THE DIFFERENTIATION OF FRENCH PERCEPTION COMPETENCIES
IN MARMARA UNIVERSITY STUDENTS

Dr. Senem Seda Şahenk Erkan
Marmara University
Istanbul- TURKEY
senemseda78@gmail.com

Abstract

In this study, it has been aimed to determine the language proficiency perceptions of preparatory students taking courses in French at higher education institutions concerning the four fundamental language skills for language levels up to and including B1, proposed by the European Language Portfolio. Accordingly, French Language Proficiency Perceptions Scale, consisting of 28 articles within the Common European Framework of Reference for Languages into consideration has been prepared. The sample for this study consists of a total of 250 preparatory year students in Marmara University during the spring semester of 2012-2013 educational year. As a result of the validity and reliability works performed, the scale was determined to be valid and reliable. The results of the study can be read in the full text.

Key Words: B1 language level, Common European Framework of Reference, french language competencies perceptions.

INTRODUCTION

Currently, Turkey is in the process of becoming a member of the European Union. As Turkey becomes a member of the EU, positive developments will be experienced in Turkey concerning many areas such as education, economics, politics, commerce and competition. In relation with this agenda, concepts such as multilingualism and multiculturalism, which are of importance in the European Union member states, are also beginning to come into prominence in our country. In this sense, foreign language education is becoming more and more important at all educational levels. The overall purpose is to enable every citizen to know one or more foreign languages.

Turkey, within the scope of its efforts to become a member state of the European Union, made great progress in terms of economic, political, cultural and constitutional arrangements in line with the official progress reports dated October 9, 2002. In the recent years, Turkey's full membership to the European Union is debated extensively. Turkey is certain to make contributions to the European Union in economic, political, cultural touristic, educational and constitutional areas as a result of becoming a European Union member state. Turkey will also be able to show great progress in the information age as a result of becoming a European Union member state and will accomplish great breakthroughs in terms of being a multicultural and multilingual country (Dura and Atik, 2007).

THE PROBLEM AND PURPOSE

The main issue of this study may be expressed in a single sentence as follows: what are the French language proficiency perceptions of the students during their preparatory classes in Marmara University at the higher education level in our country?

In this study, it has been aimed to determine the perception competence of the preparatory students learning French at the higher education level in our country, concerning the four fundamental language skills (listening, reading, speaking and writing), for language levels up to and including B1, proposed by the European Language Portfolio.

COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES

It is possible to mention the European Language Portfolio (Language File, Language Biography and Language Passport) and the Common European Framework of Reference for Languages (A1, A2, B1, B2, C1 and C2 proficiency levels) within the scope of the foreign language education efforts of the Council of Europe (CECR, 2001). In the university preparatory classes, the aim is to ensure that the students reach the B1 (Threshold) language level in French according to the Common European Framework of Reference for Languages. For this reason, in this study, the B1 (Threshold) language level has been included within the scope as the final proficiency level. The 6 fundamental linguistic levels (A1, A2, B1, B2, C1 and C2 proficiency levels) of the Common European Framework of Reference for Languages) will be explained in the table below (Demirel, 2007):
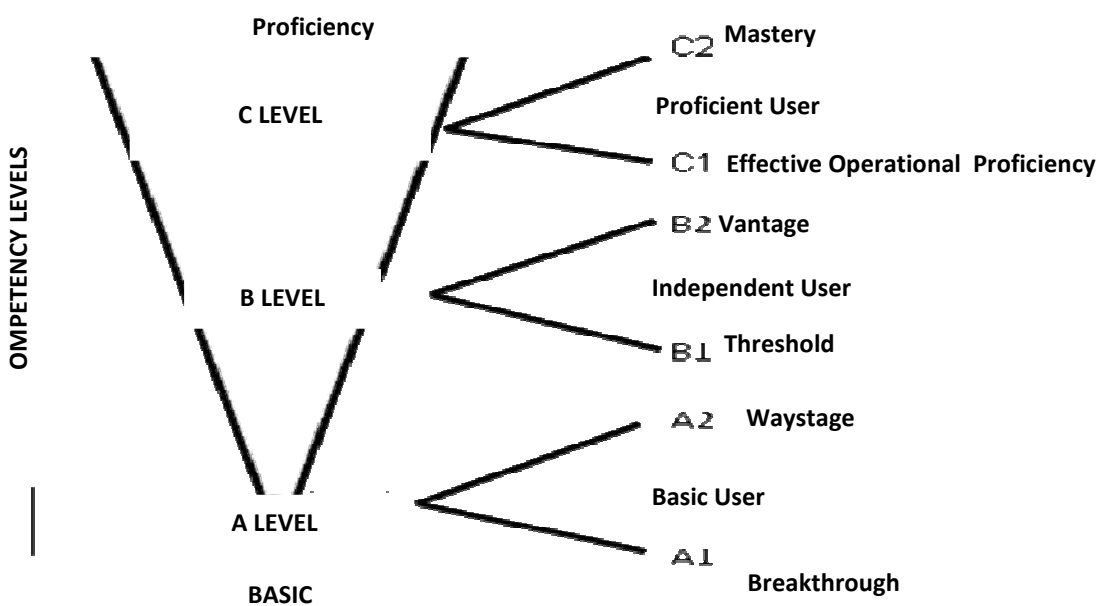
Schema 1: CEFRL Proficiency Levels

Four Fundamental Language Proficiencies
In the table below, the proficiency perceptions that students need to have concerning foreign languages for the five fundamental language levels up to B1 (Threshold) are shown as a self assessment grid:

Table 1: Self Assessment Grid (including the B1 language level)

		A1	A2	B1
Comprehension	**Listening**	I can recognize familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery

		clearly.	catch the main point in short, clear, simple messages and announcements.	is relatively slow and clear.
	Reading	I can understand familiar names, words and simple sentences in written texts for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
Speaking	**Spoken Interaction**	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.

Writing	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

The language competencies divided into two categories as conversation and oral narration in the Self Assessment Grid above in accordance with the Common European Framework of Reference for Languages (the 5 fundamental linguistic proficiencies) have been handled as a single proficiency under the title of conversational proficiency.

It is highly important for the individual to make progress concerning the four fundamental linguistic proficiencies (listening, reading, speaking and writing) in the foreign language he/she is learning. To begin with, the listening proficiency is the listener's ability to make connections between what has been said previously and what has been spoken later on and the ability to comprehend the function of such in communication (Temur, 2001, Narr. Özbay, 2005). Secondly, reading proficiency is one of the most fundamental skills that must be developed in the foreign languages. The reading proficiency is defined as attributing meaning to a text that has been read and interpreting the meaning attributed to it (Grabe and Stoller, 2001, Narr. Razı, 2008). In foreign language education, listening must be practiced constantly and regularly in order for the speaking proficiency to be developed. It is also very important that pair works and group works are constantly performed during the lesson. There is no doubt that the regular practicing of such works shall ensure important developments in the speaking proficiencies of the individuals learning a foreign language (Işık, 2007). It is highly important for the foreign language speaking practices that dialogue, discussion, pair and group works are carried out constantly and in a planned fashion. In case of writing in the foreign language, not only writing paragraphs, letters or compositions but also filling in the blanks, being able to put into correct order the sentences that have been provided in a mixed order, writing the appropriate subject title, selecting and writing the supporting sentences is concerned. Determining the objectives within the framework of the pre-writing activities for the purpose of developing the writing skills, selecting and teaching the words and arranging the correct concepts in order are required. It is also necessary to connect, complete, spell check and check the word usage in between the activities performed during the writing phase. During the post-writing activities, evaluation, checking, providing feedback, awarding the successful students and performing Works on the incorrect texts are required (Demirel, 2007).

METHOD

The research method to be applied in this research will be the general scanning of the resources. The general scanning models are scanning arrangements performed on the scope as a whole or a group or sample of the scope, which consists of numerous components, in order to reach a general conclusion regarding the concerning scope. Individual or relational scanning can be performed with the general scanning methods (Karasar, 2010).

The Scope and the Sample
The scope of this study consists of preparatory year students, studying at the French Teaching, Translation and Public Administration departments in the Marmara University School of Foreign Languages. The sample for this study consists of a total of 250 preparatory year students from French Teaching, Translation and the Public

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Administration departments, studying at the Marmara University School of Foreign Languages in the spring semester of 2009-2010 educational year, who have granted the necessary permissions to be a part of this survey.

Data Gathering Tools

In this study, the Personal Information form consisting of 5 questions (sex, age, department, order of preference in the university exam for their departments and whether they know or not another foreign language) has been utilized. A French Language Competency Perceptions Scale, consisting of 28 articles and taking the A1, A2 and B1 language levels concerning the four fundamental language competencies of the students within the Common European Framework of Reference for Languages into consideration has also been prepared. The articles in this scale were evaluated within the range of 1 (incompetent) and 7 (competent).

Validity Study

The validity of the proficiency perceptions for French has been tested using explanatory factor analysis. Before performing the factor analysis, the Kaiser-Meyer-Olkin test has been applied in order to understand whether the number of the study group was suitable for performing an analysis. The value 0.90 has been obtained as a result of the testing. The fact that this value is above 0.50 shows that the concerning number is appropriate. In accordance with this, it can be concluded that the number of the group is suitable for analysis. Following this, the Bartlett's test has been applied to understand whether the measurement tool shall separate into the factor structures or not. As a result of this test, the values X=2670.61, sd=325 p=0.000 have been obtained. This result shows that the measurement tool can be separated into factor structures.

After it has been determined that the study group is of an appropriate size and that the measurement tool can be separated into factors, the factor analysis was performed. As a result of the factor analysis, two sub-dimensions with Eigen values above 1 have been obtained. The core value of the first sub-dimension is 22.230 whereas its disclosed variance percentage is 79.394. The core value of the second sub-dimension is 1.216 whereas its disclosed variance percentage is 4.344. Since the core value and variance percentage of the first factor is much higher than the second one, it can be concluded that the scale consists of a single dimensional structure. In order to support this result, the factor loads of the articles have been examined individually. The factor loads concerning the articles of Future Time Perception Scale are indicated in Table 2.

Table 2: Factor loads concerning the articles of the perceptions regarding proficiency in French

Articles	Factors		Articles	Factors	
	1.Factor	2. Factor		1.Factor	2. Factor
Article 26	,951		Article 9	,904	
Article 25	,940		Article 8	,900	
Article 11	,939		Article 4	,888	
Article 7	,939	-,284	Article 15	,876	
Article 6	,939	-,284	Article 22	,864	,322
Article 1	,939	-,284	Article 5	,861	
Article 13	,938		Article 23	,860	-,211
Article 12	,938		Article 16	,857	,321
Article 2	,935	-,147	Article 19	,852	
Article 18	,931		Article 3	,843	-,109
Article 10	,928		Article 20	,815	,477
Article 24	,922	-,224	Article 17	,786	,240
Article 27	,909		Article 21	,772	,500
Article 28	,905	,220	Article 14	,770	-,160

According to Table 2, the factor load values of articles vary between .770 and .951. The acceptable lower limit for the factor load values is .45 (Büyüköztürk, 2007). According to this table, all articles fulfill the required

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necessary criteria. Articles numbered 1, 2, 3, 6, 7, 14, 16, 17, 20, 21, 22, 23, 24 and 28, have a load value with both the first and the second factors. When there is a difference of .10 between the load values of the articles that have a load value with both factors, the concerning article is included in the factor containing the greater value (Büyüköztürk, 2007). According to this, all articles can be said to be contained within the first factor. This situation proves that the proficiency perceptions scale in French has a structure consisting of a single factor.

Reliability

The reliability coefficient of the language proficiency perceptions scales determined in accordance with the Cronbach's Alpha is .987. The alpha coefficient of the scales consisting of articles that have a high level of relationship with each other tends to be high. The reliability coefficient that can be accepted as sufficient in a Likert type scale must be close to 1 (Tezbaşaran, 1997). Based on these explanations, it can be concluded that the reliability coefficient calculated using Cronbach Alpha is sufficient and that the articles contained in the scale are consistent with each other. The reliability chart of the scale is displayed below.

Table 3: Reliability Chart

French Proficiency Perceptions Scale	Cronbach Alpha
	.987

Based on the validity and reliability analysis, it can be concluded that the French proficiency perceptions scale displays a single dimensional structure consisting of 28 articles that perform measurements in congruence with each other.

FREQUENCY AND PERCENTAGE CALCULATIONS

The frequency and percentage distributions for the 5 questions (sex, age, department, order of preference in the university exam for the department they're studying in and whether they know or not another foreign language) contained in the Personal Information Form will be provided in table 4 below.

Percentage and frequency calculations regarding the sex and age of the preparatory students learning French, which are the first 2 questions of the personal information form, will be indicated in table 4.

Table 4: Distribution of the sex and ages of the students participating in the study

Variables		F	Percentage
Sex	**Female**	193	77.2
	Male	57	22.8
Age	**18-20**	87	34.8
	21-23	143	57.2
	24-26	20	8.0
Total		250	100.0

According to table 4, a total of 250 French preparatory year students, consisting of 193 females and 57 males, have participated in the study. % 34.8 of the students are within the 18-20 age range whereas % 57.2 of them are in the 21-23 and % 8 of them are in the 24-26 age ranges.

After, in table 5, the percentages and frequency distributions of the departments of students, the order of preference in the university exam for their departments and whether they know or not another will be given.

Table 5: The departments, the order of preference in the university exam for their departments and knowing any other foreign languages than French?

Variables		F	Percentage
Department	**French Teaching**	80	32.0
	Public Administration	122	48.8
	French Translation	48	19.2
Order of preference	**1-5**	141	56.4
	6-10	65	26.0
	11-15	18	7.2
	16-20	26	10.4
Do you know any other foreign languages than French?	**Yes**	214	85.6
	No	36	14.4
Total		**250**	**100.0**

According to table 5, % 32 of the students participating in the study are studying in French teaching, % 48.8 are studying in public administration in French whereas % 19.2 are studying in French translation departments. % 56.4 of the students preferred the department they're studying in as their 1-5 choices, % 26 of them listed the department they're studying in as their 6-10 choices, % 7.2 of them listed the department they're studying in as their 11-15 choices and % 10.4 of them listed the department they're studying in as their 16-20 choices. % 85.6 of the students know another foreign language than French but % 14,4 didn't know another foreign language than French.

Differences of the French Proficiency Perceptions Scale According to the Personal Characteristics
In the table 6, the differences of the proficiency perceptions of the French preparatory students concerning the 4 fundamental language competencies will be displayed according to their sex.

In the tables 7 and 8, the differentiation of the proficiency perceptions of the French preparatory students concerning the 4 fundamental language competencies will be displayed according to their ages.

Table 6: The results of the t test applied for the purpose of comparing the results obtained from the French competency perceptions scale according to sex

Sex	Average	Standard Deviation	t	p
Female	169.6	20.7	1.802	.073
Male	163.6	26.3		

According to table 6, a meaningful difference does not exist between male and female students concerning the averages of the scores obtained from the competency perceptions scale for French (p>0.05).

The differences of the competency perceptions of the students studying in the French preparatory students concerning the 4 fundamental language competencies according their age shall be indicated in table 7 and table 8.

Table 7: The results of the ANOVA test applied for the purpose of comparing the results obtained from the French competency perceptions scale according to their age

Age	Average	Standard Deviation	F	p
18-20	182.8	13.6	114.258	.000
21-23	165.7	17.3		
24-26	123.6	16.8		

According to table 7, a meaningful difference exists between students of age ranges 18-20, 21-23 and 24-26 concerning the averages of the scores obtained from the competency perceptions scale for French (p<0.05). In Table 8, the Tukey test shall be performed as the Post-Hoc test for the purpose of determining between which ages the difference is in.

Table 8: Tukey Test Results

Age		Average Difference	p
18-20	**21-23**	17.1	.000
	24-26	59.2	.000
21-23	**24-26**	42.1	.000

According to tables 7 and 8, the average scores of the students in the 18-20 age group is higher than the 21-23 and 24-26 age groups find in a meaningful differentiation (p<0.05). The score average of the students between the ages of 21-23 are higher than the score average of the students between the ages 24-26 (p<0.05). As can be seen in the table above, when the differentiation of the competency perceptions of the students in the French preparatory class regarding the 4 fundamental language competencies for French are examined, it can be seen that the students between the ages of 24-26 have a more advanced competency perception regarding the 4 fundamental language competencies compared to students who are younger.

Differences of the competency perceptions of the students studying in the French preparatory concerning the 4 fundamental language competencies according to the departments they're studying in shall be indicated in tables 9 and 10.

Table 9: The results of the ANOVA test applied for the purpose of comparing the results obtained from French competency perceptions scale according to their departments

Department	Average	Standard Deviation	F	p
French Teaching	175.4	19.7		
Public Administration	160.8	23.5	14.875	.000
Translation and Interpretation	175.2	16.3		

According to table 9, a meaningful difference exists between students who are studying in the French teaching, in public administration and in French translation departments concerning the averages of the scores obtained from the French competency perceptions scale (p<0.05). According to table 10, the Tukey test has been performed as the Post-Hoc test for the purpose of determining among which department the difference can be seen.

Table 10: Tukey Test Results

Department			Average Difference	p
Public Administration	**French Teaching**		-14.6	.000
	Translation **and** **Interpretation**		-14.4	.000

According to tables 9 and 10, the scores averages founded in a meaningful differentiation in the departments for example in public administration, in French teaching and in French translation (p<0.05). There is no difference between students who are studying in French teaching and in French translation departments (p>0.05).

Differences of the competency perceptions of the students studying in the French preparatory concerning the 4 fundamental language competencies according to the order of preference in the university exam for their departments will be indicated in tables 11 and 12.

Table 11: The results of the ANOVA test applied for the purpose of comparing the results obtained from the French competency perceptions scale according to order of preference

Order of preference	Average	Standard Deviation	F	p
1-5	182.7	8.3		
6-10	161.5	6.8		
11-15	151.7	20.9	417.551	.000
16-20	118.0	22.2		

According to table 11, a meaningful difference exists between students whose order of preference for theirs department are between 1-5, 6-10 and 11-15 and 16-20 concerning the averages of the scores obtained from the French competency perceptions scale (p<0.05).

According to table 12, the Tukey test will be performed as the Post-Hoc test for the purpose of determining among which groups the difference is in.

Table 12: Tukey Test Results

Order of Preference		Average Difference	p
1-5	6-10	21.2	.000
	11-15	31.0	.000
	16-20	64.7	.000
6-10	11-15	9.7	.000
	16-20	-43.4	.000
11-15	16-20	33.7	.000

According to tables 11 and 12, the average scores of the students with an the 1-5 order of preference for their departments is meaningful higher than the 6-10, 11-15 and 16-20 order of preference for their departments (p<0.05). The average score of those whose the 6-10 order of preference for their departments is higher meaningful than the 11-15 and the 16-20 order of preference for their departments (p<0.05). Finally, the average score of those whose the 11-15 order of preference for their departments is higher meaningful than those whose the 16-20 order of preference for their departments (p<0.05).

