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THE DEVELOPMENT OF A RATIONALE
AND A TAXONOMY FOR TEACHING
FOREIGN LANGUAGES IN THE
AFFECTIVE DOMAIN

DISSERTATION

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

By

James Robert Bergen, A.B., M.A.

* * * * *

The Ohio State University

1974

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CHAPTER I

INTRODUCTION

A. Background

The present study is the result of the author's concern, as a high school language teacher, with the behavioral phenomenon frequently referred to as motivation. Observation of performance outside of, as well as within, the classroom constantly signals an important but elusive force that contributes greatly to the success or failure of an individual. At the very beginning of the investigation it became obvious that there is no simple explanation or description of motivation. Allied terms, such as attitude, belief, and value, are difficult to distinguish from motivation and from one another, thereby increasing the complexity of the issue. Subsequently the expression affective domain was encountered, which seemed to include most of the factors related to the problem and to provide a foundation from which one could work toward the solution.

The study and discussion of affective factors in foreign language education are gradually gaining prominence.
However, in the recent past, they have been largely over-shadowed by the attention given to the cognitive aspects of language learning, such as recognition, recall, transfer, analysis and synthesis. It is in this area of cognition that most research has been concentrated. There has been a plethora of books, articles, reports and conferences dealing with cognitive goals. Strategies and techniques for teaching language skills and culture have been developed, compared, and evaluated. New approaches to curriculum organization, such as individualized instruction and mini-courses, have appeared, along with teaching machines and multi-media materials.

In what is being done, however, there seems to be a disproportionate emphasis on so-called cognitive goals. Naturally these goals are very important, but there are also affective goals involved in education which are equal, if not superior, to the cognitive goals. Why teach a student a foreign language if we do not want him to become interested in its speakers? Why tell him about foreign cultures if we do not expect him to use this knowledge in creating his own values and developing his own philosophy of life? Why offer him the tools to double or triple the number of human beings with whom he can potentially communicate and not expect him to seek out opportunities to communicate with them? Teachers enjoy using the new language they have
worked so diligently to master. Why do they not attempt to transmit to him the desire to master and enjoy it as they have? These and many other questions in the affective area of language learning have not received their proper share of attention. Not only the literature, but also an examination of current practice will demonstrate this deficiency. How much time in the typical methods course is devoted to the study of affective goals, beyond the level of keeping the student interested? And, in the classroom itself, how often does one perceive an affective rationale to the classroom activities?

There are many reasons for this neglect of the affective domain. Texts, examinations, and course work all seem to be organized around cognitive goals. Teaching strategies and evaluative instruments have reached a fairly sophisticated level. Affective goals and strategies are mentioned, but then forgotten in the press of daily activity. Progress in the affective domain is very difficult to observe and measure. There is also a certain reluctance in American education to admit to anything that hints of indoctrination or tampering with values. And, where is there a model of an organized rationale for teaching to the affective domain in foreign languages?

It is not the intention of this dissertation to imply that nothing has been accomplished in the affective domain,
nor that all that is being done in the cognitive domain is unnecessary. Obviously the two domains complement each other, and often they are difficult to separate. Indeed, the accomplishment of objectives in one should theoretically lead to success in the other. For example, arousing a student's curiosity about a certain problem should help him learn the concepts needed to solve it. This, in turn should provide him with the satisfaction of achievement, and so the cycle continues.

Problem Statement:
1. How can we establish a proper relationship between the affective and cognitive domains?
2. Can we construct an organized approach to teaching toward affective goals, with instructional strategies and measurement instruments?

Objectives:
1. To develop a taxonomy of affective behaviors for foreign language students.
2. To provide sample objectives, teaching strategies, and evaluation techniques for each step of the taxonomy.
3. To illustrate the application of the taxonomy to a standard, two-year, textbook series for teaching high school French.
Procedure:

The conceptualization of this taxonomy is the result of reading, discussion, observation, reflection, and practical experience. The teaching strategies have been employed by the author in his own first and second year classes, and have often been utilized by his colleagues. Some of the techniques were arrived at independently, while others are adaptations or direct implementations of ideas found in the literature or suggested by other teachers.
B. Overview

Chapter two of this dissertation summarizes selected literature pertinent to the affective domain. Due to the scope of the subject matter, this review does not pretend to be exhaustive. It does, however, provide a basis from which one can proceed. Many other sources were consulted but not mentioned because they duplicated, or explained less satisfactorily the ideas reported in this section. The third chapter describes the various theoretical stages of the taxonomy, with general suggestions for the application of the principles. In chapter four, specific, teaching objectives are proposed for each step of the hierarchy, in ascending order, along with practical methods for attaining and evaluating the objectives. The Appendix is also composed of objectives and strategies, but this time they are arranged as a concrete illustration of how to apply the taxonomy to the first twenty units of A-LM French: Levels One and Two.²

All objectives and strategies described in this study are designed for use during the first two years of a high school language program. There are two reasons for this decision: one practical and one philosophical. First of all, enrollment figures indicate that most high school
language students remain in language classes for only one or two years. Consequently, it is logical to concentrate a high proportion of our pedagogical efforts on those students. Furthermore, as a result of successful affective teaching during these first two years, more students would be expected to continue language work beyond the introductory years.

The second reason for focusing on the first two years is to demonstrate the function of foreign language study in the high school curriculum. As of now, and in the foreseeable future, it is impossible to help most students to attain oral fluency or a sophisticated level of reading proficiency in two years of high school work. In many cases the reasoning has been that two years of a foreign language are of no practical value, so it should therefore be dropped from the curriculum. Hopefully, this taxonomy and the successful exercise of its principles will help reveal the contribution of even a two-year sequence of foreign language study to the liberal education of an individual.
NOTES TO CHAPTER I


CHAPTER II

A REVIEW OF THE LITERATURE

A. Motivation

1. Rationale. Wherever teachers gather, the word "motivation" is almost certain to enter the conversation. Usually this word is accompanied by expressions of anxiety or frustration. "If only my students were motivated" or, "What can you do to motivate them"? Gagne stated that "many students of the educational process are convinced that the problem of controlling and developing motivation is quite the most serious issue faced by the schools".1 He has, however, amended that position and now places his emphasis on "the prior learning of prerequisite capabilities".2 Murphy calls for "affective goals to be raised above cognitive stuffing"3 and Torres states that "we talk about affective relationships, but do little about them".4

Perhaps the reason for so much concern and so little action regarding motivation is that teachers in general do not have a sufficient background in motivation. According to Waetjen "it is a rare teacher who has an adequate conception concerning motivation".5 Ryberg goes even further
when he declares:

The dynamics of attitude change and motivation have traditionally been left to the whims of the classroom teacher. Without systemization, affective goals have, in effect, been left largely to chance. The neglect of affective factors accounts for a good deal of the ineffectiveness of American teaching.6

This "inadequacy" of American teachers is attributable in part to the inability of psychologists to establish a unified theory of motivation. This is not meant to imply, however, that psychologists have not discovered much valuable and useful information for the classroom teacher. The following pages attempt to summarize the principle developments in the field of motivation and their possible applications to foreign language teaching.

2. History. Most authors who trace the history of motivation (e.g. Atkinson, Cofer and Appley, Murray, and Hall) begin with William James. James and other early psychologists, such as Freud and McDougall, attempted to explain motivation by postulating a group of instincts. For example, man had certain innate tendencies, such as curiosity, aggressiveness, sex, acquisition, and defense. These mechanisms prompted him to act in certain ways.

Eventually, the label "instinct" was applied to more and more concepts until, as reported by Murray "...by the nineteen-twenties the list totaled nearly 6,000 instincts."7
About this time, a reaction to the instinct theory was growing. The term instinct implied unlearned behavior, and experiments seemed to indicate that much of this behavior was actually learned. However, even today there are studies of what is called instinctual behavior, but in a limited sense. It is restricted to "lower organisms and underlying physiological mechanisms."8

The next widespread attempt to explain motivation was the concept of drive. The various drive theories have been influenced to a great extent by the findings of biologists and physiologists. For example, the term homeostasis, or balance of the various systems of the body, was advanced by a physiologist, William B. Cannon, in his book The Wisdom of the Body "a text which had a profound effect upon psychological thinking."9 One celebrated psychologist of the time, Clark L. Hull, saw behavior as based upon "homeostatic drives or secondary drives".10 The psychological implication of this concept is that, just as the body seeks to maintain certain limits of temperature and chemical content, so also the psychic aspect of man tends to maintain a certain equilibrium.

More recently, Grossman has been researching the physiological basis of motivational processes. He hypothesizes that:

all drive states may be related to a deviation
of some process from an optimal range of functioning and that this deviation gives rise to chemical and/or neural signals which affect the activity of specific as well as non-specific regulatory mechanisms.\textsuperscript{11}

Grossman seems to be stating that man needs a certain minimal level and variety of sensory inputs. That is, the central nervous system needs a certain range of conditions in order to function correctly, and includes mechanisms which regulate and facilitate the processing of sensory and motor signals. Furthermore, according to Grossman, the nature of the organism's response "is believed to be determined by a rhinencephalic-subcortical system of pathways which react to specific drive stimulation."\textsuperscript{12}

A recent attempt to explain motivation has been offered by the proponents of the so-called "cognitive approach". Behavior is viewed as continuously active, the main function of motivation being to select from various alternatives. Irwin goes so far as to say that motivation is not really a term in his system. "They (motive and motivation) may be used to refer loosely to matters concerned with preferences... when precision is either not possible or not aspired to."\textsuperscript{13} On the other hand, Cofer and Appley do not see motivation as giving direction, but rather, intensity.

Ausubel, however, does consider motivation to be an important construct. In discussing verbal learning he states that cognitive drive "or the desire for knowledge
as an end in itself is the most important kind of motivation". He attributes this cognitive drive to "curiosity tendencies and related predispositions to explore, manipulate, understand and cope with the environment".

In a brief overview of the history of motivational studies, Clark divides motivation theory into two viewpoints. He considers the Hedonistic, Tension-Reductionistic or Homeostatic, including Freud's unconscious motives, as belonging, in the long run, to one general school of thought. Although still an unfinished product this explanation accounts for much, but not all, of human behavior. To this field he opposes the Self-Actualizing view, as developed by Allport, Maslow, Rogers and others. The self-actualizing idea attempts to explain tendencies to play, explore, manipulate and realize one's potential. Maslow has constructed a hierarchy of motivation proceeding from physiological needs, through safety, love, esteem, and finally, what he calls "self-actualization". The lower needs must be satisfied in order that the individual might respond to the higher ones.

The history of motivation is almost as old as the history of modern psychology. Indeed one can perceive its role in most of the major schools of thought of this relatively new science. And, like so many other concepts in psychology, the final answer to what motivation is has
3. Definitions. Various psychologists have tried to define motivation, or that construct in their particular system which most closely resembles the popular concept of motivation. James defines instinct as "the faculty of acting in such a way as to produce certain ends, without foresight of the ends, and without previous education in performance". One of the many definitions belonging to the "drive" school is that of Carr who described a motive as "a relatively persistent stimulus that dominated the behavior of an organism until it responded in such a manner that it (the organism) was no longer affected by it (stimulus)". McClelland defines a motive as "the redintegration by a cue of a change in the affective situation". Another definition of a motive is "Any condition of the individual which initiates and sustains his behavior, orients him toward the practice of a given task and which defines the adequacies of his activities and the completion of the task". Atkinson recommends the use of the term motivation as:

a) the tendency for the direction or selectivity of behavior to be governed in some way by its relation to objectively definable consequences, and the tendency of behavior to persist until the end or goal is attained; and
b) a theoretical conception of the contemporaneous determinants of these purposive characteristics of behavior.23

Most of the above definitions are synthesized by Murray who contends "There is general agreement that a motive is an internal factor that arouses, directs and integrates a person's behavior. . .not directly observable, but inferred from behavior or assumed to exist in order to explain his behavior."24 Even more concise is Frymier's "Motivation is that which gives intensity and direction to behavior".25

Except for Irvin, who feels that motivation gives only direction, and Cofer, who feels it gives only intensity, all the above definitions seem to agree upon the dual function of motivation. Where they do not agree, is upon the "that which" of Frymier. From the "instinct" of James and the "self-actualizing tendency" of Maslow to the "thalamus and rhinencephalic-subcortical system" of Grossman, we have no complete answer to what motivation really is.

4. Motivation and General Education. In spite of the elusiveness of the term, and the various, conflicting points of view, psychologists, especially educational psychologists, have not been reluctant to use the term, motivation. Various types of motives have been postulated;
for example, curiosity, manipulation, achievement, esteem, love, imitation, and cognitive drive. The physiological drives of hunger, thirst, sex and defense are also considered among motivational variables. As already mentioned, Maslow (1954) organized many of these drives into a hierarchy, wherein the lower drives or needs must be satisfied in order that the individual might aspire to and satisfy the higher needs. Klausmeier and Goodwin also feel that the school and the teacher must be sensitive to these needs in order to help the student toward cognitive goals. They emphasize teacher sensitivity, enthusiasm, and warmth. In order to substantiate his ideas on the importance of "cognitive drive", Ausubel summarizes experiments which indicate that an intention to remember facilitates learning, that is, the intention to remember for long range rather than short-term goals. According to Ausubel, motivational variables may 1) mobilize effort, 2) concentrate attention, 3) mobilize readiness for learning and 4) lower thresholds of perception or response.

Gagné views motivation as perseverance or the desire to continue learning-tasks. In order that the learner might have this perseverance two factors must be present. First, the learner must understand the nature of sub-tasks involved in the learning situation. Secondly, he must perceive and enjoy success in accomplishing those sub-tasks. This second
aspect Gagne refers to as achievement motivation. "If the learner can regularly seek and find rewards for his achievement motivation, it is not unreasonable to suppose that this entire set of experiences will generalize into a positive enjoyment of learning itself."²⁸

Other authors have also discussed achievement motivation. Murray defines it as "a desire to succeed".²⁹ He has designed an instrument for measuring achievement motivation, called the Murray TAT. A student is shown a picture about which he is to write a paragraph. If he responds by incorporating a theme of success, he is considered motivated toward success. For example, he is shown a picture of a boy in the foreground, with a hazy picture of an operating scene in the background. If several of the boy's sentences are optimistic, relating to success and achievement, and this pattern is repeated in response to other pictures, the student scores high in achievement motivation. Murray quotes several studies involving students with high and low achievement motivation, as determined by the Murray TAT. These studies tend to indicate that individuals with high achievement motivation will learn and perform responses faster and better than those with low achievement motivation. Murray does not conclude, however, that individuals with high achievement motivation will do better on any and all tasks.
"They may not excel on boring or routine tasks where there is no challenge. It is necessary that their sense of achievement be engaged."\textsuperscript{30} Other studies have shown that high achievers are not easily motivated by extrinsic prizes. "They (high-achievers) do best when they get some achievement satisfaction from doing a task well, in relation to some standard of excellence."\textsuperscript{31}

Atkinson has formulated a theory of achievement motivation, based partially upon the TAT. Behavior is a result of the interaction of the person and the perceived value of the outcome of a certain situation. \( B = f (P, E) \). By manipulating situations, he arouses various states, for example, the need to achieve, power, affiliation and others. The achievement motive or N-ACH, as he calls it, is aroused when the individual considers himself responsible for the outcome of that activity. There must be a knowledge of the results and a degree of risk connected with the possibility of success.

The theory of achievement motivation attempts to account for the determinants of the direction, magnitude and persistence of behavior in a limited but very important domain of human activities. It applies only when an individual knows that his performance will be evaluated (by himself or by others) in terms of some standard of excellence, and that the consequence of his actions will be either a favorable evaluation (success) or an unfavorable evaluation (failure). It is, in other words, a theory of achievement-oriented performance. \textsuperscript{32}
Based upon his own and other experiments, Atkinson has concluded:

1. Achievement-orienting and ego-involving instructions increased the TAT scores in N-Ach of males.
2. Subjects with high N-Ach scores tend to persist with difficult tasks, while those high in anxiety (the tendency to avoid failure), persist with easy tasks.
3. Subjects high in N-Ach tend to set for themselves tasks of intermediate difficulty.
4. Very anxious persons will set tasks which are very difficult or very easy.
5. The tendency to approach success is determined by the person's N-Ach, the probability of success, and the incentive of success.

Klausmeier and Goodwin have also summarized research which shows that experiencing success generally leads to raising the level of aspiration, while failure tends to lower the student's goals. 33

The studies of Atkinson, Murray, McClelland, Klausmeier, and Goodwin have influenced many educators today, especially those concerned with so-called "disadvantaged" children. McMillan describes those who are high in achievement motivation as having the following characteristics:

1. They set goals for themselves that are specific and
challenging in terms of their own abilities.

2. They learn from failure (whereas people low in N-Ach reject failure).

3. They have a high personal sense of responsibility.

4. They are competitive vs. themselves and others.

5. They use help to overcome obstacles.

In reviewing research related to academic achievement motivation, Bower, Boyer, and Scheirer have found that the self-concept can be a greater factor in achievement than I.Q. They also found that goal-clarifying, counseling techniques, and a psychologically comfortable environment help to improve achievement. However, in their review they tend to equate achievement itself with achievement motivation.

In studying the effect of ego-involvement on motivation, Cofer and Appley have found that people high in N-Ach and low on anxiety tend to improve under ego-affecting situations (for example, praise, disparagement). People low in N-Ach and high on anxiety tend to be affected adversely.

Another type of motivation has been labeled "manipulative motivation". Harlow has conducted experiments during which he placed mechanical puzzles in monkeys' cages. The monkeys learned to disassemble the puzzles by themselves, with no reward. The monkeys continued to perform this task over a period of twelve days, so that it is not merely the
novelty of the puzzle which accounts for the monkeys' behavior. Later on the animals were given a food reward for solving the problem. As a result, from then on the monkeys worked the puzzle only when they wanted food. They appeared to have lost interest in the manipulation of the object. However, we cannot automatically conclude that this behavior can be applied to humans.

Cronbach has worked with various students classified either as constructively motivated or defensively motivated. He defines constructively motivated students as those who are high on achievement motivation and low on anxiety. Defensively motivated students would be just the opposite. He found that "constructives" show best persistence where they perceive a moderate risk. Defensives are most persistent when led to think the chance of success is quite low.

The behaviorists use terms such as deprivation, reinforcement and stimulus-response in their writings on motivation. Based upon experiments with both animals and humans they have proposed some interesting hypotheses about motivation. They have conducted many experiments concerning the relationship between task difficulty and degree of motivation. The result is the rather well-known Yerkes-Dodson Law. Hall paraphrases this law as "Their findings indicated an optimum tendency of a motivational
antecedent for a given degree of difficulty of task; if intensity was increased beyond the optimum, the speed of learning decreased." Another way of stating the same principle would be: "Increases in the intensity of a motivational antecedent should generally result in easy tasks being more rapidly learned; on the other hand, motivational antecedents of low intensity should produce the most rapid learning of difficult tasks".

Other experiments, again primarily of the behaviorist school of thought, indicate that a schedule of intermittent rewards or partial reinforcement result in higher resistance to extinction. (Extinction is the reduction in learned performance resulting from the absence of the previous reinforcement.) Partial reinforcement means that the subject is not rewarded after every correct response, only after some of them, with various options as to when the rewards are given. For example, the experimenter might give the rewards after every other response, after every fifth response, or he may vary the ratio of rewards to responses.

Many writers describe sex differences with regard to motivation. According to Frymier "Teachers deal with students as if they were neuter gender. They try to make nice little girls out of the boys". He claims that in junior high the girls have a higher motivational value
but in senior high the pattern begins to reverse itself. Frymier also indicates that motivation to learn in school is a relatively durable phenomenon which changes only over an extended period of time. "Even a semester is too short a period of time to expect much modification of an individual student's motivational pattern."  

A practical motivational framework has been constructed by Waetjen. First of all, an organism needs stimulation. Stimuli serve as information about the environment, which in turn shape motor and perceptual behavior. Although stimuli may be novel at the beginning, examination and exploration cease when the stimulus loses its novelty. The learner can isolate himself from stimuli, especially in psychologically threatening situations. Also, the presence of too many stimuli at one time is not a good situation as they cannot all be assimilated. The student enters the class with a type of cognitive map. When what is presented to him is similar to what he already has on his map, a condition called "match" exists. When there is too much of this match, boredom is the result. When there is too little, a state of "mismatch" is present. He defines mismatch as "a dissonant situation that results in the arousal of conflict with a consequent need for the learner to assimilate or articulate the unknown, incongruous or unfamiliar material into his cognitive structure". Ideally, the student will
make this attempt by exploratory behavior, searching for new experiences. "The learner is a seeker of knowledge".44

5. Motivation and Second-Language Learning. Among the leaders in motivational research as applied to foreign language acquisition are Wallace Lambert and Robert Gardner. In 1959 they studied eleventh grade, English-speaking students in Montreal high schools. These students had already been studying French for approximately seven years. They found three major factors to be important in predicting achievement in second language acquisition. They are: 1) verbal intelligence, 2) linguistic aptitude, and 3) motivation. However, they defined motivation as the desire to be like the members of the language community. They called this "integrative" motivation. To this they opposed "instrumental" motivation, or the desire to use the language for one's personal advantage.45 The importance of "integrative motivation" was further demonstrated by Spolsky.46 In comparing the proficiency in English of foreign university students studying in the United States, he found, via questionnaires, that those students who most wanted to be like Americans were more proficient in English than those who did not reveal this tendency. Lukemani47 attempted to replicate their studies, using Maranthi-speaking women of India. However, in this case he found
that those who were more instrumentally motivated achieved better in English. He explains this performance by cultural reasons. Perhaps this would also be the case with American students who do not particularly look up to or admire any foreign groups.

The 1970 Northeast Conference on the Teaching of Foreign Languages presented the findings of its working committee on motivation and second-language learning. The committee proposed two definitions of motivation. The first was "a force or incentive within a person - that person's needs, ideas, organic state and emotions". The second was "the process of providing with a motive or motives, the stimulation and maintainence of an active interest in the foreign language and foreign culture". Jakobovits summarized studies of success in language learning and concluded that motivation or perseverance accounts for approximately one-third of student achievement. He further stated that perseverance is a learner factor which is rather stable "over which the teacher has no real direct control". He then proposed a varied curriculum containing many specialized courses. Rather than trying to "motivate" the student to do something he does not want to do, the teacher offers a course that the student wants "in which case there will be no problem of perseverance". Hancock summarizes the major studies of foreign language learning and
motivation. He concludes that the principal types of motivation relevant to language learning are achievement and affiliation.

Smith discusses three factors involved in motivation and suggests their pedagogical implications. They are: 1) personal interest, 2) teacher attitude, and 3) student ability. To maintain the student's interest he suggests individualizing instruction and broadening the base of the curriculum. The teacher's attitude should reflect a feeling of concern for the student as a human being, not merely as a language learner. It is also important that the teacher consider the ability of each student and provide them all with the possibility of success. Motivation is viewed as an internal phenomenon, based upon anxiety reduction.

Another approach to discussing motivation is to contrast it, not with the lack of motivation, but rather with de-motivation. Cartier briefly reviews some general ideas on motivation and de-motivation, and tries to apply them to foreign language teaching, especially the teaching of English as a foreign language. Starting with Thorndike's Law of Effect, he contends that rewards given in class increase the probability that the rewarded behavior will be repeated. The repetition of this behavior will then lead to an improvement in performance, and consequently, to learning. As rewards, he includes praise, a smile, grades,
or the satisfaction of accomplishment.

He also discusses the premise that every student has some high probability behavior to start with. For example, the student might prefer to listen to rock music, stare out the window, chat with a friend, or put his head down and rest. By a series of contingency contracts the high probability behavior can be paired with behavior desired by the teacher. He mentions rewarding ten minutes of drill with two minutes of listening to a favorite record.

Finally, it is Cartier's opinion that teachers can do far less about motivating students than they can about preventing the opposite, that is, de-motivating them. In order to combat de-motivation, the teacher must ensure that the student:

1. Understands the objectives.
2. Perceives himself as achieving the objectives.
3. Sees the objectives as relevant to him.
4. Feels that the teacher considers the objectives to be important.

