UNIVERSITY OF EL SALVADOR

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FOREIGN LANGUAGES DEPARTMENT

UNDERGRADUATE RESEARCH:

FACTORS THAT INTERVENE IN STUDENTS' ORAL LANGUAGE PROFICIENCY WHEN LEARNING ENGLISH AND FRENCH AT THE SAME TIME AFTER THE COMPLETION OF THE SIXTH TERMS OF THE DEVELOPMENT AREA SUBJECTS, SEMESTER I-2017, IN THE MODERN LANGUAGES MAJOR AT THE FOREIGN LANGUAGES DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR.

TO OBTAIN THE DEGREE OF:

LICENCIATURA EN LENGUAS MODERNAS: ESPECIALIDAD EN FRANCÉS E INGLÉS

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<div align="right">Santos Isaac Cabrera Alvarenga</div>

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CHAPTER ONE

INTRODUCTION

1.1 Background and Statement of the Problem

The University of El Salvador offers the Modern Languages Major: Specialty in French and English since 2002. Currently, there are 1,035[1] active students not only from the San Salvador area but also from different regions of the country as well.

It caught the researchers' attention the fact that many of the students present difficulties when developing the necessary oral linguistic abilities to succeed in the acquisition of a second language.

Therefore, this research focused on the factors that intervene in students' oral language proficiency when learning English and French at the same time after the completion of the sixth term of the skills development area subjects, Semester I-2017, in the Modern Languages Major at the Foreign Language Department of the University of El Salvador.

This study was focused on discovering which factors intervene in students' oral language proficiency when learning English and French at the same time, identifying the most important ones, during the teaching-learning process and their contribution to the success or failure of the complete assimilation of the two languages.

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[1] University of El Salvador students' statistics 2016. Available:
https://academica.ues.edu.sv/estadisticas/poblacion_estudiantil.php?npag=2&anio=2016&facultad=FACU-CCYHH

A certain number of surveys were filled out by Modern Languages students, on semester I-2017, that were taking their term VII of the Major and that have successfully completed the sixth term of the development area subjects in English and French. In addition, interviewing teachers was necessary to get more information about the factors that intervene in students' oral language learning proficiency, since teachers have an important role for students when they learn a second language.

These interviews provided a better understanding of what happens inside the classroom and a wider opinion about the oral proficiency was obtained. Finally, a standardized English and French oral format evaluation was applied to measure students' oral proficiency, in order to confirm the gathered information acquired from the students surveys.

For this research, the researchers applied the mixed data collection method, quantitative and qualitative approaches. The quantitative method was used to measure the gathered information taken from the Modern Language students mentioned above. The descriptive type of research was applied since it helped to have an accurate description of the issue by the use of surveys, interviews and a standardized oral test. The qualitative research method was applied for the interviews that were required to obtain the teachers' points of view about the topic.

1.2 Objectives

General Objective

➤ To identify the factors that intervene in the students' oral language proficiency when learning English and French at the same time.

Specific Objectives

➤ To measure students real oral Language proficiency after the completion of the sixth terms of the development area subjects.

➤ To classify which factors can be considered the most important to get a good oral language proficiency when learning English and French at the same time.

➤ To establish which factors or combination of factors, contribute to the success or failure of the oral language proficiency when learning English and French at the same time.

➤ To investigate how English affects French when a student acquires both languages simultaneously in the oral skill area and vice versa.

1.3 Justification

Dr. Moriyama in 2005 said "contrary to common assumptions, learning two languages together need not necessarily involve twice the effort that learning one language involves". However, some people learn languages very quickly. They are said to have the ear for languages, others spend a long time trying to learn a language without good progress.

The general factors that influence second language learning are: age, aptitude and intelligence, cognitive style, attitudes, motivation and personality (Ellis 1985). The aim of this project was to present those factors and their contribution to success or failure in the oral language learning and practice and significance of simultaneous learning of two languages.

Since learning a second language is never easy, students must deal with new vocabulary, grammar structure, pronunciation and more. Mastering two languages at the same time will be a really difficult deal, so, after analyzing Modern Languages students, it seems that there was a peculiar fact: most of them have issues when speaking either one language or both.

Many students do not have a good oral proficiency after the completion of the sixth terms of the development area subjects, that according to the level, most of them should have an advanced oral proficiency not only in English but also in French. This is based on the fact that many students moved to a different major such as English Teaching Major or English Teacher professor.

Several studies inside and outside of the university have determined in general terms some factors that intervene when a person learns a second language; however, none of them have focused in the oral proficiency when learning two new languages at the same time. That is why the relevance of this study was really important since it gathered information about the factors that are involved in the acquisition of the languages, especially the oral skill.

In addition, this research will help teachers to improve their teaching techniques taking in to consideration the factors that affect students' oral proficiency and implement methods of simultaneous teaching of two foreign languages. Also, the study should also contribute to the research literature in the field of Second Language Learning.

On the other hand, this research project will help at the Foreign Language Department and Modern Languages students to be aware of the factors that intervene in the students' oral language proficiency and help them to look for alternatives in order to improve that specific skill.

1.4 Structure of the report

The background to the study has been outlined in this chapter. Chapter two contains a review of the literature review of the research. A detailed description of the research design and methodology is provided in chapter three. Chapter four reports the findings from the study, and chapter five contains conclusions and recommendations, not only for measures to take for improvements in the learning of English and French, but for further research.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

In this part of the study, the review introduces the framework in order to have a comprehensive and complete understanding of factors which may affect the process of learning a second language. The review then goes on to explain what oral language proficiency means, and at the end of the review, a very brief discussion of learning two languages at the same time is presented.

Nowadays, learning a second language is really important since it offers numerous benefits and opportunities and since it is exciting and beneficial at all ages. It provides practical, intellectual and many aspirational benefits. To successfully acquire a second language, a student must master the four macro skills: listening, speaking, reading, and writing.

However, according to Rönnerdahl and Johansson "it has been suggested that as much as 99% of all communication is spoken" and by this quote is understood the relevance of the oral proficiency.

When referring to a second language learning process there are many factors that should be considered. Such is the case of motivation, gender, age, attitude, culture, economical aspects, among others. These, as well as many other factors, will determine the way in which an individual assimilates and develops all the linguistic skills that are required to be learned in a new language.

This review is intended to shed some light on important factors in second oral language learning and the significance of simultaneous learning of two languages.

2.2 FACTORS IN SECOND LANGUAGE LEARNING

"Why do students find it hard to learn and master English and French?" In response to this question, one would have to try and identify some possible contributory reasons or factors as to why modern language students find it hard to learn and master English and French. If some can be identified, then that would be a good basis to determine the kind of measures to take in order to provide solutions for the problem. It is one of the reasons, that the present study has been undertaken.

To have a better understanding of the factors that intervene in students' oral language proficiency is necessary to identify them. Cook in 1986 stated "it will be a difficult task to describe all the varieties of learner differences relevant to second language learning", the following factors do appear to be important.

As Noonan in 1998 says "numerous factors influence school achievement directly or indirectly". In this study, the factors are divided in three main points: cognitive, affective and socio-cultural factors.

2.2.1 COGNITIVE FACTORS include language aptitude, intelligence, learner strategies, and left & right brain functioning.

2.2.1.1 Language Aptitude: it consists of four sub-components (according to Carroll, 1991). Aptitude is a specific talent for language, different from general intelligence. Aptitude has a correlation to language learning success, while intelligence does not.

2.2.1.1.1Phonetic coding ability: (capacity for sound discrimination and to code foreign sound in such a way that learners can later recalled).

2.2.1.1.2 Associative memory: (ability to make links or connections between stimuli and responses, for example, native language words and foreign language equivalents and to develop the strength of such bonds)

2.2.1.1.3 Grammatical sensitivity: (ability to understand the contribution that words make in sentences)

2.2.1.1.4 Inductive language analytic ability: it examines a corpus of language material and from this to notice and identify patterns of correspondence and relationships.

Skehan (1989) suggests that individual ability may vary by other factors. Other factors like personality, language learning style and motivation must be considered before taking into account and further concludes that language-learning aptitude "is not completely distinct from general cognitive abilities, as represented by intelligence tests, but it is far from the same thing". Moreover, aptitude can only predict success in second language acquisition; it cannot explain the reasons behind it.

2.2.1.2 Intelligence: The more intelligent a person is, the more observant he/she is and the more able to assign and understand meaning (Ausubel 1978). Vrey in 1984 agrees that there is a positive relationship between linguistic ability and intelligence, each influencing the other.

2.2.1.3 Learner Strategies: Strategies are ways that learners choose to tackle general or specific learning problems. Language learners use a variety of ways to help them gain command of a language skill, choosing either one strategy or several in sequence, depending on the task. Brown (2000) argues that the choice of learning

strategies is strongly influenced by the nature of their motivation, cognitive style, and personality, as well as by specific contexts of use and opportunities for learning.

According to O‟Malley and Chamot (1990) strategies are the tools for active, self-directed involvement needed for developing L2[2] communicative ability and they have identified the following strategies:

2.2.1.3.1 Cognitive strategies

Cognitive strategies "operate directly on incoming information, manipulating it in ways that enhance learning". Some of these strategies are

- Repetition: imitating other people's speech overtly or silently;

- Resourcing: making use of language materials such as dictionaries;

- Directed Physical Response: responding physically "as with directives";

- Translation: using the first language as a basis for understanding and/or producing the L2;

- Grouping: organizing learning on the basis of "common attributes";

- Note-taking: writing down the gist of texts;

- Deduction: conscious application of rules to processing the L2;

- Recombination: putting together smaller meaningful elements into new wholes;

- Imagery: visualizing information for memory storage;

- Auditory Representation: keeping a sound or sound sequence in the mind;

- Key Word: using key word memory techniques, such as identifying an L2 word with an L1[3] word that it sounds like;

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[2] L2 means Second Language (the language being learned)
[3] L1 means First Language (the mother tongue)

- Contextualization: placing a word or phrase in a meaningful language sequence;

- Elaboration: relating new information to other concepts in memory;

- Transfer: using previous knowledge to help language learning;

- Inferencing: guessing meanings by using available information;

- Question for Clarification: asking a teacher or native speaker for explanation, help, etc.

2.2.1.3.2 Metacognitive strategies

Metacognitive strategies are skills used for planning, monitoring, and evaluating the learning activity; "they are strategies about learning rather than learning strategies themselves". The following are some of the metacognitive strategies

- Advance Organizers: planning the learning activity in advance;

- Directed Attention: deciding to concentrate on general aspects of a learning task;

- Selective Attention: deciding to pay attention to specific parts of the language input or the situation that will help learning;

- Self-management: trying to arrange the appropriate conditions for learning;

- Advance Preparation: planning the linguistic components for a forthcoming language task;

- Self-monitoring: checking one's performance as one speaks;

- Delayed Production: deliberately postponing speaking so that one may learn by listening;

- Self-evaluation: checking how well one is doing against one's own standards;

- Self- reinforcement: giving oneself rewards for success.

2.2.1.3.3 Social and affective strategies

Social and affective strategies involve interacting with another person to assist learning or using control to assist a learning task. These strategies are:

- Questioning for Clarification: Asking for explanation, verification, rephrasing, or examples about the material; asking for clarification or verification about the task; posing questions to the self.

- Cooperation: Working together with peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance.

- Self-talk: Reducing anxiety by using mental techniques that make one feel competent to do the learning task.

2.2.1.4 Left & Right Brain Functioning: There is a theory that as a child's brain matures various functions become lateralized to either the left or the right hemisphere (Brown 1987). The left hemisphere is associated with logical, analytical thought while the right hemisphere perceives and remembers.

While both sides operate together it is hypothesized that second language learners with left dominance tend to be field independent and prefer a deductive style while those with right dominance tend to be field dependent and prefer an inductive style.

2.2.2 AFFECTIVE FACTORS. On the other hand, the research indicates that personality variables such as anxiety, introversion, extroversion, self-esteem, risk taking, empathy, toleration to ambiguity, motivation and inhibition may influence in the

achievement of a second language. The personality variables above mentioned are based on Brown's Principles of Language Learning and Teaching.

2.2.2.1 Anxiety: It is s a factor that is that is closely related with self-esteem and inhibition and risk-taking. Anxiety can play an important role in L2 learning if it interferes with the learning process. Even though it is a common feeling, it is not easy to define. It comes with the feelings of uneasiness, frustration, self-doubt, apprehension, or worry. A learner's willingness to communicate has also been related to anxiety. It is often affected by the number of people present, the topic of conversation, and the formality of the circumstances.

Douglas Brown makes the distinction between the two types of anxiety. They have been identified are:

2.2.2.1.1 Trait anxiety: it is a more permanent tendency to be anxious

2.2.2.1.2 State anxiety: it is a type of anxiety experienced in relation to some particular event or act which can be temporary and context-specific

2.2.2.2 Extroversion and introversion: Brown defines an extrovert as a person who derives his sense of wholeness and fulfillment from outside e.g. reactions, praise, opinions of others, while an introvert derives his sense of well-being from his inner resources.

2.2.2.3 Self-esteem: Coopersmith (1967) defines self- esteem as a personal judgment of worthiness that is expressed in the attitudes that the individual holds towards himself/herself, others and the outside world.

Brodkey and Shore (1976), and Gardner and Lambert (1972) studied self-esteem and concluded that it was an important factor in second language acquisition.

A number of factors appear to contribute to predisposing one learner to seek, and another learner to avoid, second language communication. They suggested that not one but many factors that lead to willingness to communicate. Of these, motivation, personality, intergroup climate, and two levels of self-confidence are a few.

2.2.2.4 Risk taking: It is an important factor in second language learning. Rubin & Thompson (1994) say a good language learner makes willing and usually accurate guesses. Brown also mentions a study which found that people with high motivation to achieve are moderate, not high, risk takers. (A high risk taker may make wild rather than calculated guesses). Moderate risk takers are likely to be in control and rely on their skill or previous knowledge.

2.2.2.5 Empathy: Research results on the relationship between empathy and second language learning have been inconsistent. Gardner (1985) hypothesized that the more sensitive an individual is to the feelings and behavior of others, the more likely he is to perceive and recognize unique aspects of the second language and incorporate them into his speech.

2.2.2.6 Tolerance of ambiguity: It is the ability to deal with ambiguous stimuli.

2.2.2.7 Motivation: It is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action. Motivation is considered one of the most plausible reasons of success at second language acquisition. According to Gardner (1985) Motivation = effort + desire to achieve goal + attitudes. Saville-Troike (2006) claims that motivation is the second strongest predictor (after aptitude) on second language success.

According to Gardner and Lambert (1972) the following two types of motivation exist:

2.2.2.7.1 Integrative or **intrinsic***:* found in individuals who want are interested in the second language in order to integrate with and become a part of a target community/ culture; here the learner wants to resemble and behave like the target community.

2.2.2.7.2 **Instrumental or** *E***xtrinsic***:* found in individuals who want to get learn a second language with the objective of getting benefits from the second language skill. Objectives, such as business advancement, increase in professional status; educational goals etc. motivate an individual to learn a second language in this case.

Both the types of motivations have different roles to play. Both can lead to success. According to Saville-Troike (2006) the relative effect of one or the other is dependent on complex personal and social factors. L2 learning by a member of the dominant group in a society may benefit more from integrative motivation, and L2 learning by a subordinate group member may be more influenced by instrumental motivation.

2.2.2.8 Inhibition: It is closely related to self-esteem: the weaker the self-esteem; the stronger the inhibition to protect the weak ego. Inhibition is the set of defenses an individual builds to protect himself/herself. The presence of a language ego is considered to be a major hindrance to the process of second language acquisition. The process of making mistakes, learning from those mistakes and a consequent improvement in the language skills get inhibited by this ego. With an adaptive language ego, the learner lowers the inhibitions.

According to Brown (2000) language teaching approaches in the last three decades have been characterized by the creation of contexts in which students are made to feel free to take risks and to orally try out hypotheses.

2.2.3 SOCIO-CULTURAL FACTORS. Finally, the investigation states that these factors are composed by the role of formal instruction, technology access, climate in classroom, teachers, time, age, gender, and the role of parents.

2.2.3.1 Role of formal instruction: it helps learning by controlling the learner`s exposure to language, making the learner aware of significant features or patterns, giving opportunity for practice and providing feedback (Littlewood 1984).

2.2.3.2 Technology access: it can be a very effective teaching aid but can also provide lengthy repetitive drills just as boring as similar drills in a text book, according to Taylor (1983) while games and competitions offer plenty of scope and "may make a significant contribution to language acquisition and learner motivation".

2.2.3.3 Climate in classroom: this is an important factor which refers to an atmosphere of warm, interpersonal relationships with open communication, trust and acceptance. Purkey (1984) mentioned six factors that are important in creating the best classroom atmosphere for learning. They are realistic expectations for each individual learner, mutual respect between teacher and student, warmth of feeling, a democratic atmosphere with co-operation rather competition, experience of success and freedom.

2.2.3.4 Teachers: Vrey in 1984 said that as well as being responsible for the climate of the classroom the teacher is also responsible for extrinsic motivation, for awakening interest and arousing the will to learn, for explaining in such a way that the student understands and for making learning tasks meaningful to the student.

The quality of conversation is important so that there is meaningful dialogue and not just a question and answer session. McDonough in 1986 mentioned that teacher age, sex, workload, value system, preferred teaching style are also important in the second language process.

2.2.3.5 Time: Every learner requires a certain minimum amount of time in which to understand a learning task. Carroll (1986) believed that the amount of time spent in learning is a more important factor than age when it comes to competence in a second language. Harley in 1986 stated while maintaining the importance of time, points out that the results of research show time alone is not a guarantee of proficiency in a second language.

2.2.3.6 Age: Regarding age it is never late to start learning a new language and certain level of proficiency can be still achieved. It has very little (if any) effect on the process of acquisition. The process of acquiring a second language grammar is not substantially affected by age, but pronunciation may be. A second language learner will be older than when he acquired his first language. (Pamela Cann)

2.2.3.7 Gender: In 2013, Zodhi, Kazemi and Kalani in their study "The Effect of Gender on Language Learning", indicated that however, there is a significant difference between males' and females' performance, the magnitude of the difference and the strength of the association between total males and total females is relatively small.

The results imply that the gender is a factor which is concerned with EFL[4]learning. Gender was found to have significant effect on student's EFL achievement. Rammouz (2003) suggested that females are better second languages learner.

Some studies of individual language learner differences related to sex (biological) or gender (socially constructed) have shown that females tend to show greater integrative motivation and more positive attitudes to L2, and use a wider range of learning strategies, particularly social strategies (Oxford, Nyikos & Ehrman, 1988). Other results suggest females are typically superior to males in nearly all aspects of language learning, except listening vocabulary (Boyle 1987).

2.2.3.8 Role of parents: this study showed that home environment and parents' desire for their child to learn a second language seemed to be biggest factors in the learning process. Parents must be committed to helping their children become bilingual. Even if parents are not fluent in English they can still provide a language-rich environment (Thomas et al 2008).

To conclude, these factors are significant in foreign languages learning process that Spolsky claims that "each of the parts will make a difference to the result: if anyone is absent, there can be no learning, and the greater any one is, the greater the amount of learning" (1989).

This claim is significantly relevant to the study of success and failure in language learning, as success may be accounted for by the presence of some of these factors and failure may be due to the absence or lack of some of these factors.

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[4] English as Foreign Language

2.3 ORAL LANGUAGE PROFICIENCY

What does language proficiency mean? According to Echeverria, Vogt & Short in 2008, "language proficiency is an individual's competence in using a language for basic communication social purposes and academic purposes".

2.3.1 Social purposes: this includes the language used during plays, everyday conversation and normal classroom interaction. In other words, the language is used in situations where the meaning is made clear by the context and the cognitive demand is low.

2.3.2 Academic purposes: this includes the use of language for learning to access the curriculum. The meaning is carried largely by the language alone and the cognitive demand is higher.

How long does it take to develop this proficiency in an additional language such as English? Language for social purposes, this can develop in two years or less. Language for academic purposes, can take from 5 to 11 years to develop, depending on the previous educational experiences and the extent of home language development.

In addition, some language learners may demonstrate discrepancies between their oral skill in the second language depending upon their educational and cultural background. Some students may also understand more the second language when they listen or read but not when they speak.

In this part of the study, the review discusses findings on the development of oral proficiency during study abroad and the relationship between language contact and speaking skill.

Studying abroad should be recommended for students with low proficiency level since it is related with the social background. It is almost not possible to learn a foreign language without learning its culture. Or other way round, students will learn its culture when learning a foreign language. According to Dr. Moriyama in 2005 "language is a bridge of culture and people as well". Another important cultural representation is literature.

There is a rich literary tradition, including oral literature. Davidson in 2010 found that gains were strongly correlated with longer lengths of stay. Many studies have compared oral proficiency outcomes of students studying abroad with control groups at their home universities and found those abroad groups are more likely to make gains and make greater gains than those studying at home. (Hernandez 2010, Vande Berg et al 2009)

On the other hand, taking in consideration the differences in individual achievement, it is important to understand that the students` language contact and speaking skill are related. Yager in 1998 found a significant positive correlation between amount of interactive contact and gains in speaking sample scores after two consecutive five-week summer session. Hernandez in 2010 stated that total contact with the target language was a significant factor for the students' oral gains.

To conclude, nowadays prominence is given to communication abilities which after being focused of several studies it has not been such affected by foreign accent, mispronunciation or even sometimes improper word order or structure. This does not mean that this research support incorrect language simultaneously, since mistakes do not disturb the communication.

2.4 LEARNING TWO LANGUAGES AT THE SAME TIME

According to Dr. Moriyama (2005) **"**learning two new languages simultaneously is not an unusual practice for students in universities". In today's world, a good command of more than two foreign languages is a common necessity. (Rouhollah Rahmatian & Mahdieh Farshadjou, 2013). The present part of the research aims at promoting this linguistic ability by improving the methods of simultaneous learning of English and French languages in the Foreign Language Department.

Seeing the need that students have to follow extra courses in language institutes has encouraged the researchers to find a way to make their learning more time-saving and fruitful.

Believing that modern languages learners' language learning capacities are high and after considering Dr. Moriyama`s statement: "It is likely that one who learns more than one foreign language is able to learn another foreign language easier", based on this, that this part of this study has been undertaken.

By contrast, considering that students will find some difficulties that enable them to communicate in both languages. Understanding that mistakes and errors, in structure, vocabulary or pronunciation are not an obstacle to communication, are considered as acceptable. Thus, fundamental concepts in bilingualism can stand as a solid base for designing the project of simultaneous learning of two languages. (Rouhollah Rahmatian & Mahdieh Farshadjou in 2013).

On the other hand, there is a belief that bilinguals generally manage a smaller vocabulary repertoire in each language than monolinguals do (Perani et al., 2003) and that students that learn two languages at the same time tend to get confused and frustrated. However, according to Muñoz (2006) in his study affirms that the trans linguistic influence (loanwords and changes in code) is more frequent among incompetent students.

Students learning two languages at the same time have the ability of shifting of mental sets (task switching or cognitive flexibility), and updating information in working memory (Miyake et al., 2000). In fluent bilinguals who frequently speak two languages, both languages are active and available even when the other is being used (Kroll, Bobb, &Wodniecka, 2006; Kaushanskaya, & Marian, 2007).

Furthermore, based on a study done by Bregy, Brohy& Fuchs (2000), it can be affirmed that learning two languages at the same time has no negative effects on the first language of the learner. That is learners achieve positive results in the second language learning, which is comparable to monolingual learners.

Odlin (2005) believes "whether or not learners can fully succeed in overcoming the influence of the mother tongue (or perhaps second language in the case of third language acquisition)", they can successfully use the foreign language. Moreover, such ability, may affect their mother tongue and "the use of their native language and perhaps [students] restructure somewhat their cognitive capacities"

Borrowing words from already acquired languages happens at intermediate level when communicative pressure is too high in comparison to the knowledge, probably insufficiently appropriated: beginners therefore rely on mother tongue for functional words and on second language for lexical words, while intermediate learners rather call their second language for borrowing functional words (Trévisiol, 2006).

By applying new efficient methods and approaches, simultaneous learning, though appearing to be implausible, can be developed successfully if scientifically planned. Everybody can learn more than one language! Learning a second language does not hurt speech and language development to the learner.

To conclude keep in mind this statement said by Dr. Moriyama: "The more languages you learn, the better you understand others and yourself".

CHAPTER 3

METHODOLOGY

This chapter describes in detail the research design, the research data collected, the research sample, the instruments of the data collection and the means of data analysis.

3.1 Data collection/ research approach

This research may be considered either as quantitative or qualitative by some, or perhaps neither by some other.

3.1.1 Quantitative research. It is the systematic empirical investigation of observable phenomena via statistical, mathematical or computational techniques. The objective of quantitative research is to develop and employ mathematical models theories and/or hypothesis pertaining to phenomena.

3.1.2 Qualitative research. It is a method of inquiry employed in many different academic disciplines, including in the social sciences and natural sciences, but also in non-academic contexts including market research, business, and service demonstrations by non-profits.

3.2 Type of study

This is a descriptive study which is used to describe characteristics of a population or phenomenon being studied. It does not answer questions about how/when/why the characteristics occurred. Rather it addresses the "what" question. The characteristics used to describe the situation or population is usually some kind of categorical scheme also known as descriptive categories.

3.3 Research Sample

3.3.1 Procedure for the selection of the students' subject

The population of this research project was composed by the 19 academic subjects established in the flow chart for the whole semesters of the Modern Languages with specialization in French and English of the Foreign Language Department of the School of Arts and Sciences of the University of El Salvador. As this research was carried out during semester I – 2017, the academic subjects were the following:

Semester I	Intensive French I
	Intensive Basic English
	Psychopedagogy I
	Theory of Communication and Information I
Semester III	Intensive French III
	English Grammar I
	Intensive Intermediate English II
Semester V	Oral Expression in French
	French Grammar II
	Intensive Advanced English II
	Pronunciation in English
Semester VII	English Composition I
	French and Marketing
	Introduction to French Civilization
	Reading and Conversation in English II
Semester IX	French and Translation
	Introduction to Linguistics
	French Literature II
	Seminar I

In this research project, two stages have been carried out:

First, in this research project, just the subjects of the Semester VII of the Modern Languages Major were selected.

They are detailed below:

Semester VII	English Composition I	5 groups
	French and Marketing	2 groups
	Introduction to French Civilization	3 groups
	Reading and Conversation in English II	7 groups

These academic subjects were chosen by convenience based on a criteria established according to the objectives of the research project which are to investigate the oral proficiency on the Modern Languages Majors' students after the completion of the sixth term of the skills development area subjects.

Furthermore, just one class group of the academic subjects mentioned above has been chosen to be part of the sample for this study, it means that a census was conducted.

3.3.1.1 Selections of the students

According to the data of the Academic Administration of the School of Sciences and Humanities, the average number of students registered per subject group was 30 with the exception of "French and Marketing" and "Seminar I", which had 50 students each one.

Since the purpose of the study was to investigate the students' performance in French and English Languages, this step of selection of the sample was essential for the data collection process, since it permitted to narrow the quantity of students. The research team decided to take as sample just the French subjects, "French and Marketing" and "Introduction to French Civilization".

Knowing that the different students' opinions are important to achieve the research project, the research team decided to census French and Marketing class students, considering that the majority of them were taking that subject. This subject was divided in two groups, one class was given in the morning from 8:00 am to 10:00 am and the second group in the afternoon from 1:00 pm to 3:00 pm every Monday and Wednesday with 46 students registered. The investigators chose the afternoon group due to labor responsibilities of each of the research members.

Permission was first obtained from MsD. Odir Mendizábal to continue with the sample selection process. (Appendix 1)

3.3.1.2 Selection of the teachers

The learning process requires a person who teaches and a person who learns. So, the teaching-learning process could not take place without the teachers. For this research, two French teachers were interviewed and one English teacher. This selection was according to the teachers' time.

3.4 Research Instrument

Due to the purpose of the study and the types of data that were applied in this research, it was necessary the use of oral language tests and questionnaires as the major data gathering instruments. Language testing was considered appropriate not only because of its potential to provide information about the students' knowledge and use of French and English as second language, but also because of its suitability for the situation, as it has been the main instrument for assessing achievement in language learning. The questionnaire technique was selected because of its appropriateness for gathering qualitative information.

3.4.1 Survey for students: (Appendix 2) It studies the sampling of individual units from a population and the associated survey data collection techniques, such as questionnaire construction and methods for improving the number and accuracy of answers.

The survey was developed on May 24th 2017 at 1:00 pm to "French and the Commerce" students. This class had 46 registered students and just 41 students were present the day when the survey was carried out.

