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Examining World Language Teachers' Maximized Target Language Use In The Teaching Of Novice Learners

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EXAMINING WORLD LANGUAGE TEACHER'S MAXIMIZED LANGUAGE USE IN THE TEACHING OF NOVICE LEARNERS

by

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DISSERTATION

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Approved By:

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Advisor   Date

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DEDICATION

I dedicate this work to my husband Jorge, my adult children, Marcos and Lucas, and to my

parents. Your constant support, patience, and belief in me have been crucial for me to reach this

terminal academic accomplishment.

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This dissertation is the result of many years of in depth research and professional growth on an area that has always fascinated me: Maximizing the TL with novice learners to assist them develops language proficiency over time. I would like to express my sincere appreciation to my dissertation chair, Dr. Christina Passos DeNicolo, whose mentorship was invaluable in all the preparation stages towards my dissertation. I have grown consistently as a professional educator and administrator as well as a researcher during these years under Dr. Passos DeNicolo's guidance and support.

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CHAPTER 1 INTRODUCTION

This mixed methods research study attempts to provide some new insights on effective target language (TL) use for world language teachers of novice learners. Gaining a clear understanding on how effective world language teachers construct their discourse in the TL and which strategies they use to maximize TL use with novice learners will contribute to enhance language instruction, and, eventually, learners develop higher levels of language proficiency. In this first chapter, I discuss current world languages perspectives in the United States and the necessary shift from traditional ways of teaching grammar and vocabulary to teaching language communicatively, with emphasis on standards-based, proficiency-based approach. I also present relevant studies on teacher discourse in the TL and the challenges associated with the use of maximized TL with novice learners.

The Status of Foreign Language Education in the United States

The United States is undoubtedly a nation of immigrants, a microcosm of humanity. This nation has a distinctive feature: the American culture has been formed and shaped by the interaction of subsidiary cultures. The message "E Pluribus Unum", which means "one among several" laid out in the U.S. Constitution, recognizes this diversity of voices and cultures, which is visible in the U.S. music, arts, literature, food, clothes, sports, celebrations, customs, and language use. According to a report Vespa, Armstrong, and Medina (2018) from the U.S. Census Bureau, "In 1900, roughly one in eight people in the United States were a race other than White. That figure began to rise in 1970. By 1990, nearly one in five people were a race other than White" (p. 8).

Most importantly, the United States is projected to continue becoming a more racially and ethnically pluralistic society, as the number of people of different ethnic groups in the United States has been growing steadily over the last decade. Colby and Ortman (2015) reported that,

> The United States is projected to become more racially and ethnically diverse in the coming years. […] Over the next decade, that proportion of people in the United States from a race other than White continued to rise to one in four people. In coming decades, the racial composition of the population is projected to change even further, so one in three Americans—32 percent of the population—is projected to be a race other than White by 2060 (p. 8).

Vespa et al. (2018) concluded that, "By 2044, more than half of all Americans are projected to belong to a minority group (any group other than non-Hispanic White alone); and by 2060, nearly one in five of the nation's total population is projected to be foreign born" (p. 1).

Despite the current and growing diversity, only a small percentage of the population speaks a foreign language (or world language, which is the term I will use in this dissertation). Rumbaut (2009), as cited by Rumbaut and Massey (2014) explained that,

> The great American paradox is that while the United States historically has been characterized by great linguistic diversity propelled by immigration, it has also been a zone of language extinction in which immigrant tongues die out to be replaced by monolingual English. Although ethnic identities may survive in some form into the third and fourth generations, immigrant languages generally suffer early deaths (p. 1).

The American Council on the Teaching of Foreign Languages (ACTFL) World-Readiness Standards for Learning Languages, in its Philosophy Statement (2015) stated, "The United States must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad" (p. 7). The ACTFL video "Lead with Languages*"* (2016), that was created to advocate on the importance of learning languages for American citizens and urge them to learn languages, explains that, "English is not any more the only language of communication in the world." There is urgency for Americans to develop language proficiency to communicate with 75% of the world population, who do not speak any

English, as well as with the non-speaking growing economies. Multilingualism and multiculturalism are necessary for commerce, diplomacy, and careers in today's complex world. The ACTFL World Readiness Standards for Learning Languages (2015) claimed that,

> The ability to communicate with respect and cultural understanding more than one language is an essential element of global competence. This competence is developed by investigating the world, recognizing and weighing perspectives, acquiring and applying disciplinary and interdisciplinary knowledge, communicating ideas, and taking action. (…) Language learning contributes to an important means to communicate and interact in order to participate in multilingual communities at home and around the world. This interaction develops the disposition to explore the perspectives behind the products and practices of a culture and to value such intercultural experiences (p. 11).

Thus, being able to communicate effectively with native speakers of other languages needs to become a more common norm in the United States.

Moreover, several research studies indicate that learning another language contributes to brain development that supports learners' performance at higher levels in other subjects. Curtain and Dahlberg (2016) reported on a number of studies that show correlations between world language study and other academic areas, such as English language arts and mathematics. Cooper, Yanosky, Wisenbaker, Jahner, Webb, and Wilbur (2008) found that students who studied a language score higher than those who did not in the Preliminary-SAT (PSAT) exam. Additional studies found that second or multilingual learners demonstrate the ability to think divergently (Cade, 1997). Bialystok (2005) concluded that bilinguals are more advanced in solving problems that require misleading information.

Despite the multiple benefits of learning languages, world language education has not been a priority in the United States for many years. It was in the 18th and 19th centuries when foreign language instruction started in the United States with an exclusive emphasis on reading and writing as well as on translation. For many decades, the focus of foreign language instruction

was exclusively on teaching the grammar and vocabulary of world languages (Brown, 2001; Shrum and Glisan, 2016). Burke (2011) concluded that,

> Many classroom teachers, especially those teaching beginning and intermediate-level language classes, continue to focus primarily on grammar and translation, and use English as the medium of instruction, thus failing to help students develop an appropriate degree of communicative competence in the world language they study (p. 714).

The natural outcome has been that students are able to talk about the mechanics of the language (grammar) and the elements of culture/s in English, but rarely, able to use the language for communication and interaction in the TL (ACTFL Standards for Foreign Language Learning, 2006). Burke (2015) explained the reason for this outcome, "Too many students were studying languages for many years without being able to carry on a genuine conversation in that language world language" (p. 70).

It was in the 20th and 21st centuries, when research in psychology, linguistics, and second language acquisition (SLA) started influencing the understanding of the process of learning foreign languages. This significant shift towards using languages for real life, interactive, and social purposes, and the teaching of language communicatively rapidly advanced, mostly influenced by Vygotsky's sociocultural theory in 1978. Ellis (2008) acknowledged the emergence of "sociocultural SLA" as the major theoretical development in SLA in the last decade. Shrum and Glisan (2016) stated, "Of importance to foreign language teachers is that the SLA community has increasingly recognized the pivotal role of language use in social interaction in facilitating language acquisition. The mediation provided by others in social interaction is the key to second language acquisition" (p. 23).

The Shift to Communicative Language Teaching and its Focus on Language Proficiency

The field of world languages has been changing dramatically since 1999, when the ACTFL released the Standards for Foreign Language Learning in the 21st Century (1999), which

identified clear expectations for second language learners and described what students can do with language. The standards revolutionized the field of world language instruction that had been stagnant for many decades and promoted a change in how languages are taught. The standards are known as the 5 Cs: Communication, Cultures, Connections, Comparisons, and Communities. These standards imply that world language teachers gear their instruction around three modes of Communication: interpretive, interpersonal, and presentational, leaving aside practices that focused on teaching grammar and vocabulary in isolation.

Aligning the world language curriculum to the ACTFL Standards has been the focus of development in many classrooms for more than a decade. However, it was the release of the World Readiness Standards for Language Learning (2015), which defines what learners should know and be able to do in language learning, what led to the greatest shift in language teaching. The standards emphasize the importance of promoting the use of the TL in the classroom, and meaningful, purposeful, communicative, contextualized language instruction, instead of the old focus on accuracy and form.

Thus, since the publications of the standards, world language teachers have been urged to shift their instruction to effectively support language learners in developing language proficiency in at least a world language other than English. Equipping learners with the tools to actively participate in the 21st Century's global society and economy and multilingual-multicultural society requires the implementation of standard-based, proficiency-oriented teaching approaches, which means that teachers need to maximize the TL in the classrooms and promote its use among learners in the classroom and beyond. However, Burke (2011) explained that, "Even nineteen years after the National Standards (1999) were created, teachers consistently use a traditional approach to language teaching, teaching to the four skills and teaching for

mastery and grammatical accuracy, leaving many students with little to no ability to communicate even after four years of high school language study" (p. 2).

Despite the fact that there is a growing interest among world language teachers to learn how to make the shift happen in their classroom and enhance their language instruction for improved learners' language proficiency, the problem they face is then how to effectively translate the standards into their classrooms and promote the use of maximized TL use in the classroom via effective strategies. Burke (2015) pointed out that,

> For the most part, teachers have responded well to the challenge of speaking the target language in class more often – at least in theory. Teachers have arrived in droves at conferences and workshops to learn strategies to increase target language use and improve student proficiency. But what do these teachers do when they go back to their classrooms? Do they implement the proficiency-based methods they learned about? And what is happening with the many teachers who can't or don't attend conferences? (p. 71).

The Teacher's Use of the TL 90% Plus

Best practices have urged world language educators to consistently maximize the use of the TL. In 2010, ACTFL recommended in its position statement that language educators use the TL 90% or more of the instructional time (Appendix I). Again, in 2015, ACTFL recommended that "language educators and their students use the TL as exclusively as possible (90% plus) at all levels of instruction during instructional time and, when feasible, beyond the classroom" (p. 1). Moreover, ACTFL emphasized the need to "facilitate comprehension, support meaning making, and maximize the TL use in the classrooms by providing comprehensible input directed toward communicative goals" (p. 1). Krashen's (1985) Input Hypothesis focuses on comprehensible input, which refers to the language that learners are not able to produce, but can understand. In other words, comprehensible input is the language that is scaffolded so that learners can comprehend. According to Krashen (1982), language acquisition takes place when learners are exposed to comprehensible input that belongs to level "input+1" (i+1). In other

words, learners can progress on the language proficiency path when they receive input that is one step beyond their current stage of language proficiency. This implies the need for world language to create a context for real communication in the classrooms through constant meaningful exposure to the TL that is comprehensible to learners. Making conversational adjustments lead to the learners' grasping of the input from the classroom interactions in the classroom environment (Ellis, 1994).

Comprehensible input requires scaffolding instruction, which is the "interaction between the expert and novice on a specific problem-solving task" (Shrum & Glisan, 2016). The expert's help is determined by what the novice does and ensures that the learner successfully completes the task. Scaffolding includes addressing the learner's interest in the task, simplifying the task, clarifying meaning through body language, gestures, and visual support when necessary, encouraging negotiating of meaning, as well as teaching learners metacognitive strategies to request clarification and assistance, among others. These instructional practices are essential for the teacher to be able to consistently maximize TL use in the classroom with novice learners, as they develop language proficiency. ACTFL Proficiency Guidelines (2012) defined novice–level speakers and listeners as,

> … Able to communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech. At the novice level, listeners can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies. Novice-level listeners understand words and phrases from simple questions, statements, and high-frequency commands. They typically require repetition, rephrasing, and/or a slowed rate of speech for comprehension. They rely heavily on extralinguistic support to derive meaning. Novice-level listeners are most accurate when they are able to recognize speech that they can anticipate. In this way, these listeners tend to recognize rather than truly comprehend. Their listening is largely dependent on factors other than the message itself (p. 9).

Moreover, ACTFL indicated that it takes two years of language study for learners to develop the novice high level of language proficiency in standards-based classrooms (ACTFL Performance Descriptors, 2012).

Challenges for Using TL in the Classroom with Novice Learners

Despite the urgent mandates for world language teachers to use the TL for at least 90% of the instructional time, novice learners pose a unique challenge to this goal. Teachers tend to use English and rely on traditional methods of instruction, such as teaching grammar and vocabulary, adhering strictly to a textbook, and focusing on the culture associated with the world language through instruction in English (Shrum & Glisan, 2016; Curtain & Dahlberg, 2016, Burke, 2011, 2010; Scott, 2010). The resistance to use the TL limits their learners' necessary exposure to comprehensible input in the TL. Even if the teachers use the TL, mediating strategies for the input in the TL to become comprehensible for novice learners are needed. As Burke (2014) stated,

> In the 21st century, the problem persists: World language teachers still are not using communicative methods on a regular basis, if at all. Even though the profession has made many attempts to improve world language education, the same issues that were visible 40 years ago are ever-present in the classroom today. Students continue to spend multiple hours in classrooms, only to leave with limited proficiency in their world language, and often teachers continue to teach as they were taught, focusing on grammar and using translation when teaching" (p. 114).

One of the reasons for teacher resistance to implement TL 90% plus may relate, according to Troyan (2012) is that teachers may not have achieved the desirable level of language proficiency themselves to conduct the instruction in the TL. When world language teachers are not proficient in the language they teach, then English becomes the language used in the classroom for interaction and parts of the languages (grammar, pronunciation, translation, lists of vocabulary, etc.) constitute the focus of their instruction instead of the language itself.

When this occurs, learners are deprived from being immersed to meaningful, comprehensible input and from developing language proficiency. García (2015) explained that there is lack of uniformity in the minimum levels of language proficiency graduates must demonstrate in different states. While many state departments of education (Kansas, New York, Florida, among others) have set advanced low on the ACTFL Oral Proficiency Interview (ACTFL, 2012) (Appendix J, 2012 ACTFL Proficiency Guidelines (Advanced Low), which would allow them to provide maximized input in the TL to their learners as they handle a variety of communication tasks in the TL in the classroom. as the minimum criterion for K-12 teacher certification in Roman alphabet languages. Other states, such as Wisconsin and Maryland, use Intermediate High, as their proficiency benchmark (ACTFL, 2014).

According to Lortie (2002), teacher resistance is due to the apprenticeship of observation, which refers to the teachers' attachment to traditional pedagogies that were learned when teachers were language students. In other words, what teachers learned about teaching from having been students in school prevents them from implementing new strategies in the classroom. Lortie (2002) explained that this happens because students see teachers "front stage and center like an audience viewing a play," thus learning about teaching in a manner that is "intuitive and imitative" rather than through "explicit and analytical" (p. 62) instruction in teaching methods that are presumably different from those learned through uncritical observation (p. 62). In Lortie's perspective (2002), teacher education courses, which typically emphasize shifts and necessary changes, have a weak effect on student teachers. Once novice teachers enter the profession, they tend to revert to their default model and they teach as they were taught because they feel more comfortable with a set of reliable strategies that they can fall back on when they are uncertain about how to teach. Burke (2011) concludes that, "If teachers

experienced language learning with a heavy emphasis on grammar learning and the use of translation, and if they value the intricate study of grammar and use of translation in their own learning, then they also are likely to use more of a grammar-translation approach to teach world languages" (p. 2).

Another reason for the resistance to change world language pedagogy, according to Burke (2011), may reside on the commonly shared beliefs about language teaching and on particular rituals, which emphasize grammar, translation, repetition, accuracy and the use of English to teach grammar and culture. Burke (2012) concluded that,

> Teachers use traditional methods that they had experienced as students and came to value as teachers, because explicit grammar teaching, use of the first language, use of drills and translation, etc., are deep-rooted structures in world language classrooms. Traditional methods often have been accepted and unquestioned by educators, administrators, parents, and students because that is what the "grammar" of the language classrooms has been for centuries (p. 726).

Borrowing from Tye (1987), Burke (2011) referred to this acceptance, as conventional wisdom and deep structure. Deep structures have remained deeply embedded in the U.S. schools, such as, the use of space and time at schools, the organization of curriculum, among others and they have hindered improvements in instruction. Tye (1987), as cited in Burke, 2011, concluded that, "Conventional wisdom impedes innovation and progress in the curriculum, asserting that unless society sees a need for shift in its own daily practices, school systems will not change their practices according to theory. Change in deep structure will only occur when society wants something different from its schools" (p. 3). The resistance to implement maximized TL use may be associated with the crucial need for teachers to learn instructional strategies for this purpose. Burke (2011) concluded that, "The deeper problem seems to be that teachers have limited experience with communicative language teaching (CLT). Teachers are not given opportunities

in their classrooms with their students to learn about CLT and the theories that support this approach to world language pedagogy" (p. 2).

Finally, despite the fact that a great deal of research has been conducted in the field of language acquisition English as a Second Language (ESL), most of the recommended best practices in the field of world languages have been agreed by consensus among respected professional organizations. Limited use of TL indicates that more empirical research is needed to sustain this type of curricular change.

Purpose of the Study

The purpose of this study was to provide new insights on how effective world language teachers manage to maximize TL use when teaching novice learners. Also, this study aimed at identifying effective strategies that teachers use to implement maximized TL use with novice learners.

This study addresses ACTFL's 2016 call for empirical research on teacher's effective use the TL for at least 90% of the instructional time. Other areas of priority research that ACTFL identified included classroom discourse, in students' L1 (first language) and L2 (second language), interactional practices, and dialogic inquiry. The overall goal of this study was to address these priority research areas and fully understand the ways world language teachers maximize TL use during instruction with novice learners via the implementation of mediational strategies.

Theoretical Framework

The theoretical framework that guided my research study was Vygostky's sociocultural theory (1978), one of the theoretical perspectives that support current understandings of effective world language instruction. My study focused on two tenets of sociocultural theory: interaction

and mediation. The first tenet holds significance for understanding the use of the TL as the primary means of interaction between the teacher and the novice learners within the socio-cultural context of the classroom. The second tenet related to the use of mediational strategies (and tools) to make language comprehensible when facilitating the interaction in the TL during language instruction. An in-depth review of this theoretical framework in relation to this study was included in the next chapter.

Research Questions

The two research questions that guided this study were,

1. How do effective world language teachers consistently maximize TL use during their instruction to make meaning comprehensible for novice learners?

2. Which are the most effective strategies world language teachers use to mediate comprehension for novice learners when maximizing TL use in their classrooms?

Significance of the Study

This study is significant because it may strengthen the knowledge on how world language teachers maximize TL use when teaching novice learners. There is a goal to maximize TL use, but few studies that look at the strategies teachers use to accomplish this with novice learners and cope with the many challenges and/ or obstacles that impact their ability to maintain TL use with novice learners. Research on teacher discourse is a catalyst for enhanced instructional practices that support our learners' development of language proficiency. The themes drawn from this research study may clarify the understanding of what constitutes a typical, effective teacher discourse in the world language classroom.

Moreover, this research may contribute to the identification of the most effective strategies language teachers use when maximizing TL use to make language comprehensible for

novice learners. The findings from this research study may impact the language choices that teachers make in the classrooms with novice learners and the rationale for using English in the world language classroom. In addition, this study may have practical significance for other professionals in the field of world languages. World language supervisors/ coordinators and professors of world language education, who are always looking for better ways to assist teachers to increase their learners' language proficiency, will also benefit from this study.

Furthermore, I am confident that the research participants may have benefitted from participating in this study. Their participation in my study gave them the opportunity to reflect upon their instructional practices with regards to the goal of TL use 90% plus and the strategies that they use/d to make meaning comprehensible for novice learners. Also, they might have reflected on other possible strategies to mediate the TL when teaching novice learners.

Summary

In this chapter, I addressed the need for world language teachers to maximize TL use and facilitate engaging, standards-based world language instruction to novice learners in order to meet the increasing expectations for language proficiency in the United States. This urgency guided my decision to conduct my research study on how world language teachers effectively implement maximized TL use in the classroom with novice learners via effective strategies for improved language instruction. In chapter 2, I explain the rationale for the theoretical perspectives that guide for this study.

CHAPTER 2 THEORETICAL FRAMEWORK

Vygotsky's (1978) sociocultural theory supports current understandings of effective world language instruction. In this chapter, I explain how the main constructs of this theoretical perspective − mediation and interaction - support maximized TL use in the teaching of languages to novice learners via effective strategies. Current research studies that support the use of the TL with novice learners will be also included.

Sociocultural theory

Sociocultural theory is based on the work of the renowned Russian child development psychologist Lev S. Vygotsky (1978) and his colleagues Luria and Leont'ev in the 18th and 19th centuries. Vygotsky (1978) viewed learning and development in children in a remarkably differently manner from Piaget, who claimed that learning and development was a cognitive process that took place in the individuals' minds. In Vygotsky's views, social and interpersonal activity contributes to development, as learning is construed when humans fully participate in socially organized tasks or interactions, such as family life, peer interaction, and institutional contexts. Vygotsky (1978) stated, "Human learning presupposes specific social nature and a process by which children grow into the intellectual life of those around them" (p. 88).

Vygotsky's sociocultural theory (1978) is based on two notions. The first notion is that cognitive development requires social interaction, as language is used to organize, manage, and alter mental activity. The second notion refers to the range of skill a child develops with adult guidance or peer collaboration, which exceeds what they can attain alone. According to Vygotsky (1978) two notions imply that learning occurs on two levels: a social level and on an individual level. While the social level requires interactions with others in a social environment, the individual level happens within the child (Lantolf, 2006). For Vygotsky, interaction,

including self-talk, mediates mental behavior and the ability to solve complex problems, such language acquisition. These notions serve as a basis for understanding second language acquisition.

Sociocultural Theory and Second Language Acquisition

As previously explained in chapter 1, significant progress in world and second language instruction in the United States has been seen due to the theoretical contribution of sociocultural theory. Since 1990, the neo-Vygotskians have interpreted sociocultural theory and applied it to other disciplines. Among them, James Lantolf and his collaborators applied sociocultural theory to the field of second language acquisition noting similarities with higher mental process. Vygotsky (1978) argued that the human mind comprises both lower mental processes as well as higher mental processes. For Vygotsky (1978), learning and development of language represent higher mental functions that cannot be reduced to "in the head" models of acquisition. According to Vygotsky (1978) language is a higher mental process that develops through mediation in a social context.

The main constructs of sociocultural theory associated with this research study are mediation and interaction. Other constructs that are pertinent to this study are Zone of Proximal Development (ZPD), and Dynamic Assessment, and meditational tools.

Mediation. Mediation, one of the primary constructs of sociocultural theory, is the assistance and support to enhance performance and concept development. Lantolf and Thorne (2006) explained that, "mediation regulates, shapes, and constitutes learners' mental and physical activity and is largely responsible for development or the ability to accomplish actions on one's own." Mediation (1) is contingent on actual need, (2) is implicit first and more explicit, if necessary, and (3) is removed when students demonstrates the capacity to function

independently. Mediation allows learners to develop their abilities in the in a manner that may not be possible when working alone. Jacoby and Ochs (1995) concluded that this collaboration or co-construction of knowledge occurs in many ways. One kind of mediation happens through the support provided by a more capable peer, such as a more proficient learner or the teacher (Poehner & Lantolf, 2005). In this context, more experienced individuals can guide learners in their language development as they complete tasks and solve problems. This form of mediation that is linguistic and symbolic in nature is referred to as semiotic mediation, which includes the talk directed to others as well as the talk directed to oneself in the form of private speech.

Interaction. Interaction with a more expert individual is another important construct of sociocultural theory that relates to effective world language education. According to Brooks and Donato (1994), "…A Vygotskyan approach views speaking as the very instrument that simultaneously constitutes and constructs learners' interactions in the TL with respect to the TL itself, the task as it is presented and understood by the participants, the goal learners set for completing tasks, and their orientation to the task and to each other" (p. 264). This implies that the meaningful interactions in the classroom between and among learners, between teachers and learners, and within each learner processing the language the social interactions around constitute the base for effective foreign language instruction. Scott (2010) concluded, "Consequently, the benefits of talking to peers and to the teacher constitute essential elements of current approaches in the foreign language classroom" (p. 122). Curtain and Dahlberg (2016) claimed that, the quality of the learning is, thus, directly connected to the opportunities a learner has to participate in instruction and the kinds of interactions he/she has with other members of the classroom or learning community. Language learning occurs when learners actively use the language in collaboration with other peers or with the teacher. When learners express their

views, opinions, and ideas seeking mutual understanding in the world language classroom, they construct meaning in social interactions.

Zone of proximal development (ZPD). Effective mediation takes place in a learner's Zone of Proximal Development (ZPD), which Vygotsky (1978) defined as, "The distance between the actual development level as determined by the independent problem solving and the level of potential development as determined by problem solving under adult guidance or in collaboration with more capable peers" (p. 86). In other words, interaction with the world is essential to developing language proficiency. (Ellis, 2008; Curtain & Dahlberg, 2016). When learners work together, they gain expertise from the group and the individuals involved (Ohta, 2001, p.76). Different from traditional tests that determine the level of development already attained, ZPD refers to what one can do today and what one can do with support to inform what one can do independently in the future (development potential). Shrum and Glisan (2016) pointed out that,

> The Vygotskyan concept of ZPD suggests that language learning occurs when the learner receives appropriate types of assistance from the expert, e.g., teacher. In order to provide scaffolded assistance it is important that the teacher knows where students are in terms of their language development. Furthermore, the teacher's role is: (1) to recognize that assistance is contingent on what the novice is doing, not on what the expert thinks should be done; and (2) to know when to turn the task over to the novice for solo performance (p. 26).

VanPatten and Williams (2015) argued that effective mediation requires continuous assessment of the learner's emerging abilities and subsequent tailoring of help to best facilitate progression from other-regulation to self-regulation (p. 212). Evidence of development is not limited to the actual performance of learners, as it may not change from one time to another, but it is determined by where the locus of control for the performance resides, either in someone else or in the learners themselves. VanPatten and Williams (2015) concluded that,

What may, change, however, is the frequency and quality of mediation needed by a particular learner to perform appropriately in the new language. On one occasion, the learner may respond only to explicit mediation from the teacher or peer to produce a specific feature of the language and on a later occasion (later in the same interaction or in future interaction) the individual may only need a subtle hint to be able to produce the feature. Thus, while nothing has ostensibly changed in the learner's actual performance, development has taken place, because the quality of the mediation needed to prompt the performance has changed (p. 213).

ZPD differs from the typical delivery of instruction model of language teaching. Recent scholarship has shown how the ZPD constitutes a tool and result, as "language use creates a ZPD so learning can happen with scaffolding" (Shrum & Glisan, 2016, p. 27). From this perspective, scaffolding within the ZPD is bidirectional, as the teacher and the learner/s provide mutual assistance to complete the task. According to Stetsenko (1999), "While scaffolding focuses on the amount of assistance provided by the expert to the novice, ZPD focuses on the quality and the changes in the quality of the mediation that is negotiated between the expert and the novice" (p. 240). Teachers become aware of the learners' topics of interest and needs via ZPD activity.

Likewise, the ZPD is different from Krashen's input+1 (1982). While development for Krashen means a shift of language functions (input+1), which is determined by the level of comprehension of the external input the learner has achieved internally, in sociocultural theory, development is determined by the type and the changes in mediation negotiated between expert and novice in a social context. Shrum and Glisan (2016) concluded that, "input+1 is primarily a cognitive view that holds that language learning makes use of innate knowledge within the mind of the learner, who functions primarily as an individual in processing comprehensible input" (p. 28). On the other hand, the ZPD is about working together, participating with others and obtaining the assistance needed to enable continued participation in that community. Shrum and Glisan (2016), explained that,

ZPD enables learners to participate in communicative activities and learn from them; similar to the when they speak with native speakers of the TL. ZPD is not just a tool for using and learning language, but also arises as a result of using language in meaningful and purposeful ways with others. When teachers and learners work in the ZPD, language learning cannot be separated from language use (p. 28).

Moreover, different from Krashen's i+1, the ZPD can be predicted in advance for each learner based on the responsiveness to mediation.

Mediational tools. From the sociocultural perspective of learning, individuals rely on physical and symbolic tools to mediate the development and use of higher mental functions, including second language development (Lantolf, 2006). In the ZPD, the more expert uses tools to support mediation as a way of assisting and supporting learning (Shrum and Glisan, 2016). The learning of concepts involves the creation of some kind of representation, verbal, visual, tactile. Internal representations include the students' personal assignments of meaning to symbols, natural language, visual imagery, spatial representations, problem-solving strategies, and affect (Goldwin & Shteingold, 2001). This constitutes the prior knowledge that students bring with them into the classroom.

On the other hand, external representations include various material resources provided by the teacher and the environment to visualize and mediate the development of the concept, such as concrete objects, gestures, pictures, tables, graphs, symbols, technological resources, and language. Lantolf, Thorne, and Poehner (2014) explained that physical tools include, but they are not limited to, authentic materials, such as textbooks, and visuals, while symbolic tools include language use, organization, and structure. Among the most used symbolic tools in the world language classrooms are the teacher's discourse, interaction in the TL, the teacher assistance and the use of the language to promote interaction. Thoms (2012) explained that "classroom discourse is the oral interaction between teachers and their students and between the students

themselves that takes place in a classroom context" (p S8). Thoms (2012) pointed out that, "Language learning and development in a classroom context are tied to the discursive practices by which and through which learners interact with each other and their teacher. Teachers play an important role in that the specific types of patterns created in the interactions with students are a fundamental source of learners' competence in the FL" (p. 8).

Instructional conversations represent a good example of how language constitutes a meditational tool. By facilitating conversation with learners on topics or themes that are interesting and intellectually challenging, learners are provided the opportunity to perform with the assistance at or beyond their ZPD (Hall, 1999). Swain (2000) called this process collaborative dialogue. In this view, communicative output is a socially constructed cognitive tool, which mediates the construction of language. Thoms (2012) explained that teachers play an important role within the context of sociocultural theory, as the teacher acts as an expert, guiding the interaction and evaluating the accuracy of the response. The most commons kinds of interactions patterns are Initiation-Response-Evaluation (IRE) and Initiation-Response-Feedback (IRF). In an IRE pattern, the teacher asks a question (I); a student replies to the teacher's question; and, finally, the teacher evaluates the students' response (Thoms, 2012). In general, IRE patterns limit students from speaking freely about the topic of discussion and minimize student talk. However, Nassaji and Wells (2000) concluded that IRE patterns increase students' participation in whole-class discussions, in particular when the teacher initiates the exchange by asking a question, then the student replies and instead of evaluating students' responses, the teacher provides non-evaluative feedback. The feedback may consist of another question to allow learners to expand on their responses.

The IRF pattern promotes participation in discussions through opportunities for learners to explain their thinking and elaborate upon their responses. Nassaji and Wells (2000) suggested that teachers ask meaningful questions in the follow-up slot in the IRF pattern to promote learners' participation. Van Lier (1998) indicated that it is important to ensure equal opportunities for interaction between teacher and learners so that negotiation and the co-construction of talk between teacher and students to promote negotiation of meaning and co-construction of talk between teacher and learners. It is important to allow learners opportunities to use language to ask questions, ask for clarification, and probe for more information.

Another important meditational tool is the self-talk of teachers, as it serves to elicit problem-solving assistance from learners, gain their empathy as support is provided to them, and maintain their attention during the lesson (Hall, 2013). Donato (2000) explained that classroom discourse can mediate language development by facilitating a range of communicative and cognitive functions of talk. Moreover, Thorne and Tasker (2011) concluded that regulation is an important form of meditational tool. There are different kinds of regulation: (1) Object-regulation refers to instances when artifacts in the environment support cognition activity, such as the use of visuals when introducing new language in context. (2) Other-regulation includes both explicit and implicit feedback on grammatical form, corrective comments, or teacher's guidance. (3) Self-regulation refers to individuals who have internalized external forms of mediation for the completion of a task (p. 490).

Sociocultural Theory and World Language Instruction

There is a clear connection between sociocultural theory and world language instruction that supports maximized TL use in the classroom with novice learners. Learners feel supported in their language development via collaborative interactions with the expert during both

instruction and assessment. Research conducted by Aljaafred and Lantolf (1994) related to the principles of sociocultural has contributed to inquiry into the benefits of mediation within the ZPD. Poehner (2009) conducted an action research study on the implications of Dynamic Assessment (DA) principles to understand ZPD activity.

Aljaafreh and Lantolf (1994) identified mechanisms of effective assistance within the ZPD. They analyzed the relationship between corrective feedback and language learning within learner-tutor interactions within the ZPD in an ESL course and they found out that mediation was contingent on actual need. Explicit correction was effective when implicit hints determined it was necessary. Mediation was removed when student functioned independently. Aljaafreh and Lantolf (1994) concluded that continuous assessment of the learners' emerging abilities is required to tailor appropriate support to best facilitate progression from other-regulation to self-regulation. Assistance is gradual – with no more help provided than is necessary because of the assumption that over-assistance decreases the student's ability to become fully self-regulated. The conclusion was that when mediation was beyond the learner's reach, learning did not occur. Likewise, if mediation was redundant and the learner did not need assistance, there was no development either. Also, working in the ZPD means identifying what the student knows and what kind of mediation is needed to move beyond his or her current understanding. This implies different ZPDs for student in a single class and differentiating the kind of help that teachers provide (p. 6).

