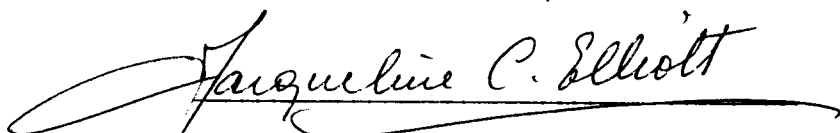
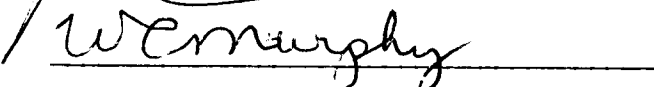


To the Graduate Council:

I am submitting herewith a thesis written by Ruth Cox entitled "The Factors Contributing to the Development of Oral Communication Skills in the Foreign Language Classroom on the High School Level." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Foreign Language Education.


Patricia Davis Wiley, Major Professor

We have read this thesis
and recommend its acceptance:

Accepted for the Council:


Vice Chancellor
Graduate Studies and Research

THE FACTORS CONTRIBUTING TO THE DEVELOPMENT OF ORAL
COMMUNICATION SKILLS IN THE FOREIGN LANGUAGE
CLASSROOM ON THE HIGH SCHOOL LEVEL

A Thesis
Presented for the
Master of Science
Degree
The University of Tennessee, Knoxville

Ruth Cox
August 1982

3062965

To my daughter Angela

ACKNOWLEDGMENTS

I wish to express my appreciation to all those who supported and assisted me during the course of this study, including the Knoxville City School personnel who agreed to be interviewed.

I would especially like to acknowledge the following persons: Dr. Patricia Wiley, the chairman of my committee, for her friendship and careful assistance with and editing of the thesis.

Dr. John R. Ray, for his assistance with the research technicalities of the thesis.

Dr. Carl Murphy for his encouragement and belief in me throughout my undergraduate and graduate programs and during the writing of the thesis.

Professor Jacqueline Elliott, for her sincere advice and support during the writing of the thesis.

James M. Cox, my husband, for his patience and understanding which made it possible for me to complete the thesis.

ABSTRACT

This study was designed to identify the factors contributing to the development of oral communication skills in the modern foreign language classroom on the high school level. Seven foreign language teachers in the Knoxville City School System were interviewed, using a form developed by the principal investigator, and questionnaires, based on the Foreign Language Attitude Questionnaire (1970) and the Self-Assessment Form: Speaking (1978), were distributed to 178 of their French, German, and Spanish first- and second-year students.

First, the teacher responses were tabulated according to the factors contributing to the development of oral communication skills. Second, a set of characteristics was developed for each teacher, which was then tabulated with each teacher's first- and second-year student scores on the Self-Assessment Form: Speaking (Oskarsson, 1978). Finally, the student questionnaires were divided into groups by scores on the Self-Assessment Form: Speaking and tabulated according to factors contributing to the development of oral communication skills.

As a result, several factors were identified to be most likely to contribute to the development of oral communication skills in the modern foreign language classroom on the high school level:

1. The use of a variety of techniques to develop oral communication skills.
2. A positive attitude toward foreign languages.

3. A residence of 1 month or more in a foreign country where the language one is studying is spoken.
4. A relaxed classroom environment.
5. Provision of enough class-time to practice speaking the language.
6. Use of games and oral exercises.
7. A teacher who speaks at least 50 percent of the class-time in the foreign language.
8. A class in which the students speak at least 50 percent of the class-time in the foreign language.

As a result of this study, the following recommendations are suggested:

1. Further research needs to determine the difference in oral achievement of classes having under 20 students with classes having more than 20 students.
2. The exact effect on oral communication skills of a residence of 1 month or more in a foreign country where the language is spoken should be investigated.
3. Replication of the study in different school districts in different geographical areas, using a broader sample population, is recommended.

TABLE OF CONTENTS

CHAPTER	PAGE
I. SURVEY OF THE SPECIFIC PROBLEM AREA	1
Introduction	1
Statement of the Problem	2
Purpose of the Study	2
Significance of the Study	4
Limitations of the Study	5
Assumptions	5
Procedures	5
Definition of Terms	6
Organization of the Study	7
II. REVIEW OF RELATED LITERATURE	8
Introduction	8
Methods of Teaching Oral Communicative Competence	9
Models of Language Learning	13
Foreign Language Competency Tests	17
Summary	20
III. METHODS AND PROCEDURES	22
Population	22
Source of the Data	22
The Instruments	25
The Pilot Study	27
Procedures	27
Methods of Data Analysis	28
IV. PRESENTATION AND ANALYSIS OF THE DATA	29
Introduction	29
Research Question 1: How Are Those Teachers Who Use a Variety of Techniques to Develop Oral Communication Skills in Their Students More Successful Than Those Teachers Who Rely Primarily on the Textbook?	32
Research Question 2: How Are Those Students Who Have a Positive Attitude Toward Foreign Languages More Successful in Developing Oral Communicative Skills Than Those Students Who Only Take the Language to Fulfill Graduation or College Entrance Requirements?	34
Research Question 3: How Are Classes with Under 20 Students More Successful in Acquiring Oral Communicative Skills Than Larger Ones?	37

CHAPTER

PAGE

IV. (Continued)

Research Question 4: How Are Students Who Have Spent 1 Month or More in a Foreign Country Where the Language They Are Studying Is Spoken More Successful in Acquiring Oral Communicative Skills?	37
Research Question 5: How Are Those Teachers Who Provide Their Students with a Relaxed Environment, That Is, One in Which Students Feel at Ease Most of the Time, More Successful Than Those Teachers Who Constantly Pressure Their Students into Responding Orally?	38
Research Question 6: How Are Those Students Who Have a Relative at Home Who Is a Native Speaker of the Foreign Language More Successful in Acquiring Oral Communicative Skills Than Those Who Do Not?	41
Identification of the Other Factors Most Likely to Contribute to the Development of Oral Communication Skills	41
V. SUMMARY, CONCLUSIONS, RECOMMENDATIONS	45
Summary	45
Conclusions	48
Recommendations for Further Study	50
LIST OF REFERENCES	51
APPENDIXES	55
A. <u>Self-Assessment Form: Speaking</u>	56
B. <u>Student Questionnaire</u>	58
C. <u>Teacher Interview Form</u>	60
D. <u>Foreign Language Attitude Questionnaire</u>	63
E. <u>Form B</u>	72
F. <u>Teacher Consent Form</u>	75
G. <u>Parent Consent Form</u>	77
H. Total Distribution of Teacher Responses According to Factors Contributing to the Development of Oral Communication Skills	79
I. Distribution of First- and Second-Year Student Scores on the <u>Self-Assessment Form: Speaking</u> by Teacher Characteristics	82
J. Total Distribution of Student Responses According to Factors Contributing to the Development of Oral Communication Skills	91
VITA	143

LIST OF TABLES

TABLE	PAGE
1. Valette-Disick Taxonomy of Second-Language Learning	14
2. Rivers' Model of Language Acquisition	15
3. Valette's, Rivers', and Krashen's Language Acquisition Models	17
4. Clark's Four-Scale System	19
5. Total Distribution of Student Sections According to Foreign Language and Number of Students Enrolled at Each School	23
6. Number of French, German, and Spanish Sections Sampled by This Study and Number of Student Responses from Each School	24
7. The Factors Contributing to the Development of Oral Communication Skills as They Relate to the Question Numbers on the Interview Form	25
8. The Factors Contributing to the Development of Oral Communication Skills as They Are Related to the Question Numbers on the Second Part of the Student Questionnaire	26
9. Percentage of First-Year Students Scoring 2.0 and Above on the Self-Assessment Form: <u>Speaking by Teacher</u> Characteristic: <u>Use of Variety of Techniques</u>	32
10. Percentage of Second-Year Students Scoring 2.5 and Above on the Self-Assessment Form: <u>Speaking by Teacher</u> Characteristic: <u>Use of Variety of Techniques</u>	33
11. Comparison of Teacher Characteristics of Teacher with 10 Percent of Students Scoring 2.5 and Above and Teacher with 95 Percent of Students Scoring 2.5 and Above	35
12. Number and Percentage of First-Year Students with a Positive and Negative Attitude at Each Score of the Self-Assessment Form: <u>Speaking</u>	36
13. Number and Percentage of Second-Year Students with Positive and Negative Attitude at Each Score of the Self-Assessment Form: <u>Speaking</u>	36

TABLE

PAGE

14.	Number of First-Year Students Who Have Spent 1 Month or More in a Foreign Country Where the Language They Are Studying is Spoken at Each Score of the <u>Self-Assessment Form: Speaking</u>	39
15.	Number of Second-Year Students Who Have Spent 1 Month or More in a Foreign Country Where the Language They Are Studying is Spoken at Each Score of the <u>Self-Assessment Form: Speaking</u>	39
16.	Comparison of Teachers of First-Year Students Who Did and Who Did Not Believe in a Relaxed Classroom Environment by Percentage of Students Scoring 2.0 and Above	40
17.	Comparison of Teachers of Second-Year Students Who Did and Who Did Not Believe in a Relaxed Classroom Environment by Percentage of Students Scoring 2.5 and Above	40
18.	The Number of First- and Second-Year Students Who Have a Relative at Home Who is a Native Speaker of the Foreign Language They are Studying at Each Score of the <u>Self-Assessment Form: Speaking</u>	42
19.	Comparison of the Percentage of Low- and High-Scoring Second-Year Students According to the Factors Contributing to the Development of Oral Communication Skills	44

CHAPTER I

SURVEY OF THE SPECIFIC PROBLEM AREA

I. INTRODUCTION

In recent years, a growing number of individuals has been questioning the usefulness of foreign language instruction as part of the high school curriculum (Bourque, 1981; Sims and Hammond, 1981). The result has been a sharp decline in enrollment in foreign language courses on the high school level throughout the United States (Bourque, 1981). One often hears adults complain about the uselessness of foreign language instruction. Such individuals typically claim they completed two or more years of a foreign language in high school, but never learned how to speak the language and freely communicate their thoughts in the foreign language. The emphasis in the foreign language classroom was placed on the development of grammatical skills, such as conjugation of irregular verbs, rather than on communicative skills (Valette, 1978). Consequently, students who possess only grammatical skills would be helplessly lost if placed in an environment in which nothing but the foreign language is spoken (Valette, 1978).

Although there exists literature dealing with methods designed to aid in the development of oral communicative skills in the foreign language classroom, the lack of communicative competence seems to persist (Allen, 1981; Chastain, 1971; Cook, 1981; Gaudiani, 1981; Kramsch, 1981; Palmer, 1978; Paulston, 1978; Valette, 1981).

In recent years, one of the primary arguments in defense of the teaching of foreign language has been its utility to the business community, in view of the growing interdependence of all countries of the world. However, as long as students do not develop oral communicative competence, the argument of utility will remain rather weak; if a student cannot speak the foreign language, it will be of limited or no use to him or her or the business community (Bourque, 1981).

This study was developed out of a concern for the survival of foreign language programs in the American high school curriculum.

II. STATEMENT OF THE PROBLEM

Since the 1960's, foreign language teachers have been teaching the four basic skills: reading, writing, speaking, and listening. Yet, even now in the 1980's, most students who successfully complete two or more years of a foreign language would probably neither be able to understand a native speaker of that language, nor be able to speak the language comprehensibly. Fortunately, there are some students who do acquire oral communicative competence in the language they are studying. This study is designed to identify those specific factors that contribute to the success of such students.

III. PURPOSE OF THE STUDY

This study will identify the specific factors that contribute to the development of oral communicative competence in modern foreign language acquisition on the high school level and is designed to answer the following questions:

1. How are those teachers who use a variety of techniques to develop oral communicative skills in their students more successful than those teachers who rely primarily on the textbook?
2. How are those students who have a positive attitude toward foreign languages more successful in developing oral communicative skills than those students who only take the foreign language to fulfill graduation or college entrance requirements?
3. How are classes with under 20 students more successful in acquiring oral communicative skills than larger classes?
4. How are those students who have spent 1 month or more in a foreign country where the language they are studying is spoken more successful in acquiring oral communicative skills?
5. How are those teachers who provide their students with a relaxed environment, that is, one in which students feel at ease most of the time, more successful than those teachers who constantly pressure their students into responding orally in the foreign language?
6. How are those students who have a relative at home who is a native speaker of the foreign language more successful in acquiring oral communicative skills than those students who do not?

