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FOREIGN LANGUAGE DEPARTMENT

UNDERGRADUATE WORK

A STUDY OF THE STRATEGIES TO ENHANCE FRENCH I STUDENTS' WRITING SKILL AT THE WESTERN MULTIDISCIPLINARY CAMPUS OF THE UNIVERSITY OF EL SALVADOR DURING SEMESTER I, 2019

SUBMITTED TO ATTAIN THE DEGREE OF

LICENCIADO(A) EN IDIOMA INGLÉS, OPCIÓN ENSEÑANZA

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DEDICATIONS

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INDEX

ABSTRACT

The research work A STUDY OF THE STRATEGIES TO ENHANCE FRENCH I STUDENTS´ WRITING SKILL AT THE WESTERN MULTIDISCIPLINARY CAMPUS OF THE UNIVERSITY OF EL SALVADOR aimed to determine which strategies can be implemented to help French I students of Licenciatura en Idioma Inglés, Opción Enseñanza at the Western Multidisciplinary Campus of the university of El Salvador improve their writing skill during semester I, 2019. The potential answer to the research question was that the implementation of strategies of the Grammar Translation, Cooperative Language Learning Method, and Eclectic Approach helped French I students improve their writing skill at the Western Multidisciplinary Campus of the University of El Salvador during semester I, 2019. Thus, researchers synthesized findings from various sources to present reliable information regarding the issue. Besides, they administered to French I students, being those the population, five instruments: participant and non-participant observation checklists, questionnaires, self-evaluation checklists, and a test to collect the data under the quantitative paradigm, being an experimental study. The information gotten was organized in graphs, analyzed and interpreted to examine if the results were the ones that researchers expected. Thus, researchers presented recommendations for students, teachers and future researchers. The findings of the research indicated that the implementation of strategies of the methods above helped French I students improve their writing skill.

INTRODUCTION

This project was focused on the Study of the strategies to enhance French I students' writing skill at the Western Multidisciplinary Campus of the University of El Salvador during semester I-2019. One of the most difficult aspects that French I students face is writing the skill's development; that is why, researchers did an investigation in which they gathered significant information about the strategies to enhance students' writing skill when learning French as a foreign language.

This research study is divided into six chapters. Chapter I includes the Description of the Problem, the Justification, the Scope of the work, the General and the Specific Objectives, and the research question. Besides, chapter II contains the Theoretical Framework which includes valuable information about Importance of Learning a New Language, Writing Skill, Importance of Implementing Strategies in the Learning Process, Cooperative Language Learning, Grammar Translation Method (GTM), and Eclectic Approach.

Chapter III includes the operationalization of the dependent and independent variables of the hypothesis. Thus, chapter IV illustrates the paradigm and design, the sampling procedure, and each of the phases that were effectuated throughout the whole process of this research study. Moreover, validity and reliability of instruments were also detailed in this chapter as well as the budget and the timetable which explains the activities to carry out in this project.

Plus, Chapter V contains the analysis and interpretation of all the data collected during the research process. Finally, chapter VI includes the conclusions and recommendations as reference   for   future   studies   in   the   same   field.

CHAPTER I

STATEMENT OF THE PROBLEM

Fifth year students of Licenciatura en Idioma Inglés, Opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador are required to take French I in the first semester. Besides, they are expected to produce the language in the written form taking just five hours of classes per week. Nevertheless, a considerable number of students do not have basic knowledge about the language; that is why, they do not feel confident when producing the language. Certainly, it was observed that French I students of Licenciatura en Idioma Inglés, Opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador showed difficulties when performing writing activities of French as a third language inside the classroom during semester I, 2019.

1.1. Description of the Problem

To conduct the research work "A STUDY OF THE STRATEGIES TO ENHANCE FRENCH I STUDENTS WRITING SKILL DURING SEMESTER I, 2019", it was necessary to verify the phenomenon of the study. For that reason, researchers conducted observation sessions, interviews, and a diagnostic test to gather as much information as possible to describe the issue. After comparing all the results obtained with the instruments previously mentioned, it was possible for researchers to describe the problem as follows.

During the observation sessions carried out, the investigators could notice some interesting aspects. One of those aspects was regarding the writing practice students received. Researchers observed that the practice learners received which was aimed to improve their writing skill was not sufficient because students were assigned to complete the exercises of their appendixes in the majority of cases, and sometimes they did not have any written practice at all during the class. And, since writing is one of the most complex skills, it requires more time, at least 10 hours per week.

It was observed that the majority of pupils did not have any previous knowledge of French as most students could not even use the most common greetings in French. Also, they did not know the most used verbs in French such as "être" and "avoir". That is why, most students could not introduce themselves in the written form without making mistakes. Investigators could notice that the facilitator developed some writing activities in the

classroom such us writing sentences and sharing their work on the board. In most of those activities, students committed the following mistakes: Some of them did not place the accent marks on the words, adjectives, or verb; for example, some students wrote "je me leve.." when the correct form is "je me lève.." Some others committed composition mistakes; for example, they wrote "Comment on dit ___ en français?", but the correct form is "Comment dit on ___ en français?" Also, a number of students got confused with the possessive pronouns, for example, mon, ma, mes, ton, ta, tes, son, ses, sa, notre, nos, votre, vos, leur, leurs. It was observed that some students wrote "Où est mon livres?" instead of "Où sont mes livres?" These errors were very common during the observation session. There were only a few students that did not commit any mistakes on those activities and who seemed to be very confident when they were at the front. It was noticed that teachers provided students with new vocabulary as well as the explanation of the meaning, spelling, and pronunciation of it; however, it was not the case in all their classes.

Researchers also addressed an interview to both French I teachers and students from group 1 and 3. They interviewed the 50% of the total population; the sample was selected randomly. In the interviews, students were asked whether they had any previous knowledge about French. The majority of students expressed that they did not have any previous knowledge about French and that they did not feel confident enough to participate in activities that require writing on the board. However, there was a minority that expressed that they had already studied French before taking the subject and that they already knew the topics studied so far. Regarding writing practice, students stated that they developed writing activities but not in every single class and that it was pretty difficult to better their writing when they just receive five hours per week. Regarding this, teachers claimed that the inadequate practice relied on the insufficient time to develop the class properly. Another important factor considered was the acquisition of new vocabulary by students. In this regard, learners expressed that they had studied a lot and learned vocabulary on their own, but they considered it not enough to create a proper piece of writing.

Similarly, teachers expressed that vocabulary was taught in class; however, they believed that it was very difficult for pupils to memorize all the new information and put it into practice. Besides, researchers addressed a diagnostic test to 61 French I students with the purpose of measuring their knowledge, management of structures, correct accent patterns'

placement, and correct assimilation of the number and gender of words. Such diagnostic test was made up of four parts. In the first part, there was a dialogue without any French accents on words where they were required, so students had to place them correctly. In the second part, students had to create sentences using some patterns given. In the next part, they had to conjugate some French verbs of the first group, for example, jeter, voyager, and étudier. Finally, students had to write complete sentences using some given words. To evaluate their results, the researchers used the traditional scale from 0 to 10 in which the approval grade is 6. In addition, the estimation scale used was the following: 10 = Excellent or Outstanding, 8 – 9 = Very good, 7 = Good, 6 = Regular, 4 – 5 = Bad or Failed, and 1 – 3 = Poor.

The graphic below shows that 84% of students failed when using proper subject, conjugating verbs, and using proper French grammar structures. To exemplify, some students wrote "Je une voiture." when the correct form for that is "J´ai une voiture." There were others who wrote "Je poux conduit a voiture." when they were trying to write "Je peux conduire une voiture." Additionally, in the diagnostic test, it was noticed that most students failed in writing the French

Diagnostic Test Results

16%

84%

Approved Students

Reproved Students

Source: Test directed to French I students, Group 1 and 3 on March 27, 2019
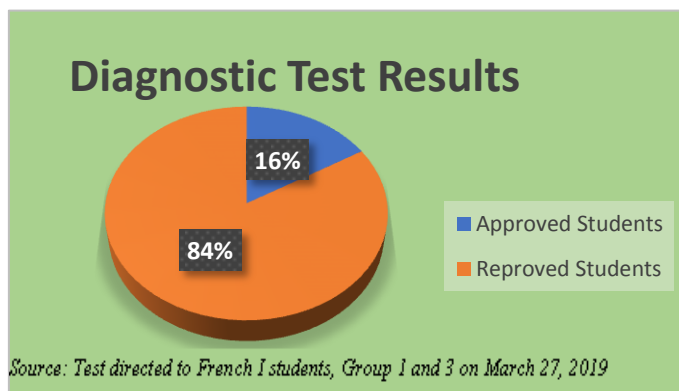
accents. The majority of students (75%) did not place even half of the accent patterns that were missing. To exemplify this, students were supposed to place 20 accent marks. However, the majority of them did not place them, and others placed them incorrectly, For example, some students did not place the accent mark on the following words: journee= journée, ecrivain = écrivain, etes = êtes, general = général, a = á, foret = forêt. Some other places the accent marks incorrectly, for example, je me léve= je me lève, je me promene = je me promène, j´achéte= j´achète. Besides, there were some students who did not place any accent marks. Therefore, the diagnostic test reflected that most pupils did not know the correct usage of accents, or they ignored them totally. Besides, when creating sentences students committed many mistakes related to gender, number, and verb conjugation, for example, they wrote "Est-ce que tu avoi une maison?" instead of "Est-ce que tu as une maison?" They wrote "Je nes a pa une veló" instead of "Je n´ai pas de veló."

Being observed and considered this phenomenon, the research question to be answered at the end of this research study was the following: Which strategies can be implemented to improve students´ Writing Skill of French I in fifth year students of Licenciatura en Idioma Inglés, Opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador, during semester I, 2019?

1.2. Objectives

1.2.1. General Objectives:

To define the strategies that enhance French I students' writing skill at the Language Department of the Western Multidisciplinary Campus of the University of El Salvador during semester I, 2019.

1.2.2. Specific Objectives:

a. To verify if the implementation of strategies of the Cooperative Language Learning Method helps French I students improve their writing skill at the Western Multidisciplinary Campus of the University of El Salvador during semester I, 2019.

b. To determine whether the implementation of the Grammar Translation strategies is suitable to better French I students´ writing skill at the Western Multidisciplinary Campus of the University of El Salvador during semester I, 2019.

c. To verify if the implementation of strategies of the Eclectic Approach helps French I students improve their writing skill at the Western Multidisciplinary Campus of the University of El Salvador during semester I, 2019.

1.3. Justification of the Research

This study was worthy to be carried out since it helped researchers identify possible factors French I students faced which did not permit them to develop their writing skill. At the same time, different strategies from different methods and approaches such as the Grammar Translation Method, the Cooperative Learning Method, and the Eclectic Approach were implemented in order to facilitate the apprehension of the writing skill. Besides, through this research study, it was possible to provide significant insights on how the insufficient practice inside the classroom affected the learning acquisition of a foreign language. For that reason, it was necessary to carry out the implementation of proper strategies to enhance French I

students´ writing skill, placed in groups 1 and 3, at the Western Multidisciplinary Campus of the University of El Salvador, during semester I-2019.

Also, it was verified if the language input students received had a noteworthy impact on French I students´ writing skill. This research study was relevant because through it, researchers corroborated whether the strategies used with the methods and approach mentioned above were suitable for helping students foster their writing ability. Finally, researchers provided recommendations to French students, and to teachers to help learners better their writing skill; Moreover, future researchers were provided with recommendation to do further research on this issue.

1.4. Scope of the Research

This research study called: A Study of the Strategies to Enhance French I Students' Writing Skill at the Western Multidisciplinary Campus of the University of El Salvador during Semester I-2019 was conducted only with French I students of the morning groups 1 and 3 of fifth year of Licenciatura en Idioma Inglés, Opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador during the time established. There was not any other population considered even though there was another group at the Western Multidisciplinary Campus facing the same problematic situation. Such group was not part of this research study due to their schedule since they received classes from 4:30 to 6:05, making it very complicated to place them together with students who were taking French in the morning. Also, some students of this group had part-time jobs, so they did not have available time during the morning.

Besides, this study was focused only on identifying the causes of the problematic situation so that researchers provided some strategies of Cooperative Language Learning Method, Grammar Translation Method, and Eclectic Approach that could be considered to enhance students´ writing skills. Even though there were more strategies in other methods, they were not investigated because it would have made this study too long. Moreover, researchers noticed, by means of observing, that French students of groups 1 and 3 were facing other learning problems related to the speaking skill; however, that skill was not studied in this research work. For that reason, the researchers just considered the writing skill to carry out this study.

CHAPTER II

THEORETICAL FRAMEWORK

The research work called A STUDY OF STRATEGIES TO ENHANCE FRENCH I STUDENTS' WRITING SKILL AT THE WESTERN MULTIDISCIPLINARY CAMPUS OF THE UNIVERSITY OF EL SALVADOR DURING SEMESTER I-2019 provides reliable and important information about Cooperative Learning Method, Grammar Translation Method, Eclectic Approach, as well as, strategies, principles, and characteristics of each one. In addition, it provides data about the advantages and disadvantages of the implementation of these strategies inside the classroom that can be very useful to create proficient writing skill. Then, it goes deeper on how to evaluate each strategy in order to know the effectiveness of them. Since French I students, group 1 and 3 of the University of El Salvador have problems in developing their writing skill, all the information is completely significant for this research study.

2.1. Importance of Learning a New Language

French is one of the languages learnt the most worldwide, and it will become the 4th most spoken language in 2050, and during the pass of the years, this language has received many connotations, and one of the most known is to be the language of love (A key player, n.d.). In addition to this, the so-called language of love has been increasingly gathering more and more popularity among people due to many reasons. To begin with, speaking more than one language opens a bunch of new opportunities in the business environment since being able to communicate in more than one language stands people out from others. Second, it is believed that bilingualism makes people smarter. In this regard, Matter (2012) stated that "being bilingual, it turns out, makes you smarter. It can have profound effect in your brain, improving cognitive skills not related to language and even shielding against dementia in old age." It seems that the impact bilingualism has in people's lives goes far beyond simply understanding two languages.

Besides, learning new languages helps people learn about more cultures since they can get immerse in original texts and songs. There are many reasons for which it is important to learn a new language, all of which help people in different ways depending on every

individual's needs. Besides, when learning a language, there are many ways to transmit thoughts, ideas and feelings among people, and one of them involves writing.

2.2. Writing Skill

Cambridge Dictionary (n.d.) defines writing as "the skill or activity of producing words on a surface." However, writing goes beyond that; it is a very structured form of communication which is governed by rules and principles so that the writer can convey meaning through well-constructed texts. In the same way, Saussure (1959, p.23) states that "language and writing are two distinct systems of signs; the second exists for the sole purpose of representing the first." That is why, writing is commonly seen as a form of art, and that is the reason why it is vital for students to practice and better such skill. There is no doubt that writing is an important skill which not only involves spelling and vocabulary, but also grammar and organization. For that reason, the writing skill is seen as one of the most incredible forms of communication human beings have. There are several strategies for people to develop the writing skill during the learning process of a language.

2.3. Importance of Implementing Strategies in the Learning Process

To take into account a suitable strategy in order to achieve the main objectives in the learning process is hugely helpful because that strategy will determine the path to follow during the process. According to Richards and Platt (1992, p.8), learning strategies are intentional actions and thoughts used during the learning process to better understand and remember new information. As a matter of fact, a learning language strategy is a powerful tool that allows learners the internalization of grammar structures, the development of communicative ability, and self-management in a new language system. Oxford (2003) defines learning strategies as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self- directed, more effective, and more transferable to new situations." In other words, the usage of a proper strategy not only determines the actions to be executed but also guarantees successful results in second language developing skills. Clearly, a learning strategy suggests detailed steps which lead learners to accomplish and to ease the acquisition of a foreign language. The steps that can be suitable to attain the proposed goals during the learning process are the ones of the Cooperative learning, the Grammar Translation Method (GTM), and the Eclectic approach

2.4. Cooperative Learning

Teachers must apply different teaching ways for students to learn from each other, to gain important interpersonal skills, and to have them be involved in a class or a project actively. Cooperative learning is a systematized and structured way that can be used because it works by using small groups of students in order to expand their learning and interdependence. In this procedure, students are given a task, also called an assignment, and they work together to complete it. Everyone has the responsibility of aiding in the achievement of the assignment; therefore, success depends on everyone's work in the group (Olson, n.d.). In this way, students develop the ability of working in teams.

The usage of cooperative learning strategies has many benefits. One of them is that students are more engaged and motivated towards learning. Also, they are actively participating in their learning process as it allows discussion and critical thinking. In this way, students learn more, and this information is stored for a long period of time. Finally, they learn to work in groups.

According to Johnson, Johnson, and Smith (2013), cooperative learning refers to an instruction that involves students working in teams to accomplish a common goal. It can be done under some conditions that follow certain elements. First, if they want to achieve a common goal, they must trust each other and be positive because if one of the members does not complete his part, everyone will suffer the negative effects. Also, everyone must be responsible with their part of the work because all members have to master the topic and material to be learnt. Moreover, they have to interact face to face as they have to teach and encourage one another. Even though they have to work as individuals, they are a team; consequently, they must share conclusions and provide feedback to one another. In addition, they must learn to develop and use collaborative skills to build leadership and the ability of managing conflicts. Finally, everyone in the group evaluates the work they are doing. If they are doing something that does not work effectively, they must change it so that it can work better the next time. In brief, these elements help students achieve a common goal since it makes them work as a team.

2.4.1. Advantages and Disadvantages of Using Cooperative Learning

There are some advantages and disadvantages of using the Cooperative Learning Method. For example, students work together in small groups on a structured activity. They are individually responsible for their work and the work of the group, which is also assessed. Cooperative groups work face-to-face and learn to work as a team. Some studies carried out through time have found that there are some advantages of applying cooperative learning in the classroom. According to Egger (2014), some advantages of the application of cooperative learning in the classroom are the following: It increases the learning process, encourages the use of peer groups to rise academic achievement, helps self-regulating learning, develops reflection and critical thinking skills, develops productive skills, and increases leadership abilities.

On the other hand, there are some disadvantages of using cooperative learning. Some of them may be the following: Some students do not like to work in groups; this may happen, for they consider that grading is unfair. Also, there is lack of motivation to complete tasks, lack of suitable answers from students´ peers, and lack of individual responsibility (Egger, 2014). Even though this method has some disadvantages, the benefits it provides are noticeable; for example, cooperative learning improves academic achievement, promotes positive feedback from students, amplifies enjoyment of the subject studied, and increases social skills.

2.4.2. How to Group Students

To organize groups is not an easy task; it will probably take some attempts. Also, teachers may have the necessity to make some adjustments to be comfortable. Olson (n.d.) stated that cooperative groups are made up of different students based on the level of their abilities. Therefore, these groups are created based on the level of students' skills. In this way, it is advisable that groups are made of four to five students, which should incorporate two or three average students, one below average student, and one above average student. This is with the purpose of having balanced groups so that students can learn from each other.

On the other hand, students will neither form their own group nor change it. Once groups have been assigned, considering class size, teachers may set the classroom up with desks grouped in sets of four or five. It is recommendable that groups change approximately every two months.

2.4.3. Types of Cooperative Learning

To implement cooperative learning is important; in this way, it is necessary to know the three types in which it is classified. Facilitators can use formal cooperative learning, informal cooperative learning, and cooperative base groups (Johnson, Johnson, & Smith 2013).

2.4.3.1. Formal Cooperative Learning

When talking about formal cooperative learning, it refers to students working together.

It is done with the purpose of achieving learning goals and completing concrete tasks. It can last between a class or a few weeks. Also, students must learn to make decisions, solve problems, write reports and learn new vocabulary so that they can be able to answer any question.

Talking about assignments or course requirement, it is important to mention that they must be structured in a cooperative manner. Thus, in this cooperative learning group, instructors have the following responsibilities. First, they must make decisions such as specifying the objectives, deciding on the group size, students' roles, and material to be used; also, they must explain the way they have to work as Scrivener (2011, p. 41) said "A demonstration or example is usually much more effective than a long explanation." Plus, teachers must define the assignment and explain the skills to be taken into account. Moreover, they must pay attention to students' learning observing and providing task assistance so that groups work together effectively. Finally, they must evaluate students' learning so that they can discuss how they work together and how they can better next time.

2.4.3.2. Informal Cooperative Learning

It consists of having students working together with the purpose of achieving a learning goal with groups, which can last from some minutes to one class period. Johnson, Johnson, and Smith (2013) state that informal cooperative learning is used to make students concentrate on the material they have to learn and help them construct their own learning to assure the understanding of the material taught. It can be used either in a normal class, direct teaching, or during a lecture. The role of the facilitator is to give clear instructions and to provide the answers at the end of the assignments. In this way, learners work for achieving a common learning goal.

2.4.3.3. Cooperative Base Groups

It is important to know that the three types of cooperative learning complement and support each other. For instance, cooperative base groups are stable and mixed cooperative learning groups with permanent members. According to Johnson, Johnson, and Smith (2013), these groups support, encourage and help each other to attend classes, and finish all their tasks so that they can learn and develop. Base groups can last from one to various years as these groups are permanent; they assist and encourage members to work hard. They last more than Formal Cooperative Learning groups; the members work for achieving tremendous learning goals. Cooperative learning is about using small groups to work together; in this way, students maximize their learning since they share conclusions, viewpoints, and feedback; besides, they share a common goal. In this team, instructors schedule constant meetings and detail specific agendas for each of them, giving them support and collaborating with them. The key word of this work is cooperation.

2.4.4. Cooperative Learning Strategies

The Cooperative learning strategies are essential in a French class because they promote second language learning acquisition and foster respect among the members of a team as they are ways that can be used to expand learning and interdependence using small groups of students. To get higher benefits in a group, the diversity is important. Students must learn to work as a team being responsible; in this way, they will help the team reach the common goal. According to Guido (2017), some of the strategies included in the three types of Cooperative Learning are:

a.   **Equal Groups:** when working as a team, it is important to have a variety of abilities to contribute with the effectiveness of the group. That is why, the team must be made up of students of all levels and students who have different abilities. It is recommendable that facilitators create groups of 4 students so that they can work in pairs in each activity. Students must change pair in every task. Facilitators must tell students that they are equally important for the team, and that each of them contributes to the success of the group.

b.   **Writearound:** This strategy is made up with the purpose of developing writing ability working as a team. The facilitator has to divide the class into groups composed of four students or more. After that, he or she has to provide them with a piece of paper containing the

beginning of a story so that every student in each of the groups can add a creative sentence to the story. Finally, each group has to present its work in front of the class. It is important to mention that every student must participate. Each student will pass the paper to another classmate after writing his or her sentence. With this strategy, students will feel that they have something to give to the group because every participation will count. For example, in the class, the teacher asks students to work in groups to write on a page the following: "Dans la maison de ma grand-mère, il y a un petit chien..." And, the participants have to continue writing the story; in that way, every member of the group has to write sentences. At last, all the groups have to pass to the front and present their story to all the class.

c.   **Roundtable:** It is a strategy that will help students increase their vocabulary. In this strategy, the instructor will present a category which can be a word beginning with the letter "a" each of the students must write a word that begins with that letter, and after some groups of words, the teacher can change the category. It can be developed in pairs or in groups of four. All the members must participate writing one word at a time. For instant, the teacher presents the letter "M" and specify a category such as verbs, and so on. So, every member of the group has to write a word with that letter such as "manger, marcher, mélanger, and so on". Finally, every group has to write sentences using every word in order to memorize the vocabulary and develop grammar structures' management.

d.   **The Jigsaw:** This strategy will help students create and improve their own knowledge. The instructor must make groups of four with students of different levels and abilities in order to have homogeneous groups. The teacher has to assign every student a piece of page to read or something to memorize. When every student has completed the task, he or she has to teach to the group the part assigned by the teacher in order to write all what every member learnt in one work. In this way, students learn more and learn by themselves. For example, when the facilitator asks learners to form groups and provides papers with information about types of negative sentences in French. Then, he assigns a different type of negative sentence to each group. After that, a member of each group has to move to a different one and has to explain the information assimilated to the others. Then, they will move again until all the participants have the same information. Finally, all the groups have to write examples using all types of negative sentences.

e. Assignation of Roles: To assign roles is important because it helps students of every group have a purpose. The roles should be given according to the subject matter competence. The facilitator must be sure that each participant contributes to achieving the learning goal. To exemplify, the teacher develops a group activity about conjugating verbs and writing sentences. The educator assigns roles such as the manager who ensures that the group stays on task, the recorder who keeps a record of critical information or answers, and the presenter who shares the findings. Even though students perform different roles, they must work equally on the task. Briefly, they have to contribute by conjugating and creating sentences, helping each other so that all of them learn efficiently.

f.   Pre- and Post-Task Test: This strategy is important not only for students but also for teachers to have an overview of the learning acquisition' progress. Facilitators have to give a test to every student before and after working as a team. They will help each other learning through feedback. After developing each of the activities applying these strategies, teachers can ask the following questions: What did you learn from this activity? How did you feel working with your teammates? How could you improve working together if we do this again?

2.4.5. How to Evaluate Cooperative Learning

To assess students' understanding of topics taught in class is necessary for teachers to provide feedback to students. Teachers who use cooperative learning strategies assess students after completing the lesson; indeed, they can give students either an individual assessment assignment or a quick quiz. Moreover, when educators want to assess all the work done in a group, they must do it based on individual accountability. For that reason, it is important to assign students specific roles, so for teachers, it will be easier to grade. In addition, teachers can ask students reflective questions to know what or how would they improve in their group. Besides, students must reflect on what they did and how they can better next time. In this way, they will identify the importance of learning and course content. Angelo and Cross (1993) mentioned some types of classroom assessment techniques to assess students' understanding:

a. **Minute Paper:** The teachers must ask students some questions to identify significant

things they learnt from an assignment. The teacher will give students 2 or 3 minutes to write the responses.

b. Muddiest Point: It will be focused on areas of disorientation or confusion. The teacher will give students 1 or 2 minutes to write in a piece of paper what the muddiest point in the reading or assignment was.

c. Students-Generated Test Questions: Before evaluations, the teacher can write general guidelines with the students about possible questions to be included in the test. After that, the educator will ask students to answer the question in groups by writing.

d. List making: In this type of evaluation, students create a list of words, ideas or tasks depending on the topic or category they are given; for example, a grocery list, and free time activities. Besides, depending on the needs, this type of evaluation can vary. One variation of this activity is that students can create paragraph listing items of the category or prompt given. In this type of assessment, students can work in pairs or in small groups depending on the number of students. By doing this, students can improve their writing ability and critical thinking (Homstad & Thorson, 1996)

e. Dialogues: In this type of evaluation, students are given a real or imaginary situation, and students have to write a coherent conversation putting into practice all the knowledge the have about the topics and vocabulary taught. This assessment can be very varied to focus on many aspects of language learning. For example, students can create a situation in which a person asks another for advice. The educator can divide the class into small groups. Each group may have the same situation but different characters (Homstad & Thorson, 1996).

In brief, it is important to evaluate students not only to assess but also to teach as feedback must be present. This is an effective way to notice whether strategies work or not. If they work, teachers can implement them the next time; if not, they must change them.

2.5. Grammar Translation Method (GTM)

Chang (2011) defines grammar as "a set of rules for choosing words and putting words together to make sense (p. 14)". Learning to use the correct grammar of a language is very important to communicate thoughts and ideas effectively with others and also to convey the

correct meaning either in the oral or written form. When someone does not know how the grammar of a language is used, it is almost impossible to transmit a message in a clear and understandable way because it is not enough to know thousands of words of a language; it is important to know how to put them together to convey a meaning. Debata (2013, p.482) stated that "a person can't learn a foreign language accurately only through a process of unconscious assimilation. Grammar is a sure ground of reference when linguistic habits fail us." It is essential to use methods to improve learners' capacity to understand and apply the various rules that a specific language possesses, and the Grammar-Translation Method (GTM) is widely used when learning a second or third language.

The Grammar translation Method is a method that uses the typical exercise of translating sentences from the native language into the foreign language being learned or vice versa, to fill in the blank with a suitable word, and to correct errors in a sentence or paragraph. Furthermore, memorization and rote learning – memorization based on repetition – are the principal learning techniques of this method (Chang, 2011). When applying this method, teachers must consider the principles and characteristics so that they implement the most appropriate strategies according to their students´ necessities.

2.5.1. Principles and Characteristics

There are certain principles that the Grammar-Translation Method has. First, the main purpose of this approach is to understand literature written in the target language which means that literary language is highly used in this method. That is why, when using it, students will not speak so often, for they focus on the written form. Also, an important goal is that students learn how to translate accurately sentences or paragraphs from one language to another, and it is thought that if students learn well how to make this process, they are successful language learners. Another principle is that students communicate most of the time using their native language; therefore, if students have any question or doubt, they will speak and express it in their native language, and the teacher will answer using their native language as well. As it can be noticed, this method focuses on two main skills, reading and writing; little attention is given to speaking and listening and a little less to punctuation. Furthermore, in this method, the teacher is the main authority in the classroom, and students follow his directions during the class. Thus, he initiates most interaction, and students have very little interaction among them.

It is important that students know the correct answers; that is why, when students do not know them, the teacher immediately provides the right response. Another principle is that students learn about grammar rules and how to apply them. Students are asked to state the grammatical rules so that they are conscious when using them. In order to learn vocabulary and grammar, students use memorization and often use lists of words (Larsen-Freeman, 2000).

2.5.2. Pros and Cons of Using the Grammar Translation Method

Grammar-Translation Method (GTM) is very common all over the world, for it is based on translation of texts from the native language into the target language and vice versa. This method is the simplest way of teaching a foreign language; that is why, neither students nor teachers have to put too much effort to learn the target language. The Grammar-Translation Method is a very useful method to learn any language because it has a lot of advantages. For example, this method helps teachers clarify the meaning of words easily by translating such words into their mother tongue. In this way, students get more vocabulary so that they can use it when they are put to write. In addition, learners understand things much easier if they are taught with this method, for they use their mother tongue every time they deal with words they are not familiar with. Besides, when students look for the meaning, or when they translate them, learners create pictures of words in their minds. In this way, they associate the any new words with the corresponding word in their mother tongue. That is why, learners are able to internalize vocabulary faster and use it whenever they want to express themselves by writing. Besides, students know the relevant meaning in the target language (Brown, 2007). Also, this method helps students understand grammatical rules by comparing the languages before producing them. In other words, they are taught grammar deductively (Larsen-Freeman & Anderson, 2011). This helps students produce grammatically correct sentences and master grammar. For all the reasons above, it is known that Grammar-Translation Method is one of the most effective methods to acquire vocabulary and to master grammatical rules that in the end, help to create accurate pieces of writing.

The Grammar-Translation Method is applied for helping students to read; in other words, the essential aim of learning a language is to be able to read literature written in the target language. However, like any other method, GTM is not perfect; it has many disadvantages. For example, poor interaction between student-student takes place. This means that the interaction in this method is mostly between teacher-student because the educator is

the one who knows the grammatical rules of the target language, and since pupils do not construct their own knowledge, the educator is the one who leads the learning process. Additionally, GTM focuses primarily on reading and writing (Natsir, 2014); this means that speaking and listening are set apart. It is known that listening, speaking, reading and writing are vital to master a language, so they cannot be isolated from one another. Students need to be exposed to oral production of the target language so that they can get familiar with the different sounds of words and pronunciation as well. Additionally, the monotonous memorizing of grammar rules and bilingual words do not motivate students to go beyond and communicate with others. GTM can be very helpful to improve some macro skills; however, it does not focus on certain macro skills that are vital, as well, to master a language.

2.5.3. Strategies of the Grammar Translation Method

It is important to consider the Grammar Translation strategies when teaching French as they help teachers have a path to follow to enhance student acquire the language as this method is focused on the reading and writing skills. They are techniques used to understand and apply the various rules that a specific language has. According to Larsen-Freeman (2000), some of the strategies that can be used with the Grammar Translation Method are:

a. Literary passage´s translation: This strategy consists of making students translate a passage from the target language to their native language. In this way, students can find new vocabulary and grammar structures that can be used in their classes in the future. The translation of this passage can be demanded either in the oral or written form.

b. New vocabulary and synonyms and antonyms´ searching: Students are asked to look for new words in every single class they have. They can start with a short list in which they will write the new words. Then, they will translate them into the target language. Students will also look for synonyms or antonyms for those words. In this way, students will be learning more vocabulary and practicing their writing and orthography.

c. Review of the grammar rules of the target language: This can be reviewed in every feedback section with the students. After developing the activity in the class, the teacher will provide feedback to students. Here, it is important to take notes of mistakes made by students and correct them by emphasizing the grammar rules involved. The rules can be

presented with examples and exceptions of each rule. In this way, students will be able to recognize and correct their mistakes. Also, they will learn the rules that govern the language and, what is more, they will also know how to apply them.

d. Memorize new words: Students will be assigned to write and memorize a list of words, the ones studied in class. Also, they are demanded to memorize and learn grammar rules and paradigms, for example, the conjugations of verbs. At the end of the class, they will share them with the teacher or the whole class. After that, students will be assigned to write a short paragraph using those words. In this way, students will increase their vocabulary and correct spelling of words. By applying these strategies in the classes, it can be easier to help student acquire the language and enhance student' writing skill. What is more, students will increase their vocabulary.

