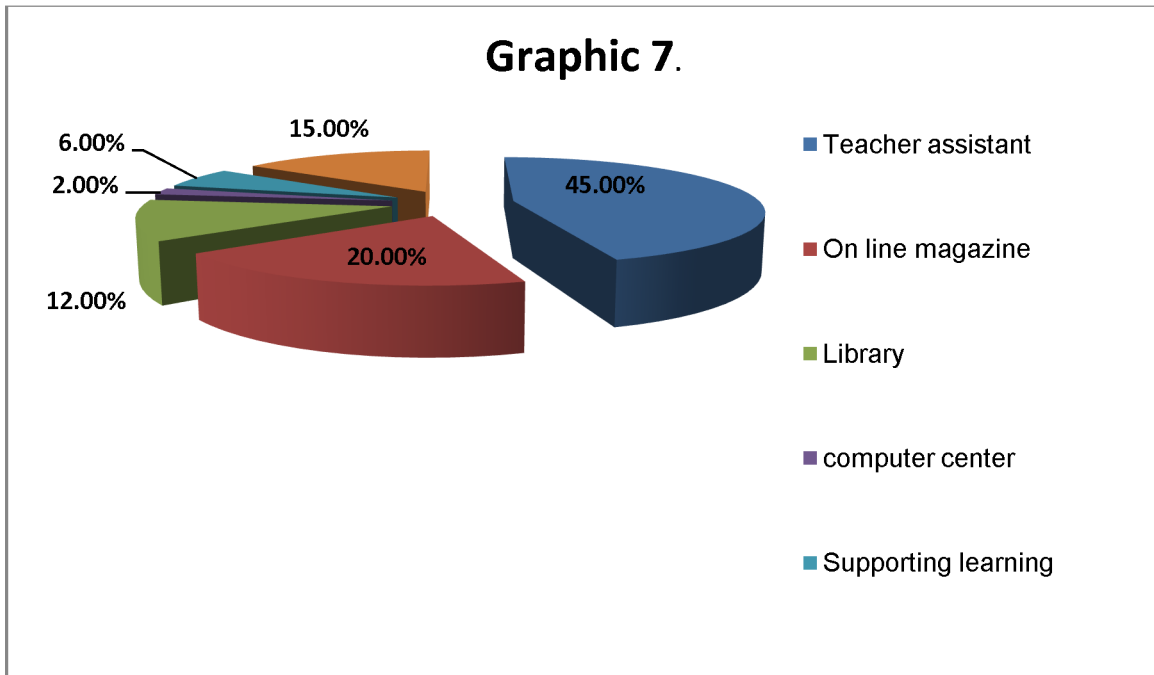
The 19% (A) of the participants that represents 14 students expressed that through their community outreach they had the opportunity to improve their learning process because they were able to apply their communication skills. In contrast, as a result of the negative answers the 81% of participants that represents 61 students established that they did not have the chance to improve their learning process through their community outreach because they did it in different areas not related to their specialization. Another reason was because they did not know what to do in their community outreaches since it was related to teaching area. In addition, some students said they were not able to improve their fluency in both languages because they did not have the opportunity to practice the languages.

6. What can you say about the options that Modern Language students have to do their community outreach?



The 40% (A) of the participants that represents 30 students mentioned that it is necessary to focus in specific projects related to each branch so they can apply their knowledge acquired. Moreover, a 25% (C) of participants that represent 18 said that there are more projects focused on teaching area do not have the opportunity to perform their skills. Furthermore, 20 students that represent the 26% (D) of participants expressed the necessity to implement more options to students who belong to the Public Relations area. The 9% (B) of participants that represents 7 students that advised that the Poyección Social should take into account students' opinions at the time of proposing new projects because students mentioned some projects such as tourist guides, call center, translators, hotel receptionist.