IV. SIGNIFICANCE OF THE STUDY

Due to recent cuts in the education budget, a considerable number of foreign language programs on the high school level have been either eliminated or are seriously threatened (Bourque, 1981; Wiley, 1982). As a result, many students now only have the opportunity to enroll in two years of a foreign language. This is a sad prospect, if one considers that two years of a foreign language is the absolute minimum for acceptable communicative competency (Bourque, 1981). Foreign language advocates state that in order to stress the usefulness of foreign language instruction in today's world, the teaching of oral communication skills must be of primary importance (Allen, 1981; Bourque, 1981; Valette, 1981). The problem is, however, that most foreign language high school texts used stress grammatical explanations, vocabulary, and some dialogues, which are too often not even related to anything in the students' lives (Slager, 1978; Valette, 1981; Wolfe, 1978). Consequently, since oral communication skills are usually deemphasized, only few students reach a stage in foreign language learning at which they feel they can freely express their thoughts orally in the foreign language (Bourque, 1981; Valette, 1978). It is important that the specific factors contributing to the development of oral communication skills be identified, in order that some significant changes may be made in the foreign language curriculum. This study could be used as a basis for any such changes.

V. LIMITATIONS OF THE STUDY

The study was limited to the data obtained from a stratified sample of French, German, and Spanish high school classrooms, in the Knoxville City School System. Seven French, one German, and five Spanish classrooms were drawn from inner-city, urban, and suburban populations. The sample group represented 33 percent of all French, 20 percent of all German, and 16 percent of all Spanish sections in the Knoxville City School System.

VI. ASSUMPTIONS

1. The students of the sampled foreign language classrooms responded honestly to the questionnaires.
2. The teachers of the sampled group of foreign language classrooms responded honestly to the interviews conducted by the principal investigator.

VII. PROCEDURES

The investigation was a descriptive study. The techniques used were interview and questionnaire. The instruments were developed in part by the researcher and were in part adapted from the Foreign Language Attitude Questionnaire (Appendix D).

The instruments were pilot-tested with one Spanish II section at West High School on February 24, 1982, in order to test the adequacy of the questions. Participants of the pilot test were excluded from the sample group.

The stratified sample of foreign language classrooms consisted of seven French, one German, and five Spanish high school classrooms. In order to familiarize the foreign language teachers with the nature of the study, and in order to ask for their cooperation, an initial interview was conducted by the principal investigator. Appointments for interviews with the teachers were set up for April and May of 1982. The student questionnaires were distributed to the foreign language students on the same day on which their respective teacher interviews were conducted. Upon completion of all interviews and student questionnaires, the data was analyzed by hand calculation.

VIII. DEFINITION OF TERMS

1. Oral communication refers to the act of orally expressing oneself and understanding what one hears.
2. Oral communicative competence refers to the ability to freely express one's thoughts and to understand the meaning of what one hears.
3. First-year foreign language course refers to an elementary level course that is part of the high school curriculum, designed for students who have no knowledge of the foreign language.
4. Second-year foreign language course refers to an intermediate level course that is part of the high school curriculum, designed for students who have an elementary knowledge of the foreign language, or who have successfully completed a first-year foreign language course in that language.

5. Foreign language program refers to a schedule of foreign language courses as part of the high school curriculum, usually consisting of elementary, intermediate, and advanced level courses in French, German, and Spanish.

IX. ORGANIZATION OF THE STUDY

This study is divided into five chapters. Chapter I includes the introduction, statement of the problem, purpose of the study, limitations, assumptions, procedures, definitions, and organization of the study. Chapter II is a review of related literature. Chapter III includes the methods and procedures used to collect the data. The presentation and analysis of the data is included in Chapter IV. Chapter V is a summary of conclusions resulting from the study and recommendations for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

I. INTRODUCTION

Although most foreign language experts would agree that oral communicative competence is of primary importance, there is disagreement as to how to reach this goal. Which specific methods, for example, should be employed to help foreign language students become confident speakers of the language? Some experts stress the use of pattern drills (Chastain, 1971; Paulston, 1978; Polizer, 1981; Rivers, 1972), while others stress the use of media (Allen and Valette, 1977; Bonin and Birkbichler, 1978; Freudenstein, 1981) or questioning techniques (Allen and Valette, 1977; Bonin and Birkbichler, 1978; Chastain, 1971; Joiner, 1978; Kramsch, 1981).

In addition to a review of foreign language teaching methods designed to aid in the development of oral communicative competence, this chapter will present three models of language learning (Krashen, 1981; Rivers, 1973; Valette, 1981).

Finally, another element of Chapter II includes a review of standardized foreign language competency tests which contain a speaking section (Buros, 1978).

The review of related literature presented in this chapter concentrates on literature from 1970 to the present.

The organization of Chapter II includes methods of teaching oral communicative competence. These are pattern drills, use of media, and

questioning techniques. The three models of language learning presented are the Valette-Disick Taxonomy of Second-Language Learning (1981), Rivers' Model of Language Acquisition (1973), and Krashen's Language Acquisition-Learning Model (1981). The foreign language competency tests reviewed in this chapter are the MLA-Cooperative Foreign Language Tests (1977), the Pimsleur Proficiency Tests (1977), and the Advanced Placement Examination in French Language (1977).

II. METHODS OF TEACHING ORAL COMMUNICATIVE COMPETENCE

Pattern Drills

There are three types of pattern drills that are usually used in the foreign language classroom: mechanical, meaningful, and communicative (Chastain, 1971; Paulston, 1978). While mechanical and meaningful drills may be useful in teaching grammatical concepts, such as verb tenses, they will not aid in the development of oral communication skills (Paulston, 1978). A mechanical drill is one in which the responses are totally controlled and in which the student does not have to understand what (s)he is doing. A meaningful drill is one in which the answers are also controlled, but which the student cannot do if (s)he does not understand the meaning of what (s)he is saying. An example of a meaningful drill follows, in which the teacher supplies the answer for which the student must construct the question:

1. Teacher: for five years
Student: How long did he (study)?
2. Teacher: during March
Student: When did he (register)?

3. Teacher: until five o'clock
Student:

(Paulston, 1978, p. 25)

The only type of drill that is reported as being beneficial in developing oral communication skills is the communicative drill. Paulston (1970) states that this drill is useful mainly because the student is given the opportunity to express himself truthfully; this is a skill which comes close to real communication. He gives the following example of a communicative drill:

- Teacher: What is your responsibility?
Student: My responsibility is to (learn English).

Teacher: What is your hobby?
Student: My hobby is to (make models).

Teacher: What's your favorite pastime?
Student:

(Paulston, 1970, p. 29)

Paulston stresses that teachers should emphasize communicative drills rather than mechanical or meaningful drills, since the student doing communicative drills is forced to express opinion and thought (important aspects of real communication skills).

Use of Media

In response to the recent technological advances, foreign language experts, such as Freudenstein (1981) and Valette (1981), stress the use of media in the foreign language classroom in order to aid in the development of oral communication skills. Freudenstein cites four general purposes of using media in the classroom (1981, p. 175):

1. Media can help to simplify the teaching process, and they help to perfect it.
2. Machines allow the teacher to practice the principle of object teaching and illustration.
3. With the help of media the use of the mother tongue of the students can be avoided.
4. Media are instruments of motivation if they are used in such a way as to stimulate learning.

Allen and Valette in their book, Classroom Techniques: Foreign Languages and English as a Second Language (1977) clearly emphasize the use of media in the classroom. In the chapter on speaking, they give examples of the use of index cards, transparencies, flash cards, large cards, wall charts, slides, and filmstrips to aid in the development of oral communication skills. The use of slides is suggested in the following manner:

The teacher shows six slides from a trip to Mexico. As (s)he projects them on the screen, (s)he makes a short statement about each slide, using the first person.

1. En esta diapositiva estoy bajando del camión.
2. Quiero comprar un sarape. Ahora estoy regateando.
3. Estoy pagando.
4. Ahora estoy comiendo un taco.
5. En esta diapositiva estoy subiendo la Pirámide del Sol.
6. Ahora estoy en la cima. Empieza a llover!

Then the teacher shows the slides again asking the students to retell the story.

(p. 237)

It is clear that in today's media-oriented world, no modern foreign language teacher should exclude media support from the curriculum.

Questioning Techniques

Questioning techniques designed to aid in the development of oral communication skills range from interviews (Bonin and Birkbichler, 1978; Chastain, 1971), guessing games (Joiner, 1978), opinion polls,

surveys (Allen and Valette, 1977), and résumés (Chastain, 1971), to debates and discussions (Kramsch, 1981).

The interview technique, advocated by Bonin and Birkbichler (1978), may be used at any level of foreign language study. The students are asked to make up questions they wish to ask each other and to write those questions on "interview cards." The questions are usually related to the students' interests rather than to anything in the textbook, which gives a "ring of reality to student utterances in the foreign language" (Bonin and Birkbichler, 1978, p. 147).

Kramsch (1981) stresses that foreign language teachers, in order to teach discussion skills to their students, should train their students "in the two major verbal behaviors of group discussion: (1) gaining time to think while talking, and (2) responding to and/or challenging the partner's position" (p. 99). One of the exercises suggested is "brainstorming paraphrases."

Instructions: You will hear a statement and will have to vary one of its elements. Expand this element with paraphrases going from the general to the specific (or from the specific to the general), the way a French or German speaker would.

1. Teacher: "Man sieht viel Gewalttätigkeit im Fernsehen."
Student: "Ja, man sieht viel Gewalttätigkeit, viel Blut, viele Tote, viele Schläge"
2. Teacher: "J'aime les grandes vacances."
Student: "J'aime les grandes vacances, les vacances d'été, les trois mois de libres, le temps de voyager, de se baigner"

(Kramsch, 1981, p. 99)

Certainly, questioning techniques play a major role in the development of oral communication skills in the foreign language classroom, since

these students are asked to be able to freely express their personal opinions and thoughts in the foreign language.

III. MODELS OF LANGUAGE LEARNING

Valette-Disick Taxonomy of Second-Language Learning

The Valette-Disick Taxonomy (1981) consists of five stages:

1. Mechanical skills
2. Knowledge
3. Transfer
4. Communication
5. Criticism

Table 1 is a summary of this model of second language learning.

Valette (1981) stresses that although this model shows the inter-relationships between the simplest and the most complex language goals, this does not mean that language learning is a "simple sequential progression from one stage to the next on the taxonomy" (p. 162). Instead, language learning is a "highly complex activity which varies from individual to individual and in which there is a constant inter-play among the five taxonomic stages, or at least among the first four" (p. 162).

Valette states that foreign language students operate on stage 1 when they learn the sounds and spelling system of the new language. When they learn vocabulary and grammatical forms, they operate on stage 2. When they practice these elements in exercises, they operate on stage 3.

TABLE 1
VALETTE-DISICK TAXONOMY OF SECOND-LANGUAGE LEARNING

Stage	Internal Behavior	External Behavior
1. <u>Mechanical Skills:</u> The student performs via rote memory, rather than by understanding.	<u>Perception:</u> The student perceives differences between two or more sounds or letters or gestures and makes distinctions between them.	<u>Reproduction:</u> The student imitates foreign language speech, writing, gestures, songs, and proverbs.
2. <u>Knowledge:</u> The student demonstrates knowledge of facts, rules, and data related to foreign language learning.	<u>Recognition:</u> The student shows he recognizes facts he has learned by answering true-false and multiple-choice questions.	<u>Recall:</u> The student demonstrates he remembers the information taught by answering fill-in or short-answer questions.
3. <u>Transfer:</u> The student uses his knowledge in new situations.	<u>Reception:</u> The student understands recombined oral or written passages or quotations not encountered previously.	<u>Application:</u> The student speaks or writes in a guided drill situation or participates in cultural simulations.
4. <u>Communication:</u> The student uses the foreign language and culture as natural vehicles for communication.	<u>Comprehension:</u> The student understands a foreign language message or a cultural signal containing unfamiliar material in an unfamiliar situation.	<u>Self-Expression:</u> The student uses the foreign language to express his personal thoughts orally or in writing. He uses gestures as part of his expression.
5. <u>Criticism:</u> The student analyzes or evaluates the foreign language or carries out original research.	<u>Analysis:</u> The student breaks down language or a literary passage to its essential elements of style, tone, theme, and so forth. <u>Evaluation:</u> The student evaluates and judges the appropriateness and effectiveness of a language sample or literary passage.	<u>Synthesis:</u> The student carries out original research or individual study or creates a plan for such a project.

Source: Valette, Rebecca M. The Evaluation of Second Language Learning. In J. E. Alatis, H. B. Altman & P. M. Alatis (Eds.), The Second Language Classroom: Directions for the 1980's. New York: Oxford University Press, 1981, p. 163.

Stages 1, 2, and 3 of the Valette-Disick taxonomy correspond to Rivers' (1973) "skill-getting" and to Krashen's (1981) "language learning" stages. Stage 4 of this taxonomy corresponds to Rivers' "skill-using" and Krashen's "language acquisition" stages.

Rivers' Model of Language Acquisition

Wilga Rivers' model (1973) of language acquisition consists of two major stages:

1. Skill-Getting
2. Skill-Using

The essential components of Rivers' model are summarized in Table 2.

TABLE 2
RIVERS' MODEL OF LANGUAGE ACQUISITION

Skill-Getting	Skill-Using
Cognition	
Production	Interaction
(Pseudo-Communication)	

Source: Rivers, Wilga M. From Linguistic Competency to Communicative Competency. TESOL Quarterly, 1973, 7, 25-34.