3.4.2 Language Standardized Test: (Appendix 3) it is a test that is administered and scored in a consistent, or "standard", manner. Standardized tests are designed in such a way that the questions, conditions for administering, scoring procedures, and interpretations are consistent and are administered and scored in a predetermined, standard manner.

3.4.2.1 Designing the Test Instrument Language Standardized Test:

The English test was designed by the Cambridge University in 2008, it is called "face2face Oral Placement Test" and for the French test is was required the usage of the "Test d'évaluation de Français"

Those tests were selected in consultation with two experts in language teaching, one from English Lic. Miguel Angel Carranza and one from French, MsD. Odir Mendizábal Arévalo.

3.4.2.2 Content and Format of the Test Instrument

The content and format of questions in speaking skill had not been tested formally at the UES[5], the tasks set aimed at assessing the students' ability to use English and French within a variety of contexts. A certain variety of contexts were therefore selected from the contents of the face2face test and test d'évaluation de Français. Tasks were set requiring the students to use those languages appropriately within those contexts. The test was divided in two main sections. Section 1 was the French speaking; section 2 was the English speaking.

3.4.2.2.1 French Speaking Test "Test d'évaluation de Français" (Appendix 3)

Two situational contexts were given to each student. They had to read them silently while they were waiting for the interviewer and then give in a logical conversation what they would say in French if they found themselves in such a situation. They were asked to respond as if they were actually addressing the imagined interlocutor and two cartoon strips were given to the students at the same time to study prior to the interview. They were then required to use the strips to help themselves. All the responses were tape-recorded and assessed later.

The focus of assessment here was on their ability to use language appropriately in a variety of contexts. However, the following sub-skills were among those assessed: appropriate language selected (emotive/neutral etc), appropriateness of tone, fluency, accuracy, clarity of delivery, clarity of content and success in conveying attitude in tone.

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[5] Universidad de El Salvador

3.4.2.2.2 English Speaking Test"face2face Oral Placement Test" (Appendix 3)

The aim of the Oral Placement Tests to provide a quick, practical test which will give an accurate indication of a student's communicative competence in oral English.

The questions are designed to match as closely as possible the kind of questions which might naturally arise in a conversation between two people meeting for the first time, whilst also eliciting information which will be of use to the tester when it comes to placing the student in a class (e.g. the student's current or future job, language needs, previous learning experience etc.).

Each question is designed to correspond with a 'can do' statement in one of the face2faceStudent's Book Progress Portfolios. These 'can do' descriptors are based on the CEF[6]

3.4.2.3 Administration of Test (Appendix 4)

The administration of the test was developed on June 21st 2017 from 10:00 am to 5:00 pm at the Meeting Room. The French test was applied with the help of Licda. Katherine Benavides and Lic. Jose Rodrigo Vasquez, both French teachers of the University of El Salvador.

The English test was conducted by Licda. Fabiola Rivas, specialist in English Translation and Interpretation. The requests were done by letter. (Appendix 5)

The majority of the class participated in the oral test. However, the rest of the students mentioned they had other important activities to do like exams, homeworks etc.

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[6]*Common European Framework of Reference*

For the English oral test, 13 male students arrived during that time to do the test and 17 female students as well. On the other hand, it is interesting to mention that just 9 male and 19 female students participated in the French test.

3.4.2.4 Motivation to participate in the Language Standardized Tests

Teachers and students were busy due to end of the semester when the test was implemented. To motivate the teachers and students participation, the research team offered to provide remuneration.

Teachers were paid $7.00 per hour worked, and 1 ticket to get "50 free photocopies" discount (Appendix 2) was provided to the students.

3.4.3 Teacher Questionnaire for interview: A copy of the teacher questionnaire is attached as Appendix 6 (the format and the transcription of each interview). It is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Although they are often designed for statistical analysis of the responses, this is not always the case.

The teacher questionnaire aimed at collecting information on factors they perceived to be associated with the learning of English and French. These questionnaires were administered in English and French.

The teacher interviews were developed depending of the teachers' time. MsD. Odir Mendizábal was interviewed on September 22nd in the afternoon as well as MsD. José Alfredo López. On the other hand, just one English teacher were interviewed because the majority of them were so busy, but Licda. Cecilia de Amaya, shared with us a little time on October 20th 2017 in the afternoon.

3.4.4 Technical file: It is a set of documents that describes a product and can prove that the product was designed and according to the requirements of a quality management system. This document presents the most relevant statements, ideas and opinion of the interviewed teachers.

3.5 Data Analysis

This important step was done by the help of the SPSS[7], which is as software for **editing and analyzing all sorts of data.** These data may come from basically any source: scientific research, a customer database, and others. The research required the help of this program to analyze and graph the student's survey.

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[7]"**S**tatistical **P**ackage for the **S**ocial **S**ciences"

3.5.1 Graphics

<div align="center">

Graph # 1

Age of Students from French and Marketing Class Semester I 2017

</div>

	Age	Frequency	Percent	Valid Percent	Cumulative Percent
	16 - 20	5	12.5	12.5	12.5
	21 - 25	28	70.0	70.0	82.5
Valid	26 - 30	5	12.5	12.5	95.0
	31 - 35	2	5.0	5.0	100.0
	Total	40	100.0	100.0	
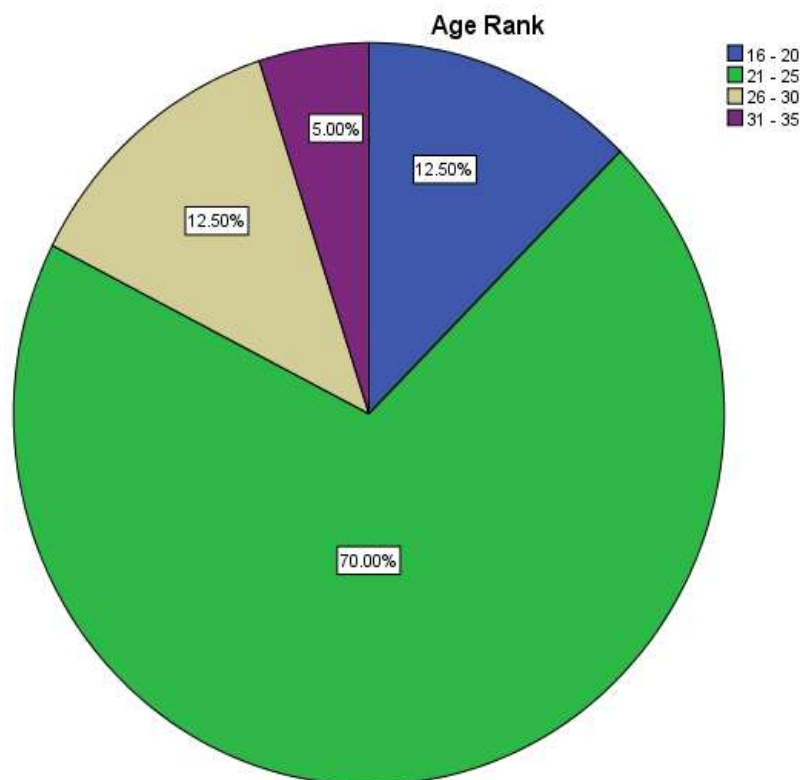
In the rank of the ages, the majority of the students are between 21 and 25 years. This represents 70%, having a quantity of 28 of 40 students in this rank. Besides that, another rank of ages shows that 5 out of 40 students are between 16 and 20 years, representing 12.5%. There is another rank, which goes between 26 and 30 years represents 12.5%, 5 out of 40 students. Finally, 5% belong to the rank 31 - 35, which are only 2 students out of 40.

Graph # 2

Gender of Students from "French and Marketing" Class, Semester I-2017.

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
	Male	13	32.5	32.5	32.5
Valid	Female	27	67.5	67.5	100.0
	Total	40	100.0	100.0	
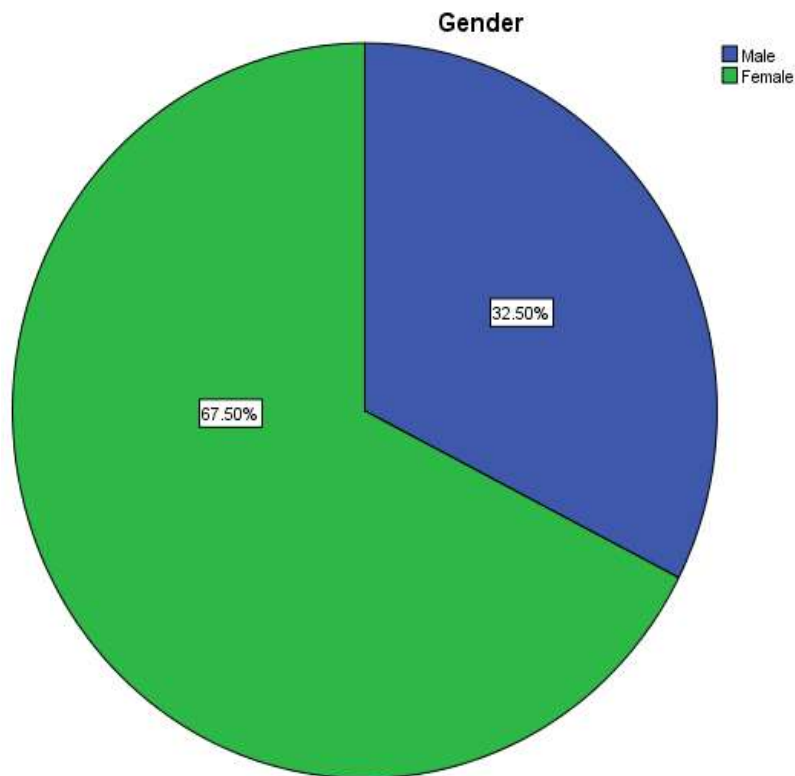
Gender

It is possible to observe in the rank of gender, that the majority of the students are girls; this represents 67.5% of the class, having a quantity of 27 out of 40 students in this rank. On the other hand, males, represents 32.5% of the class.

Graph # 3

Living area where students from "French and Marketing" class, Semester I-2017 come from.

Area		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rural	9	22.5	22.5	22.5
	Urban	31	77.5	77.5	100.0
	Total	40	100.0	100.0	

Area you come from
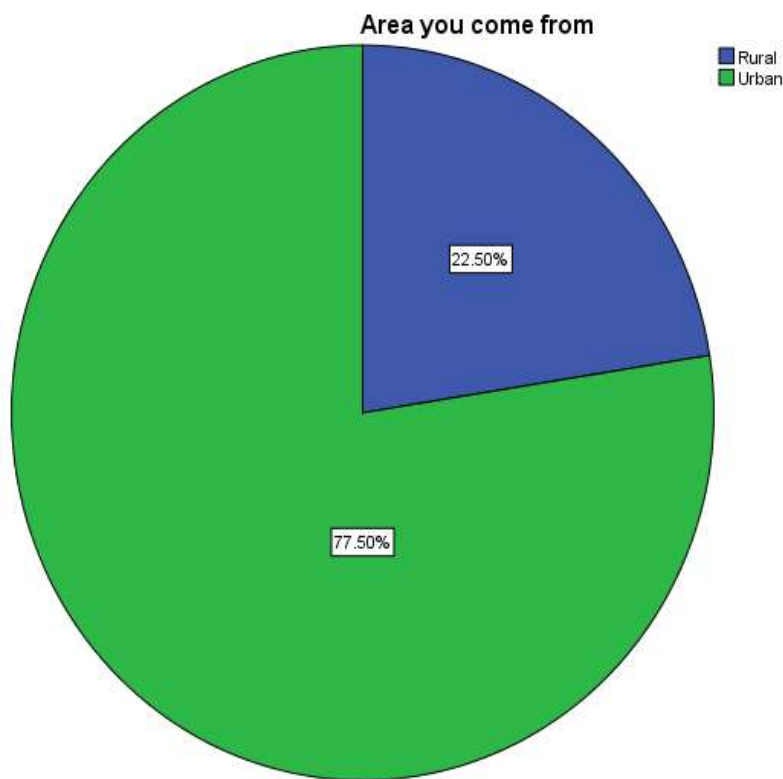
The living area´s rank, indicates that 77.5% of the students come from urban areas, it means 31 out of 40 students, representing the majority. On the other hand, the students coming from rural areas represent 22.5%.

Graph # 4

Occupation of students from "French and Marketing" class Semester I-2017

Occupation		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Student	26	65.0	65.0	65.0
	Employee	2	5.0	5.0	70.0
	Both	12	30.0	30.0	100.0
	Total	40	100.0	100.0	

Occupation
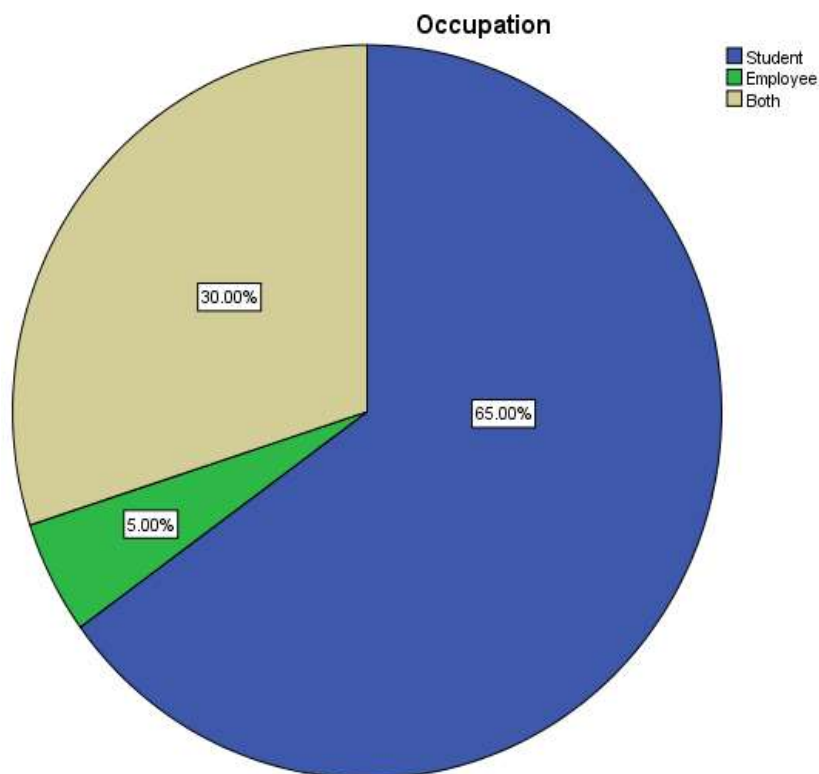
This graph shows that the majority of the students are dedicated to their studies, representing 65%. Besides that, 30% indicates that 12 out of 40 students are making a double effort by studying and working at the same time. Finally, just two people assure they are just employees, making 5%.

Graph # 5

**Previous Study of students from "French and Marketing"
Class, Semester I-2017.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Private School	13	32.5	32.5	32.5
	Public School	27	67.5	67.5	100.0
	Total	40	100.0	100.0	
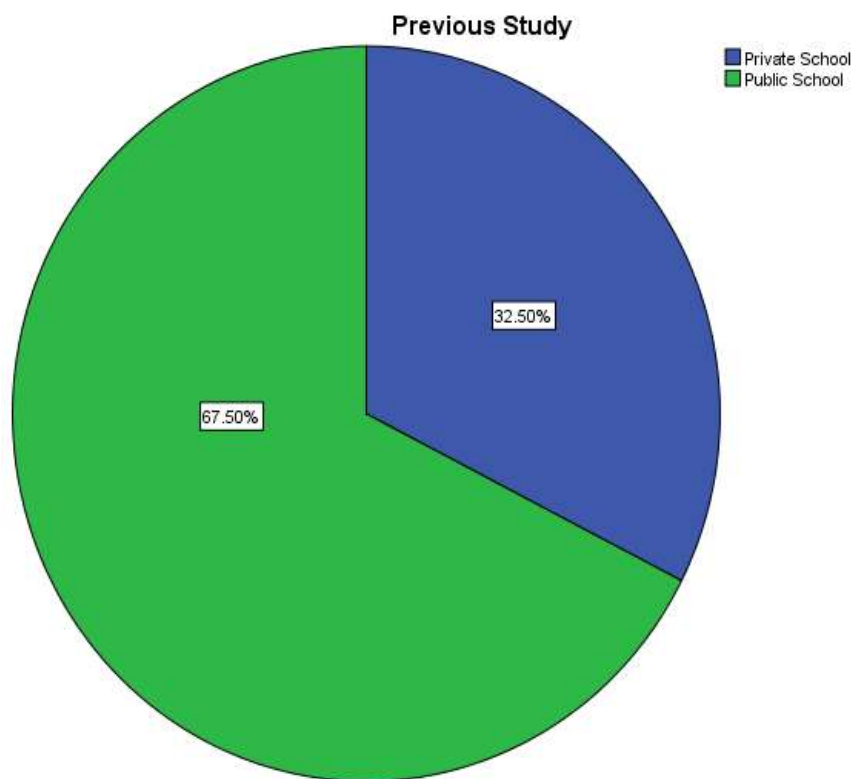
Previous Study

This graph demonstrates that 27 out of 40 students have their previous studies in a public school, representing the majority with 67.5%. Besides, the rest of the class comes from private schools, making 32.5%.

Graph # 6

Semester that according to the pensum Students from

"French and Marketing" are in.

Semesters		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	VII	24	60.0	60.0	60.0
	VIII	11	27.5	27.5	87.5
	IX	5	12.5	12.5	100.0
	Total	40	100.0	100.0	
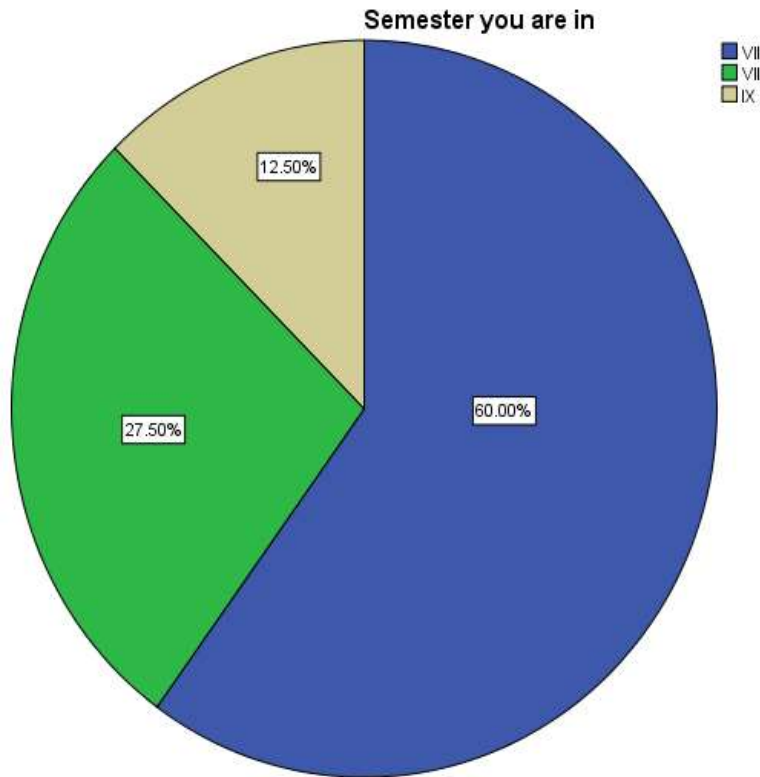
It is possible to identify in this graph that most of the students are in semester VII, representing 60% being 24 out of 40 students. On the other hand, 27.5% of the students are taking most of the subjects of the semester VIII. Finally, 12.5% shows that 5 students are taking most of the subjects of semester IV.

Graph # 7

How do you consider your level of English oral proficiency was when you began to study the Major?

English Level		Frequency	Percent	Valid Percent	Cumulative Percent
	No Level	4	10.0	10.0	10.0
	Basic	22	55.0	55.0	65.0
Valid	Intermediate	11	27.5	27.5	92.5
	Advanced	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

Oral English Level at the beginning of the Major.
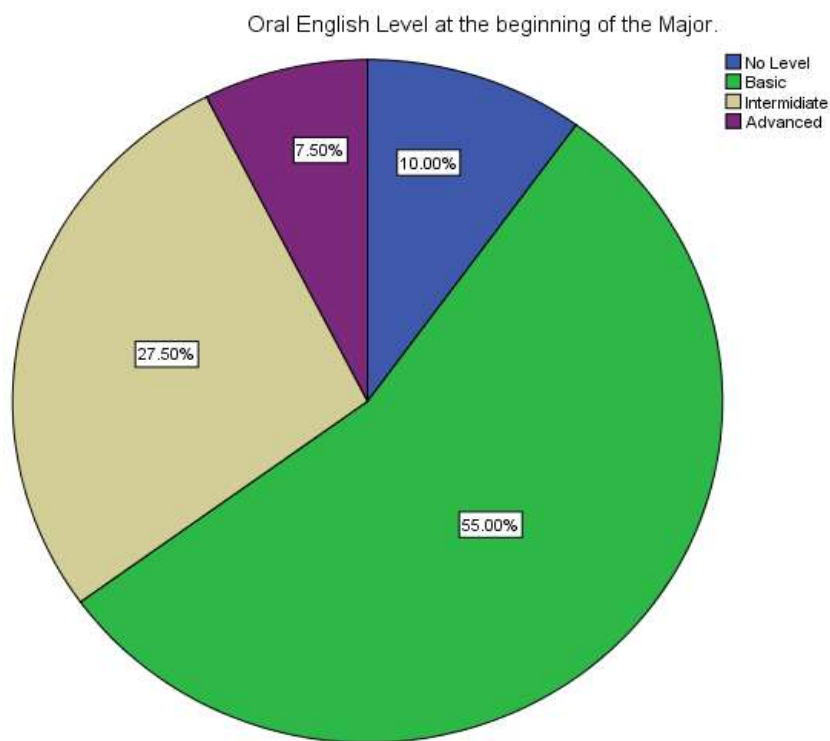
The English level rank indicates that 55% of the students began the major with basic level. By contrast, 27.5% of the students began with intermediate level. Besides that, 10% of the students began with no level. Finally, just 3 students consider they began with an advanced English level, representing 7.5%.

Graph # 8

**How do you consider your level of French oral proficiency was when you began to study
the Major?**

French Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Level	34	85.0	85.0	85.0
	Basic	4	10.0	10.0	95.0
	Intermediate	1	2.5	2.5	97.5
	Advanced	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Oral French Level at the beginning of the Major
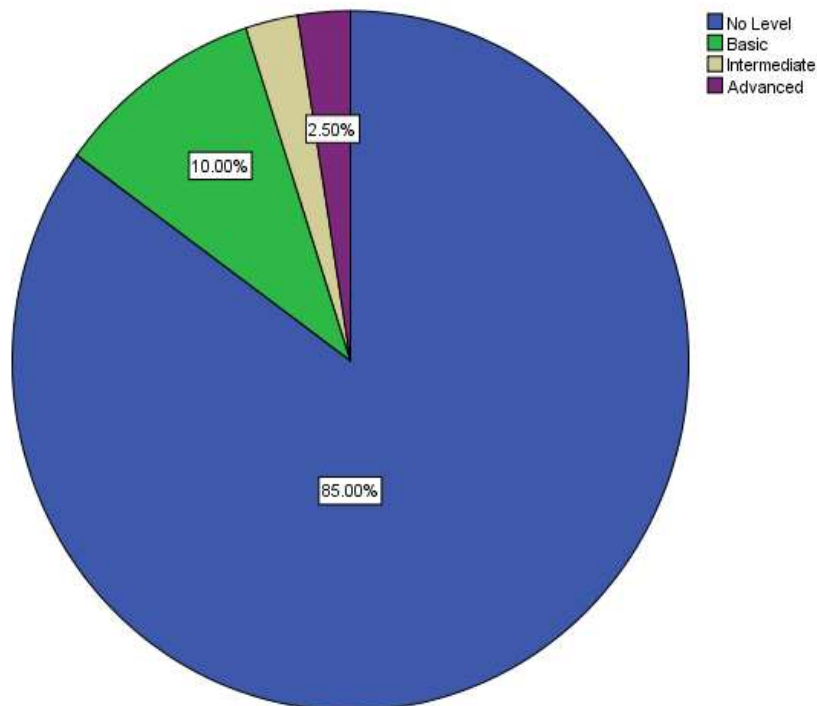

The French´s level rank indicates that 85% of the students began the major with no
level. By contrast, 10% of the students began with basic level. Besides that, 2.5% of the students
began with intermediate. Finally, just 1 student began with an advanced French level,
representing 2.5%.

Graph # 9

How do you consider your level of English oral proficiency at this moment?

Current English oral proficiency level

Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Intermediate	17	42.5	42.5	42.5
	Advanced	23	57.5	57.5	100.0
	Total	40	100.0	100.0	

English oral proficiency at this moment
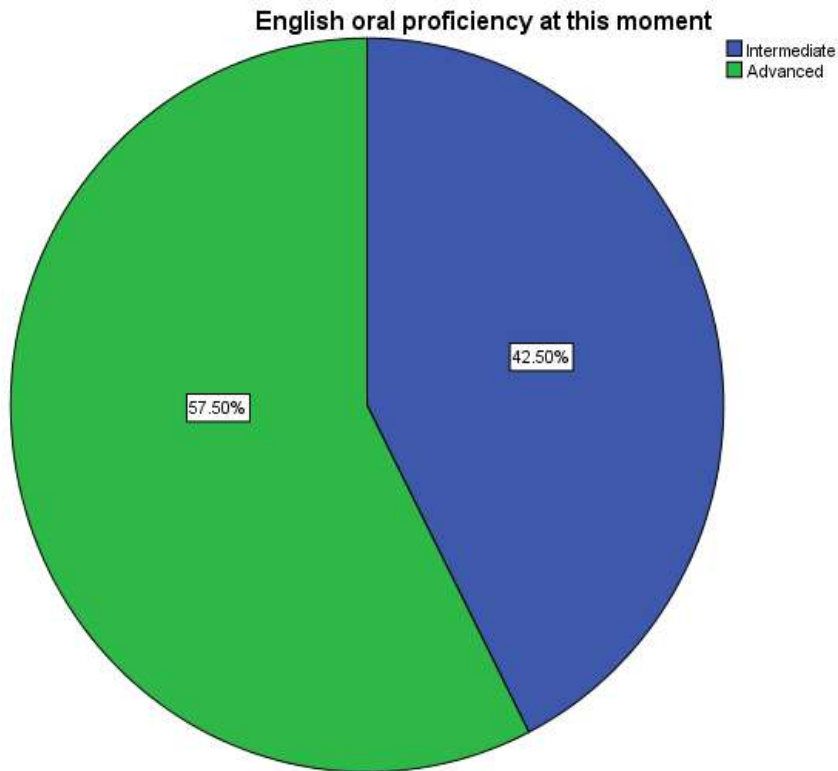
The English´s level rank indicates that 57.5% of the students consider having an advanced level at this moment of the major, meaning 23 out of 40 students. By contrast, 17 out of 40 students consider themselves with an intermediate English level, representing 42.5%.

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Graph # 10

How do you consider your level of French oral proficiency at this moment?

Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Basic	4	10.0	10.0	10.0
	Intermediate	23	57.5	57.5	67.5
	Advanced	13	32.5	32.5	100.0
	Total	40	100.0	100.0	

French oral proficiency at this moment

- Basic
- Intermediate
- Advanced

10.00%

32.50%

57.50%
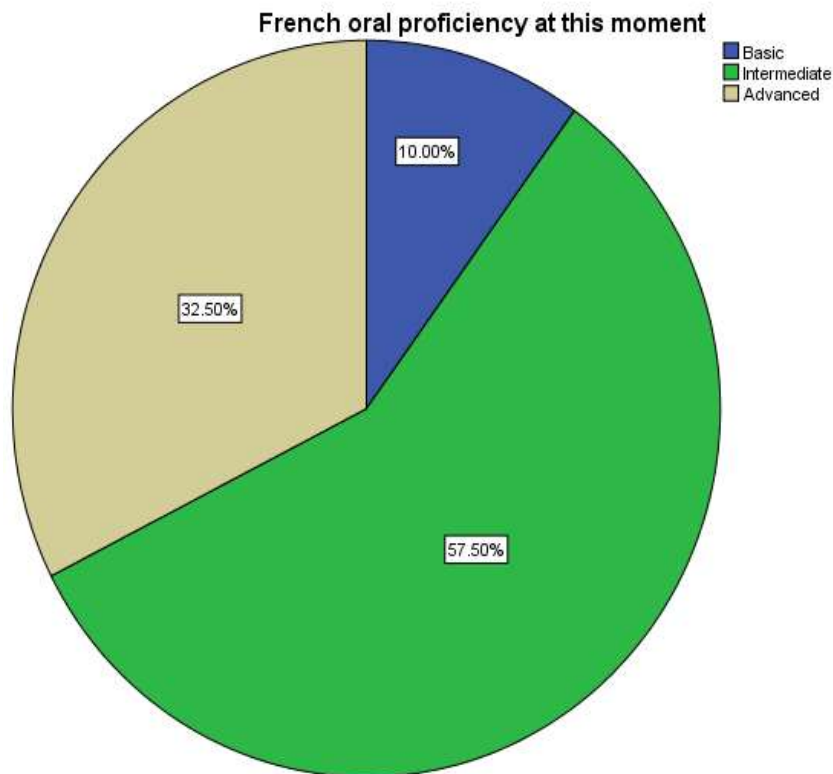
In the French's level rank, it is possible to see that57.5% of the students consider having an intermediate level at this moment of the major, meaning 23 out of 40 students. Besides that, 13 out of 40 students consider themselves with an advanced French level, representing 32.5%. Finally, 4 out of 40 students consider managing a basic level at this moment.

