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THE PERFORMANCE-ORIENTED FOREIGN LANGUAGE
METHODS COURSE: A PARTIALLY
PROGRAMMED APPROACH

DISSERTATION

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

By

William Eugene De Lorenzo, B.A., M.A.

* * * * * *

The Ohio State University
1971

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CHAPTER I

THE PROBLEM

Introduction and Background

A persistent problem confronting most methods course instructors is: what should be the content of the methods course? There are some who would devote the course solely to the development of the intellect. Others take a more practical view and would develop a practice-centered course. The latter seems to satisfy the need for the "how to do it" aspect of teacher preparation. However, this particular approach as the sole aim of the methods course becomes suspect when the course instructor discovers that many of his trainees, after extensive instruction in basic performance skills,* abandon these skills in favor of less desirable techniques. The conclusion drawn by this writer is that prospective teachers often discard certain recommended techniques because there exists a lack

*An asterisk (*) indicates that terms of an unusual or specialized nature are defined in Definition of Terms.
of a thorough understanding of the underlying theory concerning their raison d'être. Dewey lends support to this conclusion when he expresses an opinion concerning a prospective teacher's interpretation of observations of classroom teachers. He stated the following regarding the student in the laboratory who is well schooled in theory relating to educational psychology:

Such students will be able to translate the practical devices which are such an important part of the equipment of a good teacher over into their psychological equivalents; to know not merely as a matter of brute fact that they do work, but to know how and why they work (underscoring added). Thus he will be an independent judge and critic of their proper use and adaptation.

Dewey's statement has definite application to the problem being discussed here: the inclusion of more activities concerned with the acquisition of a deeper understanding of theory related to language learning. The prospective teacher should have a clear idea of how and why certain techniques work. Based on Dewey's philosophy, it would be safe to assume that once the prospective teacher is well aware of underlying principles regarding certain teaching procedures, his attitude toward a technique which is not proving to be wholly successful will be to consider adaptation rather than merely abandonment.

A second problem facing methods instructors involves the question of relevancy. How relevant is the course to the real world as the student sees it? The instructor can philosophize, theorize,
mandate, and demonstrate, but the student wants to know: is this the way it really is in the schools? Students are no longer satisfied with being told what teaching is like. They appear to be extremely skeptical of the exclusive use of peer teaching as an example of what real teaching is like. In short, the methods student of today wants to be involved in direct contact with the real situation. He wants to participate in teaching activities in the live classroom and experience realistic feedback from his students. Hunter and Amidon brought attention to this fact when they wrote:

There seems to be an ever-growing realization that direct experience with children plays a crucially important role in the education of future teachers. 2

In another article on the topic, Drumheller and Paris observed:

Education instructors and students alike are agreed that pre-student-teaching methods courses tend to be dull and sterile when opportunities for student involvement with children in the classroom are omitted from the program. 3

Foreign language methods instructors at The Ohio State University are no less aware of the need for direct contact with foreign language learners. For the past several years their methods students have been participating in a series of direct experiences in local schools, the most successful of which appears to be micro-teaching.* Wolfe substantiated this fact when he reported that methods students in his experimental group rated micro-teaching as the most valuable experience covered in their section of
Education 540-B (The Teaching of Modern Foreign Language I - Spanish). In a recent study on the use of "Simulation" in the foreign language methods course, Hancock concluded that the simulation exercise is an effective means of sensitizing prospective foreign language teachers to problems of individualized instruction. In view of his positive findings, the foreign language education staff is actively engaged in attempting to alter their methods course content and the manner of presenting it so as to include this technique.

Having accepted these findings as sound and encouraging appraisals of these activities in the Spanish methods course, one might logically concur with the decision to include micro-teaching and simulation as permanent components of the foreign language teacher training program.

A third factor concerning the methods dilemma is individualized instruction. Many teacher educators have been vigorously criticized for lecturing on the benefits of individualized instruction while they assume the proverbial "do as I say, and not as I do" attitude. Swenson, when discussing teacher preparation, indicates that:

Not only is it necessary to set up the goal of individualization of instruction as a prerequisite to the instruction of children but those responsible for the professional education of teachers must somehow also practice individualization while preparing students to practice it. No matter how earnestly they talk and write about individualization, the talking and writing will have less
than optimum effect unless they practice individualization of learning experiences in their instruction of those who will subsequently be inducted into the teaching field.  

One university appears to be taking steps to remedy this situation. Baird, Belt, and Holder, reporting on a project at Brigham Young University in which they have partially individualized the University's Teacher Education Program, state the following:

The main advantage this program has over others, as we perceive it, is in that it has forced us to practice what we have been teaching. It has forced us to individualize our instructions; to analyze, using the tools available, our teacher-pupil interaction and to do something about it; to concern ourselves with the self-concepts of our students.  

One does not need empirical documentation of the fact that individuals learn at different rates of speed and perform at various levels of competence. When teaching a course as described above, one must consider the accommodation of students with varied capacities for assimilating and demonstrating effective teaching skills. William E. Bull clearly illustrates the nature of individual differences with his analogy of the foreign language class and a foot race. He states that at the beginning everyone is lined up evenly at the starting line. A few moments later they are strung out along the track with the faster students getting farther and farther ahead of the slower ones. All too often individual differences are ignored in the classroom. This situation is usually misinterpreted as being an...
indication of the slower students' lack of academic ability. No matter what the level of instruction, the teacher must recognize this phenomenon and deal with it accordingly.

For the past few years, extensive discussion of theory and the provision for individual differences concerning the acquisition and demonstration of basic performance skills have not been emphasized in the basic Spanish methods course at The Ohio State University. The writer deems that the inclusion of adequate discussion of theory and provision for individual differences concerning acquisition and demonstration of basic performance skills is vital to the ultimate success of the foreign language student of teaching. This attitude is based upon the previously presented rationale, as well as upon the writer's extensive personal experience in teaching the basic foreign language methods course.

Contemplating the constraint of a short semester system or an even shorter quarter arrangement, the question arises: given a thirty-five to forty hour foreign language methods course, how does one create additional class time in order to cover theory, techniques, and direct as well as vicarious experiences while simultaneously providing for individual differences regarding acquisition and demonstration of pre-established performance skills? Confronted with the problem of how to include the above considerations within the present design of the methods course, the staff decided that
certain aspects of the methods course should be programmed. Five of six basic performance skills were arbitrarily selected for this purpose. By programming the acquisition and demonstration of several of the basic performance skills, approximately fourteen hours of class time would be freed for the expansion of the discussion on theory. This procedure also would allow for individualizing instruction as it pertained to these five skills. In the past, prospective foreign language teachers were expected to present demonstrations of each skill during class time. This presentation was their only opportunity to demonstrate their competence in the particular skill. This approach was further complicated because the methods students often had only one or two days to prepare each presentation before they had to give it in class. Time did not permit a second demonstration of any one performance skill. Consequently, students were evaluated on that sole performance. A programmed approach such as the one suggested here should give the methods student the opportunity to improve his performance of a particular skill until that performance meets established performance criteria. The methods instructor might then reasonably conclude that each student's presentation is representative of his best effort. The student's taking advantage of the opportunity to redo his demonstration until he feels that it meets the stated performance objectives is the basis for the foregoing conclusion.
The preceding pages have served as a description and a background of the situation which lead to this study. The ensuing pages present a detailed discussion concerning the nature and development of a proposed solution to the question posed earlier in this chapter: how does one create additional class time in order to cover theory, techniques, and meaningful direct, as well as, vicarious experiences while also simultaneously providing for individual differences regarding acquisition and demonstration of pre-established performance skills?

A Statement of the Problem

The basic Spanish methods course, hereafter referred to as Education 540-B, has the following instructional objectives. Each prospective language teacher should: 1) acquire an adequate mastery of four performance skills--teaching vocabulary, teaching the dialogue, presenting structure drills and presenting grammar generalizations; 2) participate in a series of micro-teaching experiences in a local school; 3) participate in a bit-teaching experience in a local school and 4) be able to discuss (approximately 10 minutes per session) required readings in theory and practice.

The foreign language education staff has since decided that Education 540-B should be expanded to include various other performance skills--the teaching of reading and the teaching of
writing--transitional stages. They further decided, based on the results of student evaluations of the course, to devote more class time to discussion of required readings in both the areas of theory and practice.

The course instructor and other concerned staff voiced a third consideration regarding individual student differences pertaining to the acquisition and demonstration of the basic performance skills. The present plan is that these three considerations, viz., inclusion of additional performance skills, increased discussion of required readings on theory and practice, and individual differences, may become integral components of Education 540-B. Until now, the amount of class time involved regarding presentations and the recording and critiquing of four basic performance skills made it virtually impossible to include the above mentioned considerations.

The purpose of this project is to establish the feasibility of employing a partially programmed approach to a performance-oriented methods course. The programmed content would consist of the four basic performance skills, viz., teaching vocabulary, teaching the dialogue, presenting structure drills, and presenting grammar generalizations. Also included in this segment will be fifth basic performance skill, teaching reading--initial transition stage. By programming the aforementioned five basic performance skills,
additional class time should be created so as to provide for increased
discussion of assigned reading material. This "freed" time could
also allow for expansion of the use of direct and vicarious teaching
experiences concerning the application of theory. An attempt to meet
the need for dealing with individual differences was another reason
for developing this approach.

To accomplish the purpose of this project, answers to the
following questions were sought.

A. Were the two main purposes for developing and
implementing the partially programmed approach
ultimately fulfilled?
1. To create more class time for the expansion of
discussion of assigned reading material and for
inclusion of an increased amount of direct and
vicarious teaching experiences.
2. To provide for individual differences in the methods
students' acquisition and demonstration of five
performance skills.

B. Were all of the participants able to complete the
Programmed Segment satisfactorily?

C. Do prospective foreign language teachers respond
positively to the Programmed Segment?
D. Is it feasible (in terms of time, cost, and staffing) to include this partially programmed approach as an integral part of the basic foreign language methods course for prospective Spanish teachers?

**Review of Related Literature**

After conducting an extensive search for related research, this investigator concluded that published reports on partially programmed methods courses are currently non-existent. Therefore, Chapter II of this study will be devoted to a review of the literature related to the several concerns confronting a methods course instructor. These were presented by this writer in the Background section of Chapter I. Specifically, these concerns deal with relevancy, performance, individualization, and the balance of theory and practice in a methods course. Also included in this chapter will be a brief review of several recent programs in various subject areas which appear to address themselves to one or more of the above concerns.

**Definition of Terms**

The following terms are defined, in alphabetical order, as interpreted by the writer for the purpose of this project:
Adequate Mastery.-- The student is able to achieve a rating of "2" or better in his bit-teaching experience (See Appendix A). The course instructor and/or assigned supervisors will be responsible for arriving at this rating through personal supervision of each student as he participates in this direct experience. The supervisors are trained and provided by the foreign language supervision seminar instructor.

Basic Performance Skills.-- These include; 1) teaching vocabulary, 2) teaching the dialogue, 3) presenting structure drills, 4) presenting generalizations, 5) teaching reading--transitional stage, and 6) teaching writing--transitional stage.

Bit-Teaching.-- A short introductory segment of instruction in which a group of three to five methods students assume the responsibility of teaching a full class of high school students during a regularly scheduled class period in a local school. Each member of the team is responsible for teaching one or more portions of the lesson. It should be noted that this term as defined for the present study differs from its usual use, viz., a prospective teacher who, in the training situation, assumes various professional duties of the training teacher such as taking attendance, correcting papers, duplicating material, working with individuals, etc.

Micro-Teaching.-- A five to ten minute scaled down version of an actual teaching experience in which the micro-teacher teaches
a short lesson to a group of 5 to 7 high school students. The micro-
teacher, after receiving immediate feedback on the presentation, has
the opportunity to re-teach the lesson.

Programming. -- "An educational technique which starts from
the premise that learning results from the shaping of behavior toward
some predetermined criterion by way of a technique through which
optimum process is determined by student behavior." 9

Of the several definitions of programmed learning encountered
by this writer, the above definition by Albert Valdman, an authority
on programmed instruction in foreign languages, most accurately
describes the nature and purpose of the programmed approach
developed for this study.

Transitional Stages (Reading and Writing). -- The immediate
transition from the listening-speaking stage of language learning to
the reading and writing skills.

Basic Assumptions

The Programmed Segment for Education 540-B (The Teaching
of Modern Foreign Language I - Spanish) is being developed and
implemented within the framework of several vital assumptions.
They are as follows:

1. The importance and value of the programmed activities
were well established by senior staff members prior to
the conception of this project.
2. There would be no major interruptions in the pre-established quarter schedule. If any unforeseen interruption should occur, the program schedule will be promptly adjusted to insure the students' completion of all the programmed activities.

3. The participants will complete all the required readings related to each programmed activity. The course instructor further assumes that each student will have completed this step prior to viewing, or at least recording, the pertinent activity.

4. The participating students will view the entire performance series pertinent to each programmed activity. A performance series consists of demonstrations of designated performance skills as performed by: 1) the course instructor, 2) a methods student in the peer situation, 3) a methods student in the micro-teaching situation, and 4) an experienced classroom teacher. The series will be viewed in the previously presented order.

5. The program participants will respond truthfully to all the items on the Participant Satisfaction Scale.
Limitations

This project is limited to 1) developing a programmed segment for a performance-oriented foreign language methods course, 2) investigating the feasibility of employing this approach in Education 540-B (The Teaching of Modern Foreign Language I - Spanish) for:

a) creating more class time for expansion of discussions on required readings, as well as, student participation in direct and vicarious experiences.

b) individualizing instruction concerning the acquisition and demonstration of five basic performance skills.

This study is not intended to be an empirical investigation involving experimental and control groups. It is intended, however, to be a pilot project for establishing the feasibility of employing a partially programmed approach to a performance-oriented foreign language methods course. The Programmed Segment will be limited to five basic performance skills as defined in the Definition of Terms (page 11).

Objectives

The primary tasks of this project are:

a. To develop the programmed materials and techniques for implementing them.
b. To conduct a pilot study so as to determine student attitude toward this approach for giving prospective foreign language teachers training in various basic performance skills.

c. To determine the feasibility of incorporating this approach as an integral part of Education 540-B (The Teaching of Modern Foreign Language I - Spanish).

Although this project is specifically concerned with the Spanish methods course as taught at The Ohio State University, the writer hopes that it will be generalizable to similarly-structured methods courses in other institutions and languages. The investigator further speculates that methods instructors in other disciplines might draw upon the results of this project when considering curricular changes in methods courses pertaining to their field of specialization.

**Procedures**

The development of the program proceeded out of the interests of the foreign language education staff and demands of the training situation for foreign language teachers. The need to gain time and provide a more efficient means of instruction made it feasible to work at developing and implementing the Programmed Segment.
The procedures involved in conducting this study can be divided into two sections: 1) Phase I--Developing the Programmed Segment and 2) Phase II--Implementing the Programmed Segment. A summary outline of procedures involved in executing both these phases is given below; the full discussion of this subject will be found in Chapter III.

Once the staff made the decision to program the five basic performance skills (see page 9), the next step was to develop the actual program. Here, the investigator's task was twofold. He first had to acquire the "hardware" for the presentation of the program. This consisted of a program laboratory, two video-tape recorder units (hereafter referred to as VTR units), and blank video tapes. Through a modest grant allotted by the College of Education, the necessary tape was purchased and a VTR unit was rented (See Cost on page 110). A second unit, a Sony Shoulder-Pac, was owned by the Department. The Department of Humanities Education also supplied a room hereafter referred to as the "program laboratory." The investigator's next concern within this phase was the acquisition of "software." This was comprised of pre-taped performances of each of the programmed activities and an accompanying Program Manual. A complete copy of the manual appears in Appendix B.

Finally, the question of evaluating the Programmed Segment had to be considered. For this purpose, the investigator sought
answers to a series of four questions (See pages 10-11). In order to answer the third question--Do prospective language teachers respond positively to the Programmed Segment?--the writer constructed a Participant Satisfaction Scale. The scale was to be distributed to the students and completed during the methods class session which immediately followed the schedule termination date of the Programmed Segment. A copy of the scale appears in Appendix C. Alteration of the program will be based on participating students' recommendations and this investigator's personal observations while conducting the pilot study.

As the first step in Phase II--the implementation of the Programmed Segment--immediately following the initial class session, the course instructor divided the participants into teams of three to five students so that they could proceed through the program in small groups. This approach served to facilitate the individualization of instruction. The next stage involved the orientation of the program participants to the Programmed Segment--its purpose, procedures, and the operation of the equipment. This orientation, and the subsequent steps to be carried out by the students, will be discussed in full in Chapter III.
Organization of the Study

Chapter I presents the general nature of the study: the background, statement of the problem, and definitions. Also included are the limitations, a summary of the procedures, and a note on the organization of the study. Chapter II reviews related literature on the need for a relevant methods course, on performance orientation and individualization in the methods course, and on the need for an appropriate balance between theory and practice in methods instruction. Chapter III presents a detailed account of procedures used in developing and executing the Programmed Segment. Chapter IV presents the results of the pilot project as conducted in Education 540-B at The Ohio State University in the Autumn Quarter of 1970. Chapter V presents a summary, the implications of this project, and recommendations for further research.
NOTES TO CHAPTER I


4. David E. Wolfe, "A Study to Determine the Feasibility of Including the Direct Experiences of Microteaching and Team Teaching, and Interaction Analysis Training In the Pre-service Training of Foreign Language Teachers" (unpublished Ph.D. dissertation, The Ohio State University, 1971), p. 73.

5. Charles R. Hancock, "Simulation: A Technique for Sensitizing the Prospective Foreign Language Teachers to Problems of Individualized Instruction" (unpublished Ph.D. dissertation, The Ohio State University, 1971), p. 120.


CHAPTER II

REVIEW OF LITERATURE

The methods component of foreign language teacher education programs has been a constant source of disagreement among those who are responsible for developing and presenting it. In Chapter I of this study, the writer identified several areas of concern in the foreign language methods course—relevancy, performance, individualization and the need for a balance of theory and practice. While the major goal of this project was to investigate the feasibility of implementing a partially programmed approach to the performance-oriented foreign language methods course, the purpose of investigating such an approach was to provide a possible solution to the problem manifested in the aforementioned areas of concern. In addition to a discussion of literature related to the four areas of concern, this chapter will also contain a brief review of several recent programs in various subject areas which appear to address themselves to one or more of the above concerns.
Need for Relevant Teacher Training Programs

Perhaps at no other point in the history of education have students so overtly and tenaciously demanded that curriculum be relevant to their surroundings. Hanzeli and Love attempt to define "relevance" when they state:

They /the students/ are asking that the process of education be truly educational, that is, that it lead to an understanding of themselves and the worlds they move in.¹

Altman and Weiss indicate the urgency with which educators must investigate and propose solutions for dealing with the students' present demand for a relevant curriculum. They caution that...

... we are in the midst of a revolution in education, inside as well as outside the classroom. Students are no longer content to be mere passive receptacles of facts and ideas dispensed by the teacher; they are demanding greater involvement in the educational process for themselves and a different relationship with their teachers.²

In contemplating this statement, one does not have to read between the lines in order to conclude that the need for curricular reform is an immediate and pressing one.

To situate this study in the context of current thinking about methods: the cry for relevance voices a demand that teacher preparation be directly related to what happens in the real classroom. Ryberg tells us that "the most logical place to begin a transformation
to relevance is in the training of future teachers, ..."³ Perhaps nowhere is this problem more evident than in the following observation by Smith:

Almost all teachers are now prepared in programs that provide little or no training in teaching skills. These programs consist of courses in the sociology and philosophy of education, learning theory and human development, and in information about teaching and management of the classroom. These are taught apart from the realities that the teacher will meet and are considered preparatory to student teaching.⁴

Smith is not alone in his appraisal of teacher preparation courses. His analysis is echoed in the writings of several other commentators on teacher preparation. Sandstrom and Pimsleur note that "too many courses are descriptive, consisting mostly of lectures, readings, and explanations (underscoring added) of teaching techniques."⁵ They conclude that "this format is so far from the reality of the classroom that further comment is unwarranted." Ryberg communicates his disillusionment with present practices in conducting teacher education courses when he concedes that "teaching by means of lecture and discussion is ineffective."⁶ McArdle appears to sum up the message being communicated by these critics of the teacher training curriculum. His appraisal of the typical teacher training program is terse but no less accurate. He states:

One of the apparent major weaknesses of teacher training programs is the lack of relevance of the program to what actually takes place in the classroom.⁷
McArdle insists that the teacher trainee become involved in practicing the principles he has learned. He further states that "the closer this practice lies to the learning of the principles, the more meaningful it will be." In a statement to a group of professors involved in training foreign language teachers, Dellaccio (himself a foreign language educator) concurs with McArdle's observation. Obviously impressed by the farsightedness of his colleagues in Music Education, Dellaccio advises:

Our training programs have got to get prospective teachers out into the reality of the schools where they, as in music education, can meet and work with students.

In the present writer's opinion, it is precisely the absence of such attempts to make the education courses relevant to the real classroom situation that prompts students to refer to them (in the words of Ryberg) as "Mickey Mouse."

Need for Performance-Oriented Methods Courses

It appears on the basis of the literature cited above, that the development of relevant teacher education programs should be the immediate concern of institutions involved in teacher preparation. The thrust of this dissertation was firmly in the direction of dealing with this concern. The major stress in this project was on performance skills in the methods course, so as to bring the methods student into realistic contact with the procedures he will
practice in his classes. Such skills are clearly related to what happens in the classroom. The emphasis was thus planned to meet the student's demand for relevance.

