To the Graduate Council:

I am submitting herewith a dissertation written by Warren Edward Gaston, Sr., entitled "An Analysis of Student Performance Following Two Contrasting Instructional Methodologies in a Modern Foreign Language Program: A One Course Intensive Strategy Versus the Traditional Two-Year Sequence for University (Lower Division) French." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Curriculum and Instruction.

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We have read this dissertation
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Graduate Studies and Research

AN ANALYSIS OF STUDENT PERFORMANCE FOLLOWING TWO CONTRASTING INSTRUCTIONAL METHODOLOGIES IN A MODERN FOREIGN LANGUAGE PROGRAM: A ONE COURSE INTENSIVE STRATEGY VERSUS THE TRADITIONAL TWO-YEAR SEQUENCE FOR UNIVERSITY (LOWER DIVISION) FRENCH

A Dissertation

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Degree

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ABSTRACT

This study was directed toward an understanding of the effectiveness, the outcomes and the appropriateness of the intensive methodology in a college, lower-division Modern Foreign Language program. The study compared the results obtained following an experimental intensive French program offered at the University of Tennessee, Knoxville during the Summer Quarter, 1973 to the results obtained from students of the regular French program at the same institution. Results were analyzed in terms of student performances in three areas: (1) achievement scores on objective, standardized tests of listening, speaking, reading and writing skills, (2) attrition rates for courses, course sequences and total programs and (3) rate of enrollment in the following (third year) level of language or literature courses.

Completion of the objectives of this study included the development and conducting of an experimental twelve-week (fifty class days) intensive course. The population of the study consisted of the enrollment in the experimental program and the enrollment of sequence terminal courses of each level of the regular university program from which a randomly selected sample of twenty-five participants was chosen. Batteries of standardized tests were administered to participants in the experimental program after five and after nine weeks of training and to participants of the regular program at the conclusion of each course sequence. Background data, including ACT scores, previous language experience and sex,

were collected on participants of both programs. Data were also gathered on attrition rates within each program and on the number of participants from each program who enrolled in a third-year level course the following quarter.

The Nonequivalent Control Group Design was selected as the structure for the experiment. A multiple regression procedure was employed to determine the most appropriate ACT score for use as a covariate for statistical control. Scores for each skill area within each course level for the experimental and control groups were compared using the analysis of covariance technique. Simple percentages were calculated for course, course level, and program attrition rates and for third-year level course continuation rates.

After five weeks of training in the intensive program, the mean scores of participants in the experimental program on tests of the four basic language skills were superior to the College General Norms of the standardized tests employed in all four skill areas. The experimental group mean scores were also equal or superior to those of the control group in all skills. Covariance analysis of the mean scores indicated that the scores of the experimental group in listening and reading were significantly higher, at the .05 level, than those of the control group.

After nine weeks of the intensive program, mean scores of the experimental group were superior to those of the College General Norms and of the control group in three of the tests and by covariant analysis, significantly better, at the .05 level, in the speaking test. The

reading mean score of the experimental group was slightly but not significantly lower than that of the College General Norm and the control group.

Comparison of the attrition rates of the two types of programs showed the intensive program to be superior in sustaining student enrollments. Continuation rates to third-year courses were also heavily in favor of the intensive program.

The intensive program proved to be effective in terms of student performance. Scores on standardized tests indicate that use of this methodology may be one way of improving skill performance levels in language training. Attrition rates indicate that the intensive program encourages a greater percentage of students to complete a language sequence. Continuation to third-year level courses indicate that this methodology can contribute to increasing enrollments at that level.

The popularity of the program along with the positive performance outcomes have indicated that the intensive program may be an important curriculum alternative. This has led to the establishment of the intensive program as a regular part of the curriculum at The University of Tennessee.

Recommendations for further research included: (1) investigation of the intensive program methodology at other times during the academic year, in other languages and at other institutions, (2) investigation of student abilities or characteristics and psychological factors which contribute to success in an intensive program, (3) examination of language proficiencies developed other than the four skills, (4) a search

for other factors possibly contributing to the low attrition rate and high third-year course continuation rate attributed to the intensive methodology and (5) research into the long-term effectiveness of the intensive program in terms of the relative retention of language skills and of relative performance in subsequent, more advanced courses.

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CHAPTER I

INTRODUCTION

The nature of Foreign Language (hereafter abbreviated as FL) instruction has been the subject of rather intensive investigation for many years. John B. Carroll (1961) summarized the work of researchers up to the early sixties and his work contains a fairly complete bibliography of research in the field of FL education. No single, equally thorough study summarizing FL research has been published since 1961, possibly due to the excellent FL research documentation and facilities afforded by the Educational Research Information Center (ERIC) Clearinghouse for Linguistics.

The language learning process continues to be a central issue for psychologists and researchers in psycholinguistics. Questions concerning the manner in which the ability to speak and understand verbal communication is acquired and/or developed cannot be answered with exclusive reference to traditional learning theory. Rivers (1964) has described learning theory as a very complex sphere for study and as one which is still an imprecise science. Present theories of learning are recognized by Lado (1967) as being too general to explain language learning or to draw inferences in any systematic or cumulative way (p. 52).

Researchers also feel that present theories of second language learning are too general to support specific methodological

inferences (Quinn, 1974). Much more research and gathering of experimental data that might permit more specific hypotheses is sorely needed.

I. STATEMENT OF THE PROBLEM

The present study was designed to compare the results of two contrasting instructional methodologies. These two approaches to teaching were applied to the beginning/intermediate course sequences of a college level Modern FL program. Results were compared in terms of student performances, following the two instructional programs, in three areas: (1) achievement scores on objective, standardized tests of Listening, Speaking, Reading and Writing skills, (2) attrition rates for courses, course sequences and total programs, and (3) rate of enrollment in the following (third year) level of language or literature courses.

Since documentation directly comparing results of two methods of language instruction employed within the same general population has not been available, the aim of this study was to provide such documentation and primary descriptive data which could be used as a basis for future experimental and theoretical work.

The analysis of data was guided by the following questions:

1. Can participants in an intensive language program perform as well after five weeks of training as participants completing the regular nine-month beginning level college language program on standardized tests of: (a) aural comprehension, (b) oral expression, (c) reading skill and (d) writing ability?

2. After five weeks training in an experimental, intensive program, do participant scores in the four skill areas attain nationally established norms for the standardized tests employed to monitor student proficiency?

3. Can participants in an intensive college language program demonstrate the same level of proficiency on standardized tests of the four basic language skill areas after nine weeks of training as do participants in the regular two-year college sequence of beginning/ intermediate courses at the conclusion of that program?

4. Do the nine-week performance levels attained by participants in the experimental intensive program equal nationally established norms for the standardized tests employed?

5. Does the methodology used effect the drop-out or student attrition rate within the program period?

6. Does the program type influence student continuation into upper-level college language courses in a situation where such courses are not a general language requirement?

II. PROCEDURES

Completion of the objectives of this study involved the following steps: (1) development of an experimental twelve-week (fifty class days) intensive course as an alternative college curriculum format for beginning and intermediate French language instruction, (2) administration of standardized testing instruments at the appropriate times to participants both of the experimental program and of the regular program,

(3) collection of background data on student participants in each program, (4) selection of random samples from each level of the regular program, (5) monitoring of participant enrollment in upper-division French courses the following academic term and (6) analysis of the data by computer programs available through The University of Tennessee Computer Center.

Population and Selection Procedures

The population for this study consisted of the total population of all beginning and intermediate level French language courses at The University of Tennessee, Knoxville from the Fall Quarter, 1972 through the Summer Quarter of 1973 and the enrollment of third-year French courses at the same institution during the Fall Quarter, 1973.

The total population of participants in the 1973 Summer intensive program, at each level (beginning, first six weeks, or intermediate, second six weeks), formed the experimental groups. Participants for whom complete data were unavailable were eliminated from this study.

The statistical control group for each level of language instruction was chosen by means of a random sample selection from the total population of students completing a regular program course sequence during the Spring and Summer Quarters of 1973 for which complete data were available.

Instrumentation and Testing Procedures

The MLA-Cooperative Foreign Language Tests (Educational Testing Service, 1963) were chosen to serve as standardized tests of the four skill areas. The statistical characteristics of these tests and the standardization and norming programs are described in the Handbook (Educational Testing Service, 1965a). French Form LA (Listening, Speaking, Reading, Writing) tests were administered to all University of Tennessee, Knoxville students completing the beginning French sequence during the Spring or Summer Quarters, 1973 and to all students of the 1973 Intensive French Program (Summer) at the midpoint (after five weeks) in the program. French Form MA (Listening, Speaking, Reading, Writing) tests were administered to all University of Tennessee, Knoxville students completing the intermediate level sequence of French courses in either the Spring or Summer Quarters, 1973, and to all participants in the experimental, Intensive French Program (Summer, 1973) after nine weeks of the program.

Additional information concerning each student (ACT scores, previous language experience and sex) was obtained by means of questionnaires and through the Office of Admissions and Records of The University of Tennessee.

Data and Analysis

The data obtained by means of the tests of the different skill proficiencies at the two instructional levels were analyzed by means of

computer programs available through The University of Tennessee Computer Center.

American College Testing (ACT) scores for each student were obtained from the Office of Admissions and Records and were used as pre-test scores, or as covariate, in the analysis of covariance technique for the comparison of control and experimental group posttest scores.

The demographic data collected through questionnaires were used to investigate group difference of sex of participants and of language background.

Data provided by the Department of Romance Languages on course enrollments and number of students completing courses were used to establish attrition rates in terms of percentages and to investigate the percentage of enrollments from each program type in third-year French courses.

III. SIGNIFICANCE OF THE STUDY

It is generally recognized that FL instruction is relatively expensive in terms both of personnel and equipment and that, too often, it is relatively ineffective, resulting in disappointing learning outcomes (Carroll, 1967c, p. 200). In a period of declining enrollments (Brod, 1971), administrators and FL instructional establishments are searching for new answers to the important problem of making FL instruction more successful in its learning outcomes and more relevant to the aspirations of the present student population in an educational setting where many disciplines compete for their time and attention.

There has long been an inclination on the part of FL teachers and researchers to contrast alternate instructional strategies and methodologies in an attempt to demonstrate the superiority of one method over another with respect to student attainment of various course objectives. Rigorous experimental design has been absent for the most part from such studies and results have been generally inconclusive (Carroll, 1967a, p. 78). Published reports of such research, at least where one of the methods compared was the intensive type course examined here, have been what Campbell and Stanley (1966) call either the "One-Shot Case Study" (p. 6), the "One-Group Pretest-Posttest Design" (p. 7) or the "Static-Group Comparison" (p. 12), none of which are adequate, true experimental designs. While this study is primarily descriptive rather than being truly experimental or essentially statistical, the use of the acceptable quasi-experimental design described as the "Nonequivalent Control Group Design" (Campbell and Stanley, p. 47) contributes specific experimental data previously unavailable which can be used as a basis for future experimentation and theoretical investigation.

The need for more study of the influence of methodology on FL learning was emphasized by Carroll and Burke (1965) when they stated that "the only hope of getting people to learn more efficiently is to vary the conditions of training" (p. 552).

The need for additional investigation of the relative effectiveness of the intensive-type language methodology has been indicated by the apparent learning-outcomes success of programs using this methodology. Tucker and d'Anglejan (1970) found the apparent success of this type of

instructional program to be a significant challenge to the language teaching profession (p. 180), and to deserve more direct investigation. While indicating the need for additional research in the FL field, Carroll (1967a) cited the conclusions of investigators of intensive programs to be that "intensive language training can be very profitably conducted" and that gains in achievement have been particularly striking in the spoken language (p. 104). Morel (1970) noted that "total immersion" students far exceed average scores on national examinations in listening, reading and writing. As indicated earlier these observations were made on the basis of what is known in research design as "The Static-Group Comparison" which is not adequate for drawing conclusions of a truly experimental nature. These generalizations and hypotheses have needed verification in a more specific setting where an acceptable experimental design could be incorporated into the investigation.

Ever since the development of the intensive language methodology during World War II by the Army Specialized Training Program (ASTP), there have been sporadic efforts to apply this methodology to the standard college curriculum (Sturtevant, 1943; Springer, 1944; Nordmeyer, 1946; Frink, 1967; Williamsen, 1968a; Frank, 1971a). Various types of programs ranging from simple accelerated courses to truly immersion-type courses (see Definition of Terms, pp. 11-14) have been attempted in various settings, frequently with a confusion of nomenclature. Curiously, however, the majority of these concentrated programs instituted were either for a specialized clientele (military, foreign service, Peace Corps, or other special interest groups) or for more advanced students

(language majors, NDEA institutes for language teachers). Few programs have been for lower-division college level study. Research into the potential which concentrated courses hold for this college age group, at this performance level, has been almost nonexistent or, at least, ill documented.

Carroll has been quoted as estimating that only one-third of the general population has a sufficiently high degree of FL aptitude to complete intensive language training programs successfully (Jakobovits, 1968). A need existed for the investigation of this hypothesis in regard to a general college population and to compare student attrition rates between the intensive program and the standard-type program in a specific setting.

The more immediate, practical application provided by this experimental program was the initiation of an alternative program of language instruction for the students of The University of Tennessee, Knoxville. This new program enabled students to fulfill the entire two-year sequence language requirement option of the Liberal Arts curriculum within a single quarter. The Department of Romance Languages needed primary research information for determining the usefulness and desirability of incorporating an intensive-type program into the regular curriculum.

IV. SCOPE AND LIMITATIONS OF THE STUDY

The following factors in research design were recognized and acknowledged as limiting the scope of this investigation:

1. The sample of students studied from which a statistical control was drawn by the random sample technique was limited to students completing either the beginning or the intermediate sequence of French courses during two consecutive quarters (Spring and Summer) 1973 at a single state university in the southeastern region of the United States.

2. The source of data for the experimental group was limited to the enrollment of a single experimental intensive-type program which was directed by this researcher at the same southern university during the Summer Quarter of 1973 and during which the equivalent of two full years of language instruction was covered in fifty class days. The atypical time of the experimental course and self-selective, voluntary character of the enrollment in the intensive program are also limitations for which necessary analytical and statistical adjustments were made. Generalization of findings is limited to other self-selecting enrollments in summer courses of the same intensive type.

3. The pretest data was limited to the generalized ability indicators provided by the American College Testing (ACT) scores available for students enrolled in the two types of programs. More direct pretesting of language knowledge or aptitude of the regular course participants was not possible because some had begun their study of college French more than two years prior to the conducting of the experimental course. Students who did not take the ACT tests were not included in the analysis.

4. Posttests of language proficiency were limited to the use of standardized tests of the four basic language skills. Other important aspects of linguistic ability were not monitored.

5. The attrition rates for students in the regular language programs were limited to calculated rates per course and per level for a single academic year (1972) with an assumption (known to be false) of a zero attrition rate between courses or between course sequences.

6. Investigation of the number of students completing the intermediate level of French study who enrolled in a third year French course (not presently required by The University of Tennessee Liberal Arts Curriculum) was limited to enrollments in the Fall Quarter, 1973.

7. The rate of retention of the language skills by students from the contrasting methodologies was not investigated at any point past course conclusion, nor was the relative performance of students from the two programs in subsequent, more advanced courses examined.

V. DEFINITION OF TERMS

Attrition rate. In this study, attrition rate refers to the percentage of students beginning a course or a course-level program who fail to complete that course or program.

Audio-lingual method. The audio-lingual method refers to a program of FL instruction which employs aural-oral drills and emphasizes the aural-oral skills simultaneously with the traditional reading and writing skills.

Beginning level. In this study beginning level or first-year level refers to the introductory level of language instruction in a college or university.

Communications centered. Communications centered refers to emphasis upon language as a medium of expression and of interpersonal communication so that the study of the language itself, with its structures, is taught as a means to the end of developing communicative abilities, not as an end in itself.

Continuation rate. Continuation rate refers to the percentage of students completing a level of FL study who continue to study the language at the following level.

Control group. Control group refers to the group of students, determined by a random selection from the total population of each level of the regular FL program, which provided the data used as a statistical control for comparison with data on the experimental group in the experimental design.

Course type. Course type refers to one of the following five subcategories of schedules. While these terms are frequently used interchangeably in the literature, this study uses each distinctively as defined.

1. Regular (or Standard) course. Regular course refers to the generally applied program of three to five FL classes per week throughout the nine-month academic year (two semesters or three quarters) to cover one level (beginning or intermediate) of FL instruction.

2. Accelerated course. This term is used to refer to courses which, with or without an increase in number of class meetings, increase the rate at which course material is covered—normally material is covered at twice the normal rate so that two years of FL study is covered in one.
3. Semi-intensive course. Semi-intensive refers to a program schedule which is increased in tempo even more than the accelerated course. Typically, the semi-intensive course meets twice daily (frequently nine or ten classes per week) and covers the work of one FL instructional level in one-third of the time required for the regular course. The semi-intensive program is frequently a summer program covering three quarters of study in a single summer quarter or two semesters of study in an abbreviated summer term.
4. Intensive course. Intensive course refers to the full-time study of a FL in a program with multiple class meetings daily throughout the week. The full-time, intensive course covers a course level at between four to six times the rate of the regular course.
5. Immersion course. An immersion course is one in which participants are committed to the study and the exclusive use of the FL twenty-four hours per day for the entire length of the course. It includes the use of language residence halls and other facilities - including numerous resident native speakers - not required by the intensive course.

