UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

FOREIGN LANGUAGE DEPARTMENT

"HOW FRENCH TEACHER'S ASSOCIATED FACTORS (ACADEMIC STUDIES, METHODOLOGY AND PERSONALITY) INFLUENCE THE ACADEMIC PERFORMANCE OF STUDENTS FROM THE MAJOR OF MODERN LANGUAGES OF THE 2ND YEAR OF THE UNIVERSITY OF EL SALVADOR, DURING THE SEMESTER I-2013 BY THE TIME THEY TAKE INTENSIVE FRENCH III"

PRESENTED BY

ANA CAROLINA, RAMOS AGUILAR	**RA05046**
ROCÍO AZUCENA, SÁNCHEZ PEÑA	**SP08006**

UNDERGRADUATE WORK PRESENTED TO OBTAIN THE DEGREE OF LICENCIATURA EN LENGUAS MODERNAS: ESPECIALIDAD EN FRANCÉS E INGLÉS.

JOSÉ RICARDO GAMERO ORTÍZ, MS.T.

ADVISOR

TEACHER: EDGAR NICOLÁS AYALA

GENERAL COORDINATOR OF THE DEGREE PROCESSES

MAIN CAMPUS, SAN SALVADOR, EL SALVADOR.

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

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RECTOR

MTRA. ANA MARIA GLOVER DE ALVARADO
ACADEMIC VICE-RECTOR

_
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LIC. ALFONSO MEJÍA ROSALES
SECRETARY

AUTHORITIES OF THE FOREIGN LANGUAGE DEPARTMENT

MTRO.JOSÉ RICARDO GAMERO ORTÍZ
HEAD OF THE DEPARTMENT

MTL. EDGAR NICOLÁS AYALA
GENERAL COORDINATOR OF THE DEGREE PROCESSES

MTRO.JOSÉ RICARDO GAMERO ORTÍZ
HEAD OF THE DEPARTMENT

INTRODUCTION

The present research begins with the premise that French teacher's associated factors such as: academic studies, methodology, and personality are important in the performance of students from the Foreign Language Department.

Therefore this study comprehends a mixed-approach research which includes the implementation of both: qualitative and quantitative approaches. However, the primordial base of this investigation is qualitative method, provided that quantitative approach only helps to complement the study.

For instance, the researchers made use of different kind of data gathering instruments which are designed in order to answer the research questions. The instruments which support the investigation are: questionnaires, in-depth interviews, non-participant observations.

Another section of the research is related to data collection which is analyzed in two stages. The first stage consists on the statistical analysis of questionnaires, quantitative analysis; on the other hand, the second stage is based on the analysis of each qualitative instrument.

Finally, the investigation presents the main findings, the stipulated conclusions, and some recommendations that the researchers took into account as a result of the complete mixed-approach method

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"How French teacher's associated factors (Academic studies, methodology and personality) influence the academic performance of students from the major of Modern Languages of the 2nd year of the University of El Salvador, during the semester I-2013 by the time they take Intensive French III"

B. OBJECTIVES

General Objectives

To determine through the application of some research techniques how French teacher's associated factors (Academic studies, methodology and personality) influence the academic performance of students from the major of Modern Languages of the 2nd year of the University of El Salvador, during the semester I-2013 by the time they take Intensive French III.

Specific Objectives

1. To identify through individual interviews the teachers' academic studies in order to have a reference of the impact in the students' academic performance.

2. To verify teachers' methodology and their relationship with the students' academic performance by implementing the non-participant observation.

3. To corroborate if the teachers' academic studies, methodology and personality do have a bearing on the students' academic performance.

C. RESEARCH QUESTIONS

General Question

Do teachers' associated factors (academic studies, methodology, linguistic competences and personality) influence in the student's academic performance?

Related Questions

1. How teachers' academic studies have an impact in the students' academic performance?

2. What is the teachers' methodology and how it is related to the students' academic performance?

3. How the teachers' personality has a correlation with the students' academic performance?

4. Do the teachers' academic studies, methodology and personality have a bearing on the students' academic performance?

D. DELIMITATION OF THE FOCUS OF THE STUDY(RATIONALE)

- ❖ **Time:** Semester I-2013
- ❖ **Place:** Universidad de El Salvador
- ❖ **Space:** Foreign Language Department
- ❖ **Scope:** Intensive French III students of semester I-2013
- ❖ **Theory or model:** Constructivism, Psychodynamic Theory.

The following study is addressed directly to a number of factors specifically related to the pressure that teachers cause in the students' performance; but, since it is obvious that exist a great amount of those "factors", it has been necessary to focus in three areas which are considered a branch of characteristics a model teacher should have to well transmit his knowledge and which can influence the academic performance of each student; some of those factors are: academic studies, methodology and personality. The research is limited to three factors because of the time they can take for being analyzed; this does not mean that the existence of many others cannot influence the students' performance.

On the other hand, it can be observed two different kinds of participants implicated in the study, teachers and students, where teachers form the independent variable and students the dependent one, because they are the ones exposed to teacher's abilities. Additionally, in order to limit and get the reliable information, it is planned to work with students of the 2nd year of the major of Modern Languages in the Foreign Language Department, who have taken Intensive French III courses. Considering that in a second language learning it is mandatory to have a capable and an example professor who has influence great enough to create a new professional for the society.

Also, according to the available time for doing this inquiry, it has been established a period of time that goes from April to September of 2013. Furthermore, to have access to this type of information is going to be necessary to apply some techniques like: individual interviews, questionnaires and non-participant observation that will help not only to get a better and clear answer for the research questions but also to prove the hypotheses.

In addition, the research will be based on the Constructivism theory, which implies that fundamentally, people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences (D'Angelo, C., et als., 2009). Actually, this research has the purpose of explaining how students' performance, toward the major they have decided to study, can be influenced positively or negatively by some factors, where in fact the consequences can vary from one student to another.

A. **THEORETICAL FRAMEWORK**

In the teaching- learning process the relation between students and teachers has very important implications in the scholar life. Taking into account that teachers are role models in students' life; this study is oriented to show how some teacher's factors have an influence in the student's academic performance.

There are some gaps when talking about the teaching and learning process, for example what is the role of the teacher? Which sort of role do the students prefer when talking about themselves, active or passive? Do the students have a better academic performance when they have sympathy with the teacher? These are some particular questions that will lead the elaboration of this study.
The Learning Process has to do with many things at the same time: neurobiology, physiology, biochemistry, cybernetics, general and social psychology, cognitive sciences, educational sciences, artificial intelligence, among others, when referring to the students; but there is less conscience at the moment of talking about teacher's factors and the influence on their students, so that is why this report tends to clarify what exactly happens with the following main areas in the teacher's learning process: academic formation, methodology, and their attitudes or personality.

One of the theories that support this research in the educational field is the Theory of Constructivism which is one of the most used and well known in the last years. Constructivism focus on the idea that learners construct knowledge for themselves- each learner individually (and socially) constructs meaning as he or she learns.

Constructivism is generally attributed to Jean Piaget, who articulated mechanisms by which knowledge is internalized by learners. He suggested that through processes of **accommodation** and **assimilation**, individuals construct new knowledge from their experiences.

By making use of the Theory of Constructivism, learners are able not only to interact with sensory data, but also they became the builders of their own world. In fact, every learner is considered as a holder of knowledge, so with this previous experience, the teacher is capable to guide the students to build new and significant learning.

Constructivism actually is the final major learning paradigm because of the fact that it is built upon many of the cognitive principles found in the work of Kant, Piaget, and Vygotsky, who are some of the most famous authors of this theory. According to Cynthia M. D'Angelo, (D'Angelo C., et als. 2009) an educational researcher, learners construct knowledge based on what they already understand as they make connections between new information and old information.

Constructivism has many varieties, one of them is knowledge building, all versions promote a student's free exploration within a given framework or structure. The teacher acts as a facilitator who encourages students to discover principles for themselves and to construct knowledge by working to solve realistic problems. Students are responsible of their own learning but the teacher is the one who has to guide them and give them the motivation they need to learn.

KNOWLEDGE BUILDING

Scardamalia & Bereiter distinguish between Knowledge building and learning. They see learning as an internal, (almost) unobservable process that results in changes of beliefs, attitudes, or skills. By contrast, Knowledge building is seen as creating or modifying public knowledge. Knowledge building produces knowledge that lives 'in the world', and is available to be worked on and used by

other people. Students are able to create new knowledge but to build it they need the stimuli of the environment.

Knowledge building can be considered as *deep* *constructivism* that involves making a collective inquiry into a specific topic, and coming to a deeper understanding through interactive questioning, dialogue, and continuing improvement of ideas. Ideas are thus the medium of operation in knowledge building environments. The teacher becomes a guide, rather than a director, and allows students to take over a significant portion of the responsibility for their own learning, including planning, execution, and evaluation.

According to this approach the teacher has to become a facilitator who helps the student to get to his own understanding of the content or topic. In general the learner plays a passive role but in constructivism learner plays an active role. However the facilitator (teacher) has to play a role with different skills in order to facilitate the construction of learning of students. Teachers, now facilitators, have to ask, to give support, to provide guidelines and creates the environment for the learners to arrive at his or her conclusions; as facilitators they have to show empathy with students, to be in continuous, dialogue with them to know their weakness and straightness and adapt activities and techniques for students to create a significant learning.

Another characteristic of the role of the facilitator in constructivism is that, both teachers and students are involved directly in the teaching learning process. This means that the learning experience is both subjective and objective and requires that the instructor's culture, values and background become an essential part of the process and this will help in the shaping of meaning.

Some studies argue for the importance of mentoring in the process of learning (Archee and Duin 1995; Brown et al. 1989). The social constructivist model thus emphasizes the importance of the relationship between the student and the instructor in the learning process.

There are some techniques or approaches that could facilitate the interactive and significant learning, we can mention: reciprocal teaching, peer collaboration, cognitive apprenticeship, problem-based instruction, web quests, anchored instruction and other approaches that involve learning with others.

Constructivism emphasize with the idea that individuals construct meaning through the interaction with others and the environment in which they are involved. This suggests that all the knowledge of individuals is socially and culturally constructed (Ernest 1991; Prawat and Floden 1994). McMahon (1997) agrees that learning is a social process. He further states that learning is not a process that only takes place inside our minds, nor is it a passive development of our behaviors that is shaped by external forces and that meaningful learning occurs when individuals are engaged in social activities.

This previous theory supports the research as far as it demonstrates the existing relationship between the teacher and the student regarding the learning process. Besides that, it is important to establish that the role of a teacher is only to provide guidance for students; as a consequence he must adapt the appropriate sources and methodology according to the different previous students' background.

One of the principal areas related to the teacher's factors is personality, since academic students' performance could be affected by teachers' personalities. The personality of a person is founded on the characteristic patterns of thoughts,

feelings and behaviors that make a person unique. Personality arises from within the individual and remains fairly consistent throughout life. Therefore, it is presented the "Psychodynamic Theory" exposed by Sigmund Freud.

Briefly, a psychodynamic theory is a view that explains personality in terms of conscious and unconscious forces such as unconscious desires and beliefs (Philip Chalk, McConnell, 1994) Furthermore, sometimes teachers could be hindered by the mismanagement of their emotions, feelings and moods. This theory expresses that depending how the person is emotionally affected either negatively or positively, that will be his or her reaction. Sigmund Freud states that all behavior has a cause and a reason; therefore depending how is the environment presented to the person, it will be the reaction of a person. ([1])

In this research, it could be applicable in the teacher's personality and how it influences the student's performance. For example if a teacher is very enthusiastic, he encourages students to participate, and he is always positive, it will be a motivation for students to become more interested in the class, because the attitude of the teacher will be the cause of student's reaction. Probably not all of them will react the same way, but it will be more positive if teacher's personality is positive.

The trait approach to personality is one of the major theoretical areas in the study of personality. Therefore since teachers' personality has an impact in students, it is considered as one of the most important. A trait can be thought of as a relatively stable characteristic that causes individuals to behave in certain ways.([2])

(1) http://www.simplypsychology.org/psychodynamic.html

(2) http://psychology.about.com/od/theoriesofpersonality/a/trait-theory.htm

EYSENCK'S THREE DIMENSIONS OF PERSONALITY:

<u>Hans Eysenck</u> developed a model of personality based on three universal trails:

1. **Introversion/Extraversion:**

   Introversion involves directing attention on inner experiences, while extraversion relates to focusing attention outward on other people and the environment. So, a person high in introversion might be quiet and reserved, while an individual high in extraversion might be sociable and outgoing.

2. **Neuroticism/Emotional Stability:**

   This dimension of Eysenck's trait theory is related to moodiness versus even-temperedness. Neuroticism refers to an individual's tendency to become upset or emotional, while stability refers to the tendency to remain emotionally constant.

3. **Psychoticism:**

   Later, after studying individuals suffering from mental illness, Eysenck added a personality dimension he called psychoticism to his trait theory. Individuals who are high on this trait tend to have difficulty dealing with reality and may be antisocial, hostile, non-empathetic and manipulative.[3]

   This theory shows how the personality of each individual influences the environment. The two trails that will be used in this theory to apply it in the research will be the introversion/extraversion and neuroticism/emotional stability.

   A person who is introverted will be hard for him to get involve with other individuals, it will be difficult to create a rapport, and enjoy the situation where he is at. On the other hand an extroverted person will be interested in others, willing to meet new people; it will be much easier for that person to get along with others.

(3) Eysenck, H.J. (1992). Four ways five factors are not basic. *Personality and Individual Differences, 13*, 667-673.

Therefore at the moment of being in the classroom it is good to take in consideration which personality will be the best one. But it is important to remark that this theory is based on the behaviorism, so there might be a chance that the individual might be able to adapt his personality to the situation. For example an introverted person might be good at teaching if he gets involve with others.

Also the other trait that Eysenck demonstrated was the one for Neuroticism/Emotional Stability, it depends how the individual is able to manage his mood, if he is patient, if he thinks in a reasonable way thinking about the actions and its consequences. In this case it is important that the student feel comfortable in the classroom, if the teacher has emotional stability, he will be able to manage his anger, and at the end the teaching – learning process will be developed in a normal way, because teacher's personality has in influence in the classroom and in the teaching- learning process.

THE SOCIAL LEARNING THEORY

Rotter developed his social learning theory which states that individuals were seen as being naive to their unconscious impulses, and treatment required long-term analysis of childhood experience. Rotter chose the *empirical law of effect* as his motivating factor. The law of effect states that people are motivated to seek out positive stimulation, or reinforcement, and to avoid unpleasant stimulation. Rotter combined behaviorism and the study of personality. He tried to prove that the outside stimulation, like the environment, has a lot of impact within the human behavior. ([4])

(4) Jean E. Grusec, Developmental Psychology 1992 Vol 25 N° 5 pp 776-786.

The main idea in Julian Rotter's social learning theory is that personality represents an interaction of the individual with his or her environment. So every individual will have a reaction depending the environment they are on. It shows how the individual interacts with the situations.

Therefore within the classroom, it is important teacher's behavior and personality, because that is how students will react, besides the knowledge they are learning, also they acquire the way they behave. It depends the stimuli that teacher is sending to the agents, that will be the reaction, which will be a good or bad influence in the classroom.

Students seek the reduction of tension, the gain of financial rewards, or the gain of the praise of others, or build self-esteem. So it depend the stimuli that they receive from the teacher, if it is a prize, words that encourage them to be better students, etc. It is not only the teacher the one who is working to create a good environment for the teaching learning process but also the student tries to work hard to be in a good environment. Also knowing the desired reward students seek enables teachers to provide the same reward for the desired behaviors. Even though most of the behaviors were reinforced by family members and most of the time they are the most important, behaviors can also be learned from watching television.

Therefore teachers have little control over what happens at home or what is witnessed on television, but they are not without influence. Teachers not only have to be appropriate models, but also equip students to self-regulate, self-correct, and properly self-monitor. Teacher has to learn how to equilibrate and work with what the students have learned, so it will not affect the teaching learning process. ([5])

([5]) H. J. Eysenck, Person Individual Diff. Vol 13 N° 6 pp 667-673, 1992, printed in Great Britain.

Methodological Theories

Communicative Approach

It emphasizes in the cognitive and social process to learn a new language. This approach came up from psychologies, sociologies and linguistics theories, and it was born from the necessity to invent new methods, besides the traditional methods like the grammatical and the Audio-lingual method. It was created around 1970; Hymes (1972) called it "communicative competence". It proposes the definition of a communicative language. It was Wilkins in 1972 who suggested to put in evidence the systems of meanings, that has its bases in the use of communicative language.

According to the communicative approach, the learning of the language is successful when the students face situations from real life. Therefore, the classes are based in functions and contexts of the language, it means what it can be done with the language, for example: ask for information, complain, invite, argue, etc. Also, this approach works with different skills like listening, talking, reading and writing. The classes are based on real materials, within real situations.

Howard (1984), talks about two versions from the communicative approach: a strong one and a flexible one. The first one emphasize the communicative aspect from the language, while the flexible one suggests the integration from structural practices with communicative elements. In other words, the strong version talks about fluidity and the second one makes emphasis in fluidity as well in language precision.[16]

The most important criteria is that new knowledge can be considered that the cognitive structure exists already in the learner. The new material needs to be related to the previous cognitive structure in a non-verbal and non-arbitrary way so it can be transfer in a new context. Ausubel says that it is impossible to acquire wide nucleus of information if there is absence of significance knowledge.

The main characteristics within the communicative approach:

- The main goal is to achieve a communicative competence.

- The language is learned by talking and making mistakes.

- It is more important to learn the use of the language, than to learn about the language.

- The student is responsible from his own learning.

- Teacher provided the tools.

- Lessons include a lot of team work.

- Students participate actively, the teacher is a facilitator.

- It introduces situations from real life.

- Lessons include a lot of interaction.

This approach has increased the demand to put pressure on educators to change their teaching methods. Traditional methods such as grammar translation assumed that students were aiming for mastery of the target language, and that students were willing to study for years before expecting to use the in real life. Therefore active learning is more effective than passive learning.

Classroom activities used in communicative language teaching include the following:

- Role play

- Interviews

- Information gap

- Games

- Language exchanges

- Surveys

- Pair-work

- Learning by teaching

However, not all courses that utilize the communicative language approach will restrict their activities solely to these. Some courses will have the students take grammar quizzes.

Theory of Conditions of Learning by Robert Gagné.

Gagnés theory stipulates that there are several types and levels of learning, and each of those types and levels requires instruction that is tailored to meet the needs of the pupil. The focus is on retention and honing of intellectual skills.

Learning in the Theory of Gagné				
Phases	*Process*	*Description*	*Role of the Teacher*	*Instruction*
Motivation	Expectation	The student wishes to achieve a goal.	He verifies if there is motivation from the student, and if not, he provokes it.	Explain the objectives.
Comprehension	Attention	The student has to receive some stimuli	He uses different strategies to	Changes of the rhythm, or tone of voice.

		to be decoded to save the information in his memory.	awake o keep the attention.	
Acquisition	Decoded	The student rebuilds the information to save it in his memory	Cheer up the student.	Uses schemas and little groups.
Retention	Accumulation	The information was decoded, it is saved in the long term memory.	Reviews to motivate them to create schemas.	Promote the practice.
Recuperation	Memories	It evokes the information saved when needed.	Hegives instructions to remember what has been learned.	Exercises and questions.
Generalization	Transference	It applies the knowledge	He encourages the use of principles and rules that helps the transference.	Discussions, home works of resolution of exercises.
Execution	Answer	I acts to generate the answer and to	He confirms that the learning has	Explain the answers.

		allow the student to practice what he has learned.	been successfully acquired.	
Feedback	Affirmation	The student receives a feedback.	He confirms the learning, verbally or by signs.	Evaluate and provides adjustments.

Total Physical Response Method (TPR).

This method was developed by James Asher, it includes Krashen's theory is about entering comprehensive information that precise between other principles, the necessity to comprehend the listening as a requirement to learn to talk. The teacher gives the instructions to students, they do not speak to make what they have been told to do (to dance, to move, to jump, etc). When the students are ready, they will begin to give orders to other students too. In this method, the student learns through actions and physical responses instead of mechanical exercises. This method allows the phases to prepare the oral expression where students do not speak until they do not feel comfortable and they wish to do it.

This theory is related to the Humanistic methodology. For this theory, the student is an integral person; therefore the most important objective is his personal growth than help him to learn the language, to develop human values, the movement to the self-correction, and the comprehension to the others. To the humanistic theory, the learning experience counts, their beliefs, their perceptions, their values, the development of his personality, the stimulation of positive feelings, and to be sensitive with others.

In this method, to do relaxing activities, self-control activities, to achieve a comfortable environment of solidarity, that are in favor to a positive environment in the classroom, so the learner could be happy.

Within this method we can take as an example a baby who does not know how to talk, but he is guided by directions for example: "smile to grandpa", "take my hand when we cross the street", it is related to the language body conversation. In language classes, it happens the same, they learn by doing the actions, and students feel more motivates and their achievements while internalizing English is so fast.

SUGGESTOPEDIA

Suggestopedia is a teaching method developed by the Bulgarian psychotherapist Georgi Lozanov. He claimed that by using this method a teacher's students can learn a language approximately three to five times as quickly as through conventional teaching methods.

It strongly depends on the trust that students develop towards the method by simply believing that it works.

Physical surroundings and atmosphere in classroom are the vital factors to make sure that "the students feel comfortable and confident", and various techniques, including art and music, are used by teachers.