Graph # 11
Do you consider appropriate to study English and French at the same time?

		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes	26	65.0	65.0	65.0
Valid	No	14	35.0	35.0	100.0
	Total	40	100.0	100.0	

Appropriate to study English and French at the same time
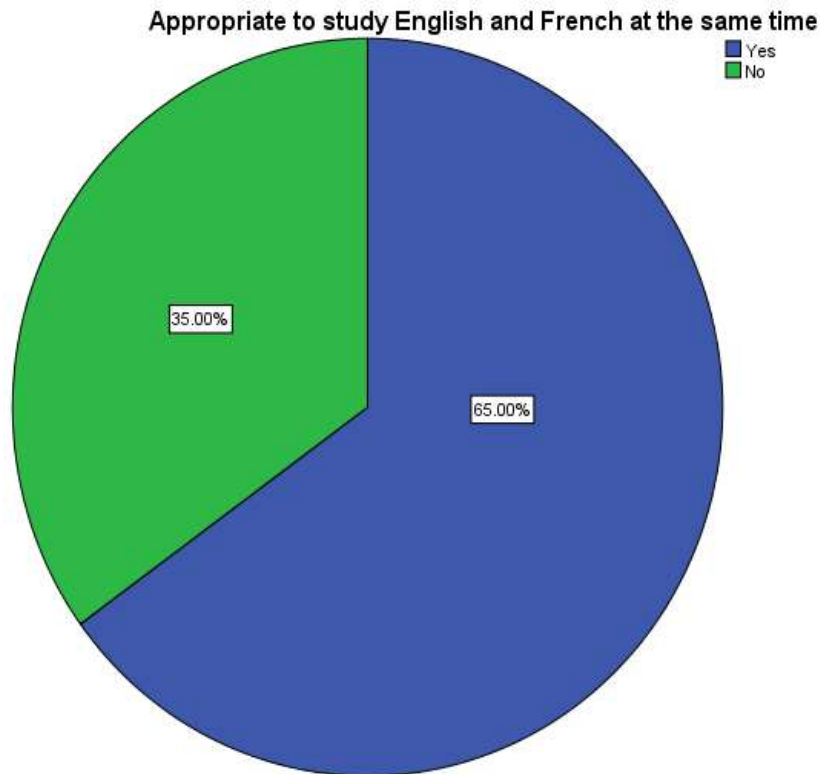
This graph demonstrates that 26 out of 40 students consider appropriate to study English and French at the same time, representing the majority with 65%. Besides, the rest of the class, 14 out of 40 students consider it inappropriate, making 35%.

Graph # 12

If you consider inappropriate to study English and French at the same time, please choose from the following reasons:

Reasons		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Difficulty in learning process	6	37.5	37.5	37.5
	Little time to learn both languages	7	43.8	43.8	81.3
	Switching of Languages	3	18.8	18.8	100.0
	Other	0	0.0	0.0	-
	Total	16	100.0	100.0	
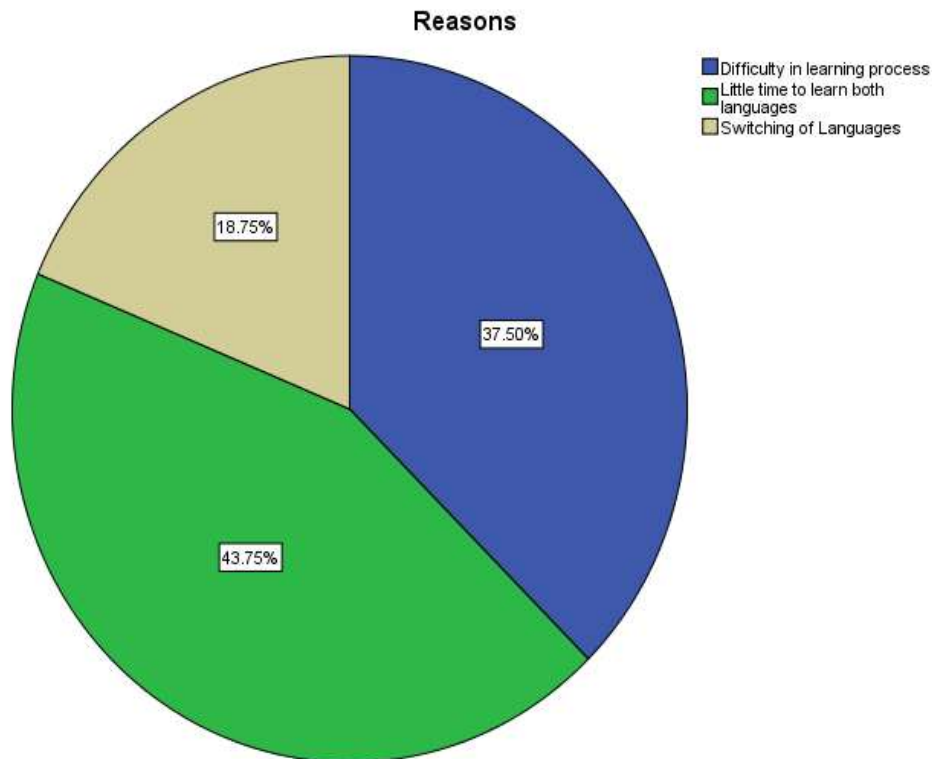
This graph shows the answers of the students that consider inappropriate to study English and French at the same time, 43.8% think that they have little time to learn both languages. On the other hand, 37.5% indicate that they found difficulty in the learning process. Besides, switching of Languages was considering as another reason taking 18.8%. Finally, no student had provided or considered any other reasons.

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Graph # 13

Have you ever withdrawn a subject?

		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes	18	45.0	45.0	45.0
Valid	No	22	55.0	55.0	100.0
	Total	40	100.0	100.0	

withdrawn a subject
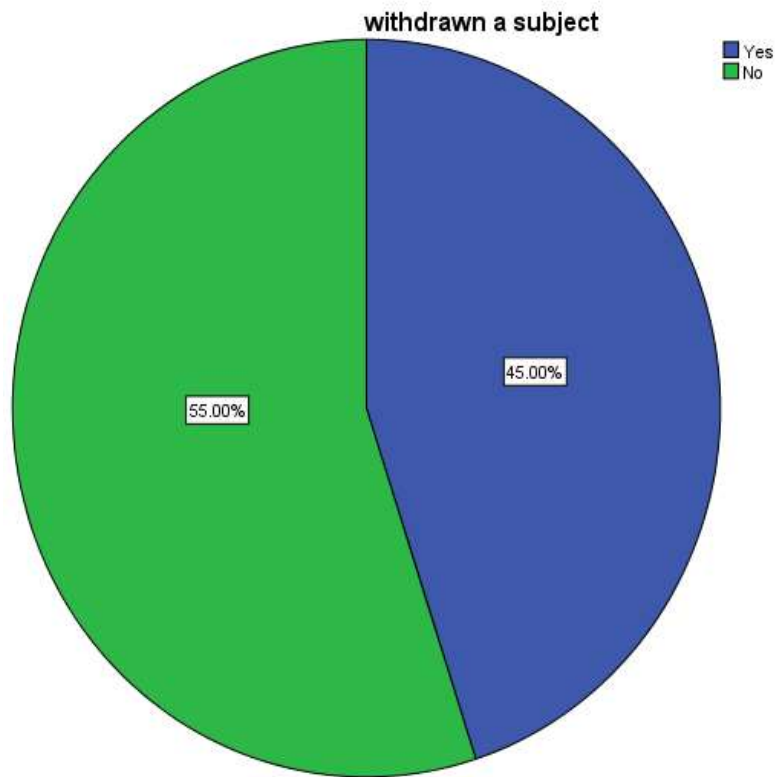
It is possible to observe that the majority of the students have not withdrawn a subject, they represent 55%. However, 45% of the students have withdrawn a subject. In the next graph, the reasons will be presented.

Graph # 14

What is the reason you have withdrawn a subject?

Reasons		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Economic Issue	3	15.8	15.8	15.8
	Health Issue	3	15.8	15.8	31.6
	Labor Schedule	4	21.1	21.1	52.6
	Vocational Orientation	7	36.8	36.8	89.5
	Other	2	10.5	10.5	100.0
	Total	19	100.0	100.0	

What is the reason you have withdrawn a subject?
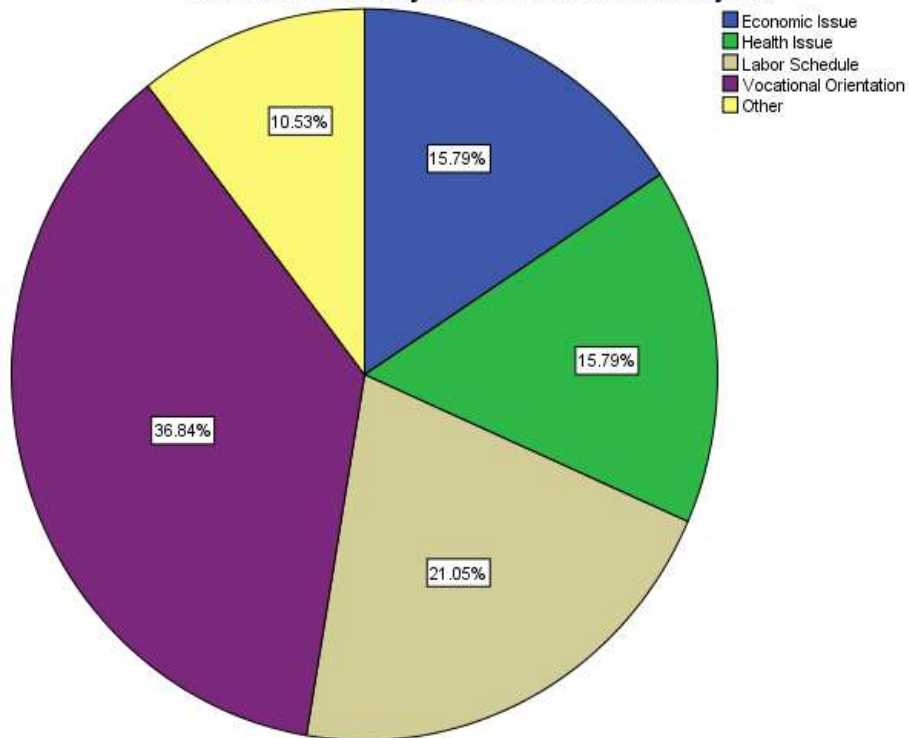
The majority of the students consider the vocational orientation as the main reason on their decision of withdrawing a subject, representing 36.8%. On the other hand, 21.1% of the students have withdrawn due to their labor schedules. Besides that, economic issues and health issues are considered as other reasons, representing each of them 15.8%. Finally, just 10.5% believe that "other studies" and "low grades" were the reason of withdrawing.

Graph # 15
Have you ever failed a subject?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	20	50.0	50.0	50.0
	No	20	50.0	50.0	100.0
	Total	40	100.0	100.0	

Have you ever failed a subject?
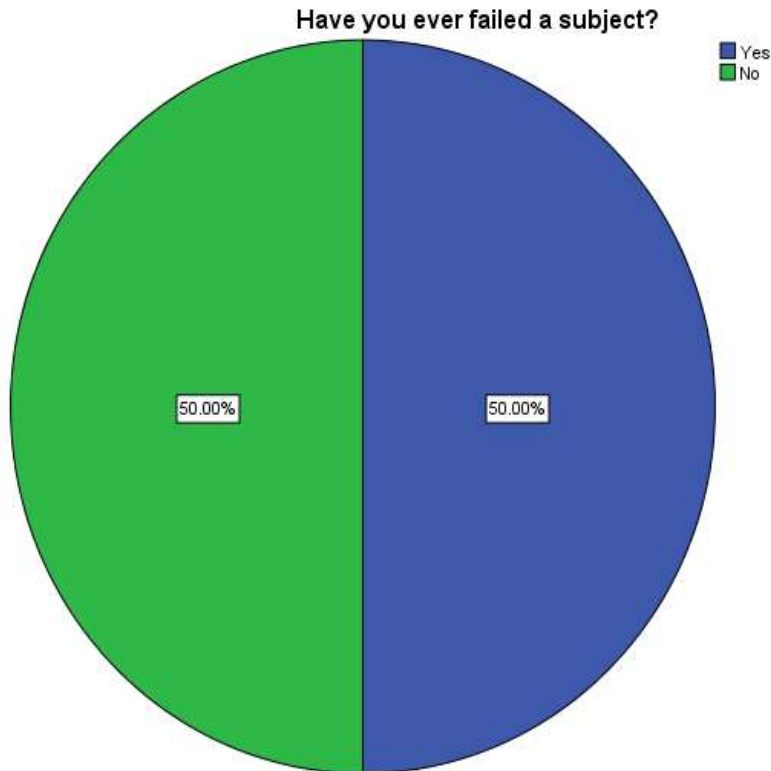
This graph is really interesting because it demonstrates that half of the class has not failed a subject during the major. However, the other 50% shows that half of the students have failed a subject. In the next graph the reasons will be represented.

Graph # 16

If you have failed, check one or some of the reasons below:

Reasons		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It's hard to learn two languages	4	20.0	20.0	20.0
	I don't dedicate enough time to study	12	60.0	60.0	80.0
	Instruction was too difficult	0	0	0	0
	Other	4	20.0	20.0	100.0
	Total	20	100.0	100.0	
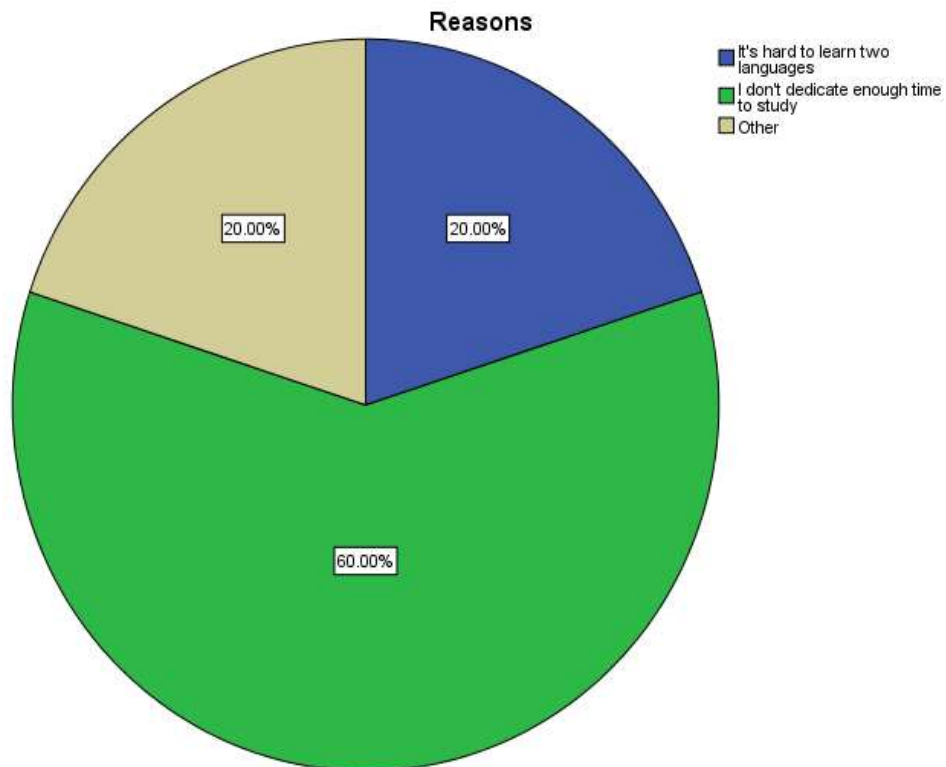
This graph demonstrates that the majority of the students do not dedicate enough time to study so they have failed a subject, they represent 60%. On the other hand, the 20% of the students consider that it is hard to learn two languages. Besides that, it is important to mention that no student considers that the instruction was too difficult as a possible reason. Finally, 20% of the students provided their own opinion: "bad professors", "the teacher", "labor schedule" and "my teacher was not good".

Graph # 17

Have you ever considered changing your Major?

		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes	14	35.0	35.0	35.0
Valid	No	26	65.0	65.0	100.0
	Total	40	100.0	100.0	

Consider changing Major
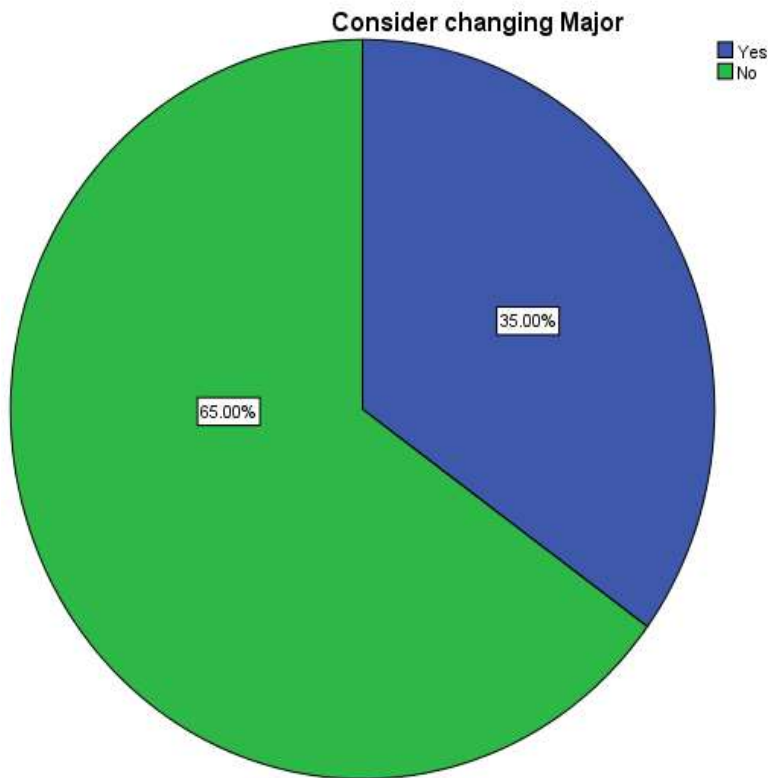
In graph 17 is possible to observe that the majority of the students with 65% have not considered changing the major. However, the rest of the students, 35%, have considered it. The reasons will be disclosed in the next graph.

Graph # 18

If you have considered changing your Major, please choose from the following reasons:

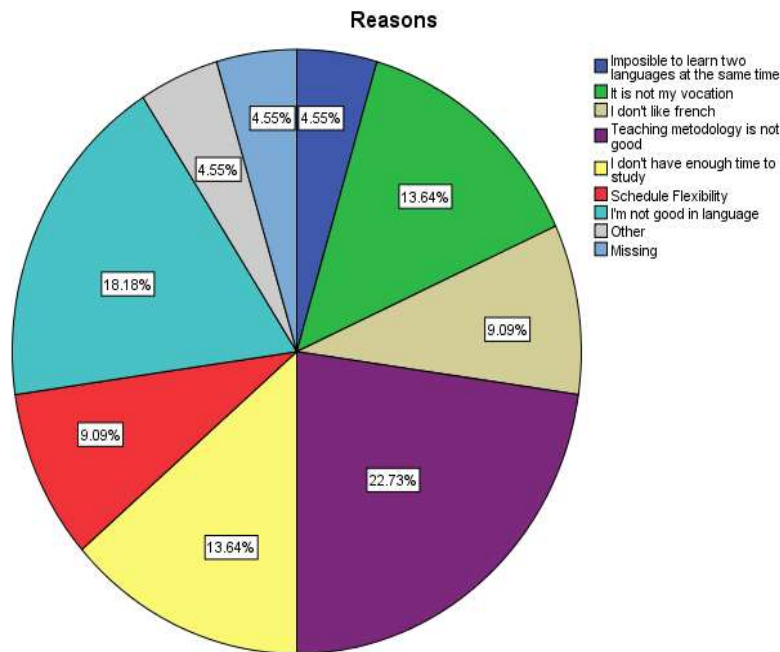|		Frequency	Valid Percent	Cumulative Percent
Valid	Impossible to learn two languages at the same time	1	4.8	4.8
	It is not my vocation	3	14.3	19.0
	I don't like French	2	9.5	28.6
	Teaching methodology is not good	5	23.8	52.4
	I don't have enough time to study	3	14.3	66.7
	Schedule Flexibility	2	9.5	76.2
	I'm not good in language	4	19.0	95.2
	Other	1	4.8	100.0
	Total	21	100.0	

The majority of the students think that the teaching methodology is not good so it has motivated them to consider changing the major, they represent 23.8%. Another reason is that some students think they are not good in languages, taking 19%. As well, the following reasons "it is not my vocation" and "I do not have enough time to study" represent 14.3% each. Also, some students have considered changing the major because they do not like French, or due to the schedule flexibility, those reasons represent 9.5% each. Finally, 4.8% think that it is impossible to learn two languages at the same time and 4.8% had shared their own opinion which was: "little time to study both languages".

Graph # 19

Why did you decide to study the Modern Languages Major?

Reasons		Frequency	Percent	Cumulative Percent
Valid	Someone else's advice	2	2.4	2.4
	I like French / English music	13	15.5	17.9
	I'm good at learning languages	19	22.6	40.5
	Highest labor opportunities	29	34.5	75.0
	I want to travel	20	23.8	98.8
	Other	1	1.2	100.0
	Total	84	100.0	

Why did you decide to study the Modern Languages Major?

- Someone else's advice
- I like French / English music
- I'm good at learning languages
- Highest labor opportunities
- I want to travel
- Other
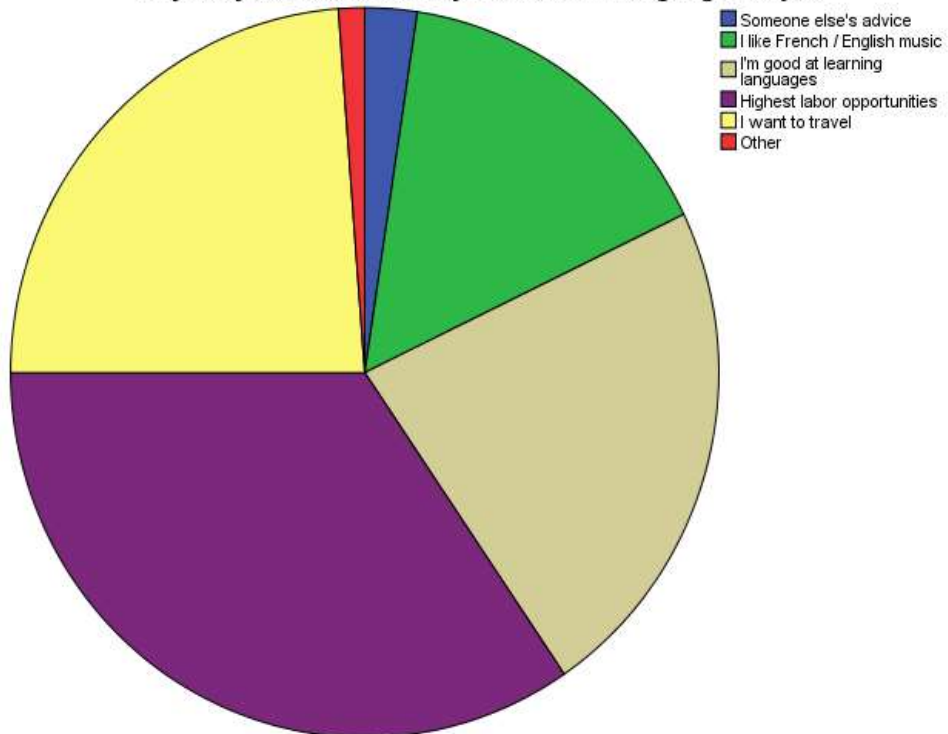
In graph 19 is possible to observe that the majority of the students with 34.5% have decided to study the Modern Languages Major because it provides better job opportunities. On the other hand, 23.8% has chosen the major as an advantage to complete their wish of traveling. Besides that, 22.6% consider themselves good at learning languages. Also, 15.5% decided the Modern Languages Major because they like French and English. As well, 2.4% began the major due to someone else's advice. Finally, just 1.2% of the students share their own opinion: "I love languages".

Graph # 20

In your opinion, which is the order of importance of the macro skills when learning a foreign language?

		Frequency	Percent	Valid Percent	Cumulative Percent
	Listening	8	20.0	20.0	20.0
	Writing	4	10.0	10.0	30.0
Valid	Speaking	27	67.5	67.5	97.5
	Reading	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Most important macro skill
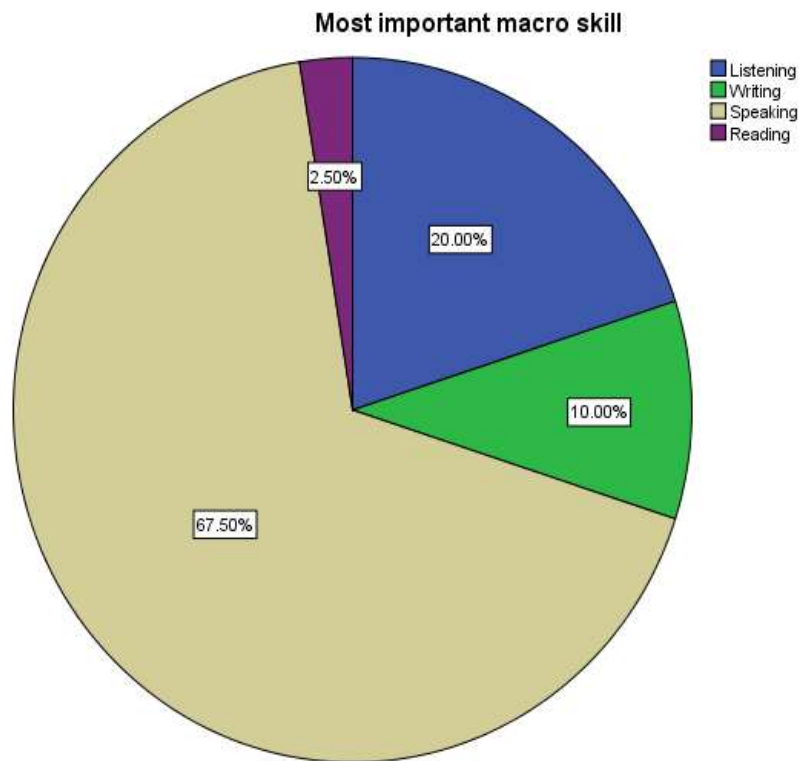
In this graph, it is demonstrated that for the majority of the students with 67.5%, speaking, is considered the most important macro skill. Then, Listening is considered as the second macro skill with 20% of importance. In the third place of importance with 10% is presented Writing. Finally, it has been discovered that Reading is considered as the least important one.

Question # 21

Why have you chosen that order of importance of the macro skills?

Reasons:

In this question the following opinions were recollected:

"Because I heard that is more important and easier speaking for learning a language".

"Because many people know English in theory only. They do not speak it".

"Speaking is the base to learn a language".

"The most important thing is to transmit and understand the message".

"Speaking is a skill required is most of the jobs".

"Speaking is more important than other to be understood".

"Appropriate order to learn".

"People should develop their listening skills to understand what is being said and to be capable of reproduce those structures".

"This skill helps you to develop the language in a professional area".

"It is more effective, this is they want I learnt it".

"The oral communication you acquire is the most important in a language".

"To communicate with other people you should know how to speak".

"Speaking is more important".

