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EFFECTIVE TEACHING STRATEGIES OF FOREIGN LANGUAGES

IN SECONDARY DIVERSE CLASSROOMS

By

Helen Singletary Brinson

A Thesis
Submitted to the Faculty of
Mississippi State University
in Partial Fulfillment of the Requirements
for the Degree of Educational Specialist
in Education
in the Department of Curriculum and Instruction

Mississippi State, Mississippi

May 2005

EFFECTIVE TEACHING STRATEGIES OF FOREIGN LANGUAGES

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Pages in Study: 62

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The traditional style of teaching (teachers solely in charge of the classroom) seems to be a thing of the past, due in part, to the increasing diversity of students in the classroom. How can teachers abandon their traditional roles and adapt to the trends of teaching to promote more meaningful learning for students? To respond to the above question, the researcher investigated the degree of readiness of selected foreign language teachers teaching in culturally diverse classrooms at the secondary level in central Mississippi. All participants were purposefully selected. Methods and procedures employed were limited to observations of teachers, teacher-student interaction in the classroom, face-to-face interviews, telephone interviews, transcribed audio taped interviews of the participants and classroom artifacts.

Results indicated that all of the teachers interviewed were sensitive to the needs of their students; had traveled to the country where their foreign language was the official language; and indicated that they frequently used a variety of instructional methods including cooperative learning, peer tutoring, integrated technology, and direct instruction. Therefore, it was concluded that teachers such as the ones involved in this study could serve as excellent role models and mentors for novice teachers in secondary schools.

ACKNOWLEDGMENTS

I would like to express my gratitude and love to my late husband for his love and belief in me. Special thanks are due to Dr. William A. Person, my advisor, for his assistance in guiding me throughout the completion of my research. Sincere appreciation is also due to the other members of my committee, namely, Dr. Edmond Emplaincourt and Dr. Sue Stevens Minchew, for their tremendous support. Finally, I would like to thank my present husband for his sincere love, dedication and support.

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CHAPTER I

INTRODUCTION

The "No Child Left Behind Act" (NCLB) of 2001, signed into law by President

Bush in January 2002, brought many significant changes to schools nationwide. The

NCLB Act is designed to ensure that our nation's children get the quality education they

deserve, regardless of their origins (NCLB, 2001). States are now preparing to meet the

2004-2006 deadline for ensuring all of their teachers are highly qualified. The NCLB Act

requires states to: (a) measure the extent to which all students have highly qualified

teachers, particularly minority and disadvantaged students; (b) adopt goals and plans to

ensure all teachers are highly qualified; and (c) publicly report plans and progress in

meeting teacher quality goals.

One of the key issues of this legislative act is an emphasis on teacher quality.

Elementary, middle, and secondary teachers, new and experienced, for every academic

subject they teach, must demonstrate competence by passing a rigorous state academic

subject test or by completing coursework equivalent to an undergraduate academic

major, an advanced certification, or a graduate degree. The experienced teacher must

also pass high, objective, and uniform state standards of evaluation (HOUSSE) (NCLB,

2001).

The traditional style of teaching (teachers solely in charge of the classroom) seems to be a thing of the past. How can teachers abandon their traditional roles and adapt to the trends of teaching to promote more meaningful learning for students?

To respond to the above question, the researcher investigated the degree of readiness of five selected foreign language teachers teaching in culturally diverse classrooms at the secondary level in central Mississippi.

Problem Statement

The purpose of this study was to investigate the degree of readiness of selected foreign language teachers teaching in culturally diverse classrooms at the secondary level. This study also investigated the degree of readiness of selected foreign language teachers teaching in culturally diverse classrooms in conjunction with (a) culturally sensitive instruction; (b) culturally sensitive classroom curriculum; and (c) personal background to help shape the beliefs and practices for teaching culturally diverse students at the secondary level.

Limitations

This study confined itself to five purposefully selected foreign language teachers, teaching in culturally diverse classrooms at the secondary level in central Mississippi. Methods and procedures employed were limited to observations of teachers, teacher-student interaction in the classroom, face-to-face interviews, telephone interviews, transcribed audio taped interviews of the participants, and classroom artifacts. The

research paradigm used in this study was a qualitative design which looked for under-

standing from the participants.

Definition of Terms

The following operational definitions were used in this study:

1. <u>Cooperative learning</u> is defined as students working together in groups (usually

from two to six students) on a common task (Johnson & Johnson, 1989).

2. <u>Direct instruction</u> is a fast-paced program in which the teacher 'performs' from

a script, modeling what is to be said, signaling students to say in unison until they can

do so without hesitation, then testing verbally to see if they can say or do the task

correctly (Maloney, 1998).

3. <u>High degree of readiness </u>is defined as: (a) awareness of social and educational

issues related to cultural diversity; (b) knowledge and theory and research about multi-

cultural education; (c) understanding of how the interaction of culture, race, class,

gender, and religion influences the educational values of students, their parents, and the

community; (d) reflection on one's teaching beliefs and practices; and (e) action on

classroom teaching based on awareness, knowledge, understanding, and

reflection (Bennett,Niggle & Stage, 1991; Burstein & Cabello, 1989).

4. <u>Integrated technology </u>is defined as instruction in which the computer acts as the

teacher by presenting new information or providing guided practice (Lewis, 1993).

5. <u>Low degree of readiness</u> can be defined as a (a) lack of awareness of social and

educational issues related to cultural diversity; (b) lack of knowledge of theory and

research about multicultural education; (c) lack of understanding of how the interaction

of culture, class, gender, and religion influences the educational values of students,

their parents, and the community; (d) lack of reflection on one's teaching beliefs and

practices; and (e) lack of action on classroom teaching based on awareness, knowledge,

understanding, and reflection.

    6. <u>Peer tutoring </u>is the pairing of two students - one of whom is competent in a skill

or procedure and one who is less competent - to enhance and extend academic

instruction (Mercer, 1992).

CHAPTER II

REVIEW OF RELATED LITERATURE

<u>Introduction</u>

When making instructional decisions, effective teachers will deliberately think about the needs of the individual, the needs of the class as a whole, and their immediate and long range goals. In thinking about what constitutes "good" teaching, wise teachers need to know what is "good" for their students. Students are different and come to the classroom from all socioeconomic backgrounds. With this in mind, this investigation was developed around four related but distinct areas of classroom instruction: (a) cooperative learning; (b) integrated technology; (c) peer tutoring; and (d) direct instruction. In diverse classrooms, cooperative learning gives all students frequent opportunities to speak and foster a spirit of cooperation (esprit de corps) and friendship among classmates. Though the computer itself has many capabilities for enhancing language learning, integrating it with other technologies such as audio, video, modems, and satellite disks, the possibilities are even greater for the second language learner. Peer tutoring is effective because the tutor and the tutee are closer in knowledge and status. The tutee in a peer relation feels freer to express opinions, ask questions, and risk untested solutions. Direct instruction is fast-paced and provides constant interaction between the students and the teacher.

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Cooperative Learning

Cooperative learning refers to students working together in groups (usually from two to six students) on a common task. Effective communication and collaboration are essential to becoming a successful learner. According to Tinzmann, Jones, Fennimore, Baker, Fine, and Pierce (1990), collaborative learning affords students enormous advantages not available by more traditional instruction because a group-whether it be the whole class or a learning group within a class-can accomplish meaningful learning and solve problems better than any individual alone.