Too often methods instructors tend to ignore the realities of the classroom situation. This is especially true in cases where the instructor has had no public school teaching experience. Knop advises us that such an instructor "perceives the approaches and methods in an ideal state, in theoretically sound terms: he tries to teach his students what should succeed in teaching . . . "11 It may well be that this type of teaching is precisely the reason such courses have been characterized as "Mickey Mouse." Ryberg indicates that the chief reason for such an attitude is that "methods teachers tend to teach too much theory, often unrelated to pressing classroom problems. "12 He accuses the typical teacher training institution of having taught the students "how to learn." In commenting on this situation, he says:

They are to learn facts and ideas which are to be fed back on exams and forgotten. Application of learning is a step with which college students are not familiar.13

There are few methods instructors who can deny Ryberg's accusations. However, it is encouraging to note that many have realized the shortcomings of an unrealistic approach to methods training and are presently aware of the need for a more performance-oriented course. Such awareness is evident in the writings of
numerous teacher educators. Busse believes that "the methods component should help provide the opportunity for systematic, supervised observation of, as well as some participation in, a variety of modern foreign language teaching situations of differing quality . . ."14

Thomas, in reporting on a study into the nature and effectiveness of special methods courses in the teaching of modern foreign languages, states:

The majority of the instructors seem to agree that talking and reading only is not enough. They insist that students need to see and hear how classroom procedures work in actual practice. In addition, students need actual practice in planning lessons, assembling materials, making tests and writing papers. Even more, they need to see how it feels to present actual lessons in the role of a teacher.15

Thomas firmly believes that "the special methods course is sorely needed to help the student translate the content and theory he has learned into practice."16 He goes on to state:

The more vivid this instruction, the better. The instructor should make rich use of demonstration, on the principle that the multi-sensory approach has a greater advantage in communicating an understanding of a given concept than a purely verbal approach. Next, the student must be given abundant opportunity to practice the skills he must learn to use in actual teaching.17

In 1969, Knop conducted an investigation of student teacher opinion as to which specific items of information and experiences in the methods course were of most practical and useful value. She found the following:
Theoretical readings and discussions were considered the least valuable experiences in the course, while demonstrations by the instructor and by students, specific examples and applications of theories to actual situations, personal teaching experiences recounted by the instructor, written assignments using techniques discussed in class, all of which are items and experiences with high transfer potential to actual classroom situations, were all rated highly, among the most valuable experiences in the course.18

The literature shows that the concern for developing a performance-oriented course is not necessarily a recent one. In 1949, Bond reported the results of a survey of 1100 teachers who were asked to evaluate their professional preparation. They felt that the "doing" phase was the most neglected aspect of the course. The respondents were anxious to become involved in activities which would develop "an understanding of the purposes of education together with the knowledge and practice to attain these purposes."19

In 1953, Barr reported a consensus of opinion involving 281 teachers for improving teacher education. The most frequently cited suggestion was that there should be much more practice and much less theory and that there should be more help for student teachers in applying principles to actual teaching techniques.20

In a more recent publication, Strasheim claims that the methods teacher needs a file of visuals and micro-demonstration units. She further suggests that each introductory discussion of a phase of language teaching should be followed by a demonstration and immediate trial by the students.21
The writer finds it encouraging to note that so many teacher educators are aware of the need for performance-oriented courses. Support for this conclusion is found in their (teacher educators) repeated use of terminology such as "application," "participation," "actual practice," "doing," "demonstration" and a host of other words which indicate an orientation toward performance-based methods courses. Certainly, one would find it difficult to deny that this is a most important step toward making the methods course relevant.

**Individualizing Instruction**

Once the decision has been made to emphasize performance skills, the course instructor is confronted with still another concern; that of providing for individual differences. Glazer states that "our society is committed to the significance of individual performance."\(^2\)

If one accepts this commitment, then he must also insist that our educational institutions provide for the individual treatment of students. For years now educators have talked about individual differences, but they have often made little effort to develop and implement solutions to this problem. Glazer points up the need for concrete solutions to the problem when he advises:

*More than lip service must be paid to the undeniable fact that individuals do differ extensively in their abilities, and our educational system is under obligation to develop an operational capability in line with the facts of human behavior.*\(^3\)
Definition of individualization

The literature suggests that perhaps a reason for such a gap between theory and practice (lip service and action) is the fact that "individualization" is characterized in many ways. Lindberg and Moffitt address themselves to the diversity of interpretations of the term when they write:

In some instances, it is a new word used to justify practices already in operation. There are those who tutor an individual child. For them, this is individualized education. Some teachers pass out special learning materials and let children proceed at their own rates to fill in blanks or look up words. For them, this is individualization. In some classrooms children grouped according to ability recite material assigned to them. This is labeled individualization. There are teachers who feel that they are making provision for individualizing when each child is permitted to select the color of his own paper for a project that all children are making. In some classrooms the teacher helps each child select and evaluate the books he will read. Children construct their own spelling lists and determine their own drills. There are those teachers who plan work of varying degrees of difficulty, when each child may select the task in which he feels he can achieve some degree of success.24

Ravetch indicates the complexity of individual difference when he observes:

Each student contains within him an unpredictable and difficult-to-determine array of achievement levels, achievement potentials, responses to various learning techniques, and, of course, complex psycho-socio-, physiological factors . . .25

Finally, Clymer and Kearney offer a succinct, but comprehensive definition of the phrase "individual differences." They see
the phrase as referring to "the dissimilarities among the various members of a class or age group in any characteristic that can be identified."²⁶

**Individualization in teacher training programs**

The foregoing statements clearly illustrate the rationale for considering individual differences at any level of instruction. The case for individualized instruction applies as much to elementary school classrooms as to programs for the training of future teachers. Indeed there are solid grounds for believing that the teacher training situation is the crucial area for individualizing instruction. Shadick makes this case strongly:

> It has been said that teachers teach the way they were taught rather than the way they were taught to teach. If this is the case, it is of the utmost importance that the professional sequence of prospective teachers be designed to make individualized instruction of the college students possible. There can be no greater threat to individualization than to have the instructors of future teachers commit the sins of mass instruction while preaching individualization.²⁷

A similar plea for the teacher training institution to translate the theory of individualization into effective practice is voiced by Swenson:

> Individual staff members in a teacher-education institution can spark improvements very quickly by simply practicing what they teach. What a happy day it would be if all professors who recommend individualization of teaching would demonstrate it in their dealings with students who are prospective teachers.²⁸
Indeed some scholars have claimed that unless teacher training is individualized little progress in any other area of education can be expected. This is the considered opinion of Sorber who writes:

Through individualizing instruction, even within the existing framework of universities and school systems, it is possible to develop specific skills in teaching; without individualization, humanization is impossible. Without humanization (and all that the word implies) we will never develop teachers who care. Teachers who don’t care, don’t teach.29

It is in the context of pleas such as these that the Programmed Segment described in this study should be seen as an attempt to provide for a degree of individualization in the foreign language methods course. Programming that aspect of the methods course dealing with performance skills would enable each student to spend on the preparation of each performance activity the amount of time that he as an individual requires. This is precisely the aspect of individualization that Moshy stresses when she points out that "different students will spend different amounts of time on a subject and work towards mastery of an objective at different rates."30

At the same time, incorporating a group approach in the program would create the type of structured learning situation allowing for group interaction that is recommended by Clymer and Kearney:
The individualizing of instruction has reference to the steps taken to meet the needs of pupils, each of whom is a unique individual. These steps will sometimes involve the selection and organization of content, but they will include, as well, the creation of situations in which pupils will work and be considered both as individuals and as members of groups. In no sense should "individualizing of instruction" be equated with "individual teaching" or tutoring. Realistic adjustment to differences within a classroom requires that both group and individual instruction be carried out.

Specifying terminal behavior

It has become increasingly more evident in recent educational literature that concern for individualizing instruction must be accompanied by a careful effort to specify the precise expected outcome of the learning sequence. In fact the two very popular educational concerns of our day--interest in behavioral objectives and individualization of instruction--seem to be mutually complementary. Once the instructor decides to make each student responsible for his own progress, he (the instructor) is obliged to specify exactly the expected terminal behavior, so that the student is clearly aware of his goal. Equally, once definite behavioral goals have been established it becomes reasonable to expect each student to plan his own progression toward the ultimate goal. Glazer has emphasized the connection between the two ideas:

Instruction which adapts to individual requirements seems impossible to envision without inclusion of the notions of competence, mastery, and the attainment of standards.
Hite and Rousseau make the same point in their analysis of the task of an "Instructional Manager" (IM):

In order for the IM to adjust instruction for individual differences of the learners, it is necessary that she explicate the behaviors (knowledge, understandings, skills) essential for the pupil to successfully achieve the instructional objectives.\(^\text{33}\)

**Behavioral objectives: What?**

It is appropriate at this point to define behavioral objectives. Steiner views an objective as a description which "states specifically what a student should be able to do under what circumstances."\(^\text{34}\) She concludes that "these activities should lead him to his purpose." Garvey tells us that behavioral objectives "should not state what the teacher is to do, nor should they describe learning activities."\(^\text{35}\) They should, however, "define exactly what pupils should be able to do after they have mastered a unit."\(^\text{36}\) Specifically, Garvey identifies a behavioral objective as a statement which:

- Describes something specific that the pupil will be able to do after he has had the learning experience, to demonstrate his achievement of the objective.

- Describes an intended outcome rather than covering or summarizing the content of the unit.

- Defines and prescribes the terminal behavior sought in the student.

- Identifies the kind of performance which will be accepted as evidence that the learner has achieved the objective.\(^\text{37}\)
Behavioral objectives: Why?

The above definitions clearly demonstrate a concern for student performance rather than teacher performance. The instructional process has been assailed for its emphasis on procedures rather than results. Popham accuses teachers of designing instructional sequences by asking themselves "What shall I do?" rather than "What do I wish my learners to become?" Several other advocates of behavioral objectives share Popham's concern. In discussing a rationale for behavioral objectives, Ebel states that "Since the general purpose of all education is to change behaviors, course objectives should be stated in terms of the behaviors expected to result from the course." Seelye sees the absence of performance objectives in a program as tantamount to ignoring its most important product—the student. The reasons for employing behavioral objectives are presented by Garvey. He states that behavioral objectives:

- Help the teacher decide whether a change in student behavior has occurred, and modify his approach if necessary.

- Make it easier for the teacher to discard subject matter not relevant or meaningful to students.

- Compel the teacher to ask, "What change will mastery of this subject matter bring about in the student's behavior? Is it important that such a change occurs?"
Seelye appears to present the best case for using performance objectives:

   The teacher who attempts to crystallize his thinking to the point where he can, and does, write performance objectives will be giving the students who never really know what is expected of them—and this is the majority of students—a better chance to succeed in school.  

This statement and those preceding it clearly indicate the importance of drawing up very specific behavioral objectives when designing a programmed sequence aimed at partial individualization. Mager sums up the value of specifying and distributing performance objectives when he suggests that "if you give each learner a copy of your objectives, you may not have to do much else." 

The videotaper and individualization

The above literature indicates that there is an evergrowing trend to evaluate instruction in terms of what the learner achieves rather than by how the instructor presents the material. Lumsdaine suggests that a program accepts responsibility for efficiently accomplishing a specified behavior change. Popham recognizes that while this is a sound approach to instruction, "few instructional vehicles exist which have proven their value in modifying the behavior of prospective or inservice teachers." However, Popham goes on to report that a prominent national committee strongly endorsed the preparation of films "to reach rapidly and effectively
large numbers of people in preservice programs and in new programs of inservice education. While movie films are costly, as well as time consuming to produce, recent technology has made it possible to record images via video tape.

Gibson, in discussing the use of VTR in Speech methods, offers the following list of advantages of video-tape recordings as used in training prospective Speech teachers:

1. comparatively low cost
2. immediate opportunity for replay of tapes
3. almost indefinite tape re-use capability

In his article, Gibson proceeds to discuss the various uses of the media in teacher education as it relates to Speech. One of the uses he advocates is that of collecting "model teaching tapes." He suggests that when an unusually effective and creative student recording has been identified, it should be extracted from the video tape and used for replay to the methods class in succeeding terms. In this manner, the instructor, over a period of time, can build a tape library from which he is able to select model tapes which contain effective demonstrations on how to teach oral interpretation, or any other units included in the methods course.

Wolfe makes a similar suggestion for using the video-tape recorder. However he goes one step further and suggests that the library also contain model tapes of the methods instructor and master
teachers in the public schools; thus he would expand the tape library so that the methods student has a wide selection of techniques which he may view.

One of the objectives of the Multi-State Teacher Education Project (M-STEP) was to explore the uses of television and related media in teacher education. The main tasks of M-STEP's exploration were:

1. To learn what was being done in adapting video media to teacher preparation programs in American colleges and universities;

2. To search for potential contributions of video processes to unmet needs in teacher education;

3. To create, use, and evaluate sets or series of videotapes and films of exemplary teaching patterns.

A review of the results of this exploration in two states revealed the following practices. South Carolina produced a series of ten videotapes which dealt with significant aspects of student teaching. The tapes were recorded as separate units to facilitate their use at any appropriate stage in the pre-service program of prospective teachers.

Utah utilized the video-tape recorder (VTR) in conjunction with its micro-teaching project. The students were videotaped while they taught short lessons (five to six minutes). The tape was played back, and the lesson was evaluated by the supervising teacher, the student teacher, and his peers. It appears that the peer critique was optional in this case. The fact that this process allows a student to
review his performance and redo it if necessary has important implications for the use of VTR as a vehicle for individualizing instruction. Several suggested activities related to the use of video media and improvement of teacher education emerged from a group assessment of the Utah Program. The group suggested that program developers:

- Develop a descriptive list of behavioral objectives (teaching tasks).
- Make available on videotape models of various teaching behaviors for analysis and comparison.
- Produce single-concept tapes or films and simulated openend tape.

These three activities are excellent examples of how the VTR can be employed for individualizing instruction. The M-STEP publication goes on to report some practices in the use of television in Teacher Education. Bosley, in his introduction to this section of the publication reports that the possibilities of using television "as a learning instrument by students in independent learning situations has been relatively unexplored." 50

Several innovative uses of the VTR are reported in this section of this M-STEP publication. Jones 51 reports that at the University of Massachusetts, videotapes were used to illustrate specific topics related to teaching: the role of the classroom teacher, classroom facilities, curriculum considerations, and a structured overview of grade levels from one through six. Schumacher 52
indicates that the University of Michigan employs videotapes for
1) student teacher progress and self-appraisal; 2) a substitute for
immediate observation; 3) guest lectures; and 4) preservation of
data. Clayton\textsuperscript{53} indicates that videotapes are particularly useful for
isolating specific illustrations of teaching. He sees this use as
especially valuable in training doctoral students with a major empha­sis on Teacher Education particularly in the area of analyzing the
teaching-learning process.

In a 1967 article, Cyphert and Andrews\textsuperscript{54} report on a
definitive analysis of the uses of video-recordings. These educators
discuss the need for future research designed to explore other
applications of the video-tape recorder. One of the possibilities
that they suggest is that of employing this equipment as an approach
to programmed instruction or auto-instructional techniques:

The video-taper provides another repetitive playback
instrument for use in both individual and group settings
as a self-instructional device. This new system can
become a teaching machine in a carrel-type arrange­ment in combination with other media or an alternative
medium for selection by the learner. These
approaches need extensive research concerning effect
and optimal use.\textsuperscript{55}

The preceding authors and numerous others are attempting to
identify and experiment with the video-taper as a vehicle for
individualizing instruction. While some inroads have been made
into the problem of using this medium, there is still much to be
done. Perhaps Jones best sums up the situation when he writes:

Our efforts thus far in using videotapes are only a
beginning in what appears to be exciting new
dimensions in teacher education. The self-appraisal
process for student teachers, recording progress of
student teachers, providing instruction in the skills
and techniques of teaching, and micro-teaching make
up but a partial listing of potential activities being
discussed for use in the future. 56

**Exemplary programs**

So far this review has dealt with the principles of individ­
ualized instruction and its related areas, viz., behavioral objectives
and the use of video-tape recordings. It is useful at this point to
discuss several programs which exemplify the approach embodied in
these principles.

**General teacher education**

Probably one of the most ambitious educational projects
undertaken in recent years is Brigham Young University's attempt to
individualize its Secondary Teacher Education Program. 57 Under
the direction of Baird, Belt, and Holder, an experimental program
was started in 1966 to individualize pre-service training of secondary
school teachers. Because of time limits imposed by the semester
system, total individualization is not presently possible. However,
this innovative program accounts for nineteen of the twenty-three
credit hours required for teacher certification. The program is performance-oriented. Desired teacher behaviors are identified and written in behavioral terms. The major content units for which behavioral objectives are written are as follows: Administrative Aspects of Teaching, Behavioral Objectives, Instructional Materials and Equipment, Teaching Methods, Human Development, Micro-Teaching, Learning, Student Management, Student Teaching, and Affective Behaviors. Each Unit, in turn, is divided into a series of specific criteria written in behavioral terms (See sample unit in Appendix D). These behavioral objectives are given to each student prior to beginning the corresponding unit. The student is pretested on each objective to determine which objectives he is already able to meet. If he is able to perform certain desired behaviors before embarking on the unit, the bulk of his time is spent with those activities he was not previously able to complete. These activities are completed individually or in small groups. As the student completes each activity, he is tested to establish the degree of success with which he has met the corresponding behavioral objectives. A rating of "Satisfactory" allows him to proceed to the next activity.

The program directors list the following eleven items as strengths of the program:
1. The program combines theory and practice.

2. Recommendation for certification is based on ability to perform specified behaviors.

3. Students accept more responsibility for their work in this kind of a program.

4. The program combines and is using many of the best methods for teaching of teacher training, such as inquiry training, interaction analysis, micro-teaching, curriculum design.

5. The program takes into account individual differences allowing the students to progress at their own best pace.

6. Students are team taught and they work as a team giving them opportunity to teach in large and small groups and to individualize as they student teach.

7. Areas of unnecessary overlap in the professional sequence of courses have been eliminated.

8. The program requires and results in an effective in-service training program for the cooperating teachers with whom we work.

9. Team student teaching, by decreasing the number of classroom stations, allows us to be more selective in assigning classrooms and in assigning the very best cooperating teachers.

10. Activities such as micro-teaching, interaction analysis, and team student teaching reduce the possibility of a student teacher learning from one poor teacher model thus perpetrating the weaknesses of our present education system.

11. The graduates seem to differ in their positive attitude toward themselves as teachers and toward the profession of teaching.
Biology

In the Winter Quarter of 1970, the Biology Department at The Ohio State University College (UVC) instituted an Audio-Tutorial approach to teaching Biology. The following report on the Biology program is based on this investigator's discussions with the program writers and his observation of the program in operation. This Biology course is required of the majority of students who enter UVC. The chief incentive for developing a programmed approach was the desire, on the part of the staff, to make allowances for the students' individual differences, while also attempting to accommodate a large enrollment (approximately 12,000 students per year). The students work in what is known as the "Bio-learning Center." This is located in UVC. The center consists of lecture halls, viewing rooms, and a laboratory containing numerous individual student carrels and demonstration tables. Each carrel contains a slide projector, an audio-tape recorder, two microscopes, and remote control facilities. Although the program is completely student controlled, there are instructors on hand at all times to help students with experiments and to correct technical problems. These laboratory assistants are graduate students in the Biology Department. Full-time staff members are also available for guiding learning experiences. Upon beginning the program, all students are required to purchase a study guide which contains instructions, illustrations, and instructional objectives.
After completing a slide-tape orientation on the use of the system, the students proceed with the course work. The participants have only three hours per week of scheduled class time. One hour is devoted to viewing video-taped dialogues involving prominent people in related fields. The two remaining hours are utilized for discussion (not lectures) of readings, experiments and related activities. The rest of the course work is completed in the students' own time. For this reason, the laboratory facilities are available from 8:30 A.M. until 9:00 P.M. on Monday through Friday. On Saturdays, the facilities close at midday. During the week the students may attend guest lectures or films in a special auditorium designed for this purpose. An attempt is made to coordinate these activities with the week's lesson. Although all the students are strongly encouraged to take advantage of this opportunity, attendance at these activities is optional. The experience is viewed strictly as an enrichment activity for those who are interested. A staff member pointed out to this writer two weaknesses of the program: 1) students have only one week to complete a particular lesson (although there is always a carrel available for reviewing the previous week's work), and 2) there is no immediate and efficient means of insuring that each student uses the laboratory facility. The staff is presently working on correcting these two problems.
Science education

The Department of Science Education at The Ohio State University has also experimented with individualized instruction. In the Fall Quarter of 1970, this department instituted a Computer Assisted Instruction (CAI) program which dealt with behavioral objectives. The program content was based on material from Mager's text, Preparing Instructional Objectives. The program was developed as an adjunct to the Science Methods course. Two additional areas, Elementary Education: Science and Practicum in General and Physical Science for Teachers, also took advantage of this programmed approach. At the time of this report, the program involved a total of 148 students.

According to the program writer, the main incentive for initiating this approach was to give the students experience in working with a CAI program, while the program writer investigated the type of reading material which could best be programmed. Mager's material was chosen because of its general applicability and usefulness to other disciplines. Although a concern for individualization did not appear to be the main reason for developing this approach, one cannot deny that this feature did indeed exist.

Students were given a three-page handout which supplied them with all the instructions they needed so they could proceed through
this phase of the course at their own pace. While there was no strict limitation on the time for completing the program, the students were encouraged to finish it within a two-week period. The approach employed three main vehicles for presentation: Mager's text, computer terminals, and a slide-tape presentation. Students were guided from one medium to another by instructions given via the computer or the written program guide. The entire project was financed by grants awarded by the College of Education at the University.