Teachers should not act in a directive way, although this method is teacher-controlled and not student-controlled. For example, they should act as a real partner to the students, participating in the activities such as games and songs "naturally" and "genuinely."

The teachers not only need to know the techniques and to acquire the practical methodology completely, but also to fully understand the theory, because, if they implement those techniques without complete understanding, they will not be able lead their learners to successful results, or they could even cause a negative impact on their learning.

DIRECT METHOD

The **direct method** of teaching, which it is also called Natural Method, is often used in the teaching of foreign languages and it focuses in using only the target language. It was established in Germany and France around 1900.

Some of the principles of this approach are:

1. Classroom instructions are conducted exclusively in the target language.

2. Only everyday vocabulary and sentences are taught during the initial phase; grammar, reading and writing are introduced in intermediate phase.

3. Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.

4. Grammar is taught inductively.

5. Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary is taught by association of ideas.

6. Both speech and listening comprehensions are taught.

7. Correct pronunciation and grammar are emphasized.

8. Student should be speaking approximately 80% of the time during the lesson.

9. Students are taught from inception to ask questions as well as answer them.

This method is very used while learning a new language; the main objective is to introduce students to the target language by using in it every situation. Students improve their oral skills, listening and comprehension of the new language.

In the initial phase of this approach it is necessary to use different visual aids to help students associate ideas with pictures or images.

Small groups are recommended when using this approach, in this way students will have a better acquisition of the new language. Teachers ask questions and students answer them.

Students use of the target language is essential and it is the basis of this approach; the practice in little groups of students or by answering questions from their teachers. The correct production of the language is a characteristic of this method; grammar and pronunciation are both emphatize.

II.   PURPOSE OF THE STUDY AND TYPE OF RESEARCH

Before going deeper in this research design it is fundamental to make clear that this study will be carried out with the implementation of both Qualitative and Quantitative approaches. However, the bases of this study are more Qualitative since only some aspects of Quantitative research will be taken to complement this study.

With the elaboration of this research it is attempted to develop two different types of inquiry:

Descriptive

The main type of research that will be developed in the study is ***descriptive*** since throughout the research the people under study will be observed and analyzed in their natural environment without being exposed to any kind of experiment or stimulus, with the intention of perceiving *how something happens* and *who is involved* to finally provide a profile of what was observed. Actually, one of the main intentions of this study is to know how the teachers' academic studies, methodology, linguistic competences and personality influence in the students' academic performance. So that, it is necessary to highlight that in this case both the teachers and students are the individuals who are involved in the situation under study which is the students' performance.

Correlational

The research will be also ***correlational*** since during the elaboration of the research the degree of relation existing between two concepts or variables will be measured. In fact, the study is based on determining how some teachers' associated factors such as academic studies, methodology, linguistics

competences and personality influence in the students' academic performance. In other terms, these associated factors will take the role of the independent variables, due to the fact that they have been controlled and manipulated in order to present the possible factors that are assumed to affect or determined the dependent variable which in this case is the students' academic performance. This dependant variable is what will be measured and affected during the study since it is the element that will help to respond each of the independent variables to finally analyze their relationship.

III.   HYPOTHESES

General hypothesis

If teachers meet a profile that meets good teacher training, methodological competence and attitudes (personality) favorable for students learning, students will perform better.

Specific hypothesis

1. To higher teachers' score, higher students' academic performance.

2. To better teacher training, better students' academic performance.

3. To more favorable teachers' attitudes (personality), better students' academic performance.

4. To better teachers' methodological competence, better students' academic performance.

IV. SAMPLE

Primary field for research (Qualitative)

Intensive French III students' information about their French teachers had in their courses.

Primary Source

Students from the major of Modern Language consulted via questionnaires.

Methods for gathering the primary information

Questionnaires.

Sample Calculations.

Using the following formula, it will be determined how many students are going to be required to answer the questionnaire.

N= Universo = 121

n= Data (?)

Z= Nivel de confianza 95%= 1.96

E= Error máximo permisible 10%= 0.10

q= Probabilidad de fracaso 50% = 0.5

p= Probabilidad de éxito 50%= 0.5

n= Z^2 (p) (q) N

$\overline{(E)^2 \ (N\text{-}1) + z^2 .p.q}$

n= (1.96)^2 (0.5) (0.5) x 121

$\overline{(0.10)^2 (121\text{-}1) + (1.96)^2 \text{ x } 0.5 \text{ x } 0.5}$

n= 3.8416 (0.25) x 121

$\overline{0.01 (120)+ 3.8416 \text{ x } 0.25}$

n= 0.9604 x121

$\overline{1.20 + 0.9604}$

n=   116.2084

$\overline{\qquad 2.\ 1604}$

n= 53.79 ≈ **54**

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n=   116.2084

$\overline{\qquad 2.\ 1604}$

n= 53.79 ≈ **54**

Secondary field for research (Qualitative)

Information about French teachers' associated factors.

Secondary source

French teachers from the major of Modern Languages, who were in charge of Intensive French III courses in semester I-2013.

Sampling Strategy

The sampling strategy of the secondary source will be developed in different stages:

1. Look for French teachers' names who are working in semester II -2013.

2. Identify the teachers who were in charge of Intensive French III courses in semester I-2013.

3. Detect the students who were in Intensive French III courses in semester I-2013 in order to administer them a questionnaire that will help to select the group of teachers that will be taken as the sample.

4. The questionnaire will be used as an instrument that will determine the criteria by which teachers of Intensive French III will be ranked.

A related concern was to have teachers of French III who taught those courses since it is in these courses where students acquire the bases of the language and where it can be observed how the factors under study may influence the students' performance.

Methods for gathering the primary information

➢ Non-participant observation.

➢ In-depth interviews.

➢ Questionnaires.

V.   RESEARCH STRATEGY

In the educational field, it is hard to guarantee that something is totally true since the main actors in this area are students and teachers and everybody knows that people change their attitudes and behaviors constantly. One of the aims in this investigation is to find the relationship between some teacher´s factors and the student's academic performance. Then it will be necessary to have the most accurate information and results of this study. The research group will achieve this purpose by putting in practice both types of research (quantitative and qualitative) so that the findings can be more reliable.

Qualitative

Qualitative research involves a naturalistic and interpretive approach to its subject matter. This means that this type of research is focused on the study on people or events and their natural settings, trying to make sense and interpret the phenomena in terms of meanings that people bring to them (Denzin, NK & Lincoln, YS, 2004).

This study research will be guided by the help of the qualitative research techniques because of the usefulness that it conveys to the investigation. In fact, it will be studied the relationship between people and their behaviors. Additionally it is necessary to go deeper in the topic of teachers' factors and how the impact in the students' performance is. The findings and the answer to this issue will be clearly not only by using the qualitative research but also by using the following approach:

Critical Ethnography

Critical ethnography applies a critical theory based approach to ethnography. It focuses on the implicit values expressed in ethnographic studies (Soyini, Madison, 2005). This approach seeks to determine symbolic mechanisms, to extract ideology from action, and to understand the behavior of research subjects within their social frameworks.

Critical ethnography is the most accurate method to use in this study since the research group wants to establish that the teaching dynamic goes beyond the classroom and affects the student's life in many ways.

VI. DATA COLLECTION TECHNIQUE

A. In-depth Interviews

In the ethnographic study is appropriate to use as many techniques as possible to gather the necessary information, in this case the study will be clarified with the help of in-depth interviews with open-ended questions which are going to be made to the teachers who were in charge of the Intensive French I courses.

In-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation (Boyce, C., 2006).

In-depth interviews are useful when detailed information is needed about a person's thoughts and behaviors or want to explore new issues in depth. Interviews are often used to provide context to other data (such as outcome data), offering a more complete picture. The decision of using this kind of interview is based on the idea that in-depth interviews provide much more detailed information than what is available through other data collection methods, such as surveys. Besides, they provide a more relaxed atmosphere in which to collect information.

B. Non-Participant Observation

This method includes human or mechanical observation of what people do or what events take place in a natural situation, in other words, it is the action of observing situations on its natural setting, without forcing anything to happen. In this study the non-participant observation has been selected because the investigation group needs to perceive by first-hand the real environment of a normal class giving by a French teacher. The researcher must be very cautious when observing because he/ she has to discover and gather the data without interrupting the natural flow of the events.

The research group will do the observation technique in some of the French courses in which the teachers selected through the questionnaire are developing their classes in order to give an answer to the statement of the problem: "How French teacher's associated factors (Academic studies, methodology and personality) influence the academic performance of students from the major of Modern Languages of the 2nd year of the University of El Salvador, during the semester I-2013 by the time they take Intensive French III"

C. Quantitative

Quantitative research is a systematical process that involves the use of numerical data to obtain information (Burns, N., Grove, S.K., 2005)

The research group will use the quantitative research to know the perception of the students about their teachers of Intensive French III courses. This will reinforce the data obtained through the qualitative techniques and also will support what the teachers have answered in the preceding interviews made to them. The use of a questionnaire administered to the students will be fundamental to achieve this.

D. Questionnaire

The instrument that will be taken as the point of departure for starting the research is the questionnaire, which is one of the most useful qualitative data techniques. This is a research instrument consisting of a series of questions made with the purpose of gathering essential information that will be useful to the research project. The questionnaire will be administered to the Intensive French III students, in semester I-2013. The questions that they will answer will be related to the French teachers' factors and the influence on their academic performance and their results will determine the group of teacher that will be interviewed and evaluated.

VII.   RECORDING AND ANALYZING OF DATA

Since the aim of this project is to describe the influence of factors in French teachers such as Academic Studies, Methodology and Personality, in the students' academic performance, different instruments were used to analyze the data and carry out this investigation.

It was necessary to make use of a voice recorder device, in order to have an evidence of the interviews administered to the teachers who were in charge of Intensive French III courses. The audio recorded facilitated the subsequent analysis and interpretation of each one of the answers provided.

Considering the use of questionnaires to obtained important information from students, the analysis required the utilization of a computer statistics data editor SPSS (Statistical Package for the Social Sciences) which was useful to tabulate the information and made the respective graphics and then evaluate each one of them.

Once the questionnaires were analyzed, the observation technique was carried out to three Intensive French III courses. The groups observed were: Group 01, Group 02 and Group 06. The researchers analyzed the written notes and a rubric containing certain aspects that were helpful to comprehend in a better way each of the factors under study.

In addition to all the process made before, the research group obtained some extra numerical data (students' GPA) which were included in the questionnaire with the purpose of reinforcing the investigation. Finally, all the information collected was set side by side with the data obtained from the observation and the interviews applied, through comparative charts so that it will be known if there is any relationship between variables.

VIII. DATA ANALYSIS

The procedure that was used to analyze the data collected was divided in two stages. The first stage consisted on the statistical analysis of the questionnaires administered to Intensive French III students (quantitative analysis) who took their Intensive French III course in Semester I – 2013; while the second stage was based on the analysis of each qualitative instrument to finally elaborate a general analysis.

In order to carry out the first stage, it was used the "SPSS" which is a software package program used for statistical analysis, and then the process was distribute into two sections; the first section is the Univariate analysis that evaluates the results of each item individually. The second part is the bivariate analysis which analyses the relation between two outstanding items.

Once the quantitative analysis was done, the second stage was developed. Each instrument was analyzed separately in order to organize all the information collected. This individual process was useful to present a broad analysis of the complete research. Finally, it is presented the analysis of the research questions and hypotheses.

A. STAGE 1

1. UNIVARIATE ANALYSIS.

The main objective of the univariate analysis is to analyze each item individually to know how students who took the Intensive French III in the semester I- 2013 evaluate their French teachers. In that way it could be appreciated how they evaluate the performance of their teachers in different aspects.
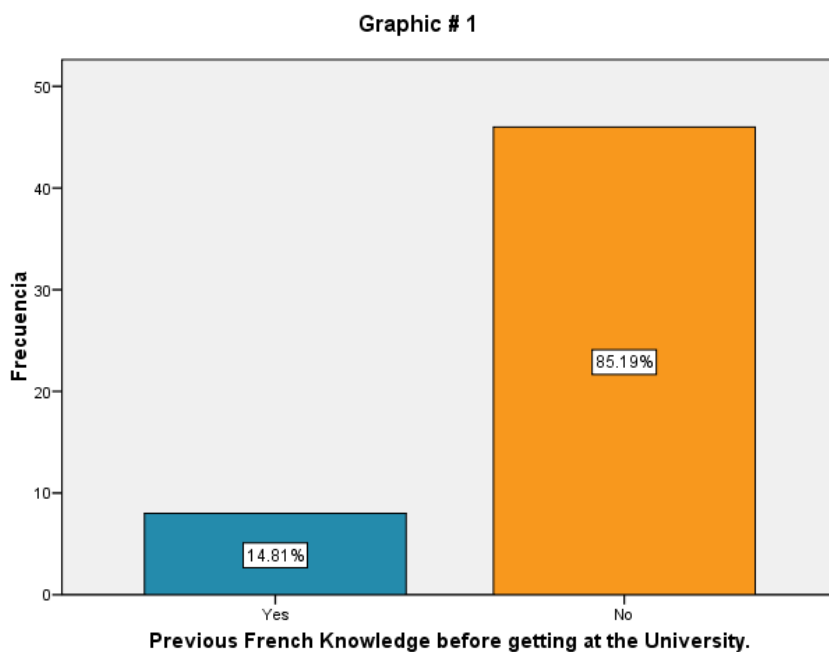
Graphic # 1

Source: Questionnaire administered to students from Intensive French III in the semester I – 2013 at the University of El Salvador.

The chart presents that the 85.19% of students who answered the questionnaire did not have previous knowledge of French language at the moment they started the major. On the contrary only 14.81% assured that they have previous knowledge before getting registered at the university. This is an important factor to consider because those students who already have some knowledge of French, and who represents a minority, may have advantages over the students who do not have previous knowledge of the language.

Graphic # 2
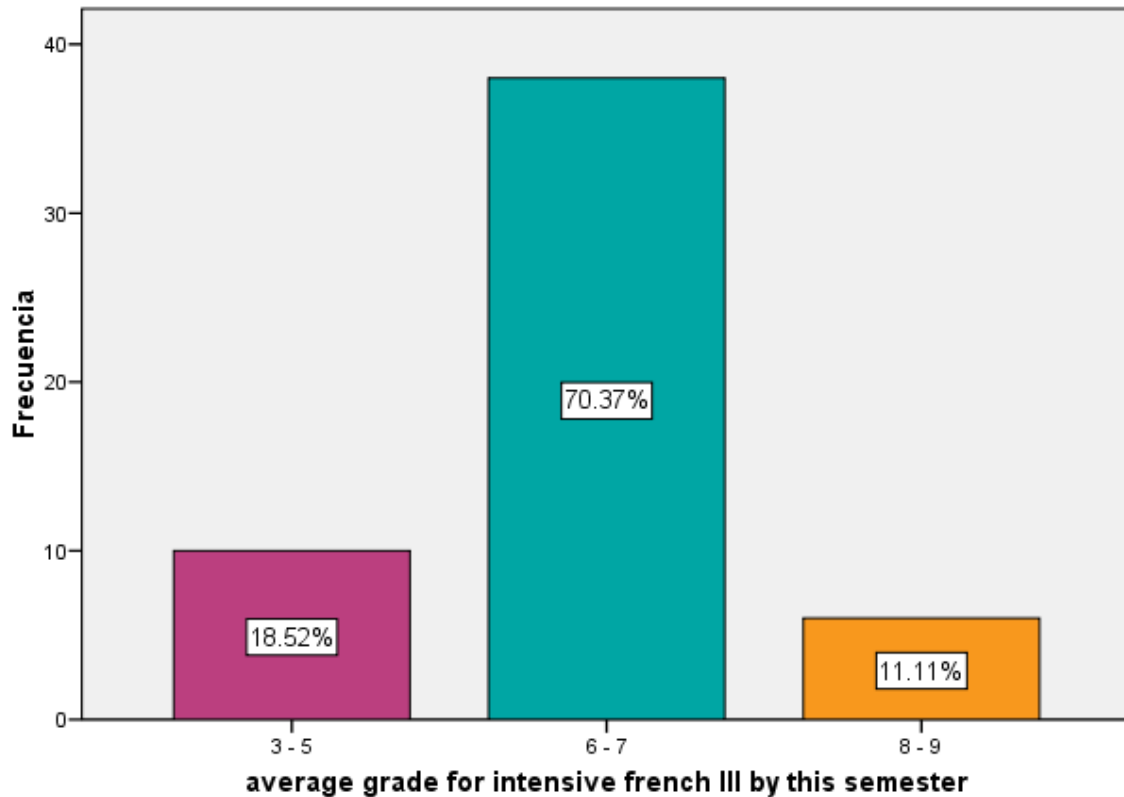
According to the results 70.37% of students from Intensive French III got grades from 6 to 7 in their quizzes, exams, texts and expositions in the subject of Intensive French III in the semester I-2013. The 18.52% of students got grades from 3 to 5 in the evaluations mentioned above and some of them assured they were having problems understanding the contents. And only the 11.11% of students got grades from 8 to 9 in the semester I - 2013 in the subject of Intensive French III.

The teachers should put close attention to the grades the students are getting because very few of them are doing well in their tests, activities, exams and expositions; it is also a teachers responsibility to assure that the students understand the contents but also it is a student's responsibility to accomplish with their tasks and do their best in every activity.
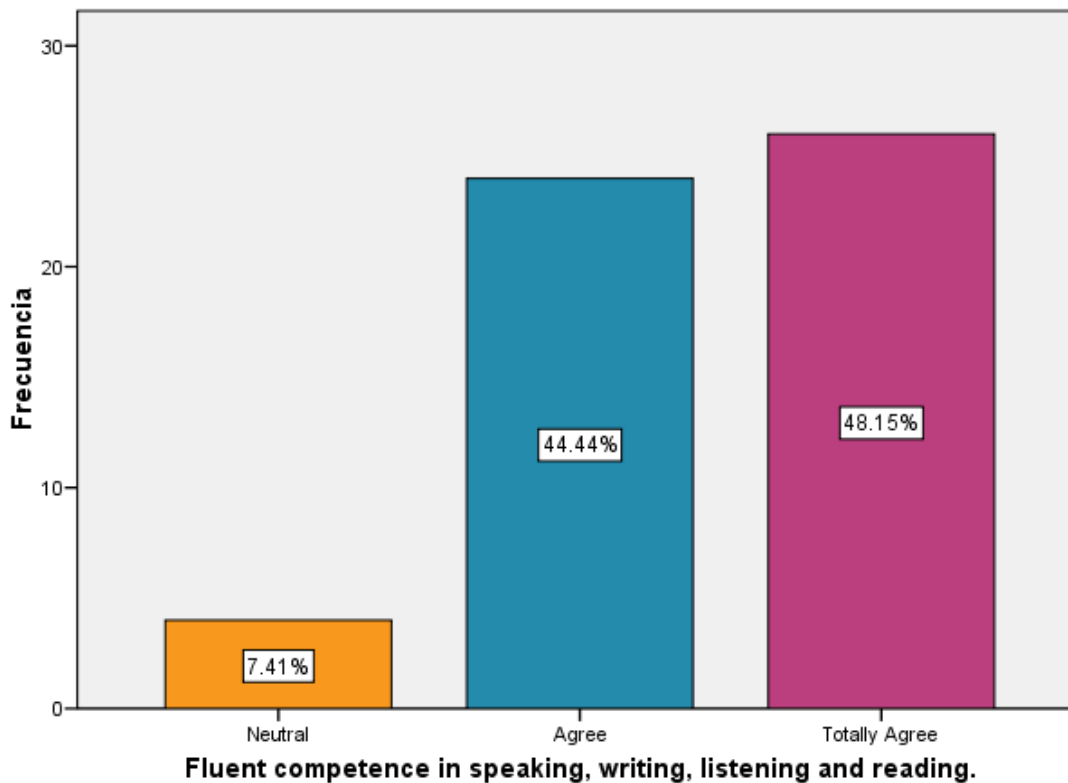
Graphic # 3
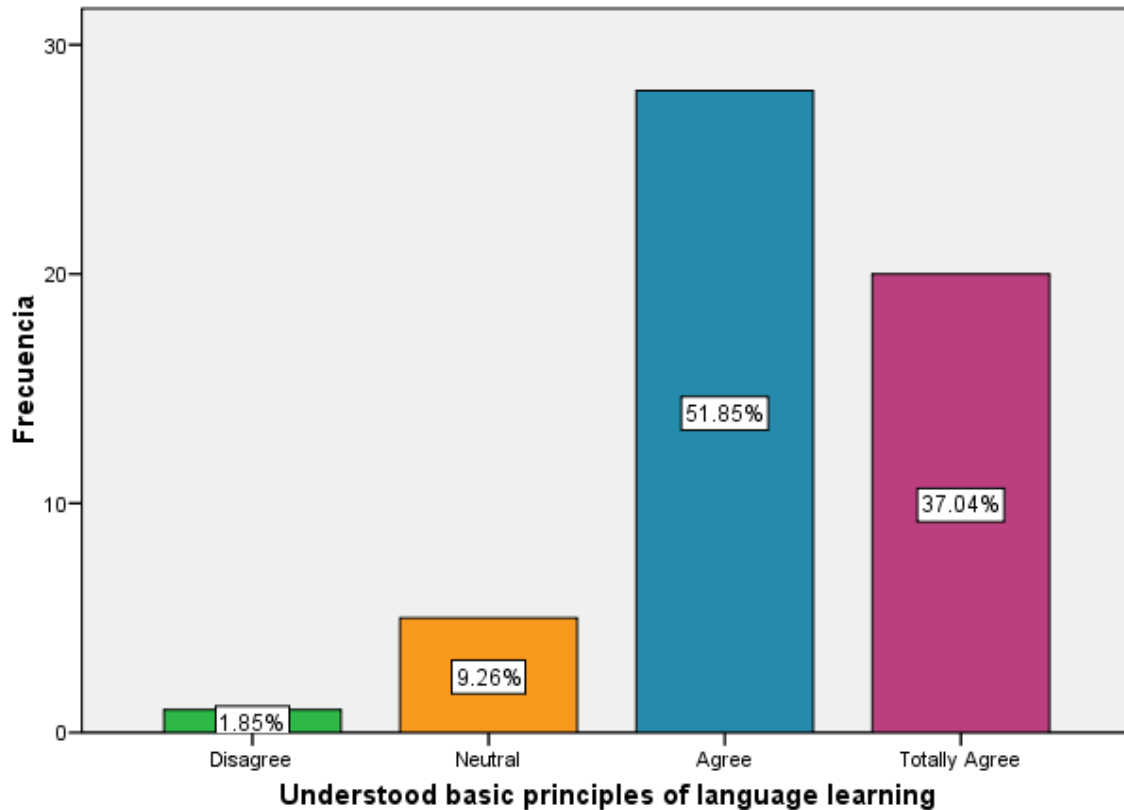
Source: Questionnaire administered to students from Intensive French III in the semester I – 2013 at the University of El Salvador.