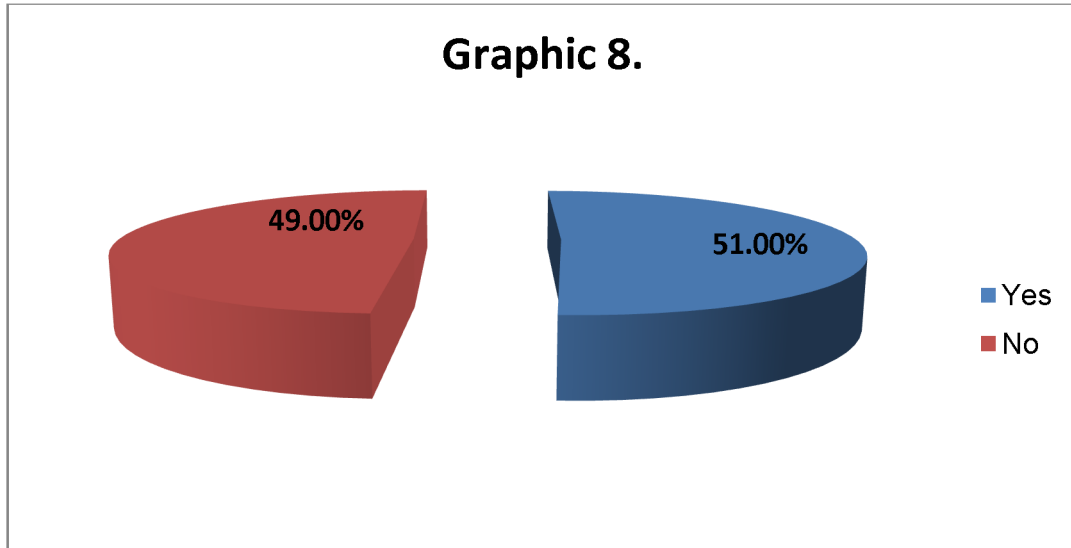
7. What was the project you worked as community outreach?



The 45% of participants that represents 33 students answered they did their community outreach as teacher assistants even though they belonged to the Public Relation branch. The 20% of participants that represents 15 students said that they did their community outreach in on-line French magazines where in fact these students were able to put into practice the knowledge acquired in their specialization. The 12% of participants that represents 9 students showed that they did their community outreach within the library because most of the projects were already taken. The 15 % of participants that represents 11 students stated that they performed their community outreach as teacher outside the university with the same case that they were not from Teaching area. The 6 % of participants that represents 5 students said that they did their community outreach in tutoring, and a 2% of participants that represents 2 students expressed that they did their community outreach in the computer center even though they were not able to develop their communication skills.