"Speaking communication is the most important".

"Speaking is the best way to communicate each other".

"Best way to communicate ideas".

"Listening is useful to work and study".

"When you have to face someone you have to speak".

"Listening because we need to understand first and then produce".

As a conclusion most of the students stated that speaking is the most important skill to communicate since it transmit ideas, messages and it is essential to learn a language since it is fully required to speak to teach and to learn.

Graph # 22

Which skill do you manage the most?

| Skills		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Listening	7	17.5	17.5	17.5
	Writing	9	22.5	22.5	40.0
	Speaking	8	20.0	20.0	60.0
	Reading	16	40.0	40.0	100.0
	Total	40	100.0	100.0	
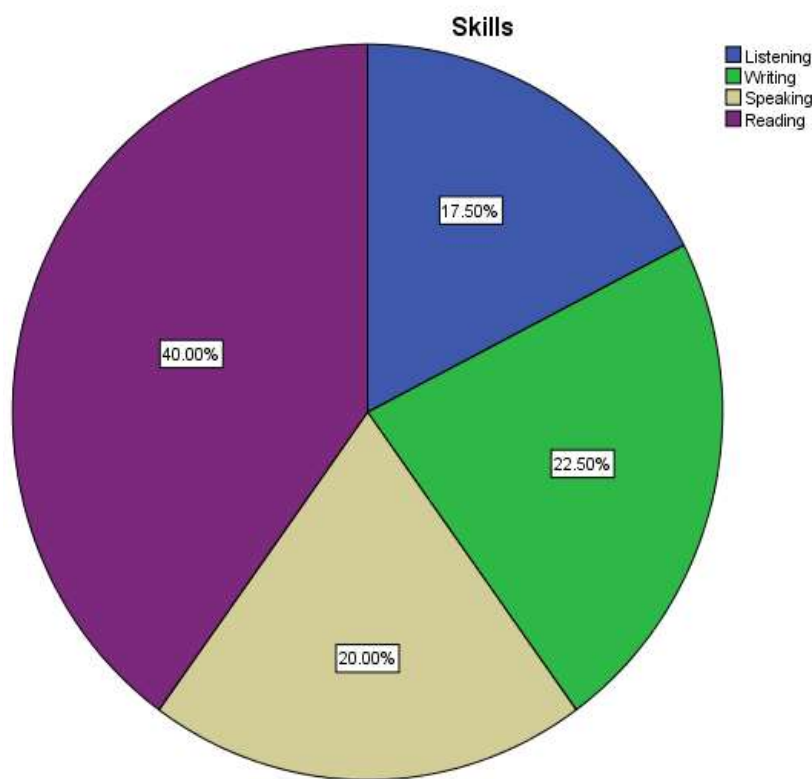
This demonstrates that 40% of the students, the majority, considered they manage the reading macro skill over the others. Then, Writing is considered as the second macro skill with 22% of management. In the third place of management with 20% is presented Speaking. Finally, it has been discovered that Listening is considered as the least managed by the students.

Graph # 23

Which skill do you manage the least?

		Frequency	Percent	Valid Percent	Cumulative Percent
	Listening	16	40.0	40.0	40.0
	Writing	12	30.0	30.0	70.0
Valid	Speaking	8	20.0	20.0	90.0
	Reading	4	10.0	10.0	100.0
	Total	40	100.0	100.0	
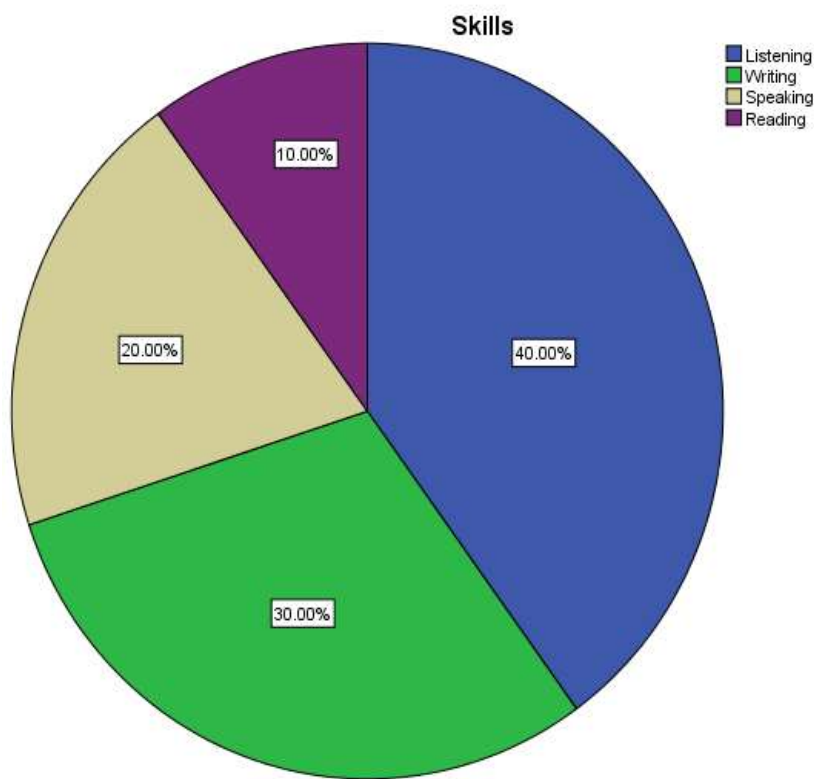
Skills

This graph presents the same results as the previous one for the most and least managed by the students with the difference in Writing and Speaking. So, 40% of the students, the majority, considered they manage the listening macro skill the least than the others. Then, Writing is considered as the second macro skill with 30% of management. In the third place of management with 20% is presented Speaking. Finally, it has been discovered that Reading is considered as the most managed by the students.

Graph # 24

Which language do you dedicate more time to learn it?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English	9	22.5	22.5	22.5
	French	14	35.0	35.0	57.5
	Both	17	42.5	42.5	100.0
	Total	40	100.0	100.0	

Dedicate more time to learn

English
French
Both

22.50%

42.50%

35.00%
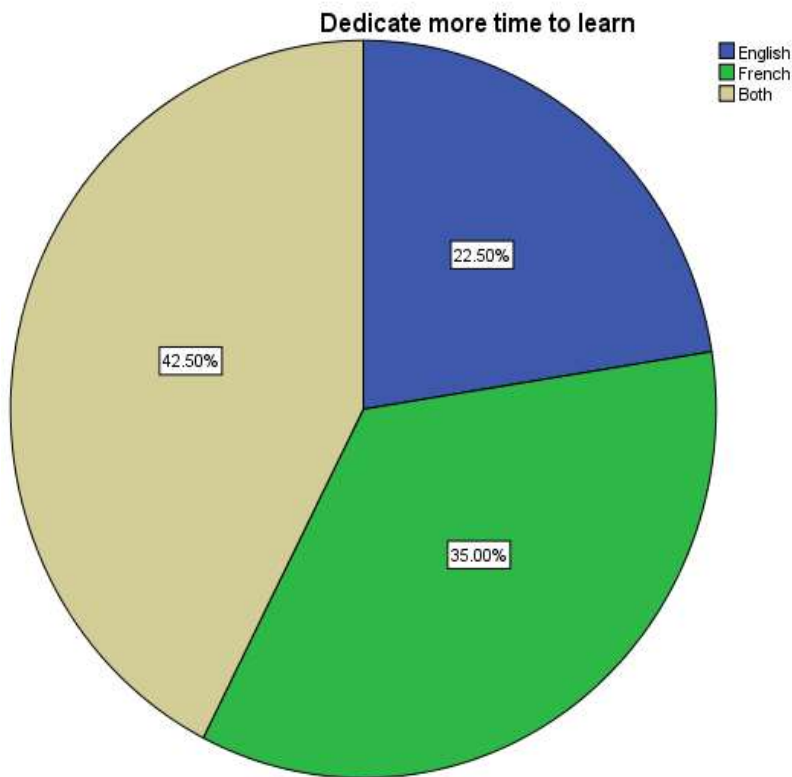
In this graph, the majority of the students affirmed that they dedicate the same time to learn English and French, this represent 45.5%. By contrast, 35% assure they dedicate more time to learn French, and just 22.5% confirms dedicating more time to English. In the next graph, the reasons will be known.

Graph # 25

Why do you dedicate more time to the language or languages, you marked on question 24?

Reasons		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I have more efficiency with it	7	17.5	23.3	23.3
	I already handle the other language	4	10.0	13.3	36.7
	I like it the most	10	25.0	33.3	70.0
	Other	4	10.0	13.3	83.3
	It's easier to learn it	5	12.5	16.7	100.0
	Total	30	75.0	100.0	
Total		40	100.0		

More time dedication reasons
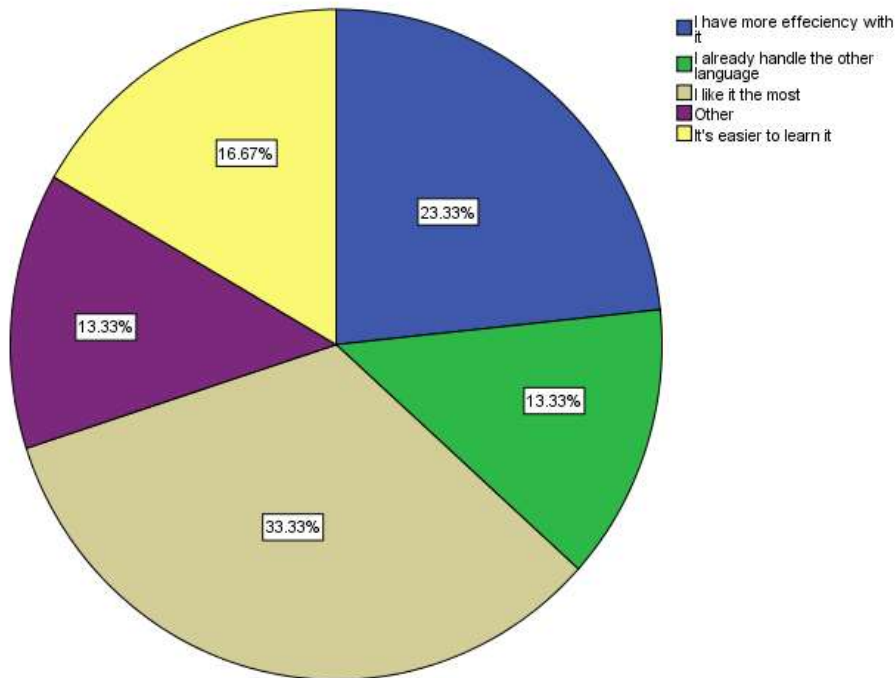
This graph states the reasons why students dedicate more time to a language in specific. 33.3% stated that it is the language they like the most, and then 23.3% specified that they have more efficiency with it. Then, 16.67% mentioned that it's easier to learn that language. Finally, 13.3% assure they already handle the other language and share the followings opinions: "I would like to become a good teacher someday", both are important" "I work taking English call" and "I try to balance"".

63

Graph # 26

Do you think you can have a fluent conversation in both languages?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	23	57.5	57.5	57.5
	No	17	42.5	42.5	100.0
	Total	40	100.0	100.0	

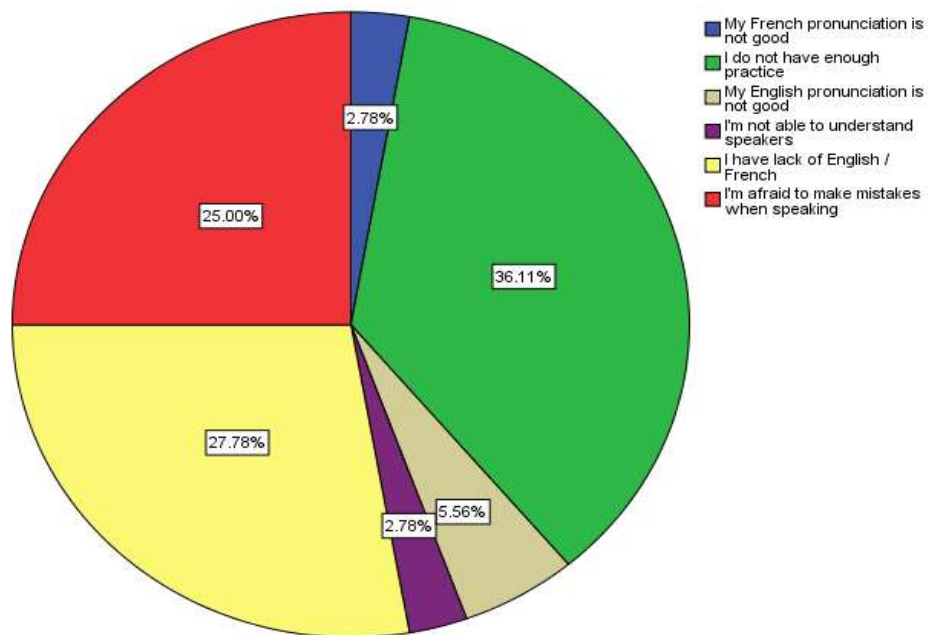can students have a fluent conversation in both languages?
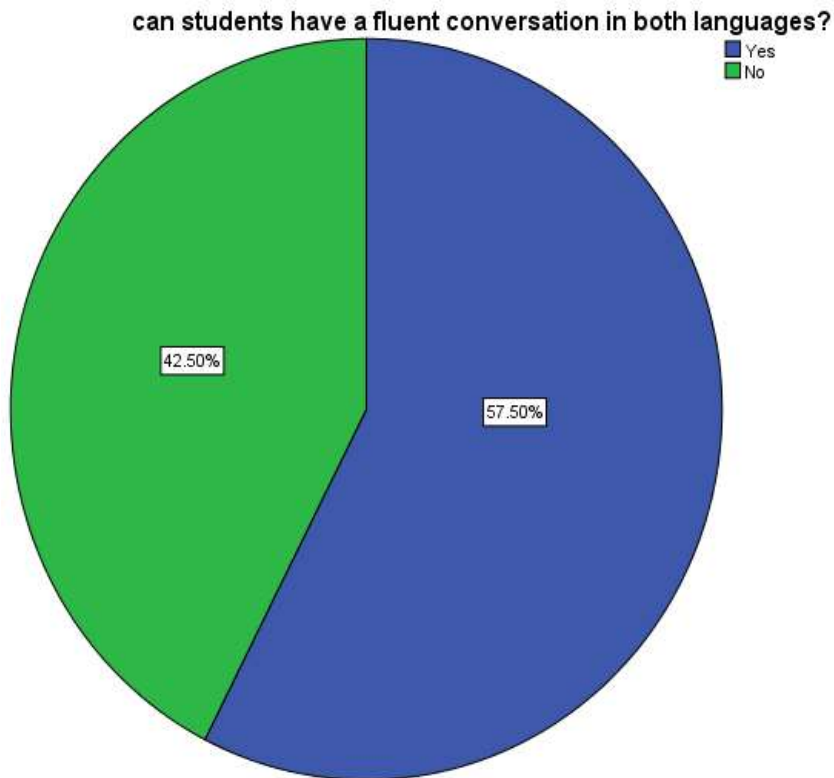
Here is confirmed that the majority of the students considered they are capable of managing a fluent conversation in both languages. This represents 57.5%. By contrast, the 42.5% considered their English and French not so good to keep a fluent and natural conversation.

Graph # 27

If you say no in question 26, could you explain why you cannot have a fluent conversation in both languages?

| Possible Reasons		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	My French pronunciation is not good	1	1.2	2.8	2.8
	I do not have enough practice	13	15.7	36.1	38.9
	My English pronunciation is not good	2	2.4	5.6	44.4
	I'm not able to understand speakers	1	1.2	2.8	47.2
	I have lack of English / French	10	12.0	27.8	75.0
	I'm afraid to make mistakes when speaking	9	10.8	25.0	100.0
Total		83	100.0		

why you cannot have a fluent conversation in both languages?

This indicates that the majority of the students considered they are incapable of managing a fluent conversation in both languages because they do not have enough practice. This represents 15.7%. By contrast, 12% considered they have lack of English and French vocabulary to keep a conversation. As well, 10.8% affirmed they are afraid to make mistake when speaking. On the other hand, 2.4% consider their English pronunciation as a disadvantage and finally, the reasons of "My French pronunciation is not good" and "I'm not able to understand speakers" take final positions with 1.2% each.

Graph # 28
What method do you prefer to learn a language?

|		Frequency	Percent	Valid Percent	Cumulative Percent
	Deductive	27	67.5	67.5	67.5
Valid	Inductive	13	32.5	32.5	100.0
	Total	40	100.0	100.0	
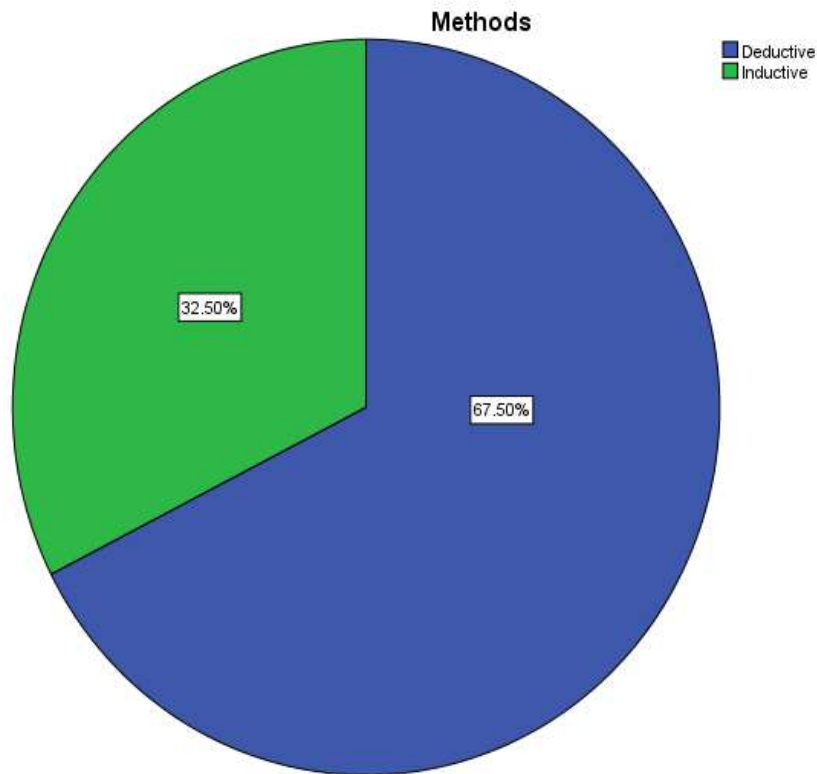
Methods

This graph affirms that the method the students prefer the most is the deductive one, from rules to examples, with 67.5%. By contrast, 32.5% prefer the inductive method since they have more opportunities to learn from examples to rules.

Graph # 29

Do you feel insecure when handling one or both languages?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	23	57.5	57.5	57.5
	No	17	42.5	42.5	100.0
	Total	40	100.0	100.0	

Insecure when handling one or both language?
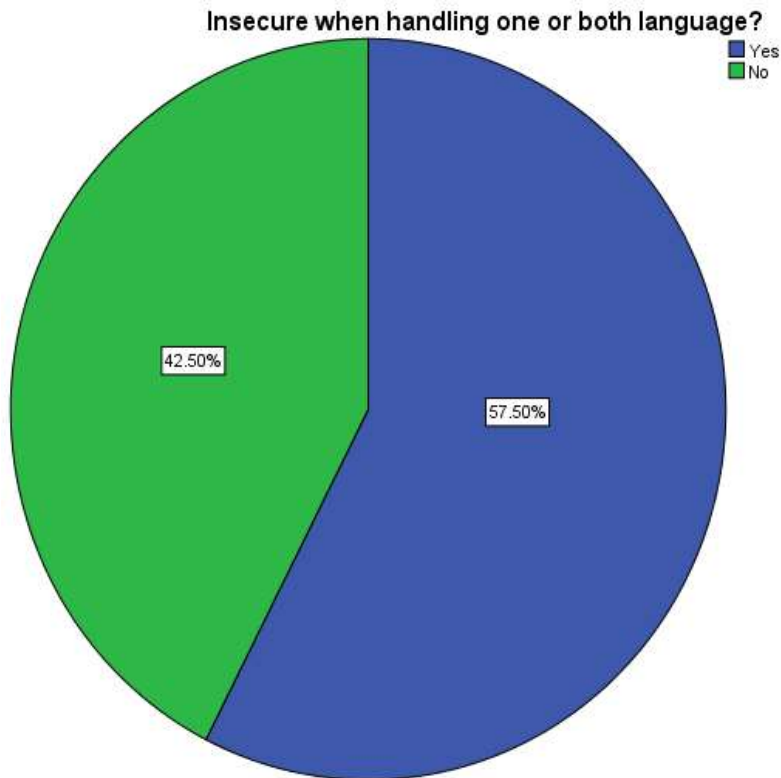
This graph demonstrates that the majority of the students feel insecure when handling one or both languages. This represents 57.5%. By contrast, 42.5% feel secure when managing English, French or both languages. In the next graph, the reasons will be presented.

Graph # 30
Why do you feel insecure when handling one or both languages?

|	Reasons	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I haven't finished the major	5	11.1	11.1	11.1
	I have low English level	2	4.4	4.4	15.6
	I do not have enough practice	22	48.9	48.9	64.4
	I have low French level	5	11.1	11.1	75.6
	I need to learn more about grammar	11	24.4	24.4	100.0
	Other	0	0.0	0.0	
	Total	45	100.0	100.0	
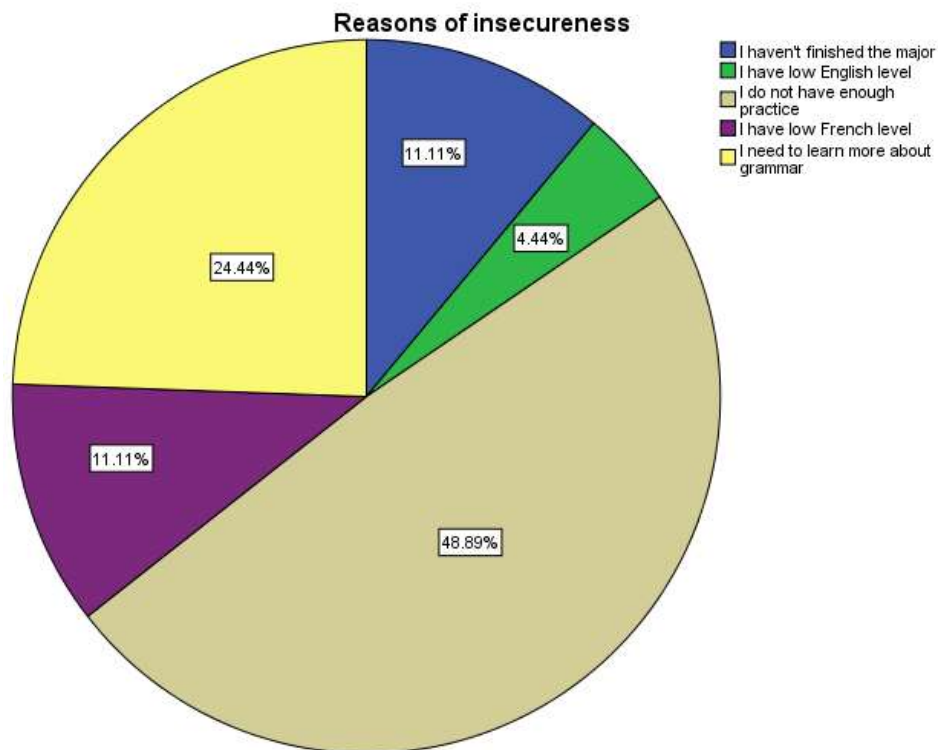
This confirms that the majority of the students do not have enough practice in one or both languages so they feel insecure. This represents 48.9%. On the other hand, 24.4% consider they need to learn more about grammar to feel secure. Therefore, the options of "I haven't finished the major" and "I have low French level" were selected from the students as reasons of insecureness, taking 11.1% each. Also, just 4.4% consider they have a low English level. Finally, it is important to mention that no student has presented another possible reason.

Graph # 31

Which of the following roles do you consider family and friends have when learning languages?

	Reasons	Frequency	Percent	Valid Percent	Cumulative Percent
	My family affords my studies	7	14.6	14.6	14.6
	One of my parents speaks English or French	3	6.3	6.3	20.8
	My family encourages me to study	16	33.3	33.3	54.2
Valid	My family or friends don't play any role	12	25.0	25.0	79.2
	I practice both languages outside the classroom with friends	10	20.8	20.8	100.0
	Other	0	0	0	
	Total	48	100.0	100.0	

Family and friend roles

- My family affords my studies
- One of my parents speaks English or French
- My family encourages me to study
- My family or friends don't play any role
- I practice both languages outside the classroom with friends

14.58%
20.83%
6.25%
25.00%
33.33%
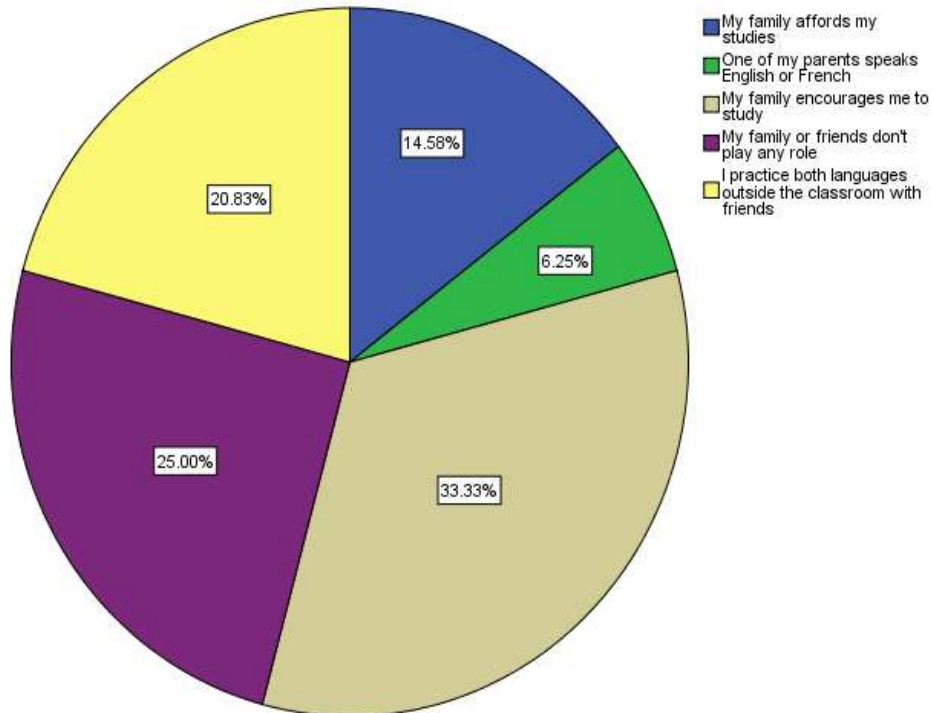
This graph emphasizes the influence that family and friends could have in students' learning process. In fact for the majority of students their families play an important role in their learning process. The family encourages them with their studies. This represents 33.33%, in numbers we talk about 16 out of 40. Besides that, 25% indicates that 12 of 40 students consider that neither family nor friends play a role at all. On the contrary, 20.83% of this population of students point out that they take advantage of practicing outside classroom with their friends. It means 10 of 40 students. As well as 14.58% of the class put in evidence that it is also necessary to get the family`s economical support. And just finally a few students, 6.25%, indicates that they are influenced because one of their parents already speaks one of those languages.