Another research study worth including in this research is Poehner's (2009) action research study on the implications of dynamic assessment to understand ZPD activity at both the individual and group level in the classroom. Dynamic assessment consists of assessment that integrates teaching in a dialectical activity to promote learner development and primarily does

not judge the learner's performance as correct or incorrect (Haywood & Lidz, 2007). The subject in this study was a primary school Spanish teacher who was interested in exploring how to better understand her learners' abilities and mediate her instruction accordingly. The teacher prepared an inventory of six to eight mediating prompts that she could administer when learners experienced difficulties. The prompts were arranged from most implicit, such as pausing to allow learners to detect and correct errors, to most explicit kind of mediation, such as providing corrective feedback with an explanation. Other "milder" forms of mediation included prompts repeating a learner's response with a questioning intonation, repeating the part of a response that contained the error, providing metalinguistic support to direct the learner's attention to the nature of the error, and offering a choice between two possible forms. The prompts were recorded over the course of a week and allowed the teacher to track the level of mediation specific students needed and how much support the class in general needed over time. Moreover, the teacher designed activities that were sufficiently challenging for the students to complete individually. One student at a time completed these activities. This allowed for individual mediation, as all the class members participated in the assessment as secondary participants. Poehner (2009) concluded that the teacher's mediation created the potential to understand ZPD at both the individual and group level.

Current Language Teaching Practices

The sociocultural theory approach focuses on the social nature of language learning and development and the role of interaction in the classroom setting. There are many aspects of sociocultural theory that support effective language instruction and assessment. The use of TL in social interaction enhances language acquisition with positive interventions. VanPatten and Williams (2015) concluded that sociocultural theory could be applied as a methodology to

improve educational processes and environments. Language educators need to consider using the tenets of sociocultural theory when deciding on appropriate pedagogical interventions to guide developmental processes and maximize language learning.

First, learners need consistent exposure to comprehensible input in the TL. In other words, learners need to comprehend what is being said to maintain their interest and motivation and participate in meaningful social interactions. Thus, teachers need to fine-tune their messages in the TL according to their students' abilities within their learners' ZPD. The language they use should not be overly complex or simplistic. Active negotiation of meaning in the TL must be promoted with assistance from the teacher and peers.

Second, learners need to have frequent interactions in the TL to solve problems that parallel meaningful, real-life situations. Curtain and Dahlberg (2016) concluded that the quality of learning is directly connected to the opportunities learners have to participate in cognitively engaging, developmentally appropriate, and meaningful interactions with the members of the learning community. Thus, embedding new language in meaningful ways benefits language acquisition, as a good deal of language acquisition happens incidentally. When the message in the TL is "interesting, worth listening to, and understood by the learners, even though every word of the message may not be familiar (p. 4), student engagement increases and language develops.

Third, providing multiple opportunities via language-rich activities engages learners into extended interaction with the support of meditational strategies, which implies negotiation of meaning, frequent comprehension checks, and clarification when needed. Mediation-rich environments support language learning and development according to the learners' ZPD. In this context, using ZPD as a diagnostic tool to create the conditions for optimal development via

instruction is crucial. Thus, teachers need to understand where students are in the learning process and plan meaningful tasks that allow learners to perform beyond their current ZPD via effective mediation.

Fourth, tracing development over time is more effective, as single instances of learner performance do not constitute adequate evidence of development. This implies moving from traditional tests that determine the level of development already attained towards the dialectical activity consistent with dynamic assessment to diagnose and promote each learner's development.

To conclude, findings in sociocultural theory research associated with SLA have prompted scholars and teachers to recognize the pivotal role of the language use in social interaction in facilitating language acquisition. Thus, mediation in social interaction as well as ample opportunities to interact meaningfully with other learners is recommended. Language teachers have been compelled to develop inclusive learning environments in which learners collaborate with each other, receive scaffolded support, work to enhance their ZPD, use meditational tools to make the TL comprehensible, measure progress in the learners' language development, and creatively use language resources. As Shrum and Glisan (2016) stated, "Through a sociocultural approach to classroom instruction, teachers will become more familiar with the language levels of their students and consequently will be able to provide more effective support for their language development" (p. 31).

Despite the benefits of approaches informed by sociocultural theory and the desire for quality language education, there are many factors that delay its effective implementation in world language education. Over-populated language classrooms, traditional pedagogical

practices, limited preparation time for effective planning, and limited opportunities for relevant professional development for world language teachers negatively affect its implementation.

Research Studies on Teacher Discourse in the TL in the World Language Classroom

There is no question that the field of foreign language education has developed in the last decade due to current empirical research in this field to inform professional conversations among world language teachers. However, there is need for research of key areas involving instructional practices for enhanced language learning (Ellis, 1997; Glisan & Donato, 2012), in particular in the area of teacher discourse in the TL. For this dissertation, I selected to include two research studies that focus on the importance of maximizing the language has on language development and the negative effects of frequent code-switching in the classroom.

Ceo-DiFrancesco (2013) conducted a research study on the importance of TL input for overall language development. The study consisted of 230 world language educators, who completed anonymous questionnaires at selected state conferences and workshops. The research questions were: (1) What differences exist between the instructors' goals for TL use per class session versus self-reported actual usage? and (2) What obstacles do instructors report as the root cause of not speaking more often to their students in the TL? Forty percent of the instructors reported that they used the TL during 90-100% of any given class session, in alignment with the ACTFL 2010 position statement on TL use. Twenty-three point two percent reported a goal of 80-90%, 18.6% reported a goal of 70-80% and 10.5% indicated a goal of 60-70%. Only 6.8 % of the respondents had goals of TL use below 60%. This indicated that 80% of the respondents had a desire to use TL 70% or greater because they valued the importance of providing input to their learners in the TL during every class session. However, only 10.5% of the instructors reported

actual use of the TL 90-100% of the time compared to 40.9% stating it was their goal. This study demonstrated that that teachers tend to fall short of their goals for TL during instruction.

Among the reported obstacles that prevented TL use 90% plus, 11.3% pertained to factors beyond the teacher's control, such as large class sizes, lack of support, scheduling interruptions, and the need to maintain program for job security. Thirty-one point 4 percent referred student factors, being initial student resistance the biggest obstacle. Teachers in the study indicated that they felt forced to speak in English due to the student resistance. Fifty-seven point three percent related to the lack of teacher preparation and training issues. This factor constituted the overriding factor to hinder instructor to provide TL input. Instructors noted lack of linguistic abilities to speak the TL, as well as the need for teaching techniques to deal with students' varying abilities and previous preparation, classroom management, establishing rapport with students, inadequate time allotted to achieve program goals, grammar and cultural instruction. Ceo-DiFrancesco's (2013) research study concluded that, "Exposing learners to significant amounts of comprehensible input has proven to be crucial to the development of student language proficiency and essential for the establishment of mental linguistic representations of the language" (p.1).

The second research study focused on the negative effects of frequent code switching (from the TL to English) has on the language instruction. Thompson and Harrison (2014) conducted this study in Spanish classrooms at a large university in the southwestern United States to determine the effects of frequent code switching from the TL (Spanish) into the first language (English). The participants were 16 randomly selected teachers of Spanish 101 and Spanish 202 and their use of the TL in their classroom. A total of 45-minute class sessions were video recorded three times per year. The researchers where interested in finding out who initiated

the code-switch and how code-switching affected language learning. The class sessions were transcribed and the words were counted to determine why both teachers and students switched to English and the influence of code-switching into the subsequent discourse. Different codes identified the initiator of the code-switch (teacher or student) and the purpose.

At the beginning levels, a strong correlation was found between the student code switches and the amount of English the teacher used (r=0.90). The researchers concluded that (1) teacher-initiated code-switching mostly influenced the subsequent language choice, and (2) teachers code-switched more often than students despite the overall percentage of English students used. The higher the number of code-switches initiated by the teachers, the lower amount of Spanish used by the students. Reversely, the higher number of code-switches instated by the students, the higher amount of English used by the teachers. In other words, the teachers' decision to code-switch to English heavily impacted the students' use of English and the amount of English used instead of the TL, as students viewed teachers' code-switching as a permission to continue to use the first language. This had negative implications on effective language learning, as code switching resulted in losing opportunities for students to use the TL for real communicative purposes and negotiate meaning. Because teachers have more influence on language choice in their classrooms, it is necessary to make teachers aware of the negative effects of code-switching for language learning, reflect upon the purposes for code-switching, and ensure maximized TL use via effectives strategies when possible. Moreover, raising the learners' awareness about the need to use the TL almost exclusively in the classroom to develop language proficiency was also recommended.

Summary

There is a need to understand how world language teachers can use the TL to support their students in developing language proficiency over time. In this chapter I reviewed the tenets of sociocultural theory, as I realized the importance of this theoretical perspective on effective language teaching. I reflected on the influence this theoretical perspective has on world language education and, more specifically, on the decisions world language teachers make when teaching languages to novice learners within the limits of the world language classroom.

CHAPTER 3 MIXED METHODS SEQUENTIAL EXPLANATORY DESIGN

In this chapter, I describe in detail the mixed methods sequential explanatory design (Creswell, Plano Clark, Gutmann, & Hanson, 2003) that I selected to examine world language teachers' maximized TL use in the teaching of novice learners. The quantitative data was collected first via an anonymous online survey. The qualitative data was collected afterwards by means of five classroom observations of a selected Spanish teacher of novice learners and two interviews of the same teacher. The qualitative data derived in an in-depth case study that supported the findings. The process of triangulation was used to interpret both data sets, including the participants' perspectives, and themes emerged from the comparison of "mixed" data.

Research Design

The specific design that I selected for this research study was the mixed-methods sequential explanatory design because "…Neither quantitative nor qualitative methods are sufficient by themselves to capture the trends and details of a situation" (Ivankova, Creswell, & Stick, 2006, p. 3). This mixed-methods research study consisted of two distinct phases: a quantitative phase followed by qualitative phase (Creswell et al, 2003). Mixed-methods sequential explanatory designs involve "an iterative process of data collection: the data collected in one phase contribute to the data collected in the next" (Driscoll, Appiah-Yeboah, Salib, & Rupert, 2007, p. 21). Depending on the study goals, the scope of quantitative and qualitative research questions and the particular design of each phase, a researcher may give the priority to the qualitative data collection and analysis, or both (Morgan, 1998). Priority is typically given to the quantitative approach, which comes first in the sequence and often represents the major aspect of the mixed-methods data collection process (Creswell, 2005). The qualitative data and

analysis refined and explained the quantitative results (Creswell, 2003; Tashakkori, & Teddlie, 1998). Collecting, analyzing, and integrating both quantitative and qualitative data within a single study helped me to gain a better understanding of the research problem.

As shown in Figure 3.1, for this study, quantitative data was collected and analyzed first while qualitative data was collected and analyzed second (Creswell et al., 2003). The quantitative data derived from the online survey created on Survey Monkey for this study. The qualitative data was collected via classroom observations, audio recordings as well as the pre and post interviews of the selected teacher. A qualitative case study of the same Spanish teacher naturally followed. A case study is an exploration of a bounded system or a case over time though detailed, in-depth data collection involving multiple sources of information and rich in context (Merriam, 1998).

A process of triangulation was used to interpret both data sets, including the participants' perspectives, and themes emerged from the comparison of "mixed" data. In short, both data sets complemented each other and allowed for a more in-depth analysis and interpretation of data. Merging both kinds of data provided a comprehensive analysis of the research problem (Creswell 2005; Tashakkori & Teddlie 2003).

Figure 3.1. Mixed Methods Sequential Explanatory Design Study
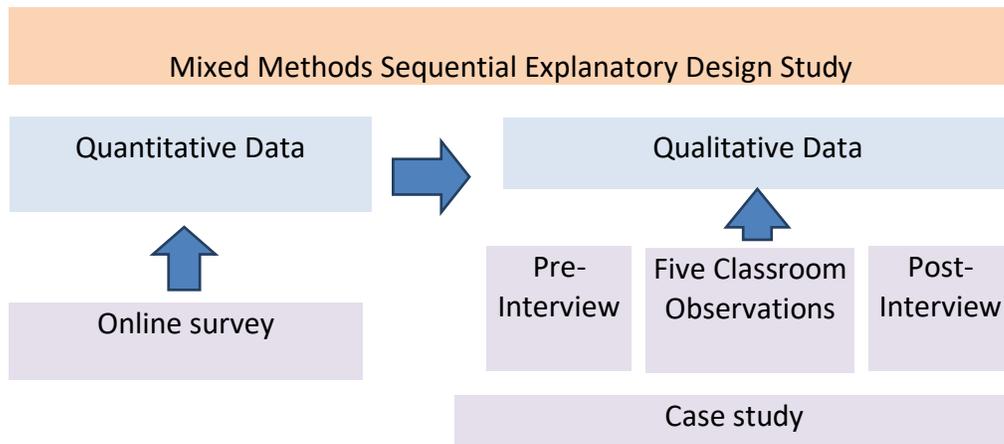
Figure 3.1. Graphic of the mixed-methods sequential explanatory design study selected for this research study. The visual shows the process of data collection during this mixed.

Participants

Each of the phases in this mixed-methods research study required the voluntary commitment of different participants. The participants' profiles for each phase are described below.

Participants in the quantitative phase. The sample of the population for the survey was selected following a stratification approach. This requires that characteristics of the population members be known so that the population can be stratified first before selecting the sample (Fowler, 2009). As Creswell (2014) stated, "The researcher will survey a large number of individuals and then follow up with a few participants to obtain their specific voices about the topic" (p. 20). The participants in the quantitative phase were 53 world language teachers from a range of states across the nation and had the following characteristics:

1. They were world language teachers.

2. They were members of state, regional, and national associations of world language education.

3. They had experience teaching world languages to novice learners.

4. They participated in continuous and intensive professional development on using the TL 90% plus.

5. They were interested in contributing to the profession in research priority # 3, as identified by ACTFL in 2015-2016, by sharing their strategies to make the TL comprehensible for novice learners.

All the participants completed a voluntary, online, anonymous, semi open-ended survey posted on Survey Monkey. Their names and respective locations were de-identified in order to protect their identities. Specifically, I chose not to collect details about the participants' ages, genders, or locations to increase their willingness to participate in this study and to ensure anonymity for valid results.

Research site and participant in the qualitative case study. This case study was conducted in a suburban, public middle school located in an affluent, mid-size suburb in the mid-western region of the United States. The population of approximately 60,000 inhabitants is predominantly white (75% of the population), followed by 15% Asian and African American (10%). Latina/o students constitute only 3% of the population.

The school where the study took place has been recognized as a high performing school. According to information on its website, the teachers are all certified. On visits to the school it was evident that there is a culture of a safe and orderly learning environment. Students are committed to high academic standards, strict attendance policies, and consistent behavior expectations with rules and consequences. Parent actively participate in parent-teacher conferences, curriculum evening programs, and various school activities, such as school

committees, volunteering opportunities, fundraisers, and support for excellent education. Technology is integrated in the classrooms to assist student learning and for innovation and creativity. Based on interview data, I learned that teachers at the school have opportunities to attend local, regional, state, and national conferences and workshops, and collaborate with each other in their professional growth. Classes are 50 minute long and the maximum number of students in each classroom is about 30. I enjoyed walking the long, quiet hallways towards the Spanish classroom before each classroom observation. I observed engaging learning environments on my way to the Spanish classroom.

The participant selected for the qualitative case study, Ms. Smith (all names and places are pseudonyms to ensure confidentiality) is a certified Spanish teacher of novice learners at this suburban middle school. Ms. Smith is a non-native speaker of Spanish and she self-reported having developed an advanced level of language proficiency on the Oral Proficiency Interview (OPI) exam. This level of language proficiency allowed Ms. Smith to consistently maximize TL use during her instructional time when teaching her novice learners.

Ms. Smith has more than 10 years of experience teaching Spanish to novice learners. She participated in several state, regional, and national conferences, both as an attendee and as a presenter. She was also selected to provide professional development on core practices for effective language teaching at a summer camp organized by a university as well as sessions and workshops at two state conferences of world language education. Moreover, she is leader in her school district and collaborates with other colleagues and world language teachers across the state in their own professional growth in different roles. In another words, I selected Ms. Smith because she amply met the requirements for this research study based on her strong profile and

she was willing to open her classroom for my qualitative case study with the approval of her school administrators.

Inclusion and Exclusion Criteria

For the quantitative phase of this research study, I only recruited as possible participants world language educators, who had participated in intensive professional development on how to effectively implement TL use 90% plus in their classrooms with novice learners. Also, I only recruited participants who felt confident in their ability to maximize TL use with novice learners, and were willing to share the strategies that they used when teaching different languages to novice learners. I deliberatively excluded from my study novice teachers, teachers who did not participate in relevant professional development on how to mazimize TL use with novice learners, and/or struggling teachers. The reason for this exclusion relied on the importance of recruiting teachers who amply met the profile indicated above so as to be able to draw conclusions and answer my research questions.

With regards to the qualitative case study, I only identified Spanish teachers because, as a native speaker of Spanish myself, I was able to objectively analize the teacher's discourse in Spanish. In other words, I excluded teachers of other languages from my study. In addition, I deliberately excluded from my selection Spanish teachers, who were native speakers of Spanish. The main reason of this exclusion was to draw conclusions on how non-native Spanish teachers managed to maximize the use of Spanish via the implementation of effective strategies when teaching novice learners. Selecting a non-native speaker of Spanish who developed advanced low level of language proficiency allowed me draw conclusions regarding how maximized use of Spanish can be accomplished when teaching novice learners.

Researcher Role

In qualitative studies, the researcher must acknowledge the prior experiences and framework that inform the interpretation of data. My experiences, as a K-12 teacher of world languages - specifically Spanish and English as foreign languages- are diversified and extensive. I have held a supervisory position for more than 7 years, supporting teachers with continuous, content-specific professional development for enhanced, engaging, standards-based, proficiency oriented language education in a large school district for seven years.

This body of experience provided me with a clear understanding of the type of questions that would enable me to further understand the maximized use of the TL with novice learners. However, as I was conscious of potential biases, I adopted an impersonal approach, separating the experienced professional from the scholar interpreting data for valid conclusions. With regards to the qualitative phase, I committed to maintain a focus on the teacher's use of the TL and the strategies that she implemented during the lessons. To that end, I created a classroom observation form (Appendix G). I did not participate in Ms. Smith's unit/ lesson planning or in any kind of instructional decisions before, during, and after my classroom observations. Neither did I make any suggestions to the teacher regarding her teaching or any other related matter.

In order to avoid any potential biases when anaylzing the quantitative data, I de-identified the online surveys using a tool provided in Survey Monkey. Anonymity about the survey respondents and avoidance of any reference to the respondents' ages, genders, locations, or any other feature/s prevented me from establishing any kind of association or biases.

Methodology Data Collection

In this section, I list the research instruments that I used for both the quantitative and qualitative phases of my research study and provided detailed information about each instrument.

1. An online, anonymous survey (Appendix C), consisting of five questions (Appendix E).

2. Semi-structured interviews (Appendix H) of a Spanish teacher of novice learners were collected at the start and at the end of the study.

3. Classroom observations of approximately 50 minutes each, which I conducted five in Ms. Smith's classroom times across the three-week period during the second semester of the 2017 school year.

4. Field notes of classroom observations collected using the classroom observation form (Appendix G) that I created to identify Ms. Smith's strategies during the observed lessons.

5. Separate audio-recordings of both interviews and the classroom observations.

6. Audio transcripts from the audio-recordings of both interviews as well as from the classroom observations.

7. Artifacts in the form of handouts, which were distributed during the classroom observations. I also took photographs of the observed teacher's instructional practice and collected memos with information I obtained during the classroom observations and interviews.

I protected all these primary sources of data collection from access to data by others and the documents would be destroyed once this research study is completed.

Online survey. The online, anonymous survey on Survey Monkey was the instrument I selected to collect quantitative data for this study and start inferring patters based on the selections from a small sample of the population. The survey included five semi-structured, open-ended questions. The participants had the possibility to add voluntary, anonymous comments at the end of each question when they deemed clarification was necessary and/ or they wanted to provide their perspective or additional examples. This option provided me further insights about their selection.

There were five questions on the survey, some of which were drawn from Ceo-DiFrancesco's (2013) study titled "Instructor Target Language Use in Today's World Language Classrooms." Question # 1 gathered information regarding the teachers' goals for TL use in the classrooms of novice learners while question # 2 intended to collect data with regards to the estimated amount of time they used TL during instruction. For these two questions participants were able to select different categories with percentage ranges. Moreover, participants were asked to identify the challenges that prevented them from maximizing the TL with the novice learners and the reasons for using English in the classrooms with this population. Additionally, the estimated level of language proficiency demonstrated in the ACTFL OPI was required. In lieu of that, participants could provide their own estimated level of language proficiency in the language they taught.

Once I obtained the corresponding approvals to conduct my research study from the Institutional Review Board (IRB) at Wayne State University, I contacted a national organization of world language education to request if the following documents could be distributed among the members to recruit possible participants for the quantitative phase:

1. A flyer inviting world language teachers to participate in an online, anonymous survey (Appendix A);

2. A letter to potential participants (Appendix B);

3. The link to the anonymous survey. (Appendix C);

4. The Research Information Sheet (Appendix D).

Once the possible participants decided to participate in this research study, they clicked on the secure link provided (Appendix C) to complete the online survey. The participants were given the possibility to contact me via email and/or phone in case they have any questions

regarding the survey. However, none of them did, as they did not seem to have encountered any problems when completing the survey. If that had happened, I had a plan to ensure their identity. I would keep the participants' emails in separate password protected files on my personal home computer.

A positive participation response of a minimum of 25 individuals was expected for the survey, however, 53 replies were received on or before the deadline on April 2, 2017. The number of replies amply surpassed my expectations. One of the reasons for this high rate of participation may be related to the participants' interest on the focus of my research study. Another reason that may have contributed to the high rate of participation may be the fact that the survey was anonymous. Moreover, I feel that posting the survey online contributed as well, as the electronic responses via Survey Monkey allowed the participants to complete the survey from any location during the time frame allotted for its completion.

After receiving the survey replies, I downloaded each survey to my home computer into an Excel file with different sheets, one for each question. The Excel application allowed me to generate pie charts, for questions 1, 2, and 5, and bar graphs, for questions 3 and 4. These graphs gave the possibility for further analysis and to assist the readers visually with the interpretation of data in my dissertation. I also downloaded the optional comments that some of the respondents made. I highlighted the key words in the comments and I put all the hard copies of the surveys in a secure folder in a room in my house to have all my data ready for analysis when I was ready to start my in-depth analysis, one question at a time.

This survey assisted me to identify some tendencies of a large population from a small group of individuals (Fowler, 2009). Creswell (2014) concludes that, "A survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying

a sample of that population. From sample results, the researcher generalizes or draws inferences to the population" (p.156). I was able to generalize from a sample of a population so that inferences about some constant behaviors of this population could be made and identify the themes that emerged from the collected data.

Classroom observations. Once the case study was formally approved at both the district and school levels, I contacted Ms. Smith regarding the Behavior Research Informed Consent form (Appendix F) that she needed to read, complete, and sign before I could begin planning the classroom observations for my qualitative case study in her classroom. I mentioned to Ms. Smith about my agreement with her supervisors regarding my exclusive focus on both her teacher discourse and the strategies she implemented to maximize TL use during classroom instruction with her novice learners. Also, I agreed not to communicate with her students. Also, we selected the dates for the five classroom observations and the pre and post-interviews.

Ms. Smith decided to select a thematic unit, called Healthy Foods, for these classroom observations with her seventh grade's Spanish I class. We agreed that the classroom observations would begin at the beginning of the second semester to coincide with the new unit. The first classroom observation was scheduled when the teacher introduced the unit, three classroom observations were conducted while the unit was in progress, and the last classroom observation coincided with the assessment for the unit. I completed the five classroom observations as planned, in a three-week period. Each classroom observation lasted 45/50 minutes maximum and captured many of the instructional phases, from presentation of language in context to activation prior knowledge, introduction and practice of new language in context, and, corresponding assessment. Figure 3.2 below includes a brief overview of the structure of each lesson, in alignment with the unit.

Figure 3.2. Overview of the Five Classroom Observations

Lesson #	Ms. Smith's Instructional Goals	Objectives
1	Presentation	Express what you like and you love to eat/ drink.
2	Activation	Review the questions for the Skype meeting with guest speaker from.
3	Activation	Compare my food habits and preferences with the guest speaker from Guatemala; Find out what children like to eat and drink in Guatemala.
4	Application	Identify mayor nutritional groups of food; Use authentic resources and contextual clues to learn about nutrition.
5	Assessment	Ordering food in a Guatemalan restaurant; Complete self-assessment of the conversation via Skype.

Figure 3.2. This table includes the instructional goals and the objectives for each observed lesson in Ms. Smith's class. Ms. Smith wrote these objectives on a special are of her board before her students entered her classroom.

Field notes. A classroom observation form (Appendix G) was intentionally created to identify the strategies that Ms. Smith used to maximize the use of Spanish and make meaning comprehensible for her novice learners. In order to create this form, I gathered information from my extensive readings during my literature review, my own experience teaching languages, and some proceedings from conferences and workshops that I attended on how to maximize TL use with novice learners. I printed some copies of this form to be used to document all the strategies that I observed during the classroom observations. I also decided to take additional field notes when I considered that I needed more space to clarify the rationale for using each strategy in the classroom observation form. These additional notes were very useful during the analysis of the qualitative data.

Pre- and post interviews. Ms. Smith participated in two semi-structured interviews: a pre-interview and a post-interview. The pre-interview took place before the classroom observations while the post-interview was conducted after I completed my last classroom observation. Each interview was conducted in person and lasted approximately 45 to 55 minutes.

The interview questions (in Appendix H) were structured and planned before the interviews. However, I also asked semiformal questions to gain a complete picture of Ms. Smith's instruction. Both types of questions contributed to make Ms. Smith's reflect upon her use of Spanish with novice learners and on the specific strategies she used during instruction. Creswell (2014) concluded that, "The more open-ended the questioning, the better, as the researcher listens carefully to what people say or do in their life settings" (p. 8). I was able to have a clear understanding of what Ms. Smith does in her classroom when teaching Spanish to novice learners and the rationale for using different strategies to maximize the use of Spanish with these learners in her classroom.

Specifically, during the pre and post interviews, Ms. Smith identified the three most important strategies that she regularly uses in her classroom to maximize TL use with novice learners. I was able to personally observe many of the strategies she used during the classroom observations that she described in the interviews.

Audio-recordings. Approximately five hours of audio recordings captured Ms. Smith's TL use and the strategies she implemented with novice learners during my five classroom observations. I also collected evidence via audio-recordings that demonstrated how often Ms. Smith implemented many of these strategies during her instruction including the strategies that she did not mention during the pre and post interviews. Moreover, two audio-recordings of Ms. Smith's pre and post interview were collected. All these audio-recordings were transcribed for further analysis. Important quotes from Ms. Smith's interviews and classroom observations were exported from the transcripts and included in chapter four to as evidence of her maximized TL use in the classroom with novice learners.

Artifacts. I also was able to collect evidence of many of the strategies that Ms. Smith implemented in her classroom during the classroom observations via photographs that I took and exclusively show Ms. Smith's behavior during the implementation. In order to protect confidentially, the photographs did not show Ms. Smith's face, but only part of her body with the goal of only capturing the strategy implemented. Her students' faces were not included in the photographs either. I also collected handouts from the classroom observations as evidence of Ms. Smith's instruction in Spanish.

Data Analysis

As shown in Figure 3.1, the quantitative data was analyzed first, followed by the qualitative one. Finally, the two phases were connected to provide a general understanding of the research problem in this sequential mixed-methods research study. The qualitative data and their analysis refined and explained the quantitative results by exploring participants' views in more depth (Creswell 2003; Tashakkori & Teddlie 1998).

Figure 3.3. Schedule for Data Collection, Analysis, and Interpretation
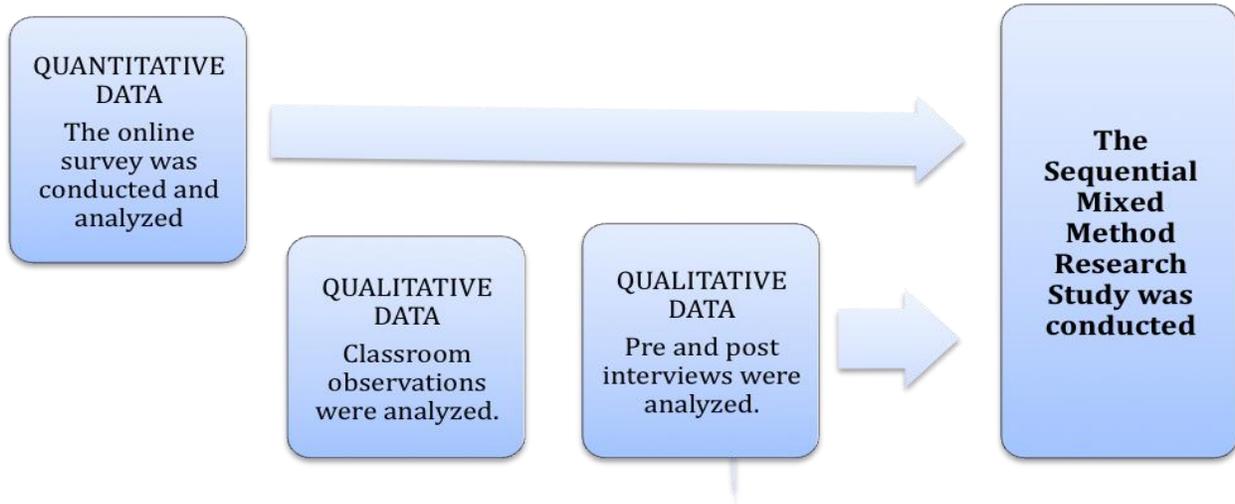
Figure 3.3. Schedule followed for data collection and analysis. This graph shows the order of data collection for each phase, as well as the instruments used for classroom observations and classroom observations.

For the quantitative analysis, after I downloaded the participants' responses for each survey questions from Survey Monkey into Excel, I generated pie charts and graphs for each of the questions. Then I analyzed the data for each question of the survey and wrote a detailed report. I also reviewed the optional comments for each question for further analysis. I highlighted the ones that were relevant based on the research questions and selected the quotes for further use. Moreover, I departed from the strategies listed in question # 3 of the survey and added other strategies that the respondents added in their comments. I saved my results in a folder in my personal computer. I also printed the responses and my reports for further analysis and editing and I kept the hard copies in a folder in a secure place in my house.

Once I completed the analysis of the quantitative data, then I started analyzing the qualitative data, which was collected during the pre and post interviews as well as during the classroom observations. The first step was to transcribe the audio-recordings of the pre and post interviews. This was a very lengthy process, but extremely important. Then, I continued transcribing the audio-recordings of each classroom observations. After I completed the transcription of the audio recording for each lesson, I read the transcriptions, identified a code for each of the strategies, such as TPR, visuals, among others. I listed all the strategies that I identified in each lesson.

The process of triangulation. Creswell (2014) defined triangulation as gathering and examining evidence from different data sources in order to build a coherent justification for themes. Triangulation strengthened the interpretation of data, as it "illuminate different perspectives on the problem" (Long & Johnson, 2000, p. 35). I completed this process of triangulation in my research study, as described below.

After thoroughly reading each transcribed lesson and listening to the corresponding audio-recordings, I noticed that several strategies were repeatedly used during the classroom observations. I created an excel sheet, listed all the strategies and started coding them. I also added the strategies to maximize TL use that I had as options in survey question # 3 and I added many other strategies that the respondents from the survey provided me in the optional comments. In addition, I included strategies that I identified during both the quantitative and qualitative data collections, including the ones that Ms. Smith did not use during the classroom observations. Also, I identified relevant quotes from Ms. Smith's classroom discourse that she used as a routine to provide maximized TL use to her learners. This provided me with clear examples of different strategies to support maximized TL use in the classroom with novice

learners and valuable insights to answer my research questions. I copied and saved the quotes in a separate file in my computer in the folder assigned to qualitative data.

After I developed a list with all the possible strategies to maximize TL use with novice learners, I coded them and gradually grouped them into different meaningful categories. I combined these categories and started to see how themes emerged from the combination of categories. I sorted out key themes, as I was constantly going back and forth to review my original data.