Foreign language education

A final example of individualized instruction is described in a recent article by Mc Ardle. He reports on a systems approach to training foreign language teachers. The program was initiated at the University of Nebraska in order to allow for language differences encountered in a multi-language methods course, as well as for individual differences among the students. The purpose of the methods course at Nebraska is to prepare the students for their student teaching experience. Consequently the main thrust of the program was to prepare the future teacher for those tasks he would be expected to complete during his student teaching experience. These tasks consisted of planning, delivering and evaluating lessons,
as well as relating to his students. The system's designers constructed eight major objectives for the course. These were based on the four tasks presented above. Briefly described, the eight objectives were:

1. Identify and state overall educational objectives

2. Write behavioral objectives for each of the three educational domains (objective, psychomotor, and affective).

3. Operate various types of AV equipment

4. View an example of language teaching and subsequently analyze it in terms of observable instructional behaviors. The student would also be required to demonstrate a given behavior via microteaching.

5. Implement various types of audiolingual drills

6. State in writing or discuss various problems and their solutions related to the psychological aspects of second-language learning.

7. Design an instructional plan based on specifically stated objectives.

8. Implement his instructional plan while maintaining at all times pre-established criteria designed to evaluate proficiency in the target language.

Each of these objectives was analyzed in terms of a series of questions presented in the article. The author indicates that an important advantage of such an approach is that it forces one to identify what is expected in terms of the finished product while it also supplies evidence of the students' degree of success in this
endeavor. To this extent, the program typifies the basic orientation of the other attempts to individualize instruction described above.

Theory and Practice

Up to this point, the perusal of literature on methods courses and related areas has indicated the need for a performance-oriented course with objectives clearly specified so that each student may attain these objectives at his own pace. However, one cannot read the current literature on teacher training without being aware of the fact that excessive stress on performance skills has serious critics.

Need for theory

Perhaps the most noted of these in the foreign language field is Rivers. On various occasions she has stressed the need to provide the students with a strong theoretical understanding of what he is doing; only such an understanding will save him from the danger of rigid inflexibility. In a recent conference paper, she states:

Certainly teachers trained only in habit-formation techniques of skill training will find it difficult to deal with sensitive areas of attitudes and values; and teachers for whom cultural understanding means the description of picturesque costumes worn for religious festivals or the measurements of the Eiffel Tower will find it difficult to explain why students are disturbed in Berlin, in Paris, and in Tokyo. The teacher of the future will need to be well read, alert to current trends, receptive himself to ideas other than those of his own culture, and flexible enough to reexamine his own ideas
at regular intervals in order to keep in touch with a new generation and a rapidly changing world. Such a teacher is not produced by a rigid teacher training program where the "right" answers and the "right" techniques are forced upon him as he is shaped and molded. Coercive training can only produce either a coercive teacher or a rebel against all that this training held to be of value. The teacher of the future needs to be given a deep understanding of the bases of what he is trying to do so that he will be able to adapt familiar techniques intelligently and develop new ones as circumstances change and new demands are made upon him. 61

River's statement stresses the importance of including an adequate treatment of theory in the methods course. The need for such theory in the methods course is emphasized in the works of several concerned educators. Warriner recognizes the sterile effect that a purely practice-centered approach has on a prospective teacher. She writes:

There is evidence that many instructors attempt to provide recipes and rules for teaching by taking a one-way, how-to-do-it approach, thus stressing the finished product rather than attempting to begin the continuing professional development of the teacher. 62

She goes on to say that "it serves as a starting block and as a guide for the innovative, creative teacher." Warriner's appraisal of the importance of theory in teacher preparation programs is well in line with that of Rivers who, when commenting on the training of foreign language teachers, advises:
During your teaching career you will be faced from time to time with changes in emphasis and recommendations from various quarters for the adoption of new procedures. Your studies in methodology should give you an understanding of the foundations of foreign-language pedagogy so that you may be able to read and assess intelligently new trends as they develop and be sufficiently flexible to adjust to changing circumstances. You will then be well prepared, when you have had more experience, to think out for yourselves new ways of presenting language material which are consistent with the objectives you have set yourself but which are also valid procedures from a theoretical point of view. 63

Obviously, Rivers and Warriner both recognize the importance of instructing the prospective teacher in the underlying principles of their subject area. These views find support in the words of several educators. Sharp suggests that the student who has a sound foundation of theory and knowledge is well equipped to adjust his teaching style to the actual classroom situation. 64 Strasheim, when stating guidelines for teacher education programs in modern foreign languages, says that "the teacher must make judicious selection and use of approaches, methods, techniques, aids, materials, and equipment for language teaching." 65 The present writer holds that the ability to make such a "judicious" selection can only grow out of an adequate familiarity with the principles on which methods and techniques are based.
Balance of theory and practice

While many teacher educators plead the case for an adequate training in theory, they do not advocate the elimination of practice. On the contrary, the literature shows a genuine concern for a proper balance of theory and practice in teacher training courses. Castle and Jay point out the educator's neglect of this matter when teaching such courses. They write:

We seem to have espoused the marriage of practice and theory for years but with very little real integration of that principle in some of our teacher-training programs. 66

Warriner emphasizes the need for this balance when she states:

Just as theory is important to methods, so is the study of methods essential to the comprehension of theory. Methods give specific meaning to the more abstract theory of education. They are the vehicles for applying that theory. 67

She further suggests that "an approach to the study of methods which is biased in either direction has little hope of changing significantly the future teacher's behavior and perceptions." 68 Other foreign language specialists, e.g. del Olmo and del Olmo, 69 insist that the methods instructor provide a balance of theory and practice for their students. When discussing the relationship between the theorist and the practitioner, Lieberman gives the following advice:

A wise society will see to it that a proper balance is maintained between the resources expended upon each
type of work. For this, it is essential that a clear understanding of the functional interdependence between theorist and practitioner replace the supposed opposition between them which is having such unfortunate consequences in education.

Summary

This chapter has reviewed literature dealing with four concerns: relevance, performance, individualization and the balance of theory and practice. Such a review is intended to suggest those recurring themes and basic principles from the literature of teacher education which form the context of the project described in the present dissertation. The Programmed Segment could enable the methods instructor to emphasize directly-relevant performance skills on an individual basis, while providing at the same time the possibility of a desirable emphasis on theoretical foundations. The principles underlying the project have been presented in this chapter. Subsequent chapters will describe its development, execution, and results, as well as implications emerging from the present study.
NOTES TO CHAPTER II


8. Ibid.


13. Ibid., p. 10.


16. Ibid., p. 388.

17. Ibid., p. 393.


22. Robert Glazer, "The Education of Individuals" (unpublished

23. Ibid., p. 2.

24. Lucile Lindberg and Mary W. Moffit, "What is Individualizing
Education?" in Individualizing Education, ed. by Margaret
Rasmussen (Washington, D. C.: Association for Childhood

25. Herbert Ravetch, "Individualization of Instruction. The Junior
College Takes a Page From the Elementary Secondary
Notebook" (unpublished document available in ERIC System
ED 031 211, Dec. 7, 1968), p. 3.

26. Theodore Clymer and Nolan C. Kearney, "Curricular
Provisions for Individual Differences," in Individualizing
Instruction: The Sixty-first Yearbook of the National Society

27. Robert G. Shadick, "Individualization In the Instructional
Program," Concern for the Individual in Student Teaching,
Forty-second Yearbook (Cedar Falls, Iowa, 1963), p. 56.

Instruction: The Sixty-first Yearbook of The National Society

29. Evan R. Sorber, "Individualization of Instruction for Teacher

30. Claire A. Moshy, "Teaching in IPI (a Program of Teacher
Preparation)" (unpublished document available in the ERIC

31. Theodore Clymer and Nolan C. Kearny, "Provisions for


36. Ibid.

37. Ibid.


46. Ibid.


50. Ibid., pp. 52-3.


55. Ibid., p. 1069.


57. The present account of the BYU program is based on this writer's personal correspondence with Hugh J. Baird, as well as on the following Monograph: Hugh J. Baird, et al., _The Individualized Secondary Teacher Education Program at Brigham Young University_.
58. Ibid., p. 35.


60. Ibid., pp. 293-4.


68. Ibid., p. 56.


CHAPTER III

PROCEDURES

In Chapter I the several tasks involved in this study were listed, and the development of the Programmed Segment and the procedures employed for implementing it were indicated as a special preliminary operation. This major task will be discussed in two phases; Phase I--Developing the Programmed Segment and Phase II--Implementing the Programmed Segment.

Phase I--Developing The Programmed Segment

As was stated in Chapter I, the development of this approach proceeded out of the interests of the foreign language education staff and demands of the training situation for foreign language teachers. The need to gain class time and provide a degree of individualization greatly influenced the staff's decision to program several basic performance activities (See page 10). Student demonstrations of these skills, when presented during class time, accounted for approximately fourteen contact hours. Furthermore, the methods students usually had only one or two days to prepare their required demonstrations of each basic performance skill.
Once the decision was made to program these skills, the next step was to choose a medium for presentation. In order to fulfill this need, the staff chose to use the videotaper. This choice was based on several factors. First, since the programmed activities were mainly motor type activities which included gestures, speaking, showing visual material, writing, and a host of other observable criteria, the need for animated presentation material was obvious. Second, since the Programmed Segment would attempt to aid the methods students in achieving a satisfactory mastery of five basic performance skills, the medium used would have to be of a type that would permit the students to observe their individual performance of each programmed activity. This would satisfy an important requirement for developing programmed materials; that of immediate feedback and subsequent correction of undesirable responses. The videotaper could provide this flexibility.

Further evidence that this medium was highly desirable for this task can be found in the following rationale given by Cyphert and Andrews:

Examples of motor activities which teachers must demonstrate include showing a dance step, playing a woodwind instrument, knitting, and driving a golf ball. Medical schools have already made extensive use of the television camera to bring the lens adjacent to the surgical procedure so that students can see the demonstration from the same position as the eyes of the surgeon. Future teachers need opportunities to
see things from the teacher's viewpoint, yet they seldom get this opportunity other than in a field experience setting. The possibilities in exploiting this approach for programming learning procedures loom large. 1

Acquisition of the "hardware" was the next task to be considered. A VTR unit was rented from the University's Teaching Aids Center (See Cost on page 110). A second unit was provided by the Foreign Language Education Department. Necessary blank tapes and empty reels were also purchased. Having obtained this equipment, the investigator secured a room which was designated as the "program laboratory." This facility served as a location for viewing, recording, and evaluating the taped performances. The room was provided by the Chairman of the Humanities Education Department. Figure 1 provides a diagram of the room illustrating the physical set-up of the laboratory.

The left-hand section of the diagram shows the viewing and taping area. Financial constraints necessitated the use of one VTR unit for both viewing and taping. Since all the participants would not be involved in any one of these two procedures at the same time, it was imperative to employ a schedule governing the use of this unit for one procedure at a time. A temporary partition separated the viewing and taping section from the critiquing area. This arrangement contributed greatly to the flexible use of the laboratory facility. The partition provided the evaluator with the opportunity to
Figure 1.--Physical Set-up of the Program Laboratory.
critique participants' taped performances while a second group viewed or taped a particular activity. When no critique was being conducted, students were able to use this section also for viewing pre-taped demonstrations. During this time the viewing and taping activities could occur simultaneously.

After securing the necessary "hardware," the investigator set out to gather the "software." This consisted of video-taped demonstrations of each programmed activity and a Program Manual (See Appendix B). The acquisition of both the demonstration tapes and the Program Manual are briefly discussed below.

Demonstration tapes

The investigator obtained four separate demonstrations for each programmed activity. These demonstrations were performed by: 1) the course instructor in the methods course, 2) a methods student in the peer teaching situation, 3) a peer in the micro-teaching situation in a local school, and 4) an experienced classroom teacher in her own class with her own students. In the last case, the course instructor supplied the teacher with a copy of the detailed performance criteria. This was done so that the teacher's performances would be somewhat compatible with those expected of the participants. These various demonstrations were gathered during the Spring Quarter of 1970. The demonstrations were taped
separately and subsequently spliced onto one reel. Thus, participants would be able to view each performance series without interruption. The decision to employ four demonstrations of each performance skill was based on reactions obtained from non-participating students. Methods students reported that they found it difficult to relate to demonstrations given solely by the course instructor and peers. Students indicated a preference for observing additional demonstrations of these activities as performed by micro and classroom teachers. In a recent article by Wolfe, the procedure of gathering various performances of basic teaching skills is highly recommended.

Program Manual

If the methods students were to proceed through the Programmed Segment with little or no interruption of class time, some type of written material or text was a necessity. The participants could refer to such a text for background information, instructions, and a description of expected terminal behavior. Therefore, a Program Manual was developed for this purpose. It consisted of 1) a preface, 2) a description of student procedures, 3) a listing of required readings for each activity, 4) a brief introduction to each activity, and 5) a detailed description of the performance criteria developed for each of the five basic performance skills.
The last major task to be considered in this phase was the development of an instrument for evaluating the use of the Programmed Segment. In order to obtain the reaction of the project participants, the investigator developed a Participant Satisfaction Scale. This instrument was adapted from similar scales developed by Murphy and Hancock. These authors also sought participants' reactions concerning satisfaction with a particular teaching technique. The instrument, as it was originally developed, consisted of two sections: 1) Background Information—sex, age, previous enrollment in other methods courses, teaching experience, and desire to teach. This information was solicited for the purpose of obtaining a description of the participants. 2) Participant Reaction to the Programmed Segment—thirty-three objective questions soliciting student reactions to various aspects of the Programmed Segment. One open response question was included so that the participants would have the opportunity to make any comments or suggestions concerning improvement or adjustments in the program.

Subsequent informal talks with the participants during the Autumn Quarter and before administering the Satisfaction Scale indicated that they were not convinced of the need to view four demonstrations of each basic performance skill. Consequently, a third section was included in the instrument, Reaction to the Performance Series. Students were asked to indicate their reason
for their responses. A copy of the Participant Satisfaction Scale used in this investigation may be found in Appendix C.

Phase II--Implementing The Programmed Segment

The material developed for the Programmed Segment was discussed in the first section of this chapter. Presented in this section is a review of the nature of that material and a brief description of the population involved in this study. Following this description, the writer presents an overall design of Phase II.

The programmed material

Video tapes of demonstrations of the five programmed activities were collected. Each tape consisted of a series of four demonstrations of a particular activity. Students were able to view demonstrations of each of the basic teaching skills as performed by 1) the methods course instructor, 2) a methods student in the peer teaching situation, 3) a methods student in the micro-teaching situation and 4) an experienced high school teacher in her own class with her own students. Each methods student also received a copy of the Program Manual. This manual, which was specifically designed by the investigator for this project, served as a detailed student guide to the Programmed Segment. The text included a preface, student procedures, a listing of required readings, a
brief introduction to each activity, and a detailed description of participant performance criteria (See Appendix B).

Description of population

The participants in this project were all undergraduate students regularly enrolled in Education 540-B, the basic methods course for Foreign Language Education students majoring in Spanish. The study took place during the Autumn Quarter of 1970.

Twenty-four students (a mixture of Juniors and Seniors) were present the first day of class. Four students, all female, chose to drop the course for various personal reasons. Information collected in Part I of the satisfaction scale showed that of the twenty students who remained and eventually completed the course, four were male and sixteen were female. The students' teaching experience ranged from five days to two months. An informal inquiry was conducted into the nature of the so-called "teaching experience." This revealed that the students were reporting experiences encountered during observation sessions and a September Field Experience in local schools. Six of the twenty participants indicated that they had completed a general methods course, as well as one in the area of foreign languages. Although all the students responded to the item which sought their attitude toward teaching, the investigator did not include the results in this description. He judged the responses
to be of no value since he had neglected to ask this question at the beginning of the course. Consequently no comparison in attitudes before and after the course could be made.

Besides the undergraduates, there were several graduate students in the class, however, their functions were simply to observe the instructor and assist him in the presentation of certain course topics. They were also assigned to supervise student teams during micro- and bit-teaching. Since these students were not directly involved in the Programmed Segment, they were not asked to respond to the Participant Satisfaction Scale.

The following is a detailed account of the steps employed in completing Phase II. This description is characterized by four major categories: 1) Orientation, 2) Instruction, 3) Evaluation, and 4) Results. An overall design which depicts the organization and step sequence for this phase is presented in Figure 2.

Orientation

A brief introduction to the nature and purpose of the Programmed Segment was conducted during the first hour of the initial class session. Students were asked to complete a questionnaire which would provide pertinent data for the subsequent formation of participant teams. A copy of this questionnaire appears in Appendix E.
Figure 2.—Steps for Completing Phase II: Implementing the Programmed Segment.
During the second hour, the participants met in the program laboratory. The class was divided into two groups of ten students each. The methods instructor and a graduate assistant, both acquainted with the operation of the VTR equipment, proceeded to instruct the students in its use. This one-hour session was not sufficient for an adequate orientation to the operation of the equipment. A second session devoted to this task was held the following day. The meeting lasted for two hours. During this time students were expected to learn how to turn the equipment on and off, thread the demonstration tapes, adjust the TV monitor and perform the other tasks necessary for the proper use of the equipment. A demonstration of instrument maintenance was also included in these sessions. Each student was shown how to investigate the cause and subsequent correction of common equipment malfunctions. Such instruction represented an attempt to minimize the need to contact maintenance personnel for the correction of minor difficulties. Proper techniques for cleaning the equipment were also demonstrated in these sessions.

During a second orientation meeting, participants received individual laboratory tapes, which were supplied by the Foreign Language Education Department at no cost to the students. However, participants were required to pay for any lost or permanently damaged tapes. A laboratory tape consisted of a ten-minute segment of blank (erased) video tape, which had been timed by the
investigator. Before distribution, the tapes were number for
inventory purposes, and students were asked to return all tapes upon
completion of the Programmed Segment.

Instruction

The instructional portion of the program commenced with the
actual involvement in the programmed activities. The Programmed
Segment was initiated during the third week of the quarter. The
participants were expected to demonstrate satisfactory acquisition of
five basic teaching skills within a time limit of five weeks. These
skills comprised the content of the Programmed Segment. The
purpose of this program was to create more class time and
simultaneously provide for individual differences in students'
acquisition and demonstration of five basic teaching skills (See
page 9).

The sequence of steps followed by the students for completing
each of the five programmed activities is illustrated in the flow
chart presented in Figure 3. The sequence of steps illustrated in
Figure 3 is described below:

1. All participants were asked to read the assigned material
   relating to the pertinent activity, viz., teaching
   vocabulary, teaching the dialogue, etc. The required
   readings were indicated in the Program Manual. Each
Figure 3. -- Participant Step Sequence for Completing Each of the Five Programmed Activities.
reading was designed to give the student a theoretical basis for performing that activity. These readings were discussed during the regularly scheduled class meetings.

2. Students were asked to record the time that it took to complete each major step, viz., reading, viewing, recording, etc. They recorded their time in minutes on individual time cards which were permanently located in the program laboratory. In order to avoid needless repetition in this explanation of Figure 3, it should suffice to state here that steps 5, 7, 9, and 11 (See Figure 3) pertain to this activity.

3. The dual function of the laboratory facility as a program laboratory and a department conference room necessitated careful scheduling of its use. The program participants were expected to indicate exactly at what time and on what day they wished to use the laboratory. In order to maintain a priority on the use of this facility, the instructor had to submit a copy of the completed time schedule to the department secretary one week in advance. Students were permitted to alter their individual scheduled time only if absolutely necessary. To provide adequate time for all students, the program laboratory was opened
for one hour on two evenings each week and for three hours each Saturday morning. A copy of the Laboratory Schedule Form is included in Appendix F.

4. After reading about the nature of each performance skill, and completing the laboratory time schedule, the participants were asked to view the pertinent series of demonstrations on the pre-recorded tape. As was previously mentioned, this series consisted of four separate demonstrations of each skill; 1) the course instructor in the methods class, 2) a methods student in the peer situation, 3) a methods student in the micro-teaching situation, and 4) an experienced high school teacher in her own class with her own students.

5. Students recorded their time, as in Step 2.

6. After viewing the demonstration tapes, participants prepared their individual performance of the appropriate activity. This involved constructing visuals, obtaining realia, organizing content, as well as practicing their presentations. Although an off-camera practice presentation was not required, students were strongly urged to rehearse before they recorded their presentation
for professional critiquing. Such practice sessions might give the timid student more confidence and make possible both better growth and better evaluation of readiness.

7. Students recorded their time, as in Step 2.

8. Having prepared the activity, the participant proceeded to video tape his demonstration. The individual program laboratory tape was used for this purpose. When a student was ready to video tape, he would report to the program laboratory during the scheduled hour. All students were expected to record in teams of no less than three. This was necessary to insure a simulated high school class. In cases where a student completed steps one, two and three before other members of his team, he was allowed to record with another group. If no other team was available at the time he wished to tape, he could solicit volunteers from the methods class. These students would serve as the performer's class. This course of action was taken on several occasions. Before presenting his tape for a professional evaluation each participant was at liberty to tape his demonstration as often as he deemed it necessary.

9. Students recorded their time, as in Step 2.
10. The participants presented their taped performance for a professional critique. Although the students were asked to report in teams, private critiques were permitted. If the course instructor judged the performance to be satisfactory, the student was asked to continue with the next programmed activity. When a performance was found to be unsatisfactory, the student was asked to return to step eight and continue through step twelve. He was expected to repeat this cycle until the activity was completed satisfactorily. A judgment of unsatisfactory was made on three separate occasions and involved three different students. They were asked to complete the "redo" cycle (See Figure 3). After their second presentation, they succeeded in receiving a rating of "Satisfactory."