Graph # 32

Select the economic support you have

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Payment of school fees	22	34.4	34.4	34.4
	Transportation expenses	22	34.4	34.4	68.8
	Purchase of school materials	16	25.0	25.0	93.8
	Others	4	6.3	6.3	100.0
	Total	64	100.0	100.0	
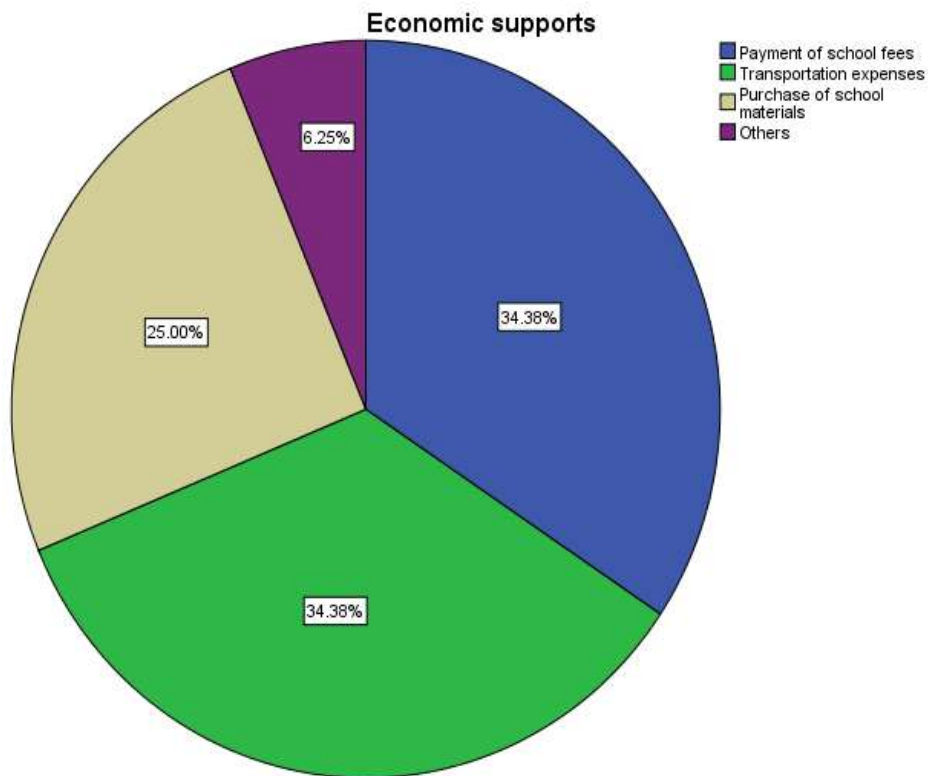
Economic supports

It is possible to observe that referring to economic support, students not only receive support to pay for school fees, but also for transportation expenses. This has an equal percentage of 34.38% which means 22 out of 40. Besides that 25%, 16 of 40 also point out that they are helped with the purchase of school material. Finally, 6.25% mentioned other opinion for economic support: "none", "Independent", "I don't have economic support", "I'm working" and "no support".

Graph # 33

Check the technological resources you have access to:

Resources		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Smartphone	32	21.5	21.5	21.5
	Virtual dictionaries	24	16.1	16.1	37.6
	Laptop	24	16.1	16.1	53.7
	Social Medias	29	19.5	19.5	73.2
	Internet	40	26.8	26.8	100.0
	Other	0	0	0	
	Total	149	100.0	100.0	

Technological resources

Smartphone
Virtual dictionaries
Laptop
Social Medias
Internet
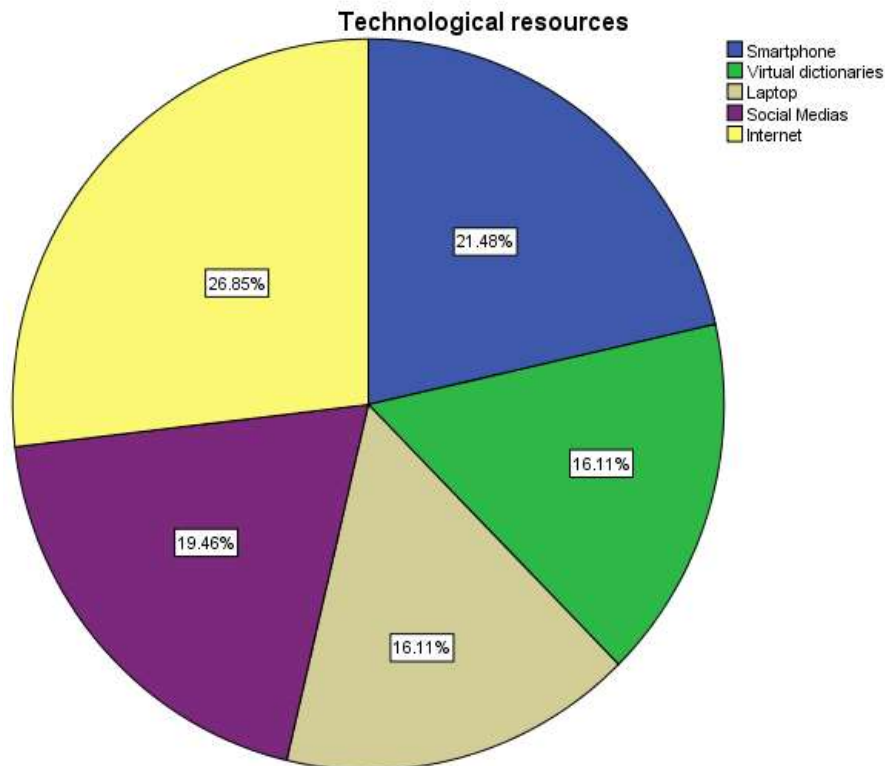
This graph demonstrates that 26.85% of students have internet access for their academicals studies. This represents 40 of 40 students, which actually means that in the factor internet 100% of students surveyed have access to internet. Besides that, 21.48% of the students have a smartphone. Also, social Medias just 19.50% 29 out of 40, they have some social Medias account. On the other hand, there is equal percentage for the use of virtual dictionaries and laptops the students have access to, it represents 16.10%.

Graph # 34

What is your position about the following statements: "Age interferes in the learning process of a foreign language". Please choose if you agree or disagree.

1. It is easy when you learn a new language during your childhood.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	40	100.0	100.0	100.0

It's easy when you learn a new language during your childhood.
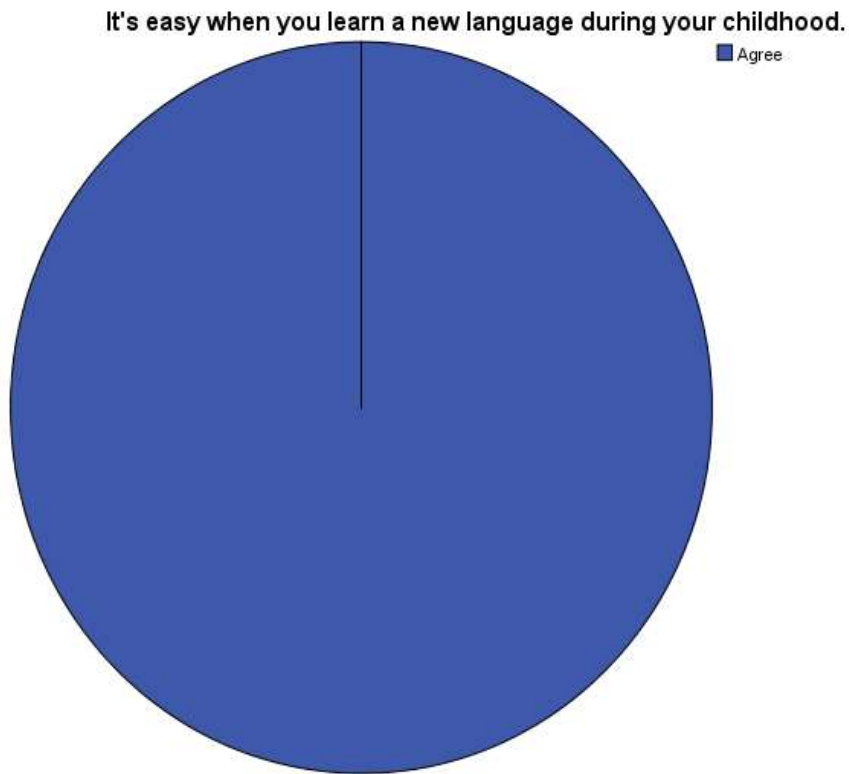
This graph shows the reaction or point of view of students referring to some statements about learning foreign languages. In the first statement about "learning a language during childhood" 100% 40 of 40 agree to it.

2. Children are not terrified of making mistakes, which is their biggest advantage.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	35	87.5	87.5	87.5
	Disagree	5	12.5	12.5	100.0
	Total	40	100.0	100.0	

Children are not terrified of making mistakes, which is their biggest advantage.
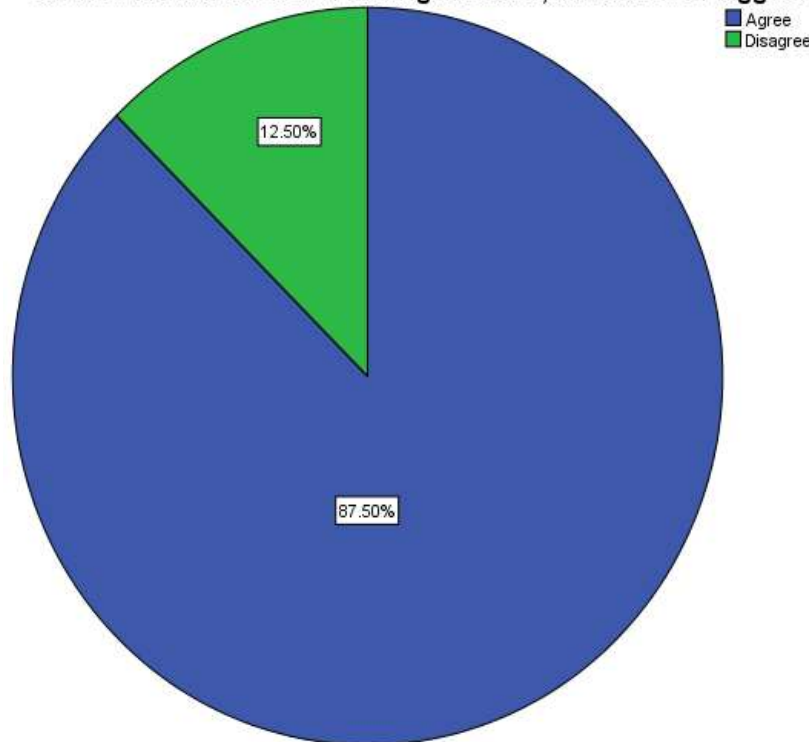
On the second statement: "children are not terrified of making mistakes", the majority of them agree with that which means 87.50% 35 out 40 students. Nevertheless, just 12.50% 5 out of 40 students disagree to that.

3. Teenagers learn faster than adults and children as far as grammar and vocabulary are concerned.

|		Frequency	Percent	Valid Percent	Cumulative Percent
	Agree	19	47.5	47.5	47.5
Valid	Disagree	21	52.5	52.5	100.0
	Total	40	100.0	100.0	

Teenagers learn faster than adult and children as far as grammar and vocabulary are concerned
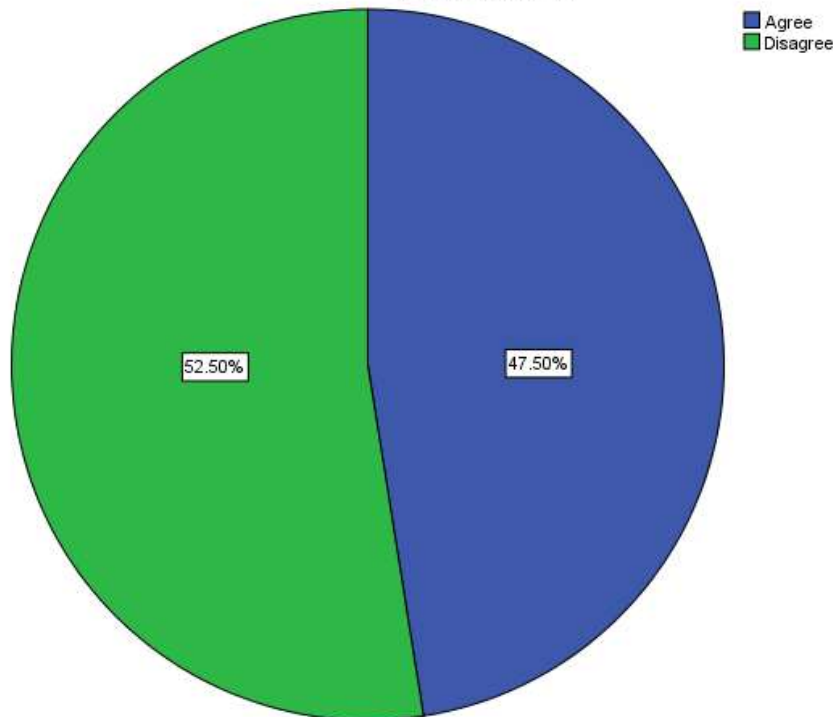
On the third statement: "teenagers learn faster than adults and children as far as grammar and vocabulary are concerned", the majority consider that this fact is wrong, this represents 57.50%; but on the other hand 19 out of 40, 42.50% agree with that.

**4. When you are an adult you have more responsibilities.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	33	82.5	82.5	82.5
	Disagree	7	17.5	17.5	100.0
	Total	40	100.0	100.0	

When you are an adult you have more resposabilities
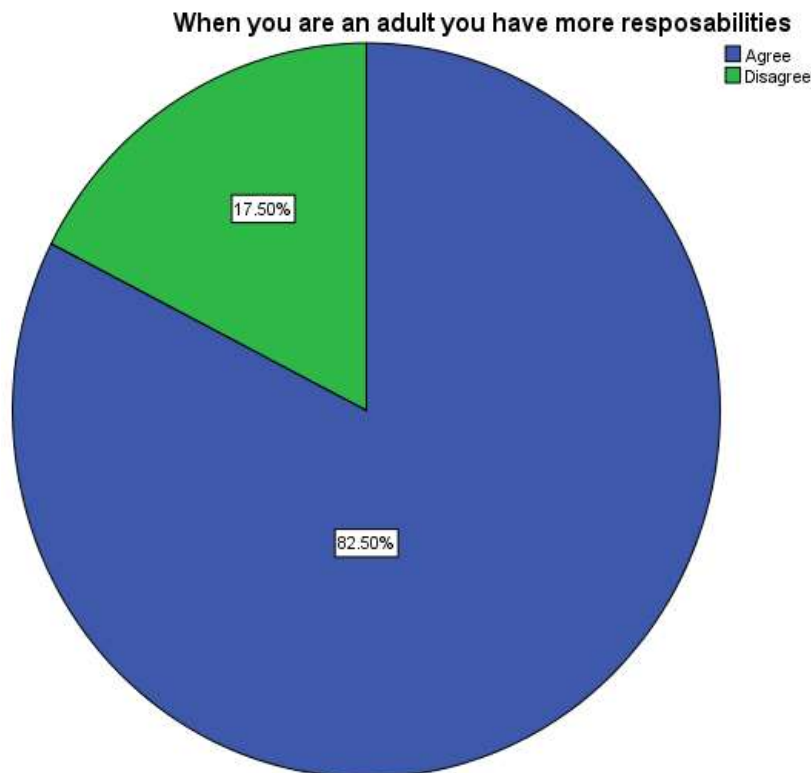
On the fourth statement: "when you are an adult you have more responsibilities" 82.50% consider that is a right fact that could influence their learning of a language process, and just 17.50%, 7 of 40 students disagree to it.

5. I do not consider age affects learning a foreign language.

		Frequency	Percent	Valid Percent	Cumulative Percent
	Agree	17	42.5	42.5	42.5
Valid	Disagree	23	57.5	57.5	100.0
	Total	40	100.0	100.0	

I do not consider age affects learnig a foreign language
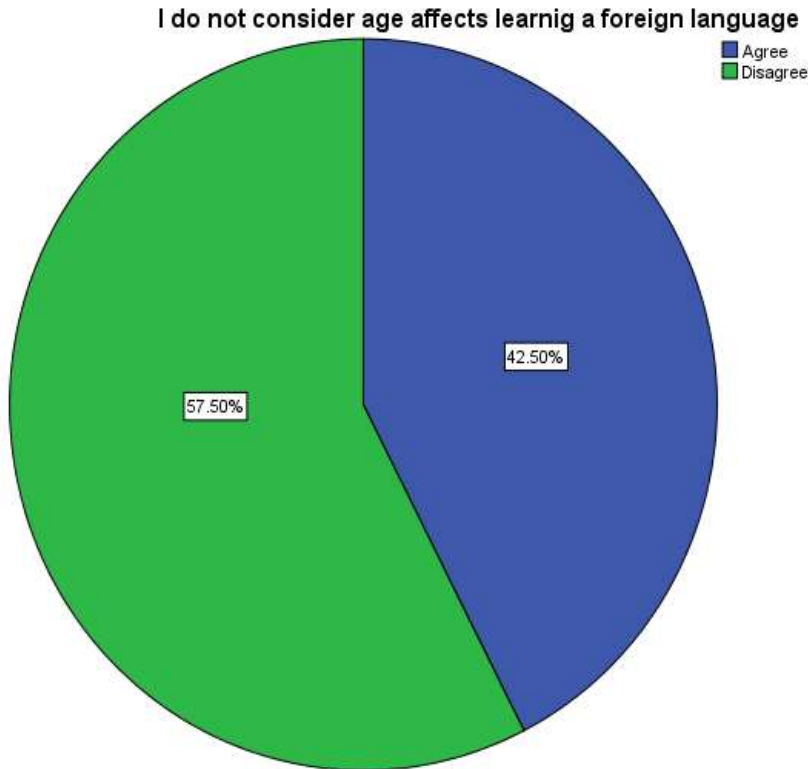
On the last statement: "I do not consider age affects learning a foreign language" student's reaction is that for the majority of them, 57.50% 23 of 40 students consider that age has something to do in the acquisition of a foreign language. Besides that, just 42.50% which means 17 of 40 students agree with that fact that age does not interfere at all.

Graph # 35

Do you consider the gender is important when learning a foreign language?

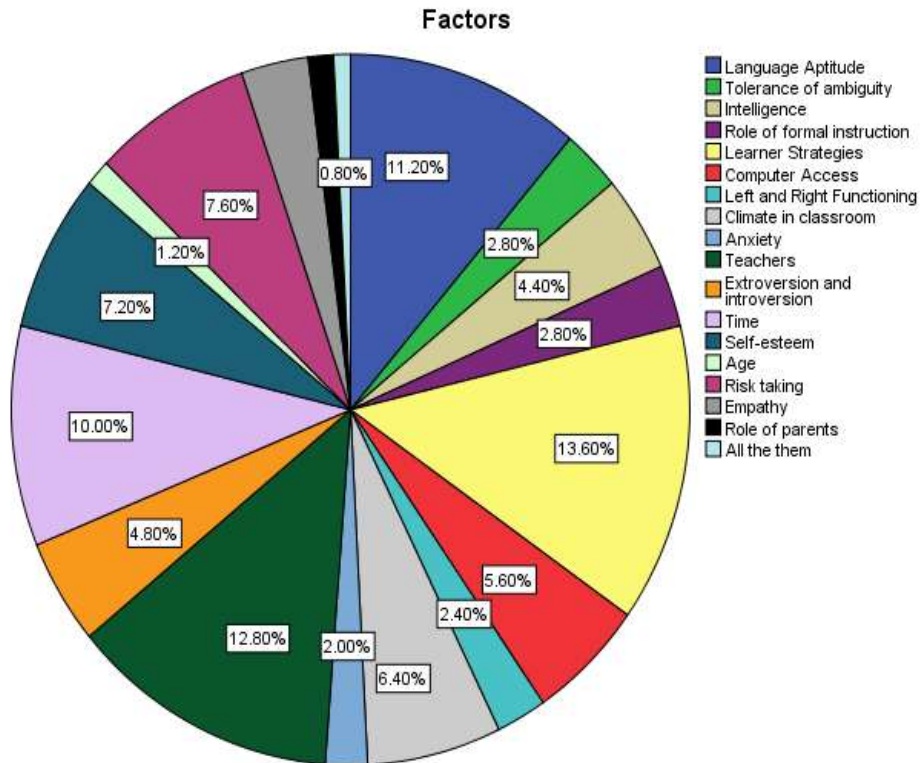|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	40	100.0	100.0	100.0

Gender is important
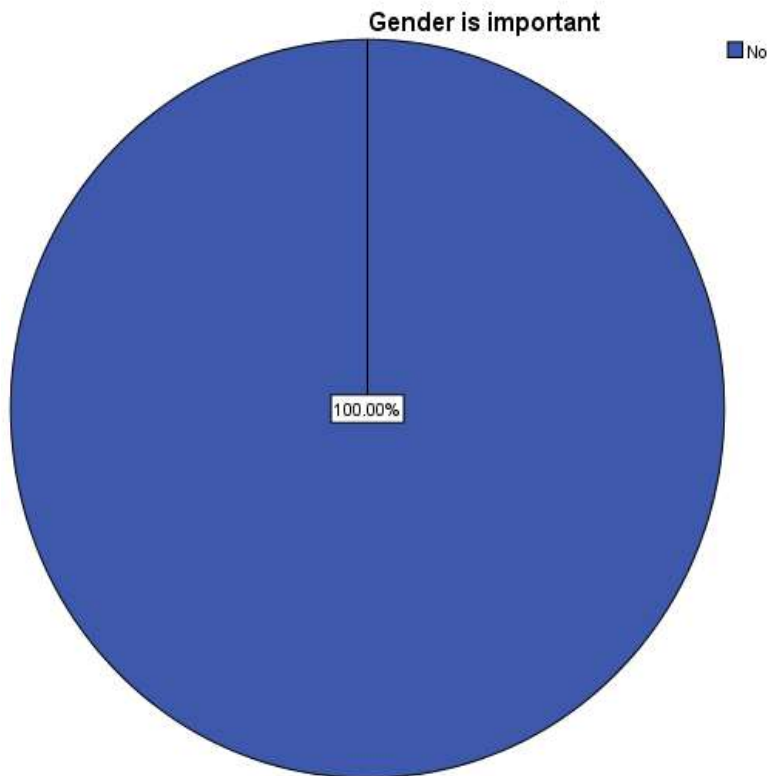
It is possible to observe that regarding to gender 100% of the students which means 40 of

40 consider that gender does not have any influence in their learning process.

Graph # 36

Which factors do you consider the most important to get a good Oral Language proficiency when learning English and French at the same time?

	Factors	Frequency	Percent	Valid Percent	Cumulative Percent
	Language Aptitude	28	11.2	11.2	11.2
	Tolerance of ambiguity	7	2.8	2.8	14.0
	Intelligence	11	4.4	4.4	18.4
	Role of formal instruction	7	2.8	2.8	21.2
	Learner Strategies	34	13.6	13.6	34.8
	Computer Access	14	5.6	5.6	40.4
	Left and Right Functioning	6	2.4	2.4	42.8
	Climate in classroom	16	6.4	6.4	49.2
	Anxiety	5	2.0	2.0	51.2
	Teachers	32	12.8	12.8	64.0
Valid	Extroversion and introversion	12	4.8	4.8	68.8
	Time	25	10.0	10.0	78.8
	Self-esteem	18	7.2	7.2	86.0
	Age	3	1.2	1.2	87.2
	Risk taking	19	7.6	7.6	94.8
	Gender	0	0	0	0
	Empathy	8	3.2	3.2	98.0
	Role of parents	3	1.2	1.2	99.2
	None	0	0	0	0
	All of them	2	.8	.8	100.0
	Total	250	100.0	100.0	

Factors

Legend:
- Language Aptitude
- Tolerance of ambiguity
- Intelligence
- Role of formal instruction
- Learner Strategies
- Computer Access
- Left and Right Functioning
- Climate in classroom
- Anxiety
- Teachers
- Extroversion and introversion
- Time
- Self-esteem
- Age
- Risk taking
- Empathy
- Role of parents
- All the them

Pie chart values: 11.20%, 2.80%, 4.40%, 2.80%, 13.60%, 5.60%, 2.40%, 6.40%, 2.00%, 12.80%, 4.80%, 10.00%, 7.20%, 1.20%, 7.60%, 0.80%

This graph shows the factors considered the most important that could help to get a good oral proficiency at the moment of learning two foreign languages simultaneously. The majority of students, 13.60%, agree that a learner strategy is one the main factors. Next, some students, 12.80%, pointed out that their teachers also play an important role. On the other hand, 11.20% also mentioned that language attitude is important to develop oral skills. Fourthly, students demonstrated that time is also relevant; this represents 10.00% to successfully acquire a better oral proficiency. Also, 7.6% thought that to be a risk taker is one factor that influences to study a second and third language. Then, 7.2% mentioned self-esteem as an important factor. 6.4% selected climate in classroom as a factor. In addition, 5.6% agreed that computer access and 4.8% chose extroversion and introversion. 4.4% stated that intelligence affects also when learning. Finally, 3.2% mentioned empathy, 2.8% selected tolerance and role of formal instruction, 2.4% left and right functioning, 2.0% anxiety, 1.2% role of parents and 0.8% all of them.

French Oral Evaluation Results

Level		Frequency	Percent	Valid Percent
Valid	Basic	5	18	18
	Intermediate	14	50	50
	Advanced	9	32	32
	Total	40	100.0	100.0

FRENCH ORAL TEST RESULTS
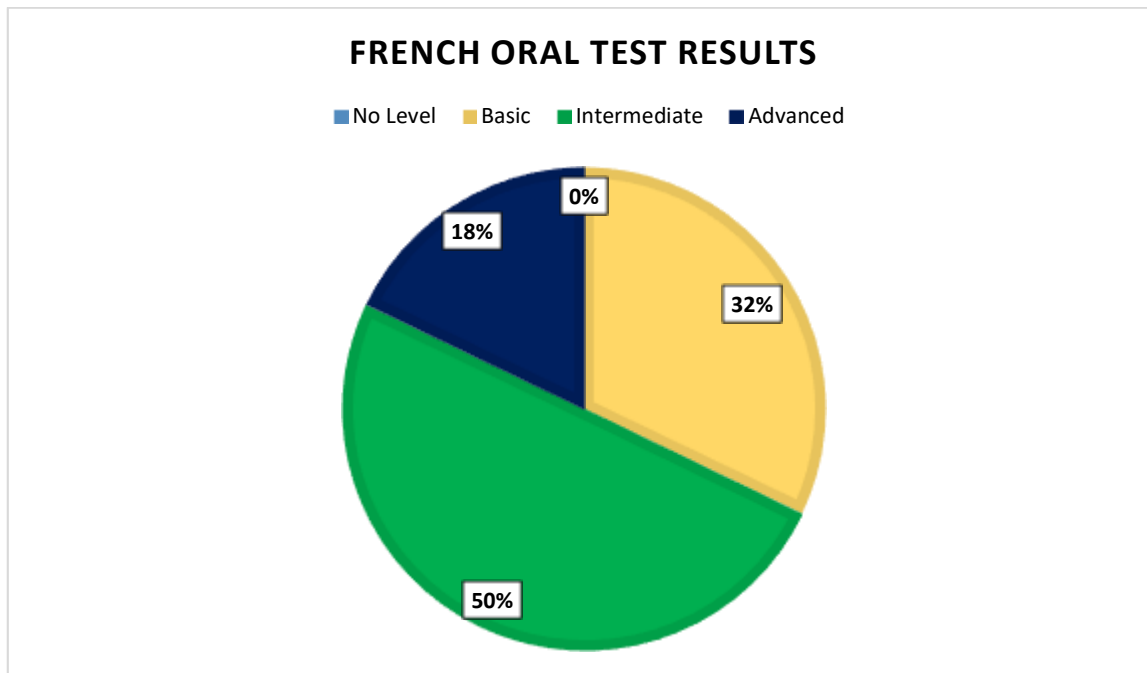
The French oral interviews determined that 50% of the students were in an intermediate level. On the other hand, 32% had an advanced level. Finally, 18% of the students interviewed got a basic level.