8. Do you think the community outreach you worked on fit to your major?

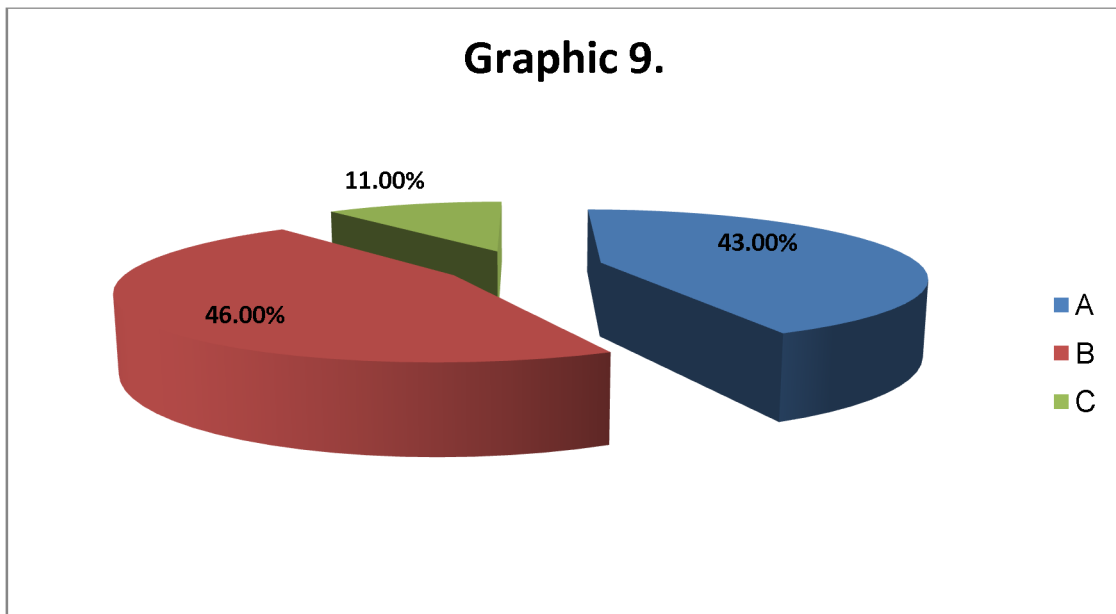
Yes 51.00% No 49.00%



The 81 % of participants that represents 61 students manifested that the community outreach they worked on did not fit to their major because there were no many projects for The Public relations area, and a 19 % of participants that represents 14 students indicated that the community outreach they worked on fit their major because they were able to work in projects that corresponded to their specialization.

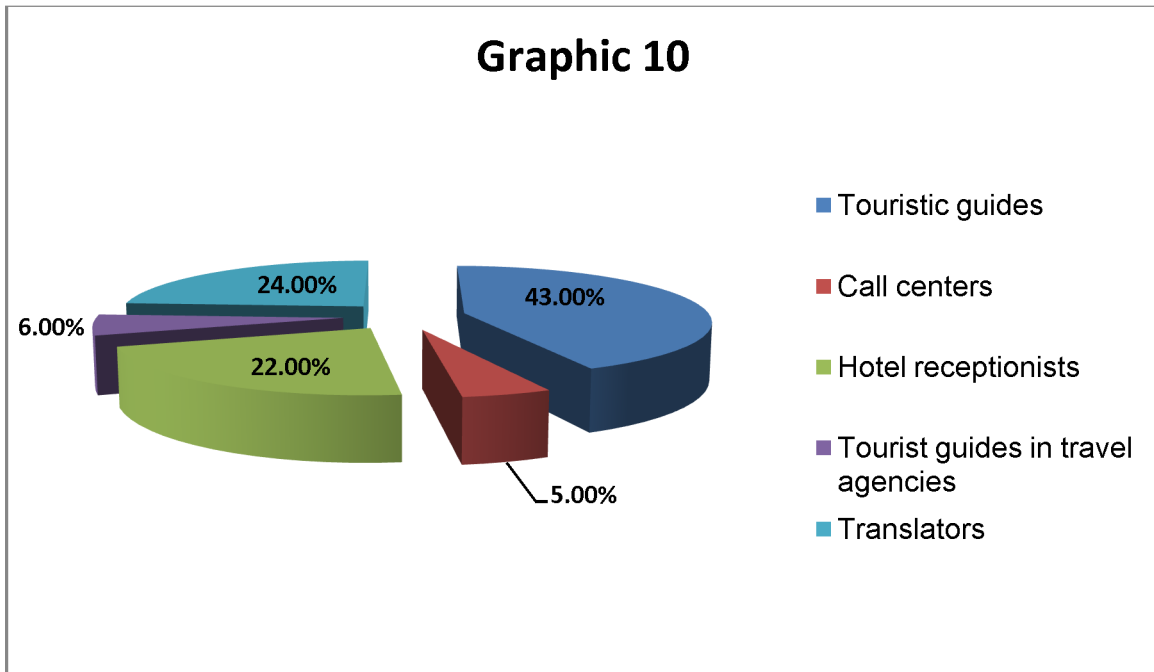
9. Do you think that providing new alternatives for Modern Language students that belong to Public Relations area will help them to develop their skills acquired in the learning process?

