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

"THE ROLE OF PERSONALITY FACTORS IN THE DEVELOPMENT OF FRENCH ORAL PROFICIENCY OF ADVANCED FRENCH STUDENTS, SEMESTER II, ACADEMIC YEAR 2014, IN MODERN LANGUAGES MAJOR, AT THE FOREIGN LANGUAGE DEPARTMENT, UNIVERSITY OF EL SALVADOR"

PRESENTED BY:

MORENO SARAVIA, ETHEL MARILU   MS07059

FINAL RESEARCH REPORT IN ORDER TO OBTAIN THE DEGREE OF
BACHELOR OF ARTS IN MODERN LANGUAGES WITH SPECIALIZATION IN
FRENCH AND ENGLISH

JORGE HOMERO LLANES MÁRQUEZ LÓPEZ
RESEARCH ADVISOR

MANUEL ALEXANDER LANDAVERDE CASTILLO
COORDINATOR OF GRADUATION PROCESSES

MONDAY, OCTOBER 5TH, 2015

MAIN UNIVERSITY CAMPUS,   SAN SALVADOR,   EL SALVADOR

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR
MA. JOSE LUIS ARGUETA ANTILLON
RECTOR (ACTING AS RECTOR)

ROGER ARMANDO ARIAS
ACADEMIC VICE-RECTOR (ACTING AS VICE-RECTOR)

ANA LETICIA ZAVALETA DE AMAYA
SECRETARY GENERAL (ACTING AS SECRETARY GENERAL)

AUTHORITIES OF THE SCHOOL OF ARTS AND SOCIAL SCIENCES
JOSÉ VICENTE CUCHILLAS MELARA
DEAN

EDGAR NICOLAS AYALA
VICE-DEAN

HECTOR DANIEL CARBALLO
SECRETARY OF THE SCHOOL

AUTHORITIES OF THE DEPARTMENT OF FOREIGN LANGUAGES

JOSÉ RICARDO GAMERO ORTIZ
HEAD OF THE FOREIGN LANGUAGE DEPARTMENT

MANUEL ALEXANDER LANDAVERDE CASTILLO
COORDINATOR OF GRADUATION PROCESSES

JORGE HOMERO LLANES MÁRQUEZ LÓPEZ
ADVISOR

ACKNOWLEDGEMENT

To God:

I would like to thank God for all the mercy and love he has provided to me, for all the blessings and for always supporting me. For giving me the opportunity to live to be able to achieve my goals.

To my dear Family:
German Moreno, Virginia Saravia, Marvin Moreno Saravia and Betel Moreno Saravia

First of all, I would like to thank my parents for their support and for always being asking about the progress of my Project, for showing a lot of understanding during this process. Then, to my siblings Betel and Marvin for always being there and for helping me in every moment. I love them all so much.

To Lic. Jorge Homero LLanes Márquez López:

I would like to thank with all of my heart to my advisor. This would not have been possible without all the dedication he showed during this process, besides that, all the knowledge he shared. For being such a good teacher, advisor, friend and human being. May God bless you forever dear Teacher Llanes, you are the best.

To my fellow worker:

Thank you for your dedication so we could finish this process successfully. It was a hard and long process but we finally got it done.

Ethel Marilu Moreno Saravia

CONTENT   **PAGE**

CHAPTER V:CONCLUSIONS AND RECOMMENDATIONS

CHAPTER VI : BIBLIOGRAPHY

CHAPTER VII: APPENDICES

INTRODUCTION

The following works aim to understand the importance of the Role of personality Factors in the development of French Oral Proficiency of Advanced French Students, semester II, Academic year 2014, in Modern Languages Major, at the Foreign Languages Department, University of El Salvador.

In chapter I the researchers present a justification of the role of personality factors, objectives are established and research questions are set up.

Chapter II contains the theoretical framework that the researchers present as a tour for personality factors.

Chapter III comprises the methodology and the type of research to be implemented in this research, the sample that the researchers chose and the gathering data tool that they adopted.

Chapter IV encloses data Analysis, in which the researchers furnish an interpretation of the data gathered from the sample.

In Chapter V the researchers include conclusions and a recommendations.

In Chapter VI, the authors of this paper introduce the bibliography and include the appendices.

Besides that, for the sake of economy, the researchers will use the following acronyms: A.F. for Advanced French, F.L.D. for the Foreign Language Department, (ACTFL) for American Council on the Teaching of Foreign Languages, Modern Languages for B.A in Modern Languages with the Specialties of French and English.

CHAPTER I

Justification

Even though there are many institutions in French teaching, the researchers will focus on Advanced French students of the Foreign Language Department, University of El Salvador. It is important for the community of students to know about their personality factors and how their personality has an important role with their oral proficiency development. Once is known what is required to students of Modern Languages to graduate, it will be easier for teachers to adapt a teaching method to the different personality factors of Advanced French students. Oral proficiency is also one of the main points in this carrier. Therefore, the researchers' purpose is to clarify the importance of this domain.

In addition, this research will provide the readers with an overview of the eight personality factors and the rate scales to evaluate and describe the oral proficiency with the ACTFL (American Council on The Teaching of Foreign Languages) and the common European reference. As a combination trope with this research,the researchers will let the French teachers of Modern Languages know to apply new strategies in teaching which will be suitable for the personality of each student in the oral proficiency.

As a result, the researchers would show how personality factors have to do with the oral proficiency development in Advanced French students.
 The importance of this research lies on the following facts:

 a) The Advanced French students' self-esteem with their oral proficiency level in that language.

b) The Advanced French students' risktaking with their oral proficiency level in that language.

c) The interaction between the students' oral proficiency in French and their personality factors.

d) The techniques that can help students to improve their oral proficiency in French.

Objectives

General Objective

To assess the role of personality factors in the development of French oral proficiency of Advanced French students in order to make suggestions aimed at improving their speaking skill in that language.

Specific Objectives

- To detect the correlation between the Advanced French students' self-esteem with their oral proficiency level in order to make suggestions on the matter.

- To identify the relationship between the A.F. students' risk-taking with their oral proficiency in that language so as to provide them with guidelines.

- To discover the student's oral proficiency in French with the purpose of suggesting techniques to improve their speaking skill in that language.

Research Questions

General Research Question

WHAT IS THE ROLE OF PERSONALITY FACTORS IN THE DEVELOPMENT OF FRENCH ORAL PROFICIENCY OF ADVANCED FRENCH STUDENTS, SEMESTER II, ACADEMIC YEAR 2014, IN MODERN LANGUAGES MAJOR, AT THE FOREIGN LANGUAGE DEPARTMENT, UNIVERSITY OF EL SALVADOR?

Specific Research Questions

- What is the correlation between the Advanced French students' self-esteem and risk taking with their oral proficiency level in that language?

- What is the interaction between the students' oral proficiency in French and their personality factors?

- What are the techniques that can help students to improve their oral proficiency in French?

CHAPTER II

THEORETICAL FRAMEWORK

Studying theories that are related to the role of personality factors in the development of French oral proficiency of advanced French students, has shown that behaviorism points out on experimental methods, focuses on variables that can be observed, measured, and manipulated, and avoids whatever is subjective, internal, and unavailable mental example.

Researchers have found interested how this theory is agreed with the following theorists: Albert Bandura (psychologist), Olivier Dezuter, Yan Zhang (professor), Douglas Brown (professor and writer) and the Myers–Briggs Type Indicator Theory (MBTI) created by Katharine Cook Briggs (psychological theorist) and Isabel Briggs Myers (American author and co-creator of a personality inventory MBTI) first published in her 1921 book Psychological Types (English edition, 1923[4]).

According to Albert Bandura, this is just one part for the phenomena he was observing aggression in adolescents. As a result, he decided to add a little something to the formula: He proposed that environment causes behavior as well. He tagged this concept "reciprocal determinism": The world and a person's behavior cause each other.

Later he began to look at personality as an interaction among three "things:" the environment, behavior, and the person's psychological processes. These psychological processes consist of our ability to entertain images in our minds, and language. At the point where he introduces imagery, in particular, he ceases to be a strict behaviorist, and begins to join the ranks of the cognitivists. On the other side, Olivier Dezuter states: "The role of personality factors in the development of oral proficiency is crucial and important when it comes to the learning process of a second language".

For that reason the researchers would like to point out a research done by Yan Zhang, who states in an article called: "The Role of Personality in Second Language Acquisition" how second learners vary on dimensions to do with personality, motivation and aptitude.

Zhang mentions that second language acquisition is defined as the learning and adopting of a language that is not your native language. Other than that, he states that once you have acquired a foreign language, you have mastered that language.

In the other hand, Zhang points out that for second language learners to make maximum progress with their own learning styles, their individual differences must be recognized and attended to. Zhang also details that there are number of theories which hold that personality factors significantly influence the degree of success that individuals achieve in learning a second language. For that reason he mentions that according to Gass&Selinker, 1994, based on the assumption that some features of the learner's personality might encourage or inhibit second language learning Zhang also mentions: Cook, 1996 who enhances certain facets of language learning while impeding others (Larsen-Freeman & Long, 1991).

Following up with personality factors, researchers found very interesting how Douglas Brown makes a very high emphasis in personality factors on his book: Brown, Douglas (1987), " Principles of Language Learning and Teaching", Englewood Cliffs, NJ, Prentice-Hall, 2nd ed. On his book, he mentions 8 personality factors from which the researchers will deep in the below:

1- Self-esteem

According to Brown, self-esteem is a term used in psychology to speculate about the overall evaluation or appraisal that a person has of his or her own worth.

Self-esteem comprises beliefs (for example, "I am competent" or "I am incompetent") and emotions such as triumph, despair, pride, and shame. In addition to that, he states that Dr. Stanley Coopersmith (1967), settled self-esteem as "a personal judgment of meriting that is expressed in stances that the individual holds toward himself, ... and tell the extent to which the individual believes in himself to be competent, significant and worthy".

Moreover, he states that research has demonstrated that a student who feels good about himself is more likely to accomplish. On top of that he mentions: "Holly W. (1987) compiled a summary of many studies and pointed out that most indicated that": "self-esteem is the result rather than the cause of academic achievement". In addition, he narrates that Dr. Martin Covington (1989) from the University of California, carried out an extensive review of the research on the relationship between self-esteem and achievement, concluding that "self-esteem can be modified through direct instruction and that such instruction can lead to achievement gains"

2- Risk-taking

Linguistics defines risk-taking as an ability of being eager to try out new information intelligently regardless of embarrassment in linguistics. Furthermore, Brownstates that Risk-taking is not only the third affective domain in personality factors but also one of the important parts in learning a target language. Although it may be impulsive and too awkward to make a mistake, a good learner should require this characteristic to succeed in target language learning. According to Douglas Brown, "interaction requires the risk of failing to produce intended meaning, of failing to interpret intended meaning, of being laughed at, of being shunned or rejected. The rewards, of course, are great and worth the risk" (2001). In other words, risk-taking is a crucial interactive process to learn a language.

Brown continues saying that, "the key to risk-taking as a peak performance strategy is not simply in taking the risks. It is in learning from your "failures". When you risk a new technique in the classroom, try a new approach to a difficult student,

or make a frank comment to a supervisor. You must be willing to accept possible "failure" in your attempt. Then, you assess all the facets of that failure and turn it into an experience that teaches you something about how to calculate the next risk" (2001). In this case, it is essential to accept the fiasco and internalize it as the learning experience. Afterwards, language learners can master that language gradually.

Personality types

According to the MBTI there are eight traits that are arranged in four continuums or preference scales:

Extravert (E)	Introvert (I)
Sensing (S)	Intuitive (N)
Thinking (T)	Feeling (F)
Perceiving (P)	Judging (J)

There is no right or wrong to these preferences - each identifies normal human behaviors and characteristics.

Extravert – Introvert (E-i)
In addition this scale explains where people tend to focus their attention and get their energy, they are listed as follows:

Based on the scale it is listed that **Extraverts (E)** tend to focus on the outer world of people, things, and activity and are energized by interaction with others. They love to talk, participate, organize, and socialize. Also, they are people of action and therefore can be impatient with slow, tedious jobs and complicated procedures. They prefer to figure out things while they are talking.

Extraverted Types (Es) and Learning: Extraverted types learn best by talking and physically engaging the environment. Besides that, talking helps their thoughts to form and become clear. Their attention will naturally flow towards external things and events.

Extraverted Types in the Classroom: Extraverted students work best in classrooms that allow time for discussion, talking and/or working with a group. Since they are action oriented, Es (Extroverts) do well with activities involving some type of physical activity. As they are pulled into social life, they may find it difficult to settle down, read, or concentrate on homework. On the other hand, they sometimes find listening difficult and need to talk to work out their ideas.

Moreover, they will find many college tasks challenging (reading, research, and writing) because they are solitary endeavors. They alsotend to plunge into new material, as their tendency is to act first and think later. As well, they need to work to avoid distractions while studying. They do well studying with a friend. Extraverts will learn best if they study as if they are preparing to teach someone else.

Ideal Classroom Environments for Extraverts: Extraverts thrive when they are allowed time to think things through by talking, such as in classroom discussions, or when working with another student. Also, they excel with learning activities that have visible results and involve people interaction.

Apart from, based on the scale theylistIntroverts (I) as they are energized by the inner world of reflection, thought, and contemplation. Then, they direct their energy and attention inward and receive energy from reflecting on their thoughts, memories and feelings. Next, they can be sociable but need space and time alone to recharge their batteries. Besides that, Introverts want to understand the world. They prefer to figure out things before they talk about them.

Introverted Types (Is) and Learning: Introverts learn best through quiet, mental reflection. For instance, their attention will naturally flow inward to their own thoughts, ideas and impressions.

Introverted Types in the Classroom: Introverted students tend to enjoy reading, lectures, and written over oral work. Also they prefer to work independently, do well at verbal reasoning, and need time for internal processing. Besides that, they enjoy listening to others talk about a topic while privately processing the information. Introverts may encounter difficulty with instructors who speak quickly without allowing time for mental processing. Additionally, they are often uncomfortable in discussion groups, may find it difficult to remember names, and hesitate to speak up in class.

Ideal Classroom Environments for Introverts: Introverts excel when they can work independently with their own thoughts, through listening, observing, reading, writing, and independent lab work. Besides that, they need sufficient time to complete their work and to think before answering a question. Also, they need instructors to allow a moment of silence, if necessary, for this thought process and to process their experiences at their own pace. On the other side, they are more comfortable if they are not required to speak in class but are allowed to voluntarily contribute.

Sensing- Intuitive (S-N)

This scale suggests how people take in information and ways that they become aware of things, people, events, or ideas. Also, it has the biggest impact on how people learn.

Sensing (S) people rely heavily on their five senses to take in information. They also take in information that is real and tangible - what is actually happening. Besides that, they are observant about the specifics of what is going on around them and are especially attuned to practical realities, and therefore they are practical and realistic. As well, they focus on details and may ignore the big picture. Finally, they tend to be literal in their words and would rather do than think.

Sensing Types (Ss) in the Classroom:Sensing types like concrete facts, organization, and structure. And, they are good at memorization and are relatively conventional. Besides that,they like to go step by step and are best at tasks that call for carefulness,observing specifics, and have a practical interest.In addition to that,

they feel more comfortable using skills already learned than learning new ones and become easily frustrated and impatient with complicated situations.