Vygotsky (1986) states that children learn when they engage in activities and dialogue with others, usually adults or more capable peers. Children gradually internalize this dialogue so that it becomes inner speech, the means by which they direct their own behavior and thinking. He goes on to argue that children interacting toward a common goal tend to regulate each other's actions. Other researchers, (Foreman & Cazden, 1986) have observed that when students work together on complex tasks, dialogue consists of mutual regulation. Together, they can solve difficult problems they cannot solve working independently.

Research conducted by Tinzmann and others (1990) states that compared to competitive or individual work, cooperation leads to higher group and individual achievement, higher quality reasoning strategies, and more new ideas and solutions to problems. In addition, students working in cooperative groups, tend to be more intrinsically curious and psychologically healthy.

Grouping students and letting them go is not enough to attain the desired outcomes. Many teachers and schools have failed to implement cooperative learning because they have not understood that cooperative skills must be learned and practiced, especially since students are used to working on their own in competition for grades (Tinzmann et al, 1990). According to Johnson and Johnson (1989) three conditions must prevail if cooperation is to work. First, students must see themselves as positively interdependent so that they take a personal responsibility for working to achieve group goals. Second, students must engage in considerable face-to-face interaction in which they help each other, share resources, challenge other group members' reasoning and ideas, give constructive feedback to each other, keep an open mind, promote a feeling of safety to reduce anxiety of all members, and behave in a trustworthy manner. The third condition, effective group process skills, is necessary for the first two to prevail. In fact, group skills are never "mastered." Students continually need to reflect on their interactions and evaluate their cooperative work.

Joliet West High School, Joliet, Illinois, is home to families living in affluence as well as families living in poverty. It is a community of approximately 100,000 diverse people in terms of socioeconomic status and of racial and ethnic background. In the mid-1980s Joliet West High School had a failure rate of 37 percent of the freshmen class in one of more classes and a high rate of referrals for discipline problems (Tinzmann et al,1990).The high school, determined to equip students with skills to succeed both in school and out, instituted a cooperative learning program exemplifying collaborative instruction.

Joliet's program TEAM (Together Each Accomplishes More) provides seminars in which freshmen participate daily. The seminars provide students with opportunities to experience small-group, cooperative learning. While learning problem-solving and decision making skills, students grouped heterogeneously with regard to ability, race, and economic level, begin to appreciate diverse cultures, abilities, and attitudes. TEAM also engages the community. For example, local hospital staff talk with freshmen about stress management and drug prevention. Other community members, as well, introduce students to career possibilities.

Joliet's success is evident not only in academic performance, but also in student attitudes, motivation, and self-esteem. Since the program's inception, the number of students earning grades in the A to C level has increased by 20 percent, and there has been a significant reduction in the number of failures among the academically at-risk group (Tinzmann et al., 1990).

Integrated Technology

The No Child Left Behind Act of 2001 (NCLB, 2001) clearly sets a goal for Limited-English-Proficient (LEP) students to meet the same challenging state academic achievement standards and state academic content standards expected of all students. The law also states that every student should be technologically literate by the eighth grade, regardless of family socioeconomic status.

According to Svedkauskaite and Reza-Hernandez (2004), using technology is a very effective tool to enrich practices for LEP students. Integrated technology as a learning tool can increase opportunities for students. Linguistic knowledge, technological literacy, and academic content understanding, according to Svedkauskaite and Hernandez (2004) should develop in order to: (a) increase strategic use of technology; (b) enhance LEP students orientation in content classrooms; (c) redefine teacher roles; and (d) increase access and equity for LEP students.

Research has highlighted many benefits of using instructional technology for LEP students. Competent use of computers prevent LEP learners from "academic and social marginalization" (Murray & Kouritizin, 1997, p. 187). Computers allow these students to have more control over the direction of their learning by controlling their autonomy, time, speed of learning, choices of topics or even their own identity (Hoven, 1992). Technology can increase their autonomy, meet specific student needs, allow for responsibility, encourage them to make decisions (Burgess & Trinidad, 1997). With the aid of technology, LEP students can learn in a rich linguistic environment, find opportunities to interact with the multicultural world, avoid embarrassment for not knowing answers, and extend their language skills (Lee, 2000; Padron & Waxman, 1996).

The classroom of the 21st Century is more individualized and student-oriented, which allows for more social interactions, cooperation, and learner communication skills of high value to LEP students (Padron et al., 1996). The teacher is not the only expert because students have their own experiences that are part of the learning

dynamics. With technology, LEP students can control and self-direct their learning and get immediate feedback. They no longer depend on direct instruction, which often limits the student to passive listening and watching the teacher. While direct teacher control is evidently lower in technology-based classrooms (e.g., a computer lab), instruction is ever more demanding on the teacher. The teacher becomes a facilitator, rather than a "deliverer or transmitter of knowledge" (Padron et al., 1996, p. 348).

Effective use of technology depends to a great extent on teachers. Many teachers continue to embed only classic technologies, such as the overhead, video, chalkboard, or TV(Anglin,1991) in classrooms as a part of everyday operations at schools. Such limited perception of technology in an incomplete picture has tainted the true meaning of technology integration. Technology integration means more than simply using the overhead projector to display information, a computer to input grades, or using the internet to research. It is about using technology as a tool to enhance learning, teaching, and multi-sensory experiences, providing "a range of pathways for students at varying levels" (Ficklen & Muscara, 2001, p.26). Supported by the No Child Left Behind Act, training teachers how to use technology remains among the highest prioritized goals concerns. Svedkauskaite and Hernandez (2004) state that teachers need to be trained to use technology and also argue that they must become competent enough to integrate technology efficiently and confidently into their lessons.

Peer Tutoring

Peer Tutoring is the pairing of two students - one of whom is competent in a skill or procedure and one who is less competent - to enhance and extend academic instruction (Mercer, 1992). Peer tutoring is another way to meet the needs of a student in a secondary diverse classroom. Peer tutoring provides three major advantages: (a) face-to-face interaction with a peer in a safe, non-threatening atmosphere to practice manipulating a new set of oral, written, and non-verbal symbols; (b) the learner is an active participant in the tasks at hand, and collaborates with the tutor toward a joint objective; and (c) the individual learner is the focus of the choice of materials and learning activities (Mosher, 2003).

Studies have been conducted to support the claim that many students may feel more at ease, and thus can concentrate better on the subject matter, with a peer tutor rather than a professional teacher or consultant (Ehly & Larsen, 1980). Both the student and tutor stand to gain something from peer tutoring. Peer tutoring is also beneficial to teachers who may not have the time to spend with each of the students one-to-one. According to Goodlad and Hirst (1989), peer tutorial sessions give students the chance to talk through problems with a qualified person, whereas students may not get the chance to do this with a teacher or professor because of the many other students in the class taking up or demanding the instructor's time.

According to a Stanford University study, peer tutoring is consistently more cost-effective than computer-assisted instruction, reduction of class size, or increased instructional time for raising both reading and mathematics achievement of both tutors

and tutees (Levin, 1984). Damon and Phelps (1989) state that peer learning approaches that focus on peer collaboration (an intense cooperative approach) to solve a problem are especially effective in creativity, experimentation, problem-solving skills and the learning of deep concepts, 'discovery learning' approach especially effective in science education.

