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1970
TWO BASIC METHODS OF PRESENTING SPANISH
AT THE UNIVERSITY LEVEL

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

By
Glen Weston Probst, B.A., M.A.

* * * * *

The Ohio State University
1969

Approved by

Frank Otto
Adviser
Department of Education
ACKNOWLEDGEMENTS

Many people have contributed in making this study possible, whether directly or indirectly, and public credit is due them at this time. First, I wish to acknowledge the support and encouragement given to me by my wife, Venetta, and by my parents, Mr. and Mrs. Karl L. Probst, whose assistance has been important and indispensable throughout the doctoral program. Concerning the preparation of the text, I wish to express my sincere appreciation to Dr. Frank Otto, whose skillful guidance and frequent encouragement have contributed immeasurably to the final result of this work. The writer is deeply indebted and grateful to the Department of Romances Languages of The Ohio State University, whose constant cooperation, support and advice made the actual research possible for this study; to the Encyclopaedia Britannica Films, Inc., who generously provided materials for use in the experiment; and to the six teachers of the experiment, whose willing response and kind cooperation made the completion of this work possible.

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<tr>
<td>1960</td>
<td>B.A., Brigham Young University Provo, Utah</td>
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### FIELDS OF STUDY

**Major Field:** Foreign Language Education

**Studies in Foreign Language Education.** Professors Frank Otto, Edward D. Allen, and Paul Pimsleur

**Studies in Teacher Education.** Professors Leonard O. Andrews, Donald P. Cottrell, and Everett J. Kircher

**Studies in Communications.** Professors Edgar Dale, Ralph Tyler, Robert Wagner
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CHAPTER I
INTRODUCTION

In view of recent findings in neurological research by leaders such as Wilder Penfield of Canada and Paul Glees of England, it is an established fact that the prime time to begin the study of a foreign language is during the early years of elementary school rather than during the freshman year at college.

Glees\(^1\) has explained how the proper functioning of the motor speech center (in the third frontal lobes of the brain) depends on the type of experience which is communicated to one person by others. This process usually begins as soon as a child can talk and understand speech. Learning to speak is not merely a matter of imitating the speaking habits of those around us nor is there any inherited capacity for a particular way of speaking, for a child can pick up any language or any accent that he hears constantly, even if it is one which is foreign to his parents. Glees has stressed the limited capacity of the human organism for speech, and believes therefore that speech is like any other habit which a person is wise to begin early; speech does not represent a skill requiring a trained mind or greater
Penfield\textsuperscript{2} argues that the brain of a child is plastic with an unusual capacity for learning language, but this capacity unfortunately decreases with the passage of years. Should injury or disease destroy the speech areas in the dominant hemisphere, child and adult will both become speechless. The child, however, will speak again and usually does in a matter of months; but the adult that became aphasic may never recover normal speech if the brain damage is sufficiently severe.

When new languages are not introduced until the second decade of life, good results are difficult to achieve because this learning is not physiologically sound. Penfield insists, therefore, that if second language learning is to be added to the public school curriculum, the incorporation must be made according to the changing aptitudes of the human brain and instruction begun when the children are between the ages of four and ten.

Nevertheless, many students do not have the opportunity to begin the study of a foreign language before the age of ten when the speech habits of his first language are not so fixed as to interfere seriously with the learning of new speech habits. Year after year thousands of such students sign up for the first time in a beginning foreign language course during their freshman year at college. Although we
prefer that students have several years of foreign language study before entering college, we are still faced by students who lack such experience. How can we best teach these students a foreign language?

Rationale

This study is an attempt to answer this and other questions by investigating two distinct basic methods of Spanish instruction in order to determine the efficacy of each in contrast with each other. The two methods studied were the Audiolingual-Visual Habit Theory and the Cognitive Code-Learning Theory. The former places major emphasis on developing speaking and listening skills with understanding through intensive and extensive use of the visual adjunct. The reading and writing skills follow the listening and speaking skills in their presentation. The time lag varies depending on a given situation. Grammar is taught after speaking and listening skills have been developed and mastered. There is a minimum emphasis on translation. The latter emphasizes the use of all four language skills from the beginning. A major emphasis is placed on understanding principles of grammar and the ability to translate reading material. The reading and writing skills are predominantly practiced while the listening and speaking skills are not primary goals.
Although this study did not key on the presence of the visual adjunct with one methodology and its absence in the other, the fact that the visual adjunct did play an important part in the experimental group was a response to the need for research in that area. The materials used in teaching the experimental group contained a well programmed visual adjunct as part of the text package. As can be seen in the review of related studies, past research has hinged upon the contrast of audiolingual versus traditional or audiolingual versus audiolingual-visual type of approach. This study includes the two main philosophies of the Audiolingual-Visual Habit Theory opposed to the Cognitive Code-Learning Theory. This is to say that both methods used were structured in such a way as to encompass a wide range of all the tenets of the two methodologies. It has already been established that the visual adjunct enhances the audiolingual situation; therefore, in this study it was considered an important aid in teaching the fundamental skills of Spanish in the experimental group.

The addition of the visual adjunct to the audiolingual approach, however, has been discussed and argued in many quarters questioning to what extent its presence enhances or contributes to learning. Two quite representative arguments, one for and one against the visual adjunct, have been expressed by Guberina and Richardson.
Guberina\(^3\) considers the problem of understanding to be very important because it is one of the stimuli for a quick brain reaction for generalization. The problem is solved by means of pictures. Each phonetic or sense group has a corresponding picture which is accompanied by the text on a tape or record. This recorded text describes the picture, and their combination is the natural process of explanation through language.

He goes on to say that when a child learns his mother tongue he primarily relies on the presence of a reality. The acoustical signal for the objects is only a supplementary representation of those same objects. The quickest way to learn the name of an object is by seeing the object. The beginner does not know the words of a foreign language. It would therefore be useless for him to hear them, unless there is a visual stronghold. Comments would only be a further descent into the unknown if the visual stronghold did not appear as a central point in teaching. In the later development of the Guberina approach, the picture is eliminated because the sound signal will be understood without the picture. Thus the picture has a threefold value: (1) it facilitates the understanding of a conventional language symbol, (2) it links the expression with reality, and (3) it facilitates acoustic memorization.

Richardson,\(^4\) on the other hand, argues that pictures
in our textbooks seek for the most part merely to break up the printed page or to entertain by depicting some scene from the text. Pictures are useful only in teaching limited vocabulary items, and in free composition according to his experiments. The argument here is that a language is not primarily or even substantially visual, and abstract concepts cannot be conveyed visually.

Perhaps there can be no complete answer to the two opposed theories mentioned above. Perhaps the answer lies somewhere in between the two, starting with the concrete and advancing to the abstract. Nevertheless, the visual adjunct plays an important part in this study as part of the audiolingual methodology and materials, since it is a predominant feature of the integrated programmed materials used in the experimental group.

It is anticipated that the results will not only have a bearing upon teaching methods at the university level, but that they will also help to determine the foreign language instructional needs in Spanish of the beginning university student.

The Problem

There has been much discussion concerning the effectiveness of various methods of foreign language instruction. Unfortunately, the discussion has far outdistanced
sound investigation. The bulk of research in foreign language methodology has been carried out in the public and non-public elementary and secondary schools. With the exception of a limited number of studies - see review of related studies - little research on method and approach to foreign language instruction has been done at the university level.

The problem is to discover through longitudinal and well controlled research at the university level which of the two basic approaches - Audiolingual-Visual Habit Theory or Cognitive Code-Learning Theory - is more effective in producing student achievement during the first year in the four basic language skills - listening comprehension, speaking, reading, writing - as measured by a standardized proficiency test instrument. Another facet of the problem is to look into the changes in motivation and attitudes of the students who participate in the experiment. Also, the pros and cons of the continual use of the visual adjunct become a branch of the problem. Added to this is the feasibility of developing a two-track system of foreign language instruction at the university level in which the student may choose between either an audiolingual-oriented track of study or a grammar-oriented track with major emphasis on reading ability.
Statement of Objectives and Hypotheses

The main objective of this study is to determine if there is a significant difference in student achievement in Spanish when two distinct basic methods of instruction are employed at the first level of instruction at the university level.

The above objectives raise the four following null hypotheses:

1. There is no significant difference in achievement between participants in experimental and control groups in the skill of listening comprehension in Spanish.

2. There is no significant difference in achievement between participants in experimental and control groups in the skill of speaking Spanish.

3. There is no significant difference in achievement between participants in experimental and control groups in the skill of reading Spanish.

4. There is no significant difference in achievement between participants in experimental and control groups in the skill of writing Spanish.

In the above hypotheses the differences are to be measured by the Modern Language Association Cooperative Spanish Test in all cases.

An indirect part of this study is the role of motivation in the two methods used and its effect upon the attitudes of the students in learning Spanish. Therefore, an ancillary hypothesis of the study is: there is no significant difference in motivation and interest between participants in experimental and control groups as measured by a
multiple-choice expression instrument.

The premise here stated is that, starting with groups of equal ability, which was determined by administering the Pimsleur Language Aptitude Battery, there will be no differences in achievement, motivation and interest between participants in experimental and control groups in the four basic language skills as measured by the MLA tests and a multiple-choice expression instrument.

The information which makes up the body of material in this study is presented in the forthcoming chapters in the following manner: Chapter II contains a review of studies related to the present experiment. In Chapter III the research procedures are outlined and described, while Chapter IV contains the analysis of the data. The conclusions and recommendations will be presented in Chapter V.
The following studies are considered to be of importance to the present study. These studies have been categorized under general, secondary, and university headings. With the exception of selected studies, only those involving the use of a visual adjunct or non-verbal cue are reviewed.

Related Studies in General

John Amos Comenius (1592-1670) was probably the first well-known educator to champion the cause of visuals in education. In his famous book Orbis Pictus (The World in Pictures), he postulated that "Nihil est in intellectu quod non prius fuerit in sensu." (Nothing is in the understanding which has not previously been in the senses.) In order to better illustrate the meaning of the terms used in his Latin glossary, he illustrated each with a picture.

In the nineteenth century Francois Gouin advocated the "psychological" approach to foreign language learning based on the association-of-ideas principle and its corollary "mental visualization." He made extensive use of diagrams, pictures, charts, objects, and pantomime as adjuncts.
to the language learning process.

Around the turn of the last century Max Walter of Germany introduced the so-called "direct method" of foreign language teaching into the United States. Walter's approach advocated unbending faithfulness to the use of the foreign tongue in the classroom, with complete exclusion of English. Walters found that in teaching with this method extensive use of pictures, charts, diagrams and other image-eliciting forms was requisite to the success of his approach.

Little research has been reported in the field of visuals during the first half of the twentieth century. Only a very few studies have been undertaken since the end of the Second World War. Those of greatest interest to this study are reported.

Based on the premise that the learning of a list of paired associates is more rapid if pictures rather than words are used in the stimulus position of each pair, Kopstein and Roshal made a study to determine whether the superiority of the pictures would obtain if (a) words in the response position were foreign rather than familiar English, and (b) testing were done with equivalent English words in the stimulus position. The subjects were 428 and 360 basic airmen respectively in two separate experiments. A selected list of 8 nouns designating concrete objects was translated into Russian and the Cyrillic spelling approxi-
mated with an English (i.e., Latin) alphabet. Each term was also represented in pictorial form so that each Russian term in the response position could be paired with either the pictorial form or the printed English form in the stimulus position. Two parallel versions with 9 repetitions of the list (intralist serial order randomized), and 3 test series interspersed were recorded on 16-mm. motion picture film. Test series showed only the stimulus portion of the pairs, either pictorially, or in printed form, and students recorded answers in written form. Two separate comparisons of the picture version with the word version were made. In the first of these the picture-trained students were tested with pictures, and in the second they were tested with words. In both experiments the word-trained students were tested with words. In the first of the two comparisons the mean number of correct pair responses on each of the three test series was significantly (1% level) greater for students trained with pictures. On the second comparison pictures maintained their superiority on two of the three test series, but to a lesser extent. The results suggested that foreign vocabulary may be acquired more rapidly if pictures are used as cues, but that the advantages of such a procedure may be affected by the method of testing or application.

Bauer did an experiment comparing achievement of two
German classes - one taught with audio-visual aids to supplement classroom work, and one without. The two classes were equated on basis of mental ability and placement scores. The results of three written tests showed no statistically significant differences, but indicated that the aural-oral drill practice of tape-recorded grammar exercises raised considerably the achievement of the very good student, and gave increased achievement and incentive to the poor and average students. Results of the oral test showed a significant difference in pronunciation. His conclusions were that audio aids bring a 20 to 30 per cent increase in mechanics of expression, vocabulary, and grammar, and as much as 50 per cent in oral work. Unless they are carefully prepared and integrated, audio aids can produce negative results in grammar. Visual aids increased short-range retention, but not long-range retention; however, they did increase student motivation.