Ss are oriented toward the present, the concrete, and the here and now. They understand ideas and theories through practical applications. It is also said that they need to start with the familiar, solid facts before they can gradually move toward abstract concepts and principles. Sensing students like outlines, clear guidelines, and specifics. They ask who, what, when, where? Sensing students read the question several times before answering it to be certain they understand it. They also might ignore the big picture and overlook general meanings and implications. Often, they have difficulty with theory.

Ideal Classroom Environments For Sensing Types: Sensing types are best with instruction that allows them to use their senses - to hear, touch and see what they are learning. They enjoy hands-on activities, computer-assisted instructions, materials that can be handled and audio-visual materials, provided they are relevant. Also, they may have difficulty with instructors who move through the material too quickly or jump around from thought to thought. Besides that, they learn best when material is tied in with "real life" situations. Sensing types will learn easier if facts and skills presented have relevance to their present lives. They also want teachers to make it clear exactly what is expected out of them. Additionally, they are best able to create possibilities if a foundation of facts and the concrete is presented first.**Intuitive (N)** people seek out patterns and relationships among the facts they have gathered. They trust their hunches and intuition and look for the "big picture." Their focus is on conceptual information. Since they see the big picture, they often ignore the details. They also strive to grasp patterns and are attuned to seeing new possibilities. Their focus is on the future and they would rather think than do.

Intuitive Types (Ns) in the Classroom:Intuitive types want to know the theory before deciding that facts are important, focusing on general concepts more than details and practical matters. They quickly see associations and meanings, relying more on insight than observation.Besides that, they are creative, innovative and

work with bursts of energy. Also, they desire only a general outline, and enjoy new material. Additionally, they are best with tasks that appeal to their intellectual interests and call for grasping general concepts, seeing relationships, and using imagination. They can also remember specifics when they relate to a pattern.

Ns will write their term paper and then finish the required outline. They will always ask "why" before anything else. As a result they want to clarify ideas and theories before putting them into practice. Intuitive students may not read a test question all the way through, sometimes missing a key part, because they act on their hunches.

Once they understand a concept or skill, they may find continued repetition or practice boring. They might become frustrated with instructors who pace the material too slowly for them. In addition, they tend to anticipate a speaker's words, which sometimes results in Ns not really hearing what is being said.

Ideal Classroom Environments for Intuitive Types: Intuitive students thrive when they have opportunities to be inventive and original and to find ways to solve problems. They want choices in the ways they work out their assignments. They do well with opportunities for self-instruction, both individually and with a group.

Thinking-Feeling (T-F). This scale explains the ways people evaluate and come to conclusions about information and how they make decisions.**Thinking (T)** people look at the logical consequences of a choice or action and decide on the basis of logic, analysis, and reason. They critique and analyze to identify what's wrong with something so they can solve the problem. Apart from, that, they strive to find a standard or principle that will apply in similar situations. Moreover; they follow their head rather than their heart, value truth over tact, and sometimes appear blunt and uncaring about the feelings of others. Ts usually have strongly held principles, value fairness over everything, and need purpose.

Thinking (Ts) Types in the Classroom: Thinking types use logical analysis to understand material. They analyze experiences and material to find logical

principles underlying them, and they analyze problems to bring logical order out of confusion. Then, they naturally critique things, making them good at problem solving when they can analyze to identify what's wrong with something.

Also, they focus on tasks and do best with objective material to study and enjoy going into depth. Next, they strive to get a sense of mastery over the material being studied and, they may have difficulty with instructors who do not present material in a logical order. As a consequence of that they like clear course and topic objectives that are precise and action-oriented. Accuracy is important to Ts.

Ideal Classroom Environments for Thinking Types: Thinking students will understand best when material is presented in a logical, orderly fashion. When dealing with the abstract, they need to have the logic in the material pointed out. They enjoy instructor and student feedback that shows them their specific, objective achievements. As well, they expect all students to be treated fairly and objectively by instructors, with respect.

Feeling (F) people, when making decisions, like to consider what is important to them and to others involved. Appreciating and supporting others and looking for qualities to praise energize them. They strive to create harmony and treat each person as a unique individual. Also, they decide on the basis of their feelings, personal likes and dislikes. Besides that, they want others to like them so find it difficult to say no or disagree with others. Fs need and value kindness and harmony and are distressed by interpersonal friction. Additionally, they feel rewarded when they can help others.

Feeling Types (Fs) in the Classroom: Feeling types look for a personal connection in classroom material, seeking to relate ideas and concepts to personal experiences. They not only enjoy working in groups as long as individual relationships develop but also they learn well by helping others and responding to their needs, and they study well with others. Fs do best with topics of study they care about and might have difficulty with topics that do not relate to people or relationships. Furthermore; they need to develop a personal rapport with the

instructor and receive feedback and encouragement, and they may have difficulty with instructors who appear impersonal or detached.

Ideal Classroom Environments for Feeling Types: Feeling students will work harder when they have developed personal relationships with their instructors and other students. They need specific, positive feedback with corrective instructions from their instructors, and they want instructors to also show appreciation for students. Also, they understand best when they can see the relationship of the material to people and/or human values.

Judging- Perceiving (J-P)
This range suggests the type of life style and work habits people prefer.

Judging (J) people like to live in a planned, orderly way, seeking to regulate and manage their lives. They want to make decisions, come to closure, and move on. Also, they tend to be structured and organized and like to have things settled. Getting things done energizes them. Besides that, they focus on completing the task, only want to know the essentials, and take action quickly (sometimes too quickly).

Judging Types (Js) in the Classroom: Judging types plan their work and stick to the plan, often getting work done early. They do well with formalized instruction and defined tasks. Not only they meet deadlines but also they like planning, and prefer to work on only one thing at a time. On the other hand, they avoid last-minute stresses and don't work well under last-minute pressure. Also, they dislike surprises and thrive on order. In addition to that, they want to know what they are accountable for and by what standards they will be graded and they treat assignments seriously.

Ideal Classroom Environments for Judging Types: Judging students will thrive with structure, clear instructions and consistency. A clear, detailed outline with specific grading procedures is desirable. They do best with advanced plans without surprises and they expect their instructors to follow their outlines and return assignments when they say they will.

Perceiving (P) types are spontaneous and don't like to be boxed in by deadlines or plans. They like to postpone action and seek more data, gathering more information before making a decision. Detailed plans and final decisions feel confining to them; they prefer to stay open to new information and last-minute options. Also, they work at many things at once. Ps are flexible and often good in emergencies when plans are disrupted.

Perceiving (Ps) types in the classroom: Perceiving types start many tasks, they want to know everything about each task, and often find it difficult to complete them.

They not only work in flexible ways, following impulses. But also they are stimulated by the new and different. Also, they study best when surges of impulsive energy come to them. Moreover, they are good at informal problem solving and adept at managing arising problems. Their biggest problem is procrastination. Also, they may make a calendar of things to do but often won't follow it. Ps feel energized by last-minute pressures and often do their best work under pressure. They also need to find novel ways to do routine assignments to increase their interest. Besides that, they thrive on spontaneity and don't mind surprises. When completing a lengthy assignment or project, they will work best if they divide the work into several sub-assignments.

Ideal Classroom Environments for Perceiving Types:Perceiving students like some choices in aspects of assignments. They work best when they understand the reasons for assignments and when assignments make sense to them. Finally, they enjoy variety and spontaneity.

Implications in the classroom.According to the Myer's Briggs Type Indicator (MBTI) it is also important understanding the personality type, preferred ways of learning, and ideal classroom environment can help effectively deal with classroom situations that do not necessarily match the preferred style.

It is also mentioned that students are encouraged to talk with your instructors to determine ways they can have their needs in any new topic they would like to learn.

ORAL PROFIENCY DEVELOPMENT

Definition of 'Oral Proficiency'

According to Rönnerdahl and Johansson "it has been suggested that as much as 99% of all communication is spoken" and by this quote we can understand the importance of spoken language.

Besides that, according to the Oxford Dictionary of English, 20122 two different sources have been used to establish the meaning of the word 'oral proficiency' and their explanations have similar character. However, the second source outlines, in a more detailed way, the different possible meanings of the word. In this dissertation the word 'skill' will be focused on to demonstrate the meaning of the word proficiency and therefore oral proficiency focuses on the students' oral skills.

"Proficiency (noun): high degree of skill; expertise: he demonstrated his proficiency in Chinese" (The Oxford Dictionary of English, 2011).

"Proficiency (noun): skill, expertise , experience , accomplishment , competence , Mastery,prowess, professionalism , deftness , adroitness , dexterity , finesse , ability , facility; informal know-how" (The Oxford American Thesaurus of Current English, 2002).

Researchers have found very interested researchers done by the following theorist: Palmér (Professor), Stephen D. Krashen (Linguist, educational researcher), Dr. Jim Cummins (An Author Study, professor), the Common European Framework of Reference (CEFR) and the ACTFL Proficiency Guidelines (created by the American Council on the Teaching of Foreign Languages in order to provide a means of assessing the proficiency of a foreign language speaker.)

The Importance of Spoken Language

According to Palmer (2010) oral language is students' main way of communicating and it is a very important part of their learning process. It is something that can be

applied to all foreign language teaching, where the aim is for the students to develop their communicational skills, likewise in the old and the new syllabus (Skolverket, 2011). Through communication they can send and receive information, process knowledge and interpret and critically evaluate their own knowledge. Using their communicational skills the students enhance their ability to develop other linguistic skills. Palmér (2010:38) says that "the students' language development is the first reason for why a teacher shall focus on oral communication in the class" (n.h). In agreement with the ideas of Wiliam (2010), she also points out the importance of giving the students guidance during their school years so that they can take their language to its full potential.

Furthermore, in the Swedish curriculum (Skolverket, lpf: 1994), students' language development is established as common responsibility for all subjects. One part of the language development is spoken language and in order to improve it students need guidance and good knowledge of their own capacity (Black &Wiliam, 2001).

Discussions and Speeches

Discussions in small groups are a common way to work with oral proficiency (Palmér, 2010). Assignments that create discussions can be created in two different ways: open or closed. If the teacher decides to use closed questions to start a discussion they have to be prepared for more predictable right or wrong answer (Palmér, 2010). Open questions or assignments are unpredictable and primarily the answer cannot be right or wrong. The aim is to get a more in-depth answer in order to create a longer discussion. The new syllabus stresses the importance of discussion in several criterions of what the students need to have the ability to learn to be able to be assessed (Skolverket, 2011).

As human beings, the quality of our conversations and discussions are more or less dependent on our identities as a person and therefore it can be difficult to start discussions in classes with many shy students (Samuelsson and Nordgren, 2008). What does the teacher do about the shy and quiet students that do not want speak in

groups, for example? All students need to show their capacity and skills of the language to be able to be assessed, and it is the teachers' job to find a way for the student to feel confident enough to participate. Samuelsson and Nordgren (2008:182) say that it is important that "the speaking exercises cannot be too artificial, as they then become difficult to assess" (n.h). Therefore teachers need to try to create exercises that are close to real-life-situations.

Using speeches/presentations is a common way to work with oral proficiency and this type of assignment can also cover two criterion in the new syllabus (2011): "the ability to formulate and communicate in English with written and spoken language" and "the ability to adjust its language to different purposes, receivers, and situations" (Skolverket, 2011) (n.h).

 One aspect that the teacher needs to bear in mind before introducing individual assignments in oral classes is to create a good classroom climate to avoid speech anxiety. Palmér, (2010:95) suggests that teachers should give students easier task to start with and then advance. One example would be introducing shorter speeches to begin with. Another aspect that she suggests is to give the students a lot of positive feedback where the concrete elements of the performance are highlighted, as students generally tend to remember the concrete elements more than positive feedback.

Feedback

Feedback can support and strengthen the students' development and learning process, but it is dependent of the quality of the feedback. According to Jönsson (2010:81) it should give the students the answer to the questions: "Where am I heading?", "Where am I in relation to the goals?", and "How can I reach the goals?" (n.h).   Feedback can work in two ways: one positive and one negative. According to Shute (2008) in Jönsson (2010:77) "there are studies that show that feedback should be portioned out, and preferably not contain excessive information" (n.h). With excessive information there is a risk that the students cannot handle the amount of information and then they do not know how to handle

the feedback. But if the teacher gives the students the right type of feedback it will develop their language skills (Wiliam, 2010).

Theoretical Frame

The theoretical frame of this dissertation is inspired by Krashen's theory called the "monitor theory", which deals with how communicative skills are developed.

Krashen's monitor theory (1981) deals with the learning process of a foreign language that has its base in acquiring a language subconsciously and learning a language consciously. The unconscious acquiring is the most important factor for learning a language and it is compared to the learning process in the native tongue. The conscious learning is also called formal and informal learning (Krashen, 1981).

The formal learning is described as the way students learn a new language in school. In school the rules of the language are presented to students in the shape of grammar, word order etc and the feedback they receive consists of corrections of their errors. The informal learning does not consist of these corrections or rules for the use of the language. The informal learning is more about being exposed to the language and the corrections are also used but they are not used that frequently as in the formal learning. According Krashen (1981) the informal learning process is more efficient than the formal and many times the results are better. One example of informal learning is for students to go abroad to practice their language in the natural context.

The main aim with the theory is that a language should be learned through exposure to it. Krashen(1982:58)has found that students will learn better if there is comprehensible input in the teaching.The comprehensible input means that the language the students are exposed to cannot be at a level that is too advanced for them,it has to be comprehensible.For students to develop their language they must learn a language gradually with constant input,which is a little bit above the level of

the language they already have. Krashen (1982) called this 'i+1' which means input+1, and it means that theoretically it is more or less impossible to learn a language without speaking it. By only listening to a language and reading texts it would only be possible to reach a level of the language that is comprehensible, and by using the language frequently (what Krashen called output) in conversations the input is also increased. Krashen (1982:60) said: "Simply, the more you talk, the more people will talk to you".

When it comes to the communicational skills Krashen (1982:79) believes that they can be acquired subconsciously and learnt consciously and he points out that the communicational skills are important to be able to have a conversation and it is a great part of their language development. Furthermore, he claims that through a great input in the shape of exposure to the language, and through learning different rules the communicational skills will develop.

Description of Oral Proficiency Levels

According to the Levels of proficiency established by the Educational Testing Service, Princeton, U.S.A. adapted by the New Brunswick Department of Education (1991) learning **FRENCH as a SECOND LANGUAGE.** Comprises 5 levels listed below:

1- NOVICE / MemorizedProficiency

Able to recognize and use some basic words. Some expressions are used but they are limited to those that are learned by heart. (Recycling).

2- BASIC / Elementary Proficiency. Able to satisfy minimum courtesy requirements and routine travel needs. The learner can ask and answer questions on topics very familiar to him/her. Within the scope of his/her very limited language experience, he/she can understand simple questions and statements. Errors in pronunciation and grammar are frequent.

3- INTERMEDIATE / LimitedWorking Proficiency

Able to satisfy routine social demands and limited work requirements. He/shecan handle with confidence, but not with facility, in most social situations, casual conversations about current events, as well as work. He/shecan handle limited work requirements and get the gist of most conversations and nontechnical subjects.Speaking vocabulary sufficient. Accent, though often quite faulty, is intelligible. He/she can usually handle elementary constructions quite accurately but does not have thorough or confident control of grammar.