<div align="center">Direct Instruction</div>

Direct instruction is a fast-paced program in which the teacher 'performs' from a script, modeling what is to be said, signaling students to say it in unison until they can do so without hesitation (Maloney, 1998). Direct instruction (National Clearing House for Comprehensive School Reform, (2004) evolved from the theory of instruction developed by Siegfried Engelmann of the University of Oregon. The early works of Engelmann were published in Science Research Association in 1968 under the name DISTAR. Reading Mastery, a complete, stand-alone reading and language arts program for students in grades 1-6, is the most widely recognized direct instruction program. This program uses an explicit phonics approach and emphasizes students' ability to apply thinking skills in order to comprehend what they read. Another part of the Reading Mastery program is Corrective Reading, designed for students in grades 4-12 who are two are more grade levels below grade placement (Kentucky Department of Education, 1998).

The underlying assumptions of Direct Instruction include the following: (a) disadvantaged students must be taught at a faster rate than typically occurs if they are to

succeed in school; (b) the learning of basic skills and their application in higher skills is necessary and should be the main focus of an instructional program; and (c) all children can be taught (Block, Everson & Guskey, 1995; Englemann, Becker, Carnine & Gerster, 1988).

Requirements for implementing Direct Instruction as a comprehensive schoolwide model include the following steps:

1. The district superintendent recommends the school and commits to full program implementation for all students-a five-year agreement.

2. The principal agrees to implement daily schedules, instructional programs, grouping and management procedures, and a two-to-three year timetable for implementing all activities in all grades and including all students.

3. The teachers agree and commit to following specified daily schedules, grouping students for instruction, attending scheduled pre-service and in-service training, receiving in-class monitoring and classroom assistance, and using program-specific instructional materials (Laboratory for Student Success, 1998).

CHAPTER III

METHODS and PROCEDURES

Introduction

In the present study, data were provided from the DRTQ (degree of readiness for

teaching questionnaire), a structured interview, two-follow-up telephone interviews,

and classroom observations of selected high school foreign language teachers teaching

in culturally diverse classrooms. This study resulted in an expansion of the knowledge

base in teaching foreign languages to diverse students at the secondary level; hence,

teachers should be able to use such knowledge to enhance their capacity to teach

foreign languages more effectively.

Research Questions

1. To what extent will selected foreign language teachers indicate their degree of
    readiness for teaching in culturally diverse classrooms at the secondary level?

2. To what extent will selected foreign language teachers indicate their degree of
    readiness for teaching in culturally diverse classrooms in conjunction with (a)
    culturally sensitive instruction; (b) culturally sensitive classroom curriculum;
    and (c) personal background to help shape the beliefs and practices for teaching
    culturally diverse students?

<u>Type of Research</u>

This qualitative study was performed by using case studies, classroom observations, and structured interviews. Qualitative research involves the collection and analysis of data in non-numerical form (Mertens, 2003). The underlying belief of qualitative research is that "meaning is situated in a particular perspective or context, there are many different meanings, in the world, none of which is more valid or true than another" (Gay & Airasian, 1996). Qualitative research is concerned with developing explanations of social phenomena. It aims to understand the world in which we live. Qualitative research also addresses the opinions, experiences, and feelings of individuals and this produces subjective data (Trent Focus, 2003).

Putney and Green (1999) list the following advantages of using qualitative research:

1. Qualitative approaches have provided ways of transcribing and analyzing the discursive construction of everyday events, of examining the consequential nature of learning within and across events, and of exploring the historical nature of life within a social group of setting.

2. Qualitative research provide(s) information about why and how miscommunication among actors occurs, particularly when such actors are members of different groups (Putney & Green, 1999).

On the other hand, some of the disadvantages of qualitative research include the following:

1. Current techniques of data collection typically involve semi-structured interviews that can place considerable demands of participants' time, making it difficult to recruit managers and others for whom time is often at a premium.

2. Qualitative research is a time-consuming exercise, not only in relation to the data collection process but also the process of analysis involves continual movement between the data and emerging themes to adapt and verify the repertoire framework being developed.

3. Time delays between submission and publication may mean that the findings are no longer relevant to the target audience.

4. The conclusions of qualitative research typically are disseminated through academic publications and papers, with which people who are not familiar and may find difficult to follow (Pecker & Secker, 1999).

Mertens (2003) lists the following criteria for trustworthiness:

1. Credibility---Has the researcher demonstrated that the results and conclusions are credible from the perspective of the research participants?

2. Transferability---Has the researcher provided sufficient information about the context, participants and assumptions underlying the research to allow the reader to assess the potential transferability of the findings to other settings?

3. Dependability---Has the researcher detailed each step in the research process and contextual factors that influenced decisions about the research process?

4. Confirmability---Does a critical examination of the "Chain of evidence" indicate that the researcher's conclusions are supported by the data? (p.1).

<u>Population and Sample</u>

The population included eighty-five selected foreign language teachers----

teaching in diverse classrooms. After reviewing various sampling techniques used

in qualitative research, purposeful sampling was chosen for this study. According to

Hoepfl (1994), purposeful sampling is the dominant strategy in qualitative research.

Purposeful, or non-probability sampling methods explain that the selection of subjects

or units is left to the discretion of the researcher and methods are useful for qualitative

research when the purpose is exploratory or interpretative (Lie, 1993).

There are various advantages and disadvantages of non-probability sampling methods. Advantages include the following:

1. Sampling methodology permits explorations.

2. Sampling is acceptable when the level of accuracy of the research results is not of utmost importance.

3. It requires less research time than probability sampling.

4. It often produces samples similar to the population of interest when conducted properly (Langford, 2001, p.3; Lie, 1993, p.2).

Disadvantages of non-probability sampling include the following:

1. Sampling error cannot be calculated. Thus, the minimum required sample size cannot be calculated which suggests that the researcher may sample too few or too many members of the population of interest.

2. The researcher does not know the degree to which the sample is representative of the population from which it was drawn.

3. the research results cannot be projected or generalized to the local population of interest with any degree of confidence (Langford, 2001, p.3; Lie, 1993, p.2).

<u>Instrumentation</u>

The instrument used for this research study was the Degree of Readiness for Teaching Questionnaire (DRTQ). Demographic information was obtained from each of the respondents regarding: (1) primary area of instruction; (2) other areas of instruction; (3) years of teaching experience; (4) gender; (5) highest level of education; and (6) race/ethnicity. The remaining twenty-one items were targeted to ascertain the respondents' degree of readiness for teaching in culturally diverse classrooms at the secondary level. Based on demographic information and scores on the DRTQ, the

researcher purposefully selected five (5) teachers to participate in a structured interview that lasted approximately forty-five minutes. The five teachers were chosen based upon location for convenience of the researcher. The interview questions adhered to: (1) culturally sensitive instruction; (2) culturally sensitive classroom curriculum; and (3) personal background to help shape the beliefs and practices for teaching culturally diverse students.

Since biases cannot be avoided in qualitative research, verification methods were embedded in research processes to achieve a certain extent of validity and reliability in this research study. The researcher wanted to make certain that the data collection was consistent and accurate, and that the presence of multiple constructions was adequately represented and that the interpretations of the findings were credible to match the reality. These issues were addressed and supported by prolonged engagement, persistent observation, and triangulation (Lincoln & Guba, 1985). All three of these factors were used to increase credibility of this research study. First, the study was performed over a one-year period of time. Second, intense observation and data collection were performed once the subjects were identified and secured. Finally, evidence from interviews, observations, follow-up telephone calls and document evaluation were used to support the trustworthiness of the findings.

