Five Characteristics of Highly Effective Spanish Teachers: Empirical Findings

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Georgia State University
United States Air Force Academy
What does it mean to be an Effective Teacher?
Teacher Accountability

The Washington Post

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Posted at 12:49 PM ET, 07/15/2011

More than 200 D.C. teachers fired
By Bill Turque

UPDATE 4:05 p.m. This item has been updated to reflect a new count of the total number of teachers fired for poor ratings--206, not 227. Also, the tally of teachers fired in 2010 for poor ratings is now given as 75, not 129.

The District fired 206 teachers for poor performance Friday, the second year in a row it has dismissed significant numbers of educators for not meeting the District’s standards. The District also plans to fire 20 more teachers for poor performance and 21 for poor attendance.

Visit aids ‘trust-building process’
Highly Qualified and Highly Effective

Highly Qualified speaks to how well teachers understand their content and is often measured by an individual’s completed coursework.

Highly Effective, however, is different way of thinking as it moves toward the focus of a teacher’s performance with students (Stumbo & McWalters, 2010).

Clearly, it is their work with students that makes the difference, but how is their work measured?
Research suggests...

- Traditionally, researchers posit that highly effective teachers have the necessary certification, content area knowledge and strong verbal and cognitive abilities (Goodwin, 2010).

- Effective teachers demonstrate (1) passion about children and teaching, (2) perseverance, (3) risk taking, (4) pragmatism, (5) patience, (6) flexibility, (7) respect, (8) creativity, (9) authenticity, (10) love of learning, (11) high energy, and (12) sense of humor (Colker, 2008).
Still Others Suggest that Effective Teachers...

- have a strong sense of efficacy in teaching their content (Woolfolk Hoy, 2000)
- match learning styles to instruction (Kolb, 1981)
- self-reflect on their practice (Adams & Pierce, 1992)
What tangible factors of teachers are important to study?

- Teacher credentials
  - level of degrees, type of certification, years of experience, completion, specific coursework, quality of preparation program, and teachers’ own test scores on various examinations.
- However, little effect has been shown (Goldhaber & Anthony, 2004; Rice, 2003; Wayne & Youngs, 2003).
- Collectively, such characteristics = 3% of differences
- For example, in years 1-3 differences are found between novices and veterans. After year 5, differences are not distinguishable (Rice, 2003; Rivkin, Hanushek, & Kain, 2005)
What about Intangible Factors?

These qualities focus on the positive personality traits.

- Caring, respect, motivation, perseverance, enthusiasm, leadership and dedication (Brown, Morehead, & Smith, 2008; Farr, 2010; Goldhaber, 2002; Goodwin, 2010)
- Grit – one’s perseverance and passion for long-term goals (Duckworth, 2007)
- Optimistic Disposition
- Career Satisfaction (Swanson, 2008, 2012)
- Leadership style
Five Characteristics
Person / Environment Fit

In our culture, most person are one of six personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.

2. People of the same personality tend to "flock together." For example, Artistic people are attracted to making friends and working with Artistic people.

3. People of the same personality type working together in a job create a work environment that fits their type. For example, when Artistic persons are together on a job, they create a work environment that rewards creative thinking and behavior -- an Artistic environment.

4. There are six basic types of work environments: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.

5. People who choose to work in an environment similar to their personality type are more likely to be satisfied and successful.

6. How you act and feel at work depends to a large extent on your workplace environment.
Holland Hexagon

REALISTIC
- People with mechanical and athletic abilities, like working outdoors with tools and objects; prefer dealing with things rather than people.

INVESTIGATIVE
- People with math and science abilities, like working alone and solving complex problems; like dealing with ideas rather than people or things.

CONVENTIONAL
- People with clerical and math ability; prefer working indoors and organizing things; like to deal with words and numbers rather than people or ideas.

ARTISTIC
- People with artistic ability and imagination; enjoy creating original work; like dealing with ideas rather than things.