4- ADVANCED / General Professional Proficiency

Able to speak the language with sufficient structural accuracy and vocabulary to participate in most formal and informal conversations on practical, social and professional topics.He/she can discuss particular interests and special fields of competence with reasonable ease. Comprehension is quite complete. Vocabulary is broad enough. Control of grammar is good.

5- SUPERIOR / Advanced Professional Proficiency

Able to speak the language with great structural accuracy.He/she can participate in all formal and informal conversations on practical, social and professional topics. The speech has a natural flow and the vocabulary is broad enough to be used in all circumstances. Comprehension is accurate and complete in most situations. The speaker may still not comprehend all colloquial expressions and regionalisms.

N.B. The "plus" notation to a level indicates that the candidate has met nearly all the criteria of the next level of proficiency.

The Researchers also found it very interestingin supporting the oral proficiency development as emphasized by the Krashen's theory.

Krashen's 5 Hypotheses

Stephen Krashen (University of Southern California) is an expert in the field of linguistics, specializing in theories of language acquisition and development. Much of his recent research has involved the study of non-English and bilingual language acquisition. Besides that, during the past 20 years, he has published well over 100 books and articles and has been invited to deliver over 300 lectures at universities throughout the United States and Canada.

Krashen's widely known and well accepted theory of second language acquisition has had a large impact on all areas of second language research and teaching since the 1980s.

In the following collected data he states the following:

"Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill." Stephen Krashen

"Acquisition requires meaningful interactions in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding." Stephen Krashen

"The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production." Stephen Krashen

"In the real world, conversations with sympathetic native speakers who are willing to help the acquirer understand are very helpful". Stephen Krashen

Krashen mentions that in their reflection students are apprehensive to produce spoken language, they are anxious about using the TL. Also, language teachers and learners alike know that producing oral language can be a challenge but that it is a necessary part of learning a language. He also says that many language students may feel worried about the level of their language. This often prevents them from speaking or taking in the language at all. In addition, many learners tend to monitor their use of the language too much, focusing more on accuracy than fluency which in turn prevents them from using the language in a communicative manner. Researchers will also look at the work of Stephen Krashen, specifically his5 hypotheses on language acquisition, in order to better understand the challenges that might arise during the language learning process.

What are Krashen's Hypotheses?

Krashen's theory of second language acquisition consists of five main hypotheses:

- TheAcquisition-Learninghypothesis
- the Monitor hypothesis
- the Natural Orderhypothesis
- the Input hypothesis
- theAffectiveFilterhypothesis

How do Krashen's Hypotheses apply to the SL/FL classroom?
Explanation of Hypothesis

The Acquisition-Learning hypothesis

According to Krashen, there are two ways of developing language ability. Acquisition involves the subconscious acceptance of knowledge where information is stored in the brain through the use of communication; this is the process used for

developing native languages. Learning, on the other hand, is the conscious acceptance of knowledge 'about' a language (i.e. the grammar or form). Krashen states that this is often the product of formal language instruction.

Application for Teaching:

According to this theory, the optimal way a language is learned is through natural communication. As a second language teacher, the ideal is to create a situation wherein language is used in order to fulfill authentic purposes. This is turn, will help students to "acquire" the language instead of just "learning" it.

The Monitor hypothesis

This hypothesis further explains how acquisition and learning are used; the acquisition system, initiates an utterance and the learning system 'monitors' the utterance to inspect and correct errors. Krashen states that monitoring can make some contribution to the accuracy of an utterance but its use should be limited. He suggests that the "monitor" can sometimes act as a barrier as it forces the learner to slow down and focus more on accuracy as opposed to fluency.

Application for Teaching:

As an SL teacher it will always be a challenge to strike a balance between encouraging accuracy and fluency in your students. This balance will depend on numerous variables including the language level of the students, the context of language use and the personal goals of each student. This balance isalsoknownascommunicativecompetency.

The Natural Order hypothesis

According to Krashen, learners acquire parts of language in a predictable order. For any given language, certain grammatical structures are acquired early while others

are acquired later in the process. This hypothesis suggests that this natural order of acquisition occurs independently of deliberate teaching and therefore teachers cannot change the order of a grammatical teaching sequence.

Application for Teaching:

According to this hypothesis, teachers should be aware that certain structures of a language are easier to acquire than others and therefore language structures should be taught in an order that is conducive to learning. Teachers should start by introducing language concepts that are relatively easy for learners to acquire and then use sscaffolding to introduce more difficult concepts.

The Input hypothesis

This hypothesis suggests that language acquisition occurs when learners receive messages that they can understand a concept also known as comprehensible input. However, Krashen also suggests that this comprehensible input should be one step beyond the learner's current language ability, represented as $i + 1$, in order to allow learners to continue to progress with their language development.

Application for Teaching:

This hypothesis highlights the importance of using the Target Language in the classroom. The goal of any language program is for learners to be able to communicate effectively. By providing as much comprehensible input as possible, especially in situations when learners are not exposed to the TL outside of the classroom, the teacher is able to create a more effective opportunity for language acquisition.

The Affective Filter hypothesis

According to Krashen, one obstacle that manifests itself during language acquisition is the affective filter; that is a 'screen' that is influenced by emotional variables that can prevent learning. This hypothetical filter does not impact acquisition directly but rather prevents input from reaching the language

acquisition part of the brain. According to Krashen, the affective filter can be prompted by many different variables including anxiety, self-confidence, motivation and stress.

Application for Teaching:

According to Krashen in any aspect of education it is always important to create a safe, welcoming environment in which students can learn. In language education this may be especially important since in order to take in and produce language, learners need to feel that they are able to make mistakes and take risks. This also relates to directly to Krashen's hypothesis of the affective filter.

Basic Interpersonal Communication Skills (BICS)

According to Dr. Jim Cummins (1979) professor of the University of Toronto hypothesized in the "Cummins, J. (1979) Cognitive/academic language proficiency, linguistic interdependence, the optimum age question and some other matters. Working Papers on Bilingualism, No. 19, 121-129."that second language acquisition includes the development of two proficiencies, conversational skills and academic language. He states that conversational skills (also called Basic Interpersonal

Communication Skills, BICS) refer to the ability of children to use everyday language with adults and peers. The more formal academic language is the language of the classroom, as it is frequently characterized. He also says that academic language enables students to understand and apply academic content in school. Besides that, conversational language is easier to learn and is learned more quickly than academic language.

Cummins also states: "Classroom teachers need to understand the difference between social language and academic language acquisition". Here is a simple description of BICS and CALP as theorized by Jim Cummins.

Basic Interpersonal Communication Skills

Experts such as Jim Cummins differentiate between social and academic language acquisition. According to him, Basic Interpersonal Communication Skills (BICS) are language skills needed in social situations. It is the day-to-day language needed to interact socially with other people.

Other than that, English language learners (ELLs) employ BIC skills when they are on the playground, in the lunch room, on the school bus, at parties, playing sports and talking on the telephone. He describes social interactions as being usually context embedded, since they occur in a meaningful social context. Also he says that they are not very demanding cognitively. He says that the language required is not specialized as these language skills are usually developed within six months to two years after arrival to the native speaker country.

Problems arise when teachers and administrators think that a child is proficient in a language when they demonstrate good social English or any other language.

Cognitive Academic Language Proficiency

According to Cummins CALP refers to formal academic learning since this includes listening, speaking, reading, and writing about subject area content material. He says that this level of language learning is essential for students to succeed in school because students need time and support to become proficient in academic areas. This usually takes from five to seven years. Dr. Cummins references a recent research (Thomas & Collier, 1995) which has shown that if a child has no prior schooling or has no support in native language development, it may take seven to ten years for ELLs to catch up to their peers.

Cummins states that academic language acquisition is notonly just the understanding of content area vocabulary but it also includes skills such as comparing, classifying, synthesizing, evaluating, and inferring. Academic language tasks are context reduced. Information is read from a textbook or presented by the teacher. Moreover; as a student gets older the context of academic tasks becomes more and more reduced.

He also says that the language becomes more cognitively demanding. New ideas, concepts and language are presented to the students at the same time.

Jim Cummins also advances the theory that there is a common underlying proficiency (CUP) between two languages. Such as skills, ideas and concepts students learn in their first language will be transferred to the second language.

Cummins states: **"The Communicative Approach to second language instruction promotes higher oral proficiency than the Natural Approach in the second language (L2) classroom".**

Jim Cummins says Oral Proficiency ranks as one of the most desirable skills to develop early on in the learner of as a second language. Not only do instructors consider oral proficiency to be essential to the second language learning process but students also view it as one of their primary goals and motivating factors. For clarification, one should point out the difference between oral proficiency and fluency.

Moreover; oral proficiency is one's ability to function adequately in order to convey a specific meaning and/or intention. In addition to that, there are degrees of oral proficiency that range from novice to superior judged on a scale of specific criteria as set forth by the American Foreign Language Council (ACTFL) as stated by Cummins. He also describes that a classroom designed to nurture the development of oral proficiency should provide the learner with ". . . ample opportunities to 1) learn language in context and [to] 2) apply their knowledge to coping with real-life situations" (Omaggio Hadley, p. 79). Fluency on the other hand, is deemed as the ability to communicate with precision and accuracy at a native-like level of performance.

Since the majority of second language students will not attain this level with the few required number of undergraduate language courses, proficiency appropriate to the

respective level of study has become the goal of many language instructors and their pupils.

Cummins describes as being historically the language instruction that has been dominated by the emergence of methods or rather ". . . the notion of a systematic set of teaching practices based on a particular theory of language and language learning" (Rodgers, 2001). However, many of these methods proved themselves to be highly regimented and allowed little if any real life practices of the target language.

Among the intrinsic characteristics of these methodologies were rote memorization, meaningless pattern mimicry and the idea that language acquisition was merely ". . . deductive and must be carried out with constant reference to the learner's native language" (Schultz, ?). It is also rephrased by Jim Cummins: To counteract such methods that were commonplace in the second language classroom before and early into the 1970s. He says that "Terry Terrell created a model of second language instruction based on Krashen's theory of second language acquisition".

 Cummins restates that "Terrell's main premise was that it is possible for students in a classroom situation to learn to communicate in a second language". Cummins expresses (Omaggio Hadley, p. 108) as he suggested that "the level of competence needed for minimal communication acceptable to native speakers is much lower than that supposed by most teachers" (p. 108). Therefore, in his formula for second language acquisition, if the emphasis is to be on oral competence rather than syntactical structure, L2 instructors must lower their expectations for accuracy.

Moreover, the primary goal of this approach is to devote the entire class meeting to the cultivation of communication skills through appropriate activities. Besides that, linguistic structure and grammar explanations are to take place outside of class wherein ideally, the student attends class prepared with basic preconceived working knowledge of germane concepts and their function. This also requires the student to

be quite diligent in his or her work in preparation for the next classmeeting since ". . . the student should realize that the primary responsibility is his [her's] for improvement in the quality of his [her] output" as per (Omaggio Hadley, p. 109) stated by Cummins. In addition, error correction is limited so as not to dissuade the learner from actively participating because of feelings of shame or embarrassment due to inaccuracies in oral performance. In order to buildauditory skills in the learner, or "comprehensible input," according to Cummins " Terrell proposes that initial auditorycontact with the language be simplified or as he characterizes this speech, "foreigner talk."

Cummins stipulates that similar to the Natural Approach yet not only stressing the role of oral proficiency as the best means to holistic second language acquisition is the Communicative Approach, also knownas Communicative Language Teaching. The Communicative Approach recognizes the need todevelop reading and writing skills in order to promote the learner's confidence in all four of the basic skills areas: speaking, listening, reading and writing. In characterizing this approach, primary emphasis is given to contextualization of the language thus encouraging learners tocommunicate from the beginning of instruction in the L2.

 In addition to that, "The new language system will be best learned by struggling to communicate one's own meaning and by negotiation of meaningthrough interaction with others" (p. 104). The activities chosen by a practioneer of this approach will vary greatly so as to meet the specific needs and preferences of an individual's learningstyle. Besides that, the Key to the successful acquisition of the L2 by the learner is to make sure that the topicalitems and materials used in relating the language to pupil's are relative to their own lives, to real life situations and consist of information with which the pupils are somewhat familiar. Authentic resources, or "realia," in the target language reinforce the language visually and ". . . serve as [a] partial substitute for [a] community of native speaker[s]" (Hawkins, 1981) as stated by Cummins.

HISTORY OF THE COMMON EUROPEAN FRAMEWORK OF REFERENCE

The oral proficiency level can be measured by using different oral proficiency scales or parameters; one of them is the Common European Framework of Reference, abbreviated as CEFR. This is a guideline used to describe achievements of learners of foreign languages, across Europe and other countries (Council of Europe, 2011). It was put together by the Council of Europe as the main part of the project "Language Learning for European Citizenship" between 1989 and 1996. Its main aim is to provide a method of learning, teaching and assessing which applies to all languages in Europe. In November 2001, a European Union Council Resolution recommended using the CEFR to set up systems of validation of language ability, moreover the CEFR provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc.

Besides it describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop, so as to be able to act effectively. The description also covers the cultural context in which language is set. The Common European Framework also defines levels of proficiency which allow learners progress to be measured at each stage of learning and on a life-long basis.

The Common European Framework is intended to overcome the barriers of communication among professionals working in the field of modern languages arising from the different educational systems in Europe. It provides the means for educational administrators, course designers, and teachers, teacher trainers, examining bodies, etc., to reflect on their current practice, with a view to situating and coordinating their efforts and to ensuring that they meet the real needs of the learners for whom they are responsible. By providing a common basis for the explicit description of objectives, content and methods, the Framework will enhance the transparency of courses, syllabuses and qualifications, thus promoting

international co-operation in the field of modern languages (Council of Europe 2011).The provision of objective criteria for describing language proficiency will facilitate the mutual recognition of qualifications gained in different learning contexts, and accordingly will aid European mobility.

HISTORY OF THE ACTFL PROFICIENCY GUIDELINES

During the last years have existed many efforts for testing foreign language proficiency, and such efforts were focused with particular emphasis on the evaluation of oral proficiency, because proficiency testing recognizes the importance of oral communication. Today the ACTFL Proficiency Guidelines have a strong effect on the content and the teaching methodology of many foreign language courses. These guidelines are used to evaluate foreign language proficiency of teachers in a number of countries, and they have been accepted as a standard measure to evaluate candidates' suitability for various purposes such as: Academic placement, student assessment, program evaluation, professional certification, hiring and promotional qualification.

ACTFL stands for American Council on the Teaching of Foreign Languages. It is an organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. This organization has more than 9,000 foreign language educators from different countries around the world. Its main goal, when was first founded, was to design standards that could help educators to facilitate and empower the teaching-learning experience.

ACTFL PARAMETERS

The ACTFL originally categorized three parameters or assessment criteria in order to evaluate interviewee''s performance, but more recently these parameters were expanded to five, and they are: Functions, context, content, accuracy and text type. Consistent with the ACTFL:

- **Functions:** Refers to the speaker's ability to list, enumerate, ask questions, communicate information, conduct conversation, describe and narrate in major time and aspect frames, compare, abstract, express opinions and support them, hypothesize.