11. Students recorded their time, as in Step 2.

**Evaluation**

Immediately upon completion of the instructional portion of this course, the participants were asked to indicate their candid reactions to the Programmed Segment. A **Participant Satisfaction Scale** was employed for this purpose (See Appendix C).
For this evaluation, Satisfying meant that the participants were comfortable and favorably impressed with the Programmed Segment and found it adequate and unobjectionable. Respondents were requested to react to (a) the mechanics of the Programmed Segment, (b) the Programmed Segment as an effective approach for training prospective language teachers in the acquisition of several basic performance skills, and (c) the Programmed Segment as a course component. Participants were also requested to indicate ways in which this program might be improved, as well as to react to the usefulness of viewing four demonstrations of each programmed activity (performance series). Those students who indicated a positive reaction to the performance series were asked to give their reasons for their particular response. Those who voiced a negative reaction were requested to indicate which performance, or performances they would like to see eliminated. The results of the Participant Satisfaction Scale are discussed in detail in Chapter IV.

The development and implementation of the program was an attempt to eliminate time consuming, but vital, performance content from the regularly scheduled methods class in order to allow for: 1) an expansion of course content and activities and 2) a degree of individualized instruction. An illustration of the overall design of the methods course as it includes the programmed component is presented in Figure 4.
Figure 4. Design of Regularly Scheduled Methods Course With Programmed Component.
The Programmed Segment was developed to run concurrently with the regularly scheduled methods course which convened four hours weekly for approximately ten weeks (one academic quarter). Since portions of the first two weeks were devoted to the orientation and organization of the Programmed Segment, student involvement in the actual program did not commence until the third week of the quarter. In addition to attending the regularly scheduled class, the participants were expected to complete the Programmed Segment on their own time within a limit of five weeks. A program laboratory was provided for this purpose (See Figure 1). The time constraint was necessary since the micro- and bit-teaching activities in the local schools were scheduled to begin during the eighth week of the quarter. These two activities were completed during regularly scheduled class time.

Summary

This chapter has presented those procedures involved in completing Phases I and II of this study, viz., Developing and Implementing the Programmed Segment. In addition to a discussion of how the program materials ("hardware" and "software") were obtained, the writer has also provided a detailed discussion of three categories from Phase II: 1) Orientation, 2) Instruction, and 3) Evaluation, leaving one--Results--to be presented in Chapter IV.
NOTES TO CHAPTER III


CHAPTER IV

RESULTS OF THE STUDY

This chapter presents the results of a pilot study which investigates the feasibility of employing a partially programmed approach to a performance-oriented foreign language methods course. The study was conducted in the Autumn Quarter of 1970. The findings related to four basic questions which represent the focus of this study are discussed here. First, were the two main purposes for developing and implementing the partially programmed approach ultimately fulfilled? Second, were all of the participants able to complete the Programmed Segment satisfactorily? Third, do prospective foreign language teachers respond positively to the Programmed Segment? Fourth, is it feasible (in terms of time, cost and staffing) to include this partially programmed approach as an integral part of the basic foreign language methods course for prospective Spanish teachers?
Were the Main Purposes for Developing and Implementing the Partially Programmed Approach Ultimately Fulfilled?

The two main purposes may be stated in the following questions:

1. Was more class time created for the expansion of discussion of assigned reading material and for inclusion of an increased amount of direct and vicarious teaching experience?

2. Was there provision for individual differences in the methods students' acquisition and demonstration of five basic performance skills?

In order to respond to the first question, the investigator analyzed the methods course syllabi from both the Spring and Autumn Quarters of 1970.

Table 1, which immediately follows, presents an overall comparison of the time allotted to various course activities during each of the designated Academic Quarters. The table indicates an increase in the number and type of course activities presented during the Autumn Quarter of 1970. This increase was accomplished in the additional class time created by programming five of the instructor-student demonstrations listed in Section A of Table 1.
TABLE 1

COMPARISON OF CLASS TIME ALLOTMENT
FOR COURSE ACTIVITIES
(Time Amounts in Minutes)

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>TIME</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Spring 1970</td>
<td>Autumn 1970</td>
</tr>
<tr>
<td>A. Demonstrations (Instructor-Student)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Presenting Dialogues</td>
<td>180</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2. Presenting Linguistic Generalizations</td>
<td>200</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>3. Presenting Structure Drills</td>
<td>165</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>4. Teaching Reading--Initial Transition</td>
<td>140</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>5. Teaching Vocabulary</td>
<td>150</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>6. Using Hand Signals</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>B. Direct Teaching Experiences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Observation</td>
<td>0</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>2. Micro-Teaching</td>
<td>480</td>
<td>360</td>
<td></td>
</tr>
<tr>
<td>3. Bit-Teaching</td>
<td>240</td>
<td>240</td>
<td></td>
</tr>
<tr>
<td>C. Discussions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Techniques</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Constructing Instructional Objectives</td>
<td>20</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>b) Expanding the Teaching of Reading</td>
<td>0</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>c) Expanding the Teaching of Vocabulary</td>
<td>0</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>d) Expanding the Teaching of Writing</td>
<td>0</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>e) Making Audio Practice Tapes</td>
<td>0</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>f) Presenting Grammar Generalizations</td>
<td>40</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>g) Presenting Specific Grammar Points</td>
<td>0</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>h) Teaching Culture--First Level</td>
<td>0</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>i) Teaching Listening Comprehension</td>
<td>0</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>j) Teaching Pronunciation</td>
<td>0</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>k) Teaching Writing--Initial Transition</td>
<td>0</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>l) Testing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) Culture</td>
<td>0</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>(2) Listening</td>
<td>0</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>(3) Pronunciation</td>
<td>0</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>(4) Reading</td>
<td>0</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>(5) Syntax</td>
<td>0</td>
<td>10</td>
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</tr>
<tr>
<td>(6) Vocabulary</td>
<td>0</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>(7) Writing</td>
<td>0</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>m) Using Various Media</td>
<td>0</td>
<td>60</td>
<td></td>
</tr>
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TABLE 1--Continued

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring 1970</td>
</tr>
<tr>
<td>2. Direct Experiences</td>
<td>160</td>
</tr>
<tr>
<td>3. Theory</td>
<td>160</td>
</tr>
<tr>
<td>D. Miscellaneous</td>
<td></td>
</tr>
<tr>
<td>1. Announcements and Questions</td>
<td>60</td>
</tr>
<tr>
<td>2. Class Intermission</td>
<td>115</td>
</tr>
<tr>
<td>3. Course Evaluation</td>
<td>110</td>
</tr>
<tr>
<td>4. No Classes</td>
<td>120</td>
</tr>
<tr>
<td>5. Organization</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>2400</td>
</tr>
</tbody>
</table>

<sup>a</sup>Forty-two hours were devoted to the regularly scheduled time of the methods course during this quarter.

Tables 2, 3, and 4 are sub-sections of Table 1. These illustrations are presented here to facilitate discussion of question one above.

Table 2 clearly illustrates the amount of time freed for conducting additional activities within the regularly scheduled time of the methods class.

Table 2 also shows that during the 1970 Autumn Quarter, all of the Instructor-Student demonstrations of the five basic skills were eliminated from the actual methods class time. Eight hundred and forty-five minutes, approximately fourteen hours, were freed for fuller discussion of assigned readings and for an increased amount
of direct and vicarious experiences. The one remaining instructor-student demonstration (using hand signals) was retained as a class presentation since it involved such an insignificant amount of time.

Table 3 reveals the amount of extra class time which was devoted to the expansion of direct experiences.

TABLE 2

COMPARISON OF CLASS TIME ALLOTMENT FOR INSTRUCTOR-STUDENT DEMONSTRATIONS
(Time Amounts in Minutes)


<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring 1970</td>
</tr>
<tr>
<td>Demonstrations</td>
<td></td>
</tr>
<tr>
<td>1. Presenting Dialogues</td>
<td>180</td>
</tr>
<tr>
<td>2. Presenting Linguistic Generalizations</td>
<td>200</td>
</tr>
<tr>
<td>3. Presenting Structure Drills</td>
<td>165</td>
</tr>
<tr>
<td>4. Teaching Reading</td>
<td>140</td>
</tr>
<tr>
<td>5. Teaching Vocabulary</td>
<td>150</td>
</tr>
<tr>
<td>6. Using Hand Signals</td>
<td>10</td>
</tr>
</tbody>
</table>

*aForty-two hours were devoted to the regularly scheduled time of the methods course during this quarter.

Two comments on Table 3 are called for at this point. First, because of the impending Thanksgiving holiday, many of the University classes were cancelled on the day before the official vacation. The class involved in the pilot project was no exception. Consequently, one class session (120 minutes) devoted to micro-teaching
was lost. Second, while class time allotted to student participation
in bit-Teaching remained unchanged for both quarters, the time
devoted to direct observation in a local school amounted to two hours
in Autumn 1970. In Spring Quarter 1970, two hours of out-of-class
time, but no class time, were devoted to such observations. In
Autumn Quarter the allocation of two hours of class time to this
activity thus made a total of four hours spent on observation.

TABLE 3

COMPARISON OF CLASS TIME ALLOTMENT FOR
PARTICIPATION IN DIRECT TEACHING
EXPERIENCES
(Time Amount in Minutes)

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring 1970</td>
</tr>
<tr>
<td>B. Direct Teaching Experiences</td>
<td></td>
</tr>
<tr>
<td>1. Observation</td>
<td>0</td>
</tr>
<tr>
<td>2. Micro-Teaching</td>
<td>480</td>
</tr>
<tr>
<td>3. Bit-Teaching</td>
<td>240</td>
</tr>
</tbody>
</table>

aForty-two hours were devoted to the regularly scheduled
time of the methods course during this quarter.
bOne day of M. T. was lost due to the Thanksgiving holiday.

Table 4 enumerates the additional course topics and the time
devoted to discussing them. Also included in this illustration is a
comparison of class time allocated to the discussion of theory, and
necessary miscellaneous activities.
TABLE 4

COMPARISON OF CLASS TIME ALLOTMENT FOR DISCUSSION OF ADDITIONAL TEACHING TECHNIQUES, THEORY AND MISCELLANEOUS ACTIVITIES
(Time Amount in Minutes)

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring 1970</td>
</tr>
<tr>
<td>C. Discussions</td>
<td></td>
</tr>
<tr>
<td>1. Techniques</td>
<td></td>
</tr>
<tr>
<td>a) Constructing Instructional Objectives</td>
<td>20</td>
</tr>
<tr>
<td>b) Expanding the Teaching of Reading</td>
<td>0</td>
</tr>
<tr>
<td>c) Expanding the Teaching of Vocabulary</td>
<td>0</td>
</tr>
<tr>
<td>d) Expanding the Teaching of Writing</td>
<td>0</td>
</tr>
<tr>
<td>e) Making Audio Practice Tapes</td>
<td>0</td>
</tr>
<tr>
<td>f) Presenting Grammar Generalizations</td>
<td>40</td>
</tr>
<tr>
<td>g) Presenting Specific Grammar Points</td>
<td>0</td>
</tr>
<tr>
<td>h) Teaching Culture--First Level</td>
<td>0</td>
</tr>
<tr>
<td>i) Teaching Listening Comprehension</td>
<td>0</td>
</tr>
<tr>
<td>j) Teaching Pronunciation</td>
<td>0</td>
</tr>
<tr>
<td>k) Teaching Writing--Initial Transition</td>
<td>0</td>
</tr>
<tr>
<td>l) Testing</td>
<td></td>
</tr>
<tr>
<td>(1) Culture</td>
<td>0</td>
</tr>
<tr>
<td>(2) Listening Comprehension</td>
<td>0</td>
</tr>
<tr>
<td>(3) Pronunciation</td>
<td>0</td>
</tr>
<tr>
<td>(4) Reading</td>
<td>0</td>
</tr>
<tr>
<td>(5) Syntax</td>
<td>0</td>
</tr>
<tr>
<td>(6) Vocabulary</td>
<td>0</td>
</tr>
<tr>
<td>m) Using Various Media</td>
<td>0</td>
</tr>
<tr>
<td>2. Direct Experiences</td>
<td>160</td>
</tr>
<tr>
<td>3. Theory</td>
<td>160</td>
</tr>
</tbody>
</table>
TABLE 4—Continued

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring 1970</td>
</tr>
<tr>
<td>D. Miscellaneous</td>
<td></td>
</tr>
<tr>
<td>1. Announcements and Questions</td>
<td>60</td>
</tr>
<tr>
<td>2. Class Intermission(^b)</td>
<td>115</td>
</tr>
<tr>
<td>3. Course Evaluation</td>
<td>110</td>
</tr>
<tr>
<td>4. No classes</td>
<td>120</td>
</tr>
<tr>
<td>5. Organization(^b)</td>
<td>50</td>
</tr>
</tbody>
</table>

\(^a\)Forty-two hours were devoted to the methods course during this quarter.  
\(^b\)Time for this activity was increased during the Autumn Quarter of 1970.  
\(^c\)This activity was not discussed in the Spring Quarter of 1970.

The above table indicates that a considerable number of additional activities were presented in the methods course during the Autumn Quarter 1970. In two cases where the activities were not new (See C, 1, Items a and f), allotted class presentation time was increased during the Autumn Quarter. Although a significant amount of time was utilized for presenting additional techniques, the discussion of theory (sec. C, Item 3) was increased by five hours. In addition, further discussion of theory occurred during the presentation of the new activities. However, it was difficult to estimate the time spent on ad hoc discussions of this nature, since they were spontaneous and intermittent.
Because of conflicting demands on class time, the course instructor was ultimately unable to schedule any of the projected vicarious teaching experiences. However, plans are presently underway to include simulation exercises as a vicarious experience. Time for this activity could be created by programming other course material or reducing the use of class time for several unnecessarily long presentations.

Section D, (Miscellaneous) shows a sharp increase in organizational activities. This was due to an extensive student orientation to the Programmed Segment. Time for evaluating the course was given on the day of final examinations. Each participant was afforded sufficient time to prepare and present his taped demonstration for a final evaluation by the course instructor. As was indicated in Chapter IV of this study, the student maintained a flexible program schedule. Participants taped their demonstrations only when they were ready to do so. As a result, they now had ample opportunity to present well planned and virtually flawless performances of each basic teaching skill. This opportunity was greatly facilitated by the fact that each participant had his own copy of the required performance criteria. Furthermore, the programmed approach, for the first time, gave the methods students an opportunity to redo any unsatisfactory demonstration. A student's performance was accepted as final only when he achieved a rating of "Satisfactory."
The response to the first major inquiry into the results of this project is thus affirmative. More class time was created. It should be pointed out, however, that the allotment of this additional time needs to be re-organized to permit complete and adequate implementation of the activities suggested in part one of this major intent. A solution to this problem might be to offer the methods course as a laboratory course. The present four hours of credit could be increased to five. The students would be expected to attend two or three hours of regularly scheduled class time. Such time could be devoted to discussions on theory, as well as on problems which arise with the laboratory activities. The remaining time would be allotted to the students for completing the laboratory activities, viz., viewing and taping presentations, completing simulation exercises, direct observations, micro-teaching, etc. A more detailed discussion on this proposal is presented in Chapter V.

Were All of the Participants Able to Complete the Programmed Segment Satisfactorily?

Student Progress records kept by the course instructor showed that all of the participants did successfully complete the Programmed Segment. The instructor judged a performance to be successfully accomplished only after the participant had completed all of the steps as described in his (the student’s) copy of the
performance criteria. As was mentioned earlier, performance criteria were established for each of the programmed activities. All participants received a personal copy of the criteria so that they could proceed through the program with full knowledge of what terminal behavior they were expected to exhibit (See Appendix B). Personal possession of a description of the criteria also allowed the students to complete the program at their own pace. They were able to do this largely because they were not obliged to consult the course instructor regarding each step to be taken toward completion of any particular activity.

Do Prospective Foreign Language Teachers Respond Positively to the Programmed Segment?

Students' reactions to the Programmed Segment were obtained by means of a Participant Satisfaction Scale. This was administered to the program participants immediately upon completion of the last programmed activity (presenting grammar generalizations). At that time, the participants were asked to complete all three parts of the scale and return it immediately to the course instructor. The instructor was present during the evaluation to answer any questions the respondents had about the items. Students were not asked to give their names on the questionnaire. This was done to further encourage truthful responses to each item. The instrument was collected and subsequently analyzed. In Section A of the scale, the students had a
choice of five levels of response (See Appendix C). However, the results for this section were subsequently recorded in terms of three levels: Negative (A or B), Average (C), and Positive (D or E). The investigator followed this procedure since "B" indicated that although the respondent's feelings about the corresponding procedure were mixed, his negative attitude outweighed his positive feeling. The investigator saw little value in making a distinction since a response of either "A" or "B" would indicate a definite need to alter that procedure.

At the other end of the scale, "D" also indicated mixed emotions; however, in this case, the respondent's positive attitude outweighed his negative feeling. Therefore, a response of "D" was construed by this reporter as generally positive. Since "C" represented a neutral attitude, the investigator found it convenient to report this as average.

Part I of the instrument (Participant Background Information) was presented in Chapter III. This section of Chapter IV is devoted to analyzing Parts II and III of the scale. In Part II of the questionnaire, the investigator sought information about three distinct topics: mechanics of the Programmed Segment, the Programmed Segment as an effective approach for freeing methods-class time for the expansion of course content and providing for Participants' individual differences, and the Programmed Segment as an instructional
component. Finally, responses to Part III which sought participants' reaction to the use of four performances of each activity, are presented. Selected responses to the open-ended question in Part II are reported at the end of Section C. A sample copy of the Participant Satisfaction Scale may be found in Appendix C.

Tables 5, 6, and 7 which follow, indicate a composite of all the participants' responses. The high frequency of positive responses in each of the three sections of the scale indicates that the participants were generally satisfied with the Programmed Segment.

Discussion

The purpose of this analysis was to ascertain whether or not the participants reacted favorably to the Programmed Segment. A perusal of Tables 5, 6, and 7 indicates a majority of positive responses as compared to a relatively low occurrence of negative student reactions. Items 8 (availability of the course instructor for clarification purposes) and 33 (recommending continued use of the Programmed Segment) received the most positive responses. All twenty of the participants (100%) recorded a positive attitude for these items. Considering that the frequency of the total positive responses for all thirty-three items averaged out to approximately fifteen, Items 9 (availability of the course instructor for critiquing), 26 (the program's contribution toward developing healthy peer-group
<table>
<thead>
<tr>
<th>SECTION A: ITEM</th>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Orientation to the purposes of the &quot;Programmed Segment.&quot;</td>
<td>Negative</td>
</tr>
<tr>
<td>2. Orientation to equipment operation.</td>
<td>4</td>
</tr>
<tr>
<td>3. The content of the Program Manual.</td>
<td>2</td>
</tr>
<tr>
<td>4. Clarity of &quot;Behavioral Objectives&quot; as set forth in the Program Manual.</td>
<td>4</td>
</tr>
<tr>
<td>5. Usefulness of the Program Manual to help achieve the goals of the &quot;Programmed Segment.&quot;</td>
<td>2</td>
</tr>
<tr>
<td>6. Physical facilities for viewing and recording tapes (the program laboratory).</td>
<td>4</td>
</tr>
<tr>
<td>7. Amount of time the program laboratory was available for viewing and recording tapes.</td>
<td>3</td>
</tr>
<tr>
<td>8. Availability of the course instructor for clarification of program procedures.</td>
<td>0</td>
</tr>
<tr>
<td>SECTION A: ITEM</td>
<td>RESPONSE</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>9. Availability of the course instructor for critiquing students' taped performances.</td>
<td>0</td>
</tr>
<tr>
<td>10. Group critique sessions.</td>
<td>2</td>
</tr>
<tr>
<td>11. Opportunity for individual critique sessions.</td>
<td>3</td>
</tr>
<tr>
<td>12. Opportunity for retaping your performance, if necessary.</td>
<td>0</td>
</tr>
<tr>
<td>13. Opportunity to view and record at your own convenience within the specified time limitations.</td>
<td>5</td>
</tr>
<tr>
<td>14. Amount of time allowed for completing the &quot;Programmed Segment&quot; (five weeks).</td>
<td>7</td>
</tr>
<tr>
<td>15. Amount of time the tape laboratory was available in any given week.</td>
<td>2</td>
</tr>
<tr>
<td>16. Quality of the viewing tapes (loud enough, visual and oral clarity).</td>
<td>2</td>
</tr>
<tr>
<td>17. Use of four different levels of presentation of each activity (i.e. course instructor, peer, micro-teacher, classroom teacher).</td>
<td>8</td>
</tr>
<tr>
<td>SECTION A: ITEM</td>
<td>RESPONSE</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>18. Length of each taped activity (i.e. presenting vocabulary, teaching the dialogue, presenting structure drills, etc.) in relation to achieving the behavioral objectives as established for each performance skill.</td>
<td>2  6  12</td>
</tr>
<tr>
<td>19. Amount of time allowed for in-class discussion of required reading material.</td>
<td>2  7  6</td>
</tr>
<tr>
<td>20. Amount of time allowed for in-class expansion of presentation techniques related to the programmed activities.</td>
<td>9  3  8</td>
</tr>
</tbody>
</table>
TABLE 6
CATEGORIZATION OF TOTAL PARTICIPANT ATTITUDE: THE PROGRAMMED SEGMENT AS AN EFFECTIVE APPROACH...
N=20