Yes 89.00% No 11.00%



The 89% of participants that represents 67 students expressed an affirmative answer divided in two main reasons: the 46%(B) that represents 35 students mentioned that by providing new alternatives will help them to develop their skills acquired in the learning process and it will also boost them to feel more confident at the time of looking for a job. The 43% (A) also stated in an affirmative way that they will have not only the theory but also the practice. In contrast, the 11% (C) that represents 8 students said that there are no projects that could cover everything during the major.

10. Could you describe a project you would like to propose for new students that can accomplish the area of their specializations?



The 43% of participants that represents 32 students proposed to develop the community outreach as tourist guides in museums where they could put into practice their communication skills in both languages. In addition, the 24% that represents 18 students shared the idea to work as translators in both languages to keep improving their learning process. Moreover, the 22% that represents 17 students said they would like to work as a hotel receptionist so they can improve their fluency in both languages. Then, the 6% that represents 5 students mentioned that working as a tourist guide in travel agencies could be a great project where they could interact with foreign people. The 5% that represents 3 students expressed that they would prefer to work in a call center to improve their fluency and speak with native people.

Findings

Based on the collected data through the questionnaire, it was recognized that most of the students faced a drawback at the time of choosing a project to do their community outreach, due to overpopulation in every project or because there were no many alternatives related to knowledge acquired.

Something remarkable about this research was that most of the students shared the idea that the community outreach is important for the development of their major, not only to put into practice all the theory learned, but also to obtain experience that will help them at the time of working outside the university.

Through the questionnaire, it was discovered that there was no equality between Teaching and Public Relations area since most of the options are focused on Teaching area where students have great chances to develop their specialization in fields like: Teacher Assistant, Teachers inside and outside the university and Tutoring.

As per given answers, it was exposed the disagreement of some students about the fact that their community outreach did not give them the opportunity to improve their learning process because they did it in different fields not related to their specialization, so they did not know what to do in cases like teaching or tutoring. Another perspective that was shown from students was that Proyección Social should take in account students' opinions at the time of creating new projects, since they proposed some options through the questionnaire such as: tourist guide in museums, call centers, hotel receptionists, tourist guide in travel agencies and translators. These options according to the participants are more related their sort of specialization and major.

Another important finding about this research was that, it was reflected the necessity to create more options for students that belong to the Public Relations area to do the community outreach, with the main purpose to have them improve their skills as much as possible in the area of their specialization through new projects that response to their needs. Moreover, most of the students also think that by having more alternatives for them to do the community outreach it will help them develop their knowledge acquired in the learning process.

Conclusions

- Factors like not having many alternatives to perform the community outreach for students that belong to the Public Relations area generated a feeling of being less competent than other students.
- The perspective that Modern Language students that belong to the Public Relations had about the community outreach, was that they did not have many alternatives that response to their specialization.
- It was found out that by providing new alternatives for students that belong to the Public Relations it will help them to improve their opportunities to get a job.
- It was discovered that students that belong to the Public Relations branch were not getting the experience they expected to have at the time of doing their community outreach.
- By not having many projects related to the specialization in Public Relations, students were not able to put into practice all the knowledge they acquired in the learning process.
- Many participants were more interested to have an opportunity to do the community outreach in a private institution where they could apply their specialization.
- Another aspect that was exposed is that many students would like to do the community outreach outside the university as long as it matches with their specialization.

Recommendations

Having established the effects of lacking alternatives for Modern Language students that belong to the Public Relations area to do the community outreach in 2010/2011, it is a must to provide some recommendations in order to improve the perception of students in regards to this matter, so as to generate more alternatives for them.

- Create more projects for Modern Language students that belong to the Public Relations area, so they have the same opportunities to put into practice their specialization.
- Create an e-mail address in Proyección Social where students can propose and share new projects to do the community outreach.
- Negotiate with more institutions to do the community outreach outside the university.
- Establish an alliance with the Tourism Minister to have the opportunity to do the community outreach with them in a consistent way.
- Coordinate projects with different museums to work as translators, so students can apply their communication skills.
- Create more website projects where students can support them and at the same time to extend the communication and information at the Foreign Language Department.
- Use of more technology, so students can be more motivated to do the community outreach.

