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Developing an Instrument for Determining Teacher Beliefs or Orientations of Secondary School Spanish Language Teachers

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DEVELOPING AN INSTRUMENT FOR DETERMINING TEACHER BELIEFS OR ORIENTATIONS OF SECONDARY SCHOOL SPANISH LANGUAGE TEACHERS

By

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GRADUATE COMMITTEE APPROVAL

of a thesis submitted by

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This thesis has been read by each member of the following graduate committee and by majority vote has been found to be satisfactory.

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ABSTRACT

DEVELOPING AN INSTRUMENT FOR DETERMINING TEACHER BELIEFS OR ORIENTATIONS OF SECONDARY SCHOOL SPANISH LANGUAGE TEACHERS

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This study was designed to further the development of an instrument for use in investigating the ideas or beliefs that Spanish language teachers possess about the teaching of a foreign language. It was also the intent of the study to survey Spanish language teachers and use their responses as an aid in the development of the instrument. A questionnaire detailing possible teacher behaviors was sent out to 220 Spanish language secondary school teachers in the state of Utah. Three teacher orientations emerged and were significantly related to gender and years of teaching experience. Seven questions from the questionnaire emerged as the most effective in identifying teacher orientations. Findings showed that teachers with more years of experience tended toward a more traditional teaching approach. Interestingly, this group included all female participants. Male, novice teachers, however, were more likely to embrace amore progressive approach to teaching. Findings from this study contribute new and helpful

information in this uncharted area of language education. However, it also uncovers a need for continued research.

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Purpose of the Study and Statement of the Problem

Introduction

Much research has been conducted in regards to interaction between teacher and student in the classroom. The bulk of research on classroom interaction dynamics between teacher and students has been conducted primarily within the last thirty to forty years. What exactly are the dynamics between teachers and their students? What is the make up of these dynamics and how do they affect the overall learning in the classroom? Among classroom dynamics, the teacher-student interaction is, perhaps, the most integral part to the overall outcome of what goes on in a classroom.

In considering the factors of the classroom, perhaps the most important is the sum effect a teacher has upon students. Studies show that students perceive and are influenced by the underlying values and intentions of the teacher as they are manifested in teacher behaviors (Weinstein, 1983; Kumaravadivelu, 1991). These behaviors are founded on personal values and beliefs of the teacher. According to Pratt (1992), conceptions of teaching are encompassed by personal values, beliefs and intentions and are "anchored in cultural, social, historical, and personal realms of meaning" (p. 203). These conceptions of teaching are deeply rooted and have been found to be directly related to the actual approach a teacher employs in the classroom, e.g. the kinds of materials and methodology that will be used to teach the subject (Kember & Gow. 1994; Trigwell & Prosser, 1996a, 1996b).

Rationale and Need for the Study

One could hardly dispute, simply from personal experience, that a teacher can profoundly affect student performance in any of several areas, whether they be emotional, personal, or academic. Although the relationship between teacher instruction and student learning is not delineated or linked definitively to certain variables, a connection exists that will, at some level, influence student learning. For example, Kumaravadivelu (1991) conducted a study into the relationship between teacher intention and students' interpretation of that intention. In observing two ESL classrooms, he audio-taped and transcribed the interaction between teacher and students and found ten areas of potential misunderstanding in the language classroom. These areas were labeled as Cognitive, Communicative, Linguistic, Pedagogic, Strategic, Cultural, Evaluative, Procedural, Instructional and Attitudinal. These potential areas suggest the need for educators to not only develop self-awareness regarding their teaching, but also to recognize the partnership they have with students in enhancing understanding and discourse.

In order to enlarge understanding in relation to teaching in the classroom, teachers must be willing to self-evaluate honestly their teaching practices. Examining teaching practices may thereby open a window to underlying viewpoints and thinking processes that may indirectly influence, for better or for worse, student learning. Many studies (Bruce & Gerber, 1995; Domino, 1971; Gow & Kember, 1993; Green & Foster, 1986; Kember & Gow, 1994; Moskowitz, 1976; Pittman, Davey, Alafat, Wetherill & Kramer, 1980; Pratt, 1992; Reid & Johnston, 1999; Samuelowicz & Bain, 1992; Trigwell & Prosser, 1996a; Trigwell & Prosser, 1996b; Van Rossum & Schenk, 1984) have

investigated teachers' beliefs and their effect on student learning and have done so by measuring teacher behavior or underlying teacher beliefs and values, or both. However, the majority have explored the existence of this relationship in fields other than foreign language. The instruments used in each of these studies were geared toward the field of study in which the research was conducted, leaving investigation in the field of foreign language without instrumentation to measure teacher orientation.

The present study is designed to develop an instrument specific to the field of foreign language by which teacher orientation may be determined.

Research Questions

The primary focus of this study is to develop an instrument that may be used for further research in the investigation of teacher orientation of foreign language teachers. As such, this study seeks to answer the following questions:

1. How many differing teacher orientations are common among FL teachers as identified by the variety of behaviors described in the questionnaire?

2. Which questions do or do not make a distinction between teacher orientations?

3. How are Utah Spanish foreign language teachers in secondary schools categorized based on teacher orientations derived from the questionnaire?

Overview of the Study

The basis for this study came from a questionnaire focused on determining the underlying beliefs of teachers as they pertained to teaching in general (Kember & Gow, 1994). With permission from the authors, I reformatted many of the questions to suit the field of foreign language education. The resultant questionnaire was then piloted with a group of 20 graduate student instructors at Brigham Young University. After piloting the

questionnaire, several questions were revised and the ensuing questionnaire was compiled for web administration. After receiving appropriate clearances from the IRB and the State Foreign Language Coordinator, an e-mail describing my research was sent to 220 Spanish language teachers in Utah. They were given the web link to the questionnaire and asked to complete the survey. The teachers were given 18 days to respond to the survey after which the responses were recorded and analyzed.

Definition of Terms

In order to understand the basis of research for this study, the following definition of terms is provided.

Phenomenography. Phenomenography is a method that attempts to view a specific phenomenon from the perspective of the individual or group being studied.

Teacher orientation. Teacher orientation is designated as the idea a teacher possesses about what it means "to teach."

Teacher conception. Teacher conception is used synonymously for teacher orientation, the beliefs, values, and perspectives of a teacher that underlie teaching. (see Teacher orientation).

Delimitations

The questionnaire used in this study was sent out to teachers only in the state of Utah. Responses to the questionnaire should not be generalized beyond the participant population.

The questionnaire was administered only to Spanish teachers in public secondary schools and not to those on the university level or in any other school or language setting;

therefore, conclusions should be applied only to public secondary education classes of Spanish in the state of Utah.

Organization of the Study Report

This thesis report is organized into five chapters. Chapter I explains the rationale and need for the study. An overview of the study is described and the research questions are introduced. Basic terms are defined and delimitations are identified.

Chapter II consists of a review of the related research literature on teacher conception or orientation. A focus on the instrumentation of teacher orientation research is set forth. The relationship of the research literature to this study, specifically in terms of instrumentation, is discussed.

Chapter III specifies the procedures and design of this study, including development of the pilot instrument, the pilot study, participants, and the measuring instruments. The statistical techniques used are explained along with the results of the data. Chapter III concludes with a statement of the hypothesis and the research questions.

Chapter IV describes the analysis of the data collected from the questionnaire and Chapter V discusses the findings, limitations, and conclusions of the study, concluding with implications and recommendations for further research.

Chapter II

Review of the Related Research Literature

Introduction

Interaction in the classroom primarily concerns dynamics between teacher and students. These dynamics have mostly been studied within the last thirty to forty years. What exactly are the dynamics between teachers and their students? Teachers have been shown to possess a perception of teaching, "what it means 'to teach,'" and these perceptions are known as conceptions of teaching (Pratt, 1992). Whether referred to as conceptions, orientations or perceptions, the above terms all refer to the same construct: the idea a teacher possesses about what it means "to teach." According to Pratt, conceptions of teaching are encompassed by personal values, beliefs and intentions and are "anchored in cultural, social, historical, and personal realms of meaning" (p. 203). These conceptions of teaching are deeply rooted and have been found to be directly related to the actual approach a teacher employs in the classroom, for example, what kinds of materials and methodology will be used to teach the subject (Kember & Gow. 1994; Trigwell & Prosser, 1996a, 1996b).

Conceptions of teaching not only affect the approach of the teacher, but also have been found to affect student's general perceptions of the classroom as well. Studies show that students are influenced by the underlying values and intentions of the teacher as they are manifested in their behaviors (Weinstein, 1983; Kumaravadivelu, 1991). This perception of the teacher, the classroom and schooling in general on the students' part is an interaction that affects learning. To expand, a learner notices the behaviors and approaches of the teacher. As the students interact with the behaviors of the teacher, they

begin to understand what will enhance their learning and their purpose for being in the classroom. Some researchers posit that if learning is to be done in the classroom the student must be able to understand the teacher (Kumaravadivelu, 1991; Nunan, 1993; Samuelowicz & Bain, 1992; Trigwell & Prosser, 1996a). Others postulate that students adopt a conception of learning that underlies an approach to study that is affected directly by the teacher. Conceptions of learning were researched beginning in the late 1970s, and only now is the relationship between conceptions of teaching and conceptions of learning being considered.

In considering the research, some may place importance on the effects that teacher orientation has on students and their overall academic performance in any given subject. By being aware of their orientation to teaching, teachers may use that as an opportunity to change where appropriate and thus potentially propel themselves forward into a new realm of self-evaluation. Research such as has been previously mentioned would, therefore, be vital to all fields of education, whether in sciences, languages, mathematics, or the arts.

Samuelowicz and Bain (1992), among other researchers already cited, have identified various conceptions of teaching. Theirs, along with many other studies, were conducted in foreign universities and involved math or science classrooms or composite departments. The categories of different kinds of teacher orientation identified by these studies were specific to their field of study. The instruments used for each study were similar to each other in structure, but peculiar to the field of research for which they were designed. An overview of each of these instruments will be discussed.

Instrumentation to Determine Conceptions of Teaching and Learning

Phenomenography, interviews, and transcriptions. The foundation for determining orientations of teaching has been based on some qualitative studies involving a method called phenomenography. Phenomenography is a method that attempts to view a specific phenomenon, whatever it may be, from the perspective of the individual or group being studied. In phenomenography this is done through interviews that are conducted much like a regular conversation but involve broad questions, in this case, about teaching. Through the course of the interview, the questions are eventually narrowed down, each asking for more specific information. Interviews are audio taped and transcribed in order to analyze the data by looking for constructs that categorize teachers' beliefs about teaching.

