Exploring the Implementation of a Proficiency-Focused, Performance-Based Approach in Foreign Language Teaching

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EXPLORING THE IMPLEMENTATION OF A PROFICIENCY-FOCUSED,

PERFORMANCE-BASED APPROACH IN

FOREIGN LANGUAGE TEACHING

A Dissertation

by

YUKA KATO

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ABSTRACT

Kato, Yuka, <u>Exploring the Implementation of a Proficiency-Focused, Performance-Based Approach in Foreign Language Teaching</u>. Doctor of Education (Ed.D.), December, 2020, 145 pp., 1 table, 4 figures, references, 91 titles.

Foreign language teachers in one district faced a paradigm shift in the ways language should be taught and in their pedagogical beliefs. They were asked to shift from a traditional approach to the Proficiency-Focused, Performance-Based (PFPB) approach in order to meet the national *Standards for Foreign Language Learning in the 21st Century,* created by ACTFL (1999 & 2006). The expectation was that every foreign language teacher in the district would use the PFPB approach. However, the problem was that some of the teachers would not understand the approach or how to implement it, with the result that the approach would not be implemented effectively.

The purpose of this study was to analyze how the foreign language teachers in the district understood, interpreted, and implemented the PFPB approach to teaching foreign languages and to discover what ideas foreign language teachers identified in order to implement the approach more consistently and effectively in their practices. The theoretical frameworks guiding the study were second language acquisition theories, and foreign language teaching methods and approaches.

Survey data were collected and analyzed from 22 foreign language teachers in the district. Among those 22 teachers, five were interviewed, and their lesson plans were collected in

order to triangulate the data to validate the study. This qualitative exploratory case study explored three questions:1. How do foreign language teachers understand and interpret a proficiency-focused, performance-based approach? 2. How do foreign language teachers perceive their own implementation of the approach? 3. What kind of help or ideas may foreign language teachers need in order to implement this approach further and consistently? Analysis of the coded data yielded three findings: 1. Teachers demonstrated an understanding of and a positive view toward implementing the PFPB approach; 2. Teachers found several challenges in implementing and executing the PFPB approach properly; 3. Teachers recommended emphasizing ideology/mindset, promoting collaboration, and conducting ongoing training to further aid in implementing this approach more consistently.

DEDICATION

The completion of my doctoral studies would not have been possible without the love and support of my family. My mother, Satoko Kato, my father, Hiromu Kato, my husband, Natsuki Yamamoto, and my beautiful children, Kazuto Yamamoto and Mana Yamamoto.

Natsuki, my beloved husband, wholeheartedly inspired, motivated and supported me by all means to accomplish this degree. Thank you for your love and patience.

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CHAPTER I

INTRODUCTION

The Importance of Learning Foreign Languages in the 21ˢᵗ Century

As the world becomes more globalized and mobilized than ever before, the need for learning foreign languages is rapidly increasingly. According to the U.S. Department of Education (2017), globally and culturally competent individuals are defined as "proficient in at least two languages; aware of differences that exist between cultures, open to diverse perspectives, and appreciative of insight gained through open cultural exchanges" (Globally and Culturally Competent Individuals, p. 1). The secretary of the U.S. Department of Defense stated, "Having a strong language ability is critical to national security" (Marshall, 2012, p. 1). The Committee for Economic Development (CED) (2006) claims, "Knowledge of foreign languages and cultures is an economic necessity" (p.6) . According to Pufahl & Rhodes (2011), learning foreign languages will help individuals understand and appreciate their own culture and other cultures, increase global understanding, improve Americans' national security, and keep America's economy competitive, and this will bring more prosperity to the country.

The individual state profiles reported by the Education Commission of the States (2019) shows that over fifty percent of the states require that students take one or two years of foreign language as a part of their high school graduation requirements. This is also meant to align with college admissions. In general, competitive and prestigious colleges require that at least two years of foreign language classes have been taken in high school.

Being competent in other languages opens up many opportunities in life and is a path to success in today's thriving, global society. Many language researchers and language practitioners in academia believe that there are numerous advantages in learning and knowing foreign languages. One of these cognitive advantages is that students have the ability to learn multiple languages (Grosjean,2010; Cummins 1981 , & Baker, 2011).

Grosjean (2010) claims, "Knowing several languages seems to help you learn other languages" (p. 98). It is true that if one knows French, it will help one learn Spanish since they are both Romance languages and have lexical and grammatical similarities. This applies to learning Asian languages such as Japanese and Chinese. If one knows the meaning of a Chinese character, one can easily transfer the knowledge to understand one of the kanji characters in the Japanese alphabets. Cummins (1981) argues that having background knowledge for learners to develop their second language is vital. In his theory of Common Underlying Proficiency (CUP), Cummins claims that concepts once learned in the first language transfer to a second language. That is, language learners will be able to build transfer skills from one language to another by learning and knowing other languages. In Cummins' Interdependence Hypothesis (1979) he argues that

> When the usage of certain functions of language and development of L1
> vocabulary and concepts are strongly promoted by the child's linguistic

environment outside of school, …then intensive exposure to L2 is likely

to result in high levels of L2 competence at no cost to L1 competence.

(p.233)

That is, Cummins sees languages are interdependent and developing the first language plays

significant roles in developing a second language.

Grosjean (2010) claims that bilingual children who use two or more languages in their

everyday life develop better divergent thinking. Grosjean states that, "Bilingual children are able

to distance themselves from the form of a word rather early on and can appreciate that something

may be named in many different ways and serve different purposes" (p.99). That is, it is easy for

bilingual children to learn additional words that refer to a concept one understands. Baker (2011)

argues that bilinguals who developed two languages simultaneously tend to have cognitive

advantages. He claims that, "Bilinguals have advantages on certain thinking dimensions,

particularly in divergent thinking, creativity, early metalinguistic awareness and communicative

sensitivity" (p.161).

There are also social advantages of knowing foreign languages. Grosjean (2010) argues

that one who knows and uses more than one language on a daily basis has a real advantage

socially and culturally. It can "foster open-mindedness, offer different perspectives on life,

reduce cultural ignorance, lead to more job opportunities and greater social mobility" (p.100).

Gandara and Contreras (2009) argue that knowing more than one language can bring

socioeconomic benefits. Their research showed that U.S. Latinos who were English

monolinguals made less income than those who were bilingual in Spanish and English.

As stated above, learning languages other than one's native tongue benefits academic progress in other languages and creative thinking, enhances cognitive development, promotes cultural awareness and competency, and brings many other advantages to language learners.

A Brief Historical Overview of Language Methods and Approaches

Effective methods and approaches for mastering the target language have been the center of many discussions within academia over the centuries. Dating back to the late 18th and 19th centuries, language teaching methods have evolved greatly; first, the grammar translation method was introduced, which focused on grammatical rules, memorization of vocabulary, translations of texts, and doing written exercises.

Next, the direct method, which focused on developing communicative skills in the target language and not allowing translation between students' native language and the target language, gained popularity in the mid-19th to 20th century. Then, in the 1940s, the audiolingual method became prevalent with the aim of developing oral language by stressing mimicry drills and the memorization of set phrases, often without understanding the meanings. This method became a popular approach due to a significant need for people to learn a foreign language rapidly for military purposes as the United States entered World War II.

In the late 1970s, the Natural Approach was developed by Krashen and Terrell (1983). The aim of this method is to develop learners' basic personal communication skills. Unlike the direct method, learners are allowed to use their native language until they feel ready to respond in the target language.

From the 1970s to the present, many researchers have argued that social, psychological, and linguistic factors affect language learning and the concept has gained in popularity. In the

English as a Second Language (ESL) setting, there has been a shift from teaching for basic communication to teaching the academic language, at least in kinder through 16 settings. Some examples of models for teaching academic languages are through problem posing, Content-based language teaching, Sheltered Instruction Observation Protocol (SIOP), and Quality Teaching for English Learners (QTEL).

Problem posing focuses on having students pose or identify their real-life problems and then solve the problems collaboratively. Content-based language teaching focuses on teaching language through content that is relevant and interesting to learners. SIOP is the most widely used model in the U.S. The goal of this model is to prepare teachers to design and develop lessons that address both the academic and linguistic needs of English Language Learners (ELLs). QTEL is a model developed by Walqui and implemented in secondary schools in order to improve the teaching of ELLs. The goal is to enhance the ability of teachers to work with ELL populations and develop and increase the quality of instruction for all other students in the mainstream classroom.

While the goal of ESL teaching is to develop academic language, the goal of foreign language teaching still remains to develop communicative skills in the target language. Despite continuing efforts to seek the best approach for mastering the target language, educators still face problems in language teaching and learning. The question remains, why do many students struggle with poor language/communication skills in the target language?

The Need for a Communication Focused Approach in the 21ˢᵗ Century

In order to improve the methods used in teaching foreign language, the national

Standards for Foreign Language Learning in the 21st Century was first released in 1996 and

expanded in 1999 and 2006. The philosophy of the standards is:

> Language and communication are at the heart of the human experience.
>
> The United States must educate students who are linguistically and
>
> culturally equipped to communicate successfully in a pluralistic
>
> American society and abroad. This imperative envisions a future in
>
> which ALL students will develop and maintain proficiency in English
>
> and at least one other language, modern or classical (National Standards
>
> in Foreign Language Education Project, 1996, p. 2).

It is clearly stated in the standard that all students in the United States will develop

and maintain proficiency in English and at least one other language. As stated

above, communication plays an important role in language learning. In Texas, where

this study takes place, it is stated in the Texas Essential Knowledge and Skills for

Languages Other Than English (2014) that

> (1) While knowledge of other cultures, connections to other disciplines,
>
> comparisons between languages and cultures, and community
>
> interaction all contribute to and enhance the communicative language
>
> learning experience, communication skills are the primary focus of
>
> language acquisition. (2) Students enhance their personal and public
>
> lives and meet the career demands of the 21st century by using

languages other than English to participate in communities in Texas, in

other states, and around the world (p.1-2).

Therefore, at the national and state level, foreign language teaching and learning is

recognized as relying on the development of communication skills in the target language. There

has been a gradual movement in Texas toward developing a curriculum plan that assesses

students' language growth in proficiency through their performance of a given task. This

curriculum plan incorporates performance-based learning strategies and will help foreign

language students acquire and apply their knowledge and use of a target language though the

performance of tasks that are meaningful and can be used in real life situations.

The initial movement toward performance based assessment was launched back in the

1980s and gained popularity on the East and West Coasts and gradually became the national

movement all across the country. Assessment is focused on students' overall proficiency and

fluency in the target language (Lundgaard, 2015).

According to Bialystok (2001), language proficiency is defined as, "The ability to

function in a situation that is defined by specific cognitive and linguistic demands, to a level of

performance indicated by either objective criteria or normative standards" (p.18). It is vital for

foreign language teachers to teach language learners not only how to say (knowledge of

grammar) and what to say (knowledge of vocabulary), but also when to say and why to say what

to whom as Hymes (1972) defines communicative competence not only as an inherent

grammatical competence but also as the ability to use grammatical competence in a variety of

communicative situations.

Communication, which is the definitive goal for today's foreign language teaching,

enhances language learners' ability to communicate in meaningful, purposeful, and appropriate

ways to other speakers.

Background to the Study

The district where I work offers a diverse foreign language program including Spanish, French, German, Latin, American Sign Language, Chinese, and Japanese. Our mission statement is, "The Foreign Language Program employs teaching strategies in a communicative manner with the end goal of developing fluency and proficiency in the Target Language." In the district, the term, "proficiency" refers to how well a student can be understood regardless of the mistakes she or he may make.

In order to meet the national *Standards for Foreign Language Learning in the 21st Century*, the district offered its first cohort training in 2012 during the summer recess for those foreign language teachers who were interested in implementing new teaching strategies. The preferred strategies included: providing an engaging and collaborative learning environment where students actively use the target language, not just parroting; providing instruction through communication based on proficiency targets; using age/level appropriate and culturally authentic materials with a clear instructional focus; chunking of vocabulary and grammar (6 to 10 words maximum per day); providing instruction in the use of the target language at least 90 % of class time; providing language production, not continuous rote practice either written or oral; creating a classroom learning environment that supports proficiency and performance, rather than teaching about the language in English (Callihan-Dingle, 2015 & 2017). The cohort training also stressed several strategies which should not be used anymore such as: instruction is only given in English, repeating conjugated verbs together, students working on only meaningless worksheets, not practicing the language orally in meaningful conversation, students working in isolation,

providing multiple choice and or matching vocabulary or grammar unit tests. This approach is

similar to the perspective of Van Lier and Walqui (2012) in Language as Action. They argue that

"language is an inseparable part of all human action, intimately connected to all other forms of

action, physical, social and symbolic. Language is thus an expression of agency, embodied and

embedded in the environment" (p.4).

In order to bring the idea of a Performance-Based learning plan to the district, the term

Proficiency-Focused, Performance-Based (PFPB) was coined by Callihan-Dingle in 2012, who

introduced the approach to the district. The PFPB refers to the approach used in the classroom.

Callihan-Dingle explains that when teachers in the district started this process of implementing a

new approach, she used the phrase, "Proficiency-Focused, Performance-Based" to refer to the

approach used in the classroom. But now she refers to what teachers in the district are doing

more frequently as "Proficiency-Based" instruction. She states,

> In this approach, instruction is always focused on proficiency since that
>
> is the end result. We, as teachers, want students to build their
>
> proficiency in the target language so they can function in the
>
> area/country where that language is used. Performance-based refers to
>
> the day-to-day activities in the classroom since most of what students
>
> produce is performance in nature, meaning that there is some degree of
>
> rehearsal in the classroom and the scenarios/topics are familiar ones. (D.
>
> Callihan-Dingle, personal communication, June, 29, 2016).

She explains that this term, for the district, encompasses all high-yield practices that

are present in PFPB: use of Understanding By Design (Backwards Design); Can-Do

statements; proficiency targets; engaging, student-centered activities;

comprehensible input; chunking of vocabulary; grammar presented in context.

Currently, 96% of the foreign language teachers in the district have completed the initial

training in implementing proficiency-focused, performance-based strategies. The district

provides ongoing monthly cohort training (90 minute sessions, 7 times a year) and four-day

trainings every summer to support the district's foreign language teachers.

It is an expectation for those who have been trained to implement communication

focused and proficiency- based lessons as their ultimate goal. It is also required that foreign

language lessons be conducted in the target language at the rate of over 90 percent for all levels.

Vocabulary and grammar are to be taught in context and in the foreign language, not explained

in English. Activities are structured to be engaging, interactive, meaningful, and solicit student

participation. It is also required to operate within the three modes of communication as defined

by the American Council on the Teaching of Foreign Languages (ACTFL): interpersonal,

presentational, and interpretive. For summative and formative assessments, teachers are required

to use Integrated Performance Assessment (IPA) rubrics that were established by the ACTFL

and modified by the foreign language teachers in the district. Currently, teachers are expected to

use interpersonal and presentation mode rubrics for all assessments. IPA is implemented in a

backward design approach (Wiggins & McTighe, 2005). The main focus of this approach is that

teachers plan learning activities with the end in mind. That is, first teachers identify the desired

results (establish goals for the unit)**;** second, they determine acceptable evidence (design

assessments in order to reach the goal); then, they plan learning experiences and instruction

(teachers begin to plan and execute the instruction) in order to help students master the

knowledge.

Expectations for the foreign language teachers who are implementing such strategies in actual classroom practice are as follows:

- Language instructors teach chunking of vocabulary and grammar (6-10 words maximum per day).

- Teachers provide activities where students are actively using the language, not parroting the teacher.

- Teachers use the language in a comprehensible way at least 90% of the class. In other words, teachers minimize using the English language no more than ten percent of class time.

- Teachers aid in the development of students' language production, not by continuous rote practice, either written or oral, but by authentic use of the language in real-life scenarios.

- Teachers provide students with real life scenarios and authentic materials.

- Teachers use IPA rubrics for assessments.

Based on their study of implementing IPA rubrics in foreign language teaching, Adair-Hauck, Glisan, Koda, Swender, and Sandrock (2006) argue that, "The IPA can enhance instruction, improve learner performance, and contribute to educational decision making" (p.366). The study by Glisan, Uribe, and Adair-Hauck (2007) points out that, "Unlike traditional testing formats, integrated performance assessment connects teaching, learning, and assessment seamlessly" (p.39) and "It has the potential to change the way assessment is designed and implemented in foreign language classrooms" (p.56).

Problem Statement

Foreign language teachers in the district are facing a paradigm shift in the ways language is taught and even within teachers' pedagogical beliefs, shifting from the traditional approach which focused on grammar and vocabulary to a focus on the PFPB approach, developed in the district, in order to meet the national *Standards for Foreign Language Learning in the 21ˢᵗ Century,* created by ACTFL (1999 & 2006).

The expectation is that every teacher in the district will use the PFPB approach. However, the potential problem is that some of the teachers are not implementing it consistently and accurately, therefore it is not as effective as it could be. Lack of understanding the approach could mislead the teachers to executing the approach inaccurately. Failure of teachers to attend the professional training provided by the district exacerbates this problem. Fidelity of implementation (O'Donnell, 2008) must be an expectation of all teachers within the district, and is especially important in vertical teaming. When a student moves from level one to level two and onward, there must be a uniformity and consistency in order for students to perform at their best.

Hence, it is vital to investigate how other foreign language teachers in the district interpret and implement this approach in their practice and explore their perceptions about implementing a PFPB approach. If at level one or two a teacher's definition of PFPB presumes a much lower standard than that of a teacher at level three, students will have problems at level three meeting that teacher's expectations.

I have been implementing the PFPB approach with my novice, intermediate, and advanced level classes in Japanese since the 2014-2015 school year. As a foreign language teacher, I have witnessed that my students are now more capable of using the three modes of

communication: interpersonal, presentational, and interpretive skills in the target language compared to those who did not receive the lessons with the PFPB approach. Based on my experience, this approach seems to have potential and promise for those who struggle to speak the target language. However, this is just my personal experience with teaching Japanese, which is one of the less studied languages compared to other major languages, such as Spanish and French in the district. Therefore, it is necessary to consider the perspectives of those who teach languages other than Japanese. In the communication based approach, teachers are expected to use 90% target language in instruction; to operate within the three modes of communication: interpersonal, presentational, and interpretive in the lessons; and to use Integrated Performance Assessment (IPA) rubrics modified by the foreign language teachers in the district. It is possible that the approach could have great benefit to foreign language teachers to implement in many districts.

The study is driven by the following research questions:

1. How do foreign language teachers understand and interpret a proficiency-focused, performance-based approach?
2. How do foreign language teachers perceive their own implementation of the approach?
3. What kind of help or ideas may foreign language teachers need in order to implement this approach further and consistently?

Purpose of the Study

The purpose of this study is to analyze how the foreign language teachers in one district will be able to understand, interpret, and implement the PFPB approach to teaching foreign languages that was mandated by the district. Additionally, the aim of this study is to find out

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what kind of help or ideas that foreign language teachers may need in order to implement it further.

The goal of implementing a PFPB approach in the district has been to meet the National Standards. When foreign language teachers truly understand the concepts behind the PFPB approach, which contains multi-faceted, diverse practices and procedures, it can be fully implemented in classroom teaching. However, if they do not understand the approach well, then the approach may be either only partially implemented, or not implemented at all. It is critical to discover what stage of implementation teachers are currently in so that appropriate help can be provided.

The results of the study will be shared with foreign language teachers at annual summer trainings and ongoing professional development trainings in order for foreign language teachers within the district to better understand the approach and help them to implement it more consistently and effectively in their practices.

Significance of the Study

This study contributes to the findings from a number of other studies that examine the degree to which a new approach can be implemented in a district. This study also contributes findings specifically about how foreign language teachers in one district have implemented the PFPB approach in their classroom practice.

Teaching approaches have been evolving and are still evolving. It is vital that teachers recognize what is happening in their current practices, reflect on their own practices to look for possible weaknesses and ways to address them, synthesize the ideas for activities, and keep exploring better practices. The ultimate goal for foreign language teachers is to best serve their

language students. However, this is dependent on how teachers perceive best practices. Therefore, this study will be used as a tool for enabling teachers to reflect on their own practices in order to refine their current practice and improve their teaching practices, techniques and procedures. Because PFPB is a unique combination of recent ideas in foreign language instruction, there is little research base regarding the program. This study can lay a foundation for better understanding of the PFPB approach and how teachers perceive their implementation of it.

22 teachers were involved in this study. The findings of the study will contribute to teacher preparation and ongoing teacher trainings in order to meet students' language needs, enhance students' language skill in the target language, and help them negotiate different cultures in the global world. The PFPB approach seeks to enable a student to use the foreign language for life and to use it in real-life situations.

Overview of Methodology

A qualitative exploratory case study design was used in my study in order to determine how well teachers understand the PFPB approach, and explore how well they have implemented it in- depth in a foreign language program. The data sources consist of a qualitative survey, semi-structured interviews, and one lesson plan from each interviewee.

First, a qualitative survey was conducted. The survey consists of three parts: general demographic information, short responses, and the Likert scale in order to investigate how teachers understand a PFPB approach, to what degree the PFPB approach is used in actual classroom practice among teachers, and their perceptions of the effectiveness of the PFPB approach.

Second, semi-structured interviews were conducted in order to investigate more fully

how participants understand and are implementing a PFPB approach in their practice and explore

their beliefs and attitudes about implementing the approach. Lesson plans of each interviewee

were collected in order to analyze whether the PFPB approach is reflected in the lesson plans.

After the survey, interview, and lesson plans data were collected, Creswell's data analysis steps

(2009) were used. The data was analyzed by coding, categorizing themes, and interpreting the

data. Finally, a narrative passage was used to express the findings of the analysis, and the

meaning of themes were interpreted.

Limitations

The limitations of the study involve participant sampling since only two public high

schools participated in the study; a total of 22 foreign language teachers volunteered for this

study. The findings of the study do not reflect all the high school teachers of foreign languages in

the entire district and do not apply to foreign language teaching generally. This research is a

qualitative study; the data have validity for specific participants in this district, but it should not

be assumed that PFPB would be understood the same way in a different district. The

methodology that was used in the study is a qualitative exploratory case study. Since a case study

involves human behavior, generalization of the findings is not always clear. However, strategies

such as triangulating different data sources of information and member checking for examining

the trustworthiness of the collected data were used to ensure the validity of this qualitative study.