Rivers discusses the major theories of motivation and their practical application to the teaching of foreign languages. She develops the various motivational problems associated with the beginning, intermediate and advanced levels of language learning, and summarizes them as proceeding from a desire to learn the language, to a desire to
use the language. Commenting on the need to know students she says, "By seeking to understand the forces motivating the student, and the level of aspiration which he has as a consequence set himself, the teacher will be able to work to change this motivation where necessary, and to lead the student to see different goals as rewarding and desirable."55

In a later work, Rivers56 suggests strategies to capitalize on the student's tendencies to play, to explore, and to learn. She recommends personalizing all drills, having the students read for information, listening to and following a series of directions, and using very concrete material. Also, in most cases in beginning language study, one can assume an initial motivation due to the novelty of the stimulus. We should capitalize on this by directing the student to experiences of perceived success.

Another appeal for skill-using as opposed to skill-getting has been issued by Torres.57 He describes the new student as wanting to use his language immediately, even if it is imperfect. Cournoyer et al58 also feel that the student prefers learning to speak the language. Drills should be used sparingly, while the so-called "lighter strategies" for the teaching of speaking should be used more frequently. To aid the slow learner to see his accomplishments, give tests only on what has been done in class. Very
specific instructions as to what to expect on the test should be given and then all announced items should be tested. Tests should be critiqued the same day and monthly pupil-teacher conferences should be held.

6. **Summary.** The following concepts should be considered by the classroom teacher concerned with the motivational status of his students:

1. Ego-involvement.
2. Self-image.
3. Drive-reduction.
4. Types of motivation—achievement, affinity, power.
5. Sex differences.
6. Teacher-pupil interaction.
7. The long-range, personality related aspect of motivation.

Using the aforementioned areas and the interests of the individuals in his class, the teacher can now approach the learning situation from a motivational point of view. Later on in this dissertation the author will outline units from *A-LM French I and II* (2nd edition), using an approach based upon current findings concerning motivation.
B. Attitude

1. Rationale. Attitude is another term that is frequently bandied about in teachers' lounges and meetings. Usually it is immediately preceded by the word "poor". But how closely do we examine this term, and what positive action do we attempt in order to "enrich" the impoverished student? Do we consider student attitudes in planning and teaching, or do we remember attitude only when it is too late, and the student has failed? Even in cases where the student apparently learns the subject matter, his attitude must not be ignored. Dewey proposed that:

Collateral learning in the way of formation of enduring attitudes, of likes and dislikes, may be and often is much more important than the spelling lesson or lesson in geography or history that is learned. For these attitudes are fundamentally what count in the future. The most important attitude that can be formed is that of desire to go on learning.59

Klausmeier and Goodwin also stress the importance of the student's attitude towards school and learning. "The goal of the school and of the teacher is to organize and manipulate the physical and social environment so that most students want to learn. . ."60

Often teachers and schools do not succeed in achieving these goals. Brown61 criticized schools for giving minimal attention to the individual student's emotional responses to the learning situation. Grittner cites Callahan's
theory that schools are an extension of industry; their main efforts seem to be directed at preparing punctual, obedient, production workers.\textsuperscript{62} The student unrest of the late sixties was attributed partially to irrelevant learning materials at every level, which in turn produced students who did not care about learning. (Kai-Yu, Hsu)\textsuperscript{63}

2. \textbf{History}. The development of attitude studies has been summarized by Cooke,\textsuperscript{64} in Chapter II of her doctoral dissertation. She has traced the history of the term, especially as it was used by social psychologists. After presenting many of the definitions for attitude, she proposes Sarnoff's—"...a disposition to react favorably to a class of objects."\textsuperscript{65} Three types of attitude are identified: compliance, identification, and internalization. Cooke also discusses the problem of attitude and behavior; that is, attitude scores do not necessarily predict behavior, and behavior does not always reflect attitude. She concludes that social psychology has not found a proven method for effecting attitude change, only some guidelines. However, she is optimistic, and feels that although the literature does not show a pattern of attitude change "...underlying all the studies, however, is this positive finding, namely, that attitudes can and do change."\textsuperscript{66} Other aspects of Cooke's dissertation will be discussed in a later section.
At almost the same time as Cooke's research, a large scale investigation of children's attitude towards foreigners was conducted by Lambert and Klineberg. Thirty-three hundred students from eleven countries were interviewed. With respect to American fourteen year-olds it was found that:

1. Most American children do not think of themselves in terms of national background. (In answering the question "What are you?")

2. Attitude toward other people is more friendly than unfriendly. Students felt that we are most similar to the English, Canadians, French, Italians, and Germans, in that order. They stated that we differ most from Russians, Chinese, Africans, and Japanese, again in that order.

3. Children tend to want to be like people with whom they have the most in common.

4. Fourteen year-olds base their dislikes primarily on political or cultural reasons.

5. The major source of information, for American children, concerning other people is the school. This is followed by books, magazines, and the mass media.

6. Attitudes do not improve with growing older.

The authors also described a study in London where the attitudes of the children towards Africans improved after contact with "two able African teachers for a few weeks."
The above research indicates that the teacher who wants to improve the attitude of his students towards other people has a favorable base from which to begin. It also implies that providing students with appropriate experiences will facilitate that change. Furthermore, if the students are to develop more favorable attitudes, it will be through the schools.

3. Attitudes and General Education. A positive approach to attitude improvement is proposed by Klausmeier and Goodwin. They outline the following steps for the teacher concerned with student attitudes:

1. Identify the attitudes to be taught.
2. Provide examples.
3. Extend informative experiences concerning the attitude object.
4. Use group techniques to facilitate commitment.
5. Arrange for appropriate practice of the behavioral components or action components of the attitude.
6. Encourage individual cultivation of the attitude component.

Mager is of the opinion that if students go away from instruction with at least as favorable an attitude as when they arrived, the teacher has succeeded. He advises keeping notes on a few students and interviewing former students. Teachers should be alert to approach and avoidance responses. He has identified some favorable classroom conditions for approach responses such as: a friendly
atmosphere, acceptance of student responses, and of the student as a person, clear objectives, and immediate feedback. He further indicates that avoidance is associated with frustration, fear, pain, anxiety, humiliation, embarrassment, boredom, and discomfort.

4. **Attitude and Second Language Learning.** At this time it is appropriate to continue the discussion of Cooke.\(^7^1\)

After reviewing the history and theories of attitude studies she designed an experiment aimed at effecting an attitude change. Using her own high school classes in Intermediate and Advanced Spanish she attempted to develop strategies which would significantly improve the attitudes of her students towards speakers of Spanish. By both pre-testing and post-testing with the Semantic Differential and a modified version of the Bogardus Social Distance scales, she was unable to demonstrate a significant improvement in attitude. The treatment lasted only five months at most, whereas developing attitude is a "long range goal of education, that has to be approached from many directions and at different times".\(^7^2\) Despite the lack of statistical proof that attitudes can be changed by using Cooke's ideas, her work contains many good strategies that are oriented to improving attitudes.

Another study of attitude was conducted by Garfinkel.\(^7^3\)
He investigated the effect of radio programs on student attitude, and skill in understanding spoken Spanish. He found that student attitude declined from the beginning of the school year to the end, but that this rate of decline was slightly less intense for those who used these radio programs.

The effect of student attitude on continuing foreign language study was examined by Bartley. After investigating eighth graders who had studied a foreign language for three years she concluded that there was a definite relation between continuing the language and the student's attitude towards the language. Another investigation into attrition in foreign language enrollment between the beginning and intermediate stage was conducted by Lester. It was found that lack of interest in the subject is more of a factor in the student's decision not to continue language study than attitude towards the teacher and aptitude for language study.

Hancock has summarized most of the writing on attitude of recent years, especially empirical investigations. He lists an excellent bibliography of sources pertaining to attitude as well as aptitude and motivation. As a result of his reading he concludes that attitudes can be changed from negative to positive, but much research is needed as to why students have negative attitudes and what can be done to
change them.

One of the first widely disseminated studies on attitude was the previously mentioned report from the Working Committee II of the 1970 Northeast Conference on the Teaching of Foreign Languages, edited by Robert J. Nelson and Leon Jakobovits. In addition to the research on motivation, the committee developed a questionnaire to determine student attitudes. This instrument will be discussed in a later section. The committee also reported on the findings of recent research on attitude, especially that of Wallace Lambert and his various associates. In one instance, Lambert and Macnamara found that English-speaking Canadian children who studied most of their subjects in French had more favorable attitudes towards French-Canadians than a comparable group of students who did not use French in classes other than their French class. In another study (Lambert, Gardner, Olton, and Turnstall) it was found that the home attitude toward the other language group, at least in Canada, influences the student's attitude toward that group. Also, learning the second language involves taking on some of the behavioral characteristics of the other community. In a work published subsequent to this conference, Lambert summarizes much of his previous work.
The learner's ethnocentric tendencies, his attitudes toward the other group, and his orientation toward language learning are believed to regulate or control his motivation to learn and ultimately his success or failure in mastering the new language.79

Stern80 discusses some probable reasons for student discontent after good beginnings with language programs. He identifies two problems; one is attitudinal, the other is linguistic. He advises a thorough examination of materials used in a course in order to determine which are dull as opposed to those which provide lively language experiences and sustain interest. He recommends the Nuffield81 materials, the film series *Toute la Bande*82 and the BBC radio series *La chasse au trésor*.83 Stern goes on to say that there is a plateau where students do not perceive themselves as making progress. This, he states, is a good time for immersion programs, trips, or possibly, language camps.

In another article concerning a deterioration in student attitude Lumsden84 delineates some of the problems and conflicts facing teachers with respect to student attitude. He observes that, in general, students are apathetic and careless; their main objective, with regard to school work, is to pass. The exposure to several subjects each school day tends to reduce the relative value of each course. To counteract the decline in favorable
attitude he suggests several courses of action:
1. Increase the size of beginning classes, but decrease that of intermediate classes.
2. Challenge the student's intelligence and creativity.
3. Promote a feeling of security, encouragement, and steady progress in the classroom.
4. Give the student opportunities to assess his skills in real-life situations.
Lumsden also discusses how closely a teacher should follow the textbook. If he follows it too closely, the result is boredom; too little, and the result is insecure students. Hawkins blames poor student attitude partially on a poor national attitude toward foreign language study. Although the attitude fluctuates from enthusiasm for, to opposition to, foreign language learning, the "water-level attitude in the American community has been that of requiring the non-English speaker to learn English".85

Many authors have proposed strategies for improving student attitude. Tames86 suggests trying to develop parental attitude as a means of improving student attitude. He recommends parents' nights, reports, meetings, and visits. For the students, he emphasizes participation in clubs, cooking, puppet shows, singing groups, and lessons to parents. He also includes an evaluation of the student's attitude on the regular report card. Among those who propose individual-
izing instruction as a means of improving attitude is Smith. He also encourages interpretative and creative thinking from the very beginning of language study, and provides examples from a widely used first-year textbook. Moffat feels that students want to communicate but are unwilling or too impatient to do the necessary background work. She has been successful using contemporary and folk songs, and individualized readings. Disick has suggested various ways to maintain positive student attitudes. Among those proposed are:

1. Small group activities.
2. Testing for mastery; eighty percent of the class must attain a pre-arranged level of mastery, before the class can move ahead.
3. Communication more than drilling.
4. Opportunity to fill out a course critique.
5. Some choice in homework or extra activities.
6. Teacher enthusiasm.
7. Class atmosphere reflecting sensitivity, good rapport, and the effective use of praise.

In teaching English to French-Canadian boys, Senechal has been able to maintain a favorable attitude toward English. He teaches as many classroom expressions as possible, right from the start. He allows students to choose a topic of interest to them for dialogue adaptation. Students are
encouraged to act out readings in small groups and to illustrate dialogues by drawing or cutting out comics and cartoons. The boys also work with friends to make up their own dialogues. Asher recommends connecting listening with body movements as a means of keeping the language class enjoyable. He also conducted an experiment where students were not allowed to speak the new language, all they did was to execute commands by performing various acts. After sixteen hours he had to restrain the students from speaking.

5. Summary. It appears that the conclusions of Cooke and Hancock are justified. Language teachers are quite concerned about poor student attitudes. These attitudes can be improved but much more effort must be exerted in that direction. Although more research is needed as to what attitudes are and how they can be changed, we have some good strategies with which we can begin.
C. Values

1. **Introduction.** Unlike the topics of the preceding sections, the term "Values" was for a long time widely neglected by language teachers. The word does appear from time to time in keynote speeches and editorials, but the reference is usually vague and abstract. Articles and books on culture have referred to the values and value systems of different peoples, but very little practical application of these ideas has resulted. Very recently, however, there has been an awakening of interest in values and the role of the foreign language curriculum with regard to the valuing process. It appears that the language course can contribute to values education, that is, the examination and formulation of one's values, in two ways. First of all, it can introduce the student to the values of the foreign culture by contrasting and comparing them with his own. Secondly, the foreign language student can use the new language and value system as a means of clarifying his own value system and of developing his personal philosophy of life.

2. **Values and General Education.** The importance of value-oriented education has been stressed by Raths, Harmin, and Simon. They have identified children with certain behavior problems as lacking values. Some of the
characteristics of this type of behavior are: apathy, inconsistency, overconformity, overdissension, and role playing. The authors are more concerned with the valuing process than with describing particular values. The stages necessary for formulating a value are:

1. It is chosen freely from among alternatives, after thorough consideration of the consequences.
2. It is prized and affirmed.
3. It is repeatedly acted upon.

Many practical classroom strategies for helping students with this values clarification process are described and preliminary research relative to the theory is presented. Although the research is not conclusive, there is a trend toward supporting the hypothesis that values clarification techniques do improve student behavior and achievement. Simon, Howe and Kirschenbaum have compiled seventy-nine strategies for values clarification. Many of the lessons in these two works are easily adaptable to use in the foreign language classroom, some in English but many in the target language.

In an attempt to explain a lack of behavioral change in attitude experiments, Rokeach criticizes the attitudes studied. He describes them as being "rather peripheral and inconsequential" beliefs. A person has only a limited number of very central beliefs which are important enough to him to determine his "...ideal modes of behavior and
Ideal terminal goals. If these values are affected, an objective which is very difficult to attain, then his behavior will change. In the second chapter of his book, he describes how, by using hypnotized subjects, he was able to demonstrate that changes in central, rather than peripheral, beliefs produce greater changes in the rest of the belief system. In a later chapter he calls for research centered on values rather than attitude because they are more central, dynamic, and economical. To induce value or attitude change there must be "a state of cognitive inconsistency." This can be brought about by:

1. Inducing behavior contrary to the individual's values.
2. Exposing the subject to information concerning states of inconsistency already existing within his own value system. (This seems to be the goal of many of the strategies of Simon et al.)
3. Introducing new information, via authority.

Maslow stresses the importance of "inner, subjective experiences in each individual" in order to bring about real values education.

3. Values and Second-Language Learning. A good list of French values has been developed by Nostrand and Nostrand. They explain the feelings of the French with regard to such values as individualism, liberty, the family, religion,
France, and others. Lipton describes techniques employed by Gabriel and Garfinkel which are similar to the strategies of Simon. The former has students complete value-oriented root sentences, report what they like and dislike about themselves and the kind of world they would build on the moon. The latter uses an "advice to the lovelorn" approach for teaching all four skills. Moskowitz suggests using values clarification techniques such as the Value Sheet and Sensitivity Modules. Other strategies of Simon et al. have been adapted to the foreign language classroom by Disick, and Wolfe and Howe. Rivers recommends discussing values and value conflict in English.
D. Liberal Education

1. Introduction. Among the goals of liberal education are included the development of a sound self-concept and the ability to understand and master one's environment. The high school years play a very important role in aiding the student to attain these goals. Jersild emphasizes the function of the school in helping the student to "...discover his aptitudes and abilities...to face some of his difficulties and to realize his limitations". Goodlad proposes a curriculum oriented to preparing the student for survival in a complex world. The foreign language curriculum can contribute to the accomplishment of these objectives.

Trying to learn a foreign language is a unique task for the adolescent. He is starting to master a new set of skills quite unlike anything he has ever consciously undertaken. He soon makes judgments, independent of the teacher's evaluation, as to his ability as a language learner and his liking or disliking of language study. The teacher who appreciates the importance of these reactions can help the student to be more objective in his self evaluation.

Since culture and language are essential aspects of the environment, the role of the language course is rather apparent. It can be like a laboratory experience in a new culture and a new set of "...symbols through which it
(the new culture) expresses its realities.\textsuperscript{107}

2. Self-Concept. In describing adolescence, Friedenberg\textsuperscript{108} emphasizes the growing definition of self that takes place during this stage in life. Part of this definition is the result of the adolescent's differentiation of himself from his culture, and his development of respect for competence. The obligation of the school, therefore, is first to clarify the experiences of students and the relation of those experiences to society. Secondly, the school must establish for the student high standards of competency, in a qualitative sense.

We learn as we grow older what our specific qualities and defects are; what we can expect of ourselves, what we are good for as human beings. We learn how we affect other people and what kind of responses to expect of them.\textsuperscript{109}

In a later work Friedenburg\textsuperscript{110} further explains the idea of developing competence. He proposes that, although academicians decry an overemphasis on scholastic sports, perhaps this is the only area in which teen-agers perceive real competence and self-esteem. After observing seventh graders taking shop courses, Hanzelli asks if foreign languages are also capable of generating "...the kind of learning experience that leads to the fullest self-realization of a young person".\textsuperscript{111} Strasheim states that "Foreign Languages can be a contributing factor in the development
of the student's concept of self.\textsuperscript{112} Torrey\textsuperscript{113} suggests that teachers must clearly explain realistic goals in order that students might accurately judge their own competence.

3. The Student's Environment. Strasheim\textsuperscript{114} describes foreign language as one possible means of providing students with greater options in their environment. Rivers expands this proposition:

The unique contribution of FL study which is truly educational in the sense that it expands the student's personal experience of his environment, and truly humanistic in that it adds a new dimension to his thinking is the opportunity it provides for breaking through monolingual and monocultural bonds, revealing to the student that there are other ways of saying things, other values and attitudes than those to which his native language and culture have habituated him.\textsuperscript{115}

She sees the study of foreign languages as an introduction to language itself, and to another people. This study provides students with the experience of being another people, by thinking and acting as they do, and of communicating with another people. The "now" student, according to Torres,\textsuperscript{116} wants to be provided with the skills, the awareness, and knowledge of himself and other people with which he will be able to control his environment. "Language", according to Postman and Weingartner "is our most profound and least visible environment."\textsuperscript{117} An insight into the nature of language itself is considered by Edgerton\textsuperscript{118} to be the most valuable benefit of even
a brief period of language study. An important goal of foreign language study is the awareness of the arbitrariness of language. Quinn recommends teaching for this goal right from the beginning of language study. The teacher should make observations about the English forms and meanings of verbs as their French counterparts are studied. The need to teach the importance of language per se as a means of reestablishing bonds between people has been stated by Hechinger. A practical attempt at developing an introduction to language as a basis for further study of a particular language was designed by Augerot.
E. The Affective Domain

1. General. The efforts of Krathwohl, Bloom, and Masia gave great impetus to teaching towards objectives in the affective domain. Paralleling an earlier work in the cognitive domain, they proposed a taxonomy of objectives which includes such concepts as "interests, attitudes, appreciations, values, and emotional sets or biases".122 As a result of this project, researchers in the affective domain now have a common point of reference, and studies related to this area are appearing at an increasing rate. Houston123 reiterated the importance of the affective domain and also emphasized the role of teacher attitude as it relates to student attitude. The taxonomy of Krathwohl, Bloom, and Masia was effectively used by Purcell124 to develop and order items for attitude scales. Affective objectives were added to the standard cognitive objectives in an eighth grade unit on consumer economics by Atman. She found that attitude (affective) objectives "...moved students during instruction in a designated direction without loss to cognitive achievement".125

With regard to foreign languages Altman states that "The affective domain has been largely ignored in foreign language teacher-education until most recently".126 Even today considerably more is preached than is practiced in this area. Aldridge even goes so far as to say there is
nothing we can do about affective goals. They "happen on their own, in those cases where they are to happen at all ... and in other cases, do not happen at all regardless of what we do". On the other hand, much work is being accomplished in this area. Valette and Disick have developed a taxonomy of affective objectives for foreign language teaching. However, they view only the first three stages of the taxonomy as being attainable by the majority of students. Stage 4 behavior goes beyond that which might normally be expected in most foreign language classes. This dissertation will disagree with the taxonomy of Valette and Disick on that point. Also, their taxonomy is more concerned with intensity rather than quality of affective response. Bauer has worked out taxonomies in all three domains (cognitive, affective, and psychomotor) for foreign languages. Corbin has developed taxonomies in the cognitive and affective domains with regard to the teaching of literature.

2. Testing. Just as other aspects of the affective domain, testing has received relatively little attention, especially when compared to the efforts devoted to testing cognitive skills. A perusal of textbooks on testing, such as those of Nunnally and Ebel reveals a paucity of chapters concerning the affective domain. Books on
testing foreign languages, for example Valette\textsuperscript{133}, Clark\textsuperscript{134}, and Paquette\textsuperscript{135} do not even mention the evaluation of affective categories.

A good introduction to affective testing is presented by Ebel. He discusses both motivation and attitude and some approaches to evaluating them. Although he feels that "...motivation is more a consequence than a cause, and that it probably can never be measured effectively by any paper-and-pencil-test"\textsuperscript{136} he feels that teachers cannot ignore it. He suggests using self-reports rather than direct observation of behavior because of the "...difficulty of finding qualified observers and sufficient relative incidents to observe. In discussing the "fakeability" of self-reports he states that "...if measurements are being made to aid the student in making sound decisions about his own future, the probability that the response will be faked approaches zero".\textsuperscript{137} His approach to attitude objectives in the schools is rather negative. This is a result of his definition of attitudes as "...beliefs that are not demonstrably true and that therefore may be false".\textsuperscript{138} He goes on to say, "This, the fact that attitudes are almost impossible to measure as educational achievements, is no serious loss."\textsuperscript{139} In further discussing attitudes he decries schools deliberately setting out to inculcate attitudes. He does, however, agree with an approach which helps students to understand more
clearly and to examine their already existing attitudes.

A more encouraging treatment of attitude testing is found in Chapter 14 of Nunnally's textbook, *Psychometric Theory*. He feels that attitude self-report tests are valid because a person usually knows his own attitudes and will be quite frank, if he is assured of anonymity. He attempts to explain the relationship of reported attitude to actual behavior. "Verbalized attitudes represent the 'cutting edge' of changes in feelings, i.e. a person may say he is in favor of something before his feelings deep down catch up with that verbalized attitude." He recommends a multi-indicator approach to attitude testing, including behavioral tests, projective techniques, verbal reports, and controlled experiments. A self-report could then be correlated with those items, then used alone. He describes the various formats of rating scales and recommends the following procedure:

1. Use numbers with the scale.
2. Provide a definition with each number.
3. Anchor the extremes of the scale.
4. Instruct subject to place a check-mark on the scale.
5. Include an even number of choices, with no neutral choice.
6. Include approximately eight numbers for optimum reliability.
7. Include at least six scales (items).^141

Recently, the need for measurement of the affective
domain has been pointed out by several authors. Geisert attempts to direct the attention of the public schools to measuring the affective domain. He suggests the following steps:
1. Develop and state affective goals.
2. Determine appropriate behavioral objectives.
3. Determine a suitable standard of performance.
4. Instruct students as to the importance of affective goals.
5. Collect data on results.
6. Interpret and evaluate results.

He then compares a list of behaviors denoting scientific literacy to Krathwohl's taxonomy.

In a report to the American Educational Research Association, Hansen reviews the work of an affective sub-committee of the Nucleus Testing Committee. The committee recommended:
1. Identifying an important question in the affective domain.
2. Designing a testing project by which data could be gathered to answer that question.
3. Developing guidelines for the use of affective test data.
4. Developing an affective testing program.
5. Supporting the several affective testing projects then in study.
6. Forming a curriculum task force to identify affective goals and to suggest priorities.