ENTERPRISING
- People with leadership and speaking abilities like to be influential; interested in politics and economics; like to deal with people and ideas rather than things.

SOCIAL
- People with social skills; interested in social relationships and helping others solve problems; likes dealing with people rather than things.
Person / Workplace Environment Fit

Person

Workplace
<table>
<thead>
<tr>
<th>Social</th>
<th>Artistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Careful</td>
<td>• Complicated</td>
</tr>
<tr>
<td>• Conforming</td>
<td>• Emotional</td>
</tr>
<tr>
<td>• Orderly</td>
<td>• Expressive</td>
</tr>
<tr>
<td>• Obedient</td>
<td>• Independent</td>
</tr>
<tr>
<td>• Persistent</td>
<td>• Intuitive</td>
</tr>
<tr>
<td>• Thrifty</td>
<td>• Original</td>
</tr>
<tr>
<td>• Practical</td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td>Realistic</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>• Careful</td>
<td>• Genuine</td>
</tr>
<tr>
<td>• Conforming</td>
<td>• Inflexible</td>
</tr>
<tr>
<td>• Orderly</td>
<td>• Natural</td>
</tr>
<tr>
<td>• Obedient</td>
<td>• Realistic</td>
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<tr>
<td>• Persistent</td>
<td>• Robust</td>
</tr>
<tr>
<td>• Thrifty</td>
<td>• Reserved</td>
</tr>
<tr>
<td>• Practical</td>
<td>• Practical</td>
</tr>
<tr>
<td>Investigative</td>
<td>Enterprising</td>
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<tr>
<td>-------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>• Analytical</td>
<td>• Acquisitive</td>
</tr>
<tr>
<td>• Cautious</td>
<td>• Adventurous</td>
</tr>
<tr>
<td>• Curious</td>
<td>• Assertive</td>
</tr>
<tr>
<td>• Precise</td>
<td>• Extroverted</td>
</tr>
<tr>
<td>• Rational</td>
<td>• Forceful</td>
</tr>
<tr>
<td>• Reserved</td>
<td>• Self-confident</td>
</tr>
<tr>
<td>• Unassuming</td>
<td>• Resourceful</td>
</tr>
</tbody>
</table>
Self-Directed Search Inventory

- Three sections:
  - Activities (like/dislike)
  - Competencies (have/do not have)
  - Self-rating of different skills.
- To determine the interest profile (a.k.a Holland code), an individual totals the number of items for each of the six domains.
- An individual’s interest profile is determined by rank ordering the totals for the six subscales from the highest (50 points maximum) to the lowest (0 points minimum).
- Holland (1997) recommends working only with the first three highest-ranked domains for smaller studies because extremely large samples are needed for empirical studies using all six classifications.
Moving toward a Personality Pattern

1. Consistency
   ◦ Adjacent points on the hexagon are deemed most consistent. That is, some pairs are more closely related than others.

2. Congruency
   ◦ the hexagon defines the degrees of congruence between person and environment.

3. Differentiation – the variance of interests
Differentiation Example

Graph showing differentiation example with two lines representing 'Low' and 'High' categories.
Wyoming Language Teachers

N = 82 Females 78%
Caucasian (71%)  Latino (24%)  African American (5%)

Swanson (2008)
Virginia

Series 1
Language Teachers in Georgia

![Graph showing the distribution of language teachers in Georgia, categorized by gender (Females and Males).]
Age Group Personality Differences

Differentiation by age

- 20-29 yrs old
- 30-39 yrs old
- 40-49 yrs old
- 50+ yrs old

Domains: R, I, A, S, E, C
Adolescents
Study 2

How are people’s vocational interests related to the sense of efficacy?

1. Self-Directed Search interest inventory (Holland, 1986)
2. The Ohio State Teacher Efficacy Scale (Tschannen-Moran, 2001)
Teachers’ beliefs partly determine how they structure academic activities and shape students’ evaluations of their intellectual capabilities (Bandura, 1997).