English Oral Evaluation Results

Level		Frequency	Percent	Valid Percent
	Elementary	3	7	7
	Pre -Intermediate	2	6	6
Valid	Intermediate	9	28	28
	Upper Intermediate	17	53	53
	Advanced	2	6	6
	Total	40	100.0	100.0
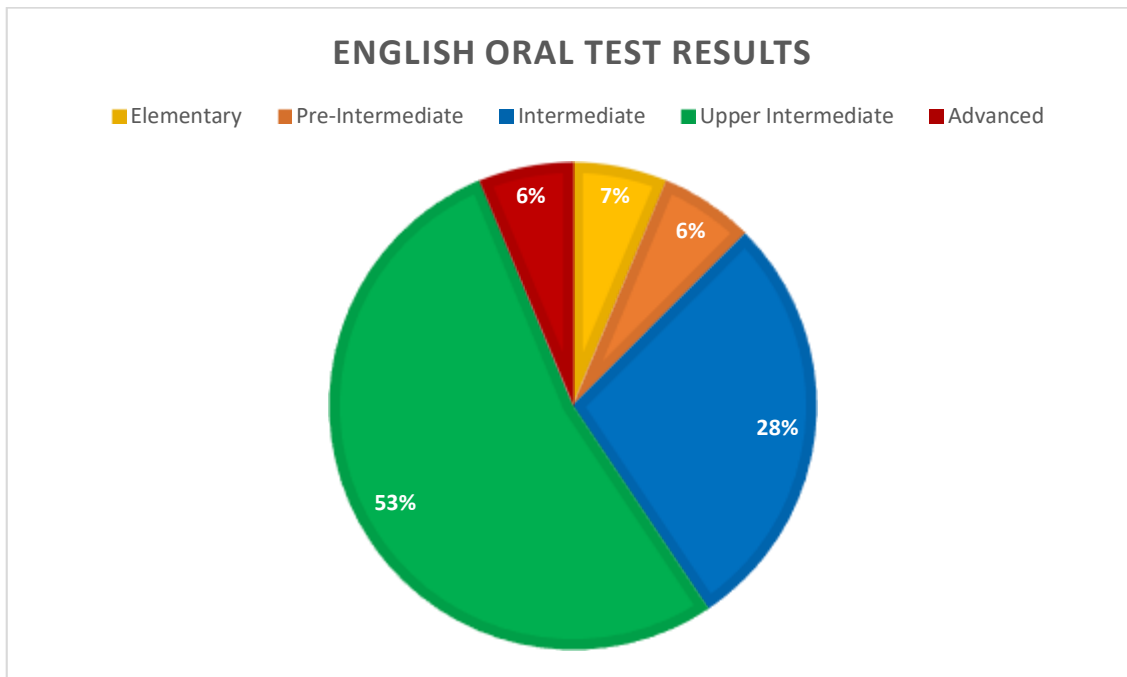
In this graph is possible to observe that 53% of the students obtained an upper intermediate level of oral proficiency. Also, it was determined that 28% got an intermediate level. 7% had an elementary level and finally, 6% were in the Pre-intermediate and advance level.

3.5.2 Technical File

Name: MsD. Odir Mendizábal
Place: in his spot at the Foreign Language Department
Time: 2:30 pm
Date: September 22nd 2017

Indicators	Excerpt	Conclusion
Experience as a foreign language teacher	"Obviously the most important are in our case security and money…"	Socio cultural factor are the most important ones
Factors intervene in student`s performance	"at the time of speaking, writing to produce and all, if we know the basics …"	When acquiring a Language is definitively
Factors that intervene according students	"age can help a little during learning…"	Age is not an relevant factor
Effect when learning two foreign languages at the same time	"students of Don Bosco prefer simultaneous language learning…"	Studying two languages at same time does not affect
Students with appropriate oral language proficiency level	"they are doing very well it's very obvious…"	Students have a good level
Challenge a low student vs Advanced student	"I prefer to speak personally with the student who has disadvantages…"	Teacher participation is important
Evaluate your student's oral language performance	"With the participation…"	the affective factor is definitively important
One language affects the other when a student acquires them simultaneously	"Not at all. And the more I think it helps learning…"	It is productive studying at the same time
Recommendation to students	"Look for friends who have the desire to learn, to study…"	Socio cultural factors are relevant, friends
Foreign Languages Department should implement to help students	"already done everything it's possible…"	Students must take advantage of the available tools

Name: Licda. Cecilia de Amaya	
Place: in her spot at the Foreign Language Department	
Time: 2:30 pm	
Date: October 20th 2017	

Indicators	Excerpt	Conclusion
Experience as a foreign language teacher	"maybe in a context where students are exposed…"	Socio cultural factor are the most important ones.
Factors intervene in student`s performance	"I would say the same…"	When acquiring a Language is definitively
Factors that intervene according students	"grammar is not affected by age but may be pronunciation would be…"	Age is not an relevant factor
Effect when learning two foreign languages at the same time	"I´d say it´s positive because they challenge their brains…"	Studying two languages at same time does not affect negatively
Students with appropriate oral language proficiency level	"I may say yes, it´s appropriate because they can communicate, I mean most of them…"	Students have a good level
Challenge a low student vs Advanced student	"oral performance…"	Student participation is important
Evaluate your student's oral language performance	"I ask them to record themselves…"	Cognitive factor by the use of strategies
One language affects the other when a student acquires them simultaneously	"English affects French, French affects English in the way of vocabulary, pronunciation…"	It is productive studying at the same time
Recommendation to students	"to find resources in the web, online there are many things they can do…"	Socio cultural factor are relevant, computers
Foreign Languages Department should implement to help students	extra classes or have them repeat the semester	Students must take advantage of tools to avoid failure

Name: MsD. José Alfredo López		
Place: in his spot at the Foreign Language Department		
Time: 1:30 pm		
Date: September 22nd 2017		

Indicators	Excerpt	Conclusion
Experience as a foreign language teacher	"there are many of them" "personal, physiology, social and cognitive factors"	All factors are important
Factors intervene in student`s performance	"I say yes, completely in agreement, the same factors"	When acquiring a Language is definitively
Factors that intervene according students	"a person learns better if he or she is young, it means, young people, better learning" "..the situation of their phonatory apparatus is already accustomed to use Spanish.."	Age is not an relevant factor but just in pronunciation
Effect when learning two foreign languages at the same time	"all of them are positive because a person is exposed to a double learning, so the brain has a better plasticity that allows receiving knowledge more easily"	Studying two languages at same time does not affect but contribute positively
Students with appropriate oral language proficiency level	"I would say that for the students who did the semester seven 2017 they do not have the level"	Students have not good level
Challenge a low student vs Advanced student	"what I normally do is that I insist that we need to speak French all the time" "I motivate students to look for others"	Oral participation is important.
Evaluate your student's oral language performance	"I evaluate students who speak, students who do not speak they do not have any grade, it is simple"	the affective factor is definitively important because students must be risk takers
One language affects the other when a student acquires them simultaneously	"maybe at the beginning but since we become aware"	It will not affect the learning
Recommendation to students	"I always advise to check on the internet mainly to develop the oral area, the listening skill, the oral comprehension"	Socio cultural factor are relevant, friends
Foreign Languages Department should implement to help students	"the department could implement an exam, to measure student's level, if students take the exam and they fail, then they must repeat the course"	A preliminary introductory test before starting the major

CHAPTER 4

FINDINGS

This chapter describes the final findings of the study realized in the previous chapter. This analysis is presented in accordance with the purpose of this investigation.

4.1 Findings

The first and main purpose of this research study aimed at identifying the factors that intervene in the Modern Languages Major students' oral language proficiency when learning English and French at the same time. To remember the studied factors presented in chapter two literature review, the research team provides the following table with the specific factors classification.

FACTORS THAT INTERVENE IN ORAL LANGUAGE PROFICIENCY		
COGNITIVE	**AFFECTIVE**	**SOCIO-CULTURAL**
Language Aptitude	Anxiety	Role of formal instruction
Intelligence	Extroversion & Introversion	Computers
Learning strategies	Self-esteem	Climate in classroom
Left & right brain	Risk-taking	Teachers
	Empathy	Time
	Tolerance to ambiguity	Age
	Motivation	Gender
	Inhibition	Parents

The above factors were presented as the most common elements that intervene in a person learning development. The research team created the previous table as a simplification of many other investigations.

Several authors' argumentations or investigations were cited in the literature review to confirm and reinstate that the mentioned factors are relevant in the learning

process. Most of the investigators have dedicated their lives to maintain their findings and knowledge in a specific area, for example in the cognitive area was presented the theory of Carrol, Ausubel and some others. In the affective domain, important investigation made by Douglas Brown, Gardner and some others were cited to collect the main factors. Finally, the researches made by Very, Thomas et Al and the like, were also taken in consideration to list the factors that were part of the socio-cultural area.

Now, the research team, based on the answers found on the students' survey, presents the following table that shows the classification of the factors from the most important (skin background) to the least important ones for each domain responding to the third objective of this investigation. On the other hand, in the gray background, investigators are proud to mention three new factors discovered in this research project.

THE MOST IMPORTANT FACTORS AND NEW FACTORS DISCOVERED		
COGNITIVE	AFFECTIVE	SOCIO-CULTURAL
Learning strategies	Risk-taking	Teachers
Language Aptitude	Self-esteem	Time
Intelligence	Extroversion & Introversion	Climate in classroom
Left & right brain	Motivation	Technology access
	Empathy	Role of formal instruction
	Tolerance to ambiguity	Age
	Anxiety	Parents
	Inhibition	Gender
		Health condition
		Occupation
		Living area

The main purpose of the following charts is to break down into the subcategories of the three principal domains of the factors that intervene in the oral language proficiency.

COGNITIVE	
Learning strategies	13.6%
Language aptitude	11.2%
Intelligence	4.4%
Left & right Brain functioning	2.4%

Learning strategies have been selected by Modern Languages students as the first most important cognitive factor with 13.6%. This is supported by the answers obtained in questions 28 and 36. On question 28 students were asked which method they preferred the most when learning a second language: deductive or inductive, the majority of the students chose deductive (from rules to examples).

Language aptitude was stated as the second most important factor in the cognitive category with 11.2%. This information was gathered from question 36 and supported with the answers on question 25 where students responded why they dedicated more time to a specific language. The following reasons were listed as the principals: "they have more efficiency with it" and "it is easy to learn it". This proved to researchers that students have talent for language, based on the language aptitude definition in the literature review.

To summarize, learning strategies and language aptitude were considered factors that intervene **positively** in students' oral language proficiency when learning English and French at the same time.

Finally, **Intelligence**, with 4.4%, was not considered as a relevant factor. Neither, **left and right brain functioning** with 2.4%.

AFFECTIVE	
Risk-taking	7.6%
Self-esteem	7.2%
Extroversion & Introversion	4.8%
Motivation	
Empathy	3.2%
Tolerance to Ambiguity	2.8%
Anxiety	2%
Inhibition	

Risk-taking and **self-esteem** have been selected as the two most important affective factors on question 36 with 7.6% and 7.2%. In addition, this is supported with the information gathered on questions 26, 27 and 29 where majority of the students considered themselves capable of managing a fluent conversation in both languages, even though, most of them did not get an advanced level in the English and French oral interview. So, risk-taking and self-esteem are considered relevant factors, since these students are not afraid of making mistakes when speaking, neither they did not consider to have a lack of English or French oral language proficiency. Furthermore, researchers found that **extroversion and introversion** with 4.8% are closely related with the risk taking and self-esteem factors due to the ambiguity of their definition. **Motivation** was considered as relevant factor since is one of the strongest predictor on second language success according with Saville-Troike (2006) and this factor is presented in the answers gotten in questions 19 and 21.

This means that risk-taking, self-esteem, extroversion and introversion and motivation are considered factors that intervene **positively** in students' oral language proficiency when learning English and French at the same time.

Other factors that are not so relevant but intervene in the oral language proficiency are **empathy** with 3.2% and **tolerance to ambiguity** with 2.8%. Empathy was established due to the answers on question 19 where students stated why they decided

to study the Modern Languages Major answering the following reasons: they like French or English music; they want to travel and increase their labor opportunities. Tolerance to ambiguous situation was also classified as not such influent factor. This was based on questions 11, 12, 16 and 18 where the minority of the students said it is inappropriate to study English and French at the same time because it is hard to learn or it is impossible to learn them simultaneously.

Anxiety and **Inhibition** were discovered as negative influent factors since they are not helping students to improve their oral languages abilities. This is based on question 27, where students stated their English and French pronunciation are not good and they are afraid of making mistakes.

SOCIO-CULTUTAL	
Teachers	12.8%
Time	10%
Climate in Classroom	6.4%
Technology Access	5.6%
Role of formal Instruction	2.8%
Age	1.2%
Parents	1.2%
Gender	0%
Health	
Occupation	
Living area	

Teachers and **time** were considered as the most important socio-cultural factors with 12.8% and 10%. According to the answers from questions 12, 14, 16, 18, 24, 27, 30 and 36, where students stated that they have failed subjects or have considered changing major due to the following opinions and labels: "teaching methodology is not good, bad professors, the teachers were bad". On the other hand, the majority of the students argued that they have failed or withdraw some subjects because they have not enough time to study both languages, do not dedicate enough time to study and practice due to their labor schedule flexibility and others studies.

Climate in classroom and **technology access** were classified important with 6.4% and 5.6%. On the oral interview performed to 3 university professors. They stated that they encourage the students to participate in class, to help each other so this provides an open environment with a variety of opinions. On the other hand, professors stated that nowadays students have more access to technology and they are able to practice, listen to, see and get more familiar with a second or third language. To support this fact in question 33, all the students selected the following technological access: smartphone, virtual dictionaries, laptop, social Medias and internet. So, technology intervene in a positive way when learning a second language,

Other factors that are not so relevant but intervene in the oral language proficiency are **Role of formal instruction** with 2.8%, age with 1.2%, and **parents** 1.2%. Role of formal instruction was established due to the answers on questions 5, 7, 8 and 18 where students stated why they came from public or private schools with basic English level and no French level.

Age does not intervene when learning a second language but it does in the pronunciation. On question 34, the students agreed that for children it is easy to learn a new language. In addition, Licda De Amaya said: "it is never late to learn so actually we could learn at any age, it doesn´t matter, but at some point, alright, for like for the grammar is not affected by age but may be pronunciation would be". Also, MsD. Mendizábal stated: "when students arrive to the university at the age of 15 and 16, they are more intelligent and faster to answers". Finally, MsD. López mentioned: "A person learn better if he or she is younger, the younger, the better learning, when a person is adult her phonetic system

is used to the Spanish language, and it blocks the learning process and the production of French sounds".

To conclude with the analysis of the affective factors, **parents** was not selected as an important factor with only 1.2% and **gender** was not considered as influent factor with 0% based on question 36. So men and women have the capacity to learn languages. This is also approved with the results obtained in the oral test where women and men got the same intermediate level in English and French.

Others factors discovered were the **health condition**, students' occupation and living area that up to the point of this investigation were not mentioned by other studies. MsD. Lopez stated that "deafness, blindness, mouth condition and others health issues" affects the learning process. **Occupation** was discovered as another factor, which was presented as a new socio-cultural factor. This is supported by the fact that most of the students are dedicated just to study, and there was only 30% that works. In addition, **living area** was established as factor not because of rural and urban zones, it was due to the risk of dangerous territories governed by the gangsters, as MsD. Odir Mendizábal said.

On the other hand, it is important to mention that the second objective of this investigation was to measure students' real oral Language proficiency after the completion of the sixth term of the skills development area subjects. So, based on the obtained results in the language standardized test and students´ survey, the research team determined in general terms the level of English and French students have.

In the following chart, the English oral language proficiency level of Student of the Semester VII of the Modern Languages Major is presented:

ENGLISH ORAL LANGUAGE PROFICIENCY	
STUDENT SELF-EVALUTION	TEACHER EVALUATION
Beginning of the Major No Level Basic Intermediate Advanced **Now** No Level Basic Intermediate Advanced	Now No Level Basic Intermediate Advanced Pre-intermediate Intermediate Upper Intermediate

The previous chart shows that the majority of the students have upper Intermediate English level when speaking. In question 7 on the students' survey, learners said they had a basic level when starting the Major and in question 9, they assumed they have an advanced level. However, when compared to the results of the standardized test, teachers determined students do not have an advanced level but an upper Intermediate level.

At the end of interviews made to students, the research team and teachers have noticed that all of the students presented the following affective factors: anxiety, inhibition, risk-taking.

There were some students that obtained an advanced level because they showed control of managing their feelings, so they are able to handle ambiguous situations. Also, there were students that got a basic level, not because they cannot speak or understand English, but because they were so nervous, they presented so much anxiety and got so stressed that as a results, they forgot some simple grammar rules like for example: "I have 22 years old" instead of "I am 22 years old".

In the following chart, the French oral language proficiency level of students of the Semester VII of the Modern Languages Major is presented:

FRENCH ORAL LANGUAGE PROFICIENCY	
STUDENT SELF-EVALUTION	TEACHER EVALUATION
Beginning of the Major No Level Basic Intermediate Advanced **Now** No Level Basic Intermediate Advanced	**Now** No Level Basic Intermediate Advanced Pre-intermediate Intermediate Upper Intermediate

The previous chart shows that the majority of the students have upper Intermediate French level when speaking. In question 8 on the student survey, learners said they had no level when starting the Major presenting a big and difficult deal and in question 10, Student assumed they have an intermediate level. When this was compared to the results obtained in standardized test, teachers determined students have an upper Intermediate level.

This is an important point because the research team had assumed that the students were going to get an advanced level in French since the grammar and pronunciation are similar to our mother tongue, however, this was not the case.

Based on the previous findings, the research team could establish that the combination of the following factors contribute to the success of failure of the Oral Language proficiency when learning English and French at the same time.

Factors contributing to	
Success	**Failure**
Learning Strategies	Anxiety
Language Aptitude	Inhibition
Risk-taking	
Self-esteem	
Extroversion and Introversion	
Time	
Climate in classroom	
Technology access	

There were other factors that isolated or in combination can also affect not positively but also negatively.

Motivation	Teachers	Formal Instruction	Tolerance to ambiguity	Age

For example: if a student determines he or she prefers a subject due to the teacher age, sex, workload, value system, preferred teaching style, it will affect his or her second language learning positively or vice versa.

To conclude sharing the finding of this investigation, the research team has determined that English does not affect French and vice versa when a student acquires both languages simultaneously in the oral language proficiency. This is based on the student answers in question 11 of the student survey. The result shows that 65.0% of the students are comfortable learning both languages at same time. This is also based on the

shared answers by the professors: "one language does not affect the other, maybe at the beginning of the major but later students are conscious which language they are learning...", "in addition the learning of terms and words of a language can help to the comprehension of the other language..." as MsD. Jose Lopez said. Also, "English affects French, French affects English in the way of vocabulary, pronunciation and accent..." as Licda. Cecilia de Amaya stated.

CHAPTER 5

Conclusion and Recommendations

This chapter attempts to do two things. The first part presents a summary of the findings. And the last part makes recommendations for Modern Languages Students, Teacher and authorities of the Foreign Languages Department based on the findings of the study.

5.1 Conclusion

After completing the investigation it can be demonstrated that the factors that intervene in the students' oral language proficiency when learning English and French at the same time are divided in three main domains: cognitive, affective and socio-cultural.

Besides, the research team provided a classification of factors that are considered the most important and also the least important ones to get good oral language proficiency when learning English and French at the same time. Learning strategies, language aptitude, risk-taking, self-esteem, extroversion & introversion, time, climate in classroom and technology access made the best combination to success in the learning of languages. Anxiety and inhibition are the emotions that contribute to the failure.

The factors motivation, teachers, formal Instruction and age are considered neutral factors since these totally depend on each person perspective, interest and care.

One the other hand, with the help of the standardized test, researchers demonstrated students´ real oral language proficiency, contrasting students' personal assumptions, most of the students stated that they have an advance English level, however, the real oral language performance of student in English was intermediate level.

Furthermore, the learners assumed to have an intermediate French level, this assumption matched with result obtained in the standardized test. This means that students that have successfully completed the sixth tem of the skills development area subjects do not have the required oral language level.

As well, investigators concluded that English does not affect French when a student acquires both languages simultaneously in the oral skill area and vice versa because each language provides their own challenge, diversity of vocabulary and better knowledge of the cultures that speak the specific language. However, there is a predominance of English over French, in fact, English is everywhere, it is on TV, in the radio, it can be read on the internet.

Furthermore, studying English and French at the same time is considered appropriate since it does not affect the oral language proficiency.

Finally, it is important to mention that out of the four language macro skills speaking has been considered as the second most difficult skill to acquire, aside from Listening skill.

5.2 Recommendations for students and Teachers of English and French

5.2.1 Students

➢ To read as much as possible in English and French, particularly for their own pleasure in order to have a wider vocabulary when speaking. Reading for pleasure should also be facilitated and encouraged particularly in the school environment.

➢ To use English and French as much as possible in their communication at school and also at home, if possible.

- ➢ Do not be afraid of making mistakes when speaking in the classroom because it is part of the learning process and must take advantage of the teachers' knowledge.

- ➢ Factors contributing to success should be acknowledged by them and implemented so they can improve their oral skill.

5.2.2 Teachers

- ➢ To apply different types of teaching methods during the class for those slow learners in order to balance their oral performance with the rest of the class.

- ➢ To encourage students to practice more their oral skill through activities that increase their motivation to speak such as critical thinking, discussions, group conversations and others.

- ➢ To incentive an atmosphere of warm, interpersonal relationships with open communication, trust and acceptance since climate in classroom is important for students to get an excellent oral performance.

5.2.3 Foreign Language Department Authorities

- ➢ To provide a preliminary introductory test before starting the major to determine student knowledge of English and French.

- ➢ To improve the Foreign Languages Departments laboratory rooms to help students to enhance their pronunciation, grammar and vocabulary seeing that technology access is considered as relevant factor for students.

- ➢ To implement an oral standardized test at the end of the sixth term of the skills development area subjects so students can be aware of their current level and create programs to help those with low performance in order to increase their oral proficiency.

5.2.4 Future Studies

➢ To implement a cognitive test will be good to deepen about the cognitive factors that affect students' oral performance.

➢ To apply a psychological test to deepen in the affective factors that affect students' performance.

➢ To realize a socio-cultural test to deepen in the socio-cultural factors those intervene in students' learning process.

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APPENDICES

Appendix 1- Authorization letter

San Salvador, 15 de Mayo de 2017.

MsD. Odir Alexander Mendizábal
Profesor de la Materia "El Francés y El Comercio"
Presente.

Es grato dirigirnos a Usted, para saludarle cordialmente, deseándole éxitos en sus labores cotidianas.

El Equipo en proceso de grado del Departamento de Idiomas Extranjeros, de la Carrera de Lenguas Modernas, integrado por Claudia Nineth Polanco Fuentes, Roxana Marina Hernández Morales y Santos Isaac Cabrera Alvarenga, solicita respetuosamente su autorización para realizar una encuesta acerca de Factores que intervienen en la Eficiencia Oral durante el aprendizaje del el idioma Inglés y Francés al mismo tiempo en los Estudiantes que cursan el Séptimo ciclo de la carrera Lenguas Modernas, la que irá en directo beneficio de la población estudiantil.

La encuesta se aplicará a los estudiantes que cursan su materia "El Francés y El Comercio", elegidos utilizando el método de muestreo "**estratificado proporcional", en el mes de mayo del presente año, por los estudiantes indicados en el párrafo anterior. Este proyecto se ejecutará con el** acompañamiento y supervisión en la planificación y organización por el MsT. José Ludwig Cornejo, profesor del Departamento de Idiomas Extranjeros.

Esperando una respuesta favorable, agradecemos su disposición y su colaboración.

Atentamente,

_____   _____

Claudia Nineth Polanco Fuentes   Roxana Marina Hernández Morales

_____
Santos Isaac Cabrera Alvarenga

Appendix 2- Tickets and students' survey

50 FOTOCOPIAS

Gratis

¡Por tu participación!
Canjeable con don Moisés
Válido del 21 al 30 de Junio 2017
Uso único

50 FOTOCOPIAS

Gratis

¡Por tu participación!
Canjeable con don Moisés
Válido del 21 al 30 de Junio 2017
Uso único

50 FOTOCOPIAS

Gratis

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Gratis

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Canjeable con don Moisés
Válido del 21 al 30 de Junio 2017
Uso único

50 FOTOCOPIAS

Gratis

¡Por tu participación!
Canjeable con don Moisés
Válido del 21 al 30 de Junio 2017
Uso único

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

The objective of this survey is to identify the factors that intervene in the oral proficiency when learning English and French at the same time. We remind you that this study is confidential.
The information collected will not be analyzed individually but in aggregate form, for purely statistical purposes.

Instructions: Please check the box that best corresponds to your answer for each question below. Thank you for your willingness to assist us with this project.

Part 1 - Personal Information

1. Age: 16-20 ☐   21-25 ☐   26-30 ☐   31-35 ☐   36-more ☐
2. Gender: Male ☐   Female ☐
3. Area you come from: Rural ☐   Urban ☐
4. Occupation: Student ☐   Employee ☐   Both ☐
5. Previous study: Private School ☐   Public School ☐

Part 2 – Academic Information

6. Semester you are in :   VI ☐   VII ☐   VIII ☐   IX ☐
7. How do you consider your level of English oral proficiency was when you began to study the Major?
     No Level ☐   Basic ☐   Intermediate ☐ Advanced ☐
8. How do you consider your level of French oral proficiency was when you began to study the Major?
     No Level ☐   Basic ☐   Intermediate ☐ Advanced ☐
9. How do you consider your level of English oral proficiency at this moment?
     Basic ☐   Intermediate ☐   Advanced ☐
10. How do you consider your level of French oral proficiency at this moment?
     Basic ☐   Intermediate ☐   Advanced ☐
11. Do you consider appropriate to study English and French at the same time?
     Yes ☐   No ☐
12. If you consider inappropriate to study English and French at the same time, please choose from the following reasons:

Difficulty in the learning process	☐	Little time to learn both languages	☐
Switching of languages	☐	Other: _____	

13. Have you ever withdrawn a subject?   Yes ☐   No ☐
14. What is the reason you have withdrawn a subject?

Economic issue	☐	Health Issue	☐
Labor schedule	☐	Vocational Orientation	☐
Family responsibilities	☐	Other: _____	

15. Have you ever failed a subject?   Yes ☐   No ☐
16. If you have failed, check one or some of the reasons below?

It's hard to learn two languages.	☐	I don't dedicate enough time to study	☐
Instruction was too difficult.	☐	Other: _____	

17. Have you ever considered changing your Major?   Yes ☐   No ☐
18. If you have considered changing your Major, please choose from the following reasons:

Impossible to learn two languages at the same time.	☐	It is not my vocation.	☐
I don't like French.	☐	Teaching methodology is not good.	☐
I don't have enough time to study.	☐	Schedule flexibility.	☐
I'm not good in languages.	☐	Other: _____	

19. Why did you decide to study the Modern Languages Major? Choose all the ones that apply:

Someone else's advice	☐	I like French/ English music	☐
I'm good at learning languages	☐	Highest labor opportunities	☐
I want to travel	☐	Other: _____	

Part 3- Oral Proficiency

20. In your opinion, which is the order of importance of the macro skills when learning a foreign language? Write 1 for the most important one up to 4 for the least important one.

Listening ____   Writing ____   Speaking ____   Reading ____

21. Why have you chosen that order of importance of the macro skills?

_____

22. Which skill do you manage the most? Please mark with a check

Listening ____   Writing ____   Speaking ____   Reading ____

23. Which skill do you manage the less? Please mark with a check

Listening ____   Writing ____   Speaking ____   Reading ____

24. Which language do you dedicate more time to learn it?

English ☐   French ☐   Both ☐

25. Why do you dedicate more time to the language or languages, you marked on question 24?

I have more deficiency with it.	☐	I already handle the other language.	☐
I like it the most.	☐	Other: _____	
It's easier to learn it.	☐		

26. Do you think you can have a fluent conversation in both languages?

Yes ☐   No ☐

27. If you say no in question 26, could you explain why you cannot have a fluent conversation in both languages?

My French pronunciation is not good	☐	I do not have enough practice.	☐
My English pronunciation is not good	☐	I'm not able to understand speakers.	☐
I have lack of English/French vocabulary	☐	Other: _____	
I'm afraid to make mistakes when speaking	☐		

28. What method do you prefer to learn a language?

Deductive (from rules to examples)	☐	Inductive (from examples to rules)	☐

29. Do feel insecure when handling one or both languages?   Yes ☐   No ☐

30. Why do you feel insecure when handling one or both languages?

I haven't finished the major	☐	I have low English level	☐
I do not have enough practice	☐	I have low French level	☐
I need to learn more about grammar	☐	Other: _____	

31. Which of the following roles do you consider family and friends have when learning languages?

My family affords my studies	☐	One of my parents speaks English or French	☐
My family encourages me to study	☐	My family or friends don't play any role	☐
I practice both languages outside the classroom with friends	☐	Other: _____	

32. Select the economic support you have:

Payment of school fees	☐	Transportation expenses	☐
Purchase of school materials	☐	Other: _____	

33. Check the technological resources you have access to:

Smartphone	☐	Virtual dictionaries	☐
Laptop	☐	Social Medias	☐
Internet	☐	Other: _____	

34. What is your position about the following statement: "the factor age interferes in the learning process of a foreign language". Please choose the ones you agree with:

	Agree	Disagree
It is easy when you learn a new language during your childhood.		
Children are not terrified of making mistakes, which is their biggest advantage.		
Teenagers learn faster than adults and children as far as grammar and vocabulary are concerned.		
When you are an adult you have more responsibilities.		
I do not consider age affects learning a foreign language.		

