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THE USE OF SIMULATION IN FOREIGN LANGUAGE TEACHER EDUCATION IN ACTIVITY-SPECIFIC TEACHING SITUATIONS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

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1972

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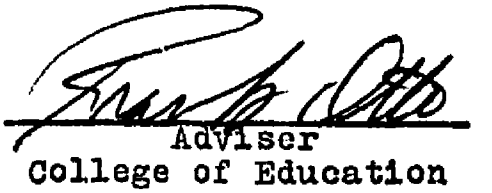

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To my family, whose patience, understanding, and sacrifice have allowed it to be realized, this study is dedicated.

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CHAPTER I

THE PROBLEM

Introduction and Background

Learning a foreign language requires the learner to acquire a new set of psychomotor, linguistic, and cognitive language skills. The learner must learn a new set of physical movements and habits for speech, a new system for understanding and generating structures, and a new verbal and conceptual vocabulary.

Asher indicates that the learning of a foreign language is a total physical and mental activity.[1] The learner must be actively involved in learning to produce correct speech sounds and correct language forms and structures. He must be actively involved in learning to hear and understand the language he is learning. In order to establish the new psychomotor, linguistic, and cognitive habits, the learner must be actively involved in practice.

This kind of active language learning requires a teacher who can guide learning in these activity processes. In order to do this, the foreign language teacher must have a broad background in theory from various fields. The teacher's training must include theory and principles from

linguistics, psychology, and pedagogy. More importantly, the teacher must be able to put into practice the various theories and principles he has learned. He must be able to bridge between theory and practice. Therefore, the most important part of the foreign language teacher's training is the practice which provides the reality for transferring theory into practice. This practicum is, however, the most difficult part of his training to arrange.

A variety of practicum possibilities exists within the framework of foreign language teacher education programs. The practicum activities can be very simple and imitative or they can be highly complex situations in actual classroom teaching. Some teacher training activities are included in the professional education courses on the college campus; others must be conducted in the field in actual classroom situations. A suggested sequence of activities based on Andrews' model is the following:

1. exploratory observation in a foreign language classroom,
2. assisting the foreign language classroom teacher,
3. peer teaching,
4. micro-teaching,
5. simulation,
6. bit teaching in a foreign language classroom,
7. team teaching in a foreign language classroom,
8. student teaching in a foreign language classroom.[2]

The sequence of activities is presented graphically in Figure 1.

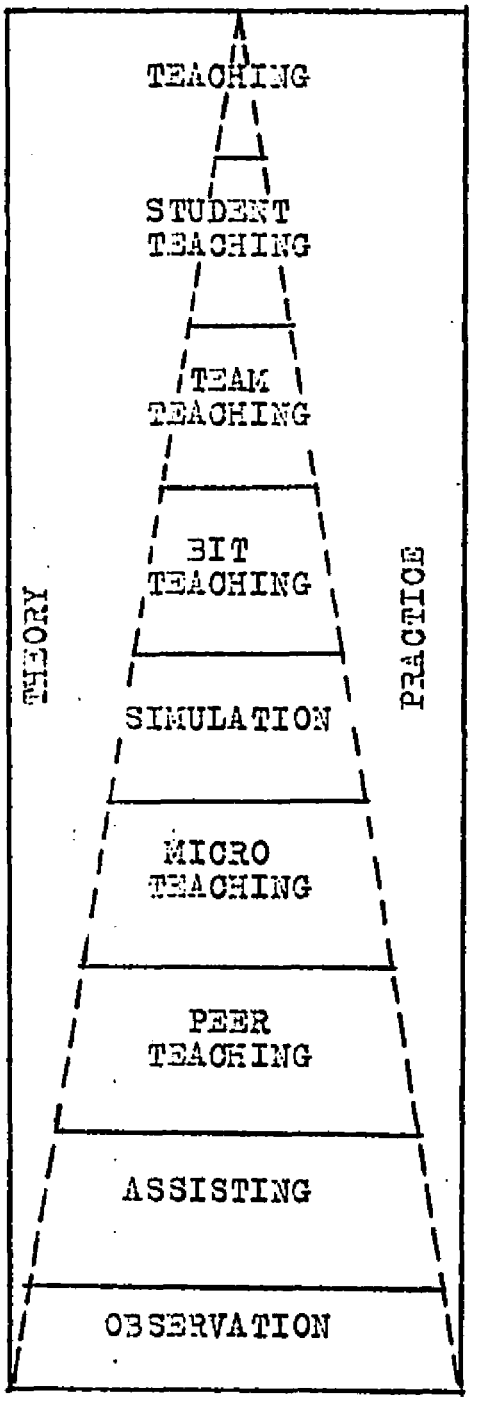

Figure 1.--Sequence of Teaching Activities.

He must have a working knowledge of linguistic principles and how they can be applied to language learning, and, specifically, the application of linguistics to the relationship between the learner's native language and the language he is learning. He must know the forms and functions of the two languages' sound systems and grammatical systems.

In addition to the psychology of learning, the teacher should have a knowledge of general pedagogical principles; and also, a knowledge of specific pedagogical techniques and strategies for effective language teaching.

For the foreign language teacher, the practicum must provide the transition from theory to application in practice. Since the teacher must guide the learner through a series of psychomotor, linguistic, and cognitive learning activities, the practicum is an essential part of the foreign language teacher education program, utilizing both vicarious and direct teaching experiences.

A major problem in providing direct experiences, such as those previously listed, is the current shortage of foreign language classrooms, and the lack of an adequate corps of well-trained supervising teachers. At the same time, controlled vicarious experiences such as peer teaching and micro-teaching are not adequate in themselves.

Therefore, this study proposes the use of simulated classroom situations and teaching problems commonly faced by neophyte foreign language teachers as an additional instructional technique by which students are posed with real-life problems in controlled situations, as a bridge between theory and practice. Activity-specific problems result when activity or drill exercises break down and may be caused by such things as the use of:

1. ambiguous or unknown lexical items in practice activities,
2. inadequate presentation of certain types of material or activities,
3. conversation activities lacking direction.

In some areas of training, such as the military, and business and industry, the use of simulation has provided a useful set of experiences which help to relate theory to practice in a realistic way. The simulated experiences do not take place in the actual situation, but in a model or facsimile of it, such as a mock airplane cockpit, or a simulated board of directors meeting.

The use of simulation techniques has also been found to be useful in education. Teacher training programs can adapt theoretical bases, training techniques, and other aspects from the military, business and industry, and even from space-science technology. Simulation can

provide realistic situations for teacher training, without having to use overcrowded school classrooms which are constantly in use as laboratories for teacher training.

Statement of the Problem

In foreign language learning, there are specific types of learning problems which are generally described as teacher-caused problems. Ironically, most beginning foreign language classes, which really need the most skilled teachers, are traditionally assigned to inexperienced beginning teachers. Information received from teachers, college supervisors and student teachers indicates the need for additional skill training in the use of techniques in foreign language teacher preparation programs. Effective use of specific teaching techniques requires skills such as:

1. the ability to be aware of, and to identify specific teaching problems,
2. the ability to assess a teaching problem and determine its probable cause or causes,
3. the ability to develop a teaching strategy for solving the problem,
4. the ability to evaluate the consequences of such a course of action or strategy.

These skills require a real situation with a real learning problem in a real school setting. Such situations are not possible for large numbers of students in teacher education programs.

The use of simulation allows teacher education students to see teaching problems develop, allowing them to analyze problems and to discuss reasons for their occurrence, all on campus under controlled conditions. With such simulation exercises hopefully students can develop their own solutions to the problems, based on their reading, classroom theory and presentations, their own experience and intuition, and on their observation of classroom teachers.

The purpose of this study is to investigate the feasibility of using simulation techniques for training students in foreign language education programs. More specifically, the purpose is to investigate the use of simulation for training students in the use of specific teaching skills and techniques in solving pupil learning problems in the acquisition of cognitive and psychomotor skills necessary for learning another language.

Questions to investigate are:

1. Is simulation a useful technique in foreign language teacher training for dealing with activity-specific teaching problems?
2. Can the ability to identify and solve specific types of teaching problems be increased through simulation?

3. Is it feasible to include simulation as an integral part of a foreign language education program in terms of time, cost, and staffing?

The word feasibility as defined in the Random House Dictionary of the English Language indicates that something is capable of being done, effected or accomplished.[3] The word feasible refers to the ease with which something can be done, and implies a high degree of desirability for doing it.[4] The purpose of this investigation is to conduct a pilot study to determine the feasibility of developing and incorporating a simulation exercise as an integral part of a foreign language teacher education preservice program. The study is not an empirical study, but rather a descriptive study.

Review of Related Literature

There are many definitions of simulation, all of which have a specific application in some area of instruction or training. However, simulation itself is a facsimile of a real situation, a representation of reality, or a model or microcosm of reality.

Rice states that simulated-situation, problem-solving tasks have been used in many training programs in order to make the training more effective and life-like.[5] Simulations have been used in driver education, pilot training, training for military operations, sports, and many other areas of instruction and training. Wynn points

out that in pilot training and driver education, simulation is a non-dangerous device which allows trainees the opportunity to work at solving specific problems without fear of making irreparable or costly mistakes.[6] Bogniard states that simulation provides a means for identifying problems, and for developing alternate potential solutions to the simulated problems.[7] Broadbent[8] and Busnell[9] both indicate that simulation is an intermediate stage between theory and practice. The modes of presenting simulations are many. They may be presented by video or audio tapes, films, written scripts or descriptions, role-playing games, or even the play store concept used these many years in elementary school classrooms. Activity types of simulations can be seen in football scrimmages, war games, spy games, business and education "in-baskets," and more recently Abrahamson and Denson report simulation techniques used in medical training.[10]

Cherryholmes reports that in the last decade two periods of research and development in educational games and simulations have appeared. One period dealt with simulations of international relations. These simulations were generally impressionistic and subjective. The second, and more recent stage, since 1962, is based on new kinds of games which are tested in the classroom. There are more objective research findings in reference to this latter period of simulations in education.[11] As a teacher

training tool, simulation has not been used extensively, and there is little research information prior to 1965. One of the early and outstanding projects in teacher training simulation is Kersh's at the Center for Teaching Research, Oregon System of Higher Education.[12] The program consisted of a series of filmed incidents which prospective teachers attempted to resolve. Of crucial importance to the student was the fact that he did not have to face the real situation, but rather a facsimile. If he made a mistake, he could practice and improve his problem-solving techniques.

Another situation involving simulation in teacher training was conducted by Sweeney in order to investigate the effects of concurrent and sequential patterns of micro-simulation in science and social studies methods classes. The study was concerned with the problem of transfer from theory to practice in the classroom. The results reported indicated that micro-simulation plus interaction analysis gave the best results.[13]

A study on the feasibility of using simulation techniques in home economics teacher training was conducted at The Ohio State University in 1968 by Bogniard. The devices used were videotape recordings, role plays, case studies, written problems in classroom management, and communication problems between teacher and student. The results indicated that the simulation experiences were

effective as a replacement for a part of the student teaching experience.[14]

Hancock, in his 1970 study at The Ohio State University, also indicates that students react positively to simulation, and that it is a satisfying experience as well as useful in dealing with problems of individualizing instruction.[15]

In other literature, Cruickshank and Broadbent indicate that there is economy of time, improvement in teaching skills, increased motivation and a decrease of anxiety on the part of the trainee in teaching situations where simulation is employed.[16, 17]

With these findings, it seems reasonable to assume that although there is as yet no research evidence on the effectiveness of simulated activity-specific or technique-specific teaching situations in foreign language teacher training, it should be an effective tool for preparing foreign language teachers. Ryan states that since it is impossible for the student teacher to meet all possible teaching problems during his student teaching experience, simulation can be used to present him with a wide range of life-like teaching situations in a short period of time.[18] Wynn hypothesizes that a valuable outcome of the use of simulation may be the development of new techniques and strategies.[19]

With the placement of student teachers becoming more and more difficult, simulation can provide a variety of experiences which might not be encountered if the individual teaching practicum must be reduced in order to place all student teaching candidates in actual classroom situations.

A more comprehensive review of literature will be presented in Chapter II of the study. Additional findings will be reported on the use of simulation in task-specific applications in training and instruction.

Definition of Terms

In order to clarify the meaning of some of the topics which will be discussed in the study, some important terms will be defined in this section.

Activity. A foreign language classroom activity is one which centers on specific learning situations, such as learning dialog lines, practicing a grammatical point, using conversation patterns. An activity is usually short, seldom over ten minutes in length.

Activity-specific. For this study, activity-specific is defined as relating to a particular type of activity as defined above. Specific exercises and activities can be identified as generally common to the teaching of listening skills, speaking skills, reading skills, and writing skills.

Learning problem. A learning problem is a situation in which pupil learning is impeded or becomes confused or nonproductive due to the teaching act itself.

Methods course. For this study, the methods course is the basic undergraduate Spanish methods course, Education 540B, at The Ohio State University.

Pupil. A pupil as defined for this study is a learner of a foreign language in a secondary school.

Simulated situation. A simulated situation is a contrived and staged foreign language classroom situation developed for the purpose of presenting a specific teaching problem in a specific activity.

Simulation. Although there are many varied definitions of simulation, the definition for the purpose of this study is that simulation is a reproduction of a real situation in the sense of being a model or microcosm of the real world of foreign language learning and teaching.

Student. A student as defined in this study is a trainee in foreign language education; that is, a prospective foreign language teacher.

Supervising teacher. A supervising teacher is a foreign language teacher who works with and supervises a student teacher in his classroom. He is also called a cooperating teacher. For purposes of this study, the terms are synonymous.

Teaching problem. A teaching problem is defined as a breakdown in a teaching-learning situation due to teacher failure to facilitate pupil learning in a specific learning situation.

Teaching strategy. A teaching strategy is that set of total, planned procedures for conducting a specific foreign language learning activity which will facilitate pupil learning of a particular skill or behavior of a cognitive or psychomotor nature.

General Assumptions

Evidence from literature on simulation suggests the following general assumptions related to the use of simulation in teaching learning:

1. Instructional simulations can bring about observable changes in teaching behaviors.
2. Teachers can be made more aware of pupil learning problems through various instructional strategies.
3. Simulation is useful as an instructional device for improving teacher awareness of classroom problems.
4. Transfer of learning from a simulated situation to a real one is possible when the learning is done in a conscious, guided program.

5. Simulations are highly motivating and produce a great deal of involvement on the part of the participants.
6. Teacher effectiveness can be observed and measured.

These general assumptions are supported by the literature to be reviewed in Chapter II.

Specific Assumptions

The development and use of simulations as an instructional device for this study rests on the following assumptions:

1. Specific types of teaching problems can be observed and identified.
2. The identification and solution of specific types of teaching problems can be facilitated by personal experience and guided instruction.
3. Guided practice improves the development of specific teaching strategies and techniques in teachers for application in specific teaching situations.
4. Certain teaching strategies and techniques facilitate learning more than do others, and these can be identified.

5. The goals of foreign language education programs include the effective use of specific teaching techniques by teacher trainees for facilitating more effective learning.
6. Responses on evaluation instruments are usually accurate and truthful within the perception of the respondent.

Limitations of the Study

Although the concept of using simulation in foreign language teacher education as a useful instructional medium can be applied at all levels, this study is a feasibility study for investigating the use of activity-specific simulation as an integral part of a pre-service foreign language methods course, specifically for instruction in identification and solution of specific types of teaching problems. The teaching of culture is not included in order to limit the study to problems of language skill acquisition.

The study population was composed of pre-service prospective teachers of Spanish in secondary schools. The participants had no previous teaching experience. They were students enrolled in the basic Spanish methods course, Education 540B, at The Ohio State University during Fall quarter, 1971.

The general purpose of the study was to investigate the use of simulation for training prospective teachers to improve their skills in identifying and solving specific types of teaching problems. The problems which were the basis for the simulation exercise were those reported by supervising teachers, and college supervisors as most persistent problems faced by student teachers. They are activity-specific teaching problems in the cognitive and psychomotor domains.

Concommitant with the purpose of the study were the following objectives:

To provide opportunities for students to develop and increase:

a. the ability to identify and solve specific teaching problems,
b. the ability to develop and evaluate alternate teaching strategies in solving teaching problems,
c. self-confidence in the ability to deal with teaching problems.

Procedures for the Study

A simulation model was developed following the steps suggested by Cruickshank and Broadbent.[20] Activity-specific teaching problems were identified by means of a

questionnaire directed to supervising teachers, student teachers, and college supervisors.

Simulated materials based on the reported problems were developed and staged for video and audio tape presentation. The materials were field tested and modified before implementation in the methods course. A total of ten simulated situations were developed for the simulation exercise.

The simulation exercise, which was incorporated into the methods course as an integral component, consisted of individual simulation activities and group discussion of eight selected simulated situations. The group discussion segment of the exercise consisted of three two-hour sessions.

Results were obtained by use of a pretest-posttest procedure, a self-confidence report and a satisfaction report to determine whether the purposes of the study had been met.

Organization of the Study

Chapter I gives the general background for the study. It includes a statement of the problem and definitions of important terms. Theoretical bases, assumptions, limitations, and procedures are indicated. The chapter ends with a description of the organization of the entire study. Chapter II reviews literature pertinent to the study.