Pratt (1992) used phenomenography in a study conducted in Canada, China, Singapore, and the United States to explore the conceptions of teaching held by adults and teachers of adults, with an emphasis on cross-cultural differences. He conducted an interview forty-five to ninety minutes long using three sets of questions. He categorized each set of questions by actions, intentions, and beliefs. The interview was audio recorded and later transcribed for analysis. The transcriptions were analyzed for units of meaning in order to ultimately "find significant variations of understanding for the concept of teaching while remaining true to the individuals and contexts from which they came" (p. 209). In this study, Pratt discovered five conceptions linked to teaching:

(a) Engineering Conception: Delivering Content is described as being "'teacher centered' with a heavy emphasis on the transmission of information" (p.210);

(b) Apprenticeship Conception: Modeling Ways of Being constitutes a "teacher centered" approach with "the teacher [being] understood to exemplify the values and knowledge to be learned" (p.211);

(c) Developmental Conception: Cultivating the Intellect is learner-centered where the teacher facilitates "the intellectual development and personal autonomy of their students" (p.213);

(d) Nurturing conception: Facilitating Personal Agency is learner-centered, but concentrates more on the learner's self-concept;

(e) Social Reform Conception: Seeking A Better Society focuses on a macro perspective where "the teaching process was framed from within a conviction that [certain] ideals based on an ethical code,…religious doctrine, or…political ideology… [were] appropriate for all people and necessary for a better society" (p. 216).

Each conception is based on one or more elements believed to be interrelated, that help understand that conception. These elements are: content, learners, teachers, ideals, and context.

Trigwell and Prosser (1996b) also used a phenomenographic study of conceptions of teaching and learning as well as approaches to teaching. Twenty-four first year staff members of physics or chemistry were interviewed; interviews were transcribed and analyzed for strategies that "they adopt for their teaching and the intentions underlying the strategies" (p. 78). From their phenomenographic study, Trigwell and Prosser (1996b) extracted statements or phrases that represented each conception mentioned above. An inventory on approaches to teaching was developed and refined to 39 items and five sub-

scales. The 39-item inventory was sent out as a trial and then further reduced based on the analyses looking for relationships and underlying patterns (p. 82). The purpose of the quantitative study was to confirm the findings of the phenomenographic study first conducted, which did. They identified approaches to teaching, which later served as the basis for developing an inventory in a further quantitative study to confirm the findings of the interviews. As they found that intentions were closely linked to approaches to teaching and the approach of study adopted by the student. This information bears light on the actual behaviors demonstrated by teachers in the classroom. Each approach, or strategy, was defined by focus and intention. They are as follows:

> Approach A: a teacher-focused strategy with the intention of transmitting information to students.
>
> Approach B: a teacher-focused strategy with the intention that students acquire the concepts of the discipline.
>
> Approach C: a teacher-student interaction strategy with the intention that students acquire the concepts of the discipline.
>
> Approach D: a student-focused strategy aimed at students developing their conceptions.
>
> Approach E: a student-focused strategy aimed at students changing their conceptions. (p. 80)

Unfortunately, the authors give very little description of the terminology used in defining each of these approaches.

Trigwell and Prosser (1996a) presented more of their findings from the previous study, mainly conceptions of teaching and conceptions of learning. By using this

information from their previous study, they further analyzed the relationship between teachers' conceptions and their strategies used in the classroom. The conceptions of *teaching* identified are:

Conception A: teaching as transmitting concepts of the syllabus.

Conception B: teaching as transmitting teachers' knowledge.

Conception C: teaching as helping students to acquire concepts of the syllabus.

Conception D: teaching as helping students to acquire teachers' knowledge.

Conception E: teaching as helping students to develop conceptions.

Conception F: teaching as helping students to change conceptions. (p. 277)

The conceptions of *learning* from their study are:

Conception A: learning as accumulating more information to satisfy external demands.

Conception B: learning as acquiring concepts to satisfy external demands.

Conception C: learning as acquiring concepts to satisfy internal demands.

Conception D: learning as development to satisfy internal demands.

Conception E: learning as conceptual change to satisfy internal demands. (p. 277)

Conceptions of learning are linked to conceptions of teaching and conceptions of teaching are linked to teaching approaches. This relationship might encourage educators to self-evaluate in order to either adjust or magnify their conceptions of teaching. These changes would affect their approaches to teaching, thus changing the overall effect in the classroom.

Bruce and Gerber (1995) also employed the phenomenographic method in their study to identify teacher perception of learning in order to connect them with previous

studies' results (Samuelowicz & Bain, 1992; Pratt, 1992) regarding conceptions of teaching. They interviewed a range of lecturers of undergraduate courses, including men and women ranging in age and years of experience. The interviews aimed at discovering the lecturer's views on the student learning experience and were recorded and transcribed. Transcriptions were then analyzed so that conceptions could "emerge from across the set of transcripts…" (p. 446). Bruce and Gerber presented six categories that classify the way the teacher perceives what students experience or understand. These six categories are as follows:

> Category One: Acquiring knowledge
>
> Category Two: Absorption of new knowledge in order to apply it
>
> Category Three: Developing thinking and reasoning skills
>
> Category Four: Developing competencies of beginning professionals
>
> Category Five: Changing personal attitudes, beliefs, or behaviors
>
> Category Six: Students interacting with different pedagogic methodologies. (p. 447)

Through their study Bruce and Gerber maintain that conceptions of teaching and conceptions of learning are indeed correlated.

Samuelowicz and Bain (1992) also conducted interviews with thirteen teachers in the fields of science and social science in order to identify conceptions of teaching. They began with semi-structured interviews using fourteen questions divided into two groups: teaching practice and student learning. Interviews were audio-taped and transcribed and analyzed as one unit, with the exception of one question that didn't elicit conceptions of teaching. This question asked "whether and, if so, how teachers influence student

learning…." (p. 97) The information gathered from the interviews was then put through a three-step analysis to identify the five different conceptions of teaching: (a) Teaching as supporting student learning; (b) Teaching as an activity aimed at changing students' conceptions or understanding of the world; (c) Teaching as facilitating understanding; (d) Teaching as transmission of knowledge and attitudes to knowledge within the framework of an academic discipline; (e) Teaching as imparting information. (pp. 98-102) In the analysis, five dimensions were extracted establishing the conceptions and providing greater description: (a) The expected outcome of learning; (b) The knowledge gained or constructed by a student; (c) Students' existing conceptions; (d) Directionality of teaching; (e) Control of content. The five conceptions are defined by each dimension in terms of "more" or "differently" (p. 102). Overall, they found that the conception is what "dictates what is done with the content and which skills are used to achieve the teaching aims" (p. 109).

Gow and Kember (1993) used an interview approach to develop a questionnaire designed to determine orientations to teaching and their implications in the quality of student learning. The interviews were semi-structured and involved "oblique questioning" (p. 21) (e.g. broad, indirect questioning) in order to give the interviewee freedom in their responses without asking the direct question "What are your teaching objectives?" The participants were thirty-nine lecturers in nine different disciplines: Accountancy, Applied Social Studies, Design, Diagnostic Sciences, Electronic Engineering, English, Health Sciences, Rehabiliation Sciences, and Textiles and Clothing. The interviews were audio-taped and transcribed and sorted into broad categories. Further data analyses were conducted to solidify the findings and 14

categories emerged: Problem solving, Training for specific jobs, Blame the students, Blame the teachers, Blame the system, More interactive teaching, Greater use of media, Facilitative teaching, Imparting information, Active researcher, Not active researcher, Knowledge of subject, Pastoral interest, Motivator of students. (p. 25)

The questionnaire was developed by using the above categories to search the interview transcripts for comments characteristic of each category. These comments were used to author a trial questionnaire that was issued to all lecturers in five departments of a polytechnic university in Hong Kong. The questionnaire was then revised and given to lecturers in nine departments at Hong Kong Polytechnic and six departments at another polytechnic in Hong Kong.

Two different orientations to teaching emerged from the study: (a) learning facilitation is defined as "a facilitative procedure" that is characterized by "an interactive approach" where the teacher is a "motivator of students" and gives encouragement where needed (pp. 62-63); (b) knowledge transmission is concerned with knowledge of the teacher in the subject and is characterized by a "transfer of information," lecture, and professional preparation of the students (pp. 63-64).

Gow and Kember (1993) looked specifically at the orientations of teaching and their effect on student learning in terms of study approach. The results showed that orientations of teaching were related to study approaches chosen by students. The orientations, learning facilitation and knowledge transmission, were related to three kinds of study approach: deep, surface, and achieving. The deep approach involved inward motivation on the part of the student; the surface approach involved outward motivation; and the achieving approach had "a motivational component expressing enthusiasm and a

will to succeed" (p. 66). Through a factor analysis and the results' correlation with existing teaching models, a significant relationship was established in that "learning facilitation should encourage both deep and achieving approaches but have a negative correlation with surface approach…"while "knowledge transmission is likely to be positively related to surface approach but to have negative correlations with deep and achieving" (p. 67). With these results in hand, they concluded that in order to truly increase student learning, teacher conceptions of teaching must be at the base of the linear relationship and should be focused on first.

Kumaravadivelu (1991) used a similar medium to conduct a study about teacher intention and students' interpretation of that intention. Observing two ESL classrooms, he audio-taped and transcribed the interaction between teacher and students. Follow-up interviews were later conducted to clarify meaning of the data from the transcriptions. Ten areas of potential misunderstanding in the language classroom were found: Cognitive, Communicative, Linguistic, Pedagogic, Strategic, Cultural, Evaluative, Procedural, Instructional, Attitudinal. (pp. 101-106) Given the potential misinterpretations found between teacher and student, Kumaravadivelu concluded that teacher and students must work together in order to diminish misinterpretation and increase learning.

The above studies used similar qualitative methods to yield a group of conceptions that teachers possess. Some furthered their research by using the information from qualitative studies to develop instruments for use in quantitative investigations, such as questionnaires. The results of the previous studies, although they each produced different "conceptions", share a common thread in meaning. The underlying need of each

study is the same: to define conceptions of teaching in order to better understand and, therefore, evaluate teaching and to ultimately improve teacher performance.

Questionnaires. Bouffard, Boisvert, Vezeau, and Larouche (1995) used two different questionnaires to conduct a study to determine whether a relationship existed between "goal-orientation, self-regulatory processes and school performance" (p. 317). They first developed the Learning and Performance Orientation Questionnaire (LPOQ), using some items adapted from other questionnaires designed to assess students' orientation to learning and performance goals. Bouffard et al. administered their questionnaire of 24 items to 702 French-speaking college students (463 females and 239 males). Twelve items focused on a concern with learning; the other twelve items focused on a concern with evaluation. The questionnaire responses were in the form of a five-point Likert scale from 1 to 5, completely disagree to completely agree.

The second questionnaire, the Self-Regulation Questionnaire (SRQ), also used some items adapted from other questionnaires and consisted of 17 items. Seven of the items dealt with cognitive strategy, seven dealt with meta-cognitive strategy, and three items dealt with motivation. The responses to these items were also on a five-point Likert scale from 1 to 5, not at all true of me to very true of me.

The results of both questionnaires were analyzed based on gender and on the time frame of when the students took the questionnaire to see if student goals and orientations had an effect on school performance. Bouffard et al. (1995) found that "important relations exist between student orientation toward the development and acquisition of knowledge and skills" (p. 324). Along with the many implications in this study, Bouffard et al. were able to establish a difference in the relationship between orientation and

academic performance for females and males, although "analyses by gender showed that self-regulation was the best predictor of academic performance" (p. 324).