- **Context:** Refers to circumstances or settings in which language is used, starting from highly predictable common daily settings for the novice, through informal settings at the intermediate level, informal settings and some formal ones at the advanced level, to most formal and informal settings, including unpredictable change in setting, at the superior level.

- **Content:** Refers to the subject matter which the interviewee is expected to talk about, write about, and understand. For example it can include common discrete elements of daily life at the novice level, self and immediate environment at the intermediate level, and concrete and factual topics of personal and public interest at the advanced level, and a wide range of general interest topics and some special field of interest and expertise, including concrete, abstract and unfamiliar topics, at the superior level.

- **Accuracy:** It refers to the acceptability, quality and precision of the message contained, including the sub-areas such as: Fluency, grammar which includes the averages of morphology and syntax, pragmatic competence which is the ability to use discourse devices and to compensate for imperfect control of the language, pronunciation, sociolinguistic competence which includes appropriate use of register, cultural references, idioms and vocabulary.

- **Text type:** Refers to the quantity and organizational aspects of speech produced by the interviewee from single words and phrases at the novice level, to sentences at the intermediate level.

The ACTFL rating scales are described as follows:

ACTFL REFERENCE LEVELS

<div align="center">

Novice

</div>

HIGH:

Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

Novice High speakers are able to express personal meaning by relying heavily on learned phrases or recombination of these and what they hear from their interlocutor. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse

MID:

Speakers at the Novice Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

LOW:

Speakers at the Novice Low sublevel have no real functional ability and, because of their pronunciation, may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.

Intermediate

HIGH:

Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.

Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these

tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time.

Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary. Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal transla-tions), and a pattern of gaps in communication may occur.

MID:

Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging. Speakers tend to function reactively, for example, by responding to direct questions or requests for information.

However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and

conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives. Overall, Intermediate Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.

LOW:

Speakers at the Novice Low sublevel have no real functional ability and, because of their pronunciation, may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.

<div align="center">

ADVANCED

</div>

HIGH:

Speakers at the Advanced High sublevel perform all Advanced-level tasks with linguistic ease, confidence, and competence. They are consistently able to explain in detail and narrate fully and accurately in all time frames. In addition, Advanced High speakers handle the tasks pertaining to the Superior level but cannot sustain performance at that level across a variety of topics. They may provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are more comfortable discussing a variety of topics concretely.

Advanced High speakers may demonstrate a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the

confident use of communicative strategies, such as paraphrasing, circumlocution, and illustration. They use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech. However, when called on to perform the complex tasks associated with the Superior level over a variety of topics, their language will at times break down or prove inadequate, or they may avoid the task altogether, for example, by resorting to simplification through the use of description or narration in place of argument or hypothesis.

MID:

Speakers at the Advanced Mid sublevel are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as topics relating to events of current, public, and personal interest or individual relevance. Advanced Mid speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future by providing a full account, with good control of aspect. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse.

Advanced Mid speakers can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar. Communicative strategies such as circumlocution or rephrasing are often employed for this purpose. The speech of Advanced Mid speakers performing Advanced-level tasks is marked by substantial flow. Their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest.

Their discourse may still reflect the oral paragraph structure of their own language rather than that of the target language. Advanced Mid speakers contribute to conversations on a variety of familiar topics, dealt with concretely, with much accuracy, clarity and precision, and they convey their intended message without

misrepresentation or confusion. They are readily understood by native speakers unaccustomed to dealing with non-natives. When called on to perform functions or handle topics associated with the Superior level, the quality and/or quantity of their speech will generally decline.

LOW:

Speakers at the Advanced Low sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest.

Advanced Low speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect. In these narrations and descriptions, Advanced Low speakers combine and link sentences into connected discourse of paragraph length, although these narrations and descriptions tend to be handled separately rather than interwoven. They can handle appropriately the essential linguistic challenges presented by a complication or an unexpected turn of events. Responses produced by Advanced Low speakers are typically not longer than a single paragraph. The speaker's dominant language may be evident in the use of false cognates, literal translations, or the oral paragraph structure of that language. At times their discourse may be minimal for the level, marked by an irregular flow, and containing noticeable self-correction.

More generally, the performance of Advanced Low speakers tends to be uneven. Advanced Low speech is typically marked by a certain grammatical roughness (e.g., inconsistent control of verb endings), but the overall performance of the Advanced-level tasks is sustained, albeit minimally. The vocabulary of Advanced Low speakers often lacks specificity.

Nevertheless, Advanced Low speakers are able to use communicative strategies such as rephrasing and circumlocution. Advanced Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion. Their speech can be understood by native speakers unaccustomed to dealing with non-natives, even though this may require some repetition or restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

SUPERIOR

Speakers at the Superior level are able to communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. They present their opinions on a number of issues of interest to them, such as social and political issues, and provide structured arguments to support these opinions. They are able to construct and develop hypotheses to explore alternative possibilities.

When appropriate, these speakers use extended discourse without unnaturally lengthy hesitation to make their point, even when engaged in abstract elaborations. Such discourse, while coherent, may still be influenced by language patterns other than those of the target language. Superior-level speakers employ a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information through the use of syntactic, lexical, and phonetic devices.

Speakers at the Superior level demonstrate no pattern of error in the use of basic structures, although they may make sporadic errors, particularly in low-frequency structures and in complex high-frequency structures. Such errors, if they do occur, do not distract the native interlocutor or interfere with communication.

DISTINGUISHED

Speakers at the distinguished level are able to use language skillfully, and with accuracy, efficiency, and effectiveness. They are educated and articulate users of the language. They can reflect on a wide range of global issues and highly abstract concepts in a culturally appropriate manner. Distinguished-level speakers can use persuasive and hypothetical discourse for representational purposes, allowing them to advocate a point of view that is not necessarily their own. They can tailor language to a variety of audiences by adapting their speech and register in ways that are culturally authentic.

Speakers at the distinguished level produce highly sophisticated and tightly organized extended discourse. At the same time, they can speak succinctly, often using cultural and historical references to allow them to say less and mean more. At this level, oral discourse typically resembles written discourse.

A non-native accent, a lack of a native-like economy of expression, a limited control of deeply embedded cultural references, and/or an occasional isolated language error may still be present at this level.

CHAPTER III

METHODOLOGY

This chapter deals with the research methodology of the study, including the selection of the topic, the selection of the universe, the research design, setting, sample and data-collection instrument.

THE TOPIC

In order to select the topic,the researchers thought on a phenomenon that is affecting the oral proficiency development, getting into a conclusion that personality factors have to do with the oral proficiency development when learning a foreign language such as French.

THE UNIVERSE

To develop this research, the universe chosen was 107 advanced students from Modern Languages major, Foreign Language Department, of the University of El Salvador, during semester II, 2014. The reason why those students were chosen is because they were considered to be at the level the research would be conducted since they were able to understand and answer the instrument. This information about the number of students was provided by the secretary of the Foreign Language Department when the research team requested the information.

RESEARCH DESIGN

This study was developed to specify, detect and test the factors regarding the role of personality factors in the development of French oral proficiency of Advanced French students, Semester II of the Foreign Language Department, University of El

Salvador. Due to the nature of the study, a descriptive research design was implemented for that purpose.

Descriptive Research

The intention of this research is to describe situations and events and in this case it will be the description of the role of personality factors in the development of French oral proficiency in advanced students. This means, how this phenomenon will be demonstrated. The descriptive studies seek to specify the important properties of persons, groups, - communities or any other phenomenon that is submitted to analysis (Dankhe, 1986).

Descriptive research can be either quantitative or qualitative; this research will involve collections of quantitative information that can be tabulated along a continuum in numerical form, such as scores on a test that will come from surveys made to students and experts in the subject.

This research seeks to describe the importance of personality factors towards the oral proficiency development when learning French.

Non-Experimental

This research is based on non-experimental research design, since no variables will be manipulated. However, it is based on the observation of phenomena as theyoccur in the real environment. Then they are analyzed. According to Kerling and Lee (2002)"in non-experimental research it is not possible to manipulate variables or to randomly assign to the participants or treatments".

No situations were constructed in the research. Instead the situations already existing were observed. They were not intentionally caused in this research.

Moreover the Non-Experimental Design is divided into two categories: cross-sectional and longitudinal.

Non-Experimental→ Cross-Sectional

This research was guided with cross-sectional design because data were collected in a specific moment just once. In addition, it describes variables and analyzes their incidence and interrelation in a given moment.

Non-Experimental→ Cross-Sectional→ Correlation-Causal

Cross-sectional designs are also divided into three categories which are exploratory, descriptive and co relational-causal. Out of those ones, this research uses the co relational-causal by reason of gathering data by making surveys and tests to the unit of analysis then describes the relation between implicated variables.

Characteristics of an exploratory descriptive research design

Before making a report on the research design, it is important to characterize the exploratory research design. According to Uys and Basson (1991:38), an exploratory descriptive research design has the following characteristics

• It is a flexible research design that provides an opportunity to examine all aspects of the problem being studied.

• It strives to develop new knowledge.

• The data may lead to suggestions of hypotheses for future studies.

• It is usually a field studied in a natural setting.

RESEARCH SETTING

For this research, the information was collected at the Foreign Language Department, University of El Salvador in San Salvador.

Sample

To apply a statistical analysis a sampling must be practiced. The sample is a selected portion of the population to be representative that reflects adequately the characteristics we want to analyze of the whole study. That is why it a probabilistic sampling is performed. The population of students enrolled in the course of Advanced French Semester II, 2014 cycle that is taken is 63.

In the research the main variable is qualitative, which is reported by the proportion of the phenomenon under study in the reference population. The sample was calculated by the formula shown below:

$$n = \frac{N * Z^2 * p * q}{(N-1) * e^2 + Z^2 * p * q}$$

Where,

Z = level of confidence

p = probability of success, or expected proportion

q = probability of failure

e = precision (maximum permissible error in terms of proportion)

If the expected proportion is unknown, the conservative approach (p = q = 0.5) is used, which maximizes the sample size.

What is the number of students to survey whose personality factors play an important role in the development of oral proficiency?

It is taken:

• Z = 1.96 (since security is 95% of the factors that affect)

• p = expected proportion unknown (in this case, 50% is taken)

• q = 1 - p (in this case, 1-0.5= 0. 5)

• e = precision (here we chose 5%) being as a result:

$$n = \frac{63 * 1.96^2 * 0.5^2}{62 * 0.05^2 + 1.96^2 * 0.5^2}$$

n=54

It is necessary to survey at least 54 students to have a 95% confidence degree. At the beginning of the research the initial population was 107. A random sample of 54 students wasselected from the population of 63later on by using a random number table. The results of the survey are summarized in the following table along with the 4 teachers surveyed of Advanced French course:

Advanced French Students of semester II, Academic year 2014 in Modern Languages with Specialty in French and English major	
Advanced French students of 2014 year	*Modern Languages Advanced French teachers*
Population	107	4
SAMPLE	**54**	**4**

Techniques of Research

The technique that the research team used was a survey and to obtain information the researchers used a questionnaire as an instrument.

The questionnaire

Throughout the questionnaire, the research team was able to gather important information to enhance their investigation. The research team created the questionnaire, which was created with the intention ofcollecting important information about the role of personality factors in the French oral proficiency development. At the same time a questionnaire was created so that the research team could obtain the teachers' opinion.

The students' questionnaire included open ended questions to gather students' personal opinion and also closed questions; thesame methodology was used in the questionnaire answered by the Advanced French teachers, semester II, 2014.

Moreover, the questionnaire was passed to the whole universe of study, and each student answered it in a period of 10 to 15minutes as well as teachers did.

Finally, the students' questionnaire was administered under pre-scheduled tome of each Advanced French group under their tutors' conditions which were established and discussed after knowing the purpose of the study. Teachers answered it in their office during some time off.

CHAPTER IV

Data analysis and interpretation.

What follows is an analysis and interpretation of 54 students who were interviewed by the authors regarding the role of some factors in the oral proficiency development.

Do you think personality factors have an important role in the oral proficiency development?
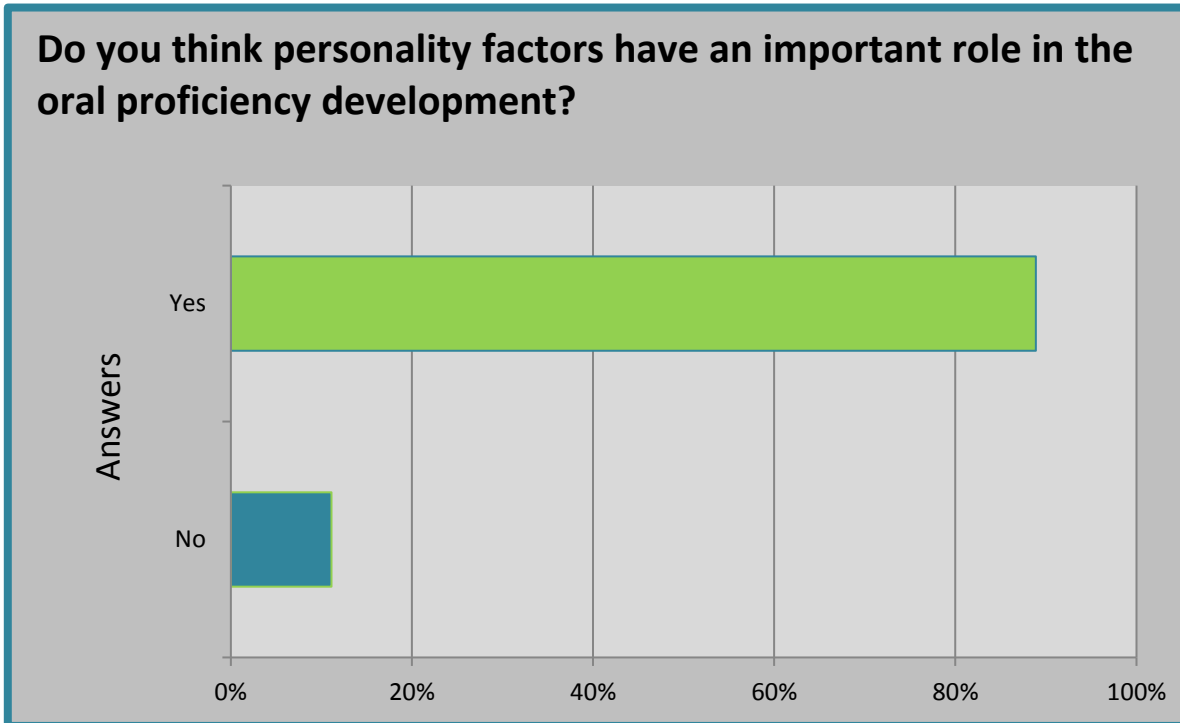
Options	Answers
yes	89%
No	11%
Total	100%

Analysis:
When students were asked, if they think that personality factors have an important role in the French oral proficiency development, 89% of students agreed by answering "YES" and the remaining 11% expressed the opposite.

