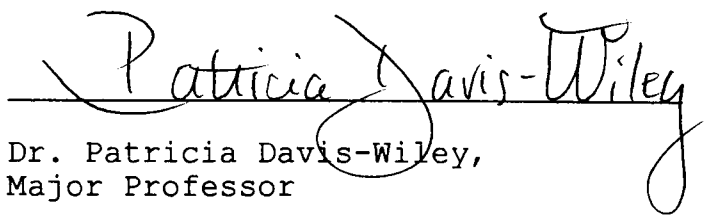


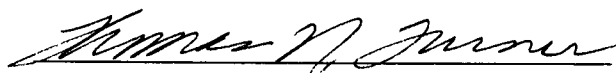
To the Graduate Council:

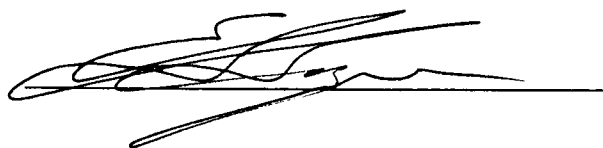
I am submitting herewith a dissertation written by Jean Honaker Eledge entitled "Characteristics of an Effective Modern Foreign Language Lesson: What Outstanding Teachers Do in their Most Effective Lessons." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Curriculum and Instruction.


Dr. Patricia Davis-Wiley,
Major Professor

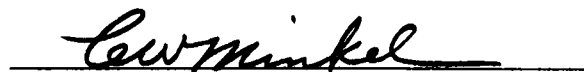
We have read this dissertation
and recommend its acceptance:







Accepted for the Council:


Associate Vice Chancellor and
Dean of The Graduate School

CHARACTERISTICS OF AN EFFECTIVE MODERN FOREIGN LANGUAGE
LESSON: WHAT OUTSTANDING TEACHERS DO IN THEIR MOST EFFECTIVE
LESSONS

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

Jean Honaker Eledge

August 1995

Copyright © Jean Honaker Eledge, 1995
All rights reserved

DEDICATION

This dissertation is dedicated to my husband and to my son,
Bill and Eric,
who supported and encouraged me,
and to my mother,
Dorothy Hamilton Honaker,
who instilled in me a love for learning.

ACKNOWLEDGEMENTS

I would like to thank Dr. Patricia Davis-Wiley, my major professor, for all of her advice, guidance, and encouragement. Throughout my doctoral studies and dissertation work, she has consistently been to me a true mentor and a friend. I would also like to express my gratitude to the other members of my doctoral committee, Dr. Margaret Beauvois, Dr. Grady Bogue, and Dr. Thomas Turner for their always open door and their invaluable assistance with this study.

To my husband Bill and my son Eric I wish to express a very special thanks for their patience, their support, and their love.

ABSTRACT

The purpose of this study was to identify the characteristics of an effective modern foreign language lesson, as described by those teachers judged by their respective state foreign language teaching associations as outstanding secondary modern foreign language teachers. This study examined the outstanding modern foreign language teachers' written responses to questions which asked them to reflect upon, to recall, and to describe the lesson they perceived to have been their most effective during the academic year 1994-1995. The research questions which guided this study were: (a) What teaching practices are employed by outstanding secondary modern foreign language teachers in the lessons they perceive as their most effective?, and (b) What commonalities, if any, exist in the reported teaching practices and the reflections of outstanding secondary modern foreign language teachers?

While much research attention has centered around the general topic of effective teaching, little research has specifically examined effective foreign language teaching practices employed by exemplary modern foreign language classroom teachers. What outstanding modern foreign language teachers do to make their lessons effective is information which can be applied by any modern foreign language teacher to improve or to enhance his/her teaching effectiveness.

The population of the study consisted of 30 secondary modern foreign language teachers who had received recognition by their respective state foreign language teaching associations either as a 1994 Teacher of the Year (or comparable distinction) or as a recipient of that award in Tennessee in any year since the award's inception in 1978. Participants in the study became the 17 teachers, or 56.67% of the population, who signed the consent form and returned the questionnaire.

The questionnaire, one developed by the researcher specifically for this study, asked the participants to reflect upon and then to describe the lesson they perceived to have been their most effective in 1994-1995 and also to respond to open-ended questions concerning not only that lesson, but also effective lessons in general. The narrative responses describing the teachers' most effective lessons were analyzed to determine categories of teaching practices which appeared. The identified categories were then ranked on the basis of number and percentage of teachers who recorded the use of each in the narratives of their most effective lessons. Those categories of teaching practices which appeared as commonalities in the narrative descriptions of the participants' most effective lessons became the characteristics of an effective modern foreign language lesson.

From the analysis of the data emerged 19 characteristics of an effective modern foreign language lesson. Those characteristics include preparation, active involvement of students, a non-textbook focus, nontraditional activities, use of the spoken target language in meaningful communication, a variety of teaching materials/aids, review/building on previous learning, group work, immediate establishment of target language atmosphere, a variety of activities, use of objects or pictures, integration of culture, opportunities for student movement, communication of expectations to students, checking for comprehension, integration of topics or activities which relate to students' lives, encouragement of student creativity, opportunities for practice, and a nontraditional arrangement of classroom or students.

The results of the analysis of the data led to the following conclusions:

1. Individual effective foreign language lessons exhibit characteristics present in other effective foreign language lessons.
2. Commonalities exist in the teaching practices employed in the most effective lessons of exemplary teachers.
3. There are certain characteristics of an effective modern foreign language lesson which appear as commonalities

in lessons perceived to be highly effective by outstanding secondary modern foreign language teachers.

4. There exist modern foreign language teaching practices which have worked in the past and which continue to work, regardless of any particular methodology or theory in vogue at the time.

5. Commonalities in effective modern foreign language teaching practices exist without regard to target language taught or the level of language taught.

6. Effective secondary modern foreign language lessons occur as a result of direct involvement of the teacher in preparing, selecting, orchestrating, and facilitating those lessons.

7. The characteristics of an effective modern foreign language lesson embody teaching practices which can be adopted and incorporated by any secondary modern foreign language teacher.

Recommendations for further research include studies exploring students' perceptions of highly effective modern foreign language lessons and replication of the study with a larger population and with populations from different subject areas at various grade levels.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Problem	4
Purpose	6
Research Questions	7
Importance of the Study	8
Assumptions	10
Limitations	11
Delimitations	12
Definitions	13
Organization of the Study	15
II. REVIEW OF THE LITERATURE	16
Effective Teaching	17
Effective Foreign Language Teaching Practices	34
III. METHODS AND PROCEDURES	52
Population	53
Participants	55
Questionnaire	56
Data Analysis	58
Summary	60
IV. ANALYSIS OF THE DATA	62
Characteristics of an Effective Modern Foreign Language Lesson	64
Participants' Reflections on the Effective Modern Foreign Language Lesson	96

Summary	106
V. CONCLUSION	108
Summary	108
Discussion of the Findings	117
Conclusions	122
Implications for Educational Practice	124
Recommendations for Further Research	127
REFERENCES	129
APPENDICES	139
APPENDIX A. LETTER TO STATE FOREIGN LANGUAGE SUPERVISORS	140
APPENDIX B. LETTER TO POTENTIAL PARTICIPANTS EXPLAINING THE STUDY	142
APPENDIX C. CONSENT FORM	145
APPENDIX D. QUESTIONNAIRE	147
APPENDIX E. ANALYSIS OF DATA FROM PART THREE OF THE QUESTIONNAIRE	155
APPENDIX F. INDIVIDUAL TEACHER RESPONSES TO QUESTION TWO OF PART TWO OF THE QUESTIONNAIRE, LISTED BY CATEGORY	158
VITA	161

CHAPTER I

INTRODUCTION

Few, if any, activities are as crucial in schooling as teaching; and, as elusive and complex as teaching may be, research toward understanding it must continue. (Ornstein, 1991, p. 78)

Much educational research attention of the twentieth century has focused on the subject of effective teaching, attempting to answer the questions "What is effective teaching?" and "Who is a good teacher?" Some attempts at answering these questions have explored a wide variety of teacher traits, ranging from personality to physical attributes, such as hair and eye color or even strength of grip (Good, Biddle, & Brophy, 1975). Other studies have sought answers through observations of what teachers actually do in the classroom and have led to lists and even models of competencies believed to contribute to effective teaching, regardless of the subject taught.

While educational researchers across the disciplines have sought a general description of teaching "effectiveness" in the twentieth century, foreign language educators have run a course through numerous highly-touted, well-marketed methodologies and have examined various language acquisition theories in search of the most

effective means of helping students acquire a foreign language. Despite the numerous methodologies and theories purporting to have uncovered the answer to effective foreign language teaching, however, a question lingers: Is it in following the prescriptions of the methodology in vogue or the implications of the most widely-accepted theory of the day that foreign language teachers are most effective in helping their students acquire a foreign language? In an apparent response, Alice Omaggio Hadley (1993) states in her Teaching Language in Context that currently "many teachers are adopting an eclectic approach to language learning and teaching" as a reaction to the frustrations of trying to keep up with and adhere to the ever-changing "one true way" (p. 119).

While debate continues, however, in the general area of education and in the specific area of foreign language instruction as to what defines effective teaching, it seems that it is indeed possible to recognize effective teaching and to identify effective, even outstanding, teachers. Such teachers are "known" in their school districts, and often beyond, as a result of their students' achievement and motivation. Moskowitz (1978), in her study of "outstanding" foreign language teachers, supported this notion and contended that "good teachers seem to know how to make students like learning a foreign language and want to continue this study" (p. 135).

If then, "good," or "effective," or "outstanding" can be identified, even in the absence of educational research consensus as to what defines those adjectives, is it not conceivable that teachers to whom those descriptors are attributed could offer models of teaching practices that could be emulated by others to improve or to enhance instruction? Medley (1978) argued that genuine educational reform "must be channeled through the behavior of the teacher in order to reach the learner" (p. 16). Could the teaching practices, then, of effective teachers offer insight into the beginnings of some "doable" educational reform which can make a difference? Addressing what he finds to be the new "themes" in education research, Doyle (1990), author of the introductory chapter of the 1990 edition of the Handbook of Research on Teacher Education, predicted that

the knowledge coming from new research on the classroom and teaching practices will be of more use to teachers and teacher educators than most previous studies have been.

The new knowledge will enable teachers to understand what goes on in the classroom in terms curriculum, management, and instruction, so they can develop sound practices in response. . . Practical knowledge comes from actual classroom experience. (Watkins, 1990, p. A18)

With the pressure of accountability on teachers, regardless of discipline, and with the deluge of methodological and theoretical imperatives specifically

aimed at their teaching, secondary foreign language teachers need guidance based upon such "actual classroom experience." Clearly, it is time for research to address specifically, in practical, applicable terms, the improvement or the enhancement of the teaching effectiveness of secondary modern foreign language teachers.

Problem

While volumes have been written on the general subject of effective teaching and on the specific subjects of foreign language methodology and second language acquisition, little research on foreign language instruction has focused upon the teaching practices of foreign language teachers who are recognized as "effective" or "outstanding" in their classroom instruction. While the defining elements of the terms "effective" or "outstanding" continue to be debated among educators and researchers, such exemplary foreign language teachers do exist and can usually be readily identified by administrators, colleagues, former and current students, and even parents.

Research (Berliner 1986; Tobin & Fraser 1989) indicates that one of the best ways to learn to teach or to improve already good teaching is through the study of exemplary teachers. The investigations of Tobin and Fraser into the practices of exemplary teachers led them to conclude:

Investigations of teachers regarded as exemplary have led to the development of rich descriptions of teaching and learning and of models for what teachers do and why they do what they do. These models provide insights into the conditions associated with teacher change and provide a rationale for the practices of teacher educators. (p. 235)

Unfortunately, few foreign language research studies have looked to exemplary foreign language teachers as a source of data on what really works in the foreign language classroom.

Over the course of their careers, foreign language teachers at the secondary level endure countless classroom evaluations, peruse stacks of texts and ancillaries which tout ideal methods or activities, or both, for effective foreign language instruction. These teachers, however, receive little or no feedback specifically concerning what they can do to make their teaching more effective in terms of both student learning and student motivation.

In addition to a lack of meaningful feedback or practical suggestions on how to improve their own effectiveness, secondary modern foreign language teachers also suffer from lack of release time to observe other teachers in their discipline or to conduct their own research in the area of effective teaching. Richards (1990) noted that "classroom practices of language teachers are of interest to many different people . . . but those with the greatest interest in knowing what teachers do in classrooms are teachers themselves" (p. 118). Foreign language

teachers, however, have been provided few actual teaching examples--examples, drawn from experience, that have worked and that can be incorporated into any individual's classroom teaching. And in the absence of release time for observations, foreign language teachers seldom, and often never, have the opportunity to witness what exemplary foreign language teachers do to earn the label "effective" or "outstanding."

What outstanding teachers do in their most effective lessons holds great potential for the improvement or enhancement of secondary modern foreign language teaching. The teaching practices employed by secondary modern foreign language teachers who have been identified as "outstanding" was the area investigated in this study.

Purpose

The purpose of this study was to identify the characteristics of an effective modern foreign language lesson, as described by those teachers judged by their respective state foreign language teaching associations as outstanding secondary modern foreign language teachers. This study examined the outstanding modern foreign language teachers' written responses to questions which asked them to reflect upon, to recall, and to describe the lesson they perceived to have been their most effective during the

academic year 1994-1995. The reflections, recollections, and descriptions provided by the outstanding secondary modern foreign language teachers were the focus of the study.

While much research attention has centered around the general topic of effective teaching, little research has specifically examined effective foreign language teaching practices employed by exemplary modern foreign language classroom teachers. What these outstanding teachers do in their most effective teaching lessons needed to be identified.

Research Questions

In attempting to identify some of the characteristics of an effective secondary modern foreign language lesson, the following research questions were posed:

1. What teaching practices are employed by outstanding secondary modern foreign language teachers in the lessons they perceive as their most effective?
2. What commonalities, if any, exist in the reported teaching practices and the reflections of outstanding secondary modern foreign language teachers?

Importance of the Study

Many effective, or outstanding, foreign language teachers arrange their classrooms, prepare their lessons, and on a rather daily basis succeed in helping students progress toward the acquisition of a foreign language. These same teachers have often garnered reputations for motivating their students to take more years of the foreign language than the students ever intended. Yet, research in effective foreign language teaching has focused much more on methodology and language acquisition theory than it has on the teaching practices of exemplary foreign language teachers--real people whose classes "work," whose students learn.

Medley (1978), in his report on research in teacher effectiveness, stated that improvement in education must originate with "improving the effectiveness of the teacher" (p. 16). Contending that changes must occur in both teacher evaluation and teacher education to improve the effectiveness of teachers, he stated, "Changes in either can result in improvement only if they reflect accurate information about how the behavior of more effective teachers differs from that of less effective ones" (p. 16). Berliner (1986) strongly advocated the study of expert teachers as a useful source from which all teachers could learn or improve. Tobin and Fraser (1991) stated that

"investigations of exemplary teachers are an appealing source for models of effective classroom practices" (p. 217). They maintained that "further studies of teachers regarded as exemplary promise a context in which theoretical models for teaching and teacher change can be further explicated" (p. 235).

Specifically concerning effective foreign language teaching, Moskowitz (1976) emphasized the need for and the importance of more research in the area of effective foreign language teaching--research which looks to the actual classroom behaviors of effective teachers. She stated, "Research that helps uncover behaviors which successful foreign language teachers use and do not use with frequency can provide much-needed data to the field. It can also make us conscious of areas in which even excellent teachers can further improve (p. 157). Unfortunately, little such data has been provided in the years following her report.

Effective foreign language teaching need not be considered the exclusive domain of the charismatic individual who was born to be in front of a group, teaching. Effective teaching can be and is accomplished on a daily basis by individuals who have learned to make use of certain practices in their lessons. Such practices are not innate, but can be learned and incorporated. What outstanding modern foreign language teachers do to make their lessons effective is information which can be applied by any modern foreign

language teacher to improve or to enhance his or her own teaching effectiveness. This study, therefore, holds the potential to positively impact secondary modern foreign language teaching. It is research which will contribute to the body of literature and which needs to be shared with the practicing community of secondary modern foreign language teachers and with modern foreign language teacher education students in the United States.

Assumptions

There were several assumptions fundamental to this study. In this study, it was assumed that

1. the criteria and the selection processes of state foreign language teaching associations did indeed identify secondary modern foreign language teachers who were "outstanding" as recipients of the Teacher of the Year (or comparable) honors;

2. the descriptor "outstanding," as applied to such selected teachers, encompassed the areas of student learning and student motivation;

3. lessons taught by the "outstanding" teachers were "effective" in terms of student learning and motivation;

4. the "outstanding" teachers could each indeed identify the lesson which was their most effective in terms of student learning and motivation;

5. the selected "outstanding" secondary modern foreign language teachers made use of highly effective teaching practices in the lesson they perceived to have been their most effective;

6. the teachers who participated in the study adequately reflected upon their selected lesson in order to have responded honestly and with sufficient detail to the questionnaire;

7. commonalities existed in the teaching practices of outstanding modern foreign language teachers and that such commonalities could be identified via questionnaire responses.

Limitations

The sample of outstanding secondary modern foreign language teachers came solely from a population composed of 30 secondary modern foreign language teachers who had been recognized by their state foreign language teaching associations as the 1994 Teacher of the Year (or comparable distinction) or as a modern foreign language recipient of the TFLTA (Tennessee Foreign Language Teaching Association) Teacher of the Year award in any year since that award's inception in 1978. The judgment that each subject was a highly effective, "outstanding" teacher in terms of both student learning and student motivation rested with the

individual foreign language teaching association state selection committee.

The results of the analysis of effective lessons, as identified and described by outstanding secondary modern foreign language teachers, were based solely upon the data provided by those teachers who agreed to participate and who completed and returned the questionnaire. The characteristics of an effective modern foreign language lesson identified in this study reflect only those characteristics which participants were able to recall and to describe in their written responses to the questionnaire.

Delimitations

This study was delimited to secondary (grades 7-12) modern foreign language teachers who had received recognition from their respective state foreign language teaching association as the 1994 Teacher of the Year (or comparable distinction) and to all secondary modern foreign language recipients of that award (since its inception in 1978) in the state of Tennessee.

Definitions

Commonalities

For the purposes of this study, the term "commonalities" indicated the appearance of an identified element (e.g., characteristic or teaching practice) in a minimum of 50% of the participants' written responses. The specific commonalities are defined in context in Chapter IV.

Most Effective Lesson

In this study, the expression "most effective lesson" referred to the lesson described by each participant in the narrative data. The descriptor "most effective," when modifying "lesson" or "modern foreign language lesson," reflects solely the perception of each individual participant in the study.

Outstanding Secondary Modern Foreign Language Teacher

In this study, the expression "outstanding secondary modern foreign language teacher" referred to any secondary modern foreign language teacher who had received recognition from his/her respective state foreign language teaching association as 1994 Teacher of the Year (or comparable

distinction) and any previous modern foreign language recipient of the TFLTA (Tennessee Foreign Language Teaching Association) Teacher of the Year award (since that award's inception in 1978). The adjectives "outstanding," "effective," or "exemplary," therefore, when applied to the population or the participants in this study, designated those teachers as members of the group defined above and did not constitute a judgment on the part of the researcher.

Target Language

The expression "target language" referred to the specific foreign language taught by the foreign language teacher (i.e., French, German, Spanish, Russian). To help prevent the identification of individual participants in this study, the expression "target language" replaced all references, noun or adjective, to a specific foreign language when such references occurred in the data.

Teaching Practices

For the purposes of this study, the term "teaching practices" was defined as those classroom behaviors or activities, or both, employed by the teacher, which specifically relate to the teaching of a lesson. In this study, "teaching practices" therefore included any action of

the teacher which pertained to the presentation of the lesson (e.g. grouping students, monitoring student practice, using video, and speaking in the target language).

Organization of the Study

The study is organized into five chapters of the dissertation, followed by a list of references and appendices.

Chapter I is the introductory chapter to the study which includes the following sections: introduction, problem, purpose, importance of the study, assumptions, limitations, delimitations, definitions, research questions, and organization of the study.

Chapter II reviews first the previous research on effective teaching in general and then focuses on the research on effective foreign language teaching practices.

Chapter III discusses the methods and procedures used in the selection of subjects, the creation of the instrument, the administration of the questionnaire, and the data analysis.

Chapter IV presents the results of the analysis of the data.

Chapter V provides a summary of the study, discussion of the findings, conclusions, implications for educational practice, and recommendations for further research.

CHAPTER II

REVIEW OF THE LITERATURE

The review of the literature related to this study focuses on two major areas: (a) effective teaching, and (b) effective foreign language teaching practices. The purpose of this study was to identify the characteristics of an effective modern foreign language lesson, as described by those teachers judged by their respective state foreign language teaching associations as outstanding secondary modern foreign language teachers. Therefore, both the general area of effective teaching and the more specific area of effective foreign language teaching practices are relevant to this study (a) in offering an historical perspective not only on directions research has taken in the two areas, but also on the amount of research devoted to each, (b) in providing insight into the influences of both on current modern foreign language teaching practices, and (c) in describing the bodies of research to which the findings of this study contribute.

To provide an appropriate historical context, the section devoted to the broad area of effective teaching first offers an overview of effective teaching research from the turn of the century through the 1960s. The section then

focuses more specifically on the large body of literature of the last 25 years (1970 through the present) related to effective teaching.

While the broad area of effective teaching has been a major research theme in twentieth century American education, and data and findings abound, little research has centered directly upon effective foreign language teaching practices which, incorporated in the foreign language lesson, seem to positively impact student achievement and motivation regardless of the methodological or theoretical orientations of the teacher. The last section of this review, therefore, examines that literature related to such effective foreign language teaching practices.

Effective Teaching

Effective teaching, or teacher effectiveness, has been the focus of much research attention in the twentieth century. A retrospective look at the century reflects an evolution of researchers' conceptions of how to identify and subsequently how to define what constitutes effective teaching.

Research studies of the early part of the century focused primarily on descriptions of characteristics which differentiated effective teachers from ineffective teachers. Around the turn of the century, H. E. Kratz conducted

research on teacher effectiveness by asking 10,000 high school seniors to describe the teachers they liked most and least and also to describe those they believed to be the most effective of all teachers under whom they had studied. Kratz's study found the best-liked teachers were pleasant, patient, and demonstrated good teaching skills; they were friendly (as opposed to aloof), impartial in dealing with students, and fair in their evaluation of students. The effective teacher, according to Kratz's survey, made "greater demands on students," demonstrated "good teaching skills," possessed "knowledge of subject matter," and had "better discipline" (Stanovik, 1981, p. 27). Although not further defined, "good teaching skills," or teaching practices, received recognition from students early in the century as an element which distinguished effective teachers.

As the century progressed, however, researchers moved away from student opinion of what constituted teacher effectiveness to explore the opinions of those considered to be experts in the field of teacher training and supervision. A. S. Barr's 1929 study, for example, based upon responses of 106 school superintendents, produced a list of characteristics and practices of good social studies teachers. According to the responses of the superintendents participating in Barr's research, the good teachers generally demonstrated:

1. Ability to stimulate interest.
2. Wealth of commentarial statements.
3. Attention to pupils' recitations.
4. Topical or problem-project organization of subject matter.
5. Well-developed assignments.
6. Frequent use of illustrative materials.
7. A well-established examination procedure.
8. Effective methods of appraising pupil's work.
9. Freedom from disciplinary difficulties.
10. Knowledge of subject matter.
11. Conversational manner in teaching.
12. Frequent use of pupil's experiences.
13. An appreciative attitude, as evidenced by nods, comments, smiles. (Barr, 1929, p. 75)

Effective teaching research of the 1930s began with a shift from its focus on personal opinions to the evaluation of teacher rating scales, instruments widely used by supervisors at that time to evaluate teachers. In an attempt to derive a definitive list of the characteristics of effective teachers, Barr and Emans (1930) evaluated 209 teacher rating scales, concluding that the most commonly occurring traits were (a) good classroom management, (b) instructional skills, (c) personal fitness, (d) scholarship and professional preparation, (e) effort toward improvement, (f) interest in work, and (g) ability to work with others (Barr, 1961, p. 14).

Gradually, researchers became concerned that most previous attempts at defining teaching effectiveness merely characterized "teachers perceived to be effective" (Medley, 1978, p. 16). Research, then, which began in the mid-1930s and continued into the 1940s chronicled an increasing shift

in focus during those decades to student achievement as a method of identifying teaching effectiveness (Stanovik, 1981).

In an apparent response of dissatisfaction to research results of the first half of the century, the 1950s began with the formation of a committee by the American Research Association to study the problems connected with identifying teacher effectiveness. A 1952 report by this committee concluded:

Instead of the term "teacher effectiveness," the frame of reference for the present conceptualization rather justifies the expression "teacher effectivenesses." By this is meant the likelihood that there are patterns of teacher effectiveness which may vary by kind of teacher, by kind of pupil, by educational goals, and for various situations. While it is, indeed, possible that elements of patterns, or perhaps even entire patterns may be generally significant for several categories of teachers and of pupils, this possibility is hypothetical and requires proof. Until research yields such results, however, it would seem safer to assume that patterns of teacher effectiveness--the predictors of teacher effects--may vary according to the kind of teacher; that is according to his social adjustment, his personality, his intellectual attributes, and the kind of professional training he has received. (Barr, Buckley, & Bechdolt, 1953, p. 652)

As research on effective teaching continued in the 1950s, some studies returned to the focus of the earlier part of the century on teacher traits, while others sought significant findings relating effectiveness to student achievement gains. From their review of the effective

teaching research conducted in the early 1950s, Morsh and Wilder (1954) concluded that "no single, specific, observable teacher behavior has yet been found whose frequency or percent of occurrence is invariably (and) significantly correlated with student achievement" (p. 4). Ryans (1959) offered further assessment of the results of effective teaching research conducted through the end of the decade: "Embarrassing as it may be for professional educators to recognize, relatively little progress has been made in rounding out this definition [of effective teaching] with the details which are necessary for describing competent teaching for a given educational situation or cultural setting" (p. 56).

In general, then, the research on effective teaching through the first 60 years of the century left a persisting judgment that variations in instruction could not be documented and, in fact, made little or no significant difference in determining effectiveness. The 1960s, however, witnessed the beginnings of new approaches and thoughts on teaching effectiveness and an expansion of research studies and related literature. Widely read publications of Flanders (1960) and Gage (1963) led to active production of process-product studies which focused on the relations between the teaching process and student product variables (Medley, 1978). Several large research projects (Coleman 1966, Jencks et al. 1972, Mostellaer & Moynihan 1972), however, in

the 60s and early 70s gained widespread attention as a result of their conclusions. These studies concluded that variations in a teacher's instructional methods might have little impact on student learning, especially when compared with the more significant impact produced by social factors such as family or economic status (Bruning, 1987).

It was in response to that research conclusion that teachers and teaching made "no difference," that research began in the 1970s to attempt to refute that conclusion of the previous decade. Rather rapidly, a substantial body of research information gathered to provide support for an underlying belief of many researchers and educators that certain instructional techniques do affect learning outcomes of students. Kounin (1970) offered the first direct support of the difference that instructional effectiveness makes in the classroom, concluding that successful teachers had in common the use of certain "techniques" such as:

1. Preparation and organization.
 2. Smooth transitions between activities.
 3. Overlapping (the capacity to do more than one activity at once).
 4. Active student involvement and accountability.
 5. Appropriate seatwork.
 6. "Withitness" (appropriate reactions to potential disruptions).
 7. Group alerting (keeping students "on their toes").
- (Bruning, 1984, p. 78)

Kounin's research findings represented a first effort at identifying and describing specific teaching practices believed to characterize the teaching lessons of effective teachers.

The Teacher Effectiveness Project (Brophy, 1973; Brophy & Evertson, 1976) produced findings that were noteworthy in two general areas. First, they confirmed Kounin's earlier observations of the important role of the teacher in "engaging" the students and directing the activities, and secondly, they succeeded in focusing research attention on teacher effectiveness and the practices that teachers use in being "effective" (Bruning, 1984, p. 79).

Teacher effectiveness became one of the most active research areas of the 1970s as researchers began to specifically focus on what teachers *do* in the classroom (Good, 1989). In the Missouri Mathematics Effectiveness Study, Good and Grouws (1979) found that certain key behaviors, identified as "review, development, seatwork, homework assignment, and special reviews," guided the activities of effective teachers (p. 53). Although these behaviors specifically derived from research involving elementary teachers, they were generally perceived as applicable to teachers of older, more advanced students.

The research of the 1970s and early 1980s succeeded in establishing that effective teachers are *direct*; that is, they focus on goals, are organized and explicit in

structuring and directing activities and students; they promote high levels of student involvement, and provide appropriate practice opportunities. The research of the 1970s and early 1980s also emphasized the active involvement of effective teachers in explaining, monitoring, and promoting purpose and value of the academic work (Doyle, 1985). Effective teaching research had indeed discovered a theme, albeit temporary, in its focus on what teachers actually do during the act of teaching which seemed to make a difference in the learning.

In a comprehensive study, Rosenshine and Furst (1973) reviewed 50 studies of teacher classroom behavior. From their analysis they determined the following behaviors to be important in teaching effectiveness:

1. Clarity of presentation, including organization.
2. Variability, including various levels of discourse, various levels of tasks and a variety of materials and techniques.
3. Enthusiasm, including movement, gesture, and voice inflection.
4. Task orientations, including achievement orientation of the teacher.
5. Student opportunity to learn.
6. Teacher use of student ideas, including such behaviors as acknowledging of students' ideas, modifying the ideas, and praising the ideas.
7. Teacher's use of structuring comments, including use of review and signals in making transitions within a lesson. (Ornstein, 1984, p. 112)

Synthesizing the research findings on effective teaching of the latter part of the 1970s and the early 1980s, Rosenshine (1983) developed a list of six

instructional "functions" which appeared to be critical components of effective teaching. Those instructional functions included "review," "presenting new content/skills," "initial student practice," "feedback and correctives," "student independent practice," and "weekly and monthly reviews" (p. 337). He further concluded that the instructional techniques deemed an integral component of effective teaching were based on a widely-held view of teachers, administrators, parents, and students that it is the teacher who is the leader and, therefore, the ultimate decision-maker in the classroom (Bruning, 1984).

While much of the research in the 1970s and early 1980s centered on effective elementary school teaching, other studies examined the teaching of older student populations and validated the results of the elementary studies. Larkin and Reif's (1970) study involving physics students at the University of California, Berkeley, determined that the same general principles of "direct" instruction by the teacher applied equally to college students (Rosenshine, 1983). Further supporting the findings of the effective elementary teacher research studies, Fitzpatrick's (1982) study involving ninth-grade algebra and foreign language students concluded that teachers in their treatment group, or those who had received specific teaching suggestions on 13 instructional principles, commanded better student attention, provided immediate feedback and evaluation, set

clear expectations and overall had much greater student involvement than did teachers in the control, or untrained, group (Rosenshine, 1983).

Findings from research studies in the latter part of the 1970s and early 1980s, then, supported the belief that "teachers make a difference" in the classroom. Reiterating the findings of Good, Biddle & Brophy (1975) and Rakow, Airasian, & Madaus (1978), Brophy (1979) concluded that "certain teachers elicit much more student learning than others, and their success is tied to consistent differences in teaching behavior" (p. 33). Further echoing the prevailing conclusion of the effectiveness research in the 1970s, Broudy (1975) stated, "The teacher is still the key to schooling; with good teaching, almost any curricular, school organization, and administrative invention seems to succeed" (p. 64).

While the 1980s continued to build upon and to analyze the research of the 1970s, the new decade witnessed the emergence of effective teaching research which emphasized the use of knowledge and teaching for understanding. Much of the literature focused on curriculum units, even individual lessons, and on the importance of tying teachers' instructional goals to student assessment (Brophy, 1992).

Clinical psychologist and educator, Madeline Hunter, in her 1982 Mastery Teaching, drew from her observations of effective teachers and her application of what she termed

"psychological principles" to offer labels for those elements of instruction which characterized what effective teachers do in the teaching process. The basic elements of the model of instruction which Hunter believed must be considered in the design of effective lessons are:

1. Anticipatory set, which develops readiness to learn.
 2. The instructional objective and its value to the learners.
 3. The source and type of instructional input.
 4. A model or example of the intended learning outcome.
 5. A check for understanding of the objective.
 6. Guided/monitored practice
 7. Independent practice to help learners develop fluency or to retain what has been learned.
- (Hunter, 1994, p. 3)

These seven elements, Hunter stated, "are helpful in interpreting the effectiveness . . . of direct teaching, and in the identifying what is needed should lessons be ineffective" (Gibboney, 1987, p. 47). The Hunter model was widely adopted and remains the basis of much teacher education and staff development throughout the United States in the 1990s. While critics contended that Hunter's model is not based on a specific research study, Hunter (1985) stressed that "every proposition of this model was derived from research in human learning" (p. 59).

Following a "close analysis" of effective teaching research of the 1980s, Rymhs, Allston, and Schulz (1993) concluded that "every criterion by which the quality of teaching can be judged fits into three groups: presage,

process, and product" (p. 194). Presage involves teacher characteristics; process includes both teacher performance and student behavior; product indicates student outcomes. Their research analysis and synthesis led further to the identification of 26 "indicators of quality instruction" (p. 193) which they sought to validate through research as a tool for assessing teacher effectiveness. The list of "indicators of quality instruction" included the four large divisions of "sequentially developed planning and preparation, key instructional strategies, communication skills, and pupil/teacher relationships" (p. 193). Listed among the "key instructional strategies" were: (a) "the teacher presents clear assignments which are relevant to student experiences" and, (b) "the teacher provides an environment whereby active learning takes place within a working and nonthreatening atmosphere" (p. 193).

While much of the research on teaching effectiveness in the last decade has centered on a process-product paradigm, this approach has received criticism in recent years. While supporting, for example, the prominent view of the 1980s research that "teachers make a difference," Ornstein (1989) cautioned that "the new teacher effectiveness models fail to consider that a good deal of effective teaching may not directly correlate with student performance measure on achievement tests" (p. 76). Ornstein cited Eisner (1983, 1985), Greene (1986), and Unks (1986) who all addressed what

they believe to be danger in linking judgments of effectiveness to measurable outcomes, to the complete disregard of the "hard-to-measure" elements of effective instruction (pp. 76-77).

Effective teaching research in the last 10 years has increasingly begun to look to exemplary, or expert teachers as sources of valuable data on effective teaching. Berliner (1986) urged the study of "expert teachers," believing that "they sometimes provide exemplary performances from which we can learn. They can, more than most teachers, provide us with the cases--the richly detailed descriptions of instructional events--that should form a part of teacher education programs" (p. 6). Knight and Smith (1989) concurred with Berliner (1986) that "the good practitioner can be used as a role model for the less expert to emulate," thereby improving classroom teaching performance (p. 427).

Tobin and Fraser (1989) also advocated "investigations of exemplary teachers as an appealing source for models of effective classroom practices" (p. 217). Their investigation of identified "exemplary" high school science and math teachers in 1987 and 1988, revealed that exemplary teachers used strategies that "facilitated sustained student engagement," encouraged student participation, and increased student understanding of the subject matter (pp. 222-229).

In their study on "successful lessons of exemplary urban teachers," Brookhart and Rusnak (1993) asked secondary

English teachers, identified as successful by the Pittsburgh Public Schools English Division Director, to identify and to describe in an interview a recent lesson which they each considered successful. The analysis of the qualitative data uncovered three themes and nine subthemes. The following outline lists those themes and subthemes and indicates in parentheses the number of nonrepetitive comments for each subtheme:

- I. Students have both personal and academic involvement in a successful lesson.
 - A. A successful lesson is student-centered. (23)
 - B. A successful lesson is characterized by explicit connections between the lesson content and the students' lives. (17)
 - C. A successful lesson is characterized by students giving and receiving content-related feedback among one another. (10)
 - D. A successful lesson occurs within the context of student-student relationships of mutual respect. (11)
- II. Teachers have both personal and academic involvement in a successful lesson.
 - A. A successful lesson is characterized by teacher modeling of acceptable or appropriate performance. (7)
 - B. A successful lesson occurs within the context of teacher-student relationships of mutual respect. (30)
 - C. A successful lesson is characterized by teacher enthusiasm. (10)
- III. A successful lesson has a clear academic purpose.
 - A. A successful lesson is characterized by explicit academic goals. (19)
 - B. A successful lesson requires teacher mastery of content and a sense that the content is important. (18) (p. 22)

The research study of Brookhart and Rusnak (1993) not only called attention to the merits of looking to exemplary teachers as data sources, but also underscored a new direction of recent research on teaching. In the February 21, 1990, issue, The Chronicle of Higher Education reported, "Researchers are taking a broader view of teacher education and are emphasizing 'teaching practices, classroom life, and teachers' knowledge" (p. A16). The Chronicle quoted Dr. Walter Doyle, University of Arizona, who stated, "The understanding is emerging that we can get smart about teaching and understand what teachers are doing" (p. A16)

Improving teaching practices, therefore, has become a major focus of effective teaching research since the late 1980s. Contributing to this literature, White, Wyne, Stuck, and Coop (1987) have created an observation instrument based upon an an "integrative review of research literature on those specific teaching practices related to student achievement" (p. 90). The 25 "teaching practices" identified from the research they grouped under the five broad teaching functions of "(a) management of instructional time, (b) management of student behavior, (c) instructional presentation, (d) instructional monitoring, and (e) instructional feedback" (p. 91). The creators of this observation instrument acknowledged that no one set of teaching practices could encompass the scope of good teaching, but they submit their "Teaching Performance

Observation Instrument" as a research-based "set of fundamental, generic teaching practices that are essential to performing effectively in the classroom" (p. 95).

Conducting research similar to that which produced the "Teaching Performance Observation Instrument," Siklorski, Niemiec, and Walberg (1994) "culled the research to compose statements describing observable teaching behaviors that have a good record of association with student learning" (p. 51). Their work produced an instrument which they called, "Best Teaching Practices: A Checklist for Observations." The checklist includes five major sections: "introducing the lesson," "presenting the lesson," "student participation," "evaluative feedback," and "written comment" (p. 52). Under each section heading fall those "observable" teaching practices identified as "best" from previous effective teaching research.

Knight and Smith (1989) also advocated teaching "practices" as a source of "powerful insights into teaching, learning and curriculum" (p. 438), and Richardson (1990) reiterated the call for a "different approach" which would "focus on change in teaching practice, and then try to determine the place of research in supporting or changing practice" (p. 10). Elmore (1992) supported the study of teaching practices, but also stressed the need to focus on effective teaching in specific subjects. He stated: "Effective teaching is likely to vary considerably by

subject. Unlike the effective teaching research, which attempted to identify generic teaching skills, current research focuses on relationships between teaching and learning in specific subjects" (p. 45).

From an analysis of research on teacher effectiveness in the last quarter century, Anderson (1989) built a composite of the "effective" teacher as revealed in the prevailing findings:

Presently, a certain consistency emerges from a careful consideration of existing research studies concerning the qualities and practices of effective teachers. Such teachers are more concerned with "ends" than with "means." They care more about the impact of their behavior on students than on how that behavior might look to an outside observer. They thrive on accomplishment--both their students' and, ultimately, their own as teachers. . . (p. 17)

While Anderson acknowledges that some teachers are "naturally predisposed" to those practices which seem to characterize effective teachers, she applauds the major role research plays in providing all teachers with tools--identified practices--which they can use to make a difference in the classroom. She concluded that "the knowledge that has been gained through research enables us to develop strategies and techniques that permit the production of large numbers of more effective teachers" (p. 17).

The twentieth century has indeed been a productive one in the area of effective teaching research. Progress has been made as researchers have come to look at the issue from

various perspectives. While the findings and results of effective teaching research in the twentieth century have been and will continue to be analyzed and criticized, many of those findings have been integrated into teacher education programs, staff developments, and the individual classroom teaching practices of teachers in every discipline.

Effective Foreign Language Teaching Practices

While the body of research in the twentieth century devoted to the broad area of effective teaching is voluminous, research specific to effective foreign language teaching practices is almost nonexistent in comparison. Clearly, the study of foreign language teaching has generally avoided research on effective classroom teacher practices that transcend the methodology in vogue and complement the knowledge of language acquisition theory. This section of the review of the literature summarizes the existing literature specifically devoted to foreign language teaching practices that are applicable regardless of methodological or theoretical orientation and, therefore, deemed successful as a part of effective foreign language instruction.

The first large-scale research project specifically aimed at identifying "good teaching practices" in foreign

languages occurred in 1961. In "an attempt to assess the quality as well as the quantity" (Brisley, Dellaccio, Funke, Hamlin, & Leamon, 1961, p. 1) of foreign language teaching in the high schools of the United States, the Modern Language Association undertook an extensive qualitative study aimed at describing "teaching practices that hopefully could be imitated by other teachers" (Brisley et al., p. 1).

Findings of this research produced the following list of "features that characterized most successful classes":

1. The class is at ease in working with the foreign language, and seldom reverts to English to express an idea.
2. Interest is high and students come to class with a real desire to learn by participating.
3. Neither teacher nor student depends on the book. Materials fit the interests and abilities of the students and follow the principles of sound FL teaching.
4. The students do most of the speaking. The teacher gives the setting for discussion, asks key questions to direct it, gives cues in case of difficulty, and gradually subordinates his own participation.
5. Control of the class is with the teacher at all times. The students look to him for direction and timing. They are made aware of the objectives of the FL learning and of how a technique or exercise will help them learn.
6. Standards of performance are high. The teacher sees that students are neither over- nor under-challenged, and tests are designed to appraise what has been learned.
7. A variable, or unusual, seating arrangement often indicates that the teacher will be interesting to observe and that he is probably willing to experiment.
8. As the student enters the classroom the atmosphere encourages him to use the FL and to assume his foreign role.

9. The teacher's personality--demanding, yet fair and patient--leads his students to a high level of performance. His lessons are well-planned, and the techniques of presentation and drill are used strategically and correctly to achieve the purpose of each type of exercise. If desired results are not attained with one technique, the teacher tries another. . . The teacher understands and anticipates student problems and changes direction deftly to help the student help himself. A model in the FL is quickly provided when a student falters or makes a mistake, so that poor responses are immediately corrected or avoided. (p. 37)

Research studies on "good" foreign language teaching or teacher practices, such as the one conducted by the Modern Language Association (1961), did not, however, characterize the focus of foreign language teaching research through the 1960s. Following his analysis of "research on teaching foreign languages," Carroll (1963) in the Handbook of Research on Teaching stated that "educational research has contributed very little to foreign language teaching methodology aside from general knowledge concerning the construction of achievement tests, the role of foreign language aptitude in the learning process, and the psychology of bilingualism" (p. 1094). Much of the problem, Carroll credited to two areas: (a) to researchers and psychologists who had failed to examine foreign language teaching as it actually occurs in the classroom, and (b) to foreign language teachers whose research had typically lacked methodological soundness. Carroll concluded, "Thus, there remain many questions which could be profitably

investigated by rigorous psychological and educational research, and it is clearly within the realm of possibility that the results of such research could make language teaching more effective and efficient" (p. 1094).

Wilga Rivers, in her 1968 Teaching Foreign Language Skills, a text which has enjoyed widespread adoption in foreign language teacher education, stressed the importance of the "carefully planned lesson" in effective instruction and identified what she believed to be the seven "general principles" of an effective foreign language lesson (p. 374). Those principles she defined with the following descriptions:

1. The teacher is *not the slave of the textbook*.
2. Each lesson must be based on *clearly established aims*.
3. Each lesson should *move smartly*, the teacher leading the class from one activity to another with assurance, never allowing time to be wasted while he makes up his mind.
4. The class should *not be kept for too long at one type of activity*, even though students appear to be enjoying it.
5. The teacher should plan to *do in class what cannot be done out of class*.
6. The lesson should be planned so that the class is on its toes: *never sure of what comes next*.
7. The teacher should be ready to *toss aside his plan* or change it as he goes along. (p. 374)

Apparent in these principles is the essential role of the teacher in organizing and presenting the lesson, in making the lesson "move along," with smooth transitions, in keeping students alert and involved throughout the lesson with a variety of activities, and in maintaining flexibility.

In addition to the "general principles" of an effective foreign language lesson, Rivers (1968) identified what she believed to be the "ingredients" of effective lessons. The effective lesson, she maintained, must include practice in each of the four skills and must contain "variety and some spice." Besides orchestrating the first two "ingredients," teachers of effective lessons should create and use "games and competitions" which can accomplish the same goals as "drill and practice," and teachers should always be armed with "a repertoire of songs" which help bring "variety" to any lesson (pp. 374-375).

Indeed, while the Modern Language Association research study (1961) had produced interesting findings drawn from actual observations of foreign language teachers, and Rivers' text had garnered some attention, the bulk of research studies through the 1960s related to foreign language instruction still had neither specifically nor adequately addressed effective foreign language teaching practices. Carroll (1969) observed in the Encyclopedia of Educational Research that while the Modern Language Association and its affiliates had been active in establishing goals and guidelines for teacher preparation and in promoting ways to meet those goals, "there has been little research on characteristics and behaviors of foreign-language teachers as such" (p. 874). He admitted that while his own prior research had described "linguistic and

professional" qualifications of prospective teachers, it had "shed no light on the actual relevance of these qualifications to teacher effectiveness" (p. 874).

In the 1970s, however, Moskowitz (1978) conducted one of the most noteworthy studies to date directly related to effective foreign language teaching. Launching her study from the underlying belief that it is the teacher who ultimately makes the difference, she expressed her desire to add a different focus to the existing research. She stated, "Although some studies have been conducted to determine whether certain methods of instruction are better than others, this type of research does not focus on the excellence of the teacher, but rather on that method" (p. 136).

To identify the outstanding foreign language teachers whose practices she wished to observe, Moskowitz administered a questionnaire to several thousand undergraduate and graduate students at Temple University. The questionnaire asked the college students to identify an outstanding high school foreign language teacher whom they considered "outstanding." From a frequency count of the names most often mentioned in the student responses, Moskowitz identified 11 "outstanding" foreign language teachers who subsequently consented to classroom observations for the purpose of determining "what outstanding foreign language teachers do in their daily

teaching" (p. 138). To serve as a means of comparison, a second group of teachers, labeled "typical" as opposed to "outstanding," was also selected for observation.

The Moskowitz study (1976) concluded that differences did exist between the "outstanding" and "typical" teachers. The "outstanding" teachers in that study displayed

1. more total use of the foreign language by the teacher and students combined;
2. more teacher talk in the foreign language;
3. more student talk in the foreign language;
4. less student talk which is off the task;
5. more indirect behaviors in the total lesson;
6. more indirect behaviors in the foreign language;
7. more nonverbal indirect behaviors;
8. more use of praise and joking;
9. more use of personalized questions; and
10. more nonverbal information-giving; i.e., gesturing to convey meaning. (p. 146)

Specifically concerning student talk in the foreign language, Moskowitz found that "in the classes of outstanding teachers, 89% of the student talk was in the foreign language, while for students of typical teachers it was 67 percent" (p. 137).

From an examination of "detailed anecdotal records" of the observed lessons of the teachers involved in the study, Moskowitz discovered that outstanding foreign language teachers "had a greater number of activities per period;" "used warm-up questions, reviewed materials, and dealt with the skill of speaking much more than typical teachers." They "conducted their classes at a more rapid pace," "moved around the room more," and had "smooth" transitions between

activities (p. 155). Observations also provided evidence that outstanding teachers wrote less on the board and allowed less time for "silent reading and written tasks" (p. 157).

Moskowitz concluded that the findings of her 1976 study concurred with previous research conclusions which related positive student attitudes and achievement to certain types of teacher behaviors. She also found that "the behaviors of the outstanding foreign language teachers, as assessed by an interaction analysis instrument, were closely akin to those of superior teachers of other disciplines" (p. 156). The study further demonstrated, she believed, that "excellent foreign language teachers can be identified, that what they do differs in many ways from what other teachers do, and that these differences in the 'art of teaching' can be observed and described in the concrete terminology of specific behaviors" (p. 157).

In concluding her study, Moskowitz emphasized the need for and the importance of more research in the area of effective foreign language teaching--research which looks to the actual classroom behaviors of effective teachers. She stated, "Research that helps uncover behaviors which successful foreign language teachers use and do not use with frequency can provide much-needed data to the field. It can also make us conscious of areas in which even excellent teachers can further improve" (p. 157).

In their textbook, Classroom Techniques: Foreign Languages and English as a Second Language, Allen and Valette (1977) cited the research study of Moskowitz and concurred that "the teacher is the key figure in the language course," since "it is the teacher who sets the tone for the learning activities" (p. 3). They, too, advocated "the creative use of a variety of teaching procedures" (p. 5) and stressed "organizing instruction so that all students are given the opportunity to learn what is being taught" (p. 6). They also believed that teachers must look beyond the traditional textbook and its ancillaries to the creative employment of other sources and materials. Allen and Valette emphasized that "careful planning is essential to successful teaching" (p. 29). They also stressed the importance of teacher attitude in determining student success in the foreign language class, stating that "a positive attitude on the part of the teacher is essential to success" (p. 5). Concerning the foreign language teacher's personal proficiency in the target language, Allen and Valette cited Smith's study (1970) which had failed to produce any definite correlation between teacher proficiency and student achievement in elementary-level classes (p. 4).

Galloway and Labarca (1990) concluded from a review of recent literature that students are distinct in learning styles, strategies, and personality, and that the classroom teacher, therefore, should plan instruction which is

meaningful, but which at the same time fosters students' individuality and independence. The teacher, they observed, fills two vital roles in the classroom: that of "architect" and that of "mediator." As an architect, the teacher "carefully plans the construction, connection, consolidation, and comfort of the classroom;" as a mediator, the teacher "guides students to observe, activate prior knowledge, represent information, select strategies, construct meaning, monitor understanding, assess strategy use, organize and extend learning" (p. 130). The research of Galloway and Labarca further underscored the importance of the teacher and the teaching practices employed in the lesson presentation.

Like that of Galloway and Labarca, other studies and articles of the 1980s and 1990s offer implications for effective practices in the teaching of foreign languages. Heilenman and Kaplan (1985) suggested that "teaching, as well as learning, for full control of the target language will involve extensive experience with a variety of activities dealing with the functions, topics, and accuracy involved at each level of proficiency and in all five skill areas; i.e., listening comprehension, reading, writing, speaking, and culture" (pp. 66-67).

Quisenberry's (1982) evaluation of previous research relevant to the importance of practice in learning a foreign language relates directly to effective foreign language

teaching practices. From his review of the research, Quisenberry arrived at the following conclusions:

1. Repetition as a learning technique is not as effective as current classroom practice implies.
2. The more meaningful the material to be learned, the better the student will learn and retain it.
3. There is a need for great variety within an experiential approach to structuring the learning environment.
4. The use of printed and other visually oriented learning materials should be an integral part of any program of instruction.
5. The conscious learning of specific grammar rules may not be as important in learning to speak a second language as many teachers believe. (p. 47)

The foreign language teacher, therefore, according to Quisenberry's findings, should employ teaching practices which focus on meaning and variety in the teaching lesson.

While the majority of prior research has not explicitly explored effective foreign language teaching practices, the last 15 years have generated an increasingly louder call for research that focuses not upon theory or methodology, but rather upon teacher behaviors and practice. Jarvis (1981) and Stern and Cummins (1981) advocated research departure from the broad methodological comparisons popular in the 1960s and 1970s and urged instead the undertaking of "descriptive" studies which emphasize the observation and analysis of classroom behaviors and interactions of both teachers and students (Phillips, 1982, p. 709). Phillips' (1982) research concurred, adding that "the final words on research into the language teaching process have yet to be

written. . . . A theoretical foundation that would translate into a prescriptive methodology is no longer an issue, however" (p. 706).

Phillips (1982), in the Encyclopedia of Educational Research, addressed both researchers' frustrations with their apparent lack of longterm impact on effective teaching and foreign language teachers' disillusionment with highly touted "cure-all" methodologies and theories:

Whereas theoretical research had once supplied the basis of language teaching methods (audiolingualism, transformational grammar), neither theory nor methods held up to the rigors of time and evaluation. Teachers began to mistrust research findings and concentrated on doing what worked, regardless of theoretical or applied research confirmation. (p. 709)

McLaughlin (1987) noted that "in the present stage of the development of our knowledge, it seems premature to argue for the 'truth' of one theory over another" (p. 6). In light of this view, Galloway and Labarca (1990) advocated that "what is called for is not a teaching method, but a teaching repertoire" (p. 115). Researchers finally appeared ready to assist foreign language classroom teachers in discovering practical, applicable ways, ways not tied to a specific methodological or theoretical orientation, of teaching more effectively.

In his adaptation of the Hunter model, Richard-Amato attempted to help teachers to focus upon "doing what works" (Shrum & Glisan, 1994, p. 49) in their teaching lessons. In

his model he labeled each phase of the lesson, as had Hunter, and then clearly specified the teacher's role during each phase. Implicit in the model is that the teaching of lessons which follow the model would be effective. In Phase I, or the "perspective" phase, the teacher "asks what students have learned in the previous lesson" and "previews new lesson." In Phase II, the "simulation" phase, the teacher "prepares students for new activity" and "presents attention grabber such as picture or song." Phase III, "instruction/participation," is the phase in which the teacher "presents the activity, checks for understanding, encourages involvement." In Phase IV, or "closure," the teacher "asks what students have learned, previews future lessons." And finally, in Phase V, the "follow-up," the teacher "presents other activities to reinforce same concepts, presents opportunities for interaction" (p. 49). Richard-Amato's model clearly defined those components he believed essential in an effective foreign language teaching lesson.

In addressing foreign language teacher effectiveness, specifically concerning what effective teachers "do" in the teaching lessons, Lange (1990) cited the research of Hawley, Rosenholtz, Goodstein, and Hasselbring (1984) which identified five categories of behavior of effective teachers. That research revealed that (a) "effective teachers engage students with academic learning time, where

learning time signifies that portion of allocated time in which students are *successful* at working on tasks that are associated with desired outcomes," (b) "effective teachers credit student learning that meets desired outcomes," (c) "effective teachers engage students interactively," (d) "effective teachers maintain and communicate high expectations for student performance," and (e) "effective teachers maximize learning time by the use of instructional settings appropriate to the tasks being pursued" (p. 246). Such teacher practices would therefore characterize effective teaching lessons.

Further addressing what foreign language teachers could do to be more effective in their teaching, Richards (1990) suggested that the best source of information on teaching practices is teachers' "regular observation of their own teaching," or a systematic "self-monitoring" (p. 118). To accomplish this, he proposed the periodic completion of an inventory of instructional practices which would include questions concerning teacher-student interaction, grouping, structuring of activities within a lesson, the nature and pacing of tasks, feedback, and resources (pp. 126-127). He stressed that while classroom practices are of interest to several different groups, ranging from supervisors to students, it is above all teachers themselves who want to know what teachers do in classrooms (p. 118).

Wing (1993) also supported a "reflective approach to teaching" (p. 168). Citing Wallace (1991), she agreed that "the effective [foreign language] teacher engages in a cycle of practice and reflection" (p. 169). While emphasizing the importance of reflection on practice, Wing also addressed the multiple roles the effective teacher fills in the classroom. She observed:

In structuring the foreign language learning environment, the teacher needs to be a manager who facilitates language acquisition; a resource developer who uses to the greatest advantage the target and native languages, materials, and technology; and an analyst who observes and evaluates what is happening in the classroom.
(p. 168)

Implicit, then, in Wing's statement is that effective teaching practices include facilitating in the classroom, appropriately using language, materials, and technology, and monitoring and evaluating both students and self.

In an apparent response to the recurring call from the literature and from foreign language teachers themselves for the identification of what effective foreign language teaching is and does, the National Association of District Supervisors of Foreign Languages worked to compile a list of what they perceived from their observation experiences to be characteristics of effective foreign language instruction. Although this list did not emerge from a formal qualitative or quantitative research study, it has received attention as the first list of its type, created by those who should be

qualified to create such a list. Currently published in Rieken's (1993) Teaching Language in Context Workbook which accompanies Alice Omaggio Hadley's (1993) Teaching Language in Context, the following are the "Characteristics of Effective Foreign Language Instruction: Guidelines:"

- The teacher uses the target language extensively and encourages the students to do so.
- The teacher provides opportunities to communicate in the target language in meaningful and purposeful activities that simulate real-life situations.
- Skill-getting activities enable students to participate successfully in skill-using activities. Skill-using activities predominate.
- Time devoted to listening, speaking, reading, and writing is appropriate to course objectives and to the language skills of the students.
- Culture is systematically incorporated into instruction.
- The teacher uses a variety of student groupings.
- Most activities are student-centered.
- The teacher uses explicit error correction in activities which focus on accuracy, and implicit or no error correction in activities which focus on communication.
- Assessment, both formal and informal, reflects the way students are taught.
- Student tasks and teacher questions reflect a range of thinking skills.
- Instruction addresses student learning styles.
- Students are explicitly taught foreign language learning strategies and are encouraged to assess their own progress.
- The teacher enables all students to be successful.
- The teacher establishes an affective climate in which the students feel comfortable taking risks.
- Students are enabled to develop positive attitudes toward cultural diversity.
- The physical environment reflects the target language and the culture.
- The teacher uses the textbook as a tool, not as a curriculum.
- The teacher uses a variety of print and non-print materials including authentic materials.

- Technology, as available, is used to facilitate teaching and learning.
- The teacher engages in continued professional development in the areas of language skills, cultural content, and current methodology. (p. 78)

The National Association of District Supervisors of Foreign Languages stressed that, although not stated in print, the intent of the "Guidelines" was not to create an instrument for evaluators of foreign language teachers, but rather to serve as a tool for self-assessment (R. Robison, personal communication, September, 1994). This list of characteristics of effective foreign language instruction has indeed made a significant contribution to a relatively minimal body of literature as a first definitive attempt at offering a measure whereby individual foreign language teachers could personally assess and thus enhance their teaching lessons and the overall effectiveness of their teaching practices.

A review of the literature of the last 25 years relevant to effective foreign language teaching practices reveals certain commonalities in findings, regardless of decade, regardless of the methodological or theoretical orientations in vogue, if not in use, in any given time period. Throughout the literature, it appears that effective foreign language teachers plan carefully and use a variety of classroom activities which involve students in meaningful use of the target language. They employ a wide variety of materials in addition to the textbook. They keep the class

moving and centered on the students. Effective foreign language teaching lessons, therefore, embody those teaching practices identified in the literature.

Certainly, individual teachers have always had and will continue to have methodological and second language acquisition theory preferences which play an integral role in their philosophical approach to foreign language teaching, but the literature strongly supports the idea that foreign language teaching practices identified as effective do exist regardless of individual methodological or theoretical orientation. Clearly, however, the existing literature related to effective foreign language teaching, underscores the need for increased research in the area of effective foreign language teaching practices which can be emulated and incorporated in the daily teaching lessons of foreign language teachers. Previous research in this area has apparently neglected to seek data from a most obvious source--"outstanding" foreign language teachers themselves and their descriptions and reflections on what they do in their most effective lessons to motivate students and enable them to achieve.

CHAPTER III

METHODS AND PROCEDURES

The methods and procedures employed in this study were inspired by a research study in the area of leadership, undertaken by Kouzes and Posner in 1983 and reported in their book, The Leadership Challenge (1987). In that research, they asked various managers of both private- and public-sector organizations to write a description of one "personal best leadership experience" (p. 303). The analysis of the "personal best" experiences described by the managers revealed certain leadership practices which emerged as common throughout those experiences. The analysis of the personal best cases then resulted in the identification of leadership practices which characterized "exemplary leadership" (p. 279), and which could, therefore, serve as a model for others.

Based, then, upon a conceptual framework inspired by the study of Kouzes and Posner (1987), this study sought to examine the "most effective" lessons of exemplary secondary modern foreign language teachers. The purpose of this study was, therefore, to identify the characteristics of an effective modern foreign language lesson as described by those teachers judged by their respective state foreign language teaching associations as outstanding secondary

modern foreign language teachers. In attempting to identify some of the characteristics of effective secondary modern foreign language lessons, two research questions were posed: (a) What teaching practices are employed by outstanding secondary modern foreign language teachers in the lessons they perceive as their most effective?, and (b) What commonalities, if any, exist in the reported teaching practices and the reflections of outstanding secondary modern foreign language teachers? This chapter discusses the methods and procedures used in this study in the determination of the population and the participants, the creation and administration of the questionnaire, and the data analysis.

Population

The population of this study consisted of secondary modern foreign language teachers who had received recognition by their respective state foreign language teaching associations as 1994 Teacher of the Year (or comparable distinction) and all previous recipients of that award in Tennessee (since the award's inception in 1978). The addition of all previous Tennessee Teachers of the Year to the nationwide population augmented the total population number and also established a link with a relatively

accessible population which could prove useful in potential future research related to this study.

To obtain the names of as many state foreign language teaching association Teachers of the Year as possible, a letter (Appendix A) explaining the study and requesting the needed information was first sent to the foreign language coordinator of each of the 50 states in the United States. A second mailing of the same letter went to the president of each of the 50 state foreign language teaching associations. Names and addresses for both mailings came from a list published by the American Council on the Teaching of Foreign Languages (ACTFL).

Responses from the two mailings resulted in 30 names and respective school addresses of state foreign language teaching association Teachers of the Year (or comparable distinctions). Because of the intensity and detailed research analysis required of the questionnaire to be used in the study, this number was considered appropriate.

The population included secondary modern foreign language teachers from Alabama, California, Colorado, Delaware, Idaho, Indiana, Iowa, Maine, Michigan, Minnesota, New York, North Carolina, Oregon, South Dakota, Tennessee, Texas, Utah, Wisconsin, and Wyoming. Of the 30 teachers in the population, 12 represented Tennessee as modern foreign language recipients of the Teacher of the Year award prior to 1994. Seven other state foreign language supervisors or

state foreign language teaching association presidents responded to the letter of request. The states they represented, however, were ineligible for inclusion in the population either because the recipient of the 1994 Teacher of the Year award did not meet the study's criteria as a modern foreign language teacher at the secondary level or because the state foreign language teaching association did not bestow such an award in 1994.

Participants

Each of the 30 secondary modern foreign language teachers identified in the population determination process received a packet which contained a letter explaining the study (Appendix B), a consent form (Appendix C), the questionnaire (Appendix D), and a self-addressed, stamped envelope. To encourage teacher response to the questionnaire, an effort was made by the researcher to telephone each teacher in the population to personally explain the study and to reiterate the importance of each outstanding secondary modern foreign language teacher's contribution to the data. A second telephone appeal for participation in the study was made to as many teachers as could be reached who had not returned the questionnaire within eight weeks. The subjects for the study became those

teachers who agreed to participate by returning the signed consent form and the completed questionnaire.

Seventeen secondary modern foreign language teachers, or 56.67% of the population, signed the consent form and returned the questionnaire. Because the population was homogeneous in nature and 17 represented a rather substantial portion of that population, this number of participants was considered acceptable.

Of the 17 respondents, six were Spanish teachers; five taught French; five, German; and one, Russian. Three of the subjects were male and 14, female. Seven of the subjects indicated that they had been teaching a foreign language for more than 26 years, while six responded that they had been teaching 21-25 years. Two had taught for 16-20 years, one for 11-15 years, and one for 1-5 years.

Questionnaire

The questionnaire (Appendix D) was one developed by the researcher specifically for this study. An initial draft of the instrument was distributed for critique to the members of the foreign language faculty at Lee College in Cleveland, Tennessee and to The University of Tennessee, Knoxville doctoral committee of the researcher. Based upon the comments and suggestions of both groups, revisions were made to the instrument. The revised questionnaire was then

distributed for field testing to five secondary modern foreign language teachers representing three school districts in southeast Tennessee and one in northwest Georgia. The three returned responses to the field test indicated that the questions on the instrument were clear and elicited the desired reflections and descriptions of teachers' selected most effective lessons.

The final version of the questionnaire contained three sections. Since the intent of the questionnaire was principally to elicit a narrative account of each participant's most effective lesson, Part One of the questionnaire asked the teachers to provide a detailed description of their selected lesson, starting with how class began and concluding with how the class ended. Part Two of the questionnaire asked the teachers to further reflect upon the successful lesson they had described in Part One and then to respond to a series of open-ended questions concerning not only that particular lesson, but also effective modern foreign language lessons in general. Part Three of the questionnaire contained background information questions which would be used in this study solely to provide general descriptive information related to the group of participants and to the lessons described in Part One and Part Two of the questionnaire.

Data Analysis

Analysis of the data began with a reading of the completed questionnaires by the researcher. The narrative descriptions of the most effective lessons, elicited in Part One of the questionnaire, were then reread, and a list was made of the teaching practices described in that part of each questionnaire. Each described teaching practice of each respondent was written on an index card. The index cards were then sorted according to general categories of teaching practices. Color-coding Part One of each questionnaire, according to the general preliminary categories, produced further clarification and refinement of categories of teaching practices. Following the determination of the categories of teaching practices, described by respondents in Part One, that section of each questionnaire was reread to count the frequency of each category's appearance in the questionnaire responses. The categories were ranked on the basis of number of teachers who recorded the use of each in the narratives of their most effective lessons. Those numbers were then hand-calculated as percentages of teachers describing the use of the category. For the purposes of this study, those categories of teaching practices which appeared in a minimum of 50% of the most effective lesson descriptions were defined as commonalities and became,

therefore, the characteristics of an effective modern foreign language lesson.

The information provided by the participants in response to the open-ended questions contained in Part Two of the questionnaire was treated by individual question. To analyze the data from this part of the questionnaire, all responses to each of the questions were first transcribed, listed under the appropriate question subheading. Responses to question one, concerning why teachers selected their described lesson as their most effective, were read solely to determine the existence of any general themes in those responses. Responses to questions two through six were then read by individual question, and each response of each participant to each question was labeled according to the general teaching practice it described. The responses to each question were then grouped by category. Subsequent rereadings of the responses to each question in Part Two further clarified and validated the identification of the categories. The number of teachers whose responses fell into each of the identified categories was tallied by hand, and the corresponding percentages hand-calculated for each response category of each question in Part Two of the questionnaire.

The sole purpose of Part Three of the questionnaire was to provide general descriptive data relevant to the subject group, the selected classes, and the lessons selected by the

respondents as their most effective. Therefore, a simple statistical treatment was deemed appropriate. Responses to the background information requested in Part Three of the questionnaire were tabulated by hand for frequency of each response choice of each question. Those numbers were then hand-calculated as percentages of teachers selecting the response. (See Appendix E.)

Summary

This chapter has discussed the methods and procedures used in the determination of the population and the participants, the creation and administration of the questionnaire, and the data analysis. The population of the study consisted of 30 secondary modern foreign language teachers whose names were submitted to the researcher. Eighteen of the population had received recognition from their state foreign language teaching associations as 1994 Teacher of the Year, and 12 had received the Teacher of the Year honor in Tennessee prior to 1994.

A consent form and a questionnaire, developed by the researcher for this study, were mailed to each member of the population. The participants became those 17 teachers, or 56.67% of the total population, who signed the consent form and returned the questionnaire.

The questionnaire was divided into three parts. The narrative responses of Part One were analyzed to determine categories of identified teaching practices in the effective lessons of outstanding modern foreign language teachers. The responses to the open-ended questions in Part Two were analyzed to determine categories of responses for each individual question. The categories identified in both Parts One and Two were ranked on the basis of the number and the percentage of teachers who indicated each category in their data responses. Responses to the background information, requested in Part Three of the questionnaire, underwent simple statistical treatment to determine the frequency and the percentage of each question response choice.

CHAPTER IV

ANALYSIS OF THE DATA

Chapter IV presents the results of the analysis of the data collected from 17 secondary modern foreign language teachers. The purpose of this study was to identify the characteristics of an effective modern foreign language lesson, as described by those teachers judged by their respective state foreign language teaching associations as outstanding secondary modern foreign language teachers. The research questions posed were: (a) What teaching practices are employed by outstanding secondary modern foreign language teachers in the lessons they perceive as their most effective?, and (b) What commonalities, if any, exist in the reported teaching practices and the reflections of outstanding secondary modern foreign language teachers?

To respond directly to the purpose of the study and also to answer the two research questions, the presentation of the analysis of the data in this chapter takes the form of a list and subsequent descriptions of the characteristics of an effective modern foreign language lesson. This presentation format not only provides a clear response to the purpose statement which called for the identification of such characteristics, but it also incorporates responses to the two research questions. In response to the first

research question, the list of characteristics of an effective modern foreign language lesson also identifies the teaching practices, inherent in those characteristics, employed by outstanding secondary modern foreign language teachers in the lessons they perceived to have been their most effective. In response to the second research question, according to the criteria set forth in this study, the very existence of any individual characteristic on the list of identified characteristics of an effective modern foreign language lesson designates it, and its inherent teaching practice, as a commonality in the reported teaching practices and the reflections of the outstanding modern foreign language teachers.

This chapter, therefore, first presents the characteristics of an effective modern foreign language lesson, as determined by the analysis of the narrative descriptions of the outstanding teachers' most effective lessons, or Part One of the questionnaire (Appendix D). Included in the presentation of the identified characteristics are the number and the percentage of teachers who recorded the use of each characteristic in the data. The chapter then provides additional, more detailed description of each characteristic, as each revealed itself in the data. The chapter concludes with the presentation of the analysis of the data from the responses of the participants to the open-ended questions in Part Two of the

questionnaire. The categories of responses from each individual question are statistically described in terms of the number and the percentage of participants documenting the category in the data. The presentation of the analysis of the data from Part Two of the questionnaire provides additional response to the research questions of this study by again identifying some of the teaching practices employed by outstanding secondary modern foreign language teachers and by offering an analysis of those teachers' reflections on effective modern foreign language teaching practices.

Characteristics of an Effective Modern Foreign Language Lesson

The analysis of the narrative reflections, recollections, and descriptions of the 17 outstanding, secondary modern foreign language teachers participating in this study resulted in the identification of 19 categories of teaching practices. Those categories then became the identified characteristics of an effective modern foreign language lesson. While numerous single elements found in the narrative descriptions of the outstanding teachers could be labeled "interesting" or "effective," or both, the 19 categories of teaching practices which emerged to become characteristics of an effective modern foreign language lesson appeared in a minimum of nine of the lesson

narratives, or 56.25% of the questionnaires. For the purposes of this study, it was determined that the appearance of a teaching practice in a minimum of one half of the most effective lessons would indicate a noteworthy repetition among exemplary teachers and, therefore, would warrant its inclusion in the list of characteristics of an effective modern foreign language lesson.

Table I lists the identified characteristics in rank order, with the number and the percentage of teachers recording the use of each in the narrative descriptions of the lessons they perceived to have been their most effective. A more detailed, descriptive presentation of the results of the data analysis follows Table I and provides examples, drawn from the data, to support each of the characteristics of an effective modern foreign language lesson which emerged. To assure that no individual teacher could be identified in any response, all references from the data to a specific language or foreign country were changed to "target language" and "target language country," respectively. The quotations used in the descriptive presentation of each individual characteristic of an effective modern foreign language lesson each represent a different teacher's description or reflection

Table I

Characteristics of an Effective Modern Foreign LanguageLesson

Characteristic	Number of teachers (N=17)	Percentage of teachers
Preparation	17	100.00
Active involvement of students throughout (student-centered)	16	94.12
A non-textbook focus	16	94.12
Nontraditional activities	16	94.12
Use of spoken target language in meaningful communication	15	88.24
A variety of teaching materials/ aids	15	88.24
Review/building on previous learning	14	82.35
Group work	14	82.35
Immediate establishment of target language atmosphere	13	76.47
A variety of activities	13	76.47
Use of objects or pictures	13	76.47
Integration of culture	12	70.59
Opportunities for student movement	12	70.59
Communication of expectations to students	11	64.71
Checking for comprehension	11	64.71
Integration of topics or activities which relate to students' lives	10	58.82
Encouragement of student creativity	10	58.82
Opportunities for practice	10	58.82
Nontraditional arrangement of classroom or students	9	52.94

from the data. Selected examples used in the descriptive presentation of the data clearly demonstrate how examples of characteristics overlap and become illustrative of more than one characteristic of the effective modern foreign language lesson. It is hoped, however, that even the overlap succeeds in reinforcing the identified characteristics and, therefore, in enhancing the understanding of the characteristics of an effective modern foreign language lesson.

Preparation

"The following activities make up this lesson. Use this section as your checklist."

If there is one overriding theme that emerges from the data to encompass most others in accurately characterizing what secondary modern foreign language teachers do to make their lessons effective, it would be that outstanding secondary modern foreign language teachers' most effective lessons reflect preparation. The narrative data of each teacher provided evidence of organization and thought, indicative of careful preparation of the lesson. Each of the outstanding teachers, 100% of the participants in this study, mentioned in their narrative accounts items or activities which, from their descriptions, mandated

planning. The data recorded that, in their lessons, the teachers distributed handouts (task and instruction sheets, puzzles, activity sheets) specifically related to their lessons. The descriptions of the lessons the participants perceived to have been their most effective revealed that they had brought or previously collected objects, pictures, flashcards, activity cards, or even food, which they incorporated into those lessons.

The ensuing presentation of other characteristics, identified in the data analysis as components of an effective modern foreign language lesson, will further validate the preparation which characterized the outstanding teachers' most effective lessons. This characteristic pervades the data as the element common to all of the outstanding secondary modern foreign language teachers' narrative descriptions.

Active Involvement of Students Throughout (Student-centered)

"Students read through model letters. . . .Students then share these lists and discuss them. . . .Students are then asked to analyze the models for letter etiquette. . . .After arriving at their perceived rules, they compare them to find agreements and discrepancies."

Among the teachers participating in this study, 94.12% clearly described student-centered lessons in their

narrative recollections of their most effective lessons. The data revealed those lessons dominated by the active involvement of students throughout, where students were held accountable for their participation and, therefore, their learning. One teacher stated, "I am always trying to find ways to make students accountable (even if only momentarily) for what they've done (i.e., tell us one thing you just learned from your partner)." Another noted that for one lesson activity, "each group selected a reporter to take notes," but "all were 'on call' to report to the class."

The teachers' own words revealed the emphasis they placed on the students and on the students' roles as active participants in the lesson, rather than passive listeners.

I let them work by themselves, but I walk around the room answering questions, giving ideas when they ask me, and above all, keeping them within the limits of the project, and speaking to them in (the target language).

To get them to come up with the subjunctive. . .

I then gave each student an evaluation form for two peer evaluations. Each student had to describe her/his picture to a classmate who was to be as helpful as possible in asking questions and who would make an evaluation. . .

Students had to create a script for a ten-minute video with the theme of a fractured fairy tale. Students worked together to write their original script in (the target language). . . . Students assessed their work--what parts have they completed, what did they need to do, what props were necessary, what time schedule they need to type the script, tape performance, etc.

Students then give me commands using verbs that I have on the overhead.

Students are then left on their own to read directions of how to make a Sunday morning breakfast in (the target language).

During the discussion, I moved from group to group monitoring and acting as a resource for vocabulary or language trouble-shooting.

I had them "talk through" the creation of the sentence. . . . It takes a little more time but I have found this to be more beneficial than simply "giving" the correct answer.

Such quotations from the data do not appear as isolated expressions which happened to mention "students," nor do they represent unique types of activities which occurred in only one segment of the lesson presentation. Such emphasis on the role of the students in the teaching/learning and on activities which mandated the active involvement of all students were representative of the entire class period of the 94.12% of the outstanding teachers' most effective lessons. Even the single lesson, described in the data, which centered on the teacher and teacher explanation, recorded attention to the importance of student involvement during the lesson. That teacher stated, "I direct the explanation but involve the group by asking questions and calling on individuals for response."

A Non-textbook Focus

"Students worked on creating a script of a fractured fairy tale."

In 94.12% of the most effective lessons, or all but one, the teachers recalled lessons which were driven by their own selected activities, not by a textbook. The data described activities which were obviously carefully planned and sequenced and were independent of the textbook. In only one of the most effective lessons did the textbook serve as the the primary focus and source of explanation and practice exercises following the teacher explanation. Only three other narrative descriptions even mentioned the textbook, and, in each of those, it served only briefly, as a resource for a single activity amid the multiple other activities which took place during the lesson. Two other lessons noted the use of tapes (which accompany textbooks) for brief listening comprehension activities during the lesson. In the data, however, teacher use of the textbook as the organizing, focal point of the lesson appeared only once. Clearly, the data revealed effective modern foreign language lessons characterized by a non-textbook focus--lessons which revolved instead around activities selected and designed to meet the learning objectives of the day.

Nontraditional Activities

"The making and eating of a typical Sunday morning breakfast in (a target country). . ."

Reflecting the fact that 94.12% of the most effective lessons described in the data were non-textbook-centered lessons, 94.12% of the lessons were also characterized by the teacher's use of nontraditional activities, or activities beyond the scope of written and oral textbook exercises/activities or simple student repetition. Advocating the use of activities in every lesson, each day, one participant offered a personal clarification of the term "activities." The teacher explained, "activities. . . real activities. . . not necessarily those nonrelated exercises which some textbooks term 'activity.'" According to the narrative data, this clarification of the term speaks for the 94.12% of the teachers who reported the use of activities in their most effective lessons. The activities described by the outstanding teachers were not those contrived by a textbook, but were instead activities presented by the teacher to the students to accomplish one or more objectives of the lesson.

Examples of nontraditional activities used in the most effective lessons permeated the 94.12% of the teachers' narrative descriptions. The data showed that those

outstanding teachers used student groups in their lessons to plan and to construct a city, to create a video script, to learn about and to prepare a target language country breakfast, to plan a picnic, and to fill in the words of a target language country song. They used pairs of students, or "partners," for one-minute conversations or for story-telling vocabulary practice. Some of the teachers let their students work together as large groups to "problem-solve" or to brainstorm. Even activities designed for independent student work included the nontraditional, such as creating an artistic still life from a collection of diverse objects.

Creating or selecting and then using nontraditional activities to meet the learning objectives appeared in the data as a teaching practice employed by 16 of the 17 teachers. In this study the use of nontraditional activities, therefore, emerged as a commonality in the described most effective modern foreign language lessons.

Use of Spoken Target Language in Meaningful Communication

"The conversation, always in the target language, is generally related to how the students are today, what particular concerns they might have, what they're happy about, what they're not especially happy about."

Effective modern foreign language lessons, according to the data, set up the use by students of the spoken target

language in meaningful communication, as opposed to mere repetition of isolated words or phrases. Of the outstanding secondary modern foreign language teachers who participated in this study, 88.24% reported student use of the target language in meaningful communication situations or communicative activities.

Those teachers described how they created the opportunity during the lesson for students to use the spoken target language in meaningful communication. Examples, such as the following, were found in the data accounts of various lessons:

I give them a topic and tell them to have a one-minute conversation in (the target language) with their neighbor--when I call "time," the listener has to ask at least one follow-up question. . . . After the first round, I find out what some of the problems were--vocabulary, etc.--then the students switch roles and do it again. I then go around and have each student quickly mention something she/he has learned from her/his partner.

The rest of the period, students worked with a communicative activity with their conversation partner. It was like a "20 questions" activity--guessing what the other person thinks would be good characteristics of a future husband/wife.

We use the target language all the time.

The Kiosk must be closed within one or two minutes after the tardy bell rings. All transactions must take place in (the target language).

Although the data sources in this study failed to provide sufficient evidence to make a statement from the participants regarding whether or not the target language

should be the exclusive language used during the lesson by teacher and students, the data clearly provided multiple evidences of student participation in the target language in conversation or in activities designed to provide oral communication opportunities. According to the data, creating opportunities for students to use the target language in meaningful communication appeared as a commonality in the teaching practices employed by outstanding secondary modern foreign language teachers in the lessons they perceived to have been their most effective.

A Variety of Teaching Materials/Aids

"In the center of the classroom we set up a big table with everything they need--scissors, construction paper, tacks, etc."

The most effective lessons of 88.24% of the outstanding secondary modern foreign language teachers who participated in this study revealed the use of a variety of teaching materials/aids within each lesson. In addition to the employment of the traditional teaching materials/aids, such as the chalkboard, overhead projector, textbook, and handouts, a high percentage of outstanding teachers incorporated other more nontraditional materials/aids in their lessons. Those teaching materials/aids included: objects (in the classroom or brought to class for the

express purpose of the lesson presentation), pictures, flashcards, posters, 3 x 5 index cards (on which students could record questions), newspaper articles, a television newsclip, cards of vocabulary (created for a game), dice (to select students), a timer (to signal the end of activities), two balls of yarn, another person (the school's development officer to explain how to write letters), and a manual other than the textbook. Handouts to the students included instructional pages, written activities, puzzles, and communicative activities. Using a variety of teaching materials/aids surfaced in this study as a teaching practice which characterized effective modern foreign language lessons.

Review/Building on Previous Learning

"As much as possible, I try to attach the new to something they've already learned, and when the lesson does not lend itself to that type of recognition, I don't do a particularly effective job."

The narrative data describing outstanding secondary modern foreign language teachers' most effective lessons revealed a pattern of explicit references to the incorporation of review or the building on previous learning, or both. Obviously, foreign language learning builds daily upon previously acquired vocabulary and

language skills, but 82.35% of the teachers participating in the study specifically cited the teaching practice of review and building on previous learning in their lesson descriptions.

In the narrative data, one teacher described a lesson centered on student small group preparation of a video script of a "fractured fairy tale." The teacher instructed the students to base their fairy tale upon "grammatical elements taught during the first semester, a list of vocabulary words from the units covered in the textbook, and cultural information learned from units on (target language countries)." Following a five-minute warm-up which began a different lesson described in the data, one teacher devoted 10 minutes of the lesson time to allowing students to review with their partner "the vocabulary of the week."

The data documented several occasions in which teachers commented on the use of review and the building on previous learning to introduce the new learning of the lesson.

I always try to relate new material to things they may already know. . . . So, I ask them if they remember how to do the past tense. . . . On the board I review the past tense.

I asked them to watch again two specific passages of the film video. . . . This lesson was designed as a culminating activity involving synthesis, evaluation, and personalization.

I gave them five minutes to review once again with the group, making sure each person knew everything. . .

We went over the homework in groups to 'set the scene' for names of the extended family.

Apparent, therefore, in the data is the importance of connecting what students already know and can do with what will come next in the lesson or with the new learning. This teaching practice appeared as a commonality among the participants in this study and, therefore, as a characteristic of an effective modern foreign language lesson.

Group Work

"We do a lot of group work, collaboration, in my classes. Students learn from each other."

Group work appeared as a characteristic of the lesson in 82.35% of the outstanding teachers' narratives. In fact, the data portrayed student group work not merely as an ancillary addition to the lesson, but instead as an integral component.

In the description of one lesson in which students were to prepare a script for a fractured fairy tale, the teacher noted that "students worked together in groups of three to write their original script in (the target language). . . . The students collaborated and I served as a resource for them." Even the evaluation criteria established for this

lesson included, among others, "cooperation" and "division of labor."

In a target language country breakfast lesson, "students were asked to get into groups of four and elect a leader." For a "20 questions" activity, used during one teacher's lesson, students worked with "their conversation partner."

Some of the teachers reporting use of group work indicated teacher-structured group arrangements, such as the following:

I divided the class into prearranged groups of three (or four, if necessary), using the system of at least one verbally gifted and one verbally shy student in each group.

Students again got into their groups (they have the same group for a grading period, chosen by picking the same number. . .

Other teachers preferred to allow students to group themselves. In one lesson, "students were then told to divide themselves into groups of four." During another lesson, one teacher asked students to group themselves with "three to five friends" to plan a BBQ/picnic/outing. Another teacher explained that "students select their own groups-- they know that the groups have to be mixed (grade level, gender, etc.) and that for a new activity they have to form a new group".

While the variations in how students were grouped reflected the preferences and rationales of individual

teachers, group work, as a general category, appeared as an unmistakable repetition in the data. It was a teaching practice employed by 14 of the 17 participants in the study.

Immediate Establishment of Target Language Atmosphere

"The first few minutes are used to get them (the students) used to the target language for the next 40 minutes."

The data revealed that 76.47% of the described most effective lessons of outstanding secondary modern foreign language teachers began with an immediate establishment of the target language atmosphere in the classroom. The establishment of that atmosphere was the initial event recorded in the participants' narratives and was accomplished in various ways: through the exchange of greetings, in informal conversation, through the singing or playing of target language songs, or in the playing of music from a target language country. The teachers explained:

My first few minutes are often spent greeting students in (the target language) as they come in.

I greet students in (the target language) and turn on the overhead projector. On the overhead are the day's objective and warm-up questions. Students are expected to be in their seats completing the warm-up when the bell rings.

We sing five short songs (in the target language) which we had previously learned.

Between classes and as they (the students) entered, I played country/western music (in the target language), greeted the students in (the target language) and asked when, where, with whom, etc. they had picnics.

Teacher engages students by asking each one to say whether or not he/she studies the subject on their card [which they were handed as they entered the classroom].

One teacher recalled not only the "exchange of greetings," but also leading the students in singing "Happy Birthday" (in the target language) to a class member. Another teacher began the lesson "with conversation, always in the target language."

Whether within a conversational or a cultural framework, 13 of the 17 of the teachers participating in this study clearly began their lessons by focusing their students' attention on the target language class. Those teachers established for their students an immediate target language atmosphere in which to begin the learning of the day.

A Variety of Activities

"The next segment of class. . ."

The narrative data indicated that 76.47% of the most effective lessons of outstanding secondary modern foreign language teachers involved a variety of activities, as

opposed to a single activity focus for the entire lesson presentation. The most effective lessons recalled by those teachers were generally characterized by three or more distinctively different types of activities which, over the course of the lesson, required student use of a variety of target language skills (i.e., speaking, listening, reading, writing).

According to their descriptions, three teachers used eight different activities during their most effective lessons; one used seven activities; and two of the teachers used six. Five of the teachers described five different activities within the lesson; one incorporated four activities, and one used three. (The other three teachers participating in the study, used a single activity focus for the entire lesson.)

Using multiple and varied activities which required the students to use more than one language skill was indeed a teaching practice which surfaced as a pattern in the data. It was furthermore a teaching practice which implied a corollary characteristic of the effective modern foreign language teaching lesson. It would seem that those lessons in which students moved frequently from one activity to another were lessons that were fast-paced, and consequently, lessons which afforded little opportunity for student boredom. The narrative data, therefore, not only provided evidence of lessons characterized by a variety of

activities, but also suggested that those lessons were kept "moving" as a result of the numerous activities.

Use of Objects or Pictures

"The lesson dealt with a foreign exchange student being introduced to his bedroom and bathroom, I brought out a bag with a washcloth, a towel, toothpaste, make-up, razor, shaving cream, etc., and passed the objects around the room."

Although listed under the category of "variety of teaching materials/aids," the use of objects or pictures appeared so frequently in the data as to warrant a separate category and to be distinguished, therefore, as a characteristic of an effective foreign language teaching lesson. Of the 17 outstanding secondary modern foreign language teachers participating in the study, 76.47% used pictures or objects in the lessons they perceived to have been their most effective.

The data provided numerous explicit examples of the use of objects or pictures in the activities of the lesson. One teacher explained how objects were used in a lesson which focused on giving commands in the target language. That teacher wrote,

I then produce two hats--one a baseball cap and one a flowery lady's hat. Wearing the cap, I introduce myself as (common target language name) from the baseball team, and switching to the

dress-up hat, I introduce myself as (Mrs. target language name).

A little later in the same lesson, this same teacher produced "a bag full of caps and hats" (from a charity store) and called upon one student per group to choose a hat or cap. Other students in the group then took turns giving appropriate commands to the student wearing the hat.

Other teachers described their incorporation of objects or pictures into the lesson:

I took one of our large garbage cans and put it in the middle of the classroom. . . . Then I started taking personal things from students-- a lunch bag, a book, a novel, a purse, a shoe, etc.--and throwing them in the trash can.

I distribute to the students envelopes containing pictures of different types of transportation. The students. . . then spread out the vocabulary pictures on their desks. I call out the words in (the target language). Students find the picture which corresponds to the word they have heard and then hold up the picture.

I then ask the students to select three objects from a very large box of objects I have in the classroom. The assortment is diverse. Some objects are large, some small, some familiar, some not. I ask the students to find a place on the rug/floor where they are to arrange their objects in a sort of "still life."

Students are given a laminated card as they enter the classroom. The laminated card has a visual or a school subject and its name written in the target language. On the back is a list of all subjects that will be used and studied in class with a model question and answer.

Teachers' various uses of objects and pictures, as represented in the preceding examples, appeared in the most

effective lesson narratives as a commonality, and, therefore, became a characteristic of an effective modern foreign language lesson.

Integration of Culture

"I turn on my tape player so the students can listen to some (target language) music while entering the room."

The outstanding secondary modern foreign language teachers who participated in this study seemed to find ways to integrate culture into their teaching lessons. According to the data, 70.59% of the participating teachers mentioned, in their descriptions of their most effective lessons, an element of the target language culture which they integrated into the framework of the lessons.

Teachers recalled their integration of the target culture:

The lesson was how to make a Sunday morning breakfast in (the target country). . . since most students may not have been able to have eaten such things already.

I wrote down adjectives students provided to describe a doll (from a target language country).

Students will now view a seven-minute video done by myself in (a target language country). This interview was done with a young boy who was also in the seventh grade.

I take the opportunity to draw their attention to several cultural items of interest and we discuss similarities and differences.

This specific class came at the end of a study unit on (a target language country film).

The data revealed that while the use of the target *language* was the driving force in 88.24% of the teachers' narrative accounts, the target language *culture* was integrated into the framework of 70.59% of the lessons described in this study. The integration of culture thus appeared as a commonality in the data, and, therefore, as a characteristic of an effective modern foreign language lesson.

Opportunities for Student Movement

"Everyone returned to the seat."

According to the narrative data, 70.59% of the most effective lessons of outstanding secondary modern foreign language teachers provided opportunities for student movement. Within the framework of their lessons, that percentage of the teachers in this study created the opportunity for students to get up from their seats to circulate among other students or to move to another location, either within or outside the classroom.

Various teachers described opportunities for student movement, such as the following, which they incorporated in their lessons:

For each hour of the clock, they (students) have a "date" or partner. I give a time and they quickly go to their partners.

Students were up and moving around, talking to each other.

They (students) go to the computer lab to write the first draft of their letter. They return with a list of questions.

I gave students a checklist of descriptive adjectives in the target language and told them to find their "twin" in the class. . . . Students then sat down with their partners.

The data from two other teachers even described activities that took place "in the gym" and "outside."

Creating opportunities for student movement surfaced in the data as a repeated teaching practice. It was a characteristic common to over one half of the lessons described in this study.

Communication of Expectations to Students

"I propose that the students write a letter to a (target country) company to ask for an umbrella. I thus present the project, outline the parameters, and set up a plan."

While it is indeed possible that most, if not all, of the outstanding secondary modern foreign language teachers communicated expectations to students, 64.71% explicitly noted that teaching practice in the data. Some teachers recalled communicating expectations at the beginning of

their lessons. "I begin by telling my students that I'm going to show them some new verbs," stated one teacher. Another teacher wrote that, following the opening exchange of greetings with the students, "the communicative objective is presented." One teacher, who very explicitly documented a belief in the importance of communicating expectations to students, described how the lesson began:

On the overhead is the day's objective and warm-up questions. . . . Students copy the objective onto their warm-up sheet and then complete the warm-up questions. . . . Once all students have passed forward their warm-ups, I read the objective orally to them.

In other lessons perceived to have been their most effective, teachers recalled communicating how students would be evaluated on the lesson content. One teacher noted, "After class I graded students based upon the grading sheet which I had provided to students prior to their beginning the task." Another mentioned, "I tell students that the test is in two days, and that I expect them to list the verbs, what they mean, and their participles." Another teacher explained very precisely,

I explained that the group's notes would serve as one means of my evaluating their understanding of the film. The other means of evaluation would be their participation. Using the acronym TALK, I explained my expectations for the discussion groups: T=talking to each other; A=sharing accurate (on task) information; L=listening to each other; K=showing kindness and encouragement.

The data clearly revealed a pattern of teachers communicating expectations to their students. The appearance of that teaching practice in the narratives of 11 of the 17 teachers distinguished it as a commonality in the study and placed it among the identified characteristics of an effective foreign language lesson.

Checking for Comprehension

"I asked questions in (the target language) to verify that the audience understood the tape."

According to the data, 64.71% of the outstanding secondary modern foreign language teachers checked for comprehension during the lessons they perceived as their most effective. While perhaps all of teachers participating in this study did, in fact, check for comprehension at some point(s) during their lessons, it was apparently important enough for over one half of the participants to document its occurrence in their narrative accounts. The teachers made comments such as the following:

I ask them if they understand; do they have any questions.

I go around, listen, call everyone's attention to something, have them work together some more. . . and spot-check after everyone's finished. Then I call on someone to relate what the student did.

Checking for comprehension: I ask for volunteers to come to the overhead and complete the answer. I then ask the class if they agree or disagree with the provided answers.

Though manifested in varying forms, checking for comprehension surfaced as a commonality in the narrative data and thus as a characteristic of an effective modern foreign language lesson.

Integration of Topics or Activities which Relate to Students' Lives

"Students respond well because they are speaking about their own mini-creation. They like to personalize and then generalize."

The narrative data provided evidence that outstanding secondary modern foreign language teachers make a conscious effort to integrate topics or activities into the lesson which specifically relate to their students' lives. In fact, 58.82% of the participating teachers documented use of this teaching practice in the data.

Some teachers used target language conversation portions of the lesson as settings for the incorporation of topics directly related to students. "We talked (in the target language) about the ballgame the night before and the speaker during the morning's assembly," explained one teacher in describing how the lesson began. Other teachers

centered the new learning or the practice activities around people, places, or things which were part of students' lives, as illustrated in the following examples:

During this portion of the lesson, I hold up pictures of various in our city (the university, the neighborhood grocery store, the mall, etc.) and ask the students to give me a sentence of how they get to this place (in the target language).

In the target language, teacher explains to students that they will be using school subjects to talk about their school day. . . . The teacher also mentions some of the classes that all students at (their school name) study, as well as some of the "interest" classes.

Students then wrote a brief paragraph on what they prefer to eat and do at a BBQ/picnic/cookout, where they like to go, with whom, etc.

We made up a sentence about a student in class: "Whom do you want to talk about today? What did he or she do? When? With whom or to whom?" (I accept suggestions from the class with a specific purpose in mind--indirect object, etc.)

I wrote the name of notables at (the school) on the board (a colleague's twin babies, various administrators or combinations of teachers, my name) and distributed the objects. The students had to make up using the subjects on the list, the object, and an appropriate verb (from the lesson) as to what the subject does or doesn't do.

Integrating into the lesson various topics or activities which relate to students' lives appeared as a teaching practice employed by 10 of the 17 outstanding secondary modern foreign language teachers participating in this study. Surfacing in the data, therefore, as a commonality,

this teaching practice became a characteristic of an effective modern foreign language lesson.

Encouragement of Student Creativity

"I ask the students to find a place on the rug/floor where they are to arrange their objects in a sort of still life."

In addition to the creative use of the target language described by participants in the data, 58.82% of the most effective lessons incorporated an activity or an element into the lesson which expressly encouraged student creativity. One teacher described an oral presentation in which students had to choose a target language magazine picture, describe everything in the picture, and then create identities and a related story about the people in the picture. That teacher reflected, "I really like to have kids work on this type of an activity. It is both interactive and comprehensive, and it allows for creativity and creative use of the language, yet is limited to their capabilities." Another teacher described the awarding of "extra points" in one activity for "especially original questions." In the lesson in which students created a fractured fairy tale, one of the evaluation criteria included the creative "use of humor." And in another lesson, student partners evaluated

each other on "content, appropriate vocabulary and grammar, organization, and creativity."

Encouraging students to be creative was important enough for 10 of the 17 participants to specifically mention "creativity," or forms of that word, in explaining activities or other elements in their lessons. That teaching practice, therefore, emerged in this study as a characteristic of an effective modern foreign language teaching lesson.

Opportunities for Practice

"The whole class practices saying the form of the verb so it feels natural."

While the most effective lessons of all of the outstanding secondary modern foreign language teachers required students to work with various aspects of target language skills, 58.82% of teachers' narrative recollections of those lessons specifically mentioned or described students' immediate practice of a skill or a concept. Teachers provided examples, such as the following, in the data:

Once the explanation has been given or has been worked out together, I usually ask the student to practice, first as a group, then with partners.

Students were given seven minutes. . . to go over needed vocabulary with their "clock" partner.

Written follow-up with independent practice: Teacher passes students a form modeled after the one on p. 64 in the text for students to complete with their daily school schedule.

While the opportunities for practice described in the data took on various forms of student groupings (i.e., small group, pairs, individual), providing such opportunities was incorporated in the most effective lessons of 10 of the 17 participants. Providing opportunities for practice, therefore, appeared in this study as a teaching practice which characterized an effective modern foreign language lesson.

Nontraditional Arrangement of Classroom or Students

"Since we do a lot of group work, I am always concerned about where kids are sitting. I have tables for four students each in my classroom."

Surfacing in the analysis of the narrative data was repeated mention of how teachers arranged their classrooms or their students to facilitate or to complement the lesson activities. Of the 52.94% of the teachers who specifically mentioned classroom or student arrangement in the classroom, all described a nontraditional arrangement (i.e., students not sitting in rows of desks).

The outstanding teachers' narratives included the following descriptions:

The physical arrangement of my classroom should probably be noted here. Over the past several years I have "collected" a sofa, several chairs, a coffee table, rug, telephones, etc. In the class whose lesson is being delineated there is ample comfortable seating for a good portion of the class. The students are therefore relaxed.

Students then sat down with their partners.

Students sit in groups of four. The students' desks are numbered and colorcoded by group (red-1, red-2, red-3, red-4, green-1, green-2, etc.)

Obviously, students doing group work, as indicated in 82.35% of the lessons and discussed previously, would imply a nontraditional arrangement of students in the classroom. That implication, in addition to the specific mention of a nontraditional classroom or student arrangement, further underscored the repetition in the data of a nontraditional arrangement of the classroom or the students. The teacher's use of such an arrangement appeared in this study as a characteristic of an effective foreign language teaching lesson.

Participants' Reflections on the Effective Modern Foreign
Language Lesson

Part Two of the "My Most Effective Lesson" questionnaire (Appendix D) asked the identified outstanding secondary modern foreign language teachers to respond to six open-ended questions concerning both the lesson they had selected as their most effective and effective modern foreign language lessons in general. The analysis of the teachers' reflections contained in the data from Part Two of the questionnaire is presented in this section of Chapter IV by individual question.

To understand the statistical representation of the data in this section, it is important to understand that most participants provided multiple answers in response to each question. Therefore, the total number of teachers indicated in the statistical description of any given category may exceed the total number of participants (N=17). Likewise, the corresponding percentages may exceed 100. The purpose of the statistical descriptions, however, was to accurately portray the frequency of themes and individual teaching practices as they appeared throughout the data. It is the identification and frequency of occurrence of those themes and individual teaching practices which directly respond to the purpose and to the research questions of this study.

Teachers' Selection of their Described Lessons

"Why did you select this lesson as being your most effective?" The analysis of teachers' responses to this introductory question of Part Two of the "My Most Effective Lesson" questionnaire (Appendix D) revealed two major themes. All of the teachers' responses to that question could be categorized either in terms of teacher reaction to the lesson or in terms of student reaction to the lesson.

Of the teachers participating in study, 58.82% offered a response (or responses) from the perspective of their own feelings about the lesson. Teacher reaction to the lesson appeared in the data to take on the characteristic of a feeling of accomplishment on part of the teacher-- accomplishment at having done in the lesson what needs to be done in a lesson. Samples of teacher comments to this question represent the data support of this idea. The teachers wrote:

It combined oral and written language skills, critical thinking, and cooperative learning. Every student was engaged in oral narration, description, analysis, and stating personal opinion for most of the class period. Every student also practiced listening, speaking, and dictation in (the target language),

The lesson served as review of all materials taught during the first half of the year.

I liked tying the art with the grammar.

I like to make learning new things fun and and easy, and this lesson gives me lots of opportunities to do that

It included these features: recycle old vocabulary, many activities, visuals, students talking in the target language, games, . . .

The students use so much language in a personal way to communicate.

I like the fact that they are using what they're learning for a real-life purpose.

I enjoy this (work of literature), relating the allegory idea of it to their U.S. History course.

If the outstanding secondary modern foreign language teachers felt "good" about what they accomplished during their most effective lessons, then they felt equally "good" about student reaction to the lesson. Of the teachers participating in this study 10, or 58.82%, responded to the question, "Why did you select this lesson as being your most effective?," in terms of student reaction to their lesson. They reflected upon their selections with comments such as the following:

What is exciting about this lesson and others is the active involvement and enthusiasm of the students. They want to learn--so it's fun.

Students enjoyed giving me commands--making me do things.

They were really motivated to use their newly acquired (target language) vocabulary and even caught on as they were taught more.

The students get so involved with it--they become immersed in the lesson.

The students enjoyed learning vocabulary from music.

Because the students liked it.

The interest level of the students in the "personals" activity in general is so high. They love creating a new identity and then writing to people anonymously. Students are highly motivated to seek out new words and to try to communicate.

Students seemed very interested and enjoyed comparing themselves to another student their own age in another country. It was very authentic and credible to the students, having their own teacher in the interview.

The data, then, indicated that the lessons were remembered as most effective when teachers felt they had successfully carried out a lesson which incorporated what they believed to be important for students to do. The data further provided evidence that student reaction to the lesson contributed to the labeling of the lesson "effective" in the minds of the outstanding teachers.

It should be noted that 6, or 35.29%, of the teachers provided multiple responses to this question. At least one of those responses per teacher fell into the teacher reaction category, while at least one other fell into the student reaction category. Thus explains the total percentage greater than 100 in the statistical analysis of this question.

Lesson Parts Perceived Meaningful to Students

"Which parts of the lesson seemed particularly meaningful or motivational to students?" Responding to this second question, some of the outstanding secondary modern foreign language teachers offered a list, while others noted a single answer. From the analysis of this data, however, emerged six themes, six terms, under which all of the responses could be categorized. Table II lists those six terms which label the parts of the most effective lesson that the participants identified as being "particularly meaningful or motivational to students." The table also provides the number of teachers whose responses fell within the category and the percentage of teachers whose responses indicated each specific category. It is important to remember that some teachers provided more than one response to the question. Those teachers, therefore, are represented in more than one category, but not twice in the same category, in Table II. The actual individual responses of the outstanding secondary modern foreign language teachers are presented by category in Appendix F.

Table II

Categories of Lesson Parts Perceived by Teachers as
Particularly Meaningful or Motivational to Students

Category	Number of Teachers (N=17)	Percentage of Teachers
Student involvement	8	47.06
Using the target language	6	35.29
Non-traditional element	4	23.53
"Fun" activities	3	17.65
Student movement	1	5.88
Culture	1	5.88

Teaching Practices Which Enabled Student Success

"What do you believe were the fundamental practices which you used in this lesson presentation that enabled you to help students succeed?" In response to this question, the data provided an extensive list of teaching practices. Table III presents those identified teaching practices and the number and the percentage of teachers who indicated each teaching practice in their responses to the question. The table depicts the wide range of responses appearing in the data.

Table III

Teaching Practices Which Enabled Students to Succeed

Teaching Practice	Number of Teachers (N=17)	Percentage of Teachers
Provided background; review; Built on previous learning	6	35.29
Centered on students, student involvement	4	23.53
Provided in-class practice	4	23.53
Let students speak in the target language	4	23.53
Group work	3	17.65
Used many activities	3	17.65
Allowed students to speak in the target language without fear of correction	2	11.76
Let students create	2	11.76
Used a variety of methods/ techniques	2	11.76
Provided opportunities for student movement	2	11.76
Used visuals	2	11.76
Used games	1	5.88
Integrated culture	1	5.88
Kept the lesson fast-paced	1	5.88
Used praise	1	5.88
Showed enthusiasm	1	5.88
Maintained a relaxed atmosphere	1	5.88

The Most Important Element in the Lesson's Success

"What do you believe was the single most important element in this lesson's success?" In response to this question, the data resoundingly answered, "active involvement of all the students." Eight teachers, or 47.06%, of the outstanding secondary modern foreign language teachers participating in this study provided statements indicative of their endorsement of students' active involvement in the lesson as the single most important element in the lesson's success.

"The students do almost the entire lesson--it's student-centered instead of teacher-centered. Students learn what they can do, not what we as teachers do and tell them," wrote one teacher. "They all participated," stated another. "Student involvement. . . student activity," responded a third. Other teachers echoed the response, mentioning students involved in a communicative activity, "using the language in a real way," and "cooperating" with each other.

Four teachers, or 23.53% of those participating in the study, cited "meaningful use of the target language" as the single most important element in the lesson's success. Two teachers, or 11.76%, listed the "organization of the lesson." One teacher, or 5.88%, listed "expressing confidence that my students can learn anything if we work together, practice, and try hard," as the single most

important element in the lesson's success, and one teacher, 5.88%, listed students' "understanding."

Suggestions for Effective Foreign Language Lessons

"Based upon this most effective lesson experience, what would you suggest that others do in their lessons to be more effective foreign language teachers?" In response to the preceding question, the outstanding secondary modern foreign language teachers participating in this study again included "student involvement" most frequently in their lists of suggestions. The data indicated that 12, or 70.59%, of the teachers listed "student involvement" as one of their suggestions to other foreign language teachers. The second most frequent response theme was that of "variety," with 10, or 58.82%, of the teachers listing it as a suggestion. One teacher offered a concise summary of both of the major themes uncovered in the data, stating, "Foreign language learning is dependent upon usage of the language. Therefore all lessons must require the interaction and *action* of the learner. Create an environment and the variety in which this action can flourish."

"Let students communicate in the target language" was the third most frequently mentioned response category in the data, listed by 6, or 35.29%, of the outstanding teachers in the study. "Create student movement opportunities,"

"maximize each activity for practice opportunities in more than one language skill," and "maximize class time" each were listed by 3, or 17.65%, of the teachers. "Integrate culture," "personalize the lesson," "be clear and concise," "use visuals and games," and "create a positive affective climate" each were recognized by 2, or 11.76%, of the teachers as suggestions. Single response categories, listed by 5.88% of the participants included "let students feel free to express themselves," "personalize the lesson," "let students create," "prepare and organize," "provide modeling," "use authentic materials," and "facilitate."

Practices Essential in Effective Foreign Language Teaching

"After reflecting upon your most effective lesson, if you could share with other modern foreign language teachers those practices which you believe to be essential in effective foreign language teaching, which would you list?" In response to this final question, participants listed numerous, diverse teaching practices. Garnering the greatest frequency of mention on the teachers' lists were teaching practices in the categories of "use of the target language" and "variety of activities." Numerous other teaching practices also received mention in the participants' responses. Table IV provides a list of the teaching

practices, identified by the participants as essential in an effective foreign language lesson .

Summary

Chapter IV has presented the results of the analysis of the data collected from 17 secondary modern foreign language teachers identified as outstanding by their respective state foreign language teaching associations. The purpose of the study was to identify the characteristics of an effective modern foreign language teaching lesson as described by such teachers.

This chapter first presented the list of 19 characteristics of an effective foreign language teaching lesson which emerged from the data analysis, along with the number and percentage of teachers describing the use of each characteristic in their most effective lessons. The chapter then provided additional description of the 19 characteristics as each was revealed in the narrative data. The chapter concluded with the categorized presentation of the data responses to each of the open-ended questions in Part Two of the "My Most Effective Lesson" questionnaire (Appendix D).

Table IV

Teaching Practices Essential in an Effective Foreign
Language Lesson

Teaching Practice	Number of Teachers (N=17)	Percentage of Teachers
Use of target language	8	47.06
Variety of activities	6	35.29
Student-centered lesson	5	29.41
Encouragement	4	23.53
Not relying on the textbook	3	17.65
Enjoyment of teaching	3	17.65
Organization	3	17.65
Integrating culture	3	17.65
Audio/visual materials	3	17.65
No error correction in speaking activities	2	11.76
Maximizing class time	2	11.76
Modeling	2	11.76
Stress on survival vocabulary	1	5.88
Quick pace	1	5.88
Stretching students' imagination	1	5.88
Monitoring students' work	1	5.88
Incorporation of all 4 language skills	1	5.88
Clarity in instructions and explanations	1	5.88
Review	1	5.88
Creation of physical environment conducive to communication	1	5.88
Requiring students' use of analysis and evaluation	1	5.88
Personalization	1	5.88
Creating opportunities for student movement	1	5.88
Minimizing grades, maximizing learning	1	5.88

CHAPTER V

CONCLUSION

This chapter is the concluding one in the study. It presents a summary of the study, a discussion of the findings, conclusions, implications for educational practice, and recommendations for further research.

SummaryPurpose of the Study

The purpose of this study was to identify the characteristics of an effective modern foreign language lesson, as described by those teachers judged by their respective state foreign language teaching associations as outstanding secondary modern foreign language teachers. To identify those characteristics of an effective modern foreign language lesson, this study examined the outstanding secondary modern foreign language teachers' written responses to questions which asked them to reflect upon, to recall, and to describe the lesson they perceived to have been their most effective during the academic year 1994-1995.

In attempting to identify some of the characteristics of an effective secondary modern foreign language lesson, this study posed two research questions: (a) What teaching practices are employed by outstanding secondary modern foreign language teachers in the lessons they perceive as their most effective?, and (b) What commonalities, if any, exist in the reported teaching practices and the reflections of outstanding secondary modern foreign language teachers?

Review of the Literature

The review of the literature related to this study focused on two major areas: (a) effective teaching, and (b) effective foreign language teaching practices. The examination of these two areas offered to the study an historical perspective on the directions research has taken in each and also on the amount of research devoted to each. Moreover, the review of the literature related to the two selected areas both provided insight into their influences on current modern foreign language teaching practices, and also described those bodies of literature to which this study contributes.

The literature related to the subject of effective teaching in the twentieth century reflected an evolution of researchers' conceptions of how to identify and subsequently how to define what constitutes effective teaching. Studies

on effective teaching launched in the first 50 years (Barr 1929; Barr & Emans 1930) which focused on student opinion of teacher traits, teacher rating scales, administrator opinion, and finally, on student achievement were indicative of the diversity among research attempts to characterize effective teaching. This diversity in approaches and, therefore, in findings resulted in the prevailing conclusions of the time that variations in instruction could not be documented and, in fact, made little or no significant difference in determining teaching effectiveness (Wilder 1954; Ryans 1959).

The 1960s, however, ushered in a higher level of research intensity in the area of effective teaching. The publications of Flanders (1960) and Gage (1963) received widespread attention and promoted further research in process-product studies, or studies which examined the relationship between the teaching process and student product. Three large research projects (Coleman 1966; Jencks et al. 1972; Mostellaer & Moynihan 1972) captured research attention by generally concluding that teaching or teachers might have few significant effects on student learning.

Research response to the proclamation that "teachers made no difference" was swift and abundant. Teachers and certain instructional techniques *do* make a difference concluded several studies (Brophy 1973; Brophy & Evertson 1976; Good & Grouws 1979; Kounin 1970), and the difference

manifests itself in observable teacher classroom behaviors and (Brophy 1979; Rosenshine 1983; Rosenshine & Furst 1973).

In the years following the voluminous teacher effectiveness research of the 1970s and 1980s, researchers have increasingly advocated studies of exemplary teachers as sources of valuable data on effective teaching (Berliner 1986; Knight & Smith 1989; Tobin & Fraser 1989). Tobin and Fraser (1989) and Brookhart and Rusnak (1993) have conducted such studies involving math and English teachers, respectively.

Since the late 1980s, improving teaching practices has emerged as a focus of effective teaching research. Studies by White, Wyen, Stuck, and Coop (1987) and Siklorski, Niemiec, and Walberg (1994) have led to the creation of instruments, or checklists, of observable effective teaching practices, found through research to positively affect student learning.

While effective teaching was a major educational research theme in the twentieth century, relatively little research, independent of a specific methodology or language acquisition theory, focused on the specific area of effective foreign language teaching practices. The Modern Language Association in 1961, however, undertook an extensive qualitative research project to observe and then to describe what successful foreign language teachers do in

their classes. That study led to a list of nine general characteristics of effective foreign language classes. The Moskowitz study in 1976, which focused on "outstanding" foreign language teachers, also culminated in a list of characteristics observed in those teachers.

Some research studies (Galloway & Labarca 1990; Lange 1990, Richard-Amato 1987, Valette 1977), specifically related to effective foreign language teaching practices, have stressed the vital role teachers play in the foreign language classroom in orchestrating and maximizing student learning opportunities. Other studies (Heilenman & Kaplan 1985; Quisenberry 1982) have emphasized the activities and the teaching practices that influence or do not influence student learning.

In 1993 the National Association of District Supervisors of Foreign Languages contributed to the literature related to effective foreign language teaching practices their list of "Characteristics of Effective Foreign Language Instruction: Guidelines." Compiled from the input of the district supervisors of foreign languages and then reviewed by foreign language teachers, the list has been published in Rieken's (1993) workbook which accompanies Hadley's (1993) Teaching Language in Context and has provided a measure whereby individual foreign language teachers can personally assess the effectiveness of their teaching practices.

The review of the literature related to effective foreign language teaching practices reveals certain common themes in the research findings. It appears that without reference to their individual methodological or language acquisition theoretical preferences, effective foreign language teachers employ certain teaching practices in their lessons. According to the literature, they plan carefully and employ a variety of activities in the lesson which involve students in meaningful use of the target language. They also make use of a wide variety of materials in addition to the textbook, and they keep the class moving and centered on students.

The body of literature related to effective foreign language teaching practices is minuscule in comparison with that related to effective teaching in general. The relative lack of such literature, which specifically focuses on foreign language teaching practices, clearly presents the call for increased research--research that can help foreign language teachers improve or enhance what they do in their lessons to motivate students and to enable them to succeed.

Design of the Study

The population of this study consisted of secondary modern foreign language teachers who had received recognition by their respective state foreign language

teaching associations as 1994 Teacher of the Year (or comparable distinction) and all previous recipients of that award in Tennessee (since that award's inception in 1978). As a result of two separate mailings (one to the foreign language coordinator in each state and the other to the president of each of the 50 state foreign language teaching associations) to secure the names of the Teachers of the Year, 30 teachers became the total population of this study.

Each of the 30 secondary modern foreign language teachers, identified in the population determination process, received by mail a packet which explained the study and invited him/her to participate. Participants in this study became the 17 secondary modern foreign language teachers who signed the consent form (Appendix C) and returned the questionnaire (Appendix D).

The questionnaire (Appendix D), an instrument developed by the researcher specifically for this study, asked the outstanding secondary modern foreign language teachers first to reflect upon and then to describe the lesson they perceived to have been their most effective during the academic year 1994-1995. The teachers were also asked to respond to a series of questions which asked them to further analyze the lesson they had selected and to comment upon effective foreign language lessons in general. The final part of the questionnaire elicited, for descriptive purposes only, some brief, general background information on the

lesson selected, the students involved, and the participating teacher.

The analysis of the data began with the reading of all returned questionnaire responses. Teaching practices described in the narrative accounts of the participants' most effective lessons were sorted by categories of characteristics of an effective foreign language lesson. The categories were then rank ordered on the basis of the number and the percentage of teachers who recorded the use of each in their most effective lesson descriptions.

The data responses to the questions concerning the teachers' selected most effective lessons and effective lessons in general also underwent sorting procedures to identify categories in those responses. The number and percentage of teachers whose responses fell within each identified category were then determined.

The data from Part Three of the questionnaire, information elicited solely for general descriptive purposes in this study, were read and tabulated by hand for frequency distribution of each question response choice. Percentages were also hand-calculated for each question response choice in this section. (See Appendix E.)

Findings

The analysis of the narrative descriptions of the 17 outstanding secondary modern foreign language teachers' most effective lessons resulted in the identification of 19 categories of teaching practices which appeared in a minimum of 50% of the narratives, and which, therefore, became the characteristics of an effective foreign language teaching lesson. According to the data, the characteristics of an effective modern foreign language lesson are:

1. Preparation
2. Active involvement of students throughout (student-centered)
3. A non-textbook focus
4. Nontraditional activities
5. Use of the spoken target language in meaningful communication
6. A variety of teaching materials/aids
7. Review/building on previous learning
8. Group work
9. Immediate establishment of the target language atmosphere
10. A variety of activities
11. Use of objects or pictures
12. Integration of culture
13. Opportunities for student movement
14. Checking for comprehension
15. Communication of expectations to students
16. Integration of topics or activities which relate to students' lives
17. Encouragement of student creativity
18. Opportunities for practice
19. Nontraditional arrangement of classroom or students

The analysis of the responses to the questions concerning the participants' most effective lessons and effective lessons in general provided further data support

and description of those characteristics of an effective foreign language teaching lesson identified in the analysis of the narrative descriptions. The analysis of the question responses particularly underscored active student involvement as an essential characteristic of an effective foreign language lesson.

Discussion of the Findings

The findings of the study contribute both to the bodies of literature related to the broad area of effective teaching and to the more specific area of effective foreign language teaching practices. The list of identified characteristics of an effective foreign language lesson and the teaching practices inherent in those characteristics tie directly into previous research findings in both areas.

In the broad area of effective teaching, the list of characteristics of an effective modern foreign language lesson, identified in this study, strongly supports the general conclusion of the teacher effectiveness research of the 1970s and early 1980s that effective teachers are "direct" (Brophy 1973, Brophy & Evertson 1976, Fitzpatrick 1982, Kounin 1970, Larkin & Reif 1970). This study clearly provides support for that conclusion in determining that effective teachers are organized and explicit in structuring and directing activities and students, and that they promote

high levels of student involvement, as well as provide appropriate practice opportunities.

"Checking for comprehension" and "practice," two elements which emerged in this study as characteristics of an effective foreign language lesson, lend support to the Hunter (1982) model which labeled them as components of the design of effective lessons. While each of the other elements in the Hunter model received mention in the data, none was described with sufficient frequency to warrant its identification as a category.

The emphasis throughout the data in this study on the active involvement of students and on the integration of topics or activities which relate to students' lives clearly supports the research findings of Rymhs, Allston, and Schulz (1993). Their studies identified those identical characteristics as "key instructional strategies," and, therefore, "indicators of quality instruction" (p. 193).

This focus of the study itself responds to the challenge of Berliner (1986), Knight and Smith (1989), and Tobin and Fraser (1989) for more research into the teaching practices of exemplary teachers who may provide "exemplary performances from which we can learn" (Berliner, 1986, p. 6). The analysis of the data in this study contributes, to that literature, evidence of commonalities that exist in the teaching practices of secondary modern foreign language teachers recognized as outstanding. The commonalities in

teaching practices which emerged from the most effective lessons of the participating outstanding secondary modern foreign language teachers support the research conclusions drawn from previous research studies of exemplary teachers in other disciplines. The finding of this study that outstanding teachers actively involve all students throughout the lesson supports that same finding from studies involving exemplary math and English teachers by Tobin and Fraser (1989) and Brookhart and Rusnak (1993), respectively.

The nature of this study itself contributes to the increased research focus on the area of teaching practices (Knight & Smith 1989, Richardson 1990, Watkins 1990). Following the research reviews of White, Wyne, Stuck, and Coop (1987) and Siklorski, Niemiec, and Walberg (1994), which specifically address the importance of focusing upon teaching practices to improve instruction, this study further validates the underlying premise of those works that fundamental teaching practices do exist which are directly linked to effective teaching.

The list of characteristics of an effective modern foreign language lesson identified in the study also contribute to the body of literature related to effective foreign language teaching practices. The results of this study support the conclusions of the Modern Language Association study (1961) which found that "successful"

foreign language classes were characterized by a lack of dependence on the textbook, by active student involvement, "unusual" seating arrangement, and the immediate establishment of the target language atmosphere (Brisley et al., p. 37). The emphasis on a variety of activities within the lesson, as well as a non-textbook focus support those conclusions of Rivers (1968) and Allen and Valette (1977). The characteristics of variety of activities and practice, which emerged as categories in this study, can also be found in Rivers' list of "ingredients" of an foreign language effective lesson (pp. 374-375).

The results of the analysis of the data in this study concurred with those in the Moskowitz (1978) study which revealed the use of multiple and varied activities in the lesson, student use of the target language in meaningful communication, and review as components in the lessons of the exemplary teachers. This study also responds to Moskowitz's challenge for more research which "helps uncover behaviors which successful foreign language teachers use and do not use with frequency" (p. 157).

Quisenberry's (1982) findings which focused on the importance of meaning and a variety in the foreign language lesson gained further validation in the identification of the characteristics of an effective modern foreign language lesson, derived from the data analysis in this study. The findings of this study also lend support to Quisenberry's

conclusion advocating the use of "printed and other visually oriented learning materials" (p. 47).

Although supporting the portions of Richard-Amato's (1988) lesson model which include building on previous learning, checking for understanding, student involvement, and the use of "attention grabbers" such as pictures or songs, the findings of this study offer no support of Richard-Amato's advocated format of specific, ordered phases of the lesson. The most effective lessons recalled and described in this study provide no evidence of commonalities in the order of the presentation of those lessons.

While many of the characteristics included on the list of "Characteristics of Effective Foreign Language Instruction: Guidelines," compiled by the National Association of District Supervisors of Foreign Languages (Rieken, 1993) can only be validated through classroom observation, others can be and are validated in the results of the data analysis in this study. Firmly supported in this study are the statements in the "Guidelines" that (a) "the teacher provides opportunities to communicate in the target language in meaningful and purposeful activities that simulate real-life situations;" (b) "culture is systematically incorporated into instruction;" (c) "the teacher uses a variety of student groupings;" (d) "most activities are student-centered;" (e) "the teacher uses the

textbook as a tool, not as a curriculum;" and (f) "the teacher uses a variety of print and non-print materials" (p. 78).

The literature related to effective modern foreign language teaching practices offers insight into foreign language teaching practices found to be effective over the last 25 years. From a review of the literature and from the findings of this study it appears that many modern foreign language teaching practices are still the same. Although methodologies and theories of language acquisition have risen and fallen within the last quarter century, there are effective foreign language teaching practices which exist, which, according to the data, work, and which remain firmly planted in the effective lesson amid the everchanging winds foreign language methodology and language acquisition theory. The characteristics of an effective modern foreign language lesson identified in this study are teaching practices which teachers can do in their lessons to motivate students and to enable to succeed in acquiring a foreign language.

Conclusions

The analysis of the data obtained in this study led to the following conclusions:

1. Individual effective foreign language lessons exhibit characteristics present in other effective foreign language lessons.

2. Commonalities exist in the teaching practices employed in the most effective lessons of exemplary teachers.

3. There are certain characteristics of an effective modern foreign language lesson which appear as commonalities in lessons perceived to be highly effective by outstanding secondary modern foreign language teachers.

4. There exist modern foreign language teaching practices which have worked in the past and which continue to work, regardless of any particular methodology or theory in vogue at the time.

5. Commonalities in effective modern foreign language teaching practices exist without regard to target language taught or the level of language taught.

6. Effective secondary modern foreign language lessons occur as a result of direct involvement of the teacher in preparing, selecting, orchestrating, and facilitating those lessons.

7. The characteristics of an effective modern foreign language lesson embody teaching practices which can be adopted and incorporated by any secondary modern foreign language teacher.

Implications for Educational Practice

This results of this study offer three major implications for educational practice.

1. The characteristics of an effective modern foreign language lesson, identified in this study, offer potentially powerful implications for modern foreign language lesson planning. Since commonalities do, in fact, exist in the characteristics found in the effective lessons of exemplary teachers, the implication then is that any modern foreign language teacher who wishes to improve or to enhance his/her lessons could do so by planning lessons which incorporate at least some of the characteristics uncovered in this study.

Although the lessons described in this study were not "everyday" kinds of lesson, but rather lessons that stood out in the minds of the participants as being their "most effective," they do nonetheless offer suggestions that secondary modern foreign language teachers can consider in planning their lessons to meet the learning objectives of the day. Certainly, not every day's lesson can be centered around an exciting event, such as preparing and eating a target language country breakfast, but the study strongly encourages teachers to think beyond the dictates of the target language textbook, to regard it only as a resource, not as the curriculum. The data analysis in this study

further suggests that daily modern foreign language lessons need to be expressly designed to be student-centered. They should involve all students, actively, in a wide variety of meaningful activities which require the use the target language in more than one of the language skills areas (speaking, listening, reading, and writing). With thought and desire, these and other of the characteristics identified in this study can be learned, practiced, and incorporated in any teacher's daily lesson plans.

The characteristics of an effective modern foreign language lesson which emerged from this study hold the potential to make a positive difference in teachers' daily lessons, if teachers are indeed willing to consider them. As research-based suggestions, the characteristics identified in this study offer secondary modern foreign language teachers and modern foreign language teacher education students a list of practical suggestions which can be incorporated daily, all or in part, in modern foreign language lessons to improve or to enhance those lessons, and, therefore, the effectiveness of the individual classroom teacher.

2. The analysis of the most effective lesson data indicates that the outstanding secondary modern foreign language teachers do not follow one prescribed lesson format. From the accounts of those most effective lessons, no conclusions could be drawn concerning, for example, the

assigning of homework or the discussion of homework during the lesson. The teacher participants did not necessarily include all elements in the Hunter (1982) or Richard-Amato (1988) models of lesson design. What is highly apparent in the data in this study, however, is that characteristics do exist which surface repeatedly in the narrative descriptions of teachers' most effective lessons. And it is the appearance of those characteristics in the lesson, not the structure or order of the lesson, which effective foreign language lessons have in common.

3. The fact that commonalities do exist in the teaching practices of exemplary teachers, as indicated in this study, suggests to the educational community that good teaching does not "just happen" simply as a result of an individual's charismatic personality or as an outgrowth of the natural gift of the "born" teacher. The commonalities uncovered in the teaching practices of exemplary teachers imply hard work, energy, and commitment to the teaching profession, to the discipline, and above all, to students. Other teachers and teacher education students can learn what it is that "outstanding" teachers do in their classes to earn that label. If willing to commit the time and energy, ordinary teachers can adopt the teaching practices of exemplary teachers to improve or to enhance their own teaching effectiveness.

Recommendations for Further Research

The results of this study suggest the following recommendations for further educational research:

1. Further research could explore the characteristics of an effective modern foreign language lesson as they appear in students' perceptions and descriptions of effective modern foreign language lessons.

2. Further research could also compare the characteristics of the effective modern foreign language lessons of exemplary teachers with the characteristics of effective lessons of "typical" or "regular" modern foreign language teachers.

3. This particular study itself should be replicated with a larger population to increase the possibility of a greater number of participants.

4. A follow-up to this study should occur with the addition of an oral interview with each participating teacher to elicit greater descriptive detail and to provide clarification and validation of the written narrative data.

5. A follow-up to this study could also include the addition of classroom observation(s) of the participating teachers to clarify and to validate their written narrative data.

6. Research into the teaching practices of exemplary teachers should be conducted with exemplary teacher

populations from other subject areas, not only at the secondary level, but also at the elementary or middle school levels.

REFERENCES

References

Allen, E. D., & Valette, R. M. (1977). Classroom techniques: Foreign languages and English as a second language. New York: Harcourt Brace Jovanovich, Inc.

Anderson, L. W. (1989). The effective teacher. New York: McGraw-Hill.

Barr, A. S. (1929). Characteristic differences in the teaching performances of good and poor teachers of social studies. Bloomington, IN: Public School Publishing Company.

Barr, A. S., & Emans, L. M. (1930). What qualities are prerequisite to success in teaching? Nation's Schools, 6, 60-64.

Barr, A. S. (1961). Wisconsin studies: The measurement and prediction of teacher effectiveness. Madison, WI: Dunbar Publications.

Berliner, D. C. (1986). In pursuit of the expert pedagogue. Educational Researcher, 15, 5-13.

Brandt, R. (1992). On research on teaching: A conversation with Lee Shulman. Educational Leadership, 49(7), 14-19.

Brisley, L., Dellaccio, C., Funke, F. J., Hamlin, D. J., & Leamon, M. P. (1961). Good teaching practices: A survey of high-school foreign language classes. New York: Modern Language Association.

Brookhart, S. & Rusnak, T. (1993). A pedagogy of enrichment, not poverty: Successful lessons of exemplary urban teachers. Journal of Teacher Education, 44(1), 17-26.

Brophy, J. E. (1979). Teacher behavior and student learning. Educational Leadership, 37(1), 33-38.

Broudy, H. S. (1975). Can we define good teaching? In M. M. Carney (Ed.), Teaching: Issues, perspectives, and definitions (pp. 63-65). New York: MSS Information Corporation.

Bruning, R. H. (1982). Key elements of effective teaching in the direct teaching model. In R. H. Egbert and M. M. Kluender (Eds.) Using research to improve teacher education. (pp. 75-88). The Nebraska Consortium.

Carroll, J. (1969). Modern foreign languages. In R. L. Ebel (Ed.), Encyclopedia of Educational Research (pp. 866-878). New York: The Macmillan Company.

Coleman, J. S. (1966). Equality of educational opportunity. Washington, D.C.: U.S. Government Printing Office.