The committee concluded that the data collected should:
1. Have utility, that is, relate to something the school can control.

2. Have multiple usability, that is, several levels of decision makers should find the data to be useful.

3. Be gathered by several different operations, including pencil-and-paper-tests and unobtrusive means.

4. Not invade the psychological privacy of the individual, that is, he should not be duped into revealing something about himself.

5. Relate to cognitive objectives.

Vight and Doxey also outline needs and considerations appropriate to affective testing. Existing personality tests and affective goals were studied by Hoepfner. He evaluated these tests in light of measurement validity, examinee appropriateness, administrative useability and normed technical excellence. He found generally poor validity ratings for both content and predictive validity and poor reliability. He also found that many areas of the affective domain had few measures available. A more extensive follow-up survey of instruments currently available for assessing skills in the affective, cognitive, and psycho-motor domains was also reported by Hoepfner. The criteria for evaluating these tests included validity, examinee appropriateness, normed excellence, teaching feedback, useability, retest potential and ethical propriety. An index of these tests and a list
of publishers and distributors are provided.

At every stage of his taxonomy Krathwohl provides objectives and means of evaluating performance at those levels. They include sample questions from available tests as well as suggested behaviors that would indicate the student's having attained that level of affective development. To help teachers who are interested in measuring student attitude, Murray has prepared a self-instruction package for composing Thurstone-type attitude scales. Purcell found that the rankings of three judges rating attitudinal items according to their location in Krathwohl's taxonomy correlated well with the rankings of twenty-five judges rating the same items on equal interval scales. The findings indicate that using the affective taxonomy to order items could be more efficient than the common method of employing several judges. A self-instructional manual for teachers has been prepared by Johnson and Johnson. Using these packets, teachers learn to make up self-instructional lessons for their students, stressing both cognitive and affective objectives.

Cooke has developed a modified form of the Bogardus Social Distance Scale for use with students of foreign languages. Using this test, plus a series of semantic differential scales, she was able to measure student attitude towards people from Spanish-speaking countries. Valette and Disick provide sample items for testing at the first three
levels of their taxonomy. Another instrument for testing the attitudes of foreign language students was devised by Jakobovits for the 1970 Northeast Conference on the Teaching of Foreign Languages. He provided two forms, one for students already studying a foreign language, and one for those who have never taken a foreign language course. Suggestions are also provided for analyzing the questionnaire data. All language teachers were then invited to forward the results of their questionnaires to the author, and would be, in turn, entitled to a statistical analysis of the data.

A small-scale, but intensive study of the emotional problems involved in second-language learning was conducted by Begin. Nine college-age students volunteered to participate in an intensive, six-week course in French. The treatment was called "Community learning", which stressed emotional support for the learners and progressive appraisal of the language and the learning situation. The author used the following tests for affective areas:

1. Arnold's Story Sequence Analysis of TAT pictures.
2. Cantril Scale (measures attitude toward French Canada).
3. Lambert Anomie Scale.
4. Lambert Orientation Index.
3. **Summary.** Educators, including those concerned with teaching foreign languages, are becoming progressively interested in affective goals and testing. Although the specific goals are not yet universally accepted, there is a gradual demand for their study and adoption. The preponderance of work has been in the area of attitudes and certain types of motivation, but there are indications of an increasing awareness of higher level affective goals. In foreign language testing, much has been done concerning attitudes, but again, greater interest is being manifested in other affective areas. A good testing program will consider already existing written instruments, creating new written instruments to fit the situation, and unobtrusive methods for collecting data.
NOTES TO CHAPTER II


8 Ibid., p. 7.


10 Murray, Motivation, p. 6.


12 Ibid.


16Ibid.


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31Ibid.

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41Jack Frymier, "Motivation is What it is All About", Motivational Quarterly, I (Fall, 1970) p. 32.

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56 Ibid., "Motivating through Classroom Techniques," [EDRS: ED 054 699].


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121James E. Augerot, "A Syllabus for a Proposed Course: 'Introduction to Language" [EDRS: ED 057 685].

122Krathwohl, Bloom and Masia, Affective Taxonomy, p. 7.

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CHAPTER III

AN AFFECTIVE TAXONOMY FOR
FOREIGN LANGUAGE TEACHING

A. Introduction

The ultimate affective goal of the foreign language curriculum is to help the individual to a clearer understanding of himself which will enable him to formulate a philosophy of life unbounded by monoculturalism or monolingualism. In other words, the individual will approach life having formed a value system enriched by the experience and examination of another culture or cultures. The development of such a philosophy of life is a primary contribution of foreign languages to the humanistic goals of secondary education.

In proceeding toward this goal, the student must first be made aware of the importance of other languages and cultures, and possibly, even of their existence. He must then remain open to them and persevere in the tasks necessary to increase his knowledge of these topics. Perseverence is aided when the student derives some satisfaction from the performance of these tasks. One must then become aware of
one's own beliefs, attitudes, values, and language. These are then compared with and contrasted to those of the new culture. Finally, by clarifying the student's own previous experience as well as those experiences afforded by the new culture, he will be able to develop a new self-concept and a new philosophy of life.

Discussing values in the classroom should not be an attempt at indoctrination. The individual must be respected for who and what he is. He is perfectly free to retain all former attitudes and beliefs, but at least will have a broader experience upon which to base them and make his choices.

Unlike Valette and Disick who feel that the upper levels of the affective taxonomy are attained only by teachers or graduate students, the proposed taxonomy prefers the reasoning of Rivers who offers these humanistic goals to that overwhelming majority of students who will drop the language upon the completion of minimum requirements. Herein, however, there is an apparent conflict between the affective and cognitive domains. If the student should reach the highest level of the affective taxonomy in two or three years, why should he continue to study that language until he masters it? The answer to that question is that, ideally, the continuation of cognitive development will improve the quality of the person's philosophy of life. By increasing one's
language skills and cultural understanding one has more opportunities to investigate, compare, and contrast the elements which will determine one's outlook on life. Hopefully, therefore, students who are required to take a foreign language will decide, as they have often done in the past, to continue the study of the language until they master it and even begin the study of additional languages. The structure of this taxonomy does not exclude the possibility of students continuing language study beyond the required courses. Students who reach the point where they strongly value the learning of a second language would naturally consider doing so, but there are often conflicting circumstances that will cause a student, reluctantly, to discontinue formal language study. For example, the student might begin language study late in high school and never go to college. Thus, further language study, in his case, becomes quite difficult to undertake. Often, too, the student who would like to do advanced language work in high school finds that he cannot fit it in with graduation or vocational requirements.

This taxonomy is an attempt to adapt a two-year course of study in French, at the high school level, to the basic affective taxonomy developed by Krathwohl, Bloom, and Masia. In outline form the proposed taxonomy is as follows:
A. Attending.
   1. Awareness.
   2. Attention.
   3. Transfer of attention.
B. Responding.
   1. Compliance.
   2. Self-oriented response.
   3. Ideological response.
C. Valuing.
   1. Perception of a value.
   2. Commitment to a value.
D. Internalizing.
   1. Recognition.
   2. Ranking.
E. Exemplifying.
   1. Repetition.
   2. Predictability.

The remainder of this chapter will be an attempt to explain the terms introduced in this outline, and to illustrate them by suitable educational (but not performance) objectives. Chapter four will contain specific teaching strategies designed to help students to attain these objectives.
B. Overview

1. **Attending.** The first step on the affective scale involves the learner's becoming "sensitized to the existence of certain phenomena and stimuli". The teacher, for example, points out to his students that there are many millions of people in the world with whom one who speaks only English cannot communicate. The student may or may not already know this, but at this point the teacher is merely trying to make the student aware of this situation. By being aware is meant that the student is "conscious of something - that he takes into account a situation, phenomenom, object or state of affairs". All other stimuli are avoided or ignored for the moment. The teacher must then try to keep this topic in the spotlight of the student's consciousness, or as in the popular expression, "keep his attention". The student will continue to observe and concentrate on the presentation, to the exclusion of all other stimuli. The student will then transfer this attention. This means that he will relate this idea to previous experiences or will notice this concept in situations not provided directly by the teacher. For example, he will remember a movie or story where an American could not make himself understood to a foreigner or, in reading a magazine he will see a picture of someone from another country and will want to know whether or not that person speaks English.
2. **Responding.** Even before the student begins to look for instances of the situation in question, the teacher will want the student to respond, or do something about the situation. In this case the teacher will want the student to increase the amount of people with whom he can potentially communicate. In order to accomplish this augmentation, the student will have to improve his ability to communicate in a new language. The teacher will then prescribe a series of activities designed to help the student to develop his communicative skills. The nature of the student's response has three affective components, all of which can be present, but to varying degrees. The least desirable form of response is compliance. The student learns different elements of the new language because he will be punished if he does not learn them. Or, he works because he considers it his duty to complete assignments and please his parents and teachers. Much human accomplishment seems to get its impetus from an attitude of compliant response. We work in order to earn our daily nourishment. Hopefully, all response is not the result of acquiescence. A better form of response is a self-oriented response, that is, response in which the student finds satisfaction or enjoyment. The student does his assignments because he enjoys the mental gymnastics required in performing certain drills, or because he likes to use French with one friend while a third party cannot
understand him.

The level of response can go beyond enjoyment. The student begins to see that communicating with other people is not just for pleasure, but because these foreign people have good, worthwhile things to say. This response is ideological, in that it is not governed by the desire to fulfill an internal need, but rather by the acknowledgement that both parties have something to offer each other when they communicate. An example of this type of response would be a student who begins to appreciate the point of view expressed by a pen-pal, or understands a country's political position after having read a newspaper editorial from that country.

3. Valuing. Valuing is a process whereby an individual perceives an idea as being worthwhile and eventually cherishes that idea to the point of repeatedly basing his behavior on that idea. After noticing several worthwhile results from communicating with speakers of another language, the student begins to perceive the idea of communicating with them as being good. He will then consider this communication to be important and will commit himself to improving his ability and extending his potential for contact. Assignments will have a new meaning now. They are viewed as an opportunity for increasing dialogue and understanding.
4. **Internalizing.** This stage is closely related to the preceding stage, Valuing. It is a part of the valuing process and could be considered almost as another dimension of Commitment. However, with Internalization, the concern is with the individual's relating the concept to himself, not with his feelings toward the concept. In other words, when dealing with commitment to a value, one considers the individual's feelings towards a certain concept and his behavior as determined by that concept. There is no reflection, no relating of the concept to himself. The process is rather abstract and altruistic. When discussing Internalization the emphasis is now on the concept as related to the person. It now becomes a subjective consideration of the value. The student sees communicating with speakers of another language as being important, not only in the abstract sense, but to himself personally.

When the student has accepted an idea as being important enough to him to influence his behavior, he then must assess its relative importance to the other elements of his values system. He must rank this concept with respect to those he has already placed in order. This will determine his decisions in the event of conflicting values alternatives. Is he so committed to communicating with speakers of other languages that he would sacrifice family and friends in order to pursue the study of as many
languages as possible? Or does this value come at the bottom of his list, moving him to action only when he has nothing better to do?

5. **Exemplifying.** At this final stage of the affective taxonomy the student exemplifies certain ideals and values by incorporating them into his philosophy of life. An idea that is seldom acted upon cannot be considered to be a value. But when a student repeatedly seeks out opportunities to communicate with speakers of another language, it can be assumed that he has integrated this concept into his values system. The point is finally reached where those who know the individual can predict, based upon his previous actions, how he will act in certain situations. The teacher knows that the student will want to write to his pen-pal to get clarification on a point discussed in class, or will be willing to stay after school to meet with a visitor from the country whose language is being studied.
C. Attending

At this initial stage, we are considering a relatively passive state as far as the learner is concerned. He must be aware of the phenomena or ideas with which a particular course deals, and he must pay attention to them, but he is not yet involved in actually seeking experiences in this area. This awareness may be the result of his previous experience, a new stimulus introduced by the teacher, or a combination of the two. Obviously we must know something in order to be aware of it, so there is a definite cognitive element to awareness. From the affective point of view, the object is brought into the range of the person's senses. At first it is a vague ill-defined awareness. The student knows he speaks a certain language and has certain feelings and attitudes. But that is as far as his awareness of language and culture goes.

Once the student becomes aware of something, it must come out of the background of his consciousness and into a place of prominence. In other terms, he must "pay attention" to this phenomenon. Other stimuli lose their importance as the individual focuses his senses on this intruder. This attention must then be maintained long enough to achieve the goals of the present situation. If the phenomenon makes a sufficient impression upon the student, he will notice it
and pay attention to it even in situations where the teacher, or a surrogate teacher, is not present to evoke the phenomenon. This is what is meant by transfer of attention. We have not yet asked the student to judge, explain, affirm, deny, or react in any way to the phenomenon. We have introduced it to his consciousness and asked him to keep it there, at least intermittently.

1. Awareness. There are many phenomena about which the language learner must become aware: language itself, foreign languages in general, the target language, culture, and himself as a language learner. It may be assumed that the high school student beginning language study is already aware of the existence of foreign languages, the target language, and his own language. He is aware of the fact that he belongs to a certain culture, although he probably has not given much thought to the concepts of language and culture. He will probably be aware of foreign people and have formed stereotypes concerning them. As for his own competence as a language learner we may assume, by definition, that the beginner should not yet have formed any concepts. He may, however, have picked up a prevalent American attitude about the difficulty of learning a foreign language.

The first task of the teacher, therefore, will be to
introduce the concepts of language and culture to the student, and then to increase the student's awareness of them. The teacher will make utterances in the target language and give recorded and/or written examples of it. He will introduce pictures and descriptions of the people who speak other languages and bring out the importance of language and communication. The concept of culture will also have to be presented and developed. To help the student to evaluate himself as a learner, the teacher should discuss realistic goals and strategies for learning the language. Then, right from the beginning, assist the student in evaluating his own progress.

2. Attention. In order to develop the student's awareness of these ideas and to guide him to further cognitive and affective levels the teacher must maintain the student's attention. The stimuli introduced by the teacher must be discernible from all other stimuli in the environment and be attractive enough to discourage the student from considering any others. The teacher must utilize those strategies he has mastered which pertain to the classical trilogy of good rhetoric: to render his audience "benevolentes, attentos et dociles". He must choose items that will be noticed and followed. This may be accomplished by using material of interest to the student, or by
presenting materials not normally considered to be interesting to the student, in a unique or unexpected fashion. The teacher should always want to know what his students are already interested in.

When investigating the idea of interesting material one should consider several possibilities. First of all, people of all ages like a good story and they like to laugh. Adolescents are very interested in themselves and in what their peers are thinking and doing. They have a high respect for competence and prefer action to passivity. They are also interested in sex, psychology, sociology and the future.

Another method of approaching the interests of students is by determining the interests of the individuals in the class. It is very advisable to collect data of this nature near the beginning of the school year.

As for making the presentation itself unique or attractive, teachers have always tried to make their lessons as appealing as possible. Methods books are filled with suggestions and exhortations for making a lesson interesting. This is among first topics for courses in techniques of instruction.

3. Transfer of Attention. Once the student has become sensitized to the phenomena in question, and has demonstrated a willingness to endure exposure to their existence, he must
become alert to noticing them in environments apart from those provided by the teacher. In other words, while perusing a magazine a student will notice French words, or will perceive cultural influences in a story. In practicing a dialogue he will recognize his own strengths and weaknesses. Perhaps he is good at pronunciation but poor at memory, or has a good "r" but a poor "u". At this level of the taxonomy he is not actively looking for these phenomena, he is merely noticing them. He will find himself relating words, people, and ideas to those encountered in class. In the mass media or in direct communication with others he will observe references to aspects of the new culture, or to linguistic elements that he formerly would have ignored.
D. Responding

Thus far the role of the student has been relatively limited. The individual is active in attending to the stimuli, but his response is limited to keeping it at the focal point of his consciousness. We are now concerned with his decisions concerning the phenomena. Will he refuse to consider them any further? Will he make progress in the language to avoid an "F" on his report card, or to earn an "A"? Will he try to learn because of a need to achieve, or because he enjoys manipulating words or using an exotic code? Or, will he want to learn a language because he would like to identify, at least partially, with another people?

1. Compliance. Mere compliance is not a satisfactory condition in a classroom situation. The student is responding to the ideas at hand to avoid punishment, to gain a reward, or out of a feeling of obligation. Cognitive progress can be made if a student complies for these reasons, and often affective endeavors on the part of many teachers cease at this point. This also seems to be the point at which the educational system and much of society are satisfied. Honor rolls, grades, promotion, threats, punishment, and failure are some of the strategies which operate at this level. This leads to a serious problem of attitude since the student has learned his patterns of compliance and formed
his attitude toward school work prior to his enrollment in the foreign language class. Many students have built up a system of doing what they have to do, thereby earning high grades, which, of course, pleases their parents, and everybody is happy. Every teacher is faced with this situation and has to try to change these attitudes. It is a case of changing attitudes without changing overt behavior. A student might repeat a sentence in order to receive an "A" or to avoid being humiliated. We still want him to repeat that sentence, but for other reasons, which will be discussed in the following sections.

Of course compliance is better than no response at all. However, we must continue to try for loftier types of response. Teachers who pass, or even give good grades to students who do little or no work, are encouraging these and other students to continue to operate even below the compliance level. Forgetting for the moment all considerations of quality of instruction, the teacher must insist upon attention to the tasks assigned. This includes listening and note-taking in the case of large group instruction and cooperation with others to do the assignment, in small-group instruction. A student should receive credit for every assignment that is correctly completed. Criteria for passing should be clearly understood and credit should be withheld until they are met. On a more positive note, students should
be given additional chances to succeed. Often a student will not be able to understand an assignment and will receive a failing grade for it, with no hope of ever making it up. The same is true for tests; once a student fails, he fails forever. If the student can have additional help and have another opportunity to succeed, he may begin to respond more often. Teachers are beginning to experiment with pass/fail and test/retest approaches, and for many students they do provide the encouragement at least to try.

2. Self-oriented Response. A preferable response orientation would reflect a student's desire to respond for reasons independent of external pressures. The student would act in order to satisfy an internal need, such as achievement, manipulation, affinity, power, or enjoyment. The teacher who has information pertaining to the interests of his student and who relates classroom activities and assignments to these interests, is operating at this level. If a student shows no interest in any aspect of the subject area, and indicates no desire to succeed, the teacher can attempt to discuss the student's personal goals, in terms of performance objectives, as well as long-range goals. The student's self-image, especially as a language learner, will influence his performance. The teacher and the student must arrive together at a frank assessment of the student's abilities
and goals. The function of the teacher should be to ask questions and listen, rather than "tell it like it is". These are conclusions the individual must reach himself, if they are to mean anything. They cannot be discovered for him nor imposed upon him.

3. Ideological Response. It is possible to proceed even further with the quality of a student's response. As Lambert states "The challenge is to go beyond the mere achievement motives of students and to link language teaching with more appropriate and more productive motives." He is referring here to "integrative" motivation, that is, the desire to be like another people, or to want to know more about them and be able to communicate with them. The teacher, therefore, must present to his students an accurate, varied picture of the people who speak the target language. Rather than concentrating on their finest accomplishments, he should show them as real people, who live, suffer, enjoy, and die. In selecting materials, the teacher should seek as many different types of people, places, and events as possible. This will help combat stereotypes the student will have already formed before coming to the language course, and will introduce the student to more aspects of the culture with which he might identify. Many of the standard techniques used by language teachers can be employed in this way. But
they should be organized into a schedule that considers long-range, affective goals. For example, a display case can be organized to make students aware of the variety of people and places in France. Posters, pictures and films can be selected to emphasize variety and with the hope that some will match that which the student already finds interesting. Too little is done with pen-pals. Many language teachers do not even bring the subject up. Others feel that their obligation ends with sending a list of their students to a clearing-house that will provide correspondents in the country that students are studying. Why not include these pen-pals in the course? They can verify or discredit ideas encountered in readings and discussions. They are a possible source of answers to questions the students may raise which the textbook or other traditional sources are unable to answer, or even ask.

A less frequently used classroom technique that has possibilities for attitude reassessment toward another people is the "Sensitivity Module", as described by Kirschenbaum. A student, or a team of students actually place themselves in a contact situation with people who use the target language in their ordinary daily activities. The possibilities range from lingering in a French-owned store for a half-hour, to having a meal with a French family. The students observe what the people say and do and then
report their impressions to the class. Obviously, certain localities provide more opportunity for this than others. For schools that are not near neighborhoods containing the desired language group, the Sensitivity Module could be included in a field trip to Quebec, Mexico, or an appropriate location within the United States. The group could be divided into teams who would all choose separate assignments. Each team would then report its findings to the entire group.

A class could also take a problem-centered approach to the target culture. What problems concerning American life are of interest to the students? After making a list of questions, the students would try to find out if the target culture has these problems, and if and how they are trying to overcome them.

From the point of view of the language itself, or language in general, the teacher should look for opportunities to demonstrate the arbitrariness of a language system. How have Americans symbolized reality, via languages, differently than the French? What makes one language different from another? Does English have advantages or disadvantages for expression as opposed to the target language? Do languages change? Are they related? The teacher does not have to be an expert in linguistics or philology in order to introduce concepts of this nature.
A very common reaction of beginning students to the arbitrariness of language is "This is stupid. Why can't they say it our way?". It seems that students are ready to accept a foreign word for a substantive or process, as long as the relationship is one to one. For example, if mère means "mother", they see no difficulty. But, when belle-mère means "mother-in-law" there is some agitation. And, when they are told it is wrong to translate "I am speaking" by saying "Je suis" plus some contrived verb form representing the present progressive tense, they tend to get quite upset. Often teachers resent this reaction on the part of students, instead of recognizing it as an expression of a monolingualistic attitude. It is a point of departure from which the teacher can measure progress towards a change in this type of thinking. If the student reaction can change from "That's stupid" to "Maybe our way is not the best way, or the only way" an attitude change will certainly have taken place.

How does one try to effect such an attitude change? The least promising way is by lecturing or scolding. You cannot chide a person into "opening his mind". One possibility is through discussion. Using belle-mère as an example the teacher could encourage the class to offer opinions concerning the relative merits of "X-in-law" and the French affix "beau (belle)". Of course there will still be
recalcitrants at the end of the discussion, but it is a step in the right direction. Another technique is to make-up a skit using both languages, or, if the students have enough background in the language, use role-playing. The object is to dramatize a point of confusion caused by one language, but clarified by the other.

Another attitude upon which the teacher must focus his attention is in the area of communicating with others, especially those who do not speak our language. It is fairly safe to assume that most people feel that communication is worthwhile. The language teacher, then, must help the student to extend the desire to communicate, that is, to increase the potential candidates with whom the student will want to communicate. Episodes from The Ugly American provide examples of the difficulties brought about by the inability to communicate with peoples of a different culture.
E. Valuing

The next step is for the student to perceive good in what he has been doing. He accepts the idea that speaking another language is worthwhile. Communication is considered as an abstraction and the individual decides to assign to it a positive or negative value, based upon its own merits, not upon what it does for him, personally. At first the value is just slightly above or below neutrality. Unfortunately, as Mager states, the highest value, or most favorable attitude towards subject areas, is quite often at the beginning of the school year. He feels that the teacher has all he can do to prevent the favorable or neutral attitudes from deteriorating. A more optimistic goal is to help students to the point where they become so committed to ideas such as communication, cross-cultural understanding, and language learning that they will publicly acknowledge and even champion them.

1. Perception of a Value. There are two aspects to the valuing process. First, the teacher must consider values in general, and second, where the foreign language curriculum fits into the valuing process. The teacher does not give the student new values; the student must choose them for himself. The teacher can provide the students with opportunities for examining his own value system, and he can provide the
various values connected with language study as alternatives for possible inclusion in the student's existing value system. The student could even make a choice between monolingualism as opposed to bilingualism or monoculturalism and cultural pluralism.