Interpretation:
According to the data collected the researchers concluded that there is a very strong tendency on the students' part to admit that personality factors have to do with their French oral proficiency development.
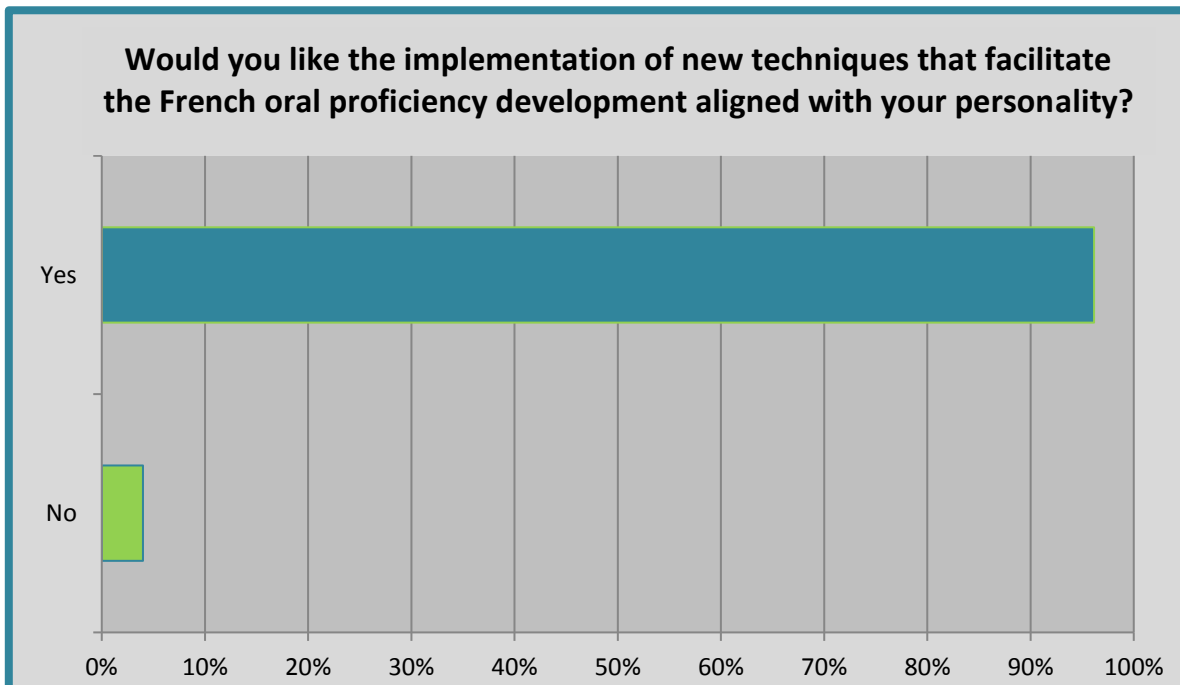
How do you evaluate your performance in French course?
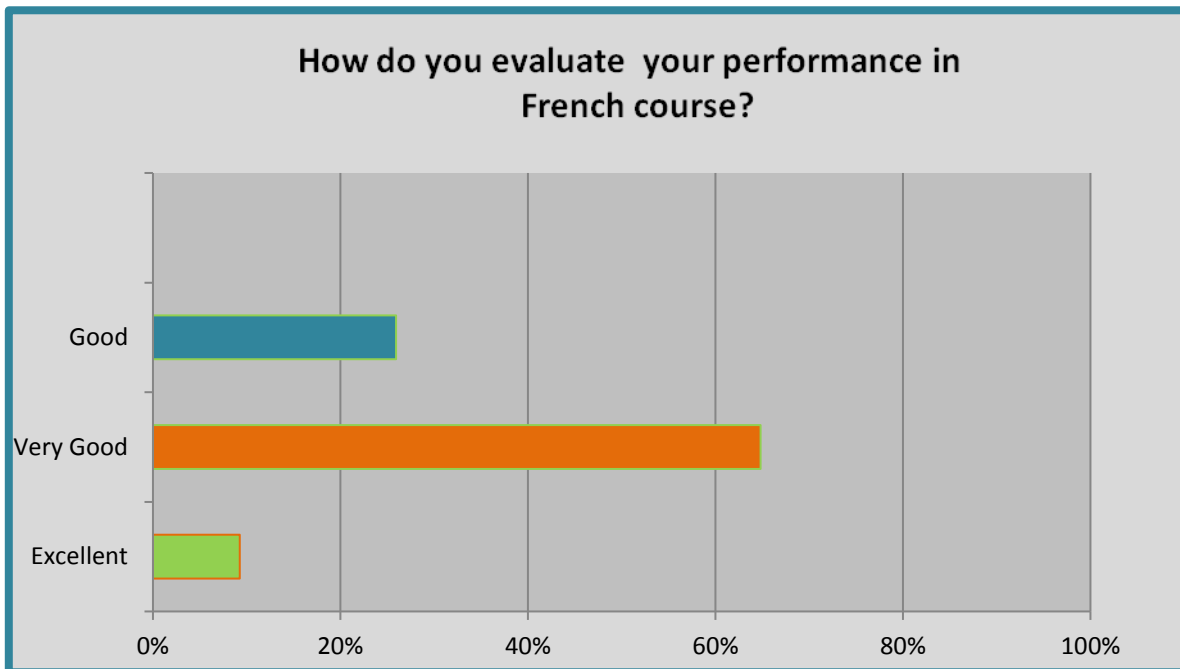
Options	Answers
Excellent	9%
VeryGood	65%
Good	26%
Total	100%

Analysis:

When asked how they grade their oral performance during their French course, 65% said that it was very good and 26% stated that it was good. The remaining 9% said it was excellent.

Interpretation:

By taking into account the answers given by students, the researchers concluded that there is a very noticeable tendency on considering their oral performance in evaluations as very good while taking the Advanced French course.

Would you like the implementation of new techniques that facilitate the French oral proficiency development aligned with your personality?

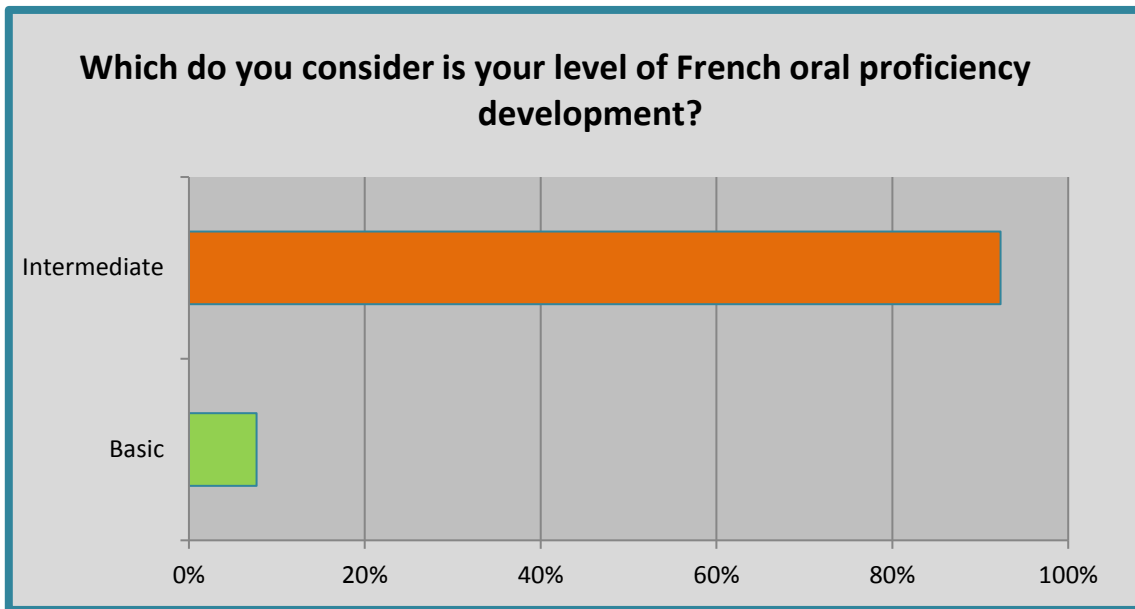| Options–	Answers–
Yes	93%
No	7%
Total :	100%

Analysis:

After students were asked if they would like new techniques that facilitate the French oral proficiency development adapted to their personality, 93% of students agreed with the statement whereas 7% disagreed.

Interpretation:

Based upon the answers given by students, the researchers got into the conclusion that students almost unanimously would love to have new techniques that facilitate their French oral proficiency development adapted to their factors for their benefit.
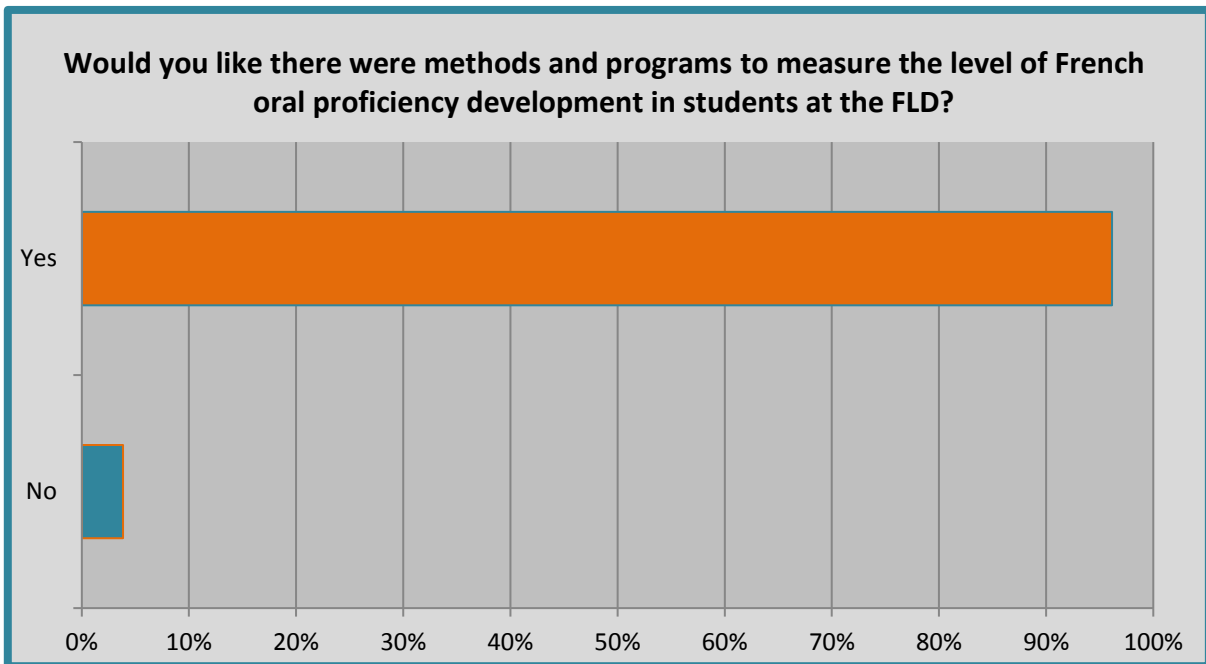
Which do you consider is your level of French oral proficiency development?

Options	Answers
Intermediate	81%
Basic	19%
Total	100%

Analysis:

When asked about their proficiency level in French 81% of them said that it is intermediate whereas the remaining 19% expressed that it is basic.

Interpretation:

As shown by the students' answers. There exists a strong consensus on the students' part to admit that their proficiency level in French is intermediate. Nobody classed his/her French level as advanced.

Would you like there were methods and programs to measure the level of French oral proficiency development in students at the FLD?

Options	Answers
Yes	87%
No	13%
Total:	100%

Analysis:

When asked if they would like to have new methods and programs that could measure the level of French oral proficiency development, 87% of thestudents agreed with the statement whereas the remaining 13% disagreed.

Interpretation:

After viewing the results gotten, the researchers concluded that there is a strong tendency on the students' part to favor innovative methods and programs that will benefit them by helping them to find out where they stand when it comes to the oral proficiency level.

Questions to gather students' self-esteem data

In order to identify the students' opinion about their own personality and their degree of self-esteem 10 situations were presented to them so they could decide whether each characteristic was True (T) or False (F). The results are shown below:
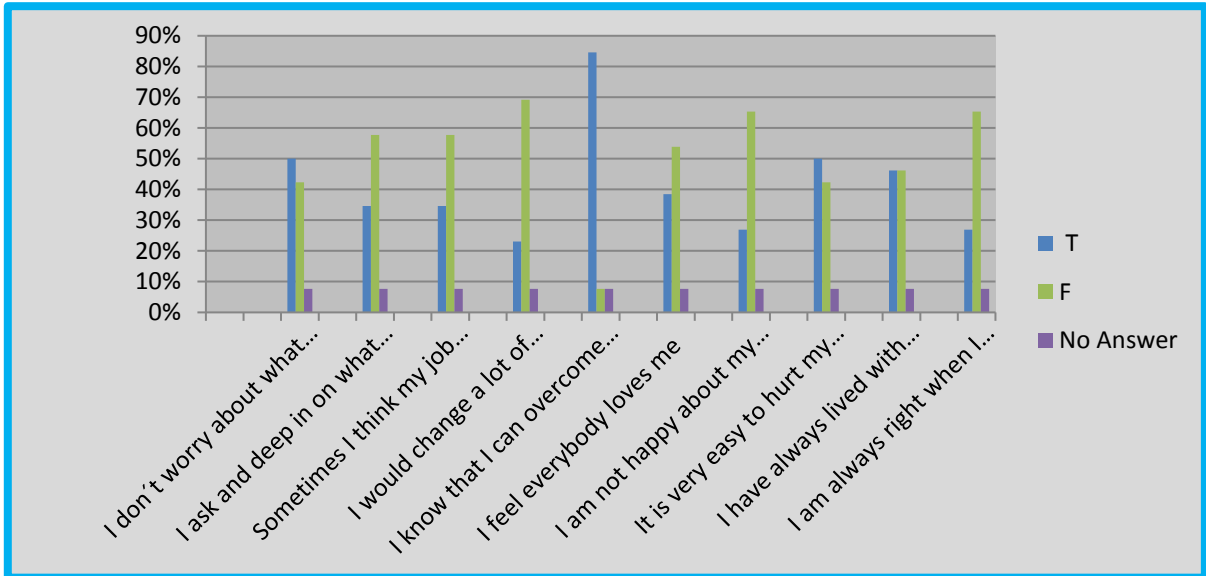
	T	F	No Answer
I don´t worry about what others think of me and my acts	46.29%	48.15%	5.56%
I ask and deep intowhat others think about me	27.77%	66.67%	5.56%
Sometimes I think my job does not have any value	11.11%	83.33%	5.56%
I would change a lot of things related to my personality	18.51%	75.93%	5.56%
I know that I can achieve any goal	64.81%	29.63%	5.56%
I feel everybody loves me	27.77%	66.67%	5.56%
I am happy about my physical appearance	29.63%	64.81%	5.56%
It is very easy to hurt my feelings	38.88%	55.56%	5.56%
I have always lived with inferiority complex	46.29%	48.15%	5.56%
I am always right when I argue with someone	22.22%	72.22%	5.56%

The analysis and interpretation of the students' answers are shown below:

I don´t worry about what others think of me and my acts
Analysis:
After 54 students were asked if they worry about what others think about them, 48.15% disagreed with that statement, whereas 46.29% agreed with it.

Interpretation:
The researchers concluded that there is a divided opinion among students on worrying about what others think about them.