Teachers with a high sense of efficacy believe that difficult students are teachable and that they can overcome environmental challenges.

Teachers with a low sense of efficacy believe that there is little they can do if students are unmotivated and that environmental forces are beyond their control.
An Increased Sense of Self-Efficacy is associated with:

- Teachers’ willingness to implement innovations (Guskey, 1988; Rangel, 1997; Smylie, 1988)
- Classroom management strategies (Ashton & Webb, 1986)
- Teachers’ persistence when things are not going well and their resilience in the face of setbacks (Tschannen-Moran & Woolfolk Hoy, 2001)
- Teachers’ capacity to be less critical of students when they err (Ashton & Webb, 1986)
- Teachers with a greater sense of efficacy demonstrate greater commitment to and enthusiasm for teaching (Coladarci, 1992; Hall, Burley, Villeme, & Brockmeier, 1992)
- Teachers embracing communicative language teaching (Swanson, 2014)
- Teacher satisfaction and longevity in the profession (Swanson, 2010, 2012)
Teachers’ Sense of Efficacy

Teachers' confidence in their ability to promote students' learning (Woolfolk Hoy, 2000)

Four Sources:

• Mastery Experiences
• Vicarious Learning
• Verbal Persuasion
• Physiological Responses
# Teachers’ Sense of Efficacy

<table>
<thead>
<tr>
<th>General Education</th>
<th>Language Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Strategy</td>
<td>Content Knowledge</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>Teacher as Facilitator</td>
</tr>
<tr>
<td>Student Engagement</td>
<td>Cultural Instruction</td>
</tr>
</tbody>
</table>

(Tschannen-Moran & Woolfolk Hoy, 2001)  
(Swanson, 2012)
Language Teachers’ Interests as they Relate to Sense of Efficacy

** p<.01
Study 3
Teachers’ Sense of Humor

- humor as a pedagogical tool can enhance self-esteem, increase self-motivation, reduce classroom anxiety, and promote higher level thinking skills, which are factors that can facilitate learning (Berk, 1996; Evans-Palmer, 2010)

- teacher enthusiasm shows a strong relationship to student success (Cabello & Terrell, 1994) and that using and/or having a sense of humor is associated with long-term retention of course material and better information recall (Glenn, 2002; Hill, 1988)

- teacher use of humor has been found to improve classroom climate, increase student-teacher rapport and student motivation, and reduce tension (Aboudan, 2009; Fisher, 1997; Kher, Molstad, & Donahue, 1999; Loomax & Moosavi, 1998; Provine, 2002)
Teachers with a Sense of Humor can...

- ease nervousness, particularly concerning difficult topics or in situations that are commonly perceived by students to be anxiety-producing (e.g., exams) (Berk, 1996; Kher et al., 1999)
- have a humanizing effect to the image of the teacher (Torok, McMorris,&Lin, 2004)
- facilitate student motivation, attention, and even comprehension of the course material (Torok, McMorris,&Lin, 2004)
- allow students’ brains to take an educational break so that students can process and internalize information (Kher et al., 1999)

Hill (1988) noted that “one of the most important functions of humor is to create a positive learning environment” (p. 20)
Factors Associated with Humor

1. Recognition of oneself as humorous
2. Recognition of others' humor
3. Appreciation of humor
4. Coping humor  (Thorson & Powell, 1993a)
2013 Empirical Findings

- How do the teachers who choose to administer the NSEs to their students rate their level of efficacy in teaching Spanish / sense of humor?
- What is the relationship between the teachers’ sense of efficacy in teaching Spanish / sense of humor and their students’ scores on the NSEs?
- What is the relationship between the teachers’ level of efficacy in teaching Spanish / sense of humor and their choice to remain or leave the profession?
Multidimensional Sense of Humor Scale