The teachers are the ones who have the responsibility to manage the class properly they have to understand at least the basic principles of language learning. According to the graphic 37.04% of students totally agree that their teachers understand the principles of language learning. While 51.85% of students that represents the majority, agree with the statement this means they understand the steps of language learning. Only the 1.85% of students of Intensive French III considered their teachers do not understand basic principles of language learning and teaching. It can be said that most of students considered that their teachers are aware of the basic principles and implications the learning of a new language has and the difficulties students have in the process.
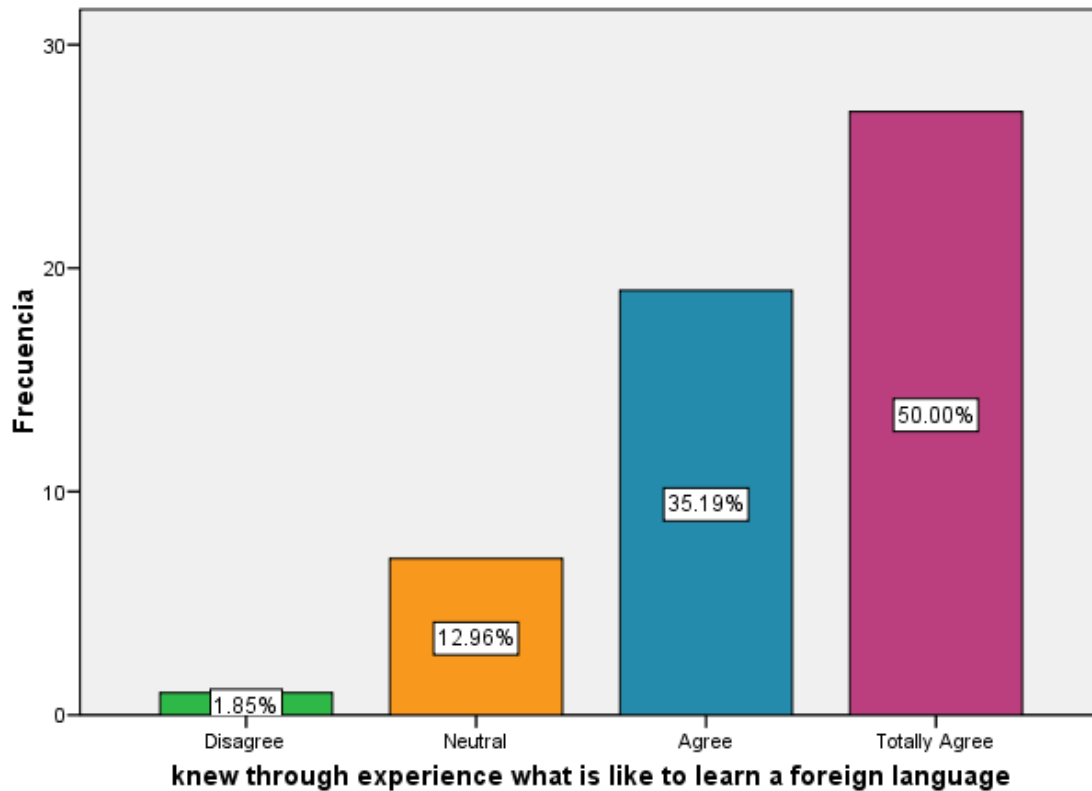
Graphic # 4

Fluent competence in speaking, writing, listening and reading.

Source: Questionnaire administered to students from Intensive French III in the semester I – 2013 at the University of El Salvador.

For the students to have a better comprehension of the language they are learning it is necessary that their teachers were competent in the language they are teaching, according to the graphic 48.15% of students considered their teachers of Intensive French III have fluent competence in speaking, writing, listening and reading, those students considered their teachers have an excellent competence and that they have the capacity to teach them properly. The 44.44% of the group questioned believe their teachers have a good competence in the four macro skills. And finally only the 7.41% of the students considered their teachers have neither a high nor a low fluent competence in the four macro skills. Maybe they think their teachers have the competence but there are not graded as excellent or good.
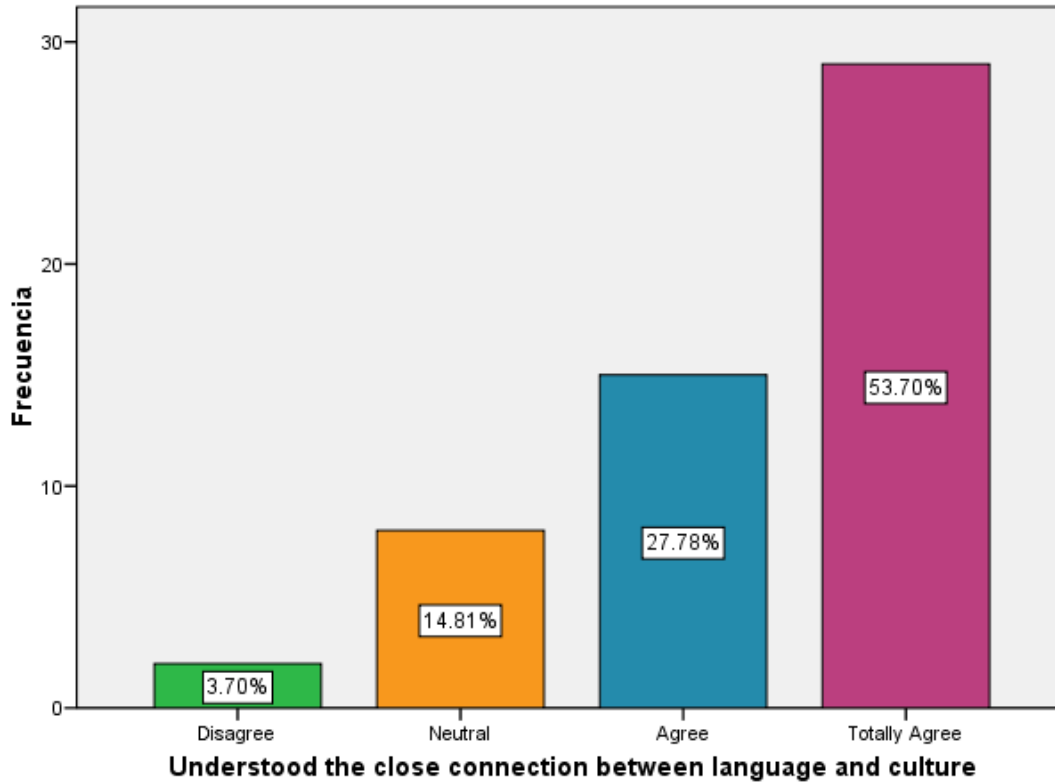
Graphic # 5

knew through experience what is like to learn a foreign language

Source: Questionnaire administered to students from Intensive French III in the semester I – 2013 at the University of El Salvador.

The results showed that the 50.00% of students for Intensive French III totally agree that their teachers know trough experience what is like to learn a foreign language. They feel confident their teachers are familiar with the teaching learning process because they have experienced it. Therefore the 35.19% agree their teachers also know how is to learn a foreign language but not in a fully way. Meanwhile 12.96% of the group questioned showed neutrality; this group of students do not feel really sure about the experience learning the language of their teachers they do not have a consistent opinion about the statement. On the other hand 1.85% of students disagree; they think their teachers do not know trough experience what is like to learn a foreign language and their implications consequently they do not know the techniques or do not have a good methodology to teach the language.
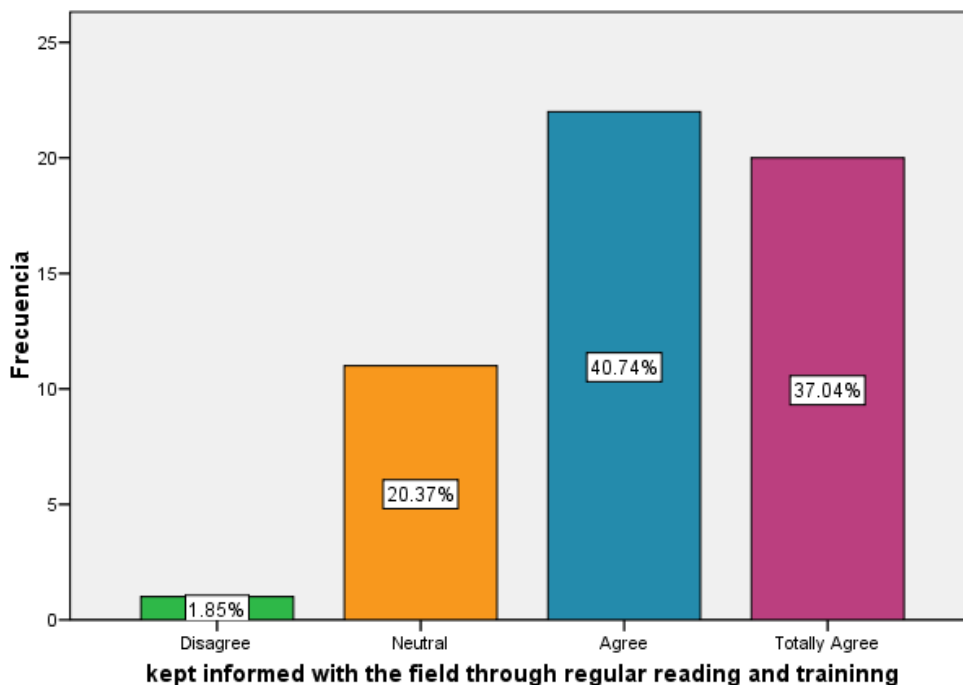
Graphic # 6

Understood the close connection between language and culture

Source: Questionnaire administered to students from Intensive French III in the semester I – 2013 at the University of El Salvador.

This chart presents the understanding teachers of French Intensive III have of the connection between language and culture. The students questioned had different opinions 53.70%, that represents only the half of the group, totally agree with the statement, that means that their teachers understand the connection and linked both language and culture to facilitate the learning of students. The 27.78% of the students do not feel completely satisfied with the understanding of the connection of their teachers and they only agree. 14.81% of the group showed neutrality they decided not to give any opinion about their teachers. While 3.70% of the students disagree, they represent a minority but this percentage shows the weaknesses in teachers that some of students can perceive.
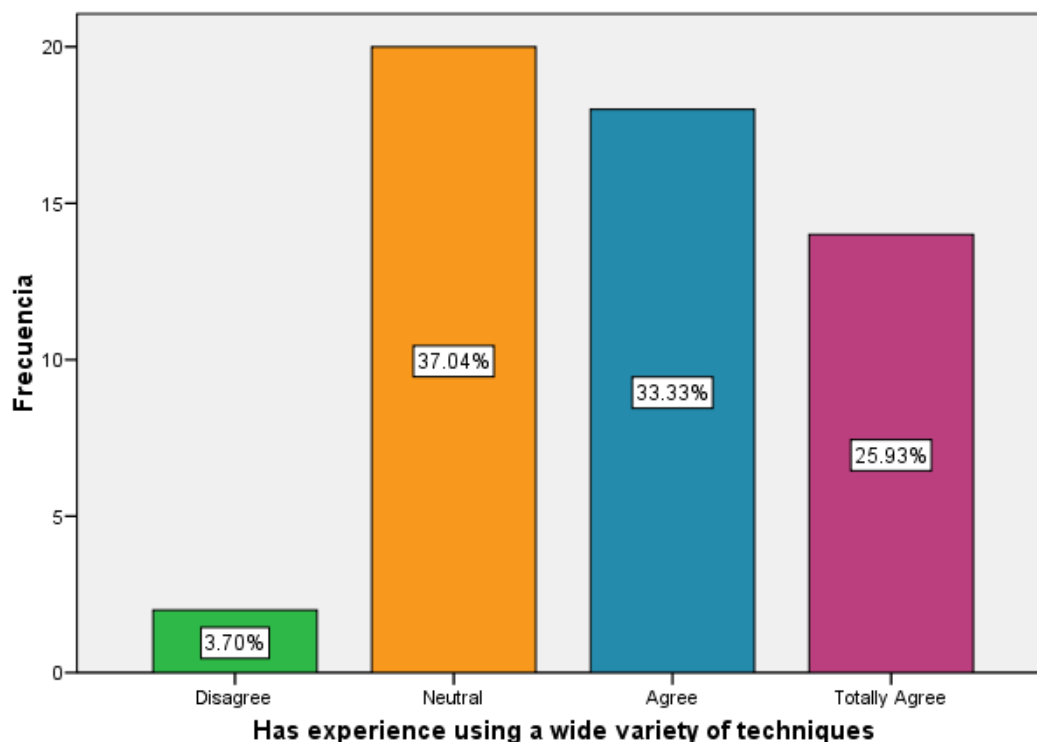
Graphic # 7

Source: Questionnaire administered to students from Intensive French III in the semester I – 2013 at the University of El Salvador.

Teaching is a wide area that is constantly changing; methodology and techniques are improved day by day, that is why it is important to know if the teachers of Intensive French III are aware of this situation. To what the students answer as follows: 37.04% of the group totally agrees 40.74% of the students only agree, 20.37% were neutral while de 1.85% disagrees, nevertheless teachers are being very low ranked by students; they did not reach an excellent punctuation that means that they need to be updated in the area they are teaching and have to be conscious of the importance of a constant preparation because this will guarantee the success of the class and a better understanding of the contents by their students. But not only have the teachers to be aware of the situation but also the foreign language department has to facilitate the spaces and the tools necessaries for the teachers to keep always informed and prepared in what is new in their areas, this will improve the performance of the students and the competitiveness of the department in the University of El Salvador
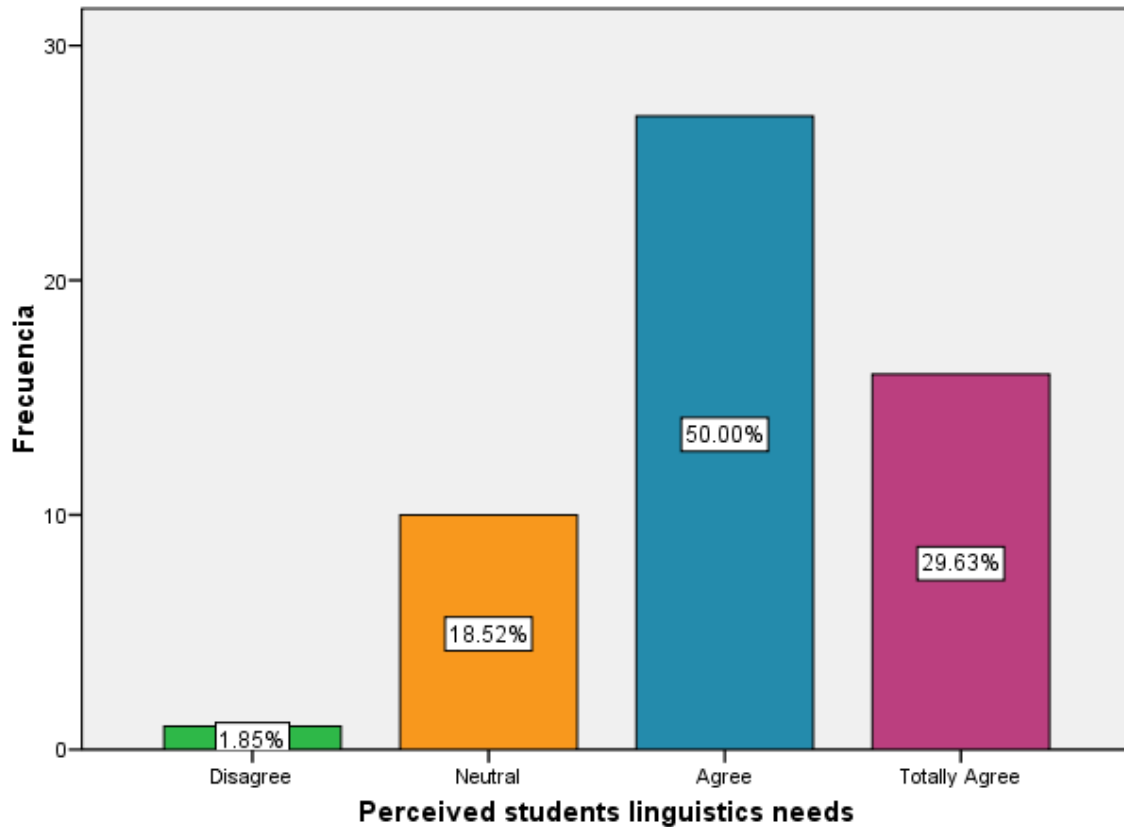
Graphic # 8

Source: Questionnaire administered to students from Intensive French III in the semester I – 2013 at the University of El Salvador.

New technologies are necessaries when teaching a foreign language and professor must be updated about the use of new technologies to support their classes. 25.93% of students totally agree with the statement this is only a little percentage that means that teachers maybe do not use or do not know how to use technologies in their classes
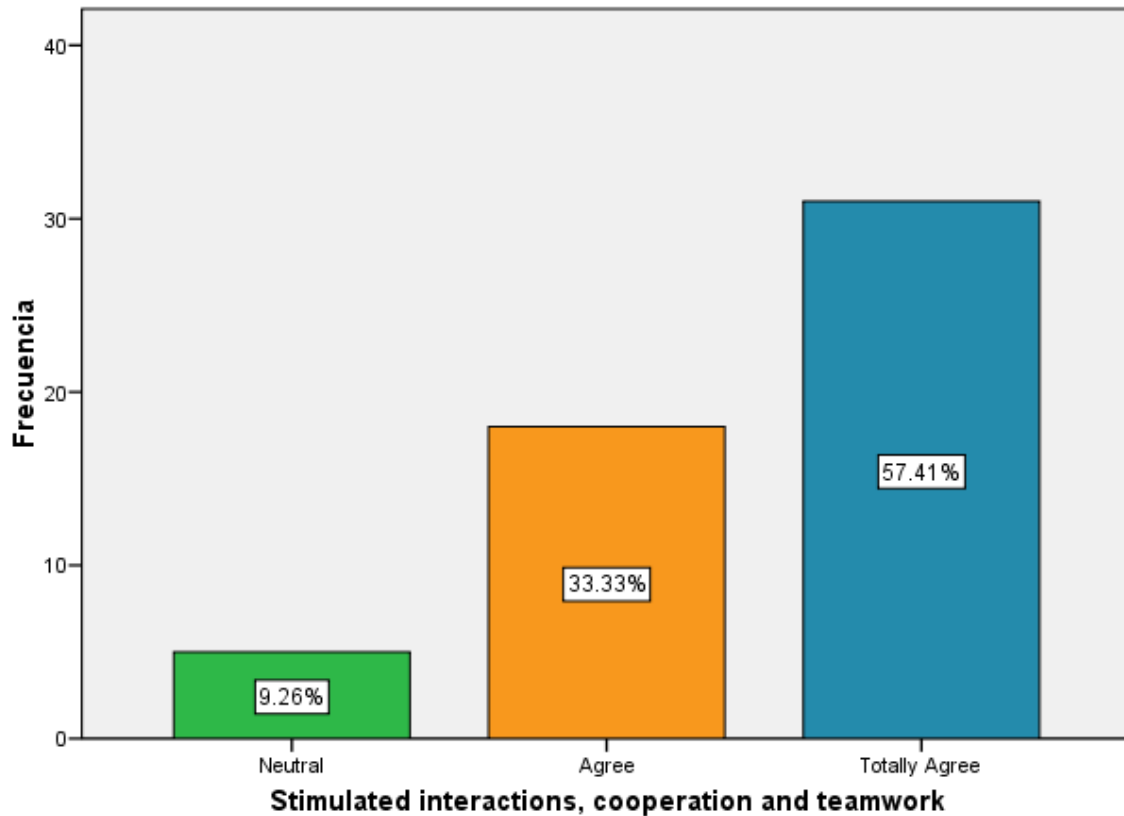
Graphic # 9

Source: Questionnaire administered to students from Intensive French III in the semester I – 2013 at the University of El Salvador.

The chart shows that the 79.63% of the group agree that their teachers perceived their linguistic needs in the classroom.

