

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



Universidad de El Salvador
Hacia la libertad por la cultura

RESEARCH PROJECT

THE IMPACT OF THE ATTITUDE OF ADJUNCT PROFESSORS OF THE FOREIGN LANGUAGE DEPARTMENT ON FEELINGS AND SPEAKING OUTPUT OF INTENSIVE FRENCH I STUDENTS OF THE BACHELOR OF ARTS IN MODERN LANGUAGES: SPECIALIZATION IN FRENCH AND ENGLISH, SCHOOL OF ARTS AND SCIENCES, UNIVERSITY OF EL SALVADOR, SEMESTER I-2019.

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INTRODUCTION

The current topic research is presented by undergraduate students of Modern Languages Major: French and English, as final investigation work of graduation. This research has for title: “The impact of the attitude of adjunct professors of the foreign language department on the feelings and speaking output of Intensive French I students of the bachelor of arts in modern languages: specialization in French and English, school of arts and sciences, university of El Salvador, semester i-2019”.

Professional attitude of a teacher during teaching in class-room can judged from his personality, knowledge, communication and management skills Improvement in competencies of teacher is either possible when a teacher properly planned for teaching, maintain class-room environment and maintain personality (Chek, & Khan, A., Khan, S., Khan, S.Z., & Khan, M. (June, 2016). Impact of teacher personality on the academics of the students. *Journal of Physical Education Research*, Volume 3, Issue II, 74-79).

The research has the principal purpose to examine the different environments showed in Intensive French I class by adjunct professors’ attitude and how the speaking output and feelings could be impacted during this process. The group intends to investigate in a deeper way the relation between professor/student within the French class as beginners in the language, the environment and different opinions presented by both parts.

The first part or Chapter I, the researchers state the Research Profile, starting with the statement of the problem, also contains the main topic and the research question elaborated for a future answer, as well as the subsidiary questions for a wide and better enquiry, therefore the group can find the general objective and the specific objectives of the research which aim to direct the topic towards a better resolution and approach. As the next point, the justification that evidences the main purpose of the research work.

The second Part or Chapter II contains the Theoretical Framework, which includes the main theories and research bases that support this work, with the necessary sources to be able to have a greater vision of the problem, diagnostic that was our starting scenario and the proposals that the team wants to reach in the research.

In addition, the following part or Chapter III is the Methodology that researchers used for the realization of the work for a better elaboration and execution of this, where the research group will find the main type of research as well as the type of study that was executed during work, the Techniques employed in this that have facilitated to a better Resolution of the problem posed and therefore the type of population taken into account for the execution of the same.

Chapter 4 shows the answers to the research questions that were raised at the beginning, with the necessary sources and inputs for the resolution of these questions, as well as the different opinions contributed not only by the different specialists within the field, but also by different population involved in the problem and that of the researchers, which allow to obey a greater truthfulness in the answers.

Finally, in Chapter 5, the conclusions reached during the entire research can be appreciated, according to the contributions compiled during the research work by all the different sources that were taken into account as well as the final opinion provided by the researchers. Also, recommendations that were considered essential during the work, in order to provide better experiences in the future of the Bachelor of Arts in Modern Languages: Specialization in French and English; but more specifically on a subject of such importance as this, where attitudes and feelings are involved in learning a new language.

CHAPTER I: STATEMENT OF THE PROBLEM

In the Foreign Language Department, of the University of El Salvador, the Modern Languages Major as a vocational training institution must be at the forefront in higher education to prepare students from its beginnings until the end of the school degree. Nowadays the authorities of this department are forced to employ adjunct professors due to lack of staff. In many cases these professors, like any other person, have their own attitudes at the moment of teaching which can affect the students in a positive or negative way either on feelings or speaking output.

An attitude is a mindset that affects how a person thinks and acts. Attitude can influence a person's performance positively or negatively. For instance, negative attitude towards one's job will result in negative performance. Similarly, attitude could also affect how well a teacher plans and prepares for his/her lessons. The attitude of a teacher, consciously or unconsciously, greatly affects students' academic performance. (*Journal of Law, Policy and Globalization- 2015*).

As the previous extract manifests a clear relationship between the professors' attitude and students' academic development, it is a proof that several aspects can go through this topic, one of them are feelings, which are a crucial part of human integrity, but also the academic performance, to be more specific the speaking output branch. Bearing in mind that most of students are just getting started a new language experience; it is evident that these are vulnerable to be affected by the attitude of their professors.

In order to have a wider and more accurate knowledge about the topic context, the researchers carried out a survey that pointed out the following aspects: interviewees think that professors' attitude plays a role in both of the options provided, academic and personal, almost half of them stated that they have experienced negative results on speaking output while performing an activity, which is one of the areas of language that highlights the most. Another relevant factor to consider is the profile that every professor should have at the moment of creating a good atmosphere in class, which are dynamic, a positive attitude, empathic and trustworthy; points that were emphasized in the survey.

The attitude of adjunct professors may cause a huge impact on students, taking into account that they are first year students and they are vulnerable to the changes of professors, as a result, these may be some factors that ultimately might affect feelings and oral performance of students.

According to Swain (1985, 1995), output plays a role in language learning. Output encompasses speaking and writing. As regards speaking, Levelt (1989) claims that speaking is a complex cognitive skill. Schmidt (1992) states that the development of a skilled behavior involves a change from controlled to automatic processes and this change occurs through practice.

Education is the activity that aids new generations obtain the necessary information, ability, attitude and understanding and develop their character while preparing them for communal life (Karsli, 2007: 9).

Therefore, this work pretends to encourage the academic fields of the interpersonal relationship between students and professors as a practicable and effective solution to this predicament. Afterwards, the team will describe in a deeper way the results and all of the bibliographical content to inquire the impact of the attitude of adjunct professors on feelings and speaking output of Intensive French I students, semester I-2019.

1.1 RESEARCH QUESTIONS

Main question:

What is the impact of the attitude of adjunct professors of the Foreign Language Department on feelings and speaking output in class of Intensive French I students, semester I-2019?

Subsidiary questions:

- What is students' perception towards the attitude of adjunct professors?
- What is the adjunct professors' perception about students' speaking output according to his/her own attitude?
- According to docent's competences, how should the attitude of a professor of higher education be nowadays?

1.2 RESEARCH OBJECTIVES

Main objective:

- To describe the impact of the attitude of adjunct professors of the Foreign Language Department on feelings and speaking output of Intensive French I students, semester I-2019.

Specific objectives:

- To explain students' perception towards the attitude of adjunct professors, semester I-2019.
- To report the adjunct professors' perception about students' speaking output according to his/her own attitude.
- To point out the attitude that a professor of higher education should have nowadays according to docent's competences.