Aside from the specific area of pictorial representation, the following research is cited with reference to the field of visuals in the form of the printed word, i.e., written cues as contrasted with pictorial cues.

Asher carried out a study to determine (a) the effects of learning symbolic material - vocabulary items in Spanish - through one sense modality, then relearning the same material through a different sense modality; and (b) the
transfer effects from elements - vocabulary items - to patterning of the elements - syntactic material consisting of sentences and stories composed from the vocabulary items. Two samples of undergraduate college students (N = 80) with no training in Spanish, learned and relearned 92 vocabulary items, under conditions including (a) paired-associate versus recognition learning, (b) pictures versus English words as stimuli, and (c) simultaneous versus sequential presentation of visual materials. Active acquisition of the languages was required in that all responses were in the foreign language and were either written or spoken. Under all conditions, subjects who learned visually and relearned aurally achieved a superior performance in comparison to subjects who learned aurally and relearned visually. "Superior" means (a) significantly less persistent error in initial learning, (b) significantly less unique error in relearning, and (c) significantly greater transfer to syntactic comprehension.

Pimsleur and Bonkowski, on the other hand, did an experiment designed to discover the economy-of-time factor in whether material should be presented first aurally or visually. A list of 10 paired associates (dissyllables as stimuli and color names as responses) was randomly presented first through one modality and then through another modality. Half the subjects learned the list first through
the visual modality and then relearned it through the auditory modality. The other half learned the list in the opposite order. Positive transfer was found in both directions. It was suggested that the aural presentation had a greater facilitating effect upon the visual presentation than conversely. The subjects took fewer total trials to learn verbal material both visually and aurally when the material was presented first aurally and then visually. These findings seemingly offer some support for the view that aural instruction proceeding visual instruction may have advantage over conventional methods of language teaching if the goal is to achieve proficiency in both reading and aural comprehension.

With reference again to pictorial cues in foreign language teaching and learning, Lumsdaine conducted a study in which pictures or objects and their corresponding word meanings were compared to word meanings in experiences involving the learning of lexical items. His findings indicated that content words, such as nouns, adjectives, and verbs and certain structure words such as relative pronouns and prepositions were learned more effectively when learned with the association of pictures.

Brown, in describing an experiment testing the usefulness of visuals in teaching French at Brigham Young University, takes issue with the theory which holds that
visuals should serve as cues for initial response. He states that the proper role of visuals should be, "to recall to memory and to reinforce in the student's mind material which has been understood." Dr. Brown sums up the results of the experiment by saying that pictures, used as a tool for recall and reinforcement, enliven the situation at hand and make it more meaningful than would otherwise be possible with the printed text alone.

A study carried out by Asher key upon a "live" visual in terms of a "total physical response" strategy. All the subjects in this experiment, with the exception of a group of elementary school children, were undergraduate students between the ages of 18 and 21 who were enrolled at San Jose State College. The procedure was for two subjects to sit on either side of the instructor. With the instructor as a model, the subjects listened to an utterance in the target language and then immediately did whatever the model did. The results suggested that dramatic facilitation in learning listening skill for a second language is related to acting out during retention tests. The experimental groups, who used the strategy of the "total physical response", had significantly better retention than each control group. Generally, the "t" tests were highly significant beyond the .005 level for (a) long or novel Japanese or Russian utterances, and (b) when the
time interval after training increased to 24 hours or two weeks. The data seemed to indicate clearly that translation in either training or retention severely decreased listening comprehension. Also, when the subjects learned the speaking and listening of the target language concomitantly, listening comprehension was rather severely retarded.

Richardson describes an experiment conducted in a provincial grammar school using two groups of children of nearly the same age, ability, and level of achievement. The control group was taught by an active oral method, while the experimental group made use of filmstrip visuals in their learning of free composition and concrete vocabulary. Results indicated that the filmstrip visual method was superior to the degree that the specific learning desired had been made the subject of a given frame. No significant difference was shown, however, in auditory comprehension of spoken or written French, or in dictation or grammar. The study pointed out that there was evidence to suggest that the less intelligent pupils profited most from the filmstrip method. The weakness of the study was reported to be in the small number of the groups tested and in the several uncontrolled variables such as the use of different teachers between methods, different testing instruments being used for resultant data, and approaches too dependent on teacher originality.
Related Studies at The Secondary Level

Clarence Wachner,\textsuperscript{14} in describing an experiment with an integrated audiovisual French program in three Detroit high schools in 1957-58, observed that the experimental audiovisual approach accomplished a more effective job with less student attrition and more pleasure to all participants concerned. He further concluded that there was a great value in the approach as a means of implementing the direct method and doing away with vocabulary thumbing, and as a means of training the pupil to think directly in the foreign language.

Naida M. Dostal\textsuperscript{15} conducted a controlled experiment involving students in six Detroit high schools in which the traditional approach to foreign language study was compared with an integrated, audiovisual approach. The primary purpose of the study was to determine which instructional materials and teaching techniques, audiovisual or standard, brought about the greater achievement in understanding, speaking, reading, and writing French at the end of the first year of study in high school. A summary of her findings indicates that the control group had the advantage at the .05 level of significance after one semester in the reading skill and an advantage significant at the .01 level in all three parts of the Cooperative French Test. The experimental group, however, had an advantage significant
at the .01 level in speaking both at the end of the first semester and at the end of the first year of study. Differences between the two groups in their abilities to understand spoken French at the end of one year were non-significant. According to Dostal, some of the weaknesses of the study were that at the time the research was undertaken there were no standardized tests to measure aural comprehension and oral production in elementary French at the high school level. Also, the experimental materials were prepared specifically for college students, whereas materials for the control classes were prepared for students at the high school level. A third possible weakness was that the teacher variable was inadequately controlled.

Miller attempted to learn how filmstrip visuals affect the teaching and learning of beginning French at the seventh-grade level. The analyses of his results indicated that: (1) the filmstrip visual methodology was found to result in higher mean proficiency scores in five of the six categories, i.e., each method by listening, reading, and speaking skills. In only one group having to do with the speaking skill did the non-visual method induce a slightly higher score; (2) differences significant at the .001 level were found in favor of the filmstrip visual methodology for listening over the method wherein no visuals were used; (3) differences significant at the .05 level were found in
favor of the visual approach for the reading skill; (4) speaking yielded only a .10 level of significance, which cannot be considered as conclusive; (5) no significant differences were found in favor of low-aptitude students. According to a student survey instrument, students in the visual methodology groups: (a) appeared to have higher class morale; (b) indicated greater interest in continuing French study; (c) seemed to have fewer problems understanding the language; and (d) expressed greater satisfaction in cultural learnings.

Related Studies at the University Level

Borglum and McPherson conceived and developed an audiovisual French course based principally on colored slide films taken by them in France and integrated into beginning courses at Wayne State University. After use in the classroom over a period of several years they concluded that language instruction keyed to visual experience brought about a much greater language learning achievement. According to the investigators the audiovisual approach consisted of a three-dimensional experience having: (1) literal meaning which enabled students to get the meaning from the visual image without recourse to English as an intermediary; (2) cultural significance which made it possible for the student to learn the concept which the picture intended to
illustrate in its appropriate milieu; and (3) psychological values which gave the viewer an inescapable urge to identify himself with what he saw. In using the visual approach Borglum and McPherson describe their rationale as being "language as behavior," to build for students a background of experience from which students' natural urge to communicate might be exploited to advantage. The results of their studies indicate that audiovisual sections taught by color slides synchronized with tapes were fifty per cent better in speaking ability at the end of the first year compared with standard classes.

Creore and Hanzeli of the University of Washington used the Images de France materials developed by Borglum and McPherson in a controlled experiment to determine the extent of difference in achievement between integrated, audiovisual materials and the traditional, non-visual, textbook approach to the teaching of French. After the study they concluded that the visual or experimental method showed a high superiority in its efficiency of teaching the speaking skill. In particular, the experimental students' pronunciation of spoken French was superior to that of the control students. The experimental group, however, fell below the control group in reading and writing skills. A further significant finding was that the audiovisual approach showed a motivational advantage which appeared to be
superior to that generated by the control group. A significantly higher number of students from the experimental group elected to continue French into the second year, and also a higher number chose French as their college major. One of the strong recommendations made by the investigators with regard to the weaknesses of the visual course was that provision had not been adequately made for the teaching of reading and writing skills.

Turning now to a recent study completed by Chastain and Woordhoff\(^1\) at Purdue University, the visual aspect is not a factor. However, the text used by the control group in the Purdue study is the same used by the control group in the present study. These investigators compared the Audio-Lingual Habit Theory method using *Modern Spanish, Second Edition* (New York: Harcourt, Brace and World, Inc., 1966) as the basic text to the Cognitive Code-Learning Theory method which used *Beginning Spanish, A Cultural Approach* (Boston: Houghton, Mifflin Company, 1963) as the basic text. (The latter text is the same used in the control group of the present study.) The results of this study favored the Cognitive Code-Learning Theory. The students in the cognitive classes were able to understand and speak Spanish as well as, if not better than, those who used the language laboratory and practiced with pattern drills. Their scores in the written aspects of the lan-
guage were better. Deductive presentation of structure freed more class time for contextual practice. Evidently it was this type of practice (certainly the audio-lingual students practiced more) in manipulating structure to express their own ideas which enabled the cognitive students to transfer what had been studied to unfamiliar contexts. The implications were (1) that deductive presentation of material was superior to inductive, (2) that drills stressing understanding were superior to pattern practice, and (3) that using all the senses in assimilating material being studied was superior to the natural order of presentation.

Borglum did a study to explore motivational factors incidental to learning a modern foreign language. Designed as a pilot study, the research aimed at developing instruments which would isolate and measure potentially important motivational variables which might be influenced by use of the new media. The chief source of data for the research was a series of questionnaires administered to groups of high school French students at various points during their first semester of foreign language study. In addition, independent information was obtained about their capacity, in the form of intelligence and reading scores, and about their performance, in the form of mid-term and final grades in the French course. The research developed a number of
instruments to measure important motivational variables in foreign language learning.

The French course was found to be evaluated along three key dimensions: value, pleasantness, and easiness. The value dimension includes perceptions that the course is important to the student's future, valuable to him and useful. The pleasantness dimension includes perceptions that the course is exciting rather than boring and pleasant rather than unpleasant. In the easiness dimension, the student finds the course easy rather than hard.

In addition to these fairly broad dimensions, a number of smaller, undimensional scales were developed to measure attitudes toward the French people, toward the utility of the French language, toward the usefulness and pleasantness of the new media, and toward the usefulness of a particular film. An exploration of 60 variables in the study revealed five factors: French attitude, utility, performance, general capacity, and personality. The final grade criterion variable is found on the performance factor, while a second criterion variable, the desire to take further French, is found on the utility factor.

The studies discussed in the foregoing material are all relevant to the present study and were chosen by the investigator from available literature for their representative nature. As has been implied in the literature reviewed
above, there is a positive indication that the visual adjunct in foreign language teaching results in advantageous achievement when compared to methods commonly used in teaching foreign languages. The survey of studies also supports the conclusion that students learn what they are taught. Students have made superior gains in reading and writing skills where those skills were emphasized, and the same has been true when the audiolingual skills were stressed.
CHAPTER III
DESCRIPTION OF RESEARCH PROCEDURES

In the Fall of 1968, there were twenty-eight sections of first quarter Spanish (Spanish 101) at Ohio State University. From this population six sections, three experimental and three control, were selected for the present study. These sections were selected from those being taught at the 12:00 o'clock hour and the 1:00 o'clock hour. These two hours back to back were chosen in order to minimize the difference in time factor between the two groups involved in the study. The 12:00 o'clock hour was picked for the experimental group because of the availability of equipment, certain room space, and teachers needed to effectively teach the audiolingual-visual method. The control classes were taught at 1:00 o'clock.

At each hour listed above four sections of Spanish 101 were offered. Each of these eight sections was visited by the researcher during the first two days of class for the purpose of screening out all students with any previous Spanish experience in school, travel or study abroad. Also those students were screened out who could not continue in the experiment and complete three quarters of study, i.e.,
Spanish 101, 102, 103. Only students who had to complete at least a three quarter Spanish requirement for their college were admitted to the experiment. Many students in the experiment had a four quarter requirement. The screening procedure eliminated approximately one-third of the students enrolled in the eight sections at the two hours. The eliminated students were re-grouped into two regular Spanish 101 sections. The students to be included in the study were divided into three sections of equal number and they became the experimental and control groups at the respective hours of 12:00 and 1:00 - the same screening and organizational procedure being followed for each hour.

