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WORLD LANGUAGE TEACHERS' PREPARATION, BELIEFS, AND
INSTRUCTION IN CENTRAL FLORIDA

by

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A dissertation in practice submitted in partial fulfillment of the requirement
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ABSTRACT

The purpose of this study was to investigate: (1) the extent to which world instructors report using specific communicative instructional strategies; (2) the difference between instructional strategies used by ESL only instructors, versus instructors of ESL and foreign languages, or instructors of only foreign languages; (3) the relationship between instructors' academic preparation and target language use in class; and (4) the relationship between instructors' pedagogical beliefs about second language learning and their reported target language use in class. The World Language Communicative Instructional Strategies Survey was administered to world language instructors from three academic institutions. Upon sending two requests, 48 instructors returned usable instruments (55%). Descriptive statistics revealed extensive use of communicative instructional strategies, yet a difference in application of these strategies exists. A comparison of means revealed that assuring that students learn collaboratively in 85% to 100% in target language, integration of all four language skills, and assuring students' independent target language practice were applied less than other strategies. ESL instructors reported a higher use of communicative instructional strategies than instructors of ESL and foreign languages, or foreign languages only. A comparison of means indicated the differences in communicative instructional strategies use are in integration of all four language skills and in assuring 85% to 100% in-target-language collaborative learning. Findings also revealed a discrepancy between the reported use of communicative instructional strategies and the academic preparation received in order to do so. This study provides implications for the preparation of world language instructors. Specifically, the findings focused on mastery of language taught, on specific instructional methodology courses, and the practicum experience.

In memory of my loving father, Rear Admiral Charles Clark Mann,

who gave me unconditional love, raised me in a multilingual environment,

and taught me how to value God, family, education, languages, and culture.

ACKNOWLEDGMENTS

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THE PROBLEM AND ITS CLARIFYING COMPONENTS

Conceptual Framework

Schools prepare students to work, live, and function in the environment. Arriaza and

Henze (2012) assert that "transformative urban leaders need to insist that graduates of public

high schools in the United States have a minimum level of global cultural consciousness"

(p.130). Arriaza and Henze (2012) further add that "it is worth pointing out that the United

States is one of the few places on earth where large numbers of educated people are

monolingual" (p.130). In response to this widely monolingual condition, in the United States the

effort to improve foreign language teaching is underway. In the field of second language

acquisition definitions of language proficiency are shifting in response to increased global

communication (Arriaza & Henze, 2012, p. 130). Rodriguez (2011) explains that in 2011, the

Florida Department of Education World Language Department updated its standards for foreign

languages. Its new goals encompass the study of communication, cultures, connections,

comparison, and communities.   In addition, academic standards incorporate listening and

reading, interpersonal communication, presentational speaking, and writing (Rodriguez, 2011).

These standards stipulate the need to educate students who are linguistically and culturally

equipped to communicate in a second language.

Language acquisition pedagogy focuses on communicative competence, negotiation of

meaning, and use of grammar and vocabulary-backed thematic units. It also incorporates

speaking, listening, reading, writing, pronunciation, and culture. According to Mokhtari, Nutta

and Strebel (2012), "second language learners must receive *input* that is comprehensible, they

must have opportunity to produce meaningful *output,* and they benefit from *interaction*, which

encompasses input and output and provides opportunity for negotiation of meaning" (p. 7). In

his discussion on Communicative Language Teaching, Brown (2007, p. 46), points out that communicative competence second language acquisition programs of study usually offer several interconnected characteristics that encompass a focus on *all* components of language. These components address form and function of language, offer a balance between fluency and accuracy, have a focus on real-world contexts, provide opportunities for both autonomous and collaborative learning, and have a student-centered classroom setting. Brown's ideas reflect communicative methods of teaching and learning in second language study.

Instructors of second languages are expected to have a high level of linguistic proficiency. As stipulated in the Florida Department of Education Certificate Types and Requirements (2014), in the Florida K-12 system, instructors are expected to have at least a bachelor's degree and a state certification in the language they teach, so they can teach it, once they are in a classroom setting. Brown (2007, p. 34) postulates that attending to communicative functional purposes of language and providing contextual settings for the realization of those purposes provides a link between a dynasty of methods and a new era of language teaching. Our history has taught us to appreciate the value of "doing" language interactively, of the emotional side of learning, of absorbing language automatically, of consciously analyzing it when appropriate, and of pointing learners toward the real world where they will use language communicatively (Brown 2007, p. 34). Given this research-based body of knowledge in the field of second language study, it is expected that teacher preparation programs are preparing second language teachers to facilitate communicative instructional strategies in their classroom. Nevertheless, Kramsch (as cited in Brown, 2007, p. 48) warns against teachers who, at the risk of being modern heretics, give "lip service" to communicative approach principles, interactive teaching, and learner-centered classes, but do not ground their classroom teaching techniques in

them. Schön (1987, p. 11) explains that educators have said that the lack of competencies required of practitioners in a field undermine the confidence of professional educators to fulfill their mandate.

Although the need for proficiency in a second language has been stated, Schön's research (1987) indicates that professional educators have increasingly voiced their worries about the gap between schools' prevailing conception of professional knowledge and the actual competencies required of practitioners in a field (p. 10). Schön's study demonstrates that teachers often think that their academic teacher preparation program prepared them poorly due to the existence of a disconnect between content knowledge and teaching skills. Schön (1987) further explains that "the positive epistemology of practice rests upon three dichotomies which are the separation of means to an end, the separation of research from practice, and the separation of knowing from doing" (p. 78). He emphasizes that educators are becoming "increasingly dissatisfied with professional curriculums in teacher education programs that fail to prepare student teachers for the art of teaching" (p. 11). Nonetheless, teachers have the fundamental responsibility to teach, and hiring a good teacher is essential to teaching and learning. As explained by Rebore (2011), the federal No Child Left Behind Act of 2001 calls for "highly qualified teachers who are capable of helping students meet proficiency requirements" (p. 4).   Ferro and Haley (2011) add that trends in language teaching include applying the National Standards for Foreign Language Learning to facilitate the development of communicative and cultural competence. Furthermore, Ferro and Haley (2011) state that 'teaching methodologies based on Communicative Language Teaching suggest that there is a benefit from switching from the traditional teacher-centered class to a learner-centered classroom setting" (p. 290). The importance of communicative competence is documented in the literature, so the issue becomes whether teachers master the

skills to facilitate student second language communicative instructional strategies. This study will explore teachers' use of and preparation to use communicative instructional strategies.

<div align="center">Introduction</div>

Alexander and Alexander (2012) state that, in his 1848 Twelfth Report, Horace Mann proclaims education, beyond all other devices of human origin, "as the great equalizer of the condition of man – the balance wheel of the social machinery" (p. 35). Alexander and Alexander (2012) further explain how the rationale for the creation of a system of free public schools has been reiterated many times by the courts, expounding the importance of " an educated citizenry for the general welfare of the people and the protection of the state" (p. 34). The Tenth Amendment of the United States Constitution oversees education. Addressing Residual Power, the Tenth Amendment specifies that "the powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the states respectively, or to the people" (Alexander & Alexander, 2012, p. 82). The United States Constitution does stipulate that education of the people is the duty of the federal government; consequently, each of the fifty states that comprise the United States of America is responsible for the education of its residents, and each state has its own department of education.

According to Strike (2012), educators are accountable for providing the educational programs that members of the school community have chosen, for teaching to high standards, and for maintaining the community" (p. 266). American communities seem to be very diverse. The US Census Bureau indicates that as of 2011, 381 languages were spoken in the United States; moreover, said census indicates that Spanish is the second most spoken language in the United States of America. Given this diversity, the US has to adapt to an increasingly globalized world.

Due to globalization, societies are experiencing an ongoing ebb and flow of thoughts, people, and languages. Life has become defined by the constant interchange of ideas, people, goods, and services. A vision of the social and cultural as being in flux has replaced that of social life as stationary, closed, and stable (de Haan, 2012, p. 329). Steger (as cited in Arriaza & Henze , 2012) expresses that "globalization is a multidimensional set of social processes that create, multiply, stretch and intensify worldwide social interdependencies and exchanges while fostering in people a growing awareness of deepening connections between the local and the distant" (p. 129). Globalization has brought an increased level of interconnectedness among peoples throughout the world which may require new cognitive and interpersonal skills. De Haan (2012) asserts that "the ability to take on multiple perspectives and the ability to work in interdisciplinary, intercultural teams will likely move up in the educational agenda" (p. 339).

Globalization and transnationalism seem to be pushing the creation of new realities in which students will have to live. In turn, these will require a new level of language and cultural skills to decipher the world. Globalization is also impacting the world of transportation, trade and business. In their study, Coombs and Holladay (2010) found that with globalization came the growth of large multinational corporations as mergers (p. 285). Their research discusses the 1993 North American Free Trade Agreement (NAFTA) between Canada, the United States, and Mexico which was designed "to reduce the cost of doing business on the continent" (p. 285). Throughout the globe, varying cultures are accepting of varying business practices, so corporate behavior that would not be tolerated in one country may be standard procedure in another. Coombs and Holladay (2010) say that although globalization enables multinationals to reduce financial cost, this is often at a social cost via coercive practices such as child labor abuses and sweatshop working environments (p. 285). Given the opportunities for abuse, some critics of

globalization argue that it may be good for business but it is bad for many individuals, nations, and the planet (Coombs & Holladay, 2010, p. 284). The people of the United States have suffered due to outsourcing of jobs. Outsourcing of jobs has often taken work to non-English speaking countries of the world. Arriaza and Henze (2012) explain that in the United States the effects of globalized outsourcing of manufacturing and communications jobs have left countless urban communities with a shrinking income base (p. 129). Globalization calls for an educated citizenry that can speak world languages, so as to efficiently address "the general welfare of the people and the protection of the state" (Alexander & Alexander, 2012, p. 34). Directly or indirectly, American students will be connected to world languages in varying capacities, so they would benefit from acquiring second language skills in order to navigate the many facets of a multi-lingual world.

<div align="center">Statement of the Problem</div>

The problem to be studied is world language instructors' lack of communicative instructional strategies and target language use in the classroom. Instructors report that their teacher preparation programs did not prepare them to use communicative instructional strategies in a second language acquisition classroom (Schön, 2009). Thompson (2009) reported that an instructor's language use in class affects the language used by students. Goodland's (2010) research showed that less than 25% of the U.S. population masters a second language well enough to engage in a conversation, while the American Council on the Teaching of Foreign Languages recommends that 90% to 100% of class time be in the target language in a foreign language class. Thus, globalization presents a need for second knowledge, less than 25% of the U.S. masters a second language, and teachers are reporting that their teacher preparation programs did not prepare them to use in-target-language communicative instructional strategies.

Purpose of the Study

This study investigates second language instructor use of communicative instructional strategies. It also investigates what language the instructors use in class, i.e., the students' native language, or the target language they are studying. This study also seeks to investigate three additional issues. One is the communicative instructional strategy differences between ESL only instructors and instructors of ESL and foreign language, or only foreign languages. Another issue the study seeks to investigate is the relationship between target language use and instructor academic preparation. The last issue investigated is the relationship between target language use and world language instructor pedagogical beliefs.

Research Questions

The World Language Communicative Instructional Strategies Survey items (Appendix B) and six structured instructor interviews (Appendix C) were the data sources for this research. The following four questions guided this study:

1. To what extent do world language instructors report using specific communicative instructional strategies?

2. How does the reported use of communicative instructional strategies used by ESL only instructors, versus instructors of ESL and foreign language, or foreign language only, differ?

3. To what extent is there a relationship between instructors' academic preparation and their use of specific, in-target-language communicative instructional strategies?

4. To what extent is there a relationship between instructors' pedagogical beliefs and target language use in class?

<center>Definition of Terms</center>

The following definition of terms is used to clarify terminology in this research.

Authentic language: Level-appropriate, program-appropriate "real-life" communication created in an effort to equip students with linguistic capabilities to function in the real world by equipping them to speak, listen, read, write, and understand culture of the target language and culture (Brown, 2007, p. 45).

Comprehensible input: Basic, in target language that a teacher teaches and uses in the classroom that students can understand and build from. Comprehensible input is essential for triggering the acquisition of language (Brown, 2007, p.33).

Communicative competence: The language ability one has that enables one to convey and interpret messages and negotiate meaning interpersonally (Brown, 2007, p. 246).

Communicative instructional strategies: Specific pedagogical actions an instructor executes in a class (Brown, 2007).

Communicative Language Teaching: An approach to teaching that encompasses theme-based speaking, listening reading, writing, and grammar. Instructional strategies are designed to engage learners in functional use of language for meaningful purposes (Brown, 2000, p. 266).

Content-based teaching: Teaching associated with academic courses (Richard- Amato, 2003, p. 308).

English-as-a-Second Language (ESL): A context in which English, the language studied, is readily available out of the classroom environment (Brown, 2007, p. 134).

English-as-a-Foreign Language (EFL): A context in which English, the language studied, is not readily available out of the classroom environment (Brown, 2007, p. 134).

English for Academic Purposes (EAP): English courses or modules in which students are taught academically related language and subject matter (Brown, p. 143).

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English for Specific Purposes (ESP): English courses or programs which are focused on specific professional fields of study (Brown, p. 143).

ESOL or ESL: English for Speakers of Other Languages. This is 2nd language acquisition in the United States (Mokhtari, Nutta, & Strebel, 2012, p. 29).

Foreign language learning context: A foreign language is one in which students have limited opportunity for practice beyond the classroom setting. For example, learning Italian in the United States falls in this category (Brown, 2007, p. 134).

Fossilized errors: Errors that seem stuck, or cease to improve. Characteristic of an interlanguage that has reached a plateau and ceases to improve (Brown, 2007, pg. 229).

Functional syllabus: A syllabus that incorporates language functions such as introducing self and others, asking for information, and exchanging information (Brown, 2000, p. 253).

Globalization: This is a multidimensional set of social processes that create, multiply, stretch, and intensify worldwide social interdependencies and exchanges while at the same time fostering in people a growing awareness of deepening connections between the local and the distant (Steger, 2003, cited in Gallagher, Goodyear, Brewer, & Rueda, 2012, p. 129).

Grammatical competence: Competence in the structural aspects of language at or below the sentence level (O'Grady, Archibald, Aronoff, & Rees-Miller, 2005, p. 639).

Heritage language learners: Students who are sons and daughters of immigrants who have missed out on learning the language of their ancestors and are in the process of learning it (Richard-Amato, 2005, p. 356).

Instructor: A teacher; a college professor of the lowest rank (Agnes, 2002, p. 333). The terms "teacher" and "instructor" are used interchangeably throughout this dissertation.

Instructional strategies: Specific classroom methods of approaching a task in order to

achieve a particular end (Brown, 2000, p. 113).

Illocutionary competence: The ability to understand a speaker's intent and to produce a variety of forms to convey intent (O'Grady, Archibald, Aronoff, & Rees-Miller, 2005, p. 640).

Learner beliefs: Students' opinions or value judgment about learning, teaching, communication, and appropriate classroom communication behavior (Peng, 2014, p. 118).

Learner-Centered Instruction: Pedagogical techniques that focus on learners' needs, styles, and goals that give students opportunity for language practice, creativity and innovation via cooperative learning (Brown, 2007, p. 52).

Lingua Franca: A language that is used when speakers of two or more different languages come into contact and do not know each other's language. English is a common lingua franca (O'Grady, Archibald, Aronoff, & Rees-Miller, 2005, p. 642).

Mother tongue: A person's native language (Agnes, 2002, p. 414).

Output: Opportunity for students to practice the language they are studying. This is a process by which the learner tries out new structures in discourse and acquires a specific language rule (Richard-Amato, 2003, p. 65).

Pragmatic language: Speakers' and addressees' background attitudes and beliefs, their understanding of context of an utterance, and their knowledge of how language can be used in a variety of purposes (O'Grady, Archibald, Aronoff, & Rees-Miller, 2005, p. 649).

Proficiency in the language: Degree to which a student can read, write, comprehend, speak, use grammar and negotiate meaning in a target language (Brown, 2007, p. 110).

Second language learning context: A second language learning context exists when the language studied is readily available for practice and use beyond the classroom setting. Learning English-as-a-second-language in the United States is an example of this (Brown, 2007, p. 134).

Scaffolded instruction: Scaffolding refers to providing contextual support for meaning through the use of simplified language, teacher modeling, visuals and graphics, cooperative learning, and hands on learning (Ovando, Collier, & Combs, p. 345).

Second language acquisition (SLA): The learning of a second language. The study of acquisition of a language that is not one's native language. Foreign and second language are both forms of studying a second language (O'Grady, Archibald, Aronoff, & Rees-Miller, 2005, p. 651).

Self-efficacy: A person's belief in his or her ability to do a task (Brown, 2007, p. 73).

Sociolinguistic competence: The ability to understand and produce a variety of social dialects in proper circumstances (O'Grady, Archibald, Aronoff, & Rees-Miller, 2005, p. 652).

Target language: This is the language the learner is learning (Archibald, Aronoff, O' Grady & Rees-Miller, p. 655).

Task-based instruction: This is a form of experiential learning incorporating level-appropriate instruction in which students are required to complete a task in order to practice the target language. Exchanging information, listening and extrapolating information, and role-play are examples of task-based instruction (Richard-Amato, 2003, p. 308).

Total Physical Response (TPR): A teaching method devised by James Asher in the 1960's which involves giving commands in target language to which students are trained to react (Richard-Amato, 2003, p. 158).

World Language: 1. A language spoken and known in many countries, such as English, Spanish, Portuguese, and French. 2. An artificial language for international use (Collins English Dictionary. Complete and Unabridged 10th Ed.).

Methodology

Research Design

This research design was quantitative and qualitative. Quantitative data were gathered via the confidential World Language Communicative Instructional Strategies Survey. Qualitative data were collected via two sources. One source was the open-ended response on the Communicative Instructional Strategies Survey. The other source was the personal interviews conducted with six instructors of world languages. This research neither treated the participants in any way, nor did it implement any program. This research only surveyed and interviewed instructors who were willing to participate in this study.

Participants

The population for this study was comprised of 88 world language instructors. Of these instructors, 22 work for the 5 Catholic high schools from the Diocese of Orlando, 51work for the Department of Continuing International Education of Valencia College, and 15 work for the Modern Language Department of Daytona State College.

Instrumentation

The World Language Communicative Instructional Strategies Survey (Appendix B) and the structured interview questions (Appendix C) were used to meet the needs of this study. Surveys must be tailored to a target population in order to produce "accurate information that reflects the views and experiences of a given population" (Dillman, Smyth, & Christian, 2009, p. 16). Several instructors and professors in the field reviewed this survey. Dillman, Smyth and Christian recommend that researchers conduct a pilot study with a small sample of the population (2009, p. 230). The first three sections of the survey presented quantitative data via a numerical value likert scale. The fourth section provided qualitative information. This gave

participants the opportunity to present additional ideas and the voluntary interview. The interviews were semi-structured and had open-ended questions in order for the instructors to be able to share their views (Appendix C). Multi-faceted tailored survey procedures suit "the many different survey populations and situations that arise in an effort to achieve optimal data quality" (Dillman, Smyth, and Christian, 2009, p. 400).

Procedures

Permission from the IRB of the University of Central Florida, the superintendent and the assistant superintendent from the Diocese of Orlando Office of Schools, the director of the Department of Continuing Education and International Education of Valencia College, and the director of the Modern Language Department of Daytona State College was sought in order to conduct research on world language instructor use of communicative instructional strategies and target language use in the classroom (Appendix A). Permission to conduct this study was obtained from the IRB from the University of Central Florida (Appendix D), the superintendent of schools from the Diocese of Orlando (Appendix A), the director of the Department of Continuing and International Education of Valencia College (Appendix A), and the department chair of the Modern Language Department of Daytona State College (Appendix A). Approval for the proposal to conduct research on world language instructor use of communicative instructional strategies and target language use in the classroom was granted by the Dissertation Committee on July 17, 2014. The World Language Communicative Instructional Strategies Survey, which is in Appendix B, was sent to the respective representatives from each of these institutions. They, in turn, sent this survey out to instructors via email. The emails sent to instructors described the research and asked for their participation in this study by completing the

survey. The email also had a link leading instructors directly to the survey. Detailed procedures for instrumentation are discussed in the methodology chapter.

Analysis of Data

The data in this research were analyzed using SPSS 22 version software. The quantitative analyses of data were based upon the 45 numerical, Likert-scale ratings of the World Language Communicative Instructional Strategies Survey.   The 45 questions were tailored to world language instructor use of communicative instructional strategies and target language use in the classroom. These 45 questions were also developed based upon the literature review in chapter two addressing world language instructor use of communicative instructional strategies and target language in the classroom.   These questions were analyzed and approved by expert in-field professors from the University of Central Florida. For each research question, both quantitative and qualitative data were obtained and analyzed.

For Research Question One, addressing the extent to which world language instructors report using specific communicative instructional strategies, descriptive statistics were applied to items 16 through 23 of the World Language Communicative Instructional Strategies survey. "The major advantage of descriptive statistics is that they permit researchers to describe the information contained in many scores with just a few indices, such as the mean and median" (Fraenkel, Wallen, and Hyun, 2012, p. 187).

For Research Question Two, which inquires about how the reported use of communicative instructional strategies used by instructors of only ESL, versus instructors of ESL and foreign languages, or only foreign languages differ, first descriptive statistics were applied. Then, *t* tests for unequal sample sizes were applied in order to analyze each strategy.

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Steinberg (2011) explains that a *t* test for unequal sizes is used when an equal number of participants is not available for a study (p. 247).

For Research Question Three, which inquires about the relationship between instructors' academic preparation and target language use in class, World Language Communicative Instructional Strategies survey items 16 to 23 and 28 to 40 were used in order to obtain quantitative data. Survey item responses were paired up by instructional strategy. To each pair, first descriptive statistics were applied. Then, for each pair, a correlation Pearson r test was calculated. According to Fraenkel, Wallen, and Hyun, "when the data for both variables are expressed in terms of quantitative scores, the Pearson *r* is the appropriate correlation coefficient to use" (2012, p. 208). Consequently, the correlation Pearson *r* was used in order to measure the relationship between world language instructor academic preparation and target language use.

For Research Question Four, which measures the relationship between instructors' pedagogical beliefs and target language use in class, World Language Communicative Instructional Strategies Survey items 16 and 42, 21 and 43, 22 and 44, and 20 and 45 were paired for statistical analysis. To each pair, first descriptive statistics were applied; then, a correlation Pearson r test was calculated in order to measure the relationship between instructor pedagogical beliefs and target language use in class.

Qualitative data were obtained from question 46 (Appendix B) and the structured interview questions in Appendix C. The qualitative data were categorized by theme, analyzed for significance, and incorporated into the research question responses. Detailed procedures for data analysis are discussed in Chapter Three, the methodology chapter.

Significance of the Study

This research is significant because it contributed valuable insight to the field of world language study. The shift of language proficiency definitions due to globalization and global communication stated by Arriaza and Henze (2012), and the need for an educated citizenry to protect the country and perpetuate its welfare have increased the need for world language study in the United States. Furthermore, as stated by Mokhtari et al. (2012), "second language learners must receive *input* that is comprehensible, they must have opportunity to produce meaningful *output,* and they benefit from *interaction*, which encompasses input and output and provides opportunity for negotiation of meaning" (p. 7). Nonetheless, instructors of world languages at times appear to encounter challenges in applying in-target-language communicative instructional strategies in the classroom. Thus, this research sought to shed light upon in-target- language communicative instructional strategies, upon the relationship between instructors' academic preparation, and their use of communicative instructional strategies when teaching. The results of this study provided world language instructors and educational policy makers with valuable data and information for adapting instructional strategies to meet the direction of globalization. These findings will improve second language instruction for learners in a globalized world.

Limitations

Several issues in this study may be perceived as limitations.

1. Some survey respondents may not have answered the questions honestly; this could impact survey validity results.

2. This study did not explain why instructors of ESL reported overall higher use of communicative instructional strategies as compared to instructors of ESL and foreign language, or instructors of foreign language only.

3. The findings of this study identified an aggregate discrepancy between instructors'
   academic preparation and their use of in-target-language communicative strategies, but it
   did not differentiate between instructors of only ESL and the other instructors.
4. This study did not deliberately differentiate between the population of instructors who
   became certified to teach a world language via a program in a college of education versus
   those who became certified to teach a world language via paths other than education
   degrees.
5. This study did not differentiate the population by years of teaching experience.

Delimitation

In this research, generalization of results to other school districts is limited and must be
addressed with caution because only one Catholic school district and two institutions of higher
learning were used in this study.

Assumptions

1. It is assumed that participants in this study responded truthfully and accurately to the
   items in this survey and the structured interview.
2. It is assumed that participants understood the vocabulary and content of the questions on
   the survey.
3. It is assumed that participants in this study responded truthfully and accurately to the
   items in the survey and the structured interview.
4. It is assumed that the interpretations of the data collected shall reflect the realities,
   perceptions, and ideas of the participants in this study.

Summary

Chapter one introduced the problem and its clarifying components, reviewed the historical mission of education, discussed globalization's impact on education, and presented the need for a plurilingual population in the United States. The introduction section was followed by the conceptual framework, which honed in on the Florida Department of Education world language standards, language acquisition pedagogy, instructor credential requirements for teaching, instructor preparation, and the gap between world language instructor preparation and learning how to apply communicative instructional strategies. The conceptual framework was followed by the statement of the problem, the purpose of the study, the research questions, and the definition of terms. Next came the methodology section, which included the research design, the participants, the instrumentation, and the data analysis. The sections that came afterwards encompassed the significance of the study, its limitations, delimitations, and assumptions. The organization of the research and the summary were the final sections in chapter one.

CHAPTER 2: REVIEW OF THE LITERATURE

<u>Introduction</u>

Globalization and transnationalism are redefining social and cultural environments. Increased interdependence has heightened the need to prepare students to live in a multilingual, global reality. Communicative instructional strategies in second language acquisition classrooms help students acquire language, and the extent to which second language instructors use the target language in class affects language learning. The literature herein addresses the history of second language study. It also reviews communicative instructional strategies used by instructors of second languages, second language instructor pedagogical beliefs, second language instructor preparation and communicative instructional strategies, and salient components of effective second language instructor preparation. Second language instructors teach a world language to students who study a language other than their native language.

With the assistance of the library resources at the University of Central Florida, a database search was conducted.   Several databases were researched that include ERIC- EBSCO HOST, JSTOR, PROQUEST, Linguistics and Language, Behavior Abstracts, Dissertation and Thesis Full Text, and Web of Science. The key terminology used to search the databases were communicative competence language, language fluency, language proficiency, expressive language, linguistic performance, educational learning strategies, second language learning, second language instruction, foreign language instruction, English as a second language, teacher education, preservice teacher education, student teachers. Literature was reviewed from online or print journals such as the *Catesol Journal*, the *Canadian Modern Language Review*, *The New Educator, TESOL Quarterly, Hispania, Linguistics and Education, the English Language Teaching Forum, the Foreign Language Annals, Gist: Colombian Journal of Bilingual*

Education, the Annual Review of Applied Linguistics, PROFILE, the Modern Language Journal, the Journal of NELTA, the Asian EFL Journal, the Journal of Language Teaching Research, the Journal of Literacy Research, Hispania, ELT Journal, and Galaxy: International Multidisciplinary Journal. Several books written by experts in the field of academia and second language acquisition have also been incorporated into this compendium representing a culmination of the searches conducted.

The literature review that follows is organized into five sections. Section one offers a brief historical overview of second language acquisition. Section two discusses second language instructor communicative instructional strategies and the teaching of world languages. Section three focuses on second language instructor beliefs and communicative instructional strategies. Section four concentrates on second language instructor preparation and communicative instructional strategies. Section five, the last section, discusses second language instructor preparation programs and a few of their salient components that are recurrent in the literature.

Throughout these sections the term *second language* encompasses *world language, foreign language*, and *ESL* because all of them make reference to teaching and learning of a second language.

<div align="center">History of World Language Instruction</div>

Language is an intrinsic part of the human existence. Over the years, varying second language acquisition methodologies emerged which culminated in contemporary second language teaching theory. To follow, several methodologies that made a mark upon the field of second language acquisition, globalization and its impact on second language acquisition, and the state of second language study will be discussed.

Up to the end of the 19th century, second language learning was synonymous with

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learning Greek or Latin via the Classical Method. This eventually became known as the Grammar Translation Method. As explained by Brown (2000, p. 15), in this method classes were taught in the mother tongue, offered limited use of the target language, presented long vocabulary lists and grammar explanations which lacked context, drilled students in translation exercises, and paid no attention to pronunciation. Towards the end of the 19th century (Brown, 2007, p. 21) the Direct Method of second language acquisition emerged. In this method, the belief is that second language learning should be similar to first language learning. Classroom instruction is directly in target language, every day vocabulary and sentences are taught, pronunciation and oral communication via question and answers are practiced, grammar is taught inductively, teaching points are modeled and practiced, and objects and pictures are used as teaching aids. Although this method incorporated some form of rote speaking and listening practice, Brown (2007, p. 22) states that in the late 1920s it was replaced by the Grammar Translation Method and the Foreign Language Reading Method. This regression occurred because the 1929 Coleman Report on academia persuaded teachers that it was impractical and unnecessary to teach oral skills, so schools returned to the Grammar Translation Method which focused on reading (Bowen, Madsen, & Hillferty, as cited in Brown, 2007, p 21). Although the Coleman Report detracted from the importance of learning interactional communication skills, the start of World War II made second language knowledge imperative. This caused the resurge of the Direct Method, presented as the Audio-Lingual Method (Brown, 2007, p. 23). The Audio-Lingual Method was perceived as novel because it was based upon theories of psychology and behaviorism. Structural linguists of the 1940s and 1950s were engaged in a "scientific descriptive analysis" of various languages, and teaching methodologies saw direct application of language analysis to linguistic patterns (Fries, as cited in Brown, 2007, p. 23). Prator and Celce-

Murcia (as cited in Brown, 2007, p. 23) state that the salient aspects of the Audio-Lingual Method encompassed new material presented in dialogue form, mimicry, memorization of phrases, repetitive drills of structural sequence, limited vocabulary learned in context, use of tapes, language labs, visual aids, attention to pronunciation, little use of the mother tongue, effort to produce error-free utterances, emphasis on language form, immediate reinforcement of correct responses, and grammar taught inductively. Grounded in behaviorism and language drills, the Audio-Lingual Method incorporated forms of oral communication drills; however, it lacked the next step of the process, which is teaching long-term communicative proficiency (Rivers, as cited in Brown, 2007, p. 24). The Audio-Lingual Method shows that language is not really acquired through a process of habit formation and errors are not to be avoided at all cost (Brown, 2007, p. 24). Brown (2007) further explains that, although the Audio-Lingual Method provided opportunity for oral language practice, it provided very limited opportunity for negotiation of meaning, creativity, and student-centered, real life language practice for students.

Total Physical Response, or TPR, is a method that was created by James Asher in 1977 (Brown, 2007). Asher (as cited in Brown, 2007, p. 30) noted that children spend time in silence, yet listen, comprehend, and follow directions before they actually speak. The concept of TPR is that all students should, at first, learn language in silence as they follow commands. Then, they will eventually start speaking. Brown (2007) points out that because it is a comprehension-based approach, TPR is useful for initial language learning; nonetheless, it does not function as a catalyst to long-term communicative competence (p. 31).