35. Do you consider the gender is important when learning a foreign language?

Yes ☐   No ☐

Why? _____

36. Which factors do you consider the most important to get a good Oral Language proficiency when learning English and French at the same time?

Language Aptitude	☐	Tolerance of ambiguity	☐
Intelligence	☐	Role of formal instruction	☐
Learner Strategies	☐	Computer Access	☐
Left & Right Brain Functioning	☐	Climate in classroom	☐
Anxiety	☐	Teachers	☐
Extroversion and introversion	☐	Time	☐
Self-esteem	☐	Age	☐
Risk taking	☐	Gender	☐
Empathy	☐	Role of parents	☐
None	☐	All of them	☐

That's it!

Thank you so much for your time and help!

NOM: _____   NOM DE L'EXAMINATEUR: _____   DATE: _____

EXPRESSION ORALE - GRILLE D'ÉVALUATION

Section	Compétences communicatives / Critères	Élémentaire 0+	Élémentaire 1	Élémentaire 2	Indépendant 3	Indépendant 4	Expérimenté 5	Expérimenté 6
Section A	1 – Pertinence du questionnement	Le questionnement est inapproprié ou inexistant ☐	Le questionnement est élémentaire ou incomplet ☐☐☐	Le questionnement est simple sans demande de précisions ☐☐☐☐	Le questionnement est satisfaisant; quelques demandes de précisions ☐☐☐☐	Le questionnement explore l'ensemble de la tâche ☐	Le questionnement est complet et précis ☐☐☐	Le questionnement est exhaustif et pertinent ☐☐
Section A	2 – Prise d'initiative et gestion de l'imprévu	Pas ou peu d'initiatives malgré le solution de l'examinateur ☐	Est souvent sollicité pour engager les échanges et réagir aux interventions ☐☐☐	La prise de la parole est préparée, fait reformuler les réponses données ☐☐☐☐	Fait clarifier les informations ambiguës souvent troublé par des réponses inattendues ☐	Intervient spontanément pour demander des précisions, réactions appropriées mais pas toujours immédiates ☐	Intervient spontanément et, face à l'imprévu, réagit avec justesse ☐☐☐	Mène avec aisance et efficacité la conversation ☐☐
Section A	3 – Qualité des échanges	Ne comprend pas les interventions de l'examinateur ☐	De nombreuses ruptures, rendent l'échange difficile ☐☐☐	Les échanges sont brefs et non suivis ☐☐☐☐	Questions et réponses s'enchaînent dans les situations prévisibles ☐☐	Les échanges sont suivis même dans les situations imprévues ☐	Les échanges donnent lieu à une discussion soutenue ☐☐☐	Les échanges sont naturels et la discussion animée ☐☐
Section B	4 – Présentation des faits	Les faits sont peu ou pas présentés ☐	L'exposé est confus, simple lecture du document ☐☐☐	L'exposé est bref, les informations présentées sont paraphrasées ☐☐☐☐	L'exposé est simple mais clair, effort de reformulation des informations ☐☐☐	L'exposé est développé et structuré, les informations sont clairement reformulées ☐	L'exposé est clair et complet, les informations sont présentées avec assurance ☐☐☐	L'exposé est clair, précis et suscite l'intérêt, les informations sont présentées de façon originale ☐
Section B	5 – Qualité de l'argumentation	Le discours est décousu; aucune intention de convaincre ☐	Le discours est confus; peu d'arguments présentés ☐☐☐	Le discours est contradictoire et les arguments présentés ne sont pas tous pertinents ☐☐☐☐	Le discours est cohérent, les arguments sont justes mais peu développés ☐☐☐	Le discours est clair, les arguments sont pertinents et illustrés ☐	Le discours est bien mené; les arguments sont convaincants et bien développés ☐☐☐	Le discours est juste et convaincant; les arguments sont nuancés et appuyés ☐☐
Section B	6 – Qualité des échanges	Ne comprend pas les interventions de l'examinateur ☐	Le échange est difficile; réagit à quelques sollicitation ☐☐☐	Les échanges sont brefs et directs; ne réagit pas toujours aux contre-arguments ☐☐☐☐	Intervient régulièrement pour justifier son point de vue ☐☐☐	Soutient son point de vue mais peut être troublé par des contre-arguments ☐	Réagit et défend ses idées avec justesse ☐☐☐	Participe activement à la discussion et défend avec habileté son point de vue ☐

EXPRESSION ORALE - GRILLE D'ÉVALUATION

Section	Compétences communicatives / Critères		Élémentaire			Indépendant		Expérimenté	
		0+	1	2	3	4	5	6
Section A	**Pertinence du questionnement** (1)	Le questionnement est inapproprié ou inexistant □	Le questionnement est élémentaire ou incomplet □ □ □	Le questionnement est simple sans demande de précisions □ □ □	Le questionnement est satisfaisant; quelques demandes de précisions □ □ □	Le questionnement explore l'ensemble de la tâche □ □ □	Le questionnement est complet et précis □ □ □	Le questionnement est exhaustif et pertinent □
Section A	**Prise d'initiative et gestion de l'imprévu** (2)	Pas ou peu d'initiatives malgré le solution de l'examinateur □	Est souvent sollicité pour engager les échanges et réagir aux interventions □ □ □	La prise de la parole est préparée; fait reformuler les réponses données □ □ □	Fait clarifier les informations ambiguës; souvent troublé par des réponses inattendues □ □	Intervient spontanément pour demander des précisions, réactions appropriées mais pas toujours immédiates □ □	Intervient spontanément et, face à l'imprévu, réagit avec justesse □ □ □	Mène avec aisance et efficacité la conversation □
Section A	**Qualité des échanges** (3)	Ne comprend pas les interventions de l'examinateur □	De nombreuses ruptures, rendent l'échange difficile □ □ □	Les échanges sont brefs et non suivis □ □ □ □	Questions et réponses s'enchaînent dans les situations prévisibles □ □ □	Les échanges sont suivis même dans les situations imprévues □	Les échanges donnent lieu à une discussion soutenue □ □	Les échanges sont naturels et la discussion animée □
Section B	**Présentation des faits** (4)	Les faits sont peu ou pas présentés □	L'exposé est confus; simple lecture du document □ □ □	L'exposé est bref; les informations présentées sont paraphrasées □ □	L'exposé est simple mais clair; effort de reformulation des informations □ □ □	L'exposé est développé et structuré; les informations sont clairement reformulées □	L'exposé est clair et complet; les informations sont présentées avec assurance □ □	L'exposé est clair, précis et suscite l'intérêt; les informations sont présentées de façon originale □
Section B	**Qualité de l'argumentation** (5)	Le discours est décousu; aucune intention de convaincre □	Le discours est confus; peu d'arguments présentés □ □ □	Le discours est contradictoire et les arguments présentés ne sont pas tous pertinents □ □ □	Le discours est cohérent; les arguments sont justes mais peu développés □ □	Le discours est développé et clair; les arguments sont pertinents et illustrés □	Le discours est bien mené; les arguments sont convaincants et bien développés □ □	Le discours est juste et convaincant; les arguments sont nuancés et appuyés □
Section B	**Qualité des échanges** (6)	Ne comprend pas les interventions de l'examinateur □	L'échange est difficile, réagit à quelques sollicitation □ □ □	Les échanges sont brefs et directs; ne réagit pas toujours aux contre-arguments □ □	Intervient régulièrement pour justifier son point de vue □ □ □	Soutient son point de vue mais peut être troublé par des contre-arguments □ □	Réagit et défend ses idées avec justesse □ □	Participe activement à la discussion et défend avec habilité son point de vue □

SECTION A – 5 minutes

Exemple 1

Vous avez lu cette offre d'emploi et vous êtes intéressé(e). Vous téléphonez pour avoir plus
d'informations.

→ Posez une dizaine de questions.

→ Votre examinateur(trice) joue le rôle de votre interlocuteur(trice).

URGENT !
Recherche personne pour s'occuper d'une personne âgée à domicile.
Rémunération attractive. Horaires variables.

Tél : 812 – 255 325	Tél : 812 – 255 325	Tél : 812 – 255 325	Tél : 812 – 255 325	Tél : 812 – 255 325	Tél : 812 – 255 325	Tél : 812 – 255 325	Tél : 812 – 255 325	Tél : 812 – 255 325

Exemple 2

Vous avez lu cette annonce pour faire de la figuration et vous êtes intéressé(e). Vous
téléphonez pour avoir plus d'informations.

→ Posez une dizaine de questions.

→ Votre examinateur(trice) joue le rôle de votre interlocuteur(trice).

Spectacle

La Compagnie Ciné-Art recherche des acteurs figurants, hommes et femmes, pour
jouer dans une comédie musicale.

Plusieurs dates proposées

Rémunération sous forme de cadeaux.

Tél. : 451 – 943 38 35

SECTION B – 10 minutes

Exemple 1

Vous avez lu cette publicité pour un circuit touristique au Québec. Vous en parlez à un(e) ami(e) qui cherche une idée pour ses vacances.

→ Présentez-lui ce document ;

→ Essayez de le (la) convaincre de faire ce voyage avec vous.

Québec - Circuit

Tour du Québec
8 jours / 7 nuits en pension complète
à partir de 300 $

✓ Hébergement en hôtel***
✓ Circuit en autocar climatisé
✓ Multiples activités, visites, excursions
✓ Guide francophone
✓ Transport aérien non-inclus

A ce prix-là, on n'hésite pas !

www.canada-circuit.ca

Exemple 2

Vous avez lu une publicité pour des cours de langue. Vous en parlez à un(e) ami(e) qui cherche à apprendre une langue.

→ Présentez-lui ce document ;

→ Essayez de le (la) convaincre de prendre des cours avec cet organisme.

MEDIA Langues

✓ Toutes langues
✓ Cours en ligne
✓ Horaires flexibles
✓ Tarifs imbattables !

Découvrez nos formules :
- Formule survie – 15 jours
- Formule long terme – 3 mois
- Formule à la carte

Rendez-vous sur notre site www.medialangues.com

A1 to B2

face2face Oral Placement Test

Teacher's Guide

The aim of the *Oral Placement Test* is to provide a quick, practical test which will give an accurate indication of a student's communicative competence in oral English.

The questions are designed to match as closely as possible the kind of questions which might naturally arise in a conversation between two people meeting for the first time, whilst also eliciting information which will be of use to the tester when it comes to placing the student in a class (e.g. the student's current or future job, language needs, previous learning experience etc.).

Each question is designed to correspond with a 'can do' statement in one of the face2face Student's Book *Progress Portfolios*. These 'can do' descriptors are based on the *Common European Framework of Reference*, making face2face fully compatible with the CEF.

There are 36 questions in total:

- 12 questions correspond with face2face Elementary (CEF levels A1 & A2)

- 12 questions correspond with face2face Pre-Intermediate and Intermediate (CEF level B1)

- 12 questions correspond with face2face Upper-Intermediate (CEF level B2)

The questions should be selected in such a way that the conversation flows as naturally as possible, in order to preserve the authenticity and integrity of the test. For each question asked, the tester should award a score from 0 to 3. The criteria for awarding the scores are as follows:

Criteria	Score
The student does not understand the question, even if it is repeated.	0
Evidence of simple understanding, but short (words or phrases only) and/or inaccurate answers, frequent hesitation, limited range of vocabulary with little or no evidence of ability to extend answers, and pronunciation which seriously impedes understanding.	1
Clear evidence of comprehension and ability to form longer answers when appropriate, with non-impeding errors, only occasional hesitation, and ability to self-correct if necessary, but complex vocabulary and grammatical structures are avoided except in obviously well-rehearsed utterances. Pronunciation is generally intelligible, with limited strain on the listener.	2
Evidence of full understanding, with complete answers and hesitation occurring only naturally whilst an appropriate response is being formulated. Some non-impeding inaccuracy and unnatural language choices, but an obvious ability to extend answers and use complex vocabulary and grammatical structures when appropriate. Fully intelligible pronunciation with no significant strain on the listener.	3

--- NOTE FOR TESTERS (1) ---

- Relevant and useful information provided by students in answer to questions should be noted in the appropriate box on the *Mark Sheet*, to be referred to later when placing the student and passed on to the teacher if necessary. If there is time, you can ask follow-up questions to find out more about each student.

- Allow 10 minutes for testing each student.

Procedure

1 Ask the student the first **two** questions from face2face **Question Bank 1**. Write the answer to each question in the appropriate box on the Mark Sheet, but do not award a score for either question.

2 Ask the student **four more** questions from face2face **Question Bank 1**. Write the question numbers and the score awarded for each answer (0-3) in the appropriate boxes in the Scores Awarded table on the Mark Sheet.

3 If the student's total score for this section is **0-6**, stop here, place the student at the start of face2face Elementary then read the NOTE FOR TESTERS(2).

4 If the total score for this section is **7-12**, go on to ask **four** questions from face2face **Question Bank 2**.

5 If the total score for this section is **0-6**, stop here, place the student at the start of face2face Pre-Intermediate then read the NOTE FOR TESTERS (2).

6 If the total score for this section is **7-9**, stop here, place the student at the start of face2face Intermediate then read the NOTE FOR TESTERS (2).

7 If the total score for this section is **10-12**, go on to ask **four** questions from face2face **Question Bank 3**.

8 If the total score for this section is **0-6**, place the student in the middle of face2face Intermediate then read the NOTE FOR TESTERS (2).

9 If the total score for this section is **7-9**, place the student at the start of face2face Upper Intermediate then read the NOTE FOR TESTERS (2).

10 If the total score for this section is **10-12**, place the student in the middle of face2face Upper Intermediate then read NOTE FOR TESTERS (2).

--- NOTE FOR TESTERS (2) ---

Finally, ask the student what they think their overall level of English is at that moment, prompting them if necessary with the names of the face2face levels as stated in the Self-Assessment table on the Mark Sheet. Tick the appropriate box in the table.

The student's Oral Placement Test result should be used in conjunction with their Written Placement Test result in order to determine the level at which they should begin their course. If the results of the two tests indicate different levels, the tester will need to make a decision based on the following factors:

• the student's needs and level of motivation

• how long the student has been studying English

• where and how the student has studied English in the past

• the student's confidence and self-assessment (bearing in mind that this is highly subjective)

• the length of the course on which the student has enrolled

• the make-up and dynamics of any existing classes in which the student may be placed

--- TIME SAVING TIP! ---

If after asking the student the questions from face2face **Question Bank 1** it's clear that the student has a far higher communicative competence, try jumping ahead to face2face **Question Bank 3**. Then follow the instructions from 6 above.

face2face Oral Placement Test

Question Bank 1

A1 – A2

• IMPORTANT Please read *face2face* Oral Placement Test Teacher's Guide before starting the test.

	Question	Corresponding 'can do' Statement	Level and lesson	
1	What's your name? How do you spell your surname?	I can spell my name.	S 1A, 1C	E Welcome
2	Where are you from?	I can say countries and nationalities.	S 1B	E 1A
3	Did you learn English at school? For how many years?	I can talk about the past.	S 9A	E 7A
4	What do you do now? Do you work or are you a student?	I can talk about jobs.	S 2B	E 1B
5	What do you do in your free time?	I can talk about my free-time activities and when I do them.	S 4B	E 3B
6	Do you like football? What sports do you like?	I can say what I like and don't like.	S 4A, 7A	E 4B
7	What do you do every day? What time do you get up/start work?	I can talk about my daily routine.	S 5A	E 3A
8	What subjects did you study at school? What exams did you take?	I can talk about studying and exams.		E 11B
9	Tell me something you can do in English. And what can't you do very well in English?	I can talk about things I can and can't do.	S 7B	E 9D
10	How often do you use English, at home or at work?	I can say how often I do things.		E 10A
11	What are you going to do at the weekend?	I can talk about future plans.	S 10B	E 11B
12	Have you been to an English-speaking country (before)?	I can talk about past experiences.		E 12B

Key: S = Starter; E = Elementary

Question Bank 2

B1

	Question	Corresponding 'can do' Statement	Level and lesson
13	Let's talk about your friends. How often do you normally see them?	I can talk about how often I do things.	P-I 1C
14	Tell me about something you did with your friends recently.	I can describe past events and say when they happened.	P-I 2A & 2B
15	What do you think your friends are doing now?	I can say what people are doing now and what they usually do.	P-I 3B
16	Tell me about your best friend. What is he or she like?	I can describe people's character.	P-I 5A
17	Let's talk about your house or home. How would you describe it?	I can describe my home and where I live.	P-I 8A
18	How about your country/town. How is it different now from 20 years ago?	I can talk about how things are different now compared to the past.	P-I 10B
19	What kinds of things do people in your country/town do in their free time?	I can talk about free time activities.	I 1A
20	How do you think your country/town will change in the next 20 years?	I can make predictions about the future.	I 5B
21	What advice would you give to someone visiting your country/town?	I can give, ask for and respond to advice.	I 8D
22	Tell me about the main news stories in your country at the moment.	I can talk about things that have happened in the news.	I 9B
23	What do you think the main news stories are in the UK or America at the moment?	I can make deductions about the present.	I 10B
24	If you had been born in the UK or America, how would your life up to now have been different?	I can talk about imaginary situations in the past.	I 12B

Key: P-I = Pre-intermediate; I = Intermediate

Question Bank 3

B2 – C1

	Question	Corresponding 'can do' Statement	Level and lesson
25	Tell me about any other languages you speak, apart from English.	I can talk about my language ability.	UI 1A
26	Tell me about a book you've read recently, either in English or in your own language.	I can talk about books I've read.	UI 4B
27	Some people think everyone in the world will speak English within 50 years. What do you think?	I can express how certain I am about future events.	UI 6B
28	How do you think the internet has changed the way people learn English?	I can express in detail how things in the past connect to the present.	UI 7A
29	Would you say you are a practical person? What jobs can you do about the house?	I can talk about household jobs.	UI 10A
30	Tell me how you imagine your life this time next year.	I can talk about things I have done and will have done in the future.	UI 11A
31	What, in your opinion, are the characteristics of a good friend?	I can describe people's characters, using a range of adjectives.	A 1B, A 3A
32	Do you think life for young people today is easier or harder than it was for their parents and grandparents?	I can talk about the present and the past.	A 5B
33	How would you improve the education system in your country?	I can take part in a discussion on education and express my ideas clearly.	UI 1B
34	We hear a lot about globalisation nowadays. What are your views on globalisation?	I can give my views and respond to opinions.	A 6B
35	What famous person, either present or past would you like to meet and why?	I can understand and use a range of complex conditional forms.	A 8A
36	What are the problems associated with learning a language at an advanced level? How can you continue to make progress?	I can talk about my action plan for the future.	A 10C

Key: UI = Upper Intermediate; A = Advanced

face2face

A1-C1

Oral Placement Test

Mark Sheet

Student's full name	
Nationality	
Occupation	
Previous English experience	
Present and future needs	
Interests / hobbies	
Additional notes	

Scores awarded

Question Bank 1		Question Bank 2		Question Bank 3	
Question	Score	Question	Score	Question	Score
4					
5					
6					
7					
Total		Total		Total	
Total		Total		Total	

Self-assessment (tick appropriate box)

Starter	
Elementary	
Pre-intermediate	
Intermediate	
Upper Intermediate	
Advanced	

face2face starting level (tick appropriate box)

Starter (Second edition)	Elementary (Second edition)	Pre-intermediate (Second edition)	Intermediate (Second edition)	Upper Intermediate (Second edition)	Advanced (Second edition)	Other

Appendix 4- Pictures of the students' interview

Picture #1. Licda. Katherine Benavides during French Oral Test.

Picture # 2. Lic. Jose Rodrigo Vasquez during one of the French Oral Tests.

Picture # 3. Licda. Fabiola Rivas during the English Oral test

Picture #4. Licda. Fabiola Rivas with a female student during the English Oral Test.

Appendix 5 Help Request letter

San Salvador, 19 de Junio de 2017.

Lic. José Rodrigo Vásquez
Profesor de Francés
Presente.

Es grato dirigirnos a Usted, para saludarle cordialmente, deseándole éxitos en sus labores cotidianas.

El grupo de tesis integrado por Claudia Nineth Polanco Fuentes, Roxana Marina Hernández Morales y Santos Isaac Cabrera Alvarenga, solicita respetuosamente su colaboración para realizar unas entrevistas orales para definir el nivel de francés de los estudiantes que cursan el séptimo ciclo de la carrera Lenguas Modernas con el fin de identificar los Factores que intervienen en la Eficiencia Oral durante el aprendizaje del idioma Inglés y Francés al mismo tiempo. Los resultados de dichas entrevistas serán en directo beneficio de la población estudiantil.

Las entrevistas se aplicarán a 46 estudiantes que cursan la materia "El Francés y El Comercio", de los cuales esperamos nos ayude a evaluar a los que usted pueda, utilizando el método de evaluación "Test d'évaluation de Français". Las entrevistas deben realizarse el día 21 de junio del presente año de 10:00 am a 11:00 am, 1:00 a 2:00 pm y de 3:00 a 4:00 pm en la Sala de Reuniones. Adicionalmente, se le remunerará una pequeña ayuda económica, $7.00 por hora laborada.

Este proyecto se ejecutará con el acompañamiento y supervisión en la planificación y organización por el MsT. José Ludwig Cornejo, profesor del Departamento de Idiomas Extranjeros.

Esperando una respuesta favorable, para poder coordinar las fechas de las entrevistas, agradecemos su disposición y su colaboración.

Atentamente,

_____   _____

Claudia Nineth Polanco Fuentes   Roxana Marina Hernández Morales

_____
Santos Isaac Cabrera Alvarenga

San Salvador, 19 de Junio de 2017.

Licda. Katherine Rivas Benavides
Profesora de Francés
Presente.

Es grato dirigirnos a Usted, para saludarle cordialmente, deseándole éxitos en sus labores cotidianas.

El grupo de tesis integrado por Claudia Nineth Polanco Fuentes, Roxana Marina Hernández Morales y Santos Isaac Cabrera Alvarenga, solicita respetuosamente su colaboración para realizar unas entrevistas orales para definir el nivel de francés de los estudiantes que cursan el séptimo ciclo de la carrera Lenguas Modernas con el fin de identificar los Factores que intervienen en la Eficiencia Oral durante el aprendizaje del idioma Inglés y Francés al mismo tiempo. Los resultados de dichas entrevistas serán en directo beneficio de la población estudiantil.

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Esperando una respuesta favorable, para poder coordinar las fechas de las entrevistas, agradecemos su disposición y su colaboración.

Atentamente,

_____   _____

Claudia Nineth Polanco Fuentes   Roxana Marina Hernández Morales

_____

Santos Isaac Cabrera Alvarenga

San Salvador, 19 de Junio de 2017.

Licda, Fabiola Pamela Rivas
Profesora de Inglés
Presente.

Es grato dirigirnos a Usted, para saludarle cordialmente, deseándole éxitos en sus labores cotidianas.

El grupo de tesis integrado por Claudia Nineth Polanco Fuentes, Roxana Marina Hernández Morales y Santos Isaac Cabrera Alvarenga, solicita respetuosamente su colaboración para realizar unas entrevistas orales para definir el nivel de inglés de los estudiantes que cursan el séptimo ciclo de la carrera Lenguas Modernas con el fin de identificar los Factores que intervienen en la Eficiencia Oral durante el aprendizaje del idioma Inglés y Francés al mismo tiempo. Los resultados de dichas entrevistas serán en directo beneficio de la población estudiantil.

Las entrevistas se aplicarán a 46 estudiantes que cursan la materia "El Francés y El Comercio", de los cuales esperamos nos ayude a evaluar a los que usted pueda, utilizando el método de evaluación "face2face Oral Placement Test". Las entrevistas deben realizarse el día 21 de junio del presente año de 10:00 am a 11:00 am, 1:00 a 2:00 pm y de 3:00 a 4:00 pm en Sala de Reuniones. Adicionalmente, se le remunerará una pequeña ayuda económica, $7.00 por hora laborada.

Este proyecto se ejecutará con el acompañamiento y supervisión en la planificación y organización por el MsT. José Ludwig Cornejo, profesor del Departamento de Idiomas Extranjeros.

Esperando una respuesta favorable, para poder coordinar las fechas de las entrevistas, agradecemos su disposición y su colaboración.

Atentamente,

_____   _____

Claudia Nineth Polanco Fuentes   Roxana Marina Hernández Morales

_____

Santos Isaac Cabrera Alvarenga

Appendix 6

Format pour les entretiens aux professeurs de français

Bonjour, je m'appelle Claudia Nineth Polanco. Je suis une étudiante qui effectue le dernier travail de recherche avec mes amis Roxana Marina Hernandez et Santos Isaac Cabrera. La recherche porte sur les facteurs qui interviennent dans la compétence linguistique des élèves lors de l'apprentissage de l'anglais et du français au même temps après de finir les domaines de développement des compétences, semestre VII-2017, au Département des Langues Étrangères.

Nous sommes plus qu'heureux d'avoir avec nous, MsD. Odir Alexander Mendizábal Arévalo. Il est professeur de "Le français et le commerce". Sachant que les professeurs ont un rôle important pour les étudiants lorsqu'ils apprennent une deuxième langue, nous devons mieux comprendre ce qui se passe dans la salle de classe et obtenir une opinion plus profonde sur la compétence orale, donc l'importance de ces entretiens.

Comment vous êtes aujourd'hui?

(Réponse du professeur)

Merci beaucoup de nous aider dans notre enquête, votre avis est vraiment important pour nous. Nous vous poserons des questions ouvertes afin que vous puissiez partager votre point de vue et votre expérience comme professeur des Langues Modernes. Alors, on y va!

1. Selon votre expérience comme professeur des langues étrangères, pourriez-vous expliquer à votre avis quels sont les facteurs qui interviennent dans l'apprentissage d'une deuxième ou d'une troisième langue?

2. Considérez-vous que les mêmes facteurs interviennent dans la performance linguistique des étudiants lors ils apprennent l'anglais et le français en même temps ?

3. Après avoir examiné les étudiants du semestre VII 2017, voilà quelques facteurs qui interviennent dans la performance linguistique des étudiants lors ils apprennent l'anglais et le français en même temps ? : (Liste des facteurs) Êtes-vous d'accord? Pourquoi oui? Ou pourquoi pas?

4. En termes général, considérez-vous qu'il y a des effets lors de l'apprentissage de deux langues étrangères au même temps? Effets positifs? Effets négatifs? Pourquoi?

5. Pour être spécifique, pensez-vous que le fait d'apprendre l'anglais et le français au même temps a des impacts (positifs ou négatifs) sur la performance orale des étudiants des langues modernes? Pourquoi ?

6. Considérez-vous que les élèves, qui ont terminé les classes des domaines de développement des compétences, aient un niveau approprié dans anglais ou français? Pourquoi oui? Ou pourquoi non?

7. Comment défieriez-vous un faible apprenant anglais ou français et un apprenant anglais ou français avancé dans la même classe?

8. Comment évaluez-vous la performance orale de vos élèves dans la salle de classe?

9. Dans la compétence linguistique, pensez-vous qu'une langue affecte l'autre lorsque les élèves les acquièrent simultanément?

10. Quelle est votre recommandation de manière que les élèves puissent avoir une meilleure performance orale de l'anglais et du français?

Et la dernière question, qu'est-ce que vous pensez que le Département des Langues Etrangères devrait faire pour aider les étudiants qui ont une faible performance orale, après d'avoir fini les domaines de développement des compétences, non seulement en français mais aussi en anglais?

Eh bien, nous apprécions votre temps lequel vous avez partagé en développant cette entretient. Votre connaissance nous aidera à compléter cette recherche.

English teacher's interview format

Good Morning, My name is Claudia Nineth Polanco. I'm a student doing the final research project with my friends Roxana Marina Hernandez and Santos Isaac Cabrera. The research is about Factors that Intervene in Students' Oral Language Proficiency when Learning English and French at the same time After the Completion of the Sixth Skills Development Area Subjects, Semester VII-2017, in the Modern Languages Major.

We are more than glad to have with us, MsT. Jose Ludwig Cornejo. He is the Composition English teacher. Knowing that teachers have an important role for students when they learn a second language, we need to have a better understanding of what happens inside the classroom and obtain a wider opinion about the oral proficiency, so the importance of these interview.

How are you today?
(Teacher`s answer)

Thank you so much to help us with our investigation, your opinion is really important for us. We will ask you some open questions, so you could share your own point of view and experience as a teacher. So let`s start with the interview.

1. Taking into consideration your experience as a foreign language teacher, could you explain in your opinion what may be some factors that intervene on the learning of a second and third language?

2. Do you consider that the same factors intervene in student`s oral language performance when learning English and French at the same time?

3. After surveying students from semester VII 2017, these are some of the factors that intervene: (List of factors) Do you agree? Why yes? Or Why not?