This procedure had to be carried out at various other hours in other Spanish 101 sections at the university in order to bring the enrollment of each class up to at least 28 students in both experimental and control groups. This was achieved in all sections but one in the control group.

In this manner, then, three sections each of experimental and control Spanish groups were set up and continued throughout the academic year. Six teachers - three experimental and three control - were employed to teach the classes. An attempt was made to employ equally competent teachers who were definitely and genuinely interested in teaching in their respective groups. In order to eliminate any teacher variable, each teacher taught each section for
one quarter only in his respective group. The students remained constant in their respective classes thereby having the opportunity of being taught for one quarter by each teacher in their group. In no case was there any crossover of teachers from teaching in the control group to teaching in the experimental group, nor of students from control to experimental or vice versa.

The experiment included only students who needed at least three quarters of Spanish in order to meet their college requirement for graduation. The exclusion of any student with only a two quarter foreign language requirement was necessary in order to avoid any unnecessary attrition and to insure that the students in the experiment would continue for three quarters. In spite of these preventive measures against attrition it was evident after two quarters that many students were dropping out of the experiment because the individual college foreign language requirement had been satisfied. Upon investigating, the researcher learned that these students had either been misinformed about their foreign language requirement as to how many quarters were required by their respective colleges or they were changing their major field and/or college to one which did not require three quarters of foreign language study for graduation.
Student Population

The sample in this study represents more a sub-group of the students at the university rather than the entire population. These students came largely from the College of Arts and Sciences. Because of more stringent requirements involved, there are those who might say that students in this college are better achievers academically when compared to their counterparts in most other colleges. Ohio State University students' scores on the academic aptitude test of the American College Testing Program showed, for 1965, that Arts and Sciences and Engineering students were one standard score point above students in other sub-groups (colleges) at the university.21

In order to get the students' consent to participate in the study, it was necessary to explain its purpose to them. This was done briefly and generally. They were told that an attempt was being carried out to assess teaching methods and procedures at the university, that by keeping them together for three quarters consecutively the department might be able to better appraise the teaching of Spanish. In no case were the students told that they were in an experiment in which they must perform well in order to get good results. Circumstances were judiciously and briefly outlined and then dropped. The investigator feels that this approach was not only proper and necessary, but sufficient to insure against any Hawthorne effect.
Because it was impossible to pick the participants for the study at random, the Pimsleur Language Aptitude Battery was administered to all participants during the first week of Fall quarter to establish the degree, if any, of disparity between the two groups in terms of ability to learn a foreign language. The IAB test was given to 188 students, some (17) of whom dropped out of the experiment within one to three weeks of its inception. The analysis of the data by means of a "t" test indicated that there was no significant difference between the two groups. During the final quarter of the experiment, and after the final attrition had taken effect, only those data of the 88 students left in the experiment were again submitted and analyzed by means of a "t" test. The analysis of the data on Table 1, page 49, showed that there was no reason to believe that the two groups were different in ability based on their performance on the Pimsleur test.

Experimental Classes - Characteristics, Materials and Methods

1. Only students who had to take three or more quarters of Spanish as a college requirement participated in the study.

2. Only students who had had no previous background in Spanish were used in the study.

3. All students were picked at random; no preference
was shown.

4. All students were taught using the audiolingual-visual materials of La Familia Fernandez, containing movies, filmstrips, visually cued texts, and audio tapes.

5. All students made use of the audio tapes for each lesson which were available on dial-access in the Listening Center.

6. All students made use of the film lessons which were available on dial-access video tape in the Listening Center.

7. All students were taught one quarter only by each of three teachers during the three quarters of the experiment.

Prior to the beginning of the experiment permission was granted by the Encyclopaedia Britannica Educational Corporation to use their filmtext program La Familia Fernandez on a loan basis for the experimental sections of the study. This company also granted special permission to duplicate the movie films on video tape which were then made available on the dial-access system in the Listening Center of the university.

The La Familia Fernandez learning process consists of eight lesson steps and a series of pattern drills which are to be used at the teacher's discretion with each lesson. The visual adjunct in the form of motion pictures, film-
strips and visually cued texts plays an integral part in carrying out this learning process. The function of each lesson step is explained and outlined below in the order of its normal occurrence in the classroom setting.

**Introduction.** The teacher shows the film story lesson (running approximately 3 minutes in length) as the first step in introducing each new unit. After the showing the teacher then discusses meaning and sequence of actions with the students by asking simple questions in English about what happened in the film. English is used for the first several lessons and gradually disappears as the students progress in their knowledge of Spanish. Any new item or concept may be quickly defined in English throughout the year in the interest of saving fruitless lengthy explanations in the target language. However, the concept or term is always immediately put back into Spanish context after English has been used. When the students know what the series of events are in the film, it is shown again. After this showing the teacher uses the filmstrip "stills" in sequence. This filmstrip version of the lesson has a still picture taken from the movie portraying each verbal utterance and action in the movie. Here the teacher once again checks for comprehension by making sure that the students know what is going on in each frame.

**Imitation.** Now the teacher is ready to use the first
tape drill exercises and teach the basic language of the lesson by re-entry and by repetition. Longer sentences are broken into phrase groups, then recombined into natural phrasing. The student first listens, then imitates the sounds he hears in an attempt to get him to think and speak Spanish early. The teacher, at his own discretion, may choose to exploit each frame of a given lesson depending upon the richness of the visual stimuli present. He does this by asking many short questions about the objects and concepts contained in each visual. This is done completely in Spanish and the student is expected to respond in Spanish. This exercise prepares the student for the longer questions and answers contained in the next step.

Questions and Answers. This second series of exercises has been designed as the first step of "bringing the language to the student." Here different questions based on the film dialog are asked, requiring a known response. In this exercise the student starts to feel the experience of conversational communication. He is given practice not only in answering questions with known responses, but is challenged and encouraged to manipulate and/or select his responses and add his own opinion when possible.

Application (Structure Drills). This next step is supported by pictured cue sheets from the student's visually cued text. Here the student is led to a more detailed use
of the language of the dialog in greater depth, always referring to the filmed situation as amplified by the illustrations in his visual text. The material in this exercise might be referred to as the "meat and potatoes" of the lesson. In this exercise the student inductively learns the grammar of the lesson. The teacher drills this carefully both chorally and individually, making immediate corrections whenever necessary. The last five minutes of class are used to generalize in English on the grammar points presented in this section. In doing this the teacher leads the students by means of questions in making conclusions about grammatical points in the target language already learned.

Reconstruction. In this step the student is oriented to third person narrative, question-and-answer dialog related directly to but varying the structure, and some of the vocabulary of the film lesson. Here the student uses the filmstrip illustrations in his visually cued text along with the teacher's guidance and prompting in telling the story with variations based on the direct dialog. The teacher encourages the student to practice using longer sentences giving more information in answering questions about the story sequence.

Narration. This step presents the narrative with a somewhat wider vocabulary than does the Reconstruction, but always referring back to the basic film dialog. This
exercise is designed to enable the student to react more selectively to questioning with an automatic response - a whole sentence, a word, or phrase. He is asked to say nothing new, but he is required to be selective.

Recapitulation. This exercise is used to sum up in narrative form the events of a series of prior lessons dealing with a particular subject. This step is useful in keeping the events of the story fresh in the student's mind and gives the teacher an opportunity to check for recall of previous lessons. The teacher may use this in an attempt to change the pace and maintain student interest. Here the teacher also reviews vocabulary and grammatical forms previously studied.

Reading and Writing. Reading and writing are introduced together. Reading is introduced through writing. The exercises in the student's writing book are worked and checked each day after writing has once been presented. The teacher calls on different students each day to write their answers on the board after which they are checked and important points are discussed. Other writing exercises in the manual are reviewed and checked orally. The teacher writes new and difficult-to-pronounce words on the board and sounds each letter out in Spanish while the students repeat. At first the students read only what they write, then they read dialogs from the text while the teacher cor-
rects and helps them with their pronunciation. This is continued until proficiency in reading aloud is achieved, then it is used more sparingly for the purpose of maintaining proficiency and checking reading ability in new material as it is introduced.

Throughout *La Familia Fernandez* the student is expected to write all language that he reads, which means all language he can control orally. The writing exercise may take many forms, from the copying of Dialog Number One - his first writing exercise - to responding to direct questions or instructions, straight dictation exercises, or "selective" answers from a Narration which he has taken home to study. The student is not expected to "make up" language at this stage by giving a written answer in some form upon which he has never been sufficiently drilled. Nor is he expected to write a particular exercise unless he has practiced writing it, even though he has oral control of the language in that exercise. Since the student is not asked to "make up" language, he is expected to approximate perfection in reproducing the written language he knows how to say.

It is evident that the experimental methodology is extensive and requires wise use of class time. Because of the limited time and rapid pace at the university level, some of the exercises were not dwelled upon in class. This was left up to the teacher and depended upon each particular
class need at the time. However, all drills and exercises were available at all times for all students in the Listening Center.

In general approximately two lessons were covered per week in the experimental classes. This did rush the learning procedure and put the students under some stress. This was especially so during the second and third quarters when the students were required to memorize the dialogs for presentation in class.

During the fourth week of the first quarter reading and writing were introduced. The students had completed orally the first six lessons and were on lesson seven when the written word of lesson one was first introduced, following a brief introduction of Spanish sound-symbol association exercise. This time lag of six lessons between what the students were doing orally and what they were writing gradually closed to three and then equalized itself by the end of the first quarter. From then until the end of the year all four skills were concomitantly used with the spoken word always immediately preceding the written word of all new material presented.

No readers or text materials other than those contained in the La Familia Fernandez program were used with the experimental group. Reading material was kept at a minimum and writing was more intensive than extensive.
Three teachers who had either audiolingual teaching experience and/or training were picked to teach the three experimental sections. One teacher had taught La Familia Fernandez in high school; the other two had no previous experience with the materials. Of the latter two teachers, one had taught A-LM in high school and the other's experience consisted of a two-day workshop dealing with methods sponsored by Encyclopaedia Britannica, Inc. just prior to the beginning of the experiment. One of the experimental teachers was a native speaker of Spanish.

During the entire experiment the investigator observed and gave instructions pertaining to methods to the three teachers as the need would arise. This instruction was offered only to insure that the experimental teachers taught their respective classes according to, and within the framework of the methodology central to the audiolingual-visual approach.

Control Classes - Characteristics, Materials and Methods

1. Only students who had to take three or more quarters of Spanish as a college requirement participated in the study.

2. Only students who had had no previous background in Spanish were used in the study.

3. All students were picked at random; no preference
was shown.

4. All students were taught using *Beginning Spanish, A Cultural Approach* as the basic text. In addition to the basic text, three literary readers, *Periquillo*, *Cuentos de Ambos Mundos*, and *Cuentistas de Hoy* were used as a supplement to the basic text.

5. All students made use of the audio tapes for each lesson which were available on dial-access in the Listening Center.

6. All students were taught one quarter only by each of three teachers during the three quarters of the experiment.

The control classes used *Beginning Spanish, A Cultural Approach* (Boston: Houghton Mifflin Company, 1963) as the basic text. This text represents an approach which stresses understanding of grammatical concepts without responses to visual cues, and with a limited use of supplementary pattern drills based on oral cues. Each lesson consists of a reading followed by a series of questions in Spanish over the reading. Following the questions is a series of exercises designed to teach an understanding of the grammar undertaken in the lesson. These are usually in the form of blanks or sentences to be re-written according to a model, but they do not aim at non-thoughtful responses. After the exercises there are two references: one to the page where a list of new voca-
vocabulary words in the lesson may be found and the second to specific sections in the grammar summary at the end of the book in order that students may look up an explanation of any given grammar point.

The taped program consisted of pattern practices which were available each day in the Listening Center for the students' private use on dial-access. The teacher had the text of these pattern practices which he used for review in the classroom of what the students prepared in the language lab.

The *Beginning Spanish, A Cultural Approach* learning process consists of six basic procedures which are followed each day in class. These basic procedures are outlined and described below in the order in which they occurred in the classroom during the experiment.

**Board Composition.** The students come into the classroom early; they go directly to the blackboard and make a resume of the lesson material covered the previous day. This is done without the use of notes. The teacher normally arrives at least five minutes before the hour and goes around the board rapidly, correcting what the students have written. This activity is generally terminated within ten to twelve minutes, after all students have had a chance to summarize the material. As the teacher moves around the room correcting the various compositions, he quickly
and expeditiously gives explanations along with corrections he makes.