- 24 items (reliability = 0.92)
- 5-point Likert format (0 = Strongly Disagree to 4 = Strongly Agree)
- Four subscales:
  - Humor Production and Social Uses of Humor
  - Adaptive/ Coping humor
  - Humor Appreciation
  - Attitudes toward Humor
<table>
<thead>
<tr>
<th>Item no.</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>Sometimes I think up jokes or funny stories.</td>
</tr>
<tr>
<td>Q2</td>
<td>Uses of wit or humour help me master difficult situations.</td>
</tr>
<tr>
<td>Q3</td>
<td>I'm confident that I can make other people laugh.</td>
</tr>
<tr>
<td>Q4</td>
<td>I dislike comics.</td>
</tr>
<tr>
<td>Q5</td>
<td>Other people tell me that I say funny things.</td>
</tr>
<tr>
<td>Q6</td>
<td>I can use wit to help adapt to many situations.</td>
</tr>
<tr>
<td>Q7</td>
<td>I can ease a tense situation by saying something funny.</td>
</tr>
<tr>
<td>Q8</td>
<td>People who tell jokes are a pain in the neck.</td>
</tr>
<tr>
<td>Q9</td>
<td>I can often crack people up with the things I say.</td>
</tr>
<tr>
<td>Q10</td>
<td>I like a good joke.</td>
</tr>
<tr>
<td>Q11</td>
<td>Calling somebody a 'comedian' is a real insult.</td>
</tr>
<tr>
<td>Q12</td>
<td>I can say things in such a way as to make people laugh.</td>
</tr>
<tr>
<td>Q13</td>
<td>Humour is a lousy coping mechanism.</td>
</tr>
<tr>
<td>Q14</td>
<td>I appreciate those who generate humour.</td>
</tr>
<tr>
<td>Q15</td>
<td>People look to me to say amusing things.</td>
</tr>
<tr>
<td>Q16</td>
<td>Humour helps me cope.</td>
</tr>
<tr>
<td>Q17</td>
<td>I'm uncomfortable when everyone is cracking jokes.</td>
</tr>
<tr>
<td>Q18</td>
<td>I'm regarded as something of a wit by my friends.</td>
</tr>
<tr>
<td>Q19</td>
<td>Coping by using humour is an elegant way of adapting.</td>
</tr>
<tr>
<td>Q20</td>
<td>Trying to master situations through uses of humour is really dumb.</td>
</tr>
<tr>
<td>Q21</td>
<td>I can actually have some control over a group by my uses of humour.</td>
</tr>
<tr>
<td>Q22</td>
<td>Uses of humour help to put me at ease.</td>
</tr>
<tr>
<td>Q23</td>
<td>I can use humour to entertain my friends.</td>
</tr>
<tr>
<td>Q24</td>
<td>My clever savings amuse others.</td>
</tr>
</tbody>
</table>
S/FL Teachers’ Sense of Efficacy Scale

- 14 items (reliability = .91)
- 0 (no confidence) to 100 (absolute confidence)
- Three subscales:
  - Content Knowledge
  - Teacher as Facilitator
  - Cultural Instruction
1. How confident are you that you can:
   a. help your students learn at the first year of Spanish?
   b. help your students learn at highest levels of Spanish?

2. How confident are you in your own knowledge of Spanish that you can accomplish the following:
   a. lower your student’s anxiety about learning Spanish?
   b. motivate your students to learn about Spanish?
   c. foster your students’ interest about learning Spanish?
   d. increase student achievement in your Spanish classes?

3. How much confidence do you have in your ability to:
   a. have a conversation with a native speaker in Spanish?
   b. read and understand a newspaper printed in Spanish?
   c. write a personal letter to a pen pal in Spanish?
   d. fully understand a movie that only uses Spanish?