Besides, Scrivener (2011) said that when using the Grammar Translation Method, teachers can use strategies such as: **reading passages** and translating them, **doing tests** at the end of the lesson, and **writing essays** to include as much vocabulary as possible. Furthermore, it is necessary that teachers evaluate every strategy implemented inside the classroom to measure students´ progress, to evaluate at what extend they worked, and to see which others can be applied.

2.5.4. How to Evaluate the Grammar Translation Method

The GTM can be evaluated together with the Review of the Grammar Rules strategy.

The most accurate way to evaluate this method is by checking the translation exercise all together as a class. In this type of assessment, the teacher asks students to share their passages' translation; after that, they compare them with their classmates' passages. At the end, pupils check and compare their paragraphs with the teacher's one. In this way, students start realizing about the use of grammar translation and the rules they need to follow in order to reach an effective translation. By doing that, students also learn not only to apply the rules but also to identify them. Besides, students practice the structures of sentences and the correct spelling of words. At the end, the teacher can ask students about which grammar rules they could notice and use. The other strategies used in this method are New Vocabulary Searching and Memorizing New words. Rahman (2012, p. 15) states that,

 In GTM method, the teacher gives students something to memorize, and students have to memorize (sic). In my classes, I also gave the answers to memorize but in a different way. At first, I asked students to write on their own from the text; they first wrote answers using books and obviously there were lots of mistakes and then I wrote answers in board and they copied that and memorized.

That is why regarding these strategies, the most accurate way to evaluate them is by asking students to bring in every class a list of new words with their synonyms and antonyms. There can be at least five new words with synonyms and antonyms. In this way, students study and increase their vocabulary. Besides, according to Homstad and Thorson (1996), some forms of assessment are "visuals" and "journals". In the first type of evaluation, which is visuals, students have to write a story, a new dialogue or a description based on a cartoon or comic strip. This exercise focuses students´ attention on a specific task and motivates students to produce the language making use of their native language. Also, the second type of evaluation is journals. In this, students create a dialogue with them. This extensive writing activity encourages students to process classroom activities and learning by expressing their thoughts about any topics. These are the most precise activities to evaluate the Grammar Translation Method and to measure to

what extent the objective of helping students to foster their writing skill is reached.

On the other hand, another useful approach to help students improve their writing ability is the Eclectic one. It comprises a lot of strategies from many other methods and gives teachers more freedom and efficacy when implementing them inside or outside the classroom because it is based on students' necessities.

2.6. Eclectic Approach

The Eclectic Approach is a kind of educational philosophy that combines all the advantages and principles from various methods to teach. This approach is not limited to one single paradigm. Instead, it uses different theories to adequate learning to different contexts and realities for learning to be meaningful for students.

The Eclectic Approach is used in new language teaching, and it is based on learners' abilities. The methodology to be used depends on the type of lesson teacher has. Besides, the facilitator combines elements from varied sources to come up with activities so that the class

does not become monotonous. This approach provides teachers some principles for them to decide what kind of content and which procedures are appropriate to use and take into account when teaching. According to Al-mamun (n.d), the Eclectic Approach permits language teachers to take in the best techniques of all the well-known language teaching methods into their classroom procedures, using them for specific and appropriate purposes. It is an approach directed to improve learner's abilities. On the other hand, the eclectic approach is a combination of different methods of teaching and learning approaches (Kumar, 2013). This approach works for any kind of learners regardless age or standard. Learning is funny and innovative due to the unique nature of the learning process itself. To conclude, this approach is helpful to foster students´ writing skill considering its meaningful principles; that is why, it is important for educators to look carefully for suitable strategies to better students´ skills.

2.6.1. Principles of the Eclectic Approach

The Eclectic Approach combines different techniques and methodologies with the purpose of teaching a language. For that reason, teachers apply this approach based on the objective of the lesson. This approach is not strict; it is flexible because it focuses on students´ abilities and necessities. According to Richards (n.d.), the Eclectic Approach has two principles. The first one is that teachers must ask themselves what problems or difficulties their learners have when mastering the language. The second one is that teachers must identify which methods and approaches are available to be applied to a specific problem. Besides, when using this approach, teachers have the flexibility to choose whatever kind of method they consider appropriate for teaching; additionally, teachers are free to choose any teaching technique to achieve the class or lesson´s objective (Mwanza, 2017). In addition, this approach helps teachers stimulate students and assure better students´ understanding because the objective of using this approach is that students of different levels and characteristics can have accessible learning without struggling.

2.6.2. Advantages and Disadvantages of using the Eclectic Approach

The implementation of the Eclectic Approach inside the classroom has many considerable advantages to develop students´ writing skill. As students revise and edit what they write inside the classroom, they get familiar with new vocabulary; this is a relevant advantage of carrying out activities in the classroom. Mwanza (2017) concluded that the

Eclectic Approach not only considers the theoretical aspects of teaching and learning but also links teaching and learning to real life learners´ experiences while teachers have maximum freedom to use any activities that may work better in the teaching context. In other words, this approach permits both teachers and pupils to have creativity and a good interaction between them, being these aspects so useful to motivate learners and to encourage them to be engaged in the development of any activity inside the classroom. Also, there are other relevant advantages of using this approach in the classroom. For example:

A.   It produces rapid and successful results in the learning process.

B.   The usage of this approach allows learners to actively participate.

C.   Each activity carried out inside the classroom motivates learners to overcome obstacles.

D.   There is a better learning outcome when the explanation is related to cultural context.

E.   There is a variety of classroom activities.

Undoubtedly, the Eclectic Approach gives not only teachers but pupils a great possibility to improve their writing skill. On the other hand, the correct usage of the Eclectic Approach makes sure many important advantages that contribute to the development of the main skills of the learner of a second language; however, as any other approach, it has disadvantages. One of the greatest disadvantages of this method is that it does not allow learners to develop the ability of learning by themselves (Jebiwot, 2014). Some of the disadvantages are:

a. Teachers are interested only in solving problems, but they do not consider their professional practice.

b. This Approach contrasts with a traditional teaching style, and it does not allow students to become autodidact.

These are some of the most remarkable advantages and disadvantages of the Eclectic

Approach which must be considered before applying its different strategies because the more suitable they are, the more meaningful students´ learning is.

2.6.3. Strategies of the Eclectic Approach

Applying strategies in the Eclectic Approach requires creativity because it is one way to motivate students and to get them engaged in any activities inside or outside the classroom (Alberto, Portillo & Reyes, 2010). Besides, such strategies must encourage a spontaneous use of the target language, and they must be challenging. So, some activities which are part of the Eclectic Approach that can be used in the classroom are:

a. Games: The use of games to review topics must always be part of a routine of a language class. The advantage of these activities is that students can get new vocabulary and grammar structures in a very different way, for students are exposed to real life situations. One of the most common games is association one. The objective of this type of games is to help learner make connections between words. They can be used as key vocabulary to a specific topic. Some of the association words are: Basic Word Association, which consists of giving students one word, and have them write down a word or phrase that comes to their mind. Another one is Synonyms, Antonyms, and Rhymes. It is a variation of the previous one, in which students have to write a synonym, antonym, or rhyme in respond to the given word.

b. Replying a letter: students are given a letter from any person about any specific event or situation. Students have to give a response according to the situation they are given. This activity helps students put into practice the structures they already manage in a creative way. For example, students reply a letter in which the sender asks for pieces of advice since he wants to organize a birthday party. In this specific case, students will use modal verbs. The issue of the letter content depends on the structure the teacher wants the students to focus on.

c. Place the accent mark game: there is no doubt that accents are a vital part of the French language; that is why, learners should work on this area. Teachers apply this strategy because it helps students internalize words´ accent. As an illustration, in this activity, students are given a story including words with any accent mark, so they must mark the accent corresponding to each word.

There are many activities that can be used when applying the Eclectic Approach; however, the activities above are considered the most suitable ones to enhance students writing skill.

2.6.4. How to evaluate the Eclectic Approach

The Eclectic Approach is formed by considering the most valuable and significant aspects of other methods to facilitate the learning acquisition of a language. That is why, effective teachers must evaluate students considering their level and necessities; thus, evaluations must be focused on the achievement of a given task or a specific objective of a lesson. Besides, the type of evaluations depends on many aspects. Soles (2003, p.3) states that "a writing teacher needs to take an eclectic approach and use a variety of teaching strategies." This means that teachers need to have a broad repertoire of techniques not only to teach but also to assess students. To exemplify, if students are developing a group activity, one way of evaluating students' progress may be peer correction. This helps teachers have a better monitoring of the class, and students´ performance; besides, students can learn from each other. Another form of evaluation is rubrics. This type of assessment contains criteria and levels of quality; moreover, rubrics help both teachers and students set expectations on a determined assignment. Besides, an excellent way of evaluating students is writing an e-mail, which is a variation of writing letters. In this assessment, students have to reply a letter sticking to the same content and idea the letter contains (Homstad & Thorson, 1996). It is important to mention that teachers can evaluate students with the same type of activities pupils practice during their classes. For example, students can develop an activity in which they have to place the accent mark patterns to a specific type of composition. This type of evaluation can help pupils better their accuracy.

CHAPTER III: VISUALIZATION AND OPERATIONALIZATION OF VARIABLES

RESEARCH QUESTION	HYPOTHESIS	GENERAL OBJECTIVE	SPECIFIC OBJECTIVES	UNITS OF ANALYSIS	VARIABLES	DEFINITION OF VARIABLES	IDICATORS	TOOLS	TIME
Which strategies can be implemented to help French I students of Licenciatura en Idioma Inglés, Opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador improve their Writing Skill, during semester I, 2019?	The implementation of strategies of the Cooperative Language Learning Method, the Grammar Translation Method and the Eclectic Approach will help French I students improve their writing skill at the Western Multidisciplinary Campus of the University of El Salvador during semester I,	To define the strategies that help French I students improve their writing skill at the Language Department of the Western Multidisciplinary Campus of the University of El Salvador during semester I, 2019.	To verify if the implementation of strategies of the Cooperative Language Learning Method helps French I students improve their writing skill at the Western Multidisciplinary Campus of the University of El Salvador during semester I, 2019.	French I students of group 1 and 3 of the Western Multidisciplinary Campus of the University of El Salvador	**Independent variables** 1.Cooperative Language Learning Strategies	Strategies that can be used to expand learning and interdependence using small groups of students.	1. Group work activities 2 Vocabulary searching 3Paragraph writing 4Jigsaw 5Writing a story	Observation Lesson Plan Question naire	3 hrs. 3 hrs. 2 hrs.
			To determine whether the implementation of the Grammar		2.Grammar Translation Strategies	Strategies used to understand and apply the various rules that a specific language has.	1. Translation 2. Memorization of new words 3. Readings	Observation Lesson Plan Question naire	3hrs. 3 hrs 2 hrs. 3 hrs.

2019.		Translation strategies is suitable to better French I students´ writing skill at the Western Multidisciplinary Campus of the University of El Salvador during semester I, 2019.		Eclectic Approach Strategies	Specific actions taken by the learner to make learning easier, faster, more enjoyable, more self- directed, more effective, and more transferable to new situations.	1. Writing a letter 2. Games	Observation Lesson Plan Question naire	3 hrs. 2 hrs.
		To verify if the implementation of strategies of the Eclectic Approach helps French I students improve their writing skill at the Western Multidisciplinary Campus of the University of El Salvador during semester I, 2019.						

					Dependent variable Writing skill	It is a very structured form of communication which is governed by rules and principles so that the writer can convey meaning through well-constructed texts.	1. Vocabulary 2. spelling -Accent -Number -Gender	Observation Self-Evaluation Checklist for students Test	2 hrs 2 hrs. 2 hrs.

CHAPTER IV

METHODOLOGICAL DESIGN

The methodology to conduct the research work A STUDY OF THE STRATEGIES TO ENHANCE FRENCH I STUDENTS' WRITING SKILL AT THE WESTERN MULTIDISCIPLINARY CAMPUS OF THE UNIVERSITY OF EL SALVADOR DURING SEMESTER I-2019 was organized in this way. First, the Paradigm, Type of Study, and Sampling Procedure were described. Next, the different faces of the study were organized.

4.1. Paradigm and Type of Study

This study was carried out under the quantitative paradigm because the main objective of this research work was intended to be achieved using statistical models. In fact, the study aimed to determine the relationship of the variables within the population. To carry out the collection of data, structured instruments were used, and all the population was taken into consideration. In addition, as the paradigm was the quantitative one, the type of study was the experimental one, so the analysis was done by proving or disproving the hypothesis by means of carrying out experimentation using all the previously mentioned approaches.

 In other words, to conduct this research work, aspects such as the implementation of learning strategies and the development of the students´ writing skill were considered. Since the majority of French I students presented difficulties when developing writing activities, the implementation of learning strategies of the Cooperative Language Learning, Grammar Translation Method and Eclectic Approach could help them better their writing skill. That is why, experimentation was needed.

4.2. Sampling Procedure

To conduct the research work, the researchers took into consideration fifth-year students of Licenciatura en Idioma Inglés: Opción Enseñanza enrolled in Groups 1 and 3 of French I, being 26 students in one group and 35 students in the other group. Even though there were three groups of French I, researcher just considered groups 1 and 3 (leaving aside group 2) because of students' schedule since they received classes in the morning and group 2 received them very late in the afternoon. Besides, some of the students of group 2 had other responsibilities in the morning, so it was difficult to get those students together. For those

reasons, researchers just worked with the morning groups, and data was gathered from every member of the chosen population, so the Census Sample was used.

4.3. Preliminary Phase

To point out the preliminary phase of this work, researchers approached the field of study by observing the phenomenon and the population, conducted the diagnostic study to triangulate data, and finally, defined the problem.

4.3.1. Approaching the Field of Study

Researchers observed the problem at Western Multidisciplinary Campus of the University of El Salvador where fifth year students of Licenciatura en Idioma Inglés: Opción Enseñanza showed signs of having problems in the subject French I. During participant observation, researchers realized about the difficulties they had faced, especially when writing in the foreign language. At the beginning of the investigation, in order to gather evidence on the existence of the problem, researchers asked teachers of such groups for permission to observe French I students for five weeks. Researchers observed how students struggled when developing writing activities inside the classroom. At the end of these five weeks of observation, researchers asked students to answer some questions regarding the phenomenon being studied to argue that, indeed, the problem existed. Moreover, researchers administered a diagnostic test containing verb conjugations, accent marks placement, a building up section, and an interview to triangulate information.

Finally, they verified that 84% of students failed the diagnosis test. There were many English students taking the French subject, and most of them were conscious of their difficulties regarding the acquisition of the writing skill of French I. That is why, when researchers asked them whether they wanted to be part of this research study, they were willing to do it. Besides, they explained clearly the purpose of the study so that participants could be available to help during the collection of data.

4.3.2. Definition of the Problem

For defining the problem, an observation checklist as well as a diagnostic test were addressed to French I teachers and students. The information gathered with the instruments mentioned above exposed the problem regarding the acquisition of students' writing skill of

French I, and both learners and educators were in agreement with this undeniable phenomenon that affected French I students.

Additionally, it was necessary to develop a diagnostic test that allowed researches prove that there was a real problematic situation among students who were taking the subject. The phenomenon was that French I students of Licenciatura en Idioma Inglés, Opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador showed difficulties when performing writing activities of French as a third language. Also, this diagnostic test led researchers to look for more information regarding this phenomenon and to establish the basis for developing this project with the purpose of defining the strategies that enhance French I students' writing skill, group 1 and 3, at the University of El Salvador Western Multidisciplinary Campus. The insufficient management of grammatical structures, vocabulary, and accent marks placement hinder students' accuracy of their writing production. Even though French teachers tried to help students internalize grammar structures by writing, facilitators did not have enough time to do writing activities inside the classroom which significantly affected the development of their students' writing skill.

On the other hand, the majority of students who were taking French I did not have previous knowledge about French. Evidently, this was a considerable issue that affected students' writing performance because many of them got frustrated when they were asked to write sentences with specific patterns, for they did not have a vast knowledge about grammatical structures and vocabulary.

4.4. Planning Phase

To conduct the research work called A STUDY OF THE STRATEGIES TO ENHANCE FRENCH I STUDENTS' WRITING SKILL OF THE WESTERN MULTIDISCIPINARY CAMPUS OF THE UNIVERSITY OF EL SALVADOR DURING SEMESTER I-2019, it was necessary to carry out a literature review which comprises paramount information regarding strategies to enhance pupils' writing skill. Therefore, this information helped researchers operationalize the variables and design the data collection instruments that investigators administered during the data collection process. After that, researchers detailed how they assured validity and reliability of the data collection instruments

in the data collection process and how the ethical aspects taken into account throughout the development of this investigation protected the participant´s integrity in this project.

4.4.1. Literature Review

To guarantee and enrich an optimum Theoretical Framework, researchers created it with significant information. In fact, researchers went to the library of the Western Multidisciplinary Campus to look for books and magazines containing suitable and important information that contributed to show the reliability of the Theoretical Framework. However, the information was not enough, so researchers looked for information on the Internet which provided with a great deal of scientific data such as journals, articles, books, experts' opinions, and pdf files. Additionally, researchers found valuable information, but they had to evaluate and select the most relevant and reliable one. After having read different sources, researchers built up the Theoretical Framework which was divided into six main topics. Besides, researchers based themselves on The American Psychological Association (APA) to cite the consulted sources and to give credits to the respective valuable contribution of all the authors that have also studied the already stated phenomenon. To cite, they used the parenthetical, in-text, and block citation. In the references, investigators made allusion of all the information to locate and retrieve any source cited. Regarding formatting, researchers used 12-point, Times New Roman, double space in lines, 2.5 centimeters for the top, bottom and right margins, and 3 centimeters for the left one, numbers in upper right corner, and they used indentation at the beginning of each paragraph. Also, they used four types of headings. Heading one was used for titles and was centered. Heading two was used for subtitles and was left-aligned, and heading three was used for subtitles of the subtitles and was indented. Finally, heading 4 was indented.

4.4.2. Operationalization of Variables

To build the Operationalization of Variables, researchers went over the Theoretical Framework again to consolidate the variables. Researchers used a matrix to include, the research question, the hypothesis, the general and specific objectives, the units of analysis, the variables, the definition of the variables, the indicators, the instruments to be used, and the time. Then, researchers identified the independent and dependent variables to make this investigation more manageable. After that, they defined them and split them into different

indicators per each one with the purpose of developing specific tools in order to obtain and analyze essential data to prove or reject the hypothesis.

4.4.3. Data Collection Instruments

The instruments to gather data from the population being studied were the following: The first one (Appendix E1) was a participant observation and the second one (Appendix E2) was a non-participant observation. The observation checklist included different items to assure relevant results; besides, researchers used a scale from 1 to 5 to evaluate the different indicators. Number five meant "very much"; number four meant "much". Number three meant "some", and number two meant "very little". Finally, number one meant "not at all". There was a space to write any comments to highlight any further information. Next, a questionnaire was addressed to students (Appendix F) in which pupils assessed their performance and improvement as well as the learning activities. This questionnaire had closed-questions and four different choices per inquiry. Also, a Checklist for French I students (Appendix G) was addressed in which students evaluated their writing performance throughout the sessions. Besides, a test (Appendix H) was implemented to measure pupils´ progress. Finally, lesson plans (Appendix I) were used in every session, in which each activity and grammatical structure implemented is described. These were the instruments researchers used to collect the necessary data for the study.

4.4.4. Validation of Data Collection Instruments

All the instruments described above which were meant to collect data during the whole process of investigation were presented to some experts of the Foreign Language Department of the Western Multidisciplinary Campus of the University of El Salvador so that they checked them to avoid any possible confusion or deviation along the process; besides, to guarantee that the instruments were accurate and reliable, the experts were asked to provide hints for researchers to follow in order to improve them. After having been conducted the validation process, investigators modified or improved the instruments and had them ready to be administered to the target population.

4.4.5. Validity and Reliability

To guarantee that the instruments previously mentioned gathered reliable information, investigators used two essential validity criteria when creating them. That is why, "face validity" and "content validity" were used to assure that the instruments were based on the visualization and operationalization of variables, verifying that each indicator was taken from the theoretical framework and that each of them was measurable by means of a question or an item. Besides, researchers checked that all the elements included in the instruments were consistent and coherent. Furthermore, to achieve reliability, researchers used Test-retest reliability when carrying out the research work. This technique consisted of administering the same instrument to the same sample in two different occasions. So, researchers designed the instruments so that investigators obtained similar results in both occasions. In addition, to assure reliability, researchers administered the instruments in suitable conditions every time they had to do it, avoiding factors such as noise, and too hot or too cold environments. Besides, investigators treated everyone fairly to obtain reliable results avoiding any bias.

4.4.6. Ethical Aspects

Throughout the development of this investigation, researchers considered certain ethical

aspects to protect the participants´ integrity, to make them feel more confident and to make this investigation be a scientific process. The ethical aspects were the following:

1. Students´ compliance: Researchers let students know that they would not be affected in any way. So, participants were not pushed to be part of the research.

2. Investigators´ assent: Researchers committed themselves to the success of the research work.

3. Information: Participants were given a sheet of paper with information regarding the duration, description, the destination of the results, and the possible benefits and risks.

4. Anonymity and Confidentiality: No one else than the investigators knew the name of the participants of the study. Personal information of participants was not shared.

5. Protection from Harm: The time for the research development with students did not affect students´ academic schedule, self-esteem, confidence or academic performance.

6. Objectivity: the results collected were presented without any modifications.

4.5. Execution Phase

The Execution Phase comprised the data collection procedures, data processing and data

analysis and interpretation. In this phase, researchers stated how the data was collected to prove the hypothesis, how it was organized, analyzed and interpreted.

4.5.1. Data Collection Procedures

After the validation of the instruments (Questionnaires, Observation Checklists, Self-

Evaluation Checklist and Tests), researchers administered them to the sample population in order to collect the necessary information to be analyzed. They carried out some intervention sessions to observe and examine students' writing competences. Also, to administer the instruments mentioned above, investigators asked the facilitators in charge of each group for permission through a letter (Appendix A) signed by the head of the language department and the research team.

Besides, researchers carried out an experiment of eighteen intervention sessions with the population studied. These sessions helped investigators verify if the implementation of strategies of the Cooperative Language Learning, Grammar Translation Method, and Eclectic Approach foster learners´ writing skill. The strategies to be used throughout the experiment were the following: Group work activities, vocabulary searching, paragraph writing, jigsaw, translation, memorization of new words, readings, writing a letter, games, and writing a story. Those strategies were executed more than once in every week. The teacher in charge of developing the class and putting into action the strategies was one member of the research team per class.

Moreover, during the interventions with the population studied, researchers administered the instruments to collect the data. First, researchers used the Observation Checklists which were filled up with what observers noticed regarding students´ performance during the implementation of different strategies inside the classroom. Second, researchers addressed a Questionnaire to the population in order to test each indicator of each variable; in this way, researchers were able to measure students' responses. Third, a Self-Evaluation Checklist was administered to the students for helping investigators compare the results with

the ones gathered through the observation. Finally, researchers administered a test to the students in which they were able to corroborate if the implementation of the different strategies from the methods used had meaningful outcomes or not. All this information that will be obtained with the implementation of all the instruments was triangulated to prove or reject the

hypothesis.

4.5.2. Data Processing

After collecting the data from the data collection instruments, researchers continued with the data processing. They checked that all the instruments were filled out and numbered them. Investigators organized the information in graphs using Microsoft Excel 2013 and Microsoft Word 2013 in order to present the data obtained clearly and neatly. In this way, the data was tabulated in a more comprehensive way. With these results, it was possible for researchers to evidence the main problems students had with their writing skill and to verified whether the implementation of the strategies of the methods considered helped them foster it or not.

4.5.3. Data Analysis and Interpretation

Having collected and processed the information gotten with the instruments, researchers followed the next step which was data analysis and interpretation. After having all the information classified and organized in graphs, researchers triangulated the results. The analysis was done with the following procedure: First, each answer from each instrument was tabulated in percentages. Second, researchers triangulated the information gotten; they compared the information obtained with the observation, the questionnaires, the self-evaluation checklists, and the results obtained with the test addressed to French I students. When analyzing the information, researchers also compared or contrasted the data obtained through the instruments with the Theoretical Framework so that they were able to find out differences and similarities and make a discussion. At last, researchers were able to draw conclusions and suggestions. In addition, researchers corroborated whether the objectives were accomplished or not. Then, researchers verified if the hypothesis was proved or refuted.

4.6. Timeline

In the timeline, researchers included the activities that were done in each face during the investigation, as approaching the field of study, diagnostic study, literature review, operationalization of variables, data collection instruments, validation of data collection instruments, data collection procedures, data processing, data analysis and interpretation, presentation of results, and the time in which the activities were carried out and the persons in charge of developing each activity.

ACTIVITY	RESPONSIBLE	MONTHS							
		January	February	March	April	May	June	July	August
Research Team Formation	Research Team								
Choosing the Topic	Research Team								
PRELIMINARY PHASE									
Approaching the Field of Study	Research Team								
Diagnostic Study	Research Team								
Definition of the problem	Research Team								
PLANNING PHASE									
Literature review	Research Team								
Operationalization of the Variables									
Elaboration of the Research Project Proposal	Research Team								
Revision of the Research project Proposal	Advisor								

Incorporation of the Suggestion made by the Advisor	Research Team									
Elaboration of Data Collection Instruments	Research Team									
Validation of Data Collection Instruments	Research Team									
Oral presentation (PROTOCOL)	Research Team									
EXECUTION PHASE										
Data Collection Procedure (INTERVENTION)	Research Team									
Data Processing	Research Team									
Data Analysis and Interpretation	Research Team									
Writing the Final Report	Research Team									
Final Oral Presentation	Research Team									

4.7. Budget

Researchers presented two charts: one for the budget of the necessary supplies and one for the services needed.

4.7.1 Supplies

Researchers provided a chart presenting the supplies needed, and it contained the type of supplies, the name of the item, the number of items, and the total.

SUPPLIES				
Type of supply	**Name**	**Cost per item**	**Number of items**	**Total**
Office supplies	Bond paper	$7.00	1	$7.00
	Fasteners	$0.15	4	$ 0.60
	Folders	$0.20	4	$0.80
TOTAL: $8.40				

4.7.2 Services

Researchers provided a chart with the budget of the services needed to carry out the research study. This chart contained the service, the cost, and the total.

Services	Costs	Total
Printed pages	$0.10 per page (200 pages)	$ 20
Photocopies	$0.02 per page (600 pages)	$12
Other expenses (food, fuel, and transportation)	$60 per week (per 6 months)	$1,440
Total :		**$1,472**

CHAPTER V

ANALYSIS AND INTERPRETATION OF THE IMPLEMENTATION OF STRATEGIES TO HELP FRENCH I STUDENTS IMPROVE THEIR WRITING SKILL

Fifth year students of Licenciatura en Idioma Inglés, Opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador were learning French as a third language, and they were expected to produce the language in the spoken and written forms. Nevertheless, a considerable number of students did not have basic knowledge about the language as it was observed they struggled even when they had to introduce themselves to someone else; that is why, they did not feel confident when producing the language. What students did in each class to develop the four macro skills was to get involved in activities such as dialogues, underlining structures, filling in exercises, sentence correction, and mini presentations, but they rarely had grammatical practices or discussion times. Besides, to enhance students´ understanding, teachers only made use of their lesson plans, photocopies, books, and speakers. It was noticed that French I students were overloaded with a lot of new structures and few practices to develop all the skills: listening, speaking, reading and writing, required to learn the language in two semesters, taking five hours per week. This number of classes is not considered enough for students to develop all the skills because they did not have enough time to review the contents studied

When those students took the English classes, they had 10 class hours per week during five semesters. However, now that they study French, they only have 5 class hours per week during two semesters. So, students complained that it is complicated and hard to learn all the vocabulary and grammar structures of a new language in only two semesters considering that it is a language they are not exposed to every day. Moreover, when the teachers developed writing activities, students showed difficulties with accents marks, grammar, and spelling words. Due to this, the research team carried out an experimental study during six weeks which consisted of intervention sessions implementing strategies in order to define the ones that enhance French I students' writing skill at the Language Department of the Western Multidisciplinary Campus of the University of El Salvador during semester I, 2019. To reach such objective, three specific objectives were set, which are: 1. To verify if the

implementation of strategies of the Cooperative Language Learning Method helps French I students improve their writing skill at the Western Multidisciplinary Campus of the University of El Salvador during semester I, 2019, 2. To determine whether the implementation of the Grammar Translation strategies is suitable to better French I students´ writing skill at the Western Multidisciplinary Campus of the University of El Salvador during semester I, 2019, 3. To verify if the implementation of strategies of the Eclectic Approach helps French I students improve their writing skill at the Western Multidisciplinary Campus of the University of El Salvador during semester I, 2019.

Throughout the aforementioned experiment, researchers collected data with the following instruments: participant observation checklists addressed to French I students (appendix E1), non-participant observation checklists (appendix E2), questionnaires addressed to French I students (appendix F), self-evaluation checklists (appendix G), and a test (appendix J). All the instruments were designed based on the Operationalization of Variables of the following hypothesis: "The implementation of strategies of the Grammar Translation Method, the Cooperative Language Learning Method, and the Eclectic Approach will help French I students improve their writing skill at the Western Multidisciplinary Campus of the University

 of El Salvador during semester I, 2019".

The data obtained with the tools to achieve the first specific objective is analyzed and interpreted as follows:

## 5.1. Cooperative Language Learning Strategies

During the intervention sessions, a group of cooperative language learning strategies were implemented. The first one was group work activity which helped students learn from each other. The second strategy was to have students look new vocabulary up. It was helpful because they could enrich their lexicon. The other strategy was paragraph writing; teachers asked student to write pieces of writing to include all the structures and vocabulary learnt in each class. Another strategy was the jigsaw which led students to have a greater retention because all of them worked together, and it made them feel more confident. The last cooperative language leaning strategy implemented was writing a story. This strategy was a

paragraph writing variation. In this strategy, students had to write stories of specific topics and include what they had learnt during that class.

In brief, cooperative language learning strategies encouraged student to work in groups and shared their knowledge without fears of making mistakes. In order to measure and interpret the result gathered with the observation checklist, researchers use the frequency scale, in which 5= always, 4=very often, 3=sometimes, 2=rarely, and 1=never. Besides, the data obtained with the questionnaire was measured with the following scale: very helpful, somehow helpful, very little helpful, not helpful at all. Finally, the data collected with the self-evaluation checklist was rated with the following scale: 5= always, 4=very often, 3=sometimes, 2=rarely, 1=never, 0=N/A.

5.1.1. Group Work Activities

To apply these activities, the teacher presented the topic and provided the respective explanation; after that, he asked students to work in groups of four and to write a piece of writing, sentences, paragraphs, applying what the teacher had taught, grammar structures, vocabulary, expressions, and so on. At the end, the teacher had students share their learning experience and correct themselves. Finally, the teacher provided feedback at the end of every activity.
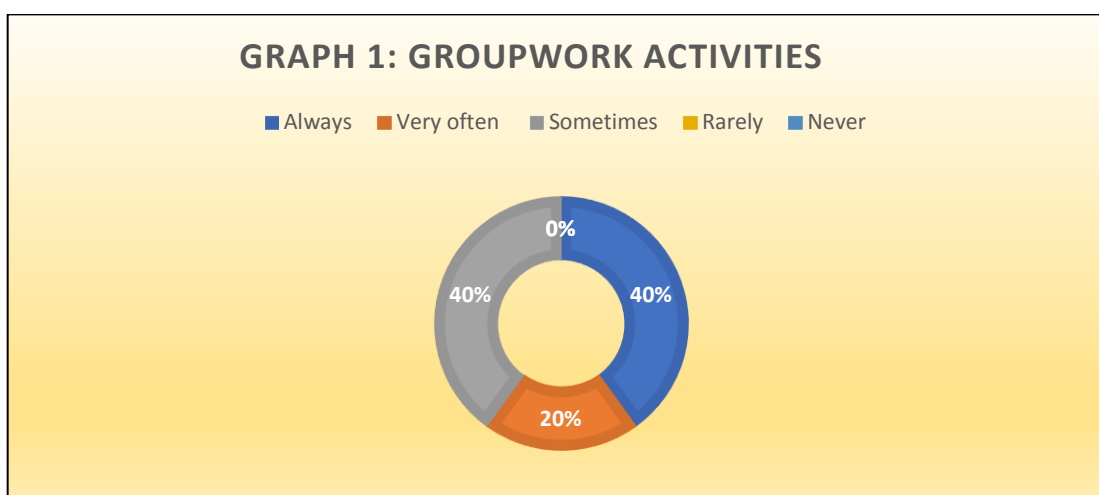
GRAPH 1: GROUPWORK ACTIVITIES

■ Always ■ Very often ■ Sometimes ■ Rarely ■ Never

0%

40% 40%

20%

Source: Participant observation addressed to French I students, group 1 and 3, from May 6th to June 5th, 2019

This strategy implied that students worked together to reach a common goal. That was one of the most useful strategies applied during the intervention in order to have students

learnt from each other. Based on the data collected with the participant observation checklists addressed to French I students (Graph 1), 40% of students participated very often when group work activities were developed in the classroom, adding 40% of students who did it sometimes, so 80% of them participated actively in those activities.