Many of the value clarifying strategies described by Raths, Harmin, and Simon; and Simon, Howe and Kirschenbaum can be utilized in foreign language classes. Some of these lessons can be conducted in the target language, but some are too complex, although quite important, and would have to be done in English. In the first year, some values clarification would have to be done in English, but by the second year exercises such as Values Voting, and Value Sheets, could be completed in the target language. In Values Voting, the teacher reads a list of questions and the students raise their hands if they agree with the statement, or if it coincides with their lifestyle. With Value Sheets, the students answer a series of questions based upon a thought-provoking statement. The questions should deal with sensitive areas, and include many questions asking students what they think or would do about the situation.

2. Commitment to a Value. After an idea has been identified as having value, and has been freely chosen by the individual, he will give certain indications of being committed to that
value. He will be enthusiastic about it and assert it publicly. For example, he will go out of his way to use his language skills or defend his new-found points of view.

Again, many of the strategies in the above references on values clarification provide the student with opportunities for demonstrating his commitment. The Proud Whip gives students a chance to assert publicly things about which they are proud. The teacher gives a general heading such as "Something artistic I have done" and rapidly calls upon members of the class to give specific examples. To be done in the target language, the teacher should anticipate and pre-teach vocabulary that will be needed. However, some students will still have to ask how to say unexpected items. This can be viewed as a very good opportunity to teach some personalized vocabulary, that is, words that the students themselves decide they want to know.

The teacher can provide students with practical situations where they can demonstrate their commitment to language study. When it is time for course selections for the following year, the class can discuss the reasons for and against language courses. Each student who feels convinced that language study is worthwhile would then pick someone he knows who is one year behind him. (In the case of first-year students, they would go to people who are not currently studying a language, but who would be eligible for language
study the following year.) The students would then meet with the potential students and discuss their beginning or continuing language study. After the interview the students can report their results to the class.
B. Internalization

At the beginning of the third step of the hierarchy, Valuing, the student began to consider an idea as being worthwhile in itself, not because of the benefits that he might derive from it. Speaking the new language might be enjoyable, or a means to parental approval, but it also became an abstract idea viewed as having merit of its own. At this fourth stage, Internalization, the concept is again dealt with subjectively. The student realizes that this idea is a part of himself; it means something to him and he will risk himself to some degree for this idea. With Commitment, a person might argue strongly over a value that he believes in intellectually, but has not really related to his own life. He may even write letters to the editors of newspapers condemning social injustice, but does not perceive his own unjust treatment of his fellow-human beings. This is very possible among teachers and clergymen who learn of and transmit many worthwhile ideas, but often neglect to relate them to their own everyday life.

1. Recognition. As individuals encounter ideas and begin to consider their worth, they must become aware of the importance of these values to themselves. Some will be rejected, but others will be accepted as important and cherished aspects
of life. The classroom teacher can help the student identify and choose his own values. Among the techniques that can be used in the language classroom are: I Learned Statements, Values Voting, The Pie of Life, The Values Journal, and The Miracle Workers. In each of these exercises the student is exposed to a certain value and then is asked to react to that value by examining his own experience and ambitions. If activities of this type are planned at various times during the course, the student has the opportunity of thinking through his choices, and incorporating them into his lifestyle.

2. Ranking. Values do not exist in isolation; they have relative importance with respect to other values. New values must be located in their proper rank in the individual's value system. Some values may be worth dying for, for others one might go to prison, while for still other values, the individual would give up very little. Behavior in a specific situation will depend upon the various values which conflict at a certain time. One pacifist might value his anti-war feelings enough to face prison, whereas another may place personal freedom of movement much higher and accept induction. A traveler might be torn between risking his own ego and using his newly learned language. Which does he value more in this situation? There are lessons for helping students to rank
the values within their own value system. One simple, direct method is called Rank Order. The teacher asks the student to choose from three or four alternative situations, all of which could pertain to most teen-age Americans' value systems. Many items are included, but at the end the student can look for a pattern of responses. A more complex device for helping students rank their values is the Forced Choice Ladder. Here the student draws a ladder with a certain amount of steps. The teacher then reads a series of incidents illustrating different values. The student must rate the intensity of his feelings towards the person in each story by placing that person on a step of that ladder. The stronger feelings would be at the top and the most neutral feelings would be placed at the bottom.
G. Exemplifying

The final stage of the affective taxonomy deals with the person's philosophy of life. Krathwohl, Bloom, and Masia state that this is quite often beyond the scope of formal education in our open and pluralistic society. However, it is certainly reasonable to assume that secondary education may include goals of self-understanding, the ability and desire to continue to learn, and other concepts which are important elements in forming a consistent philosophy of life. The foreign language curriculum can contribute to these higher level affective goals by providing the student with a broader base of experience upon which he can develop this philosophy. The beginnings of such a philosophy can be observed by what students say and do during their years in school. When a value truly becomes a part of a person's life, he will repeatedly act in accordance with that value. He will become associated with that value in the eyes of others, at least those who know him well, and his behavior will even be predictable on the basis of his value system.

1. Repetition. At this point of affective development the teacher is no longer organizing strategies for the student. He is merely providing him with opportunities for repeating previous behavior, or demonstrating his values in different
ways. If the student has accepted for himself the value of communicating with others in their own language, the teacher will help the student find opportunities to do so. Teaching methods will stress means of improving language skills by oneself, and of how to look for and recognize cross-cultural concepts. Another professional contribution would be to develop ways of foreign language use and improvement for those who have finished their formal education.

2. Predictability. The student who has internalized the values of the foreign language curriculum will approach life in a certain, predictable way. In solving problems he will consider and investigate how people in other countries have reacted to the same problems. He will consider the difficulties and importance of communication when dealing with others, and he will know his own limitations and potential for communicating.
NOTES TO CHAPTER III

1 Krathwohl, Bloom and Masia, Affective Taxonomy, p. 98.

2 Ibid., p. 99.

3 Freeman Twaddell "On Being a Foreign-Language Teacher", in NEC Reports, 1973, 130.


5 Simon, Howe, and Kirschenbaum, Values Clarification, pp. 266-75.


8 Simon, Howe and Kirschenbaum, Values Clarification, pp. 38 and 112.

9 Ibid., p. 134.

10 Ibid., pp. 163, 168, 228, and 338.

11 Ibid., p. 58.

12 Ibid., p. 98.

13 Krathwohl, Bloom and Masia, Affective Taxonomy, p. 165.
CHAPTER IV

OBJECTIVES AND STRATEGIES

A. Introduction

This chapter will illustrate samples of affective objectives at each stage of the taxonomy, proceeding in order from the lowest level to the highest. Each objective will be accompanied by a teaching strategy designed to help students to attain each objective. Suggestions for testing the achievement of each objective will also be provided, although it is not intended that a formal test accompany each objective.

There are many concepts related to foreign language learning for which affective objectives can be developed. Foreign language study offers the student insights into the nature of language, as well as a better understanding of his own language. Closely related to language is communication. The student's potential for communicating is increased with every new language he studies, and with his increased competency should come a deeper appreciation of the importance of communication. Language and communication are aspects of culture, which is another
area for affective consideration in language courses. Students can "experience being another people"\(^1\), thus learning about culture itself and their own culture. Language study can also help a student to understand himself better as he reflects upon his own values, linguistic capabilities, and role in society.

The preceding topics, therefore, represent some of the many sources of affective objectives pertinent to language programs. However, they can be classified into three main categories: communication, culture, and self-understanding. These three categories often overlap and, in practice, it sometimes becomes difficult to assign an objective to one specific classification, but they do provide a workable model. With this limitation in mind, the objectives discussed in this chapter have been formulated. Table 1 contains an outline of these objectives.
<table>
<thead>
<tr>
<th>Taxonomy Level</th>
<th>Objective</th>
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<tbody>
<tr>
<td>1.0. Attending</td>
<td></td>
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<tr>
<td>1.1. Awareness</td>
<td></td>
</tr>
<tr>
<td>1.1.a. Communication</td>
<td>1.1.a. Student becomes aware of the vast number of people with whom he is unable to communicate because they do not speak English.</td>
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<tr>
<td>1.1.b. Culture</td>
<td>1.1.b. Student becomes aware of different ways of living and approaches to life.</td>
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<tr>
<td>1.1.c. Self-understanding</td>
<td>1.1.c. Student becomes aware of himself as a user of language.</td>
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<tr>
<td>1.2. Attention</td>
<td></td>
</tr>
<tr>
<td>1.2.a. Communication</td>
<td>1.2.a. Student accepts the idea of communicating with those who do not speak English.</td>
</tr>
<tr>
<td>1.2.b. Culture</td>
<td>1.2.b. Student accepts the idea of differences in lifestyle.</td>
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<tr>
<td>1.2.c. Self-understanding</td>
<td>1.2.c. Student accepts the idea that he has certain linguistic capabilities and that these capabilities can be improved.</td>
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<td>Taxonomy Level</td>
<td>Objective</td>
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<tr>
<td>1.3. Transfer</td>
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<tr>
<td>1.3.a. Communication</td>
<td>1.3.a. Student will notice problems caused by lack of communication when he encounters them in his readings and in the mass media.</td>
</tr>
<tr>
<td>1.3.b. Culture</td>
<td>1.3.b. Student will notice and examine instances of cultural differences in situations outside the classroom.</td>
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<tr>
<td>1.3.c. Self-understanding</td>
<td>1.3.c. Student is alert to himself as a user of language.</td>
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<tr>
<td>2.0. Responding</td>
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<tr>
<td>2.1. Compliance</td>
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<tr>
<td>2.1.a. Communication</td>
<td>2.1.a. Student will speak, using the foreign language, when obliged to do so.</td>
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<tr>
<td>2.1.b. Culture</td>
<td>2.1.b. Student will read articles describing aspects of other cultures, because they have been assigned.</td>
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<tr>
<td>2.1.c. Self-understanding</td>
<td>2.1.c. Student will complete assigned exercises designed to improve his linguistic ability.</td>
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<tr>
<td>2.2. Self-oriented response</td>
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<tr>
<td>2.2.a. Communication</td>
<td>2.2.a. Student enjoys using the foreign language to communicate with other people.</td>
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<tr>
<td>2.2.b. Culture</td>
<td>2.2.b. Student will voluntarily seek information concerning other cultures.</td>
</tr>
<tr>
<td>2.2.c. Self-understanding</td>
<td>2.2.c. Student wants to improve his foreign language skills because of a pride in accomplishment.</td>
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</tbody>
</table>
2.3. Ideological response
2.3.a. Communication 2.3.a. Student voluntarily writes to his pen-pal, asking his opinion concerning a problem of international importance.

2.3.b. Culture 2.3.b. Student reads magazine articles or newspaper stories in order to find out how people of the country being studied deal with certain aspects of daily living.

2.3.c. Self-understanding 2.3.c. Student will try to improve his language proficiency in order to find out more about the ideas and way of life of the people whose language he is studying.

3.0. Valuing
3.1. Perception of a value
3.1.a. Communication 3.1.a. Student will accept or reject the idea that communicating with other people in their own language is worthwhile.

3.1.b. Culture 3.1.b. Student accepts or rejects the notion that understanding other cultures is worthwhile.

3.1.c. Self-understanding 3.1.c. Student accepts or rejects the importance of improving his language ability.

3.2. Commitment
3.2.a. Communication 3.2.a. Student will reveal to the class that he considers it important to speak to other people, using their language.
<table>
<thead>
<tr>
<th>Taxonomy Level</th>
<th>Objective</th>
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<tbody>
<tr>
<td>3.2.b. Culture</td>
<td>3.2.b. Student tells others about the importance of cultural sensitivity.</td>
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<tr>
<td>3.2.c. Self-understanding</td>
<td>3.2.c. Student decides to improve his foreign language competence.</td>
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<tr>
<td>4.0. Internalizing</td>
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<tr>
<td>4.1. Recognition</td>
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<tr>
<td>4.1.a. Communication</td>
<td>4.1.a. Student recognizes how much importance he attributes to communicat-</td>
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<td>ing in the foreign language.</td>
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<tr>
<td>4.1.b. Culture</td>
<td>4.1.b. Student realizes that cultural sensitivity is personally important to him.</td>
</tr>
<tr>
<td>4.1.c. Self-understanding</td>
<td>4.1.c. Student realizes that he prizes his ability to use the foreign language.</td>
</tr>
<tr>
<td>4.2. Organization</td>
<td></td>
</tr>
<tr>
<td>4.2.a. Communication</td>
<td>4.2.a. Student will rank the concept of communicating in a foreign language in his overall value system.</td>
</tr>
<tr>
<td>4.2.b. Culture</td>
<td>4.2.b. Student will rank cultural sensitivity in his overall value system.</td>
</tr>
<tr>
<td>4.2.c. Self-understanding</td>
<td>4.2.c. Student will rank the importance of his ability to use a foreign language in his overall value system.</td>
</tr>
<tr>
<td>5.0. Exemplifying</td>
<td></td>
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<tr>
<td>5.1. Repetition</td>
<td></td>
</tr>
<tr>
<td>5.1.a. Communication</td>
<td>5.1.a. Student will seek opportunities to communicate in the foreign language outside of class and after completing formal language study.</td>
</tr>
<tr>
<td>Taxonomy Level</td>
<td>Objective</td>
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</tr>
<tr>
<td>5.1.b. Culture</td>
<td>5.1.b. Student will constantly look for situations involving the need for cross-cultural understanding.</td>
</tr>
<tr>
<td>5.1.c. Self-understanding</td>
<td>5.1.c. Student improves language skills even after formal language instruction has been terminated.</td>
</tr>
<tr>
<td>5.2. Predictability</td>
<td></td>
</tr>
<tr>
<td>5.2.a. Communication</td>
<td>5.2.a. Student will attempt to establish communication with speakers of the foreign language whenever he has the opportunity.</td>
</tr>
<tr>
<td>5.2.b. Culture</td>
<td>5.2.b. Student will always consider cultural factors when attempting to solve social problems.</td>
</tr>
<tr>
<td>5.2.c. Self-understanding</td>
<td>5.2.c. Student will be able to appraise realistically his linguistic limitations and capabilities.</td>
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</tbody>
</table>

Theoretically, a student who has reached the highest level on the taxonomy will have developed a philosophy of life that will be based upon an understanding of himself and others that has been clarified by his linguistic and cultural experiences. Such a philosophy would be characterized by:
1. A consistent effort to make the acquaintance of speakers of the foreign language(s) studied.
2. A continuing improvement of his foreign language skills.
3. Traveling and/or reading in order to learn more about other cultures.
4. The ability to apply aspects of other cultures to one's own life and community.

5. A pre-disposition to learn as much of a new language as possible if circumstances present the opportunity to use it.

6. An enjoyment of the literature and art of the foreign culture.

Many of the following strategies will apply to objectives for more than one step on the taxonomy. For example, writing a letter to a pen-pal could be an illustration of behavior at level 2.1, Compliance; 2.2., Self-oriented response; or 2.3, Ideological response. It could even be indicative of 5.1, Repetition, provided that the student has finished his formal language study. It would be the student's reason for writing and his feelings about this writing that would determine at which level he is performing. Each strategy will be suggested, therefore, at the stage where it appears to be most appropriate, with the understanding that, in some situations, it might be more successfully employed at a different stage.
B. Attention

1. General. At this first stage the teacher is trying to attract and hold the student's attention with respect to the foreign language, culture, and his own linguistic ability. Even with students who have already been studying a foreign language for a year or more it is advisable for the teacher to begin with strategies at this level. The students quite possibly may have been exposed only to cognitive goals and may not be aware of, or may have forgotten, the affective goals of foreign language study. As early as possible, even on the first day of class, the teacher should obtain as much information as possible about that which interests his students. This can be done by a written questionnaire or by an informal orientation with the class whereby the teacher asks the class what they did during the summer or what they like to do in their spare time. Also, the teacher can ask each student to introduce himself, in the foreign language if possible, and tell something that he likes to do or something he likes about himself. If it is impossible to obtain information by directly questioning the students in front of the whole class, the teacher can examine the composition of the class and begin an interest inventory based upon such factors as: the age of students, the number of boys, the number of girls, what the teacher already knows
about these children, what other teachers can tell him, and what the current topics of interest and concern in the community happen to be.

Using phenomena which are already interesting to as many students as possible, the teacher can capitalize on an already existent predisposition on the part of the students to give their attention. For example, high school students usually are attracted to the latest styles of clothing and the latest heroes. Many current textbooks supply pictures designed to help teach vocabulary. These pictures are usually rather bland, having little or no affective component. Instead of using these visuals, the teacher can use pictures from recent magazines, especially those aimed at young people, and from the country of the language being studied. One good example is the French magazine Salut les Copains. Another interesting visual is the use of cartoon characters on an overhead transparency, rather than the published dialogue posters.

The textbook and other instructional material should also be examined in order to determine whether or not the content appeals to the interest of the students. In addition to organizing his presentation solely to facilitate cognitive progress, the teacher should consider the potential interest of the lesson to the members of his class. The teacher has to decide what he can do to change the
material, or what he has to add in order to appeal to that which his students already find interesting. Perhaps a rather neutral dialogue can be made more appealing by making innuendoes about the characters in the dialogue or by adding something humorous or mysterious to the dialogue.

2. Awareness. The teacher will want to develop in his students an awareness of:

1. The existence of a vast number of people who cannot speak English, and with whom the student, therefore, is unable to communicate.

2. The existence of a wide variety of ways of living.

3. Himself (the student) as a user of language.

These three concepts must be introduced as early as possible to the language learner and should be reintroduced at opportune occasions during all the years of language study. By stressing the importance of language and culture in general, the teacher can proceed to a demonstration of how the language being studied can contribute to the student's deeper understanding of these concepts.

**Objective 1.1.a** - The student becomes aware of the existence of a vast number of people with whom he cannot communicate because they do not speak English and he cannot speak their language.

To sensitize the students to this situation, the teacher shows the class several pictures of all types of people and
gives a brief account of their background. These pictures can be collected from back issues of magazines, from travel posters, encyclopedias, and books on travel, geography, or anthropology. A short statement, in English for beginning classes, or in the foreign language for more advanced classes, is then given. For example: "This boy is from Brazil. Here is his school."; "This lady wheeling the baby carriage lives in Prague, Chechoslovakia."; "This man is a lawyer in India.". At least a dozen pictures should be shown, with as much variety as possible. The teacher should select pictures of rich people, poor people, the young, the old, people who are attractive, and those who are unattractive. Some of these people should be from countries where the language being studied in class is spoken. After showing all the pictures the teacher then asks: "What do all these people have in common?". Hopefully, he will eventually get the answer: "You cannot communicate with these people because none of them speak English.". The teacher then points out that these people represent approximately 7/8 of the world's population and he dramatically emphasizes that those who are able to speak only English are prevented from communicating with this large segment of humanity. The idea can be diagrammed by drawing a circle on the board with one portion of the circle equal to 7/8. At the end of this lesson we are not
concerned with the student's ability to recall the country of origin of these people, nor the language they speak, nor even the fraction $7/8$. The objective has been simply to make the student aware of the number of people with whom he cannot communicate for linguistic reasons.

**Objective 1.1.b** - Student becomes aware of the existence of different ways of living and approaches to life.

Using the film, *The Winter Ice-camp*, from the series, *Man, A Course of Study*\(^3\), the teacher leads a discussion about the way Eskimos live and what the students think of this life style. He asks the students what they like about this life style, what they dislike about it, how the people survive, why the people continue to live like this, and if these people should be permitted or encouraged to continue living like this. A few weeks later the students could watch a film such as *Crin Blanc*\(^4\), a film about the Camargue region in southern France. A similar discussion could take place about this film. Other films, magazine articles, newspaper stories, and slides could be presented, all focusing on the same questions about life style. Gradually, the student becomes aware of a variety of ways of life which are accepted and enjoyed by many different peoples.
Objective 1.1.c - The student becomes aware of himself as a user of language.

The teacher demonstrates to the class some of the capabilities and limitations of English. For example, he may demonstrate the sounds of American English and then show the class that there are many other sounds used throughout the world to create words, of which English does not take advantage. The idea of meaning is also introduced. For example, the word window in English and what it describes or represents can be opposed to the various French words that correspond to our idea of window. Very early in language study, especially with French, the teacher can show the difference in using the present tense in English and Romance Languages. The teacher can also display a chart of the Indo-European languages, which is usually found in a good dictionary, and lead the class in a brief discussion on the relationships of the various languages in this group. There is an interesting, if not historically accurate, anecdote concerning the French verbs "demander" and "prétendre". There was once an American President, who will remain nameless, who received a message from the French Ambassador saying: "Nous demandons plus de renseignements sur le territoire que vous prétendez est le vôtre.". The President called in an aide who had only studied one year of French. The aide translated the message as: "We demand more
information about the territory that you pretend is yours.". The President was ready to call out the troops at this outrageous message. Fortunately, another aide who had studied two years of French heard the conversation. He quickly appeased the irate President by explaining that the message should be translated as: "We ask more information about the territory that you claim is yours.". Obviously the second translation showed that the message was not arrogant and did not constitute grounds for war.

**Testing for Awareness.** At this stage it is very difficult to distinguish between testing in the affective domain and testing for knowledge or memory, which are cognitive elements. If we are testing something that has been taught or that the student has made a conscious effort to memorize or to learn, then we are obviously testing in the cognitive domain. If, however, we are trying to determine whether or not a student is conscious of a phenomenon to which he has been exposed rather indirectly, then we may say that we are testing for awareness. Perhaps the best time to test for awareness is before introducing any of the concepts about which we are concerned. One simple test would be for the teacher to have students list all the groups of people in the United States who do not normally use English. Or, the teacher could ask the
students to describe a group of people whose life style appears to be radically different from his own.

3. **Attention.** While introducing the student to the ideas of communicating, culture, and his own linguistic competence, the teacher must keep in mind that in addition to bringing these elements within the range of the student's awareness, he must try to keep them in the foreground of the student's consciousness. The student, for some reason, must tolerate this intrusion into his personal thought process and permit its continued presence.

**Objective 1.2.a** - The student accepts the idea of communicating with persons who do not speak English.

If, in the initial presentation, the teacher was able to find pictures that would appeal to the student's pre-existing interests, it is quite likely that the student will tolerate the teacher's development of his presentation. This is of course, provided that the teacher carefully regulates such items as his own tone of voice, enthusiasm, pace, and vocabulary, as well as possible areas of interference, such as room temperature and extraneous noise. If the teacher knows, for example, that basketball is currently one of the major topics of conversation for most of the class, he could include pictures of Soviet basketball players. Some pictures may be directly related to a topic of national or
international concern. Humorous remarks can be incorporated, and brief stories about a few of the people in question could be related.

**Objective 1.2.b - Student accepts the idea of differences in life-style.**

At this stage of his life, the student may have already developed prejudices and negative attitudes toward other life styles and means of expression. At the awareness level of this objective, films and other visual stimuli were introduced. The important thing at this second level is to avoid lecturing. Discussion and role-playing are two possible ways of developing tolerance. By posing those questions designed to make the student aware of various cultures, hopefully the student will empathize with the different cultural reactions, at least to the extent of admitting that this "other" way of doing things is not stupid or funny, but does possibly have a good reason behind it. After watching the film about the Eskimos and their winter camp, one student could be assigned the role of a member of the Eskimo family who is devoted to the way of life of his tribe. Another student could play the role of the photographer who filmed the sequence and who is trying to persuade the Eskimo to move to a city and adopt the American way of life. Direct contact with representatives of other cultures can also help to develop this tolerance.
for the life style of other people. If possible, a teacher aide or a visiting student from the country whose language is being studied could spend a week or two with the class. Even a foreign visitor, who comes to the class once or twice and interacts with the children in a friendly manner, can help the students become more tolerant of the people this visitor represents. An interesting idea developed by Kirschenbaum is the Sensitivity Module. The student is given an assignment whereby he experiences, for a little while, the life of the people being studied. A Spanish student, for instance, could be asked to visit a store in a Spanish-speaking neighborhood and observe what the people buy, and take notes. A French student could be assigned the task of attending a religious service in a French church. The students then report their observations and discuss them with the entire class.