1.3 JUSTIFICATION

The present research has as purpose to recognize through the lived experience of the students that take Intensive French I of semester I-2019, the impact of the attitude of adjunct professors of the foreign language department on feelings and speaking output at the moment they are imparting this subject. This work wants to contribute to the consideration of the link between the attitudes of teachers and the development of the student during the course to offer an argument as a starting point for an efficient education.

The research will help the investigators to inquire attitudes and behaviors of teachers during the teaching and learning of the student. This study was focused on the environment that the teacher develops in the class; personality of teacher significantly contributes to academics of the students. *Both personality of teacher and motivation of the students in academic activities have significant co-relation Therefore, to improve and promote a student's study motivation and interest and discipline can be reached by the good quality of a teacher's personality skill (Kheruniah, 2013; Hirota, Anjos, Ferreira, & DeMarco, 2016).*

In addition, one of the most important factors to consider during the work is how the research will also help to study different feelings and the speaking output depending on the attitude of their teachers of Intensive French I as a foreign language. It is also known that French is one of the languages that is at its peak in the country; this will lead us to inquire how the attitude of adjunct professors could influence the environment during the class, how the student could develop, in a better way, their personal skills and interpersonal relationships according how they feel the teacher's attitude.

Every individual should expect the best behavior from a professor, that is why they are called educators, unfortunately that does not happen all the time. *As Ulug, Ozden, Eryilmaz (2011) state on their article, "Considering the effect of the teacher's negative attitude on the student's personality development, it is evident that a negative attitude on*

the part of the teacher has a negative effect on the personality development of the student”, a professor can be a role model for students, since they are part of students’ life. That is why it is worth developing this research work; it will not only help present generations, but future generations of professors.

CHAPTER II: THEORETICAL FRAMEWORK

2.1 COMPETENCES OF THE UNIVERSITY TEACHER IN THE 21st CENTURY

On the pursuit of a more efficient educational system, docent's competences can provide a useful guidance for all of those whose labor is teaching. The higher education reveals a more complex way of teaching, here is where docent competences play an important role. Competences basically help ensuring the achievement of education goals.

Caceres Darwin (2018) provides helpful theoretical foundation to understand how university competences develop and defines them the following way:

- Instrumental competences: of a methodological or procedural nature, such as the capacity for analysis and synthesis, organization and planning, and information management.
- Personal competences: such as the ability to work as a team, the ability to manage interpersonal relationships, ethical commitment.
- Systemic competences: manifested in self-learning, adaptation to new situations, creativity and leadership, among others.

For its part, the specific competences, also called functional, relate to those necessary for the exercise of a specific profession. In this sense, it is understood that it is not necessary for professionals to possess all the specific competences necessary in an organization, since each one will have those that are necessary for the proper performance of a certain role. Specific or functional competencies relate to the attributes necessary to perform a specific task or function in a post, in such a way that the same competences are not required of the teacher responsible for the field of mathematics as of the one who guides the subject of philosophy. These competencies are related to "what does he/she do and how does he/she do it?". (Clavijo – 2011)

These specific competences can now be defined in different dimensions, so that they can be identified:

Specific intellectual competences: related to the specific knowledge required for the development of a specific task. In the case of higher education teaching, the full knowledge, with a degree of solvency, of the area of knowledge of which one is entitled is required.

Specific interpersonal competences: depending on the area of performance each professional requires different skills and abilities to relate in an environment; It is obvious that, despite the importance for the proper performance of their profession, the interpersonal competencies of a salesman are not equal to those of a university teacher. It's about individual capacities and skills that facilitate the processes of social interaction and cooperation.

Specific adaptability competence: adaptation to the environment and ability to act when changes occur in the development of a job. This competence is very important in the development of the teaching work where, despite the planning, it is necessary to make decisions on the way in the face of the changes that are presented in a space in which multiple interests interact, perceptions, needs, identities.

Specific competence of orientation to results: it is the way in which each subject acts to achieve the objectives of his office, which according to it will be different in each case.

Current university teachers require generic and specific competencies different from those required by teachers 25 years ago. By way of example, a generic competence of university teachers today is the efficient management of ICT, something that was not thought of 25 or 30 years ago. Another example, for those who studied law, thirty years ago, their best teachers were those who acted as officials of the judiciary, magistrates, and those who were authors of legal texts. Today it is different, because the university teacher has many responsibilities parallel to the class itself, that the public official has neither time nor willingness to perform, what Mas Torello (2011) calls inherent functions of

teaching: teaching processes, research processes and management processes. Within the framework of these functions Benedito differentiates them in the following form: (1992)

- The study and research.
- The teaching, its organization and the improvement of both.
- The communication of own investigations.
- Innovation and communication of pedagogical innovations.
- Mentoring and evaluation of students.
- Responsible participation in the selection of other teachers.
- Evaluation of teaching and research.
- Participation in academic management.
- The establishment of relations with the outside world, the world of work, culture.
- The promotion of interdepartmental and interuniversity relations and exchange.

Benedito summarizes the teaching functions, in our environment, in four groups:

The formative function implies: constant disciplinary updating, permanent bibliographic review, preparation and planning of classes, to be maintained updated regarding ITC's to be used properly, evaluation, mentoring; development of actions and activities to motivate students; fluid dialogue with students.

Management functions include: evaluating, communicating and incorporating into systems the results of evaluation; fluid and ongoing dialogue with colleagues in the department or area; coordination of areas, departments, academic units; preparing work plans, micro curricula or syllabus; participating in meetings of various committees; self-evaluation; keeping the bibliography up to date; in this respect there are authors for whom management is not an inherent function of the role of the teacher reducing it to a personal commitment that each one voluntarily acquires with the institution where he/she works. (Mas Torello, 2011).

Research function: includes participation in research projects as a principal researcher or as a co-researcher; directing or coordinating research hotbeds; social appropriation

activities of research; generation of new knowledge materialized in articles, books, papers; participation in research networks; internationalization of research results.

Social outreach functions: they are associated with the way the teacher is inserted in the medium to contribute to the development of the same, either directly or through its students, the actions are trained, brigades, practices, community consulting technology transfer are part of these functions.