This qualitative data analysis was important for a variety of reasons. First, it forced me to review the data of each lesson in depth, one component at a time, following a lengthy, yet worthy process for each lesson. Then, I listened to the audio-recordings, completed the transcriptions, checked the artifacts that I collected during the classroom observation, and finally, integrated all the most relevant components that I identified to draw conclusions. After that, I continued with the second lesson and so on until I completed the analysis of the five classroom observations. Additionally, I gained a clear understanding of the rationale for the implementation of the each of the strategies that Ms. Smith used to maximize TL use with her novice learners.

Once I completed multiple readings of all my collected data, thorough, in-depth analysis of data and comparisons of several data sources, including the participants' perspectives, I noticed that some conclusions and themes started to emerge during the long triangulation process and, gradually, I was able to answer the research questions in chapter five.

Summary

In chapter three, I described in detail the mixed methods research study that I selected to examine world language teachers' maximized TL use in the teaching of novice learners. I included specific information about the instruments for data collection and the processes for both

data collection and data analysis that I implemented in search for conclusions. The next chapter unpacks the detailed data analysis.

CHAPTER 4 RESEARCH FINDINGS

This chapter describes the findings and results from the data analysis of this mixed-methods sequential explanatory design study previously described in chapter three. First, I provide detailed analysis of the findings from the quantitative data. Second, I discuss the findings of the qualitative data in detail and compare it with the quantitative data to draw conclusions related to the research questions.

Analysis of the Quantitative Data

As described in chapter three, 53 world language teachers from across the nation voluntarily completed the online, anonymous survey in Survey Monkey. The respondents replied to each question in the survey. The answers are analyzed and presented below.

Question # 1: Teachers' goals for TL use with novice learners. The first question in the survey asked respondents to select their goals of TL use (expressed in percentages, e.g. 90-100%) with novice learners. As Figure 4.1 shows, 58.49% respondents (31 out of 53 teachers) indicated that it was their goal to use the TL with novice learners 90-100% of their instructional time. This goal is in alignment with the national standards for world language education on TL use and described in the ACTFL Position Statement on TL use (2010). The next level of TL use (70-80%) use was selected by eight respondents, who represented 15.09%. of the participants. After that, 10 respondents (18.87%) replied that it was their goal to use the TL 40-60% of their instructional time. A very small minority (7.55% = 4 teachers) indicated that it was their goal to use TL 20-30% of the instructional time with novice learners. It is worthwhile to note that none of the teachers in this survey indicated that they held a goal of using the TL for less than 10% of their instructional time.

Figure 4.1. Question # 1: Goals for TL use with novice learners
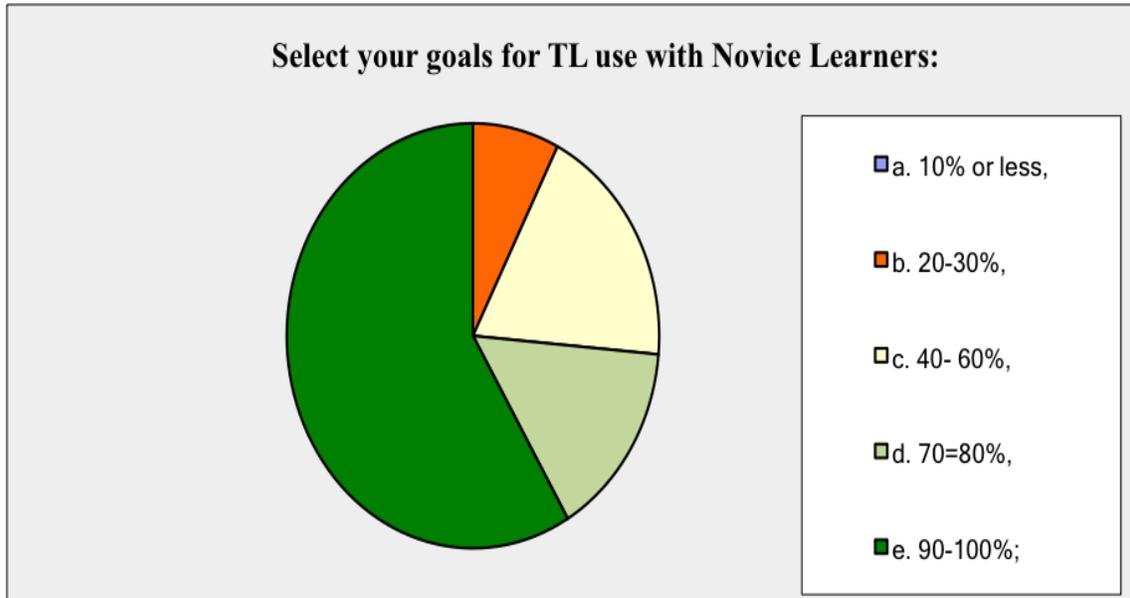
Figure 4.1. Goals for TL use with novice learners. This data shows that the highest percentage (58.49%) of the respondents indicated that it was their goal to use the TL 90-100% of their instructional time with novice learners, in alignment with the ACTFL goal for TL use.

From this data, I was able to draw some conclusions adding up percentages of related data. A considerable high percentage of the respondents, 73.58%, which equals 39 teachers, indicated with their selections that it was their goal to use the TL with novice learners at least 70% or more of their instructional time. This high percentage looks ambitious and promising because it shows that the respondents understand the value of using the TL during language instruction for effective language learning of novice learners. On the other hand, a small percentage (7.55 % of respondents = 4 teachers) indicated that it was not their main goal to use the TL with novice learners. This small percentage may indicate a lack of understanding about the importance of using the TL during instructional time in the world language classroom with novice learners.

Question # 2: Teachers' self-reported, actual TL use with novice learners. The second question of the survey gathered information regarding the respondents' actual TL use with novice learners. As indicated in Figure 4.2., the respondents revealed that the most-marked difference occurred at the highest level of language usage. Only 11.32% of the respondents (6 teachers) indicated that they actually use the TL 90% of the instructional time with novice learners. Seventeen of the world language teachers (32.08%) surveyed indicated that they actually use the TL with novice learners 70-80 % of the instructional time. A smaller percent, 18.87% of the respondents (10 teachers) indicated that they actually use the TL 20-30% of the classroom time. A very small percentage of the respondents (3.77 %, only 2 teachers) indicated that they use the TL 10% or less of the instructional time with novice learners.

Again adding up percentages of related data allowed for some further conclusions relevant to the respondents' actual TL use with novice learners. It is important to notice that the highest percentage of the respondents (43.40 %) indicated that they actually use the TL at least 70% or more of the instructional time. These selections showed that 33.96% of the respondents replied that they actually use the TL 40-60% of the instructional time with novice learners.

Figure 4.2. Question # 2: Actual TL use with novice learners
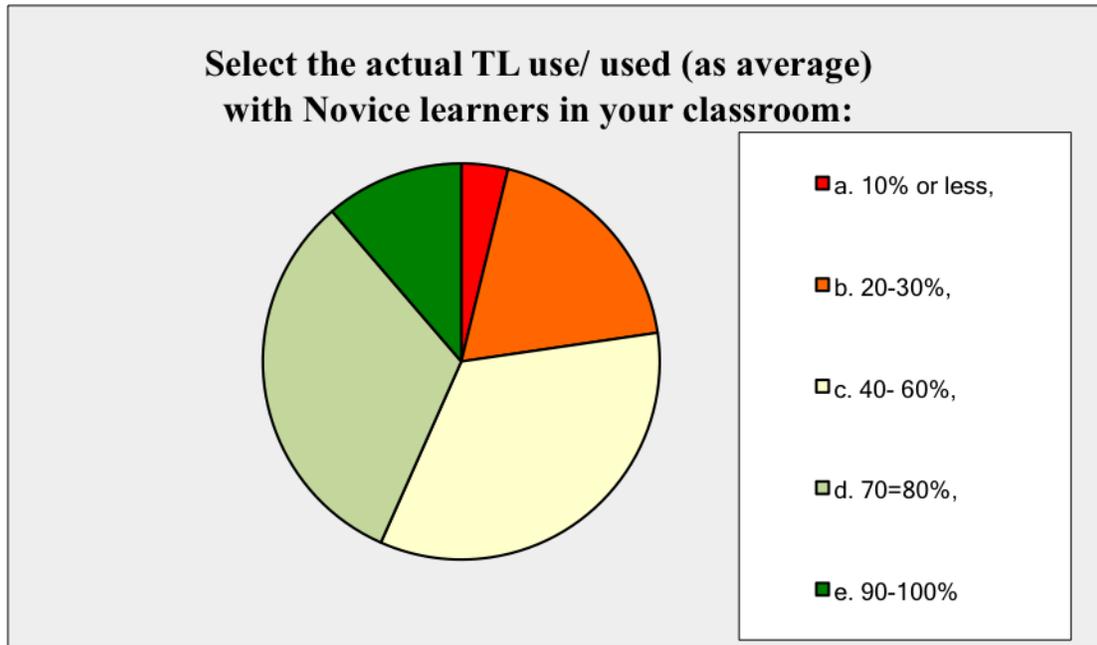
Figure 4.2. Goals for TL use with novice learners. This data shows that a very small percentage of world language teachers actually maximize the use of the TL with novice learners. This data shows a very clear difference with the data shown in figure 4.1(above), which focused on the respondents' goals to maximize TL use.

Teachers' goals for TL use vs. teachers' actual TL use with novice learners. Despite the fact that 58.49% of the respondents indicated that their goal was to use the TL 90%-100% of their instructional time with novice learners, only 11.32 % of the respondents stated that they actually use the TL 90% of the instructional time with novice learners. This data shows a gap between the respondents' high expectations when expressing their goals for TL and their actual use of the TL during instruction with novice learners. Moreover, this gap is also noticed in another finding: the majority of the world language teachers, 73.58% replied that their goal was to use the TL use 70% or more of the instructional time. This percentage notably decreases, as only 43.40 % of the respondents reported actually using the TL at least 70% or more of the instructional time.

Some participants added comments to their responses in questions # 1 and # 2. These comments indicated that there might be some misconceptions among world language teachers about the importance of using the TL 90%-100% of the instructional time from the start of the school year. First, some teachers stated that maximizing TL use was not possible with novice learners. Instead, they shared that they gradually incorporate the TL with novice learners. As one teacher explained, "I start slowly and build my trust with my students." Another respondent added, "The percentage builds, as the year goes." Another teacher stated, "I do not want to alienate students who do not pick up language easily."

Second, some respondents added that they supported the use of English during language instruction with novice learners for several reasons, such as saving time, clarifying concepts, among others. The use of English competes them with the need to maximize TL use during instruction with novice learners. A respondent concluded, "Trying to explain how language functions using pantomime is not an efficient use of time." Another respondent added that, "This range may vary on the planned activities. I tend to use more TL when providing input that will be used in the next several days. However, I probably use more English than I realized." Another respondent attributed the use of English in the world language classroom with novice learners to clarify input that was not comprehensible in the TL. "Usually, if too much English filters into the lesson, I attribute it to tasks that were beyond student's grasp or lack of scaffolding and support on my end." A respondent reflected upon the importance of a well-planned language instruction to avoid the use of English in the language classroom with novice learners. "I have found that when the lessons are well-planned and the class maintains a 90% atmosphere, I have found that [….] the students experience quality time in class." Additionally, the responses highlighted varying degrees of apprehension regarding the use of the TL in the classroom when they are not

themselves native speakers of the language they are teaching. One of the teachers stated that, "It has become easier over the years (to use maximize TL use) because I have learned not to worry about errors I may make and I am more in tune to evaluating my students' facial expressions then modifying the direction of my lesson."

Question # 3: Strategies to mediate student understanding of the TL. The third question of the survey was designed to collect data about the respondents' preferred strategies that they use to mediate their learners' understanding of the TL. The respondents were asked to select three of the most effective strategies that they use to mediate student understanding of the TL input. The three strategies that received the highest percentages were the following: the use of gestures and facial expressions; the use of objects, props, and visuals; and promoting an engaging learning atmosphere. The preferred strategy was "gestures and facial expressions" selected by 35 respondents (66.04%), as the most effective. Twenty-five respondents (47.17%) chose "the use of objects, props, and visuals" while 24 respondents (45.28%) selected "promoting an engaging learning atmosphere."

Figure 4.3. Question # 3: Most Effective Strategies to Mediate Understanding of TL Use

Select three strategies that you consider are the most effective to mediate student understanding of your TL message:
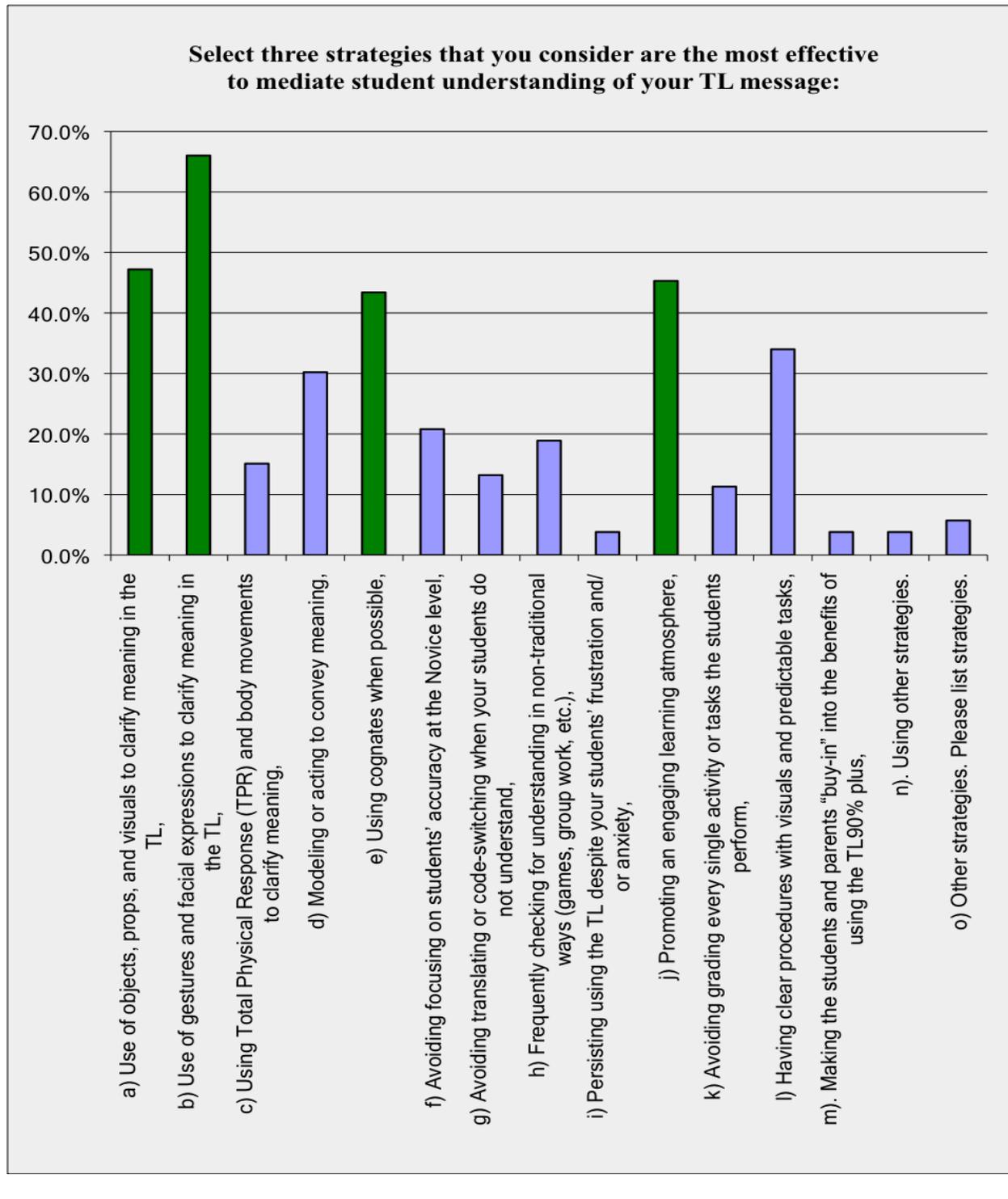
Figure 4.3. The most effective strategies to mediate student understanding of TL input selected by the respondents. This chart shows the respondents' selection for the three most effective strategies to maximize TL use with novice learners.

The fourth most effective strategy that the respondents (43.40%) selected was using cognates when possible, followed by having clear procedures with visuals and predictable tasks. With regards to the other selected strategies, 30.19 % of the respondents selected modeling or acting to convey meaning. 20.75 % of the respondents selected avoiding focusing on student's accuracy. 18.87% selected frequently checking for understanding in non-traditional ways; 15.09 indicated using Total Physical Response (TPR) and body movements to clarify meaning; 13.21 % selected avoiding translating or code-switching, 5.66 % selected other strategies, such as Teaching Proficiency through Reading and Storytelling (TPRS) or Comprehensible Input (CI), lots of "rituals" integrated into daily classroom activities; lots of visuals (photos and drawings, PPTs), front load units with more manageable interpretive tasks, feather in tasks that require ore output gradually and have an engaging theme to which students may have an emotional attachment). A very minor percentage (3.77%) agreed on persisting TL use despite students' frustration / anxiety and making students and parents buy in.

Question # 4: Reasons for using English in the world language classroom. This question identified the reasons for using English instead of the TL in the world language classroom. The respondents selected the three most important reasons for using English in their classroom. "Explaining grammar notions in English" was selected by 41 respondents and 35 respondents (68.63 %) indicated that they use English "to deliver cultural explanations." "Effective classroom management" was the rationale selected by 28 respondents (54.90%) for using English instead of the world language in their classrooms. Other important categories that are listed below were selected. Twelve respondents (23.53%) indicated that "reaching all their students in large classroom" was the main factor for their selection while 11 respondents (21.57%) selected the option "Because my students are not motivated and show frustration and

anxiety when they speak the TL." There were nine respondents (17.56%) who indicated that they use English instead of the TL during their instruction in order "to adhere to administrative directives."

The remaining categories were selected by a small number of respondents, which showed minor percentages. Only three respondents (5.88%) indicated that they used English "because their students do not understand him/ her using the TL 90% plus". A minor percentage (3.92%) of respondents considered that "their oral proficiency in the TL was low and they have not been trained to use the TL 90% plus." None of the respondent selected the option "I do not want to use the TL 90% plus." This may indicate that all the respondents were aware of the ACTL recommendation to maximize TL use during instructional time.

In addition, the respondents added other important reasons in their open-ended responses for using English during their instruction, as follows, (1) "to lead students during emergencies, lock-down procedures, fire drills, and tornado drills, to correct behavior," (2) "to give directions for a new activity," (3) "to clarify criteria for assessment," (4) "to clarify non-cognates," (5) "to teach Latin," (6) "to teach languages to special education students and English learners," (7) "to build strong relationships with the students," (8) "when students are not motivated about learning languages because they take the class as a graduation requirement," (9) "when student show resistance to the use of the TL," (10) "when students are ill," (11) "when they have emotional issues," or (12) "when they want to share a personal problem with the teacher." One of the respondents explained her position about the use of English, "To give directions for more complicated class activities more quickly, providing the students with more time on the task in the TL."

Figure 4.4. Question # 4: Reasons for Using English in the World Language Classroom
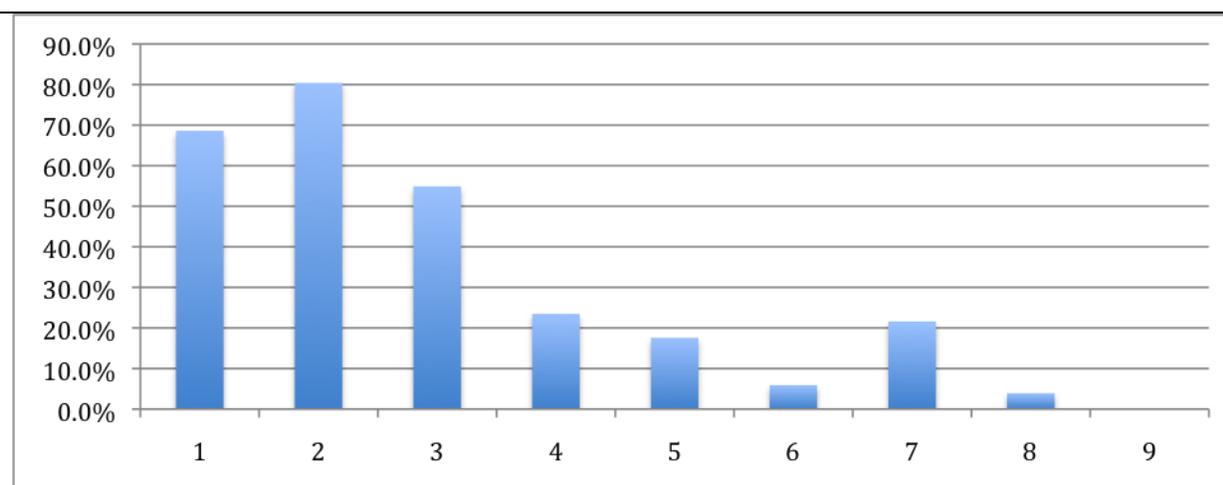
1) To deliver cultural explanations,
2) To explain grammar notions,
3) For effective classroom management,
4) To reach all my students in my large classes,
5) To adhere to administrative directives,
6) Because my students do/did not understand me using the TL 90% plus,
7) Because my students are not motivated and show frustration and anxiety when I speak the TL,
8). My oral proficiency in the TL is low,
9) I have not been trained to teach how to use the TL 90% plus.
10). I do not want to use the TL 90% plus.

Figure 4.4. Reasons for using English with novice learners. This bar chart identified the main reasons the respondents claimed for using English in the language classroom instead of the TL.

Question # 5: Respondents' estimated level of language proficiency. The respondents were asked to estimate their level of language proficiency in the TL they taught. As shown in figure 4.4 below, only 15 out of 53 respondents confirmed that they took the ACTFL Oral Proficiency Interview (OPI) exam. This exam is an internationally recognized assessment that measures one's ability to speak in a particular language at different levels of language proficiency, from novice to advanced. There were three respondents (5.77%), who rated themselves as distinguished in the language that they teach because they were native speakers of those languages while 13 respondents (25%) developed superior level of language proficiency in the language they teach and 55.77% of the respondents (29 teachers) achieved advanced level of

language proficiency, which is the minimum level of language proficiency required for teacher certification for most languages in many states. Some of the respondents (19 teachers) shared that they did not take the OPI exam.

Overall, 86.54 % of the respondents (45 teachers) identified themselves as having developed at least advanced level of language proficiency or above. This data demonstrates that the respondents developed and demonstrated high levels of language proficiency to use the TL with confidence during their instructional time when teaching novice learners. This tendency aligns with the data obtained in Question # 1 with regards to the high percent of teachers who claimed that it was their goal using the TL 90-100 per cent of their instructional time with novice learners. Despite the ambitious goal many respondents had to maximize TL use in the classroom with novice learners, the actual TL use during instructional time with novice learners indicated by the respondents in Question # 2 was considerably low. The reasons for this gap between the goals to use the TL and the actual use can be related to the multiple reasons for switching to English that the respondents indicated in question # 4. Burke (2015) concluded that just because teachers are native speakers or advanced speakers does not necessarily imply that they maximize the TL with novice learners or have the skills to enable students to use the TL.

Figure 4.5. Question # 5: Respondents' Self-Estimated Language Proficiency Level
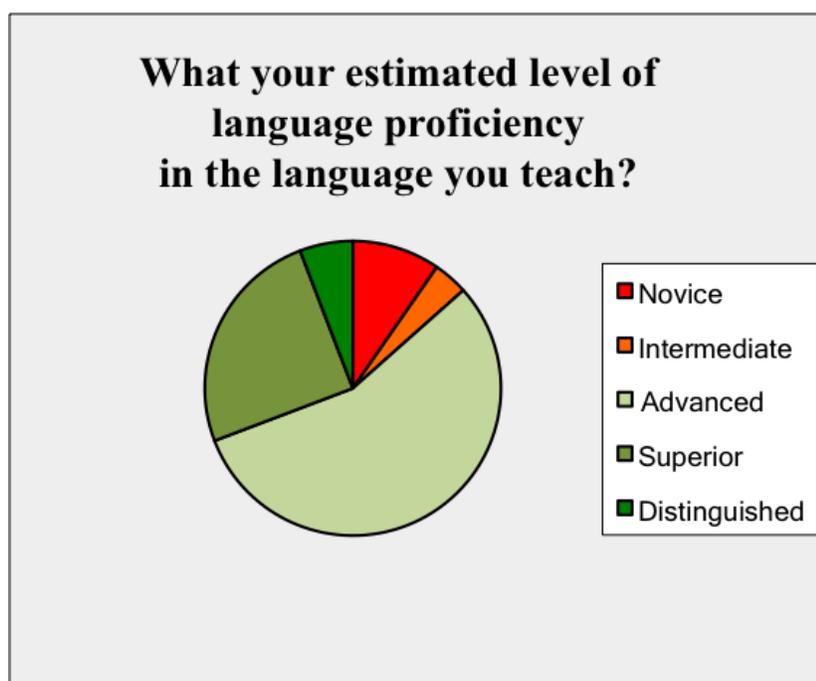
Figure 4.5. Respondents' estimated level of language proficiency. This bar chart shows three respondents' self-assessment of their estimated levels of language proficiency in the language/s they teach. Only some respondents based their responses on the proficiency levels they demonstrated at the time they took the Oral Proficiency Interview (OPI) previous to this study for certification reasons and/or other reasons beyond this study.

Analysis of Qualitative Data

Instructional strategies to support maximized TL use with novice learners. During the pre and post interviews, Ms. Smith identified the three most effective instructional strategies that enable her to maximize the use of Spanish when teaching novice learners. According to Ms. Smith, the three most effective strategies she uses with novice learners are the following:

1. Selecting relevant and engaging topics, based on the teacher's deep knowledge of the students and their interests;

2. Using visuals to make the comprehensible to novice learners;

3. Consistent use of TL in the classroom with novice learners.

Ms. Smith explained that these strategies support language learning, as the learners process the information in so many different ways. In that manner, learners become aware of the need for her to use the TL during instruction in the classroom and they agree to use it themselves.

In order to gain a clear understanding of the significance of each of the strategies that Ms. Smith mentioned as the most effective from her perspective, each data set from this qualitative data was examined in the order she introduced them, as follows.

Selecting topics based on teacher's deep knowledge of the learners. For Ms. Smith, having "deep knowledge of her audience" was crucial to select relevant and engaging topics based on the learners' interests to promote TL use in the classroom. As she explained during the interview and it is quoted below, she intentionally plans and gets to know her students and their interests via a survey at the beginning of the school year. For Ms. Smith "It is really important to know your audience and make sure that you are choosing topics or themes that are engaging. I feel like I know my crowd pretty well… and I talk to them a lot."

Knowing her students well allowed Ms. Smith to select topics her learners were truly interested in when she planned her units and lessons. Ms. Smith believes that designing her instruction with the focus on the students' interests is crucial to engage them in using the TL in the classroom.

> If they (the learners) don't care, then the conversation dies and the lesson is dead. (Teacher laughs) so it does not go anywhere. Like you really need to find something that they (the children) want to talk about because if they don't. You can't extend the conversation in any meaningful way… And if you can find something that they DO want to, you can extend the conversation a long time and, through that, you've got tons of different repetition of language … That's how they learn to use the language. Repetition can happen because they are interested (in the topic) … They really have to be interested in order to become engaged.

Ms. Smith deeply cares about her students' engagement in using the TL with "things that they want to talk about." It is her priority to make sure that she has "something engaging because the kids are going to try a little harder to understand or want to understand it. I think that's really key that they would so bothered by me to speak another language … if they really want to know what I am saying."

Thus, in order to get to know her learners well early in the school year, Ms. Smith created a survey (in English) and administered it at the beginning of the year. The survey allowed her obtain some academic information about her novice learners, but she also she asked them other questions, such as who they admired, what they did in their free time, what their favorite class was, among other questions. These questions helped her identify the topics that the learners are really interested in and select the most relevant topics for her units and corresponding lessons. She only included the topics that the learners really care for and want to talk about when she plans her instruction in the TL. Below she explained how she created this survey to get to know her novice learners.

> I do interest surveys that I refer back to and I recognize what are some things that they [the learners] might have strong opinions about so, for example, there are fruits, like peaches, that a lot of kids really like, but some things, like eggplants, that they might find gross. So I want something that they want to talk about more or they just really like to talk about food in general so, in recent weeks, I have done lessons where we are talking about breakfast food and so.

Creating a survey does not need to be time-consuming, according to Ms. Smith. She explained how she manages to update her surveys year after year to match the students' interests that generally change over time.

> I use a Google form that has a big spreadsheet and it's very easy for me to search so I tend to update my lessons. For example, when I was teaching Spanish II, I used a bunch of people and things that they have strong opinions about. I wanted them to express their opinions about a bunch of stuff, so someone that must be a popular actor or comedian, for

example, a few years ago, could be passé now, so I look back at that list to update it with someone that they know and care about.

Having experience working with a particular age group and grade level is important in the selection of interesting topics for her learners. "Just by seeing the kids' reactions over the years or recognizing what are some things they really don't eat, like the kids in (name of city), don't typically eat figs and that's not a common fruit here … and, so, if I ask them about figs, a lot of them haven't tried them and they don't know, but a lot of them have tried and have strong opinions about broccoli." Moreover, she emphasized the importance of accompanying instruction in the TL with engaging visuals to appeal to the learners' interest in the topics she selected for her units.

> Instead of using clipart, I've made a slide where I put pictures of really delicious looking breakfast foods and just using the really nice looking photos, even that, stimulated a great conversation where we were able to talk for a really long time and the kids really wanted to participate because they wanted to express, "Oh, my Gosh! That looks so good, I really like waffles", "Oh, me? I really like sausages with pancakes", or whatever it was.

To conclude, getting to know her learners as well as their interests and needs is of paramount importance for Ms. Smith to generate meaningful interactions in Spanish with her novice learners in the classroom. Ms. Smith deliberatively selects topics of interaction supported by engaging visuals to prompt her learners to attempt to use the TL in class. According to Ms. Smith, her learners actively participate in class because they are interested in the topics of the interactions.

Using visuals to mediate maximized TL use and promote its use among novice learners. During the interviews, Ms. Smith emphasized the importance of using visuals with novice learners to support maximized TL use during instruction. She pointed out that, "Visuals are really important, similarly to drawings or using gestures. Novice learners need a lot of visual support, so I try my best to make sure that I have visuals when I am talking to the kids, especially

when I am using new or unfamiliar language." In fact, Ms. Smith used multiple engaging visuals, for specific purposes during the classroom observations. The examples below illustrate Ms. Smith's use of engaging visuals to support maximized use of Spanish during her instruction with her novice learners.

A clear example of Ms. Smith's maximized use of Spanish with her novice learners happened during my first classroom observation. Ms. Smith she used a map of the world (Figure 4.6) hanging on the wall to incidentally introduce me as a guest to her students. She used this meaningful opportunity to provide comprehensible input to her learners in Spanish to clarify to her students my temporary presence in her classroom. She supported her discourse in Spanish with a visual and shared meaningful information with her learners about my country of origin, as follows,

> Esta señora es de Argentina. (Teacher used gesture with her hand to indicate proximity as she said the word "Esta"). Miramos en el mapa (Teacher pointed to the map in Figure 4.5. with a clicker). Mira esto. Argentina …. ¿Dónde está Argentina? Está en América del Norte o en Sur del América? (Students replied in chorus). ¡Sí, en Sur América, sí! Ella es de Argentina (Translation Appendix N).