Rivers divides the skill-getting stage into cognition and production or pseudo-communication. The cognition consists of the knowledge of the sound system and spelling of the foreign language. The production or pseudo-communication consists of the manipulation of elements of the language by the student in drills, exercises, or guided conversations (Rivers, 1972). Free communication, however, can only take place at the skill-using stage. Rivers (1973) stresses that teachers should make an effort to help students move from pseudo-communication to interaction, that is, real communication.

Krashen's Language Acquisition-Learning Model

Krashen's model (1981) distinguishes between language acquisition and language learning. Acquisition is defined as being subconscious and "requires meaningful and communicative use of the target language," while language learning is "conscious knowledge about the language" (Krashen, 1981, p. 99). Accordingly, when a student learns the sound and spelling system, vocabulary and grammatical concepts, (s)he learns the language. However, communicative competence is achieved only when the language is acquired. Krashen explains the relationship between language acquisition and language learning in the following way (1981, pp. 99-100):

Learning is only available as a Monitor, or editor. We "initiate" utterances with our acquired competence, and refer to conscious rules only later, and we use conscious rules to correct the output of the acquired system. This can occur before we speak or write, or it can happen after, which is termed "self-correction."

According to Krashen, the goal in communicative performance is "optimal Monitor use." This means that teachers should train their

students to use their conscious knowledge of the language to increase accuracy as long as it does not interfere with communicative fluency.

Summary of Valette's, Rivers', and Krashen's Models

The three models of language acquisition have essentially corresponding stages. Table 3 is a summary of the three models.

TABLE 3
VALETTE'S, RIVERS', AND KRASHEN'S LANGUAGE
ACQUISITION MODELS

Valette	Rivers	Krashen
Mechanical Skills	Skill-Getting	Language-Learning
Knowledge		
Transfer		
Communication	Skill-Using	Language-Acquisition

IV. FOREIGN LANGUAGE COMPETENCY TESTS

If the development of oral communication skills is of primary importance in today's modern foreign language classroom on the high school level, there should exist a standardized instrument to measure such skills. Surprisingly, however, a look at the Mental Measurements Yearbook, by Oskar K. Buros (1978), reveals that at present no instrument exists which exclusively measures oral communication skills. The only tests which do contain a speaking section are the MLA-Cooperative Foreign Language Tests (1977), the Pimsleur Proficiency

Tests (1977), and the Advanced Placement Examination in French Language (1977).

The speaking section of the MLA-Cooperative Foreign Language Tests consists of three parts. In parts one and two the student must mimic fifteen items and read a dialogue. In part three the student must answer questions about simple line drawings and tell a story about a picture in 60-100 seconds.

The speaking section of the Pimsleur Proficiency Tests also consists of three parts. In part one the student is asked to identify 27 vocabulary items from drawings. Part two consists of mimicry and reading. Finally, part three consists of eight questions that are to be answered.

The speaking section of the Advanced Placement Examination in French Language also consists of three parts. In part one the student must read 10 short sentences. In part two the student must answer 10 questions. Finally, in part three, (s)he is asked to tell a story from six sequential pictures.

One of the main problems with these three tests is that they will always be somewhat subjective and directly dependent upon the scorer's own ability to speak the language (Clark, 1972; Hagiwara, 1978). Clark suggests the use of a four-scale system that is designed to measure the students' proficiency in each component of the speaking test. Table 4 shows Clark's scale.

Another problem with the speaking sections of the above-mentioned tests is that none of them reflect the student's ability to engage in a free conversation because of the one-sidedness of the

TABLE 4
CLARK'S FOUR-SCALE SYSTEM

Pronunciation:	
Phonemically accurate pronunciation throughout.	4
Occasional phonemic error, but generally comprehensible.	3
Many phonemic errors; very difficult to perceive meaning.	2
Incomprehensible, or no response.	1
Vocabulary:	
Consistent use of appropriate words throughout.	4
Minor lexical problems, but vocabulary generally appropriate.	3
Vocabulary usually inaccurate, except for occasional correct word.	2
Vocabulary inaccurate throughout, or no response.	1
Structure:	
No errors in morphology or syntax.	4
Generally accurate structure, occasional slight error.	3
Errors in basic structure, but some phrases rendered correctly.	2
Virtually no correct structure, or no response.	1
Fluency:	
Speech is natural and continuous. Any pauses correspond to those which might be made by a native speaker.	4
Speech is generally natural and continuous. Occasional slight stumblings or pauses at unnatural points in the utterance.	3
Some definite stumbling, but manages to rephrase and continue.	2
Long pauses, utterances left unfinished, or no response	1

Source: Clark, John L. Foreign Language Testing, Theory and Practice. Philadelphia, Penn.: The Center for Curriculum Development, Inc., 1972, p. 93.

responses (Hagiwara, 1978). Clark (1972, p. 90) considers the following exchange between a student and a tape:

(Tape) "Comment allez-vous aujourd'hui?"

(Student) "J'ai mal à la tête."

(Tape) "Parfait. Voulez-vous jouer au tennis, alors?"

Clark (1972) suggests that teachers directly interview each student on a number of different topics, instead of relying on standardized speaking tests.

It is the principal researcher's opinion that if primary importance in the foreign language classroom is placed on the development of oral communicative competence, foreign language experts should make considerable improvements in the speaking sections of standardized tests.

V. SUMMARY

In summation, the related literature indicates that the methods designed to aid in the development of oral communicative competence center around use of media and student-oriented activities (Allen and Valette, 1977; Bonin and Birkbichler, 1978; Chastain, 1971; Freudenstein, 1981; Joiner, 1978; Kramsch, 1981; Valette, 1981). The three models discussed in this chapter were the Valette-Disick Taxonomy of Second-Language Learning (1981), Rivers' Model of Language Acquisition (1973), and Krashen's Language Learning-Acquisition Model (1981). The standardized tests discussed in this chapter were the MLA-Cooperative Foreign Language Tests (1977), the Pimsleur Proficiency

Tests (1977), and the Advanced Placement Examination in French Language (1977). The speaking sections of these tests call for improvements, as they neither have an accurate and objective scoring system nor a basis to reflect the students' ability to engage in a free conversation (Clark, 1972; Hagiwara, 1978).

CHAPTER III

METHODS AND PROCEDURES

I. POPULATION

Knoxville is a city located in East Tennessee with a population of 481,500 which represents 2.108 percent of the total U.S. population. Knoxville's ethnic distribution is: 92.1 percent white, 6 percent black, and 1.9 percent hispanic and oriental. The population density was 295 per square mile in 1980 with 178,600 households.

II. SOURCE OF THE DATA

The data for this study was collected from French, German, and Spanish classrooms located in high schools belonging to the Knoxville City School System. Table 5 shows the total distribution of modern foreign language sections in the Knoxville City School System and the number of students enrolled in those sections.

Five schools were chosen to be included into the sample group for the purpose of this study: (1) Bearden High School, (2) Central High School, (3) Fulton High School, (4) South Young High School, and (5) West High School.

Table 6 shows the number of French, German, and Spanish sections and the number of student responses at each of the five schools sampled by this study. The total number of students studied was 178. The number of foreign language teachers studied was 7.

TABLE 5

TOTAL DISTRIBUTION OF STUDENT SECTIONS ACCORDING TO FOREIGN LANGUAGE AND
NUMBER OF STUDENTS ENROLLED AT EACH SCHOOL

School	French			German			Spanish			Total Number of Students
	I	II	III	I	II	III	I	II	III	
Austin East High School	1	0	0	0	0	0	1	1	0	73
Bearden High School	2	1	1	1	1	1	3	2	1	167
Carter High School	0	0	0	0	0	0	2	1	0	58
Central High School	2	2	0	0	0	0	3	2	1	182
Fulton High School	2	1	1	0	0	0	2	1	0	148
Holston High School	2	2	0	0	0	0	3	1	0	135
South Young High School	1	1	0	0	0	0	2	1	0	131
West High School	1	1	0	1	1	0	1	1	0	110

TABLE 6

NUMBER OF FRENCH, GERMAN, AND SPANISH SECTIONS SAMPLED BY THIS STUDY AND NUMBER
OF STUDENT RESPONSES FROM EACH SCHOOL

School	French			German			Spanish			Total Number of Student Responses
	I	II	III	I	II	III	I	II	III	
Bearden High School	0	1	0	0	0	0	0	0	0	20
Central High School	0	1	0	0	0	0	0	2	0	58
Fulton High School	0	1	0	0	0	0	1	1	0	42
South Young High School	1	0	0	0	0	0	1	0	0	41
West High School	0	0	0	1	0	0	0	0	0	17

III. THE INSTRUMENTS

The instruments used in this study (Appendix A, B, C) were designed to identify the specific factors contributing to the development of oral communication skills in the modern foreign language classroom. The interview form, developed by the principal investigator, was used with the teachers to elicit specific and detailed information concerning the teachers' educational and language backgrounds, travel experiences, and methods used in the classroom. Table 7 demonstrates the factors contributing to the development of oral communication skills as they relate to the question numbers on the teacher interview form (Appendix C).

TABLE 7

THE FACTORS CONTRIBUTING TO THE DEVELOPMENT OF ORAL COMMUNICATION
SKILLS AS THEY RELATE TO THE QUESTION NUMBERS ON THE
INTERVIEW FORM

Factors	Question Numbers
Teacher's Educational Background	3
Teacher's Language Background	2, 6, 7
Teacher's Travel Background	11, 11a, 11b
Teacher's Methods in Classroom	8, 9, 12, 13, 14
Class Size	4
Absenteeism	5

The student questionnaire consisted of two parts (Appendix A, B). The first part (Appendix A) consisted of the Self-Assessment Form: Speaking, developed by Oskarsson (1978). This form was used to determine the level of speaking proficiency of the sampled students on a scale of zero to five. The second part of the student questionnaire (Appendix B) consisted of 11 questions which were in part developed by the principal investigator and which were in part adapted from the Foreign Language Attitude Questionnaire (Appendix D). Table 8 demonstrates how the factors contributing to the development of oral communication skills are related to the question numbers of the second part of the student questionnaire. There were two parts

TABLE 8

THE FACTORS CONTRIBUTING TO THE DEVELOPMENT OF ORAL COMMUNICATION SKILLS AS THEY ARE RELATED TO THE QUESTION NUMBERS ON THE SECOND PART OF THE STUDENT QUESTIONNAIRE

Factors	Question Numbers
Student's Attitude Towards Language Learning	1, 10, 11
Student's Language Background	3
Student's Travel Background	2, 2a, 2b
Student's Attitude Towards Methods Used in Classroom	4, 5, 6, 7, 8, 9

of the student questionnaire in order that the principal investigator could establish relationships between the student's level of speaking proficiency and the factors, identified in Table 8.

IV. THE PILOT STUDY

A pilot study was conducted at West High School with one Spanish teacher and his Spanish II section to test the adequacy of the instruments used in this study. The interview was conducted on February 24, 1982 during the activities period in the teacher's classroom. No revisions were found necessary on the interview form. Following the interview, the principal investigator distributed 11 student questionnaires to the Spanish II section. No revisions were found necessary on the student questionnaire. The data obtained from the pilot study were not included into the data obtained from the sample group.

V. PROCEDURES

The sampled foreign language teachers were contacted in February of 1982. At that time, the principal investigator informed the subjects of the nature of this study and asked for their participation in the study. Specific times for the interviews were set up for April and May of 1982. The 15-minute interviews took place during school hours. The researcher distributed the student questionnaires and gave all necessary instructions to the students on the same day the teacher interviews were conducted at the various schools.

VI. METHODS OF DATA ANALYSIS

The analysis of the data was divided into three phases. First, the student questionnaires were studied individually. At that time, the principal investigator attempted to establish relationships between a student's attitude towards language learning, his travel and language experience, his attitudes towards the methods employed in his foreign language classroom, and his level of speaking proficiency, as indicated on the Self-Assessment Form: Speaking. Second, the researcher attempted to establish relationships between a teacher's educational, language, and travel background and his or her teaching methods and a student's level of oral proficiency in the foreign language. Finally, the researcher attempted to establish a combination of factors that may tend to maximize the development of oral communicative competence.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

I. INTRODUCTION

This study examined the factors contributing to the development of oral communication skills. For this purpose the principal investigator interviewed seven foreign language teachers and distributed 178 questionnaires to their first- and second-year foreign language students in the Knoxville City School System. The 178 responses represented 71 percent of the total possible responses.

In order to analyze the data, the teacher responses were first tabulated according to factors contributing to the development of oral communication skills (Appendix H). Then the principal investigator developed a set of nine characteristics for each teacher interviewed on the basis of the responses given to the interview questions and tabulated this data with each teacher's first- and second-year student scores on the Self-Assessment Form: Speaking (Appendix I). In addition, the student questionnaires were divided into groups by scores (with 0.5 being the lowest and 5.0 being the highest score) on the Self-Assessment Form: Speaking and then tabulated according to factors contributing to the development of oral communication skills (Appendix J).

The data had to be analyzed separately for the first- and second-year foreign language students, because as Figures 1 and 2 show,

First-year student scores

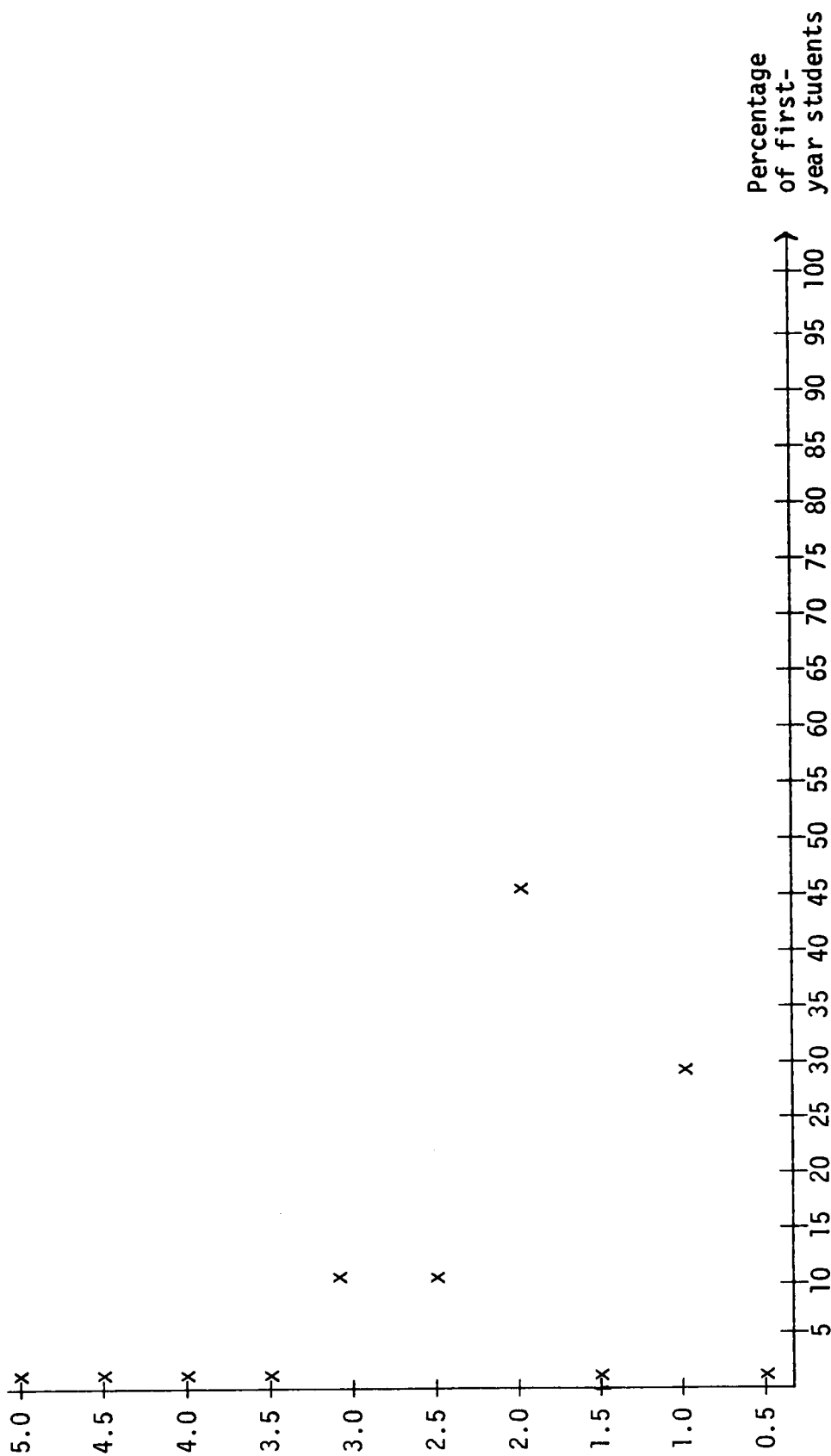


Figure 1. The percentage of first-year students scoring at each score of the Self-Assessment Form: Speaking.

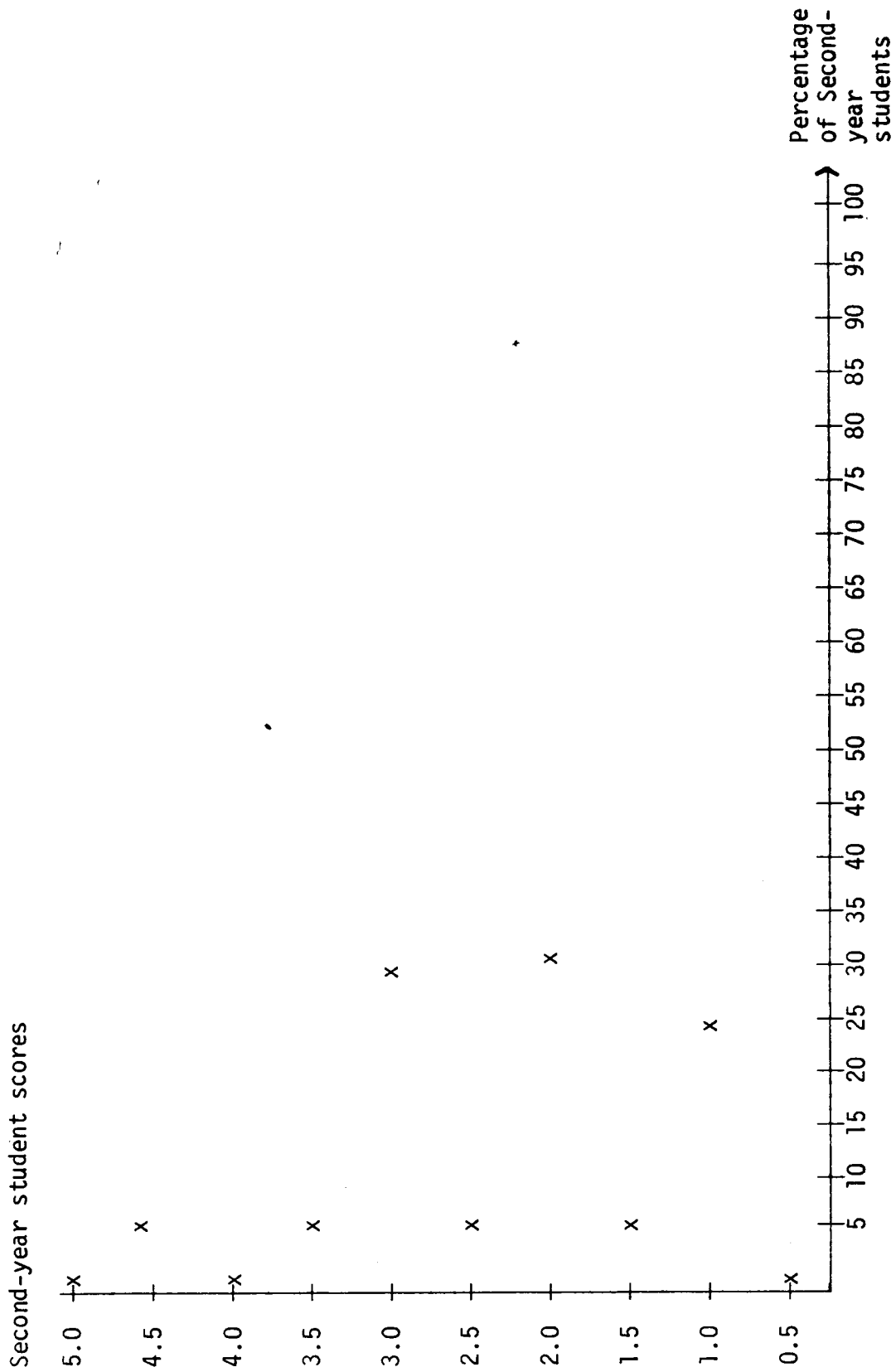


Figure 2. The percentage of second-year students scoring at each score of the Self-Assessment Form: Speaking.

the majority of second-year students had reached a significantly higher level of speaking proficiency than the first-year students.

The six research questions posed by this study in Chapter I served as a guide for the analysis of the data.

II. RESEARCH QUESTION 1: HOW ARE THOSE TEACHERS WHO USE A VARIETY OF TECHNIQUES TO DEVELOP ORAL COMMUNICATION SKILLS IN THEIR STUDENTS MORE SUCCESSFUL THAN THOSE TEACHERS WHO RELY PRIMARILY ON THE TEXTBOOK?

According to the responses obtained from the interviews, three of the seven teachers surveyed use a variety of techniques to develop oral communication skills in their students (Appendix H). Only one of the three teachers of first-year students uses a variety of techniques. This teacher had the highest percentage of first-year students scoring 2.0 and above on the Self-Assessment Form: Speaking. Table 9 shows the percentages of first-year students scoring 2.0 and above by teacher characteristic.

TABLE 9

PERCENTAGE OF FIRST-YEAR STUDENTS SCORING 2.0 AND ABOVE ON
THE SELF-ASSESSMENT FORM: SPEAKING BY TEACHER
CHARACTERISTIC: USE OF VARIETY OF TECHNIQUES

Teacher Characteristic	Percentage of Students Scoring 2.0 and Above
Teacher 1--using variety of techniques	71
Teacher 2--not using variety of techniques	63
Teacher 3--not using variety of techniques	43

Thus, it appears that among the three teachers of first-year students, the teacher using a variety of techniques to develop speaking skills in her students had the highest percentage of high-scoring students.

Among the five teachers of second-year students, only two are using a variety of techniques to develop oral communicative skills in their students. As can be seen from Table 10, the two teachers had students who scored comparatively low.

TABLE 10

PERCENTAGE OF SECOND-YEAR STUDENTS SCORING 2.5 AND ABOVE ON THE
SELF-ASSESSMENT FORM: SPEAKING BY TEACHER CHARACTERISTIC:
USE OF VARIETY OF TECHNIQUES

Teacher Characteristic	Percentage of Students Scoring 2.5 and Above
Teacher 1--using variety of techniques	10
Teacher 2--using variety of techniques	30
Teacher 3--not using variety of techniques	30
Teacher 4--not using variety of techniques	47
Teacher 5--not using variety of techniques	95

It would be misleading to conclude that teachers using a variety of techniques to develop oral communication skills in their students are less successful. On the contrary, one must consider the other teacher characteristics as well and not look at one characteristic

in isolation. Table 11 compares the teacher characteristics of the teacher who had only 10 percent of students score 2.5 and above with the teacher who had 95 percent of students score 2.5 and above.

In comparing the two teachers' characteristics it can be seen that the most striking differences are the fact that the more successful teacher has a relative who is a native speaker of the language and that this teacher speaks 50 percent or more of class-time in the foreign language. In reviewing the teacher characteristics of the first-year teacher who uses a variety of techniques and whose students scored relatively high, it becomes apparent that this teacher also speaks 50 percent or more of the time in the foreign language. Thus, it may appear that using a variety of methods to develop oral communication skills alone will not necessarily produce students with a high level of oral proficiency. The best results may be achieved if one uses these techniques and speaks the language 50 percent or more of the time.

III. RESEARCH QUESTION 2: HOW ARE THOSE STUDENTS WHO HAVE A POSITIVE ATTITUDE TOWARD FOREIGN LANGUAGES MORE SUCCESSFUL IN DEVELOPING ORAL COMMUNICATIVE SKILLS THAN THOSE STUDENTS WHO ONLY TAKE THE LANGUAGE TO FULFILL GRADUATION OR COLLEGE ENTRANCE REQUIREMENTS?

The data collected from both first- and second-year students indicated that a positive attitude toward foreign language learning greatly contributes to the development of oral communication skills. Tables 12 and 13 demonstrate the number and percentage of first- and second-year students with positive and negative attitudes at each

TABLE 11

COMPARISON OF TEACHER CHARACTERISTICS OF TEACHER WITH 10 PERCENT OF STUDENTS SCORING 2.5 AND ABOVE AND TEACHER WITH 95 PERCENT OF STUDENTS SCORING 2.5 AND ABOVE

Teacher with 10 Percent of Students Scoring 2.5 and Above	Teacher with 95 Percent of Students Scoring 2.5 and Above
1. Has been teaching for more than 10 years	1. Has been teaching for more than 10 years
2. Has a Master's Degree	2. Does not have a Master's Degree
3. Is not a native speaker of the foreign language and does not have a relative who is	3. Has a relative who is a native speaker of the foreign language
4. Believes the most important skill to teach is speaking	4. Believes the most important skill to teach is speaking
5. Uses a variety of methods to develop oral communication skills in students	5. Does not use a variety of methods to develop oral communication skills in students
6. Has spent 1 month or more in foreign country where language is spoken	6. Has spent 1 month or more in foreign country where language is spoken
7. Does not speak 50 percent or more of class-time in foreign language	7. Speaks 50 percent or more of class-time in foreign language
8. Students do not speak 50 percent or more of class-time in foreign language	8. Students do not speak 50 percent or more of class-time in foreign language
9. Believes students should be at ease in class	9. Does not believe students should be at ease in class

TABLE 12

NUMBER AND PERCENTAGE OF FIRST-YEAR STUDENTS WITH A POSITIVE
AND NEGATIVE ATTITUDE AT EACH SCORE OF THE SELF-
ASSESSMENT FORM: SPEAKING

Score	Number of Students with Positive Attitude	Number of Students with Negative Attitude	Percentage of Students with Positive Attitude
0.5	0	1	0
1.0	14	5	73
1.5	1	0	100
2.0	23	5	82
2.5	7	0	100
3.0	7	0	100
3.5	1	0	100
4.0	0	0	0
4.5	1	0	100
5.0	0	1	0

TABLE 13

NUMBER AND PERCENTAGE OF SECOND-YEAR STUDENTS WITH POSITIVE
AND NEGATIVE ATTITUDE AT EACH SCORE OF THE
SELF-ASSESSMENT FORM: SPEAKING

Score	Number of Students with Positive Attitude	Number of Students with Negative Attitude	Percentage of Students with Positive Attitude
0.5	0	1	0
1.0	18	7	72
1.5	3	2	60
2.0	25	8	75
2.5	4	1	80
3.0	30	1	96
3.5	5	0	100
4.0	0	0	0
4.5	5	1	83
5.0	0	2	0

score of the Self-Assessment Form: Speaking. Among the low-scoring students (0.5-1.5) 15 had a positive attitude and 6 had a negative attitude. Among the high-scoring first-year students (2.0-5.0), however, 39 students had a positive attitude, while only 6 had a negative attitude. Thus, among the high-scoring first-year students there was a far greater percentage of students with a positive attitude toward foreign language learning than among the low-scoring students.

The second-year students showed a similar trend as among the low-scoring students (0.5-2.0) there were 46 with a positive attitude and 18 with a negative attitude. But there were 44 students with a positive attitude among the high-scoring students (2.5-5.0) and only 5 students with a negative attitude. Thus, again there was a far greater percentage of high-scoring students who had a positive attitude than there was among the low-scoring students.

IV. RESEARCH QUESTION 3: HOW ARE CLASSES WITH UNDER 20 STUDENTS MORE SUCCESSFUL IN ACQUIRING ORAL COMMUNICATIVE SKILLS THAN LARGER ONES?

This research question could not be answered on the basis of this study because none of the classes surveyed had populations of under 20 students.

V. RESEARCH QUESTION 4: HOW ARE STUDENTS WHO HAVE SPENT 1 MONTH OR MORE IN A FOREIGN COUNTRY WHERE THE LANGUAGE THEY ARE STUDYING IS SPOKEN MORE SUCCESSFUL IN ACQUIRING ORAL COMMUNICATIVE SKILLS?

Among the 65 first-year students there were only five who had spent 1 month or more in a foreign country where the language they were

studying was spoken. All of them scored on a relatively high level (Table 14).

Among the 113 second-year students only four had spent 1 month or more in such a foreign country. Half of those students scored on a high level and half on a lower level of the Self-Assessment Form: Speaking (Table 15). This indicates that spending time in a foreign country where the language one is studying is spoken may have a favorable effect on the development of oral communicative skills, but more data are necessary to confirm this result.

VI. RESEARCH QUESTION 5: HOW ARE THOSE TEACHERS WHO PROVIDE THEIR STUDENTS WITH A RELAXED ENVIRONMENT, THAT IS, ONE IN WHICH STUDENTS FEEL AT EASE MOST OF THE TIME, MORE SUCCESSFUL THAN THOSE TEACHERS WHO CONSTANTLY PRESSURE THEIR STUDENTS INTO RESPONDING ORALLY?

While the data collected from the first-year students seem to confirm that teachers who believe in a relaxed environment are more successful (Table 16), the data from the second-year students seem to contradict this result (Table 17). According to the data collected from the second-year students, the teachers who did not believe in a relaxed classroom environment had a far greater percentage of students who scored on a high level on the Self-Assessment Form: Speaking.

It is interesting, however, to compare the teacher responses with the student responses to the question: "Do you usually feel at ease in class?" The data show that in the teacher's class where 95 percent of the students scored on a higher level and who did not believe in a relaxed classroom environment, 13 students said that they

TABLE 14

NUMBER OF FIRST-YEAR STUDENTS WHO HAVE SPENT 1 MONTH OR MORE IN
A FOREIGN COUNTRY WHERE THE LANGUAGE THEY ARE STUDYING
IS SPOKEN AT EACH SCORE OF THE SELF-ASSESSMENT
FORM: SPEAKING

Score	Number of First-Year Students Who Have Spent 1 Month or More in a Foreign Country
0.5	0
1.0	1
1.5	0
2.0	3
2.5	0
3.0	1
3.5	0
4.0	0
4.5	0
5.0	0

TABLE 15

NUMBER OF SECOND-YEAR STUDENTS WHO HAVE SPENT 1 MONTH OR MORE IN
A FOREIGN COUNTRY WHERE THE LANGUAGE THEY ARE STUDYING
IS SPOKEN AT EACH SCORE OF THE SELF-ASSESSMENT
FORM: SPEAKING

Score	Number of Second-Year Students Who Have Spent 1 Month or More in a Foreign Country
0.5	0
1.0	0
1.5	0
2.0	2
2.5	0
3.0	0
3.5	1
4.0	0
4.5	0
5.0	1

TABLE 16

COMPARISON OF TEACHERS OF FIRST-YEAR STUDENTS WHO DID AND WHO DID NOT BELIEVE IN A RELAXED CLASSROOM ENVIRONMENT BY PERCENTAGE OF STUDENTS SCORING 2.0 AND ABOVE

Teacher Characteristic	Percentage of First-Year Students Scoring 2.0 and Above
Teacher 1--believes students should be at ease in class	63
Teacher 2--believes students should be at ease in class	71
Teacher 3--believes students should not be at ease in class	43

TABLE 17

COMPARISON OF TEACHERS OF SECOND-YEAR STUDENTS WHO DID AND WHO DID NOT BELIEVE IN A RELAXED CLASSROOM ENVIRONMENT BY PERCENTAGE OF STUDENTS SCORING 2.5 AND ABOVE

Teacher Characteristic	Percentage of Second-Year Students Scoring 2.5 and Above
Teacher 1--believes students should be at ease in class	10
Teacher 2--believes students should be at ease in class	30
Teacher 3--believes students should be at ease in class	30
Teacher 4--believes students should not be at ease in class	47
Teacher 5--believes students should not be at ease in class	95

felt at ease, and only seven responded by saying they did not. Also in the teacher's class where 47 percent of the students scored on a higher level and who also did not believe in a relaxed environment, 28 students said they felt at ease while only 10 said they did not. The fact that their students scored much higher than the other teachers must be attributed to other factors, such as the fact that they spoke 50 percent or more of class-time in the foreign language or had a relative at home who is a native speaker of the language.

VII. RESEARCH QUESTION 6: HOW ARE THOSE STUDENTS WHO HAVE A RELATIVE AT HOME WHO IS A NATIVE SPEAKER OF THE FOREIGN LANGUAGE MORE SUCCESSFUL IN ACQUIRING ORAL COMMUNICATIVE SKILLS THAN THOSE WHO DO NOT?

The data show that among the first-year students there were only two who had a relative at home who is a native speaker of the foreign language and that there were three among the second-year students who had such a relative (Table 18). All five students scored relatively high on the Self-Assessment Form: Speaking. However, not enough data were available to indicate exactly how such relatives influence the development of oral communicative skills in foreign language students.

VIII. IDENTIFICATION OF THE OTHER FACTORS MOST LIKELY TO CONTRIBUTE TO THE DEVELOPMENT OF ORAL COMMUNICATION SKILLS

In order to identify the other factors which most likely contribute to the development of oral communication skills, the data of high-scoring second-year students (3.0) and low-scoring second-year

TABLE 18

THE NUMBER OF FIRST- AND SECOND-YEAR STUDENTS WHO HAVE A RELATIVE AT HOME WHO IS A NATIVE SPEAKER OF THE FOREIGN LANGUAGE THEY ARE STUDYING AT EACH SCORE OF THE SELF-ASSESSMENT FORM: SPEAKING

Score	Number of First-Year Students	Number of Second-Year Students
0.5	0	0
1.0	0	0
1.5	0	0
2.0	2	0
2.5	0	0
3.0	0	0
3.5	0	1
4.0	0	0
4.5	0	0
5.0	0	2

students (1.0) is compared on Table 19. The data indicate that those factors are:

1. A positive attitude toward foreign language learning.
2. A relaxed classroom environment with a patient teacher.
3. Provision of enough class-time to practice speaking the foreign language, that is, the opportunity for each student to speak the language at least three times per class period.
4. A teacher who uses games and oral exercises.
5. A teacher who has a relative at home who is a native speaker of the foreign language.
6. A teacher who speaks the foreign language at least 50 percent of class-time.
7. A class in which students speak the foreign language at least 50 percent of class-time.

TABLE 19

COMPARISON OF THE PERCENTAGE OF LOW- AND HIGH-SCORING SECOND-YEAR STUDENTS ACCORDING TO THE FACTORS CONTRIBUTING TO THE DEVELOPMENT OF ORAL COMMUNICATION SKILLS

Factors	Percentage of Students Scoring 1.0	Percentage of Students Scoring 3.0
1. Have a positive attitude	72	96
2. Feel at ease in class	60	96
3. Believe teacher is patient enough	80	87
4. Believe they have enough class-time to practice speaking the language	52	80
5. Speak three or more times per class period	24	70
6. Believe the classroom activity that helps most in learning to speak language is:		
games	4	6
oral exercises	16	38
7. Have a teacher who has a relative at home who is a native speaker of the foreign language	0	38
8. Have a teacher who speaks the foreign language 50 percent or more of class-time	44	90
9. A class in which students speak the foreign language 50 percent or more of the time	44	51

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

I. SUMMARY

In order to justify the teaching of foreign languages primarily because of its utility to the business community, foreign language advocates have been stressing the development of oral communicative competence in today's foreign language classroom on the high school level (Bourque, 1981; Valette, 1981). This study attempted to identify the factors contributing to the development of oral communication skills in the modern foreign language classroom on the high school level.

Procedures

The principal investigator developed a teacher interview form and a student questionnaire, based on information found in related literature (Oskarsson, 1978) and the Foreign Language Attitude Questionnaire (Appendix D).

In April and May of 1982, seven foreign language teachers in the Knoxville City School System were interviewed and questionnaires were distributed to 178 of their first- and second-year foreign language students. The data were then tabulated to make it possible to answer the six research questions posed by this study:

1. How are those teachers who use a variety of techniques to develop oral communicative skills in their students more

successful than those teachers who rely primarily on the textbook?

2. How are those students who have a positive attitude toward foreign languages more successful in developing oral communicative skills than those students who only take the foreign language to fulfill graduation or college entrance requirements?
3. How are classes with under 20 students more successful in acquiring oral communicative skills than larger classes?
4. How are those students who have spend 1 month or more in a foreign country where the language they are studying is spoken more successful in acquiring oral communicative skills?
5. How are those teachers who provide their students with a relaxed environment, that is, one in which students feel at ease most of the time, more successful than those teachers who constantly pressure their students into responding orally?
6. How are those students who have a relative at home who is a native speaker of the foreign language more successful in acquiring oral communicative skills than those students who do not?

Results

Research Question 1:

The use of a variety of techniques to develop oral communicative skills appears to have a favorable effect on the development of oral

communicative skills as long as it is used in conjunction with speaking the foreign language at least 50 percent of the class-time.

Research Question 2:

A positive attitude toward foreign language learning is of primary importance in the development of oral communication skills. If a student learns the language because (s)he wishes to spend some time in a foreign country where the language is spoken, or wishes to get a job in which it is necessary to know the language, (s)he is much more likely to develop adequate speaking skills in the language.

Research Question 3:

This question could not be answered because of lack of appropriate data, as none of the classes surveyed had populations of under 20 students.

Research Question 4:

The data indicate that spending 1 month or more in a foreign country where the language one is studying is spoken has a positive effect on the development of oral communicative skills; however, more data are needed to confirm this result.

Research Question 5:

The data indicate that a relaxed classroom environment is very important if a teacher desires to develop oral communicative competence in the students. It is important that students feel free to express themselves in the language even if they make errors.

Research Question 6:

The few students surveyed who had a relative at home who spoke the language had reached a relatively high level of oral communicative

competence, but more data are needed to determine the specific effect such a relative has on the foreign language student.

Other Factors:

Other factors which contribute to the development of oral communication skills include:

1. The provision of enough class-time to practice speaking the foreign language.
2. The use of games and oral exercises.
3. A teacher who has a relative at home who is a native speaker of the foreign language.
4. A teacher who speaks the foreign language at least 50 percent of the class-time.
5. A class in which students speak at least 50 percent of the class-time in the foreign language.

II. CONCLUSIONS

This study concludes that if a teacher wishes to maximize the development of oral communicative skills in his or her students, several factors should be taken into consideration:

1. Since the use of a variety of techniques to develop oral communicative skills appears to be beneficial, teachers should try to use such techniques as questioning, debates, surveys, résumés, etc.
2. Since a positive attitude is of primary importance, teachers should try to develop self-motivation in their

students for studying the language, perhaps even before the actual study of the language is begun.

3. Since it seemed to have a favorable effect on the development of oral communication skills if students had spent 1 month or more in a foreign country where the language is spoken, it is advisable for foreign language teachers to organize summer trips to such a country and/or exchange programs, where students could stay with families in the foreign country.
4. Since a relaxed classroom environment was found to be highly important, teachers should do everything they can to make students feel comfortable in the classroom. They should never pressure students into responding orally in the foreign language and not always insist on a 100 percent correct answer.
5. Since the data indicated that it is very beneficial for students to speak the foreign language at least three times per class period, teachers should make an effort to let each student in class make several responses in the foreign language per period, no matter how short the responses may be.
6. Since the majority of students who had achieved a high level of oral proficiency in the language indicated that games and oral exercises helped them most in developing speaking skills, teachers should emphasize these in class.

7. Finally, one of the best methods of developing oral communicative skills is for the teacher to speak the language at least 50 percent of the time and for the students also to speak the language at least 50 percent of the time. Some teachers are not prepared to do this as their own proficiency in the foreign language is not very high. Thus, an effort should be made to improve teacher education programs and require more courses in conversation to ensure that new teachers are able to speak the foreign language most of the class-time.

III. RECOMMENDATIONS FOR FURTHER STUDY

As a result of the findings of this study, the principal investigator makes the following recommendations:

1. Further research needs to determine the difference in oral achievement of classes having under 20 students with classes having more than 20 students.
2. The exact effect on oral communication skills of a residence of 1 month or more in a foreign country where the language is spoken should be investigated.
3. Replication of the study in different school districts in different geographical areas, using a broader sample population, is recommended.

LIST OF REFERENCES

LIST OF REFERENCES

- Allen, Virginia F. Learning for Communication: Practical Considerations. In J. E. Alatis, H. B. Altman, & P. Alatis (Eds.), The Second Language Classroom: Directions for the 1980's. New York: Oxford University Press, 1981.
- Allen, Virginia F., & Valette, Rebecca M. Classroom Techniques: Foreign Languages and English as a Second Language. New York: Harcourt Brace Jovanovich, Inc., 1977.
- Bonin, Thérèse M., & Birkbichler, Diane W. Real Communication Through Interview and Conversation Cards. In E. Joiner & P. Westphal (Eds.), Developing Communication Skills, General Considerations and Specific Techniques. Rowley, Mass.: Newbury House, 1978.
- Bourque, Jane M. Trends in Foreign Language Instruction. Educational Leadership, 1981, 38, 478-481.
- Buros, Oscar K. The Eighth Mental Measurements Yearbook. Highland Park, N.J.: The Gryphon Press, 1978.
- Chastain, Kenneth. The Development of Modern Language Skills: Theory and Practice. Philadelphia, Penn.: The Center for Curriculum Development, Inc., 1971.
- Clark, John L. Foreign Language Testing, Theory and Practice. Philadelphia, Penn.: The Center for Curriculum Development, Inc., 1972.
- Cook, Charles O. Another Look at the Use of Students in the Presentation of Grammar and Vocabulary. French Review, 1981, 54, 836-841.
- Freudenstein, Reinhold. Media in the Second Language Program: Forms and Uses for the Eighties. In J. E. Alatis, H. B. Altman, & P. M. Alatis (Eds.), The Second Language Classroom: Directions for the 1980's. New York: Oxford University Press, 1981.
- Gaudiani, Claire. The Participatory Classroom. Foreign Language Annals, 1981, 14, 173-180.
- Hagiwara, Michio. In O. K. Buros (Ed.), The Eighth Mental Measurement Yearbook. Highland Park, N.J.: The Gryphon Press, 1978.
- Joiner, Elizabeth. Keep Them Guessing. In E. Joiner & P. Westphal (Eds.), Developing Communication Skills, General Considerations and Specific Techniques. Rowley, Mass.: Newbury House, 1978.

- Kramsch, Claire. Teaching Discussion Skills: A Pragmatic Approach. Foreign Language Annals, 1981, 14, 93-103.
- Northeast Conference on the Teaching of Foreign Language, Inc. Foreign Language Attitude Questionnaire. Middlebury, Vt.: Northeast Conference, 1970.
- Oskarsson, Mats. Approaches to Self-Assessment in Foreign Language Learning. Oxford: Pergamon Press, 1978.
- Palmer, Adrian. Teaching Communication. In E. Joiner & P. Westphal (Eds.), Developing Communication Skills, General Considerations and Specific Techniques. Rowley, Mass.: Newbury House, 1978.
- Paulston, Christina. Structural Pattern Drills: A Classification. In E. Joiner & P. Westphal (Eds.), Developing Communication Skills, General Considerations and Specific Techniques. Rowley, Mass.: Newbury House, 1978.
- Paulston, Christina, & Selekman, H. R. Interaction Activities in the Foreign Language Classroom or How to Grow a Tulip-Rose. In E. Joiner & P. Westphal (Eds.), Developing Communication Skills, General Considerations and Specific Techniques. Rowley, Mass.: Newbury House, 1978.
- Polizer, Robert L. Effective Language Teaching: Insights from Research. In J. E. Alatis, H. B. Altman, & P. M. Alatis (Eds.), The Second Language Classroom: Directions for the 1980's. New York: Oxford University Press, 1981.
- Rivers, Wilga M. Talking Off the Tops of Their Heads. TESOL Quarterly, 1972, 6, 71-81.
- Rivers, Wilga M. From Linguistic Competence to Communicative Competence. TESOL Quarterly, 1973, 7, 25-34.
- Sims, W. D., & Hammond, S. B. Award Winning Foreign Language Programs: Prescription for Success. Skokie, Ill.: National Textbook Company, 1981.
- Slager, William. Creating Contexts for Language Practice. In E. Joiner and P. Westphal (Eds.), Developing Communication Skills, General Considerations and Specific Techniques. Rowley, Mass.: Newbury House, 1978.
- Valette, Rebecca M. Developing and Evaluating Communication Skills in the Classroom. In E. Joiner & P. Westphal (Eds.), Developing Communication Skills, General Considerations and Specific Techniques. Rowley, Mass.: Newbury House, 1978.

- Valette, Rebecca M. The Evaluation of Second Language Learning. In J. E. Alatis, H. B. Altman, & P. M. Alatis (Eds.), The Second Language Classroom: Directions for the 1980's. New York: Oxford University Press, 1981.
- Wiley, Patricia D., Craig, C. P., & Rutledge, H. C. The Status of Foreign Language Education in Tennessee: A Research Report. Tennessee Education, 1982, 11, 3-8.
- Wolfe, David E., & Howe, LeLand W. Personalizing Foreign Language Instruction. In E. Joiner & P. Westphal (Eds.), Developing Communication Skills, General Considerations and Specific Techniques. Rowley, Mass.: Newbury House, 1978.

APPENDIXES

APPENDIX A

SELF-ASSESSMENT FORM: SPEAKING

Instructions: Please read this form carefully. Then, check the box that best describes your ability to speak in the foreign language you are studying.

☐ I speak the language as well as a well-educated native.	5
☐	4.5
☐ I speak the language fluently and for the most part correctly. I have a large vocabulary so I seldom have to hesitate or search for words. On the other hand I am not completely fluent in situations in which I have had no practice with the language.	4
☐	3.5
☐ I can make myself understood in most everyday situations, but my language is not without mistakes and sometimes I cannot find the words for what I want to say. It is difficult for me to express myself in situations in which I have had no opportunity to practice the language. I can give a short summary of general information that I have received in my native language.	3
☐	2.5
☐ I can make myself understood in simple everyday situations, for example, asking and giving simple directions, asking and telling the time, asking and talking about simpler aspects of work and interests. My vocabulary is rather limited, so it is only by a great deal of effort that I can use the language in new and unexpected situations.	2
☐	1.5
☐ I can just about express very simple things concerning my own situation and my nearest surroundings, for example, asking and answering very simple questions about the time, food, housing and directions. I only have a command of very simple words and phrases.	1
☐	0.5
☐ I do not speak the language at all.	0

(Oskarsson, 1978, p. 42).

APPENDIX B

STUDENT QUESTIONNAIRE

Instructions: Answer the following questions honestly and to the best of your ability. Your answers will in no way influence your grades. Do not write your name on this form.

1. Why do you want to learn this language?
2. Have you ever spent some time in a country where this foreign language is spoken?
yes____ no____
If yes: a) For how long?
b) Were you traveling, studying, or working in that country?
3. Do you have any relatives at your home who are native speakers of this language?
4. Do you usually feel at ease in this course?
5. Do you believe you could speak this language better if you were not under pressure?
6. Do you feel that your teacher is patient enough with you when you cannot answer a question immediately?
7. Do you believe that you have enough class-time to practice speaking the language?
8. About how many times per class period do you usually speak in the foreign language?
9. Which classroom activities help you the most in learning to speak the language?
10. What is most important to you? (Circle a, b, c, or d)
 - a) speaking the language
 - b) writing the language
 - c) reading the language
 - d) understanding the spoken language
11. How do you plan to use your knowledge of this language?

APPENDIX C

TEACHER INTERVIEW FORM

TEACHER INTERVIEW QUESTIONS

1. Which foreign language(s) are you teaching?
2. How long have you been teaching this language/these languages?
3. Do you hold (a) graduate degree(s)? Which one(s)?
4. How many students are enrolled in each of your foreign language courses?

Language

Number of Students

5. About what percentage of your students is usually absent from class on any given day?
6. Do you have a relative at home who is a native speaker of this language?
7. What is your native language?
8. What, in your opinion, is the most important aspect of foreign language teaching: teaching reading, writing, speaking, or listening skills?
9. What specific activities, in your opinion, help your students to develop speaking skills in the foreign language? Please be specific.
10. What percentage of your students, in your opinion, ever learn how to speak the foreign language, that is, what percentage would be able to make themselves understood comprehensibly in a foreign country in which the language is spoken?

_____ 100%
_____ 75%
_____ 50%

_____ 25%
_____ 10%
_____ 5%

11. Have you ever been in a country where the language you are teaching is spoken?

If yes: a) For how long:

b) Were you traveling, working, or studying in that country?

12. Do you believe your students should be relaxed or at ease in your classes most of the time, or do you believe you should provide a controlled atmosphere in order for your students to respond orally in the language?

13. What percentage of class-time do you usually spend speaking in the foreign language?

_____ 100%	_____ 25%
_____ 75%	_____ 10%
_____ 50%	_____ 5%

14. What percentage of class-time do your students usually spend speaking in the foreign language?

_____ 100%	_____ 25%
_____ 75%	_____ 10%
_____ 50%	_____ 5%

APPENDIX D

FOREIGN LANGUAGE ATTITUDE QUESTIONNAIRE

Foreign Language Attitude Questionnaire

Section 1 (S₁)

Instructions. This is not a test. Your grades will in no way be affected by your answers and you need not put your name on this form. This questionnaire has been designed to find out from you how students feel about foreign language study. Your teacher is honestly interested in providing a foreign language curriculum of the highest quality and one kind of information that would help him would be an honest expression of student opinion on this matter. If you fail to express your true feelings, you are evading the responsibility you have towards yourself, your fellow-students, and the school as a whole. This is your chance to "tell it like it is" in your own mind.

There are two sections to this questionnaire. This is Section 1 and it is intended for students who are now, or have previously been, enrolled in a foreign language course. (Section 2 is to be filled out by students who have never taken a foreign language course.)

Thank you for your cooperation.

[*Note:* Many of the questions make reference to speaking the foreign language and its use in travel, etc. If the foreign language you are studying is Latin or Greek, these questions may not apply to you. You may skip them and answer the other questions that are relevant.]

Circle the appropriate information.

Present Level

or Year of Study: 1 2 3 4 5 6

FLES

Middle (Intermediate)

Junior High

Senior High

College

Graduate

1. Which foreign language(s) are you studying now (or have you studied in the past) in school?

2. Have you ever studied a language other than English *outside* school?

Yes _____ No _____

If "Yes," which language(s) and under what circumstances (e.g., while living abroad, in a "language camp," at home, through TV)? _____

3. Do you personally know anyone (other than your language teacher) who can speak a language other than English?

Yes _____ No _____

If "Yes," please specify your relationship to that person (e.g., grandfather, friend, neighbor): _____

A Relevant Curriculum

4. Indicate whether or not each of the following influenced you in the choice of the foreign language you are studying:

- a. your parents Yes ____ No ____
- b. your friend(s) Yes ____ No ____
- c. your high-school teacher Yes ____ No ____
- d. your high-school counselor Yes ____ No ____
- e. someone else (please specify) _____
- f. college entrance requirement Yes ____ No ____

5. What were your reasons for choosing the foreign language you are studying? For each item listed below, rate the importance it had *for you* by circling one of the three numbers as follows:

- 3—Very important
- 2—Slightly important
- 1—Unimportant

- a. There was no other language available for study:

True _____ False _____

[Note: If you check "True," skip to question 6.]

- b. This language is prettier (sounds better, is more musical, etc.) than others I could have taken:

3 2 1

- c. This language seemed easier than others I could have taken:

3 2 1

- d. This language seemed of great importance in today's world:

3 2 1

- e. This language will probably be useful in getting a good job some day:

3 2 1

- f. This language will be useful in my probable field of study (e.g., medicine, law, graduated work):

3 2 1

- g. I want to visit the country where the language is spoken:

3 2 1

- h. I want to understand better the people who speak this language and their way of life:

3 2 1

- i. This language will enrich my background and broaden my cultural horizons:

3 2 1

- j. This language is (or was at one time) spoken by my relatives or persons who are (or were) close to me:

3 2 1

k. Knowledge of this language will add to my social status:

3 2 1

l. Any other reason? Please state briefly:

6. The following are various skills that a foreign language course can emphasize. Rate the extent to which you are interested in each of them by circling one of the three numbers as follows:

3—Great interest
2—Some interest
1—Very little interest

a. being able to engage in an everyday conversation with native speakers of this language:

3 2 1

b. being able to listen to news broadcasts in this language:

3 2 1

c. being able to enjoy films in the original language:

3 2 1

d. being able to read the classical literature in this language:

3 2 1

e. being able to read the current literature in this language (e.g., newspapers, magazines, best sellers):

3 2 1

f. being able to write letters in this language for various purposes (e.g., business, social):

3 2 1

g. being able to write stories, articles, etc., in this language:

3 2 1

h. any others? _____

7. Indicate the extent to which you are satisfied with each of the following aspects of your foreign language courses by circling one of the three numbers as follows:

3—Quite satisfied
2—Fairly satisfied
1—Dissatisfied

a. the type of skills you were taught in the course:

3 2 1

b. the textbooks you have used:

3 2 1

A Relevant Curriculum

c. the classroom activities:

3 2 1

d. the language laboratory (leave blank if there is no language laboratory in your school):

3 2 1

e. the homework you were assigned:

3 2 1

f. the readings you were assigned:

3 2 1

g. the outside opportunities you have had to practice the language (e.g., conversing with native speakers, listening to radio broadcasts, reading magazines):

3 2 1

h. the information you received from your teacher as to how you were progressing in the language course

3 2 1

i. the way your progress and achievement were evaluated (e.g., grades):

3 2 1

j. the overall amount of time you were given for study:

3 2 1

k. the teacher's personality:

3 2 1

l. the teacher's ability to speak the language:

3 2 1

m. the teacher's ability to help you learn (his helpfulness):

3 2 1

n. the teacher's availability for consultation outside the regular classroom hour:

3 2 1

o. any other aspects of the course for which you wish to indicate your satisfaction or dissatisfaction (please specify): _____

8. Do you feel the teacher placed too much emphasis on speaking correctly at all times?

Yes _____ No _____

9. Would you have found it helpful to be able to use the language more to express your thoughts even if it meant speaking incorrectly?

Yes _____ No _____ Can't say _____

10. Do you think it's necessary to be able to speak a language correctly (pronunciation, grammar) in order to be able to communicate in that language?

Yes _____ No _____ No opinion _____

11. Do you think students should have a greater say in the content and method of courses in mathematics or the sciences?

Yes _____ No _____ No opinion _____

12. Do you think students should have a greater say in the content and method of foreign language courses?

Yes _____ No _____ No opinion _____

13. Would you have liked to spend more time discussing the culture of the people whose language you were studying? Discussions in the foreign language:

Yes _____ No _____ No opinion _____

Discussions in English:

Yes _____ No _____ No opinion _____

14. Could you have accomplished more if the foreign language you took had been organized in a different way?

Yes _____ No _____ Can't say _____

If "Yes," describe briefly the suggestions you have (e.g., more or less structure in class, more or less explanation of grammar, more or fewer drills, more or less use of English): _____

15. Do you wish you could speak a foreign language like a native speaker?

Very much so _____ Yes _____ Maybe _____

16. If you had to stay in another country for an extended period of time, would you make a great effort to learn the language spoken there even though you could get along in English?

Definitely _____ Maybe _____ No _____

17. How important is it for Americans to learn foreign languages?

Extremely important _____ Important _____ Not so important _____

18. Would you say that the time you have spent in studying a foreign language has been beneficial to you?

Definitely yes _____ Yes _____ Not sure _____

19. In your judgment, to what extent do the following people consider foreign language study important? In each case, circle one of the three numbers:

3—Extremely important

2—Important

1—Not so important

A Relevant Curriculum

a. your parents:

3 2 1

b. your friends:

3 2 1

c. your high-school teachers *other than* the foreign-language teacher:

3 2 1

d. society as a whole:

3 2 1

e. yourself:

3 2 1

20. To what extent are you in favor of the following? In each case, circle one of the three numbers:

3—Very much in favor

2—Slightly in favor

1—Not in favor

a. beginning the study of a foreign language in elementary school:

3 2 1

b. having four years of foreign-language study in high school:

3 2 1

c. eliminating the teaching of foreign languages in American schools:

3 2 1

d. requiring that everyone take a foreign language at some time during his schooling:

3 2 1

21. Would you consider going abroad to increase your skills in the use of a foreign language?

Definitely _____ Maybe _____ No _____

22. How enjoyable do you find the study of a foreign language?

Very enjoyable _____ Slightly enjoyable _____ Not enjoyable _____

23. Do you feel at ease when making use of the skills you are learning (or have learned) in a foreign language?

a. in listening: Yes _____ No _____ Not sure _____

b. in speaking: Yes _____ No _____ Not sure _____

c. in reading: Yes _____ No _____ Not sure _____

d. in writing: Yes _____ No _____ Not sure _____

24. Do you agree with the idea that to be good in a foreign language one must have a special talent for it?

Yes _____ No _____ Don't know _____

If "Yes," how much of this special talent do you think you have?

Above average _____ Average _____ Below average _____ Don't know _____

25. Do you feel that a lack of this special talent prevents you from getting anything out of foreign-language study?

Yes _____ No _____ Not applicable _____

26. How probable is it, do you think, that you will one day be a fluent speaker of a second language? Place a number "0" (completely improbable) to "5" (completely probable) to indicate your estimate. _____

27. Some people feel uneasy, or are afraid to make mistakes, or to sound ridiculous when they try to speak a foreign language they are studying. Rate the extent to which you tend to feel this way yourself: "0" (not at all, never) to "5" (very much so, all the time): _____

28. In these situations, whom do you blame for your uneasiness? Check all those that apply to you:

- a. _____ mostly yourself
- b. _____ mostly the teacher
- c. _____ mostly the other students in the class
- d. _____ don't know

Please indicate your agreement or disagreement with each of the following statements by circling one of the five numbers as follows:

- 4—Strongly agree
- 3—Agree
- 2—Disagree
- 1—Strongly disagree
- 0—No opinion

29. Our lack of knowledge of foreign languages accounts for many of our political difficulties abroad:

4 3 2 1 0

30. A whole-hearted commitment to the study of a foreign language and the culture of its people endangers one's own cultural identity:

4 3 2 1 0

31. a. Through my exposure to the foreign culture of the language I am studying, I have discovered that some aspects of American culture are not as good as I had previously thought:

4 3 2 1 0

A Relevant Curriculum

b. This realization has caused me concern and worry:

4 3 2 1 0

c. This realization has interfered with my progress in the study of that language:

4 3 2 1 0

d. Because of the possibility of such conflict, it would be better if foreign-language courses concentrated on the language itself rather than the culture of the people who speak it:

4 3 2 1 0

32. Please add any comments you wish to make about foreign languages or about this questionnaire:

About Foreign Languages

About this Questionnaire

APPENDIX E

FORM B

FORM B

CRP # _____

Date Received _____

THE UNIVERSITY OF TENNESSEE, KNOXVILLE

Application for Review of Research Involving Human Subjects

I. Identification of Project: Date: April 14, 1982

Project Director and Co-Director: Ms. Ruth Cox and
Dr. Patricia Wiley

Title of Project:
The Factors Contributing to the Development of Oral
Communication Skills in the Foreign Language Classroom
on the High School Level

Department:
Curriculum and Instruction; Foreign Language Education

Estimated Starting Date: April 1982
Estimated Completion Date: June 1982

II. Objectives of the Project:

To identify the specific factors that contribute to the
development of oral communication skills in the foreign language
classroom on the high school level.

III. Description of Subjects:

The subjects are high school students between the ages 14 and
18 and their teachers in the Knoxville City School System. They
were selected by stratified sample. The number of subjects
anticipated are 300. No payments or incentives were offered
to the subjects. (The subjects will not be exposed to any
physical, social or mental risk.)

IV. Methods and Procedure:

The methods used in this study are interview and questionnaire.
The teachers will be interviewed by the principal investigator
and the students will fill out the questionnaire.

V. Protection Measures:

The names of the subjects will not be recorded.

VI. Methods of Obtaining "Informed Consent" from subjects:

The subjects will be provided with an informed consent form that briefly describes the nature and purpose of the study and asks for their cooperation. The forms have to be signed by the cooperating teacher and by the students' parents or legal guardian prior to the study.

VII. N/A

VIII. N/A

APPENDIX F

TEACHER CONSENT FORM

Dear Teacher:

An informal survey entitled "The Factors Contributing to the Development of Oral Communication Skills in the Foreign Language Classroom on the High School Level" will be conducted in your foreign language classroom that will help determine which factors increase the development of speaking proficiency in the foreign language.

Participation in the completion of this survey is voluntary; withdrawal at any time or refusal to participate is without penalty or prejudice. If participating in this survey, you will be interviewed by Ruth Cox, a graduate student at the University of Tennessee in Foreign Language Education. Your foreign language students will be asked to fill out a simple questionnaire. Neither your nor any of your students' names will be recorded. The results of this study will be reported to the school principal by the end of the school year.

If you have any questions regarding this study, please contact Ms. Ruth Cox; Apt. 0-12, 3700 Sutherland Avenue; Knoxville, TN 37919; 584-8044.

Please sign this form and return it to Ruth Cox if you wish to participate in this study. You may keep the top portion of this consent form for your records. Thank you.

Signature

- - - - - Please detach here and keep this portion for your records. - - - - -
Please return this bottom portion to Ruth Cox.

Dear Teacher:

An informal survey entitled "The Factors Contributing to the Development of Oral Communication Skills in the Foreign Language Classroom on the High School Level" will be conducted in your foreign language classroom that will help determine which factors increase the development of speaking proficiency in the foreign language.

Participation in the completion of this survey is voluntary; withdrawal at any time or refusal to participate is without penalty or prejudice. If participating in this survey, you will be interviewed by Ruth Cox, a graduate student at the University of Tennessee in Foreign Language Education. Your foreign language students will be asked to fill out a simple questionnaire. Neither your nor any of your students' names will be recorded. The results of this study will be reported to the school principal by the end of the school year.

If you have any questions regarding this study, please contact Ms. Ruth Cox; Apt/ 0-12, 3700 Sutherland Avenue; Knoxville, TN 37919; 584-8044.

Please sign this form and return it to Ruth Cox if you wish to participate in this study. You may keep the top portion of this consent form for your records. Thank you.

Signature

APPENDIX G

PARENT CONSENT FORM

Dear Parent or Legal Guardian:

An informal survey entitled "The Factors Contributing to the Development of Oral Communication Skills in the Foreign Language Classroom on the High School Level" will be conducted in your child's foreign language classroom. The results of this survey will help determine which factors increase the development of speaking proficiency in the foreign language.

Participation in the completion of this survey is voluntary; withdrawal at any time or refusal to participate is without penalty or prejudice. If participating in this survey, your child will be asked to fill out a simple questionnaire. He/she will not write his/her name on the questionnaire and his/her answers to the questions will not influence his/her grades. The final result of this study will be reported to the school principal by the end of the school year.

If you have any questions regarding this study, please contact Ms. Ruth Cox; Apt. 0-12, 3700 Sutherland Avenue; Knoxville, TN 37919; 584-8044.

Please sign this form and return it to the school if you wish for your child to participate in this study. You may keep the top portion of this consent form for your records. Thank you.