<u>Procedure</u>

A list of secondary schools in Mississippi offering foreign languages was obtained from the Mississippi Department of Education. Letters were mailed to superintendents

representing selected counties in central Mississippi requesting permission for the district to participate in the study. Letters were mailed to superintendents of the following districts: Aberdeen, Amory, Calhoun County, Canton Public Schools, Carroll County, Choctaw County, Claiborne County, Cleveland, Clinton Public Schools, Columbus Municipal Schools, Copiah County, Drew, Durant, East Jasper Consolidated Schools, Enterprise, Forest Municipal Schools, Greenville Public Schools, Greenwood Public Schools, Grenada, Hazlehurst City Schools, Hinds County, Hollandale, Holmes County, Houston, Humphreys County, Indianola, Jackson Public Schools, Jefferson County Schools, Kemper County, Kosciusko, Lauderdale County, Leake County, Leflore County, Leland, Louisville Municipal Schools, Lowndes County, Meridian Public Schools, Monroe County, Montgomery County, Natchez/Adams, Neshoba County, Newton Public Schools, Noxubee County Schools, Okolona Separate Schools, Oktibbeha County, Pearl Public Schools, Philadelphia Public Schools, Rankin County, Scott County, Simpson County, Smith County, South Delta, Starkville Public Schools, Union Public Schools, Vicksburg Warren Schools, West Bolivar County, West Jasper County, Yazoo County Schools and Yazoo Municipal Schools. Generic copies of letters to principals, principals' consent forms, a copy of the DRTQ and a copy of the interview questions were included with the information sent to the superintendents. The superintendents were asked to sign the consent forms and return them to the researcher. One copy would be retained in the district's file.

Upon receiving responses from the superintendents, the researcher sent the same information to the principals who consented to participate in the study. Each principal

was asked to identify a foreign language teacher in his/her school who met the

following criteria: (a) demonstrates keen sensitivity for the cultural backgrounds of

students; (b) motivates students from all cultural groups; (c) uses culturally relevant

instructional activities; (d) creates a culturally sensitive classroom curriculum; and (e)

uses instructional strategies that engage all students in meaningful learning. Upon

identifying the teacher, the principal gave the identified teacher a consent form to sign

indicating his/ her willingness to participate in the study. The identified teacher was

then asked to complete the DRTQ, which took approximately ten minutes. The

identified teacher was asked to return the DRTQ and the consent forms to the

researcher in the stamped, addressed envelope that had been provided by the researcher.

After receiving and analyzing the data, the researcher purposefully selected five

teachers to participate in the structured interview.

<div align="center">Data Collection and Analysis</div>

Data sources included: (a) the DRTQ (Degree of Readiness for Teaching

Questionnaire); (b interview questions; (c) transcribed audio taped interviews with the

participants; (d) observations; and (e) two follow-up telephone interviews. The DRTQ

was hand-scored by the researcher.

The initial phase of the study began in the spring of 2002. This phase included

sending generic letters to superintendents and principals and receiving responses from the

principals and teachers. The active phase began in the spring of 2003 and lasted four

weeks. This phase included five structured interviews with transcripts of audio tapes of

one-on-one interviews with the five participants and two classroom observations. The

final phase ended with a follow-up telephone interview with two of the participants

which lasted approximately ten minutes each on May 14, 2004.

Based on the multiple data sources, the researcher used Lincoln and Guba's (1985)

constant comparative to analyze the data. After collecting data on all five teachers, the

researcher invited the teachers to participate in a ten-minute follow-up telephone

interview. Two teachers agreed to the telephone interview.

CHAPTER IV

RESULTS, DISCUSSION, AND CONCLUSION

Introduction

Chapter Four includes data analyzed from the DRTQ (Degree of Readiness for Teaching Questionnaire), interviews, observations, transcribed taped audios and the two follow-up telephone interviews. The researcher used quotes and observations from all five respondents responding to the research questions and the results of the telephone interviews.

Results

Research Question 1: To what extent will selected foreign language teachers indicate their degree of readiness for teaching in culturally diverse classrooms at the secondary level? This question was analyzed from the data of the DRTQ. The DRTQ had twenty-one statements asking the respondents to circle Yes, Unsure or No. The following points were assigned to responses: Yes = 3, Unsure = 2, and No = 1. Selected order was scored in reverse to control random selection of responses. The researcher did not select all high scores and all low scores, but a cross-section of the respondents. As predetermined by the researcher, those respondents in the 70th percentile and above

would indicate a high degree of readiness for teaching in culturally diverse classrooms at the secondary level.

Out of 21 participants, three (3) scored 46 (71.4%); two (2) scored 47 (81.0%); One (1) scored 48 (85.7%); One (1) scored 50 (90.5%); and one scored (1) 51 (100%). Nine (9) of the twenty-one participants indicated a high degree of readiness for teaching in culturally diverse classrooms at the secondary level. All participants were African American and Caucasian. The experience level of the participants ranged from five to twenty years. The five teachers interviewed were in the eight teachers who had a high degree of readiness.

Research Question 2: To what extent will selected foreign language teachers indicate their degree of readiness for teaching in culturally diverse classrooms in conjunction with (a) culturally sensitive instruction; (b) culturally sensitive classroom curriculum; and (c) personal background to help shape the beliefs and practices for teaching culturally diverse students?

The names and schools which follow were fictitiously determined by the researcher to protect the anonymity of the participants.

A. *Culturally sensitive instruction*

Josephine King works at Kilgory High School in central Mississippi. Kilgory High School provides a program of achievement which offers the facilities, the resources, and the environment for each student to reach his/her greatest potential. The school has over

1200 students in grades 9-12. Kilgory High is home to African Americans (88.6%), Caucasians (10.1%), Native Americans (0.1%), and Hispanics (0.4%).

Upon entering King's classroom, the researcher immediately discerned that this was a culturally diverse environment. King had collected maps, posters, hats, etc., that were highly visible on the walls, doors and in various locations throughout the classroom.

King was observed using 'direct instruction' in teaching the foreign language. She had made up a jingle that they had obviously learned to get a better understanding of using the *subjunctive* in Spanish. She and her students had it together. She was asking questions and the students were responding on cue. The class was lively and energetic. All of the students were participating.

In King's own words, "I learn the capabilities of my students and take it from there. I also offer various techniques. "King stated: "I try to go forward and move out of the textbooks. I teach things I feel the students need to know." King has traveled to countries where the language is spoken, which is definitely evident in her methods of teaching.

John Drew is a teacher at Fortune High School in central Mississippi. Drew has been teaching at Fortune High School for over ten years. Fortune High School includes grades 9-12 and has an enrollment of over five hundred students. The ethnicity of the school includes African Americans (45%), Asians (1%), Hispanics (1%) and Caucasians (53%).

Drew likes to use the textbook recommended by the district. In Drew's own words, "One eventually will be living outside of the community with different backgrounds and needs to be able to live with other individuals." Drew goes to say, "I am strong on visuals and want all of my students to reach their maximum potential."