I ask and deep into about what others think about me and deep into that
Analysis:
Right after 54 students were asked if they ask others what is it that they like from them, 66.67% disagreed with it, the reimaing 27.77% agreed.

Interpretation:
After looking at the results, the researchers concluded that there is a smalltendency on students' part to ask or deep into what others think about them.

Sometimes I think my job does not have any value
Analysis:
When student were asked if they think that their job does not have any value 83.33%, agreed with that statement on the other hand, 11.11% disagreed

Interpretation:
Researchers came up with the conclusion that there is a significant tendency on the students' part to consider their job as something valuable.

I would change a lot of things about my personality
Analysis:
When students were asked if they would change a lot of things about their personalities, 75.93% of them answered that they would not change their personality traits, on the contrary 18.51% agreed with that statment.

Interpretation:
As shown by the data, there is a strong tendency on the students' part not to change their personality. In other words, they are satisfied with their behavior.

I know that I can achieve any goal

Analysis:

When students were asked if they can get anything they set up as a challenge, 64.81% agreed with the statement, on the other hand, 29.63% disagreed.

Interpretation:

As shown by the data, the subjects under study have a moderate tendency to admit they can achieve any goal.

I feel everybody loves me

Analysis:

When asked about if they feelloved by everybody 66.67% of the subjects under study said not to experience that feeling, in contrast 27.77% admitted that they felt loved.

Interpretation:

There is a negative attitude on the students' part regarding their perception of somebody else's appreciation to them.

I am happy about my physical appearance

Analysis:

When asked about students physical appearance 64.81% of the subjects under study disagreed, on the other hand, 29.63% agreed with the statement.

Interpretation:

As revealed by the data, the subjects under study reject in most cases the idea that they are unhappy about their own physical appearance.

It is very easy to hurt my feelings

Analysis:

When asked about having their feelings hurt very easy, 55.56% of the subjects under study disagreed with the statement; 38.88% agreed.

Interpretation:

As shown by the graph, there is a considerable opinion among the interviewed subjects as to their susceptibility with regards to others criticism.

I have always lived with inferiority complex

Analysis:

When asked about living with inferiority complex 48.15% of the subjects under study disagreed with the statement; 46.29% agreed.

Interpretation:

As shown by the graph, the subjects under study have a divided opinion regarding this phenomenon.

I am always right when I argue with someone

Analysis:

When asked about being right when arguing withsomeone; 72.22% of the subjects under study disagreed with the statement. In contrast, 22.22% agreed.

Interpretation:

As shown by the data the subjects under study admit in a considerable manner that they are not always right when arguing.

It is important to mention that 2 subjects under study that were 7.69% did not answer all the questions.

Now the researchers present the results of students' surveys:

Questions to gather the interaction between the students' oral proficiency in French and their personality factors
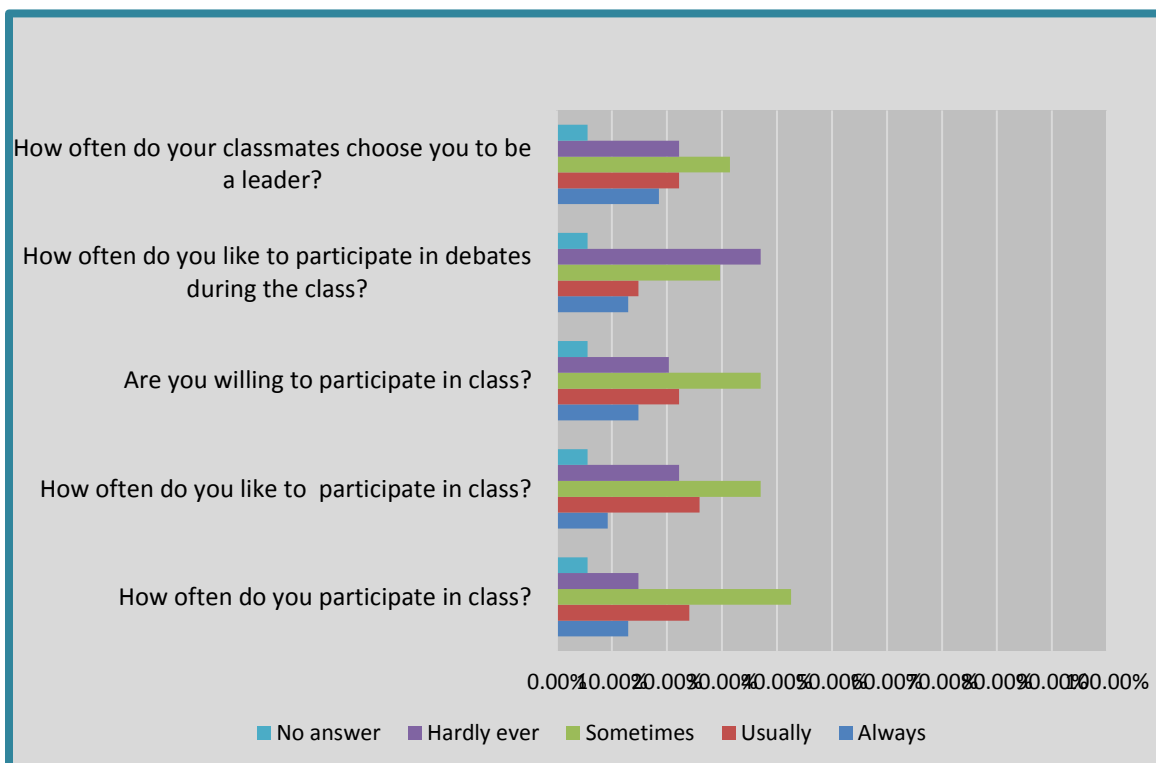
	How often do you participate in class?	How often do you like to participate in class?	Are you willing to participate in class?	How often do you like to participate in debates during the class?	How often do your classmates choose you to be a leader?
Always	12,96%	9,26%	14,81%	12,96%	18,52%
Usually	24,07%	25,93%	22,22%	14,81%	22,22%
Sometimes	42,59%	37,04%	37,04%	29,63%	31,48%
Hardly ever	14,81%	22,22%	20,37%	37,04%	22,22%
No answer	5,56%	5,56%	5,56%	5,56%	5,56%
Total	100,00%	100,00%	100,00%	100,00%	100,00%

How often do you participate in class?

Analysis:
When asked about the frequency of their participation in class 42,59% said that they do it sometimes, 24, 07% stated that they do it usually 14,81% admitted that they do it hardly ever and in contrast 12,96% answered that they do it always.

Interpretation:
As shown by the graph, the subjects under study have a strong tendency on participating in class, sometimes and usually, whereas a fourth part of them do that hardly ever and always.

How often do you like to participate in class?

Analysis:
When asked about their desire to participate in class, 37, 04% stated that they do it sometimes andusually25, 93%; on the other hand 22, 22% admitted that they do it hardly ever, in contrast 9,26% always do it.

Interpretation:
As shown by the graph, the subjects under study have a strong desire to participate in class, sometimes and usually, while a fourth part of them do it hardly ever.

Are you willing to participate in class?

Analysis:
When asked about their willingness to participate in class, 37, 04% admitted that they are willing to do it sometimes, 22, 22% admitted that they do it usually, and hardly ever20, 37% y and on the other hand 14,81% answered that they do it always.

Interpretation:
As shown by their answer, the subjects under study have a strong tendency to have willingnessin participating in class, hardly ever, sometimes and usually , whereas a fourth part of them answered that they do that always.

Do you like to participate in debates during the class?

Analysis:

When asked about the frequency with which they like to participate in debates during class, 37, 04% admitted that they do it hardly ever, while 29, 63% sometimes do it, the 14, 81 % of population admitted they usually do it; on the other hand 12, 96% answered that they do it always.

Interpretation:
As shown by the graph, students are likely to refuse to participate in debates.
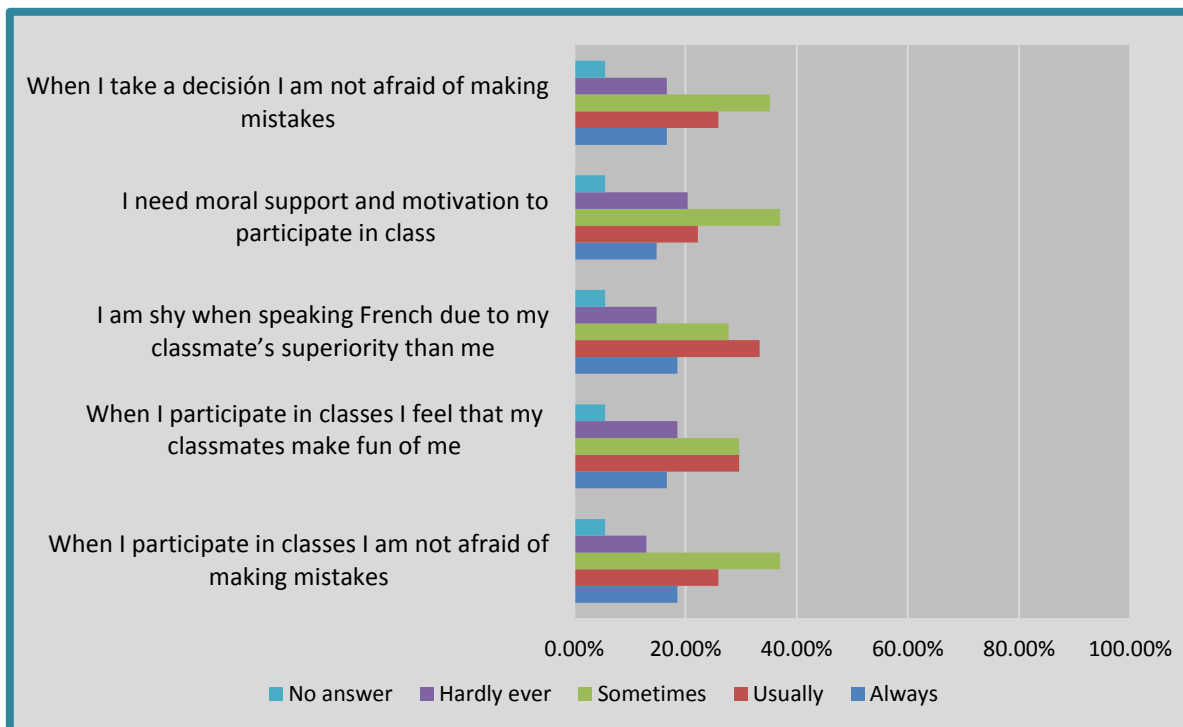
Do your classmates choose you to be a leader?

Analysis:
When asked about the frequency to be chosen as leader by their classmates in class, 31, 48% are chosen sometimes, 22, 22% admitted that they are hardly ever chosenas well as 22, 22% are usually chosen, while and 18, 52% stated that they are always chosen.

Interpretation:
According to the data, the students under study reveal a low tendency to appoint others to be their leaders.

Questions suggesting techniques that help students to improve their oral proficiency

	When I participate in classes I am not afraid of making mistakes	How often do you feel your classmates make fun of you in class?	I am shy when speaking French due to my classmate's superiority than me	I need moral support and motivation to participate in class	When I take a decision I am not afraid of making mistakes
Always	18,52%	16,67%	18,52%	14,81%	16,67%
Usually	25,93%	29,63%	33,33%	22,22%	25,93%
Sometimes	37,04%	29,63%	27,78%	37,04%	35,19%
Hardly ever	12,96%	18,52%	14,81%	20,37%	16,67%
No answer	5,56%	5,56%	5,56%	5,56%	5,56%
Total	100,00%	100,00%	100,00%	100,00%	100,00%

When I take a decision I am not afraid of making mistakes

Analysis:
When asked if they are afraid of making mistakes by participating in class
37, 04% sometimes, usually 25, 93% , 12, 96% admitted that they do it hardly ever and 7, 69% always do it.

Interpretation:
As shown by the graph, the subjects under study have a strong tendency to be afraid of making a mistake when participating in class, sometimes and, whereas a fourth part of them do that hardly ever and always.

When I participate in classes I feel that my classmates make fun of me

Analysis:
When asked about if they feel that their classmates make fun of them, from the subjects under study the 29,63% sometimes do it as well as the other 29,63% usually do, 18.52% answered that they do it hardly ever, finally the 16, 67% always do it.

Interpretation:
As shown by the graph, the subjects under study have a strong tendency to feel that their classmates make fun of them in class, always and usually, sometimes whereas a fourth part of them feel that hardly ever .

I am shy when speaking French due to my classmate's superiority than me
Analysis:

When asked if they feel shy to speak French due to their classmates' superiority 33,33 % usually, 27.78% usually do it, 18,52% answered that they always do it, finally 14.81% of the subjects under study said they hardly ever do it.

Interpretation:
When being asked about feeling shy in class, four out of the ten subjects admit that such situation happens sometimes whereas almost half of them experience that feeling usually and hardly ever. Finally a fourth of them always experience that situation every time they speak to others.

I need moral support and motivation to participate in class

Analysis:
When asked about if they need moral support and motivation to participate in class 37.04% sometimes, and 22.22% usually, while 20, 37% hardly ever and 14, 81% of the subjects under study said that they do it always.

Interpretation:
As shown by the graph, there is a consensus amount of the students to need moral support and motivation to participate in class.

When I take a decision I am not afraid of making mistakes

Analysis:
When asked about if they are afraid of making mistakes by taking a decision
35, 19% sometimes, usually 25, 93%; in contrast 16, 67% admitted that they do it hardly ever and always.

As shown by the graph, the subjects under study have a strong tendency to be afraid of making a mistake when taking a decision in class, sometimes and usually and whereas a fourth part of them do that hardly ever and always.

It is important to mention 5.56% that were three students did not answer.

