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Spring 2012

Managing the foreign language classroom: reflections from the preservice field and beyond

Elizabeth Julie Evans

University of Iowa

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MANAGING THE FOREIGN LANGUAGE CLASSROOM: REFLECTIONS FROM
THE PRESERVICE FIELD AND BEYOND

by
Elizabeth Julie Evans

An Abstract

Of a thesis submitted in partial fulfillment
of the requirements for the Doctor of
Philosophy degree in Teaching and Learning
in the Graduate College of
The University of Iowa

May 2012

Thesis Supervisor: Associate Professor Leslie L. Schrier

ABSTRACT

Each day, foreign language teachers are faced with issues that render the control of the K-12 classroom challenging, at best, and virtually impossible at worst. Even preservice foreign language teachers, those going through a teacher education program towards K-12 licensure, understand that no content can be taught or learned if there is mayhem in the classroom environment. Effective classroom management practices are often what consume these teachers' time and energy, even before the first page of the textbook is turned. However, it would be an error to over-generalize foreign language teachers' challenges with classroom management in an effort to introduce possible solutions without first considering the uniqueness of this particular teaching and learning environment.

It was the researcher's contention that the foreign language classroom is unlike any other, and thus thrusts its teachers, both preservice and in-service, into management situations that are rare or non-existent in the classrooms of other subject areas. The purpose of this longitudinal study, therefore, was to describe five foreign language teachers' experiences with classroom management and to identify the distinct issues they have faced, both during their student teaching semester and currently as in-service teachers.

The data gathered from the five subjects' weekly reflective journals and teaching philosophies, their observations of other classrooms, responses to a questionnaire, interviews, and observational field notes were analyzed qualitatively using a case study approach. The study confirmed that these foreign language teachers often contended with issues that were exclusive to their teaching field. Target language usage, the systemic lack of respect for the study of foreign language, and the inclusion of students who were heritage speakers of the language being taught were among the issues most

commonly cited by these five teachers, and were shown to have a significant impact on student behavior, motivation, and attitude.

Many teacher education programs already offer courses that explicitly present appropriate classroom management strategies. However, data from this study suggest that a further breakdown of how foreign language classroom management may differ from other subject areas may ultimately enable foreign language teacher educators to better prepare and better support both their preservice and in-service teachers.

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Graduate College
The University of Iowa
Iowa City, Iowa

CERTIFICATE OF APPROVAL

PH.D. THESIS

This is to certify that the Ph.D. thesis of

Elizabeth Julie Evans

has been approved by the Examining Committee
for the thesis requirement for the Doctor of Philosophy
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Lia Plakans

Carolyn Wanat

To my little buddy, Aidan

We ask teacher education programs to provide ordinary college students with the imponderable so they can teach the irrepressible in a manner that pleases the irreconcilable, and all without knowing clearly either the purposes or the consequences of their actions.

David F. Labaree
The Trouble with Ed Schools

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That I am writing this page seems like a miracle. After almost six years, during which my life at times seemed like a bullet train that had gone off its tracks, I am writing this page. There are, however, no perfect words to properly thank all of those who have made this moment possible. For those who have shaped me, those who have changed me, those who have guided me, those who have taught me, and those who have tirelessly worked to keep me on track, I am filled with an overwhelming feeling of appreciation.

I made the decision to go back to graduate school after many years of teaching French at the high school level. I wanted to fix everything that was wrong with foreign language education at the secondary level, and help celebrate and support all that was magnificent about it. I remember being in my kitchen in Los Angeles and talking on the phone for the first time with my advisor, Dr. Leslie Schrier. That conversation was followed by a move to Iowa City and then the start of a new life, filled with reading, discussion, writing, brilliant professors and classmates, self-exploration, self-deprecation, frustration, pure joy, and walks to campus in the falling snow.

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ABSTRACT

Each day, foreign language teachers are faced with issues that render the control of the K-12 classroom challenging, at best, and virtually impossible at worst. Even preservice foreign language teachers, those going through a teacher education program towards K-12 licensure, understand that no content can be taught or learned if there is mayhem in the classroom environment. Effective classroom management practices are often what consume these teachers' time and energy, even before the first page of the textbook is turned. However, it would be an error to over-generalize foreign language teachers' challenges with classroom management in an effort to introduce possible solutions without first considering the uniqueness of this particular teaching and learning environment.

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The data gathered from the five subjects' weekly reflective journals and teaching philosophies, their observations of other classrooms, responses to a questionnaire, interviews, and observational field notes were analyzed qualitatively using a case study approach. The study confirmed that these foreign language teachers often contended with issues that were exclusive to their teaching field. Target language usage, the systemic lack of respect for the study of foreign language, and the inclusion of students who were heritage speakers of the language being taught were among the issues most commonly cited by these five teachers, and were shown to have a significant impact on student behavior, motivation, and attitude.

Many teacher education programs already offer courses that explicitly present appropriate classroom management strategies. However, data from this study suggest that a further breakdown of how foreign language classroom management may differ from other subject areas may ultimately enable foreign language teacher educators to better prepare and better support both their preservice and in-service teachers.

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CHAPTER I

INTRODUCTION

Second language instruction is *fundamentally different* from other disciplines.

(Tedick & Walker, 1994, p. 301)

Context of the Problem

Classroom Management and the Preservice Teacher

While many studies have explored the domain of classroom management, few have specifically looked at foreign language teachers' orientation towards this particular issue. If it is true, then, that "skillful classroom management makes good intellectual work possible" (LePage, Darling-Hammond, Akar, Gutierrez, Jenkins-Gunn, & Rosebrock, 2005, p. 327), one would assume that learning about classroom management is a prominent feature of many foreign language teacher education programs and textbooks and a common learning expectation among preservice teachers. However, can classroom management actually be taught? Is it possible for the new teacher to walk into his or her classroom feeling fully prepared to handle every managerial challenge that may arise? LePage et al. (2005) point out that in the past, most teachers reported that they learned how best to manage their classrooms once on the job, and not during their teacher preparation (p. 350). Teacher education programs are increasingly paying attention to the explicit instruction of classroom management strategies (p. 350), despite the challenges of breaking down what effective classroom management actually means from one learning environment to another. Learning how to manage a classroom is a daunting task for a preservice teacher. Bransford, Darling-Hammond, and LePage (2005) explain that preservice teachers going through teacher preparation programs focus a great deal of attention on classroom management, particularly as it pertains to student behavior and discipline. On day one of his or her field experience, the preservice teacher must put into

action strategies practiced over many years by veteran teachers (Le Page et al., 2005; Lortie, 1975). He or she must take “emotional/affective, cognitive and social demands” (Wright, 2005, p. 277) into account, and fight against what he may believe are appropriate management strategies from his own time spent as a student in a school setting.

This “apprenticeship of observation”, a pivotal idea originally put forth by Lortie (1975), posits that because young people spend a large part of their young lives observing teaching and learning practices in real classrooms as students, they gradually form a skewed opinion of what being a teacher entails. Labaree (2004) also posits that “prospective teachers learn about teaching from a sixteen- or seventeen-year apprenticeship of observation as students, which provides them with a powerful attachment to an image of teaching that several years in a teacher preparation program can do little to change (p. 176). Lortie explains this concept further:

The student’s learning about teaching, gained from a limited vantage point and relying heavily on imagination, is not like that of an apprentice and does not represent acquisition of the occupation’s technical knowledge. It is more a matter of imitation, which, being generalized across individuals, becomes tradition. It is a potentially powerful influence which transcends generations, but the conditions of transfer do not favor informed criticism, attention to specifics, or explicit rules of assessment (p. 63).

Wright (2005) explains that there are four major issues related to classroom management that novice foreign language teachers must face, all related to this “apprenticeship of observation” (Lortie, 1975). In the early stages of professional development, the novice language teacher must: (1) fight against the urge to fall back on a model of classroom management that they internalized during their own schooling, (2) quickly learn what classroom management strategies they must use to minimize the threat of losing control of the students, (3) clarify his or her self-image and teaching style in order to convey a sense of confidence to the school community, and (4) rapidly incorporate classroom routines as a way to manage the classroom. Foreign language

teachers, like their counterparts in all other subject areas, base much of their developing pedagogical knowledge on their own previous experience as students in a foreign language classroom and the modeling provided for them by past foreign language teachers. In fact, prior knowledge may be “a more influential factor on the thinking and practice of preservice teachers than [foreign language] education courses or programs” (Watzke, 2007, p. 65). Allen (2009) found that preservice teachers often preferred to use “tried and true” strategies that they themselves had witnessed as young learners. Anita, one of Allen’s participants in her 2009 study, claimed that she often went back to do things in the classroom that were done to her, rejecting current trends that she may have learned in her education classes (p. 652). Melanie, a participant in Vélez-Rendón’s 2006 study on the transition from student to teacher, claimed that “her previous experiences as a language learner...were her main sources informing her beliefs about how foreign languages are taught and learned” (p. 325), and reported that her education coursework did not have a significant impact on her development as a foreign language teacher (p. 328).

Teacher education programs are at least in part responsible for undoing preservice teachers’ commonly held belief that teaching is something that is easy to do and is, for all intents and purposes, ironically un-learnable. As Labaree (2004) so aptly points out, “teaching is an enormously difficult job that looks easy” (p. 39). Because personality, classroom culture, and other affective elements in the classroom are limitless in their complexity and scope, teacher education programs have had enormous difficulty nailing down what the definition of a good teacher is, and more specifically, creating generalized classroom management rules and strategies that would apply to every pedagogical setting to be implemented by preservice teachers (p. 39). Despite the challenges, recent research informs us that teacher education programs are indeed making a difference in the level of pedagogical knowledge our preservice teachers gain throughout their preparation (Darling-Hammond, Pacheco, Michelli, LePage, Hammerness & Youngs, 2005;

Ferguson & Brink, 2004; Friebus, 1977; Tsui, 2003; Yusko, 2004; Zimpher, DeVoss, & Nou, 1980). However, acknowledging the tension that often arises among preservice teachers between what they think they know about how to handle a classroom and what they are explicitly taught during their teacher preparation coursework and field experiences is vital (Wright, 2005).

Classroom Management and the Novice In-Service Teacher

Books with titles such as *Effective Classroom Management: Six Keys to Success* (Bradley, Pauley & Pauley, 2006) and *Classroom Management for Secondary Teachers* (Clements, Emmer, Evertson, Sanford & Worsham, 1984), written more than 20 years apart, show that the concern over and preoccupation with how to manage a classroom is still a very valid concern. Recent research points to the connection between classroom management and teacher burnout (Hastings & Bham, 2003), and have demonstrated that dealing with unruly students can have devastating effects on teachers' emotional, physical and psychological states. Classroom teachers and teacher educators are hungry for a solution, a formula perhaps, on how to dispose of any issue that is not directly related to teaching the prescribed content. Teacher education programs throughout the country are adopting courses specifically dealing with the subject of classroom management, and manuals are continually being published that purport to solve the mystery of how best to go about the business of taking charge, overtly or covertly. Within the pages of the two aforementioned books are lists of tips and plans to do just that. Chapters deal with everything from how to organize storage space to how to handle a fire drill, but it is certainly striking how similar the advice of these two books is: Both include advice on how to set up and organize the classroom, how to streamline procedures and routines, motivating students through rewards and incentives, and being proactive in one's management strategy. It is interesting to note that the more recent book, published in 2006, includes chapters on managing students with disabilities (such

as ADHD), while the older book, published in 1984, focuses on academically low-achieving students and the “troubles” one might have in front of those particular groups. The authors explain that “unfortunately, concentrating lower-ability students in homogeneous groups often exacerbates management problems”, and they advise teachers to spend twice as much time explaining the rules and regulations of the classroom to these particular students (Clements et al., 1984, p. 135). The message that these books seem to be giving is that with enough tricks up a teacher’s sleeve, with enough clear rules and procedures, with enough space between the desks, a classroom can be effectively managed with no thought to the content of the curriculum itself.

When the concept of classroom management is boiled down to its most raw definition, the concept of *control* quite often emerges (Latz, 1992). The teacher is expected to establish a sense of order in order to gain the cooperation of the students (Emmer & Stough, 2001; Watzke, 2007). Managing student behavior is often cited as the most serious concern among teachers in general (Cakmak, 2008; Chambers, 2003; Curran, 2003; Kaufman & Moss, 2010; Labaree, 2004; Manning & Bucher, 2003; Martin, Chiodo, & Chang, 2001; McNally, I’anson, Whewell & Wilson, 2005; Putman, 2009; Smith, 2000; Sokal, Smith, & Mowat, 2003; Rahimi & Asadollahi, 2012; Young, Milligan, & Snead, 2001). It is no wonder, then, that student behavior is “one area of classroom practice that leads to particularly intense questioning among novice educators” (Stoughton, 2007, p. 1025). To a large extent, beginning teachers understand that they will be evaluated by their administrators, co-workers, parents, and perhaps even the students themselves on the how well they control their classrooms (p. 1025). Of course, it is generally understood that effective classroom management begins with a solid and meaningful curriculum (Bransford et al., 2005, p. 37). But the novice teacher, who is taking baby steps towards masterfully running a classroom, has neither curriculum-development experience nor first-hand knowledge of what classroom management strategies may work for a particular group of students.

Target Language Use in the Foreign Language Classroom

Tedick and Walker (1994) admit that most of what goes on in the teacher education classroom is pertinent to preservice teachers in virtually any field. However, they stress that foreign language education students would benefit enormously by recognizing how second language instruction is “fundamentally different” (p. 301). The uniqueness of this subject matter stems, at least in part, from our relationship with the use of language itself in a classroom environment. Traditionally, language has been used to communicate content. In the United States, we use English to explain mathematical concepts in the math classroom, as well as how to play a scale on a flute in the instrumental music classroom. In the foreign language classroom, however, language is both the mode in which we communicate content and the content itself. Because of the relatively recent push in the field of foreign language education towards communicative proficiency, grammar-translation methods (in which the foreign language was generally not used as a means to communicate content) have ceded to classroom environments in which the foreign language is being used, sometimes exclusively, to present the content of the class (p. 304). In that respect, foreign language education is “fundamentally different” from other content areas in that it does not constitute a body of content per se, but rather involves the learning or teaching of a “vehicle for communicating content” (Tedick & Walker, 1994, p. 301; Appel, 2007). Reagan & Osborn (2002) elaborate:

Although all teachers are empowered to some extent by their presumed expertise (just as students are essentially disempowered by their lack of expertise in the subject matter being studied), in the case of the foreign language teacher, not only is content at issue but so too is the ability to communicate in what is in essence the language of the classroom. This difference alone makes the foreign language class different from others, and implies a different and even more significant power differential between foreign language educators and their students (p. 9).

The position statement of the American Council for the Teaching of Foreign Languages on the use of the target language (TL) in the classroom is clear. Based on research regarding what constitutes effective language instruction, and the fact that the

role of TL is featured prominently in the *Standards for Foreign Language Learning in the 21st Century*, the recommendation is 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” (American Council on the Teaching of Foreign Languages, 2010). Because TL usage in the foreign language preservice classroom is, as a rule, a judgment-laden topic (the “good” preservice foreign language teacher speaks exclusively in the TL while the “bad” preservice foreign language teacher uses too much English for instructional purposes), it was difficult to require that students teach in the TL exclusively, particularly when their cooperating teacher conducted his or her classes in English (Bateman, 2008; Putman, 2009). There was thus a demonstrated need for empirical evidence that certain encouraged pedagogical behaviors, such as using the L2 as the language of instruction, would lead to a more manageable and effective classroom atmosphere.

Research and analysis of TL usage in the foreign language classroom has been fraught with controversy for decades, despite definitive studies that conclude that “there is near consensus that teachers should aim to make maximum use of the TL” as the language of instruction within the foreign language classroom (Turnbull & Arnett, 2002, p. 211). Preservice teachers are thus strongly encouraged to use the TL exclusively to communicate the content of the course. However, it is apparent that many foreign language teachers do use English (L1) for specific classroom tasks, one of which is “maintaining control over the classroom environment” (Littlewood & Yu, 2009, p. 5). Perhaps due to the professional pressure to use the TL exclusively in class, teachers often have affective reactions, such as feelings of guilt, associated with their occasional use of the L1. Most teachers *know* that they should use classroom time for activities conducted solely in the TL, but few conduct their classes accordingly (p. 6). There is evidently a conflict between the affective and pedagogical aspects of using the L1 in the foreign language classroom: While teachers feel that certain situations may require the use of the

L1 during class time (classroom management, as a crutch to aid the learning process, for example), they know that pedagogically speaking, any amount of time spent away from the TL may be considered unsound (p. 9). Of course, L2 usage in the foreign language classroom tends to be based on principle rather than level of ease, as “our natural communicative instincts create a strong temptation to ignore these [opportunities for ‘natural’ communication in the TL], in order to save time, avoid confusion and maintain contact with the class” (p. 10). In the case of the preservice teacher who may lack confidence in his own language abilities, the issue of using the TL exclusively as a mode of instruction can be extremely stressful. How can teacher educators, then, persuade preservice teachers to work towards this goal, and continue using the TL as exclusively as possible once they are in-service teachers (p. 12)? The pressure on teachers to resort to using the L1 in the foreign language classroom and allowing it to be used by the students is enormous. The existence of this unique issue to the foreign language classroom represents a serious hurdle for the foreign language teacher, particularly when his general philosophy (or that of his teacher education program) does not match that of his cooperating teacher during his field experience.

Statement of the Problem

Daily, many teachers are faced with issues that render the control of the K-12 classroom challenging, at best, and virtually impossible at worst. Even preservice teachers, those going through a teacher education program towards K-12 licensure, understand that no content can be taught or learned if there is mayhem. Effective classroom management practices, therefore, are often what consume these teachers' time and energy, even before the first page of the textbook is turned (Bradley et al., 2006; Bransford et al., 2005; Chambers, 2003; Clements et al., 1984; Hastings & Bham, 2003; Manning & Bucher, 2003; Smith, 2000; Sokal et al., 2003; Wright, 2005; Young et al., 2001). It would be an error to over-generalize the foreign language teacher's challenges

with classroom management without considering the subject matter that he will ultimately be teaching. A chemistry teacher, surrounded with chemicals and test tubes, will probably be faced with a different set of management issues than the English teacher who enjoys taking her students outside to write poetry. Specifically, we must identify how foreign language classroom management differs from managing classrooms in other subject areas so that we may better prepare our teachers in our specific field.

Purpose of the Study

This particular study was in part born out of a perceived need in foreign language teacher preparation to more effectively guide our students on how best to manage their classrooms both during their student teaching semester and once they began in-serving teaching. After working with preservice foreign language teachers for four years, it was clear to the researcher that classroom management was their most major preoccupation, and the topic that dominated their journals and class discussions. Many of the foreign language preservice teachers with whom the researcher worked were often very concerned that they were not being adequately prepared to handle classroom management issues.

After years of reading preservice teachers' weekly journals and observing their teaching multiple times throughout their student teaching semester, it became clear that these students were indeed dealing with unique classroom management challenges not seen in other subject areas, such as how language use (L1 vs. L2) may affect student behavior and the classroom environment as a whole. The relationship between the use of the TL and classroom management was often anecdotally cited as an interesting observable event; both the students and I took note. One of the most salient issues this study seeks to address is balance between the use of English (L1, or "first language") and the foreign language (L2, or "second language", also referred to as TL, or "Target

Language") as a means of instruction in the preservice foreign language classroom, and how it might relate to unique classroom management challenges.

The purpose of this study, therefore, was to describe five foreign language teachers' experiences with classroom management and to identify the unique challenges they faced during their student teaching semester and those they are currently facing as in-service teachers. Questionnaires were given to and interviews conducted with these in-service foreign language teachers in order to gain perspective on how their experiences with classroom management may or may not have changed since going through their teacher education program, and what classroom management tools they may have taken or discarded from their student teaching semester. In order to more effectively tailor what was gleaned from the data to the field of foreign language education, it was important for the researcher to investigate management issues specifically related to the foreign language classroom, such as the use of the TL. However, it was also imperative that the researcher embrace the possibility that other foreign language classroom management issues would emerge from the data. The analysis of the subjects' reflective weekly journals, teaching philosophies, write-ups of their observations of other classrooms and observational field notes collected by the researcher when the subjects were preservice teachers, in addition to answers to a questionnaire and interview transcripts completed once these same subjects became in-service teachers, may help develop a richer picture of the challenges they faced and the lessons they learned as they began and continued on the road to becoming foreign language teachers. In turn, future foreign language teachers (and ultimately students) may benefit from teacher education curriculum changes that take their reflections into account. The following research questions bring together the objectives described above:

1. What classroom management experiences did these preservice foreign language teachers encounter?

2. What reflections did these in-service foreign language teachers share regarding their past and current classroom management experiences?
3. What management issues specific to the foreign language classroom, such as target language usage, were revealed?
4. What management issues specific to the foreign language classroom *other than* target language usage were revealed?

Significance of the Study

It is the researcher's contention that the foreign language classroom is unlike any other, and thus thrusts its teachers, both preservice and in-service, into classroom management situations that are rare or non-existent in the classrooms of other subject areas. This section will investigate current issues specific to the field of foreign language education and attempt to explain how their influence may ultimately trickle down to deleteriously affect foreign language classroom management.

Lack of Respect for Foreign Language Education in the United States

Some researchers posit that the field of foreign language education, unlike school subjects such as history or mathematics, "has not had a consistent disciplinary home in which to anchor its content or theories of learning, teaching, and knowing, or mastery" (Larsen-Freeman & Freeman, 2008, p. 150). Whether or not our discipline's home has changed, it can be argued that the purpose of the study of foreign language has gone through many transformations. One hundred years ago, foreign language study was seen as a means to understand the content of other subject areas, such as literature or the fine arts. Of course, there was at that time very little connection between the foreign language and its use in the outside world (p. 155). Over the course of the last century, many changes have occurred in our field. New and exciting pedagogies that reflect how our

world and our view of language usage have changed require the novice language teacher to amass an ever-growing knowledge base. Wright (2005) elaborates on this point:

Foreign language teaching currently faces unique challenges which impinge on classroom management. Global trends such as large-scale population movements and the increasing use of the Internet for communications and information management, among others, are increasingly seen as the background for a reshaping of the curriculum goals and teaching/learning processes of foreign language education (p. 30).

Indeed, a relatively short time ago, foreign language teachers needed only to be able to read and translate the language being taught. Today, preservice and in-service foreign language teachers need to glean knowledge from the fields of psychology, sociology, and anthropology in order to present their students with a complete cultural, social, political and linguistic picture of what it means to learn and communicate in another language (Tedick & Walker, 1994, p. 304).

Preservice and in-service foreign language teachers must face the fact that their students, because of the way in which classroom language learning is viewed, will be less motivated and less apt to think that the subject is important or applicable (p. 301). For foreign language education students, language study is often seen as a “fluff course”, one that strives in vain to encourage them to consider other cultures or try different foods. This orientation becomes more problematic when one considers that foreign language study in our high schools is now often compulsory (Schrier, 2001, p. 6). Thus, the 9th grade French II student, who views language study as unimportant and non-applicable to his life or his future, is *required* to sit in class and make an effort. One could argue that the example of this unmotivated student could apply to any subject area. However, it should be noted that unlike the study of virtually any other subject area, most students do not begin learning a foreign language in the United States until they are in middle school or high school. The conspicuous absence of foreign language education at the elementary level, a time at which many would argue is the most crucial time to begin the study of a second or third language, may be sending a message to young children and their

caregivers that because it is not part of the required curriculum, it is not an important field of study. It is well-known that policy such as the No Child Left Behind Act has single-handedly wiped schools clean of electives such as foreign language, as they struggle to pour all their resources and attention into core subjects (Blake & Kramsch, 2007; Sung, Padilla & Silva, 2006). Needless to say, this in turn adds fuel to the fire of the notion that foreign language education in this country is “dispensable” (Glisan, 2005, p. 270). And, it is not difficult to conclude from this that “practices of classroom management affect, and are in turn influenced by, motivational forces” (Wright, 2005, p. 168).

Support for foreign language teaching and learning in the United States has not traditionally been strong. There is a not-so-subtle “social expectation of failure with respect to the learning of languages other than English in the U.S. context” (Reagan & Osborn, 2002, p. 3). Roadblocks such as the political and social ramifications of language choice in schools, lack of clear goal-setting, time constraints for language learning in the typical American school, constant comparison of our field to other subject areas and the rise of standardized testing have all contributed to this lack of confidence (Osborn & Reagan, 1998; Reagan & Osborn, 2002). It is no wonder that as a field, we are suffering from a serious inferiority complex, that there is an “implicit feeling that the language teaching profession [is] required to justify its presence on the educational stage”(Lantolf & Sunderman, 2001, p. 6). Will foreign language study “eventually find an uncontested place in the sun” (p. 23)?

With the aforementioned lack of respect so common in foreign language education, it stands to reason that those working in this field would need support for their programs, their classes, and their students from both the local and wider communities. This support has come in the form of advocacy. Advocacy, or the act of giving aid to a cause, is the first item that a visitor to the American Council on the Teaching of Foreign Languages (ACTFL) website would see under the membership drop-down menu. It is

listed also under the section “About ACTFL” and brought up often on the ACTFL listserv. Associations for specific languages, such as Spanish, French, German, Chinese, and Russian, also feature advocacy prominently, ready to come to the aid of those in need of assistance with a language program on life-support, or a teacher in danger of losing his or her job. The American Association of Teachers of French (AATF) has a specific, separate website (www.theworldspeaksfrench.org) devoted to advocacy, and both an “Advocacy Depot” and an “Advocacy Wiki” on their main website. The following is stated on ACTFL’s website regarding advocacy in the field of foreign language education:

There has never been a time when advocacy in support of language education has been more critical. Maintaining existing language education programs and expanding them to include new languages and instruction for middle and elementary school students, and diversifying language offerings in high schools and universities must be the goals of such advocacy. Local governments, boards of education and school administrators are faced with mounting pressures in light of increased costs, requirements of the No Child Left Behind legislation and demands from citizens for the addition of programs in a broad range of subjects (American Council on the Teaching of Foreign Languages, n.d.).

Unfortunately for many K-16 programs, advocacy only works to save programs some of the time. In just the past few years, notable universities that have cut or completely eliminated language programs include State University of New York at Albany, the University of Maine, the University of Nevada at Reno, and Louisiana State University. According to Bob Peckham (also known as “Tennessee Bob”, the Head of the Commission on Advocacy of the American Association of Teachers of French, who also has his own website promoting the study of all foreign languages), 54 foreign language majors at colleges and universities around the country have been either cut or entirely eliminated (Bauerlein, 2010).

It should be noted that there are associations for other K-16 subject areas, such as the National Science Teachers Association, that do not have advocacy listed on their websites. For those that do, such as the National Council of Teachers of Mathematics

and the National Council of Teachers of English, information about advocacy is relegated to drumming up support for specific state or national standards, or more general issues such as literacy. Nowhere on these sites can a visitor find information about how to save a program, because as a general rule, these programs do not need to be saved; they are either valued in our contemporary society, required for standardized testing, or otherwise immune to a pervasive lack of educational consideration.

The Native Speaker as Teacher in the Foreign Language Classroom

The fact that this particular study focuses on languages that are most commonly taught in our schools, namely French and Spanish, should not preclude serious consideration of the role of classroom management in the less commonly taught language (LCTL) learning environment. It is important that more detail be given to the particular plight of the LCTL K-12 teacher in the United States, and how he or she may grapple both with cultural and linguistic issues when managing the classroom.

The study of Chinese in the United States, considered a less commonly taught language, is expanding rapidly, yet finding qualified teachers who hold both the pedagogical and linguistic knowledge to gain teacher certification has proven very difficult (Everson, 2009; Schrier, 1994; Schrier & Everson, 1993; Schrier & Everson, 1999; Wang, 2009). The large majority of those wishing to become Chinese language teachers in the United States is made up of native speakers, who may not be culturally or pedagogically prepared for the realities of the American foreign language student. Those who are American-born may not have the linguistic proficiency necessary to teach Chinese as a foreign language, and those who may speak Chinese fluently and were also American-born, known as heritage speakers, may be falling through the cracks in teacher preparation programs (Everson, 2009; Schrier, 1994).

Startalk, an initiative put forth by the National Security Language Initiative (NSLI) enacted in 2006, has been crucial in the development of new teachers in the “critical need” languages, such as Arabic, Chinese and Russian. The Startalk teacher training program more than doubled its participants in just one year (2007-2008), from 355 to 787 (Wang, 2009). Only 3.56% of those Startalk Chinese teachers-in-training in 2008 were American-born, most of whom were lacking in the cultural and pedagogical knowledge necessary to effectively run an American foreign language classroom. The challenges that these teachers-to-be must face are many: Among them, a lack of proficiency in English, greater difficulty using the TL as the language of instruction, cultural misunderstandings regarding discipline, behavior, and student motivation, and lack of knowledge of the general rules and regulations of the typical American school. To make matters more complicated, these trainees are often new to the United States, and are also putting energy into adjusting to living in a vastly different culture (Wang, 2009).

The LCTL teacher, once in the classroom, must confront difficulties that his or her counterparts in Spanish or French generally do not. The LCTL teacher is often solely responsible for both the instruction of the language and the preparation of all the materials necessary to run a class. These teachers may find themselves in the position of being the only LCTL teacher in the school or even in the entire district, and often suffer from a sense of detachment. In addition, the LCTL teacher is usually transient, meaning that he or she must move from one classroom to another (or one building to another) with no place to call “home” (Schrier, 1994). Schrier explains how this phenomenon may affect how language study is viewed:

This itinerant status can create within the LCTL teacher and by extension the students a sense of impermanence, because the teacher’s accessibility during non-instructional times may be limited. Furthermore, these provisional physical arrangements can also affect how the language is received as part of the overall precollegiate curriculum” (p. 55).

While it is true that native speakers of a language bring many positive elements to the American language classroom, such as a genuine understanding of the culture in question, these traits “do not always transfer automatically into good teaching and, more common than not, these traits can lead to disaster when the person is untutored in American pedagogy” (p. 56). In the case of the less commonly taught language, which already holds a tenable and possibly expendable position in the typical American school, a program that is run by an unqualified teacher may spell disaster for enrollment, and thus the continued existence of that particular language in the school (Schrier & Everson, 1999). Thus, “there is a critical need for developing more robust mechanisms to recruit, train, certify, and support a larger cadre of high-quality LCTL language teachers” (Wang, 2009, p. 287). Gaining more information about classroom management strategies specific to the American foreign language classroom would help these LCTL teachers-to-be. “We need to develop an effective teacher who SPEAKS to students in the broad sense of the word...one who has knowledge of the languages and of the pedagogy for teaching language and content...” (Wang, 2009, p. 287).

Because, as previously stated, the vast majority of LCTL teachers in the United States are native speakers with little to no experience with the American educational system, this group is at a distinct disadvantage from the very beginning of their teaching experience. Routine pedagogical behaviors that are expected in an American classroom, such as establishing clear student expectations, making eye contact with students, calling on random students to answer a question, encouraging participation, dealing with behavioral problems and communicating with parents often pose a particular challenge to those teachers unaccustomed to the culture of the American school (Schrier, 2009). Unfortunately, it is clear that the system of teacher preparation currently in place for this special group of language teachers is lagging far behind the preparation of language teachers who are preparing to instruct more commonly taught languages, such as Spanish or French (Schrier & Everson, 1993). Chinese and Arabic, for example, are two of the

languages now called critical need languages (CNLs). While it is imperative that the United States produce highly qualified teachers of these two languages in particular, there is such a shortage of qualified teachers that many school district representatives are traveling as far as China and Arabic-speaking countries in an effort to find native speakers (Haley & Ferro, 2011). However, because the demand for highly qualified foreign language teachers is now even stronger with the advent of the National Foreign Language Standards, it is no longer enough to simply speak the TL fluently. In the United States, the vast majority of Chinese and Arabic teachers are native speakers who did not go through a traditional American teacher education program; most were schooled in their home country and do not have a clear idea of how different teaching in an American classroom can be:

There are numerous mitigating factors: working with culturally, linguistically, and cognitively diverse learners; classroom management and discipline planning for today's standards-based classroom; learner-centered instruction and assessment; bridging oral and written discourse; and the teacher's role and position in the school community and beyond" (Haley & Ferro, 2011, p. 290).

Teacher training and professional development once these teachers are in front of a classroom will help these teachers understand the culture of the American classroom, and how pedagogical knowledge and standards-based instruction is of pivotal importance (Haley & Ferro, 2011).

Conceptual Framework

The researcher used Wright's (2005) model of "observables and unobservables in classroom life" (pp. 8-15) to lend clarity and provide structure to the often unwieldy concept of classroom management. Although Wright's work was designed to apply to English language learning environments, it can easily be applied to the foreign language classroom. These specific categories of classroom management, further explained in chapter two, are shown in figure 1 and Figure 2 below:

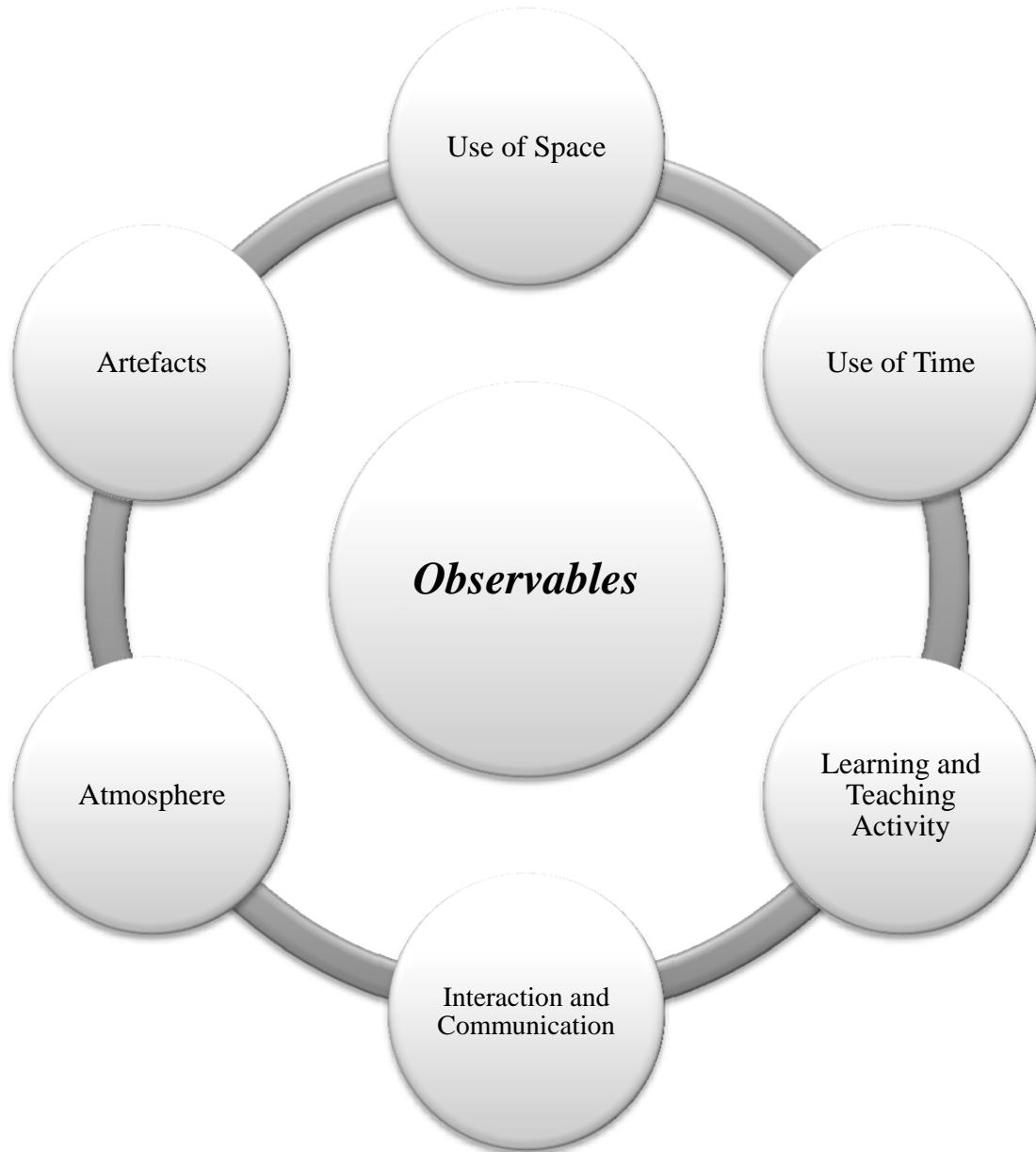


Figure 1: Observables in Classroom Life

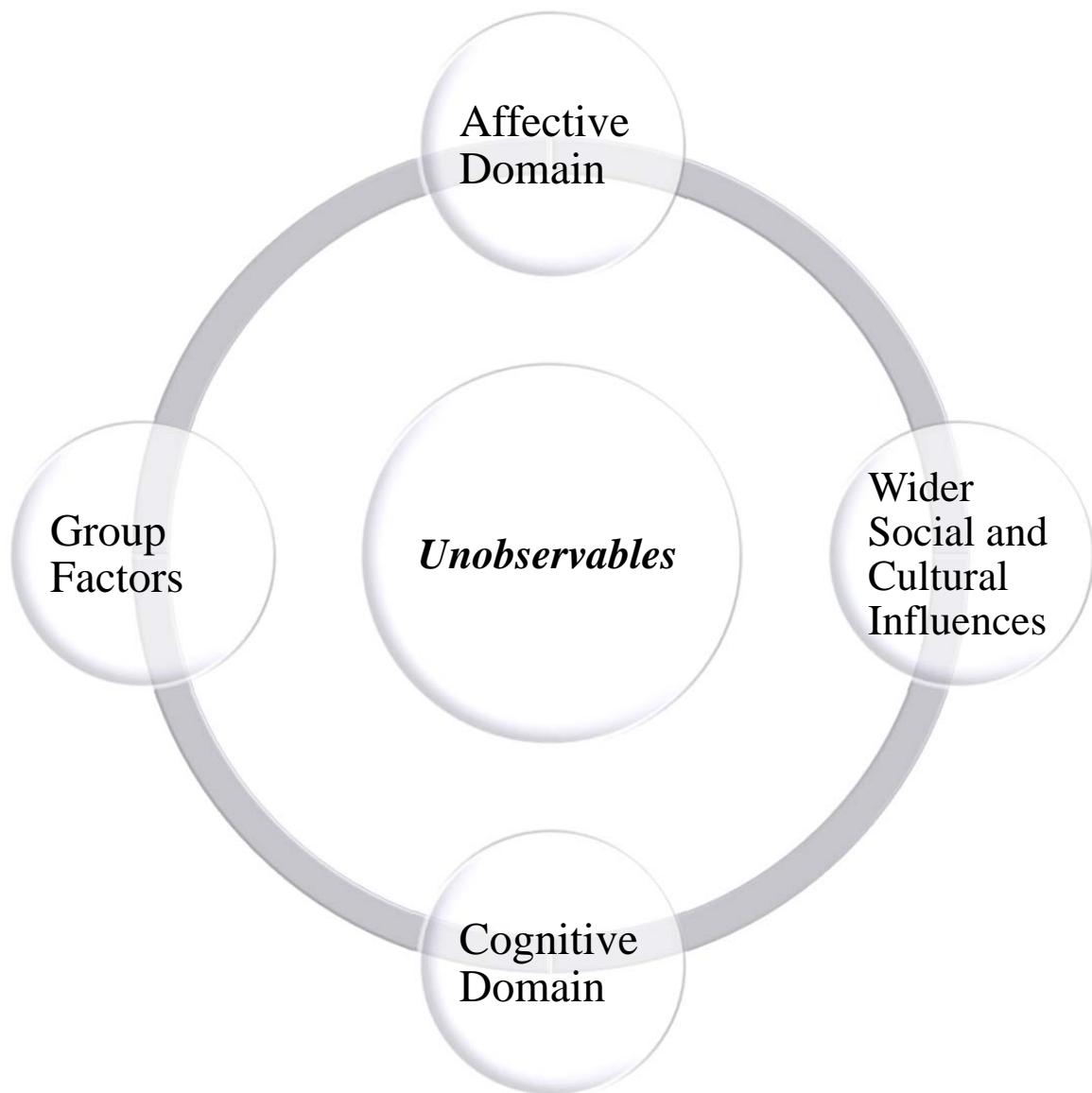


Figure 2: Unobservables in Classroom Life

Overview of the Methodology

Because this study will describe the unique reality of five foreign language teachers as they reflect on classroom management issues throughout their student teaching semester and those they are currently experiencing, a case study approach has been chosen. The analysis of the participants' reflective weekly journals, their observations of other classrooms, their teaching philosophies, and observational field notes completed by their university supervisor (the researcher) during their student teaching semester, in addition to questionnaire responses, and interviews with these same five individuals now working as in-service foreign language teachers, may help us develop a richer picture of the challenges they faced. Rich description of a "single unit or bounded system" (Smith, 1978, in Merriam, 1998, p. 19), or what is known as a case study, calls for a qualitative approach to the research and data analysis.

The case study is a particular form of qualitative research that is "employed to gain an in-depth understanding of the situation and meaning for those involved. According to Stake (1981), case study knowledge is "more concrete...more contextual...more developed by reader interpretation, and based more on reference populations determined by the reader" (in Merriam, 1998, p. 31-32). Stake posits that case study knowledge is "more concrete...more contextual...more developed by reader interpretation, and based more on reference populations determined by the reader" (in Merriam, 1998, p. 31-32). Case study is concerned with *process*: The description gleaned from both these student teachers' voices (in their roles as both preservice and in-service teachers) and my own may help us answer the research questions for this study. A case study can go one step beyond description, and "might be selected for its very uniqueness, for what it can reveal about a phenomenon, knowledge we would not otherwise have access to" (Merriam, 1998, p. 33).

Limitations and Delimitations of the Study

In this study, the group of participants chosen was small and purposeful, at a specific Research I institution. Therefore, one should use caution when generalizing to other institutions. Because only a small group of participants was chosen from a particular time period (2006-2011), this study looks at a certain context within which these preservice teachers were students and then in-service teachers. Once these subjects made the transition from preservice teachers to in-service teachers, they were no longer students at the institution in question. Each one of the in-service teachers interviewed as part of the data collection process worked at a different school; specific contexts of those school environments must be taken into account.

Another limitation of this study is directly related to the research method itself. Guba and Lincoln (1981) note that “case studies can oversimplify or exaggerate a situation, leading the reader to erroneous conclusions about the actual state of affairs” (p. 377). They warn that case studies should be viewed as a “slice of life” (p. 377) rather than a flawless impression of the whole picture.

Qualitative case studies are also limited by the objectivity of the researcher. My experience as both a former foreign language classroom teacher and a university supervisor affected my role as a researcher. Because all of my participants were my students, I got to know them some of them very well as they were going through their teacher preparation program, which may have led to a certain level of bias. Despite having completed assessing these students long before most of this data gathered from their experiences was analyzed, there were certain assumptions to be considered simply because I was in a position of authority during their reflective process. First, I must take into account the possibility that my personal philosophy of language teaching bled into theirs. Secondly, because I was ultimately giving them a grade for the seminar course attached to the student teaching field experience, it is possible that they downplayed or diluted certain situations or modified their thoughts in an effort to make themselves look

more competent, or to save me from having to worry about their progress. The researcher discusses her role at greater length in chapter three.

When observing the student teachers, there were also assumptions that I needed to face in relation to my role as a researcher. Most important was my own lens through which I was observing these student teachers: It was not always possible for me to be an objective observer. Again, because of my own belief systems regarding foreign language classroom management, I may have paid more attention to details that others would not have noticed, such as the relationship between TL usage and classroom management strategies. Of course, it can be argued that it is precisely this seemingly problematic issue that strengthens the weight of qualitative research.

Definition of Key Terms

There are terms used throughout this study that may be unfamiliar to those not in the teaching profession, and should be clarified:

Preservice teacher:

A student who is currently enrolled in a teacher preparation program.

In-service teacher:

A person currently employed as a classroom teacher.

Student teaching:

The time a teacher education student spends, normally at the end of his or her program, as an intern in a classroom setting. Typically, this internship takes place over the course of a semester, but this varies by program and by state.

Classroom management:

A general term used to describe how teachers use classroom space, pace their classes, mediate participation and behavior, and engage students in productive learning.

Cooperating Teacher:

The secondary or elementary school teacher who serves as a mentor to the student teacher, hosting him or her in the classroom for typically one full semester. The cooperating teacher is often referred to by the subjects and the researcher as the CT.

University Supervisor:

The individual who works as a liaison between the university and the student teacher's field placement, observing the student teacher and guiding him or her throughout the semester. The university supervisor typically holds a seminar on campus multiple times a semester in order for all the student teachers to meet and discuss their experiences.

Structure of the Dissertation

This dissertation consists of five chapters, and is organized as follows: Chapter 1 provided an overview of the problem to be studied, the research questions, and the purpose of the study. It also provided a definition of key terms and gave a summary of the methodology used over the course of this study. Chapter 2 is a review of literature relevant to the topic of classroom management in the preservice and in-service classrooms. Chapter 3 presents the methodology of the study and the rationale for the chosen method of data analysis. Chapter 4 explains the research findings. Chapter 5 gives a report on the results of the study, the conclusions that can be gleaned, and implications for teacher education curricula.

CHAPTER II

LITERATURE REVIEW

Classroom management is the central element of every teacher's daily professional experience, but it is a neglected topic in debates on language education.

(Wright, 2005, p. 1)

A More Detailed Vision of Classroom Management

It is important for the purposes of this study to have a broad view of what specific teaching behaviors and strategies fall into the domain of classroom management. In chapter one, the researcher presented a conceptual framework based on a model designed by Wright (2005) that would guide data analysis and clarify the researcher's approach to the study. This section will provide more detail about the overarching concept of classroom management and Wright's model.

Wright (2005), who despite pointing out that "managing classrooms is normally something we do rather than analyse" (p. 8), includes both observable and non-observable elements in his definition. The most obvious, perhaps, is the use of *classroom space*. Teachers and students must navigate physical space, such as the configuration of the desks, the placement of the teacher's desk, and the perceived front and back of the classroom itself. Teachers who encourage students to work in groups or pairs, or ask their students to get out of their seats for a particular learning activity, may have differing spatial needs than those who run a more traditional classroom. Wright then moves on to the *use of time*, which governs both classroom transitions and pacing. There must be a "purposive sequence of activity through time in the lessons, and of progression from one type of activity to another" (p. 11). How a particular teacher starts and ends a class also has a strong bearing on his or her use of time in the classroom. Students must not only appear busy, but should ideally be engaged in learning steadily throughout the class period. Next, there may be a *learning and teaching activity* to consider. This is the time

when no observable learning is taking place. Teachers present material to the students, perhaps from the textbook, and there may be opportunities for students to practice their grasp of the material. Of course, these learning and teaching activities necessarily involve observable *communication/interaction* between the teacher and the students. Through communication and interaction (verbal, auditory or gestural), the teacher and the students may work together to “engage with the data through activities, attempted individually and collectively” (p. 12).

Wright (2005) goes on to explain that *artefacts* (sic), or the physical characteristics of the classroom itself (the furniture, the blackboard, the desks, notes and books, pencils and pens, windows and walls, lighting, temperature) have an observable bearing on classroom management. The physical atmosphere in which teaching and learning take place has an enormous effect on classroom management, and easily bleeds into that which can be considered social, or emotional. Wright’s final observable category, *atmosphere*, describes how the “emotional tenor of events” (p. 12) impacts both what is taught and what is learned. The classroom is a social place; the relationships between the teacher and the students or the students themselves count. The classroom climate, dealing with these social relationships, can make or break a learning environment, and “exerts an important influence on students’ attitudes, interest, willingness to participate, and ultimately, achievement” (Chastain, 1988, p. 155).

As Wright (2005) moves from the observable elements of classroom management to the non-observable, he elaborates on that which is more difficult to describe and understand: The psychological, social, and emotional culture of the classroom. Perhaps this is where classroom management gets tricky. Moving desks into rows and writing carefully scripted lesson plans seems to be much more in the teacher’s control than gaining an in-depth understanding of the social and cultural atmosphere of the classroom and its impact on the teaching and learning that goes on there. Wright calls these non-observable yet crucial elements to classroom management the “inner domains”, or “inner

dimensions” of the learning environment (p. 14), and admits that “gaining access to these ‘inner’ domains is...notoriously difficult” (p. 14). The classroom itself is a peculiar place. It holds a special function in our educational system, and is asked to fulfill multiple functions. Classrooms are the loci in which both social and cultural influences join forces. To ignore the importance of how this environment differs from others in which learning takes place outside the school structure is to discount the impact of its institutionalization (p. 15). The classroom, Wright explains, is quite simply a very complex place:

The nature of any classroom is thus an amalgam of local in-time activities and psychological and social processes on the one hand, and external influences, on the other, adding further layers of complexity...Managing classrooms means managing this complexity, simultaneously contributing to the moment-by-moment unfolding of classroom life, and the longer story of formal education (p. 15).

Classroom Management and the Preservice Teacher

The following section will present the current literature that relates to this dissertation’s first research question: (1) What classroom management experiences did these foreign language preservice teachers encounter?

There is extensive research regarding classroom management orientations and issues in the world of general classroom teaching; however precious little treats the unique domain of the foreign language classroom. Martin (2004), Putman (2009), Stoughton (2007), and Zuckerman (2007) have all recently conducted studies on classroom management practices throughout the preservice teacher’s student teaching semester. None of the teachers in any of these studies were foreign language teachers. Martin (2004) analyzed three preservice teachers’ conceptions of classroom management and how it ultimately affected their development as burgeoning elementary school teachers. The author states that there is a serious lack of empirical evidence about

effective classroom management strategies in general, which may critically impede teacher educators' ability to guide future classroom teachers:

With so little to guide our understanding we are hampered in our efforts to provide prospective teachers with the appropriate tools to implement their visions for establishing positive learning communities. Furthermore, we are equally hindered by our limited understanding of developing teacher practices, particularly in the area of classroom management (p. 406).

Martin (2004), like Dewey (1938), puts forth the idea that as the classroom is a setting for student development, this environment must be managed effectively in order for learning to take place. However, preservice teachers must teach and learn at the same time. They are in the unwieldy position of needing to maintain a positive and calm classroom atmosphere to support both their students' development and their own (p. 408). Because of the solitary nature of teaching, preservice teachers "must rely on prior knowledge, experience, and values to serve as the initial scaffolding for their continued development" (p. 409); hence, what they experienced themselves in the language classroom, for better or for worse, may indeed be replicated in their own classrooms if empirical research is not available to guide them to an alternate course of action. Unfortunately, the three participants in Martin's (2004) study faced significant managerial challenges during their preservice experience. Her conclusion was that "coursework on classroom management should be an integral part of teacher education programs" (p. 419), and that "we cannot continue to underestimate the complexity of classrooms as social environments and ignore the difficulties of novices in dealing with the immediacy of classroom interactions for the first time" (p. 419).

Putman (2009) conducted research to examine 71 preservice teachers' orientations with regard to classroom management and the development of these orientations throughout their student teaching semester. Once again, the author pointed to a lack of teacher training in the area of classroom management, and notes that teachers "feel a significant amount of trepidation in matters of classroom management" (p. 234)

due to this important deficiency in their preparation. Once in their student teaching classroom, untrained preservice teachers may encounter cooperating teachers who have notably different views on how to manage a classroom than the bits and pieces they picked up during their teacher preparation coursework. Of course, when this happens, novice teachers tend to adopt the management strategies of their mentor teacher, whether or not the strategies are effective (p. 236). It was “apparent supervising teachers were a greater influence than coursework” (p. 244). Allen (2009) found that preservice teachers in her study “had little choice but to conform to the status quo with supervising teachers unaware of or unconvinced by the types of strategies students were instructed to implement by their university teachers” (p. 651). Many of Allen’s (2009) participants emulated the practice of their mentor teachers and other experienced colleagues and valued their input significantly more than what they learned on-campus in their teacher preparation coursework, which they saw as “theoretical and remote” (p. 653). So are we to leave the adaptation of what we know inherently to be best practice to in-service mentor teachers who may or may not have completed university coursework up to the necessary standards?