Stucky has been a teacher at Greenboro High School for over fifteen years. Greenboro High School has an enrollment of over 2,000 students in grades 9-12. The ethnicity of the school includes African Americans (18%), Hispanics (1%), Caucasians (81%). Stucky and her husband have traveled and worked in many foreign countries and she incorporates all of her experiences in her teaching activities. In Stucky's own words, "All of the students in this community, of all races, grew up together."

Benjamin Cone is a teacher at Brownville High School in central Mississippi. Brownville High School has an enrollment of over 600 students in grades 9-12. The ethnicity of the school includes African Americans (98.5%), Caucasians (0,3%), Hispanics (0.3%) and Asians (0.8%). Cone pays attention to what students have learned and meets those needs. He feels that students from different backgrounds need to know about other students and their cultures. He said, "Being different is not bad. The world is getting smaller. Click the mouse and you can communicate with anyone. Do not fear--- fear is the catalyst for hate."

Cone follows the district's guidelines; however, he stated: "Considerations should be made for what students know and go from there. It is difficult to take students on the level that they come to you and account for what the district holds you accountable for and wants you to teach." Cone does not have a freedom of choice of choosing his textbooks. They are selected and approved by the district.

Elizabeth Jones teaches at Hickory High School in central Mississippi. The school has an enrollment of over 600 students in grades 9-12. The ethnicity includes African

Americans (69.7%), Hispanics (7.5%), and Caucasians (22.2%). Jones has traveled to countries where the language is spoken.

When entering Jones' classroom, the researcher noticed that all of the students' projects and the many items that she had collected in her many travels to foreign countries were highly visible throughout the classroom. Jones was incorporating *cooperative learning* and *peer tutoring.* This was quite obvious as the students worked together in groups and one-on-one and at the computer terminals. Technology was very obvious---computers, an overhead projector, a telephone, a copy machine and everything needed to enhance her teaching of a foreign language. Jones takes her students on trips outside the community, using her personal financial resources. She feels that many students will drop out and will not graduate. Many feel hopeless, useless, and have very low self-esteem. Parent participation and administrative cooperation are poor.

Jones feels that staff development needs to be incorporated in order for multicultural differences to overcome stereotyping. Jones stated: "Schools are poor and less advanced. The students come from single parent homes. You cannot teach them about upper class system because cannot relate. Their environments are entirely different." She continued, "I like the books I have and have remained with what was given to me; however, I do have the option to choose other materials."

She also said: "I make the room different every year. I arrange the classroom so that when you walk into the classroom you know that you are in a foreign language class."

B. *Culturally sensitive classroom curriculum*

Josephine King believes that a lot of repetition is done in teaching a foreign language. She also believes that you cannot speak a language by simply conjugating verbs. King stated: "I let them, the students, know that everyone makes mistakes. You cannot learn without making mistakes."

John Drew believes that you should not isolate individuals when teaching. Drew stated: "Have every student to contribute on a daily basis. Do trial and error." He went on to say, "Go with your gut reactions, experiences, and be inclusive." Drew follows the prescribed curriculum and uses Total Physical Response (TPR) as one of his methods of teaching. Total physical response involves the students physically acting out commands given by the teacher.

Catherine Stucky is not certain that she has the needed personal qualities for teaching. Some may be effective. In Stucky's own words, "One needs to know that students are people." "New teachers are afraid and want to learn." She goes on to say, "One should go in as a person and everything will fall into place."

Benjamin Cone says that, "You have to show their personalities." Cone challenges the students to tell him what they think. He allows them to work within their own cultural backgrounds. He believes that it takes work to make students understand and he encourages them to think for themselves.

Elizabeth Jones goes by the Mississippi framework to meet the criteria. She has lived in countries where the language is spoken and has experienced other cultures. She said that the students think that "Spanish is Mexico." Jones believes that "It is really

important to get students to learn about each other and about other cultures." Jones instills in her students not to look down on Hispanics just because they are different. One should look for the "good things" and compare "traditions, religions, and historical traditions."

C. *Personal background to help shape the beliefs and practices for teaching culturally* diverse *students*

Josephine King of Kilgory High School has a sincere love for students who are diverse. She grew up in a community where everyone was the same. King stated: "If one can travel, he or she has an opportunity to interact and find out about other cultures." In her own words, "I have lived in the country where the language is spoken and I try to incorporate all my experiences into my daily lesson plans."

John Drew of Fortune High School says that, "Teaching a group of individuals begins with a balancing act. "He goes to say that "One has to fit the individual needs and adjust accordingly. Do not lessen your expectations, but realize that people do not see things the same way you do and do not experience things the same way you do." Drew has a strategy. "You determine where the students are and go from there. Be patient of every learning experience and realize that everyone does not or may not be able to meet the criteria in the same way." Drew has lived and worked in New York and has always had an interest in languages. He goes on to say that "Teaching is not a gold mine, but a mind to be tapped."

Catherine Stucky of Greenboro High School is sensitive to the fact that all of us do not see things in the same way. She found herself, when in a different culture, very

diverse and very alone. The challenge, to her, is that she teaches the individual. She says, "Every child knows that I know that he or she is there." "All of us are members of one group, not separate. "Stucky sees herself as an "Animal Kingdom." She considers herself "a mother duck and all are following her and all are of different colors. All are not following but going in the same direction, not a straight line, but indeed headed in the same direction."

Benjamin Cone of Brownville High believes that it is important for teachers to be aware of the cultural background and the beliefs of their students. Cone had a sheltered life. He attended twelve years of private school and went on to a private college. In Cone's own words, "One needs to be very open, listen with the heart. I am an artist. I create art. Doing things for students is an art." Some days Cone has no ideas, and other days he has plenty of ideas. Cone said that "The students need me. I need them." "All students are like a canvas, and I paint a little at a time." "A well-educated student is a work of art."

On the other hand, Elizabeth Jones of Hickory High School grew up overseas, traveling with her father and mother. She does not see students being challenged in the area where she works. The students seem to think that the area where they live is where they belong and do not want to venture out. Jones has one-on-one interviews with her students each semester to try to find out about their cultural and family backgrounds. According to Jones, there is a huge administrative problem and the administrators do not encourage parental involvement. Jones said that as a military child she was always surrounded by foreign students. She takes her students on field trips in order for them to

enjoy and be around other people, other cultures, and to know that there are other places

other than where they live. In her own words, "I want the youth to open their eyes to the

world, to experience other cultures."

Follow-Up Telephone Interview Questions

A ten-minute telephone interview was done with two of the five teachers who

participated in the forty-five minute structured interview. The teachers were asked the

following questions:

1. During a course of a typical week of teaching, to what extent do you use the following
   methods of instruction:? (a) cooperative learning; (b) direct instruction; (c)
   peer tutoring; and (d) integrated technology.

2. What instructional strategies do you use and what personal qualities do you have that
   enable you to help all students achieve without causing them to lose a sense of
   personal and cultural identity?

   a. How did you develop these strategies?
   b. How did you develop these personal qualities?
   c. What suggestions do you have for other teachers, especially beginning teachers, to
      develop strategies and personal qualities that are effective in meeting the needs of
      culturally diverse students?

Josephine King uses (a) cooperative learning two to three times a week; (b) direct

instruction four or five times everyday; (c) peer tutoring two to three times a week; and

(d) integrated technology two to three times a week.

King relies on students and keeps in contact with them. King is always aware and

does not do the same thing all the time the same way. She is sensitive to the students'

feelings and knows that they need to be motivated. She always says that "One needs to

remember himself/herself as a student. Put yourself in the student's place." She goes on

to say, "You need to know how to approach students and be sensitive to their needs."