Chronogram

Activities	May				June				July				August				September				October				November								
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4					
Statement of the problem	■	■																															
Objectives			■																														
Significance				■	■																												
Definition of terms						■																											
Limitations							■	■																									
Delimitations									■	■																							
Theoretical framework									■	■	■	■	■	■																			
Methodology															■																		
Setting up the research questions																	■	■															
Researching literature review																		■															
Making the instrument																		■	■														
Applying the instrument																			■	■													
Collecting data																					■	■											
Analyzing data																							■	■									
Checking the final report																									■	■							
Presentation of the research project																															■		

Bibliography and References

- Cruz Chavez, Maria de la Paz; Elsa Hilda, Hernández Carías; Menjivar Aguilar, María Margot. Manual de Procedimientos de la Secretaria de Proyeccion Social y Servicios de la Universidad de El Salvador. Tesis (Licenciatura en Administracion de Empresas) Universidad de El Salvador. (1987)
- HenriquezLopez, Claudia Beatriz; Cornejo Rodriguez, Neftali Alberto; Ayala, Yosimar; Coreas, Jacqueline. Insights of English Teaching as Community Outreach Developed by Students of the University of El Salvador in different institutions in San Salvador”. Universidad de El Salvador (2011)
- Homero Llanes, Jorge. Propuesta de un Sistema Administrativo del Servicio Social para la Facultad de Ciencias y Humanidades de la Universidad de El Salvador. Tesis (Licenciatura en Adminisracion de Empresas) Universidad de El Salvador. 1997
- Barahona, Jose Victorino; Linares de Gonzalez, Olga Kenia. Con la colaboración de Hoiiie, Alexandre. Plan de estudios de la Licenciatura en Lenguas Modernas: Especialidad en Francés e Inglés. Ciudad Universitaria, Febrero 2002.

APPENDIX

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



Objective: find out the options for Modern Languages students that belong to the Public Relations area to do their community outreach, in order to carry out our research project focused on: Effects of lacking alternatives for Modern Language students that belong to the Public Relations area to do their community outreach in 2010/2011.

Instructions: Please write your opinions down in the questions below.

1. Did you face any kind of drawback at the time of choosing your community outreach? If your answer is no, please skip question number two.

Yes_____ No_____

2. What kind of drawbacks did you face at the time of choosing your community outreach?

3. Do you consider the community outreach is important for the development of your major?

Yes_____ No_____

4. Do you think there is equality between Teaching area and Public Relations area to do the community outreach? Why?

5. Did your community outreach give you the opportunity to improve your learning process within the major?

Yes_____ No_____

Why?

6. What can you say about the options that Modern Language students have to do their community outreach?

7. What was the project you worked as community outreach?

8. Do you think your community outreach you worked on fit to your major?

Yes_____

No_____

Why?

9. Do you think if by providing new alternatives for Modern Language students that belong to Public Relations area will help them to develop their skill acquired in the learning process?

Yes_____

No_____

10. Could you describe a project you would like to propose for new students that can accomplish the areas of their specializations?

Thank you.



**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCE
FOREIGN LANGUAGE DEPARTMENT**



Objective: to find out the options for Modern Languages students that belong to the Public Relations area to do their community outreach, in order to carry out our research project focused on: Effects of lacking alternatives for Modern Language students that belong to the Public Relations area to do their community outreach in 2010/2011.

1. What can you say about the history in the outreach activities in the Foreign Language Department?
2. What can you mention about the options that Modern Language students have to do their outreach activities?
3. What are the projects you are working on?
4. What are the future projects you have?
5. Do you think that there is inequality regarding option between teaching area and communication one in Modern Language career?