Experimental group. Experimental group refers to the total population of the 1973 Tennessee Summer Intensive (French) Program for whom complete data (ACT and posttest scores) were available at each course level.

Four basic skill areas. Four basic skill areas refers to the four basic skills of listening, speaking, reading and writing normally monitored in standardized testing of FL proficiencies.

Intermediate level. Intermediate level refers to a FL instruction level which is covered in the second year of FL study in college level programs.

Lower level. Lower level refers to basic language instructional courses (beginning and intermediate) normally covered in two academic years, the equivalent of which is required before enrolling in more specifically university level FL courses in language or literature.

Proficiency level. Proficiency level refers to the degree of competence demonstrated by a student or group of students in a specific FL skill area.

Upper level. Upper level refers to college FL language or literature courses which require as prerequisite a knowledge of the FL in question equivalent to proficiency levels required of those completing the intermediate level of FL instruction.

IV. ORGANIZATION OF THE STUDY

Chapter I of this study included a brief introduction concerning the nature of the problem, the statement of the problem, procedures and

instruments used to collect and analyze the data, the importance of the study, the limitations of the study, definition of terms, and the organization of the study.

A review of the literature related to this investigation is presented in Chapter II.

Chapter III is a discussion of the development of the intensive program instructional format, the control group sample selection, and the data collection and analysis procedures.

The results of the study are presented and discussed in Chapter IV.

In Chapter V, the study is summarized, findings, conclusions, and implications are stated, and recommendations for future research are presented.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

A study of the phenomena of second language acquisition involves an examination of the critical factors of the teaching-learning process. Of particular interest in the present study was research concerning the time factor in learning as well as studies of contrasting language learning methodology. The literature dealing with alternate types of accelerated language programs proved to be more descriptive or philosophical than research oriented but is a necessary element of the background of this study. Following is a selected review of the literature in these areas.

I. THE TIME FACTOR IN LEARNING

Psychologists have long been active in research in the area of the time factor in learning (Thorndike, 1908; Thurstone, 1930). Much of this effort has been limited to task orientation or to the learning of paired-associates (Carroll and Burke, 1965) because of the restrictions imposed by the experimental methodology. Nevertheless, there have been efforts to utilize the results of this experimentation in the applied field of second language learning.

John B. Carroll, a psychologist, educator and researcher of note, is perhaps the best known author in the fields of applied psychological theory and of educational research in the teaching of foreign

languages (1965; 1967b; 1968; 1971). A more popular level presentation for the orientation of foreign language teachers to useful psychological theory and research was prepared by Rivers (1964).

Problems of Research

The problems of conducting research projects in the area of foreign language education are formidable. As early as 1959, a group of scholars gathered to predict the direction second language research should take in the next decade, recognized that several hundred different variables could facilitate second language learning (Pimsler, 1959). The facilitation of learning could be a function of one variable operating alone or of several variables operating in interaction. Thus it is clear, as Asher (1972a) has pointed out, "That a systematic search would involve not millions but billions of experiments" (p. 179). With billions of variable combinations in second language learning, the probability of finding an optimal arrangement is a rare and probably a largely fortuitous event. As Asher also indicated, this problem is complicated further by the built-in limitations imposed by the classic research design using experimental and control groups. He listed noncomparability, duplication, and the building block problem as such limitations (pp. 179-180).

The difficulties which the multiplicity of variables have imposed upon the experimental method in the generalized area of second language acquisition are also inherent in investigations of the time factor in second language learning. The seemingly simple factor of time in language study is actually an exceedingly complex matter containing a

considerable number of variables, as De Francis (1971) repeatedly emphasized. In discussing the length of time required to attain specific goals, especially when comparing programs, he pointed out that the various units of measurement which have been used are all very imprecise and misleading. They have generally overlooked such time-related aspects as student aptitude, relation between class hours and outside study, and the number of students in a class; all of which represent only a few of the multiple variables of the complex time factor.

Rate of Learning

In a section entitled "The Pacing of Instruction" in his thorough review of research in teaching foreign languages, Carroll (1961) stated that "no research related to this question [of optimum learning rates] seems to have been done in the foreign language field" and indicated the need for such research (Levenson and Kendrick, 1967, p. 116). A search of the literature indicates that this situation has not yet changed.

In an exploratory investigation of selected measures of rate of learning, Lindvall and Yeager (1965) tentatively concluded that rate of learning is specific to the learning task and is not a general parameter that applies to all learning factors. Of the measures of learning rate explored, only amount of content mastered per day showed minor degrees of consistency over different units of instruction. Findings suggest that learning rate is not a general characteristic of the learner.

As indicated earlier, psychologists made use of nonsense syllables and paired-associates to develop their verbal learning theories. Robert Lado (1967) applied these theories to the learning of vocabulary in a research project which investigated the effects of various time related factors on massive vocabulary expansion in a foreign language. While he found massive vocabulary expansion beyond the basic course level to be possible, he concluded present theories of learning to be too general to explain language learning or to draw inferences in any systematic or cumulative way (p. 52).

A study of course density and pace of foreign language instruction was conducted by Fiks and Corbino in 1966. This study was based on data obtained from the staff and students of nine schools offering intensive, semi-intensive, or nonintensive programs in which audiolingual skills were emphasized. Participating schools included universities, military institutions, commercial schools, a U. S. Government civilian center, and a public elementary school. Investigation was limited to student perception of course density and cannot be used to determine accurately the time required to teach a given unit of material (vocabulary, in this case). It did show, however, that student perception of course density was fairly accurate.

Scheduling Modes

In a review of current problems in American education, Charles Silberman (1970) zeroed in on the lack of student achievement in foreign

languages and made clear that he doubted whether additional time input by students would produce better output.

De Francis (1971) appeared to agree with this opinion when speculating on the effectiveness of a full-time intensive language program. He said, "I think we all agree that the same number of hours are not as effective in a full-time intensive course as in a moderately accelerated program" (p. 291). Although he offered no empirical evidence to support this opinion he pursued this line of thinking and rationalized that:

> There are probably good psychological reasons for this [decreased effectiveness—though he did not suggest what these psychological reasons might be], but one [reason] must be that the two sets of figures [concerning number of classroom hours] are not really comparable since they tell us nothing about how much time is spent in language study outside of class (p. 291).

Normal practice, for any program followed less than full-time, is for the instructor to require a ratio of two hours or more of outside work for each hour of classwork. De Francis asserted that it would be almost impossible to maintain that ratio in a twelve week program of twenty-five classroom hours per week. He concluded that "the result as we all know, is either that we cover less ground in the intensive summer program, or that we cover the same ground less thoroughly" (p. 291). De Francis went on to stress, however, that none of this implied opposition to intensive work; rather, he strongly favored intensive programs because of the need to shorten the elapsed time in mastering the language.

At the opposite end of the spectrum of opinion regarding the effect of the time factor in intensive language programs are the views of

Otto Springer (1944). In an article examining the possibilities of intensive language study as a part of the college curriculum, he has discussed the relative effectiveness of an equal number of hours when concentrated in a short period of time or extended over a longer period. Arguing in favor of intensive language study, Springer asserted that "a dose of . . . two hours daily instead of one yields more than just double the results" (p. 228). The accuracy of this statement is without the support of any empirical data and it would probably be difficult to set up a scientific experiment which would isolate and test the specific item in question.

Whether two hours a day are more than twice as effective as one, only twice as effective, or somewhat less than twice as effective, the two hour program nevertheless may be more desirable than the one hour program because it compresses or shortens the total elapsed time required for language study. This was the conclusion of De Francis (1971) who applied the same principle to a consideration of the value of full-time intensive courses as previously indicated. This suggests that the relative length of the total elapsed time involved in the second language learning process may be of greater importance in some respects than the question of learning rate for optimum efficiency which is so difficult to determine.

Van Til (1972) also has urged a concern for an economy of time in learning while De Francis (1971) quoted George Kennedy, a pioneer teacher of Chinese, as having said that "the single most important factor in determining how much ground can be covered by a particular student is

how much time is devoted to the task" (p. 291). The emphasis here is not linear length of time but concentrated effort. This reminds us of the ever assumed, subtle, interacting relationship between concentration of effort and student motivation.

Another aspect of the time factor in second language learning which has been of concern to educators and researchers is the saturation level or the point after which the law of diminishing returns sets in. This is another area where variables are so complex as to militate against any clearly enunciated boundaries. It is probable that the individual student (and teacher) abilities and capacities in the area of mental acuteness as modified by interest, motivation, concentration level, fatigue, type and variety of tasks—to name but a few—are too widely divergent ever to be able to do anything more than find a range within which a majority of students could function successfully.

No available statistics on the question of optimum concentration for second language learning were discovered. Opinions differ but there appears to be general agreement that a period of concentration at the beginning of language study is desirable and produces the best results. In regard to classroom instructional hours, Sturtevant (1943) saw the optimum number for this initial period as not less than eight; Cowan and Graves (1944) recommend a minimum of ten. The Commission on Trends in Education (1944) suggested that twenty-five hours per week, including instruction and drill, might be the magic number after which the law of diminishing returns sets in. In a discussion of the Peace Corps language

training program (Spanish) at the University of New Mexico, Calvert (1963) warned:

> In a program calling for twenty to thirty hours a week of language instruction it is easy to go beyond the saturation point in the teaching of vocabulary and structural items . . . progress seems to suffer most seriously if the Peace Corps trainees "surfeit with too much" (p. 321).

Summary

Learning theory is a very complex area which is still an imprecise science (Rivers, 1964). The subsystem of time factors in learning shares in this lack of precision and deserves a great deal more rigorously controlled research than it has yet received.

II. LANGUAGE TEACHING METHODOLOGY

Literature dealing with language methodology is diverse and plentiful. It is obviously beyond the scope of this study to examine the literature of the whole field. Rather, this investigation is limited to a few general selections of particular interest and then reviews the literature concerning various concentrated program types.

General Development

Reference has already been made to the excellent bibliography and summary of research by John B. Carroll (1961). Ornstein and Lado (1967) produced a more popular level review of research in FL education with emphasis on teaching methodology. Recent research relevant to the language learning process is reviewed by Tucker and d'Anglejan (1970) and

by Levy (1974) who gives a brief history of language methodology development.

In regard to methodology, Green (1972) points out that "too little is known about the virtues of one approach over another . . ." (p. 7). In fact, as Wolfe and Smith (1972) point out, research tends to show that regardless of classroom methodology used, there is no significant increase in pupil achievement (p. 97; see also: Carroll, 1967c and Smith, 1970). A part of the problem is that general labels such as audio-lingual, audio-visual, audio-active and audio-passive are grossly vague and ambiguous as identifying terms for modes of presentation (Lado, 1967).

As early as 1944, the influence of the intensive language programs developed during World War II by the Army Specialized Training Program began to make itself felt. Springer (1944) attributes to the American Council of Learned Societies the suggestion that part or all of the student's home preparation time should be converted into additional instructional time, or, rather into practice hours (p. 228). De Francis (1971) reechos this same theme when he recommends the increase of the number of contact hours between student and teacher by shifting a part of the weekly commitment of student study hours from home study to contact hours.

It is this movement toward the intensive program format with less home study and an increasing number of practice hours with a drill master or teacher contact hours that is of interest. A history of intensive

language training in the United States along with a review of key literature on the subject was prepared by Orrin Frink (1967). Frink identifies three fundamental principles of intensive programs as: (1) the principle of one hundred percent concentration on attaining a mastery or fluency in a FL, (2) the principle of a high degree of curriculum organization and planning, and (3) the principle of the separation of the functions of teaching and drilling. Frink also distinguishes between the semi-intensive civilian university course, deriving from the Army Specialized Training Program (A.S.T.P.) and the Civilian Affairs Training School (C.A.T.S.), and the "truly intensive" [i.e., immersion] program of the Defense Language Institute (D.L.I.) and its civilian adjuncts. Frink concludes with a recommendation that more civilian colleges and universities draw on both methods to produce more intensive language programs and to upgrade their regular language programs.

Types of Concentrated Language Programs

Attempts to compare or contrast different programs are difficult because there is no standardization of nomenclature. Terminology has long needed clarification (the definition of these concentrated type course labels, as used in this study, is provided in Chapter I). In addition, the units of measurement used in these discussions vary (see Time Factors in Learning above). Sometimes the units of measurement are simple chronological periods such as years, semesters, or class hours; sometimes they are percentages of a student's academic commitment; sometimes they are "training units."

> If we were able to obtain commensurate figures which would include classroom hours, lab attendance, homework, class size, student aptitude, and all other aspects of the time factor, then perhaps we might make really meaningful comparisons among language programs (De Francis, 1971, p. 291).

The balance of this chapter will be devoted to literature dealing with the three main types of concentrated programs.

Immersion programs. The immersion type program is characterized by the requirement to use the target language exclusively, twenty-four hours per day, throughout the language training period. Developed by the military working in close collaboration with linguists during World War II, the Army Specialized Training Program (A.S.T.P.) implied a new orientation and new organization of language instruction rather than a novel methodology. Numerous descriptions of the A.S.T.P. program are available in the literature (see for example: Springer, 1944; Cowan and Graves, 1944; Commission on Trends in Education, 1944). A detailed description of the program is available in Newmark (1948). Springer (1944) lists seven specific features of the A.S.T.P. but notes that:

> There is not a one of these features that could alone be termed a methodological discovery or even a pedagogical innovation—what is novel about the program is the suggested combination of these particular features, the practical organization in matters of instructional time, size of classes, etc., and the orientation with regard to the objectives of language instruction (pp. 226-27).

Both the Commission on Trends in Education (1944) and Springer (1944) propose adapting the A.S.T.P. method for use in civilian teaching. The Survey Group of the Commission noted "wide agreement" that certain principles and elements of the A.S.T.P. curriculum could

fruitfully be introduced into postwar language teaching for civilians at the college level. Springer's article proposes an outline for incorporating the A.S.T.P. program to peacetime college instruction. His proposal was to adapt the organization and orientation into the college curriculum as a semi-intensive (rather than as an immersion) program.

The Defense Language Institute (D.L.I.), established in 1963 to teach the global language requirements of the Department of Defense to U.S. military personnel, is the direct descendent of the A.S.T.P. in method as well as in function. The D.L.I. has been very active in the development of instructional materials as well as directing instructional programs. Benoit (1965) summarizes the language training activities of the D.L.I. but no data on performance outcomes is supplied.

Perhaps the best known and best documented of the recent immersion type programs is not really a single program but a number of programs conducted in a number of locations under a central title. It is, of course, the Peace Corps program. A good, brief history of the Peace Corps language program was written by Allan M. Kulakow (1968), director of language training. Clearer and more detailed descriptions of the instructional program have been provided by George Smith (1962) and Philip Smith (1971). The Peace Corps program is a "ten hour a day, six days a week" program incorporating the language house concept with live-in native informants. Smith (1962) attributes the outstanding results in part to the intensive nature of the language program and high student motivation.

Calvert (1963) describes the Peace Corps Spanish program at the University of New Mexico. A rigorous training program, with classes in session from 7:30 A.M. until 9:30 P.M. six days per week. Since the Peace Corps Trainee must learn, in the space of twelve weeks, enough of the new language to function in the society of the host country, every possible moment must be spent in preparation and language learning. While not emphasizing writing in any of the lower or intermediate classes, students learn to write as well as most of the regular college students (p. 322).

A Peace Corps language program at Dartmouth College led to change in the language program there. "Eventually, its influence helped change our approach and our philosophy of language instruction" (Rassias, 1970b, p. 3). Elsewhere, Rassias (1970a) describes the intensive methodology applied to the general curriculum at Dartmouth as:

> . . . a system which was devised to restore reality and humanity to language education, to release teacher and student to enjoy an educational whirlwind, to redirect the purpose of communication, and, somehow to make the whole enterprise worthwhile (p. 10).

The job of language instruction was accomplished so well through the immersion program that language instruction is described as "often the most outstanding component of many Peace Corps training programs" (Rassias, 1970b, p. 3). Listed as accomplishments of the new program are: "A very distinct rise in morale and achievement;" but no data is provided on achievement (1970b, p. 9). In addition to language dormitories with resident native speakers, any student had the possibility, after one term of language study which covered a complete years work, of

continuing study in the country whose language he was studying (1970a, p. 101 ff).

Other immersion type language programs are conducted but the majority of these are for a special clientele. For example, missionary societies normally utilize this method to train new workers. Renshaw (1970) describes one such program and discusses the time restraints and the level of language ability needed to live among the people and function as a missionary.

The success of these immersion type courses has been described in terms of subjective observation. While performance data in terms of test scores must exist, there has been no effort to share this objective information for evaluative purposes. From the initiation of the immersion language program in the A.S.T.P., claims of outstanding and unusual success for the program were heard. Cowan and Graves (1944) found it necessary to attempt to allay fears and to clarify claims actually made for the immersion program when encouraging the usefulness of such programs in civilian institutions. Speaking of the Peace Corps Program, Calvert (1963) says: "With such a staff, and with students as highly motivated as most Peace Corps trainees are, the brief and intensive program can yield good results" (p. 323). Rassias (1970a) says that the experience of directing Peace Corps language programs indicated "that an effective language training program could be devised" (p. 20). While the evaluation of these two writers is not called into question, it is noted that no data is provided to indicate in specific terms the meaning

of "good" or of "effective" and that their evaluation cannot be verified for this reason.

Morel (1970) notes this weakness on the part of investigators and that many ideas are being tried with little formal evaluation. While there are so many facets to language learning that the strict controls necessary for experimentation are not readily established or maintained, it does not seem reasonable to rely solely on intuition to determine the value of an idea or of a program. Morel's investigation of what he refers to as a "total immersion" language program at Level III in a New York High School is well documented and includes an extensive number of tables including test scores. (In terms of the definitions used in this study, Morel's program was in fact an intensive program rather than an immersion program.) While this program was for advanced level secondary school students of Spanish and was limited to gifted students, it does indicate that such students in such a program can profit from an intensive program. Morel notes that total immersion students far exceed average scores on national examinations in listening, reading and writing. This conclusion would be more convincing had he not limited enrollment in his program to gifted students.

Tucker and d'Anglejan (1970) state that the apparent success of immersion-type language teaching programs poses a significant challenge to the FL teaching profession. The success to which they refer is "apparent" because of the failure of the researchers to adhere to the experimental controls. A part of the challenge to the FL teaching

profession is still to gather adequate data for proper evaluation of the success of the immersion program.

Intensive programs. In an interesting article entitled "Let's Get Foreign Language Teachers out of Our Public Schools!", Baird Shuman (1970) proposes to have language taught in language institutes established within the school district where for a period of ninety days (one semester) the student could devote the entire day and all of his out-of-school study time to learning the language (p. 331). Shuman's suggestion sounds like an expanded version of The Cultural Center of Intensive French (CCIF) established by the Ottawa Board of Education in the Fall of 1970. In order to increase their motivation to learn French as well as to improve their fluency in the language, students, mainly grades eight and nine, spend two weeks at the Center, with each full school day consisting of classes, sports, and other activities, with French as the language of communication. Student response is described as enthusiastic but data collection was incomplete and there were no data to indicate which students might benefit most from the program.

One additional report of an intensive Spanish secondary school, Level III program was available. McGowan (1972) reports on an experiment conducted at an all girls Catholic High School serving the Chicago North Shore area. This study was designed to compare the traditional and intensive methods of language instruction. Results are noninterpretable because the program of the control group is not clearly defined and because all results are presented in terms of stanine rank on tests.

The study also fails to establish pretreatment equivalence of the control and experimental groups.

Reports of two college or university level experiments with the intensive language teaching methodology were available. Ted E. Frank (1971a) conducted an intensive program in German at The University of Texas in Arlington. This program enabled undergraduates with no previous experience in German to complete the University's four-semester foreign language requirement in a single semester. This program is fully discussed but data indicating the relative merits of the program are inadequate. Such data may be available to the author but the description of testing procedures makes this appear unlikely. The requirements of the experimental method appear to have been violated in the establishing of a control group, in the testing procedures, in the equating of the control and experimental groups and in the comparison of the posttests.

An intensive Spanish program was conducted at Westminister College and is reported by Williamsen (1968b). The experiment was designed to test the proposition that language learning can best be conducted through a program of maximum exposure in the least possible time. Once again the program appears to have been successful but the handling of the data was faulty. No initial equivalence for the control and experimental was established and the outcomes were prejudiced by a selection of only the "better" students from the experimental program for administration of the second level posttests.

Semi-intensive programs. Programs requiring less than one hundred percent of the student's academic endeavor have been labeled semi-intensive in this study (see Chapter I). Gertrude Marti (1972) has described such a teaching experiment in French language courses at Southern Illinois University. This article is descriptive and not statistical. Two years of French were covered in one and enrollment was limited to students having a score of 26 or better on ACT Composite. Lipham, Blumenthal and Bunting (1973) have described a semi-intensive program at West Georgia College. French, Spanish and German are all taught in a Summer term offering one year of language credit. No statistical comparison with the regular program was attempted.

Related investigations. A number of research projects related to accelerated or concentrated language programs are available in addition to the literature dealing with the concentrated course description or comparison to the regular program.

Carroll (1962) and Asher (1972b) have both studied the question of the prediction of student success in intensive language training. Horne (1970) has investigated optimum class size for intensive language instruction. And Lambert, Gardner, Barik and Tunstall (1963) have investigated attitudinal and cognitive aspects of intensive study of a second language. This later study says nothing about language acquisition, learning rates or language proficiencies. It investigates attitudes only.

The studies listed here are not discussed because they do not form a part of this study. They are mentioned because they are related investigations in the general area of intensive language programs.

Summary

Present theories of second language learning are too general to support specific methodological inferences (Quinn, 1974). Experimental data that might permit more specific hypotheses are needed. Literature dealing with alternate types of concentrated language programs proves to be descriptive or philosophical rather than research oriented. Not a single statistically reliable study was discovered which could contribute these needed data.

CHAPTER III

PROCEDURES AND PROGRAM DEVELOPMENT

The objectives of the present study were: (1) to develop an alternative college curriculum for the beginning and intermediate levels of language study which would make optimum use of the intensive format; (2) to compare student performances following this experimental program to those of students from the regular program at the same institution on standardized tests of the four basic language skills, and to compare these performance levels to nationally established norms for the tests used; (3) to investigate the influence of course type on course, course sequence and program attrition rates; and (4) to examine the influence of course type on student continuation into upper-level language courses.

To achieve these objectives it was necessary to:

1. Develop and implement a university level, intensive language program (in French).
2. Establish reliable procedures for collecting pertinent data.
3. Select an appropriate sample of subjects from the regular language programs, at both beginning and intermediate levels, to serve as statistical control groups.
4. Utilize appropriate procedures for analyzing the data. A description of the techniques used by the investigator in satisfying these four requirements is presented in Chapter III.

I. DEVELOPMENT OF THE INTENSIVE PROGRAM

Basic Design

The experimental intensive language program was developed by the investigator following a review of relevant literature on the time factor in learning, investigation of various programs where accelerated types of programs had been applied to FL learning (see Chapter II), and participation in several types of FL teaching programs. The philosophical approach taken in the intensive program is described in Appendix A.

The design of the intensive program was based on the assumption that a crucial factor in second-language learning is the total elapsed time required to attain a skill proficiency. The use of performance objectives or skill proficiencies rather than counting classroom instructional hours facilitated the comparison of structurally dissimilar programs.

It was also assumed that the program design was capable of utilizing fully the advantages of the intensive character of the program and schedule and of maximizing the learning experiences of the participants in order to provide them the potential opportunity of attaining the optimum degree of proficiency in the language skills, within their individual ability range in the time available.

The program involved eight hours of concentrated application per day, five days per week—making a total minimum requirement of forty hours per week. Classes met from 7:45 a.m. to 3:30 p.m. Evenings and

weekends were left free to be used by participants at their discretion in further language study, relaxation or employment.

The language-house concept incorporated into Military and Peace Corps programs, as well as at Middlebury College and on some other campuses, was avoided. Such immersion-type programs tend to produce severe psychological pressures which adversely effect some participants. Psychological pressure is also present in an intensive program, but at a more tolerable level. Release from the pressures of this linguistic experience was provided by the free evenings and weekends and was considered necessary in the absence of a trained psychologist to monitor participant stress levels.

The daily program incorporated a variety of activities. A general description of the average daily program is provided by Table I. The general daily schedule of the activities outlined in Table I is given in Table II.

Each of the activities described in Table I was either conducted or supervised by one or more members of the teaching staff. At all times throughout the class day, at least one staff member was available to direct or to assist the student in his or her activities. In general, no additional outside study was required of those participating in the intensive program.

The basic instructional material used for the intensive program was covered in eight weeks (or eighty instructional days) of the ten-week course. The other two weeks (ten classroom days) were used in part for testing and the administration of questionnaires. These were scattered

TABLE I

GENERAL DAILY PROGRAM OF THE INTENSIVE PROGRAM

Classroom Instruction	Two periods of one hour each; introducing new vocabulary and structures and drilling these elements.
Language Laboratory	Two periods of twenty-five minutes each of supervised drills, using taped material already covered in class.
Conversational Practice	One hour of intensive conversational practice, using elements covered in class.
Reading Period	One hour of supervised and paced reading instruction and practice.
Written Exercises	Two periods of forty-five minutes each of supervised work, drills on the structures and vocabulary of classroom instruction.
Informal Conversation	One hour at lunch period, plus periods between other activities.

TABLE II

DAILY SCHEDULE OF THE INTENSIVE PROGRAM

7:45	-	8:45	Instructional hour
8:55	-	9:40	Written, workbook exercises
9:40	-	10:05	Language laboratory
10:15	-	11:15	Second instructional hour
11:15	-	12:00	Written exercises
12:00	-	12:45	Lunch (informal conversation)
12:45	-	1:45	Conversation class
1:55	-	2:20	Second language laboratory period
2:30	-	3:30	Reading instruction and practice

throughout the program. Six instructional days at the conclusion of the program were employed to give a historical, social, and cultural overview. These six class days added a rich and varied finale to the program. Instruction for this period was, of course, entirely in French.

Daily instruction during this period, shared on a rotating basis by instructors with maximum emphasis on the particular competencies of each, was on a revised schedule which is outlined in Table III.

TABLE III

REVISED SCHEDULE FOR PERIOD OF CULTURAL STUDIES

8:00 - 9:30	Historical and cultural orientation of a period
9:45 - 10:15	Slide presentation developing the theme
10:30 - 12:00	Literary development of the period
12:00 - 1:00	Lunch
1:00 - 2:30	Explication de textes and composition
2:30 - 3:30	Directed study or library research

Other activities contributing to the effectiveness of the program included formal and informal presentations by several visiting resource persons, both native French and specialists. At least one such presentation was made each week of the program. Six films, three shorts and three full length commercial films (French with English subtitles) were shown during the program. Films were chosen for their cultural content

as well as for their linguistic usefulness. In addition, six sets of slides on the theme of French civilization were used. The slide presentations and film showings were inserted at appropriate points throughout the ten-week program.

Participants

Enrollment in the Intensive French Program was open to all regular students at The University of Tennessee or those admitted to student status by the Office of Admissions of The University. The only stipulations made were that all participants be registered for the six-course sequence through the normal university channels and that they not be enrolled in any other academic course during the summer quarter. This latter requirement was imposed in fact by the full daily schedule of the intensive program. Since the intensive program was a new curricular offering, it was made known by means of mimeographed publicity on campus and to the schools and colleges of the region by a printed flyer (see Appendix B).

Forty-six students registered for the program. Of these, forty-four actually materialized and were present for the first class meeting. Three had not understood that the intensive course was a full-time program of forty hours per week and withdrew, leaving an initial participant group of forty-one students. The academic classifications of these forty-one students is given in Table IV.

These forty-one students were divided equally into two sections because of the large number of participants. The division was made on

TABLE IV

INTENSIVE PROGRAM PARTICIPANT ACADEMIC CLASSIFICATIONS

Graduate students	3
Seniors	7
Juniors	12
Sophomores	11
Freshmen	6
Special	2

the basis of previous language study. Those who indicated by means of a general questionnaire that they had a substantial language background (either high school French or multiple other languages) were assigned to one section and the balance were assigned to the other. (The University of Tennessee permits the repeating for college credit of a language studied in high school.)

The two sections were divided for only three hours per day. These were the two instructional hours and the conversational hour. This was to facilitate drilling and conversational practice. It had been intended to divide the sections during the fourth instructional hour, but this was not possible because of staff limitations. During all other periods, the entire group was together as a single large group.

Staff

Horne (1970) theoretically justifies the optimum class size for intensive language instruction as between five and nine students. This agrees with the Bales and Borgatta (1963) recommendation concerning interactive small group size. While not explicitly stated, the limitation on small group size appears generally to lie in classes of less than ten students. By these standards, the experimental intensive program at The University of Tennessee was significantly understaffed. The investigator directed the intensive program and had recommended a student/teacher ratio of 10 to 1. This unusually low ratio was justified on the basis of credit hours generated per instructor since each participant received credit for six courses. This level of staffing was not provided.

The 1973 intensive program instructional staff numbered only three full-time members, including the director-coordinator. Included in the staff were two women and one man. By prearrangement, one of the women, a native speaker of French, was replaced during the second half of the program by another native-speaker, also a woman. The other two members of the instructional team were experienced teachers with near-native fluency and several years residency in France.

Each of the women was responsible for two instructional hours plus one hour of supervision of study and language laboratory work daily. The remainder of the daily program was carried by the program director. With the double sections, this meant three instructional hours (including

the double section for the reading hour) and just under two hours of supervised study or laboratory session daily.

The teaching schedule was arranged so that every instructor taught each section at least once each day. In this way every student had the benefit of the abilities of each staff member daily and had the advantage of the different personalities and French accents, including both male and female voices. This scheduling arrangement was considered one of the strong points of the program.

Because the program was a team-taught project as has just been described, it was necessary that the program be tightly organized. It was imperative that a teacher moving from one section to another be confident that specific material had been covered by the other teachers during the preceding instructional sessions. The staff was exceptional in their cooperation in this matter.

In addition to the responsibilities already mentioned, the instructors endeavored to be available to the students during the informal lunch period. Participation in the lunch together was optional to both student and teacher, but participation was good throughout the program.

Facilities

The Intensive Program had reserved for its continuous use throughout the day one large centrally located classroom which served as a "homebase." It was used by one of the sections for instructional periods and by the entire group for all other sessions (except those

which took place in the language laboratory). Having a room set aside throughout the day for the exclusive use of the program meant that books, magazines, posters, etc., could be left there without disturbing or being disturbed by another class. Other classroom space was made available to the other section for its instructional hours. The necessity of using the alternate room only during specified hours forced a rigidity on the daily schedule which it would not have had otherwise. Apart from this restriction considerably more freedom in the manipulation of the time schedule would have been possible. The facilities of the language laboratory of The University of Tennessee were adequate for all forty-one students to be in the laboratory at one time. Students could control the taped material from their own individual booths, and they could be monitored or assisted with problems from a central console by the supervising instructor.

Program Goals

The specific goals defined for the Intensive French Program were:

1. To enable participants to acquire, in an intensive course of fifty class days, a level of proficiency in the four basic language skills (listening, speaking, reading and writing) equal to or better than the proficiency levels attained by students following the regular six-quarter sequence of beginning language courses at The University of Tennessee as measured by objective, standardized tests.

2. To maintain or improve student motivation to study a foreign language. This was evaluated on the basis of student attrition rates,

of student statements of intent to pursue a third-year level course of study in the foreign language or its literature, and of actual enrollment at a third-year level during the following quarter.

II. DATA COLLECTION AND TESTING PROCEDURES

In order to evaluate the intensive language program and to assess the effects of this type of treatment on the experimental group in accord with the objectives of the present study, it was necessary to collect data in the following areas: (1) ACT scores for participants in the experimental program and for students completing each level of FL study in the regular French programs, (2) proficiency test scores in the four basic language skills on standardized tests at both beginning and intermediate level terminal points for the experimental group and for students in the regular program, (3) initial enrollment and course completion figures on the number of students beginning and completing each type of program, and (4) information on student intent, at the conclusion of intermediate level studies, to enroll in a third-year level language or literature course and the actual enrollment counts from these students in those courses during the following quarter.

This section describes the procedures used by the investigator to obtain the necessary data.

American College Testing Scores

ACT scores are standardized testing procedures for high school seniors. These scores are used by college admissions officers in

determining the acceptability of individuals as potential students at their institution. The University of Tennessee, Knoxville presently requires ACT scores of freshmen applicants for admission. The validity of ACT scores as predictors of success in college course work in general or in FL studies in particular is beyond the scope of this study. Here, it is only indicated that the ACT scores are a generally accepted measure of student ability and potential, that these scores are used as such (in combination with other factors) by The University of Tennessee, Knoxville, Office of Admissions, and that these ability scores were available for students attending The University of Tennessee, except for transfer students.

An alphabetical listing was made of all students enrolled in all terminal courses of both course level sequences of the regular program for both Spring and Summer Quarters, 1973 and for the total enrollment of the experimental program. These names were drawn from copies of class grade sheets on file in the Department of Romance Languages. By special arrangement with the Dean of Admissions and Records, ACT scores (English, Math and Composite scores only) were provided for each student on the alphabetical list submitted, if such scores were on record.

Language Proficiency Scores

After investigating several standardized tests of language proficiency, the investigator concluded that the MLA-Cooperative French Language Tests (Educational Testing Service, 1963) were the most suitable tests to use to monitor student proficiencies in the four basic language

skills. Forms LA, beginning level, and MA, intermediate level, were used for all skills and for all groups tested.

The statistical characteristics of these tests are given in the Handbook (Educational Testing Service, 1965a, pp. 20-24). A summary of these is given in Appendix C.

By prior arrangement with the coordinators of first and second year level French courses the four sections (Listening, Speaking, Reading and Writing) of the MLA tests were administered to all students completing either sequence level of the regular courses during the Spring Quarter, 1973 during the last week of the course. The Listening (25 minutes) and Speaking (10 minutes) sections of the tests were administered in the Language Laboratory of The University. The Reading (35 minutes) and Writing (35 minutes) sections for each course level were administered either during class hours or during special periods set up for that purpose.

With the personal approval of teachers of sections of the regular French program courses at both beginning and intermediate levels during the Summer Quarter, 1973, the full battery of MLA tests were administered to all terminal (3rd quarter) sections in the same manner.

All sections of the tests, Forms LA and MA were administered to the participants of the intensive program. Form LA tests were given at the conclusion of five weeks of intensive instruction and the Form MA series was administered after nine weeks of the program.

The scoring of the MLA tests was conducted in concert with the teachers of various courses at the two course levels. Most teachers

scored the Listening and Reading tests for their own students. These are the easiests tests to score because answers are recorded on an IBM score sheet which is graded by a count of correct scores appearing through a scoring-grid overlay.

Some teachers scored the Writing tests for their own classes, others could not or did not. The balance of the Writing tests was scored either by the investigator or by a graduate student assigned to assist the investigator in this project.

The scoring of the Speaking tests for both beginning and intermediate levels was the most difficult because of the amount of time involved in each individual tape. A group of nine graduate assistants was assigned the task of grading the Speaking tests and each was given a random selection of tapes for grading in order to avoid any bias that might develop from a particular grader.

Because of the nature of the multiple choice answers to the Listening and Reading sections of the tests, no latitude was allowed for grader bias. The scoring of the Speaking tests and of some sections of the Written tests required some measure of subjective judgment. Very specific Directions for Scoring provided with both LA and MA level tests attempt to limit the range of scorer interpretation. In addition, precautions were undertaken by the investigator including random checking of the scoring uniformity for Written tests and the random assignment of Speaking test tapes indicated.

Monitoring of Attrition Rates

The monitoring of the attrition rate for the intensive program was limited to the simple recording of the number of participants at the outset of the program, at various points during the program and at the end of the program.

The determining of attrition rates for the regular program course sequences was no simple matter. Because all third-quarter course class enrollments were essentially independent of first and second-quarter enrollments, it was impossible to establish attrition rates based on a specific list of students. It was possible to establish precise attrition rates only for the individual courses within the sequences. Attrition rates for the regular course sequences at each level and for the full two year program had to be calculated on the basis of these known attrition rates. A generalized average attrition rate has been established by the Department of Romance Languages and is used administratively to establish initial class size for language courses. This also was available for comparison.

Monitoring of Third-Year Level Continuation Rates

The question of third-year level language or literature course continuation rates by students completing the intermediate level of FL study at The University of Tennessee was divided into two parts: (1) an investigation of student declared intent to continue FL study in an upper-division course upon completion of the second-year level sequence

and (2) a monitoring of actual student enrollments in third-year level courses.

Questionnaires were administered to all students completing terminal intermediate-level courses, both regular and intensive. Students were asked to indicate by a response of Yes or No whether they intended to continue to study French in the next level language or literature course. Responses were tabulated.

A search of class rolls of all third-year level language or literature (French) courses was undertaken in the Fall Quarter 1973 by the investigator to determine the precise number of students who had completed the intermediate level courses in the Spring or Summer Quarters of 1973 actually enrolled in a third-year level course the following (Fall) quarter.

III. SELECTION OF SAMPLES FOR CONTROL GROUPS

The total population of students in the terminal quarter of the beginning level regular courses during the Spring and Summer Quarters, 1973 was 247. The total population in the terminal quarter of the intermediate level regular courses for the same period was 223. Complete data (ACT scores and all four MLA test scores) were not available for these total populations. ACT scores were not available for students who entered The University of Tennessee, Knoxville as transfer students from other institutions. Some MLA test scores were lacking for various students due to absences at the time of testing or machine malfunction

for the recording of the Speaking test. This was true of the participants in the intensive course as well.

Complete data (ACT and four MLA test scores) were available on twenty-one students at each level (LA and MA) of the intensive course. For purposes of statistical comparison, it was decided to make a random selection of twenty-five students from the students of each level of the regular course for whom full data were available and that these randomly selected groups of twenty-five each would serve as the statistical control groups. Each student from the regular courses was assigned a number and a selection of twenty-five was then drawn by means of a table of random numbers.

IV. TREATMENT OF DATA

Experimental Design

The Nonequivalent Control Group Design was selected as the structure for the experiment. This design involves an experimental group and a control group in which the control group and the experimental group do not have preexperimental sampling equivalence. This design involves naturally assembled collectives, as similar as availability permits, tested and treated in the following manner as described by Campbell and Stanley (1966, pp. 47-50):

```
O     X     O
-------------
O           O
```

O represents test results and X represents the exposure of one group to the experimental variable the effects of which are to be measured and the separation by a dashed line represents comparison groups not equated by random assignment.

The ACT English, Math and Composite scores were used as generalized ability pretest scores for both groups. Compensation for differences between the nonequivalent experimental and control groups when testing for the effects of the experimental variable was made by the statistical technique of covariance as recommended by Rulon (1941), Stanley and Beeman (1958) and R. L. Thorndike (1942).

Using a multivariate analysis of variance computer program available through The University of Tennessee Computer Center, the analysis of covariance technique was applied for all test scores at each course level using each ACT score as the covariant, the treatment as the independent variable and the test scores as the dependent variables.

The same covariant technique was used to compare performances based on the sex of participants. The SAS (Statistical Analysis System) Stepwise Procedure (Jolayne Service, 1972, pp. 127-137) was used to determine the relative strengths between the dependent variables (test scores) and the independent variables (the ACT scores) in a regression model. Simple percentages were calculated for attrition rates and for continuation rates. The results of the analysis of these data are presented in graphic and/or tabular form in Chapter IV.

V. SUMMARY

An experimental ten-week university French language program was developed and conducted.

Data were collected on all participants in the experimental program and in all terminal (third quarter) classes of the beginning and intermediate regular programs during the Spring and Summer Quarters of 1973. This data included ACT English, Math and Composite scores, scores on proficiency tests in listening, speaking, reading and writing, attrition rates within each type program, and student statements of intention to pursue the study of French in a third-year level language or literature course. Data were also gathered from the class rolls of the third-year level courses during the Fall Quarter, 1973 on the actual number of students enrolled from the intermediate level programs.

The total enrollment of the experimental program at each course level for which complete data were available constituted the experimental groups. A random selection of twenty-five students was made from the total number of participants in each level of the regular programs for whom complete data were available. These twenty-five from each course level of the regular program constituted the control groups.

A multiple regression procedure was employed to determine the most appropriate ACT score for use as a covariate for statistical control. Scores for each basic skill area within each course level for each group were compared using the analysis of covariance technique as a statistical control.

Finally, percentages were calculated for course, course level, and program attrition rates and for third-year level course continuation rates.

CHAPTER IV

PRESENTATION OF DATA

This chapter presents the results and discussion of data related to student performance following two contrasting instructional methodologies in a Modern FL program. Student performances are presented in three parts: (1) scores on objective, standardized tests of Listening, Speaking, Reading and Writing skills, (2) in-program attrition rates and (3) student continuation by enrollment in courses of the language or its literature at the third-year level of instruction when continuation is not required by the college curriculum.

Four sets of data were collected during the process of this study. Background information was gathered on participants of each program, consisting of: (1) ACT scores (Math, English and Composite only), (2) previous language experience and (3) sex of participant. These data have been included as a preface to the main discussion. Posttest data of participant proficiency levels in the four skill areas were gathered for each course level. Data were collected to evaluate the in-program attrition rates for each type of instructional methodology and at each program level. Finally, data were collected relating to student continuation rates (both projected and actual) in third-year level college language or literature courses by participants completing each type program.

I. RESULTS

The results are presented in terms of the questions developed at the outset of the study (see Chapter I).

Question 1: Can participants in an intensive language program perform as well after five weeks of training as participants completing the regular nine-month beginning-level college program on standardized tests of: (a) aural comprehension, (b) oral expression, (c) reading skill and (d) writing ability?

Performance levels were calculated as group means and standard deviations. The control group (N=25) was randomly selected from the total enrollment in the beginning level of the regular program for whom full data were available. The experimental group (N=21) represents the total number of participants from the intensive program for whom full data were available. Table V lists the raw data mean scores and standard deviations for each skill area and for each group.

Question 2: After five weeks training in an experimental, intensive program, do participant scores in the four skill areas compare favorably with nationally established norms for the standardized tests employed to monitor student proficiency?

The Booklet of Norms (Educational Testing Service, 1965b), MLA—Cooperative Foreign Language Tests, provides "College General Norms" in tabular form for this level of the four French tests (pp. 11-12). Figure 1 depicts the relative mean scores of the Control Group and the Experimental Group as compared to the College General Norms for the MLA

TABLE V

UNADJUSTED MEANS AND STANDARD DEVIATIONS OF THE CONTROL AND EXPERIMENTAL GROUPS FOR MLA TEST SCORES: BEGINNING LEVEL

Variable		Control Group (N=25)	Experimental Group (N=21)
Listening Test	M	22.28	29.38
	SD	6.93	8.16
Speaking Test	M	48.12	47.86
	SD	11.95	13.28
Reading Test	M	27.36	36.10
	SD	7.01	7.67
Writing Test	M	50.56	58.10
	SD	19.44	22.20

Tests, Form LA, first year level, for each test. Exerpts from the MLA Booklet of Norms (Educational Testing Service, 1965b, pp. 11-12) are reproduced in Appendix D.

Question 3: Can participants in an intensive college language program demonstrate the same level of proficiency on standardized tests of the four basic language skill areas after nine weeks as do participants in the regular two-year college sequence of beginning/intermediate courses at the conclusion of that program?

Table VI shows the mean scores and standard deviations of the raw data for each skill area and for each group.

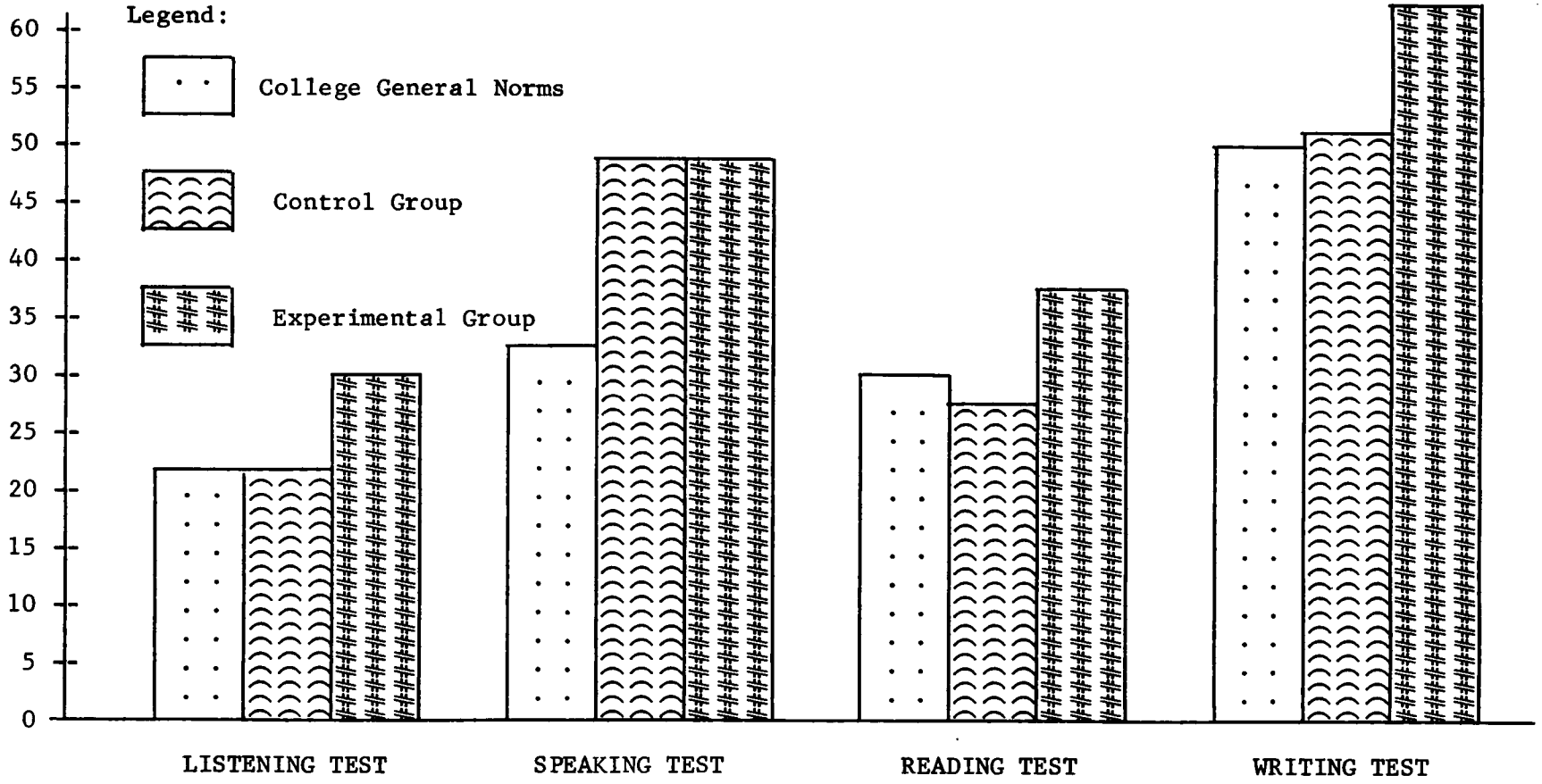


Figure 1. Comparison of mean scores[a] of College General Norms with unadjusted mean scores of the Control and Experimental Groups: Beginning Level.

[a]See Tables XXV-XXVIII, Appendix D, for numerical values.

TABLE VI

UNADJUSTED MEANS AND STANDARD DEVIATIONS OF THE CONTROL AND EXPERIMENTAL GROUPS ON MLA TEST SCORES AT THE INTERMEDIATE LEVEL

Variable		Control Group (N=25)	Experimental Group (N=21)
Listening Test	M	17.48	19.48
	SD	6.60	6.44
Speaking Test	M	49.80	56.91
	SD	15.60	13.18
Reading Test	M	23.04	18.86
	SD	9.50	7.07
Writing Test	M	50.32	50.71
	SD	17.07	18.25

Question 4: Do the nine week performance levels attained by participants in the experimental intensive program compare favorably with nationally established norms for the standardized tests employed?

Figure 2 represents a comparison of mean scores of the College General Norms (Booklet of Norms, Educational Testing Service, 1965, pp. 13-14) with mean scores of the Control and Experimental Groups (see Appendix D for numerical values).

Question 5: Does the methodology used effect the drop-out or student attrition rate within the program period?

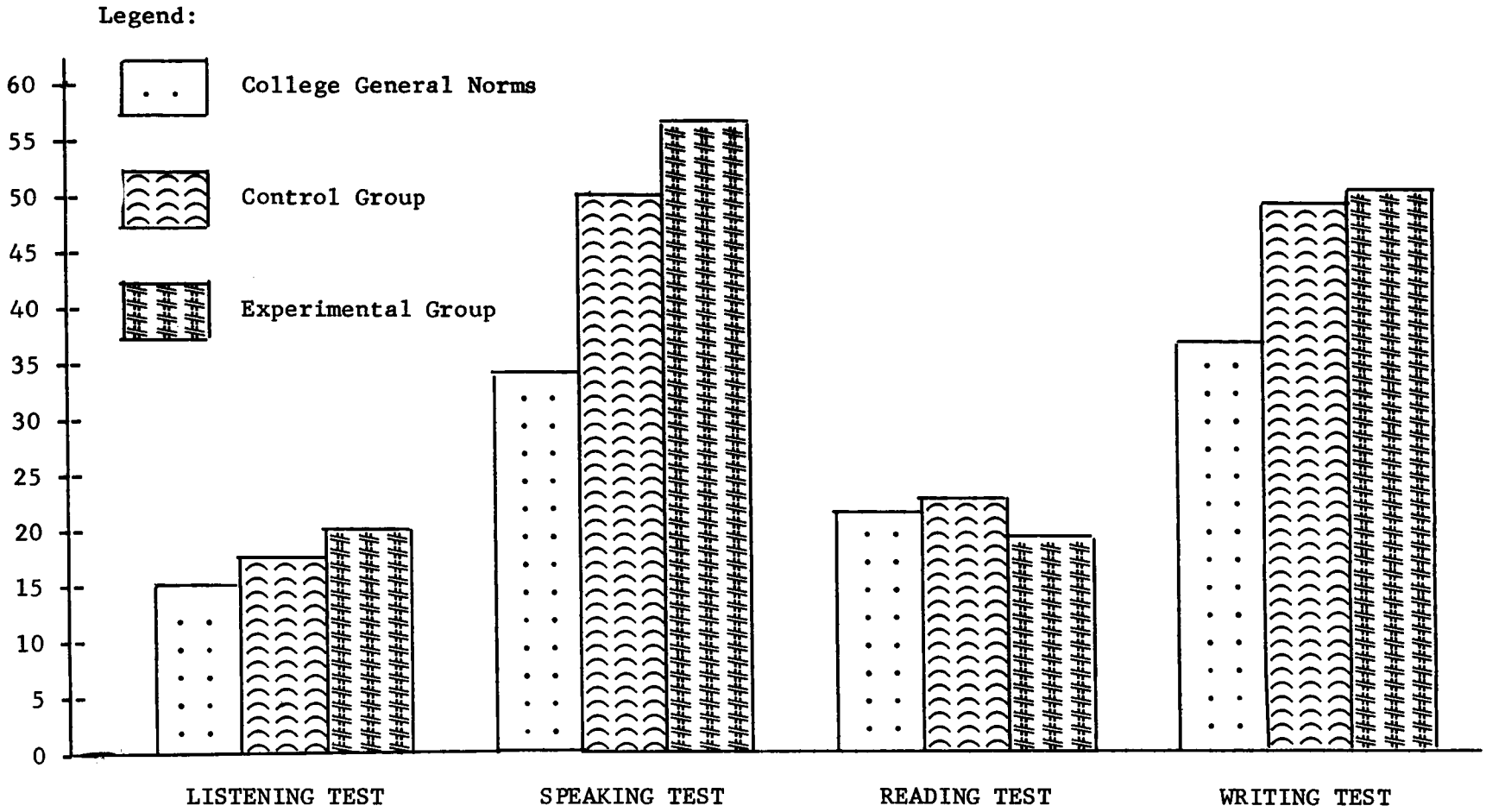


Figure 2. Comparison of mean scores[a] of College General Norms with unadjusted mean scores of the Control and Experimental Groups: Intermediate Level.

[a]See Tables XXIX-XXXII, Appendix D, for numerical values.

During the Fall Quarter 1972, 381 students enrolled in the initial course of the first-year regular French program. Of this initial enrollment, fifty-seven percent completed the course. Seventy-two percent of enrollment completed the second course (Winter Quarter) and seventy-nine percent completed the final quarter of first-year French in the regular program during the Spring Quarter. The calculated cumulative attrition rate for the entire first-year sequence of the regular program during the 1972-73 academic year was sixty-eight percent with only thirty-two percent of the initial enrollment completing the first-year sequence (see Appendix E).

Attrition rates at the second-year level of the regular French program during the same period were thirty-two percent, thirty percent and thirty-three percent for the successive quarters. The calculated cumulative attrition rate for the entire second-year sequence of the regular program during 1972-73 was sixty-eight percent.

The calculated cumulative attrition rates during the 1973 summer quarter regular program were seventy-one percent for first-year French and fifty-three for second-year French.

The cumulative attrition rate for the regular French program, calculated on the basis of the preceding data, is ninety percent from the initial first-quarter enrollment to the completion of the second year sequence (see Appendix E).

The actual attrition rates for the intensive French program during the Summer Quarter 1973 was ten percent for the equivalent of the first-year program. The actual cumulative attrition rate for the intensive

French program from initial enrollment to completion of the second-year level was fifteen percent.

Question 6: Does the program type influence student continuation into upper-level college language courses in a situation where such courses are not a part of a general language requirement?

One hundred ten students in the regular French program completed the second year sequence during the Spring Quarter of 1973 at The University of Tennessee. Of these, thirty-nine (thirty-five percent) enrolled in a third-year language or literature course in the Fall Quarter, 1973.

During the Summer Quarter 1973, thirty-four students completed the second-year sequence in the regular program. Four students from this program, or twelve percent, enrolled in a third year course Fall Quarter, 1973.

Thirty-two students completed the two-year sequence in the intensive program during the Summer Quarter 1973. Eighteen of these, or fifty-six percent, enrolled in a third-year course in the Fall.

II. DISCUSSION

Background Information on Participants

Background information was gathered on participants of each program. This information consisted of: (1) ACT scores (Math, English and Composite only), (2) previous language experience and (3) the sex of the participant. The background information was utilized in the investigation of similarities and/or of differences between the control and

experimental groups. These variables, if significantly different for the control and experimental groups, might produce effects confounded with the effect of the experimental treatment. The ACT scores were used also as pretest covariates for the statistical technique of analysis of covariance, a statistical procedure which compensates for possible initial differences between groups when the possibility of random assignment of participants to the treatments is not present.

ACT scores. ACT scores for the two groups are presented in Tables VII and VIII.

TABLE VII

UNADJUSTED MEANS AND STANDARD DEVIATIONS OF BEGINNING LEVEL CONTROL AND EXPERIMENTAL GROUP ACT SCORES

Variable		Control Group (N=25)	Experimental Group (N=21)
ACT Math	M	24.04	24.86
	SD	6.26	4.89
ACT English	M	21.84	23.62
	SD	4.88	3.54
ACT Composite	M	23.28	25.29
	SD	5.10	3.47

TABLE VIII

UNADJUSTED MEANS AND STANDARD DEVIATIONS OF INTERMEDIATE LEVEL CONTROL AND EXPERIMENTAL GROUP ACT SCORES

Variable		Control Group (N=25)	Experimental Group (N=21)
ACT Math	M	26.72	23.81
	SD	4.65	5.29
ACT English	M	23.68	23.81
	SD	4.83	3.88
ACT Composite	M	25.00	24.57
	SD	4.09	3.47

Tests of equivalence of the control and experimental groups were not necessary since nonequivalence was assumed and analysis of covariance was used to statistically equate the groups on the basis of a pretest score.

Previous language experience. Among the questions asked the participants of each program sequence by means of a "Personal Data Sheet" (see Appendix F) was a series of questions designed to ascertain the nature and degree of any previous FL study or contact. The raw data are summarized in tabular form in Tables IX and X.

Table IX indicates that sixty-eight percent of the control group at the first-year level had studied French prior to enrolling in the regular program. Thirty-eight percent of the experimental group had studied

TABLE IX

PREVIOUS FOREIGN LANGUAGE EXPERIENCE BY BEGINNING LEVEL GROUPS

Language Experience	Control Group		Experimental Group	
French and other FL or FLs	5		5	
French only	12		3	
Total French		17		8
More than one other FL	4		5	
One other FL	2		7	
No FL	2		1	
Total no French		8		13
Total number of observations		25		21

TABLE X

PREVIOUS FOREIGN LANGUAGE EXPERIENCE BY INTERMEDIATE LEVEL GROUPS

Language Experience	Control Group	Experimental Group
French and other FL or FLs	4	4
French only	9	3
Total French	13	7
More than one other FL	0	5
One other FL	2	7
No FL	2	2
No response	8*	0
Total No French	12	14
Total number of observations	25	21

*Eight of the participants in the control group did not answer questions concerning previous FL experience. This may indicate no previous FL training but this is not certain.

French before enrolling in the intensive program. If previous French study can be considered to be an advantage and to correlate positively with performance in a beginning college French course, the advantage is decidedly in favor of the control group rather than the experimental group. Eight percent of the control group and five percent of the experimental group had never studied any FL previously.

The data in Table X show that, at the second-year level, fifty-two percent of the control group and thirty-three percent of the experimental group had studied French prior to entering their respective college programs. As at the first-year level, the advantage which previous French study should provide is on the side of the control group rather than that of the experimental group. Excluding the eight persons from the control group who did not answer the FL questions, twelve percent of the control group and ten percent of the experimental group claim to have had no FL training prior to these college courses.

Ideally the control and experimental groups should be as similar as possible in background characteristics such as previous FL study which could contribute to success in the program of FL study. In the type of FL programs under investigation, it is impossible to assure this equivalence by the assignment of individuals to programs on the basis of background characteristics. Equivalence could not be assured and in fact did not occur as Tables IX and X indicate. If previous French training prejudiced the outcomes of this study, then this prejudicing factor favors the control group.

Sex. An examination of the number of male and female participants in each type program at each level shows a marked difference in program enrollment by sex of participant. There is an almost inverse proportion of males to females in the two types of programs. At the first-year level, the control group is forty percent male and sixty percent female while the experimental group is sixty-two percent male and thirty-eight percent female. At the second-year level the percentages are forty-four percent male and fifty-six percent female in the control group and fifty-seven percent male or forty-three percent female in the experimental group.

Cloos (1971) and Smith (1970) both found sex differences in FL learning to be significant at the senior high school and beginning college levels, with female students exhibiting a higher ability than males both in FL aptitude and achievement. However, Politzer and Weiss (1971a) found no significant difference in achievement in relation to the sex composition of the classes. In the present study, it was necessary to determine whether or not the sex of participants in the two types of programs under investigation was a contributing factor in performance outcomes.

The statistical means for male and female performances were calculated and were compared using the analysis of covariance technique. Tables XI and XII represent the means, standard deviations and F values for male/female participants. Table XI portrays the beginning level.

TABLE XI

A COMPARISON OF MALE AND FEMALE MLA TEST SCORES AT THE BEGINNING LEVEL: UNADJUSTED MEANS, STANDARD DEVIATIONS AND F VALUES

Variable		Control Group		Experimental Group	
		Male	Female	Male	Female
Listening	M	21.60	22.73	28.85	30.25
	SD	5.13	8.06	8.97	7.15
	F	1.530		0.379	
Speaking	M	46.30	49.33	47.85	47.88
	SD	12.07	12.13	14.08	12.80
	F	1.040		0.005	
Reading	M	27.40	27.33	35.31	37.38
	SD	5.44	8.08	7.51	8.28
	F	0.603		0.563	
Writing	M	43.70	55.13	58.69	57.13
	SD	8.86	23.27	22.12	23.83
	F	3.300		0.020	
Number of Observations		10	15	13	8

TABLE XII

A COMPARISON OF MALE AND FEMALE MLA TEST SCORES AT THE INTERMEDIATE LEVEL: UNADJUSTED MEANS, STANDARD DEVIATIONS AND F VALUES

Variable		Control Group		Experimental Group	
		Male	Female	Male	Female
Listening	M	19.09	16.21	20.25	18.44
	SD	8.13	5.07	6.50	6.60
	F	1.070		0.353	
Speaking	M	51.64	48.36	57.17	56.56
	SD	19.00	12.91	14.19	12.53
	F	0.181		0.009	
Reading	M	25.09	21.43	19.50	18.00
	SD	11.09	8.11	5.99	8.60
	F	0.955		0.192	
Writing	M	50.55	50.14	53.67	46.78
	SD	17.50	17.39	18.25	18.56
	F	0.057		0.681	
Number of Observations		11	14	12	9

No statistically significant differences were found between the male and female participants of either the control or the experimental group at the beginning level.

Table XII presents the same information for the intermediate level.

The posttest scores show no significant differences at the intermediate level between male and female participant performances on the standardized tests when these are adjusted by the analysis of covariance technique.

Posttest Data

The mean and standard deviation scores on the posttest battery for both control and experimental groups have been presented for each program level in Tables V and VI (pages 58 and 60). These scores represent results in terms of raw data. As indicated in the discussion of background characteristics above, raw data scores are only meaningful for direct comparison if the control and experimental groups have preexperimental sampling equivalence. Where random assignment of subjects to groups is impossible and, as here, the groups represent naturally assembled collectives (class rolls), the posttest data are compared on the basis of an equivalence established as a result of the pretest. Campbell and Stanley (1966) discuss several procedures for establishing the preexperimental equivalence of groups in the Nonequivalent Control Group Design (pp. 47-50). Thorndike (1942) and Stanley and Beeman (1958) have called attention to the statistical technique of analysis of covariance. This technique statistically equates the control and experimental

groups on the basis of a pretest score. Covariance analysis is the technique used in this study to establish preexperimental equivalence.

Three pretest scores were available for use as the covariate in the statistical analysis of the posttest scores: ACT Math, ACT English and ACT Composite. The mean and standard deviation scores for these three tests were presented in Tables VII and VIII (pages 64 and 65). The computer program available through The University of Tennessee Computer Center would allow only a single covariate. In order to determine which of the ACT scores would be the most appropriate covariate in the statistical analysis, each posttest was compared with each ACT score. Using in succession, as the dependent variable, each individual posttest score, the SAS (Jolayne Services, 1972), Stepwish Procedure (pp. 127-137), computer program was employed to determine which of the independent variables (ACT scores) should most likely be included in a regression model. The variable with the largest R^2 statistic for each posttest is indicated in Table XIII (see Appendix G for the R^2 values).

Table XIII indicates that the ACT Math score is the best overall predictor of success in the French programs at The University of Tennessee, Knoxville. (Correlation coefficients between ACT Math scores and MLA test scores are presented in Appendix H.) This confirms the findings of Payne and Vaughn (1967) whose research indicated that, of the College Entrance Examination Board scores, the math score was the one to show a relatively high coefficient of correlation with student success in a FL (p. 5). The ACT Math score was used, consequently, as the covariate in the analysis of covariance to determine any significance

TABLE XIII

ACT SCORE WITH LARGEST R^2 FOR EACH POSTTEST[a]

Level	Group	Listening	Speaking	Reading	Writing
First Year	Control	M	M	M	M
	Experimental	E	M	M	M
Second Year	Control	E	E	C	E
	Experimental	M	M	M	M
Year 1/Year 2	Control/Experimental	E	M	M	M

Legend: M = Math score

E = ACT English score

C = Composite score

[a]See Tables XXXIII-XXXV, Appendix G, for numerical values.

of difference in posttest scores (dependent variables) of the two instructional methodologies (independent variables). The results of the analysis of covariance of the posttest scores for the beginning level are shown in Tables XIV through XVII.

TABLE XIV

ANALYSIS OF COVARIANCE: BEGINNING LEVEL LISTENING TEST

Source of Variation	SS	df	ms	F
Within Cells	2169.90	43	50.46	
Regression	316.11	1	316.11	6.26
Control/Test Groups	512.	1	512.	10.1*

*Significant at .05 level.

TABLE XV

ANALYSIS OF COVARIANCE: BEGINNING LEVEL SPEAKING TEST

Source of Variation	SS	df	ms	F
Within Cells	5848.17	43	136.00	
Regression	1105.05	1	1105.05	8.13
Control/Test Groups	11.0	1	11.0	0.08

TABLE XVI

ANALYSIS OF COVARIANCE: BEGINNING LEVEL READING TEST

Source of Variation	SS	df	ms	F
Within Cells	1830.57	43	12.57	
Regression	527.01	1	527.01	12.38
Control/Test Groups	770.	1	770.	18.1*

*Significant at .05 level.

TABLE XVII

ANALYSIS OF COVARIANCE: BEGINNING LEVEL WRITING TEST

Source of Variation	SS	df	ms	F
Within Cells	15163.27	43	352.63	
Regression	3764.70	1	3764.70	10.68
Control/Test Groups	437.	1	437.	1.24

At the first-year level of French instruction, the participants of the experimental, intensive program have posttest scores superior to those of participants in the regular program that are statistically significant for the passive skills of Listening and Reading. Comparisons of group scores in all other skill proficiencies indicate no statistical difference between group performances.

Tables XVIII through XXI present the results of the covariance analysis of posttest scores for the intermediate level programs.

TABLE XVIII

ANALYSIS OF COVARIANCE: INTERMEDIATE LEVEL LISTENING TEST

Source of Variation	SS	df	ms	F
Within Cells	1759.09	43	40.91	
Regression	116.40	1	116.40	2.85
Control/Test Groups	91.3	1	91.3	2.23

TABLE XIX

ANALYSIS OF COVARIANCE: INTERMEDIATE LEVEL SPEAKING TEST

Source of Variation	SS	df	ms	F
Within Cells	8862.40	43	206.10	
Regression	453.42	1	453.42	2.20
Control/Test Groups	847.	1	847.	4.11*

*Significant at .05 level.

TABLE XX

ANALYSIS OF COVARIANCE: INTERMEDIATE LEVEL READING TEST

Source of Variation	SS	df	ms	F
Within Cells	2457.58	43	57.15	
Regression	707.96	1	707.96	12.39
Control/Test Groups	34.9	1	34.9	0.61

TABLE XXI

ANALYSIS OF COVARIANCE: INTERMEDIATE LEVEL WRITING TEST

Source of Variation	SS	df	ms	F
Within Cells	9598.58	43	223.22	
Regression	4059.16	1	4059.16	18.18
Control/Test Groups	382.	1	382.	1.71

At the intermediate level of testing, the experimental group scored significantly higher on the Speaking test. Comparisons of group scores in all other skill proficiencies indicate no statistical difference between group performances.

Attrition Rates

The attrition rates for the regular program represent a hypothetical construct. Because of the large number of entry and exit points possible in a six quarter sequence, no effort was made to trace the history of specific students. Attrition rates for each segment of each level were calculated from data available on initial course enrollments and completions. Enrollment figures were taken from the final computerized management reports supplied each quarter by the Registration Office of The University. The number completing an individual course was taken from copies of course grade sheets on file in the office of the Department of Romance Languages. Data were included for first-quarter courses of the Fall Quarter 1972, for the second quarter courses of the Winter

Quarter 1973 and of third quarter, or sequence-terminal courses of the Spring Quarter 1973. Data were also included on courses during the Summer Quarter 1973. For administrative purposes the general rule of thumb used in structuring course schedules, based on the past history of attrition in French courses at The University of Tennessee, Knoxville, is that the attrition rate is in the range of thirty percent to forty percent of the initial enrollment for each course. The attrition rates for 1972-73 averaged thirty-one percent for first-year French courses and thirty-two percent for second year courses, showing that this general rule of thumb is predictive.

The calculated cumulative attrition rates are set out in Table XXII.

The calculated attrition rates for the regular program do not make any allowance for student withdrawal from the sequence between courses. It is known that such withdrawals take place but it was not possible to include this because of the limitations of data available. It is also known that dropouts are particularly heavy between the sequence levels, but, again data on this were not available.

Continuation Rates

Information concerning student attitudes and reactions to the French language, the French language program and the French culture, which has been omitted from this study, was collected during the Spring and Summer Quarters of 1973. Among the questions asked students of all terminal courses of second-year French was the question: "Do you plan to continue the study of this language and to enroll in the next level

TABLE XXII

CUMULATIVE ATTRITION RATES BY PROGRAM TYPE FOR EACH LEVEL AND FOR COMBINED TWO-YEAR SEQUENCES

1st year level	Percentages
Regular Program	
Nine-month sequence	68%
Summer sequence	71%
Intensive Program	7%
2nd year level	
Regular Program	
Nine-month sequence	68%
Summer sequence	53%
Intensive Program	9%
1st and 2nd year level combined	
Regular Program	90%
Intensive Program	15%

course?" Twenty-eight percent of the students completing the regular, intermediate program indicated an intention to enroll in a third-year course. The percentage of students from the intensive program indicating an intention to enroll in a third-year program was sixty-seven percent.

One hundred twenty-six students enrolled in third-year language or literature courses in the Fall of 1973. The names on the class rolls were checked against the list of one hundred twenty-five students who completed the regular second-year program during the Spring or Summer Quarters of 1973 and the thirty-two who completed the intensive program during the Summer, 1973. Fall enrollments show that neither group met

the "intention to enroll" predictions cited above. The actual percentages demonstrated by Fall Quarter enrollments are shown in Table XXIII.

TABLE XXIII

CONTINUATION RATES INTO THIRD-YEAR LEVEL COURSES BY PROGRAM-TYPE

Program	Completed 2nd Year	Enrolled 3rd Year	Percentage
Regular Program			
Nine-month sequence	110	39	35%
Summer sequence	34	4	12%
Intensive Program	32	18	56%

Students from these programs constituted thirty-four percent and fourteen percent respectively of the total third-year French enrollment, leaving fifty-two percent of that enrollment to be made up of students entering directly from high school programs, who completed the intermediate college sequence earlier or at another college, or who acquired an intermediate knowledge of French through some other channel. Other students who completed the intermediate level of the regular or intensive programs may subsequently enroll in a third-year program, but it is assumed that the probability of such an eventuality decreases rapidly with the passage of time.

III. SUMMARY

Student performances following the two contrasting instructional methodologies were presented in terms of the questions developed at the outset of the study. These data were then discussed.

Background information on participants indicated that any prejudice of performance outcomes based on language study prior to program entry would be in favor of the control groups.

The ratio of male to female participants was much greater in the experimental groups but no statistically significant differences were found between male and female participant performances in either program or at either course level.

ACT scores served as pretests for the analysis of covariance, a technique which statistically equates the control and experimental groups. A multiple regression procedure indicated that the ACT Math score was the preferred pretest for use as covariate in the analysis of covariance.

The covariate analysis indicated that the experimental groups scored as well as the control groups on all tests (MLA Listening, Speaking, Reading, and Writing) for both beginning and intermediate levels. The experimental groups scored significantly higher than the control groups in Listening and Reading at the beginning level and in Speaking at the intermediate level.

Attrition rates for the regular program, both nine-month sequences and accelerated summer programs, proved to be much higher than for the experimental program.

Continuation from intermediate level, terminal courses to third-year language or literature sequences proved to be much higher from the experimental program.

CHAPTER V

SUMMARY, FINDINGS AND CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

In this chapter, the study is summarized, the findings and conclusions are stated, and the implications and recommendations for further related research are discussed.

I. SUMMARY

The study was designed to compare the results of two contrasting instructional methodologies in the beginning/intermediate course sequence of a college level Modern FL program. Results were analyzed in terms of student performance, following the two instructional programs, in three areas: (1) achievement scores on objective, standardized tests of Listening, Speaking, Reading and Writing skills, (2) attrition rates for courses, course sequences and total programs, and (3) rate of enrollment in the following (third year) level of language or literature courses.

A review of the literature was conducted in two areas. Examination of research focusing on the time factor in learning indicated that the multiplicity of variables which could facilitate second language learning along with the limitations imposed by the research design of the experimental method has made the problems of conducting research projects in FL education formidable. No findings are available at this time which

clearly demonstrate the optimal arrangement of these variables for the facilitation of learning.

No research has yet been conducted in the FL field concerning optimum learning rates. The few studies that have been undertaken in the area of rate of learning indicate that learning rate is not a general characteristic of the learner and that present theories of learning are too general to explain language learning or to draw inferences in any systematic or cumulative way.

Opinions on the effects of variations in the scheduling mode vary and are often contradictory but there is general agreement that there are important advantages to reducing the total elapsed time required for language learning. A period of concentration at the beginning of language study is generally recommended but opinions vary as to the number of instructional hours this should include per day or per week.

Examination of the literature dealing with various types of concentrated language programs shows this literature to be more descriptive or philosophical than research oriented. The majority of the reports describe individual experimental programs without direct comparison to other traditional type programs. Most of the reports which do compare programs or program results do so apart from any attempt to incorporate an experimental design. It was seen that the literature which attempts to report on concentrated programs in experimental terms fails to incorporate or to follow normal research design or that the results are prejudiced by selection methods used prior to or during the

experimental program. Not a single statistically reliable report was found which could be generalized to other programs of the same concentrated type.

Following the generally agreed assumption that a crucial factor in FL learning is the total elapsed time required to attain skill proficiencies, an experimental intensive language program format was developed. The experimental program involved eight hours of supervised instruction and study per day, five days per week for ten weeks and proposed to enable the participant to acquire the performance skills equivalent to those of the regular program at the conclusion of two years of study. The use of performance objectives facilitated the comparison of structurally dissimilar programs.

The population of the study consisted of the enrollment in the experimental intensive program and a randomly selected sample of twenty-five participants from sequence terminal courses of each course level of the regular university FL program.

Student performances were investigated in four standard FL skill areas and two areas giving evidence of student satisfaction. Appropriate, standardized testing batteries were administered to the participants of the experimental program after five and after nine weeks in the intensive course. The same battery of standardized tests were administered to regular program students at the conclusion of each course level sequence.

Background information and data were collected on participants of both programs, including ACT scores, sex of participants and previous language experience.

Data were collected on student attrition rates within each course, course sequence and program. Data were also gathered on the number of participants from each type of program completing the second year sequence who enrolled in a third-year level language or literature course the following quarter.

The following questions were formulated for the study:

Question 1: Can participants in an intensive language program perform as well after five weeks of training as participants completing the regular nine-month beginning-level college language progran on standardized tests of (a) aural comprehension, (b) oral expression, (c) reading skill and (d) writing ability?

Question 2: After five weeks training in an experimental, intensive program, do participant scores in the four skill areas attain nationally established norms for the standardized tests employed to monitor student proficiency?

Question 3: Can participants in an intensive college language program demonstrate the same level of proficiency on standardized tests of the four basic language skill areas after nine weeks as do participants in the regular two-year college sequence of beginning/intermediate courses at the conclusion of that program?

Question 4: Do the nine week performance levels attained by participants in the experimental intensive program measure up to nationally established norms for the standardized tests employed?

Question 5: Does the methodology used effect the dropout or student attrition rate within the program period?

Question 6: Does the program type influence student continuation into upper-level college language courses in a situation where such courses are not a general requirement?

Treatment of the data began with calculation of participant performance levels for each program at each level. A multiple regression procedure was employed to determine the most appropriate ACT score for use as a covariate for statistical control. Scores for each basic skill and for each group within each course level were compared by covariance analysis as a statistical control. Simple percentages were calculated for attrition and continuation rates.

II. FINDINGS

From the analysis of the data, the following statements which are answers to each of the questions of the study, summarize the findings:

Answer 1: Participants in the intensive language program did perform, after five weeks of training, as well as participants completing the regular nine-month beginning-level college language program on standardized tests of the four basic skills. Experimental group mean scores on all tests were equal to or superior to control group mean scores. Mean scores on the two passive skill tests (Listening and

Reading) show that the experimental group mean scores were significantly superior, at the .05 level, to the mean scores of the control group. Individual scores within each group varied considerably.

Answer 2: After five weeks training in the intensive program, the experimental group mean scores in the four skill areas were all equal or superior to the mean scores of the nationally established norms for the standardized tests employed.

Answer 3: The participants of the intensive language program demonstrated the same level of proficiency (group means) on standardized tests of the four basic language skill areas after nine weeks as did participants in the control group from the regular two-year college sequence at the conclusion of that program. The mean score of the experimental group was inferior to the mean score of the control group on the Reading Test while the mean score of the experimental group was superior to that of the control group in Listening and Writing; but these scores are not statistically different. The experimental group mean score on the Speaking test was significantly superior, at the .05 level, to the mean score of the control group. Individual scores within each test and/or group varied widely.

Answer 4: Group mean performance levels attained by the experimental program participants equaled or were superior to nationally established mean score college norms for the tests employed, except for the Reading score. Although statistically equivalent, the experimental group mean score was slightly lower than the college general norm for the Reading Test.

Answer 5: The methodology used does effect the attrition rate within the course, course sequence and program period. Attrition rates for courses of the regular program ranged from twelve to forty-three percent while those for the intensive program ranged from zero to seven percent. Attrition rates by course level for the regular program ranged from fifty-three to seventy-one percent as compared to a range of from seven to nine percent for the experimental program (see Table XXV, Appendix E). The attrition rate for the full two-year regular program was calculated to be ninety percent while the actual attrition rate for the intensive program was fifteen percent (see Table XXVI, Appendix E).

As elsewhere in this study, results cannot be interpreted as the effect of a single factor. Attrition is normally recognized to be a function of time. As such, no generalization of a causal relationship between methodology and attrition rate is possible apart from the recognition of this time factor. The time factor is an integral part of an intensive program and no effort was made to isolate the influence of time on attrition rates. Therefore, the conclusions drawn on the basis of attrition must be viewed in terms of the time factor limitation. Time factors alone cannot explain the low attrition rate of the intensive program, however, as is demonstrated in many immersion and intensive FL programs where attrition rates have generally been as high as in the longer, regular FL programs (Jakobovits, 1968). Program philosophy (see Appendix A) is believed to have been one factor contributing positively to attrition outcomes.

Answer 6: Program type does influence student continuation into upper-level language courses. Continuation rates from the regular program were thirty-five percent from the nine-month sequence and twelve percent from the summer sequence. The continuation rate for the experimental program was fifty-six percent.

III. CONCLUSIONS

The objectives of the study were accomplished in the following ways:

1. The intensive language program was developed as an alternative college curriculum for the beginning and intermediate levels following a review of relevant literature on the time factor in learning and investigation of various programs where concentrated types of programs had been applied to FL learning. The initiation of this new program enabled students to fulfill the entire two-year sequence language requirement option of the Liberal Arts Curriculum at The University of Tennessee, Knoxville within a single quarter. The usefullness of this program can be seen below in the findings for objectives two through four. The excellent enrollment in the initial experimental offering of the program during the Summer Quarter, 1973 attested to the appeal of this type of program to students wanting to acquire rapidly a working knowledge of a FL or who desired to complete quickly the curriculum option.

This study provided the Department of Romance Languages with primary research information for determining the usefulness and desirability of incorporating an intensive-type program into the regular

curriculum. As a result of this research project, the Intensive Language Program format has been adopted as a regular part of the curricular offerings of the Department of Romance Languages, The University of Tennessee, Knoxville and has been expanded to include programs in both French and Spanish.

2. Student performance on standardized tests of the four basic language skills following two contrasting instructional methodologies at the same institution were compared with each other and with nationally established norms for the tests employed. The group mean scores on the four posttests indicated that the control group mean scores were equal to or superior to the mean scores of the national college norms established for the standardized tests employed, with the single exception of the first-year Reading Test score where it was slightly inferior. This indicates that the control group scores used for comparison with the experimental group scores were themselves a reasonably high standard for comparison. Covariance analysis, using ACT Math as the covariate, was employed to determine the significance of differences between the scores of the control and experimental groups. Results of the analysis of covariance indicate that the experimental group performed as well as or superior to the control group in all tests except intermediate level Reading where the score was slightly but not significantly lower. The experimental group scored significantly higher, at the .05 level, than the control group in three of the eight tests.

Few intensive programs have been conducted for lower-division college level study to date. Research into the potential which

intensive courses hold for this college age group, at this performance level, has been almost nonexistent or at least poorly documented. This study has contributed to research information in this vital area of FL education and has provided data on skill achievement proficiencies under contrasting instructional methodologies.

3. An investigation of the influence of program type on course, course sequence and program attrition rates indicates a marked difference in attrition rates of the two types of programs. As indicated earlier (see page 90), "program type" refers to more than scheduling mode.

This study provides data in relation to Carroll's reported estimate that only one-third of the general population has a sufficiently high degree of FL aptitude to complete intensive language training successfully (Jakobovits, 1968). This assertion does not prove true for this general college population where eighty-five percent of the participants completed the intensive program successfully. To the contrary, it appears that the general college population has a very high degree of both the aptitude for success in and the willingness to persevere through intensive language training, a perseverance, if not an aptitude, that greatly surpasses that of this same population in the regular college FL courses of the same level where the calculated attrition rate is ninety percent and where it is known that the actual attrition rate is even higher.

4. An examination of the influence of course type on student continuation into upper-level language courses indicates that course

type appears to have a clear influence on continuation rates. Thirty percent of those completing the second year sequence (Spring and Summer Quarters combined) enrolled in a third-year course the Fall Quarter. Fifty-six percent of those completing the intensive program enrolled in a third year program. This difference of continuation rates cannot be attributed to any known factor other than program type.

5. The intensive language program may not be suitable for all students. It was not developed to replace the regular program but to provide an alternative to the regular program (see Appendix I). It is an alternative which demonstrated particular appeal for male students and for students with no prior French study. Posttest scores indicate that the intensive program may be one way of improving FL learning outcomes. Attrition rates indicate that the intensive program may be a way of encouraging more students to complete more of the basic FL course sequences. Continuation rates indicate that the intensive program may be a way of encouraging students to continue to enroll in third-year courses. The number of intensive program participants who, as a result of their learning experience, decided to major (3) or to minor (3) in French (including a Ph.D candidate from another department who decided to pursue studies in French for a doctoral minor) may indicate that the intensive program could also be a factor which would encourage more students to decide to major or to minor in a FL.

6. The maintenance of student interest and motivation is demonstrated by the low attrition rate and the high continuation rate for the intensive program. Student comments also indicated that they

found the fast-moving, varied program enjoyable as well as challenging (see Appendix J). In describing the impact of the intensive program on Peace Corps trainees, and subsequently on Dartmouth College students, introduced to the intensive methodology, John A. Rassias (1970b) says:

> The new techniques that were . . . brought to focus on the problem made language learning quick, accurate, and enduring. Language instruction proved effective, rewarding, and real. It became so real, in fact, that the acquisition of a foreign language became for many students a useful and inspiring experience. Questionnaires distributed to Peace Corps trainees (and later to our own students when we introduced the new courses) revealed: (1) that language learning was exciting, (2) that language teachers were alive, involved, capable, and (3) that the learning process was a practical, measureable, understandable phenomenon, not a vague, unrelated investment in one's future betterment (p. 3).

The use of the intensive methodology at The University of Tennessee produced the same kinds of effects as those described by Rassias.

IV. IMPLICATIONS AND RECOMMENDATIONS

The intensive program provides a viable curriculum alternative for the beginning and intermediate levels of college FL study which makes optimum use of the intensive format. Additional research is needed to verify that the intensive FL program would continue to be a popular curricular offering and would attract participants with the same general characteristics when offered on a regular basis.

Limitations of the study in the areas of time of year, language of instruction and geographic location of the experimental course offering were indicated in Chapter I. In order to be able to generalize the findings of the study beyond the limits of Summer Intensive French

programs at The University of Tennessee, Knoxville, additional experimental studies need to be conducted: (1) at other times during the academic year, (2) in other Modern FL programs, and (3) at other institutions and other geographic locations. Additional research is also needed concerning FL acquisition and methodology which would permit the improvement of the intensive language program format.

ACT scores for participants both of the experimental and of the control group participants reveal no clearly defined, consistent pattern of relationship between verbal or analytical ability and language learning ability. Further research needs to be undertaken to determine other student abilities or characteristics which contribute more directly to student success in a FL program. A test to monitor student creativity is particularly recommended as it was thought that this may have been a contributing factor in the success of the intensive program. This question should be answered by future research studies.

Student language skill was monitored only in terms of the four basic skills of Listening, Speaking, Reading and Writing. The objectives and philosophy of the intensive program described in Chapter III indicate that performance in these four skill areas were not the major focus of teaching in the program. Testing for communicative ability in accord with the recommendations of Savignon (1972) would be more directly related to the program philosophy (see Appendix A) even though it would not have provided a basis for comparison with the regular program which was developed from a different philosophical position. Future research

needs to be done which will recognize communicative ability as an important language skill and will test for it.

Other factors possibly contributing to the low attrition rates and the high continuation rate for participants of the intensive program need to be sought in future research. Attrition rates and continuation rates need to be investigated for intensive programs offered at different times of the academic year, in other languages and at other geographic locations also.

The rates of retention of the language skills by participants from the contrasting methodologies beyond the point of course conclusion was not included in this study, nor was the relative performance of students from the two programs in subsequent, more advanced courses. Future research should investigate these questions relating to the long-term effectiveness of the two methodologies.

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APPENDIXES

APPENDIX A

THE PHILOSOPHY OF THE TENNESSEE INTENSIVE FRENCH PROGRAM

The philosophical approach in preparation for and in the conducting of the Intensive French Program is considered crucial to the success of the program. It is important that each participant—both student and staff—have a clear understanding of the philosophy on which the program is built from the outset and that application be made of it in every activity of the program.

Basic Premise

A basic premise serving as a philosophic foundation, is a commitment to the proposition that the average college student (as distinct from the high I.Q., superior student), given adequate opportunity, proper conditions, and motivation, is able to acquire a functional knowledge of a second language; i.e., to attain a reasonable degree of proficiency in the language skills—a degree of proficiency commensurate with the time and effort expended in the language learning process. It is recognized that the relative degree of proficiency in the performance of language skills will vary from student to student since each individual student constitutes a unique combination of personal abilities, experiences, motivations, perceptual sets, etc. However, the ability (also a relative term) to communicate and to function at a college-level usage of a first language is assumed to be self-evident proof of an adequate degree of language learning ability or aptitude on the part of the learner. This is, as it were, the "act of faith" on the part of the instructional

staff. Such a position effectively shifts the burden of proof from the not infrequently overloaded shoulders of the learner alone to a joint responsibility shared equally between learner and instructor.

This educational philosophy will be communicated clearly and repeatedly to the student participants in the program from the outset. Participants will be told at the very first class meeting, which will be utilized as a general orientation period, that the purpose of all testing and evaluation in the course, is to be viewed as an effort to measure the success of our teaching just as much as to measure the success of their learning. While this is true in every teaching-learning situation, this is a point of view seldom overtly enunciated to students by instructors. More often it is assumed, though not actually stated, that the function of the expert (in this case the instructor) is unimpeachable and his or her method perfected. The only element examined insofar as the student is concerned (and, too often, as far as the instructor appears to be concerned) is student ability and performance. At the outset of the Tennessee Intensive Program, students will be told that their responsibility to the teaching-learning contract is to give their time and their undivided attention to a concentrated effort to acquire a working knowledge of the language and that it is the responsibility of the instructional staff to see to it that everything necessary to facilitate their learning is done. It must be understood clearly that the program is to be considered by both instructors and students as a joint teaching-learning venture. In fact, the students will be told that, if they will give a minimum of eight hours per day of serious application

to the learning task, the instructional staff will accept fully the responsibility for satisfactorily adequate student performance outcomes. This is just another way of saying the instructional staff accepts the responsibility of teaching the students. To the degree that this appears either to us or to the students as something of an avant-garde, innovative approach, this is in itself something of a sad commentary on the "normal" teaching approach. In other words, and these are the words which will be used to communicate this concept to the students, the instructional staff guarantees success in the program. The staff guarantees success because they guarantee to oversee and supervise the learning process for each student in so personal a manner that nothing less than success will be acceptable either to teacher or learner. This then is the "act of faith" required of the learner. The learner is required to make a total commitment of his or her time to the program with the understanding that, in the hands of the instructional staff, this will be adequate time and effort to accomplish at an acceptable level of performance the communicative skill outcomes set for the program.

The Intensive Methodology

The intensive program is recognized as a unique opportunity and responsibility assumed by the teaching staff. All students in the Tennessee Intensive French Program are self-selected, motivated at least to the point of commitment to a full-time language program, and free from all other curricular diversions or interference. They are, in brief, the language teacher's dream (or nightmare, as the case may be).

It will be the responsibility of the teaching staff to maintain and to promote this commitment and motivation, and to stimulate the individual learner to his or her maximum potential.

The program itself purportes to be of a design capable of utilizing to the fullest the advantages of the intensive character of the program and schedule. The philosophic goal of the program is to maximize the learning experiences of the students enrolled in order to provide them the potential of attaining the optimum degree of proficiency in the language skills within their own individual ability range in the time available.

Communication

The basic philosophy of the program emphasizes human communication. This approach is indicated in all information disseminated about the course to announce it as a new curricular offering at The University of Tennessee. The goal of the program is not to teach primarily the manipulation of language skills, however admirable such academic endeavors may be. Rather, the preeminent goal of the program is to teach students to communicate with the teaching staff, with each other, and, at least theoretically, with others using French as the linguistic medium. Since communicative purposes and goals are basic and central to the entire intensive program as conceived and carried out at The University of Tennessee, the communications orientation cannot be overemphasized. The program proposes to teach the use of the language, not just the language.

When students are asked to converse or to perform in a role-playing function which is highly unstructured, ungrammatical talk inevitably results. Errors can be corrected subsequently (not interrupting the communicative flow) and frequently will be self-corrected as student learning increases; not so easy is the building of an atmosphere for developing creative communicative competencies. Jakobovits (1970) and Mueller (1971) support and encourage the creation of an atmosphere in which students feel free to talk and to make mistakes. Holley and King (1971) also call on teachers to stop discouraging students in their attempts at communication in the new language by insisting on grammatical accuracy. Admittedly this is an orientation which is quite different from the traditional audio-lingual approach.

Simultaneous Multiskill Development

Recent research has repeatedly reconfirmed and emphasized the important advantages of the simultaneous development of all four language skills. The constant reinforcement of the varied modes promotes learning while at the same time it reduces the monotony and the accompanying mental fatigue likely to be produced by a more limited emphasis. The intensive nature of the type of program under discussion, where the total attention and application of learners are directed toward second language acquisition, makes imperative the varying of activities as is accomplished by the simultaneous development of the four skills. This need to alternate emphases and to give a measure of variety through the shifting of activities in order to reduce the potentially monotonous

effect of a full-time intensive language program is deemed to be adequate justification for the simultaneous multiskill development approach. Research support of this approach as being pedagogically sound and even advisable serves to reinforce a decision made at the philosophical level of planning for this program.

The decision to apply the simultaneous multiskill approach to the Tennessee Intensive Program having been made, primary classroom instructional time will be devoted to the development of listening comprehension, communicative speaking ability, and reading skill. The ability to function at the level of written communication will be developed primarily by means of the grammer exercise workbooks utilized during supervised periods of individual study. However, some individual projects including original writing will be required near the end of the program.

The French People and Their Culture

A program designed to facilitate and promote the acquiring of a second language leads directly to a consideration of the people with whom the student will be able to communicate through the use of that language. In the case of the Tennessee Intensive Program, French is the language of instruction; therefore, it is necessary to endeavor to help the learners identify some aspects of the elements (geographical, historical, sociological, psychological, etc.) of the total cultural make-up of a person identified as "French." Language is one aspect of, and an integral part of, the total cultural package of the people who make use of the language for the purposes of communication. It is an active element both in forming and in limiting, as well as

being a tool for expressing, the cultural perspectives of its speakers. Continuous and conscious effort should be made in every phase and activity of the instructional program to communicate and clarify the cultural content inherent in the linguistic modes being developed. In addition, of course, specific activities and materials will be incorporated into the program to promote the development of a concept of the cultural identity of French speakers. The point here is that neither "Culture" nor "culture" will be developed as separate (or worse, as different or alternate) activities. Culture will be integrated into every aspect of the language instruction.

Creativity as Motivation Builder

Creativity is a primary goal of instruction. For too long it has been assumed covertly or even overtly that the basic-language instructional phase is an inappropriate area for creative activity. This is far from the case. Such an assumption fails to comprehend the basic nature of language itself. If creativity is viewed as being "the ability to produce through imaginative skill, to bring into existence and to invest with a new form" then it is possible to perceive of almost every form of communicative activity as potentially creative. If in the void of noncommunication, linguistic or paralinguistic modes produce communication, then a creative action has taken place.

The creative approach engenders a positive effect on the learner. The thrill of pleasure and excitement which comes to the beginning student of a second language, not when he successfully parrots a set

phrase to satisfy the demands of a teacher, but when he successfully uses the linguistic materials supplied to him to create a bridge of purposeful communication and of self-expression with another human being is one of the most powerful motivation builders yet discovered.

Much emphasis is being placed on a shift to communicative activities, functional language, meaningfulness in language drills, and nurturing student creativity in current language education literature. At least a dozen authors have written on the subject or incorporated these concepts into their recent writings (see Kalivoda and Elkins, 1972; Levy, 1974), including such well-known foreign language education personalities as Birkmaier (1971), Strasheim (1971), and Altman (1971). No attempt is made to develop this theme here, other than to indicate its place within the basic philosophy of the Tennessee program.

APPENDIX B

BEAT THE FOREIGN LANGUAGE REQUIREMENT!

Why hassle with a foreign language requirement for six quarters when you can complete it in only a one-quarter summer course? The University of Tennessee (Knoxville) is offering a 12-week intensive French language program during the 1973 Summer Quarter which is equivalent to two full years (6 quarters) of the normal program. Successful students will receive eighteen (18) quarter hours of undergraduate credit.

LEARN RAPIDLY TO SPEAK FRENCH

Students can master an ability to satisfy routine travel needs and minimum courtesy requirements, with an intermediate reading ability, in just twelve weeks. Get ready for that trip abroad. Prepare for graduate reading (language) exams. Meet Liberal Arts curriculum requirements.

Get out of your own linguistic and cultural rut. Open new horizons to meaningful human communication. Amaze your friends with a rapid acquisition of a new language.

SUMMER - 1973

The people of France and their culture will be emphasized as you learn to speak. The program will include formal classroom instruction, conversational drills, reading practice and instruction, a supervised language laboratory, individualized supervision of study, association with native informants, and film presentations, especially designed to maximize the advantages of the intensive character of the program. Teaching will be by a team of language specialists, including Mrs. Jacqueline Elliott, Mr. Warren Gaston and Mrs. Paule Wilson.

Students enrolling in this program are expected to devote full-time to its activities. No other academic course may be taken concurrently.

Register early for French 1110-20-30, 2110-20-30 (12 weeks summer course). For further information contact:

Mr. Warren E. Gaston, Director
1973 Intensive French Program
Department of Romance Languages
University of Tennessee
Knoxville, Tennessee 37916
Telephone: 974-2311

THE UNIVERSITY OF TENNESSEE / KNOXVILLE

Department of Romance Languages

announces an

Intensive Summer Program in French

• June 13-August 24, 1973 •

The Department of Romance Languages will offer a twelve-week intensive French language instruction program equivalent to two full years (6 quarters) at the college level during the 1973 Summer Quarter. A successful student can master at least as much as is normally achieved in 18 quarter hours of study under normal program conditions, at the undergraduate level.

Students enrolling in this program will benefit from special activities and facilities, such as individualized supervision of studies, association with native informants, and film presentations, especially designed to maximize the advantages of the intensive character of the program.

The intensive language instructional program has been developed to facilitate the programs of those desiring: (1) to fulfill the standard two-year sequence, college language requirement within a single (summer) quarter by concentrating on the language full time, (2) to proceed to upper-division French courses (potential language majors) by thoroughly reviewing and up-grading high school study and developing a conversational competence, and (3) to acquire a language competence in French rapidly in order to complement some other area of specialization.

CREDITS

Successful students will be awarded eighteen (18) quarter hours of undergraduate credit.

DAILY ACTIVITIES (Monday through Friday) will normally include:

Formal classroom instruction and drill, 2 hours
Pronunciation/conversational drills, - 1 hour
Reading practice and instruction, - 1 hour
Supervised language laboratory, - two 1/2 hr. periods
Supervised individual study, - 2 hours
Lunch with native informants, - 1 hour, and
Audio-Visual presentations (films, filmstrips, tapes, etc.).
Total hours daily of foreign language exposure - 8 to 9 hours.

ADMISSION REQUIREMENTS

Enrollment is open to: (1) high school seniors under advanced admissions procedures; (2) recent, that is, May or June, 1973 high school graduates; (3) present undergraduates; (4) present graduate students (including M.A. or Ph.D. candidates seeking to prepare for graduate language examinations); and (5) other adults with special language needs.

The program will admit in-service teachers who are interested in learning a first or second foreign language, secondary school teachers of another foreign language, or teachers of other subject matters who wish to develop foreign language competence to complement their own area of specialization.

All applicants are expected to have an acceptable academic record and to have an interest in acquiring an elementary language proficiency (able to satisfy routine travel needs and minimum courtesy requirements along with intermediate reading ability) in French which justifies participation in the intensive summer program.

- **COSTS** of the 1973 twelve-week course:
  Tuition (in state) $128.00
- **HOUSING** on campus is available through the Office of Residence Halls, Turner House.

INSTRUCTIONAL STAFF

Directing and coordinating the intensive French program is Mr. Warren E. Gaston whose broad experience in the field of teaching languages and cultures, including fourteen years residence in France and North Africa, makes him ideally qualified to direct such a program. Mr. Gaston teaches French and Arabic at the University of Tennessee. Also, Mrs. Jacqueline C. Elliott, director of the Language Education program, and Mrs. Paule Wilson, an experienced staff member, both native speakers of French, will be teaching in the program.

APPLICATIONS

Application should be made directly to the
Director of Admissions
The University of Tennessee
Knoxville, Tenessee 37916

INFORMATION

For further information write to:
Warren E. Gaston, Director
Intensive Summer Program
Department of Romance Languages
University of Tennessee
Knoxville, Tennessee 37916

PLEASE POST

APPENDIX C

TABLE XXIV

STATISTICAL CHARACTERISTICS OF THE MLA-COOPERATIVE FOREIGN LANGUAGE TESTS*

Test	Total N	M (Raw Scores)	σ (Raw Scores)	Reliability	S.E. Measure (Converted Scores)
FRENCH					
Listening					
LA	300	22.43	8.74	.893	3.7
MA	175	21.94	7.56	.868	4.2
Speaking					
LA	300	35.61	10.26	.877	4.0
MA	300	32.97	13.13	.927	2.2
Reading					
LA	270	28.76	11.04	.926	3.1
MA	165	28.56	9.63	.896	3.1
Writing					
LA	300	41.34	22.58	.951	2.5
MA	300	38.41	17.63	.935	2.4

*Exerpts from Tables 6-9 of the Handbook (Educational Testing Service, 1965), pp. 21-24.

APPENDIX D

TABLE XXV

MLA LEVEL L (FIRST YEAR) FRENCH LISTENING TEST: COLLEGE GENERAL NORMS[a]

Raw Score	Percentile Band	Mid-Percentile Rank
30	71-87	80
28-29***	69-84	77
26-27	60-80	71
25	56-77	69
23-24	45-71	60
22*,**	42-69	56
20-21	37-60	45

[a]Exerpt from Table 11, of the MLA-Cooperative Foreign Language Tests, Booklet of Norms, p. 11.

*College General Norms Mean.

**Control Group Mean.

***Experimental Group Mean.

TABLE XXVI

MLA LEVEL L (FIRST YEAR) FRENCH SPEAKING TEST: COLLEGE GENERAL NORMS[a]

Raw Score	Percentile Band	Mid-Percentile Rank
49-50	92-98	97
47-48***,**	89-98	94
45-46	87-97	92
43-44	84-94	89
42	76-92	87
40-41	73-89	84
38-39	64-87	76
36-37	57-84	73
34-35	57-76	64
33	53-73	57
*31-32	47-64	57
29-30	35-57	53

[a]Exerpt from Table 11, of the MLA-Cooperative Foreign Language Tests, Booklet of Norms, p. 11.

*College General Norms Mean.

**Control Group Mean.

***Experimental Group Mean.

TABLE XXVII

MLA LEVEL L (FIRST YEAR) FRENCH READING TEST: COLLEGE GENERAL NORMS[a]

Raw Score	Percentile Band	Mid-Percentile Rank
37-38	66-84	78
35-36***	60-79	68
33-34	54-73	63
31-32	47-66	58
*29-30	41-60	50
**27-28	36-54	43
25-26	29-47	38

[a]Exerpt from Table 12, of the MLA-Cooperative Foreign Language Tests, Booklet of Norms, p. 12.

*College General Norms Mean.

**Control Group Mean.

***Experimental Group Mean.

TABLE XXVIII

MLA LEVEL L (FIRST YEAR) FRENCH WRITING TEST: COLLEGE GENERAL NORMS[a]

Raw Score	Percentile Band	Mid-Percentile Rank
62,63-64,65	67-81	73
57,58***59-60,61	58-73	67
53,54-55,56	50-67	58
*49,50-51**52	46-58	50
45,46-47,48	40-50	46

[a]Exerpt from Table 12, of the MLA-Cooperative Foreign Language Tests, Booklet of Norms, p. 12.

*College General Norms Mean.

**Control Group Mean.

***Experimental Group Mean.

TABLE XXIX

MLA LEVEL M (SECOND YEAR) FRENCH LISTENING TEST: COLLEGE GENERAL NORMS[a]

Raw Score	Percentile Band	Mid-Percentile Rank
20	78-89	85
19***	74-87	82
18	69-85	78
17**	65-82	74
16	60-78	69
15*	53-74	65
14	44-69	60

[a]Exerpt from Table 13, of the MLA-Cooperative Foreign Language Tests, Booklet of Norms, p. 13.

*College General Norms Mean.

**Control Group Mean.

***Experimental Group Mean.

TABLE XXX

MLA LEVEL M (SECOND YEAR) FRENCH SPEAKING TEST: COLLEGE GENERAL NORMS[a]

Raw Score	Percentile Band	Mid-Percentile Rank
60,61-62	94-97	95
***57,58-59	91-95	94
53,54-55,56	90-94	91
**50,51-52	80-91	90
48-49	80-90	80
46-47	75-80	80
44-45	72-80	75
41,42-43	68-75	72
38,39-40	63-72	68
35,36-37	56-68	63
33-34*	53-63	56
31-32	48-56	53

[a]Exerpt from Table 13, of the MLA-Cooperative Foreign Language Tests, Booklet of Norms, p. 13.

*College General Norms Mean.

**Control Group Mean.

***Experimental Group Mean.

TABLE XXXI

MLA LEVEL M (SECOND YEAR) FRENCH READING TEST: COLLEGE GENERAL NORMS[a]

Raw Score	Percentile Band	Mid-Percentile Rank
26-27	65-84	76
**23,24-25	59-79	68
22*	50-73	59
20-21	39-65	54
18-19***	33-59	45
17	28-50	39

[a]Exerpt from Table 14, of the MLA-Cooperative Foreign Language Tests, Booklet of Norms, p. 14.