Chapter III presents the development, implementation, and evaluation of simulation materials used in the study. Chapter IV is devoted to the presentation of the results of the study. Chapter V contains a summary of the study, and conclusions drawn from the results, as well as the implications of the study and suggestions for further investigation.

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CHAPTER II

REVIEW OF LITERATURE

Foreign language teaching has moved away from the teaching about language to teaching the language itself for communication. This performance approach to the learning of foreign languages has caused many changes in the methodology of foreign language instruction, and thereby many changes in the training of foreign language teachers. Foreign language teacher training is becoming more and more performance-oriented. This phenomenon can be observed in the literature: Politzer introduced the concept of micro-teaching in foreign language teacher training at Stanford,[1] Wolfe conducted a study at The Ohio State University to determine the effects of micro-teaching and team teaching in foreign language teacher training. He reported that micro-teaching was the most important experience reported by the methods students.[2] Performance-oriented language learning requires performance-oriented language teaching.

All the performance activities required to provide an adequate preservice teacher training program cannot be conducted in micro-teaching and team teaching situations in the field in foreign language classrooms. One possible

solution would be to make use of simulation as an alternative approach for providing the practice laboratory experiences. This chapter will review literature on simulation, and on the uses of simulation as an instructional device in teacher training. A brief background description of simulation will precede the discussion of uses of simulation in training situations.

Definitions of Simulation

The word "simulation" has a great number of connotations and definitions. A number of definitions will be presented in order to establish some basic general characteristics of simulation. Verba states that a simulation is a model of a system.[3] This is an important point of departure for the following definitions.

Broadbent describes simulation as building models and having participants operate them.[4] The important implication of Broadbent's definition is that the models must be designed for the participants to operate them. Cruickshank's definition is similar to Broadbent's; he states that simulation is the creation of realistic games which provide participants life-like problem-solving experiences related to present or future work.[5] Dawson's definition, which states that simulation refers to the construction and manipulation of an operating model,[6] is also very similar to Broadbent's definition. The implication in

these three definitions is that models for problem-solving must be designed so that participants can work within the model systems of reality in working through specific simulated problems.

Wynn describes simulation as an accurate representation of a real situation.[7] Twelker extends that definition by stating that simulation is the assumption of the appearance of reality without having the reality.[8] These two definitions emphasize that simulation is only one step removed from reality itself, which is one of the greatest assets of simulation.

Andrews states that simulation presents a complete picture of a complex situation which requires the participant to make professional judgments and decisions by making use of his best understanding and principles as a basis for choosing and designing teaching behaviors to be utilized in a particular teaching situation.[9] This definition indicates the importance of the totality of a simulated situation, although there is no mention of any required or specified length for any situation. For this writer, the implication is that any simulated situation must be a complete entity, regardless of its length.

Historical Development

Simulation as a training device has a very long history. The earliest form of simulated experiences is reported to have been in ancient war games.[10] From these early applications modern war games have been designed; business and industry have developed management training exercises; and education has adapted the management games to train administrators.

The purpose of the business and industry simulations was to improve decision-making through the use of controlled simulated management situations. The use of management type simulations in education is of recent application. The University Council for Educational Administration (UCEA) first developed a set of simulation materials for training elementary school principals.[11] The Jefferson Township School District Simulation design was based on business management simulations. Its purpose was to study principals' behavior in "on the job" situations. The most important aspect of this simulation was that taking on the role of a principal was a necessary element in the simulation exercise.

The first reported application of simulation in teacher education was Kersh's work at the Center for Research on Teaching of the Oregon State System of Higher Education. Kersh designed and built a classroom simulator

which has served as a basis for much research in teacher education.[12] Kersh has indicated that the simulator has value for inservice as well as the preservice teacher training for which it was designed.

Broadbent and his staff at the State University College at Brockport, New York developed an alternate simulation design for use in teacher education.[13] This design is better known as the Cruickshank-Broadbent model. These researchers have also developed materials for use in teacher training including the Teaching Problems Laboratory.[14]

These projects, and other related research studies which have been generated from them, will be described in a later section.

Non-School Uses of Simulation

The non-school applications which have had the most impact on educational uses of simulation are those of the military, and business and industry.

Military

The military uses of simulation are for the most part for training in the use of specific skills for specific operations. However, there are some decision-making simulations which are open-ended, more like business management simulations. Probably the most well-known military

training simulations are those of pilot training,[15] and the "operations room" for flight control.[16] The primary function of the military applications of simulation is to develop specific skills, mainly through the use of media-ascendant simulations. This use of technology in simulation has great promise for increasing reality in simulated situations, especially the use of videotapes, audiotapes, films, and slides for presenting simulated situations.

Business and Industry

The rapid growth and expansion of businesses and competition has forced business to examine training procedures. Management and public acceptance are foremost in importance for success. Therefore, businesses have found it necessary to make their training programs more realistic, more rapid, and more effective. The use of simulation has increased the factor of reality, and has provided a means for examining specific types of problems which management personnel constantly face in making minute to minute decisions.

The Top Management Decision Simulation, designed by the American Management Association, was the forerunner of a great number of management decision-making simulations or games.[17] The Top Management Decision Simulation simulated a competitive situation involving five businesses marketing a similar product in the same area. The simulation

exercise compressed three months into a play period of forty-five minutes. The model was designed for use with a computer, and feedback was immediate on decisions made and the consequences of those decisions.[18]

The importance of this game was the reality which was available for each play period of the game by using the computer to compress time and to give back immediate feedback data. Another important contribution of the game was its serving as a model for further development of similar simulations. The purpose of the Top Management Decision Simulation is to train people in becoming more effective business managers.

The most complex business simulation is the computer simulation game developed by the Carnegie Institute of Technology.[19] The design is similar to the Top Management Decision Simulation. Three groups are made up of from five to ten participants to assume roles of top management executives in the simulated businesses. Computers provide feedback data on decision-making. The stated purpose for the Carnegie game was to train the participants to become more effective managers by helping them to understand the importance of interpersonal relations, communication, and other concepts related to organizational problems.[20]

Another well-known simulation is called Venture, which is designed for training in-plant managers rather than top level executives. The problems are basically the same as those in the Top Management Decision Simulation; however, the Venture procedure does not employ the computer feedback system, but rather operates on critique sessions for feedback.[21] The basic differences between this game and the ones previously mentioned indicate that there are many approaches to the use of simulated materials in relatively simple situations or in very complex applications incorporating complex media and technology.

Although the games presented in this review differ greatly, their purpose is the same: improving decision-making through the use of simulated situations based on real-life problems, with a feedback process for evaluating consequences of the decision-making activities of the participants in role-playing situations. The fact that there are many decision-making games in business today indicates that the use of simulation has been found useful for improving decision-making processes and strategies used by business executives.

The business simulations have given information on several important concepts about simulation such as: 1) specific problems can be identified, and 2) problem-solving decision-making situations can be presented through simulation. Time and space can be compressed in

order to expedite the learning process without loss of realism in the situation. Role-playing is an effective activity for learning in simulated situations. Simulations can be very complex or very simple, and use a great deal of technology or little or none at all, and be effective teaching-learning situations.

Simulation in Education

A large number of simulations have been developed for educational purposes, based on the University Council on Educational Administration simulation project, which was designed for developing simulated experiences in educational administration training. Many types of simulation games have been designed for classroom instruction. Simulations have also been designed specifically for use in teacher education.

The following sections review literature on educational uses of simulation in administration and teacher education.

Educational Administration

The most important early work in the use of simulation for training administrators was the University Council on E ducational Administration (UCEA) research project entitled the Development of Criteria of Success in School Administration (DCS) study.[22] The simulated

Jefferson Township School District was based on a series of "in-basket" problems for which each participant role-played the part of the principal of the simulated school. The emphasis of the UCEA project was on developing procedures and techniques for decision-making, and for a better understanding of school administration.

An important concept of simulation was required in this exercise: the participant assumed the role of the administrator in the decision-making process. One important characteristic that makes simulation an effective instructional device is the high degree of involvement on the part of the participant.[23] The element of personal involvement is present in all types of simulations. In every case, the participant assumes a role, and becomes actively involved in the problem-solving process.

Cunningham reported that simulations such as the DCS provide a high degree of reality to problem-solving in educational administration. His important conclusion based on his observations was that simulation is useful in relating theoretical principles to practical problems.[24] The use of simulation for bridging between theory and practice is one of its most important merits as an instructional device.

In reporting survey results on the use of the DCS, Weinberger drew the following conclusions on the usefulness

of simulation. The participants become highly involved. Participants give high ratings to discussion activities. Simulations are adaptable to role-playing situations. When there is no prescribed solution, there is more freedom in individual method for approaching and solving specific problems. Self-evaluation is made possible through comparison of participants' responses and discussion sessions. Simulations broaden experiences and increase personal introspection. Theory can be applied to solving realistic problems. Problem-solving exercises increase skills in analyzing situations and in decision-making.[25]

Weinberger's observations are supported by results reported in the uses of simulation in military and business situations. The advantages of the use of simulation for instruction and training will be examined in teacher training applications in the next section.

Teacher Education

The use of simulation for training classroom teachers was made possible through Kersh's development of a classroom simulator as part of an NDEA project at the Teaching Research Laboratory of the Oregon System of Higher Education.[26] The stated objectives of the project were: 1) to design and develop a simulation model for training prospective elementary school teachers in the ability to identify, assess, and solve teaching problems in the areas

of pupil confusion, inattention, distraction, and fatigue, and 2) to conduct an investigation into the level of reality or fidelity necessary in the simulated materials, in terms of projected image size and motion vs still projection.[27]

The simulated model was a simulated sixth grade class in a hypothetical elementary school. The participant was oriented to the school, the community, and to his simulated class by use of background information and simulated cumulative pupil records.

Through multiple projection techniques, the participant was exposed to as many as sixty filmed classroom problems, one at a time. As each problem was presented, the participant responded in a role play as the teacher. The experimenter judged the response and its probable consequences, and projected the most appropriate class response from those previously developed as a feedback procedure to the participant's proposed teacher response to the problem situation.

The purpose of the simulation was to train the participant to react to each situation in ways judged by expert teachers to be most effective. The participant and experimenter discussed the consequences of the participant's responses as presented in the filmed feedback. This part of the simulation indicated the tutorial aspect of the exercise.

The reported results of Kersh's experiment indicated that simulation did increase learning of specific behaviors, and that the least realistic, or small-still projection mode was more effective than the large-motion projection. Based on the results, Kersh recommended that the use of small-still projection of simulated situations would make the use of simulation in teacher education more feasible as an instructional medium on a large scale. A more important result was that simulation training allowed teacher trainees to assume full responsibility of classroom duties during student teaching as much as three weeks earlier than student teachers without simulation training.[28]

A later study by Kersh utilizing the classroom simulator was designed for using simulation as an instructional device for transferring theory to classroom practice in the training of student teachers.[29] The results of the second study supported those of the first. Life-size projections were not more effective than smaller ones, and there was not a significant difference between verbal and visual feedback modes.[30] The study was important, however, because it was designed for actual transfer of training.

The Kersh simulation model has been used for other applications in teacher training. The most noteworthy is Vlcek's investigation into the use of simulation for training teachers in identifying and resolving problems

prior to student teaching.[31] Vlcek also investigated the transfer value of simulated experiences, and the effect of simulation training on the participants' self-confidence in ability to teach.[32]

Vlcek's study utilized a two factorial design. The experimental group underwent a nine-hour simulation experience while the control group only received an orientation experience. The procedures of the study were similar to those developed by Kersh. The results of the study indicated that: 1) simulation does help in developing effective responses to classroom problems, 2) simulation helps in developing principles for problem-solving, 3) principles developed in simulated situations transfer to student teaching, and 4) simulation increases self-confidence in the teacher trainees' ability to teach. However, there were negative results also: simulation did not develop teacher awareness of classroom problems, and simulation experience did not transfer to student teaching experience.[33] Vlcek recommended that it would be worthwhile to classify simulation materials according to grade levels and specific subject areas.[34]

The importance of the results and recommendations of Vlcek's study can be summarized in the following way:

1. Experiences in simulated problem-identification and problem-solving situations did not transfer to

student teaching, but principles which were developed in simulated settings did transfer to student teaching situations.

2. Self-confidence is increased as a result of simulation experience.
3. Specific simulation materials should be classified and designated for use at specific grade levels, and in specific subject areas.

Twelker, Kersh, and Pyper conducted an investigation to determine the effect of three modes of instruction with different controls of "density" in simulated experiences.[35] The researchers examined the effect of the three modes of density on transfer, and their effectiveness in terms of increasing learning rates of prospective teachers. Density was defined as the number of learning functions presented simultaneously in an instructional setting.

The project identified four important learning functions which were to be included in the simulation exercise. These four functions were: 1) identification of problem cues, 2) selection of an appropriate response to the problem, 3) prediction of results or consequences of possible alternative responses, and 4) awareness of the learning principles involved.[36] The three modes of presentation were: 1) simultaneous (all four functions at the same time), 2) combination (two functions together, and

two separately, and 3) successive (each function presented by itself).

Analysis of the data indicated that there was no significant difference between the modes of presentation. However, the researchers reported that the study was only an exploratory one and suggested investigation in the affective and psychomotor domains.[37]

Teaching Research's Low Cost Instructional Simulation Materials is a programmed Kersh-type simulation whose purpose is to help participants become more effective classroom managers and teachers at the elementary school level.[38] The simulation has an instruction phase for teaching principles of classroom management, and a practice phase for applying the principles.

The instruction phase consists of using an exercise book and a film-tape presentation on an Audascan projector for reacting to the way the simulated teacher handles classroom situations. Feedback is given through the use of the exercise book which contains written feedback information. In the practice phase, the participants' responses are compared to previously collected expert teachers' responses.

The low cost simulation is a convergent application in which the ultimate feedback indicates the most acceptable behavior as that indicated by expert teachers.

There is no research data on the effectiveness of the low cost simulation; however, it is a unique programmed

application utilizing relatively inexpensive materials and low recurring costs, and not requiring the tutor or evaluator of the Kersh classroom simulator.

Bogniard reported a study conducted at Ashland College which investigated the use of simulation in a preservice program for home economics majors.[39] The purpose of the study was to determine the effectiveness of simulation for teaching principles and skills to prospective home economics teachers, in detecting, diagnosing, and resolving teaching problems related to pupil confusion, inattention, distraction, and fatigue.

The simulated problems were presented through videotape, role-plays, and written form. The simulation exercise was designed as a two-week experience prior to student teaching. Similar to the Kersh model, there were optional solutions to each of the simulated problems, and trained observers evaluated the participants' responses. The standards for evaluation were: accuracy of verbal assessment, adequacy of enacted response, and effectiveness of the enacted response.

Bogniard reported that the results of the study indicated that the participants showed an increase in their ability to assess teaching problems, enact acceptable responses to the problems, solve the teaching problems. The participants reported an increase in self-confidence in teaching ability.[40]

Bogniard's results also indicate that simulation is an effective learning experience within a specific subject area, and that simulation is a satisfying learning experience. Bogniard's participants also indicated that simulation was more desirable before student teaching than during student teaching.[41]

The two major considerations from this study are that simulation exercises can be designed for specific subject area applications, and that participants indicate that simulation is a more desirable activity prior to student teaching rather than during student teaching. Bogniard's other results support previous data on the effectiveness of simulation as an instructional device.

A very different approach to the use of simulation in teacher education is the Cruickshank-Broadbent simulation model. Major differences are: 1) "in-basket" approach, 2) open-ended feedback system, 3) cost, and 4) flexibility in use. Some of the designers' research and other research based on their model will be presented in this section.

Broadbent and his staff at the State University College at Brockport, New York, developed a simulation exercise for training elementary school teachers.[42] The simulation exercise was designed to be a two-week experience in a simulated fifth grade class, and based on thirty-two critical teaching problems experienced by beginning

teachers. The teaching problems were obtained by running a survey of 163 first-year teachers. The problems dealt with pupil behavior, parental relation with the school, curriculum, teaching method, classroom management, and evaluation.

Similar to the Kersh design, the participants were oriented to the school and community, and more specifically to the pupils in the class. The critical teaching problems were presented through videotapes, role-plays, and in written form.

Following the presentation of the simulated problem, the participants completed a response sheet on which they responded to questions dealing with identification of the problem, analysis of causes of the problem, suggested solutions, and comments on the problem. After the individual completed the response sheet, engaging in small group discussion sessions permitted the participants to share their ideas, solutions, and comments on the problem presented.

The final phase of a simulated problem situation was the large group discussion in which the small groups presented their analyses and comments for discussion by the total group of participants. The use of group discussion for developing pedagogical principles was an important element of the simulation exercise.