Comparing these results with the ones gathered with the non-participant observation (Graph 2, Appendix K), researchers noticed that 100% of students very often participated actively and used the vocabulary given during the class. This was noticed because when the teacher was monitoring one group, the rest of them were working and sharing their own learning experience with the rest of their group work. In addition, when students were asked how effective group work activities were to develop their writing ability, 58% of them considered them very effective (Graph 3, appendix K), and the 42% of them considered them somehow helpful. The results seem to be positive because when they worked collaboratively on certain tasks inside the classroom, it was observed that they developed self-confidence. Moreover, the scale "very often" indicates that when group work activities were developed, they participated actively almost all the time. They did not feel afraid of participating or making mistakes because the teams included students of all levels and different abilities; in this way, students gave feedback to each other, and as Guido (2017) suggests, the number of students per group was four. Likewise, students´ perception was very acceptable as it was noticed at the end of the intervention sessions and in the data gathered with the instruments. The results were satisfying, and it is inferred that those activities were useful to facilitate students active learning, leading them to have a greater retention. It was noticed because at the end of each class, the teacher asked students to answer some questions related with the topic taught and 90% of the students answered correctly giving some examples. If there was a student who did not answer as it was expected, the rest of the class helped him answer. Additionally, it is important to know and manage a varied lexicon to communicate with others in any language; that is why, looking new vocabulary up was necessary.

5.1.2. Vocabulary searching

Since build up students' vocabulary is necessary, every class, the teacher asked students to search for vocabulary they were not familiar with and look them up, after that they provided a synonym and antonym if possible, and they created sentences using those words.

At the end of the lesson, the teacher assessed students by means of questions or using games to verify at what extend they had retained them.

During the intervention sessions, when developing an activity such as reading or writing sentences, there were some words that students were not familiar with, so they used their dictionaries and look up the unknown words. Thus, to know how often students looked them up to increase their lexicon, researcher gathered information by means of administering a participant observation, and they noticed that the majority of students (56%, Graph 4) did it very often, and 44% did it sometimes.
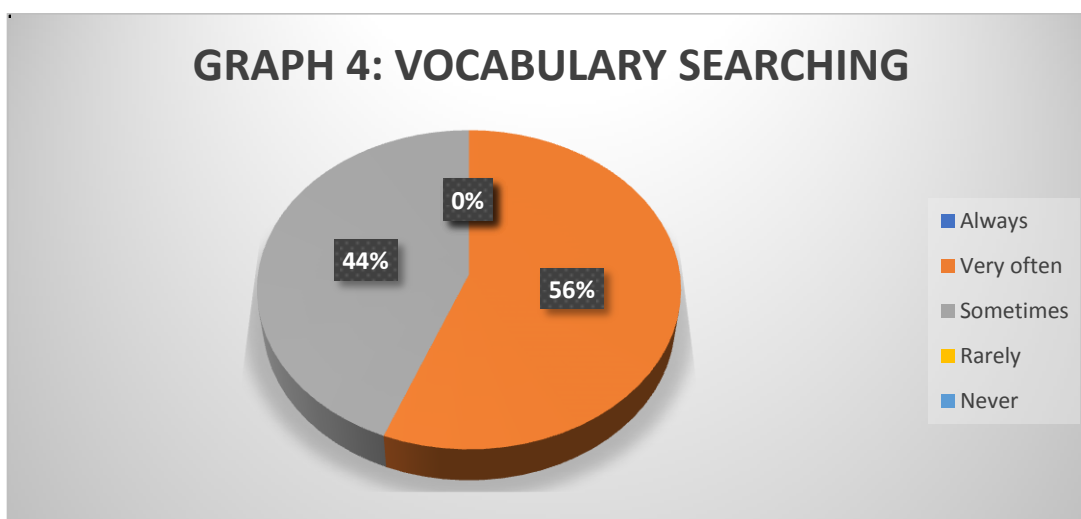
GRAPH 4: VOCABULARY SEARCHING

0%
44%
56%

- Always
- Very often
- Sometimes
- Rarely
- Never

Source: Participant observation addressed to French I students, group 1 and 3, from May 6th to June 5th, 2019

Besides, researchers noticed that every student had a separate section of new vocabulary in his notebook, which means that they learnt at least two new words per class. Also, the teacher asked them to write examples using that vocabulary, and students answered as expected. The results are similar to the ones obtained with the non-participant observation (Graph 5, Appendix K) which show that 44% of students search new words up and 48% of them did it sometimes. After finishing the intervention sessions, the data obtained with the questionnaire (Graph 6, Appendix K) show that mastering a varied lexicon is difficult for students as it requires hard work; however, 58% of them considered vocabulary searching very helpful. These results seem to be positive since it was observed that most students used their dictionaries to look up new words and used them in context. It means that all students worked on increasing their lexicon by using those new words when writing because they were

conscious of the importance of acquiring vocabulary to communicate not only when starting a conversation but also when writing paragraphs.

5.1.3. Paragraph Writing

After explaining the grammar notes, the teacher asked students to write a short paragraph. First, the teacher got them write down complete answers to some questions; he wrote one by one on the board, for example, *Qu'as-tu fait le mois dernier?, Vous êtes reposés chez vous?, Êtes-vous rentré tard un jour?, Êtes-vous allé dans un endroit intéressant?, Êtes-vous allé quelque part nouveau?, Qu'est-ce que c'est la chose la plus délicieuse que vous avez mangée?* Once they had finished their answers students had to join them in a paragraph using connectors previously given. Finally, students interchanged paragraphs with the person next to them to correct any mistake and verify that they included grammatical structure and vocabulary studied during the lesson.

The data gathered with the participant observations (Graph 7) addressed to French I students through the six weeks of interventions shows that just 25% of students always organized and improved their writing when they wrote paragraphs.

Researchers noticed that not all students wrote them as it was asked; however, a great percentage of them (50%) did it very often, which is acceptable contrasting with the results gathered with the diagnosis in which it was noticed that they had problems even when writing a simple sentence such as "Je m´appelle ___ " . Comparing this with the data obtained through the non-participant observation (Graph 8, Appendix K), 10% of students organized and improved their writing always using this strategy, which means that their pieces of writing were accurate while 70% of them wrote well-organized paragraphs very often.
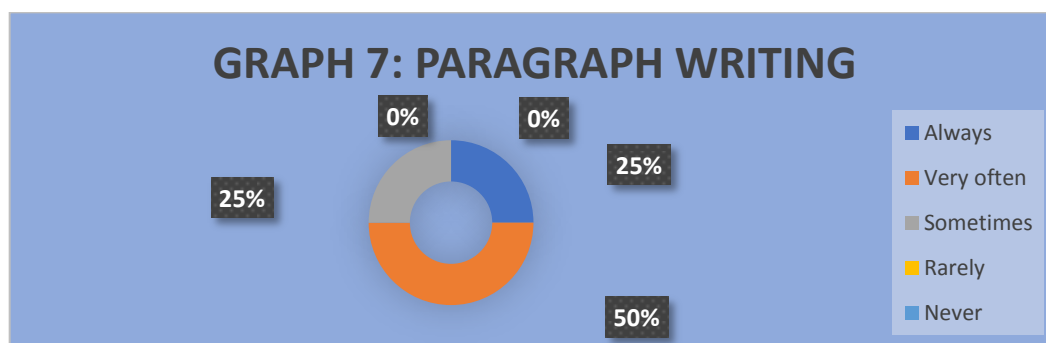
Source: Participant observation addressed to French I students, group 1 and 3, from May 6th to June 5th, 2019

On the other hand, at the end of the intervention sessions, researchers addressed a questionnaire to students and the results (Graph 9, Appendix K) show that 54% of them considered paragraph writing very helpful and that 34% of them considered it somehow helpful. The results gathered with the questionnaire contrast with the ones gathered with the participant and non-participant observation checklists. It means that even though most students considered this strategy very helpful to better their writing ability, they did not use it at all. It was noticed that even paragraph writing is one of the most used tools to work on writing skills, it is up to each student to put into practice, organize and memorize new words and expression.

Additionally, they did not work on the different areas simultaneously as it was supposed to. It is probable that they wrote paragraph because they were asked to do it since researchers observed that not all students wrote well-organized pieces of writing. Moreover, they included vocabulary and structures studied in class, which was worthy. On the other hand, in the test addressed to the students, they wrote sentences with clarity and coherence. For French learners who aimed to improve their writing skill, developing group activities such as the jigsaw was useful because it helped them reach a common goal, in this case, acquiring knowledge.

5.1.4. Jigsaw

To develop this strategy, the teacher broke the class into groups of four students, dividing the lesson into four parts, so, he assigned one segment per group. The teacher gave them some minutes to learn and internalize their assigned part independently. After that, he put students who had the same part of the lesson together to share and process the details of their part; being explained their part, the teacher had them return to their original group and took turns to share what they learnt form the part they were assigned to the rest of the group. Finally, to corroborate that students understood the lesson, at the end of the class, the teacher had them solve a written practice.

This strategy helped French learners increase their level of performance by incorporating the new vocabulary and structures learned up to that moment. The results obtained with the participant observation checklists pointed out that 50% of students considered that the jigsaw strategy always helped them increase their knowledge through their

classmates' experiences (Graph 10) These results seem to be positive since the improvement of their writing skill through group work activities was evident.

As Guido (2017) mentions, it helped students create and improve their own knowledge. This strategy permitted pupils learn from others and create a solid knowledge; this was noticed in each intervention when the teachers asked them to sum up and explain to their classmates what they had understood after every topic in their group. Besides, by doing so, students were able to incorporate new vocabulary and structures into their pieces of writing. Similarly, by means of administering a non-participant observation, it was also observed that most students (67%) pointed out that the jigsaw strategy was very often helpful when developing students´ writing skill (Graph 11, Appendix K). Researchers detected that students felt more confident working as a group; for example, when a student doubted about a word or the usage of a grammatical structure, there was another that clarified his doubts. They supported each other providing feedback and learning at the same time. Moreover, in the results obtained from the questionnaire addressed to French I students, 54 % of them portray the helpfulness of the jigsaw as very helpful (Graph 12, Appendix K). The results gotten seem to match; so, researchers could identify how helpful that activity was in the improvement of the writing skill because at the end of the sessions, they were able to use new phrases, vocabulary and structures. Furthermore, this activity helped pupils interact with their classmates so that they could share their knowledge. In this way, students learnt more, and it is inferred that they stored information for a longer period as it was noticed in the result of the final test where students had to apply what they had learnt throughout the intervention sessions. The results show that 77% of students approved it (Graph 40, Appendix K), in this way, they were satisfying considering the ones obtained in the diagnostic test in which most students failed.
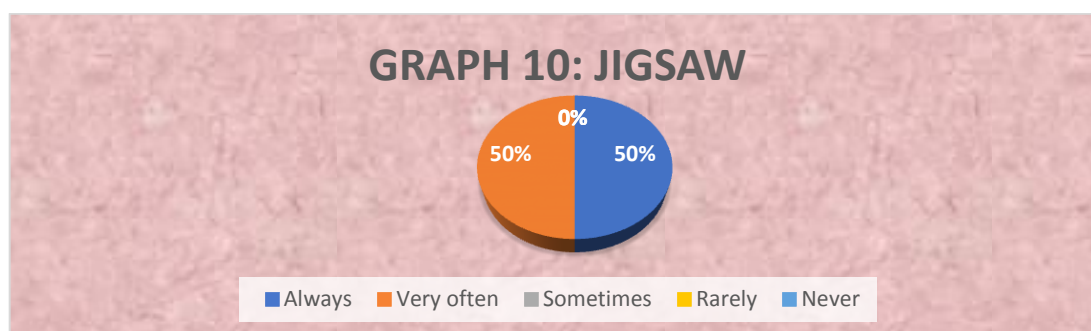
Source: Participant observation addressed to French I students, group 1 and 3, from May 6th to June 5th, 2019

5.1.5. Writing a story

During the intervention sessions, students had the opportunity to write stories to practice what they had learned. One of the activities implemented was writing a story using "le passé composé". In this activity, the teacher asked students to write a paragraph about an embarrassing situation they faced in the past. Also, they were given a list of connectors to be used in their writing. To measure the effectiveness of this activity, investigators used a participant observation checklist (Graph 13, Appendix K) which shows that 50% of students always practiced the structures taught in class and wrote them with coherence as it was observed when the teacher asked them to write the paragraph. They wrote their ideas with clarity and coherence using the structure studied, in this case "le passé composé". That is why, this strategy is effective to rehearse what they had studied. The other 50% did it very often, which is a positive result, taking into account that at the beginning of the intervention sessions, they struggled when using simple structures. Similarly, the outcomes of the non-participant observation checklists show that 100% of participants very often put into practice and improved their writing skill through such activity (Graph 14).
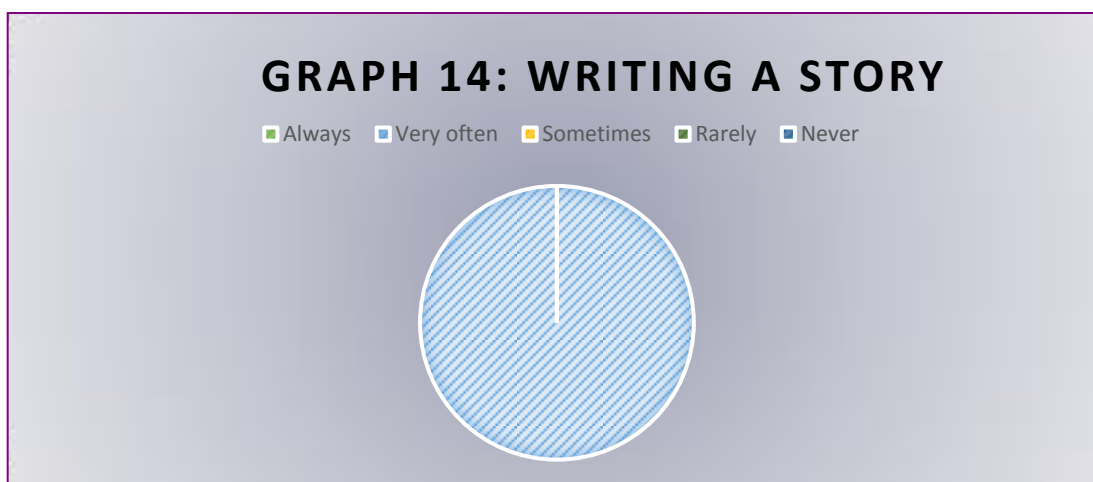
GRAPH 14: WRITING A STORY

■ Always ■ Very often ■ Sometimes ■ Rarely ■ Never

Source: Non-participant observation addressed to French I students, group 1 and 3, from May 6th to June 5th, 2019

These results are quite significant because they portrayed that this activity was meaningful for students, comparing the data gathered with the diagnostic observation in which it was observed that students hardly ever wrote short sentences and lacked confidence when sharing their works. Besides, researchers observed students got better results when they incorporated the new vocabulary into their pieces of writing since they could expand their lexicon.

In addition, the information obtained with the questionnaires addressed to French I students shows that 46% of them considered writing a story very effective (Graph 15, Appendix K). On the other hand, 50% of them considered this activity somehow effective. It seems that for most learners this activity was not that engaging, but it did have a positive outcome in the learning and acquisition process as it helped them put into practice and interiorize vocabulary.

The data obtained to achieve the second specific objective "To determine whether the implementation of the Grammar Translation strategies is suitable to better French I students´ writing skill at the Western Multidisciplinary Campus of the University of El Salvador during semester I, 2019" is analyzed and interpreted as follows:

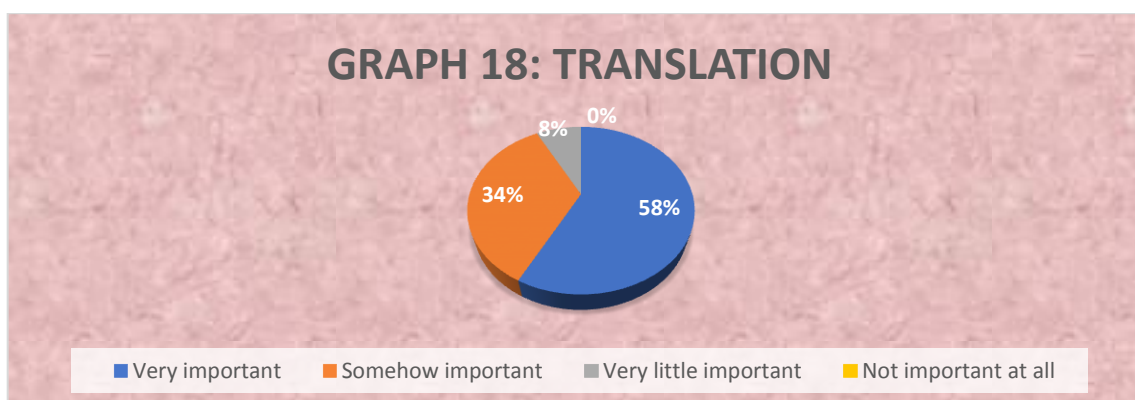## 5.2. Grammar Translation Method Strategies

Grammar Translation Method (GTM) strategies were implemented during the intervention session to help students develop their writing ability. The first strategy was "translation" which allowed students to compare grammar structures between their mother tongue and their target language. The second strategy was "memorization of new words" which permitted them to increase their lexicon; and the last one was "reading".

5.2.1. Translation

During the development of each activity, students used translation as it helped them understand better directions or key words in a reading or another activity they were doing. For example, when they were asked to write about their daily routine, they had to use their dictionary to write complete ideas. They looked words up every time they needed. The data obtained with the non-participant observation checklists (Graph 16, Appendix K) indicates that 52% of French I students very often translated words or ideas when they wrote pieces of writing. In fact, researchers noticed that when examples were explained in both French and Spanish, learners understood better and started to work on their writing activities without hesitation, which meant that they were more confident about the use of grammatical structures. Additionally, the results gotten with the participant observation checklists (Graph 17, Appendix K) suggest that 48% of students sometimes used translation when writing.

Moreover, the outcomes of the questionnaires (Graph 18) show that 58% of students considered translation very important when writing in and out of the classroom. These results

point out there was a significant progress in the students' management of vocabulary and structures because at the very beginning of the intervention sessions students translated every single word to understand any passage. Indeed, learning a new language needs to have an assimilation process of the meaning of the new vocabulary taking into consideration context, culture, and grammar rules in one's mother tongue, as Debata (2003, p. 482) stated, "a person can't learn a foreign language accurately only through a process of unconscious assimilation. Grammar is a sure ground of reference when linguistic habits fail us." Without any doubt, translation is an instinctive action that students do frequently in order to find the similarities and differences between the target language and their mother tongue. However, it is important not to rely too much on this strategy because insofar as students are progressing, they need to be exposed more and more to the target language.
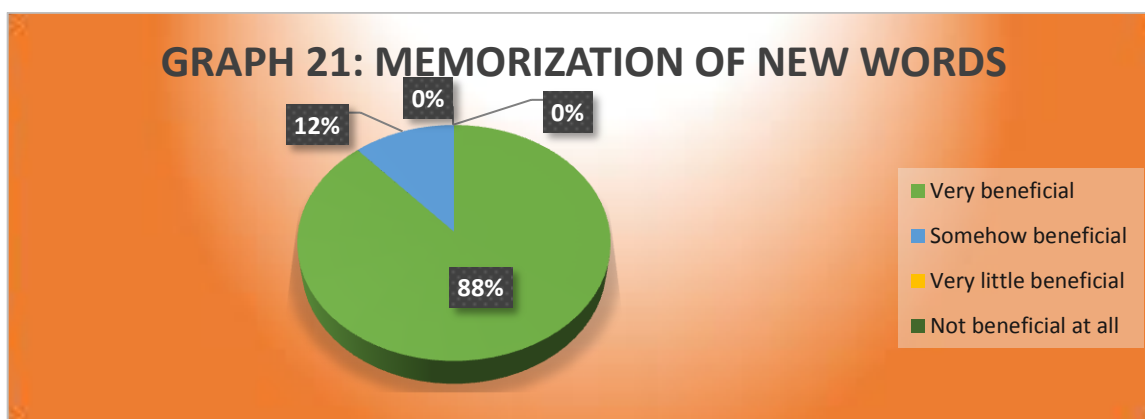
GRAPH 18: TRANSLATION

0%
8%
34%
58%

■ Very important   ■ Somehow important   ■ Very little important   ■ Not important at all

Source: Questionnaire addressed to French I students, group 1 and 3, on June 10th, 2019

5.2.2. Memorization of new words

Memorizing new words helped students become proficient writers as they could use new vocabulary in their pieces of writing. This was noticed during the activities developed in the interventions; for example, at the beginning of a class, the teacher implemented a warm-up activity to learn some prepositions of place, it was called "Memorization of Words". In this activity, students had to look carefully to some images pasted on the board; then, the teacher gave them some minutes for them to memorize each one. After that, being those pictures in disorder, students named each one with their corresponding preposition. In this activity, students learnt at least 7 new words in some minutes. The data obtained through the participant observation checklists (Graph 19, Appendix K) suggests that 44% of students very often used memorization to increase their lexicon, and 39% of them did it sometimes.

Similarly, in the non-participant´s outcomes (Graph 20, Appendix K) 47% of participants very often memorized new words. These results seem to be positive since memorization of words turned out to be important for students in the learning process of French, for it helped them increase their lexicon and better their writing.

Besides, the results gotten with the questionnaires (Graph 21) show that for 88% of students, this strategy was very beneficial. These results seem to be significant as they show that the activities implemented to help students expand their vocabulary had a significant impact on students as it was seemed that they showed more confidence when writing, and their paragraphs were longer and more understandable

GRAPH 21: MEMORIZATION OF NEW WORDS

0% 0% 12% 88%

- Very beneficial
- Somehow beneficial
- Very little beneficial
- Not beneficial at all

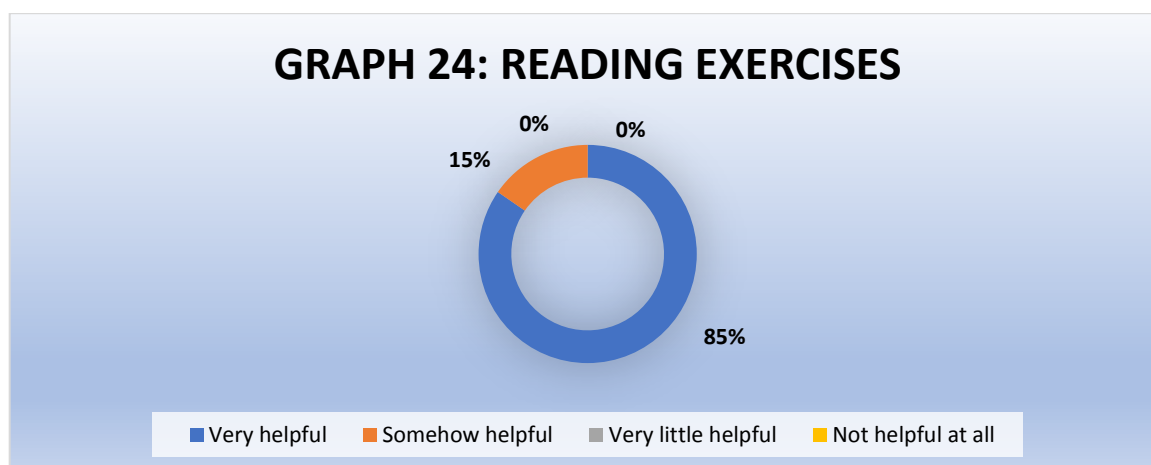*Source: Questionnaire addressed to French I students, group 1 and 3, on June 10th, 2019*

5.2.3. Readings

The teacher gave students a piece of paper with a dialogue (Pre-activity 2, Apendix I) to introduce a new topic: "L'interrogation en Français" and students had to underline the different types of questions in French such as "la forme familière", "la standard" and "la soutenue". In the same way, students looked new words up. After that, the teacher gave the grammatical explanation to them and asked them to write a dialogue similar to the one given at the beginning of the class. Concerning this indicator, the results obtained with the participant observation checklists (Graph 22, Appendix K) indicate that 46% of the students very often used readings to find new words and ideas to be included in their pieces of writing. Furthermore, the results obtained with the non-participant checklists were similar (Graph 23, Appendix K) since they show that 45% of students did it very often. During the interventions, researchers observed that most students used the new vocabulary when they passed to the front to write sentences on the board which marked a significant progress that contributed to

students' development in the writing skill. Plus, it was observed that students understood better grammatical structures and got ideas of the usage of new words by reading, since they wrote sentences using the vocabulary taken from the lecture.

Additionally, the information gotten through the questionnaire addressed to French I students (Graph 24) shows that 85% of students considered reading exercises very helpful to increase their lexicon. It means that they agreed that reading was an accurate form to learn a foreign language, so they worked on it consciously and did their best. In fact, the results were considerable regarding the effectiveness of readings inside the classroom since the acquisition of new vocabulary was not given in isolation. That is why, Scrivener (2011) said that when using the Grammar Translation method, teachers can use strategies such as reading passages and translating them, doing tests at the end of the lesson, and writing essays to include as much vocabulary as possible. So, that was what teachers did; they evaluated students at the end of each class by asking them questions related with the content studied, and it was helpful because they received feedback each time. Briefly, implementing reading helped students not only learn grammar structures but also increase their imagination. In short, reading passages is an excellent strategy since it allows French I students to increase their lexicon.

GRAPH 24: READING EXERCISES

0% 0%

15%

85%

■ Very helpful   ■ Somehow helpful   ■ Very little helpful   ■ Not helpful at all

Source: Questionnaire addressed to French I students, group 1 and 3, on June 10th, 2019

The data obtained to reach the third specific objective is analyzed and interpreted as follows:
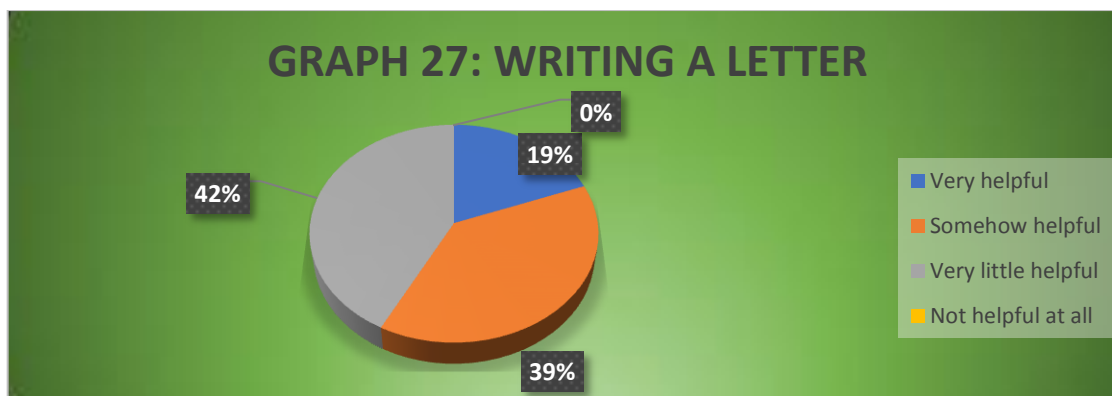
5.3. Eclectic Approach Strategies

Eclectic Approach strategies were implemented during the intervention sessions to help students better their writing ability. The first one was writing a letter, and the second strategy included was games.

5.3.1. Writing a letter

Writing a letter allowed learners to put into practice grammatical structures. Besides, this strategy enabled students to increase creativity. For developing this activity, the teacher asked students to write a letter to a friend of them inviting him/her to a meal, so they had to describe the kind of food they would have, using "les partitifs" which were previously explained. Also, the teacher gave some connectors to learners for them to use them in their writings such as puisque, de la même manière, donc, pour cette raison, etc.

The results gotten with the participant observation checklists (Graph 25, Appendix K) indicate that 50% of students sometimes implemented structures and vocabulary taught when writing a letter. This activity was not as effective as expected to make students be creative when writing because 25% of them rarely wrote a letter with clarity and coherence of ideas. There was a progress since the intervention sessions started. Thus, it is important to mention that students did not have to write letters in all the interventions. On the other hand, the results obtained with the non-participant observation checklists (Graph 26, Appendix K) show that 50% of the students very often implemented structures and vocabulary taught when writing letters, and 50% of them did it sometimes. Both outcomes indicate to be positive about writing a letter; however, despite the positive results, researchers noticed that 35% of the participants did not seem to get involved in this activity since some of them just wrote few simple sentences which were not creative; For example, someone only wrote sentences such as "bonjour! ça va? Tout va bien. Adieu". This kind of writing showed that some of them were not motivated doing this type of activity.

GRAPH 27: WRITING A LETTER

0%
19%
42%
39%

- Very helpful
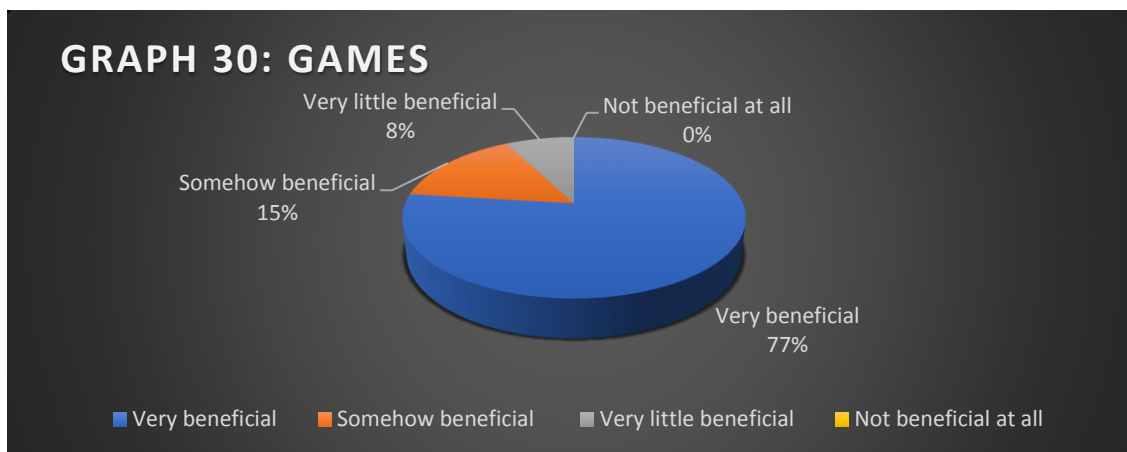- Somehow helpful
- Very little helpful
- Not helpful at all

Source: Questionnaire addressed to French I students, group 1 and 3, on June 10th, 2019

On the other hand, the data obtained with the questionnaire addressed to French I students (Graph 27) shows that 42% of students considered writing a letter very little helpful. This percentage suggested that students did not consider writing a letter inside the classroom totally effective. Additionally, researchers noticed that the 19% of students who considered that activity very helpful since most of them included the vocabulary and structures taught during the sessions. That is why, it is important that students get engaged in each activity because if they consider it catchy and useful, they will perform better, making their learning significant as Scrivener (2011, p. 438) said "while 'creative writing' is often a great activity, we need to make sure that learners meanly get practice in the range of real-life writing tasks." Thus, it is necessary that students become active learners. Another important strategy included in the Eclectic Approach was games which was useful to help students work up spelling.

5.3.2. Games

In every class, the teacher developed a series of games to have students got engaged in it. One of the games consisted in giving students an initial word such as classroom, each student had to take turns to write a word which they had to associate with the previous word; if the connection was not obvious, the teacher challenged the students to justify their choice. That made students acquire new vocabulary as a group.

Furthermore, games helped students enhance their lexicon in a more effective way reviewing sentence patterns, vocabulary, and spelling of words. In brief, games permitted them to reinforce general knowledge as it can be modified by the teacher according to students´ necessities.

GRAPH 30: GAMES

- Very little beneficial 8%
- Not beneficial at all 0%
- Somehow beneficial 15%
- Very beneficial 77%

Legend: ■ Very beneficial ■ Somehow beneficial ■ Very little beneficial ■ Not beneficial at all

Source: Questionnaire Addressed to French I Students, Group 1 and 3, on June 10th, 2019

The results obtained with the participant observation checklists (Graph 28, Appendix K) show that 40% of the students always were engaged and got new vocabulary through games; meanwhile, another 40% of them did it very often. Those seemed to be positive outcomes since during games, 80% of students participated actively, memorized words, created sentences, and reinforced grammatical structures. Also, researchers observed that students seemed to be careful with spelling mistakes when writing complete sentences in their notebooks and on the board. Comparing those results with the ones obtained in the diagnosis, it was noticed a huge progress in students´ writing ability. For example, most of the students in the diagnosis test were not able to write a simple sentence with correct spelling; however, students during interventions were able to correct themselves when writing sentences. Likewise, the results got with the non- participant observation checklist (Graph 29, Appendix K) show that 86% of the students seemed to be engaged and got new vocabulary through games. Those results ratify the effectiveness of games as a useful strategy to learn and improve the writing skill, being engaging in it.