Elizabeth Jones uses (a) cooperative learning at least four times a week; (b) direct

instruction is used at least four times a wee; (c) peer tutoring is used once a week; and

(d) integrated technology is used at least twice a week.

Jones also looks at her culture and her social background to try to get a grasp of

her students' backgrounds. She has traveled to different countries and has gotten outside

of her comfort zone. Jones is not afraid to spend time in other countries. She believes that

teachers need to "Stand Out." She goes on to say that "You should really study the

student and do activities to find out about the student, like doing a "family tree."

Discussion

Results from this study indicated that all teachers interviewed were sensitive to

the needs of their students; had lived and traveled extensively in foreign countries; and

realized that all students were not the same and could not reach the anticipated level of

achievement at the same time. Additionally, the teachers wanted all of their instructional

activities to reflect current knowledge of effective strategies that they had adapted and

personalized to meet their students needs. Finally, these teachers used strategies to

enhance their capacity to teach students effectively.

Although all of the teachers interviewed were found to be innovative and creative,

they all were bound by the district's curriculum and choice of textbooks. They were all

concerned about their students' performance in school, and this concern determined how

they perceived and responded to their students. Their instructional decisions relied

 heavily upon their background knowledge of the students. As indicated earlier, one of

the participants conducts one-on-one interviews with her students each semester to find

out more about their cultural and family backgrounds.

Conclusion

There were several commonalities among the five teachers interviewed in this study.

They were all veteran teachers with teaching experience ranging from five to twenty

years. The level of educational attainment for all the teachers was a master's degree.

Also, all of the teachers had traveled to the country where their foreign language was the

official language. Additionally, they all believed that teachers should be aware of the

cultural backgrounds and experiences of their students. Finally, they all indicated that

they used a variety of instructional methods including cooperative learning, peer tutoring,

integrated technology, and direct instruction. It is concluded, therefore, that teachers

such as the ones involved in this study would make excellent role models and mentors for

novice teachers in secondary schools.

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APPENDIX A

DRTQ (DEGREE OF READINESS FOR TEACHING QUESTIONNAIRE)

Degree of Readiness for Teaching Questionnaire (DRTQ)

1. Primary area of language instruction: (Circle)
   (1) French
   (2) German
   (3) Japanese
   (4) Latin
   (5) Spanish
   (6) Other, (Specify) _____

2. Other areas of instruction: (Specify) _____

3. Years of teaching experience: (Circle)

   (1) 0-5
   (2) 6-10
   (3) 11-15
   (4) 16-20
   (5) 21 or more

4. Gender (1) Male (2) Female

5. Highest level of education:
   (1) Bachelor
   (2) Master of Arts
   (3) Educational Specialist
   (4) Doctorate

6. Race/Ethnicity
   (1) Caucasian
   (2) Black
   (3) Hispanic
   (4) Asian/Pacific Islander
   (5) American Indian/Alaskan Native
   (6) Other_____

Directions: The purpose of this survey is to ascertain your degree of readiness for teaching in culturally diverse classrooms at the secondary level. This survey should take approximately ten minutes. Please circle the number indicating your most accurate response to each statement.

	Yes	Unsure	No
	3	2	1

1. I can explain how my autobiography influences the values and beliefs I hold for making classroom decisions about curriculum instruction.   3   2   1

2. I believe that more problems than assets surround cultural diversity at school.   3   2   1

3. I can develop strategies that engage all students in instruction and that help them express themselves confidently in school.   3   2   1

4. I'm unsure how biases and stereotypes that I might have for other cultural groups could unintentionally influence my classroom instruction.   3   2   1

5. I can identify subtle forms of racism including unintended cultural bias, that might influence my teaching.   3   2   1

6. I have limited cross-cultural experiences.   3   2   1

7. I accept and affirm students' usage of nonstandard English.   3   2   1

8. I am comfortable conferencing with parents of diverse cultures.   3   2   1

9. I have a limited understanding if how sociocultural and/or cognitive factors related to students diversity could influence my personal and academic relationship with students.   3   2   1

10. I believe that limited-English-proficiency (LEP) students need lower-level work.   3   2   1

11. I can explain how culture enhances students' learning of academic content.   3   2   1

12. I know how to design and implement lessons that are instructionally appropriate and academically challenging for all students.   3   2   1

13. I have limited understanding of the complex relationship
   among society, schools, and ethnicity.   3   2   1

14. I would rather teach in monocultural settings.   3   2   1

15. I'm unsure about the cultural qualities of social groups other
   than my own.   3   2   1

16. I am able to describe the relationship between local
   communities and schools in all economic and social areas,
   especially urban public schools where students are
   frequently disadvantaged.   3   2   1

17. I am comfortable teaching in culturally diverse classrooms
   with students who share different value systems.   3   2   1

18. I am able to tailor instruction to the needs of all my students.   3   2   1

19. I believe that some minority groups, such as Blacks and
   Hispanics, may not be as capable of learning as other minority
   groups.   3   2   1

20. I can describe the historical antecedents to the marginalization
   of Black and Hispanic students at school.   3   2   1

21. I prefer teaching students who share my social class
   cultural background.   3   2   1

Powell, R., Zehm, S. & Garcia, J. (1996). *Field experience: Strategies for exploring diversity in schools.* Prentice Hall: New Jersey.

APPENDIX B

INTERVIEW QUESTIONS

Interview Questions

1. What sensitivity do you have for teaching students who are ethnically diverse? How did you develop this sensitivity?

2. How can teachers develop a readiness for teaching in ethnically diverse classrooms, especially beginning teachers who have had limited experience with ethnic social groups other than their own?

3. What advice would you give a teacher, just starting out in a multicultural school, who has only limited, or possible no, multiethnic and multicultural experiences inside or outside school?

4. Generally speaking, how can schools improve instruction for culturally/ethnically diverse schools?

5. We often hear the phrase, "Good teachers believe that all students are capable of learning, regardless of stanine groups and tracking." What does this statement mean to you?

6. What instructional strategies do you use and what personal qualities do you have that enable you to help all students achieve without causing them to lose a sense of personal and cultural identity?

   a. How did you develop these strategies?
   b. How did you develop these personal qualities?
   c. What suggestions do you have for other teachers, especially beginning teachers, to develop strategies and personal qualities that are effective in meeting these needs of ethnically diverse students?

7. Why should schools (and teachers) whose students are mostly monoethnic (e.g., mostly Black, mostly White, mostly Hispanic) develop culturally sensitive instruction, especially if the local community where students live is also monoethnic?

8. What is the greatest challenge in your teaching right now?

9. Your principal said that you are very good at meeting the needs of a diverse student population. Why do you think he or she said that?

10. What is the nature of your classroom curriculum?

    a. What part(s) of your curriculum resembles the curriculum prescribed by the district?

    b. What part(s) of it have you created?

    c. How does your classroom curriculum align with the needs of your students, given their ethnic and cultural diversity?

11. On what do you base your classroom curricular decisions; that is, what has been the greatest influence on the decisions that you make about how to teach?

12. How much freedom do you have in selecting the instructional materials you now use?

13. Describe your classroom learning environment. In other words, if I looked into your classroom for the first time, what kind of classroom environment would I see?