2.2 WORKING FROM THE PERSPECTIVE OF "GOOD PRACTICES".

Since the interest of this research work is to deal with an educational context, it is of great importance to bear in mind that professors' attitude is closely related to teaching practices. This perspective therefore includes three key processes: *(1) Justifying the meaning of a good practice and marking differences with respect to other modes of study of actual practices in education; (2) Identifying and analyzing (both in its foundation and in its effective development) those actions which, by their characteristics and virtualities, can be categorized as "good practices"; and (3) Representing and making these practices visible, so that they can be known and transferred to other situations and to act as benchmarks and/or contrasts for those who wish to advance improvement of higher education". (The study of "best teaching practices" in Higher Education) Miguel Zabalza, University of Santiago of Compostela, 2012.*

This can help the team to identify that the attitude of an educator is just the tip of the iceberg on educational context; however, it represents a crucial path to reach good teaching practices. To have a deeper approach and more accurate definition about "attitude", it is essential to part from a docent context, which is an example of a more complex attitude. Leonardo Ortíz, Servando Martínez and José Herrera (2014) give us a great introduction of "The Teachers' Attitude in University Training Work", considering that this is the step where it is easier to identify some sort of attitude molding, the authors present the following:

When considering the teacher's formative work to contribute to the student's integral training, it is pertinent to consider the teacher's functions; Blanco y S. Recarey (2004) stated:

- a) The methodological teaching function: (teacher actions related to planning, implementation, monitoring and evaluation of the learning teaching process).
- b) The guidance function: (activities aimed at helping self-knowledge and personal growth through diagnosis and pedagogical intervention in relation to educational work).
- c) The research function: (activities aimed at critical analysis, problematization and the reconstruction of educational theory and practice).

The teacher, for his teaching, must have a comprehensive training that enables him to carry out the behaviors that lead to the formation of the student and if the student must receive this integral formation in the educational institution, also the teacher must acquire the appropriate training for his or her role as trainer of that student, so he or she must understand a set of knowledge, skills, working methods, habits, attitudes and values (Hernandez and Ortíz, 2012).

Having stated that, this research aim is clearly manifested on second point, to be more specific, "pedagogical intervention". Here, it is located the attitude or an attitude that is about to be molded to perform an academic role. For Zarzar (2003), the training of a professor takes place at three consecutive times or levels:

- a) The minimum teacher training should be equivalent to what is expected that the student can acquire.
- b) This minimum training must be supplemented by further training foundations, during their professional studies, such as; languages, skills, among others.

- c) The teacher must have acquired specific training that enables him to perform teaching.

The teacher training presented is a route that guides the teacher to act as a trainer and to be used in the design of teacher training programs. The teacher's formative function is defined in relation to all the behaviors (external and internal) that he or she must perform to effectively achieve integral training in students (Zarzar).

Now the team can effectively recognize where that attitude comes from and how it involves on personal development as a docent. However, there is still a need to verify certain aspects that play a role on professors' attitude.

2.3 THE ROLE OF TEACHERS' ATTITUDES

(Susana de Souza & Marcos Elia,
Federal University of R o de Janeiro,
Brazil). 1999.

The word *attitude* is defined within social psychology as a subjective or mental preparation in action. It defines apparent and observable behaviors as well as human convictions. Attitudes determine what every individual will see, understand and think. They are born from experiences and do not automatically become routine behaviors. *Attitude* means the dominant individual tendency to react favorably or unfavorably to an object (person or group of persons, institutions or events).

Souza and Elia also state that attitudes can be positive (values) or negative (prejudged). Sociologists distinguish and study three components among the reactions:

- a) The cognitive component: that is the knowledge of an object, accurate or not.
- b) The affective component: feelings around the object.
- c) The conative or behavioral component: that is a reaction around the object.

For the authors (Souza and Elia), the three components intervene, in most situations, concomitantly in shaping the attitude adopted by teachers in class, for direct and indirect interaction between society, school and teachers.

2.4 ACTIONS TO CHANGE THE ATTITUDES OF TEACHERS

The researchers emphasize once again that the image of a teacher is that of an active agent who builds perspectives and who activates. He/she should be excited to strengthen her faculties and make good educational decisions. The style of the teachers, and mainly their attitudes, results mainly from the context. It is provided by experience and does not become an automatic routine conduct to the extent that they are developed by very slow interactions (action / reaction) and does not become a well-established construction for everyone after a certain period. Attitudes cannot therefore be modified only by an individual, since he/she becomes aware, through elements and indexes, that new attitudes would be more appropriate to react to the environment.

One could then question the possibility of changing the attitudes of teaching through teaching programs, which we think is possible when we teach specific skills outside the training programs of future teachers. But on the other hand, we must worry about the negative attitudes of the teachers because they affect a large part of the students. (Souza, Elia – Carr 1990).

It is unbelievable how complex *attitude* can turn when being in touch with a social group or relationship such as the interaction professor-student. Also, it is now clear that there are more aspects involved in teachers' attitude and they become a very personal matter that do not face radical changes or universal solutions; but they are very much linked to the professional recognition of the teacher.

A major aspect of improving classroom practice is simple: empowering teachers to identify aspects of their behavior that need to be modified and reflect on them. Teachers

should be directly involved in defining the priorities on which their real problems are and should be able to choose the appropriate solutions. (Tobin, 1988, Hewson and Hewson, 1988).

2.5 STAGES OF LANGUAGE LEARNING

For evident reasons, there is a crucial interest on speaking output's context on this research work. Speaking represents, not the only one, but one of the most useful tools while learning a language, since the main goal to reach is being able to speak or produce. After analyzing university docents' competences, good practices and teachers' attitude, the research goes straight to stages of second language learners to examine the process in which an individual manifest specific behavior and learning systems. Some remarkable authors of the University of Education, Lahore, Pakistan (Bashir, Azeem, Dogar – 2011) provide the following stages:

Stage I: Pre-production

This is the silent period. Beginners only listen but rarely speak. English language learners may have some words in their receptive vocabulary, but they are not yet speaking. Some students will be able to repeat only everything that someone says. They are not really producing language but are imitating. Students may duplicate gestures and movements to show comprehension. Teachers should focus attention on listening comprehension activities and on building a receptive vocabulary because English language learners at this stage will need much repetition of English.

Speaking Skills

The learner can hardly understand anything at all, unless the speaker is talking about things the learner is observing, or unless the language being learned is closely related to some other language the learner knows. Through comprehension activities the learner can internalize some vocabulary and some grammatical structures, which will help the learner to understand more in stage two, when he or she knows enough to actually converse in a simple way. The result of getting through stage one is that the learner has acquired enough

of the basic building blocks of the language to begin to function in real communication situations in a halting way. In stage one there is very little real speaking ability, apart from some words and sentences that can be built on the comprehension exercises. In real communication situations the learner has to depend on memorized survival phrases to meet the most immediate needs.

Stage II: Early Production

At this stage, students try to speak some words. Students can use short language chunks that have been memorized although these chunks may not always be used correctly. Learner listen more their talkative classmates and extend his vocabulary.