<table>
<thead>
<tr>
<th>SECTION B: ITEM</th>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. For providing individualized instruction.</td>
<td>1 9 10</td>
</tr>
<tr>
<td>22. For promoting constructive self-criticism.</td>
<td>0 4 16</td>
</tr>
<tr>
<td>23. For promoting self-improvement.</td>
<td>0 4 16</td>
</tr>
<tr>
<td>24. For meeting the requirement of effective presentation of these five basic performance skills.</td>
<td>0 7 13</td>
</tr>
<tr>
<td>25. For eliminating severe feelings of self-consciousness during the presentation of each activity.</td>
<td>0 6 14</td>
</tr>
<tr>
<td>26. For developing healthy peer-group interaction.</td>
<td>0 2 18</td>
</tr>
<tr>
<td>27. For freeing additional formal <strong>in-class</strong> time for discussion of theory and practice.</td>
<td>0 8 12</td>
</tr>
<tr>
<td>28. For freeing additional formal <strong>in-class</strong> time for presentation of other teaching techniques and activities.</td>
<td>1 5 14</td>
</tr>
<tr>
<td>SECTION C: ITEM</td>
<td>RESPONSE</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>Negative</td>
</tr>
<tr>
<td>29. Having these activities programmed gave me the opportunity to improve my final presentation of each activity before presenting it for final evaluation by the course instructor.</td>
<td>1</td>
</tr>
<tr>
<td>30. Viewing several presentations of each performance skill helped me successfully present my demonstration of that activity.</td>
<td>0</td>
</tr>
<tr>
<td>31. Viewing presentations of each performance skill as demonstrated by the course instructor, peer teacher, micro-teacher and high school teacher, helped me better identify with my future role as a teacher in a real classroom situation.</td>
<td>4</td>
</tr>
<tr>
<td>32. To what degree do you judge that you were able to accomplish the stated objectives?a</td>
<td></td>
</tr>
<tr>
<td>Objective A</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
</tr>
<tr>
<td>C</td>
<td>0</td>
</tr>
<tr>
<td>D</td>
<td>0</td>
</tr>
<tr>
<td>SECTION C: ITEM</td>
<td>RESPONSE</td>
</tr>
<tr>
<td>----------------</td>
<td>----------</td>
</tr>
<tr>
<td>33. I would recommend continuation of the use of the &quot;Programmed Segment&quot; within the 540B methods course.</td>
<td>0</td>
</tr>
</tbody>
</table>

\(^a\)A list of the objectives may be found in Appendix C.
interaction) and 32A (receiving individual attention) are also noteworthy of mention. Responding positively to these items (9, 26, and 32A in that order) were nineteen (95%), eighteen (90%), and seventeen (85%) of the participants. Item 20 (amount of time allowed for in-class expansion of presentation techniques related to the programmed activities) received the most frequent number of negative responses. Nine out of twenty (45%) respondents rated this item as "poor" or "very poor," while three (15%) indicated that their attitude toward the time devoted to the expansion of presentation techniques for the programmed activities was "average." Almost half (40%) of the participants reported that they were "satisfied" with this time allotment. Since the total frequency of negative responses for all thirty-three items averaged out to 2.4, it is appropriate to indicate two other items which received relatively numerous negative responses. Item 14 (time allotted for completing the Programmed Segment) was judged negative by seven (35%) of the students. Eight (40%) of the respondents made a similar appraisal of Item 17 (use of four different levels of presentation for each activity). In contrast, both these items in the mentioned order, drew positive responses from eleven (55%) and ten (50%) of the participants respectively. In each case only two (10%) of the responding students considered their satisfaction to be "average."
The purpose of this study was to investigate the feasibility of employing a partially programmed approach to a performance-oriented methods course. Consequently, it is appropriate to conduct a more thorough analysis of the participants' attitude toward this approach.

Mechanics of the Programmed Segment. -- Table 5 indicates that the participants were generally satisfied with the mechanics of the Programmed Segment. A majority of positive responses were recorded for seventeen of the twenty items in this section. The students appeared to be particularly satisfied with the availability of the course instructor during the programmed phase. Items 8 (availability of the course instructor for clarification of program procedures) and 9 (availability of the course instructor for critiquing students' taped performances each received positive responses from twenty (100%) and nineteen (95%) respondents respectively. Only one participant reported that his degree of satisfaction with the availability of the course instructor for critiquing was "average."

An important concern of this project was the quality and usefulness of the Program Manual. This text played a major role in supplying the students with vital information for successfully completing the program. The investigator noted that more than two-thirds of the participants responded positively to each of the three items which sought their attitudes toward the content and
usefulness of the manual; they were the following items: 3 (the content of the Program Manual), 4 (clarity of "Behavioral Objectives" as set forth in the Program Manual), and 5 (usefulness of the Program Manual to help achieve the goals of the "Programmed Segment").

It is interesting to note in this section of the scale that the notably frequent occurrences of negative responses were concerned with time. Items 14 (amount of time allowed for completing the Programmed Segment) and 20 (use of class time allowed for the expansion of presentation techniques related to the programmed activities) showed negative responses from seven (35%) and nine (45%) of the respondents respectively. In a third item where time was not overtly mentioned; Item 17 (use of four different levels of presentation of each activity . . .) it is entirely possible that time was precisely the factor which influenced the relatively high number of negative responses. Eight (40%) students responded negatively to this item. The foregoing speculation is based on the fact that the various taped presentations required different amounts of time for viewing.

The Programmed Segment as an effective approach for training prospective foreign language teachers. -- The response to the use of the Programmed Segment as an effective approach to training prospective foreign language teachers Table 6 (Section B of the scale)
showed that a majority of the students reacted positively. The item receiving the most positive responses was number 36 (the Programmed Segment as an effective approach for developing healthy peer-group interaction). Eighteen out of twenty (90%) participants indicated a positive attitude when responding to this item. Two (10%) students reported their attitude concerning this matter as being "average." The participants thus appear to have benefited greatly from working in teams.

An important participant reaction sought in this evaluation was the students' judgment of the effectiveness of the Programmed Segment for providing individualized instruction. Item 21 was constructed to obtain this information. Ten (50%) of the participants indicated their reactions to be clearly positive when they responded "good" to this item. Nine (45%) of the students reported a feeling of "average." This could be interpreted as either positive or negative. Only one (5%) of the respondents responded to this item with an overtly negative response ("poor"). It is interesting to note here that although only half of the students indicated a clearly positive reaction to the program as an effective approach for providing individualized instruction, the frequency of positive responses to two related items were noticeably greater. Sixteen out of twenty participants (80%) responded "good" to both items 22 (the Programmed Segment as an effective approach for promoting self-criticism) and
23 (the Programmed Segment as an effective approach for promoting self-improvement). The remaining four (20%) participants, in each case, recorded their reaction as "average."

A second important reaction solicited in this portion of the scale was the attitudes of the participants toward the Programmed Segment as an effective approach for freeing formal class time in order to increase the amount of course content. The two items which sought this information are as follows: 27 (the Programmed Segment . . . for freeing additional formal in-class time for discussion of theory and practice) and 28 (the Programmed Segment . . . for freeing additional formal in-class time for presentation of other teaching techniques and activities). In each of these items a majority of the students indicated that their attitude was "good."

Eight (40%) of the respondents voiced a feeling of "average" for Item 27, while only five (25%) participants indicated the same attitude for Item 28; these could be construed as either positive or negative feelings. The only instance of a clearly negative attitude ("poor") was that indicated by one respondent in Item 28.

The Programmed Segment as an instructional component. --

In reference to the overall reaction of the prospective teachers to the Programmed Segment as an instructional component, Table 7 indicates that the responses were generally positive. Students reported negative feelings in only four out of eight items in this
section of the scale. The most negative responses were reported for Item 32B (maximum time for preparation before video taping the activity). Five (25%) of the participants felt that the time was not enough. In contrast to this indication, nine (45%) students reported positive reactions for Item 32B ranging from "good" to "very good." Six (30%) reported their attitudes to be "average." A possible explanation for the relatively few responses ranging from "good" to "very good" may be that the students were strongly urged to finish one activity per week. The writer notes here that this time limit is considerably less restricting than the traditional limit where students are expected to finish an activity in one to two days. Responses to Item 32A showed that more than three-quarters of the participants (17) were satisfied with the individual attention they received in the program. These students rated this feature from "good" to "very good." Sixteen participants indicated satisfaction ranging from "good" to "very good" when responding to Item 32C (had maximum opportunity to achieve a satisfactory rating on each performance of the target skills). This is a feature which is not present in the in-class presentation of these skills.

The single most important item in the instrument, Item 33 (recommending continuation of the Programmed Segment) drew one-hundred percent positive responses. They ranged from "recommend" (7 students or 35%) to "strongly recommend" (13 students or 65%).
The investigator observes that any positive recommendation in this item which falls short of a clear majority would indicate that the proposed instructional approach be carefully revised or possibly abandoned.

Finally, students were asked to respond to an open-ended question (Item 33) which solicited their suggestions for improving the Programmed Segment. Responses to this question are listed here according to their frequency of occurrence in descending rank order.

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>Frequency of Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clarify the Program Manual.</td>
<td>10</td>
</tr>
<tr>
<td>2. Cut performance examples on each tape.</td>
<td>5</td>
</tr>
<tr>
<td>3. Make more time available for taping.</td>
<td>2.</td>
</tr>
<tr>
<td>4. Have smaller critiquing sessions.</td>
<td>2</td>
</tr>
<tr>
<td>5. Redo some of the viewing performances.</td>
<td>2</td>
</tr>
<tr>
<td>6. Have the time schedule (sign-up sheet) available at all times.</td>
<td>1</td>
</tr>
<tr>
<td>7. Either shorten course time or give more credit.</td>
<td>1</td>
</tr>
<tr>
<td>8. Critique and tape during the same time period.</td>
<td>1</td>
</tr>
<tr>
<td>9. Read the behavioral objectives before viewing the tapes.</td>
<td>1</td>
</tr>
<tr>
<td>10. Show various approaches for the various presentations.</td>
<td>1</td>
</tr>
<tr>
<td>11. Reconstruct the critiquing time.</td>
<td>1</td>
</tr>
</tbody>
</table>

Reaction to the "Performance Series."--As was mentioned earlier in this chapter, Part III of the scale sought participants' opinions regarding all four performances (course instructor, peer
teacher, micro-teacher and high school teacher) of each basic performance skill. Of the twenty participants responding, fifteen (75%) did not recommend the continued use of all four performances. These students were asked to indicate which performance(s) they would like to see eliminated. Their responses are presented here according to their frequency of occurrence in the following descending rank order.

<table>
<thead>
<tr>
<th>Performance</th>
<th>Frequency of Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Micro-teacher</td>
<td>13</td>
</tr>
<tr>
<td>Peer teacher</td>
<td>8</td>
</tr>
<tr>
<td>Classroom teacher</td>
<td>1</td>
</tr>
<tr>
<td>Instructor</td>
<td>0</td>
</tr>
</tbody>
</table>

While one (5%) was undecided (he answered yes/no), four (20%) respondents recommended continued use of all four performances. Reasons for their decision are listed as follows:

1. They (the four performances) provide different opinions and suggestions.
2. They were very helpful.
3. They provide necessary reinforcement.

Two of the students answering "yes" appeared to generally approve the use of four performances, but not for every activity. One of these two respondents indicated that he would like to see all four performances used for the first two activities (Teaching vocabulary
and Presenting the dialogue) but, recommended elimination of the micro-teachers' performances throughout the rest of the demonstration tapes.

The Programmed Segment: Is It Feasible In Terms of Time, Cost, and Staffing?

The previous section investigated the feasibility of the Programmed Segment in terms of the participants' attitudes toward this approach. The results clearly indicated that the methods students were generally satisfied with the Programmed Segment. The present section deals with the feasibility of this approach in terms of time, cost and staffing.

Time

Instructor time
Non-recurring time

The course instructor was required to spend a total of fifty hours collecting suitable demonstration tapes for the Programmed Segment. Approximately eighty-eight percent of this recording time occurred during the normal time allotted for the methods course. Taping the experienced teachers' demonstrations required only six hours of the course instructor's own time. Approximately twenty hours were devoted to editing and splicing of the actual demonstration tapes. Another thirty hours were devoted to the preparation of the
Programmed Manual. Thus, a total of one hundred hours was required for preparing the materials for the Programmed Segment. This may be considered as non-recurring time, since the material, once developed, could be used as often as desired. Certainly there would be need for minor adjustments and improvements; however, this is to be expected in any program.

Recurring time

A second consideration was recurring instructor time. The methods course instructor was available for critiquing students' performances. The out-of-class activity required a total of twenty-two hours.

Student time

The second major consideration was student time. An analysis of participants' time cards revealed that each student spent an average of approximately seventeen hours and twenty-one minutes completing all the programmed activities in the five week limit. This was in addition to traditional course work.

While an analysis of the time factor indicates an increase in the amount of time the instructor and students devoted to the methods course, it is important to remember that a major intent of this study was to create more class time for the inclusion of other activities and experiences rather than to reduce training time. If one implemented the participants' suggestions to decrease the number of
demonstrations to be viewed, the amount of additional student time required for the program could be sharply reduced. It is interesting to note at this point that only one participant indicated dissatisfaction with the time he spent above and beyond his traditional classwork. It appeared that the remaining nineteen participants did not consider the time requirement excessive. Several students informed the investigator that the benefits derived from the program far outweighed any negative attitude toward the requirement of additional time.

Cost

An analysis of the cost for developing and implementing this project follows:

Recurring costs:

Maintenance of the Department's VTR unit for one quarter $ 40.00

Equipment rental (maintenance included) - $125.00

Duplication

21 Program Manuals (38 pages each) at $.91 a copy - $ 19.11

Participant Satisfaction Scale (140 sheets) - $ 1.25

Total Recurring Costs: $185.56
While the cost factor in this project appears to be high, the reader must realize that the total expense for such a program is ultimately justified on the basis of cost expenditure per student. In institutions where a particular department trains a large number of teachers yearly (i.e., for the past three years, the Foreign Language Education Department at The Ohio State University has averaged 59 graduates per year) the above expense is not unreasonable. However, in institutions where the number of graduates is small (i.e., twelve or fifteen per year) such a budget might be hard to justify. Institutions which fall into the latter group might find consolation in the following observation. Although the initial cost for a program such as the one described in this study is high, most
of the necessary material and equipment, when properly maintained, can be reused for a number of years. If the course instructor so desires, the Program Manual could be collected and redistributed each quarter. This would eliminate a frequently recurring duplication cost.

**Staffing**

The Programmed Segment was designed to be a component of the basic foreign language methods course. Therefore, the methods instructor should be competent in the operation of the VTR unit. However, this is not absolutely necessary. Since the time for instructing a student in operating is short (approximately three hours), the instructor could enlist the aid of a person who is familiar with the operation of the equipment.

The course instructor was solely responsible for conducting the professional critique session. If graduate students were available, they could be trained to conduct these sessions, thus freeing the instructor for other duties such as course planning, individual counseling, and further research. In situations where money is available, it might be desirable to employ laboratory assistants. Their duty would be to distribute tapes, answer procedural questions, and maintain the equipment. In this study, the course instructor handled these duties since funds were limited.
Tapes were kept in the laboratory, procedural questions were answered in class, and students were instructed in how to maintain the equipment. While this procedure was more economical, there were two clear disadvantages: the risk of damage to the equipment and program material was great, and the answering of procedural questions in class was very time consuming.

Summary

This chapter has presented responses to major guiding questions for this study. Participants' reactions to the Programmed Segment were presented. The feasibility of this approach within the constraints of time, cost and staffing was also discussed. The following chapter is concerned with a summary and conclusions of this investigation.
CHAPTER V

SUMMARY AND CONCLUSIONS

Summary of the Study

The purpose of this study was to investigate the feasibility of implementing a partially programmed approach to a performance-oriented foreign language methods course. In order to complete this project, the investigator had to perform two major tasks. These were: 1) to develop the program material and 2) to evaluate the feasibility of the approach by conducting a pilot study with foreign language methods students.

The vast content of the methods course and the limited time in which an instructor has to present it motivated the writer to investigate a possible solution to this dilemma. A second, but no less important concern in this study was the need for providing for individual differences among the methods students. This concern was limited to their acquisition and demonstration of five basic performance skills (See page 9).

The answers to four questions were sought in this study:
 Were the two main purposes for developing and implementing the partially programmed approach ultimately fulfilled? These main purposes may be stated in the following questions:

1. Was more class time created for the expansion of discussion of assigned reading material and for inclusion of an increased amount of direct and vicarious teaching experiences?

2. Was there provision for individual differences in the methods students' acquisition and demonstration of five basic performance skills?

   - Were all the participants able to complete the Programmed Segment satisfactorily?

   - Do prospective foreign language teachers respond positively to the Programmed Segment?

   - The Programmed Segment: Is it feasible in terms of time, cost and staffing?

A review of the literature was presented in Chapter II. The review supported the concern of the foreign language education staff to develop a more viable pre-service methods course for training foreign language teachers. A significant consideration emphasized in the literature was the need to create a more relevant and practice-centered course while maintaining an adequate level of presentation
of and discussion on related theory. The review also revealed the need to actually involve prospective teachers in an individualized approach to learning. The several working programs reviewed in Chapter II are indicative of the type of curriculum that could be developed to meet the four concerns which motivated the investigator to undertake this study, viz., relevancy, performance, individualization, and the proper balance of theory and practice.

The program material consisted of video-taped demonstrations of five basic performance skills. Each demonstration tape contained a series of four performances of each programmed activity. The order of performances was as follows: 1) the course instructor in the methods class, 2) a methods student in the peer teaching situation, 3) a methods student in the micro-teaching situation, and 4) experienced teachers in their own classes with their own students. A Program Manual (See Appendix B) was developed to facilitate the participants' progress through the Programmed Segment.

Each participant was directed to follow a series of steps for completing the Programmed Segment. Briefly stated these steps were: 1) Read the pertinent material, 2) View the appropriate demonstration tape, 3) Prepare a personal demonstration of the pertinent activity, 4) Videotape this demonstration, and 5) Present the taped demonstration to the course instructor for a professional and group critique. In addition to these five steps, the student was
also asked to indicate, as accurately as possible, the time it took him to complete each step. The times for steps one and three were combined since they both involved preparation. In the event of a student's demonstration being judged unsatisfactory, he was directed to repeat steps three through five. A more detailed description of the student procedures was presented in Chapter IV.

Conclusions

The conclusions emerging from the project can conveniently be set out as answers to the key questions discussed in Chapter IV.

Were the main purposes for developing this partially Programmed Approach ultimately accomplished?

The two main purposes for developing this partially programmed approach were clearly accomplished. First, more class time was created for the expansion of discussion of assigned reading material and for inclusion of an increased amount of direct experiences. However, because of the many new activities included in the course during the Autumn Quarter of 1970, the expansion of vicarious teaching experiences was not possible. Secondly, there definitely were provisions for individual differences in the students' acquisition and demonstration of five basic performance skills.

The above stated conclusions were based on the fact that virtually all of the instructor and student demonstrations were eliminated from the methods classes in the Autumn Quarter of 1970. This freed approximately fourteen hours for additional activities involving class time (See Table 2). The types of activities added to
the course may be observed in Tables 2 and 3 located in Chapter IV. With regard to allowing for individual differences, for the first time, students were able to redo unsatisfactory performances. Time constraints in the traditional arrangement (demonstrations in class) did not previously afford the student such an opportunity.

Were all the participants able to complete the Programmed Segment satisfactorily?

Each of the twenty participants did satisfactorily complete the Programmed Segment.

Records kept by the course instructor showed that all the participants received a final rating of "Satisfactory" for all of the programmed activities. In three separate cases the students' performances were initially judged "Unsatisfactory." However, their second attempts to meet the performance objectives for those activities were successful.

Do prospective foreign language teachers respond positively to the Programmed Segment?

The prospective foreign language teachers did respond positively to the Programmed Segment.

One hundred percent of the participants recommended that the Programmed Segment be continued (See Table 7, page 99). Other support for this finding is found in the consistently high frequency of positive responses to a majority of the items in Tables 5, 6, 7.
Time allotment for certain aspects of the Programmed Segment appears to be the source of some dissatisfaction among the participants.

Table 5 showed that high frequencies of negative responses ranging from six to nine were consistently recorded for items which involved a judgment of time. Consequently the investigator concluded that more time should be allotted first, for completing the Program Segment, and secondly, for adequate discussion of assigned readings and additional teaching techniques. The former could be accomplished by postponing the micro-teaching session until the last week of the quarter. Such an arrangement would afford the students a period of nine rather than five weeks for completing the program. Other action which could be taken for the purpose of increasing the time allotted for completing these activities would be: 1) to make the program laboratory more frequently available to the participants and 2) to reduce the number of video-taped demonstrations. The latter step would further reduce the time students devote to viewing the tapes. Class time for achieving a more adequate discussion of readings and teaching techniques could be gained by further programming other activities, as well as reducing discussion time for less complicated techniques.
The Programmed Segment: Is it feasible in terms of time, cost, and staffing?

The constraints of time, cost, and staffing are reasonable in the context of a large institution.

A major portion of the instructor's time for this project was spent in developing the program material and organizing the Programmed Segment. Approximately one hundred hours were expended for this task. Of this total expended time, slightly more than half was methods course time. This was attributed to the fact that three of the four performances on each demonstration tape were acquired during previous regular course sessions. The remainder of the time was the instructor's own time. This was devoted to taping the experienced teachers, editing and splicing video-taped performances, and writing the Program Manual. All of this was non-recurring time. Consequently, once the program material was developed and the Programmed Segment organized, this time is no longer regularly required. The total recurring instructor time required for this approach was twenty-two hours. This time was spent in viewing and critiquing the methods students' demonstration tapes. Recurring instructor time could be lessened in situations where graduate assistants are available for the critique sessions. The assistants would have to be trained to carry out this responsibility. Such training could be a regular part of a supervision seminar.
The participants' time for all five of the programmed activities after five weeks averaged out to seventeen hours and twenty-one minutes. Once again, this could be cut down by eliminating some of the performances on the demonstration tapes, thus, reducing viewing time. It is interesting to note here, that only one participant complained about this extra-class time. The absence of further complaints might lead one to conclude that the majority of the students felt that the finished product was well worth the extra time.

This study further revealed that although the initial cost factor is high, this level of expenditure need not be a recurring one. The high cost is mostly due to the initial acquisition of video-tape units and the accompanying tapes. However, once these are purchased, they may be reused for a considerable length of time. The tapes do wear out; however, they do not have to be immediately replaced unless one wishes to maintain impeccable playback quality. The investigator discovered that this was not a crucial factor in his study. In institutions where this equipment and supplies are already available, cost is almost exclusively confined to factors of time and staffing.

In reference to the staff needed to direct this programmed approach, it was found that the course instructor could handle the major portion of the duties if absolutely necessary. This conclusion
was based on the fact that once the methods students were trained to operate the taping equipment (about three hours of instruction), the instructor's only duty would be to conduct the critique sessions. However, the investigator cautions that it would be wise to have a skeleton crew on hand in the program laboratory to insure the proper handling of the machinery and tapes, as well as the maintenance of minor equipment problems. Graduate students could be trained for this task.

One solution to the staffing problem might be found in institutions such as The Ohio State University where a central listening and viewing center exists. Arrangements could be made to place the demonstration tapes on existing video-tape banks. Students could go to the viewing laboratory anytime during the day, thus, eliminating the need of pre-scheduling viewing time. This arrangement also obviates the need for departmental staffing. Since the listening and viewing center is an institution-wide service, the staff would be supplied and paid for by the University at no extra cost to the specific department which wished to use the facilities. A close liaison would have to be maintained between the course instructor and the Director of the center concerning matters of tape changes, tape quality, and if necessary, tape scheduling. The advantages that such an arrangement has are: 1) it eliminates the need for departmental staffing, 2) it virtually eliminates maintenance
costs, and 3) it increases the amount of laboratory time available to students for viewing the demonstration tapes. This last advantage would satisfy the negative attitude of some of the students regarding this requirement of the Programmed Segment.

In spite of additional time (a detailed account of instructor time is presented in Chapter IV under "Time") an initially high cost, and the possible need for staff other than the course instructor, the investigator concludes that in terms of time, cost and staffing, the programmed approach is both feasible and desirable. The very positive participants' reactions to the programmed approach and the fact that the approach was able to successfully attain its several goals (See pages 10-11) are basis for this conclusion.

Implications for Further Study

The conducting of this project and the analysis of the results has resulted in raising several major topics which merit investigation. The topics which follow encompass the areas of both preservice and inservice training.

Further Programming

Because of the participants' generally positive attitudes toward this project, it would be safe to assume that other potential areas for programming could be identified and developed. A perusal of the course content for the 1970 Autumn Quarter (See page 83-84)
reveals that the demonstration on "Hand Signals" could be easily adapted to programming via the video-tape recorder. A second activity which might become a programmed task is the teaching of writing--initial transition stage. This particular teaching skill would lend itself well to presentation via written media (perhaps a booklet of examples and exercises) rather than a video-tape recorder. Evaluation of student acquisition of this teaching skill could be achieved by asking the methods student to submit his homework exercise sheets and checking them against previously established performance criteria. A third area offering excellent potential for programming involves the reading assignments for the methods course. In institutions where computer assisted instruction (CAI) is available, arrangements could be made to develop and implement a computer assisted approach to major required readings for the methods course. The development of such an approach presupposes the establishment of clear statements of instructional objectives. It also provides the student with the means for immediate self-evaluation with respect to his completion of the stated objectives. This would then obviate the need for utilizing class time for such a purpose. In cases where theoretical readings overlap with other subject areas, the instructors in the various disciplines should cooperate in making a program available to the students in each subject area. Such an opportunity exists at The Ohio State University
where the Department of Science Education has developed a CAI program involving the underlying theory and the development of instructional objectives. Since foreign language education students are also required to read on and subsequently develop such objectives, there appears to be no reason why the program could not serve both departments. It is precisely the lack of this type of inter-disciplinary cooperation which further contributes to the polarization of the various disciplines and the waste of manpower.

Development of a laboratory approach

An investigation into developing a complete laboratory approach could be made. A proto-type for such an approach in foreign language education might be developed by carefully studying an existing course of this type in the Biology Department at The Ohio State University. Such a course in foreign language education could carry five credits. The foreign language staff would establish specific instructional goals written in behavioral terms. These goals would encompass the content of the entire methods course. Each student would be expected to attend laboratory sessions on his own during which time he would be directed to work on a previously specified sequence of activities. These might range from practicing the construction of visual aids to the actual video-taped performances of designated basic performance skills. Other activities which would
be covered in the laboratory might be simulation, micro-teaching and direct or video-taped observations of public school classes. Laboratory assistants would be on hand and serve in the capacity of instructors, as well as technicians. The source for this staff could be graduate assistants with adequate teaching experience. Thus, the course instructor or instructors could be freed to serve as facilitators rather than disseminators of knowledge. Thus, the instructor's main duty would be to oversee the laboratory class and conduct a one and a half hour discussion session twice a week. This session would be designed to discuss questions on specific problems encountered in the laboratory, as well as to discuss the theory of foreign language learning. Such meetings would provide the instructor-student interaction often missing in self-instructional approaches. Supplementary, but not required, activities could be made available to all methods students. Culture films or video tapes of lectures on related topics could be provided for showing in a laboratory viewing room. These activities would be scheduled to run for several days at a time. The methods students would be given the exact time schedule and urged to attend the various sessions, if they so wished. Obviously, this type of project would take more than a year to develop. Perhaps it could be broken into segments so that several people could develop various aspects of the program. These aspects
could then be combined to form the complete laboratory course as
described above.

Training prospective supervisors
of student teachers

An investigation should be conducted on the feasibility of
utilizing the proposed Programmed Segment as an on-campus or
off-campus training experience for prospective supervisors of
student teachers. In addition to the regular departmental course
in supervision, the graduate trainees would be assigned to conduct
the various critique sessions involving the undergraduate methods
students. The methods course instructor, as well as the instructor
of the supervision course would be available for supervising this
training program. Attitudinal scales and other pertinent measuring
instruments would have to be developed for evaluating the project.

Inservice training of
local teachers

A study might be conducted to determine the effectiveness of
using video tapes such as those developed for this project for the
inservice training of local high school teachers. The demonstration
tapes could be located on campus or could be made available on a loan
basis to the local schools. The information gathered from such a
project would be valuable in determining the value of offering such a
service, as well as the degree to which this service contributes to
good relations between the academic community and the surrounding schools. Pre-test and post-test instruments could be developed to determine the extent to which the use of such tapes contributed to the inservice teacher's professional improvement.

**Replication of the present study**

Now that the programmed materials are available, a replication of this study should be made to determine the extent to which the instructor's personality influences student's attitudes in such a study. The replication study could also include an attempt to determine the participants' pre- and post-course attitudes toward teaching. Other information gathered in the replication study could deal with the partially programmed approach as an efficient and effective means for preparing prospective foreign language teachers for their student teaching experience. This information would be gathered after the participants have completed student teaching.
APPENDIX A
EVALUATION SHEET

Bit-Teaching

I. For Bit-Teaching Sessions Only:

1. Gives clear, concise instructions.
   1 2 3 4 5 NA

2. Uses gestures effectively.
   1 2 3 4 5 NA

3. Uses eye contact effectively.
   1 2 3 4 5 NA

4. Uses group techniques effectively.
   1 2 3 4 5 NA

5. Uses individual techniques effectively.
   1 2 3 4 5 NA

6. Blends group and individual techniques effectively.
   1 2 3 4 5 NA

7. Develops good rapport with students.
   1 2 3 4 5 NA

8. Uses visual aids effectively.
   1 2 3 4 5 NA

   1 2 3 4 5 NA

10. Preparation of this lesson.
    1 2 3 4 5 NA

Sub-score_______
II. Composite Rating of Applicable Teacher Performance Skills:

11. Teaching vocabulary.
   1  2  3  4  5  NA

12. Presentation of dialogue.
   1  2  3  4  5  NA

13. Presentation of grammar structures
   1  2  3  4  5  NA

14. Presentation of grammar generalization.
   1  2  3  4  5  NA

15. Presentation of reading material.
   1  2  3  4  5  NA

16. Presentation of writing material.
   1  2  3  4  5  NA

Sub-score_____
A PROGRAM MANUAL
FOR
EDUCATION 540B

Developed by
William E. De Lorenzo
Course Instructor
1970 - 1971
Preface

This manual has been developed to aid the methods student in completing the programmed phase of the basic Spanish methods course (Ed. 540B) at the Ohio State University.

The activities chosen for this self-instructional program are:
1) Teaching Vocabulary, 2) Teaching the Dialogue, 3) Presentation of Grammar Structure, 4) The Initial Transition from Listening-Speaking to Reading, and 5) Presentation of Grammar Generalizations.

Information contained herein is designed to equip the methods student with vital information concerning procedures and behavioral objectives necessary to the successful completion of the Programmed Segment. Methods students are advised that the detailed behavioral objectives also serve as step by step instructions for performing the specified activities. Each set of objectives is preceded by a brief introduction to that activity.

In order to insure optimum success in completing the programmed phase of this course, the student must read all pertinent sections of this manual before proceeding with the program.
Procedures

Team-work: The methods students will be required to function in teams. The latter will consist of approximately four persons per team and will be organized during the first week of the course. Each member of the team is required to video tape and record each performance of his assigned activity. This is to be accomplished in the presence of team members. The non-performing members are asked to simulate the role of language learners and react to the prospective teacher's presentation. If for any reason, after the team presentation, a student feels the need for individual practice, he may arrange such sessions with the course instructor.

Presentation Assignments: Following team assignments, every member of each team will be presented with information designed to insure successful completion of the programmed unit. In addition to receiving the Program Manual, each team member will receive his required presentation assignments for the duration of the entire programmed phase. The latter includes such specifics as vocabulary words, dialogue lines, structure items, etc. This procedure is taken so that the methods student may proceed through the program with as little delay as possible.
Time Factor: The program laboratory will be open daily from 8:00 a.m. to 5:00 p.m. with the exception of Saturday and Sunday. Students are required to view and record their lessons during this period of time.

A second time limitation is imposed in terms of program completion. All programmed activities must be completed prior to the micro-and team-teaching experiences in the local schools. This restriction is necessary since success in the latter experiences is contingent on previous mastery of the programmed activities. Approximate time allotment for program completion is five to six weeks. Change in this estimate is subject to the length of the current quarter session.

Pertinent Reading: After receiving his team assignment, pertinent lesson information, and appropriate orientation concerning the programmed phase, the methods student will be ready to begin his programmed sequence.

Although the programmed material is designed so that the student may commence with the immediate task of viewing the appropriate taped activities, he is required to complete background readings before proceeding with that phase. These readings provide the student with the necessary general information concerning the activity with which he is working at the time.
In addition to these text assignments, the methods student is asked to read the short orientation paragraphs which appear in the manual before each set of behavioral objectives. All reading will be discussed in class, hopefully prior to each programmed series.

**Viewing Tapes:** Once the required reading for an activity has been completed, the student may proceed to view the correlated taped series. A series consists of four teaching performances dealing with one of the five programmed activities. Each series, contains a presentation of that activity as performed by 1) The methods instructor in a methods class presentation; 2) A methods student during a peer presentation; 3) A methods student in a micro-teaching presentation; and 4) A master teacher in the actual secondary school class presentation.

The viewer is required to observe all four situations as often as he deems necessary. The viewing may be done in teams or, if necessary, individually. However, all subsequent recording and critiquing must be done in teams, unless otherwise specified by the course instructor.

The program tapes and machinery will be located in the program laboratory. Tapes may be checked out by the team or the individual. Under no circumstances is any tape to be removed from the lab. All problems with tape and equipment are to be reported to the lab attendant or course instructor.
Taping: After the methods student has viewed the appropriate teaching series to his satisfaction, he may proceed with the preparation of his lesson for a taped presentation. All student presentations are to be performed in accordance with the established behavioral objectives located after the introduction to each basic performance skill. He need not record on the same day that he views the tape. The video-taping of the methods student's demonstration should take place only after the student feels that he is thoroughly prepared for that phase of the program. Hopefully, this will occur within a day or two (perhaps less) after the viewing session. All taping is to be done on the individual lab tapes distributed prior to starting the programmed phase of the course. After a presentation is deemed satisfactory by the course instructor, the methods student should continue with the next activity. He is to record over the previously completed demonstration. This procedure results in automatic erasure of previously recorded material; thus, allowing the student to utilize the same tape throughout the program. All tapes are to be returned to the course instructor at the end of the programmed phase. The student will be required to pay for any lost or permanently damaged tape. This measure must be taken so as to cover the cost of replacing the tapes for subsequent classes.
Performance Critiquing: Upon completion of the team recording session, the members of the team are directed to make an appointment with the course instructor for a group critique session concerning each individual performance. The group will consist of members of that particular team and the course instructor. Each team member is to bring his individual tape for the playback and critique session. If an individual wishes further analysis of his performance, he may request a private critique session after the group session has been completed.

Each student is required to bring pencil and paper to the critique sessions so as to note his areas of strength and weakness. This will help him improve each subsequent presentation.

A student's performance will be deemed successful if he has satisfactorily completed the steps as indicated in the specific behavioral objectives given for each of five programmed activities. Deviations from certain specified objectives are subject to acceptance or rejection by the course instructor. His judgment will be based on currently accepted linguistic and/or pedagogical teaching procedures. The latter are discussed in classroom lectures, as well as required and suggested course readings. A judgment of unsatisfactory will result in the student's having to redo that particular programmed unit.
Final Evaluation: The methods student's final grade will be contingent on the degree of success with which he completes the entire methods course during the current quarter. At no time will the number of repetitions of the programmed units negatively effect his final grade.

The object of the programmed sequence is to have the student satisfactorily complete the recommended procedures for accomplishing the five basic performance activities as set forth in the programmed sequence of this course regardless of the number of attempts made during the required time period (See "Time Factor," page 136).

The methods student's final grade will be a letter grade based on his completion of numerous components of the course such as: quizzes, tests, class participation, completion of assignments, successful completion of the programmed sequence during the allotted time, and a numerical rating received during his performance in the final course activity--Team-Teaching in a classroom situation. No student may participate in the latter activity unless the programmed course segment has been satisfactorily completed.

At this point, the methods students are asked to wait for further announcement concerning the commencement of the programmed phase of this course. The one to two week time lag before beginning the programmed sequence is designed to give the student the necessary time for course adjustment. It also affords
the course instructor the time to assign teams and provide the
required orientation activities. However, the students may proceed
immediately with the reading concerning such activities, starting
with "Teaching Vocabulary." This procedure is recommended since
some of the readings involve various sources and therefore, require
more reading time than others.
Teaching Vocabulary

Required Readings:

   p.p. 167-170

Introduction

Teaching vocabulary has always been a topic of great concern. The main controversy seems to evolve around the presentation of lexical items in isolation (word lists) or in context. However, a second concern involves the manner in which meaning is conveyed; should the teacher present the student with a word for word (target language → native language) translation, or should he strive to establish meaning through the use of visuals, gestures, real props and context?

Robert L. Politzer and Charles N. Staubach in their book, Teaching Spanish: A Linguistic Orientation, expressed their accord with direct methodologists and other by strongly opposing the teaching of English - Spanish equivalents of context and especially in the learning of lists of words. They further claim that such teaching will lead the student to structural fragmentation and to the most serious and often ridiculous errors in the use of vocabulary.

The philosophy adhered to in this methods course with regard to teaching vocabulary closely parallels that of these noted authors.
The lexical items will be presented visually or through meaningful context. When the latter is used, it is usually assumed that the student is familiar with vital context surrounding the target word.

While the aforementioned authors feel that English seems justifiable where Spanish explanations become confusing or uneconomical, the 540B methods student will refrain from using English unless absolutely necessary; that is, after **every** channel of presentation has been exhausted. This measure is taken here since the participating student has ample opportunity to prepare his assigned word presentation well in advance of the actual video-tape recording of his performance. This restriction is designed to train the student to seek out every means available to convey meaning before reverting to direct translation in the native tongue; a technique which is much easier, but far less effective according to experts in the field.

For this activity lexical items have been divided into two types: **concrete** and **abstract**. The former refers to words which are quickly identifiable. The concrete referent is usually something which can be seen or touched. Some examples in Spanish of such words are; libro, silla, papel, coche, autobús, etc. The latter (abstract) deals with words not so easily definable in terms of physical properties. They are words which usually indicate a concept rather than a "seeable" or "touchable" object. Examples of such words in Spanish would be; también, nunca, apenas, mayor, antes, etc.
The student will note, that the abstract word he has been assigned for presentation has been "coded" (See page 145: behavioral objectives dealing with presentation of vocabulary). This is done so as to simulate during the peer presentation a situation which might closely parallel that of an abstract word presentation in a classroom situation.

At this point the methods student is asked to view the tape series dealing with concrete and abstract words. He is directed to follow the instructions as described in detail in the "procedures" section of this manual.

For quick reference he will find the following pertinent procedures on the indicated pages:

  Viewing: page 137
  Taping: page 138
  Performance Critique: page 139
Performance Objectives

I. TEACHING VOCABULARY

A. Abstract Words:

The 540B methods student will demonstrate his ability to present the meaning of an abstract word by completing the following steps in the sequence given.

1. He will repeat the abstract word two or three times while the class listens.
2. He will repeat the word again, this time having the students repeat it until all can pronounce it with facility.
3. He will convey its meaning by one or both of the following methods.
   a. He will show a visual or a series of visuals in a manner that it or they are visible to all students in the class. At the same time, he will repeat the utterances containing or leading up to the word he is teaching. He will manipulate the visual(s) in the manner which he feels best illustrates the target word.
   b. He will perform a very short skit (Approx. 45 sec.) which involves a situation that he feels clearly illustrates the meaning of the word he is teaching. He will involve the class if necessary.

4. The word will be considered successfully presented when the following occurs in the
   a. Peer presentation

      1) Given the coded word, * his peers can extemporaneously construct Spanish sentences and give them orally when called on to do so. The sentences will clearly demonstrate the meaning of the word being taught.

*The abstract word, as taught in the methods course to peers, will be coded (replaced by a non-existant phonologically correct sequence of Spanish symbols carrying no real meaning) since it is assumed that peers already know its meaning in the true form.
2) When asked what the word means, approx. 95% of his peers must be able to indicate by saying out loud and in Spanish the real word that is being taught.

Ex. Nunca (never) might be coded as lopa. Peer identification of the word, first, by constructing meaningful sentences clearly illustrating the meaning of the abstract word, and second, by shouting out NUNCA, will demonstrate that the word has been effectively presented and successfully taught.

b. Direct experiences

1) In the beginning stages of the learning experience (approx. first five months of Lang. Level I)

a) He will ask for a show of hands to determine the extent to which the word was comprehended. A show of at least 80% comprehension will indicate that he continue with the next word. Anything less than 80% will indicate that the word must be immediately presented again, perhaps in a different and much clearer context. He will repeat the prescribed procedure until the desired level of comprehension is achieved.

b) If the word appears impossible to teach in this manner (after approx. three or four attempts to reach the desired level of comprehension and having failed to do so) he will repeat the English equivalent once and immediately repeat the Spanish word, placing it in a meaningful context.

2) In the intermediate and advance stages of the learning experiences (middle and latter end of Level I and all of Levels II, III, IV, etc.), given a Spanish word, 80% of the students he calls on should be able to construct and deliver orally, a meaningful sentence. The latter will clearly illustrate** the meaning of the abstract word.

**Ex. UNCLEAR illustration:
El nunca va. (This does not show that the student comprehends the meaning of nunca.)
CLEAR illustration:
A Tomás no le gustan las películas. Por eso, nunca va al cine. (This gives more of an indication that the student offering the sentence has an idea of the meaning of nunca.)

B. Concrete words:

The 540B methods student will demonstrate his ability to present the meaning of a concrete word by completing the following steps in the sequence given.

1. He will show the visual or actual object while simultaneously repeating the corresponding word two or three times. The class will listen and will not repeat while the visual or object is being shown.
2. He will show the visual or object so that all the students may see it, pronounce the word, and have his class repeat it approximately two times.
3. He will place the target word in a meaningful sentence and repeat the sentence. After modeling the sentence, he will ask the entire class to repeat it.
4. He will ask simple questions on the practice sentences so that the students, when answering in Spanish, are forced to use the target word.

Ex. El comedor:

La familia Gómez come en el comedor cada noche.

Questions:

¿Quiénes comen en el comedor cada noche?
¿Dónde come la familia Gómez?
¿Comen ellos en la cocina?
¿Dónde come tu familia?

5. He will proceed with step #4 until a good sampling of students (slow to fast) can respond in Spanish.
6. He will show the visual or object and have the students repeat, individually or in chorus, the appropriate target word.
7. The word will be considered successfully presented when the following occurs in the

a. Peer presentation

1) He will follow each step as described above in Section I, B. He may make some alterations in the above steps if deemed necessary.
2) He will show the visual or object to random peers and ask: ¿Qué es esto? His peer will respond orally and correctly identify the visual or object in Spanish.

b. Direct experiences

1) He will follow each step as described above in Section I, B. He may make some alterations in the above steps if deemed necessary.
2) He will show the visual or object to random students (a good sampling of slow to fast) and ask: ¿Qué es esto? Approximately 95% of the students called on will respond orally and correctly identify the visual or object in Spanish.
3) He will not accept a response in English.
Teaching the Dialogue

Required Readings:

2. Handout: "The Art of Dialogue Teaching"
3. Rivers: pp. 167-188

Introduction

The audio-lingual approach to language learning brings with it deep concern for "natural" communication. Natural as used here refers to the ease with which one learns to speak the "informal" language. Wilga M. Rivers, in her book, Teaching Foreign-Language Skills, indicates that recognition of the features of informal communication has been the basis for the advocacy of dialogue learning.