**Board Dictation.** As soon as the composition is completed, the teacher dictates to the students at the board. This activity usually lasts about fifteen minutes or until twenty-five minutes after the hour, except on Fridays when it is cut five minutes short in order to allow time for a fifty-word seat dictation which counts towards the student's total grade.

In proceeding with the board dictation the teacher repeats the entire sentence which the students in turn repeat. If the students cannot repeat the entire sentence, then the first part only is repeated to which more is added until the entire sentence is complete again. After the repetition phase the students then write the sentence on the board. The teacher corrects several students' dictation and asks the others to use these samples in correcting their own work. Sometimes the dictation is used only for comprehension in which key sentences from the lesson are chosen, they are then dictated, and then the student is asked to re-write them with the desired change. For example, a sentence with a noun object is written with a pronoun object; or a sentence in the present is written in the compound past.

If any grammar is to be taught actively during the
hour, this is considered to be the best way to teach it, because everyone in the class participates.

**Correction of Exercises.** After the board dictation is completed, the students return to their seats and take out their exercises which they have prepared prior to class each day. The teacher (but never the student) reads the correct answers while the students correct their errors and then turn in their exercises. This activity takes not more than five minutes of the class hour. If students have questions, they should be answered, but briefly. If the questions are such that they cannot be answered briefly, then the student(s) is asked to see the teacher after class or in his office in order to answer questions.

**Conversation on the Reading Text.** In this exercise the teacher stimulates the students to converse, with books closed, in various ways. This is generally begun by direct questions in which the teacher asks a question in Spanish about the material covered for the day and the student is expected to answer in Spanish in a complete sentence. Next, indirect questions may be used in which the teacher asks one student to ask another student a question in Spanish. Then volunteer sentences are asked for in which the teacher asks the students to give him phrases or sentences from the lesson. Questions to the teacher of the reading text is another approach used in which the teacher asks the students
to ask him questions which he answers in complete sentences. This exercise is used to develop ease of speaking and especially of asking questions, as well as affording opportunity for comprehension. The last exercise in conversation is one in which the students are directed to ask questions of each other. However, this device is used only when students have developed skill for doing this easily.

**Pattern Practice.** Each day in the laboratory there is a tape containing pattern practices. The students are expected to practice with these tapes in preparation for oral class participation in the same. The teacher has the text of the pattern practices which he uses in class to drill the students and check their preparation in laboratory work.

**Pronunciation Practice.** The purpose of this exercise is to improve the pronunciation of every student in the class. Each student reads a sentence or two of a lesson already studied. In the early stages of the first course every student reads every sentence of the lesson while the teacher makes appropriate corrections in pronunciation and intonation. As the students increase their proficiency in this skill less class time may be required for this controlled pronunciation exercise.

The methodology employed in the control sections was one that stressed the four basic language skills from the first day, with possibly the reading and writing skills
dominating the other two somewhat. The theory here is that using all the faculties from the beginning brings about faster and more certain achievement in the student. This four skills approach also satisfies the eye-oriented student as well as the non eye-oriented student.

Although no supplementary readers were used in the experimental group, three literary readers were used in the control group. During the second quarter the control students read Periquillo (Boston: D. C. Heath and Company, 1961) and Cuentos de Ambos Mundos (Boston: Houghton Mifflin Company, 1950). During the third quarter Cuentistas de Hoy (Boston: Houghton Mifflin Company, 1952) was used as a supplementary reader to the basic text.

The readers were used to reinforce the grammar and vocabulary already presented in the grammar lessons; to teach new words and to add to knowledge of basic idioms; and to increase conversational fluency. The students were required to prepare each lesson assigned in the readers so that they could write a succinct summary of the main events in the chapter or story; answer oral questions on the lesson; and know the basic vocabulary and idiomatic expressions. In the laboratory the students practiced the pronunciation of selected passages and answered questions on the lesson in preparation for class recitation.

Of the three teachers in the control area, one had
previous teaching experience with the text being used in the experiment. The second had some limited experience teaching in a private institution, and the third had no previous teaching experience. One of the control teachers was a native speaker of Spanish. Although the three control teachers lacked experience to some extent when compared to the experimental teachers, it was felt that they did represent the most competent of the many teaching assistants employed at the university teaching Beginning Spanish, A Cultural Approach on a regular basis. Therefore, the results obtained in the control sections represent reality as it existed in the normal setting of the regular Spanish 101, 102, 103 classes at the university.

During the experiment the investigator observed the control teachers in the classroom and gave instructions about methods to them either in private discussions and/or formal group meetings with the three teachers involved. This help was given only to insure that the teachers taught their classes in keeping with the framework of the cognitive code-learning theory during the experiment.

Collection of Data

During the first week of Fall quarter 1968, the Pimsleur Language Aptitude Battery test was administered to the experimental and control groups by the investigator. This was
done to determine the degree of disparity, if any, between the two groups because it was impossible to achieve randomness in the two samples. By means of a "t" test the relative ability of the two groups was determined.

To measure the relative achievement of the students at the end of three quarters of Spanish study, the Modern Language Association Cooperative Spanish Test in listening comprehension, speaking, reading and writing, Form IA, was administered by the investigator three weeks before the end of the Spring quarter in May, 1969. Here, again, the "t" test was the statistical analysis used in order to determine the difference in achievement between the two groups.

A student opinionnaire (Appendix A) was filled out by each member of the six classes indicating views and attitudes concerning course methodology, motivation, proficiency and future plans for studying Spanish. This instrument was made up of both ordered responses and unordered responses. To determine significant differences between the two groups, chi-square was used for the unordered items, and the "t" test was used for the ordered items.

The responses to all test instruments were machine scored with the exception of the MLA Cooperative writing and speaking tests. The former was scored by one professional teacher experienced in correcting this type of test. The latter was scored by the same person plus one other
experienced professional teacher. The two judges, both native speakers of Spanish, worked independently of one another; each had his own taped copy of the students' speaking tests which had been edited so as to present a format of experimental, control, experimental, control, etc., sequence in order to maintain equal objectivity while scoring. The total of the two scores given each student by the two judges became the student's final score for the speaking test.

Because of the prohibitive cost for professional scoring service and the fact that approximately half of the writing test was subjective, one judge only was employed to score all of the writing tests.
CHAPTER IV
RESULTS OF THE STUDY

Results reported in this chapter were derived from the sources described under Collection of Data, page 45, and are listed in tables in Chapter IV. With the exception of some statements of clarification, the discussion of implications and conclusions will be reserved for Chapter V. The data are reported here in the same order in which they appear in tables on the following pages.

Language Aptitude Battery

In order that the results of the posttests be valid and meaningful, it was necessary to administer as a pretest the Pimsleur Language Aptitude Battery to both experimental and control groups for the purpose of determining the disparity, if any, between the two groups in their ability to learn a foreign language. Table 1 reveals a tendency of difference in favor of the experimental group concerning the sound-symbol association part of the LAB, Part 6. A significant difference favoring the experimental group at the .05 level is indicated on part seven (Table 1) which is a total of the six parts of the test. This total difference is the result
### TABLE 1

"t" TEST RESULTS FOR PIMSLEUR LANGUAGE APTITUDE BATTERY

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<th>MEAN</th>
<th>STD DEV</th>
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<td>39.5</td>
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**CODE**

Variable 1 Part 1 (Grades in Major Subjects)

"  2 Part 2 (2 x Score) (Interest)
"  3 Part 3 (Vocabulary)
"  4 Part 4 (Language Analysis)
"  5 Part 5 (Sound Discrimination)
"  6 Part 6 (Sound-Symbol Association)
"  7 Total 1 through 6
"  8 Parts 3 & 4 (Verbal)
"  9 Parts 5 & 6 (Auditory)

* Significant at .05 level
of the accumulative effect of the slightly higher experimental means on the first five parts of the test, along with part six which is contributing most to the total difference between the two groups. These results do not give sufficient evidence for one to believe that there was a disparity between the experimental and control groups in their ability to learn a foreign language as predicted by the LAB instrument.

**Listening Comprehension Between Groups**

The first of four null hypotheses stated at the beginning of the study was: there is no significant difference in achievement between participants in experimental and control groups in the skill of listening comprehension in Spanish. The data, analyzed by "t" test and reported under Table 2 for the skill of listening, indicated that there was no significant difference between the experimental and control groups in their respective ability to understand spoken Spanish as measured by the MIA Cooperative Spanish Test, Form LA. In light of the above finding it is necessary to accept the first null hypothesis of the study.

**Speaking Between Groups**

The second null hypothesis stated was: there is no significant difference in achievement between participants
### TABLE 2

"t" TEST RESULTS FOR LISTENING, SPEAKING, READING, WRITING

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>Experimental (N = 50)</th>
<th>Control (N = 34)</th>
<th>&quot;t&quot;</th>
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</thead>
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<td>STD DEV</td>
<td>MEAN</td>
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</tr>
<tr>
<td>Speaking</td>
<td>53.42</td>
<td>9.742</td>
<td>47.32</td>
</tr>
<tr>
<td>(Judge 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>97.38</td>
<td>17.893</td>
<td>89.47</td>
</tr>
<tr>
<td>(Judge 1 +</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judge 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at .05 level
**Significant at .01 level
in experimental and control groups in the skill of speaking Spanish. Table 2 reveals that Judge 1 found no significant difference between the two groups in their ability to speak Spanish. Judge 2 found a significant difference in favor of the experimental group at the .01 level of confidence. The table also reveals that the scores of the two judges together indicate a significant difference in the direction of the experimental group at the .05 level. In this case the above null hypothesis is rejected.

Reading Between Groups

A third null hypothesis of this study stated: there is no significant difference in achievement between participants in experimental and control groups in the skill of reading Spanish. Table 2 indicates that there is a tendency of difference favoring the control group at the .10 level of confidence in their ability to read Spanish. However, this evidence is insufficient and must be considered as inconclusive. The null hypothesis is accepted.

Writing Between Groups

The fourth null hypothesis was: there is no significant difference in achievement between participants in experimental and control groups in the skill of writing Spanish. Referring again to Table 2, the results show that there was no significant difference between the two groups.
in the writing skill and, therefore, the null hypothesis is accepted.

**Student Opinion Survey**

In order to gain insight into the students' own feelings, attitudes, and motivation a student opinionnaire (Appendix A) containing twenty-eight questions was administered to each student in the experiment. The twenty-eight questions on the instrument have been collapsed into eight categories of focus with each category consisting of from two to four related questions. Following is a list of the eight categories including the numbers of the questions in each case. Next comes the description of the findings concerning how the students responded collectively to each question in the eight categories.

**Category One.** Sense of accomplishment in general. Questions one, six, seven, and eight.

**Category Two.** Sense of achievement in specific language skills. Questions two, sixteen, seventeen, and twenty-eight.

**Category Three.** Sense of enjoyment in general. Questions three, fifteen, and twenty-two.

**Category Four.** Sense of enjoyment in specific language skills. Questions twenty-two and twenty-three.

**Category Five.** Attitudes toward usefulness of aids and activities. Aids - questions four, five, and eighteen.
Activities - questions eleven, twelve, twenty-five, and twenty-six.

Category Six. Outside preparation for class. Questions ten and thirteen.

Category Seven. Motivation and interest. Questions nine, nineteen, twenty-four, and twenty-seven.


Category One. In the area of the students' sense of accomplishment in general, question one concerning how much the students thought they had accomplished in their respective courses revealed no significant difference between the two groups. (Table 3) The means of both experimental and control groups fell in the area between "some" and "a great deal".

On question six (Table 3) there was a significant difference at the .05 per cent level between the responses of the two groups. The control students reported that their study of Spanish had contributed more to their knowledge of English than did the experimental group.

Question seven (Table 4) resulted in a significant difference between the two groups at the .01 level. Most of the experimental group reported that they were pleased with the progress they had made in their ability to speak, read and understand Spanish when spoken. Most of the con-
### TABLE 3

"t" TEST RESULTS FOR QUESTIONS #1, #6

<table>
<thead>
<tr>
<th>Question</th>
<th>Experimental (N = 50)</th>
<th>Control (N = 34)</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.580 (.499)</td>
<td>1.676 (.727)</td>
<td>.722</td>
</tr>
<tr>
<td>6</td>
<td>2.780 (.887)</td>
<td>2.353 (.774)</td>
<td>2.277*</td>
</tr>
</tbody>
</table>

### TABLE 4

CHI-SQUARE RESULTS FOR QUESTIONS #7, #8

**QUESTION #7**

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exp</td>
<td>14(28%)</td>
<td>16(32%)</td>
<td>15(30%)</td>
<td>5(10%)</td>
</tr>
<tr>
<td>Cont</td>
<td>9(26.5%)</td>
<td>3(8.8%)</td>
<td>22(64.7%)</td>
<td>0(0%)</td>
</tr>
</tbody>
</table>

\[ x^2(3) = 13.757^{**} \]

**QUESTION #8**

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exp</td>
<td>19(39.6%)</td>
<td>16(33.3%)</td>
<td>1(2.1%)</td>
<td>12(25%)</td>
</tr>
<tr>
<td>Cont</td>
<td>11(32.4%)</td>
<td>15(44.1%)</td>
<td>2(5.9%)</td>
<td>6(17.6%)</td>
</tr>
</tbody>
</table>

\[ x^2(3) = 2.720 \]

*Significant at .05 level
**Significant at .01 level
control group indicated that they were pleased with their progress in ability to read Spanish. A smaller number of them were satisfied with their ability to understand spoken Spanish.

