

Foreign Language Teachers' Perceptions of Students' Academic Skills, Affective Characteristics, and Proficiency: Replication and Follow-up Studies

Richard L. Sparks
College of Mt. St. Joseph

Leonore Ganschow
Miami (Ohio) University

Marjorie E. Artzer
Northern Kentucky University

David Siebenhar
Miami (Ohio) University

Mark Plageman
Miami (Ohio) University

Abstract: *Two studies explore the relationship between foreign language teachers' perceptions of their students' academic skills and affective characteristics and their native language skills, foreign language aptitude, and oral and written foreign language proficiency. In Study I (replication), students who scored significantly lower on native language and foreign language aptitude measures were perceived by teachers as having weaker academic skills and also less positive attitudes, lower motivation, and higher levels of anxiety about foreign language learning than students who scored higher on these measures. In Study II (follow up), students from Study I and from an earlier study were followed through a second-year foreign language course and divided into high, average, and low groups according to their scores on a proficiency measure. Results showed that low proficiency*

Richard L. Sparks (EdD, University of Cincinnati) is Professor of Education at the College of Mt. St. Joseph in Cincinnati, Ohio.

Leonore Ganschow (EdD, Miami University) is Professor Emeritus, Department of Educational Psychology at Miami University, Oxford, Ohio.

Marjorie E. Artzer (PhD, Miami University) is Associate Professor Emeritus at Northern Kentucky University, Highland Heights, Kentucky.

David Siebenhar (MA, Case Western Reserve University), is senior instructor at Miami University, Oxford, Ohio.

Mark Plageman (MA, Miami University) is Professor Emeritus at Miami University, Oxford, Ohio.