Broadbent observed that the student participants and the objective observers reported favorable reactions to the simulation exercise. He concluded that the motivation, involvement, and specificity of problem areas provided by simulation can be useful in other applications in teacher education programs.[43]

Encouraged by the success indicated by this type of simulation approach, Cruickshank and Broadbent revised the simulation exercise and developed a simulation exercise whose purpose was to investigate the use of simulation as a technique for presenting critical teaching problems, and for examining the effect of simulation training on subsequent teaching behavior.[44]

The selection of the critical problems, and the procedures have previously been described. Thirty-one problems were presented through videotapes, role-plays, or written forms. The simulated class was a hypothetical fifth grade class. The simulation exercise lasted for two weeks, with four problems presented and discussed each day. Each problem took approximately one hour and forty-five minutes to complete. The first half-hour to forty-five minutes was spent on independent problem-solving activities by each participant. The remainder of the allotted time was spent in small and large group activities. Feedback was obtained through group discussion sessions.

The goals of the Cruickshank-Broadbent study were: 1) increase participants' skills in identifying classroom problems, 2) increase participants' skills in locating and using pertinent resource materials, 3) develop a wider range of response categories by participants, 4) provide group feedback, and 5) provide practice opportunities in specific teaching activities.[45]

In order to determine the effectiveness of the simulation exercise as an instructional device, a five-part hypothesis was tested. The hypothesis stated that the use of simulation in pre-student teaching problem-solving situations would produce: 1) a decrease in the number of similar problems for the participant, 2) an improvement in student teaching performance, 3) more positive student feelings toward concepts related to simulated problems, 4) increased student self-confidence, and 5) earlier assumption of full student teaching responsibilities.[46]

The hypothesis was tested by forming two groups of teacher trainees randomly assigned to control and experimental groups. The students in the control group were placed in their student teaching assignments. The experimental group received a two-week simulation experience in place of the first two weeks of student teaching.

The researchers reported that the results favored the experimental group, although only the decrease in

number of problems section of the hypothesis was statistically significant. The first purpose of the investigation was successfully achieved: participants can identify critical teaching problems in a manner that involves and stimulates them.[47] The researchers also suggested that the instructor or simulation director must be an actively involved leader and research person.[48] A final conclusion indicated that although simulation seemed to be only partially successful in changing teaching behavior, it was at least as successful as an equal amount of student teaching experience.[49] This observation supports the Kersh statement; although Cruickshank and Broadbent are not as positive as Kersh in their conclusion, it is an important finding.

A later revision of the Cruickshank-Broadbent simulation materials was made by Cruickshank, Broadbent, and Bubb, which is called the Teaching Problems Laboratory.[50] The videotaped incidents were produced as 16 mm. sound-color film clips. Changes were also made in the written materials.

Several research studies have been made following the Cruickshank-Broadbent model. Some of the most pertinent research will be presented.

Gaffga utilized one of the field trials conducted by Cruickshank and Broadbent in order to test a set of fourteen hypotheses to answer three basic questions:

1. Was subject behavior in the simulation consistent with subsequent student teaching behavior?
2. Does simulation experience change subject behavior?
3. Is evaluation of a student's behavior in a simulated situation a better predictor of student teaching performance than ratings typically given by college professors?[51]

Gaffga's reported results indicated that subject behavior in a simulated situation was consistent with subsequent student teaching.[52] The results also indicated that simulation does produce a change in teaching behavior, and that evaluation of behavior in simulated situations is a better predictor of performance than college professors' ratings.[53]

The major importance of Gaffga's study lies in the reported transfer due to simulation experience. Since a primary purpose of simulation is to provide a link between a practice situation and a real one, this reported transfer of training supports the oft-suggested transfer value of simulation. Another important conclusion in Gaffga's study was the predictive value of simulation evaluation.

Venditti conducted a study also based on the Cruickshank-Broadbent model, for the purpose of preparing teachers to work in desegregated schools. Participants assumed the role of a fifth grade teacher and engaged in problem-solving activities pertaining to problems of a racially integrated school.[54]

The simulation was designed to provide simulated situations in pupil behavior, individualization of instruction, teacher-pupil relations, curriculum change, and selection of instructional materials. The purpose of the study was to cause inservice faculties to address basic issues.

The eleven critical problems were presented through film, role-plays, and in written form.[55] Venditti reported that the simulation was an effective inservice instructional device, and that participants become highly involved with the simulated situations; they interact more honestly and sensitively, and engage in constructive problem-solving.[56]

Venditti's results support previous research findings on the involvement of the participants, and the effectiveness of simulation. In addition, the study is important because it reports on the inservice application of simulation in teacher training, a use not previously reported.

In another study to investigate the effect of simulation on transfer of learning, Ryan tested the use of four instructional modes combined with simulated situations in order to determine which of the four treatments was the most effective in increasing the transfer of learning of principles of educational psychology to problem-solving tasks.[57]

Ryan's results indicated that simulation was effective for creating realistic problem-solving situations, and that as students increase practice in problem-solving situations, their skills in solving problems increase.[58] Ryan also reported that allowing students to select a mode of instruction combined with simulation practice was effective in increasing transfer of learning.[59]

Ryan's first conclusion supports previous findings on the reality provided through simulation. Her second conclusion which states that increased practice in simulated situations increases skills suggests that simulation may be more effective as the number of problems in the simulation exercise is increased.

Foreign Language Education

As recently as 1970, Hancock reported that no foreign language teacher education programs using simulation had been reported in the literature.[60] This writer

has found only Hancock's study dealing specifically with foreign language teacher education.

Hancock's purpose was to investigate the use of simulation as an instructional device for sensitizing prospective foreign language teachers to problems of individualized instruction. His specific questions asked whether: 1) simulation was a useful technique for training foreign language teachers, 2) individualized instruction was a problem which could be dealt with through the use of simulation, and 3) the use of simulation in foreign language teacher training was feasible in terms of time, cost and direction.[61]

Hancock developed a set of simulated problems on attitude, motivation, and discipline, based on a survey of student teachers and recent graduates in foreign language education at The Ohio State University. The problems were presented through audiotape, tape-slide, and written form.

The simulation exercise was designed to help the participants to reach four specified behavioral objectives:

1. to identify and indicate problems of attitude, motivation, and discipline,
2. to indicate probable causes of the problems,
3. to develop alternative solutions to the problems,

4. to identify specific clues which aided the participant in understanding individual pupils in the problem situations.

Hancock's procedural model was similar to the Cruickshank-Broadbent model. The seven-hour simulation exercise was undertaken as a part of a French methods course, and consisted of a series of seven incidents dealing with problems of attitude, motivation, and discipline.

Hancock reported that: 1) simulation is a useful technique in foreign language teacher training, 2) individualized instruction is a problem area which can be dealt with through simulation, and 3) time, cost, and direction are not prohibitive.[62] Hancock also reported that simulation was a satisfying experience, and observed that the participants were highly involved in the problem-solving situations.

Summary

This chapter has presented a review of literature on the uses of simulation as an instructional device. The wide range of applications indicates the diverse areas in which simulation has been reported to be an effective instructional medium.

Some important considerations about simulation have been presented.

1. Simulation designs have shown that specific teaching problems can be identified.
2. Simulation training promotes transfer of learning.
3. Simulation provides a setting for uniting theory and practice.
4. Simulation practice can modify teaching behavior.
5. Simulation can be used to teach principles, procedures, and cognitive materials.
6. Simulation shows promise as a device for prediction of behavior.

Specific advantages of simulation are reported throughout the literature. Some of the most often reported advantages are:

1. Simulations are relevant because they are based on models of real problem-solving situations.
2. Simulations permit the participant to be himself and test his own attitudes, values and skills in classroom situations.
3. Simulations are psychologically engaging; participants get highly involved.
4. Simulations allow participants to become actively involved in decision-making situations which provide some form of feedback.

5. Simulations provide highly structured and controlled situations for limiting the number of independent variables in a given problem situation.
6. Simulations are economical in terms of staffing, and substitution for direct laboratory experiences.
7. Simulations are effective for preservice and in-service teacher training.
8. Simulations are safe; simulation practice is less frustrating than actual teaching experience.
9. Simulations are effective; simulations are as effective as traditional instruction.
10. Simulation experiences are personally satisfying to the participants.

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CHAPTER III

METHOD AND PROCEDURES

This chapter presents a discussion of the procedures followed in developing, implementing, and evaluating the simulation exercises used in the study. Limited assistance in the form of comprehensive guidelines is available to those interested in designing simulation models and developing materials for use in simulations.[1] Therefore, the writer followed the Cruickshank-Broadbent model for developing simulations which suggests the following steps:

1. Define the instructional problem;
2. Specify what is to be learned in behavioral terms;
3. Determine the appropriateness of simulation as the instructional technique;
4. Develop specifications for the simulation;
5. Develop and try out the prototype; and
6. Modify.[2]

Following the steps suggested above, the writer developed the total simulation exercise as well as each simulated situation for the exercise. The development of the material is detailed below.

Defining the Instructional Problem

A survey of in-service teachers of foreign language conducted at The Ohio State University in 1968 had shown that methodology was one of the problems consistently reported. Therefore, there was indication of need for study in the area of methodology in foreign language teacher education.

An initial list of possible problem areas for prospective teachers was developed by the writer. This list contained only teaching problems in beginning foreign language classes because a new teacher is seldom given a third or fourth year class. This observation was supported by other college supervisors and supervising teachers.

First-year language materials were examined to obtain information on kinds of language learning activities the teachers would most likely be expected to teach.

Several well-known texts in use today in language teaching were examined for the purpose: A-LM,[3] Learning Spanish the Modern Way,[4] El Español al Día.[5] The writer also examined several methodology books, including Rivers,[6] Grittner,[7] Dacanay,[8] for psychological, linguistic and pedagogical implications in foreign language teaching.

The cursory examination of the texts and methodology books indicated that the five basic areas of concentration at beginning levels are listening, speaking, reading, writing, and culture. Within these five areas there is generally a heavy emphasis on:

1. teaching basic materials, such as vocabulary and pronunciation,
2. teaching grammar: form and meaning,
3. using conversation techniques,
4. testing.

In addition, the writer consulted the course of study used in the methods course (540B) to determine whether the areas presented in the methods course corresponded with the text materials previously mentioned. This comparison did indicate that indeed the foreign language activities found in text materials and the activities practiced in the methods course were similar.[9]

Therefore, based on this observation, and on the writer's experience as a classroom teacher, supervisor of student teachers, and methods instructor, the writer developed a questionnaire in order to assess more accurately the specific areas within methodology which concern supervising teachers, student teachers, and college supervisors of student teachers. The questionnaire was made up of thirty-three items in five general categories:

1. teaching basic materials,
2. teaching grammar,
3. use of conversation stimuli,
4. evaluating pupil performance,
5. teaching culture.

A copy of the questionnaire is contained in Appendix A.

The purpose of the questionnaire was to obtain data on the types of problems which the three groups reported as of most common occurrence. This information would later be used to develop the simulated activity-specific situations for the simulation.

The questionnaire was distributed to a cross-section of supervising teachers in and around Columbus, Ohio. The same questionnaire was given to a group of college supervisors of student teachers, and to a group of student teachers in foreign languages at The Ohio State University during the Spring quarter, 1971. Based on the results of the response, a set of most commonly reported problems was developed.

Table 1 presents the items reported by the three groups of respondents as the most persistent problem areas.

TABLE 1

MOST PERSISTENT PROBLEMS EXPERIENCED BY STUDENT TEACHERS AS REPORTED BY SUPERVISING TEACHERS, STUDENT TEACHERS, AND COLLEGE SUPERVISORS (N=27)

ITEM	REPORTING GROUP		
	Supervising Teachers (N=15)	Student Teachers (N=6)	College Supervisors (N=6)
I. Teaching basic materials:			
1. Teaching pronunciation.	0	0	4
2. Teaching vocabulary.	9	4	4
3. Sentence length.	0	0	6
5. Teaching for comprehension.	11	4	4
II. Teaching grammar:			
2. Teaching meaning.	12	4	4
5. Use of moving slot drills.	0	5	6
6. Use of transformation drills.	0	6	6
7. Teaching contrasts within the language.	9	5	6
8. Teaching contrasts between English and the foreign language.	0	4	6
9. Presenting grammar generalizations.	0	0	6

TABLE 1--Continued

ITEM	REPORTING GROUP: Supervising Teachers (N=15)	Student Teachers (N=6)	College Supervisors (N=6)
III. Use of conversation stimuli:			
1. Use of directed dialogs.	11	5	4
2. Supplementing directed dialogs.	11	5	6
3. Using dialog adaptations.	12	5	5
4. Supplementing dialog adaptation materials.	14	5	6
5. Using personalized questions.	9	0	4
IV. Evaluating pupil performance:			
1. Testing pronunciation.	9	4	6
3. Testing listening comprehension.	14	4	6
4. Testing correctness of language usage.	0	0	6
6. Testing writing.	0	0	4
V. Teaching culture:			
1. Teaching songs, poetry, etc.	0	6	0

TABLE 1--Continued

ITEM	REPORTING GROUP: Supervising Teachers (N=15)	Student Teachers (N=6)	College Supervisors (N=6)
2. Use of culturally authentic materials.	9	6	4
3. Teaching differences between American and foreign culture patterns.	0	6	6

The writer decided that a problem would be considered important if two-thirds of the group responding reported it as a persistent problem for student teachers. Therefore, examining the responses of the supervising teachers (N = 15) in frequences and percentages, it was found that they reported twelve items as persistent:

Items

I.	2. teaching vocabulary	9	(67%)
	5. teaching for comprehension	11	(74%)
II.	2. teaching meaning	12	(80%)
	7. teaching contrasts within the language	9	(67%)

The student teacher group (N = 6) reported sixteen persistent problem areas:

Items			
I.	2. teaching vocabulary	4	(67%)
	5. teaching for comprehension	4	(67%)
II.	2. teaching meaning	4	(67%)
	5. use of moving slot drills	5	(83%)
	6. use of transformation drills	6	(100%)
	7. teaching contrasts within the language	5	(83%)
	8. teaching contrasts between English and the foreign language	4	(67%)
III.	1. using directed dialogs	5	(83%)
	2. supplementing directed dialog materials	5	(83%)
	3. using dialog adaptations	5	(83%)
	4. supplementing dialog adaptation materials	5	(83%)
IV.	1. testing pronunciation	4	(67%)
	3. testing listening comprehension	4	(67%)
V.	1. teaching songs, poetry, etc.	6	(100%)
	2. use of culturally authentic materials	6	(100%)
	3. teaching differences between American and foreign culture patterns	6	(100%)

The college supervisors (N = 6) reported twenty-one areas as persistent problems:

Items			
I.	1. teaching pronunciation	4	(67%)
	2. teaching vocabulary	5	(83%)
	3. sentence length	6	(100%)
	5. teaching for comprehension	4	(67%)
II.	2. teaching meaning	4	(67%)
	5. use of moving slot drills	6	(100%)
	6. use of transformation drills	6	(100%)
	7. teaching contrasts within the language	6	(100%)
	8. teaching contrasts between English and the foreign language	4	(67%)
	9. presenting generalizations	6	(100%)
III.	1. using directed dialogs	4	(67%)
	2. supplementing directed dialog materials	6	(100%)
	3. using dialog adaptations	5	(83%)
	4. supplementing dialog adaptation materials	6	(100%)
	5. using personalized questions	4	(67%)
IV.	1. testing pronunciation	6	(100%)
	3. testing listening comprehension	6	(100%)

	4. testing correctness of language usage	6	(100%)
	6. testing writing	4	(67%)
V.	2. use of culturally authentic materials	4	(67%)
	3. teaching differences between American and foreign culture patterns	6	(100%)

By comparing the frequency of response for each group on the most persistent problems, it can be seen that the most commonly reported problems by all three groups are:

1. teaching vocabulary
2. teaching for comprehension
3. teaching meaning in grammar
4. use of moving slot drills
5. teaching contrasts within the language
6. using directed dialogs
7. supplementing directed dialog materials
8. using dialog adaptations
9. supplementing dialog adaptation materials
10. testing pronunciation
11. testing listening comprehension
12. use of culturally authentic materials

These areas seem to have face validity as problems for foreign language teachers.

The twelve areas indicated by the three groups were examined for:

1. Problems which can be dealt with in a methods course.
2. Problems which can be considered as types of common teaching problems faced by foreign language teachers.
3. Applicability of simulation techniques for working with the teaching problems.

In order to check the problems reported, a workshop group of foreign language teachers at The Ohio State University during the summer of 1971 also examined the questionnaire and they reported results similar to those of the previously mentioned groups. The workshop teachers also examined the simulation scripts and dramatizations and reported them as realistic. This workshop group represented teachers of Spanish from all areas of Ohio and with teaching experience at all levels in foreign language teaching.

Specifying What Is To Be Learned in Behavioral Terms

The objectives determined for the instructional value of the simulation exercise were:

After participation in the simulation exercise, the student will show an increase in:

a. the ability to
   (1) identify specific types of teaching problems,
   (2) suggest probable causes for the problems,
   (3) develop specific teaching strategies for teaching the problem activities;
b. self-confidence in the ability to:
   (1) identify specific types of teaching problems,
   (2) suggest probable causes for the problems,
   (3) develop specific teaching strategies for teaching the problem activities.

Completion of these objectives would be determined by means of a simulation pretest-posttest, and a participant self-confidence report. These instruments and procedures are detailed in the evaluation section.