Brosh (1996) conducted a study on perceived characteristics of the effective FL teacher held by teachers and students. The study was conducted in the Tel Aviv area by way of questionnaire and interview. The questionnaire was very simple in format in that it included a previously determined list of 20 characteristics of the effective language teacher (ELT). A group of students and teachers were asked to pick the three major characteristics from the list and position them in order of importance. Interviews of 10-15 minutes were conducted to have the respondents justify and clarify their answers. Brosh compared the results between teachers and students and found a high degree of congruence between the two perspectives, with a minor number of differences. The characteristics perceived to be of most importance, in order of importance, were:

1. Knowledge and command of the target language;
2. Ability to organize, explain, and clarify, as well as to arouse and sustain interest and motivation among students;
3. Fairness to students by showing neither favoritism nor prejudice; and
4. Availability to students. (p. 133)

Brosh concluded that the results will hopefully inspire changes in the field of foreign language education to ultimately match "theory with practice" (p. 134).

Husbands (1996) used a questionnaire to look at student satisfaction with different teaching methods. The questionnaire, an end-of-course evaluation, began with background questions including information regarding year of study, student status (graduate or undergraduate), department, gender of student, how much reading for the

course had been completed, whether or not English was the student's first language and, if not, level of comprehension of spoken English. Each student was to complete the questionnaire for each class being taken. The bulk of the questionnaire solicited information regarding the student's opinion of the lecturer's performance. Husbands used three types of teaching modes (lecture, seminar, and small-group teaching) as the independent variables and then measured student satisfaction by soliciting the following information: (a) 'Success in getting you interested in this course'; (b) 'Success in clearly communicating ideas to you'; and (c) 'Success in presenting material at the correct speed for you'. (p. 192)

The response categories for this section were on a four-point scale from 4 (very satisfied) to 1 (not at all satisfied) with options for Don't Know and Not Relevant. Husbands found several factors to be predictors in determining satisfaction of the students, namely academic status and gender of the teacher among others. This factor alone is a demonstration, although somewhat of an aside, of effects the teacher can have on students.

Lim (1995) used two questionnaires, given to 1,733 secondary students at the equivalent of the 10^{th} grade level from nine schools in Singapore, to determine factors related to perception of students in learning. The Individualized Classroom Environment Questionnaire (ICEQ) (Rentoul and Fraser, 1979), (which has a long form and a short form), measured the perceptions of preferred and actual classroom environment of the students and teacher. Five dimensions were assessed: Personalisation, Participation, Independence, Investigation and Differentiation (p. 162). Twenty-five items were included in the questionnaire with responses recorded on a five-point scale from almost

never to very often. The second questionnaire, the Learning Styles Inventory (LSI) (Kolb, 1976), measured differences in learning styles. This questionnaire was made up of 48 items based on four different learning orientations: Concrete Experience, Reflective Observation, Abstract Conceptualisation and Active Experimentation. Lim also looked at the role of gender, school types and learning styles as variables in his study. Lim found that "learning styles have little influence on students' perceptions of classroom environment" (p.164). Gender, on the other hand, was found to be a variable in which difference of perceptions about Differentiation, Participation and Independence did exist.

Green (1993) studied the correlation between perceived effectiveness of techniques used in the classroom and reported enjoyment by the students'. He administered a questionnaire consisting of 17 descriptions of "things that might happen in an ESL class" (p. 3) to 263 ESL students. After reading each description, the students were asked to rate them on a scale from 1 to 5 for each of the three following questions:

1. In the English classes that you have experienced, how often has this been done?
2. In your opinion, would this help to make the class more pleasant and enjoyable?
3. In your opinion, would this help students to become more competent in English? (p. 3)

An "optional comments" space was provided at the end of the questionnaire. Using question three from the questionnaire as the measure of effectiveness for each behavior and question two as a measure of the enjoyableness, Green (1993) postulated that effectiveness and enjoyment are positively related: "enjoyableness enhances

effectiveness, and…something [that] is effective tends to [be] more enjoyable" (p. 8). Based on this correlation, he points out the importance of this information in the consideration of the students' perception of classroom activities.

Other researchers also used questionnaires in conjunction with other means of instrumentation not previously mentioned. Moskowitz (1976) studied two previously selected groups of FL teachers in order to determine the typical behaviors of outstanding teachers. One group was of teachers that spread the gamut in their "outstanding" rating and the other of teachers who were considered "outstanding." To select them, she sent out a poll to former students of foreign language teachers, undergraduate and graduate students of Temple University, asking them to identify an outstanding FL teacher of theirs. After the outstanding teachers were identified, Moskowitz continued her study using other measures to determine the behaviors of outstanding foreign language teachers. These measures will be outlined later.

Reid and Johnston (1999) used a repertory grid in the first part of their study, which will be described later. Data gathered from the repertory grid dimensions were used to develop two questionnaire forms, one geared to teachers and the other to students. On the questionnaires, participants were to rank a set of dimensions in order of importance. These were used to gain respective concepts of good teaching from both groups and compare and contrast them.

Van Rossum and Schenk (1984) investigated the ways students study and their relation to students' learning conceptions and quality of learning. They divided their instrumentation into three parts. A questionnaire was used as the third part to clarify how the students judged the open questions given them in the first and second parts. The

instrumentation used to collect the data that served as the bases fro the questionnaires will be discussed subsequently.

Other instrumentation. Van Rossum and Schenk (1984) used open questioning as basis for their investigation on deep-level vs. surface-level study approaches. Students of first-year psychology were given a pretest of open questions about a passage that they had not yet read. Then they were told to study the text as normal after which they were given a short break. A second wave of questions was asked of the students regarding the approach they used to study the passage and what they understood about the passage. The final wave of the study was the questionnaire mentioned in the preceding paragraph meant to clarify how they judged the questions. Van Rossum and Schenk studied the potential relationship between learning conception, study approach, or strategy, and learning outcome. They found that study strategy is connected to both learning conception and learning outcome.

Reid and Johnston (1999) conducted a study in order to study the perspectives of students and teachers of higher education on effective teaching. Perspectives of both teachers and students were collected through the use of a repertory grid. Teachers and students were asked to identify university lecturers or teachers (six from the students and four from the teachers), one that fit each of the following definitions: the best they had ever known, the worst, the most innovative or original, and the most traditional, the most interesting, the least interesting, the most helpful, and the least helpful. Teachers were asked to include themselves as a separate category. Teachers and students defined the differences they thought existed between each of these categories, thus providing a set of constructs to be used in collecting further data. Each construct was written on a card, and

the cards were presented to the participants in threes, asking them to put the two most alike constructs together. Twenty-two codings and six dimensions emerged of effective teaching: Approachability, Clarity, Depth, Interaction, Interest, and Organization, each with the possibility of being further defined on a continuum from positive to negative.

After employing a questionnaire, Moskowitz (1976) furthered her research using the FLint System, designed to focus on observable behaviors demonstrated in the foreign language classroom as opposed to looking at characteristics, perceptions, and styles. The FLint System, a measure developed by Moskowitz in 1966, made it possible to record verbal and non-verbal behaviors of the outstanding foreign language teachers chosen from the first part of her study. In order to acquire a descriptive view of the behaviors in the classroom, observers who knew the language recorded a category number for each behavior observed. (p. 141) Outstanding teachers were different in many ways including the following:

1. The foreign language was used more by teacher and students in the outstanding teacher's classroom
2. Students of the outstanding teacher were more on task
3. Outstanding teachers used more indirect behaviors (those that encourage student participation) in the lesson, in the foreign language, and nonverbally
4. Outstanding teachers praised and joked more
5. Outstanding teachers used more personalized questions, and
6. Outstanding teachers used more gestures to explain information. (p. 146)

Finally, Moskowitz (1976) found that the outstanding FL teachers in her study were comparable to outstanding teachers of other disciplines. An instrument such as the

FLint System could prove valuable in determining not just outstanding teachers but those teachers who espouse different teacher orientations.

Several other types of instrumentation have been used in studying conceptions of teaching and learning. Pittman, Davey, Alafat, Wehterill, and Kramer (1980) looked at the effects of two kinds of rewards on student motivation for learning (represented by a learning task) with an added look at level of surveillance of the teacher. These rewards were classified as informational and controlling. Informational rewards were verbal encouragement of the performance of the student. Controlling rewards encouraged performance of the student and also communicated the desires of the teacher for the students to use their remaining time working on the activity. Three levels of surveillance were included in the study and were found to be a factor in student motivation. These levels were classified as low, medium, and high, low meaning the teacher left the room during the activity, medium meaning the teacher remained at the desk during the activity and high meaning the teacher was sitting at the students' side during the activity. Results of the study showed that informational rewards with a low-level of surveillance enhanced the interest of the students to engage in the learning task.

Domino (1971) studied the relationship between achievement orientations of students and achievement teaching orientations of the teacher and their effect on amount of learning. Participants were the teacher and students from four sections of psychology mixed evenly by gender but homogenous in achievement orientation. The orientations were: Achievement-via-Conformance (AC) or Achievement-via-Independence (AI). Sections 1 and 2 contained all AC students and Sections 3 and 4 all AI students. The teacher agreed to teach each section in a specific manner. Sections 2 and 3 were taught in

a “conforming” manner and Sections 1 and 4 were taught in an “independent” manner. (p. 428) In order to measure the effect of the two types of teaching on student learning, a 200-item multiple-choice final exam plus six essay questions was administered. After the exam each student was to evaluate the course and instructor on a seven-point scale. Based on the results of the study, Domino concluded that there was a correlation between the orientation of the students and teaching style, meaning that students learn better when their achievement orientation matches the teaching orientation. He also postulated that not only matching orientation of the student to a similar orientation in teaching will produce more growth in learning but that “students high on [Achievement-via-Independence] exhibit more original thinking and perform better academically than their [Achievement-via-Conformance] peers” (p. 431).

Fraser (1984) found some interesting differences in perception of third grade students and their teachers in his study conducted on preferred and actual class environment. Fraser used the My Class Inventory (Fisher and Fraser, 1981) to measure Satisfaction, Friction, Competitiveness, Difficulty, and Cohesiveness. The two inventories, actual and preferred, consisted of 25 items administered aurally, with responses on a two-point scale for Yes and No. Fraser found that there was a discrepancy between teacher and student perspectives; the comparison of the teacher and student responses “suggests that teachers perceived a more favourable actual classroom environment in terms of more Satisfaction, less Friction and less Competitiveness than did their pupils in the same classrooms” (p. 339). The results show a need for greater understanding between teachers and students and of why both groups perceive the classroom as they do.

It is commonly acknowledged that students do have opinions, and their sentiments about the classroom may affect their experience and, hence, their learning. It is on this assumption that Kolitch and Dean (1999) used an analysis of an instrument that collects student evaluations of instruction to determine the scope of the instrument in including different paradigms of teaching, specifically the Transmission Model of Teaching and the 'Engaged-critical' Model of Teaching. They began by dividing the items based on what they were evaluating, the course or the teacher. They further separated the items into categories based on "implicit assumptions" (p. 32) embedded in the items. They found that "the evaluation form [was] not representative of all conceptions of teaching, but [was] more consistent with the transmission paradigm. (p. 27)

Green and Foster (2001) considered the effects of gender in intrinsic motivation in the classroom. They used a questionnaire of 18 items based on a set of three motivation subscales from the Scale of Intrinsic versus Extrinsic Orientation in the Classroom (Harter, 1981) to determine motivational orientation in 18 classrooms of students, six from grade three, six from grade five and six from grade seven. The three subscales were defined as "preference for challenge versus preference for easy work, working to satisfy curiosity versus working to please the teacher, and preference for attempting independent mastery versus preference for help from the teacher." (p. 35) Of the 18 items, six items represented each subscale, and each item was represented by two statements. Students were to determine which statement seemed more descriptive of themselves and then to rate whether it was highly true or sort of true. Green and Foster found that "girls [tended] to score more highly on [the] dimension of intrinsic motivation" (p. 37) and that, in terms of the boys, the help from the teacher did not seem to affect their perception or

motivation to learn, since "the classroom is not a very important area for the display of masculine competence" (p. 38). The findings constitute enough of a discrepancy that further investigation into the role of gender as a variable in this study is warranted.