The differentiation of French preparatory students' competency perceptions regarding the 4 fundamental language competencies for French according to whether they know another foreign language other than French will be displayed in table 13.

Table 13: The results of the test applied for the purpose of comparing the results obtained from the French competency perceptions scale according to students' knowledge of another foreign language than French

Does the student know another foreign language?	Average	Standard Deviation	t	p
Yes	174.8	14.9		
No	129.2	18.5	16.358	.000

According to table 13, a meaningful difference exists between students who know and do not know another foreign language than French, concerning the averages of the scores obtained from the French competency perceptions scale (p>0.05). The score average of those who know other languages other than French are higher than those who do not know another foreign language than French.

Table 14: The relationship between the listening, speaking, reading and writing competencies of the students

		Listening	Reading	Speaking
Reading	r	.975		
	p	.000		
Speaking	r	.919	.933	
	p	.000	.000	
Writing	r	.944	.956	.935
	p	.000	.000	.000

There is a strong positive correlation between the reading and listening competencies of the students participating in the study (r=.975, p<0.01). According to this result, it can be claimed that those with a high level of reading skills also have a high level of listening skills. There is a strong positive correlation between the speaking and listening competencies of the students (r=.919, p<0.01). According to this result, it can be claimed that those with a high level of speaking skills also have a high level of listening skills. There is a strong positive correlation between the speaking and reading competencies of the students (r=.933, p<0.01). According to this result, it can be claimed that those with a high level of speaking skills also have a high level of reading skills. There is a strong positive correlation between the writing and listening competencies of the students (r=.975, p<0.01). According to this result, it can be claimed that those with a high level of writing skills also have a high level of listening skills. There is a strong positive correlation between the writing and reading competencies of the students (r=.975, p<0.01). According to this result, it can be claimed that those with a high level of writing skills also have a high level of reading skills. There is a strong positive correlation between the writing and speaking competencies of the students (r=.975, p<0.01). According to this result, it can be claimed that those with a high level of writing skills also have a high level of speaking skills (See Table 14).

DISCUSSIONS

In this study, there is a meaningful differentiation according to the ages of the French Preparatory students at the Marmara University School of Foreign Languages in terms of the competency perceptions concerning the four fundamental language competencies (listening, reading, speaking and writing). In the study conducted by Palladino and Cesare (2004), a meaningful differentiation has been shown according to the ages of the Italian students who are studying at a university and learning English. Italian students of ages 20-25 learning English, have higher competency perceptions concerning the four fundamental language competencies (listening, reading, speaking and writing) compared to the university students with age ranges of 26-30 and 31-35.

In this study, no meaningful differentiation according to the sex of the French Preparatory Students at the Marmara University School of Foreign Languages in terms of the competency perceptions concerning the four fundamental language competencies (listening, reading, speaking and writing) can be seen. Contrary to this study, in the study conducted by Bangou and Bourdet (2010), there is a meaningful difference according to the sex of the students in the competency perceptions regarding the four fundamental language competencies (listening, reading, speaking and writing) of the Chinese students learning French. The competency perceptions of female students are higher compared to male Chinese students concerning the four fundamental language competencies for French (listening, reading, speaking and writing).

RESULTS

The differentiation according to certain personal characteristics of the French Preparatory Students at the Marmara University School of Foreign Languages in terms of the competency perceptions concerning the four fundamental language competencies (listening, reading, speaking and writing) have been listed below:

1) There is no meaningful differentiation according to the sex of the French Preparatory Students at the Marmara University School of Foreign Languages in terms of the competency perceptions concerning the four fundamental language competencies (listening, reading, speaking and writing) (p>0.5).