4. Do you consider there is an effect when learning two foreign languages at the same time? Positive effect? Negative effect? Why?

5. Do you think that the fact of learning English and French at the same time have an impact in Modern Languages student's oral performance? Why?

6. Do you consider that students that have finished the development area subjects, have an appropriate (English or French) oral language proficiency level? Why yes? Or Why not?

7. How would you challenge low English or French learner and an advanced English or French learner in the same class?

8. How do you evaluate your student's oral language performance inside the classroom?

9. Do you think that one language affects the other when a student acquires them simultaneously in the oral skill area?

10. What is your recommendation so that students can have a better oral English and French proficiency?

And the last question, what do you think the Foreign Languages Department should implement to help students with low oral proficiency, after the completion of the development area subject, not only in French but also in English?

Well, we appreciate your time for this interview. Your knowledge will help us to complete this research.

MsD. Odir Mendizábal interview transcription

Interviewer: Hello Mr. Odir! How are you? How are you?

Teacher: Well, very good thank you, busy but ok!

Interviewer: We are very glad to have you here,

Teacher: Yes I can imagine!

Interviewer: And as you know we are in the process of finalizing the investigation work so we have some questions to ask you to finish with it.

So, we are going to start with the first question.

According to your experience as a foreign language teacher, could you explain what factors are involved in learning a second or third language?

Teacher: What factors? Positive or negative?

Interviewer: Positive factors, we can mention like age, place where students come from, something like that, in general.

Teacher: Alright, positive factors are if students are committed to their formation, to their own formation, to study, to participate, and to be complementary integrated in their studies, Ok, and the commitment from the very beginning of studying, alright, and carefully keep an eye on their process of knowledge. That would be a positive aspect. And negative ones as you have mentioned before, we have for example, security, economic issues, health problems, nutrition problems, lack of money, family issues, and politic issues. There are a lot of things to take into consideration at the moment to start studying a career. Obviously, the most important are, in our case, security and money. I agree that

normally money will cover food expenses, health and transportation, and also all the indispensable matters so students will be able to move and arrive to their classroom on time.

Interviewer: So we can say that those are social factors.

Teacher: Social and economic.

Interviewer: Ok, could you mention some cognitive factors?

Teacher: Cognitive factors, unfortunately, students who arrive at the University they do not have any background or knowledge of the language. There are people who at least they know a few words in French; there are others who are completely in disadvantage, they do not know anything at all, and it is not their fault, it is something normal, we speak Spanish too, and before a quantity, a percentage of people who have access of studying a foreign language, we speak, English, French, German, among others languages. So, at the time of arriving at the University, the knowledge starts from high school backgrounds, and it is not enough to begin to make a different implementation, a different schema of learning completely different to what we are used to put in practice here at the university and what students were used to work when high school. So, definitely, the learning process will be huge different. The cognitive factor will affect and the learning process will be different, and those aspects will have impact directly because we are not accustomed to study as a sacrifice or to study as a real thing, and that could cause some memory health issues. All of these affect definitely all the factors. To memorize, as an example, to keep information, and everything. The factor of oral and writing reproduction, if we change high school or elementary level, for example, in our case, I think that students will be able to gain and be prepared when they arrive from school to the university with

a more effective cognitive level, stronger to start learning a new language in the case of Modern Languages major.

Interviewer: And sir, do you consider that the same factors intervene in students´ oral language performance when they learn English and French at the same thing?

Teacher: Definitely, yes, yes, I agree at the moment we are sure about a language, if we really know a language, it does not matter if at the moment of speaking, writing, to produce and everything, if we really know the basics of that language, I believe and can say that there is no problem that students will easily explain and reproduce according to their ability.

Interviewer: Ok, thank you, after having some students of semester VII 2017 evaluated, here are some factors that intervene in students' oral language proficiency when learning English and French at the same time. Those factors are the place where they live, the age, some percentage mentioned that teachers who impart French and English subjects are factors, and also they pointed out that time is also a factor. Are you in agreement with the factors that I just mentioned? Are you in agreement? Why yes? Why not?

Teacher: I do not understand the question that intervenes in the performance, the factor

Interviewer: They mentioned age

Teacher: On the contrary, the age could help a little bit, but they have not totally developed their brain as to be more concentrated to what it is necessary. I have had students that arrived at the university in their 15´s 16's years old and they have been the most intelligent and fastest ones to answer a question, they have been right and they are just 15, 16 and 17 years old. Nevertheless, there is also a negative side, because they are too

young, they play, they dream, they send small texts with their phones, and so on. There are some positive and negative aspects, and at the same time positive and negative factors against social issues because they are surrounded by "maras" gangsters, and also they are students who have to drop out of university because of difficult political, social, and economic issues that we have in our country, but I believe that there are more positive factors than negative ones. There are some students that at the moment of starting university they are not able to produce anything, neither in English nor in French. And after five years of studies, they are able to communicate in both languages. Alright, it is because they learn English and French and speak Spanish as their mother language and all of sudden they start learning Japanese, Korean, or Chinese and at the end they speak another language.

Interviewer: Do you believe in this case that some students have mentioned that methodology is a really important factor, methodology inside the classroom is that important? Do you agree?

Teacher: Definitely yes, yes, Methodology is normally relevant, me as a teacher, I not used to bring images to the classroom as an example, alright, but that helps a lot, from time to time I forget, ok, or maybe I do not know I am not used to bring images to the class, but it helps a lot. I have noticed that the use of the laboratory helps students enormously.

Interviewer: Alright

Teacher: Yes, when we had the laboratory when I arrived here at the university in 2005, me, I used it every week with the course and I noticed and compared the students from 2005 against students from 2016, in my case when I give my intensive French class 1 there was a huge difference, the students from 2005 an the end of the semester were able to

have a simple conversation, ok, in contrast with 2016 students, they had problems even with the words they know well and had issues trying to verbally reproducing them. So the laboratory use helps a lot, personally I believe it from my experience pictures, visual aids.

Interviewer: And question number 5 to be specific. Do you think that the fact of learning English and French at the same time have an impact (positive or negative) in students' oral language proficiency? Why?

Teacher: I think according to the studies demonstrated in the thesis of my students who are also during the semester 1-2007, they also found in comparison with the University Don Bosco; that here in our university we do the learning process simultaneous, in the contrast with University Don Bosco, they start one by one, it is English firstly, and after English is taken, they start to study French. Even students from Don Bosco mentioned they would rather prefer learning both languages at the same time, and even students who are here at the department, they confirmed that they also prefer this kind of language acquisition.

Interviewer: It is interesting.

Teacher: Yes, yes.

Interviewer: Then, question number 6. Do you consider that students that have finished the sixth development area subjects have an appropriate English or French oral language proficiency level? Why yes? Why not? In this case we can say that they have already finished basic and advanced levels of English and French, so do you think they have the oral proficiency at the end of the semester?

Teacher: I say, the problem is that our students normally they are… I do not know how to say it, normally we can observe the knowledge they acquired during their 5 years of studies, the problem is that I do not know why with me, they know they should speak in French <<but mister, I can speak in Spanish, but with others teachers in French.>> but yes, they have the level I am sure they have, I have seen them talking to mister Thibault Lucas when he comes here, he speaks French with them, easily they speak to him in French. I cannot say exactly what kind of oral level they have, if they have B-1 level, or a B-2 exam, or after coming back from France they have a C-1 level, I am not sure what they are, or who is in each level, but that they speak French and they do a good job, I am sure about it.

Interviewer: How would you challenge low English or French learner and an advanced English or French learner in the same class?

Teacher: At the end of the class, me, I prefer to talk in person with that student who is having any issues, and I motivate that student to study and look for help.

Interviewer: How do you evaluate your students' oral language performance inside the classroom?

Teacher: With the participation, if someone talks, that would be the easiest way to evaluate her or his performance.

Interviewer: In the linguistic area, do you think English affects French when students acquire both languages at the same time?

Teacher: No, I do not think so and also I consider that helps them with their learning process. For example: garage in English and garage in French, there is a similarity.

Interviewer: What is your recommendation so students can have a better oral English and French proficiency?

Teacher: Look for friends who have the desire to learn, to study.

Interviewer: And the last question, what do you think Foreign Languages Department should implement to help students with low oral language proficiency, after the completion of the sixth development area subjects, not only in French but also in English?

Teacher: The department has already done everything that is possible, giving the laboratory, the computer center, except that I recommend implementing an exam before starting the career.

Interviewer: Well, we appreciate your time you have shared by taking this interview. Your knowledge will help us to complete this investigation.

Teacher: Thanks to you, you are welcome.

MsD. José López interview transcription

Interviewer: Good morning Mr. Lopez! How are you doing?

Teacher: I am good, thank you! And you how are you?

Interviewer: I am good, thank you, eh; we are more than glad to be with you, Mr. Lopez. We need to complete an important interview because we want to find out which factors intervene in students when they are learning two languages at the same time. So, we are going to start with the first question.

According to your experience as a foreign language teacher, could you explain the factors that intervene are in the learning process of a second or third language?

Teacher: Ok, ok. To my point of view, the factors that intervene in the learning process of a foreign language, eh, there are many of them, because me, I should, there are some aspects, there are some personal factors, I mean, internal, motivation, necessity, the wish to learn, the necessity too, so it is a personal thing and also it is a cultural matter, if we know the relevance of a foreign language, so, to my point of view that would be a factor that will encourage a student to learn. Moreover, there are factors, there are physiology factors, I mean, to have and use, well, everybody does, to use appropriately the phonatory apparatus. Imagine, if there is someone who, who, for example, who has lost some teeth, so that would be difficult to pronounce some sounds correctly or if people are deaf, so that would be a physiology factor also which could affect, the deafness too, visual health problems, the sight is also a factor that allows, to have a good vision allows, of course, it is a factor that allows to learn. Ok, there are also some physic aspects as health, if a person feels tired, sick, so that person would be less motivated to learn, and also motivation, me, I say that is a social factor. As a part of our society, we can share with our, firstly, our

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family, our friends, what, the learning of a language, and that is why there are some students who practice more and others who practice less because they have not developed these factors, the social factor. So, there are a lot of factors that intervene in the learning process of a second language. In addition to that, there are some counterpart aspects, it means, if a teacher has a good pronunciation, a pronunciation, or the motivation developed inside the classroom. There is also, the classroom itself is a factor that affects the learning process of a language. Imagine, if our students who are working there, not in the classroom but outside, for example in the room H7, room H10, where there is a lot of noise, so these are factors, and also in front of us, there is a volleyball court, there is noise, so these are external factors to the situation of the student that affects, the teacher, I repeat, the atmosphere, the classroom, these are factors that also affect.

Interviewer: Thank you. Do you consider that the same factors intervene in students' oral language performance when learning English and French at the same time?

Teacher: Me, I say yes, completely in agreement, the same factors, imagine if, but English, because English we have, we are more exposed to listening English, more exposed to read French texts, English texts, excuse me. Moreover, that could be a motivation, a professional factor because if we want to work in a call center, the first language that is required is English, so, and that is something that intervenes in the oral performance, as you have said, so I think that yes, all the factors, that I have just mentioned, affect the learning process of English and French at the same time.

Interviewer: Thank you. Next, after we made a survey to students from semester seven two thousand seventeen, here we have some factors that intervene in students' oral language performance when learning English and French at the same time. Name the

factors, do you agree? Why not? In this case the factors are the age; we can say the place where they live, rural or I think we say "urbano"

Teacher: Urban, yes!

Interviewer: So do you think that as we have a result that some students have said the teachers have an important role in the learning acquisition of a second language? In this case, are you in agreement?

Teacher: Ok. Yes, these are factors that affect. Imagine, according to some theories a person learns better if he or she is young, it means, young people, better learning. So if a person who is already in his forties and in this case of Modern Languages where already grown-up students arrive, the situation of their phonetic apparatus is already accustomed to use Spanish, so it blocks their learning, their production or their reproduction of sounds in French. It is an aspect that is affected by age. Ok, also, the social environment if it is urban or rural that also affects because if a student lives far from the city, he will have less opportunities to listening, to see, and to practice French or English, unless his family speaks a second language, yes, but if someone lives in the city, in an urban area, then that student will have more opportunities to practice, to reinforce the knowledge, yes, in my opinion, the social environment affects.

Interviewer: Do you believe that gender if female…

Teacher: No, in my opinion, no, there are girls who speak very well, who learn French so quickly as there are boys who are very interested in a good pronunciation, no, no, gender, not even religion No, no gender, no, not even political ideology, these are factors that do not affect.

Interviewer: Very good, thanks, do you consider there is an effect when learning two foreign languages at the same time? Is that a positive effect or a negative effect? Why?

Teacher: I will say that in general terms, all of them are positive because a person is exposed to a double learning, so the brain has a better plasticity that allows receiving knowledge more easily. At first it is normal for a person to be blocked from time to time because there will be always a language easier to master, but after, I think, practicing, we advance in both areas.

Interviewer: So, is that possible to learn two languages at the same time or are there some negatives aspects?

Teacher: No, there are not negative aspects, to my point of view, not even No, there are no negative aspects, in my opinion not, nor linguistic, we could say that there is someone who pronounces a word in English in the French course or a word in French in the English class is something normal. But in general these are positive aspects. In addition, the learning of terms, words of one language can help the convection of another because sometimes it's the same writing or sometimes it's almost the same pronunciation. As for example << garage >><< garage >> so it's similar so I think that these are positive effects.

Interviewer: So, to be specific, do you think that the effect of learning English and French at the same time has positive or negative impact in the oral performance of Modern Languages students? Why?

Teacher: Yes, there is an impact, an impact; I would say that the first thing is the predominance of English over French, in fact, English is everywhere, it is on TV, in the radio, we can read it on the internet, we have access to English, so in this case, we can say

that English is the first language that we learn easy. At the beginning, at first year student's homes, they already have some backgrounds, there is some advancement, and students already speak some English, these students who master already English, they advance and learn faster than the other ones who just start learning French, but it is just at the very beginning because if someone is interested, if someone practice, he will develop both languages successfully.

Interviewer: We can say too that motivation is a really important factor…

Teacher: I will say that it is interest rather than motivation, because we can be motivated but if we do not practice, it is rather the interest to move forward.

Interviewer: Thank you, so, do you consider that students that have finished semester VII have an appropriate English or French oral language proficiency level? Why yes? Why not?

Teacher: In my case, I am a French teacher, so I do not speak English, but I would say that for the students who did the semester seven 2017 they do not have the level.

Interviewer: So, they do not have the level…

Teacher: No, they do not have the level, and in this case, there is, it is necessary what, I will say, it is necessary to find out what factor is affecting these students. Normally someone who is at 7th level has a higher oral language performance, but unfortunately the students I had during semester seven, the past semester, they did not have it.

Interviewer: So in this case, I think you have some students who have the level or do not you? So in this case what do you do with students who have an advanced level with others who have a basic level of French, so how will you challenge this type of case?

Teacher: So, first of all, they have to become aware of the role of student, if a student does not become aware of his role, then, we can do nothing, then, what I normally do is that I insist that we need to speak French all the time, yes, either with the teacher, with the colleagues, or outside, or in the classroom, it is the first thing I do, I work in oral part and then, too, I motivate students to look for others, those students who have a different oral level performance because if we keep being in the same group, the same level, we do not move forward, that is why we have to find another colleague, we have to interact with a different person to improve the level. When we are confronted in a different situation, we see ourselves in a need of speaking and expressing ourselves, but if we are in the same group of trust, in the same group of intimacy or affinity, then we speak only Spanish and we do not strive ourselves to speak French, so that is why I motivate students to speak French all the time and I, I motivate to work, to go and look for other people.

Interviewer: So, Mr. Lopez, how do you evaluate your students' oral language performance inside the classroom?

Teacher: Well, I personally, I evaluate students who speak, students who do not speak they do not have any grade, it is simple, I evaluate, I evaluate those who speak, I repeat those who do not speak lose the percentage that concerns oral expression, so like me, I work with advanced courses , it is easier for me to have them speak in French, so of course there is criteria: the fluidity, the good articulation, to use the right term, all of the morph-syntactic and lexical factors, I take them into account for evaluation.

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Interviewer: Thank you, so, in this case, do you believe that English affects French when students acquire both languages at the same time in the oral skill area?

Teacher: No, I do not think so, one language does not affect the other one as I have already said, maybe at the beginning but since we become aware, like when we are in an Italian course for example, that will not affect the learning of Portuguese. So that is the case here, in the career of Modern Languages, but then it is required to be aware of the role, and to know, and to be focus in which group you are, if it is English or if it is French.

Interviewer: Thank you, then, another question, what is your recommendation so that students can have a better oral English and French proficiency? What is your recommendation?

Teacher: Yes, I always advise to check on the internet mainly to develop the oral area, the listening skill, the oral comprehension, if a student is able to develop that skill, and then he is able to speak that language. Why? Because we learn a lot of new vocabulary, then it is possible to reuse it in a real conversation; and the best way to master what we have learned is to repeat it, so learning a new language means listening, reading, pronouncing, and speaking.

Interviewer: Thank you very much, the last question to finish, what do you think Foreign Language Department should implement to help students with low oral proficiency, after the completion of the sixth development area subjects, not only in French but also in English?

Teacher: I think some things, the first one is an administrative matter, the department could implement an exam, to measure student's level, if students take the exam and they fail, then they must repeat the course, and also I think that academically level, it is necessary to work on the creation of study circles, conversation clubs, or to enable computer centers so that students can have direct access to the Internet in order to listening to music, listening to speeches, listening to interviews.

Interviewer: So thank you for your time, thank you for answering the questions we asked you. Thank you very much.

Teacher: You´re welcome.

Licda. Cecilia de Amaya interview transcription

Interviewer: Hi, my name is Roxana Hernandez, I am doing the final project with me team Santos Isaac Cabrera and Nineth Polanco, we are working on the project about the factors that intervene in students 'oral language proficiency when learning English and French at the same time after the completion of the sixth skills development area subjects semester seven two thousand seventeen in the modern language major.

We are glad to have with us Licda. Cecilia de Amaya English teacher. We know that teachers have an important role in the learning process so that is why we want to have a better understanding of what happens inside the classroom and obtain a wider opinion about the oral proficiency so that is the importance of this interview.

So teacher, Cecilia, How are you doing today?

Teacher: I am fine, pretty busy but...

Interviewer: thanks so much for your time though, we really appreciate that, and your opinion is really important for us, we will ask you some open questions so you could share your point of view as your experience of being a teacher here in the university, so let´s start with the interview.

The first question, taking into consideration your experience as a foreign language teacher, could you explain in your opinion what may be some factors that intervene in the second language process?

Teacher: oh well, there are many and you know, that would be kind of a subject to receive but let´s take into account, the factors that, yeah that intervene in the second language

learning, well I guess mainly the context we are living because we are surrounded by maybe in a context where students are exposed, now is better for them because they are exposed to the language, specially English, so they have can more material online where they can get better input from outside so the context I think where they are living is better now, so that really is a factor that intervenes positively, of course. I don't know if this question you want to hear about the negative things that intervenes, or whatever.

Interviewer: whatever it comes to your mind.

Teacher: so I may say that positively this intervene in the learning in the second language, maybe in the negative way I would choose one and it is the social environment they are living as well, I don't know but nowadays, students are surrounded by different problems, social issues to face that is why many of them work, they also have to support their families, so they I guess they haven´t learned how to balance their two tasks, studying and working and they want to do two completely things at the same time and that is impossible, so that is something that personally I advise my students not to do because we are just one person, so in a negative way is the social issue they have to face and they haven't been taught how to solve it, you know, and guess teachers and teachers focus on teaching, teaching, and teaching, and not helping them how to cope with this situation, so I would mention those too a positive one in my point of view and a negative one.

Interviewer: thank you, now the second question, do you consider that the same factors intervene in students´ oral language performance when learning English and French?

At the same time? It would be the same.

Teacher: I would say the same right because, well I don´t teach French just English, but I would say they are the same.

Interviewer: Next, after we made a survey to students from semester seven two thousand seventeen, here we have some factors that intervene, some factor like aptitude, intelligence, learning strategies, left and right brain functioning, extroversion and classroom, the teachers that have an important role, time, age, gender, and the role of the parents, so what do you think of those factors?

Teacher: So they mentioned these factors, students mentioned those factors affect their learning, but it affects them in which way because I mean every factor could affect students in a positive way in a negative way I don´t know in which context they answered that you know, so each, how can that be a factor for them or that influences their learning, supposedly to be negative, I don´t know what is, what they think.

Interviewer: Actually what they said…

Teacher: Yeah say an example. They said it is never late to learn so actually we could learn at any age, it doesn´t matter, but at some point, alright, for like for the grammar is not affected by age but may be pronunciation would be.

Teacher: Yes

Researcher: Something like that they mentioned.

Teacher: Yeah, that is a very broad, broad answer that they have given and I may say you know, it may sound repetitive but I may say that all of them influence every person individually and for some that could be an advantage, so I would say that is a question I can´t answer directly, you know it´s quite broad.

Researcher: Yes, exactly ok so the next question it says do you consider there is an affect when learning two foreign languages at the same time? Is that a positive affect or negative affect?

Teacher: I´d say it´s positive because they challenge their brains, they challenge their brains and the see how much they can give in the matters oh languages. I heard in the course you know, that for some students, they said that they are kind of frustrated because they would like to focus on one language only but now they are in the major and they don´t find a way out, they want to switch the major but they are not sure about it, so but just listening to students in the course. I think that is negative by listening it from them. I think that is positive because it challenges their brains, and I can see that sometimes even in the class they are speaking French, I don´t mind it´s ok because is their major, I don´t demand it´s just English, they would have the time to speak English too, and if they want to do it in French I respect that, you know because I consider it´s positive but may be because of personal experiences that some students they may say that they wouldn´t do it again, to choose this major with the two languages.

Researcher: Alright, thank you, the next question do you think that the fact of learning English and French have an impact in Modern Languages Students oral performance?

Teacher: I guess I´ve already answered that in the previous question because, well in the oral performance, yes I may say yes because it is natural, you know, we even if we just speak English and Spanish, we sometimes forget we are speaking English and we put a word in Spanish and we are like embarrassed you know because we have said a word in Spanish and the same happens to them when they are speaking in English, they sometimes

remember a word and just say it in a presentation maybe, so it does have an influence in the oral performance but I mean it´s natural, is part of the process.

Researcher: Ok, now do you consider that students that have finished the sixth development area subjects, have an appropriate English or French oral language proficiency level?

Teacher: Appropriate, hmm... that´s another broad question I may say yes, it´s appropriate because they can communicate, I mean most of them, I´m not going to say all of them because I have had some experiences with some, but most of them have the appropriate level to communicate that I may say that but appropriate to communicate and let others know their message.

Researcher: Yes, you said they are able to communicate, right? Ok, then we have, how would you challenge a low English or French learner and an advanced English or French learner in the same class?

Teacher: In class, how would I challenge them in the oral performance, well I almost, always do it every day, well oral activities and, one of the challenges, I may call it ´´challenge´´ because that´s what you are saying, I assign an activity that I call ´´ one in a talk ´´, I assign them a topic for them to prepare, a topic related with the unit and they have to present it to the clad in one minute, so they have really to prepare it, they can´t do it in just random, it´s not a pop-up presentation, it´s something that they have to prepare, they have to discriminate the information that is not important to be included in one minute, so they have to prepare and I do that constantly, maybe they present that in a talk in the week because not everybody passes the same day but I assign five or ten the same day, it depends on what I have prepared in the class or haw I have prepared the class for

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that day, so that´s one of the challenges I´ve accepted for them, and at the very beginning they are kind of careless about this activity and they think I ask them to speak whatever it comes do their minds, but they have guidelines even for that minute, they have to follow guidelines, prepare a short outline and be aware of the time, and I say all the criteria like a very brief rubric for this presentation, so they have to complete these guidelines to present ´´ the one in the talk ´´, and also in the rest of the class I main focus in grammar and speaking activities, the rest of activities like listening, they can do those activities in their own, I provide them the audios and they do this on their own, it´s their responsibility, so that I can focus on their grammar and speaking activities related with the unit and the discussion questions we can find in the units, so it´s not something that I just came out with something extraordinary it´s from the units but I give them more time in this activity, so that´s a way I think to challenge them in the classroom and their oral proficiency.

Researcher: Ok, so you keep an eye on them, in the pronunciation...

Teacher: I try, also teach them some, it´s not only having them speak, I can´t also listen to everybody at the time, they are maybe making a mistake, I can´t be there for everybody I have thirty Students so what I do also is to provide some ideas of how they can improve their speaking, for example I ask them to record themselves, to write down what they have said, to identify their mistakes, to get a dictionary certain link in the web they can visit so they can correct by themselves because I can´t, you know, and also how they can improve their vocabulary like if they, are in a middle of a discussion and most of them have internet in the cell phone, so find the word, listen to the pronunciation, I mean the teachers are not just to tell the word, maybe I don´t know the word either, you know and I have to look for it so I better teach them how to find that information that is missing at

the moment and if they don´t have a resource like internet in that moment well I ask them to write down that word in Spanish so they can look for it or find a way to explain it, so that they can express the whole message, so that is what I mainly do in the classroom.

Researcher: That´s good that is a good strategy, ok then we have how do you evaluate your student's oral language performance inside the classroom?

Teacher: Well I just explained the activity.

Researcher: the same, yes. Now the next question is do you think English affects French when a student's acquires both languages at the same time in the oral skill area and the other side?

Teacher: Yeah, in fact I just mentioned that, English affects French, French affects English in the way of vocabulary, pronunciation, and I forgot the word I was going to say, well the accent, I guess it´s natural and we cannot ask just English, English, perfect English, I don´t care about French, impossible, it has to be both, it´s your major we have to respect them.

Researcher: It happened to me that I was taking English two T remember and I was saying ´´ apartment´´ instead of ´´ apartment´´ (English pronunciation) and I was, it came to my mind about this mispronunciation that maybe we wake a mistake with English and French at the same time.

Teacher: It happens.

Researcher: Next question. What is your recommendation so students can have a better oral English and French proficiency?

Teacher: Well, like the one I mentioned I usually tell my students to find resources in the web, online there are many things they can do, The exercise that help me personally a lot as well to record myself, to listen to myself, to be aware of my mistakes and correct them, so I think that helps a lot, to read aloud as well, it´s amazing how recommend words while we are reading find the vocabulary as well, that´s another thing I do inside the class… I do activities for vocabulary, but is for teaching them how to practice on their own, it´s not an activity I do on the plan to teach them vocabulary but I use the resources on the textbooks how they can do it on their own with the rest of the units, I just keep reminding them what they have to do. When I told them I sometimes see them just wandering outside, playing cards doing nothing, so I just tell them they can have fun, you know studying this way, this is another activity, and that´s what I do every time, finish an activity, this is what you can do outside, you don't need me, I´m just letting you know, giving you ideas of what you can do outside with this vocabulary, with this discussion questions, with this reading in the textbook, do that because sometimes students can be blind, they can´t see, and teaching them how to study, they think I´m teaching them English and I´m not there for that well at least that´s the way I see it.

Researcher: Ok, thank you and just finally, what you think foreign language Department should implement to help students with low oral proficiency, after the completion of the sixth development area subjects, not only in French but also in English?

Teacher: should what you said? Should implement… I don´t know, I think it´s something we should discuss a team and really think of what we can do with students with a low level, and you said when they complete, oh I see, well we have suggested sometimes like a dream, like a type of dream to see who can pass to the next level and who are not able

to do that but the question is that what we can do with these people who can´t pass with the grade, let´s say, with the level they are supposed to be, so I don´t know and we may dream saying well special classes for them, or extra classes or have them repeat the semester, we don´t even have all the resources, even teachers or classrooms we don´t have all of that so that would be a dream what I´m saying. We are working on that you know, in the curriculum, but we haven´t reached a conclusion yet of what we can do at that stage because sometimes that´s why some students finished the major and they don´t have the required level or the expected level, we need do something before, but I don´t think also that should be done after they finish all those levels, it´s in every level, after basic, after intermediate, after every subject so that would be after basic, a special type of test to see if they can pass to the next level, so we are working on that and we really hope that works instead of have them to wait until that stage to let students know ´´ you can´t pass ´´ ´´ you are not able to ´´, that would be unfair I think, so in fact we are working on that with the team to create a type of test to let students pass if they can do it and to fail if they can´t an repeat just that level. We really hope that works.

Researcher: Hopefully, yes, so that´s alright we really appreciate your time to do this interview with us and share your answers, your knowledge will help us to complete this investigation, so thank you very much.

Teacher: Oh you´re welcome my pleasure.