On the other hand, the results gathered with the questionnaire addressed to French I students (Graph 30) show that 77% of them considered games very beneficial to learn and put into practice grammatical structures and new vocabulary. Regarding this, Scrivener (2011, p.358) stated "Many well-known games can be used in the classroom as fillers or as integrated practice activity." This was confirmed during the intervention sessions since games not only entertained and caught students' attention but also helped teachers keep a suitable atmosphere to motivate students before, during, or after the lesson. In short, games drove learners to get

knowledge in a natural and unconscious way. For example, it was observed that the teacher promoted healthy competence among the students while playing a game, so they competed with each other and did their best to win. They encouraged the members of their teams to do their best as well. It was fruitful and significant for students. Besides, when they were asked to memorize a group of words using some pictures, they did it fast and efficiently. That is why, to incorporate games in each class was necessary.

5.4. Writing Skill

It is important that students master a wide repertoire of words and structures to express their ideas with clarity and coherence. Throughout the development of this study, researchers implemented a series of strategies from the Cooperative Learning Method, the Grammar Translation Method, and the Eclectic Approach to help pupils better their French vocabulary and spelling of words which has to do with accent marks, gender and number. All of these components are necessary to master any language and improve writing. Notwithstanding, when students do not carry out activities which can help them improve their writing skill, they cannot write meaningful pieces of writing in a foreign language. Vocabulary plays a significant part in the acquisition of any language. For that reason, investigators carried out some strategies to help students learn and internalize more vocabulary.

5.4.1. Vocabulary

At the beginning of the semester I-2019, learning French vocabulary represented an obstacle for many French I students of Licenciatura en Idioma Inglés; Opción Enseñanza since approximately 90% of them had never been exposed to the language. For that reason, they could not communicate freely because they felt afraid of doing so. They felt afraid of committing mistakes in front of the class. However, after the implementation of different strategies to help students improve their writing. Consequently, the participant observation´s results (Graph 31, Appendix K) indicates that 44% very often put them into practice when developing written activities. Similarly, the results obtained with the non-participant observation (Graph 32, Appendix K) after having observed students´ development of activities on the board reveals that 56% of them used the vocabulary taught very often. It was evident that the majority of students took advantage of what they had learned since they put into

practice what had been explained to them. Besides, 36% suggests that sometimes students used of the vocabulary given during the intervention sessions.
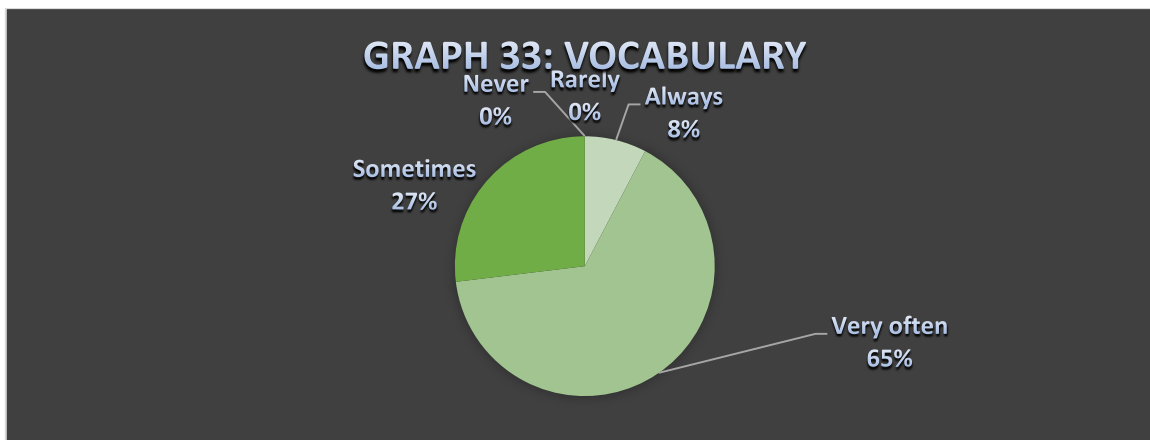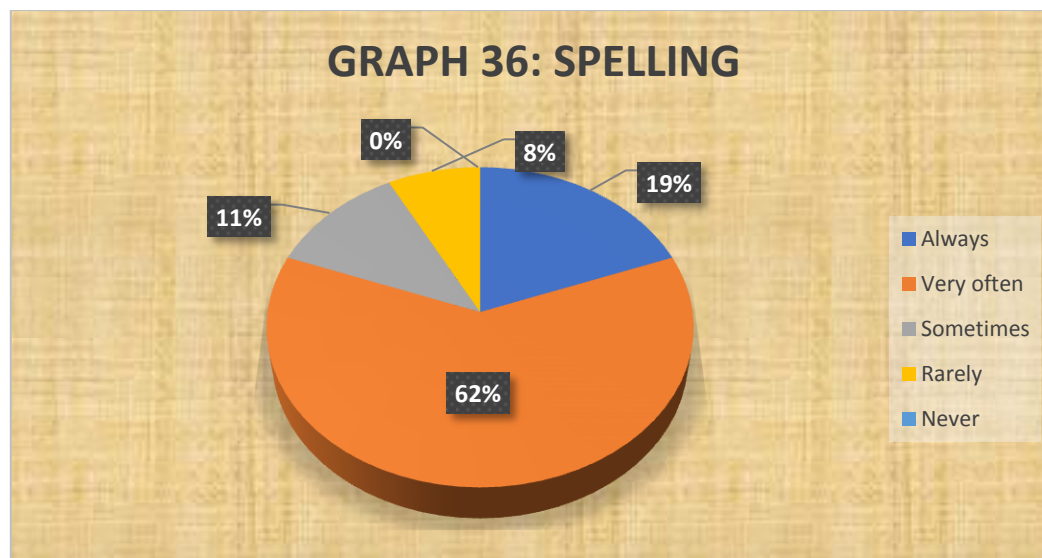

Source: Self-evaluation addressed to French I students, group 1 and 3, on June 10th, 2019

Likewise, the self-evaluation´s results (Graph 33) shows that 65% very often used the vocabulary during written activities. Even though researchers expected that all the pupils always used the vocabulary taught when they were asked to do so, these percentages are significant because before the implementation of the interventions, students had a very limited lexicon, and many of them were even afraid of writing in French. On the other hand, after the implementation of different strategies to increase their vocabulary, it was noticed through a test that students had improved, for students could easily create sentences using the vocabulary which was studied during every intervention. Also, students were more aware of spelling mistakes considering that spelling plays an essential part in any piece of writing.

5.4.2. Spelling

The data obtained with the participant observation (Graph 34, Appendix K) shows that 44% of students very often avoided spelling mistakes when creating pieces of writing. Similarly, 44% of them sometimes avoided spelling mistakes when writing. The non-participant observation´s results (Graph 35, Appendix K) shows that 56% of students took care of spelling mistakes very often when developing activities on the board. When comparing the data gotten through these two instruments, it can be noticeable that the results are positive since the majority of students found the spelling of words in order to avoid ambiguities and to convey more meaningful messages when writing really important.

GRAPH 36: SPELLING

0% 8% 19% 11% 62%

Always
Very often
Sometimes
Rarely
Never

Source: Self-evaluation addressed to French I students, group 1 and 3, on June 10th, 2019

Thus, the data obtained with the self-evaluation checklists (Graph 36) shows that 62% of students did not commit spelling mistakes very often. Even though researchers expected higher percentages, students' progress was evident at the end of the interventions because most of them succeeded in the test that was implemented at the very end. In fact, just a few spelling mistakes were found, so researchers could see that students had improved a lot in different components of spelling such as accent marks. To exemplify this, some mistakes students no longer commit are the following: Je ai… = j´ai…, Elle a recevu… = Elle a reçu…, Un voiture = Une voiture, J´ai boié = J´ai bu, Tu venu en retard. = Tu es venu en retard, Il n´y a pas lait…= Il n´y a pas de lait…, Bresilienne = Brésilienne.

5.4.2.1. Accents

At the beginning of the semester I-2019 when students first took French I, the different accent marks French has was a huge challenge for students because they had to be very careful when placing them. That is why, sometimes it was difficult to understand what they meant. However, after having implemented different strategies to help students' accent mark placements in which students were given some words for students to place the appropriate accent mark, researchers could gather fruitful results. The participant observation´ results (Graph 34, Appendix K) shows that 44% of students used accent patterns correctly very often. Also, 44% of them sometimes placed accent marks correctly when writing. These results are

similar to the outcomes obtained with the non-participant observation (Graph 35) since 56% of students very often placed the accent parents correctly when writing.
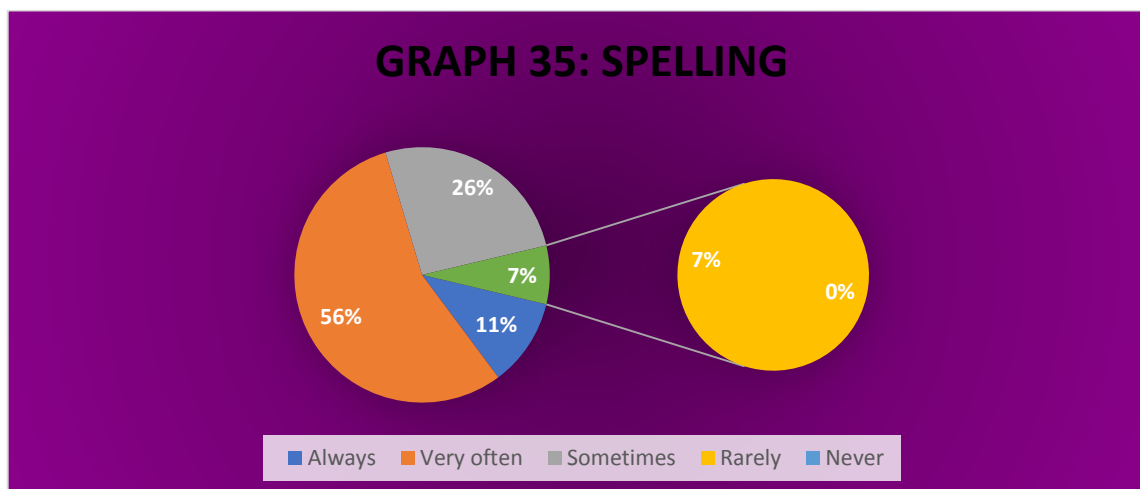
Source: Non-participant observation addressed to French I students, group 1 and 3, from May 6th to June 5th, 2019

After the implementation of the self-evaluation checklists (Graph 37, Appendix K), it was indicated that 42% of students placed the accent marks very often in their pieces of writing. Even though researchers expected 100% of improvement, these percentages are highly meaningful since, at the beginning of the semester, the majority of them failed when placing accent marks as it was explained in the description of the problem. So, these results are positive since students´ progress was evident as it was observed in the final test in which most students succeeded in the accent mark placement. For that reason, students need to keep working hard to continue improving accent mark placement and other aspects such as the singular and plural of words.

5.4.2.2. Number

For many students, the identification of the correct spelling of words regarding number was a challenge when conveying their ideas in the written form. That is why, they lacked confidence mostly when developing activities that required writing on the board. However, throughout the development of the intervention sessions, the outcomes obtained with the participant observation checklists (Graph 34, Appendix K) reveals that 44% of students very often wrote correctly the singular and the plural of the words which were given to them. A similar percentage (46%) of students sometimes wrote them correctly. These results seem to match the ones gotten through the non-participant observations (Graph 35, Appendix K) since

56% of students very often wrote the number of words correctly when writing. These results are positive since most pupils were able to differentiate and write the singular and plural of most words they used.
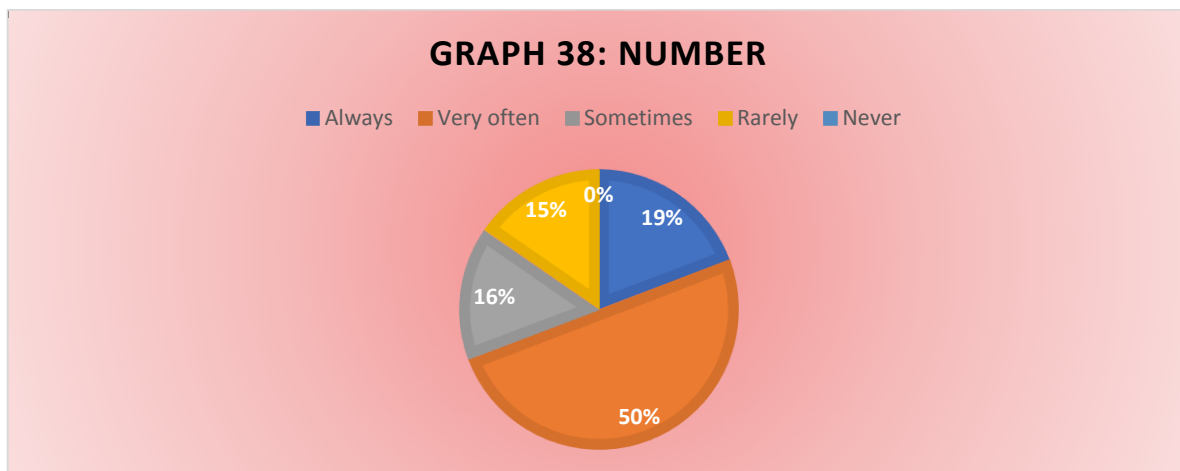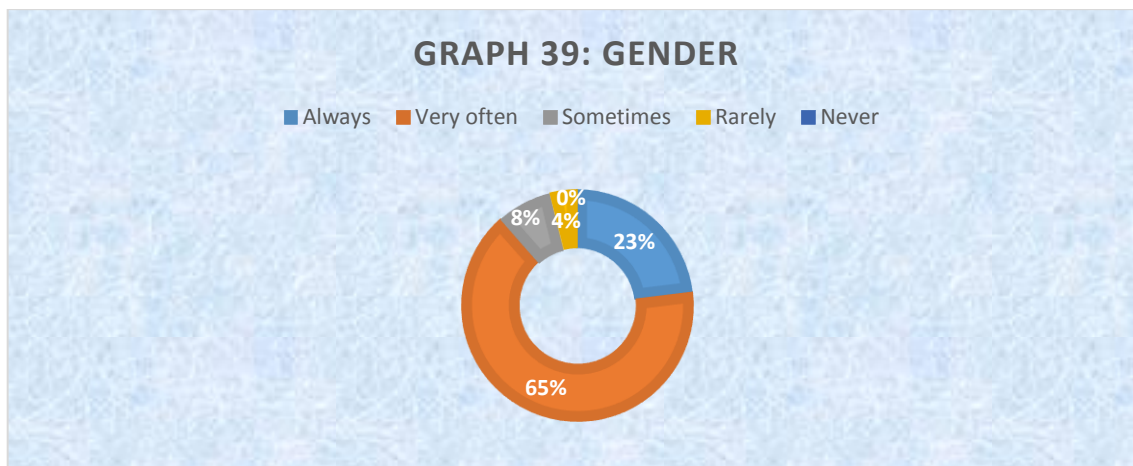

Source: Self-evaluation Checklist Addressed to French I students, Group 1 and 3, on June 10th, 2019

Additionally, in the students' self-evaluation checklists (Graph 38), 50% of students very often wrote the correct plural or singular of words in the activities developed during the sessions. Besides, when being compared with the final test, it was noticed that students did not have any problem with such aspect. They could easily write the plural or singular of words when they were needed. Even though higher percentages were expected, it is noticeable that students have improved a lot after the intervention sessions, but to continue improving, students need to keep practicing aspects such as the male and female forms of words in French.

5.4.2.3. Gender

At the beginning of the semester I-2019, for approximately 90% of students, it was very difficult to recognize the gender of words and to write mostly the female form of them since they had never been exposed to French before they started their studies of the language. However, throughout the development of the interventions, the results obtained with the participant observation checklists (Graph 34, Appendix K) reveals that 44% of students very often performed well in the activities that included writing the gender of words. Besides, students´ performance when writing the male and female of words was sometimes accurate with a 44%. These results were similar to the ones obtained with the non-participant

observation (Graph 35, Appendix K) since they suggest that 56% of students very often did well when they were asked to write the female or male of words in the activities they developed. These results show that students performed well when they were assigned writing activities that implied writing the female and male of words.

GRAPH 39: GENDER

■ Always ■ Very often ■ Sometimes ■ Rarely ■ Never

0%
8% 4%
23%
65%

Source: Self-evaluation addressed to French I students, group 1 and 3, on June 10th, 2019

Additionally, the results gathered with the self-evaluations (Graph 39) show that 65% of students very often took care of the differentiation of the gender of words and tried to use it correctly. These percentages are meaningful since students' progress was evident as it was observed when the teacher gave them some images of actresses for them to write their nationalities, and they did it correctly. As an illustration, most students did well in writing whether male or female words when solving the final test, so the improvement of pupils was noticed even though some students improved more than others.

5.4.3. Analysis of the Final Test

GRAPH 40: TEST RESULTS

[PORCENTAJE]

77%

■ APPROVED ■ REPROVED
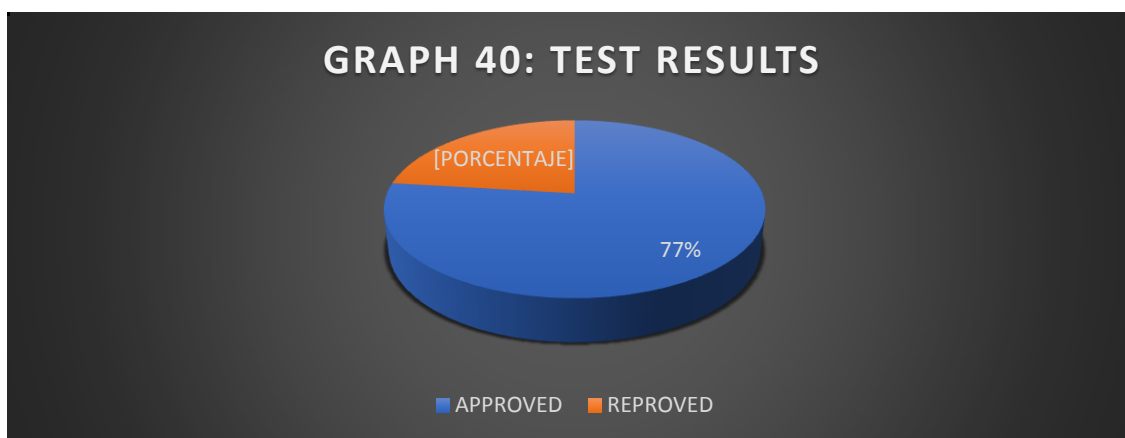
Source: Test addressed to French I students on June 10th, 2019

When students first took French I, they had many difficulties when using proper subject, conjugating verbs, using proper French grammar structures, and appropriate accent marks as it was evidenced in the diagnostic test results in which 84% of learners failed. However, after having implemented different strategies of different methods such as the Grammar Translation Method, the Cooperative Learning Method, and the Eclectic Approach, students made significant improvements since 77% of them approved the final test (Graph 40). This is a positive result as it proved that the activities developed during the interventions were meaningful for students to better their writing. To exemplify, the majority of students did not fail when placing the correct accent mark on words such as clés, là, à, après, arrière, travaillé, remarqué. On the other hand, the final test reflected that students now know the correct use of accents marks. Besides, when conjugating verbs in "passé compose", most students did it excellent since they were able to identify which the auxiliary verb "avoir", or "être" to use to conjugate the verbs. This means that students learned when to use whether "avoir", or "être" when writing using "le passé compose", so the percentage of students who approved the test indicated that after having implemented the intervention sessions, students bettered their writing ability.

5.5. Discussion of the Study Results of the Implementation of Strategies to Help Students Improve their Writing Skill

Having concluded the intervention sessions and analyzed the results gotten, researchers could prove the hypothesis and measure to what extent the general and specific objectives were achieved. The result gotten after this process is presented as follows.

After triangulating and analyzing the results from the interventions, researchers ratified that exposing students to different strategies of the Cooperative Language Learning, Grammar Translation, and Eclectic Approach, such as group work activities, paragraph writing, jigsaw, translation, memorization of words, and games, improved their writing skill. Thence, the results of this quantitative experimental study showed that the hypothesis was confirmed since the implementation of strategies of the Grammar Translation Method, the Cooperative Language Learning Method, and the Eclectic Approach helped French I students improve their writing skill. Researchers compared students´ results obtained throughout the investigation, and there were significant improvements.

Additionally, the general objective "To define the strategies that help French I students improve their writing skill at the Language Department of the Western Multidisciplinary Campus of the University of El Salvador" was accomplished because students made meaningful improvements.

Besides, the first specific objective "To verify if the implementation of strategies of the Cooperative Language Learning Method helps French I students improve their writing skill at the Western Multidisciplinary Campus of the University of El Salvador" was highly reached because students improved a lot even though some activities where not as engaging as expected.

Furthermore, the second specific objective "To determine whether the implementation of the Grammar Translation strategies is suitable to better French I students´ writing skill at the Western Multidisciplinary Campus of the University of El Salvador" was completely achieved since most pupils increased their lexicon and writing performance. Besides, the strategies included in this method were meaningful for students to improve.

Also, the third specific objective "To identify if the implementation of strategies of the Eclectic Approach helps French I students improve their writing skill at the Western Multidisciplinary Campus of the University of El Salvador" was achieved since the majority of pupils have increased their lexicon by using the Eclectic Method.

Finally, The whole process of intervention sessions allowed researchers to answer the following question: Which strategies can be implemented to help French I students of Licenciatura en Idioma Inglés, Opción Enseñanza at the Western Multidisciplinary Campus of

the University of El Salvador improve their Writing Skill, during semester I, 2019? Regarding this, the strategies which can be implemented to help students´ writing skill were group work activities, paragraph writing and their variations, jigsaw activity, translation, memorization of words, and games. All these activities proved to be helpful to improve pupils´ writing skill since students showed significant improvements in their writing.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

After having administered participant and non-participant observation checklists, questionnaires, self-evaluation checklists and a final test to French II students, groups 1 and 3, at the Western Multidisciplinary Campus of the University of El Salvador, and through the analysis of the data collected with such instruments, researchers got to the following conclusions and recommendations.

6.1. Conclusions

After analyzing and interpreted all the data collected, researchers formulated the following conclusions:

Regarding Cooperative Language Leaning strategies, researchers concluded that, in general terms, they are effective because French I students improved their writing skill. On the other hand, group work activities are useful to have students get involved in active learning, and in this way, they can retain more information and feel more confident while learning as a group. Regarding vocabulary searching, researchers concluded that this strategy helps students expand their vocabulary since they look up the meaning of the words they want to know, so they are the ones who build their lexicon. On the other hand, paragraph writing is considered a useful strategy for learners to better their writing ability. Even though some of them lack creativity when writing simple sentences, it was noticed that most of them incorporated more and new vocabulary to their writings. Concerning the jigsaw activity, investigators concluded that it makes students be more active in their learning process as they take the material, internalize it, and share it with their group work; for that reason, this strategy helped students store that information in the long-term memory since they were the protagonists of their own learning. Also, it was concluded that students learn by giving and receiving feedback applying the jigsaw strategy. Regarding writing a story, researchers concluded that it is beneficial to help students express themselves in a better way because throughout the development of the study the majority of learners was able to use their imagination, incorporating in their stories the vocabulary they learned even though some students did not show too much interest when implementing this strategy.

Regarding Grammar Translation strategies, the following aspects were concluded:

translation is an instinctive action that students very often do to know the similarities and differences between the target language and their mother tongue and to get familiar with the target language. Indeed, through translation, students can determine more suitable words to create their pieces of writing. Regarding memorization of new words, it was concluded that it is useful for students since they can increase their lexicon which becomes part of their active vocabulary when they constantly put it into practice. Also, this helps students learn spelling and grammar characteristics of new words. Concerning readings, researchers concluded that students consider this activity very helpful, for they were able to recognize the different uses of words within sentences such as adjectives, and nouns.

Respecting Eclectic Approach strategies, investigators concluded that writing a letter inside the classroom is effective when students are given interesting prompts. Throughout this research study, even though students could practice the grammar structures studied, the vocabulary given, and extra vocabulary to express their ideas with clarity, the development of this strategy was not as significant as researchers expected since most students barely finished their letters and did not give the impression of being motivated to work on their pieces of writing. In addition, researchers concluded that one of the most effective strategies to motivate students to learn and to practice with their classmates the topics studied is games because every time these activities were implemented, students were willing to participate, so this activity helped them gain more confidence when sharing their ideas.

Apropos of the writing skill, investigators got to the conclusion that most students increase their lexicon to express their thoughts more efficiently when developing written activities that include new vocabulary. Considering spelling, researchers concluded that even though students had internalized vocabulary and improved spelling through constant written activities, they still committed some spelling mistakes regarding gender, number, and accent marks. For that reason, students need to be constantly practicing what has been studied, implementing these strategies so that they can better their abilities every day.

6.2. Recommendations

The findings of this study may be of great interest for tutors, students and future researchers of the Western Multidisciplinary Campus of the University of El Salvador in similar settings. Furthermore, these findings will help tutors create and implement more and

accurate strategies to help students improve their writing skill. For this reason, researchers present the following recommendations.

6.2.1. Recommendation for French Teachers

a) Teachers should implement group work activities such as writing consequences and jigsaw memory challenge to have students get engaged in each class so that they can learn through their own learning experience, giving and receiving feedback.

b) Educators should motivate students to look for extra vocabulary at home so that they can develop writing activities in the classroom more effectively, for example, they can assign students to look for extra vocabulary related to any specific category.

c) Facilitators should motivate students to write short paragraphs inside the classroom at the end of every class to evaluate students' understanding; thus, they can provide feedback and help them improve.

d) They should bring creative prompts to have students get engaged each activity so that students can practice the vocabulary given during the lessons.

e) Tutors should assign short pieces of writing for students to translate them at home.

f) Teachers should provide short and alluring stories, dialogs, and paragraphs to teach grammar structures and new words in context to catch students' attention.

g) Facilitators should implement games to introduce a new topic, to practice any grammar structure, and memorize vocabulary in a target language, for example, Scatter-gories, Taboo Words, Board Race, Puzzles, and so on.

h) Tutors should implement activities which require the use of new words, for example, word chain activity.

i) They should bring to the classroom activities that help students practice the spelling of words, for example, can you spell any word?

6.2.2. Recommendations for Students

a) Students should get engaged in group activities, participating actively so that they can apply what they have learned.

b) Students should not only use the vocabulary given but also look new vocabulary up on

their own to use it when writing.

c) Learners should motivate themselves to practice their writing skill organizing study groups so that they can learn from each other.

d) Pupils should continue practicing every single word they consider difficult, identify the grammatical category they belong to, and write at least one sentence per word.

e) Students should always bring an electronic or physical dictionary with them to solve any doubt or to check the meaning of unknown words.

f) Students should continue improving their writing skill by engaging themselves in the activities developed by the teachers, for the most they get involved in the activities, the most they expand their lexicon.

g) Learners should practice the spelling of words at home; in other words, they should look for activities outside the classroom to improve their spelling.

6.2.3. Recommendations for Future Researchers

a) Researchers should investigate more strategies to increase students´ lexicon when learning a second language.

b) Investigators should explore about different writing activities that can be carried out in groups to improve writing skill.

c) They should investigate about ways to diversify and incorporate paragraph writing inside the classroom.

d) They should investigate about positive and negative effects of translation on students who learn a foreign language.

e) Researchers should investigate the effect of the implementation of games in the class to practice and expand students´ vocabulary.

f) They should investigate about activities that can be carried out at home to increase students´ lexicon.

g) Researchers should investigate more ways to improve students´ spelling of words.

h) Researchers should conduct an Action Research in which they take into account the development of the four macro skills in a short period of time like the one allotted at the Western Multidisciplinary Campus for the two terms in which French is taught.

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APPENDICES

APPENDIX A: PERMISSION LETTERS

Santa Ana, 27 de marzo del 2019

Lcdo. Víctor Hugo Rivera

Catedrático a cargo de francés I, GT 3

Presente

Respetable licenciado Rivera:

Reciba un cordial saludo de parte de los estudiantes Silvia Cardona, Karen Hernández, Idalia López y Víctor Javier, miembros del grupo de tesis numero 6 esperando se encuentre gozando de éxito en sus labores cotidianas.

Por este medio, solicitamos su permiso para administrar un examen diagnóstico a los estudiantes de Francés I, grupo 3 del cual usted está a cargo con el fin de obtener información acerca de cuán habilidosos son los estudiantes respecto al desarrollo de la escrita del idioma hasta el momento.

La información colectada es para argumentar la existencia del fenómeno a estudiar en nuestro proyecto de tesis denominado: A STUDY OF THE STRATEGIES TO ENHANCE FRENCH I STUDENTS' WRITING SKILL AT THE WESTERN MULTIDISCIPLINARY CAMPUS OF THE UNIVERSITY OF EL SALVADOR DURING SEMESTER I, 2019. El objetivo general del proyecto es el siguiente: to define the strategies that enhance French I students´ writing skill at the Language Department of the Western Multidisciplinary Campus of the University of El Salvador during semester I, 2019.

En espera de su apoyo y aprobación:

Atentamente,

Rosa Idalia López Portillo Marroquín

Vo.Bo.   MSc.   Blanca   Estela

Representante del grupo de tesis

Asesor de tesis

Santa Ana, 27 de marzo del 2019

Lcdo. Moisés López

Catedrático a cargo de francés I, GT 1

Presente

Respetable licenciado López:

Reciba un cordial saludo de parte de los estudiantes Silvia Cardona, Karen Hernández, Idalia López y Víctor Javier, miembros del grupo de tesis numero 6 esperando se encuentre gozando de éxito en sus labores cotidianas.

Por este medio, solicitamos su permiso para administrar un examen diagnóstico a los estudiantes de Francés I, grupo 1 del cual usted está a cargo con el fin de obtener información acerca de cuán habilidosos son los estudiantes respecto al desarrollo de la escrita del idioma hasta el momento.

La información colectada es para argumentar la existencia del fenómeno a estudiar en nuestro proyecto de tesis denominado: A STUDY OF THE STRATEGIES TO ENHANCE FRENCH I STUDENTS' WRITING SKILL AT THE WESTERN MULTIDISCIPLINARY CAMPUS OF THE UNIVERSITY OF EL SALVADOR DURING SEMESTER I, 2019. El objetivo general del proyecto es el siguiente: to define the strategies that enhance French I students´ writing skill at the Language Department of the Western Multidisciplinary Campus of the University of El Salvador during semester I, 2019.

En espera de su apoyo y aprobación:

Atentamente,

Rosa Idalia López Portillo   Vo.Bo.   MSc.   Blanca   Estela
Marroquín

Representante del grupo de tesis   Asesor de tesis

APPENDIX B: OBSERVATION CHEKLIST

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

OBSERVATION CHECKLIST ADDRESSED TO FRENCH I STUDENTS OF LICENCIATURA EN IDIOMA INGLÉS: OPCIÓN ENSEÑANZA, SEMESTER I-2019

OBJECTIVE: to gather information about French I students´ writing skill performance

DIRECTION: write an X in the box of your choice

	Always	Very often	Sometimes	Rarely	Never
1) Students receive enough practice inside the classroom.					
2) Students have a considerable lexicon according to their level.					
3) Students translate new words into their mother tongue.					
4) Students work in pairs or groups in activities developed inside the classroom.					

Comments:

_____
_____
_____

APPENDIX C1: STUDENTS´ DIAGNOSTIC INTERVIEW

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

DIAGNOSTIC INTERVIEW GUIDE ADDRESSED TO FRENCH I STUDENTS OF LICENCIATURA EN IDIOMA INGLÉS: OPCIÓN ENSEÑANZA, SEMESTER I-2019

Date: _____

Interviewer: _____

OBJECTIVE: to know students' opinions about their French writing skill.

Direction: Ask French I students the following questions orderly and give them the proper time to answer

1. Do you have any previous knowledge about French? Have you ever taken any French course before? Explain.
2. Do you consider you have enough practice to better your writing skill inside the classroom? Why?
3. Do you consider you have already mastered the vocabulary taught in classes to perform well in writing activities or evaluations? Why?
4. Do you translate your ideas from English to French when you write? (if so) Why?
5. Do you work or study in groups to improve your writing ability? why?
6. What do you do to improve your writing skill of French?

APPENDIX C2: TEACHERS´ DIAGNOSTIC INTERVIEW

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

DIAGNOSTIC INTERVIEW GUIDE ADDRESSED TO FRENCH I TEACHERS OF LICENCIATURA EN IDIOMA INGLÉS: OPCIÓN ENSEÑANZA, SEMESTER I-2019

Date: _____

Interviewer: _____

OBJECTIVE: To know the teachers' opinions about their students' writing skill.

Direction: Ask French I teachers the following questions orderly and give them the proper time to answer them.

1. According to your experience as a French teacher, which are the main problems that French learners face at the beginning of the French learning process?

2. Do you consider that insufficient previous knowledge affects students' performance in the development of the French writing skill? How does it affect students' performance in writing activities?

3. Do you consider your students receive sufficient practice to better their writing ability inside the classroom?

4. Do you consider your students have already assimilated enough vocabulary to perform well in writing activities or evaluations up to this point of the course?

5. Do you use English when students do not know how the grammar or vocabulary of French is used?

6. Do you consider that group-work helps students improve their writing ability? Why?

7. In your opinion, which are the main challenges French I students have when they take the subject?

APPENDIX D: DIAGNOSTIC TEST

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

DIAGNOSTIC TEST ADDRESSED TO FRENCH I STUDENTS OF LICENCIATURA EN IDIOMA INGLÉS: OPCIÓN ENSEÑANZA, SEMESTER I-2019

Date: _____

OBJECTIVE: to obtain data about how skillful French I students are so far regarding the development of the writing ability.