Organization of the Dissertation

  This dissertation is divided into five chapters. This first chapter has introduced the importance of learning foreign languages, a brief historical overview of language methods and approaches, the need for a communication focused approach in the 21st century, the background of the study, the statement of the problem, the purpose and significance of the study, an overview of methodology, and the research questions which will guide this study, and limitations of the study. Chapter two contains a review of research and literature on language acquisition theories and foreign language teaching methods and approaches. Chapter three presents a methodology for this study. This includes the research design, setting, participants, data collection tasks, data analysis procedures and ethics to be discussed. Chapter four presents the findings of the study, and the final chapter, chapter five, will provide discussions and implications for practice and recommendations.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The United States has become more competitive in the global market and culturally and linguistically diverse in the last decade. The National Standards for Foreign Language Learning (NSFLL, 2006) in the 21st Century and the Texas Essential Knowledge and Skills (TEKS) for Languages Other Than English claim that communication skills are the primary focus of language acquisition. NSFLL states, "The United States must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic society and abroad" (2006, p.7).

Foreign languages had been taught with the same Grammar Translation Methods since the 1600s. Despite their popularity, those methods were not based on evidence or research. (Richards & Rodgers, 2014) To promote communication skills into practice, many language teaching methods and approaches were changed to meet the demand for improving learners' communication skills in the 21st century. ACTFL introduced Six Core Practices of world language teaching to foreign language educators and encouraged the use of three modes of communication (interpersonal, interpretive, and presentational) in foreign language teaching.

The interpretive mode refers to students reading, listening to and/or viewing information about the topic. This involves one-way communication with no recourse to the active negotiation of meaning with the writer or speaker. The interpersonal mode refers to students talking with

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others about the topic meaningfully and spontaneously. This involve two-way communication with active negotiation of meaning among students. The presentational mode refers to students having the opportunities to share what they have learned through writing or speaking to other students. The proficiency-focused, performance-based (PFPB) approach, which was inspired by the ACTFL Proficiency Guidelines 2012, and NCSSFL- ACTFL Can Do Statements, and influenced by many language acquisition theories, was introduced to my work site and has been developed by most teachers of foreign language in my district. Since 2012 the approach has been implemented in foreign language teaching within the district.

In this chapter, firstly, an overview of language acquisition theories and the major historical views surrounding those theories will be reviewed. Secondly, types of language teaching and learning, and widely practiced foreign language teaching methods and approaches will be reviewed. Thirdly, major foreign language teaching methods/approaches and research that substantiate ACTFL's six core practices (using only the target language during the instruction; using authentic resources to promote interpretation; implementing Integrated Performance Assessment in foreign language; implementing the Backward Design Model; teaching grammar as concept in the context of communicative use; and the effect of providing oral feedback) also will be reviewed. These reviews will aide in the exploration of the possible uses of the PFPB approach in foreign language teaching practice.

Theories of Language Acquisition

Environmental and Biological Influences on Language Acquisition

Dating back to the late 1950s, early theories of language acquisition were introduced by two well-known researchers: B. F. Skinner and Noam Chomsky. Skinner (1957) is known as one of the pioneers of behaviorism and for his stimulus-response learning theory. He claims that language development depends largely on environmental influence. He applied this stimulus-response learning theory to language acquisition in order to observe how learning takes place as a result of stimulus and its response.

He argued that language acquisition takes place through principles of conditioning such as association, imitation, and reinforcement. He believes that children learn language by associating sounds with objects and actions. Children also learn words and syntax by imitating others. Adults positively reinforce correct utterances in order for children to learn words and syntax.

The audiolingual method is based on this theory. This method has as its aim the development of primarily oral language but also some written language. It stresses mimicry drills, memorization of set phrases, and overlearning while de-emphasizing grammar. The issues underlying this method are that learners may repeat the phrases without understanding the meanings. Moreover, in a real-life situation, it may not be functional for learners to apply the phrases which they have learned at school since they have not experienced the real usage of words: how, when, and to whom to use those phrases in appropriate ways.

In contrast to environmentalist theories such as those Skinner proposed, other theories emphasize that language acquisition takes place based on innate biological factors. Noam Chomsky, a well-known linguist, claims that biological influences, such as humans' innate

abilities, play a significant role in language development. In the late 1950's, Chomsky argued against the language learning view of behaviorist psychology (language is habit learned through repetition). In his review of Skinner's *Verbal Behavior*, Chomsky (1959) argued that language cannot only be acquired by reinforcement and humans must have some innate ability to help them acquire language. Therefore, he pointed out the difficulties of Skinner applying the stimulus-response learning theory into human language learning.

Chomsky claims that human brains have a language acquisition device (LAD) that allows children to develop language skills. In his view, he argues that language ability is innate, that is, all humans are born with an ability to learn language and innately endowed with universal language-specific knowledge, or what Chomsky calls Universal Grammar. This makes humans receptive to the common features of all languages. Having this Universal Grammar, children pick up a language effortlessly when they are exposed to its particular grammar.

Chomsky (1975) claims that, "A normal child acquires this knowledge on relatively slight exposure and without specific training. He can then quite effortlessly make use of an intricate structure of specific rules and guiding principles to convey his thoughts and feelings to others" (p.4). Chomsky's view of language acquisition has inspired many researchers. They continue to investigate the theory of Universal Grammar, which emphasizes that humans' language ability is innate, and that there are biological grammatical categories: a noun category and a verb category that facilitate the entire language development in children and overall language processing in adults. While a half century has passed since the theory was introduced, research related to this area is still ongoing in academia (Sampson, 2005).

Sociocultural Influences on Language Acquisition

Vygotsky, a Soviet psychologist, believed that the sociocultural- environment component plays a vital role in how children develop cognitively. He claims that language learning occurs in an environment of social interaction with others. Therefore, teaching should be targeted toward students' Zone of Proximal Development (ZPD).Vygotsky (1978) defines ZPD as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers"(p.86). That is to say, through collaboration with others, students can learn a language better. According to Vygotsky, "Learning results when we talk with someone else, an adult or a more capable peer, in the process of trying to solve a problem" (as cited in Freeman & Freeman, 1994, p.57).

In a PFPB approach, student-centered learning and group work are emphasized, and teachers are seen as facilitators. Therefore, Vygotsky's concept of a ZPD is consistent with the teaching approach of PFPB. For example, when students are assigned reading tasks, the teacher can have them answer some questions, even if they cannot understand the question, and a capable peer or teacher can help them understand what was questioned and guide the students to the correct answers. The theory postulates that what the students can do with support today, they will be able to do independently tomorrow. The critical ingredient is for teachers to provide an environment in which students can learn within this Zone of Proximal Development rather than by themselves in order to develop better language skills.

<center>**Theories of Second Language Acquisition**</center>

Krashen's Monitor Model

The Monitor Model is a theory of second language acquisition and was introduced and developed by Krashen (1982). His theory is heavily influenced by Chomsky's linguistic theory and has been widely implemented in the language learning community. In his model, Krashen proposes five hypotheses to explain how second language acquisition will take place:

(1.) The Acquisition-Learning Hypothesis

(2.) The Natural Order Hypothesis

(3.) The Monitor Hypothesis

(4.) The Input Hypothesis

(5.) The Affective Filter Hypothesis

1. The Acquisition-Learning Hypothesis

The Acquisition-Learning Hypothesis claims that there are two independent ways of developing language ability. Krashen names these as acquisition and learning. He defines language acquisition as a subconscious process. He explains that while acquisition is happening, language learners are not aware it is happening. In addition, once learners have acquired something, they are not usually aware they possess any new knowledge; the knowledge is subconsciously stored in their brains (Krashen, 1992). This is comparable to children developing their first language. Children's language acquisition occurs naturally as they use the language.

In contrast, language learning is a conscious process. He explains that when students are learning, they know they are learning. Learned knowledge is also represented consciously in the brain (Krashen, 1992). Memorizing the rules and grammar of the language is not a natural process and is an example of learning as opposed to acquisition.

<center>23</center>

It seems that much of conventional foreign language instruction falls into Krashen's language learning category. What makes it so hard to learn the target language for language students is that many teachers, if not most, divide language up into bits and pieces and focus on the grammar. In other words, teachers do not create rich environments where language acquisition takes place in a more natural fashion. That results in most language students not developing much communicative competence since teachers focus on vocabulary and grammar and tend to spend a lot of time in reading and writing. In a classroom, learning is commonly happening, not acquisition.

2. The Natural Order Hypothesis

The Natural Order Hypothesis claims that, "Learners acquire the parts of a language in a predictable order" (Krashen, 1992, p.2). That is, language is acquired in a natural order. In the process of acquiring the target language, some grammatical items are acquired early while others are acquired late.

For example, Krashen provides the examples of language's predictable order from his studies of "the –ing marker in English, the progressive, is acquired fairly early in first language acquisition, while the third person singular –s is acquired later. The third person singular might arrive six months to a year after –ing" (p.2). He also mentions that, in the case of adult second language acquisition, the third person -s may never come.

Krashen also argues that, "Teachers cannot change the natural order by explanations, drills and exercises" (p.2). It might be possible for teachers to try teaching the third person singular –s earlier by giving drill exercises, yet, "It will not be acquired until its time has come" (p.2).

3. The Monitor Hypothesis

Krashen explains the Monitor Hypothesis as follows:

The Monitor Hypothesis attempts to explain how acquisition and learning are used. Language is normally produced using our acquired linguistic competence. Conscious learning has only one function: as a "Monitor" or editor. After we produce some language using the acquired system, we sometimes inspect it and use our learned system, we correct errors. This can happen internally before we actually speak or write, or as self-correction after we produce the sentence. (Krashen, 1992, p.3)

Krashen's "monitor" helps to check and correct the language we produce only when three conditions are met: when we have time; focus on the form; and know the grammar, punctuation, and spelling rules. Yet, some research shows that Krashen's monitor does not account for meaning during speaking. "A person can't concentrate on the form and the meaning at the same time" (Freeman & Freeman, 2011, p.119). On the other hand, the research indicates that acquisition is responsible for both meaning and accuracy.

4. The Input Hypothesis

The Input Hypothesis explains how learners acquire a second language. Krashen claims that we acquire language when we understand messages we hear or we read, or when we obtain "comprehensible input." In other words, the more comprehensible input that we receive, the better the language acquisition that takes place.

Krashen also claims that learners must receive input that is one step beyond their current second language level in order for acquisition to occur. He calls this 'i+1' (input plus one). No acquisition will take place under either the i+0 or i+10 conditions because i+0 does not have anything new to pick up beyond the current language level, and i+10 contains too much knowledge. This will result in becoming incomprehensible sound. Therefore, acquisition will not

occur.

As the natural order hypothesis claims, language acquisition takes place in a simple linear order. The input hypothesis also claims, "Learners move from 'I' to 'i+1' by understanding input containing 'i+1'" (Krashen, 1992, p.4).

Krashen summarized the evidence for his input hypothesis as follows:

(A) More comprehensible input results in more language acquisition. Positive correlations have been found; for example, between length of residence in the country where the language is spoken and attainment in second language acquisition.

(B) Teaching methods containing more comprehensible input have been shown to be more effective than "traditional" methods. This has been shown to be true for both beginning and intermediate language teaching.

(C) The development of second language proficiency can occur without formal instruction and study. There are, for example, documented cases of adult immigrants developing impressive levels of second language competence without instruction. Also, second language teaching methods that rely nearly completely on comprehensible input have produced excellent results. In all cases of acquisition without instruction, comprehensible input was available.

(D) The complexity of language makes it unlikely that much of language is consciously learned. The grammar of all languages is enormously complex. Linguists admit that they have not yet succeeded in describing all the results of English, probably the most thoroughly described language. If students can develop a conscious mastery of a significant number of these rules, they deserve diplomas in linguistics. (Krashen, 1992, p.5-6)

5. The Affective Filter Hypothesis

The Affective Filter hypothesis claims that various affective factors such as anxiety, low self-confidence and low motivation will act as a filter and block input from reaching the language acquisition device (LAD), which Chomsky calls the part of the brain where acquisition occurs. Thus, even if enough input is provided, language acquisition may not take place. Krashen illustrates this by giving the example of two students, "even if two learners can receive the same comprehensible input, yet one makes progress while the other does not.   Because one's filter is open to the input while the other is not" (p.7). This example helps us to understand why one student does better than another in class when given the same instruction.

In short, in order for acquisition to happen, it is important to keep learners' "affective filters" low so that they make progress in their learning.

In summary, the central idea of Krashen's theory is that learners acquire a second language rather than learn it. Language acquisition will take place in a natural order when learners receive comprehensible input, and if their affective filters are low enough to allow the input to be received.

Krashen's theory relates well to the PFPB approach since the approach emphasizes providing comprehensible input through the teaching of vocabulary (a maximum of 6-10 words per day), ensuring that students understand the usage of each word in a natural way.

In the PFPB approach, grammar is introduced in context. The focus of teaching is on the meaning of the grammatical form, not the rules for manipulating the form itself. Therefore, grammar is not taught directly, and direct translation from the students' native language is not provided. Teaching a small amount of vocabulary and grammar, or chunks per day or per week, will ensure that students are not cognitively overwhelmed during lessons, and they can learn the

target language in a more natural fashion.

Input and Output Hypotheses

Krashen claims that second language acquisition occurs when learners receive comprehensible input; however, Swain (1985) argues that comprehensible output is also needed for acquisition to take place. According to her research about the development of bilingual proficiency in regards to grammatical, discourse, and sociolinguistic competences among six grader French immersion students, she found that they did not reach the level of   native speakers of French on grammatical performance. However, French immersion students performed equivalent to that of native speakers of French on discourse and sociolinguistic competences. She states that, "Output that extends the linguistic repertoire of the learner as he or she attempts to create precisely and appropriately the meaning desired" (p.252).

   She concluded that,

> Comprehensible output, it was argued, is a necessary mechanism of
>
> acquisition independent of the role of comprehensible input. Its role is,
>
> at minimum, to provide opportunities for contextualized meaningful
>
> use, to test out hypotheses about the target language, and to move the
>
> learners from a purely semantic analysis of the language to syntactic
>
> analysis of it. (p.252)

Scarcella (1990) supports Swain's hypothesis, stating that, "Output provides opportunities for meaningful context-embedded use for the second language which allows students to test out their hypotheses about the language and move the learner from a purely semantic analysis of the language to a syntactic analysis of it" (p.70).

   Thus, output plays a significant role in SLA in helping learners with syntax such as the

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structure of sentences; learners can test out their language usage to see whether it is accurate or not in certain contexts. This relates significantly to the interpersonal mode advocated by ACTFL. Students not only receive comprehensible input, but they also produce output.

In an expansion of Swain's theory, Van Lier's Model of SLA claims that both input and output play crucial roles in SLA. His model consists of five stages: exposure, input, intake, uptake, and proficiency.

C	EXPO	SURE	O
O	receptivity	attention focusing	U
N	IN	PUT	T
D	investment	apprehension/comprehension	C
I	IN	TAKE	O
T	practice	retention access	M
I	UP	TAKE	E
O	authentic use	extension creativity	S
N	PROFI	CIENCY	

Figure 2.1. Van Lier's Model of SLA (as cited in Freeman & Freeman, 2016, p.180)

He claims that in the process of learners' reaching a proficient level in SLA, they need to have certain conditions and outcomes when they go through each step. Freeman and Freeman illustrate each step of Van Lier's model as follows:

> If learners are receptive during exposure to a new language, their attention will be focused. If attention is focused, the language becomes input. If learners invest some mental energy in the input, they will begin to comprehend it. Language that is comprehended changes from input to intake. If learners practice with intake, they can retain the language and access it later. Language that can be accessed is considered uptake.

Finally, with authentic use, learners can extend their language and use it

creatively. It is the ability to use language creatively that is a measure of

proficiency (Freeman & Freeman, 2016, p.180).

Van Lier's Model of SLA is more convincing than Krashen's Monitor Model since it explains how language is learned and acquired. This model also supports a PFPB approach, since both input and output are essential for fostering communicative competence.   If the instructional focus is solely on input without attention paid to learners using the language of study in class, then students will not be able to gauge their accuracy in using the target language until the opportunity to interact with a native speaker arises. Only then will a student know whether their "output" of the language is comprehensible. Thus, both input and output are essential for SLA; input is for building knowledge and output is for assessing the language. Having opportunities for both input and output within the classroom can help learners become more competent in acquiring the target language.

Schumann's Acculturation Model

While Chomsky, Krashen, and many other researchers believe that humans do have an innate capacity for acquiring the rules of language, other researchers have proposed that environmental factors influence language acquisition. Goodman states that all human learning, including language and literacy learning, is the result of human response to environmental stimuli (nurture) (Goodman, 1993, p.79). Goodman points out that language is learned best when the focus is not on the language but the meaning being communicated. He claims that language learning is easy when it is real and natural, part of a real event, and the learner chooses to use it.

Schumann (1978) is one of the researchers who believes that sociocultural factors play an important role in language acquisition by language learners. He proposed the Acculturation

Model and has made a significant impact on SLA. Schumann claims that, "Acquiring a new language is part of a more general process of acculturation" (Freeman & Freeman, 2011, p.125). That is, language acquisition depends heavily on social interaction. Schumann explained his acculturation model by conducting a ten-month observation of one adult male learner from Costa Rica living with a Costa Rican couple in the United States. Most of the time during his residency in the United States, he socialized in his native language, Spanish. Schumann concluded that the adult male learner's English proficiency improved little and his English remained limited.

From the study, Schumann hypothesized that the Costa Rican's unsuccessful learning resulted from his social distance from speakers of the target language. In Schumann's Acculturation model, social distance or relationships between two social groups consists of eight factors: social dominance, integration pattern, enclosure, cohesiveness, size, cultural congruence, attitude, and intended length of residence. Schumann refers to social dominance as the power relationship between two groups. If one group dominates the other more, social distance is greater. Integration pattern means that if one culture has a pattern of limited integration to the other, social distance is greater. Enclosure refers to learners who do not need to interact with people of the target culture, then social distance is increased. Cohesiveness means the learner group is very close to each other. When the learner group is tight, social distance is increased. Size refers to the learners' group size. Smaller sized groups experience less social distance. Cultural congruence refers to two groups having very different cultures, and social distance is increased. Attitudes refers to a learner group which has a positive attitude to the target language culture, social distance is decreased. Intended length of residence refers to the length of stay in the target language country. The longer the learner group stays, the more social distance is decreased.

In addition, Schumann also claims that psychological distance-a characteristic of individuals- also may affect learners' language acquisition only where social distance hinders the language acquisition. Language shock, culture shock, motivation, and ego permeability are seen as factors that affect acquisition. A student who has higher motivation and a positive attitude toward the target language will likely be more successful in learning. Students who experience culture shock will have more difficulty in learning the target language.

As stated above, Schumann's acculturation model provides the insightful idea that external factors on learning play a crucial role in acquiring a second language. Schumann claims in his model that the progress of learners' second language acquisition depends heavily on the degree of social distance and psychological distance. He argues that a learner must be acculturated. In other words, he or she needs to close the gap of social distance to a new culture in order to be proficient in a second language; otherwise, he or she will have difficulty in developing grammatical and communicative competence in the target language due to the limited exposure to the target language. These concepts help language instructors to understand why certain students succeed or fail in learning a target language.

However, according to Kelley (1982) and Stauble (1981), Shumann's hypothesis is not always true in terms of the correlation between acculturation and second language proficiency. They conducted similar research on acquisition of the target language by non-native speakers of English. Kelly stated that, "The most acculturated subject actually being the least proficient and one of the least acculturated subjects the most proficient in the target language" (as cited in Larsen-Freeman and Long,1991, p.260). They found no relationship between acculturation and second language proficiency in their study.

Nevertheless, the focus of the PFPB approach on extensive use of authentic materials does suggest connections with Schumann's Acculturation Model. By emphasizing learners' interactions with authentic materials outside of the textbook, such as newspaper and magazine articles, restaurant menus, and travel websites, students have increased opportunities to be exposed to a new culture and authentic target language usage. As the gap of social distance between the learners' native and target cultures is closed, it becomes easier for students to develop grammatical and communicative competence in the target language.

Cummins' View of SLA

Cummins (1981) conducted the study with the Toronto Board of Education of 1,210 immigrant students who took the Picture Vocabulary Test (PVT). The results were broken down by age of arrival and length of residence. The results show that it takes six to seven years to approach grade levels in English academic skills for immigrant students who immigrated after age six. Based on these results, he claims that learners develop two different types of language proficiency, Conversational language and Academic language. Freeman and Freeman (1998) summarize the differences between both language proficiencies as follows:

Conversational and academic language. Conversational language: The ability to speak English (or another language) when there is a lot of context.

- in conversation
- in games
- when there are visuals
- when learners already know about the things in their first language

Students need approximately two years in order to be able to understand and talk in context-rich situations.

Academic language: The ability to use English (or another language) when there is very little context.

- reading textbooks, novels without photos or pictures

- writing long compositions

- understanding a long presentation without visuals

- understanding new concepts

Students need four to nine years to use the new language in order to learn, read, and write academic materials such as science and history. (as cited in Freeman & Freeman, 1998, p.74)

Indeed, academic language requires cognitive demand.   Therefore, it is critical for language teachers not to assume that students who are non-native speakers of the target language who have attained a high degree of fluency and accuracy in conversational language have the corresponding academic language proficiency.

As the above list shows, under context-rich situations learners develop their conversational language proficiency more quickly than their academic language proficiency with little context. On that point, Cummins suggests that if teachers provide learners tasks with rich context at the early stages of developing the SL then shift gradually to more complicated tasks, then learners will develop their SL ability for handling situations with little context. Cummins' notion of two different types of proficiencies helps teachers understand that facilitating second language acquisition relies on exposure to context-rich situations. In other words, the more learners are exposed to rich context, the more they develop their language proficiency.