Determining the Appropriateness of Simulation as the Instructional Technique

Simulation has been reported as a successful technique in training for skills, and for training teachers in the affective domain. It is hypothesized

that simulation techniques can be useful for training foreign language teachers in specific areas, and for developing their self-confidence in dealing with specific types of foreign language learning problems. Simulation allows for the presentation of real problems to prospective teachers in a non-threatening manner, but one which involves them intellectually as well as practically.

The writer followed the steps suggested by Twelker in determining the appropriateness of simulation, e.g.

1. simulations are appropriate when objectives emphasize emotional or attitudinal outcomes;

2. simulations integrate affective and cognitive behavior;

3. simulations initiate sustained learner activity and motivation,

4. when the objective is to represent a social or man-plus-machine system in such a way that the learner must interact with it, the system will react to the learner's moves, and the learner can discover the effectives of alternative decisions, simulation is useful.

5. Simulations, in which a high degree of commitments may be introduced, are useful when emphasis is upon incorporation of the behavior desired within a personal domain of the learner;

6. simulations provide an interest-sustaining mode that is particularly useful for exercising behavior, particularly under a variety of contexts;

7. simulation is a most powerful means of placing a learner into a desired "set" or "perceptual frame" to sensitize and direct him.[10]

Presenting situations to prospective foreign language teachers for identification of teaching problems related to specific teaching strategies and/or techniques should increase their ability to identify the problems and to develop specific strategies for solving the problems, as well as to develop the self-confidence in these same abilities. The simulation exercise will allow the participants to utilize different ways of looking at problems and of solving them. Hancock indicates that these varied exercises should make the prospective teacher more flexible and aware of an increased number of choices for his own behavior as a teacher.[11]

Developing Specifications for the Simulation

It is important to consider that simulating specific teaching acts samples only a small portion of possible teaching activities. However, using simulation techniques is useful in the transfer of training and ability to deal in different ways with given situations.[12] It is also important to note that the type of teaching situation is more important than the specific instance which is simulated.

In performance-oriented methods courses, the students are usually taught a specific technique or strategy for a particular teaching activity. However, the method prescribed may not be the best for each individual student. The problem is then, not one of applying a given strategy, but one of solving a teaching problem due to the teacher's inability to facilitate pupil learning. Combs reports that the helping professions, including teaching, are all dependent on instantaneous reactions, and that effective teaching or effective helping is dependent on how the teacher or helper uses himself.[13]

The twelve problem areas indicated as most persistent by the three groups of respondents to the questionnaire served as the basis for the set of simulated situations to be incorporated into the methods course. Ten situations were simulated. They fell into the areas of:

1. teaching vocabulary,
2. teaching grammar,
3. use of pattern drills,
4. conversation activities,
5. evaluation.

The pupil volunteers were eighth and ninth graders with varying degrees of proficiency in Spanish.

The actual video-taping took place after school at the cooperating school in an actual foreign language classroom. The teacher had previously been given the written scripts to examine and to practice with the volunteer pupils so that the group could practice as much as it felt necessary prior to recording the incidents. The actual recording time was less than two hours for the four video-tapes, including practice, taping and re-taping when necessary. Some of the taped incidents were done at least twice due to difficulty in keeping to the script, either by the teacher or the pupils, or due to modifications suggested by the teacher, the investigator-recorder, or the pupils. Each incident was designed to run less than three minutes. It was found that the total time necessary for practicing and recording each incident once was not in excess of fifteen minutes.

The video-taping was done with a Sony shoulder-pack video-recorder, on one-half inch tape. The Sony shoulder-pack unit was used since the foreign language education department had it available, and because the video-tape was compatible with a playback unit also a part of the departmental equipment. In addition, since the equipment was portable, it was a simple procedure to move the equipment to and from the school for the recording sessions.

Preparation of Simulation Scripts

Specifically, the ten problems in order of presentation were:

1. teaching new vocabulary,
2. use of vocabulary,
3. use of repetition drills,
4. teaching a grammar concept,
5. use of pattern drills,
6. within-language contrasts,
7. directed dialog activities,
8. dialog adaptation activities,
9. testing speech production,
10. testing listening comprehension.

A script was developed for each problem, based on conversations with teachers, teacher educators, and on personal experience in working with student teachers. Some of the items selected were items which had been observed and suggested by supervisors of student teachers; others were taken and adapted from various high school texts, according to the writer's own experience with student teachers.

The scripts were examined by various foreign language teachers, college supervisors, and a senior professor in Foreign Language Teacher Education at The Ohio State University. After suggested modifications,

the scripts were prepared for simulation. Script and incident descriptions for sample incidents are included in Appendix B. Four of the scripts represented in Appendix B were video-taped, three were audio-taped, one was a combination audio-written situation, and two were left as written incidents. The simulations were done in Spanish in order to provide specific teaching problems within a specific language. Each simulated incident contains only one specific teaching problem. In some cases the problem was made more obvious, in others, it is more subtle and requires deeper analysis.

Preparation of the Simulation Tapes

The video-tapes were made possible by enlisting the aid of a volunteer supervising teacher and a group of pupils from her various classes. The teacher and pupils in the simulated class graciously volunteered to participate in the dramatization of the scripts. The volunteers were told the purpose and design of the simulated incidents.

The total cost involved for preparing the video-tapes was minimal since the foreign language education department had all the recording equipment necessary. The only actual cost was a five-inch reel of half-inch video recording tape: $10.47. Total costs are discussed in Chapter IV.

As previously mentioned, the video-tapes were not done professionally, and they were designed only as a prototype for use in foreign language teacher education programs. With favorable results from their use, professional video-tapes could be prepared with the same purpose and design.

The audio-tapes were developed and evaluated in the same manner as the video-tapes. Practice time and procedures were very similar to those for the video-tapes. In this case also, the total cost was minimal, requiring only a five-inch reel of audio-tape, cost: $3.75.

The written incidents were developed in the same way as the video-tapes and the audio-tapes, with the exception that they were left in script form.

Background Data Information
on the Simulated School and Class

Since most of the graduates of The Ohio State University Foreign Language Education program seek employment in the local area, the writer selected a local suburban school as the model for the simulated school and classroom setting. It is an average neighborhood school in a large midwestern city. The school has a population of a wide range of racial, ethnic, and economic backgrounds. This type of school was selected for various reasons: one, it is more typical of a situation in which

most of the students will do their student teaching; two, it is more typical of a situation in which a new teacher will seek and most likely find first employment as a teacher; third, general behavior problems are not problematic. Therefore, teaching problems can be seen in terms of facilitating pupil learning processes in specific kinds of language learning situations, and fourth, there was excellent cooperation from the school administration, the staff, and the pupils toward the project itself.

Participant's Manual

In order to make the simulation component as complete a unit as possible, a participant's manual was developed. A copy of the manual is in Appendix C. The manual contains orientation information for the teacher trainee, background information on the simulated school, simulated class, and simulated situation, and specific information on procedures for the participants to follow in doing the simulation exercise.

In the manual, it is stated that each situation is typical of certain teaching problems encountered by teachers, but that not all teachers solve the problems in the same manner. However, experience is usually the most important asset in any situation. The participants are instructed to read the background information before doing the actual simulation exercise for each situation.

They are further instructed to attempt to identify the teaching problem as quickly as possible in order to simulate the reality of a classroom situation. The manual contains a schedule of organization, presentation, and sequence of simulated situations. In addition, the manual contains suggested theoretical as well as language-specific readings for completing the simulated exercise. Finally, there is specific background information for each simulated situation. With the manual and the video-tapes, the audio-tapes, and written scripts, the simulation portion can be programmed for individualized instruction.

Simulation Incident Report Form

The purpose of the incident report form is to provide basic guiding questions for the participant during the individual simulation activities. The incident report form was adapted from Hancock's.[14] It poses six questions which are designed to focus the participant's attention on a specific problem situation. The incident report form also serves as a basis for the small and large group discussion sessions.

The design of the simulation exercise provided for the use of the incident report form in three phases of the exercise: 1) for pretest-posttest data, 2) for initial individual problem-solving activities, and 3) for follow-up individual problem-solving activities after the

group discussion sessions. The purpose of the last phase was to permit the participant to adapt group reactions to the problem in developing his own strategies for identifying and solving each specific problem presented.

A copy of the Simulation Incident Report Form is in Appendix D.

Evaluation Instruments

The effectiveness of the simulation exercise was to be determined by use of: 1) a pretest-posttest comparison, 2) a participant self-confidence report, and 3) a participant satisfaction report.

Pretest-Posttest

The pretest and the posttest procedures consist of presenting two pre-selected simulated situations as a pretest and the same two at the end of the simulation exercise as a posttest. The pretest and posttest items were two of the ten previously prepared simulation situations. One video-taped situation and one audio-taped situation were selected for this segment of the evaluation of the simulated experience. The video-taped situation was a vocabulary activity; the audio-taped situation was a directed dialog activity. Script and background descriptions are in Appendix E.

The Simulation Incident Report Form was used for collecting participants' pretest and posttest responses. The report form was described in a previous section.

The evaluation of this portion of the exercise was subjective and inferential; however, its purpose was to discover any actual change in the students' ability to deal with the types of problems selected. This was then examined along with the student self-confidence report to see whether there is any observable difference between what the student actually did, and what he felt that he could do.

The following set of criteria for evaluating pretest and posttest results was selected, and are stated here as objectives:

The participants will increase in ability to:

1. identify the simulated problem as an activity-specific pupil learning problem,
2. analyze causes of the problem as teacher-oriented,
3. develop teaching strategies for immediate problem solution by providing for increased teacher-guided pupil activity,
4. develop long-term teaching strategies for solving the simulated problem by developing specific lesson plans with instructional and pupil objectives,

5. self-confidence in being able to cope with the problem,
6. respond positively to the realism of the situation.

Simulation for Foreign Language Teachers Satisfaction Report

In order to obtain the students' reactions to the use of activity-specific simulated situations as an instructional device, a fifteen-item satisfaction report was constructed. The areas of concern within the report were: procedures and materials, instructional effectiveness for identifying and solving activity-specific teaching problems.

Satisfying in the present study was taken to mean that the participants were comfortable with the exercise and found the process personally and profesionally satisfying.

The Simulation for Foreign Language Teachers Satisfaction Report appears in Appendix F.

Simulation for Foreign Language Teachers Self-Confidence Report

In order to assess whether the prospective teachers felt the expected positive change in self-confidence, a self-confidence report was devised. The report consisted of ten items, which were to be answered in terms of

whether the simulation exercise was helpful or not in increasing self-confidence for dealing with activity-specific teaching problems.

For this study self-confidence was taken to mean that the participants felt that after the simulation exercise they were more confident in their ability to deal with situations such as those presented. A copy of the Simulation for Foreign Language Teachers Self-Confidence Report is reproduced in Appendix G.

Developing and Trying Out the Prototype

This study views the use of simulation as an integral part of the foreign language teacher training program, designed to replace one week of micro-teaching. Therefore, the total time devoted to the group discussions of the simulation exercise was set at six contact hours over a period of three consecutive days. The six-hour simulation time block was considered as roughly equivalent to three micro-teaching sessions. The time involved in individual simulation activities preceding the group discussions was designed to take the place of lesson planning and preparation time which would have been necessary for the three-day micro-teaching experience. The pretest and posttest were also included in the six-hour time block.

This simulation exercise as a part of the methods course was designed as an open-ended experience which draws on the experience and training of the teacher trainee both in general pedagogy, and in specific pedagogy as applied to teaching foreign languages; and it provides a bridge between theory and practice in terms of presenting specific teaching problems which are drawn from reality.

Feedback in the instruction phase of this simulation comes from the group discussions and group response to the Simulation Incident Report Form.

The procedures for implementing the simulation exercises were: orientation, instruction, and evaluation.

The simulation exercise included:

1. an orientation for using simulation as a learning device, and background information on the simulation situation,
2. pre-simulation test,
3. simulation exercise with eight specific problems,
4. post-simulation test,
5. post-simulation confidence report,
6. post-simulation satisfaction report.

The steps for the simulation instructional phase are described below:

1. Reading background data in the participants' manual.
2. Individual work with each simulated situation.
3. Participant reaction reported on the incident report form.
4. Small group discussion on each incident. Four participants in each group. Discussion usually lasted from ten to fifteen minutes.
5. Large group discussion for reporting from each small group, and for interaction between the groups, in terms of discussion, clarification, observations, evaluation of strategies, etc.
6. Second incident report based on experience gained from group discussions and evaluation, with a specific aim being a more specific description of the problem, and a more specific and detailed strategy for solving the problem.

The proposed use of simulation techniques was to be open-ended with no prescribed set of most acceptable courses of action, either for problem identification, or for problem solution. The value of verbalization during problem solving has been reported to be high, especially in the area of rationale for problem-solving strategies.[15] Therefore, the group discussions were a major part of the simulation exercise.

McKeachie[16] indicated that the laboratory method of teaching assumes that first-hand experience and manipulation of materials or events is necessary for learning certain concepts. He stated that from the standpoint of theory, the activity of the student, the sensi-motor nature of the experience, and the individualization of laboratory type instruction should contribute positively to learning.

Gagné has indicated that evidence suggests that problem-solving aids in achieving higher order principles and that it produces an effective capacity which is well-realized over considerable periods of time.[17]

The total simulated experience component for the methods course was combined into a complete unit for try-out in another methods course. The methods course selected was Spanish methods, Education 616B, which is the sequel course to Education 540B, the course for which the simulation component was designed. The reason for trying out the simulation component in 616B was that the students in 616B had already undergone the entire sequence of 540B activities, including the programmed activities component, micro-teaching, and team teaching. In addition, several of the 616B students were involved in student teaching. This was an asset since they could determine the applicability of the simulated situations for student teaching.

Therefore, it was assumed that these students were in a better position to comprehend the situations and to evaluate the program for use in a methods course, based on their own experience. The purpose of the try-out was to answer the following questions:

1. Are the simulated materials applicable in a methods course, as reported by the students?
2. What modifications must be made in the materials:
   a. participant's manual
   b. background data for incidents
   c. individual incidents
   d. video-tapes, audio-tapes, written scripts
   e. incident report form
3. What modifications must be made in procedures for implementing the simulations as an integral part of a methods course?
   a. orientation
   b. individual preparation, viewing, etc., and completing procedures indicated in the incident report forms
   c. discussion format: small and large group
      (1) size
      (2) time
      (3) purpose
   d. sequence of presentation of simulated situations

e. placement of the simulation component in the methods course sequence

f. total time involved

(1) days.

(2) hours

4. What modifications must be made in the evaluation instruments?

a. pretest--posttest procedures

b. self-confidence report

c. satisfaction report

Modifying

There were few changes indicated as necessary in the materials. In the participant's manual, a need was indicated for greater detail in participants' procedures in following through the steps of the simulation exercise. Therefore, a modification was made in the orientation portion of the manual. Background data for the individual situations was deemed sufficient with few minor clarifications. Video and audio-tapes were considered adequate, as were the written scripts.

In the area of procedures, one modification has already been indicated: a clarification of procedures in the orientation. Discussion time was found to be more than necessary. Therefore, rather than the fifteen minutes earlier specified for small group discussion, the

time was shortened to ten minutes. The large group discussion and evaluation session was reduced also from fifteen minutes to ten.

Evaluation instruments were found to need clarification. The satisfaction report and the self-confidence report were both re-written. No other modifications were indicated as essential, and the simulation component which was tried out in Education 616B was then used as an integral part of Education 540B.

Implementation

The simulation exercise was designed for use as an integral part of the methods course. The specific simulated situations were based on the activities specified for inclusion in the methods course, and on materials and activities found in first level textbooks and materials for use in secondary school foreign language classes. In addition, they were selected because the writer had observed that most student teachers and beginning teachers usually are assigned to first year classes. It is a rare instance in which a novice teacher is assigned to an advanced level class.

Based on McKeachie, a basic assumption in the implementation of this exercise was that the student must have had at least a minimum amount of direct experience in teaching in order to identify with the reality of each

situation which was simulated.[18] Another reason for including the simulation exercise in the methods course was based on Bogniard's results, indicating that her participants felt that the simulation exercise was better placed before rather than during student teaching.[19]

As reported by DeLorenzo, the methods course included two weeks of micro-teaching and an additional week of team teaching.[20] Therefore, the writer proposed substituting a simulation component for one week of micro-teaching, and designed the simulation component to replace the second week of micro-teaching, which generally occurs during the sixth or seventh week of the ten-week course. Therefore, the simulation component was placed immediately after micro-teaching. The next direct experience is team-teaching, which usually follows micro-teaching. This writer assumed that micro-teaching would provide adequate direct experience for the student to be able to participate fully in the simulation exercise. He also assumed that a six contact-hour simulation experience over a three-day period, with student preparation and total immersion in the simulation, is adequate for preparing the student to cope with unexpected and unforeseen problems. This writer felt also that based on the theoretical background of the methods course, and its performance-oriented application in peer-teaching, micro-teaching was a useful experience for leading into simulation. In micro-teaching

students have the possibility of working with real pupils, using real materials, and in proper sequence over a period of several days. Simulation is proposed as an experience which is one step nearer reality.

The participants in this simulation study were students regularly enrolled in Education 540B at The Ohio State University during Fall Quarter, 1971. This course is prerequisite to Education 616B, and student teaching. The total number of students was fifteen. Thirteen were female, two male. This was the first methods course in teaching Spanish for all the students involved.

The instructional procedure consisted of three phases: 1) the individual student doing the simulation viewing, reading or listening, and responding to the incident report sheet, 2) group discussion of problem identification, of proposed strategies for teaching the activity, and 3) the individual student completing a second incident report sheet following the group discussion session.

The instructional procedure of the simulation was devised to provide practice in problem-solving and to develop self-confidence in the ability to identify and solve technique-strategy-specific problems in foreign language teaching situations. The activities of the instructional phase included identifying a specific problem, considering factors which precipitated the problem, and

developing individual alternate strategies for solving the problem. The theoretical model for the instructional phase of the simulation is presented in Figure 2.

A total of eight simulated situations were selected for use in the exercise. The simulation exercise provided for individualization in the first phase by permitting the students to view, listen to, or read the material for each simulated situation as many times as necessary to identify, assess, and solve each problem. This further provided for individual background and experience to be an important element in problem identification, and problem solving, as well as the specificity of the proposed teaching strategies developed. Since the students had participated in a programmed segment of the methods course, they were expected to undertake the individual viewing, listening, etc. and the completion of the incident report form as prerequisite to the group discussion.

The second part of the instructional phase was the small and large group discussion sessions. These, because of their nature, required the attendance of all participants at specific hours for a discussion of specific problems. This was considered as important as the first phase, especially since all students could have direct involvement in analyzing approaches to problem-solving of very specific and typical problems faced by beginning or student teachers.

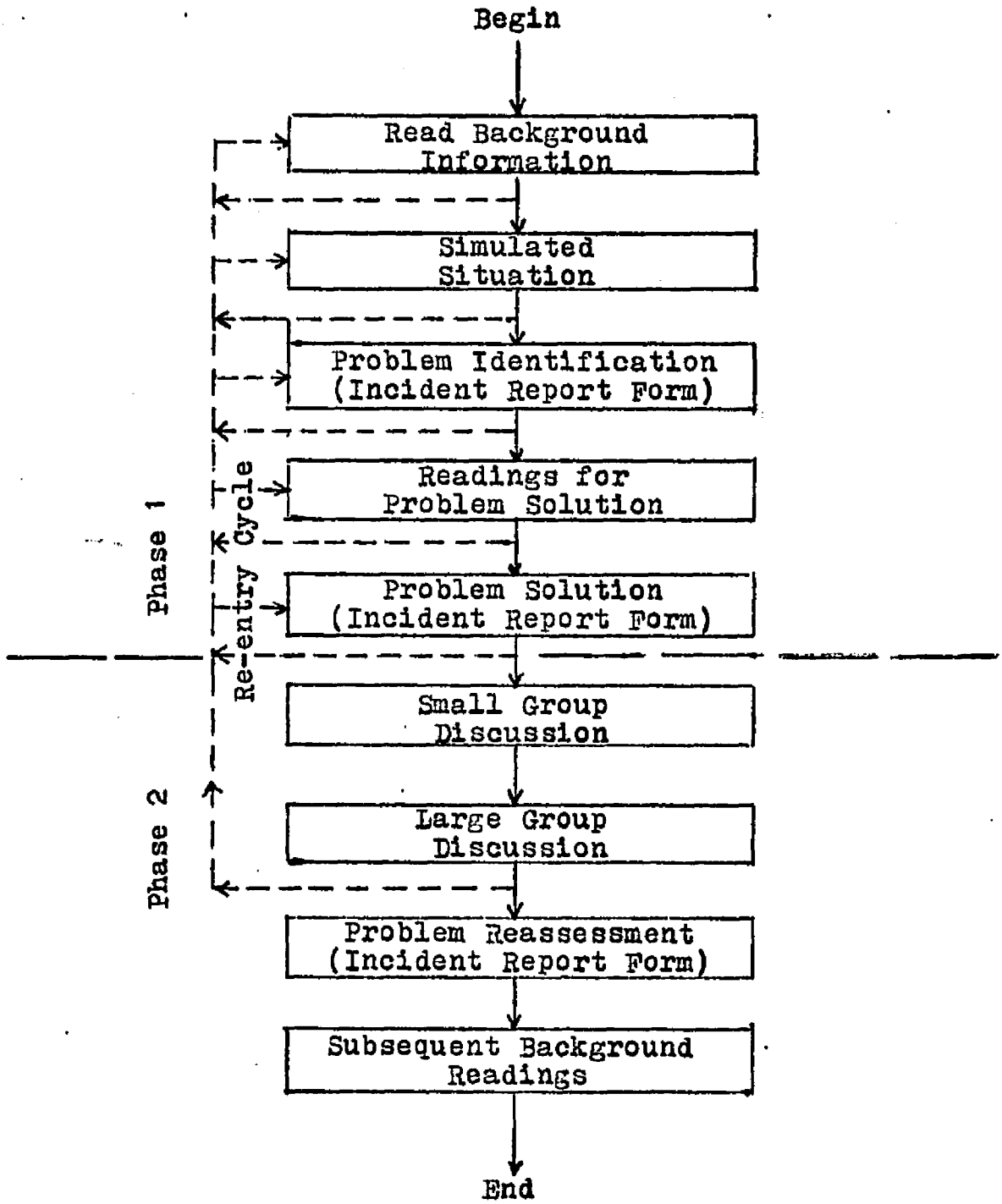

Figure 2.--Simulation Instructional Model

The students were advised to try to develop ways of solving the problems in the most personally adequate and self-satisfying manner since there was no one correct solution to any given problem. The small group discussion for each simulated incident was limited to ten minutes since in the try-out session ten minutes proved ample time for discussion of skill-specific teaching problems. The large group discussion and evaluation sessions were also limited to ten minutes for the same reason mentioned above.

Evaluation

Following the entire simulation exercise, the participants were given a posttest, previously described. The pretest had been conducted as the first activity of the simulation exercise. Participants also completed a post-simulation self-confidence report, and a post-simulation satisfaction report.

The results of the pretest and posttest, as well as the results of the self-confidence report and the satisfaction report will be considered in detail in Chapter IV.

Summary

This chapter has presented the guiding questions of the study and the procedures followed in implementing the study. The three phases were: developing the materials,

implementing the program, and evaluating results. The analysis of results is presented in Chapter IV.

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18. McKeachie, p. 1144.

19. Jane N. Bogniard, "The Development and Use of Simulation Techniques in a Pre-Service Program for Student Teachers," (unpublished Ph.D. dissertation, The Ohio State University, 1968), p. 35.

20. De Lorenzo, p. 78.

CHAPTER IV

RESULTS OF THE STUDY

This chapter presents the results of a study utilizing activity-specific simulated materials in a foreign language methods course, including the findings related to each of the three fundamental questions of the study.

1. Is simulation a useful technique for training foreign language teachers in dealing with activity-specific teaching problems?
2. Can the ability to identify and solve specific types of problems be enhanced through simulation?
3. Is it feasible to include simulation of problem situations as an integral part of a foreign language teacher education program in terms of time, cost, and staffing?

Simulation: A Useful Technique for Training Foreign Language Teachers?

Is simulation a useful technique for the training of foreign language teachers in skill-activity-specific teaching situations?

1. Do foreign language methods students show any difference in performance in pretest and posttest situations?
2. Do foreign language methods students respond in a positive way to the use of simulation in a foreign language education training program?

The results of the pre- and post simulation evaluation are reported in Table 2. The criteria for evaluating the participants' responses were previously described in chapter III. Basically the criteria stated that the participants would increase their ability to: 1) identify problems as pupil learning problems, 2) analyze causes as being teacher-oriented, 3) develop teaching strategies for immediate problem solution, 4) develop long-term teaching strategies for problem solution, 5) self-confidence in dealing with teaching problems, 6) indicate the realism of the problem situation. The pre-simulation and the post-simulation reports were indicated on the Simulation Incident Report Form, and analyzed by the investigator and a senior professor of the Foreign Language Education Department.

Discussion

The pre-simulation and post-simulation results do indicate that simulation is a useful technique in the

TABLE 2

RESULTS OF PRE- AND POST SIMULATION REPORTS ON TWO SIMULATED PROBLEMS
(N=15)

ITEM	Problem I Pre-Test	Problem I Post-Test	Problem I Change	Problem II Pre-Test	Problem II Post-Test	Problem II Change	Total Change
1. Identification of the problem.							
Learning	5	10	+5	9	7	-2	+3
Teaching	6	2	-4	5	5	0	-4
Materials	2	1	-1	1	2	+1	0
Other	2	2	0	0	1	+1	+1
2. Identification of cause for the problem.							
Pupil	5	1	-4	0	1	+1	-3
Teacher	8	14	+6	10	12	+2	+8
Materials	0	0	0	4	1	-3	-3
Other	2	0	-2	1	1	0	-2
3. Immediate teaching strategy.							
Pupil activity	9	11	+2	0	3	+3	+5
Teacher Activity	5	1	-4	8	8	0	-4
Change materials	1	0	-1	5	1	-4	-5
4. Reported confidence in dealing with the problem situation.							
Yes	3	11	+8	5	8	+3	+11
Most likely	12	4	-8	10	6	-4	-12
Not likely	0	0	0	0	0	0	0
No	0	0	0	0	1	+1	+1

TABLE 2--Continued

ITEM	Problem I Pre-Test	Problem I Post-Test	Problem I Change	Problem II Pre-Test	Problem II Post-Test	Problem II Change	Total Change
5. Mini-lesson for teaching in the problem situation.							
Very Good	2	9	+7	1	0	-1	+6
Good	2	4	+2	3	9	+6	+8
Fair	9	1	-8	7	5	-2	-10
Poor	2	1	-1	4	1	-3	-4
6. Problem reported as realistic.							
Yes	15	15	0	15	15	0	0
No	0	0	0	0	0	0	0

preparation of foreign language teachers. In Table 2, post-simulation results show that Item 1 (Identification of the problem) reflects an increase of three participants for both problem situations in identifying them as pupil learning problems. Item 1 also shows a decrease of four in the number of participants reporting it as a teaching problem. The data indicates that there is an increase in the participants' ability to identify learning problems in activity-specific situations.

Item 2 (Identification of cause for the problem.) has a reported increase of eight participants identifying the cause as being teacher-oriented.

Solutions to the problems are more direct and specific in the post-simulation reports. Item 3 (Immediate teaching strategy.) has a reported increase of five participants in pupil activity strategies. Item 5 (Mini-lesson for teaching in the problem situation.) has a reported increase of six participants in Very Good mini-lessons, and an increase of eight in Good mini-lessons.

The participants also reported a post-simulation increase in self-confidence in dealing with teaching problems. Item 4 (Reported self-confidence in dealing with the problem situation.) had a reported increase of eleven in the Yes category.

Realism was reported positively. Item 6 (Problem reported as realistic.) showed that all of the problem situations were reported as realistic by all the participants. There was no change in participants' reporting for this item.

In order to obtain the students' reactions to the use of activity-specific simulated situations, a satisfaction report was constructed. (See Appendix F.) The areas of concern within the report were: satisfaction with the simulation materials and procedures, and satisfaction with the instructional effectiveness of simulation for identifying and solving activity-specific teaching problems. The reported reactions are presented in Tables 3 and 4.

An analysis of the results reported in Tables 3 and 4 indicates that in general the participants were satisfied with the simulation approach. The items with the highest mean were numbers 2 and 12. Although there were several items which were reported by several participants as Not Satisfying, no items were often reported as Not Satisfying.

For further analysis of the responses, the satisfaction report responses were examined in the form of weighted means, and ranked order. This was done in order to observe whether the responses for each item were in

fact more positive or more negative. Table 4 indicates the results in terms of weighted means and rank order.

TABLE 3

STUDENT SATISFACTION RATINGS: SIMULATION ACTIVITY, MATERIALS, AND PROCEDURES (N=15)

ITEM	RESPONSE CATEGORY			
	Not Satis-factory	Not Very Satis-factory	Rather Satis-factory	Very Satis-factory
1. Total time involved in the simulation exercise.	1	2	6	6
2. Practicality of the simulated episodes.	0	1	4	10
3. Applicability of simulation in teacher training courses.	0	1	6	8
4. Individual activities.	0	2	7	6
5. Group discussions.	1	3	3	8
6. Comparison of simulation with micro-teaching or team-teaching.	1	1	8	5
7. Practicality of readings.	0	3	9	3
8. Applicability of readings.	0	3	9	3
9. Teaching problems presented.	0	1	5	9
10. Simulation exercise materials: video, etc.	0	2	6	7

TABLE 3--Continued

ITEM	RESPONSE CATEGORY: Not Satisfactory	Not Very Satisfactory	Rather Satisfactory	Very Satisfactory
11. Participant's Manual.	0	1	6	8
12. Reality of simulated situations.	0	0	6	9
13. Procedures involved in the simulation exercise.	1	3	6	5
14. Increase in the ability to deal with teaching problems.	0	1	8	6
15. Over-all experience.	0	1	8	6

TABLE 4

WEIGHTED MEANS AND RANK OF STUDENT SATISFACTION RATINGS: SIMULATION ACTIVITY, MATERIALS, AND PROCEDURES (N=15)

ITEM	RESPONSE CATEGORY[1] 1	2	3	4	Total Weighted	Weighted Mean	Rank
1. Total time involved in the simulation exercise.	1	4	18	24	47	3.1	11.5
2. Practicality of the simulated episodes.	0	2	12	40	54	3.6	1.5
3. Applicability of simulation in teacher training.	0	2	18	32	52	3.5	4.0
4. Individual activity.	0	4	21	24	49	3.3	7.4

TABLE 4--Continued

ITEM	RESPONSE CATEGORY[1] 1	2	3	4	Total Weighted	Weighted Mean	Rank
5. Group activities.	1	6	9	32	48	3.2	10.0
6. Comparison of simulation with micro-teaching or team teaching.	1	2	24	20	47	3.1	11.5
7. Practicality of readings.	0	6	27	12	45	3.0	14.0
8. Aplicability of readings.	0	6	27	12	45	3.0	14.0
9. Teaching problems presented.	0	2	15	36	53	3.5	4.0
10. Simulation exercise materials.	0	4	18	28	50	3.3	7.4
11. Participant's manual.	0	2	18	32	52	3.5	4.0
12. Reality of simulated situations.	0	0	18	36	54	3.6	1.5
13. Procedures involved in the simulation exercise.	1	6	18	20	45	3.0	14.0
14. Increase in the ability to deal with teaching problems.	0	2	24	24	50	3.3	7.4
15. Over-all experience.	0	2	24	24	50	3.3	7.4

[1] 1=Not Satisfactory
2=Not Very Satisfactory
3=Rather Satisfactory
4=Very Satisfactory

Discussion

The items which received the highest over-all rating were item number 2 (practicality of simulation), and item number 12 (reality of simulation). Their weighted mean of 3.6 falls between Rather Satisfactory and Very Satisfactory. These items were ranked 1.5. The lowest weighted mean (3.0) and lowest rank (14.0) were reported for items 7, 8, and 13.

In answer to the posited question of whether methods students react favorably to the use of simulation as an instructional device, the answer must be that they do feel that it is a satisfying experience. Table 4 indicates that the positive responses far outweigh the negative responses.

The items which received the lowest ranking were numbers 7, 8 (readings), and 13 (procedures involved in the simulation exercises).

Four items were selected for determining participants' over-all reaction to the simulation: numbers 1, 2, 6, 15. The results of these items are presented below. Reactions are stated both in weighted mean and rank.

		Weighted Mean	Rank
Item 1:	Total time involved in the simulation exercise.	3.1	11.5
Item 3:	Applicability of simulation in teacher training courses.	3.5	4.0

		Weighted Mean	Rank
Item 6:	Comparison of simulation with micro-teaching, team-teaching, or student teaching.	3.1	11.5
Item 15:	Over-all experience.	3.3	7.4

The over-all mean satisfaction for these items was 3.2. From the responses indicated for these items, it can be concluded that the simulation experience was a satisfactory experience for the participants.

In addition, three other items were examined for participants' reactions to the simulation exercise as an instructional device. These were items 2, 7, 8, 9, 12, and 14.

		Weighted Mean	Rank
Item 2:	Practicality of simulated episodes.	3.6	1.5
Item 7:	Practicality of readings.	3.0	14.0
Item 8:	Applicability of readings.	3.0	14.0
Item 9:	Teaching problems.	3.5	4.0
Item 12:	Reality of simulated situations.	3.6	1.5
Item 14:	Increase in ability to deal with teaching problems.	3.3	7.4

The results of this section indicate that the participants did report the simulation to be a satisfying instructional device.

Five items were examined for responses to the mechanics of the simulation exercise. These results for items 4, 5, 10, 11, and 13 are presented below.

		Weighted Mean	Rank
Item 4:	Individual activities.	3.3	7.4
Item 5:	Group discussions.	3.2	10.0
Item 10:	Simulation exercise materials.	3.3	7.4
Item 11:	Participant's manual.	3.5	4.0
Item 13:	Procedures involved in the simulation exercise.	3.0	14.0

The mean for the five items was 3.3. Although the reported results indicate that the mechanics were generally satisfactory, there were several low satisfaction responses indicated. One respondent reported that he was not satisfied with the group discussions. From observation by the writer, all participants became very involved in the discussions. A possible reason for the negative response might be the same as reported by Hancock:[1] that the participant may have desired a concrete solution for each simulated problem, developed through group consensus. That was not the purpose of the discussions, nor was it a usual outcome.

Simulation: A Useful Technique for Increasing Self-Confidence of Prospective Foreign Language Teachers in Dealing with Activity-Specific Problems?

Do prospective teachers feel that the simulation experience was useful in dealing with specific types of problems?

In order to assess whether the prospective teachers felt the expected positive change in self-confidence, a self-confidence report was devised. (See Appendix G.) The report consisted of ten items, which were to be answered in terms of whether the simulation exercise was helpful or not in increasing self-confidence.

The results of the self-confidence report are presented in Tables 5 and 6. The same procedure as for the Satisfaction Report was used for analyzing the data.

Discussion

Item number 5 (anticipating and preventing possible teaching problems) received only one negative response; the other fourteen responses were in the Very Helpful category. Only two items received ratings of Not Helpful. These were items number 6 and 9.

TABLE 5

STUDENT RATINGS OF INCREASE IN SELF-CONFIDENCE PRODUCED BY SIMULATION ACTIVITY . . . (N=15)

ITEM	RESPONSE CATEGORY			
	Not Helpful	Not Very Helpful	Rather Helpful	Very Helpful
1. Dealing with teaching problems of the types presented in the simulation exercise.	0	1	8	6
2. Identifying specific teaching problems.	0	2	5	8
3. Providing immediate solutions to specific teaching problems.	0	1	9	5
4. Awareness of emerging teaching problems.	0	1	4	10
5. Anticipating and preventing possible teaching problems.	0	1	0	14
6. Applying specific teaching techniques in developing certain teaching strategies.	1	1	5	8
7. Developing varied approaches for solving certain types of teaching problems.	0	1	5	9
8. The ability to foresee possible consequences of specific teaching strategies.	0	1	7	7
9. Developing a personal teaching style.	2	1	5	7
10. Teaching ability in general.	0	1	8	6

TABLE 6

WEIGHTED MEANS AND RANK OF STUDENT RATINGS OF INCREASE IN SELF-CONFIDENCE PRODUCED BY SIMULATION ACTIVITY (N=15)

ITEM	RESPONSE CATEGORY[1] 1	2	3	4	Total Weighted	Weighted Mean	Rank
1. Dealing with teaching problems of the types presented in the simulation exercise.	0	2	24	24	50	3.3	7.5
2. Identifying specific teaching problems.	0	4	15	32	51	3.4	4.5
3. Providing immediate solutions to specific teaching problems.	0	2	27	20	49	3.3	7.5
4. Awareness of emerging teaching problems.	0	2	12	40	54	3.6	2.0
5. Anticipating and preventing possible teaching prob.	0	2	0	56	58	3.9	1.0
6. Applying specific teaching techniques in developing certain teaching strategies.	1	2	15	32	50	3.3	7.5
7. Developing varied approaches for solving certain types of teaching problems.	0	2	15	36	53	3.5	3.0

TABLE 6--Continued

ITEM	RESPONSE CATEGORY[1] 1	2	3	4	Total Weighted	Weighted Mean	Rank
8. The ability to foresee possible consequences of specific teaching strategies.	0	2	21	38	51	3.4	4.5
9. Developing your personal teaching style.	2	2	15	28	47	3.1	10.0
10. Teaching ability in general.	0	2	24	24	50	3.3	7.5

[1] 1=Not Helpful
2=Not Very Helpful
3=Rather Helpful
4=Very Helpful

In examining the data, several items relating to the same activity will be examined together. The categories for grouping items were determined to be the following: identification of problems, solving problems, and general value of the simulation exercise. In the area of identification, items 1, 2, 4, 5, and 8 were grouped into one general category. The results of these items are presented below.

		Weighted Mean	Rank
Item 1:	Dealing with teaching problems of the type presented in the simulation exercise.	3.3	7.5
Item 2:	Identifying specific teaching problems.	3.4	4.5

		Weighted Mean	Rank
Item 4:	Awareness of emerging teaching problems.	3.6	2.0
Item 5:	Anticipating and preventing possible teaching problems.	3.9	1.0
Item 8:	The ability to foresee possible consequences of specific teaching strategies.	3.4	4.5

The mean of these four items is 3.5. Therefore, it can be stated that simulation is reported to be helpful for increasing self-confidence in identifying specific teaching problems. More specifically, Item 5 (Anticipating and preventing possible teaching problems) had a mean of 3.9, or Very Helpful, and was ranked 1.0 among the participants' results. Item 4 (Awareness of emerging teaching problems) had a mean of 3.6, which is between Rather Helpful and Very Helpful, and was ranked 2.0.

The self-confidence report was also used to determine whether the participants felt that simulation was useful for increasing self-confidence in dealing with problem solution. The items dealing with solutions for teaching problems were numbers 3, 6, 7, and 8. The results for each item are presented below.

		Weighted Mean	Rank
Item 3:	Providing immediate solutions to specific teaching problems.	3.3	7.5

		Weighted Mean	Rank
Item 6:	Applying specific teaching techniques in developing certain teaching strategies.	3.3	7.5
Item 7:	Developing varied approaches for solving certain types of teaching problems.	3.5	3.0
Item 8:	The ability to foresee possible consequences of specific teaching strategies.	3.4	4.5

The mean for the four items is 3.4. As in the previous section, one item has two negative ratings, item number 6.

The positive reactions for these items in this section indicate that simulation is a useful device for increasing self-confidence in solving certain types of teaching problems.

Two items were examined to determine whether the participants felt that the simulation exercise had been beneficial in increasing their self-confidence in their teaching ability. These were items 9, and 10. The results of these two items are presented below.

		Weighted Mean	Rank
Item 9:	Developing your personal teaching style.	3.1	10.0
Item 10:	Teaching ability in general.	3.3	7.5

The mean for these two items was 3.2. As in the previous two sections, the positive responses seem to bear out the value of simulation for increasing self-confidence in prospective teacher trainees. In summary, twelve of the respondents found that the simulation exercise was rather helpful for increasing self-confidence in teaching, and more specifically, in identifying and solving specific teaching problems.

Simulation: Feasibility in Terms of Time, Cost, and Staffing?

> Can simulation be incorporated into a foreign language methods course within the normal course limits of time, cost, and staffing?

The present simulation exercise was designed for use in the basic methods course, Education 540B, at The Ohio State University. This course is usually scheduled for forty class hours, in two two-hour sessions per week over a period of ten weeks. Of the ten weeks, three weeks are utilized for off-campus direct experiences: two weeks of micro-teaching and one week of team teaching. The activity-specific simulation exercise was designed to substitute a six-hour simulation exercise on-campus for a one-week micro-teaching experience.

As shown in Table 3, twelve of the fifteen students reported that they found the total time involved in the

simulation exercise either Rather Satisfactory or Very Satisfactory. The investigator also observed that no additional class time was necessary for implementing the simulation exercise. Therefore, the writer concluded that, within the normal constraints of the course schedule, the use of simulation as an integral part of the methods course was a feasible activity.

Instructor Time

The simulation was designed to require a minimum of instructor time in developing materials, or in aiding in the individual simulation activities, since the materials were already available, and since the students had already used the necessary technological aids in the regular programmed segment of the methods course. Instructor time was designed to be used for coordinating and leading group discussion sessions, and for providing additional background information as a resource person. Total instructor time of six hours was considered by the writer as within the normal time required for in-class activity, or for supervision in a one-week micro-teaching activity. Consequently, the simulation was considered a feasible activity in terms of instructor time.

Student Time

The time required for the individual simulation activities was open to the discretion of the students.

These activities were considered by the writer to be similar in time requirement as preparation for in-class activity or for direct experience activity. Students had been instructed that they could take as much or as little time as they felt necessary in order to adequately complete the individual simulation activity.

The total contact time in the group discussion sessions was six hours, and considered by the writer to fall within normal contact time in either in-class activity, or in a one-week direct experience. Although there is presently little factual data, the writer suggests that in terms of student time, simulation will generally be less time-consuming than direct experiences.

The conclusion of the writer was that the use of simulation is feasible in terms of time.

Cost

The costs for the development of the simulated materials used in the present study are described below.

Recurring costs:

Equipment maintenance (Sony VTR unit: deck, monitor, Wollensak 1500FS tape recorder)	$20.00

Duplication	
Incident Report Forms (300 sheets)	3.75
Satisfaction Report (20 sheets)	.50
Self-Confidence Report (20 sheets)	.50
Total Recurring Costs	$25.55
Non-recurring costs:	
Equipment	
1 VTR unit Sony: deck, camera, monitor and microphone, at $1250 per unit	$1,250.00
1 portable VTR unit Sony: recording deck, camera, microphone, and battery recharge unit, at $1560 per unit	1,560.00
1 tape recorder (Wollensak 1500FS)	184.50
Video tape: 1 reel, 20 minute one-half inch Scotch Brand video tape at $10.47	10.47
Audio tape: 1 reel 600 foot Scotch Brand recording tape	3.75
Duplication	
20 Simulation Participant's Manual (21 pages) at $.50 each	10.00
Simulation scripts (60 sheets)	1.50
Total non-recurring costs	$3,019.72

Today, many teacher training institutions have at least one departmental VTR unit. Therefore, the initial outlay for VTR equipment for a simulation program is

generally not necessary. Audio tape recorders can also be taken for granted as part of a departmental set of audio visual aids. Much electronic equipment today is solid state or printed circuit, so that replacement or obsolescence is not dependent on wearing out of components. Therefore, the high initial cost for equipment can be considered a non-recurring cost, even taking into account depreciation and maintenance costs over a period of years.

The materials used, including the simulation manual and written script material, are re-usable over a period of time. It is not unreasonable to assume that these materials can be used for at least four simulation exercises over the period of a year, or even more times, before needing to be replaced. The manual and scripts, if bound into booklet form, can be expected to last as long as any other bound classroom materials.

Therefore, the writer suggests that the cost of implementing a simulation exercise in a methods course in terms of equipment and materials is not prohibitive.

Staffing

This simulation exercise was designed to be an integral component of the basic performance-oriented foreign language methods course as it is currently conducted at The Ohio State University. This assumes that

the instructor has a working knowledge of the operation of both the VTR and the audio tape recorder.

A second, and more important characteristic of the instructor is to be able to guide prospective teachers in problem-solving situations, using a discussion approach. At the same time, the methods instructor should be able to proceed in a non-directive manner.

The course instructor should also have some knowledge of simulation techniques as an instructional approach. He need not be an expert in the development and use of simulation materials, but he should have at least a basic knowledge of the theoretical base for simulation procedures. As the course instructor becomes more experienced in the use of simulated materials, he would likely begin to develop materials of his own design for his particular situation or teaching problems which he considers of importance for his prospective teachers.

An increasing body of information is available in the literature on the theory and uses of simulation, and on techniques for leading groups. Therefore, this writer suggests that current staff members can prepare themselves for guiding simulation activities without the need of extensive specialized training, and that staffing is not a prohibitive concern.

By summarizing statements on the three questions concerning feasibility, in terms of time, cost, and staffing, the writer can state that simulation is a feasible activity which can be included as an integral part of a foreign language methods course.

Summary

In this chapter were reported the results of the study.

The guiding questions of the study were discussed in this chapter in terms of pretest-posttest results, participant satisfaction and increase in self-confidence, and feasibility was examined in terms of cost and minimum essential demands upon the instructor of a foreign language education methods course.

NOTES TO CHAPTER IV

1. Hancock, p. 104.
2. Cruickshank and Broadbent (1970), p. iv.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary of the Study

The purpose of the study was to investigate the feasibility of using simulation techniques as an instructional device in a performance-oriented foreign language education methods course. The three phases of the study were:

1. development of activity-specific simulated materials,
2. implementation of the simulation exercise,
3. evaluation of the simulation exercise as an instructional medium in foreign language teacher training.

The development of simulated materials included the complex problem of identifying those types of problems which supervising teachers, student teachers, and college supervisors report to occur most often for beginning teachers. This was done by means of a problem questionmaire.

A second important stage in the development of materials was determining which problems could be treated

through the use of simulation. The materials were then evaluated and modified.

The implementation of the simulation exercise included the feasibility question, dealing with developing procedures for using simulated materials for instructional purposes. An additional aspect which was included was the possibility of individualizing part of the simulation exercise in order to allow the participants to do the individual tasks in a personal manner, self-paced, and within a flexible time schedule. This segment was done in this manner in order to allow the use of partial programming techniques by the students in the individualized segment of the simulation exercise.

The evaluation phase was an attempt to determine whether there was an observable increase in skills in identifying specific types of teaching problems, whether the participants felt that their ability to deal with those types of problems was enhanced by the experience provided by the simulation exercises, whether simulation can become an added tool for training foreign language teachers by increasing practice in dealing with specific teaching problem situations, and whether simulation can be included in a foreign language program in terms of time, cost, and staffing. The purposes could be restated by asking three questions:

1. Is simulation a useful technique in foreign language teacher training for dealing with activity-specific teaching problems?
2. Can the ability to identify and solve specific types of teaching problems be increased through the use of simulation?
3. Is it feasible to include simulation as an integral part of a foreign language education program in terms of time, cost, staffing?

Chapter II was devoted to a review of pertinent literature. A study of various high school texts and methods books indicated that specific activities in foreign language learning and teaching are usually recommended or suggested, and that there are suggested approaches for teaching these activities.

A study of simulation literature reviewed the various applications and types of simulations which are used for cognitive and skill development, and for dealing with problems in the affective area. A conclusion was that the use of simulation in instruction in skill-specific activities in teacher training is as yet a new application, and not well-defined nor developed. However, simulation does have very important possibilities: the process appears to increase participant involvement in

problem-solving; and is considered an effective bridge between theory and practice.

Simulated situation teaching problems were developed by eliciting responses from supervising teachers, student teachers and college supervisors of student teachers to a list of pre-determined possible teaching problems. A series of eight simulated activity-specific teaching problems were developed and presented to a group of regularly enrolled students in Education 540B, the basic Spanish methods course. The fifteen students in the course participated in the simulation exercise as a regular part of the methods course activities. They practiced identifying problems related to specific activities and teaching strategies. The problem areas included were vocabulary, use of drills, teaching grammar concepts, conversation, and evaluation of pupil performance.

The simulation exercise was designed to perform two functions:

1. to aid the participants to increase their ability to identify and solve specific teaching problems,
2. to increase the participants' self-confidence in their ability to deal with the types of teaching problems presented.

In behavioral terms, the participants were expected, by the end of the simulation exercise, to:

1. identify a specific teaching problem related to teaching technique or teaching strategy,
2. indicate probable causes for the specific problem,
3. propose alternate immediate solutions to the specific problem,
4. develop a mini-lesson, complete with behavioral objectives, and teaching strategies for teaching the problem activity.

The writer feels that these objectives are realistic in terms of dealing with certain types of activity-specific teaching problems which occur to many beginning teachers and student teachers as observed by the writer and indicated by teachers and supervisors.

In summary, the three phases of the implementation of the simulation exercise included: orientation, instruction, and evaluation.

Conclusions

The conclusions which can be drawn from the results of the study can be examined in the form of responses to the fundamental questions which restate the purpose of the study.

Is simulation a useful technique in foreign language teacher training for dealing with activity-specific teaching problems?

Simulation as an instructional device in foreign language teacher training was reported to be a useful instructional technique.

The conclusion is supported by the results of the pre- and post simulation test, as shown in Table 2. The conclusion is also supported by the positive responses of foreign language teacher trainees as indicated in Tables 3 and 4, and by observations of methods course instructors and the investigator during the simulation exercise. The data in Table 4 indicates that no item had a reported mean lower than 3.0 (Rather Satisfactory). It also indicates that the use of simulated situations was reported to be useful in presenting practical (Item 2) and realistic (Item 12) teaching problem situations.

Can the ability to identify and solve specific types of teaching problems be increased through the use of simulation?

Simulation is a useful technique for increasing the ability to identify and solve teaching problems, and for increasing participant self-confidence also.

Simulated classroom situations were devised for teaching problem identification and solution.

The participants were encouraged to analyze each situation in terms of identifying a specific teaching problem, and to develop a teaching strategy which they considered to be an effective solution for the problem. No limit was imposed as to the correctness of a teaching

strategy, and each participant was encouraged to develop a solution with which he felt comfortable and confident. The purposes of this type of simulation exercise are to increase: 1) the ability to identify specific teaching problems, and 2) the ability to develop and examine the consequences of particular teaching approaches. The second of these purposes is enhanced by the opportunity to share ideas and mutually examine suggested teaching approaches in the group discussions.

The writer assumed that concommitant with the ability to identify and solve teaching problems is the increased self-confidence of the participant to deal with teaching problems. The self-confidence report results shown in Tables 5 and 6 do support the hypothesis that simulation increases self-confidence in dealing with teaching problems. Simulation was reported by fourteen of the participants to be most valuable in self-confidence increase in the anticipation and prevention of possible problems. (Table 5)

Pretest and posttest results indicate that the ability to identify and to develop acceptable solutions for specific types of teaching problems are increased after participation in the simulation exercise. Some external factors may have existed which aided in the increased ability to deal with the problems presented. However, since the pretest and the posttest were separated only by

the simulation exercise itself, a reasonable conclusion is that the simulation exercise had the most effect. Table 2 presented the results of changes in participants' approaches to identifying and solving teaching problems. Problems were more often reported as pupil learning breakdown caused by teacher behavior. Immediate solutions suggested increases in: 1) pupil activity, which was generally indicated by the participants as patterned exercises.

According to the participants' responses, their self-confidence did increase. The quality of the mini-lessons were generally improved as shown by the comparison of the pretest and posttest results.

The problems were reported unanimously as realistic. This conclusion indicates that realistic teaching problem situations can be presented by means of simulated situation materials.

Is it feasible to include simulation as an integral part of a foreign language education program in terms of time, cost, and staffing?

> Time, cost and staffing were not found to be major problems in the use of simulated situation materials in a foreign language education program.

With materials available, additional demands on instructor time are relatively small. The most noticeable time demands would be in selection and organization of

simulation materials, selection of appropriate readings, and planning time for scheduling the simulation portion of the program. With the basic assumption of the type of exercise as proposed in this study, student time is altered slightly, since the simulation is substituted for a comparable time block of direct experience. In addition, with the individual simulation activities available in a laboratory situation, there is a built-in flexibility for the student's use of time.

Staffing is a minimal problem since the course instructor can staff a simulation exercise adequately. His specific qualifications should include a background in the theory and development of simulation materials. This can be obtained by reading materials on the subject in any number of journals. In guiding group discussions, the instructor need only remember to serve mostly as a resource person and moderator-synthesizer. For a simulation program such as developed for the present study, the instructor himself should be adequate staff.

Implications of the Study

The present study within its three main phases of development of materials, implementation of simulated materials, and evaluation of results yields a number of areas which merit further development.

Materials

There is definite need for development of materials for activity-specific problems at the various levels of language instruction in elementary and secondary schools. At every level of foreign language instruction there are specific types of problems which plague the novice as well as the more experienced teacher. The materials for this study were limited to those of first level language study and the basic methods course activities based upon the known facts of the usual pattern for student teacher placements, and staffing patterns followed by many public school systems in the placement of beginning teachers. Most student teachers and beginning teachers are usually placed in beginning level classes. However, lists of common problems faced by foreign language teachers at every level of foreign language instruction should be compiled.

The writer suggests that self-instruction units of simulation materials be developed, and that cost factors of various self-instruction approaches be reported. Such packets could enhance the application of individualization of instruction for teachers or teacher trainees.

Computerized feedback based on Teaching Research's Low Cost Instructional Simulation Materials for Teacher Education could be an additional element in self-instructional simulation materials. The writer suggests that

the feedback system should provide for open-ended problem solution as well as prescribed model solutions.

Implementation

a. Pre-service:--The writer proposes that the question of procedures be examined carefully. This study reports results similar to Hancock's[1] in the low satisfaction reported by the participants in reference to specific aspects of the simulation exercise. Open-ended simulations appear to be frustrating to the participants. The frustration may be due to the participants' difficulty in accepting the fact that each person must develop his own solution to specific problems.

The writer suggests than an additional stage in the simulation exercise could help alleviate this frustration. A specified number of simulated problems similar to the one presented as the original problem could be worked out as an addendum to each group discussion session. In this way, the total group would cooperate in solving a common problem and each individual would benefit from the mutual experience.

b. Student teacher supervision:--It is well known that each supervisor evaluates a student teacher on his particular criteria, and oftentimes a student teacher finds that he must satisfy more than one supervisor. Simulated materials might be useful in developing a more uniform set of criteria for supervision.

By using simulated situations, it might be possible to determine uniform priorities in student teaching problems. From this could be collected information on analysis of problems and solutions to problems as determined by the priorities established. Cooperation between the college supervisors and the supervising teachers within the college area could develop a closer working relationship between the schools and a better personal and professional relationship between the people themselves.

c. Inservice:--Inservice simulation experiences are desirable for instructional purposes, and should prove to be satisfying to the participants. The writer observed that inservice teachers evaluating the materials for the present study became highly involved as participants.

A major question on effectiveness of inservice simulation experiences is that of exercise format and placement. Summer workshops and on-going inservice weekend or workday applications are very different, and each might prove to have special merits in particular situations. This writer feels that the total time necessary for each approach suggested will be found to be different from the others.

Inservice applications require close observation of staffing and logistic problems. Simulation directors are usually university persons, and their availability is dependent on time and distance of the schools from the

university center. Close cooperation between the schools and the universities is an essential element for inservice application. However, with a previously developed set of materials such as those of the present study the writer feels that school staff can be trained to be directors for their own school needs.

The writer suggests that cost studies be conducted in order to provide useful information in the area of implementation of simulation experiences for single school to district-wide applications in inservice training.

A final question of importance in the area of implementation is that of transfer of cooperation in dealing with simulated situations to a real sharing of ideas, techniques, materials, and feelings in team planning, team teaching and in generally improved cooperative efforts. The reactions of participants in simulation exercises reported in the literature indicate a high degree of involvement, and that reaction was also observed by the writer and other observers in the group discussion sessions in the present study.

Recommendations for Staffing

What demands are made on the person who implements a simulation exercise? There seem to be several important duties which must be mentioned in this respect:

1. Total course planning

2. Planning and use of simulation materials
    a. rationale
    b. instructional objectives
    c. schedule
    d. implementation
    e. evaluation

The course instructor should have a knowledge of the theory of simulation. He should be able to examine teaching problems and determine which ones can best be dealt with by the use of simulated situations. He should have a wide range of teaching experiences himself in order to serve as a resource person for the participants. He should be able to function as a facilitator.

In addition to the usual duties of the methods instructor, the writer suggests that the instructor who elects to implement a simulation exercise should have the following capabilities and knowledge:

1. knowledge of simulation theory,
2. broad pedagogical background,
3. wide range of teaching experiences,
4. knowledge of student teaching and beginning teacher teaching problems and placement patterns for student teaching and first regular teaching assignments,
5. ability to determine which teaching problems can be dealt with through simulation,

6. locating resources for developing and implementing simulation situations,
7. develop appropriate reading lists for the problems selected,
8. develop schedules for implementing simulation exercises,
9. lead non-directed group discussions,
10. serve as resource person,
11. evaluate effectiveness of simulation materials in terms of participants' change in behavior,
12. modify the simulation materials.

Recommendations for Further Study

Replication

With a larger sample, the present study could be replicated to obtain more complete data. It would also be possible with a large sample to conduct empirical studies for determining the effectiveness of simulation as an instructional medium.

Design

Kersh's research indicates that reality of size and motion are inversely related to effectiveness of the simulations.[2] However, with activity-specific problems which are based on specific strategies and techniques, size and motion may be of primary importance for simulation reality.

There is a need for further research in the effectiveness of modes of presentation of simulated material, especially for situations in which activity in progress is interrupted by a breakdown in communication between teacher and pupils. There is as yet no firm data as to the effectiveness of video vs. audio tapes, or either of these vs. written scripts. Further investigation should reveal which types of incidents can be best presented by utilizing the various media. These studies may also provide information on additional types of problems which can be presented through simulation.

Research may be able to give guidelines or theoretical base for activity-specific simulations. By working in this area, research may be able to provide additional information on the development of theoretical bases for simulations in general.

Implementation

Implementation of simulation falls into three general areas: 1) pre-service, 2) supervision, and 3) inservice, although there should be no real separation between the three.

a. Pre-service:--In pre-service applications, basic questions arise as to most effective placement of simulation in teacher training. Research should be able to provide information as to effectiveness of simulation

as part of an on-going methods program as a parallel activity. That is, can simulation be used to follow each methods course learning activity rather than as a complete separate activity at some predetermined point in the course? Participants in the present study indicated that simulation problems related to a specific learning activity might be placed within that same learning activity sequence. In that case, a possible sequence would be: 1) methods instructor presentation-demonstration, 2) student demonstration, 3) simulated teaching problem situation.

Another important pre-service question is that of placement of simulation in relation to specific direct experiences. Should activity-specific simulations be placed before, during, or after a specific direct experience for most effective results? Bogniard reported that her participants considered simulation more desirable before, rather than during, student teaching.[3] Can activity-specific simulations effectively replace direct experiences? Kersh reported that simulation allowed students who had had simulation experiences to assume full responsibility for classroom teaching as much as three weeks earlier than those who did not have simulation experience.[4] Cruickshank and Broadbent reported that simulation was as effective as an equal amount of student teaching.[5] The question of the effectiveness of simulation vs. direct experience is an important one, especially since

off-campus direct experiences are difficult to arrange and schedule.

Vlcek reports that in some areas transfer is minimal.[6] Further studies of a follow-up nature would be useful in indicating whether the effectiveness of simulation in a foreign language methods course application is continued on into student teaching or even in later teaching. Follow-up studies on student teachers who have had simulation experience may give evidence of the transfer of simulation practice. Additional follow-up studies on beginning teachers who have had and who have not had simulation experience can give long range information on effects of simulation training.

Gaffga reported in his study that simulation was useful in predicting teacher behavior based on observation of behavior in simulated situations.[7] Therefore, this writer suggests that investigation be conducted to determine the effectiveness of activity-specific simulation for predicting teaching behavior in foreign language classes.

b. Supervision:--Research could indicate whether the same simulation materials used for instruction in foreign language teacher education could be effectively used for training student teacher supervisors. Since the usual pattern in supervision includes the student teacher, the supervising teacher and the college supervisor, the

use of similar materials for evaluating teaching performance should improve supervision.

c. Inservice:--An important question is the use of preservice simulation materials for inservice applications. Can the same materials be used for experienced teachers and for inexperienced students? If it can be determined that the same materials are effective with both groups, greater economy of time and cost would be possible in planning, developing, implementing, and evaluating simulation materials.

The area of the use of media in inservice applications is an important one to investigate. Research should be able to aid in determining the effectiveness of such media as closed-circuit television, educational television networks, video tape recording, and films.

Time

The question of the total length of a simulation exercise needs clarification. Twelker indicates that there is no definite information on the time question. He states that the length of training may be more important than realism in realizing transfer from simulation practice.[8] Information from the various studies reported in Chapter II indicates that there is a wide range of total simulation exercise length reported in the studies.

The writer suggests further study in the area of simulation length.

Transfer

In many school situations, foreign language teachers teach more than one language and/or more than one level of a language. If, as this writer suggests, foreign language teaching strategies and specific teaching techniques are applicable in the teaching of any foreign language, then research could be conducted to determine the real generalizability and transfer of simulation experiences in one language-specific situation to teaching situations in other languages.

Research would also be useful in determining the transfer of practice in activity-specific situations to others in the affective domain and in classroom management in foreign language classrooms. A final, and perhaps the most important area for study is that of determining the transfer effect of simulation practice with skill-specific activities to improving interpersonal relations between teachers and learners.

NOTES TO CHAPTER V

1. Hancock (1970), p. 100.
2. Kersh (1965), p. 1
3. Bogniard (1968), p. 84.
4. Kersh (1963), p. 9.
5. Cruickshank and Broadbent (1968), p. 110.
6. Vlcek (1966), p. 200.
7. Gaffga (1967), p. 87.
8. Paul A. Twelker, "Prompting as an Instructional Variable in Classroom Simulation," paper read at the American Educational Research Association Annual Convention in Chicago, 1966, p. 6.

APPENDIX A

Dear Colleague:

I would like to request your assistance in collecting data by asking you to complete the attached questionnaire. It is relatively short, and I hope that it will not take much of your time to complete.

The purpose of the questionnaire is to attempt to assess some of the specific teaching problems which student teachers have been observed to have in the use of techniques and procedures in teaching foreign language classes. The survey was not designed for obtaining data on classroom management or discipline, but rather on those problems specifically related to methodology in teaching.

The questionnaire is being sent to persons who are now, or have recently been, student teachers, co-operating teachers, and college supervisors of student teachers in foreign languages.

The results will be used as a guide for developing materials and procedures for those areas which seem to be the most problematic. These will be used in courses for the training of prospective student teachers in foreign languages.

The results of the survey will also be available to you upon its completion. Any suggestions which you may have will also be gratefully accepted. Thank you for your time and cooperation.

Sincerely,

Leo J. Macías
(Teaching Associate)

A Survey of Teaching Problems Encountered by Student Teachers in Foreign Language Classes

Please indicate whether you are reporting as:

☐ Student teacher

☐ Supervising teacher

☐ College supervisor

On the scale from Seldom to Persistent, please indicate where along the continuum you perceive the situation as a problem for student teachers.

	Seldom	Persistent
I. Teaching basic materials (dialogs, basic sentences, etc.)		
1. Teaching pronunciation	_____	
2. Teaching vocabulary	_____	
3. Sentence length	_____	
4. Teaching for memory	_____	
5. Teaching for comprehension (meaning)	_____	
6. Other _____	_____	
II. Teaching grammar		
1. Teaching form (inflection, agreement, etc.)	_____	
2. Teaching meaning	_____	
3. Use of repetition drills	_____	
4. Use of simple substitution drills	_____	
5. Use of moving slot drills (multiple substitution)	_____	
6. Use of transformation drills	_____	

	Seldom	Persistent
7. Teaching contrasts within the language. (two forms of to be, to have, etc.)		
8. Teaching contrasts between English and the foreign language.		
9. Presenting generalizations		
10. Other_____		
III. Use of conversation stimuli		
1. Using directed dialogs		
2. Supplementing directed dialog materials		
3. Using dialog adaptations		
4. Supplementing dialog adaptation materials		
5. Using personalized questions		
6. Other_____		
IV. Evaluating student performance		
1. Testing pronunciation		
2. Testing dialog mastery		
3. Testing listening comprehension		
4. Testing correctness of language usage		
5. Testing reading comprehension		
6. Testing writing		
7. Other_____		
V. Teaching culture		
1. Teaching songs, poetry, etc.		

	Seldom	Persistent
2. Use of culturally authentic materials		
3. Teaching differences between American and foreign culture patterns		
4. Other_____		

Please indicate other problems in the use of teaching techniques in foreign language teaching, and please include comments and suggestions for improving and clarifying the questionnaire.

APPENDIX B

Simulation Incident V

Teacher: Now that we have had both the preterite and the imperfect, we will learn to use both forms in the same sentence. I will give you two sentences in the present and you will combine them in the past using cuando.

Yo digo: Juan estudia. Yo entro.

Ustedes dicen: Juan estudiaba cuando yo entré.

¿Comprenden?

Students: Sí.

Teacher: ¿Listos? Juan estudia. Yo entro.

Students: Juan estudiaba cuando yo entré.

T.: Muy bien. Yo estudio. Juan entra.

S.: Yo estudiaba cuando Juan entré.

T.: No. Yo estudiaba cuando Juan entró. Repitan.

S.: Yo estudiaba cuando Juan entró.

T.: Muy bien. Yo escribo una carta. Mis amigos me llaman.

S.: Yo escribía una carta cuando mis amigos me llamó.

T.: Llamó, no. Plural, clase. Mis amigos... ¿quién sabe?

One student: llamaron.

T.: Sí. Muy bien. ¿Comprenden? (Students nod agreement.) Bueno, otra vez. Juan escribe. Nosotros lo llamamos.

S.: Juan escribía cuando nosotros lo llamaron.

Simulation Incident VI

Teacher begins by saying:

Escuchen y repitan:

Buenas tardes, doña Mercedes. ¿Está Julio?
(pause)

Sí, debe estar en la cocina o en el patio.
(pause)

¿Julio, aquí está Pablo!
(pause)

¡Entra, Pablo! Estoy aquí en mi cuarto.
(pause)

Con permiso, señora.
(pause)

Cómo no.
(pause)

Muy bien. Ahora vamos a practicar más.

Escuchen: Yo digo:_____, dile "Buenas tardes." a_____.

_____ dice "Buenas tardes,_____."

Yo digo:_____, pregúntale a_____ si está_____.

_____ dice "¿Está_____?

Empiecen: _____, dile "Buenas tardes." a_____.
(pause)

_____, pregúntale a_____ si está_____.
(pause)

(Student response: "¿Si está_____ ?"

"¿Está_____ ?" Repite.
(pause)

Todos: "¿Está_____ ?" Repitan.
(pause)

_____, pregúntale a_____ si está_____ .
(pause)

(Student response: "¿Si está_____ ?")

No, escucha. "¿Está_____ ?" "¿Está_____ ?")

¿Comprendes? Repite: "¿Está_____?"
(pause)

Bueno. Ahora, _____, pregúntale a_____ si está_____ .
(pause)

Bien. _____, pregúntale a_____ si está_____.
(pause)

_____, dile "Buenas tardes." a_____ y pregúntale si está_____ .
(pause)

_____, dile que sí, que debe estar en su cuarto.
(pause)

(Student response: "Que debe estar en su cuarto.")