Figure 4.6. Using Visuals to Mediate TL Use and Promote its Use

Figure 4.6. Visual were used to support maximized TL use in Ms. Smith's classroom. The teacher used a map of the world at the beginning of the first lesson I observed to incidentally introduce me as a guest to her class, as she promoted maximized use of Spanish with the suport of the visual.
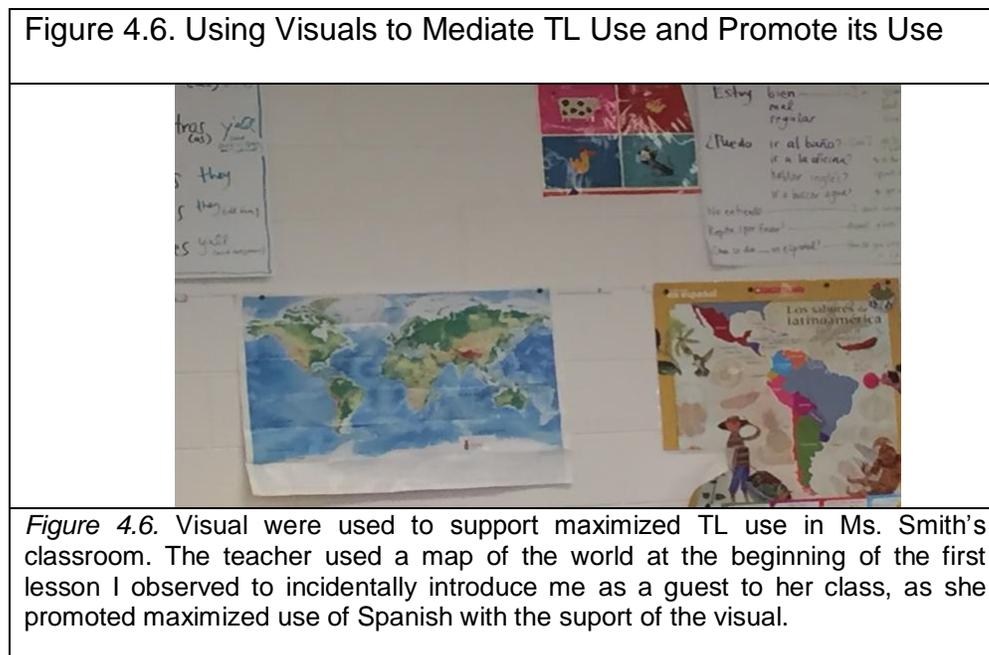
Another example of Ms. Smith's use of engaging visuals to maximize TL use among her novice learners can be seeing in Figure 4.7. The teacher showed her students a colorful ABC book of vegetables and healthy fruit book, called "Healthy Foods from A to Z", to engage her class into discussing healthy foods. Ms. Smith's goal was to engage the children with the visual to expose them to the expressions "Me gusta/an" and "Me encanta/n" to express likes and dislikes regarding vegetables, always maximizing the use of Spanish during her instruction.

Figure 4.7. Authentic Resource to Support Maximized TL Use

Figure 4.7. Engaging authentic resource was used to support maximized TL use in Ms. Smith's classroom. Ms. Smith showed her class this book on the screen using her Elmo projector to support maximized use of Spanish to activate prior knowledge and present new vocabulary amd expressions in context.
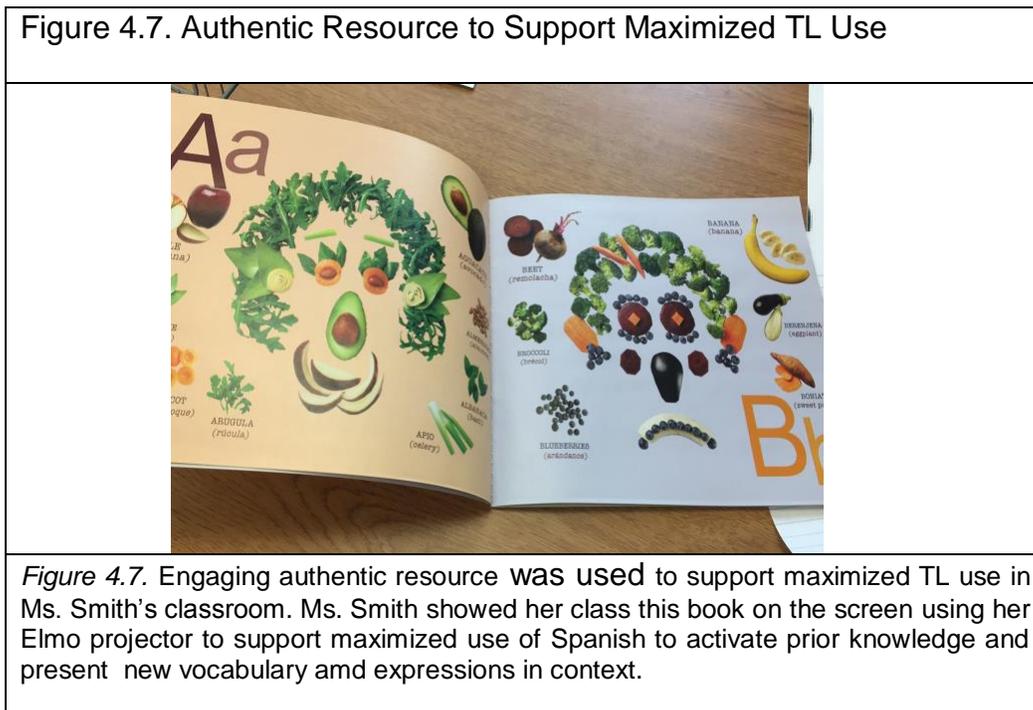
I included the second paragraph of the transcribed part of lesson where she used the visual above to maintain the use of Spanish during the interactions with her novice learners. The full transcribed lesson is located in Appendix K. Ms. Smith used the engaging visuals in Figure 4.7. to expose her learners to the expressions of likes and dislikes in alignment with her goals for that particular lesson. She also used the visuals to incidentally extend the interactions with her novice learners about a topic that the learners seemed to care about. Ms. Smith asked questions about their likes and dislikes based on the visuals, as she gradually exposed the learners to the

grammatical forms "Me gusta/n" and "Me encanta/n." Moreover, Ms. Smith used the visuals to maximize her use of Spanish to develop the learners' interculturality when she referred to the fact that people in Argentina do not buy guacamoles because they are expensive there. She also shared her own likes regarding how she eats avocados and what people in (state) eat because they are popular.

> Comida sana de la A a Z. Yo estoy (soy) curiosa. Yo quiero sus opiniones. Repitan por favor, A…B (Students repeated one letter at a time after the teacher). A ver qué tenemos aquí… Esos son aguacates. Los aguacates son muy sanos. Son muy sanos. (A student said, "No me gustan") ¿No te gustan? (Teacher expressed surprise). Me encantan…. ¡Me encantan (exaggerating) los aguacates! (A student said, "A mí me gusta guacamole). Me encantan los aguacates. Muy bien, clase, rápidamente (the teacher controls the students' excitement) ¿A quiénes les gustan los aguacates? (Students rose their hands as a response). Sí, los aguacates (Students replied "Creo que no."). ¿A quiénes le encantan (exaggerating) los aguacates? (Another student replied, "A mí tampoco") (Teacher corrected student by saying: Tú tienes que decir…"A mí no", "A mí no". Then she continued) A mí me encantan también. Mi familia es de (state) y los aguacates son muy populares en (state)… Me gusta comer los aguacates en sandwiches. ¿Tú comes aguacates en sandwiches? Muy bien…¿Y tú? (Student replied with a gesture indicating his like). ¿Y tú? (A students asked, "¿Cómo se dice "guacamoli" en Español?) Se dice "guacamole", sí, "guacamole." ¿Te gusta el guacamole? (The student replied affirmatively). A mí también. Me gusta comerlo con tapas. Comer los guacamoles con tapas. En Argentina no es popular comer aguacates porque en el supermercado es muy caro. Cuesta mucho comprar un aguacate entonces no es popular ahí porque es muy caro, no es popular. No es normal para ellos comer aguacates. Esos son aguacates (Translation in Appendix K).

In short, Ms. Smith's discourse was in Spanish almost 100% of her instructional time during my five classroom observations. This was possible due to the use of engaging, colorful visuals. These visuals were mostly authentic resources, such as, authentic books, videos clips, menus, and Skype interactions with native speaker from Guatemala, among others. These resources certainly increased student engagement, as they were used as prompts for students to use Spanish in response to Ms. Smith's proposed interactions.

Using maximized TL consistently among novice learners. Observing Ms. Smith in action, enthusiastically delivering instruction to her novice learners, I realize that maximizing TL is possible in the classroom with teaching novice learners There is no question that certain conditions, like the ones mentioned below, improve the chances of being able to consistently maximize TL use among novice learners. They all require strong commitment, thorough planning, and deliberate implementation.

When the teacher commits to maximize TL use with novice learners. When teachers are highly proficient in the language they teach, they can consistently use the TL to interact with the learners in the TL and provide consistent, relevant, and meaningful comprehensible input during instruction. The teachers' commitment to consistently maintain TL use in the classroom engages learners in the interactions. Ms. Smith reflected upon her own consistency with TL use with novice learners,

> I noticed that, other years, when I've been stricter and I was able to stay on task and really make an effort to keep the kids in the language. And so this year I've noticed a difference … when I … there's been a period of time and I am feeling better now so it is easier for me with the teaching, but, I notice a difference when I don't do it, when I haven't been as consistent, when I haven't done as many as these kinds of activities where they are interacting… I see a difference in their (the learners') ability (to use the TL).

Ms. Smith explained why she considers that it is utterly important for world language teachers to commit to consistently use the TL with novice learners and engaging them in meaningful interactions in the classroom. Ms. Smith pointed out that, "It easier to keep the kids in the TL if they see the teacher always, always, always using the TL." In order to comply with her own expectations, Ms. Smith systematically talked to her students using natural pace, but slowing down her oral message when she considered it was necessary. She used cognates and repetition in context to clarify her message when she inferred her students needed this support.

She emphasized some words, using visuals, and providing the corresponding graphophonic information while pointing at the visuals or the words written on the board, as needed. The latter, also called graphophonic cues, is a term is commonly used in reading and in language arts. The prefix *grapho-* means writing. The word *-phonic* relates to the sound of the written word. As the teacher introduces new vocabulary and expressions in the TL within the context of a text (oral or written), graphophonic information supports language learners to decode them and/or recognize words that carry meaning for them because they are cognate. When learners are given opportunities to make connections between form (that is, the language they hear and the meaning (that is the concrete objects or the written word referred to in the input, Terrell (1986) refers to this process of linking meaning to form as binding. Moreover, she effectively used technology (a microphone, white board, websites, clicker, etc.) to support her consistent teacher discourse in Spanish and make the input comprehensible for her novice learners.

When the teacher continues using the TL despite the challenges. There is no question that checking for understanding consistently helped Ms. Smith to maintain her strong commitment for maximized TL use. As soon as she noticed the learners' reactions showing lack of understanding, she provided further clarification in the TL. When a student interrupted to ask a question using English, Ms. Smith replied in Spanish. Then she continued teaching with the performance objective (e.g. express likes and dislikes) in mind for each specific lesson and providing relevant examples in context.

In the example below, Ms. Smith shows how she effectively implemented maximized TL use. She even maintained the use of Spanish when a student attempted to initiate the interaction in English saying, "I have a question. Why are there carrots on the B?" Ms. Smith remained calm and proceeded to consistently maintain the interaction in Spanish, as she

considered that there was no need to switch languages at that point. When a student interrupted the use of Spanish in the classroom by her asking questions in English, Ms. Smith invited the student to use Spanish. The same happened when other students, trying to clarify the meaning of the word "boñato", decided to switch to English instead of trying to explain the word in Spanish.

> Un momento. ¿Qué? No comprendo. (Teacher expressed surprise and continued speaking Spanish to the student who asked a question.) ¿Cúal es tu pregunta? (Teacher maintained Spanish and remained calm while students started talking in English trying to assist their peer with his question. Another student said, "Sweet Potatoes!") ¿Puedes usar un poco de Español? (Another student explained to the student, who asked the question, that sweet potatoes meant carrots.) ¿Perdón? (Teacher indicated that she did not understand English. Another student explained, "They look like carrots." Teacher waited calmly for students to speak in Spanish. Then another student guessed, "Boñito", so the teacher clarified) Ah, sí, esto aquí es boñato. Es boñato. Es similar a papa, pero es dulce y el color es diferente, si?. Boñato…. ¿es una verdura? (Student replied affirmatively). En Argentina, se llama "batata." Repitan, "batata." (Students repeated in chorus). Entonces, depende también de donde estamos en el mapa. En el Caribe, en Cuba, en Puerto Rico, por ejemplo, ellos dicen "boñato." Repitan, "Boñato." (Students repeated in chorus). Boñato es una verdura popular. A mí me encantan los boñatos. Me gusta comer un boñato con mantequilla y un poco de azúcar. Ummm… ¡Qué rico! Bueno… X, ¿te gustan los boñatos fritos?... como las papas fritas (Student replied). Aha, aha, estoy de acuerdo, me gusta tambien. Z, ¿te gustan los boñatos? (A student replied saying "No me gustan nada."). No te gustan los boñatos, ¿de veras? C, ¿te gustan los boñatos? A mi también me gustan los boñatos. Pues, a mí me encantan. E, ¿te gustan los boñatos? A mí me gustan mucho los boñatos. A ver que más tenemos aquí en el libro? Repitan por favor, A, B, C. D, Uh! Los duraznos… (Appendix K)

When the teacher uses the TL for the classroom routines. After that, Ms. Smith continued her lesson consistently maximizing the use of Spanish to give directions about an activity to identify when to use the expressions "me gusta" or "me gustan" in Spanish. She supported her directions in Spanish by means of the use of visuals, gestures, cognates, and technology, among other strategies. Moreover, Ms. Smith used Total Physical Response (TPR) to check for understanding when she asked her students to lift the materials - sheets of paper, pens, and highlighters – that they needed to carry on the activity successfully. She even praised her

students using consist TL use, as shown in the transcribed segment below. The complete

transcribed audio recording with the translation is located in Appendix L.

> En un momento vamos a continuar para hablar de lo que nos gusta o nos encanta (Ms. Smith showed gesture/ exaggeration for both degree of likes) pero vamos a hacer una observación. Por favor, regresen a sus mesas y saquen una hoja de papel, un lápiz y dos rotuladores. (Students followed directions.) Clase… bueno, yo voy a contar hasta tres. Cuando yo digo tres, levanten sus hojas de papel. Uno, dos, tres…   ¡Sí, sí, sí! ¡Mucho papel! Sus papeles! (The students followed her directions) ¡Qué bien! Me gusta mucho! ¡Sí, sí, sí! (Enthusiastically). Muy bien, yo voy a contar hasta tres y cuando digo tres, levanten sus lápices. Lápiz, lápiz, sí, lápiz, ¡Sí, sí, sí! (Students enthusiastically followed her directions). Bueno, ahora bajen sus lápices. M, (Teacher asked a student), ¿tú necesitas uno? ¿Tienes un bolígrafo? Un bolígrafo, está bien…. Oh, tienes un lápiz. ¿Y tus rotuladores? Necesitan dos. Si tú no tienes rotuladores, está bien, saquen dos bolígrafos de colores diferentes. Rotuladores…Uno, dos tres, levántenlos! Bien, ¡Sí, sí, sí!, ¡rotuladores! Oh, ¡qué estudiantes tan responsables! Me gustan mucho! (Teacher praised students). ¡Qué bien! ¡Bájenlos ahora, por favor!

When the teacher plans engaging, standards-based, proficiency-oriented instruction and

assessment. Ms. Smith planned her instruction thoroughly for deliberate maximized TL use to

reach the specific objectives she had for each lesson. Ms. Smith reflected on this strategy, as

follows,

> Usually, I stop and take a second to remind them of the goals… what our goals are for the class. Yesterday we wanted to talk about what we really like and love, but I have to remind them (the learners) that not only we are talking about that stuff. The point is that we are in a Spanish class so we want to get more proficient in Spanish so I usually have a very brief conversation about that to remind them of the end goal and why I am asking them to comply.

Figure 4.8. Goal-Oriented Language Instruction to Maximize TL Use
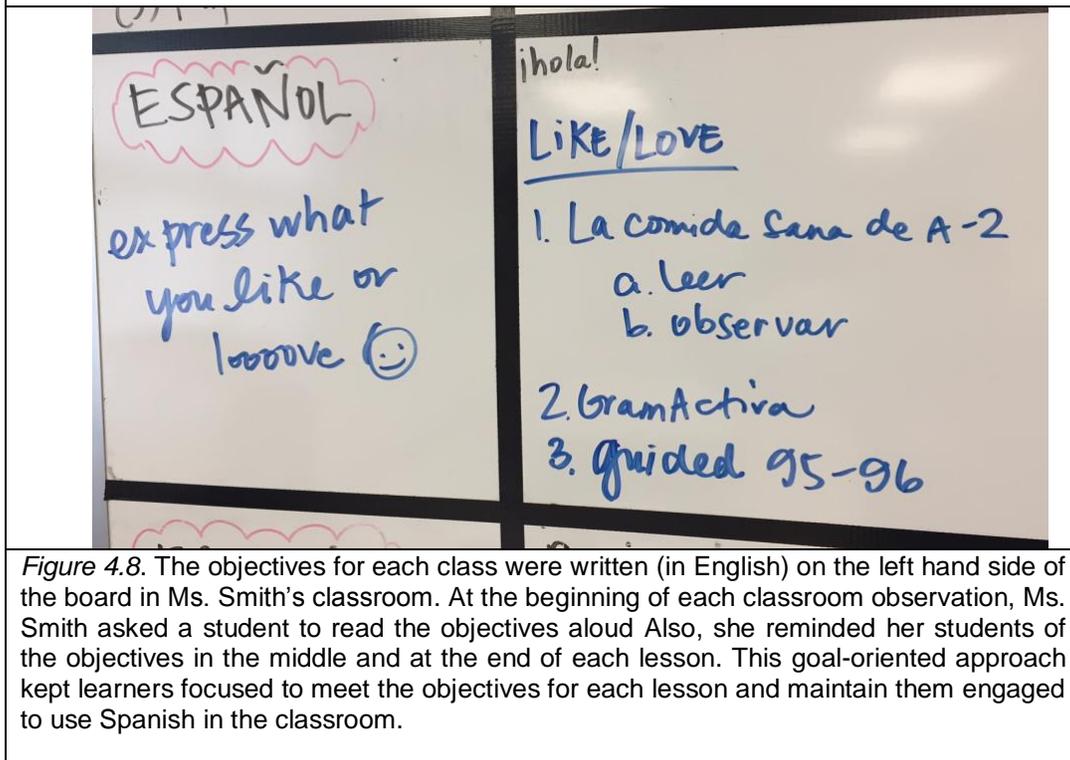
Figure 4.8. The objectives for each class were written (in English) on the left hand side of the board in Ms. Smith's classroom. At the beginning of each classroom observation, Ms. Smith asked a student to read the objectives aloud Also, she reminded her students of the objectives in the middle and at the end of each lesson. This goal-oriented approach kept learners focused to meet the objectives for each lesson and maintain them engaged to use Spanish in the classroom.

When the teacher uses technology to support TL use. Ms Smith effectively used various kinds of technology in the classroom, such as a microphone, white board, document camera, the Internet, and laptops among others. These resources supported her maximized use of Spanish and enable her to make the input comprehensible for her novice learners. Moreover, technology allowed her to bring reality to the classroom, as her students interpreted online authentic materials as well as interacted via Skype with native speaker from Guatemala, among others.

Figure 4.9. Using Technology and other Resources to Support TL Use
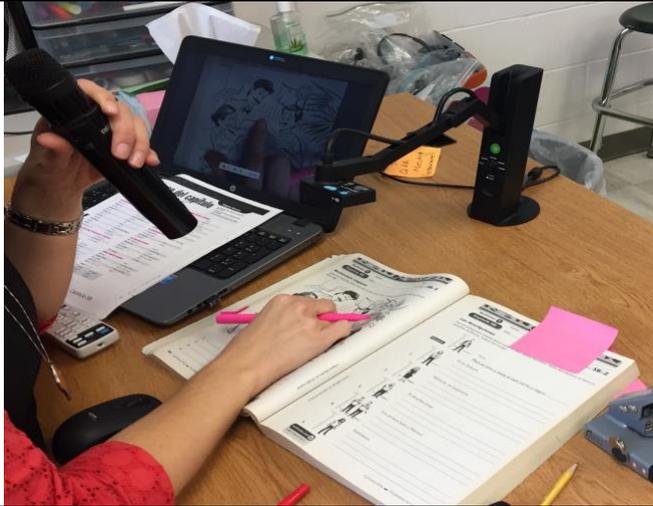
Figure 4.9. Using technology to support maximized TL. Ms. Smith assisted her students' understanding of the TL with the support of technology (microphone and Elmo projector) as well as other resources (highlighter, textbook, and visuals).

When the teacher uses graphophonic information to support TL use. Providing graphophonic information implies providing the written support, as it can be seen in Figures 4.10 and 4.11 respectively.

Figure 4.10. Using Graphophonic Information to Support Maximized TL Use

Figure 4.10. As the guest speaker was talking about typical foods in Guatemala, Ms. Smith used her Smart board to show photographs of the typical dishes and wrote the new vocabulary on the board to promote retention.

Figure 4.11. Using Graphophonic Information to Teach Grammar Using the TL
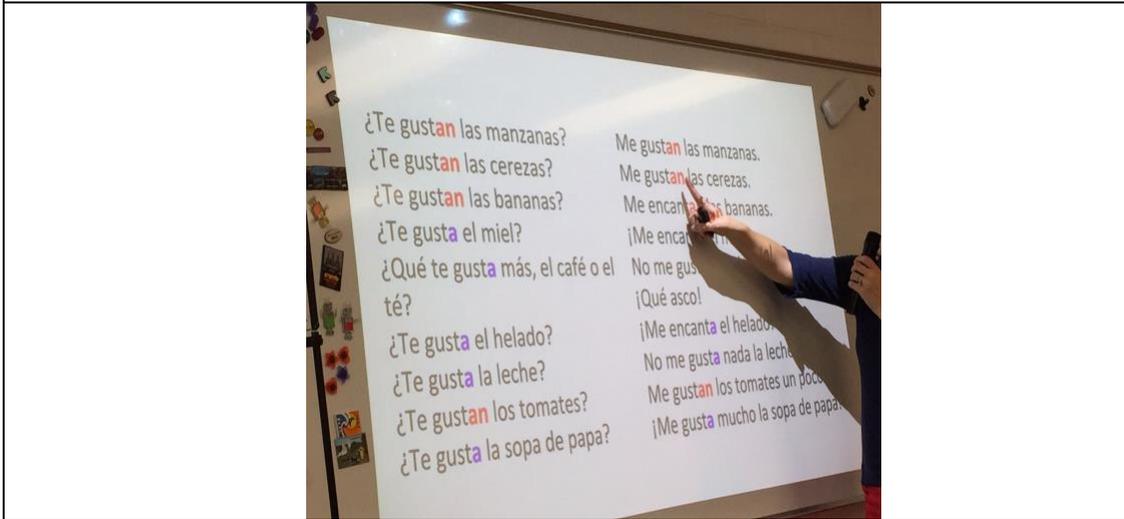
Figure 4.11. Graphophonic information to support maximized TL use when teaching grammar to novice learners. Ms. Smith was able to maximize TL use to highlight a salient grammar item using graphophonic information. In the photo, Ms. Smith is using Spanish to teach grammar inductively, as she focused her students' attention on a slide she created. She asked questions in Spanish that required her learners to provide short answers.

When the teacher uses the TL even when she is using the textbook. Ms. Smith pointed out that most textbooks include content information in English and sometimes teachers feel it is a challenge to maintain TL use in their classroom because the textbook jeopardizes TL use. In fact, the textbook was used only as a resource in her classroom. When the textbook had directions in English, Ms. Smith read them in Spanish and used technology to support comprehension of her directions in Spanish (Figure 4.12).

Figure 4.12. Maximizing TL Use When Using a Textbook as Resource
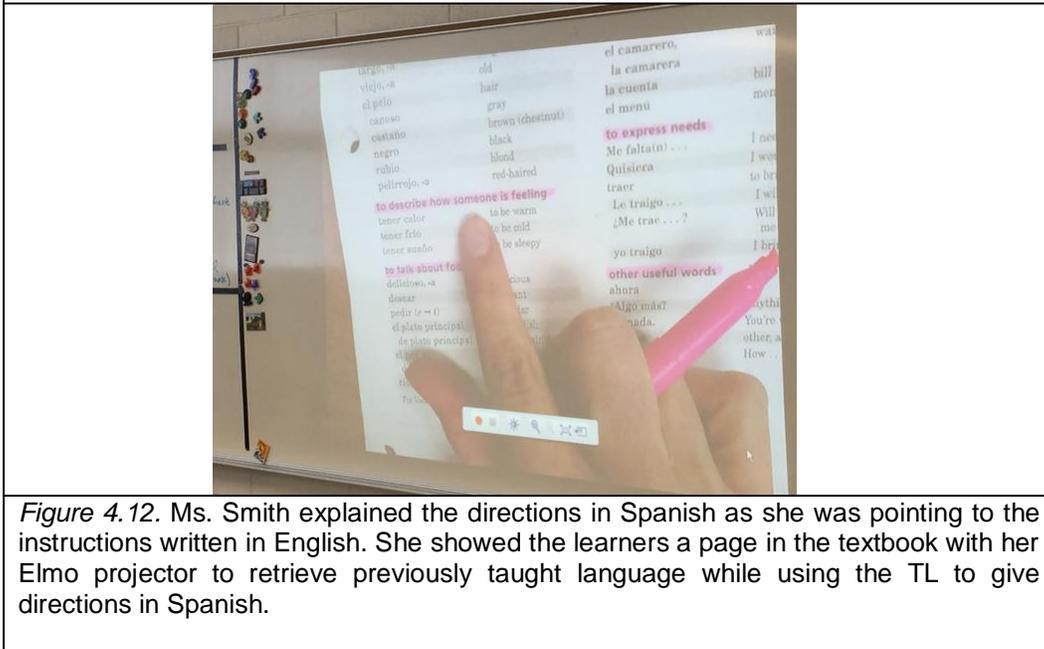
Figure 4.12. Ms. Smith explained the directions in Spanish as she was pointing to the instructions written in English. She showed the learners a page in the textbook with her Elmo projector to retrieve previously taught language while using the TL to give directions in Spanish.

To conclude, there is no denying that the teacher's firm commitment to maintain the use of the TL with novice learners is not an easy task, but it can definitely be accomplished in a consistent manner to ensure that the learners are immersed in the TL in the classroom setting. Ms. Smith demonstrated that a teacher, who firmly commits to use the TL, models the language for her learners during classroom instruction. The challenges for code-switching abound, but with determination and high level of language proficiency, consistent, maximized TL use can and must be accomplished for the learners' increased language proficiency gains over time.

Other strategies to support maximized TL use with novice learners. During the pre and post interviews, Ms. Smith identified two other relevant strategies that she implemented to sustain maximized TL use among her novice learners: developing the learners' awareness about the importance of focusing on language proficiency and promoting metacognitive strategies to support TL use.

When teachers advocate for language proficiency. As Ms. Smith pointed out during the pre-interview, she believes that raising the learners' (and parents') awareness about the importance of maximizing TL use in the classroom (and beyond) is crucial for effective language learning. One of her priorities is to make her students understand the importance of using the TL in the classroom early in the school year to be able to develop language proficiency over time. Thus, she deliberatively explains what language proficiency means to her students in a manner that they are able to understand and the relevance of using the TL consistently in the classroom for their language proficiency growth. She explained her routine, as follows,

> I teach them [my students] about proficiency at the beginning of the year… What different levels look like and what the goals are, what they can expect, how much time it will take to reach those levels of proficiency… so I feel they already have a framework, when I start talking about that. They understand in this manner why I have the expectations I do.

This year was not different. Ms. Smith held her students accountable for maximized TL use in the classroom since Day 1. She explained the ACTFL levels of language proficiency, what level of proficiency her learners achieved so far (novice low), and what level of language proficiency they were targeting with her instruction as well as her expectations for maximized TL use in her classroom. Figure 4.13 shows the poster from ACTFL, with the levels of language proficiency, that Ms. Smith used to explain to her learners about the importance of understanding the level of language proficiency they achieved so far and the targeted level to be developed the end of the school year in the three modes of communication --interpretive, interpersonal, and presentation.

Figure 4.13. Supporting Learners' Understanding of Language Proficiency
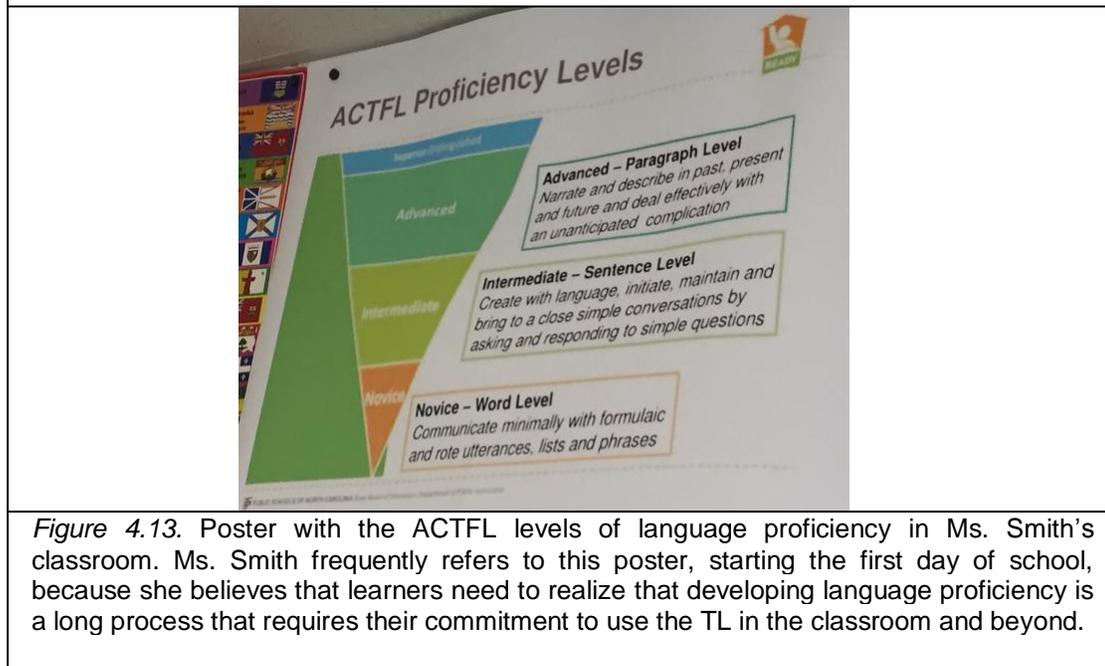
Figure 4.13. Poster with the ACTFL levels of language proficiency in Ms. Smith's classroom. Ms. Smith frequently refers to this poster, starting the first day of school, because she believes that learners need to realize that developing language proficiency is a long process that requires their commitment to use the TL in the classroom and beyond.

Ms. Smith managed to explain a very complex topic to her learners in a very straightforward manner. Her learners seemed to have "bought into" this explanation. Additionally, Ms. Smith showed her students the ACTFL video *Lead with Languages*, which emphasizes the importance of developing proficiency in a language other than English.

When teachers use strategic English. During the five classroom observations, Ms. Smith consistently initiated and generally continued the interactions in Spanish. They seemed used to her consistent use of Spanish during her instruction and joined in without showing hesitation. They never challenged the teacher for her commitment to maximize TL use and they willingly participated in all the meaningful, communicative tasks she planned for them. They only used English on very few occasions, but Ms. Smith skillfully managed to revert that quickly avoiding code-switching to English. Figure 4.14 below shows the simple and persuading way that Ms. Smith uses to explain to her learners the importance of using the TL and using English only when it is absolutely necessary.

Figure 4.14. Supporting Learners' Understanding of the Importance of TL Use
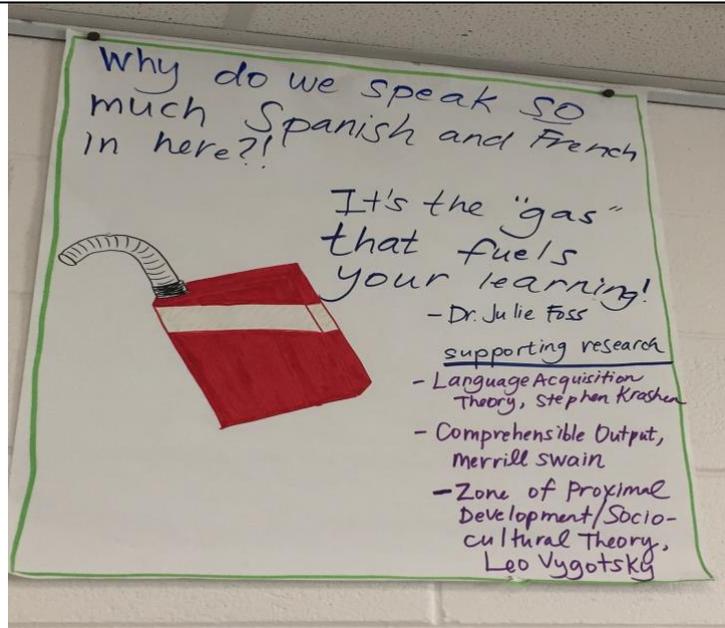
Figure 4.14. Poster in Ms. Smith's classroom that she uses to advocate about the importance of maximizing TL use based on research on language acquisition.