Effects of Gender in the Classroom

In considering the interaction between teacher and students, one important element, among many, was also considered as a potential factor. What are the differences between male and female students? Studies in many fields have recognized a clear difference between the perceptions and/or thinking of males as opposed to females. However, I have not found a study that looks at the effects of gender regarding student perception in the FL classroom setting.

In their study on student goal orientation involving college students, Bouffard et al. (1995) found gender to be a factor in their results. They clearly state that "girls reported more frequent use of cognitive and meta-cognitive strategies, higher motivation and achieved higher academic performances than did boys" (p. 326).

Summary

Teachers act as the central catalyst in the classroom environment, and, as such, their actions are important in considering the implications of effective teaching. Effective teaching can take on many definitions and implications.

Students perceive the classroom and teacher in a specific way. Student evaluations of teacher approach, perceptions of classroom environment, orientations regarding goals and achievement, conceptions of learning, and attitudes toward specific types of activities are all factors that lie within the student and have an effect on the learning outcome.

As introduced earlier, Green (1993) studied the attitudes of students regarding enjoyment in communicative and non-communicative activities. While he found that communicative activities in the language classroom are more enjoyable to students, the greater finding is that there is a high correlation between student enjoyment and effectiveness of the activity. These results lead to the assumption that students do indeed interact, whether consciously or not, with the teacher, techniques, and activities and that this interaction plays a large role in student learning.

The studies included in this review have looked at the interaction in the classroom between teacher and students, for example, the influence of the teacher on the students and the behavior of the teacher. As has been shown, the teacher is frequently the center of classroom activity and as such is responsible to mold the environment and to provide educational opportunities. Students often do or do not develop skills and achieve goals in the classroom due to the teacher and whatever activities or strategies the teacher uses. These activities and strategies must be devised through some methodology. Methodology of the teacher is thus linked to theories that are based on perceptions and belief systems held by the teacher regarding the teaching and learning process. As students interact with teachers, they learn to develop their own beliefs and perceptions in conjunction with study strategies and approaches; these in turn affect the overall learning outcome for the student. These implications would then dictate the need for reliable instrumentation for measuring teacher orientation in all fields of education, including foreign languages.

In the next chapter the design of this study, including procedures, participants, instrumentation and statistical analyses will be discussed.

Chapter III

Procedures and Design of the Study

Introduction

The previous chapter focused primarily on instruments and methods that have been used in related research regarding teacher orientation and their findings. This chapter discusses the design of the study and the procedures followed in carrying out this research.

Due to the highly dynamic nature of teacher-to-student interaction, careful consideration and investigation are required. Given that teacher-student interaction involves human dynamics, many factors can be introduced as reasons for success in the classroom. In researching this interaction, these factors should be identified and controlled for as thoroughly as possible. There is no doubt that a correlation between quality of instruction and quality of learning exists, but this study is founded on the possible correlation between teacher belief about instruction (teacher orientation) and instruction itself in the field of foreign language education. In order to determine the degree of correlation between teacher orientation and actual instruction, it is imperative to begin with a valid and reliable instrument that will identify underlying teacher belief. The purpose of this study is to further development of such an instrument in the field of foreign language education.

General Procedures

The focus of this study is the development an instrument that will measure teacher orientation. To do this, a questionnaire will be analyzed after being sent out to Utah foreign language (FL) teachers, specifically Spanish teachers. The research of related

literature first focused on the different classifications of teacher orientation from the different studies and how they were each defined by their respective researchers. Drs. David Kember and Lyn Gow (1993) discussed the development of a questionnaire designed to measure the existence of two previously determined categories of teacher orientation: Knowledge Transmission and Learning Facilitation. The researchers were contacted in order to request a copy of the questionnaire to be used in this study with Utah teachers. A copy of the questionnaire was sent along with the suggestion to adapt the original questionnaire to suit the needs of this research and the field of study it entails (See Appendix B for copy of the correspondence). In order to adapt the questionnaire, a first adjustment was made and then I conducted a pilot study through which a need was discovered to adjust further the questionnaire before sending it out to Utah teachers (See copy of final questionnaire in Appendix D). Adjustments to the questionnaire involved changing opinion questions about ideas such as "I believe that complimenting my students helps them to be successful" to more active questioning that teachers could directly relate to such as "I compliment my students on their successes in the subject area."

Pilot Study

Based on opinion from professionals and faculty in the field of foreign language education at BYU, preliminary adaptations were made to the original Kember and Gow (1993) questionnaire. These changes focused on modifying wording that was geared to a higher education population to wording reflective of a secondary education environment. For example, such words as "lecture" and "lecturer" were changed to "class" and "teacher." Then, for the pilot study, the questionnaire was given to 20 graduate student

instructors of Spanish at Brigham Young University. They were asked to respond to each item. In analyzing their responses, I found that there was little distinction being made among many of the questions, making it difficult to classify teachers as having one teacher orientation or another. I also found that many of the questions tended to be non-discriminating and made little distinction between an effective teacher and a less effective teacher. The fact was that most teachers would respond the same to all the questions. Due to these findings, I asked four of the instructors from the same group and one professor in the Department of Spanish and Portuguese to read through the questionnaire again and give feedback on the wording and clarity of each question. Final adjustments were made to the questionnaire based on this feedback and feedback from the Statistics Department of BYU.

Participants

Participants in the study will include all Utah teachers of Spanish in the State's e-mail database. The database of e-mail addresses was obtained through the Spanish Resource Center at Brigham Young University through the cooperation of its director, Maribel Luengo, and with permission from the Utah State FL Coordinator. Using this database of addresses, a mass e-mail will be sent out to all Spanish educators on the list, asking them to take a few minutes to complete an on-line questionnaire. (See Appendixes A and C for reference to the copy of correspondence with educators.) IRB approval (See Appendix G) was obtained stating that the research poses minimal risk to human subjects and that it meets the Federal guidelines. Participants will be informed that participation in this study is completely voluntary and that minimal risks and/or benefits are involved. Participants will remain completely anonymous to the researcher. Any and all other

information obtained regarding demographics of the participant population regarding sex, years of experience, and levels of Spanish taught will be obtained from questions at the beginning of the questionnaire.

Measuring Instruments

The instrument used in this research is a questionnaire derived from the Teacher Orientation questionnaire originated by Gow and Kember (1993). A revision of the original questionnaire is needed due to differences between the fields of study for which the questionnaire was originally used and the field of foreign language education. Some items in the original questionnaire ask about lecturing in teaching, a format primarily found in higher education institutions. These items are changed to reflect the same type of atmosphere that lecturing creates, but that would more likely be found in a secondary education foreign language class. All possible answers to the questions in the original questionnaire were on a 1-to-5 scale: 1-disagree strongly, 2-disagree, 3-not applicable/ impossible to give a definite answer, 4-agree, 5-agree strongly. Possible answers for the revised questionnaire have been changed to reflect the modifications made to the items themselves. An option for no opinion (n/o) has been added and answer options have increased from five to six in order to derive more detailed information from the answers. The response options are 1-agree very strongly, 2-agree strongly, 3-agree, 4-disagree, 5-disagree strongly, 6-disagree very strongly, n/o-no opinion. Some of the items require answers on a frequency basis. This scale also ranges from 1 to 6 but the answers are n/o-no opinion, 1-Always, 2-Almost Always, 3-Often, 4-Seldom, 5-Almost Never, 6-Never. (See final questionnaire in Appendix D)

The final copy of the questionnaire will be converted into electronic format and transmitted online for easy access to the participants and for ease of tabulating the data. The link to this questionnaire website will be included in the e-mail sent out to all potential participants. The link automatically routes each respondent to a consent form letter as the first page. After renewing the consent form, they are directed to a page that asks for demographic information (sex, years of experience, and level of Spanish taught) and includes a link to the survey itself. The participants will be automatically assigned an anonymous number (according to the order of response) that will include a link leading to the survey questions about teacher orientation. Each page contains 15 items from the questionnaire and will require the participant the complete all questions before continuing to the next page of the survey.

Data Collection

Demographic data and responses to the questionnaire will be stored on the web server. Participants' responses to the items on the questionnaire will be fed to the data collection location. All responses and information will be organized by question number and by respondent number and transferred to spreadsheets for computer analysis.

Statistical Analysis

After the data have been recorded into spreadsheets, analyses will be performed to see how many different groups (orientations) emerge, which questions predict group membership and, consequently, how differently the questions are answered among the teachers.

A Fisher Exact Test will be run on the variables of gender and years of experience to determine if a correlation exists between these variables and the way in which the questions are answered.

Statement of the Research Questions and Hypotheses

This study is founded on the possible correlation between teacher orientation and actual teacher instruction in foreign language education. In order to determine whether any correlation between teacher orientation and instruction exists, it is imperative to begin with a valid and reliable instrument that will distinguish among underlying teacher views. This study focuses on the development of such an instrument by addressing the following research questions:

1. How many differing teacher orientations are common among FL teachers as identified by the variety of behaviors described in the questionnaire?

2. Which questions do or do not make a distinction between teacher orientations?

3. How are Utah Spanish foreign language teachers in secondary schools categorized based on teacher orientations derived from the questionnaire?

It is anticipated that there will emerge different teacher orientations among the Spanish teachers and that this instrument will help in determining what those differences are. In defining teacher orientations in the field of foreign language, teachers will be able to evaluate their teaching approaches as they relate to orientation and make changes if needed. This instrument will also provide a step toward further research in determining the effects certain kinds of teaching have on student learning in a foreign language.

Summary

This chapter has detailed the design of this study and the procedures followed in developing the instrument for this research. The next chapter will present the analysis of the data obtained from the questionnaire.

Chapter IV

Analysis of the Data

Introduction

A teacher's methodology, (their activities and strategies for learning), may or may not help their students develop skills and achieve goals in the classroom. The methodology of the teacher is linked to theories that are based on perceptions and beliefs held by the teacher regarding the teaching and learning process. As students work with teachers, they learn to develop their own beliefs and perceptions in conjunction with study strategies and approaches. These all work together in affecting the overall learning outcome of the student. These implications would then dictate the need to find out through reliable instrumentation the teacher orientations in all fields of education, including that of foreign language. The purpose of this study is the development of such an instrument for use in the field of foreign language education. The following research questions are addressed:

1. How many differing teacher orientations are common among FL teachers as identified by the variety of behaviors described in the questionnaire?

2. Which questions do or do not make a distinction between teacher orientations?

3. How are Utah Spanish foreign language teachers in secondary schools categorized based on teacher orientations derived from the questionnaire?

The previous chapter detailed the design of this study and the procedures followed in developing the instrument for this research. This chapter will describe the data collected and the statistical analyses used to examine the data.