The 18.52% of students were neutral while 1.85% of students disagree with the idea that teachers perceived their linguistic needs.
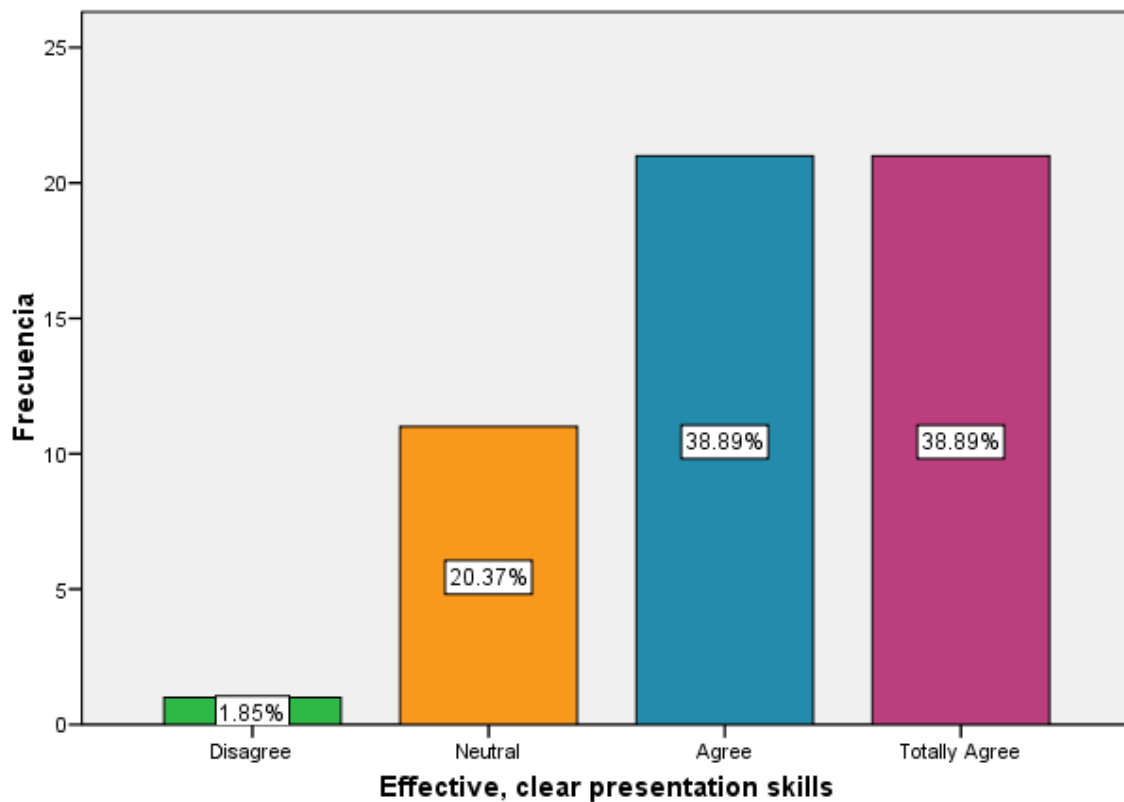
Graphic # 10

Source: Questionnaire administered to students from Intensive French III in the semester I – 2013 at the University of El Salvador.

The 90.74 % of the students of Intensive French III were positive and think the teacher stimulates interactions, cooperation and teamwork in the classroom.

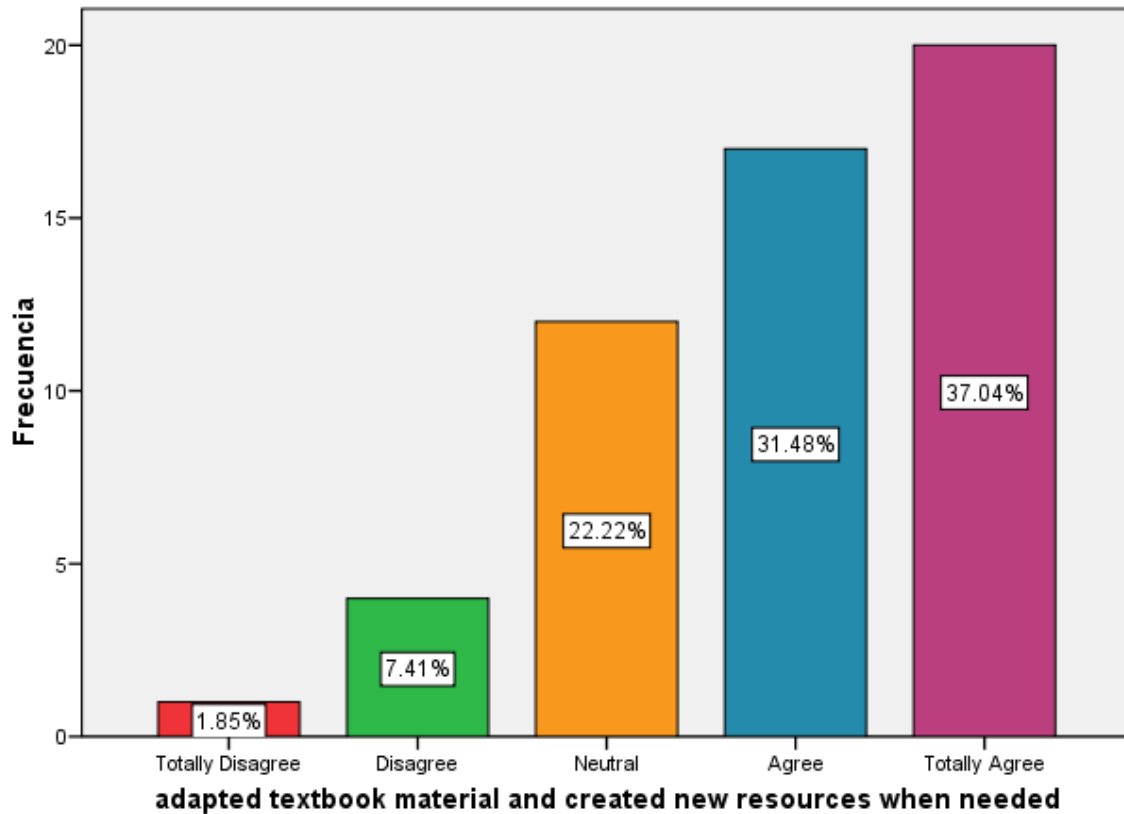On the other hand 9.26% of those students expressed neutrality.

Graphic # 11

Source: Questionnaire administered to students from Intensive French III in the semester I – 2013 at the University of El Salvador.

The graphic shows that 77.78% of students of Intensive French III think their teachers use effective, clear presentation skills in the classrooms to make the contents understandable to them.

20.37% of the group was neutral to this statement.

On the other hand 1.85% thinks their French teachers do not use effective and clear presentation skills in the classroom.

Graphic # 12

Source: Questionnaire administered to students from Intensive French III in the semester I – 2013 at the University of El Salvador.

The results obtained in this question demonstrate that the 68.52% of the group questioned affirmed their teachers were creative adapting textbook material and innovatively created brand new resources when needed.

22.22% of students showed neutrality.

Moreover, 9.26% disagreed with that aspect and think their teachers do not adapt textbook material and do not create new resources when it was necessary.

Graphic # 13
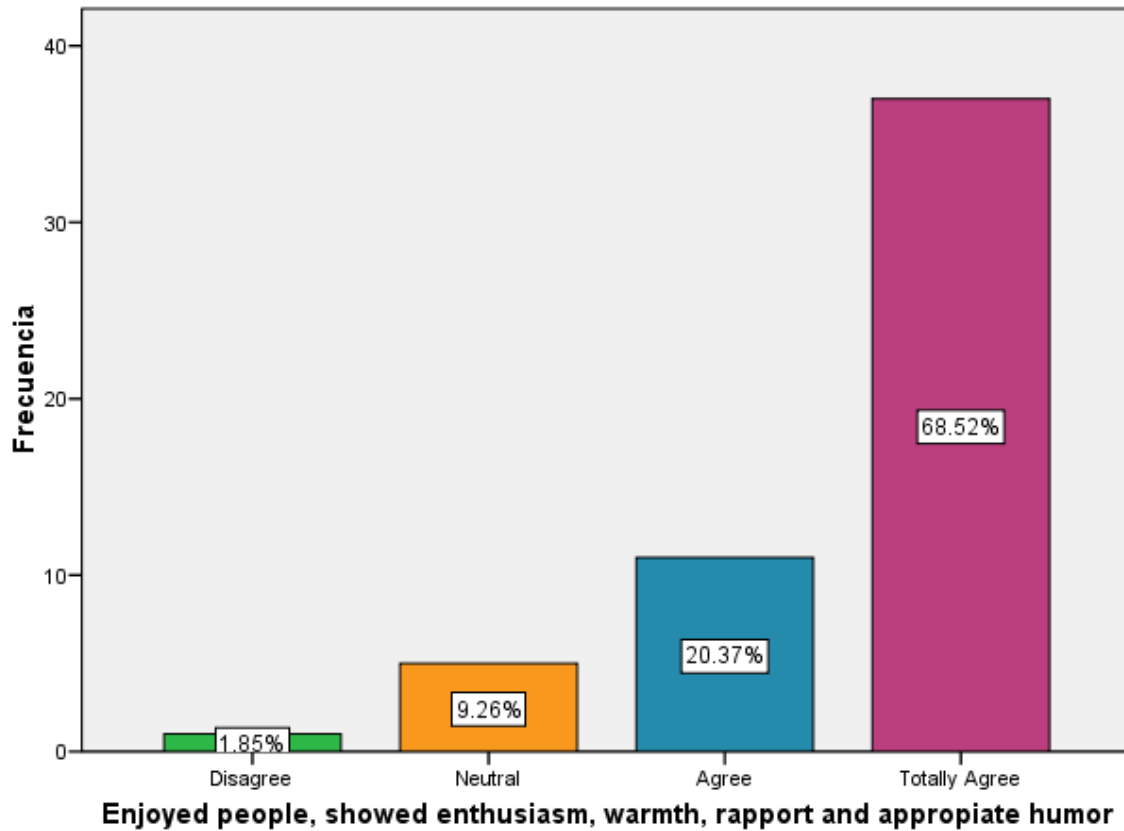
Source: Questionnaire administered to students from Intensive French III in the semester I – 2013 at the University of El Salvador.

According to the results of this statement the 88.89% of the group considered their teachers enjoyed people, showed enthusiasm, warmth, rapport and appropriate humor in the classroom.

9.26% showed neutrality.

And only 1.85% disagrees with the statement.

Graphic # 14
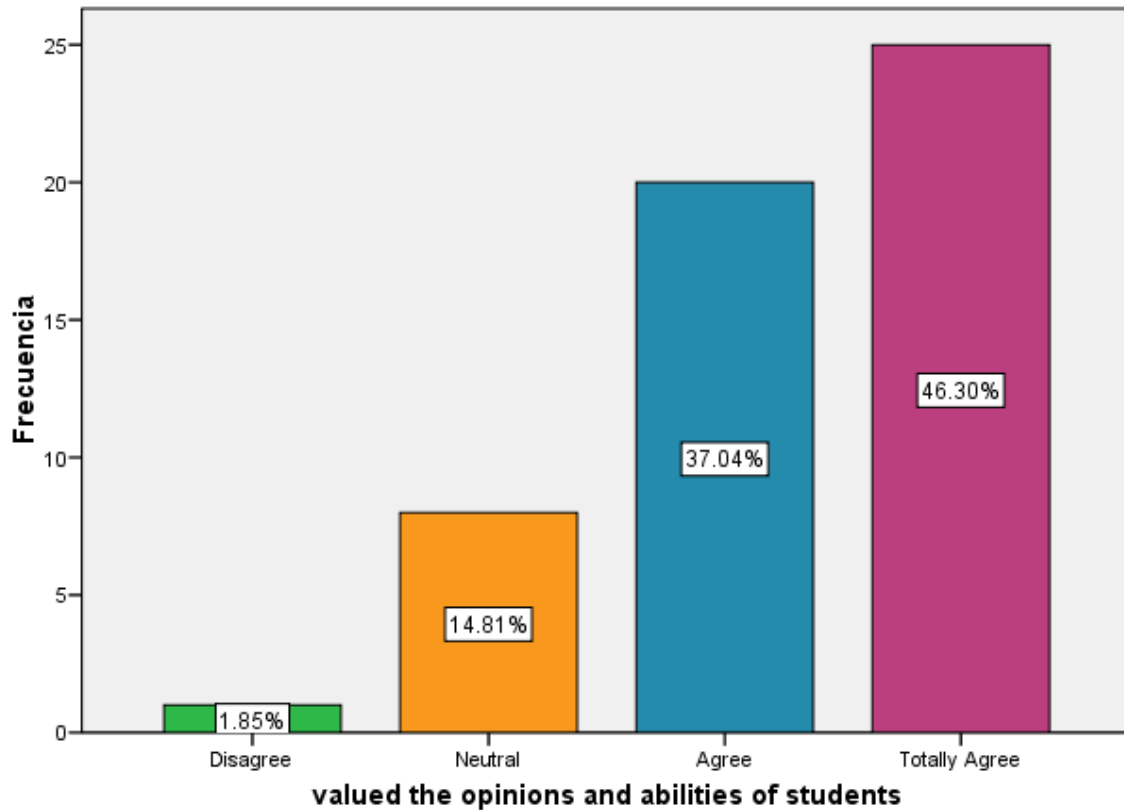

Source: Questionnaire administered to students from Intensive French III in the semester I – 2013 at the University of El Salvador.

The graphic presents that the 83.34% of the group were positive and agreed their French teachers valued their opinions and abilities. The 14.81% were neutral.

1.85% of students disagree with the statement.

Graphic # 15

Source: Questionnaire administered to students from Intensive French III in the semester I – 2013 at the University of El Salvador.

72.23% of students of Intensive French III affirmed their teachers were patient in working with students of lesser ability or the ones who had some difficulties to understand the contents.

20.37% indicated their teachers were neither patient nor impatient with that kind of students.

The 7.41% of students were not in agreement with the statement.

Graphic # 16
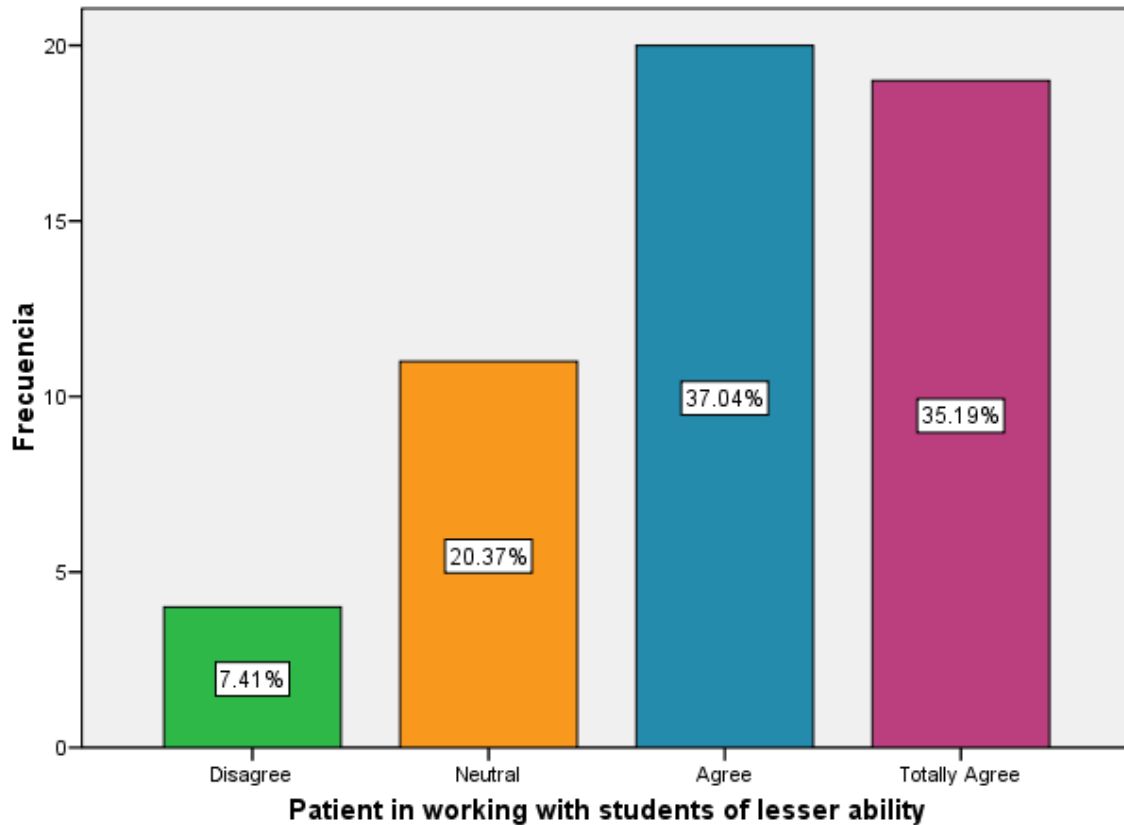

Source: Questionnaire administered to students from Intensive French III in the semester I – 2013 at the University of El Salvador.

According to this chart 75.93% of the group questioned agreed their teachers offered challenges to students of high ability. The 20.37% showed neutrality.

On the other hand the 3.70% of students of Intensive French III disagree; they considered their teachers do not offered challenges to students of high ability in the classroom.

Graphic # 17

opportunities to share thoughts, ideas and techniques

According to this graphic the 74.08% of students questioned agree their teachers find the opportunities to share thoughts, ideas and techniques with them outside the classroom.

22.22% were neutral. While the 3.7% of the group disagree with this statement.

Graphic # 18

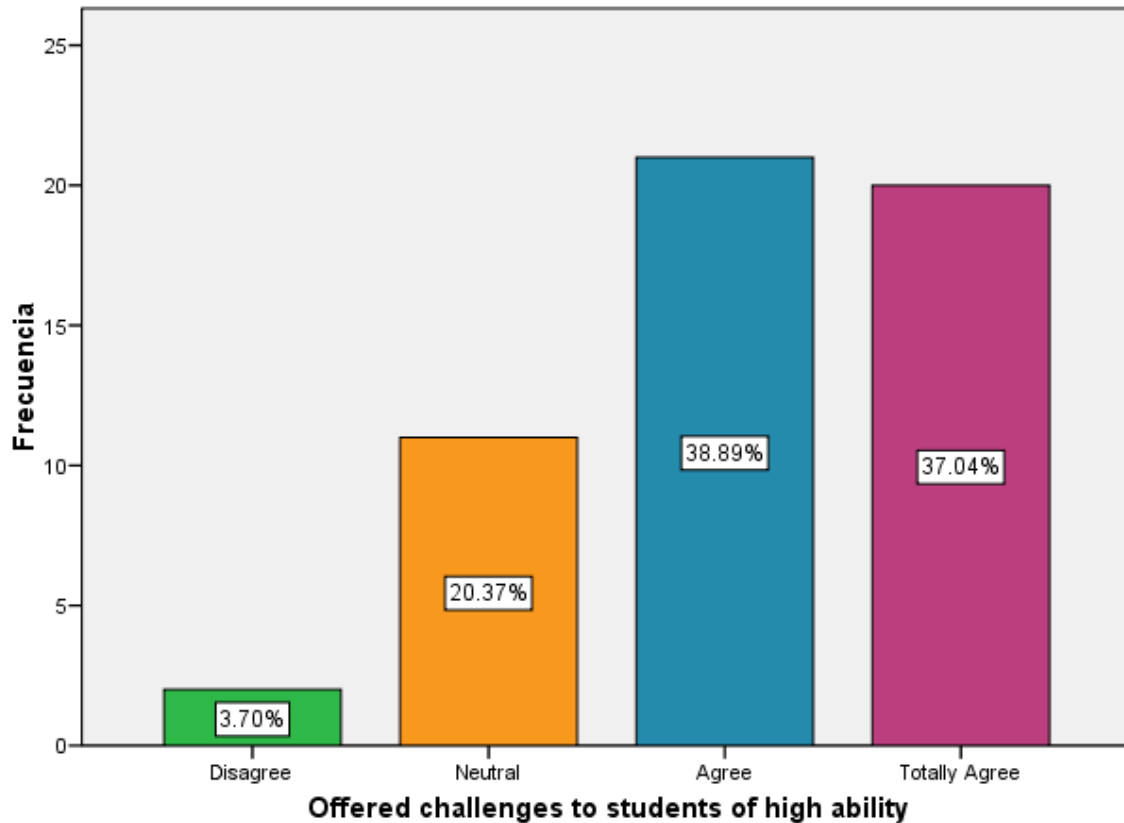Source: Questionnaire administered to students from Intensive French III in the semester I – 2013 at the University of El Salvador.

The 92.59% of the group considered that their French teachers are well organized when teaching. Besides that the 7.41% of students of Intensive French III indicated their teacher were neither organized nor disorganized when they teach the class.