I. Placez les accents où c´est nécessaire.

La vie quotidienne d'un écrivain

La journaliste : Jules Lesage, vous etes un ecrivain connu. Racontez-nous une journee normale.

Jules Lesage : Je n´ai pas de journee normale ! Bon, je plaisante… Je fais comme tout le monde, je me leve le matin et je me couche le soir !

La journaliste : A quelle heure vous vous levez, en general ?

Jules Lesage : Je me leve a 8 heures. Je me prepare pas tout de suite, je reste en pyjama. D´abord, je m´occupe de mon courrier, j´ ouvre mes mails. Je me demande pourquoi je reçois tellement de messages !

 La journaliste : Et ensuite ?

Jules Lesage : Eh bien, je prends un bon cafe. Apres je me douche, je me rase, je me brosse les dents et je m´habille. Rien d´original ! je suis un homme normal !

La journaliste : Qu´est-ce que vous faites quand vous n´ecrivez pas ?

Jules Lesage : Je me promene dans la foret… Je m´interesse beaucoup aux plantes, aux fleurs, aux arbres, a la nature en general. C´est une source d´inspiration, vous comprenez…

II. Faites des phrases complètes et logiques en utilisant les éléments demandés.

1. Aff. / présent de l´indicatif / « quand » / acheter

_____

2. Elles/ ? / verbes du 1er groupe / nationalité

_____

3. Nous / nég. / présent de l´indicatif / protéger

_____

III. Conjuguez les verbes ci-dessous au présent de l´indicatif.

Commencer	Manger	Étudier
Je		
Tu		
Il		
Nous		
Vous		
Ils		
Téléphoner	Voyager	Jeter
Je		
Tu		
Il		
Nous		
Vous		
Ils		

IV. Faites des phrases complètes et logiques en utilisant les mots suivants.

Maison (?), voiture(+), vélo (-), partager(+), appeler (-)

APPENDIX E1: PARTICIPANT OBSERVATION CHEKLIST

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

PARTICIPANT OBSERVATION CHECKLIST ADDRESSED TO FRENCH I STUDENTS, GROUP 1 AND 3, OF LICENCIATURA EN IDIOMA INGLÉS: OPCIÓN ENSEÑANZA, SEMESTER I-2019

Observer: _____ Date: _____

Objective: To collect data about French I students´ writing performance, group 1 and 3.

Directions: Mark with an "x" the choice of your preference based on what you have observed during the sessions.

SCALE: 5= always, 4=very often, 3=sometimes, 2=rarely, 1=never, 0 = N/A

Indicators	5	4	3	2	1	0
1. When **group work activities** are developed in the classroom, students participate actively and use the vocabulary given.						
2. Students **look for vocabulary** and expand their lexicon writing a variety of words.						
3. When learners write **paragraphs**, they organize and improve their writing.						
4. **Jigsaw** strategy helps students build their knowledge through their classmates´ experiences.						
5. When students are asked to **write a story**, they practice the structures taught in class and write with coherence.						

6. When students write a piece of writing, they **translate** words they are not familiar with for putting into practice and memorizing them.					
7. Learners increase their lexicon by **memorizing words** and use them when writing.					
8. Students use **reading** to find new words and ideas to be included in pieces of writing.					
9. When students are asked to **write a letter**, they use and include the vocabulary and structures.					
10. When teachers review or present the lesson through **games,** students seem to be engaged and get new vocabulary as well.					
11. Students use **vocabulary** according to what they have been taught.					
12. When students write, they take care of **spelling mistakes**, as well as gender and number used in a sentence.					

APPENDIX E2: NON-PARTICIPANT OBSERVATION CHEKLIST

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

NON-PARTICIPANT OBSERVATION CHECKLIST ADDRESSED TO FRENCH I STUDENTS, GROUP 1 AND 3, OF LICENCIATURA EN IDIOMA INGLÉS: OPCIÓN ENSEÑANZA, SEMESTER I-2019

Observer: _____ Date: _____

Objective: To collect data about French I students´ writing performance, group 1 and 3

Directions: Mark with an "x" the choice of your preference based on what you have observed during the sessions.

SCALE: 5= always, 4=very often, 3=sometimes, 2=rarely, 1=never, 0 = N/A

Indicators	5	4	3	2	1	0
1. When **group work activities** are developed in the classroom, students participate actively and use the vocabulary given.						
2. Students **look for vocabulary** and expand their lexicon writing a variety of words.						
3. When learners write **paragraphs**, they organize and improve their writing.						
4. **Jigsaw** strategy helps students build their knowledge through their classmates´ experiences.						
5. When students are asked to **write a story**, they practice the structures taught in class and write with coherence.						
6. When students write a piece of writing, they **translate** words they are not familiar with for						

putting into practice and memorizing them.						
7. Learners increase their lexicon by **memorizing words** and use them when writing.						
8. Students use **reading** to find new words and ideas to be included in pieces of writing.						
9. When students are asked to **write a letter**, they use and include the vocabulary and structures effectively.						
10. When teachers review or present the lesson through **games,** students seem to be engaged and get new vocabulary as well.						
11. Students use **vocabulary** according to what they have been taught.						
12. When students write, they take care of **spelling mistakes**, as well as gender and number used in a sentence.						

APPENDIX F: STUDENTS´ QUESTIONNAIRE   N._____

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

QUESTIONNAIRE ADDRESSED TO FRENCH I STUDENTS, GROUP 1 AND 3, OF LICENCIATURA EN IDIOMA INGLÉS: OPCIÓN ENSEÑANZA, SEMESTER I-2019 AFTER THE INTERVENTION SESSIONS

Group number: _____   Date: _____

OBJECTIVE: To know students' opinions about their writing performance in French I, group 1 and 3, during semester I, 2019.

DIRECTION: Answer the following questions by circling the choice that best describe your performance. Your information will be kept anonymous; thus, you can be as sincere as possible.

1. How effective were group work activities inside the classroom to develop your writing ability?

 a. Very effective   b. Somehow effective   c. Very little effective   d. Not effective at all

2. How helpful was vocabulary searching to step up your lexicon?

a. Very helpful   b. Somehow helpful   c. Very little helpful   d. Not helpful at all

3. How helpful was paragraph writing to better your writing ability?
a. Very helpful   b. Somehow helpful   c. Very little helpful   d. Not helpful at all

4. How helpful were working in cooperative learning groups, and receiving feedback to better your writing ability?
a. Very helpful   b. Somehow helpful   c. Very little helpful   d. Not helpful at all

5. How effective were writing stories inside the classroom to improve your writing ability?

a. Very effective   b. Somehow   c. Very little effective   d. Not effective at all

6. When you were asked to write a piece of writing inside the classroom, how important was translation?

a. Very important   b. Somehow important   c. Very little important   d. Not important at all

7. How beneficial was memorizing new words every class to increase your lexicon?

a. Very beneficial   b. Somehow beneficial   c. Very little   d. Not beneficial at all

8. How helpful were reading exercises to increase your lexicon?

a. Very helpful   b. Somehow helpful   c. Very little helpful   d. Not helpful at all

9. How helpful was writing a letter to put into practice grammatical structures and vocabulary studied?

a. Very helpful   b. Somehow helpful   c. Very little helpful   d. Not helpful at all

10. How beneficial was learning through games to put into practice grammatical structures and new vocabulary?

a. Very beneficial   b. Somehow beneficial   c. Very little   d. Not beneficial at all

APPENDIX G: SELF EVALUATION CHEKLIST N._____

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

SELF EVALUATION CHEKLIST ADDRESSED TO FRENCH I STUDENTS, GROUP 1 AND 3, OF LICENCIATURA EN IDIOMA INGLÉS: OPCIÓN ENSEÑANZA, SEMESTER I-2019

Date: _____

Objective: To know students´ opinion about their writing performance after the intervention sessions

Directions: Mark with an "x" the choice that best describes your performance.

SCALE: 5= always, 4=very often, 3=sometimes, 2=rarely, 1=never, 0=N/A

Indicators	5	4	3	2	1	
1. **Vocabulary** I use vast of vocabulary learned in classes when creating pieces of writing.						
2. **Spelling** I write the common words used in writing activities correctly.						
• **Accents** are placed correctly in every word used. I am able to differentiate changes in accent marks when conjugating verbs and writing common words.						

• **Number** I am able to write the singular and plural of words correctly.					
• **Gender** I am able to identify the masculine and feminine of words and to write the corresponding form of adjectives following the rule of gender in words.					

APPENDIX H: FINAL TEST

University of El Salvador

Western Multidisciplinary Campus

Foreign Language Department

TEST ADDRESSED TO FRENCH I STUDENTS OF LICENCIATURA EN IDIOMA INGLÉS: OPCIÓN ENSEÑANZA

Date: _____

Objective: to obtain data about how skillful French I students are regarding the development of the writing ability after having carried out all the intervention sessions.

I.   Placez les accents où c´est nécessaire.

Simon a travaille aujourd´hui de 8 heurs a 16 heures. Apres le travail, il est rentre a la maison. Devant la porte, il a remarque qu´il avait oublié ses cles au travail. Pour pouvoir rentrer chez lui, il va donc chercher son double de cles caché sous le pot de fleurs au-dessus de la porte a l´arrière de la maison. Heureusement que les cles sont la ! simon peut rentrer a la maison !

II.   Faites des phrases complètes et logiques en utilisant les éléments demandés.

a)   Il y a / négatif / lait / dans le réfrigérateur

_____

b)   Manger / passé composé / de l´ (masculin) / nous / complément

_____

c)   Boire / passé composé / quantité / expression de temps

_____

d)   Ne… personne / elle / dans la salle de classe

_____

e)   Emelie / nationalité féminine / mais / elle / ne… plus / habiter

_____

Tomber	Boire
Je	
Tu	
Il	
Elle	
On	
Nous	
Vous	
Ils	
Elles	
Sortir	Recevoir
Je	
Tu	
Il	
Elle	
On	
Nous	
Vous	
Ils	
Elles	

III. Conjuguez les verbes ci-dessous passé composé.

IV. Faites des phrases complètes et logiques en utilisant les mots suivants

1. Brésilien (féminine) 2. Celui-là   3. Quand (question) 4. Pourquoi (question)

APPENDIX I: LESSON PLAN

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

ENGLISH LANGUAGE DEPARTMENT

Macro Lesson Plan

Subject: French I, Group: 1 and 3, Semester I – 2019, Time: 18 hours

Learning Objectives: At the end of the class, SWBAT:

- ✓ write affirmative, negative and interrogative sentences using the verb "il y a" accurately.
- ✓ identify the feminine of the nationalities in French correctly.
- ✓ write sentences using the feminine form of the nationalities correctly.
- ✓ write the correct form of the demonstrative pronouns in an accurate way.
- ✓ identify the different negations´ forms
- ✓ write the correct form of negative sentences accurately.
- ✓ write sentences using the prepositions correctly.
- ✓ identify all forms of making questions by reading a passage.
- ✓ write one example per each type of question.
- ✓ idenfity and write the correct "partitif" in a piece of writing.
- ✓ write sentences using "le passé composé" correctly.
- ✓ identify the different usage of the auxiliary "Être" and "Avoir".
- ✓ recognize the verbs "de mouvement" and "les pronominaux".

Resources: board, markers, eraser, copies, pictures, charts

Warm-up:

Word Association

- Give students an initial word, for example, classroom
- Each student takes it in turns to say a word which they associate with the previous word.
- If the connection isn't obvious, challenge the student to justify their choice.

Example: salle de classe – école – pupitre – étudiant – cahier – crayon

Memorization Words:

-Bring a chart to show the prepositions represented with pictures,

-have students memorize each preposition,

-break the class into 2 groups,

-put the pictures in disorder without the preposition,

-have both groups write the preposition to each picture. The group that finishes first and writes them correctly wins.
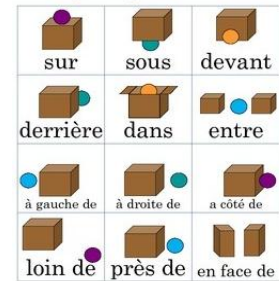
Pre-activities:

1. Show students some pictures of famous women and ask them for their nationalities. Ask them to write their sentences on the board.
2. Have students read the following dialogue and underline all types of questions.

Professeur: Quel genre d'enfant êtes-vous?

Enfant: Je suis très calme et très curieuse.

Professeur: Comment passez-vous votre temps libre?

Enfant: Je sors peu de chez moi. Je joue avec mes frères et sœurs et nous passions les mercredis et les dimanches tranquillement en famille.

Professeur: Vous n'avez pas d'amis?

Enfant: Si bien sûr, j'ai des camarades de classe, mais ils ne viennent jamais à la maison.

Professeur: Vous pratiquez un sport?

Enfant: Je fais de l'équitation tous les mercredis après-midi. J'adore ça.

Professeur: Jouez-vous d'un instrument?

Enfant: Oui, je joue du violon et mes parents aussi jouent du violon.

Professeur: Où passez-vous vos vacances?

Enfant: Alors, Chaque année je vais à la mer parce que mon oncle a une maison secondaire là-bas.

3. Ask 2 volunteers to write on the board the conjugation of the verbs "'être" and "avoir" to introduce the simple past tense.
4. Divide the class into 2 groups and have them write on the board as many words of the category "food" as possible in 3 minutes.

Grammar notes:

« IL Y A »

Forme affirmative

« Il y a » signale l´existence d´une personne ou d´une chose dans un lieu :

Dans la rue,

Sur la place,   il y a des arbres en fleurs.

Dans mon jardin,

« Il y a » + nom est une construction impersonnelle toujours au **singulier** :

Dans la rue, il y a   un homme.

                           dix hommes.

Le lieu n´est pas nécessairement exprimé :

À huit heures, il y a un match de football. (à la télévision, etc)

« il n´y a pas»

Pour faire la négation, on suivre la forme souvent :

Il + n´ + y + a + pas + de…

Exemple :

Il n'y a pas de chat sur la table

Il n'y a pas 2 livres dans mon sac

Forme interrogative

Pour former des questionnes, on suivre la forme suivent :

Y + a + -t- + il… + ?

Exemples :

Y a-t-il des magasins près d'ici?

Y a-t-il un problème?

Y a-t-il un chat sur la table?

Y a-t-il 2 livres dans mon sac?

Le masculin / féminin des adjectifs des nationalités

The nationality adjectives ending in *-e* are identical for men and women. They have the same pronunciation, and they do not suffer any change, for example:

-Il est slovaque, slovène, russe, belge, bulgare, croate, serbe, suisse, tchèque.

-Elle est slovaque, slovène, russe, belge, bulgare, croate, serbe, suisse, tchèque.

Règles

1. Ajouter un *–e* au masculin

terminaison: -ois / -oise	Il est chinois.	Elle est chinoise.
	danois	danoise
	suédois	suédoise
	québécois	québécoise
terminaison: -ais / -aise	Il est congolais.	Elle est congolaise.
	sénégalais	sénégalais
	français	française
	anglais	anglaise
	japonais	japonaise
	portugais	portugaise
terminaison: -ain / -aine	Il est américain.	Elle est américaine.
	cubain	cubaine
	mexicain	mexicaine
	roumain	roumaine
	marocain	marocaine

terminaison: -an / -ane	Il est afghan.	Elle est afghane.
terminaison: -in / -ine	Il est argentin.	Elle est argentine.
terminaison: -on / -one	Il est letton.	Elle est lettone.
terminaison: -and / -ande	Il est allemand.	Elle est allemande.
terminaison: -ol / -ole	Il est espagnol.	Elle est espagnole.

2. Ajouter un –*ne* au masculin:

terminaison: -ien / -ienne	Il est italien.	Il est italien.
	canadien	canadienne
	colombien	colombienne
	brésilien	brésilienne
	péruvien	péruvienne
	égyptien	égyptienne
	vénézuélien	vénézuélienne
	vietnamien	vietnamienne
	étasunien	étasunienne
	galicien	galicienne
terminaison: -éen / -éenne	Il est coréen.	Ell est coréenne.

3. Invariables:

terminaison: -e au masculin	Il est suisse.	Elle est suisse.
	belge	belge
	russe	russe
	arabe	arabe

4. Autres

	Il est grec.	Elle est grecque.

Pronoms Démonstratifs

The demonstrative pronouns are used to replace names previously mentioned to avoid repetition. There are also neutral phrases which replace complete ideas.

	singulier	pluriel
Masculine	**celui** (éste) **celui-ci** (éste) **celui-là** (ése, aquél)	**ceux** (éstos) **ceux-ci** (éstos) **ceux-là** (ésos, aquéllos)
Femenin	**celle** (ésta) **celle-ci** (ésta) **celle-là** (ésa, aquélla)	**celles** (éstas) **celles-ci** (éstas) **celles-là** (ésas, aquéllas)

Pronoms démonstratifs invariables

ce, c´	
'Ce' est souvent sujet du verbe être	Ce sont des acteurs.
Ce devient c' devant une voyelle	C'est très beau.
Ce est aussi utilisé devant 'devoir être' et 'pouvoir être'	Ce doit être difficile.
On le trouve devant un pronom relatif	Fais ce qui te plaît.

Examples :

Ce doit être une soucoupe volante.

Ce qui me plaît, c'est leur bonne humeur.

How to use it:

'Ce' peut exprimer l'idée de celui qui parle : C'était le bon temps.

Il peut remplacer un groupe nominal : Ce gâteau, c'est un délice.

Il peut remplacer une proposition ou une phrase : Tom a été reçu à son examen, ce qui nous a réjouis.

Règles

Lorsque le verbe 'être' est placé entre deux verbes à l'infinitif 'ce' est obligatoirement devant le second
Partir, c'est mourir un peu.
Sauf lorsque le second verbe est à la forme négative
Souffler n'est pas jouer.

ceci, cela	
Ceci indique par opposition à cela la chose la plus proche de celui qui parle.	
Ceci est à moi, cela est à toi.	Lisez ceci, ne lisez pas cela.
Ceci s'emploie pour annoncer ce qui va suivre.	
Ecoutez bien ceci : il est interdit de jouer avec le feu.	Retenez ceci, il est important de...
Cela fait référence à ce qui précède.	
Il est très en retard, cela m'inquiète.	Qui te l'a dit ? Cela est complètement faux

Jean n'est pas encore arrivé, cela m'inquiète.

Avec le reste des verbes, sauf être, nous utilisons le pronom démonstratif neutre ça.

La musique de Mozart? **Ça** m'intéresse !

LES DIFFERENTS TYPES DE NEGATION

- ❖ **Elle est composé de 2 parties ne (n')… …...……. + une autre partie.**

- ❖ **Le « ne« disparait parfois à l'oral, mais il est obligatoire à l'écrit.**

❖ **On utilise en français le mot Non pour répondre négativement à une question:**

      Example: Est-ce que Jean vient ce soir au cinéma avec nous ?

           Non, il va au théâtre.

❖ **Pour répondre affirmativement, on dit si (si la question est négative).**

      Example: Il n'est pas français? Si, il est né à Lyon.

❖ **Après une négation, les articles un, une, de ou du, de l', de la deviennent de ou d':**

   Example : -Avez-vous une voiture? Nous n'avons pas de voiture.

        -Il n'y a pas d'arbres dans le parc.

    ➤ **Mais il y a des exceptions, après le verbe être:**

   Exemple: -Ce n'est pas une bonne amie.

        -Ce n'est pas un musée botanique mais ornithologique.

<div align="center">

Formes

➕ **NE/N'…………..…….PAS**

</div>

Mots affirmatifs	Mots Négatifs
……………………	NE…………..…….PAS

➕ **Exemples :**

- **Temps simple**

    Je **ne** parle **pas** français avec mes amis tous les jours.

- **Verbe + infinitif**
  - ➕ Je **ne** veux **pas** manger de haricots aujourd'hui.
  - ➕ Je **ne** veux **pas** manger de haricots aujourd'hui.

- **Impératif**

  ᛭ Ne parle pas avec lui s'il vous plait !

  ᛭ **NE /N'…………….…….PLUS**

Mots affirmatifs	Mots Négatifs
ENCORE **TOUJOURS**	**NE………………..…….PLUS**

᛭ **Exemples :**

- **Temps simple**

  ᛭ Elle fume encore.

  ᛭ Elle **ne** fume **plus** avec ses amies.

- **Verbe + infinitif**

  ᛭ Vous allez toujours étudier anglais dans l'académie ?

  ᛭ Je **ne** vais **plus** étudier anglais dans l'académie.

  ᛭ Je **ne** veux **plus** parler avec Maria.

- **Impératif**

  ᛭ Ne bois plus!

  ᛭ **NE /N'…………….…….JAMAIS**

Mots affirmatifs	Mots Négatifs
TOUJOURS, QUELQUEFOIS, SOUVENT, PARFOIS	**NE………………..…….JAMAIS**

᛭ **Exemples :**

- **Temps simple**

  ᛭ Nous **ne** voyons **jamais** de café dans la cafeteria.

  ᛭ Vous **ne** sortez **jamais** avec moi.

- **Verbe + infinitif**

  ᛭ Je **ne** peux **jamais** sortir dans la semaine.

  ᛭ Ils **ne** vont **jamais** apprendre à conduire cette voiture.

- **Impératif**

  - **Ne** bois **jamais** avant de conduire!

    + **NE /N'…………..……..RIEN**

Mots affirmatifs	Mots Négatifs
QUELQUE CHOSE / TOUT	**NE…………..…….RIEN**

+ **Exemples :**

  - **Temps simple**

    + Ils ne savent rien du foot.

    + Rien n'est possible.

    + Nous ne voyons rien dans la télé.

  - **Verbe + infinitif**

    + Je **ne** vais **rien** faire dans les vacances.

    + Ils **n'**adorent **rien** dans la discothèque.

  - **Impératif**

    + **Ne** faites **rien**!

      + **NE /N'…………..…….PERSONNE**

Mots affirmatifs	Mots Négatifs
QUELQU'UN/ TOUT LE MONDE	**NE…………..…….PERSONNE**

+ **Exemples :**

  - **Temps simple**

    + Tu **ne** connais **personne** dans le restaurant.

    + Je **ne** vois **personne** dehors la classe.

  - **Verbe + infinitif**

    + Je **ne** veux voir **personne** en ce moment.

    + Ils **ne** veulent parler avec **personne** après la graduation.

  - **Impératif**

    + **Ne** vois **personne**!

➕ **NE /N'…………….…….AUCUN/E**

Mots affirmatifs	Mots Négatifs
(EN REFERENCE A UN GROUPE PRECIS)	**NE…………….……….AUCUN/E**

➕ **Exemples :**

- **Temps simple**
    - ➕ Je n'ai aucun ami en Europe.
    - ➕ Aucune de nos amies n'est là.
- **Verbe + infinitif**
    - ➕ Je **ne** vais voir aucun client dans l'après-midi.
    - ➕ Ils **ne** peuvent faire **aucun** exercice.
- **Impératif**
    - ➕ **Ne** voyez **aucune** image!

➕ **NE /N'…………….…….NI…….NI**

Mots affirmatifs	Mots Négatifs
ET	**NE…………….……….NI…….NI**

➕ **Exemples :**

- **Temps simple**
    - ➕ Je **n'**ai **ni** voiture **ni** vélo.
    - ➕ Il **ne** fait **ni** le ménage **ni** la vaisselle.
- **Verbe + infinitif**
    - ➕ Je **ne** vais n'étudier ni pratique dans les vacances.
    - ➕ Tu **ne** bois **ni** de the **ni** de café.

➕ **NE /N'…………….…….NULLE PART**

Mots affirmatifs	Mots Négatifs

QUELQUE PART/ PARTOUT	NE……………..……NULLE PART

- 🞣 **Exemples :**
  - **Temps simple**
    - 🞣 On **ne** trouve **nulle part** de l'argent.
  - **Verbe + infinitif**
    - 🞣 Il **ne** va aller **nulle part** ce week-end.

There are many other ways which follow the same grammatical rules

Ne….. pas encore *not yet*

Il n´est pas encore arrivé.

Ne… pas toujours *not always*

Je ne mange pas toujours ici.

Ne…. pas du tout *not at all*

Je n´aime pas du tout les épinards.

Ne…. pas non plus *neither, no either*

je n´aime pas non plus les légumes.

Ne… nullement *not at all*

Il ne veut nullement venir.

Ne…. que *only*

il n´y a que deux chiens.

_____

Pas + adjective

Il doit être ravi ! – pas ravi, mais content, oui.

He must be delighted! – not delighted, but happy.

C´est un homme pas sympathique.

He is an unkind man.

Pas possible!

Not possible!

Pas + adverb

Est-ce que vous voulez un peu de jus de fruits ? - oui, mais pas beaucoup

Ça va ? **-** pas mal

Pas si vite ! – not so fast !

Pas + noun

Elles viennent mercredi ? – non, pas mercredi. Jeudi.

Pas + pronoun

Qui veut nous aider ? – pas moi !

Les Prepositions

Introduction

Les prépositions sont des mots courts et invariables qui servent à relier un élément de la phrase à un autre. Il existe des prépositions simples (*à, chez,* etc…) et des locutions prépositionnelles (*d'après, près de,* etc…). *Exemples :*

Il est allé <u>chez</u> le coiffeur. Elle habite <u>près de</u> Bordeaux.

Les prépositions sont des éléments grammaticaux difficiles à traduire d'une langue à l'autre. Pour établir une traduction en/à partir du français, il est important de vérifier dans le dictionnaire si l'emploi des prépositions est correct.

<u>Remarques préliminaires</u>

Les prépositions *à*, *de* et *en*

Les prépositions *à*, *de* et *en* sont répétées dans les énumérations.

Exemples :

Elle a donné un mouchoir <u>à</u> Pierre et <u>à</u> Zoé.

Il faut <u>de l'</u>eau, <u>de la</u> farine et <u>du</u> sel pour faire une pâte à pizza.

Note les contractions des prépositions *à* et *de* employées avec les articles *le* et *les*.

Préposition + article	Exemple
à + le = au	la glace <u>au</u> chocolat (helado de chocolate)
à + les = aux	Fais attention <u>aux</u> enfants !
de + le = du	parler <u>du</u> jeu (juego)
de + les = des	C'est la table <u>des</u> enfants.

Les prépositions avant et devant

Tandis qu'avant a un sens temporel, devant a un sens spatial.

Exemples :

Elle se brosse les dents avant d'aller se coucher.

Ne pas confondre...

sur (préposition) et sûr (adjectif = certain)

Exemple :

Il est monté sur la table pour réparer la lampe. Il est sûr d'avoir réparé la lampe hier.

Les prépositions temporelles

	avec les heures	à 8 heures
à	avec le printemps	au printemps
	avec les siècles	au XXème siècle
	avec la durée précise de.. à ..	de 8 heures à 9 heures
après	après une donnée temporelle / chose précise	après 8 heures
		après le cours
avant	avant une donnée temporelle /une chose précise	avant 8 heures
		avant le cours
dans	avec une durée précise	dans une heure
de	avec la durée précise *de ... à*	de 8 heures à 9 heures

	...	du lundi au jeudi
depuis (desde)	depuis une donnée temporelle précise	depuis 1980
		depuis 2 ans
dès	dès une donnée temporelle précise	dès 8 heures
		dès lundi
en	avec les mois	en février
	avec les saisons, excepté le printemps	en été, en automne, en hiver
	avec les années	en 2008
jusque (hasta)	jusqu'à une donnée temporelle précise	jusqu'en février
pendant	pour exprimer la durée	pendant les vacances
		pendant trois jours

Les prépositions spatiales

	avec les bâtiments	**à la bibliothèque, au cinéma**
à	avec les villes	à Paris
	avec les noms de pays masculins	au Pérou, aux Etats-Unis
à côté (al lado)	à côté de quelque chose	Jeanne est à côté de la voiture.
à droite	à côté de quelque chose	Jeanne est à côté de la voiture.
à droite	à droite de quelque chose	à droite de la voiture
à gauche	à gauche de quelque chose	à gauche de la voiture
au-delà	au-delà de quelque chose	au-delà des montagnes
au-dessous (abajo de)	au-dessous de quelque chose	au-dessous de la voiture
au-dessus (encima)	au-dessus de quelque chose	au-dessus de la voiture
à travers	à travers quelque chose	à travers la porte
		à travers la France
chez	chez une personne	chez Christophe

	chez un commerçant	chez le coiffeur, chez le fleuriste
contre	contre quelque chose	contre la voiture
dans	avec les livres, les journaux	dans le livre
	avec les moyens de transport	dans le train
	avec le monde	dans le monde
de	la provenance	Je viens de Paris.
derrière (detrás de)	derrière quelque chose	derrière la maison
en	avec les noms de pays féminins	en France, en Suisse
en dehors (fuera)	en-dehors de quelque chose	en-dehors de la maison
en face de	en face de quelque chose/quelqu'un	Il habite en face de chez moi.
hors (fuera)	hors de quelque chose	Il habite hors de la ville.
loin de	loin de quelque chose/quelqu'un	J'habite loin de la gare.
par (por, a través de)	sens proche de *à travers* ou *en empruntant*	regarder par la fenêtre
près de	près de quelque chose/quelqu'un	J'habite près de la gare.
sous (bajo)	sous quelque chose	sous la table
sur	sur quelque chose	sur la tête
	sur quelque chose	sur la table
vers (hacia)	sens proche de *à proximité de*	Versailles se trouve vers Paris.
	sens proche de *en direction de*	Va vers le nord!

Autres prépositions importantes

à	**avec certains ingrédients et certaines machines**	**le gâteau au chocolat, la machine à laver**
	voyager à pied ou à vélo	aller à pied, à vélo
avec	avec quelqu'un/quelque chose	avec son chien, avec Jean
	pour exprimer la manière	avec joie
contre	contraire de *pour*	être contre une idée
d'après	selon, en référence à	d'après le journal
de	pour exprimer l'appartenance	une page du livre
	créateur (auteur, artiste)	un livre de Victor Hugo
	pour exprimer la provenance	un cadeau de Jeanne
en	avec des matières ou matériaux	un pull en coton
	avec les moyens de transports, excepté le vélo	en voiture, en train, en avion, en moto
entre	entre deux ou plusieurs personnes ou choses	entre les arbres, entre toi et moi
excepté/sauf	à l'exception de	Tous sont venus excepté/sauf Julien.
grâce à	avec l'aide de	Grâce à Emilie/mon ordinateur, j'ai terminé plus vite.
malgré (a pesar de)	surmonter un obstacle	malgré le mauvais temps
par	avec un moyen (de communication par exemple)	par mail
	introduit le complément	La voiture est lavée par le

	d'agent à la voix passive	garçon.
	pour exprimer un découpage, une répartition	trois fois par semaine
parmi (entre)	appartenance à un groupe	la plus grande parmi les filles
pour	pour exprimer une raison	être arrêté pour vol
	dans le but de	pour le travail
	introduit le destinataire	un cadeau pour mon père
	contraire de *contre*	être pour une idée
sans	sans quelqu'un / quelque chose	sans ma valise
		sans mon frère
selon	cela dépend de	selon les possibilités
	d'après, en référence à	selon le journal

L'interrogation en français

En français, on peut poser des questions de différentes façons. Il existe 3 types de questions: les questions fermées, les questions ouvertes et les questions partielles avec "quel"

1. Les questions fermées

   Ce sont des questions dont la réponse est **OUI** ou **NON**. Pour poser une question fermée, il y a 3 façons :

   La forme familière:

   La question suit le schéma de la phrase affirmative:

   Sujet/ Verbe/ Complément.

   L'intonation change, elle **monte en fin de phrase**. Cette forme est familière car c'est un registre qu'on peut utiliser avec ses amis ou sa famille.

Ex. Tu as des problèmes ?

   Vous parlez français ?

Tu vas au travail/ restaurant ?

Vous venez avec nous ?

La forme standard

La marque de la question est la formule "**est-ce que**". Cette forme est **standard** car on peut l'utiliser avec tout le monde, dans les commerces, au travail etc. **C'est la forme la plus utilisée**.

Ex: **Est-ce que** vous parlez français?

Est-ce que vous avez une chatte / chienne ?

Est-ce que vos sandales sont sous votre lit ?

Est-ce qu'elle a une casquette bleue ?

La forme soutenue

L'**inversion du sujet et du verbe** est la marque de la question. Le **tiret** est obligatoire entre le verbe et le sujet. Cette forme est soutenue, car c'est une langue élégante et formelle.

Attention: Pour des raisons phonétiques, on doit parfois rajouter un **t** entre le verbe et le sujet.

Ex: Parle-**t**-il français? Ici, on rajoute **un "t" entre le verbe qui se termine par une voyelle et le sujet qui commence par une voyelle**.

La réponse

La réponse à cette question fermée est:

Oui, je parle français.

Non, je ne parle pas français.

2. *Les questions ouvertes*

La question ouverte sert à obtenir une information nouvelle. Donc, on utilise un mot interrogatif comme **qui (à qui, de qui, avec qui...), que, quoi   (à quoi, de quoi, avec quoi...), où, comment, pourquoi, combien, à quelle heure** etc. La réponse contient donc une

information nouvelle qui n'est pas dans la question. Les **3 structures** des questions fermées sont valables aussi pour les questions ouvertes.

<p align="center">*La forme familière*</p>

Ex: **Vous partez où** en vacances?

La question suit le schéma : **Sujet/ Verbe/ Mot Interrogatif/ Complément**. L'intonation change, elle **monte en fin de phrase**.

<p align="center">*La forme standard*</p>

Ex: Où est-ce que vous partez en vacances?

La question suit le schéma: **Mot interrogatif/ Est-ce que/ Sujet / Verbe/ Complément.**

<p align="center">*La forme soutenue*</p>

Ex: **Où partez-vous** en vacances?

La question suit le schéma: **Mot interrogatif/ Verbe/ Sujet/ Complément**. On garde l'inversion du sujet et du verbe, qui est la marque de la langue formelle.

<p align="center">*La réponse*</p>

La réponse à cette question est: Nous partons **en Corse** (par exemple). "En Corse" est l'information nouvelle.

<p align="center">*3. Les questions partielles avec "quel" (Les adjectifs interrogatifs (suivis d'un nom))*</p>

Ce type de questions permet d'obtenir une nouvelle information sur un nom.

Ex: **Quelles langues étrangères** parlez-vous?

"Quel" s'accorde avec le nom sur lequel il porte, comme un adjectif.

Ex: **Quel** âge avez-vous?   -> âge: nom masculin-singulier

   Quelle chemise préférez-vous? -> chemise: nom féminin-singulier

   Quels stylos achetez-vous?   -> stylos: nom masculin-pluriel

Quelles langues parlez-vous?   -> langues: nom féminin- pluriel

La forme familière

Ex: Tu parles **quelles langues étrangères?**

*La question suit le schéma de la phrase affirmative: **Sujet/ Verbe/ Quel**+**Nom.** L'intonation change, elle **monte en fin de phrase**.*

La forme standard

Ex: **Quelles langues étrangères est-ce que** tu parles?

La question suit le schéma: **Quel+ Nom/ Est-ce que/ Sujet/ Verbe**.

La forme soutenue

Ex: Quelles langues étrangères parlez-vous?

La question suit le schéma: **Quel+ Nom/ Verbe/ Sujet**.

La réponse

La réponse à cette question serait par exemple:

Ex: Je parle **le français, l'anglais et l'italien**.

Les adverbes interrogatifs (sur les circonstances)		
Moment	**Quand**	Quand viendras-tu ? Quand Pierre viendra-t-il ? Quand est-ce que Pierre viendra ? Pierre viendra quand ?
Lieu	**Où**	Où est-il ? Où est Pierre ? Où Pierre est-il ?

		Où est-ce que Pierre est ?
Manière	**Comment**	Comment vas-tu ? Comment va ton frère ? Comment ton frère va-t-il ? Comment est-ce que va ton frère ?
Cause	**Pourquoi**	Pourquoi sors-tu ? Pourquoi Rose sort-t-elle ? Pourquoi est-ce que Rose sort ?
Coût	**Combien**	Combien ça coûte ? Combien cela coûte-t-il ? Combien est-ce que ça coûte ?

Les pronoms interrogatifs « Qui », « que », « quoi ».

« Qui » porte sur une personne :

Qui cherchez-vous ?

Qui est-ce que vous cherchez ?

Vous cherchez qui ?

« que » / « quoi » porte sur une chose :

Que cherchez-vous ?

Qu´est-ce que vous cherchez ?

Vous cherchez quoi ? mes clés !

En position sujet, distinguez :

Qui est-ce qui sonne ?   C´est le facteur.   (personne)

Qu´est-ce qui sonne ?   C´est le téléphone ?   (chose)

Les Partitifs

La nourriture : Vocabulaire utile

Avoir faim	tener hambre	L´assiette	el plato
Avoir soif	tener sed	Le plat principal	el plato principal
Être au régime	estar a dieta	La carte	la carta
Le verre	el vaso	Le menu	Le menu
Le serveur	el camarero	Le couteau	el cuchillo
L'addition	la cuenta	La cuillère	la cuchara
La fourchette	el tenedor	La tasse	la taza

Les aliments

L'ail (m) : *el ajo*	Les pâtes (f) : *la pasta*	Le pain : *el pan*
L'oignon (m) : *la cebolla*	La pâte : *la masa*	La soupe, le potage : *la sopa*
L'œuf (m) : *el huevo*	Le chocolat : *el chocolate*	Le velouté : *la crema (de verduras)*
Le pain : *el pan*	Le bonbon : *el caramelo*	Le bouillon : *el caldo*
Le beurre : *la mantequilla*	Le gâteau : *el pastel, la tarta*	Le fromage : *el queso*
L'huile (f) : *el aceite*	La tarte : *la tarta*	Le riz : *el arroz*
Le sel : *la sal*	Le sucre : *el azúcar*	Les épices (f) : *las especies*
Le poivre : *la pimienta*	-La farine : *la harina*	La moutarde : *la mostaza*

Les fruits et légumes

Le fruit : *la fruta*	La fraise : *la fresa*	La pêche: *el melocotón*
Les agrumes : *los cítricos*	L'abricot : *el albaricoque*	L'ananas (m) : *la piña*
L'orange : *la naranja*	La banane : *la banana*	L'olive (f) : *la aceituna*
Le citron : *el limón*	Le kiwi : *el kiwi*	Le fruit de la passion : *la maracuyá*
Le pamplemousse : *el pomelo*	La pomme : *la manzana*	La noix de coco : *el coco*

La pastèque : *la sandía*	La poire : *la pera*	La mangue: *el mango*
Le melon : *el melon*	La tomate: *el tomate*	Les fruits secs: *los frutos secos*
Le légume : *la verdura*	L'épinard (m) : *la espinaca*	La salade: *la ensalada*, la *lechuga*
Le haricot : *la judía*	Le poivron rouge, vert, jaune : *el pimiento*	La pomme de terre : *la patata*
Le champignon : *el champiñón*	La courgette : *el calabacín*	La lentille : *la lenteja*
Le légume sec : *la legumbre*	La carotte : *la zanahoria*	Le concombre : *el pepino*
Le petit pois : *el guisante*	L'aubergine (f) : *la berenjena*	Le cornichon : *el pepinillo*
Le pois chiche : *el garbanzo*	L'asperge (f) : *el espárrago*	Le brocoli : *el brocoli*
Le chou: *el col*	La betterave : *la remolacha*	Le maïs: *el maíz*

La viande, le poison et les fruits de mer

La viande : *la carne*	Le bœuf : *el buey*	La crevette: *el camarón*
La volaille : *las aves*	Le porc: *el cerdo*	Le homard: la langosta
Le poulet: *el pollo*	Le lapin: *el conejo*	L'huître (f) : *la ostra*
Le canard : *el pato*	Le steak: *el filete*	La moule : *el mejillón*
La dinde : *el pavo*	La charcuterie : *los embutidos*	Le coquillage : *la concha*
Le mouton: *el cordero*	Le poisson: *el pez, el pescado*	Le saumon: *el salmon*
Le veau: *la ternera*	Le fruit de mer: *el marisco*	La daurade : *la dorada*
L'espadon (m) : *el pez espada*	Le thon : *el atún*	La morue : *el bacalao*

Les boisons

L'eau (f) : *el agua*	Le thé: *el té*	Le lait: *la leche*

Le jus de fruit: *el jugo de fruta*	Le café: *el café*	La bière: *la cerveza*
Le cidre: *la sidra*	Le champagne: champán	Le vin blanc: *el vino blanco*
Le vin rouge: *el vino tinto*	Le vin rosé: *el vino rosado*	

A. Les articles partitifs

1. Emploi

On utilise les articles partitifs devant des aliments, ingrédients ou boissons **que l'on ne peut pas compter** ou pour désigner **une partie** d'un aliment.

Exemples :

-*Je mange du pain et de la salade. (= je ne mange pas tout le pain et toute la salade, mais une partie du pain et une partie de la salade)*

- Tu bois de l'eau ou du jus de fruits ?

- Je voudrais un café avec du sucre et du lait.

- Tu veux du poulet ? (= tu veux **un morceau** de poulet et pas tout le poulet)

2. Formation

Tableau des articles partitifs

	Singulier	Pluriel
Masculin	Du (de l´)	
		Des
Féminin	de la (de l´)	

** devant a, e, i, o, u et h

Exemples :

- Le matin, je mange du pain, du beurre, de la confiture et des fruits.

- Le soir, je mange du poulet, du riz ou des pâtes et je bois de l'eau ou du vin.

»B. Les quantités

Quand on exprime une quantité, l'article partitif change de forme, et est accompagné d'un adverbe qui précise la quantité.

Du, de l', de la, des –> **un peu de** ou d', **beaucoup de** ou d', **assez de** ou d', **un morceau de** ou d', **un kilo de** ou d', etc.

<u>Exemples</u> :

*- Je mange du pain. –> Je mange **un morceau de** pain.*

*- Je bois de l'eau. –> Je bois **un verre d'**eau.*
*Il mange des fruits. –> Il mange **beaucoup de** fruits.*

*- Tu as de la confiture. –> Tu as **assez de** confiture.*

*- J'ai acheté des pommes de terre. –> J'ai acheté **un kilo de** pommes de terre.*

Avec une négation (si la quantité d'aliments est nulle), **du, de l', de la** et **des** –> **ne ... pas (plus) de** ou **ne ... pas (plus) d'**.

<u>Exemples</u> :

*- Je mange du pain. –> Je **ne** mange **pas de** pain.*

*- Il mange des fruits. –> Je **ne** mange **plus de** fruits.*

Attention ! Avec les verbes d'appréciation **aimer, adorer, détester, préférer,** etc., on utilise **l'article défini le, la, l', les.**

<u>Exemples</u> :

*- Je mange du poisson car **j'adore le** poisson.*

Passé Composé

Passé composé avec auxiliaire être
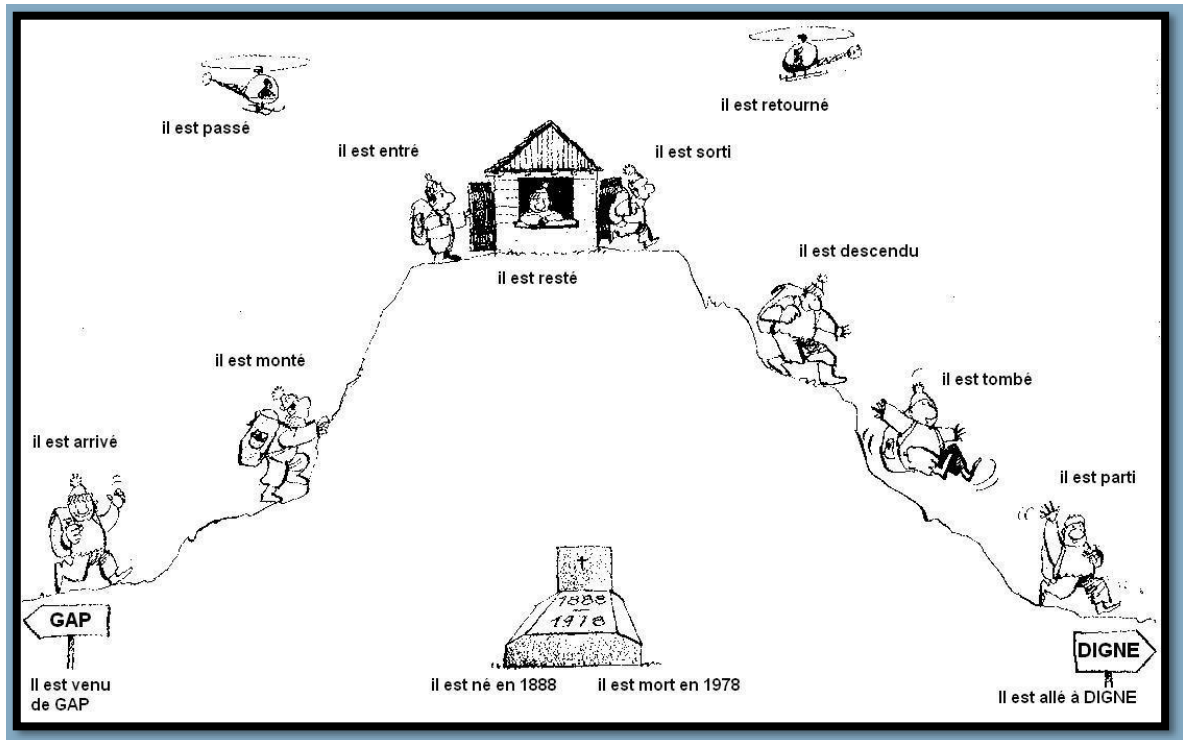
Introduction

Le passé composé exprime une action achevée au moment où l'on parle :

J'ai fini mes devoirs de mathématiques.

Il exprime aussi une action terminée dans le passé, soit un événement récent soit un fait coupé du présent :

L'été dernier, je suis allé en Grèce.

Hier, j'ai mangé au restaurant avec ma sœur. Napoléon est né en Corse.

En espagnol on peut le traduire par deux temps verbaux différents (pretérito perfecto y pretérito indefinido) :

J'ai acheté le pain = He comprado el pan ou compré el pan.

Formation

Auxiliaire être ou avoir au présent + participe passé :

J'ai parlé avec ma tante.

Nous sommes partis de bonne heure.

Auxiliaires

Quel auxiliaire doit-on employer ?

On utilise toujours avoir sauf pour les verbes que l'on conjugue avec être

On utilise être avec :

- les verbes pronominaux (se promener, se marier, se souvenir, se laver, se coucher, se lever, se couper, etc.)

- avec la liste suivante :

Aller	Venir	Arriver	Partir
Retourner	Entrer*	Sortir*	Monter *
Descendre *	Passer*	Rester	Naître
Devenir	Mourir	Tomber	

• Et leurs composés (revenir, repartir, rentrer, ressortir, remonter, redescendre, repasser, parvenir, intervenir, etc.).

On utilise avoir avec :

- le reste des verbes.

- les auxiliaires avoir et être.

Auxiliaire être

L'auxiliaire être est utilisé seulement avec les verbes pronominaux et les verbes de la liste. Exemples :

- Es-tu parti en vacances ? Oui, je suis allé en Chine.

- Est-ce qu'ils sont restés chez eux ? Non, ils sont sortis faire une promenade.

- Où est-elle née ? Elle née à Genève, en Suisse.

Je suis sorti(e)

Tu es sorti(e)

Il est sorti / Elle est sortie

Nous sommes sorti(e)s

Vous êtes sorti(e)(s)

Ils sont sortis / Elles sont sorties

Accord du participe passé

Accord du participe passé avec le verbe être

Il y a accord du participe passé avec le sujet du verbe quand l´auxiliaire est le verbe être

- Elle est sortie à cinq heures et elle est rentrée à dix heures.

- Nous sommes devenus de grands hommes.

- Vous vous êtes lavés ?

Accord du participe passé avec le verbe avoir

Avec l'auxiliaire AVOIR, on fait seulement l'accord avec le complément d'objet quand celui-ci est placé avant le verbe.

- Les fleurs que j'ai achetées hier sont sur la table.

- Ses parents, il les a aimés.

La négation

Pour faire la négation, on place le deuxième élément entre l'auxiliaire et le participe passé, sauf pour personne et aucun qui sont placés après.

NE…PAS

- Je n'ai pas étudié.

- Je ne suis pas née en Angleterre.

NE…RIEN

- Il n'a rien fait ce soir.

- Nous n'avons rien mangé.

NE…JAMAIS

- Tu n'es jamais allé à Paris.

- Vous n'avez jamais fumé.

NE…PERSONNE

- Elle n'a vu personne dans la salle.

- Il n'a aidé personne.

<u>Participe passé</u>

Certains participes passés sont réguliers et d'autres irréguliers.

Tous les verbes en –er -> le participe passé est en –é :
allé, aimé, acheté, mangé, regardé, entré, passé, arrivé, lavé, etc.

Les verbes du deuxième groupe –ir -> le participe passé est en –i : Fini, choisi, jauni, rougi, réussi, grandi, grossi, etc.

Le reste de verbes sont irréguliers, vous avez la liste de participes les plus fréquents dans l'autre page.

LISTE DE PARTICIPES PASSÉS

Avoir	**Eu**	Falloir	**Fallu**	Mettre	**Mis**
Voir	**Vu**	Connaître	**Connu**	Dire	**Dit**
Boire	**Bu**	Disparaître	**Disparu**	Écrire	**Écrit**
Entendre	**Entendu**	Plaire	**Plu**	conduire	**Conduit**

Attendre	**Attendu**	Pleuvoir	**Plu**	faire	**Fait**
Répondre	**Répondu**	Recevoir	**Reçu**	ouvrir	**Ouvert**
Perdre	**Perdu**	Venir	**Venu**	découvrir	**Découvert**
Vouloir	**Voulu**	Vivre	**vécu**	offrir	**Offert**
Devoir	**Dû**	Prendre	**Pris**	souffrir	**Souffert**
Pouvoir	**Pu**	Apprendre	**Appris**	peindre	**Peint**
Savoir	**Su**	Comprendre	**Compris**	craindre	**Craint**
Croire	**Cru**				

Jigsaw Activitiy :

- o Break the class into groups.
- o Organize students into groups of 4 people.
- o Divide the lessons into 4 parts.
- o Assign one student in each group to be responsible for a different segment of the lesson.
- o Give them some minutes to learn and internalize their assigned parts independently.
- o After that, put students who have the same part of the lesson together to share and process the details of their part.
- o After being explained their part, have them return to their original group and take turns to share what they learnt form the part they were assigned to the rest of the group.
- o To corroborate that students understood the lesson, at the end of the class, have students solve a written practice.

Student Practice

-Ask students to work in pairs and write affirmative and negative sentences using the picture.

-Ask some of them to write some examples on the board.

-Check them and give feedback if necessary.

Qu'est-ce qu'il y a dans la classe?
un marqueur
un effaceur
un tableau
une horloge
un bureau
une sonnerie
un drapeau
une carte
une chaise
un globe terrestre
un calendrier
un ordinateur

Group Activity:

Have students work in group of four and ask them to write a paragraph describing the house of their dream in a piece of paper. Allow them to use their dictionaries to look up vocabulary. For example, *Dans la maison de mes rêves, il y a une piscine, un grand jardin…*

Pair Activity:

 Have students work in pairs and write the correct feminine form of the following nationalities. After that, ask them to write them in the board to provide feedback.

pays	Il est..	Elle est..	pays	Il est..	Elle est..

Complétez l´activité souvent en écrivant le féminin et le masculin de chaque nationalité dans les espaces donnés.

Allemagne	allemand		Italie	italien	
États-Unis	américain		Lettonie	letton	
Angleterre	anglais		Mexique	mexicain	
Argentine	argentin		Norvège	norvégien	
Australie	australien		Portugal	portugais	
Belgique	belge		Pérou	péruvien	
Brésil	brésilien		Pologne	polonais	
Canada	canadien		Russie	russe	
Colombie	colombien		République tchèque	tchèque	
Cuba	cubain		Suisse	Suisse	
France	français		Salvador	salvadorien	
Grèce	grec		Suède	suédois	
Japon	japonais				

Writing Activity: Write the correct form of the demonstrative pronouns.

1. <u>Ce bateau-ci</u> est italien
2. <u>Cette plage-là</u> est formidable
3. <u>Ces chemises-ci</u> sont à mon frère
4. <u>Cette église-ci</u> est très silencieuse
5. <u>Ces fruits-ci</u> sont pour les enfants
6. <u>Ce garçon-ci</u> met des confitures sur la table
7. <u>Ces soldats-là</u> sont ennemis
8. <u>Cette charcuterie-ci</u> a un très bon jambon
9. <u>Dans cette parfumerie-là</u> tu peux trouver ce que tu veux
10. <u>Cette chambre-là</u> est très confortable

Pair Activity: have students work in pairs and write the demonstrative pronoun.

Complétez avec l'adjectif ou le pronom, selon le modèle. 1. Ce livre (m) est de Rousseau, celui-ci/là est de Voltaire. 2. .... broche (f) est en or, ... est en argent. 3. .... enfants sont le miens, ... sont à ma sœur. 4. .... oiseau (m) est une hirondelle, ... est une mésange. 5. .... appartement (m) est vaste, ... est plus petit. 6. .... copies (f) sont corrigées, ... ne le sont pas. 7. .... vin (m) est français, ... est chilien. 8. .... librairie (f) offre de nombreux livres intéressants, mais pas .... 9. .... alcool (m) est doux, ... est corsé. 10. .... plantes sont fleuries, mais pas ....

Mettez les phrases suivantes à la forme négative:

☐ Sa blessure est déjà guérie. _____

☐ Didier me bat toujours aux échecs. _____

☐ Tu ranges ta chambre. _____

☐ Je prends souvent l'autobus. _____

☐ Tiens! Il pleut encore! _____

☐ Vous connaissez cet hôtel. _____

☐ J'ai déjà mangé le caviar. _____

☐ Nous mangeons souvent des fruits. _____

☐ Tu fais toujours les courses le samedi. _____

Donnez le contraire des phrases suivantes:

☐ Vous parlez anglais et espagnol. _____

☐ Je fais la cuisine et le ménage. _____

☐ Ils invitent les parents et les enfants. _____

☐ Nous finissons nos exercices et notre rédaction. _____

☐ Je porte une cravate et un chapeau. _____

☐ Tu manges des tomates et des champignons. _____

☐ Elle boit du thé et du café. _____

Mettez le texte à la forme négative :

J'ai de la chance! J'ai des amis, des frères, des voisins! Mes parents sont encore là pour m'aider. Je suis déjà marié, j'ai une femme et des enfants. Mon travail est intéressant, mes collègues sont très aimables, j'ai souvent des vacances, et je gagne beaucoup d'argent! Je ris tout le temps, je sors souvent, j'ai des distractions! J'ai une vie facile, je suis très heureux.

Écris de nouvelles phrases en remplaçant les prépositions soulignées par des prépositions de sens contraire.

1. Le supermarché est situé *près de* chez moi.

2. Il a posé son sac *sous* la table.

3. Nous sommes partis *après* la fin du concert.

4. Le cinéma est *à gauche* de l'opéra.

Créez des phrases logiques en utilisant les prépositions

………………………………………………………………
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Have students work in pairs and write the corresponding "partitif".

1. J'adore …… bonbons, je mange …….. bonbons mais je ne mange pas beaucoup …….bonbons. 2. Les invités boivent …….cocktails de fruits, ils adorent ……. Cocktails. 3. Les enfants mangent …….flan mais ils préfèrent ……….chocolat. 4. Il mange ……. Fruits, mais il ne mange pas ………… salade. 5. Elle achète ………pain, elle aime ……..pain mais elle achète peu ……… pain. 6. ………épinards, j'adore ! 7. Est-ce qu'il achète ……….confiture ? 8. En France, on mange ………crêpes et …….huîtres. 9. Les végétariens mangent …….œufs et …….fromage, mais pas …….viande, ils préfèrent ……….légumes. 10. Moi, je n'aime pas ……..coca, je préfère ……….limonade. En été, je bois surtout ………..eau.

Paragraph Writing Activity:

-ask Ss to write on a piece of paper a story using "le passé composé", the auxiliary "être/avoir", affirmative/negative sentences, and verbs "les pronominaux".

- give them a list of some connectors to use them in the story.

- à cause de : a causa de
- car : puesto que
- car : pues

- comme : como
- dû à : debido a
- grâce à : gracias a
- parce que : porque
- puisque : ya que
- vu que : visto que
- aussi : también
- de la même manière : del mismo modo
- de même : asimismo
- également : igualmente
- en plus : además
- ainsi : así
- alors : entonces
- c'est pourquoi : por eso
- d'où : de ahí
- donc : por lo tanto
- en conséquence : en consecuencia
- par conséquent : por consiguiente
- par suite de : a consecuencia de
- pour cette raison : por esa razón
- afin de : a fin de
- avec l'objectif de : con el objetivo de
- dans l'intention de : con la intención de
- dans le but de : con el fin de
- de manière à ce que : de (tal) manera
- pour | pour que : para | para que

Writing activity

-have students memorize the 14 verbs of movement and write one sentence per each.

-change the sentences with a partner to check them and provide feedback.

ALLER	ENTRER	PASSER PAR	MONTER	TOMBER	ARRIVER	NAÎTRE
Allé	Entré	Passé par	Monté	Tombé	Arrivé	Né
VENIR	SORTIR	RETOURNER	DESCENDRE	RESTER	PARTIR	MOURIR
Venu	Sorti	Retourné	Descendu	Resté	Parti	Mort

- Have students write the correct form of the verbs in the "passé composé" taking into account the previous explanation regarding the aux "être" and "avoir".

- Have them read the paragraph in past to the partner and correct each other's mistakes.

L'été dernier, ma tante_____ (s'inviter) chez elle sur la plage pour passer mes vacances, Je _____(partir) à 5 heures du matin; Je _____ (aller) en bus car je n'ai pas de voiture. Je _____(arriver) dans la ville et je _____ (descendre) du bus à 7. Quand je_____ (arriver), je _____ (se dépêcher) et je_____ (aller) à la plage avec mes cousins. Je_____ (nager) pendant longtemps. Je _____(dîner) avec mes cousins dans un restaurant. Puis je _____ (retourner) à la maison. Je_____(se brosser) les dents et je_____(se coucher).

Le lendemain, nous_____(partir) tôt pour profiter du paysage à la campagne. Dans l'après-midi, nous _____(aller) visiter le cimetière où ma grand-mère est enterrée. Elle_____ (mourir) le mois dernier.

Plus tard, mes cousins et moi_____ (faire) les courses. Ma cousine Claire_____ (tomber) et nous_____ (rire) parce que c'était drôle. Elle_____ (entrer/ négatif) dans le magasin parce qu'elle était gênée.

Quand nous_____ (entrer) à la maison, elle_____ (prendre) une douche, nous_____ (manger), nous_____ (arriver) à cheval et finalement, nous_____ (aller) escalader le volcan. Je_____ (apprécier) mes vacances.

Writing a Paragraph

- Have them take a piece of paper and place their name and topic on the top.

- Get them to write down complete answers to the questions you will provide one by one.

Qu'as-tu fait le mois dernier?

Vous êtes reposés chez vous? Êtes-vous rentré tard un jour?

Êtes-vous allé dans un endroit intéressant? Êtes-vous allé quelque part nouveau?

Qu'est-ce que c'est la chose la plus délicieuse que vous avez mangée?

-Once they have finished their answers joined together in a paragraph, have them interchange paragraphs with the person that is next to them to correct any mistake and see if the person has included the following:

Does the paragraph contain the proper auxiliaries and verbs in the participle form? Does it contain enough ideas to answer the questions?

- After checking their classmates' paragraphs, they are going to check and better their mistakes to be delivered to the in charge of the intervention.

Wrap up

Memory challenge

✓ Put students into pairs or small groups. Give them a time limit (5 minutes) and ask them to write down as many words, phrases, and/or expressions as they can from the last lesson on topic X. The pair or group that can remember the most items wins.

Assessment:

➕ have students write in a piece of paper at least one sentences per each form of negation

➕ have students share with a partner what he learnt at the end of the class.

➕ ask students to write a paragraph in a piece of paper using the structure and vocabulary studied during the lesson.

➕ Ask students a question related to the topic at end of the class to check understanding.

APPENDIX J: ACADEMICA´S PERMISSSION LETTER

Santa Ana, 30 de abril del 2019

Lcdo. Herbert Salvador Rivas Flores

Jefe de Administración Académica

Respetable licenciado Rivas:

Reciba un cordial saludo de parte de los estudiantes Silvia Cardona, Karen Hernández, Idalia López y Víctor Javier, miembros del grupo de tesis numero 6 esperando se encuentre gozando de éxito en sus labores.

Por este medio, solicitamos su permiso para utilizar las aulas: **la Ex librería los martes de 9:15 a 10:05 y la 1b los miércoles de 9:15 a 10:05** durante el mes de **mayo y junio** del corriente año. El propósito de utilizar estas aulas es para realizar las intervenciones con los estudiantes de Frances I, grupo 1 y 3 para nuestro trabajo de grado denominado A STUDY OF THE STRATEGIES TO ENHANCE FRENCH I STUDENTS' WRITING SKILL AT THE WESTERN MULTIDISCIPLINARY CAMPUS OF THE UNIVERSITY OF EL SALVADOR DURING SEMESTER I, 2019. El objetivo general del proyecto es el siguiente: to define the strategies that enhance French I students´ writing skill at the Language Department of the Western Multidisciplinary Campus of the University of El Salvador during semester I, 2019.

En espera de su apoyo y aprobación:

Atentamente,

Cardona Castro, Silvia Lorena

Javier Vásquez, Víctor Alfonso

Hernández Tejada, Karen Beatriz

López Portillo, Rosa Idalia

Vo.Bo.

M.A. Edgar Amílcar Pérez Mendoza   MSc. Blanca Estela Marroquín

Jefe del Depto. de Idiomas   Asesor de Tesis

Santa Ana, 30 de abril del 2019

M.A. Edgar Amílcar Pérez Mendoza

Jefe del Departamento de Idiomas

Respetable máster Pérez:

Reciba un cordial saludo de parte de los estudiantes Silvia Cardona, Víctor Javier, Karen Hernández e Idalia López, miembros del grupo de tesis numero 6 esperando se encuentre gozando de éxito en sus labores.

Por este medio, solicitamos su permiso para utilizar **el laboratorio 2 los lunes de 10:05 a 11:45 y miércoles de 11:45 a 12:35** durante el mes de **mayo y junio** del corriente año. El propósito de utilizar estas aulas es para realizar las intervenciones con los estudiantes de Frances I, grupo 1 y 3 para nuestro trabajo de grado denominado A STUDY OF THE STRATEGIES TO ENHANCE FRENCH I STUDENTS' WRITING SKILL AT THE WESTERN MULTIDISCIPLINARY CAMPUS OF THE UNIVERSITY OF EL SALVADOR DURING SEMESTER I, 2019. El objetivo general del proyecto es el siguiente: to define the strategies that enhance French I students´ writing skill at the Language Department of the Western Multidisciplinary Campus of the University of El Salvador during semester I, 2019.

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Atentamente,

Cardona Castro, Silvia Lorena

Javier Vásquez, Víctor Alfonso

Hernández Tejada, Karen Beatriz

López Portillo, Rosa Idalia

Vo.Bo.