When asked in what way they were least pleased with the progress they had made in their study of Spanish (question 8, Table 4), the responses of the two groups were not significantly different. Both groups were least pleased with progress in their ability to understand spoken Spanish and to speak Spanish.

Category Two. In respect to the students' sense of achievement in specific language skills, questions two, sixteen, and seventeen (Table 5) resulted in no significant difference between the responses of the two groups. Sixty-six per cent of the experimental students indicated on question two that they would either write a letter in Spanish to a travel agency, asking for information or strike up a conversation with a fellow traveler who speaks Spanish only. They did not prefer the alternatives of reading a mystery story in Spanish or listening to a Spanish radio program. In the control group the responses were distributed very evenly among the answers.

Questions sixteen and seventeen (Table 5) show that both groups collectively think they have greatest difficulty with the listening and speaking skills and least difficulty
# TABLE 5

CHI-SQUARE RESULTS FOR QUESTIONS #2, #16, #17, #28

## QUESTION #2

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exp</td>
<td>16(32%)</td>
<td>17(34%)</td>
<td>5(10%)</td>
<td>7(14%)</td>
<td>5(10%)</td>
</tr>
<tr>
<td>Cont</td>
<td>6(17.6%)</td>
<td>7(20.6%)</td>
<td>8(23.5%)</td>
<td>7(20.6%)</td>
<td>6(17.6%)</td>
</tr>
</tbody>
</table>

\[ X^2_{(4)} = 6.695 \]

## QUESTION #16

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exp</td>
<td>25(50%)</td>
<td>15(30%)</td>
<td>1(2%)</td>
<td>9(18%)</td>
</tr>
<tr>
<td>Cont</td>
<td>11(32.4%)</td>
<td>13(38.2%)</td>
<td>1(2.9%)</td>
<td>9(26.5%)</td>
</tr>
</tbody>
</table>

\[ X^2_{(3)} = 2.6353 \]

## QUESTION #17

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exp</td>
<td>8(16%)</td>
<td>10(20%)</td>
<td>18(36%)</td>
<td>14(28%)</td>
</tr>
<tr>
<td>Cont</td>
<td>9(26.5%)</td>
<td>2(5.9%)</td>
<td>17(50%)</td>
<td>6(17.6%)</td>
</tr>
</tbody>
</table>

\[ X^2_{(3)} = 5.7892 \]

## QUESTION #28

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exp</td>
<td>11(22%)</td>
<td>7(14%)</td>
<td>19(38%)</td>
<td>13(26%)</td>
</tr>
<tr>
<td>Cont</td>
<td>7(20.6%)</td>
<td>1(2.9%)</td>
<td>22(64.7%)</td>
<td>4(11.8%)</td>
</tr>
</tbody>
</table>

\[ X^2_{(3)} = 7.6013 \]
with the reading skill. The control students expressed less difficulty with reading than did the experimental group. On question twenty-eight (Table 5) the response of the control group was tending towards a difference from the response of the experimental group, but not enough to be conclusive. In both groups the greatest number of students said they felt that they read Spanish best. But the responses of the experimental group were more evenly distributed over all skills.

**Category Three.** In regard to students' sense of enjoyment in general responses on questions three, fifteen, and twenty-one (Table 6) resulted in the means of the experimental group being significantly different from the means of the control group at the .01 significance level in each case. In response to question three the experimental group rated their Spanish course more highly than did the control group. Twenty-six per cent of the experimental group rated it as their most preferred course while 6 per cent rated it as their least preferred course. In the control group approximately 12 per cent rated Spanish as their most preferred course while approximately 29 per cent rated it as their least preferred course.

When asked how they felt about their experience in Spanish during the last three quarters (question 15), 86 per cent of the experimental students indicated a range of
### TABLE 6

**"t" TEST RESULTS FOR QUESTIONS #3, #15, #21**

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>MEAN</th>
<th>STD DEV</th>
<th>MEAN</th>
<th>STD DEV</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2.200</td>
<td>.535</td>
<td>1.824</td>
<td>.626</td>
<td>2.955**</td>
</tr>
<tr>
<td>15</td>
<td>1.640</td>
<td>.722</td>
<td>2.235</td>
<td>.955</td>
<td>3.251**</td>
</tr>
<tr>
<td>21</td>
<td>1.300</td>
<td>.707</td>
<td>2.235</td>
<td>.890</td>
<td>5.355**</td>
</tr>
</tbody>
</table>

### TABLE 7

**CHI-SQUARE RESULTS FOR QUESTIONS #22, #23**

#### QUESTION #22

<table>
<thead>
<tr>
<th></th>
<th>Exp</th>
<th>Cont</th>
<th>X²(3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10(20%)</td>
<td>6(17.6%)</td>
<td>15.9181**</td>
</tr>
<tr>
<td>A</td>
<td>32(64%)</td>
<td>9 (26.5%)</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>6(12%)</td>
<td>14(41.2%)</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2(4%)</td>
<td>5(14.7%)</td>
<td></td>
</tr>
</tbody>
</table>

#### QUESTION #23

<table>
<thead>
<tr>
<th></th>
<th>Exp</th>
<th>Cont</th>
<th>X²(3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>13(26%)</td>
<td>10(29.4%)</td>
<td>.9192</td>
</tr>
<tr>
<td>B</td>
<td>8(16%)</td>
<td>6(17.6%)</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>6(12%)</td>
<td>2(5.9%)</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>23(46%)</td>
<td>16(47.1%)</td>
<td></td>
</tr>
</tbody>
</table>

**Significant at .01 level**
enjoyment from moderate (36%) to very much (50%) with no one stating that he disliked it very much. The control students' attitude of the class centered around moderate enjoyment (50%), with approximately 21 per cent indicating that they enjoyed it very much. Approximately 29 per cent stated that they disliked the class either moderately or very much.

In response to question twenty-one, "If you had to take Spanish again, would you prefer to complete the requirement in the same way that you have done this year, using the same book and materials?", 84 per cent of the experimental group said yes, 14 per cent said no, and 2 per cent said it wouldn't matter. Of the control group 29 per cent stated yes, 53 per cent said no, and 18 per cent said it wouldn't matter.

**Category Four.** The results of question twenty-two (Table 7) showed that the experimental group's response was significantly different from the response of the control group at the .01 level. The majority (64%) of the experimental group stated that they enjoyed most the speaking aspect of their Spanish class, whereas the control group's response showed a more even distribution among the four choices, with the greatest number (41%) of the students choosing reading as the aspect they enjoyed most.

Although question twenty-three (Table 7) concerning the
least enjoyable aspect of the Spanish class did not result in a significant difference between the two groups, the greatest number of students in both experimental (46%) and control (47%) groups indicated writing as the least enjoyable aspect of their respective classes.

**Category Five.** This category is comprised of students' attitudinal responses in two areas - aids and activities in connection with learning Spanish. Of the aids available to help in their study of Spanish, the experimental students indicated that the reading and writing material in the textbook helped them the most (question four, Table 8). The control students indicated the same thing to a stronger degree. However, there is a .01 significant difference in the responses of the two groups because 14 per cent of the experimental group indicated that the visual cues in the textbook were most helpful and 14 per cent indicated that the audio tapes were most helpful, while only 4 per cent thought the video tape was helpful. Of the control group 9 per cent thought the audio tapes were most helpful and 15 per cent rated none of the aids as most helpful.

A significant difference at the .01 level was found between the two groups in their responses to question five (Table 8). The majority (70%) of the experimental group rated the video tape in the Listening Center least helpful. The majority (53%) of the control group rated the audio
TABLE 8

CHI-SQUARE RESULTS FOR QUESTIONS #4, #5, #11, #12

<table>
<thead>
<tr>
<th>QUESTION #4</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exp</td>
<td>7(14%)</td>
<td>2(4%)</td>
<td>7(14%)</td>
<td>34(68%)</td>
<td>0(0%)</td>
</tr>
<tr>
<td>Cont</td>
<td>3(8.8%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
<td>26(76.5%)</td>
<td>5(14.7%)</td>
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</table>

\[ X^2(4) = 14.1318^{**} \]

<table>
<thead>
<tr>
<th>QUESTION #5</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exp</td>
<td>6(1.2%)</td>
<td>35(70%)</td>
<td>6(12%)</td>
<td>0(0%)</td>
<td>3(1.6%)</td>
</tr>
<tr>
<td>Cont</td>
<td>18(52.9%)</td>
<td>7(20.6%)</td>
<td>4(11.8%)</td>
<td>0(0%)</td>
<td>5(14.7%)</td>
</tr>
</tbody>
</table>

\[ X^2(3) = 23.3668^{**} \]

<table>
<thead>
<tr>
<th>QUESTION #11</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exp</td>
<td>12(24%)</td>
<td>21(42%)</td>
<td>10(20%)</td>
<td>7(14%)</td>
</tr>
<tr>
<td>Cont</td>
<td>5(14.7%)</td>
<td>7(20.6%)</td>
<td>11(32.4%)</td>
<td>11(32.4%)</td>
</tr>
</tbody>
</table>

\[ X^2(3) = 8.0638^* \]

<table>
<thead>
<tr>
<th>QUESTION #12</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exp</td>
<td>16(32%)</td>
<td>7(14%)</td>
<td>14(28%)</td>
<td>13(26%)</td>
</tr>
<tr>
<td>Cont</td>
<td>15(44.1%)</td>
<td>6(17.6%)</td>
<td>4(11.8%)</td>
<td>9(26.5%)</td>
</tr>
</tbody>
</table>

\[ X^2(3) = 3.4703 \]

*Significant at .05 level

**Significant at .01 level
tapes in the Listening Center the least helpful aid. Although some control students responded that the video tapes and visual cues were least helpful, these aids were not available to them.

In responding to which activities helped them the most in learning Spanish, question eleven (Table 8), the responses of the students in both groups resulted in a significant difference at the .05 level. The greatest number (42%) of students in the experimental group stated that oral or speaking activities helped them the most in learning Spanish. The majority of the control group was equally split in choosing reading (32.4%) and writing (32.4%) as the activities which helped them the most in their learning of Spanish. Although not significant, question twelve (Table 8) indicated that both groups considered listening activities to be of least help.

Question eighteen (Table 9) aimed at getting some indication of the students' opinions concerning the degree of effectiveness of the Listening Center as an aid in learning Spanish. A significant difference at the .05 level resulted between the two groups on this item. Seventy per cent of the experimental group considered the Listening Center to be somewhat helpful compared with 47 per cent of the control respondents. Approximately 26 per cent of the control group and 8 per cent of the experi-
### TABLE 9
"t" TEST RESULTS FOR QUESTIONS #18, #25, #26

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>MEAN</th>
<th>STD DEV</th>
<th>MEAN</th>
<th>STD DEV</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental (N = 50)</td>
<td></td>
<td></td>
<td>Control (N = 34)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>2.280</td>
<td>.757</td>
<td>2.735</td>
<td>.931</td>
<td>2.463*</td>
</tr>
<tr>
<td>25</td>
<td>1.060</td>
<td>.240</td>
<td>1.029</td>
<td>.171</td>
<td>.640</td>
</tr>
<tr>
<td>26</td>
<td>2.200</td>
<td>.926</td>
<td>2.324</td>
<td>.976</td>
<td>.587</td>
</tr>
</tbody>
</table>

*Significant at .05 level
mental group thought the Listening Center was of no help at all.

Questions twenty-five and twenty-six (Table 9) were an attempt to gain insight into the students' use of the audio and video tapes available in the Listening Center. Neither question revealed a significant difference between the two groups. However, most students in both groups indicated that they spent from one to four hours weekly listening to the audio tapes in the Listening Center. Only 6 per cent of the experimental group stated that they spent between one and two hours watching the video tape lessons also in the Listening Center.