Graphic # 19
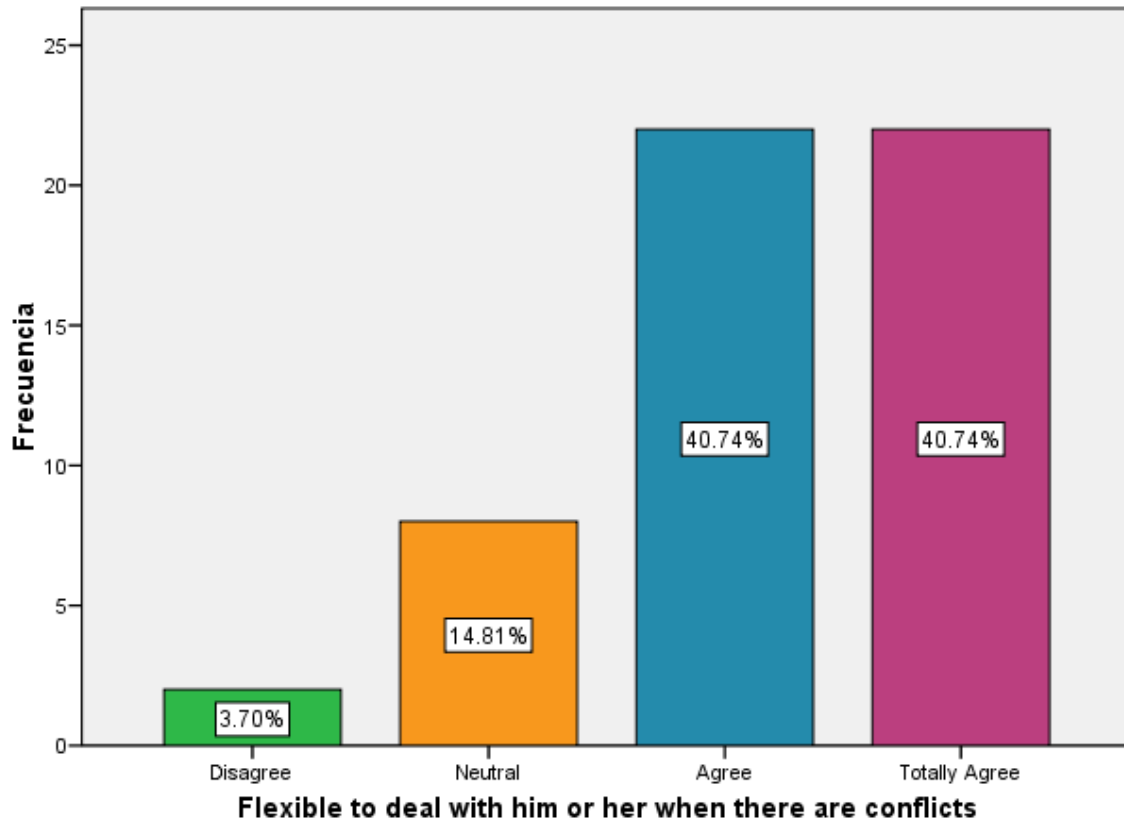
Flexible to deal with him or her when there are conflicts
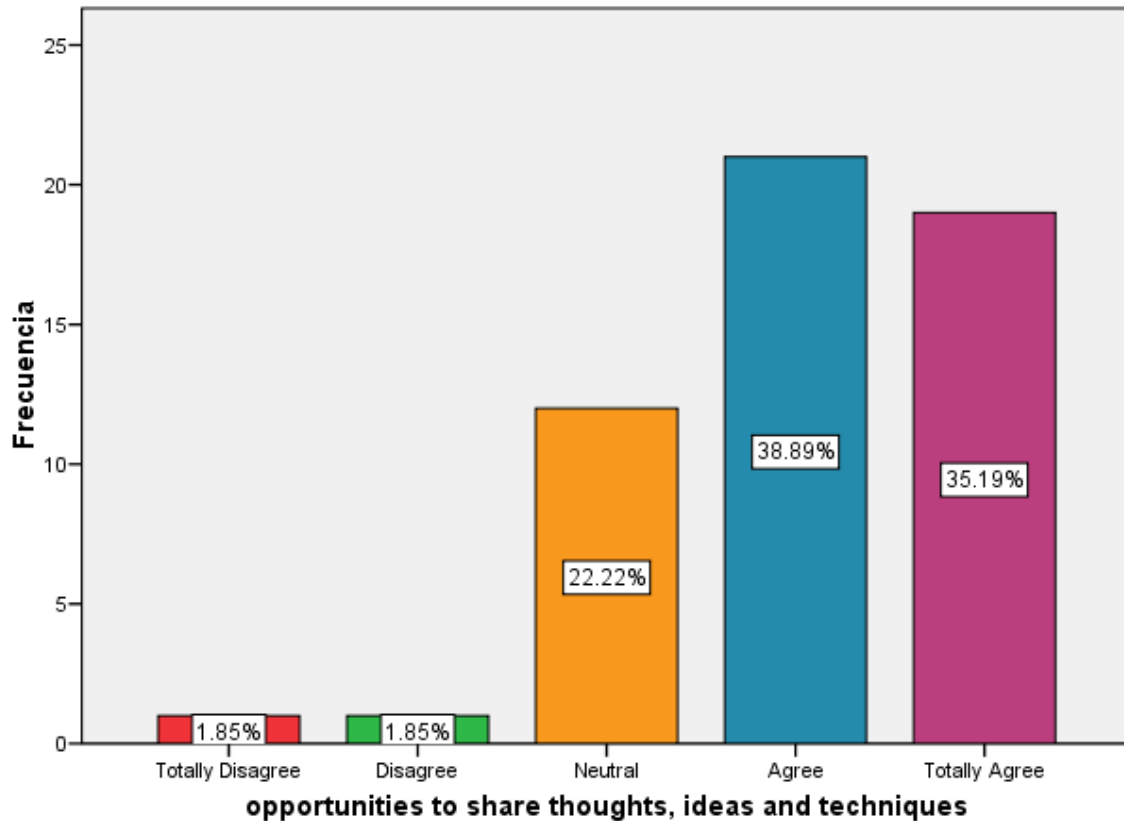
Source: Questionnaire administered to students from Intensive French III in the semester I – 2013 at the University of El Salvador.

81.48% of students of Intensive French III assured their teachers were flexible to deal with when there are conflicts inside the classroom.

The 14.81% showed neutrality. On the other hand 3.70% disagrees, they considered their teachers are not flexible to deal with.

Graphic # 20

Source: Questionnaire administered to students from Intensive French III in the semester I – 2013 at the University of El Salvador.

68.52% of students pointed out their teachers maintained an interest in trying out new ways of teaching.

The 27.78% of the group were neutral to this statement. While the 3.70% do not consider their teachers try new ways of teaching.
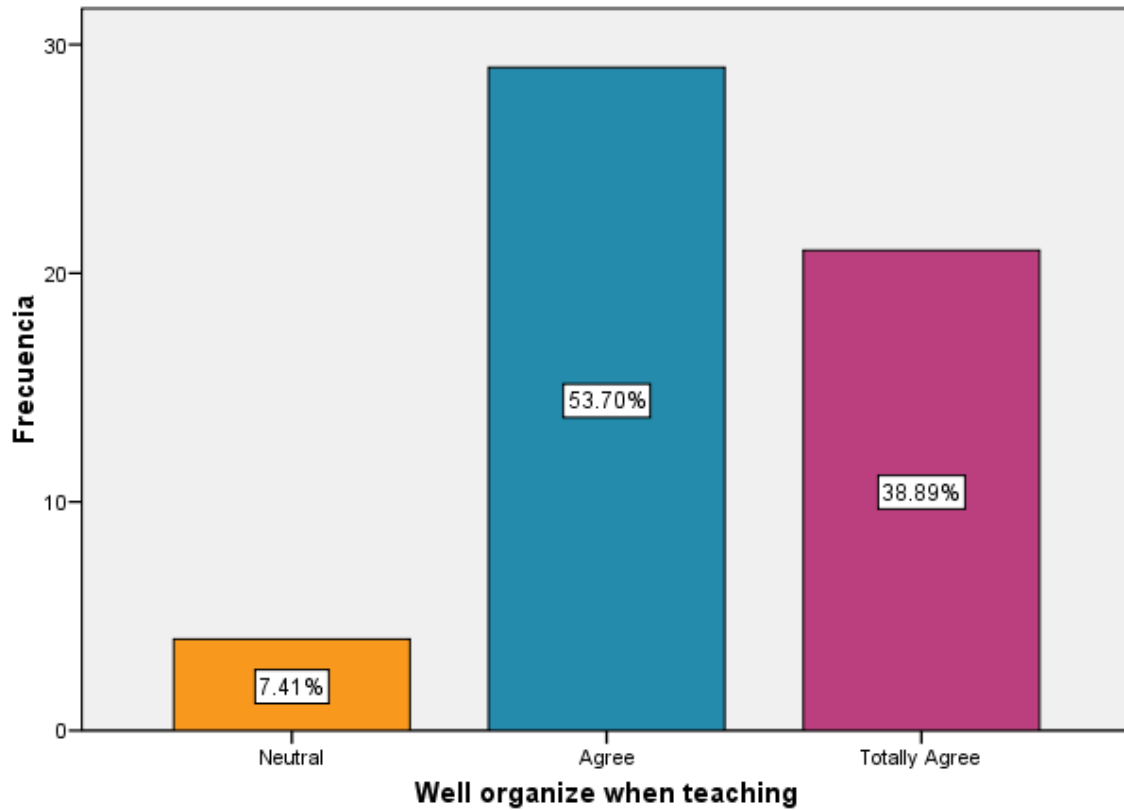
Graphic # 21

Source: Questionnaire administered to students from Intensive French III in the semester I – 2013 at the University of El Salvador.

According to this graphic the 88.89% of students of Intensive French III agreed their teachers showed the desire to continue his or her personal growth.

While the 9.26% of students answered in a neutral way.

Only the 1.85% of the group disagree their teachers desire to continue his or her professional growth .

Graphic # 22

Source: Questionnaire administered to students from Intensive French III in the semester I – 2013 at the University of El Salvador.

83.33% of students coincided that their teachers maintained and exemplified high ethical and moral standards in the classroom.

The 12.96% of the group were neutral to the statement. And the 3.70% of them assured their teachers do not show high ethical and moral standards in the classrooms.

Graphic # 23
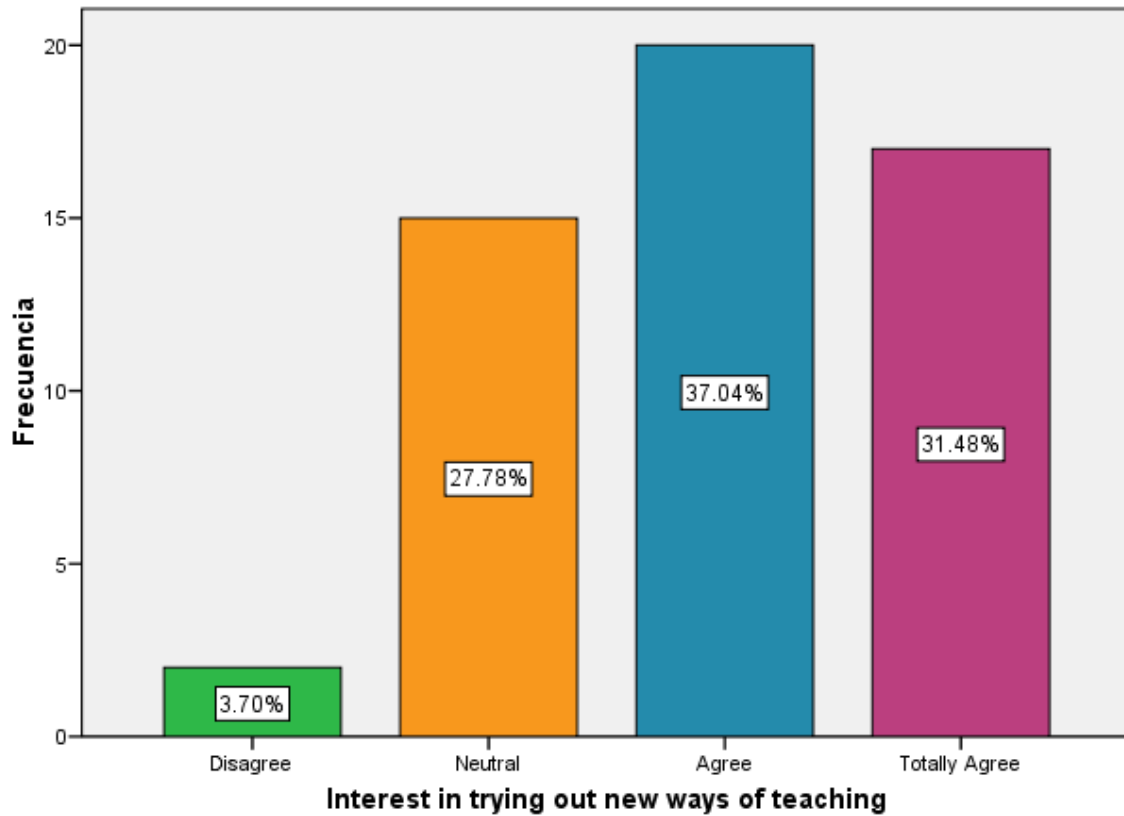

Source: Questionnaire administered to students from Intensive French III in the semester I – 2013 at the University of El Salvador.

The 72.22% of the students of Intensive French III considered that they really feel motivated to participate in class.

22.22% of the group showed neutrality. On the other hand 5.55% disagree with the statement; they do not feel motivated to participate in class.

Graphic # 24

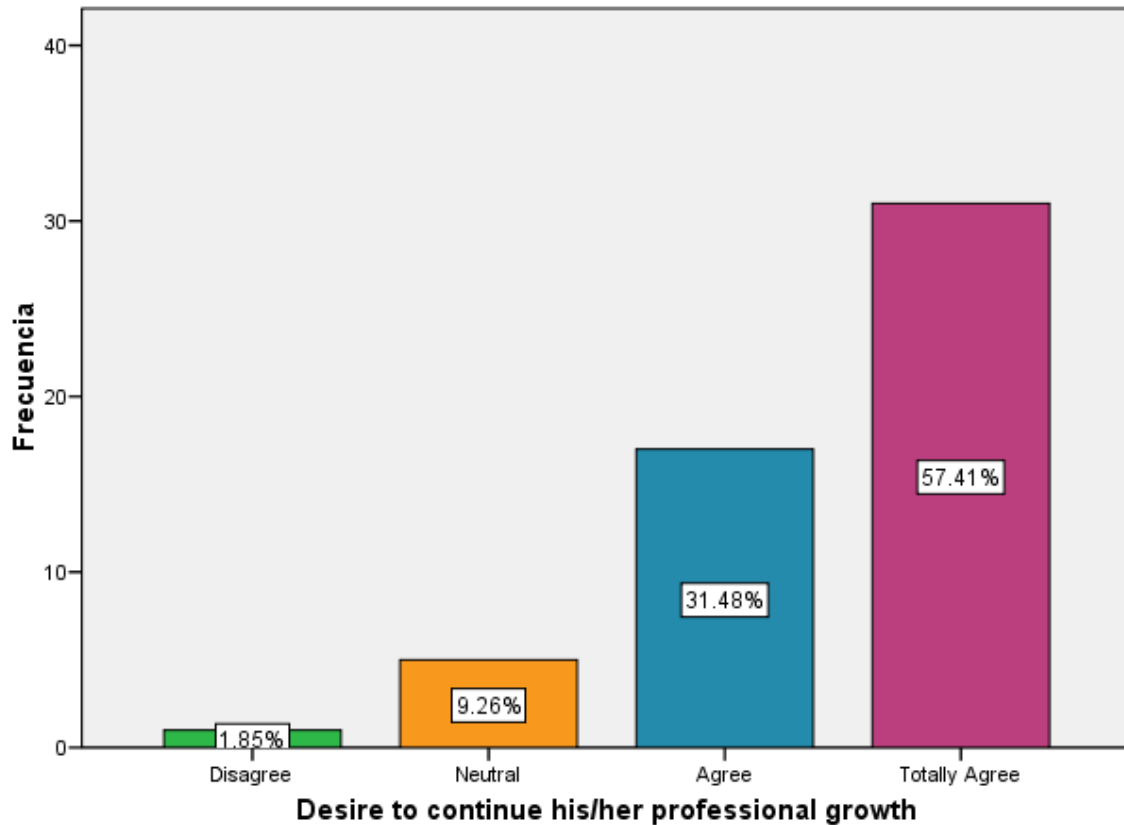**Extra information was needed to better understand the contents**

Source: Questionnaire administered to students from Intensive French III in the semester I – 2013 at the University of El Salvador.

The 59.26% of the students of Intensive French III agree that they need to look for extra information to better understand the contents already explained by their teachers in class.

24.07% of the group showed neutrality to this stamen. On the other hand 16.66% disagrees considering that the explanation of their teachers is enough to understand the topics.

Graphic # 25
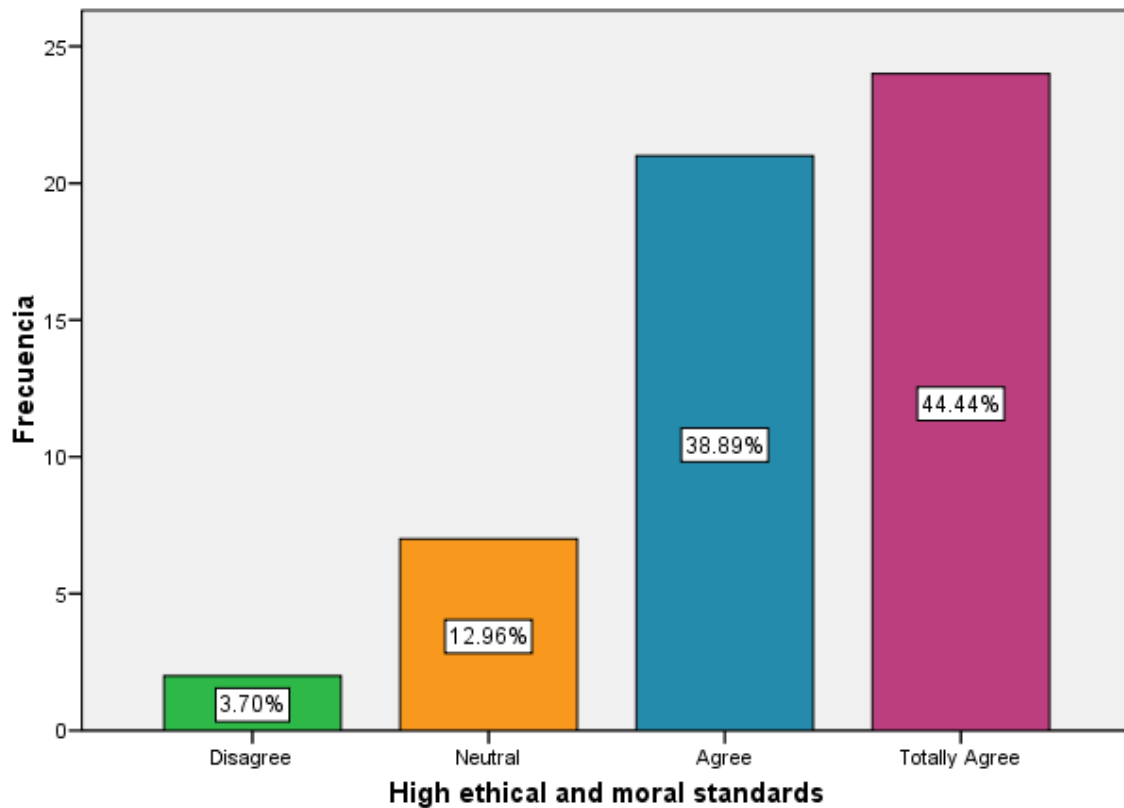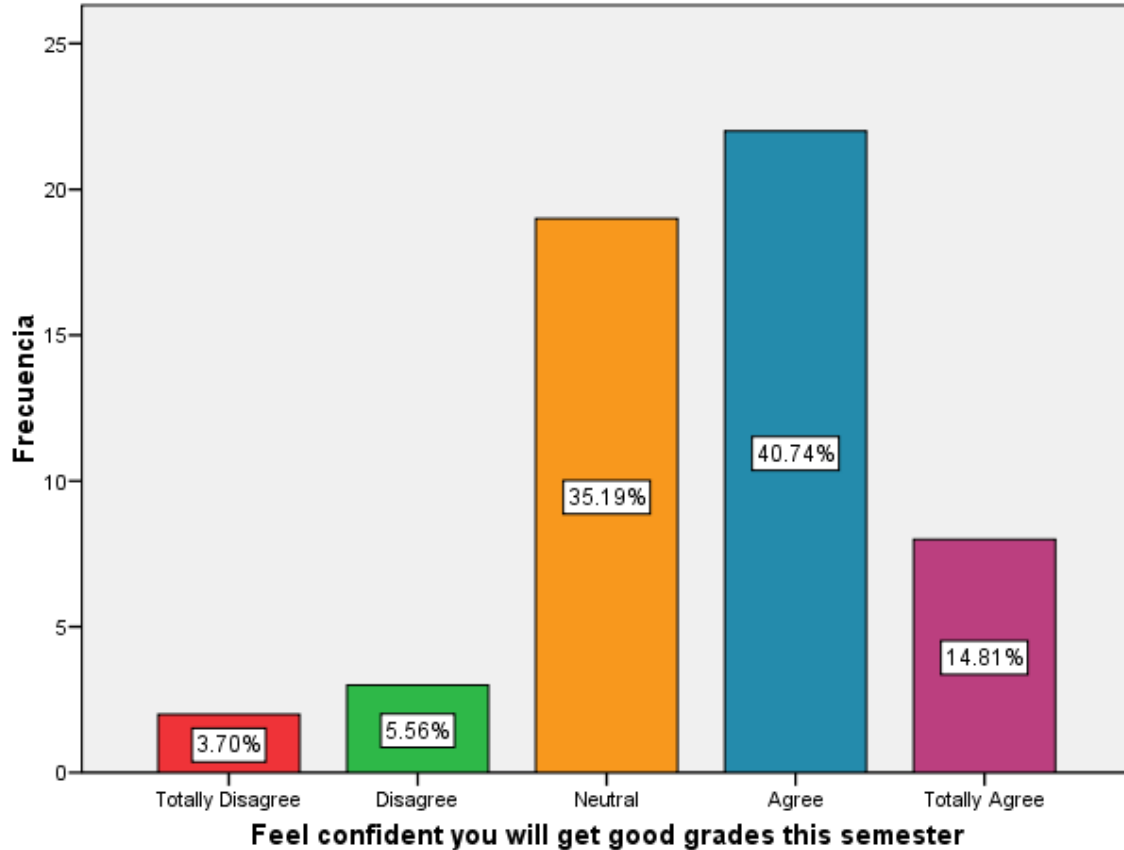
Source: Questionnaire administered to students from Intensive French III in the semester I – 2013 at the University of El Salvador.