Data Analysis and Results

Separating teachers into groups based on similar response. Participants in the study included all Utah teachers of Spanish in the State's e-mail database. A questionnaire regarding teacher orientation was sent out to all addresses in the e-mail database. The study questionnaire consisted of sixty questions detailing possible beliefs or behaviors of a foreign language teacher. The first task was to determine the existence of teacher orientations among foreign language teachers. A total of 80 educators out of 220 responded to the questionnaire. This number was considered too low to conduct the analysis best suited for a questionnaire of 60 items. Therefore, the number of questions from the questionnaire was reduced in order to facilitate an accurate analysis. The thirty most relevant questions were subsequently chosen to run the analysis. First, a cluster analysis was used to classify teachers together according to the similarity of their responses. In this analysis, similar responses are combined together until the difference between clusters is so great that it is unjustifiable to combine the remaining clusters. This analysis suggested that the 80 teachers could be most logically divided into three groupings. Based on the cluster analysis' results, a computer analysis determined a rule of group classification. This rule was determined by using half the data from the cluster analysis as a training set, and half the data as a test set. Half the subjects were randomly chosen four times to act as the training set, while the other half in each case was the test set. A five nearest neighbor algorithm was used to form the classification rule. The purpose of this second analysis was to verify the accuracy of the results in both analyses. The results from both analyses were compared to determine a misclassification rate, or, in other words, the rate at which the two analyses' results did not match. The average

misclassification rate for the four trials was .147 for three groups. Three groupings were chosen on this basis.

The largest grouping consisted of 70 teachers. The second largest grouping consisted of eight teachers. Although the final grouping contained only two teachers, they appeared to be so different from the rest that it was appropriate to have them in a separate group. Figure 1 illustrates the separation between the groupings of teachers based on the similarity of their responses. Each teacher is plotted based on the first two principle components associated with the questions on the questionnaire. Principle components were used because they often accentuate differences between groupings if differences exist.

Figure 1 shows a general separation between the three groups according to the two principle components represented in the two axes (the *x* axis being represented by principle component 1 and the *y* axis being represented by principle component 2). Those in group three tend to lie in the upper left area of the graph while those in group two tend to lie in the lower right area of the graph. The two teachers in group one lie in the lower left area of the graph. The positioning of each grouping emphasizes the separation between them. The frequency of responses for each of the 30 questions (by groupings) is included in Appendix E.

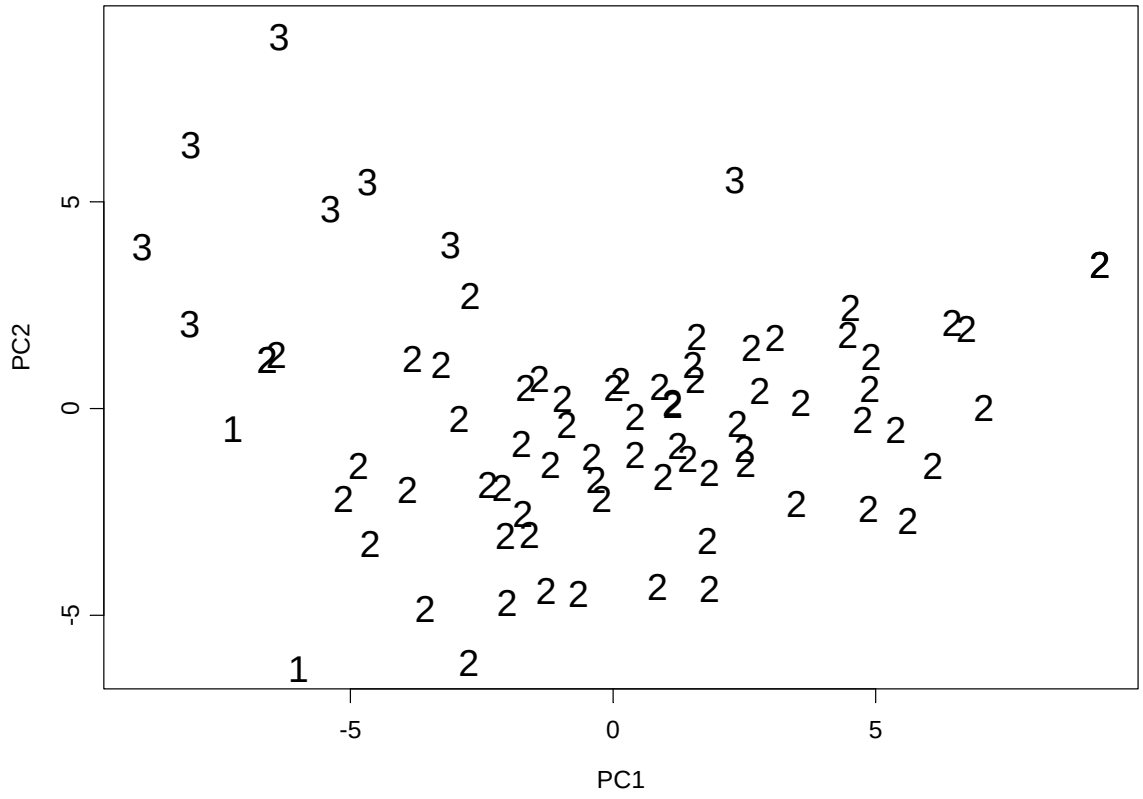

Figure 1. Teacher grouping as discovered through analysis.

Characteristics of Groups. Separating teachers into groupings, as illustrated above, is not useful unless certain characteristics can be associated with each grouping. One way to determine the attributes that characterize each group is to see which questions most separate the groups. In others words, it is useful to find which questions were answered most differently from group to group.

Teachers responded to two types of questions on a Likert-type scale from 1 to 6. The first type of question could be answered on a scale of frequency from always to never. The second type of question was answered on a scale of agreement from very strongly agree to very strongly disagree. Because there were only six possible responses,

they were considered discrete, meaning that the answers took on specific values (1, 2, 3, 4, 5 and 6) and nothing in between. Also, the responses were not considered a categorical variable since the actual value of the response had meaning. In other words, the answers to the questions were all essentially the same answers, but differing in *how much* of the answers applied. Since the responses could be considered neither continuous nor categorical, the standard statistical methods normally used to differentiate questions could not be used. The important questions were determined by first generating a table for each question displaying how each group answered the question (See Appendix E). Then, each question was examined and those questions that illustrated variation in their responses between groups were chosen.

As a second test to determine variation in the questions, a General Linear Model algorithm was constructed using the previously determined groupings to predict the response to each question. This test helped find which questions were answered most differently among respondents, thus distinguishing groups. This second test ensured the accuracy of the first test's predictions and was done merely to validate the selection of questions described above. In all cases, the *p*-values associated with the response to each question chosen, as predicted by group membership, was less than .0001, validating that the questions chosen indeed distinguished the three teacher groupings previously mentioned.

After testing the questions' ability to separate the teacher groupings, it was found that Questions 6 *(I compliment my students on their successes in the subject area)*; 7 *(In my teaching, I spend more time asking questions than giving information)*; and 9 *(I require my students to make cultural comparisons through out-of-class activities with*

members of the target culture), most made a distinction between groups 2 and 3. Questions 22 *(I use paired or small group work in my teaching)*; 24 *(As a class we analyze situations in order to arrive at logical and rational solutions)*; 25 *(My primary focus is to pass on what I know to my students)*; and 27 *(I present the subject material to students and then have them learn through personal study)*, likewise, made the strongest distinction between group 1 and groups 2 and 3. The tables showing the results of this analysis for questions 6, 7, 9, 22, 24, 25 and 27 are included in Appendix F.

Correlation of Orientation with Gender. An analysis was run on the variable of gender. First, the groupings of teacher orientation were grouped together according to gender. Using the Fisher Exact Test, which indicates whether the variables of gender and teacher grouping are related to or independent of each other, a pattern of responses by gender was identified with a *p*-value of .0065. The Fisher Exact Test is similar to a chi-square test, and can be extended for use in comparing tables greater than 2x2, as can also the chi-square test. The Fisher Exact Test is used when data in any cell is less than 5. In this case, the first teacher grouping only contained two teachers, thus, the Fisher Exact Test was elected. From this we can conclude that the distribution of males and females in the different groups is not random, but that there is a significant correlation between grouping and gender.

Table 1

Teacher Orientation Grouping by Gender

Gender	Group 1	Group 2	Group 3	Total
Female	0	33	0	33
Male	2	36	8	46
Total	2	69	8	79

Note: Fisher's Exact Test *p*-value = .0065.

Table 1 shows the descriptive data among groupings and gender and shows that *all* the females in the study fell under Group 2, which means that Groups 1 and 3 were entirely made up of males.

Correlation of Orientation with Years Taught. Teachers responding to the questionnaire were divided into three classifications. The first classification (Class 1) included teachers with experience between one to six years. The second classification (Class 2) comprised teachers with experience from seven to fifteen years. The third classification (Class 3) consisted of teachers with sixteen plus years of experience. Table 2 shows that 29 teachers from Class 1 (newest group of teachers) fell under Group 2 and the other four fell under Group 3. Eighteen of the teachers from Class 2 (7-15 years experience) fell under Group 2, four under Group 3 and the two teachers who made up Group 1. Class 3 had the most experience and all of these teachers fell under Group 2. Using the Fisher Exact Test, a correlation between years taught and teacher orientation was identified (*p*-value = .0476). Table 2

Teacher Orientation Grouping by Years Taught

Years Taught	Group 1	Group 2	Group 3	Total
Class 1 (1-6)	0	29	4	33
Class 2 (7-15)	2	18	4	24
Class 3 (16+)	0	22	0	22
Total	2	69	8	79

Note: Fisher's Exact Test *p*-value = .0476.

Summary

This chapter explains the analysis of the data gathered from the research experiment in view of the research questions. The next chapter will review the findings of

the current study and present the conclusions associated with the data collected. Limitations of the study will be discussed in addition to implications of the findings and recommendations for further research.

Chapter V

Conclusions and Recommendations

Introduction

In considering classroom interactions, perhaps the most important is the interaction between teacher and students. Studies show that students perceive the values and intentions of the teacher as manifested in teacher behaviors (Weinstein, 1983; Kumaravadivelu, 1991). These behaviors are founded on personal values and beliefs which can be identified as conceptions of teaching. These conceptions of teaching are deeply rooted and have been found to be directly related to the actual approach a teacher employs in the classroom (Kember & Gow. 1994; Trigwell & Prosser, 1996a, 1996b).

Given that teacher-student interaction involves human dynamics, many factors can be introduced as reasons for success in the classroom. In researching this interaction, these factors should be identified and controlled for as thoroughly as possible. There is no doubt that a correlation between quality of instruction and quality of learning exists, but in order to determine the degree of correlation between teacher orientation and actual instruction, it is imperative to begin with a valid and reliable instrument that will identify underlying teacher belief, specifically in the field of foreign language education.

The problem

In order to enlarge understanding in the face of teaching in the classroom, teachers must be willing to self-evaluate their teaching practices. Examining teaching practices may thereby open a window to underlying viewpoints and thinking processes that indirectly influence, for better or for worse, student learning. Many studies (Bruce & Gerber, 1995; Domino, 1971; Gow & Kember, 1993; Green & Foster, 1986; Kember &

Gow, 1994; Moskowitz, 1976; Pittman, Davey, Alafat, Wetherill & Kramer, 1980; Pratt, 1992; Reid & Johnston, 1999; Samuelowicz & Bain, 1992; Trigwell & Prosser, 1996a; Trigwell & Prosser, 1996b; Van Rossum & Schenk, 1984) have investigated teachers' beliefs and their effect on student learning and have done so by measuring teacher behavior and/or underlying beliefs and values. However, they have explored the existence of this relationship in fields other than foreign language. The present study is designed to develop an instrument specific to the field of foreign language education by which teacher orientation may be determined by addressing the following research questions:

1. How many differing teacher orientations are common among FL teachers as identified by the variety of behaviors described in the questionnaire?

2. Which questions do or do not make a distinction between teacher orientations?

3. How are Utah Spanish foreign language teachers in secondary schools categorized based on teacher orientations derived from the questionnaire?

The investigation

A link to an electronic form of the questionnaire regarding teacher orientation was sent to all addresses in an e-mail database that included the majority of Utah teachers of Spanish in the state of Utah. The study questionnaire consisted of sixty questions detailing possible behaviors of a foreign language teacher. Possible response options were 1-agree very strongly, 2-agree strongly, 3-agree, 4-disagree, 5-disagree strongly, 6-disagree very strongly, n/o-no opinion. Some of the items required answers on a frequency basis. This scale also ranged from 1 to 6, but the answers were n/o-no opinion, 1-Always, 2-Almost Always, 3-Often, 4-Seldom, 5-Almost Never, 6-Never. Participants

clicked on their responses to the items on the questionnaire, after which these answers were fed to the data collection location. Each page contained 15 items that had to be answered before moving onto the next page of the questionnaire. The identity of the respondents was completely anonymous, as were their answers. All responses and information were organized by question number and by respondent number and transferred to spreadsheets.

Findings and Conclusions

A cluster analysis was run to see what and how many orientations might be represented by the questions in the questionnaire. Based on teacher responses to certain questions, three different response groupings emerged showing that the questions analyzed were, in fact, able to distinguish different teaching orientations on the part of the teachers. This suggests that more than two teacher orientations exist, thereby representing, in this case, three differing perspectives on teaching that could influence learning. Although three groupings emerged, one grouping was further separated from the other two; these other two groupings, although different, were more similar to each other in comparison to the first grouping.

A General Linear Model algorithm was used to help find which questions were answered most differently between respondents, thus distinguishing separate groups. The following questions were found to be the most distinguishing questions in the questionnaire: 6) *I compliment my students on their successes in the subject area*; 7) *In my teaching, I spend more time asking questions than giving information*; 9) *I require my students to make cultural comparisons through out-of-class activities with members of the target culture*; 22) *I use paired or small group work in my teaching*; 24) *As a class we*

analyze situations in order to arrive at logical and rational solutions; 25) *My primary focus is to pass on what I know to my students*; 27) *I present the subject material to students and then have them learn through personal study.*

Teachers in Group 1, the most unique group, answered very differently from the other two groups, demonstrating what would seem an indifferent approach to the foreign language classroom. The questions that distinguished this group were Questions 22 (*I use paired or small group work in my teaching*), 24 (*As a class we analyze situations in order to arrive at logical and rational solutions*), 25 (*My primary focus is to pass on what I know to my students*), and 27) *I present the subject material to students and then have them learn through personal study).* The two teachers who made up Group 1 (both males) answered these four questions with "no opinion." While statistically this group was important to include in the results, it seems that they are outliers as two people are not a sufficient number to constitute an orientation.

Teachers in Group 2 and Group 3 were distinguished from each other by Questions 6 (*I compliment my students on their successes in the subject area*), 7 (*In my teaching, I spend more time asking questions than giving information*), and 9 (*I require my students to make cultural comparisons through out-of-class activities with members of the target culture*). Group 2 answered these questions as using them "sometimes" to "never" while Group 3 answered as doing them anywhere from "often" to "always." (See Tables 3-32 in Appendix E). These questions seem to place the focus on the material and on the student's grasp of the material. For example, students receiving compliments from their teacher (question 6) implies the success of the student in the subject material and that the teacher vocally recognizes the success of the student. Teachers asking questions

of the students (question 7) instead of students asking questions of the teacher, indicates a responsibility being placed on the student to know the material and understand it contextually. Teachers requiring students to make cultural comparisons outside of class and with members of the target culture (question 9) assumes a synthesis of the subject matter in order to be applied in real-life settings, which ultimately serves as another learning ground for the student. These behaviors seem to suggest a more student-centerd approach to teaching a foreign language. Therefore, teachers in Group 3, who embraced these techniques more frequently as part of their instruction, are more likely to focus on the students and their progress in learning the foreign language. On the other hand, teachers in Group 2, who used these techniques less frequently, are perhaps more teacher-centered in their approach to teaching the foreign language.

An analysis was conducted on the variables of gender and years of experience to determine if a relationship existed between these variables and the way teachers responded to the questions. First, a comparison of teacher orientation and gender was completed. A statistically significant relationship between the two was found (p-value = .0065). *All* females in the study fell under Group 2, which means that Groups 1 and 3 were entirely made up of males. Although Group 2 also consisted of some males, this separation of the females heavily suggests that gender plays a role in teacher conception. Based on the implications regarding groupings and the way in which they answered the most distinguishing questions, it would seem that males are more likely to revolve classroom activities around the students and their progress in the foreign language.

The second variable, years of experience, was then compared with teacher orientation grouping. A statistically significant relationship (p-value = .0476) was found

between years taught and teacher conception group, suggesting that years of experience also play a role in teacher conception. Based on the findings, it appears that novice teachers are more likely to embrace a student-centered approach in the classroom.

Limitations of the Study

As is often the case in dealing with human subjects, limitations are present in this study. These limitations are as follows:

The respondent population. The database of Spanish teachers used to send out the link to the questionnaire only contained about 80% of the total number of teachers in the state. This was not seen as a problem to begin with due to the fact that 80% is still a large portion of the target population from which to draw a sizeable sample. However, after sending out the e-mail it was discovered that not only did the database contain Spanish teachers, but it also contained certificated teachers who were certified but not working in the school system, as well as administrators not necessarily having had foreign language teaching experience.

Also, the actual number of respondents totaled 80, which is a very small number to run a statistical analysis on *all* 60 questions from the questionnaire. Having a larger sample would have made possible a factor analysis on the respondents and all the questions in order to yield a clearer picture as to the existence and separation between teacher orientations.

Behaviors represented in the questionnaire. Some respondents from both the pilot study and the study itself contacted me with suggestions regarding the questions. The primary concerns were that either a question should be worded differently due to confusion or because a behavior was omitted from representation. This would possibly

have an effect in determining the existence of other orientations besides the three discovered in this study.

The questions on the questionnaire were intended to cover a wide range of key behaviors of teachers in a foreign language classroom; however, it is possible that key behaviors were not addressed or represented in the questionnaire. If this is true, it could exclude the existence of other orientations.

Problems in accessing the questionnaire. A specific window of time was given to respondents to access and respond to the questionnaire. During this window technical difficulties arose concerning accessing the questionnaire itself. The server would allow respondents to sign in and complete the demographic data, but for several people the questionnaire would not appear after that, making it impossible for them to take it. This created several holes in the data after they were retrieved. For example, after the data were transferred to spreadsheets, there were several respondents whose responses all came out as "0" across the board, making it necessary to throw these questions out. There is no way of knowing if these were teachers who tried to respond but couldn't.

Also, when technical difficulties arise, this may have deterred participation due to the frustration that it can cause. There may have been other teachers who tried to access the questionnaire, could not, and simply did not contact anyone to try to resolve the problem. This may have caused a loss in possible respondents.

Implications and Recommendations for Further Research

Three teacher orientations were distinguished in this study. While a difference exists between the three, some of the orientations appear to be more closely related than others. The relationships between orientations suggest that more than three may exist,

depending on the definition of boundaries that separate them. In this study, each grouping of teachers represents an orientation (Orientations 1, 2 and 3). Orientation 1 is mentioned as a grouping due to statistical results. However, due to the low number of respondents representing this grouping, Orientation 1is most likely an outlier that can not be considered a definitive set of beliefs.

Orientation 3 is made up of only a few teachers, all male, and all within their first 15 years of teaching. Teachers in this grouping appear to use a more student-centered approach in their teaching. This approach involves students more, and the teachers recognize students as having to contribute their thought processes as part of the instruction in the class.

Orientation 2, made up of the largest number of teachers as well as *all* of the veteran teachers from our respondent sample, characterizes more of a teacher-centered approach, where the teacher most likely uses more traditional methods of grammar instruction and vocabulary drill, and not much culture.

This study has made headway in a virtually unexplored area in the field of foreign language education; however, further study focusing on defining these orientations must be conducted. This would perhaps best be accomplished through interviews typified in qualitative research.

Also, it would be hoped that more than the seven questions identified (6, 7, 9, 22, 24, 25 and 27), would make a significant distinction between the orientations in order to draw more conclusive results. Therefore, more development needs to be done on the wording of the questions, and additional studies need to be conducted with a larger population in order to draw more definitive outcomes.

Of the teachers that responded to the questionnaire, several classifications emerged that showed a significant relationship between gender and years of experience. While the definitions of the orientations themselves are inconclusive, further research is needed that can contrast the differences in thought processes between male and female teachers, and novice and veteran teachers.

This study was a pioneering effort in the development of an instrument that would help determine and distinguish teacher orientations in the field of foreign language. While this study made some headway in discovering teacher orientations and the relationship of the variables of gender and experience, more research should be done in order to draw more conclusive evidence about the existence of teacher orientations, what specific differences exist among them, and what variables are most important to consider in determining of these orientations.

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Appendix A

Informed Consent Statement

Informed Consent Statement

The purpose for this research study is to determine teacher orientation (perception about how to teach) of secondary education foreign language teachers in the state of Utah. Lori Cox, a graduate student in Spanish Pedagogy, at Brigham Young University, is conducting this study.

You were selected for participation because you are a Spanish teacher in the secondary education system in the state of Utah.

You will be asked to complete a 60-item questionnaire about the attributes of your foreign language teaching. The questionnaire should take only 15 minutes to complete.

There are minimal risks and/or benefits to your participation in this study.

Participation in this research is voluntary. You may withdraw at any time without penalty or refuse to participate entirely.

Strict confidentiality will be maintained. Only the researcher will know to whom questionnaires have been sent, and all questionnaires will be returned anonymously. The only identifying elements on the questionnaire are concerning location of school, years of experience, and Spanish level taught. All data collected in this research study will be stored in a secure area and access will only be given to the researcher.

If you have any questions regarding this research project, you may contact Lori Cox, 1061 JKHB, Brigham Young University, Department of Spanish and Portuguese, 801-422-3148 or via e-mail at loricox1@msn.com.

If you have questions regarding your rights as a participant in a research project, you may contact Dr. Shane S. Schulthies, Chair of the Institutional Review Board, 120B RB, Brigham Young University, Provo, Utah 84602; phone, (801) 422-5490.

The return of this survey is your consent to participate in this research.