**Category Six.** Question ten (Table 10) revealed no significant difference between the responses recorded by the participants in the experimental and control groups. The results indicated that a slightly higher percentage of the control group read beyond class assignment when compared to the experimental group. However, 50 per cent of the control group and 64 per cent of the experimental group read nothing beyond class assignment.

There was a significant difference at the .01 level between the two groups in the amount of time spent doing homework; question thirteen (Table 10). Of the control group 44 per cent spent more than eight hours per week, 38 per cent spent between five and eight hours, 15 per cent be-
### TABLE 10

"t" TEST RESULTS FOR QUESTIONS #10, #13, #19, #27

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>MEAN</th>
<th>STD DEV</th>
<th>MEAN</th>
<th>STD DEV</th>
<th>&quot;t&quot;</th>
</tr>
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<tr>
<td>10</td>
<td>2.460</td>
<td>0.788</td>
<td>2.265</td>
<td>0.828</td>
<td>1.092</td>
</tr>
<tr>
<td>13</td>
<td>2.360</td>
<td>0.802</td>
<td>3.235</td>
<td>0.819</td>
<td>4.869**</td>
</tr>
<tr>
<td>19</td>
<td>2.320</td>
<td>1.096</td>
<td>1.735</td>
<td>1.024</td>
<td>2.463*</td>
</tr>
<tr>
<td>27</td>
<td>3.700</td>
<td>1.093</td>
<td>3.471</td>
<td>1.331</td>
<td>0.864</td>
</tr>
</tbody>
</table>

### TABLE 11

CHI-SQUARE RESULTS FOR QUESTIONS #9, #24

#### QUESTION #9

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exp</td>
<td>12(24%)</td>
<td>2(4%)</td>
<td>12(24%)</td>
<td>24(48%)</td>
</tr>
<tr>
<td>Cont</td>
<td>14(42.4%)</td>
<td>3(9.1%)</td>
<td>5(15.2%)</td>
<td>11(33.3%)</td>
</tr>
</tbody>
</table>

\[ x^2(3) = 4.7835 \]

#### QUESTION #24

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exp</td>
<td>47(94%)</td>
<td>3(6%)</td>
</tr>
<tr>
<td>Cont</td>
<td>24(70.6%)</td>
<td>10(29.4%)</td>
</tr>
</tbody>
</table>

\[ x^2(1) = 8.48000^{**} \]

*Significant at .05 level
**Significant at .01 level
tween three and four hours, and only 3 per cent spent two
hours or less. Of the experimental group only 6 per cent
spent more than eight hours, 38 per cent spent between five
and eight hours, 32 per cent between three and four hours,
and 14 per cent spent two hours or less.

Category Seven. The questions making up this aspect
of the opinionnaire aimed at determining the difference, if
any, between the experimental and control groups in the
realms of motivation and interest.

On question nine (Table 11) there was no significant
difference between the responses of the two groups. Few
students in both groups indicated that they became com­
pletely bored in Spanish. Forty-eight per cent of the
experimental group reported that they had a tendency to day­
dream and had to force themselves to listen in class com­
pared with approximately 58 per cent of the control stu­
dents who did the same. Forty-eight per cent of the experi­
mental group said they became wholly absorbed in the subject
matter compared with approximately 33 per cent of the
control.

There was a significant difference at the .05 level
between the two groups on question nineteen (Table 10).
If given the opportunity to do so, approximately 56 per
cent of the students in the control group indicated that
they would stop studying Spanish immediately. Twenty-six
per cent of the experimental group registered this feeling. Approximately 37 per cent of the control said they would continue through the first year while 38 per cent of the experimental indicated the desire to complete the first year of study. Of the control approximately 18 per cent reported that they would go on to more advanced work and perhaps to mastery of the language compared to 36 per cent of the experimental group.

In making a choice whether they had a desire to visit a Spanish speaking country and get to know the people and the language better, question twenty-four (Table 11), 94 per cent of the experimental group said yes compared with approximately 71 per cent of the control who said yes. The difference between the responses of the two groups here is significant at the .01 level.

Question twenty-seven (Table 10) is the same as part two of the Language Aptitude Battery (see Table 1, p. 49). There was no significant difference between the two groups concerning this question on the pretest nor on the opinionnaire at the conclusion of the experiment. The interest level of most of the students in both groups ranged from mildly interested to strongly interested.

**Category Eight.** The two questions included here revealed no significant difference between the two groups. Question fourteen (Table 12) asked the students to make a
TABLE 12
"t" TEST RESULTS FOR QUESTIONS #14, #20

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>Experimental (N = 50)</th>
<th>Control (N = 34)</th>
<th>&quot;t&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MEAN</td>
<td>STD DEV</td>
<td>MEAN</td>
</tr>
<tr>
<td>14</td>
<td>2.100</td>
<td>.614</td>
<td>2.147</td>
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<tr>
<td>20</td>
<td>2.960</td>
<td>.699</td>
<td>2.941</td>
</tr>
</tbody>
</table>
value judgment concerning the Spanish contribution to American civilization. In both groups most of the students thought that such contribution had been moderate.

In recording their plans for future study, question twenty (Table 12), the majority of students in both groups indicated that they would continue on to Spanish 104 only. The remaining responses were quite evenly distributed among the other three answers, except for a slightly higher percentage of experimental students who chose Spanish as a minor.
CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

This chapter contains the findings, interpretations, recommendations and implications for further research as they relate to the listening comprehension, speaking, reading and writing skills and motivation and interest of the students who participated in the study. Each will be discussed in turn.

Listening Comprehension Between Groups

Findings. There was no significant difference in achievement between participants in experimental and control groups in the skill of listening comprehension in Spanish. Although listening comprehension was emphasized in the experimental treatment, this emphasis had no superior effect on the experimental group.

Interpretation. The findings here supported the original first null hypothesis of the study stated on page 8. The absence of a significant difference (Table 2) between the two groups in this skill is, perhaps, contrary to what one might expect. Although difficult to explain or rationalize, this is an important finding to consider since the
experimental methodology did emphasize the listening skill more than the control methodology. Perhaps herein lies the folly of a popular concept which holds that the listening skill develops concomitantly with the speaking skill—with most of the emphasis and attention being given to the speaking skill while assuming that development in the listening skill will automatically be taken care of in the process. The question arises: Does an ability in the speaking skill assume equal ability in the listening comprehension skill?

Perhaps in the experimental courses the listening skill was thought to be emphasized more, but in reality was not. It was possibly thought that because the students spoke more, they also listened more. This, however, must not have been the case. Listening always preceded speaking in the experimental approach, but it was not isolated and taught and practiced as a single entity separate from the speaking skill. It was assumed that the students could comprehend what they could speak. This assumption was probably wrong. Perhaps a pre-speaking period similar to the pre-reading period, should be incorporated into the audio-lingual methodology in order to increase student achievement in the listening skill prior to their endeavors in the speaking skills. The experiments carried out by Asher (Page 16) substantiate the proposal of a pre-speaking
Possibly some negative factor was working as a hindrance to listening comprehension in the experimental methodology. Perhaps there was an interference by the visual adjunct. Conversations with students revealed that looking at the movies made it more difficult for them to concentrate on listening comprehension; they could hear and understand better if they closed their eyes or bowed their heads, not looking at the moving image while the movies were being shown. Another definite hindrance was the poor acoustical setup in the experimental rooms in addition to the many distracting noises coming in from outside the classroom.

Results on questions 2, 16 and 17 of the opinionnaire (Appendix A) showed that more of the experimental students indicated they had difficulty with the listening skill when compared with the control students.

Perhaps another negative factor hindering the experimental students was the ever presence of the spoken language coming from the many movies and tapes which accompany the program by which they were taught. To this must be added the effect of the continual presence of the teachers voice. With so much listening material, perhaps it was overpowering and the experimental students "tuned out" after a time and audiolingual fatigue ran its course.

Recommendations. It is recommended that the listening
skill be given more attention divorced from speaking in an attempt to develop the student's proficiency in this skill before requiring him to produce the spoken language. This may be thought of as a pre-speaking period. Drills and activities should be developed and programmed which will give the student meaningful experience in listening comprehension only, and reliable instruments should be developed in order to accurately test this skill. Speaking should be introduced after the student has developed proficiency in the listening skill. When introducing the speaking skill, only the spoken language which the student has learned to comprehend should be used in presenting speaking for the first time.

Implications for Further Research. The experience and findings obtained concerning the listening skill in this study suggest the following ideas as important fields for future research:

1. Visual Interference. We need to know more about the role of visuals in the listening comprehension skill, and to what extent, if any, they interfere with learning this skill. Does the motion picture inhibit learning more than the still image?

2. Pre-Speaking Period. Is the proposal of a pre-speaking period as suggested by this study a sound and justifiable one? What would be the difference in achievement
between groups if one group were given a pre-speaking period in which to practice the listening skill and the other were taught by the conventional audiolingual approach? Would there be no significant difference over a long range experiment of one year or more? Would the time spent in pre-speaking be worth-while? Is this type of approach more effective with college age students or younger students?

3. Is there any way to determine the relationship (not transfer) between the speaking skill and the listening comprehension skill in second language learning? Is speaking more closely related to writing than to listening comprehension, while reading is more closely related to listening comprehension than to writing? In other words, are the "passive" skills - listening and reading - related, and are the "active" skills - speaking and writing related? If this were true, then, to what extent does speaking interfere with listening comprehension in the audiolingual approach?

4. Does the model from the tape recorder help to develop the listening comprehension skill in students? How much do they rely on watching the teacher's lips in order to comprehend what is being said?

**Speaking Between Groups**

**Findings.** There was a significant difference at the .05 level in achievement between participants in experimen-
tal and control groups in the skill of speaking Spanish. The higher means were in favor of the experimental group.

**Interpretations.** The findings reported on Table 2 did not support the second null hypothesis of the study. The total scores of the two judges who corrected the speaking part of the test resulted in a higher experimental mean over the control mean with a significant difference between the two groups at the .05 level. Although not as significant as might have been expected, this finding follows the logic of the experimental methodology which placed more emphasis on speaking than did the control. The finding also agrees with the students' responses to questions 7, 22 and 28 (Tables 3, 5, 6) in which more of the experimental students registered an opinion of satisfaction and/or superior ability in the speaking skill when compared to the control group.

One problem which may have hindered the experimental students' proficiency in the speaking skill was the inadequate amount of time allotted to each lesson in the program. It was impossible, using the La Familia Fernandez under the quarter system, to allow enough time for the students to learn to speak well the linguistic patterns of each lesson. Had the La Familia Fernandez format been more amenable to the quarter system, the difference between the two groups in the speaking skill might have been more significant in favor of the experimental group.
Recommendations. Although the *La Familia Fernandez* materials worked successfully at the university level, it is recommended that they be modified in format and interest level in order to more adequately satisfy the needs at the university level in terms of age group and the quarter system.

A two-track system of Spanish instruction should be established at the university. This system should have one track in which the reading comprehension skill is taught to those students who are primarily interested in such training. The other track should lead the student in the direction of learning to understand and speak the language primarily, backed up with an adequate introduction of the reading and writing skills within two to four weeks after audiolingual practice and commensurate emphasis continued in these two skills as the student progresses in the listening and speaking skills.

Training should be provided to all teaching assistants in the two respective methodologies. This training should start in the form of a three to five day workshop just before the beginning of classes in the Fall, and it should continue each Fall thereafter for the benefit of all new teachers in the university system teaching for the first time at the beginning level. Periodic seminars in methodology and techniques should be held during the year. Problems common to
all should be dealt with in these meetings. The administra-

Implications for Further Research

1. Visuals and Pronunciation. Can motion pictures aid

Reading Between Groups

Findings. There was a tendency towards a difference
in achievement between participants in experimental and con-
trol groups in the skill of reading Spanish. This tendency
favored the control group.

Interpretation. The results of the "t" test for reading
(Table 2) did not substantially support the third null hypo-
thesis of the study. A significant difference at the .10
level between the two groups, although not conclusive, is
an indication of a trend of superiority tending in favor of
the control group.

This finding logically follows, to some extent, the
effect of the two methodologies since the experimental approach did not stress the reading skill, whereas the control approach did. This being the case, however, one might have expected a more significant difference favoring the control group. Perhaps the way in which the reading skill was taught in each group played a more important role than the amount of time spent on it. The experimental reading approach was programmed and presented concomitantly with the writing skill, with the students working in the early stages on material already learned orally. In the control, reading was presented and emphasized from the first day of class until the end of the experiment. No pre-reading period was allowed in which the students only heard and spoke the language before reading and writing it.

Another important consideration is the fact that, in the control group, three literary readers beyond the basic text were used while none was used in the experimental group. Possibly in too many cases the work which the control students did with the readers became more of an exercise in translation than one with the purpose of developing the reading skill in well programmed steps.