Speaking Skills

In stage two inputs are comprehensible if the learner already knows the nonlinguistic content what he or she is hearing or if the communication situation is very predictable. There are more genuine two-way conversations with speakers of the language, although it takes a very patient native speaker to persevere in trying to communicate with a learner at this stage. The result of getting through stage two well is quite a bit of "fluency" in comprehending language which uses a variety of structures in connected discourse, with an ever-growing vocabulary. In stage two, the learner is able to speak well in tasks that are fairly structured and predictable.

Stage III: Speech Emergence

At this stage, students have a good vocabulary of words and use simple phrases and sentences in their communication with others. They are able to ask simple questions, which may be grammatically correct or wrong. Students try to initiate short conversations with classmates. They can read and understand easy stories.

Speaking Skills

In stage three the learner can understand new information, but it still helps if that information is still specially geared to a new speaker's needs. This means that meanings

must often be negotiated. In order to keep increasing in comprehension fluency during this stage, the key ingredient is coming to understand the background information that everyone in the culture knows about and learning this information in connection with the language that is associated with them. Because the learner can by now understand a lot of the linguistic content, it is possible to develop more ability for top-down processing of "new" information of the non-linguistic content. If there is adequate input, the learner should be developing a sense of the different discourse genres and registers of speech. The result of getting through stage three is that the learner is able to comprehend language related to a vast range of topics, situations and contexts, as well as easily process many social nuances. In stage three, the learner has increasing facility to produce connected narrative discourse.

Stage IV: Intermediate Fluency

At the stage of intermediate fluency, English language learners can use more complex sentences in speaking and writing to express opinions and share their thoughts. They are able to ask questions to clarify what they are learning in class. Learners can work with some teacher support. Comprehension of all subjects' content is increasing. At this stage, students are able to use different strategies to learn content in English. Teachers must focus on learning strategies. Students in this stage can understand more complex concepts.

Speaking Skills

In Stage Four the learner learns most from normal native-to-native speech as it occurs in the whole range of life experiences. The learner will understand most input, provided he attends to it. For example, native speakers may talk about the learner right in his presence, intending to tease him and get a reaction. He will certainly hear that they are talking but may not in the deeper sense "hear" a thing they say, unless he is attending to it. In Stage Four, the learner has increasing facility in abstract and hypothetical discussions.

Stage V: Advanced Fluency

Student at this stage will be near-native in their ability to perform in content area learning. Students have needed continuous support from classroom in reading writing and speaking.

Speaking Skills

In Stage five, the learner has increasing facility in discussions using his vocabulary without any proper preparation.

2.6 THE ROLE OF INPUT, INTERACTION AND OUTPUT IN THE DEVELOPMENT OF ORAL FLUENCY

On this part of the research, it is presented theoretical foundation about Second Language Acquisition (SLA) based on oral development for English as a Foreign Language (EFL) by Shumei Zhang (2009) in China. Since 1978 when the then Chinese government leaders decided to adopt the reform and open-door policies, English language learning has been boosted in China. So, this language became of big importance for industries, colleges and society.

2.6.1 Input, Interaction and Output. The role of the three closely relevant factors, namely input, interaction and output has gradually been acknowledged in second language (L2) learning. It is now widely recognized that input is essential for language acquisition. In addition to input, it is also accepted that interaction plays a crucial role in the process of learning L2. Output--an automatic output, to be exact--is one pedagogical goal in learning L2. So, input, interaction and output are three essential composing elements in L2 acquisition. But for years there has been a debate about their role.

2.6.2 Input In language learning. Input is the language data which the learner is exposed to. It is commonly acknowledged that for second language acquisition to take place there must be two prerequisites: L2 input available to the learners and a set of internal mechanism to account for how L2 data are processed (Ellis, 1985). Towards the issue of

input there are generally three views: behaviorist, mentalist and interactionist view, each holding a different emphasis in explaining SLA. A behaviorist view treats language learning as environmentally determined, controlled from outside by the stimuli learners are exposed to and the reinforcement they receive. In contrast, mentalist theories emphasize the importance of the learner's 'black box'. They maintain that learners' brains are especially equipped to learn language and all that is needed is minimal exposure to input in order to trigger acquisition (Ellis, 1997). Interactionist theories acknowledge the importance of both input and internal language processing, emphasizing the joint contribution of linguistic environment and the learners' inner mechanism in interaction activities.

Krashen was an important figure whose input hypothesis once exercised powerful influence on SLA. According to his input hypothesis, SLA takes place when the learner understands input that contains grammatical forms that are at 'i+1' (i.e. are a little more advanced than the current state of the learner's interlanguage). He suggests that the right level of input is attained automatically when interlocutors succeed in making themselves understood in communication (Krashen, 1985:2). In his view, the Input Hypothesis is central to all of acquisition, i.e. L2 acquisition depends on comprehensible input. In the classroom, then, the teacher's main role is to ensure that learners receive comprehensible input by providing them with listening and reading materials. However, a great many researches later challenge his hypothesis by supplying abundant evidence indicating that though necessary, comprehensible input alone is insufficient for L2 acquisition (Swain 1981,1991; Harley & Hart, 1997; Harley & Swain, 1984, etc.). They argue that processing of comprehension is different from processing of production. And the ability to understand meaning conveyed by sentences differs from the ability to use linguistic system to express meaning (Swain, 1985, 1988; Sharwood Smith, 1986; Crookes, 1991). When input is negotiated and learners produce output in interaction, they selectively "take in" portions of comprehensible input and choose correct linguistic form to express themselves. This process makes it possible for the learners to internalize what they have learnt and experienced.

2.6.3 Interaction. Interaction refers to exchanges in which there is some indication that an utterance has not been entirely understood and participants need to interrupt the flow of the conversation for both parties to understand what the conversation is about (Gass & Selinker, 2001). In conversations involving NNSs, negotiations are frequent. Long (1980) was the first to point out that conversations involving NNSs exhibited forms that did not appear to any significant degree when only NSs were involved. For example, confirmation checks, comprehension checks and clarification requests are prepared throughout conversations in which there is a nonproficient NNS participant. In his updated version of the interaction Hypothesis, Long(1996) suggests that “negotiation for meaning, and especially negotiation work that triggers interaction adjustments by the NS or more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways” (pp.451-452). Thus , through negotiation, a learner’s attentional resources may be oriented to (a) a particular discrepancy between what he or she knows about the L2 and what the L2 really is or (b)an area of the L2 about which the learner has little or no information(Gass & Torres, 2005). Interaction is said to be an attention-drawing device, which means that interaction serves to draw attention to an unknown part of language (Gass, 1977). Learning may take place during the interaction.

2.1.3 Output is the language a learner produces. Swain, the most influential figure for Output Hypothesis, has argued that comprehensible output also plays a part in L2 acquisition. She pointed out early in 1985 that only when learners are “obliged” to produce comprehensible output otherwise comprehensible input alone is insufficient to L2 learning process. According to her there is no better way to test the extent of one’s knowledge (linguistic or otherwise) than to have to use that knowledge in some productive way—whether it is explaining a concept to someone (i.e. teaching) or writing a computer program, or in the case of language learning, getting even a simple idea across, and in doing so, he might modify a previous utterance or he might try out form that he had not used before. However, prior to her important paper in 1985, output was traditionally viewed as a way of producing what had previously been learned and the idea that output could be part of the learning mechanism itself was not seriously contemplated (Gass & Selinker 2001).

Then in 1995, she stated that output might stimulate learners to move from the semantic, open-ended, nondeterministic, strategic processing prevalent in comprehension to the complete grammatical processing needed for accurate production. Output, thus, would seem to have a potentially significant role in the development of syntax and morphology.

The last significant function of output is to create greater automaticity, which is one pedagogical goal in SLA. Little effort is required to execute an automatic process (involved when the learner carries out the task without awareness or attention) as it has become routinized and automatized just as the steps involved in walking towards a bike, getting out the key, unlocking it, pushing it, getting on it and riding it, requiring little thought and less time. Mclaughlin (1987:134) claimed that automatization involves “a learned response that has been built up through the consistent mapping of the same input to the same pattern of activation over many trials.” Here this notion is extended to output, meaning that consistent and successful mapping or practice of grammar to output results in automatic processing (Loschky & Bley-Vroman, 1993).

2.7 STRATEGIES FOR DEVELOPING SPEAKING SKILLS

Second language learners develop a variety of activities in the communicative output such as; obtaining information, developing a travel plan or creating a video, in which the main purpose is to complete a task. The following strategies, also provided by Bashir; Azeem and Dogar (2011), show the path for taking advantage of language usage.

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself. In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning. Students often think that the ability to speak a language is the

product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language -- which they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors' help students learn to speak so that the students can use speaking to learn. (Bashir, Azeem, Dogar – 2011).

1. Using Minimal Responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

2. Recognizing Scripts

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated. Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

3. Using Language to Talk About Language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

CHAPTER III: METHODOLOGY

3.1 RESEARCH APPROACH

The qualitative approach uses data collection without numerical measurement to discover or refine research questions in the interpretation process. In other words, qualitative research is based more on an inductive process (exploring and describing, and then generating theoretical perspectives). They go from the particular to the general (Hernandez Sampieri, 2018).

This type of methodology led the research team to find out every phenomenon that Intensive French I students experienced through the course, so the team was able to describe as many features as possible. Observation was a crucial part of this method, because the sample revealed attitudes, behaviors and feelings manifested on academic development.

The research led to a Social Constructivism approach, so the team took it into account to describe feelings, attitudes and behaviors of students and to understand participants' interpretations through their experiences, complaints, suggestion, preferences and knowledge of their class environment. Social constructivism extends constructivism by incorporating the role of the people concerned in development.

Without leaving aside that researchers pursue to describe the environment presented in class by adjunct professors' attitudes without manipulating variables, also to inquire their own perception and to point out the ideal attitude that Intensive French I students think adjunct professors should have.

3.2 TYPE OF STUDY

The type of study that was applied in this research is the **case study**. This study provided necessary and valuable information for those situations or unique social entities that deserve to be investigated. As subjects of analysis can have a phenomenon, a person,

an event or very specific case, where the analysis must be done within the environment in which the object of study is developed. (Muñoz, 2011). For this reason, the case study was selected by the researchers, who played an important role in the development of the investigation.

3.3 SETTING

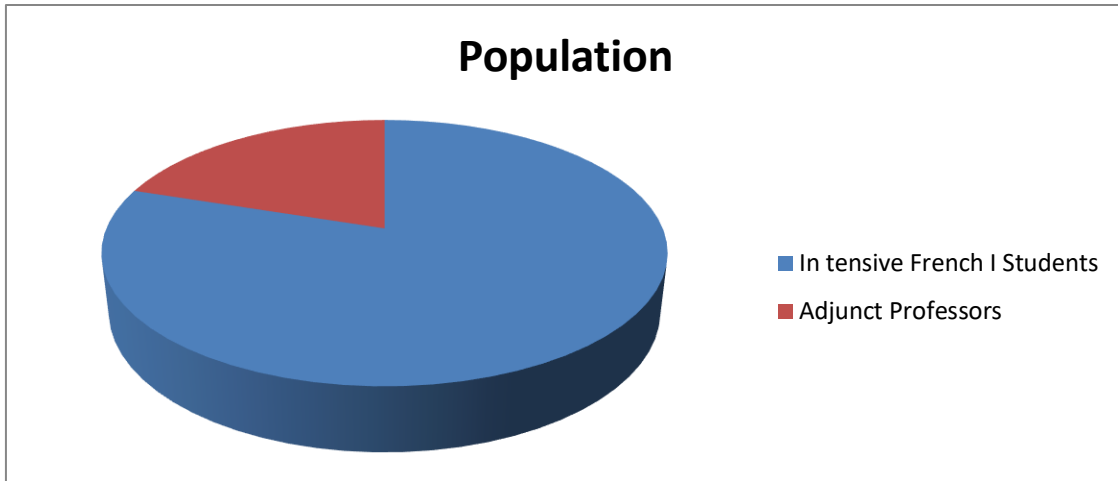
The research work took place in the main campus of the University of El Salvador, San Salvador. The study was examined in four different classrooms of the Foreign Language Department, Bachelor of arts in modern languages: specialization in French and English, the above mentioned classes were executed from Monday to Thursday; the team chose two days to develop the instrumentation, taking into account the main purposes of study were the professor's attitudes, the feelings and speaking output of students.

3.4 POPULATION AND SAMPLE

According to Hernández Sampieri, "*population is the set of all the cases that agree with a series of specifications*". That is, the totality of the phenomenon to study, where the entities of the population have a common characteristic that is being studied and gives origins to the research data.

The principal objects of study or population were the first year students and the adjunct professors of Intensive French I from groups 02, 04, 05 and 06 of Modern Languages: French and English, semester I-2019. The estimated ages to consider were around 17 to 20 years old, most of them just get started with the bases of the French language. The main sampling procedure was random. The researchers chose ten students and the adjunct professor in charge of each group to apply the questionnaire and the interview.

The individuals that participated helped researchers to complete our instruments and by doing so the team gathered all the possible information about the topic.



3.5 INSTRUMENTS AND TECHNIQUES

To choose the proper one or ones (instruments) you must answer the following questions:

What are you really planning to find out? How are you going to observe the target population? What's the best tool to observe certain variables or indicators? Among the most used instruments in research are the observation, the survey and the interview (Trigueros, Sandoval 2017 -Eladio, 2006).

Based on the above citation, the researchers developed various type of qualitative instruments:

- **Direct observation:**

One of them was direct observation that it made used of an observation guide in order to periodically perform a structured observation to Intensive French I concerned courses twice a week.

- **Interview:**

Also, an in-depth interview, performed by four professors, was recorded including open questions.

- **Questionnaire:**

One questionnaire was needed, so a survey was carried out to students.

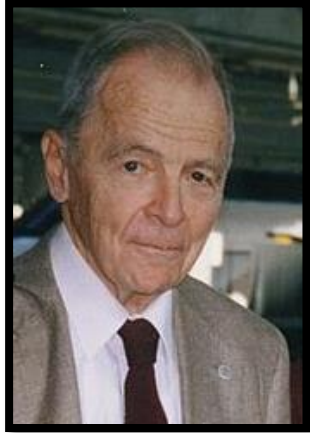
3.6 METHODOLOGY PROCESS

After finishing the data analysis process, all of the information was gathered, organized and analyzed as follows: all of the information provided by students was organized and transcribed. Interviews were also transcribed to have a physical evidence of that information. The questionnaire implemented to students was used to perform a data analysis table and developed in the subsidiary questions. All this data answers our research questions so it can be applied on the theoretical framework next to every part of information found out.

CHAPTER IV: ANSWERS TO THE RESEARCH QUESTIONS

Research specific questions:

- WHAT IS STUDENTS' PERCEPTION TOWARDS THE ATTITUDE OF ADJUNCT PROFESSORS?



Earl Stevick
Expert in language learning and teaching- Scarritt
College for Christian Workers, United States

Earl Stevick said that success in learning a foreign language depends above all on what happens within and among people in the classroom. With "inside" he was referring to the individual factors -of personality, such as confidence, self-esteem, and motivation, learning styles ...- and "between", to the relationships established in the classroom.

In other words, success in learning depends on the affective. Affective factors are so important for learning a language because they can facilitate or hinder the cognitive processes necessary to learn.

We know that if the student feels motivated and interested and has confidence in their abilities, everything is easier. On the contrary, if the student feels fear or anxiety, we will face many obstacles. (Jane Arnold, 2015).

Based on the previous citation to answer the question stated at the beginning, the affectivity of an adjunct professor is very important as well as his or her knowledge for a full teaching where the students' feelings are not affected but that oral development is in a way that students speak in the most natural way and without fear of being wrong.

According to the students' opinion and what the researchers observed, teacher generates a harmonious atmosphere where the preparation and the demand is evident, as well as the practice of good values in the class. Likewise, the student emphasizes that the fact of keeping Spanish to the minimum, is an indispensable practice for the course.

Based on the data provided by the questionnaire and the direct observation's technique, the group may determine that the students' perspective on teachers' attitude of the Intensive French I groups 02, 04 and 05, is favorable to generate an enabling environment in the class. As each teacher of these groups presents constructive attitudes that encourage the student's performance. On the other hand, it is possible to emphasize that the group 06, as the students in such group manifested, does not present an atmosphere propitious for the students to develop in the oral performance, due to the lack of classroom's management projected by the teacher. It is possible to establish that among four groups, on group 06 there are students who demand more pressure on the part of the teacher, since these can perceive the instructor in some moments as very "soft" or little committed.

Another point that the research group cannot leave aside are the uncommon aspects that a student established in his answer to one of the questions and is that the repetitive way of giving a class does not lead to an oral development, to reinforce this idea the group presents the following quote that helps the research to conclude what the students think of this way of teaching.

A demotivated teacher can hardly be an innovative teacher. Therefore, it is necessary to find the motivating agents that act on the teacher. These agents can come from two very different sources, on the one hand we can find with proposals from the administration, which in many cases they become scarce and inefficient and on the other hand we can be act ourselves as self-motivating agents through the search for incentives that drive innovations, either through the search for contests, meetings of innovative teachers, teacher training events on the subject, publication of experiences, etc. (Javier García-Retamero Redondo, 2008)

Within the expectations that the students of the Intensive French I course can be analyzed, students look for and expect a teacher that always maintains an extroverted and dynamic attitude, that helps them to be able to feel a source of confidence at the moment of being able to review a topic or even perform an evaluated activity, which can maintain his or her role as a teacher and allow them to understand as clearly as possible the topics taught as well as someone that motivates them to move forward and allow them to congratulate them when they have done well, such as correcting them in the most appropriate way possible.

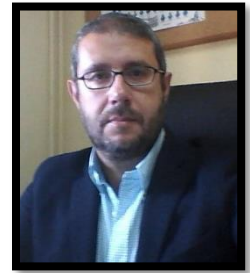
According to an analysis to some students of biology at the University of Barcelona a good teacher would be someone who "knows how to motivate students not only showing interest in the agenda, but showing himself as someone trained and excited for transmitting knowledge ... The definition opposite and extreme would be a lousy teacher that can demotivate you ... In short, good teachers are specially about an attitude and approach to what it means to be teacher; would come to be something like those who 'do his or her job' ". LA PROFESIÓN DEL DOCENTE UNIVERSITARIO DEL SIGLO XXI: ¿CAMBIOS SUPERFICIALES O PROFUNDOS? (Romaña - Gros, 2003).

The interviewees mention that a teacher with professionalism must be impartial so that in the classroom there is equal in all aspects and a learning environment is generated so that the students can develop in an oral and adequate way.

In other terms, and thanks to all the aspects that have been stated previously, the group can establish that the different attitudes of the adjunct professors play a very important role on feelings and on the students' speaking output.

- ACCORDING TO DOCENT'S COMPETENCES, HOW SHOULD THE ATTITUDE OF A PROFESSOR OF HIGHER EDUCATION BE NOWADAYS?

It is essential to take a brief look at some information before establishing a definite and objective answer to this point. Living on a demanding educational society, it does not seem to be easy to define the right characteristics of a professor, however, thanks to the contributions of Martínez Agudo (Mexico, 2011), given the enormous heterogeneity of the teachers in the classroom, two models or prototypes could be highlighted:



Juan de Dios Martínez Agudo
Centro de Estudios Educativos - México

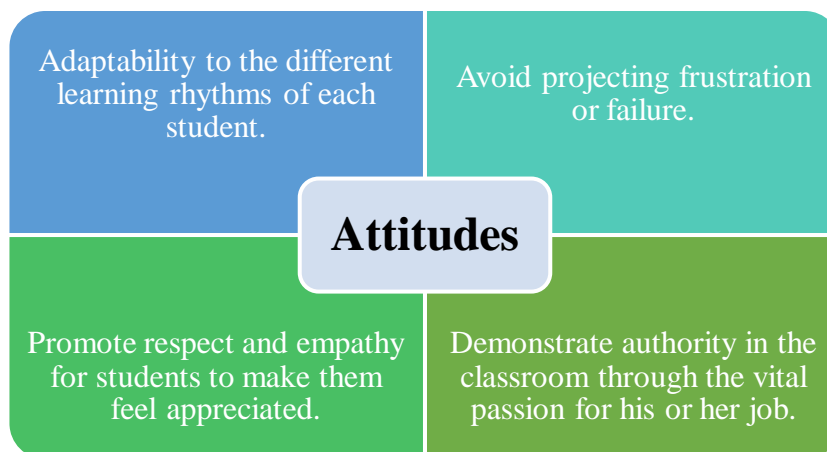
1. Conservative:

Teachers who confine themselves to transmitting knowledge by traditional methodologies and being reluctant to change, to incorporate any type of initiative or didactic alternative into their work plan, or to modify their working habits. In fact, they tend to be very individualistic as well as tremendously conformist, as they hardly question what is best or most appropriate for their students.

2. Progressist:

Teachers who question everything, who strive responsibly, to improve the quality of their teaching, trying to give meaning and justification to their teaching actions, which are very reflective in their work. In a way, his style shows great flexibility in incorporating changes.

Due to the uniqueness of each student, flexibility in teaching styles is indispensable, so they can be able to adapt to modern society. It is incredibly complex to establish the same characteristics and abilities for the same professor; since each educational context demands singular ways to proceed. In addition, other factors to bear in mind such as; student age, needs, interests, learning skills and difficulties, all of them highlight the diversity. This work deals with context of learning a new language and that is why it pretends a specific style of professor. Martínez Agudo (2011) establishes how the teacher of the foreign language is conceived to be and what would be the fundamental qualities and attitudes that he or she should have.



It is now evident that the context of the research question has been objectively narrowed, and it leads to go from the bibliographical contribution to the public opinion. On this part, the survey carried out to Intensive French I students, it showed opinions tightly related to what it has just been seen. Some of the transcriptions of students' perspective about what is the ideal profile that the professor of higher education must present, were the following:

- *“Debe ser alguien jovial, que entienda las necesidades que el alumno tiene, que sea imparcial y sobre todo que tenga un conocimiento muy amplio de la materia”* -

- *“Asertivo, respetuoso, dinámico, claro, paciente, debería animarnos e incentivarnos a estudiar o repasar los temas”-*

- *“Debe ser puntual, debe ser muy motivador, debe fomentar la interacción y participación, debe inspirar confianza y acercamiento”-*

There is a big interest on dynamism, participation and outreach when students provide their view of the professor's ideal attitude. It highlights the fact that students look for a not only mentally; but physically able person to perform his or her role as an educator. The interviewees also manifested that a professor's attitude says a lot about the ability and the way he or she scores, because it is through this process that it can be evidenced the bias and professionalism of each one. However, thanks to direct observation and the questionnaire, three out of four professors reach all of the qualities and attitudes provided by Martinez Agudo and one of them does not, because this instructor presents the conservative prototype.

- WHAT IS THE ADJUNCT PROFESSORS' PERCEPTION ABOUT STUDENTS' SPEAKING OUTPUT ACCORDING TO HIS/HER OWN ATTITUDE?



Getzels & Jackson
University of Chicago, United States

Research on the effects of teacher personality has been conducted for a long time with many researchers concluding that teacher personality is the most important variable at work in the classroom (Getzels & Jackson, 1963, Teacher personality: does it influence effectiveness and student achievement in the classroom?).

Nowadays, Adjunct Professors have a huge responsibility of work with their students in a classroom as well as a commitment to develop good practices, essentially with students who are just starting a new language, as French. According to some of them, is the main basis of the modern language course and for many of these students is the first time they have had direct contact with the language.

Furthermore, one of the main difficulties that Adjunct Professors go through the subject of Intensive French I, is that the student can be willing to maintain an habit of study of the subject, in particular the oral participation of the language in the class, for this purpose these teachers must resort to more specific attitudes and activities to make these students feel motivated in the classroom.

“Oral Language is the teenager’s first, most important, and most frequently used structured medium of communication. It is the primary means through which each individual will be enabled to structure, to evaluate, to describe and to control his/her experience”. (Cregan, 1998, as cited in Archer, Cregan, McGough, Shiel, 2012, *Five Components of Effective Oral Language Instruction*)

Adjunct professors' attitudes and behaviors, in order to effectively stimulate the oral competence of the group, lead not only to implement different dynamics such as: oral presentations, oral role plays, work in teams or couples, but also, be able to provide confidence to students, and stimulate, support and create a good environment in classroom.

One of the most important roles that an adjunct professor plays in this aspect is not only being a "teacher" but also a "role model" in whom the student feels safe when performing some activity, such characteristic that has been often forgotten. As mentioned by one of the teachers interviewed in this research:

“Una de las principales fortalezas es que siempre que se imparte una clase trato de ponerme en los zapatos del estudiante, tratando de escuchar algunas inquietudes o comentarios, manteniendo siempre un carisma y comprensión, proporcionando una amistad limitada dentro del curso, tratando de ayudar en algún problema y manteniendo la comprensión ante ellos y muchas dificultades que puedan presentarse, tratando de conocer un poco a cada estudiante para crear una confianza entre alumno y maestro”. Keeping in mind the limits that exist between both parts.

In a study exploring the transference of teachers' autonomous motivation for teaching to students' autonomous motivation for learning, data showed that teachers' who had higher levels of autonomous motivation (motivated independently or intrinsically) fostered more academic enthusiasm in their students, who were in turn more able to deeply process the material being taught (Roth, Assor, Kanat-Maymon, & Kaplan, 2007, *Five Components of Effective Oral Language Instruction*).



Yaniv Kanat-Maymon-
School of Psychology

Therefore, most of the adjunct professors interviewed could show that the tools used through their methodologies to motivate the oral competition as well as the different attitudes they present in class, are viewed and corresponded in a satisfactory and positive way by the majority of students, as they feel satisfied at a certain point to promote the oral competence of the French language course.

The own teacher's perception and attitudes are in concordance to what he or she reflects in the classroom and is reflected in class by the teenagers. It should be noted that similarly according to the observation study conducted in the different classrooms, the researchers were able to note that this information is true and the students' response to their

attitudes, in most cases, is positive and it could be appreciated the participation of the speaking output through the students.

Nevertheless, based on research's direct observation in some cases teachers' attitudes may also be regressive and the lack of progress in speaking output could be presented, as it can be seen on group 04 and 06, these groups do not promote the practice of the French language in class, and this happens when teachers do not maintain a firm attitude towards the requests demanded to them, which implies the loss of control of a francophone environment, being this a challenge to be always kept in mind in the subject.

In addition, it is important to emphasize that this attitude is equally perceived through the encouragement of each student, the teacher himself can notice the participation of his/her students through the environment that this provides, so it greatly influences how each student can feel and the emotions that can be demonstrated in class are reciprocal to the professor's attitude.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

The following conclusions are based on the previous research named as The impact of the attitude of adjunct professors of the foreign language department on feelings and speaking output of intensive French I students of the bachelor of arts in modern languages: specialization in French and English, school of arts and sciences, University of El Salvador, semester I-2019 has shown that exists a range of opinions on the part of the teachers as well as the students.

- The research group can determine that by now the methodologies used by the adjunct professors lead the student to a true oral performance, according to “Perfil profesional idóneo de profesor de lengua extranjera: creencias del profesorado en formación” as it was observed in groups 2 and 5 within the direct observation. However, there are still some drawbacks in certain methodologies presented in groups 4 and 6, where the applied technics were unconventional for the oral production of French language in the students.
- As students manifested through the questionnaire, the group can determine that the total inclusion within the French course provides an atmosphere of confidence where all students are able to feel good and with encouragement to participate in all the activities proposed by the professors.
- Researchers can give real assurance that the attitudes provided by adjunct professors greatly influence students of Intensive French I as the way as the different activities they carry out through their various charisms and ways of being, which makes the class feel confident or not safe to put into practice the speaking output. The different attitudes of the teachers bring positive or negative results on feelings and students’ speaking output making the learning process more interesting and motivating, so learners can develop and advance effectively in the learning of this new language.

- All the content, stated above, allows defining the attitude of a professor of higher education as someone able to project the willing for his or her job, someone open-minded that has authority with respect over the students. Likewise, a professor who controls his or her attitude and is a role model for the society; without leaving aside the pursuit of educational excellence, because every professor must be able to perform his or her work role, thus allowing to raise or maintain the standards of the complex field of teaching.

5.2 RECOMMENDATIONS

The impact of the attitude of adjunct professors of the foreign language department on feelings and speaking output of intensive French I students of the Bachelor of Arts in modern languages allowed to the research group to focus on the following recommendations:

To the foreign language department authorities:

- To continue motivating teachers and supporting the good labor developed through the learning process. It is important that authorities facilitate seminars or trainings to keep instructors' methodologies updated. This allows professors to be active and improve the various activities to develop more participative classes on a francophone atmosphere.

To the adjunct professors:

- Adjunct professors may not only be a source of teaching within a new language, but also a source of trust and support for the students to feel safer when performing his or her oral skills.
- Teachers of French language should maintain the necessary regime within the course and perform the most favorable attitudes that every student need for learning and execution of the language.
- The research group motivates the adjunct professors to continue doing the good work done during Intensive French I. As well as to continue providing their knowledge to each student on teaching a new language.

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ANNEXES



UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS EXTRANJEROS
LICENCIATURA EN LENGUAS MODERNAS: ESPECIALIZACIÓN EN
FRANCÉS E INGLÉS



Objetivo: Describir el impacto de la actitud de los profesores hora clase del Departamento de Idiomas Extranjeros en los sentimientos y desempeño oral de los estudiantes de Francés Intensivo I, semestre I-2019.

Research topic

THE IMPACT OF THE ATTITUDE OF ADJUNCT PROFESSORS OF THE FOREIGN LANGUAGE DEPARTMENT ON THE FEELINGS AND SPEAKING OUPUT OF INTENSIVE FRENCH I STUDENTS OF THE BACHELOR OF ARTS IN MODERN LANGUAGES: SPECIALIZATION IN FRENCH AND ENGLISH, SCHOOL OF ARTS AND SCIENCES, UNIVERSITY OF EL SALVADOR, SEMESTER I-2019.

❖ Este cuestionario es anónimo, toda la información obtenida será de uso estricto para trabajo de investigación. De ante mano se agradece su colaboración y que responda de manera abierta y concreta para llevar a cabo dicho instrumento.

1. Escriba un párrafo que describa aspectos basados en experiencias personales o generales, tales como: la actitud que refleja el docente en el desarrollo de la clase y sus actividades, de qué manera fomenta actividades para el desenvolvimiento del desempeño oral, la inclusión y motivación por parte del docente en todos los aspectos de su clase y actitudes positivas o negativas que puedan destacar.

2. Basado en sus necesidades académicas, describa el perfil ideal que el docente universitario debe presentar.



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- ❖ Este cuestionario es anónimo, toda la información obtenida será de uso estricto para trabajo de investigación.

- 1. ¿Cómo describiría la catedra impartida en clase y cómo es reflejada en sus alumnos?

- 2. ¿Cuál son los aspectos que le motivan para el desarrollo del curso?

- 3. ¿Qué actividades realiza para trabajar las habilidades orales de sus estudiantes?

- 4. ¿Cómo responden sus estudiantes a dichas actividades?

- 5. ¿Qué dificultades del grupo ha enfrentado y qué medidas ha tomado para superarlas?

- 6. ¿Cómo describiría sus fortalezas y debilidades como docente de dicho curso?



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Guía de Observación							
Grupo:	Fecha:			Nombre del Profesor:			
<i>Profesor Hora Clase</i>				<i>Estudiantes</i>			
Area	Criterios	Si	No	Area	Criterios	Si	No
Actitud	* Responsable			Actitud	*Curioso		
	*Inclusivo				* Atento a la clase		
	*Dinámico				* Acata indicaciones		
	*Organizador				* Buena relación entre alumnos		
	* Evaluador				*Cooperativo		
	*Observador				*Cuestionador		
	* Buena relaciones interpersonales						
Actividades que promueven un desempeño oral	* Promueve actividades orales			Desarrollo oral	* Participa en todas las actividades orales		
	*Crea herramienta para fomentar la practica oral				* Seguridad al hablar		
	* Facilita la participacion de todos				* Dificultad al trabajar en equipo		
	* Dominio de su campo disciplinario				* Manejo básico del idioma		
	*Genera un ambiente francófono				* Formulan preguntas en clase		
	*Proporciona consejos para mejorar				*Comprenden las actividades proporcionadas por el docente		

Comentarios: _____

*Datos tomados de *A l'usage de l'enseignant* y *El perfil del alumno*.