While the dialogue equips the learner with immediate meaningful and relevant speaking situations, it also serves as the basic source for vocabulary and structure acquisition. With these three vital functions in mind, it should be made clear to the student that great care and much skill must be exercised in presenting the dialogue.

Assuming that key vocabulary items have been presented first, the student is reminded of other essential steps which further comprise effective dialogue presentation:

1. Construct a visual which serves as a cue for the line being taught. While the visual should be as accurate as possible with respect to the meaning which the line conveys, its
function is not to teach vocabulary, but rather an aid for subsequent recall of the exact line being taught. It should therefore be simple, uncluttered and suggestive of content meaning of the target line.

2. Using appropriate visuals, the entire dialogue should be modeled before the student is asked to repeat.

3. When necessary, the backward-buildup technique should be used.

4. After presentation of each statement or question-statement line, conduct immediate comprehension drills as suggested in behavioral objectives, page 152, Section 'b'.

At this point, the student is asked to view the tape series dealing with dialogue presentation.

The student is directed to follow the instructions as described in detail in the "procedures" section of this manual.

For quick reference he will find the following pertinent procedures on the indicated pages:

Viewing: p. 137
Taping: p. 138
Performance Critique: p. 139
Performance Objectives

TEACHING THE DIALOGUE

The 540B methods student will demonstrate his ability to present and teach the dialogue under the indicated situations by completing the following steps in the sequence given.

A. He will construct and show an appropriate visual for each dialogue line being taught in that day's lesson and model the sentence which corresponds to the visual being shown approximately two times. The class will listen while he models the sentence and shows the visual so that all may see it. He will continue with this step until the entire dialogue has been presented.

B. He will then proceed to present the lines again, using the following presentation techniques in the ensuing situations.

1. After 'one' complete line of dialogue (one or more sentences which is 'not' an answer to a question).

   a. He will show the appropriate visual and repeat the entire line of dialogue.

      1) If the line of dialogue consists of more than one statement, he will drill one statement at a time starting with the last one.

         Ex.  Aquí está mi hermano Juan. El quiere ir al cine con nosotros.

         He will start drilling the following:

         El quiere ir al cine con nosotros.

      2) He will use the ensuing drill techniques in the following situations.

         a) For short sentences (Approx. 10 syllables or less) which do not contain a pronunciation problem:

1A line of dialogue will be interpreted as any number of sentences uttered by a speaker before he is interrupted by a second speaker.
(1) He will repeat the entire sentence at normal speed while showing the class the corresponding visual.

(2) He will then repeat the entire sentence in a normal manner (left to right) at normal speed and ask the class to repeat the model after him. He will use as much repetition as deemed necessary.

(3) If at least 95% of the students cannot repeat the sentence correctly and with facility, he will break the sentence into meaningful groups and proceed with repetition by using the backward build-up technique. He will use as much repetition as deemed necessary. When this is completed, he will return to procedure '(2)'.

b) For long sentences (Approx. 11 syllables or more) or sentences containing pronunciation problems:

(1) He will repeat the entire sentence at normal speed while showing the corresponding visual to the class.

(2) He will break the sentence into meaningful phrases and proceed with repetition by using the backward build-up technique. He will use as much repetition as deemed necessary.

(3) He will then repeat the sentence in the normal manner (left to right) and ask the class to follow his model.

(4) If at least 95% of the students cannot repeat the sentence correctly and with facility, he will repeat the procedure starting with (2).

b. He will, upon completion of the appropriate drill technique as described above, ask approximately three or four questions on the statement. The response will involve the complete statement being taught. In long statements, the response may involve a significant portion rather than the complete statement being taught. In any case, the response will be a complete statement.

Ex. He will drill, through the appropriate suggested repetition technique, a line such as:

*Yo voy a la iglesia con Pepe y María.*
After completing the appropriate drill, he will proceed with a question-answer phase on that line of dialogue. He might ask:

¿Adónde vas tú?
¿Con quién vas a la iglesia?
¿Quién va a la iglesia con Pepe y María?
¿Vas tú a la iglesia con Toño y Juan?

He will have the students answer in a complete sentence when responding to the questions.

c. He will, upon completion of the question-answer phase or interspersed throughout the same, use the directed dialogue technique. In both the peer and direct experience situations, he will employ a minimum of three sets of directions.

Ex. He will say to a student:

NAME____, pregúntale a NAME____ con quién va a la iglesia.

NAME____, contéstale que tú vas a la iglesia con Pepe y María.

e tc.

Directions will be given in pairs or one at a time, depending on the student's ability to handle them.

d. This activity will be considered satisfactorily presented when the following occurs in the

1) Peer presentation

He has performed all of the pertinent activities, as listed above, in a logical order.

---

2A set of questions will be interpreted to include the direction as what to ask, as well as what to respond. (See example on page 154)
2) Direct experiences

(a) Given this activity under this situation, he will perform all of the pertinent activities in a logical order.

(b) Shown the appropriate visual, approximately 90% of the students will recall and repeat in Spanish the line which corresponds to that visual. If necessary, teacher prompting may be employed.

(c) Given a free response question that is entirely within the structure and vocabulary range of the current and/or previous lessons, the student will respond in Spanish with at least 90% accuracy. If necessary, limited prompting may be used.

2. After 'two' complete lines of dialogue (a question and its answer).

a. He will show the appropriate visuals and repeat each line of dialogue (question and answer).

1) If any of the lines of dialogue consist of more than one sentence, he will drill one sentence at a time starting with the last one.

Ex. -Pepe, ¿a qué hora tienes que estar en casa? ¿Quieres acompañarme a la tienda?

He will start drilling the following:

¿Quieres acompañarme a la tienda?

-Tengo que estar allí en cinco minutos. No puedo acompañarte hoy.

He will start drilling the following:

No puedo acompañarte hoy.

---

3See footnote 1, page 151.
2) He will use the ensuing drill techniques in the following situations.

   a) For short sentences (Approx. 10 syllables or less) which do not contain a pronunciation problem:

      (1) He will repeat the entire sentence at normal speed while showing the class the corresponding visual.
      (2) He will then repeat the entire sentence in a normal manner (left to right) at normal speed and ask the class to repeat the model after him. He will use as much repetition as deemed necessary.
      (3) If at least 95% of the students cannot repeat the sentence correctly and with facility, he will break the sentence into meaningful groups and proceed with repetition by using the backward build-up technique. He will use as much repetition as deemed necessary. When this is completed, he will return to procedure '(2)'.

   b) For long sentences (Approx. 11 syllables or more) or sentences containing pronunciation problems:

      (1) He will repeat the entire sentence at normal speed while showing the corresponding visual to the class.
      (2) He will break the sentence into meaningful phrases and proceed with repetition by using the backward build-up technique. He will use as much repetition as deemed necessary.
      (3) He will then repeat the sentence in the normal manner (left to right) and ask the class to follow his model.
      (4) If at least 95% of the students cannot repeat the sentence correctly and with facility, he will repeat the procedure starting with (2).

b. He will, upon completion of the appropriate drill technique as described above, ask approximately three or four questions on each line of dialogue. The responses will involve the complete question and/or answer being taught. This question phase will commence only after both lines of dialogue (question and answer) have been drilled in the manner described above.
Ex. He will drill, through the appropriate suggested repetition technique, both lines such as:

- Pepe, ¿a qué hora tienes que estar en casa? ¿Quieres acompañarme a la tienda?

- Tengo que estar allí en cinco minutos. No puedo acompañarte hoy.

After completing the appropriate drill, he will proceed with a question-answer drill on each line of dialogue. He might ask:

¿Qué dice Juan?

Dice Juan, ¿A qué hora tienes que estar en centro?

Dice Juan, ¿Quieres acompañarme al cine?

¿Dice Pepe que tiene que estar allí en diez minutos?

¿En cuántos minutos tiene Pepe que estar allí?

Dice Pepe, ¿puedo acompañarte hoy?

etc.

He will have the students answer in a complete sentence when responding to the questions.

c. He will, upon completion of the question-answer phase or interspersed throughout the same, use the directed dialogue technique. In both the peer and direct experience situations, he will employ a minimum of three sets of directions.

Ex. He will say to a student:

NAME, pregúntale a NAME a qué hora tiene que estar en casa.

NAME, contéstale que tú tienes que estar allí en cinco minutos.

---

4See footnote 2, page 153.
NAME, pregúntale a NAME si quiere acompanarte a la tienda.

NAME, contéstale que no puede acompañarle hoy.

etc.

Directions will be given in pairs or one at a time, depending on the student's ability to handle them.

d. This activity will be considered satisfactorily presented when the following occurs in the

1) Peer presentation

He has performed all of the pertinent activities, as listed above, in a logical order.

2) Direct experiences

(a) Given this activity under this situation, he will perform all of the pertinent activities in a logical order.

(b) Shown the appropriate visual, approximately 90% of the students will recall and repeat in Spanish the line which corresponds to that visual. If necessary, teacher prompting may be employed.

(c) Given a free response question that is entirely within the structure and vocabulary range of the current and/or previous lessons, the student will respond in Spanish with at least 90% accuracy. If necessary, limited prompting may be used.
Presentation of Structure Drills

Required Readings:

1. Grittn er: pp. 203-241
2. Handout: "Structure Drills"

Introduction

It was previously noted that the dialogue served as the source for subsequent structure drills. The learner, through extensive manipulation of various structure patterns, is eventually expected to master all the syntactical patterns of the target language.

The techniques for presenting and drilling structures are many. One might say that techniques are as unlimited as one's imagination will allow. Since it is virtually impossible to present the methods student with an inexhaustible list of pattern drill techniques, he will be asked to perform four drills which the course instructor deems basic to the knowledge of subsequent drill construction. The drills with which he will work are: repetition, simple substitution, transformation and replacement drills.

In addition to demonstrating his ability involving the mechanics related to presenting each of these drills, he will be expected to deliver each drill in the assigned manner of presentation--with or without visuals.

Before proceeding with this portion of the programmed lesson, the methods student is reminded of several essential presentation procedures:
1. Give several (usually 2) clear working models of what you want the student to perform.

2. Do not begin the actual drill until all students are ready.

3. Alternate between choral and individual responses.

4. Repeat the correct response after each students' response.
   (If the previously stated drill is easy and the teacher perceives that student responses meet the performance criteria, this step may be eliminated.)

5. The drill should be conducted in a "rapid fire" fashion.
   It is not to be interrupted with explanations.

At this point the student is asked to view the tape series dealing with the presentation of structure drills. The student is directed to follow the instructions as described in detail in the "procedures" section of this manual.

For quick reference he will find the following pertinent procedures on the indicated pages:

Viewing: p. 137
Taping: p. 138
Performance critique: p. 139
Performance Objectives

III. PRESENTATION OF STRUCTURE DRILLS

The 540B methods student will demonstrate his ability to present several grammar structure drills with or without visuals by completing the following three drill exercises; repetition, simple substitution, and transformation. A fourth exercise, replacement drill, will be performed where feasible. The methods student is to complete these drills in the manner described below. For a clearer idea of procedures the following objectives are divided into two areas: 1) Presenting grammar structure with visuals, and 2) Presenting grammar structure with verbal cues only.

A. Presenting Structure With Visuals:

1. Repetition drill phase

   a. He will show the appropriate visuals one at a time and model the corresponding lines once while the class listens.
   b. He will show the appropriate visuals one at a time, model the corresponding lines once and have the students repeat twice in chorus after each model.
   c. He will proceed in this manner until all the structures to be taught in that day's lesson have been modeled and repeated.

2. Simple substitution drill phase

   a. He will give appropriate instructions in simple Spanish.

      1) He will say: Escuchen, no repitan.
      2) He will say: "Yo digo," and follow it with the model sentence and the appropriate visual.
      3) He will follow this by saying: "Ustedes dicen," and repeat the same sentence.
      4) He will repeat this process until at least two or three models have been given.
      5) He will ask if everyone is ready by saying: "¿Listos?"
      6) He will indicate the beginning of the drill by saying: "Comienzen."
7) He will begin the drill by giving the models used in his instructions.
8) He will give the drill procedures in English, if the students seem to be having difficulty with them.

b. He will show one visual and repeat the corresponding structure once, after which he will have the students model the corresponding structure once.
c. He will repeat the structure immediately after the students.
d. He will show a second visual which will cue a uniform minimal change in the structure being taught, etc.

Ex. He will show a visual of a church and say:

- Yo voy a la iglesia.

The student will repeat:
- Yo voy a la iglesia.
He will repeat the correct response.
He will show a visual of a store:
The student will say:
- Yo voy a la tienda.
He will repeat the correct response.
He will show a visual of a school:
The student will say:
- Yo voy a la escuela.
He will repeat the correct response.
e. He will repeat 'a', 'b', 'c', and 'd' with each new structure change within this drill exercise.

All visuals used for cuing must represent vocabulary which the student is currently learning or has learned in previous units. The methods student must cause a change to occur in the same slot in each frame within this exercise. For the peer presentation, the 540B methods student must use a minimum of five visuals as part of the requirement for satisfactory completion of this phase.

3. Transformation drill phase

a. He will give appropriate instructions in simple Spanish.

1) He will say: Escuchen, no repitan.
2) He will say: "Yo digo," and follow it with the model sentence to be transformed and the appropriate visual.
3) He will follow this by saying: "Ustedes dicen" and model the transformed sentence.
4) He will repeat this process until at least two or three models have been given.
5) He will ask if everyone is ready by saying: "¿Listos?"
6) He will indicate the beginning of the drill by saying: "Comienzen."
7) He will begin the drill by giving the models used in his instructions.
8) He will give the drill procedures in English, if the students seem to be having difficulty with them.
   b. He will show one visual and repeat the corresponding structure which is to be transformed.
   c. He will have the students repeat the transformed version of the structure.
   d. He will repeat the correct response.
   e. He will show a second visual and repeat the corresponding structure which is to be transformed. Once again, the student will repeat the transformed version of the structure given, etc.

For this phase, it is imperative that the student hear the structure which is to be transformed as well as see the visual. This process will continue throughout the drill. It must be also noted that the pattern of the cue and the response are uniform.

Ex. He will show a visual of a church and say:
   - *Es una iglesia.*

   The student will repeat:
   - *Yo voy a la iglesia.*

He will show a visual of a store and say:
   - *Es una tienda.*

   The student will repeat:
   - *Yo voy a la tienda.*

He will show a visual of a school and say:
   - *Es una escuela.*
The student will repeat:
- Yo voy a la escuela.

4. Replacement drill phase

a. He will give appropriate instructions in simple Spanish.

1) He will say: Escuchen, no repitan.
2) He will say: "Yo digo," and follow it with the model sentence and the appropriate visual.
3) He will follow this by saying: "Ustedes dicen," and repeat the same sentence.
4) He will repeat this process until at least two or three models have been given.
5) He will ask if everyone is ready by saying: "Listos?"
6) He will indicate the beginning of the drill by saying: "Comienzen."
7) He will begin the drill by giving the models used in his instructions.
8) He will give the drill procedures in English, if the students seem to be having difficulty with them.

b. He will show one visual and repeat the corresponding structure once, after which he will have the students model the corresponding structure once.

c. He will repeat the correct response.

d. He will show a second visual which will cue a change in the structure being repeated at this point. The change will occur in alternate slots as indicated by the person giving the cue.

Ex. He will show a visual of a church and say:
- Yo voy a la iglesia.

The student will repeat:
- Yo voy a la iglesia.

He will show a visual of a church and simultaneously one indicating 'el'":
The student will repeat:
- El va a la iglesia.
He will repeat the correct response.
He will show a visual indicating 'él' and simultaneously show one of a store:
The student will repeat:
-El va la tienda.
He will repeat the correct response.
He will show a visual of a store and simultaneously one indicating 'ellos':
The student will repeat:
-Ellos van a la tienda.
He will repeat the correct response.

5. This activity will be considered satisfactorily presented when the following occurs in the:

a. Peer presentation

   He will perform all of the activities in the order described in section III, situation A.

b. Direct experiences

   1) Given the repetition drill, 90% of the students will perform with 100% accuracy.

   2) Given the simple substitution drill, approximately 90% of the students called on will perform with 95% accuracy.

   3) Given the transformation drill, approximately 90% of the students called on will perform with 95% accuracy.

   4) Given the replacement drill, approximately 85% of the students called on will perform with 95% accuracy.

   5) Given any of the four drill phases to be performed, he will follow the steps as described in Section III, Situation A.

B. Presenting Structure With Verbal Cues Only:

1. Repetition drill phase

   a. He will give an oral model of the structures being practiced. He will not use visuals.

   b. He will repeat each sentence again and have the students repeat the model approximately two times in chorus.
c. He will have the students repeat each model until all the structures to be taught in that day's lesson have been modeled and repeated.

2. Simple substitution drill phase

a. He will give appropriate instructions in simple Spanish.

1) He will say: Escuchen, no repitan.
2) He will say: "Yo digo," and follow it with the model sentence.
3) He will follow this by saying: "Ustedes dicen," and repeat the same sentence.
4) He will repeat this procedure until at least two or three models have been given.
5) He will ask if everyone is ready by saying: "¿Listos?"
6) He will indicate the beginning of the drill by saying: Comienzen.
7) He will begin the drill by giving the models used in his instructions.
8) He will give the drill procedures in English if the students seem to be having difficulty with them.

b. He will model the structure being practiced and have the students repeat the model once in chorus.

c. He will give a verbal cue which will cause a uniform minimal change in the structure being taught.

Ex. He will say:
-Yo quiero comer pan.

The student will say:
-Yo quiero comer pan.

He will repeat the correct response.
He will say:
helado.
The student will repeat:
-Yo quiero comer helado.

He will repeat the correct response.
He will say arroz.
The student will repeat:
-Yo quiero comer arroz.

He will repeat the correct response.
All verbal cues used in this drill phase must represent vocabulary which the student is currently learning or has learned in previous units. The methods student must cause a change to occur in the same slot in each frame within this exercise. For the peer presentation, the 540B methods student must use a minimum of eight items as part of the requirement for satisfactory completion of this phase.

3. Transformation drill phase

a. He will give appropriate instructions in simple Spanish.

1) He will say: Escuchén, no repitan.
2) He will say: "Yo digo," and follow it with the model sentence to be transformed.
3) He will follow this by saying: "Ustedes dicen," and model the transformed sentence.
4) He will repeat this procedure until at least two or three models have been given.
5) He will ask if everyone is ready by saying: "¿Listos?"
6) He will indicate the beginning of the drill by saying: "Comiencez."
7) He will begin the drill by giving the models used in his instructions.
8) He will give the drill procedures in English, if the students seem to be having difficulty with them.

b. He will model once, the structure which is to be transformed.

c. He will have the students repeat once, the transformed version of the structure.

d. He will repeat the correct response.

e. He will give the second structure which is to be transformed. Once again, the student will repeat the transformed version of the structure given, etc.

This procedure will continue throughout this drill phase. It must be also noted that the pattern of the cue and the response are uniform.

Ex. He will say: 
-Me gusta el pan.
The student will repeat:
- *Yo quiero comer pan.*
He will repeat the correct response.
He will say:
- *Me gusta el helado.*
The student will repeat:
- *Yo quiero comer helado.*
He will repeat the correct response.
He will say:
- *Me gusta el arroz.*
The student will repeat:
- *Yo quiero comer arroz.*
He will repeat the correct response.

4. Replacement drill phase

a. He will give appropriate instructions in simple Spanish.

1) He will say: Escuchen, no repitan.
2) He will say: "Yo digo," and follow it with the model sentence.
3) He will follow this by saying: "Ustedes dicen" and repeat the same sentence.
4) He will repeat this procedure until at least two or three models have been given.
5) He will ask if everyone is ready by saying:"¿Listos?"
6) He will indicate the beginning of the drill by saying: "Comienzen."
7) He will begin the drill by giving the models used in his instructions.
8) He will give the drill procedures in English, if the students seem to be having difficulty with them.

b. He will repeat the structure being taught, once. He will have the students repeat that same structure once.

c. He will give a verbal cue which will indicate the change to be made in the given structure. The change will occur in alternate slots as indicated by the person giving the cue.

Ex. He will say:
- *Yo quiero comer pan.*
The student will repeat:
- *Yo quiero comer pan.*
He will repeat the correct response.
He will say:
- *El.*
The student will repeat:
- *El quiere comer pan.*
He will repeat the correct response.
He will say:
- *comprar.*
The student will repeat:
- *El quiere comprar pan.*
He will repeat the correct response.

5. This activity will be considered satisfactorily presented when the following occurs in the:

a. Peer presentation

He will perform all of the activities in the order described in Section III, Situation B.

b. Direct experiences

1) Given the repetition drill, 90% of the students will perform with 100% accuracy.
2) Given the simple substitution drill, approximately 90% of the students called on will perform with 95% accuracy.
3) Given the transformation drill, approximately 90% of the students called on will perform with 95% accuracy.
4) Given the replacement drill, approximately 85% of the students called on will perform with 95% accuracy.
5) Given any of the four drill phases to be performed, he will follow the steps as described in Section III, Situation B.
The Initial Transition from Listening-Speaking to Reading

**Required Readings:**

1. Rivers: pp. 213-223

**Introduction**

The teaching of reading in the foreign language class has been another area of great controversy. The problem is not whether or not it should be taught but when it should be taught and in what manner.