Appendix B

Correspondence with Dr. Kember

Correspondence with Dr. Kember

From: "David Kember" <david.kember@cuhk.edu.hk>
To: "LORI COX" <loricox1@msn.com>
Sent: Monday, March 03, 2003 11:09 PM
Attach: Lec Ques scales_final.dat; Lecturer Quest Final.dat
Subject: Re: Teaching Orientation Questionnaire

Dear Lori,

I attached 2 files. One with the questionnaire and one showing how the items combine into scales and sub-scales.

We tried to ensure validity by basing most of the items on typical interview quotations. Reliability is dealt with in the 2 references below. Gow, L. and Kember, D. (1993). Conceptions of teaching and their relationship to student leaming. British Journal of Educational Psychology, 63, 20-33.

Kember, D. and Gow, L. (1994). Orientations to teaching and their effect on the quality of student learning. Journal of Higher Education, *65(1),* 58-74.

I do suggest that you adapt the questionnaire as you see fit. There are differences in language use and educational terminology between US colleges, and the predominantly British oriented institution I worked in.
You may also have to adapt for foreign language teaching. The questionnaire was based upon professional programs.

Good luck. Regards,

David Kember

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Shatin
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Appendix C

E-mail Correspondence with Study Participants

E-mail Correspondence with Study Participants

From: LORI COX
To: Maribel_Luengo@byu.edu
Sent: Sunday, January 11, 2004 11:25 PM
Subject: Lori Cox

Maribel,

Below is the body of the e-mail. I decided to go ahead and send it to you as an attachment as well. Thank you so much for sending this out to your e-mail list!!! Please let me know when you send it out (day, time) and any other status information that might be pertinent!

I'll keep in touch with you this week just to make sure all goes well. Thank you so much!!!

Lori Cox

Dear Colleague,

I am completing a Masters Degree in Spanish Pedagogy at Brigham Young University and am in need of your assistance. I would greatly appreciate your helping me with this project by taking about 10 minutes to fill out an on-line questionnaire.

The questionnaire contains questions primarily concerned with foreign language teaching goals. All I'm asking you to do is indicate the extent to which you agree or disagree with each statement. From the data I hope to develop categorizations of teachers' beliefs on these issues.

Responses to the questionnaire will be completely anonymous. The data obtained will be tabulated on a state-wide basis.

Participation in this research is voluntary and your involvement will not incur penalties or restrictions of any kind.

To complete the questionnaire simply click on the link below.

http://burgundy.byu.edu/chum/survey/

If you have any queries about this questionnaire or the study, please don't hesitate to contact me by phone (801)422-3148 or e-mail loricox1@msn.com.

Thank you so much for your cooperation in completing the questionnaire.

Lori Cox
Graduate Student
BYU-Department of Spanish and Portuguese
1062 JKHB

Appendix D

Final Version of the Questionnaire

Final Version of the Questionnaire

CONCEPTIONS OF TEACHING

Gender

□ Male □Female

How many years have you taught in secondary education?

□ 0-6 □ 7-15 □ 16+

Which levels of Spanish do you normally teach? (check all that apply)

□ Span I □ Span II □ Span III □ Span IV+

Please mark the appropriate number to indicate your position to each statement.

6 = agree very strongly; 5 = agree strongly; 4 = agree; 3 = disagree; 2 = disagree strongly; 1 = disagree very strongly; n/o = no opinion

1. I use memorization as a tool for learning a foreign language.						
Always	Almost Always	Often	No Opinion	Seldom	Almost Never	Never
2. I teach to prepare persons to apply the foreign language in their job situations.						
Always	Almost Always	Often	No Opinion	Seldom	Almost Never	Never
3. I give grades based solely on student achievement.						
Always	Almost Always	Often	No Opinion	Seldom	Almost Never	Never
4. In teaching grammar to students I present the rules first.						
Always	Almost Always	Often	No Opinion	Seldom	Almost Never	Never
5. I actively observe my students so as to perceive their problems.						
Always	Almost Always	Often	No Opinion	Seldom	Almost Never	Never
6. I compliment my students on their successes in the subject area.						
Always	Almost Always	Often	No Opinion	Seldom	Almost Never	Never
7. In my teaching, I spend more time asking questions than giving information.						
Always	Almost Always	Often	No Opinion	Seldom	Almost Never	Never
8. I use listening activities as part of my foreign language teaching.						
Always	Almost Always	Often	No Opinion	Seldom	Almost Never	Never
9. I require my students to make cultural comparisons through out-of-class activities with members of the target culture.						
Always	Almost Always	Often	No Opinion	Seldom	Almost Never	Never
10. I present out-of-class examples to prepare students for their future careers.						
Always	Almost Always	Often	No Opinion	Seldom	Almost Never	Never
11. I provide examples to my students to show ways of using the language outside of the classroom.						
Always	Almost Always	Often	No Opinion	Seldom	Almost Never	Never
12. I present cultural asides and historical vignettes in my class.						
Always	Almost Always	Often	No Opinion	Seldom	Almost Never	Never
13. I hold myself accountable to my students for the way I treat them.						
Always	Almost Always	Often	No Opinion	Seldom	Almost Never	Never
14. I ask questions to stimulate discussion in my teaching.						
Always	Almost Always	Often	No Opinion	Seldom	Almost Never	Never
15. I provide activities that require students to communicate with each other in the foreign language.						
Always	Almost Always	Often	No Opinion	Seldom	Almost Never	Never

16. I ask my students to use the foreign language outside of the classroom.
Always Almost Always Often No Opinion Seldom Almost Never Never

17. I discuss with my students their personal learning strengths and weaknesses.
Always Almost Always Often No Opinion Seldom Almost Never Never

18. I focus on the basics of the foreign language.
Always Almost Always Often No Opinion Seldom Almost Never Never

19. I pay attention to each student's individual progress in the foreign language.
Always Almost Always Often No Opinion Seldom Almost Never Never

20. I captivate my students' attention by the way I teach.
Always Almost Always Often No Opinion Seldom Almost Never Never

21. I answer my students' questions thoroughly.
Always Almost Always Often No Opinion Seldom Almost Never Never

22. I use paired or small group work in my teaching.
Always Almost Always Often No Opinion Seldom Almost Never Never

23. I teach vocabulary through memorization.
Always Almost Always Often No Opinion Seldom Almost Never Never

24. As a class we analyze situations in order to arrive at logical and rational solutions.
Always Almost Always Often No Opinion Seldom Almost Never Never

25. My primary focus is to pass on what I know to my students.
Always Almost Always Often No Opinion Seldom Almost Never Never

26. I require my students to practice learning skills and strategies.
Always Almost Always Often No Opinion Seldom Almost Never Never

27. I present the subject material to students and then have them learn through personal study.
Always Almost Always Often No Opinion Seldom Almost Never Never

28. I present information to students in lecture format.
Always Almost Always Often No Opinion Seldom Almost Never Never

29. I keep abreast of current trends in the professional field of foreign language education.
Always Almost Always Often No Opinion Seldom Almost Never Never

30. I allow students to complete assignments in ways they feel they can best learn a foreign language.
Always Almost Always Often No Opinion Seldom Almost Never Never

31. In my classes students learn vocabulary in context.
Always Almost Always Often No Opinion Seldom Almost Never Never

32. In class we analyze real life situations from as many angles as possible.
Always Almost Always Often No Opinion Seldom Almost Never Never

33. I discuss real world situations with my students in order to prepare them for the future.
Always Almost Always Often No Opinion Seldom Almost Never Never

34. I work to make learning as easy as possible for each individual student.
Always Almost Always Often No Opinion Seldom Almost Never Never

35. I am a resource person in my subject area, primarily in terms of giving and sharing information.
Always Almost Always Often No Opinion Seldom Almost Never Never

36. I actively try to increase my students' knowledge of the subject.
Always Almost Always Often No Opinion Seldom Almost Never Never

37. I express concern for my students' well-being.
Always Almost Always Often No Opinion Seldom Almost Never Never

38. When teaching grammar, I encourage students to deduce the rules on their own.
Always Almost Always Often No Opinion Seldom Almost Never Never

39. I assign projects that require research in the target language on the Internet.
Always Almost Always Often No Opinion Seldom Almost Never Never

40. I use the textbook as the primary source of activities for the class.
Always Almost Always Often No Opinion Seldom Almost Never Never

41. I do not allow my students to depend on me for answers.
Always Almost Always Often No Opinion Seldom Almost Never Never

42. In my teaching I encourage participation from the students.
Always Almost Always Often No Opinion Seldom Almost Never Never

43. In my classroom I provide an environment that enhances learning.						
Always	Almost Always	Often	No Opinion	Seldom	Almost Never	Never
44. I allow periods of individual silent study during class.						
Always	Almost Always	Often	No Opinion	Seldom	Almost Never	Never
45. In my classroom I utilize audio-visual materials in order to improve the learning process.						
Always	Almost Always	Often	No Opinion	Seldom	Almost Never	Never
46. I require my students to consider solutions to problems without my help.						
Always	Almost Always	Often	No Opinion	Seldom	Almost Never	Never
47. I use overhead projections in order to improve learning for students.						
Always	Almost Always	Often	No Opinion	Seldom	Almost Never	Never
48. I present patterns in the foreign language for my students to deduce grammar rules.						
Always	Almost Always	Often	No Opinion	Seldom	Almost Never	Never

49. I believe teachers should be able to manage all tenses fluently in the foreign language.

Very Strongly Agree Strongly Agree Agree No Opinion Disagree Strongly Disagree Very Strongly Disagree

50. I believe an effective foreign language teacher will have a thorough knowledge of the history and culture of the target language.

Very Strongly Agree Strongly Agree Agree No Opinion Disagree Strongly Disagree Very Strongly Disagree

51. I am more interested in the success of my students than in my own.

Very Strongly Agree Strongly Agree Agree No Opinion Disagree Strongly Disagree Very Strongly Disagree

52. I train my students to be advanced enough in their usage of the foreign language that it will help them obtain employment after graduation.

Very Strongly Agree Strongly Agree Agree No Opinion Disagree Strongly Disagree Very Strongly Disagree

53. I believe a good teacher is an expert in the subject.

Very Strongly Agree Strongly Agree Agree No Opinion Disagree Strongly Disagree Very Strongly Disagree

54. I am more interested in my students than in the subject I teach.

Very Strongly Agree Strongly Agree Agree No Opinion Disagree Strongly Disagree Very Strongly Disagree

55. My enthusiasm for the foreign language motivates my students in their learning.

Very Strongly Agree Strongly Agree Agree No Opinion Disagree Strongly Disagree Very Strongly Disagree

56. I expect my students to remember the subject material I teach.

Very Strongly Agree Strongly Agree Agree No Opinion Disagree Strongly Disagree Very Strongly Disagree

57. I believe foreign language teachers should know the structure of the language very well.

Very Strongly Agree Strongly Agree Agree No Opinion Disagree Strongly Disagree Very Strongly Disagree

58. In my teaching I lecture very little.

Very Strongly Agree Strongly Agree Agree No Opinion Disagree Strongly Disagree Very Strongly Disagree

59. I feel a good foreign language teacher is someone who can inspire students to learn.

Very Strongly Agree Strongly Agree Agree No Opinion Disagree Strongly Disagree Very Strongly Disagree

60. I believe a very important function of foreign language education is to produce graduates for certain professions within the community.