MSc. Blanca Estela Marroquín

Director de Tesis

APPENDIX K: GRAPHS

Graph 1: Group Work Activities
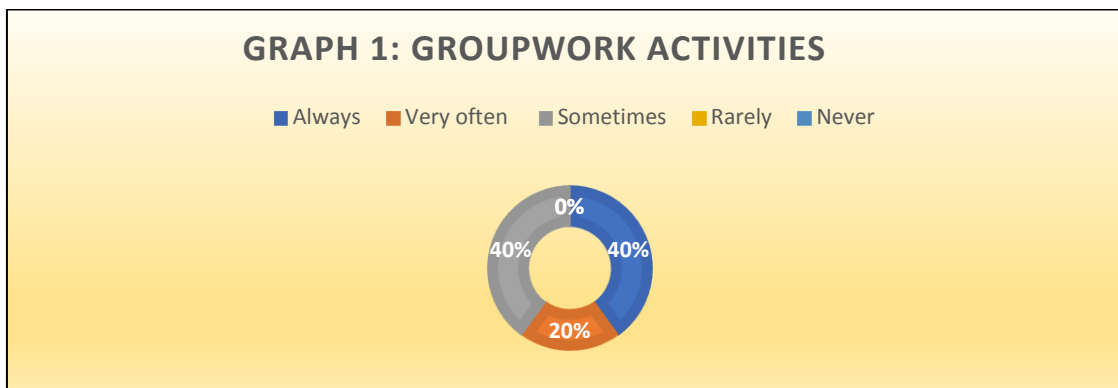
Source: Participant observation addressed to French I students, group 1 and 3, from May 6th to June 5th, 2019
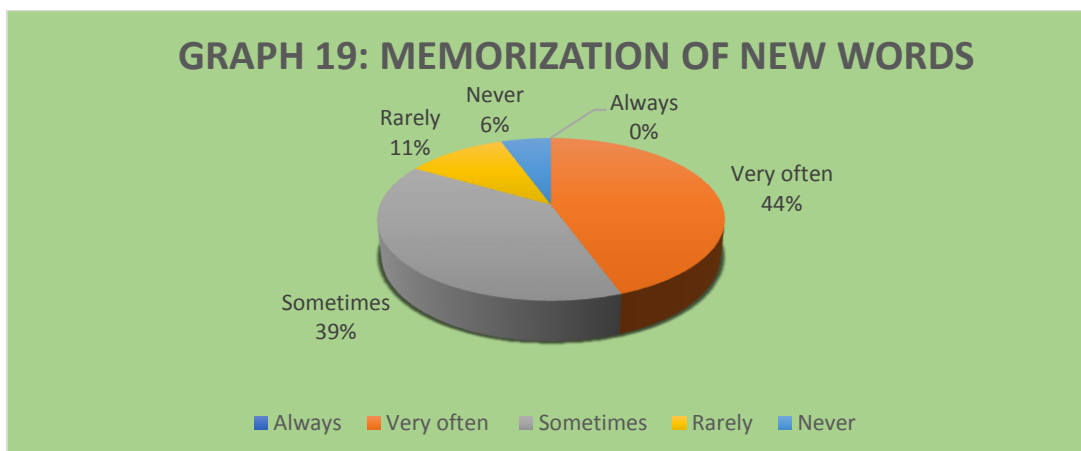
Graph 2: Group Work Activities
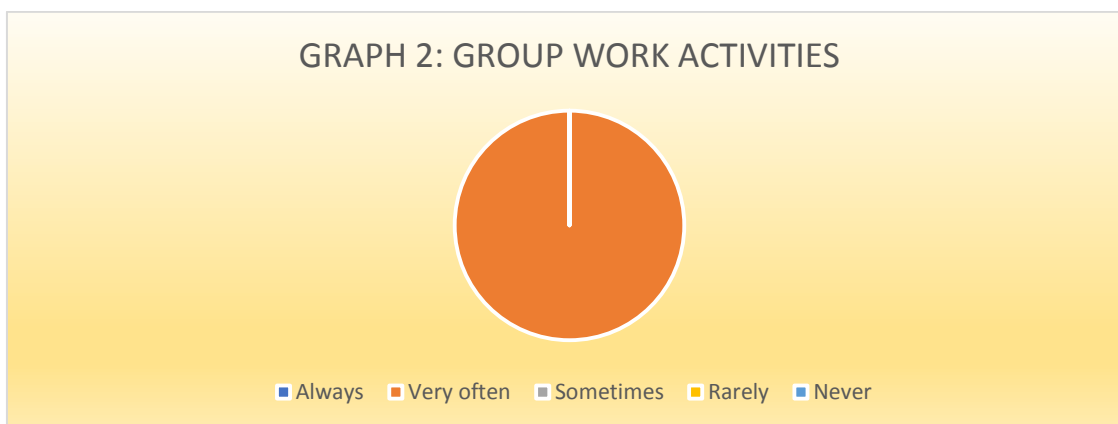
Source: Non-participant observation addressed to French I students, group 1 and 3, from May 6th to June 5th, 2019

Graph 3: Group Work Activities
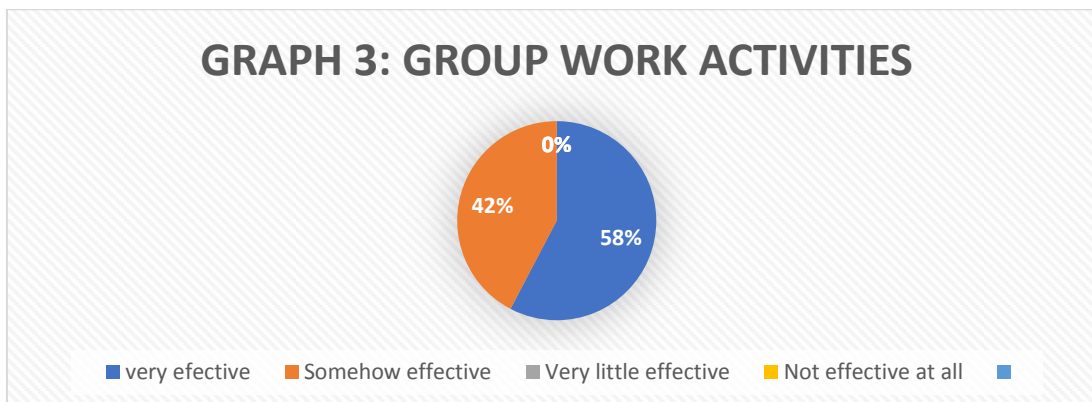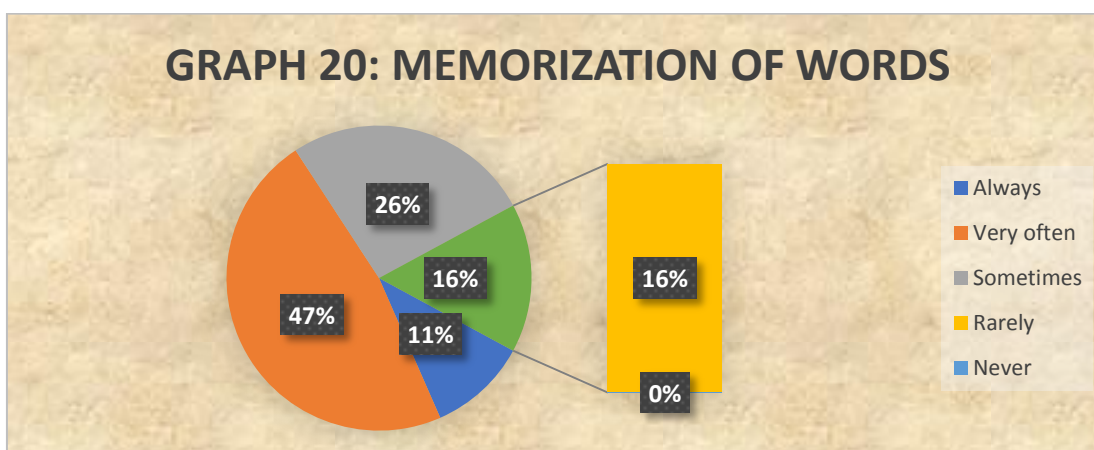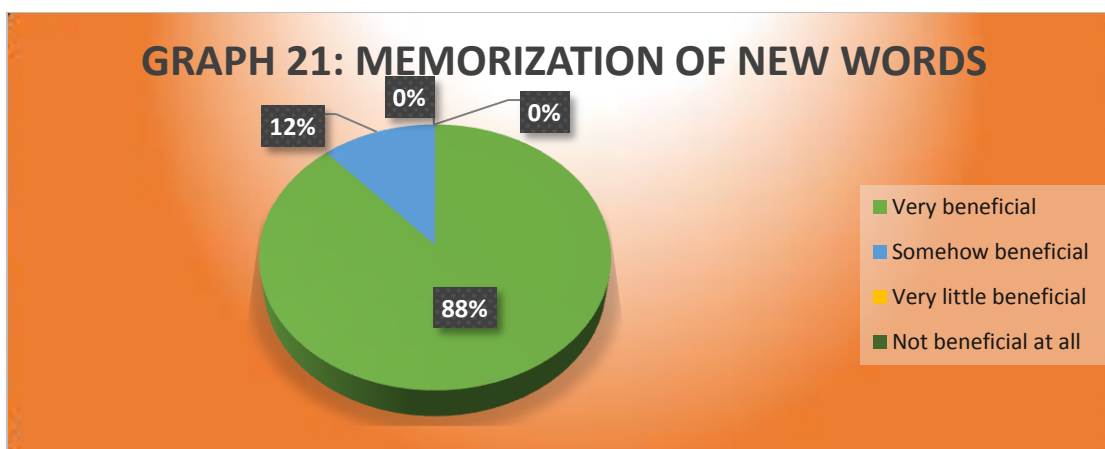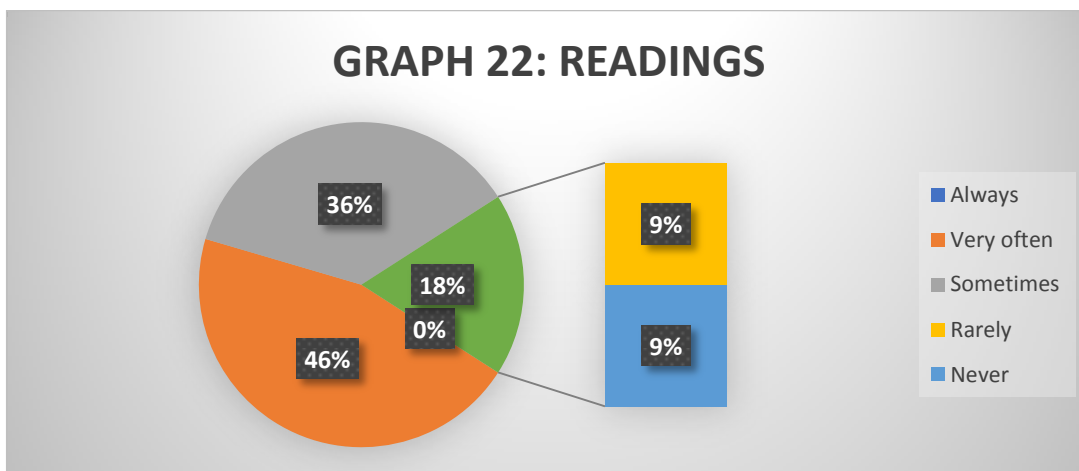

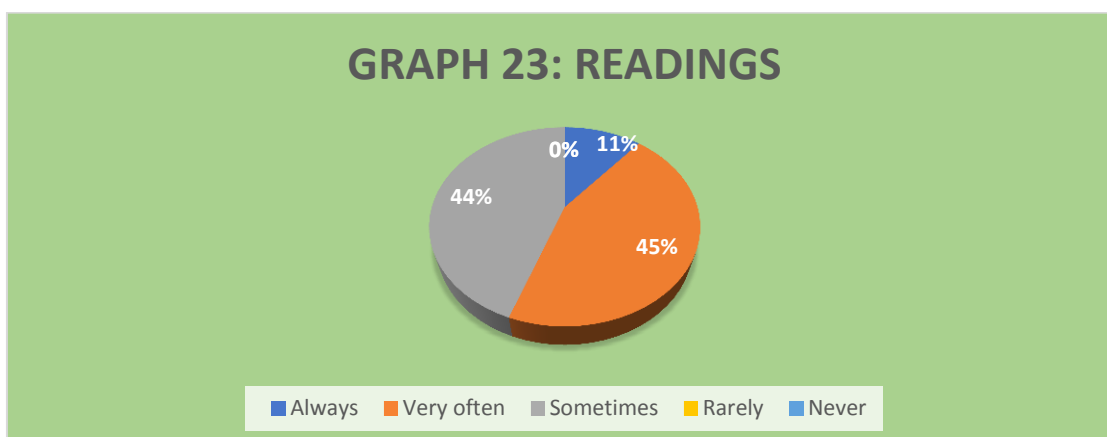*Source: Questionnaire addressed to French I students, group 1 and 3, on June 10th, 2019*
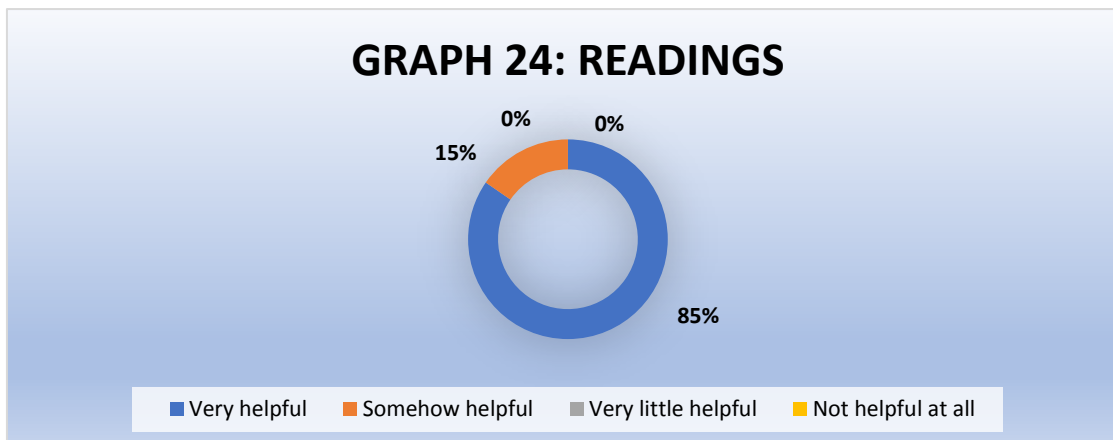
Graph 4: Vocabulary Searching
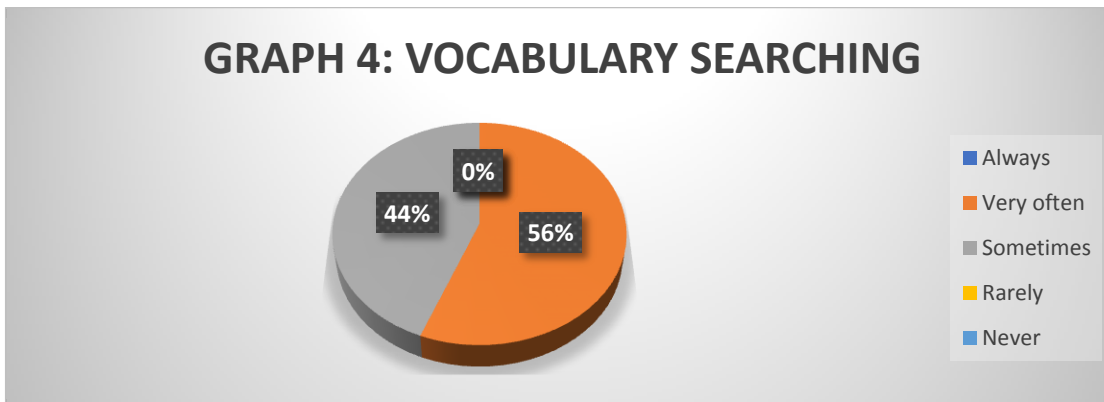
Source: Participant observation addressed to French I students, group 1 and 3, from May 6th to June 5th, 2019

Graph 5: Vocabulary Searching
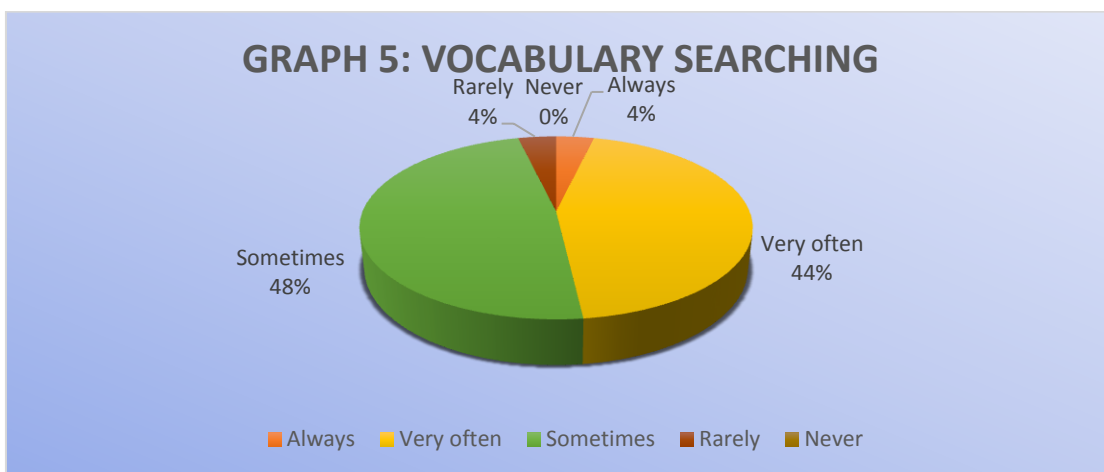
Source: Non-participant observation addressed to French I students, group 1 and 3, from May 6th to June 5th, 2019

Graph 6: Vocabulary Searching
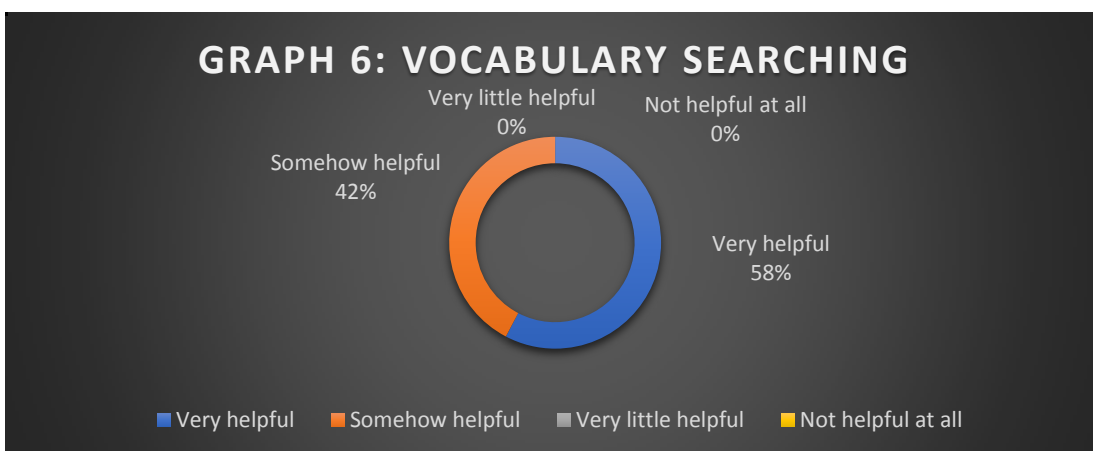
Source: Questionnaire addressed to French I students, group 1 and 3, on June 10th, 2019

Graph 7: Paragraph Writing
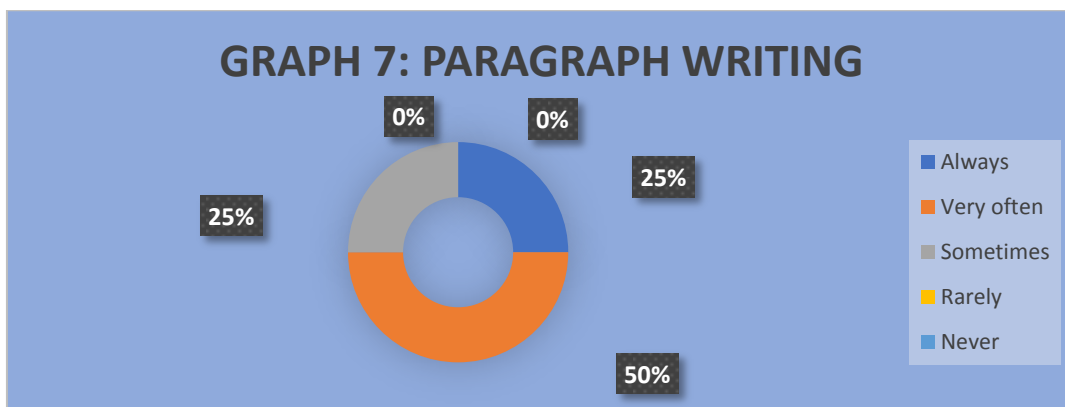
Source: Participant observation addressed to French I students, group 1 and 3, from May 6th to June 5th, 2019

Graph 8: Paragraph Writing
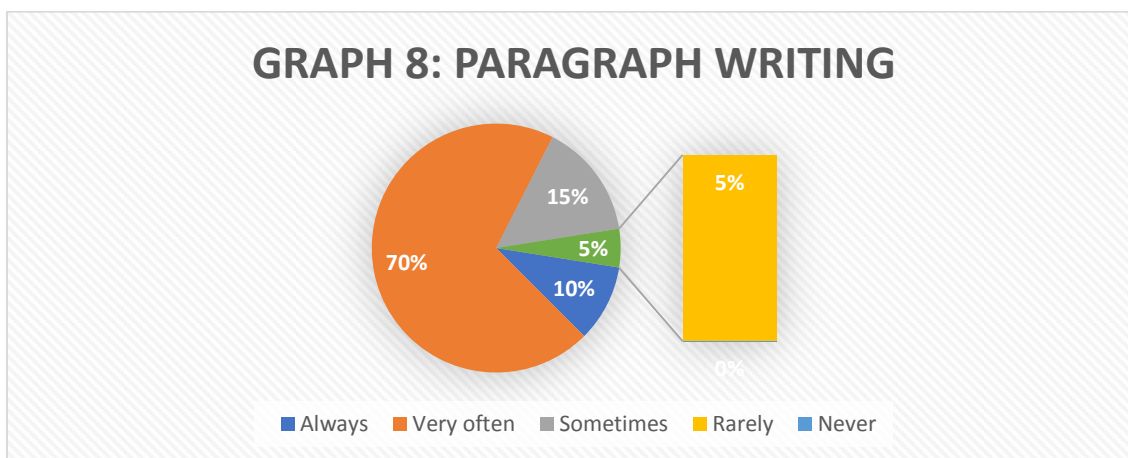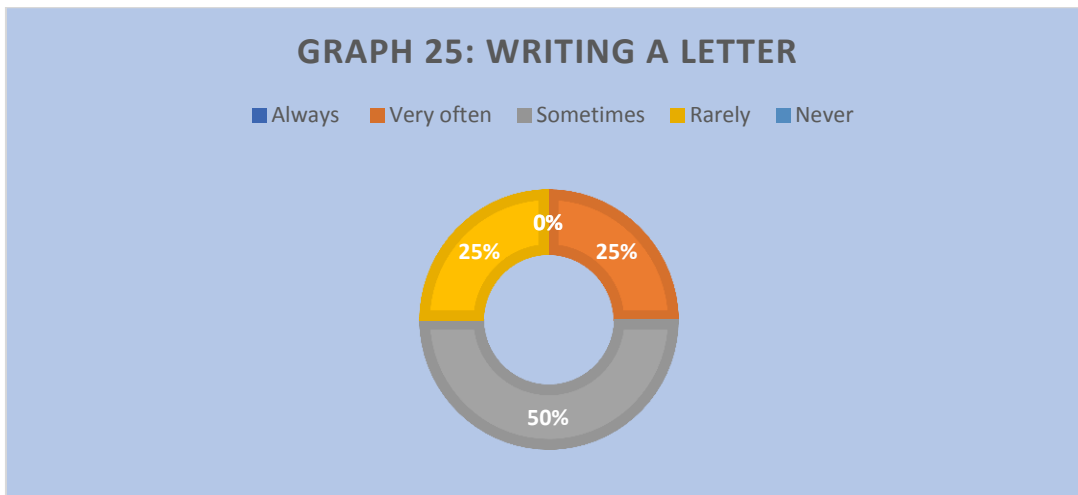

Source: Non-participant observation addressed to French I students, group 1 and 3, from May 6th to June 5th, 2019

Graph 9: Paragraph Writing
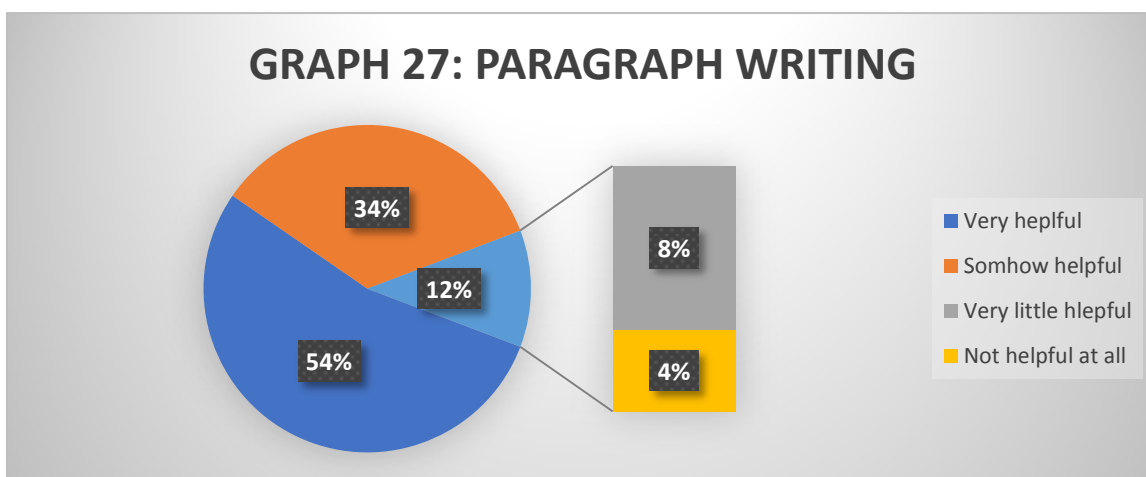
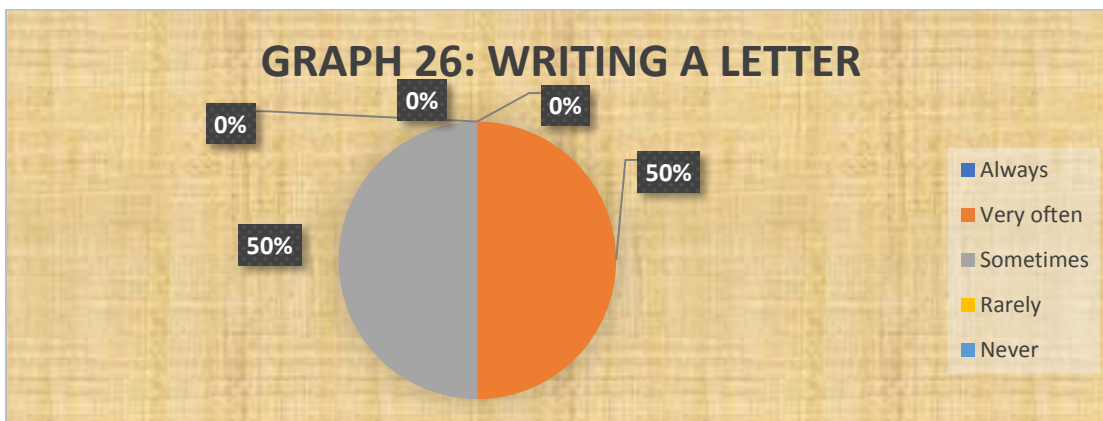*Source: Questionnaire addressed to French I students, group 1 and 3, on June 10th, 2019*

Graph 10: Jigsaw
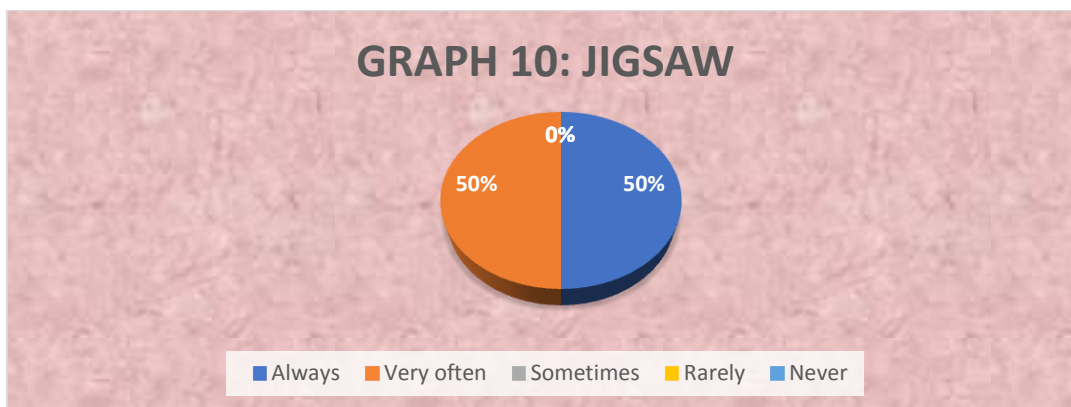
Source: Participant observation addressed to French I students, group 1 and 3, from May 6th to June 5th, 2019

Graph 11: Jigsaw
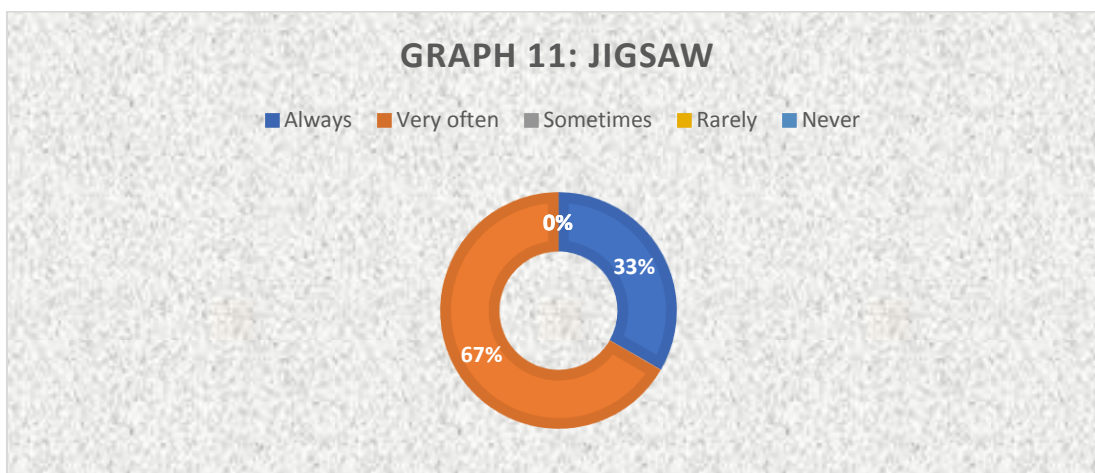
Source: Non-participant observation addressed to French I students, group 1 and 3, from May 6th to June 5th, 2019

Graph 12: Jigsaw
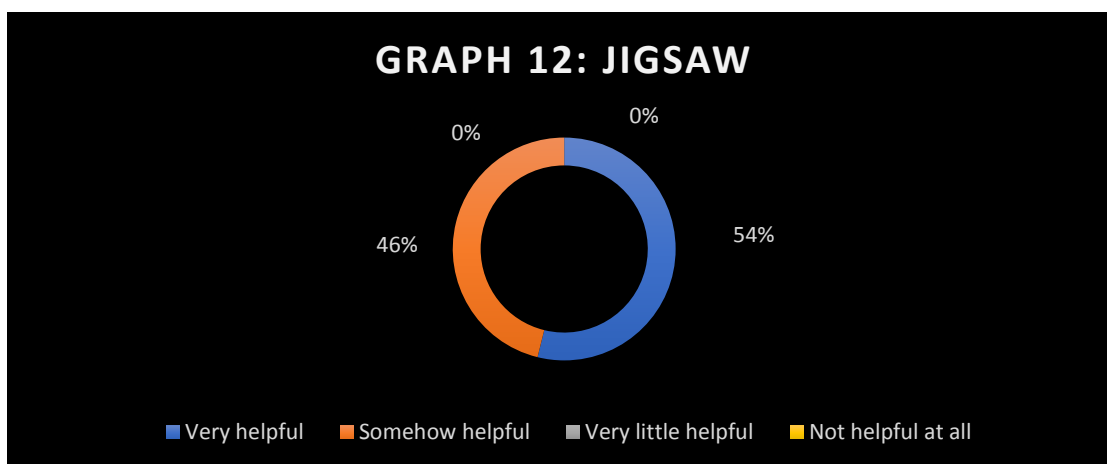
Source: Questionnaire addressed to French I students, group 1 and 3, on June 10th, 2019