14. What metaphor would you use for yourself as a teacher of ethnically diverse students? Why is this metaphor appropriate for describing your instruction?

15. Tell me what you know about the cultural and/or ethnic patterns of your students. For example, how are Hispanic students different in their social and academic needs from Black students? from Asian students? from White students? etc.

16. What experiences comprised your formative years as a student?

    a. Elementary and secondary schools attended? ethnic diversity of schools?

    b. Best teachers? ethnic diversity of teachers?

    c. Peer groups? ethnic diversity of groups?

    d. Other?

17. What else have you done for a living other than teach, if anything? Explain.

18. What experiences have you had with minority and majority social groups, if any, outside school? How has this influenced your ability to interact with students in school?

19. What factors influenced your decision to become a teacher?

20. What is the relationship between your autobiography and your classroom instruction?

    a. What part(s) of your curriculum is prescribed by the district?
    b. What part(s) of it have you created?
    c. How does your classroom curriculum align with the needs of your students, given their ethnic and cultural diversity?

Powell, R., Zehm, S. & Garcia, J. (1996). *Field experiences: Strategies for exploring diversity in schools.* Prentice Hall: New Jersey.

APPENDIX C

FOLLOW-UP TELEPHONE INTERVIEW QUESTIONS

Follow-Up Telephone Interview Questions

A ten-minute telephone interview was done with two of the five teachers who

participated in the forty-five minute structured interview. The teachers were asked the

following questions:

1. During the course of a typical week of teaching, to what extent do you use the
   following methods of instruction:? (a) cooperative learning; (b) direct instruction; (c)
   peer tutoring; and (d) integrated technology.

2. What instructional strategies do you use and what personal qualities do you have that
   enable you to help all students achieve without causing them to lose a sense of
   personal and cultural identity?

   a. How did you develop these strategies?
   b. How did you develop these personal qualities?
   c. What suggestions do you have for other teachers, especially beginning teachers, to
      develop strategies and personal qualities that are effective in meeting these needs
      of ethnically diverse students?

APPENDIX D

SAMPLE SUPERINTENDENT PERMISSION REQUEST LETTER
AND CONSENT FORM

College of Education
P.O. Box 9710
Mississippi State, MS 39762

Dear Superintendent:

I am an educational specialist student at Mississippi State University and am investigating the effective teaching strategies of foreign languages in secondary diverse classrooms. Your assistance in this effort would be greatly appreciated.

Eighty-five Mississippi high schools have been selected to participate in the research which is under the direction of Dr. William A. Person, Professor of Curriculum and Instruction and the Interim Director of the Office of Graduate Studies at Mississippi State University.

This study will result in the expansion of the knowledge base in the teaching-learning process at the secondary level; hence, it is anticipated that teachers will be able to use such knowledge to enhance their capacity to teach effectively. Each teacher will also be offered a copy of the results of the study.

Permission to conduct this study has been granted by the Institutional Review Board for the Protection of Human Subjects at Mississippi State University. Such permission requires certification that subjects will not be psychologically harmed in any way; may participate only on a voluntary basis; may withdraw at any time; may refuse to answer any specific question that may be asked of them and their identification will be held strictly confidential.

The identified teacher will be asked to complete the Degree of Readiness for Teaching Questionnaire (DRTQ). The completion of the DRTQ will take no longer than ten minutes. Five teachers from the group completing the DRTQ will also be asked to participate in a structured interview to a predetermined set of questions. Each interview will be scheduled for approximately 45 minutes.

I can be contacted at (601) 981-3319, or I can also be reached at (601) 977-7762 or via e-mail at helen.brinson@tougaloo.edu or hsb2@msstate.edu. Thank you in advance for your assistance.

Please respond using your district's letterhead.

Sincerely,

Helen Singletary-Brinson

cc: Dr. William A. Person

Enclosures

<div align="center">

Consent Form

Helen Singletary-Brinson
Mississippi State University
College of Education

</div>

Title of Study: Effective Teaching Strategies of Foreign Languages in Secondary Diverse Classrooms

Study Site: _____District

The purpose of this study is to investigate the effective teaching strategies of foreign languages in secondary diverse classrooms.

Eighty-five foreign language teachers from 85 high schools in Central Mississippi will be asked to complete the Degree of Readiness for Teaching Questionnaire (DRTQ). The completion of the DRTQ will take no longer than ten minutes. (See attached). Each teacher will be chosen by his/her high school principal by using specific Criteria identified in the letter to the principal. (See attached).

The researcher will then randomly select five teachers to participate in a structured interview to a predetermined set of questions. (See attached). Each interview will be scheduled for approximately 45 minutes.

_____District participant is participating in this study freely, and understands that he/she can withdraw from the study at any time, without any penalty. All the information about the participant will be kept confidential and his/her identity will not be revealed to any individual"*. (Also, please note that these records will be held by a state entity and therefore subject to disclosure if required by law"). If you need additional information about this study, you are free to call (601) 981-3319. I can also be reached at (601) 977-7762 or via e-mail at helen.brinson@tougaloo.edu or hsb2@msstate.edu. You may also contact the MSU Regulatory Compliance Office at (662) 325-0994 for additional information regarding human research.

_____District participant will not face any discomfort or risk by participating in this study. This study will result in an expansion of the knowledge base in
<div align="center">53</div>

the teaching-learning process at the secondary level; hence it is anticipated that teachers will be able to use such knowledge to enhance their capacity to teach students effectively.

_____ _____ _____
Name (Please Print) Superintendent Signature   Date

_____ _____ _____
Name (Please Print) Investigator   Signature   Date

APPENDIX E

SAMPLE PRINCIPAL PERMISSION LETTER AND CONSENT FORM

College of Education
P.O. Box 9710
Mississippi State, MS 39762

Dear Principal:

I am an educational specialist student at Mississippi State University and am investigating the effective teaching strategies of foreign languages in secondary diverse classrooms. Your assistance in this effort would be greatly appreciated.

Eighty-five Mississippi high schools have been selected to participate in the research which is under the direction of Dr. William A. Person, Professor of Curriculum and Instruction and the Interim Director of the Office of Graduate Studies at Mississippi State University.

Please identify a foreign language teacher in your school who, in your judgment, is very effective at meeting the needs of all students. I want to study a teacher who very clearly exhibits the following criteria:

1. Demonstrates keen sensitivity for the cultural backgrounds of students
2. Motivates students from all cultural groups
3. Uses culturally sensitive instructional activities
4. Creates a culturally sensitive classroom curriculum
5. Uses instructional strategies that engage all students in meaningful learning

This study will result in an expansion of the knowledge base in the teaching-learning process at the secondary level; hence it is anticipated that the teachers will be able to use such knowledge to enhance their capacity to teach students effectively. Each teacher will also be offered a copy of the results of the study.

Permission to conduct this study has been granted by the Institutional Review Board for the Protection of Human Subjects at Mississippi State University. Such permission requires certification that the subjects will not be psychologically harmed in any way; may participate only on a voluntary basis; may withdraw at any time; may refuse to answer any specific question that may be asked of them and their identification will be held strictly confidential.

The identified teacher will be asked to complete the Degree of Readiness for Teaching Questionnaire (DRTQ). The completion of the DRTQ will take no longer than ten minutes. The identified teacher will also be asked to participate in a structured interview

to a predetermined set of questions. Each interview will be scheduled for approximately 45 minutes.