Now researchers present the result of teacher's survey:

Questions to gather teachers' points of view

To identify the A.F teachers' points of view about the students' oral performance in class, a questionnaire was addressed to them and the results are shown as follows:
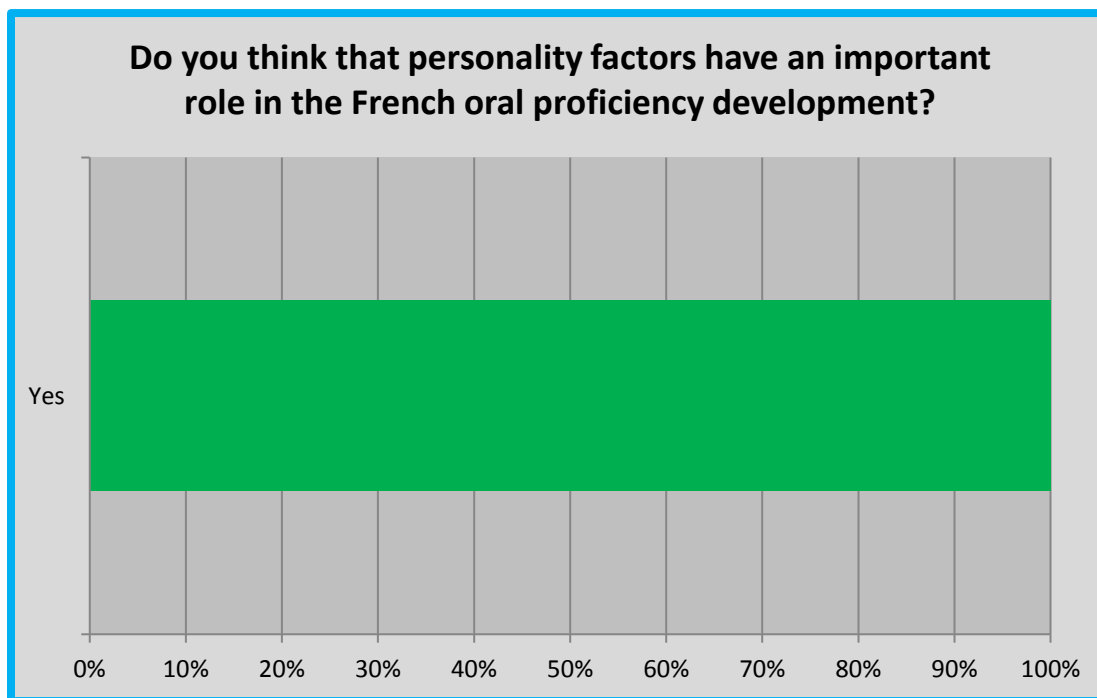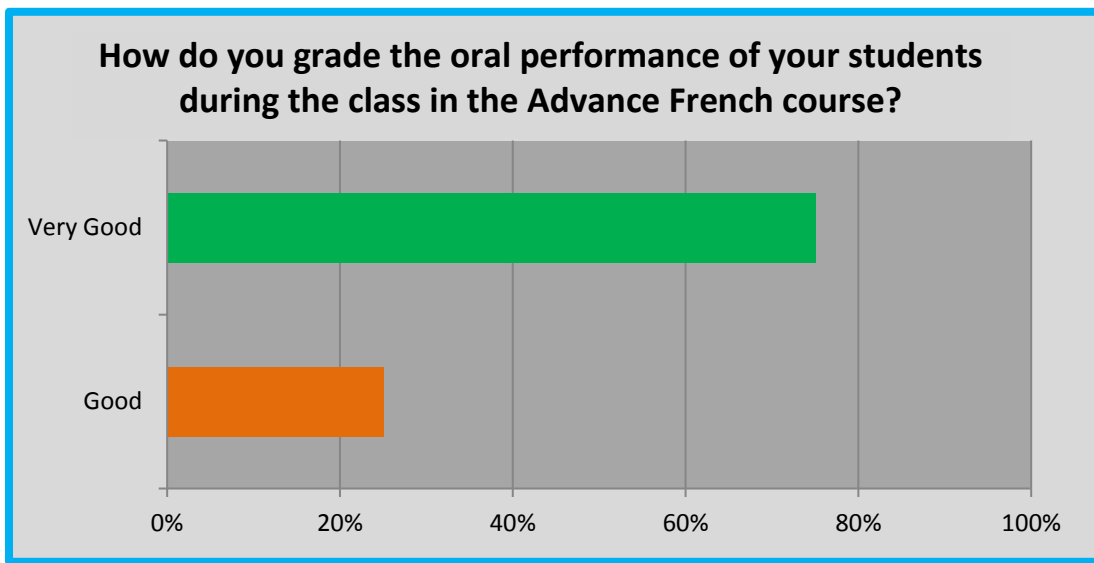

Options	Answers
Yes	100%
Total	100% 4

Analysis:
When the subjects under study were asked if they think that personality factors have an important role in the French oral proficiency development, 100, 00% agreed with that.

Interpretation:
Based upon the answers given by teachers, the researchers got into the conclusion that there is a tremendous tendency on the teachers' part to think that personality factors have an important role in their French oral proficiency development.
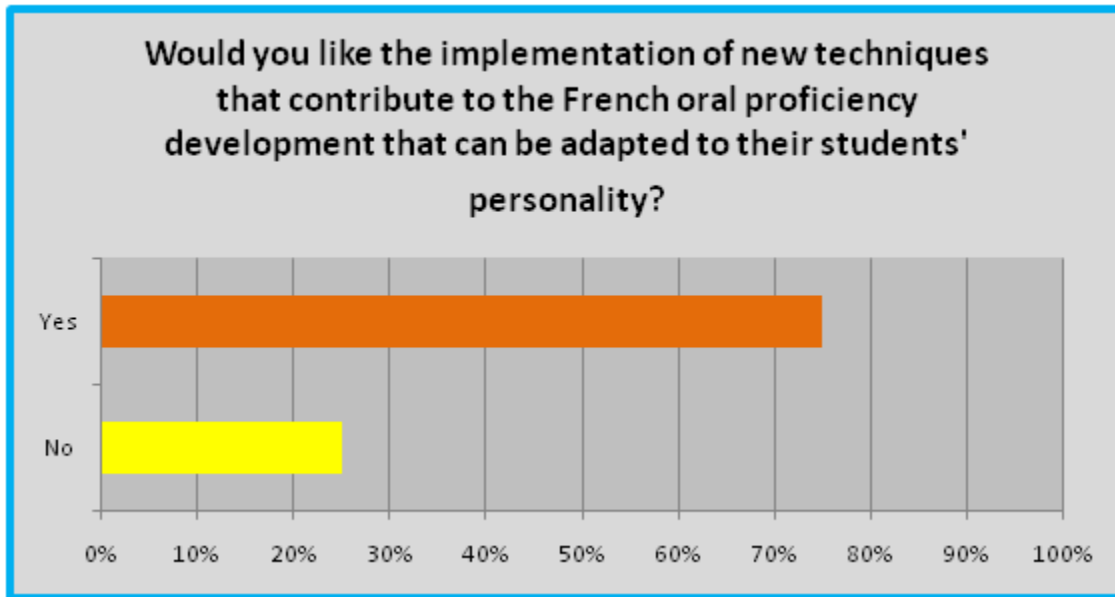
How do you grade the oral performance of your students during the class in the Advance French course?

Options	Answers
VeryGood	75% 3
Good	25% 1
Total	100% 4

Analysis

When professors were asked, if they think that personality factors have an important role in the French oral proficiency development, 92.31% of them agreed. On the other hand, 7.69% disagreed.

Interpretation:

According to the data collected the researchers concluded that there is a very strong tendency on the professors' part to admit that personality factors have to do with their students' French oral proficiency development.

Would you like the implementation of new techniques that contribute to the French oral proficiency development that can be adapted to their students' personality?

Options	Answers
Yes	75% 3
No	25% 1
Total	100% 4

Analysis:

When asked to teachers if they would like the implementation of new techniques that contribute to the French oral proficiency development that can be adapted to their student's personality, 75,00% of them agreed with that. On the other hand, 25, 00% disagreed with the statement.

Interpretation:

As shown by the graph the researchers conclude that there is a marked tendency on the teachers' part to admit that the implementation of new techniques that contribute to French oral proficiency development can be adapted to their students' personality, in contrast to a low number of them who reject that situation.

Are you familiar with methods that effectively help students to have a good French oral proficiency development?
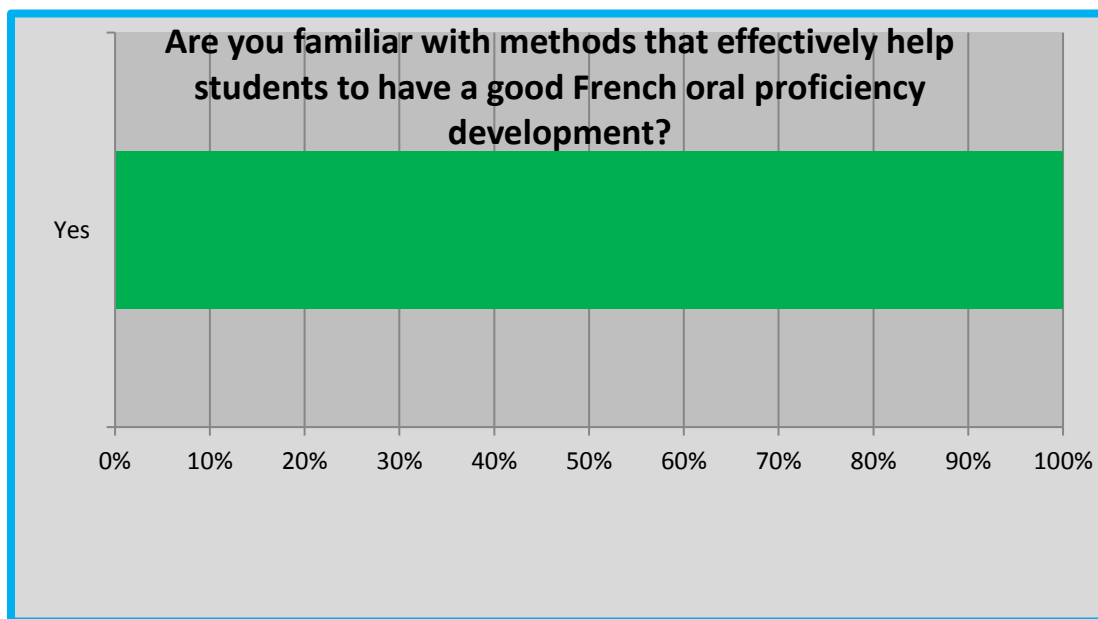
Options	Answers
Yes	100%
Total	100% 4

Analysis:

When teachers were asked if they were familiar with methods that effectively help students to have a good French oral proficiency development, 100,00% agreed with that.

Interpretation:

As shown by the graph, the researchers got to the conclusion that there is a total consensus among the teachers' opinion regarding their being familiarized with teaching methods to effectively help their students to include their oral proficiency.

Do you take into consideration your students' personality factors?
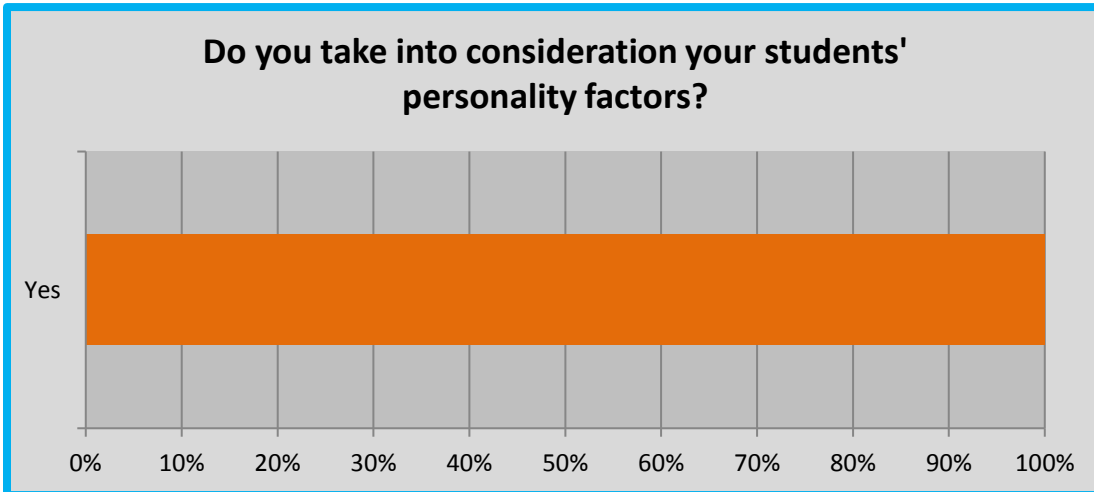
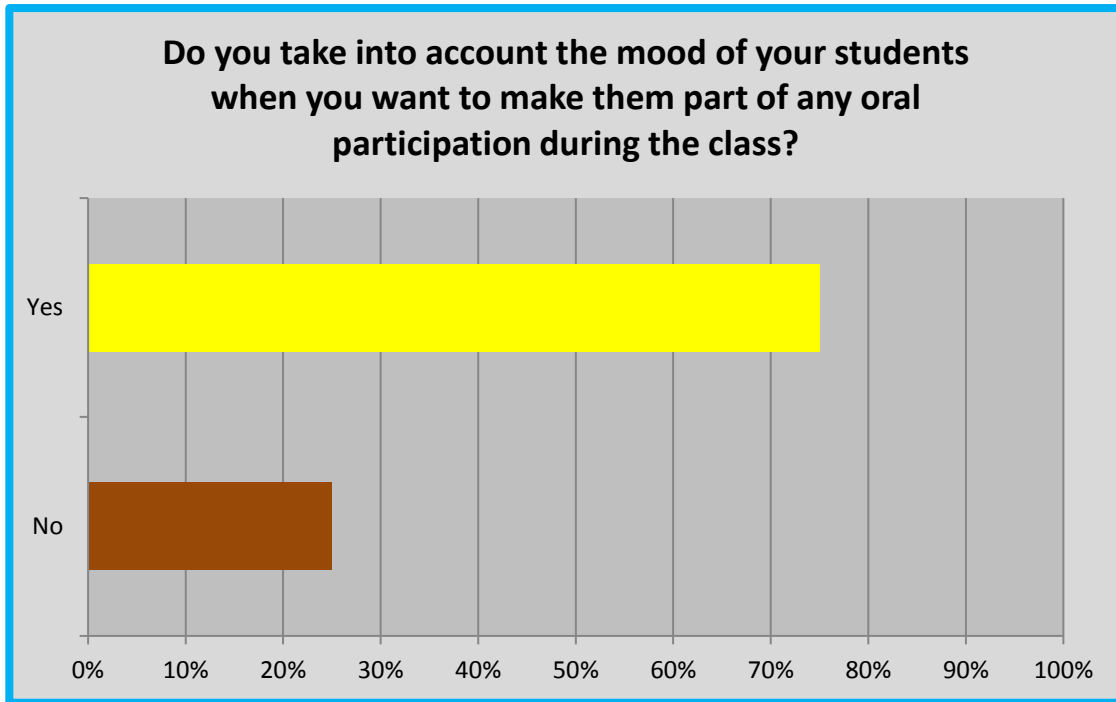| Options	Answers
Yes	100%
Total	100%
	4

Analysis:

When the subjects under study were asked if teachers take into account their students' personality factors, 100, 00% of them agreed with that.

Interpretation:

Based upon the answers given by teachers, the researchers got into the conclusion that there is a tremendous tendency on teachers' part to favor taking into account their students' personality factors.
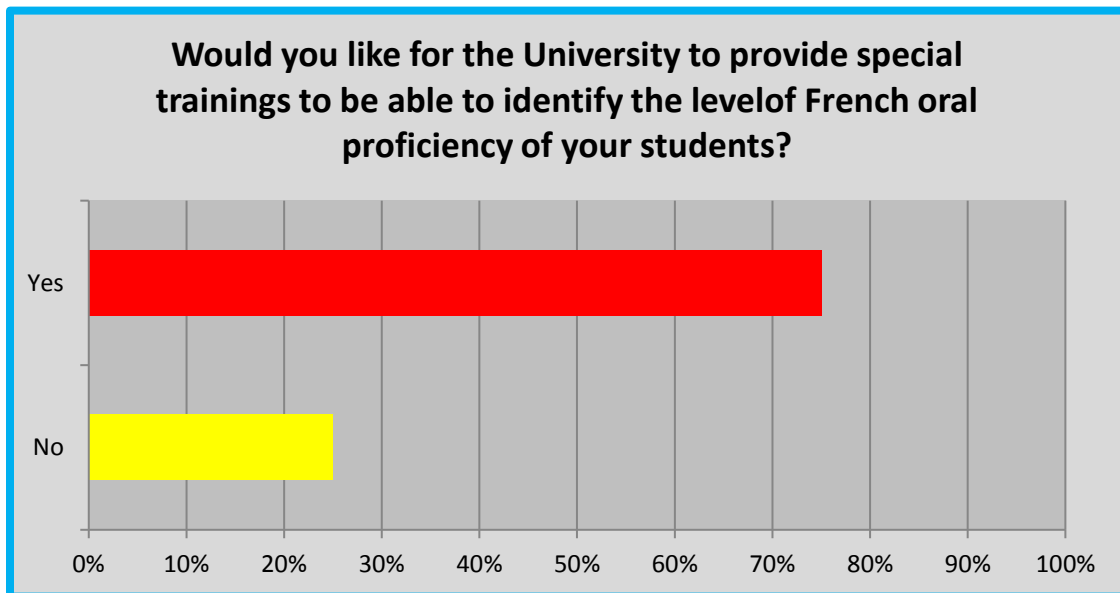
Do you take into account the mood of your students when you want to make them part of any oral participation during the class?