Also, during the Curriculum Nights that took place in early October, Ms. Smith made the parents aware of the need to maximize the TL use in the classroom so as to create the best learning conditions for their children to develop language proficiency over time. She explained to the parents what to expect in her classroom, talked briefly about the focus on proficiency, showed the same video she showed her students and presented the posters in figures 4.13 and 4.14. The parents understood the importance of shifting language education to an immersion setting with maximized TL classroom, as she explained,

> Why it may not seem like the language education they [the parents] had as students so, when they notice differences and they do not understand what their students learned, so when we do not conjugate verbs for the very first two or three months, they don't wonder about it and think that I've been irresponsible, but they understand that it is on purpose and it is backed with research.

Ms. Smith's continuous guidance and support for their children's growth in the language seemed to be highly appreciated by the parents.

When the teachers allow learners to self-assess their TL understanding/use. Ms. Smith's students had opportunities to self-assess their TL comprehension and speaking abilities through interactions, such as the meeting with a guest speaker, a Spanish native speaker from Guatemala, via Skype. In Figure 4.15, Ms. Smith provided her learners the possibility to self-assess their understanding of the guest speaker's speech. Also, the learners self-assessed performances during the interaction with the guest speaker. In both situations, they used a rubric and used their completers to complete the survey using their laptops.

Figure 4.15. Students Completing a Self-Assessment of their TL Use

Figure 4.15. Students' Self-Assessment of their TL understanding and use. Ms. Smith students completed an online survey that the teacher created to allow them to self-assess their understanding of the input in the TL during the interactions with the native speaker from Guatemala and their own use of Spanish during the interactions with the guest speaker.
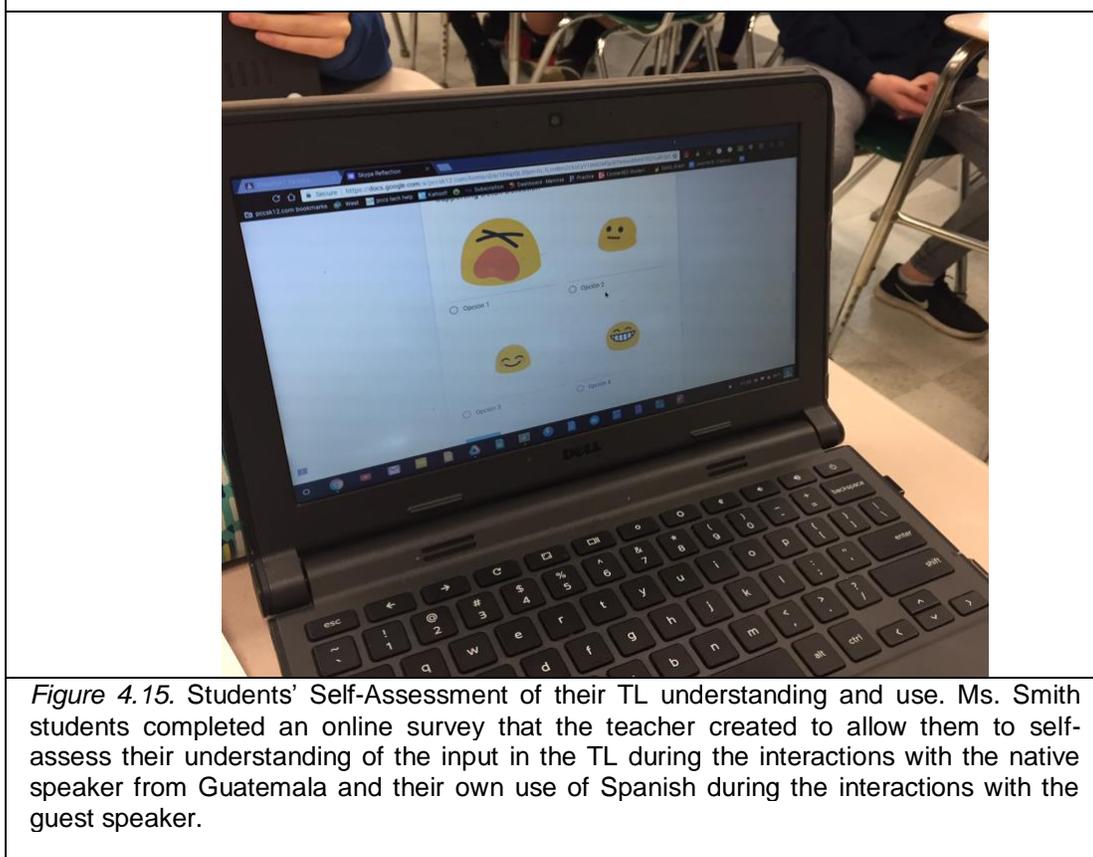
In Figure 4.16, Ms. Smith's students reflected on the results of their surveys and analyzed their performance in terms of what they can do in the TL in a non-judgmental manner.

Figure 4.16. Learners Analyzing their Performance in the TL

Figure 4.16. Rubric to self-assess TL understanding and use. The rubric that Ms. Smith's students used to analyze their understanding TL used by a native speaker from Guatemala via Skype. Also, they self-assess their own use of Spanish during the same virtual meeting.

There is no question that Ms. Smith's advocacy for maximized use of Spanish is demonstrated by means of the multiple strategies she consistently implemented in her classroom. Maximizing the use of Spanish in her classroom (and beyond the classroom) is not only accepted by all the stakeholders, but also highly appreciated. In this environment, Ms. Smith can guide and consistently support her students in their language growth with confidence and consistency.

Teaching metacognitive strategies to support TL Use: *Comprehension strategies and communication strategies.* Ms. Smith introduced two metacognitive strategies to her novice learners - comprehension and communication strategies- with the goal of supporting them for maximized TL use. While comprehension strategies (Figure 4.17) are meant to support the learners to make meaning when exposed to the TL, cope with comprehension difficulties, and promote negotiation of meaning, communication strategies (Figure 4.18) promote the learners'

use of the TL during classroom instruction, as they give learners the opportunity to maintain the TL in their interactions with the teacher and/ or peers, as much as possible. Ms. Smith explained that she created posters shown in Figure 4.17 and Figure 4.18 to remind her learners about the importance of implementing these two strategies.

> I created a poster that I keep on the wall and I refer to often. So, I teach them (strategies) at the beginning of the year. I do a lesson on it and I refer it to constantly during any lesson where it's more about comprehending… Being aware of how they are thinking about the language and trying to decode it. I refer to that poster frequently… I would say it's very common that I refer to it at the beginning of the lesson. These days (during the second semester) I think that I refer to it less just because they've seen me doing it so many times that they don't need as much reminder.

During classroom observations, she systematically reminded her learners about the metacognitive strategies they need to implement and the benefit of using them in the classroom to maximize TL use. She deliberately re-teaches these strategies when necessary, as the school year progresses, until these strategies become established procedures and learners automatically use them when confronted with the challenges of decoding maximized TL use in the classroom and beyond.

Ms. Smith considered that "metacognitive strategies are helpful to avoid the learners' frustration and anxiety when they want to express more in the TL than what they are able to." She added that communication strategies seem to be more challenging to implement for novice learners than comprehension strategies because they are novice. She explained that it is crucial to teach communication strategies to novice learners, as these strategies provide the support they need when constructing their own messages in the TL. She pointed out that,

> … A lot of times, they [the learners] want to tell me something about it, but they can't necessarily figure out what to say and, so, I try to teach those terms we tend to use anyway when travelling or, you know, when you've grown into a situation needing to pace yourself. Acting out, pointing, drawing, circumlocution, ... A few higher up kids can go whether they explain themselves a little bit, they can put together a couple of words or even just being able even to express confusion.

Figure 4.17. Teaching Comprehension Strategies
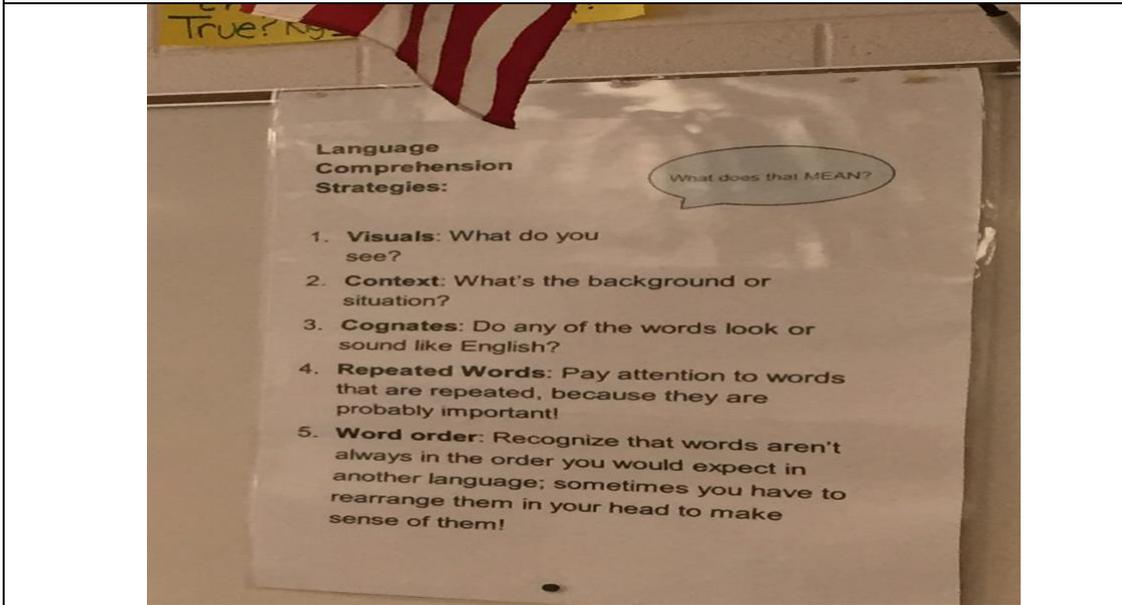
Figure 4.17. Poster with comprehension strategies to promote TL use in Ms. Smith's classroom. Ms. Smith taught these metacognitive strategies at the beginning of the year to promote their use among her students to cope with maximized use of Spanish.

Figure 4.18. Teaching Communication Strategies
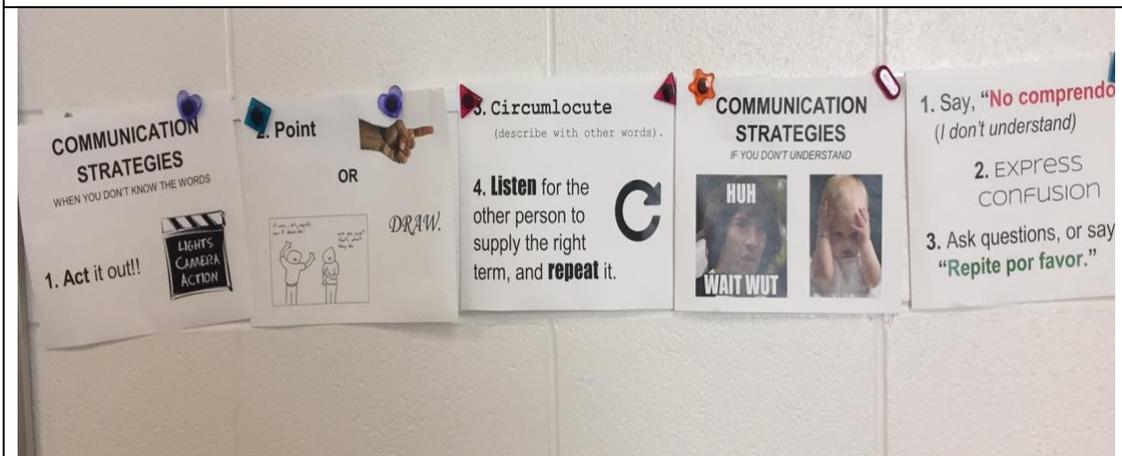
Figure 4.18. Posters with communication strategies to promote TL use in Ms. Smith's classroom. Ms. Smith also taught these metacognitive strategies at the beginning of the year so that learners can use them as they attempt to use the TL in class.

Formulaic expressions and functional ('survival') language for classroom use. During the post-interview, Ms. Smith explained that in order to promote TL use among her novice learners, it was important to teach her students expressions to function in the classroom environment. Thus, she identified and taught predictable language to her novice learners at the beginning of the year that allowed them to express themselves in the TL in the context of the classroom with the support of the visuals. The photos of classroom posters below show examples of useful functional expressions for classroom use (Figure 4.19 and Figure 4.20) that learners can refer to when they need some support to express themselves in Spanish.

Figure 4.19. Teaching Formulaic Expressions to Promote TL Use
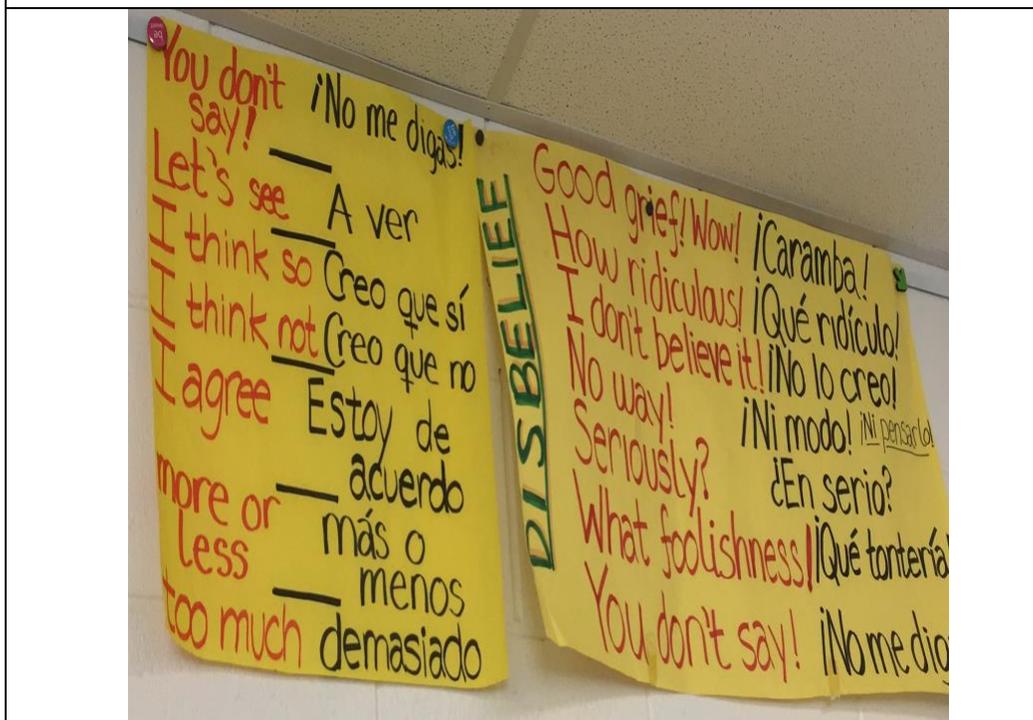
Figure 4.19. Poster with formulaic expressions in Ms. Smith's classroom. The teacher taught these formulaic expressions to help her students maintain the interactions in the TL.

Figure 4.20. Teaching Functional Expressions for Classroom Use
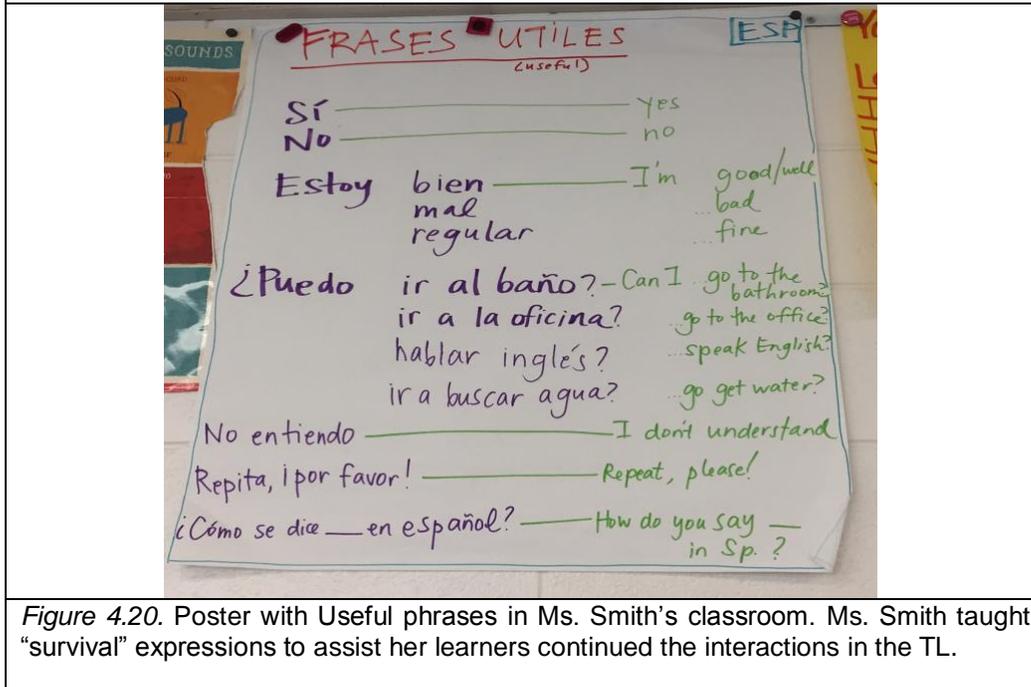
Figure 4.20. Poster with Useful phrases in Ms. Smith's classroom. Ms. Smith taught "survival" expressions to assist her learners continued the interactions in the TL.

There is no question that the metacognitive strategies that Ms. Smith implemented in her classroom from the first day of school had a positive impact on how easily the learners accepted the challenge of maximizing TL use in her classroom. Moreover, the communication strategies she taught her learners contributed to create a learning environment where her novice learners felt safe when they took risks to express themselves in Spanish. The metacognitive strategies that Ms. Smith implemented supported her learners to both decode the input in Spanish using comprehensive strategies, and construct their own messages in Spanish.

The qualitative data that I collected Ms. Smith's classroom was extensive. Ms. Smith skillfully and effectively maximized the use of Spanish during the five classroom observations via effective strategies and resources. There was no element that I noticed during my five classroom observations in her classroom with novice learners that did not support the maximized use of Spanish. However, I would also like to point out that the teacher was aware that I was coming to observe her specific use of the TL and the strategies to maximize TL use with her

novice learners. I consider that this was an opportunity for Ms. Smith to demonstrate what she had learned via her continuous, extensive, and relevant professional development related to TL 90% plus and receive my professional feedback in my dissertation. Perhaps if the observations had taken place for a longer period of time, I would have observed some strategies that do not support maximized TL use and / or more frequent use of English in her classroom but it is fair to mention that this was not what I observed.

The Use of English in the World Language Classroom

Consistently maintaining the TL with novice learners is not an easy task and brings challenges for many world language teachers. During the interviews, Ms. Smith explained her rationale for deliberatively using English instead of the TL in her classroom with her novice learners and reflected upon the challenges that prevent her from consistently maximizing TL in her classroom with novice learners. Some of the challenges are related to the teachers and some other challenges are directly connected to the learners.

Main challenges for implementing maximized TL use. Maximizing the TL with novice learners may be challenging for world teachers, who are either non-native speaker of the languages they teach or have not developed their language proficiency to the advanced low level, which is the required level for earning certification in many states. Ms. Smith reflected upon the importance of having the required language proficiency developed so that she could feel comfortable when using the TL in class with her novice learners. She pointed out that, "When teachers are not comfortable with their own speaking skills, they definitely speak less to the class." Then, she added that sometimes teachers have high levels of language proficiency, but they use the TL in a completely inappropriate way because they speak at an advanced level to novice students and they don't understand. At other times, despite the teacher's high level of

language proficiency, the lessons they provide are not necessarily engaging for novice learners so they do not participate actively in the lessons. She concluded, "We really want to make sure that when people are using it in an appropriate way. I think that when people are not comfortable with their own language skills that this definitely affects how much they speak to the kids."

When teachers are not fully proficient in the language they teach, collaboration with other colleagues is crucial to enhance language proficiency and make teachers feel more comfortable when confronted with words or expressions in the TL that they may not be familiar with. Ms. Smith indicated her commitment to continue improving her own language proficiency in Spanish to better serve her learners. Below she explained how she collaborates with other colleagues to enhance her language skills to sustain maximized TL use in her classroom with novice learners.

> Last year was interesting in that I had a student teacher. It was really nice to work with her. She and I collaborated a lot. And so, we would do the lessons the first time and then she and I would quickly talk about it in the hallway and, because Google docs allows us to co-edit stuff, one of us would get on the computer and edit the lesson, and maybe add more visuals or do what we needed to do to scaffold for the students so it was easier for them to stay in the TL. Or, maybe it was something silly like we actually didn't know the word for "snap", or whatever, when we asked them to snap their fingers. So you know, we would take the time to make sure we knew the right terminology so that we were using it as we were demonstrating it and asking them (to snap their fingers), you know, things like that. So, yeah, there's definitely been times and lot of times to go back and fix the lessons and improve them… We've been re-doing lessons over and over.

Ms. Smith also recognized the challenges maximizing TL use causes when other colleagues in the same school do not support it. Her experiences providing professional development to colleagues on implementing core practices and TL use is explained below. It is not uncommon for her to find that her colleagues sometimes prefer to continue using traditional instructional practices to teach languages. Ms. Smith shared her experience supporting other teachers in their professional growth and the resistance from some teachers to implement maximized TL use.

After going to (the national professional development), part of my leadership plan was to come back and help educate the other teachers in our department about what research says about language proficiency and how learners learn best, so the administration actually allowed me to, on a monthly or every other month basis, meetings between me and other people to do some presentations, and bring some articles, and do some activities to help the teachers understand what proficiency looks like and what differentiated teaching is and some people are very receptive and some were not excited about it because they thought that we were "dumbing things down". They saw, for example, there was one teacher, who is young, which tends to be more surprising, younger teachers tend to usually be more accepting… of change, and she was, and I think she is still very resistant to the idea that we might be teaching less grammar in favor of more communication because, in her mind, whenever we are teaching less grammar and less precision and accuracy, we are expecting less of our students.

Despite the challenges, Ms. Smith communicated her determination to continue to promote maximized TL use among her colleagues. She recognized that it can be very frustrating, but she has to keep in mind that "she cannot win everyone over." She is working with her administration to slowly provide professional development so other colleagues join in. She concluded, "The more people we can get to different training from different people… reading the print so that people see stuff, reading blogs, participating in tweeters and lang chats, and all those other things … and it's really helpful that people see that is not just what one teacher is saying… Basically, it seems best if it comes from a lot of different people."

When English may be necessary. Ms. Smith pointed out that the goal is definitely to maximize TL use in her classroom; however, there are some important reasons that require her to use English with novice learners.

For time efficiency. One of the reasons she mentioned was to save time when providing instruction. She explained that there are situations in the classroom that require that the novice learners accomplish something quickly, such as when giving directions to her learners so that they complete tasks, homework, or assessment. Using English minimizes the risk that they do not understand the task or complete the task wrongly.

There are times that I use English not because I would like to, but I think I recognize that we have a quiz that's going to take then a long time and if I were to explain every single item in Spanish, then they would not have enough time to complete the quiz. Something like that …I use English intentionally then just recognizing that it's more important to fit the lesson within the time constraints or whatever.

For classroom management. Another reason for using English that Ms. Smith remarked was the urgency to address classroom management issues promptly and effectively as soon as they arise. For Ms. Smith, it is just natural to switch to English when certain inappropriate behaviors arise. She considered that using the TL is not effective when there is an urgency to clarify situations with novice learners.

If it is something physical, (I use Spanish), because it (the student's action) is very clear what they are doing and visual. Something like that is very easy to correct in the TL because they can see what happened. Something that is more abstract, like talking about feelings and emotions… trying to explain that…if you have insulted someone about where they live or their family situation is, they are not going to feel very nice about it … So you know, something like that, those points I feel are very important and certainly, and I do break into English for those things to talk to them in the hallway to pull students aside and have those conversations.

For clarification of concepts. Moreover, Ms. Smith stated that she uses English when she considers that the students need clarification because they have not understood certain grammar concepts. Below she provided an example when she decided to use English during one of the classroom observations to clarify a grammar item.

I wanted to clarify that they (the learners) understood… that they really had gotten the point … I wanted to check for understanding at a level that was deeper that they were going to be able to express with their novice language. At that point I felt that was really important … That's when I think I broke into English.

To build relationships with learners. Building relationships with learners through the implementation of district-wide programs, such as culturally-proficient instruction, Restorative Practices, Positive Behavior Intervention Supports (PBIS), which require following specific guidelines to get to know the students and build relationships with them, may influence that

world language teachers have to choose between their own goal of maximized TL use in their

classrooms and the need to use English to effectively implement those programs with novice

learners, as it is the expectations of the schools. Below Ms. Smith explained how she switches

from Spanish to English when she considers that using the TL will not help her comply with a

program or policy.

> One of the things that it has been interesting is that in our district we talked a lot about culturally-proficient instruction and making sure that you really, really know your students… and I find that in order to regularly learn things about their lives and also be able to teach what I need to teach, that sometimes, I need to talk to them in English quickly about their weekend, or their hockey game, or ask if their brother was OK because he has been in the hospital. So, lot of my personal conversations with the kids … I find that I am having lots of personal conversation in English … as they are sitting before class starts, or ask them a question quickly when they are done on something and I am walking pass them and the others are still working… So, I think it's worth it in that it really helps to develop personal relationship and trust, but I recognize that it also makes it harder to keep up that … rule (of using the TL).

When learners feel too limited to express themselves using TL. Another challenge that

Ms. Smith identified is that novice learners use English when they do not feel comfortable using

Spanish because they feel limited in what they can express in the TL. Ms. Smith reflected upon

this limitation during the interview, as follows.

> … Especially when the conversation is interesting and they want to express themselves, (like) my 8th graders yesterday, during the same lesson, were breaking out and said stuff in English, or, at least, my first hour, because I had not, I hadn't taken the time to look at the posters together with them. Without that pre-phase, they wanted to talk about other stuff, they wanted to tell me if they've eaten some things or not before. I would say that that was a challenge…They felt frustration and wanted to express themselves and not having the language to do so.

To support the strategic use of English. There are many strategies that teachers use to

consistently maximize the use of the TL in their classrooms, in particular with novice learners.

Some teachers use contracts with their novice learners to continuously remind them about the

importance of maximizing TL use in their classrooms and avoid code-switching. Other teachers

use prompts, such as holding the U.S. flag, or moving to a specific area in the classroom, such as a specific corner, when they need to switch to English. This signal alerts the learners that the teacher is asking their permission to switch to English for a function (i.e., to explain an assessment rubric) that they cannot explain in Spanish due to the complexity, to save time, etc.

Instead, Ms. Smith focused on developing the learners' awareness about their journey towards language proficiency and the importance of using the TL in the classroom to reach their targeted levels over time. She also taught metacognitive strategies to increase her learners' understanding of the input in Spanish by means of using comprehension strategies, and also assist them to use Spanish in the classroom by means of using communication strategies.

In the ACTFL position statement regarding TL Use, there is implicit reference to the remaining 10% (or less) of the instructional time when teachers may need to use English for specific purposes that may prevent them from using the TL. It is then crucial that world language teachers make individual decisions when they consider that they need to switch to English in their class for a particular purpose. This implies that they plan beforehand which are the specific purposes that may cause them to code-switch to English for a very limited percentage of the instructional time. Moreover, they need to plan how they will let the learners know about their immediate need to code-switch.

With regards to Ms. Smith' use of English, she only used it twice to support two learners who needed immediate clarification to complete a task that Ms. Smith explained in Spanish. On both occasions, she approached the learners and spoke to them only in English. During the interviews, Ms. Smith emphasized the importance that every teacher tailors how to switch languages according "to their crowd. If you are doing something that seems silly or fun with your 7th graders and with the 8th graders…. they may not be as appreciative. They may think that

you are treating them too much like babies or something, and I think you definitely can. I think that every teacher has to find what works."

Also, Ms. Smith demonstrated she understands the importance of maintaining the TL despite the fact that learners may initiate the interaction in English. Ms. Smith was committed to continue the interactions in Spanish, as she explained below, she. "Sometimes, they (the learners) ask me a question in English and I reply in the TL. Specially, if there is something I can point out easily… I think it might have been in the TL." In order to re-focus her learners to switch back into the Spanish mode, Ms. Smith uses the following strategy.

> We do a count down almost like New Year's Eve. So, you know, I hold up my five fingers… I was going to show you the other day, but I hold up my five fingers and count, you know… "Cinco, cuatro, tres, dos, uno," and then, you know, you just use fingers kind of in a firework, and then, they shout "Español!" And that's how we go into the Spanish mode and then we do the same things for English when I break it in English if there's a specific need, but I find almost like that … I find that that it kind of almost it breaks the mood almost there. Like yesterday, it was kind of nice to run the whole thing in Spanish.

For Ms. Smith, it is important to promote TL use among the learners, while avoiding them to feel rushed to provide an answer in Spanish because doing so only inhibits the learners from using Spanish. As she stated below, it is utterly important to respect the learners' processing time novice learners have. Ms. Smith explained that, "Giving them (the learners) the time to think is important because that gives them the time to produce, you know, which is difficult for the children at that level."

Comparing Quantitative and Qualitative Data

This mixed-methods sequential explanatory design allowed me to compare both quantitative and qualitative data and draw conclusions to answer the two original research questions for this study, listed as follows:

1. How do effective world language teachers consistently maximize TL use during their instruction to make meaning comprehensible for novice learners?

2. Which are the most effective strategies world language teachers use to mediate comprehension for novice learners when maximizing TL use in their classrooms?

The case study in Ms. Smith's classroom provided direct, face-to-face field experience qualitative data, which I analyzed, taking into consideration the quantitative data previously collected. As LeCompte and Schensul (2013), concluded,

> Some researcher designs that depend exclusively on surveys leave much of the data analysis and interpretation to the final stages of the research process. In such designs, preliminary analysis may occur to see what trends emerge during the initial data collection period, but the final analysis begins when all the data are collected, entered, cleaned, and corrected (p. 3).

This research study shows a gap between the survey respondents' goals for maximized TL use and the actual use of the TL in the classroom during instructional time with novice learners is concerning. As explained in chapter 2, Ceo-DiFrancesco (2013) administered a survey among world language teachers attending conferences and arrived to a similar conclusion in her study. Considering the high professional profiles of the world language teachers that participated in the quantitative phase of my study, this gap between the goals for maximized TL use vs. the actual TL use in their classrooms with novice learners is even more revealing and concerning. If only a reduced percentage of the respondents to the online survey, who were identified as possible participants due to their experience in using the TL with novice learner, and, in particular, for their intensive, relevant, and continuous professional development, indicated that they actually maximize the TL use when teaching novice learners, then there may be other challenges that impede them from reaching the goal set up by ACTFL in its position statement regarding TL use.

As Figure 4.21 shows, there are some similarities and some differences in the data collected. Similar to 58.49% of the respondents of the online survey in question # 1, Ms. Smith's goal was to maximize TL use with novice learners (90-100% of their instructional time) in alignment with the ACTFL's position statement on TL use (2010). Most importantly, Ms. Smith amply demonstrated that maximizing the TL with novice learners (90-100% of their instructional time), was not only her goal, but it was definitely an established, deliberate instructional practice in her classroom. Her maximized TL use in her classroom aligns with the reduced percentage (11.32%) of survey respondents, who also indicated that they actually use the TL 100- 90% of their instructional time with novice learners. Ms. Smith consistently maximized Spanish and was not worried about making mistakes while using the TL, even when a native speaker was observing her instruction. She did not show any apprehension, concern, or difficulty using the TL with her novice learners during the five classroom observations. She skillfully avoided using English with her novice learners during my observations and maximized TL use at all times.

Figure 4. 21. Comparing Qualitative and Quantitative Data

	Quantitative data	Qualitative case study
Goals to Use the TL	**58.49%** of the survey respondents replied that **it was their goal to maximize TL use with novice learners** (90-100% of their instructional time).	**Ms. Smith's goal was to maximize TL use with novice learners (90-100% of their instructional time).**
Actual TL use	**11.32%** of the survey respondents indicated that it was they **actually maximize TL use with novice learners.**	**Ms. Smith** actually **used the TL 90% - 100%** with novice learners.
The three Most effective strategies to maximize TL use	1. Use of **gestures and facial expressions** (66.04%), 2. Use of **objects, props, visuals** (47.17%) 3. Promoting **an engaging learning atmosphere** (45.28%).	1. Selecting **relevant and engaging topics, based on the teacher's deep knowledge of the students and their interests**; 2. **Using visuals** to make the TL available to novice learners; 3. **Using maximized TL consistently** in the classroom with novice learners. 4. Developing **the learners' awareness about the importance of focusing on language proficiency**; 5. Promoting **metacognitive strategies to support TL use**.
The Use of English	Respondents indicated that they use English in their classroom to 1. Explain **grammar notions (80.39%),** 2. Deliver **cultural explanations (68.63%),** and 3. For effective **classroom management** (54.90%).	Ms. Smith recognized that she uses English to 1. Save time, 2. Address **classroom management** situations, mainly when students' inappropriate behaviors are abstract, 3. **Explain concepts** that some students did not understand when the TL was used, 4. **Build rapport and get to know the learners** from the first day of school.
Estimated level of language proficiency	**55.77%** of the respondents achieved **Advanced level of language proficiency or higher.**	Ms. Smith self-rated her language proficiency in Spanish as **Advanced Low**.