Since the completion of the instrument will take only 10 minutes, I do hope that the teacher selected at your school will participate in this professional activity. The results will be used in my thesis. All answers given will be treated as given anonymously.

I am enclosing a self-addressed, stamped, large envelope. The identified respondent should place the Degree of Readiness for Teaching Questionnaire (DRTQ), in the envelope, seal the envelope and return it to me as soon as possible.

I can be contacted at (601) 981-3319, or I can also be reached at (601) 977-7762 or via e-mail at helen.brinson@tougaloo.edu. Thank you in advance for your assistance.

Please respond using your school's letterhead.

Sincerely,

Helen Singletary-Brinson

cc: Dr. William A. Person

Enclosures

Consent Form

Helen Singletary-Brinson
Mississippi State University
College of Education

Title of Study: Effective Teaching Strategies of Foreign Languages in Secondary Diverse Classroom

Study Site: _____High School

The purpose of this study is to investigate the effective teaching strategies of foreign languages in secondary diverse classrooms.

Eighty-five secondary foreign language teachers from 85 high schools in Central Mississippi will be asked to complete the Degree of Readiness for Teaching Questionnaire (DRTQ). The completion of the DRTQ will take no longer than ten minutes. (See attached). Each teacher will be chosen by his/her high school principal by using special Criteria identified in the letter to the principal. (See attached).

The researcher will then randomly select five of the teachers to participate in a structured interview to a predetermined set of questions. (See attached). Each interview will be scheduled for approximately 45 minutes.

_____High School participant is participating in this study freely, and understands that he/she can withdraw from the study at any time, without any penalty. All the information about the participant will be kept confidential and hi/her identity will not be revealed to any individual"*. (Also, please note that these records will be held by a state entity and therefore are subject to disclosure if required by law"). If you need additional information about this study, you are free to call (601) 981-3319. I can also be reached at (601) 977-7762 or via e-mail at helen.brinson@tougaloo.edu or hsb2@msstate.edu. You may also contact the MSU Regulatory Compliance Office at (662) 325-0994 for additional information regarding human participation in research.

_____High School participant will not face any discomfort or risk by participating in the study. This study will result in an expansion of the knowledge base in the teaching-learning process at the secondary level; hence it is anticipated that teachers will be able to use such knowledge to enhance their capacity to teach students effectively.

You are provided one copy to sign and return, and one copy to keep. Please use your district's letterhead when responding,

_____   _____ _____
Name (Please Print) Principal   Signature   Date

_____   _____ _____
Name (Please Print) Investigator   Signature   Date

APPENDIX F

SAMPLE TEACHER PERMISSION LETTER AND CONSENT FORMS

College of Education
P.O. Box 9710
Mississippi State, MS 39762

Dear Teacher:

I am an educational specialist student at Mississippi State University. As part of the requirements for completing my program of study, I am investing the effective teaching strategies of foreign languages in secondary diverse classrooms in Mississippi.

You have been identified by your principal as a potential participant in this research effort which is under the direction of Dr. William A. Person, Professor of Curriculum and Instruction and the Interim Director of the Office of Graduate Studies. Since the completion of the instrument will take no more than ten minutes, I do hope that you will participate in this professional activity.

Permission to conduct this study has been granted by the Institutional Review Board for the Protection of Human Subjects at Mississippi State University. Such permission requires certification that subjects will not be psychologically harmed in any way; may participate only on a voluntary basis, may withdraw at any time; may refuse to answer any specific question that may be asked of them and their identification will be held strictly confidential.

Your signature on the attached consent form represents your willingness to assist me in this endeavor.

Please follow the instructions for completing the instrument. After completing the instrument, place it in the enclosed envelope, along with the consent form, seal the envelope, and return to me as soon as possible.

I can be reached at (601) 981-3319, or I can also be reached at (601) 977-7762 or via e-mail at helen.brinson@tougaloo.edu or hsb2@msstate.edu. Thank you in advance for your assistance.

Sincerely,

Helen Singletary-Brinson

cc: Dr. William A. Person

Enclosures

Consent Form

College of Education
P.O. Box 9710
Mississippi State, MS 39762

Dear Teacher:

I am an educational specialist student at Mississippi State University. As part of the requirements for completing my program of study, I am investigating the effective teaching strategies of foreign languages in secondary diverse classrooms in Mississippi.

Eighty-five secondary foreign language teachers from 85 high schools in Central Mississippi will be asked to complete the Degree of Readiness for Teaching Questionnaire (DRTQ). The completion of the DRTQ will take no longer than ten minutes. (See attached). You have been identified by your principal as a potential participant in this research effort which is under the Direction of Dr. William A. Person, Professor of Curriculum and Instruction and the Interim Director of the Office of Graduate Studies.

Please complete the enclosed Degree of Readiness for Teaching Questionnaire (DRTQ) and mail to me ASAP. (See attached). There is a possibility that you will be asked to participate in a structured interview to a predetermined set of questions. Each interview will be scheduled for approximately 45 minutes.

Permission to conduct this study has been granted by the Institutional Review Board for the Protection of Human Subjects at Mississippi State University. Such permission requires certification that subjects will not be psychologically harmed in any way, may refuse to answer any specific question that may be asked of them and their identification will be held strictly confidential and his/her identity will not be revealed to any individual"*. (Also, please note that these records will be held by a state entity and therefore subject to disclosure if required by law"). If you need additional information about this study, you are free to call (601) 981-3319). I can also be reached at (601) 977-7762 or via e-mail at helen.brinson@tougaloo.edu or hsb2@msstate.edu. You may also contact the MSU Regulatory Compliance Office at (662) 325-0994 for additional information regarding human research participation in research.

You are provided one copy to sign and return, and one copy to keep.

_____   _____   _____

Name (Please Print) Teacher   Signature   Date

_____   _____   _____
Name (Please Print) Investigator   Signature   Date

Consent Form Interview

College of Education
P.O. Box 9710
Mississippi State, MS 39762

Dear Teacher:

I am an educational specialist student at Mississippi State University. As part of the requirements for completing my program of study, I am investigating the effective teaching strategies of foreign languages in secondary diverse classrooms in Mississippi.

You have been identified by your principal as a potential participant in this research effort which is under the direction of Dr. William A. Person, Professor of Curriculum and Instruction and the Interim Director of Graduate Studies. There is a possibility that you will be asked to participate in a structured interview to a predetermined set of questions. Each interview will be scheduled for approximately 45 minutes.

Permission to conduct this study has been granted by the Institutional Review Board for the Protection of Human Subjects at Mississippi State University. Such permission requires certification that the subjects will not be psychologically harmed in any way; may refuse to answer any specific question that may be asked of them and their identification will be held strictly confidential and his/her identity will not be revealed to any individual." (Also, please note that these records will be held by a state entity and therefore subject to disclosure if required by law.") If you need additional information about this study, you are free to call (601) 981-3319. I can also be reached at (601) 977-7762 or via e-mail at helen.brinson@touhaloo.edu or hsb2@msstate.edu. You may also contact the MSU Regulatory Compliance Office at (662) 325-0994 for additional information regarding human participation in research.

I will contact you to make arrangements for the time and location of the interview after I have received your consent form.

You are provided one copy to sign and return, and one copy to keep.

_____   _____   _____

Name (Please Print) Teacher   Signature   Date

_____   _____   _____
Name (Please Print) Investigator   Signature   Date