In looking at the students' responses to question 7 and 28 (Tables 4, 5), it is evident that many more control students were more pleased with their progress in the skill of reading and felt they did better in it when compared to
the experimental students.

**Recommendations.** It is recommended that adequate literary readers beyond the basic text material be incorporated in the audiolingual-visual approach. This should be done at least by the second quarter of study.

Graded reading tests should be developed in Spanish as a means of adequately determining a student's reading level. We have an idea of what to expect at the various reading levels, but no standardized tests to accurately determine a student's ability in this skill.

**Implications for Further Research.**

1. **Visuals and Reading.** What role(s) can visuals play in practicing the reading skill? Can visuals be used effectively to teach reading?

2. **Reading and the Audiolingual-Visual Method.** What would the results be between control and experimental groups in the reading skill if readers were used to supplement the basic text material in the experimental group as well as in the control group?

3. **Reading and Listening.** What is the relationship between these two skills? How much positive influence, if any, does being able to listen to and comprehend a foreign language have on one's ability to read and comprehend the same language; and vice versa?
Writing Between Groups

Findings. There was no significant difference in achievement between participants in experimental and control groups in the skill of writing Spanish. Although the writing skill was not emphasized in the experimental treatment, the experimental students did as well as the control students in their ability to write Spanish.

Interpretation. The results obtained for the writing skill supported the fourth null hypothesis of this study. The absence of a significant difference between the two groups in regard to the writing skill (Table 2) is another finding of the study which may be contrary to the logic of the natural sequence in language learning and the two methods employed in the experiment. The only writing done in the experimental classes was that of completing the exercises in the reading and writing manual of the La Familia Fernandez materials. This was considered to be minimal when compared to the extensive writing which the control students engaged in regularly.

It follows from this that the writing activity of the experimental group, even though much less than the control, was more meaningful and brought about as much learning in less time in comparison to the control writing activity. Writing was not introduced to the students in the experimental group until the fourth week of the school year. It was then presented phonetically and step by step, using
material which students had learned during the first week. In the control group writing was introduced the first day of class along with the other three language skills.

Perhaps one reason for the control students not doing better in the writing skill lies in the method itself. The students did board dictation daily, however, it was easy for the weaker and unprepared students to slip by unnoticed by copying from any of several fellow students immediately next to them on either side. The same thing can happen during composition, but here it may be even easier for the student to get by if he writes a composition which has been previously memorized and which he may only vaguely understand, or he may even get by with copying it from a small piece of paper which he has in his hand or shirt pocket. Evidence for these observations comes not only from the investigator's experience while observing during the study, but also from teachers' comments. Although this is not "cheating" in the serious sense of the word, it is not a desirable practice and is one which even the alert instructor cannot always curb.

Items 2, 16, 17 and 28 (Table 5), taken from the students' responses on the opinionnaire, revealed that more of the experimental students thought they did better with the writing skill than the control students.

Recommendations. It is recommended that more writing
exercises, both controlled and creative, be used in conjunction with the expanded reading schedule suggested under recommendations on page 80. Visuals should be used as much as possible to provide stimuli to which the student can react in written form.

Graphic as well as content visuals should be used in constructing linguistic writing exercises which are programmed in such a way as to lead the student to desirable terminal objectives in learning the writing skill.

Implications for Further Research.

1. Visuals and Writing. What role(s) can visuals, both content and graphic, play in teaching and practicing the writing skill in a foreign language?

2. Visuals and Composition. To what extent can visuals be effectively used to provide stimuli for written compositions?

3. Writing and the Audiolingual-Visual Method. What would the results show between control and experimental groups in the writing skill if a more extensive writing schedule based on readers beyond the basic text were used in the experimental group as well as the control group?

4. Writing and Speaking. What is the relationship between these two skills? How much positive influence, if any, does being able to speak a foreign language have on one's ability to write the same language; and vice versa?
Student Opinion Survey

The findings, interpretations and implications discussed here are, in the main, those which revealed a significant difference between the two groups in the study.

Findings.

1. The results obtained on the student opinionnaire did not support the ancillary null hypothesis in the area of student motivation and interest. There was a significant difference in motivation and interest between participants in experimental and control groups as measured by a multiple-expression instrument. The Audiolingual-Visual method was very successful as a motivator during the experiment, and for encouraging the experimental students to want to visit a Spanish speaking country and get to know the native speakers of the language better. The significant differences between groups in this area favored the experimental group on five out of seven questions. The difference on four of the five questions was significant at the .01 level. The fifth was significant at the .05 level. The remaining two questions showed no significant difference between the two groups.

2. Of the two groups, more control students felt that studying Spanish had contributed to their knowledge of English.

3. The results on the opinionnaire revealed that the
experimental students made very little use of the video lessons throughout the experiment in the Listening Center, and both groups made relatively limited use of the audio tapes in the center during the experiment.

4. Informational feedback obtained from the experimental students was not sufficient to base any conclusions upon the relative effectiveness of the use of movies and filmstrips in the confines of the classroom only.

5. It was found that the control students put in much more time on homework compared to that of the experimental students.

Interpretations. The aspect of motivation and interest in the foreign language, along with the students' sense of enjoyment in general, was an important part of this study. Here it is assumed that enjoyment of Spanish contributes to motivation and interest in the subject, as well as do the value of the language to the student and the ease with which it is learned. A number of the questions of the student opinionnaire sought to elicit information from the students concerning their respective Spanish classes. It was felt that such information would reflect also the students' feelings toward the particular methodology to which they had been subjected.

Questions 3, 15 and 21 (Table 6) concerning the students' attitudes towards their Spanish class and requirement
reflected a much more positive response on the part of the experimental students as compared to the control. Perhaps the most convincing result comes from question 21 in which 84 per cent of the experimental group stated that they would prefer to complete their Spanish requirement in the same way if they had it to do over. This is a definite contrast with the 29 per cent of the control students who preferred to repeat their requirement in the same manner. This revealed that a much greater percentage of the experimental students was satisfied with the course of study as contrasted with the number of control students indicating dissatisfaction with their respective course of study.

The results of question 7 (Table 4) indicated that most of the experimental group were almost equally pleased with their progress in listening, speaking and understanding Spanish while the control students were mainly pleased with their ability to read Spanish. In this respect the experimental students expressed more of a positive attitude toward all four skills in contrast to the control students who tended to limit themselves to the reading skill.

The comparison of the two groups' responses to question 6 (Table 3) shows that more of the control students felt that their study of Spanish had contributed to their knowledge of English when compared to the experimental students. This finding reflects the effect of the study of grammar.
rules in the control classes, along with the practice of pointing out differences between Spanish and English. Here the control student possibly used his native grammar as a key to understand Spanish grammar resulting in his getting a closer look at the native grammar and a greater knowledge of it. Perhaps this could be considered a motivating factor for the control students while learning Spanish, but it is not a goal of modern foreign language instruction.

In the specific area of motivation and interest, the results obtained on question 24 (Table 11) indicated that, compared to the control group, a much higher percentage of the experimental students expressed a desire to visit a Spanish speaking country. To what is this difference attributed? Perhaps it was a result of the role which the visual adjunct played in the experimental methodology. The films especially could have played a major part in bringing about this difference, since the student was able to participate in a more meaningful experience - the moving image - which brought him closer to a reality than otherwise possible to achieve through the printed word only. The experimental students were able to "see" vicariously the culture of the Mexican people and in this way more of the deep culture was conveyed as opposed to the formal culture presented in the control text material. As a result more of the experimental students received a reward for time invested and a subse-
quent desire to visit the country and to know the people.

The students’ responses to question 19 (Table 10) reinforced their indications already recorded in respect to motivation. It is obvious that many more control than experimental students would stop studying Spanish immediately if given the opportunity.

According to the results obtained from question 27 (Table 3), there was no significant difference in interest between the two groups at the end of the experiment. This same question (see Part 2, Table 1) revealed similar results at the beginning of the study. Perhaps the item is not a valid indicator of student interest when given after the student has studied a foreign language.

Additional insight into the comparative attitudes of the students in the experiment was provided by an instrument administered by a graduate student who reported the results in a seminar paper. Although this project was neither an ancillary hypothesis nor outlined in the procedures at the beginning of this study, the results, which were statistically substantiated, were of interest to this study and, therefore, are reported here.

The investigator, Donna Sutton, administered an eighty-four item check list of descriptive adjectives which the students in both groups used to register their opinions of Mexicans. The question to be answered was: Does foreign
language study indeed change the students' stereotyped attitude towards the native speaker of that language, and if so do the materials make a difference?

The findings revealed that the items checked by 50 per cent or more of the control group contained at least several derogatory terms such as superstitious, lazy, quick-tempered and physically dirty. The items checked by 50 per cent or more of the experimental group were all favorable descriptors.

In comparing items, the most significant results were found in a contrast between neat and physically dirty. The experimental students favored neat and the control students favored physically dirty. This was significant at the .005 level. Significant at the .005 level also was the control students' marking of superstitious.

Significant at the .01 level was courteous as checked by the experimental group and lazy marked by the control group. Significant at the .025 level were shrewd, ignorant, naive checked by the control group and loyal to family ties checked by the experimental group. Significant at the .05 level was the control groups' checking of materialistic and the experimental groups' checking of kind. Significant at the .10 level was the control's marking of stupid, quick-tempered, happy-go-lucky and religious.

Sutton concluded that the experimental group had more favorable attitudes towards Mexicans, and also more definite
attitudes concerning characteristics of Mexicans. According to her, it was significant that the experimental students more nearly agreed on characteristics of Mexicans and their choices indicated more favorable perceptions of Mexicans when compared to the control group. She pointed to the superiority of the Encyclopaedia Britannica Films materials in bringing about these favorable perceptions of Mexicans in the minds of the experimental students.

These findings, coupled with the findings reported previously in the realms of motivation and interest as obtained from the student opinionnaires, provide convincing evidence that student attitudes and degree of motivation and interest in the target language can be significantly modified, even altered, by the methodology and materials used in teaching the language. It is necessary to point out at this time that such modification or alteration in students' attitudes or motivation may be negative as well as positive, and proper precautions and measures should be taken in order to prevent the negative aspects as much as possible. In this study it was apparently the movies and filmstrips - "visual package" - which made the difference in the experimental students' favorable attitudes and increased motivation when compared with the control group.

Another area of investigation was that of the students' attitudes toward the usefulness of aids and activities. Although there were some significant differences between the
responses of the two groups, it was evident that neither group made extensive use of the Listening Center facilities. This was especially true of the experimental group which had many more tapes available to them. One particular case in point was the very minimal use of the video tape by the experimental group. Only 6 per cent of the experimental students stated that they watched the video taped lessons from one to two hours weekly. A weakness in the make-up of the question number 25 may be in evidence here. One to two hours a week may have been too much time to expect since each video lesson was from seven to ten minutes long. A student could have watched it once every school day and only been in the Listening Center about fifty minutes. However, the students' answers were estimates and had they attended regularly for ten minutes only each day, they probably would have recorded it as between one and two hours.

The results of questions 4 and 5 (Table 8) tended to agree with the above observation by revealing that a mere 4 per cent of the experimental students felt that the video tapes helped them most in preparing for class. Here, again, a weakness in the manner of question make-up is evident. Compared to other materials such as audio tapes and textbook, the video was not as valuable to the students. However, it may have received a more enthusiastic response in terms of a degree of value judgment by itself.
Perhaps the following three factors contributed most to the lack of use reported by the experimental students concerning the video tape:

1. Intermittent Breakdowns - These occurred all too often during the first two quarters and during the last quarter of the experiment the video was not available because of a complete breakdown of the computer memory system in the Listening Center. The back-up system took care of the audio tapes on a limited basis, but it could not be used for the dial-access video.

2. Location - Students could dial the audio tape lessons from many remote areas on campus close to living and study areas. In order to dial the video the students had to go to the Listening Center itself. This may have been difficult to do for many students.

3. Newness of medium - The use of dial-access video is quite new. In fact, this experiment represents the first attempt at use of this medium under such circumstances in a foreign language class. The lack of its use may be explained by its newness and the students' naivete to its value as a learning device. Perhaps it will become more widely appreciated with time and use as students become convinced of its value.

Another weakness of the questionnaire was that it did not provide an opportunity for the experimental students to
give their opinions concerning the value and use of the visual adjunct in its various forms, i.e., movies, filmstrips, visually cued texts, as used in the classroom setting and contrasted to their use outside the classroom.

Results obtained from question 18 (Table 9) indicated that the students in both groups used the Listening Center "to some extent." It seems that stronger efforts will have to be exerted in the future in order to make more use of the Listening Center facilities and justify its expense as an aid to learning a foreign language.