Objective 1.2.c - Student accepts the idea that he has certain linguistic capabilities and that these capabilities can be improved.

After being sensitized to the fact that he has certain linguistic potential which can be augmented by learning a second language, the student could react negatively and say that he did not care, or did not want to be any better at expressing himself. The teacher has one element upon which to build. Almost everyone would agree that they at least
wished they could speak another language. If, after the initial presentation aimed at developing awareness of the people with whom one cannot communicate, and of the restrictions we have concerning our ability to express ourselves, the student agrees that it would be good to be bi-lingual, he is at least accepting this concept. Now the objective becomes one of maintaining the tolerance of this idea. If he perceives the task of learning a second language as too difficult, he may eventually reject the idea. On the other hand, if he feels that, after months, or even years in the language class, he is not approaching fluency in the new language, this tolerance is also likely to wane. The teacher, therefore, must learn the capabilities of his students and the extent to which he should challenge them. He must also demonstrate how various lessons contribute to the eventual mastery or working knowledge of the language, and keep the student informed of his progress. This information involves much more than grades on a report card or test. A student may receive a "C" for his performance in memorizing a dialogue. This does not really tell the student very much about his progress in the language, except that he is not very good, but could be worse. He may even know who in the class is doing better and who is performing at a less satisfactory rate.

In order to help the student in the above case to
perceive his progress more realistically, the teacher must show him what he has done wrong, compared to some standard of correctness. The teacher, for this assignment in dialogue memorization, can keep a copy of the script to be recited by each student. By using a series of symbols, with which he has familiarized the class, the teacher points out every deviation from native pronunciation and intonation. For example, a vertical line between words would indicate an inappropriate pause. Two vertical lines would indicate a pause that called for prompting before the student was able to continue. A letter or series of letters that are circled would indicate they were mispronounced. If possible a phonetic transcription of the sound the student actually produced could be inserted above that mistake. Words which were left out incorrectly would be indicated by a line drawn through those words. Incorrect intonation could be shown by using arrows which reflect the direction of the student's voice as opposed to the intonation one would expect from a native speaker. The same procedure could be observed where the student records his speech on a cassette. The student gives the teacher his tape and the script that he has recited or read. In addition to indicating the errors, the teacher can provide a correct model on the end of the tape and prescribe steps for the student to take in order to correct his mistakes. By being kept informed of their progress in
a realistic fashion, students are much more likely to accept the idea of continuing their efforts to improve their linguistic abilities.

**Testing for Attention.** The primary purpose for testing at this level is to ascertain whether or not the student is willing to read or talk about communicating in the foreign language, foreign cultures, or his learning a second language. The teacher can give a questionnaire containing such items as:

1. Would you be interested in speaking another language fluently?
2. Would you like to be able to read a novel in a foreign language?
3. Would you like to travel extensively in another country?
4. Would you like to be able to understand news broadcasts in a foreign language?
5. Would you like to learn more about how various people live in different parts of the world?

These questions could be given by themselves or they could be mixed in with other items in an attitude questionnaire or a general information survey.

4. **Transfer of Attention.** At the first two steps of the taxonomy, the teacher always provides stimuli while the
student's role is relatively passive. He enters the teacher's environment and, in a sense, sits back, watches, and listens as the teacher launches his presentation. It is the teacher's task to capture and maintain the student's attention. Now the teacher must prepare the student so that he might notice similar phenomena when the teacher is not present. He may alert the student as to where he might find instances of the ideas discussed in class, or he may ask the students if they recall encountering examples of these concepts in the past. In the beginning the teacher may want to require proof of, and offer rewards for, this transfer of attention, but ultimately he hopes the student will notice these phenomena without any prompting on the part of the teacher.

Objective 1.3.a - Student will notice problems caused by a lack of communication when he encounters them in his readings and in the mass media.

The teacher can prepare his students for this task by showing them magazine articles, newspaper stories and editorials, and works of fiction where he himself has noticed a need for communication with speakers of other languages. Initially, the teacher can assign projects which will necessitate consulting sources outside of the classroom. This will provide the student with experience in finding parallel situations. Eventually, the teacher can reduce his role to that of simply encouraging the students to
pursue this concept on their own. Finally, the teacher removes himself completely, and it is the student who notices these situations whenever he encounters them. One reference that leads quite well to a discussion of the deficiency with regard to the ability of Americans to communicate with foreigners is the book *The Ugly American*. Many of its episodes can be assigned for outside reading and followed up by class discussions. Another related topic of discussion is the treatment given to the language barrier in American movies. The problem is usually resolved in one of two ways. In the first instance, no matter where he goes the American encounters entire villages, cities, or tribes who speak English with the Hollywood version of an appropriate "accent". The second solution involves a very brief initial encounter involving gestures, grunts, and the naming of a few objects. For example, the hero points to a tree and says: "Tree.", or to a house and says: "House.", or to himself saying: "Me So-And-So.", "You So-And-So.". This introductory course in English is immediately followed by a new scene where everyone is perfectly fluent in English.

**Objective 1.3.b** - Student will notice and examine instances of cultural differences in situations outside the classroom.

Again, the teacher begins by assigning readings or by providing other directions on where to find cultural phenomena.
Sections from *The Silent Language* can help sensitize the student to the concept of culture. Also, the students could be encouraged to seek members of another culture whom they may already know: friends, neighbors, relatives, or other visitors to the community.

**Objective 1.3.c - Student becomes alert to himself as a user of language.**

We use language so much that there is a tendency for us to take "languaging", that is, using language, for granted. The teacher has tried to make the student aware of language and of himself as one who is very dependent upon language and who has the potential of extending his command of language. Readings such as *The Miracle of Language* and articles on the problem of language in such places as Quebec, Belgium, and India help the student to see the importance placed upon one's language by people throughout the world. The teacher can also direct students to maintain a "language" diary for about two weeks. The student would make a record of every occasion where he recognized a problem or difficulty with respect to language: either English or the new language. He would list mistakes that he made in either language, statements with which he had difficulty expressing himself, sounds or combinations of sounds which he found awkward to produce, and instances where he corrected himself. The goal of this diary
is to accustom the student to observing these linguistic problems so that he might do so even when he is no longer required to keep the diary.

**Testing for transfer of attention.** It is possible to test whether or not a student has been noticing the various ideas in question when not under the direct or indirect influence of the teacher. For example, the teacher can keep a log of unsolicited reports by the student of situations that he has noticed. Also, the teacher may periodically ask for observations the students may have made. He may, likewise, refer to a topic that is very much in focus at the moment to see if the student had noticed whether any of the ideas in question applied. For instance, during the visit of President Kennedy to West Berlin he opened one of his speeches with a sentence in German. The teacher, assuming that most students had seen this speech on television, asks them what they thought of the speech. If many of the students refer to the President's statement in German, and the enthusiastic reaction of the crowd, this would be an indication that the students did transfer their attention to one of the objectives in question without the direct intervention of the teacher.
C. Responding

1. Introduction. The teacher is now concerned with getting the student to do something about stimuli related to the objectives under discussion. At the first stage the student's obligation is to notice, tolerate the continuation of, and be alert for instances of the ideas in question. Now the student will be asked to read, write, discuss, answer questions, and make cognitive progress with relation to these topics. The nature of his response could be negative or refusal to do anything. It could be grudging or dutiful acquiescence. Hopefully, the response will be prompted by a sense of satisfaction or enjoyment in responding, even because of an attraction to the objective itself. Some students may progress very rapidly to the most altruistic form of response, while others may never even comply. However, the teacher must endeavor to raise the level of the student's response. Ideally, the teacher would not have to aim for mere compliance, but in actual practice this occupies much of the primary and secondary school teacher's attention and effort. And, unfortunately, many students never get past this level of responding.

2. Compliance. When students are observed to be refusing to cooperate with the teacher in completing assignments and in
following directions, the teacher must take steps to get the students to comply. Initially, the teacher has tried to make his presentation interesting, appealing, and enjoyable, so that the student would perform his tasks willingly. There are still times, however, when the student will do nothing or very little of what the teacher wants. The teacher may then want to concentrate upon getting the student to expend some effort, at least grudgingly.

**Objective 2.1.a** - Student will speak, using the foreign language, when obliged to do so.

The student who refuses to use the language being studied, when asked to do so, should be interviewed. The teacher has to make a subjective judgement as to why the student is so reticent. Is it because of a strong fear of appearing to be foolish, or is this individual just plain stubborn? A check with the student's records or with teachers with whom he has worked in the past might help clarify his behavior. Quite often his parents are able to provide some clue as to why the student is not cooperating. If the teacher determines that the student perceives his speaking in the foreign language as a threatening situation, which is often the case, the teacher has to remove as much of the threat as possible. The classroom atmosphere must be supportive. By using such classroom interaction techniques as those described by Moscovitz\(^9\) or Hough and Duncan\(^10\)
the teacher can analyze and correct, if necessary, the supportiveness of his classroom. Then, the teacher must try to think of rewards appropriate for this student. For some, simple encouragement is sufficient. By giving very easy tasks in a private situation, such as on cassette or in a language laboratory, where the student is risking himself only in front of a machine, the teacher can stress the good responses the student makes. Gradually the difficulty of the task can be increased, and eventually the student can be presented the simpler tasks face to face with the teacher alone, then as a member of a small group, and finally, in the full class setting. If the student still refuses to use the foreign language and he appears to be atypical, perhaps it is time for professional counseling.

**Objective 2.1.b** - Student will read articles describing aspects of other cultures, because they have been assigned.

**Objective 2.1.c** - Student will complete assigned exercises designed to improve his linguistic ability.

**Testing.** To get an idea of how well different students are complying with directives the teacher merely checks the class roster to see how many of the assignments each student has completed. At this point the teacher is not concerned with the student's motivation for doing the work; he is concerned only with whether or not the student is actually working.
3. **Self-oriented response.** At this level, the student is performing as directed because he himself is getting something out of what he is doing. Perhaps this work appeals to his pride in accomplishment, arouses his curiosity, or satisfies his sense of aesthetics. Perhaps he even has utilitarian motives whereby he perceives an opportunity for employment or of gaining an advantage over other people because of his new knowledge. Once more, three objectives will be illustrated for this level, with one strategy for each objective. However, each of the strategies could be adapted to either of the other two objectives.

**Objective 2.2.a** — Student enjoys using the foreign language with other people.

This objective can be approached from three different perspectives. First of all, some students derive an intellectual satisfaction from being able to communicate in a foreign language. For them it is much like solving puzzles or working out a complex problem in mathematics. If the teacher can identify students who fit this description, he should attempt to create situations where the student will have the opportunity to perform this type of activity. For example, the teacher can play the role of a prospective employer who is looking for simultaneous translators or interpreters. The teacher then proceeds to give a speech, pausing after each sentence, at which time the student will
give a running translation. At the end of the short speech, the teacher will decide whether or not the student gets the job. Various games have been described which would lead to student's responding at this level. Teachers should also be alert to the various games being played on the radio stations that their students frequently listen to. For example, a local station recently played a game where a listener would telephone the announcer who, in turn, would read off, at a very rapid rate, a list of about fifteen prizes. Some of these prizes would be cash while others would be gifts. At the end of the list the announcer would give a number, for example, six. The listener would then attempt to name the sixth prize that had been read off. If that prize had been cash, it was necessary to give the exact cash amount. If the contestant was able to identify the prize, it was his. It was very easy to compose a list of prizes in French and read them rapidly to the class. Just about all the members of the class were familiar with this game because of having heard it on the radio. It was very easy for them to follow the directions given in French, and they quickly identified the correct item from the list. It was obvious from their response that they enjoyed this activity very much.

A second satisfying response is the thrill, or emotional enjoyment, resulting from successful communication with someone who speaks a foreign language, using their native
language. This feeling of excitement is a rather common reaction among students and tourists after their first encounter using the new language with a native speaker. The experience of this feeling need not be delayed until the student travels abroad. With careful planning, using the techniques described by Andre\textsuperscript{11}, the student can structure a classroom encounter with a speaker of the new language in such a way that it might be an enjoyable experience for the student. A series of activities, such as introductions and math problems written on the board, are described. The guest can question as many of the students as possible, asking them their names, ages, and other questions based upon the vocabulary and structure they have already learned in class. Then the students may ask questions, again using items they have been practicing in class.

If a trip to the foreign country is out of the question and foreign visitors are difficult to find, the teacher can structure vicarious experiences in communicating. One method is to use slides accompanying a taped interview. The tape consists of the teacher interviewing boys and girls of the same age as the students, who are native speakers of the language being studied. The structure of the interview follows closely the material presently being studied in class. The slides show the children in various poses and engaged in different activities. This interview can be authentic if the
teacher is able to travel and has the necessary connections in the foreign country. The slides can also be simulated, using artificial props, such as French magazines or newspapers in full view, a French table setting, or the subject getting out of a Renault. For the voices, the teacher would have to find colleagues with youthful voices and who would not be recognized by members of the class. Perhaps the teacher could find assistance at the annual state language teachers convention.

A third source of potential satisfaction is found in what the student says, hears, or reads in the foreign language. As proposed by Rivers, the teacher furnishes situations where the student can transmit messages which really mean something to him. She suggests capitalizing on tendencies such as "curiosity, the desire to know and understand, the desire to play and explore and manipulate features of the environment". The teacher must provide the student with the opportunity for learning interesting, new information by listening to and reading the foreign language. Also, both the teacher and the student should convey humor, using the new language, and should share feelings, give compliments, and entertain each other. Rivers also feels that personalizing all drills will intensify the affective reaction of the student to those exercises.
Objective 2.2.b - Student will voluntarily seek information concerning the culture being studied.

This objective is closely related to objective 1.2.b., where the student was expected to tolerate continued exposure to certain stimuli. Strategies for that objective stress capitalizing upon the student's already existing interests. Often it is not possible to identify the interests of some students. Likewise, something completely unexpected might stimulate their curiosity. For example, a student who never cared about farming might become intrigued with agriculture in a foreign country because of a film or filmstrip he has viewed. Often, areas of potential interest to students are quite unpredictable. The teacher, therefore, must plan a long range series of cultural presentations for his beginning classes. In this planning he should include as much variety as possible: variety of content and variety of format. This series should reveal as many different aspects of the culture as possible: geographic, occupational, social, ethnic, religious, leisure, political, historical, and philosophical.

The modes of presentation of cultural ideas should also be diversified. A good beginning is static, visual displays. Most schools have show cases or bulletin boards available to the language department. A display is organized, using a map of France, for example, as a focal point. The map is
surrounded by photographs of people and places representing various areas of the country. Lines are drawn or string is used in order to connect the picture with the locality. If at all possible, these localities could be chosen because students have pen-pals in those cities or towns. Photos of the pen-pals, with brief, autobiographical descriptions could also be included in the display. If the display is three dimensional, dolls, toys, and products of the different regions could accompany the display. During the year, the exhibit should change to demonstrate such themes as holidays, leisure activity, social customs, sports, and government. Furthermore, students should be given the opportunity to create displays based upon material which they have found interesting in their reading.

Films, filmstrips, and slides are widely used as means of teaching culture. Again, the teacher should organize the use of these materials in order to bring out the variety and richness of the culture being studied. Before presenting a program the teacher should give the student something to look or listen for in the presentation. The program should then be followed by a discussion and summary of observations. To the greatest extent possible, these programs should relate to the student text or supplementary readings.

Individual projects, shared with the entire class, can introduce students to many aspects of the new culture. The
teacher begins by introducing interesting facts about different regions, cities, or even countries where the language is spoken, so that the students have a geographic overview of those places. He then distributes travel folders obtained from tourist agencies or chambers of commerce. For example, for a project concerning the various francophone countries, after having perused the travel folders and looked at magazines and library reference materials, the student is asked to select a country which interests him. The student will then complete a project which involves the following series of questions and tasks:

1. Draw a map of the continent and shade in the country you have chosen.
2. Draw a detailed map of the country, putting in the place names in French.
3. Make a flag of the country.
4. Using letters two inches high, spell out the country's name in French.
5. Collect pictures, post cards, stamps, knick-knacks, and any other items representative of this country for a collage, mobile, or other static display.
6. Write a letter to your country's Tourist Office, The United Nations, the Consulate, or other source, requesting information about the country.
7. Find an article in National Geographic or some other magazine pertaining to your country. Summarize the article.

8. What is the role of French in this country? For example, find out who speaks it, when, and under what circumstances. What other languages are spoken there?

9. What is the life style of the people like?

10. Do they have any values, attitudes, or other ideas which differ from yours?

11. What do you think of the people?

12. Briefly outline the present political relationship of France to this country.

13. What is the present cultural relationship between this country and France?

14. Describe some places of interest in this country.

15. Who are some famous people who have lived or who are now living there.

16. Would you like to visit this country? Why?

17. What other aspects of this country did you find interesting?

When completed, the projects are then summarized by the student for the whole class and displayed around the room. These projects are written and explained in English by beginning students and in the foreign language by more advanced students.
Other potential sources for projects are those areas which are already interesting to the student. He chooses a topic based upon what he likes to do or read about, and looks for a way of relating this subject or hobby to the language he is studying. The teacher and student could then draw up a contract defining what the student will do and what credit he will receive. For example, a boy who is interested in cars might decide to trace the history of the automobile in France. He could draw an automobile and label several parts of it using the French nomenclature. He could even make a model of some French car. A related possibility would be to make up life-size replicas of French traffic signals and explain their meaning to the class.

Objective 2.2.c - Student wants to improve his foreign language skills because of a pride in accomplishment.

The findings of research in achievement motivation can help the teacher to encourage cooperation at this level, although this is still only an intermediate goal. Hopefully, the student will make affective progress beyond this stage. At this level, the student is still performing for basically selfish reasons or to satisfy an internal need. However, if a student responds at this stage of the taxonomy, it may be possible to help him eventually to behave for more altruistic reasons. If the teacher intends to work with the student's achievement motivation, he must consider two factors: 1) the
student's attitude toward achieving and 2) the student's normal state of anxiety. This involves psychological testing, such as the Thematic Aperception Test, which was described in chapter two of this dissertation, and personality testing. In situations where students are performing very poorly, the language teacher should refer them to the proper testing agency, such as the Guidance Department, and then try to act upon the results of such tests. In less severe cases, the teacher can attempt to ascertain any feelings of satisfaction in accomplishment that the student might reveal during a personal interview. If there is no indication that the student ever takes pride in good personal performance, it would be better to concentrate upon some other motivational antecedent, such as affinity, curiosity, or power. If, on the other hand, the student seems to be able to set reasonable, challenging goals for himself, is fairly competitive, and exhibits a personal sense of responsibility, the teacher can assume that the student is high in achievement motivation. The teacher can now attempt to help the student clarify his own goals: those related to life in general, as well as those related to the language course. In talking to the student the teacher must do more listening than speaking, and more questioning than answering. It is up to the student himself to set realistic goals, while the teacher's function is to spell out the steps to those
goals, and to provide immediate appraisal concerning the student's success or failure.

A video-tape recorder can be quite useful for capitalizing upon the student's senses of achievement, personal responsibility, ego-involvement, and excellence. A group of students who are interested to some degree in dramatics is asked to select a short story and to convert it into a play. The students act as a team, determine who will play the various roles, and change the narration into a scenario. They then show the script to the teacher who indicates their errors and suggests ways of correcting these mistakes. When the script is finally correct, the students begin to learn their lines and rehearse. They are responsible for the selection of props, costumes, and location. When they feel that they are fairly familiar with their parts they may read through a rehearsal, recording on audio tape. Again, the teacher marks on the script mistakes in pronunciation and intonation as described earlier in this chapter. The students then correct these mistakes and do the audio tape once more. When they have finally mastered their lines and are satisfied with their performance, they do a dress rehearsal using the video-tape recorder. The teacher then views this rehearsal with the students and critiques the performance with them. At last the students are ready for their final presentation. Again, it is the students who are responsible for making all
the arrangements. These tapes can eventually be shown to the rest of the class, other language classes, and even to the parents of the students involved. Throughout this project each student is able to see himself as he makes progress toward a certain standard of excellence. Successful completion of such an assignment can be quite rewarding to students who are willing to undertake it.

Testing for self-oriented response. Testing at this level involves two dimensions. First of all, we are trying to determine whether the response is self-oriented, as described for level 2.2, or if the response is more ideological, as will be described for level 2.3. If it is determined that the student is responding at level 2.2, we would then like to determine which aspect of a self-oriented response is predominant. Is the student responding because he is interested in the subject, because he enjoys using the language or communicating, or because language study satisfies a need that he feels for achievement, for power, or for vocational goals? Of course, many of these factors may be mobilizing the student's efforts. The Lambert Orientation Index\(^13\) attempts to discover whether students are instrumentally oriented in their approach to language learning or if they are integratively oriented. The Cantril Scale\(^14\) is an attempt to measure the attitude of students toward French
Canada. The modified Bogardus Scales of Cooke¹⁵ are also designed to measure student feelings toward other people. The questionnaire prepared by Jakobovits¹⁶ for the 1970 Northeast Conference of the Teaching of Foreign Languages also contains items aimed at sounding students' feelings toward language learning and other cultures. The Murray Thematic Aperception Test¹⁷ is supposed to measure achievement motivation, although, as mentioned above, it demands special training in order to interpret the answers. A related test is Arnold's Story Sequence Analysis of TAT pictures¹⁸. This is a method of measuring positive and negative motivation through the analysis of TAT stories.

In an informal way, the teacher can be alert for indications of student feelings toward the subject matter. The teacher can maintain a log making a notation whenever he encounters one of the following situations:
1. Students ask for references to do outside reading.
2. Students are overheard commenting favorably to one another concerning something studied in class.
3. Parents report that students use the language with other members of the family or on the telephone with their friends.
4. Students are overheard using the foreign language outside of the classroom.
5. Students are observed carrying or reading books related to the course but not specifically assigned by the teacher.
4. **Ideological Response.** The quality of the student's response can go beyond enjoyment or the satisfaction of an internal need. The student begins to see that communicating with other people is not just enjoyable and satisfying. He realizes now that the people who speak this new language have good, worthwhile things to say, and this new culture is not merely quaint and picturesque, but it offers viable alternatives to his present life style. It becomes apparent to the student that the people of both cultures have something to offer each other when they communicate, and both cultures contain ideas for reflection and analysis.

**Objective 2.3.a** - Student voluntarily writes to his pen-pal, asking his opinion concerning a problem of international importance.

To lead up to this objective, the teacher can introduce an item of current interest for discussion. Some key words can be pre-taught and the teacher can discuss with the students how this problem affects them, and their ideas for a solution to this problem. Furthermore, the students could discuss how they think this problem affects people in other countries. Those students who have pen-pals could be asked to relay some of the questions that may interest the class to their correspondents, with the request for a quick reply. Those students who currently have a reliable correspondent should be encouraged to send letters immediately. Hopefully,
the replies will arrive before interest in the topic has diminished.

Objective 2.2.b - Student reads magazine articles or newspaper stories in order to find out how people of the country being studied deal with certain aspects of daily living.

The teacher needs a collection of recent newspapers and magazines from the country or countries whose language is being studied. Unlike earlier levels of the taxonomy where the main concern was to stimulate student interest in the unusual or attractive aspects of the new culture, or to show the variety contained within the new culture, at this level attention is directed to such ideas as truth, efficiency, and relevancy as they affect the lives of people in other parts of the world. The articles chosen should be brief and well illustrated. The teacher will most likely have to help the student with vocabulary and other difficulties, as magazines and newspapers are usually written at a linguistic level slightly beyond the competence of intermediate students. The previously mentioned magazine *Salut les Copains* has a monthly feature in which a teenage idol is interviewed. This person answers questions pertaining to values, life style, and personal relationships. Other topics for consideration would be elections, wars, national or international scandals, and any other subjects which are attracting a great deal of attention in the news media.
Objective 2.3.c - Student will try to improve his language proficiency in order to find out more about the ideas and way of life of the people whose language he is studying.