4. How confident are you that you can demonstrate to your students an understanding of:
   a. the relationship between the practices and perspectives of the culture studied (Spanish and Latin America)?
   b. the relationship between the products and perspectives of the culture studied (Spanish and Latin America)?
Mission of the NSE is "to recognize student achievement and to promote language proficiency in the study of Spanish"

- Online standardized assessments (grades 6-12, seven levels) that are the most widely used tests of Spanish in the United States
- NSEs are inexpensive ($3/student)
- Measure Achievement (vocabulary and grammar = 200 pts) and Proficiency (reading and listening = 200 pts)
- **Total** = 400 points
Teacher Efficacy Sample

- Spanish Teachers filled out surveys \((n = 182)\)
- 90% female
- Caucasian (79%) and Latino/a (13%)
- Graduate degrees (78% master’s degree 2% doctorate)
- 89% studied abroad for average 7 months
- 90% taught Spanish, 10% Spanish & French
- Taught public in schools (58%)
- 95 teachers gave NSEs to all students \((N = 4831)\) instead of best or those willing to take it.
Humor Sample

- Spanish Teachers filled out surveys ($N = 102$)
- Teachers gave NSEs to all students ($N = 5419$) instead of best or those willing to take it.
MANOVA
Compared Students’ Scores for Teachers in Low and High Quartiles

Multidimensional Sense of Humor Scale
S/FL Teachers’ Sense of Efficacy Scale

Low  Moderately Low  Moderately High  High

Students’ Scores on National Spanish Exams
Findings

- Both surveys had strong reliability coefficients. NSEs too!

- Overall, teachers expressed strongest sense of efficacy in:
  - writing a personal letter in the target language(s)
  - reading and understanding a newspaper printed in another country in the target language(s) taught.

- The two lowest ratings were found for two cultural instruction items:
  - the ability to teach about the relationship between the products and perspectives of the culture studied
  - the ability to teach how people from different countries and cultures perceive the world around them.
Gains of: 7%

Table 2

Mean Differences between Students’ Scores on the NSEs and Spanish Teachers’ Sense of Efficacy in Teaching Spanish.

<table>
<thead>
<tr>
<th></th>
<th>S/FLTES</th>
<th>Teacher as Facilitator</th>
<th>Content Knowledge</th>
<th>Cultural Instruction</th>
<th>TSES</th>
<th>Student Engagement</th>
<th>Classroom Management</th>
<th>Instructional Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Achievement</strong></td>
<td>7.90***</td>
<td>8.69***</td>
<td>13.00***</td>
<td>10.20***</td>
<td>3.09</td>
<td>.13</td>
<td>9.07***</td>
<td>1.87</td>
</tr>
<tr>
<td><strong>Proficiency</strong></td>
<td>5.36**</td>
<td>18.22***</td>
<td>6.86**</td>
<td>4.28**</td>
<td>5.03</td>
<td>8.07***</td>
<td>16.96***</td>
<td>8.17**</td>
</tr>
<tr>
<td><strong>Total Exam</strong></td>
<td>13.26***</td>
<td>26.91***</td>
<td>19.86***</td>
<td>14.48***</td>
<td>1.94</td>
<td>7.93</td>
<td>26.03***</td>
<td>6.29</td>
</tr>
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</table>

*p<.05, **p<.01, ***p<.001
### Gains of: 5-9%

<table>
<thead>
<tr>
<th></th>
<th>Humor Production and Social Uses of Humor</th>
<th>Adaptive/Coping Humor</th>
<th>Humor Appreciation</th>
<th>Attitudes toward Humor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Q1</td>
<td>Q4</td>
<td>Mean Difference</td>
<td>Q1</td>
</tr>
<tr>
<td>Achievement</td>
<td>103.24</td>
<td>133.95</td>
<td>30.71*</td>
<td>104.10</td>
</tr>
<tr>
<td></td>
<td>(35.86)</td>
<td>(41.87)</td>
<td></td>
<td>(36.44)</td>
</tr>
<tr>
<td>Proficiency</td>
<td>128.18</td>
<td>133.36</td>
<td>5.18</td>
<td>117.71</td>
</tr>
<tr>
<td></td>
<td>(37.66)</td>
<td>(32.41)</td>
<td></td>
<td>(38.76)</td>
</tr>
<tr>
<td>Total Exam</td>
<td>231.42</td>
<td>267.32</td>
<td>35.89*</td>
<td>221.81</td>
</tr>
<tr>
<td></td>
<td>(66.87)</td>
<td>(66.68)</td>
<td></td>
<td>(66.26)</td>
</tr>
</tbody>
</table>

* p < .05
Study 4
Socio-Communicative Orientation

Effective teachers must be Competent Communicators. To do so, teachers must:

• develop a bond and familiarity between themselves and their students;
• Create a common identity between teacher and students;
• Gain and maintain student attention by combining verbal and non-verbal behaviors.