This graphic show that the 55.55% of the group questioned mentioned that they feel confident they would get good grades in Intensive French III by the semester I-2013.

The 35.19% of the students were neutral while the 9.26% of them disagree considering that they do not feel confident they would get good grades.

Graphic # 26
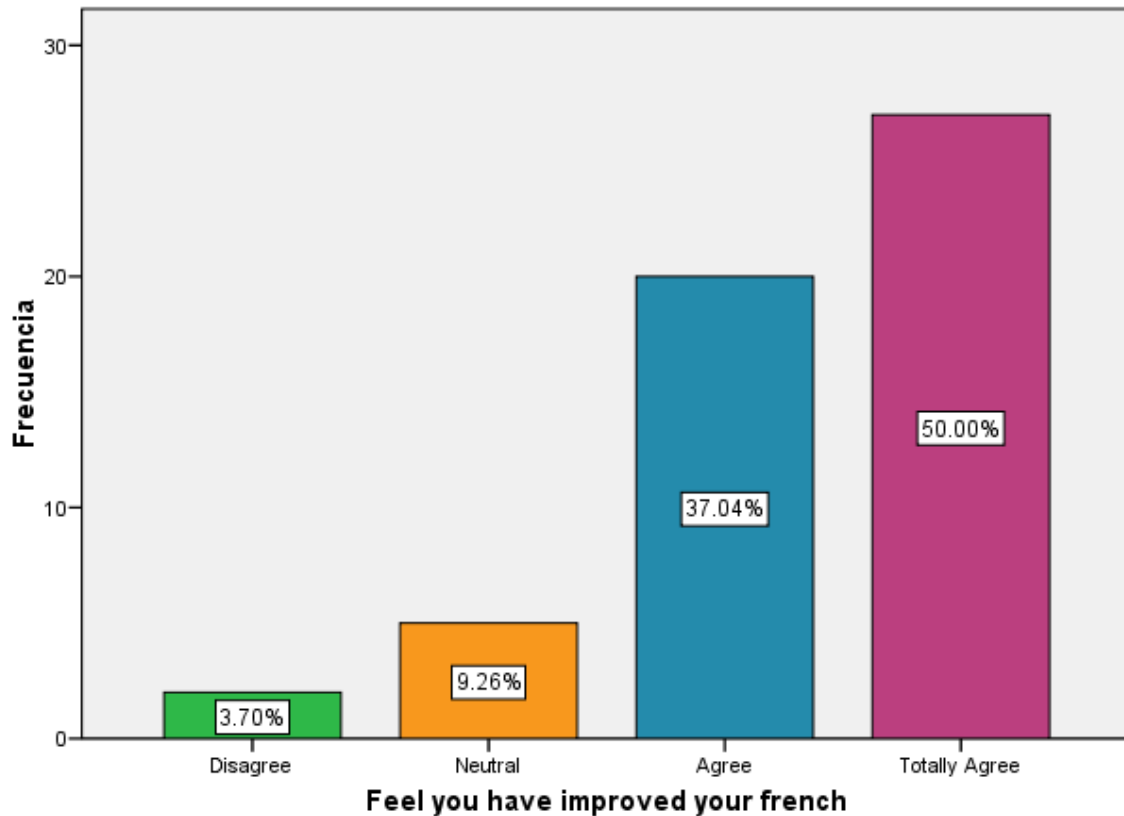
Source: Questionnaire administered to students from Intensive French III in the semester I – 2013 at the University of El Salvador.

The chart shows that the 87.04% of the students of Intensive French III assured they have improved their French in the semester I-2013.

9.26% of the group stayed neutral while the other 3.70% disagree, they considered they do not feel they have improved their French.

Graphic # 27
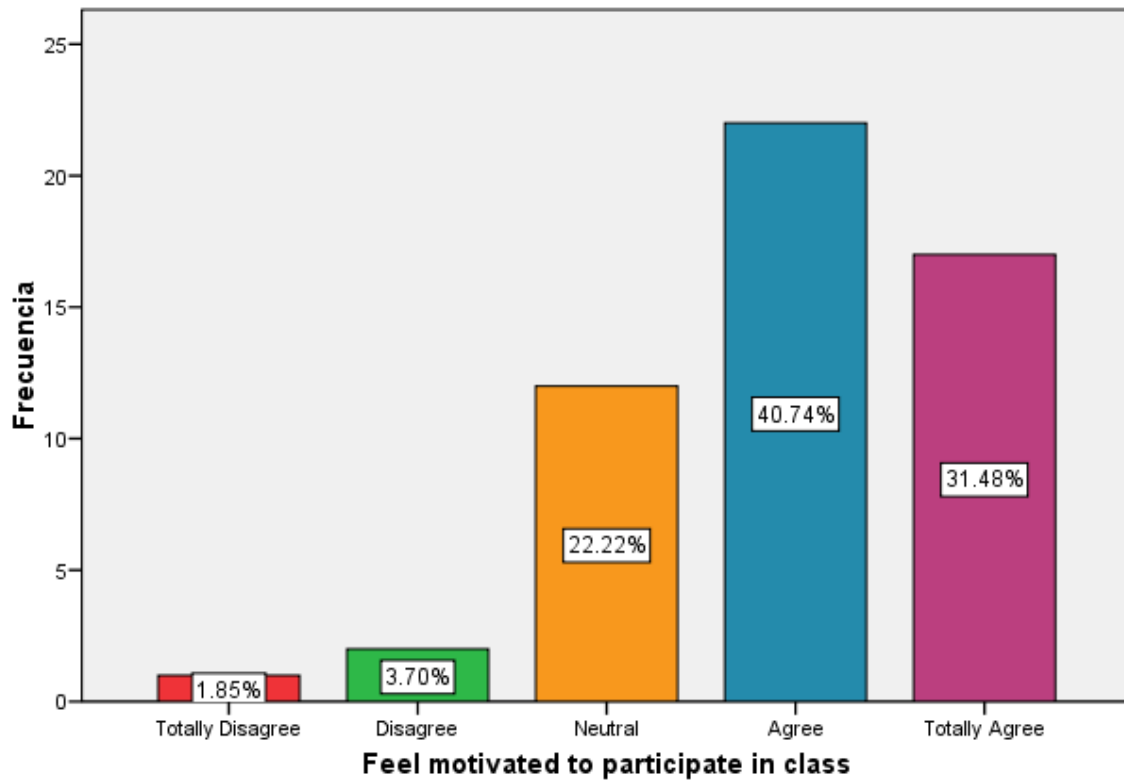
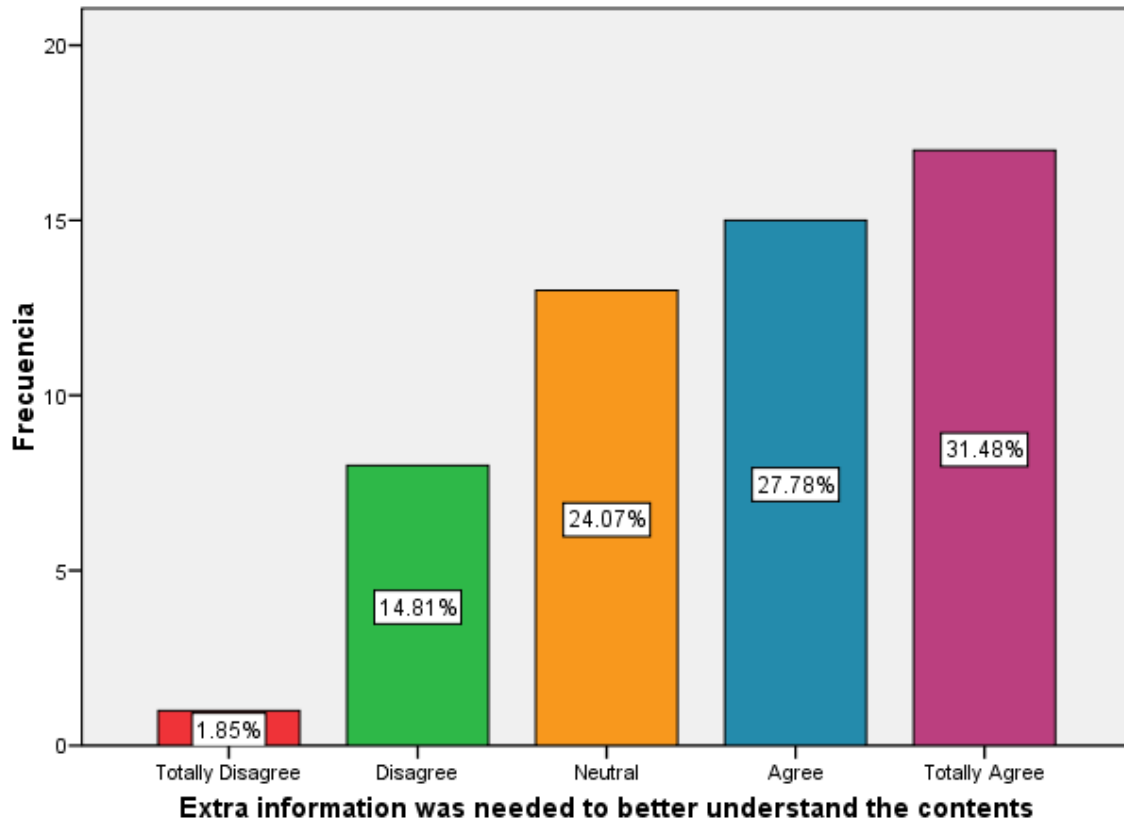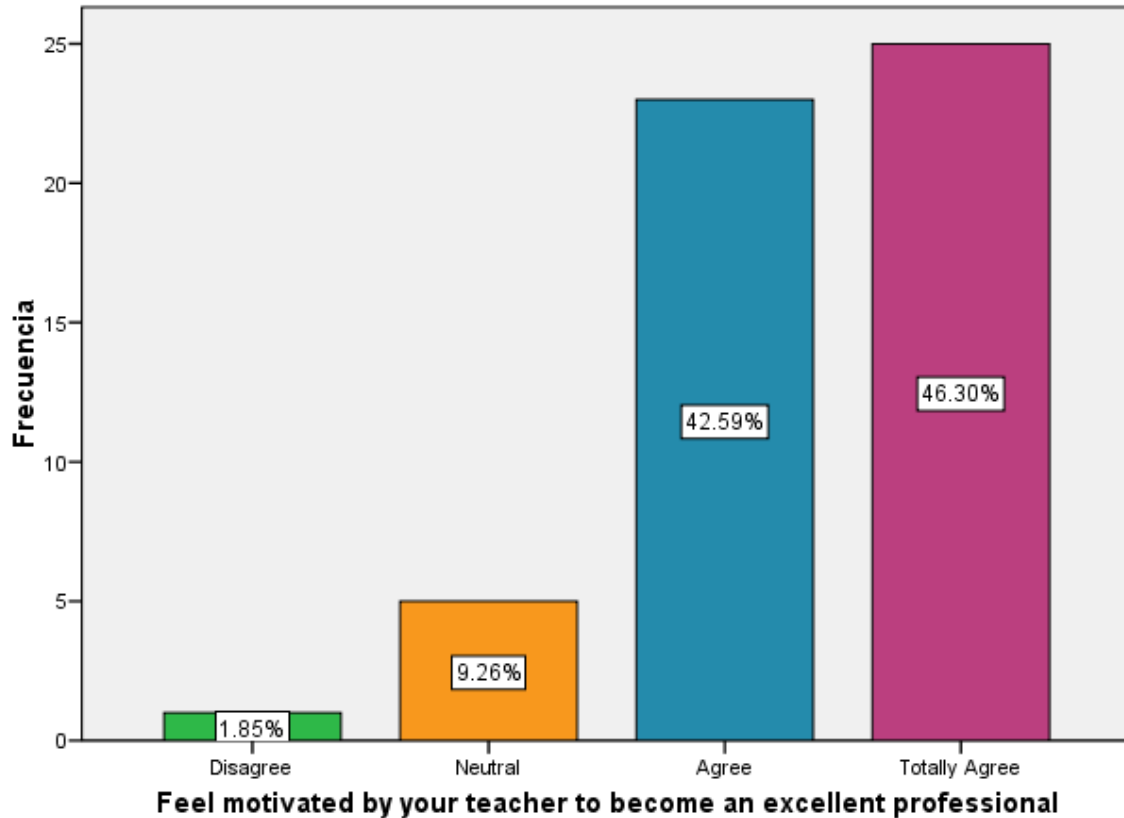

Feel motivated by your teacher to become an excellent professional

Source: Questionnaire administered to students from Intensive French III in the semester I – 2013 at the University of El Salvador.

The results show that 88.89% of the students of Intensive French III coincided they feel motivated by their teachers to become an excellent professional.

9.26% of them were neutral and only a 1.85% of the students disagree with the statement considering that they do not feel motivated by their French teachers to become an excellent professional.

2. BIVARIATE ANALYSIS

The main objective of the bivariate analysis was to compare the three aspects that are the base to answer the research questions between the three French teachers, also to compare the techniques and personalities that was the result from the interview made to each one of them.

Gráfico de barras
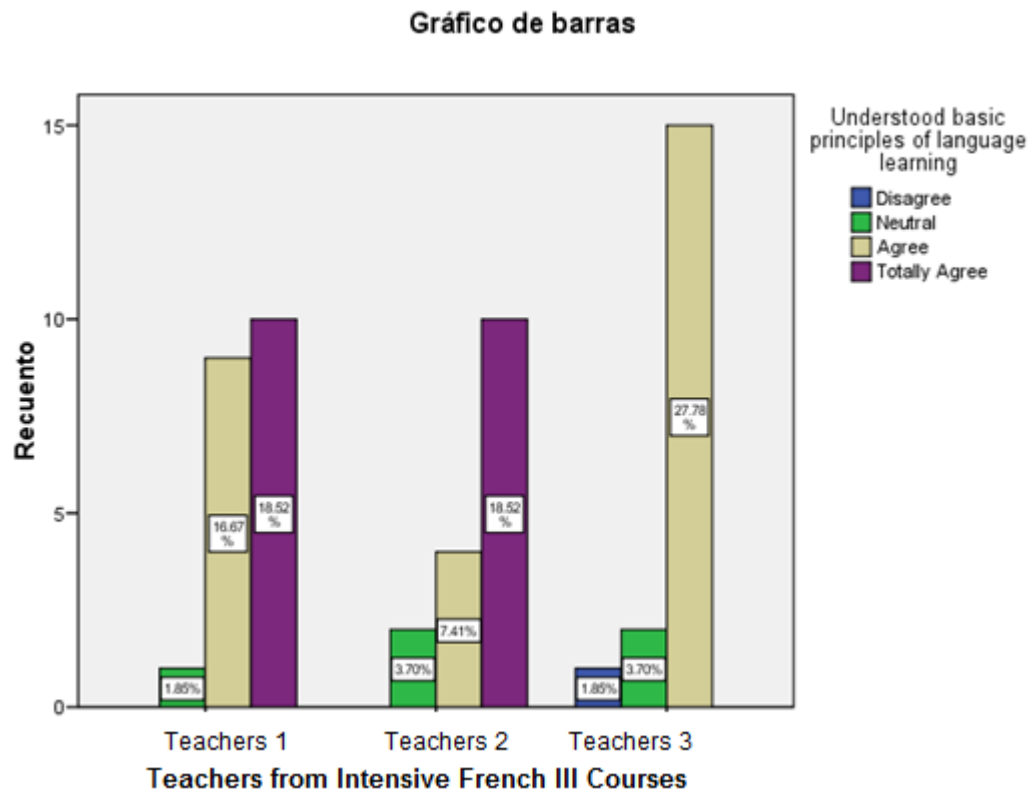
According to what students expressed about teacher's technical knowledge, and taking in consideration the three courses that were studied, it was notorious that two teachers were equally scored which was teacher 2 and teacher 1, 18.52% of students totally agreed which means that they have been doing an outstanding job. Both teachers seem to manage all the contents and students seem to be satisfied with their work, on the other hand teacher 3 had an acceptable result, the 27.78% agreed that she is well prepared when it comes to handle technical knowledge.

Gráfico de barras
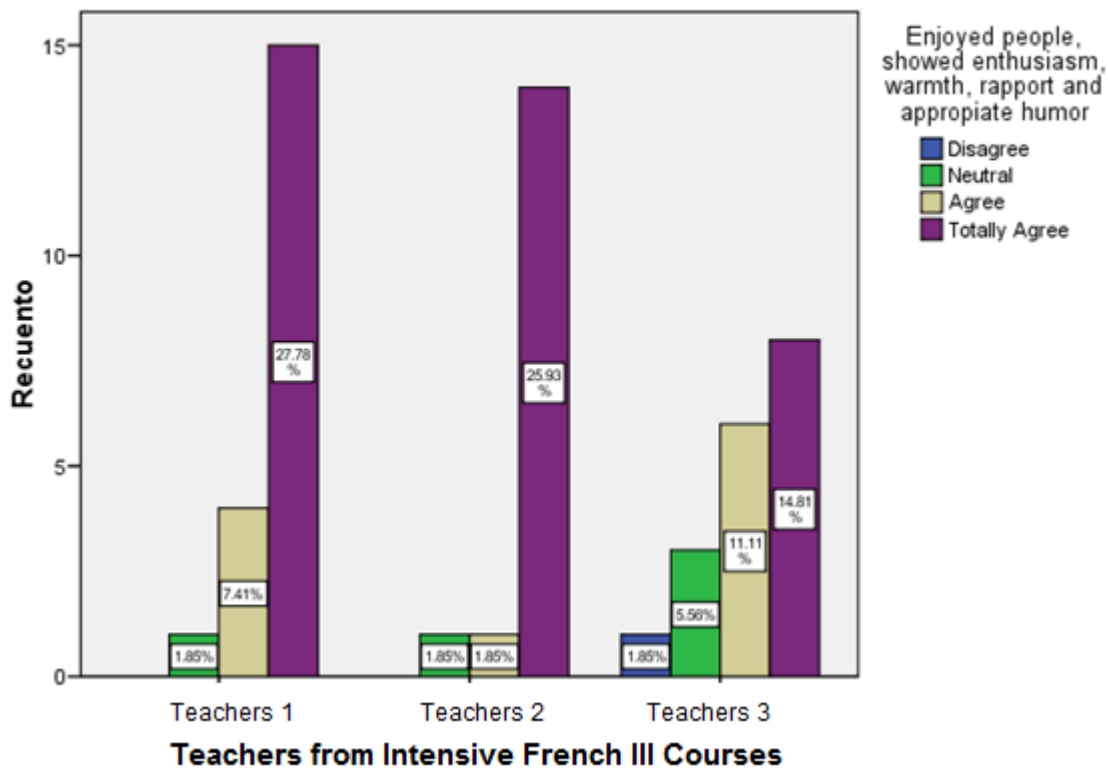
Students were able to score the teacher's interpersonal skills, teacher 2 was the one who had more acceptances among the students, 27.78%, in second place is teacher 1 with 25.93% of acceptance, it seems that they were polite and they built rapport with the students. Also they were enthusiastic when giving the class, in the third place teacher 3 who was able to sympathized with the students, she was rated with 14.81%, however she was the only one who was rated as disagree which is considered bad, it was just the 1.85% of her students, but so far it seems that teacher 2 and teacher 1 have been doing an outstanding job and teacher 3 have doing a good job.