In order to bring a student to this level of affective response, the teacher must first introduce him to ideas in the new language that can be considered as worthwhile. The teacher must select proverbs, poems, slogans, scientific and mathematical discoveries, and any other innovative ideas that he feels will impress the student. These ideas can be factual, philosophical, common sense, or entertaining. If the student has seen enough original and worthwhile concepts in the new language, he then realizes that this language has something to offer him. As he encounters new passages which contain vocabulary or grammatical difficulties he feels that these difficulties are worth overcoming because of the value of that which he will learn by reading them. For example, in preparing the class to read an article on drug traffic, the teacher could ask the class to draw up a list of words whose meaning they would have to know in order to understand any passage concerning this subject. If the student is really interested in this topic he will want to know what these words are in the new language, and if the topic is of abiding interest to him, he would want to remember these words. By encouraging the class to discuss controversial subjects, the teacher will be stimulating them to improve their ability to
express themselves during these discussions.

**Testing for Ideological Response.** In looking for instances of this type of response the teacher should be alert to comments during classroom discussion. Quite often students are heard to remark that something they have read or that the teacher has said about the foreign culture is funny, in the sense of strange or stupid. Students who attack this opinion and try to defend the foreign point of view are exhibiting behavior at the level of ideological response. Also, the teacher can ask students, either in a class discussion, or as a questionnaire, to list ideas that they feel they have learned or understood better as a result of having encountered them in the foreign language. By explaining why he is studying the foreign language or would recommend the study of a new language to a friend, a student can likewise furnish indication of response at this level.
C. Valuing

1. **General.** In the later stages of Responding the student deals with the concepts of communication, culture, and competence on a concrete, personal level. He is oriented to specific examples of language which he considers to be enjoyable, interesting, or useful. After several satisfying experiences with communication and cultural studies, he concludes that the very notions of communicating with other people and studying their culture are good and worthwhile in themselves. His own linguistic competence now becomes important. At this point the student decides to improve his potential for communication, his knowledge of culture, and even begins to promote these ideas among his friends and family.

2. **Perception of a Value.** The student will consider the following ideas as worthwhile:

1. Communicating with as many of one's fellow men as possible, thereby necessitating learning other languages besides one's own.

2. People in different parts of the world have discovered or evolved different successful methods for reacting to and mastering the environment.

3. The use of language plays an important role in the
development of one's personality.

In designing objectives at this level of the taxonomy, the teacher must respect the right of the student to assign negative as well as positive values to the concepts presented. Although the teacher, almost by definition, has a strong attachment to language and culture, he does not have the right to proselytize. Ideally, he has provided the student with enough background so that he might make a free, intelligent choice, which is fundamental to the valuing process. The teacher attempts to have the student examine these concepts and then decide for himself what value to place on them. This choice may be made very quickly, usually as a result of the student's deduction from something said earlier in the course, or as a result of prior attitudes or experiences. On the other hand it may take the student a long time to reach a decision as he weighs the information and experiences encountered during the course. This decision may even be reached several times, as different information is learned and judgements are formed.

Objective 3.1.a - Student will accept or reject the idea that communicating with other people in their own language is worthwhile.

To stimulate discussion, the teacher could employ a device known as a Values Sheet. This consists of a short passage concerning a topic that a beginning French class could
discuss. The following passage could be used at a very early level:

Un Touriste Francais


1. Est-il vraisemblable que cette histoire se passe à New York?
2. Cette histoire représente l'extrême. Changez la fin (ce qui arrive quand le touriste quitte l'agent).
3. Pensez-vous que beaucoup de gens qui parlent français habitent à New York?
4. Est-ce que la situation va être différente si nous commençons avec un touriste japonais (il y en a beaucoup à New York)?
5. Imaginez que vous êtes à New York et que vous observez ce touriste français qui demande l'Hôtel Roosevelt. Qu'est-ce que vous allez faire? Si le touriste est japonais?
6. A part les cas d'urgence, existent-ils des situations où il est important de pouvoir parler une autre langue? Expliquez.

The students may be given time to write the answers to these questions during the class period, while the teacher helps them with vocabulary and structure necessary for their responses.
A discussion of these responses then follows.

Although the preceding situation seems slanted toward the acceptance of the idea of communicating with speakers of other languages, there is room for the student to say that it is important only in emergencies, or that speaking another language is important only for certain people in specific occupations or circumstances. Other Value Sheets can be distributed and discussed where this other side to the argument is presented. After several exercises illustrating as many points of view as possible, the student should be able to formulate an opinion concerning the idea of communicating in another language.

Objective 3.1.b - Student accepts or rejects the notion that understanding other cultures is worthwhile.

The teacher presents the class with a schedule showing a week's activities for a student of the same age as most of the class, who lives in the country whose language is being studied. He points out such items as the time for meals, class meetings, recreation time, and leisure time activities. The teacher would then describe these activities in reasonable detail. The following questions concerning the schedule should be discussed:

1. How does this student's schedule resemble your schedule?
2. How does this schedule differ from yours?
3. What does this student do that you do not do, but would
like to do?
4. What does he do that you would not like to do?
5. Make up a schedule that would combine only the advantages of each system, yours and this student's. Students could then exchange ideas with one another and a composite, ideal schedule could be assembled and put on the chalkboard.

Objective 3.1.c - Student accepts or rejects the importance of improving his language ability.

The student can be prompted to reflect upon the value of improving his linguistic capability by completing a work sheet upon which he will check off his position with regard to several statements. He may say that he strongly agrees (SA), agrees (A), disagrees (D), or strongly disagrees (SD) with each of the propositions. The work sheet and directions can be in the new language if the students are advanced enough or it can be in English. The exercise would include such statements as:

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>__</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. The French are an interesting people. 
2. If anybody wants to talk to me let him speak English.
3. A well educated person should speak at least one foreign language fluently.
4. No matter where you travel, you can always find someone who speaks English.
5. I wish I could speak some other language as well as I speak English. _______________________
6. Foreigners are years behind Americans. _______________________
7. I know now all the foreign language I'll ever need to know. _______________________
8. The United States should invite more foreigners to visit our country. _______________________
9. I am determined to learn how to speak this new language better. _______________________

Testing for Perception of a Value. As with most evaluation in the affective domain, testing at this level can be accomplished by observing student behavior, interview, and questionnaire. Student overt actions, however, must be assessed in conjunction with some other form of evaluation, in order to decide if that behavior reflects a lower level of response, such as 2.2, Enjoyment, or a higher level, for example, 3.2, Commitment. In a personal interview or an informal conversation the student will often divulge his beliefs concerning language study. Such statements, combined with observations of student performance, can help the teacher decide whether the student does or does not value what he is learning. There are two approaches to
written tests to determine a student’s values. The first is the typical attitude test, containing a series of value-oriented statements to which the student reveals the extent of his agreement. At this level, however, the concern is not only with the student's acceptance or rejection of the idea, but also with the intensity of his feeling toward it. Another type of questionnaire is proposed by Valette and Disick. They suggest presenting the students very directly with statements concerning language and culture and the student merely indicates that he agrees or disagrees, with no reference to the strength of the belief. Some possible items are:

1. To communicate with as many of one’s fellow men as possible is a worthwhile goal.

2. It is good to learn how people in different parts of the world have reacted to and mastered their environment.

3. Language is an important element in the development of one's personality.

3. Commitment. When a student chooses a value, he will be proud of this choice and will want to share it with or reveal it to others. It is possible to provide the student with the opportunity of making such a demonstration. Once commitment has been facilitated in the classroom, the student may possibly have the initiative to carry this feeling and
enthusiasm into his normal daily relationships.

Objective 3.2.a - Student will reveal to the class that he considers it important to speak to other people using their language.

The teacher reads a list of statements, in the foreign language if possible, and asks the students to raise their hands if they agree with these statements. This public declaration is an indication that the student is committed to a value. Students must have the opportunity of not voting, or passing, during this exercise. Some innocuous statements, that is, statements which are not value-oriented, should be included with the key statements. The teacher begins by asking: "How many of you . . .

1. like baseball?
2. go to the movies at least once a week?
3. feel that democracy is the best form or government?
4. would go out of your way to use the foreign language?
5. watch TV at least three hours a day?
6. do the dishes after supper almost every night?
7. have at least $10 a week spending money?
8. go to church regularly?
9. would like to live for one month in the foreign country, with a native family, none of whose members speak or understand English?
10. ride your bicycle often?"
Objective 3.2.b - Student tells others about the importance of cultural sensitivity.

The teacher sets up a situation wherein some Americans are complaining about the rather cool treatment they felt they received while traveling in France. He provides specific instances such as: a surly postal worker who does not want to accept a package 20 minutes before the post office closes, a concierge who does not want to explain where a certain apartment is located, and a hotel manager who refuses to serve bacon and eggs for breakfast. Some students are assigned the role of defending these people and, hopefully, they will bring out some cultural factors which account for this behavior. The language teacher can also work with some of his colleagues in other disciplines. For example, he could ask a history teacher who has some of his students in class to discuss a problem which contains elements of cultural difference. The history teacher can then inform the language teacher as to the ability of the language students to perceive, explain, and defend these cultural phenomena.

Objective 3.2.c - Student decides to improve his foreign language competence.

At this point it is necessary to determine if the student is trying to improve his proficiency in order to earn a good grade, because he derives satisfaction from using the new
language, or because he views linguistic competence as a worthwhile skill. This is a very difficult step to isolate since the student's behavior could be the result of any one or combination of motivational antecedents. Furthermore, as this particular objective deals with the relationship of the value in question to the student himself, it closely resembles an objective designed for level 4.1, Recognition. Unlike level 3.2.a and 3.2.b, where the concepts are viewed abstractly and applied to others, at this stage the objective relates the value directly to the student. Only if the student has not as yet examined the meaning of this concept as it relates to himself would he be acting at the present stage. It means that the student has a vague feeling that it is good for him to improve his language skills as much as possible, but he has not yet clearly defined for himself why this is good. One could compare him to a person who has read some of the Bible and encountered there many interesting ideas and lessons. That person then concludes that the Bible is an important work, recommends it to other people, and sets out to study it more extensively. Only that person has not yet begun to apply the principles contained in the Bible to his own daily life.

To help the student who has decided that improving his language skills is a good idea, the teacher should show him the progress that he has made during various intervals since
he began his language study. If the student is convinced that the progress he has made is worth the effort he put into his previous work the student is more likely to decide to continue with language study. For example, the teacher can play tapes from the previous textbook or from lessons taught much earlier in the year. If the student recalls that these tapes were difficult for him to understand at that time, but now he finds them rather easy, he will deduce that he has made some progress. Also, by asking questions or calling for responses from earlier units of instruction, the teacher can demonstrate to the student that he has made linguistic gains. This encouragement can give the student the impetus to continue his efforts toward improving his language skills.

Testing for Commitment. In testing for commitment, we are looking for external indications that the student actually cherishes or prizes the study of language and culture. One possible indication, but not proof, of this type of commitment would be signing up for additional courses in one's first foreign language, after all required courses have been completed. Also, electing an additional foreign language, while continuing the study of the first, would be an indication of the importance the student attaches to language study. The teacher needs additional evidence in
order to determine whether this action on the part of the student is merely Self-oriented Response, Ideological Response, or if, in fact, the student sees intrinsic value in these studies. At the beginning of these additional courses, the teacher can ask the student why this additional language study was undertaken, either by questionnaire, essay question, class discussion, or personal interview.

Even those students who take only the required language courses can reach the level of Commitment. It may be impossible, or very difficult, for these students to continue language study because of some conflict which they cannot resolve. These students can be questioned when it is discovered that they will not be continuing their language study. If they express regret for not being able to continue and they reveal that they really do feel that language study is worthwhile, this is an indication that they have some commitment to language study. To determine where these students stand with regard to language study they could be asked to complete a sentence such as: "I would recommend to my friend to take a foreign language because. . ."

The key feature in testing for Commitment is public affirmation of the value. The teacher should note instances where the student is willing to acknowledge or defend his position with regard to the study of foreign languages and culture. The strategies described with objectives 3.2.a,
and 3.2.b, may also be employed as instruments for testing for Commitment.
D. Internalizing

1. General. During the discussion on Valuing the primary emphasis was on the concepts of language, culture, and self-improvement. At this stage, Internalizing, the focus now shifts to the relationship of these ideas to the individual. The student not only views these ideas as being worthwhile, or good, but he now sees them as being important and significant for his own life. He realizes that some of his behavior is influenced by what he has learned in studying about communication and culture, and he now consciously accepts that influence and examines the role that he wishes these concepts to play in the future. The function of the teacher is to help the student understand more clearly what his priorities are and the implications of these priorities.

2. Recognition of a Value. In order to help a student to realize that he values a certain concept, the teacher must provide him with the opportunity to examine his own behavior and motivation. Raths, Harmin and Simon list seven steps for describing the valuing process. These steps can be discussed with the student. For something to guide one's life, that is, to be a value, it must be:

   1. Chosen freely.
   2. Chosen from among alternatives.
   3. Chosen after thoughtful consideration of the consequences of each alternative.
Considering these seven steps the teacher can encourage students to try to determine what their real values are.

**Objective 4.1.a** - Student recognizes how much importance he attributes to communicating in the foreign language.

The teacher presents the class with a Values Grid as shown below:

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. La crise d'énergie.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. La santé physique.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. L'existence de Dieu.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. La communication avec les étrangers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. La limitation des armes atomiques.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The students then list in the left-hand margin some key words concerning each issue. The columns 1 through 7 represent these questions:

1. *Etes-vous fier de votre position?*
2. *Avez-vous expliqué votre position aux autres?*
3. *Avez-vous choisi cette position après avoir examine d'autres possibilités?*
4. Avez-vous choisi cette position après avoir considéré le pour et le contre et les conséquences?
5. Avez-vous choisi votre position librement?
6. Avez-vous fait quelque chose qui manifeste votre position?
7. Avez-vous agi souvent et avec uniformité en ce qui concerne cette position?

The teacher can write these questions on the board or on an overhead transparency and read them to the class. All the questions are posed for each issue and the student checks each column which represents where he stands. The student is then given time to study his own results and should keep this grid for later reference. Every effort should be made to guard the student's privacy concerning these responses, unless he volunteers to discuss the issue.

Objective 4.1.b - Student realizes that cultural sensitivity is personally important to him.

The teacher can convey to the student the importance of cultural sensitivity by attacking the student's own cultural system. This can be done by role-playing, whereby a situation threatening to the student's own life style is created. For example, one student could play the part of a French student who has just returned from a visit to the United States. In describing an American school to his friends, his attitude is critical and mocking. His listeners are amused and puzzled, and add derogatory comments of their
own to everything that he says. The participants are instructed to keep to their own roles and no one is allowed to defend the American way of doing things. Included in the script are many exaggerations and generalizations. At the end of the scene a student or students will be allowed to enter the conversation and attempt to set the record straight. The following script is an example of a situation designed to attack the feelings of American students toward their own way of life:


Henri - C'est normal. La mère mène la danse dans les familles américaines.

Jean-Pierre - Oui. Et le garçon invite la fille au bal et au cinéma. Il se rend chez elle à une heure précise, l'attend un demi-heure pendant qu'elle se débarasse des bigoudis et s'habille comme une petite princesse. Et le comble, c'est qu'il paye tout, lui.

Henri - C'est rigolo. Le petit bonhomme emmène sa Cendrillon au bal. Et pourquoi?

Jean-Pierre - C'est à cause des filles. A l'âge de quatorze ans leurs mères leur apprennent à chercher un mari.

Additional attacks on the life style of American teenagers can be made, or the skit may end here. Hopefully, the class takes this attack seriously and becomes emotionally involved, and anxious to respond. This same script could have been played on a tape, using native speakers, or advanced students whose voices would not be recognized by the members of the class.
Objective 4.1.c - Student realizes that he prizes his ability to use the foreign language.

The teacher can bring to the student's attention a realization of the importance he attaches to improving his foreign language skills by making use of a technique known as the Pie of Life\(^2\). The student is instructed to draw a circle on a sheet of paper. Next to the circle the student is to list all the skills he is presently learning: academic, sports, or leisure. The teacher can list some examples in order to help the student to remember all the skills he is currently learning. The teacher then explains that the circle, or pie, represents the total time that the student has spent practicing, learning, or studying about these skills over the past seven days. The student must then divide the pie into segments or slices which reflect the percentage of time he has spent in applying or improving these skills. After the pie is finished the students are asked to think about the following:

1. Are you content with the relative dimensions of your slices?
2. Now design your ideal pie.
3. What can you do to change the dimensions of your real pie to bring them closer to the ideal?

The teacher then directs the students to write down specific goals they would like to achieve with respect to all of
these skills, within certain time limits. The student is then instructed to keep this worksheet and to check upon his progress at the end of that time period. Once more, this exercise can be conducted in English with beginning classes and in the language of instruction with intermediate or advanced classes.

Testing for Recognition of a Value. In testing at level 3.1, Perception of a Value, the primary concern was to see if the student considered a certain concept as good. At that stage a student could feel that communicating with foreign people is certainly worthwhile, but others could do it and he himself did not necessarily have to become involved. At this higher stage, Recognition, the student feels that he should become a part of this inter-linguistic exchange and so he attempts to improve his skills and understanding of culture.

Once more, student behavior, combined with self-report data, can help indicate if he has personally accepted a belief. Students who enroll for additional language study and declare their positive feelings toward the affective goals of the program have probably reached this level. Questionnaires designed to discover response at this stage should personalize the questions. For example:

1. Do you feel that you should make every reasonable effort
to speak to foreigners, using their language?

2. Do you feel that you should become more informed about matters concerning cross-cultural relationships?

3. Do you feel that you will be a better person for having developed your language skills to the best of your ability?

3. Organization of a Value System. When values are recognized, they must eventually be ordered into a pattern of priorities, that is, a value system. Some concepts will be acknowledged as being very central to the individual's belief system. Others, although still accounting for much of the individual's behavior, will be of much less importance. These priorities are never static; they constantly change as the individual encounters new experiences and re-examines his values. The major objective at this level of the taxonomy is to aid students to reassess their priorities. Instead of having three separate objectives at this stage, one will suffice, since it will include the ordering of the three different concepts for which we have been developing objectives throughout this chapter.

Objective 4.2 - Student will rank the concepts of communicating in a foreign language, cultural sensitivity, and the importance of his own ability to use a foreign language in his overall value system.

One device for encouraging students to examine the relative strength of their values is to provide them with
a list of value-reflecting statements, for example: "All men are created equal." The student would then pick from the following list the most accurate description of his feelings toward that statement:

1. I would be willing to die for this principle.
2. I would be willing to physically fight to defend this principle.
3. I would argue strongly in favor of this principle.
4. I would quietly take a position in favor of this principle.
5. I would share only with my friends my belief in this principle.
6. I prefer to keep to myself my belief concerning this principle.

The student thus is presented with an opportunity to examine the strength of his feelings concerning a variety of ideas or values. By observing how strong his feeling towards a particular value is, he is able to get an idea of what his priorities are.

By forcing the student to choose, in hypothetical situations, the teacher also obliges him to consider his priorities. The teacher asks a series of questions dealing with student preferences. After asking each question, he supplies three choices via an overhead projector. He then calls upon a few students to give the order in which they
would place the three choices. Some possible questions are:

1. Où preférez-vous habiter?
   ___ A la campagne.
   ___ Dans une grande ville.
   ___ Dans la banlieue d'une grande ville.

2. Où preférez-vous passer les vacances?
   ___ Au bord de la mer
   ___ A la montagne.
   ___ Dans une grande ville.

3. À l'âge de quatorze ans il vaut mieux se coucher à:
   ___ 21 heures.
   ___ 22 heures.
   ___ 23 heures.
   ___ Quand on veut.

4. Avant de passer un mois au Japon:
   ___ je lirais l'histoire du pays.
   ___ j'apprendrais quelques expressions japonaises.
   ___ je m'occuperais de mes vêtements, de l'argent, etc.

5. Un bon ambassadeur:
   ___ est riche.
   ___ est fidèle au président.
   ___ parle très bien la langue du pays.
   ___ est sensible aux traditions des habitants.

6. Les E.U.A. doivent donner plus d'argent pour:
   ___ explorer l'espace.
   ___ moderniser les villes.
   ___ la recherche biologique.
7. Avec $4,000 je peux
   — acheter une nouvelle voiture.
   — aller à l'université.
   — voyager.

8. Je préfère
   — voir les films étrangers avec sous titres.
   — voir les films étrangers avec l'anglais doublé.
   — ne pas voir les films étrangers.

9. Pour un jeune homme le meilleur âge pour épouser une fille est
   — 18 ans.
   — 21 ans.
   — 24 ans.
   — 27 ans.

10. Je vais voter
    — dans toutes les élections.
    — seulement quand il s'agit de la présidence.
    — seulement dans les élections locales.

11. S'il y avait un étudiant français dans mon école j'
    — essayerais tout de suite de faire sa connaissance.
    — attendrais jusqu'à ce qu'un ami nous présente.
    — éviterais l'occasion de faire sa connaissance.

Finally, the teacher can present the student with a list of beliefs, direct the student to think about them, and then rank these beliefs from highest to lowest importance. The list can include such items as belief in: God, allegiance to one's country, communication with fellow human beings,
devotion to one's family, hedonistic pursuits, self-fulfillment, and friendship.

Testing for Organization of a Value System. Two components inherent to the Organization of a Value System are the intensity of the feeling one has toward a particular belief and the order of beliefs within the series. It is no longer a question of positive, neutral, or negative attitudes, but of how far in one direction the person judges a certain idea and how central the belief is to the core of one's value scheme.

The intensity of a student's feelings toward the values and beliefs pertinent to the language course can be measured by such instruments as the various semantic differential tests and the Bogardus Social Distance Scale, as described by Cooke. The teacher can also devise his own questionnaire, incorporating items that he feels are relevant to his own course. In order to obtain information concerning the student's priorities, the language teacher can contrast the values with which he is concerned with other selected beliefs. One method is to have the students express a preference between actions, such as speaking French as opposed to playing baseball, doing the dishes, or reading a novel. By comparing the student's readiness to speak or not to speak French against the willingness to perform many other actions,
it is possible to gain some insight as to how strongly this person values speaking French. A more indirect procedure for prompting individuals to reveal the order of their values is to provide them with a story to finish or a problem to solve and examine the values expressed in their answers.
F. Exemplifying

1. General. If the student has internalized the values with which we have been dealing, and if they are really influencing his philosophy of life, he will demonstrate these values repeatedly and almost predictably. The teacher will have to provide the students with such opportunities and show the students how to go about finding similar opportunities in the future. This does not mean that the student will dedicate his life to foreign language study or cross-cultural understanding. It does mean, however, that the student will have thoughtfully decided upon the relative merit he has assigned to these concepts, and that this judgement will be evident in his future actions and decisions.

2. Repetition. Individuals responding at this level repeatedly perform actions which reveal the importance they assign to communication, culture, and linguistic competence. These actions are not a response to a stimulus provided by the teacher. Instead, they are the result of how the student himself feels he ought to act. The role of the teacher has been to prepare the student to act independently.
Objective 5.1.a - Student will seek opportunities to communicate in the foreign language outside of class and after completing formal language study.

Because of his years of experience in using the foreign language, the teacher should have discovered the most practical and accessible opportunities for using that language in his own community. He can transmit this information to the student directly or indirectly. For example, if there is a theatre in the area that frequently shows films in the language being studied, the teacher can organize trips to this theatre during the school year. In this way the student becomes familiar with one source of using at least one of his foreign language skills, the ability to understand the spoken language. It also provides the student with one means of entertainment using the foreign language. If there is a social group that meets regularly and uses the language being studied, students could attend a meeting of that group, or invite some of its members to visit the class. In this way students would be introduced to members of the club and perhaps encouraged to join. Exchange students from nearby colleges can be invited to the class and arrangements could be made for members of the class to meet these foreign visitors on social occasions. The teacher can also inform the student of radio and television stations which have partial or complete programming in the foreign language. Field trips can be organized to
book stores and libraries which contain a good variety of foreign language reading material. He should also provide copies of foreign language magazines that may appeal to the student and inform the student of how to subscribe to those magazines, or where it is possible to purchase separate issues. The teacher should also publicize opportunities for living, traveling, or studying in areas where the foreign language is used extensively.

