ABSTRACT

This qualitative study investigates the use of employing language acquisition strategies in a German II college preparatory high school classroom. Sixteen students in grades ten and eleven participated in the study at a northeastern United States suburban high school consisting of approximately 1900 students. Methods of gathering data included teacher observation, student interviews and surveys, and student work. Methods of analysis consisted of coding, writing emerging theme statements, review of student work, student drawings, and student surveys. The students were presented with new grammar and vocabulary through physical movement and storytelling along with the keyword method. Findings suggest that the use of storytelling and physical movement in the classroom increase student and teacher enjoyment and provide students with comprehensible input, which motivates students to continue learning another language beyond the minimum requirement for most colleges. Furthermore, the increase in enjoyment helps to lower students’ affective filter, setting the stage for increased language acquisition.