Thank you.



Interviews

Lic. Alberto AraujoFunes (Journalism Department)

1. Actually, it is not that the Proyección Social creates the projects, but normally the Proyección Social is organized according to the necessity of the institutions. Here, for example we have a website for the department as project and we want to involve students from this major to update the website as community outreach. So, we take some aspects into account for people to know what the major is about. As per Proyección Social the community outreach has to be done according to the specialization of the major for students to develop their knowledge that was acquired during the learning process.
2. Most of the community outreaches are done outside the University in public institutions, NGO's, ministers and town halls. However, there have been some agreements with private institutions like Canal 12, Radio Sonora and Diario el Mundo, so our students can do their community outreach.
3. In fact yes, we have our students do their community outreach as it is established in the regulation. It establishes that the community outreach has to be done according to the major, so when we receive a request from students from any institution, we advise that institution what the student is supposed to do and if there is an activity which is not related to the major the student is not sent. In addition, if at the time the student is doing his community outreach and he encounters an activity which is not related to the profile we sent, the consultant makes the decision to quite that student from the project.

4. Yes, it is established in the new regulation as follow: to be done in an internal or external level of the University of El Salvador starting from the nature and specialization of the major. So, for example we cannot send a student to teach because it is not his specialization, we do not have a signature within the major like pedagogy, so we do not have the possibility. We can assign them as teacher assistant to one of our signatures because is related to the same major.

5. Not at all, because we have to follow the guidelines already established, even more that Junta already created a new regulation in accordance to different schools and departments from the faculty. It has been created with the objective to follow the same guidelines and have this process in a better way.

Lic. Carlos Armando Zelaya España (PsychologyDepartment)

1. Each institution that wants to make a community outreach with us needs to bring file of projects and they meet with the sub-unit of Proyección Social which is formed by four teachers and I'm the coordinator. We work in the projects to make them see we want to have projects in accordance to the institution and we are taking advantage of projects for more than ten students. Before, I was in charge to approve all the applications and we used to have more than 200 applications per year, now we have around 70 applications due to the institution response to a leadership unit by following the guidelines already established, so we have been able to control the process.

2. Yes, inside and outside the University, we respect a lot that part. The only thing is if the community outreach comes from outside we ask for the folder. The projects have been created in response to the demand from institutions that require community outreach or volunteering. One of the strongest projects is the National Alphabetization Program, Innocence Foundation of the Benjamin Bloom Hospital.
3. Yes, we have been taking care of the regulation that establishes the student has to do his community outreach according to his area of formation and the nature of his major. Sometimes, students did their community outreach in different areas like administration, paperworks or accounting things. Now, it is not like that, it is expected to be filtered.
4. No, we are not letting that happen and it will help us a lot

Lic. Alfredo Lopez (Foreign Language Department)

1. Among the factors that fostered the creation of the modern languages degree could mention that the bonus is French, if it was the English race then the potentiometric factor was that French students needed to have another tool to work in companies that were emerging at that time in the early twentieth century that emerged here in El Salvador could mention including companies involved in tourism: tourist guides and especially call centers who then had only the English had difficulty another factor that served to create the race was the fact a market survey in which the majority of respondents said that students need not only be teachers of English, so the race of modern languages has a specialization in teaching and the area of public relations communications is then that's why I think the race is based on the new requirements demanded Salvadoran market

2. Among the obstacles to the creation of this race we mention that there are 2 types, internal and external obstacles, one of the internal obstacles is that not all teachers currently working in the department of languages and some still in this disagree with the method of teaching of both languages simultaneously, another was that there was minimal involvement of teachers of French at that time only had two French teachers in the department so that was also an obstacle that because no have enough information or expertise to create the race, one of the external obstacles is bureaucracy in which the university is located in El Salvador where every process has to take time to see results or changes then that was the obstacle more severe external also agreements that were s he first students who achieved 80% of their subjects had to perform his social service as everyone here at the University of El Salvador, now they carried out their social service but that was oriented to the area of English at that time was teaching there were certain groups that began to work and do their social service in the ministry of tourism but was not included in the list of social services offered by the department, then we can say that social service was the first in the area of education.

3. the first students who achieved 80% of their subjects had to perform his social service as everyone here at the University of El Salvador, now they carried out their social service but that was oriented to the area of English at that time was teaching there were certain groups that began to work and do their social service in the ministry of tourism but was not included in the list of social services offered by the department, then we can say that social service was the first in the area of education.

4. For modern languages English and French specialty has only sub specialization and division in teaching public relations students then made their first social service as teachers did English or French so if it was within his specialization besides those who worked as translators in the ministry of tourism also did so within their expertise, well now let me tell you there are new projects specifically for students of the degree in modern languages among them we can mention the French online magazine, literary magazine French are the specialized area of public relations and communications and also the other area this very own projects is that of continuity of teaching French teachers and directors of public institutions is another project that also that is to set it to modern language students do their social service mentioned the specialized teaching assistants in the area of teaching grammar or literature are also projects an established now that we need modern language students can perform their social service.
5. You consider that there is an equality of projects in the area of communications or no education area, there are more projects focused on studies which specialize in teaching public relations are very few projects.
6. There are projects for example, the documentation center that students who have had made the subject of specialization in communications is another project for students of public relations but there are always more projects focused on lessons in public relations

Lic. Francisco Rodriguez (Foreign Language Department)

1. Are there enough alternatives for Modern Languages students to do their community outreach?

No, there are not many. Available now are very few, in fact there are some students that go and do their community outreach in English because in French is very difficult to find a project and the student has to develop in something, some of them are teaching French in INTI , also some of them are teaching not teaching they have to teach as asistentes de catedra, now they have to teach because we think that most of the students want to do their community outreach in here in the subjects because they finished in one semester but the problem is now that they have to finish in one year, they have to do it in two semesters or in two groups, so the alternatives are not so many in here in the department we have the assistants that they give the students who are users of the library that is another chance that they and others that are outside the university that are teaching French in some public institutions, educational institutions and others for example in the Ministry of International Relationships I guess.

2. Which were the first community outreach projects created for Modern Language students according to the branch of their specialization?

I am not really sure because I just have two years being here in this unity and I don't know which ones were the first they had.

3. do you remember which are the projects for the two branches of Modern Language students?

Yes, the ones who study Public Relations go to this one specially for the one that inquires students to help students in the language department for getting a book in the library and the others are for teaching I guess that those are the ones that go and teach French in some institutions because most the ones I know are teaching English.

4. Do you have any idea what was the first project aimed or related to the major?

I guess they had one in the ministry of tourism because they had some trouble tutors for helping people on how having some tours for foreign people that came to El Salvador and they didn't know how to assist these people when they spoke French so they took them but that wasn't so attractive because the students usually assisted people in English or in Spanish they came from countries that spoke from South America or different countries that spoke Spanish but that is why the tour was in Spanish or English very few chances of French that was one I guess at the beginning...the ministry of tourism was one that at the beginning of the major existed.

5. Were the first community outreach projects created for Modern Language students according to the branch of their specialization?

I guess they were not created because of the necessity they had for students who were on this side or the other one, they were just created just as I told you the projects that the students in modern language had to take were the same that students in teaching because they usually practice their English no their French, so maybe they didn't think about the branches that maybe need it to have special subjects for developing French that I guess they thought about the possibilities of doing this, but the problem is that not many people here in El Salvador and in San Salvador need French speakers or helpers that do this kind of things we of course we created some opportunities for students to teach French but they did it maybe for one semester but the next one was not required since the teachers or since the principal of the school didn't want to support them anymore so the project had to stop. There wasn't a following up they didn't want to so that is why the students didn't continue doing their community outreach in this project and they decided to go to teach English if they had to teach.