Interdependence hypothesis and common underlying proficiency. Cummins' Interdependence Hypothesis suggests that, "A child's second language competence is partly dependent on the level of competence already achieved in the first language. The more

developed the first language, the easier it will be to develop the second language" (as cited in Baker, 2011, p.169) That is, languages are interdependent, and if the foundation of students' first language is not sufficient, it will be difficult to foster the development of a second language.

Cummins also argues that having background knowledge is crucial in order for learners to develop their SL. He calls this knowledge Common Underlying Proficiency (CUP) (1981). Cummins claims that concepts once learned in the first language transfer to a second language. For example, if learners already know things in their native language, they will be able to transfer that knowledge easily to the second or any foreign language since they have already built the academic concepts in the first language. He claims that there are major sources of evidence supporting the CUP model: 1. He did extensive reviews on bilingual programs, and he claimed that, "Minority children's L1 can be promoted in school at no cost to the development of proficiency in the majority language" (p.28). He states that the educational argument against bilingual education is invalid and "in order to explain the findings, it is necessary to posit a common proficiency dimension that underlies the development of academic skills in both languages" (p.28).2. Based on his study on the immigrant students taking the PVT in the previous section, his findings showed that age on arrival and immigrant students' L2 acquisition are related. He points out that older immigrant students showed more progress than younger ones in acquiring L2 proficiency. This is attributed to communicative proficiency already developed in L1 which can be easily transferred to L2 and L3. Regarding the studies that examined the consequences of different patterns of home languages use, he concluded that findings are consistent with predictions derived from the CUP models. He points out that whether English or a minority language is used in the home is relatively unimportant. Rather, the quality of interaction with adults in the home language is much more important for students' academic

development.

In a PFPB approach, instructors are expected to teach vocabulary by displaying pictures associated with the target word, instead of reading over a list of vocabulary terms and their L1 translations with students. Cummins' concept of providing context-rich situations at the early stages of language learning makes sense in fostering target language proficiency. However, in a PFPB approach, teachers are expected to use the target language in a comprehensible way for at least 90% of instructional time. As students learn new and unfamiliar content through the lens of a foreign language, their lack of familiarity with the topic in L1 presents challenges in accessing the content in L2. For example, travel is one very common theme in foreign language classes, and in such a unit, students might study how to read train/subway timetables, book hotel reservations, and haggle with vendors in a market.   However, for a student who has never traveled outside of her hometown, imagining what kind of language would be needed to book travel accommodations or utilize public transportation would prove to be difficult in L1, let alone in a second language. In certain instances, it may be appropriate for instructors to use the target language less than 90 % of the time, especially when teaching content that is unfamiliar to students in L1.

García's Concept of Translanguaging in the 21st Century

In a PFPB approach, one of the expectations in instruction is to use the target language in a comprehensible way for at least 90% of instructional time. However, García (2009) claims that teachers should use translanguaging in instruction. She defines translanguaging as follow:

> Translanguaging is the act performed by bilinguals of accessing
>
> different linguistic features or various modes of what are described as
>
> autonomous languages, in order to maximize communicative potential.

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It is an approach to bilingualism that is centered, not on languages as

has often been the case, but on the practices of bilinguals that are

readily observable in order to make sense of their multilingual worlds.

(p.140)

In a foreign language classroom, this can mean that students who are learning foreign

language are encouraged to use all their languages including English to help with learning such

as: asking questions, finding information on the topic at hand, understanding new vocabulary and

new grammar concepts and communicating with each other in the form of speaking or text.

Greese and Blackledge (2010) conducted case studies of Gujarati and Chinese

community languages schools in the United Kingdom using an ethnographic team approach. The

researchers observed, recorded, and interviewed participants whose age ranged from five to

eighteen. After those researchers observed participants for four weeks in classrooms, two key

participants were identified in each school. Based on the audio transcripts, the researchers found

the following: "examples of the need for both languages, for the drawing across languages, for

the additional value and resources that bilingualism brings to identify performance, lesson

accomplishment, and participant confidence" (p.112). This shows that allowing students to use

their skills from all of their languages enhances their learning, and this helps to motivate them to

participate in class. This also aids in building their confidence and identity.

In that sense, allowing the use of translanguaging by students in a foreign language

classroom could help students to promote a deeper understanding of words, phrases, and

concepts in both L1 and the target language.

Freeman and Freeman's View of Second Language Learning

Freeman and Freeman, Soto, and Ebe (1998, 2016) have proposed seven principles for effective teaching of emergent bilinguals. Their guidelines are for English language learners. However, these principles are beneficial for any language teacher to create and organize lessons in order to facilitate learners' second or foreign language.

Their seven principles are as follows:

1. Teaching should be learner centered.

2. Teaching should go from whole to part.

3. Teaching should develop academic language and content.

4. Teaching should be meaningful and purposeful.

5. Teaching should include interactions to develop both oral and written language.

6. Teaching should support students' languages and cultures.

7. Teaching and assessment should reflect faith in the learner.

In a traditional foreign language class, lessons are still given in a teacher-centered manner. Freeman and Freeman state that, "A key for making lessons learner centered is to know your students" (p.67). It is very true that knowing students' backgrounds and their learning needs will help create contexts in which students can construct knowledge. Learner-centered teaching also allows students to have learning ownership, which is a crucial part in facilitating students' language competency.

The second principle is consistent with Goodman's concept of language learning. He claims that, "Language is actually learned from whole to part. We first use whole utterances in familiar situations. Then later we see and develop parts, and begin to experiment with their relationship to each other and to the meaning of the whole" (Goodman, 1986, p.19).

In most traditional foreign language classes, learning often proceeds from part to whole. Teachers focus on learning the grammar rules and the new vocabulary (parts) instead of focusing on the meaning of the reading context (whole) in textbooks. As a result, despite the fact that students memorize the new words eagerly, the memory does not stay in students' minds for long. Thus, it is not worth trying to memorize all the existing words, rather it is more important to focus on getting the whole meaning of the content.

For that reason, it is significant for educators to provide the lessons proceeding from whole to part. Most importantly, Goodman argues, "The whole is always more than the sum of the parts and the value of any part can only be learned within the whole utterance in a real speech event" (Goodman, 1986, p.19).

In the third principle, Freeman and Freeman argue for the importance of developing students' academic competence and their written and oral language simultaneously. The fourth principle shows that authentic language learning takes place when teachers provide lessons which students are interested in, they find meaningful, and it meets the current needs of their lives. Learners are more apt to find purpose in studying, and it will promote their language acquisition process.

The fifth principle is consistent with Vygotsky's concept of learning and takes place through collaboration with others. Cummins' (1981) concept of common underlying proficiency supports the sixth principle. He argues that if learners already know something in their native language, they will be able to transfer that knowledge easily to the second/ foreign language since they have already built academic concepts in the first language. For that reason, supporting students' first language is extremely important in teaching language in order to develop students' cognitive, academic, and linguistic proficiency. Showing respect for learners' first language and

culture plays a significant role in language learning. The last principle shows the importance of teachers having faith in their students. Showing faith in learners will help expand students' potential in learning the target language. Teachers must create a positive and non-prejudiced atmosphere where there are high expectations for all students in a climate of acceptance.

Freeman and Freeman's principles correlate highly with the characteristics of a PFPB approach. In such an approach, an emphasis is placed on providing learner-centered instruction; teaching vocabulary and grammar in context; designing meaningful lessons that purposefully build students' proficiency in the target language; and assessing students' development of both oral and written language.

Freeman and Freeman's seven principles seem ideal for language teaching. The challenge of these principles might be developing oral language competency in a foreign language class due to the shortage of native or near-native speaking instructors, limited resources of authentic materials, or changing the view of those teachers who still believe that the traditional teaching method is the best way of teaching. Every foreign language teacher is required to pass the proficiency tests to become certified. Yet, this does not guarantee every teacher attains higher oral language competency in their subject matter and has a great deal of knowledge of the culture of the target language. "One aspect is the fear that teachers will not be able to provide the quality and quantity of input needed for language acquisition" (Krashen, 1997, p.46). Some non-native speaking teachers may tend to rely heavily on the textbook knowledge and exercises from the corresponding workbook. Besides, it might be very challenging to find the authentic resources due to the limited time for preparation on a daily basis.

However, Freeman and Freeman's principles have shed light on refining the concept of how language teaching should be carried out and have encouraged educators to implement

authentic, meaningful, purposeful, fun, and motivational learning for students in a classroom setting.

Types of Language Teaching and Learning

First Language Learning

There is a variety of types of language teaching and learning including first language, foreign and second language, heritage language, and dual language. Different types of language teaching and learning require different types of instruction. It is vital that teachers understand how students learn the target language in different contexts and recognize how they learn the target language effectively.

In the context of first language learning, babies are not born speaking. However, they start learning language immediately after birth. By the age of 18 months, babies speak using two or three word sentences, and by 24 months of age they understand more sophisticated sentences and can even form questions and negative sentences by receiving language input from adults (Clark, 2003). As children reach school age, they continue to build their vocabulary, internalize more complex sentence structures and improve their speaking skills. Brown (2007) states, "After all, all children, given a normal developmental environment, acquire their native languages fluently and efficiently; moreover, they acquire them 'naturally', without special instruction, although not without significant effort and attention to language" (p.34). This claims that most children in a normal developmental setting can acquire first language easily.

Foreign and Second Language Learning

In the context of foreign and second language learning, students learn the target language in a different way than first language learning. Foreign language learning is aimed at learning

languages other than English. Instruction is designed for students who do not have prior exposure to the target language.

The most significant difference between the foreign and second language learning is that while foreign language learning usually takes place in the classroom, except those who learn at home using computer software such as Rosetta Stone or Babel, second language learning transpires in both school and in home environments. In general, students in traditional foreign language classes are first introduced to new vocabulary, then they proceed to grammatical concepts such as tense, sentence structures, subject and verb agreement, and so on. Once students become familiar with the list of vocabulary and understand the grammar concepts, they are gradually instructed to move on to solve reading comprehension questions, write a composition, listen to dialogs, and speak given dialogues.

Heritage Language Learning

Heritage language learning is designed for students who have had previous exposure to the language, its cultural connections, and some proficiency in the target language. The goal of Heritage language learning is to have development of language proficiency, language preservation and maintenance. Valdés (2001) claims that foreign language educators using the term, "a heritage language student" refers to "a language student who is raised in a home where a non-English language is spoken, who speaks or at least understands the language, and who is to some degree bilingual in that language and in English" (p. 38)

Instructional approaches can vary a great deal depending on the heritage learning student populations and their needs. Some programs such as Gaelic and Welsh originated in the British Isles or Maori in New Zealand, where those heritage languages are taught in school.

Heritage language is seen as a minority language in society. García (2009) points out one of the types of bilingualism called recursive bilingualism. This refers to "cases when bilingualism is developed after the language practices of a community have been suppressed" (p.143). Garcia claims that this type of Bilingualism needs to be taken into consideration in today's Bilingual education.

According to Baker (2011), "Heritage language programs in the US and elsewhere vary in structure and content, and overlap with the 90:10 model of Dual Language education" (p.235). (see next section) Typically, two kinds of models are used for heritage language learning programs: 1. the students' home language is utilized for at least 50% of instructional time; 2. the minority language is used almost exclusively in the classroom (between 80 and 100% of instructional time) (Baker, 2011, p.235). The uniqueness of heritage language learning is that teachers use language forms that are more familiar to heritage learners, and teachers imbed lessons with recognizable cultural elements. Baker claims that by using students' heritage language as the medium of instruction, "children easily transfer ideas, concepts, skills and knowledge into the majority of language" (p.235).

In the case of Japanese heritage speakers in the United States, some learn the heritage language and culture at home from their parents and a supplemental school on Saturdays. Depending on the size of the school, the national language of Japanese, mathematics, and social studies are commonly offered. All lessons are conducted in the heritage language by native speakers of Japanese (Fujimori, 2004), and cultural elements are incorporated into some lessons as well. Students learn both their heritage language and culture at Saturday school, and share them with others in the community by participating in local events such as Japanese Fall Festivals. Through demonstrating how to fold origami, write calligraphy, sing karaoke and so on,

students extend their learning of the heritage language and culture beyond the home and Saturday school into the community at large.

Dual Language Learning

In the context of dual language learning, students learn literacy and content in two languages at school. In the United States, the combination of English and Spanish are the major languages offered in dual language programs. Although, other languages such as Chinese and Arabic are gaining popularity as the world becomes more globalized.

Students can begin a dual language program as early as kindergarten in some states and continue through fifth grade. Some students may remain up to middle and high school level. The most commonly known and implemented programs in the U.S. are called two-way immersion programs. In the 90/10 programs, students learn Spanish 90% of the time in kindergarten or first grade and learn 10% in English. By the third or fourth grade, depending on the programs, students gradually shift to learn 50 % of the time in both languages. The goal for the programs is that students will be able to speak fluently and read and write academically in two languages. That is, the programs aim to promote bilingualism, biliteracy, and build cross-cultural competence in the two cultures of the languages learned.

Building on the discussion of the varieties of language teaching and learning, there are also many factors to take into consideration regarding how students master a first language, foreign and second language, heritage, and dual languages. Therefore, it is important that foreign language teachers understand students' cultural background and identities in order to best serve their students' needs.

Common Language Methods and Approaches Used in Foreign Language Teaching

In order to facilitate learners' language skills, a variety of methods and approaches have been introduced to teachers of foreign languages and are being implemented and practiced in classroom settings. Teaching methods which teachers employ are varied depending on the curriculum each school follows or on teachers' beliefs toward language learning. Methods which have been implemented in foreign language teaching are as follows: Grammar Translation Method, Direct Method, Audiolingual Method, Natural Approach, Content-Based Language Learning, Total Physical Response, Communicative Language Teaching and Task-Based Instruction (Freeman & Freeman, 2016). An overview of major methods relevant to my study will be explained in a later section.

In this section, three methods will be reviewed which are widely used in the foreign language settings in the United States and which have influenced the PFPB approach.

Grammar Translation Method

While the current trend of language instruction focuses on learners' communication skills, some foreign language teachers continue to use a traditional method, called the Grammar Translation Method (GTM). The aim of GTM is to enable students to read the text in the target language and translate literature between the target language and the learners' native language or promote students' general intellectual development. Therefore, GTM relies heavily on learning grammatical rules and memorizing vocabulary. The primary focus of the instruction is reading and writing, not speaking or listening. Vocabulary is selected based exclusively on the reading texts used in class, and a list of vocabulary items are presented with their translation equivalents in their first language.

In this method of teaching, teachers emphasize accuracy in students' translation of the literature and their writing in the target language. Students also learn grammar rules deductively: first, teachers present grammar rules to students then students practice through translation exercises. Students learn grammar in a systematic way. Teachers provide instruction in students' native language. (Richards and Rodgers, 1986)

Richards and Rodgers critique that GTM has not been supported as a legitimate language teaching method by modern scholars. They claim, "It has no advocates. It is a method for which there is no theory. There is no literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistics, psychology, or educational theory" (Richards & Rodgers 2001, p. 7).

The goal of the GTM is not for oral communication in the target language. Therefore, it is not suitable for PFPB since the development of oral language for communicative purposes is required by the state of Texas.

Natural Approach

While GTM focuses on teaching the vocabulary and grammar of the target language in order for students to read and write, the Natural Approach puts emphasis on the oral language of students. This approach was developed by Krashen and Terrell (1983) based on Krashen's five hypotheses: the input hypothesis; the acquisition–learning hypothesis; the monitor hypothesis; the natural order hypothesis; and the affective filter hypothesis. It is still one of the most widely practiced methods in teaching foreign language.

The aim of the approach is to develop learners' basic personal communication skills such as daily conversations and to promote language acquisition in a naturalistic way in a classroom setting. Krashen claims that, "The goal is not to produce native speakers or even error-free

second language performance. It is, rather to develop intermediate second language competence, to bring the student to the point where he can begin to understand the language he hears and reads outside the class and thus improve on his own." (Krashen, 1981, p.61)

Krashen and Terrell proposed four stages that students go through in order to acquire the target language: Preproduction, Early Production, Speech Emergence, and Intermediate Fluency. Freeman and Freeman (1998&2016) illustrate the features of this approach as follows:

1. Preproduction

- Teachers ask students to communicate with gestures, actions, yes/no answers, and names.

- Lessons focus on listening comprehension.

- Lessons build receptive vocabulary

(Reading and writing are incorporated.)

2. Early Production

- Teachers ask students to respond to *either or* questions.

- Students respond with one or two word phrases.

- Lessons expand receptive vocabulary.

- Activities encourage students to produce vocabulary they already understand.

(Reading and writing are incorporated.)

3. Speech Emergence

- Students respond in longer phrases or sentences.

- Teachers model correct language forms.

- Lessons continue to develop receptive vocabulary.

(Reading and writing are incorporated.)

4. Intermediate Fluency

- Students engage in conversation and produce connected narrative.

- Teachers model correct language forms.

- Reading and writing are incorporated.

(as cited in Freeman & Freeman, 1998, p.23).

These stages are consistent with the process of learners' first language acquisition. The importance of this approach is that teachers make input comprehensible to their learners and keep their anxiety level low. Learners are also allowed to use their primary language until they feel ready to utilize the target language with comfort. While Krashen claims that comprehensible input is a critical factor to facilitate the second language, Swain argues that comprehensible output, which is her claim that people acquire language by producing it, also facilitates the second language learning under some conditions (Swain & Lapkin, 1995). Unlike the GTM, grammar is not the focus of the study. This assumption of the approach is similar in the Natural Method and the Direct Method where the second language should be learned the way the first language was acquired.

Task-Based Language Teaching (TBLT)

Task-based language teaching (TBLT) which was developed by Prabhu, who published the Bangolore research report in 1982, has gained popularity among foreign language practitioners as a branch of the communicative language teaching approach in which the emphasis is on learners' communicative abilities. Explored in the early 1980s, task-based learning emphasizes the use of authentic language through meaningful tasks. The task is an activity in which students use the target language to accomplish a specific outcome. Examples of those tasks can include visiting a doctor, ordering foods at restaurants, conducting an interview, or calling customer service for help.

Prabhu (1987) criticized traditional ways of developing grammatical competence as "Attempts to systematize inputs to the learner through a linguistically organized syllabus, or to maximize the practice of particular parts of language structure through activities deliberately planned for that purpose were regarded as being unhelpful to the development of grammatical competence and detrimental to the desired preoccupation with meaning in the classroom" (P.1-2).

Instead, he hypothesized that grammatical competence should be developed in the course of meaning-focused activity. He states that, "Communication in the classroom – in the sense of meaning-focused activity (i.e. a process of coping with a need to make sense or get meaning across) could therefore be a good means of developing grammatical competence in learners, quite independently of the issue of developing functional or social appropriacy in language use" (p16).

Prabhu (1987) categorized meaning-focused activity in the classroom broadly into three types. The first type is Information-gap activity, "which involves a transfer of given information from one person to another – or from one form to another, or from one place to another – generally calling for the decoding or encoding of information from or into language." (p.46) One example of this activity would be when student chooses an object or person and keeps it a secret. The other students must ask descriptive questions to determine what that object is. In this case, students work in pairs, but students can also work in small groups, large groups or as a whole class depending of the activity given.

The second type is Reasoning-gap activity, "which involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns" (p.46). In this activity, a teacher asks

49

his/her student to derive some information from something given by the teachers. Then, students need to understand and convey information. However, students are not required to convey what they understand. Instead, they are asked to use reasoning and think logically in order to determine what information needs to be conveyed to make things better within certain situations or given constraints.

The third type is Opinion-gap activity, "which involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation." (p.47) In this activity, students are asked to convey their own personal preference, feeling, or their opinion about a certain situation. Examples of these activities are to have students complete a story or to discuss social issues. There are no right or wrong answers to justify students' opinions in these activities.

Information-gap activity can be seen in today's many foreign language classes as a warm up activity or mini-lessons for breaking the ice among students in order to become more engaged in speaking with peers. A variety of types of Information-gap activities are also introduced and practiced in teachers' training workshops.

Shehadeh (2005) defines a classroom task as an activity that is (1) goal-oriented, (2) content-focused, (3) has a real outcome, and (4) reflects real-life language use and language need. The activity reflects a real-life situation and learners focus on meaning. There are many different types of activities based on the TBLT. One of the examples is to have students plan a trip to the target language country. First, a teacher asks students what information they need from her/his teacher in order to plan the perfect trip. Information includes the number of days students wish to travel, their budget and what they like to do such as visiting popular tourist locations and eating indigenous foods. Once students have this information, give them time to plan. When they

are done, have them present their trip to the entire class. This type of activity is more meaningful

than just giving vocabulary matching questions over the unit of their learning.

Foreign language teachers assess students' language ability based on task outcome, that

is, students' appropriate completion of real-world tasks rather than on accuracy of prescribed

language forms. Therefore, unlike the traditional language method, the TBLT method

encourages meaningful communication and facilitates the development of target language

fluency and helps in building student confidence.

Ellis (2009) states the advantages of a task-based approach as follows:

> 1. TBLT offers the opportunity for 'natural' learning inside the
>
> classroom. 2. It emphasizes meaning over form but can also cater for
>
> learning form. 3. It affords learners a rich input of target language. 4. It
>
> is intrinsically motivating. 5. It is compatible with a learner-centered
>
> educational philosophy but also allows for teacher input and direction.
>
> 6. It caters to the development of communicative fluency while not
>
> neglecting accuracy. 7. It can be used alongside a more traditional
>
> approach (p.242).

However, some scholars claim that this approach has challenges in its implementation.

Swan (2005) argued that it, 'provides learners with substantially less new language than

"traditional" approaches' (as cited in Ellis, 2009 p.235). Bruton (2005) also claims that new

grammar or vocabulary features cannot be acquired, and some students need more assistance and

will not or cannot notice grammar or other elements of accuracy.

In the PFPB approach, teachers do not teach vocabulary or grammar by translating the

target language into students' first language as the grammar-translation method does. Instead,

students are given purposeful interpersonal communication tasks by working in pairs or groups and by receiving feedback in order to facilitate communication skills. The goals of the lessons are promoting real-life language use and reading and listening comprehension by using a variety of authentic cultural texts. There is no one perfect approach or instructional technique which accommodates all the needs of promoting language acquisition. However, the PFPB approach might have the potential of taking students to the next level of language leaning since it promotes language acquisition in a naturalistic way. While the Natural approach targets younger ESL students, all students in the PFPB classroom have strong reading, writing, listening, and speaking skills in their first language. Therefore, students find it easier to understand any concept they learn in their foreign language since they have their own established background knowledge in their native language.