2) There is a meaningful differentiation according to the ages of the French Preparatory Students at the Marmara University School of Foreign Languages in terms of the competency perceptions concerning the four fundamental language competencies (listening, reading, speaking and writing) ($p < 0.5$). When the differentiation of the competency perceptions of the students in the French preparatory class regarding the 4 fundamental language competencies for French are examined, it can be seen that the students between the ages of 24-26 have a more advanced competency perception regarding the 4 fundamental language competencies compared to students who are younger.

3) There is a meaningful differentiation according to the departments of the French Preparatory Students at the Marmara University School of Foreign Languages in terms of the competency perceptions concerning the four fundamental language competencies (listening, reading, speaking and writing).($p < 0.5$). The score averages of the Public Administration preparatory students are lower than the students French teaching and French translation preparatory students.

4) There is a meaningful differentiation according to the order of preference of the French Preparatory Students at the Marmara University School of Foreign Languages in terms of the competency perceptions concerning the four fundamental language competencies (listening, reading, speaking and writing) ($p < 0.5$). The average score of those whose v the 6-10 order of preference for their departments is higher than those whose the 11-15 and 16-20 order of preference for their departments ($p < 0.05$). Finally, the average score of those whose the 11-15 order of preference for their departments is higher meaningful than those whose the 16-20 the order of preference for their departments ($p < 0.05$).

5) There is a meaningful differentiation the French Preparatory Students at the Marmara University School of Foreign Languages who know or do not know another foreign language than French in terms of the competency perceptions concerning the four fundamental language competencies (listening, reading, speaking and writing) ($p < 0.5$). A meaningful difference exists between students who know and do not know another foreign language than French, concerning the averages of the scores obtained from the French competency perceptions scale ($p > 0.05$). The score average of those who know another language than French are higher than those who do not know another language than French.

6) There is a strong positive correlation between the speaking and listening skills of the French Preparatory students studying at the Marmara University School of Foreign Languages in terms of their speaking and listening skills. It can be claimed that those with a high level of speaking skills also have a high level of listening skills. It is possible to say that those with a high level of writing skills also have a high level of listening skills too. Another thing that is possible to claim is that those with a high level of writing skills also have a high level of speaking skills.

SUGGESTIONS

The suggestions for students, who learn French as a foreign language, are given below:
1) They should listen French songs.
2) They should watch programs in French television channels.
3) They should read magazines and books in French out of school.
4) They should speak French with their friends out of school.
5) They should find French friends in yahoo messenger or facebook. They should chat with them.

The suggestions for foreign language teachers are listed below:

1) Since the students knowing another foreign language than French will increase their competency perceptions concerning the four fundamental language competencies, composing the department students from those who know another foreign language than French will increase their chances of being successful.

2) The lessons have to be enriched with listening activities other than those in the textbook in order to elevate the competency perceptions of the students concerning the four fundamental language competencies in French.

3) The lessons have to be developed with reading activities other than those in the textbook in order to elevate the competency perceptions of the students concerning the four fundamental language competencies in French.

4) The lessons have to be enriched with speaking activities other than those in the textbook in order to elevate the proficiency perceptions of the students concerning the four fundamental language competencies in French.

5) The lessons have to be developed with writing activities other than those in the textbook in order to elevate the proficiency perceptions of the students concerning the four fundamental language competencies in French.

6) The teachers have to use different teaching methods together during the lessons in order to elevate the competency perceptions of the students regarding the four fundamental language competencies for French.

7) In order to elevate the students' proficiency perceptions concerning the four fundamental language competencies for French, the teacher must use technological devices such as computers and projectors in order to elevate the competency perceptions of the students' four fundamental language competencies for French.

The suggestions for other researchers are given below:
1) They should realize the same type of research for university students who learn English.
2) They should accomplish the same type of research for primary and college students who learn English.
3) They should make the same type of research for university students who learn German.
4) They should accomplish the same type of research for foreign language teachers in primary level or colleges who teach English.
5) They should accomplish the same type of research for foreign language teachers in primary level or colleges who teach German.

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