Doyle, W. (1985). Effective teaching and the concept of the master teacher. The Elementary School Journal, 86, 27-35.

Eisner, E. W. (1983). The art and craft of teaching. Educational Leadership, 40(4), 4-13.

Eisner, E. W. (1985). The educational imagination, 2nd ed. New York: The Macmillan Publishing Company.

Elmore, R. F. (1992). Why restructuring alone won't improve teaching. Educational Leadership, 49(7), 44-48.

Flanders, N. A. (1960). Teacher influence, pupil attitudes and achievement. Final Report, Cooperative Research Program Project No. 397. Minneapolis: University of Minnesota.

Gage, N. L. (Ed.). (1963). Handbook of research on teaching. Chicago: Rand McNally & Company.

Galloway, V., & Labarca, A. (1990). From student to learner: Style, process, and strategy. In D. Birckbichler, (Ed.), New Perspectives and New Directions in Foreign Language Education. The ACTFL Foreign Language Education Series. Lincolnwood, IL: National Textbook Company.

Gibboney, R. A. (1987). A critique of Madeline Hunter's teaching model from Dewey's perspective. Educational Leadership, 44(5), 46-50.

Good, T. L., Biddle, B. J., & Brophy, J. E. (1975). Teachers make a difference. New York: Holt, Rinehart and Winston.

Good, T. L., & Grouws, D. A. (1979). The Missouri Mathematics Effectiveness Project: An experimental study in fourth-grade classrooms. Journal of Educational Psychology, 74, 355-362.

Greene, M. (1986). Philosophy and Teaching. In M. C. Wittrock (Ed.). Handbook of research on teaching, 3rd ed.

Hadley, A. O. (1993). Teaching language in context (2nd ed.). Boston: Heinle & Heinle.

Hawley, W. D., Rosenholtz, S. J., Goodstein, H., & Hasselbring, T. (1984). Good schools: What research says about improving student achievement. Peabody Journal of Education 61(4), 1-178.

Heilenman, L. K., & Kaplan, I. M. (1985). Proficiency in practice: The foreign language curriculum. In C. J. James (Ed.). Foreign language proficiency in the classroom and beyond (pp. 55-78). New York: National Textbook Company. (Reprinted from Exemplary practice series: Foreign language, 1986, 4, 95-118.

Houston, W. R. (Ed.). (1990). Handbook of research on teacher education. New York: Macmillan Publishing Company.

Hunter, M. (1985). What's wrong with Madeline Hunter? Educational Leadership, 42(5), 57-60.

Hunter, M. (1994). Enhancing teaching. New York: Macmillan College Publishing Company.

Jarvis, G. A. (1981). Action research versus needed research. In D.L. Lange(Ed.). Proceedings of the National Conference on Professional Priorities.

Jencks, C., Smith, M., Acland, H., Bane, M. J., Cohen, D., Gintis, H., Heyns, B., & Michelson, S. (1972).

Inequality: A reassessment of the effect of family and schooling in America. New York: Basic Books.

Johnson, M. A. (1980). Effective teaching as perceived by teachers and principals in selected Indiana school corporations. Unpublished Ed.D dissertation, Ball State University.

Kounin, J. (1970). Discipline and group management in classrooms. New York: Holt, Rinehart.

Kouzes, J. M. & Posner, B. Z. (1987). The leadership challenge. San Francisco: Jossey-Bass, Inc., Publishers.

Kratz, H. E. (1896). Characteristics of the best teachers as recognized by children. Pedagogical Seminary, 3, 413-418.

Lange, D. L. (1991). A blueprint for a teacher development program. In J. C. Richards and D. Nunan (Eds.), Second language teacher education. (pp. 243-247). Cambridge: Cambridge University Press.

McLaughlin, B. (1987) Theories of second-language learning. London: Edward Arnold.

Medley, D. M. (1978). Research in teacher effectiveness--where it is and how it got here. The Journal of Classroom Interaction, 13(2), 16-21.

Morsh, J. E., & Wilder, E. W. (1954). Identifying the effective instructor: A review of quantitative studies, 1900-1952. San Antonio, Texas: USAF Personnel Training Research Center. (Research Bulletin No. AFPTRC-TR-54-44)

Moskowitz, G. (1976) The classroom interaction of outstanding foreign language teachers. ACTFL annual bibliography of books and articles on pedagogy in foreign languages. New York: American Council on the Teaching of Foreign Languages.

Mostellaer, F., & Moynihan, D. P. (eds.). (1972). On equality of educational opportunity. Papers deriving from the Harvard University Faculty Seminar on the Coleman Report. Vintage Press.

National Association of District Supervisors of Foreign Languages. (1991). Characteristics of effective foreign language instruction: Guidelines. Proceedings of the annual NADSFL meeting at ACTFL conference.

Ornstein, A. C. (1984). A difference teachers make: How much? Educational Forum, 49, 110-117.

Ornstein, A. C. (1989). Teacher effectiveness research: Theoretical considerations. In H. C. Waxman, & H. J. Walberg (Eds.), Effective teaching: Current research. Berkeley, CA: McCutchan Publishing Corporation.

Page, R. C. (1968). Evaluation perspective. Los Angeles: UCLA Graduate School of Education. (Center of Study of Evaluation, Report No. 8)

Phillips, J. K. (1982). In H. Mitzel (Ed.). Encyclopedia of educational research. 5th ed. New York: Free Press.

Quisenberry, J. D. (1982). Some characteristics of effective practice in second language acquisition. Foreign Language Annals, 15, 47-51.

Richards, J. C. (1990). The language teaching matrix. Cambridge: Cambridge University Press.

Richardson, V. (1990). Significant and worthwhile change in teaching practice. Educational Researcher, 19(7), 10-18.

Rivers, W. M. (1968). Teaching foreign language skills. Chicago: The University of Chicago Press.

Rosenshine, B. (1983). Teaching functions in instructional programs. The Elementary School Journal, 83, 335-351.

Rosenshine, B., & Furst, N. (1973). The use of direct observation to study teaching. In R. Travers (Ed.), Second handbook of research on teaching. Chicago: Rand McNally.

Ryans, D. G. (1959). Measurement and prediction of teacher effectiveness. Invitational Conference of Testing Problems, Princeton: Educational Testing Service.

Rymhs, R., Allston, D., & Schultz, L. (1993). Effective teaching does make a difference. The Alberta Journal of Educational Research, 32, 191-203.

Shrum, J. L., & Glisan, E. W. (1994). Teacher's handbook. Boston: Heinle and Heinle Publishers.

Siklorski, M., Niemiec, R., & Walberg, H. (1994). Best teaching practices: A checklist for observations. NASSP Bulletin, 78, 50-54.

Smith, P. D. (1970). A comparison of the cognitive and audiolingual approaches to foreign language instruction: The Pennsylvania foreign language project. Philadelphia: Center for Curriculum Development.

Stanovik, M. (1981) Diss., Teachers; opinions of effective teaching attributes as identified through the Delphi technique. Unpublished Ed.D. dissertation, United States International University.

Stern, H. H., & Cummins, J. (1981). Language teaching/learning research: A Canadian perspective on status and directions. In J. K. Phillips (Ed.). Action for the eighties: A political, professional, and public program for foreign language education (American Council of Teachers of Foreign Languages (Foreign Language Education Series). Skokie, Ill.: National Textbook Company. (ERIC Document Reproduction Service No. ED 197 596)

Tobin, K., & Fraser, B. J. (1989). Learning from exemplary teachers. In H. C. Waxman, & H. J. Walberg (ed.), Effective teaching: Current research. Berkeley: McCutchan Publishing Corporation.

Unks, G. (1986). Product-oriented teaching. Education and Urban Society, 18, 242-254.

Watkins, B. (1990, February 21). Scholars expect better research on teaching after years of 'unremarkable' studies. The Chronicle of Higher Education, pp. A16, A18.

White, K., Wyne, M., Stuck, G., & Coop, R. (1987). Assessing teacher performance using an observation instrument based on research findings. NASSP Bulletin, 71, 89-95.

Wing, B. H. (1993). The pedagogical imperative in foreign language teacher education. In G. Guntermann (Ed.). Developing language teachers for a changing world. Lincolnwood, IL: National Textbook Company.

APPENDICES

APPENDIX A: Letter to State Foreign Language Supervisors

March 23, 1995

Dear state foreign language teaching association officer:

Hello! My name is Jean Eledge. I am a member of Tennessee Foreign Language Teaching Association and I teach French at Lee College in Cleveland, TN. I am currently doing my doctoral research at the University of Tennessee on effective foreign language teaching, and I would like to ask for your help in one particular area. I am trying to locate those secondary foreign language teachers who have been honored by their state foreign language teaching association as the secondary school "Teacher of the Year," or comparable distinction, for the year 1994.

If you would be so kind to take just a moment to fax or mail me the name, mailing address, language(s) taught, and phone number (if you have it) of your organization's 1994 outstanding secondary teacher, I would be very grateful. I believe that my research holds great potential in the field of foreign language education, but I must ask for the input of identified outstanding teachers to make it work.

If you could mail or fax this information to me as soon as possible, or no later than April 5, I would be very grateful. I know how busy you are and how this is just another detail with which to deal, but I believe that the results of my research hold the potential to positively impact secondary foreign language teaching in our state. Thank you so much for your help and time.

Sincerely,

Jean Eledge
Lee College
P.O. Box 3450
Cleveland, TN 37320-3450

FAX: 615 478-7075
PHONE: (615) 478-7000

APPENDIX B: Letter to Potential Participants Explaining the
Study

April 17, 1995

Dear foreign language teacher:

Congratulations on having been selected by your state foreign language association as an outstanding secondary modern foreign language teacher. I commend you for the reputation and the respect that you have garnered in the professional community. Because you have been identified as an outstanding foreign language instructor, you certainly have much to share which can be of benefit to other foreign language teachers and to future foreign language teachers. Therefore, I would like to invite you to participate in a study on effective foreign language instructional practices which I am conducting for my doctoral dissertation at the University of Tennessee, Knoxville.

If you agree to participate, all that would be required is that you spend some time in reflection upon the instructional lesson which you consider to be your most effective during this academic school year (1994-1995) and then to respond in narrative form to some questions which ask you to recall what you did and what students did during that lesson. Upon receipt of the questionnaire responses, I will analyze the responses for commonalities in the instructional practices of outstanding secondary foreign language teachers in the United States.

There are no anticipated risks to you as a participant in this study. Your name will not be connected with your questionnaire responses. Participation is voluntary, and you may withdraw at any time. It is the hope of this researcher that you will benefit from the process of reflection and response to the research questions and also from the knowledge gained from the findings of this study. Findings of the study, which will identify those teaching practices found to occur most frequently in the lessons of outstanding foreign language teachers, will be made available to all participants.

I will be happy to answer any questions that you have concerning this study or your participation in it. While participation in this study is voluntary, your input as a secondary modern foreign language teacher who has been honored as "outstanding" is essential to the success of this study.

If you are willing to participate in this research, please read and sign the enclosed consent form, then complete the questionnaire and return both in the enclosed self-addressed, stamped envelope by May 8, 1995.

Thank you so much for your time and help in this important study.

Sincerely,

Jean Eledge
Assistant Professor of French
Lee College
P. O. Box 3450
1120 North Ocoee Street
Cleveland, TN 37320-3450

Phone:
(615) 478-7014

APPENDIX C: Consent Form

CONSENT FORM

I, _____, do hereby consent to participate in the doctoral research study of Jean H. Eledge on effective foreign language teaching practices. I understand that my involvement in the study is voluntary and that I may refuse to participate or to withdraw from the study at any time without penalty. I also understand that my involvement in the study will include only the completion of one questionnaire and that my responses on that questionnaire will not be connected in any way with my name. I further understand that while results of this study will be shared with the educational community, no individual responses will be identifiable by a reader or listener.

If I have any questions regarding this study or my involvement in it, I understand that I may contact Jean H. Eledge by telephone at (615) 478-7014 or by mail at Lee College, P. O. Box 3450, Cleveland, TN 37320-3450.

Name_____
Date

APPENDIX D: Questionnaire

MY MOST EFFECTIVE LESSON QUESTIONNAIRE

INSTRUCTIONS: Please reflect back over your teaching during the current academic year (1994-1995). Certainly, you have experienced many days which you could label "effective." For this research, however, select the single lesson presentation which you perceive to be your most effective in terms of student learning and motivation. Focus your thoughts upon that specific teaching experience as you respond to the questions in this instrument.

PART ONE: Recount with as much detail as possible the lesson you have selected as your most effective. Begin with a description of the opening minutes of class and then proceed through a description of each part of the lesson on that particular day, concluding with a description of the final minutes of class.

As you work through your description of your most effective lesson, please be sure to include and to explain very specifically

- 1) what you were doing
- 2) what the students were doing
- 3) what types of materials were being used
- 4) the use of the target language in the activity, and by whom
- 5) the approximate length of time of each activity
- 6) transitions between activities.

Other elements of the lesson presentation to address, if applicable, in your description of the lesson may include

- 1) student groupings, or particular room arrangement
- 2) error correction
- 3) evaluation of students.

Write your description of your most effective lesson on the following pages, or on your own computer paper, if you prefer. If you choose to write at the computer, please follow the divisions of the class period indicated in the following pages; i.e., how class began/opening activities, the "heart" of the lesson, and finally, how class ended/closing activities. If handwritten responses require more than the provided space, please attach additional sheets.

Remember, please be as thorough and as descriptive as possible as you chronologically recount each moment of the class period of the lesson you have selected as your most effective.

May this reflection and description prove beneficial, even inspiring, to you as you recall your most effective lesson.

MY MOST EFFECTIVE LESSON

How class began

The lesson

How class ended

PART TWO: Answer the following questions based upon the lesson you have just described as your most effective. (Please feel free to respond at the computer and to attach the sheets, if you desire.)

1. Why did you select this lesson as being your most effective? What made it so effective or so memorable to you? (Please try to communicate what really excites you about this particular lesson.)

2. Which part(s) of the lesson seemed particularly meaningful or motivational to students?

3. What do you believe were the fundamental practices which you used in this lesson presentation that enabled you to help students succeed?

4. What do you believe was the single most important element in this lesson's success?

5. Based upon this most effective lesson experience, what would you suggest that others do in their lessons to be effective foreign language teachers?

6. After reflecting upon your most effective lesson, if you could share with other modern foreign language teachers those practices which you believe to be essential in effective foreign language teaching, which would you list?

PART THREE: BACKGROUND INFORMATION

(Circle the appropriate responses.)

- 1) Which of the following would you select as the focus of the lesson you have described?

vocabulary acquisition

culture

listening comprehension

grammar skills

reading

aural-oral practice

multipurpose; please explain _____

other; please explain _____

- 2) What was the target language of this lesson? French German Spanish

- 3) Which year of language study was this class? first second third fourth

- 4) In which grade(s) were the students in this class? 7 8 9 10 11 12

- 5) Was this an accelerated or honors "grouped" class? yes no

- 6) How many years have you been teaching a foreign language?

1-5

6-10

11-15

16-20

21-25

26 or more

APPENDIX E: Analysis of Data from Part Three of the
Questionnaire

ANALYSIS OF DATA FROM PART THREE OF THE QUESTIONNAIRE

1. Which of the following would you select as the focus of the lesson you have described?

multipurpose	15 teachers	88.24%
vocabulary	1 teacher	5.88%
grammar; writing	1 teacher	5.88%

2. What was the target language of this lesson?

Spanish	6 teachers	35.29%
French	5 teachers	29.41%
German	5 teachers	29.41%
Russian	1 teacher	5.88%

3. Which year of language study was this class?

first	4 teachers	23.53%
second	6 teachers	35.29%
third	4 teachers	23.53%
third/fourth	1 teacher	5.88%
fourth	1 teacher	5.88%
fifth	1 teacher	5.88%

4. In which grade(s) were the students in this class?

7	1 teacher	5.88%
7, 9, 10	1 teacher	5.88%
9-10	1 teacher	5.88%
9-12	2 teachers	11.76%
10	2 teachers	11.76%
10-11	3 teachers	17.65%
10-12	3 teachers	17.65%
11	3 teachers	17.65%
11-12	1 teacher	5.88%

5. Was this an accelerated or honors "grouped" class?

yes	4 teachers	17.65%
no	13 teachers	81.25%

6. How many years have you been teaching a foreign language?

1-5	1 teacher	5.88%
6-10	0 teachers	0.00%
11-15	1 teachers	5.88%
16-20	2 teachers	11.76%
21-25	6 teachers	35.29%
26 or more	7 teachers	41.78%

APPENDIX F: Individual Teacher Responses to Question Two of
Part Two of the Questionnaire Listed by Category

Lesson Parts Meaningful to Students: Teachers' Responses by Category

Student Involvement

- "They determined the outcome."
- "For the group work they can choose their own friends."
- "Students seemed to enjoy questioning each other, with the intent of discovering their identities."
- "They repounded well to . . . the partner activity guessing qualities of a mate."
- "The personalization creates positive learning ground."
- "They liked recounting their favorite characters and episodes."
- "Conferring with group members."
- "Working orally in a small group giving things to each other."

Using the Target Language

- "Actually using the language in context."
- "Students love culture and speaking the language."
- "Repeating in the first person the commands that were given to them."
- "Questioning each other. . . this part seemed to have real meaning for them."
- "It's practical, real."
- "One kid said it was the first time that he actually though in (the target language) for longer than a minute or two."

Nontraditional element

"The students liked the process because the exam was non-traditional."

"The arrangement of objects allows for an expression and creation requiring other than verbalization. Students respond to this happily."

"The idea of a mnemonic device seems challenging."

"Fun" Activities

"The students assessed the project at the end and said it was "fun"--a lot of work, but fun."

"They responded well to all aspects--especially the tongue twister."

"The follow-up activity (which was begun) is even more fun."

Student Movement

"They get to move around and talk a lot."

Culture

"The live interview of -- in (target language country). Students enjoy learning about cultural differences and similarities."

VITA

Jean Honaker Eledge was born in Bristol, Virginia on April 14, 1949, to James Willis Honaker and Dorothy Hamilton Honaker. She graduated in 1967 from Science Hill High School in Johnson City, Tennessee. In 1971, she graduated Magna Cum Laude from Carson-Newman College with a B.A. in French. She received a Master of Arts in French from The University of Tennessee, Knoxville in 1977, and the Doctor of Education degree, with a major in Curriculum and Instruction, in 1995.

She taught French at the high school level for 12 years. While teaching at Cleveland High School in Cleveland, Tennessee, she was named a Tennessee Teacher of the Year for 1989 by the Tennessee State Board of Education. She currently teaches French and foreign language education at Lee College, in Cleveland, Tennessee, where she received the Excellence in Teaching Award for 1995.