Objective 5.1.b - Student will constantly look for situations involving the need for cross-cultural understanding.

All the efforts of the teacher to organize a variety of interesting cultural topics lead to this goal. Those lessons dealing with the concepts of culture itself and cross-cultural understanding are of special importance if the student is to apply these ideas automatically, when circumstances are appropriate. During class discussions, the teacher must also show the student where and how to find these situations without depending upon school facilities.

Objective 5.1.c - Student improves language skills even after formal language instruction has been terminated.

Some exposure to individualized instruction will help the student to experience the possibilities for, and responsibilities of, learning on one's own. In this way the student learns to rely on other sources of information and other aids to skill improvement besides the teacher. Included are such
items as reference books, records, tapes, and native informants. Also, by exposure to individualized instruction the student will develop good learning habits. One way of maintaining listening skills and increasing vocabulary is by listening to records of songs, poems, speeches, and plays, especially those for which words are provided. The teacher should try to locate stores where students can obtain such records, or catalogues listing addresses to which the student can write for them. Perhaps the school could sponsor a foreign language club for students who have already graduated, or could form alumni branches for the regular language clubs.

3. Predictability. The individual who has developed a philosophy of life which includes a strong desire to communicate with other people, a sensitivity to cultural factors, and a realistic appraisal of his own potential for communicating in another language will behave in certain predictable ways, according to that philosophy. It must be remembered, however, that people have many values in their belief systems, or philosophies of life. What one person will decide to do in a given set of circumstances depends to a great degree upon which values interact at that particular time. In order to predict accurately that individual's behavior, the observer would have to understand how
a variety of factors were acting upon the individual. Therefore, in considering the following objectives, some condition such as: "All things being the same", or "Under normal circumstances", must be posited.

Objective 5.2.a - Student will attempt to establish communication with speakers of the foreign language whenever he has the opportunity.

This objective includes the student's personal involvement in helping others or in receiving help from them. For example, he might volunteer to work with a type of traveler's aid group from time to time. He could even serve on a hospitality committee for a group that promotes the exchange of students or teachers from one country to another. Again, the teacher's contribution is to show the student where he can contact such organizations.

Objective 5.2.b - Student will always consider cultural factors when attempting to solve social problems.

A student who understands his own culture and knows something about other cultures will be aware of these factors when faced with various problems of daily living. For example, during a period of national controversy he is able to write to his congressman, pointing out certain aspects of an issue that Americans take for granted but which are questioned and approached differently by people in other parts of the world. Perhaps, in this instance, there are
solutions which would never occur to most Americans. Specifically, if Americans are not satisfied with the performance of an important elected official, they must choose between putting up with him for the remainder of his term, or considering the traumatic process of removal that begins with impeachment. Many democracies include a much more acceptable device for changing governments, sometimes referred to as a "vote of confidence", and this is considered as a normal, sensible procedure. On a more local level, the Board of Education might be trying to solve the dilemma of the need for better physical education in the schools as opposed to the necessity of reducing the athletic budget. Very few Americans would question the value of varsity sports, although they involve the exclusion of most students from extensive use of athletic facilities and from training by the best coaches. A student who has studied education in other countries realizes that varsity sports are the exception and yet these countries have excellent physical education programs. Once again, this individual can contribute his knowledge or argue for alternate approaches because of something he learned in a language course.
Objective 5.2.c - Student will be able to appraise realistically his linguistic limitations and capabilities.

Knowing his potential for communicating in a foreign language is just one of the many realistic appraisals a person must be able to make about himself. A true understanding of what one can and cannot do is important for the individual throughout his life. If he is going to make intelligent choices as he grows, he must base these choices on a realistic self-concept. In this way, he will not be frustrated by attempting that which is too difficult, nor bored because of having chosen tasks which present no challenge to him. Having experienced success in language study the student, hopefully, will have the confidence to undertake similar tasks, with realistic expectations of the results.

Testing. In testing at this highest stage of the affective taxonomy, the element of consistency is predominant. Instruments which have been suggested for testing at earlier levels may again be employed but with emphasis on finding patterns of response or by observation of consistent action. A Thematic Aperception Test can be administered with the scorer looking for a pattern of cultural sensitivity or communication awareness. Various attitude surveys, covering a range of beliefs, can also be used, again looking for
consistent expressions of attitude. The teacher should be alert to instances of former students who continue language study after high school, who seek employment in a vocation demanding language skills, or who give some other outward indication of their feelings toward language study.
NOTES TO CHAPTER IV

1Rivers, "Heart and Mind", p. 7.

2Salut Les Copains, published monthly, (63 ave des Champs - Elyssées, Paris - 8).


5Simon, Howe and Kirschenbaum, Values Clarification, pp. 266-75.


13described in Begin, Emotional Factors, pp. 43-44.

14Ibid., p. 42.

15Cooke, "Positive Attitudes", Chap. IV.


19 Raths, Harmin, and Simon, *Values and Teaching*, Chap. VI.


23 Ibid., pp. 228-31.

24 Ibid., pp. 385-7.

25 Cooke, "Positive Attitudes", Chap. IV.
CHAPTER V

CONCLUSION

A. Summary

An investigation of the literature reveals a profusion of talk emphasizing the importance of the affective domain but a scarcity of practical application of affective techniques in the classroom. Likewise, the gap between pure motivational research in the psychology laboratory and classroom teaching techniques has been spanned too infrequently. Attitude change in students has been observed, but it is difficult to bring about. By comparison to the so-called cognitive domain, relatively little effort is expended in dealing directly with student attitudes and values.

However, the teacher who is concerned enough with the affective factors involved in learning can still profit from the work that has been done in this field. Research has indicated areas which do hold promise for adaptation in high school classes. Particular attention should be directed to such elements as sex differences, student self-image, the various types of motivation, ego-involvement, and pupil-teacher interaction. Also encouraging is the trend
toward positive attitude change that has been effected by those who work diligently for it. The current awakening of interest in student values and humanistic education is another source of confidence for teachers of affective goals. It seems, therefore, that the teacher can put these findings to use, rather than await more sophisticated guidance from outside sources.

One promising approach to teaching for affective goals is to organize objectives into a taxonomy. By tracing affective behavior from its earliest stages to its ultimate fruition, the teacher has the advantage of knowing what he would like the student to accomplish and the steps towards the attainment of that end. Other authors have developed taxonomies of affective objectives, but the present work is the only taxonomy designed specifically for the first two years of high school language study. It demonstrates a process whereby students become aware of a concept and gradually incorporate it into their philosophy of life.

The first step on the affective scale involves the learner's becoming aware of a hitherto unnoticed phenomenon as it is introduced by his teacher. That idea is then maintained in the foreground of the student's consciousness and is tolerated by him. The student is prompted to notice instances of this concept in other situations. Either he recalls past examples or becomes alert to future manifesta-
tions of the subject in question. These first three steps have been relatively passive on the part of the student. He merely notices and tolerates the existence of an idea. The next stage in affective development entails his responding to the concept in some way. He will have to learn more about it either through compliance, satisfaction of an internal need, or the perception of some good connected with that idea.

After noticing several worthwhile aspects concerning a certain subject, the student begins to perceive the notion itself as having value. He will even consider it as important enough to warrant his devoting more of his own time to it and telling others about it. The next step is for the individual to relate the idea to himself rather than merely considering it as an abstract good. The concept becomes important to him, personally. When the student has accepted an idea as being important enough to influence his behavior, he then must assess its relationship to other elements of his value system. At the final stage of the affective taxonomy, the individual exemplifies certain ideals by incorporating them into his philosophy of life. The point is finally reached where those who know the individual can predict how he will act in certain situations.

Two sets of affective objectives were developed for each of three areas: communication, culture, and self-
understanding. The first group of objectives is arranged in the order of the taxonomy, beginning at the first stage and illustrating each objective at every step of the scale. The second arrangement follows the first twenty units of a standard, high school, French textbook series, applying affective objectives suitable to each unit. In both arrangements, objectives are followed by specific teaching suggestions for helping students to attain those objectives.
B. Conclusions

*The affective aspect of secondary school language learning has received less emphasis than the cognitive aspect.

*The affective aspect should be developed more extensively in classroom teaching.

*The classroom teacher interested in motivation, attitudes, and values can use the findings of current research as a starting point for affective teaching.

*A taxonomy of affective objectives does provide the teacher with a rationale for affective teaching.

*A taxonomy of affective objectives can help the teacher to organize affective teaching strategies.

*A two-year, secondary school, foreign language program can help a student to appreciate language and communication.

*A two-year, secondary school, foreign language program can help a student appreciate the importance of cultural factors in his own life.

*A two-year, secondary school, foreign language program can lead the student to an appreciation of his own linguistic capabilities.
C. Implications

This dissertation should provide high school language teachers with:

1. The encouragement to incorporate affective teaching into their program as an essential element, rather than as a secondary benefit.

2. A source of ideas on what and how to teach affectively.

3. A rationale for the continued inclusion of foreign languages in the curriculum.

Teachers in other disciplines can use this taxonomy as a model for developing affective objectives and lesson plans in their area.
D. Recommendations for Further Related Research

1. **Empirical Studies Using the Taxonomy.** The taxonomy proposed in this dissertation should be applied in various controlled experiments. Various teachers using the A-LM French series would employ the strategies outlined in the Appendix over a period of two years. They would evaluate the effectiveness of the different lesson plans and measure the affective progress of their students as opposed to those of a control group. Also, specific units or objectives could be selected for intensive measurement and comparison with control groups.

2. **Development of Objectives in Related Areas.** Using the format of the taxonomy developed in this dissertation, objectives can be designed for: 1) other two-year, high school textbook series, 2) intermediate and advanced high school texts, 3) college language programs, and 4) foreign language teacher-training programs.

3. **Follow-up Studies.** Students who have completed school, or who are still in school but have completed their foreign language study should be surveyed in order to find out: 1) their present affective level with relation to the
objectives of foreign language programs, 2) affective changes that they felt were due to foreign language instruction, and 3) their suggestions for improving affective, foreign language instruction.

4. Materials Development. There are many publications designed primarily to interest students. However, they are usually designed in isolation, with no apparent goal of affective progress. Using this taxonomy, authors have an organized approach to creating affective materials while relating them to cognitive skills.

5. Replication of Previous Affective Studies. Many dissertations and other studies concerning motivation, attitudes, and values, have been made only once, under one set of circumstances. These experiments should be repeated by different teachers, at different levels, and in different subjects. Results should then be forwarded to a central clearinghouse.

Since doctoral dissertations are not usually permitted to be replications of earlier experiments, and funds are usually more readily available for original studies, some impetus must be provided to encourage the repetition of research. Perhaps candidates for certain masters' degrees should be urged to duplicate earlier studies. Some courses
in sixth-year or doctoral programs could also include the replication of previous research as a preparation for one's original project.

6. Motivation, Attitudes, Values. There is still much to be learned about what these concepts really are and their implications for the classroom teacher. Neurologists, psychologists, sociologists, and teachers must continue to investigate these areas and share their findings. This includes inquiry into the nature of these concepts as well as empirical and theoretical descriptions of the current state of the field.

7. Affective Testing. At present, affective testing is hindered by several factors. There is always some doubt as to the authenticity of self-reports, as well as an ill-defined reference point for their scales. Projective tests are difficult and time-consuming to correct.

8. Teachers and the Affective Domain. In order to help teachers improve their affective efforts it is necessary to identify what they are currently doing in that area and how important they consider affective goals. The next step would be to develop in-service training methods to aid those teachers interested in ameliorating their affective endeavors.
APPENDIX

AFFECTIVE LESSON PLANS
TO ACCOMPANY
A-LM FRENCH LEVELS I AND II

Introduction

The lesson plans described in this appendix are intended to help students attain the highest levels of the affective taxonomy. The general trend will be for objectives and strategies during the earlier chapters to be concerned with the first stages of the taxonomy. As the student progresses through the textbooks and is exposed to more elements of the foreign language and culture, activities related to the higher stages of the taxonomy will be described. There will be some skipping back and forth of levels, however, since the techniques employed are also dependent upon the textual material and the student's linguistic background. There will be no description of methods of ensuring Compliance (taxonomy Level 2.1), as this is more a question of overall student-teacher relationship which has been already explained in detail in chapter four of this dissertation. Likewise, there are no lesson
plans specifically aimed at the fifth level of the taxonomy, Exemplifying, although the goal of all affective efforts is to elicit behavior of this sort.

Ideas for developing the affective dimensions of communication, culture, and self-understanding will be presented for each unit of the textbooks. Numbers in parentheses will indicate the stage of the taxonomy to which these activities are related. Some of the activities referred to in this appendix will already have been described in detail in chapter four. The complete explanation of these lessons will not be repeated. Strategies which have not been explained earlier in this dissertation will be outlined in detail in this section.
Unit I

1. **General.** This unit is the high school student's first exposure to French. In most cases, it is his first exposure to any foreign language or culture. He has little, if any, idea of what language and culture are, and he is unlikely ever to have thought of his own ability to learn a new language, or of his potential for improving the use of his native language. The first few days of the course, therefore, provide the teacher with an excellent opportunity for introducing students to the affective objectives of language study.

2. **Attention.**

   **Objective:** Student becomes aware of (1.1) and tolerates the discussion of (1.2) the great number of people who do not speak English.

   It is at this point, during the first or second day of class, that the teacher would show the pictures illustrating people from various countries of the world.

   **Objective:** Student becomes aware of (1.1) and tolerates (1.2) the idea of other cultures.

   During the first week or two of school, a film such as The Winter Ice Camp could be shown as an introduction to the concept of culture.
Objective: Student becomes aware of (1.1) and tolerates the discussion of (1.2) himself as a language learner.

The filmstrip Why Study a Foreign Language? can be used to start the student thinking about learning this new language.

Objective: Student will remember encounters he has had with aspects of language and culture and will notice them in the future (1.3).

The teacher can ask students to mention French words or expressions that they have run into in the past. These expressions can be listed on the chalkboard and translated by the teacher. He could also ask the students if they have ever met people who speak French, or any other language, or if they have read books or seen movies dealing with language or culture. He could then ask the students to keep a diary for a certain period of time, during which they would note occasions not directly connected with the class where they observed foreign languages being used or difficulties concerning foreign people.
Unit II

1. General. The student is now introduced to the first general class of French verbs, in the present tense. He will be asked to concentrate on five sets of sound-letter correspondences, elision, and liaison. The lexical content of this unit concerns ordinary household activities and the numbers from one to ten. Cultural items for possible exploration include the family, meals, and television.

2. Attention.

Objective: Student becomes aware of (1.1) and tolerates (1.2) the concept of the variety of aspects in French culture.

The map described in Chapter 4 of this dissertation should be prepared at this time. Also, a film such as Crin Blanc can be shown to demonstrate one aspect of French culture not normally thought of by Americans.

Objective: Student becomes aware of (1.1) and tolerates discussion of (1.2) the French concept of meals.

Page eight of the student textbook$^2$ shows a full page picture of a French family at dinner time. The teacher could lead a discussion of this picture asking students to point out items on the table that one would not ordinarily find on an American table. The teacher could also present a culture capsule dealing with a traditional French table setting. Included in this packet could be a: napkin ring, knife
holder, knife, fork, spoon, dish, glass, wine bottle, and tablecloth. The teacher could then display the table setting and explain the various courses of the meal and the usual time for meals in France.

Objective: Student becomes aware of (1.1) and tolerates (1.2) the idea of the arbitrariness of English and French concerning the use of the present tense.

The teacher should illustrate for the class examples of how the French and English languages attempt to convey action at various stages of the temporal spectrum. For example, what is described in this unit as the present tense in French is really a form of the verb that is used to convey what a student habitually does, what he is doing at the moment, or what he is going to do. In English, the present tense takes various forms, such as the simple present, I work; the present-progressive, I am working; the present-emphatic, I do work; and the present-perfect-progressive, I have been working. The teacher should point out to the students that all four of these English equivalents are expressed in French by one form, je travaille. The teacher can then explain to the class that people from countries where romance languages are spoken have much difficulty in mastering the English present tense, while on the other hand, the American must merely learn one form when studying a romance language.
3. **Responding.**

**Objective:** Student will enjoy (2.2) acting out from memory the dialogue found at the beginning of this unit.

To make learning the dialogue more enjoyable, the students are permitted to choose their partners for enactment of this dialogue. They are encouraged to portray their lines, using gestures, facial expressions, various voice pitches, and props. Each team will compete against each other and the class will vote for the team that performs the most entertaining and accurate presentation.
1. **General.** The grammatical content of this unit includes the verb *être*, the formation of certain types of questions, and simple, negative statements. The vocabulary deals with people, sports, and telling time. Cultural items introduced in this unit are sports and dating.

2. **Attention.**

**Objective:** Student becomes aware of (1.1) and tolerates (1.2) soccer.

The teacher brings a soccer ball to class, and, if possible, invites a guest who can demonstrate some of the techniques for passing and receiving the ball. He then shows the class a transparency of a soccer field, with the players represented by numbered symbols. He then gives the French nomenclature for each of the positions and some of the equipment of this sport. A brief explanation of the basic procedures for playing the game is given in French. Since these students have just begun their language study, this explanation must be accompanied by many gestures and diagrams.

**Objective:** Student will recall items dealing with French sports that he has previously noticed, and will be alert to such items in the future (1.3).

The teacher asks the class if anyone has ever read anything about French athletes or sports, or has seen movies
or television reports on French athletics. He then reads some brief notices from recent, local newspapers and well-known sports magazines and asks the students to be on the lookout for such articles during the ensuing weeks.

3. **Responding.**

**Objective:** Student will participate in a World Cup soccer match (2.2).

The French students challenge Spanish students to a soccer game. If enough students are interested, several teams can be formed, each representing a different country where French or Spanish is spoken. Students who do not play in the game can be assigned various supporting tasks, such as: making uniforms, officiating, scoring, and publicizing the games.

The initial challenge from the French students to the Spanish classes should be written in French and read while being simultaneously translated into Spanish. This challenge can then be tacked on bulletin boards, read over the school public address and publicized in any other possible fashion.

4. **Valuing.**

**Objective:** Student examines the importance he places on sports, physical fitness, and dating (3.1, 4.1).

Students are given a series of statements concerning the topics of physical fitness, sports, and dating. At the top of the page are four columns labeled: strongly agree
agree, disagree, strongly disagree. The student is then asked to check off his position with regard to each statement. A composite of the student's attitudes can then be placed on the chalkboard, counting the hands as students signify where they stand on each item.
Unit IV

1. General. In this unit, students learn the French words for various members of the family, pets, household tasks, some personal characteristics, and the numbers from eleven to thirty-nine. He also learns the present tense of the verbs **avoir**, and **faire**, the indefinite article, and commands. With regard to culture this unit is rather weak, but it does provide a starting point for a discussion on family life.

2. Attention.

Objective: Student becomes aware of (1.1) and tolerates (1.2) the concepts of grammatical gender as an indication of the arbitrariness of languages.

The teacher gives a brief explanation of grammatical gender as opposed to biological gender, describing the idea of **le**-words and **la**-words. He can mention that many languages make distinctions of this sort and that these distinctions often affect the sounds of many words in a sentence. He can even bring out the fact that the **le** or **la** can sometimes change the meaning of the word, for example, **le vase** (the vase) as opposed to **la vase** (the mud).
3. Responding.

Objective: Student will enjoy following directions given in French (2.2).

After learning the imperative, the class is given a series of orders which they will have to follow. These commands should include a number of humorous incongruities, for example: "Robert, allez à la fenêtre. Regardez la piscine. Mangez la piscine!" Students should also be given the opportunity to give orders, both to his classmates and to the teacher.

Objective: Student will make a realistic appraisal of his ability to produce the French sounds introduced so far during the course (2.2).

The student is asked to repeat a series of sentences. The teacher has a copy of these sentences with the sounds that have been practiced extensively in class underlined. If the student pronounces the sound correctly the teacher does not mark it. If the student mispronounces a sound, the teacher circles that sound and makes a phonetic transcription of what the student actually says. He then gives the student his copy of the script and discusses the results with him.

Objective: Student examines his relationship with his siblings (3.1, 4.1).

Students sit in a circle and take turns describing their brothers and sisters. Each student gives the names, ages, and one personal characteristic for each of the other children in his family. The other students in the group try to repeat what the first student said. This procedure is repeated until each student has had a chance to describe his family.
Unit V

1. General. In this unit the students will learn words and expressions describing rooms, leisure time activities, and modes of transportation, all of which can be linked to those objects as they are constructed and used in France.

2. Attention.

Objective: Student will become aware of (1.1) and tolerate (1.2) French-style buildings, means of transportation, and leisure activities.

In teaching the vocabulary of this unit, the teacher should select pictures of French airplanes, automobiles, houses, rooms, and so forth. Excellent examples can be found in almost any French magazine. After the students have mastered the vocabulary, these pictures can be made into a bulletin board display.

A culture capsule can be developed around the French automobile. The teacher shows the class a plastic model of a Renault or some other French car and explains its characteristics, such as speed, safety equipment, and gasoline mileage. Included in this capsule can be a comparison of the cost of gasoline in France and the United States, and the attitude of the French toward automobile ownership and use.
3. **Responding.**

**Objective:** Student reads an article about French culture because he feels he can learn something useful from this article (2.3).

Students are encouraged to choose one aspect of French culture learned so far this course that they feel gives them an understanding or insight that is not usually found in the American way of looking at things. They are then asked to give a brief report on their reading.

4. **Valuing.**

**Objective:** Student examines and ranks the role of such ideas as speed, pollution, security, and leisure (4.2).

The teacher asks the student a series of questions such as:

1. If you buy a car, the most important thing to consider is:
   - it goes very fast.
   - it uses very little gas.
   - it doesn't cost very much.
   - it's good-looking.
   - it doesn't contribute much to pollution.

2. You would prefer to live in:
   - an American house.
   - a French house.
   - an American apartment.
   - a French apartment.

3. You prefer to go to:
   - a basketball game.
   - the movies.
   - a rock concert.
   - a party.
Unit VI

1. General. Most of the vocabulary of this unit concerns food and eating. This, therefore, is a good time to discuss more thoroughly French eating habits and attitudes. As for grammar, students are introduced to the verb aller and the use of this verb to express an action that will take place in the near future.

2. Response.

Objective: Student will enjoy preparing and sharing a French meal (2.2).

After having investigated and discussed the various elements that comprise a typical French meal, students form teams and prepare a meal which the whole class will share. The specific details for such an activity depend upon such factors as: school facilities, the culinary skills of the students, and the organizational talents of the teacher.

Objective: Student learns to prepare a specific French dish (2.3).

Students are asked to choose a French dish that they have enjoyed or that they think they would enjoy, and to translate the recipe from French into English. They then follow the recipe and prepare the food.

**Objective:** Student examines his attitude toward food and meals (3.1, 4.1).

The teacher directs the class to think about eating, a concept usually taken for granted, and consider their attitudes concerning food and meals. The following questions can help students focus their attention on meals:

1. Chez nous on dine en famille. . .
   - toujours quelquefois jamais

2. Quand je serai père de famille, on dînera en famille . . .
   - toujours quelquefois jamais

3. Quand on dine en famille chez nous je suis. . . heureux________________malheureux

4. J'aimerais prendre deux heures pour déjeuner à la maison tous les jours. . .
   - souvent jamais

5. J'aimerais travailler près de ma maison et déjeuner avec ma femme (mon mari). . .
   Oui ____________ Non

6. Aux Etats-Unis, qui donc a la réputation de passer des heures à déjeuner?  Pourquoi?
Unit VII

1. General. At this point the student is expected to learn the months of the year, dates, and some suitable gift items. He also begins to use verbs like finir in the present tense and direct object pronouns. Appropriate cultural items related to this unit are holidays and birthdays.

2. Attention.

**Objective:** Student becomes aware of (1.1) and tolerates the discussion of (1.2) the names of the months in various languages.

The teacher shows the students the origin of the names of the months in English and in French. He can also show the students the names of the months in Spanish which is similar to French and in German which is similar to English. He can also tell the students the names of the months in some language that is not related to French or English.

**Objective:** Student becomes aware of (1.1) and tolerates the discussion of (1.2) word order within a sentence.

The teacher demonstrates for the students the typical English word order for declarative sentences—subject, verb, object. He then shows the students how this order is true in French as long as the object, or compliment, of the verb is a noun. He then explains that Americans are used to this word order and find it very difficult to adopt the French
habit of putting object pronouns before the verb, and that this will demand a lot of patience and practice on their part. He could also demonstrate the use of word order in some other language such as German or Japanese.

3. Responding.

Objective: Student will enjoy using his newly-acquired vocabulary (2.2).

In addition to having students ask and tell each other their birthdates, the teacher can also ask one boy what present another boy is going to give a certain girl for her birthday. Variations on this theme can be improvised according to the individuals in the class, in a spirit of good natured teasing. This is a very good time to introduce horoscopes. Along with the textbook vocabulary the French equivalent of the signs of the zodiac can be learned. When a student gives his birthdate the teacher can ask the class under which sign of the zodiac that person was born. Usually someone in the class will be able to give the answer. This can be made easier by having student drawings of those twelve signs, with names and dates labeled in French, on display throughout the room. The teacher can then compose or read a prepared horoscope for that student. Other students can also take turns composing horoscopes. Sample horoscopes from French newspapers or magazines can be on display in the classroom.
Objective: Student will enjoy (2.2) listening to a French song.

A song that is relatively easy for the students to understand is "Première Surprise-Partie" sung by Sheila. The first time the students hear the song they should be told to listen for and count the number of times the title is repeated throughout the song. The teacher then distributes copies of the song with blank spaces for words that the students have already studied. While listening to the song the students fill in the blanks as if they were taking a spot dictation. When the students have the entire text of the song the teacher helps the students to derive the meaning of all the words.


Objective: Student examines his attitude toward giving and receiving gifts.

Students answer a series of questions, in French, concerning when they give and receive gifts, and the people with whom they exchange gifts. They also discuss what they like to receive as gifts and which gifts they have received that they liked or disliked. Questions can also include how they go about choosing gifts and how much to spend on gifts.
Unit VIII

1. General. The lexical content of this unit includes expressions of weather, several adjectives, and some -re verbs. During this unit the student will get extensive practice in using the masculine and feminine forms of adjectives and the present tense of the new verbs. The unit ends with a letter from a French boy who lives near Marseille to his American pen-pal. The cultural references found in this letter can be supplemented by film strips and short readings about Marseille and its vicinity.

2. Responding.

Objective: Student will write to his pen-pal to find out information concerning the region where his correspondent lives (2.2, 2.3).

Students who have pen-pals are asked to write to them and find out as much as they can about their community and region. When they receive a reply they inform the class of what their correspondent has said. A display representing this correspondence can be assembled by using a map of France surrounded by photographs, names, and addresses of all the students' pen-pals, with strings connecting the photograph with the town where the pen-pal lives.

Objective: Student will examine his concept of home.

Students will complete sentences beginning with statements such as: "A good home is. . ." "If I could live anywhere I wanted, I would pick. . .", "An ideal place to live is. . .". He could also answer questions concerning what he likes or dislikes about his own town, state, or country.
Unit IX

1. *General.* Most of the new words found in this unit are names of countries or nationalities. The students will also learn the days of the week in French. The grammatical content includes the present tense of verbs like dormir and more adjective forms. There is a narrative at the end of the unit which describes many of the points of interest to be found in Paris.

2. *Attention.*

   **Objective:** Student will tolerate (1.2) discussing and reading about Paris.

   Students receive a copy of the song "Aux Champs-Elysées" with unfamiliar vocabulary explained in the margin. The song is then played while a film strip or slides depicting the Champs-Elysées are projected on to a screen. If the class enjoys singing they can learn this song together.


   **Objective:** Student enjoys contrasting his ability to pronounce correctly French words with the pronunciation of an "ugly" American (2.2).

   At the end of this unit there is a dialogue between an American tourist and a Frenchman. Students take the role of the American using their worst possible American accent.

Objective: Student examines his idea of the city as an expression of human achievement (3.1, 3.2).

After having studied Paris, using both the material found in the textbook and supplementary material, students discuss cities they have visited or read about. They express what they like or dislike about those cities. They then form groups of five or six and draw up plans for an ideal city by answering a series of questions supplied by the teacher.
Unit X

1. **General.** Both the vocabulary and the cultural content of this unit deal with school activities. The grammar introduces the possessive adjective and additional verbs in the present tense.

2. **Attention.**

   **Objective:** Student will recall people he has known who speak other languages besides English and be alert to this ability in people he meets in the future (1.3).

   The first part of this objective can be met by asking the students to name those people they know who speak a foreign language. The second part can be prepared for by asking students to list everyone whom they meet or hear about, who speak another language, during the remainder of the course.

3. **Responding.**

   **Objective:** Student will enjoy using French to show off his knowledge of such subjects as geography, history, mathematics, or sports (2.2).

   The class can organize teams who will compete against each other. The teacher will make a statement or ask a question and the first student to raise his hand will attempt to answer the question. If that student answers correctly his team receives ten points. Should he answer incorrectly
the other team has the opportunity of answering that question with the possibility of supplementary information following the teacher's initial sentence. If the other team answers correctly they receive ten points. A maximum number is agreed upon in advance for the determination of the winning team.

4. **Internalizing.**

**Objective:** Student examines the role of school in his own life (4.1, 4.2).

First, the student is forced to make a series of choices revealing his preferences for certain school activities and subjects. Then, he repeats this process of forced choice, relating school to other elements in his life. He can find help for making these comparisons by considering the organization of French schools and their role as developed in the readings.
Unit XI

1. General. This unit presents vocabulary pertaining to household appliances and furniture, craftsmen, and telephone usage. The student also has to learn to use the various forms of some of the more commonly used adjectives which precede their nouns. Cultural topics related to this unit are the telephone and furniture.

2. Responding.

   Objective: Student enjoys using this new vocabulary to describe his classmates (2.2).

   Words such as beau, joli, vieux, and amoureux as applied to members of the class, are readily adaptable to amusing and lively communication in French. The teacher can ask who in the class possesses these characteristics or can direct students to tell if another student is characterized by any of these traits.


   Objective: Student examines the role of the telephone in his life (4.2).

   By presenting a series of continua the teacher has the student decide how important he really thinks the telephone is. Some examples are:

   1. A telephone is for:
      important messages _______________ long-range conversations
2. Telephones should be:
in every room__________one telephone to every ten homes

3. I:
want my own telephone__________wouldn't care if I never saw a telephone again

4. I spend__________minutes a day using the telephone.

5. When the telephone rings for me, I am:
excitedly happy_____________________________annoyed

Objective: Student identifies skills he would like to acquire (4.1).

Students practice the newly learned verbs pouvoir and vouloir by completing statements such as:

1. Je peux_____________________________.
2. Je veux_____________________________.
3. Je voudrais_____________________________.
4. Je voudrais pouvoir_____________________________.
Unit XII

1. General. In this unit students learn how to shop, especially for items of clothing. They finally have the opportunity to relate events which have already happened by using the expression *venir plus de* plus the infinitive. As for culture, this unit provides excellent background for a discussion of money. Students can also continue their study of the metric system by learning their height and weight in French. They can also learn the French equivalents of their clothing sizes.

2. Attention.

*Objective:* Student will tolerate use of French vocabulary for gifts (1.2).

The teacher begins class each day with a mystery box. The students have to guess which gift is in the box.

3. Responding.

*Objective:* Student will enjoy (2.2) a realistic experience of buying and selling in a *Marché aux puces*, or flea market.

Students make cardboard coins and paper bills which resemble French *francs* and *centimes*. They bring to school an old toy or article of clothing to sell at the flea market. All transactions must be in French. At the conclusion of the market students report on what they have bought and sold,
and how much they paid for each item.

Using pictures from *Paris-Match* or some other French magazine where stores and prices of clothing are advertised, students are sent on an imaginary shopping trip. They are to find the street where the store is located, and the Metro station where they would get off. They take just enough of the home-made money for the trip.

4. Internalizing.

**Objective:** Student will make judgements concerning the importance he attaches to money and clothing (4.2).

Students are asked to reply to the following questions:

1. Est-ce que vous préférez choisir vos vêtements vous-même?

2. Est-ce que vous aimez consulter vos parents quand vous achetez vos vêtements?

3. On vous donne 320.00 pour votre anniversaire. Combien est-ce que vous allez dépenser pour des vêtements?

4. Vous travaillez après l'école. Vous avez 320.00 par semaine. Combien est-ce que vous gardez pour des vêtements?

5. Quand vous choisissez des vêtements pour l'école, le matin, est-ce que vous considérez l'opinion d'autres gens? Des professeurs? De vos parents?

6. Est-ce que vous préférez un professeur bien habillé?

7. Est-ce que vous aimez quelquefois porter de très bons vêtements?
8. Est-ce qu'on peut juger un garçon ou une fille par ses vêtements?

9. Est-ce que vous préférez que les parents donnent de l'argent aux jeunes toutes les semaines?

10. Et les jeunes, ils travaillent à la maison pour cet argent?

11. Est-ce que vous travaillez après l'école (pas à la maison)?

12. Est-ce que vous travaillez au moins cinq heures par semaine à la maison?
Unit XIII

1. **General.** By introducing photographs and a picture album, a variety of actions and places are presented in this unit. As for grammar, students learn the independent pronoun and the use of the pronoun en. Topics related to culture include the family, sports, sidewalk cafes, and directions.

2. **Attending.**

   **Objective:** Student will become aware of (1.1), tolerate (1.2), and notice (1.3) French winter sports.

   The teacher can start with a film strip or film about Grenoble, the 1968 Olympics, Jean-Claude Killy, or on skiing in general. He may then ask the class what they know about skiing and inquire if they have encountered skiing terms in French.

3. **Valuing.**

   **Objective:** Student uses the verb comprendre to help identify his relationship to other people. (4.1)

   The student makes four lists using the verb, comprendre. The first list is of those people who understand him. The second is of those whom he feels he understands. The third names the people who do not understand him and the last list is of those whom he does not understand.
1. General. Once more the vocabulary of the textbook deals with school activities and procedures. The student also learns how to express various feelings of discomfort. At last the passé composé is introduced, giving students another temporal dimension to their range of expression. In addition to a more intensive study of French schools, the unit briefly describes some relatively unknown museums of Paris.

2. Responding.

Objective: Student will enjoy(2.2) listening to a taped interview concerning French schools.

The teacher plays for the class a recorded interview with French children of approximately the same age as the members of the class. This interview makes many references to the French child's school activities, and is accompanied by slides showing that child at home, school, and other localities that he frequents. The development of this presentation has been described in detail in chapter four of this dissertation.
3. **Valuing.**

**Objective:** Student recognizes the role of museums as an expression of culture (3.1, 3.2).

The reading selection at the end of this unit refers to many specialized museums in Paris that are unknown to most Americans. Students are then told to make a list of the museums found in the towns and cities near his home. They then put a "V" next to the museums they have already visited. The "V" is accompanied by an "E" if they feel the museum was enjoyable or worthwhile. A "D" is placed next to the museums they have not yet visited but would like to see. The students then list reasons why they have not yet visited these places, and discuss ways of overcoming these obstacles. A similar procedure can be followed for identifying museums they would like to visit again. The conclusion of this activity is a discussion of why people create and visit museums, and which museums, if any, should be added to the local repertoire.

4. **Internalizing.** After the class has studied the student time schedule found in **Unit 10** and the report card pictured in **Unit 14**, students are asked to show their reaction to the French student's school day. Those members of the class who have pen-pals in France are asked to write to them asking their schedule, the courses they are taking, and their opinion concerning school. The film strip?
about French schools which is included in the latest, cultural edition of *A-LM French* I can also be shown at this time. To give more background on the French school system the teacher can include further factual information. The students then indicate on a continuum or a series of continua their attitude toward the American school system. They also discuss the practical value of schooling in the United States. This is then contrasted with the role of French schools. Similarities and differences of the two school systems can be outlined on the chalkboard. Students are then encouraged to decide why the externals of French and American schools are different. A further assignment would be for the class to set up a new school system for people about to colonize a previously uninhabited area. If the teacher feels that his students have not yet acquired enough writing skill to construct a paragraph he could provide a series of dehydrated sentences. The students would then complete the sentences supplying the subjects, times, and methods which they prefer.
Unit XV

1. General. The vocabulary of this unit deals mainly with travel and vacation. The grammar taught is the use of the passé composé using the auxiliary verb, ëtre. The new words are very useful for discussing trips that the student has made, as well as the idea of vacationing in general. This unit also introduces students to the historical French provinces.

2. Responding.

Objective: Student will enjoy (2.2) planning a vacation in France.

Sample travel folders from different regions in France are distributed throughout the room. Students pick one place that they would like to visit. They then locate the department and province where this site is located. The next step is for students to consult a travel guide, such as Michelin, in order to find other places of interest in the area, along with hotels, and restaurants. They then plan a vacation itinerary, showing times, lodgings, costs, and activities. The student could also locate one historical site in the region and report upon the events which took place there. For added realism, students could write to the French Tourist Office, in New York, or the Syndicat d'Initiative of the town they would like to visit.
Another enjoyable activity related to vacations would be to have students listen to the song "Pendant les Vacances," sung by Sheila. The vocabulary of this song is rather simple, and the melody is familiar to most American teenagers.


Objective: Student will examine the role of vacations in one's life. (3.1)

After having studied a brief passage describing French vacation patterns, and having viewed films or slides of French vacation areas, students discuss their own idea of a good vacation and the role or importance of vacations. They can conclude this activity by completing the following statement:

"Après avoir étudié comment les français passent leurs vacances, j'ai appris que..."
Unit XVI

1. General. The amount of vocabulary introduced in this and succeeding units has been greatly increased, and it is not always possible to categorize all of the words. The readings of this unit concern haircuts, radio, and government. The lexical and cultural contents of this unit, therefore, are based upon these topics. The main grammatical objective of this unit is for students to learn which verbs take à, de, or nothing to introduce a complimentary infinitive.

2. Attending.

Objective: Student will become aware of (1.1) and tolerate (1.2) the discussion of French government, and will notice (1.3) references to French government in the local newspaper.

The teacher can ask the class who the present political leaders of France are, and draw up a list on the board as they are named. Usually, American students can identify who is the President of France and that is all. He can then show the class articles from recent French magazines or newspapers, where many American leaders are discussed. This will give him an idea of the familiarity the French have with what is happening in America as opposed to how aware we are of what goes on in France. The students then read articles and consult charts describing the
organization of the French government. They compare and contrast the French government to their own.

3. Responding.

Objective: Student enjoys listening to news broadcasts in French (2.2).

After the class has listened to and discussed the brief, fictitious newscast in the textbook, the teacher prepares his own news program, based upon the actual, current news. He should include international, national, local, and sports items, as well as a weather report. He could also include fabricated gossip items concerning certain members of the class. The style of delivery should imitate a real news broadcast, complete with station call letters and a sponsor.


Objective: Student will identify and act upon one government-related problem facing the American people that is approached by the French in a different way (3.2).

The class compiles a list of apparent deficiencies in the American system of government. Some examples are: campaigning, filibusters, minority representation, lobbying, recall of elected officials, and bureaucratic inefficiency. The student will then choose one problem and study it as it applies in France as well as in the United States. If he feels that one country has a better approach or solution
to that problem, he will write to a representative of the other country explaining his findings.

Let us suppose that the students decide to concentrate on political campaigning. The teacher can ask the students their opinions concerning certain campaign practices by having them mark their position along a series of continua. They may be asked, for example, what they think of the length of American political campaigns, campaign advertising in the various media, and campaign budgets. By using photos from French magazines of the months preceding a recent political campaign, the teacher can explain to the class some of the various French campaign practices. The class is then given the research problem of finding out the various laws pertaining to campaign practices in both countries and the rationale for these laws. The findings of the student's research are then summarized and displayed upon a chart for discussion by the class.
Unit XVII

1. General. The central idea in this unit is the bicycle race called the Tour de France. The vocabulary, readings, and a map all deal with this event, which is so important to many French people. The principal grammatical point in this unit is the reflexive use of verbs.

2. Responding.

Objective: Student enjoys (2.2) taking part in a Tour de l'école.

Members of all language classes can arrange a competition modeled after the Tour de France. The items used in the original race, such as various colored jerseys to signify leaders, can be employed. It is up to the teacher and the class to decide how much of a production they would like to present. It could range from a simple race, involving just one class, to a well-organized series of events involving other schools.

Objective: Student will enjoy(2.2) pantomiming actions expressed by reflexive constructions.

Just as when the class learned the imperative form of verbs, they can again follow and give commands, this time restricting the commands to reflexively used verbs. In addition, to demonstrate the reflexive as opposed to the non-reflexive use of verbs, students can work with
partners who serve as their mirror-image. When a reflexive command or statement is uttered, the mirror-image partner mimics the real "partner". For example, if the command is "Peignez-vous!", both partners comb their own hair. If the command is "Peignez-la!", the real partner would comb the hair of her mirror image.

3. **Internalizing.**

**Objective:** Student evaluates the role of the bicycle in his life (4.1, 4.2).

In addition to activities related to the **Tour de France** the teacher can also bring up the role of the bicycle as a means of transportation, a source of enjoyment, and as a method of combating pollution. He then encourages all the members of the class to take their bicycles to school on a certain day. On that day, each student discusses his experiences in riding the bicycle to school. Students will then make their own decision as to the further use of their bicycles.
Unit XVIII

1. **General.** The student is now given more words for French stores and the names of some new countries. They will practice asking questions by the process known as inversion. Culture is introduced in the text by way of a survey form for determining certain attitudes of French youth.

2. **Attending.**

   **Objective:** Student becomes aware of (1.1) various types of French stores.

   Artistic members of the class are recruited to draw and color in a mural of a French street scene, including a variety of store fronts, covering as much of the walls in the classroom as possible.

3. **Valuing.**

   **Objective:** Student will examine some of his philosophical beliefs (3.1).

   The verb *croire* (to believe), which is learned in this unit, is practiced by the students. The teacher asks who believes in a variety of ideas. Students will then reply as to what they believe in or what they do not believe in. Topics include general, philosophical, and moral concepts, as well as attitudes toward specific ideas.
4. **Internalizing.**

**Objective:** Student examines his feelings about dating (4.1).

The student text mentions a sixteen-year old girl who is beginning to date. Students then gather as much information as possible concerning teenage dating in France. Some possible sources of information are: personal experiences of pen-pals, film strip 4 Les Jeunes\(^1\)\(^2\), from the A-LM French I series, French magazines, and other readings. While gathering information on French practices the students also investigate American ideas concerning teenage dating. The class can draw up a questionnaire, in French, which they would answer, and which they could administer to their parents, grandparents, older brothers and sisters, and other people. In many cases, they would have to translate their questionnaire into English. When all the information has been collected, items such as beginning age for dating, places frequented by young people, and the time for returning home after a date can be paired off. The advantages and disadvantages of each system can then be discussed. To summarize their findings students can present skits where an American boy or girl living in France meets someone whom he or she would like to date. The skit should bring out any difficulties and misunderstandings and try to lead to a solution.
Objective: Student ranks the order of his preference for certain ideas (4.2).

Students decide which beliefs are most important to them. The teacher supplies a series of Forced Choices\textsuperscript{10} where the student must choose from among alternative beliefs. The class can discuss a story such as Alligator River\textsuperscript{11}, told in French, and decide which characters in the story exhibit the least ethical behavior.
Unit XIX

1. General. By presenting readings about outings and vacations the authors of the textbook provide an introduction to the formation and use of the imperfect tense. One reading describes a fishing village, which can serve as background for studying the importance of the sea to French economy and culture.

2. Internalizing.

Objective: Student will appreciate the relationship of thought to language (4.1).

By the time the student has reached this unit he will have observed many examples of French and English attempts to express the experience of reality by using words. This is an important human need that is usually taken for granted. The student who experiences the process of expressing himself in a foreign language as well as his native language should become more aware of the capabilities and limitations of language as a tool for communicating. He then decides to develop his own ability to use this tool in either English, French, or both.

The teacher is faced with the difficult task of helping his students to learn the theory of the imperfect tense, an undertaking that is rendered more difficult by the many different English methods of translating the
French tense. Many excellent suggestions for aiding the teacher with this objective are proposed by Quinn¹³, and Tomme¹⁴.

**Objective:** Student realizes that he is proud of his ability to use French (4.1).

Students can work as a group in converting the reading at the end of this unit into a television program. By following the procedure described in chapter four of this dissertation students will have the opportunity to perform in French, in a manner that will entertain their peers as well as demonstrate their language proficiency.
Unit XX

1. **General.** The vocabulary and readings of this unit are centered on food and shopping, two aspects of French life that present many opportunities for cultural experiences. The grammar of this unit concerns comparisons and superlatives.

2. **Responding.**

   **Objective:** Student will enjoy (2.2) communicating with a native speaker of French.

   This unit prepares students quite well for a trip to a French restaurant. The teacher can ask the restaurant to send a copy of its menu to the class, so that the students can practice ordering a meal until they feel confident. As many other expressions as possible that pertain to dining out should be practiced. Upon arriving at the restaurant students will be obliged to use French at all times.

   **Objective:** Student will enjoy (2.2) practicing comparisons.

   The class can play a game revolving around prices of articles. One student knows the prices of two articles. Another student has 30 seconds to guess those prices. After each guess the first student can only reply "**Plus cher**" if his partner guesses too low, and "**Moins cher**"
if he guesses too high.

3. **Internalizing.**

**Objective:** Student examines the importance of mealtime to himself and his family.

Although mealtime customs vary greatly among both French and American families, it is commonly acknowledged that the French have a reputation for placing much importance upon food and mealtime. Americans, on the other hand, are often accused of ignoring the value of decent food and civilized dining. The class sets out to determine to what extent these reputations are earned, and how much is myth. The French side of the story can be illustrated by readings, such as the conversation at the end of this unit, pen-pals, testimony of visitors, French sayings and proverbs related to food, and the examination of culinary terms which we have adopted from the French. The American point of view can be examined by having the students compose and reply to a questionnaire concerning their own eating habits. They could ask questions about when one eats, who is present at the meal, how long the meal lasts, how often large family meals are taken, and what goes on at the table during mealtime. If students determine that they do fall into the patterns usually associated with Americans, they are asked if they are satisfied with these habits or if they would care to change them
when they are heads of households. The various advantages and disadvantages of both systems can be traced on the chalkboard or an overhead transparency.

4. **Exemplifying.**

**Objective:** Student improves language skills even after formal language instruction has been terminated. (5.1)

In order to prepare the student to be able to improve his skills in French after he finishes his formal study, the teacher attempts to structure for him some successful experiences in learning by himself. Some teachers use an individualized approach quite extensively, while others use this method rarely, if ever. But if the student is to be able to learn on his own, he should have at least been through a self-teaching procedure one time.

In addition to showing a student how to learn by himself, the teacher must also show him how to go about locating and obtaining the use of materials that will help him to learn by himself.
NOTES TO APPENDIX

1 Filmstrip-tape available from ACTFL Materials Center, 62 Fifth Avenue, New York City 10011.

2 Ray and Lutz, A-LM French I.

3 Philips Stereo-Record PHS 600-144.

4 Sung by Joe Dassin, record information not available.


8 Guides Michelin, 46 Av. de Breteuil, 75 Paris 07.

9 Philips Stereo Record PHS 600-144.

10 Simon, Howe, and Kirschenbaum, Values Clarification, pp. 94-8.

11 Ibid., pp. 290-94.


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D. Lecture