No, no. "Sí, debe estar en su cuarto."

Repitan todos: "Sí, debe estar en su cuarto."

(Student voice: Why do you use "si" sometimes and not others?)

(Other voices: "Yes, how come?"
"I don't understand."
"This is too hard."

APPENDIX C

SIMULATION FOR FOREIGN LANGUAGE TEACHERS

Participant's Manual

Leo J. Macías

Simulation for Foreign Language Teachers

Simulation: What is it?

Simulation is a facsimile of a real situation, a controlled model of reality. Since the situation is controlled, it is not an actual classroom event. It is one which has been selected as representative, and then rehearsed in order to present a realistic but staged situation. Every simulated situation represents a type of problem situation which could occur in a classroom situation.

A problem situation is one which causes or allows pupil learning to stop, be made more difficult, or confused, due to the teacher's method, approach, or use of teaching materials.

Types of simulation presentations

Simulated classroom incidents or episodes can be presented in various ways. The most common are: film, video-tape, audio-tape, written description, dramatization.

Simulated problems can include those of classroom control, teacher-pupil rapport, teacher-pupil interaction, and skill development and training in teaching techniques.

Purpose of simulation

Simulated situations are designed to help the teacher, or participant, to deal with specific teaching problems. The situations can be used for helping the teacher identify the problems, analyze probable causes, and develop teaching approaches for solving the problems. Simulation is also useful in helping the teacher develop the ability to anticipate and avoid the occurrence of certain types of teaching problems.

Simulation is a process in which the teacher is first an observer of a situation, and then a participant in attempting to solve a specific teaching problem. This process allows the individual to develop skills in identifying and solving specific

teaching problems. This is done through individual and group work and through discussion. The discussions also provide means for sharing ideas on identifying problems; and more important, sharing ideas on different ways of solving the problems.

By the processes mentioned, simulation aids the individual in developing personal approaches to identifying and solving specific kinds of teaching problems.

Value of simulation

Simulation can help the teacher to develop or increase:

a) the ability to identify and solve teaching problems as they occur,

b) the ability to anticipate probable problems before they occur, and avoid them,

c) confidence in being able to deal with unexpected teaching problems,

d) a personal teaching style by being able to apply various teaching techniques and approaches for more effective teaching.

Application of simulation to foreign language teaching:

Since it is impossible for a prospective foreign language teacher to be exposed to all the teaching problems which he might face in the classroom, various means are used to help prepare the teacher. These include methods courses, micro-teaching, team teaching and student teaching. However, none of them can provide all the answers. Simulation is a means for presenting representative types of teaching problems in a limited, controlled period of time.

The problem which will be dealt with in this exercise concerns teaching specific foreign language activities. The simulation will be used as a training and skill

development process. Each episode is staged; however, the possibility of it occurring is real. Each is based on certain types of problems which seem to be common among beginning teachers.

General background information:

Situation

The setting for this simulated classroom is a suburban school with a school population of some 900 pupils. The student body includes most racial, ethnic, and economic groups. The school can be considered an "average" secondary school in a large midwestern city.

The class is a first year Spanish class. The pupils are eighth and ninth graders. It is a heterogeneous group with no severe discipline or learning problems.

The teaching situations which you will encounter are spread throughout the entire year. Therefore, read the background data for each situation carefully in order to understand it better. Each teaching situation represents a type of classroom activity.

The teacher's approach or use of techniques may or may not be the most appropriate for each situation. You must decide whether the problem occurred due to teacher technique, or to other causes. If the problem is a technique problem, you must assume the role of the teacher, and attempt to identify and solve the problem utilizing the Incident Report form and format.

You will be expected to develop what you consider to be effective teaching strategies, based on suggested readings and your previous experience. Each teaching activity with which you will work has been staged and controlled so that you need only consider each situation for a teacher-related problem. Do not concern yourself with personality, discipline, or other non-teaching factors.

Keep in mind the important outcome of this simulation exercise is to permit you to seek out alternative procedures for teaching certain activities. It should help you become more aware of developing problems, and increase confidence in ability to react to teaching problems which you might encounter.

You will also examine the simulation exercise in terms of whether you consider it an effective and satisfying approach to working with certain types of expected teaching problems. Some of the questions you will be expected to ask yourself are:

a) Do I feel that I can deal better with this type of problem after the simulation exercise or not?

b) Is the simulated problem atypical or unrealistic?

c) Does this type of simulation exercise fit in the framework of the rest of the methods course activities?

d) Did the simulation exercise take any more, or less, total time than the other course activities?

e) Was the simulation exercise personally, and professionally, satisfying and enriching?

Simulation activities

1. There will be a series of eight simulated classroom problems or activities. For each one you will view, listen to, or read the appropriate materials. You may go over the materials as many times as you need in order to understand the situation, identify the problem, and develop your own approach to teaching the activity.

2. You will complete the Simulation Incident Report Form for each incident.

3. You will read the suggested materials in order to deal more effectively with each problem.

4. You will prepare a mini-lesson of less than three minutes duration for teaching the simulated activity in what you consider to be a more effective manner.

5. You will participate in group discussion on each of the problems.

You should also keep in mind the following statements.

a) I should be able to assess a problem, and to provide a solution acceptable to me.

b) I must be able to continue the day's lesson without a total loss on any planned activity due to some unforeseen problem.

c) I cannot anticipate all problems, but I can anticipate certain types of problems.

d) I may not be able to solve the problem immediately, but I should be able to solve it.

Format for completing the simulation exercise:

1. Read the background data for each simulation episode before doing other activities.

2. View, listen to, or read the simulated materials as indicated on the simulation incident information sheet.

3. Read materials suggested as readings. You should read more extensively if you find that you need more information.

4. Complete the incident report form. A very important part of this step is the mini-lesson.

5. Participate in small and large group discussion of each problem situation.

6. Complete a second incident report form. This form should reflect your point of view after the simulation exercise. It need not be the same point of view as before the exercise. Class time will be used only for step 5.

Simulation Schedule

Pre-simulation assignment:

Introduction and orientation.
Read Participant's Manual background information.
Read Simulation Incident information for
Incidents I and II.

Day 1: General questions and discussion of simulation.
Group discussions on Incidents I, II.

Day 2: Group discoussion of Incidents III, IV, V, and VI.

Day 3: Group discussion of Incidents VII and VIII.
Post-simulation evaluation.
Post-simulation general discussion.

Simulation Incident I

Teaching vocabulary:

A. Background: The class is in the fifth or sixth week of the first year. The form of the vocabulary item is being learned in order to incorporate it into a dialog line for memory. The items of food have already been learned.

B. Simulation: View video-tape clip I.

C. Readings: Rivers, Ch. 6, 2.
Grittner, pp. 160-73.
High school textbooks and teacher's manuals.

D. Complete incident report form.

E. Application: Develop a mini-lesson for teaching the same activity.

F. Discussion: Participate in small and large group discussion of the teaching problem.

G. Evaluation: Evaluate the various proposed approaches to identifying and solving the problem.

H. Complete the second incident report form.

Simulation Incident II

Teaching grammar:

A. Background: The class is in the early part of the second semester. One form of the grammar point has been learned as part of a dialog line. The class is learning other forms of the grammar point.

B. Simulation: Listen to audio-tape II.

C. Readings: Rivers, Ch. 4.
Politzer and Staubach, Ch. IV: (A), (B).
Stockwell and Bowen, pp. 292-307.
High school texts and teacher's manuals.

D. Complete incident report form.

E. Application: Develop a mini-lesson.

F. Discussion: Small and large group discussion.

G. Evaluation: Evaluate proposed approaches.

H. Complete second incident report form.

Simulation Incident III

Teaching grammar:

A. Background: The class is in the latter part of the second semester. The class has learned the forms of the grammar structure through dialog and pattern drill. It is now learning some of the uses of the structure.

B. Simulation: View video-tape clip III.

C. Readings: Rivers, Ch. 6.

Politzer and Staubach
Ch. 4: (A), (B)
Ch. 8: (D)
High school textbooks and teacher's manuals.

D. Complete incident report form.

E. Application: Mini-lesson.

F. Discussion

G. Evaluation

H. Complete second incident report form.

Simulation Incident IV

Teaching grammar:

A. Background: The class is in the early part of the second semester. The grammar point has been learned in a dialog, and has been practiced in drills.

B. Simulation: Read written simulation material IV.

C. Readings: Rivers, Ch. 4.
Readings for Incidents III, IV.
High school textbooks and teacher's manuals.

D. Complete first incident report form.

E. Application

F. Discussion

G. Evaluation

H. Complete second incident report form.

Simulation Incident V

Teaching grammar:

A. Background: The class is in the middle to latter part of the second semester. The class has studied two grammar forms and usages separately, and now is using the two in contrast within a single utterance.

B. Simulation: Read written simulation material V.

C. Readings: Politzer and Staubach
Ch. 8: (D) 2.A., 3.H.
Readings for Incidents III, IV, V.
High school textbooks and teacher's manuals.

D. Complete first incident report form.

E. Application

F. Discussion

G. Evaluation

H. Complete second incident report form.

Simulation Incident VI

Conversation and dialogs:

A. Background: The class is in the early part of the first year. It has been working with a dialog, and is now working with personal application of some of the lines.

B. Simulation: Listen to audio-tape VI.

C. Readings: Rivers, pp. 167-74, 195-201.
High school textbooks and teacher's manuals.

D. Complete first incident report form.

E. Application

F. Discussion

G. Evaluation

H. Complete second incident report form.

Simulation Incident VII

Speaking

A. Background: The class is in late first year. The class has regularly been evaluated on dialog recitation, and short narratives and poetry. This situation is not atypical. The pupil being evaluated is an average pupil, and has volunteered to recite.

B. Simulation: Listen to audio-tape VII.

C. Readings: Rivers, pp. 296-97.
Grittner, pp. 354-59.
Valette, pp. 79-107.
High school textbooks and teacher's manuals.

D. Complete first incident report form.

E. Application

F. Discussion

G. Evaluation

H. Complete second incident report form.

Simulation Incident VIII

Listening comprehension:

A. Background: The class is in the early part of the first year, about fifth or sixth week. The pupils are taking a tape-recorded listening comprehension test. The teacher has done similar testing in class, but this is the first tape-recorded test.

B. Simulation: Listen to audio-tape VIII and read written simulation materials VIII.

C. Readings: Rivers, pp. 295-96.
Grittner, pp. 343-46.
Valette, pp. 48-51; 67-68.
High school textbooks and teacher's manuals.

D. Complete first incident report form.

E. Application

F. Discussion

G. Evaluation

H. Complete second incident report form.

APPENDIX D

Simulation Incident Report Form

Problem number ___-___

1. What is the teaching problem?

2. What do you think caused the situation to become a teaching problem?

3. As the teacher, what will you do as an immediate solution to the problem? (What is your first reaction?)

4. If the problem had really happened to you, could you have dealt with it effectively at the moment?

   (No ☐ Not likely ☐ Most likely ☐ Yes ☐)

5. Anticipating a teaching problem like the one presented, develop a mini-lesson for teaching the activity. (Not to exceed three minutes of classroom time.)

6. Did the incident seem realistic to you?

Name_____

Date_____

APPENDIX E

Simulation for Foreign Language Teachers

Pretest--Posttest Problem I

Use of Vocabulary:

Background: The class is in the latter part of the first semester. New vocabulary has been taught prior to working with the dialog lines. At this point the class is learning the dialog lines for memory.

Script:

Teacher begins by saying:

Escuchen y repitan: Paco pregunta, "¿Tienes mucho trabajo hoy?" Juan contesta, "No mucho. Estoy libre por la tarde."

Escuchen y repitan por favor:
¿Tienes mucho trabajo hoy?

hoy

Students: hoy

T.: trabajo hoy

Ss.: trabajo hoy

T.: mucho trabajo hoy

Ss.: mucho trabajo hoy

T.: ¿Tienes mucho trabajo hoy?

Ss.: ¿Tienes mucho trabajo hoy?

T.: Muy bien. Escuchen y repitan for favor:
No mucho. Estoy libre por la tarde.

por la tarde

Ss.: por la tarde

T.: Estoy libre por la tarde.

Ss.: Estoy libre por la tarde.

T.: ¡Muy bien!

S.: How can you be a book in the afternoon?

Ss.: (General confusion and comments.)

Simulation for Foreign Language Teachers

Pretest--Posttest Problem II

Conversation and dialogs

Background: The class is in the early part of the first year. It is working with a dialog, practicing the lines for memory.

Script:

Teacher begins by saying:

Escuchen y repitan: Buenas tardes, doña Mercedes. ¿Está Julio?

Students: Buenas tardes, doña Mercedes. ¿Está Julio?

T.: Sí, debe estar en la cocina o en el patio.

Ss.: Sí, debe estar en la cocina o en el patio.

T.: Julio, aquí está Pablo.

Ss.: Julio, aquí está Pablo.

T.: Entra, Pablo. Estoy aquí en mi cuarto.

Ss.: Entra, Pablo. Estoy aquí en mi cuarto.

T.: Con permiso, señora.

Ss.: Con permiso, señora.

T.: Cómo no.

Ss.: Cómo no.

T.: Muy bien. Ahora vamos a practicar más. Escuchen: Yo digo, "Paula, dile a Mario "Buenas tardes, doña Mercedes." Paula dice "Buenas tardes, doña Mercedes."

Empiecen: Paula, dile a Mario, "Buenas tardes, doña Mercedes."

Paula:	Buenas tardes, doña Mercedes.
T.:	Carlota, dile a Diana "Buenas tardes, Pablo."
Carlota:	Buenas tardes, Pablo.
T.:	Diana, pregúntale a Ana "Está Julio?"
Diana:	¿Está Julio?
T.:	Ana, contesta a Patricio, "Sí, debe estar en la cocina o en el patio."
Ana:	Sí, debe estar en la cocina o en el patio.
T.:	Patricio, dile a María "Julio, aquí está Pablo."
Patricio:	Julio, aquí está Pablo.
T.:	María, dile a Paula "Entra, Pablo. Estoy aquí en mi cuarto."
María:	Entra, Pablo. Estoy aquí en mi cuarto.
T.:	Carlos, dile a Carlota "Con permiso, señora."
Carlos:	Con permiso, señora.
T.:	Diana, dile a Ana "Cómo no."
Diana:	Cómo no.
T.:	¡Muy bien!

APPENDIX F

Simulation for Foreign Language Teachers

Satisfaction Report

The purpose of this report is to obtain information on whether you feel that the Simulation Exercise was a satisfactory learning experience or not.

Please indicate your reaction by marking the appropriate square for each item.

	Not Satisfactory	Not Very Satisfactory	Rather Satisfactory	Very Satisfactory
1. Total time involved in the simulation exercise.	☐	☐	☐	☐
2. Practicality of simulated episodes.	☐	☐	☐	☐
3. Applicability of simulation in teacher training courses.	☐	☐	☐	☐
4. Individual activities.	☐	☐	☐	☐
5. Group discussions.	☐	☐	☐	☐
6. Comparison of simulation with microteaching, teamteaching, or student teaching.	☐	☐	☐	☐
7. Practicality of readings.	☐	☐	☐	☐
8. Applicability of readings.	☐	☐	☐	☐
9. Teaching problems.	☐	☐	☐	☐

	Not Satis-factory	Not Very Satis-factory	Rather Satis-factory	Very Satis-factory
10. Simulated Exercise materials.	☐	☐	☐	☐
11. Participant's Manual	☐	☐	☐	☐
12. Reality of simulated situations.	☐	☐	☐	☐
13. Procedures involved in the Simulation Exercise.	☐	☐	☐	☐
14. Increase in ability to deal with teaching problems.	☐	☐	☐	☐
15. Over-all experience.	☐	☐	☐	☐

Please give your reactions to the report and your suggestions and evaluation of the Simulation Exercise.

APPENDIX G

Simulation for Foreign Language Teachers

Self-Confidence Report

The purpose of this report is to obtain information on whether you feel that the Simulation Exercise has had an effect on your self-confidence for dealing with teaching situations.

Please indicate your reaction by marking the appropriate square for each item.

	Not Helpful	Not Very Helpful	Rather Helpful	Very Helpful
1. Dealing with teaching problems of the types presented in the simulation exercise.	☐	☐	☐	☐
2. Identifying specific teaching problems.	☐	☐	☐	☐
3. Providing immediate solutions to specific teaching problems.	☐	☐	☐	☐
4. Awareness of emerging teaching problems.	☐	☐	☐	☐
5. Anticipating and preventing possible teaching problems.	☐	☐	☐	☐
6. Applying specific teaching techniques in developing certain teaching strategies.	☐	☐	☐	☐
7. Developing varied approaches for solving certain types of teaching problems.	☐	☐	☐	☐

	Not Helpful	Not Very Helpful	Rather Helpful	Very Helpful
8. The ability to foresee possible consequences of specific teaching strategies.	☐	☐	☐	☐
9. Developing your personal teaching style.	☐	☐	☐	☐
10. Teaching ability in general.	☐	☐	☐	☐

Please give your own reactions and comments to this report and your suggestions and evaluation of the Simulation Exercise.

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