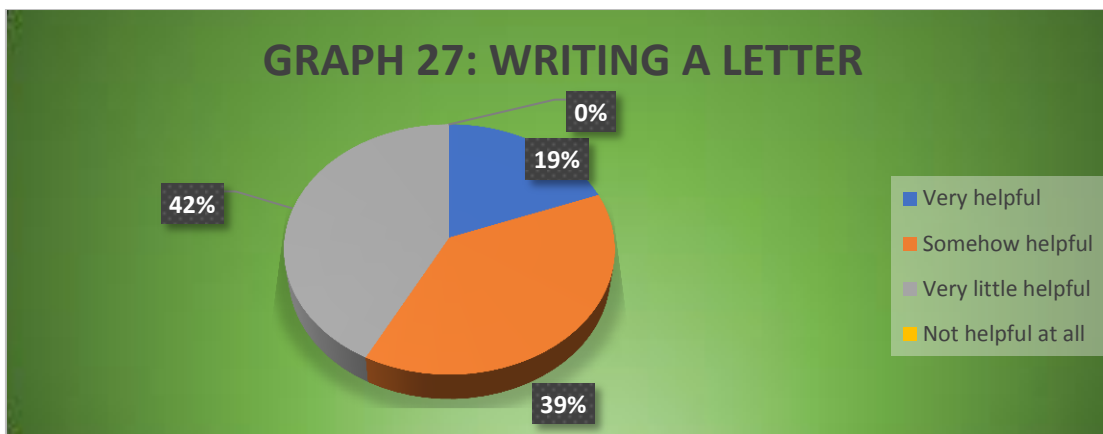Graph 13: Writing a Story
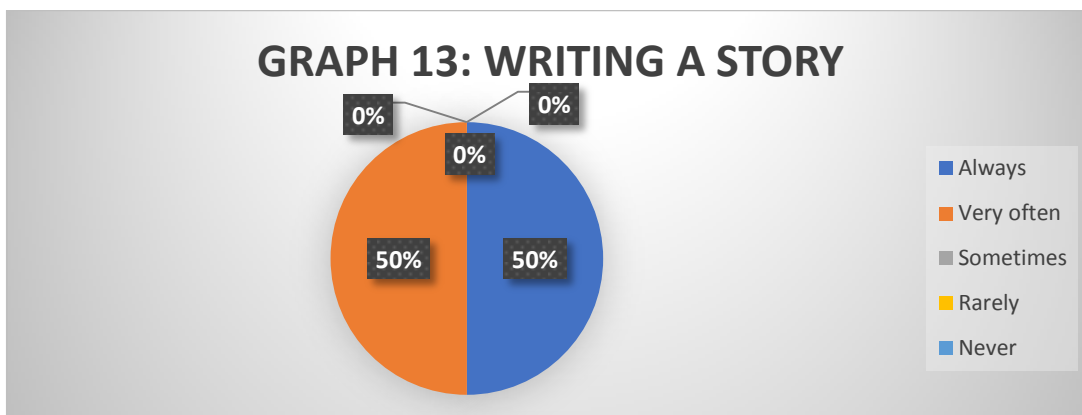
Source: Participant observation addressed to French I students, group 1 and 3, from May 6th to June 5th, 2019
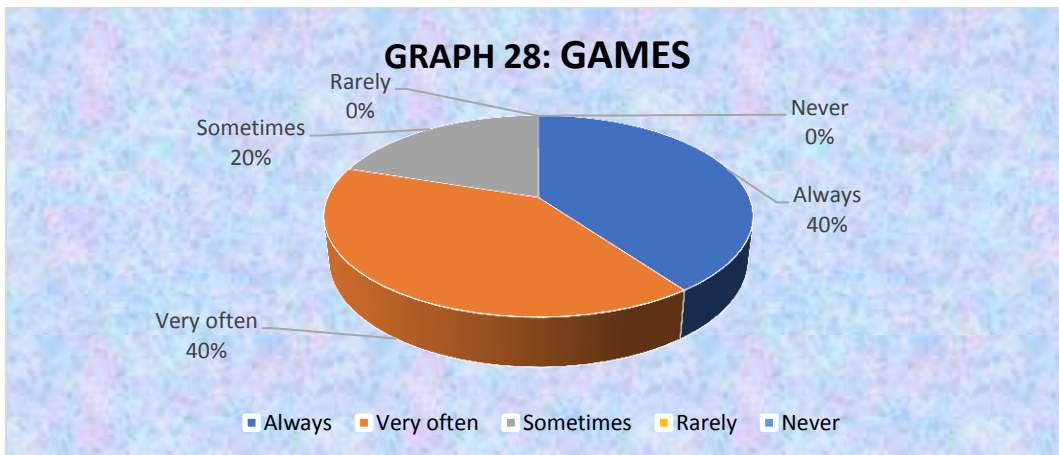
Graph 14: Writing a Story
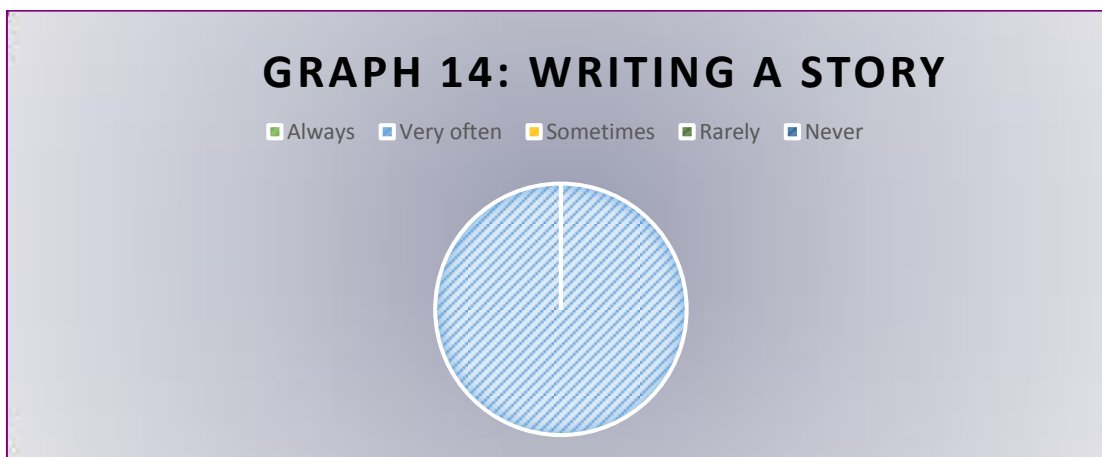
Source: Non-participant observation addressed to French I students, group 1 and 3, from May 6th to June 5th, 2019

Graph 15: Writing a Story
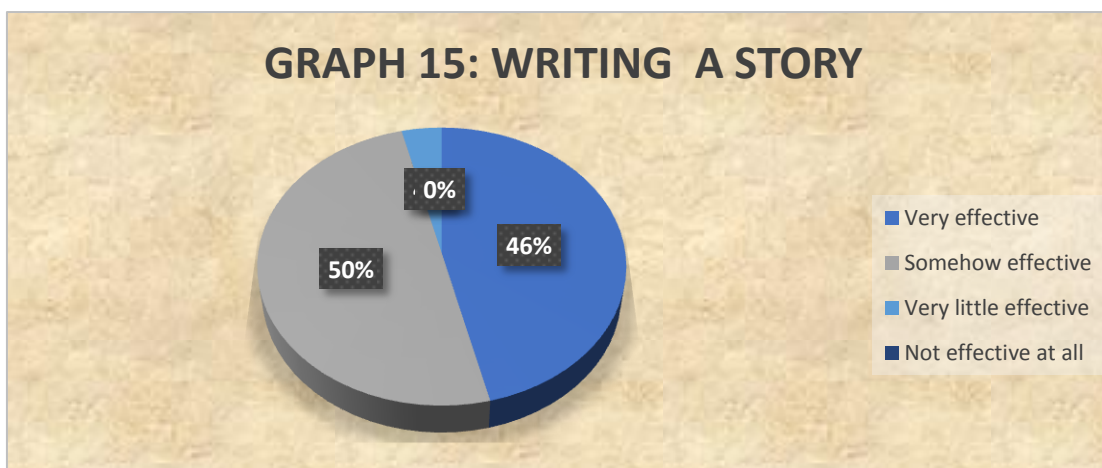
Source: Questionnaire addressed to French I students, group 1 and 3, on June 10th, 2019

Graph 16: Translation
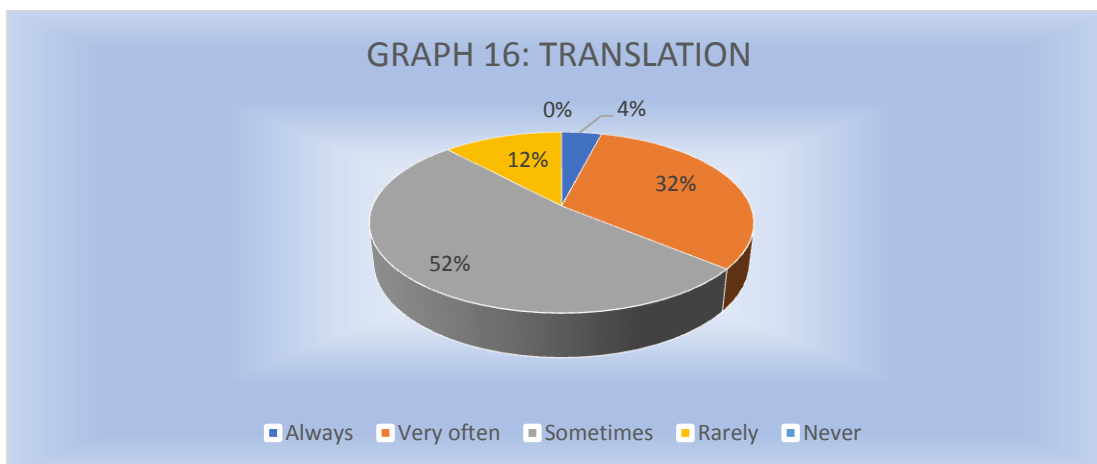
GRAPH 16: TRANSLATION

Source: Participant observation addressed to French I students, group 1 and 3, from May 6th to June 5th, 2019
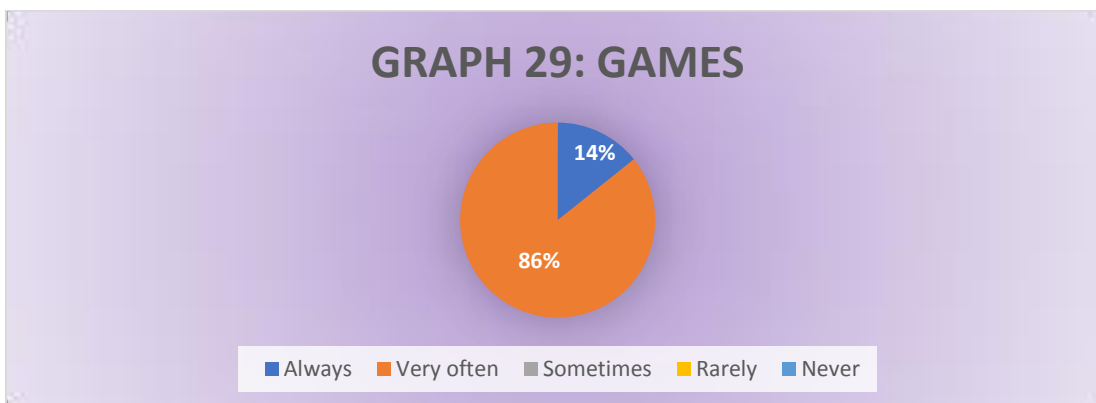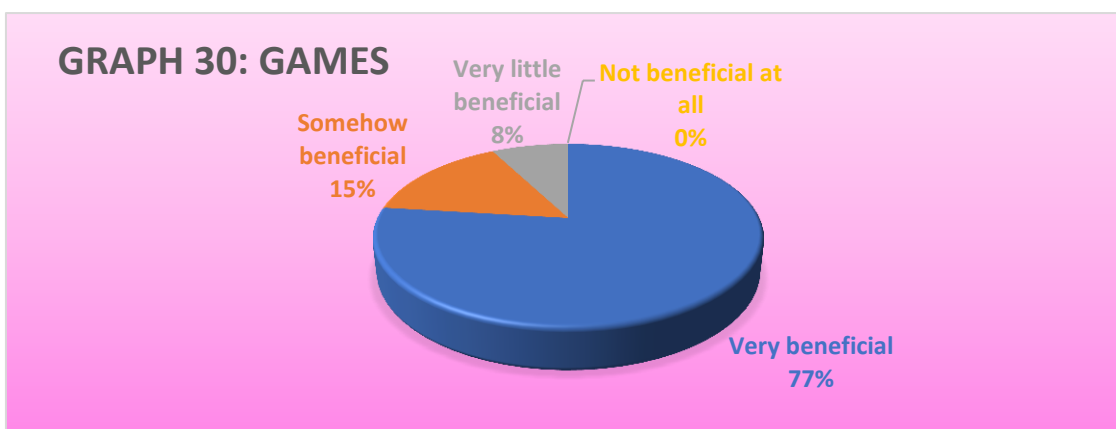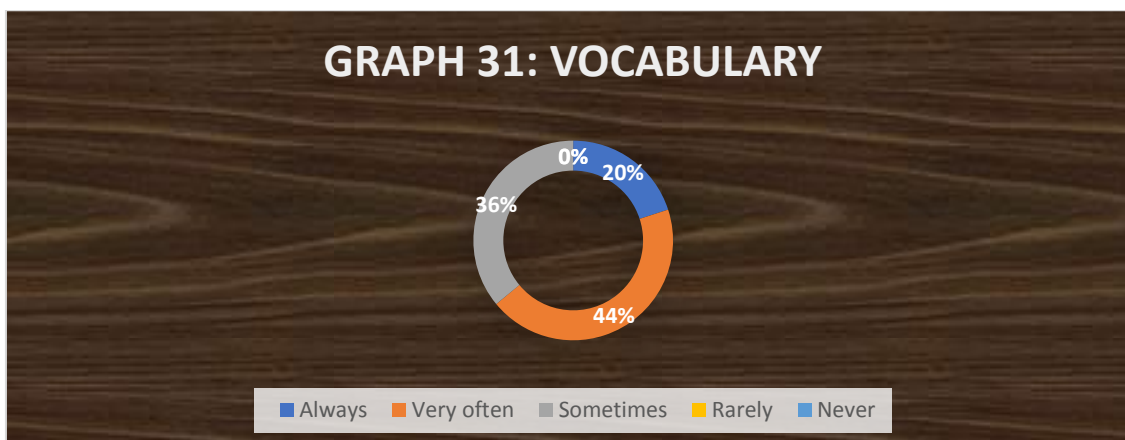
Graph 17: Translation
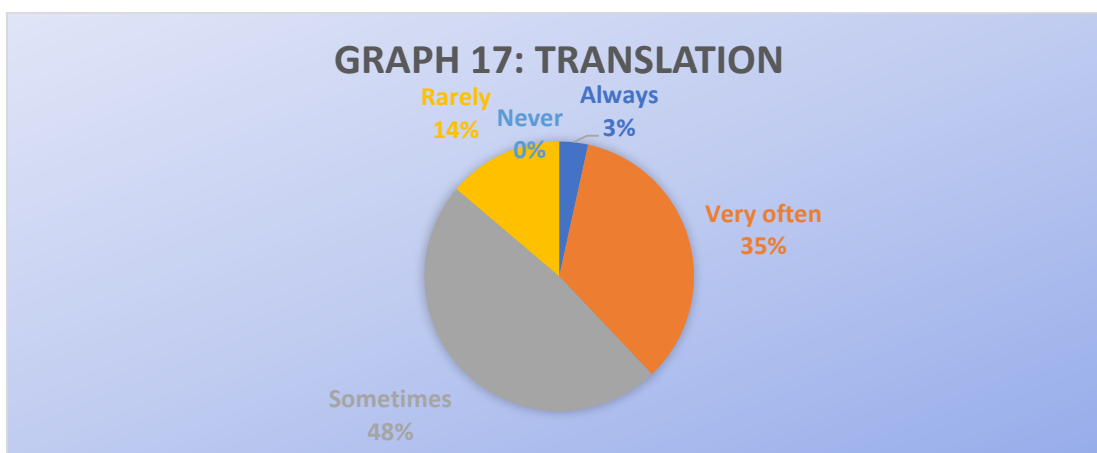
GRAPH 17: TRANSLATION

Source: Non-participant observation addressed to French I students, group 1 and 3, from May 6th to June 5th, 2019

Graph 18: Translation

GRAPH 18: TRANSLATION
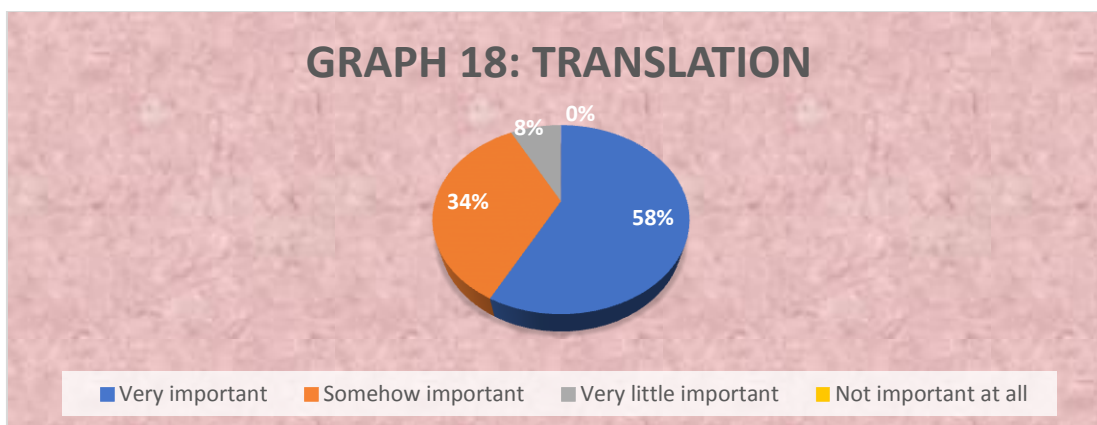
Source: Questionnaire addressed to French I students, group 1 and 3, on June 10th, 2019

Graph 19: Memorization of New Words

Graph 20: Memorization of New Words

Graph 21: Memorization of New Words

Graph 22: Readings

GRAPH 22: READINGS

36%
9%
18%
0%
46%
9%

- Always
- Very often
- Sometimes
- Rarely
- Never

Source: Participant observation addressed to French I students, group 1 and 3, from May 6th to June 5th, 2019

Graph 23: Readings

GRAPH 23: READINGS

0% 11%
44%
45%

■ Always ■ Very often ■ Sometimes ■ Rarely ■ Never

Source: Non-participant observation addressed to French I students, group 1 and 3, from May 6th to June 5th, 2019

Graph 24: Readings

GRAPH 24: READINGS

0% 0%
15%
85%

■ Very helpful ■ Somehow helpful ■ Very little helpful ■ Not helpful at all

Source: Questionnaire addressed to French I students, group 1 and 3, on June 10th, 2019
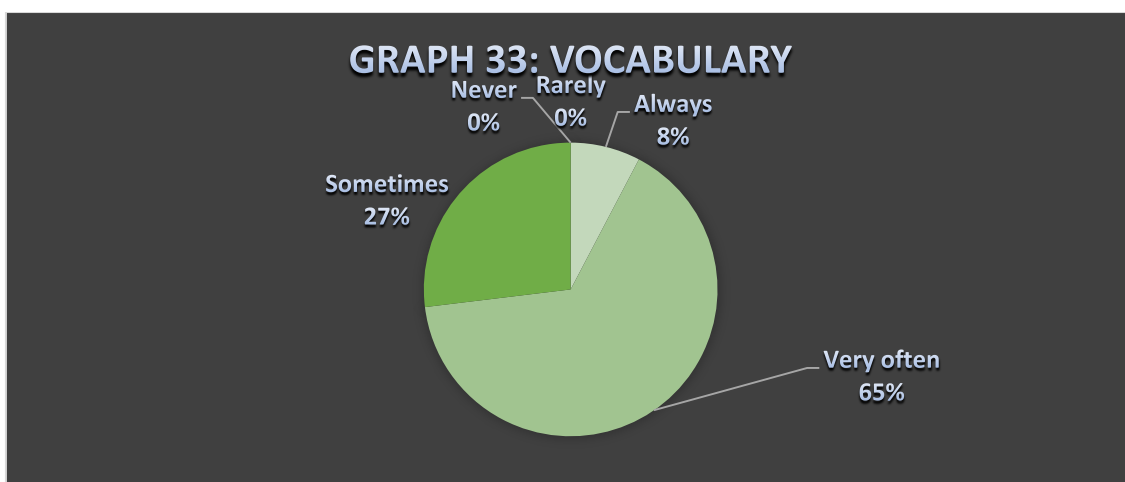
Graph 25: Writing a Letter

Source: Participant observation addressed to French I students, group 1 and 3, from May 6th to June 5th, 2019
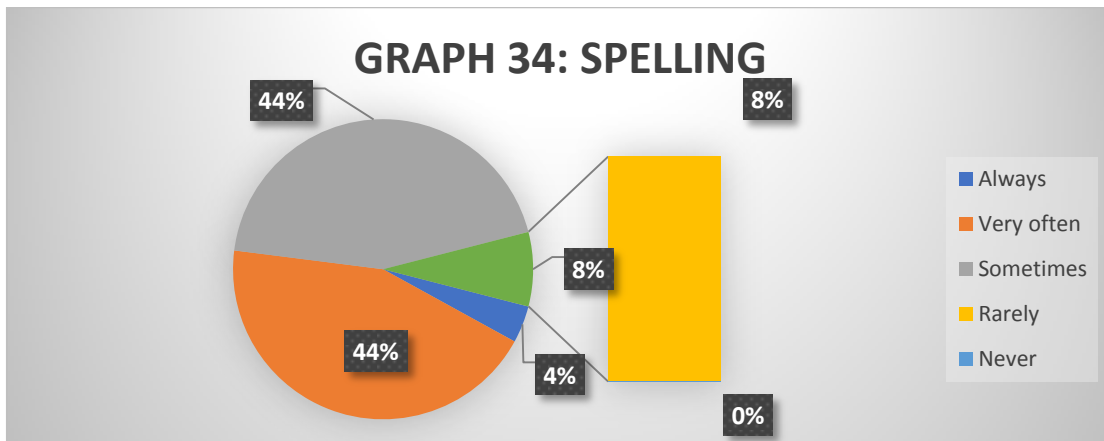
Graph 26: Writing a Letter

Source: Non-participant observation addressed to French I students, group 1 and 3, from May 6th to June 5th, 2019
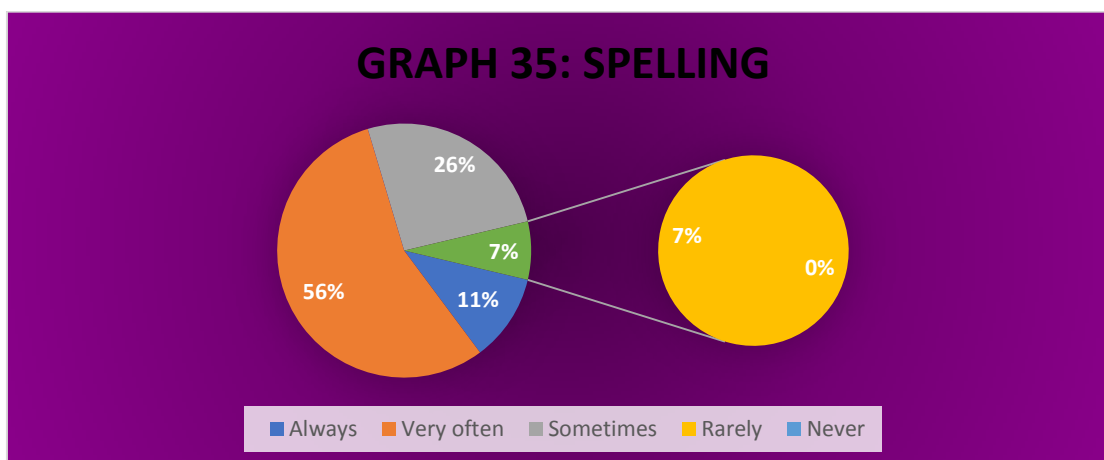
Graph 27: Writing a Letter

Source: Questionnaire addressed to French I students, group 1 and 3, on June 10th, 2019

Graph 28: Games

Source: Participant observation addressed to French I students, group 1 and 3, from May 6th to June 5th, 2019

Graph 29: Games

Source: Non-participant observation addressed to French I students, group 1 and 3, from May 6th to June 5th, 2019

Graph 30: Games

Source: Questionnaire Addressed to French I Students, Group 1 and 3, on June 10th, 2019

Graph 31: Vocabulary

**GRAPH 31: VOCABULARY**

0% 20% 36% 44%

Always Very often Sometimes Rarely Never

Source: Participant observation addressed to French I students, group 1 and 3, from May 6th to June 5th, 2019

Graph 32: Vocabulary
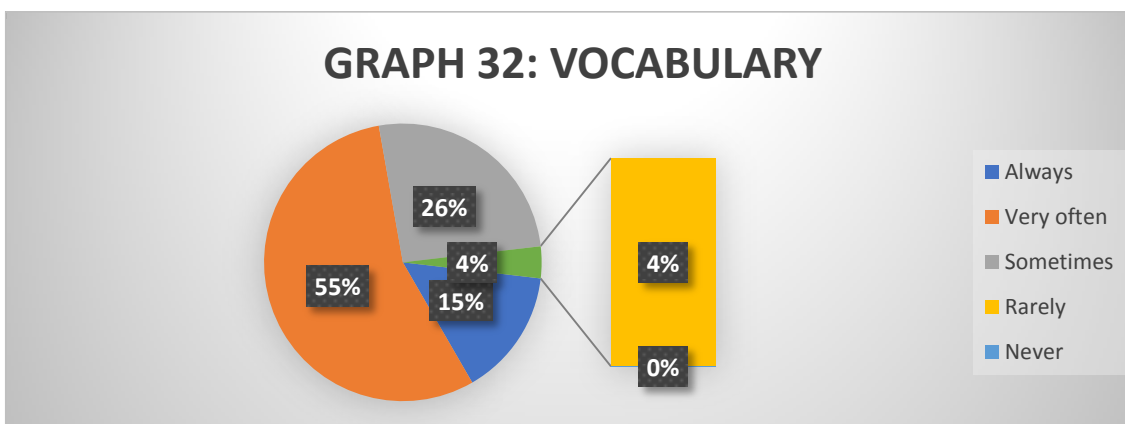
GRAPH 32: VOCABULARY

26% 4% 55% 15% 4% 0%

Always
Very often
Sometimes
Rarely
Never

Source: Non-participant observation addressed to French I students, group 1 and 3, from May 6th to June 5th, 2019

Graph 33: Vocabulary

GRAPH 33: VOCABULARY

Never 0% Rarely 0% Always 8%
Sometimes 27%
Very often 65%

Source: Self-evaluation addressed to French I students, group 1 and 3, on June 10th, 2019

Graph 34: Spelling

Source: Participant observation addressed to French I students, group 1 and 3, from May 6th to June 5th, 2019

Graph 35: Spelling

Source: Non-participant observation addressed to French I students, group 1 and 3, from May 6th to June 5th, 2019
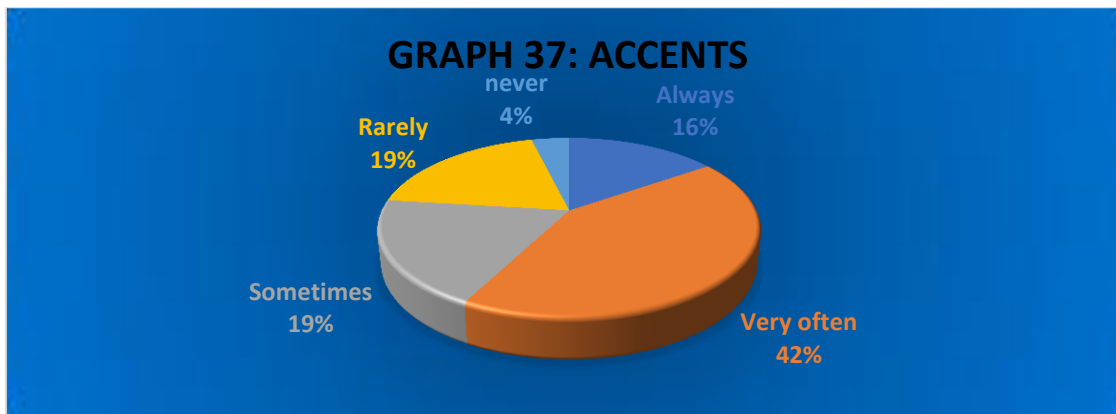
Graph 36: Spelling
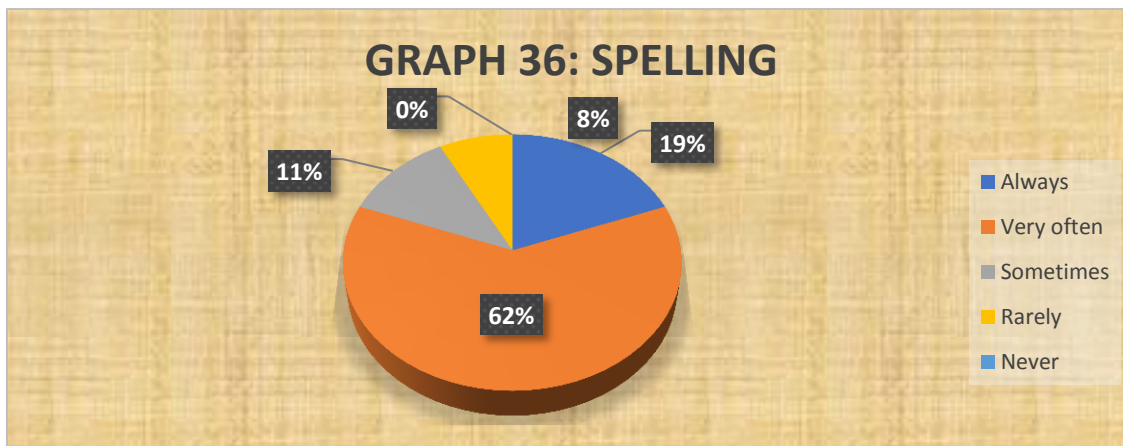
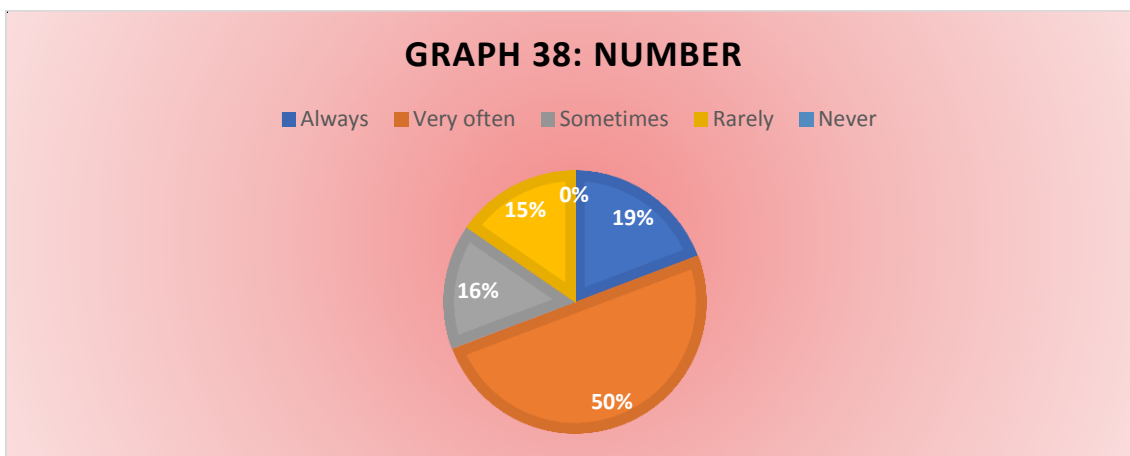*Source: Self-evaluation addressed to French I students, group 1 and 3, on June 10th, 2019*
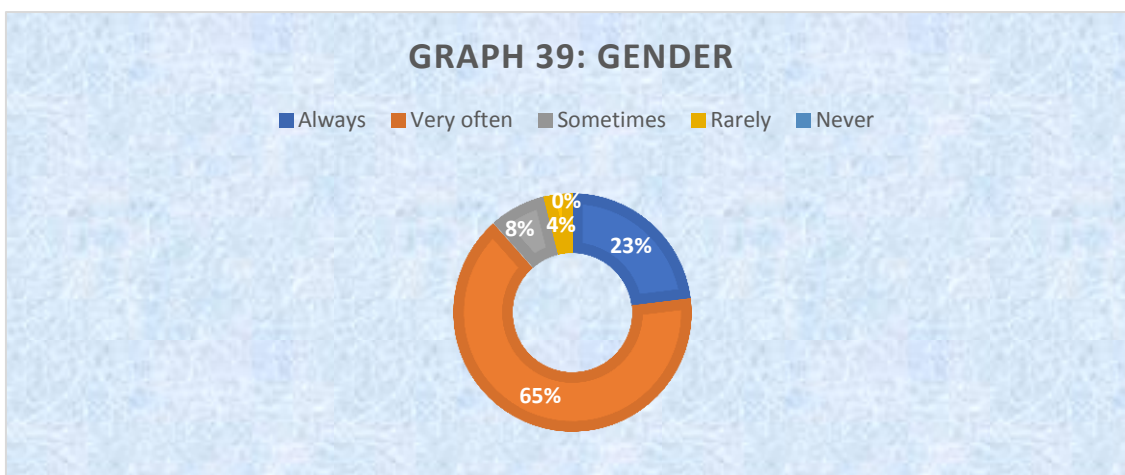
Graph 37: Accents

Source: Self-evaluation addressed to French I students, group 1 and 3, on June 10th, 2019
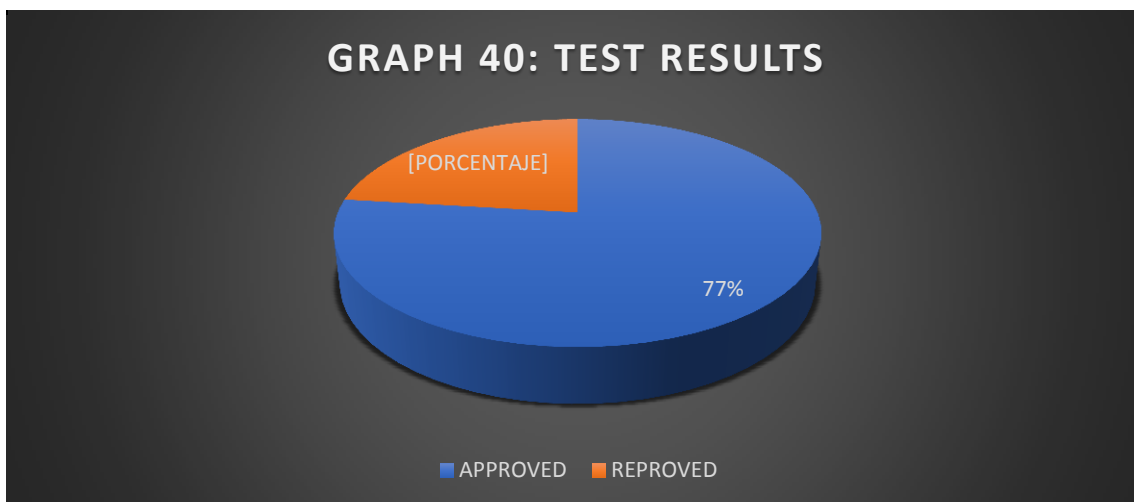
Graph 38: Number

Source: Self-evaluation Checklist Addressed to French I students, Group 1 and 3, on June 10th, 2019

Graph 39: Gender

Source: Self-evaluation addressed to French I students, group 1 and 3, on June 10th, 2019

Graph 40: Test Results

Source: Test addressed to French I students on June 10th, 2019

ANNEXES