Gráfico de barras
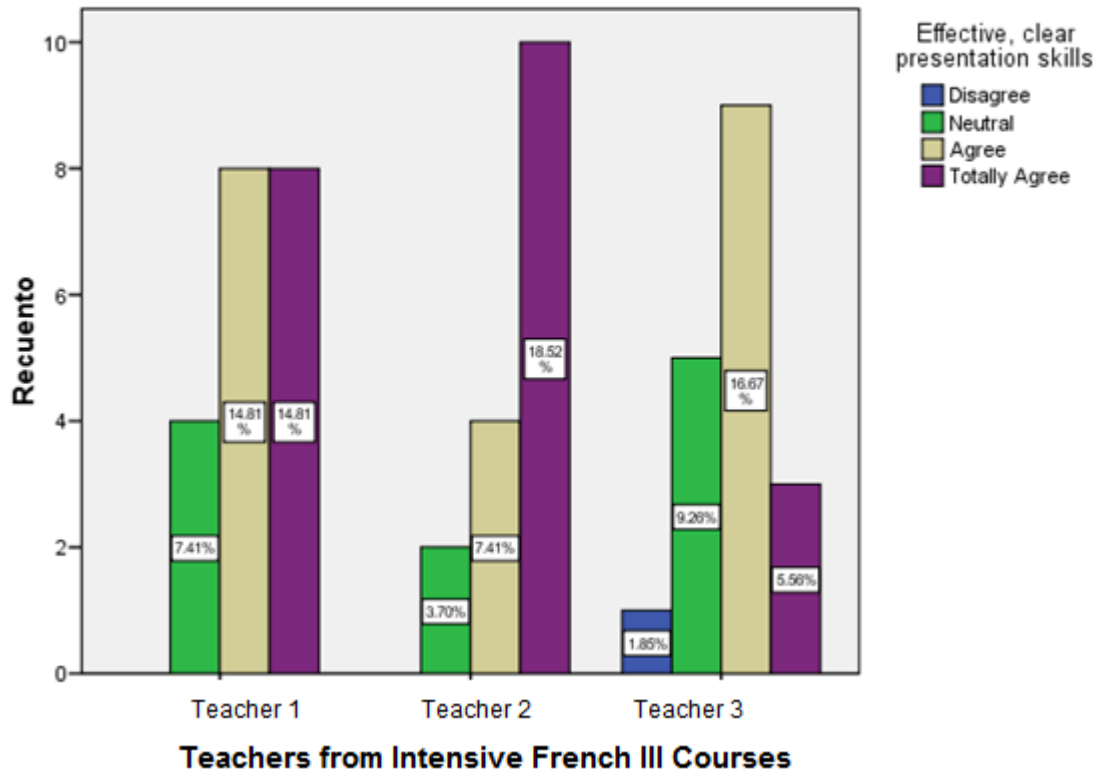
Regarding the pedagogical skills from each teacher, teacher 1 has the highest score by having the 18.25% of acceptance which means that he has been doing an outstanding job regarding the presentation skills. They affirmed that teacher 1 was clear and he adapted the information to students, so it will be easier for them to understand it. In second place is teacher 2 who had an acceptance of 14.81% of students who totally agreed with his effectiveness and presentation skills, students seemed to be satisfied with his presentation skills. Teacher 3 had a lower acceptance of 5.58% from her students but still, it was acceptable and most of his students agreed about her preparation in the pedagogical field, she did an outstanding job, even though she had a lower percentage of totally agreement from the other two teachers.

Gráfico de barras
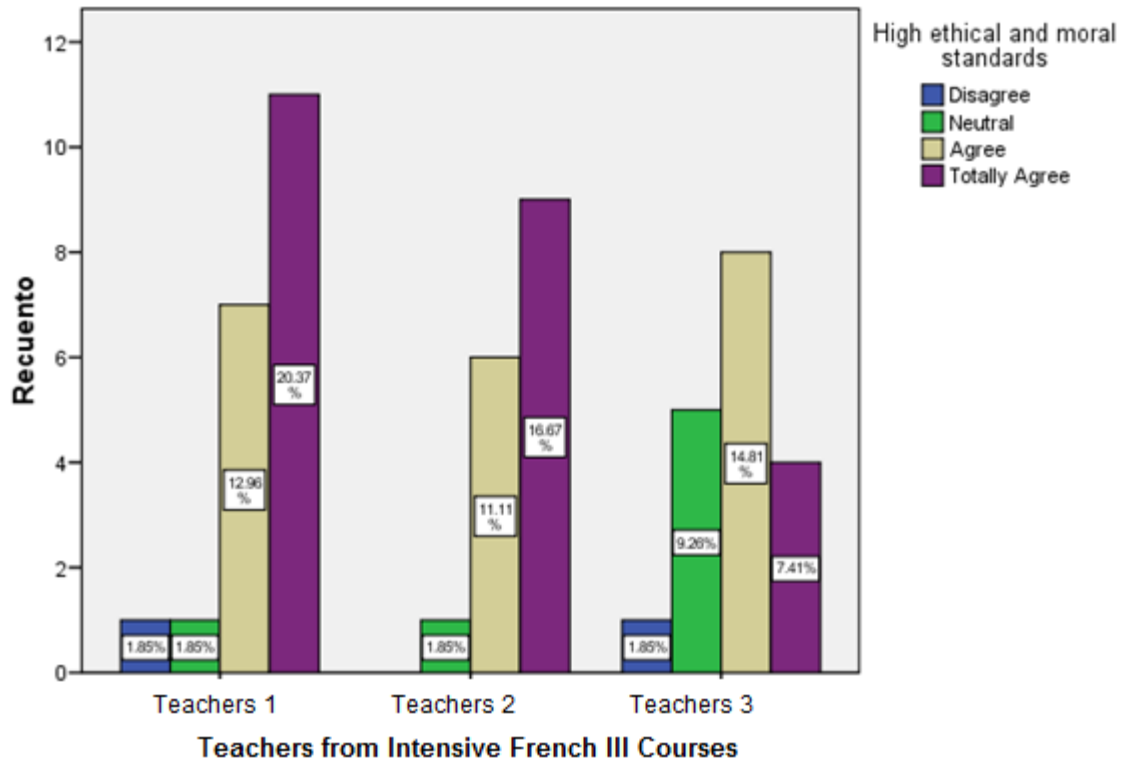
Regarding teacher's personal qualities, the teacher who was rated the highest was teacher 2, with 20.37% of acceptance; he seems to show high ethical and moral standards, he was very respectful with the students. In second place is teacher 1 with 16.67% of acceptance, it means that he has done an outstanding job; also he showed high ethical and moral standards by creating a good and relax environment inside the classroom. In the third place is teacher 3 who was rated with 7.47% of acceptance, that percentage of students have totally agreed, so they think that she has done an outstanding job, however the 14.81% of students think that she has done a good job.

Gráfico de barras

Feel motivated by your teacher to become an excellent professional
- Disagree
- Neutral
- Agree
- Totally Agree

Teachers from Intensive French III courses
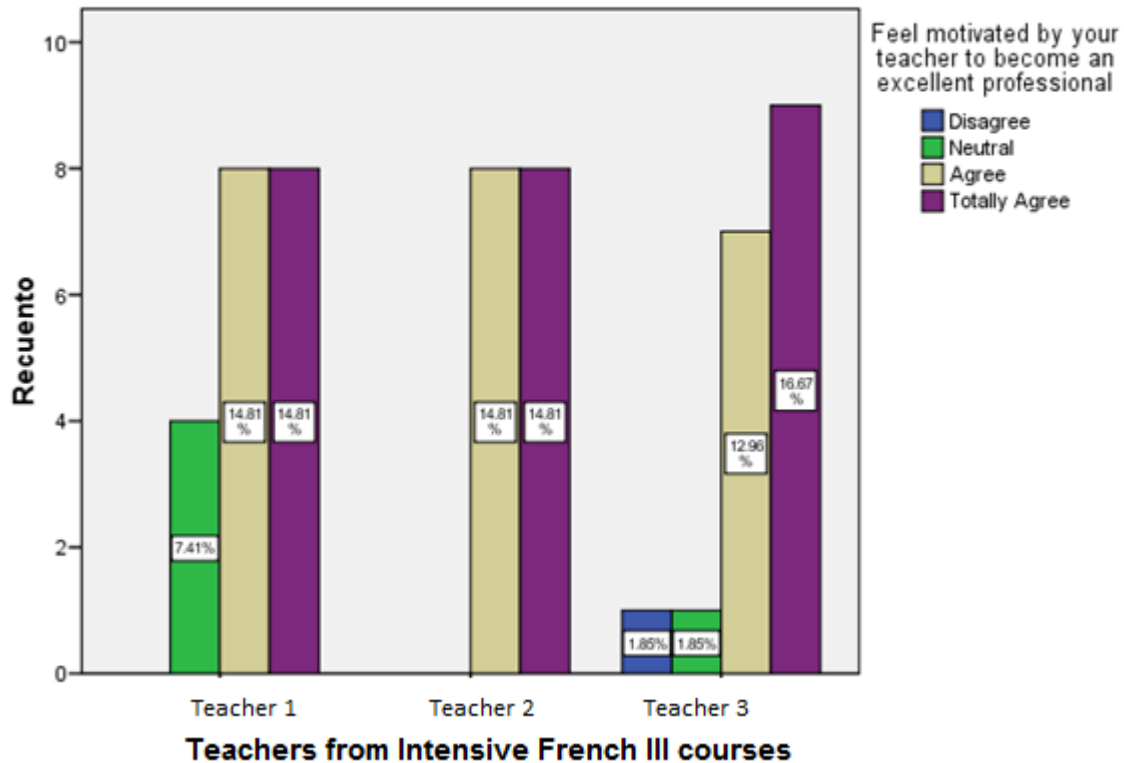
It is very important to take into consideration all the aspects that were gathered in this questionnaire, to observe how the student's academic performance is and how motivated the students were to continue growing in knowledge. The teacher with highest percentage was teacher 3 with 16.67%, it seems that students felt really motivated by her to continue growing in knowledge and to become an excellent professional. On the other hand, teacher 2 and teacher 1 were equally rated by obtaining 14.87% of acceptance , each one of them have been motivating the students but probably they have not been doing it as much as teacher 3 has been doing it. But the three teachers have been motivating their students to become better professionals. They have been done an outstanding job according to the results of the questionnaires.

B. STAGE 2
1. IN-DEPTH INTERVIEW ANALYSIS

QUESTIONS	TEACHER 1	TEACHER 2	
1. Where did you learn French? Could you please give me your experience when learning this language?	- French studies were made only at the university of El Salvador in the career of Modern languages in 2006. - The first time he was in touch with the French language it was confusing for him. -By the time he felt in love with the French language.	- French studies were made at the Alianza Francesa around 20 years ago. - Then in the University of El Salvador in the career of modern languages. - The motivation to learn French was bigger than the difficulties that come while learning French.	There is a big difference between the French learning processes of both teachers. Teacher 1 do not have apparently as much experience in French learning as teacher 2 since this last has had the opportunity to study at the Alianza Francesa. Both of them have learned the language in a *foreign context* without the opportunity of knowing the language in a natural context. However studying at the Alianza Francesa will be an advantage for teacher 2.
2. Could you please tell me, what motivated you to choose the teaching area?	- He did not study teaching. He studied communications. - While trying to find a job, the first opportunity that came to my life was to become a teacher at CENIUES.	- He thought there were more job opportunities in the teaching field than in the communication field that is why he chose it.	When teacher 1 decided to learn the language, he did not have the intention or desire of learning French for teaching purposes, however, when he started to look for a job the first job opportunity was as a teacher. On the other hand, teacher 2 realized that there were more job opportunities in the teaching area that is

			why he decided to study teaching. Even though they chose the teaching field because it was the first opportunity that came to their lives, they ended up loving it.
	- While he was moving forward as a teacher he liked it, and since 2011 he is a teacher from CENIUES and from the foreign language department.		
3. How many years do you have practicing this profession and what do you enjoy the most?	- two years since 2011. -What he enjoys the most is that at the end of the course, students approach him to thank him for what they have learned. It is a satisfaction for him to know that their students are happy because they have learned something new.	- Around six years. - What he enjoys the most is the interaction with students.	Talking about the years of professional experience, there is not a big difference. While teacher 1 has only been working in the teaching area for two years, teacher 2 has worked in this area for six years. This indicates that they have almost the same teaching experience.
4. According to you, how do you describe a good teacher?	-A good teacher is someone who you can trust, that helps the student to overcome the fear to speak in front of others, and who is always available to answer questions.	- A good teacher is one who is always looking for the integral development of students, not only in the academic field but also in the personal area.	Both teachers have clear ideas about how an ideal teacher should be, so they mentioned different characteristics, for example, to be trustable, to be always available to answer questions, to encourage the students to be better. Both agreed that it is important to have a good relation with their students.

5. Could you tell us about your academic training in the language you teach?	-He received trainings in English from CENIUES but he tries to adapt them to his courses in French at the University.	- After studying his career the university and the "Asociación Salvadoreña de Profesores de francés" give us the opportunity to be constantly in trainings that are given permanently. That had helped him to keep growing in the teaching field.	Teacher 1 has done the academic training only in English at the university of El Salvador and there were not any extra courses that could help him in this process. On the other hand, teacher 2 has done the academic training not only at the university but also in ASPROF(Asociación Salvadoreña de Profesores de Francés).
6. What kind of students do you like to work with? What type of students could you teach most effectively?	- Since every student is different, and learns in a different way, there is always a degree of difficulty. But he likes to work with students who are interested in learning French than students who are obligated to learn the language.	- As teachers they cannot chose their students, he works with every kind of students, some of them learn faster than others but he is willing to work with every single student.	Both teachers realized that every student is different but they try to work with every type of student and to help them despite their differences.
7. Describe the management strategies and techniques you use to maintain an effective classroom environment.	- He introduces himself as a friend not as an authority in the classroom; he tries to involve the students in the culture of French language. He tries to call student's attention in a respectful environment.	- He likes to have concentrated minds instead of empty minds in his classroom. - He uses a variety of techniques that help him to have his students focused in the class	Teacher 1 and teacher 2 mentioned the type of techniques and strategies that they applied in their courses which are always focused on helping students to be focused in the class.

8. What kind of technologies do you use in order to support your classes?	-He uses a tape recorder, CD's, projector and he brings his laptop to show the students some videos, and he also uses the languages lab to support his classes.	-In the classroom he uses a tape recorder, projector and a computer.	Both teachers use the same type of technology, for example projectors, tape recorders, etc. However teacher 1 was more specific by stating that he uses videos and the languages lab at the University of El Salvador.
9. What do you consider to be your strengths and how do you use them in your teaching?	-Responsibility and punctuality are his strengths that he tries to transmit to his students. He shares with students every single technique that helped him to learn easily.	- He thinks one of his strengths is to empathize with students, he also has knowledge regarding psychology therefore he can apply it during the class.	- Teacher 1 is responsible and punctual and tries to share his ideas with students. On the other hand teacher 2 tries to empathize with the student and use his knowledge of psychology to handle with his students; at the end both teachers try to understand them to achieve the same goal, that students learn French.
10. What would your students say about you?	- There are positive and negative comments; however the ones that are dominating are the ones that give positive feedback. Students said they liked the class, that they have learned a lot and that they feel confident to participate in class, he feels happy with the achievements he had had.	-It was very satisfactory for him to know a positive answer from the student.	According to what both teachers have heard, most of the comments have been positive and it have been rewarding for them.

11. What recommendations do you have for future or present teachers of French in the Foreign Language Department?	- He recommends being always yourself, trying doing your best, and maybe you will not be the best but at least one of the best.	-The teachers need to emphatize with the students and he needs to be respectful with them.	-Teacher 1 encourages future professionals to do their best in the classroom. Teacher 2 encourages teachers to empathize with students and treat them with respect.

1.1 IN-DEPTH INTERVIEW GENERAL ANALYSIS

This thesis has as objective to evaluate how some teachers' related factors influence the student's academic performance, and among these factors, teachers' academic studies are important to be taken into consideration. In order to evaluate if this factors are really relevant, the administration of the in-depth interview was essential to get needed information of three different French teachers who were selected, however only two teachers were willing to provide the interviews. Afterward, these two French teachers were interviewed with the purpose of knowing about their academic or professional studies to finally analyze deeply if the factor related to teachers' academics studies really influence the students' academic performance.

In general terms, both teachers present few differences between their academic studies and their professional training; the most highlighted difference is the one related to their academic studies as well as their professional experiences. In the case of teacher 1, he only studied at the University of El Salvador, he was a very self taught person because he mentioned during the interview that he tried to practice the language at least two hours a day what helped him to improve and to be outstanding. Also, he has been working in the teaching field for two years at the university and also at CENIUES. On the other hand, teacher 2 studied at the "Alianza Francesa" and at the University of El Salvador, he was motivated to learn the language and that helped him to overcome all the difficulties that he had. Besides, he has been working in the teaching field for six years. Despite all these differences both teachers are oriented to have a good and respectful environment in the classroom. Another similarity is that both teachers ended up teaching because there were more job opportunities in the field and both of them agreed that at the end is very rewarding that students approach them to thank them.

2. **OBSERVATION ANALYSIS**

The teachers selected for analyzing the methodology in the classroom through a non-participant observation were three teachers who are in charge of the subject of Intensive French III.

The observation test had an evaluation system that is based in the following scale, 4 goes for Excellent, 3 for Above Average, 2 for Average, 1 for Unsatisfactory and N/A for Not Applicable. With this useful technique, the group could get the following chart that represents the general scores for each area analyzed with the instrument.

STAGES	Teacher 1 SCORE	Teacher 2 SCORE	Teacher 3 SCORE
Preparation	3.00	3.00	3.66
Presentation	4.00	3.55	3.77
Teacher/Student Interaction	3.50	3.60	3.90
Execution/ method	3.50	3.83	3.75
Personal Characteristics	3.40	3.60	3.00

As the chart above indicates, Teacher 3 is the highest scored because of the merits her grades show. In the first aspect, which is Preparation, teacher 3 obtained 3.66 that is an Above Average, since her/his attitude during the class reflected her confidence the objectives were accomplished, due to the fact that she/ he showed that she/he was well prepared and well organized during the class.

In the Presentation part, she/he received 3.77, a score that reflects how this teacher has a good control of the class management. In fact, she presented the content in a clearly way, motivating students to participate and the method seemed to be appropriate to students' age and level; teacher was able to answer students questions carefully and satisfactorily as well the lesson was smooth, sequenced and logical.

Another section consisted in evaluating the Execution and Methods the teacher made use of. Teacher 3 obtained 3.75 in this part because during the class it was perceived that she was able to control her class in a very effective way as with the use of instructional aids and appropriate exercises; a method that was effective for the teacher was that he /she moved around the class and made eye contact with the students, it was easy for the teacher to perceived students errors, however there was not an appropriate error correction and sometimes she/he did not reinforce students in a positive way because when she was giving feedback she/he sounded a little bit sarcastic.

The next aspect to evaluate was Personal Characteristics where she/he got 3.00. She/he had a clear audibility tone of voice; she was patient at the moment of obtaining a response from students, however his/her personal appearance seemed to be not appropriate to give a class because her/his outfit distracted students attention, also he/she was not creative because teacher 3 used only the textbook. On the other hand teacher 3 the use of the language was good because she/he encouraged the students to pronounce in a correct way.

The teacher – students' interaction was also observed and in this section, teacher 3 received 3.90. She/he encouraged students and developed activities where they had to participate, they had the confidence to communicate with her/his and express their ideas freely. Their participation was acceptable and they showed enthusiasm during the activities, due to the fact that she/he provided good directions and had a proper control of the class.

It is important to highlight that she scored in almost every section of the non – participant observation in an Above Average level, which means a really good grade, so the data gathered with the questionnaires does not differ from reality.

With regard to Teacher 2, the non-participant observation also provided useful information to evaluate the methodology applied in his class. According to the results, he/she has 3.0 in the Preparation area; this is an above average grade, so that means that he was prepared and organized in class, as well he was able to accomplish the objectives established to reach at the beginning of the class.

He/she also got 3.55 Presentation stage in the class, this make reference to the way he/she presents the topics to their students. Teacher 2 provided the class' material in an understandable way, he/she did an excellent introduction to the class, and directions were clearly given to the students however most of the time the teacher was the one who was producing the language but teacher encourage students to talk in French. When students were having troubles understanding the class, he repeated himself or he tried to explain it in a proper way. He/she showed enthusiasm during the class.

Moreover, another complementary part is Execution/ Methods where he received 3.83, teacher 2 used a lot of methods, there was a variety of activities during the class, the material from the book was reinforced with exercises also he /she made the students create their own dialogue and he/she was able to correct student's mistakes in a proper way. He was very polite while correcting the mistakes.

Otherwise, talking about the personal characteristics teacher 2 was rated with 3.60, It is remarkable that the teacher 2 was patient, he/she asked to students and he/she gave the time to students to answer, he had a really good tone of voice, he worn a casual outfit, it was very appropriate to the class; he used all the activities from the book and he had a very good intonation and pronunciation.

Finally, in the Interaction with students he was scored with 3.60. This value indicates that the rapport with students was good; He /she encouraged the students to participate in class by asking them randomly, she/he was able to stay in control of the class, teacher 2 was relaxed and someone easy to approach. During the class, while students were doing the activities, he was assisting them as a group or as individuals.

Regarding Teacher 1, the results, he/she has in the Preparation area was of 3.00, so it means that he was well prepared and organized in class. The lesson that was reviewed was from the textbook and she/he seemed to handle the topic really good.

In the Presentation stage during the class he/she had 4.00, He /she was the only one who reached a 4.00 in one of the stages which means that teacher 1 was excellent at the presentation stage. Every single activity was explained in an understandable way, all the students were able to follow instructions without problem. To the students to produce the language he/she organized group work.

In Execution/ Methods where he/she received 3.50, there was balance and variety in activities during the lesson, at the end of the activities he/she reinforced the topic, also he/she was able to perceive students' mistakes and he/she corrected them always with respect. Also in order to be dynamic during the class he/she was moving around and he/she made eye contact with the students.

In the personal characteristics teacher 1 was rated with 3.40, the teacher was patient in obtaining responses, he/she gave them enough time to answer; he/she had a clear pronunciation however he/she needed to speak aloud. He/she used all the materials that he/she had available, but teacher 1 was not creative

because he/she only used the textbook. He wore a casual outfit which was appropriate to use it in front of students.

Finally, in the Interaction with students he was scored with 3.50 Teacher 1 made sure that every student participates in class; the class felt comfortable to ask questions, to disagree or to express their own ideas, students were treated fairly and with respect. Students were encouraged to do their best. Sometimes students were not attentive and involved in the class and the teacher had to ask for their attention, in some cases he/she was not aware of individual needs while they were working in groups.