In a cleverly entitled article (“How will I get them to behave?”), Stoughton (2007) describes the reflective process of preservice elementary school teachers and their particular thoughts regarding classroom management. The issue of student behavior, one of many elements that encompass the general definition of classroom management, is “one area of classroom practice that leads to particularly intense questioning among novice educators” (p. 1025), and is clearly a subject of great concern for future teachers. This study used student teachers’ reflective journals throughout their field experiences, which provided an open and honest forum for students to express their innermost thoughts about their development as teachers. The results of the study lead the researcher to have concerns about how to effectively respond to the conflicting values that seemed to be present among his participants, and wrote “this points up the clear need to continue

to explore ways to connect school practices with university teachings and existing predispositions” (p. 1036). Stoughton, like many of the other researchers doing work in this area of study, seemed convinced that once out of the shadows of the university’s teacher education program, these prospective teachers may become so overwhelmed with the challenges of being new teachers, that they will revert to the way that they were taught themselves, and may tend “to see behavioural methodologies with which they initially disagreed as ‘the way things are’ as they become inculcated into dominant practices” (p. 1036).

Zuckerman’s (2007) study was one of the few that analyzed and identified specific classroom management strategies that worked in the preservice teacher’s classroom. She asked secondary science student teachers to submit a one-page account describing a specific event involving classroom management and how their resolved the issue. Strategies that worked included effective lesson planning, the establishment of routines, adherence to classroom rules and norms, changing the seating arrangements of students, and both reactive and proactive interventions (such as changing the pace of a lesson or paying more attention to an off-task student) (p. 9). All 68 student teachers’ accounts demonstrated that even novice preservice teachers were able to use both proactive and reactive strategies effectively in order to manage classroom discipline problems. Although this study can be useful to give preservice teachers confidence when faced with classroom management challenges, it does not speak specifically to issues that preservice teachers in specific subject areas may encounter.

Miller (2008) studied specific problems preservice teachers faced while student teaching in an effort to better focus their professional goals as they entered the job market. He made a strong case for preservice teachers having access to educational coursework that would directly relate to the uniqueness of their particular content area (p. 78). Problems related to classroom management, for example, cannot be separated from the subject being taught: A science teacher will have different management issues than a

foreign language teacher will have, which points to the importance of an “integrated understanding of subject matter, pedagogy, and assessment” as “an essential component of initial and ongoing teacher education” (p. 93).

The field experiences of preservice teachers are without question a fertile ground for research. Moore (2003) examined the teaching and learning responses of 77 preservice teachers enrolled in a short practicum experience before their student teaching semester. Although the researcher was hoping to find evidence that these teachers were able to apply what they had learned about constructivist teaching in their field experience, she was met with a radically different set of results:

To my surprise, I found that almost without exception, procedural concerns of time management, lesson planning, and classroom management were perceived as most important to teaching success by the 77 preservice teachers as well as the 62 mentor teachers of the study. It was as though, once out of the university classroom where constructivist literacy learning theory was consistently discussed as a guide to pedagogical decision making, the preservice teachers did as one mentor teacher advised: ‘Forget the theory stuff you learned in your methods courses—that’s not the real world...that’s not real teaching’” (p. 31).

Again, this study expanded on the idea that preservice teachers who feel insecure in their understanding of how best to handle a classroom tend to automatically adopt the practices of their mentor teachers, “regardless of whether they were in conflict with theory or practice suggested in the university classroom” (p. 40).

Part of the theory-to-practice gap as preservice teachers become in-service teachers may be due to the fact that many undergraduate preparation programs for language teacher candidates “separate language and language content classes (literature, linguistics) from the pedagogy classes that they take—never the twain shall meet” (Tedick, 2009, p. 265). Indeed, Brigid Burke (2006) studied world language education students during their 5-week field experience immediately after having taken a 10-week long methods course that highlighted CLT (Communicative Language Teaching). During the field experience portion of their preparation program, students were

encouraged to create lessons with their mentor teachers, knowing all the while that their approach to foreign language teaching could be quite different from that of the in-service teacher with whom they were working. Despite all of the support that these students received to help them implement CLT activities and teaching techniques during their 5-week field experience, only some of the participants ultimately promoted a communicative approach. Those preservice teachers who were predisposed to a positive attitude towards CLT were those most likely to translate the theory into their classroom practice. However, those preservice teachers who were more supportive of a more traditional method of foreign language teaching, such as grammar-translation, were unable to bridge the gap, and continued to focus on forms that were not contextualized and create teacher-centered lessons in which student responses were limited or eliminated entirely. Burke concluded that there was little carry-over from what was emphasized in her methods course and what was observed during the preservice student teachers' field experiences (p. 162). The aforementioned study on the transition from preservice to in-service teaching by Jeanne Allen (2009) proposes a new approach to bridging the theory-practice gap: Design university programs to address this perennial problem. Although Allen, like Burke, does not specifically address classroom management, her conclusions about the carry-over from what preservice teachers learn in the classroom and what they ultimately do in the schools are bleak: "Several participants questioned whether a teacher training programme could possibly prepare graduates for the complexity of the workplace" (p. 651). Melanie, the participant in Vélez-Rendón's (2006) aforementioned study, "found her education coursework...too theoretical; it lacked the practical side" (p. 323).

Classroom Management and the Novice In-Service Teacher

This section will present the current literature that relates to this dissertation's second research question: (2.) What reflections did these in-service foreign language teachers share regarding their past and current classroom management experiences?

Because part of this study will involve interviewing in-service teachers (former student teachers), it is essential to consider studies that treat the way in which classroom management is viewed and implemented by those who have officially joined the workforce. Cothran, Garrahy and Kulinna (2005) studied 20 elementary physical education teachers to investigate how in-service teachers gain and use knowledge about management issues in their classrooms. The authors note that research on teachers' pedagogical knowledge specifically regarding classroom management is scarce. Much like Wright's (2005) broad definition of what classroom management would normally encompass, Cothran et al. (2005) consider classroom management to include the manipulation of the classroom environment, maintaining appropriate student behavior, and keeping students on-task with respect to the content being taught. They add that the concept of controlling students is certainly most often associated with the umbrella term "classroom management", but although critical, should not be considered the only managerial preoccupation of teachers (p. 56). The twenty teachers studied revealed interesting facts about how they gained their pedagogical knowledge about classroom management. Few teachers felt as though their teacher education programs played a role in the development of their management strategies, and instead credited the students themselves, their colleagues, and professional development. It was not clear, however, if the participants' teacher education programs lacked specific courses in management, or if they were simply unable to transfer management theory to classroom practice once they had their own classrooms (p. 60). Many of the teachers studied mentioned that their mentor teacher during their student teaching had had a profound effect on the development of their knowledge base about management. Indeed, because of the

perceived lack of formal preparation in their teacher education programs, many of the teachers described their first years of teaching as ones in which they were “eaten alive” by the students, during which time they had to “sink or swim” (p. 58). The authors concluded that learning to manage a classroom is an ongoing process that is heavily influenced by “personal and contextual forces” (p. 60).

As previously stated, very little research has been done that looks specifically at foreign language classroom management. A notable exception is Elaine Horwitz (2005), who outlines suggestions for effective classroom management strategies in Japanese language classrooms in an effort to guide foreign language teacher trainers. Her article describes the classroom management component of a professional development program for new teachers of Japanese in the state of Texas. The course that specifically addressed classroom management was organized around topics such as why classroom management was important in American schools, how to arrange the furniture to minimize problems, how to establish a ‘presence’ in the room, and how to maintain appropriate student behavior (p. 57). Because many of the in-service teachers enrolled in the course were in fact Japanese, there were major cultural clashes at play. Many of the teachers simply did not understand why management was even seen as part of an American teacher’s job. As native speakers living in the United States, publicly admonishing students for poor behavior, showing that they were in control of the classroom, explaining grades to students, and practicing external motivation to keep students on-task were simply not in their pedagogical vocabularies. These teachers also had trouble identifying what classified as appropriate or inappropriate student behavior and the pedagogical techniques that would ultimately be needed to deal with the issues, as what is normal in an American school is quite different from typical conduct in a Japanese classroom (p. 60). Despite their doubts about the theoretical legitimacy of classroom management, the students ultimately agreed on what their short time in the classroom had taught them: To *not* have a solid classroom management plan proved to have a deleterious effect on their teaching

effectiveness and “made their daily interactions with students very unpleasant” (p. 58).

Horwitz went on to explain how the Japanese language and culture became the focal point for how best to manage their classrooms:

Participants agreed that learning to participate appropriately in Japanese culture would contribute to their students’ personal development as well as to a smoothly running classroom...a number of the participants resolved to organize their classrooms in a Japanese manner with the dual objectives of creating orderliness and teaching students about the Japanese way of doing things...from this perspective, the concept of classroom management seemed to become less foreign to the [program] participants. Classroom management became an opportunity to teach about Japanese culture...(p. 59).

Horwitz outlined many specific problems that foreign language teachers, as opposed to teachers of other subject areas, faced daily. Because foreign language tends to hold ‘second-class citizen’ status, many of these Japanese teachers were part-time ‘floaters’, meaning they carted around their materials from classroom to classroom. Several others shared their classrooms with the established teachers, and had little control over the room and seating arrangements of the students; they were unable to utilize attractive tools, such as playing calming music or decorating the classroom, which would contribute to more harmonious student behavior (p. 59). Linguistically, the teachers were pleased to realize that using the Japanese language would serve both as input and as a way to praise their students and give directions. Because students often get off-task between activities, using Japanese to transition from English to the TL from the beginning of class was deemed invaluable to establish routine and to help students better understand classroom directions in the L2 (p. 62). Horwitz concludes:

While the participants would likely have appreciated any help with classroom management, the specific focus on their needs and backgrounds probably increased their satisfaction as well as the overall effectiveness of the class. The cultural differences between the Japanese-born participants and their American students could not be ignored (p. 63).

Included within the list of suggestions for how to run successful classroom management courses for foreign language teachers were taking into account the specific

background of the teachers (as there are many language teachers in the United States who are not American-born), incorporating discussion about contextually appropriate classroom management strategies (such as giving directions in the L2), and encouraging students to “use acculturation into the target culture as an explicit classroom management approach” (p. 63).

But what might be the relationship between the native speaker, teacher preparation and classroom management? Haley and Ferro (2011) studied 16 pre- and in-service teachers (6 Arabic and 10 Chinese) to examine their thoughts and perceptions on teaching in an American school and American language students. Specific questions regarding classroom management and cultural differences were asked. The researchers found that the more learner-centered the participants’ lessons were, the more management issues arose (p. 301). Throughout the two-week period of the study, Haley and Ferro found that one of the recurring themes brought up by the teachers was that of pedagogical cultural differences between their home countries and the United States, particularly conflicting expectations between these teachers and their students during the study: “findings from this study indicate that the conflicting expectations between teachers and students may contribute to classroom management issues. It is very clear that the participants in this study wanted and needed new techniques for managing learner-centered classrooms” (p. 301). The study concluded that cultural differences may cause conflict in the classroom, as the expectation of the teacher vs. student relationship and the power that comes with it may be completely misunderstood (p. 302). They also concluded that these participants’ own language learning had a major influence on the way in which they viewed foreign language pedagogy (teacher-centered classrooms). These teachers relied heavily on their own language learning experiences in their own countries, in which the goal of the teacher was mastery of grammar and vocabulary. “An overarching theme that seemed to be a central focus was on classroom management. It was clear that teachers are somewhat reluctant to move instruction to a learner-centered

environment because it might weaken their control in the classroom environment” (p. 303).

John Watzke (2007) also studied in-service foreign language teachers, but his study focused on those in their first year of teaching whose teacher education experiences regarding management issues and pedagogical content knowledge were, by contrast, still quite fresh in their minds. In an effort to better understand “the unique experiences of FL teachers as they transition into the in-service classroom” (p. 64), Watzke looked at nine first-year foreign language teachers (five of Spanish, two of French, two of German) over a two-year period. Data sources included participants’ bi-weekly journals, notes from observations, and interviews that took place at focus group meetings. Watzke divided his findings into four categories, one of which is directly related to the issue of classroom management: “Attitudes toward teacher control in the classroom” (p. 70). He found that many of the participants were using teaching practices that focused on student memorization, teacher-centered techniques, translation, drills, textbook exercises, and lessons based heavily on grammar and vocabulary. Indeed, “classroom management changes dramatically in the implementation of cooperative learning activities” (Curtain & Pesola, 1994, p. 321). In other subject areas, it may not necessarily be a major goal of the lesson to get students to communicate with each other. Cooperative learning activities, often a staple of the foreign language classroom, can complicate classroom management quite dramatically. It is an expectation to use these types of activities in the foreign language classroom, but it is a risk. “Cooperative activities are noisy, the rooms need to be arranged differently, the teacher may have to function as a resolver of conflicts, especially among students who are resistant to working with others” (Curtain & Pesola, 1994, p. 321). Interestingly, Watzke discovered that the participants were purposefully using these aspects of “early pedagogical knowledge” (p. 70) not due to a lack of experience, but in order to better control their students. Many of the participants were resistant to trying more student-centered activities, such as cooperative learning, because

they saw a mutual exclusivity between an effectively managed classroom and the teacher in the background looking on as students work independently in the language. Watzke found that his participants struggled “initially with issues of control and classroom management; this struggle manifested itself in their instructional practices and content selection” (p. 73):

These beginning FL teachers demonstrated several characteristics of change in pedagogical content knowledge. Early in their teaching experience, they drew from their knowledge of curriculum and instruction to maintain control over students and content... Given the well-documented concerns of beginning teachers for student discipline and classroom management (Veenman, 1984), it is not surprising that these concerns can be recognized in the FL classroom. The results suggest a developmental process that is both shared with the greater teaching profession and unique to the FL context (p. 73).

Target Language Use in the Foreign Language Classroom

This final section of chapter 2 will present the current literature that relates to this dissertation’s third research question: (3.) What management issues specific to the foreign language classroom, such as target language usage, were revealed?

The topic of classroom management in a *foreign language* teaching and learning environment unfortunately receives short shrift in current research. Mentions of classroom management are peripheral, and are generally related to the broader topic of the deliberate use of the L1 vs. the L2 as the language of instruction by the teacher. Indeed, code switching (switching back and forth from the language being taught to English when teaching) has been shown to be directly related to teachers’ efforts to control the learning environment. Elder & Kim (2008) conducted a study of code-switching behavior of two native speakers in New Zealand teaching their mother tongue, French and Korean respectively, to predominantly monolingual secondary students. It was reiterated that an input-rich environment (exclusive TL use in the foreign language classroom) was desirable, yet not as common as one would think or hope:

“...there is ample research evidence of teachers’ frequent use of the learners’ first language (L1) in foreign language (FL) classrooms. One explanation may be the non-native speaker teacher’s limited proficiency in the TL. If this were the case, one might expect that native speaker (NS) teachers, by virtue of their greater proficiency, would not be so constrained and therefore be well placed to remedy this situation. However, recent studies report that some NS teachers of FL are similarly reluctant to use the TL as the medium of instruction, which casts some doubt on whether language proficiency is indeed the determining factor (p. 168).

The study was carried out to determine why these native speaker teachers switched back and forth between the L1 and L2. For the purposes of my study, the percentage of L1 vs. L2 language usage is not nearly as important as the reasoning behind the choice to switch into the students’ native language. The Korean teacher expressed his fear of “over-burdening” the students with too much Korean in the classroom. The authors posited that that this concern “may well be related to [sic] relatively low status of FLs in the school system, and that of Korean in particular” (p. 179). Although the French teacher used more of the L2 than the Korean teacher, she was still observed using the L1 when she believed that “this was necessary to keep the class on task and to ensure adequate coverage of the lesson content” (p. 181).

In Taiwan, where Mandarin Chinese rather than Taiwanese is generally used in academic situations, Tien (2009) showed that the English language teachers she observed used a combination of English (the TL, or L2/L3), Mandarin (for 30% of students, their L1) and Taiwanese (For 70% of students, their L1) depending on the goal of the utterance, despite a widespread push to encourage English language teachers to teach exclusively in the TL (p. 184). When one participant lost patience with her class, she switched to a stern tone of voice in *Mandarin* to discipline the students and reassert her authority, not the more informally regarded Taiwanese or the TL (English). Both teachers observed switched from English to Mandarin to give explicit instructions, to regulate student behavior, and to demonstrate authority, and reserved the use of

Taiwanese for informal conversations with students that were meant to “bridge the gap between [the teachers as authority figures] and the students” (p. 188).

Gloria Vélez-Rendón’s study (2006), one of the few that specifically examines a preservice foreign language teacher’s experience as a developing teacher, focused on one participant during her student teaching semester. Although the study sought to uncover generalities about the learning process of preservice foreign language teachers, the participant revealed many specifics about TL usage and its connection to classroom management. Melanie, the participant, explains in an interview:

I think I’m realizing the importance of using the target language more and more. Realizing more and more that it can be used all the time and that students can do that too. I thought that they would become discouraged or they wouldn’t want to listen because it was in German, or they would get burn [*sic*] out or something. But I noticed that using the language a lot makes them listen more and when they do understand it, it seems like they are very proud of that (p. 326).

Melanie increasingly spoke German in the classroom as she began to realize that she could use the TL for both instruction and classroom management purposes. Like many participants in studies that touch on TL usage in the classroom, Melanie did practice code-switching, changing to the students’ L1 (English) when she felt that clarification was needed or to reinforce instructions (p. 327). Because Melanie lacked confidence at the beginning of her student teaching semester, she doubted both her role as an authoritative figure in the classroom and her language ability in the TL. When teaching the advanced classes, she realized quickly that her proficiency level in German was crucially important as a means to gain respect from the students and establish her role as an expert on the content being taught and learned, which ultimately translated to a better managed classroom (p. 326).

Also focused on student teachers’ attitudes towards TL usage in the classroom is Bateman’s study (2008). The author makes it clear that the general push in foreign language teacher education programs is to encourage preservice teachers to move

towards exclusive use of the TL in the classroom, but he explains that preservice teachers are normally given purely linguistically-based reasons to do so, such as input in the L2 and increased proficiency levels among the students who are immersed in the L2 (p. 12). The ten participants in this longitudinal study were student teachers on their way to becoming Spanish teachers. The preservice teachers were given a prompt to which they were asked to respond at the beginning of the semester that asked them about their feelings regarding just how much TL should be used in the classroom. It is interesting to note that all ten teachers felt as though it was preferable to use the TL as much as possible, and all gave language-related reasons, such as exposure to comprehensible input and the opportunity for students to improve their listening skills (p. 16). However, as the semester wore on and these preservice teachers were faced with the realities of teaching solely in the TL, excuses supporting their use of English began to appear frequently in their reflections. Students sited “[losing] control of the class” as the number one reason why they were avoiding using Spanish in the classroom. The participants reported that because they were new and inexperienced, they felt uncomfortable disciplining students in the TL, and posited that students challenged their authority less when they managed the classroom in English. Also related to classroom management is the issue of time management; students were also hesitant to use Spanish in the classroom for fear that too much time would be wasted repeating information when students didn’t understand the content of the lesson. Jennifer, one of the participants, reports:

One thing that sometimes prevents me from doing things always in the target language is time. This includes both the time of preparation that I would need to take, as well as the extra time that it takes in class to do things in the target language (p. 19).

Ashley continues with this idea, writing that “the difficulty in staying in “Spanish mode” is when the students ask questions in English or look like they do not understand, or if I am running out of time with the activity” (p. 19). Other problems expressed regarding the use of the TL were “linguistic limitations of nonnative teachers” and

teacher fatigue (p. 19). Non-native participants in this study remarked that they often felt uncomfortable using the TL in front of the students, particularly for “extended or deep discourse” (p. 19). They mentioned feeling embarrassed of their language abilities, particularly when speaking to native speaker students, who would often correct them in an inappropriate manner. Speaking the TL also contributed to exhaustion among the participants, and a few gave up entirely, like Lindsey, who explains:

It is 90 degrees in my room, constantly!...With 30 bodies in there, no one wants to work. I'm cranky and tired and so are the kids. I don't know if this has anything to do with the target language, but after 15 minutes in there, using Spanish is the LEAST of my concerns (p. 20).

Keeping students on-task and motivated seemed too much of a challenge to keep up for some of the participants. Samuel noted that “when I try to use the language they shut down and resist my efforts” (p. 22). Jason states that his students “always ask ‘Why can’t everyone learn English!!’ or ‘Why do you speak in Spanish so much?’ (p. 22). Maren explains problems resulting from her using too much Spanish in the classroom: “Reining in bored or distracted kids is already a trick...A teacher cannot afford to lose their attention for more than a few seconds...when a child becomes confused at the start of a lesson, he or she may opt out altogether” (p. 22). Bateman posits that it is not surprising that student teachers often abandon efforts to speak in the TL despite a large amount of support to do so, thinking that switching to English immediately would allow them some control over the deteriorating attitudes of the students.

Also brought up in Bateman’s study is another issue unique to the field of foreign language teaching: the idea that teachers must *use the content to teach the content*, which often presents an enormous challenge, particularly to nonnative teachers. At issue with these participants was whether or not the TL should be used to teach grammar and culture. The preservice teachers felt that these elements of the curriculum should be taught at least partially in English, commenting that “culture is too complex to teach without the use of English” (p. 23). Bateman postulates that the participants’ frequent

code switching was much less due to what they thought their students would understand, and much more due to their own lack of comfort in the TL:

A second issue seems to be student teachers' lack of knowledge about or skill in using techniques for making themselves understood in the target language. The avoidance of teaching culture or grammar in the target language, frequent code switching, and immediate translation of target language statements to the L1 seem indicative of a gap between student teachers' goals of maximizing their target language use and their knowledge of how to reach those goals (p. 26).

Whether or not the mentor teacher used the TL in class also predictably had a profound effect on how comfortable the participants felt using it. Seven of the ten participants reported that much of the difficulty they had using the TL could be directly attributed to the fact that the mentor teacher spoke mostly in English. It stands to reason that when a mentor teacher uses mostly English to teach a foreign language, students quickly become used to that mode of instruction, and quickly reject (or at the very least react negatively to) teaching methods that depend heavily on the use of the TL. Student teachers claimed in this study that it was very difficult to come in to the classroom as a new teacher and use Spanish if the students had been “babied and are used to mostly English” (p. 23). Participants were also nervous about rocking the boat with their mentor teachers, and expressed that because it was not their classroom, it was probably best not to vary too much from the English that the students were used to (p. 23). Those who did prevail with the use of the TL throughout the semester found that students were more motivated, and learned more. However, most of the participants recognized that their support of this construct (the exclusive use of the TL) at the beginning of the semester quickly gave way to an awareness of the myriad practical factors that might make it difficult or impossible to use the TL exclusively, such as their own lack of confidence, student complaints, dealing with disciplinary problems, student confusion, lack of time, or teacher fatigue (p. 25).

In contrast to the negative attitudes regarding the use of the TL seen among the participants in Bateman's (2008) study were the more positive findings uncovered in Crichton's (2009) research on foreign language teaching in Scotland. Crichton hypothesized that the exclusive use of the TL in the foreign language classroom not only helps students learn the language better, but also plays a role in the development of a positive atmosphere in which management does not pose any major issues. Five French and German teachers participated in the study, and were observed on five occasions teaching their class. Crichton used her extensive experience as a modern language teacher trainer and the observation notes from her study to conclude the following:

While conducting the study, looking at a number of teachers who had been judged examples of best practice and who used the TL extensively, I concluded that there appeared to be certain strategies that teachers employed which promoted co-operation in the classroom and that their use of the foreign language created an ethos where their pupils demonstrated not only comprehension but also an acceptance that they were expected to make their own contributions in the TL. The creation of such an atmosphere can have a powerful affective impact in the second language classroom (p. 23).

Crichton made an important point in her conclusion, stating that she had noticed that young teachers and student teachers were often very hesitant to use the TL for fear that they would lose control of the classroom, and that their use of the language would "provoke a negative reaction on the part of the pupils, which may result in disruptive behavior" (p. 31). She wanted to make very clear that these novice teachers need not be afraid, explaining that "it was striking in the classroom observations how little time was spent on discipline matters. The fact that the teacher used the TL could perhaps be considered a contributing factor to the mood in the class" (p. 31). Students of the teachers in the study claimed that they had to "concentrate more" when the teacher used the TL, and that they had to "pay more attention 'cos you might miss something, 'cos she's speaking in German. The whole time." (p. 31). She goes on to state that the importance of the actions created by the teacher to foster a positive learning environment

cannot be understated: “Perhaps in the [modern language] classroom this is even more critical, as the pupils have to concentrate on the language the teacher uses as well as the meaning that it holds” (p. 32). The author added that the confidence boost these adolescent language learners experienced when they realized they were able to function and flourish in the TL contributed to their high levels of motivation and contentment with their modern language class.

As Wright (2005) suggested, there are many more facets to classroom management than just student discipline. Time management, briefly mentioned in Bateman’s study, was the focus of Wilkerson’s (2008) research on the use of English in the modern language classroom. Participants in the study unanimously claimed that they used English to save time, some believing that it was “faster to interject a word of English or code switch than to extend an interaction that included unknown words in Spanish” (p. 316). Ironically, however, the researcher found that using English actually had the unintended effect of *slowing down* the pace of the class, thereby wasting precious class time. Wilkerson also touched on the participants’ use of English as a more general classroom management tool, and found that they were defaulting to English when they perceived that they were losing control of the classroom or were appearing less than authoritative in front of the students. She notes the paradoxical nature of the choice to use English as a management strategy, stating that “although management statements rendered in English might be effective in the short run to take back the floor or terminate unwanted student behavior, they signal to students the instructor’s self-perception of loss of control and lack of authority” (p. 318). The author goes on to suggest, as others have (Kraemer, 2006) that the preparation of foreign language teacher candidates should include explicit instruction of how to stay in the TL when faced with classroom management issues (p. 318).

Other elements of classroom management, such as the concept of switching to English for administrative purposes (taking attendance, handing out papers, or telling

students about the homework for the next day) is discussed in Angelika Kraemer's study (2006) of teaching assistants (TAs) in a university German department and the reasons behind their using English when teaching. The TAs were instructed during their training sessions to use the minimum amount of English possible, and that translation into English should also be carefully avoided. Throughout the semester, the participants were observed and then questioned about the amount of English they believed they had used and the reasons behind the code switching. At the top of the list for reasons for breaking into English was "classroom management/administrative vocabulary" (p. 440). Used twice as much for classroom management than the next item on the list (translation), English was used at the end of every class session to discuss homework assignments, when handing back tests or quizzes, and when explaining what would be covered during the next class period (p. 441). Interestingly, the TAs seem completely unaware that they were using English for these specific purposes, almost as if those instances of code switching didn't count. The researcher also found that novice TAs used English more than experienced TAs (perhaps showing that there may be a link between pedagogical confidence and TL usage), and concluded that TA training sessions should include the teaching of vocabulary and expressions specific to classroom management so that the teachers may feel more comfortable and capable of exclusively using the TL in the classroom (p. 448).

The literature on classroom management in both the preservice and in-service classroom is growing as calls for teacher education reform have been heard and practical solutions to help teachers with management problems have been demanded. What is sorely lacking, however, are specific studies that look at how preservice and in-service *foreign language teachers* in the United States perceive, handle and prevail over classroom management issues that are unique to their current and future day-to-day experiences in the modern language classroom. It is hoped that this study, combined with more research in this particular area, will describe why learning how to manage a foreign

language classroom has its distinctive set of challenges. Ultimately, improvements to foreign language teacher education curricula, ones that better reflect the fundamentally different aspects of developing pedagogical content knowledge in our specific subject area, will be considered and welcomed.

Chapter Summary

This chapter provided an overview of the empirical research related to classroom management in the preservice and in-service classroom. Research suggests that greater attention be given to how best to guide preservice and novice in-service teachers to handle classroom management issues. This element of daily classroom life has shown itself to be a significant preoccupation among inexperienced and more experienced teachers alike. Because the literature has revealed that there are classroom management challenges considered to be specific to the foreign language classroom, such as TL usage and the acculturation of the native speaker foreign language teacher in American schools, it is important that this phenomenon be investigated further and incorporated into foreign language teacher education curriculum and professional development programs. The following chapter will describe the research strategy used to conduct the present study, and will present contextual information regarding the participants, the researcher, and the data sources.

CHAPTER III

METHODOLOGY

What do you believe about the nature of reality, about knowledge, and about the production of knowledge? Research is, after all, producing knowledge about the world—in our case, the world of educational practice.

(Merriam, 1998, p. 3)

Design of the Study

The purpose of this study was to describe five foreign language teachers' experiences with classroom management and to identify the unique challenges they faced during their student teaching semester and those they are currently facing as in-service teachers. The analysis of their reflective weekly journals and teaching philosophies written during their student teaching semester, along with the analysis of observational field notes collected by the researcher were used to answer the first research question of the study (What classroom management experiences did these preservice foreign language teachers encounter?). Responses to a questionnaire and follow-up interviews with these five participants conducted once they were in-service teachers were gathered in order to attempt to answer the second research question of the study (What reflections did these in-service foreign language teachers share regarding their past and current classroom management experiences?). All of the data gathered served to help the researcher respond to the third and fourth research questions of the study (What management issues specific to the foreign language classroom, such as TL usage, were revealed, and what management issues specific to the foreign language classroom *other than* target language usage were revealed?). In turn, future foreign language teachers (and ultimately students) may benefit from teacher education curriculum changes that take their orientations into account.

Because the goal of this study is to provide a detailed description of these five teachers' experiences with classroom management through their reflective process and

my observations, a case study approach was chosen, the participants being the major unit of analysis. Rich description of a “single unit or bounded system” (Smith, 1978, in Merriam, 1998, p. 19), or what is known as a case study, calls for a qualitative approach to the research and data analysis. Qualitative research is used to understand the phenomenon of interest from the participant’s perspective, not the researcher’s (Merriam, 1998, p. 6):

...the researcher is the primary instrument for data collection and analysis. Data are mediated through this human instrument, the researcher, rather than through some inanimate inventory, questionnaire, or computer...the researcher is responsive to the context; he or she can adapt techniques to the circumstances; the total context can be considered (Guba & Lincoln, 1981, in Merriam, 1998, p. 7).

Fieldwork makes up much of a qualitative research study; the researcher must physically go to the person, site or institution to observe, interview, and gather notes and documents. Once the data collection is completed, an inductive method of analysis is used. In this case study, conclusions will be made about these teachers only when they reveal themselves through questionnaire responses, interviews, observation notes and document analysis. For this reason, sample selection was nonrandom, small and purposeful. It should be noted that these five participants were chosen for two main reasons. First, the researcher stayed in touch with these five individuals, and was able to make contact with them to request that they be part of this study. Secondly, these five subjects met the criteria of this study: They were student teachers who had been supervised by the researcher, and are now all working as in-service foreign language teachers. A case study enables the researcher to concentrate on richly descriptive data that should ultimately build “toward theory from observations and intuitive understandings gained in the field” (Merriam, 1998, p. 7).

The case study is a particular form of qualitative research that is “employed to gain an in-depth understanding of the situation and meaning for those involved. According to Stake (1981), case study knowledge is “more concrete...more

contextual...more developed by reader interpretation, and based more on reference populations determined by the reader" (in Merriam, 1998, p. 31-32). Stake posits that case study knowledge is "more concrete...more contextual...more developed by reader interpretation, and based more on reference populations determined by the reader" (in Merriam, 1998, p. 31-32). Case study is concerned with *process*: The description gleaned from both these student teachers' voices (in their roles as both preservice and in-service teachers) and my own may help us answer the research questions detailed above. A case study can go one step beyond description, and "might be selected for its very uniqueness, for what it can reveal about a phenomenon, knowledge we would not otherwise have access to" (Merriam, 1998, p. 33).

Assessing the validity and reliability of any educational research is paramount if it is to have any effect on the field (Merriam, 1998). Both internal and external validity can and must be verified as the data is analyzed: Strategies such as triangulation (using multiple sources of data or multiple methods), member checks (taking data and preliminary findings back to their source), long-term observation (repeated observations of the same phenomenon), and the clarification of the researchers biases will all be used in this particular study (Merriam, 1998). External validity in qualitative research refers to the generalizability of the findings, although many would argue that this method's lack of transferability is in fact its most major limitation (Merriam, 1998). One possible solution is to "think in terms of the reader or user of the study" (p. 211):

Reader or user generalizability involves leaving the extent to which a study's findings apply to other situations up to the people in those situations...the researcher has an obligation to provide enough detailed description of the study's context to enable readers to compare the "fit" with their situations. (p. 211)

As Merriam so aptly states, "the idea that the general resides in the particular, that we can extract a universal from a particular, is also what renders great literature and other art forms enduring" (p. 210).

Researcher's Role

Regarding the role of the researcher in qualitative research, Merriam (1998) explains:

Because the primary instrument in qualitative research is human, all observations and analyses are filtered through that human being's worldview, values, and perspective. It might be recalled that one of the philosophical assumptions underlying this type of research is that reality is not an objective entity; rather, there are multiple interpretations of reality. The researcher thus brings a construction of reality to the research situation, which interacts with other people's constructions or interpretations of the phenomenon being studied. The final product of this type of study is yet another interpretation by the researcher of others' views filtered through his or her own (pp. 22-23).

My experience as both a former foreign language classroom teacher and a university supervisor affects my role as a researcher. Because all of my participants were my students, I got to know some of them very well as they were going through their teacher preparation program. I had many of them as students three times during the program: In Foreign Language Practicum I, Foreign Language Practicum II, and in the seminar they were required to attend during their student teaching experience. In getting to know each other, the students and I were able to establish a level of trust that aided me in better understanding their fears, beliefs and attitudes about classroom management during their student teaching experience. In addition, I was fortunate enough to keep in touch with many of the participants after they completed their teacher education coursework and field experiences. This continued contact enabled me to comfortably solicit their participation in this study as in-service teachers looking back on their preservice reflections and experiences.

Despite having completed assessing these students long before most of this data gathered from their experiences was analyzed, there were certain assumptions to be considered simply because I was in a position of authority during their reflective process. First, I had to take into account the possibility that my personal philosophy of language

teaching bled into theirs. Indeed, “supervisors have attitudes, beliefs, and understandings of their own about what it means to learn and to teach and those beliefs directly influence their practice with teacher candidates” (Bates, Ramirez & Drits, 2009). I needed to ask myself often if their reflections were their own, or if they were simply mirror images of what they knew me to believe or thought I wanted to hear. Secondly, because I was ultimately giving them a grade for the seminar course attached to the student teaching field experience, it is possible that they downplayed or diluted certain situations or modified their thoughts in an effort to make themselves look more competent, or to save me from having to worry about their progress.

When observing the student teachers, there were also assumptions that I needed to face in relation to my role as a researcher. Most important was my own lens through which I was observing these student teachers: It was not always possible for me to be an objective observer. Again, because of my own belief systems regarding foreign language classroom management, I may have paid more attention to details that others would not have noticed, such as the relationship between TL usage and classroom management strategies. Of course, it can be argued that it is precisely this seemingly problematic issue that strengthens the weight of qualitative research. My experiences in the classroom, both as a high school and middle school French teacher, and as these subjects’ instructor in their teacher education program, must certainly be described and taken into account. It is only through an understanding of how I strived to effectively teach a foreign language that we may be able to determine if my views, which ultimately affected the way in which I conducted my teacher education classes and fulfilled my role as the subjects’ university supervisor, actually changed the way in which these subjects ultimately learned how to teach. LeCompte and Preissle (1993) recommend that qualitative researchers ask themselves what background he or she brings to the study and how those factors might influence the work the researcher does.

I earned a B.A. in French Studies, and M.A. in French Literature, and then went through a teacher education program to become a licensed teacher, in that order. Because I earned degrees in French (as opposed to foreign language education) before deciding to become a secondary school teacher, my views regarding the language itself in the classroom were most certainly different than had I gone through a teacher education program during my undergraduate program of study. The difference lies perhaps in the fact that I began my teaching career as a teaching assistant in the French department of a large public university while working on my Master's Degree, before I even contemplated the idea of entering into a teacher education program. For two years, I received little pedagogical training, and did my best to keep my head above water as I taught elementary French classes to undergraduates. Since many of my students in the teacher education program, including a few of my subjects for this study, also experienced their first taste of classroom life as teaching assistants in various language departments at our university, it is important that this specific type of pedagogical experience be described. I spent much of my time as their teacher and university supervisor trying to undo the assumptions they had formed as a result of teaching with little pedagogical guidance or support. And because I had gone through the same type of initial training (or lack thereof) before beginning my teacher education program, I understood only too well what a task that would be. The teaching experience of the foreign language TA (teaching assistant) is unlike one that of a secondary or elementary school TA. While teaching foreign language education, I made sure that the preservice teachers under my tutelage were seeped in information regarding ACTFL's national foreign language standards, classroom management tricks, TL usage, and their burgeoning role as teacher-as-advocate; however, it is not likely that those teaching in a language department were receiving similar training on the other side of the street.

Beyond the study of foreign language in elementary and secondary school, outside of foreign language teacher-education programs, there is a language-learning

setting that seems impervious to reform: the undergraduate university classroom. At the postsecondary level, “familiarity with the Standards is more haphazard, inasmuch as knowledge tends to be concentrated with the FL education or language-teaching faculty (Phillips, 2003, p. 581). The lack of articulation and continuity of the quality of foreign language education between high school and college, in particular, is a thorn in the side of our field (Glisan, 1999; Peters, 1999). After working with preservice teachers for some time, and of course having been both a preservice teacher and a teaching assistant in a language department myself, it has become clear to this researcher that language departments and colleges of education at many universities do not work together well. In fact, entire books have been written on the acrimonious relationship that the liberal arts often have with the study of teaching and learning (Labaree, 2004). It seems that pedagogy is looked down upon at best and mocked mercilessly at worst by those in positions of power in language departments. There is strong evidence to indicate that postsecondary foreign language teachers are resistant to the Standards:

On several occasions, however, colleagues [at the postsecondary level] have commented to me that they view the Standards as primarily of concern to elementary and secondary language programs, not to universities. Their dismissal of the Standards may be attributed to their unfamiliarity with them or to their reluctance to jump on what they see as yet another bandwagon...University professors who dismiss Standards as irrelevant to their domains also ignore the reality of today's students (Long, 1999, pp. 78-79).

And don't teachers, preservice in particular, deserve more respect for choosing to go into such a noble profession? They are certainly dealing with enough: Stringent and unrelenting requirements for state licensure, a minimum of at least an additional year of coursework, negative feedback from those who don't believe the study of a foreign language is important (particularly Latin, French and German), low starting salaries once they begin their careers, and a potentially acutely stressful first year of teaching (Lortie, 2002).

What are the repercussions of this seemingly irreparable relationship?

Unfortunately for those trying valiantly to bridge the gap between language departments and colleges of education (preservice teachers also working as TAs in a language department, for instance), they are plentiful. What might go on within the confines of a typical language department at a large university? Here's a possible scenario:

Overworked and overwrought teaching assistants teach class after class of students who are, in essence, a captive audience. Many of these teaching assistants who have never taught a day in their lives before taking a short methods class and being thrown into the classroom on the first day of their careers as graduate students. A large percentage of the students they will teach did not choose to study French, Spanish, German or Chinese; it is a university requirement. Therefore, potentially unmotivated new language students (or even those with experience from lower grades) are potentially being taught by uninspired, unqualified individuals who may or may not care if they learn a word of the foreign language (Haggstrom, 1993). It is, in fact, the luck of the draw. Will you find yourself in a language classroom with a teaching assistant who may give a thought to how best to teach you, or will you not? To aggravate an already troublesome situation, supervisors of these teaching assistants often do not themselves accept the idea that the study of sound pedagogical practice is important to the development of the teaching assistants working under their not-so-watchful eye. In fact, language instruction (as opposed to content instruction in the TL) is often seen as the “step-child” of language departments (Haggstrom, 1993; Byrnes, 2001). Somewhat counter-intuitively, the mere fact that many professors and teaching assistant supervisors in language departments are native speakers of the language makes matters even worse: They typically do not hold an American teaching license, and may have had less-than-ideal pedagogical models. They have probably taught throughout their careers, which may give them the idea that teaching, like parenting, is something that you can “learn on the job”. This idea of the “apprenticeship of observation”, first introduced by Lortie in 1975 and discussed in

chapter one, is still problematic today (Crandall, 2000). The foreign language classroom certainly sees its share of teachers who feel that they can teach the language because they are native-speakers. However, it is clear that native speakers may not be the best language teachers. It is more likely that a teacher who is closer to the students' language and culture may be better suited to the American foreign language classroom (Crandall, 2000). Simply because our teaching assistants and professors have been students for much of their lives and may be native-speakers does *not* make them qualified teachers. Who were *their* models? By whom have *they* been pedagogically influenced in their country?

Preservice teachers have no doubt been affected by how their language departments view education in general, and K-12 teaching specifically. Did their language department have a great impact, either negative or positive, on their ultimate decision to apply to the teacher education program? What were the experiences that directly or indirectly lead to their decision to use their language skills in the K-12 classroom? Once taking coursework in the college of education, are these teachers-to-be able to reflect on what pedagogical baggage they bring to the table? It is true that they may be able to identify specific individuals who may have had a pedagogical influence throughout their lives, such as former teachers, present professors, language department teaching assistant supervisors and even their families (Boger, 2000; Nagel and Driscoll, 1991). Questioning what their teaching models were like and asking for descriptions of their former language classroom experiences would certainly be a good start. As many studies speak to the power of teacher education coursework and field experience (Darling-Hammond et al., 2005; Nagel and Driscoll, 1991) in the formation of preservice teachers, I had faith in the “official” process.

The day after I finished my comprehensive exams for my Master's Degree in French Literature, I walked over to the College of Education to inquire about beginning a teacher education program to become a secondary French teacher. As it was August, the

day before the new semester was to begin, I was laughed out of the office. Even funnier, apparently, was that I only had the money to spend one year in the program; this meant that I had to find a way to take eight courses and student teach in two semesters. And this is exactly what I did, after gathering countless documents and obtaining permission from countless professors. I was immediately smitten. I fell in love with the science of education, with the realization that there were professors whose sole job it was to teach teachers, and with the knowledge that the experience I had gained as a T.A. would serve as an important basis for comparison. At the end of the year, I understood what it meant to teach without formal training, and what it meant to teach after having gone through formal training. I became a great believer in the power and necessity of teacher education, and for the next 11 years, as I taught French full-time to middle school and high school students, I never for one second lost sight of the fact that my teacher education program was largely responsible for any success that my students and I enjoyed in the classroom.

After these 11 years of secondary school foreign language teaching, I decided to give back to the system. I began a Ph.D. in Foreign Language Education, and was hired once again as a T.A. But this time, I was teaching teachers. This time, I knew what I was doing. I was given the assignment to teach two courses, Practicum I and Practicum II, and to supervise student teachers in our department. I hope that I taught all of these students many things as they went through the program, but there were three concepts that would rarely escape discussion each time I met with these classes or individual student teachers after an observation or during our monthly seminars: (1) Teacher education is pivotal to your development as a foreign language teacher, and something about which you must be passionate, (2) You must speak exclusively in the TL when you are teaching, even at the beginning levels, even when you're teaching grammar, even when you're giving banal instructions, and (3) Effective foreign language teaching is intricately tied to your use and your students' use of the TL, as well as an appreciation

and understanding of how managing a foreign language is inherently different. It is, therefore, theoretically impossible that if I did my job well, the data from this study would *not* reflect some or all of the elements reflected above.

Participants

The participants in this study were student teachers for one semester between the fall of 2006 and the spring of 2010, and are currently working as in-service foreign language teachers. They were enrolled in the Foreign Language Education program at a large research university in the Midwest. A pool of 41 student teachers who were student teaching both on-site (within a 50-mile radius of the university) and off-site (those not within driving distance who were assigned local supervisors) was drawn. From this group of 41 student teachers, seven participants were chosen, two of whom participated in the pilot study, and the remaining five of whom participated in the actual study. **Error! Reference source not found.** below shows the background information about each of the five subjects, as they described the schools and the areas themselves. To protect their identities, the participants have been given pseudonyms.

Table 1. Description of Participants

Name of participant	Native speaker?	Language taught	Description of student teaching school	Description of current school
Jessica	No	Spanish	High School (grades 9-12) Rural public Significant Hispanic population Three types of Spanish	Junior High School (grades 6-8) Urban public Affluent population Jessica teaches 6 Spanish classes per day

Table 2. Continued

Name of participant	Native speaker?	Language taught	Description of student teaching school	Description of current school
Andrew	No	Spanish	High School Urban public Many languages offered, including Mandarin and Japanese Higher-income area of the city	High School Small, rural, public Spanish is the only language offered Andrew is the only foreign language teacher
Laura	Yes	French	High School Self-described urban and rural French, Spanish, German and ASL offered	High School Urban public Low income students Spanish, German, French offered
Heather	No	Spanish	High School Semi-urban public Very large, 2000 + students Many languages offered, including Russian, Arabic and Japanese	High School Rural public Only Spanish offered School population “monocultural”
Emily	No	Spanish	High School (grades 9-12) Urban public Spanish, German and French offered	Emily is currently working full-time where she did her student teaching

Data Sources and Collection

For this case study, IRB approval was gained to work with a variety of data sources from the field. Observations of these preservice foreign language teachers' practices took place in many different K-12 environments in multiple school districts, mostly in the Midwest portion of the United States. Notes were taken on a laptop computer during observations of the on-site teachers and then sent to the student teachers

and their cooperating teachers for validation purposes. Questionnaires were sent electronically to the five participants, along with the journals and the teaching philosophy statements they had written during their student teaching semester. Their responses were sent back electronically, and then a follow-up interview was scheduled. The interviews were transcribed for ease of analysis and to make member checks possible, thus increasing internal validity. In addition to fieldwork, a case study also involves document analysis. Most anything can be considered a document (a videotape, public records, a song, a photograph); generally the term refers to “a wide range of written, visual, and physical material relevant to the study at hand” (p. 112). In this particular case study, six types of documents were gathered and analyzed:

- On-site student teacher weekly reflective journals (primary source)
- On-site student teacher philosophy statements (secondary source)
- Student teachers’ write-ups of their observations of other classrooms (secondary source)
- Responses to a questionnaire (primary source)
- Listed below is a summation of my data sources:

Documents and artifacts:

Weekly over the course of any given semester between the fall of 2006 and the spring of 2010, reflective journals written by these student teachers were e-mailed to me. Some of these students were moving towards licensure in a subject area other than foreign language; those students were therefore in 8-week foreign language student teaching placements at local schools, spending the other half of the semester learning to teach a different subject area, such as English as a Second Language (ESL). Most of the participants, however, were in 16-week placements with their mentor teachers. The preservice reflective journal is a fundamental data source that has the capacity to uncover very personal and detailed information. Because student teachers may not yet be confident in their teaching ability, they use the reflective journal as a safe way to express

their frustrations, joys, and challenges. As their mentor teacher does not see these journals, they also feel free to discuss all aspects of their preservice experience, including conflicts with their cooperating teacher (Schrier & Everson, 1993). Reagan and Osborn (2002) explain how preservice journals can enrich our view of their experiences:

Teacher accounts of their own experiences in the classroom take many forms, and serve a variety of different functions. A preservice student's journal is an example of one fairly common type of narrative.....the key aspect of the narrative element of reflective thinking is that such narratives, whatever their form, serve to contextualize the classroom experience for the teacher and for others, and by so doing, provide us with a much richer understanding of what takes place in the classroom and in the teacher's construction of reality than would otherwise be possible" (p. 25).

In addition to these reflective journals, I also collected and analyzed these subjects' personal teaching philosophies, which served as an additional window into the thought process and development of the participants during their student teaching semester, and the observations they had made when visiting other classrooms at their placements.

Classroom observations:

Observations of those participants who were on-site (placed within 50 miles of the University) took place at most three times a semester for those in a 16-week placement, and twice during an 8-week placement. Using a laptop computer, field notes were taken while observing these participants in action. These notes included a description of the setting, commentary regarding the quality of the teaching being observed, and ideas to help these student teachers expand their pedagogical knowledge. Classroom observations are a fundamental part of supervising preservice teachers, although there were consequences to these observations that were considered. Student teachers or their students may respond negatively to the presence of the observer, or may alter their classroom behavior to better suit the perceived expectations of the supervisor who is observing. In addition, the data gathered during these observations may "be focused on

one particular issue while something else of equal or greater importance is occurring outside the observer's awareness" (Bailey, 2006, p. 90).

Questionnaire:

A questionnaire with 16 questions was sent to the five participants electronically, along with copies of the journals and the teaching philosophy statement they had written during their student teaching semester. A short description of the study, including information related to the researcher's working definition of classroom management, was included in the questionnaire. Participants were asked to read the questions and then read over the documents that they had written. They were then asked to respond to the questions in as much detail as possible. The subjects then sent back their responses in electronic form. The questions contained in the questionnaire were "ideal position" and "interpretive" (Merriam, 1998, p. 77), and were semi-structured.

Formal interviews:

As a follow-up to the questionnaires sent electronically to the five subjects, interviews were conducted via Skype, a software program that enables users to make calls over the internet. Because the gathering of data was done from a great distance, face-to-face interviews were not possible. The purpose of these interviews was to further analyze how these teachers' experiences with classroom management has developed or perhaps changed since their student teaching semester, and to encourage them to reflect on the answers they gave to the questionnaire.

Data Analysis

Throughout the data collection process, I read and analyzed the documents and interview transcripts repeatedly in an attempt to reveal common themes and uncover categories in which these themes would ultimately be placed. Although each researcher will see the data through his or her own lens, it could be argued that the strength of qualitative research lies within that framework. The researcher engages in an active act

of interpretation; what is included in the study may be just as telling as what is omitted (Schram, 2003). When analyzing the data from these diaries, interviews, and my own observations of these student teachers in action, it will become clear that there is indeed a difference between simply reporting dry data and giving it life in writing (Travers, 2001, 38). Ezzy (2002) explains:

Qualitative researchers study meaning. The quality of research into meanings and interpretive processes cannot be assured simply through following correct procedures. Interpretations and meanings are situated....Qualitative research is demonstrably trustworthy and rigorous when the researcher demonstrates that he or she has worked to understand the situated nature of participants' interpretations and meanings (p. 81).

Specifically, diary studies are at once fascinating and potentially troublesome. There are many advantages to using participants' diaries as a major data source: The researcher is allowed to peek into the personal thought processes of the participants, gaining valuable inside knowledge regarding their day-to-day experiences. The "immediacy of the experience" (Cassell & Symon, 2004, p. 98) is captured, and provides the researcher with rich description of events taking place over time (in my study, each participant turned in weekly journals throughout an 8 to 16-week period). This "charting of events over time allows the identification of patterns and changes in respondents' accounts of these processes" (p. 111). Graham Hall (2008) however, in his article on interpreting ethnographic diary studies, outlines many possible problems with this type of analysis. Because the student teacher journals were the basis for much of the present study, including the creation of pertinent questionnaire and interview questions, it was imperative that interpretational limitations be taken into account. There was no fixed format for the student teacher journals, and expectations of their general content must be limited to the description of the student teachers' weekly experiences in their preservice foreign language classrooms. There is an implied privacy that comes with the term "diary"; despite the fact that these participants' names will be kept confidential, their words will become very public now that this study is completed. When reading reflective

journals, the researcher must assume that the events reported are reflective of the participants' realities: It is hoped that the truth lies either explicitly or implicitly among the lines of text. These journals are only presenting partial perceptions rather than an agreed-upon reality.

Field notes from observations of student teachers' lessons were crucial to the triangulation process, as they provided "a firsthand encounter with the phenomenon of interest rather than a secondhand account of the world obtained in an interview" (Merriam, 1998, p. 94). These notes enabled the researcher to compare what students thought happened during the lesson they taught and what was perceived to be the reality of what took place during the lesson observed. Acting as the only firsthand source of classroom data, observations of these student teachers often described the physical setting of the classroom, the participants themselves, the activities and interactions of which they become a part as they teach, the conversations taking place between the student teachers and the students, the manner in which these student teachers reacted to a change of plans or routine, physical cues that would inform student behavior, and how my own role as an observer may have altered the atmosphere of the classroom (Merriam, 1998, pp. 97-98). In the student teachers' classrooms, I was, as Gold (1958) has termed, an 'observer as participant'. I was known to be an observer by the class and the student teacher, and I would occasionally participate in the lesson if asked to do so. However, my role as an observer was always primary to my role as a participant in the students' learning process.

Sending these subjects questionnaires and then conducting follow-up interviews were "necessary when we cannot observe behavior, feelings, or how people interpret the world around them" (Merriam, 1998, p. 72). Because these five subjects' feelings about classroom management and the way in which their current experiences compare to those during their student teaching semester were investigated, the questions were open-ended and semi-structured, encouraging participants to reflect on their thoughts on this particular topic. Since all of the interview participants were in a different state, e-mail

and Skype were used to communicate back and forth. All data collected from these interviews were transcribed in full.

Once all the data was collected, it was necessary for the researcher to systematically analyze the documents and the interview transcripts to align the findings with the four research questions:

1. What classroom management experiences did these preservice foreign language teachers encounter?
2. What reflections did these in-service foreign language teachers share regarding their past and current classroom management experiences?
3. What management issues specific to the foreign language classroom, such as target language usage, were revealed?
4. What management issues specific to the foreign language classroom *other than* target language usage were revealed?

The coding of the data, or the process of “identifying information about the data and interpretive constructs related to analysis” (Merriam, 1998, p. 164), ultimately facilitated the categorization of the analysis, thereby enabling the researcher to more easily see common threads and themes throughout the data. Although computer programs are available to code qualitative research, the researcher used an organizational system that was partially computerized and partially manual. The data analysis was aligned with the research questions themselves and Wright’s (2005) model, as outlined in chapters one and two, as each question may derive its answers from different forms of data. The researcher labeled passages of text or single words from student teacher journals, teaching philosophy statements, their observations of other classrooms, her personal observation notes of their classrooms, questionnaire responses, and interview transcripts. Once appropriately labeled using a color-coded system aided by a word processing system, the researcher began to process this information in order to uncover emerging theories that would help answer the research questions. By identifying broad

categories, the researcher began by sorting data according to the research question(s) that they may inform. Once grouped by specific research question(s), increasingly specific categories were used to further identify common themes under the umbrella of each research question. Some examples are provided in **Error! Reference source not found.** below:

Table 2. Data Sources and Categories

Research Questions	Data Sources	Examples of Broad Categories	Examples of Subcategories
1. What classroom management experiences did these preservice foreign language teachers encounter?	<ul style="list-style-type: none"> • Reflective journals • Teaching philosophy statements • Classroom observations • Their observations of other classrooms when student teaching • Answers to questionnaire 	<p>Broad categories are based on Wright's (2005) model outlined in chapters two and three, and will be applied to data referring directly to these five subjects during their student teaching semester:</p> <p>Observables:</p> <p>Use of space Use of time Learning and teaching activity Interaction and communication Atmosphere Artifacts</p> <p>Unobservables:</p> <p>Wider social influences Affective Domain Wider cultural influences Cognitive Domain Group factors</p>	<p>Subcategories for this research question will be subsets of Wright's (2005) model outlined in chapters two and three. Examples include:</p> <p>Observables:</p> <p>A description of the classroom and how it is arranged How the teacher and students use the classroom space How does the teacher manage time (pacing and transitions) What activities does the student teacher choose, and how do they relate to classroom management? Target language usage and classroom rules regarding its use</p>

Table 2. Continued

Research Questions	Data Sources	Examples of Broad Categories	Examples of Subcategories
			<p>The way in which the teacher and the student interact</p> <p>How it feels to be in this classroom, emotions in the classroom</p> <p>Artifacts or objects that are being used and how they affect classroom management</p> <p>Unobservables:</p> <ul style="list-style-type: none"> Socioeconomic status of students Relationship of teacher and student Engagement, mood, emotional states of students and teacher Heritage speakers or students/teacher of another culture Culture and climate of the school community School as a cultural institution Real-time thinking, previous experience and knowledge Values, attitudes, beliefs Social psychological factors

Table 2. Continued

Research Questions	Data Sources	Examples of Broad Categories	Examples of Subcategories
2. What reflections did these in-service foreign language teachers share regarding their past and current classroom management experiences?	<ul style="list-style-type: none"> • Responses to questionnaire • Interviews 	Same as above, gleaned from in-service teachers from the data sources listed to treat the second research question.	Same as above, gleaned from in-service teachers from the data sources listed to treat the second research question.
3. What management issues specific to the foreign language classroom, such as target language usage, were revealed?	All available data sources may be used	Target language usage combined with any of the elements present in Wright's (2005) model, outlined above	<p>Any mention of the observables/unobservables outlined above in relation to target language use (or lack thereof) in the classroom</p> <p>Any mention of using the target language or not using the target language classroom while teaching</p> <p>Any mention of the students using/not using the target language in the classroom</p>

Table 2. Continued

Research Questions	Data Sources	Examples of Broad Categories	Examples of Subcategories
4. What management issues specific to the foreign language classroom other than target language usage were revealed?	All available data sources may be used	Any of the elements present in Wright's (2005) model, outlined above, combined with a specific issue related to teaching in a foreign language environment, other than target language usage	<p>Although the researcher hopes to allow the answer to this question to emerge from the data, possible answers to this question (and thus subcategories) are as follows:</p> <p>Lack of respect for the study of foreign language affecting the motivation of the students and hence classroom management</p> <p>Disinterest in the course due to this lack of systemic respect leading to behavioral problems and more general classroom management issues</p> <p>Activities inherent to the foreign language classroom, such as communicative group activities, leading to classroom management issues</p>

Pilot Study

A pilot study was conducted in the spring of 2011. Two of the seven subjects who were willing to be a part of the study agreed to instead participate in the pilot study. The two pilot study participants were both full-time, in-service Spanish teachers at Midwestern high schools, one male and one female. The purpose of the pilot study was to ensure that the questions used in the questionnaire and during the interview would yield the data required for this study. The subjects in the pilot study were sent a three-page questionnaire, which served to explain the nature of the study, gave them the researcher's working definition of classroom management, and presented them with 16 questions, both open- and closed-ended. In addition, the two subjects were sent an electronic copy of the student teacher journals they had written during their student teaching semester, along with an electronic copy of the teaching philosophy statement they had written as an assignment given by the researcher, who was acting as their university supervisor. The researcher instructed the two participants to read the information presented in the questionnaire and all of the questions before reading their own student teacher journals. They were asked to read through their journals and teaching philosophies, taking notes if necessary regarding how they might answer the 16 questions. They were instructed to answer the questions as completely as possible, using examples from the documents that were sent to them if desired, and to send back their answers in a document as an attachment to an e-mail.

Pilot Study Data

The data collected from the pilot study allowed the researcher to consider the most efficient and effective way to organize and analyze the information gathered. The participants' feedback regarding the time it took to complete the questionnaire and the clarity of the questions themselves helped the researcher to identify the specific questions that needed to be modified. The researcher chose to conduct the interviews on Skype, a

software program that is free, which allows people to make calls over the Internet as opposed to a telephone. There were many advantages to using Skype for the interviews as opposed to a telephone. First, Skype is free for both users, while a long-distance telephone call may not be in some cases. Secondly, a video camera may be used over Skype that enables both users to see each other while communicating. This element adds to the intimacy of the conversation, and more realistically mimics a face-to-face interview. Thirdly, there is free software available that allowed the researcher to easily record the calls. These recordings were made in an MP3 format, which means that they were easily stored and managed in a computer, and could be easily sent as an attachment to an e-mail when it was time to perform member checks. The pilot study allowed the researcher to test Skype and the software that recorded the calls, which ensured that the data collection process for the study would go smoothly.

Credibility

The credibility of this study was bolstered by the following strategies, suggested by Merriam (1998), described below:

- The researcher's personal experience
- The triangulation of data
- Member checks
- The clarification of the researcher's role and biases
- The use of a peer coder

The researcher, as a certified former secondary school teacher and doctoral student in foreign language education, had the benefit of four years of experience observing and speaking with preservice teachers. Gathering data over a period of time and extensive experience in the field of study increases the validity of the findings (Merriam, 1998).

The use of what is known as triangulation, or the use of multiple data sources and multiple investigators, also enhances internal validity. The researcher gathered data from the perspective of the subjects, and also gathered from her own perspective. Multiple data sources, such as documents, a questionnaire, and interviews were used in order to better triangulate the data to establish validity.

Member checks, or the act of taking data back to the subjects themselves to gain insight as to their accuracy, were performed at the end of this study.

‘Briefly in chapter one and at length in chapter three, I described my role, and how the background experience that she had might both hold certain biases and have an effect on the data gathered.

A peer coder was used at the end of this study to increase internal validity. This individual, also a doctoral student in education at the same university as the researcher, served to read and analyze parts of the data and made comments on the findings as they emerged. The process of peer examination helped ensure that the conclusions I reached from the data best answered questions such as “How congruent are the findings with reality? Do the findings capture what is really there? Are investigators observing or measuring what they think they are measuring?” (Merriam, 1998, p. 201).

Transferability

This study attempted only to describe the experiences of five individuals who went through this particular teacher education program and are now in-service teachers at schools around the Midwest. The researcher made no attempt to generalize the findings to all preservice or in-service foreign language teachers. However, because certain strategies were employed in the creation of this study, such as the use of rich, thick description of the participants and their environments, and a multisite design (one that “maximizes diversity in the phenomenon of interest” [Merriam, p. 212]), it is possible that readers will be able to apply the results of this study to other similar situations.

Chapter Summary

This chapter provided an overview of the research design used for the present study. Descriptions of the researcher's role, the data collection and analysis processes, the participants in the study, lessons learned from the pilot study, and the trustworthiness of the study were also presented. The qualitative research strategies used in this study were specifically chosen, as it was determined that a case study approach would best allow the researcher to understand and analyze the phenomenon of interest: these five foreign language teachers' experiences, past and present, with classroom management. The following chapter will describe the findings of the present study to the four research questions.

CHAPTER IV

RESULTS

Classroom management is the epitome of living with ‘messiness’—defining its knowledge base thus poses considerable challenges.

(Wright, 2005, p. 260)

This study stems from a perceived need in foreign language teacher preparation to more effectively guide our students on how best to manage their classrooms both during their student teaching semester and once they began in-serving teaching. Many of the foreign language preservice teachers with whom the researcher worked were preoccupied with classroom management issues, and concerned that they would not be adequately prepared to handle their classrooms once they began their careers. A major goal of the study, however, was not to simply detail the classroom management issues that were faced, but to attempt to widen our view of the classroom management challenges specific to the foreign language classroom, such as TL usage. One of the researcher’s aims was to allow the results of the study to inform her of additional classroom management issues unique to the foreign language classroom, both observable and unobservable, that may have been hovering under the radar. To this end, Wright’s models of Observables and Unobservables of Classroom Life (Wright, 2005) were used as the conceptual framework to guide the research and rein in the applied definition of classroom management, a topic that is so often unwieldy. As seen in Figure 1 and Figure 2 in Chapter 1, classroom management *observables* include the use of space, the use of time, learning and teaching activity, interaction and communication, atmosphere, and artifacts. Classroom management *unobservables* include the affective domain, the cognitive domain, group factors, and wider social and cultural influences. (Wright, 2005). Note that data falling under this last category of wider social and cultural influences will only be reported as it relates to the fourth research question.

Five subjects were thus selected, all former preservice teachers whom the researcher had taught and supervised, all of whom are currently working as in-service foreign language teachers. Documents gathered during their student teaching semester, such as their observations of other classrooms, the researcher's observations of their classrooms, and their weekly reflective journals were analyzed to better understand the classroom management issues they faced during the time they were students in a teacher education program. Questionnaires were then given to and interviews conducted with these same five individuals, now in-service foreign language teachers, in order to compare and possibly contrast their experiences with classroom management, in an effort to understand what may or may not have changed since going through their teacher education program, and to identify what classroom management tools they may have taken or discarded from their student teaching semester as they began their careers. The previous chapter contains information on the context of the study and the five participants, including brief descriptions of the schools at which they did their student teaching and those at which they are currently working. These descriptions will be important when reporting the findings presented in this chapter and to the discussion of these findings in chapter 5. The analysis of the results of the study that follows serves to answer the following research questions:

1. What classroom management experiences did these preservice foreign language teachers encounter?
2. What reflections did these in-service foreign language teachers share regarding their past and current classroom management experiences?
3. What management issues specific to the foreign language classroom, such as target language usage, were revealed?
4. What management issues specific to the foreign language classroom other than target language usage were revealed?

Research Question One

This section will address the first research question of this study: *What classroom management experiences did these preservice foreign language teachers encounter?* As seen in the chart in the previous chapter, the analysis of the first research question demanded the use of documents created during the time the five subjects were student teaching. Thus, their reflective journals, their teaching philosophies, and classroom observations (both theirs of other classrooms and mine of their classrooms) served as the basis for analysis. These five subjects wrote weekly private journals to the researcher (their university supervisor) and sent them as attachments to e-mails. These subjects also wrote teaching philosophies that often made reference to specific classroom management plans. Finally, the researcher observed most of these subjects in their student teaching classroom either twice or three times that semester, depending on the length of the placement (some were eight-week placements, some were 16-week placements). In addition, the subjects were also assigned the task of observing two or three other classrooms (preferably not foreign language classrooms), and were required to write up their findings in a short paper.

The discussion of how the subjects experienced classroom management issues at the time they were student teaching will ultimately serve as the basis for comparing their former and current experiences, how they may or may not have developed, and how they ultimately applied what they learned in their teacher education program to handle classroom management problems that arise in their current positions. Wright (2005) explains the need for research into the relationship between what new teachers learn about classroom management in their teacher education programs and what they ultimately internalize and apply in their classrooms:

...teachers learn about classroom management practices both in formal training and in the classroom. Research into teacher education practices and their impact on teaching and learning management, is, however, relatively limited. There is clearly a need to see whether teacher education influences classroom

management practices. For example, are teacher educators influential as models of practice in their formal institution-based training sessions? Or are they peripheral figures in how the cultural processes of classroom management is acquired and internalized? The relative impact of teacher education on teachers' practices is a significant matter for policy makers as well as practitioners and teacher educators... (pp. 450-451).

The classroom observations that the researcher completed of these preservice teachers provided data that is unlike the other sources used in the study. As the "investigation of classroom management practice as they occur 'live' in everyday classroom contexts is of supreme importance" (Wright, 2005), it was deemed essential that the data gleaned from the researcher's own personal trained observations be separated from the reflections made by the preservice teachers themselves. This may allow the reader to follow more closely the advice and feedback that the preservice teachers were getting throughout the semester regarding classroom management before moving on to the participants' own personal accounts of their experiences. This may also enable the reader to compare with greater ease the categories into which the researcher's notes fell compared with the participants' reflections on their own experiences. Two bulleted lists were created for each of the five subjects, placed directly after the readers' introduction to each participant, to highlight the type of classroom management observations that were made by the university supervisor (the researcher) and into which of Wright's *observable* categories (see Wright's model, Figure 1, chapter 1) they may fall. If when combining (to avoid inevitable repetition of comments and suggestions) and categorizing the observational data from the researcher's visits to the preservice teachers' classrooms, it was found that certain categories were not used, the category was eliminated from the list. When writing up the observations at the time these subjects were doing their student teaching, the researcher typed two lists on a computer and then sent the report to both the preservice teacher and the mentor teacher for further analysis and discussion. The comments were divided into two sections, the first containing positive feedback, and the second suggesting what the preservice teacher might do in the

future to improve his or her lessons and classroom management in general. Note that all direct quotes from the participants will be presented verbatim, including errors.

Emily's Preservice Classroom Management Experience

Emily did her student teaching at an urban school in the Midwest with an enrollment of approximately 1900 students. The languages offered were Spanish, German and French, although currently the German program is in danger of being cut, along with the junior high school language programs. The district at one point had an elementary language program, but it was cut several years before Emily student taught. Students in this particular district may begin language study formally in the 7th grade; the language program culminates with Advanced Placement (AP) offerings in all three languages. Emily had a somewhat unusual student teaching experience, as her semester was divided into two eight-week placements, one in a Spanish classroom and the other in an ELL (English Language Learner) classroom, so that she would finish the semester with endorsements in both foreign language and English as a second language (ESL). Because of her previous two years of Spanish teaching experience in the Spanish department of the university where she was working on her Master's degree, she expressed that she was able to jump in fairly quickly into her cooperating teacher's Spanish III and Spanish IV classes. During the eight weeks she student taught in the Spanish classroom, she was responsible for teaching two sections of Spanish IV and three sections of Spanish III. These were large classes, with about 30-35 students in each class.

Observables, Positive Comments

Researcher's Observations of Emily's Classroom

Sample of Notes from One Observation

- Use of Time
 - You started right away
- Learning and Teaching Activity
 - Good idea to give them those little cards to match up the partners
 - Incredible idea to do a PowerPoint for the pre-reading activity
 - It really brings the story to life to see the photos of the soccer stars in action
 - The students love this and are really paying attention
 - I love how you treated the grammar paragraph like a cultural reading that happens to have grammar in it!
 - Students for the most part paying attention to your PowerPoint
 - Your PowerPoint is awesome, great job!
 - Good job with encouraging them to be creative with their worksheets about the worst day of their lives
- Interaction and Communication
 - You are all in the TL (one sentence in English)
 - You do a great job acting out words instead of giving them the English
 - Nice work encouraging students to tell their story in Spanish and encouraging them that they can do it
- Atmosphere
 - You have a lot of energy and you are commanding the attention of all students

Observables, Constructive Comments

Researcher's Observations of Emily's Classroom

Sample of Notes from one Observation

- Use of Space

- When you're up at the board going over the bookwork...
- What could you have done differently here?
- Perhaps you could have the students go up to the board to write the answers all together or one at a time
- Use of Time
 - Watch out for transitions
 - Again, when you were telling them to go to p.46, I heard a lot of talking in English when they were getting out their books
 - This is a good time to speed up a little (like we talked about in seminar) and ask questions
 - This is also a good time to make sure they understand that transition time is not the time to talk to their neighbor
- Learning and Teaching Activity
 - During the time they are supposed to be describing the worst day of their life, they don't seem to be understanding what they're doing
- Interaction and Communication
 - It's o.k. to tell them to quiet down or be quiet altogether
 - There was some talking too when they were supposed to be correcting their homework
 - Can you move around the room a little more to check their work to prevent that?
 - It's ok to remind them that this is the time to correct homework and ask you questions in Spanish, not to talk to their neighbor
 - You should perhaps model this with a student
 - I don't hear any students speaking in Spanish right now
 - Are they supposed to be working with a partner or writing by themselves?

- I get it now, but it took me a while too...you maybe could have considered asking them if they understand or doing a few comprehension checks
- Like questions that demand choral work?
- It's already about 3 minutes into class, and so far I have not heard any choral questions/answers and haven't seen any hands raised to give you the answer to a question
- In fact, you are asking very few questions...why?
- You could have perhaps taken the opportunity to do this when the kids were telling their stories to the class
- You could have maybe had other students tell you what the one student said, to make sure they were listening
- Choral work might be good here too
- You can have everybody repeat reactions to these “terrible” stories
- They can all say “Oh my Goodness!”, etc.
- It's a nice way to get them laughing and on the same page

Observables

Use of Space

In her journals, her responses to the questionnaire, and her observations of other classrooms, Emily commented on the use of space in the classroom. She used a seating chart and rearranged seating when she felt it was necessary to separate students that were distracting to each other and the class. When observing another classroom during her student teaching semester, Emily noticed and noted that the teacher was unable to control her students because she stayed in the front of the room with students in their chosen seats. She suggested in her observation that the teacher would have perhaps been more successful if she had created a circle to allow students to share their thoughts. Emily believed that the teacher should have changed the normal seating of the classroom in

order to create a calmer atmosphere in the classroom. The positioning of the teacher concerned Emily, and she was able to effectively reflect on what she herself would have done differently and the follow-up conversation she had with the teacher:

I might have also moved from the front and started looking at students viewing guides and based on that, called upon people to share what they had written. I asked Amber about the think, pair, share technique with this group and although I've seen it work really well to get discussion going in the Spanish classroom, she said that with this particular group of students, they still sit silently and will not share with the pairs.

Emily was slowly realizing that not all techniques work with all students. The second classroom observation that she completed that semester also made her reflect on how classroom space might affect classroom management. Although she liked some of the techniques that the second teacher used in her class that subtly maintained order and supported learning, she found that the physical set-up of the room was more rigid than she would prefer to encourage participation in Spanish. Emily noted class size and the age of the students when considering the reasoning behind the teacher's decision to avoid seating more conducive to on-task conversation, writing that "when you are teaching massive quantities of freshman, I can understand that this type of class is set up to be more teacher-centered and regimented". Class size as it relates to the use of classroom space came up in Emily's journals as well. While she realized that she was lucky that her class sizes were not as large as others in the building, she was concerned that with 34 students in one room, it would be very difficult to move around to effectively manage the classroom. She was also concerned that many of the activities she developed during her teacher education coursework would not be adaptable to such large groups of students.

Use of Time

Concerns about simply not having enough hours in the day to do her job effectively were seen in Emily's answers to the questionnaire and her journals. Although she stated that she didn't have any serious classroom management problems during her

student teaching semester, she did write a great deal about how time-consuming teaching actually is in her journals:

This week I was full time lead teaching and I definitely tasted what the out of school commitment is like for teachers. It really is not an eight hour a day, five days a week kind of job. It's a very good thing that I don't like a lot of down time and prefer always staying busy, because I really had my plate full of teaching obligations the past seven days. I was pleased to be asked to chaperone the Homecoming dance, but that took away the one evening of free time I probably could have enjoyed. The rest of my weekend has really been dedicated to correcting papers and planning lessons and assessments for next year.

Emily reflected on the first few years of teaching and what they might entail, as this was the time that most teachers built up their resources and got their legs under them. She felt relief knowing that after the first few years she may be able to "recycle" material, but worried about not having enough time to "thoroughly research each and every day's activities". Commenting on how this lack of time might affect the teaching and learning process in the foreign language classroom, she wrote:

This time bind has also enlightened me as to why so many classes still are grammar focused. It's a whole lot easier to find work sheets and practice activities for drilling grammar. It is much more difficult and time-consuming to design more communicative activities that still accomplish the goals of the established curriculum of the district, which tends to be based on covering a certain amount of textbook material.

Prioritizing tasks in an effort to save time proved difficult for Emily. She described a situation in which she realized that giving tests to every class (thus giving her 150 tests to grade) right before starting a new unit that she was entirely responsible for teaching would mean spending weekends and evenings working to get it all done. It was only after all the work was completed that she reflected on what she would have done to alleviate some of the stress, namely postponing the grading of the exams in order to dedicate that time to creating inventive lesson plans for the unit on the geography of Spain.

Learning and Teaching Activity

Emily described the activities she tried out as a preservice teacher in her journals and those she observed in other classrooms. Her half-semester Spanish placement was a time to try out never before used activities and to create new plans that reflected the new curriculum with which she and her cooperating teacher (CT) were working:

This week was full of new experiences as I took over teaching the afternoon sessions and embarked on my first unit plans for teaching level IV all about Spain's geography; something I know next to nothing about and which is a brand new curriculum for my CT. I finished my first class in the unit and just felt completely flustered. Amy assured me that I kept my cool well and she wouldn't have known I felt out of control, but we talked through the tweaks that could be made to the lesson and the next class was 100% better. I really kind of feel bad for the students in first hour as they are the perpetual guinea pigs.

Through the experience of being thrown into the unknown at the beginning of her placement, Emily made every effort to reflect on her own shortcomings after each lesson. She worried about consistency when teaching different sections of the same class and how to turn a good lesson plan into a reality even when the students don't hold up their own end of the bargain.

When observing other classes, Emily was somewhat critical of the learning and teaching activities she saw being introduced. However, it was this eye for the imperfect that was at least partially responsible for her own drive for perfection in the classroom. The lesson she observed in another classroom seemed as though it could work well. Students watched a movie and had been given viewing guides that they were to fill out before the discussion. The issue that Emily feels the teacher should have seen coming was that not all the students came to class prepared with their completed viewing guides. As a result, any attempt on the part of the teacher to get the students to join the discussion was like "trying to pull teeth". The students sat quietly, many slumped over in their seats, and watched their teacher try her hardest to run an effective class. Emily remarked that the result of the students' not participating was that the teacher was forced to do

“90% of the talking, and could only get short phrases out of students when she specifically called them out”. The frustration in the room was palpable to Emily, who was seated quietly in the back of the room. She wished that she could jump up and help this teacher get things “energized”. Interestingly, there was a positive outcome to her observation of the somewhat botched lesson:

I have to admit though, it was a relief to see an experienced teacher have a class not go well. There really is an art to teaching, an art that we get to practice and improve upon every day. The important part that I need to remember is not to beat myself up when things don’t go as well as I’d hoped. This happens to everyone and I need to learn how to step back and objectively evaluate where things went wrong and how I can address things differently the next time.

The other classroom observation Emily was asked to do yielded a very different result in the domain of learning and teaching. This teacher spent the first half of the class thoroughly explaining the process of creating a detailed outline as preparation for writing an excellent essay. Emily was very impressed with the way in which she had students recall what they had already learned the previous day and then previewed what they would be focusing on for the next few days. She took note of positive pedagogical details that she was observing, such as the teacher’s holding the pertinent handout up in front of the class as she explained its different components, making it easier for students to follow. Emily was in the process of making a mental list of “things to do” in her own classroom, such as using visual cues when giving directions in the TL.

Interaction and Communication

In her journals, Emily wrote a great deal about the interaction between the students and her, the students and her cooperating teacher, and the students with each other. She put a large amount of stock in the idea that by quickly building a rapport with students by learning their names and a few things about them at the beginning of the semester, she would be later able to better manage her classroom. However, the Spanish classes she taught in graduate school had little in common with those she encountered

during her student teaching experience. She quickly realized that learning 40 names, like she had been able to do at the university level, was quite different than having to learn almost 150 names. She was frustrated by the sheer number of students in her charge:

It's hard enough to learn all of their names quickly, let alone personalized information to help create differentialized instruction. I can envision the ideal way I would want to run a classroom and create lessons but this ideal is quickly replaced by the more pressing needs of attending to a large number of students. I fear that it's diminishing the quality of instruction by having to spend more energy on mere crowd control.

Despite her worries, Emily did write often about the successes she was beginning to have in the high school classroom. One such story involved a class that tended to get “out of hand” at times. Because of the behavioral problems in the class, the cooperating teacher had been hesitant to play games with the students for fear that she would lose control of the class. Emily convinced her cooperating teacher to allow her to play “flyswatter”, a game very common in language classes, in which two students up at the board use actual flyswatters to hit the appropriate vocabulary word written in front of them. She began the class with a “positive reminder of the classroom expectations”, and pointed out the appropriate classroom behaviors that were listed on the board. She used positive reinforcement when interacting with the students, and praised them for their energy and enthusiasm. The students were receptive to the talk, and happily, they “proceeded to have the best day yet in that class, even with playing the flyswatter game!”. She goes on to express her surprise: “I hadn’t realized how tremendous the effect had been until looking over my college supervisor’s written comments on the day and seeing her emphasis on the positive change. Hopefully we can stay on this positive track and I won’t have to resort to detentions or other negative behavior corrections.”

During Emily’s observations of other classrooms, she seemed eager to compare how the experienced teacher interacted and communicated with students with what she would do herself. In one classroom she visited, she noticed that there were no objectives or a class schedule listed on the boards for students. She expressed concern that

particularly at-risk students or students with certain disabilities who do not process aural information well might have trouble without the benefit of those visual aids. Positive pedagogical behavior was also hungrily noted by Emily when observing more experienced teachers. She praised the teacher for randomly calling on students to have them share examples of what she had been explaining, thereby keeping the students “on their toes” and fully engaged. Emily felt as though that was a technique that she should be using much more in her classroom. She lamented that she tends to allow students to volunteer instead of “putting them on the spot”, and that she would benefit from beginning to call on students randomly in order to better “capitalize on class time”. She even decided to get over her worry about embarrassing students, feeling as though if they are embarrassed when she calls on them randomly, they’ll “likely be ready the next time”.

Atmosphere

The atmosphere of the classroom, or its emotional tenor, was discussed primarily by Emily in her teaching philosophy, although she did mention in the answers to the questionnaire that looking back, she realizes that she relied heavily on building rapport with the students during her student teaching experience. Through smiling, loud vocal projection, and walking around the room often, she made it a top priority to control the atmosphere of the classroom, believing strongly that teaching and learning cannot be accomplished if students are in any way uncomfortable. Emily clearly expressed her desire to create a “caring environment” in the teaching philosophy that she wrote and rewrote over the course of her teacher education program:

My first goal in the classroom is to establish a caring environment where students will feel comfortable using the language at whatever level they are at. Part of the way I accomplish this is by showing personal interest in every student, greeting them by name and knowing a little bit about their lives outside of the classroom. It is also important to me to get to know my students well in order to keep content personally relevant as students are more motivated to contribute to class and stay engaged with material when they

have a vested interested in a subject. These techniques, of building students up through positive interactions, hands-on experiences of living out the culture and truly listening and caring about what is going on in their lives is how I hope to manage my own classroom.

Unobservables

Affective domain

The affective domain, which according to Wright (2005) includes student engagement, motivation and the emotional states of the students and the teacher, was a common subject in Emily's journals and her observations of other classrooms. The respect that one teacher she observed clearly enjoyed from her students palpably changed the mood of the class. She reiterated how important she felt it was for a teacher to care about and be interested in her students, and wrote that the "positive relationship with students is the critical element in being a successful teacher. Students will forget the content we've taught them in a few years, but they will remember if a teacher cared about them. I hope I can be that kind of teacher".

Referring to how difficult it can be for teachers to include the Communities standard when teaching a foreign language in the United States, Emily planned a class in which she used a popular Spanish-language song to both introduce students to an authentic text and to practice the preterit tense. She was thrilled to hear the next day that a student had gone home and played the song for her mother and "then listened to it on repeat for the rest of the night". Emily had hoped to expose the students to music they might enjoy, but she was surprised when her plan to get students motivated about Spanish actually came to fruition. She knew in theory that using that type of material in class could be motivational, but had yet to prove to the students and to herself that when used well, activities created outside the domain of the textbook can work wonders for student engagement. Emily had been concerned about the lack of creativity she saw in her cooperating teacher's lesson plans. They were mostly grammar exercises taken out of the

textbook with a few communicative activities thrown in for good measure. She reflected on how difficult it could be for a new teacher to create activities that bring in more variety, those that may be independent from the premade materials often seen as ancillaries to a language textbook, with the limited time he or she may have when first starting out:

Realistically, as a new teacher I fear that I might rely too much on the crutch of the premade, prepackaged material that is available, instead of putting in the exhaustive hours required to really personalize the material to your students, but I'm glad that I've seen how using one single song has brought Spanish music into the home of a student who otherwise would never have listened to it.

In addition to introducing her students to music to motivate and encourage them, Emily put together an online visit to the national parks of Latin America. Students would use the information gathered as a basis for an oral assessment in which they would discuss their "visit" to the park and what they "experienced". Although there were some concerns about how much time the testing process ultimately took, she took note of the students' positive reaction to the original activity.

Emily described her own emotions and frustrations when she got very sick after staying at school late for parent-teacher conferences. She noticed how well the more experienced teachers were handling themselves that night, taking frequent breaks and eating healthy snacks. She had to miss a few days of school because of her illness, but the absences made her realize how prepared a teacher must be in case staying home becomes necessary. She wrote that she hadn't understood why teachers often come to school sick instead of calling for a substitute teacher until she fell ill herself. She worried about the future, when she had her own classroom, and what would happen with the students if they were forced to spend days of Spanish class with a substitute teacher who may or may not speak Spanish, and made a vow to practice planning farther ahead for her own peace of mind:

For my own well-being and the academic progress of my students, I really need to put more effort into planning farther in advance.

I've found myself waiting until Friday afternoon to start thinking about the following week's agenda. In an ideal world I would have at least two weeks out solidly planned, enough so that should an emergency arise, things would be covered. My organizational skills are not quite up to that yet, but I know this is a goal I will be striving to achieve when I have my first classroom.

In her very last journal entry, Emily described the mood in her Spanish classes on her last day at that placement. It was in the plans to have a farewell party, but somehow the idea got lost in the shuffle. She was sad to learn that only one of the five classes even knew it was her last day; the one class brought food and a sweet card, but the others were "completely taken aback" and made her promise to come back and visit. To make matters worse, her cooperating teacher was very ill that day and had to call in a substitute teacher, so Emily was not able to say good-bye to her in person. Despite the disappointing nature of her last day, she felt very lucky to have been placed in such a supportive environment, and hoped to find a job in such a community in the future.

Cognitive Domain

As much of the data used to answer this first research question was made up of these preservice teachers' innermost thoughts and reflections regarding their student teaching experience, much of what Emily wrote in her journals, her teaching philosophy and the answers to the questionnaire fell into this category. Wright (2005) explains that the cognitive domain includes "real time thinking, previous experience and knowledge, values, attitudes and beliefs" (p. 16). What helped her through classroom management challenges the most during her student teaching experience was trial-and-error and the support of other teachers, including her cooperating teacher. She reflected on how tricky classroom management can be to master, as every situation is different. Thinking back on that time, she wished that she had been given the opportunity to watch videos that displayed examples of "good" and "bad" classroom management techniques, but admitted that it would have been ultimately difficult to internalize these lessons and then bring them into the classroom as a novice teacher.

In her journals, she wrote that she was “completely sold” on the need for a more communicative approach to learning and teaching, but found it hard to practice what was being preached to her when faced with the reality of high school Spanish teaching:

When I was observed this week, I found myself following more of the grammar based approach that my cooperating teacher has been using, partly due to the time table of topics that need to be covered and on that day I needed to introduce a new set of irregular verbs. I know my cooperating teacher finds value in the interactive activities, but I also feel that being part of a group of different teachers that all teach the same level forces a kind of stricter adherence to the topics covered in a common syllabus and grammar seems to still be the glue that binds the different classes to the same content.

Emily’s Spanish IV class however enjoyed much more flexibility, as there was no common textbook across the classes. However, with more flexibility comes challenges with structure, and she found it a struggle to find clear unit objectives for that particular level. She expressed concern over her cooperating teacher’s lack of an overall objective for the class, which was something we had talked about a great deal throughout her teacher education classes. Emily realized quickly that as she had been taught, it would be very difficult to do any kind of long-range lesson planning without a clear idea of what they wanted these students to learn. The result of the vagueness was a disjointed series of lessons whose topics ranged from geography to grammar without any reference to what the students were actually expected to do with that information at the end of each unit. Emily was “appalled” that a teacher as experienced as her cooperating teacher who had taught these units for years had not developed any recognition of how fundamentally important it is to have clear goals and objectives for the classroom. She swore in her journals that she would make “a concerted effort to post those for my students from here on out”. This Spanish IV class troubled Emily, as she struggled to come up with a viewing guide for students to use as they watched the news in Spanish. Knowing that the guide needed to be very basic, due to the challenging nature of the activity, she was not content to have students simply fill in the pages as they went along. She wrote about how

she could encourage the students to use the completed guides at the end of the semester as a sort of portfolio assessment, one that would enable students to look back over their own work to see the progress they had made.

Emily often asked for help from her university supervisor (the researcher) in her journals to clarify what the field thought about certain pedagogical issues. In one journal, she asked about the grouping of students and what research was available regarding best practice:

From witnessing the results of this kind of grouping, I am very interested in reading more studies that tackle the issue of how to form the best groups for carrying out classroom projects. Is there a solid consensus out there? Does it matter more on what the overall objectives are for the project? I firmly believe in the need to have students collaborate and practice the real world skill of working in a team, but how do I go about that in a pedagogically sound manner? I'm sure I'll be wrestling with this topic for quite some time and hopefully as I have more classroom experience I'll find a pattern that works well in the FL classroom.

In her teaching philosophy, Emily wrote that she envisioned her role as a teacher as being a facilitator in the learning process. She expressed her belief that a teacher “needs to motivate the students to complete the learning process on their own, but the teacher is there as a knowledgeable tour guide while their pupils begin the exploration of a new world”. She clearly valued the role of the teacher, but thought of it as a secondary force in the classroom. Emily seemed very interested in creating a student-centered classroom, one in which she would act as a sounding board for their discoveries and to prod them into action when needed, writing that “the teacher is a tight rope walker, balancing between the motivating pusher and the patient listener; the critical observer and the positive encourager”. She clearly believed that her encouragement, dedication and patience would produce students who would use Spanish with confidence, make connections in other disciplines, appreciate culture and “fully participate in the global community that surrounds them”.

Group factors

The social psychological factors that take place in a classroom often reflect a group's or an individual's need for power over a particular situation. Emily shared many stories, both positive and negative, about the dynamics of group behavior in her journals and her observations of other classrooms. One such story involved her finally being able to "enforce some discipline". Her cooperating teacher was absent for the afternoon, and although a substitute teacher was present for legal reasons, Emily was responsible for teaching that day. She took the students to the computer lab where she found it increasingly difficult to control the internet activities of two of the more "outspoken and mischievous" students. Despite two reminders to the students to stay on-task, Emily asked the students to come in early the next morning for a "conversation" (detention) with her. She explains her psychological reasoning behind the choices she made that day:

I wasn't that upset about their behavior in the computer lab, but I saw this as an opportunity to address their classroom behavior that could easily get out of control. I had them write out answers to the following questions: What positive traits do you bring to this class? What do I do that might distract from my classmates and my own learning? How can I improve? How can the teachers help me? We then used this as a conversation starter to discuss how they have great energy, a good sense of humor and are willing to take risks in the language and volunteer frequently. However these same traits when left unchecked come out as inappropriate running commentaries and manipulation of class time. They seemed open, receptive and apologetic during the conversation, so hopefully we'll see somewhat of an improvement. At least they are aware of our concern now and know that I am not going to let them get away with everything.

Issues with the group dynamics of a classroom surfaced when Emily observed a more experienced teacher down the hall. The class did not go well, and Emily was able to "debrief" with the teacher about what exactly went wrong and what could have been done to improve the lesson. A third of the class was absent that day, and the best students in the class were among those who were not present that day. In addition, half the class was made up of students with IEPs (Individualized Educational Plan), which according to

this teacher, made “the class almost more like a special education class than a typical English class”. Other group factors that may have contributed to the issues were that after a long weekend, the students had “forgotten” what had happened the Friday before and were trying to “dredge up” the memories they had of the movie they had seen the week before.

Emily saw through observing other teachers that conflict is often inevitable, but can be handled in many different ways. She often referred back to what she had seen in more experienced teachers’ classrooms in order to better understand her own shortcomings as a novice teacher. In one instance, she was walking around the class and answering individual questions during a lesson she was leading, but there was one student who did not write down a thing. Although the student was not being disruptive in anyway, his behavior frustrated Emily, but she was comforted by the fact that she had seen this same scenario play out in a neighboring teacher’s classroom a few days before. She was reminded of the importance of scanning the room every few minutes to ensure that everyone is on-task. She felt as though it was “too easy for her to get sucked into helping individuals when there is work time provided in class. Instead of bee-lining from one anxious student to the next in a rushed attempt to make sure I get to everyone, I need to take a deep breath and take in the whole scene of the classroom more often than I am currently doing”.

Andrew’s Preservice Classroom Management Experience

Andrew did his student teaching at a large, urban public high school in the Midwest. The language program at the school is strong and diverse, offering Spanish, Mandarin, Japanese, French and German. The school is located in a higher-income area of the city, and Andrew felt fortunate to be placed in a school with many resources and opportunities for students. Andrew’s classroom was a “ICN room” (Iowa Communications Network) which allowed him to have access to many different

technologies during his experience. During his student teaching semester, Andrew taught two sections of Spanish II and three sections of Spanish III with an average of 25 students in each section. His semester began with preliminary observations of his cooperating teacher, and then slowly taking over his cooperating teacher's classes. He expressed that he was very pleased with his experience, as he was given a great deal of independence with regards to teaching methods and materials. Andrew and his cooperating teacher discussed specific activities and lessons and, but the long term plan was based entirely by the goals of the department and district. Although he was working within a pre-determined framework, he felt free to pursue the objectives of the curriculum as he saw fit.

Observables, Positive Comments

Researcher's Observations of Andrew's Classroom

Sample of Notes from Three Observations

- Use of Space
 - Great job walking around the room to see how they were doing and to help them out
- Use of Time
 - Started right away, right on time
 - Started going over homework right away
 - Good pacing and transitions
 - Very nice job with giving students enough time to answer, nice wait time
 - Great use of the PowerPoint in terms of pacing and transitions; you were able to continually go back to it as you were going through the lesson, students were paying attention and seem to be grasping what you were presenting

- Good transitions from one activity to another, and pacing was good
- Learning and Teaching Activity
 - Great PowerPoint, good to have them using a visual in Spanish other than the book
 - Great lesson plan, you have some very nice ideas on how to introduce the reading
 - It's a nice idea to have them read aloud while you have the text on the t.v.
 - Very good formative assessment and comprehension checks during the reading
- Interaction and Communication
 - Good job picking random students
 - Great job encouraging students in Spanish to guess a word in Spanish (“hospital”)
 - Great comprehension checks, nice job asking the whole class to get everyone involved
 - Great job sticking with the student who said “come back to me”, who was struggling to find the answer you were looking for! You got the answer out of him!
 - All in Spanish, even the directions, great job!
 - Your Spanish sounds very strong, great accent
 - Great questioning techniques to follow-up student answers
 - I like that the students are asking questions in Spanish and that you're explaining words in Spanish even though what they're looking for is an English translation
 - I like the mix of hand raising and choosing random students
 - Very good questioning and comprehension checks to see if they know when to use “por” as opposed to “para”

- I like that you ask students questions that would require them to think instead of looking at a list in front of them
- Fantastic line of questioning on the PowerPoint (asking students what the difference between a and b was)
- Good use of choral work at the end of class to try to pep them up a little bit
- Great job supporting them while they read (not correcting too much, etc.)
- Atmosphere
 - Able to calm students down immediately
 - Students on task, able to answer your questions
 - Nice use of humor (“victim”)
 - Very positive attitude with students, the atmosphere seems relaxed and happy
 - Great humor, smiles, nice atmosphere in the class
 - Again, very nice use of humor, students giving funny answers and you go along with it
 - Makes for a nice atmosphere in the class, students are relaxed and happy
 - I love how you picked on the student who kind of made fun of the word you were using, a lot of laughter in the class which is wonderful
 - Great energy
 - Class well-controlled and concentrating
 - Even the students all the way in the back are on-task and doing well
 - Nice use of humor to get them to talk
- Artifacts
 - Good to write new word on the board
 - Nice use of technology
 - Nice use of the technology and the board

Observables, Constructive Comments

Researcher's Observations of Andrew's Classroom

Sample of Notes from Three Observations

- Use of Space
 - You were choosing mostly student in the front two rows, try to get the back of the room more involved
 - If you're not using the technology in the front of the room, perhaps you can try standing at the side of the rows to give them a different perspective and to be able to monitor the students in the back a little more effectively
 - When you walked around the room, you walked right by Lexi and didn't notice that the materials in front of her were not for Spanish; make sure this is something you monitor throughout the class; it will become automatic, you'll see!
 - You may want to spend a little more time all the way in the back
 - How can you get out of their seats, using the boards, or even coming up two at a time to do some kind of game at the board in teams?
- Use of Time
 - Perhaps you can reconsider giving them so much class time (20 minutes) to do homework (that obviously they're supposed to do at home)
 - Instead of giving them a choice between going over the test or starting their homework, perhaps you could have just made sure they wrote down the homework assignment after getting it from you and clearing their desk to get ready to go over the test
 - Do you really need 20 minutes to go over a test? Do the students correct the wrong answers on their tests? What is your goal with this activity other than allowing them to see their grade?

- You may want to use the last few minutes of class time to go over some of the common mistakes on the test by putting them on the board
 - Maybe you gave them a little too much time to do this activity?
 - The pacing slowed down a lot at the end of the class
 - How else can you get them to raise their hands once the appropriate “wait time” has passed?
 - You waited until 15 minutes into the class to pick on a particular student to speak for management purposes
 - You are really rushing to finish your activities at the end, and not really waiting for them to give you the answers; you’re giving them to the students just to finish the chart
 - Were you planning on giving them what you didn’t finish in class for homework, or do they also have other homework to complete for tonight?
 - You may want to go right to the end of the period and make sure to say good-bye and have them say good-bye to you
 - In the future, this lesson plan would be perhaps better over the course of two days
- Learning and Teaching Activity
 - The partner activity was unclear to me; were they supposed to do the exercises orally with their partner, talk them through in English, or write them?
 - I’m wondering if you could do a listening activity in which they would have to choose between the two prepositions
 - I also would love to see the students do more reading (other than grammar exercises)
 - There was a lot of the Communication C, but not much of the others (except Comparisons between Spanish and English)

- How could you have brought in Cultures, Communities and Connections a little more?
- Are there some countries in which these prepositions are used differently, for example?
- I think you didn't finish your plan because it was just too much to do in one period
- Interaction and Communication
 - Be careful not to speak English, particularly when giving directions or trying to explain grammar/vocab points
 - This will give them the impression that it's too hard to understand in the TL
 - Even little comments, like "write this down", "I'm going to hand back your quizzes" or "we have six endings" can be said in Spanish
 - More elaborative feedback would be great; instead of just saying "muy bien", maybe you could ask some follow-up questions about their ideal jobs
 - Students seem to get off-task easily between activities, but don't use English to get them back on track
 - Try talking to them in Spanish as you're transitioning so that they don't have time to speak to their neighbors in English
 - When students ask you questions in English, like "what page", be sure to have them repeat the question in Spanish
 - When you ask the class to give you a choral response, make sure everyone is answering you! If you have to, ask them three or four times to all tell you the answer at the same time
 - Resist translation of worksheet sentences into English
 - Resist grammar explanations in English
 - They will ultimately need to know how to ask you information in Spanish about grammar, and unless you use Spanish "grammar vocabulary", like

names of tenses, etc., they will most probably never learn how to say all of that

- In addition, they will assume that you don't care/it's not important to know how to ask detailed grammar questions in Spanish
- However, try to set it up so that they don't have to use English to answer your question
- How can you help them express these ideas in Spanish?
- Do not translate students' answers in English, even under your breath
- Try to work on explaining grammar in Spanish without eliciting English translations or giving them
- Some students are not talking to a partner at all
- I know that this is a very big class, but there were about 5-10 students who didn't say a word in Spanish during the entire class, either to each other or you
- Make sure you take note of the students who do not participate and who seem "out of it", and try to bring them back into the classroom environment by calling on them every so often
- If you do introduce "grammar vocabulary" to them, make them use it
- Don't allow them to answer your questions about the differences between the sentences in English if they have the tools in Spanish in front of them
- You may want to give them an official good-bye and "have a nice day" in Spanish and have them do the same for you
- Your questions may be a little too hard for them to answer in the TL at their level
- They're having trouble answering these in the TL
- Perhaps you could give them vocabulary to help them talk?

- Be careful not to translate yourself too much, you may want to just ask questions that are more at their level so they won't need the English to understand
- Once you started with the examples of legends, you lost them a bit
- They started speaking exclusively in English because in essence, you were asking them to answer your question (legends in the U.S.) in English
- You may want to remind them to use Spanish instead of accepting their answers in English
- You can ask them to repeat what they say in Spanish
- Don't ask them to give you English translations, maybe have them give you examples (like of food) in Spanish instead
- You may want to save the choral work (i.e. asking questions to the whole group instead of one student) for later in the class when they're more invested in what you're doing
- Could you have done the "put these sentences in the right order" activity in Spanish instead?
- You could have just retyped the English sentences into Spanish
- Alternatively, you could have asked the students to give you the Spanish of the sentences once they put them in the right order
- If you find yourself translating the comprehension questions into English for them, they may be too hard, or you're thinking that if you speak in English the students are going to participate more
- If a student asks in English "what is the translation of...", make sure you point over your head to the appropriate sign and have them repeat the question in Spanish
- If you're having trouble getting them to answer you, you could give them choices instead of asking them open-ended questions

- For example, instead of asking “who are the supernatural characters in this story”, you could ask “who is supernatural, xxx or yyy”
- One of your answers could be really silly, which would give you the added bonus of making them laugh (possibly!)
- You could perhaps stand by the door and make them say something to you in Spanish in order to “exit”
- Atmosphere
 - Lexi has a history (?) book in front of her and is reading for another class, which seems like the only reason she raised her hand to give you an answer
 - Students in the back are completely off-task (maybe they finished early?) and most others are zoning out, not working at all
 - Perhaps asking them to work with a partner at this point in the class is not the best idea because they’re hungry and tired
 - There’s a lot of talking, kids are off-task, and many in the back of the room are already packing their stuff up
- Artifacts
 - I couldn’t read what you were writing very well when you were going over the quiz
 - Perhaps you could write bigger or zoom in more?
 - You may want to write the homework on the board and have them write it down in a planner or calendar
 - You have great, colorful signs over your head to help the students ask common questions in Spanish, but you’re not using them!

Observables

Use of Space

Andrew's classroom during his student teaching semester, being part of the Iowa Communication Network (ICN), introduced him to how important space and its use can be to classroom management. Although he claimed in his journals that it was both a "blessing and a curse", he expressed concern about the layout of the room. Because of all of the technological equipment and the fact that the tables and chairs are bolted to the floor, moving around the room caused a problem for both him and the students, and ultimately had a deleterious effect on his lesson planning. He credited "creativity and variety in activities" for overcoming the problem, and took note of the way in which his cooperating teacher handled the issue. He concluded one journal by writing "you can't control the room you get, but you can control how you utilize it".

Use of Time

Andrew was extremely preoccupied with time management in the classroom. He wrote extensively about his time challenges in his journals and in his answers to the questionnaire. He realized early on that time could be an effective management tool, and that many behavioral problems in the classroom stemmed from too much "non-instructional time". However, it became clear that time was very often his enemy that semester. A major worry Andrew had that semester was how to be consistent in the teaching of multiple sections of the same class. He taught two sections of Spanish II and three sections of Spanish III during the school day, and he found that keeping all the sections of the same class on more or less the same page was very difficult:

I find that I go through lessons faster on the later sections obviously and have been working to keep the pace more or less the same. Although keeping the same sequence is important, some sections work more rapidly than others and it would be a waste of potential to work at a slower pace and not cover as much so it's important to have extra activities planned for those sections. So far that has been the biggest challenge I've been working on lately.

By the end of the trimester, the section of Spanish II that Andrew had taken over from his cooperating teacher was almost a week behind the other section of the same class. He worried that although it was not imperative that the two classes always be at the same point, it would ultimately limit some of the activities in the interest of catching up to the others. He had no intention of completely changing his timetable for planning, but he knew that once he began taking over lesson planning responsibilities for both sections of Spanish II, he would have to be acutely aware of the one section not falling even farther behind the other. Andrew struggled with the idea that he would have to make the class that was behind less interesting in order for them to move through the material more quickly, and wrote that he didn't "want to catch up at the expense of learning". His cooperating teacher assured him that what wasn't covered by the end of the year in Spanish II would be covered at the start of Spanish III the following year, which was a relief for him to hear.

The weather in the Midwestern town in which the school was located wreaked havoc on Andrew's student teaching semester. There were multiple snow days and late starts, which unhappily coincided with the weeks leading up to final exams for the trimester. Andrew found it challenging to find the time to effectively teach the material and still give students enough time to fully absorb what was being learned. The district decided to lengthen the following term, and so in the end, Andrew and his cooperating teacher were able to leave out some material. This meant, however, that they had to spend significant time rewriting the final exam, as it no longer reflected the material that had been covered. When working on the test with his cooperating teacher, he became acutely aware of how much time and effort it can take to prepare an effective assessment. His cooperating teacher worked on the exam for an entire week while Andrew was teaching, which ultimately ensured continuity and consistency between the material that had been covered and the assessment. Earlier in the trimester, Andrew was faced with having to delay an exam because of a basketball tournament at the school. He was

flexible about how sports and the weather affected his planning and assessment schedules, and wrote about the importance of adjusting his teaching to meet the needs of inevitable time constraints.

Andrew learned that it wasn't simply creating the exams that provoked challenges with time management. After giving a unit test in his Spanish III class, he was faced with another issue: How to deal with a class when they finish a test earlier than expected. He had prepared the test long before it was given, but made the mistake of not looking over the test again until that day. The test covered the material effectively, but was simply not long enough. He was caught by surprise when all of the students finished the exam with 20 minutes left in the period. He had not planned any other activities for that day in class. In a panic, he told the students that they could use the time as a study hall, but the management challenges that ensued frustrated him. He vowed to pay more attention to the timing and planning of exam days.

Time management as it relates to long-term planning was something Andrew wrote often about in his journals. When he began the semester, he wanted to work on practicing long-range planning. Once he had taken over all of the teaching responsibilities that semester, he realized that although he had created 15 lesson plans, he had not put any thought into where he wanted the classes to be three weeks later. At the midterm point, he decided to take a new approach to lesson planning:

In the practicum experiences, I have had plenty of experience and practice putting together individual lesson plans. Now that I am in charge of the planning classes until the end of the year I need to think of a more top-down approach or better combination of taking into account the individual lesson plan while using a guide of where I should or want to be in a certain amount of time to help facilitate planning.

Andrew knew that long-term lesson planning would take time and practice, and appreciated the time and resources he was afforded during his student teaching experience. His cooperating teacher gave him a project one weekend to encourage him to begin planning out where he hoped his classes would be, both by the end of the semester

he would be there and by the end of the school year. He was happy with the extra work, knowing that it would be “good practice not only for the rest of my semester but for the rest of my career teaching”. Andrew knew that finding his own style of lesson planning was something that was important, and he was looking forward to the challenge of the project. To continue working on long-range planning, his cooperating teacher had him assign a project to his Spanish II classes. Again, his inability to effectively plan ahead caused problems for him. The project required that he secure computer lab space for his students so that they would be able to begin their research. However, by not thinking far enough ahead, he was unable to reserve the lab, and his plans got pushed back. He took advantage of spring vacation (during which time he had students do much of the work at home) to catch up with his own long-range plans, and in the end felt confident that the project would be a successful one for the students. One week, Andrew wrote that he was finally able to plan and execute an entire week’s worth of lesson plans, which was completely new for him. His previous Spanish teaching experience was at the university level, where his semester was planned out in advance by the coordinator of the program.

In his answers to questions regarding his experiences with classroom management during his student teaching semester, Andrew wrote that it was his pacing that gave him the most trouble. He clearly saw the correlation between the pacing of the class and off-task behaviors on the part of the students, and admitted that even now as an in-service teacher, he struggles with keeping students engaged. He wrote that differences between students, even between students in different sections of the same course, play a role in his pacing decisions.

Individual learners differ and in groups, very high achieving students and struggling students may end up in the same section. It is important to find something for these students to do. On the other hand, it is important to provide additional assistance (instruction may be a better word) to understand a specific concept. While I do this, many times I have another activity for students to complete once they finish.

Interaction and Communication

Andrew was lucky enough to interact with the students by himself very early in the semester. Previously, he had taught when cooperating teachers (at his practicum placements earlier in his teacher education coursework) were absent, but he wrote that it was more of a “babysitting job” than a pedagogical growing experience for him. Although there was a substitute teacher present, Andrew taught the entire day, and felt very positive about having the opportunity to get to know the students and get his “foot in the door for the rest of the semester”. Bonding with the students very early on proved very useful to Andrew as the semester went along. He wrote in his journals about specific instances in which he used his positive relationship with the students to manage unacceptable behavior. One day, a large number of students were unable to take an exam on the scheduled test day. Andrew struggled to sort out who was taking the test, who was not, and made every attempt to chase down students who were responsible for speaking to him about making up the assessment. After a few days of frustration, Andrew decided to practice his communication skills with the students, and spoke to the entire class about the situation. He discussed with them “responsibility and accountability”, and he made it clear that it was not his job to run after students; that it was up to them to come to him. He made it clear in his talk that they were “to take responsibility for their own performance and would have no one to blame but themselves if they didn’t take the test or would have to take it a week removed from material”. Ultimately, Andrew was pleased and “impressed by the outcome of students coming on their own and taking responsibility for their own performance”.

Throughout the semester, Andrew was able to interact with other teachers around the district in district-wide departmental meetings. In his journals, he wrote a great deal about the experience and appreciated the opportunity to get a behind-the-scenes glimpse of professional development. One meeting involved teachers from all the high schools in the district, who broke into groups of three or four to work on the district instructional

guides for Spanish I-IV. He observed teachers networking and collaborating, and was thrilled at how well everyone seemed to work together. The one complaint he heard again and again was that teachers felt as though there wasn't enough opportunities for them to interact with their colleagues outside the walls of their own school buildings. Andrew reflected on the idea of teacher accountability, and how illuminating it was for him to see teachers in action working on showing that they are indeed reaching benchmarks and teaching according to the standards in place.

His interaction with the staff at his own school proved to be rewarding as well for Andrew:

One of the biggest advantages that has come from a complete immersion in this school setting has been the interaction with staff. It seems that every day I've met at least one other staff member and had some good conversations. The very first day I met a former Drivers' Education teacher who now teaches part time at my placement and he told me a lot about the school and it was really interesting to see how after 30 years teaching at the same school how he felt so strongly about the school that he still comes back every day after retiring. Additionally I've met other teachers in the department and from other content areas and a lot of the support staff as well. Working in any school setting does require a lot of staff interaction and it has been a really positive experience.

When the day came for Andrew to do one of his own observations, he was excited about what he would see. The teacher of the class told him when he arrived that the activities for the day were not common in their "normal routine", and were designed for that purpose. She brought in costumes and props for the students to use in their theatrical scenes, and told Andrew up front that the purpose of the activity was to improve the interaction she had with the students and that they had with each other. The nature of the activity presented some management problems, however, but Andrew noted how well she handled the issues as they arose. It seemed that the students were more interested in the props and the costumes than the assignment itself; however, the teacher "maintained order and kept the students on-task for the duration of the activity with little trouble". Andrew saw that it was in fact the interaction that the teacher had with the students that

made the difference. She reminded individuals or groups that she had high expectations about their behavior and that the assignment would be graded whether they finished in time or not. Although she was largely successful in keeping off-task behaviors at bay, she was forced to address her comments to the entire class. Her management style was effective in Andrew's eyes, and in his write-up of the observation, he noted that her management philosophy was similar to his. He also strived to use "discrete reminders to individuals to correct behavior" in an effort to keep the tension-level low and avoid any embarrassment on the part of the students.

Atmosphere

Although he did not write a great deal about the atmosphere in the classroom, Andrew did express frustration with the idea that for the first few weeks of the semester, the students were quite obviously "testing the limits" with the new young teacher. He knows that sometimes he was "on the ball", and other times he knew he could do better. He felt that consistency was important to create just the right atmosphere in the classroom, one of mutual trust. As the semester wore on, he felt more and more comfortable about his role in creating an atmosphere conducive to learning, writing "since I started full-time lead-teaching, it seemed the students were trying to find the limits and starting out, this made things a little more difficult. But after letting them know what I would allow or not allow, they have seemed to come back to a more normal attitude and behavior and things are going much more smoothly". Problems came up again half-way through the semester, when Andrew was faced with the problem of the emotional tenor in the classroom after spring vacation. He noted that their attitude was poor, but added that his wasn't stellar either. There was "resistance" to the introduction of new material, so he made the decision to spend that first day back reviewing, reading and writing about their vacations in order "to transition their minds back to school business".

Unobservables

Affective Domain

In his teaching philosophy, Andrew wrote about classroom environments, and how important affect is to language acquisition. He writes that if “students are not motivated or do not feel comfortable in the learning setting, information cannot be learned”. Apart from the level of TL input, the classroom environment for Andrew was “crucial to foreign language learning”, and he emphasized that he believed that each student must feel “comfortable and confident”. Andrew wrote about the challenge of instilling these affective elements in a secondary school classroom, as developmentally, many of the students are “just coming into their own and may lack the self-confidence to go out on a limb” linguistically, a requirement when learning a new language. Andrew was aware of the difficulties of making students communicate, knowing that a 15 or 16 year-old student might be terrified when asked to speak in front of his or her peers. An important part of his philosophy, therefore, was to “diffuse this aura of uncertainty that follows every foreign language student, allowing them to successfully acquire the target language”. To foster a positive affective environment in his classroom, Andrew strived to “remove the negativity created by students towards other students by creating a behavior code and explaining what respectful behavior is expected in my classroom”. He wanted students to know that it was acceptable to make mistakes, and that it was imperative that they be respectful to their classmates when efforts were made to communicate in Spanish.

In his write-ups of his observations of other classrooms, Andrew noted how well one particular teacher worked to keep the anxiety levels low in the classroom. When students were asked to perform their skits, every student participated and “seemed to be having fun”. He wrote that because public performance in another language may be difficult for some students, it was important for the teacher to help the students “get into

the character they were portraying”. She even went the extra step and put on a costume herself to ease students’ fears and to create a positive and fun atmosphere in the classroom.

Cognitive domain

In his journals and in his answers to the questionnaire, Andrew was very reflective throughout the semester about his student teaching experience compared with the previous experience and pedagogical knowledge he had gained beforehand. He had come into his student teaching placement with a good idea of what to expect, after two years of college-level teaching and multiple practicum placements at secondary schools around the area. He was relieved that student teaching didn’t seem to differ much from what he had done in the past, but was aware that things would most probably change as the semester wore on. He became quickly accustomed to being at a school all day, every day, instead of just a few hours a week, and realized that it was the time spent at the school that made it a very different experience. He was “quite pleased” with his student teaching placement from the beginning of the semester, and was proud of the work he did in planning and executing multiple sections of Spanish. Andrew was particularly happy about the opportunity to also visit other classrooms in order to take note of different pedagogical styles. He appreciated the fact that he was able to see teachers in other disciplines (a seminar assignment that semester), such as English and Social Studies. He observed “good similarities and differences in teaching practices that I see in my own philosophy”, and kept track of those practices that he was hoping to incorporate into his own teaching.

He often commented on how well he and his cooperating teacher worked together, and how similar their styles seemed to be:

Although of course there obviously will be differences in teaching between individual teachers, I was very pleased in that my evaluation of my style of teaching is similar to that of my cooperating teacher. It has made the adjustment very smooth not

only to ourselves but to the students as well. The lesson plans we come up with are very similar and the interaction in the classroom is very cohesive between our respective styles. I think it will be less of an adjustment for the students thereby making it easier on me and especially their own learning.

In his answers to the questionnaire, Andrew wrote that he believed that both his cooperating teacher and his university supervisor played important roles at different stages of his experience. His cooperating teachers during his practicum experiences did give him a few “tips” here and there, but it was his cooperating teacher during his student teaching semester who showed him what was effective for that particular student population. He stated that he began the semester with a “good arsenal of tricks” from his university supervisor, but that he was able to “narrow it down” after working with his cooperating teacher. Andrew and his cooperating teacher shared a great deal of materials and activities that they had made either in the past or during that time. Although his cooperating teacher had a “well-established system that seemed to work for him”, Andrew tried to mimic his style because of how impressed he was with his teaching abilities. They had a very cordial professional relationship that was replete with the “sharing of ideas and discussions of what we do the same and differently”.

Andrew’s previous experience in the classroom was helpful to him during his student teaching semester. He realized that he still needed quite a bit of practice with long-term planning, and even noted that although he had created unit plans in his foreign language methods courses, he had never gotten a chance to actually use the plans until now. He was looking forward to trying to adapt the plans he had written for the levels he was teaching, but was still apprehensive about planning on his own for these particular classes on his own. However, because he had worked with the same textbook series in previous field experiences and had acquired a solid library of materials and ideas, most of his planning involved organizing and adapting plans and activities to his new classes.

At the end of the semester, Andrew used the journals to reflect upon what he had learned and gained throughout the semester. As he began phasing out and giving more

responsibilities back to his cooperating teacher, he found it strange to be once again an observer in the class as opposed to an active participant. However, he used this time wisely to finish assignments for his seminar class, do observations in and out of his normal classroom, and try to regroup after such a busy semester. His reflections on what he had learned were many. Regarding lesson planning:

Firstly I had zero experience in long range planning apart from a two-week unit lesson plan for my methods class. This was what I really wanted to focus my experience on from the beginning of the semester. I found it quite difficult at the end of the semester but it became much easier after figuring out where I wanted to end in the material when I was finished teaching. Staying in the area of planning there is still plenty I would like to do; coming up with more original and creative lesson plans. Dealing with a lack of time and experience teaching creating my own materials can be overcome with time, but even now I would like to work on more creative lessons. After reading my final evaluations and reflecting, having more originality would be wonderful and, obviously, could be very beneficial to my students.

Regarding classroom management in general:

Additionally, management was another area that I wanted to obtain more experience and is and always will be a constant area of self-reflection and evaluation. Some things have worked and some things haven't. Even though management is very individual, differing from case to case, but all of the experiences I have had can be very useful for future references. This has been the area where I have wanted accept the most criticism yet it is the area in which I have defended my actions the most. Keeping constant self-reflection and evaluation part of my management philosophy can only help.

Andrew went on to list additional benefits of his student teaching semester. He felt that he had “improved greatly”, but knew that there was “always room for improvement”. Knowing that he would be moving on to teaching college-level courses again the following year, he hoped that he would be able to “keep self-reflection as constant as it has been during this student teaching experience”. He was very positive about having had the opportunity to teach in a larger public high school due to the variety of subjects and electives. His own schooling as he was growing up was quite different, as he attended a very small school where because of numbers or money, programs were

often not sustainable. By the end of his experience, he was acutely aware of the role that money from tax revenues and the sheer size of a school might play in the educational opportunities of the students.

Laura's Preservice Classroom Management Experience

Laura did her student teaching at a public Midwestern high school, described on its website as both urban and rural. It was a fairly large school, offering French, Spanish and German and American Sign Language to world language students. Laura had four preparations, as she taught French I, II, IV and AP every day. Various grade levels (grades 9-12) were represented in I and II while IV and AP were mostly juniors and seniors. Her French I classes had approximately 20 students each. Her French II classes were the largest, with close to 30 students in each class. French IV was the smallest with less than ten students, and her Advanced Placement class had 25 students. Laura's student teaching experience was extremely unusual, as her cooperating teacher was not present during much of the semester due to a family emergency. Although there was a licensed substitute teacher in the room with her at all times, Laura was very quickly thrust into largely unsupervised full-time teaching. In addition, Laura was juggling life with a small child at home.

Observables, Positive Comments

Researcher's Observations of Laura's Classroom

Sample of Notes from Two Observations

- Use of Space
 - You are doing a nice job walking around, making sure they understand

- I like the way you arranged the groups (rows) and gave them each an excerpt to discuss and present
- Use of Time
 - You got through your lesson plan with time to spare for having them work on their skits, that's great planning!
 - You started right away in the TL
 - Your technology was set up so that you could get started when the bell rang
 - Nice amount of time given for them to complete the work
 - They went into partners right away and stayed (mostly) in the TL
- Learning and Teaching Activity
 - I like the assignment, it hits a lot of the Cs and is very appropriate for an AP level
 - All skills were worked on in this class period
 - Excellent original unit, what a great subject to explore with them!
- Interaction and Communication
 - Very nice job raising your hand to show them that you want them to raise their hands
 - Nice job explaining “peser” in French instead of just seeing the English definition
 - You start right away speaking in French
 - Good comprehension checks about whether or not they understand what to do
 - When you speak French, they understand!
 - You went back to French to tell them to work with a partner and they totally got it
 - The kids are quiet and paying attention

- They are on-task, they really do understand everything you're saying in French, and actually, it seems as though they pay better attention and speak less to their neighbors when you speak French to them
- Nice listening activity...but no need to repeat your directions in English, they got it
- You gave them questions to answer about previous work they had done
- The students' French is quite good, it's wonderful that they all stayed in the TL the entire time
- Atmosphere
 - The students are really on-task and seem very interested and involved
 - Great job maintaining that atmosphere!
 - Students seem to be well-behaved, talking softly if they finished their quizzes
 - The students seem to be very comfortable with you, and seem to respect you and like you
- Artifacts
 - I love how you are using the board and asking students for vocabulary words
 - Good job turning to the photos when the little movie didn't come up right away
 - I really liked the video, it was so interesting!

Observables, Constructive Comments

Researcher's Observations of Laura's Classroom

Sample of Notes from Two Observations

- Use of Space

- You're tending to teach to the left side of the class and ignoring the students by the window
- As you were talking, the boy by the window (who is not facing the front of the room because of the way he's sitting, not his fault) was talking to someone across from him and not listening to you at all
- What could students seated be doing while you have the students up at the board conjugating verbs?
- Could they be conjugating too?
- Watch out for where you're walking and looking
- When they were in partners and groups, you were mostly paying attention to the side of the room closest to the door (maybe because they are easier to get to?)
- When you're talking to the class, you rarely pay attention to the students sitting by the windows
- Use of Time
 - Could you have had the little movie set up already so that you didn't have to take class time to wait for it?
- Learning and Teaching Activity
 - On your lesson plan, you wrote “practice of “ir” verbs
 - But, I didn’t hear the students practice them orally
 - Perhaps you could have done a quick exercise with them conjugating the verbs out loud?
 - You could say a verb (like choisir), say a subject (like vous), and then have them either raise their hand or answer all together what the verb form would be
 - What else could you have done to hit the presentational communication standard?

- Could you have asked particular students to stand up and recite a poem, read aloud, do role playing, describe the emotions these slaves might have experienced?
- Could you have had some kind of debate using the two sides of the room as teams
- Interaction and Communication
 - You might want to remind them that getting out papers or changing from one activity to another does not mean that it's time to talk to their neighbors
 - To prevent this, you may want to continue to talk to them, ask them questions, keep them on their toes listening to you, don't let them get into a comfort zone
 - You are already speaking more English than French...try to speak more French, even when you're explaining activities...they'll be able to understand if you point to things and use vocabulary that they should know, like "Regardez-moi", or "Ecoutez-moi"
 - Make sure that when you're talking, everyone is listening to you
 - Almost 15 minutes into the class, and not one student has spoken French yet
 - I'm wondering if you could start class with activities that would involve choral work, like asking questions and having the whole class answer together, even having the students practice their "phrases" together orally before the quiz
 - As they're working in groups to prepare these skits, not one student is talking in French because they were not told to try
 - I realize that it probably wouldn't happen, at least not at this level, but I think it's important to at least get them thinking that that's the expectation, that when we're all in French class, at no matter what level, we are speaking and hearing French

- Even when you are going around checking on them in their groups, you could use more French with them
- When you explain activities, like the listening activities, you may want to do some comprehension checks to see if they understand what they're doing
- You can ask them “silly” questions, like “Alors, vous allez répéter ce qu'ils disent, ou allez-vous écouter et choisir la meilleure réponse”?
- Have them answer you with choral answers
- Try to avoid soliciting English from your students (try not to ask students to explain/translate into English what has just been taught or read)
- Get into the habit of writing the homework in French, too\
- No choral work was done
- Choral work does up the energy in the class and gets everyone on the same page
- How could you have gotten them to ask questions?
- You were the only one asking questions, and it's so important to have them practice that
- Perhaps they could have written one or two questions to ask their partners (or you)?
- The class was run very well, but was also very teacher-centered
- What could you have planned that would have given them more control over the way in which the class was run?
- You may want to give homework at the beginning of class instead of at the bell so that you can ensure that they are really listening and absorbing your instructions
- Artifacts

- I'd love to see signs around the room (maybe over the blackboard?) with common phrases they might need, this might motivate them to speak more in French
- For example, when you wrote "N'oublie pas" on the board, a student said in English "What's oublier"...if he had easy access to how to ask what that verb meant in French, you could have asked him nicely to rephrase his question in French...but he asked in English, and you answered in English...it was too easy for him to get that information out of you
- I used to have a lot of them, maybe 15 in a place easy to see...some ideas...
 - Comment dit-on...en français?
 - Que veut dire...en anglais?
 - Je ne comprends pas...
 - Répétez, s'il vous plaît...
 - Quel est le devoir?
 - Puis-je parler anglais?
 - Puis-j'aller aux toilettes/boire de l'eau?
 - On est à quelle page, s'il vous plaît ?
- A few of them were getting out their own personal dictionaries to help them
- You could have maybe used classroom dictionaries (do you have them?) to turn the group/rows activity into a dictionary lesson as well
- Or, you could have prohibited the use of dictionaries to get them to really try to understand their excerpt in context using their background knowledge

Observables

Use of Space

Laura wrote about the use of space in her student teaching classroom in her journals and in her answers to the questionnaire. Changing students' seats seemed to

work for her when students got too chatty. Very large class sizes, however, made the spacing of the students in general a challenge. Laura also mentioned that where she positioned her body in the class (in the back vs. the front, circulating around the room) helped keep students “on their toes”.

Use of Time

The relationship between time, classroom management, and teaching in general was of great concern to Laura during her student teaching semester, and she wrote about her reflections in many of her journals. While she realized that pacing and transitions in the classroom were of the upmost importance, she mostly struggled with the administrative side to teaching, particular with the time it took to get all of the necessary tasks done, such as grading and keeping track of students’ absences:

The most difficult part of all this has been keeping up with all the grading; I never realized how time-consuming grading assignments for 5 classes is. It makes me put things into perspective and think about the weight of different assessments and whether or not they need to have a grade attached to them. Another challenge I am facing is the amount of students who are absent for graded assignments and who have to make up the work. It takes a lot of time out of my prep times and also complicates things in terms of when I can hand assignments back to the class.

Because Laura’s cooperating teacher was absent from school for much of the semester, she was left to her own devices apart from support from her colleagues and her university supervisor. Once her cooperating teacher returned to school, time got the best of them as they tried to get back into their old routine. Laura felt enormous pressure to catch her CT up to speed on what had been going on in her absence, a feeling that was compounded when the midterm date for teachers to enter their grades was moved up two days. The two of them frantically tracked down students who had missed tests and assignments in order to give them the opportunity to make up work before the midterm point of the semester. Ultimately, class time was used to enable students to make up missing assignments. Laura wrote that she felt comfortable with that measure, writing

“sometimes I guess this is necessary for teachers’ and students’ sanity”. As they approached the last week of the trimester, they were faced once again with chasing down students who had yet to make up late work due to sickness. Laura blamed her CT’s policy regarding late work, which was that students had no deadline (except the last day of the semester) to make up work. She was frustrated that students were coming in to school on a teacher work day to make up work because of that policy. Much of the day was used not to finish up and submit grades, but to track down students and sit with them while they made up their work. This use of time frustrated Laura, and she vowed to have a much stricter policy regarding make-up work and absences when she had her own classroom.

Laura wrote about the time needed to create creative lessons for her various French classes. She began using PowerPoint presentations frequently to change the students’ routine and because she felt as though they enjoyed them and participated more frequently. However, she lamented about the time it took to make each one:

The only downside to the type of PowerPoints that I like to make and use is that they take forever to make. If I had all the time in the world, I would love to use some everyday, but it is so time consuming to create. One challenge of student teaching for me has been trying to find time to create the types of activities that I would like to use in the classroom.

Certain activities unique to the foreign language classroom also caused Laura to reflect on her own time management skills and that of her CT’s. She wrote about long-term planning and its importance. As they went through the semester, Laura realized that there were many problems that came up at the end of the trimester due to lack of planning at the beginning of the school year. At that particular high school, the testing dates for the end of the trimester could not be changed, but the type of assessment they would give to their classes was fully in their control. Another staple of the foreign language classroom, the oral assessment, challenged Laura throughout the semester. When one section of French II began doing “oral phrases quizzes” instead of written ones, they fell

significantly behind, as oral assessments take longer to administer. In addition, this situation caused Laura to mix up the two sections of French II, as she often “forgot what we did in each class”. She was proud of the French II class who took the oral phrases quizzes orally, and wrote about how well the students did. Time management came up again, however, when she wondered how to manage the rest of the class when working in the hall with individual students on oral assessments. She did think to give them two activities in their textbook while they waiting for their turn, but she quickly realized that they were not only not doing her assignment, but not making good use of the time. She brainstormed ways in which she could avoid wasting class time in the future, but knew that whatever her plan, it would most probably result in more work (and time spent) for her.

The high school where Laura did her student teaching had a tradition every year right before winter vacation. The foreign language department held an Open House for all the students, teachers and parents at which every language class displayed their work, shared food from different countries, and entertained their guests. Laura wrote a great deal about the intense preparations for this event as her semester drew to a close, and the time everyone spent both in and out of class was a concern for her:

The school’s open house is coming up next week and there is a lot of preparation that is going into it. Both teachers and students need to work on a lot of different things for the open house. Projects that students have already done in class will be showcased at the open house in addition to things my CT wants students to create such as posters and murals. I think she is going to give some classes time to work on these things during the upcoming week. Although I realize that the open house is important, I wonder how much valuable class time is being used to work on this instead of other things. It seems like more value is being given on the open house and impressing parents and future students than on continuing on with what they were learning. I don’t necessarily agree with using class time to paint murals (unless it was part of a culminating project), but I guess that is just a difference of opinion.

Learning and Teaching Activity

In her teaching philosophy, Laura wrote about the importance of creating interesting teaching and learning activities that are both relevant to students' lives and interesting. She believed that related material to something to which the students could identify would give them a "more positive outlook on learning" and may make them "more eager to learn, and help them remember material more easily if they can make these types of associations with real life elements". Using the ideas of connections and comparisons from the national standards we had discussed so often in class, Laura strived to tie teaching and learning themes to popular television shows, movies, or "prominent aspects of American culture, such as food or dress". Because Laura was so focused on the teaching and learning that goes on in a language classroom, she wrote quite a bit about the different ideas she had for projects and her original lesson and unit plans.

Laura and her cooperating teacher often structured the course differently, and Laura felt somewhat trapped by the limitations that were the occasional result. For French IV and Advanced Placement French, for example, the cooperating teacher had created a schedule that paired a certain type of lesson with a certain day of the week. Every Wednesday they did grammar, and every Friday they watched French television programs. The cooperating teacher's perspective was that allowing the students to watch television for a half a period a week allowed her to get caught up on her administrative duties. Laura, however, did not care for the idea of having a separate day to work on grammar and a separate day to work in the textbook. She wrote that doing that might give students the impression that "grammar is a separate skill that needs to be acquired on its own". She felt as though they needed to understand that grammar is "directly related to almost everything students do". Once the semester got underway, however, Laura was able to change this schedule. She did still allow them to watch French television on Fridays, but she surveyed the classes to see how they felt about the programming they were being told to watch. Laura found out that most of the students didn't like the

programming on SCOLA (educational television transmitted in the school); so she changed the routine, and tried out a series of news reports that she was able to find online. The news stories were about France, but other countries as well, and gave students a French perspective about global events. Laura had students write a reaction or a summary of the report, since “both require different skills”.

French IV and Advanced Placement French continued to challenge Laura in terms of finding appropriate activities to motivate them. Once the students were done writing and videotaping French versions of fairy tales for the Open House, Laura and her cooperating teacher were at a loss as to what to do with them next. The maturity level of the French IV class in particular made it difficult for Laura to push for deviating away any further from the textbook. She did choose to do a song with them that they enjoyed, and that “had some deep meaning that they tackled quite well”, but she was still not sure in the end if the creative lesson was the best idea for that class. In the Advanced Placement class, however, Laura found great success doing a unit on Senegal. She was excited that she was able to transmit something to her students that she had learned in college. In addition, she was able to get help from a Senegalese student in the class, which brought the unit to life for everyone. She was able to inquire about traditional music and Senegal’s role in the francophone world. The only problem Laura saw with doing such a project with the students is that they were nervous about deviating from the textbook. She defended her actions, by telling the students how important it was for them “to learn about other things besides just French literature or history because the francophone world is so vast”. Laura’s CT had also told her that the Advanced Placement exam was moving towards more of a focus on “contemporary themes”, which made her feel confident in her decision to teach about Senegal. After her success with the unit on Senegal, Laura decided to branch out even further and present a short story from Algeria to her Advanced Placement class. Because the story’s overall theme was Algeria’s independence from France, they first researched facts about Algeria and the

Algerian war with France and presented them to the class. Once the history was uncovered and analyzed, students began to use their language to make “insightful comments”. Laura and her CT were very impressed with how well they understood such a difficult story, but lamented the fact that they had never done anything like that before. She was proud of her students, but “a little disappointed to have heard that they never studied a short story because to me that does not seem like a stretch for an AP class. Maybe I am just more willing to challenge students than some teachers would be”.

Laura’s French II class challenged her in a different way. The nature of the group made it difficult for her to get through even the most basic lesson. They were “by far the rowdiest class”, and there were two or three students who “needed to be given constant attention to stay on task”. She wrote about the noise level in the class, and how she would often have to shout over the noise to get students’ attention. She was frustrated at the lack of control, and felt as though there was a correlation between the types of activities that were being given to them and the noise level. She did not “agree” with many of the activities her CT told her to do with the French II class, but she felt as though she had to “maintain her routine she established” until she began to teach the class full time. This same French II class mentioned in the section above about time (Laura was wondering what to do with the rest of the class during oral phrase quizzes) concerned her when it came time to once again figure out how to best administer the oral phrase quizzes. Wanting to keep students busy while they were waiting their turn, but also wanting students to use the time in the wisest manner possible, Laura decided to do a mini-project with a comic strip of a cooking show. She was unable to outsmart some of the students, however:

They were given the recipe and they had to insert the command forms of the verbs, like “melangez” “versez”. Then they had to match the different parts of the recipe to the different parts of the comic strip and put them in order. I thought this was a great wrap-up activity for our food chapter and long enough to where it would require them to work for most of the period. However, I still encountered problems because some students still studied for their

phrase quizzes up until it was their turn to take it. Even though I told them that the assignment was due at the end of the period and worth 15 points (almost as much as the 20 point phrase quiz), it was still not enough to motivate some students. Unfortunately, even some of the hard working students did not have time to finish the project so I ended up giving them the weekend to finish it up, which I did not want to give those who did almost nothing the whole period. So, it still seems as though there were some glitches in my plan.

Most of Laura's classroom management frustrations came from this French II class. One day, she asked the students to bring in photos for a project they were to do the next day. She was shocked to see that only six of the 34 students in the class brought photos as they were told to do. Because "the whole point of the project was to write a description of a famous person whose photo you brought to class", most of the class was unable to do the assignment. Laura did make adjustments, but was upset that so few students did their homework and that the assignment was ultimately unsuccessful.

Interaction and Communication

In her journals, Laura wrote about her reflections on how to get her students to talk. Participation in a language class is often graded in order to motivate the students and hold them accountable for their efforts. Laura created a participation rubric in an effort to standardize the communication that went on in her classes, and she was happy to report that it made an enormous difference. Once the rubric was introduced, the students in one of her sections of French II participated more actively, talked with their neighbors in English much less, and stayed on-task. The other French II class saw more mixed results, despite being the "initial target" for the rubric. This other class did participate more, but there was still disruptive behavior and off-task behaviors. Laura noticed that the students who were never on-task continued to ignore her. However, she found that the rubric helped her to streamline her participation expectations. At the midterm point, her university supervisor (the researcher) advised her to be clearer regarding how she wanted the students to participate. Did she want them to call out the answers? Did she want them to raise their hands? Did she want to penalize them when English was used?

The specifications seemed to put students at ease, and she remarked that “it’s strange how the smallest detail can change so much when it comes to student behavior”.

To increase participation in the TL in her Advanced Placement class, Laura decided to stress the presentational mode when presenting the short story on Algerian independence. She felt as though she had to “force them all to talk because it is not acceptable at the AP level to not say anything during a whole class period”. To prepare the students, Laura had them do a timed, in-class writing assignment that involved writing a poem that they were then to perform for the class. She struggled with the idea of forcing the students to read such a personal form of expression aloud, and decided in the end to have them type their poems and post them anonymously on the wall for all to see.

Laura was adept at trying out different styles with each class to see which one was the most successful. Overall, she found that communicating “clear and concise instructions before starting activities” was something she learned the hard way during her student teaching semester. In the beginning, she wrote in her answers to the questionnaire that she was “not very effective” at delivering instructions before activities, and knew that it was something she had to work on as the semester progressed. When observing other classrooms, she was critical of the more experienced teachers’ way of communicating with the students. One teacher she observed was “always at the board”, and did not move around the room in order to better assess student understanding. She reflected on her own experiences in high school, when the teacher would pick various students to write out answers on the board. She was dismayed in general at the lack of student participation in the class she observed. The teacher reminded students to put extra credit work in a bin, she checked off homework, they went over the answers to the homework, but she never called on individual students. Laura recognized the problem with a teacher allowing students to answer as a class as opposed to holding individual

students accountable, and was critical of the fact that expectations in this class were never made clear to the students.

The interaction between the teachers in her department impressed Laura, and she often wrote about the positive impact of that camaraderie. The foreign language teachers in her department “seem like they all get along and support one another”. They asked each other about their personal lives, about former students in an effort to better understand them, and shared ideas for teaching that were available through the “share folder” on school computers. There was a mentoring program set up in the department as well, to allow more experienced teachers to support and look after those new to the school. The teachers interacted well when preparing for club fairs and holiday celebrations, and Laura recognized how important this level of communication would be and how much she wanted that to be a part of her life when she became an in-service teacher:

Wherever I end up teaching, I would hope that the sense of togetherness within the foreign language department would be similar to that at West High. It really helps the day go by more smoothly when you know that you can confide in people who have experienced or are experiencing similar things as you. In addition, my CT is a mentor to the new ESL teacher in the building and I see support in that way as well. My CT has regular meetings with this teacher and offers her support in different ways. The mentoring program at West lasts for two years and I think it is a great way to help new teachers gain confidence in their teaching and a sense of community in the new school. Not all schools offer mentoring and most do not offer it for two years. Therefore, it seems as though West is very concerned about the initial success of new teachers at their school.

Atmosphere

Laura wrote quite a bit about the atmosphere of her classes, and was interested in what she could do to change it if necessary. Her French IV class was “chatty”, and this was a problem. The students all knew each other, having been in French class together for so many years, and they were quick to chat with each other in English during the class period. However, the atmosphere was “very nice”, and she didn’t quite know how to

keep a positive aura in the classroom while putting a stop to the chattiness. Laura took this as a challenge:

What I will try first is to move a few different students around and see if that helps with the talking. The other problem is there is a student in that class who constantly processes things aloud but it is very distracting and does not give other students a chance to answer questions. I'm not quite sure what to do about her.

Preparing for the Open House, despite taking a great deal of time, was a chance for Laura to appreciate the atmosphere in the department and her classes when the students were excited about their work in their foreign language classes. She wrote that "it was nice seeing students work on something more creative and different from what we usually do in class". She recognized that giving the students a chance to be creative and to express their individuality was an extremely positive ultimate outcome of the Open House:

Some of the students who liked doing the project [for the Open House] surprised me and it was so fun to find out who was artistic and creative because for some students, I had no idea. This has been a great way for me to find out more about them. I think it is so sweet that some students have been including me in the skits they write or not letting me see their final open house project until the due date because they want it to be a surprise. This makes me feel like I am finally making a connection with them which I was apparently not doing a very good job on at first.

Unfortunately, the best laid plans often go awry. Because of the unpredictable Midwestern weather, the Open House did not take place. The Tuesday before the event was to take place, the school had an early release day, and the next two days were cancelled because of snow. Because they were not able to hold the Open House, Laura and her CT took photos of the students' work and posted it on the school's website. She was pleased that the community would be able to see all the work that went into the event, but afraid of the effect it would have on the students. Laura wrote that students were "disappointed and sad", particularly those who had baked and made special French cakes for the contest that was to take place.

Getting students to “stay quiet” and keeping a calm atmosphere in the class was important to Laura. She questioned her teaching skills when she was unable to modify her activities to include ways to keep them on-task. When she had students do skits up at the front of the room, she wondered how to “get the class to stay quiet between every skit”. She was frustrated that the noise level had an impact on both the atmosphere and time management, as she needed to quiet down the entire class between each skit. At the end of her student teaching semester, Laura wrote about her cooperating teacher taking back the classes that Laura had been teaching. The last few weeks of her placement involved observing her CT teach, and she wrote about the relief that she felt when realizing that no teacher, however experienced, has perfect classroom management skills:

This past week of student teaching was interesting because my CT started taking back some of her classes. In a way, it is kind of reassuring to see that she also has some of the classroom management issues that I had when teaching those same classes. It is hard to remember how my CT taught before I started taking over and it is nice to see that she is not “perfect” how I remembered her to be. She too makes mistakes and does not have perfectly attentive students at all times. The amount of talking and the amount of students who are off task is not much different from when I taught them. This is not to say that I am equally good at teaching as my CT, but it is encouraging to see that I am on the right track.

Unobservables

Affective domain

Laura was surprised to learn from her CT that it seemed as though she had yet to connect with her students, and it was having a negative impact on their motivation and the mood of the classroom. The French II class in question was a difficult one to like, Laura admitted in her journals. There were significant behavioral problems that she had to deal with constantly, and she found it challenging to discipline students while still appearing “softer and more approachable”. Because it was brought to her attention that she didn’t seem to be enjoying teaching certain classes, Laura reflected on how to be strict and nice at the same time. She wrote that it was difficult for her to enjoy teaching

when she was “constantly having to talk over students because they are making so much noise of misbehaving”. She believed that she and her CT differed on what they felt was “acceptable behavior in the classroom”, and felt as though her CT “put up with a lot more” than she would. She knew that it would be “an almost impossible task to be firm while making sure students think I like them”. That the students didn’t seem to respect Laura yet because she wasn’t “believable to them”, and clearly didn’t believe that she would follow through when she warned them about the consequences of their actions. Her CT told her that she “lacked credibility”, which alarmed Laura. She struggled with how to appear “more believable” in order to positively affect the mood of her classes.

The behavioral problems in the French II class galvanized Laura and her CT to create a survey for the students. They were asked what could be done to improve their level of motivation, their engagement in the class, and their behavior. This method of managing conflict in the classroom worked well for one of the two sections, much like the participation rubric that was created. One of the sections did seem to respond, but the other “was back to their old ways” as soon as they started doing activities. Laura decided to include behavior in the participation rubric to see if it had a positive effect on that class. She ultimately “put a lot of effort into trying to find ways to get those students to participate in classroom activities and to motivate them”, with mixed results.

Cognitive domain

Laura reflected about the day-to-day experience in her journals every week. She began the semester with a very positive attitude. She wrote that she felt as though she had already learned “so much more than I previously knew just from being around other teachers in a high school”. She looked forward to the semester, and was pleased that she would have the opportunity to teach most levels of French. During the first two weeks when she was mainly observing and participation by helping individual students or small groups, everything continued to go well for Laura. She began designing and teaching

activities for various levels, and finally began taking over one of the French II classes.

Her CT had recommended that she take over that class first, so that she could “see it modeled by her first and then reproduce it”. However, she saw right away that the make-up of that class was very different from the other section of French II, and she knew that some changes would have to be made.

The looming first formal observation by her university supervisor (this researcher) scared Laura, as the French II class was still “testing the limits”. She didn’t feel as though she was coming off as being “100% confident in what I’m saying and telling them to do”. She hoped that it would go well, and that ultimately the challenge of teaching that one class would help her with the teaching of her other less difficult classes. Once the observation was done, Laura wrote about the notes the university supervisor had given her. The feedback her CT had been giving her is good, but not “detailed to the extent that” the university supervisor’s was. Her CT’s focus when observing Laura centered around pacing and classroom management, while the university supervisor had a more “global scope”. Laura was happy with the suggestions that were shared with her in the post-observation meeting with the university supervisor, and she hoped to “implement them to the best of my abilities”.

Laura’s chance to implement our feedback came much more quickly than expected, as her cooperating teacher was forced to leave school due to a family emergency. She was “thrown into teaching”, but seemed not to be too rattled by the development. She knew that this was her “chance to step up” and show what she could do. That week, she began teaching all of her CT’s classes based on plans her CT had already made. It was not “completely horrible”, because she did have a blueprint of where her CT wanted each class to go. The following week, there were no plans to follow, so Laura had to come up with her own. She was calm about the process, realizing that she would have eventually had to go through this part of the experience anyway.

Teaching went well, all things considered, and she looked forward to getting help from a French-speaking substitute later in the week.

The unusual circumstances surrounding Laura's student teaching semester made the popularity of her cooperating teacher even more prominent. The students were of course shocked by the news that she would be absent from school for a long period of time, and had trouble adjusting to seeing Laura every day. She wrote about the challenges of taking over for a teacher who was beloved:

One of the challenges that I have come across with student teaching is trying to live up to my CT's reputation. What I mean by this is that my CT is so loved by all her students that I feel like me taking over teaching for them is kind of a letdown just because they all love her so much. It's not that they necessarily don't like me, it's just that I feel like they have so much love and respect for her that she's a hard act to follow. I guess that is just something that I have to put aside during student teaching. However, I could run into a situation like this if I start at a school where I am the new teacher taking over for a teacher who no longer works at the school but was very liked by his/her students. So, it is something to think about in the way to help students transition into getting used to someone new whom they may not like as much.

That her CT was absent a great deal from early on in the semester took a toll on Laura. The positive attitude gave way to exhaustion as she tried to do most of what was normally highly structured on her own, with little support. Despite feedback from her university supervisor and help from her colleagues, Laura knew that she wasn't getting as much feedback as the other student teachers in her seminar. Even once she returned to school, Laura's CT continued to miss large parts of the day, including planning periods, when Laura would be most likely to ask her for advice.

While the semester was particularly difficult on some levels for Laura, she was overwhelmingly positive on the last day of her student teaching experience. She went to the office to thank the administration, and talked to the assistant principal for over an hour about the possibility of her getting a job at the school the following year when a teacher was expected to retire. She was pleased that he had been so supportive of her, and proud to know that he thought that she would make a fine teacher. Laura was

looking forward to the “next steps” of her life, and continued to look for a job for the following fall. She wrote that she made “so much progress” over the course of the semester and was “starting to really get a grasp of what kind of teacher I am and what my strengths and weaknesses are”. Laura felt as though many individuals helped her along the way, namely her cooperating teacher and her university supervisor, in addition to the monthly seminar she attended with the other student teachers at the university:

A combination of things and people allowed me to work through the classroom management issues I had during my student teaching semester. Firstly, my cooperating teacher was very helpful because she already knew some of the students and knew what types of management techniques they would respond to best. She was also an observer and someone with whom I could talk out the problems. Secondly, my university supervisor was extremely helpful in her responses to my journals in which I sometimes addressed management issues. She offered suggestions and advice. Also, just being in her class, we would discuss classroom management as a whole class and bounce ideas off of each other, which was very useful as well.

Along with the help that surrounded her, she admitted that “trial-and-error” was the most helpful tool for her when dealing with classroom management issues. She was able that way to “apply some of the suggestions and advice” that were given to her to see what worked and what didn’t work in the classroom.

Group factors

In her journals, Laura uncovered some social-psychological aspects of the classroom that would not have been in evidence during a simple observation. How the different groups of students reacted to certain situations often surprised her. At the beginning of the time her CT was absent, Laura had trouble convincing the students that she was actually the authority figure in the class. The students didn’t seem to realize that eventually, she would have been taking over the teaching duties, and was just doing it a little earlier than expected. She worried about her CT’s transition back into the classroom and the psychological effect it would have on the classes. She wondered if it would be better for her to go back to teaching the classes she was originally scheduled to

teach, or if she should continue to teach the full load as she had been doing. The “constant switching back and forth” between Laura and her cooperating teacher was “confusing” for students, who never quite got used to seeing Laura as an authority figure in the classroom. As in any group, individuals are thinking different thoughts and experiencing different emotions, Laura felt compelled to hear the students out in an effort to appease them. Some students said, “Well, Madame doesn’t do it that way”, frustrated with the inconsistencies.

Differences between different sections of the same class posed problems for Laura when it came time to assess the students. The first chapter test she gave to the French I class was designed by the other French I teacher. Her CT and this other teacher normally coordinated their tests to ensure that they were on the same page, literally and figuratively. Laura gave the test without thinking much about how different her French I class and the other French I class might actually be. The plan backfired, as her class was unable to complete the assessment. It was “too long and complicated” for Laura’s students. She wrote that eight of her students were ELL, a few others had reading disabilities, and others still had “problems learning French or adapting to high school”. So although Laura and her counterpart may have taught the same material, “the same test does not necessarily work for both classes”. Laura ended up allowing her students to take parts of the test over again, which improved their scores significantly. However, it was more work for her, as she had to re-enter the grades and then figure out if she should average the scores or replace them. The “extreme” diversity of this particular French I class was a struggle for Laura throughout the semester. In that group, there was a “combination of ability levels, grade levels, and ELL students”. She spent a good deal of time trying to figure out the “best strategies to be able to reach as many of those students as possible”. She was thankful for her CT’s help with that class while she was still at school, as the workload at times seemed overwhelming to her.

Heather's Preservice Classroom Management Experience

Heather completed her student teaching at a Midwestern public high school (grades 9-12) in a semi-urban setting, with a relatively large population (more than 2000 students). The high school offered Spanish, French, German, Japanese, Russian, and Arabic, along with ESL. There were multiple Spanish teachers, and she found it to be a very collaborative environment. They had an active Spanish club, and an annual Cultural Diversity Festival. Heather had a split placement, only teaching Spanish for eight weeks. The second eight weeks, she worked towards her ESL endorsement. During her eight weeks of Spanish student teaching, she taught Spanish II and III. The majority of the students she taught were mostly sophomores and juniors. She described the class sizes as very large, each class having almost 30 students, although the Spanish III class was slightly smaller. At this particular school, teachers taught an eight period day, including an early morning class called "Early Bird"; her typical day started very early in the morning. Because Heather taught the "Early Bird" class, she was allowed to leave school at 2:30. However, she expressed that she frequently stayed at school until 5:00 or 6:00 in the evening to prepare for the next day.

Observables, Positive Comments

Researcher's Observations of Heather's Classroom

Sample of Notes from One Observation

- Use of Space
 - Good job walking around the room checking on students
- Use of Time
 - You started right away
 - Good wait time when you ask questions

- Learning and Teaching Activity
 - You checked homework (you know how much I love that!)
 - Your lesson plan is excellent for today
 - I like your listening/writing activity
- Interaction and Communication
 - You are speaking Spanish
 - Nice encouragement, telling them that it was authentic and that they should be proud of themselves
- Atmosphere
 - Kids seem on task, quieted down after 5 minutes, volunteer to go up
 - They are on task, quiet and seem to be working hard
 - There is a nice feeling in this class, the atmosphere is warm and relaxed
- Artifacts
 - You used technology (you have no idea how few teachers actually use the Smart Board to its full potential)
 - Great job with the smart board, you really used it well for your grammar lesson

Observables, Constructive Comments

Researcher's Observations of Heather's Classroom

Sample of Notes from One Observation

- Use of Space
 - When you're up at the smart board, watch out for looking at and talking to only one side of the room
 - You didn't look at the right side of the room at all when you were going over the answers to their warm-up activity

- In addition to talking to only one side of the room when you're at the smart board, watch for spending too much time at the front of the room
 - The kids in the back are perhaps thinking that you are not going to notice them
 - Make sure all eyes are on you when you are teaching
 - There's quite a bit of talking when you're up there
 - There was a girl in the back of the room next to me who was reading a novel and not paying attention to you at all
 - That's not o.k.!!
- Use of Time
 - Why did you finish class 4 minutes early?
 - What was this time supposed to be for?
 - What could you have done differently with this time?
 - How could you have said good-bye to them, to make a final impression?
 - Learning and Teaching Activity
 - The listening/writing activity (was very teacher-centered with you talking in the front of the room)
 - How could you have involved the students a little more?
 - How would choral work maybe work in this situation?
 - Interaction and Communication
 - I hear a lot of chatting in English when you're checking homework
 - How can you get them to quiet down a little more?
 - I would make every effort to go for 100% Spanish, including grammar explanations
 - They need to know the vocabulary in Spanish for tenses, etc., so that ultimately they'll be able to ask you questions

- Your “HALWEPTON” is a good example of this...will they ever know these words in Spanish so that they can use them in questions?
- I would try to avoid allowing your students to ask you questions in English
- If they ask something in English, pretend you don’t understand and have them rephrase in Spanish
- You may want to put up common questions in Spanish around the room so that they have a reference point
- When you do your grammar lessons, this is a good opportunity to have them repeat things after you using choral work, to keep everyone on their toes
- You could call on random students instead of having them call out
- You may want to ask them to raise their hands, I didn’t see anyone do that all period long, and it’s a good classroom management trick
- What can you do about the English and the noise during transitions (handing out papers, etc.)
- How can you hand out papers more efficiently?
- What can you say or do while you’re transitioning to keep them on task?
- How can you do your grammar lessons without so much direct translation?
- What you did was a pretty traditional grammar-translation lesson
- Even getting the students involved with repeating after you might help you to increase the energy in the room
- Atmosphere
 - Blond guy 5 feet away from you in green shirt has been talking to the girls around him all period, and is actually turned around with his back to you right now as you’re speaking, flirting with the girl behind him, writing on her notebook
 - A girl two seats away from me has her head down on her desk
 - Now this same girl is texting on her phone

- What can you do in terms of voice and body language to prevent these types of behavior in your classroom?

Observables

Use of Space

Heather, like the other student teachers in the study, spent the first few weeks of her student teaching semester observing her cooperating teacher. Her impression of her CT's use of space was not positive. She noticed that her CT stood in front of the room a great deal, and therefore "missed much of what students were doing when she wasn't looking". The school rule regarding cell phones is that they be turned off and put away, but Heather often saw students with them out in class, texting their friends instead of paying attention. She was frustrated from the beginning with her CT's lenient policy regarding student behavior, particularly during the time when they were supposed to be listening to school announcements. No student was able to hear the announcements because of the noise level in the room, and Heather attributed that to her CT's misuse of classroom space and poor body positioning. Realizing that the problem was more "administrative than pedagogical", Heather expressed the belief that teachers should "emphasize similar priorities for common issues", as it was important for the "overall school environment". As the semester went along, Heather found that there were some classroom management tricks that worked well regarding the manipulation of classroom space. Trying new seating charts and placing students on the other side of their friends helped some in one class, but she still had to deal with "students who were completely comfortable shouting to continue a conversation with their friends despite being seated at the other side of the room".

Use of Time

In her journals, Heather wrote detailed accounts of her pacing and her developing time management skills. She felt positive about taking over the classes, and thought that she was able to get through the same amount of material as her CT. She rarely forgot certain activities or transitions, was getting positive feedback from her CT about her wait time, her ability to remember students' names, and her overall confidence in front of the students. She was excited when one day she was forced to figure out what to do when she realized that she had run out of time and could not finish what she had put on the agenda. She had given the students a quiz, but needed to also hand out textbooks and get their book numbers, a common routine at the beginning of the school year. To avoid having to cut the students' time to complete their quiz, Heather thought on her feet and had students write their book numbers on the back of their quiz before she collected them. This gave her time to input the numbers after class was over, instead of during class time. She was thrilled that she had managed to come up with a quick solution to the problem, and was hopeful that she would be able to handle situations like that in the future.

Heather was shocked at the amount of time it took for a typical teacher to get through all of the necessary administrative tasks. She had trouble from the beginning focusing on anything other than her lesson plans, but knew that she had to think about attendance, hall passes, homework, and giving out tardies. This overwhelming feeling of not being able to effectively multi-task affected her teaching, as she was so wrapped up in administrative duties that she would forget major portions of her lesson plans, such as omitting entire activities or even on one occasion, a quiz. Luckily, her CT was there to remind her, and she began making detailed lists and clipping them to her seating charts in order to better remember what the next activity would be and what important information she still had to convey to the students. What she called the "administrative/logistical portion of teaching" was the juggling act that Heather had trouble adjusting to. The most

banal events, such as the computer system crashing, threw her for a loop as she struggled to keep track of attendance and grades. She wrote that it was so confusing that she had only begun to understand how much time those tasks take out of her day. She depended on her CT to teach her quicker ways to get through classroom routines, such as keeping track of missing quizzes and homework for students who were absent. Her CT had a binder with all of the handouts for the week as well as daily summaries of class activities. She also maintained folders that listed each student by name and included quizzes that were missed due to illness. This organization saved her a great deal of time when it came time to giving make-up assessments to students. Heather had thought that organization was one of her strengths, but she began “to see how much more there is to being an organized classroom teacher”.

Heather’s schedule was unusual that semester, as she was responsible for teaching a Spanish II class at 7:00 in the morning, called the “Early Bird” period. Most of the students had swim practice at 5:00 a.m., and then turned to coffee to get through the rest of the morning. She claimed that they were “a very caffeinated class”. Although the class seemed to be going well and the students were “generally good sports”, she found them to be easily distracted simply because of how early in the morning the class took place. She wrote that it was the easiest class in which to fall behind, and she was routinely finding herself “making decisions on the spot about what to cut or skip”. Issues of tardiness and absenteeism, also due to the time the class started, was also a major problem in terms of management. Because students in that class were “generally distracted for a good portion of class”, they also completed the least amount of homework compared to the other classes Heather was teaching. Despite constant reminders, verbal, on the board, and online, students “just didn’t listen”. Having to adjust to the unique circumstances of this class enabled her to practice “flexibility and quick thinking, especially in terms of timing constraints”. As it was her first class of the morning, she was able to see how long it took students to complete certain activities in

order to adjust for the same classes later in the day. However, she often felt far better prepared for the subsequent section of that same class even though both classes were on the same testing schedule. She felt as though that put her Early Bird class at a distinct disadvantage, as she was seldom prepared enough to teach them.

Timing assessments was often a topic of reflection for Heather. The first big chapter test she gave to one of her classes ended in disaster, when in an effort to give them enough review time, she ended up not giving them enough time to finish the test itself. Only three students finished, and she was forced to give them ten minutes the following day to finish. In grading the exams, she felt less guilty, as it seemed as though students should have gotten through the assessment more quickly. She noticed that students did not read directions, took too long to complete the assessment considering that much of it was based on review material that they had been going over every day, and material they had been told to study. As the semester progressed, Heather learned to pace her assessments by using a timer, and even learned how to use up the last few minutes of class time when students finished an activity earlier than expected.

Learning and Teaching Activity

Heather used her creativity and passion for the teaching and learning of Spanish to design lesson plans that were geared to build community in the classroom and increase students' general proficiency. She was impressed from the beginning with the teaching routine that her CT had established. Each lesson tied into the previous day's lesson with a review activity, which allowed students to get back into "Spanish mode" and remember what they had learned the previous day. Heather made every effort to learn all the names of the 150 students in her charge, and read with great interest the information sheets that the students had filled out on the first day of school. She was intent on using individual students' likes and dislikes and their self-perceived weaknesses in Spanish to help create effective lessons to which students could relate well. She enjoyed watching her CT

teach, and began to think about which routines she would take over and which ones she might decide to change. Heather loved the review games her CT had the students play; they were “dynamic, repetitive, and allowed everyone to participate”. A lesson on four common irregular verbs given by her CT impressed Heather, and she noted the strengths of the lesson, including an assignment that encouraged students to think metalinguistically using the grammatical information that she had provided. The use of mini white boards was also popular; using card stock in plastic page protectors, her CT was able to allow students to use dry erase markers to play games, conjugate verbs, and other interesting activities. Being a very organized individual, Heather often wrote lists of activities in her journals that she observed and loved, in an effort to remember them for her own future as an in-service teacher searching for a good activity.

Heather began making the transition from observing and admiring her CT’s lesson plans to making her own. She depended quite a bit on the style and organization of her CT’s activities and strived to mimic the positives, as she saw them, as much as possible. She was impressed by the way her CT showcased exceptionally good student work, assigned written journals students would complete and then use for test review, practiced the types of activities they would find on an assessment in class, and built on previous activities. She strived to build a supporting pedagogical framework that would support her students in the same way. Her CT continued to give her goals for the chapters, but it was soon up to Heather to come up with the activities, worksheets, and assessments. Regarding the experience of creating her own lesson plans for the first time, she wrote:

I’m beginning to realize why everyone says student teaching (and for that matter, your first year of full-time teaching) is so difficult – you’re creating everything almost from scratch! I have been very pleased with my lessons and have gotten good feedback from Traci, but it’s taking a great deal more time than I originally realized. I’m hoping I can start apportioning my time better as I start taking on more and more of the class.

Heather noted what worked and what didn’t work when teaching the activities that she had created those first weeks. She used the overhead projector (instead of the

SMART board in some cases) with success, was flexible when faced with interruptions such as a tornado drill, had the students make booklets of questions to practice their interrogative words, and used the mini white boards to quiz students on vocabulary. She was met with some feelings of inadequacy after certain lessons; one regarding interrogatives and the other on negations, did not go well at all. It was only afterwards that she realized that it was students' lack of background knowledge that doomed the negation activity to failure. She felt her organizational skills were improving and felt less behind on her grading, and better able to focus on her lesson planning. She threw a "fiesta" for Chilean independence day, during which she showed a PowerPoint presentation she had created and gave the students an opportunity to sample Chilean pastries. She asked students to take notes on the presentation, and told them that questions about the day would appear on their next exam. Having lived in Chile for a year, she enjoyed sharing her knowledge about that country with her students.

Heather's final week of her eight-week placement was "one of reflection" for her. In her journals, she wrote about how easy it actually was to change certain "bad habits" that she had acquired when teaching:

For example, instead of allowing for long pauses between activities, I started randomly quizzing students over certain verb forms we were studying ("Jacob, what **did you eat** for dinner last night?" "Molly, what **did Jacob eat** for dinner last night?" etc.). While at first students were unsure of what I was doing, by picking stronger students to start with (they offered good examples to follow), other students picked up quickly. Students who were not paying attention became aware that they were expected to participate, because it was embarrassing if I picked on them and they had to ask their classmate to repeat what was said because they had not been paying attention. Within two class periods, I was already seeing a major difference.

She had the opportunity to see whether or not her Spanish II class in particular would be able to perform what she had taught them on their tests throughout her placement. Unfortunately for Heather, students did not perform as well on their final assessment as she had hoped. While at first she was "distressed" that she had not taught

them properly, she pushed further in her analysis and realized that their greatest area of weakness was in vocabulary, not grammar, which was the primary content of her lessons. She noted that she would encourage students in the future to study vocabulary more at home, and made every effort to embed more vocabulary into her lessons during class time.

As she wrote in her teaching philosophy, Heather believed from the beginning that infusing “cultural studies with linguistic studies, rather than teaching them separately” was the key to a successful class. She mentioned lessons she had already had the opportunity to teach during her student teaching placement, such as using newspaper articles about Hispanic heroes and teaching students about significant members of the Hispanic community in Miami. Heather wanted to use technology to support her lessons using music and videos, and expressed a desire to have students use technology themselves to practice their Spanish in reports, e-mails and discussion posts. She also had big plans for assessing her future students, listing individual observations, student surveys, oral evaluations, portfolios and presentations as just some of the important components that would be present in her future classroom.

Interaction and Communication

When observing other classrooms, Heather reflected on the ways in which teachers and students interacted and communicated in the classroom. One teacher she observed had very “defined routines” that allowed his class to run smoothly, and “allowed him to spend his time teaching rather than passing out papers or coordinating moving students”. Students sat at tables, and when materials were required, he allowed only one student per table to retrieve materials for the entire group. She noted that he had students pass large stacks of handouts from front to back, leaving extras at the back of the classroom to pick up later. He organized groups, thus limiting the time it would take students to find their own partners with whom to work. The teacher “demonstrated great

flexibility and an appreciation for formative assessment” when he would ask students what they knew or felt comfortable with before introducing a topic. Heather admired his knack for thinking on his feet after getting feedback from his students about their background knowledge of a particular subject. He easily adapted to his students’ reactions to the material, and impressed Heather with his ability to tailor his lesson to the needs of the students thanks to effective communication.

During her observations of the interaction that her own CT had with the students, Heather noted the positive way in which she responded to student answers even if they were wrong:

I like how she is always positive when responding to student answers even if they are wrong. One student responded to a question that was grammatically correct, but did not follow the pattern we were studying, so her response was “Yes, that’s correct. Now, if we follow the pattern we were looking at yesterday, what else could we say?” The student was not embarrassed, but rather given an opportunity to improve his response while being validated for responding in a grammatical way.

Other positive forms of communication that Heather reflected on during her CT’s classes were the fact that she made a habit of having question and answer sessions with the class during which students were responsible for listening to the answers of their classmates in order to make follow-up comments. Heather saw that this encouraged students to listen and pay attention, and she noticed a positive affective change in the classroom when her CT used these communication strategies with the class. She was also taken with her CT’s daily review activities of the previous day’s material, which helped students get back into “Spanish mode” at the beginning of the class period. Heather made frequent lists of perceived weaknesses in her CT’s interaction with the students as well. She was uncomfortable with the fact that her CT never corrected oral errors. Although she knew that theoretically the strategy would encourage students to continue talking, she noticed a pattern of mistakes in some of the students, and wondered if there was a way to correct the errors instead of allowing them to proliferate.

When teaching herself, Heather was very frustrated with one of her Spanish II classes, and she struggled to find a way to make her interaction with them and their interaction with each other more conducive to learning. The class had “a number of chatty students, as well as students who couldn’t/wouldn’t sit still”, along with students who were way beyond the level of the class (a heritage speaker, for example) but felt embarrassed to answer questions to avoid standing out. The lack of respect between the students and Heather became intolerable, as she found herself unable to get the students to stop the constant side conversations while she was teaching. Despite help from her CT and rearranging the seating chart, things were not improving. Heather decided to send an e-mail home to one of the most disruptive student’s parents. The student came in the next day, apologized profusely for how he had acted, and vowed to her that she would no longer have a problem with him in class. Although she doubted his sincerity, she was happily surprised after a week that this particular student’s behavior improved significantly. In her answers to the questionnaire, Heather looked back on her student teaching experience and admitted that despite the changes she tried to institute, students talking in class was by far her biggest classroom management challenge:

At the time I was completing student teaching, my most challenging classroom management experience(s) involved students talking during class. Keeping students on task and creating an environment where respect for others’ learning is enforced was difficult for me. Specifically, I frequently mentioned my fourth block Spanish II class as being the most difficult to manage, and recognized a number of effects on student learning as a result. My biggest challenge was effectively stopping student disruptions, as I was afraid to come across as too confrontational. I had difficulty recognizing the line between behavior needing verbal reprimand, and behavior needing physical removal from class.

Atmosphere

In her journals, Heather wrote about the positive atmosphere her CT strived to create in her classroom. The students respected and loved her, and “put forth their best effort simply to avoid disappointing her”. She learned that one of her CT’s students was

forced to drop Spanish the previous week because of a scheduling conflict. Her CT went to talk to the student, and came back to report to Heather that the student was sorry mostly because “she didn’t want to upset” her teacher. Her CT knew a great deal about her students’ personal lives, their activities, their likes and dislikes, their strengths and weaknesses in class, and treated each student individually to encourage them to succeed. In addition, her CT often allowed students to use her room as a quiet place to study or just to chat during their free periods.

Artifacts

Heather noticed the importance of artifacts in the classroom both in her CT’s classroom and in those she visited around the school. In one of her observation write-ups, she reflected upon how noticeable the daily class schedule was in the classroom. To her, this was the teacher’s way of telling students that there was no excuse for not knowing what was happening, as it was posted on almost every wall. She felt as though this demonstrated the structure and predictability of the class, which she deemed particularly important “for struggling students”, and “encouraged—or rather demanded—student to be accountable for the goings-on in the classroom”. Additionally, she noticed that students in the class were provided with an assignment sheet for the entire term, to which they were required to refer in order to know exactly what assignments were due. In her CT’s classroom, there were very organized systems in place involving artifacts that made classroom tasks significantly easier. At the beginning of the year, her CT created a binder with a divider for each student and separated it into multiple sections: One for student information, another for information about the student’s family, another for documenting parental correspondence, yet another for grades, and the final section for noting behavior issues with the student.

Unobservables

Affective domain

In her teaching philosophy, Heather put a great deal of emphasis on how she would make every effort to create an environment in her classroom that would engage and motivate her students. She wrote that she wanted to offer her students “access to a completely different world from that with which they are familiar”, and thought that it was in studying a new language that her students would “have the opportunity to improve their communication, explore new cultures, make cultural and linguistic comparisons, connect their learning to other subjects and to their own experiences, and finally extend their language learning into their community”. She hoped to share her “own excitement and joy of gaining new perspectives” with her students while encouraging them to “open their minds, both cognitively and emotionally, in order to establish a personal connection with the Spanish speaking world about which they will be learning”. Heather stated that her primary purpose in teaching Spanish was to encourage students to “move beyond their comfort zone” in order for them to be better able to interact with those with different backgrounds. She wanted to share her own excitement with them, and hoped that they would be motivated by their increasing linguistic skills as their study of Spanish progressed. She hoped students would be able to “make a personal connection to the language which will inspire them to keep it as an integral part of their lifelong learning”.

Once in her student teaching classroom, she admired the high expectations her CT had of the students, and her CT’s constant reflection of what could have gone better to increase student understanding and motivation. Her problems with classroom control, however, lead to problems with the mood of the class, and Heather found herself dealing with disengagement and conflict much more than she would have originally imagined when writing her teaching philosophy:

The most difficult thing I face is getting them motivated, and I do have some students who feel that they don’t have to participate in

group activities as long as they do their stuff on their own. They are also the only class who seemed almost opposed to picking Spanish names (I think only a couple of students chose one, while everyone else decided to keep their own). As far as an update on fourth hour (the chatty class), it's steadily getting worse, and I feel that they are just as frustrated with me as I am with them. Traci mentioned that I am too easy on some of them (which may be true), but I am not really comfortable with conflict, and the one time I tried to confront a student about his behavior, it just all went sour. Traci and Trudy (our department chair) helped me to write some emails home to parents, but I feel like things are just not going the way I want them to.

Cognitive domain

Of the five subjects, Heather consistently wrote the most in her journals over her eight-weeks as a student teacher. She divided and subdivided her thoughts and kept detailed notes about her experiences. Before the first day of school, she was able to spend a few intense days with her CT, and took full advantage of the time to ask her questions about classroom management and daily procedures. They talked, decorated the classroom, worked out the kinks in the new grading and attendance software being implemented in the school, and discussed plans for attending a professional conference in the capital city that was taking place a few months later. Heather attended a district meeting during as well, and was able to hear the superintendent of the district speak about forming personal relationships with students in order to help them succeed. In addition, she had the opportunity to participate in freshman orientation, and was pleased to meet three of her future students. She meticulously listed what she had learned over the course of those few days, a self-evaluation of her performance on the first day of class, and a general “personal evaluation”:

- Things I learned during Preservice activities:
 - Keep last years' lesson plans to help with planning the next year.
 - Color coordinate different classes.
 - Leave enough wait time for questions from student questions.
 - How to use PowerSchool software.

- Professional Learning Communities to help improve school.
 - Research students prior to school year to be prepared to offer them proper modifications.
 - Planning backwards from end of the year can be helpful if you ran out of time last year.
 - I-Contracts: the classroom eliminates D's from its grading system and requires a minimum of 70% to pass the class. If students drop below 70%, they must stay after school twice a week for extra help and study time (this is currently used in the entire Science department. My CT doesn't use it, but I thought it was a very interesting idea).
- Personal evaluation of performance during first day:
- I felt more confident than usual in front of the classroom.
 - I took initiative to hand out and collect work, which my CT commented on positively.
 - I need to speak louder and clearer.
 - I never know what to do with my hands when I'm walking around the room not teaching.
- Personal Evaluation:
- I continued to be visible and involved in the classroom activities.
 - I need to avoid getting over-confident in my private discussions with my CT.
 - I need to be more energetic in our 4th period class (right before lunch).
 - While reviewing an activity with the class, I was able to stop some side talking by asking the students by name to stop talking in front of the class.
 - I need to be more concise and clear in my grammar explanations.

Overall, Heather felt as though she was learning a great deal in her experience already and was looking forward to starting classes to put some of her ideas to the test. She began building relationships with the students and teachers even before classes

started, and she was hopeful that the positive atmosphere would follow her as the weeks went by. Excited about learning more about the “marvelous ideas” that her CT had, she expressed a desire to be as organized as possible in her journaling in order to categorize her ideas and those of her CT.

The first week of her student teaching placement went well, and Heather wrote about how much the students seemed to be enjoying her classes. She received “fabulous feedback” from her CT and from the students, and began to see more clearly what her strengths and weaknesses were in the classroom. She looked forward to teaching “even the most challenging classes”, as she felt as though it was only in jumping in with both feet that she would be offered a chance to learn something new about herself and improve her teaching. As she began picking up more classes, she realized quickly that she was not teaching at the same level from one section of a class to another. She was using her first period class as a “trial run” for the second period class, and as a result, felt as though the first period class was not going half as well. Her second period class, while quiet, was going much better, as they had the most questions, were always on-task, and she felt as though she was able to anticipate their reactions to her lessons after having gone through the same lesson each day the period before. Her fourth period class, or “the chatty class” as she called it, brought a set of challenges that forced Heather to focus on things other than “simply executing the lesson”. She was hopeful that as she progressed and gained more experience, that she would learn how to standardize her lessons for the different sections of the same level.

Heather reported successes in the classroom with great verve, but was often emotionally distraught over classes that did not go well. She was pleased that she was able to get through all the material in one particular class, even timing the activities so that the students would be working until the very end of the period. Her fourth period class was still a subject of some concern for her, and she wrote that she was beginning to realize that she needed “to take classroom discipline theory that I’ve learned and actually

apply it”. Heather’s sixth period class did not go well, and she admitted that it was mostly because she was so rattled by the disastrous fourth period class that she wasn’t able to let go of her own negative emotions. She realized that “class time is not the time to [review what went wrong in previous classes]”, and she had to struggle to keep her “head in the game”. Once she began teaching multiple sections of the same class, Heather was confused and frustrated that she was unable to get a handle on the workload. Her CT offered advice, and told her that it would “get better after the first few years”. But she was exhausted. One week in particular was extremely difficult for her, and she used the journal to express her feelings:

Pretty much, this week has been really difficult for me. I am trying to convince myself that these are merely learning experiences, but I can’t help having the feeling that there’s something terribly wrong with what I’m doing. I really understand how a lack of effective classroom management can make even the best lesson go awry. I really hope I am able to figure this out soon!

Heather would often beat herself up over students’ poor test scores, seeing it immediately as a reflection on her own teaching. She took one full day to go over the test scores from the first chapter exam that one of her classes had taken the previous week. Her first impression was that it was her “fault” that the scores were low, and convinced herself that she had not prepared the students well enough for the assessment. Once she looked carefully at the areas in which students had the most trouble, however, it became clear to her, much to her relief, that the students had simply not taken time to study outside of class. It was a frustrating experience for the class as a whole, and Heather took the failure to heart. She continued, however, to look on the bright side of things, and wrote that she hoped “that we have all learned from it and that things will progress in the future”. Her challenging fourth period class remained a thorn in her side, even when reflecting on the class while answering the questionnaire years after finishing her student teaching semester. She remembered trying many things to manage that class: Impromptu questioning to force students to stay attentive, e-mailing parents and coaches,

body positioning, changing students' seats, positive reinforcement, clear instructions, and when all else failed, "calling out students" for their inappropriate behavior. She wrote that every technique worked, but only with some students, and that "no technique helped with them all". Ultimately, she wrote that she "left that class quite discouraged", and believed that her greatest failure with that group was the lack of consistency in her approaches.

Looking back at her experience in one of her last journals, Heather was able to write a great deal about what she got out of student teaching:

Overall, I have had successes and learning experiences which I hope I can use in the future. I have kept notes in my lesson plans and filed them for if I decide to use them again. I look forward to another week of teaching and lesson planning, and hope that I can use more of what I've learned with better results (I'm also glad that I am a *student* teacher learning these things, and not experiencing them in a full-time placement with much more responsibility than I currently have).

She carefully kept notes of what she felt she still needed to work on, namely writing lesson plans out in detail, particularly when she was tired. She was still forgetting certain routines even at the end of her placement, and worried about her memory when depending on incomplete plans. The last week, Heather received very positive feedback from her students. They told her that "they had enjoyed learning" from her, that she had "taken extra effort to help them understand", and that they would miss her. Surprisingly, even students with whom she had had trouble told her that "overall", she was a "good teacher", and offered "really helpful suggestions" to make her teaching better. Heather was "sad" that she didn't have more time to work on her teaching skills in Spanish before moving on to her next eight-week placement, but she was "so excited" about how much she had learned, and wrote that she would be looking back on her journals before teaching Spanish again in the future so that she wouldn't "forget the great lessons" she had learned. She knew that she would "miss the relationships" that she had formed, and wrote that her student teaching experience made her "excited for the future".

In her answers to the questionnaire, Heather reflected on the relationship she had developed with her cooperating teacher. She believes that she had had a “positive effect” on her CT by “sharing new activities and ideas...combined with her openness to new ideas”. Years later, Heather and her CT were still in touch, and her CT told her that she had borrowed many of the activities Heather had created in her class. Regarding her teacher education coursework, she wished in retrospect that there had been more “case studies of some kind of examples of effective classroom management”. She wrote that she had learned a great deal about how to prevent classroom disruptions, but “very little about what to do if classroom disruptions actually occurred”.

Group factors

Heather wrote about her CT’s frequent inability to manage the classroom group as a whole. She noticed that her CT asked most of her questions expecting a choral response, but did not hold every student accountable for responding:

While there are definite benefits in her choral response activities, many times I notice that whole portions of the room are not responding or participating at all. I wish she could find a way to get everyone to participate in these activities.

She also had a negative impression on how her CT handled extra time at the end of the period, or when students finished a test or activity early. Her CT would allow students to talk quietly to each other in English or work on their homework, which Heather thought should be exclusively done at home.

Heather’s fourth period class challenged her constantly, and made her reflect on the social and psychological breakdown that can occur quickly in a group of students. It was normally simply the “unceasing chattiness” that annoyed her, but one Monday, the students got the best of her:

Today, they were downright horrible. I felt as though I was the substitute teacher who the students made cry (except thankfully I didn’t cry, and thankfully my CT was there the whole time calling out students as she was able without undermining my authority). At the time, the only thing I could think of was to keep calling out

students by name (which, in the end, did nothing), and continuing with the lesson (which, given that their exam is on Wednesday, I hope was at least beneficial for the couple of people who were trying to listen). My CT told me that one possibility for next time, if the whole class gets out of control, is to give a pop-quiz. I may try that next time. The other thing I was thinking of is walking around the room more by having a student in charge of writing on the overhead. Also, I think I should be giving the talkers fewer chances and just sending them into the hall. I should probably have done that at least once or twice today, but I think I am still in the “want students to like me” mode, that I know is dangerous for teachers to get into, but seems to be almost unconscious.

Jessica's Preservice Classroom Management Experience

Jessica completed her student teaching at a rural high school (grades 9-12) in the Midwest. Like Heather and Emily, Jessica only taught Spanish for half of her semester-long placement; the other eight weeks were spent working on her ESL endorsement. The town in which she student taught is a small, rural town with a population of 3,500, with a significant Hispanic population. Although Spanish was the only world language offered at the school, three different types of Spanish programs (Spanish as a Second Language, Spanish for Dual Language Learners, and Spanish for Native Speakers) were represented. Jessica taught one section of Spanish II, Spanish III, Spanish III for Native Speakers, and tutored a Spanish speaking student in Algebra. Every day she taught one section of Spanish II with mostly sophomores, one section of Spanish III that was made up of mostly juniors, one section of Spanish III for Native Speakers, and tutored a freshman boy who had just recently arrived from Mexico. Most classes Jessica taught had between 25-30 students.

Observables, Positive Comments

Researcher's Observations of Jessica's Classroom

Sample of Notes from Two Observations

- Use of Space

- You're walking around and checking their work during every activity
- When you are up at the board, you hold their attention and are asking good questions
- Nice activity to get them out of their chairs
- I'm glad you moved Jaime into the front, that also seems to be making a difference
- Use of Time
 - You started right on time and got their attention right away
 - You did a great job planning enough activities to take up this very long class period
 - No one activity seemed too long or too short, good job with this
 - Great wait time with the students, allowing them to think about their answer
 - 15 minutes into the class, you're still all in Spanish, great job!
 - One hour into the class, you are still all in Spanish and it's making all the difference in the world
 - Really good transitions, smooth and speedy
- Learning and Teaching Activity
 - You make a fine effort to help individual students with their work
 - Loved the Pyramid activity, great idea and very cute way to get them to speak Spanish to each other!
 - Super job going over the grammar activity, picking different people around the room to keep them involved
 - I like how you put it up on the screen so they could all see it
 - I like how you're trying to get them to say the grammar terms in Spanish
 - They seem to be getting all the answers right, which is a testament to how well you must have taught it!

- It's nice that you gave them another activity where they're standing up and talking to each other
- You did a nice job trying to police the English/Spanish situation, they do need constant reminders and that's o.k. until it becomes more automatic
- I like that they're writing on the board a little, I always had my students write on the board and they loved it
- This family activity is very cute, they seem to be very involved and were happy to participate
- Very good writing activity, it gives them a chance to work individually
- Interaction and Communication
 - Nice mix of IRE and IRF (but make sure they always answer you in Spanish)
 - Good use of choral work, having them all answer at the same time
 - Cute use of humor in Spanish that they all understood and laughed at
 - You caught yourself trying to get them to translate and stopped yourself, which is great!
 - Instead of saying "que significa" and having them tell you in English what you're saying, you had them show you their shoes
 - Great job of making a comprehension check without soliciting English from them
 - Good job separating Cecilia and Jaime when you realized that the partnership was not going to work out anymore
 - Also this is a nice way to get those two sets of partners to really work hard because they want to beat each other!
 - I think you're on to something here, pitting Cecilia and Jaime against each other instead of allowing them to work together
 - All Spanish, the kids are really on task because they're listening to you very carefully

- Great job asking Jaime to speak in Spanish
- His accent and facility with the language is a great model for the rest of the class
- Nice job including students who are normally more quiet and encouraging them to answer
- Nice mix of asking them for choral answers and individual answers
- Nice use of humor with the kids
- Excellent job of asking students what other students said to keep them on task
- Great idea to ask them to ask their classmates if they didn't remember where they went on vacation
- I really like how you're involving the whole class, this side of the room seems much more on task and involved
- The students are having no trouble understanding you at all, and actually seem to be enjoying the class a great deal more
- Nice job answering them in Spanish even if they ask you a question in English (try to get them to ask again in Spanish so they know how the next time)
- Very nice management skills to get them to work in their partners and not share information
- Very nice way to tie up the activity, asking them who they guessed for the different clues
- Adorable chicken story, they seemed to really like it
- Very nice idea to involve the native speakers by having them read the lines
- Almost 45 minutes into the class, and you're still speaking all in Spanish!
- Very good way to get them to get into partners (with the counting trick)
- It's great that you are even doing the descriptions of the grammar in Spanish and helping the students in Spanish as well
- They are working well and discussing the grammar with their partners

- Very good activity, it promotes scaffolding between the students
- Great job of giving directions in Spanish, they seem to really understand you perfectly
- I like that you said good-bye to the students and confirmed with Jaime what he should do (reading a book in Spanish) when he's done with an activity
- Atmosphere
 - Students seem to be involved with the activity and interested in completing it
 - Very nice atmosphere, students seem to trust you and like you
 - Wow! What a difference!
 - You seem much more confident and in control of the class
 - The atmosphere in the class is totally different, much more concentrated and cohesive
 - Students are really enjoying the activity and getting involved in figuring out the mystery
- Artifacts
 - Nice board work, use of board with the pictures and your writing of the verbs
 - Great idea to have them look in the books while they're looking at the screen too
 - This way they don't have an excuse for not knowing the vocabulary
 - Great job introducing Cecilia to the idea of reading a book when she's done with the activity
 - They seem to be interested in choosing a book
 - This might work! The girls are discussing Anne Frank!
 - Nice management skills, having the student (Zach?) get a dictionary instead of asking Jaime for the answer

Observables, Constructive CommentsResearcher's Observations of Jessica's ClassroomSample of Notes from Two Observations

- Use of Space
 - You are only looking at and calling on the left side of the room (closest to the door)
 - Make sure your body language is not shutting out the other side (closest to the window)
 - I'm wondering if there's some way you can configure this classroom (being that you have so much space to use) to get all the students involved at all times
 - Maybe rows facing each other?
 - A horseshoe?
 - How can you get them out of their seats a little more?
 - This class is really too long to have them sitting down the whole time
 - Group/partner work or a game where they run up to the board might break it up a little bit
 - You may want to separate Cecilia and Jaime permanently
 - Just as I was typing that, you did move him, but this is almost an hour into class
 - He and Cecilia have been off-task talking to each other this entire time
- Use of Time
 - Students in the row closest to me have not said one word in Spanish yet and we are 40 minutes into this class period

- You may want to make sure that EVERY student speaks at least one or two sentences in Spanish in the first ten minutes of class
- This is where pacing could help you
- Students will be on their toes thinking that at any minute you are going to expect them to speak in Spanish
- You need to get them out of their comfort zone while keeping them comfortable
- Learning and Teaching Activity
 - I was just thinking about what you said about Mike's never giving any homework
 - What do you think about that?
 - I always gave homework except the night before a test or quiz
 - Not only does it make them take the class more seriously, but it gives them much needed practice outside the classroom with writing, grammar, spelling, reading, etc.
- Interaction and Communication
 - Right off the bat, everything you explained in English about correcting their mistakes on their quizzes could have been done in Spanish
 - If you give directions in English and only do the activities in Spanish, you're giving them the idea that you're o.k. with Spanish only being used for the "learning" part of the class
 - Lots of student talking in English while you're explaining the activity and passing out the materials
 - How can you get them to either not talk or talk in Spanish?
 - Immediately students are asking for translations from their neighbors
 - How can you stop this from happening?

- Make sure students know how to ask common questions in Spanish, and always make them ask you first in the TL
- It may be a good idea to put up common questions in Spanish over the whiteboard, like “What does mean?”, “How do you say....?”, “Can I speak English?”, etc., and point them out and make the students repeat them when they ask you questions in English
- I’d like to see you not use English AT ALL!
- A lot of chatting in English going on between the students and you and the students
- Consider a classroom rule that states that they may not speak English in your classroom
- If they do ask you something in English, pretend you don’t understand and make them ask you in Spanish
- It seems to be accepted culture in the classroom that English is the main language and Spanish is the “foreign language”
- This should change for them to get the full benefit of an “immersion” classroom
- Ten full minutes into the class, I would say that Spanish has only been spoken by you 10% of the time, and by them, zero
- Even when students are milling around putting their drawings on the board, you should still be making them speak only Spanish
- Almost 20 minutes into the class, I have not heard any student speak Spanish other than “si”
- They are answering your questions in English and you are not correcting them
- They need to know that they cannot get away with that, it’s too easy for them
- I’m wondering if having them chat in English and draw with markers for 15 minutes is the best use of class time

- How could you have increased their Spanish usage for this activity?
- Jaime and Cecilia are talking and you are not noticing this
- You need to make sure you have everyone's eyes on you at all times
- If you see students off-task, make sure to call on them right away with a question they could answer to get them involved again
- Your voice could be stronger, they should pay attention the moment you open your mouth
- Make them spell in Spanish
- If you have to, go over the alphabet every day at the beginning of class
- This is a very teacher-centered classroom
- How can you get the students more involved in their own learning?
- How can you get the students to speak Spanish to each other instead of just back to you when they're asked to?
- Pyramid game was great for this, but it came very late in the period
- Partner selection for the Pyramid activity should be more organized, perhaps with numbers
- Could you randomly assign them partners once in a while to ensure that they're not working with the same people every time?
- This transition to the Pyramid activity was pretty rough, and your instructions were in English when they should have been in Spanish!
- At this level they should be able to perfectly understand your explanation of the game
- You are speaking English telling them not to use English
- What signal are you sending here?
- With activities like this in particular, you should really separate the native speakers and have them each work with non-native speakers to “spread the wealth”

- Other students seem to be intimidated and annoyed with the fact that Jaime and Cecilia are done
- After having separated these two, all the more reason not to allow them to work together
- You know that the native speakers will finish early, be off-task, and immediately throw others off-task, which is exactly what happened
- Jaime's head is down again because he has nothing left to do
- I don't see anyone on-task at this point, nor do I hear any Spanish being spoken
- You have not spoken any Spanish to them throughout this entire activity
- At the end of class, you may want to make sure to say good-bye to the students by the door and perhaps even wish them well in Spanish
- What did you think about Mike jumping in and asking students questions?
- Do you think he felt as though students needed clarification?
- Make sure that if you hear a student asking a question in English (like "how do you say...") that you make a point to have them repeat the question in Spanish before you give them the answer
- Try not to allow students to ask other students questions in English
- If you see this happening, you can interrupt them and ask them in Spanish what they need to know
- If students answer your question in English, pretend not to understand to have them try the sentence in Spanish
- Tune your ears into hearing English from across the room and remind them a few times during the activity that they should only be speaking in Spanish
- Students do chat quite a bit between activities
- How can you keep that at a minimum/non-existent?
- Would going up and down the rows when you're giving out papers help?

- All the native speakers and Brooke are talking about the difference between a depression and a recession, and don't seem to be on task
- Atmosphere
 - Jaime has his head down on the desk and seems to be sleeping
 - Other students have their heads down on their desks and don't seem to be physically engaged in your lesson
 - Finally twenty minutes into the class, students are providing you with answers in Spanish and seem to be calmed down enough to concentrate on what you're doing up at the board
 - Pacing and energy seems a little low
 - Some students are clearly not paying attention to what you're doing
 - Now the girl closest to me with the long straight hair has her head down on the desk, and you either don't notice or are not concerned with this behavior
 - Do you think that the quality of the class was different because Mike was in the room?
 - I would try to discourage students from putting their heads down on the desk or their arms

Observables

Use of Time

Jessica wrote in her journals that she was working on how to best manage the block schedule at her placement. With most classes lasting 80 minutes, she was concerned about "how long 80 minutes really can be". She did recognize however that the time could be well spent and could help the teacher "get things done".

Learning and Teaching Activity

During her eight-week Spanish placement, Jessica focused much of her attention regarding learning and teaching on the use of technology in the classroom. Her school was “practically brand new”, having been built just four years earlier. Each classroom was equipped with a computer, DVD/VCR, and a connection to an LCD projector. The school had multiple computer labs that were available for classroom use and activities. Knowing that the teachers at the school had “such a vast amount of technology at their disposal”, Jessica was curious at the start of her placement to see how often and to what extent they incorporated technology into their classrooms. Her cooperating teacher was an excellent resource for Jessica regarding the use of technology. On a daily basis, he used the projector to show students documents with sample sentences, and used a marker to write on the document as the class went through the worksheet together. Jessica saw the benefits of using the computer and the projector in that manner. She wrote that it was “more efficient, easy to prepare, and clearly organizes the information for the students”. Her CT also used the internet a great deal to provide students with “fun and entertaining examples”. In the Spanish III dual language class, the students were working on typical dances from their own regions of the Spanish-speaking world. When one student struggled to describe a certain type of dance to the class, Jessica’s CT quickly pulled up a YouTube video of the dance to share with the class. The textbook used also had a variety of online resources, such as an online book, culture videos, webquests, at-home tutor exercises, additional workbook activities, review games, and animated grammar explanations. Jessica felt almost overwhelmed by the vast amount of technology that was available to her, and admired the way in which her CT seamlessly used technology “in a way that is beneficial and visually stimulating for the students, instead of just using technology for technology sake”.

Once she started teaching on her own, Jessica was excited about using activities that she had created herself. She even had the opportunity to teach an activity, reflect on

the outcome, make changes to the activity, and teach it again in a more successful manner. She usually worked with one particular student during fourth period, but because he was sick, Jessica was able to go to another Spanish II class and do the same lesson that she had done earlier that day with her first period class. When teaching the activity for the first time, she noticed things that she wanted to change in order to make the purpose more clear to the students. She was able to “see how the activity looked from a student’s perspective”, which helped her to see what areas were confusing to them. She credited having had the opportunity to do a “trial run” of the activity for its eventual success. Without this reflection, she would not have known that some portions of the activity were “tricky” for the students. The second time she taught the lesson, she was thus ably to simplify parts of the activity so that students were able to complete their work without depending too much on Jessica. She explained the benefits of the reflective process in her journal later that week:

The activity was a lot more effective and kept the students on task because they knew what they were supposed to be doing and exactly what was expected of them. Even though I don’t normally have the opportunity to do an activity more than once, this just reinforces the importance of continual reflection to improve the quality of activities.

Interaction and Communication

In her first few journals, Jessica wrote about her cooperating teacher’s “style”, and the type of interaction that would go on in the classroom between him and the students. She liked how he encouraged critical thinking in his students by asking guiding questions so that they may discover the answers on their own. The students seemed to know that he was not going to tell them the answer or “explain the pattern immediately”, and that it was their responsibility to “figure it out”. Jessica noticed how that style of teaching piqued the students’ interest, and even intrigued them. When teaching the difference between the verbs “ser” and “estar”, Jessica’s CT refused to feed students the rules of when to use which verb. Instead, he had the students work on their own to figure

out the grammar rules based on examples he gave them. They worked on it for days, and Jessica was fascinated to see the students' high level of determination. She was surprised to overhear students talking about the verbs outside of class in the hallway later in the day. Calling this type of activity "discovery learning", Jessica noted how encouraging it was to students to be allowed time to think through and analyze the grammatical data that was given to them; they were pushed to "take some responsibility and ownership of their learning". Jessica also took note of the negative side to her CT's powerful presence in the classroom, however. His classes were entirely dependent on his voice, and students were not often given the opportunity to work on their own or with partners:

For the most part, the students sit in their seats for 80 minutes and if they do any kind of seatwork, it is usually done individually. Not to say there aren't times when the students have done a small group activity, but in the 4 weeks that I've been there, this has not been a common occurrence. Most of the activities are led by [Jessica's CT] and include a whole class discussion going over a grammatical aspect or vocabulary. Although he does a great job of asking meaningful questions that are relevant to the students' lives, they are only using Spanish when he directly speaks to them and has them reply. These conversations are more of an IRE [Initiation, Response, Evaluation] conversation than IRF [Initiation, Response, Feedback]. They never have to formulate questions on their own or use the language to talk to another classmate, they just need to be able to understand what he is saying and be able to answer his questions. I'm impressed with how long he can keep the students attention, but I think that is because he is funny and sarcastic. But even though he can be entertaining and is interesting, the kids can only last so long and there are some that eventually have their heads down on the desks, yawning, or are doing something else. I think that this reinforces how important it is to vary your activities to keep the students engaged and provide activities that make them use the language.

Once Jessica began teaching, she concentrated on incorporating "more meaningful activities" that would allow students to get out of their seats, move around, and interact with one another about "what mattered to them". She did have a few unfortunate interactions with students, however. One such situation involved a student who simply refused to work in the computer lab after Jessica had asked him three times to get to work. She sent him back to the classroom, but soon realized that he hadn't

returned back to the room as she had asked. Jessica spoke to him one-on-one the next day and gave him a detention. This desire to use interaction and communication to reach students both in and out of class was strong in Jessica, but she remained frustrated at the end of her student teaching experience, writing:

I'm sure that changing up the activities and making them more meaningful helped, but from my entries it looks like I was still pretty frustrated at the end of my student teaching experience. I don't remember if the one student who I spoke with individually and issued a detention to changed his behavior and work ethic or not.

When observing other classrooms to complete her student teaching seminar assignment, Jessica wanted the focus of her observations to be on classroom management. With that in mind, she purposely chose a class that consisted of younger high school students who were still "adjusting to the rules and expected behavior of high school students". The day came for her to visit Ms. Henderson's class, a teacher who was similar in age to Jessica, female, and a beginning teacher. The class was geared toward students who were having difficulties with reading, and Jessica was excited to see if there was indeed an incidental correlation between low reading performance and behavioral problems, the subject of recent studies she had been reading. As she sat in the back of the class to observe, Jessica tried to focus her attention on the classroom environment and what the perceived "rules" were. At the beginning of the period, some students were talking and walking around, and Ms. Henderson asked them to sit down and be quiet. She waiting patiently at the front of the room for the students to follow her directions and calm down. Jessica noticed that Ms. Henderson did this often throughout the class period. Instead of "talking over them", she would ask them to be quiet so they could get started, and then she would wait. It seemed to be an effective trick, as the students who were quiet the quickest would then tell the students still talking to quiet down. To standardize the communication between the students and herself, Ms. Henderson enforced the classroom rule that students were to raise their hand before

speaking. The students were brainstorming ideas, trying to come up with a new class logo, and they were excited to share their ideas. Jessica observed Ms. Henderson ignore the students who shouted out the answers, and picked those who had their hands raised. This strategy was not as consistent as Jessica would have liked, however; she noticed that there were times where Ms. Henderson did not make the students raise their hands, and she felt as though the inconsistency contributed to a palpable change in classroom atmosphere. As the period continued, “the students resorted back to shouting out answers without raising their hands”. What impressed Jessica the most when observing Ms. Henderson’s class was how calmly she reacted to inappropriate behaviors and actions of her students. Jessica expected her to “get upset and possibly yell” on a few occasions, but Ms. Henderson’s voice “remained steady, and she was composed”. She would “calmly tell a student that his/her behavior was not appropriate and wouldn’t be tolerated in the classroom. She continually reminded them and made comments about how they needed to respect each other and that words such as please and thank you needed to be used”. One student in the back of the room caught Jessica’s attention, as he was “extremely rude and obnoxious throughout the period”. Occasionally, Ms. Henderson would tell him to be quiet, or she would simply ignore him. At one point, however, this student made an “insulting and demeaning” remark to a female student. Ms. Henderson called him up to her desk and immediately wrote him up, giving him a detention. Jessica was surprised to see the ensuing interaction between the two: She called him back up to her desk after he had returned to his seat, and “at first, it seemed as though he wasn’t going to listen to her”. However, she talked with him quietly about how unacceptable his behavior was, and he seemed to take the discussion to heart.

Right after the class observation was over, Jessica had the opportunity to talk to Ms. Henderson about the class she had observed and her classroom management philosophy. Jessica asked her what she would have done had the student refused to come back up to her desk. She responded that she would have given the student a choice to

either come to her desk or go to the office, but she would have never gotten up herself to walk over to the student's desk. Ms. Henderson explained to Jessica that when interacting with the students, she tried to give them choices to encourage them to think about their actions and the consequences that were to follow. She added that the students in that class in particular had "low confidence levels", and it was important for her to "make a special effort to be encouraging". Jessica saw that Ms. Henderson consistently gave positive reinforcement to the students throughout the period, and talked to them about having a "positive attitude and confidence". Jessica believed that giving choices and providing encouragement were the "two most important things" that she took from her observation, and reflected upon how well Ms. Henderson's style fit into her own philosophy of teaching. Still, Jessica questioned what more Ms. Henderson could have done to handle classroom management situations differently, or even if she herself would ever want to teach in that kind of environment, noting that a quarter of the class period was spent "telling the kids to be quiet, sit down, get to work, waiting for them to stop talking, and convincing them that learning and reading is important". Jessica, having come from teaching in a college environment, thought that the need for constant positive reinforcement, while necessary, would eventually be frustrating and exhausting, and wrote "to me this reinforces how important classroom management is and that learning cannot take place without it".

Atmosphere

Classroom management as it pertained to the atmosphere of the classroom concerned Jessica, and she wrote about her emotions a great deal in her journals:

So I had my first mini-breakdown/crying session this week, but at least it didn't happen in front of the kids! My frustration had been building up and it finally broke on Tuesday morning. Because of the weather, we had an early dismissal on Monday and all of the kids (including myself) were expecting a late start for Tuesday. We ended up being the only school in the area that didn't have a late start and it was obvious that the kids were let down. Needless to say, they were not an excited, energized group on that morning.

Her frustration with the students grew throughout the period. They were working on past tense verbs and talking about family vacations, and despite the fact that the students had answered the same questions as part of their homework the night before, they refused categorically to participate in the class discussion that Jessica was trying in vain to lead. Responses from the students were limited to “no” or “no sé”; “the lack of motivation, apathy and laziness” drove Jessica to the brink of tears, and she wrote that “it felt as though I was pulling teeth to get them to do anything! It didn’t seem to matter what activity we did, they would barely work and if they did, would only do the bare minimum”. A confrontation with a student who was refusing to work was the last straw. Luckily for Jessica, the period was over shortly after, and during the prep period that followed, she broke down to one of her colleagues and talked to her about her emotions regarding the class atmosphere that she was unable to control. What she learned from that experience, as she later wrote in her journal, was that there were going to be days when she “absolutely can’t stand teaching or any of the students”. She was surprised to see students acting like “complete angels” the next day, and believed that it helped that she had “kept her cool and refused to let them quit working”.

When observing another classroom, Jessica noticed how different the atmosphere can be from one class to another. Her first reaction when visiting Mr. Riley’s class was “how loud it was”. Strangely, the noise level was not due to the students, but rather to Mr. Riley’s voice. Jessica observed that it felt as though he was “shouting for the entire period”. She was unable to focus on anything but his voice, and “could see how this would be distracting for a student”. The students themselves told him on numerous occasions to “be quiet and not talk so loud”. Jessica took note that the noise level in a class had a major impact on how well the students could concentrate on the task at hand.

Unobservables

Affective domain

Jessica's eight weeks were filled with frustration at the level of apathy and lack of motivation she saw in the students. She was constantly trying to figure out a way to manage the mood and the emotional states of the students, often to no avail. She began to understand the 'teacher burnout' syndrome that everyone seems to be talking about" as she became increasingly frustrated with her first period Spanish II students. Each day was a "battle to get them to care and do some work". While she knew that high school students could be "difficult" and that the experience would be challenging for her, she was "overwhelmed by the amount of indifference" she saw from the students each day. Expecting this level of apathy from a "handful of students" in each class, she was instead met each day with a majority of the class refusing to do any work. She discussed the problem with colleagues, and "tried different strategies to remedy the problem", but admitted that she was having a great deal of difficulty with the issue. To motivate and uplift the students, Jessica tried to use "engaging and meaningful activities" and assessments. Instead of a typical test, she created an interactive group project which required the students to get out of their seats and interview each other about things that were important to them. Even creative ideas such as this one failed to work, and Jessica felt extremely frustrated:

I have tried to use engaging and meaningful activities to keep the students interested and involved. Instead of a typical test, I created an interactive group project. I have the students up and moving around during class talking to each other. I have them interview each other and talk about things that are prevalent to them, but nothing seems to work. There are a few students who will get into the activities, but the majority react the same to these activities as they would with a worksheet. In fact, they prefer the worksheets because they require less thinking! They complain about everything being 'too hard' and that they don't understand, when the problem is that they won't try or put forth any effort into anything! I know that the more engaging activities that require critical thinking skills are a necessity, but I wish I could find a way to have them on task, learning, and really thinking about Spanish

without complaining! I almost think that if I had my own classroom, I would make some kind of rule that doesn't allow whining or laziness! Can we do that? Would it even work?

Trying to glean new strategies by observing other classrooms, Jessica spent a period in Mr. Schmidt's math class. She noted that he "truly cares about his students and continually tries to motivate them". He showed students how math and what they are learning in class would be useful in the future; however, Jessica sadly wrote about how even in Mr. Schmidt's class, the students seemed not to care at all:

After all of the explanations, activities, and class work the majority of them perform poorly on their exams and don't seem to be overly effected by it. They can be disrespectful, lazy, and don't see how math has anything to do with their immediate lives. I can see how this group of kids has been labeled as the 'difficult' group. Mr. Schmidt has to deal with being challenged by students every single day, yet he still stays positive and motivated. I find this very impressive and encouraging.

Jessica took heart in Mr. Schmidt's efforts to create a positive affective environment for the students, and knew that in the future she would have "difficult students" to whom she would have to explain "how Spanish can change their lives". She admitted that all of the work to encourage and motivate students could ultimately fall flat with many of them, who might "fail and won't care if they do, because they view learning Spanish as a waste of their time". Mr. Schmidt was motivating in Jessica's opinion because of his desire to reach each student. He spoke to them about attending college and gave "real examples of how math is used in the real world". She was saddened to see that despite all of his best efforts, it seemed as though the students just simply didn't care. She wondered if just reaching one student and changing how he or she approached the material or life in general would be enough to make it all worth the effort.

Cognitive domain

From the start of her student teaching experience, Jessica wrote often about what she valued, her thoughts on what was going on around her, and her previous experiences

teaching Spanish at the college level. The difference between teaching college students and high school students, while obvious to her in theory was overwhelming to her when it came to classroom management. She began her placement on a positive note, trying to get more familiar with the school and the teachers with whom she would be working.

She wrote about the substitute teacher she got to meet in those first few days. Mr. Anderson had recently retired after teaching in that district for twenty years, and substitute taught in an effort to keep himself active pedagogically. Jessica enjoyed talking with a “veteran”, an “experienced teacher who really knows the district, community and the students”, and felt as though he had made her first week at the school significantly more comfortable by answering many of her questions and offering advice.

Writing about the importance of reflection, Jessica was surprised at how difficult self-reflection and self-analysis still was despite having gone through a teacher education program that placed such a high importance in it. She realized that she had to “make a conscious effort to reflect”, and was frustrated by the fact that she did not often have the time at her placement to try an activity, reflect on it, make changes to it, and reteach it. Because she only taught one section of Spanish II and one section of Spanish III, her schedule made it impossible for her to teach the same thing twice. She made every effort to “reflect on lesson plans, activities and exams”, but felt as though it would have been helpful for her to have the opportunity to teach lessons multiple times.

Answering the questionnaire for this study years later allowed Jessica to reflect on her student teaching experience and the “real-time thinking” that was occurring when she was writing her weekly journals. Looking back, Jessica confirmed that what had frustrated her the most was the “apathy and laziness of the sophomore class in particular. They seemed to hate everything we did! They didn’t want to participate in activities, try to speak in Spanish, or apply themselves”. She even remembered that at one point, the class opted to do worksheets in class instead of a “more fun but challenging” activity, which disappointed her a great deal. One of the teachers with whom Jessica worked was

younger and able to relate to her issues with classroom management and the general attitude of the students. They had many conversations in which she shared strategies with Jessica, such as a point system for participation. However, Jessica saw these same strategies fail miserably, as the teacher was unable to apply them consistently. The lack of structure in her own classes existed before she got there, but Jessica admitted that she had “no idea how to fix it or make it better”. Her supervising teachers (Jessica worked with multiple teachers because of the nature of her placement) were “not particularly helpful” during her experience. Her cooperating teacher was “pretty hands off and didn’t discuss much” with Jessica. She wrote that she didn’t feel as though she had had much of an effect on him, either, although she did notice that he used some of her activities from time to time. Her “unofficial” supervising teacher was “always open to listening”, but ultimately shared the same frustrations as Jessica had. Because she was a new teacher herself, Jessica wrote that it was much like “the blind leading the blind”. She thought that she had had a positive impact on her in the end, as she became a “kind of confidant” as they talked about the realities of teaching. Looking back, Jessica felt as though it was the support of her university supervisor and being given the opportunity to share her classroom management situations with other student teachers during our seminars that was the most helpful to her over the course of those eight weeks. Writing that she wished that there had been a class dedicated completely to classroom management during her teacher education program, Jessica realized only after the fact how pivotal classroom management actually was:

I didn’t realize it at the time, but if you don’t have classroom management, it doesn’t matter how great your lesson ideas are or how passionate you are about the language because you’re not reaching the kids. I remember talking about classroom management in a ‘big picture’ way (like how to set up your classroom, having clear procedures, make rules together, etc.) but not as much about specific situations and what to do if it all falls apart.

Research Question Two

This section will explore the second research question of this study: What reflections did these in-service foreign language teachers share regarding their past and current classroom management experiences? All five participants of the study were able to find full-time foreign language teaching jobs upon the completion of their teacher education program. Each was contacted once they were settled into their in-service teaching experiences and asked to fill out a questionnaire after having reread the journals and their teaching philosophies that they had written the semester that they student taught. Many of the questions asked required the participants to compare their experiences with classroom management when they were student teachers with those they are experiencing now as in-service language teachers. Once the questionnaires were completed, each participant was interviewed in order for the researcher to follow up on their reflections. This question gets at the heart of the study, as the data gathered showed participants' attitudes about the degree to which they felt they were prepared to handle myriad classroom management issues after having gone through a traditional teacher education program. In his study on teachers and challenging behavior, albeit only one element of what makes up the vast expanse that is classroom management, Westlin (2010) suggests that "there may be no greater hurdle in public schools today than that presented by students who exhibit challenging behavior" (p. 48). Finding that teachers "felt underprepared to address challenging behavior" (p. 61), Westlin called for more preservice preparation targeted to specific classroom management issues and more administrative support for in-service teachers, noting that "the level of support teachers received, along with preservice and in-service preparation, contributed to the variance of teachers' confidence in their ability to deal with challenging behavior" (p. 61).

Emily Compares her Past and Present Classroom

Management Experiences

Emily was the only participant in the study of the five who ended up getting a full-time job at the same school at which she did her student teaching in the Midwest. She now teaches two classes of Advanced ELL, one with ten students and the other with 16. She co-teaches one sheltered American Students class for intermediate ELL students, and ends her day with two sections of Spanish II with 28 students in each class. When describing the institutional rules and regulations in her school regarding classroom management, she wrote that each student is given a planner at the beginning of the year that includes the student handbook. In the handbook, general expectations are listed, such as rules regarding the use of cell phones, appropriate clothing, and the policy on being late to school. Teachers are encouraged to decorate their classrooms with posters that highlight positive behavior and clarify school rules and behavioral expectations.

Comparing her student teaching experience with classroom management and what she is currently experiencing, Emily wrote:

I think there was a disconnect between my ideal perfect world of FL teaching and the reality of HS Spanish. There was too much grammar focus and not enough target language communication happening. However, now in trying to prep my own classes, I thoroughly understand how that happens.

She has made changes in her strategy since her student teaching semester, namely trying not to overuse her voice (as “a quiet excited voice can be just as powerful”), and working to “nip things in the bud” instead of being too lenient early on when management problems presented themselves. Looking back on her student teaching experience, she felt as though the most useful thing she learned that she now uses in her own classroom was the “popsicle stick name drawing technique”. She used to just wait for volunteers, but observed a French teacher who used that strategy, and whose class had the best pacing she had ever seen. The teacher kept things moving very quickly by randomly drawing students for various classroom tasks.

When describing the types of classroom management issues she has now, Emily wrote about the problems she had been having with one native speaker in her Spanish II class. He was “a typical machista” who “continually made degrading comments under his breath”. She spent countless hours and huge amounts of energy to try to “reign him in”, knowing that his behavior was taking her attention away from the other students. She reiterated that she had been too lenient during her student teaching semester, and wanted to turn over a new leaf when dealing with this particular problem. However, time got the best of her, and she “let things slide way too long” with this student. Although she wound up kicking him out of class, it wasn’t until the last week of school, when he went up to her computer to show a friend a website while Emily was teaching. Because the projector was on, the impact of this student’s choice was immediately felt by the entire class. Disappointed in the way in which she ultimately handled the situation, Emily wrote that she would probably “always have a challenge in finding the balance between the ‘fun/nice teacher’ and the ‘no-nonsense, let’s get some work done’ one”.

Andrew Compares his Past and Present Classroom

Management Experiences

Andrew currently holds a teaching position that is “the absolute opposite” of his student teaching experience. He is teaching Spanish, the only language offered, in a small, rural high school (grades 9-12) in the Midwest. He is the only faculty member who teaches a foreign language. Teaching six sections of Spanish I-IV a day, Andrew has approximately 90 students and has four preparations. Spanish III/IV is a combined class due to low enrollment numbers, which is something that he hopes to change. However, in such a small district, scheduling has been challenging at best. Many of Andrew’s students end up attending two-year colleges or vocational schools, but a small percentage do go to four-year institutions after graduation. He wrote that foreign language study “is not a priority for many students due to the inconsistency/volatility of

past teachers and scheduling conflicts with other electives (agriculture, music, vocational tech., etc.) that students may believe are more practical". There is high turnover in his classes, and poor behavior and attitudes on the part of the students have led to students "not taking the material seriously". When asked about what rules are in place at his school to deal with management issues, Andrew wrote that it was a "very sore issue" for him, and one in need of improvement in the district. Classroom management is not addressed much by the administration, and is not included in professional development. Although there is a system of detention for students, they are to be served with specific teachers, many of whom are involved in extracurricular activities and are unable to stay after school to follow through on the punishment. He wrote that there are not many "across-the-board" policies, and that the grey areas created uncertainty between teachers and are "confusing" to students. Andrew has been faced with students telling him that they were allowed to do certain things in some classrooms but not in others. While he felt as though it was important for individual teachers to feel free to enforce rules as they see fit, he noticed that there was often "not enough structure to foster positive behaviors". He has been forced to be "creative" in many cases, often going to coaches to request that students be given consequences regarding their participation in athletics. Recently, the cross country coach gave an extra workout to a few students who had been given detentions for behavioral problems. Andrew has also gone to coaches to ask for their support in punishing some of his own students who were missing work or misbehaved in class.

As for the classroom management challenges he is experiencing now, he expressed frustration at the fact that he is still dealing with the same issues he saw during his student teaching semester. Off-task behavior is still his biggest concern:

I have a lot of side conversations and students not paying attention. This could partially be due to the developmental state of students. However, these are worse than my student teaching experience. One of these is that a lot of the 'tricks' I have do not work. Most notably, the threat of a negative grade is not a deterrent like it was

in student teaching. I have a weekly participation grade that so far students don't appear to have responded to positively. A low grade does not deter behavior. I would speculate that with the priority of foreign language education in this very rural community and the demographic leads to a kind of pass/fail mentality, which talking to many teachers is evident in other content areas. Many students care about passing, but unless they are failing they do not appear too preoccupied with raising grades. While there are multiple exceptions, they are not always the norm. Speaking with parents has still been an effective way to maintain. This also ties in with grades-based management techniques; many parents have specific academic standards for their students and corresponding consequences (losing privileges at home in many cases). This helps with many, but once again, not all. Direct communication with parents does appear, still, to be the most effective.

Andrew wrote that at his current job, he feels like he's had a "type of regression". In continuing to deal with "off-task behavior and side conversations", he has been trying different strategies in an attempt to improve the situation. Classroom layout seems to be his biggest hurdle, and he is "currently stuck" between his ideal of language acquisition and quality communicative practice and creating seating arrangements that encourage participation and conversation without also easily allowing students to speak in English to their neighbors. He currently has five groups of four desks with students facing each other, which creates "problems in side conversations"; however, when he changed the layout to one that was more traditional, it created a different set of problems. With a student in a wheel chair, the rows made it impossible for him to have access to the rest of the classroom. So Andrew was forced to choose the layout that was the "lesser of two evils". His space restrictions give him few options to prevent off-task behavior, and so he has moved to other strategies.

When interviewing Andrew about his current classroom management challenges, he talked about how body positioning has helped keep students on-task. He walks in the direction of the students who are talking or doing work for other classes, and they are quick to stop the undesired behavior. In addition, he has carefully placed the students who are "notorious for being off-task" closer to him so that he can keep a watchful eye on their actions. Trying to group students by ability but taking their behavior into

consideration has been challenging for Andrew this year, and he's noticed a correlation between the on-task behavior of the students and their attitude/performance in the class. Students "get in a hole pretty fast by not paying attention", which leads to their falling behind, which then invariably leads to a shift in attitude that can be difficult to fix. He finds that students who get poor grades immediately feel as though they simply "can't do this". Andrew works hard at consistently communicating with the students who are struggling in an effort to boost their confidence, but he is often frustrated at the lack of power he has over their confidence levels. Just days before the interview, Andrew told me that he had assigned a speaking activity to the class, but noticed that one set of partners was not talking. When he approached them and asked why they were not participating, the partner of one of the struggling students said "well, I asked him a question but he's not answering". When he then asked the student why he didn't answer his partner's question, he responded "well, I just can't do this". Andrew took him aside and tried to boost his confidence by telling him that he was sure he could pull himself out of the hole he had created for himself, and admitted to the student that learning a foreign language "can be tough". The same student claimed that he didn't speak Spanish when asked a question later during the same class period. Responding "I guess you're in the right class, then", Andrew used humor to diffuse the uncomfortable situation.

Analyzing why his classroom management issues seemed to be more serious now as an in-service teacher than when he was student teaching, he reflected on possible theories. He posited that the priority placed on foreign language played a large role in the attitude and behavior of the students:

I would say that the priority placed on FL ed has something to do with it. With the demographic, the kids who would be going to two-year colleges or community college as opposed to four-year universities, I think it affects it, but I wouldn't say it's the end-all factor. I think that ag (agriculture) would have a higher priority for students. It's very immediate to them, that's what they want to do. Also, there are only about four or five heritage speakers of Spanish in our school, that lowers the priority.

It was easy for Andrew to compare his current position with others that he had had in the past in order to explain, or perhaps rationalize, his current classroom management issues. When placed in a cooperating teacher's classroom, routines had already been established, and he was surrounded by experienced teachers who had been learning the ropes for several years before his arrival. When teaching at the college-level, Andrew realized that adults are simply easier to teach, as they're "more mature, able to keep it together for 50 minutes, and if they need something, they'll let you know...while a teenager might act out instead of letting you know what they need". He mentioned that the demographics of the school at which he's now teaching is significantly different from schools at which he had previously taught. At bigger schools, such as the one at which he did his student teaching, were across-the-board procedures that are often seen as the by-product of a larger school. There, administrators, teachers and staff had to "keep track of 1500 students instead of 300". Describing the community in which he's now teaching, he said that the small size of his school makes the institutionalization of school rules seem meaningless, as "everyone knows everyone", and a "it takes a village" mentality has been adopted.

The lack of consistency in the implementation of school rules hurts his capacity to properly manage the class, as consequences are seen as silly or just simply not enforceable. Because detentions have to be served with the teachers who gave them, the teachers say "well, I don't want to give a detention because I don't want to have to stay $\frac{1}{2}$ hour after school for a kid when I could leave, when I could work on something productive for my classes". In that small-school setting, most teachers are involved in some kind of extracurricular activity that is often after school, which complicated the problem even further. Andrew gave more examples of the inconsistency that exists at his school when it comes to doling out consequences to students. Recently, the school moved to a "one-on-one initiative", which allows each administrator to see what every computer screen in the school is showing at any given moment of the day. Although a

few students have gotten “caught” looking at inappropriate websites during class time, Andrew says that he hasn’t seen any consequences being enforced. Students who get caught are supposed to lose their computer privileges for a few days, but this has yet to happen. This inconsistency “contributes to a lot of the functionality” that goes on in the school, because students are simply not seeing that the purported consequences are real. Trying to work within an imperfect system, Andrew has given detentions and stayed after school to enforce them, but he has just as frequently seen students avoid having to serve detentions because the teacher “just doesn’t want to deal with it”. Sometimes, the student gets kicked out of class, but it ends up being “a kind of positive reinforcement for what they did”, as it’s removing them from a situation in which they were unhappy anyway. Stuck between a wall and a hard place, though, Andrew does usually decide to kick out students who are misbehaving in order to preserve a hard-working atmosphere for the other students. Sending students to the principal’s office, which normally would seem like a strong punishment, also falls short of being effective at Andrew’s school. The principal of the high school is also the principal of the middle school, and goes back and forth between the two schools most of the day. A student sent to his office often waits all day outside the office without ever having had the experience of actually seeing him and incurring the consequences of bad behavior. Most students eventually leave the office and wander around, seemingly with the blessing of the principal’s secretary, who has told Andrew at the end of the day that a student had indeed been there, but then left. Also seemingly unenforceable is the school’s attendance and lateness policy. While there is a program in place, it does not track absences or tardiness. Andrew has marked students late, but it ends up being “an impossible administrative task” for the teachers. It is up to them to keep track of how many times the student has been late or tardy, and then give detentions accordingly. This becomes a very difficult situation, and Andrew admits that he has a great deal of trouble juggling all of the paperwork for his 90 students. He imagined the workload of other teachers who have up

to 150 students in their classes, humorously suggesting that they “put a scoreboard on the wall and say ‘o.k., Sally, you were late five times’”. Some of Andrew’s students are constantly late, but he has no way to look up exactly how many times the infraction happened or what the school has done about it, if anything. He felt uncomfortable being the “whistle-blower” on a student, the sole person responsible for getting a student in trouble. There is an additional factor to consider with regard to the environment of Andrew’s small school: Since the population of the entire town is only 1000, it is natural that the school administrators be well-established members of the small-knit community. He writes that “it’s pretty easy to ruffle feathers if you get the wrong kid in trouble...you know who the big names in the town are”. Andrew has not allowed fear to stop him from contacting parents, however, and he believes that talking to parents has become one of the better resources he has at his disposal. He mentioned that he did “take that from teacher ed, the importance of contacting the parents. I witnessed it firsthand during my student teaching and now in my current position, a lot of times parents can be your best ally. If you let them know, it’s usually nipped in the bud the next day”.

In between his student teaching semester and his teaching job now, he worked as an adjunct professor at the college-level. He reflected on how perhaps he was “spoiled in teaching adults that in many cases will come with a different attitude”, as he experienced few if any behavioral issues at this level. He wondered if the fact that his students at the college-level had paid for the course made a difference in their attitudes in class, and remarked that the differences in administrations in the secondary schools at which he had taught also seemed to make a difference from one school to another. Comparing the school at which he did his student teaching with his current job, Andrew again went back to the consistency level in the two environments. When he was student teaching, there were policies that all teachers had to follow. This lead to consistency in what students could expect in terms of consequences of their actions. Demographics and environment, however, were the biggest differences Andrew saw between the two schools:

In my field experiences, the vast majority were headed to four-year colleges to pursue professional degrees. The majority of students in my current placement are headed to two-year community college and vocational programs. The rural/homogeneous demographic also does not put a high premium on diversity education and foreign language since it is not readily apparent. When I ask students why they are taking Spanish, they say either to get into college, that they needed elective credits, they couldn't take another elective or simply they didn't care what they took at school. The students who cite the latter three quickly fall behind because they don't take the material as seriously despite constant reminders of the nature of foreign language learning. This leads to apathy/behavior problems as well and to a lot of struggling just to get students to pay attention, especially in the first year. While I have a pretty rigorous curriculum and high TL use, not paying attention/off-task behavior compounds problems with grades. This positive correlation doesn't seem to resound with this group like it did in my student teaching placement.

Despite the continued problems at his current position, Andrew was very positive about the lessons he had learned during his experience in the teacher education program. His student teaching semester gave him an idea of what to expect, and he observed often that classroom management issues could come up at any time, even in the most experienced teachers' classrooms. He reflected on how classroom management is something that is "never done...a teacher who has been in-service for 40 years would still be working on it. It's never going to go away, because students change, schools change over the years, you have to have the ability to adapt". He learned to change his teaching based on the students and the school atmosphere, and contented himself with the knowledge that "just because you have to change, doesn't mean you were wrong". Andrew talked during the interview about the "general" ideas regarding classroom management that were introduced to him, such as the most effective practices for dealing with an issue. Taking tips from his university supervisor and the other teacher education students in his seminar was a benefit of the program, and railed against the idea that effective teaching was simply a matter of "common sense". He mentioned that he had more than once heard from a parent that teaching couldn't possibly be more difficult than having a child or multiple children at home. However, he admitted that parenting and teaching have some similarities, such as the need to get to know the children, understand

their different personalities, and act accordingly. Making mistakes as a teacher and making mistakes as a parent are common, in Andrew's eyes, no matter how prepared you could possibly be.

When looking back on his experience going through the teacher education program, Andrew felt that what was most lacking was a general admission that "all tricks don't work all the time". Defending his teacher education curriculum, though, Andrew did attribute this reality to differences in specific schools' and districts' policies regarding classroom management. Reiterating that he is now teaching in a school in which there is "little direction in this area", he realizes that his particular set of circumstances is what is making his experience "so far quite difficult". Adding that he would have liked to have seen "a few more specific examples of how classroom management issues affected instructors and what the results of the strategies used may have been", he realized that "classroom management seems to be something that comes naturally to some extent, and thus can be difficult to explain or teach". He was positive about having learned about the importance of "consistency and self-evaluation" during his teacher education program, and he makes a point to follow through on consequences much more often now as an in-service teacher.

Laura Compares her Past and Present Classroom

Management Experience

Laura's current position is at an urban public high school in the Midwest with a population of approximately 1200 students. The families of the children who attend are mostly working class, and the school is considered low-income. Languages offered include Spanish, German and French; until this year, the school had a class for heritage speakers of Spanish, but it was cut due to lack of funds. Spanish is the only language at the school that goes up to the Advanced Placement level. Laura teaches students from grades 9-12 in her French I, II and IV classes. Her smallest class has 16 students, while

the largest has 29. She teaches five classes a day and has two plan periods. In addition, she is responsible for organizing French club activities a few times a month. Laura's school uses "stop time cards" in an effort to handle classroom management problems. When a student is "being disruptive or clearly breaking the classroom rules, the teacher is allowed to issue" one of these cards. The student then takes the card into the hall and fills it out while waiting for the teacher to come out and address the problem. "Tardy cards" are also used at the school, which give lunch detentions to students who are late to the same class more than twice. During lunch detention, the student must eat lunch in a classroom, and is not allowed to talk or "do anything except eat". Students involved in athletics also have consequences given to them by their coaches if they misbehave in class.

Most of the classroom management challenges that Laura is facing now are "the same" as the ones she encountered as a student teacher. Interestingly, because she is now working with a less affluent student population than she was when student teaching, she sees many fewer instances of cell phone or iPod use during class time. However, "students who are chatty or sometimes rude or off-task exist everywhere", and she is still faced with those issues now. In our interview, Laura remembered students she had when teaching Spanish at the college-level who expressed their inability to speak despite multiple years of language study in high school. She knew that was something she wanted to change as a high school teacher, but is now faced with the reality of how that type of situation can develop despite language teachers' best efforts:

Realistically the responsibility's not only on the teacher. It's 50/50, it takes effort from the students too. But, I mean, I don't know, just making it memorable, I just try to make stuff as fun as possible. For me, I have a Fr. 4 class this year, and they are my toughest bunch because I inherited them from the previous teacher as [French] 3s. And to be honest, they're in [French] 4 now, but they're maybe a high [French] 2.

Explaining that the students in her French IV class had lost a lot of the basics, Laura said:

Yes. And they don't mind telling me flat-out, I don't mind writing, but I don't like speaking. And I'm like "guys, what's the point of learning a language if you're not going to speak it?!". They have pronunciation issues, they can't speak spontaneously about anything in French, and to me that's like a huge discrepancy with what I saw [during my student teaching semester] when I was teaching French 4. They were at a whole other level...and yes, my student population here is very different than the one I had [then], but it's still disheartening. You guys don't even know how to correctly conjugate verbs in the present tense and you're in French 4.

Laura went on to say that in general, they were "good kids", but had been in French classes for so long and knew each other so well, that by nature they were "more chatty". Being her biggest class didn't help with management problems either, and their futures in language study worried her. There is no Advanced Placement French class at the school, so the students in French IV would have nowhere to go upon finishing Laura's class. She was hopeful that she could institute an AP course at the school, but knew that it was all a question of money and interest. She lamented over the fact that there was an AP class in Spanish but not in French, and knew that Spanish therefore attracted the students who "wanted an AP language class on their transcripts". However, Laura was proud that she had built the program up enough even in the short time she has been there so that there is now a French IV class. Before her arrival, the highest level of French students could take was French III.

At her current school, Laura works with a world language coordinator, but explained that programmatic problems are not always addressed in a timely or appropriate matter. The coordinator is responsible for ordering books for all of the foreign language classes in the district. The year Laura started at the school, they had decided to pilot a new textbook. They picked teachers from various schools to try out the new levels, and Laura "got stuck" with the responsibility. The goal was for the teachers to give feedback about the positive and negative aspects of the book before they implemented it district-wide, but there were quite a few "hiccups" with the implementation once it got off the ground:

They were trying to decide if they should do a classroom set as opposed to giving one to every kid. And last year, in some of my classes, I was only able to do a classroom set, which ended up being a huge pain in the ass because there's an online textbook but none of the kids ever went on it. So I could never assign hw out of the textbook, which, ok, I'm resourceful to a certain extent, but it's nice to be able to fall back on the textbook from time to time and not have to do the textbook always in class because I know they won't do it at home. So it got a little messy, and there were students complaining about how they wanted to take the book home...The point of having a textbook is so that you can use it. What's the point of a textbook if they can't use them to study for tests or quizzes?

The following year, Laura was not given classroom sets of the textbooks for some of the classes she was teaching. She and the students were forced to rely solely on the online version of the book for a month before each student was finally issued a book. Laura explained the major consequence of that seemingly small beginning-of-the-year issue:

It was horrible. But, the other thing is, even if they do go online at home (and that's assuming that each kid has internet at home), then there's glitches with the website sometimes. They'll be [unable to study] for a whole night, and if that's the night before your quiz or test, what do you do?

One benefit of working at her current school is the Professional Learning Community (PLC) of which she is a part. Once every few weeks, teachers are given time off at the end of the day to meet with their respective PLCs. Laura's PLC is the entire world language department, as there are only six of them at the school. Although she wished that she could have the opportunity to meet with only French teachers, at the time we spoke, all language teachers were present at the meetings. She thought that "sometimes it's hard to talk about things across languages", but she knew that it was more convenient that way being that they are all at the same school. Using Skype to communicate with other French teachers around the district instead of having to travel to other schools was an option that Laura and I discussed during the interview.

When asked to compare the experiences she had with classroom management during her student teaching semester with those she is currently experiencing, Laura

wrote that she uses “a lot more target language” now than when she student taught, and she uses communication with the parents much more frequently now than before. When she was a student teacher, she never contacted parents, but now feels as though it’s an important step to take if addressing the issue with the student first doesn’t solve the problem. If speaking with the parents doesn’t seem to be working, Laura moves on to contacting the administration. She uses “stop time cards” and “tardy cards” at her current school, which were not part of her student teaching experience. In retrospect, Laura expressed that she wished she had learned more about the “behind the scenes things involved with being a teacher” while a teacher education student. She used the examples of the importance of the PLC at her school, which was something that she knew nothing about when she first started out. She wrote “I guess I did not realize all the extra things that teachers have to do besides just teach”.

Heather Compares her Past and Present Classroom Management Experiences

Heather currently works at a public high school in a primarily rural setting in the Midwest. It is a relatively small school, with approximately 400 students in grades 9-12. The only language offered is Spanish, and thus the Spanish department attempts to offer opportunities to study abroad and go “as far as possible in their Spanish learning”. Heather, who is one of three Spanish teachers at the school, writes that the school is “rather monocultural”. The school is on a block schedule, periods being 84 minutes long every day. Because classes are therefore condensed into one semester (as opposed to lasting the entire school year), the scheduling of foreign language classes often becomes difficult, and some students are forced to go for almost a year and a half between levels. Heather teaches mostly ninth and tenth graders in her Spanish I and II classes. Her largest class has 26 students, but she does have a class as small as 12 students. There is a “moderately active” Spanish club whose main activity is to sponsor a biannual trip

abroad over the spring vacation. Rules and regulations regarding classroom management and discipline at the school are “very complicated” according to Heather. Little is done on a school-wide level, and much is done on a classroom level. Two rules she listed were that students were not allowed to have backpacks in the room (a rule rarely enforced), nor are they allowed to eat or drink in the classroom (enforced for good reason, apparently, as Heather had a “furry friend” visit her classroom just days before).

Her classroom management challenges at her current school are similar to those she experienced when she was a student teacher. She still has difficulty sending students out of the room, and because she can “tolerate noise” a lot more than her students can, she tends to “ignore misbehavior rather than deal with it”. Feeling more confident now, Heather wrote about how she’s much better at preventing classroom disruptions before they start, but her “fear of confrontation” has led to difficulties in dealing with disruptions when they occur. She expressed her desire to have more experienced teachers visit her current classroom to offer advice, and her appreciation of having been placed with a mentor teacher at her school. Her mentor teacher came to observe a class that was causing Heather problems, and advised her to change the seating chart after noticing that certain students should simply not have been placed next to each other. She wrote that she was “so into teaching”, that she hadn’t even pinpointed the kids who were causing the most problems. Heather does play around with seating charts much more now, and changes students’ seats “about once a chapter”. She takes a lot of time to figure out the perfect seat for each student, and she wrote that “just from that student teaching experience, I realized how different the dynamics of your classroom can be based on where the kids are sitting and who they’re sitting next to”. She added that it’s difficult to make effective seating charts at the beginning of a term, because “you just don’t know who the kids are friends with”. Telling the story of a recent event in her classroom, Heather exclaimed that she had “done a bozo-no-no” by allowing the students to pick their own groups for a project. Days later, she found out that there are a whole group of

girls in the class who don't talk to a whole other group of girls. They went to Heather to express their dismay at the groupings, and asked her to reduce their group down to three students instead of the five that she had originally chosen, which she dutifully did in order to keep the peace.

Heather's cooperating teacher during her student teaching experience was not as adept at classroom management as her current mentor teacher, but that fact alone allowed Heather to reflect upon classroom management as a perennial problem, even for experienced teachers:

It's almost terrible to say, but at least I felt like something wasn't wrong with me, that I really was doing everything I could be doing, because the results weren't what I was hoping, I realized that maybe it was just the dynamics.

Her practicum and student teaching experiences were very precious to Heather, and she talked at great length about how happy she now is to have had the opportunity to teach with more experienced teachers, to be able to share ideas, and to learn how to reflect on what worked and what didn't work throughout the day:

That for me was the best part of the teacher education program....I liked the discussions we had in our practicum, just hearing from other people's experiences. I don't really think there's anything that we did that I think was a waste of time in any way, shape or form. I think it is totally possible, depending on the person, that if they didn't have all the classes that we had that they could be a perfectly fine teacher. I think it has to do with personality and openness, and realizing that you don't have all the answers. I did think about some of it, but definitely the more hands-on stuff is what stuck with me the longest...

As a follow-up question, I asked Heather if she really believed that what she learned in her teacher education program was simply a matter of "common sense", and she replied:

Some of it was...the special education actually I have used, I have gone back to that book, because I had a student with Down Syndrome that I had to make a lot of accommodations for, and I have a couple of kids with 504s and IEPs in my Spanish class, and I have to know what that means and what my obligations are when a student has that documentation. That was useful.

Jessica Compares her Past and Present Classroom

Management Experience

Jessica currently teaches at a “very affluent” junior high school in the Midwest, working with students in grades 6-8. It is a public school in a suburb of a large city and has approximately 600 students. Spanish and French are offered to students starting in fifth grade. She teaches six Spanish classes per day, each lasting 40 minutes. Most years she will be teaching only five classes, but this year is an exception. She teaches only 8th grade Spanish, but there are two levels (Spanish III and Spanish III Honors). A typical class has 20 students. School policy regarding classroom management seems organized and positive, with teachers having the choice to give “Caught in the Act” cards to students who have been “caught” doing something *good*. Students then can put their card in a box for a monthly drawing on the school’s morning news. A student from each grade is declared the winner and receives a prize. For inappropriate behavioral modification, students are required to call their parents if they are kicked out of class and sent to the office. The teacher then follows up with a parent phone call, and students spend 40 minutes after school in detention. If a student receives four tardies, they also receive a detention. In addition, the school has “Steps to Success” (STS) every other week during homeroom in the morning. During this time, social and emotional issues are addressed, but students are also able to use that time to address any issues that may be important to them, such as bullying or cheating. Respect and responsibility are common topics that are addressed in STS.

Feeling “fortunate” about her current job situation, Jessica expressed her happiness at how “polite, well-behaved and on-task” the 8th graders are at her school. Students routinely thank her for teaching them, and are “intrinsically motivated to succeed in their classes”. Fostering the positive environment are very supportive parents. However, Jessica currently has one class that is predominately boys, and they are all friends. They easily get off-task and “will do anything to make each other laugh”.

Unlike her student teaching classes, however, these students do want to do well in class and get a good grade. They are “just more interested in impressing each other and at times can be rude and disrespectful to me and each other”. In general, Jessica now feels as though the biggest difference between her student teaching semester and her current teaching position is the relationship she has with the students. Claiming that she couldn’t remember a single student’s name from her student teaching semester, she feels looking back as though she wasn’t “truly invested” in her students. She wishes now that she had tried to get to know them more, but admits that it was a very difficult situation for her in terms of classroom management, writing “it was also very difficult stepping into a class where rules and procedures were already established. The students had a routine and were used to how their teacher did things. It is challenging to come in half-way through the year and change things”.

Jessica wrote that the most difficult part of classroom management, both then and now, is being consistent, although she reprimands herself for not practicing what she preaches. Sometimes, although she tells students that they must bring their materials to class each day, she allows them to go back to their locker when they forget. There are also days for Jessica “when I can tell that I am tired and let things slide when I normally wouldn’t”. That lack of consistency “confuses” students, and was something that she wished she had learned more about during her time in the teacher education program:

In our education program we spent a lot of time focusing on the first two weeks of school when you establish your classroom norms and procedures, but I didn’t know what to do when after a month into it I realized that some of my procedures or rules weren’t very efficient or effective. What is the best way to go about changing things that aren’t working as well, especially when the kids are used to do something a certain way? It would have been helpful too to talk about the advantages/disadvantages of basic classroom procedures. For example, I tried to have a bathroom/locker pass at the beginning of the year to try to reduce the number of kids leaving the classroom, but still allowing them a few chances to go when they really needed to. It fell apart because so many kids left their locker pass in their locker!

She still expresses the desire to be given “concrete examples” of things she can try when her classroom management strategies fail. She asks “What do you do when you have a class that has joined together and established a group mentality against you? What do you do when there is a kid who won’t do any work unless you’re standing over him? What do you do when they won’t stop talking?”. While she remembers a class period devoted to the recreation of common classroom behaviors during her teacher education program, she feels now as though it was simply not enough to prepare her. Jessica now feels as though there should have been a specific class devoted to classroom management during her teacher education program, but admits that because every subject area has different management problems, there would be little specific attention paid to this area in terms of the foreign language classroom environment. She reiterated the importance of learning about classroom management strategies, particularly as a new teacher:

I think we did talk about [classroom management], but I think that’s the one thing that if you ask any teacher, that’s the hardest thing. And I think, if you don’t make it through those first five years, where you’re still trying to figure out procedures and policies, what it means to follow through on something and be consistent, and all those little tricks...you don’t just come in knowing those. It’s so scary.

Then, as now, part of Jessica’s problem is that the students are “bored”. If they’re not engaged or interested in what they’re supposed to be doing, and the material doesn’t relate to them, “then, they’re going to do whatever they want, whether that’s reading a book, or talking to friends, or acting out in class”. Jessica mentioned in our interview that one of the most important things a teacher can do to manage a lack of enthusiasm in the classroom is to “get them invested in what they’re doing”. She realizes now that “if you don’t show them why it’s important, they have no reason to care”. It was her hope that her strategy would work when she was student teaching, although she’s still not convinced that any trick could work with students who simply don’t want to learn Spanish under any circumstances.

Research Question Three

The following section will report on findings related to the third research question of the study: *What management issues specific to the foreign language classroom, such as target language usage, were revealed?* Recent research on the use of the TL (L2) in the classroom (Bateman, 2008; Crichton, 2009; Elder & Kim, 2008; Kraemer, 2006; Macaro, 2001; Tien, 2009; Vélez-Rendón, 2006; Wilkerson, 2008) treats a wide variety of related subjects, such as code-switching in certain circumstances, general attitudes that surround L2 vs. L1 usage, and how the choice of language used in a teaching and learning environment may impact various aspects of classroom management. In class with the researcher and during their student teaching experiences, the five subjects in this study spent a great deal of time analyzing, deconstructing, discussing, lamenting, and rejoicing over the use of the TL (in these cases, either Spanish or French) in their classrooms. As their university supervisor, I often included comments related to TL usage in my observation notes, knowing that “student teachers in particular may not spend much time reflecting on their use of the TL if their university supervisor does not ask them to do so” (Bateman, 2008, p. 11). References to TL usage specifically related to classroom management were numerous in the subjects’ questionnaire answers, their weekly student teaching journals, their teaching philosophies and in the interview transcripts. As organized for the first research question, the researcher’s observation notes specifically related to TL usage will be separated out and highlighted before data gleaned from the subjects is presented. The results that will help us answer this research question are of the upmost importance, as “teacher educators would do well to understand the attitudes and beliefs of student teachers toward use of the TL, as well as the ways in which these beliefs and attitudes evolve during this critical formative period in their careers” (p. 12). An additional level of richness is added with the inclusion of these subjects’ reflections on the matter now that they are in-service foreign language teachers.

Emily's Experience with Target Language and Classroom Management

Observables, Positive Comments on Target Language Use Researcher's Observations of Emily's Classroom Sample of Notes from One Observation

- You are all in the TL (one sentence in English)
- You do a great job acting out words instead of giving them the English
- Nice work encouraging students to tell their story in Spanish and encouraging them that they can do it

Observables, Constructive Comments on Target Language Use Researcher's Observations of Emily's Classroom Sample of Notes from one Observation

- It's ok to remind them that this is the time to correct homework and ask you questions in Spanish, not to talk to their neighbor
- I don't hear any students speaking in Spanish right now
- Don't let the students talk to you in English
- When they do, you can pretend you don't understand and try to get them to rephrase their thoughts or questions in the TL
- Watch out for too much talking (all in English) when you're taking attendance

As a student teacher, Emily wrote about her thoughts regarding TL usage in the classroom in her weekly journals. Writing about parent-teacher conferences, she struggled with how to express the same idea to parents over and over: That their children "need to try to speak more Spanish in the classroom". She explained to the parents that the students were being graded on its use, but most still had trouble in that area. When reflecting upon her experience at the conferences, Emily turned to more general questions about how to "facilitate better target language use". Knowing that students most often

slip into English when working in small groups and have finished the task early, she wondered if she could do a better job at modeling activities and keeping the pacing of the class fast enough so as not to allow any “downtime” during which students might use English. In her teaching philosophy, Emily wrote about her passion for the idea of a “Spanish-only classroom that is fast paced, fun and meaningful for students”. From her own high school Spanish teacher, Emily “learned the importance of using authentic, interactive cultural activities in the classroom”, and was fascinated by her teacher’s stories about her time in Central America. It was important to Emily to create an environment in which “students want to talk and listen to each other, a place where they are not afraid to make mistakes” in Spanish. Memories of feelings and experiences in her own high school Spanish class played a very important part in Emily’s teaching philosophy. Then, Spanish class was the only place in which she “felt accepted” for who she was, and she wanted more than anything to open her students up to experiencing the same positive feelings.

When reflecting on whether or not she believes now that there’s a connection between the use of TL in the classroom and classroom management, Emily admitted that since teaching her Spanish II class this year as an in-service teacher, she has been “forced to rethink” her original philosophy.

Having to teach Spanish 2 this year has made me rethink, a little bit, about the use of target language only because the other four teachers that teach this level swear that the students will not understand the material we must cover if I adamantly stick to English only. I’ve found myself slipping much more than I’d like into English for the ease of getting everyone on the same page and moving forward. It’s actually better classroom management that way in regards to keeping the pace lively. I hope to diminish the use of English as we progress during this year, for it is a sad thing for me to admit. I also think that one’s curriculum needs to be conducive to teaching only in the TL and our do not feel like ours is. Especially since the text book and ancillary materials are often written in English.

Being new to Spanish II, Emily feels pushed by the other Spanish II teachers to make sure the students “get the grammar nuances”, and for that to happen, in their

opinion, they have to teach all the grammar in English. Additionally, in all of the materials she shares with the other teachers are written in English, and she doesn't have the time or the energy to fight against the general consensus of the department. Emily also compared her experience teaching at the college-level with her current teaching situation, and explained how the use of the TL could be related to the age and maturity of the students:

There's also the challenge between teaching college and teaching at the high school level. Teaching the lower Spanish 2 at the university, I would give homework and would expect them to do it and come to class with that knowledge. So I could send them home with the grammar explanation that you're going to read through at home and you'd come to class with that knowledge. So yes, you use English to explain grammar, but it happens outside of class. But at the high school level, you can't expect them to do that at home, you have to teach it all.

Andrew's Experience with Target Language and Classroom Management

Observables, Positive Comments on Target Language Use Researcher's Observations of Andrew's Classroom Sample of Notes from Three Observations

- Great job encouraging students in Spanish to guess a word in Spanish ("hospital")
- All in Spanish, even the directions, great job!
- Your Spanish sounds very strong, great accent
- I like that the students are asking questions in Spanish and that you're explaining words in Spanish even though what they're looking for is an English translation

Observables, Constructive Comments on Target Language Use Researcher's Observations of Andrew's Classroom Sample of Notes from Three Observations

- Be careful not to speak English, particularly when giving directions or trying to explain grammar/vocab points

- This will give them the impression that it's too hard to understand in the TL
- Even little comments, like “write this down”, “I'm going to hand back your quizzes” or “we have six endings” can be said in Spanish
- Try talking to them in Spanish as you're transitioning so that they don't have time to speak to their neighbors in English
- When students ask you questions in English, like “what page”, be sure to have them repeat the question in Spanish
- Resist translation of worksheet sentences into English
- Resist grammar explanations in English
- They will ultimately need to know how to ask you information in Spanish about grammar, and unless you use Spanish “grammar vocabulary”, like names of tenses, etc., they will most probably never learn how to say all of that
- In addition, they will assume that you don't care/it's not important to know how to ask detailed grammar questions in Spanish
- However, try to set it up so that they don't have to use English to answer your question
 - How can you help them express these ideas in Spanish?
 - Do not translate students' answers in English, even under your breath
 - Try to work on explaining grammar in Spanish without eliciting English translations or giving them
- I know that this is a very big class, but there were about 5-10 students who didn't say a word in Spanish during the entire class, either to each other or you
- If you do introduce “grammar vocabulary” to them, make them use it
- Don't allow them to answer your questions about the differences between the sentences in English if they have the tools in Spanish in front of them
- They're having trouble answering these in the TL
- Perhaps you could give them vocabulary to help them talk?

- Be careful not to translate yourself too much, you may want to just ask questions that are more at their level so they won't need the English to understand
- They started speaking exclusively in English because in essence, you were asking them to answer your question (legends in the U.S.) in English
- You may want to remind them to use Spanish instead of accepting their answers in English
- You can ask them to repeat what they say in Spanish
- Don't ask them to give you English translations, maybe have them give you examples (like of food) in Spanish instead
- Could you have done the "put these sentences in the right order" activity in Spanish instead?
- You could have just retyped the English sentences into Spanish
- Alternatively, you could have asked the students to give you the Spanish of the sentences once they put them in the right order
- If you find yourself translating the comprehension questions into English for them, they may be too hard, or you're thinking that if you speak in English the students are going to participate more
- If a student asks in English "what is the translation of...", make sure you point over your head to the appropriate sign and have them repeat the question in Spanish
- You could perhaps stand by the door and make them say something to you in Spanish in order to "exit"
- You have great, colorful signs over your head to help the students ask common questions in Spanish, but you're not using them!

In his student teaching journals, Andrew wrote about the frequent references to the use of TL when being observed by his university supervisor (the researcher). He agreed that he should have been using more TL when teaching, and admitted that he had

been “a little timid” in its use. He wrote that he had started the semester “with big plans to speak Spanish more in the classroom, but obviously found it easier to resort to English, especially when students didn’t understand”. Between the first and second observation by his university supervisor, he tried valiantly to use more Spanish in the classroom:

What I found really changed things for the better was to speak Spanish more deliberately and less conversational like I was doing in English. Since I need to be playing the role of teacher I should be speaking more deliberately anyway which is what I found I did in English, but in the target language I was still speaking like I was back in South America. There is plenty that can be said to the value of native or native-like speaking and the acquisition of language, but in a more artificial environment like a classroom (especially when there are requirements and a schedule for learning), it can be argued that it is necessary at times to adjust the input from the teacher to aide in learning. As teachers we don’t have the luxury of a natural second language learning environment and have to make do.

Andrew’s teaching philosophy included references to the use of the TL in his future classroom. He wrote that although he knew he would not be teaching “in the optimal or natural second language learning environment surrounded by second language input”, he could create a situation in the classroom that would help students acquire Spanish. By using Spanish “almost exclusively”, he strived to encourage an atmosphere in which communication in the TL boosted students’ confidence. It was his goal to provide “exclusive target language input” and to “create a safe environment for learning”. Andrew wanted his students to feel confident using Spanish in the classroom. He felt that this classroom-acquired confidence would ultimately encourage them to use the language more effectively, leading “to success in the foreign language classroom”. Because his students in the United States would never be “immersed in the target language outside of class”, Andrew knew that it was of the upmost importance to use the time he had with them each day to provide “enough target language input”. His own use of the TL would be critical, as this would show students that although using Spanish “may be a challenge in the beginning stages of language learning”, they would soon see a great improvement in their acquisition and proficiency.

Now in his own classroom, Andrew has not changed his philosophy with respect to TL use. For him, input continues to be “the singular factor in learning/acquiring a second language”. He admitted that sometimes he felt it necessary to deviate from the use of the TL for “practical purposes”, but wrote that is was only in “rare circumstances” that he would use English when teaching. He feels it is important to educate students on “why they need to use the target language exclusively”, and wanted to “let them in on the secret” of the path to proficiency. However, he wrote that he now realizes that using the TL can create classroom management issues as much as he used to think it could solve them. When he uses Spanish, he believes that it’s easier for students to “tune out” and say “o.k., he’s talking in Spanish, I’m just going to space out here”. He used the analogy of his going into a store and hearing Japanese or Mandarin being spoken; in that case, he would just tune it out and go about his business, while if someone spoke a language that he understands, such as Spanish or English, it would capture his attention. He reflected on the inverse scenario as well, however, stating in the interview that by using a certain tone, he can help students pick up his meaning quickly. He also makes sure to put as much into context as possible to help them. Andrew has even found himself speaking Spanish to random students in the hall (who do not take Spanish) to get their attention when discipline was in order, as it “gets them to stop right away...you want to mess with a kid, and [using Spanish] stops them in their tracks”.

Laura’s Experience with Target Language and Classroom

Management

Observables, Positive Comments on Target Language Use Researcher’s Observations of Laura’s Classroom Sample of Notes from Two Observations

- You started right away in the TL
- They went into partners right away and stayed (mostly) in the TL

- Nice job explaining “peser” in French instead of just seeing the English definition
- You start right away speaking in French
- Good comprehension checks in the TL about whether or not they understand what to do
- When you speak French, they understand!
- You went back to French to tell them to work with a partner and they totally got it
- They are on-task, they really do understand everything you’re saying in French, and actually, it seems as though they pay better attention and speak less to their neighbors when you speak French to them
- Nice listening activity...but no need to repeat your directions in English, they got it
- The students’ French is quite good, it’s wonderful that they all stayed in the TL the entire time

Observables, Constructive Comments on Target Language Use
 Researcher’s Observations of Laura’s Classroom
 Sample of Notes from Two Observations

- You are already speaking more English than French...try to speak more French, even when you’re explaining activities...they’ll be able to understand if you point to things and use vocabulary that they should know, like “Regardez-moi”, or “Ecoutez-moi”
- Make sure that when you’re talking, everyone is listening to you
- Almost 15 minutes into the class, and not one student has spoken French yet
- I’m wondering if you could start class with activities that would involve choral work, like asking questions and having the whole class answer together, even having the students practice their “phrases” together orally before the quiz
- As they’re working in groups to prepare these skits, not one student is talking in French because they were not told to try

- I realize that it probably wouldn't happen, at least not at this level, but I think it's important to at least get them thinking that that's the expectation, that when we're all in French class, at no matter what level, we are speaking and hearing French
- Even when you are going around checking on them in their groups, you could use more French with them
- When you explain activities, like the listening activities, you may want to do some comprehension checks to see if they understand what they're doing
- You can ask them "silly" questions, like "Alors, vous allez répéter ce qu'ils disent, ou allez-vous écouter et choisir la meilleure réponse"?
- Have them answer you with choral answers
- Try to avoid soliciting English from your students (try not to ask students to explain/translate into English what has just been taught or read)
- Get into the habit of writing the homework in French, too
- How could you have gotten them to ask questions in French?
- You were the only one asking questions, and it's so important to have them practice that
- I'd love to see signs around the room (maybe over the blackboard?) with common phrases they might need, this might motivate them to speak more in French
- For example, when you wrote "N'oublie pas" on the board, a student said in English "What's oublier"...if he had easy access to how to ask what that verb meant in French, you could have asked him nicely to rephrase his question in French...but he asked in English, and you answered in English...it was too easy for him to get that information out of you
- I used to have a lot of them, maybe 15 in a place easy to see...some ideas...
 - Comment dit-on...en français?
 - Que veut dire...en anglais?
 - Je ne comprends pas...

- Répétez, s'il vous plaît...
- Quel est le devoir?
- Puis-je parler anglais?
- Puis-j'aller aux toilettes/boire de l'eau?
- On est à quelle page, s'il vous plaît ?
- A few of them were getting out their own personal dictionaries to help them
- You could have maybe used classroom dictionaries (do you have them?) to turn the group/rows activity into a dictionary lesson as well
- Or, you could have prohibited the use of dictionaries to get them to really try to understand their excerpt in context using their background knowledge

Laura took notes about her use of the TL in her student teaching classroom to heart, and often reflected on not only her use of French, but that of her cooperating teacher's:

One thing that I have noticed about my CT is that she conducts all her classes except AP almost entirely in English. She says that this is because it is only their first week of school and the students in French I and II are still not used to class being conducted entirely in French because they know so little and that little by little she incorporates more and more French as the trimester progresses. My CT also says that if she were to begin the school year speaking only in French to her French I students, many of her students would drop the class and she would get several phone calls from parents, etc. So, maintaining her program alive is of crucial importance to her because if all her students drop, then she has no class to teach. Although my CT seems to be in no danger of losing her job (even if her whole section of French I dropped), it is still a concern for her because the more students enrolled in French, the more likely the school is to expand the French program, offer more sections, etc. These would all benefit students, my CT and the school. There are so many things that I would call "behind the scenes" that I never really thought about but that seem important. If I were teaching in a small school then concerns such as these would be even more relevant because if there are not enough students enrolled in my program, eventually, I may lose my job.

Despite the not-so-subtle pressure to use English during her student teaching semester, Laura still believed "in exposing students to the target language as much as possible". She questioned then what the idea solution would be for the teacher who feels

strongly about using French exclusively in the classroom while wanting to protect her program and her job. She struggled to marry what she had been taught throughout her teacher education program with the reality of TL use in the classrooms of which she became a part:

In all of our teacher education classes we are told to use the target language exclusively, which sounds like a great idea in theory, but in practice, I have yet to see it done with beginning level classes. But, there are ways to incorporate as much target language as possible such as using simple words and cognates and speaking slowly so that students can catch on.

That her cooperating teacher used mostly English with the beginning-level French classes was of great concern to Laura. The only French used in the classroom was when her CT would have them repeat their “phrases of the week” at the beginning of each class. She knew that she wanted to use more French once she took over the classes, but worried that she would “scare and confuse” the students, as they were not used to hearing or using it. She did note that “using more French could be a good management technique for keeping this rowdy bunch on their toes”.

Once she took over the French II class, Laura was shocked to hear students complain about her use of simple commands in French, such as “take out your books”. Because she made a point to use classroom commands multiple times in context, it was hard for her to believe that students would still not be able to “get clues from looking around at what all their classmates were doing”. She felt disheartened, and concluded that “if one student feels this way, then she must not be the only one in the class not understanding simple commands in French”. She was frustrated, and didn’t even know how to begin to rectify the situation. Taking suggestions from her university supervisor after one observation, she vowed to speak nothing but French, particularly with the French II classes. Those students had come from a class that was taught in English, and needed to get accustomed to hearing French in French class. Laura worried about what her CT would think when she used much more of the TL, and was afraid that she would

think that Laura was passive-aggressively criticizing her teaching methodology. She stood firm throughout the semester, however, as “being a student teacher requires one to stand up for one’s teaching philosophy while still showing respect for that of the CT”.

Although Laura did occasionally have problems with her students’ failure to use the TL frequently enough, she found that her use of French positively impacted classroom management. She ultimately concluded that she had had a positive effect on her CT, as she was using significantly more TL in her classes once Laura started giving classes back over to her at the end of the semester. Laura’s use of technology to highlight authentic materials in French also impressed her CT, and her CT did begin to incorporate more PowerPoints and websites into her own teaching. Laura felt confident that she had been “able to help her see the advantages to using as much target language as possible”.

Now an in-service teacher, Laura still believes that there is a strong connection between classroom management and TL use in the classroom:

I truly feel a connection between classroom management and target language use in the classroom. The more you use it, the more students have to pay attention and focus to understand what you are saying. It requires a lot more effort for students to listen to the target language than to English. It is also a good management tool because they need more focus in order to produce it as well. My experiences have taught me that target language use is a valuable classroom management tool. However, since I have been a student teacher, I have seen that it is not always enough and cannot help manage students who refuse to partake in listening to it or producing it.

Laura notices the connection especially during transitions, and compared her experience as a student teacher with what she is experiencing now. She realizes now that as a student teacher, she was using the TL but at the same time giving the students a “crutch” that they didn’t necessarily need, such as writing a page number up on the board after saying it in French. She proudly proclaimed that she never does that type of thing anymore, and that she credits the smooth transitions to her staying in the TL without giving students translations or any additional visual cues. She also has learned to use the TL when explaining what they are about to do, which “keeps them a little more focused

during transitions”. Although her system “is not perfect, it’s better”. Harder to monitor is students’ use of French during group or partner work, when the focus of the activity moves from Laura to the students themselves. She admits that even if she’s walking around, she is unable to hear what every group is saying at all times. She makes an effort to “make activities where they have no choice but to do it in the target language, like an info gap activity...it’s just harder to slip in English based on what the activity is, but it happens”.

Heather’s Experience with Target Language and Classroom Management

Observables, Positive Comments on Target Language Use Researcher’s Observations of Heather’s Classroom Sample of Notes from One Observation

- You are speaking Spanish
- Nice encouragement, telling them that it was authentic and that they should be proud of themselves

Observables, Constructive Comments on Target Language Use Researcher’s Observations of Heather’s Classroom Sample of Notes from One Observation

- I hear a lot of chatting in English when you’re checking homework
- How can you get them to quiet down a little more?
- I would make every effort to go for 100% Spanish, including grammar explanations
- They need to know the vocabulary in Spanish for tenses, etc., so that ultimately they’ll be able to ask you questions
- Your “HALWEPTON” is a good example of this...will they ever know these words in Spanish so that they can use them in questions?

- I would try to avoid allowing your students to ask you questions in English
- If they ask something in English, pretend you don't understand and have them rephrase in Spanish
- You may want to put up common questions in Spanish around the room so that they have a reference point
- When you do your grammar lessons, this is a good opportunity to have them repeat things after you using choral work in Spanish, to keep everyone on their toes
- You could call on random students instead of having them call out
- What can you do about the English and the noise during transitions (handing out papers, etc.)
- What can you say or do while you're transitioning to keep them on task?
- How can you do your grammar lessons without so much direct translation?
- What you did was a pretty traditional grammar-translation lesson
- Even getting the students involved with repeating after you in Spanish might help you to increase the energy in the room

When first starting her Spanish student teaching placement, Heather spent the first week observing her cooperating teacher. In her journals, she theorized about the use of the TL in the classroom:

Sometimes you have to help students realize they actually do understand what is being said in a classroom where the majority of instruction is given in the target language. By asking simple questions that students know the answers to, you can begin to build their confidence in themselves and their abilities, and students actually begin to more actively listen in the classroom.

The first day, her cooperating teacher gave directions and descriptions entirely in Spanish, and immediately followed them up with comprehension questions, also in the TL. Heather realized as the days went on, however, that English began to "slowly take over in grammatical explanations, even in Spanish III". She thought that "more visual

representation” to support the use of the TL would have been beneficial for the students. Subsequent journals mentioned her CT’s ever-increasing use of English in the classroom. Heather noticed that although her CT would often start off the period speaking in Spanish, “it switches to English pretty much exclusively”. After talking with her about the subject, her CT maintained that she believed it was “important to use only Spanish in the classroom”, but rationalized that “grammar explanations are more effective in English”. Unfortunately for many of the Spanish III students, “most of the classes have consisted entirely of grammar explanations”, and were therefore taught almost exclusively in English.

Heather began to take over classes from her CT, and wrote about her desire to speak only in Spanish to the students:

This is so difficult for me, mostly because I feel awkward speaking more Spanish than my CT. Also, because I am shaky on even the proper vocabulary for certain classroom commands, I find myself needing to switch to English to complete directions. This is very frustrating to me, because I feel that I should know at least some way to communicate this. I will need to study some “teacher words” before I can do this properly.

Her Spanish III class was “a lot of fun”, and she felt proud that she spoke to them almost entirely in Spanish and that “they actually understand what I’m saying”. Half-way through her placement, she had a “week of revelations”, during which she realized that she was not always practicing what she was preaching in terms of the use of the TL in the classroom. She was thankful for her university supervisor’s observation notes, in which it was made clear that she was not using as much Spanish as she had believed she was, and felt determined to make changes in the few weeks she had left. Heather admitted that she had strayed from her own teaching philosophy, in which she wrote that she wanted “to give students first and foremost the ability to communicate in the foreign language”. Writing in her philosophy that the students would probably have “infrequent contact with the target language outside the classroom”, she stated her belief that it was “imperative to give students adequate input in the classroom through exclusive target

language instruction”. Using an “abundance of visuals, body language, repetition and cognates” in the classroom would help her convey meaning to the students in Spanish, even at the beginning levels. Heather believed that language was a social, rather than an academic phenomenon, and thus must be oriented to activities “that promote conversations between students in the target language”.