The creation of such an interpersonal relationship fosters a two-way process in which teachers must be able to perceive and respond to the students’ reaction to his or her communication.
The literature shows that researchers have studied communication in terms of:
- instructors’ use of the students’ first language and exclusive use of the target language (Auerbach, 1993; Duff & Polio, 1990; Macaro, 2001; Phillipson, 1992; Polio & Duff, 1994; Turnbull, 1999; Turnbull & Arnett, 2002)
- code switching (Ellis, 1984; Gearon, 1998; Wong-Fillmore, 1985)
- teacher talk (Hall, 1995; Nunan, 1991; Wong-Fillmore, 1985)
- rates of speech and teachers pauses (Griffiths, 1990; Hakansson, 1986; Wesche & Ready, 1985)
- teachers’ difficulties using the target language for instruction (Morris, 1998)
- language teachers’ beliefs about fundamental concepts underlying the National Standards for Foreign Language Learning (Allen, 2002)

However, what about teacher effectiveness as it relates to teacher communication?
Three Elements of Communication Competence

1. **Assertiveness** – a person’s general tendency to be interpersonally dominant, ascendant, and forceful (Thompson & Klopf, 1991)

   It manifests in requests, active disagreement, expression of feelings, initiation and maintenance of conversations, standing up for oneself, and statements of opinion with conviction.

2. **Responsiveness** - a person’s capacity and willingness to be sensitive to the communication of other people by recognizing the others’ needs and wishes (Thompson & Klopf, 1991)

   Seen as having good listening skills, making others comfortable in speaking situations, mindful of the needs of other people, and have the willingness to be open to ideas of others.
3. Cognitive Flexibility - one’s...

- awareness that in any given situation there are options and alternatives available
- willingness to be flexible and adapt to the situation, and
- self-efficacy or belief that one has the ability to be flexible (Martin & Anderson, 1998)

While balancing Assertiveness and Responsiveness in order to initiate and sustain effective interpersonal communication, competent communicators must have a high degree of flexibility.
<table>
<thead>
<tr>
<th>Socio-Communicative Orientation</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Helpful (R)</td>
<td>4.58</td>
<td>.83</td>
</tr>
<tr>
<td>(12) Sincere (R)</td>
<td>4.50</td>
<td>.70</td>
</tr>
<tr>
<td>(17) Friendly (R)</td>
<td>4.44</td>
<td>.64</td>
</tr>
<tr>
<td>(8) Compassionate (R)</td>
<td>4.43</td>
<td>.67</td>
</tr>
<tr>
<td>(4) Responsive to others (R)</td>
<td>4.41</td>
<td>.64</td>
</tr>
<tr>
<td>(3) Independent (A)</td>
<td>4.39</td>
<td>.71</td>
</tr>
<tr>
<td>(10) Sensitive to the needs of others (R)</td>
<td>4.35</td>
<td>.67</td>
</tr>
<tr>
<td>(7) Sympathetic (R)</td>
<td>4.33</td>
<td>.71</td>
</tr>
<tr>
<td>(18) Acts as a leader (A)</td>
<td>4.18</td>
<td>.72</td>
</tr>
<tr>
<td>(14) Willing to take a stand (A)</td>
<td>4.15</td>
<td>.73</td>
</tr>
<tr>
<td>(2) Defends own beliefs (A)</td>
<td>4.12</td>
<td>.76</td>
</tr>
<tr>
<td>(15) Warm (R)</td>
<td>4.09</td>
<td>.84</td>
</tr>
<tr>
<td>(9) Assertive (A)</td>
<td>3.91</td>
<td>.85</td>
</tr>
<tr>
<td>(6) Has Strong Personality (A)</td>
<td>3.73</td>
<td>1.04</td>
</tr>
<tr>
<td>(13) Gentle (R)</td>
<td>3.61</td>
<td>.91</td>
</tr>
<tr>
<td>(16) Tender (R)</td>
<td>3.57</td>
<td>.98</td>
</tr>
<tr>
<td>(20) Competitive (A)</td>
<td>3.50</td>
<td>1.12</td>
</tr>
<tr>
<td>(5) Forceful (A)</td>
<td>3.13</td>
<td>1.04</td>
</tr>
<tr>
<td>(11) Dominant (A)</td>
<td>2.94</td>
<td>1.12</td>
</tr>
<tr>
<td>(19) Aggressive (A)</td>
<td>2.49</td>
<td>1.10</td>
</tr>
</tbody>
</table>

R – Responsive subscale item, A – Assertiveness subscale item
## Socio-Communicative Orientation

### Table 2

*Means and Standard Deviations for the Socio-Communicative Orientation and Cognitive Flexibility Scales and Student Performance on the NSEs.*

<table>
<thead>
<tr>
<th>Socio-Communicative Orientation</th>
<th>Total Exam</th>
<th>Achievement Subtest</th>
<th>Proficiency Subtest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
</tr>
<tr>
<td>Competent (n = 3440)</td>
<td>243.32*</td>
<td>63.33</td>
<td>114.82*</td>
</tr>
<tr>
<td>Aggressive (n = 2957)</td>
<td>229.51</td>
<td>62.87</td>
<td>107.60</td>
</tr>
<tr>
<td>Submissive (n = 2961)</td>
<td>231.71</td>
<td>62.76</td>
<td>108.64</td>
</tr>
<tr>
<td>Non-Competent (n = 1885)</td>
<td>220.73</td>
<td>64.06</td>
<td>103.61</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognitive Flexibility</th>
<th>Total Exam</th>
<th>Achievement Subtest</th>
<th>Proficiency Subtest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
</tr>
<tr>
<td>Competent (n = 3440)</td>
<td>237.84*</td>
<td>63.66</td>
<td>108.91*</td>
</tr>
<tr>
<td>Aggressive (n = 2957)</td>
<td>232.56</td>
<td>63.47</td>
<td>107.24</td>
</tr>
<tr>
<td>Submissive (n = 2961)</td>
<td>230.46</td>
<td>63.11</td>
<td>107.89</td>
</tr>
<tr>
<td>Non-Competent (n = 1885)</td>
<td>224.70</td>
<td>64.58</td>
<td>103.58</td>
</tr>
</tbody>
</table>

*p < .001

- 5.6%
- 11%
- 10%
Motivational Orientation

- **The Problems in Schools Questionnaire** (PIS) assesses whether teachers tend to be controlling versus autonomy supportive with their students.
- The PIS measures are composed of 8 vignettes, followed by four different behavioral options for dealing with the problem that is posed in the vignette:
  - Highly Autonomy Supportive
  - Moderately Autonomy Supportive
  - Moderately Controlling
  - Highly Controlling
- Respondents rate the degree of appropriateness of each of the four options (on a seven-point scale) for each of the eight situations. Thus, there are a total of 32 ratings.

4% Difference between Controlling and Autonomy Supporting Teaching
Discussion
More Detailed Information

2008  
NECTFL REVIEW
The Canadian Modern Language Review
La Revue Canadienne Des Langues Vivantes

2012

2013

2014

2015

Electronic Journal of Foreign Language Teaching
USAFA STUDY

Using Grit and Coping Skills to determine L2 Success
Five Characteristics of Highly Effective Spanish Teachers: Empirical Findings

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