Options	Answers
Yes	75% 3
No	25% 1
Total	100% 4

Analysis:

When teachers were asked if they take into account the mood of their students when they want to make them part of any oral participation during the class, 75, 00% of them answered yes, while the remaining 25, 00% disagreed completely.

Interpretation:

As shown by the graph there is big tendency on teachers' part to take into account the mood of their students when they want to make them part of any oral participation during the class; on the other hand,a minority disagreed with that.
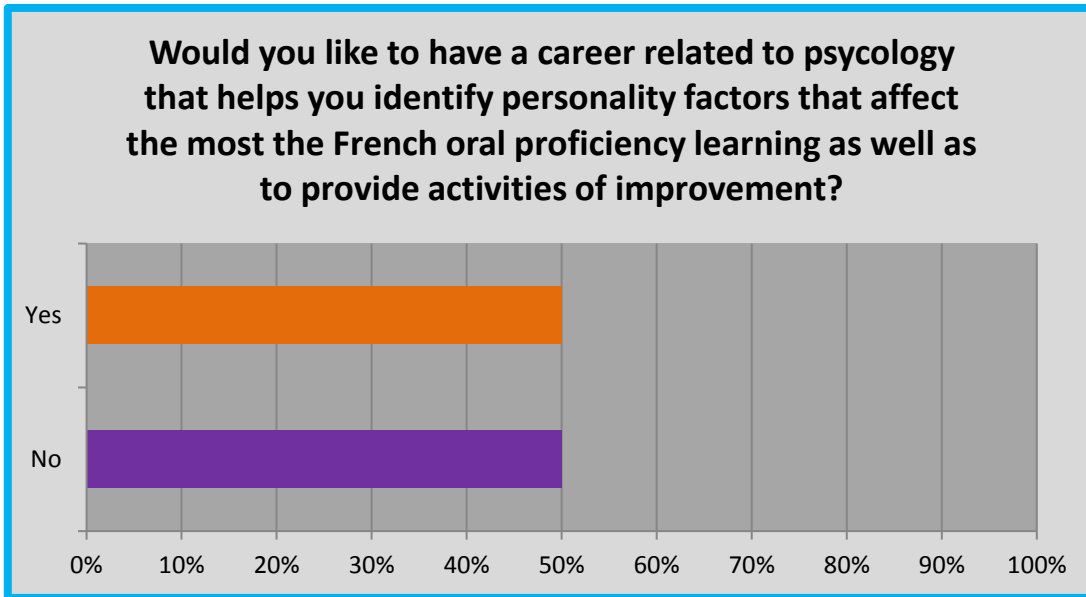
Would you like for the University to provide special trainings to be able to identify the levelof French oral proficiency of your students?

Options	Answers
Yes	75% 3
No	25% 1
Total	100% 4

Analysis:

When the subjects under study asked if they would like for the university to provide special trainings to be able to identify the level of French oral proficiency of students 75,00% of them agreed with that, in contrast with the remaining 25,00% who disagreed on the matter.

Interpretation:

Based upon the answers given by teachers, the researchers got into the conclusion that the majority of teachers want the university to provide special trainings to be able to identify the level of French oral proficiency of students as well as to provide activities for improvement. On the other hand the minority disagreed with that.

Would you like to have a career related to psycology that helps you identify personality factors that affect the most the French oral proficiency learning as well as to provide activities of improvement?

Options	Answers
Yes	50% 2
No	50% 2
Total	100% 4

Analysis:

When the subjects under study were asked if they would like to study a career related to psychology or education that helps them identify personality factors that mostly affect their French oral proficiency learning as well as to provide activities of improvement, 50,00% answered yes, while the other 50,00% answered no.

Interpretation:

As shown with the graph, there is a divided opinion among teachers regarding studying a career related to psychology or education that helps them identify personality factors that affect their French students' oral proficiency learning as well as to provide activities of improvement.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The purpose of this study was to investigate about students' personality factors and their oral proficiency development to determine how those factors may affect positively or negatively the students' oral performance, after conducting the research at the Foreign Language Department of the University of El Salvador during semester II, 2014 with Advanced French students.

1. The research group was able to detect interesting results such as counting on a very strong young population who think that personality factors have an important role in the French oral proficiency development. A very common comment students made is that students that are shy or the ones that are afraid of speaking in public have less advantages than the ones who are the opposite.

2. Furthermore, it is very noticeable that students do not evaluate the oral evaluations conducted during the French course as excellent as teachers do not have enough time to evaluate a large number of students.

3. For the same reason stated above, the majority of the students agreed in having an implementation of new techniques that help them with their French oral proficiency development in conjunction with their personality.

4. The researchers also discovered that students who were taking the Advanced French Course did not have the level that the course required. All of the interviewed students stated that they are at an Intermediate French level, which is concerning students´ perspective since they would like to take courses that are aligned with the level they are at. That finding would help the researchers to provide with suggesting techniques to improve their speaking skill in that language.

5. Furthermore, students also revealed that they would like to be involved in new techniques and programs that help them improve the oral side of the language but at the same time those techniques should be aligned with their personality. A very common comment when students answered the survey is that by doing that it will help them to acquire the necessary knowledge and to improve their speaking skill in that language. They also pointed out that not everybody learns with the same techniques as it depends on each individual.

6. Moreover, the results also showed that students would like there were methods and programs to measure the level of French Oral proficiency development in students at the FLD because it will help them to know the level of French they stand at, and what are the areas they mostly need to focus on in order to obtain the desired level of an Advanced French speaker.

7. Also, the research was conducted to evaluate and determine the level of self-esteem and risk taking. The results shown on this side of the research is that the majority of students had very good self- esteem and a high level of risk taking factor, which help to be more easygoing and fluent at the moment of facing the oral side of Advanced French.

8. To continue with, the researchers also found out that there is a strong correlation between students' oral proficiency and self-esteem as an extroverted student has more possibilities to acquire or learn the language than students that have a low self-esteem. Other than that, there is also a tendency in the relationship between students´ oral proficiency and the risk taking personality factor, as those types of students do not feel afraid of taking risks such as speaking in front of others and not worried about any mispronunciation.

In addition, the researchers also obtained Advanced French teachers' opinions in which they agreed that personality factors have an important role in the Advanced French proficiency development because they influence on the commitment each student has to learn the language.

1. Next teachers are very open to receive extra trainings that help them identify the level of French oral proficiency as well as the type of personalities they work with to provide activities that contribute to students' improvement.

In summary, this study was conducted to provide an insight on how personality factors influence on the oral proficiency development especially in French in which there are sounds that do not exist in the students' mother language and some students are shy when pronouncing them. This study provides very useful information for the Department in order to improve the French language communication skills in the Foreign Language Department at the University of El Salvador.

Recommendations

Regarding students' personality factors that have an important role in French oral proficiency development, it is recommended for the F.L.D. to do the following

1. To encourage shy students not to be afraid of participating in class

2. It is needed for the University of El Salvador to hire more teachers for the FLD and create more Advanced French course groups in order to evaluate students in a personalized way.

3. To carry out new teaching techniques that can help students with their French oral proficiency and align them with their personalities.

4. Although students are not exposed all the time to French language in the course timeframe, no Spanish should be allowed.

5. To implement methods and programs that measure the level of French oral proficiency development in students that suit with their needs to obtain the desired French level of advanced French speakers.

Regarding student's self-esteem and risk taking,it is recommended for students to do the following:

1. Keep having a very good self -esteem and a high level of risk taking factor that helpthem, to be more fluent when speaking.

Regarding Advanced French teachers' opinions:

1. The University of El Salvador and the FLD should provide trainings and congresses which help them to work on students' improvement by identifying French oral proficiency levels aligned with their personality's factors when providing them with activities.

CHAPTER VI

Bibliographic and sitographic References

Bandura, Albert (2002) *Aprendizaje social y desarrollo de la personalidad.*Madrid: Alianza editorial.

Bandura, Albert (1983*) Principios de modificación de conducta.* Madrid: Ediciones Sigueme.

Barret, L. and R.Connot (1986). "*Knowing students personality can help school, classroom and activity participation" in* **The Tenth Mental Measurements Year Book.**Lincoln, Nebraska: NASSP Bulletin, (edition of February number 70): University of Nebraska.

Brown, D. (2000) *Principles of Language Learning and Teaching.*2nd ed.Englewood Cliffs, NJ: Prentice-Hall.

Cummins Jim (1994)*"The Acquisition of English as a Second Language"*in Spangenberg-Urbschat, K. and Pritchard, R. (eds) *Reading Instruction for ESL Students.*Newark, Delaware: International Reading Association**.**

Krashen, Stephen (1987) Principles and Practice in Second Language Acquisition. Oxford, United Kingdom: Pergamon.

Krashen, Stephen (1988) **Second Language Acquisition and Second Language Learning.** Oxford, United Kindom: Pergamon, Prentice-Hall International.

Palmer, Erik (2011) *Well Spoken: Teaching Speaking to All Students.* Portland: Stenhouse Publishers.

Zhang, Yang *"The Role of Personality in Second Language Acquisition"*Qingdao 2008, China: Qingdao University of Science and Technology.

Internet Sources

Crews, Tina B. Sheth et al.*"Understanding the Learning Personalities of Successful Students"*
http://www.educause.edu/ero/article/understanding-learning-personalities-successful-online-students

Gass, Susan M. and Selinker, Larry (2008).*"SecondLanguageAcquisition: AnIntroductoryCourse"*.Routledge, 2008. Michigan StateUniversity.

Jung, Carl G and Myers, Isabel *creator of **the Myers-Briggs Type Indicator (MBTI)***. "PersonalityPage.com"
https://www.personalitypage.com/

Myers, Isabel. *"Personality Types and Learning"*
http://www.wnc.edu/mbti/personality_types_and_learning.php
Myers, Isabel (1962) *Myers-Briggs Type Indicator. "The 16 Personality Types"*
http://www.wnc.edu/mbti/16_personality_types.php

Myers, Isabel (1962) *Myers-Briggs Type Indicator.*"Temperament& Teaching Styles"*
http://www.wnc.edu/mbti/temperament_and_teaching_styles.php

Myers, Isabel (1962) *Myers-Briggs Type Indicator. "Temperament"*
http://www.wnc.edu/mbti/temperament.phpS

Questionnaire administer to Advanced French students of the

Foreign Language Department in semester II-2014

University of El Salvador
School of Arts and Sciences
Foreign Language Department

> Subject: " The role of personality factors in the development of French oral proficiency of advanced French students, semester II, academic year 2014, in modern languages major, at the foreign language department, University of El Salvador"

> Objective: This survey is intended to gather information from students on the role of personality factors towards the development of French oral proficiency development in the Foreign Language Department.

General Questions

Do you think personality factors have an important role in the oral proficiency development?

| YES   NO

Why:_____

How do you evaluate your performance in French course?

Excellent   Very Good   Good   Bad

Would you like the implementation of new techniques that facilitate the French oral proficiency development aligned with your personality?

YES   NO

Which do you consider is your level of French oral proficiency development**?**

Advanced   Intermediate   Basic

Would you like there were methods and programs to measure the level of French oral proficiency development in students at the FLD?

YES   NO

Why: _____

The following questions were elaborated with the intention of evaluate your personality.

	T	F
I don´t worry about what others think of me and my acts		
I ask and deep into what others think about me		

Sometimes I think my job does not have any value		
I would change a lot of things related to my personality		
I know that I can achieve any goal		
I feel everybody loves me		
I am happy about my physical appearance		
It is very easy to hurt my feelings		
I have always lived with inferiority complex		
I am always right when I argue with someone		

The following questions were created to gather the interaction between the students' oral proficiency in French and their personality factors.

	How often do you participate in class?	How often do you like to participate in class?	Are you willing to participate in class?	How often do you like to participate in debates during the class?	How often do your classmates choose you to be a leader?
Always					
Usually					
Sometimes					
Hardly ever					

The following questions were created to suggest techniques that can help students improve their oral proficiency.

	When I participate in classes I am not afraid of making mistakes	How often do you feel your classmates make fun of you in class?	I am shy when speaking French due to my classmate's superiority than me	I need moral support and motivation to participate in class	When I take a decision I am not afraid of making mistakes
Always					
Usually					
Sometimes					
Hardly ever					

Cuestionario a administrarse a los maestros de Francés Avanzado Ciclo II-2014

UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE LENGUAS EXTRANJERAS
ENCUESTA PARA ESTUDIANTES DE FRANCÉS AVANZADO

Estudiantes de Francés Avanzado:
Por medio de este cuestionario, se espera recolectar y conocer aspectos de personalidad y de la proficiencia oral en francés en el proceso de aprendizaje de dicho idioma. Las respuestas a ser seleccionadas son totalmente confidenciales, posteriormente se analizaran una a una para fines académicos. Le agradecemos por su opinión y gracias por su valiosa contribución.

Objetivo:
Encontrar la correlación entre la autoestima y la toma de decisiones en cuanto a la proficiencia oral en el idioma francés, en los alumnos de Francés Avanzado de la Licenciatura en Lenguas Modernas del Departamento de Idiomas Extranjeros de la Universidad de El Salvador.

Parte II. Opinión del catedrático
Instrucciones: Favor responder adecuadamente a las siguientes preguntas

- Crees que los factores de personalidad tienen un rol importante en el desarrollo de la proficiencia oral en francés?

Si _____   No_____
Porque?_____
_____
_____

- Como califica las evaluaciones orales conducidas en francés avanzado durante la clase?

Excelentes   Muy Buenas   Buenas   Malas
- Le gustaría la implementación de nuevas técnicas que le faciliten el desarrollo de la proficiencia oral del francés de los estudiantes y que se adecuen a su personalidad?

Si _____   No_____
Porque?_____

- Conoce métodos que ayuden efectivamente a tener un buen desarrollo de la proficiencia oral en francés?

Si_____   No_____

- Le gustaría que la Universidad le proporcione capacitaciones para saber identificar el nivel de proficiencia oral de los estudiantes?

Si_____ No_____

Porque?_____

- Le gustaría tener una formación académica que le ayude a identificar los factores de personalidad que afectan más el aprendizaje oral del francés y a la vez proporcionar actividades de mejora?

Si _____- No_____ Porque?