Heather’s thoughts on TL usage in the foreign language classroom have changed somewhat since she was a student teacher. As a result, she feels “currently unsure” of the connection between its use and classroom management:

I am currently unsure of the connection between the use of target language in the classroom and classroom management. While I used to think that by using the target language consistently, I would receive better behavior from the students, recently I have encountered a situation where students are simply beginning to “tune out” and begin acting out in class. This opinion has changed since my student teaching, and I think part of it may be due to a different demographic.

Heather read a book the summer before her second year of in-service teaching that emphasized the “critical nature of procedures and explicit expectations on classroom management and student learning”. While she began her first year conducting all of her classes exclusively in the TL, she decided to experiment her second year by following the practice of a middle school teacher for whom she had substitute taught in a neighboring district years before. This teacher “spent the first three days of class in English explaining her expectations and teaching students what she called ‘critical phrases’ that they would need in an immersion setting in the classroom”. Although she felt as though her emphasis of different classroom procedures was successful in managing her class in the year that followed, she still lamented that she was having trouble maintaining a “Spanish-only” classroom, largely due to “perceived time-constraints and the need to move through material quickly”.

Heather’s experimentation with the TL at the beginning of the school year has so far met with mixed results. While last year, she used Spanish exclusively in her Spanish I

class from day one and ended up falling back into English when she needed to explain grammar to them, her plan this year was to spend the first three days of class explaining the routines, expectations and classroom procedures entirely in English, and then moving to all Spanish at the start of the second week:

For the most part, the first week or so was fine, and then again we started going into the grammar stuff and I went back into English for those explanations. Now that it's been a few weeks, even since I answered that question, I'm almost not sure which way works better, to be honest. I don't think starting in English made much of a difference. They're kids. Routines take time to practice and rehearse, and I still have to remind them even though I did it in English as opposed to Spanish this year. I don't know, I think so much of classroom management is about the routines, and is about expectations...whether it's done in English or the TL, as long as it looks like the kids understand. Spanish 1 you do a lot of acting, so but most of them understood, or if they didn't understand, they talked to the person next to them and were able to figure it out. I'm still unsure I guess, trying to see which way actually works. And every year it's a different group of kids, so it's difficult. Your variables continue to change.

This year, as in previous years at this school, Heather worried about the relationship between her use of the TL and the systemic time constraints over which she has little control. While she does give most of her instructions in Spanish, she moves to English in the interest of time when it comes to teaching grammar. Heather teaches in a school that uses a block schedule; every class lasts for 84 minutes a day, which in essence condenses what would usually be taught in a full school year into one semester. Because of those limitations, Heather often has only one day to get through a certain grammar point, and cannot afford the time to review the material if students have trouble understanding it the first time:

Usually what ends up happening is that I'll say it in Spanish, I will circle things, at which point the kids who are paying attention will get it, and then I'll switch to English to say it one more time for the kids who don't know what's going on. Because I only have that short window of time to get this information to them so that they can do the other more communicative activities, and because it's only a semester-long class, it's just one day. I really can't spread it out over a couple of days to allow for more processing time, to see more examples, because I only have literally one day to get this information to them, because tomorrow we have to do something

different. I do think a lot of that has to do with the block scheduling.

Jessica's Experience with Target Language and Classroom Management

Observables, Positive Comments on Target Language Use Researcher's Observations of Jessica's Classroom Sample of Notes from Two Observations

- 15 minutes into the class, you're still all in Spanish, great job!
- One hour into the class, you are still all in Spanish and it's making all the difference in the world
- Loved the Pyramid activity, great idea and very cute way to get them to speak Spanish to each other!
- It's nice that you gave them another activity where they're standing up and talking to each other
- You did a nice job trying to police the English/Spanish situation, they do need constant reminders and that's o.k. until it becomes more automatic
- Cute use of humor in Spanish that they all understood and laughed at
- You caught yourself trying to get them to translate and stopped yourself, which is great!
- Instead of saying "que significa" and having them tell you in English what you're saying, you had them show you their shoes
- Great job of making a comprehension check without soliciting English from them
- All Spanish, the kids are really on task because they're listening to you very carefully
- Great job asking your heritage speaker to speak in Spanish
- His accent and facility with the language is a great model for the rest of the class

- The students are having no trouble understanding you at all, and actually seem to be enjoying the class a great deal more than when I was here last
- Nice job answering them in Spanish even if they ask you a question in English (try to get them to ask again in Spanish so they know how the next time)
- Very nice idea to involve the native speakers by having them read the lines
- Almost It's great that you are even doing the descriptions of the grammar in Spanish and helping the students in Spanish as well
- They are working well and discussing the grammar with their partners
- Very good activity, it promotes scaffolding between the students
- Great job of giving directions in Spanish, they seem to really understand you perfectly
- I like that you said good-bye to the students and confirmed with one of your heritage speakers what he should do (reading a book in Spanish) when he's done with an activity
- 45 minutes into the class, and you're still speaking all in Spanish!
- Wow! What a difference in this class due to your TL usage
- You seem much more confident and in control of the class
- The atmosphere in the class is totally different, much more concentrated and cohesive
- Students are really enjoying the activity and getting involved in figuring out the mystery
- Great job introducing one of your heritage speakers to the idea of reading a book when she's done with the activity
- They seem to be interested in choosing a book
- This might work! The girls are discussing Anne Frank in Spanish!
- Nice management skills, having the student get a dictionary instead of asking Jaime for the answer

Observables, Constructive Comments on Target Language
Researcher's Observations of Jessica's Classroom
Sample of Notes from Two Observations

- Students in the row closest to me have not said one word in Spanish yet and we are 40 minutes into this class period
- You may want to make sure that EVERY student speaks at least one or two sentences in Spanish in the first ten minutes of class
- This is where pacing could help you
- Students will be on their toes thinking that at any minute you are going to expect them to speak in Spanish
- You need to get them out of their comfort zone while keeping them comfortable
- Right off the bat, everything you explained in English about correcting their mistakes on their quizzes could have been done in Spanish
- If you give directions in English and only do the activities in Spanish, you're giving them the idea that you're o.k. with Spanish only being used for the "learning" part of the class
- Lots of student talking in English while you're explaining the activity and passing out the materials
- How can you get them to either not talk or talk in Spanish?
- Immediately students are asking for translations from their neighbors
- How can you stop this from happening?
- Make sure students know how to ask common questions in Spanish, and always make them ask you first in the TL
- It may be a good idea to put up common questions in Spanish over the whiteboard, like "What does mean?", "How do you say....?", "Can I speak English?", etc., and point them out and make the students repeat them when they ask you questions in English

- I'd like to see you not use English AT ALL!
- A lot of chatting in English going on between the students and you and the students
- Consider a classroom rule that states that they may not speak English in your classroom
- If they do ask you something in English, pretend you don't understand and make them ask you in Spanish
- It seems to be accepted culture in the classroom that English is the main language and Spanish is the "foreign language"
- This should change for them to get the full benefit of an "immersion" classroom
- Ten full minutes into the class, I would say that Spanish has only been spoken by you 10% of the time, and by them, zero
- Even when students are milling around putting their drawings on the board, you should still be making them speak only Spanish
- Almost 20 minutes into the class, I have not heard any student speak Spanish other than "si"
- They are answering your questions in English and you are not correcting them
- They need to know that they cannot get away with that, it's too easy for them
- I'm wondering if having them chat in English and draw with markers for 15 minutes is the best use of class time
- How could you have increased their Spanish usage for this activity?
- Jaime and Cecilia are talking and you are not noticing this
- You need to make sure you have everyone's eyes on you at all times
- If you see students off-task, make sure to call on them right away with a question they could answer to get them involved again
- Your voice could be stronger, they should pay attention the moment you open your mouth

- Make them spell in Spanish
- If you have to, go over the alphabet every day at the beginning of class
- This is a very teacher-centered classroom
- How can you get the students more involved in their own learning?
- How can you get the students to speak Spanish to each other instead of just back to you when they're asked to?
- This transition to the Pyramid activity was pretty rough, and your instructions were in English when they should have been in Spanish!
- At this level they should be able to perfectly understand your explanation of the game
- You are speaking English telling them not to use English
- What signal are you sending here?
- With activities like this in particular, you should really separate the native speakers and have them each work with non-native speakers to “spread the wealth”
- I don't see anyone on-task at this point, nor do I hear any Spanish being spoken
- You have not spoken any Spanish to them throughout this entire activity
- At the end of class, you may want to make sure to say good-bye to the students by the door and perhaps even wish them well in Spanish
- Make sure that if you hear a student asking a question in English (like “how do you say...”) that you make a point to have them repeat the question in Spanish before you give them the answer
- Try not to allow students to ask other students questions in English
- If you see this happening, you can interrupt them and ask them in Spanish what they need to know
- If students answer your question in English, pretend not to understand to have them try the sentence in Spanish

- Tune your ears into hearing English from across the room and remind them a few times during the activity that they should only be speaking in Spanish
- Students do chat quite a bit between activities
- How can you keep that at a minimum/non-existent?
- Would going up and down the rows when you're giving out papers help?
- Finally twenty minutes into the class, students are providing you with answers in Spanish and seem to be calmed down enough to concentrate on what you're doing up at the board

Jessica still feels strongly that there is a connection between TL use and classroom management, writing that when students are, in this way, limited as to what they can say, “there is less interrupting or off-topic conversations”. In her experience, she has noticed students reacting in different ways to the use of the TL in the classroom. Some students “thrive with the challenge of speaking only in Spanish”, while others will “choose to not speak at all”. She has seen students give up trying to participate in Spanish because “they just got too tired, it’s challenging, they don’t care enough to listen or they’re frustrated”. To help the few students in her current classes who “really don’t get it”, she has added visual aids, gestures, and the acting out of language to her TL use. Jessica admits to using a “check-in” strategy, in which students are allowed to use English to make sure that they understand the directions to an activity. She feels as though by being more lenient with the TL classroom rules, students are “less anxious if they don’t understand”. Grammar lessons conducted entirely in Spanish continue to be a sticking point for Jessica as well, and she still questions how to “hold the kids accountable for speaking in the target language in a way that is manageable” for her. She has used a “sticker system” and a “daily point system” to encourage her students to speak only in Spanish, but it proved difficult to manage and she had trouble being consistent. She wrote that she was still “looking for a system where the students take ownership and manage each other”.

Jessica looks back with great fondness and humor on her experience in the teacher education program and her student teaching placement. In our interview, she talked about how often she would run through her mind what she had learned about TL use:

You do not know how many times in my mind, if when I'm teaching something, and if I do it in English, I know that that's wrong. And I hear you in the back of my mind, and I say "My college supervisor would find a way to do this in Spanish, and she would find a way to make it comprehensible to my students", and I go on these roller coasters of guilt. I say to myself when I speak in English, because of what you told us, that I'm sending them mixed messages when I switch languages, that I'm telling them that this is too hard, because that's why I switched to English, and I shouldn't have done that. So yes, you are there with me!

Perhaps because of the guilt she feels, Jessica tries every day to push a Spanish-only atmosphere in her classes. She is even known throughout the school as a target-language advocate, and participated in the hiring of two new Spanish teachers who espoused the same philosophy. Jessica has made it a point to explain to her principal why TL use is so important to her and the students, and said that she is "trying to walk the talk". She believes that using the TL gives the students confidence, as they are proud to report to her that they used Spanish when traveling or outside of school. She knows that "if we didn't make them practice in class, they wouldn't be able to do that, they'd be too scared to even try". The confidence students have in themselves and their language abilities ultimately translates to better behavior in class, which in turn makes classroom management for Jessica significantly easier, as "the better they feel, the better they are in class!".

Research Question Four

This final section examines factors that may answer the fourth research question: *What management issues specific to the foreign language classroom other than target language usage were revealed?* Before the analysis of the data, the researcher could only predict what management issues specific to the foreign language classroom might emerge. Aside from TL use discussed in the previous section, possibilities listed in

chapter one and two included the lack of respect for the field of foreign language having an impact on students' attitude, the issue of the native speaker teacher having trouble handling students from a different culture, and the problem of the traveling foreign language teacher who teaches in multiple classrooms. Although some of these issues were indeed raised by the five participants, others were revealed, and shown to be of great importance and concern to these teachers. Throughout the analysis of the subjects' student teacher journals, teaching philosophies, and their observations of other classrooms, in addition to their answers to the questionnaire and interview transcripts, unexpected themes began to surface. Below, subjects' thoughts on how classroom management may be different in a foreign language classroom are presented by common theme.

The Traveling Foreign Language Teacher

Emily and Andrew both mentioned the challenge of being a "traveling teacher", one who, either due to space issues or lack of full-time status, must move from room to room to teach his or her classes. Because Emily is currently teaching both ESL and Spanish, she does not have her own classroom. This affects her teaching, as "some of the basic fundamental things in a language class" simply can't be accomplished. She doesn't have enough time to write objectives or homework up on the board, nor can she prepare the classroom in the morning since she must teach in five different rooms. Admitting that she's not "an innately organized person in teaching overall", rolling all of her materials around the school has been a challenge. At the beginning of the year, Emily was given a schedule that would enervate even the most energetic and patient of teachers:

There are three floors to [my school]. I was first down in the basement, second period on the top floor, third I prep wherever I could find space, fourth in the basement, fifth prep wherever I could find space, sixth Janet's classroom and seventh Sam's classroom. I started out where even my Spanish I had to switch between classrooms. I was in five different places during the day, and so it was like the day before school started, and I went to talk with the principal, and asked her how she would suggest that I

handle that. And what wound up happening, and I didn't mean for this to happen, but they kicked Janet (my former CT) out of her room so I could stay in that classroom for two hours.

Emily added that the students took her less seriously because she did not have a "home base", and she reflected on how their attitude may bleed into how important Spanish class is to the school community as a whole.

Andrew observed a traveling teacher during his student teaching semester, and was thankful that he had his own classroom in which to teach. He felt badly for foreign language teachers who were hired on a part-time basis due to budgetary constraints or lack of enrollment. The teacher he observed was "teaching part-time for the love of teaching; the income and the prestige were secondary". He worried about looking for a job, and knew that it was a possibility that he would have to take a part-time position, explaining that "with the current state of many school districts, it is impossible for all teachers to be full-time with benefits and their own classroom, but that is the reality for many foreign language teachers.

Large Class Sizes

When student teaching, it was not multiple classrooms that concerned Emily as it does now. It was the size of the classes she was teaching. She wrote in her journals that "the most striking challenge to arise during my first week of student teaching is how to effectively teach the extremely large sizes of public school classrooms". Although her Spanish III classes had up to 34 students, she felt "lucky" when comparing her class sizes to the AP Spanish classes taught down the hall that had over 42 students crammed into a smaller room. Emily spoke to her cooperating teacher and fellow Spanish teachers about the predicament, and realized quickly that the problem existed because foreign language was not considered part of the "core curriculum". Advanced Placement classes in English, math and science had "caps" imposed by the school to limit the number of students in each class. The Spanish department had requested additional staff to teach the AP classes (none of which Emily taught that year) and reduce the load on the one teacher,

but the school board denied the request. Emily was worried that with so many students in one room, “there is no way that effective teaching and learning of a foreign language can happen”. In the AP classes in particular, she was aware that those students should be producing a high volume of written and spoken samples that “need corrective feedback” in preparation for the AP exams; she didn’t know how one teacher could possibly provide quality assessment for that number of students. She was impressed by the AP teacher, who took on the challenge “with an optimistic attitude” that was “inspiring” to Emily. It was in fact the other members of the department who were “fuming” on her behalf, especially because the school prided itself on “academic excellence”.

Heritage Speakers in the Foreign Language Classroom

Emily and Heather wrote or spoke about the presence of heritage speakers in their classes. During Emily’s student teaching semester, she was very frustrated by way in which the school counselors and administrators had decided to “deal with native speakers” of Spanish at the school:

This year [the teacher in the classroom next door] has been assigned three native speakers to his Spanish 2 honors class. One has just recently arrived in the U.S. and has no English skills, the other two have very limited skills. Upon inquiry, he was told that they were placed in his class for a chance to improve their English skills, which is infuriating to all of us in the department who strongly believe in the need to maintain as much target language as possible. Granted, at a lower level there may be more English used in the class, but the level of Spanish these students are forced to endure is mind-numbing for them. Their presence in the class as another source of native language input could be a benefit to their peers, but their rate of speech is often too fast for the others to comprehend and at the same time can be very intimidating for a novice.

Even more detrimental to Emily was that the native speakers tended to correct every mistake their heard in the classroom, which “stifled their peers’ attempts to communicate”. During her teacher education program, she had been taught to give corrective feedback in a limited fashion in order to “nurture students’ attempts to use the language”, and the native speakers in the class were in essence undoing what she had

been striving to accomplish from the beginning of the semester. It seemed to her that the students were merely “dumped” into the Spanish II class because “no one knew where else to put them”. None of the foreign language teachers were happy with the arrangement, and told Emily that for years, they had been trying to get the district to hire a teacher who would be in charge of setting up a Spanish class for heritage speakers and help with the overload of Advanced Placement students, to no avail.

As the semester wore on, Emily tried to think of a way to help her colleague best meet the heritage speakers’ needs, but had trouble imagining how difficult the task would be while “still having to conduct a normal Spanish II class”. Finally, she had a “breakthrough idea” and decided to share it with her cooperating teacher and the Spanish II teacher:

If native speakers are going to be placed in a Spanish class, then they really should be advancing their skills in their native language since, based on current research in ESL, that is the best way to improve their English skills. One can only advance as far in a second language as the literacy levels achieved in a first language. We should be challenging these students with a more tailored reading and writing curriculum that will advance their Spanish language skills. To achieve this, their time in the Span 2 classroom would be used like more of an independent study that would be centered on reading Spanish literature and keeping a reading response log. I would envision this log being somewhat like a dairy with daily responses to what has been read, but also it would serve as a place to generate their own vocabulary lists. Time in class would be divided into 35 minutes of extended reading and 15 minutes of writing time. Based on their responses to the reading further projects could be developed that cater to their interests.

The Spanish II teacher was not “entirely sold” on the idea, but Emily was hopeful that she might eventually get a chance to use her own idea in one of the classes she was teaching at the time, as they were to get a new heritage speaker student the following week. She feared that this issue would be an “ongoing challenge and struggle within the department” as well as throughout her teaching career, but was looking forward to watching how “experienced teachers tackle such a challenge” and participation in a viable solution.

As predicted, Emily welcomed a new student to her Spanish III class, a 16 year-old heritage speaker who had not had any schooling since the age of 12. She and her cooperating teacher placed his seat right by her desk so that she could help him adjust to life at the school, at least until the end of her placement there. Because the ESL teacher at the school did not speak Spanish, Emily became a “vital link” for the young man, and began to get a picture of his educational background and what his most pressing needs seemed to be both in English and in Spanish. At first, they gave him time to adjust to an environment that was so very different, but then slowly began to introduce grammar topics and vocabulary in Spanish to build his limited English vocabulary while his peers learned the Spanish equivalent. Emily was hoping to start a more intensive reading curriculum with him, and passed the idea by her cooperating teacher. She was encouraged by her response, and began to work on “more solid plans that would keep him somewhat involved in the class” while also challenging him:

My CT agreed with my idea to get our native speaker reading extensively in Spanish during our class time and so he just picked out his first book, which is actually a translation of an English classic, *Scorpions*. He admitted he doesn’t ever read in Spanish, so this has some great potential for his language skills development. We limited his options to books that had at least two copies in the library so we can engage him in more guided reflection. I also want to consult an extensive reading resource guide for creating some good reflection materials for him that can be used with other students after I leave as well.

One of the last projects that Emily had the students do during her student teaching semester was to have students work in a group to write and illustrate a “fractured fairytale” as a way to show their knowledge of the two past tenses in Spanish. They had spent a lot of time reading fairytales and doing activities as preparation. Her cooperating teacher and she decided that they would assign the groups instead of allowing the students to choose their own. Choosing homogeneous grouping after weighing the pros and cons, Emily thought that students might be more comfortable and the balance of the workload more even if they worked with others at approximately the same ability level.

She had seen lower-ability students rely exclusively on stronger partners before, and felt as though it had caused tension in the group. As she observed the students working in class on their projects, they seemed “entirely engaged” in the process. However, once the projects were graded, Emily realized that she had mistakenly placed a native speaker in a group of lower achieving students (thinking that perhaps he was absent the day she chose the groups). Their final project was “fantastic”, but that worried Emily, as she knew that the native speaker had done most, if not all, of the work. She felt horrible that the “three underachievers were given the gift of an “A” on a major project for simply being in his group”. She lamented the sheer unfairness of the situation to the other struggling students who, despite their hard work, “still wound up with a C”.

Now teaching at the same school at which she did her student teaching, Emily is seeing many of the same problems concerning the heritage speakers of Spanish in the school:

Overall, the heritage speaker dilemma is one of our sticking points at [my school]. I've been pressing the issue that we don't have a good decent way to meet the needs of our heritage speakers. I teach in the ELL and the foreign language department. One of my ELL students is from Mexico and she went through all of elementary school in Mexico, so she has had education in Spanish. And she's in an advanced English level, but she's almost out of ELL. She was placed in Spanish 1 here so she could work on her English! Our guidance department has no clue what they're doing. I did some Spanish work with her to see where she was at, and I ended up getting her into a Spanish 3 class. She definitely has the mechanical errors that heritage speakers have, but in general the district has a huge divide on how to treat the heritage speakers. And [this school] is a little different from [the high school across town], but oh man, at our last district meeting, they said we should have a placement test for our native speakers, which is great...but the only thing they want on this test is to see if they know their grammar. They don't want a native speaker in Spanish 4 if they can't tell you what the subjunctive is. All they care about on the east side of the city is grammar. So they're getting placed in lower levels because they don't know how to use the preterit and imperfect. But they do, they just don't know that they're called that. I almost said to the lady running the meeting...’ok ma’am, give me ten English sentences in the past conditional, and if you can't do it, I'll put you in ELL 1’. But being the newbie, I knew I shouldn't go there.

The previous year, Emily had had a classroom management problem with a heritage speaker in her Spanish class. He was the only student who had “behavior issues”, and she theorized that his poor attitude was due to sheer boredom. She decided to speak to all of the heritage speakers in the class, not just this particular student, in order to explain to them that she knew that the class was not meeting their needs. In an attempt to negotiate a new syllabus with the students, she asked them what they might want to do to make the class more interesting and pertinent to them. This student “didn’t want to do anything”; she suggested that he do a presentation on cars, as she knew it was a subject in which he was very interested, but in vain. When she asked him what he thought about reading books in Spanish and keeping a journal, he replied “why would I do that? It’s too much work”. Emily followed up by speaking with his parents about his attitude, and then worried about the student’s safety at home. The father was very angry upon hearing that his son had a poor attitude in class, and said “my son is going to be sorry that he hasn’t been respectful to you”. During the interview, she explained her position, saying “I was worried about that student’s safety. I was still trying to manage the classroom, and he was consistently disrespectful. My colleagues told me to kick him out, and I didn’t want to do that, but I probably should have followed their advice. I let him ruin the experience for a lot of the other students”. After an incident that was the final straw near the end of the year, Emily finally kicked him out of class. One of the other heritage speakers went to her at the end of class and said “I can’t believe the way that he has been talking to you this year....you should have kicked him out a long time ago”. She worried, still, and said that she was “not the kind of teacher to give up on a kid”. Currently in Spanish II, Emily does not have any heritage speakers in class. When asked if it was a relief or a disappointment, she expressed her relief because of the “basic level of the class”. The structured curriculum requires teachers to concentrate on vocabulary in Spanish I and II so that students may memorize the words and be able to

“spit out” what they learned. I don’t see how to get heritage speakers involved in that process, unless they were also very new to their study of English.

Heather wrote about a new student from Spain that she had during her student teaching semester. Because the student had a “very marked accent”, the other students in the class would whisper and make comments about her Spanish. Her cooperating teacher finally had to put her foot down, and prohibited the students from making fun of her accent, explaining that she spent half of every year in Spain, and that is the way they speak there. Heather hoped the talk would help, but “some students decided to joke and ask to be seated next to her in the future”, which made the student feel very uncomfortable. She wondered if there was “a better way to bring up the subject and emphasize respect while avoiding making a big deal of the issue”.

The Dual Language Program

Of all of the subjects in this study, it was Jessica who had the most experience working with heritage speakers and dual language learners and their teachers during her student teaching semester. Her district was very unique and renowned throughout the country for its successful dual language program that students could begin as early as kindergarten. Every day, she spent half of the day teaching Spanish classes geared towards second language learners, and the other half of the day working with students in the dual language program. She was pleased to be able to see so many types of Spanish classes, and was grateful to have been placed there. In her small school, there were three different types of Spanish classes: Spanish as a Second Language (for native English speakers), Spanish for Dual Language learners (for those students who had gone through the dual language program at that school), and Spanish for Native Speakers (for students whose first and primary language was Spanish). From the start of the semester, Jessica could see that the students in each of these groups had “very different needs and the instruction has to reflect this”.

In her journals, she wrote about attending meetings regarding the structure and future of the dual language program. What she found most interesting about the meeting was that there seemed to be “an underlying tension between staff who is a part of the dual language program and those who are not”. She noticed that the teachers who were not part of the dual language program felt as though the dual language teachers “got more appreciation, attention and funding” than they did. These tensions were brought up at the meeting by the consultant the school had brought in to “trouble shoot” their program. Dr. Anderson, the consultant, posited that the school needed to “have more qualified teachers at the high school level in addition to the ones already employed”. Jessica noted that at the time, the school had two Spanish teachers certified in Spanish and social studies, but that they also needed a teacher who was certified in Spanish and math or Spanish and language arts. The ideal model of a dual language program would require a freshman to take math in English, then math in Spanish in 10th grade, math in English in 11th grade, and then back to math in Spanish in 12th grade. All of the subject areas would mimic this pattern in order for the students to have a true “bilingual academic education”. Jessica asked Dr. Anderson how such a small school in the Midwest could attract such qualified and rare teachers. As there are also successful dual language programs in Texas and California, she wondered why a teacher certified in two subject areas would choose to teach at their school. Dr. Anderson told her that the solution to the problem would have to be financial, but admitted that paying the dual language teachers more money would contribute to the existing friction among the staff. In addition, Dr. Anderson highlighted the lack of leadership and direction in the program, and suggested that they hire a director or coordinator to oversee all of the buildings in which the dual language program is taught. Jessica wrote about the “lack of communication and consistency” in the program, and thought that teachers were “unsure of what the objectives were and why they were doing certain things in their classrooms”. At the beginning of her placement with one of the dual language teachers, she asked him what his goals were for his Spanish III dual

language class, and got an unclear response. He voiced his concerns about the class at the meeting, the very first one at the high school since the program began, and his lack of direction with the students. Dr. Anderson suggested concentrating more on linguistics and literature to give the students a “more academic experience in the Spanish language”. Having participated in the meeting allowed Jessica to “see how collaboration and communication across buildings is so important. It also reinforced the importance of always having clear objectives for your program and classes, so that as a teacher you know what steps need to be taken to reach your goals”.

Technology Specific to the Foreign Language Classroom

Most foreign language teachers would relate to the management complications that invariably result from using certain forms of technology, such as tape recorders, in class. Laura learned during her student teaching semester that tape recorders, while useful to provide students with “tangible feedback on their pronunciation so that they could go back and listen to themselves”, can pose unexpected problems in class. She wrote that it was “hilarious to see these tech-savvy kids struggling with how to use an old-fashioned tape recorder”, and that the whole process made her “feel old”. Taping and evaluating students’ oral production allowed Laura to focus more on their pronunciation and give “adequate feedback”, but the time it took to get the activity rolling worried her. She wanted to look into computer technology as a time-saving measure when conducting such assessments in the future. In her French II class, Laura began using tape recorders once a week to record students’ “oral phrase quizzes”. The management problems that the recorders created forced her to get more creative with her classroom rules:

I had to implement a sort of routine for using tape recorders at the beginning of each class period, otherwise it is a zoo. So, after a trial run on the first day, I decided to leave the boxes with the tape recorders and headphones at the front of the class and remind students, as soon as they enter the room to grab them and go find their cassette tape. I had them put their name on their cassette tape so they each have the same one and they can measure their progress at the end of the trimester. After the first two days, this

process went very smoothly and unfortunately I did not see how their first oral phrase quiz went because it was on the midterm day off.

Students with Special Needs in the Foreign Language

Classroom

Laura and Heather both wrote and spoke extensively about students with special needs in their classrooms. While the presence of students with IEPs (Individualized Educational Plan) is neither new nor limited to foreign language classes, both women found that the language classroom environment posed particular challenges for some students. Looking back on her teacher education program, Laura felt as though she hadn't learned enough about special education students in the foreign language classroom. She felt "ill-equipped to provide them with the accurate care and accommodations", and didn't feel as though she knew the classroom management techniques that would apply specifically to those students. While she did take a class that focused on special education, she didn't feel as though it addressed classroom management enough, particular for the foreign language teacher. During my interview with her, Laura discussed the issues she is currently having in this area:

I've been having difficulty, because lately I've been having students where their IEP will say that they basically can't do anything oral in French class. To me, then maybe FL isn't the best for them then. I just hate to think like that, but what do I look like, making everyone else go in front of the room to present their partner something or to do a skit or whatever it may be, when I guarantee 90% of the students are uncomfortable with that situation no matter how much they hide it or seem like they're not. And to be told 'well, this student gets a pass on all these things, because she's uncomfortable speaking in front of other people', and that's actually in her IEP.

Laura went on to say that for many of the students, the IEP is not specific, and the students themselves are unable to tell her what their disability actually is. While each student has an "IEP manager" to whom she could write for more information, "they manage so many kids that sometimes they don't even know all the details". She was finding it very difficult to "maneuver around some of these IEP things, because you

know, what are all the students going to start thinking when every time we have an oral thing where they have to get in front of the class, so and so never does it. Aren't they going to start thinking 'well what's going on, why does she never have to do it?'. So I think eventually I'm going to run into some kind of questioning". Laura has been trying to modify activities for her students with IEPs, but admits that it can be very difficult in the foreign language classroom, where communication is king and participation is often graded:

It's rough. Overall, the kids in my classes in IEPs are the kids who struggle the most. It's not to say that you can't be successful in FL class with an IEP, because I do have a few that are, but for the most part they struggle. And I do make accommodations. Maybe it's like a writing thing, where they'll have the word right but some of the letters are out of order. They'll spell "chat" caht instead of chat. So if I know that that's part of their IEP, obviously I won't take off for spelling. I have no problems taking off for spelling. But I do wish I had been given more language-specific tips on helping students with IEPs. I feel like we addressed the general, the history, assistive technology, and the major disabilities. But I have yet to have a kid who needed to use assistive technology, and maybe that's just a coincidence, but I know I'm going to be faced with many more kids with autism, with ADHD than a blind student, deaf student or a kid in a wheelchair. I think there's one kid in our whole school in a wheelchair. And yes, that's great to know about, but I feel like I'm more prepared to deal with a student like that than some of the more common behavioral disabilities.

In Laura's classes, students who have reading disabilities obviously also have difficulty with reading in French. She finds that they often have trouble with comprehension, and haven't acquired certain reading strategies, such as scanning a text.

In her current position, Heather also has some students with disabilities in her Spanish classes. Students who suffer from ADHD struggle with organizational skills, and often either forget to do the homework or do it and leave it at home. The blog that she set up to discuss cultural topics is work the students are required to do outside of class, which poses a serious problem for students who have "focus, memory and organizational issues". They forget about the blog, and it's a "constant knock on their grades, because they just don't remember to do it". Some of her students with ADHD are

on medication, some are not. She communicates frequently with their parents and makes sure these students have their planners out when she's going through the assignment for the next day. However, she feels as though as teenagers, even these students need to "take some responsibility for this issue you know you have". Because of the block scheduling at the school, Spanish class, like all the other classes, is 84 minutes long. Heather admits that for any student "that's a long time to be sitting still". An additional problematic layer for these students, according to Heather, is that "a foreign language requires so much effort and mental organization in addition to the physical organization and it's dealing with much abstract thought". She feels badly for many of her students, because they have become convinced that they simply cannot learn a foreign language. She feels as though "it's the way we have it set up at the school, it's not set up for them to be successful". The block schedule also creates a situation in which the classes are only a semester long. If students' grades go down one week, "there's just not enough processing time for them, it goes so fast". If students get sick and are absent for a week, they are often unable to catch up by the end of the semester. She is "disheartened" by the issue, and tried to do everything she can to fight against the system for all her students, but particularly for those with IEPs. She works with two students during homeroom each day, and feels positive about the progress they're making, but admitted that she didn't have a great deal of success the year before with special needs students:

We just went so fast, we have to, because we have to get it all done. If it were more over the course of the year and they had more time to process things, they could be totally successful, and I've known kids who were completely successful. The nice thing about the block is that they can usually repeat a level and then catch back up with the rest of their class that following semester. Some kids have done that very successfully, because they just needed that extra time to sit and say "oh yeah, that's what that all meant!".

Heather now has five or six students that she had last year who are repeating Spanish I. Most of them are doing "very well on their quizzes and tests", and she feels

confident that they just “needed more time and a little more maturity to understand what it takes to learn a foreign language”.

Respect, or Lack Thereof, for the Field and Study of Foreign Language

Jessica, Andrew and Heather felt that there was a strong connection between the lack of respect for the study of foreign language and classroom management issues. At her current school, Jessica has had students tell her that the only reason they were learning Spanish was “to be able to speak to the nanny and the gardener”. There is “an enormous amount of wealth” at the school, and she thinks that the socioeconomic status of the students might play a role in their attitude:

I’m at a school where there’s such an enormous amount of wealth, that they almost view Spanish as a language that is beneath them. So, they’re not interested in learning it, because that’s the language the workers speak. On the flip side though, there are those kids who know they need that for college, that it’s going to make them more money, and they’re extremely motivated to learn.

Jessica worries that the fact that the students never see standardized tests in their foreign language classes may give them the impression that it’s not considered important, despite the fact that foreign language at her school is touted as a “core subject”. However, of the 200 students who are supposed to take foreign language, approximately 50 do not. Jessica explained that those students are “pulled out” of foreign language so that they may receive special services for various disabilities. She is furious about the situation, exclaiming “of course special services takes them out of foreign language and not math...I wonder what kind of message that sends”. The administration is consistently trying to send the message that foreign language is important, but they are not practicing what they are preaching in terms of the enforcement of the requirements:

So how is this a core academic if you can pull all these kids out? They’re always saying, they’re trying to send such a strong message, how we value FL, and you don’t just stop taking science after you’ve met the requirement, but Billy over there gets to! I mean, I have kids, by the time they get to me in 8th grade, usually

the big behavior problems are no longer taking FL, because they fought against it so hard that they finally let them drop. Absolutely that sends a message. If the kid hates it enough, they have a good chance of getting out of it. Especially if all of a sudden you're making FL too "hard", and not the fun dancing singing teacher.

One of Jessica's students exhibited behavioral problems of such severity that he was finally administratively "dropped" from the class. She commented on the irony, saying "that was the whole point, that the worse he was, the better chance he would have of getting pulled out". At a curriculum revision meeting, she brought up the inconsistencies in school policy to the principal, who quickly denied the allegations. Jessica proudly stood up and said "actually, I have the numbers right here...in last year's class, 54 students were excused from foreign language because of special services...just thought you should know".

Regarding respect for the Spanish language and its study, Heather has also encountered systemic and communal problems at her current school. She works in a rural community with very little diversity and "few native Spanish-speakers". Her students tell her that they believe that "immigrants from Mexico should be learning English", and there is an inherent and disturbing lack of respect for the Spanish language. In an effort to expand their horizons, Heather has created a blog that highlights the cultures of different Spanish-speaking countries from around the world every week. Because immigration is such a hot-topic in her town, and since most of the immigrants with whom students interact in the community are Spanish-speaking, students are "coming into Spanish class with almost a disdain for people who speak Spanish; they think that the reason they have to learn Spanish is because they're going to have to speak to Spanish-speakers who haven't learned English". When asked if she thought it was up to the teacher to change this damaging attitude, Heather did say that she makes every effort, particularly in the first few weeks of class, to talk about all of the reasons for which learning Spanish is important. She does presentations on culture, literature, art, history and travel, to which most students can relate. As an added measure, Heather also

had the students fill out a survey about why they thought learning Spanish would be beneficial to them. She noticed that once the students were exposed to the cultures of Spanish-speaking countries, that their feedback became a good deal more positive. She knows that if she didn't make such an effort to open her students' eyes to the importance of studying a foreign language, "the effort just wouldn't be there":

For the kids that haven't understood its importance, if it can't get done during the school day, it's not worth their time. Then the homework doesn't get done, so they really aren't practicing, so they come into class not really knowing what they need to know. When I'm talking all in Spanish or doing different activities, either they're so confused that they act out, or they're so confused that they shut down. That's when they start getting bored and chatting with other people and not participating in activities. Because they haven't studied enough to be able to do that....but most of my kids are doing just fine. But you do see that handful that's kind of like...they don't see the need to put the effort in it, they don't find the value in it, so trying to teach them why it's important and how to study and how long they need to study and things like that.

The "different demographic" from that of the school at which she did her student teaching contributed to the issue. Where she student taught, the students seemed to "value diversity as a school culture". There was a "Diversity Club", an entire week each year devoted to diversity, and a foreign exchange program in which many students were heavily involved. In her current school environment, Heather is dismayed at how little contact her students have with native Spanish-speakers, and worries about the "little time and effort the school places on diversity".

Andrew also spoke of the demographics and socioeconomic make-up of his student population when writing about the respect that the study of a foreign language holds at his school. Foreign language "has a lower priority than math, science and English", and students have "no immediate incentives" to succeed in the language. In a low-income district such as the one in which he currently works, foreign language "is not held as a high priority", because the students do not believe that it has any immediate applications. He remarked that he also saw this lack of respect for foreign language study in "high socioeconomic districts with high percentages of college-bound students",

however, and noted that whatever the environment, this “attitude can manifest itself in classroom management issues”. Theorizing that it’s societal, Andrew posited:

We have the most monolingual society in the world, although there is so much language diversity. Something like FLE seems not to be taken as seriously, especially with all this accountability stuff...for reading, math and science. You have to get that taken care of, those are your priorities. FL is good, if you’re going to college you need to do it. But I noticed that attitude everywhere I’ve taught, it’s not just here. Students just take it to fulfill some kind of requirement, they say “I just have to do this for a few years to get into the college I want to go to” or “I did this for 4 years and don’t want to take Spanish in college”. So I definitely think there are societal factors in that. The priority gets lower when you’re talking about students who are not going to go to a 4-year college, and they want to do a vocational program... “I don’t need to know too much foreign language to be a diesel mechanic...yeah, I might work with other people who speak a FL, but eh, not a big deal”.

He suggested that it “takes a lot of convincing” to encourage students to appreciate their study of Spanish. He tells students outright daily that they will be learning much more in class than how to speak Spanish, but his motivational speeches often fall on deaf ears. Attempting to help students make connections with Spanish to their lives, Andrew also talks to the students about his own experiences learning Spanish when he was in the construction business before becoming a teacher and the cultural and ancillary aspects of foreign language study. But still, he hears his students claim that the only reason they can think of to take Spanish in school is to “talk to the Spanish-speaking neighbor three doors down”. Like many foreign language teachers, Andrew began talking to students and their parents about how Spanish could help their critical thinking skills and their English-language skills, but worried about using the “usefulness” argument to get them on his side. He instead decided to stick with helping students make a connection to the study of Spanish and their personal lives outside of school, but admits that he “still doesn’t have the answer”.

Teaching Requirements Unique to the Foreign Language

Classroom

The very nature of the foreign language classroom led every subject of the study to reflect on their daily routines, what is expected of them as foreign language teachers, and how their classroom management experiences are often quite different from that of their colleagues in other subject areas. Laura wrote about the activities typically seen in a foreign language classroom, and how they can lead to management difficulties:

Managing a foreign language classroom can be like any other classroom but it also has its specificities. For example, most foreign language classrooms have a lot of different activities in one class period, maybe more activities than other subject areas would have. Sometimes, you may do a listening activity that only takes 3-4 minutes and then you have to move on to a different activity. Therefore, foreign language classrooms have a lot of transitions between activities, and from experience, transitions are when classroom management can go awry. As a foreign language teacher, especially, you have to have smooth transitions and let students know that those are not a time to talk. In addition, we do have students engage in a lot of partner or group work in our classrooms and often these types of situations are more difficult to manage than when students are all working individually. The amount of oral activities we do also account for a noisier classroom in general.

Commenting during our interview about the additional and often “hidden” responsibilities that a foreign language teacher has, Laura pinpointed the problem of her students not knowing grammar rules in English:

It’s hard. We’re going to have more and more kids.....I don’t know how many times I’ve heard a FL teacher say “I don’t know what they’re doing in English class, but they don’t even know how to conjugate a verb, or what it MEANS to conjugate a verb”. After speaking about *avoir* and conjugating it for a week, my bell-ringer was ‘conjugate *avoir* on a piece of paper’, they said “what do you mean conjugate?”. This was after we talked about it for a week. They don’t know what a subject is, what a verb is. I guess they’re not being taught parts of speech in school anymore. It’s really makes us have to teach English grammar before we teach what we need to teach.

In her teaching philosophy, Laura also wrote about the unique responsibilities of the foreign language teacher. She or he must “make language a part of the students’

identity” while also showing them that the study of a foreign language “can improve their skills in other aspects of life”. She knew that she would be the teacher in charge of “increasing students’ cultural awareness, tolerance and acceptance of different nationalities, and combatting stereotypes”. It is up to the foreign language teacher, she wrote, to encourage students to travel abroad and to “expand their horizons” in addition to giving them the language skills that they might need to succeed.

Andrew wrote about another management issue unique to the foreign language classroom after an experience taking students to an art museum to see an exhibition of Spanish painters. Before going on the trip, he was to write an extremely detailed lesson plan for each of his classes for the substitute teacher, which seemed particularly unjust:

Firstly, there’s the ultimate barrier of the substitute not being knowledgeable about the subject matter. Foreign language teachers have to overcome this challenge more often than other content areas and even though these areas might not be as familiar to substitutes as needed; they would have a general sense of how to do math, science, history etc. but foreign language is such a specific content area it presents a challenge to the regular classroom teacher to create a plan that can be followed providing for some sort of learning with a substitute teacher that more than likely does not possess the content knowledge to facilitate learning.

He ultimately was required to provide the substitute with “plenty of materials in case students were to finish with the required lesson plan having time to spare”. He put a positive spin in reflecting on the outcome of the situation, and wrote that in being creative with the lesson plans for the substitute, he ended up providing students with “the tools to learn themselves by supplying materials that weren’t overly difficult but allowed for learning specific material”, adding that the students “might not have learned as much if it had been me teaching instead of the substitute”.

During the interview, Andrew also mentioned the expectation of constant communication in the foreign language classroom as a possible classroom management issue. Communication is “such a big part of the Spanish or the French class”, and thus teachers are “kind of forced into doing all kinds of communicative activities or exercise,

or partner exercises that you probably wouldn't see in a history or a math class".

Students who are shy are perhaps overwhelmed by the interaction that the study of a foreign language requires, and frustrated by the idea that there might not be "one right answer" to a question. He remembered studying history in high school, and only being asked to read material and regurgitate information. In a foreign language class, however, students have to "practice it", and may have trouble managing their behavior in a seemingly unstructured environment. An additional challenge for Andrew is encouraging his students to practice higher-order thinking in a foreign language:

I think that FL, particularly now with the Standards, we're kind of pushing kids to do higher order thinking and to use their language skills in a way that's very challenging. It used to be that we would have them just memorize material, memorize verb tenses, and we still do that, just like in history you have to memorize dates, or in math you have to memorize formulas, but in FL in particular...that memorized material or that learned material needs to be immediately used.

The cognitive demands on the students is quite high, according to Andrew.

Students must recall the information, put their sentence together, utter the sentence, and hope that they're understood. He believes that taking a "top-down" approach is best, and doesn't require that students "get every detail of the sentence right", but knows that he has to push students to practice. In a foreign language class, "there really is no right answer". His expectation when he puts students into groups or partners is for them to simply use the language and perform the task. However, some students get "so wrapped up in finding the correct answer, they shut down, and then what do you do?". Positive reinforcement and "shifting the paradigm to something more top-down" has helped his students over the constant hurdles, and he often shares his objectives for the activity with the students before they even begin.

Jessica and Heather both brought up the unique nature of the way foreign language is *taught* to be taught. Jessica pointed out that students in a foreign language class are not only expected to stay in the TL, they should be "up and moving around,

interacting with each other". She wrote about the "many transitions to manage", and how she is sometimes challenged by the "noise level" of the students who are simply doing what they were told to do. Heather also wrote about the difficulties of requiring communication and interaction between the students while at the same time trying to keep a calm and organized classroom atmosphere. To encourage participation, she tried different seating arrangements, but struggled with how to manage off-task behavior:

Rows are hard for Spanish, because you do so much group work and conversation with each other that I tend to avoid the rows as much as possible. So now I have tables going on, and for most of my classes it's working well, but for this one class where I'm having difficulties with the chattiness, [my colleague] did suggest 'well maybe if the seating chart doesn't fix the program, you may want to consider going back to rows just to minimize that'. Tables are tempting, but I think that one of the things that I think about is how much in a FL classroom we're requiring the students to talk. You're not seen as a good FL teacher anymore unless 10 times a class period you're saying 'ok, turn to your partner and say this', or 'get into a group and do this', or 'walk around the room and find this'. Because communication...obviously it's a language, obviously the point is to communicate.

Heather went on to explain that she thought the "expectations in a foreign language class are different". When chatting with an elementary school teacher, she was surprised to hear that her students were "silent" when she was teaching, as that was the "expectation" of the classroom. In a foreign language class, however, "you have constant transitions, the teacher talking to the students, the students talking to each other, and that creates an atmosphere in the classroom where to sit silently and work on stuff would be so odd". When she was observed by her principal the year before, he commented that it was "nice that the students were talking to each other". Because the expectation is for students to interact, Heather thought that when they did have to pay attention to her during a grammar or culture lecture, "it does make it harder to get their attention for those times they do need to sit and listen". The positive aspect, of course, is that the atmosphere of the classroom is so much more "open and friendly and different from their other classes". She thought that students saw foreign language class as a "break", and

that having a “more relaxed classroom atmosphere can bridge some of that maybe tuning out or negative attitude about the language in the first place, because if they’re relaxed and it’s a nice positive affective classroom, then in theory they should want to talk more, they would feel less threatened, they’d be more into it”. However, Heather also wrote that she didn’t believe that the students felt the “same urgency to do well in their foreign language class as they do in their math or science class”. She has seen students simply shut down when Spanish class became too difficult and simply drop the class rather than “put more effort into it”. She believed that foreign language teachers had to “balance students’ cognitive abilities with their linguistic abilities. While students in her class are certainly “at a level where synthesis and evaluation are possible, their linguistic level usually does not allow them to express such complex ideas in the foreign language classroom. This leads to a certain level of boredom on the part of students, which can in turn affect their classroom behavior.

Emily believes that “all classrooms share challenges such as students who are unmotivated and disengaged, students who prefer talking with friends versus staying on task, homework not completed, pervasive use of cell phones and class clowns who will do anything for a laugh”. But in the foreign language classroom, poor behavior may be “more challenging to control”, because students are supposed to be engaged in communicative tasks. She tries different strategies to manage activities in which communication and interaction are required, such as “hovering around students”, but adds that it is “inevitable that when asked to speak with peers in Spanish, some students will switch quickly over to English”, and that monitoring all students is challenging. Emily compared the foreign language classroom to those in other subject areas:

In classes such as math and science, I believe there are much more clear-cut boundaries for on-task behavior and it is much more acceptable to hand out a page of problems and say you have the rest of class to work quietly on this sheet. That kind of class can work just fine with strict rows of desks and minimal communication with peers. The ideal FL class does not function that way.

Chapter Summary

In this chapter, the findings were described in detail as they related to each of the four research questions. Participants' reflections on classroom management at the time they were student teaching in a foreign language classroom were presented, along with how management issues they are currently experiencing as in-service teachers compare to those they faced years earlier. The use of the TL by these participants and their students was examined, and data regarding other management challenges specific to the foreign language classroom were revealed. The final chapter that follows will discuss the results of the study and offer interpretations of the findings.

CHAPTER V

DISCUSSION OF FINDINGS AND IMPLICATIONS

As we have seen, teaching is an extraordinarily difficult form of professional practice. It is grounded in the necessity of motivating cognitive, moral, and behavioral change in a group of involuntary and frequently resistant clients.

(Labaree, 2004, p. 55-56)

This final chapter will summarize the results and conclusions gleaned from the data presented in the previous chapter. An overview of the study and the research questions are reintroduced, followed by a discussion of the findings and their implications. This chapter closes with recommendations for further research within the realm of foreign language teacher education.

Summary of the Study

The purpose of this study was to investigate and describe five foreign language teachers' experiences with classroom management, both during the time they were student teachers and now that they are in-service teachers. One of the aims of this study was to inform the field of classroom management issues unique to the foreign language classroom that are observable, such as target language usage, and unobservable, such as cultural and social factors. The conceptual framework for the study was based on Wright's models of Observables and Unobservables of Classroom Life (Wright, 2005, see Figure 1 and Figure 2).

Documents gathered during the subjects' student teaching semester included their observations of other classrooms, the researcher's observations of their classrooms, and their weekly reflective journals. Subjects were asked to reread their own journals before answering a questionnaire that encouraged them to reflect on their classroom management experiences, both past and present. Finally, interviews were conducted with the five individuals, now in-service foreign language teachers, to discuss in greater detail what they had expressed about foreign language classroom management in their

reflections and in the answers to the questionnaire. It was crucial for the researcher to understand how the participants' attitudes towards classroom management may or may not have changed since going through their teacher education program, in order to pinpoint the management tools that were effective enough to follow them from their student teaching semester to their present-day classrooms as they began their careers, and to identify what may set the foreign language classroom apart from other subject areas in the domain of management. The analysis of the results of the study that follows serves to answer the following research questions:

1. What classroom management experiences did these preservice foreign language teachers encounter?
2. What reflections did these in-service foreign language teachers share regarding their past and current classroom management experiences?
3. What management issues specific to the foreign language classroom, such as target language usage, were revealed?
4. What management issues specific to the foreign language classroom other than target language usage were revealed?

Summary of the Findings

Research Question One: Classroom Management and the Preservice Foreign Language Teacher

Recent research indicates that preservice teachers' chief concern is classroom management (Cakmak, 2008; Chambers, 2003; Curran, 2003; Kaufman & Moss, 2012; Labaree, 2004; Manning & Bucher, 2003; Martin et al., 2001; McNally et al., 2005; Putman, 2009; Smith, 2000; Sokal et al., 2003; Young et al., 2001). Preservice teachers' fears about losing control of their classrooms often trump their developing understanding of best practice, as they begin to see the management of student behavior as their primary goal (Bransford et al., 2005; Kaufman & Moss, 2010; Putman, 2009; Stoughton, 2007;

Zuckerman, 2007). The analysis of these five subjects' reflective writing during their student teaching semester, as well as their answers to a questionnaire, enabled the researcher to dive more deeply into the classroom management issues they were experiencing as developing teachers. This active engagement in self-examination and reflection afforded these student teachers the opportunity to vent their frustrations, celebrate their joy, and ask their supervisor for guidance. Preservice teachers who are involved in reflective practice also tend to develop more positive perceptions of their ability to problem-solve management problems as they occur (Bates, Ramirez & Drits, 2009; Stoughton, 2007; Stroiber, 1991).

Observables

Observables related to classroom management include the use of space, the use of time, learning and teaching activity, interaction and communication, atmosphere, and artifacts (see Figure 1: Observables in Classroom Life).

Use of Space

Emily thought a great deal about the use of space, and used seating charts to separate misbehaving students. Strategies she began to practice related to her use of space included moving desks into configurations more conducive to student participation, appropriate body language, and body positioning in the classroom. Andrew was from the beginning more adept at knowing where to stand, and naturally knew that he needed to walk around the classroom. However, it was clear that although he was often standing right in front of students who were off-task, he did not always notice what was going on right in front of him. Laura took advantage of arranging student desks to promote student interaction, but often taught to one side of the class, ignoring students on the other side of the room. Because of this oversight, she was frustrated by the behavioral issues that ultimately stemmed from her lack of attention to certain students. She too used seating charts to help control the noise level in the classroom, and thought a great deal about

where she was standing in relation to the students in an effort to “keep them on their toes”. Heather also had difficulty making sure that her attention was evenly distributed throughout the classroom. She too taught to the left side of the room, often completely ignoring what was going on elsewhere. Her body positioning was also problematic, as she spent a majority of her time up at the front of the room near the board. This in turn caused issues in the back of the room, where students felt as though they could get away with inappropriate behavior, such as reading an unrelated novel during class time.

Ironically, one of Heather’s complaints about her cooperating teacher was that she spent too much time in the front of the room, ignoring students in the back, and even proclaimed in her journal that her CT “missed much of what students were doing when she wasn’t looking”. Heather worked hard on her use of space as the semester went on, also trying seating charts, but still struggled to understand its relationship to classroom management. Jessica was somewhat more successful in her use of space from the beginning of her student teaching semester, as she went into the experience having already taught Spanish for two years at the university level. She was able to hold students’ attention even when up at the board and moved students who were exhibiting unacceptable behavior. However, she too tended to teach to one side of the room, which in turn shut out the rest of the class.

Use of Time

All the student teachers were adept at starting class right away and at least attempted to pace the class so that the activities would keep students occupied until the very last second of the period; however, Jessica in particular, who was teaching at a school that used a block schedule, had trouble planning enough activities to last 80 minutes. Pacing during the class itself caused some issues, and the student teachers realized quickly that by speeding up, transitions were smoother and there was less inappropriate behavior between activities. Andrew struggled with spending too much

time on unnecessary activities, such as having the students do homework in class (that they should be doing at home) and taking a full 20 minutes to go over a test. His pacing suffered because of this lack of time awareness, and student behavior was affected negatively. He was very preoccupied with time management, and realized that it might hold the classroom management key. Despite his awareness of the problem, he failed to master appropriate pacing, had trouble keeping two sections of the same class on the same page, and long-range lesson planning. Heather was also unable to manage the time in her two sections of the same class. Her early morning class often fell behind the afternoon class, and she found herself “making decisions on the spot about what to cut or skip”. Time in general for these beginning teachers was crucial as they were adjusting to the enormous workload. Emily and Heather worried about simply not having enough hours in the day to lesson plan, grade papers, participate in student activities, and complete administrative tasks, and realized that they would ultimately have to spend some weekends and evenings working to get it all done. Laura also struggled with trying to juggle her responsibilities at school and at home, and lamented about the time that administrative tasks, such as grading and keeping track of absences, ate into her lesson planning time. Her lesson plans were elaborate, and often included the extensive use of technology. Although her creativity was applauded, she understood that sometimes, the richer the lesson plan, the more time it would take her to create. She already saw the writing on the wall, and could see early on why more experienced teachers might shy away from creating complicated lesson plans in the interest of time. All five of the student teachers were affected by winter weather as well; snow days wreaked havoc on their long-term planning, and derailed their efforts to keep students focused on the continuity of their units.

Learning and Teaching Activity

What the student teachers chose to do activity-wise had a profound influence on the behavior of the students. Indeed, “to develop and maintain an effective learning environment, children must be interested and engaged in the learning activities presented in the classroom” (LePage et al., 2005, p. 332). Interactive and visual activities proved to work very well with the students, and the student teachers were encouraged to present lessons that featured creative uses of technology and student input. This was a time when student teachers could try out new activities in a secure and supported environment. Their belief that students should be active in the learning process was evident in their own plans, and their critiques of the teaching they saw when observing other classrooms in which this element was not present were sharp. All five student teachers strived to incorporate the national standards (the “5 Cs”) into each lesson in order to contextualize what students were learning and to motivate them to work harder to understand and absorb the material. Motivated students are often on-task students, and Laura in particular strived to introduce students to material with which they could closely identify. Almost all of Laura’s classes, however, proved difficult to manage, and she was constantly looking for new ways to motivate them, believing that there was a strong connection between motivation and behavior. Heather was also very creative in her lesson planning, and was intent on using students’ personal preferences in many of her activities. An extremely organized student teacher, Heather took careful note of all of the activities that went well, and those that did not, and had “big plans” for her future as an in-service teacher. A well-organized activity was one that kept students on-task, and Jessica knew that if students “knew what they were doing and exactly what was expected of them”, they would behavior appropriately.

Interaction and Communication

The specifics of interaction and communication in the foreign language classroom, such as target language and the expectation of interpersonal communication will be discussed further in this chapter when the results of the third and fourth research questions are presented. In general, the preservice teacher is of course a new presence in an already-established classroom. These five all expressed concern about the balance between being too strict and too lenient in their interactions, fearing backlash from the students. Labaree (2004) claims that “teachers get so caught up in the need to be liked by their students that they lose track of the pedagogical purpose of establishing an emotional link with their classes” (p. 49). They wanted to build a rapport with students from the start, and made a concerted effort to learn their names, their likes and dislikes, and their family backgrounds. They also put a great deal of effort into developing open lines of communication with those with whom they were working in their districts, at the school and at the university. Laura wrote that the “sense of togetherness” at the school at which she was student teaching “helps the day go by more smoothly”. Strategies such as communicating clear expectations, varying questioning and answering methods, giving students more detailed feedback, asking follow-up questions, and trying to avoid a teacher-centered classroom were all cited as effective and crucially important. When observing other classrooms, these student teachers took note of the relationship between the communication that goes on between all members of the classroom community and classroom management. Heather noticed, for example, that certain forms of questioning encouraged students to listen and pay attention and were helpful in creating a positive affective atmosphere in the classroom. However, students’ communicating with each other when they were not asked to was a constant problem for Heather. She wrote that her most challenging classroom management experience “involved students talking during class”. Laura too experienced great difficulty managing students’ communicating inappropriately with one another, and felt a lack of control.

Atmosphere

All five student teachers knew that creating a positive affective atmosphere in the class was to be a high priority. They worked to keep their energy levels high, to smile, to encourage laughter in the classroom, and to help students realize that having fun and learning were not mutually exclusive ideas. They all wanted to establish a “caring environment”, one in which students would feel comfortable and confident, in the hope that ultimately this positive atmosphere would help keep management problems at bay. However, as students often do with new teachers, there was much “testing of limits” going on in all of their classrooms, and they struggled to understand how they could maintain control of off-task behavior while at the same time fostering a positive and joyful atmosphere. They each wrote about off-task behavior, such as a student putting his head on his desk, and how it could effectively poison the atmosphere of the classroom.

Artifacts

Every teacher and student comes in contact with artifacts during the school day. This could be the blackboard, the textbook, technological equipment, a writing implement, or a desk. The student teachers were lucky enough to all have some form of technology in their classrooms, and so they often talked about using the blackboard vs. using the projector and the difficulty in going between the two. The student teachers, being in another teacher’s classroom, had little to no control over the artifacts that were already in place in the classroom. Classroom decorations, for example, were already in place when they walked through the door. Heather wrote about the importance of having clear rules and expectations posted in the classroom, and felt as though the artifacts used or created by her CT positively affected the classroom atmosphere.

Unobservables

Unobservables related to classroom management include the affective domain, the cognitive domain, group factors, and wider social and cultural influences. Note that data

that fell into the category of wider social and cultural influences will be presented with the results related to research question four.

Affective Domain

Referring to student engagement, motivation and the emotional states of the students and the teacher (Wright, 2005), the affective domain in the classroom was brought up often by all five student teachers. Motivating the students to keep them on-task was mentioned as a critical tool that took a significant amount of time to begin to master. Emily and Heather both planned lessons geared towards students' interests, such as music and film. They believed that creating lessons independent from the textbook would work wonders for student engagement. For the most part, they were successful in their endeavors and saw improved student attitudes and motivation. Andrew knew that affect was critical to language acquisition, as a student who feels uncomfortable will not communicate in the target language. He strived to lower the anxiety levels of the students by getting them accustomed to presenting in front of their peers and included public speaking in many of his classroom activities. Laura struggled with the connection that she seemed to lack with her students, and blamed poor student behavior on their refusal to accept and respect her. At the end of her rope, she gave the students a survey asking them what could be done to improve their level of motivation and engagement in the class. While this strategy worked well for one of the two sections, the other reverted back to their "old ways" once the regular classroom routine was resumed. Jessica was the student teacher who seemed to have the most trouble with student motivation during her student teaching semester. Her eight weeks were filled with frustration, and wrote that each day was a "battle to get them to care and do some work". She was "overwhelmed by the amount of indifference" her students showed her. Even creative activities, such as those tried by Emily and Heather, failed miserably, and she wondered if she had perhaps set her sights too high by trying to reach each and every student.

Cognitive Domain

Including “real-time thinking, previous experience and knowledge, values, attitudes and beliefs” (Wright, 2005), the cognitive domain dominated these student teachers reflections about classroom management. They struggled to apply the pedagogical knowledge gained in their teacher education coursework with the reality of the high school classroom. All five were intent on creating student-centered classrooms, using the target language 100% of the time, and creating a positive learning environment in which trust and respect would reign. Four of the five teachers had previously taught at the college level, and were therefore also grappling with the problem of coming to terms with the marked difference in the high school classroom milieu. These four noted that long-term lesson planning was one of the biggest challenges, as they were not required to create units when they were teaching college-level courses. Emily enjoyed the support of her CT, but was concerned about how to implement more structure and clearer objectives. She often questioned her in-service reality, and wondered why what she had learned in her teacher education coursework often didn’t seem to mesh with her day-to-day teaching. Andrew worked closely with his CT to create complete units in order to practice backward design. Laura gained experience planning for classes at vastly different levels, but when her CT was suddenly forced to leave school part-way through the semester, she was forced to rely on her background pedagogical knowledge more than she had wanted to. This lack of daily supervision ultimately sped up the process of her development, as the trial-and-error period for her was much longer. Jessica wrote a great deal about the difference in motivation between the college students she had once taught and those she had that semester. She also looked for support from her CT, other teachers in her department, and her university supervisor. Heather, the one student teacher with no teaching experience going into her student teaching semester, took careful notes about what she had learned, what she could improve upon, and what went well. Although she

reported her successes with great joy, her despair over classes that did not go well was unbounded, perhaps because she had no previous knowledge on which to fall back.

Group Factors

Group factors, which include the social-psychological factors that take place in a classroom, were also described in the student teachers' journals and observations of other classrooms. Labaree (2004) writes:

The teacher also needs to establish an emotional link in order to be able to motivate the student to participate actively in the learning process...teachers devote a lot of care and energy to constructing a social and emotional atmosphere in the classroom that is conducive to learning (p. 47).

Challenges with classroom management often stemmed from concentrating on individual students instead of the class as a whole. Emily wrote that she felt as though she needed to "take a deep breath and take in the whole scene of the classroom". Laura, whose troubles with classroom management were exacerbated by the sudden absence of her CT, was fully aware that it was the social-psychological aspects of her classes (such as students' lack of respect and her feeling that they were roundly and unanimously rejecting her as an authority figure) that were the main culprit. Laura also observed vast differences between the different classes, and was always surprised when the same material would work in one class but not another due to group factors. Heather also dealt with management problems related to chatty students who were almost impossible to control. One class in particular got the best of her one day, and she wrote that she felt like "the substitute teacher who the students made cry". The group mentality for some of these student teachers at times turned into a gang mentality, and they wrote about their uneasiness with the "them vs. me" mentality that was often felt by all the members of the classroom community.

Implications

The data from this study supported previous research showing that preservice teachers' most pressing concern when developing their pedagogical knowledge is classroom management. However, despite the fact that "teacher candidates have long rated knowledge about classroom management as one of the most crucial topics to be learned in preservice education" (LePage et al., 2005, p. 327), it is often completely ignored (Cothran et al., 2005). As a neglected topic in the field of language education, the definition of what classroom management actually *is* has often been reduced down to descriptions of student behavior and how the teacher can control it (Cothran et al., 2005; Wright, 2005). This study attempted to both confirm the significance of classroom management to preservice teachers and widen our view of what exactly it encompasses, as "contrary to common misperceptions, classroom management is not simply the process of arranging desks, rewarding good behavior and choosing consequences for misconduct" (LePage et al., 2005, p. 327). Thus, the breaking down of Wright's observable and unobservable factors included under the umbrella of the term classroom management enabled the researcher to delve into the specific challenges these five student teachers faced, thereby opening the door to discussing and pinpointing management strategies and possible solutions in our teacher education programs.

This study found that these student teachers experienced a wide range of management issues that went far beyond off-task or unacceptable student behavior. Despite these challenges, all five were resoundingly positive about their experience and credited their teacher education program frequently for their newfound confidence. Research has shown that teacher candidates who student taught felt "significantly better prepared" than those who had completed an alternative or emergency credentialing program (LePage et al., 2005, p. 350). Each of the five subjects mentioned their teacher education coursework (this includes their student teaching semester) in a positive light, and saw it as a powerful tool towards understanding and handling management issues.

They all expressed gratitude for the support given by their CTs and their university supervisor (the researcher), supporting previous studies that showed that the university supervisor in particular plays a very important role in the development of preservice teachers (Bates et al., 2009; Ferguson & Brink, 2004; Friebus, 1977; Putman, 2009; Yusko, 2004; Zahorik, 1988; Zimpher, DeVoss, & Nott, 1980). The subjects also felt as though the “trial-and-error” period that they were able to experience as student teachers was fundamental to their development, further strengthening research that has suggested that field experience is a critical component to the formation of teachers (Darling-Hammond et al., 2005; Ferguson & Brink, 2004; Friebus, 1977; Tsui, 2003; Yusko, 2004; Zimpher, DeVoss, & Nou, 1980). About her teacher education experience, Laura wrote:

My university supervisor was extremely helpful in her responses to my journals in which I sometimes addressed management issues. She offered suggestions and advice. Also, just being in her class, we would discuss classroom management as a whole class and bounce ideas off of each other, which was very useful as well. However, I think that when it comes to classroom management, trial and error was the most helpful tool for me because it gave me the chance to apply some of the suggestions and advice that were given to me and see how they went.

Andrew was also very pleased with both the coursework he had taken and his student teaching semester, and acknowledged their roles in helping him better cope with management issues:

I think my CT and my supervisor did prepare in different stages of my teacher education. During discussions and previous classes, I learned a lot of tricks (especially in my practicum). My CTs in my practicums did give a few tips, but my student teaching CT did really show me a way that was effective for that particular student population. I began with a good arsenal of tricks learned from my supervisor, but narrowed it down after speaking with my CT.

Heather lauded her CT and the other teachers in her department with whom she worked during her student teaching semester, and was thankful for having had the opportunity to experiment with different strategies:

My mentor teacher was a wealth of insight and a source of encouragement, especially after my student teaching experience when we met and spoke about how the class was just as difficult

for her as it had been for me (it made me feel like maybe I wasn't doing everything wrong). Other teachers also helped immensely; our department chair had had many of my challenging students in her class the year before and was able to offer advice based on what had worked for her. Finally, experimenting with different techniques helped me see what worked and to what degree it worked for resolving specific issues.

Jessica was the only subject of the five who felt as though her student teaching semester, although successful, was not entirely sufficient to train her in classroom management techniques. She suggested that there be a class in foreign language education programs entirely devoted to classroom management:

We need to have a class dedicated completely to classroom management! I didn't realize it at the time, but if you don't have classroom management, it doesn't matter how great your lesson ideas are or how passionate you are about the language because you're not reaching the kids. I remember talking about classroom management in a 'big picture' way (like how to set up your classroom, having clear procedures, make rules together, etc.) but not as much about specific situations and what to do if it all falls apart.

Although the data showed that these subjects were in general happy with their teacher education program, a few suggestions for improvement were made, including watching videos in class together and analyzing effective classroom management practices and what to do when all of the tricks fail.

The fact that many teacher education programs do not have a specific class devoted to classroom management in the curriculum should not necessarily move us to push for its creation, although some research has supported the implementation of explicit subject-specific coursework on classroom management (Emmer & Stough, 2001; Martin, 2004; Miller, 2008). Remembering that the student teaching semester is part of the coursework of a teacher education program is vital, for it is clear from the data that that semester was invaluable to the subjects' development and understanding of best practice as it relates to classroom management. However, to leave the official introduction of this fundamental pedagogical topic to the last semester of their teacher education program is risky. A poorly trained CT or university supervisor can derail the

most determined student teacher looking for classroom management guidance. To this end, teacher education programs need to recognize that most, if not all of their preservice teachers' training in classroom management will occur during that pivotal student teaching semester. It is therefore imperative that the CT and the university supervisor be well-versed in the complexities of foreign language classroom management so that they may transmit that information to the student teacher. The student teacher is deserving of a chance to go beyond trial-and-error; he or she should begin the semester with a clear idea of the observables and unobservables that will dominate his or her student teaching classroom. It should be noted as well that preservice teachers who are unprepared for the classroom management challenges they may face during their student teaching semester tend to adopt the strategies of the CT (Allen, 2009; Bateman, 2008; Putman, 2009). This study, however, showed that not only did the student teachers question the practices of their CTs, they felt so confident in their teacher preparation that they believed they actually had a positive impact on their CTs' teaching. Laura wrote:

I really feel as though I had an effect on my cooperating teacher when it came to using technology as well as using the target language as much as possible. During my whole student teaching experience, my cooperating teacher never used a PowerPoint presentation and never did anything interactive with the students with websites, for example. I was able to incorporate Power Points that she really liked and said she would use in the future. In addition, I also gave her a lot of websites that could be projected in the classroom to work on French grammar as a class. I also actually used more French with students than she was used to using, so I think I was able to help her see the advantages to using as much target language as possible.

Heather expressed that she too felt as though she had had a positive influence on her CT:

I believe I had a positive effect on my cooperating teacher. Mostly, I believe it was by sharing new activities and ideas, as well as my own cultural experiences, combined with her openness to new ideas. I still am in contact with her and she says she has borrowed many of my activities that I created in her class. I think each teacher comes to the classroom with a unique background and unique experiences and that all teachers, despite their specific strengths and weaknesses, can learn something from each other.

The importance of reflective practice during the student teaching semester also emerged from this study. Student teachers, through journaling and documenting their observations of other classrooms, were able to reflect on their growth and think critically about the relationship between theory and practice. Through reflective practice, preservice teachers “can move beyond the trial-and-error stage quickly” (LePage et al., 2005, p. 354). These student teachers’ writings helped me, as their university supervisor, understand the management challenges they were facing. During our monthly seminars, I was able to use their reflections as a jumping off point for discussions about classroom management, including the sharing of difficulties, strategies, and possible solutions. Requiring student teachers to reflect on their experience in a written form would also lend itself well to the explicit breakdown of the many facets of classroom management. If student teachers have a clear idea of what classroom management actually involves before they set foot in their classrooms, they will be better able to organize their written thoughts as they grow and develop throughout the semester, for “until we have a greater understanding of how our students conceive of organization and management, we will struggle to gauge the effectiveness of our instruction and determine how to revise it to bridge crucial gaps between theory and practice (Kaufman & Moss, 2010, p. 121). When student teachers express themselves more fully both in and out of the classroom, the well-trained CT and university supervisor will in turn be better equipped to understand and support them:

Supervisors do not follow novices into the real world when the complete their practice teaching and get actual positions. Nor do supervisors constantly monitor the work of in-service teachers. Ideally, language teachers will keep improving without close supervision. For this reason, teacher evaluation should encourage reflective teaching (Bailey, 2006, p. 193).

Research Question Two: Classroom Management and the In-Service Teacher

The transition from preservice to in-service teacher can be shocking. The first-year teacher must deal with “the complexities of teaching and the social immediacy of the classroom” (Martin, 2004, p. 406). Novice teachers must rely on previous experience and knowledge, which is necessarily limited due to their newness to the profession. While student teachers are in somebody else’s classroom, novice in-service teachers are in their own environment for the first time, and are left for the most part to their own devices (Martin, 2004). Teacher education students, who go from coursework to student teaching to their own classrooms, might “struggle to align their beliefs about good teaching with the practices they have seen implemented in their field experiences...in short, there appears to exist a gap between their beliefs and their intended practice” (Kaufman & Moss, 2010, p. 118). During their student teaching experience, preservice teachers tend to stick to what they know, which is generally a firm set of progressive beliefs that they learned during their teacher education coursework. They dream of student-centered classrooms, creativity in lesson planning, negotiated syllabi, and teacher flexibility in their future in-service classrooms. However, when faced with the reality of teaching without support from a program, a CT or a university supervisor, novice teachers often resort to running a more teacher-centered classroom that “limits student independence” (Kaufman & Moss, 2010, p. 119; Tigchelaar & Korthagen, 2004).

Emily

Emily ended up getting a full-time job at the same school at which she student taught. She felt as though there was a “disconnect between [her] ideal perfect world of foreign language teaching and the reality of high school Spanish”. She has made changes since her student teaching semester, such as avoiding the overuse of her voice and being more proactive when it comes to classroom management. She still tends to let bad

behavior go on far too long, and regrets her leniency when things begin to spiral out of control. She has difficulty “finding the balance between the ‘fun/nice teacher’ and the ‘no-nonsense, let’s get some work done’ one”.

Andrew

Andrew is currently at a school that is “the absolute opposite” of his student teaching experience. He has been dealing with students’ lack of respect for the study of Spanish, and their not understanding at all why it might be necessary or applicable to their lives. He is facing many of the same classroom management issues that he did when he student taught, however, including off-task behavior and his mastery of the use of space in the classroom. He still works hard at developing relationships with the students in order to boost their confidence and promote motivation in his classes. His classroom management challenges seem to me more severe than they were when he was student teaching, and he is questioning the reasons behind that phenomenon. His conclusion is that the school at which he now works places no emphasis on foreign language education, and the students are therefore reluctant to care or work hard. He blames the demographics, at least in part, for this inherent lack of respect for the study of Spanish. His current students are more likely to take Spanish for lack of a more interesting class. They are not headed to four-year colleges, and feel that the study of Spanish is completely irrelevant to their lives. Despite his difficulties, Andrew still looks back at his teacher preparation program with great fondness, and still credits it for giving him an idea of what to expect in a number of different circumstances. He realizes now that “classroom management is never ‘done’...it’s never going to go away, because students change, schools change over the years, you have to have the ability to adapt”.

Laura

Most of the classroom management challenges that Laura is facing now as an in-service teacher are “the same” as the ones she had to deal with as a student teacher. She

has chatty students, those who are off-task, and those who are rude, but she admits that those students “are everywhere”. In order to better manage her classes, she uses “a lot more target language now”, and communicates more consistently and effectively with the parents. She also takes advantage of the management procedures that are in place at her school, such as the existence of ‘stop-time cards’ and ‘tardy cards’. Commenting on the amount of extra duties she now has to take on as an in-service teacher, Laura wrote that she “didn’t realize all the extra things that teachers have to do besides just teach”.

Heather

Currently working at a school that only offers Spanish, Heather is one of three full-time teachers. Like Andrew, Heather has been struggling with the lack of diversity in the school and in the town, and often needs to defend the study of a foreign language to students in order to motivate them. Since her student teaching semester, she has not progressed a great deal in terms of classroom management. She still has trouble sending students out of the room if they’re misbehaving, and tends to ignore bad behavior instead of biting the bullet and dealing with the situation. She is grateful to have a mentor teacher at her school, one specifically assigned to her because she is a novice teacher. This perk has worked out well for Heather: She has been taking advantage of going to her mentor teacher for advice and takes her observations of her classes very seriously. Her field experience during her teacher education program (practicum and student teaching) is still close to her heart, and she talked at great length about the benefits of having helpful mentor teachers and supervisors when she was a preservice teacher.

Jessica

Jessica has a job at a “very affluent” junior high school in the Midwest. She feels fortunate to have the job she has, and is still surprised at how well-behaved her students are. Very different from the students she had during her student teaching semester, these students seem to be “intrinsically motivated to succeed in their classes”. She also stated

that the relationship she has with her students now is entirely different than the one she had with her students during her student teaching semester. Looking back, she can't remember a single student's name from that semester, and feels as though she wasn't "truly invested" in her students. The connection now that she has with her students is very strong, and she believes that the fact that it is her classroom as opposed to someone else's made all the difference. She still has trouble with consistency in her classroom management practices, and feels as though that confuses her students. Jessica still strives to make the material relevant to the students in order to make the classes more interesting, but admits that she doesn't always succeed. However, she believes now like before that the best management technique is to "get them invested in what they're doing", adding that "if you don't show them why it's important, they have no reason to care".

Implications

Although classroom management is still of great concern to these in-service teachers, this study showed that they are reflective about and confident in their problem-solving capabilities. The stress about management so often felt by novice teachers did not emerge from the reflections of these in-service teachers. Instead, although they talked frankly about issues that existed and the issues they faced, they demonstrated that they felt prepared to handle them due in large part to the training they received during their teacher education program. These results contradict previous studies showing the ineffectiveness of teacher education on the pedagogical practices of novice in-service teachers (Boger & Boger, 2000; Burke, 2006; Cothran et al., 2005; Martin 2004; Moore, 2003; Vélez-Rendón, 2006). Virtually absent in the results of this study were references to the theory-to-practice gap, or the difficult transition from preservice to in-service teacher, so often discussed in the literature and seen in novice in-service teachers (Allen, 2009; Allen & Peach, 2007; Bates et al., 2009; Boger & Boger, 2000; Burke, 2006;

Emmer & Stough, 2001; Kaufman & Moss, 2010; Labaree, 2004; Lortie, 2002; Putman, 2009; Smith & Moore, 2006; Stoughton, 2007; Tedick, 2009; Tigchelaar and Korthagen, 2004; Watzke, 2007). As they were during their student teaching semester, the five were determined to teach the way they believed and learned they were supposed to teach, and tried valiantly to not succumb to perceived distractions that might derail them. More details about these in-service teachers' reflections will be revealed further in this chapter when the results of the third and fourth research questions are presented.

Because novice teachers, used to being supervised and guided, are often thrown into the lion's den without a shoulder on which to cry, a strong recommendation stemming from this study would be to encourage school districts to pair new teachers with experienced teachers so that the mentoring process could continue. Alternatively or perhaps cooperatively, a social networking site, such as Facebook, could be used to enable university supervisors and the former classmates of these novice teachers to follow them as they transition to their first job. As Andrew wrote, classroom management issues will be a constant in these teachers' lives. There will most probably not be a time in these teachers' careers when support and new ideas from colleagues would no longer be needed.

Research Question Three: Classroom Management and Target Language Usage

The use of target language (TL) in the foreign language classroom is not without controversy. Despite ACTFL's stance that it should be used as much as possible in the foreign language classroom and a general consensus of researchers who have shown that best practice includes heavy or exclusive use of the target language, many teachers still resist and rationalize (Turnbull & Arnett, 2002; Bateman, 2008). Whether native or non-native speaker, the reasons for which teachers revert to the L1 (in this case, English) in the classroom are varied: because of lack of confidence in their own language abilities,

to avoid student frustration, to speed up the pace of the class, to explain more complex language such as a grammatical rule, to give instructions, and to reprimand misbehaving students are just a few (Bateman, 2008). Although it is clear that ideally “the language teacher must be thoroughly and deeply familiar with the target language and the speaker community” (Reagan & Osborn, 2002) in order to teach according to the national standards and what is generally considered best practice, debate still exists about the legitimacy and feasibility of banning the L1 from the classroom (Macaro, 2001). This study, however, did not strive to uncover a correlation or lack thereof between TL usage and foreign language acquisition. The data collected for this research question was meant to uncover a possible connection between TL usage and classroom management.

Emily

My observations of Emily’s preservice classes as her university supervisor yielded impressive results: She only said one sentence in English during the entire class period, acted out words, and encouraged the students to use Spanish. The students were engaged and seemed to hang on every word. Emily was passionate about speaking and teaching Spanish, and wrote a great deal about staying in the target language in the classroom. However, once she began her in-service teaching career at the same school at which she did her student teaching, she quickly realized that despite her best efforts to change their minds, her fellow Spanish-teachers pushed her to use English for fear that her sections would fall behind theirs if she used too much Spanish. All the materials she now shares with her colleagues are written in English, and she has neither the time nor the energy to fight against the will of the senior members of her department. She longed for her college-teaching days, when she felt as though she was better able to use the TL exclusively due to the maturity level of the students and their ability to work more independently. Emily did not feel as though her increasing levels of English-usage were

negatively affecting the management of her classroom, but she did feel guilty for not following what she believed to be best practice.

Andrew

Andrew also impressed me with his exclusive use of the TL during his student teaching semester. He encouraged students to use Spanish instead of asking for translations and applauded students for asking questions in the target language. He did lapse into English when giving directions or trying to explain a grammar point, and did not ensure that each student was using Spanish during the class period. Interested in second language acquisition, Andrew knew that the amount of input the students were getting during class time was critical, and strived to create an atmosphere in which students felt comfortable using the language with him and with each other. As an in-service teacher, Andrew continues to use Spanish almost exclusively, but admits that sometimes the use of target language can create as many management problems as it may solve. He finds that students are able to tune him out more easily when he's speaking Spanish, and worries about off-task behavior.

Laura

During her student teaching semester, Laura strived to use the TL exclusively but often used more English than she would have liked. Although students knew they were expected to speak French, they often refused, knowing that they would not be reprimanded. In her journals, she wrote a great deal about her cooperating teacher's almost exclusive use of English, and how difficult it was for her to take over classes of students who didn't understand a word she was saying. Despite pressure to use English when teaching from her CT and the students, she tried valiantly to expose the students to as much French as possible. She questioned the theory-to-practice dilemma, stating that although she was always told in her teacher education program to use the TL exclusively, she had yet to see it in practice, particularly at the beginning level of language study.

Worried about scaring the students, Laura knew that she would have to ease into using more French once she took over her CT's classes. As the semester progressed, she was able to use more and more of the TL with the classes, and she found that it had a positive impact on classroom management. As an in-service teacher, Laura still firmly believes that there is a connection between TL usage and classroom management, writing that "the more you use it, the more students have to pay attention and focus to understand what you are saying". Transitions, a tough spot for her when she was a preservice teacher, are now much easier, and she credits the improvement to more TL usage. Then, she would quickly give the students the English word if they didn't immediately understand. Now, she expects and knows that they will understand, and she moves on quickly to the next activity.

Heather

As a preservice teacher, Heather was also in a classroom with a CT who spoke mostly English to the students. She strived to use only Spanish when teaching, and struggled with her CT's attitude that using English when teaching grammar was "more effective". Once she took over the classes, she did use Spanish almost exclusively, but felt uncomfortable speaking more of the TL than her CT. During our post-observation conferences, it became clear that Heather believed that she was using more Spanish than she actually was. My reminders and encouragement helped her make changes in the last few weeks of her placement. Now as an in-service teacher, she feels unsure about the connection between TL usage and classroom management. She wrote that while she had thought that using the TL would positively affect student behavior, but now, like Andrew, she notices that students are more easily able to tune her out if she's speaking in Spanish, and perk up when she speaks English. Due to time constraints, she is using English in order to speed up the teaching of grammar, code-switching for the students who tend to lag behind.

Jessica

Jessica used a great deal of Spanish during her late in her student teaching, but failed to create an environment in which the students were interacting in the TL. I observed her twice: The first time, she used Spanish perhaps 10% of the time, and the class was a disaster. The second observation yielded astounding results: She stayed in the TL language exclusively, and the difference in student behavior was extraordinary. This success convinced her of the relationship between TL usage and classroom management, but she still worried that her exclusive use of Spanish was perhaps discouraging the weaker students from participating in the TL, preferring to sit in silence to avoid embarrassing errors. Still convinced that there is a strong connection between TL usage and classroom management, she continues to strive to use Spanish exclusively with the help of gestures, visual aids, and acting out words. Like the other participants in the study, teaching grammar in Spanish remains a problem for Jessica, but she has found strategies, such as positive reinforcement, to encourage the students to stay on-task.

During our interview, Jessica expressed how motivating it was to her that I pushed her to use the TL language exclusively during her student teaching semester. She said that she would often hear my voice in the back of her head, and would tell herself that if I could find a way to do it, she could too. Like the others, she felt guilty when using English in the classroom, as it was in conflict with what she believed to be best practice. Perhaps because of this guilt, she strives to create a Spanish-only environment in her classroom. She participated in the hiring of two new Spanish teachers who feel strongly about the exclusive use of TL, and continues to work to convince her principal that using the TL gives the students confidence. Jessica feels as though it's this confidence that has a positive effect on classroom management: The students feel proud, and thus they are more focused and on-task during class time.

Implications

Although not all of the subjects used or continue to use the target language exclusively in their classrooms, it was clear that their university supervisor's support of TL use has had a major effect on their pedagogical practice. Ironically, the guilt felt by those who used English in the classroom from time to time could be considered a strong indication that they believed that the exclusive use of the TL was the hallmark of best foreign language teaching practice, in addition to being a key classroom management tool. Andrew and Heather vacillated between the theory of the exclusive use of the TL and its practice in relation to classroom management, both stating that they felt as though the students were more likely to "tune out" when they used only Spanish. Jessica and Laura, in contrast, were even more adamant about TL use as in-service teachers than they had been during their student teaching semester, and both expressed their belief that using the TL improved students' behavior, motivation, self-confidence and focus. Emily knew that using the TL has a positive effect on classroom management, like Jessica and Laura, but felt systemic pressure from her department to use more English.

This study therefore showed that TL usage may be a variable among many others that positively affect student behavior. However, it is difficult to state categorically based on the data presented that the exclusive use of TL will in every circumstance be a winning classroom management strategy for foreign language teachers. The environment in which the teacher works was shown to have a major impact on these subjects' use of TL. During their student teaching semester, some were bound by the environments in which they were placed. If the CT used English in the classroom, it was difficult for them as a new presence in the room to use the TL. They feared a negative student reaction, were unsure about how to handle student frustration, and in general wanted to be liked and accepted. In their current positions, other environmental factors have come into play. Emily is unable to use Spanish exclusively in her classroom due to pressure from the other Spanish teachers in her department, and Heather reverts to English

because of time constraints due to the block/semester scheduling. In order for teachers to feel confident and comfortable teaching in a way that reflects the ideals of our field, they must be supported by those who espouse the same beliefs. None of the subjects blamed their use of English on a lack of confidence in their own Spanish or French abilities, an oft-cited issue among non-native speakers.

Foreign language teacher education programs should continue to advocate for the exclusive use of the TL in the classroom. University supervisors should support their student teachers' TL use, and discourage them from making excuses for slipping into English. In addition, as previously suggested, novice teachers need to be surrounded with colleagues and mentors who support this important endeavor, whether they be online on Facebook or in the classroom down the hall. Not only is the exclusive use of the TL now almost universally considered best practice, but this study reveals that there may also be a relationship between its use and a more easily-managed classroom. Because many foreign language preservice teachers take general classroom management courses in which strategies are completely detached from the subject matter, it is strongly recommended that students be explicitly exposed to the possible positive connection between TL usage and classroom management in their foreign language methods courses and student teaching seminars.

Research Question Four: Management Issues Specific to the Foreign Language Classroom

It is here that data related to Wright's (2005) unobservable category of *wider social and cultural influences* (see Figure 2: Unobservables in Classroom Life) is presented. Apart from the use of target language in the classroom, the foreign language teachers in this study reflected upon many other elements exclusive to the field that had an impact, often negative, on classroom management. Supporting Tedick and Walker's (1994) contention that "second language instruction is *fundamentally different* from other

disciplines" (p. 301), these five teachers struggled to manage their classrooms that were being affected, both in an observable and an unobservable fashion, by issues unique to or most common in a foreign language teaching environment.

The Traveling Foreign Language Teacher

Emily experienced being a traveling foreign language teacher; she did not have her own classroom and was thus required to move all of her teaching materials from one room to another throughout the day on a cart. Emily knew that traveling teachers were often the least valued teachers in the school (those who work part-time, for example), and she was concerned that students would take her and the subject matter she taught less seriously. The impact on her ability to manage her classes was shown to be significant. She had trouble getting organized, could not decorate a classroom with language-related artifacts, was always pressed for time between classes, and suffered from poor student behavior possibly stemming from a lack of respect for her position at the school.

Large Class Sizes

Because foreign language was not considered a core subject in her district, Emily explained that there were no 'caps' on the number of students who could be in a class. While math, language arts and science classes had limits on the number of students who could enroll in the class, foreign language teachers were forced to make room for as many as 42 students. Managing a class of that size can be very challenging, and Emily worried that with so many students in one room, no effective teaching and learning of a foreign language could occur.

Heritage Speakers in the Foreign Language Classroom

Emily, Heather and Jessica wrote about the presence of heritage speakers in their classes and the classroom management difficulties they experienced as a result. Because these students were often placed in beginning-level Spanish despite being fluent in the

language, they tended to act inappropriately out of “sheer boredom”. They worked hard to welcome and incorporate heritage speakers into her classes, but found it difficult to manage vast differences of language ability between the heritage speakers and the other students. Lessons had to be modified to fit the needs of the heritage speakers without neglecting the students who were true beginners.

The Dual Language Program

Jessica did her student teaching at a school with a dual language program. Spanish courses for native English speakers, dual language learners and native speakers were offered. She saw cracks in the foundation of the well-intentioned and well-regarded program, stating that there was a serious “lack of communication and consistency”. The teachers found it difficult to understand what the program’s objectives were, and therefore were often unable to create effective lesson plans. Jessica could see immediately that the students in each of these groups had vastly different language learning needs, and struggled to find a way to meet them. Discouraged also by the lack of teachers certified to teach both Spanish and another content-area class (math, for example), she wondered if the students were getting the best possible overall education.

Technology Specific to the Foreign Language Classroom

Although teachers in every subject area now routinely use computer technology in their classrooms, foreign language teachers are often required to use old-fashioned forms of technology with their students. Laura faced management problems when using tape recorders with her classes, and she ultimately had to establish a new routine to avoid total chaos.

Students with Special Needs in the Foreign Language

Classroom

Laura and Heather both found that their foreign language classes posed particular problems for those students with IEPs (Individualized Educational Plan). They felt ill-equipped to meet the needs of these students, as they received little to no instruction in their teacher education programs specifically regarding special needs in the foreign language classroom. Although they spoke highly of what they had learned about assistive technology in their teacher education programs, they admitted that they had not yet had a student who needed to use it. Both Laura and Heather wished that they had received more guidance about how to help those students with more common disabilities, such as ADHD, succeed in the foreign language classroom.

Respect, or Lack Thereof, for the Field and Study of

Foreign Language

As previously discussed in chapter one, the lack of respect from which the field of foreign language education suffers comes at teachers from all levels, both in and out of the classroom. Jessica, Andrew and Heather felt as though there was a strong connection between the low level of respect foreign language classes and teachers are afforded and classroom management. Students who cannot see the importance of studying a foreign language are necessarily more difficult to motivate and therefore more challenging to teach. The teachers worked hard to establish connections between the foreign language and the students' lives, to varying degrees of success.

Teaching Requirements Unique to the Foreign Language

Classroom

Every subject mentioned management pedagogical challenges that they felt would not be experienced by teachers of other subject areas; often what is considered best practice in the foreign language classroom complicates classroom management

significantly. Being that this particular environment is expected to be fun and interactive with a focus on communication, it is inevitably more difficult to manage. Emily explains:

In classes such as math and science, I believe there are much more clear-cut boundaries for on-task behavior and it is much more acceptable to hand out a page of problems and say you have the rest of class to work quietly on this sheet. That kind of class can work just fine with strict rows of desks and minimal communication with peers. The ideal FL class does not function that way.

Implications

Research regarding the status of foreign language study in the United States has shown that the field suffers from a critical level of disrespect (Bauerlein, 2010; Blake & Kramsch, 2007; Glisan, 2005; Lantolf & Sunderman, 2001; Larsen-Freeman & Freeman, 2008; Osborn & Reagan, 1998; Reagan & Osborn, 2002; Schrier, 2001; Sung, Padilla & Silva, 2006). The revelation that these five subjects were often faced with numerous classroom challenges related to this lack of respect is therefore not surprising. Of the eight themes that emerged from the data, three are intricately tied to this issue: the traveling teacher, large class sizes, and respect (or lack thereof) for the field and study of foreign language. Subjects' students felt as though the study of language was "beneath them" and "not worth their time", and did not view it as a high priority like they did other subject areas. It was clear from the data that the "hidden (and not-so-hidden) biases about language, social class, power, and equity that underlie language use" (Reagan & Osborn, 2002, p. 30).were fully in evidence in the subjects' teaching environment. Constantly having to defend language study was exhausting to the subjects, and the frequent lack of systemic support, demonstrated by the existence of the traveling teacher and classes without size caps, only made matters worse. Indeed, "it is interesting, of course, that of all of the academic subjects normally offered in America public schools,

no other discipline is asked to defend its existence in the way that foreign language education is routinely challenged” (p. 11).

This study also showed that the five subjects struggled with how different foreign language teaching is pedagogically from that of other subject areas. The field has changed significantly, and foreign language teachers are now expected not only to use the content to teach the content, but to include in their teaching “knowledge from the fields of psychology, sociology, and anthropology in order to present their students with a complete cultural, social, political and linguistic picture of what it means to learn and communicate in another language” (Tedick & Walker, 1994, p. 304; Cvetek, 2008; Appel, 2007). The remaining five themes that were revealed by the data to have an impact on foreign language classroom management were the presence of heritage speakers, the dual language program, students with special needs, technology, and teaching requirements. All five of these themes represent different and often complicated classroom challenges that the foreign language teacher is expected and required to handle.

What this data implies, overall, is that foreign language teachers must face many issues that are unique to, or at the very least most common in their classrooms, all of which have been shown by this study to have an impact on classroom management. Because all eight themes stem either from systemic and societal attitudes about foreign language education, or the inherent and ever-changing nature of how best practice of foreign language teaching is defined, there is no clear solution to these complicated and pervasive issues. However, being that this study’s purpose was informative and not prescriptive, it is necessary that teacher educators take careful note of the vast array of elements presented here that made foreign language classroom management particularly challenging to these five subjects. Like the relationship between target language usage and classroom management, the eight themes presented in the results of research question four deserve to be explicitly discussed in foreign language methods classes and student

teaching seminars. Preservice and novice foreign language teachers are in need of every sliver of information about specific potential classroom management challenges they may face in the future so that they may better serve the needs of their students.

Recommendations for Further Research

The purpose of this study was to describe five foreign language teachers' experiences with classroom management both during their student teaching semester and now that they are novice in-service teachers. While the descriptions of their reflections will serve to inform and strengthen foreign language teacher education curricula, further research may be warranted to more effectively guide foreign language teacher educators as they strive to teach and mentor their students on their way to becoming in-service teachers.

The subjects in this study were positive about their experience in their teacher education program. Additional research that aims to uncover a correlation between traditional teacher education programs and success in the foreign language classroom should be conducted. This study only looked at preservice and novice Spanish and French teachers; therefore, it would be interesting to include teachers of less commonly taught languages, such as Arabic or Chinese, and more experienced teachers in future studies regarding classroom management. In addition, further studies must be done to investigate whether or not target language usage and the eight other management issues common to the foreign language classroom were anomalous, or if they would emerge again if a similar study were replicated.

Lastly, because this study was conducted at a large Midwestern public university, it is recommended that foreign language teachers' experiences with classroom management be studied in the context of other types of teacher education programs, such as those at smaller private colleges or alternative credentialing programs. Precious little research has been done on the specificity of managing the foreign language classroom.

For our field to move forward, it is crucial that more studies of this nature be conducted so that we may better guide our developing teachers.

Conclusion

Teacher education is notoriously complicated. The complexity that surrounds teaching as a practice makes it very difficult for schools of education to develop effective programs for their developing teachers (Labaree, 2004). That most programs offer education coursework to students across all subject areas compounds the problem, for the pedagogical knowledge needed in specific program areas is not generally addressed. Preservice teachers often remark that they learned a great deal about the theories behind teaching and learning, and not nearly enough about its practice. One of their most significant concerns, the control of the classroom, is often given short shrift.

The purpose of this study, therefore, was to present five foreign language teachers' reflections on how they managed their classrooms as preservice teachers, and how they are handling management issues now that they are in-service teachers. The detailed descriptions of the observable and unobservable elements of classroom management these teachers experienced, along with the emergence of issues unique to the foreign language classroom, should provide additional structure and specificity to foreign language teacher education curricula.

Overall, the participants in this study were positive about their teacher education program, particularly regarding the guidance they received by their cooperating teachers and their university supervisor during their student teaching semester. Although the transition they made from preservice to in-service foreign language teachers was not always smooth, these five teachers' strong foundation in the pedagogical and content knowledge they gained during their teacher preparation program served them well. While there is no one answer to the question of how best to manage a classroom, this

study brings us to a deeper understanding of what comprises the realm of foreign language classroom management and in what ways it is indeed in a class by itself.

APPENDIX A
PRE-INTERVIEW QUESTIONNAIRE

Managing the Foreign Language Classroom:
 Reflections from the Preservice Field and Beyond

Elizabeth J. Evans

PRE-INTERVIEW QUESTIONNAIRE

Please download this document, type in your answers (take as much space as you'd like!), and send it back at your earliest convenience. Thank you so much for your participation!

I am working with the following definition of classroom management. Feel free to use any or all elements of this definition when answering the questions that follow on pages 2 and 3.

“Classroom management is concerned with four main strands of classroom life – space, time, participation and engagement” (Wright, 2005, p. 16).

Wright writes about “observable” and “non-observable” elements of classroom management. Here are a few examples that may be helpful to you:

Observable elements:

- Use of classroom space (are students seated in rows or groups, do they move around the room often, where do you stand when you teach, etc.)
- Use of time (transitions, pacing, sequencing of activities, how much time each activity may last, etc.)
- Learning and teaching activity (any activity meant to have students practice what is being taught)
- Communication/interaction (talking, gestures, TPR, facial expressions, target language usage, etc.)
- Artifacts (furniture, the blackboard, paper materials, what’s on the walls, etc.)

Non-observable elements:

- The cultural, social, psychological and emotional world of the classroom
- Teacher-learner relationships
- Teachers’ and learners’ classroom behavior
- Previous experience and knowledge
- Values, attitudes and beliefs of the teacher and the students

Part I: Personal Background Information

1. Please describe your training to become a foreign language teacher. What degree(s) do you hold? When did you enroll in a teacher education program? When did you graduate?
2. Please describe your language background. Are you a native speaker? How did you learn the language you teach? What do you credit for having had the most important impact on your own personal language learning?

Part II: Background Information: Your Student Teaching Experience

3. Please describe the school at which you did your student teaching. Was it public or private? Urban or rural? Large or small? What languages were offered? What grades were represented (9-12, K-5, 6-8, etc.)? Other details you'd like to mention?
4. Please describe your typical schedule during your student teaching semester. What grades did you teach? What languages did you teach? What levels did you teach? How many students were in a typical class? Other details you'd like to mention?
5. After having reread the journals you wrote during your student teaching semester, what reflections do you now have specifically about your experiences with classroom management at that time? What were some of the challenges you had? Feel free to use specific examples from the journals.
6. After having reread the journals you wrote during your student teaching semester, what kinds of "tricks" do you think you used to manage your classroom (i.e. using the TL, using demerits, calling parents, sending students out of the room, positive reinforcement, quick transitions and pacing, body positioning, yelling, clear instructions, etc.)? Which ones worked? Which ones didn't work?
7. What or who do you think helped you through those classroom management challenges the most during your student teaching semester (i.e. trial-and-error, your mentor teacher, your university supervisor [me!], your teacher education coursework, colleagues at school, etc.)? Be as specific as you can, give examples if possible.
8. When you were student teaching, do you remember what you felt was most lacking in your teacher education curriculum regarding classroom management (i.e. it wasn't talked enough about in class, there was no specific class about it,

there was very little in the book about it, my mentor teacher was not helpful, my university supervisor was not helpful, etc.)

9. Do you feel as though you had an effect (positive or negative) on your cooperating teacher during your student teaching semester? If yes, in what way? What do you think accounts for that?

Part III: Background Information: Your Current Teaching Position

10. Please describe the **school** at which you are **currently working**. Is it public or private? Urban or rural? Large or small? What languages are offered? What grades are represented (9-12, K-5, 6-8, etc.)? Other details you'd like to mention?
11. Please describe your **current typical schedule**. What grades do you teach? What languages do you teach? What levels do you teach? How many students are in a typical class? Other details you'd like to mention?
12. What kinds of classroom management challenges do you have **now**? Are they different from the ones you described in question # 5 above? If yes, how so? If no, would you reflect on why you may be facing some of the same issues as an in-service teacher?
13. What kinds of institutional rules and regulations, either preventative or punitive, does your school have regarding classroom management (i.e. detention, demerits, rules about moving around the furniture, posters that would foster positive behavior, etc.)?
14. Compare your experiences with classroom management during your student teaching semester and now. After rereading your student teaching journals, what are some of your thoughts regarding changes that you've made (or perhaps didn't make) as an in-service teacher with regards to classroom management?
15. **Now that you are a “real teacher”**, looking back on your experience in the teacher education program (including student teaching), what do you wish you had learned then that would have been helpful to you now? If nothing comes to mind, what do you think were some of the most helpful things you learned in your teacher education program regarding classroom management that you're putting to use now?

Part IV: Classroom Management in the Foreign Language Classroom

16. Do you believe that managing a foreign language classroom is inherently different than managing classrooms in other subject areas (i.e. science, math, language arts, art, music, social studies, physical education, etc.)? If yes, how so? What do you

think are some challenges that you face daily that your colleagues in other departments are probably not coming across? If no, what do you think are some challenges that you might share with your colleagues in other departments?

17. In general, do you believe that there's a connection between the use of target language in the classroom and classroom management? What have your experiences taught you about the use of target language by both you and the students? Have you changed your opinion on this since you were a student teacher? If so, what do you think has changed?

Part V: Conclusions and Reflections

18. Is there anything you'd like to add about classroom management in the foreign language classroom, either during your student teaching experience or currently?

APPENDIX B

INTRODUCTORY E-MAIL TO PARTICIPANTS

Dear _____:

I am writing to invite you to participate in a research study being conducted for my dissertation. The purpose of the study is to describe selected foreign language student teachers' orientations towards classroom management and to identify the unique challenges they faced during their student teaching semester.

If you agree to be in the study, I will send you copies of your student teacher reflective weekly journals, my own personal observational field notes, and a questionnaire that you will be asked to complete and send back. Then, you will be asked to take part in an interview on Skype to follow-up on the answers you gave to the questionnaire.

I would like you to review your own journal entries in order to reflect on your past and current attitudes regarding classroom management. During the Skype interview, I will ask you follow-up questions about the responses you gave on the questionnaire regarding your attitudes toward classroom management then and now, what information you wish would have been presented during your teacher education program, and language use in the classroom and classroom management methods. You are free to skip any questions that you prefer not to answer. It will take approximately 1-5 hours to complete all of the requirements of participating in this study, depending on the length of your responses.

Taking part in this research study is completely voluntary. Let me know by email reply to this message whether or not you are interested in being in this study. If you are interested in being in the study, I will send you a consent information sheet with additional information about the study.

Thank you very much for your consideration of this research study, hope to hear from you soon.

Elizabeth Evans
Ph.D. Candidate in Foreign Language and ESL Education

APPENDIX C

INTERVIEW PROTOCOL AND SAMPLE QUESTIONS

The following data has already been collected or will be collected upon IRB approval. Subjects' journals during their student teaching semester will be used as documents, as will written observations of these student teachers teaching during that same semester.

The interviews, to be conducted in the near future, will consist of questions that will encourage subjects to reflect on their experience when student teaching as it compares with their recent experience as in-service teachers.

Here are some examples of possible questions that subjects will be asked:

- Once you read over the journals that you have written, what are your initial thoughts on your attitude towards classroom management?
- Do you think your attitude about classroom management has changed since then? How?
- What do you know now that you didn't know then?
- What do you wish you had learned during your teacher education program to better prepare you for classroom management challenges?
- What is your current attitude about classroom management?
- What do you think is the relationship between the language you use in the classroom (English or the foreign language being taught) and classroom management?

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