Very Strongly Agree Strongly Agree Agree No Opinion Disagree Strongly Disagree Very Strongly Disagree

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

Appendix E

Tables of Frequency of Responses by Grouping

Tables of Frequency of Responses by Groupings

Table 3
Responses for Question 1

Responses	Group 1	Group 2	Group 3	Total
0	0	1	1	2
1	0	2	0	2
2	0	8	0	8
3	1	3	1	5
4	0	27	0	27
5	0	15	0	15
6	1	14	6	21
Total	2	70	8	80

Table 4
Responses for Question 2

Responses	Group 1	Group 2	Group 3	Total
0	0	1	1	2
1	0	3	0	3
2	0	22	0	22
3	1	10	1	12
4	0	16	1	17
5	0	11	5	16
6	1	7	0	8
Total	2	70	8	80

Table 5
Responses for Question 4

Responses	Group 1	Group 2	Group 3	Total
0	0	4	2	6
1	0	9	0	9
2	0	12	0	12
3	1	5	6	12
4	0	20	0	20
5	0	13	0	13
6	1	7	0	8
Total	2	70	8	80

Table 6
Responses for Question6

Responses	Group 1	Group 2	Group 3	Total
0	0	0	1	1
1	0	0	1	1
2	0	0	4	4
3	1	4	2	7
4	0	11	0	11
5	0	29	0	29
6	1	26	0	27
Total	2	70	8	80

Table 7
Responses for Question 7

Responses	Group 1	Group 2	Group 3	Total
0	0	0	2	2
1	0	0	5	5
2	1	3	1	5
3	0	13	0	13
4	0	27	0	27
5	0	27	0	27
6	1	27	0	28
Total	2	70	8	80

Table 8
Responses for Question 9

Responses	Group 1	Group 2	Group 3	Total
0	0	0	1	1
1	0	0	4	4
2	0	3	1	4
3	1	3	1	5
4	0	29	0	29
5	0	20	1	21
6	1	15	0	16
Total	2	70	8	80

Table 9
Responses for Question 11

Responses	Group 1	Group 2	Group 3	Total
0	0	4	1	5
1	0	7	1	8
2	0	15	1	16
3	1	7	4	12
4	0	18	1	19
5	0	10	0	10
6	1	9	0	10
Total	2	70	8	80

Table 10
Responses for Question 13

Responses	Group 1	Group 2	Group 3	Total
0	0	1	1	2
1	0	1	0	1
2	0	7	0	7
3	1	3	2	6
4	0	33	0	33
5	0	14	3	17
6	1	11	2	14
Total	2	70	8	80

Table 11
Responses for Question 14

Responses	Group 1	Group 2	Group 3	Total
0	0	2	0	2
1	0	2	0	2
2	0	6	2	8
3	0	9	1	10
4	0	34	0	34
5	1	8	5	14
6	1	9	0	10
Total	2	70	8	80

Table 12
Responses for Question 15

Responses	Group 1	Group 2	Group 3	Total
0	0	0	0	0
1	0	0	3	3
2	0	4	0	4
3	0	14	0	14
4	0	13	3	16
5	1	19	2	22
6	1	20	0	21
Total	2	70	8	80

Table 13
Responses for Question 17

Responses	Group 1	Group 2	Group 3	Total
0	1	0	1	2
1	0	1	1	2
2	0	2	1	3
3	1	4	1	6
4	0	18	0	18
5	0	24	4	28
6	0	21	0	21
Total	2	70	8	80

Table 14
Responses for Question 22

Responses	Group 1	Group 2	Group 3	Total
0	2	0	0	2
1	0	0	2	2
2	0	2	0	2
3	0	8	0	8
4	0	20	2	22
5	0	22	0	22
6	0	18	4	22
Total	2	70	8	80

Table 15
Responses for Question 24

Responses	Group 1	Group 2	Group 3	Total
0	2	0	2	4
1	0	0	0	0
2	0	6	0	6
3	0	6	1	7
4	0	21	0	21
5	0	21	0	21
6	0	16	5	21
Total	2	70	8	80

Table 16
Responses for Questions 25

Responses	Group 1	Group 2	Group 3	Total
0	2	0	1	3
1	0	1	2	3
2	0	0	1	1
3	0	14	0	14
4	0	12	0	12
5	0	26	1	27
6	0	17	3	20
Total	2	70	8	80

Table 17
Responses for Question 27

Responses	Group 1	Group 2	Group 3	Total
0	2	0	1	3
1	0	0	0	0
2	0	4	0	4
3	0	3	3	6
4	0	22	1	23
5	0	18	0	18
6	0	23	3	26
Total	2	70	8	80

Table 18
Responses for Question 28

Responses	Group 1	Group 2	Group 3	Total
0	2	2	0	4
1	0	2	1	3
2	0	8	1	9
3	0	6	0	6
4	0	26	2	28
5	0	16	1	17
6	0	10	3	13
Total	2	70	8	80

Table 19
Responses for Question 29

Responses	Group 1	Group 2	Group 3	Total
0	2	2	0	4
1	0	2	2	4
2	0	9	1	10
3	0	13	0	13
4	0	31	0	31
5	0	7	2	9
6	0	6	3	9
Total	2	70	8	80

Table 20
Responses for Question 30

Responses	Group 1	Group 2	Group 3	Total
0	2	1	1	4
1	0	0	0	0
2	0	8	0	8
3	0	12	1	13
4	0	20	0	20
5	0	16	0	16
6	0	13	6	19
Total	2	70	8	80

Table 21
Responses for Question 31

Responses	Group 1	Group 2	Group 3	Total
0	1	0	0	1
1	0	0	1	1
2	0	3	0	3
3	1	7	0	8
4	0	24	1	25
5	0	17	3	20
6	0	19	3	22
Total	2	70	8	80

Table 22
Responses for Question 32

Responses	Group 1	Group 2	Group 3	Total
0	1	2	0	3
1	0	10	0	10
2	0	16	1	17
3	1	7	0	8
4	0	18	2	20
5	0	9	2	11
6	0	8	3	11
Total	2	70	8	80

Table 23
Responses for Question 38

Responses	Group 1	Group 2	Group 3	Total
0	0	1	1	2
1	0	2	2	4
2	0	6	0	6
3	1	16	2	19
4	0	26	1	27
5	0	11	2	13
6	1	8	0	9
Total	2	70	8	80

Table 24
Responses for Question 39

Responses	Group 1	Group 2	Group 3	Total
0	0	0	1	1
1	0	0	0	0
2	0	8	2	10
3	1	8	2	11
4	0	31	1	32
5	0	15	1	16
6	1	8	1	10
Total	2	70	8	80

Table 25
Responses for Question 40

Responses	Group 1	Group 2	Group 3	Total
0	0	1	1	2
1	0	0	0	0
2	0	2	1	3
3	1	8	4	13
4	0	16	0	16
5	0	21	2	23
6	1	22	0	23
Total	2	70	8	80

Table 26
Responses for Question 41

Responses	Group 1	Group 2	Group 3	Total
0	0	0	1	1
1	0	1	1	2
2	0	3	2	5
3	1	10	1	12
4	0	19	2	21
5	0	19	1	20
6	1	18	0	19
Total	2	70	8	80

Table 27
Responses for Question 42

Responses	Group 1	Group 2	Group 3	Total
0	0	0	2	2
1	0	0	1	1
2	0	0	0	0
3	1	6	2	9
4	0	6	0	6
5	0	23	3	26
6	1	35	0	36
Total	2	70	8	80

Table 28
Responses for Question 44

Responses	Group 1	Group 2	Group 3	Total
0	0	0	1	1
1	0	0	1	1
2	0	0	1	1
3	1	8	2	11
4	0	22	0	22
5	1	17	3	21
6	0	23	0	23
Total	2	70	8	80

Table 29
Responses for Question 49

Responses	Group 1	Group 2	Group 3	Total
0	0	0	1	1
1	0	0	2	2
2	0	1	0	1
3	1	3	1	5
4	0	2	0	2
5	0	18	4	22
6	1	46	0	47
Total	2	70	8	80

Table 30
Responses for Question 50

Responses	Group 1	Group 2	Group 3	Total
0	0	0	3	3
1	0	0	0	0
2	1	1	0	2
3	0	4	2	6
4	0	5	1	6
5	0	32	1	33
6	0	28	1	30
Total	2	70	8	80

Table 31
Responses for Question 55

Responses	Group 1	Group 2	Group 3	Total
0	0	2	1	3
1	0	10	3	13
2	0	20	0	20
3	1	3	1	5
4	0	24	0	24
5	0	5	3	8
6	1	6	0	7
Total	2	70	8	80

Table 32
Responses for Question 56

Responses	Group 1	Group 2	Group 3	Total
0	0	2	0	2
1	0	2	0	2
2	0	13	2	15
3	0	24	0	24
4	1	18	2	21
5	1	6	3	10
6	0	5	1	6
Total	2	70	8	80

Appendix F

Analyses Results for Questions

Analyses Results for Questions

Table 33
General Linear Model Algorithm Results

Question	DF	R-Square	Coeff Var	Root MSE	Mean	Type III SS	Mean Square	F Value	Pr> F
6	2	0.54	19.94	0.91	4.76	74.81	37.41	45.23	<.0001
7	2	0.66	19.08	0.89	4.69	121.6	60.80	76.02	<.0001
9	2	0.38	25.56	1.10	4.30	57.81	28.91	23.94	<.0001
22	2	0.27	26.95	1.21	4.50	42.73	21.36	14.52	<.0001
24	2	0.21	32.13	1.40	4.35	39.83	19.91	10.20	0.0001
25	2	0.27	30.65	1.34	4.38	50.29	25.14	13.98	<.0001
27	2	0.29	27.43	1.25	4.55	48.05	24.03	15.45	<.0001

Appendix G

IRB Approval

Consent to be a Research Participant

The purpose for this research study is to determine teacher orientation (perception about how to teach) of secondary education foreign language teachers in the state of Utah. Lori Cox, a graduate student in Spanish Pedagogy, at Brigham Young University, is conducting this study.

You were selected for participation because you are a Spanish teacher in the secondary education system in the state of Utah.

You will be asked to complete a 55-item questionnaire about the attributes of your foreign language teaching. The questionnaire should take only 10 minutes to complete after which you will be provided a stamped envelope in which to return the questionnaire by US Postal Service.

There are minimal risks and/or benefits to your participation in this study.

Participation in this research is voluntary. You may withdraw at any time without penalty or refuse to participate entirely.

Strict confidentiality will be maintained. Only the researcher will know to whom questionnaires have been sent, and all questionnaires will be returned anonymously. The only identifying elements on the questionnaire are concerning location of school, years of experience, and Spanish level taught. All data collected in this research study will be stored in a secure area and access will only be given to the researcher.

If you have any questions regarding this research project, you may contact Lori Cox,

1061 JKHB, Brigham Young University, Department of Spanish and Portuguese, 801-422-3148 or via e-mail at loricox1@msn.com.

If you have questions regarding your rights as a participant in a research project, you may contact Dr. Shane S. Schulthies, Chair of the Institutional Review Board, 120B RB, Brigham Young University, Provo, Utah 84602; phone, (801) 422-5490.

The return of this survey is your consent to participate in this research.

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APPROVED          EXPIRES
SEP 29 2003       SEP 28 2004
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