*College General Norms Mean.

**Control Group Mean.

***Experimental Group Mean.

TABLE XXXII

MLA LEVEL M (SECOND YEAR) FRENCH WRITING TEST: COLLEGE GENERAL NORMS[a]

Raw Score	Percentile Band	Mid-Percentile Rank
55,56-57,58	84-89	88
***51,52-53,54	80-88	84
47,48-49,50**	71-84	80
43,44-45,46	63-80	71
40,41-42	58-71	63
37,38-39	54-63	58
34,35-36*	45-58	54
31,32-33	39-54	45

[a]Exerpt from Table 14, of the MLA-Cooperative Foreign Language Tests, Booklet of Norms, p. 14.

*College General Norms Mean.

**Control Group Mean.

***Experimental Group Mean.

APPENDIX E

TABLE XXXIII

ENROLLMENT AND COMPLETION FIGURES WITH COMPLETION RATE
BY COURSE AND PROGRAM TYPE

Level/Course/Program	Began	Passed	Completion Rate
1st Year/1st Quarter			
Regular Program: 9 month	381	218	57%
Summer	24	18	75%
Intensive Program	40	37	93%
2nd Quarter			
Regular Program: 9 month	272	196	72%
Summer	36	22	61%
Intensive Program	37	37	100%
3rd Quarter			
Regular Program: 9 month	196	155	79%
Summer	38	24	63%
Intensive Program	37	37	100%
2nd Year/1st Quarter			
Regular Program: 9 month	266	180	68%
Summer	20	13	65%
Intensive Program	35	35	100%
2nd Quarter			
Regular Program: 9 month	186	130	70%
Summer	17	15	88%
Intensive Program	35	34	97%
3rd Quarter			
Regular Program: 9 month	164	110	67%
Summer	18	15	83%
Intensive Program	34	32	94%

TABLE XXXIV

CUMULATIVE COMPLETION AND ATTRITION RATES BY PROGRAM TYPE FOR EACH LEVEL AND FOR COMBINED TWO-YEAR SEQUENCES

Level and Program	Completion Rate	Attrition Rate
1st Year Level		
Regular Program		
Nine-month sequence	32%	68%
Summer sequence	29%	71%
Intensive Program	93%	7%
2nd Year Level		
Regular Program		
Nine-month sequence	32%	68%
Summer sequence	47%	53%
Intensive Program	91%	9%
1st and 2nd Year Level Combined		
Regular Program	10%	90%
Intensive Program	85%	15%

APPENDIX F

PERSONAL DATA SHEET

NAME _____ Soc. Sec. No. _____
(Last) (First) (Middle)

LANGUAGE AND SECTION _____
(Language) (Course No.) (Hour) (Days)

DATE _____ AGE _____ SEX _____

STUDENT CLASSIFICATION _____ MAJOR _____
(Fresh., Soph., etc.)

DATE BEGAN COLLEGE STUDY OF THIS LANGUAGE _____
(Quarter Year)

(Please write legibly)

****

IS A LANGUAGE OTHER THAN ENGLISH SPOKEN IN YOUR HOME? _____.

IF SO, WHICH LANGUAGE? _____.

DO YOU NOW, OR DID YOU IN THE PAST, SPEAK ANOTHER LANGUAGE BETTER THAN ENGLISH? _____.

IF SO, PLEASE NAME THE OTHER LANGUAGE: _____.

IS ENGLISH THE LANGUAGE YOU NOW SPEAK BEST? _____.

IF SO, AT ABOUT WHAT AGE DID YOU START SPEAKING ENGLISH BETTER THAN THE OTHER LANGUAGE? _____.

****

HAVE YOU HAD ANY LEARNING EXPERIENCES WITH LANGUAGES? _____.
IF YES, PLEASE FILL OUT THE FOLLOWING:

NAME of LANGUAGE (French, Spanish, etc.)	WHERE (Home, school, country)	HOW (Radio, TV, records, travel)	HOW LONG (No. of months)	WHEN (19___)
1.				
2.				
3.				
4.				

****

[Interest]

We would like you to indicate below an honest estimate of how much you are interested in studying a foreign language. In making this estimate keep in mind such considerations as these: How useful will the language be to you; How much fun will you derive from it; How interested are you in foreign languages as compared with other subjects?

Take time to think over your answer, then CIRCLE the letter below which best describes your degree of interest in studying a foreign language. Of course, we need an honest answer. It will have no bearing on your grade.

a. rather uninterested
b. more or less indifferent
c. mildly interested
d. quite interested
e. strongly interested

APPENDIX G

TABLE XXXV

ACT SCORES MOST LIKELY TO BE INCLUDED IN A REGRESSION MODEL FOR EACH POSTTEST WITH R-SQUARE VALUES: BEGINNING LEVEL

Group	Dependent Variable	Variables in Model	R-Square
Control (N=25)	Listen	ACTM	0.20
		ACTM ACTE	0.24
		ACTM ACTE ACTC	0.28
	Speak	ACTM	0.23
		ACTM ACTC	0.32
		ACTM ACTC ACTE	0.37
	Read	ACTM	0.37
		ACTM ACTC	0.38
		ACTM ACTC ACTE	0.41
	Write	ACTM	0.13
		ACTM ACTC	0.19
		ACTM ACTC ACTE	0.22
Experimental (N=21)	Listen	ACTE	0.10
		ACTE ACTM	0.11
		ACTE ACTM ACTC	0.12
	Speak	ACTM	0.09
		ACTM ACTC	0.12
		ACTM ACTC ACTE	0.16
	Read	ACTM	0.09
		ACTM ACTE	0.11
		ACTM ACTE ACTC	0.17
	Write	ACTM	0.34
		ACTM ACTE	0.37
		ACTM ACTE ACTC	0.46

TABLE XXXVI

ACT SCORES MOST LIKELY TO BE INCLUDED IN A REGRESSION MODEL FOR EACH POSTTEST WITH R-SQUARE VALUES: INTERMEDIATE LEVEL

Group	Dependent Variable	Variables in Model	R-Square
Control (N=25)	Listen	ACTE	0.22
		ACTE ACTM	0.22
	Speak	ACTE	0.18
		ACTE ACTC	0.19
		ACTE ACTC ACTM	0.19
	Read	ACTC	0.41
		ACTC ACTE	0.42
		ACTC ACTE ACTM	0.42
	Write	ACTE	0.59
		ACTE ACTM	0.65
Experimental (N=21)	Listen	ACTM	0.05
		ACTM ACTE	0.05
	Speak	ACTM	0.05
		ACTM ACTC	0.08
		ACTM ACTC ACTE	0.12
	Read	ACTM	0.22
		ACTM ACTE	0.23
		ACTM ACTE ACTC	0.24
	Write	ACTM	0.24
		ACTM ACTE	0.26
		ACTM ACTE ACTC	0.29

TABLE XXXVII

ACT SCORES MOST LIKELY TO BE INCLUDED IN A REGRESSION MODEL FOR EACH POSTTEST WITH R-SQUARE VALUES: BEGINNING AND INTERMEDIATE LEVELS (YEARS 1 AND 2) AND CONTROL AND EXPERIMENTAL GROUPS COMBINED

Group	Dependent Variable	Variables in Model	R-Square
Control/ Experimental (N=92)	Listen	ACTE	0.09
		ACTE ACTM	0.09
		ACTE ACTM ACTC	0.09
	Speak	ACTM	0.07
		ACTM ACTE	0.09
		ACTM ACTE ACTC	0.13
	Read	ACTM	0.13
		ACTM ACTE	0.15
	Write	ACTM	0.22
		ACTM ACTE	0.25
		ACTM ACTE ACTC	0.29

APPENDIX H

TABLE XXXVIII

CORRELATION COEFFICIENTS BETWEEN ACT MATHEMATICS SCORES AND MLA LISTENING, SPEAKING, READING AND WRITING TESTS: BEGINNING LEVEL

Group	Variable	ACT Math	Listening	Speaking	Reading	Writing
Control (N=25)						
	ACT Math	1.00	0.45	0.48	0.61	0.36
	Listening		1.00	0.58	0.78	0.72
	Speaking			1.00	0.64	0.54
	Reading				1.00	0.71
	Writing					1.00
Experimental (N=21)						
	ACT Math	1.00	0.26	0.30	0.30	0.59
	Listening		1.00	0.77	0.90	0.80
	Speaking			1.00	0.83	0.85
	Reading				1.00	0.84
	Writing					1.00

TABLE XXXIX

CORRELATION COEFFICIENTS BETWEEN ACT MATHEMATICS SCORES AND MLA LISTENING, SPEAKING, READING AND WRITING TESTS: INTERMEDIATE LEVEL

Group	Variable	ACT Math	Listening	Speaking	Reading	Writing
Control (N=25)						
	ACT Math	1.00	0.28	0.21	0.49	0.60
	Listening		1.00	0.68	0.70	0.65
	Speaking			1.00	0.50	0.46
	Reading				1.00	0.87
	Writing					1.00
Experimental (N=21)						
	ACT Math	1.00	0.22	0.23	0.47	0.49
	Listening		1.00	0.63	0.76	0.67
	Speaking			1.00	0.55	0.70
	Reading				1.00	0.53
	Writing					1.00

APPENDIX I

Curriculum Change at UT

Intensive French Instruction Tried

By LOIS THOMAS
News-Sentinel Staff Writer

There's a group of 36 UT students who've more or less developed split personalities this summer.

For half of their wakeful day, they live, act and speak as French. For the other half, they become Americans.

However, as the summer ends, the two worlds sometimes join, or conflict with each other, as the French personality extends into the American life, and there are indications the French personality is also extending into the gray world of nighttime dreams.

Credit for 2 Years

And, this is good, in the case of the group of 36, who are part of an intensive French language instruction program at UT.

For nearly eight hours a day, five days week, since June 13, the group has been totally immersed in the study of French. On Friday, when the program ends, they will have fulfilled requirements and receive college credit for two years of French courses in 12 weeks time.

Warren E. Gaston, director, said the program is, to his knowledge, the first of its kind to be offered for college credit in the South and maybe the East. There are other intensive language courses, but few start on the beginner level or are handled in the manner of the UT course, he said.

Fatiguing, Rewarding

The idea is, Mr. Gaston explained, is that if you have such a group together in a controlled atmosphere of French for seven or eight hours a day, "they can't help but learn the language."

It's a very fatiguing, but rewarding course, Mr. Gaston said. It is less likely to bring about the "culture shock" of the intensive 24-hour a day courses which some groups like the Peace Corps or the Armed Services have used, he said.

Subjecting a person to foreign atmosphere for 24-hours a day seven days a week often causes severe frustration, and sometimes psychological problems, because the person is unable to express himself or communicate at any time, Mr.Gaston explained.

Know Grammar, Too

The UT course does not emphasize the concise grammatical structures — such as conjugation of verbs — but rather emphasizes communication skills. However, Mr. Gaston said testing has indicated the group knows as much about grammer as do students at the same stage in regular classes.

"If you are constantly exposed to a language, you may not have memorized the way all verbs are conjugated, but you know when something doesn't sound right, or look right in print," he explained.

The UT Goup spends their French day in a variety of ways — in formal classroom activity, individual study, study of French culture, viewing films and hearing French speakers. They usually spend lunch periods together speaking French.

Most Go Ahead

Since the group has worked so closely each day, many of the students have developed friendships and spill their French speaking into leisure activities. A requirement for taking the course is that the enrolees cannot take any other academic course at the same time.

Mr. Gaston said while it was anticipated the course would attract students who needed to meet college language requirements quickly, that wasn't the case. Most of those in the class, he said, were students wanting to learn another language. Some 70 per cent of the class are going ahead to take third-year courses in French, he said.

Mr. Gaston said he hopes similar programs in French and in Spanish can be offered next summer. The program comes as a part of the UT College of Liberal Arts' look at curriculum reform and change.

APPENDIX J

They 'Parlez' 12 Weeks Into Two Years

By BARBARA HUTCHINSON
News-Sentinel Women's Staff Writer

"THEY DECIDED that since they were all in the same bath together, they might as well swim."

That's the way Mrs. Jacqueline Couture Elliott describes the cooperative "help each other" attitude among the 36 students enrolled in the intensive, accelerated French course at UT this past summer.

Mrs. Elliott was one of the three instructors who team-taught the unusual course, designed to give the students a two-year proficiency in French in just 12 weeks.

First at UT

MEETING FROM 7:45 to 3:30 each weekday, the sessions included four hours of classroom instruction, two hours of laboratory work, and two hours of supervised study period. Successful completion of the course gave the students 18 hours credit.

The idea for the course originated with Warren Gaston, professor in UT's Romance Language Department. Mr. Gaston had taught similar courses while working with an interdenominational missionary society in North Africa, but the techniques had not been tried at UT, nor, "to my knowledge, anywhere in the Southeast," he says.

Mr. Gaston, who confesses to being "a frustrated public relations man," publicized the course with campus posters reading "BEAT THE FOREIGN LANGUAGE REQUIREMENT." His idea was to entice students to enrol by convincing them this was a way to escape the rigors of learning a foreign tongue.

The response was good. Forty-three students pre-registered, and 36 of them completed the course — a very high percentage.

Students Approve

THE STUDENTS ranged from first-quarter freshmen to graduates. Some had tried taking French in the regular curriculum but had been discouraged because it took such a long time to gain any proficiency.

Stephanie Hammer, a senior history major, was among that group. "I had gotten so frustrated in the other courses that I usually ended up dropping them, but this course has been just great — one of the best I've ever taken."

Nancy Butler liked the course so much that she decided to change her major to French. Nancy was "really turned on" by the course, especially by the studies in French culture which were included along with the language lessons. She now says she would like to work in France after graduation.

The three teachers selected to teach the course were ideally suited to instruct students in French culture. They were Mrs. Mary Rosenzweig, whose husband is a Frenchman; Mrs. Paule Wilson, a Frenchwoman who lived formerly in both France and Algeria; and Mrs. Jacqueline Couture Elliott, who was born and reared in Paris.

Learn 'on Stage'

THE TEACHERS were just as enthusiastic as the students — especially about the opportunity to use team-teaching methods.

Vivacious Mrs. Elliott describes the team-teaching as "Marvelous! It has been a real advantage because each of us has been able to teach what we think we teach best."

Mrs. Elliott and Mr. Gaston were pleased also with the textbook used for the course, "Mise en Train," or, in English, "Let's Start."

Co-authored by a well-known French playwright, Eugene Ionesco, the text set out humorous scenes for the students to enact. Typical scenes were ordering food in a French restaurant, getting involved in a car accident, waiting in a slow line at a railroad ticket window, packing a suitcase, and going on a picnic. The students learned the vocabulary and "ad-libbed" the scenes.

One student surprised Mrs. Elliott by his immediate response to the humor of the textbook. When she inquired what he had brought in his suitcase, he replied, "A crocodile!"



MRS. ELLIOTT



MR. GASTON



"Regardez la jolie coiffe de la petite poupee Bretonne," Nancy Butler, left, tells fellow French students Valerie Humphrey and David McMillan. For non-French-speaking readers, that's "Look at the little Brittany doll's pretty lace hat."

Motivation Pays

ANOTHER ADVANTAGE of the humorous approach, Mr. Gaston points out, was to put the student at ease — "to break the ice."

"After all, when a student is saying something funny, if he makes a mistake, it just makes it that much funnier — but without the embarrassment usually connected with mistakes when a student is trying to be serious."

Mr. Gaston says he is "very, very pleased" with the results of the course, since "almost without exception, the students performed better than the ones in the regular course."

The intensive course was designed to motivate students to a higher degree than is possible when other courses are being taken at the same time. Mr. Gaston emphasizes that this increased motivation was a primary factor in the students' superior performance.

The course will probably be offered again next summer, Mr. Gaston says, not only in French, but Spanish, too.

VITA

Warren Edward Gaston, Sr. was born in Dallas, Texas on October 14, 1930. He attended Dallas City schools and was graduated from Forest Avenue High School in 1948. He received a Bachelor of Arts degree from Columbia Bible College in May 1953. He pursued graduate studies at the University of Algiers (1954-56) and The Hartford Seminary Foundation (1958-59) where he specialized in Linguistics and Islamic studies. He entered the Graduate School of The University of Tennessee in January 1968 and received the Master of Arts degree in French in August 1968. He was awarded, but resigned, a Nonservice Fellowship for 1968-69.

During nine years residence in North Africa, he held teaching and administrative positions and directed the language training and cultural orientation center of an Interdenominational Protestant Missionary Society. He also resided in the South of France for three and one-half years where he was director of broadcasting and editor of publications for the same society. Subsequently, he served as Administrative Secretary of the North American branch of the North Africa Mission. Since September 1969 he has been a member of the faculty of The University of Tennessee where he teaches French and Arabic in the Department of Romance Languages. He has worked as curriculum evaluator and consultant in the state and as director of intensive summer language programs at The University of Tennessee.

He entered the Graduate School of Education of The University of Tennessee in September 1971. He received the Doctor of Education degree with a major in Curriculum and Instruction in June 1974. He is a member of Phi Kappa Phi, Phi Delta Kappa, Pi Kappa Phi and numerous professional organizations including the Modern Language Association, the American Council on the Teaching of Foreign Languages, the American Association of Teachers of Arabic and the American Association of University Professors.

He is married to the former Mildred Louise Stout of Johnson City, Tennessee. They have three sons, Edward, Jr., John and Charles.