Figure 4. 21. This figure shows the process that I completed when comparing both data sets.

As Figure 4.1 shows, there was an obvious difference between both quantitative and qualitative data with regards to the three most effective strategies to support maximized TL use during instructional time with novice learners. The three most effective strategies selected by the survey respondents were:

1. Use of gestures and facial expressions (66.04%),

2. Use of objects, props, and visuals (47.17%), and

3. Promoting an engaging learning atmosphere (45.28%).

Ms. Smith identified these three strategies as the most relevant for her goals of TL 90% plus:

1. Selecting relevant and engaging topics, based on the teacher's deep knowledge of the students and their interests;

2. Using visuals to make the TL available to novice learners;

3. Using maximized TL consistently in the classroom with novice learners.

From her perspective, these strategies support maximized TL use, as "learners process input in different ways." She added that learners feel supported in her classroom because she consistently implements these strategies. Thus, her learners easily accept her maximized use of Spanish in her classroom and take "safe" risks to use Spanish themselves at their level of language proficiency.

Despite the fact that Ms. Smith did not identify the same effective strategies to maximize TL use with novice learners as some survey respondents, I noticed that she actually used many of these strategies during the classroom observations. These strategies include using cognates, having clear procedures with visuals and predictable tasks, modeling or acting to convey meaning, avoiding focusing on student's accuracy, frequently checking for understanding in non-traditional ways, using TPR and body movements to clarify meaning, avoiding translations, or

code-switching, among others, and were listed in Appendix M with their corresponding objective.

During the triangulation, I noticed some similarities among the strategies in both data sets. I highlighted strategies that could be associated in different colors: blue, green, brown, and red. As shown in Figure 4.21, some strategies selected by both the survey respondents and for Ms. Smith related to the importance of using visuals when maximizing TL use with novice learners. These strategies were highlighted in blue. In other words, both data sets considered that using visuals, such as, gestures, facial expressions, objects, reallia, photos, and stories, among others, is crucial to maximize TL use in the classroom with novice learners.

In addition, the strategies highlighted in green showed some similarities between both data sets with regards to classroom engagement. While the survey respondents selected the strategy "Engaging learning atmosphere" to sustain TL use, Ms. Smith mentioned the following specific strategies to create an engaging learning atmosphere: relevant and engaging topics, using TL consistently, and developing the learners' awareness about the importance on language proficiency. Despite her ambitious goal to maximize TL use, Ms. Smith clarified that she uses English to build rapport with her novice learners and get to know them at the beginning of the year, and this has a direct connection with the third strategy selected by the respondents of the survey.

There was a noticeable difference between quantitative and qualitative data set with regards to the use of English in world language classrooms with novice learners. While the findings of quantitative data demonstrated that world language teachers used English in their classroom mostly to explain grammar notions, deliver cultural explanations, and for effective classroom management, Ms. Smith recognized that she uses English to save time, to address

classroom management situations, mainly when students' inappropriate behaviors are abstract, to explain concepts that some students did not understand when the TL was used, and, also, to build rapport and get to know the learners from the first day of school.

In other words, both the survey respondents and Ms. Smith agreed that classroom management, which I highlighted in brown in Figure 4.21, requires the use of English. Also, the respondents to the survey indicated that they use English to explain grammar notions and to deliver cultural explanations. These responses relate to Ms. Smith's rationale for using English with novice learners: to explain concepts. Considering that all the participants in this study had participated in intense and relevant professional development on how to maximize TL use and the importance of focusing on communication (rather than on explaining grammar) when teaching novice learners, I consider that other variables may have influenced this selection by to justify the use of English in the language classroom with novice learners. Perhaps Lortie's apprenticeship of observation and Tye's deep structures played a role in their selection. Similarly, despite the continuous professional development on TL 90% plus, there seem to be need of providing professional development on using the TL to teach both grammar and culture using the TL to assist learners to develop language proficiency and interculturality. This can prevent teachers from using English instead of maximized TL use when teaching novice learners.

Other reasons for using English with novice learners that the survey respondents selected include the need to reach all students in large classes, because the students were not motivated and showed frustration and anxiety when they maximized the TL, to adhere to administrative directives, because the students did not understand the teacher using the TL 90% plus, or because their language proficiency was low and they were not trained to use the TL 90% plus. However,

Ms. Smith did not identify any of these reasons during the interviews and I did not observe that she use English for any of the reasons selected by the survey respondents.

A very minor percentage (3.77%) of respondents in the quantitative data agreed that they persisted using the TL despite their students' frustration or anxiety. On the other hand, Ms. Smith's learners did not seem to be frustrated or anxious for her maximized TL use (or for any other matter). Thus, I was not able to compare both data sets with regards to the students' reaction/ behavior. During the five classroom observations, Ms. Smith's learners seemed engaged at all times and did not show any anxiety when she interacted with them in Spanish or even when they attempted to speak in Spanish themselves. Ms. Smith shared during the pre and post-interviews that her learners accepted the challenge to maximize the TL in her classroom from the first day of school. She attributed the learners' positive attitude and collaboration so that they can accomplish the ambitious goal of TL 90% plus with novice learners every lesson to the time she intentionally devoted at the beginning of the school year to advocate on the importance of using the language to develop proficiency in Spanish over time. Moreover, she reflected upon the relevance of teaching metacognitive strategies (both comprehension and communication strategies) that allow her novice learners to manage the challenges of being immersed in the language in the context of a classroom. There is no question that their readiness to collaborate with Ms. Smith was an important variable for her maximized use of Spanish in the engaging and safe sociocultural context of her classroom.

None of the reasons to justify the use of English with novice learners indicated by the survey respondents was observed during the classroom observations. These include using English to lead students during emergencies, lock-down procedures, fire drills, and tornado drills, to correct behavior, to give directions for a new activity, to teach language to special

education students and English learners, among others. Neither did Ms. Smith identify any of these reasons to use English during the pre and/ or post-interviews.

With regards to the estimated level of language proficiency, similar to a very small percentage of survey respondents, Ms. Smith reported that she took the OPI exam. Ms. Smith self-reported advanced level of language proficiency in the OPI exam, similar to more than 50% respondents. This high level of language proficiency allowed Ms. Smith to consistently maximize TL use during her instructional time when teaching her novice learners. I could observe that Ms. Smith discourse in Spanish was not limited to her instruction, but also included greetings at the door, classroom routines, instructions, incidental comments about classroom situations, inductive explanations about salient grammar topics, among others. I doubt that she could have fulfilled the variety of classroom situations that normally require teachers to use the language in every lesson if she had not developed a high level of language proficiency in Spanish.

Summary

This chapter included detailed data analysis of both quantitative and qualitative data and a comparison of the data obtained in both phases. An in-depth, qualitative case study in a Spanish teacher's classroom provided supporting evidence of how effective world teachers, under similar teaching conditions like Mrs. Smith's, can maximize TL use via the implementation of effective strategies when teaching novice learners. The next and final chapter outlines the findings of this mixed methods design, which emerged into five themes and final conclusions.

CHAPTER 5 DISCUSSION

Overview

This mixed method research study focused on understanding the ways world language teachers maximize TL use along with the strategies they use. In this final chapter, I explain the five themes that emerged from this research study and I include clear examples to support each theme collected either during my classroom observations in Ms. Smith's classroom and/ or from her reflections about her instructional practice during the pre and post interviews. In addition, I provide my final conclusions and explain how this study may benefit different stakeholders, who are directly or indirectly responsible for the learners' language proficiency gains in the world language classrooms.

Themes

The five primary themes that emerged through data analysis and interpretation during the process of triangulation in this mixed-methods research study are listed in Figure 5.1 below. These themes provide insight into the conditions that contribute to effective maximized TL use in the classroom with novice learners. The first two themes listed below answer the first research question of my research study:

- Commitment to maximize TL use and minimize the strategic use of English and

- Deep understanding of the learners and commitment to meaningful interactions in the TL.

The last three themes address the second research question:

- Thorough planning of standards-based instruction and assessment with clear performance goals,

- Consistent implementation of highly effective instructional strategies to support TL use, and

- Advocacy for language proficiency and metacognitive strategies.

These conditions are interdependent from one another and do not sustain maximized TL use if they are implemented in isolation. The consistent, well-planned integration of all these conditions in the context of the classroom will enable TL 90% plus to become a reality when teaching novice learning in world language classrooms.

Figure 5.1. Five Themes Emerged from the Data Analysis

Commitment to maximize TL use and minimize the strategic use of English.

Advocacy for language proficiency and metacognitive strategies to support TL use

Deep understanding of the learners and commitment to meaningful interactions in the TL.

Consistent implementation of highly effective instructional strategies to support TL use.

Thorough planning of standards-based instruction and assessment with clear performance goals.

Figure 5.1. Conditions that Benefit Maximized TL Use with Novice Learners.

Theme # 1: **Commitment to maximize TL use and minimize the strategic use of English.** A central theme that emerged from the collected data is the importance of consistently maximizing the TL in the classroom with novice learners while minimizing the use of English (L1). This theme aligns with Vygotsky's sociocultural theory, which considers language as fundamentally social and has its origin in the interaction between people (Lantolf & Thorne, 2006). Swain & Lapkin (1998, 2002) argued that, oral interaction among participants is a fundamental component of language learning. From the sociocultural perspective, interaction is not just the facilitator of learning. It is the source of both what students learn and how they learn.

Thoms (2012) explained that, "Language is acquired in the social interactions and relationships that are established via participation in their communicative practices, such as carrying out a task in a classroom context or interacting with native speakers in a study abroad environment" (p. 10). Moeller and Roberts (2013) concluded that, "Teacher use of the TL is a crucial as it serves as the significant, and sometimes only, source of authentic, scaffolded input" (p. 22). Moreover, Burke (2006, 2010, 2011, 2012, 2015) recommends that the target language be used as the medium of communication to develop students' strategic competence, which is crucial in the early stages of learning a world language in the classroom.

This theme indicates the importance of teachers having at least a level of language proficiency equivalent to advanced low on the ACTFL proficiency scale to maximize TL use with novice learners (Appendix J). Chambless (2012) concluded that world language teachers' oral proficiency in the TL plays a catalytic role in instruction and learning, as they need to use the language with their learners in class for a variety of purposes. When teachers are highly proficient in the language they teach, they can provide mediation in the TL in a consistent manner, with ease and confidence, as caretakers do. Ellis (2008) explained, "When caretakers speak to young children who are in the process of acquiring their L1, they typically adjust their speech in a number of ways" (p. 248). Caretakers talk about topics that are familiar to the learners and much of the communication centers on routine activities: eating, playing games, etc. They simplify their vocabulary and grammar, use content words, and limited vocabulary items. Moreover, they modify their interactions when necessary, using shorter, simpler sentences instead of long complicated ones, constantly calling the attention of the listeners, frequently checking comprehension, and repeating all or parts of their utterances to ensure that what they say is understood by their children by (Ellis, 1997).

Additionally, being highly proficient in the TL allows teachers to ask thoughtful and meaningful questions instead of asking known answer questions. This enables them to promote learners' participation in whole-class discussion (McCormick and Donato, 2000). They can structure their discourse and assist learners to extend the language by using an IRF patterns, such as in the example below. In addition, teachers, who are highly proficient in the TL they teach, can use the TL to guide learners to complete classroom tasks in a manner that may not be possible if these learners have to work on their own. This support promotes a non-threatening, safe, collaborative learning environment that encourages novice learners to attempt to engage in meaningful interactions with their teachers. Learners perceive that the assistance provided by the teacher is available when they experience difficulty. Thus, the emphasis must definitely be on the consistent exposure to maximized TL use in the classroom with novice learners and minimizing the use of English to specific situations that happen in the classroom setting, such as classroom management, when the teacher considers it is absolutely necessary to switch to English. However, as Burke (2015) concluded, "Just because a teacher is a native speaker or an advanced speaker doesn't mean she has the skills to enable students to use their world language (p. 71).

The example of Ms. Smith's discourse below, which was visually captured in Figure 5.2, demonstrates that maximizing the TL and minimizing the strategic use of English is feasible with novice learners. Ms. Smith activated specific vocabulary and expressions in context by means of an engaging authentic resource (video clip showing how to make a cake). Her only use of English during this segment happened when she used the word "cheesecake."

Figure 5.2. Visuals Supporting Maximized TL Use
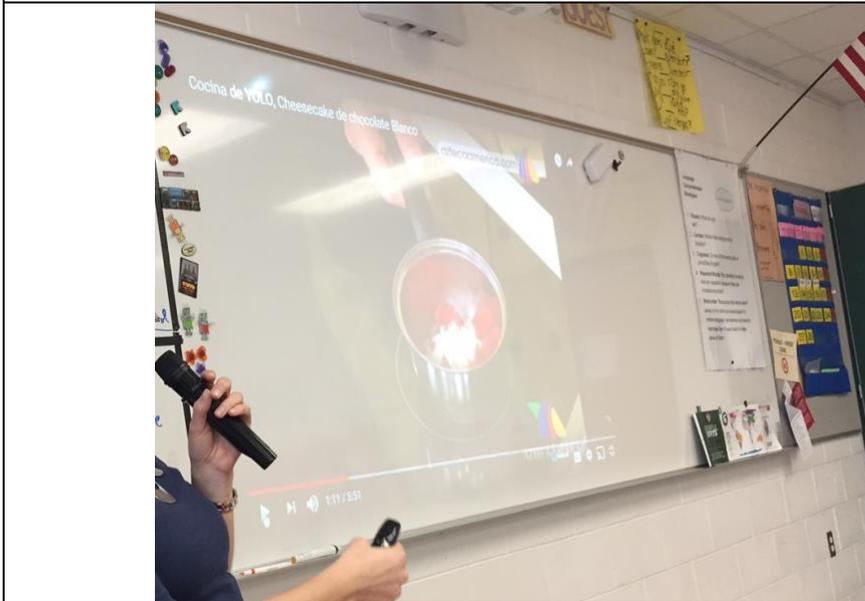
Figure 5.2. Engaging video of a recipe to support maximized use of Spanish. Ms. Smith showed her novice learners an authentic video to brainstorm some previously learned vocabulary related to the unit "Healthy Foods" supported by technology (microphone and whiteboard) before introducing new language in context.

Bueno, miren este video. (Teacher pointed to the video with her hand). (Teacher exaggerated). Ella está preparando "cheesecake." Se llama payop de … (Teacher gave students time so they can provide the next word) …queso. Exacto. Se llama payop de queso. (Teacher repeated "payop de queso")… Pero este es un payop de chocolate blanco. ¿Qué es chocolate blanco? (Students replied) Exacto, sí…A ver… ¿Cuáles son los ingredients en esta receta? (Teacher invited students to read the list of ingredients in the video).

Dice… para la base necesitan un paquete de galletas… ¿Qué son galletas? (Students replied in chorus). Aha! ¿Y un paquete? (Students replied in chorus) Sí, muy bien. Cinco cucharadas de mantequilla. (Some students attempted an answer and guessed, but incorrectly). Uhmm…. (Students replied in chorus, but incorrectly, so teacher asked a question), ¿Cucharadas? (Students replied correctly.) ¿Cómo? (The teacher showed that she did not understand the message in the TL) ¿Tazas? (The teacher waited for a few seconds) (The translation is in Appendix N).

Ms. Smith also shared her perspective regarding the use of a standards-based textbook

until teachers are ready for "the big shift" towards maximized TL use with novice learners.

I think part of the push back that I was getting last year when I was sharing all this information (about TL use 90% plus), is that people feel like being asked to change the way of teaching is a really big shift and we need to scaffold the teachers in their change

too by providing a textbook that they really feel good at. One of the things that I really like most about (name of textbook), written by (name of author) and published by (company) is that it has essential questions. It has pathways to explore. It's very communicative. It even has some Integrated Performance Assessment (IPA) as part of the assessment program. I think that, as we do that, we keep training people… that will allow us to go off textbook, as much as we want, and include our own IPAs and cultural stuff, but while teachers are developing those teaching skills, it (the textbook) will be very helpful at the beginning."

To sum up, world language teachers' commitment to maximize TL use when teaching novice learners is crucial and should be consistently implemented via well-planned language instruction, as described above. It also crucial that world language teachers individually assess their own classroom reality and strategically plan when they will need to switch to English within the 10 % of their instructional time recommended by ACTFL in its position statement on TL use (2010) (Appendix I). In other words, each world language teacher needs to select in advance which are the few, isolated classroom functions that may require them to switch to English during no more that 10 % of their instructional time in each lesson. In practical terms, the 10% of instructional time in a fifty-minute lesson is equal to no more than five minutes.

Theme # 2: Deep understanding of the learners and commitment to meaningful interactions in the TL. This theme also aligns with Vygotsky's (1978) sociocultural theory, which holds that language develops through social, meaningful interactions. From this perspective, language socialization happens when novice members of a community or social group (e.g. learners in the classroom context) develop and use the language in interactions with more knowledgeable persons in the group. According to Vygotsky, language develops when learners make connections with their sociocultural experiences with other individuals. Learners are socialized in the classroom based on oral interactions with the teacher and their peers (Ohta, 1995; Storch, 2002). Emotions and thoughts cannot be separated from interactions and, thus, they influence learning. Vygotsky claimed that emotion is the foundation of all higher-order

thinking. Jensen (1998) concluded that, "Emotions drive attention, create meaning, and have their own memory pathways" (p. 72). The types of sociocultural experiences that teachers provide their learners depend on how well they know the learners.

As learners differ from one another in significant ways, world language teachers need to develop a deep understanding of the learners they teach first in order to initiate and maintain meaningful interactions in the TL with learners within the socio-cultural context of the classroom. Knowing the learners' age-related developmental issues, levels of language proficiency, prior knowledge and previous experiences with the TL, as well as their interests, needs, and motivations, will influence their emotions during language learning (Wesely, 2012). Curtain and Dalhberg (2016) explained that, "Meaning is constructed in social interactions where individuals attempt to express their views, opinions, and ideas and where all work toward mutual understanding. This process is especially important in a world language classroom" (p.13). Krashen (1981) highlights the importance of emotions in language learning with the term "affective filter", which refers to the filter that the brain erects to block out unpleasant, complicated, painful situations. Learners implicitly accept the challenge to learn languages when the filter goes down. Under these ideal circumstances, the language input can come through when motivation is high, as student is self-confident, and the learning takes place in a relatively anxiety-free environment. Donato and Tucker (2010) as cited in Curtain & Dalhberg, 2016, p. 13), explained that,

> Creating a warm emotional climate in which children feel self-motivated, free, respected, and highly-motivated is equally important as providing activities that have emotional connections […] A classroom climate that focuses on what learners can do rather than what they cannot do is a powerful way to establish positive emotions in students where even small successes are acknowledged and celebrated.

In other words, teachers control the emotional climate of their classes, which influences the sociocultural experiences learners have and how these experiences have a positive or negative influence on learning. Effective world language teachers shape classroom interactions and engage learners into meaningful language learning opportunities where both the teacher and the learners use the TL in context. For learners to join in the interactions, they must perceive that the learning opportunities suggested by the teacher are meaningful, valuable, and relevant to them. When learners understand that the teacher knows them as individuals and cares for them and their learning, they trust the teacher and feel safe. In this context, novice learners feel respected and they accept the challenge to use the TL because they believe in the importance of being immersed in the TL to develop language proficiency overtime. They feel comfortable when they attempt to use the TL, even making mistakes in the language.

As Ms. Smith explained during the transcribed section of the pre-interview below, having a deep understanding of the learners she serves and addressing their interests is central to developing interactions with them in the TL. The selection of topics for discussion in the classroom conditioned their engagement in the classroom interactions, their participation in the task-based activities, and the use of the TL in the language classroom. Moreover, it promotes a positive and engaging learning environment where students feel safe to take risks using the TL. Ms. Smith emphatically concluded,

> If they (learners) don't care, then the conversation dies and the lesson's dead. Because if they don't (care), you can't extend the conversation in any meaningful way… And if you can find something that they DO want to (talk about), you can extend the conversation a long time and, through that, you've got tons of different repetition of language … That's how they learn to use the language. … They really have to be interested in order to become engaged.

When learners notice that teachers care for them as individuals and take into consideration their interests and needs, they become active participants in the learning process.

The learners feel more willing to accept the maximized use in the TL and get involved in the interactions within the sociocultural context of the classroom when they are interested in the topics. Moeller and Roberts (2013) stated that, "When teachers personalize instruction, students' interest piqued and the efforts invested in comprehending the TL is greatly enhanced" (p. 32). Thus, the selection of topics for interaction in the TL become meaningful for the learners when they notice that the teacher knows them well and takes their interests and needs in consideration when planning the sociocultural experiences that lead to meaningful interaction.

Theme # 3: Thorough planning of standards-based instruction and assessment with clear performance goals. This theme emphasizes the importance for teachers to design standards-based, proficiency-oriented units of instruction for maximized TL use in the classroom with novice learners. This theme emerged indirectly and did not come directly from the collected data. Instead, I indirectly noticed the strong impact that Ms. Smith's unit and instruction had on her consistent use of the TL in the classroom with her novice learners. In other words, from my classroom observations, I was able to infer that Ms. Smith's maximized use of Spanish with her novice learners could have not been possible without thorough standards-based unit and lesson planning with the integrated assessment in mind (in the three modes of communication). Ms. Smith had clear, measurable performance objectives in alignment with the thematic unit. These objectives were expressed as positive performance outcome oriented statements. She intentionally planned for maximizing use of Spanish in her classroom by means of engaging opportunities for her learners to actively participate in the classroom interactions to meet the objectives. Figure 5.3 below shows the section on the board where the classroom objectives were posted for each lesson. He objectives clearly explained what the learners were expected to learn (in Can-Do format) by the end of the lesson. During the pre-interview, Ms. Smith explained,

We've been talking about food and nutrition. We are moving into nutrition now. I want them (the learners) to be able to notice the difference between "encanta", "encantan"… So, that's the goal of the day. They'll express what they like and love to eat, and, this will end up being a grammar lesson in the TL lesson. It may seem that the pace is small. It will take a couple of days…

Figure 5.3. Clear Performance Objectives for Each Lesson
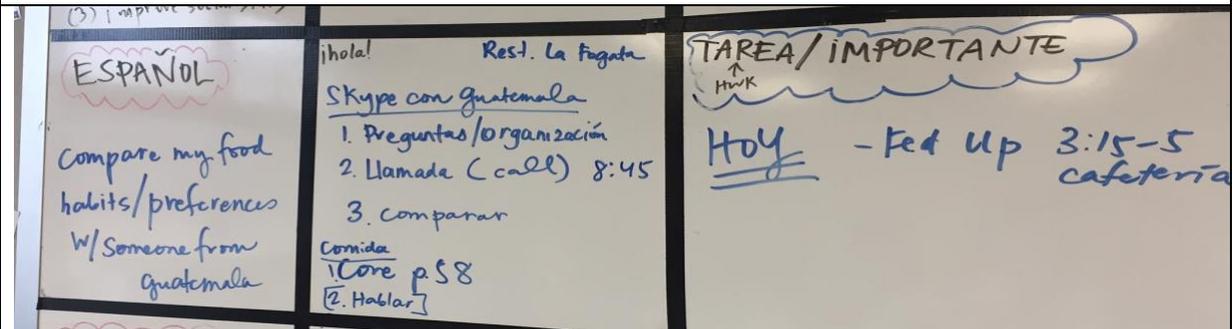
Figure 5.3.: Photograph of classroom board showing the performance objectives for the lesson. These objectives are written in English to make it very clear to the students what the performance goal is for each lesson.

Ms. Smith consistently made the learners aware of the objectives for each lesson at the beginning of the lesson and, at least twice during each lesson, she reminded them of the objectives. These objectives guided Ms. Smith to remain focused of the final classroom goal for the class. Moreover, she made the learners implicitly aware of the need to use Spanish in the classroom (and beyond) to develop language proficiency. Being able to accomplish each lesson objective implied that the learners demonstrated that they were able to do certain things in Spanish by the end of each lesson and gradually advance from performance towards higher levels of language proficiency over time. Moeller and Roberts (2013) explained the importance of building a curriculum grounded in theory and standards.

Standards for Foreign Languages in the 21st Century (1999) is rooted in a sociocultural approach to language learning and teaching that emphasize communication, specifically three modes of communication: interpretive, interpersonal and presentational. Learners are placed in the role of active constructors of knowledge through a series of well-scaffolded tasks created by the teacher. Teachers identify and students personalize learning outcomes, preferably in the forms of can-do statements at the onset of the instructional nit in order to make transparent what students will know and be able to do

with language at the conclusion of the lesson, unit, semester, or program (backward design). The teacher introduces the content and context, carefully crafts learning tasks that actively engage the learners in the learning process and facilitates as they practice and perform these tasks. Finally, students review the learning goals and reflect at what level of quality they have achieved the learning outcomes. Formative and summative assessments provide useful feedback that improves the learning during and after the lesson. Well-constructed and standards-based lessons place the students in the role of active learner and create a context and learning environment where the TL can be optimized (p. 24).

In short, the implementation of maximized TL use in Ms. Smith's classroom relied on a well-designed unit and well-articulated, standards-based, proficiency-oriented unit and lesson plans, which engage learners into using Spanish to meet the performance goals by the end of each lesson via the implementation of multiple effective instructional strategies described in detail in the next theme.

Theme # 4: Consistent implementation of effective instructional strategies. This theme also focuses exclusively on the importance of planning and implementing effective mediation strategies to support language learning in alignment with Vygotsky's sociocultural theory. From this perspective, mediation is the guidance or assistance that the more experienced individuals provide to learners, as they complete tasks and solve problems within the Zone of Proximal Development. This support takes place by means of instructional strategies or best practices. According to Lampert (2010), instructional strategies or practices are actions that teachers do as routines to support learning in the context of the classroom. These practices benefit learning, as "the proficient enactment by a teacher is likely to lead to a comparatively large advances in student learning" (Ball, Sleep, Boerst, & Bass, 2009, p. 460). Cummings Hlas and Hlas (2012) concluded that accomplished teaching involves the use of high-leverage teaching practices (HLTP).

An HLTP seeks to delineate a core set of practices that has the greatest impact on student learning and, therefore, may serve as a curricular framework for professional preparation

in teacher education programs. High-leverage teaching practices (HLTP) are practices that result in higher gains in student learning than other teaching practices. High-leverage practices are most likely to equip beginners with capabilities that […] are unlikely to be learned on one's own through experience (p. 77).

A best practice is "a technique or methodology that, through experience and research, has proven to reliably lead to a desired result" (Center for the Study of Ethics in the Professionals, 2011, p. 4).

In order to effectively maximize TL use in the classroom with novice learners, world language teachers need to have a battery of highly effective teaching practices or best practices available to provide support to their learners in their classrooms. Thus, identifying these practices that make input it comprehensible for novice learners is crucial. There is no question that Ms. Smith implemented several highly effective teaching strategies during the five classroom observations to support her learners with the consistent exposure to TL and engage them into solving interpretive, interpersonal and presentational tasks using the functional language she taught them.

One of the strategies that Ms. Smith consistently used was generating whole classroom discussion supported by engaging visuals of authentic resources and graphophonic information to activate prior knowledge, mediate for her learners' understanding of the comprehensible input she provided, and introduce new vocabulary and expressions in context. In Figure 5.4, Ms. Smith assisted her learners to complete an interpretive reading task using an authentic resource shown via Smart board. First, she activated prior knowledge and identified what students knew and were able to do in Spanish. She used various kinds of representations (charts, graphs, objects, etc.) to help learners activate their prior knowledge. When teachers make explicit connections between the representations of the prior knowledge they promote learning (Panasuck, 2010). Then, she introduced new vocabulary and expressions in context in alignment with the objectives

of the lesson and provided assistance to her learners by asking questions in Spanish to guide the learners, as they interpret the authentic text, as she provided graphophonic information. She monitored comprehension of authentic texts and promoted critical thinking skills by asking interesting questions related to the learners' experiences as well as open follow-up questions about the text. The discussions were age-appropriate and at a level of language proficiency that her novice learners were able to understand, always pushing them to the next level. The learners were motivated to express their opinions about the authentic text, and as a result, the discussion in the TL emerged naturally in the classroom. When the interaction was stuck, she assisted her novice learners move the discussion forward by providing her personal reaction to what the learners had said prompting more thinking and engaging discussion. By telling the students…. "Es muy interesante. ¿Algo más que decir?" (It's very interesting. Do you have anything else to add?), Ms. Smith elicited students extended responses. Cummings Hlas and Hlas (2012) concluded that "eliciting student responses during discussions through assisting questions and targeted teacher reactions invites students to express themselves during discussions, provides scaffolding to reach higher levels of understandings and conceptual development, and assists students in explaining and making their thinking public" (p. 87).

Figure 5.4. Using Graphophonic Information to Support TL Use
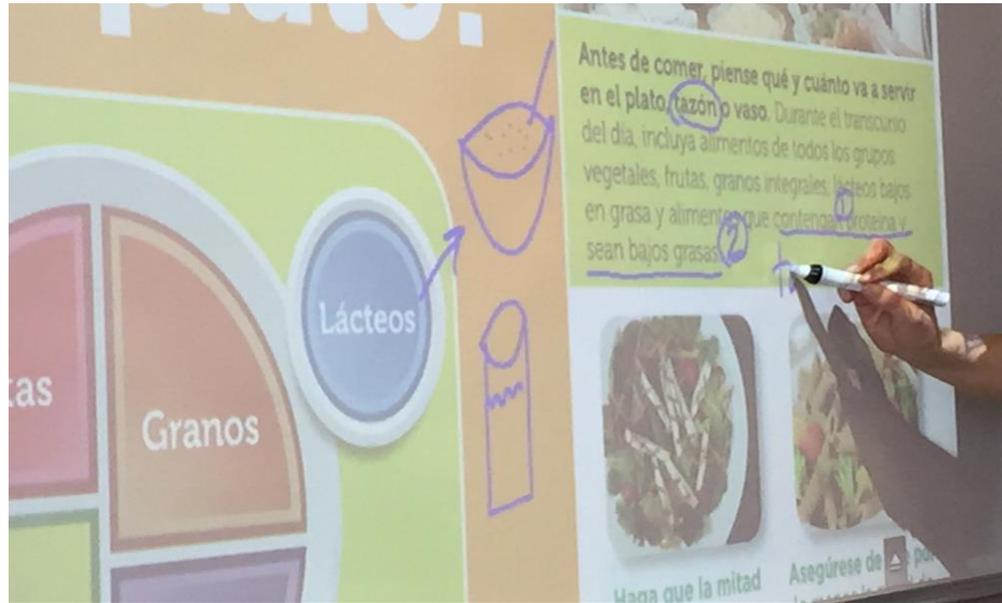
Figure 5.4. Ms. Smith clarified the meaning of different new words, such as "tazon", to her novice learners by drawing, underlying words and expressions, listing, writing important key words, and adding numbers to assist the learners decode the input in the authentic resource in the TL.

To conclude, there is no denying that it is definitely possible for world language teachers to replicate effective strategies to maximize TL use, similar to the ones Ms. Smith implemented during the classroom observations I conducted in her classroom. However, each world language teacher needs to identify and implement his/ her own battery of highly effective practices to maximize TL use when teaching novice learners in alignment with the standards-based-curriculum according to the specific reality that each teacher has at their schools and in their classrooms.

Theme # 5: **Advocacy for language proficiency and metacognitive strategies.** This theme highlights the importance of making the learners aware of the rationale behind the strategies and approaches used in the classroom. Metacognitive strategies provide learners with

resources to plan, arrange, focus, and evaluate their own learning. Moeller and Roberts (2013) explained that,

> Students begin to realize there is a purpose to each activity and a clear rationale for how the learning is introduced. (Metacognitive) strategies result in a growing relationship of trust between the teacher and students, and the students relax in knowing the teacher is there to guide them towards accomplishment of the learning goal through the tasks in which they participate (p. 26).