These three observations show the effectiveness of methodology that teachers have but it is obvious that there are huge differences between them. The areas under evaluation complement each other and teacher 3 is the one that covers almost the five areas with an above average grade but this does not mean that teacher 1 and teacher 2 are not prepared to be considered good teachers of French of the Foreign Language Department. What they have in common is that they only used the textbook, they try to make a dynamic class and they encouraged the students to produce the language.

3. GENERAL ANALYSIS

In order to recollect the needed data concerned to the topic of the thesis "How French teacher's associated factors (Academic studies, methodology and personality) influence the academic performance of students from the major of Modern Languages of the 2nd year of the University of El Salvador, during the semester I-2013 by the time they take Intensive French III", it was indispensable to apply different techniques such as: questionnaires, observations and in-depth interviews.

The first instrument that was applied was the questionnaire. In fact, there were 54 questionnaires which were administrated on students of Intensive French III from the Modern Languages of the 2nd year of the University of El Salvador with the intention to evaluate the performance of their teachers. In this way, it was possible to obtain the opinion from the students regarding their French teachers

Then, the research was followed *by* the in-depth interview technique which was executed individually with the teachers who were in charge of the subject and who were willing to answer the questions from the in-depth interview. This instrument allowed knowing deeply the teachers' academic studies and professional experience in the teaching field. As a preliminary result of this stage it appeared that the academic studies of both teachers is different, provided that one of them has studied in the Alianza Francesa and then at the University of El Salvador and the other one only studied at the University of El Salvador. On the other hand, both teachers have almost the same teaching experience.

Finally, it was developed the observation stage in order to identify the applied methodology of both teachers during the class. Taking into consideration the stipulated criteria, it is concluded that teacher three leaded the score.

To summarize every single aspect, as a conclusion it can be said that teacher three accomplishes with most of the factors that a good teacher of a foreign language should have to help their students to improve and have a well performance.

It can be said that the factor which should be the most significant for teaching a language, it is not only the academic studies, but actually it is the relationship among all the factors that helps to construct the model of a foreign language teacher. Evidently, it is confirmed that it is not only the fact of having a certain grade which builds the profile of an ideal teacher, but also it is the combination of a series of factors such as methodology and personality.

IX. MAIN FINDINGS

After analyzing all the data collected through the different instruments, there is certain information that can be considered to be part of the main findings of the research. Among them it can be mentioned:

1. Aspects such as methodology and personality do have an influence on students' academic performance since it was notorious that those students, who took classes, where a suitable methodology was applied and the relationship with their teachers was friendly, presented an acceptable GPA.

2. The factor related to teachers' academic studies appeared not to have an impact on students' final grades. Given that a lot of diplomas (studies) do not assure teachers to facilitate their students' learning process; a teacher who has less experience and studies could perform as good as one who has a vast experience in teaching.

3. Even the teachers' academic's studies seem to be not so important in the aspects that students notice on their teachers, it is very important to ensure teachers' training so that students could feel comfortable while trusting their learning to a professional person.

4. Teachers should constantly commit themselves with their students' learning process as well as being conscious that their responsibility consist not only on being there in front of the class but also on being well prepared and to implement an adequate methodology in the classroom, to show an appropriate personality and to transmit the knowledge acquired during their professional training.

X.   RESEARCH QUESTIONS' ANSWERS AND VALIDATION OF THE HYPOTHESIS

1. RESEARCH QUESTIONS

a. Do teachers' associated factors (academic studies, methodology and personality) influence in the student's academic performance?

After analyzing the collected data, it has been possible to corroborate that two of the three teachers' associated factors influence the students' academic performance. Those factors are methodology and personality. According to the non-participant observation made in the courses in which the three French teachers where in charge of, the methodology applied in the classroom is a very important aspect in students' learning process. This is the case of teacher 3 who has a good management of the classroom, showing a good rapport and interest in students learning; it is important to highlight that his/her way to give feedback not always was the correct, teacher 3 creates an appropriate atmosphere, as well as controlling every aspect in the classroom.

Since in the questionnaires students gave a good grade to the teacher 3 regarding knowledge, skills and personal qualities they are the ones who got lower grades by the semester I-2013.

b. How teachers' academic studies have an impact in the students' academic performance?

Actually, taking into consideration the in-depth interview administered to the selected French teachers, it can be deducted that teachers' academic studies do not ensure a higher proficiency in students' academic performance; because the students that took Intensive French III with teacher 1, who presents the less experience in both learning and professional training, have a GPA score of 6.83 result obtained through the application of the mean. This value is lower than the one possessed by students who took Intensive French III with teacher 2, who has more experience in both learning and professional training. These results clearly reflect that teachers' academic studies and professional experience do not have an impact in the students' academic performance.

c. What is the teachers' methodology and how it is related to the students' academic performance?

During the non-participant observation it can be perceived that Teacher 1 was very well organized and prepared to teach the class, he/she clearly stated the objectives which were reached at the end of the class. Instructions were given in a proper manner and were clear enough for the students to understand them. Feedback was given in a nice way. Although his/her preparation was excellent, Teacher 1 assigned to the students only textbook activities. Their students assured he/she is a good teacher in various aspects their GPA has a mean of 6.83.

It was perceived that the kind of methodology applied by Teacher 2 encouraged the students to participate and to call their attention through different activities. This kind of methodology seems to be appropriate in French courses because motivate students to talk and practice the French Language in the class and outside the classroom. However the students affirmed that their GPA is very low, with a mean of 6.06.

In the case of teacher 3 the methodology tends to concentrate in the teacher's authority, and since student's active participation was encouraged, the

activities were monotone because they worked only with the textbook, any new material was included in class; which may indicate that the type of methodology could provoke on students a poor commitment towards their learning because of the monotony in which classes could fall. These results are actually negative and could be reflected in the GPA, which is lower, with a mean of 5.94.

It is important to mention that the GPA of students from Intensive French III is an estimated average of the grades they got in different evaluations as tasks, exams and quizzes before the final evaluations.

d. How the teachers' personality has a correlation with the students' academic performance?

In general terms, personality is correlated with the performance of students because through this factor, it is possible for the teachers to approach, to interact, and to share their knowledge with their students. An agreeable teacher's personality plays a significant role in students' success because they are in charge to control lessons and to guide the learning process; they are also responsible to motivate students and to encourage their participation in class.

e. Do the teachers' academic studies, methodology and personality have a bearing on the students' academic performance?

According to the information obtained through the research, methodology and personality are the teachers' associated factors that influence the most in the students' academic performance. While academic studies do not affect directly the management a teacher could have in the classroom. The students who took Intensive French III with teacher 1 are a clear support of this statement, because the application of the mean reveals through numbers that the GPA of these students is of 6.83 (This is not a final score), even though his preparation was not very broad and he/she has not a very large experience in the teaching field, is clear that his/her methodology and personality helped Teacher 1 to manage the class appropriately.

2. GENERAL HYPOTHESIS

a. If teachers meet a profile that meets good teacher training, methodological competence and attitudes (personality) favorable for students learning, students will perform better.

After carrying out the research and analyzing the results of the instruments administrated, it is possible to conclude that the hypothesis proposed is proven right just in two of the independent variables: methodology and personality. While the remaining independent variable, teachers' training, was rejected.

It was validated the fact that if teachers find a profile that meets methodological competence and positive attitudes in favor of students' learning, they will have a satisfactory performance while learning the language. Since teachers make a suitable use of teaching techniques and have an appropriate attitude in the classroom, their students will have a better acquisition of the language, an enjoyable experience while learning and an acceptable record of grades.

On the contrary, the independent variable related to teachers' training does not represent a direct influence on students' academic performance because the information obtained proves that in order to perform as a good teacher it is not necessary to have too much academic degrees or many years of professional experience.

It is clear that two of the independent variables, which are "methodology and personality", influence positively the students' performance in the classroom as well as their grades. However, the teachers' training is not less important to complete an excellent teacher profile; the three independent variables are complementary, and because of that, it has to be said that the hypothesis is accepted.

XI.   CONCLUSIONS

After accomplishing the research and analyzing the results obtained from the administrated instruments, the following conclusions have been reached:

A. At the end of the research it could be concluded that the way how teachers prepared themselves to become professionals in the teaching field does not have a great influence in the students' learning process. This affirmation is very reflected in the Intensive French III students' performance; since those students who took their course with a teacher that does not have an extensive or wide teaching training seem to have better grades than the students who were in courses with a teacher that has a broad experience and a superior teaching training. However, it cannot be completely ignored the importance of being well prepared to become good teachers since it would be impossible to do a good a job if it is ignored what to teach or how to do it.

B. Methodology is a very essential axis because this will lead the research into a more appropriate analysis of the teachers' factors that are involved in the students' academic performance.
Besides, when doing the non-participant observation it could be noticed that the performance of students improve and grades are better when teachers show enthusiasm and interest in their learning process. It is important to mention that the methodology used by the observed teachers was according to their personality.

C. According to the non-participant observation but mostly in the questionnaires it can be concluded that the teachers who were organized, respectful, responsible and empathetic with their students was better evaluated by them who also showed enthusiasm and motivation to participate in class, so it can be said that what influence students' to have a better performance in class is their teachers personality

XII. RECOMMENDATIONS

This research involves mainly teachers but through it development it could be analyzed that the authorities of the Foreign Language Department in the University of El Salvador have also an important role in the teachers' performance; that is why the recommendations will be addressed particularly to each group.

A. RECOMMENTADIONS FOR TEACHERS

1. In order to benefit students' learning process it is recommended for teachers to schedule periodical teachers meetings to share their ideas, methods or techniques and also to give and receive feedback.

2. It is recommended to stimulate students since the first years of the major as much as possible by using different methodologies that could facilitate the learning process.

3. It is suggested not to restrict the class material by using only text books because it could be helpful to use diverse materials and updated information with the aim of improving student's performance in second language learning**.**

4. Teachers should not only maintain a balanced rapport with students but also show empathy, responsibility and respect that enhances a better relationship that lead to a relaxed but respectful environment in the classroom.

5. It is recommended for teachers to be updated in the teaching field every time it is possible and to commit themselves not only with the students but also with the university.

B. RECOMMENTADIONS FOR AUTHORITIES

1. It is recommended to secure frequent teachers trainings for them to be updated in the teaching field with the purpose of increasing their professional growth.

2. It is recommended for the authorities to be in the disposition to provide the necessary and adequate technology like projectors, CD-players and computers to be used for the teachers in their classes when they needed them.

3. It is suggested to better organize the quantity of students per group for avoiding overpopulation and ensure comfortability.

4. It is appropriate to measure teachers' intrinsic motivation toward the class and toward the students they have in charge to avoid students' desertion.

5. It is appropriate to test teachers regularly to guarantee their capacity and reinforce their weakest areas if it is necessary

XIII. RESOURCES

A. HUMAN RESOURCES

In order to collect the data it was necessary to have the field to work with, so the following human resources helped the researchers to prove the hypothesis and answer the research question.

-Lic. José Ricardo Gamero, chief of the Foreign Language Department and assessor of the thesis.

- Researchers, (Ana Carolina Ramos Aguilar and Rocío Azucena Sánchez Peña) Students of the career of Modern Languages in the thesis process.

- Teachers that allowed the researchers to do the non-participant observation, Three French teachers from the Foreign Language Department and who were in charge of the subject of Intensive French III.

- Students, 54 students, who answer the questionnaire, from the Intensive French III of the major of Modern Languages Department, semester I-2013.

-Teachers interviewed. Two French teachers from the Foreign Language Department and who were in charge of the subject of Intensive French III.

B. GEOGRAPHICAL RESOURCES

- **Foreign Languages Department.** Where all the information was collected because the investigators did non- participant observation, interviews and handled questionnaires inside the department.

- **Library of the University of El Salvador.** Many resources were taken from this place like Internet and books.

- **Cafeteria of the University of El Salvador.** Where one of the interviews takes place.

- **Alianza Francesa.** Where one of the interviews was handled.

C. FINANCIAL RESSOURCES

Assessments	Amount
Printings	$25
Photocopies	$10
Paperwork and office supplies	$5
Transportation	$15
Internet	$5

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XV. APPENDICES

University of El Salvador

School of Sciences and Humanities

Foreign Language Department

QUESTIONNAIRE

Objective

To know through the following questionnaire the performance of intensive French III teachers from the semester I – 2013 according to the experience of some students that is currently taking Intensive French III in the semester I – 2013

INSTRUCTIONS

Evaluate the performance of your teacher of the intensive French III according to the following statements which represent aspects of a good teacher of Foreign Language. The questionnaire has been designed to be solved in 10 minutes.

Circle the number in the column that most clearly represents the evaluation of your teacher of intensive French. Keep in mind the following criteria.

Totally Disagree	Disagree	Neutral	Agree	Totally Agree
1	2	3	4	5

Generalities:

1. Name of your teacher in the intensive French I course.
   _____

2. Did you have previous French knowledge before enrolling to the university?
   _____

3. What is your GPA?
   _____

Technical Knowledge.					
1. Comprehensively understood basic principles of language learning and teaching.	**Totally Disagree**	**Disagree**	**Neutral**	**Agree**	**Totally Agree**
	1	2	3	4	5
2. Had fluent competence in speaking, writing, listening to and Reading French.	**Totally Disagree**	**Disagree**	**Neutral**	**Agree**	**Totally Agree**
	1	2	3	4	5
3. Knew through experience what it is like to learn a foreign language.	**Totally Disagree**	**Disagree**	**Neutral**	**Agree**	**Totally Agree**
	1	2	3	4	5
4. Understood the close connection between language and culture.	**Totally Disagree**	**Disagree**	**Neutral**	**Agree**	**Totally Agree**
	1	2	3	4	5
5. Kept informed with the field through regular Reading and training.	**Totally Disagree**	**Disagree**	**Neutral**	**Agree**	**Totally Agree**
	1	2	3	4	5
PEDAGOGICAL SKILLS					
1. Understood and has experience using a wide variety of techniques.	**Totally Disagree**	**Disagree**	**Neutral**	**Agree**	**Totally Agree**
	1	2	3	4	5
2. Effectively perceived student's linguistic needs.	**Totally Disagree**	**Disagree**	**Neutral**	**Agree**	**Totally Agree**
	1	2	3	4	5
3. Stimulated interactions, cooperation and teamwork in the classroom.	**Totally Disagree**	**Disagree**	**Neutral**	**Agree**	**Totally Agree**
	1	2	3	4	5
4. Used effective, clear presentation skills.	**Totally Disagree**	**Disagree**	**Neutral**	**Agree**	**Totally Agree**
	1	2	3	4	5
5. Creatively adapted textbook material and innovatively created brand new resources when needed.	**Totally Disagree**	**Disagree**	**Neutral**	**Agree**	**Totally Agree**
	1	2	3	4	5

INTERPERSONAL SKILLS					
1. Enjoyed people, showed enthusiasm, warmth, rapport and appropriate humor.	**Totally Disagree**	**Disagree**	**Neutral**	**Agree**	**Totally Agree**
	1	2	3	4	5
2. Valued the opinions and abilities of students.	**Totally Disagree**	**Disagree**	**Neutral**	**Agree**	**Totally Agree**
	1	2	3	4	5
3. Was patient in working with students of lesser ability?	**Totally Disagree**	**Disagree**	**Neutral**	**Agree**	**Totally Agree**
	1	2	3	4	5
4. Offered challenges to students of exceptional high ability.	**Totally Disagree**	**Disagree**	**Neutral**	**Agree**	**Totally Agree**
	1	2	3	4	5
5. Sought opportunities to share thoughts, ideas and techniques with students outside the classroom.	**Totally Disagree**	**Disagree**	**Neutral**	**Agree**	**Totally Agree**
	1	2	3	4	5
PERSONAL QUALITIES					
1. Was well organized when teaching.	**Totally Disagree**	**Disagree**	**Neutral**	**Agree**	**Totally Agree**
	1	2	3	4	5
2. Was flexible to deal with him/her when there are conflicts.	**Totally Disagree**	**Disagree**	**Neutral**	**Agree**	**Totally Agree**
	1	2	3	4	5
3. Maintained an interest in trying out new ways of teaching.	**Totally Disagree**	**Disagree**	**Neutral**	**Agree**	**Totally Agree**
	1	2	3	4	5
4. Showed the desire to continue his/her professional growth.	**Totally Disagree**	**Disagree**	**Neutral**	**Agree**	**Totally Agree**
	1	2	3	4	5
5. Maintained and exemplified high ethical and moral standards.	**Totally Disagree**	**Disagree**	**Neutral**	**Agree**	**Totally Agree**
	1	2	3	4	5

Questions/Closing Key Component.

1. Where did you learn French? Could you please give me your experience when learning this language?
2. Could you please tell me, what motivated you to choose the teaching area?
3. How many years do you have practicing this profession and what do you enjoy the most?
4. According to you, how could you describe a good teacher?
5. Could you tell us about your academy training in the language you teach?
6. What kind of students do you like to work with? What type of students could you teach most effectively?
7. Describe the management strategies and techniques you use to maintain an effective classroom environment?
8. What kind of technologies do you use in order to support your classes?
9. What do you consider to be your strengths and how will you use them in your teaching?
10. What would your students say about you?
11. What recommendations do you have for future or present teachers of French in foreign Language Department?

Is there anything else that you would like to add?

As a group the data collected will be analyzed and if you are interested in the answers a copy will be sent to you, if you are interested. Thank you for your time.

OBJECTIVE: To know through the observation technique the French Teachers' methodology by evaluating five stages; preparation, presentation, execution/methods, personal characteristics and teachers/students interaction.

INSTRUCTIONS: Please try to keep in mind the following criteria when observing a teacher. Circle or check each item in the column that most clearly represents your evaluation: *4 excellent, 3 above average, 2 average, 1 unsatisfactory, N/A not applicable.* In addition of checking you may write comments in the space provided.

I. PREPARATION
Degree to which…

1. The teacher was well- prepared and well-organized in class.   N/A 4 3 2 1
Comment:

2. The lesson reviewed material and looked ahead to new material.   N/A 4 3 2 1

Comment:

3. The prepared goals/objectives were apparent.   N/A 4 3 2 1

Comment:

II. PRESENTATION
Degree to which...

4. The class material was explained in an understandable way.   N/A 4 3 2 1
Comment:

5. The lesson was smooth, sequenced and logical.   N/A 4 3 2 1

Comments:

6. Directions were cleared and concise and students were

   able to carry them out: N/A 4 3 2 1

Comments:

7. Material was presented at the students' level of comprehension. N/A 4 3 2 1

Comments:

8. An appropriate percentage of the class was student

   production of the language.   N/A 4 3 2 1

Comments:

9. The teacher answered questions carefully and satisfactorily.   N/A 4 3 2 1

Comments:

10. The method was/were appropriate to the age and ability

    of students.   N/A 4 3 2 1

Comments:

11. The teacher knew when the students were having troubles

    understanding.   N/A 4 3 2 1

Comments:

12. The teacher showed interest and enthusiasm for the subject. N/A 4 3 2 1

Comments:

III. EXECUTION/ METHODS

Degree to which…

13. There were balance and variety in activities during the lesson .   N/A 4 3 2 1

Comments:

14. The teacher was able to adapt to unanticipated situations.   N/A 4 3 2 1

Comments:

15. The material was reinforced.   N/A 4 3 2 1

Comments:

16. The teacher moved around the class and made eye contact
    with students.   N/A 4 3 2 1

Comments:

17. The teachers knew students' names.   N/A 4 3 2 1

Comments:

18. The teacher positively reinforced students.   N/A 4 3 2 1

Comments:

19. Examples and illustrations were used effectively.   N/A 4 3 2 1

Comments:

20. Instructional aids or resource material was used effectively.   N/A 4 3 2 1

Comments:

21. Exercises were used and presented effectively.   N/A 4 3 2 1

Comments:

22. Structures were taking out of artificial exercises contexts and applied to the real
contexts of the student's culture and personal experiences.   N/A 4 3 2 1

Comments:

23. It was easy for the teacher to perceive students' errors.   N/A 4 3 2 1

Comments:

24. There was an appropriate error correction.   N/A 4 3 2 1

Comments:

IV. PERSONAL CHARACTERISTICS

Degree to which…

25. Patience in obtaining responses.   N/A 4 3 2 1

Comments:

26. Clarity, tone, and audibility of voice.   N/A 4 3 2 1

Comments:

27. Personal appearance.   N/A 4 3 2 1

Comments:

28. Initiative, resourcefulness and creativity.   N/A 4 3 2 1

Comments:

29. Pronunciation, intonation, fluency and appropriate and acceptable use of language.   N/A 4 3 2 1

Comments:

V. TEACHER/ STUDENT INTERACTION

Degree to which…

30. Teacher encouraged and assured full student participation in class. N/A 4 3 2 1

Comments:

31. The class felt free to ask questions, to disagree, or to express their own ideas.   N/A 4 3 2 1

Comments:

32. The teacher was able to control and direct the class.   N/A 4 3 2 1

Comments:

33. The students were attentive and involved. N/A 4 3 2 1

Comments:

34. The students were comfortable and relaxed, even during intense intellectual activity. N/A 4 3 2 1

Comments:

35. The students were treated fairly, impartially and with respect. N/A 4 3 2 1

Comments:

36. The students were encouraged to do their best. N/A 4 3 2 1

Comments:

37. The teacher was relaxed and matter-or-fact in voice and manner. N/A 4 3 2 1

Comments:

38. Digressions were used positively and not over- used. N/A 4 3 2 1

Comments:

39. The teacher was aware of individual and group needs. N/A 4 3 2 1

Comments: