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THE EFFECTS OF VIDEO- VS. AUDIOTAPE INTERVIEWS ON LISTENING COMPREHENSION IN THIRD-QUARTER, BEGINNING COLLEGE FRENCH.

THE OHIO STATE UNIVERSITY, PH.D., 1979

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THE EFFECTS OF VIDEO- VS. AUDIOTAPED INTERVIEWS ON LISTENING COMPREHENSION IN THIRD-QUARTER, BEGINNING COLLEGE FRENCH

DISSERTATION

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

By
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* * * * *

The Ohio State University
1979

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CHAPTER I
INTRODUCTION

Introduction to the Problem

Probably every teacher of foreign languages would agree with the following statement by Rivers (55):

The greatest difficulty for a traveler in a foreign country is not primarily that he cannot make himself understood; this he can frequently do by gesture, by writing, or by pointing to something written in a bilingual book of phrases. His first difficulty, and one that leads to considerable emotional tension and embarrassment, is that he cannot understand what is being said to him and around him. . . . As a result there is no communication and the traveler's speaking skills cannot be exercised to great advantage. His enjoyment of and participation in community life and thought are further curtailed by his inability to comprehend announcements, broadcasts, lectures, plays, and films (p. 135).

If students of foreign languages are to attain communicative competence, ways must be found to improve their listening comprehension. One way of doing so may be to have students engage in listening activities that involve watching and listening to filmed or videotaped conversations, dialogues, or monologues in which the nonverbal communicative behaviors of native speakers can be clearly seen, because, as Rivers (55) points out, no full comprehension of oral communication is complete without taking into
consideration the contribution made by gestures and facial expressions. In other words, students' comprehension of the spoken foreign language should be more accurate and more complete if they can watch and listen to native speakers on film or videotape rather than just hear them on the audiotapes that accompany most current text books. Theoretical support for this possible solution to the problem of improving listening comprehension is found in the literature of a number of disciplines concerned with communication. This theoretical support is presented below and in the review of related literature in Chapter II.

Theoretical Bases

In his study of communication via facial-visual signals, Vine (62) states that "human face-to-face communication is almost always a multi-channel process relying heavily on continuous interdependence of signals" (p. 280). These signals are typically divided by communication researchers into two major categories, verbal and nonverbal. Like the term "communication," the term "nonverbal" is subject to a variety of interpretations. One common trend among investigators is to view nonverbal communication as those events in which words are not spoken or written. According to this approach, verbal signals thus consist of the words speakers use, while nonverbal signals typically include paralinguistic, or tone-of-voice phenomena;
kinesic, or body motion behaviors (including postures, gestures, facial expressions and eye movements); proxemic, or spatial behaviors; personal appearance; and tactile and olfactory cues.

For Knapp (44) the subdivision of communicative behaviors into verbal and nonverbal categories is unfortunate. He takes the position that the verbal and nonverbal aspects of the communicative process are so tightly intertwined that they can only be separated artificially. Birdwhistell (8), who has pioneered research in the field of kinesics, has stated that "the communicative process is a behavioral flow, occasionally employing words, rather than a string of verbal stimuli sometimes embellished with actions" (pp. 97-98). According to Barnlund (6), "verbal and nonverbal codes normally complement each other, neither appearing to be an adequate means of communication by itself. . . . When tone of voice or gesture conveys an attitude, words are necessary to specify what the attitude is about. When words are used to express opinions, accompanying muscular tensions comment on the depth of personal commitment to them. Each seems an indispensable fraction of the entire message" (p. 526).

Just as verbal and nonverbal communication are integrated, so are the various aspects of nonverbal communication. Knapp (44) cautions: "To leave the impression that you respond to someone's voice, appearance, facial
expression, or the distance he stands from you, independent of one another is to leave you with a distorted impression of the process" (p. iv).

Listening and speaking to another person in a face-to-face situation is thus a multichannel process. In order to arrive at an accurate determination of the speaker's meaning, the listener needs to process both verbal and nonverbal signals.

Purpose of the Study

On the basis of the research findings discussed above and in Chapter II, one can formulate the hypothesis that a listener's comprehension of what a speaker says will be more accurate and complete if he can observe the totality of the speaker's communicative behaviors, verbal and nonverbal, rather than just the verbal part of those behaviors. From this general hypothesis one can derive the following more specific hypothesis for foreign language instruction:

One way to improve the listening comprehension of the foreign language learner may be to have the learner engage in listening activities which involve watching and listening to filmed or videotaped monologues, dialogues, or conversations in which the proxemic and kinesic behaviors (gestures, postures, facial expressions and lip movements) of native speakers are clearly visible.
It is the purpose of this study to provide a partial test of this hypothesis by conducting a controlled experiment to determine whether third-quarter, beginning college French students who view a videotape recording of interviews conducted by the researcher with native speakers of French will score significantly higher on a test of their comprehension of the interviews than students who listen to the audio track of the same videotape recording. (The rationale for choosing interviews rather than monologues or dialogues is given in Chapter III.)

Definition of Terms

To provide a clearer understanding of the problem under investigation, certain terms employed in this study are defined below:

1. **communication** a social process, within a context, in which meanings are exchanged by a sender and receiver via verbal and nonverbal signs. By "sign" is meant any behavior which has meaning for the sender and receiver. Such behaviors are referred to in the study as "signals" or "cues."

2. **interview** a process of dyadic communication with a predetermined purpose involving the asking and answering of questions (Stewart and Cash, 60).

3. **nonverbal visual signals or cues** kinesic, or body motion behaviors (including postures, gestures,
facial expressions, and lip and eye movements); proxemic, or spatial behaviors; and personal appearance.

4. **verbal signals or cues** words uttered in isolation or in the context of a phrase or sentence.

**Value of the Study**

Usually the greatest linguistic difficulty one encounters in a foreign country is not speaking or reading the foreign language, but rather understanding the language as it is spoken. The attainment of communicative competence in listening is thus one of the major goals of modern foreign language instruction.

Current foreign language learning materials typically include tape-recorded selections intended for listening practice, but not many include the visual aids that can provide students with the opportunity to use nonverbal visual cues such as facial expressions, lip movements, and gestures as an aid to comprehension. Strictly speaking, tape-recorded listening materials prepare students more for the experience of listening to radio programs or participating in telephone conversations than for the act of face-to-face communication. If the results of the experiment are of practical as well as statistical significance, the implications for the preparation of instructional materials will be considerable.
Assumptions

The following basic assumptions underly the investigation of the problem described in this chapter:

1. The substantive hypothesis posed by the researcher can be tested within a single class period. This assumption is based on another, namely that there is enough commonality between English and French nonverbal behavior that if nonverbal visual cues were to influence the subjects' comprehension in a positive manner, they would do so immediately, without any prior study of French nonverbal behavior or contact with the particular native speakers who were interviewed, unless those speakers used idiosyncratic or culture-specific behaviors with which the students were not familiar or which they might misinterpret.

2. Listening comprehension can be measured using the testing methodology and format described in Chapter III.

3. The subjects who participated in the study had normal hearing, vision and writing ability.

4. The subjects had sufficient competence in English to read with understanding the questions employed in the criterion measure.

Limitations of the Study

The reader should note the following limitations of this study:
1. Medium and Format of the Experimental Materials. This study was conducted with a given medium, videotape, and with a given format, the interview. The findings of the study will thus not be generalizable to other media and formats.

2. Functions of Nonverbal Communication Involved. This study dealt with only one of the functions of nonverbal communication, that of sustaining and supporting verbal communication. It did not encompass two other functions of nonverbal communication, namely that of establishing and maintaining social relationships and that of replacing verbal communication (Argyle, 3).
CHAPTER II
REVIEW OF RELATED LITERATURE

Introduction

The purpose of this chapter is to review the literature relevant to the problem under investigation in this study. This review consists of two parts: the first describes research which suggests that nonverbal cues play an important role in listening comprehension; the second presents evidence which supports this hypothesis.

Perspectives on the Relationship Between Verbal and Nonverbal Cues

When people speak, they send messages via the verbal and nonverbal channels simultaneously. These messages may be congruent or incongruent with respect to each other. Barnlund (6) describes the relationship as follows: "In some cases the same theme will be transmitted over both channels, producing a consistent flow of information. . . . In other cases each channel may carry a different message, but one that supplements or modifies the other, supplying the receiver with multiple but still congruent meanings. . . . Finally the two channels may provide different and conflicting cues" (p. 526).
As noted above, the same message may be conveyed by both verbal and nonverbal means. Keltner (40) writes: "Nonverbal messages transmitted simultaneously and synchronized properly with verbal messages generally reinforce the spoken communication. 'Man, am I glad to see you!' in a given situation might be reinforced by a broad grin; a warm, hearty voice tone; a firm handshake; and an arm thrown across the other's shoulders. In fact, with these nonverbal communications, the words merely sum up an integrated, honest message" (p. 110).

Messages may also complement or modify each other. Barnlund (6) believes that "the impulse to get a better view of a speaker, whether in a conversation or the theatre, seldom arises from inability to see his feet, shoulders, hips, or trunk, but from fear of losing an essential part of the message because qualifying facial cues are hidden" (p. 521). He also remarks that "differences of time and place, changes in dress, coiffure, or facial expression modify and sometimes totally override the literal meaning of a message" (p. 511) and that "the size and form of another person's body, along with the various positions it assumes, may affect the inferences we make about his attitudes and the way we interpret his words" (p. 520). Among the many other investigators who point out that nonverbal cues can function as qualifiers, modifiers or elaborators of the verbal signal are
Numerous researchers have observed that when cues contradict each other, as when someone calls you "honey" in a nasty tone of voice, your tendency is to assume that the speaker's real meaning is conveyed by the nonverbal cues. Barnlund (6), however, emphasizes the role played by individual differences: "When verbal and nonverbal messages differ, interpersonal understanding turns on the priorities assigned by communicants to the respective channels" (p. 526).

Albert Mehrabian (20) espouses the position that while language can be used to communicate almost anything, nonverbal behavior is very limited in range. "Usually it is used to communicate feelings, likings, and preferences, and it customarily reinforces or contradicts the feelings that are communicated verbally. Less often, it adds a new dimension of sorts to a verbal message, as when a salesman describes his product to a client and simultaneously conveys, nonverbally, the impression that he likes the client" (p. 108).

For Randall Harrison (29) "any message can be broken down into two parts: the content and the instructions on how to interpret that content. The source [of the message] is likely to communicate his own evaluation of the content, his interest, his excitement, his intentions.
Implicitly or explicitly, he tells the receiver how to react to the content. This part has been called meta-communication. The nonverbal band can carry content or instructions, but it seems to have a particularly important role in meta-communication" (pp. 164-165). In commenting on the effect of physical appearance on communication, Davis (19) provides an excellent example of nonverbal metacommunication: "A fiery political speech delivered by a man with dull eyes, a sagging face, and a drooping body, would be uninteresting to listen to—the speaker would be saying with his body there's no need to pay attention, because I have nothing really interesting to say" (p. 39). Leathers (46) points out that metacommunication can also be explicit, as when a speaker says, "now, seriously speaking" or "I'm only kidding" (p. 5).

The Role of Kinesics

For the British social psychologist Michael Argyle (3), one of the major functions of nonverbal communication is that of sustaining or supporting verbal communication: "Much of human NVC is used in close connection with the emission, reception, or control of speech. This is particularly true of head-nods, shifts of gaze, and hand movements" (p. 265). Argyle states that kinesic behavior "can affect the meaning of a sentence by (1) providing
the punctuation, displaying the grouping of phrases and the grammatical structure, (2) pointing to people or objects, (3) providing emphasis, (4) giving illustrations of shapes or movements, (5) commenting on the utterance, e.g. indicating whether it is supposed to be funny or serious" (p. 254). Bolinger (9) has observed that "gestures of the hands and head are used to reinforce the syllables on which an accent falls" (p. 21). Among the other researchers who have found that there is an intimate relationship between speech and body motion are Birdwhistell (8), Dittmann and Llewellyn (21) and Kendon (42).

One of the five general categories of nonverbal communicative behavior proposed by Ekman and Friesen (23) is that of illustrators. Illustrators are movements that are made simultaneously with speech and that serve to clarify and illustrate what is said verbally. Knapp (44) describes them as "movements which accent or emphasize a word or phrase, sketch a path of thought, point to present objects, depict a spatial relationship, depict the rhythm or pacing of an event, draw a picture of the referent, or depict a bodily action, and emblems [non-verbal acts with a direct verbal equivalent, for example, the "A-OK" gesture] used to illustrate verbal statements, either repeating or substituting for a word or phrase" (p. 15). Argyle (3) points out that illustrative
gestures are used particularly when a speaker's verbal powers fail, or when objects of special shapes or sizes are being described. Hayes (33) cites as examples of illustrators a speaker raising two fingers as he says, "My second point is . . . " or stomping his foot as he shouts, "Get tough!" (p. 33). Other investigators who have indicated that gestures may function as illustrators are Berger (7) and Davis (19).

Redundancy in Multichannel Communication

Whenever a speaker transmits the same message via more than one channel, redundancy is present. Harrison (28) asserts that "nonverbal signs communicate content, sometimes more efficiently than linguistic signs but usually in complementary redundancy to the verbal flow" (p. 94). Wiener, Devoe, Rubinow and Geller (64) state that one of the major communicative functions of gestures is "to indicate intensity or emphasis by introducing redundancy into the message" (p. 211). Vine (62) maintains that "simultaneous visual and auditory outputs and inputs make face-to-face communication efficient by virtue of their 'redundancy' " (p. 335).

The literature reviewed above strongly suggests that nonverbal cues make a significant contribution to listening comprehension. A listener's comprehension of a speaker's utterances should be more accurate and complete when engaging in face-to-face interaction or when watching television,
a movie or a videotape than when hearing someone speak over the telephone, on a radio program, or on a tape recording.

Supporting Evidence

Evidence relevant to the hypothesis expressed above ranges in nature from comments on personal experience to the findings of controlled experiments. Some of the evidence is indirect and suggestive; some of it is direct and explicit.

In his study of facial-visual signaling, Vine (62) refers to three studies in which it was found that in very small groups people look more while listening than while speaking. Argyle (3) has found that people look about twice as much while listening as while talking, and he concludes that their purpose in doing so is to obtain information: "feedback on the other's responses while talking, extra information about what is being said while listening" (pp. 249-251). Charles Brown (11), Professor of Communication Arts and Sciences at Western Michigan University writes: "Most of us understand better if we look at a person we are listening to" (p. 34). Jamie Brown (12), a Canadian author who lived for a year in the French region of Provence states: "We always found it much harder to understand French when we couldn't see lips moving and arms being expressively thrown about" (p. 82).
In his book on the teaching of speechreading, the reception of speech by individuals who are hard of hearing, Berger (7) points out that "the person with normal hearing frequently uses vision to supplement audition in communicative situations. Particularly if in an environment with considerable noise or if the speaker talks at a low intensity, the normal-hearing individual calls on his speech-reading abilities, even though he may not be aware of doing so" (p. 50). Experiments conducted by Neely (50), Sanders (58), and Sumby and Pollack (61) support Berger's observation that the contribution of visual information to the intelligibility of speech increases as the contribution made by auditory information decreases. In his text Berger refers to a number of speechreading studies in which the highest scores were attained when subjects had access to both visual and auditory stimuli.

An experiment designed to assess the effect of contextual clues (gestures, facial expressions, and objects) on speechreading proficiency has been conducted by Arthur (5). He found that the subjects scored higher when they could see contextual clues than when they could not.

Kramer and Lewis (45) conducted an experiment at Florida State University designed to compare the understanding and retention of the factual content of a lecture on New Zealand presented to two groups of students, one which could see and hear the speaker, one which could only
hear him. The two groups took a multiple-choice test over the lecture immediately after the presentation and two weeks later. On both occasions, the mean performance of the group that could see and hear the lecturer was significantly higher than that of the group that could hear him only (p < .01 immediately following the test; p < .001 after two weeks). The results of this experiment must be interpreted with caution, because the authors do not explain how the subjects were assigned to the treatments. Since the two groups were unequal in size and since the subjects were students in a Fundamentals of Speech course, one is led to suspect that intact classes were assigned to the two treatments. In addition, the way the data were analyzed may have been inappropriate.

In an instructional film research program sponsored jointly by the Department of the Army and the Department of the Navy, Nelson and Moll (35) investigated the relative contributions to learning made by the visual channel, the auditory channel, and the two channels combined. The independent variable of their experiments was the manner of presentation of three films: Theory of Flight, Problems of Flight, and Land and Live in the Desert. The dependent variable was scores on a test over the content of the films. Nelson and Moll's one clear-cut finding, borne out by all three films, was that "both the audio and video channels working together, are much more effective than either one
alone, provided the original production was not planned so that either channel would be independently effective in presenting the material. The relative contributions of the visual and auditory media seem to depend on the particular film, its content, the photographic techniques used, and probably the characteristics of the learners who view it" (pp. 8-19 to 8-21).

In the area of foreign languages, a relevant study has been carried out by Stallings (59) at the University of Illinois. Stallings conducted an experiment in which Form MB of the MLA French Listening Examination was administered via audio- and videotape as part of the final examination for students enrolled in second-year French courses. The experiment was conducted at the end of both the first and second semesters of the 1966-1967 academic year. On both occasions there was no significant difference between the scores of students tested by audiotape and those of students tested by videotape. It should be noted that variation in the quality of the videotape image and problems encountered in administering the test represent threats to the internal validity of the study.
CHAPTER III
DESIGN AND PROCEDURES

Introduction

This chapter describes the experimental design and procedures employed in this study. The study was designed to determine whether third-quarter, beginning college French students who viewed a videotape recording of interviews conducted by the researcher with native speakers of French would score significantly higher on a test of their comprehension of the interviews than students who listened to the audio track of the same videotape recording.

The experiment was conducted twice, first during Winter Quarter, 1978, second during Fall Quarter the same year. The reason for the repetition of the experiment was that an item analysis of the listening comprehension test used Winter Quarter showed that the reliability of the measure was extremely low. Following extensive modifications in the manner of administration of the test and in the test items themselves, the experiment was repeated. The two experiments are described separately in this chapter, and are referred to as Experiment 1 and Experiment 2.
Population and Sample, Experiment 1

The target population for the experiment were students who had virtually completed one year of college French. The accessible population consisted of students enrolled in French 103 classes at The Ohio State University, Winter Quarter, 1978. This level of French was chosen because of the availability of a large number of subjects and because the third quarter maximized the number of linguistic structures and lexical items that could be employed in the interviews. Most students in French 103 are undergraduates who study French as part of the four-quarter language requirement (French 101-104) of the Colleges of Arts and Sciences.

The sample consisted of students who volunteered to take part in the experiment. Participation was encouraged by giving the students an incentive of five extra-credit points on their final examination, and by pointing out to them that the listening comprehension test was based on the grammar and vocabulary they had studied and would therefore be a good review for them. Seventy-four students chose to take part.

Design and Variables, Experiment 1

The experimental design employed was a treatment-by-blocks design as described by Kennedy (43) in which the treatment variable was the modality of presentation.
(videotape vs. audiotape) of the interviews and the blocking variable was nonverbal sensitivity as measured by the Profile of Nonverbal Sensitivity, or PONS, a test developed by Rosenthal and colleagues (56) at Harvard University. The dependent variable was comprehension of the interviews as measured by a multiple-choice reading test developed by the researcher.

In regard to the independent variable, the only difference between the videotape and audiotape version of the interviews was that the videotape showed the speakers and their proxemic and kinesic behaviors (postures, gestures, facial expressions and lip movements).

In regard to the blocking variable, the PONS was used in the experiment because Galloway (27), Keltner (40) and Rosenthal and his colleagues have found that people differ markedly in their sensitivity to nonverbal cues. The purpose in blocking was thus to assess interaction between nonverbal sensitivity and the dependent variable of the experiment, thus increasing the experiment's informational yield.

Integration of Experiment 1 with French 103

Before the experiment could be conducted, it was necessary to secure the permission of the Chairman of the Department of Romance Languages and Literatures and the Director of the Elementary French Program. During
discussions with the Director of the Elementary French Program, it was agreed that the experiment would be designed so that it would complement ongoing instruction and contribute to student learning as specified by the syllabus for French 103. It was also agreed that the best time to conduct the experiment would be toward the end of the quarter, after the students had completed their study of the two basic texts used in French 103: French: Listening, Speaking, Reading, Writing by Brown (13) and Connaître et se connaître by Jarvis et al. (39). To ensure that the experiment would complement ongoing instruction, the interview topics and the grammatical structures and lexical items employed in the interviews were carefully coordinated with these texts.

Preparation of Materials, Experiment 1

The interview was chosen as the format of the experimental materials after the researcher had investigated the possibility of finding existing films or videotapes appropriate for the study. This investigation consisted of a careful examination of the following three sets of instructional films: Toute la Bande, a French film series produced by Scholastic Magazines, and the films for the first and second editions of the Encyclopedia Britannica Corporation's beginning French text, Je parle français.

During the examination of the above-mentioned films, the researcher developed a set of criteria which the
experimental materials had to meet if they were to provide a valid, reliable test of the research hypothesis of the study. Those criteria are given below.

1. The only difference between the audiotape and the videotape or film version of the materials could be that the videotape or film would show visual, nonverbal communicative behaviors. Other variables, which are discussed below, had to be excluded.

2. The context in which the language was spoken had to be clear, regardless of the modality of presentation. Context might include who the speakers were (clerk and customer, police officer and intoxicated driver, etc.), where they were, what they were doing, and the subject they were discussing.

When people speak in a face-to-face situation, they say what they need to say to communicate their meaning in that situation. They communicate within a shared frame of reference or context. If, for example, they can all see the same objects, persons or actions around them, they may comment on those objects, persons or actions without first identifying them. A person listening to such a dialogue or conversation who is not able to see the objects, persons or actions to which the speakers refer may not be able to understand what is said. For example, in the film accompanying lesson one of the second edition of *Je parle français*, a French boy, Jean-Claude,
is having lunch in a restaurant with his girlfriend Jacqueline. In a nearby booth there is another attractive young lady whom Jean-Claude finds worthy of observation. Noticing her boyfriend's behavior, Jacqueline remarks: "Elle est jolie, n'est-ce pas?" ('She's pretty, isn't she?'). In the film Jean-Claude's wandering attention is presented visually, and Jacqueline's question makes perfect sense to the viewer. However, if one listens to the sound track of the film only, deprived of this visual information regarding Jean-Claude's actions, Jacqueline's remark is out of context and puzzling to say the least. This film, like most, tells a story, and part of that story is presented visually: the context in which the speakers' remarks are made is in part visual.

3. If the materials consisted of dialogues or conversations involving two or more people, the subjects who received the audiotape treatment had to have no difficulty identifying which of the interlocutors was speaking. If two or more of the speakers were of the same sex and their voices were not readily distinguishable from each other, the listener might become confused as to who was speaking and find his attention divided between listening to what was said and trying to decide who was saying it. This would introduce an extraneous variable (identity of the speaker) and bias the experiment in favor of the video-tape or film treatment, since the identity of the speaker
would be obvious to the subjects who received that treatment.

4. The speakers' nonverbal communicative behaviors had to be clearly visible on the videotape or film.

5. The linguistic structures and lexical items employed in the materials had to be drawn from those that were being studied by the students who would serve as subjects for the experiment.

6. To ensure a representative sample of speakers and language, it was important to employ a variety of speakers, linguistic structures, and lexical items.

7. The verbal and nonverbal communicative behavior of the speakers had to be natural; i.e., the speakers had to talk and act as they normally would in a conversation.

8. The materials had to be of sufficient length to permit the development of a measure of listening comprehension which would contain enough test items to ensure that the measure would be highly reliable.

9. There could be no objects, events, or actions in the background of the videotape or film that might distract the viewer from concentrating on the speakers.

Very few of the films examined by the researcher met all these criteria. It was therefore concluded that materials specifically designed to test the research hypothesis of the study would have to be developed. The type of conversational exchange selected was the interview.
An interview has two important advantages. First, the interviewer can exercise some control over the linguistic structures and lexical items employed by the interviewees. (See criterion 5 above.) Second, speakers are more likely to be natural if they are interacting with another person in an interview than if they are delivering a monologue to a camera or reciting a memorized dialogue. (See criterion 7 above.)

The materials developed by the researcher thus consisted of brief interviews (four to five minutes each) between the researcher and five native speakers of French. Each interview dealt with a different topic. The topics chosen and the linguistic structures and lexical items employed in the interviews were carefully coordinated with the following instructional materials used in French 103 at The Ohio State University: French: Listening, Speaking, Reading, Writing by Brown (13) and Connaître et se connaître by Jarvis et al. (39). In addition, the topics were ones that the researcher felt would be of interest to beginning students of French. The topics were: 1) personal background, reactions to life in the United States and differences from life in France; 2) a meal for invited guests in France; 3) the region of Brittany; 4) the americanization of France; and 5) automobiles and driving.
The five native speakers who agreed to be interviewed are from different parts of France. The interviewees were the researcher's wife, her parents, who live in France (Mr. and Mrs. Albert Rouvier), and two friends who live in Columbus, Ohio (Mrs. Elisabeth Harris and Mrs. Annie Moore). The researcher's wife and parents-in-law are from southeastern France. Mrs. Harris is from the area of Paris. Mrs. Moore is from the midwestern region of Poitou-Touraine.

The interviews were filmed in the Instructional Media Center at Capital University, with the assistance of the director of the center, Theodore Fritz. The interviews were rehearsed before filming, but, to ensure that they would be natural, they were not memorized. Each interview was filmed more than once, and the best version of each was selected for use in the experiment. The versions selected were then copied on a single videotape. A copy of the sound track of this videotape, rather than a separate audio recording, was prepared for use in the audio-tape treatment of the experiment. This was done to ensure that the only difference between the audiotape and videotape version of the materials would be the visual element. After the interviews were copied in their final form, a transcript of the sound track was made for use in conjunction with the videotape in preparing the criterion measure. This transcript is provided in Appendix A.
The interviews were filmed in black and white rather than color. This was because the researcher did not have access to a studio equipped with color cameras when his interviewees were available. There was, however, no theoretical reason for preferring color. According to Chu (16) and Kemp (41) experimentation has yet to demonstrate that color will improve learning from films or television.

In accordance with standards followed in the television industry (Williams, 65), a variety of camera shots were employed in filming each interview. Approximately 20 per cent of the shots were "two shots" which showed both speakers from head to toe; approximately 30 per cent consisted of close-ups of the interviewee (facial expressions and lip movements clearly visible); and approximately 50 per cent were "medium shots" which showed the interviewee from the waist up (gestures, facial expressions, lip movements and postures visible).

The person who conducted the interviews was the researcher. The researcher and interviewee each wore a lavalier microphone and were filmed seated, facing each other at a slight angle. A sketch of the Instructional Media Center recording studio showing the seating and camera arrangements is provided in Figure 1.
Figure 1. Recording Studio: Seating and Camera Arrangements
Instrumentation, Experiment 1

Two instruments were employed in Experiment 1. One was the Profile of Nonverbal Sensitivity, or PONS, a test developed by Rosenthal and colleagues at Harvard University. The other was a listening comprehension test, or LCT developed by the researcher to measure comprehension of the interviews. The PONS measures sensitivity to nonverbal messages and was to be used as a blocking variable in analyzing the results of the LCT.

The LCT consisted of a multiple-choice reading test with ten questions per interview. The questions were written in English rather than French to avoid the introduction of an extraneous variable, ability to read French. The questions were the same for both treatments. A copy of the LCT is provided in Appendix B.

The LCT was designed to be administered in the following manner: each interview was to be played once. At the end of each interview the subjects were to be told to turn to the next page in their test booklet to answer the questions on the interview they had just seen and/or heard. They were to be given three minutes to answer the ten questions. This part of the experiment thus consisted of administering a test of listening comprehension in which the difference between the treatments was the manner of presentation (videotape vs. audiotape) of the material to be comprehended.
Pilot Study, Experiment 1

The experiment was piloted at Capital University during the Fall Semester, 1977. The pilot was not conducted with the students enrolled in beginning French because they had at that time not progressed far enough in their study of the language. The pilot was conducted instead with 19 students enrolled in intermediate and advanced courses. In view of the small number of students, only the videotape treatment was used. The PONS was not administered as part of the pilot.

The pilot study showed that the LCT could be administered within a class period. A partial item analysis indicated that the level of difficulty of the interviews and the test items seemed to be appropriate for the students for whom they were designed. A complete item analysis of the LCT was not performed because of the limited number of subjects involved in the pilot.

Procedures, Experiment 1

In preparation for Experiment 1, the researcher met with the Coordinator of Instruction for French 103, Dr. Kathy Knutsen, to decide on a time and place for the experiment and to discuss ways of informing the French 103 instructors and their students of both the nature of the experiment and when and where it would be conducted. It was decided to hold a meeting for the instructors so
that the researcher could explain the experiment to them. Not all of the instructors were able to attend the meeting. The rest were therefore contacted by Dr. Knutsen. Each instructor was given printed information to distribute to his or her students. A copy of this information is provided in Appendix C.

The experiment was conducted in the latter part of the Winter Quarter, 1978, after the students had completed the basic texts used in the French 101-103 sequence. The experiment was conducted in the evening, outside of regular class hours. The students who had decided to take part in the study all reported at the same time to a large auditorium where they took the PONS. Following completion of this test, the students were randomly divided into two groups to take the listening comprehension test. (The random assignment of the students to the treatment groups was accomplished by having the students count off by twos.) One of the groups remained where it was; the other moved to another large auditorium. The two treatments were administered simultaneously, the researcher administering the videotape form of the test, his wife the audiotape form.

Results and Discussion, Experiment 1

Immediately after the experiment, the LCT was scored by hand. These scores and the subjects' responses on the PONS were punched on computer cards and sent to Harvard
so that correlations could be computed. At the same time the subjects' responses on the LCT were submitted to the Office of Testing and Evaluation of The Ohio State University so that a complete item analysis of the LCT could be performed. The results of that analysis are given in Table 1.

**TABLE 1**

Mean, Standard Deviation and Reliability of LCT 1

<table>
<thead>
<tr>
<th>Treatment Group</th>
<th>Mean</th>
<th>SD</th>
<th>r (KR-20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Videotape</td>
<td>28.84</td>
<td>4.64</td>
<td>.54</td>
</tr>
<tr>
<td>Audiotape</td>
<td>30.37</td>
<td>4.09</td>
<td>.43</td>
</tr>
</tbody>
</table>

As can be seen in the table, the item analysis revealed that the reliability of the test was extremely low. An attempt was made to increase the reliability by discarding test items which the item analysis indicated were of inferior quality. It was possible to raise the reliability coefficients slightly in this manner, but they did not reach an acceptable level. It was therefore concluded that it would not be meaningful to compute correlations with the PONS and analyze the data. It would be necessary to revise the LCT and repeat the experiment.

An exhaustive examination of the LCT and consultation with the members of the researcher's committee and with
Harry Bahrick, Professor of psychology engaged in foreign language memory research at The Ohio Wesleyan University, led to the formulation of the following hypotheses to explain the low reliability of the test:

1. **Faulty test items.** There were some items in the test for which the right answer was the most logical of the alternatives. Students might therefore have answered these items correctly without actually understanding the corresponding parts of the interviews. Since some of the interviews dealt with topics for which the students may have had prior knowledge (e.g., automobiles and driving in France), there were also some items for which the students may have already known the answers (e.g., the number of cylinders in most French cars).

2. **The quality of sound in the large auditoria used for the experiment.** The sound track of the interviews was amplified through the speaker systems in the auditoria and was not as clear as it was on the videotape and audiotape themselves. Difficulty understanding the interviews due to the quality of sound would have contributed to increased guessing.

3. **Guessing due to inability to remember the content of the interviews.** As the test was administered, the subjects watched and/or listened to each interview in its entirety before they were allowed to read and answer the corresponding questions. Their task was thus to attempt to
comprehend and remember everything they heard during four to five minutes. According to Bahrick, this was probably too demanding a task for beginning students. They were in all likelihood unable to remember a great deal of what they understood. This memory problem can be interpreted in terms of interference theory (proactive and retroactive inhibition) or in terms of information processing: the subjects could not process what they heard rapidly enough to commit it to long-term memory.

Introduction, Experiment 2

Before the experiment could be repeated it was necessary to 1) find facilities where the experiment could be conducted, 2) revise or replace faulty items in the LCT, and 3) find a way to administer the LCT so that a) the demand placed on the subjects' memory would be reduced, and b) the testing conditions for the treatment groups would be identical except for the visual element. These objectives were accomplished through discussions with the Director of the Elementary French Program and the Coordinator of Instruction for French 103 at The Ohio State University, through simulations in which the researcher and his wife evaluated various ways of administering the LCT by giving it to each other, and through four pilot studies conducted at the following places and times, with the classes indicated:
1. Otterbein College; Spring Quarter, 1978; intermediate French.

2. The Ohio State University; Summer Quarter, 1978; French 103.

3. Capital University; Fall Semester, 1978; intermediate and advanced French.

4. The Ohio State University; Fall Quarter, 1978; French 103 classes offered on the West Campus of the University.

Population and Sample, Experiment 2

The target population for Experiment 2 was the same as for Experiment 1: students who had virtually completed one year of college French. The accessible population consisted of students enrolled in French 103 on the main campus of The Ohio State University, Fall Quarter, 1978. (Two classes which met on the University's West Campus had participated in a pilot study and were therefore excluded from the accessible population.) As in the case of Experiment 1, this level of French was chosen because of the availability of a large number of subjects. The third quarter also maximized the number of linguistic structures and lexical items that could be employed in the interviews. Most students in French 103 are undergraduates who study French as part of the four-quarter language requirement (French 101-104) of the Colleges of Arts and Sciences.
As in the case of Experiment 1, the sample consisted of students who volunteered to take part in the experiment. Participation was encouraged by giving the students an incentive of five extra-credit points on their final examination, and by pointing out to them that the listening comprehension test was based on the grammar and vocabulary they had studied and would therefore be a good review for them. The fact that the experiment was conducted during the regular class hours had a significant effect on participation: almost all of the students took part ($n = 120$).

**Design and Variables, Experiment 2**

The experimental design employed was the Posttest-Only Control Group Design as described by Campbell and Stanley (14) in which subjects are randomly assigned to two treatment groups; a treatment is administered, and then a posttest is given. The treatment variable was the modality of presentation (videotape vs. audiotape) of the interviews and the dependent, or posttest variable was comprehension of the interviews as measured by a multiple-choice reading test developed by the researcher. In Experiment 2 the treatment and posttest elements of the design were combined in that comprehension of the interviews was measured while they were played.

In regard to the independent variable, the same interviews used in Experiment 1 were used in Experiment
2. Therefore, the comments made concerning the independent variable of Experiment 1 (p. 21) apply to this experiment also.

The experimental design used in Experiment 2 was different from that employed in Experiment 1 because the Profile of Nonverbal Sensitivity was not used. At the time Experiment 1 was conducted, Rosenthal and his colleagues were validating the PONS and were obtaining data by loaning the test to selected researchers. In the time intervening between Experiment 1 and Experiment 2 the validation of the PONS was completed, and the test was sold to a publisher. The test was thus no longer available on a loan basis, and its purchase price precluded use of it.

Integration of Experiment 2 with French 103

The integration of Experiment 2 with French 103 was the same as that of Experiment 1 in terms of obtaining permission to conduct the study, its relationship to the instructional program for French 103, and in the timing of the study. There was a difference from Experiment 1, however, in that permission was obtained to conduct the experiment during regularly scheduled classes.

Preparation of the Interviews, Experiment 2

The interviews used in the second experiment were the same as those employed in the first. The order in
which the interviews were played was changed, however, to put them in order of increasing difficulty as perceived by several teachers who had viewed and/or listened to them.

Instrumentation, Experiment 2

The criterion measure for Experiment 2 consisted of a 46-question, multiple-choice reading test. As in the first experiment, the questions were written in English rather than French to avoid the introduction of an extraneous variable, ability to read French.

The test was designed to be administered in the following manner: as the interviews were played the tape was stopped from time to time, thus dividing the interviews into segments. Each time the tape stopped the students were to answer one or two questions on the segment they had just watched and/or heard. Complete details of the administrative procedures are given in the directions for the test. (See Appendix D.)

Procedures, Experiment 2

In preparation for Experiment 2 the researcher contacted the French 103 instructors involved and made arrangements to visit their classes to explain the nature of the experiment to the students and to solicit their participation. A copy of the information distributed in the classes is provided in Appendix E.
The experiment was conducted in the latter part of the quarter, after the students had completed the basic texts used in the French 101-103 sequence. The facilities used were two adjoining language laboratories in Cunz Hall. Since the laboratories did not contain videotape equipment, a videocassette playback unit and a 19-inch television monitor were borrowed from the University's Teaching Aids Service and set up in the smaller of the two laboratories. In both laboratories the students listened to the sound-track of the interviews through the headsets in the booths. Using the sound system of the laboratories ensured that the reception of the sound by the students would not be affected by the acoustics of the rooms or by the students' distance from the tape or videocassette recorder. For the students who took the videotape form of the test the viewing distances and angles were typical of a small, rectangular classroom with a capacity of 20 to 30 students.

The day of the experiment the subjects reported to the larger of the laboratories at the beginning of their regular class hour and were randomly assigned to the two treatments. Random assignment was accomplished in the following manner: folded slips of paper with either "Lab 1" or "Lab 2" written inside them were placed in a box. Each subject drew a slip from the box and gave it to an administrative assistant who directed the student to the proper laboratory.
The treatments were administered simultaneously, the researcher administering one form of the test, his wife the other. To ensure that any administrator effects would be evenly distributed over both treatments, the researcher and his wife alternated with each other in administering the two forms of the test. Administrative assistance was provided by graduate students in Foreign Language Education at The Ohio State University and by the instructors of the French 103 classes that took part in the experiment.

A detailed description of the manner of administration of the test is given in the test directions. (See Appendix D.) Some additional explanatory comments concerning the mask are provided below.

The mask was a piece of heavy, opaque paper which covered the test items and their numbers. Duplicate item numbers were provided in the left-hand margin of the pages of the test booklet so that the students could clearly see how far they should move the mask.

The mask was used to ensure both the validity of the study and the reliability and validity of the LCT. Without the mask, the testing conditions would not have been the same for both treatment groups. The subjects in the audiotape group would have been able to look constantly at the questions, while those in the videotape group would have had to look at both the questions and the television screen. This would have threatened the internal validity
of the experiment and therefore its external validity as well.

In regard to the reliability and validity of the LCT, a pilot study conducted with the audiotape form of the test in French 103 Summer Quarter, 1978 showed that the instrument would not measure the subjects' listening comprehension reliably if they knew what the questions were in advance. In this pilot the tape was stopped from time to time, thus dividing the interviews into segments. There was one test question per segment. The subjects read each question before the corresponding segment of the tape was played. As a result they could listen for key words and phrases. Administered in this manner, the test was too easy and did not discriminate well. (The mean number correct was 36.96 out of a possible 45; the mean item difficulty was .179; the mean item discrimination was .196; and the reliability, as measured by the Kuder-Richardson formula 20, was .55.)

Statistical Analysis

The data from the LCT were analyzed two ways, first with Student's t-test, then with a one-between-subjects, one-within-subjects repeated measures analysis of variance as described by Kennedy (43). The two analyses and the null hypotheses tested are discussed below.
The t-test was based on each subject's total score on the test and was used to test the following null hypothesis:

\[ H_0: \text{There will be no significant difference between the two treatment groups in their total-test-score performance on the LCT.} \]

The t-test was used because there were two treatment groups and the LCT was conceptualized and designed as a whole. The LCT is typical of tests of listening comprehension used in foreign language instruction in two senses. First, it includes a variety of speakers. Second, it is composed of subparts (the five interviews), but the parts can be combined to form a whole, a single test which can be administered within a single class period. The subparts, or interviews and the questions on them were carefully coordinated with the instructional materials used in French 103 in order that the interviews and their questions, when taken as a whole, would review the grammar and vocabulary studied by the French 103 students and provide a valid and reliable test of their ability to understand spoken French.

Relative to the one-between-subjects, one-within-subjects repeated measures analysis, each interview and the questions on it were treated as a separate subtest. There were thus five scores for each subject, one for each of the interviews. This analysis was conducted because the number of questions on each interview varied
from 8 to 11, and some interviews could therefore have influenced the t-test more than others. The raw scores for each interview were therefore converted to z scores so that each interview would carry the same weight in the repeated measures analysis.

As indicated by its name, the one-between-subjects, one-within-subjects repeated measures analysis has two components, a between-subjects and a within-subjects component. The between-subjects component is analogous to the t-test in that it analyzes the variability between subjects in their mean performance on the repeated measures. The within-subjects component analyzes the variability within subjects in their performance on the repeated measures and includes an assessment of interaction between the treatment variable (modality of presentation of the interviews) and the repeated measures variable (the interviews themselves).

Taken together, the two analytic strategies (i.e., the t-test and the analysis of variance) were deemed sufficient to determine whether non-chance differences existed between the two treatment groups.

The BMD program of the Instruction and Computer Center of The Ohio State University was used to conduct the one-between-subjects, one-within-subjects repeated measures analysis. The following null hypotheses were tested:

1. \( H_0 \): There will be no significant difference between the treatment groups in their
overall mean performance on the subtests of the LCT.

2. $H_0$: There will be no significant interaction between the treatment variable (modality of presentation) and the repeated measures variable (interviews).
As mentioned in the previous chapter, the principal independent variable of the experiment was the modality of presentation (videotape vs. audiotape) of interviews conducted by the researcher with natives of France. The difference between the videotape and audiotape version of the interviews was that the videotape showed the speakers and their proxemic and kinesic behaviors (postures, gestures, facial expressions and lip movements). The dependent variable was comprehension of the interviews as measured by a multiple-choice reading test consisting of 46 items written in English.

The subjects for the study were students enrolled in French 103 classes offered on the main campus of The Ohio State University Fall Quarter, 1978. Participation in the study was voluntary, but it was encouraged by giving the students five extra-credit points on their final examination and by pointing out to them that the listening comprehension test was based on the vocabulary and grammar they had studied and would therefore be a good review for them. The fact that the experiment was
conducted during one of the students' regular class periods also promoted participation. As a result, almost all of the students took part.

The data from the listening comprehension test were analyzed in two ways. The first analysis was based on each subject's total score on the LCT; the second was based on each subject's z scores on the five interviews.

An item analysis of the total test was conducted by the Office of Testing and Evaluation of The Ohio State University. The results of that analysis are presented in Table 2.

### TABLE 2

Mean, Standard Deviation and Reliability of LCT 2

<table>
<thead>
<tr>
<th>Treatment Group</th>
<th>Mean</th>
<th>SD</th>
<th>r (KR-20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Videotape</td>
<td>33.75</td>
<td>5.56</td>
<td>.78</td>
</tr>
<tr>
<td>Audiotape</td>
<td>30.88</td>
<td>6.80</td>
<td>.84</td>
</tr>
<tr>
<td>Videotape and Audiotape</td>
<td>32.32</td>
<td>6.35</td>
<td>.82</td>
</tr>
</tbody>
</table>

A t-test was performed to test the following null hypothesis:

\[ H_0: \text{There is no significant difference between the two treatment groups in their total-test-score} \]
The \( t \)-test indicated that the difference between the treatment group means was statistically significant: \( t \) (118) = 2.53, \( p < .02 \).

The data were also analyzed using a one-between-subjects, one-within-subjects repeated measures analysis of variance. In this analysis each interview and the questions on it were treated as a separate subtest. Since the number of questions varied from subtest to subtest, the scores associated with each separate subtest were converted to z scores so that each subtest would carry the same weight in the analysis. The z score means and standard deviations for each interview are given in Table 3. The summary of the analysis of variance is presented in Table 4.
<table>
<thead>
<tr>
<th>Interview 1</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-.09905</td>
<td>1.04499</td>
<td>.09904</td>
<td>.95131</td>
</tr>
<tr>
<td>2</td>
<td>-.19755</td>
<td>1.09141</td>
<td>.19756</td>
<td>.86394</td>
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<td>3</td>
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<td>1.07004</td>
<td>.20630</td>
<td>.88623</td>
</tr>
<tr>
<td>4</td>
<td>-.17725</td>
<td>1.04173</td>
<td>.17725</td>
<td>.93159</td>
</tr>
<tr>
<td>5</td>
<td>-.17017</td>
<td>.92627</td>
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<td>1.04885</td>
</tr>
<tr>
<td>Total Test</td>
<td>-.17007</td>
<td></td>
<td></td>
<td>.17006</td>
</tr>
</tbody>
</table>
TABLE 4

ANOVA of Listening Comprehension Scores by Modality of Presentation and Interviews

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Between Subjects</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A (Modality)</td>
<td>1</td>
<td>17.35305</td>
<td>17.35305</td>
<td>6.66</td>
<td>.02</td>
</tr>
<tr>
<td>S/A (Subjects)</td>
<td>118</td>
<td>307.23192</td>
<td>2.60366</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Within Subjects</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B (Interviews)</td>
<td>4</td>
<td>.00000</td>
<td>.00000</td>
<td>.00</td>
<td>1.00</td>
</tr>
<tr>
<td>AB</td>
<td>4</td>
<td>.85967</td>
<td>.21492</td>
<td>.38</td>
<td>.83</td>
</tr>
<tr>
<td>SB/A</td>
<td>472</td>
<td>269.55569</td>
<td>.57109</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following null hypotheses were tested:

1. $H_0$: There is no significant interaction between modality of presentation and interviews.

An examination of the within-subjects portion of the Anova summary table reveals that this null hypothesis remains tenable.

2. $H_0$: There is no significant difference between the treatment groups in their overall mean performance on the subtests of the LCT.

An examination of the between-subjects portion of the summary table shows that this null hypothesis can be rejected.

Both the $t$-test and the one-between-subjects, one-within-subjects analysis of variance indicate that the
modality of presentation of the interviews had a statistically significant effect on comprehension of them. The practical significance of these results and the implications for instruction and further research are discussed in Chapter V.
CHAPTER V
SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

This study was designed to provide a partial test of the hypothesis that one way to improve the listening comprehension of the foreign language learner may be to have the learner engage in listening activities which involve watching and listening to filmed or videotaped monologues, dialogues, or conversations in which the proxemic and kinesic behaviors (gestures, postures, facial expressions and lip movements) of native speakers are clearly visible. The researcher's partial test of this hypothesis consisted of an experiment designed to determine whether third-quarter, beginning college French students who viewed a videotape recording of interviews conducted by the researcher with native speakers of French would score significantly higher on a test of their comprehension of the interviews than students who listened to the audio track of the same videotape recording.

The experiment was conducted in two adjoining language laboratories in the Cunz Hall of Languages of The Ohio State University, the videotape treatment in one laboratory,
the audiotape treatment in the other. The students who served as subjects for the experiment were randomly assigned to the two treatments. The results of the experiment supported the hypothesis that the students who could see the speakers as well as hear them would achieve significantly higher scores on the test. The difference between the mean performance of the two treatment groups, while slight (2.87 points), was statistically significant ($p < .02$).

Discussion

The results of the experiment can be attributed to the effects of the independent variable, modality of presentation (videotape vs. audiotape) of the interviews. The nonverbal visual signals of the videotape made a statistically significant contribution to the subjects' comprehension in that the videotape was richer in stimuli than the audiotape and therefore more redundant--the subjects who watched the videotape had more stimuli available to use to interpret what was said.

What did these stimuli consist of? What kinds of nonverbal communicative behaviors were involved? What contribution did they make to the subjects' comprehension? The nonverbal behaviors visible on the videotape were proxemic and kinesic behaviors (lip movements, facial expressions, gestures and postures). While it is not
possible to give a definitive evaluation of the contribution of these behaviors to the videotape subjects' comprehension, a tentative evaluation can be offered on the basis of Leather's (46) analysis of types of nonverbal communication systems and their effectiveness in conveying certain kinds of information. The contribution will also be interpreted in light of the fact that the content of the interviews was for the most part cognitive. (The reason the content was largely cognitive is given later in this chapter.)

According to Leathers, the effectiveness of postures in communicating emotion is average, and their effectiveness in conveying factual information is very poor. Similarly, the effectiveness of proxemic behaviors in conveying emotion is good while their effectiveness in conveying factual information is very poor. Since the content of the interviews was largely cognitive, it seems unlikely that proxemic behaviors or postures made a significant contribution to the subjects' comprehension. It also does not seem likely that facial expressions made a significant contribution, because they communicate emotion very well, but convey factual information poorly. Only two of the test questions, numbers 6 and 11 were based on affective content, but there was almost no difference between the treatment groups in their performance on these items, probably because the interviewee's verbal and nonverbal
responses were not entirely congruent. (Chi-square statistics were computed to test the null hypotheses that responses on items 6 and 11 were independent of treatment group. In both cases the statistics were not significant. For item 6 $X^2 (1) = .23$; for item 11 $X^2 (1) = .04$. The null hypotheses were therefore retained.)

The effectiveness of gestures in conveying factual information is good, while their effectiveness in expressing emotion is very good. With the exception of one of the individuals interviewed (Mrs. Moore), the interviewees did not gesture a great deal while speaking. (This is characteristic of these particular individuals.) Therefore, the primary nonverbal contributor to the comprehension of the subjects in the videotape treatment was probably lip movements.

Although the results of the experiment were significant statistically, they would not seem to be of great practical significance. The mean of the videotape group was 33.75 points out of a possible 46 (or 73.37 per cent), while the mean of the audiotape group was 30.88 (or 67.71 per cent), a difference of 2.87 points (or 5.66 per cent). An eta squared coefficient was computed to measure the relationship between the independent and dependent variables of the experiment. The coefficient was .0513, which means that approximately 5 per cent of the variance of the dependent variable can be attributed to the effects
of the independent variable.

The findings of the study complement the arguments of those who recommend the use of videotapes and films because of their psychological and motivational value. The communicative competence of students can be enhanced by providing them with the opportunity to observe and acquire the inseparably intertwined verbal and nonverbal aspects of the process of communicating in the foreign culture. One way this can be accomplished is through videotapes and films which show native speakers interacting verbally and nonverbally in authentic social and physical contexts in their native countries. The culture shock often experienced by students when they go abroad can be alleviated if they are shown in their language study that gestures and other aspects of behavior characteristic of the speakers of the foreign language that might appear strange to them at first are quite natural in their native context. At the same time, videotapes and films can make a significant contribution to students' knowledge of aspects of the foreign culture beyond communication. They provide a way for students to go abroad without leaving home. As Arendt (2) has pointed out, "the use of electric media is likely to be especially rewarding since there is no other means by which the movement, sounds, and the excitement of foreign life can be brought to the student in school" (p. 159).
Limitations of the Study

The reader is reminded of the following limitations of the study:

1. **Medium and Format of the Experimental Materials.** The study was conducted with a given medium, black and white videotape, and with a given format, the interview. The results can thus not be generalized to other media or formats.

2. **Viewing Conditions for Students in the Videotape Treatment.** Viewing distances and angles were typical of a small, rectangular classroom with a capacity of 20 to 30 students. The findings can thus be generalized only to situations where the viewing conditions would be similar to those that existed in this study.

3. **Sample of Students.** The sample of students limits this study in two ways. First, since the subjects for the study were volunteers, one may ask how representative they were of the accessible population of French 103 students. Since almost all of the students participated in the study, this threat to its external validity would seem to be slight. Second, the findings can be generalized only to third-quarter, beginning college French students similar to those who served as subjects for the study.

4. **Instruments.** As in any study, the validity and reliability of the instruments used to measure student knowledge and skill are limiting factors. It should be
noted that the criterion measure was sensitive to meanings conveyed verbally and nonverbally, but was not sensitive to meanings conveyed solely nonverbally.

5. Content of the Interviews. The content of the interviews was for the most part cognitive in nature—very little content of an affective character was included. (As noted earlier in this chapter, only two questions, numbers 6 and 11, were based on affective content.) Since nonverbal behaviors are generally assumed by psychologists to be the primary vehicle for expressing emotion (Galloway, 24), it is likely that the difference in performance between the treatment groups would have been greater if the content of the materials had been affective. More affective content was not included in the interviews for two basic reasons. First, the interview topics generally did not lend themselves to questions that would elicit affective responses. Second, given the value placed on privacy by French people and the relationship between the interviewer and the interviewees, many questions of this type would have been considered too personal by the interviewees.

6. Length of the Study. The study was conducted during a single class period. Thus, it does not show what effect videotaped interviews might have on listening comprehension if they were used as a regular part of an instructional program.
7. **Functions of Nonverbal Communication Involved.**

This study dealt with only one of the functions of nonverbal communication, that of sustaining and supporting verbal communication. It does not purport to reflect on two other functions of nonverbal communication, namely that of establishing and maintaining social relationships and that of substituting for verbal communication (Argyle, 3).

**Recommendations for Further Research**

The primary limitation of this study was that the content of the interviews was cognitive in nature. The study should be replicated with affective content (or with both affective and cognitive content) in either a classroom-type setting, as in this study, or in a facility equipped with a television monitor for each student. It is recommended that nonverbal sensitivity be measured and used as a blocking variable (assuming that a significant correlation between the measure of nonverbal sensitivity and the comprehension measure is found). Formats other than the interview might be employed, for example, monologues or conversations between three or more people. (The reader is referred to Chapter III for a discussion of criteria to be met by such materials.) It is recommended that the sample of the spoken language be videotaped as a whole to foster natural communicative behavior. If it is deemed appropriate to divide the recorded material
into segments and have the students answer questions as the recording is played, the videotape can be copied with the questions edited in at the selected places. If multiple-choice questions are used, it is recommended that the question stems and the choices be recorded on both the video and audio tracks to facilitate student comprehension and thereby enhance the reliability and validity of the test. (If the questions are recorded on the audio track only, students will not have any visual support to help them remember and compare the choices when they hear them.) Students can mark their responses on an answer sheet or record them electronically if the listening facility is so equipped. The tape for the audio treatment would be a videotape identical to the tape used for the videotape treatment except that it would contain only the questions and any necessary instructions.

A long-term experiment could be conducted over a quarter, a semester, or longer, with affective and/or cognitive content, to ascertain what effect videotaped materials would have on listening comprehension and student attitudes when used as a regular part of an instructional program.

This study dealt with the effects of nonverbal visual cues on listening comprehension. Studies should be conducted to determine what effect the use of videotaped dialogues, exercises and activities would have on the
acquisition of communicative competence in speaking. Huberman and Medish (36; 37) have undertaken such an investigation in developing a multichannel Spanish course at American University. They have reported that presenting dramatized dialogues on videotape has proved to be a "powerful memory reinforcement" (36, p. 678), but they have not yet published any empirical data.

One of the hypotheses proposed to explain the low reliability of the LCT used in Experiment 1 was that the subjects had difficulty remembering the content of the interviews because of their length. Research is needed to determine the optimum characteristics of listening materials for different levels of instruction. Such studies must examine the effects of a number of variables. These can be divided into two broad categories: 1) listening material variables such as rate of speech; redundancy; number, length and grammatical complexity of utterances; and the type of content tapped by the criterion measure (details vs. general ideas); and 2) listener variables such as degree of familiarity with the speakers and with the lexical items and grammatical structures which make up their utterances; and mental attributes such as attitude toward the foreign language and culture, nonverbal sensitivity and language aptitude.

This study dealt with only one function of nonverbal communication, that of sustaining and supporting verbal
communication. Research is needed in other functions of nonverbal communication for the foreign languages commonly taught in our schools and colleges.
APPENDIX A

TRANSCRIPT OF INTERVIEWS
TRANSCRIPT OF INTERVIEWS

1. Madame Simone Jackson
2. Madame Albert Rouvier
3. Madame Elisabeth Harris
4. Madame Annie Moore
5. Monsieur Albert Rouvier

The interviews have been transcribed verbatim from the soundtrack of the videotape recording. Repetitions and rephrasings which are characteristic of normal speech are therefore included. Occasionally the two interlocutors spoke simultaneously. This has been represented in the transcript by enclosing the utterances of one of the interlocutors within parentheses.

The interviews have been transcribed in the order in which they were played in Experiment 2. The points at which the tape was stopped to divide the interviews into segments and the numbers of the questions based on the segments are indicated between the lines.
INTERVIEW 1
Madame Simone Jackson

M. Jackson: Pour notre première interview nous allons parler avec Madame Simone Jackson, qui est ma femme, au sujet de ses expériences aux Etats-Unis.

Depuis combien de temps habites-tu aux Etats-Unis?

Mme Jackson: Depuis 1965.

M. Jackson: Oui. Où as-tu habité aux Etats-Unis?

Mme Jackson: Premièrement dans l'état de Washington, à Seattle, et puis en Californie à Berkeley, et puis présentement à Columbus en Ohio.

M. Jackson: Oui. Tu as visité d'autres parties de l'Amérique?

Mme Jackson: Oui, presque tous les états à l'exception d'Hawaii, de l'Alaska et de quelques états du nord-est des Etats-Unis.

M. Jackson: Oui. As-tu un état ou une région préférée?

Mme Jackson: Oui, la Californie et aussi la Floride.

M. Jackson: Oui. Pourquoi aimes-tu la Californie et la Floride?

Mme Jackson: Oh, à cause du climat et la proximité de la mer.
M. Jackson: Oui. De quelle région de la France es-tu?

Mme Jackson: Je viens du sud-est de la France, la Provence.

M. Jackson: Oui. Dans le sud, le sud-est, tu dis, oui?

Très bien. Y a-t-il des endroits aux États-Unis qui te rappellent la Provence?

Mme Jackson: Oui, la Californie et les environs de San Francisco.

M. Jackson: Oui. Quelle est la similitude entre la Provence et les environs de San Francisco?

Mme Jackson: Le climat, le paysage, les vignobles.

M. Jackson: Les vignobles—on fait du vin donc aux environs de San Francisco, de bons vins de Californie. (Californie, oui)

M. Jackson: Quand tu es venue aux États-Unis, as-tu découvert des choses qui t'ont surprise?

Mme Jackson: Oui, l'architecture des maisons.

M. Jackson: L'architecture des maisons—en quel sens?

Mme Jackson: Oh, les maisons sont construites la plupart en bois.

M. Jackson: Oui. C'est à dire qu'il n'y a pas de maisons en bois en Provence?

Mme Jackson: Non, non, où j'habitais, non en Provence, non.

M. Jackson: Oui, les maisons étaient en pierre?

Mme Jackson: Oui, ou en ciment.

M. Jackson: Oui. As-tu eu de la difficulté à t'habituer à
la vie aux États-Unis?

Mme Jackson: Non, pas vraiment. J'ai eu, j'ai rencontré des gens très gentils qui m'ont aidée.

M. Jackson: Oui?

Mme Jackson: Oui.

M. Jackson: Tu as eu de la chance. Que penses-tu de la cuisine américaine?

Mme Jackson: Oh, au début, j'ai eu quelques difficultés à m'habituer à cause de goûts différents, mais maintenant j'aime bien.

M. Jackson: Oui. Etant française, as-tu eu de la difficulté à trouver du travail?

Mme Jackson: Non, parce que j'ai continué le métier que j'avais en France. Je suis agent de voyages.

M. Jackson: Oui, et tu parlais anglais aussi, non? (oui.)

Mme Jackson: Oui, ça a beaucoup aidé, naturellement.

M. Jackson: Oui. As-tu trouvé une différence entre travailler ici et en France?

Mme Jackson: Oui, j'ai trouvé, il y avait moins de distance entre les employeurs et employés.

M. Jackson: Oui, moins de distance, les relations donc sont moins distantes entre les patrons et l'employé, oui? (oui) (oui)(les employés, oui)

Qu'est-ce qui te manque ici que tu avais en France?

Mme Jackson: Oh, je penserais de suite à quelque chose à manger, les gâteaux, euh, la charcuterie.
M. Jackson: Oui. La charcuterie, qu'est-ce que c'est?
Mme Jackson: Oh, je pense à du pâté, le saucisson, des
plats préparés que l'on trouve chez les charcutiers...que
nous n'avons pas ici.
M. Jackson: Oui. Des plats faits avec du porc, non?
Mme Jackson: Oui, la plupart du temps.
M. Jackson: Oui. Très bien. Une dernière question:
qu'est-ce que tu penses du Mouvement de Libération des
Femmes?
Mme Jackson: Oh, je trouve qu'il y a du bon. Je ne suis
pas d'accord avec tout, mais il y a des bonnes choses.
M. Jackson: Très bien. Merci bien.

This is the end of this interview. Turn to the next page
in your test booklet and begin to answer the questions on
this interview. Your instructor will stop the tape while
you answer the questions.¹

¹In this and the following interviews, the last two
sentences apply to Experiment 1. They were erased from
the tape recordings for Experiment 2.
INTERVIEW 2
Madame Albert Rouvier

M. Jackson: Pour cette interview, nous allons parler avec Madame Albert Rouvier, qui sait très bien faire la cuisine. Ce que je veux vous demander, c'est, si vous avez des invités pour un bon déjeuner ou un bon dîner—qu'est-ce que vous allez servir?

Mme Rouvier: Eh bien, une bonne salade de tomates avec des œufs durs, ensuite du thon et des olives noires.

M. Jackson: Oui. Ça c'est comme hors-d'oeuvre?

Mme Rouvier: Ça c'est comme hors-d'oeuvre.

M. Jackson: Et, et après?

Mme Rouvier: Et ensuite des petits pois ou des haricots verts... et ensuite un bon rosbif ou alors un bon rôti de veau.

M. Jackson: Oui, comme viande. Et après? (Comme viande.)

Mme Rouvier: Et ensuite un bon plat de fromages... variés.

M. Jackson: Et avant le fromage, d'autres choses?

Mme Rouvier: La salade. Une bonne salade... verte.

M. Jackson: Oui, Et... une salade verte avec l'huile et...

Mme Rouvier: L'huile et du vinaigre... voilà.
M. Jackson: Oui, très bien, et...

Mme Rouvier: Et ensuite... comme dessert un gâteau et, ou alors des fruits.

M. Jackson: Oui. Très bien. Et... comme boisson qu'est-ce que vous servez?

Mme Rouvier: Du vin rouge avec un bon rosbif... ou alors du vin rosé.

M. Jackson: Oui, et avec le dessert?

Mme Rouvier: Du vin blanc ou alors du champagne.

M. Jackson: Oui, et à la fin du repas vous servez d'autres choses à boire?

Mme Rouvier: Une tasse de café... noir sans, sans lait dedans.

M. Jackson: Oui, et... dans quel genre de tasses?

Mme Rouvier: Dans des petites tasses.

M. Jackson: Oui, et... le café français, il est différent du café américain?

(Ah oui!)

Mme Rouvier: Il est beaucoup plus fort que le café américain.

M. Jackson: Très bien. Merci beaucoup.

This concludes this interview. Turn to the next page in your test booklet and begin to answer the questions on this interview. Your instructor will stop the tape while you answer the questions.
INTERVIEW 3

Madame Elisabeth Harris

M. Jackson: Pour cette interview nous allons parler avec Madame Elisabeth Harris, qui est de la région parisienne et qui habite à Columbus depuis plusieurs années. Elle va nous parler d'un voyage qu'elle a fait cette année en Bretagne.

D'abord, qu'est-ce que la Bretagne?

Mme Harris: La Bretagne, c'est une région à l'ouest de la France. Les Anglais l'appellent Brittany. Les habitants de la Bretagne s'appellent les Bretons. Ils sont très fiers d'être bretons...et ils ont également la réputation d'être obstinés.

M. Jackson: Oui. Est-ce que les Bretons sont très attachés à leurs traditions?

Mme Harris: Euh, oui. Ils ont même gardé la langue de leurs ancêtres celtiques. Ils parlent le breton et le français. A la télévision le soir on peut voir les nouvelles qui sont annoncées en français et en breton. Il y a même des mariages qui sont célébrés dans la langue, le breton.
M. Jackson: Tiens! Où êtes-vous allée en Bretagne?
Mme Harris: Je suis allée à St. Malo, à Fougeres, à Rennes. Rennes est la ville principale de la Bretagne. C'est le centre des voies de communication. Euh, Rennes se modernise. Il y a des supermarchés qui se sont construits aux quatre coins de la ville, le nord, le sud, l'est et l'ouest.
M. Jackson: Comme ici aux Etats-Unis?
Mme Harris: Comme ici aux Etats-Unis. Et...par contre on, les vieux quartiers restent. Dans le centre de la ville, euh, ils sont rénovés: on refait les façades; on, on nettoie, on, on garde l'aspect du passé. Il y a, euh, il y a des marchés typiques à la Bretagne où les paysans viennent deux fois par semaine et ils vendent leurs produits agricoles, ce qu'ils ont cultivé dans leur petit jardin. Ils restent jusqu'à ce qu'ils aient vendu leurs salades, leurs quelques lapins, leurs poulets.
M. Jackson: Oui. Donc on a toujours les, les vieux marchés typiques et en même temps les nouveaux supermarchés.
Mme Harris: Voilà, c'est ça.
(oui)
M. Jackson: Oui. Qu'est-ce que vous pensez de l'idée de préserver les vieux quartiers dans le style du passé?
Mme Harris: Je trouve que c'est très bien. Ça, ça garde un souvenir vivant du passé et puis ça permet de, de garder
l'aspect typique à ce coin particulier de France.

M. Jackson: Oui, oui. Quel temps fait-il en Bretagne généralement?

Mme Harris: Généralement il pleut en Bretagne; c'est un climat pluvieux...et il ne fait jamais très chaud, jamais très froid. C'est, c'est tempéré... comme climat.

M. Jackson: Oui. Avec la pluie, il doit y avoir beaucoup d'agriculture, n'est-ce pas?

Mme Harris: Oui, il y a beaucoup de, c'est renommé pour la culture d'artichauts, de pommes de terre, euh, du blé. Egalement il y a beaucoup de pommiers ce qui permet de, de faire beaucoup de cidre avec les pommes. Le Breton en est d'ailleurs très fier, puisqu'il est très bon. Et puis il y a de, de beaux pâturages, ce qui permet d'avoir des, de l'élevage de vaches, de cochons et de, de moutons. Le lait de Bretagne est renommé pour sa bonne qualité. On fait des bons fromages avec le lait. Et, il y a énormément de, de pâtés qui se, qui se trouvent faits avec le, le porc.

M. Jackson: Ah oui, oui. Oui, je vois.

Mme Harris: C'est également renommé.

M. Jackson: Oui, oui. Très bien. La Bretagne est très connue pour la pêche aussi, n'est-ce pas?

Mme Harris: Oui, c'est un, un coin de France où il y a le plus de ports de pêche. Et on y attrape beaucoup de poissons.

This concludes this interview. Turn to the next page in your test booklet and begin to answer the questions on this interview. Your instructor will stop the tape while you answer the questions.
INTERVIEW 4

Madame Annie Moore

M. Jackson: Pour cette interview nous allons parler avec Madame Annie Moore qui est de la région de la Touraine. Elle habite à Columbus depuis neuf ans et demi.

M. Jackson: Tu retournes en France de temps en temps, n'est-ce pas?

Mme Moore: Oui, j'essaie de retourner en France à peu près tous les deux ou trois ans.

M. Jackson: Oui. Trouves-tu que la France s'est américanisée depuis que tu habites aux États-Unis?

Mme Moore: Oui, énormément. La France s'est américanisée au point de vue nourriture, par exemple, euh, vêtements, euh, langue, vocabulaire. Surtout au point de vue nourriture, comme le, le maïs, par exemple, qui est passé dans le, l'alimentation, et, euh, ils appellent ça le corn.

M. Jackson: Ah, le corn.

Mme Moore: Oui, c'est importé des États-Unis, généralement en boîtes, puisque le, le maïs français n'est pas comestible pour les, pour les gens; c'est plutôt pour le bétail. Et il y a aussi les MacDonalds, qui sont très populaires. Et au point de vue vêtements, le, c'est la
génération du blue-jean. Tout le monde est en blue-jeans, les enfants, les, les parents, et même les grands-parents quelquefois. Et surtout les, les T-shirts, les T-shirts américains avec le, le nom d'université sont très, très à la mode, et justement il y a, j'ai une anecdote qui est très amusante qui m'est arrivée. J'ai un ami qui avait un T-shirt et il me dit, "J'ai un T-shirt de l'Ucla". J'ai dû regarder vraiment avec des yeux ronds et il me dit, "Tu ne connais pas l'Ucla?" J'ai dit, "Non, je connais pas l'Ucla" et je me suis aperçue que c'était U C L A, et il avait vraiment l'impression que c'était une marque, un, une réclame pour un produit quelconque, comme Adidas, par exemple.

M. Jackson: Mon dieu.

Mme Moore: Et au point de vue vocabulaire il y a beaucoup de, de mots anglais qui sont passés dans la langue comme un "parking", par exemple, puisqu'il serait très long de (Ah oui)
dire "un endroit de stationnement pour une voiture" et on va "parker" la voiture dans le "parking". C'est beaucoup plus facile. Et, par exemple, un "job".

M. Jackson: Ah!

Mme Moore: Ou "J'ai un job" au lieu de dire "J'ai un travail, je travaille". Euh, "C'est O.K.", et il y a beaucoup de, de mots techniques, par exemple, qui sont passés dans (Ah) (oui)
la langue, comme "blast-off, in, out, go, set, touchdown, euh, countdown". C'est, c'est vraiment la, la langue des (oui) techniciens. Et je crois surtout, euh, la raison, euh, la (oui) raison pour laquelle, il n'y a pas d'équivalent . . . en français, ou alors l'équivalent serait très long à dire et c'est beaucoup plus simple de, donc ils ont adopté ces, ces mots-là, qui sont passés couramment, comme un "week-end", par exemple, qui sont passés couramment dans la lan-

gue française.

M. Jackson: Oui. Il y a aussi des drugstores, non?

Mme Moore: Ah, oui, les fameux drugstores! Il y a le, le drugstore. Le drugstore n'est pas une pharmacie en France. C'est un endroit pour manger. C'est un genre de snack bar . . .

M. Jackson: Oui.

Mme Moore: Où on peut s'asseoir à des petits tabourets à un bar et on commande un hamburger avec du ketchup et c'est très amusant. C'est très à la mode et très cher.

M. Jackson: Oh la la! Ça c'est, ça c'est dommage!

Mme Moore: Ah, oui.

M. Jackson: Est-ce que la France, tu as dit, je crois, que la France s'américanise au point de vue attitudes aussi.

Mme Moore: Oui, au point de vue attitudes, j'ai remar-
que beaucoup justement chez les jeunes--ils ont vrai-
ment la, la passion des, des pionniers américains, pour les
pionniers américains, euh, les premiers explorateurs de
l'ouest des Etats-Unis et habitants. Et ils ont, ils ad-
mirent leur mode de vie, la façon dont ils ont, euh, com-
mencé un pays vraiment, fondé un pays, leur, leur esprit
aventureux. Il y a énormément d'étudiants justement qui,
euh, qui font leur thèse sur la vie des pionniers améri-
cains.

M. Jackson: Oui.

Mme Moore: C'est très, très à la mode et, euh...

M. Jackson: Et il y en a qui quittent leur pays, qui
quittent la France pour aller ailleurs?

Mme Moore: Oui! Beaucoup plus qu'avant, justement.
Ils essaient de se faire engager par des compagnies amé-
ricaines. Euh, ils aiment aller dans des endroits qui ne
sont pas encore tellement découverts comme la Nouvelle-
Zélande, la Nouvelle-Calédonie. Enfin, l'Australie est
quand même, c'est moderne, euh, mais le, la Nouvelle-
Guinée aussi, et, ou même l'Afrique. Oui, ils aiment
beaucoup ces pays-là.

M. Jackson: Oui.

Mme Moore: Justement l'esprit pionnier, aventureux.
(Ah, oui, c'est ça!)
M. Jackson: Qu'est-ce que tu penses de l'américanisation de la France?

Mme Moore: Euh, j'ai vraiment l'impression d'être une spectatrice, puisque je n'aimerais pas vraiment que le, ce mode de vie passe de façon permanente dans la vie française.

M. Jackson: Oui, oui. Tu te sentais spectatrice dans quel sens?

Mme Moore: Oui, je me sentais vraiment spectatrice. Ils avaient vraiment l'impression de me montrer quelque chose de nouveau, par exemple, les émissions à la télévision, euh, les chanteurs français qui chantent en anglais, euh, les émissions américaines avec Kojak qui parle français ou Police Woman qui parle en français. Ils avaient vraiment l'impression d'avoir découvert quelque chose et je leur disais, "Non, je connais. N'oubliez pas, j'habite aux Etats-Unis". C'était très drôle. (Oui, ils...)

M. Jackson: Ils te demandaient, "Tu connais, tu connais?"

Mme Moore: "Tu connais?", oui."Mais oui, bien sûr, je connais, j'habite aux Etats-Unis." Et j'ai l'impression qu'il va falloir, euh, avoir une limite, justement, pour, pour ça. J'aimerais qu'il y ait une limite pour ça.

M. Jackson: Très bien. Merci beaucoup.

Mme Moore: Oui.

M. Jackson: This concludes this interview. Turn to the
next page in your test booklet and begin to answer the questions on this interview. Your instructor will stop the tape while you answer the questions.
M. Jackson: Pour cette interview nous allons parler avec Monsieur Albert Rouvier, qui habite à Marseille et qui visite les États-Unis pour la deuxième fois. Vous êtes à la retraite maintenant, n'est-ce pas?

M. Rouvier: Oui.

M. Jackson: Vous ne travaillez plus?

M. Rouvier: Eh non.

M. Jackson: Quel était votre métier avant de prendre la retraite?

M. Rouvier: Chauffeur de taxi.

M. Jackson: Oui. Comme chauffeur de taxi vous devez bien connaître les voitures.

M. Rouvier: Oui, encore assez, oui.

M. Jackson: Et vous avez vu beaucoup d'autos ici aux États-Unis.

M. Rouvier: Ah oui, oui, c'est vrai.

M. Jackson: Quelles différences avez-vous remarqué entre les voitures françaises et américaines?

M. Rouvier: Ah, bien les voitures américaines sont beaucoup
plus, un peu plus longues, quand même, plus grosses, plus larges, quoi, oui.

M. Jackson: Oui. Et...avez-vous remarqué d'autres différences?

M. Rouvier: Bien, les moteurs sont plus importants, le moulin dedans.

M. Jackson: Oui.

M. Rouvier: Eh oui.

M. Jackson: Les, les moteurs des voitures américaines sont plus grands.

(Mont plus grands)

M. Rouvier: Ah oui, sont plus importants.

(Oui, oui)

M. Jackson: Combien de cylindres ont les voitures françaises en général?

M. Rouvier: Quatre cylindres, oui, en général, oui.

M. Jackson: Oui. Quatre pistons. Combien coûte l'essence en France?

M. Rouvier: Euh, deux francs trente-sept...le litre!

M. Jackson: Le litre.

M. Rouvier: Ah oui.

M. Jackson: Oui, le, l'essence se vend par litre.

(Mais...)

M. Rouvier: elle est chère!

M. Jackson: Oui, deux francs trente-sept, c'est pour la meilleure essence, n'est-ce pas?
M. Rouvier: Oui, la super.

M. Jackson: Oui. Voyons, il y a un peu moins de quatre litres dans un gallon américain.

M. Rouvier: Oui, c'est ça.

M. Jackson: Et...un gallon américain, donc, un ga... coûterait à peu près neuf francs ou un dollar quatre-vingts.

M. Rouvier: A peu ... environ, oui. # 40

M. Jackson: A peu près, oui. Pourquoi est-ce que l'essence est si chère en France?

M. Rouvier: Ah! Ah! C'est que l'Etat y met beaucoup de, de taxes, d'impôts. Eh oui, c'est ça.

M. Jackson: Oui. Donc l'auto est considérée comme un luxe par le gouvernement en France?

M. Rouvier: Ah, exactement, oui. Euh, c'est ça.

M. Jackson: Mais pour les gens c'est plutôt une nécessité, non? (Ah)

M. Rouvier: C'est une nécessité, c'est plaisant, comme ici, d'ailleurs.

M. Jackson: Oui.

M. Rouvier: Ha!

M. Jackson: C'est pratique. # 41

M. Rouvier: Ah! Bien pratique, oui.

M. Jackson: Les voitures en France sont plus petites que les voitures américaines, donc elles doivent utiliser moins
d'essence que nos voitures ici.

(Ôui, ôui, elles usent moins, ôui.)

M. Rouvier: Bien sûr, ah ôui.

M. Jackson: Comment est-ce que vous calculez le, voyons, combien d'essence vous utilisez?

M. Rouvier: La consommation?

M. Jackson: Oui.

M. Rouvier: Ah! Euh, de sept à huit litres. Ça dépend la voiture et la vitesse qu'on va, la conduite.

M. Jackson: Oui.

M. Rouvier: Eh!

M. Jackson: Et, on compte le nombre de litres qu'on utilise pour faire...

M. Rouvier: Cent kilomètres.

M. Jackson: Cent kilomètres.

M. Rouvier: Oui, voilà.

M. Jackson: Oui.

M. Rouvier: De sept litres à huit litres, il y a guère qui dépassent quand même.

M. Jackson: Oui.

M. Rouvier: Oui.

M. Jackson: Ça, c'est la moyenne.

M. Rouvier: La moyenne, ôui.

M. Jackson: Votre voiture, par exemple, fait à peu près sept litres et demi?

M. Rouvier: Mais ôui, environ, ôui.
M. Jackson: Pour cent kilomètres.

M. Rouvier: Oui, c'est ça.

M. Jackson: Oui. Et...

(A,)

M. Rouvier: à la conduite utilitaire, euh, utilisée, et autorisée aussi.

M. Jackson: Oui.

M. Rouvier: Oui.

M. Jackson: Quatre-vingts, quatre-vingt dix kilomètres. (quatre-vingts, quatre-vingt dix.)

Oui.

M. Rouvier: Ça fait cinquante, cinquante-cinq miles, environ, vous voyez? Ah oui. (oui)

M. Jackson: Et, à partir de quel âge est-ce qu'on peut conduire en France?

M. Rouvier: Dix-huit ans, les voitures et les poids lourds aussi, oui.

M. Jackson: Oui, les, la même chose pour les camions?

M. Rouvier: Oui, les camions aussi.

M. Jackson: Oui. Est-ce que l'examen pour le permis de conduire est difficile?

M. Rouvier: Ah, oui! A présent, oui. Vu le nombre d'accidents qui, qui guettent aussi, vous comprenez?

M. Jackson: Oui, à cause des accidents? (Eh oui.)
M. Rouvier: Eh oui.
M. Jackson: Et est-ce qu'il faut renouveler le permis de temps en temps?
M. Rouvier: Non, il est permanent.
M. Jackson: Permanent, oui. Et une dernière question: pour garer les voitures, est-ce qu'il y a des difficultés?
M. Rouvier: Ah que oui! Surtout dans les centres-ville.
M. Jackson: Oui?
M. Rouvier: Ah oui. Eh oui... Aussi que les rues sont (Comme ici)
pas beaucoup larges, vous comprenez, oui.
(oui)
M. Jackson: Les rues sont étroites.
M. Rouvier: C'est ça.
M. Jackson: Oui.
M. Rouvier: Eh oui.
M. Jackson: Oui. Et des fois on voit des autos garées sur les trottoirs, non?
M. Rouvier: Ah! Mais ils risquent une contravention.
M. Jackson: Oui, c'est...
M. Rouvier: La police passe et...
M. Jackson: C'est contre la loi.
M. Rouvier: Ah! C'est contre la loi.
M. Jackson: Mais il y a si peu de place...
M. Rouvier: Ah! Eh oui!
M. Jackson: que les gens le font.
M. Rouvier: Ah oui!

M. Jackson: Oui. C'est dommage. Ici aussi, c'est, il est difficile, surtout en ville. Très bien. (Ah!)

M. Rouvier: Mais oui.

M. Jackson: Merci bien.

This concludes this interview. Now turn to the next page in your test booklet and begin to answer the questions on this interview. Your instructor will stop the tape while you answer the questions.
APPENDIX B

LISTENING COMPREHENSION TEST

EXPERIMENT 1
LISTENING COMPREHENSION TEST

General Directions

This is a test of your ability to understand spoken French. In this test you will listen to a series of brief interviews with natives of France, and will answer a series of multiple-choice questions on each interview. The questions and the choices from which you are to select your answers are written in English in the test booklet which you have before you.

Each interview will be played once. At the end of each interview you will be told to turn to the next page in your test booklet to answer the questions on that interview. Your instructor will stop the tape while you answer the questions.

Your score on the test will be the total number of questions you answer correctly. It will be to your advantage to answer every question even though you may not be sure that your answer is correct. The test is about to begin.
Interview 1: Mrs. Simone Jackson

Directions: Circle the letter of the word or phrase which best completes the sentence.

Example: The name of the interviewee is Mrs. Simone . . . .
   a. Jenkins
   b. Johnson
   c. Johnston
   (d) Jackson

You will have three minutes to answer the ten questions on this interview.

1. Mrs. Jackson has lived in the United States since . . . .
   a. 1955
   b. 1965
   c. 1966
   d. 1975

2. Mrs. Jackson's favorite states are California and Florida because of . . . .
   a. the climate
   b. the tropical flowers and plants
   c. the life style
   d. the people

3. Mrs. Jackson is from the French region of . . . .
   a. Normandy
   b. Brittany
   c. Provence
   d. Champagne

4. Houses in Mrs. Jackson's native region are generally made of . . . .
   a. stone
   b. cement
   c. wood
   d. stone or cement

Go on to the next page.
5. Mrs. Jackson did not find it difficult to adjust to life in the United States because . . .
   a. she had visited the United States several times before moving here
   b. she had a number of American friends in France
   c. she had studied the United States in school
   d. she met very nice people who were helpful

6. In regard to American cooking, Mrs. Jackson seems to . . .
   a. like it very much
   b. like it
   c. dislike it
   d. dislike it very much

7. Mrs. Jackson had no difficulty finding work in the United States because . . .
   a. she worked for an American company in France and got a job with the same firm in the United States
   b. she met the right people
   c. she spoke English and was experienced in her profession
   d. she spoke French

8. Mrs. Jackson works as . . .
   a. an architect
   b. an airline representative
   c. a travel agent
   d. a translator

9. Something(s) which Mrs. Jackson enjoyed in France and misses here is/are . . .
   a. French food
   b. her family
   c. her friends
   d. certain holidays

Go on to the next page.
10. Mrs. Jackson's attitude toward the Women's Liberation Movement seems to be one of . . . .

a. strong approval  
b. approval  
c. disapproval  
d. strong disapproval

End of questions for Interview 1. Look back over your answers.

Do NOT turn this page until you are told to.
Interview 2: Mrs. Elisabeth Harris

Directions: Circle the letter of the word or phrase which best completes the sentence.

Three minutes. Ten questions.

1. The inhabitants of Brittany have the reputation of being . . . .
   a. ambitious
   b. optimistic
   c. serious
   d. stubborn

2. The inhabitants of Brittany are described in the interview as being very . . . .
   a. attached to their traditions
   b. energetic
   c. enthusiastic
   d. generous

3. The number of languages spoken in Brittany is . . . .
   a. one
   b. two
   c. three
   d. four

4. The most important town in Brittany is . . . .
   a. Rennes
   b. Brest
   c. Fougeres
   d. St. Malo

5. Mrs. Harris mentioned that farmers sell their goods . . . .
   a. at home
   b. at supermarkets
   c. at typical old markets
   d. by the side of the road

Go on to the next page.
6. The old parts of Rennes are being . . .
   a. torn down
   b. preserved
   c. modernized
   d. neglected

7. The weather in Brittany is often . . .
   a. hot
   b. cold
   c. extreme
   d. rainy

8. Numerous vegetables are raised in Brittany. Among those mentioned by Mrs. Harris are . . .
   a. tomatoes
   b. asparagus
   c. artichokes
   d. peas

9. A drink for which Brittany is particularly well known is . . .
   a. champagne
   b. beer
   c. wine
   d. milk

10. Among Brittany's best-known products is/are . . .
    a. port wine
    b. fish
    c. peaches
    d. liqueurs

End of questions for Interview 2. Look back over your answers for this interview, only. Do not go back to the previous interview.

Do NOT turn this page until you are told to.
Interview 3: Mrs. Annie Mooro

Directions: Circle the letter of the word or phrase which best completes the sentence.

Three minutes. Ten questions.

1. Mrs. Mooro returns to France approximately every . . . .
   a. year
   b. two years
   c. three years
   d. two or three years

2. According to Mrs. Mooro, France has become Americanized . . . .
   a. to a great extent
   b. somewhat
   c. a little
   d. very little

3. One example of Americanization mentioned by Mrs. Mooro is that of . . . .
   a. architecture
   b. agriculture
   c. food
   d. manufacturing

4. Blue jeans are being worn in France by . . . .
   a. almost everyone
   b. children
   c. parents
   d. grandparents

5. T-shirts from American universities are enjoying . . . .
   a. very limited popularity
   b. slight popularity
   c. some popularity
   d. great popularity

Go on to the next page.
6. Mrs. Muro's friend with the UCLA T-shirt thought that UCLA was . . . .
   a. the name of a town
   b. the name of a product
   c. the English equivalent of Adidas
   d. an American university

7. A lot of the English words adopted by French have to do with . . . .
   a. business
   b. agriculture
   c. technical subjects
   d. automobiles

8. At a drugstore in France one can buy . . . .
   a. drugs
   b. something to eat
   c. groceries
   d. stationery

9. According to Mrs. Muro, many young people in France . . . .
   a. have an adventurous spirit
   b. are fascinated by American attitudes
   c. have little interest in going to foreign countries
   d. are interested in American politics

10. Mrs. Muro felt like a spectator when she returned to France because . . . .
    a. she noticed a lot of changes which had taken place since her last visit
    b. her friends did not always turn off the TV set when she visited them
    c. there were so many new things to see and do
    d. people pointed out things they thought would be new to her and asked if she knew about them

End of questions for Interview 3. Look back over your answers for this interview, only. Do not go back to the previous interviews.
Interview 4: Mr. Albert Rouvier

Directions: Circle the letter of the word or phrase which best completes the sentence.

Three minutes. Ten questions.

1. Before he retired Mr. Rouvier earned his living driving a . . . .
   a. bus
   b. taxi
   c. truck
   d. limousine

2. In comparison with French cars, American cars are generally . . . .
   a. larger
   b. smaller
   c. about the same size
   d. less powerful

3. The number of cylinders in French cars is usually . . . .
   a. two
   b. four
   c. six
   d. eight

4. At current prices in France, an American gallon of supreme gasoline would cost approximately . . . .
   a. $1.20
   b. $1.24
   c. $1.40
   d. $1.80

5. Gasoline is very expensive in France because of . . . .
   a. production costs
   b. transportation costs
   c. high profit margins
   d. taxes imposed by the government

Go on to the next page.
6. The French government views the automobile as a . . . .
   a. diversion
   b. luxury
   c. necessity
   d. convenience

7. The amount of gasoline it takes to go 100 kilometers in most French cars is . . . .
   a. 5 to 6 liters
   b. 6 to 7 liters
   c. 7 to 8 liters
   d. 8 to 9 liters

8. One can begin to drive in France at the age of . . . .
   a. 16
   b. 17
   c. 18
   d. 19

9. The driver's license examination is difficult because the government . . . .
   a. is concerned about the number of traffic accidents
   b. wants to limit the number of cars on the road
   c. wants to keep careless drivers off the road
   d. wants to maintain high standards

10. The driver's license is valid for . . . .
    a. two years
    b. three years
    c. four years
    d. life

End of questions for Interview 4. Look back over your answers for this interview, only. Do not go back to the previous interviews.

Do NOT turn this page until you are told to.
Interview 5: Mrs. Albert Rouvior

Directions: Circle the letter of the word or phrase which best completes the sentence.

Three minutes. Ten questions.

1. One of the ingredients of Mrs. Rouvier's hors-d'oeuvre is/are . . . .
   a. green olives
   b. tomatoes
   c. artichokes
   d. cauliflower

2. A vegetable Mrs. Rouvier says she might serve is/are . . . .
   a. carrots
   b. potatoes
   c. peas
   d. asparagus

3. For most Mrs. Rouvier says she would serve . . . .
   a. fish
   b. ham
   c. turkey
   d. roast beef

4. Immediately after the most dish, Mrs. Rouvier serves . . . .
   a. salad
   b. vegetable
   c. cheese
   d. dessert

5. Immediately before the dessert, Mrs. Rouvier serves . . . .
   a. a vegetable
   b. a salad
   c. cheese
   d. a meat dish

Go on to the next page.
6. For dessert Mrs. Rouvier will serve . . . .
   a. ice cream
   b. pudding
   c. custard
   d. fresh fruit

7. The beverage Mrs. Rouvier will serve with the meal is . . . .
   a. red or rosé wine
   b. white wine
   c. beer
   d. coffee

8. The beverage Mrs. Rouvier will serve with dessert is . . . .
   a. tea
   b. white wine or champagne
   c. coffee
   d. milk

9. The beverage Mrs. Rouvier will serve at the end of the meal is . . . .
   a. a liqueur
   b. tea
   c. champagne
   d. coffee

10. French coffee differs from American coffee in that it is . . . .
    a. weaker
    b. richer
    c. stronger
    d. more flavorful

End of listening comprehension test. Look back over your answers for the final interview. Do not go back to the previous interviews.
APPENDIX C

INFORMATION DISTRIBUTED TO PROSPECTIVE SUBJECTS

EXPERIMENT 1
IMPORTANT! EARN 5 EXTRA CREDIT POINTS! PLEASE READ CAREFULLY!

Your help is needed in a research project designed to help improve instruction in French. The project is being conducted in French 103 under the auspices of the Department of Romance Languages by Mr. Gordon L. Jackson, a graduate student in Foreign Language Education, as part of his Ph.D. dissertation. The project takes about two hours and consists of two tests. The first test is in English and tells how well you understand "body language." In this test you will watch a film made up of a series of scenes in which a young woman conveys a series of messages via facial expressions, gestures, postures, and tones of voice. After each scene you will select from two phrases printed on an answer sheet the phrase which best describes the message expressed in the scene.

The second test measures your ability to understand spoken French. It is based on the vocabulary and grammar you have already studied, so it will serve as a good review for you. In this test you will listen to a series of brief interviews on a variety of contemporary topics with five different natives of France, and will answer a series of multiple-choice questions on each interview (both these tests are non-graded).

Time and Place (tentative): Wednesday, March 1
6:30 - 8:30 P.M.
West Campus -- Rightmire Hall Rm. 136

Transportation: Buses leave for West Campus and return to the Main Campus at the following times: (please plan to arrive no later than 6:30)

Depart West Campus: 5:30 6:05 2:30 9:05
Depart Agriculture College: 5:34 6:08 2:32 9:07
Depart Drake Union: 5:36 6:10 2:34 9:06
Depart 12th & Hall: 2:37 6:11 2:35 9:10
Depart Arps Hall: 5:44 6:17 2:41 9:16
Depart Ice Rink: 5:50 6:23 2:47 9:22
Depart Agriculture College: 5:52 6:25 2:49 9:24

Please note that you are under no obligation to take part in the project; your participation is entirely voluntary, but it is also vital to the project's success. The more people who participate, the more meaningful the results of the research will be.

Your identity will not be revealed in any publication, document, recording, videotape, photograph, computer data storage, or in any other way which relates to this research. If you have any questions about the project, or if you decide to participate and then find that you will be unable to do so, please call Mr. Jackson (230-6916 - work, 471-0093 - home).

If you should decide to participate in this research study, please bring a pencil rather than a pen to complete the answer sheets.

And last, but not least: each student who participates will be given 5 EXTRA CREDIT POINTS on the final exam in French 103.
APPENDIX D

LISTENING COMPREHENSION TEST, EXPERIMENT 2
Directions

This is a test of your ability to understand spoken French. In this test you will watch and/or listen to five brief interviews with natives of France, and will answer a series of multiple-choice questions on each interview.

As the interviews are played the tape will be stopped from time to time, thus dividing the interviews into segments. Each time the tape stops you will answer one or two questions on the segment you have just watched and/or heard.

If you will turn to page 3 of your test booklet, you will find that the questions are covered by a sheet of paper, or mask. Do not move this mask until you are told to do so. On the left side of the page you will see a series of lines and numbers. The lines correspond to the interview segments, the numbers to the question or questions on each segment. Above the mask are the name of the first interviewee and the interview topic.

The test will be administered in the following manner. The segments will be played one by one. As they are played listen closely to both speakers. If you are taking the videotape form of the test, pay careful attention also to the speakers' gestures, facial expressions and lip movements. Do not take any notes. At the end of each segment the test administrator will stop the tape and announce the number(s) of the question(s) you are to answer. Slide your mask down to the line under the questions and answer them. Keep your mask at this line until the end of the next segment. Throughout the test you will know that the next segment is about to be played when the test administrator says "next segment." When you reach the bottom of each page, turn immediately to the next one and place your mask over the questions. When you start a new interview, cover only the questions, so that you can read the name of the interviewee and the interview topic.

It is extremely important that you use the mask as intended, keeping the question or questions covered until after the corresponding interview segment has been played.

(continued on next page)
The test will not be graded, but you will be able to find out from your instructor how well you do on it. It is important for you to do your best if the test is to accurately measure your comprehension, and test the hypothesis posed by this research. Your score on the test will be the total number of questions you answer correctly. If you feel you miss an item, do not become discouraged. It is not expected that you will understand everything that is said in the interviews.

As you will note in the following example, the questions are of the completion type. You are to circle the letter of the word or phrase which best completes the sentence.

Example: The name of the interviewee is Mrs. Simone . . . . 

a. Jenkins  
b. Johnson  
c. Johnston  
(d) Jackson  

Turn to the next page and remove the paper clip from the mask. The test is about to begin.
Interview 1: Mrs. Simone Jackson

Personal background. Reactions to life in the U.S. Differences from life in France.

1. Mrs. Jackson has lived in the United States since . . . .
   a. 1965
   b. 1966
   c. 1967
   d. 1968

2. One of Mrs. Jackson's favorite states is . . . .
   a. Washington
   b. Hawaii
   c. Alaska
   d. Florida

3. Mrs. Jackson is from the French region of . . . .
   a. Normandy
   b. Brittany
   c. Provence
   d. Champagne

4. When Mrs. Jackson came to the United States, she was surprised by the . . . .
   a. number of parks
   b. number of highways made of cement
   c. houses
   d. amount of construction going on

5. Mrs. Jackson didn't find it difficult to adjust to life in the United States because she . . . .
   a. had studied the United States in school
   b. met very nice people who helped her
   c. adapts easily to new surroundings
   d. made friends with other French people living here

Place your mask over the questions on the next page.
6. In regard to American cooking, Mrs. Jackson says that she...
   a. likes it
   b. neither likes nor dislikes it
   c. dislikes it
   d. dislikes some dishes

7. When she came to the United States Mrs. Jackson got a job...
   a. doing the same kind of work she had done in France
   b. in a field related to her work in France
   c. with a company with branches in France
   d. in a new line of work

8. Mrs. Jackson works in the...
   a. clothing business
   b. restaurant business
   c. translating business
   d. travel business

9. According to Mrs. Jackson, working in France differs from working in the United States in terms of...
   a. how far people have to go to get to work
   b. how much men are paid in comparison with women
   c. relationships between employers and employees
   d. the kind of jobs available to women

10. Living in the United States, Mrs. Jackson misses French...
    a. sidewalk cafes
    b. food
    c. clothing
    d. customs

11. Mrs. Jackson's attitude toward the Women's Liberation Movement is one of...
    a. strong approval
    b. approval
    c. disapproval
    d. strong disapproval

Go on to the next interview. Place your mask over the questions and read the name of the interviewee and the interview topic.
Interview 2: Mrs. Albert Rouvier

A meal for invited guests

12. One of the ingredients of Mrs. Rouvier's hors-d'oeuvre are . . .
   a. cucumbers
   b. green onions
   c. tomatoes
   d. radishes

13. A vegetable Mrs. Rouvier says she might serve is/are . . .
   a. carrots
   b. peas
   c. potatoes
   d. asparagus

14. For meat Mrs. Rouvier says she might serve . . .
   a. pork
   b. rabbit
   c. chicken
   d. veal

15. For dessert Mrs. Rouvier might serve . . .
   a. cake
   b. pudding
   c. custard
   d. pie

Place your mask over the questions on the next page.
16. A beverage Mrs. Rouvier might serve with the meat is...
   a. rosé wine
   b. white wine
   c. mineral water
   d. beer

17. A beverage Mrs. Rouvier might serve with dessert is...
   a. rosé wine
   b. white wine
   c. red wine
   d. coffee

18. Mrs. Rouvier will serve her coffee...
   a. with cream
   b. with milk
   c. with cream and sugar
   d. black

19. In this part of the interview French and American coffee are compared in terms of...
   a. price
   b. richness
   c. strength
   d. flavor

Go on to the next interview. Place your mask over the questions and read the name of the interviewee and the interview topic.
Interview 3: Mrs. Elisabeth Harris

The region of Brittany

20. The inhabitants of Brittany have the reputation of being ...
   a. ambitious
   b. romantic
   c. serious
   d. stubborn

21. The inhabitants of Brittany are described in the interview as being very ...
   a. attached to their traditions
   b. energetic
   c. enthusiastic
   d. friendly

22. The number of languages spoken in Brittany is ...
   a. one
   b. two
   c. three
   d. four

23. In describing the city of Rennes, Mrs. Harris talks about ...
   a. the city's history
   b. what there is to see and do
   c. the best places to shop
   d. modernization and the preservation of the past

24. According to Mrs. Harris, the weather in Brittany is often ...
   a. hot
   b. cold
   c. extreme
   d. rainy

Place your mask over the questions on the next page.
25. One of the agricultural products mentioned in this part of the interview is . . . .
   a. spinach
   b. asparagus
   c. wheat
   d. cauliflower

26. A drink mentioned in this part of the interview is . . . .
   a. milk
   b. champagne
   c. beer
   d. wine

27. In this part of the interview Mrs. Harris talks about . . . .
   a. port wine
   b. fish
   c. peaches
   d. liqueurs

Go on to the next interview. Place your mask over the questions and read the name of the interviewee and the interview topic.
Interview 4: Mrs. Annie Moore

The americanization of France

28. Mrs. Moore has been living in Columbus for . . . .
   a. six and one half years
   b. seven and one half years
   c. eight and one half years
   d. nine and one half years

29. Mrs. Moore returns to France approximately every . . . .
   a. other year
   b. two or three years
   c. three or four years
   d. four or five years

30. One example of americanization mentioned by Mrs. Moore is that of . . . .
    a. architecture
    b. agriculture
    c. food
    d. manufacturing

31. In this part of the interview Mrs. Moore talks about a friend in France who . . . .
    a. had a UCLA T-shirt
    b. collected T-shirts from American universities
    c. thought Mrs. Moore had attended UCLA
    d. liked Adidas products

32. Another example of americanization mentioned by Mrs. Moore is that of . . . .
    a. automobiles
    b. business
    c. sports
    d. vocabulary

Place your mark over the questions on the next page.
33. The store which Mrs. Moore describes in this part of
the interview is . . . .

a. a pharmacy
b. a kind of restaurant
c. a health food store
d. a store that sells herbs and spices

34. Mrs. Moore found young people in France to be
fascinated by America's . . . .

a. adventurous spirit
b. young people
c. movies
d. politics

35. Mrs. Moore felt like a spectator when she returned to
France because . . . .

a. she hadn't lived there for some time
b. she noticed a lot of changes since her last visit
c. people showed her new things from America and
asked if she was familiar with them
d. her friends did not always turn off the TV set
when she visited them

36. In regard to American influence in France, Mrs.
Moore says that . . . .

a. it has been rather superficial
b. she thinks it will diminish in time
c. she doesn't know where it will stop
d. she would like it to be limited

Go on to the next interview. Place your mask over the questions and
read the name of the interviewee and the interview topic.
Interview 5: Mr. Albert Rouvier

Automobiles

37. Mr. Rouvier is visiting the United States for the . . . .
   a. first time
   b. second time
   c. third time
   d. fourth time

38. Before he retired Mr. Rouvier earned his living as . . . .
   a. a mechanic
   b. a cab driver
   c. an auto salesman
   d. an auto worker

39. In this part of the interview French and American cars are compared in terms of . . . .
   a. size
   b. comfort
   c. price
   d. styling

40. When this interview was recorded, a liter of supreme gasoline cost . . . .
   a. 2.17 francs
   b. 2.27 francs
   c. 2.37 francs
   d. 2.47 francs

41. Gasoline is very expensive in France because of . . . .
   a. production costs
   b. transportation costs
   c. high profit margins
   d. taxes imposed by the government

Place your mask over the questions on the next page.
42. The amount of gasoline it takes to go 100 kilometers in most French cars is . . . .

a. 6 to 7 liters  
b. 7 to 8 liters  
c. 8 to 9 liters  
d. 9 to 10 liters

43. One can begin to drive in France at the age of . . . .

a. 16  
b. 17  
c. 18  
d. 19

44. According to Mr. Rouvier, the driver's license examination is difficult because the government . . . .

a. is concerned about the number of traffic accidents  
b. wants to limit the number of cars on the road  
c. wants to keep careless drivers off the road  
d. wants to maintain high standards

45. The driver's license is valid for . . . .

a. two years  
b. three years  
c. four years  
d. life

46. The last topic discussed in the interview is . . . .

a. parking problems  
b. the cost of insurance  
c. the cost of repairs  
d. speed limits

END OF LISTENING COMPREHENSION TEST
APPENDIX E

INFORMATION DISTRIBUTED TO PROSPECTIVE SUBJECTS

EXPERIMENT 2
IMPORTANT!  EARN 5 EXTRA CREDIT POINTS!  PLEASE READ CAREFULLY!

Your help is needed in a research project designed to help improve
instruction in French. Gordon Jackson, a graduate student in
Foreign Language Education is conducting an experiment in listening
comprehension in French 103 and needs volunteers to participate in
the experiment.

The purpose of the experiment is to compare the relative effect of
videotaped versus audiotaped interviews on listening comprehension.
Participating in the experiment takes a class period and consists
of taking either the videotape or audiotape form of a test of your
ability to understand spoken French. The test is based on the
vocabulary and grammar you have already studied, so it will serve
as a good review for you. The test measures comprehension of brief,
recorded interviews with five different natives of France. The five
interviews cover a variety of contemporary topics. Half of the par-
ticipants in the experiment will watch and listen to the interviews
on videotape; the other half will listen to the sound track of the
interviews. Comprehension of the interviews is measured by a series
of multiple-choice questions in English. The test will not be graded,
but you will be able to find out from your instructor how well you do
on it. In return for taking part in the experiment you will be given
5 extra credit points on your final exam.

Time: Thursday, November 9, at your regular class hour

Place: Please report to Cunz 176 (Lab 1 on the ground floor).

We will be using two of the listening labs in Cunz,
one for the audiotape form of the test, the other for
the videotape form (a videotape playback unit will be
set up in this lab). As soon as you arrive, we will
have you draw a slip of paper to determine which form
of the test you will take. (Which form of the test you
take must be determined in a random manner such as this
if the experiment is to be valid.)

Since the test takes a full period, please try to arrive
at least 5 minutes early, so that we may begin on time
and finish before the next class arrives.

Please note that you are under no obligation to take part in the
research project; your participation is entirely voluntary, but
it is also vital to the experiment's success. The more people
who participate, the more meaningful the results of the experiment
will be.

Your identity will not be revealed in any publication, document,
recording, videotape, photograph, computer data storage, or in any
other way which relates to this research. If you have any questions
about the experiment, please call Gordon Jackson at 471-6893 (home)
or 236-6916 (school).
BIBLIOGRAPHY


27. Personal communication, 1975.


42. Kendon, Adam. "Some Relationships Between Body