While the traditionalist would see all skills (listening, speaking, reading, writing) presented simultaneously and not necessarily in that order, the "audio-linguist" advocates that they be presented in the aforementioned order with an appropriate period of time (time lag) between the listening-speaking stage and reading. He would also adhere to a second time lag separating the reading stage and writing. The methods student should be aware of the fact that within the audio-linguual camp there is disagreement on the duration of the time lag; thus, the instructor uses the word "appropriate" rather than giving a specific period of time. Whereas the audio-linguual "purist" would delay reading until at least four units of aural work has been completed, the "neo" audio-linguist sees little advantage in such long delay. However, all audio-linguists be they "purists" or "neo," recommend that reading be introduced only after, and based on, material which has been previously mastered in the listening-speaking period.
Since the techniques for presenting reading are many, the instructor has limited this phase of the program to instruction in two initial transition activities. Additional techniques will be discussed in a classroom session. The methods student will be assigned one of the two modes of presentation for completion of this phase of the program materials.

The following is an example of how to set up a dialogue for the initial transition to reading.

*ANTES DE LA CLASE

1 2 3 4
A: Roberto: ¡Hola, Isabel! ¿Cómo estás?
1 2 3 4 5
B: Isabel: Estoy bien, gracias, ¿y tú?
1 2
C: Roberto: Bien, gracias.
1 2 3 4 5
D: Isabel: Oye, ¿quién es ese chico?
1 2 3 4
E: Roberto: Es un amigo mío.
1 2 3
F: Isabel: ¿Cómo se llama?
1 2 3 4 5 6 7 8
G: Roberto: Se llama Juan. Ven y te lo presento.

Note, that once the dialogue has been duplicated in this manner, the teacher is able to indicate with:

1. **Letter alone** - The entire sentence to be read.

Example:

Teacher says: "A"
Student Reads: ¡Hola, Isabel! ¿Cómo Estás?
Teacher says: "D"
Student Reads: Oye, ¿quién es ese chico?

*Take from A-LM, Level I, Unit I, Harcourt, Brace & World.*
Example:
Teacher says: "B-tres"
Student Reads: "gracias"
Teacher says: "G-dos"
Student Reads: "llama"

As for the presentation of the reading transition with cue cards, the methods student must remember to use one word per card. For easy handling, make each card uniform in size regardless of the length of the word.

At this point the methods student is asked to view the tape series dealing with the initial transition from listening-speaking to reading. He is directed to follow the instructions as described in detail in the "procedures" section of this manual.

For quick reference he will find the following pertinent procedures on the indicated pages:

Viewing: p. 137
Taping: p. 138
Performance Critique: p. 139
IV. THE INITIAL TRANSITION FROM LISTENING-SPEAKING TO READING

The 540B methods student will demonstrate his ability to make a logical transition from the listening-speaking phase to the reading phase by completing the following steps in one of the two ensuing situations.

A. The initial transition with dittoed material:

1. He will NOT distribute dittoed material at this point.
2. He will read the dialogue through once while the students listen.
3. He will distribute the dittoed sheets containing the dialogue.
4. He will have the students look on silently while he reads the dialogue.
5. He will model the lines and have the students repeat the entire line after each model.
6. He will have all students read each line once in chorus; this time, without his help.
7. He will have small groups read two or three lines in chorus. He will make corrections if necessary.
8. He will have individuals read one or two lines. He will make corrections if necessary.
9. He will have individuals read one line from right to left. He will use the 'letter' system for indicating the lines to be read. (See p. 170-1.)
10. He will have individuals read random words. He will use the 'letter-number' system for indicating random words. (See p. 170-2.)
11. He will have the entire class read each line in chorus in the normal manner (left to right).

B. The use of cue cards as a variation of subsequent transitions:

1. He will place the dialogue lines on large cue cards (one word per card).
2. He will color code each sentence which is to be presented in the day's lesson.
3. He will read the dialogue through once from the text while the students listen.
4. He will read each line again and have the students read each line immediately after each teacher model of that sentence.
5. He will ask the students to close their texts by saying: 'Cierren los libros.'
6. He will show the students random words one at a time by holding up the cue cards and having a selected individual call out the word being shown.
7. He will correct all pronunciation errors immediately.
8. He will, upon finishing each sentence, place the cue cards for that sentence on the board-ledge or on the actual blackboard. The latter may be done with magnetic tape, masking tape, or individual magnets.
9. He will ask the student to physically place the words in their proper order so as to form the sentence from the dialogue.
10. He will ask the individual to read the sentence he has just formed.
11. He will repeat the sentence correctly once.
12. He will have the entire class read the sentence in chorus.
13. He will, at this point, show a cue card which contains a word from previously learned material. The word will be such that it can replace a word in the sentence on the board.
14. He will have a student pronounce the word being shown.
15. He will have the student go to the board and replace a word in the original sentence with the word he has just read. Both words must have the same function; action word to action word, determiner to determiner, doer to doer, etc.
16. He will, upon completion of the above steps taken with one sentence, go to the next sentence.
17. He will continue this pattern until all the sentences being presented for the day have been drilled.

G. This activity will be considered satisfactorily presented when the following occurs in the

1. Peer presentation

He will perform all of the activities in the order described in Section IV, Situations A or B.
2. Direct experiences

   a. He will perform all of the activities in the order described in Section IV, Situations A or B, according to the situation he chooses or is assigned.

   *b. He will immediately correct any reading error (pronunciation, intonation, phrasing, etc.) by repeating a correct model and having first, the entire class repeat in chorus and then, the individual repeat the same word or line once.

   * It would be unwise to have the student who is in error repeat the line over and over, since he probably will become very self-conscious of his error. This situation will most likely make any correction near impossible.
Presentation of Grammar Generalizations

Required Readings:

1. Grittner: pp. 120-122 ("Grammatical generalizations versus rote memorization")
   pp. 139-157 ("Approaches to learning grammatical generalizations")

Introduction

The presentation of grammar generalizations encompasses two approaches; the "deductive" and "inductive" methods of presentation. The former is traditionally associated with the grammar-translation method of teaching. Advocates of this method proceed structure manipulation with mastery (memorization) of grammar rules. "Structure manipulation" in this case is almost exclusively in written form.

The latter approach (inductive) is adhered to by those using the audio-lingual habit-formation method. This approach is based on the premise that extensive drill and manipulation of the various structures should precede rule formation. In this case, it is the student, who, through the process of discovery, formulates the rule(s) for a particular structure pattern. This is accomplished by presenting the student with carefully constructed patterns and meticulously sequenced questions. These two steps, when skillfully completed, should lead the student to a rule or set of rules. At this point, the process of analogy should enable him to generalize, that
is, apply the rule to similar patterns within the target language.

A two to three minute pattern practice session should follow each generalization.

The instructor has divided this activity into two modes of presentation, with visuals and without visuals. The methods student is asked to perform this activity according to the mode assigned to him in class.

At this point the methods student is asked to view the tape series dealing with presentation of grammar generalizations. He is directed to follow the instructions as described in detail in the procedures section of the manual.

For quick reference he will find the following pertinent procedures on the indicated pages:

| Viewing:             | p. 137 |
| Taping:              | p. 138 |
| Performance Critique:| p. 139 |
Performance Objectives

V. PRESENTATION OF GRAMMAR GENERALIZATIONS

The 540B methods student will demonstrate his ability to present grammar generalizations by completing the following activities in the ensuing situations.

A. With visuals (no written material):

1. He will expose the entire class to the illustrations by means of one of the following media.
   a. He will place illustrations on separate cards (one illustration per card).
   b. He will place illustrations on a ditto sheet (one sheet per student).
   c. He will draw illustrations on acetate for overhead projection.

2. He will place the illustrations in a logical order so that each visual grouping forms a simple substitution drill.

3. He will show each illustration once and have the students repeat the corresponding line after his model.

4. He will proceed to ask a series of logically structured questions over form and/or meaning. They will be kept very simple and specific with a minimum amount of technical grammar terminology such as: indicative, infinitive, third person, etc.

5. He will design the questions so that they serve as a step by step guide to the appropriate generalization of the grammar point being presented in that particular lesson.

6. He will proceed to each ensuing question only after he has received the desired response from the students for the previously asked question.

7. He will, upon completion of the above steps, summarize the vital points on which the student's generalization is to be based.

8. He will, based on his summary, have the students summarize the grammar point in a brief, non-technical sentence or two.

9. He will conduct a short (one or two minutes) transformational or item substitution drill.
B. Without visuals (written form):

1. He will expose the entire class to the written form by means of one of the following media.
   
a. He will place the model sentences in a logical order and their appropriate columns on the blackboard.
   b. He will place the model sentences in a logical order and their appropriate columns on a dittoed form (one sheet per student).
   c. He will place the model sentences in a logical order and their appropriate columns on an acetate for over-head projection.

2. He will so construct the model sentences so that they form a simple substitution drill.

3. He will model each sentence and have the students repeat each model immediately after him.

4. He will proceed to ask a series of logically structured questions over form and/or meaning. They will be kept very simple and specific with a minimum amount of technical grammar terminology.

5. He will design the questions so that they serve as a step by step guide to the appropriate generalization of the grammar point being presented in that particular lesson.

6. He will proceed to each ensuing question only after he has received the desired response from the students for the previously asked question.

7. He will, upon completion of the above steps, summarize the vital points on which the student's generalization will be based.

8. He will, based on his summary, have the students summarize the grammar point in a brief, non-technical sentence or two.

9. He will conduct a short (one or two minutes) transformational or item substitution drill.

C. This activity will be considered satisfactorily presented when the following occurs in the

1. Peer presentation

   He will perform all of the activities in the order described in Section V, Situations A or B.
2. Direct experiences

a. Given the appropriate model, through one of the media suggested in the appropriate situation (A or B), the students will respond with 100% accuracy by repeating the model sentences after the teacher.

b. Given the guide questions, at least 90% of the students called on will give the appropriate answer with 100% accuracy.

c. Given the summary of the vital points on which the generalization is to be based, one out of four students called on will give an appropriate generalization.

d. Given a transformation or item substitution drill, 85% of the students called on will respond with 95% accuracy.

e. Given any of the situations in section V, he will follow the steps as described in the order given.
Required Reading Reference List


3. Handouts:
   a. "The Art of Dialogue Teaching"
   b. "Structure Drills"


*These books are on Closed Reserve (C. R.) in the Education Library, Arps Hall.
APPENDIX C
Part I

Participant Satisfaction Scale
Background Information

PLEASE DO NOT WRITE YOUR NAME

Instructions:

The purpose of this section is to obtain pertinent background information regarding the "Program Participant." The participant is requested to respond truthfully to the following inquiry. Where applicable, please CHECK ( ) the appropriate response.

1. Sex: ___ male  ___ female

2. Age: ___ 18-20  ___ 21-25  ___ 26-30  ___ 31 or over

3. Had you completed a methods course before entering Ed. 540-B?
   ___ YES  ___ NO
   If the above answer is YES, please indicate the applicable subject area(s).
   ___ Foreign Languages
   ___ General Education
   ___ Other

4. Have you had teaching experience?
   ___ YES  ___ NO
   If the above answer is YES, please indicate the length of your experience.
   __________________

5. How would you rate your desire to teach?
   ___ Not strong at all
   ___ Not very strong
   ___ Strong
   ___ Very strong
Part II

Participant Satisfaction Scale
Programmed Segment

Instructions:

The purpose of this scale is to obtain your personal reaction to the "Programmed Segment" of the 540B methods course in which you have just participated.

Satisfying - means that you were comfortable and favorably impressed with the "Programmed Segment" and found it adequate and unobjectionable.

Each of the statements in the scale is to be rated individually. Mark an "X" on your answer sheet OVER the letter which best indicates your reaction. Your attention is called to the fact that A equals your most negative reaction (you saw nothing positive concerning that item); E equals your most positive feelings (you saw nothing negative concerning that item); C would indicate a neutral reaction (there were as many positive aspects as there were negative ones); B would indicate that you had mixed feelings, but your negative attitude outweighed your positive feeling; D would indicate mixed emotions, but your positive feeling outweighed your negative impression.

In the final sections of this scale you will be asked to CIRCLE the item which most nearly reflects your overall opinion.

PLEASE MARK EVERY ITEM. REMEMBER THAT YOUR FIRST IMPRESSIONS ARE USUALLY MOST DESIRABLE.

Thank you.
Section A: Mechanics of the Programmed Segment

1. Orientation to the purposes of the "Programmed Segment":

Not satisfying | A | B | C | D | E | Satisfying

2. Orientation to equipment operation:

Not satisfying | A | B | C | D | E | Satisfying

3. The content of the Program Manual:

Not satisfying | A | B | C | D | E | Satisfying

4. Clarity of "Behavioral Objectives" as set forth in the Program Manual:

Not satisfying | A | B | C | D | E | Satisfying

5. Usefulness of the Program Manual to help achieve the goals of the "Programmed Segment":

Not satisfying | A | B | C | D | E | Satisfying

6. Physical facilities for viewing and recording tapes (the program laboratory):

Not satisfying | A | B | C | D | E | Satisfying

7. Amount of time the program laboratory was available for viewing and recording tapes:

Not satisfying | A | B | C | D | E | Satisfying

8. Availability of the course instructor for clarification of program procedures:

Not satisfying | A | B | C | D | E | Satisfying
9. Availability of the course instructor for critiquing students' taped performances:

Not satisfying | A | B | C | D | E | Satisfying

10. Group critique sessions:

Not satisfying | A | B | C | D | E | Satisfying

11. Opportunity for individual critique sessions:

Not satisfying | A | B | C | D | E | Satisfying

12. Opportunity for retaping your performance, if necessary:

Not satisfying | A | B | C | D | E | Satisfying

13. Opportunity to view and record at your own convenience within the specified time limitations:

Not satisfying | A | B | C | D | E | Satisfying

14. Amount of time allowed for completing the "Programmed Segment" (5 weeks):

Not satisfying | A | B | C | D | E | Satisfying

15. Amount of time the tape laboratory was available in any given week:

Not satisfying | A | B | C | D | E | Satisfying

16. Quality of the viewing tapes (loud enough, visual and oral clarity):

Not satisfying | A | B | C | D | E | Satisfying
17. Use of four different levels of presentation of each activity (i.e. course instructor, peer, micro-teacher, classroom teacher):

Not satisfying  A  B  C  D  E  Satisfying

18. Length of each taped activity (i.e. presenting vocabulary, teaching the dialogue, presenting structure drills, etc.) in relation to achieving the behavioral objectives as established for each performance skill:

Not satisfying  A  B  C  D  E  Satisfying

19. Amount of time allowed for in-class discussion of required reading material:

Not satisfying  A  B  C  D  E  Satisfying

20. Amount of time allowed for in-class expansion of presentation techniques related to the programmed activities:

Not satisfying  A  B  C  D  E  Satisfying

Section B: The Programmed Segment as an Effective Approach

(CIRCLE ONE)

21. For providing individualized instruction:
   
   Poor  Average  Good

22. For promoting constructive self-criticism:
   
   Poor  Average  Good

23. For promoting self-improvement:
   
   Poor  Average  Good

24. For meeting the requirement of effective presentation of these five basic performance skills:
   
   Poor  Average  Good
25. For eliminating severe feelings of self-consciousness during the presentation of each activity:

- Poor
- Average
- Good

26. For developing healthy peer-group interaction:

- Poor
- Average
- Good

27. For freeing additional formal in-class time for discussion of theory and practice:

- Poor
- Average
- Good

28. For freeing additional formal in-class time for presentation of other teaching techniques and activities:

- Poor
- Average
- Good

Section C: The Programmed Segment as a Course Component

(CIRCLE ONE)

29. Having these activities programmed gave me the opportunity to improve my final presentation of each activity before presenting it for final evaluation by the course instructor:

- None at all
- A bit more
- More
- Much more

30. Viewing several presentations of each performance skill helped me successfully present my demonstration of that activity:

- Not helpful at all
- Slightly helpful
- Helpful
- Very helpful

31. Viewing presentations of each performance skill as demonstrated by the course instructor, peer teacher, micro-teacher and high school teacher, helped me better identify with my future role as a teacher in a real classroom situation:

- Not helpful at all
- Slightly helpful
- Helpful
- Very helpful
32. The "Programmed Segment" was designed to aid the participants in achieving several objectives so that upon completion of it, they will have:

A. Received individual attention if needed (pertaining to the Program Segment).
B. Had maximum time for preparation before video taping the activity.
C. Had maximum opportunity to achieve a satisfactory rating on each performance of the target skills.
D. Satisfactorily completed the stated behavioral objectives for each of the designated performance skills.

To what degree do you judge that you were able to accomplish the above stated objectives? Please CIRCLE ONE reaction for EACH objective.

OBJECTIVE:

A   Very Limited    Limited    Average    Good    Very Good
B   Very Limited    Limited    Average    Good    Very Good
C   Very Limited    Limited    Average    Good    Very Good
D   Very Limited    Limited    Average    Good    Very Good

33. I would recommend continuation of the use of the "Programmed Segment" within the 540B methods course:

Strongly against  Advise against  Recommend  Strongly recommend

34. Indicate in a brief paragraph how this "Programmed Segment" might be improved:
Part III

Participant Satisfaction Scale
Reaction to
"Performance Series"

As a student who has successfully completed the "Programmed Segment" of Ed. 540-B, do you recommend continuing the present procedure of viewing all four performances (course instructor, peer teacher, micro-teacher and high school teacher) of each basic performance skill?

___YES ___NO

If the above answer is NO, which performance(s) do you suggest should be eliminated?

____________________________________________________________________________________

If the above answer is YES, briefly state your reason.
UNIT 7*

MICRO-TEACHING

7.10 Micro-Teaching

After having observed micro-teaching demonstrations of Objectives 7.11-7.16, and been an active participant in the evaluation, the preservice teacher will micro-teach at least five times satisfying the acceptable performance level for Objectives 7.11-7.16. Two or more objectives may be combined into one performance. Before each lesson he will submit to his instructor a written plan which will include at least the following:

1. A statement identifying which objective is being satisfied.
2. One or more behavioral objectives for the lesson.
3. Statements of necessary concepts to be learned.
4. Learning and evaluation activities in sequence.

7.11 Teach a Concept

The preservice teacher will teach a single concept and evaluate whether or not it has been learned within a period of seven minutes. A critique of the presentation will be made by the class members in terms of the learning activities selected to bring the referent to the students, amount of student involvement, whether or not the concept was learned, and the voice, poise, and mannerisms of the teacher. He will summarize the suggestions made for improvement and state those he would select for implementation, and the steps he would take to implement them.

7.12 Reinforcing Student Behavior

While teaching a seven minute concept lesson, the preservice teacher will demonstrate positive ways to reinforce desirable student behavior. The demonstration will include at least four different appropriate ways of providing positive reinforcement and must involve directly a majority of the members of the micro-class.

*Taken from: The Individualized Secondary Teacher Education Program at Brigham Young University.
7.13 Micro-Teach Lesson with Questions

The preservice teacher will micro-teach before the video camera a concept lesson within a period of seven minutes using almost exclusively the asking of questions.

Acceptable performance shall require:

1. The use of each of the following types of questions at least once:
   a. cognitive memory
   b. convergent
   c. divergent
   d. evaluative

2. Question sequence to cause student responses to progress smoothly from one cognitive level to another, rather than jump around.

3. Questions phrased so those being taught do not request questions to be repeated or rephrased.

4. Response to questions being fairly well-distributed among the learners.

5. The lesson progression to follow the lesson plan and the learning sequence.

6. An evaluation during the seven-minute period from which the learners, teacher and evaluator can know whether the objective of the lesson has been achieved by at least 75% of the learners.

7.14 Involving - Interest

Given a class which is not interested in the lesson, the preservice teacher will interest and involve the students in a concept lesson of at least five minutes length. If necessary, the teacher will use at least five techniques to get and keep attention.
7.15 Reality Therapy

When placed in a hypothetical problem situation, the preservice teacher will demonstrate the appropriate use of Reality Therapy as he works to resolve the problem. The demonstration will use at least four of the six techniques of Reality Therapy as defined by Glasser.4

7.16 Inquiry

The preservice teacher will teach a concept lesson using inquiry methods. The lesson shall include the three parts of an inquiry lesson:

1. Preparation of the class.
2. Student inquiry.
3. Follow-up analysis of the inquiry process.

---

METHODS 540

________ Quarter

1. ___________________________________________

LAST NAME   FIRST

2. ___________________________________________

ADDRESS WHERE YOU CAN BE REACHED

3. ___________________________________________

TELEPHONE (If you do not have one, give a number where you can be reached.)

4. ___ Under Grad.   ___ Grad.

5. Working for ___ B.A.    ___ M.A.

6. Have you completed the required interview in Spanish with a member of the Foreign Language Education staff? ___ Yes ___ No

7. Have you had any other FL methods course? ___ Yes ___ No

8. If "Yes," what? ___________________________ when? ___________________________

Quarter   Year

9. When do you plan to take Ed. 616B? ______________________________________

Quarter   Year

10. Have you had Ed. ? ___ Yes ___ No

11. Have you student taught? ___ Yes ___ No ___ Presently

12. When do you expect to graduate? ___________________________

Quarter   Year

13. How many hours of course work are you taking this quarter?

14. Are you presently employed? ___ Yes ___ No

If "Yes," ___ Full Time   ___ Part Time

15. Do you have a car? ___ Yes ___ No

If "No," do you have access to a car? ___ Yes ___ No
16. MAJOR FIELD OF STUDY __________________________
MINOR FIELD OF STUDY __________________________

SCHEDULE

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