From the data gathered it appears that the major portion of homework was done in activities not related to the Listening Center. Question 13 (Table 10) revealed that the students did spend a lot of time studying outside of class. The results indicated that the control students spent much more time in homework study than the experimental students. This possibly reflects the method of classroom instruction which left the control student with no alternative but to ferret things out for himself. When evaluating the efficacy of either method, this becomes an important fact to consider in light of the comparative results obtained in the four basic skills.

Recommendations. It is recommended that the Spanish courses in general, regardless of methodology used, be made less dehumanizing and more constructive and logical in terms
of the present day need for students of Spanish to understand not only the language of the Spanish speaking people, but the Spanish speaking people themselves. In doing this, more emphasis will have to be placed on the teaching of anthropological culture and language as total communication.

Foreign language programs such as the one used in the experimental treatment of this study, which develop and maintain student motivation and interest, should be used at the university. Ways should be developed which will give the student more incentive and purpose to use the facilities of the Listening Center, and increase his exposure time to the language in terms of homework without making absurd, distasteful and meaningless written assignments especially during the first part of study at the beginning level.

**Implications for Further Research.**

1. Motivation and Interest. We need to know more about the effectiveness of motivation and interest in foreign language learning, and how we can use these two factors to greater advantages in teaching the target language. How important is it, in terms of achievement, to have favorable attitudes toward the people whose language is being studied? Does this serve as much motivation and interest which in turn stimulate learning?

2. Visuals and Incidental Learning. What amount of incidental learning takes place through the use of various
types of visuals in the foreign language class? Does the student learn only what is formally pointed out and stressed by the teacher?

3. Attitude Change and Visuals. What changes in attitudes toward speakers of the target language are brought about by the use of color movies and filmstrips? To what extent do these media break up stereotypes and/or create them?

4. Dial-Access Video. What is the proper use(s) of dial-access video? Does it have any value for remedial work or individualized instruction as well as programmed instruction?

5. Visual Effectiveness. How valuable are the various visual media for teaching grammatical concepts? Can the structure of the language be taught more easily and soundly with the use of visuals?

6. Visuals and Culture. To what extent can movies, filmstrips and visually cued texts, together or separately, be used effectively not only in teaching the formal culture of the language, but also in conveying the concepts of anthropological culture?

7. Visual Literacy. This is a problem in one's native language. What problems arise across languages in the visual realm? How can they be handled? Do the students really grasp the meaning of what is being presented visually in the foreign movie or filmstrip?
NOTES


11Ibid.


22Donna Sutton, Comparison of the Characterization of Mexicans by Spanish Students Using Beginning Spanish and Students Using La Familia Fernandez. Seminar Research Report, Ohio State University, Columbus, Ohio, 1969.
OPINIONNAIRE

DIRECTIONS: Please respond to the following questions as objectively and honestly as possible. Do not let your feelings toward the teacher(s) influence your responses. Mark one choice only on each question. Your answers will in no way influence your grade in this class. Please note underlined key words. Record all your responses on the answer sheet provided. Use a special pencil which is provided. Your answers should be based on your overall experience of the past three quarters.

1. For the same amount of credit hour time, how much do you think you have accomplished in this course?
   A. A great deal
   B. Some
   C. Very little
   D. None

2. With as much Spanish as you have learned so far, which one of the following things would you do most readily?
   A. Write a letter in Spanish to a travel agency, asking for information
   B. Strike up a conversation with a fellow traveler who speaks Spanish only
   C. Read a mystery story written in Spanish
   D. Listen to your favorite kind of radio program broadcast in Spanish
   E. None of the above

3. How do you rate your Spanish course?
   A. Least preferred course
   B. Most preferred course
   C. Neither least nor most preferred course

4. Of the following available aids, which has helped you the most in memorizing and/or preparing for the daily lessons in your Spanish class?
   A. Audio tapes in Listening Center and remote areas
   B. Video tapes in Listening Center
   C. Visual cues in textbooks
   D. Reading and writing material in textbook
   E. None of the above
5. Of the following available aids, which has helped you the least in memorizing and/or preparing for the daily lessons in your Spanish class?

A. Audio tapes in the Listening Center and remote areas
B. Video tapes in the Listening Center
C. Visual cues in textbook
D. Reading and writing material in textbook
E. None of the above

6. How much do you think that your study of Spanish has contributed to your knowledge of English?

A. A great deal
B. Some
C. Very little
D. None

7. In what ways are you the most pleased with the progress you have made in your study of Spanish during the last three quarters?

A. Ability to understand Spanish when spoken
B. Ability to speak Spanish
C. Ability to read Spanish
D. Ability to write Spanish

8. In what way are you the least pleased with the progress you have made in your study of Spanish during the last three quarters?

A. Ability to understand Spanish when spoken
B. Ability to speak Spanish
C. Ability to read Spanish
D. Ability to write Spanish

9. What has been your prevailing attitude during Spanish classes this year?

A. Had a tendency to daydream about other things
B. Became completely bored
C. Had to force yourself to keep listening to the teacher
D. Became wholly absorbed in the subject matter

10. While taking these courses, have you read anything concerning Spanish culture which was not assigned in class?

A. Several times
B. One time
C. Nothing
11. Which of the following activities helped you the most in learning Spanish?
   A. Listening
   B. Oral (Speaking)
   C. Reading
   D. Writing

12. Which of the following activities helped you the least in learning Spanish?
   A. Listening
   B. Oral (Speaking)
   C. Reading
   D. Writing

13. On the average, how much time did you spend doing homework (outside of class time) in Spanish (include all Spanish homework)?
   A. 1 - 2 hours per week
   B. 3 - 4 hours per week
   C. 5 - 8 hours per week
   D. More than eight hours per week
   E. None

14. Judging only by what you have learned in the past three Spanish courses, how great do you think the Spanish contribution to American civilization has been?
   A. Considerable
   B. Moderate
   C. Negligible

15. In summary, how do you feel about your experience in Spanish during the last three quarters?
   A. Enjoyed it very much
   B. Moderately enjoyed it
   C. Moderately disliked it
   D. Disliked it very much

16. In what skill have you had greatest difficulty in Spanish this year?
   A. Listening Comprehension
   B. Speaking
   C. Reading
   D. Writing
17. In what skill have you had least difficulty in Spanish this year?
   A. Listening Comprehension
   B. Speaking
   C. Reading
   D. Writing

18. How much do you think that attending the language lab (Listening Center or a remote listening booth) has helped you in doing the work required for the past three Spanish courses?
   A. A great deal
   B. To some extent
   C. Very little
   D. Not at all

19. If you were free from both college requirements and from conflicting obligations, which of the following would you be most apt to do?
   A. Stop studying Spanish immediately
   B. Continue through the entire first year
   C. Go beyond that to more advanced work
   D. Continue to the point of mastery of the language

20. What are your plans for future Spanish study?
   A. Major
   B. Minor
   C. Spanish 104 only
   D. No more Spanish study

21. If you had to take Spanish again, would you prefer to complete the requirement in the same way that you have done this year, using the same book and materials?
   A. Yes
   B. No
   C. Wouldn't matter

22. What aspect of your courses in Spanish have you found most enjoyable?
   A. Listening
   B. Speaking
   C. Reading
   D. Writing
23. What aspect of your courses in Spanish have you found least enjoyable?

A. Listening
B. Speaking
C. Reading
D. Writing

24. Do you have a desire to visit a Spanish speaking country and get to know the people and their language better?

A. Yes
B. No

25. On the average how many hours per week did you spend listening to the audio practice tapes available in the Listening Center and remote areas?

A. 1 - 2 hours per week
B. 3 - 4 hours per week
C. 5 - 7 hours per week
D. 8 and more hours per week
E. None

26. On the average how many hours per week did you spend watching the video practice tapes available in the Listening Center only?

A. 1 - 2 hours per week
B. 3 - 4 hours per week
C. 5 - 7 hours per week
D. None

27. We would like you to give an estimate of how interested you are in studying a modern foreign language. In making this estimate, ask yourself how useful a foreign language will be to you, how much you will enjoy it, and how interested you are in foreign languages as compared with other subjects. Take time to think over your answer, then indicate your interest in studying a modern foreign language.

A. Rather uninterested
B. More or less indifferent
C. Mildly interested
D. Rather interested
E. Strongly interested
28. Of the following skills, which do you think you do best?

A. Listen to and understand spoken Spanish
B. Speak Spanish
C. Read Spanish
E. Write Spanish
APPENDIX B

TEACHER PROFILE
TEACHER PROFILE
EXPERIMENTAL TEACHERS

Miss Judy Marquis was a candidate for the Ph.D. in Spanish literature at The Ohio State University at the time of the experiment. She received her B.S. degree in education at Miami University of Ohio with 34 semester hours in the study of Spanish as her major area of preparation. She received the M.A. degree at the University of Kansas with 52 semester hours in Spanish as her major preparation. Miss Marquis also studied at the National University of Mexico during one summer session.

In addition to this Miss Marquis spent two years in Columbia as a bilingual secretary for the Rockefeller Foundation and a part-time English instructor at the Universidad del Valle in Cali. She also spent six months as a high school English teacher in Bogota.

She was the assistant director of the University of Kansas undergraduate institute in Barcelona for one summer.

Her teaching experience in Spanish includes one year at the high school level in Rochester, New York City Schools; three years as a teaching assistant at the University of Kansas, and one year as a teaching assistant at The Ohio State University.

Miss Emily Cronau was a candidate for the Ph.D. in Spanish literature at The Ohio State University at the time
of the experiment. She received her B.A. with Honors at Indiana University with 40 semester hours in the study of Spanish as her major area of preparation. She received the M.A. degree at The Ohio State University with 52 quarter hours in Spanish as her major preparation. Miss Cronau also studied at the University of the Americas during one summer session.

In addition Miss Cronau attended an N.D.E.A. Institute at Rice University during the Summer of 1961. At present she is also holding an N.D.E.A. Title IV Fellowship.

Her teaching experience in Spanish includes two years at the junior high school level in Indianapolis, Indiana.

Richard Neff was pursuing a program leading toward a Master of Arts degree in Spanish literature at The Ohio State University, where he also received his B.A. degree, with a total of 40 quarter hours in Spanish. In addition, he studied at the University of the Americas in Mexico City for one quarter.

Mr. Neff served as a Peace Corps Volunteer in Bolivia for two years where he was involved in Community Development work. During this period he visited several other countries in South America. As part of his training, he spent four weeks in the area of Vera Cruz, Mexico.

His teaching experience includes one year at both primary and secondary levels in the Mohawk School District.
CONTROL TEACHERS

Miss Judith Fetter was a candidate for the M.A. degree in Spanish literature at The Ohio State University at the time of the experiment. She received her B.A. degree in Spanish at Ohio Dominican College (formerly known as the College of St. Mary of the Springs) in Columbus, Ohio with 26 hours in Spanish. Having the necessary 17 semester hours in education courses, she was certified by the State of Ohio to teach on the high school level.

Upon graduating, Miss Fetter went to Madrid, Spain where she studied independently the contemporary Spanish theatre on a Fulbright scholarship for one year.

Her teaching experience in Spanish includes one year at the high school level. However, it should be noted that the Spanish she taught at this particular high school was limited to two classes in which very elementary Spanish was taught, owing to the fact that the institution was for juvenile delinquent boys, many of whom were detained there for flagrant school truancy and incorrigibility.

Martha Knorre was a candidate for the M.A. degree in Spanish literature at The Ohio State University at the time the experiment was conducted.

She spent the senior year of her undergraduate work at
the Universidad de Madrid (Facultad de Filosofía y Letras) and received an A.B. degree in Spanish from Ohio University at Athens, with a total of 44 semester hours in Spanish language and literature.

Although having given private classes in English while in Madrid, Miss Knorre had no formal teaching experience before coming to The Ohio State University. Here she gained one year of teaching experience before the beginning of the study.

Mr. Eloy R. Gonzalez was born in Havana, Cuba. He attended the H. H. Maristas school until 1961. There he completed the third year of "Bachillerato". Mr. Gonzalez was a candidate for the Ph.D. in Spanish literature at The Ohio State University at the time of the experiment. He received his B.S. degree at St. Benedict's College, Atchison, Kansas, with 26 semester hours in Spanish literature. He received the M.A. degree at the University of Missouri with 30 semester hours in Spanish literature.

Before coming to The Ohio State University as a teaching assistant, Mr. Gonzalez worked as a lab assistant at the University of Missouri where he was in charge of pronunciation drills and lesson reviews at the lab.
BIBLIOGRAPHY

Books


Articles and Periodicals


Unpublished Materials


**Other Sources**