Ms. Smith taught her students many metacognitive strategies to sustain maximized TL use in her classroom. One of the strategies that she taught her learners at the beginning of the year and she continues to remind them when she considers it necessary is developing the learners' awareness about the importance of the developing language proficiency over time.

As Ms. Smith pointed out during the pre-interview, it is very important to share with the learners the levels of language proficiency that they have already developed as well as the targeted level of language proficiency they are pursuing over the course of the school year. Ms. Smith teaches the difference between performance and proficiency to her learners (and their parents) and emphasizes the relevance of doing the best each day in her classroom under her guidance, as each lesson counts towards their proficiency goal. When learners understand that using the TL in the classroom (and beyond) is necessary to read their proficiency goals, then they commit to the challenge. Ms. Smith explained how she accomplishes this goal: "I articulate to them (the learners) in a manner that they can understand, what proficiency is and what the relevance of speaking the TL is for their growth in that language … I hold them accountable since the first week of school. I also show them the ACTFL videos so they are able to talk about proficiency."

Another strategy was teaching metacognitive strategies to assist her learners to get the gist of the comprehensible input she provides via maximized use of Spanish and to construct

their own messages in the TL. Raising awareness the learners' awareness about the importance of using comprehension and communication strategies to de-construct the input in the TL and construct their output, respectively, is crucial, as they attempt to communicate in the TL. By teaching these two metacognitive strategies to her novice learners at the beginning of the school year, Ms. Smith gave them the tools to infer language in context, scan for information in the TL, recognize cognates, among others, maintain the TL using different formulaic expressions to delay their answer, express agreement, doubt, use cognates, among other strategies. Moreover, she communicates these strategies to other stakeholders (parents, administrators, and colleagues) to promote maximized TL use in her classrooms. The transcribed segment below captures when Ms. Smith reminded her learners about circumlocution, is an important communication strategy.

> Vamos a leer el libro y hablar en Español. Tu conversación será en español. Entonces, por eso miren el poster. Para comprender, miren las visuales…. Piensen en el contexto, los cognados, frases repetidas, el orden de las palabras. […] Para participar y comunicar conmigo (The teacher points to the poster with communication strategies in Figure 4.11.) Si tú no sabes, tú puedes actuar o hacer gestos. Si tú necesitas comunicar y no sabes el español, tú puedes actuarlo, enseñar, dibujar, puedes usar circulocution. Por ejemplo … Un cachorro es un perro pequeño. Un cachorro es un perro bebé. Eso es circumloción. ¿Comprenden? (Translation Appendix N).

Moreover, Ms. Smith reminded her students how to use communication strategies by means of the poster that she created to support when they maximize TL use in the classroom (Figure 5.5.) She explained,

> Tú puedes decir "No comprendo". "Repita, por favor. No comprendo" Tú puedes expresar confusión y decir, "¿Qué?", "¿Cómo?", o puedes hacer la cara así… (The teacher made a gesture of confusion)… Y por fin, tú puedes hacer preguntas o decir, "Repita, por favor". "Repita, por favor." (Students repeat, as modeled by the teacher). O puedes hacer preguntas. (Teacher points to a poster with a list of question words in Spanish.) Miren y repitan. ¿A dónde?, ¿cómo?, ¿cúal?, ¿cúales?, ¿cúando?, ¿cúanto?, ¿de dónde?, ¿dónde?, ¿por qué?, ¿qué?, ¿quién?, ¿con quiénes?" (Students repeated each question word and then the teacher wrapped up her point by singing a chant to remind students of the meaning of the question words in Spanish using the music from a Christmas carol: "¿Por qué?…why?, ¿cómo?…how, qué…what?, ¿cuándo?…. when?… (The students started singing the rhyme with the teacher enthusiastically). ¿Está bien?,

¿Empezamos? (Students agreed to begin reading the book, after the teacher's reminders). (Translation, in Appendix N).

Figure 5.5. Poster with Question Words to Support TL Use

Figure 5.5. Poster with question words in Ms. Smith's classroom. Ms. Smith taught these questions words at the beginning of the year and this poster is helpful when they need to ask a question in Spanish.
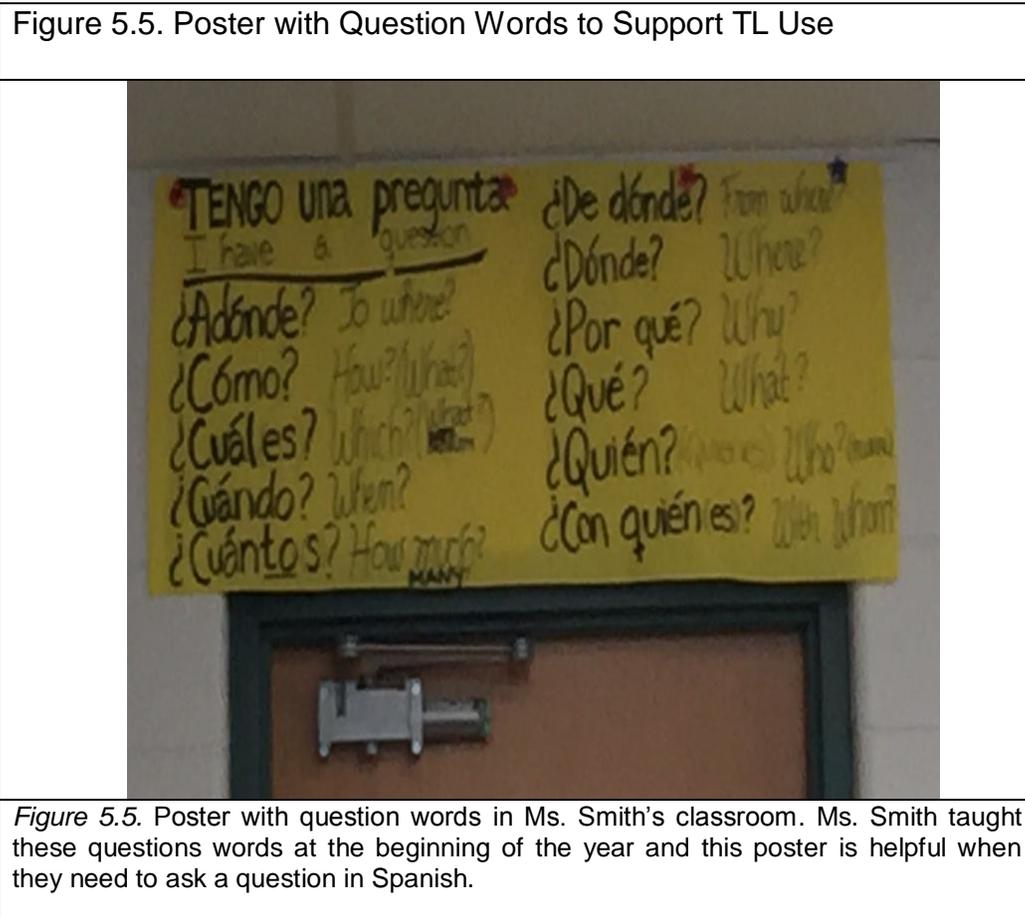
To conclude, the five themes that emerged from my research study have direct implications to enhance language instruction in the classroom with novice learners. These themes emphasize highly effective instructional practices to engage novice learners in maximized TL use in the classroom with the focus on helping them develop the learners' language proficiency development over time.

Conclusion

There is no denying that exposing novice learners to significant amounts of comprehensible input is of paramount importance for the establishment of mental linguistic

representations of the language (Ceo-DiFrancesco, 2013). Maximizing TL use is possible if world language teachers meet the following conditions:

- They have developed at least advanced level of language proficiency themselves to be able to communicate with their learners in the TL consistently,

- They deliberatively plan their instruction in the TL, avoiding L1 whenever possible,

- They consistently implement highly effective mediational strategies to make their input in the TL comprehensible for novice learners, and,

- They create supportive and safe sociocultural learning contexts to engage novice learners in language learning.

As it was evident in this research study, even with extensive professional development related to maximized TL use, world language teachers face multiple challenges to maintain TL use with novice learners. Many seem to be reticent to the shift to teaching languages in a learning environment where the maximized use of the TL is crucial. This reticence may be rooted in Tye's (1987) deep structures and Lortie's (2002) argument on apprenticeship of teaching. Maximizing TL use consistently in the classroom with novice learners may require more creative and varied solutions than simply providing professional development opportunities for teachers. Perhaps one of the solutions is to learn from teachers like Ms. Smith, who amply demonstrated during the five classroom observations that I conducted in her classroom that implementing consistent, maximized TL use in the classroom with novice learners is possible.

Contributions

The findings of this research study will contribute to advance knowledge on effective world language instruction with novice learners and will positively impact individuals and/ or entities that influence, directly or indirectly, the development of the learners' language

proficiency: world language teachers, schools and educational organizations, and teacher preparation programs.

Contribution # 1: Positive impact for world language teachers. The implementation of curricular changes depends on many variables that may vary from school to school, from classroom to classroom, and from teacher to teacher. Teachers can control many variables, such as the willingness (or not) to detach themselves from old practices and implement maximized TL use. However, many other variables depend deep-rooted structures (Tye, 2000) that are beyond the teacher's control, including the number of students in each classroom, student absenteeism, and lack of resources, among others. The teaching conditions that Ms. Smith are not easy to find in most schools and, consequently, the changes in pedagogy may not be so easy. Burke (2012) explained that, "These structures constitute a barrier that inherently makes it difficult to change world language pedagogy" (p. 715).

This study intends to have a practical application and help teachers confront some of the many challenges and/ or obstacles that may hinder TL use in their classrooms when teaching novice learners. The findings of this study will encourage teachers to reflect upon the imperative need to maximize TL use and make input comprehensible to novice learners by means of the consistent implementation of highly effective meditational strategies.

Moreover, the findings of this study will contribute to raise the teachers' awareness about the need to develop an advanced level of language proficiency in order to be able to maximize TL in the classroom with novice learners. Ms. Smith explained that,

> When the teachers are not comfortable with their own speaking skills, they definitely speak less to the class. I am thinking of the teachers that I know and a lot of teachers in my district really do have very good levels of proficiency (…) I can think of a teacher who uses the TL all the time, but in a completely inappropriate way. He is speaking at an advanced level to his novice students so they don't get understand. Or he is not necessarily providing a lesson that is engaging for them so that they can participate in a

way that makes sense. And so, I mean, we really want to make sure that when people are using it… they are using it in an appropriate way. I think that when people are not comfortable with their own language skills, that, definitely, affects how much they speak to the kids.

Teachers will gain a clearer understanding of what constitutes a typical, effective teacher discourse in the world language classroom because of this study. Additionally, the findings from this research study may impact the language choices that teachers make in the classrooms with novice learners and the rationale for using English in the world language classroom.

Contribution # 2: Positive impact for schools and educational organizations. The findings of this study will also benefit school districts and organizations, where world language teachers teach to novice learners. One of the biggest challenges school districts have is the high rate of attrition of world language teachers. A study conducted by the Georgia Professional Standards Commission (2006) reported that the rate of attrition of world language teachers was higher than the rate of attrition for other content areas in the state, including math, science, and special education. Swanson (2014) has found that one of the motives for the attrition of world language teachers is linked to one' sense of efficacy in teaching languages. Thus, school administrators (principals, assistant principals, and supervisors) need to have a clear understanding of the complexities of teaching languages, the urgency for a shift in language teaching to a more communicative, standards-based approach, and the implicit need for maximized TL use in the classrooms to assist learners in their language proficiency growth. One of the solutions seems to be supporting teachers in their growth so that they desist from leaving the world language classroom.

According to DuFour (2004), both new and experienced teachers need to be engaged in professional development so that they gain the confidence to take "safe" risks in their classrooms, strengthen instructional practices, and maximize TL use with novice learners.

Because teachers are automatically guided by images of teaching learned through apprenticeship of observation (Lortie's, 2002), the sooner they begin to work in collaboration with other colleagues to enhance their teaching skills, the better. Practice-based professional development is crucial for teacher's growth. Ball et al. (2009) argued that, teaching is very complex and requires analysis so that core practices of teaching become transparent to teachers. These practices can be taught, practiced, and carried out with skill to support student learning. Professional development opportunities should then focus on developing the teachers' pedagogical knowledge as well as enhancing the teachers' language proficiency levels. Burke (2015) concluded that,

> If the language profession really is going to move forward with more proficiency-based techniques such as immersion, teachers will need more support. Professional development can begin at conferences, workshops, and during online discussions, but to affect world language education in a meaningful and viable way, teachers need professional development that is experiential and collaborative (p. 71).

In addition, content-specific professional learning communities (PLC) opportunities for world language teachers are necessary to improve their professional performance. DuFour (2004) pointed out that PLCs are crucial to establish open lines of communication and sharing best practices. DeFour (2011) stated, "Time spent in collaboration with colleagues is considered essential to success in most professions" (p. 58). Through PLC, teachers can support one another in the complex task of maximizing TL use with novice learners. Also, teachers can compare and contrast strategies to maximize TL use and the implications of implementing those strategies for language learning.

Moreover, cognitive coaching, conducted by content-specific, expert teachers, who are trained to mediate thinking and clarify goals and are non-judgmental, may be used to support world language teachers one-on-one when implementing maximized TL use with novice learners. Delaney (2012) discussed the variables involved in the mentor-mentee relationship and

the impact of mentoring on the professional growth of language teachers. Instructional coaches build solid relationships with teachers, as they engage them in valuable, professional conversations. Burke (2011) explained that,

> Change can be achieved if teachers are offered opportunities to take leadership in their own growth and learning without leaving their classrooms. If reform efforts are created to improve the quality of schooling and require teachers assume professional roles with the right leadership and support, schools can improve from within. Teachers should be active in their own projects and collaborate with their colleagues, students, and researchers in their profession (p. 727).

In short, school districts and other organizations need to support world language teachers so that they can take the risk to implement these types of practices in the classrooms. This support will make the teachers become fully aware of the modeled behaviors that lead to effective language teaching and have multiple opportunities to collaborate with other colleagues for their mutual professional growth. It is crucial to offer teachers the possibility to interact with other colleagues and collaborate with each other for maximized TL use in the classroom with novice learners via content-related PLCs.

One of the options to support world language teachers in their professional growth is providing lead teachers like Ms. Smith the possibility to further their own professional development first to then be able to help other colleagues in theirs, as they all overcome the challenges of implementing effective instructional practices, such as maximized TL use with novice learners. Ms. Smith described her experience below supporting colleagues, many of whom are attached to teaching languages using traditional approaches, in their growth at her school district.

> After going to (name) training, part of my leadership plan was to come back and help educate the other teachers in our department about what research says about language proficiency and how learners learn best, so the administration actually allowed me to, on a monthly or every other month basis, meetings between me and other people to do some

presentations, bring some articles, and do some activities to help the teachers understand what proficiency looks like, what differentiated teaching is.

Some of Ms. Smith's colleagues were very receptive about using TL 90% plus, and some were not because they thought that we were "dumbing things down" by not teaching languages in the traditional manner. Ms. Smith gave an example of a young teacher who was "still very resistant to the idea that she might be teaching less grammar in favor of more communication because, in her mind, whenever we are teaching less grammar and less precision and accuracy, we are expecting less of our students." Despite the challenges, Ms. Smith understands that changes are slow and that she cannot win everyone over, as she reflects below,

> If we can slowly educate people I think it is very important that is not one person and one source so I've been trying to work really hard with administration to get people to trainings… so the more people we can get to different training from different people… reading the print so that people see stuff, reading blogs, participating in tweeters and lang chats, and all those other things … and it's really helpful that people see that is not just one teacher saying, introducing something you should do something… Basically, it seems best if it comes from a lot of different people.

In short, as language teaching constantly evolves, school districts and organizations need to support world language teachers in their professional growth.

Contribution # 3: Positive impact for teacher preparation programs. This research study will also impact world language teacher preparation programs, as there is no question that substantial changes need to happen in the professional preparation of future world language teachers to allow instructional changes to happen in the classrooms and ensure higher proficiency gains. Method courses for world language teachers do not seem to provide the training in alignment with the current expectations for maximize TL use. Levine (2006) made a connection between the efforts of teacher preparers and the weak academic achievements of K-12 students. He concluded that the majority of teacher education graduates are prepared in university-based programs that suffer from low admission and graduation standards. Their

faculties, curriculums, and research are disconnected from school practice and practitioners. Garcia and Davis-Willey (2015) stated,

> The nation's teacher education programs are inadequately preparing their graduates to meet the realities of today's standards based, accountability driven classrooms, in which the primary measure of success is student achievement. […] We repeat the past; we consciously lower standards of excellence established by leadership; and we acknowledge the debilitating effects of being a disunited profession. This triad pervades professional conversations (p. 2).

One of the reasons may be related to the fact that in many universities and the methods courses have been reduced to only one or two courses. Garcia and Davis-Willey (2015) stated that, "Lamentably, the choices for discussion topics are packed into one 3 or 4-credit hour course—a wholly insufficient time to devote to vital aspects that comprise methods content" (p. 6).

Requesting future world language teachers to demonstrate a minimum level of advanced low for graduation across the nation would level the standards for certification, the employer's expectations when hiring world language teachers, and have a positive impact on learners' language proficiency. Additionally, future teachers need to be trained to provide language instruction in different settings, such as regular language courses, Advanced Placement and International Baccalaureate courses, dual language immersion courses, content-based language courses, among others.

To sum up, enhancing the teachers' language and pedagogical skills is not only the teacher's responsibility, but, ultimately, it is a shared responsibility between the teacher and the teacher preparation programs where they completed certification and the school districts that hired these world language teachers. They are all responsible for the teachers' effective professional growth.

Limitations of the Quantitative Data

Several limitations were identified in this mixed-methods research study. First, even though the participants were randomly selected from among a much larger set of teachers for both the survey as well as the classroom observations and interviews for the case study, they seemed to have a much more favorable reality than other world language teachers. The online survey was completed by well-trained, experienced, world language teachers, all with intensive professional development on TL use 90% plus. Data may have been different if the same data was collected from teachers who have not received intensive professional development. The same applies to the participant of the case study. If this research study had taken place in a different school setting (urban, rural, etc.) with students attending other levels of instruction (high school, elementary, etc.), the results may have been different. Even if the research had taken place at a different time of the school year, the data collected in the classroom observations could probably have been different. Also, to ensure anonymity, the participants' ages, genders, and/or locations in both data sets were de-identified.

Second, after reviewing the data from the survey, some limitations were noticed that might require improvement for further research. First, in question # 1 asked the respondents to select their goal for TL use with novice learners. Five percentage options (10% or less, 20-30%, 40-50%, 70-80%, 90=100%) were provided and the researcher was able to draw important conclusions. However, an important question related to how soon maximized TL use was implemented may need to be included in a future survey. From my perspective, the following question is necessary to allow drawing further conclusions on this topic, "Do you have TL use 90-100% of the instructional time since Day I, after a week, after the first month, in the second

semester, or do you gradually increase the percentage during the school year?" This would provide more data than the original question # 1.

Third, in question # 2 the respondents were asked to select their actual TL use with novice learners in their classrooms. Five percentage options were provided for selection: 10% or less, 20-30%, 40-50%, 70-80%, and 90=100% of the instructional time. Similar to question # 1, important questions should have been included, such as, "Do you use TL since Day I, after a week, after the first month, or in the second semester, or do you gradually increase the percentage during the school year as the students become ready for TL use?" Adding these questions would help researchers to reach further conclusions regarding teachers' actual use of the TL use.

Fourth, many respondents clarified the language they taught when they completed the survey. Some respondents indicated teaching more than one language (e.g. Spanish and French). However, there was no question in the survey related to this matter. It would have been important to ask this questions in further research, as it can lead to further research on how the use of TL use varies by language, in particular, in less commonly taught languages (e.g., Chinese, Japanese, Arabic). It would be important to include this question in further studies so as to identify teachers of different world languages and analyze their position regarding their goals and actual TL use in the classroom with novice learners.

Fifth, the respondents were asked just the estimated level of language proficiency. It is recommended that future research related to TL use requires respondents to indicate the level of language proficiency achieved in the Oral Proficiency Interview (OPI) for future research rather than the estimated level of language proficiency. This data may allow researchers to draw

important conclusions about the relationship between teachers' confidence in using the TL in the classroom and the level of language proficiency they have achieved in the OPI.

Sixth, respondents who reported the level of proficiency demonstrated in the OPI shared the level of language proficiency they demonstrated at the time they took the exam. However, the level of language proficiency indicated in their answers was just an estimated level and the level of language proficiency may have changed over time. Many respondents may have taken this exam some years ago when their level of proficiency in the language/s they teach was lower or higher depending on many different variables. As one of the respondent indicated, "the language proficiency has diminished since graduation six years ago." Thus, the level of language proficiency demonstrated by this teacher six years ago may have changed considerably due to little or excessive exposure to the TL, deliberate or limited practice suing the TL, among other variables.

Seventh, some respondents indicated that they taught two languages and the level of language proficiency reported in the survey might have been different for each language. A teacher clarified as follows, "I teach two languages, I am superior in one and I believe I was rated intermediate in the other when I took the OPI in 2011." While the respondent may have demonstrated advanced level in one language, the level of proficiency might have been different in the other due to many variables. Requesting this kind of information from the respondents would enhance further research.

Eighth, in question # 3, respondents were asked to select three strategies to mediate TL use with novice learners among many, such as using gestures and facial expressions; using objects, props, and visuals, and promoting an engaging learning atmosphere, which are very effective strategies to mediate TL use in the classroom. Limiting the selection to three choices

was probably not realistic considering the variety of strategies that the teachers may use during instruction in a single lesson. As one of the respondents pointed out, "It is difficult to only choose three (strategies) when really all of these strategies need to be used." Perhaps asking the respondents to provide the ten most frequent strategies they used in their classroom with novice learners would have provided more accurate data. Moreover, more strategies could have been included considering two respondents shared in the open comments that they used other strategies to mediate TL with novice learners with more frequency than some of the ones listed in question # 3.

With regards to the qualitative data, I conducted the case study in Ms. Smith's classroom, teacher who is a non-native speaker of Spanish. Additional observations in her classroom would have yielded additional findings that were not evident during these five classroom observations. Also, conducting the same case study in a native-speaker of Spanish's classroom could have led to different results. Moreover, this case study was conducted in a middle school classroom in a suburban area. The same study in another K-16 setting and/ or location would probably have led to different results. Likewise, Ms. Smith is constantly developing her professional skills by attending deliberate and continuous professional development. She has the support of her principal, other district administrations, parents, and students. She is a lead teacher and all the initiatives she planned were welcomed and supported. It would be interesting to conduct this study when conditions are not so favorable to teachers and teacher evaluations are guided by traditional rubrics.

Recommendations for Further Study

Based on my experience conducting this research study, I recommend that future research focuses on a more limited scope, such as the impact of only one of most effective strategies (e.g.

teaching metacognitive strategies from Day 1) to maximize TL use in the classroom with the novice learners. This would lead to conclusive data about the value of implementing each strategy in the classroom and its effect on the learners' language proficiency. The results of this research could be evenly compared with the results obtained from other similar studies on different strategies and draw conclusions to assist teachers to enhanced their selection of strategies for their toolbox.

Another important direction this research could take would be to conduct the same mixed research study selecting world language teachers at random for the online survey study and/ or conducting a similar case study concurrently in classroom of teachers of different languages to draw conclusions on how teachers of other languages maximize TL use with novice learners using the selected most frequent strategies.

Moreover, comparing case studies conducted in classroom of world language teachers with different contexts (native speaker of the language vs. non-native speaker, urban classroom vs. suburban or rural classrooms, K-8 classroom vs. high school classroom, among others) could lead to relevant data regarding effective TL use with novice learners. Conducting a case study in a classroom of a teacher who is a native speaker of the language to examine how native speakers use the TL compared to the non-native speaker of Spanish in this case study could be informative.

In addition, including novice learners in future studies can provide valuable data about the relationship between maximized TL 90% use by both teachers and novice learners in the classroom and impact of maximized TL use by both teacher and learners on the learners' growth in language proficiency. Finally, more action research is recommended in the classroom of world language teachers so as to encourage world language teachers to reflect on their instructional

practices with regards of TL use in their classrooms with novice learners and the impact of maximizing TL on the learners' language proficiency.

Final Thoughts

This research study demonstrated that maximizing TL use is feasible with novice learners via the consistent implementation of effective strategies by each teacher from the beginning of the school year. Creating a supportive and engaging learning environment is crucial for language to develop. As Erickson (2009) stated,

> Learning a world language in English, rather than in the language itself, has been compared to learning how to swim without water. In other words, learning in our discipline simply occurs more naturally with the repeated use of the language. Asking students how they are feeling or what their plans are for the weekend or telling them to open their textbooks or put away their cell phones in the TL can be both teaching and learning (p. 7).

This study highlights the need for world language teachers to commit to maximize TL use via effective strategies in the classroom with novice learners so that they become fully engaged in the fascinating journey of learning languages and gain higher levels of language proficiency over time with the appropriate support. It is on us, world language educators, to revert the current outcomes. We cannot continue postponing maximizing TL use if our goal is to ensure that our novice learners develop language proficiency for the time invested in our classrooms. In short, the effective implementation of standards-based, world language curriculum in our classroom, which requires the use of the TL at least 90% of the instructional time, cannot be delayed any longer, especially by teachers who have the pedagogical knowledge due to extensive professional development and high levels of language proficiency to be successful.

APPENDIX A: FLYER

Title of Study: EXAMINING WORLD LANGUAGE TEACHER'S MAXIMIZED LANGUAGE USE IN THE TEACHING OF NOVICE LEARNERS

Flyer

Are you a committed world language educator who has participated in relevant professional development related to the use the TL 90 % plus? Are you interested in participating in a survey for World Language teachers (6-12) regarding the frequency of target language (TL) use 90% plus with Novice learners? Do you want to share your effective strategies to make language comprehensible for Novice learners?

This online, anonymous survey was created by Viviana Muriel de Bonafede, Doctoral Student, Curriculum and Instruction (Foreign Languages), Wayne State University, Detroit, Michigan. The purpose of this survey is to be used for her proposed research for her Doctoral Dissertation. Viviana will conduct this study upon approval from the Institutional Review Board (IRB).

World language educators nationwide who have received intensive training using the TL 90% plus and have experience teaching Novice learners are invited to participate in the survey. The survey provides an exciting opportunity to contribute to the profession in research priority area # 3, as identified by the American Council on the Teaching of Foreign Languages (ACTFL). Please review this link: https://www.actfl.org/news/press-releases/actfl-research-priorities-phase-iii-research-projects

If interested, **please read the attached Research Information Sheet before completing the online, anonymous survey on Survey Monkey following the guidelines in the second attached document.**

Your information will be de-identified, as the survey on Survey Monkey will be anonymous.

APPROVED

FEB 0 8 2017

WAYNE STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD

APPENDIX B: LETTER TO POTENTIAL PARTICIPANTS IN THE SURVEY

Title of Study: **EXAMINING WORLD LANGUAGE TEACHER'S MAXIMIZED LANGUAGE USE IN THE TEACHING OF NOVICE LEARNERS**

Letter to Potential Participants

Dear Potential Participant in Research Study,

My name is **Viviana Muriel de Bonafede** and I am a doctoral student at Wayne State University. I am the primary researcher in the study called **EXAMINING WORLD LANGUAGE TEACHER'S MAXIMIZED LANGUAGE USE IN THE TEACHING OF NOVICE LEARNERS** under the direction of Dr. Christina DeNicolo, Assistant Professor, Teacher Education.

I am contacting you to kindly request if you would like to participate in this research study by answering the attached survey. As explained in the Research Information Sheet (also attached), you will be able to exit and return to this short survey if you prefer not to complete it all at one time by hitting "save and exit". To continue at another time, you will just need to copy and save the link.

Participation is voluntary. I hope that you will take this opportunity to help me understand about TL Use 90% plus in the classroom with Novice Learners and the strategies to make meaning comprehensible, but you may skip any question/s if you prefer to do so.

Your answers will be anonymous and your identity will not be identified in my dissertation or any report in which the results of the survey will be published.

Should you have any questions about this study now or in the future, you may contact me at the following phone number 313-433-5615 or via email at v.m.bonafede@gmail.com. Your email will be saved in a passport-protected folder in my personal computer at home and their information will not be identified. If you have questions or concerns about your rights as a research participant, the Chair of the Institutional Review Board can be contacted at (313) 577-1628. If you are unable to contact the research staff, or if you want to talk to someone other than the research staff, you may also call the Wayne State Research Subject Advocate at (313) 577-1628 to discuss problems, obtain information, or offer input.

Thank you in advance for your support!
Sincerely.

APPROVED

FEB 0 8 2017

**WAYNE STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD**

Viviana Muriel de Bonafede.
Doctoral Student,
Wayne State University
College of Education, Curriculum and Instruction (Foreign Languages), TED

APPENDIX C: LINK TO THE ONLINE SURVEY FOR POTENTIAL PARTICIPANTS

**Title of Study: EXAMINING WORLD LANGUAGE TEACHER'S MAXIMIZED LANGUAGE USE
IN THE TEACHING OF NOVICE LEARNERS**

Anonymous Survey

The following questions are part of the anonymous survey that will be conducted online using by Survey Monkey. The survey will need to be completed no later than **04/02/2017**. To begin, please copy and paste the link into your browser:

Link: **https://www.surveymonkey.com/r/NHYHNFF**

This is your unique link. Do not share it with anyone else.

This survey should take about 5-7 minutes. You can exit and return to the survey if you do not want to complete it all at one time; just hit "save and exit," then copy and save the link and to return to it another time.

Your participation is voluntary, and you may skip any questions you prefer not to answer, but I hope you will take this opportunity to help the researcher understand about TL Use 90% plus in the classroom with Novice Learners and the strategies to make meaning comprehensible.

Your answers will be anonymous and your identify will not be identified in my dissertation or any report in which the results of the survey will be published.

If you have any questions about the survey or if you experience technical difficulties with the survey, please contact **Viviana Muriel de Bonafede** at **313 433 5615,** or via email at v.m.bonafede@gmail.com. Your email will be saved in a passport protected folder in my personal computer at home and your information will not be identified.

Thank you in advance for your support!
Sincerely,

Viviana Muriel de Bonafede.
Doctoral Student,
Wayne State University
College of Education, Curriculum and Instruction (Foreign Languages), TED

APPENDIX D: RESEARCH INFORMATION SHEET
(For Potential Participants in the Survey)

EXAMINING WORLD LANGUAGE TEACHER'S MAXIMIZED LANGUAGE USE

Research Information Sheet (for Online Survey)
Title of Study: EXAMINING WORLD LANGUAGE TEACHER'S MAXIMIZED LANGUAGE USE
IN THE TEACHING OF NOVICE LEARNERS

Principal Investigator (PI):   Viviana Muriel de Bonafede,
Doctoral Student,
Teacher Education Department, College of Education
313 433 5615

Purpose:

You are being asked to be in a case study, which is part of a research study of the consistent and maximized use of the foreign language during your instruction with Novice learners because you meet the requirements to participate in this research study. You are a world language teacher, have experience teaching languages to Novice learners, and have participated in relevant professional development on the use of TL 90% plus. This study is being conducted at Wayne State University and the PI is conducting research to other eligible foreign language teachers who meet the criteria at different public schools in the United States. The estimated number of study participants to be enrolled in this case study is one (1). **Please read this form and ask any questions you may have before agreeing to be in the study.**

In this research study, the PI intends to investigate and draw conclusions on **how effective language teachers maximize the use of the foreign language and make the meaning comprehensible for Novice learners by using multiple strategies.** In particular, the PI will focus on **identifying the most effective strategies used by language teachers of Novice learners when maximizing the use of the foreign language in the classroom.**

Study Procedures
If you take part in the study, you will be asked to you will be asked to complete an online, anonymous survey about the use of the foreign language in your classroom. Also, you will be asked to select the most effective strategies to assist learners in understanding your instruction in the foreign language, and identify the challenges to maximize the use of the foreign languages during instruction.

After reading this Research Information Sheet, participants in this research study will complete the following procedures:
1. First, they will complete an online, anonymous survey using Survey Monkey, as indicated in the attachment. This survey will take approximately 5-10 minutes to complete and participants will be required to reply to the survey only once.
2. After submitting the complete survey, the participants will not have any other task to complete. There will not be any follow-ups after the survey is completed.
3. The questions in the survey will be about both desired and actual frequency of foreign language use, the strategies that may be most effective to maintain the foreign language use, the reasons why English is selected over the foreign language.
4. The participants are encouraged to reply to all the questions in the survey, but they have the option of not answering some of the questions and be able to remain in the study.
5. The participants' identities will be fully de-identified.

Submission/Revision Date: [insert date]   Page 1 of 2
Protocol Version #: [Insert Number]

Form Date: 04/2015

Benefits
- o   As a participant in this research study, there will be no direct benefit for you other than the possibility to self reflect on your instruction.

- o   *Additionally, information from this study may benefit other people now or in the future.*

Risks
There are no known risks at this time to participation in this study.

Costs.
- o   There will be no costs to you for participation in this research study.

Compensation
- o   You will not be paid for taking part in this study.

Confidentiality
- o   All information collected about you during the course of this study will be kept without any identifiers.

Voluntary Participation /Withdrawal:
Taking part in this study is voluntary.

Questions
If you have any questions about this study now or in the future, you may contact **Viviana Muriel de Bonafede** at the following phone number 313-433-5615. If you have questions or concerns about your rights as a research participant, the Chair of the Institutional Review Board can be contacted at (313) 577-1628. If you are unable to contact the research staff, or if you want to talk to someone other than the research staff, you may also call the Wayne State Research Subject Advocate at (313) 577-1628 to discuss problems, obtain information, or offer input.

Participation
By completing the survey you are agreeing to participate in this study.

The data that you provide may be collected and used by Survey Monkey as per its privacy agreement. Additionally, participation in this research is for residents of the United States over the age of 18; if you are not a resident of the United States and/or under the age of 18, please do not complete this survey.

APPENDIX E: SURVEY QUESTIONS

This semi-informal interview protocol will be used to interview the participant teacher before and after the classroom observations and/or audio-recordings. The interview will include the following open-ended questions:

1). Can you share with me the ways you use/d to support TL use when you are/were teaching Novice Learners? List the strategies you use to mediate for understanding.

2). What challenges do/did you confront when trying to use the TL at least 90% of the instructional times with Novice learners in non-immersion settings? Can the challenges be removed? If so, how?

3). What do/did you consider when planning and constructing your discourse in the TL for Novice learners?

4). What are the three most effective strategies you use/d to make the TL comprehensible for Novice learners?

5). When do/did you use English (or the students' L1) in the classroom and for what purposes? Can you use the TL for those purposes? Why/ Why not?

6). What do you consider are the major challenges for consistent and effective TL use 90% plus in the classroom and beyond? How can you cope with them to implement TL Use 90% plus?

7). If you have taken the ACTFL Oral Proficiency Interview (OPI) in the language that you teach, please indicate the level of language proficiency demonstrated. ………………………

8). If not, what's your estimated level of language proficiency (Speaking) in the language that you teach? ………………………………

APPENDIX F: BEHAVIORAL RESEARCH INFORMED CONSENT
(For Possible Participant for Case Study)

Behavioral Research Informed Consent (For Classroom Observations/ Interviews)
Title of Study: **EXAMINING WORLD LANGUAGE TEACHER'S MAXIMIZED LANGUAGE USE IN THE TEACHING OF NOVICE LEARNERS**

Principal Investigator (PI):	Viviana Muriel-de Bonafede,
	Doctoral Student,
	Wayne State University, College of Education – TED
	313 433 5615

Purpose:
You are being asked to be in a case study, which is part of a research study of the consistent and maximized use of the foreign language during your instruction with Novice learners because you meet the requirements to participate in this research study. You are a world language teacher, have experience teaching languages to Novice learners, and have participated in relevant professional development on the use of TL 90% plus. This study is being conducted at Wayne State University and the PI is conducting research to other eligible foreign language teachers who meet the criteria at different public schools in the United States. The estimated number of study participants to be enrolled in this case study is one (1). **Please read this form and ask any questions you may have before agreeing to be in the study.**

In this research study, the PI intends to investigate and draw conclusions on **how effective language teachers maximize the use of the foreign language and make the meaning comprehensible for Novice learners by using multiple strategies.** In particular, the PI will focus on **identifying the most effective strategies used by language teachers of Novice learners when maximizing the use of the foreign language in the classroom.**

Study Procedures
If you agree to take part in this research study, you will be asked to allow the PI to observe and audio-record 5 of your Spanish lessons to the same class of Novice learners. The observations will start when you introduce a new unit and four other lessons will be observed as you teach that unit. Also, you will be interviewed (in person) before and after the classroom observations about your use of the foreign language when teaching your Novice learners.

After reading and agreeing with this Research Informed Consent, the participant in this case study will complete the following procedures:

1. First, you will plan and deliver your lessons to your Novice Spanish learners as usual. The PI will limit the observations exclusively to your use of the foreign language in class. In other words, your students will not be observed and the PI will not interact with your students and/or their parents or with you during the lesson.
2. The classroom observations will take approximately 45 minutes. The PI will enter the class before it starts and sit down where you indicate and observe and audio-record 5 lessons during 2/ 3 weeks. There will not extra classroom visits or follow-ups other than the 5 classroom observations.

Submission/Revision Date: [insert date]   Page 1 of 4   _____
Protocol Version #: [Insert Number]   Participant's Initials

Form Date 04/2015

APPENDIX G: CLASSROOM OBSERVATION FORM (FOR FIELD NOTES)

This form was used to identify the frequency of effective strategies that Ms. Smith used during the classroom observation to make meaning in the TL comprehensible for her novice learners.

Date: ………….

FREQUENCY STRATEGIES USED BY THE TEACHER/ PURPOSE	1	2	3	4	5	6	7	8	9	10	MORE THAN 10 TIMES
Use of objects, props, and visuals to clarify meaning in the TL											
Use of gestures and facial expressions to clarify meaning in the TL											
Using Total Physical Response (TPR) and body movements to clarify meaning,											
Modeling or acting to convey meaning,											
Using cognates when possible											
Avoiding focusing on students' accuracy at the Novice level											
Avoiding translating or code-switching when your students do not understand,											
Frequently checking for understanding in non-traditional ways (games, group work, etc.),											
Persisting using the TL despite your students' frustration and/or anxiety,											
Promoting an engaging, supportive learning atmosphere,											
Avoiding grading every single activity or tasks the students perform,											
Having clear procedures with visuals and predictable tasks,											
Making the students and parents "buy-in" into the benefits of using the TL90% plus,											
Other strategies. Please list strategies. ……………………………………………..											
Other strategies. Please list strategies. ……………………………………………..											
Other strategies. Please list strategies. ……………………………………………..											
Other strategies. Please list strategies. ……………………………………………..											
Other strategies. Please list strategies. ……………………………………………..											
Other strategies. Please list strategies. ……………………………………………..											

APPENDIX H: INTERVIEW QUESTIONS
(for Pre and Post-interview)

This semi-informal interview protocol will be used to interview the participant teacher before and after the classroom observations and/or audio-recordings. The interview will include the following open-ended questions:

1). Can you share with me the ways you use/d to support TL use when you are/were teaching Novice learners? List the strategies you use to mediate for understanding.

2). What challenges do/did you confront when trying to use the TL at least 90% of the instructional times with Novice learners in non-immersion settings? Can the challenges be removed? If so, how?

3). What do/did you consider when planning and constructing your discourse in the TL for Novice learners?

4). What are the three most effective strategies you use/d to make the TL comprehensible for Novice learners?

5). When do/did you use English (or the students' L1) in the classroom and for what purposes? Can you use the TL for those purposes? Why/ why not?

6). What do you consider are the major challenges for consistent and effective TL use 90% plus in the classroom and beyond? How can you cope with them to implement TL Use 90% plus?

7). If you have taken the ACTFL Oral Proficiency Interview (OPI) in the language that you teach, please indicate the level of language proficiency demonstrated. ………………………

8). If not, what's your estimated level of language proficiency (Speaking) in the language that you teach? ………………………………

APPENDIX I: 2010 ACTFL POSITION STATEMENT ON TARGET LANGUAGE USE

USE OF THE TARGET LANGUAGE IN THE CLASSROOM

Research indicates that effective language instruction must provide significant levels of meaningful communication* and interactive feedback in the target language in order for students to develop language and cultural proficiency. The pivotal role of target-language interaction in language learning is emphasized in the *K-16 Standards for Foreign Language Learning in the 21st Century*. ACTFL therefore recommends that language educators and their students use the target language as exclusively as possible (90% plus) at all levels of instruction during instructional time and, when feasible, beyond the classroom. In classrooms that feature maximum target-language use, instructors use a variety of strategies to facilitate comprehension and support meaning making. For example, they:

1. provide comprehensible input that is directed toward communicative goals;
2. make meaning clear through body language, gestures, and visual support;
3. conduct comprehension checks to ensure understanding;
4. negotiate meaning with students and encourage negotiation among students;
5. elicit talk that increases in fluency, accuracy, and complexity over time;
6. encourage self-expression and spontaneous use of language;
7. teach students strategies for requesting clarification and assistance when faced with comprehension difficulties; and
8. offer feedback to assist and improve students' ability to interact orally in the target language.

*Communication for a classical language refers to an emphasis on reading ability and for American Sign Language (ASL) to signed communicative ability.

Date:

Saturday, May 22, 2010

APPENDIX J: 2012 ACTFL PROFICIENCY GUIDELINES
(Advanced Low)

ADVANCED LOW

Speakers at the Advanced Low sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest.

Advanced Low speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect. In these narrations and descriptions, Advanced Low speakers combine and link sentences into connected discourse of paragraph length, although these narrations and descriptions tend to be handled separately rather than interwoven. They can handle appropriately the essential linguistic challenges presented by a complication or an unexpected turn of events.

Responses produced by Advanced Low speakers are typically not longer than a single paragraph. The speaker's dominant language may be evident in the use of false cognates, literal translations, or the oral paragraph structure of that language. At times their discourse may be minimal for the level, marked by an irregular flow, and containing noticeable self-correction. More generally, the performance of Advanced Low speakers tends to be uneven.

Advanced Low speech is typically marked by a certain grammatical roughness (e.g., inconsistent control of verb endings), but the overall performance of the Advanced-level tasks is sustained, albeit minimally. The vocabulary of Advanced Low speakers often lacks specificity. Nevertheless, Advanced Low speakers are able to use communicative strategies such as rephrasing and circumlocution.

Advanced Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion. Their speech can be understood by native speakers unaccustomed to dealing with non-natives, even though this may require some repetition or restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

APPENDIX K: EXAMPLE OF MS. SMITH'S USE OF VISUALS
TO SUPPORT MAXIMIZED TL USE (WITH TRANSLATIONS)

This is Ms. Smith's transcribed audio-recording of her discourse in Spanish during this segment:

Chapter 4

Ms. Smith: Mira, esa es la comida sana de la A a la Z. Repitan, por favor. "Comida Sana" (Students repeated). Este libro se llama "La comida Sana de la A a la Z." ¡Oh!, ¿dónde está mi bolígrafo mágico? (Students expressed their likes with different degrees). Estas dos expresiones son importantes (Teacher copied expressions "Me gusta" and "Me encanta" on the board) Repitan, por favor. Me gusta. Me encanta. A veces van a escuchar: "Me gustan" o "Me encantan". Repitan, por favor… "Me gustan"… "Me encantan" (Students repeated both expressions after the teacher's model) A veces tú lo oyes… "Me gustan" otras, "me encantan."

Translation:

Ms. Smith: Look, that's healthy food from A to Z. Repeat, please. Healthy food (Students repeated). This book is called "Healthy Food from A to Z." Oh, where is my magic pen? (Students expressed their likes with different degrees). These two expressions are important (Teacher copied expressions "I like" and "I love" on the board). Repeat, please. "I like it." "I love." Sometimes you will listen: "I like them" or "I love them". Repeat, please ... "I like them" ... "I love them" (Students repeated both expressions after the teacher's model). Sometimes you may hear, "I like them," others "I love them."

Chapter 4

Ms. Smith: Comida sana de la A a Z. Yo estoy (soy) curiosa. Yo quiero sus opiniones. Repitan por favor, A…B (Students repeated one letter at a time after the teacher). ¿A ver qué tenemos aquí? Esos son aguacates. Los aguacates son muy sanos. Son muy sanos. (A student said, "No me gustan") No te gustan? (Teacher expressed surprise). Me encantan….¡Me encantan (exaggerating) los aguacates! (A student said, "A mí me gusta guacamole). Me encantan los aguacates. Ok, clase, rápidamente (the teacher controls the students' excitement) ¿A quiénes les gustan los aguacates? (Students rose their hands as a response). Sí, los aguacates (Students replied "creo que no"). ¿A quiénes le encantan (exaggerating) los aguacates? (Another student replied, "A mí tampoco") (Teacher corrected student by saying: Tú tienes que decir, "A mí no", "A mí no". Then she continued) A mí me encantan tambien. Mi familia es de (state) y los aguacates son muy populares en (state)… Me gusta comer los aguacates en sandwiches. ¿Tú comes aguacates en sandwiches? Muy bien…¿Y tú? (Student replied with a gesture indicating his like). Y tú? (A students asked, "¿Cómo se dice "guacamoli" en Español?) Se dice "guacamole", sí, "guacamole." ¿Te gusta el guacamole? (The student replied affirmatively). A mí tambien. Me gusta comerlo con tapas. Comer los guacamoles con tapas. En Argentina no es popular comer aguacates porque en el supermercado es muy caro. Cuesta mucho comprar un aguacate entonces no es popular ahí porque es muy caro, no es popular. No es normal para ellos comer aguacates. Esos son aguacates.

Translation:

Ms. Smith: Healthy Food from A to Z. I am curious. I want your opinions. Repeat please…A, B, etc. Let's see what we've got here. These are guacamole. Guacamole are very healthy. They are very healthy. You don't like them. I love them. I love guacamole. OK, class, quickly. Who likes guacamoli? Yes, guacamoli. Who loves guacamoli? You should say, "I don't." "I don't." I also love guacamoli. My family is from (state) and guacamoli are very popular in (state). I love to eat guacamoli in sandwiches. Do you eat guacamoli in sandwiches?. So do I. I love to eat guacamoli in sandwiches. Eating guacamoli with tapas. In Argentina it is not popular eating guacamoli because they are very expensive in the supermarket. Buying guacamoli is very expensive. They are very expensive. So they are not popular thete because they are expensive. They are not popular. It is not normal to buy guacamoli so it is not popular there because it is very expensive. These are guacamoli.

(Continuation)

Ms. Smith: Uh, miren B. Ba-na-na! (Repitan por favor). Depende de dónde estás… en el mapa. A veces, los países son diferentes…. A veces se dice "banana". En Argentina se dice "banana". En Argentina, por ejemplo, dicen "banana", pero en Guatemala se dice "banano." (Students repeated). En México creo que dice "plátano". Si tú vas a México, ellos dicen "plátano." Entonces, esta fruta puede ser "banana", "banano" o "plátano." (A student said… "A mí me gustan mucho.") Si, ¿de veras? ¿Te gustan las bananas? (Many students agreed by saying, "Sí". Another student replied, "Me gusta mucho". Another student said, "Me encanta las bananas.") Te encantan las bananas? Oh… ¡Qué bueno! ¿Quién tiene una opinión sobre las bananas? K, ¿cúal es tu opinión?. (A student replied, "Me gustan las bananas.") ¿Te gustan las bananas? A mí tambien. (Another student said, "Me encanta.") (Teacher provided the correct expression) ¿Te encantan las bananas? X, ¿cúal es tu opinión? (A student replied, "Me gustan las bananas").

Translation:

Ms. Smith: Uh, look at B. Ba-na-na! (Repeat, please). It depends on where you are ... on the map. Sometimes, countries are different ... Sometimes it is called "banana". In Argentina it is called "banana". In Argentina, for example, they say "banana", but in Guatemala it is called "banano." (Students repeated). In Mexico I think it says "plátano." If you go to Mexico, they say "plátano." So, this fruit can be "banana," "banano," or "plátano". (A student said ... "I like them a lot"). Yes, really? Do you like bananas? (Many students agreed by saying, "Yes." Another student replied, "I like it a lot." Another student said, "I love bananas.") Do you love bananas? Oh that's good! Who has an opinion about bananas? K, what is your opinion? (A student replied, "I like bananas"). Do you like bananas? (Another student said, "I love it.") Me too. (Teacher provided the correct expression). Do you love bananas? X, what is your opinion? (A student replied, "I like bananas").

APPENDIX L: EXAMPLE OF MS. SMITH'S COMMITMENT TO MAXIMIZE TL USE WITH NOVICE LEARNERS (WITH TRANSLATIONS)

This is Ms. Smith's transcribed audio-recording of her discourse in Spanish during this segment:

Chapter 4

Ms. Smith: En un momento vamos a continuar para hablar de lo que nos gusta o nos encanta (Ms. Smith showed gesture/ exaggeration for both degree of likes) pero vamos a hacer una observación. Por favor regresen a sus mesas y saquen una hoja de papel, un lápiz y dos rotuladores. (Students followed directions.) Clase… bueno, yo voy a contar hasta tres. Cuando yo digo tres, levanten sus hojas de papel. Uno, dos, tres… ¡Sí, sí, sí! ¡Mucho papel! Sus papeles! (The students followed her directions) ¡Qué bien! Me gusta mucho! ¡Sí, sí, sí! (enthusiastically). Muy bien, yo voy a contar hasta tres y cuando digo tres, levanten sus lápices. Lápiz, lapiz, si, lapiz, ¡Sí, sí, sí! (Students enthusiastically followed her directions). Bueno, ahora bajen sus lápices. M (Teacher asked a student), ¿tu necesitas uno? ¿Tienes un bolígrafo? Un bolígrafo está bien…. Oh, tienes un lápiz. ¿Y sus rotuladores? Necesitan dos. Si tú no tienes rotuladores, está bien, saquen dos bolígrafos de colores diferentes. Rotuladores…Uno, dos tres, levántenlos! Bien, ¡Sí, sí, sí!, ¡rotuladores! Oh, ¡qué clase de estudiantes responsables! Me gustan mucho! (Teacher praised students). ¡Qué bien! ¡Bájenlos ahora, por favor!

Bueno las instrucciones aquí dicen (The teacher pointed to the English version)… Hagan una lista de lo que tú ves de los ejemplos. Vamos a hacer una tabla. Copien, OK, usen sus lápices y copien esta tabla. Necesita dos columnas: una y dos. Si, necesitan un lápiz… En una columna tú vas a escribir, "Gusta/encanta" y en la segunda columna, escriban "Gustan/ Encantan, gustan/ encantan" (Teacher emphasized the endings) y usen sus rotuladores para poner en "A" en "gusta/ encanta" y en un diferente color… diferente color, en "A" y "AN", en "Gustan/ encantan," prefiero dos colores diferentes, si es possible. [….]

Esos son los ejemplos. Mira,"gusta/ encanta" y "gustan/encantan" y eso son los ejemplos aquí. Mira, por ejemplo, aquí dice: "Te gustan las manzanas?"… Tú vas a copiar. Es todo. Tú copias…¿si?. Tú vas a poner, "Te gustan las manzanas… a la izquierda o a la derecha? Mira, ustedes van a copiar esto… "Te gustan las manzanas? Entonces, yo voy a copiar "Te gustan las manzanas?" pero lo pongo a la izquierda o a la derecha (Teacher used a gesture to imply left and right sides. Students replied: "A la derecha"). Si, entonces yo voy a copiar "Te gus-tan las man-za-nas?" (Teacher said these words cutiing them into syllables, as she copied the question on the board) y voy a usar mi rotulador para marcar "AN"….Y yo voy a continuar… OK, dice… "Te gusta el miel?" Yo voy a poner "¿Te gusta el miel? ¿A la izquierda o a la derecha? (Students replied). Yo voy a copiar "¿Te gusta el miel? Y voy a usar el otro color para marcar la "A". ¿Está bien? Ustedes tienen como 4 minutos para observar y copiar todo esto.

Translation:

Ms. Smith: In a moment we will continue to talk about what we like or love (Ms. Smith showed gesture / exaggeration for both degrees of likes), but we are going to make an observation. Please go back to your tables and take out a sheet of paper, a pencil, and two markers. (Students

followed directions.) Class ... well, I'm going to count to three. When I say three, raise your sheets of paper. One, two, three ... Yes, yes, yes! A lot of paper! Your papers! (The students followed her directions) Good! I like it very much! Yes! Yes! Yes! (enthusiastically). All right, I'm going to count to three and when I say three, pick up your pencils. Pencil, pencil, yes, pencil, Yes, yes, yes! (Students enthusiastically followed her directions). Well, now, lower your pencils. M (Teacher asked a student), do you need one? Do you have a pen? A pen is fine ... Oh, you have a pencil. And your markers? You need two. If you do not have markers, it's fine, get two pens of different colors. Markers ... One, two three, lift them up! Well, yes, yes, yes! Markers! Oh, what responsible students you are! I like you very much! (Teacher praised students). How good! Drop them now, please!

Well the instructions here say (The teacher pointed to the English version) ... Make a list of what you see of the examples. We are going to draw a table. Copy, OK, use your pencils and copy this table. You need two columns: one and two. Yes, you need a pencil ... In a column you are going to write, "Like / love" and in the second column, write "Like (it)/ Love (it), Like (them) / Love" (them) (Teacher emphasized the endings) And use your markers to write "A" and "An" and in a different color ... different color, in" A "and" AN ", in" Like / love, "I prefer two different colors, if possible. [....]

Those are the examples. Look, "like it/ love it" and "like them/ love them" and that's the examples here. Look, for example, here it says: "Do you like apples?" ... You are going to copy. That's it. Are you copying ... yes? You are going to say, "Do you like apples ... do you choose the left or the right expressions? Look, you're going to copy this ... "Do you like apples? So, I'm going to copy, "Do you like apples?" But do I put it on the left or on the right ?(Teacher used to gesture to imply the left or the right sides. Students replied: "To the right"). Yes, then I'm going to copy "You like the man-za-nas?" (Teacher said these words cutting them into syllables, as she copied the question on the board) and I'm going to use my marker to mark "AN" ... And I'm going to continue ... OK, he says ... "Do you like honey?" I'm going to say, "Do you like honey? Does this go on the left or on the right? (Students replied). I'm going to copy "Do you like honey? And I'm going to use the other color to mark the "A". It's okay? You have about four minutes to observe and copy all this.

APPENDIX M: MS. SMITH'S OBJECTIVES FOR THE STRATEGIES
USED TO SUPPORT TL USE

Objective (highlighted) and Strategy
To promote a safe, engaging, and supportive learning atmosphere . Had clear (and rehearsed) classroom procedures and routines with visuals on classroom walls. . Lowered the learners' affective filters by scaffolding instruction, modeling, providing positive reinforcement/ feedback. . Built relationships with students from Day 1 and developed trust.
To raise the learners' awareness about the importance of using the TL . Made the students (and parents) "buy-in" into the benefits of using the TL90% plus; . Communicated the importance of using the TL to students and parents; . Intentionally and consistently used the TL always providing comprehensible input + 1 to develop the learner's mental representation of language.
To promote the use of metacognitive strategies (via visuals) to assist language learning . Raised awareness about the importance of developing language proficiency over time, reaching and/or surpassing the targeted level/s of language proficiency; . Taught formulaic expressions and posted them in the classroom for easy use when needed. . Had a word/ expression board for easy access when needed
To mediate the use of the TL . Used caretaker speech consistently: spoke clearly, slowly, but at a normal pace, with cognates, accompanied by gestures/ visuals to clarify meaning; . Selected relevant topics for age and Novice level of her learners; . Used multiple, engaging visuals, such as authentic resources, reallia, posters, videos, PPTs, to clarify meaning; . Used graphophonic information (suing technology) to support oral language; . Repeated relevant language in context (commands, greetings, classroom routines, classroom objects, etc.); . Persisted using the TL using multiple strategies to mediate the learners' understanding of TL; . Avoided translating or code-switching when your students did not understand; . Thoroughly planned engaging, predictable tasks for her novice learners. . Gave time to the student's time to think (without hurrying them or providing them the answer/ word) when they are trying to produce language; . Used circumlocution.
To check for understanding of the input on the TL . Used Total Physical Response (TPR) . Promoted collaboration and group work . Promoted self-assessment about TL use. . Provided only the beginning of the sentence to encourage students to complete the sentence.
To focus on language proficiency and maximized use of the TL . Avoided focusing on students' accuracy at the novice level . Praised students' output in the TL despite their mistakes. . Provided the correct response as feedback, avoiding correcting the learners' mistakes. . Showed excitement when learners used formulaic expressions during instruction. . Accepted mistakes as normal, necessary, and natural for novice learners. . Avoided grading every single activity or tasks the students perform.

APPENDIX N: TRANSLATED SEGMENTS
FROM THE CLASSROOM OBSERVATIONS

Chapter 4

This lady is from Argentina. (Teacher used gesture with her hand to indicate proximity as she said the word "Esta") Let's look at the map. (Teacher pointed to the map in Figure 4.5. with a clicker) Let's see. Where is Argentina? Is it in both (North) America or in South America? (Students replied in chorus). Yes, it's in South America. Yes! She is from Argentina.

Chapter 4

Healthy Food from A to Z. I am curious. I want your opinions. Repeat please…A, B, etc. Let's see what we've got here. These are guacamole. Guacamole are very healthy. They are very healthy. You don't like them. I love them. I love guacamole. OK, class, quickly. Who likes guacamoli? Yes, guacamoli. Who loves guacamoli? You should say, "I don't." "I don't." I also love guacamoli. My family is from (state) and guacamoli are very popular in (state). I love to eat guacamoli in sandwiches. Do you eat guacamoli in sandwiches?. So do I. I love to eat guacamoli in sandwiches. Eating guacamoli with tapas. In Argentina it is not popular eating guacamoli because they are very expensive in the supermarket. Buying guacamoli is very expensive. They are very expensive. So they are not popular thete because they are expensive. They are not popular. It is not normal to buy guacamoli so it is not popular there because it is very expensive. These are guacamoli.

Chapter 4

Just a moment. What do you mean? I do not understand. (Teacher expressed surprise and continued speaking Spanish to the student who asked a question.) What is your question? (Teacher maintained Spanish and remained calm while students started talking in English trying to assist their peer with his question Another student said, "Sweet Potatoes!") Can you use some Spanish? (Another student explained to the student, who asked the question, that sweet potatoes meant carrots.) Excuse me? (Teacher indicated that she did not understand English.) Another student explained, "They look like carrots." Teacher waited calmly for students to speak in. Then another student guessed, "Boñito", so the teacher clarified). Ah, yes, this is boñato. It is a boñato. It is similar to potato, but it is sweet and the color is different. Boñato ... is it a vegetable? (Student replied affirmatively). In Argentina, it is called "batata". Repeat, "batata." (Students repeated in chorus). Then, it also depends on where we are on the map. ..., in the Caribbean, in Cuba, in Puerto Rico, for example, they say "boñato." Repeat, "Boñato." (Students repeated the word in chorus). Boñato is a popular vegetable. I love boñatos. I like to eat a boñato with butter and a little sugar. Ummm!!! how delicious! Well ... X, do you like fries fried? ... Like french fries (Student replied). Aha, aha, I agree, I like it too. Z, do you like boñatos? (A student replied saying "I do not like anything."). You do not like boñatos, really? C, do you like boñatos? I also like boñatos. Well, I love them. E, do you like boñatos? I really like boñatos. Let's see what else we have here in the book? Repeat please, A, B, C. D, Uh! Peaches….

Chapter 5

Well, look at this video. (Teacher pointed to the video with her hand). (Teacher exaggerated).

She is preparing cheesecake. It's called "payop de" ... (Teacher gave students time so they can provide the next word) ... cheese. Exactly. It's called cheese payop. (Teacher repeated "cheese payop") ... But this is a white chocolate payop. What is the meaning of "chocolate blanco"? (Students replied) Exactly, yes ... Let's see ... What are the ingredients in this recipe? (Teacher invites students to read the list of ingredients in the video). It says ... for the base they need a package of cookies ... What is the meaning of "galletas"? (Students replied in chorus). Aha! And "a package"? (Students replied in chorus) Yes, very good. Five tablespoons of butter. (Some students attempted an answer and guessed, but incorrectly). Uhmm .. (Students replied in chorus, but incorrectly) "Cucharadas" ...? (Students replied) I don't understand? (The teacher showed that she did not understand the message in the TL) "Tazas"? (The teacher waited for a few seconds).

We are going to read the book and speak in Spanish. Your conversation will be in Spanish. So, that's why look at the poster. To understand, look at the visuals ... Think of the context, the cognates, repeated phrases, the order of the words. [...] To participate and communicate with me (The teacher points to the poster with communication strategies in Figure 4.11.) If you do not know, you can act or make gestures. If you need to communicate and you do not know Spanish, you can do it, teach, draw, you can use circulocution. For example ... A puppy is a small dog. A puppy is a baby dog. That is circumlocution. Do you understand?

Chapter 5

We are going to read the book and speak in Spanish. Your conversation will be in Spanish. So, that's why please look at the poster. To understand, look at the visuals ... Think of the context, the cognates, repeated phrases, the order of the words. [...] To participate and communicate with me (The teacher points to the poster with communication strategies in Figure 4.11.) If you do not know, you can act or make gestures. If you need to communicate and you do not know Spanish, you can do gestures, draw, you can use circulocution... For example ... A puppy is a small dog. A puppy is a baby dog. That is circumlocution. Do you understand?

Chapter 5

You can say, "I do not understand". Repeat please. "I do not understand." You can express confusion and say, "What?", "How?", or you can make the face like this ... (The teacher made a gesture of confusion) ... And finally you can say, "I do not understand". Repeat please. "I do not understand." You can express confusion and say, "What?", "How?", Or you can make the face like that ... (The teacher made a gesture of confusion) ... And finally, you can ask questions or say, "Repeat, please." "Repeat, please." (Students repeat, as modeled by the teacher). Or you can ask questions. (Teacher points to a poster with a list of questions in Spanish.) Look and repeat. Where? How? What? Who? With whom? "(Students repeated each question word and then the teacher wrapped up her point by singing to chant to remind students of the meaning of the question in English using the music from a Christmas carol. The students started singing the rhyme with the teacher enthusiastically) Is it clear? Can we begin? (Students agreed to begin reading the book, after the teacher's reminders).

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ABSTRACT

**EXAMINING WORLD LANGUAGE TEACHER'S MAXIMIZED LANGUAGE USE
IN THE TEACHING OF NOVICE LEARNERS**

by

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Current research in second language acquisition and best practice recommendations for world language teaching emphasize to importance of consistent, maximized Target Language (TL) use in the classroom. The purpose of this mixed method sequential explanatory design was to examine how effective teachers maximize TL use with novice learners via implementing effective strategies. Chapter 1 provides an understanding on current world languages perspectives in the United States and the ongoing shift from the traditional ways to teaching languages to more communicative, meaningful language education. Chapter 2 unpacks the main constructs of Vygotsky's sociocultural theory (1978), which is the theoretical perspective that supports this research, in relationship with language learning. Chapter 3 explains in detail the method selected for both the quantitative and the qualitative phases of this research study, which includes the in-depth case study in a Spanish teacher's classroom with novice learners. Chapter 4 includes the detailed analysis of both quantitative and qualitative data. Chapter 5 describes the five themes that emerged after triangulation and final conclusions are provided for enhanced world language instruction and increased world language proficiency.

AUTOBIOGRAPHICAL STATEMENT

I am a passionate educator with more than thirty years of experience in the field of world languages and a life-long learner, who has continuously pursued professional and academic growth. I earned my degree of Teacher of English at Instituto Superior del Profesorado N 2 "Dr. Joaquin V. Gonzalez" in Rafaela, Argentina. In lieu of masters' programs, in 1997, I obtained a Fulbright Scholarship sponsored by the Argentine Department of Education to continue my graduate studies in the United States. In 1998, I moved to Michigan with my family and in 2002 I earned my Master of Arts in Language Learning (MALL) at Wayne State University. In 2006, I obtained my Educational Specialist Certificate in Foreign Languages, Bilingual Education and ESL. I am certified to teach English, Language Arts, Spanish, Bilingual Spanish, and ESL in Michigan. I am also a National Board Certified Teacher and a Certified Central Office Administrator. This dissertation is the final requirement to earn my Doctor of Education (Ed. D.) in Curriculum and Instruction (Foreign Language Education) at Wayne State University.

My work experience has been diversified and extensive, and at all levels of instruction (K-16) in both public and private settings. I taught foreign languages for more than 30 years, in both Argentina and in the United States (K-20). One of my greatest accomplishments was cofounding a private school in Argentina, serving more than 400 students per year. My teaching experience in the United States has been enriching and allowed me to grow professionally. I have been the World Languages Supervisor of Detroit Public Schools Community District since 2011. In this role, I am committed to improving the quality of the teaching of World Languages in the city of Detroit. In 2016, I was the President of the Michigan World Language Association (MIWLA). I actively serve on various state committees and present sessions and workshops at state and national conferences on various topics related to the field of world language education.