A syllabus also made its mark on the field of second language acquisition. Brown (2007, p. 33) explains that the Notional Functional Syllabus (NFS), which denotes communicative language teaching, was developed during the 1970s in the United Kingdom by the Council of

Europe. This syllabus focuses on language functions and the pragmatic purpose of language in order to organize curriculum. In 1975, Van Ek and Alexander (as cited in Brown, 2007), came up with 70 different language functions presented as theme-based units of language study (p. 33). A few examples of these novel language functions are introducing self and others, exchanging personal information, asking how to spell someone's name, giving commands, apologizing, asking and giving information, and identifying and describing people. The concept of functional theme-based units has become widely used in the field of second language acquisition (Brown, 2007, p. 33).

Leonel Vygotsky's Zone of Proximal Development concept was inserted into the study of languages even though he did not address second language acquisition directly. Richard-Amato (2003, p. 50) explained Vygotsky's thinking. With his Zone of Proximal Development (ZPD) theory, Vygotsky saw individuals as having two developmental levels that interact with learning. He believed that learning precedes maturation, and then it creates mental structures within the brain. He thought that through social interaction, the individual progresses from his or her actual level to a potential level of development. This new level in turn becomes the actual level and the progressive cycle begins again. Vygotsky said learning is always to be one step ahead of development. Several contemporary communicative competence instructional strategies stem from Vygotsky's Zone of Proximal Development and social interaction beliefs. Described as a social constructivist, Vygotsky (as cited in Brown, 2000, p. 13) maintained that social interaction is foundational in cognitive development. If the mother tongue is considered the actual stage and the target language is considered the potential stage, Vygotsky's ZPD makes sense for students learning a second language at any age or any stage (Richard-Amato, 2003, p. 51). Thus,

expressed Richard-Amato (2003), Vygotsky's ZPD contributed to the field of second language acquisition even though it was not directly devised for it.

Another theory on second language acquisition is Krashen and Terrell's Natural Approach Method (as cited in Brown, 2000, p. 108), which has the fundamental goal of building the communication skills necessary for everyday language situations. Stephen Krashen (as cited in Brown, 2000, p. 108) devised the linguistic ideas of comprehensible input and $I + 1$, which mean that lessons are based upon language that is just a little beyond the learners' level. This theory follows the line of thinking of Vygotsky's ZPD. Krashen and Terrell (as cited in Brown, 2000) explained that learners move through three stages of language learning which encompass: the infused-with-listening preproduction stage, the early production stage, and the extended listening and production phase (p. 108). The Natural Approach requires dynamic classroom activities involving commands, skits, games, and small-group work. Brown (2000, p. 108) stipulated that the most questioned aspect of this methodology is that it proposes a silent period, or delay of communicative language use, during the initial stages of language study; nonetheless, he adds that its emphasis on comprehensible input has contributed to the field of second language acquisition.

Whereas Krashen emphasized comprehensible input, Swain (as cited in Richard-Amato, 2003, p. 65) took a stand on the importance of output with her Output Hypothesis. She stated that output is a fundamental way to practice language. According to Swain (2000) once meaning is negotiated, students can build from this in future communication. Swain's Output Hypothesis stated that communication requires more than comprehensible input. She stressed that language learners need to have the opportunity to use the language they are studying, and they also need to have the opportunity to receive corrective feedback from the instructor (2000).

Thus, Krashen emphasized comprehensible input, while Swain underscored the value of output and corrective feedback.

The Notional Functional Syllabus and the aforementioned second language teaching methodologies herald a new era of teaching. "The 1980s and 1990s saw the development of approaches that highlighted the communicative properties of language, and classrooms are expected to be increasingly characterized by negotiation of meaning, authenticity, real-world simulation, and meaningful tasks" (Brown, 2007, p. 45). O'Grady, Archibald, Aronoff, and Rees-Miller (2005) explained that the field of second language acquisition must incorporate communicative competence. They further stated that knowledge of grammar "allows us to distinguish between grammatical and ungrammatical sentences, however, communication requires much more than this" (p. 402).

Communicative second language teaching encompasses communicative programs and strategies that range from task-based to content-based instruction (Richard-Amato, 2003). Richard-Amato (2003) explained that beginning levels of second language study involves task-based instruction which include topics such as getting to know someone, introducing oneself, shopping, and going to the doctor. Richard-Amato (2003) additionally stated that content-based learning encompasses academic course work and study which focuses primarily on academic and communicative competence. English for Academic Purposes and English for Specific Purposes are examples of content-based instruction (Brown 2007, p. 143).

Regardless of language acquisition program focus, Mokhatari et al. (2012) put second language study succinctly by stating that, "second language learners need to receive input that is comprehensible, they must have opportunities to produce meaningful output, and they benefit from interaction, which encompasses input and output and provides opportunity for negotiation

of meaning" (p. 7). In 2010, moreover, the American Council on the Teaching of Foreign Languages recommended that 90% of class time be conducted in the target language (Huhn, 2012). New perspectives permeate second language acquisition.

Globalization also affects second language acquisition. Godsland (2010) asserts that languages are essential in the world today because they open doors to new life and work opportunities while augmenting intercultural understanding in an increasingly globalized world. Throughout the world globalization has also brought in a new level of importance to the study of languages in the 21st century.

A plethora of factors impact second language study:

Internal economic pressures, international competition from Asian economies, post 9/11 critical language initiatives, security needs, immigration, social diversity increase in the United States, growth in heritage language speakers and English language learners are some of the forces driving the imperative of second language study in America (Negueruela-Azarola & Willis-Allen, 2010, p. 377).

Despite globalization and 21st language needs, second language study in the United States and England reflect a poignant reality. A meager 25% of the U.S. population reports mastering a second language well enough to engage in a conversation; this means few Americans have sufficient second language knowledge to function in an international business and cultural setting (Godsland, 2010). Van Houten (2009) expressed that this problem reflects the lack of value that the United States places on second language learning. It also reflects the generalized absence of serious second language study in the K-12 school curriculum of this country (Van Houten, 2009). According to Godsland (2010), England's population also reported that only 66% of the English speak a second language. Thus, England's ability to compete in global markets and

international finance systems is disadvantaged as compared to other European nations (Godsland, 2010, p.113).

Cajkler & Hall (2012) identified further second language study concerns in England: Another point of difficulty in England stems from the reality that English teachers in primary schools must teach in multilingual classrooms in which they have to teach a foreign language, and their own language as an additional language, due to the unprecedented number of recent immigrants arriving from varying countries such as Holland, Somalia, Portugal, Poland, and Zimbabwe (p. 15).

The purpose of second language study has changed dramatically in the last 30 to 40 years because of an increasingly globalized society (Huhn, 2012, p. 163). Negueruela-Azarola and Willis-Allen (2010) reiterated that given immigration, globalization, and business, second language learning is essential for 21st century children. Despite this unequivocal call for second language study, several academics present another reality.

Taylor, Nutta, and Watson (2014) articulated the "pity" that "many adults report that after studying a language for two years or more, they can't even hold a basic conversation" (p. 67). According to Burke (2012), for 40 years second language researchers have expressed that second language instructors much adapt curriculum and instruction to methodologies that incorporate communicative language teaching methodologies and comprehensible input while providing opportunities for language practice and output in a social interaction setting (p. 715). However, continued Burke (2012), many classroom instructors continue focusing on archaic teaching methods which usually culminate in students who have little or no ability to communicate in the target language, even after four years of high school language study! Several reasons, such as standardized testing, number of students, student motivation, educational policy, teacher

preparation, teacher language ability, and imposed curriculum, have been given for this lack of instructional strategy change in the teaching of world languages (Burke, 2012, p. 715).

In conclusion, the field of second language acquisition has evolved from the reading and writing of Greek and Latin to communicative instructional methods of language teaching, and globalization has made second language study a necessity, although heretofore, this has not been reflected throughout school curricula.

<u>World Language Communicative Instructional Strategies</u>

This section first discusses communicative instruction, and then it focuses specifically on speaking, listening, reading, writing, grammar, and culture. A second language instructor teaches a world language to students who are studying a second language. This means their language of study is not their first or native language. How an instructor uses linguistic and non-linguistic strategies to achieve the goals of a lesson affect student second language learning (Sokolova, 2013). Folse (2011) stated that vocabulary acquisition is extremely important in second language learning, and it must be incorporated throughout integrated language teaching and learning. Theme-based, communicative second language instruction uses relevant, real-life themes as a starting point of instruction; it also incorporates the integration of level-appropriate speaking, listening, reading, writing, grammar and culture (Brown, 2007). Communicative language instruction places emphasis on equipping students with communicative functions, such as clarification phrases, as of the first few days of class (Lindsay, 2000), given that functional communication is essential to facilitating language acquisition (Basta, 2011).

The communicative classroom environment is one that provides in-target-language interactional opportunities because this builds students' communicative competence (Fushino, 2010). As explained by Mokhtari et al. (2012), second language instructors need to ensure a

student-centered setting in which students can practice target language, as they engage in negotiation of meaning. Communicative language instructors are expected to equip students to use the target language, which in turn should help sustain their interest in the language (Zhao & Yeung, 2012). These instructors must also function as language facilitators as they implement cooperative activities that foster positive relationships among learners, so they can work together in a noncompetitive manner (Garrett, 2009). Communicative strategies, such as practicing reformulation of language, constitute important instructional interactions across linguistic and cultural boundaries that instructors must introduce to students (Chiang & Mi, 2011). Focusing on theme-based language and sequential grammar, the range of communicative instruction spans from scaffolded activities and guided practice, to open-ended, authentic communication forms (Blad, Ryan & Serafin, 2011). A common misconception about communicative approach teaching is that communicative language instruction is designed to develop only speaking skills; nonetheless, it is also designed to develop knowledge on listening, reading, writing, and grammar as well (Wong, 2012).

Speaking and listening go together in a second language acquisition class. As aforementioned, in 2010, the American Council on the Teaching of Foreign Languages, or ACTFL, recommended that second language educators use and maintain the class in target language at least 90% of the time or more (Huhn, 2012). Thompson's research (2009) demonstrated that a positive correlation exists between instructor and student target language use in the classroom, for student perception of instructors' target language use affects the target language use of these students. Given that an instructor's pedagogical target-language-use decision influences the target language use of students, speaking in the target is important to student language development (Thompson, 2009). Taylor et al. (2014) stated that "agreements

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for collaborations that assure in-target-language-use and respect for one another" must be developed (p. 88). In a student-centered, theme-based, second-language-acquisition environment, opportunity for communicative interaction is created via activities designed for cooperative learning, pair work, and group work (Basta, 2011). Negotiation of meaning transcends rehearsed presentations. Taylor et al. (2014) emphasize purposeful talk, which is "short discussions using academic language that takes place during guided practice" (p. 67).

Second language teaching of interactional speaking and listening is supported by visuals, written language on the board, use of nonverbal cues, scaffolding, modeling of activities and teacher support (Sokolova, 2013). Taylor et al. (2014) stated that teachers must "teach, model, and practice collaboration and interaction in the target language with the students (p. 87). In addition to teaching students how to negotiate meaning in target language, Nakatani (2010) stated that second language instructors must teach students how to verbalize communication enhancers and conversation fillers. Interviews, communication gaps, jigsaw tasks, ranking exercises, problem solving, filling in the gaps, games, role plays, storytelling and discussions are sample activities used to practice speaking and listening (Linsay, 2000).

"Illocutionary competence refers to the ability to comprehend a speaker's intent and to produce a variety of sentences that convey a particular intent in various circumstances; this is something that second language learners need to acquire" (O'Grady et al., 2005, p. 404). Second language listening activities merit special attention because listening is essential to human communication. O'Grady et al. (2005, p. 404) explained that sociolinguistic competence encompasses the ability to differentiate sound, hear, and understand what is said. Second language instructors must deliberately help students learn how to listen because listening can be difficult, frustrating, and incomprehensible (Linsay, 2000). Nichols (as cited in Baurain, 2009)

stated that the value of teaching listening and interpersonal skills for communication must not be underestimated because one's ability to listen well is the best way to understand and communicate with others.   In second language learning, teaching active listening should be infused with "a moral and relational dimension" designed to foster communication and understanding among people (Nichols, as cited in Baurain, 2009, p. 170). "Most second language students are simply not aware of how to listen" (Brown 2007, p. 312). Many ESL learners "report great difficulties upon entering their academic courses after they leave the safe haven of their ESL class, with other nonnative speakers and their sympathetic ESL instructors, and enter an English language academic setting" (Folse & Brinks Lockwood, 2011, p. ix). Teaching listening is as relevant as teaching students how to speak, read, and write. Authentic listening activities must reflect the language level of students. During beginning levels, listening activities must address the specific vocabulary and language that students have been taught in a theme-based lesson (Linsay, 2000). According to Linsay (2000), the purposes of authentic listening are to understand the gist, to understanding a communicative context, or to exchange information. Linsay's (2000) recommended steps for listening include: reviewing vocabulary of a listening excerpt, playing the listening excerpt once, checking and clarifying comprehension with a classmate, playing the excerpt again, and checking for comprehension as a class. Level appropriate True/False statements, putting events in order, multiple choice questions, open-ended questions, and note-taking are sample activities used to teach listening (Brown, 2007).

Reading is another cornerstone of second language acquisition communicative instruction. Communicative second language reading activities integrate well with speaking, listening, writing and culture; level-appropriate, authentic reading ideally reflects the theme under study (Brown, 2007). In Singapore, Zhao and Yeung's (2012) research demonstrated a

strong relationship between phonological processing skills and reading, so in Chinese, communicative oral fluency has a positive effect on reading and writing in Chinese. It is often assumed that literate students will learn how to read in their second language on their own; nevertheless, it is important to focus on reading skills for, "there is much to be gained by focusing on reading" (Brown, 2007). The concept of reading in the world of second language acquisition is very similar to reading in the monolingual world. Reading in context, class discussion, purposeful talk, note taking and writing enhance vocabulary comprehension and retention (Taylor et al, 2014, p. 30).

Reading is a mental, interactive process that requires materials that are interactive, comprehensible, and slightly beyond the students' reading level (Richard-Amato, 2003). Lindsay (2000) stated that the reading process requires creating interest through predicting content and activating prior knowledge, pre-teaching second language vocabulary, giving students the reading task, and giving follow up activities that focus on comprehension and development of the second language. True/False statements, either/or questions, open-ended questions, cloze activities, yes/no questions, finish a story, extrapolating ideas from a story, and guided writing are sample activities used to teach reading. Although interaction and communication are paramount for second language acquisition, Brown (2007) also underscored the importance of silent reading as a powerful academic tool for second language learning. Urlaub (2013) adds that critical reading abilities are fundamental abilities that help students make intellectual decisions and contributions that transcend the boundaries of a modern language classroom.

Writing is also a cornerstone of second language instruction (Wong, 2012). Second language communicative instructional strategies for writing provide students with the

opportunity to work in pairs, or groups, to complete a level-appropriate writing task. The range of writing requirement practice in second language is quite formidable, given that what students must learn encompasses the fundamentals of the alphabet, accents, punctuation, vocabulary, spelling, grammar, sentence structure, paragraph and essay structure, tone, style, and so forth, of the target language they are studying. Appropriate to their second language level, students should be taught to use the context and organizational features of the written text as clues to meaning, making inferences, identifying perspectives of the author, and gaining cultural insights (Adair-Hauch, Glisan, & Troyan, 2013). Silva (2011) added that second language instructors must also teach students how to read and use their textbook wisely because this helps them improve their linguistic knowledge and their independence as learners. Learners frequently gain understanding when instructors create opportunities for students to "think, analyze, infer, apply, use, and create" in the language they are studying (Taylor et al., 2014, p. 67).

Grammar is another cornerstone of second language instruction (Wong, 2012), so learning grammar is a fundamental component of a second language curriculum and class. Instructors must teach level- appropriate, sequential, contextualized grammar that leads to integrated communicative ability (Wong, 2012). Sequential progression of communicative grammatical topics in a curriculum must range from simple to complex according to the level of the students (Brown, 2007). Whether grammar should be taught inductively or deductively is a point of ongoing discussion in academia, but to reach all students and achieve their learning, both forms have their place in the classroom (Brown, 2007). Brown (2007) added that second language acquisition grammar explanations are to be: brief, illustrated by clear examples, depicted visually, and embedded into meaningful language use incorporating all four language skills (p. 424).

Culture is an additional cornerstone of second language instruction. Cultural pointers must be infused throughout second language study. Henslin (2010) defined culture as "language, beliefs, values, norms and material objects that are passed from one generation to the next" (p. 60). Cultural influences are hued by sociological variables such as religion, gender, family values, cultural respect, social status, education level, profession, and age (Brice, 2002). Cultural instruction is often considered a fun activity to be done if time permits, yet diffusion of culture brings knowledge and change (Henslin, 2010).

Garrett and Young (2009) researched cultural learning in a Portuguese second language acquisition course in French Guiana. Brazilian Portuguese is increasingly spoken in French Guiana due to the massive number of Brazilian legal and illegal immigrants relocating to this country. Garrett and Young (2009) researched the effect of infusing an extensive cultural component in a summer-long, advanced Brazilian Portuguese-as-a-Second-Language course in French Guiana. Their findings revealed that acquiring cultural competence enhances the learners' communicative competence when speaking Portuguese to native speakers. Having cultural competence increased the students' ability to converse about contemporary cultural topics. This, in turn, infused the learners of Portuguese-as-a-Second –Language with a heightened sense of confidence and well-being.

Blad et al. (2011) researched the effect of adding an Italian cultural component based upon the use of authentic Italian commercials to their Italian-as-a-Second-Language courses. This cultural component represented Italian-society products and perspectives. Their findings showed that students vastly appreciated learning about authentic Italian culture. They also appreciated the opportunity to experience Italian life while integrating language practice with cultural knowledge. Garrett and Young (2009) explained that humans have an innate desire to

associate with others, and making students linguistically and culturally adept helps them to more assuredly connect to other humans. Verkler (2008) stated that content-rich activities, which make language dynamic and real, help maintain students interested in the language they are studying.

In summary, second language communicative instructional strategies function as a catalyst to students' second language acquisition. Integrated skills second language classrooms require specialized, instructional strategies akin to this profession; second language instructors must know how to facilitate a second language acquisition class, and must make an effort to do so (Sokolova, 2013).

<div align="center">World Language Instructor Beliefs</div>

World language instructors' beliefs about second language acquisition are documented in the literature, and second language instructors have many ideas about second language acquisition. Richardson asserted that, "teachers' actions in the classroom reflect their beliefs, so it is fundamental for them to identify their own teaching beliefs" (1996). Thompson's (2009) research on second language instructor beliefs demonstrated that when instructors have deep-rooted beliefs about language learning, their behavior will reflect them. This occurs despite all the professional development or research that demonstrates something different. Consequently, said Thompson (2009), instructor articulated beliefs about language learning may not match their behavior in the classroom.   In turn, teachers' classroom behavior impacts the behavior of students (Davis, 2003).   Furthermore, the amount of target language used by an instructor, and the expectations of said instructor, impact the amount of target language used by the students (Thompson, 2009).

World language instructors believe migration, globalization, and the pedagogical needs of

an increasingly diverse student population are having a tremendous impact on the school system. Garcia (2008) proselytized that teachers should be bilingual. According to Czop, Garza, and Battle (2010) monolingual "White teachers" must be helped to "conceptualize that standard English is the language of power" (p. 127). Thus the questions become what language should teachers study and when should they do so. Cajkler and Hall's (2012) findings indicated that second language instructors think they have to teach in multilingual classrooms facing a diversity of language and ethnicity that is heretofore unprecedented. For example, in the United States, England, Belgium, Portugal and Germany, some urban schools are comprised almost 100% from ethnic minorities (Cajkler & Hall, 2012, p. 15). Multilingual classrooms are the normal experience of many teachers, so "seeking a pedagogy that responds to the multilinguality of schoolchildren is a global issue, the object of initiatives at the international level" (Cajkler & Hall, 2012, p. 16). In England, future instructors expressed enduring the pressure from the daunting demands of having to prepare to teach according to national academic standards, and prepare to show academic competence in two or three subjects - usually within one year. Given that it takes between five to seven years to learn a second language, instructor preparation programs in England lack the time to teach a second language to future instructor candidates in order for them to serve a multilingual student body (Cajkler & Hall, 2012).

Nonnative second language instructors question their own communicative competence, and this affects how they apply second language communicative instructional strategies in the classroom. Research conducted in Japan by Fushino (2010) indicated that nonnative speakers of English feel more confident to teach ESL via communicative instructional strategies when they, *themselves*, have had the opportunity to improve their own English language communicative capabilities prior to conducting a communicative second language acquisition class. Thornbury

(1997) stated that there are serious academic consequences when an instructor has limited knowledge of a language which include: a failure to plan a lesson at the right level, an inability to understand and explain learner errors, an inability to anticipate learner problems, and a failure to earn the confidence of the learners due to a lack of basic ability to present the new language concisely. Second language instructors must be proficient in the language they teach (Bolitho & Wright, 1993).

World language instructors who are nonnative speakers of the language they teach often believe they are less qualified to teach said language than their native-speaker counterparts. However, research points to a different story. Reynolds-Case's (2012) findings on teaching Spanish-as-a-Second-Language indicated that instructors who are nonnative speakers of Spanish are often better equipped to understand students' linguistic problems than instructors who are native speakers of Spanish. This is because nonnative instructors are better able to foresee and explain Spanish language issues than instructors who are native speakers of Spanish. These nonnative second language instructors can also use their own Spanish language learning experience as a pedagogical tool infused throughout their teaching strategies (Reynold-Case, 2012). Reynolds-Case's (2012) findings further showed that Spanish-as-a-Second-Language instructors who are native speakers of Spanish frequently don't understand why some Spanish language points are confusing to their students. As Thornbury (1997) pointed out, there are serious academic consequences when an instructor has limited knowledge of a language, but Reynold-Case's research showed that "limited knowledge" can apply to the native speaker as well. Second language instructors believe English is increasingly being used as a tool for interaction among nonnative speakers (Brown, 2007). Kubota and McKay (2009) stated that despite English being perceived as connected to colonialism and linguistic imperialism, ESL

study is widely implemented throughout Japan. Research showed, however, that due to a 1990 revised Japanese Immigration Control Law which allowed third generation foreigners of Japanese descent to return to live and work in Japan, Portuguese-as-a-Second-Language teaching is on the rise in Japanese rural areas (Kubota & McKay, 2009, p. 597). This caused a shift in language-need perception in varying parts of rural Japan, so Japanese-Portuguese bilingualism and Japanese-Portuguese-English trilingualism are becoming a norm. Brazilians of Japanese descent who moved to Japan found that they needed to learn Japanese-as-a-Second-Language, whereas Japanese locals reported that learning Portuguese-as-a-Second-Language helped them to communicate with the Brazilians in their communities. The research of Kubota and McKay (2009) showed that migration caused a shift in local language needs.

Second language instructors don't always believe in second language communicative instructional methodologies. Decentralized authority in a classroom in which an instructor is a facilitator of language learning in a student-centered class does not detract from the importance of the instructor (Basta, 2011).   Second language use focusing on all four language skills (speaking, listening, reading, and writing) is the essence of communicative competence and communicative language teaching (Basta, 2011). Nonetheless, Brown (2009) indicated that students and teachers do not always perceive the importance of student-centered methodologies encompassing comprehensible input, student output, and the negotiation of meaning as vital to language learning, so it important to explain these concepts to them (p. 55). Student-centered, communicative methodologies may also be jettisoned by instructors who find communicative instructional strategies very contrary to their culture. For example, Chowdhury and Ha's (2008) findings showed that Bangladeshi teachers are more apt to engage in communicative language teaching when they believe that this methodology is presented in a manner that is adapted to

Bangladeshi culture; otherwise, they tend to reject it.

Zhao and Yeung (2011) researched Chinese second language instructor beliefs about a new communicative approach, modular curriculum, which was implemented in Singapore in order to help Chinese children use and maintain their heritage language, Chinese. Their findings indicate that, in theory, the teachers accepted the concept of a student-centered, communicative teaching, yet in practice, this was absent in their classroom. In addition, instructors with less than one year of second language communicative instructional experience overtly favored traditional Chinese teaching methodologies. "Therefore, a nurturance of favorable teacher perceptions and beliefs is a vital first step for actual behavioral changes to occur" state Zhao and Yeung (2011, p. 545). Peng's (2014) findings indicate that "reported second language instructor beliefs do not necessarily bring about corresponding behavior" (p.121). In order to transition from traditional second language instruction to communicative second language teaching, second language instructors need the opportunity to attend professional development and receive peer coaching from experienced communicative second language acquisition instructors (Burke, 2012).

In the United States, Brown (2009) conducted research on second language instructor beliefs regarding communicative language teaching. His findings indicated that the U.S. instructors in his research value "communicative approaches to second language pedagogy, where information exchange and grammar practice are infused into real-world contexts" (p. 53). According to Brown, instructors' ideas revolved around students completing in-target-language real-world tasks, student use of language-enhancing technology, and student target language use outside of the class.

Second language instructors believe teaching grammar using communicative instructional

strategies can be a bit befuddling.   Developing grammatical competence is fundamental to the development of communicative competence (Burke, 2012). Inexperienced second language instructors at times believe that communicative grammar is to be taught implicitly through communicative activities; however, Burke (2006) explained that at the discretion of the instructor, grammar may also be taught explicitly in order to meet student learning needs.   Hattie (2009) explained that the study of grammar needs to be very sequential, student-centered, and structured.   Hattie added that language lessons must be deliberate, and they must offer a plethora of different opportunities for practice (2009, p. 185).

Second language instructor beliefs are often shaken when they actually enter the teaching profession. In the United States, Swanson (2010) reported the shock that new second language instructors experience when entering a second language acquisition classroom; this is a time when a clash occurs between instructors' beliefs and reality in a real-world classroom as they are socialized into the culture of their new school. Self-efficacy perceptions at this initial teaching point profoundly impact new teachers. "Greater efficacy leads to greater effort and persistence, which leads to better performance, which in turn leads to greater efficacy" (Swanson, 2010, p. 308). Bandura (2006) asserted that a sense of self-efficacy also impacts how new instructors perceive the academic environment. This will impact how long a new instructor will persist throughout his or her career. Instructors with a stronger sense of efficacy will remain in the profession for a longer period of time than those who have a diminished sense of efficacy (Bandura, 2006). Once in the profession, novice instructors often encounter fraught-with-failure experiences in challenging assignments with little or no professional support (Swanson, 2010, p. 307). Instructor sense of inefficacy and lack of professional support leads to poor work performance and instructor attrition (Swanson, 2010). In order to understand second language

teaching and learning, it is necessary to understand the professional world of teaching, and the values and identity of these instructors (Varghese, Morgan, & Johnson, 2005).

ESL language instructors, in general, frequently believe they are poorly prepared to teach English-as-a-Second-Language. In the United States, some instructors find ESL students more challenging to manage than monolingual English students (Yoon, 2008). In the United States, Flores and Smith (2009) proposed that English language monolingual teachers without diversity training may not recognize the necessity of ESL instructional strategies or the importance of culturally relevant instruction (p. 329). Wong's (2012) research findings showed that during second language instructor preparation, instructors develop a theoretical concept of second language communicative teaching, but they are not sure how to apply it in their classroom practices because they have not received direct instruction on how to do so. Furthermore, second language instructors often don't comprehend that communicative instructional strategies and teaching incorporate all four language skills and cultural studies (Wong, 2012).

In the United States, second language instructors believe they must endure unreasonable working situations. "While there is an increasing focus on the working conditions of teachers in general, much less attention has been paid to the experiences of second language instructors in particular" (López-Gómez & Albright, 2009, p. 779). Teaching has been described as "a dead-end job with low salaries, low status, a lack of control over how schools are run, numerous classroom issues, and an ineffective administration support leading to a lack of induction and mentoring" (Swanson, 2012, p. 307). In the United States, the research of Pufahl and Rhodes (2011) indicated that second language acquisition programs were very affected by No Child Left Behind legislation. In some cases, report, Pufhal and Rhodes, students from second language courses are pulled out of class to go to math and reading class (2011, p. 271).

López-Gómez and Albright (2009) conducted research on the working conditions of second language instructors in the United States. Their findings uncovered several points. First, second language instructors expressed that prestige and support for the study of second languages is much lower than for core subjects, like math, English, or science. Another finding is that K-8 second language instructors reported that they often teach seven, or more, levels of second language with no set curriculum or textbook to follow. This means they have to prepare for many courses and create their own materials. A third issue is that K-8 second language instructors voiced the concern that meeting with students once or twice per week and expecting the students to acquire fluency in a second language is a documented-in-the-research unrealistic expectation that does not happen with core courses such as math and science (López-Gómez & Albright, 2009). Burke (2012) stated that even though several reasons have been given for why change does not occur in classrooms, instructors most often are blamed as the main obstacle. These realities cause much stress among second language instructors. Schutz's (2013) findings on instructor emotional labor and stress indicated that the emotional labor of second language instructors due to their work environment has been associated with emotional exhaustion, job dissatisfaction, burnout, and instructor attrition.

In conclusion, the research in section three documented several recurrent-in-the-literature second language instructor beliefs that impact second language teaching and learning. It also documented how these beliefs unfold in professional realities.

World Language Instructor Preparation

Due to the multi-faceted realities of globalization, within the last several decades the study of world languages has taken on a new urgency. From continent to continent, second language acquisition and communicative language teaching is slowly becoming the norm;

however, second language instructors' adjustment to communicative instructional methodologies has been hued by many issues. This section first addresses world language second language acquisition communicative instructional strategies used to teach world languages. Then, this section addresses second language acquisition instructor preparation in several countries throughout the globe. Next, this section addresses world language teaching requirements in Florida. Finally, this section addresses communicative instructional strategies and second language acquisition instructor preparation throughout the United States of America.

World Language Instructor Preparation - International Perspective

Investigation on second language acquisition instructor preparation and communicative instructional strategies has taken place in many countries. Namaghi (2009) conducted qualitative research on in-service high school second language instructors in Iran in order to learn about their perception of their professional development programs and the communicative instructional strategies they applied in class. His research uncovered that these instructors were forced to participate in centrally planned professional development activities that were entirely disconnected from the reality of second language teaching. His research also uncovered that what and how they taught was entirely controlled by the Central Agency of Iran. Another point that came to light in Namaghi's (2009) research is that the main concern of students in Iran is to pass a written main exam; therefore, instructors who teach to the written exam are the most popular ones. The second language instructors surveyed reported that they were entirely externally controlled and were not free to make academic choices based upon what they learned at the university. Namaghi (2009) concluded that these instructors had foregone their professional identities and had acquired a rationalized identity of passivity and compliance. These instructors reported having virtually no control over the courses they taught. Additionally,

communicative instructional strategies in their second language acquisition classes were

nonexistent, so second language courses were thus instructed in mostly Farsi. "Self-reported data

are valuable in their own right, because in the evaluation of the multifaceted process of

professional preparation, the instructor as principal subject and principal agent needs to be given

a voice and a vote" (Cooper, 2004, p. 42).

Since 2002, the study of English in grade schools has been widely implemented

throughout Asia, so studying ESL is very prevalent there. In 2011, ESL oral communication

became a mandated classroom activity as of fifth grade (Moser, Harris, & Carle).   Walsh (2002)

explains that communicative teacher-talk preparation is usually underrated or missing in most

teacher education programs. Moser et al. (2012) researched a new teacher-talk education

program that provided teacher-talk preparation to 320 nonnative ESL instructors. These ESL

instructors from Japan were to teach communicative ESL to primary school children in Japan.

This 15-week program encompassed several steps. First, it provided advanced English language

study and task-based, communicative English language practice for these instructors in order to

improve their own English. The next step provided these instructors with the opportunity to

practice the art of communicative ESL teaching. Activities were once again cooperative,

communicative, interactive, and task-based. Through task-based lessons, self-recording and

analysis, self-reflection, and practice, these instructors learned how to create a student-centered

class environment, adjust their rate of speech to make their input comprehensible, use gestures

and facial expressions to communicate, and provide opportunities and activities for students to

practice language by working in groups and pairs. At the end of this 15-week program, Moser,

Harris, and Carle (2012) surveyed these ESL instructors. Survey results indicated that, at first,

they were very befuddled by the communicative and interactive expectations of the program.

Nonetheless, as the program progressed, they came to understand and embrace the concept of "communicative ESL teaching". These instructors reported three main things. First, they reported finding this teacher-talk preparation course and communicative ESL teaching relevant to their professional needs. Next, they reported coming to understand that this teaching strategy is far more than just *having a conversation*. Last, they reported having a new level of confidence and willingness to apply communicative ESL teaching strategies in their classrooms. Faez and Valeo (2012) articulate that it is useful and necessary for instructors to learn about key issues in second language acquisition teaching, and it is also necessary for them to learn about how these issues impact their language teaching practices (p. 451). Vygotsky's (1978) research indicates that students learn though a combination of social interactions regulated by the instructor's actions and language use, and this is exactly how the ESL instructors learned how to use communicative ESL teaching strategies in the research of Moser, Harris, and Carle (2012).

Chowdhury and Ha (2008) conducted research on communicative second language teaching strategies in Bangladesh. In Bangladesh, the government articulated that having national competence in English would improve the country's economic growth and ability to compete in the international job market in a globalized world (Chowdhury & Ha, 2008). English has become a world language in commerce, banking, technology and transportation (Brown, 2007). Viewing English as a necessary, yet evil, world language, explain Chowdhury and Ha (2008), the Bangladeshi government implemented measures to encourage and require communicative ESL teaching to be implemented throughout Bangladesh. "Learner beliefs refer to students' opinions, or value judgment, about English learning, teaching, communication and appropriate classroom communication behavior" (Peng, 2014, p. 118). As a rethinking of culture, Bell (2010) believes in finding materials that are suitable to create awareness of

language as culture because the two are intertwined. Beliefs about communicative ESL teaching, and the English language itself, have impacted how professors and teachers in Bangladesh have reacted to communicative ESL teaching government mandates.

Chowdhury and Ha (2008) discussed how Bangladeshi university professors perceive communicative ESL teaching as connected-to-colonialism cultural politics. They state that its intrinsic pedagogical values conflict with Bangladeshi cultural values, while imposing Western values upon the Eastern Bangladeshi world.   For example, they express, student-centered classrooms in which a teacher is a facilitator, rather than an imparter, of knowledge show lack of respect for student-teacher relationships and elders in general. Speaking to a partner in class is also considered highly inappropriate. Additionally, it is believed that students learn nothing from speaking to another student. Bangladeshi professors further held the view that learner-centered classrooms inviting students to share responsibility for their ESL learning and practice make professors appear inept and weak, so students will take advantage of them (Chowdhury & Ha, 2008, p. 310). Offering solutions to these beliefs, Chowdhury and Ha make several recommendations. First, they recommend that communicative ESL teaching be introduced slowly into Bangladesh. This is to be done via culturally sensitive methods and activities by *Bangladeshi professors*, not British, Canadian, Australian or American professors. Second, Bangladeshi professors must adapt communicative ESL teaching to the Bangladeshi Eastern culture. Third, Bangladeshi instructors of ESL throughout Bangladesh must be offered culturally sensitive professional preparation on communicative ESL teaching. In this manner, they come to the realization that communicative ESL teaching constitutes best practices in second language acquisition that do not equate with politics, neo-colonialism or Western imperialism (Chowdhury & Ha, 2008, p. 315).

In Ontario, Canada, Faez and Valeo (2012) conducted research on 115 ESL instructors who are accredited to teach ESL and have less than three years of teaching experience. These 115 instructors work with adult ESL students. The purpose of this research was to investigate their perceptions regarding: their degree of preparedness to teach ESL, their sense of efficacy to teach in adult ESL programs, and their views about the academic preparation they themselves received in order to become ESL instructors. ESL instructors who participated in this survey research study reported that upon graduation, they were somewhat unprepared to teach ESL. They expressed concerns over not being ready to teach ESL and TOEFL grammar. One instructor in particular articulated the concern that students knew more TOEFL grammar than she did. A salient comment from these instructors was the disconnect between the traditional, teacher-centered second language teaching methodologies they learned in their academic preparation, and contemporary, communicative ESL instructional strategies. These instructors experienced lack of efficacy when they started teaching. Nonetheless, as they experienced teaching, they became increasingly adept at teaching, designing lesson plans, using communicative ESL instructional strategies, and managing classroom dynamics. The last section researched by Faez & Valeo (2012) was the usefulness of the content of what teachers studied in their ESL academic programs. The teaching practicum experience was identified as the most useful feature of their ESL instructor programs because it provided them with the opportunity to be in a classroom setting and practice teaching. These instructors overwhelmingly agreed that the practicum should be longer. They specifically said that it would "be more helpful if we had more practicum and less in-class learning" (p. 463). The quality of their professors was identified as the second most useful feature of their ESL instructor programs. Specific mention was made of the teaching method of professors, their feedback, their passion for

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teaching, and their extensive knowledge and experience. The research of Faez and Valeo (2012) indicates that novice ESL instructors emphasize the value of the practicum and a concern with "surviving the realities of the classroom" (p. 464). They also expressed the need to connect theory of teaching and learning to contemporary communicative teaching practice. Faez and Valeo state that the overwhelming concern with the practicum component and the application of knowledge suggests that ESL providers need to reexamine the role, nature, and duration of the practicum and situate it within the program as an integrated component (p. 465). Raymond (2002) underscores the imperative of providing future second language acquisition instructors with extended teaching practice that clearly connects to courses in linguistics, methods, and even literature. Throughout the investigation of Faez and Valeo (2012) no mention was made of any challenges regarding the use of ESL in the classroom.

In British Columbia, Canada, Carr (2010) conducted research on university students who were studying to become elementary school teachers of French-as-a-Second-Language. Carr (2010) explained that a new French-as-a-Second-Language instructor preparation program at the University of British Columbia (UBC) was developed in response to globalization, core French-as-a-Second-Language immersion instructor shortage, and the need to improve French-as-a-Second-Language teaching and learning. Carr (2010) stated that this instructor preparation program, which is known as French Language and Global Studies (FLAGS), focused on intensive French-language acquisition, instructor education, and a teaching practicum. FLAGS was designed to improve the French language of instructor candidates who lacked the required level of French language proficiency to teach in a French-as-a-Second-Language immersion program. Prior to attending the Bachelor of Education program at UBC, all FLAGS participants were required to spend five weeks in an intensive French-language immersion program. In

addition, while enrolled in the Bachelor of Education, participants had to continue to practice French, study French conversation, and study communicative second language teaching methodology. They also had to spend three weeks in a French-as-a-Second-Language supervised teaching practicum. Carr reported that "instructor candidates undergo a transformational process via the discovery of a vocation in inner and outer worlds simultaneously" (p. 47). A survey study of a FLAGS cohort showed positive results. The overall response indicated that FLAGS participants stated that the combination of target language study, teacher education, and the immersion practicum made them feel confident to be effective instructors of French-as-a-Second-Language. The survey participants identified the practicum as a salient component of the FLAGS academic preparation program. Second language instructors must have profound knowledge of the world language they teach (Carr, 2010).

World Language Instructor Preparation – Perspective in the United States

Research on second language instructor preparation and communicative instructional strategies also takes place in Florida and in the United States of America. The Tenth Amendment of the United States Constitution specifies that "the powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the states respectively, or to the people" (Alexander & Alexander, 2012, p. 82); thus, each of the fifty states in the United States of America has its own department of education.

Requirement for World Language Instructors in Florida

The Florida Department of Education has extensive specialization requirements for instructors of world languages ("Florida Department of Education," 2015). For kindergarten through twelfth grade instructor Certification in World Languages and ESOL, the Florida

Department of Education (FLDOE) has specialization requirements for Arabic, Chinese, Farsi, French, German, Greek, Haitian Creole, Hebrew, Hindi, Italian, Japanese, Portuguese, Russian, Spanish, and Turkish. The Florida Department of Education (FLDOE) has several plans that lead to fulfilling the specialization requirements to obtain a World Language Florida Teaching Certificate. Plan One requires a bachelor's degree, or higher, with a major in one of the aforementioned world languages. Plan Two requires a bachelor's degree, or higher, with thirty semester hours in one of the aforementioned world languages. Plan Three requires a bachelor's degree, or higher, which includes the specialization requirements of Plan One or Plan Two, and twenty-one semester hours in an additional world language. Plans One, Two, and Three require semester-hour credits in history or culture of the people who speak the language, in literature of the language, and in linguistics or second language acquisition. Plan Four requires a bachelor's degree, or higher, and documentation from the Defense Language Institute of the United States of America certifying the completion of their Basic Language Program in one of the world languages listed in the Florida Department of Education. Plan Five requires a bachelor's degree, or higher, and official documentation from the American Council on the Teaching of Foreign Languages (ACTFL) of an oral proficiency interview and a written proficiency test with scores earned that are above ACTFL's intermediate rating. The Florida Department of Education further requires instructors in every plan to take at least one course in methodology of teaching a world language, to take the Florida Educators General Knowledge Test and Professional Education Test, and the subject area examination. In order to obtain a Florida Teaching Certificate in English for Speakers of Other Languages, the Florida Department of Education requires: a bachelor's degree, or higher, with an undergraduate or graduate major in teaching English to Speakers of Other Languages; the completion of three semester hours in methodology

of teaching English to Speakers of Other Languages; the Florida subject area examination, and the General Knowledge Test and Professional Education Test. The Florida Department of Education also has specialization requirements for instructors of kindergarten through twelfth grade endorsement in English for Speakers of Other Languages. In order to earn this Florida endorsement in English for Speakers of Other Languages, instructors must have a bachelor's degree and a Florida Teaching Certificate in a subject other than ESOL. Then, instructors must take fifteen semester hours in English for Speakers of Other Languages that include the following specified areas: methods of teaching English to Speakers of Other Languages, ESOL Curriculum and Materials, Cross-cultural communication and understanding, applied linguistics, and testing and evaluation of ESOL. College-level world language teaching in Florida also has specific standards. At the college level in Florida, teaching a world language requires fluency in the world language, a master's degree, and eighteen semester-hour credits in the world language of specialization. Thus, the Florida Department of Education has specific, high, and stringent standards for instructors of world languages. Throughout the United States, the department of education from each state sets the standards for its state. Several research studies conducted throughout the United States follow.

World Language Studies in the United States

Lange and Sims (1990) conducted research on eight hundred second language instructors in Minnesota. This project was designed to investigate second language instructor perceptions about the effectiveness of the academic preparation they received in order to become second language instructors. This research revealed several points. One was that the study of literature was overemphasized in their academic preparation program. A second point indicated that future second language instructors needed more practice in their target language and more study of the

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language itself. They also highlighted the importance of instructors being able to speak and listen proficiently in their target language. Finally, this research showed that academic instructor preparation programs should require "extended target language and culture living experience" (p. 299). Schulz (2000) concurred that an extended study abroad opportunity to experience and live in the target language and culture equips a second language instructor with language and cultural competence; cultural competence is fundamental knowledge for second language instructors. Cooper (2004) stated that the experience of real teaching in real classrooms should not be disconnected from culture, theory and methodology. Cooper (2004) conducted research on 341 K-12 second language instructors in Georgia to investigate their perceptions about the academic preparation they received in order to become second language instructors.   These instructors taught German, French, Spanish, or Latin. This research uncovered the following five central points. Future second language instructors must spend time learning the target language in countries where it is spoken. University second language programs need to put emphasis on offering courses that develop target language proficiency. Academic programs for second language instructors must also furnish future instructors with pre-student teaching field experiences and longer teaching practicums. A final point highlighted via Cooper's study stated that academic preparation programs for second language instructors should teach the essentials of effective classroom management. The research of Santamaría and Santamaría (2009) also supported the point that pre-service instructors benefit from participating in study abroad programs, so they can practice language and understand the foreign culture.

Antenos-Conforti (2008) built upon the research of Cooper's 2004 research because Italian language instructors were excluded from it. Antenos-Conforti (2008) pointed out that, "in all the research on professional and certification requirements, Italian is conspicuously absent, in

spite of its national status as the fifth most commonly taught second language in the United States" (p. 543). Her research focused on surveying 146 instructors of Italian-as-a-Second-Language in New Jersey. The research of Antenos-Conforti (2008) investigated the similarities between New Jersey Italian-as-a-Second-Language instructors' evaluation of their academic preparation and Georgia second language instructors' evaluation of their academic preparation in the 2004 Cooper study. Several similarities surfaced between the 2008 survey of the Italian-as-a-Second-Language instructors in New Jersey and the 2004 survey of second language instructors in Georgia. The Italian instructors in Antenos-Conforti's (2008) research identified the same five central points that the language instructors in Cooper's (2004) research identified regarding the effectiveness of the academic preparation they received in order to become second language instructors. Italian instructors expressed several points. First, they said that future Italian-as-a-Second-Language instructors had to spend mandatory time learning and practicing the target language, Italian, in Italy. Second, they expressed that university second language programs needed to put emphasis on offering courses that developed Italian language proficiency and methodology courses. Third, they said that second language instructor programs had to offer longer teaching practicums and hands on experience teaching, planning, and developing unit and lesson plans. The final point stated by Italian-as-a-Second-Language instructors was the importance of offering specific Italian-language preparation and study because Italian is a unique language with its own vocabulary, grammar, pronunciation, culture, and history (p. 552). Antenos-Conforti (2008) stated that as a result of her study, New Jersey Italian-as-a-Second-Language instructors added their views to those of the second language instructors in Cooper's 2004 Georgia study. Pleasant, Johnson and Trent (1998) stated that multi-culturally focused second language instructor preparation programs must provide future instructors with

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opportunities to learn about, and experience, the acquisition of the target language culture. Hogan-García (2003) explained that acquiring cultural competency is a process rather than an automatically learned skill.

Ancient Greek, Latin, and Biblical Hebrew are considered dead languages because no one speaks them. In a novel effort to improve Biblical Hebrew instruction, Overland, Fields, and Noonan (2011) conducted research on the feasibility of non-fluent instructors of Hebrew teaching Biblical Hebrew using communicative instructional strategies (p. 585). They also researched whether communicative learning of Biblical Hebrew enhanced students' acquisition of this classical language (p.585). This project and research entailed several steps to complete. Overland et al. (2011) explained that several challenges facing this research were identified at the outset. One challenge was the lack of communicative second language acquisition preparation among instructors of Biblical Hebrew-as-a-Second-Language.   Another challenge was that instructors of Biblical Hebrew-as-a-Second-Language were unable to communicate in Biblical Hebrew, despite being well-versed readers of Biblical Hebrew. A third challenge was a lack of a Biblical Hebrew curriculum designed based upon communicative instructional strategies of second language acquisition. Overland et al. (2011) also explained that this project required several phases of development. Phase one entailed learning about second language communicative instructional teaching. This phase also included designing a Biblical Hebrew functional syllabus incorporating task-based activities and communicative instructional strategies. Phase two was a two-part process. First, a group of instructors of Biblical Hebrew-as-a-Second-Language were taught about communicative instructional strategies. These instructors were given the opportunity to then practice teaching Biblical Hebrew using communicative instructional strategies and the functional syllabus they designed. In the second part of this

process, the six instructors of Biblical Hebrew-as-a-Second-Language returned to their respective universities in the United States and Brazil, and they taught courses of Biblical Hebrew-as-a-Second-Language via communicative instructional strategies. At the end of these courses, the six instructors and the 90 students participating in these courses were surveyed. The research of Overland et al. (2011) showed that the six instructors, all nonnative speakers of Biblical Hebrew, learned that teaching Biblical Hebrew via communicative instructional methodologies was feasible, effective, and enjoyable. They reported that engaging students in guided conversations was very effective, yet difficult to apply and difficult to prepare for. These instructors also reported that changing their own methods of teaching Biblical Hebrew required great, albeit worthwhile, effort on their part. The six instructors commented on several student learning outcomes. They observed that, in general, communicative students were able to better: understand the language at the sentence level and above, internalize the language, think in Biblical Hebrew, translate with more insight to the language, comprehend vocabulary, apply grammar, and apply the language learned (p. 594). The research of Overland et al. (2011) indicated that students felt they internalized the language better, and they made better connections between vocabulary, grammar and context. In general they found communicative language learning engaging and fun. However, several students reported feeling more comfortable with traditional methods of grammar learning. Overland et al. (2011) concluded that "while communicative language instruction was beneficial to the majority of learners, in order to be genuinely multimodal, it was important to offer a measure of analytical-styled teaching as well" (p.593).

To summarize, the transition to second language communicative instructional strategies and methodologies has functioned as a catalyst for much thought on professional development,

colonialism, politics, local culture, professor resistance, teacher training, practicums, instructor

target language proficiency, and self-efficacy perceptions. The implementation of

communicative instructional strategies does not take place in a vacuum; in fact, it uncovers a

plethora of human issues and concerns that must be addressed in order to best serve students of

world languages throughout the globe.

<p align="center">*Components of World Language Instructor Preparation Effective Programs*</p>

Components of effective second language instructor preparation programs have been

documented throughout each research study presented – be it from the world abroad or from the

United States. The research shows that world language instructors both in the United States, and

throughout the world, have expressed recurring ideas on important components of a good second

language instructor preparation program. To follow, several of these ideas are discussed.

Second language instructors expressed that their second language instructor preparation

program overemphasized the study of literature, while deemphasizing the study of the target

language itself (Antenos-Conforti, 2008). Lantolf (2009) discussed the need for extensive target

language study in world language instructor preparation programs. Lantolf (2009) proposed that,

in addition to literature, culture, and communicative strategies, second language instructor

preparation programs must equip second language instructors with extensive knowledge of target

language grammar, suprasegmentals, linguistics, figurative language, appropriate discourse and

pragmatics. Glisan (2002) stated that many postsecondary language programs still focus on

either language or literature in isolation. Huhn (2012) explained that in traditional postsecondary

education, the first four semesters usually focus on language acquisition. From this point on, the

focus becomes on content and literature. This results in second language learners who do not

achieve advanced target language communicative proficiency.

Second language instructors expressed that their second language instructor preparation programs needed to add emphasis to offering courses that develop target language proficiency (Cooper, 2004). "An effective second language instructor education program incorporates best practices in proficiency development throughout the upper-level content courses" (Huhn 2012, p. 168). In 2010, the American Council on the Teaching of Foreign Languages (ACTFL) recommended that second language instructors spend at least 90% of class time, or more, in the target language (Huhn, 2012). Klee's (2009) findings also indicated that second language instructor preparation programs should create ways to provide opportunities for real world language practice beyond the classroom (Klee, 2009). Barrenche expressed belief in community service as a form of target language practice. Barrenche (2011) added that service-learning in Spanish, as part of an advanced Spanish language course, moved students out of the classroom and into the community. This allowed for students to practice their second language while learning about social responsibility and citizenship (p. 114).

Second language instructors expressed that their second language preparation programs needed to add language specific methodology courses because generalized courses of methodology failed to address the particulars of a specific target language (Lange & Sims, 1990). Lantolf (2009) stated that even though the OPI Oral Proficiency Interview of the American Council on the Teaching of Foreign Languages and the National Standards movements are valuable, they are not sufficient to equip a second language instructor with the target language necessary to promote quality teaching and learning. The research of Vázquez and Sharpless (2009) showed that pre-service teachers elect to take courses on pragmatics when they have an applied focus. Antenos-Conforti (2008) stated that, "second language departments and colleges must strive to present specific target language theory and teaching application in a specific

target language and culture" (p. 552). Wilbur (as cited in Huhn, 2012, p. 169) stated that second language methods courses are a fundamental component of effective second language instructor preparation programs.   Huhn's (2012) findings indicated that methods courses taught by experienced faculty who are able to show future second language instructors how to incorporate communicative instructional strategies into their lessons are fundamental components of effective world language instructor preparation programs. Furthermore, continued Huhn, second language instructor education programs must provide a balance of theory and practical application.

Second language instructors expressed that their second language instructor preparation programs needed to incorporate more time and more opportunities towards the practicum teaching experience (Carr, 2010). The teaching practicum also has to be connected to the teaching methodology. At times, said Huhn (2012), what future second language instructors learn in a second language methods class and the reality of a second language classroom is disjointed. Schön (1987) described a practicum as a kind of "reflection-in-action through which practitioners sometimes make new sense of uncertain, unique or conflicted situations of practice in which the existing professional knowledge does not fits every case" (p. 39). Raymond (2002) and Cooper (2004) also expressed the need for longer teaching practicums in second language instructor preparation programs. Davin, Donato, Kristin, and Troyan (2013) proposed that a practice-based approach incorporating a few specific communicative instructional strategies accompanied by the opportunity to practice them in a mentored teaching situation is conducive to creating "accomplished novice instructors" (p. 155). Watzke (2007) stated that the practicum field experience should "begin early in the program and should be supervised by a faculty member knowledgeable in current instructional practices" (Huhn, 2012, p. 171). Stanley and

Murray (2013) asserted that "teachers whose master's degrees either lacked a practical teaching component, or incorporated a practicum that was not assessed by qualified teacher educators, are not ideally qualified to teach" (p. 113). Thibeault, Kuhlman, and Day's (2011) findings indicated that during a practicum experience, second language instructors must be taught to use the resources at their disposal effectively by adapting materials to their students' needs and incorporating cultural components when possible. The research of Jurchan and Murano (2012) indicated that prior to practicum teaching, future second language instructors benefit from a 60-hour fieldwork experience of one-on-one teaching as a co-requisite to a methodology course. The practicum experience has been identified, in the literature, as an important component of a second language instructor preparation program.

As globalization unfolds, universities are internationalizing their curriculum by adding opportunities for study abroad experiences for students (Watson, Siska, & Wolfel, 2013). On this same note, second language instructors expressed that their second language teacher education programs needed to add an extended target language and culture living experience, (Antenos-Conforti, 2008). A quality second language instructor education program incorporates the opportunity to study abroad (Huhn, 2012). The Institute of International Education (2011) documented that 14% of U.S. undergraduate students travel abroad, yet only 6% of these are second language students (Allen, p. 470). Cooper (2004) stated that second language instructors benefit from the opportunity of spending time in countries where their target language of study is spoken. Huhn (2012), however, cautioned on the benefits attributed to study abroad programs because results from these programs are very inconsistent.

The research on the impact of study abroad programs on target language acquisition is ambiguous. Isabelli-Garcia's (2006) research indicated that students studying abroad in a

Spanish-speaking country gained fluency by having the opportunity to interact with native Spanish speakers. On the other hand, Knouse's (2012) research showed that the Spanish-language pronunciation of students in a study abroad program in Spain did not improve very much, and participants did not automatically incorporate the dialectic phoneme, Theta, as a result of being in Spain and speaking to native speakers (p. 530). Results of Knouse's study also show that Spanish-speaking language abilities did not necessarily improve as a result of studying abroad (2012). Arnett's (2013) research on acquisition of German as a second language indicated that students in their German immersion language and culture short-term study abroad program did not acquire the "same grammatical and syntactical knowledge as their peers who were explicitly taught in courses at the home institution" (p. 707). Cubillos and Ilvento (2012) emphasize that the "superiority of linguistic gains resulting from studying abroad" is not supported by research. (p.496). Research literature on social benefits and interaction with native speakers during study abroad programs is also equivocal. Allen and Dupuy's (2012) research did not support "the common belief that study abroad participants' interactions beyond the classroom are sustained or lead to the establishment of relationships with host community members (p.473). Cubillos and Ilvento's (2012) research on study abroad programs supported three points. One point is that study abroad experience sharpens students' cultural awareness and helps them acquire travel savvy. Another point is that the amount and quality of interaction students engage in while overseas contribute to their heightened sense of self-efficacy and confidence when speaking in the target language. A third finding is, that upon returning from a travel abroad program, students are motivated to continue their language and cultural studies, so language programs should find ways to "capitalize on this sentiment" (Cubillo & Ilvento, p. 496). Castañeda and Zirger expressed that it is essential for study abroad programs to ensure the

benefits of study abroad programs via acquisition of cultural knowledge and practice in the four language skills (2011).   In sum, although the experience of travelling as part of a short-term study abroad program is increasingly popular, it appears that the actual linguistic and cultural benefits, as of yet, are not clearly defined.

<div align="center">Summary</div>

As supported in research by Burke (2012), forty years of second language research has documented the need for improved language teaching methodologies. Bernhartd & Hammadou (2000) state that progress in second language instructor preparation programs have been dismayingly limited. This delayed progress is manifest in American history. In her research on culture and language learning in the United States, Rabin's findings showed that between 1915 and 1956, Leonard Covello, a well-respected Italian-American teacher, leader, and author, in New York, "advocated for the importance of Italian and Spanish heritage language and cultural preservation (2011, p. 339). Rabin findings showed that "in some public schools, languages other than English, like Italian, Spanish, and Yiddish, were banned from schools in New York" (p. 339). Rankin & Becker's (2006) findings indicated that research in the field of world language study has had little impact on second language instructor preparation programs. Wilbur (2011) questioned whether world language instructor preparation programs have kept up with second language acquisition research and innovation taking place throughout the field of second language acquisition.   Pope Francis explained that, "sometimes we think of values and tradition as a kind of ancient and inalterable jewel, something that remains in space and time apart, not polluted by the comings and goings of concrete history" (2013, p. 204). Yet the world unfolds as it should, and Huhn (2012) proposed, that in the study of world languages and second language acquisition, the issue is how second language preparation programs can prepare second

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language instructors, so they can enter the classroom with the professional skills necessary to serve a population of students who will live in a globalized world.

CHAPTER 3: METHODOLOGY

Introduction

Chapter three presented the methodology used in order to address communicative instructional strategies used by world language instructors. The purpose of this study was to test the research questions that relate to second language instructor use of communicative instructional strategies when teaching.   This study was guided by four research questions. The methodology utilized to test the research questions was presented in this chapter. This chapter is divided into the following six sections: (1) introduction; (2) selection of participants; (3) instrumentation; (4) data collection procedures; (5) data analysis; (6) summary. The four research questions that guided this research follow:

4. To what extent do world language instructors report using specific communicative instructional strategies?

5. How does the reported use of communicative instructional strategies used by ESL only instructors, versus instructors of ESL and foreign language, or foreign language only, differ?

6. To what extent is there a relationship between instructors' academic preparation and their use of specific, in-target-language communicative instructional strategies?

4. To what extent is there a relationship between instructors' pedagogical beliefs and target language use in class?

Selection of Participating Second Language Instructors

The target population for this study was comprised of 88 world language instructors who teach second language acquisition in a high school, an adult and continuing education program, or a college. The 22 high school instructors came from the five Catholic high schools in the

Diocese of Orlando School District. The 51 adult and continuing education instructors came

from the Department of Continuing International Education at Valencia College in Orlando,

Florida. The 15 college instructors came from the Modern Language Department of Daytona

State College, in Daytona Beach, Florida. The English Language Learning Department at

Seminole State College was originally to be included in this research, but it did not participate

because its IRB department never granted it the approval to do so.

A population of 88 instructors representing a purposive, nonrandom sample participated

in this survey research. The languages taught at these three academic institutions are American

Sign Language, ESL, French, German, Latin, Mandarin, Portuguese, and Spanish. A description

of each population follows.

The first part of the population in this study was comprised of 22 full-time high school

world language instructors from the 5 high schools in the 9-county Diocese of Orlando School

District. Catholic schools in the Diocese of Orlando abide by all of the academic requirements

stipulated by the Florida Department of Education.   These schools strive to offer outstanding

academic environments. Catholic school teaching is centered upon faith in God, academic

excellence, and moral leadership in schools that are preparing young people to live in a global

world. Chinese, ESL, French, Latin, and Spanish courses are offered by high schools in the

Diocese of Orlando. Basic courses, honors courses, and Advanced Placement courses are

offered in French, Latin, and Spanish. An ESL program is offered only at Father Lopez Catholic

High School. Chinese I and Chinese II are offered only at Melbourne Catholic High School.

Catholic high school teachers are credentialed to teach according to the stipulations set forth by

the Florida Department of Education and the Diocese of Orlando Office of Schools. Of the 22

high school foreign language diocesan instructors, 13 teach Spanish, 2 teach Spanish and ESL, 3

teach French, 1 teaches French and ESL, 2 teach Latin, and 1 teaches Chinese.

A second part of the population in this study was comprised of the 51 instructors in the Department of Continuing International Education at Valencia College, which is located in Orange County, Florida. All continuing education instructors are part-time, adjunct instructors. Continuing second language communicative language courses are offered in Low Beginner through Advanced levels of ESL, Low Beginner through High Beginner Spanish, and Low Beginner through High Beginner Portuguese. These second language programs in the Continuing International Education Department take place in an adult and continuing education setting. Instructors in this department are required to have bachelor's degrees, be fluent in the languages they teach, and have several years of teaching experience. They are also required to maintain a classroom in the target language of study during, at least, 99% of class time – regardless of the language being studied or the language level of the students.

The third part of the population in this study was comprised of 15 world language instructors in the Modern Language Department of Daytona State College, which is located in Daytona Beach, Florida. Five of these instructors work full-time. The Modern Language Department of Daytona State College articulates the belief about teaching cultural diversity and preparing students to participate in a multilingual, pluralistic society and global community. Instructors from the Modern Language Department of Daytona State College teach college credit second language courses in a college setting. This department offers college-credit courses in second languages that range from beginner to advanced levels in American Sign Language, French, German, Italian, and Spanish. Courses in this department are taught, not by teaching assistants, but by college instructors who are credentialed according to the stipulations of the Florida Department of Education. These instructors are generally required to have master's

degrees and a minimum of 18, master's-level, credit hours in the language they teach; they must also be fluent in the target language they teach.

<div align="center">Instrumentation</div>

To meet the needs of this study, the researcher developed the World Language Communicative Instructional Strategies Survey found in Appendix B. This research has a mixed method design.   As explained by Lunenburg and Irby (2008), in most descriptive research studies, instruments must be developed by the researcher when the study relates to a specific phenomenon (p. 32).

The World Language Communicative Instructional Strategies Survey was developed based upon the literature addressing second language acquisition communicative instructional strategies in the literature review chapter. Designed with world language instructors in mind, this survey combines quantitative and qualitative methods of research. It was first reviewed for content validity by professionals in the field of academia. It was also reviewed by world language acquisition experts from the University of Central Florida. Finally, it was pilot tested with five world language instructors. The World Language Communicative Instructional Strategies Survey was edited and revised several times based upon the input from all of these professionals, it consists of 45 items that are presented in Likert-like format, and it also has an additional qualitative section.

The first three sections of the survey provide quantitative data. Section I has 10 questions which include participant demographic characteristics, languages taught and spoken, and academic preparation information. Section II has 3 parts, and it encompasses questions 11 through 27. Section II. A. documents instructor lesson planning. Section II. B. documents instructor communicative instructional strategies and language use in class. Section II. C.

documents student language and communicative in-target-language instructional strategy use in class. Section III of the survey has 2 parts, and it encompasses questions 28 through 45. Section III. A. documents the academic preparation participants have received in order to be world language instructors. Section III. B. documents instructor pedagogical beliefs regarding language acquisition. In addition to the quantitative data sought via the first three sections of the survey, qualitative data was also sought.

Qualitative data was obtained via the fourth section of the survey and the voluntary interview. This fourth section asked participants to provide additional information they believe would be helpful to the researcher. At the end of this survey, participants were offered the opportunity to participate in a structured interview that built upon the findings of the survey. The structured interview (Appendix C) consisted of open-ended questions to obtain participant input on the academic preparation they have received in order to facilitate in-target-language communicative instructional strategies during class communications. It also asked questions about instructor pedagogical preparation and asked them to add ideas they think impact the field of second language acquisition. These qualitative semi-structured, open-ended interviews allowed the researcher the latitude to investigate and listen to the thoughts of instructors.

This survey was constructed with world language instructors and communicative instructional strategies in mind. Christian, Dillman, and Smyth, 2007 (p. 37) explain that tailored survey designs require both knowledge of the target population and tailoring the survey and its procedures to said population; it also requires extensive subject area knowledge. This survey was tailored to world language instructors, and it was designed to obtain quantitative and qualitative data communicative instructional strategies and pedagogical beliefs of second language, or world language, instructors.

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<u>Procedures</u>

The following procedures were implemented in order to initiate and complete this study. The researcher's University of Central Florida Dissertation Committee approved of the research proposal on July 17, 2014. Approval to conduct this research was received from the University of Central Florida's Institutional Review Board (IRB) in August, 2014. The IRB approval form is in Appendix D. Approval to conduct research was sought from the superintendent of the Orlando Catholic Diocese Office of Schools; this approval was granted on July 15, 2014. Approval to conduct research was sought from the director of Continuing International Education of Valencia College; this approval was granted on July, 15, 2014. Approval to conduct research was sought from the director of the Modern Language Department of Daytona State College; this approval was granted on June 7, 2014. Approval to conduct research was also sought from the assistant dean of English Language Studies at Seminole State College; this approval was never granted by the IRB of Seminole State College. The letters soliciting permission to conduct this study, and the letters granting permission to conduct it, are in Appendix A. Research was initiated when the Institutional Review Board from the University of Central Florida (UCF) granted permission for the researcher to embark upon it (Appendix D). The IRB approval from UCF was granted on August 5, 2014.

<u>Collection of Data</u>

Once approvals from the UCF Institutional Review Board, the Diocese of Orlando, the Department of Continuing International Education of Valencia College, and the Modern Language Department of Daytona State College were granted, an e-mail from the diocesan designee, and the department directors from Valencia College and Daytona State was sent out to their instructors. This e-mail, sent in the week of August 19, 2014, introduced the researcher,

described the research study, and invited instructors to participate in The World Language

Communicative Instructional Strategies Survey. One week later, on August 26, 2014, the survey

was activated and sent to instructors. On this day, another e-mail, from the diocesan designee

and the two directors, was sent out to world language instructors. This e-mail included the

Instructor Survey Consent letters (Appendix E) and the World Language Communicative

Instructional Strategies Survey (Appendix B). The Survey Consent Letter included a link

indicating where instructors could click to start and complete the survey. Although the

researcher knows some of the instructors invited to participate in this research, their responses to

the survey remained anonymous. Approximately, two weeks after the second e-mail was sent

asking for survey completion, a third email was sent. This e-mail thanked participants who

completed the survey, and it asked those who had not completed it, to please do so. Once the

survey window was closed on Tuesday, October 20, 2014, the information was analyzed and

structured interview questions were developed.

<p style="text-align:center">World Language Instructor Interview</p>

Based upon survey results, the researcher devised structured interview questions

pertaining to communicative in-target-language instructional strategies applied in class, and

instructor preparation to teach communicative language (Appendix C). Volunteer interviewees

were interviewed in person. To insure confidentiality for instructors interviewed, the researcher

assigned a number to each person interviewed. The researcher referred to participants by

number, not by name, in order for their identity to remain confidential. The following questions

guided the structured interviews:

1. What communicative instructional strategies do you find helpful to use in class?

2. What part of your personal academic preparation did you find helpful?

3. What other thoughts would you like to share about your teaching experiences?

Analysis of Data

Quantitative Analysis of Data

Table 1 shows the data source for the four research question in this study. To conduct appropriate statistical analysis, the data was analyzed using SPSS version 22 software. Responses that range from one to four, from the World Language Communicative Instructional Strategies Survey, were input into SPSS 22. The quantitative analysis was based upon the numerical ratings of items 1 to 45. Survey items are presented in Likert-scale format ranging from 1 to 4. Each participant selected the response that best represented him or her. The terms world language instructor and second language instructor are used interchangeably throughout this study, given that both refer to the acquisition of a second language.

For Research Question One, descriptive statistics showing the frequency, the mode, the mean, and the standard deviation were applied to document the extent to which instructors report using specific in-target-language communicative instructional strategies when teaching. Survey items 16 to 23 are analyzed for Research Question One (Survey Section II B, Appendix B). On this Likert-like scale, number four means Regularly, three means Sometimes, two means Seldom, and one means Never. "The major advantage of descriptive statistics is that they permit researchers to describe the information contained in many scores with just a few indices, such as the mean and median" (Fraenkel, Wallen, and Hyun, 2012, p. 187).

Research Question Two addressed how the reported use of communicative instructional strategies used by instructors of only ESL, versus instructors of ESL and foreign language, or instructors of only foreign language, differ.   For Research Question Two, first descriptive statistics documented the frequency of communicative instructional strategies used by

participants who teach ESL only, versus participants who teach both ESL and foreign languages, or participants who teach only foreign languages (FL). Then, *t* tests for unequal sample sizes were applied in order to analyze each strategy. Survey items 16 to 23 are analyzed for this research question. Steinberg (2010) explains that a *t* test for unequal sample sizes is used to compare two populations when sample sizes are unequal.

Research Question Three addressed the relationship between instructors' academic preparation and target language use in class. For Research Question Three, first descriptive statistics documenting the frequency, the mode, the mean, and the SD were applied in order to document instructor academic preparation and communicative instructional strategies used when teaching. World Language Communicative Instructional Strategies Survey items 16 to 23 from Section II B and survey items 30, 32-37, 39 and 40 from Section III A were used for this research question. Survey items 16 to 23, in Section II B document participants' reported use of communicative in-target-language instructional strategies when teaching. Survey items 30 through 40, in Section III A, document participants' reported academic preparation received in order to use specific in-target-language communicative instructional strategies when teaching. On this Likert-like scale, four means Strongly Agree, three means Agree, two means Disagree, and one means Strongly Disagree.

According to Fraenkel, Wallen, and Hyun, "when the data for both variables are expressed in terms of quantitative scores, the Pearson *r* is the appropriate correlation coefficient to use" (2012, p. 208). For Research Question Three, Pearson *r* tests were calculated in order to measure the extent of the relationship between participants' reported academic preparation and participants reported use of communicative in-target-language strategies when teaching. Steinberg (2011) explains that a Pearson *r* test measures "the linear relationship between two

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variables that have both been measured on at least an interval level" (p. 432).

Research Question Four measured the relationship between participants' reported pedagogical beliefs and their reported target language use when teaching. Survey items 16, 20, 21, and 22 documenting instructors' teaching strategies (Section II B) were analyzed. Survey items 42 to 45, documenting instructors' pedagogical beliefs (Section III B), were also analyzed for this research question. For survey items 42 to 45, four means Strongly Agree, three means Agree, two means Disagree, and one means Strongly Disagree. For Research Question Four, first descriptive statistics documenting the frequency, the mode, the mean, and the SD were applied to show participants' pedagogical beliefs and their target language use in class. Then survey items 16 and 42, 21 and 43, 22 and 44, and 20 and 45 were paired for statistical analysis. A Pearson *r* test was calculated, for each pair, in order to measure the relationship between world language instructor pedagogical beliefs and target language use in class.

Qualitative Analysis of Data

In order to analyze the qualitative information provided in Section IV of the survey and the six structured interviews, the researcher took several steps. The researcher recorded and transcribed the responses, put them into theme-based categories, and analyzed them for significance. Then, the qualitative data were incorporated into the research question responses. Qualitative data "involves analyzing, synthesizing and reducing the information the researcher obtains from various sources" (Fraenkel, Wallen, & Hyun, 2012, p.431).

Table 1 shows the research questions, the dependent variable, the independent variables, the data sources, and the methods of analysis used for each research question. In Table 1 the survey is referred to as World Language Survey for the purposes of brevity.

Table 1

Research Questions, Variables, Data to be Tested, Methods of Analysis

Research Questions	Dependent Variable	Independent Variables Tested	Methods of Analysis
1. To what extent do world language instructors report using specific comm. instructional strategies?	Teaching World Language	World Lang. Survey items 16 - 23	Descriptive Statistics Mode / mean Standard Deviation 6 interviews
2. How does the reported use of comm. instructional strategies used by ESL only instructors, versus instructors of ESL and foreign lang., or foreign lang. only, differ?	Teaching World Language	World. Lang. Survey items 16 - 23	Descriptive Statistics Mode / mean Standard Deviation *t* tests 6 interviews
3. To what extent is there a relationship between instructors' academic prep. and their use of specific in-target-language comm. instructional strategies?	Teaching World Language	World. Lang. Survey items 16 - 23 & 30, 32-37, 39, 40	Descriptive Statistics Mode / mean Standard Deviation Pearson *r* tests 6 interviews
4. To what extent is there a relationship between instructors' pedagogical beliefs and target language use in class?	Teaching World Language	World. Lang. Survey items 16, 20, 21, 22 & 42 - 45	Descriptive Statistics Mode / mean Standard Deviation Pearson *r* tests 6 interviews

Additional Information

This research study has revealed additional information that is related to instructors'

lesson planning, students' behavior in class, and instructors' experiences as professionals in the

field of second language acquisition. The World Language Communicative Instructional

Strategies Survey (Survey Section II A, Appendix B) has a section on instructor lesson planning.

Descriptive statistics encompassing the mode and the mean were run for each instructor planning

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survey items 11 through 15. The information is documented in Likert-like scale; number four

means Regularly, three means Sometimes, two means Seldom, and one means Never.   The

World Language Instructor Survey (Survey Section II C, Appendix B) also has a section on

students' behavior in class. Descriptive statistics encompassing the mode and the mean were run

for each instructor planning survey items 24 through 27. This information is also presented in

Likert-like scale; number four means Regularly, three means Sometimes, two means Seldom,

and one means Never. The last segment of additional information obtained from this research

study pertains to the reported experience of instructors, as they work as professionals in the field

of second language acquisition. This information has been compiled from World Language

Communicative Instructional Strategies Survey Section IV (Appendix B), and the structured

interviews (Appendix G).

<center>Summary</center>

Chapter three explained the purpose of this research and the methodology employed. It

has several parts, beginning with the introduction to this chapter. The second part described the

instructors who participated in this survey research. The third section described the

instrumentation used for this research, which is the World Language Communicative

Instructional Strategy Survey. Then, procedures used for research, data collection, and data

analysis follow. The summary concludes chapter three. Results are discussed in chapter four.

CHAPTER 4: PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this study was to investigate second language instructor self-reported use of communicative instructional strategies in class. This study was guided by four research questions. Research Question One investigated to what extent world language instructors reported using specific instructional strategies. Research Question Two investigated the difference between communicative instructional strategies used by instructors of only ESL, versus instructors of ESL and foreign languages, and instructors of only foreign languages. Research Question Three investigated the extent of the relationship between instructors' academic preparation and their use of specific in-target-language communicative instructional strategies. Research Question Four investigated the extent of the relationship between instructors' pedagogical beliefs and target language use in class. To answer these four questions, the World Language Communicative Instructional Strategies Survey (Appendix B) and a structured interview (Appendix G) were administered to the world language instructors who participated in this research. Throughout this research, the term world language encompasses the study of foreign languages and English-as-a-Second-Language (ESL) because all of them refer to a form of teaching or learning of a second language. Chapter four presents the results of the data analysis obtained to answer the four research questions. It also presents additional information that surfaced during the qualitative component of this research. Additional information includes instructor planning, students' behavior in class, and instructors' perspectives and experiences in the field of world language study and second language acquisition. A summary concludes this chapter.

<p style="text-align:center;">Participants</p>

Background information about the instructors who participated in this research was obtained from Section 1, questions 1 through 10, of the World Language Communicative Instructional Strategies Survey (Appendix B). Of the 88 instructors invited to participate in this survey research, 53 participants responded to the survey for a response rate of 60%. However, five of the participants did not provide data that are usable because they started the survey, but provided no information. Thus, the number of respondents who provided usable data for this research is 48, and the return rate for these 48 respondents is 55%. Participant employer data are reported as follows: 15 out of 22 instructors work in the Diocese of Orlando, 23 of the 51 instructors work in the Department of Continuing International Education of Valencia College, 10 out of 15 instructors work in the Modern Language Department of Daytona State College (DSC), and 5 instructors who did not specify the institution in which they work. Thus, this research has a total of 48 participants. Data are displayed in Table 2.

Table 2

Participants' and Their Employers (N=48)

	Diocese of Orlando n	Valencia College n	Daytona State College n	Total N
Invited to participate	22	51	15	88
Participated	15	23	10	48

World Language Teaching Experience of Participants

The teaching expertise of participants was measured by the number of teaching-experience years a participant had completed by June, 2014 (Table 3). Forty-eight participants

responded to this survey item. The world language teaching experience of the 15 instructor

participants from the Diocese of Orlando was diverse. Of these, 3 reported having 5 or less years

of teaching experience, 8 reported having between 6 to 15 years, and 4 reported having between

16 to 25 years of experience. All the years of world language teaching experience reported by

instructor participants from the Department of Continuing International Education of Valencia

College were also diverse. Of these, 2 reported having 5 or less years of teaching experience, 12

reported having between 6 and 15 years, 7 reported having between 16 to 25 years, and 2

reported having over 26 years of teaching experience (Table 3). All the years of world language

teaching experience reported by the 10 instructor participants from the Modern Language

Department of Daytona State College also were diverse. Of these, 4 participants reported having

5 or less years of teaching experience, 1 reported having between 6 and 15 years, 3 reported

having between 16 to 25 years, and 2 reported having more than 26 years of teaching experience

(Table 3). The years of teaching experience of the 48 participants in this study are quite varied.

Table 3

Participants' Second Language Teaching Experience by June 30th, 2014 (N = 48)

Years	Diocese of Orlando	Valencia College	Daytona State College	Total
	f	f	f	f
5 or less	3	2	4	9
6 – 15	8	12	1	21
16 – 25	4	7	3	14
26 or more	0	2	2	4

Participants' Academic Preparation and Degrees

The education of participants was also investigated. Participants in this research have credentials that meet the stringent requirements stipulated by the Florida Department of Education that have been discussed in the literature review.   All of the participants in this study reported having bachelor degrees and some participants reported having two bachelor degrees. Thirty participants also reported having master's degrees; one reported having a doctoral degree. Upon reading the results of participants' academic preparation, it is notable that most respondents did not obtain their academic teacher preparation in programs in undergraduate colleges of education. In particular, in Florida, participating in an internship and taking methodology of teaching world language courses are a required component of teacher education programs. In Florida, these courses are also required in order to obtain a world language teaching certification from the Florida Department of Education.

The undergraduate degree majors of participants reflected considerable variety, so for the purposes of clarity, several tables display their majors. Table 4 displays the undergraduate majors of participants and Table 5 displays the foreign language undergraduate degree majors of participants. Table 6 displays the 14 "other areas of" undergraduate majors of participants.

The 15 participants from the Diocese of Orlando majored in varied subjects (Table 4). Most respondents majored in foreign languages. Only two respondents reported majoring in the teaching of a world language. Of these 15 participants, 1 majored in Secondary Education, 11 majored in Foreign Languages, 2 majored in ESL, and 2 majored in other areas. Table 5 displays the 11 Foreign Language participant majors from the Diocese of Orlando. Of these 11 participants, 3 majored in French, 1 majored in French and Spanish, and 7 majored in Spanish.

One participant from the Diocese of Orlando majored in Communications, and the other majored in International Relations (Table 6).

The undergraduate degree majors of the 23 participants from the Department of Continuing International Education of Valencia College show considerable range (Table 4). Only two respondents reported majoring in teaching a world language. The majority of the respondents majored in areas that are entirely disconnected from world language teaching. Of these 23 participants, 2 majored in Secondary Education, 6 majored in Foreign Languages, 2 majored in ESL, and 13 majored in other areas. Table 5 displays the Foreign Language majors of the 6 foreign language majors from the Department of Continuing International Education of Valencia College. Of these six instructors, one majored in German, one majored in English, French, and German, three majored in Spanish, and one majored in Spanish and English. Table 6 displays the 12 "other areas majors" of the 13 participants from the Department of International Education from Valencia College. Of these, one majored in Anthropology, one majored in Business Administration, one majored in Communications, two majored in English, one majored in Health Education, one majored in Health Science, one majored in History, one majored in International Relations, one majored in Organizational Leadership, one majored in Opera-Classical Voice, one majored in Psychology, and one majored in Sociology.

The undergraduate degree majors of the 10 participants from the Modern Language Department of Daytona State College are also displayed (Table 4). Only one instructor reported majoring in the teaching of a world language. These participants gave the following 12 responses: 1 majored in Secondary Education, 7 majored in Foreign Languages, 1 majored in ESL, and 3 majored in other areas. It is salient that 24 of the participants reported majoring in

foreign languages. It is also notable that although many participants teach ESL at Valencia

College, only two reported majoring in ESL.

Table 4

Participants' Undergraduate Degree Majors (N = 48)

_____

Undergraduate Degree Major	Diocese of Orlando f	Valencia College f	Daytona State College f	Total f
Secondary Education	1	2	1	4
Foreign Language	11	6	7	24
ESL	2	2	1	5
Other	2	13	3	18

Table 5 displays the seven Foreign Language majors of participants from the Department

of Modern Languages of Daytona State College. Of these instructors, one majored in French and

Spanish, and six majored in Spanish. According to the information reported and displayed in

Table 5, the predominant undergraduate degree for Foreign Language is Spanish.

Table 5

Participants' Foreign Language Undergraduate Majors

Foreign Language Major	Diocese of Orlando f	Valencia College f	Daytona State College f	Total f
French	3			3
French/ Spanish	1		1	2
German		1		1
English/French/German		1		1
Spanish	7	3	6	16
Spanish/English		1		1

Table 6 displays the three different majors for participants from Daytona State College who reported majoring in "other areas." Of these, one majored in English, one majored in Finance, and one majored in Sign Language Interpretation.

Table 6

Participants' Undergraduate Majors in "Other Areas"

Other Majors	Diocese of Orlando f	Valencia College f	Daytona State College f	Total f
Anthropology		1		1
Business Administration		1		1
Communication	1	1		2
English		2	1	3
Finance			1	1
Health Education		1		1
Health Science		1		1
History		1		1
International Relations	1	1		2
Organizational Leadership		1		1
Opera/Voice		1		1
Psychology		1		1
American Sign Language Interpretation			1	1
Sociology		1		1

As reported by the 48 respondents and displayed in Tables 4, 5, 6, the undergraduate majors and studies of the 48 participants are varied, and the study of foreign languages is the most reported undergraduate major. Majoring in a foreign language does not always indicate that

a person received academic preparation in a teacher preparation program in a college of education. The second most reported major is "other areas" which are disconnected from world language teacher education.

Many World Language Communicative Instructional Strategies Survey participants reported that they have graduate degrees (Table 7). Information related to graduate degrees includes: 8 out of the 15 participants from the Diocese of Orlando have master's degrees, 14 out of the 23 participants from the Department of Continuing International Education from Valencia College have master's degrees, and 1 has a doctorate degree, and 8 out of the 10 participants from the Modern Language Department of Daytona State College also have master's degrees. In total, 31 out of the 48 (65%) participants who responded to this survey item have graduate degrees (Table 7).

Table 7

Participant Graduate Degrees (N=31)

Degrees	Diocese of Orlando f	Valencia College f	Daytona State College f	Total f
Master's	8	14	8	30
Doctorate		1		1

Participants' Language of Speaking and Teaching Expertise

The languages in which participants have teaching and speaking expertise were investigated (Table 8). The 15 participants from the Diocese of Orlando reported teaching and speaking expertise in a variety of world languages. Seven participants have expertise in English,

6 have expertise in French, 1 has expertise in Portuguese, and 10 have expertise in Spanish. The 23 participants from the Department of Continuing International Education from Valencia College also reported having teaching and speaking expertise in several world languages. Valencia College participant data are as follows: 22 instructors have expertise in English, 1 has expertise in French, 1 has expertise in German, 2 have expertise in Italian, 1 has expertise in Lithuanian, 4 have expertise in Portuguese, and 10 have expertise in Spanish (Table 8). The 10 participants from the Modern Language Department from Daytona State College also reported having teaching and speaking expertise in several world languages. Daytona State College participant data are as follows: four reported expertise in American Sign Language (ASL), six reported expertise in English, one reported expertise in French, and seven reported expertise in Spanish (Table 8). Several participants reported having teaching and speaking experience in more than one world language. Thus, participants' reported world language of speaking and teaching expertise reflects eight languages. Furthermore, English followed by Spanish, are the predominant world languages of speaking and teaching expertise of the 48 participants.

Table 8

Participants' Languages of Speaking and Teaching Expertise

_____

Language	Diocese of Orlando *f*	Valencia College *f*	Daytona State College *f*	Total *f*
American Sign Language			4	4
English	7	22	6	35
French	6	1	1	8
German		1		1
Greek				
Italian		2		2
Lithuanian		1		1
Portuguese	1	4		5
Russian				
Spanish	10	10	7	27

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Participants' Language of Teaching

The world languages that are taught by participants were also investigated (Table 9).

Forty-eight participants responded to this item. Several participants reported teaching more than

one world language. The Diocese of Orlando participants' languages of teaching data are as

follows: six teach ESL, six teach French, one teaches Portuguese, and nine teach Spanish.

Valencia College Department of Continuing International Education participants' languages of

teaching data are as follows: 21 teach ESL, 1 teaches German, 1 teaches Italian, 3 teach

Portuguese, and 7 teach Spanish. Daytona State College Modern Language Department

participants' languages of teaching data are as follows: three teach American Sign Language, two teach ESL, one teaches French, and seven teach Spanish. In sum, although participants reported teaching eight world languages, the data reflect that ESL and Spanish are the predominant world languages taught. Furthermore, the data reflect that several participants teach more than one world language.

Table 9

Participants' Language of Teaching (N=48)

| Language | Diocese of Orlando | Valencia College | Daytona State College | Total |
	f	*f*	*f*	*f*
American Sign Language			3	3
English (ESL)	6	21	2	29
French	6		1	7
German		1		1
Greek				
Italian		1		1
Lithuanian				
Portuguese	1	3		4
Russian				
Spanish	9	7	7	23

Participants' Primary Home World Language

The primary home world languages of the respondents were also investigated (Table 10). All 48 participants responded to this survey item. The primary home world languages of the 15

participants from the Diocese of Orlando reflected several languages. Data for the Diocese of Orland are as follows: English is a primary home language of 11 participants, French is a primary home language of 2 participants, Greek is a primary home language of 1 participant, Portuguese is a primary home language of 1 participant, and Spanish is a primary home language of 6 participants. The primary home world languages of the 23 participants from the Department of Continuing International Education of Valencia College also reflected several languages. Data for the 23 Valencia College participants show the following: English is a primary home language of 18 participants, Italian is a primary language of 1 participant, Lithuanian is a primary home language of 1 participant, Portuguese is a primary home language of 2 participants, Russian is a primary home language of 1 participant, and Spanish is a primary home language of 7 participants. The primary home world languages of the ten participants from the Modern Language Department of Daytona State College reflected three languages. Data for the 10 Daytona State College participants show the following: American Sign Language is the primary home language of two participants, English is a primary home language of nine participants, and Spanish is a primary home language of three participants (Table 10). In summary, although participants reported several primary home world languages, English, followed by Spanish, are the predominant ones reported.

Table 10

Participants' Primary Home Language (N=48)

Language	Diocese of Orlando *f*	Valencia College *f*	Daytona State College *f*	Total *f*
American Sign Language			2	2
English	11	18	9	38
French	2			2
Greek	1			1
Italian		1		1
Lithuanian		1		1
Portuguese	1	2		3
Russian		1		1
Spanish	6	7	3	16

Participants' Age Range

The age range of the participants was also surveyed (Table 11). Thirty-eight out of 48 participants provided this data. Of the 15 participants from the Diocese of Orlando, only five answered the questions about their age range. Of these, 1 participant selected the 22 to 30 range, 1 selected the 41 to 50 range, 2 selected the 51 to 60 range, and 1 selected the over 60 range. All of the 23 participants from the Department of Continuing International Education of Valencia College identified their age range as follows: 1 selected the 22 to 30 range, 6 selected the 31 to 40 range, 8 selected the 41 to 50 range, 6 selected the 51 to 60 range, and 2 selected the 60 or more age range. Nine of the 10 participants from the Modern Language Department of

Daytona State College identified their age range. Of these, 1 selected the 22 to 30 range, 2 selected the 31 to 40 range, 4 selected the 51 to 60 range, 2 selected the over 60 range, and one selected to not to disclose his or her age. In sum, participants' predominant reported age range is 51 to 60, followed by 41 to 50. This information is displayed in Table 11.

Table 11

Participants' Age Range (N=38)

Age	Diocese of Orlando *f*	Valencia College *f*	Daytona State College *f*	Total *f*
22 - 30	1	1	1	3
31 - 40		6	2	8
41 - 50	1	8		9
51 - 60	2	6	4	12
60 +	1	2	2	5
Prefer not disclose			1	1

Participants' Gender

Thirty-eight out of 48 participants responded to this survey item requesting for them to identify gender (Table 12). Out of the15 participants from the Diocese of Orlando, 5 responded. Of these, two identified themselves as males and three identified themselves as females. The 23 participants from the Department of Continuing International Education of Valencia College reported on their gender. Of these, 20 identified themselves as females and 3 identified themselves as males. Ten out of the 10 participants from the Modern Language Department of

Daytona State College also reported on their gender. Of these, three identified themselves as

males, six identified themselves as females, and one preferred not to disclose his or her gender.

In summary, as displayed in Table 12, over two-thirds of the 48 participants are females.

Table 12

Participants' Gender (N=38)

Gender	Diocese of Orlando	Valencia College	Daytona State College	Total
	f	*f*	*f*	*f*
Male	2	3	3	8
Female	3	20	6	29
Prefer not disclose			1	1

Testing the Research Questions

Research Question One

Research Question One: To what extent do world language instructors report using

specific communicative instructional strategies?

To answer this question, items 16 through 23 of the World Language Communicative

Instructional Strategies Survey were used. Descriptive statistics, including the frequency (Table

13), the mode, the mean, and the standard deviation (Table 14), were run for each item. The

frequency information is documented in Likert-like scale (4 = Regularly, 3 = Sometimes,

2 = Seldom, 1 = Never). Statistical information is followed by the qualitative results of the

open-ended comments obtained from survey item 46. The third and final section includes the

qualitative results obtained from six structured interviews.

Quantitative Data

Survey item 16 investigated the use of in-target-language clarification phrases when teaching. Forty-six out of 48 participants responded. The frequency (Table 13) reported for the 46 respondents was recorded as follows: 35 (76.1%) for Regularly, 7 (15.2%) for Sometimes, 4 (8.7%) for Seldom, and 0 for Never. Two (4%) participants did not respond to this survey item. For item 16, the use of in-target-language clarification phrases, the mode is 4, the mean is 3.67, and the standard deviation is .634 (Table 14). Results indicate that most participants reported a regular use of in-target-language clarification phrases; however, the finding that 2 (4%) of the participants reported Never using this strategy is educationally significant because this strategy is a foundation for communicative language practice and language acquisition.

Survey item 17 investigated second language instructor adjustment of in-target-language teacher talk to student proficiency levels. Forty-seven out of 48 participants responded. The frequency (Table 13) shows the 47 responses as follows: 40 (85.1%) for Regularly, 5 (10.6%) for Sometimes, 2 (4.3%) for Seldom, and 0 for Never. One participant did not respond to this survey item. For item 17, the adjustment of in-target-language teacher talk to student proficiency level, the mode is 4, the mean is 3.81, and the standard deviation is .495 (Table 14). Results indicate that most participants reported the Regular use of in-target-language teacher talk adjustment. Nonetheless, 2 (4%) of the participants reported Seldom using this strategy.

Survey item 18 investigated world language instructor modeling of in-target-language exercises. Forty-seven out of 48 participants responded to this survey item. The frequency (Table 13) reported for the 47 respondents was recorded as follows: 40 (85.1%) for Regularly, 7 (14.9%) for Sometimes, 0 for Seldom, and 0 for Never. For item 18, the modeling of in-target-language exercises, the mode is 4, the mean 3.85, and the standard deviation is .360 (Table 14).

Results indicate that most participants reported the Regular use of modeling in-target-language exercises. This teaching strategy has the highest reported mean of all the survey items, which indicates that it is the most highly applied teaching strategy as reported in this study.

Survey item 19 investigated world language instructor incorporation of visuals during class. Forty-six out of 48 participants responded to this survey item. The frequency (Table 13) reported for the 46 respondents was recorded as follows: 39 (84.8%) for Regularly, 6 (13%) for Sometimes, 1 (2.2%) for Seldom, and 0 for Never. Two participants did not respond. For item 19, the use of visuals when teaching, the mode is 4, the mean is 3.83, and the standard deviation is .437 (Table 14). Results indicate that most participants reported a Regular use of visuals when teaching. This teaching strategy has the second highest reported mean in this survey study, indicating that using visuals when teaching is a highly applied teaching strategy.

Survey item 20 investigated the integration of all four language skills in-the-target language when teaching. Forty-six out of 48 participants responded to this survey item. The frequency (Table 13) reported for the 46 respondents was recorded as follows: 35 (76.1%) for Regularly, 6 (13%) for Sometimes, 4 (8.7%) for Seldom, and 1(2.2%) for Never. Two participants did not respond. For item 20, the integration of all four language skills in-the-target language when teaching, the mode is 4, the mean is 3.63, and the standard deviation is .741 (Table 14). Results indicate that most participants reported the Regular use of all four language skills in-the-target language when teaching; however, one participant reported Seldom applying all four language skills when teaching even though this strategy is part contemporary world language acquisition protocol.

Survey item 21 investigated world language instructors' assuring students are learning actively and collaboratively staying in-target-language 85% to 100% of the time when teaching.

Forty-seven out of 48 participants responded to this survey item. The frequency (Table 13) reported for the 47 respondents was recorded as follows: 34 (72.3%) for Regularly, 10 (21.3%) for Sometimes, 1 (2.1%) for Seldom, and 2 (4.3%) for Never (Table 14). For item 21, world language instructors' assuring that students are learning actively and collaboratively using in-target-language 85% to 100% of the time when teaching, the mode is 4, the mean is 3.62, and the standard deviation is .739 (Table 14). Results indicate the Regular use of this strategy. Nonetheless, 3 participants reported Seldom or Never applying it despite it being part of the standard contemporary language acquisition protocol. Item 21, world language instructors' assuring that students are learning actively and collaboratively using in-target-language 85% to 100% of the time when teaching, has the lowest reported mean of all the strategies in this survey study and the highest reported frequency for never being applied.

Survey item 22 investigated world language instructor use of guided in-target-language practice when teaching. Forty-seven out of 48 participants responded to this survey item. The frequency (Table 13) reported for the 47 respondents was recorded as follows: 36 (76.6%) for Regularly, 8 (17%) for Sometimes, 3 (6.4%) for Seldom, and 0 for Never. One participant did not respond to this survey item. For item 22, world language instructor use of guided in-target-language practice when teaching, the mode is 4, the mean is 3.70, and the standard deviation is .587 (Table 14). Results indicate the Regular use of this strategy. However, 3 (6.4%) of the participants reported Seldom using this strategy, which is part of the standard contemporary language acquisition protocol.

Survey item 23 investigated world language instructor assuring students' independent target language practice when teaching. Forty-seven of the 48 participants responded to this survey item. The frequency (Table 13) reported for the 47 respondents was recorded as follows:

35 (74.5%) for Regularly, 8 (17%) for Sometimes, 4 (8.5%) for Seldom, and 0 for Never. One participant did not respond to this survey item. For item 23, world language instructor assuring students' independent guided target language practice when teaching, the mode is 4, the mean is 3.66, and the standard deviation is .635. Results indicate the Regular use of this strategy. Nonetheless, 4(8.5%) of the participants reported Seldom applying this strategy, which is also part of the standard contemporary language acquisition protocol.

Participants reported extensive use of specific communicative instructional strategies when teaching. Several salient reported points are illustrated in Table 13. First, this table illustrates a Regular reported use of: adjustment of in-target-language teacher talk (item17), modeling of in-target-language exercises (item 18), and incorporating use of visuals when teaching (item 19). Eighty-five percent regular use was reported for these strategies. Second, Table13 also illustrates that participants reported at least a 72% Regular use of all other strategies.

In response to Research Question One, participants reported substantial use of communicative instructional strategies when teaching, but they also reported using strategies that directly connect to communicative language teaching the least.

Table 13

Participants' Reported Language and Specific Communicative Instructional Strategies Use When Teaching (N=47)

Item and Survey Stem	Response Number N	Regularly (4) f (%)	Sometimes (3) f (%)	Seldom (2) f (%)	Never (1) f (%)	Missing f (%)
When teaching you…						
16. use in-target-language clarification phrases.	46	35 (76.1)	7 (15.2)	4 (8.7)	0 (0.0)	2 (4%)
17. adjust in-target-language talk to student level.	47	40 (85.1)	5 (10.6)	2 (4.3)	0 (0.0)	1 (2%)
18. model target language exercises.	47	40 (85.1)	7 (14.9)	0 (0.0)	0 (0.0)	1 (2%)
19. incorporate use of visuals.	46	39 (84.8)	6 (13)	1 (2.2)	0 (0.0)	2 (4%)
20. integrate all 4 language skills in the target language.	46	35 (76.1)	6 (13)	4 (8.7)	1 (2.2)	2 (4%)
21. assure students learn actively using 85% to 100% target language.	47	34 (72.3)	10 (21.3)	1 (2.1)	2 (4.3)	1 (2%)
22. assure communicative guided target language practice.	47	36 (76.6)	8 (17.0)	3 (6.4)	0 (0.0)	1 (2%)
23. assure students' independent target language practice.	47	35 (74.5)	8 (17.0)	4 (8.5)	0 (0.0)	1 (2%)

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Table 14

Mode, Mean, and Standard Deviation for Participants' Reported Use of Specific Communicative Instructional Strategies When Teaching (N=48)

Item and Survey Stem	F	Mo	M	SD	Missing *f (%)*
When teaching you…					
16. use in-target-language clarification phrases.	46	4	3.67	.634	2 (4)
17. adjust in-target-language talk to student proficiency level.	47	4	3.81	.495	1 (2)
18. model target language exercises.	47	4	3.85	.360	1 (2)
19. incorporate use of visuals.	46	4	3.83	.437	2 (4)
20. integrate all 4 language skills in the target language	46	4	3.63	.741	2 (4)
21. assure students learn actively and collaboratively using 85% to100% target language..	47	4	3.62	.739	1 (2)
22. assure communicative guided target language practice.	47	4	3.70	.587	1 (2)
23. assure students' independent target language practice.	47	4	3.66	.635	1 (2)

Qualitative Data

Qualitative data were also gathered in order to answer Research Question One. This

information came for two sources. One source was open-ended item 46 on the World Language

Communicative Instructional Strategies Survey, which requested that participants share thoughts

about the second language acquisition field that they deemed important. The second source of

qualitative data came from the structured interviews conducted with six instructors of world

languages. Lunenburg and Irby (2008) recommend using major themes in order to organize and

present the results of qualitative data; consequently, the qualitative data herein is organized into

major themes that emerged from the open-ended response in the World Language

Communicative Instructional Strategies Survey and the six structured interviews.

Qualitative Data from the World Language Communicative Instructional Strategies Survey

The Communicative Instructional Strategies Survey item 46, Section IV (Appendix B),

requested that participants provide any comments related to world language instruction and

professional preparation that they thought would be useful to the researcher; they provided

qualitative data about specific communicative strategies used in class. Twenty-one participants

responded to the open-ended opportunity to share their thoughts, and of these, 12 specifically

addressed communicative strategies. The following themes emerged as a result of these open-

ended responses: (1) language learning process; and, (2) communicative activities.

Information reported on the language learning process indicates that the participants

believe students of language must learn about the human brain and the communicative language

learning process, and they must be presented with a curriculum that incorporates all four skills in

learning. The amount of academic material was identified as an issue that affects the language

learning process. Some instructors stated that too much material made it difficult for students to

learn the language in ways that they can use. Participants also stated that their personal journey

with world language learning helped them understand the language learning process. One

participant expressed that, "I work in a communicative approach teaching environment. The

amount of language a student is expected to learn and apply is set at a very logical level because

it incorporates processing time of all four language skills." Participants also addressed

communicative activities, saying that communicative teaching strategies are necessary at each

level of second language acquisition.

Table 15

Themes Derived from the World Language Communicative Instructional Strategies Survey
(N = 12)

_____

Theme	Participants	Selected Comments
Language Learning Process	6	As a student and teacher of second language, I believe the best way to learn a language is by speaking, listening, and practicing it.
		At the college level, too many chapters and materials are covered to have time for students to practice language at a level to which they are able to transfer this learning to usage in their own lives.
		Studying Italian as a second language and traveling to Italy helped me understand the second language acquisition process my students experience.
Communicative Activities	6	As an instructor of English and Portuguese, I believe that we need to conduct our class in a communicative way incorporating the four pillars of language into our teaching and using multiple communicative activities to achieve our goal.
		I use various cross-curricular instructional strategies, as a language instructor, that I have acquired in my educator certification program and in periodic professional development training.

_____

Qualitative Data from Six Structured Interviews

The researcher conducted six, in person, structured interviews to obtain further input from participants regarding what communicative instructional strategies participants found helpful to use in class. The following themes emerged as a result of these interviews: (1) communicative language teaching using the target language, (2) teaching students about the second language learning process, and (3) incorporating all four language skills. As was manifested in the quantitative data, participants expressed support for using communicative instructional strategies in the target language.

Table 16

Themes Derived from Six Structured Interviews (N = 6)

_____

Theme	Participants	Selected Comments
Communicative Language Teaching Using in-target-Language Activities	6	It is useful to train students on French support vocabulary, so they can start using French as of the first day of class. It is useful to apply communicative teaching strategies and target language use starting on the first day of class, so students are trained early in communicative language use. I find that giving students the opportunity to work in pairs, in the target language, to create skits, practice dialogues, bring food to class and talk about it, are all good things that motivate students to use the target language.
Language Learning Process	5	I find it useful to explain to students and parents how humans acquire and process language. The most useful strategy to use is to start off a class by explaining the language learning process to students. I talk about 'brain and language acquisition' and this helps them be in charge of their learning.
Incorporating All Four Language Skills	2	It is useful to address all four language skills and cultural components when teaching.

_____

A comparison of themes discussed by participants indicates that communicative language teaching and strategies and the language learning process were discussed in the open-ended report and in the six structured interviews, and these themes are essential to teaching in a communicative approach world language, or second language, learning environment. Table 17 illustrates an overall comparison of the qualitative communicative instructional strategies themes identified in open-ended survey item 46 and the six structured interviews.

Table 17

Overall Theme Comparison of Communicative Instructional Strategies Use

_____

Theme	Open-Ended Survey Item	Structured-Interview Theme
Communicative Activities	X	X
Language Learning Process	X	X
Incorporating All Four Language Skills		X

_____

Research Question One investigated the extent to which world language instructors reported using specific communicative instructional strategies when teaching. The quantitative and qualitative data that were gathered and analyzed indicate that participants reported over 70% Regular use of communicative instructional strategies when teaching. The qualitative data gathered from the open-ended question and the six structured interviews also support the Regular reported use of communicative instructional strategies (Table 13, Table 14).

Research Question Two: How does the reported use of communicative instructional strategies used by ESL only instructors, versus instructors of ESL and foreign language, or foreign language only, differ?

To answer this question, descriptive statistics were applied to document the frequency of communicative instructional strategies used by participants who teach ESL only, versus participants who teach both ESL and foreign language, or participants who teach foreign language only (FL). Then, paired sample *t* tests were applied to analyze each strategy. Data from survey items 16 to 23 were analyzed for this research question. Finally, results of qualitative research that pertain to this research question were analyzed.

Quantitative Data

Table 18 displays the reported use of communicative instructional strategies. This information is presented in pairs that differentiate between the reported information of participants who teach ESL only, versus participants who teach both ESL and foreign language, or foreign language only. Participants who teach ESL only reported a higher use of communicative instructional strategies in all but one pair. The highest difference in use of communicative instructional strategies is reflected in pairs 5 and 6. The range for the means of participants who teach ESL only is 3.73 to 3.90. The range for the means of participants who teach both ESL and foreign languages, or foreign languages only is 3.23 to 3.82. Therefore, participants who teach ESL only reported a slightly high use of communicative instructional strategies than participants who teach both ESL and foreign language, or foreign language only. Paired samples *t* tests for each communicative instructional strategy survey are displayed in Table 19. Each sample *t* test was analyzed for statistically significant differences.

Table 18

Frequency of Communicative Instructional Strategies Use (N = 47)

_____

Paired Samples		N	Mean	SD	Std. Error Mean
Pair 1	Use of Clarification Phrases				
	ESL	30	3.73	.583	.106
	FL	16	3.56	.727	.181
Pair 2	Adjustment Target Language				
	ESL	30	3.80	.550	.100
	FL	17	3.82	.392	.095
Pair 3	Model Target Language				
	ESL	30	3.90	.305	.055
	FL	17	3.76	.437	.106
Pair 4	Use of Visuals				
	ESL	30	3.86	.345	.063
	FL	16	3.75	.577	.144
Pair 5	Use of All 4 Language Skills				
	ESL	30	3.76	.568	.103
	FL	16	3.37	.957	.239
Pair 6	85% - 100% In-Target-Language Active Learning				
	ESL	30	3.83	.461	.084
	FL	17	3.23	.970	.235
Pair 7	Guided Language Practice				
	ESL	30	3.80	.484	.088
	FL	17	3.52	.717	.174
Pair 8	Independent Lang. Practice				
	ESL	30	3.73	.583	.106
	FL	17	3.52	.717	.174

_____

$p < .05$

Pair 1: Clarification Phrases

A paired samples *t* test (Table 19) did not reveal a statistically significant difference between the mean amount of clarification phrases used by participants who teach only ESL (M = 3.73, s = .583) versus the mean amount of clarification phrases used by participants who teach both ESL and foreign languages, or foreign languages only (M = 3.56, s = .727).   The calculated *t* test for equality of means is .868. The *df* for this pair is 44. For a two-tailed *t* test at *a* = .05, the critical *t* is 2.01. Given that the calculated *t* of .868 does not meet or exceed the critical *t* of 2.01, there is not enough evidence to conclude that a statistically significant difference exists between the clarification phrases used by participants who teach only ESL, versus those who teach both ESL and foreign language, or foreign language only. The result reads as follows: *t* (44) = .868, p > .05.

Pair 2: Target Language Adjustment to Student Language Level

A paired samples *t* test (Table 19) did not reveal a statistically significant difference between the mean amount of target language adjustment applied by participants who teach only ESL (M = 3.80, s = .550), versus participants who teach both ESL and foreign language, or foreign language only (M = 3.82, s = .392). The calculated *t* test for equality of means is -.155. The *df* for this pair is 45. Given that the calculated *t* of -.155 does not meet or exceed the critical *t* of 2.01, there is not enough evidence to conclude that a statistically significant difference exists between the target language adjustment applied by participants who teach only ESL, versus those who teach both ESL and foreign language, or only foreign language. The result reads as follows: *t* (45) = -.155, p > .05.

Pair 3: *Modeling In-Target-Language Exercises*

A paired samples *t* test (Table 19) did not reveal a statistically significant difference between the mean amount of modeling in-target-language exercises applied by participants who teach only ESL (M = 3.90, s = .305), versus participants who teach both ESL and foreign languages, or foreign languages only (M =3.76, s =.437). The calculated *t* test for equality of means is 1.24. The *df* is 45. Given that the calculated *t* of 1.24 does not meet or exceed the critical *t* of 2.01, there is not enough evidence to conclude that a statistically significant difference exists between the in-target-language modeling strategies applied by participants who teach only ESL, versus those who teach both ESL and foreign language, or foreign language only. The result reads as follows: *t* (45) = 1.24, p > .05.

Pair 4: Use of Visuals

A paired samples *t* test (Table 19) did not reveal a statistically significant difference between the mean amount of visuals used by participants who teach only ESL (M = 3.86, s = .345), versus participants who teach both ESL and foreign languages, or foreign languages only (M = 3.75, s = .577). The calculated *t* test for equality of means is .859. The *df* is 44. Given that the calculated *t* of .859 does not meet or exceed the critical *t* of 2.01, there is not enough evidence to conclude that a statistically significant difference exists between the use of visuals reported by participants who only teach ESL, versus those who teach both ESL and foreign language, or foreign language only. The result reads as follows: *t* (44) = .859, p > .05.

Pair 5: Integration of all Four Language Skills

A paired samples *t* test (Table 19) did not reveal a statistically significant difference between the mean amount of integration of all four language skills in the target language applied by participants who teach only ESL (M = 3.76, s = .568), versus participants who teach both ESL

and foreign language, or foreign language only (M = 3.37, s = .957). The calculated *t* test for equality of means is 1.74. The *df* is 44. Given that the calculated *t* of 1.74 does not meet or exceed the critical *t* of 2.01, there is not enough evidence to conclude that a statistically significant difference exists between the in-target-language modeling strategies applied by participants who teach only ESL, versus those who teach both ESL and foreign language, or foreign language only. The result reads as follows: *t* (44) = 1.74 > .05.

Pair 6: Assuring Student Learning 85% to 100% in Target Language

A paired samples *t* test (Table 19) revealed a statistically significant difference between the mean of active and collaborative learning using target language 85% to 100% of the time in class of instructors of ESL only (M = 3.83, s = .461), and ESL and foreign languages, or foreign languages only (M = 3.23, s = .970). The calculated *t* test for equality of means is 2.86. The *df* is 45. Given that the calculated *t* exceeds the critical *t* of 2.01, there is enough evidence to conclude that a statistically significant difference exists between the applications of this teaching strategy by instructors of ESL only, versus instructors of ESL and foreign language, or foreign language only. The results read as follows: *t* (45) = 2.86, p. < .05.

Pair 7: Assuring Communicative Guided Language Practice

A paired samples *t* test (Table 19) did not reveal a statistically significant difference between the mean amount of assuring communicative guided in-target-language practice applied by participants who teach only ESL (M = 3.80, s = .484), versus participants who teach both ESL and foreign language, or foreign language only (M = 3.52, s = .717). The calculated *t* test for equality of means is 1.54. The *df* is 45. Given that the calculated *t* test of 1.54 does not meet or exceed the critical *t* of 2.01, there is not enough evidence to conclude that a statistically significant difference exists between the assurances of communicative guided in-target-language

practice applied by participants who teach only ESL, versus those who teach both ESL and foreign language, or foreign language only. The result reads as follows: t (45) = 1.54 > .05.

Pair 8: Assuring Independent Target Language Practice

A paired samples t test (Table 19) did not reveal a statistically significant difference between the mean amount of assuring students' independent target language practice applied by participants who teach only ESL (M = 3.73, s = .583), versus participants who teach both ESL and foreign languages, or foreign languages only (M = 3.52, s = .717). The calculated t test for equality of means is 1.05. The *df* is 45. Given that the calculated t test of 1.05 does not meet or exceed the critical t of 2.01, there is not enough evidence to conclude that a statistically significant difference exists between assuring students' independent language practice by participants who teach ESL only, versus those who teach both ESL and foreign language, or only foreign language. The result reads as follows: t (45) = 1.05 > .05.

In summary, in response to Research Question Two, the reported use of specific communicative instructional strategies used by participants who teach ESL only, versus participants who teach both ESL and foreign language, or foreign language only, does not differ very much. Participants who teach only ESL reported a slightly higher frequency of use of communicative instructional strategies (Table 18), but it is significant that the higher use of strategies by ESL only instructors is present in the reported use of almost every strategy. The only paired samples t test that revealed a statistically significant difference addressed instructors assuring that students learn actively and collaboratively using target language 85% to 100% of the time in class (Table 19).

Table 19

Paired Samples t Tests: Use of Communicative Instructional Strategies (N = 47)

Paired Samples	t	df	Sig. (2-tailed)	Mean Dif.	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Pair 1 Clarification Phrases	.868	44	.390	.170	.196	-.226	.567
Pair 2 Target Language Adjustment	-.155	45	.878	-.023	.151	-.329	.282
Pair 3 Model Target Language	1.24	45	.219	.135	.108	-.083	.354
Pair 4 Use of Visuals	.859	44	.395	.116	.135	-.157	.390
Pair 5 Use of 4 Language Skills	1.74	44	.088	.391	.224	-.060	.843
Pair 6 Active Learning	2.86	45	.006	.598	.208	.178	1.01
Pair 7 Guided Language Practice	1.54	45	.130	.270	.175	-.082	.624
Pair 8 Independent. Language Practice	1.05	45	.295	.203	.192	-.183	.591

$p < .05$

Research Question Three

Research Question Three: To what extent is there a relationship between instructors'

academic preparation and their use of specific in-target-language communicative instructional

strategies?

To answer this research question, quantitative and qualitative researches were conducted.

The quantitative findings stem from responses to items 16 to 23(Section II B) and items 29, 30,

32 – 37, 39 and 40 (Section III A) of the World Language Communicative Instructional

Strategies Survey (Appendix B). Survey items 16 through 23 in Section II B provided responses

related to participants' reported use of specific in-target-language communicative instructional

strategies when teaching. Responses to survey items 29, 30, 32 – 37, 39, and 40 provided data

related to participants' reported academic preparation received to use specific in-target-language

communicative instructional strategies when teaching. Survey items responses to 16 and 33, 17

and 34, 18 and 35, 19 and 36, 20 and 37, 20 and 30, 21 and 32, 22 and 39, and 23 and 40 were

paired for analysis. For each survey item pair, descriptive statistics were applied. Then, Pearson *r*

correlations were calculated for each pair to measure the extent of the relationship between

participants' target language use in class and the reported academic preparation they received in

order to use specific in-target-language communicative instructional strategies when teaching.

Qualitative data were also compiled. This data were gathered via the World Language

Communicative Instructional Strategies Survey Section IV, item 46 (Appendix B), and the six

structured interviews conducted (Appendix G). A summary concludes the documentation for

findings of Research Question Three.

Quantitative Data

Frequency results for participants' reported use of specific in-target-language communicative instructional strategies when teaching are illustrated in Table 13 (4 = Regularly, 3 = Sometimes, 2 = Seldom, 1 = Never). Frequency results for the reported academic preparation participants' received to use communicative instructional strategies are illustrated in Table 20 (4 = Strongly Agree, 3 = Agree, 2 = Disagree, 1 = Strongly Disagree). Statistical analysis for each pair follows.

Pair 1: In-Target-Language Clarification Phrases

World Language Communicative Instructional Strategies Survey items 16 and 33 addressed in-target-language clarification phrases (Appendix B). Survey item 16 (Table 13) investigated the frequency of participants' reported use of in-target-language clarification phrases when teaching. Table 13 illustrates that 46 out of 48 participants responded to survey item 16. Of these, 76.1% reported use of in-target-language clarification phrases on a Regular basis, and slightly more than 15% reported using them Sometimes. Table 14 displays a mode of 4 and a mean of 3.67 for survey item 16. These results show that most participants reported Regular use of in-target-language clarification phrases. Slightly more than 91% of all participants reported using in-target-language clarification phrases.

Survey item 33 (Table 20) investigated the academic preparation participants received to use in-target-language clarification phrases when teaching. Table 20 illustrates that 44 out of 48 participants responded to this survey item. Results showed that only 43% of the participants Strongly Agree that their academic preparation prepared them to use in-target-language clarification phrases when teaching. Results also show that 27.3% of the participants reported either Disagree or Strongly Disagree that the academic preparation they received prepared them

to use in-target-language clarification phrases when teaching. Survey results point to a

discrepancy between the reported Regular use of in-target language clarification phrases (76.1%,

Table 13) and the Strongly Agree belief of having been taught how to do so (43%, Table 20).

Table 21 displays a mode of 4 and a mean of 2.98 for participants' academic preparation to use

in-target-language clarification phrases. Although both survey items 16 and 33 have a mode of

4, item 16 has a mean of 3.67, while item 33 has a mean of 2.98. This indicates that the reported

use of clarification phrases is higher than the reported academic preparation received in order to

do so.

A Pearson r correlation was calculated for survey items 16 and 33 to determine the

relationship between participants' use of in-target-language clarification phrases when teaching,

and the academic preparation they received in order to use in-target-language clarification

phrases when teaching. The Pearson r correlation for these two items is .467. The df for this

study is 44 - 2 = 42. For a two-tailed test at a = .05, the critical r is .297. Given that the

calculated r of +.467 exceeds the critical r of .297, there is enough evidence to conclude that a

statistically significant relationship exists between survey item 16 and survey item 33. The result

reads as: r (42) = +.467, p < .05.

Pair 2: Instructors' In-Target-Language Teacher Talk

World Language Communicative Instructional Strategies Survey items 17 and 34

addressed participants' language, or teacher talk, when teaching (Appendix B). Table 13

displays that 47 out of 48 participants responded to this survey item. The frequency reported for

the 47 respondents was recorded as follows: 40 (85.1%) for Regularly, 5 (10.6%) for

Sometimes, and 2 (4.3%) for Seldom. Eighty-five percent of the participants reported Regular

use of teacher talk adjustment. The mode, the mean, and the standard deviation are displayed in

Table 14. This table illustrates a mode of 4, a mean of 3.81, and a standard deviation of .495.

Results show that 85% of the participants reported that they adjust their teacher talk to their

students' proficiency level.

Survey item 34 investigated the academic preparation participants received to adjust their

in-target-language teacher talk to their students' proficiency level.   Table 20 displays that 44 out

of 48 instructors responded to this survey item. The frequency reported for the 44 respondents

was recorded as follows: 22 (50%) for Strongly Agree, 9 (20.5%) for Agree, 6 (13.6%) for

Disagree, and 7 (15.9%) for Strongly Disagree. Results reported for survey item 34 (Table 20)

show that almost 30% of the participants do not think that their academic preparation prepared

them to adjust their teacher talk to student proficiency level. Table 21 displays a mode of 4, a

mean of 3.05, and a standard deviation of 1.140 for academic preparation participants received in

order to adjust their teacher talk to students' proficiency level. Although both survey items 17

and 34 have a mode of 4, item 17 has a mean of 3.81 (Table14), whereas item 34 has a mean of

3.05 (Table 21). Results reported indicate a contrast between a Regular reported use of teacher-

talk adjustment (85%, Table 13), and a lower agreement at the academic preparation received to

do so (70%, Table 21). Thirty percent of the participants do not think they were well prepared to

adjust their teacher talk. The reported adjustment of teacher talk is higher than the reported

academic preparation received to do so.

A Pearson *r* correlation was calculated for survey items 17 and 34 in order to determine

the relationship between participants' adjustment of their in-target-language teacher talk to

student level and the academic preparation they received in order to do so. The Pearson *r*

correlation for these two items is .206. The *df* for this study is 44 -2 = 42. For a two-tailed test

at *a* =.05, the critical *r* is .297. Given that the calculated *r* of .206 does not meet or exceed the

critical *r* of .297, there is not enough evidence to conclude that a statistically significant

relationship exists between survey item 17 and survey item 34. The result reads as: *r* (42) =

+.206, *p* > .05.

<p align="center">*Pair 3: Participants' Modeling of Target Language Exercises*</p>

World Language Communicative Instructional Strategies Survey Items 18 and 35

addressed participants' modeling of target-language exercises (Appendix B). Survey item 18

(Table 13) investigated the frequency of participants modeling in-target-language exercises.

Table 13 illustrates that 47 out of 48 participants responded. The frequency reported for the 47

respondents was recorded as follows: 40 (85.1%) for Regularly and 7 (14.9%) for Sometimes.

The mode, the mean, and the standard deviation are documented in Table 14. This table

illustrates a mode of 4, a mean of 3.85, and a standard deviation of .360. The 3.85 mean denotes

a high use of modeling. One hundred percent of the participants reported modeling target

language Sometimes or Regularly (Table 14).

Survey item 35 investigated the academic preparation participants received to model in

target language exercises. Table 20 illustrates that 44 out of 48 participants responded to this

survey item. The frequency reported for the 44 respondents was recorded as follows: 22 (50%)

for Strongly Agree, 12 (27.3%) for Agree, 5 (11.4%) for Disagree, and 5 (11.4%) for Strongly

Disagree. Table 20 displays that 77% of the participants think their academic preparation taught

them how to model in-target-language exercises. However, to the contrary, 22.8% think that

they were not taught at all. Table 21 illustrates a mode of 4, a mean of 3.16, and a standard

deviation of 1.033 for survey item 35. Although both survey items 18 and 35 have a mode of 4,

item 18 has a mean of 3.85 (Table 14), whereas item 35 has a mean of 3.16 (Table 21). Thus,

even though 77% of the participants reported that their academic preparation taught them how to

<p align="center">112</p>

model target language exercises, more than 22% reported that they were not taught how to do so.

A Pearson *r* correlation was calculated for survey items 18 and 35 in order to determine the relationship between participants' modeling of target language exercises and the academic preparation they received in order to do so. The Pearson *r* correlation for these two items is .311. The *df* for this study is 44 -2 = 42. For a two-tailed test at *a* =.05, the critical *r* is .297. The calculated *r* of .311 meets and exceeds the critical *r* of .297. Given that the calculated *r* of .311 exceeds the critical *r* of .297, there is enough evidence to conclude that a relationship exists between survey item 18 and survey item 35. The result reads as: *r* (42) = +.311, *p* < .05.

Pair 4: Participants' Use of Visuals in Class

World Language Communicative Instructional Strategies Survey items 19 and 36 addressed the use of visuals in class (Appendix B). Survey item 19 (Table 13) investigated the frequency of participants' use of visuals in class. Table 13 illustrates that 46 out of 48 instructors responded to this survey item. The frequency reported for the 46 respondents was recorded as follows: 39 (84.8%) for Regularly and 6 (13%) for Sometimes, and 1 (2.2%) for Seldom. Table 14 illustrates a mode of 4, a mean of 3.83, and a standard deviation of .437 for this survey item. More than 97% of the participants reported using visuals in class (Table 13).

Survey item 36 investigated the academic preparation that participants received to incorporate the use of visuals when teaching. Table 20 illustrates that 44 out of 48 participants responded. The frequency reported for the 44 respondents was recorded as follows: 21 (47.7%) for Strongly Agree, 18 (40.9%) for Agree, 1 (2.3%) for Disagree, and 4 (9.1%) for Strongly Disagree. Table 21 illustrates a mode of 4, a mean of 3.27, and a standard deviation of .899 for survey item 36. Although the mode for survey items 19 and 36 is 4, item 19 has a mean of 3.83 (Table 14), whereas item 36 has a mean of 3.27 (Table 21). This indicates that the reported use

of visuals is higher than the reported academic preparation received to apply this strategy.   Thus,

even though more than 88% of the participants think that their academic preparation taught them

how to incorporate the use of visuals, almost 12% reported that they were not taught how to do

so (Table 20).

A Pearson r correlation was calculated for survey items 19 and 36 in order to determine

the relationship between participants' use of visuals when teaching and the academic preparation

they received in order to do so. The Pearson r correlation for these two items is .130. The df for

this study is 43 - 2 = 41. For a two-tailed test at a =.05, the critical r is .300. The calculated r of

.130 does not meet or exceed the critical r of .300. Given that the calculated r of .130 does not

meet or exceed the critical r of 300, there is not enough evidence to conclude that a relationship

exists between survey item 19 and survey item 36. The result reads as: r (41) = +.300, p > .05.

Pair 5: Participants' Integration of All Four Language Skills in the Target Language

World Language Communicative Instructional Strategies Survey items 20 and 37

addressed the integration of all four language skills in the target language (Appendix B). Survey

item 20 (Table 13) investigated the frequency of participants' incorporation of all four language

skills in the target language. Table 13 illustrates that 46 out of 48 participants responded. The

frequency reported for the 46 respondents was recorded as follows: 35 (76.1%) for Regularly

and 6 (13%) for Sometimes, and 4 (8.7%) for Seldom, and 1 (2.2%) for Never. Table 14

illustrates a mode of 4, a mean of 3.63, and a standard deviation of .741. Results indicate that

76% of the participants reported regular integration of all four language skills when teaching

(Table 14).

Survey item 37 investigated the academic preparation participants received in order to

integrate all 4 language skills when teaching. Table 20 illustrates that 44 out of 48 participants

responded. The frequency reported for the 44 respondents was recorded as follows: 23 (52.3%) for Strongly Agree, 8 (18.2%) for Agree, 5 (11.4%) for Disagree, and 8 (18.2%) for Strongly Disagree. Table 21 displays a mode of 4, a mean of 3.05, and a standard deviation of 1.180 for survey item 37. Although items 20 and 37 have a mode of 4, item 20 has a mean of 3.63 (Table 14), whereas item 37 has a mean of 3.05 (Table 21). This indicates that the reported incorporation of all four language skills when teaching is higher than the reported academic preparation received to apply this teaching strategy. Twenty-nine percent of the participants reported that they were not taught how to integrate all four language skills when teaching (Table 20).

A Pearson r correlation was calculated for survey items 20 and 37 in order to determine the relationship between participants' integration of all four language skills when teaching and the academic preparation they received in order to do so. The Pearson r correlation for these two items is .394. The *df* for this study is 43 - 2 = 41. For a two-tailed test at a =.05, the critical r is .300. The calculated r of .394 meets and exceeds the critical r of .300. Given that the calculated r of .394 meets and exceeds the critical r of .300, there is enough evidence to conclude that a relationship exists between survey item 20 and survey item 37. The result reads as: r (41) = +.300, p < .05.

Pair 6: Participants' Planning Activities Incorporating All Four Language Skills

World Language Communicative Instructional Strategies Survey item 20 was also analyzed in relation to survey item 30 (Appendix B). Survey item 20 (Table 13) addressed the integration of all four language skills in the target language (Appendix B). Survey item 30 (Table 20) investigated the academic preparation participants received to plan activities that incorporate speaking, listening, reading, and writing in the target language. Table 20 illustrates

that 43 out of 48 participants responded to item 30. The frequency reported for the 43

respondents was recorded as follows: 24 (55.8%) for Strongly Agree, 6 (14.0%) for Agree, 7

(16.3%) for Disagree, and 6 (14.0%) for Strongly Disagree. Table 21 illustrates a mode of 4, a

mean of 3.12, and a standard deviation of 1.138 for survey item 30. Although both survey items

20 and 30 have a mode of 4, item 20 has a mean of 3.63 (Table 14), whereas item 30 has a mean

of 3.12 (Table 21). This indicates that the reported use of four language skills when teaching is

higher than the reported academic preparation received to plan activities that incorporate all of

the four language skills when teaching. Results indicate that almost 30% of the participants

reported that they were not taught how to plan activities that incorporate all language skills when

teaching (Table 20).

A Pearson *r* correlation was also calculated for survey items 20 and 30 in order to

determine the relationship between participants' integration of all four language skills when

teaching and the academic preparation they received in order to plan activities that integrate all

four language skills when doing so. The Pearson *r* correlation for these two items is .402. The

df for this study is 42 - 2 = 40. For a two-tailed test at *a* =.05, the critical *r* is .304. Given that

the calculated *r* of .402 meets and exceeds the critical *r* of .304, there is enough evidence to

conclude that a relationship exists between survey item 20 and survey item 30. The result reads

as: *r* (40) = +.304, *p* < .05.

Pair 7: Collaborative Learning and Target Language Use

World Language Communicative Instructional Strategies Survey items 21 and 32 focused

on students learning actively and collaboratively using target language 85% to 100 % of time

(Appendix B). Survey item 21 (Table 13) investigated the frequency of participants' assurance

that students learn actively and collaboratively using target language during 85% to 100% of

time in class. Table 13 illustrates that 47 out of 48 participants responded. The frequency

reported for the 47 respondents was recorded as follows: 34 (72.3%) for Regularly, 10 (21.3%)

for Sometimes, and 1 (2.1%) for Seldom, and 2 (4.3%) for Never. Results show that 72% of the

participants reported focusing on students learning actively and collaboratively using target

language 85% to 100 % of the time, yet more than 6% reported they Seldom or Never applied

this specific strategy. Table 14 illustrates a mode of 4, a mean of 3.62, and a standard deviation

of .739 for survey item 21.

Survey item 32 investigated the academic preparation participants received to design

interactive student-centered activities that require collaborative learning and 85% to 100% target

language use. Table 20 illustrates that 45 out of 48 participants responded, and the frequency for

these 45 respondents was recorded as follows: 19 (42.2%) for Strongly Agree, 10 (22.2%) for

Agree, 7 (15.6%) for Disagree, and 9 (20%) for Strongly Disagree. Table 21 illustrates a mode

of 4, a mean of 2.87, and a standard deviation of 1.179 for survey item 32. Although survey

items 21 and 32 have a mode of 4, item 21 has a mean of 3.62, whereas item 32 has a mean of

2.87. Thus, the reported use of collaborative learning in the target language rates higher than the

reported academic preparation received to design interactive student-centered, collaborative

activities geared for 85% to 100% target language use. In fact, almost 36% of the participants

reported that their academic preparation did not prepare them to make use of this latter strategy

(Table 20).

A Pearson *r* correlation was calculated for survey items 21 and 32 in order to determine

the relationship between participants' focus on students learning actively and collaboratively

using target language 85% to 100 % of time, and the academic preparation participants received

in order to do so. The Pearson *r* correlation for these two items is .457. The *df* for this study is

45 - 2 = 43. For a two-tailed test at a =.05, the critical r is .294. Given that the calculated r of .457 meets and exceeds the critical r of .294, there is enough evidence to conclude that a relationship exists between survey item 21 and survey item 32. The result reads as: r (43) = +.294, p < .05.

Pair 8: Participants 'Use of Communicative Guided Language Practice

Items 22 and 39 of the World Language Communicative Instructional Strategies Survey focused on the use of communicative guided language practice (Appendix B). Survey item 22 (Table 13) investigated the frequency of participants' assuring communicative guided language practice in class. Table 13 illustrates that 47 out of 48 participants responded, and the frequency reported for these 47 respondents was recorded as follows: 36 (76.6%) for Regularly, 8 (17%) for Sometimes, and 3 (6.4 %) for Seldom. So, 93.6% of the participants reported using communicative guided language when teaching Sometimes or Regularly. Table 14 illustrates a mode of 4, a mean of 3.70, and a standard deviation of .587 for survey item 22. Results reported show that applying communicative guided language practice when teaching is an extensively used strategy.

Survey item 39 investigated the academic preparation participants received to use communicative guided language practice when teaching. Table 20 illustrates that 45 out of 48 participants responded to this survey item. The frequency reported for the 45 respondents was recorded as follows: 23 (51.1%) for Strongly Agree, 7 (15.6%) for Agree, 6 (13.3%) for Disagree, and 9 (20%) for Strongly Disagree. Table 21 displays a mode of 4, a mean of 2.98, and a standard deviation of 1.215 for survey item 39. Although both survey items 22 and 39 have a mode of 4, item 22 has a mean of 3.70, whereas item 39 has a mean of 2.98. This indicates that the reported use of communicative guided language practice when teaching is

higher than the reported academic preparation received to do so. Results indicate that 33% of the participants reported that they do not think that their academic preparation taught them how to implement communicative guided language practice when teaching (Table 20).

A Pearson *r* correlation was calculated for survey items 22 and 39 in order to determine the relationship between participants' use of communicative guided language practice when teaching, and the academic preparation they received in order to do so. The Pearson *r* correlation for these two items is .340. The *df* for this study is 45 - 2 = 43. For a two-tailed test at *a* =.05, the critical *r* is .294. Given that the calculated *r* of .340 meets and exceeds the critical *r* of .294, there is enough evidence to conclude that a relationship exists between survey item 22 and survey item 39. The result reads as: $r(43) = +.294, p < .05$.

Pair 9:   Participants' Implementation of Student Independent Target Language Practice

World Language Communicative Instructional Strategies Survey items 23 and 40 focused on assuring students' independent target language practice (Appendix B). Survey item 23 (Table 13) investigated the frequency of participants assuring students' independent target language practice. Table 13 illustrates that 47 out of 48 participants responded to this survey item. The frequency reported for the 47 respondents was recorded as follows: 35 (74.5%) for Regularly and 8 (17%) for Sometimes, and 4 (8.5%) for Seldom. Table 14 illustrates a mode of 4, a mean of 3.66, and a standard deviation of .635 for survey item 23. Results indicate that 91.5% of instructors reported assuring independent target language practice Sometimes or Regularly when teaching (Table 13).

Survey item 40 investigated the academic preparation participants received to assure communicative independent language practice when teaching. Table 20 illustrates that 44 out of 48 participants responded. The frequency reported for the 44 respondents was recorded as

follows: 19 (43.2%) for Strongly Agree, 12 (27.3%) for Agree, 7 (15.9%) for Disagree, and 6 (13.6%) for Strongly Disagree. Table 21 displays a mode of 4, a mean of 3.00, and a standard deviation of 1.078 for survey item 40. Although survey items 23 and 40 have a mode of 4, item 23 has a mean of 3.66, whereas item 40 has a mean of 3.00. This indicates that the reported use of communicative independent language practice is higher than the reported academic preparation received in order to do so. In fact, 29% of the participants reported that they do not think that they received an academic preparation that taught them how to incorporate communicative independent language practice when teaching (Table 20).

A Pearson *r* correlation was calculated for survey items 23 and 40 to determine the relationship between participants' use of communicative independent language practice when teaching, and the academic preparation they received in order to do so. The Pearson *r* correlation for these two items is .234. The *df* for this study is 44 -2 = 42. For a two-tailed test at *a* =.05, the critical *r* is .297. Given that the calculated *r* of .234 neither meets nor exceeds the critical *r* of .297, there is not enough evidence to conclude that a relationship exists between survey item 23 and survey item 40. The result reads as: $r(42) = +.297, p > .05$.

Table 20

Participants' Academic Preparation to use Specific Communicative Instructional Strategies and Teach in Target Language (N = 48)

Number and Survey Item	Response Number f(%)	Strongly Agree (4) f(%)	Agree (3) f(%)	Disagree (2) f(%)	Strongly Disagree (1) f(%)
I was taught to…					
28. prepare theme-based instruction.	44	20(45.5)	14(31.8)	4(9.1)	6(13.6)
29. prepare instruction with sequential grammar.	44	19(43.2)	12(27.3)	6(13.6)	7(15.9)
30. plan activities that incorporate speaking, listening, reading, writing.	43	24(55.8)	6(14.0)	7(16.3)	6(14.0)
31. plan exercises that range from more to less guided.	45	21(46.7)	8(17.8)	7(15.6)	9(20)
32. design student-centered, target language activities.	45	19(42.2)	10(22.2)	7(15.6)	9(20)
33. use in-target language clarification phrases.	44	19(43.2)	13(29.5)	4(9.1)	8(18.2)
34. adjust teacher talk to student level.	44	22(50)	9(20.5)	6(13.6)	7(15.9)
35. model target language exercises.	44	22(50)	12(27.3)	5(11.4)	5(11.4)
36. incorporate use of visuals.	44	21(47.7)	18(40.9)	1(2.3)	4(9.1)
37. integrate 4 language skills.	44	23(52.3)	8(18.2)	5(11.4)	8(18.2)
38. create active learning classroom environment.	44	20(45.5)	11(25)	7(15.9)	6(13.6)
39. use communicative guided target language practice.	45	23(51.1)	7(15.6)	6(13.3)	9(20)
40. facilitate independent language practice.	44	19(43.2)	12(27.3)	7(15.9)	6(13.6)

Table 21

Mode, Mean and Standard Deviation for Participants' Academic Preparation to use Specific Communicative Instructional Strategies and Teach in the Target Language (N=48)

Question and Survey Stem	N	Mo	M	SD
I was prepared to…				
28. prepare theme-based instruction.	44	4	3.09	1.053
29. prepare instruction with sequential grammar.	44	4	2.98	1.110
30. plan activities incorporating speaking, listening, reading, writing.	43	4	3.12	1.138
31. plan exercises that range from more to less guided.	45	4	2.91	1.203
32. design student- centered, target language activities.	45	4	2.87	1.179
33. use in-target-language clarification phrases.	44	4	2.98	1.131
34. adjust teacher talk to proficiency level.	44	4	3.05	1.140
35. model target language exercises.	44	4	3.16	1.033
36. incorporate use of visuals.	44	4	3.27	.899
37. integrate all 4 language skills in the target language.	44	4	3.05	1.180
38. create active learning classroom environment.	44	4	3.02	1.089
39. use communicative guided target language practice.	45	4	2.98	1.215
40. facilitate independent language practice.	44	4	3.00	1.078

Qualitative Data

Qualitative data were also gathered in order to answer Research Question Three. This information came for two sources. One source was open-ended item 46 on the World Language Communicative Instructional Strategies Survey, and the other was the six structured interviews. The qualitative data for Research Question Three is organized into major themes that emerged from the open-ended response in the World Language Communicative Instructional Strategies Survey and the six structured interviews.

Qualitative Data from the World Language Communicative Instructional Strategies Survey

Responses to the Communicative Instructional Strategies Survey item 46 (Section IV, Appendix B), provided qualitative data about specific communicative strategies used in class. Twenty-one participants responded to this survey item, and of these, 12 specifically addressed their own academic preparation. The following two major themes emerged from the open-ended opportunity to express what was impactful to the participants regarding second language acquisition: (1) instructional methodologies course, and (2) the practicum. In general, participants voiced that their instructional methodologies courses did not help them acquire the teaching skills necessary to conduct a second language course, in-target-language, and applying communicative instructional strategies. Participants also expressed that their practicum experience was not very helpful because contemporary communicative methodologies for a second language acquisition class were neither applied nor taught during their program of study. Furthermore, courses were not conducted in the target language of study.

Table 22

Themes Derived from the World Language Communicative Instructional Strategies Survey
(N = 12)

_____

Theme	Participants	Selected Comments
Instructional Methods	8	As I look back on my teacher education courses, I find that I was not adequately prepared to conduct a class using in-target-language communicative instructional strategies. I learned communicative instructional methodologies by attending professional development and reading professional blogs. My teacher preparation program failed to teach me specific instructional methods incorporating communicative language teaching strategies. I was required to take a semester credit course in methods of teaching foreign languages when I moved to Florida.
Practicum Experience	4	My practicum was done with teachers who spoke mostly English in their Spanish classes. Communicative strategies were not applied.

_____

Qualitative Data from Six Structured Interviews

The six structured interviews the researcher conducted brought to light several points the participants made about their academic preparation. The following themes emerged as a result of these interviews: (1) instructional methods courses, (2) practicum and personal teaching experience, (3) language learning process and personal teaching experience, and (4) students' development as language learners and personal teaching experience.

Participants shared views about their learning of world language teaching methodology. Helpful and less helpful information was reported. Participants reported that learning about theories and theorists from a theoretical perspective was helpful to understanding language

learning from a theoretical perspective. Attending specific professional development that focused on second language acquisition and communicative instructional strategies was also reported as helpful. Several issues about the learning of second language teaching methodology were reported as less helpful. Participants reported the following concerns: methodology courses that taught out-of-date teaching methods, teaching methodologies centered on grammar learning without real-life application; methodology courses that were not subject specific; methodology courses that were not language specific; methodology courses that did not teach participants how to teach in the target language using communicative instructional strategies; only one methodology course; and finally, methodology courses that did not teach participants how to teach using contemporary SLA communicative strategies incorporating all four language skills. Participants shared many of their views about second language teaching methodology, and these indicate that they felt, by-and-large, unprepared to teach their world language of expertise upon completion of their teacher preparation programs.

Participants also shared their perspectives on practicums of their teacher preparation programs. They verbalized the following concerns about their practicum experiences: a master's program that did not offer a practicum experience; a practicum experience with a mentor who did not apply in-target-language communicative language teaching, but applied grammar-based, out-of-date methodologies; and practicums in classrooms in which students of a world language were not given the opportunity to practice this new language in class. One participant expressed that, "I am disappointed that I spent so much time and money for a master's level program methodology class and practicum in which the teacher preparation was archaic. I left these courses without a clue of how to teach a second language."

Participants also shared their views about the language learning process and student development. Participants reported that it is very helpful to understand "brain and language acquisition" to serve the students well. It was reported that explaining the language learning process to students helped students become in charge of their own learning. One participant expressed that, "talking about communicative strategies with the students helps them get on board with staying in the target language and using the target language outside of the class." Participants also identified extrinsic versus intrinsic motivation as helpful to understand and consider.   A last point identified in the structured interviews was the importance of considering the age of students, for different ages requires different teaching strategies to create second language learning. The six participants in the structured interviews thoughtfully shared their perspectives on the language learning process and the academic preparation they received in order to teach a second language.

Table 23

Themes Derived from Six Structured Interviews (N = 6)

Theme	Participants	Selected Comments
Instructional Methods Courses	6	In my methods class, we discussed surveys about theories and language acquisition, but actually never applied anything. So, teaching Spanish was hard. The methodology course I took was not language specific, so I heard about general teachings of Spanish language. This made the course most irrelevant, given that I specialize in French language teaching. My methods course taught 'methods' to future teachers of science, math, English, PE, sociology and foreign languages all in the same course. I learnt nothing about teaching foreign languages.
Language Learning Process and Teaching Experience	6	Learning about the brain and communicative language teaching processes was very helpful to me as a teacher. It surprised me to realize that the "silent period" actually delays language acquisition and production, so a class with higher expectations and academic rigor helps students start producing language sooner rather than later. My experiences as a language learner helped me understand the language learning process. It is challenging to break down the language learning process that students undergo to monolingual persons who have not really engaged in second language learning.
Practicum Experience and Teaching Experience	4	The issue is I never had a teaching practicum, so when I entered the field of teaching, and was expected to apply SLA strategies in Spanish, I had no idea how to do so." My teaching practicum was almost detrimental to second language acquisition, actually. The classes in my practicum, with the French teacher who was my mentor, were conducted 90% in English, even at the higher levels of French language study. I had no practicums. I just went to watch several teachers teach and then I wrote about them.
Development of Students and Teaching Experience	4	I was surprised when I realized that 9th graders in a Catholic school are still extrinsically motivated, not intrinsically motivated, in the study of Spanish. Being aware of students' age is important because different ages require different teaching strategies.

The overall theme comparison of academic preparation received in order to apply communicative instructional strategies when teaching second language is illustrated in Table 24. The two themes that appear prevalent are the instructional methods courses participants took and the practicum experience participants underwent in their teacher preparation programs.

Table 24

Overall Theme Comparison of Academic Preparation Received

Theme	Open-Ended Survey Item	Structured-Interview
Instructional Methods	X	X
Practicum Experience	X	X
Language Learning Process	X	
Development of Students	X	

For Research Question Three, both the quantitative and qualitative data reported indicate that although participants use communicative instructional strategies when teaching, they have reported not being well prepared to do so. Tables 13 and 14 illustrate a reported high Regular use of specific communicative instructional strategies when teaching. Tables 20 and 21, however, illustrate low frequencies of having been prepared to use these strategies. In fact, 30% of the participants reported disagreement with having been prepared: to prepare instruction with sequential grammar; to plan activities that integrate all four language skills in target language; to adjust in-target-language teacher talk to student level; to create a class of active, in-target-language collaborative learning; to use communicative guided language practice; and to facilitate

students' independent target language practice. Furthermore, 35% of the participants reported

disagreement with having been academically prepared to plan varied, in-target-language

interactive exercises that range from more to less guided, and to design student-centered,

collaborative activities in 85% to 100% in target language. The qualitative research documented

in Research Question One and in Research Question Three documented that participants found a

few aspects of their academic programs helpful and a few that were not helpful. Several

participants reported that they: felt unprepared to teach when entering the profession; were

taught theories of language learning, but were not given enough guided communicative teaching

practice; were in methodology courses that were non-language specific; were in methodology

courses that were non-subject specific; and were placed in practicums with teachers using out-of-

date methodologies who did not apply in-target-language communicative teaching strategies.

Research Question One addressed the extent to which world language instructors reported using

specific communicative instructional strategies when teaching. Research Question Three

addressed the extent of the relationship between participants' academic preparation and target

language use in class; participants reported liberally on this relationship. In summary, in

response to Research Question Three, participants reported a high use of specific communicative

instructional strategies, and a somewhat lower rate of academic preparation received to do so.

<u>Research Question Four</u>

Research Question Four: To what extent is there a relationship between participants'

pedagogical beliefs and target language use in class?

To answer this question, quantitative and qualitative research were conducted. The

quantitative research stems from World Language Communicative Instructional Strategies

Survey items 42 through 45 (Appendix B), and survey items 16, 21, 22, and 20.   Survey items

16 and 42, 21 and 43, 22 and 44, and 20 and 45 were paired for statistical analysis. For each

survey pair, descriptive statistics were applied to document the mode, the mean, and the standard

deviation. Then, a Pearson *r* test was applied to each pair, to measure the extent of the

relationship between participants' target language use in class and their pedagogical beliefs about

world language learning. Table 25 displays participants' reported pedagogical beliefs about

language learning (4 = Strongly Agree, 3 = Agree, 2 = Disagree, 1 = Strongly Disagree), and

Table 26 illustrates the mode, the mean, and the standard deviation for participants' reported

pedagogical beliefs about world language learning. Qualitative data stem from the World

Language Communicative Instructional Strategies Survey item 46 (Section IV, Appendix B) and

the six structured interviews in Appendix G. A summary concludes Research Question Four

findings.

Quantitative Data

Pair 1: Use of In-Target-Language Clarification Phrases

World Language Communicative Instructional Strategies Survey items 16 and 42 focused

on the use of in-target-language clarification phrases. (Appendix B). In survey item 16,

participants reported 91% Sometimes or Regular application of this strategy (Table 13). Survey

item 42 investigated the extent to which participants believe that clarification phrases must be

taught as of the first day of class. For item 42, slightly more than 80% of the participants

reported believing that using clarification phrases must be taught as of the first day of class. This

item has a mode of 4 and a mean of 3.43, which indicate a strong reported belief in the use of

clarification phrases (Table 26).

A Pearson *r* correlation was calculated for World Language Communicative Instructional

Strategies Survey items 16 and 42, in order to determine the relationship between participants'

reported use of in-target-language clarification phrases (item 16), and their reported belief in using clarification phrases when teaching (item 42). The Pearson r correlation for these two items is .494. The df for this study is $42 - 2 = 40$. For a two-tailed test at $a = .05$, the critical r is .304. Given that the calculated r of .494 meets or exceeds the critical r of .304, there is enough evidence to conclude that a relationship exists between survey item 16 and survey item 42. The result reads as: $r(40) = +.304$, $p < .05$.

Pair 2: Active and Collaborative Learning in the Target Language

World Language Communicative Instructional Strategies Survey items 21 and 43 focused on active and collaborative learning in the target language (Appendix B). In survey item 21 (Table 13), participants reported 93% Regular or Sometimes application of this strategy. For item 43, 90% of the participants reported believing that instructors must engage in level appropriate communicative activities (Table 25). Survey item 43 has a mode of 4, a mean of 3.69, and a standard deviation of .643. These results indicate a high reported participant belief in assurance of students learning, in-target-language, actively, and collaboratively 85% to 100% of time in class.

A Pearson r correlation was calculated in order to determine the relationship between participants assuring that students are actively and collaborative learning in-target-language for 85% to 100% of the time in class (item 21), and the belief that instructors should engage students in collaborative, level-appropriate, communicative learning in the target language (item 43). The Pearson r correlation for these two items is .580. The df for this study is $42 - 2 = 40$. For a two-tailed test at $a = .05$, the critical r is .304. Given that the calculated r of .580 meets or exceeds the critical r of .304, there is enough evidence to conclude that a relationship exists between survey item 21 and survey item 43. The result reads as: $r(40) = +.304$, $p < .05$.

Pair 3: Communicative Instructional Activities and Guided Language Practice

World Language Communicative Instructional Strategies Survey items 22 and 44 focused on communicative instructional activities and guided language practice (Appendix B). Survey item 22 (Table 13) displays that 93% of the participants reported using communicative guided, in-target-language, practice Sometimes or Regularly. Survey item 44 (Table 25) investigated the extent to which participants believe that communicative instructional activities are essential to language learning. For item 44, 88% of the participants reported that engaging students in communicative activities is essential to language learning (Table 25). Item 44 has a mode of 4, a mean of 3.65, and a standard deviation of .686 (Table 26). These results indicate a high belief in instructor implementation of communicative instructional activities and communicative guided language practice.

A Pearson *r* correlation was calculated in order to determine the relationship between participants' reported communicative target language practice (item 22), and their reported belief that instructors should engage students in communicative, in-target-language guided language practice (item 44). The Pearson *r* correlation for these two items is .722. The *df* for this study is $43 - 2 = 41$. For a two-tailed test at $a = .05$, the critical *r* is .301. Given that the calculated *r* of .722 meets or exceeds the critical *r* of .301, there is enough evidence to conclude that a relationship exists between survey item 22 and survey item 44. The result reads as: $r(41) = +.301$, $p < .05$.

Pair 4: Integration of Four Language Skills at Every Language Level

World Language Communicative Instructional Strategies Survey items 20 and 45 focused on integration of all four language skills and infusion of in-target-language communicative instructional activities at every language level (Appendix B). Survey item 20 (Table 13) displays

that 89% of the participants reported use of all four language skills when teaching Sometimes or Regularly. Survey item 45 (Table 25) investigated the extent to which participants believe in infusing in-target-language communicative instructional strategies at every language level. Results also show that 90% of the participants reported believing that communicative instructional activities must be infused at every language level (Table 25). In addition, Table 26 displays a mode of 4, a mean of 3.67, and a standard deviation of .715 for survey item 45. Results indicate a high reported participant belief in infusion of in-target-language communicative instructional activities at every language level.

A Pearson *r* correlation was calculated in order to determine the relationship between participants assuring the integration of all four language skills (item 20), and the belief that instructors should infuse communicative instructional activities at every language level (item 45). The Pearson *r* correlation for these two items is .508. The *df* for this study is 42 - 2 = 40. For a two-tailed test at *a* = .05, the critical *r* is .304. Given that the calculated *r* of .504 meets or exceeds the critical *r* of .304, there is enough evidence to conclude that a relationship exists between survey item 20 and survey item 45. The result reads as: *r* (40) + .304, <.05.

The frequencies of participants' pedagogical beliefs regarding world language study and second language acquisition and learning are displayed in Table 25. Several points are salient. One hundred percent of the participants Agree, or Strongly Agree, that high school students and adults can learn a second language (item 41). Eighty percent of the participants believe that instructors must introduce clarification phrases as of the first day of class (item 42). Ninety percent of the participants believe that instructors must engage students in level-appropriate communicative activities (item 43). Eighty-eight percent of the participants believe that instructors must engage students in communicative activities (item 44). Ninety percent of the

participants believe that communicative instructional activities must be infused at every language

level (item 45). In general, participants reported a high level of belief in communicative

instructional teaching.

Table 25

Frequencies of Participants' Second Language Learning Pedagogical Beliefs (N =48)

Survey Item and Stem (N= 48)	Response Number	Strongly Agree (4) $f\,(\%)$	Agree (3) $f\,(\%)$	Disagree (2) $f\,(\%)$	Strongly Disagree (1) $f\,(\%)$
Participants believe…					
41. high school students and adults can learn a 2nd lang.	43	33(76.6)	10(18.9)	0(00)	0 (00)
42. instructors must teach clarification phrases as of first day of class.	42	27(64.3)	7(16.7)	7(16.7)	1(2.4)
43. instructors must engage students in level-appropriate communicative activities.	42	33(78.6)	5(11.9)	4(9.5)	0(00)
44. communicative instructional activities are essential to language learning.	43	33(76.7)	5(11.6)	5(11.6)	0(00)
45. communicative instructional activities must be infused at every language level.	43	34(79.1)	5(11.6)	3(7.0)	1(2.3)

Table 26 documents the mode, the mean, and the standard deviation for participants'

beliefs about world language, or second language learning. The mode documented for all items

regarding participants' pedagogical beliefs is 4. The highest mean is 3.77, and the range of the

means is 3.43 to 3.77. The information in Table 26 displays a high reported belief in the ability of high school students and adults to learn more than one language.

Table 26

Mode, Mean and Standard Deviation for Participants' Second Language Learning Beliefs (N = 48)

_____

Survey Item and Stem	N	Mo	M	SD
_____

Instructors believe…

41. high school students and adults can learn a second language.	43	4	3.77	.427
42. instructors must teach/use clarification phrases as of the first day of class.	42	4	3.43	.859
43. instructors must engage students in level-appropriate communicative activities in the target language.	42	4	3.69	.643
44. communicative instructional activities are essential to language learning.	43	4	3.65	.686
45. communicative instructional activities must be infused at every language level.	43	4	3.67	.715

_____

Qualitative Data

Qualitative data were also gathered to answer Research Question Four. This information came for two sources. One source was open-ended item 46 on the World Language Communicative Instructional Strategies Survey, which requested that participants share thoughts

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about the second language acquisition field that they deemed important for the researcher know. The second source was the six structured interviews. The qualitative data for Research Question Four is organized into major themes that emerged from the open-ended response in the World Language Communicative Instructional Strategies Survey and the six structured interviews.

Qualitative Data from the World Language Communicative Instructional Strategies Survey

The Communicative Instructional Strategies Survey item 46 (Section IV, Appendix B), provided qualitative data about participants second language learning beliefs. Twenty-one participants responded to this survey item. Of these, 18 addressed the following three major themes: (1) instructional methods courses, (2) communicative approach teaching, and (3) teaching language is a great profession (Table 27). The methods courses that instructors took were reported as not helpful to participants. Participants also expressed that they found that using communicative teaching helps student learn, and they further voiced that they like to teach.

Table 27

Themes Derived from the World Language Communicative Instructional Strategies Survey (N = 18)

_____

Theme	Participants	Selected Comments

_____

Theme	Participants	Selected Comments
Instructional Methods	8	I believe my methods course did not teach me how to incorporate communicative strategies into a systematic Spanish language acquisition curriculum.
Communicative Approach Teaching	6	I strongly believe in using scaffolding in order to make the students gain confidence and not be afraid to speak in a communicative class. I believe that for students to be successful in their learning, we as teachers, have to conduct our class in a communicative way.
Teaching Second Language is Wonderful	4	As a second language teacher, I can say that this profession is a great profession that is not well respected. I believe that second language teachers help change the lives of people.

_____

Qualitative Data from Six Structured Interviews

The six structured interviews the researcher conducted brought to light several points about participants' pedagogical beliefs. The following themes emerged as a result of these interviews: (1) instructional methods courses, (2) communicative approach teaching (Table 28). In general, participants voiced being unprepared to teach upon entering the field of world language teaching as second language acquisition professionals. They also explained that their instructional methods courses were not helpful. One participant expressed the belief that, "being in class, as a student, with an instructor that applied communicative language teaching helped me as a teacher, when it was my turn to teach." Participants also underscored the belief that communicative language teaching enhances learning.

Table 28

Themes Derived from Six Structured Interviews (N = 6)

_____

Theme	Participants	Selected Comments
Instructional Methods	6	I believe that instructors must be taught how to apply communicative teaching strategies in methodology courses. It is difficult to fathom in-target-language strategies at every level. This makes a methods course very important.
Communicative Approach Teaching	6	I have taught for eight years. I have used communicative language teaching for the last two years, and I am so pleased with the results that I see in my students.

_____

Although not incorporated into a theme, structured interview participants voiced concerns

that are relevant to the field of world language study and second language acquisition. One

participant who has many years of multi-lingual teaching experience shared the belief that

mastering a second language does not receive the importance that it should, given an

increasingly global reality. In particular, this participant made reference to Florida having no

class size amendment for world language study, which results in classes that have up to 36

students. In the field of teaching and learning, it is common knowledge that class size has an

impact on learning; this is especially so in second language acquisition world language study.

Another point made by this participant is that, within her 20-year public school teaching

experience, students were constantly taken out of class for activities such as sports, mathematics,

English, or the Florida Comprehensive Achievement Test. It is impossible to apply the specific

in-target-language communicative instructional methodologies that were stipulated in Research

Question One to students who are absent from class. In the field of teaching and learning the literature shows that attending class impacts student learning. Another participant contributed to the notion of a generalized lack of seriousness towards the learning of a world language and second language acquisition. This participant expressed that as a mother she watched her own child grow to despise the study of Spanish due to the same "learning about AR verbs, colors, dates, and numbers year in and year out in boring, teacher-centered, English-only, K- 8 Spanish courses taught by a person who had neither the credentials nor the ability to teach the language." This participant questioned whether this practice would be acceptable in any of the core subjects, or in any other field. Specifically, this participant also asked, "Would this ever be acceptable in the fields of mathematics, engineering, or medicine?"

Research Question Four investigated the extent of the relationship between participants' pedagogical beliefs and target language use in class. Both quantitative and qualitative results indicate that a relationship does exist between participants' pedagogical beliefs and target language use in class.

Additional Information

This research revealed additional information pertaining to instructor planning of lessons, students' behavior in class, and instructors' experiences within the field of second acquisition teaching. Although this information does not directly answer a research question, it may provide some helpful insights to the field.

The World Language Communicative Instructional Strategies Survey (Survey Section II A, Appendix B) has a section on instructor lesson planning comprised of survey items 11 through 15. Descriptive statistics were run for each of these items. The information is documented in Likert-like scale (4 = Regularly, 3 = Sometimes, 2 = Seldom, 1 = Never). For

preparing theme-based instruction, 46 participants reported a mode of four and a mean of 3.76. For planning instruction with sequential grammar, 48 participants reported a mode of 4 and a mean of 3.88. For planning activities that incorporate listening, speaking, reading, and writing in target language, 47 participants reported a mode of 4 and a mean of 3.77. For planning varied, in-target-language interactive exercises that range from more to less guided, 48 participants reported a mode of 4 and a mean of 3.63. For planning student-centered activities that require collaborative learning and target language use, 47 participants reported a mode of 4 and a mean of 3.57. Thus, participants reported regularly planning lessons that incorporate communicative instructional strategies to provide an infrastructure for an in-target-language communicative class.

The World Language Communicative Instructional Strategies Survey (Survey Section II C, Appendix B) also has a section on students' learning behavior in class comprised of survey items 24 through 27. Descriptive statistics were run for each of these items. The information is documented in Likert-like scale (4 = Regularly, 3 = Sometimes, 2 = Seldom, 1 = Never). For students using clarification phrases in the target language, 46 participants reported a mode of 4 and a mean of 3.54. For students applying the language learned, 46 participants reported a mode of 4 and a mean of 3.72. For students striving to use the target language for 85% to 100% of class time, 46 participants reported a mode of 4 and a mean of 3.43. For students engaging in collaborative learning in the target language, 46 participants reported a mode of 4 and a mean of 3.54. Participants generally reported that their students engage in communicative strategies and use the language learned.

Summary

Chapter four presented the results of the data analysis obtained from the four research questions. The initial description of research participants was followed by the results for Research Question One, which investigated the reported extent to which world language instructors use communicative instructional strategies when teaching. Next, the results for Research Question Two were reported. This question addressed the reported difference in use of communicative instructional strategies used by ESL only instructors, versus instructors of ESL and foreign language, or foreign language only. Results for Research Question Three were reported next. This research question investigated the relationship between participants' reported academic preparation and their reported use of specific in-target-language communicative instructional strategies when teaching. Research Question Four investigated the relationship between participants' reported pedagogical beliefs and their reported target language use in class. Once the research questions were addressed, additional information pertaining to participants' preparation before class and students' behavior in class that was revealed in this research was reported. Chapter five discusses the findings of this study.

CHAPTER 5: SUMMARY, DISCUSSION, AND CONCLUSIONS

Introduction

The purpose of this study was to investigate world language instructor use of communicative instructional strategies in class. The problem studied was world language instructors' lack of communicative strategies and target language use when teaching. This study was guided by four research questions. Research Question One investigated to what extent world language instructors report using specific instructional strategies. Research Question Two investigated the difference between communicative instructional strategies used by instructors of ESL only, versus instructors of ESL and foreign language, or instructors of only foreign language. Research Question Three investigated the extent of the relationship between instructors' academic preparation and their use of specific in-target-language communicative instructional strategies. Research Question Four investigated the extent of the relationship between instructors' pedagogical beliefs and target language use in class.

Chapter one introduced the problem and its clarifying components. Chapter two presented a review of the literature. Chapter three described the methodology used for this study, and chapter four presented the analysis of data for it. Chapter five is comprised of an introduction, a summary of the study, discussion of the findings, implications for practice, recommendations for further research, and conclusions. The purpose of chapter five is to expand upon the findings for the world language issues studied to increase understanding, and to present suggestions for further second language research. The aspiration is that this information will have a positive impact upon the academic preparation of future world language acquisition instructors and the teaching of world languages.

<u>Summary of the Study</u>

This section begins with a summary of the purpose and design of this research. It is followed by findings related to studying world languages or second languages. A discussion of findings is offered in relation to best practices and second language acquisition theory. Finally, implications for second language acquisition instructor preparation, and the working realities of professionals in the field are presented and discussed.

This study investigated several issues connected to the field of second language acquisition and the study of world languages. It sought to investigate: participants' target language use in class; the differences between communicative instructional strategies applied by ESL instructors, versus instructors of ESL and foreign language, or instructors of only foreign languages the relationship between target language use and instructor academic preparation; and the relationship between target language use and world language instructor pedagogical beliefs. Quantitative and qualitative research was conducted in order to achieve the goals of this study.

For this study, the World Language Communicative Instructional Strategies Survey was developed in order to obtain quantitative data. On a Likert-like scale, the 48 participants were asked to select the score that best represented their demographic identity, practices, academic preparation, and beliefs regarding world language, or second language, teaching and learning. Participants were also offered an open-ended opportunity to share their views about world language instruction and their professional preparation. Finally, six personal interviews were conducted with world language instructors to obtain further insight regarding their thoughts about communicative instructional strategies, their academic preparation, and their additional perspectives regarding their teaching experiences. Participants reported on their real-life

experiences and realities to illustrate their beliefs and ideas. This study was guided by the

following four research questions:

1. To what extent do world language instructors report using specific communicative

    instructional strategies?

2. How does the reported use of communicative instructional strategies used by ESL only

    instructors, versus instructors of ESL and foreign language, or foreign language only, differ?

3. To what extent is there a relationship between instructors' academic preparation and their use

    of specific, in-target-language communicative instructional strategies?

4. To what extent is there a relationship between instructors' pedagogical beliefs and target

    language use in class?

<div align="center">Discussion of the Findings</div>

<div align="center">*Research Question One*</div>

Research Question One: To what extent do world language instructors report using

specific communicative instructional strategies?

Descriptive statistics were run on items 16 to 23 from the World Language

Communicative Instructional Strategies Survey. Additionally, qualitative information was

gathered from open-ended comments in survey item 46 and 6 structured interviews. The

findings resulting from Research Question One indicate that all of the instructors who

participated in this study reported extensive, and Regular application of specific communicative

instructional strategies when teaching. This is evident by a mode of 4 and a minimum mean of

3.6 for each of the 8 teaching strategies investigated (4 = Regularly, 3 = Sometimes, 2 = Seldom,

1 = Never). The three most applied specific communicative strategies are adjusting in-target-

language teacher talk to student level (item 17), modeling in-target-language exercises (item 18),

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and incorporating the use of visuals when teaching (item 19). These findings are important. Adjusting teacher talk to student level ensures in-target-language comprehensible input for students and starts making them use their new language even at the early stages of language learning. Modeling exercises and incorporating visuals when teaching are pedagogical strategies that are widely used in order to make input comprehensible and to address the learning styles of all students. The researcher noted, however, that the strategies that have the lowest reported mean are intrinsically connected to students' acquisition and use of the target language.

Some of the reported information is not in line with the standard contemporary world language acquisition teaching protocols that are documented in the literature and are used in the field. It is important that: 4 of the participants (8.7%) reported Seldom using in-target-language clarification phrases (item 16), 5 of the participants (11%) reported Seldom or Never integrating all 4 language skills when teaching (item 20), 3 of the participants (6.4%) reported Seldom or Never assuring that students learn actively using target language 85% to 100% of the time (item 21), 3 of the participants (6.4%) reported Seldom assuring communicative guided language practice when teaching (item 22), and 4 or the participants (8.5%) reported Seldom assuring students' independent in-target-language practice (item 23). Thus, the frequency of participants' reported use of specific communicated instructional strategies, as illustrated in Table 13, revealed important data to the field of world language study.

The descriptive statistics illustrated in Table 14 also support the findings. Data in Table 14 illustrate that every mode for use of communicative instructional strategies is a 4, which indicates a high reported use of communicative instructional strategies. Every single mean illustrated in this table is between 3 and 4, which also supports a high regular use of communicative instructional strategies. Nonetheless, there exists a reported mean difference in

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specific communicative strategy use, for the means of items 16 to 23 range from 3.62 to 3.85. This indicates that a difference in application of communicative instructional strategies does exist (Table 14). The three reported lowest means are educationally important because they indicate that these strategies are used less.

The lowest mean illustrated in Table 14 is 3.62, in item 21, which addressed second language instructors' assurance that students learn actively and collaboratively in-target-language during 85% to 100% of the time in class. Three participants reported Seldom or Never using this strategy; this is educationally significant because the use of this strategy constitutes part of the standard contemporary language acquisition protocol that has been documented in the literature. If students are not provided the opportunity to practice the target language, their chances of being able to communicate successfully in this language are much diminished.

The second lowest mean illustrated in Table 14 is 3.63, in item 20, the integration of all four language skills, in-the-target language, when teaching. Although most participants reported Regular use of this strategy, it is important that five participants reported that they Seldom or Never apply it. Integration of all four language skills, in-the-target language, is part of the contemporary second language acquisition teaching protocol that ensures language acquisition via the practice of all four skills.

The third lowest mean illustrated in Table 14 is 3.66, in item 23, which assures students' independent target language practice. It is meaningful that the three lowest means reported directly address communicative language teaching because the research shows that if students are not deliberately and systematically provided the opportunity to communicatively practice the target language in class, they usually are not able to use the target language to communicate successfully in the real world.

These findings underscore that, even for experienced world language instructors, the use of specific communicative instructional strategies are important, yet challenging to implement. Thompson's research demonstrated that an instructor's target language use and beliefs influence the target language use of the students (2009), yet instructors are at times faced with challenging teaching situations. An instructor must know how to function as a catalyst of second language acquisition for students to learn a second language. However, class size, the actual time students spend in class, and the amount of curriculum an instructor is expected to teach also play a role in the language acquisition process. These are issues that reflect the general beliefs of an institution towards world language, or second language, acquisition that often go beyond instructors' realm of control. Nonetheless, it is noteworthy that the participants in this research identified the strategies that most ensure the acquisition of language (using in-target-language clarification phrases, integrating all four language skills, 85% to 100% target language use, and assuring students' independent target language practice) as the ones that are used slightly less than the other strategies (Table 13, Table 14). Even for the savvy instructor, applying specific communicative in-target-language strategies is a source of constant challenge.

The qualitative data reported also reflected that participants have clear ideas about applying communicative instructional strategies and the communicative instructional strategies they find helpful. Interestingly, this data focused on the language learning process, using in-target-language communicative activities, and incorporating all four language skills when teaching a world language, and these strategies are at the core of world language teaching. Participants said it was useful to explain to students how the human brain and the language learning process occur because this helps students comprehend their own second language learning process. This is notable, for it underscores how humans are often unaware of how they

acquire language. In their studies on language learning and linguistics, O'Grady, Archibald, Aronoff, and Rees-Miller (20005) explain that the language learning process is so intrinsic to humans that the process of first language acquisition is implicit and often happens without humans realizing how it takes place. So when humans have to learn a second language, it is a quasi-mysterious process!

Communicative in-target-language teaching was also discussed by participants who shared their ideas in the qualitative research. It was identified that using target language at every level and early on during a course set the stage for in-target-language use. This involves operant conditioning of second language students. It is notable that teachers of foreign languages French and Spanish, in particular, focused on the importance of starting target language use as of the first day of class. Fushino (2010) explained that the communicative classroom is one that provides opportunities for in-target-language interactional opportunities for students because this is what builds their communicative competence, and the information reported by participants in this research study reflects that they subscribe to, and apply, the regular use of the communicative strategies that are considered part of the contemporary teaching reality of a second language. Thus, in light of the findings for Research Question One, it is not a surprise that participants reported incorporating the reality that, "second language learners need to receive input that is comprehensible, they must have opportunities to produce meaningful output, and they benefit from interaction, which encompasses input and output and provides opportunity for the negotiation of meaning" (Moktari, et al., 2012, p. 7).

Research Question Two

Research Question Two: How does the reported use of communicative instructional strategies used by ESL only instructors, versus instructors who teach both ESL and foreign language, or foreign language only, differ?

World Language Communicative Instructional Strategies Survey items 16 through 23, the open-ended item 46 (Appendix B), and the structured interviews were used in order to answer this question. First, descriptive statistics were applied in order to document the frequency of communicative instructional strategies used by participants. Then, paired sample *t* tests, for each communicative strategy,were run in order to determine if there was a statistical difference between the communicative strategies use by participants who teach ESL only, versus participants who teach both ESL and foreign languages, or participants who teach only foreign languages. The findings resulting from Research Question Two indicated that the mean for frequency of use of communicative instructional strategies is higher for instructors of only ESL in all but the strategy documented in Pair 2 (Table 15), which is the adjustment of instructor's target language to students' language proficiency level.   It is interesting to note that the strategy incorporating all four language skills (Pair 5), the strategy requiring 85% to 100% in target-language-active learning (Pair 6), and the strategy requiring independent language practice (Pair 8), are the ones that most show a mean difference in the paired samples findings (Table 18). These are the strategies that were identified, in Research Question One, as being slightly less used by all participants, as compared to other strategies (Table 13). As displayed in Table 18, Research Questions Two findings underscore that participants who teach ESL reported a higher use of clarification phrases, modeling in-target-language activities, use of visuals, use of all four language skills, use of 85% to 100% in-target-language active learning, guided language

practice, and independent language practice. Findings of the paired sample *t* tests indicated that

only the paired sample *t* test for Pair 6, which assures that students learn actively and

collaboratively 85% to 100% of the time using target language, revealed a statistically reliable

difference.

The researcher expected more differences than reported; nonetheless, the findings in

Research Question Two documented that those participants who teach foreign languages

reported a lower use of specific communicative strategies, as compared to their ESL teacher

counterparts (Table 18). This is meaningful information because, as explained in Thompson's

(2009) research, an instructor's target language use and beliefs influence the target language use

of the students, and students must be given the opportunity to practice their language in

communicative ways in order to actually learn and be able to use said language.

The researcher notes two points from the findings of Research Question Two. First,

English is the language of the United States, and the general expectation exists that persons in

the United States are expected to function in English; it is possible that this makes instructor use

of English in ESL classes a rather natural occurrence.   English is also quite readily available, via

many sources, to English language learners. The second point that emanates from these findings

is that the academic preparation that instructors of ESL received may be more directly connected

to the teaching and learning of second language than is the academic preparation that is received

by instructors of foreign languages. It is salient that in this study, only the participants who teach

foreign languages, i.e., French and Spanish specifically, verbalized being poorly prepared to

enter the classroom as professional language instructors. Furthermore, in this study, participants

who teach foreign languages reported that they apply communicative instructional strategies to a

lesser degree than their ESL instructor counterparts. This researcher cannot explain exactly why

this is so, but as explained by Antenos-Conforti (2008), second language instructors expressed that their instructor preparation program overemphasized the study of literature, while deemphasizing the study of the language itself. Troyan, Kristin, Davin and Donato (2013) recommended incorporating a practice-based approach incorporating specific communicative instructional strategies into teacher preparation programs.

The qualitative findings for Research Question 2 document that some participants in this study specifically indicated that they were not adequately prepared to apply specific communicative in-target-language instructional strategies (Table 22). In summary, the findings of Research Question Two indicate that ESL only instructors reported more application of specific in-target-language communicative instructional strategies than instructors of ESL and foreign language, or foreign language only. The reasons for this phenomenon are not made clear in this study.

Research Question Three

Research Question Three: To what extent is there a relationship between instructors' academic preparation and their use of specific in-target-language communicative instructional strategies?

To answer this research question, quantitative data were obtained from the World Language Communicative Instructional Strategies Survey, and qualitative data were obtained from open-ended survey item 46 and the 6 structured interviews conducted. The findings resulting from Research Question Three indicated that, in general, participants' academic preparation to use specific in-target-language communicative instructional strategies does not match their reported use of in-target-language communicative instructional strategies. The

uneven relationship between each of the pairs studied culminates into a salient aggregate difference that is educationally meaningful.

Findings for the use of clarification phrases indicated that the reported use of clarification phrases is higher than the reported academic preparation received to do so. The Pearson *r* correlation for this strategy confirmed that there is enough evidence to conclude that a relationship exists between the application of this strategy and the academic preparation received to do so. Ninety-one percent of the participants reported using in-target-language clarification phrases, and 76.1 % of these reported using them on a Regular basis. Furthermore, of the participants 73% agreed, and 27% disagreed, to having been academically prepared to use in-target-language clarification phrases. This reported lack of preparation to use in-target-language clarification phrases is evidenced in the reported struggle of new instructors of foreign languages to apply this fundamental second language acquisition teaching strategy (Table 23). This finding has implications for teacher preparation programs, and it is consistent with Schön's (1987) study that demonstrated that teachers often think that their academic preparation prepared them poorly due to a disconnect between content knowledge and teaching skills.

Findings for adjusting teacher talk to students' level indicated that the reported adjustment of teacher talk is higher than the reported academic preparation received to do so. The Pearson *r* correlation for this strategy determined that there is not enough evidence to conclude that a relationship exists between its application and participants' academic preparation to do so. Nonetheless, almost 96% of the participants reported adjusting their teacher talk to students' proficiency level, and of these, 85% reported Regular use of teacher talk adjustment. Interestingly, almost 30% of the participants disagreed to having been prepared to apply this strategy. This finding is worrisome because this strategy is fundamental to second language

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acquisition, yet it appears to not be conveyed systematically throughout teacher preparation programs.

Findings for modeling target-language exercises also indicated that the reported use of this strategy is higher than the reported academic preparation to do so. The Pearson *r* correlation applied for this strategy determined that there is enough evidence to conclude that a relationship exists between the use of this strategy and the academic preparation received to do so. Despite this, one hundred percent of the participants reported using this strategy, and of these, 85% reported its Regular use. In contrast, almost 23% of the participants reported not having been taught how to model target-language exercises. These findings are a trifle perplexing given that this strategy is so very basic to second language acquisition and teaching in general.

Findings for using visuals in class indicated that the reported use of visuals is higher than the reported academic preparation received to use them when teaching. The Pearson *r* correlation applied to this strategy did not determine that there is enough evidence to conclude that a relationship exists between the use of visuals and the academic preparation received in order to do so. However, 98% of the participants reported incorporating visuals into their lessons and of these, 85% of the participants reported their Regular use. Given that the use of visuals is akin to all subject areas, it is bewildering that 22% of the participants reported that they were not academically prepared to use visuals when teaching a second language. As stated by Sokolova (2013), second language teaching is supported by visuals and language written on the board, so this researcher ponders whether it is possible that participants were not overtly taught how to use visuals.

Findings for integration of all four language skills in the target language indicated that the reported integration of all four language skills is higher than the academic preparation received

to do so. The Pearson *r* correlation applied for this strategy determined that there is enough

evidence to conclude that a relationship exists between the application of this strategy and the

academic preparation received in order to do so.   Eighty-nine percent of the participants reported

applying all four language skills when teaching, and of these participants, 76.1% reported

Regular incorporation of this strategy. Nonetheless, participants reported a staggering 29%

disagreement to having been academically prepared to incorporate all four language skills when

teaching. Teaching all four language skills is fundamental to learning a second language, so this

finding is educationally significant.

Reported findings for the use of four language skills when teaching rated higher than the

academic preparation received to plan activities incorporating all four language skills.

Interestingly, the Pearson *r* correlation determined that there is enough evidence to conclude that

a relationship exists between the incorporation of all four language skills and the academic

preparation received in order to plan activities that incorporate all four of them. Eighty-nine

percent of the participants reported using this strategy, and of these, 76.1% reported its Regular

use. Participants reported a high use of planning lessons that incorporate theme-based

instruction, have sequential grammar, and incorporate all four language skills.   Participants also

reported a concerning 30% disagreement to having been taught how to plan activities that

incorporate speaking, listening, reading, and writing even though planning and teaching lessons

that incorporate all four language skills are fundamentals of second language acquisition.

Reported findings for designing interactive student-centered activities that require

collaborative learning and 85% to 100% target language use rated higher than the academic

preparation received to do so. The Pearson *r* correlation determined that there is enough

evidence to conclude that a relationship exists between these two survey items. Almost 94% of

the participants reported applying collaborative in-target-language learning, and of these 72%

reported Regular application of this strategy. Participants also reported a staggering 36%

disagreement to having been taught how to do this. In fact, this strategy has the lowest reported

mean of 2.87 for participants' academic preparation. Maintaining students actively engaged in

the target language requires thoughtful design of activities that are conducive to this type of in-

target-language classroom dynamics; therefore, the herein reported academic preparation is of

great consequence to the field of world language study, second language acquisition, and teacher

academic programs. As noted in the literature, the American Council on the Teaching of Foreign

Languages (2012) recommended that second language educators maintain their classes in target

language for 90% of the time in class.

Findings for the use of in-target-language guided language practice indicated that the

reported Regular use of this strategy is higher than the reported academic preparation received to

do so. The Pearson *r* correlation determined that there is enough evidence to conclude that a

relationship exists between these two items. Almost 94% of the participants reported using in-

target-language guided language practice, and of these, 76.6% reported Regular use of this

strategy. However, participants also reported a staggering 33% disagreement to having been

taught how to use guided language practice. As explained by Taylor et al. (2014), purposeful

language use in the form of guided practice is essential to language learning, yet Overland et al.

(2011) reported that engaging students in guided language practice was difficult to apply.

Facilitating in-target-language guided language practice is an important strategy to apply, and

novice teachers must be trained on how to use it.

Findings for assuring student independent target language practice indicated that the

reported regular use of this strategy is higher than the reported academic preparation received to

apply it. The Pearson *r* correlation for this strategy did not reveal enough evidence to conclude

that a relationship exists between these two items. Nevertheless, almost 92% of the participants

reported using this strategy, and of these, 74.5% reported its Regular use. Participants also

reported a 29.5% disagreement to having received the academic preparation necessary in order to

apply this strategy. As explained by Taylor et al. (2014), instructors must have students

collaborate and interact in order to practice the target language because independent target

language practice is fundamental for student language development. Therefore, participants'

reported preparation to apply this strategy is a concern to the field of second language

acquisition.

The findings resulting from Research Question Three revealed that participants reported

between 90% to 100% use of communicative instructional strategies. In contrast, they also

reported between 22% to 36% disagreement to being well academically prepared to apply in-

target-language communicative instructional strategies in a world language acquisition class. In

fact, most strategies rated at around 30% disagreement to having received the academic

preparation necessary to apply them; these findings are consistent with previous research

(Swanson, 2010; Yoon, 2008; Wong, 2012; Faez & Valeo, 2012; Carr, 2010; Cooper, 2004;

Antenos-Conforti, 2008) which indicated that instructors of world languages often felt

academically unprepared to teach their second language of expertise. In the open-ended

questions and the structured interviews, several teachers of French and Spanish as a foreign

language reported their surprise at having to apply communicative instructional strategies when

they started teaching. They also reported their lack of academic preparation to apply these

teaching strategies and the difficulties they experienced in the first few years of working as

professionals in the field. These findings support the need for quality teacher preparation

programs for world language teachers that focus on communicative language teaching and the use of in-target-language communicative instructional strategies.

World language instructors also reported that once they went into the working field, they acquired, or advanced, their skills to teach using specific in-target-language communicative instructional strategies by attending professional development, by visiting classrooms of experienced instructors who apply communicative strategies, by working with in-field instructor mentors, doing individual research on the topic. These findings are consistent with Schön's study which discussed the separation of "teaching from practice, and knowing from doing" (1978, p. 78).

Research Question Four

Research Question Four: To what extent is there a relationship between participants' pedagogical beliefs and target language use in class?

The findings resulting from Research Question Four indicate that a relationship exists between participants' pedagogical beliefs and their target language use and application of communicative instructional strategies when teaching. Table 25 displays that participants reported a high level of belief in communicative instructional teaching. Table 26 displays a mode of four for each of the survey items regarding participants' second language pedagogical beliefs (4 = Strongly Agree, 3 = Agree, 2 = Disagree, 1 = Strongly Disagree), and it also displays a mean range of 3.43 to 3.77 for instructor pedagogical beliefs. Findings for Research Question Four revealed that the Pearson r correlation applied to each of the communicative instructional strategies pairs documented enough evidence to conclude that for each pair, a relationship exists between participants' beliefs and their use of target language and communicative instructional strategies in class. The researcher expected this. As previously noted, participants in this study

are credentialed instructors who have mostly between 6 to 25 years of experience as world language instructors. Many of them also speak several languages and have experience as students of world languages. In particular, almost 50% of the participants work in an educational environment that has in-target-language communicative teaching as the cornerstone of its program.

The structured interviews brought to light that two participants who did not receive communicative approach in-target-language preparation in their out-of-Florida, master's level academic programs, expressed that the transition to the 85% to 100% communicative in-target-language teaching was a challenging, yet albeit worthwhile, requirement at the Catholic school where they teach. Furthermore, their pedagogical beliefs changed as a result of witnessing the second language development and success of their students. Their experience is consistent with Swanson's study (2010) which reported on the shock that new language instructors experience when first entering the second language acquisition classroom. To sum up, participants reported a strong relationship between their beliefs and use of specific in-target-language communicative instructional strategies.

<u>Additional Information</u>

It would be irresponsible on the part of this researcher to not report the additional information that surfaced as a result of this study. Participants shared information about their lesson planning and their experiences as world language instructors. Participants reported regularly planning lessons that incorporate communicative instructional strategies to provide an infrastructure for an in-target-language communicative class. This is expected because setting up a class infrastructure for language acquisition certainly takes prior-to-class thoughtfulness and creativity on behalf of the instructor.

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Participants also shared, rather extensively, their experiences as professional world language instructors. Several of them reported the belief that world language teachers need to be better prepared for what to expect in terms of not only in-target-language communicative instructional strategies, but in terms of Florida Comprehensive Achievement Test (FCAT), Common Core State Standards, No Child Left Behind (NCLB), and violence in the schools. Some participants reported the concern that public schools in Florida have no class size amendment for foreign languages, so an instructor may have up to 36 students in one class. Furthermore, participants reported that students are often taken out of class for mathematics or English practice, or sports. Another point that participants brought up is that students in some kindergarten through twelfth grade school systems are guaranteed a "50" grade, regardless of the work they do. These factors, expressed the participants, make it challenging for teachers to create an environment of academic excellence. The additional information reported is consistent with previous research (Pufahl & Rhodes, 2011), which indicated that due to No Child Left Behind (NCLB), students from world language courses were constantly pulled out of class to go to mathematics and, or, English classes. An additional point revealed by this study, is that world language instructors are often burdened by having to prepare for five or six different courses, as full-time teachers in kindergarten through twelfth grade schools. This finding is also consistent with previous research (López-Gómez & Albright, 2009), which indicated that world language full-time instructors often had to regularly prepare for five or more different courses without a textbook or guided curriculum to follow. Participants reported the concern that the study of world languages does not receive the attention and respect that other subjects, such as English, mathematic, and science, receive.

Working conditions and salaries were also mentioned. Participants reported that world language instructors are expected to have high credentials, but that the salary of an instructor is poor, especially when compared to salaries earned by individuals who have the same level of credentialing, but specialize in other fields. In particular, the working conditions for college instructors, in the United States, was identified as substandard given that the vast majority of them are poorly paid part-time faculty who will most likely never have the opportunity for full-time employment because higher education academic institutions are set up for this type of working situation for faculty in Florida, and throughout the United States. These findings are consistent with previous research (López-Gómez & Albright, 2009; Burke, 2012), which described world language teaching jobs as dead end jobs, with low salaries, low status, low appreciation, and low support from administration. Thus, these findings reported participants' often-not-openly-discussed issues regarding in-field experiences, working conditions, employment, and salaries.

Implications for Practice

Implications for World Language Teacher Preparation

Findings of this study have several implications for both academic programs that prepare world language instructors, future second language instructors, educational administrators, administrators in higher education. The acquisition of a first language is so implicit, so integrated, and so ingrained in the human brain that it is often challenging to fathom, explain, and bring about the deliberate acquisition of a second language, so shedding light on this reality is useful. For world language instructor preparation programs, this study offers several insights that can enhance world language teacher development programs. Research Question Three revealed practical matters that can be infused into academic programs in order to better prepare

future world language instructors; consequently, specific recommendations for world language instructor academic programs follow.

1. It is recommended that world language instructors master the language they will teach as measured by language proficiencies stipulated by the American Council on the Teaching of Foreign Languages.

2. It is recommended that future instructors be overtly equipped with specific mastery of target language knowledge to include speaking, listening, reading, writing, sequential grammar, linguistics, figurative language, appropriate discourse, pronunciation, suprasegmentals, language pragmatics, literature, and culture.

3. It is recommended that future world language instructors have mastery of their specific language and culture because this will help them be confident and knowledgeable enough to develop all facets of language and culture in their students. This recommendation is consistent with previous research (Carr, 2012; Moser et al., 2012) which reported that future instructors of French-as-a-Second Language (Carr) and future Japanese instructors of ESL (Moser et al.) felt transformed and confident to speak, live, and teach their specific language of expertise as a result of the specific language immersion program in which they participated. Instructors reported that they felt a boost in confidence as they grew to master their language of teaching expertise. Thus, incorporating in-depth specific target language study in world language teacher education programs enhances the personal confidence and language knowledge of future world language instructors.

4. It is recommended that world language instructor academic programs continue to teach theories of brain and language acquisition because this promotes understanding of how the human brain processes language.

5. It is recommended that world language instructor academic programs add language specific methodology courses that overtly discuss and layout steps for the use of communicative instructional strategies for student-centered teaching that incorporate theme-based curriculums with sequential grammar, use of clarification phrases, teacher talk adjustment, modeling of in-target-language exercises, 85% to 100% use of target language, in-target-language guided language exercises, independent in-target-language practice, and the practice of all four language skills. Strategies and application of assessment of all four language skills also should be incorporated into language specific methodology courses.

6. It is recommended that if methodology courses cannot be single language specific, they should incorporate opportunities for language specific studies. The study and teaching of language can be a daunting experience, so streamlining and overtly preparing world language instructors in specific teaching strategies will help them feel less overwhelmed and better equipped to teach. The recommendation herein is consistent with previous research (Antenos-Conforti, 2008), which reported that teacher preparation programs needed to put emphasis on offering courses that developed language specific methodologies of teaching that incorporate in-target-language communicative language teaching strategies.

7. It is recommended that world language academic programs include, as a co-requisite to specific language methodology courses, mandatory practicums with experienced

instructors who model, and apply, contemporary language teaching methodologies. These practicums should last for at least one whole semester, and they should provide student teachers with the opportunity to practice the art of in-target-language teaching. Student teachers should ideally be placed in varying types of world language teaching programs, so they can experience, firsthand, the realities of world language teaching.

The recommendations and findings of this study are consistent with previous research (Watzke, 2007; Huhn, 2012; Murray, 2013), which reported that the practicum field experience should be supervised by faculty who is knowledgeable in contemporary world language teaching practices because practicums that are not overseen by qualified teacher educators produce teachers who are not qualified to teach. This is exactly what participants in this study reported during their structured interviews. Thus, a practical, practice-based study of the target language, study of specific language methodology, and a practicum, in a real-world classroom setting, under the guidance of a teacher mentor who applies contemporary teaching strategies, will help produce accomplished, competent, and confident novice world language instructors.

Implications for Future World Language Teachers

The findings of this study also have several implications for future teachers of world languages, or second languages. As said in Ancient Rome, *caveat emptor,* or, let the buyer beware. Specific questions are recommended for individuals who aspire to enroll in a world language, or second language acquisition, teacher preparation program follow.

1. It is recommended that future world language teachers research and make specific inquiries about the teacher preparation program. Making sure that it fulfills the requirements stipulated in this study since this will augment the assurance of starting a

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world language teaching career successfully. It is recommended that future ask the following questions:

- Will this academic program teach me about brain and language acquisition?

- Will this academic program equip me with mastery of the language that I will teach to include speaking, listening, reading, writing, sequential grammar, appropriate discourse, pronunciation, language pragmatics, literature and culture?

- Will this academic program offer me language specific methodology courses that lay out steps for contemporary in-target-language communicative instructional strategies in a theme-based, student-centered academic environment?

- Will this academic program offer a language specific practicum with an experienced instructor who applies in-target-language contemporary communicative instructional teaching and provides student teachers with the opportunity to practice the art of in-target-language teaching?

- Will this academic program offer me the course work required by the state in which I live?

- Will this program prepare me to take the required state exams in order for me to become a certified world language instructor?

- In sum, will this program offer me a practical, practice-based study of the target language, study of specific language methodology, and a practicum, in a real-world classroom setting, under the guidance of a teacher mentor who applies contemporary teaching strategies, so I can become an accomplished, competent, and confident world language instructor?

2. It is recommended that future world language instructors make a conscious effort to immerse themselves in their language and culture of study.

3. It is recommended that future world language instructors master their language of specialization as measured by proficiency levels set by the American Council on the Teaching of Foreign Languages ("A.C.T.F.L.", 2015).

Implications for Educational Administrators of Kindergarten through Twelfth Grade

Finding of this research have various implications for educational administrators. Several recommendations follow.

1. It is recommended that kindergarten through twelfth grade educational administrators assure that instructors teach only languages that they have mastered. World language instructors must be proficient in the language they teach (Wright & Bolitho, 1993). To assume an instructor can teach Spanish, Italian or Portuguese because said instructor is a French-language specialist is a linguistic recipe for second language disaster; this constitutes an unfair practice both for the instructor and the students. Thornbury (1997) clearly stated that there are serious academic consequences when an instructor has limited knowledge of a language.

2. It is recommended that kindergarten through twelfth grade educational administrators limit the amount of different courses that full-time instructors have to prepare for because overburdening of good faculty members and lack of equitable treatment leads to poor retention of good faculty.

3. It is recommended that kindergarten through twelfth grade educational administrators limit class size to the class size amendment set for other core subjects like

mathematics, English, and science, for class size affects student learning, and in a globalized world, students will need a second language.

4. It is recommended that kindergarten through twelfth grade educational administrators protect world language class time and refrain from allowing world language students to be taken out of world language class in order to pursue other endeavors such as sports or any other activity. This will foster world language learning while conveying respect toward the study of world languages.

5. It is recommended that kindergarten through twelfth grade educational administrators genuinely help students develop personal accountability for their academic achievement and their grades.

6. It is recommended that online programs of language acquisition be used only to enhance learning. Online language programs often fail to provide students with the skills necessary to master a second language in a useful and communicative manner because they do not provide systematic opportunity for negotiation of meaning in the target language and verbal use of the target language .

7. It is recommended that kindergarten through twelfth grade educational administrators offer world language instructors continual opportunities for professional development that focus on in-target-language research-based skills and practices to include communicative instructional strategies.

8. It is recommended that kindergarten through twelfth grade educational administrators ensure that the world language instructor they hire is willing and able to apply in-target-language communicative instructional strategies to include:

   - use of in-target-language clarification phrases at every level of learning

- teaching an in-target-language curriculum that is theme-based and sequential

- teaching an in-target-language curriculum that has sequential, and incrementally challenging grammar structures

- modeling in-target-language exercises

- incorporating varied, in-target-language interactive exercises that range from more to less guided

- assuring students learn actively and collaboratively using target language 85% to 100% of the time in class

- assuring communicative guided language practice

- incorporating all in-target-language skills (speaking, listening, reading, writing, grammar)

- assuring collaborative learning and students' independent guided language practice

- assure that the technology used in class enhances in-target-language learning

Implications for Administrators in Higher Education

A final recommendation is for institutions of higher learning in the United States. World language instructors have to be proficient in the languages they teach and have to be highly credentialed. Their credentials match, or surpass, the credentials and experience required of professionals in other fields. It is notable that the world of higher education in the United States appears to be dominated by adjunct faculty syndrome. This syndrome is consistent with the findings of López-Gómez and Albright (2009) who reported that prestige and support for the study of world languages in the United States is low, and working conditions of world language instructors have been associated with emotional exhaustion, job dissatisfaction, burnout, and instructor attrition (Schutz, 2013). According to the findings in this study:

1. It is recommended that institutions of higher learning create more opportunities for adjunct faculty to achieve full-time employment that offers competitive salaries with benefits.

2. It is recommended that institutions of higher learning limit the amount of curriculum covered during one semester, so as to ensure class time for the infusion of all four language skills at each level of language learning.

3. It is recommended that institutions of higher learning offer continual opportunities for professional development that focus on in-target-language research-based skills and practices to include communicative instructional strategies.

4. It is recommended that institutions of higher learning use technology only to the extent that it enhances student proficiency in speaking, listening, reading, writing, grammar use and overall communicative abilities.

<div align="center">Limitation and Recommendations for Future Research</div>

Analysis of the data in this research resulted in several significant findings; however, these findings have a few limitations.

1. Findings of Research Question Two revealed that ESL only instructors reported overall higher use of communicative instructional strategies as compared to instructors of ESL and foreign language, or only foreign language. These findings do not explain why this is so, and how this information impacts the field of world language study and second language acquisition.

2. Findings for Research Question Three identified generalized aggregate discrepancy between participants' academic preparation and their use of in-target-language communicative instructional strategies; but it did not differentiate between the responses reported by instructors of only ESL and the other instructors. I also did not differentiate

between instructors who received their academic preparation in the State of Florida or out of the State of Florida. Different states have different requirements.

3. The research identified that of the instructors who teach foreign languages French and Spanish, and have master's degrees from out-of-state, were the most vocal about being frustrated and befuddled over having to apply in-target-language communicative instructional strategies when first teaching. Their experience is consistent with Swanson's study (2010) which reported on the shock that new language instructors experience when entering the second language acquisition classroom. This research did not identify if ESL instructors have had the same experience.

4. The population of participants could be viewed as another limitation of this study. Findings for Research Question Three reported a discrepancy between participants' academic preparation and their use of in-target-language communicative instructional strategies. An important detail that the researcher noted is that only nine participants in this study had five or less years of teaching experience. This could possibly mean that participants were in world language instructor programs more than a decade ago. The field of world language study has undergone vast changes in best practices within the last two decades, so this leads to the question of whether results would have been different if only instructors who graduated from their teaching programs within the last decade had been studied.

5. The reported academic preparation of the participants could be another limitation because this study did not differentiate between instructors who obtained their academic preparation to be world language instructors in a program in a college of education, or through paths other than educational degrees in a college setting.

Recommendations for Future Research

1. It is recommended that future research investigate ESL instructors' use of in-target-language communicative instructional strategies and its impact on the field of second language acquisition. This may provide new insights to the field of world language study and second language acquisition.

2. It is recommended that future research investigate why instructors of ESL reported applying more in-target-language communicative instructional strategies than instructors of ESL and foreign language, or foreign language only. This may provide insights for best practices, teaching, and professional development, and preparation of world language instructors and world language study.

3. It is recommended that future research use the World Language Communicative Instructional Strategies Survey to study a population of world language instructors who have graduated from their world language teacher preparation academic programs within the last five years. This study should make sure to differentiate between the instructors who earned their teacher certification through a college of education and instructors who became certified to teach a language through paths other than educational degrees. This will provide up-to-date information about world language teacher preparation programs that can be used as a source of information for advancement of world language studies.

4. It is recommended that future research use the World Language Communicative Instructional Strategies Survey to investigate world language teachers and world language study in a public school environment. It is possible that this would present a different set of world language teaching realities.

Conclusions

This study, which expanded upon previous research, investigated instructor use of communicative instructional strategies in the field of world language, or second language, instruction. Guided by four research questions, this study revealed several findings. In response to Research Question One, participants reported a very high use of in-target-language communicative instructional strategies. In response to Research Question Two, instructors of ESL only reported the highest application of communicative instructional strategies when teaching, but the exact reasons for this were not identified in this study. In Response to Research Question Three, significant differences were reported between participants' use of in-target-language communicative instructional strategies, and the reported preparation they received in order to apply them. Several instructors of French and Spanish reported difficulties comprehending and using these strategies when they were novice teachers because contemporary best practices in world language teaching were foreign to them, upon their graduation from their world language teacher preparation program. When enrolling in academic teacher preparation programs, future teachers are placing their faith and trust in the academic programs they are in; it is the duty of the program to serve its students well.

In response to Research Question Four, participants reported a positive relationship between their beliefs about language acquisition and their use of in-target-language communicative teaching strategies. The qualitative data reported in this study focused upon the language learning process, in-target-language communicative teaching, instructional methodology, the practicum experience, student development, and the in-field working realities of world language instructors. Participants indicated that they continued to develop their

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knowledge about world language teaching and learning via mentorships at their workplace, professional development, and personal research.

Based upon the findings of this study and the literature in chapter two, the implications for practice focused upon specific recommendations for world language teacher preparation, for future world language teachers, for educational administrators of kindergarten through twelfth grade, and for administrators in higher education.

Based upon the findings of this study, the literature in chapter two, and the limitations of this study, recommendations for further research were made. These recommendations focused upon: further researching ESL instructors' use of in-target-language communicative instructional strategies; using the World Language Communicative Instructional Strategies Survey to study world language instructors who have graduated from their world language academic preparation programs within the last five years; and using the World Language Communicative Instructional Strategies Survey to learn about world language teachers and world language study in public schools.

Findings of this study both supported and expanded upon previous research. It is important to underscore that in the end, despite the challenges of the field, participants shared their passion for the teaching and learning of world languages and cultures. It is hoped that this research will be useful to the field of world language study in light of a changing world and a globalized society.

APPENDIX A: LETTERS SOLICITING PARTICIPATION AND APPROVAL

UCF College of Graduate Studies

Millican Hall 230
P.O. Box 160112
Orlando, Fl. 32816-0112

July 2014

Mr. Henry Fortier, Superintendent of Catholic Schools
Diocese of Orlando
P.O. Box 1800
Orlando, Fl. 2802-1800

Dear Mr. Fortier:

My name is Valerie Mann-Grosso and I work at Father Lopez Catholic High School in the Modern Language Department. I am also a doctoral student in the Doctor of Executive Leadership program of the University of Central Florida. I am conducting a survey-based study in the field of second language acquisition, and I am inviting the Diocese of Orlando, and its foreign language teachers, to participate in it.

The purpose of this study is to shed light upon instructors' use of communicative instructional strategies and its relationship to their academic preparation. Participation in this study is voluntary. There are no anticipated financial or professional risks involved with participating. Results may be published in aggregate form. No participant will be individually identified because the survey is anonymous. At the end of the survey, instructors will be asked if they would like to participate in a voluntary confidential interview.

To respond to this request, or should you have any questions in regards to this study, please do not hesitate to contact me, Valerie Mann-Grosso, at mv2010@knights.ucf.edu. My faculty advisor, Dr. Rosemarye Taylor, may also be contacted by phone at (407) 823-1469 or by email, at Rosemarye.Taylor@ucf.edu. All research conducted at the University of Central Florida is under the oversight of the Institutional Review Board (IRB). Questions and concerns about your rights may be directed to the UCF Institutional Review Board Office at the University of Central Florida, Office of Research and Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL, 32826-3246. The telephone number of this office is (407) 823-3778.

I look forward to the participation of the Diocese of Orlando in this study.

Sincerely,

Valerie Mann-Grosso
Teacher of Spanish and ESOL
Modern Language Department Chair / Director of ESOL
Father Lopez Catholic High School

Doctoral Candidate, University of Central Florida

P.S. You will receive a report of this research next year.

Office of Schools

July 15, 2014

Rosemarye Taylor, Ph.D.
University of Central Florida
College of Education and Human Performance
12494 University Boulevard
Orlando, FL 32816

Dr. Taylor:

I have granted permission for Valerie Mann-Grosso to conduct her survey of teachers in the Diocese of Orlando. It is my understanding that this survey and subsequent research is part of her dissertation process for her doctorate. We are happy to grant this permission and to be able to support the continuing education efforts of the talented teachers in our Diocese.

We are looking forward to learning the results of her research on second language acquisition. As the chair of the Modern Language department at Fr. Lopez Catholic High School, Ms. Mann-Grosso's research will be beneficial to her school and throughout the Diocese.

Thank you for your support.

Mr. Henry Fortier
Secretary for Education, Superintendent of Schools
Diocese of Orlando

UCF College of Graduate Studies Millican Hall230
P.O. Box 160112
Orlando, Fl. 32816-0112

7/8/2014

Ms. L. Eli
Managing Director, International Education
Valencia College, Continuing
Education 1800 South Kirkman Road
Orlando, FL 32811

Dear Ms. Eli:

I am a doctoral student in the Doctor of Executive Leadership program of the University of Central Florida. I am conducting a survey-based study in the field of second language acquisition, and I am inviting instructors in the Language Program of the Valencia College, Continuing Education department to participate in it. The survey is a one-time, 15 minute online survey. Participation is voluntary.

I understand that my liaison for all communication with Valencia College concerning this project and the dissemination of the survey will be Sara Mendes, Program Manager for the Language Program (407-582-6771, smendes2@valenciacollge.edu). I also understand the following:

- The instructors are employees of Valencia College and will be referred to as such
- I will not contact instructors directly regarding this project until I have been authorized to do so by Valencia College
- Valencia College will have the opportunity to review and make suggestions for revisions to the content of the survey and voluntary interview (as it relates to Valencia College's name, address, or other related information) prior to the dissemination of the survey or conducting interviews.

The purpose of this study is to shed light upon instructors' use of communicative instructional strategies and its relationship to their academic preparation. Participation in this study is voluntary. There is no financial cost or risk involved with participating. Results may be published in aggregate form. No participant will be individually identified because the survey is anonymous. At the end of the survey, instructors will be asked if they would like to participate in a voluntary confidential interview.

To respond to this request, or should you have any questions in regards to this study, please do not hesitate to contact me, Valerie Mann-Grosso, at mv2010@knights.ucf.edu. My facu1ty advisor, Dr. Rosemarye Taylor, may also be contacted by phone at (407) 823-1469 or by email, at Rosemarye.Taylor@ucf.edu. All research conducted at the University of Central Florida is under the oversight of the Institutional Review Board (IRB). Questions and concerns about your rights may be directed to the UCF Institutional Review Board Office at the University of Central Florida, Office of Research and Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL, 32826-3246. The telephone number of this office is (407)

823-3778.

I look forward to the participation of Valencia College in this study.
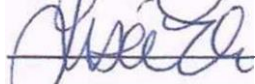
Sincerely,

Valerie Mann-Grosso
Instructor of Spanish and ESOL, Continuing Education, Valencia
College Department Chair/Director of ESOL
Father Lopez Catholic High School

Doctoral Candidate, University of Central Florida

Date: 7/7/2014

Approved by:

Lisa Eli, Managing Director Continuing International Education Valencia College
Orlando, Florida

Tuesday, June 10, 2014

Dear Mr. Cornelius:

I am a doctoral student in the Executive Leadership program of the University of Central Florida. I am conducting a research study in the field of foreign language and second language acquisition. Being a language professor myself, I value the teaching and learning of languages.

The purpose of this study is to learn about ESOL and foreign language preparation and frequency of use of specific instructional communicative strategies. This study has questions that directly relate to teacher preparation and instructional communicative time in class.

I am hereby inviting your department and professors to participate in a research designed to gather information about communicative approach teaching methodologies. The purpose of this study is to shed light upon the frequency of use of specific instructional strategies and their relationship, if any, to teachers' academic preparation. Your department is one of three being asked to participate.

Your department's participation in this study is voluntary, and there are no anticipated financial or professional risks involved with completing this survey. The results of this survey may be published in aggregate form, but no participant will be individually identified because the survey is anonymous. This survey is expected to last 10 minutes.

At the end of the survey, professors will be asked if they would like to participate in a voluntary and confidential interview. Information from the interview will be recorded to insure that the researcher is accurate in reporting the information resulting from the interviews, and its findings will be reported in aggregate form. This interview is expected to last 15 minutes.

To respond to this request, or should you have any questions in regards to this study, please do not hesitate to contact me at mv2010@knights.ucf.edu. My faculty advisor, Dr. Rosemarye Taylor, may also be contacted by phone at (407) 823-1469 or by email at rosemarye.Taylor@mail.ucf.edu. All research conducted at the University of Central Florida is carried out under the oversight of the Institutional Review Board (IRB). Questions and concerns about research participants' rights may be directed to the UCF Institutional Review Board Office at the University of Central Florida, Office of Research and Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL, 32826-3246. The telephone numbers of this office are (407) 823-2901 or (407) 882-2276.

I look forward to the participation of your department in this survey.

Sincerely,

Valerie Mann-Grosso
Doctoral Candidate, University of Central Florida

Mrs. Mann-Grosso has my permission to survey, and conduct voluntary and confidential interviews with the faculty of the OSC World Languages Department. Ray Cornelius, Chair June 2014

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UCF College of Graduate Studies
Millican Hall 230
P.O. Box 160112
Orlando, Fl. 32816-0112

July 2014

Mr. William Elshoff, Associate Dean
English Language Studies, Seminole State College
100 Weldon Blvd.
Sanford, Fl. 32773

 Dear Mr. Elshoff:

 I am a doctoral student in the Doctor of Executive Leadership program of the University of Central Florida. I am conducting a survey-based study in the field of second language acquisition, and I am inviting the English Language Studies Department of Seminole State College, and its faculty, to participate in it.

The purpose of this study is to shed light upon instructors' use of communicative instructional strategies and its relationship to their academic preparation. Participation in this study is voluntary.   There are no anticipated financial or professional risks involved with participating. Results may be published in aggregate form. No participant will be individually identified because the survey is anonymous.   At the end of the survey, instructors will be asked if they would like to participate in a voluntary confidential interview.

To respond to this request, or should you have any questions in regards to this study, please do not hesitate to contact me, Valerie Mann-Grosso, at mv2010@knights.ucf.edu. My faculty advisor, Dr. Rosemarye Taylor, may also be contacted by phone at (407) 823-1469 or by email, at Rosemarye.Taylor@ucf.edu. All research conducted at the University of Central Florida is under the oversight of the Institutional Review Board (IRB). Questions and concerns about your rights may be directed to the UCF Institutional Review Board Office at the University of Central Florida, Office of Research and Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL, 32826-3246. The telephone number of this office is (407) 823-3778.

I look forward to the participation of the English Language Studies Department of Seminole State College in this study.

Sincerely,

Valerie Mann-Grosso
Instructor of Spanish and ESOL
Department Chair / Director of ESOL
Father Lopez Catholic High School

Doctoral Candidate, University of Central Florida

P.S. You will receive a report of this research next year.

APPENDIX B: WORLD LANGUAGE COMMUNICATIVE INSTRUCTIONAL
STRATEGIES SURVEY

World Language Communicative Instructional Strategies Survey

Directions: Please select the best answer to each item.

 I give my informed consent to participate in this study.

A. Yes   B. No

<u>Section I</u>

 This section asks about your background information.

1. Please select your employer.
    a. Diocese of Orlando
    b. Valencia College
    c. Daytona State College

2. Please select the years of teaching experience you had by June 30, 2014.
    a. 5 or less
    b. 6 to 15 years
    c. 16 to 25
    d. 26 or more

3. Please select your undergraduate degree major.
    a. Secondary Education
    b. Foreign Language: please list_____
    c. English to Speakers of Other Languages/ESL
    d. Other – Please specify _____

4. Please select your graduate degree major.
    a. Secondary Education
    b. Foreign Language: please list _____
    c. English to Speakers of Other Languages/ESL
    d. Other – Please specify _____
    e. N/A

5. Please select the highest degree you have earned.
    a. Bachelor Degree
    b. Master's Degree
    c. Education Specialist Degree
    d. Doctorate Degree

6. Please select the areas in which you have teaching and speaking expertise.
    a. English to Speakers of Other Languages
    b. Spanish
    c. Portuguese
    d. French
    e. American Sign Language

f. Mandarin
g. German
h. Latin
i. Other: please specify _____

7. Please select all the languages that you teach.
   a. English to Speakers of Other Languages
   b. Spanish
   c. Portuguese
   d. French
   e. American Sign Language
   f. Mandarin
   g. German
   h. Latin
   i. Other: please specify _____

8. Please select your primary home language.
   a. English
   b. Spanish
   c. Portuguese
   d. French
   e. American Sign Language
   f. Mandarin
   g. German
   h. Latin
   i. Other – Please specify _____

9. Please select the age range that best represents you.
   a. 22 - 30
   b. 31 - 40
   c. 41 - 50
   d. 51 - 60
   e. More than 60
   f. Prefer not to disclose

10. Please select the gender that best represents you.
    a. Male
    b. Female
    c. Prefer not to disclose

:

Please select the response that best represents how you plan your class, how you behave in class, and how you maintain your students in class.

Regularly (4), Sometimes (3), Seldom (2), Never (1).

A. Instructional Plan

Appropriate to the language level,
when planning lessons you…   (4)   (3)   (2)   (1)

11. prepare theme-based instruction.   4   3   2   1

12. prepare instruction with sequential grammar.   4   3   2   1

13. plan activities that incorporate listening, speaking   4   3   2   1
    reading, and writing in the target language.

14. plan varied, in-target-language, interactive exercises   4   3   2   1
    that range from more guided to less guided.

15. design interactive student-centered activities that   4   3   2   1
    require collaborative learning and target language use.

B. Instructor's Language

Appropriate to the language level,
when teaching you…   (4)   (3)   (2)   (1)

16. use in-target-language clarification phrases.   4   3   2   1

17. adjust in-target-language teacher talk to student   4   3   2   1
    proficiency level.

18. model target language exercises.   4   3   2   1

19. incorporate use of visuals.   4   3   2   1

20. integrate all 4 language skills in the target language.   4   3   2   1

21. assure students learn actively and collaboratively   4   3   2   1
    using target language during 85% to 100% of time.

22.	assure communicative guided target language practice.	4	3	2	1
23.	assure students' independent target language practice.	4	3	2	1

C. Student Language

Appropriate to the language level, your students…   (4)   (3)   (2)   (1)

24.	use clarification phrases in target language.	4	3	2	1
25.	apply the target language learned.	4	3	2	1
26.	strive to use target language for 85% to 100% of class time.	4	3	2	1
27.	engage in collaborative learning in the target language.	4	3	2	1

Section III

Please select the response that best represents your academic preparation and your pedagogical beliefs.   Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1).

A. Academic Preparation

My academic preparation assisted me to …

                                (4)   (3)   (2)   (1)

28.	prepare theme-based instruction.	4	3	2	1
29.	prepare instruction with sequential grammar.	4	3	2	1
30.	plan activities that incorporate speaking, listening, reading and writing in the target language.	4	3	2	1
31.	plan varied, in-target-language, interactive exercises that range from more guided to less guided.	4	3	2	1
32.	design interactive student-centered activities that require collaborative learning and 85% to 100% target language use.	4	3	2	1

33. use in-target-language clarification phrases.	4	3	2	1
34. adjust in-target-language teacher talk to student proficiency level.	4	3	2	1
35. model target language exercises.	4	3	2	1
36. incorporate use of visuals.	4	3	2	1
37. integrate all 4 language skills in the target language.	4	3	2	1
38. create a classroom environment in which students learn actively and collaboratively in level appropriate target language.	4	3	2	1
39. use communicative guided target language practice.	4	3	2	1
40. facilitate students' independent target language practice.	4	3	2	1

B. Pedagogical Beliefs

I believe….

41. high school students and adults can learn a second language.	4	3	2	1
42. instructors need to teach and use in-target-language clarification phrases as of the first day of class.	4	3	2	1
43. instructor must engage students in collaborative, level appropriate, communicative learning activities in the target language.	4	3	2	1
44. communicative instructional activities are essential to language learning.	4	3	2	1
45. communicative instructional activities must be infused at every language level.	4	3	2	1

46. Please provide any comments that you believe will be helpful to the researcher related to world language instruction and professional preparation.

_____

_____

_____

_____

If you would like to volunteer to be interviewed by the researcher, please contact Valerie Mann-Grosso, at 2010@knights.ucf.edu.

Thank you for taking the time to complete this survey

Valerie Mann-Grosso

Modern Language Department Chair/Director of ESOL /Instructor of World Languages
Father Lopez   Catholic High School

Doctoral candidate at the University of Central Florida

APPENDIX C: STRUCTURED INTERVIEW QUESTIONS

Structured Interview Questions

1. What communicative instructional strategies do you find helpful to use in class?

2. What part of your personal academic preparation did you find helpful?

3. What other thoughts would you like to share about your teaching experiences?

APPENDIX D: UNIVERSITY OF CENTRAL FLORIDA INSTITUTIONAL REVIEW BOARD

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1**
FWA00000351, IRB00001138

To: **Valerie Mann-Grosso**

Date: **August 05, 2014**

Dear Researcher:

On 8/5/2014, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review:	Exempt Determination
Project Title:	World Language Instructor Use of Communicative Instructional Strategies
Investigator:	Valerie Mann-Grosso
IRB Number:	SBE-14-10478
Funding Agency:	
Grant Title:	
Research ID:	N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 08/05/2014 10:48:25 AM EDT

IRB Coordinator

Page 1 of 1

APPENDIX E: INSTRUCTOR CONSENT FOR SURVEY

UCF College of Graduate Studies
Millican Hall 230
P.O. Box 160112
Orlando, Fl. 32816-0112

August 2014

Instructors from the Diocese of Orlando
Diocese of Orlando
P.O. Box 1800
Orlando, Fl. 2802-1800

Dear Instructor of Foreign Languages/ESOL from the Diocese of Orlando:

You are invited to participate in research designed to gather information about communicative approach teaching methodologies. Your insight is important to learning about communicative instructional strategies used in class. You are one of approximately 60 teachers/instructors who are being asked to take this survey. Your input will be anonymous. This survey is expected to take 10 minutes.

Your participation in this study is entirely voluntary. You may select to participate or not without any repercussion. There are no anticipated financial or professional risks involved with completing this survey. The results of this survey may be published in aggregate form. No participant will be individually identified.

Should you have any questions in regards to this study, please do not hesitate to contact me, Valerie Mann-Grosso, at mv2010@knights.ucf.edu. My faculty advisor, Dr. Rosemarye Taylor, may also be contacted by phone at (407) 823-1469 or by email at Rosemarye.Taylor@ucf.edu. All research conducted at the University of Central Florida is under the oversight of the Institutional Review Board (IRB). Questions and concerns about your rights may be directed to the UCF Institutional Review Board Office at the University of Central Florida, Office of Research and Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL, 32826-3246. The telephone number of this office is (407) 823-3778.

(LINK to Survey goes here)

By clicking on this link, you are giving your informed consent.

Thank you for your participation in this survey.

Sincerely,

Valerie Mann-Grosso
Foreign Language Teacher / Department Chair/Director of ESOL
Father Lopez Catholic High School

Doctoral Candidate, University of Central Florida

UCF College of Graduate Studies
Millican Hall 230
P.O. Box 160112
Orlando, Fl. 32816-0112

August 2014

Continuing Education Instructors
Valencia College
1800 South Kirkman Road
Orlando, Fl. 32811

Dear Modern Language Instructor from Valencia College:

You are invited to participate in research designed to gather information about communicative approach teaching methodologies. Your insight is important to learning about communicative instructional strategies used in class. You are one of approximately 60 teachers/instructors who are being asked to take this survey. Your input will be anonymous. This survey is expected to take 10 minutes.

Your participation in this study is entirely voluntary. You may select to participate or not without any repercussion. There are no anticipated financial or professional risks involved with completing this survey. The results of this survey may be published in aggregate form. No participant will be individually identified.

Should you have any questions in regards to this study, please do not hesitate to contact me, Valerie Mann-Grosso, at mv2010@knights.ucf.edu. My faculty advisor, Dr. Rosemarye Taylor, may also be contacted by phone at (407) 823-1469 or by email at Rosemarye.Taylor@ucf.edu. All research conducted at the University of Central Florida is under the oversight of the Institutional Review Board (IRB). Questions and concerns about your rights may be directed to the UCF Institutional Review Board Office at the University of Central Florida, Office of Research and Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL, 32826-3246. The telephone number of this office is (407) 823-3778.

(LINK to Survey goes here)

By clicking on this link, you are giving your informed consent.

Thank you for your participation in this survey.

Sincerely,

Valerie Mann-Grosso
ESOL/Spanish /Portuguese Instructor
Valencia College
Orlando, Florida

Doctoral Candidate, University of Central Florida

UCF College of Graduate Studies
Millican Hall 230
P.O. Box 160112
Orlando, Fl. 32816-0112

September 2014

Foreign Language Faculty
Modern Language Department, Daytona State College
1200 W. International Speedway Blvd.
Daytona Beach, Fl. 32114

Dear Modern Language Instructor from Daytona State College:

You are invited to participate in research designed to gather information about communicative approach teaching methodologies. Your insight is important to learning about communicative instructional strategies used in class. You are one of approximately 60 teachers/instructors who are being asked to take this survey. Your input will be anonymous. This survey is expected to take 10 minutes.

Your participation in this study is entirely voluntary. You may select to participate or not without any repercussion. There are no anticipated financial or professional risks involved with completing this survey. The results of this survey may be published in aggregate form. No participant will be individually identified.

Should you have any questions in regards to this study, please do not hesitate to contact me, Valerie Mann-Grosso, at mv2010@knights.ucf.edu. My faculty advisor, Dr. Rosemarye Taylor, may also be contacted by phone at (407) 823-1469 or by email at Rosemarye.Taylor@ucf.edu. All research conducted at the University of Central Florida is under the oversight of the Institutional Review Board (IRB). Questions and concerns about your rights may be directed to the UCF Institutional Review Board Office at the University of Central Florida, Office of Research and Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL, 32826-3246. The telephone number of this office is (407) 823-3778.

(LINK to Survey goes here)

By clicking on this link, you are giving your informed consent.

Thank you for your participation in this survey.

Sincerely,

Valerie Mann-Grosso,
Instructor of Spanish and ESOL, Department Chair /Director of ESOL
Father Lopez Catholic High School
Dual Enrollment Spanish Instructor, Daytona State College

Doctoral Candidate, University of Central Florida

UCF College of Graduate Studies
Millican Hall 230
P.O. Box 160112
Orlando, Fl. 32816-0112

July 2014

Instructors of English as a Second Language
English Language Studies, Seminole State College
100 Weldon Blvd.
Sanford, Fl. 32773

Dear Modern Language Instructor from Seminole State College:

You are invited to participate in research designed to gather information about communicative approach teaching methodologies. Your insight is important to learning about communicative instructional strategies used in class. You are one of approximately 60 teachers/instructors who are being asked to take this survey. Your input will be anonymous. This survey is expected to take 10 minutes.

Your participation in this study is entirely voluntary. You may select to participate or not without any repercussion. There are no anticipated financial or professional risks involved with completing this survey. The results of this survey may be published in aggregate form. No participant will be individually identified.

Should you have any questions in regards to this study, please do not hesitate to contact me, Valerie Mann-Grosso, at mv2010@knights.ucf.edu. My faculty advisor, Dr. Rosemarye Taylor, may also be contacted by phone at (407) 823-1469 or by email at Rosemarye.Taylor@ucf.edu. All research conducted at the University of Central Florida is under the oversight of the Institutional Review Board (IRB). Questions and concerns about your rights may be directed to the UCF Institutional Review Board Office at the University of Central Florida, Office of Research and Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL, 32826-3246. The telephone number of this office is (407) 823-3778.

(LINK to Survey goes here)

By clicking on this link, you are giving your informed consent.

Thank you for your participation in this survey.

Sincerely,

Valerie Mann-Grosso,
Instructor of Spanish and ESOL, Department Chair/Director or ESOL
Father Lopez Catholic High School
Dual Enrollment Spanish Instructor, Daytona State College

Doctoral Candidate, University of Central Florida

APPENDIX F: LETTER OF INFORMED CONSENT FOR STRUCTURED INTERVIEW

July, 2014

Dear Instructor of English as a Second Language and/or Foreign Languages:

You recently completed a survey about communicative approach teaching methodologies in which you volunteered to be interviewed. This voluntary interview will take no longer than 15 minutes to complete.

This interview is confidential, so only the researcher will know your identity. Interview result shall be compiled and analyzed in aggregate form. Results will then be shared with all of your department, so all of you can be apprised of the findings.

You will not receive compensation for participating in this interview. Please note that you are free to withdraw at any time.

Should you have any questions in regards to this study, please do not hesitate to contact me, Valerie Mann-Grosso, at mv2010@knights.ucf.edu. My faculty advisor, Dr. Rosemarye Taylor, may also be contacted by phone at (407) 823-1469 or by email at Rosemarye.Taylor@ucf.edu. All research conducted at the University of Central Florida is under the oversight of the Institutional Review Board (IRB). Questions and concerns about your rights may be directed to the UCF Institutional Review Board Office at the University of Central Florida, Office of Research and Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL, 32826-3246. The telephone number of this office is (407) 823-3778.

Thank for taking the time to participate in this interview.

Sincerely,

Valerie Mann-Grosso
Modern Language Department Chair/ Director of ESOL/Instructor of Modern Languages
Father Lopez Catholic High School.

Doctoral Candidate, University of Central Florida

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