The PFPB approach features similarities to what Van Lier and Walqui (2012) call "Language as Action". By referring to "language as a form of human action" (p.4), they argue that, "Language is an inseparable part of all human action, intimately connected to all other forms of action, physical, social and symbolic. Language is thus an expression of agency, embodied and embedded in the environment" (p.4). According to Van Lier and Walqui, in a classroom where teachers see language as action, students are engaged in meaningful activities such as projects and presentations of high interest to students, and students' language growth is encouraged through collaboration with other students via discussion, planning, and research. Van Lier and Walqui claim that, "During such action-based work, language development occurs when it is carefully scaffolded by the teacher, as well as by the students working together (p.4).

Six Core Practices for World Language Learning

Specific research on the PFPB has not been conducted since this is not an established approach in the academic field. Although there are no explicit studies of the PFPB at the moment, it is heavily influenced by six core practices that ACTFL proposes for World Language learning. In the following sections these six core practices will be reviewed: 1. facilitating target language comprehensibility, 2. guiding learners through interpreting authentic resources, 3. designing oral interpersonal communication tasks, 4. planning with backward design model, 5. teaching grammar as concept and use in context, and 6. providing appropriate oral feedback.

Using Only the Target Language During Instruction

One of the focuses in the PFPB approach is that the teacher is required to conduct lessons in the target language over 90 percent of the time. The theory behind this teaching practice stems from the monolingual principle which was widely supported a century ago in the context of the direct method. In the monolingual principle, the concept is to immerse language learners in an environment where only the target language is used in instruction in order to improve the second or foreign language learners' proficiency. Therefore, the target language (TL) should be used as close to 100 percent of the time as possible to enhance students' language competence. The principle seems simple. The more one hears the TL, the more they are likely to internalize it and use it themselves. However, this approach does not seem to work for the novice level learners. It seems that students' needs in receiving adequate first language support are overlooked in this type of instruction.

Cummins (2007) addressed three inter-related assumptions regarding best practice in second and foreign language teaching. These three assumptions continue to dominate classroom instruction: first, the target language (TL) should be used exclusively for instructional purposes

without recourse to students' first language (L1). Second, translation between L1 and TL has no place in the language classroom. Third, within immersion and bilingual programs, the languages should be kept rigidly separated. However, Cummins argues that empirical research has shown minimal evidence supporting these assumptions. He concluded that, "Students' L1 is not the enemy in promoting high level of L2 proficiency; rather, it can function as a stepping stone to scaffold more accomplished performance in the L2" (Cummins, 2007, p.238).

Cook (2001) re-examined the dominant view of language teachers that the first language should be avoided in the classroom. He stated that L1 is always present in the L2 learner's mind, and it would not be natural or efficient to ignore its use. He proposed ways of using the L1 positively in the teaching of second and foreign languages. He concluded that

> treating the L1 as a classroom resource opens up several ways to use it,
>
> such as for teachers to convey meaning, explain grammar, and organize
>
> the class, and for students to use as part of their collaborative learning
>
> and individual strategy use. The first language can be a useful element
>
> in creating authentic L2 users. (p.402)

Levine (2003) also argued the notion that using only TL in the second and foreign language teaching is not an effective approach. Levine set two hypotheses that, "Amounts of TL use would vary according to constellation of interlocutors and communicative contexts, and the amount of TL use overall would correlate positively with student anxiety about it" (p.343). The results only supported the first hypothesis. Through survey research methodology, an anonymous, internet-based questionnaire was used for this study. The data, amount of TL and L1 use in different classroom contexts, was collected from 600 foreign language (FL) students and 163 FL instructors in university-level FL classes. Findings indicate that in foreign language

classes, both the L1 and the TL play significant roles in learners' academic success; that is, the L1 serves a useful element for maximizing the TL use.

Krashen (1996) argues for the importance of using the first language. He claims that we acquire language when we receive comprehensible input, messages that we understand. He also argues that using the primary language is the best way for second language learners to make input comprehensible. Students need to have an understanding of what they hear or read in order to learn a second language.

The monolingual principle still has a strong influence on today's teaching practice. However, these studies recognize and credit the use of a student's native language in the classroom as a factor in the facilitation and acquisition of the TL. Yet, in these studies researchers do not address how and to what extent foreign language teachers should use the first language in practice to better meet language learners' needs and to increase their language competence.

Using Authentic Resources to Promote Interpretation

Using authentic resources plays a significant role in instruction since teachers provide opportunities for students to see and hear how to use the target language in real life situations and in the various contexts they may encounter in a foreign land. However, from a teacher's perspective, finding appropriate authentic texts for reading and listening comprehension tasks demand tremendous time and effort. Therefore, foreign language teachers tend to depend heavily on using the dialogues from a textbook given by the district even though the book is recommended for use only as a resource.

Gilmore (2004) conducted studies to compare authentic discourse to the discourse featured in published textbooks between 1981 and 1997. He concluded that textbook dialogues

are very different from their authentic equivalents; that is, textbooks do not precisely reflect authentic interactions. He explains the reason as, "Materials writers have traditionally tended to use dialogues as a medium to reinforce particular grammar points or to present vocabulary and functional language" (p.370). He argues that, "If our learners' goal is to be able to operate independently in the L2 outside the classroom then at some point they have to be shown the true nature of conversation" (p.371). Although this study is outdated, some schools still use textbooks that are ten or more years old. Therefore, it can be inferred that textbooks often do not reflect the most recent language usage and cultural trends. That verifies the reason why teachers need to keep searching for authentic materials that reflect current usage of written and spoken language in order to promote cultural awareness in reading and listening materials.

While using authentic materials at a novice level may be difficult since they may comprise higher levels of vocabulary and complex sentence structures, Richards (2006) argues that using authentic materials in foreign language teaching is beneficial because authentic materials provide "cultural information about the target language, exposure to real language, relate more closely to learners' needs, and support a more creative approach to teaching" (p.20)

Beresova (2015) conducted a three-year quantitative research study of university students who were learning English as a foreign language. Three experiments involving students writing thesis and reading materials in English were conducted in order to compare whether using authentic materials related to academic, literacy, and newspaper texts and whether the modified materials impacted the way university students learned English. The study found that using authentic materials are more appropriate for advanced L2 learners than pedagogically modified tests.

Dewi (2018) conducted experimental quantitative research investigating the impact of using authentic materials on students' achievement in listening comprehension. The participants were 190 Indonesian students in their second year of Junior High School who were learning English as a Foreign Language. Multiple-choice testing was used to collect the data. Pre-test and post –test listening comprehension scores were compared. The results revealed that the students who received instruction using authentic listening materials achieved higher scores than those who were taught with inauthentic materials. The researcher concluded that the use of authentic materials has a positive effect on student achievement in listening comprehension. The researcher suggested that practicing with authentic materials would help encourage student confidence, thus improving their achievement in listening comprehension.

Implementing Integrated Performance Assessment in Foreign Language Teaching

In the PFPB approach, teachers are required to use the district's original Integrated Performance Assessment (IPA) rubrics which are reflective of the Standards (2006) and the ACTFL performance guidelines for K-12 Learners (1998) and were developed by the foreign language teachers in the district for use with summative and formative assessments. Currently, teachers are expected to use interpersonal and presentational mode rubrics for all assessments.

Adair-Hauck, Glisan, Koda, Swender, and Sandrock (2006) explain that the IPA prototype offers a multi-task assessment given in a thematic context to learners. The IPA features three tasks and each task reflects one of the three modes of communication: interpretive, interpersonal, and presentational. In the first stage of the IPAs cycle, students work on an interpretive task by reading an authentic text or listening to oral discourse in order to identify words and phrases and detect the main idea or supporting ideas or to infer the context or ideas. Then, students receive feedback through interpretive questions from the teacher to check their

understanding. Next, students use the information learned in an interpersonal task to communicate with other students either orally or in written forms. Finally, students summarize their learning with a presentational task through written or oral forms.

> Adair-Hauck, Glisan, Koda, Swender, and Sandrock (2006) summarized IPA as follows:
>
> > IPAs were developed to meet the need for valid and reliable
> >
> > assessments that determine the level at which students comprehend
> >
> > and interpret authentic texts in the foreign language, interact with
> >
> > others in the target language in oral and written form, and present oral
> >
> > and written messages to audiences of listeners and readers. (p.365)

Adair-Hauck, Glisan, Koda, Swender, and Sandrock (2006) pointed out three reasons why classroom assessment practices have not changed to a newer paradigm of testing: 1. "Many school districts continue to use commercially available tests that accompany textbook programs, which still feature easily scoreable, discrete-point test items" ; 2. "Teachers often find it a daunting task to switch from traditional testing formats, which offer more control for teachers, to more open-ended formats, which may pose challenges in terms of scoring for teachers who are not familiar with this type of assessment" ; 3. "Many teachers fear that performance-based or authentic assessment requires too much class time" (p.363). However, they argue that, "The IPA can enhance instruction, improve learner performance, and contribute to educational decision making" (p.366).

Glisan, Uribe, and Adair-Hauck (2007) conducted a study that implemented a performance-based assessment in a Spanish culture and civilization course at the US Air Force Academy during the 2004–2005 academic year in order to measure post-secondary students' progress and whether it met the Standards for Foreign Language Learning in the 21st Century. 29

students participated in this study. The students' performance from three modes of communication including interpretive reading, interpersonal speaking, and presentational writing/speaking were collected in order to analyze them using descriptive statistics. Based on their findings, the researchers claim that, "Unlike traditional testing formats, integrated performance assessment connects teaching, learning, and assessment seamlessly" (p.39) and "It has the potential to change the way assessment is designed and implemented in foreign language classrooms" (p.56).

Zepata (2016) conducted a survey of over 1236 post- secondary level Spanish students enrolled in novice, intermediate low and intermediate mid levels. She investigated students' perceptions towards IPA and whether this assessment tool was reflected in the classroom instruction. The study revealed that overall the learners of novice and intermediate low levels rated positive attitudes towards IPA. However, the ratings of students of intermediate mid levels' average rating was lower due to the students' attitudes toward a new instrument: some felt that a traditional test is easier since it requires only memorization and not performance, and their goal in enrolling in this class was to complete the language requirement, not to improve their communicative skills. Zepata (2016) claims that, "The IPA approach is an effective pedagogical tool that links learning, assessment, and the use of the target language in real-world tasks" (p.102). She also emphasized the importance of teachers providing ample time and resources in order for learners to be exposed to and practice with authentic samples of language use for leaners.

Despite these studies that state the positive effects of IPA, the study of Martel and Bailey (2016) revealed both positive and negative perceptions toward the IPA implementation. They conducted an interview study on 12 foreign language instructors in order to investigate their

attitudes toward summative IPA use at a summer language program at the postsecondary level. They reported that, "Attitudes ranged from generally positive, such as providing a common vocabulary across the program to characterize student language proficiency and growth, to consistently more negative, in particular concerning the use of rubrics and their implications for course grades" (p.540). This may result in instructors' poor understanding of IPA use and lack of training in implementing the IPA. They address that further research needed to be pursued concerning the implementation of the IPA across languages in different program models.

Implementing with Backward Design Model in Learning the Target Language

Backward Design Model plays a significant role when teachers develop curriculum and plan lessons in the PFPB approach. According to Wiggins and McTighe (2005), the model consists of three stages: 1. identify desired result, 2; determine acceptable evidence, 3; plan learning experiences. Applying this concept of the model into foreign language instruction means that the teacher must identify the desired outcomes and final objectives before planning the day to day tasks. In stage one, teachers plan the outcomes, learning targets and performance objectives that they want their students to achieve in the unit. In stage two, teachers will decide how to measure/access these desired outcomes. In stage three, teachers will design the day to day learning events/episodes in order to facilitate students' successful performance on the assessment; that is to say, the specific things teachers will teach, and the methods they will use to teach students.

The notion of the model is different from the traditional approach where teachers plan instructional activities first then design assessments later in each unit. Since this model designs instruction in a backward manner, teachers first design assessments in order to identify the desired end results of instruction. Then, teachers plan instructional activities later in order for

students to demonstrate the outcomes of their achievement in each unit. Adair-Hauck, Glisan, and Troyan(2013) state the advantage of implementing the backward design model in teaching foreign language as " the target for performance is always in focus and consequently both learners and instructors understand what the goal is and how instruction and assessment work as one system to enable learners to reach that goal" (p.3).

Korotchenko Matveenko, Strelnikova, and Phillips (2015) conducted a study of implementing the Backward Design Model in foreign language curriculum in order to improve curriculum planning in a Russian University. When the researchers conducted the annual questionnaire survey to the university's students, the findings of the survey indicated that "students are more motivated to learn foreign languages as they work to satisfy their own personal achievement goals" (p.216).

As a result, the numbers of students who were motivated to study in foreign universities and to participate in the study abroad program increased tremendously. However, the researchers had difficulty in defining what students had achieved and the final learning outcomes.

Despite the difficulties, the researchers concluded that the backward design model "helps educators reduce the bugs that impede students' academic progress in foreign language acquisition due to providing students with the possibility to affect curriculum content" (p.216). That is, the backward design can impact student learning positively and can help to motivate students to pursue learning foreign language.

Paesani (2017) conducted a three- year- long study of applying backward design model into the introductory French program in order to redesign it. In the study, she explained the explicit detailed three steps of how the backward design was implemented in the program. First French teachers identified the objectives of meeting their department goals for cultural literacy

Their students had not sufficiently developed an understanding of French culture or the ability to interpret and create written texts in various contexts.

Once they had identified the objectives and reached a departmental consensus, they moved to step two which was discussing what assessment tools to use in order to meet the learning objective. They established six assessments tools including formative assessments of self-evaluation and composition and summative assessments including an online workbook and exams. Most of those assessments were aligned by the learning objectives. Although those assessments are seen as traditional assessments, they claimed that, "They are not focused on discrete-point mastery of language forms. Instead, exams assess students' ability to communicate in French and to interact with the cultural and linguistic content of authentic written and audiovisual texts" (p.6).

In the third step, they came up with the appropriate instructional plans that were aligned with the learning objective and assessments and executed their plans. Based on multiple data including students' performance data on formative and summative assessments, classroom observation reports, and instructors' feedback, professional development workshops, course meetings informal discussion, the researcher concluded that the backward design model aided in refining the curriculum of the French program. Advances were noted in the improvement of assessment practices, and in instructors understanding of the importance of on- going revisions of the curriculum to become a more holistic and vertically aligned curriculum.

Teaching Grammar as Concept in the Context of Communicative Use

In foreign language teaching, effective ways of teaching grammar and vocabulary have been the center of discussion among many researchers especially in the last half century while the communicative language teaching approach arose. Brown (1994) argues that teaching

grammar inductively has gained more popularity than deductively since "it is more in keeping with natural language acquisition" (where rules are absorbed subconsciously with little or no conscious focus) (p.351). Freeman and Freeman (2016) claim that "studying grammar rules and practicing grammar exercises does not help students write whole, grammatically correct essays or reports" (p.73). The ACTFL states, "Grammar should be addressed within meaningful communicative contexts as one element of language proficiency" (Teaching grammar as concepts in meaningful contexts in language learning, n.d.)

In the PFPB approach, it is strongly recommended that grammar should be taught as concept and used in context. According to the ACTFL, "Thinking of grammar in terms of concept, that is, what is the purpose of using a specific form, what is the meaning expressed through that form, will broaden learners' understanding and use of the target language" (Teach grammar as concepts in meaningful contexts in language learning, n.d.).

In other words, the focus of grammatical instruction becomes how a given grammatical pattern can be used to perform a desired language function in a particular context, rather than how to form or manipulate the mechanics of the grammatical structure from a previously learned form. Stated succinctly, the focus of teaching is on the meaning of the grammatical form, not the rules for manipulating the form itself.

A concrete example in a Japanese class would be the ubiquitous "-te form" of verbs.   In a traditional approach, students would be taught the rules for manipulating a previously-taught verb form (such as the "plain form") and practice conjugating plain form verbs in the –te form, perhaps through written or spoken drills. The focus of instruction is on the correct manipulation of the verb forms; however, there is no guarantee that students understand in which communicative contexts the practiced form should be used, or will remember to "call upon" the

form when it is needed in real-world communication. In the PFPB approach, however, the instructional focus is on getting students to make use of the –te form in a communicatively appropriate context, such as when asking for permission or giving instructions. Students might practice roleplaying as a student and teacher pair, with the "student" asking for permission to do things in the classroom and the "teacher" giving various instructions. By being able to recall that the –te form is necessary when asking for permission to do something, a student is more likely to convey their intended meaning in an authentic communicative situation, even if she makes a mistake in the construction of the –te form verb itself.

Mart (2013) discussed the importance of why teachers should teach grammar in context and argued that, "Learning grammar in context will allow leaners to see how rules can be used in sentences" (p.125). "Teaching grammar in context will help learners to acquire new grammar structures and forms. Learners will use grammatical conventions more effectively in communication if they learn them in contexts" (p.128). Despite those advantages of teaching grammar in context, there are still many language teachers in my district who tend to teach grammar forms out of context and rely heavily on drilling using the workbook. As a result, some of the upper levels of language students are not competent speakers of the target language due to the lack of exposure of using the language in real life situations. This needs to be addressed through emphasis on the use of the PFPB approach in order to inform teachers of the importance of teaching language in context.

The Effect of Providing Appropriate Oral Feedback

In the PFPB approach, providing oral corrective feedback plays a significant role when students are assessed in formative or summative assessments. In general, teachers tend to provide students explicit feedback that comes only from a teacher to a student. However, Adair-Hauck,

Glisan, and Troyan (2013) claim the importance of both teachers and students co-constructing performance assessment.

The researchers summarized the characteristic of co-constructive feedback as follows: 1. Focus on learner performance compared to model performance; 2. Language development is a work in progress; 3. Questioning as part of the discussion; 4. Mutual appraisal of performance is integral to descriptors; 5. Shifting responsibility of learner's own role in learning/assessing; 6. Brainstorming of strategies to improve performance; 7. Active participation of learner to self-assess and self-regulate; 8. Reflective process for both teacher and learners; 9 Lack of evaluative or judgmental statements (p.43). These characteristics aid teachers in understanding the notion of co-constructive feedback and implementing it into practice.

Adair-Hauck and Troyan (2013) conducted a study that focused on the feedback of a performance task. Twenty high school French students participated in the study, and they received feedback from a teacher. Systematic discourse analysis was used to analyze students' discourse patterns in the interpersonal mode of communication on the IPA. The study showed that descriptive feedback through assessment brings awareness and consciousness raising on the part of both a teacher and a learner. That is, individualized and descriptive feedback promoted self-reflection of student performance which resulted in improved performance. The teacher's practice was positively influenced by reflection as well.

Studies related to the six core practices proposed by ACTFL were reviewed in the above sections in order to identify and corroborate their use within the PFPB approach and to verify whether this approach may facilitate students' language development in foreign language study.

Summary

In this chapter, an overview of major language acquisition theories including second language acquisition theories were reviewed in order to support the origin of the PFPB approach, which is largely influenced by those language theories. Types of language teaching and learning were also reviewed in order to explain how language is learned in different contexts. In addition, major foreign language teaching methods/approaches and research that substantiate ACTFL's six core practices (using only the target language during the instruction; using authentic resources to promote interpretation; implementing Integrated Performance Assessment in foreign language; implementing the Backward Design Model; teaching grammar as concept in the context of communicative use; and the effect of providing oral feedback; were discussed in order to explore the possibilities of the use of the PFPB approach in foreign language teaching practice. In the next chapter, the methodology of the study will be reviewed in order to explain how my study was conducted.

CHAPTER III

METHODOLOGY

Introduction

This chapter will present the research methodology used in this study. This includes the

research design, research questions, setting and context of the study, participants, ethics,

procedures including data collection tasks, data sources, data analysis, researcher's bias and role,

and validity of the study and trustworthiness. Detailed information of each segment of the

methodology will be discussed in the following sections.

Research Design

The design selected for this study is a qualitative exploratory case study. Creswell

(2009) defines qualitative research as "a means for exploring and understanding the meaning

individuals or groups ascribe to a social or human problem" (p.4). Ravid (2011) defines it as a

way to "seek to understand social or educational phenomena" (p. 5). Marshall and Rossman

(2011) point out that, "The strengths of qualitative studies should be demonstrated for research

that is exploratory or descriptive and that stresses the importance of context, setting, and

participants' frames of references" (p. 92).

My study is meant to "investigate little-understood phenomena" (Marshall & Rossman,

2011, p.69) as to how foreign language teachers understood and implemented a proficiency-

focused, performance-based (PFPB) approach in the foreign language program within one school

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district. This study also attempted to investigate what beliefs and attitudes of foreign language teachers shape this phenomenon through an implementation of the PFPB approach. Thus, conducting a qualitative exploratory study was suitable for my study. More specifically, case study was chosen to conduct this study in order to explore in depth the implementation of this approach in a foreign language program. Creswell (2009) defines case studies as follows:

a strategy of inquiry in which the researcher explores in depth a

program event, activity, process or one or more individuals. Cases are

bounded by time and activity, and researchers collect detailed

information using a variety of data collection procedures over a

sustained period of time. (p. 13)

The data sources consisted of a qualitative survey, semi-structured interview, and one lesson plan from each interviewee. Jansen (2010) claims that, "There is also a qualitative way of defining and investigating variation in populations." He states that,

The qualitative type of survey does not aim at establishing frequencies,

means or other parameters but at determining the *diversity* of some

topic of interest within a given population. This type of survey does not

count the number of people with the same characteristic (value of

variable) but it establishes the meaningful variation (relevant

dimensions and values) within that population. (p. 3)

In that sense, a qualitative survey was a useful instrument to collect data from the participants. The qualitative survey consisted of three parts: general demographic information, short responses, and the Likert scale in order to investigate how teachers understand a PFPB approach, to what degree the PFPB approach is used in their classroom practice, and their perceptions

about the PFPB approach. In that sense, conducting a semi-structured interview enabled the primary investigator to investigate more in depth how participants understood, interpreted, and implemented a PFPB approach in their practice and also explored their beliefs and attitudes about implementing the approach.

According to Rabionet (2011), she points out, "Good qualitative study based on semi-structured interviews relies on the knowledge, skills, vision, and integrity of the researchers doing that analysis" (p.3). Therefore, she suggests that researchers should follow six steps when learning about conducting the semi-structured interviews. They are; 1. Selecting the type of interview; 2. Establishing ethical guidelines; 3. Crafting the interview protocol; 4. Conducting and recording the interview; 5. Analyzing and summarizing the interview; 6. Reporting the findings. The above steps were used to design and conduct the semi-structured interviews. After the data was collected, it was analyzed by coding, categorizing themes, and finally interpreting the data (Creswell, 2009).

One lesson plan from each interviewee was also collected in order to see how the PFPB approach was applied and to analyze whether the PFPB approach was reflected in the lesson plans. Adding the lesson plans as a third type of data enabled me to triangulate the data in my analysis. That is, lessons plans were examined and statements from each interviewee were compared against the lesson plans. This strengthened my findings. More detailed information about the data analysis are provided in a later section.

Restating the Research Questions

In order to fulfill the purpose of the study, the following research questions guided the study:

(1) How do foreign language teachers understand and interpret a proficiency-focused, performance-based approach?

(2) How do foreign language teachers perceive their own implementation of the approach?

(3) What kind of help or ideas may foreign language teachers need in order to implement this approach further and consistently?

Setting and Context of the Study

The study was conducted in two local public high schools in one of the large urban districts in central Texas in the 2017-2018 school year. According to Texas Education Agency (TEA), the district has a student enrollment of 64,359. Student demographics consisted of African American 7.32%; Asian 3.75%; Hispanic-Latino 59.46%; Native American 0.24%; Pacific Islander 0.14%; Two-or-more 3.43%; White 25.67%. Free/Reduced lunch was 47%. The district has eight high schools and 21,200 students attended in the 2017-2018 school year.

At the time of this study, in terms of students' socioeconomic status in the first school, 33.7 % of the student body was eligible for free lunch. Student ethnicity consisted of African American 4.5%; Asian 2.7%; Hispanic-Latino 57.4%; Native American 0.5%; Pacific Islander 0 %; Two-or-more 2.5%; White 32.4%.

In terms of students' socioeconomic status in the second high school, 15.6 % of the student body was eligible for free lunch. Student ethnicity consisted of African American 6.1 %; Asian

7.6%; Hispanic-Latino 41.6%; Native American 0.4%; Pacific Islander 0.2%; Two-or-more 4.8%; White 39.3%. District expenditure per student was $12,111over four years. The student enrollment at each school reminds just under 3000. Both neighborhoods around the schools are a mix of lower and upper middle classes.

Approximately 90 foreign language teachers worked in the district high schools. During this study, over 160 faculty members worked at each school and all teachers held Texas teaching credentials. A total number of twenty three foreign language teachers worked in the two world language departments. One third of the foreign language teachers held master's degrees. Six foreign languages were and still are offered at both schools: Spanish, French, German, Latin, Sign Language, and Japanese. Advanced Placement (AP) level courses were and still are offered for all of the above classes except sign language. Students were required to earn two years of foreign language credits in order to graduate on the recommended plan from a high school in this district.

Participants

The survey participants were 22 high school foreign language teachers in central Texas. The subjects they were teaching were: Spanish, French, German, Latin, and Sign Language. Their years of experience varied from fewer than five years to more than thirty years. The ratio of gender of the participants was 9% male and 91% female. The ratio of participants who were not native speakers of the subject they taught was 73%. The ethnicities of the participants were 68% White and 32% Hispanic. All teachers went through a four-day extensive training during summer sessions at the district office in order to become familiarized with the proficiency-focused, performance-based approach, and some of the participants attended several trainings after school provided by the district for further training. These after school trainings were 90 minutes each and were offered once a month throughout the school year.

The five teachers who participated in the interview were each given a pseudo name. 1. Nancy is a Spanish instructor who has 17 years of experience and the year of her initial training in the district was in 2015. 2. Alice is also a Spanish instructor who has 32 years of experience and the year of her initial training in the district was in 2015. 3. Lisa is a French instructor who has 12 years of experience and the year of her initial training in the district was in 2012. 4. Mandy is also a French instructor who has 15 years of experience and the year of her initial training in the district was in 2014. 5. Bella is a German instructor who declined to respond to either years of teaching experience, or the year of the initial training in the district.

Ethics

Participants had the opportunity to opt out of the study at any time in order to uphold ethical standards in this study. They were not asked to complete the survey or interview during their work hours. Participation in the study was limited to time outside of work hours in order to complete the survey, interview, and lesson plans.

All the data collected from the survey, interviews, and lesson plans were reported using pseudonyms for participants. Participants' identities, including their names and individually-identifiable data, were never shared with school officials or with other teachers. Any information obtained that could identify participants remains confidential. Data is accessible only to the researcher until it is destroyed. Raw data is stored on campus in a locked office and de-identified data is stored off campus. Any electronic versions of the data are stored in password-protected computers until they are deleted by December, 31, 2025. This study was monitored by the Institutional Review Board of UTRGV. This study does not pose a high risk of harm to the participants. As stated above, participants' privacy and anonymity were maintained, and their right to participate or withdraw was respected.

Data Collection

In this study, the data was collected by both survey and interview. First, the approval letters from the district and Institutional Review Board (IRB) from the university was obtained. Next, I met foreign language teachers at the schools I work at before class or after school hours in person to initialize contact. Then I read out the in-person recruitment script (Appendix A) explaining the purpose of my study, its process, and voluntary participation. After that when participants agreed to participate in the survey, I delivered participants the IRB informed consent (Appendix B) and audio release form (Appendix C). The informed consent form told participants what it means to give consent. I asked them to read it; then they decided to sign the form or not. When participants decided to participate in the study, they signed the consent form. When they also agreed to participate in the interview portion of the study, they checked the yes box for the interview portion and read and signed the audio release form. I gave participants verbal instruction as to how they could return those forms. Once I received the consent form from participants, I proceeded to the first stage of the data collection.

The first stage of data collection was the self-administered survey, which participants completed independently. This form included participants' demographic information, short responses, and the Likert scale in order to investigate how they understood the PFPB approach, to what degree it was used in their practice, and their interpretation of and perceptions about the approach. I delivered the survey question form to individual participants before or after school. The participants had a week to complete the survey. They filled out the survey form either at the research site or at home at their convenience and returned the form via PONY mail (internal district mailing system) to my mailbox at work. The data was collected from the survey form with twenty two language teachers participating.

This is an exploratory survey. The demographic element (section I, questions 1-6) uses a standard format that has been validated through use on dozens of surveys in educational institutions. The teaching profile element (section I, questions 7-9) allowed me to understand whether the teacher described her or his classroom in a way that matches the expectations of the PFPB model. It was important to include multiple perspectives about the model in order to hear from those offering support as well as those with doubts. These teaching profile questions helped ensure this. These questions as well as the exploratory questions (sections II and III) have been revised under the guidance of education researchers on my dissertation committee as well as by experienced professionals working in the district. The survey questions are a valid technique to serve in the exploratory capacity needed for this study.

In the second stage of data collection, interviews were conducted. Participants were asked to be interviewed before or after school at the research sites or at a convenient time/place on the weekend. Five foreign language teachers who volunteered to participate in the interview were selected. Participants were interviewed individually for approximately forty-five minutes to one hour each. Individual interview sessions took place over a four week period. The proposed interview questions investigated how participants interpreted and implemented a PFPB approach in their practice and explored their beliefs and attitudes about implementing the approach. Examples of interview questions are as follows: "Please describe what you think defines a proficiency-focused, performance-based approach and why do you think so?" "Please give an example of an activity for each of the three modes (interpersonal, interpretive, and presentational)" "Where do you feel you are in terms of implementing a proficiency-focused, performance-based approach?" The primary investigator audiotaped five hours of interviews in

order to record information and made handwritten notes during the interview sessions. Follow up interview sessions were also conducted to do the member checking with participants.

For the interview, I used interview protocols (adapted from Creswell, 2007) for recording information in order to collect the data. The protocol includes the following components:

- A heading (date, place, interviewer, interviewee)

- Instructions for the interviewer to follow so that standard procedures are used from one interview to another

- The questions (typically an ice-breaker question at the beginning) followed by four to five questions that are often the sub-questions in a qualitative research plan, followed by a concluding statement or a question

- Probes for the four to five questions, to follow up and ask individuals to explain their ideas in more detail or to elaborate on what they have said

- Space between the questions to record responses

- A final thank you statement to acknowledge the time the interviewee spent during the interview (as cited in Creswell, 2009 p. 183). I recorded an audiotape of each interview and made handwritten notes during the interview sessions. I also did member checking to make sure that what I wrote in the note was accurate information from participants.

One week of lesson plans was collected from each interviewee in order to analyze whether the PFPB approach was reflected in the lesson plans in their daily practice. Each interviewee was asked to submit a lesson plan that reflected the kind of lesson they normally taught. Interviewees sent their lesson plans via email to the primary investigator.

Data Sources

Primary data sources consisted of the survey, interview, and lesson plans. The survey consisted of the demographic element, the teaching profile element, and open ended and exploratory short response questions. The interview also consists of open-ended and exploratory questions in order to investigate how participants understood, interpreted, and implemented a proficiency- focused, performance-based approach in their practice and explored their beliefs and attitudes about implementing the approach. Survey and interview questions are shown in the appendices section. (Appendix D-1 and D-2)

Data Analysis

Data from the survey, interview, and lesson plans were analyzed qualitatively. The survey responses from demographic information and the Likert scale were reported. Survey respondents' answers were retyped in to a new document, separate from their demographic data, in order for it to be analyzed anonymously.

The survey responses also involved a large amount of text. Therefore, I analyzed the text by coding and categorizing it with open coding and axial coding (Strauss & Corbin, 1988).

Creswell's data analysis steps (Creswell, 2009) were followed in order to analyze the data from interviews. According to Creswell, "Case study and ethnographic research involve a detailed description of the setting or individuals, followed by analysis of the data for themes or issues" (p. 184). These steps fulfilled the purpose of my study to understand the phenomenon happening among foreign language teachers regarding the implementation of a new teaching approach into their daily practice.

First, data for analysis were organized and prepared by transcribing interviews and typing up field notes taken during the interviews. Second, all data were read thoroughly since

Creswell (2009) states that this step will help to "obtain a general sense of the information and to reflect on its overall meaning" (p. 185). Third, the data were coded in order to search for themes. Fourth, based on the codes, interrelating themes or categories were generated. Finally, a narrative passage was used to report the findings of the analysis and the meaning of themes were interpreted.

<h3 style="text-align:center">Researcher's Bias and Role</h3>

Researcher's Bias

I am both insider and outsider for my study since I am a foreign language teacher implementing the PFPB approach in my current practice. At the same time, I conducted the research as a primary investigator. Therefore, the results of my study could have a potential bias. Galdas (2017) points out that, "The concern instead should be whether the researcher has been transparent and reflexive (i.e., critically self-reflective about their own preconceptions, relationship dynamics, and analytic focus; Polit & Beck 2014) about the processes by which data have been collected, analyzed, and presented" (p.1). It is very important to be transparent about my own bias that occurs naturally when my research involves practices of which I am a part.

Researcher's Role

As stated above, I am a researcher at the same time a foreign language teacher who has been implementing the PFPB approach and who believes this to be promising and beneficial to both teachers and students. However, when I approached the crafting of questions, I did remain as objective as possible to serve a researcher's role. Research questions were proofread by my dissertation chair and two of my other committee members and also approved by the district review committee. That shows the research questions were not biased in favor of making the

PFPB look positive. When I approached the data analysis, I analyzed from the perspective of a researcher, not an employee. My role as a researcher was very complex, yet I was attempting to find the truth about the PFPB approach.

The procedure was conducted by the researcher who is a foreign language instructor teaching Japanese to American high school students at the research site, and who is also a second language learner of English. Being a native of Japan, I learned English as a foreign language in Japan and immigrated to the United States of America at the age of twenty-five. This experience helped me to understand the difficulties of teaching and learning the target language. Based on my personal teaching and learning experience, I have come to understand that linguistic, cultural, social, and cognitive factors need to be considered in instruction in order for language students to increase their target language competence and acquire its literacy skill. Although this statement cannot be generalized since this is my personal experience, it is important to state that teachers need to understand the theories of how language is learned and acquired, and how to put those theories into daily practice to develop students' written and oral communication skills situated within social systems and cultural practices. For this study, it was my hope that foreign language teachers accurately understood the concepts behind the PFPB approach and implemented this approach in order to motivate them to learn how to use this approach more accurately and consistently to improve their instruction in their own daily practice.

By participating in the study, participants were given an opportunity to revisit and reflect on their teaching methods and to review the PFPB approach which is expected to be used in their classroom. This study will increase self-awareness among the teachers and which approaches they use, prefer and need to be included in teaching. The result will be shared with participants, enhancing knowledge of how to implement the approach in their daily practice.

Validity of the Study/Trustworthiness

Creswell (2009) recommends a researcher use multiple strategies to check the accuracy of the findings. He proposes eight strategies as follows:

1. Triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes; 2. Use member checking to determine the accuracy of the qualitative findings through taking the final report or specific descriptions or themes back to participants and determining whether these participants feel that they are accurate; 3. Use rich, thick description to convey the findings; 4. Clarify the bias the researcher brings to the study; 5.Also present negative or discrepant information that runs counter to the themes; 6. Spend prolonged time in the field ; 7. Use peer debriefing to enhance the accuracy of the account; 8. Use an external auditor to review the entire project (p. 191-192).

In order to ensure the validity of my study, I incorporated the above stated strategies except number seven: use peer debriefing to enhance the accuracy of the account for examining the trustworthiness of my collected data. Specifically, I used the member checking strategy in the follow-up interview sessions with participants. I provided the final report for them to check so that participants had an opportunity to verify whether their comments and their opinions were accurately reflected in the final report of the study.

Summary

This chapter explains the research methodology used in this study. Each step of the methodology was described. The research design was explained to provide an overview of how

the study was conducted. Restating the research questions serves as a guideline for the study. The description of the setting and context of the study and participants provides information needed to understand the population in the study. Ethical considerations of the study were addressed to ensure that the study is safe. Procedures including data collection tasks, data sources, data analysis describe how this study was carried out. The researcher's potential bias was acknowledged and researcher's role was addressed to ensure that the study is meaningful to foreign language teachers in order to revisit and reflect on their teaching practice. The validity of the study was established by using multiple strategies. In the next chapter, the findings of the study will be reported.

CHAPTER IV

FINDINGS

Introduction

As described in the first chapter, the purpose of this study is to analyze how the foreign language teachers in one district understood, interpreted, and implemented the PFPB approach to teaching foreign languages that was mandated by the district. Additionally, the aim of this study is to find out what kind of help or ideas that foreign language teachers identified in order to implement the approach more consistently and effectively in their practices.

In order to fulfill the purpose of the study, the study was guided by the following research questions:

1. How do foreign language teachers understand and interpret a proficiency-focused, performance-based approach?

2. How do foreign language teachers perceive their own implementation of the approach?

3. What kind of help or ideas may foreign language teachers need in order to implement this approach further and consistently?

As described in the second chapter, my study was guided by the theoretical frameworks of language acquisition theories including second language acquisition theories, and foreign language teaching methods and approaches.

As described in the third chapter, survey data were collected and analyzed from 22 foreign language teachers in one district. Among those 22 teachers, five were interviewed and their lesson plans were collected in order to triangulate the data to validate the study.

This chapter presents the findings from this study. The findings are explained in the next section.

Findings from the survey, interviews, and lesson plans

Analysis of the coded data yielded three findings that corresponded to the three research questions.

1. Teachers demonstrated an understanding of and a positive view toward implementing the PFPB approach;

2. Teachers found several challenges in implementing and executing the PFPB approach properly;

3. Teachers recommend emphasizing ideology/mindset, promoting collaboration, and conducting ongoing training to further aid in implementing this approach more consistently.

Finding 1: Teachers Demonstrated an Understanding of and a Positive View Toward Implementing the PFPB Approach

Surveys. I developed nine questions in order to explore the teachers' viewpoints of the PFPB approach (see appendix D-1). This first finding corresponds to the first research question of how foreign language teachers understand a PFPB approach.

The following codes that were used to reach the first finding were identified from the survey scripts, the interviews, and the lesson plans. These codes included the use of authentic resources, the importance of language proficiency, the teaching of language use, the meaningful use of language by students, the use of real-life scenarios, a process of language through songs, having

students present and perform, providing real communicative purpose, improvement of the students proficiency, assessing students through the three modes of communication, and real-world applications of the target language.

Codes from the surveys that showed a positive view toward the PFPB were based on teachers' responses for questions they marked agree, strongly agree, often, or always.

The bar chart below in Figure 4.1 shows the results of section III of the survey. As seen in the chart, answers indicate a positive view of implementing the PFPB approach. 95% of the participants state they can explain the differences among the three modes of communication. 92% of the participants affirm they understand the concept of PFPB instruction. 76% of the participants express that they implement the concepts of PFPB in their daily practice. 75% of the participants state they use the district rubrics for formative and summative assessments. 87% of the participants maintain they teach vocabulary and grammar in context. 89% of the participants affirm their students work in either pairs or groups. 80% of the participants express their daily lessons are communication focused, proficiency based lessons either written or oral. 84% of the participants state activities they provide appear engaging, interactive, and meaningful. 83% affirm they prefer the PFPB approach rather than a traditional teaching approach which focuses on more rote vocabulary and grammar.

Figure 4.1. Results of Survey Teachers Demonstrate an Understanding of and a Positive View Toward Implementing the PFPB Approach

The horizontal axis refers to the questions and vertical to the % that answered positively.
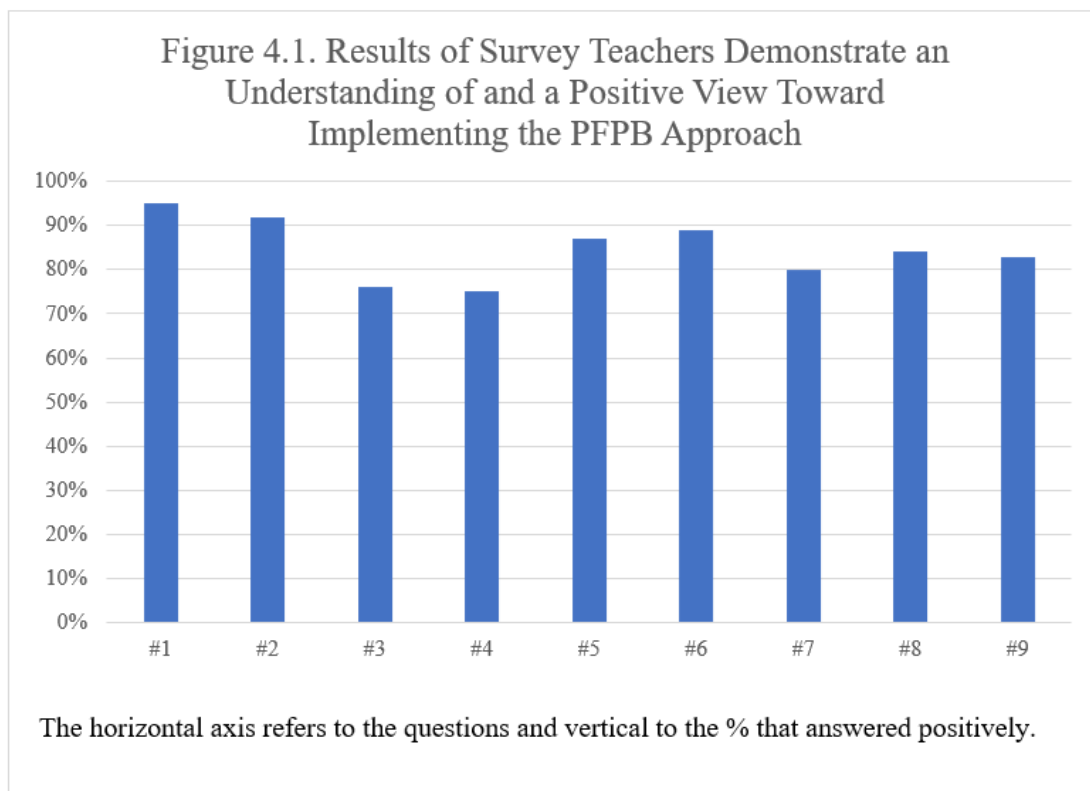
According to the analysis of sections II and III of the survey, there are three indicators that show that teachers demonstrated an understanding of the concepts of the PFPB approach. The first indicator is that teachers could define the components of the PFPB approach. One survey respondent explained, "It involves meaningful use of language for real communicative purposes."

Teachers' understanding is further established through the following bulleted quotes are taken from the surveys in answer to the questions from sections II and III of the survey:

- "Use of authentic resources and engaging activities to encourage students to be able to demonstrate their knowledge and skills."

- "Students being able to communicate in language in a comprehensible way; Errors do not prevent communication."

- "It is learner centered and differentiated. It is using real-life scenarios to produce language.

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It is outcome-based.”

- “Assessments and activities require students to demonstrate their skills in authentic situations and setting; They are often divided into different performance areas such as interpretative, conversational, and presentational, and are involved in oral as well as written components.”

- “A variety of activities that provide students with comprehensible input; Providing students with an understanding of realistic attainable targets for level and unit themes, assessing students through the modes of communication (Interpretive, Interpersonal, and Presentational); Providing students with opportunities for level appropriate student output.”

- “It means students must be able to use the material covered to address real-world applications; Accuracy is only part of the effectiveness. It is not just what you ‘know’ but what you can do with what you learned.”

- “Proficiency focused approach concentrates on improving the student’s proficiency level in the language from novice to intermediate to advanced. Performance-based activities are in three modes: interpersonal, presentational, and interpretive.”

In all of the above quotes, teachers are demonstrating that they know and understand many of the characteristics of the PFPB approach. They indicate in their statements that this approach is about communicating in the TL in an authentic, creative, interactive way, and is not about memorizing dialogues, vocabulary, and taking objective tests.

The second indicator comes from the quotes which show how teachers have responded to the challenges of implementing activities using the PFPB approach on a daily basis. Data indicate that teachers provide engaging and interactive activities such as watching, listening, and responding to advertisements; reading, singing, and listening to songs; giving presentations; role

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playing; storytelling; and debates in the TL language for a real-world specific purpose. The point

is for students to be able to practice things they could actually use outside of the classroom.

For example, Mandy created a lesson for her French class in which two students have a

conversation focused on a specific task such as making a purchase at a store. This interpersonal

communication activity demonstrates a commonly used characteristic of the PFPB approach. She

also had students evaluate an advertisement from a store in order to make a selection to purchase,

which is an interpretive activity. Then she asked students to describe what other students

purchased from a store either in writing or orally. This is a presentational activity. These

examples of activities reflect that her implementation of the PFPB approach involves using

language in authentic situations and settings. Mandy demonstrates an understanding of the PFPB

approach through the use of these types of activities.

The third indicator comes from survey responses in which teachers list ideas for

implementation of the PFPB approach, related to strategies they use when teaching new

vocabulary. One survey respondent stated, "Introduce words in context, teach them how to

recognize, and allow them to be more at ease in their learning and take ownership of their

learning. This also helps them to be curious about the language and they will try to figure it out.

Essentially learning to recognize cognates by recognizing prefixes/suffixes and the roots of

words, engaging them in games and songs." More anonymous survey quotes which support the

third indicators are as follows:

- "Typically, it is introduced by giving a visual and also by repetitive use in a familiar

  context."

- "I chunk all vocab into similar concepts and themes, then show the word and a picture of a

  real-life example. Then the students sign along with me to learn the correct production."

- "Picture identification, websites like cram.com and Quizlet live, word wall, illustration vocab anchor charts, sorting/mix and cut/paste, match, Pinterest graphics."
- "Every time I present vocab in a new form or they get bored or used to it, I always surprise them. In a song, in a prezi, a puzzle, a drawing, slides. We draw. We do puzzles. We do TPR. Simon says. We do foldables, cut and paste activities, speaking games, jeopardy, memory, flash cards, treasure hunt, etc… it takes a lot of time planning, but it is worth it. I always make them write the vocab in class. It is our book or interactive notebook. I do not use a textbook."
- "I am still a big fan of Total Physical Response and a method I use is called Party like a Rockstar which we were trained in at one of our summer cohort sessions. Students need to be presented the new vocab in a way where they are hearing it in a real-life context scenario."

These strategies for teaching vocabulary validate that teachers demonstrate an understanding of the PFPB approach.

Analysis of the survey showed that the majority of the participants understand the concepts and expectations of the PFPB approach. The extensive quotes establish that the teachers not only understand the approach but are also consistently implementing it in their classrooms in effective ways. Further verification comes from their sharing of ideas at district cohort sessions.

Interviews. Based on the interview answers, all of the five participants demonstrated a positive view toward implementing the PFPB approach. For example, Mandy stated, "I am in favor of implementing the PFPB approach." Nancy said, "I like the concept, preparing for it and teaching it." Lisa commented, "I think this is probably the best way to approach teaching a language. I really do see the benefits and want to teach this way." Further, Bella stated, "The

PFPB approach can be incredibly beneficial for students when used the right way." Alice also said, "I think it is the best way for students to actually learn another language. I think it requires practice for teachers to become proficient at implementing it."

Analysis of the interviews showed that all of the participants understand the concepts and expectations of the PFPB approach and demonstrated a positive view toward the PFPB approach.

Lesson plans. Five of the teachers who had completed the survey agreed to be interviewed and to submit lesson plans. I read the lesson plans along with the data of the survey to see if they confirmed the results from the survey. All of the lesson plans collected from the five teachers demonstrate that these teachers are implementing the components of the PFPB approach. The lesson plans show that teachers use several teaching techniques, music, and kinesthetic activities and having students create a skit.

For example, Alice's lesson plan shows several techniques such as using visuals to introduce new vocabulary and grammar, using music lyrics for students to identify the target vocabulary and grammar, and students are also working in groups doing interactive activities based on the objectives of the day. She also uses a "Walk and Talk" activity to assess informally whether or not students are able to understand how to use the new concept in the TL by walking around the classroom and asking and answering questions of other students using a chart.

Three of the five teachers use music in their lesson plans to aid in the use of communication in the TL. They also use kinesthetic activities such as having students stand in a circle and toss a ball to different students asking the questions in the target language. The student who catches the ball must answer. In Bella's informal assessment of the week, the students created a skit which demonstrates the integration and implementation of writing and speaking in the target language. These are the types of activities that PFPB advocates. They are not the

common practice of teachers using a traditional approach. Instead, they are very interactive and help facilitate the forward progress of communicating in the target language in situations that students can take into the real world and use to communicate with native speakers of the language that they are learning.

In conclusion, analysis of the data from the survey and interviews indicate that teachers demonstrate their understanding and interpretation of the PFPB approach and take a positive view in applying their understanding. Data from the lesson plans confirms the findings from the survey and interviews that teachers do understand the approach and are implementing it.

Finding 2. Teachers Found Several Challenges in Implementing and Executing the PFPB Approach Properly.

The participants in this study stated three common challenges in implementing and executing the PFPB approach properly. Those challenges are:1. how to maintain the use of the TL 90 % of the time not only by teachers but also by students; 2. time to create lesson plans and find authentic resources/manipulatives; 3. analyzing student work, giving feedback, re-evaluating and refining lesson plans and activities based on student performance. This second finding corresponds to the second research question of how foreign language teachers perceive their own implementation of the approach.

The following codes that were used to reach the second finding were identified from the survey scripts and the interviews. These codes included the difficulties in using the target language 90% of the time, the lack of time to create curriculum and activities, not having enough materials and authentic resources, as well as the time to analyze students' work and provide adequate feedback.

How to maintain the use of the TL 90 % of the time.

Surveys. The first challenge is how to maintain the use of the TL 90 % of the time not only by teachers but also by students. Figure 4.2. The bar chart below, shows the results of the survey section, questions I-7. As the chart shows, answers indicate use of the TL by teachers teaching in classes at different levels. Level one teachers use the TL 56% of the time when they teach. For level two it is 62%, level 2Pre-AP is 63%, level 3 is 70%, level 3Pre-AP is 69%, and level 4AP is 74%. As these results show, in beginning classes teachers and students use the TL less than teachers and students in more advanced classes.

Figure 4.2. Use of the TL by All Languages Teachers Implementing the PFPB Approach

The horizontal axis refers to the level of the class and vertical to the % of use of the target language. The red line shows their goal. The green dot line shows their average.
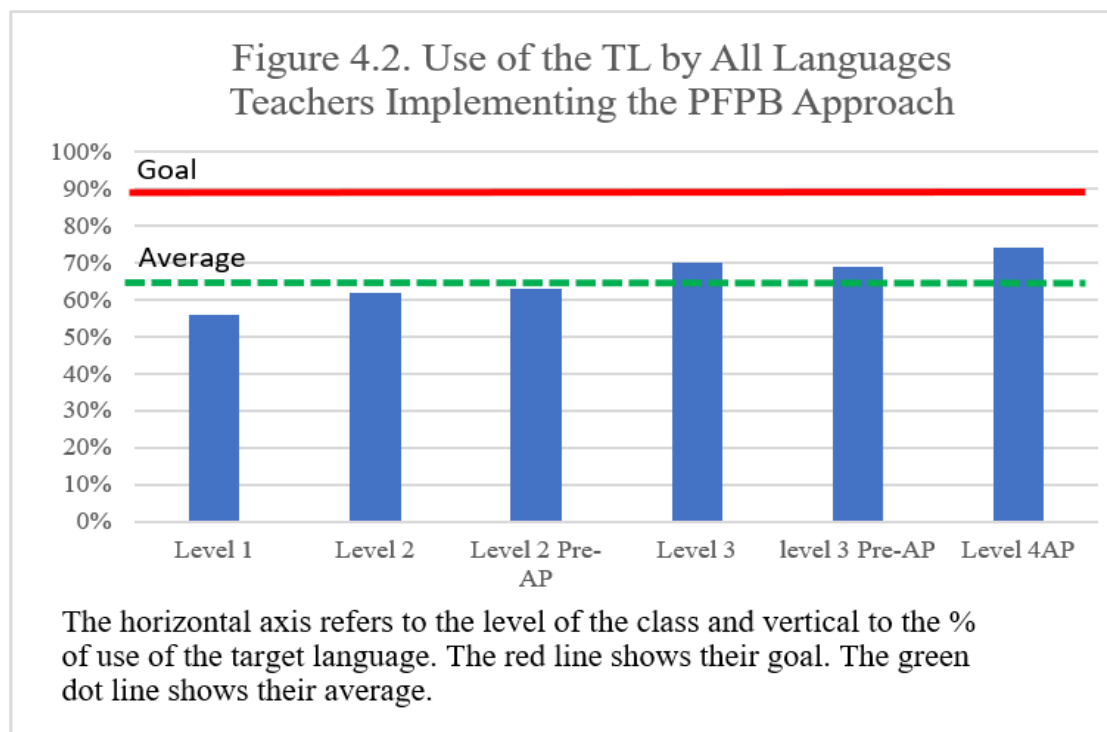
It was a surprising fact that even for the AP level, the TL is not always used over 90% of the time. However, the lower rate of TL use may be attributed to Latin teachers who do not speak in the target language since Latin is a dead language. Latin is no longer a spoken language, so the oral component is not considered important or useful. Latin teachers expressed that the high grammar content of an ancient and inflected language makes a less grammar focused approach

mostly ineffective. In addition, activities such as conversation are not an authentic use of the language. The picture of mastery is focused less on performance, but on reading and academic study outside of the language. Latin teachers responded that the PFPB approach does not always apply. However, the interpretive reading rubric can be used. Teachers other than Latin also admit that they often struggle to use the TL 90% of the time. Figure 4.3. As the chart below shows, answers indicate use of the TL by all the teachers except Latin teachers teaching in classes at different levels. It shows other teachers besides Latin did better on using the target language. Removing the responses of the Latin teachers shows that teachers of the other languages did better at reaching the 90% target. Especially noteworthy is that the AP level teachers did hit the goal of using the TL 90% of the time.

Figure 4.3. Use of the TL by All Languages Teachers Except Latin Teachers Implementing the PFPB Approach

The horizontal axis refers to the level of the class and vertical to the % of use of the target language. The red line shows their goal. The green dot line shows their average.
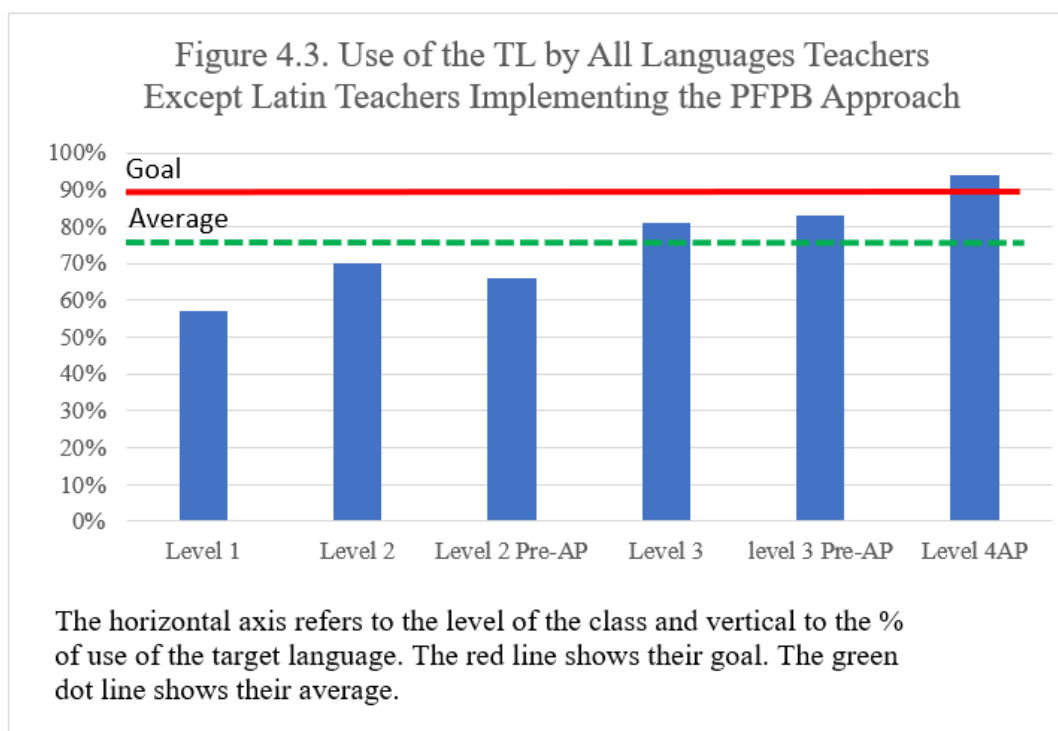
In the survey, teachers expanded on why it is challenging to reach 90% use of the TL: "It is difficult to enforce using the TL with the entire class 100% due to the size of the student count with different levels and their attitudes." Average class size for level 1 and 2 is 25-30 students

depending on the language. However, as the language level progresses, teachers deal with the students at the novice, intermediate, and advanced levels all within the same course. There may be students in a level 2 class, for example, who are actually still performing at a very novice level. The teacher must be able to keep the class at the appropriate level, but also help those novices who are not quite able to perform at that level. This usually means spending extra time and giving extra independent help to those of lower abilities without bringing the entire class down to that lower level.

Another respondent stated that getting students to engage in the TL is sometimes very difficult because many students refuse to try because of either fear of failure or lack of ambition/effort. The reason that the respondent gives is because some students may not be used to speaking in front of anyone in the TL since they may have used a traditional worksheet type of approach or used a textbook and/or workbook to follow without speaking in the TL language in their prior course. In other words, graded work is written work, not oral. Students for whom this is true may feel insecure in speaking in the TL as they have not been required to do it much or at all except for choral responses.

Interviews. In the interviews, teachers themselves indicated that they are not always confident in using the TL. Lisa states, "For me personally, I also have a hard time staying in the TL myself let alone keeping the whole class engaged in French for 90% of the time. I am not a native speaker, so it really is a challenge to say everything I need to say without planning it out ahead of time". Bella also addressed that, "Our teachers are not all themselves fluent enough to teach TL 90% of the time".

Time to create lesson plans and find authentic resources/manipulatives.
The second challenge is finding enough time to create lesson plans and interactive

The second challenge is finding enough time to create lesson plans and interactive activities which are suitable for the PFPB approach. This requires a great deal of time to prepare lessons and plan activities, and finding and creating authentic resources/manipulatives that meet the needs of all students.

Surveys. Eight out of 22 respondents made similar comments regarding not having enough time to create lessons plans which are suitable for the PFPB approach and the difficulty of finding and creating authentic resources. For example, one survey respondent stated, "My biggest challenge is that I do not have enough time to make up the curriculum, worksheets, tests, quizzes, and activities for all my different levels." Resources such as texts, workbooks, and even on-line resources are plentiful, but many do not coincide with the PFPB approach. They are based on rote memorization and are often constructed as true or false, fill in the blank, or labeling. Each unit or chapter may have many of these traditional activities and only one interactive activity. Teachers struggle to find the time, between their many other duties and meetings, to create lessons that incorporate interpersonal and performance based activities. More survey quotes to support the second challenge are as follows:

- "There are too many school duties besides teaching which prevent teachers from preparing effective lesson plans."
- "My biggest challenge is TIME. I do not have enough time to search for authentic resources then create activities or questions for them."
- "Not having enough authentic materials for any level, not enough background to do what is needed,"
- "Keeping the students constantly busy with authentic work/examples is difficult to find."
- "The challenge looms especially when teaching novice or intermediate-low students."

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Authentic resources at those levels are for young children, and high school students sometimes resent it when teachers use childish materials. Authentic resources that are age-appropriate are often too advanced and make students feel less competent.

Interviews. In the interviews, Alice stated, "The challenges that I personally face are time to create the lessons, resources to use, and time to grade and provide adequate feedback." Lisa said, "I think the biggest challenge for me is time. If I had a year to work on this and only this… like a sabbatical where I could focus and find authentic resources, come up with activities for them, and create can-do statements and IPAs for each unit… maybe I could feel prepared and confident about what I was teaching." For decades, many teachers have relied on textbooks to provide much of the material for their lesson plans. However, texts are slow to incorporate the interactive and presentational activities that the PFPB requires. Therefore, creating everything from scratch can be time-consuming and burdensome.

Bella stated, "When we switched to this approach, we had no materials or support to teach in this manner properly. We still do not have the necessary resources." Mandy commented that "One challenge I have encountered is finding authentic resources such as visual and audio to use with the class." Finding the authentic materials such as videos, visuals, readings, and audio that are appropriate for the learners indeed takes a great deal of time. The majority of teachers said that they need resources that are ready to use and easily accessible to help them teach with the PFPB approach.

Analyzing student work, giving feedback, re-evaluating and refining lesson plans and activities.

The third challenge is analyzing student work, giving feedback using the district common rubrics, re-evaluating and refining lesson plans and creating and implementing activities based on the student performance.

Surveys. 75% of the participants state they use the district rubrics for formative and summative assessments. However, ten out of 22 respondents made similar comments on not having enough time to analyze student work thoroughly and refine and reflect on their own practices due to time constrains they have at work. One survey respondent commented, "Rubrics need to be adapted for every level, have examples of what a product looks like for each rubric, train teachers in use of rubrics to provide students better feedback." Other commentary from the surveys which reinforces these thoughts is:

- "Not enough time to go back and revise lesson plans. Feeling scatter-brained about our curriculum, I feel like it is all over the place."

- "Setting a program like this takes many hours of preparation, evaluating and reflecting, I just do not have enough time for this."

- "Teachers must constantly re-evaluate activities and performance not only to keep activities up to date with the trends in technology, social media. Teachers should reflect on why it works for one class and not for the other class."

From this quote, it is important to note that some teachers seemed to understand that not every student learns at the same pace as the whole class and that an entire class can have different results that another class. Learning styles also play a part in this and teachers must be willing to make changes to help those students and all students who may also have special needs or disabilities. Teachers have little to no control over the number of students in each class or the number of special needs students in each class, it can vary greatly. All of these things contribute

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to how much time teachers have not only to develop their lessons and PFPB approach activities but also the amount of time teachers can spend with individual students, pairs and groups to help them be successful with these types of assignments. It is imperative that teachers have time to consistently evaluate students' progress and provide the appropriate feedback in order for students to implement the PFPB approach in their own learning.

Interviews. Four out of five interviewees responded positively when asked about the district wide common rubrics that they use for formative and summative assessments for writing and speaking. They stated that the rubrics are useful and easy to use since they make grading more uniform and consistent. However, it comes at the expense of clarity and consistency for students. In the interviews, Lisa stated her dilemma as follows, "The wording is very confusing. I try to use it for the writing and speaking tests, but that's it. And even then, I usually have to ignore some part of it so that it makes sense for what I have asked the students to do." For teachers to use the rubrics effectively, the district may need to convene rubric writing teams in order to get input from all teachers. Also, besides a simple check-mark system on a rubric, an area for commentary by the teacher could also be helpful to resolve this issue.

Lesson plans. The lesson plans reflect that not all of the challenges were met. The chart below in Table 4.1. shows five teachers did or did not meet each of the challenges as shown in the lesson plans.

Table 4.1. Challneges Five Interviewees Met or Did Not Meet in Lesson Plans

Name of the interviewee	The use of the TL 90%	Activities suitable for the PFPB	Use authentic resources	Analyze student work and providing feedback
Alice	NO	YES	YES	YES
Bella	NO	YES	NO	YES
Lisa	NO	NO	YES	YES
Mandy	NO	YES	YES	YES
Nancy	NO	YES	YES	YES

Although none of the teachers were able to use the TL 90% of the time, they did make an attempt to do that. In Alice's lesson plans she noted, "We have an expression of the day every day." "We have all Spanish Day on Tuesdays and Thursdays." "We have Música Miercoles" on Wednesdays. From her lesson plans, it can be inferred that she plans to use the TL 90% of the time in her daily lesson; however, it is difficult to justify whether she was actually using it or not. Bella noted she has a variety of activities such as Speed Dating, Grammar Tag, Circle Speed Popcorn, Creating a skit. Those activities require speaking in the TL; however, it does not guarantee whether or not students are using the rate of 90% of the TL in the activities. In Nancy's lesson plans, it shows she has many activities requiring students to listen, write, and speak in the target language. She noted in the lesson plan, "The student will only speak Spanish during this game. No English allowed." However, that was written only on Friday that week. The two other teachers noted some activities such as role playing requiring students to speak in the target language, but that does not insure 90% use of the TL has been practiced.

Four out of five teachers' lesson plans show that their activities are suitable for the PFPB approach such as Speed Dating, Walk and Talk, Creating a skit, Role Playing. However, Lisa's lesson plans did not show their verifiable PFPB activities. In the activities section of her lesson plans it was noted, "Review places in the city, introduce vocabulary for giving opinion, or review for test". It said, "Students will be able to state what they do at different places." But it does not show specific descriptions of activities how students accomplish the task.

Four out of five teachers' lesson plans indicated that they use authentic resources. For example, Alice, Lisa, Nancy use music of the TL. Alice noted, "Students listen to a song and interact with it in various ways depending on the song." Lisa uses French songs to practice vocabulary, so does Nancy with Spanish songs. Mandy uses a French website to review the

names of the fruits and vegetables to practice their vocabulary. She also uses a video to have her students identify the vocabulary expressions needed to go grocery shopping at a Marche. After the video she has her students create a conversation with peers. Bella noted in her lesson that, "Student will read a story and watch a video in which their new vocabulary plays a central role. They will learn new words by making inferences." However, she did not indicate the name of the video and its sources in her lesson plan; therefore, it may come from a part of the textbook she is using. It is hard to justify from her lesson plan whether or not she is using authentic resources since stories and videos which come from part of a textbook are not necessarily authentic resources. Some of the materials are edited to be foreign language user friendly.

A challenge that teachers face is analyzing student work and providing feedback. All five teachers' lesson plans show that they plan to provide feedback to their students. For example, Alice uses a "Walk and Talk" activity to assess informally whether or not students are able to understand how to use the new concept in the TL. She observes students as they walk around the classroom and asks and answers questions of other students using a chart. Bella informally assesses by having the students create and perform a skit which demonstrates the integration and implementation of writing and speaking in the target language. Lisa uses unit 3 interpersonal speaking assessment by having students asking each other to give an opinion on the best fast-food place in town or suggest where to go eat. Mandy uses role playing to assess informally whether students can order food at the local super market in the TL and she also assesses formally through presentational speaking assessment whether students can state their preference regarding food items. Nancy uses a speed dating activity to assess informally whether students can ask personal questions such as asking their name, address, age, and birthday.

In conclusion, analysis of the data from the survey, the interviews, and lesson plans indicated that teachers demonstrate their own implementation of the PFPB approach and they find some challenges in implementing the approach completely.

Finding 3. Teachers Recommend Emphasizing Ideology/Mindset, Promoting Collaboration, and Conducting Ongoing Training to Further Aid in Implementing This Approach More Consistently

Based on the results of the survey section II-4 (the survey participants were ask to respond: What recommendations do you have for implementing a PFPB approach?) and 6 (Please explain what kinds of ongoing trainings will help you most when implementing the PFPB approach?), and interview questions, there are three common ideas and recommendations voiced by teachers in order to further aid in more consistent implementation of the PFPB approach. This third finding corresponds to the third research question as to what kind of help or ideas foreign language teachers may need in order to implement this approach further and more consistently. Three recommendations are: ideology, collaboration, and training.

The following codes that were used to reach the third finding were identified from the survey scripts. These codes included: acceptance of the PFPB approach for both students and teachers, meeting students where they are, not expecting students to learn at the same pace, more time to collaborate with colleagues, more trainings for the PFPB approach, consistency throughout the levels, consistency of the grading, common rubrics created by teachers. The following codes that were also used to reach the third finding were identified from the interviews. These codes included: sharing new ideas, goal setting, more training, more time to create and collaborate, and networking.

The importance of ideology/ mindset for both teachers and students.

Ideology/ Mindset in implementing the new approach is critical for both teachers and

students. Both teachers and students must accept that this approach to learning a language is beneficial and effective. Otherwise, they cannot implement it in a consistent and reliable manner. The teachers gave ideas of how to get other teachers to buy in and start to implement the PFPB approach.

Surveys. Ten out of 22 respondents made similar comments on both teachers and students needing to "buy in" to this approach. One respondent stated, "Everyone needs to buy in. If one level is focused on proficiency and the teacher at the next level teaches using drill and skill style with lots of grammar focus, there will always be a lack of continuity in learning." Students who mostly did written assignments and spoke very little in the target language one year, but the following year are expected by their new teacher to produce in the TL right away could feel intimidated and afraid of making mistakes when speaking aloud. For the PFPB approach to work most effectively, it is just as important for all of the teachers to be consistent as it is for the students.

The bulleted quotes below are taken from the surveys in supporting the importance of Ideology/Mindset.

- "Accepting the reality that traditional activities do not hit the mark. One must ensure that speaking is occurring and that active learning and participation also occurs. The target language must be used by the teacher and students."

- "Use of target language has to be required in every class period. No students should leave the room without having said something in the TL."

- "Teachers need to have a plan for staying in the TL and not just giving in. Also, teaches need to know a good strategy for checking understand while in the TL, especially for novice levels."

- "There needs to be consistency throughout the levels taught so the students will have a stronger base for the following year."

- "Make students very aware of the proficiency levels and refer back to them often."

- "Be very tenacious at using basic vocab/sentences over and over again. It is so much easier for teachers to speak English and it takes huge efforts to speak the TL, that is why you have to be tenacious."

- "It is critical in this approach that the teacher know that every child is speaking in and being understood and understanding others. This is what a communication focused classroom looks like. It is also critical for teachers to be reminded that traditional activities are not to be used in the PFPB approach."

- "Teachers must ensure that speaking is happening and that students' learning and engaging are also taking place. Traditional workbooks, worksheets, and textbooks do not emphasize real-life communicative activities enough for a student to be able to hone this skill and use it effectively."

Interviews. Nancy stated, "Students need to open their mind to learning and not be lazy to learn in a different way. They need to think on their own." Alice commented, "Some students could be intimidated by the approach as it requires them to be active participants. To some students it may be easier to have a worksheet type approach." Lisa said, "This style of teaching is not something they are used to, so they don't like it when I have them do more communicative activities. They would rather do a worksheet like they do in other classes."

The importance of collaboration between teachers.

Time is one of the biggest challenges which teachers face every day. 12 out of 22 teachers in the survey made similar comments on needing more time to appropriately implement this

approach through collaboration within their school and district. Collaboration among colleagues would allow them to share teaching ideas, strategies, materials across languages and the district.

Surveys. 12 out of 22 survey respondents specified that they are needing to collaborate with colleagues for planning. The quotes below are taken from the survey.

- "Nobody in the district shares work with me, but I always give other teachers my stuff. I need more people to share with me."

- "Continued cohort sessions where teachers can share ideas for activities and authentic materials."

- "The district allows for some collaboration."

- "I need more ideas and need more writing prompts, stories to tell.

- More ideas with how to do Performance Based Assessments through collaboration with my colleagues."

- "Planning with other ASL teachers within the district is crucial for success of implementing the program. Typically, we only meet during the summer to plan the year's units."

- "Having pullout sessions during the school year so that teachers can have a substitute, paid by the district, so that they could observe what is working for a colleague or on another campus. Teachers could also voice concerns and clarifications."

Interviews. In the interviews, Lisa mentioned her need for more collaboration with her colleagues as, "Working with other French teachers in the district, sharing French materials like videos or have a French teacher come and train us will be very helpful. More trainings with time to create activities instead of just learn about them."

Lisa did emphasize the importance of collaboration with her colleagues since she mentioned that she understands the PFPB approach, but she still is not confident in executing the approach

properly in class as she stated, " I don't know … sometimes I feel lost and like I don't know what I am doing." However, she also stated that sharing ideas and activities with other teachers in the district is really helpful to know how to plan the lessons and check to see if she is on the right track to implement the PFPB approach effectively.

Both quotes and Lisa's statement show that more collaboration among teachers in the same language or even other languages and other levels is needed to further aid in the implementation of this approach more consistently.

The need for more ongoing trainings.

Teachers voiced the need and desire for more training in order to improve teachers' ability to confidently apply this approach.

Surveys. Teachers were asked on the survey questions 2-6 what kinds of ongoing trainings will help them most when implementing the PFPB approach. Nine out of 22 respondents answered and made a similar comment on needing more ideas for how to use the PFPB approach and its assessment. When faced with creating assessments that are not objective, some teachers are unsure how to proceed with the grading process and even with what they are grading. That is, more rubric trainings are needed. Rubrics need to be adapted for every level, with examples of what a product should look like for each rubric and training for teachers in the use of rubrics. One survey respondent stated, "In my opinion, the best training for the PFPB approach is one that will give ideas and examples of activities. That way it helps us teachers."

Four out of 22 respondents made a similar comment in the survey response that having more training related to particular language skills and ideas for performance-based projects would be most helpful in the survey response. For example, one survey respondent commented, "Focus on particular skills: for example, presentational writing or speaking. Include resources

also how to succeed when things go wrong, how to get students motivated." Another said, "Any training related to speaking."

The survey consistently shows that teachers have a positive view of the PFPB approach, but need and want help in implementing it well.

Interviews. There are positive comments on the current trainings which the district offers to the foreign language teachers. In the interviews, Alice stated, "The trainings have helped me to think of new ideas and helped me to meet other colleagues with similar philosophies. They also give me confidence to know that the approach works." Lisa stated, "I definitely gained lots of new ideas from the trainings and was very inspired by the presenters. They gave me hope that I can do this and the desire to create activities that will lead to language proficiency." Furthermore, Lisa also stated, "They have motivated me to find new ways to present grammar and verbs, but I haven't had time to change everything yet." Bella commented, "I received training from the district. They were fine for the lower levels, but never helped with the upper levels."

Lesson plans. According to the comments from several teachers in the surveys, more ongoing trainings for creating lesson plans among colleagues will be helpful to implement the PFPB approach consistently. The district provides opportunities through cohort trainings for teachers from all campuses to collaborate regarding lesson planning. Teachers of each language and level work together in groups to implement the PFPB approach within their common lesson plans. The lesson plans document that the teachers' mindset has changed from using the traditional approach to using the PFPB approach. The lesson plans demonstrate the collaboration between teachers who teach the same level of a language. For example, Mandy and Lisa, two teachers who teach French level one, use Kahoot, which is an online game tool to practice food

vocabulary in their lesson plans. One teacher can create questions for Kahoot for a unit of study, then for the next unit, the other teacher can create the questions, supporting one another through collaboration.

In conclusion, all of the ideas and recommendations were described in the surveys and interviews. Analysis of the data from the survey scripts, the interviews, and the lesson plans indicated that teachers affirmed their needs for resources to be suitable for the PFPB approach and time to collaborate with colleagues, share teaching ideas, and create new activities in order to implement the PFPB approach further. The lesson plans reflect how teachers have adapted the PFPB approach to meet the challenges in their own classrooms.

Summary of Findings

This chapter describes participants' experiences implementing the PFPB in their daily practices. The data analysis provided insight into the participants' experiences through their understanding of the PFPB and their perceptions towards implementing the PFPB.

Three findings were yielded from analysis of the coded data taken from the survey scripts, the interviews, and the lesson plans:1. Teachers demonstrated an understanding of and a positive view toward implementing the PFPB approach; 2. Teachers found several challenges in implementing and executing the PFPB approach properly; 3. Teachers recommended emphasizing ideology/mindset, promoting collaboration, and ongoing training to further aid in implementing this approach more consistently.

These findings help me understand the research questions of how foreign language teachers understand and interpret a PFPB approach, how foreign language teachers perceive their own implementation of the approach, and what kind of help or ideas foreign language teachers may need in order to implement this approach further and more consistently.

The next chapter, chapter V will discuss the contribution this study makes and implications for practice and recommendations. The chapter will also address the limitations of the study and implications for further research based on the findings of the study.

CHAPTER V

DISCUSSION AND RECOMMENDATIONS

Introduction

Foreign language teachers within the district used for this study are facing a paradigm

shift in the ways language is taught and even within teachers' pedagogical beliefs, shifting from

the traditional approach which focused on grammar and vocabulary to a focus on the

Proficiency-Focused, Performance-Based (PFPB) approach, developed in the district, in order to

meet the national *Standards for Foreign Language Learning in the 21st Century,* created by

ACTFL (1999 & 2006). The expectation is that every teacher in the district will use the PFPB

approach. However, the potential problem is that some teachers would not be able to implement

it consistently and accurately; therefore, it is not as effective as it could be. A lack of

understanding regarding this approach and how to use it in the language classroom could mislead

the teachers to executing the approach inaccurately.

The purpose of this study described in chapter I is to analyze how the foreign language

teachers in one district understood, interpreted, and implemented the PFPB approach to teaching

foreign languages. Additionally, the aim of this study is to find out what kind of help or ideas

that foreign language teachers identified in order to implement the approach more consistently

and effectively in their practices.

The theoretical frameworks which guided the study described in chapter II are language acquisition theories including second language acquisition theories, and foreign language teaching methods and approaches.

In chapter III, methodology of the study was described as follows: survey data were collected and analyzed from 22 foreign language teachers in one district. Among those 22 teachers, five were interviewed and their lesson plans were collected in order to triangulate the data to validate the study.

This qualitative exploratory case study was carried out and the guiding questions were as follow: (1) How do foreign language teachers understand and interpret a proficiency-focused, performance-based approach? (2) How do foreign language teachers perceive their own implementation of the approach? (3) What kind of help or ideas may foreign language teachers need in order to implement this approach further and consistently?

Analysis of the coded data yielded three findings: (1) Teachers demonstrated an understanding of and a positive view toward implementing the PFPB approach; (2) Teachers found several challenges in implementing and executing the PFPB approach properly; and (3) Teachers recommended emphasizing ideology/mindset, promoting collaboration, and conducting ongoing training to further aid in implementing this approach more consistently. In this final chapter, chapter V, the summary of findings, discussion of findings, contributions, implications for practice and recommendations, implications for further research, and limitations will each be summarized. Lastly, conclusion will be discussed.

Summary of Findings

This study describes the participants' application of the PFPB in their daily practices. The data analysis provided insight into the participants' understanding of the PFPB and their perceptions towards implementing the PFPB approach. Three findings were yielded from analysis of the coded data taken from the survey scripts, the interviews, and the lesson plans: (1) Teachers demonstrated an understanding of and a positive view toward implementing the PFPB approach; (2) Teachers found several challenges in implementing and executing the PFPB approach properly. The challenges were: how to maintain the use of the TL 90% of the time, and finding time to not only create lesson plans but also to find authentic resources/manipulatives, analyze student work, give feedback, and re-evaluate and refine lesson plans and activities; and (3) Teachers recommended emphasizing ideology/mindset, promoting collaboration, and conducting ongoing training to further aid in implementing this approach more consistently. These ideas and recommendations were: the importance of ideology/ mindset for both teachers and students, the importance of collaboration between teachers, and the need for more ongoing trainings.

These findings helped me understand and answer the research questions as follows: (1) The foreign language teachers in the study understood and interpreted a proficiency-focused, performance-based approach correctly as meaningful use of language for real communicative purposes with the use of authentic resources and engaging activities to encourage students to be able to demonstrate their knowledge and skills, and as a proficiency focused approach which concentrates on improving the student's proficiency level in the language from novice to intermediate to advanced; (2) The foreign language teachers perceived their own implementation of the approach as positive, yet they found some challenges that need to be resolved; and (3) The

foreign language teachers may need more time to buy-in to the approach, may need more time to collaborate among teachers across the languages, and they stated a need for more ongoing trainings in order to implement this approach further and consistently.

Discussion of Findings

Understanding of the PFPB Approach

The implementation of the approach should be changed as follows in order to be executed properly: for example, the first finding indicates that the survey and interview participants showed an understanding of the concept of and approved of implementing the PFPB approach in their practice. They agreed that the PFPB approach has potential and is a promising approach to foster the students' language learning in the target language. However, understanding the concept did not ensure they were actually implementing it in the intended way. They understood the PFPB approach, but they did not always implement it correctly. Based on the surveys and interviews, I would say that some teachers were not able to implement it. Therefore, the definition of the PFPB approach and the district's expectations for its use should be periodically reinforced in department meetings and ongoing monthly district cohort trainings.

Challenges in Implementing the PFPB Approach

The second finding indicates that the participants found several challenges in implementing and executing the PFPB approach properly. These challenges show that the PFPB approach needs to be changed in order to be implemented effectively. The first challenge was for teachers to maintain the use of the TL 90 % of the time. Based on my personal experience and understanding of the data in this study, enforcing TL 90% in the instruction and in the language production of the students is not realistic. Even at the AP level, teachers did not achieve 90%,

despite their efforts. For novice learners, foreign language teachers should reconsider the rate of using the TL. I agree with one of the survey respondents who commented that, "Novice level students of the foreign language need the scaffolding and support of English as they learn a new and unfamiliar language, and so teaching 90% + in the TL is inappropriate." 90% use of the TL actually becomes an obstacle to learning if the students are not receiving comprehensible input and remain confused about what they are learning. Training teachers in techniques to reach 90% use of the TL could help to overcome this challenge; however, jumping immediately from little understanding of the TL to 90% could impair comprehension rather than strengthen it. Therefore, providing students access to L1 to support their foreign language learning is critical at a novice level to facilitate their TL learning much faster.

Krashen (1996) claims that we acquire language when we receive comprehensible input, messages that we understand. He argues that using the primary language is the best way for second language learners to make input comprehensible. García (2009) claims that allowing the use of translanguaging by students will be helpful to promote a deeper understanding of words, phrases, and concepts in both L1 and the target language. Cummins (1981) claims that concepts once learned in the first language transfer to a second language. For example, if learners already know things in their native language, they will be able to transfer that knowledge easily to the second or any foreign language since they have already built the academic concepts in the first language.

However, in a PFPB approach, teachers are expected to use the target language in a comprehensible way for at least 90% of instructional time, in line with ACTFL standards. As students learn new and unfamiliar content through the lens of a foreign language, their lack of familiarity with the topic in L1 presents challenges in accessing the content in L2.

Based on the results of the data, the district language teachers use the TL on average of TL 60-70% of the time, and teachers considered this to be a good practice compared to the past when there were no certain goals set for using the target language in instruction. One interview respondent commented that, "The traditional method prior to the PFPB approach was definitely not successful in getting students to communicate in the TL." Even though teachers were not achieving 90% of the TL use, the students can still benefit from constant exposure to the new language while receiving enough comprehensible input and making use of translanguaging.

It is promising that we are moving forward to enforce using the TL as much as possible. If there were no goal at all, the percentage of TL use might have been lower than this research indicates. Locke and Lathan (2002) argue that goals influence performance. They claim that "Goals have an energizing function. High goals lead to greater effort than low goals" (p.706). Before using the PFPB approach, the district was using the traditional approach which focused on teaching vocabulary and grammar in the reading and writing to teach foreign language program. Communication was not focused. Therefore, teaching students with TL was not commonly practiced. The product of such programs was producing only a few students who could speak the TL once they completed the language course.

The question is whether we are trying to set a goal or not, and whether that goal is relevant for each level of the language as students progress from year to year or even from semester to semester. Locke and Lathan (2002) claim, "Goals serve a directive function: they direct attention and effort toward goal-relevant activities and away from goal irrelevant activities" (p.706). When novice students have specific learning goals and they are given activities that are relevant to their goals, they most likely perform better than those who are given goal-irrelevant activities. Understanding novice level students' need for building their foundation

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of the TL should be given more attention rather than putting one size fits all teaching instruction in the foreign language program. Reflecting on our own practice allows us to think about what the ideal program would look like. Just using 90% TL for novice learners is not a realistic goal and may not result in the desired result. The rate of the use of the target language should increase as students progress at each proficiency level.

Another challenge that teachers face is that they do not have enough time to create lesson plans, to find authentic resources/manipulatives, to analyze student work, to give feedback, and to re-evaluate and refine lesson plans and activities during their contract hours. Ideally, the district would provide more time to teachers to do all the necessary work properly. However, one solution would be for teachers need to develop strategic plans to maximize the time. They could do this by collaborating to create quality materials and share them. That way, they could save time and provide quality instruction to their students.

Ideas and Recommendations for Implementing the PFPB Approach

The third finding was that teachers recommended emphasizing ideology/mindset, promoting collaboration, and ongoing training to further aid in implementing this approach more consistently. The first idea and recommendation is about the importance of ideology/ mindset for both teachers and students. All foreign language teachers should understand the difference between the newer PFPB approach and traditional approaches. Teachers and students will have no desire for changing to the PFPB approach unless they see and experience better learning outcomes in using the TL than they did using the traditional approach. This change in ideology/mindset is critical to the full implementation of the PFPB approach. Doing the hard work of change without seeing an improvement is pointless and frustrating. In order for teachers and students to be willing to do that work, they must see the benefits of this approach to change

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their mindset. Unlike a traditional approach, the PFPB approach allows students to have an ownership of their learning such as a student-centered learning environment. Lundgaard (2015) claims, "If a curriculum is built to provide performance opportunities and to provide space for learner input into content and process, there is also a likelihood of increased student cognitive engagement, investment, and motivation" (p.35). This statement illustrates some of the possible benefits of receiving the PFPB approach form the students' points of views.

Prawat (1992) claims that teachers are seen as important agents of change, but at the same time they are seen as major obstacles to change. Freeman and Freeman (1994, 2011) claim that one of the factors that influences the way teachers teach is their past academic experience, that is, they teach as they were taught. If foreign language teachers were taught with traditional language teaching when they were in school, they will be affected by that. The traditional approach worked for them, so it should work for their students. Therefore, change can be difficult, time-consuming, and confusing. This may be attributed to what Allen (2002) stated in her study of foreign language teachers' pedagogical beliefs toward the Standards for Foreign Language Learning in the 21st Century. She claims that "Many foreign language teachers still believe in the coverage model, perhaps because that is what they have always done and lack direction to do something else" (p.525).

In traditional foreign language teaching, textbooks dictate what to teach. Teaching and learning are viewed as transmitting of information. The teachers' responsibility is to cover the content from the given textbooks, and the students' responsibilities are to memorize what they are provided. A quite small number of students succeeded under the traditional way of teaching with minimal usage of TL, because they are very motivated to learn the TL and skilled at self-teaching. It is unfortunate that foreign language teachers do not necessary understand how

difficult the traditional method is for their students because they were the ones who were taught like their students when they were in school. Besides this type of top down program, teachers are being forced to use PFPB even though they do not necessarily agree or they do not find its potential impact to facilitate students' ability to speak TL effectively.

Not only do some teachers struggle with change, they see their students struggling to use the PFPB approach. One survey respondent stated, "Students struggle with transition." Another survey respondent commented, "Getting students to engage in the TL is a challenge. Many students refuse to try because of either fear of failure or lack of ambition/effort." It is vital to the success of the PFPB approach for all teachers within a world languages department to buy-in to the approach. Otherwise, the approach cannot be fully implemented to achieve complete success. Consistency of implementation across the languages and levels is key.

A whole-school reform model called Success for All (SFA) was implemented in two California elementary schools in January 1998 through March 1999 (Datnow and Castellano, 2000). This study was to explore teachers' responses to SFA, which is a similar situation to my study of teachers' responses to the PFPB approach. The in-depth qualitative case study findings indicate that there were some teachers who simply accepted the program or were against the program; however, it is notable to mention that teachers supported its continuation because "teachers perceived that SFA was having a positive impact on students" (p.794). The data of my study also showed that teachers demonstrated a positive view toward implementing the PFPB approach. They also saw a positive impact on their students. Spanish teacher, Alice stated in the interview that "I think it is the best way for students to actually learn another language." And she sees her students actively use the language to function in real world interactions and situations.

French teacher, Lisa commented that "I think the PFPB approach is probably the best way to approach teaching a language. I really do see the benefits and want to teach this way."

It is important to the success of this approach not only to shift teachers' ideology away from traditional teaching toward implementing the PFPB approach consistently, but also critical for students to see how important it is to practice the TL on a daily basis. Students must lower their mental barriers such as fears of making mistakes using the TL or being intimidated by the approach as it requires them to be active participants. Students must make a smooth transition from learning with traditional instruction to a more meaningful and useful communicative approach. By doing so, students can acquire the TL by being less intimidated and they can retain more information than they have learned in class through rote instruction.

One teacher stated that teachers also need to let students own what they have learned and move at an appropriate pace for themselves. Teachers should not expect students to know the same things at the same time and should give them credit for everything they say or write. Teachers also should regularly meet students where they are in terms of checking their language progress. Students who are applying the PFPB approach may at times seem less strong than traditional students, but they are actually owning the material, not just memorizing it. They are experimenting with the language, and they are making mistakes in their oral production. In the traditional classroom, students are fixing all of their mistakes before they say one word. But with PFPB they are working through the process as they go. At first it may be a slow transition but in the long run, using the PFPB approach strengthens communication because speaking is occurring in more authentic, real-world scenarios, and at a greater rate. Teachers need to understand it takes time and lots of repeated opportunities for students to use the TL in an authentic way.

The second idea and recommendation is the importance of having collaboration between

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teachers. Collaborating with colleagues is very difficult due to time constraints. Teachers have extra duties, meetings and tutoring before and after school as well as parents' conferences either by phone, email or in person. However, it is crucial that teachers collaborate with colleagues so that they can resolve issues such as needing more time to create meaningful activities. For example, one teacher commented that it would be good to have ten teachers each develop and share one activity each. They would all then have ten activities. Therefore, each teacher would not have to create every single activity and lesson plan they use. One survey respondent stated, "My biggest challenge is that I do not have enough time to make up the curriculum, worksheets, tests, quizzes, and activities for all my different levels." Hence, dividing the work benefits the entire group. Many activities can be adapted for all languages, so something that the Spanish teachers create could be used for the teachers of German, French, etc.

The third recommendation is the need for having more ongoing trainings. Many teachers showed a positive view toward implementing the PFPB approach and they claim that they adapt the approach in their daily practice. However, it is not possible to know whether they are implementing it in the classroom exactly as the district intends them to be doing. Therefore, having more trainings which align PFPB techniques and activities with teacher expectations would demonstrate to teachers how to implement the approach further and more consistently. It would also provide the teachers with the confidence to use the approach in a reliable, constant, manner as they see it working for their students.

Collaboration and training go hand-in-hand. Teachers collaborate to create PFPB activities to develop the lesson plan. Training focuses not only on developing lesson plans, but also on the mindset and ideology of teachers by creating a working community. Collaborating

together is an effective use of time by creating activities and supporting each other to implement the PFPB approach further and consistently.

One teacher pointed out that refining the existing PFPB is the next step to make this program even stronger. When the program gets stronger, we can expect students' growth in learning the target language. Providing good instructions to students is a key to succeed in language learning. Through training and collaboration methods for instruction can also be refined.

Contributions

This study contributes findings specifically about how foreign language teachers in one district have implemented the PFPB approach in their classroom practice. The study also shows what modifications should be made for successful implementation. Teaching approaches have been evolving and are still evolving. This study can also be used as a tool for enabling teachers to reflect on their own practices in order to refine their current practice and improve their teaching practices, techniques and procedures. The manner in which the PFPB approach is implemented correctly using the data from this study could certainly contribute to a more communicative and creative world language classroom and transition it from the more traditional classroom which emphasizes rote memorization and written work. The research in my study can lay a foundation for a better understanding of the PFPB approach and how teachers perceive their implementation of it.

The findings of the study contribute to teacher preparation and ongoing teacher trainings in order to meet students' language needs, enhance students' language skills in the target

language, and help them negotiate different cultures in the global world. The PFPB approach seeks to enable a student to use the foreign language for life and to use it in real-life situations.

Implications

Practice and Recommendations

Based on the study I conducted, the PFPB approach can work if the existing PFPB approach is refined and improved. This approach could be applicable and suitable for any other district that seeks a communication focused approach in the foreign language program.

The district can also use this study to further implement the PFPB approach by giving teachers what they need to be successful as stated in the survey and interviews. Teachers can use the study to reflect on their own practice and use it as a guide to improve their teaching of students' language acquisition. The following are the recommendations to take into consideration when implementing this type of program in the future:

1. All foreign language teachers should adhere to the same standard of the definition of the PFPB approach and the expectations for its use.

2. Jumping immediately from little understanding of the TL to 90% could impair comprehension rather than strengthen it. Depending on the language levels, specifically for novice learners, foreign language teachers should think about the needs of the students and adjust the amount of TL usage. However, the rate of the use of the target language must increase as students move from one level to the next higher level, always moving toward the 90% ACTFL goal.

3. All foreign language teachers should be provided more time during their contract hours: to create lesson plans, to find authentic resources/manipulatives, to analyze student work, to give feedback, to re-evaluate and refine lesson plans and activities.

4. All foreign language teachers should understand the importance of ideology/ mindset shifting from traditional teaching to a new way of teaching/learning: both teachers and students need to buy-in to the PFPB approach.

5. All foreign language teachers should understand the importance of collaboration between colleagues. It does not have to be limited to the same language but can also be applied across languages to share ideas for teaching.

6. All foreign language teachers should be provided more ongoing trainings to fully understand the PFPB approach and to know how to execute the approach.

It would be helpful if teachers could receive many examples of activities that exemplify the PFPB approach and contrast it with the rote memorization, worksheets, and textbooks used in more traditional approaches. Examples of activities could be gathered from the teachers who adhere to the district's definition of the PFPB and expectations for its use. Through class observations or video recordings, teachers could share examples of activities with each other. Instead of inviting an outside expert, teachers in the district could be the ones who provide examples of activities. In that way, they can provide a teacher's point of view in the implementation of the PFPB approach. Their voices can be more reflected in the PFPB approach, and teachers can become more receptive to the approach knowing that it has worked for their colleagues. Providing such training will ensure that teachers can deepen their understanding of the concept of the PFPB approach and use the knowledge more effectively.

Further Research

  Because this study is limited in scope, it should be expanded to a larger group in order to verify further the use and implementation of the PFPB approach. The next step will be to include my entire school district. Other neighboring districts do not use this program. Therefore, I as a researcher want to teach and advocate for the program and conduct action research by helping implement PFPB and gathering data about the process.

  This study also raises some important questions to address for future research. First, how can we ensure that all teachers implement the PFPB approach in the intended way? How can we achieve the use of the TL at 90% or above? Second, how can we increase fidelity of implementation of the approach? Would adding additional monitoring such as class observations help us to understand whether there are any discrepancies between what teachers say they do and what they actually do? How much and at what degree does the approach help students facilitate their language ability?

  Conducting quantitative research including pre and post tests of the students' performance might be another way to measure the effectiveness of the PFPB approach. I could gather data by collecting the results of students' summative assessments including interpretive reading and listening assessments and interpersonal/presentational writing and speaking assessments. The control group would be classes in which teachers use the traditional approach with textbooks, workbooks, and worksheets to teach the TL. The experimental group would be classes in which teachers implement the PFPB approach using the TL 90% of the time. Comparing these two groups could provide insight into the effectiveness of the PFPB approach. A possible research question could be, "Do students who are taught using the PFPB approach and reach the advanced levels where the TL is used 90% of the time communicate more

effectively in the TL than those who are taught using a more traditional, grammar-based

approach and reach the highest level in that program?"

Finally, what are the best strategies to have students buy-in to the approach? Would

teachers using more collaborative activities and making activities more interactive help students

become more engaged than a traditional approach? Answers to those questions are worth further

study in order to implement the PFPB approach more effectively.

Limitations

This study is limited due to the number of participants. It was conducted within two

schools within one district. There were 22 participants for the survey. And, five of those were

also interviewed. The lesson plans were provided by those who participated in the interviews.

This study focused on the modes of thought of the teachers. It did not include teacher

observations. This means I do not have the data about their modes of action. The teachers'

explanations of what they do may not be the same as what they actually do.

The findings of the study do not reflect all the high school teachers of foreign languages

in the entire district and do not apply to foreign language teaching generally. This is a qualitative

study; the data have validity for specific participants in this district, but it should not be assumed

that PFPB would be understood the same way in a different district. Teaching Latin should be

excluded since a Latin teacher does not have oral communication as a goal.

Conclusion

Teaching methods/approaches in foreign language programs have been evolving to

promote communication skills. Many language teaching methods and approaches were changed

to meet the demand for improving learners' communication skills in the 21st century. It is critical

for foreign language teachers to identify what is happening in their current practices, reflect on their own practices to search for possible weaknesses and find ways to address them, synthesize the ideas for activities, and keep exploring better practices. The ultimate goal for foreign language teachers is to best serve their language students. The PFPB approach might have the potential for taking students to the next level of language leaning since it promotes language acquisition in a naturalistic way.

This study has highlighted the benefits of implementing the PFPB approach in two high schools' foreign language programs in central Texas. Although there are still some difficulties in full implementation of the approach, teachers see the PFPB approach as promising, according to the survey and interviews.

The findings of the study provide the basis for future research. Since the PFPB approach is a unique combination of recent ideas in foreign language instruction, this study will be the starting point of more discussions among foreign language teachers about how to implement the PFPB approach further and more effectively and consistently. There is a hope that this study will help foreign language teachers to move forward to grow in their practice.

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APPENDIX A

APPENDIX A

IN-PERSON RECRUITMENT SCRIPT

My name is Yuka Kato, and I am a graduate student from the Department of Bilingual and Literacy Studies at the University of Texas Rio Grande Valley (UTRGV).   I would like to invite you to participate in my research study to explore the implementation of a proficiency-focused, performance-based approach in foreign language teaching
 .

This research study has been reviewed and approved by the UTRGV Institutional Review Board for the Protection of Human Subjects (IRB).

In order to participate, you must be over 18 years old and a foreign language teacher.

Participation in this research is completely voluntary; you may choose not to participate without penalty.

As a participant, you will be asked to answer the survey questions. It should take no longer than 20 minutes. If you are interested in voluntarily participating in the interview session, you will later be asked to answer interview questions, which should take no longer than 45 minutes. All survey data will be anonymous. All interview data will be reported confidentially, and pseudonyms will be used to report the findings. Participants' identities, including their names and individually-identifiable data, will never be shared with school officials or with my peers. Any information obtained that could identify participants will remain confidential. Data will be accessible only to the researcher until it is destroyed. Any paper copies of data will be stored in a locked filing cabinet in my home office. Any electronic versions of the data will be stored in password-protected computers until they are deleted on April, 30, 2019. Your right to participate or withdraw will be respected, and none of your supervisors will know whether or not you participate. If you agree to participate in the study, you can read and sign the consent form. Then I can give you the survey form and you will have a week to complete it.

If you would like to participate in this research study, please contact me via e-mail at ▮▮▮▮▮▮@utrgv.edu or contact me at ▮▮▮▮▮▮.

Do you have any questions now? If you have questions later, please contact me by telephone at ▮▮▮▮▮▮ or by email at ▮▮▮▮▮▮@utrgv.edu.
You may also contact my faculty advisor Dr. Kip Hinton, at (956) 882 8847
kipaustin.hinton@utrgv.edu

APPENDIX B

INFORMED CONSENT FORM

Research Title: Exploring the implementation of a proficiency-focused, performance-based approach in foreign language teaching

Research team:
Primary Investigator: Yuka Kato ███████████ ███████@utrgv.edu
Faculty advisor: Dr. Kip Austin Hinton (956) 882 8847 kipaustin.hinton@utrgv.edu

Background:
This study will be conducted as partial fulfillment of a Doctoral degree of Yuka Kato under the guidance of Dr. Hinton, her faculty advisor. Yuka Kato is a graduate student at UTRGV and is employed by ████████ ISD. Participation in this study is strictly voluntary. Choosing not to participate will not adversely affect teachers in any way. The purpose of this study is to better understand a proficiency-focused, performance-based approach and to explore the implementation of the approach in foreign language teaching. If you want to read a detailed background about this approach, please ask the researcher.

Procedure:
Participants will be asked to fill out the survey form (approximately 20 minutes) either at school or at home at their convenience. Participants will have a week to complete the survey and return it to Yuka Kato's work mail box via PONY mail (internal district mailing system). Names will not be written on the survey forms, and I will not know which campus they came from, making them anonymous.
The participants who check the yes box at the end of this informed consent form under the signature may be selected for the interview portion. Participants volunteering for the interview portion are asked to sign the separate release form for audio recording. The primary investigator will make an audio recording of the interviews so that she can have an accurate record of what participants said. Five to eight participants who volunteered will be invited to be interviewed. Participants will be interviewed individually for approximately forty-five minutes to one hour, before or after school at school, or on weekends at any convenient site. Follow up interview sessions might be conducted for thirty minutes if necessary. One week of lesson plans might be requested.

Risks or possible discomforts associated with the study:
This study is considered to involve minimal risk for participants. Participants will not be asked to complete the survey or interview during their work hours.

Benefits of participation:

This study provides no direct benefit to participants. However, participants will have an opportunity to revisit and reflect on their teaching methods. The results will be shared with participants, enhancing knowledge of how to implement the approach in their daily practice.

Voluntary participation:
Participation in this study is completely voluntary. Study participants may choose to discontinue participation at any time without penalty, question, or comment. If for any reason a participant decides that s/he would like to discontinue his/her participation, s/he can simply tell the researcher that s/he wishes to stop. For the survey portion, participants can simply return the blank or incomplete survey to the researcher. Participants can skip any of the questions if they do not feel comfortable.

Anonymity and/or confidentiality:
Participants' identities, including their names and individually-identifiable data, will never be shared with school officials or with primary investigator's peers. Any information obtained that could identify participants will remain confidential. Any audio recordings or paper copies of data will be accessible only to the researcher until it is disposed of on December 31, 2020.

Who to contact for research related questions:
For questions about this study, or to report any adverse effects during or following participation, contact the researcher: Yuka Kato at ▬▬▬▬▬, ▬▬▬▬▬@utrgv.edu and faculty advisor: Dr. Hinton (956) 882 8847 kipaustin.hinton@utrgv.edu

Who to contact regarding your rights as a participant:
This research has been reviewed and approved by the Institutional Review Board (IRB) for Human Subjects Protection.   Any questions about rights as a participant, or if you feel that your rights as a participant were not adequately met by the researcher, please contact the IRB at (956) 665-2889 or irb@utrgv.edu.
I, Yuka Kato, am a graduate student at UTRGV and a teacher for ▬▬▬▬ ISD, serving at ▬▬▬▬ High School and ▬▬▬▬ High School. Participation is strictly voluntary. Choosing not to participate will not adversely affect your job or standing with your school.

Signature:
By signing below, you indicate that you are voluntarily agreeing to participate in this study and that the procedures involved have been described to your satisfaction. The researcher will provide you with a copy of this form for your own reference. In order to participate, you must be at least 18 years of age. If you are under 18, please inform the researcher.

_____
         ____/_____/_____
Participant's Signature   Date

Please check one box below:
☐ **Yes**, I am interested in participating in the interview, and I will read the audio release form.
☐ **No**, I am not interested in participating in the interview.

Note: study participants are entitled to have a copy of this signed consent form

APPENDIX C

APPENDIX C

AUDIO RELEASE FORM

Title of Project: Exploring the implementation of a proficiency-focused, performance based approach in foreign language teaching
Researcher: Yuka Kato
Phone: ███████████
Email Address: ███████████@utrgv.edu
Faculty Advisor: Dr. Kip Austin Hinton
I hereby give permission to Yuka Kato to audio record my responses during the interview for this study, exploring the implementation of a proficiency-focused, performance-based approach in foreign language teaching. I further understand that researchers will use a pseudonym to identify me and that neither my name nor any other identifying information will be associated with the audio recording or transcription of my recorded responses. The recorded material will only be used for research purposes. As with all research consent, I may at any time withdraw permission for audio recorded material of me to be used in this research project.
I acknowledge that there is no compensation for allowing myself to be audio recorded.
I am permitting the review and transcription of my recorded interview by the investigators. The recorded material will be securely stored in a locked filing cabinet in the principal investigator's home office for approximately two years. After that time, all recorded data will be destroyed. No one other than the investigators will have access to the data.

Participant Signature:_____

Date: _____

APPENDIX D-1

SURVEY QUESTIONS

Survey questions
I. Please circle your responses:

1. What language do you teach?   Spanish   French   German   Latin
   Sign language

2. How many years have you been teaching?   0-5 years   6-10 years   11-15
   years   16-20 years   21-25 years   26-30 years   31-35 years   36+ years

3. When was your first proficiency-focused, performance-based training?

   2012 / 2013 /2014 /2015 / not yet   _____

4. Gender: male, female, transgender

5. Ethnicity: White/African American/ Hispanic / Asian/ Native American **/ Other**

6. I am a native speaker of the subject I teach: Yes or No

7. I   use the target language when I teach:

   for level 1 at the rate of   _____   %

   for level 2 at the rate of   _____   %

   for level 2 Pre-AP at the rate of   _____   %

   for level 3 at the rate of   _____   %

   for level 3 Pre-AP at the rate of   _____   %

   for level 4 Advanced Placement at the rate of   _____   %

8. My students use the target language when I teach:

   for level 1 at the rate of   _____   %

   for level 2 at the rate of   _____   %

for level 2 Pre-AP at the rate of _____ %

for level 3 at the rate of _____ %

for level 3 Pre-AP at the rate of _____ %

for level 4 Advanced Placement at the rate of _____ %

9. How much time do you emphasize the following skills: reading, writing, listening, and speaking during average class period?

Reading _____ %

Writing _____ %

Listening _____ %

Speaking _____ %

II. Please answer the following questions:
1. Please define the components of a proficiency-focused, performance-based approach:

2. Please give an example of an activity consistent with a PFPB approach which students do in your class.

3. When teaching new vocabulary, what strategies do you usually use?

4. What recommendations do you have for implementing a proficiency-focused, performance-based approach?

5. Please describe the challenges you face in implementing a PFPB approach in your daily practice.

6. Please explain what kinds of ongoing trainings or other activities will help you most when implementing the proficiency-focused, performance-based approach?

III. Please circle the number that best reflects your opinion:

1=Strongly Disagree   2=Disagree   3= Neither agree nor disagree   4. Agree   5=Strongly Agree
1. I can explain the differences among three modes of communication: interpretive, interpersonal, and presentational

1   2   3   4   5

2. I understand the concept of proficiency-focused, performance-based instruction.

       1   2   3   4   5

From question#3 through #9, please use the scale below:

1=Never   2= Rarely   3=Sometimes   4= Often   5=Always

3. How frequently do you implement the approach of proficiency-focused, performance-based instruction in your daily practice?

   1   2   3   4   5

4. I use the district rubrics (interpersonal, presentational) for formative and summative assessment.

   1   2   3   4   5

5. I teach vocabulary and grammar in context.

   1   2   3   4   5

6. My students work in either pairs or groups.

   1   2   3   4   5

7. My daily lessons are communication focused proficiency based lessons either written or oral.

   1   2   3   4   5

8. Activities I provide seem to be engaging, interactive, and meaningful.

   1   2   3   4   5

9. I prefer a proficiency-focused, performance-based approach rather than a traditional teaching approach which focuses on more rote vocabulary and grammar.

   1   2   3   4   5

APPENDIX D-2

INTERVIEW QUESTIONS

Interview questions

1. Please state the subject you teach, years of teaching experiences, and year you completed the proficiency-focused, performance-based training.

2. Before having the proficiency-focused, performance-based training, what types of approaches/methods were you using to teach foreign language?

3. Do you think the methods you used were successful or not successful? Why do you think so?

4. What were the challenges using the methods you used before using the PFPB approach?

5. Please describe what you think defines a proficiency-focused, performance-based approach and why do you think so?

6. Please give an example of an activity for each of the three modes (interpersonal, interpretive, and presentational).

7. Where do you feel you are in terms of implementing a proficiency-focused, performance-based approach?

8. Please describe what your daily lessons are like?

9. Please explain what you think about implementing a proficiency-focused, performance-based approach.

10. Please state what challenges you face in your daily practice when implementing a proficiency focused, performance-based approach.

11. Please state what challenges you think your students might have by receiving the approach

from you?

12. Please explain your thoughts on the rubric you are using for formative and summative

assessment.

13. Please describe the types of proficiency-focused, performance-based trainings you have
received?

14. Please explain how the trainings have changed the way you teach and what you need to better
implement the approach.

BIOGRAPHICAL SKETCH

Dr. Yuka Kato was born in Osaka, Japan. Her scholarly education includes a Doctorate of Education in Curriculum and Instruction with a focus on bilingual studies from the University of Texas at Rio Grande Valley, completed in December 2020. A Masters of Arts degree in TESOL was completed at Fresno Pacific University, Fresno, California, in July, 2003 and a Bachelor of Arts degree in English was earned from Doshisha Women's College, in Kyoto, Japan, in March 1997. Prior to doctoral study, she worked as an ESL instructor at a community college in California and as a Japanese teacher at the Japanese Supplemental School in New York and Texas. Currently she is working as a Japanese instructor with 13 years of teaching experience at the secondary schools in san Antonio, Texas.

In addition, Dr. Kato's professional achievements and awards include: Teacher of second place winner at the international Japanese speech contest in Ehime, Japan, in 2015; Teacher of first, second, third places of winners at the state level Japanese speech contest from 2014 through 2019; Educator of the Month for December College Nannies + Tutors of Stone Oak 2014; Teacher of the Year at Churchill High School in 2014; Trinity prize for Excellence in Teaching in 2014; Recipient of Kakehashi invitation project: The Youth-Exchange Project between Japan and the United States funded by the Japanese government in 2013; Recipient of Kizuna invitation project: The Youth-Exchange Project with Asia-Oceania and North America funded by the Japanese government in 2011; Stanford University's Annual Teacher Tribute Initiative Award for exceptional teaching in 2010. She can be reached at yukakato@hotmail.com