Signature

----- Please detach here and keep this portion for your records -----

Please return this bottom portion to the school

Dear Parent or Legal Guardian:

An informal survey entitled "The Factors Contributing to the Development of Oral Communication Skills in the Foreign Language Classroom on the High School Level" will be conducted in your child's foreign language classroom. The results of this survey will help determine which factors increase the development of speaking proficiency in the foreign language.

Participation in the completion of this survey is voluntary; withdrawal at any time or refusal to participate is without penalty or prejudice. If participating in this survey, your child will be asked to fill out a simple questionnaire. He/she will not write his/her name on the questionnaire and his/her answers to the questions will not influence his/her grades. The final results of this study will be reported to the school principal by the end of the school year.

If you have any questions regarding this study, please contact Ms. Ruth Cox; Apt. 0-12, 3700 Sutherland Avenue; Knoxville, TN 37919; 584-8044.

Please sign this form and return it to the school if you wish for your child to participate in this study. You may keep the top portion of this consent form for your records. Thank you.

Signature

APPENDIX H

TOTAL DISTRIBUTION OF TEACHER RESPONSES ACCORDING TO
FACTORS CONTRIBUTING TO THE DEVELOPMENT OF
ORAL COMMUNICATION SKILLS

TOTAL DISTRIBUTION OF TEACHER RESPONSES ACCORDING TO FACTORS CONTRIBUTING
TO THE DEVELOPMENT OF ORAL COMMUNICATION SKILLS

Factors	Number of Teacher Responses	Percentage of Teachers
1. Have been teaching foreign language for more than 10 years:		
yes	3	42
no	4	58
2. Have a Master's Degree:		
yes	3	42
no	4	58
3. Are native speakers of foreign language or have relative who is:		
yes	2	28
no	5	72
4. Believe the most important skill to teach is:		
reading	0	0
writing	0	0
speaking	6	85
listening	1	15
5. Use a variety of methods to develop speaking skills in students:		
yes	3	42
no	4	58
6. Have spent 1 month or more in foreign country:		
yes	7	100
no	0	0
7. Speak 50 percent or more of class- time in foreign language:		
yes	5	72
no	2	28

Factors	Number of Teacher Responses	Percentage of Teachers
8. Let students speak 50 percent or more of class-time in foreign language:		
yes	3	42
no	4	58
9. Believe that students should be at ease in class:		
yes	5	72
no	2	28

APPENDIX I

DISTRIBUTION OF FIRST- AND SECOND-YEAR STUDENT SCORES
ON THE SELF-ASSESSMENT FORM: SPEAKING
BY TEACHER CHARACTERISTICS

DISTRIBUTION OF FIRST-YEAR STUDENTS SCORES ON THE
SELF-ASSESSMENT FORM: SPEAKING BY
TEACHER CHARACTERISTICS

- Teacher Characteristics:
1. Has not been teaching the foreign language for more than 10 years
 2. Does not have a Master's Degree
 3. Is a native speaker of the foreign language
 4. Believes the most important skill to teach is speaking
 5. Does not use a variety of methods to develop oral communicative speaking skills in students
 6. Has spent 1 month or more in foreign country where language is spoken
 7. Speaks 50 percent or more of class-time in foreign language
 8. Students speak 50 percent or more of class-time in foreign language
 9. Believes students should be at ease in class

Score	Number of Students	Percentage of Students
0.0	0	0
0.5	0	0
1.0	6	35
1.5	0	0
2.0	8	47
2.5	0	0
3.0	2	11
3.5	0	0
4.0	0	0
4.5	1	5
5.0	0	0

DISTRIBUTION OF FIRST-YEAR STUDENT SCORES ON THE
SELF-ASSESSMENT FORM: SPEAKING BY
 TEACHER CHARACTERISTICS

- Teacher Characteristics:
1. Has not been teaching in the foreign language for more than 10 years
 2. Has a Master's Degree
 3. Is not a native speaker of the foreign language and does not have a relative who is
 4. Believes the most important skill to teach is speaking
 5. Uses a variety of methods to develop oral communicative speaking skills in students
 6. Has spent 1 month or more in a foreign country where language is spoken
 7. Speaks 50 percent or more of class-time in foreign language
 8. Students do not speak 50 percent or more of class-time in foreign language
 9. Believes students should be at ease in class

Score	Number of Students	Percentage of Students
0.0	0	0
0.5	0	0
1.0	10	24
1.5	1	2
2.0	17	41
2.5	6	14
3.0	6	14
3.5	1	2
4.0	0	0
4.5	0	0
5.0	0	0

DISTRIBUTION OF FIRST-YEAR STUDENT SCORES ON THE
SELF-ASSESSMENT FORM: SPEAKING BY
TEACHER CHARACTERISTICS

- Teacher Characteristics:
1. Has been teaching for more than 10 years
 2. Does not have a Master's Degree
 3. Has a relative who is a native speaker of the foreign language
 4. Believes the most important skill to teach is speaking
 5. Does not use a variety of methods to develop oral communicative speaking skills in students
 6. Has spent 1 month or more in a country where foreign language is spoken
 7. Speaks 50 percent or more of class-time in foreign language
 8. Students do not speak 50 percent or more of class-time in foreign language
 9. Does not believe students should be at ease in class

Score	Number of Students	Percentage of Students
0.0	0	0
0.5	1	14
1.0	3	43
1.5	0	0
2.0	3	43
2.5	0	0
3.0	0	0
3.5	0	0
4.0	0	0
4.5	0	0
5.0	0	0

DISTRIBUTION OF SECOND-YEAR STUDENT SCORES ON THE
SELF-ASSESSMENT FORM: SPEAKING BY
TEACHER CHARACTERISTICS

- Teacher Characteristics:
1. Has been teaching for more than 10 years
 2. Does not have a Master's Degree
 3. Has a relative who is a native speaker of the foreign language
 4. Believes the most important skill to teach is speaking
 5. Does not use a variety of methods to develop speaking skills in students
 6. Has spent 1 month or more in a foreign country where foreign language is spoken
 7. Speaks 50 percent or more of class-time in foreign language
 8. Students do not speak 50 percent or more of class-time in foreign language
 9. Does not believe students should be at ease in class

Score	Number of Students	Percentage of Students
0.0	0	0
0.5	0	0
1.0	0	0
1.5	0	0
2.0	1	5
2.5	0	0
3.0	12	60
3.5	2	10
4.0	0	0
4.5	4	20
5.0	1	5

DISTRIBUTION OF SECOND-YEAR STUDENTS SCORES ON THE
SELF-ASSESSMENT FORM: SPEAKING BY
TEACHER CHARACTERISTICS

- Teacher Characteristics:
1. Has been teaching for more than 10 years
 2. Has a Master's Degree
 3. Is not a native speaker of the foreign language and does not have a relative who is
 4. Believes the most important skill to teach is speaking
 5. Uses a variety of methods to develop speaking skills in students
 6. Has spent 1 month or more in foreign country where language is spoken
 7. Does not speak 50 percent or more of class-time in foreign language
 8. Students do not speak 50 percent or more of class-time in foreign language
 9. Believes students should be at ease in class

Score	Number of Students	Percentage of Students
0.0	0	0
0.5	1	5
1.0	11	55
1.5	0	0
2.0	6	30
2.5	0	0
3.0	1	5
3.5	1	5
4.0	0	0
4.5	0	0
5.0	0	0

DISTRIBUTION OF SECOND-YEAR STUDENT SCORES ON THE
SELF-ASSESSMENT FORM: SPEAKING BY
TEACHER CHARACTERISTICS

- Teacher Characteristics:
1. Has not been teaching for more than 10 years
 2. Has a Master's Degree
 3. Is not a native of the foreign language and does not have a relative who is
 4. Believes the most important skill to teach is speaking
 5. Does not use a variety of methods to develop speaking skills in students
 6. Has spent 1 month or more in foreign country where language is spoken
 7. Does not speak 50 percent or more of class-time in foreign language
 8. Students do not speak 50 percent or more of class-time in foreign language
 9. Believes students should be at ease in class

Score	Number of Students	Percentage of Students
0.0	0	0
0.5	0	0
1.0	3	15
1.5	2	10
2.0	9	45
2.5	2	10
3.0	2	10
3.5	2	10
4.0	0	0
4.5	0	0
5.0	0	0

DISTRIBUTION OF SECOND-YEAR STUDENT SCORES ON THE
SELF-ASSESSMENT FORM: SPEAKING BY
 TEACHER CHARACTERISTICS

- Teacher Characteristics:
1. Has not been teaching for more than 10 years
 2. Does not have a Master's Degree
 3. Is not a native speaker of the foreign language
 4. Believes the most important skill to teach is speaking
 5. Uses a variety of methods to develop oral communicative skills in students
 6. Has spent 1 month or more in a foreign country where language is spoken
 7. Speaks 50 percent or more of class-time in foreign language
 8. Students speak 50 percent or more of class-time in foreign language
 9. Believes students should be at ease in class

Score	Number of Students	Percentage of Students
0.0	0	0
0.5	0	0
1.0	1	10
1.5	1	10
2.0	5	50
2.5	1	10
3.0	2	20
3.5	0	0
4.0	0	0
4.5	0	0
5.0	0	0

DISTRIBUTION OF SECOND-YEAR STUDENT SCORES ON THE
SELF-ASSESSMENT FORM: SPEAKING BY
 TEACHER CHARACTERISTICS

- Teacher Characteristics:
1. Has been teaching for more than 10 years
 2. Does not have a Master's Degree
 3. Is not a native speaker of the foreign language and does not have a relative who is
 4. Believes the most important skill to teach is listening
 5. Does not use a variety of methods to develop speaking skills in students
 6. Has spent one month or more in foreign country where language is spoken
 7. Speaks 50 percent or more of class-time in foreign language
 8. Students speak 50 percent or more of class-time in foreign language
 9. Does not believe students should be at ease in class

Score	Number of Students	Percentage of Students
0.0	0	0
0.5	0	0
1.0	6	15
1.5	1	2
2.0	12	30
2.5	2	4
3.0	15	39
3.5	0	0
4.0	0	0
4.5	1	2
5.0	1	2

APPENDIX J

TOTAL DISTRIBUTION OF STUDENT RESPONSES ACCORDING TO
FACTORS CONTRIBUTING TO THE DEVELOPMENT OF ORAL
COMMUNICATION SKILLS

TOTAL DISTRIBUTION OF STUDENT RESPONSES ACCORDING TO FACTORS CONTRIBUTING
TO THE DEVELOPMENT OF ORAL COMMUNICATION SKILLS

Factors	Number of Student Responses in Category 0.5, First-year	Percentage of Students in Category 0.5
1. Attitude towards language learning:		
positive	0	0
negative	1	100
2. Have spent 1 month or more in foreign country:		
yes	0	0
no	1	100
3. Have relative at home who speaks language:		
yes	0	0
no	1	100
4. Feel at ease in class:		
yes	1	100
no	0	0
5. Could speak better if not under pressure:		
yes	0	0
no	1	100
6. Believe teacher is patient enough:		
yes	1	100
no	0	0
7. Believe they have enough class- time to practice speaking the language:		
yes	1	100
no	0	0
8. Speak three or more times per period in language:		
yes	1	100
no	0	0

Factors	Number of Student Responses in Category 0.5, First-year	Percentage of Students in Category 0.5
9. Believe that classroom activity that helps most in learning to speak language is:		
vocabulary	0	0
games	0	0
dialogues	0	0
exercises	1	100
reading	0	0
questioning	0	0
10. Believe that most important skill to learn is:		
speaking	0	0
writing	0	0
reading	0	0
understanding	1	100
11. Have teacher who has been teaching foreign language for more than 10 years:		
yes	1	100
no	0	0
12. Have teacher with Master's Degree:		
yes	0	0
no	1	100
13. Are in class with under 20 students:		
yes	0	0
no	1	100
14. Have teacher who is native speaker of language or who has relative who is native speaker:		
yes	1	100
no	0	0
15. Have teacher who believes the most important skill to teach is:		
reading	0	0
writing	0	0
speaking	1	100
listening	0	0

Factors	Number of Student Responses in Category 0.5, First-year	Percentage of Students in Category 0.5
16. Have teacher who uses a variety of methods to develop speaking skills in students:		
yes	0	0
no	1	100
17. Have teacher who spent 1 month or more in foreign country:		
yes	1	100
no	0	0
18. Have teacher who speaks 50 percent or more of class-time in foreign language:		
yes	1	100
no	0	0
19. Are in class where students speak 50 percent or more of time in foreign language:		
yes	0	0
no	1	100
20. Have teacher who believes students should be at ease in class:		
yes	0	0
no	1	100

TOTAL DISTRIBUTION OF STUDENT RESPONSES ACCORDING TO FACTORS CONTRIBUTING
TO THE DEVELOPMENT OF ORAL COMMUNICATION SKILLS

Factors	Number of Student Responses in Category 1.0, First-year	Percentage of Students in Category 1.0
1. Attitude towards language learning:		
positive	14	73
negative	5	27
2. Have spent 1 month or more in foreign country:		
yes	1	5
no	18	95
3. Have relative at home who speaks language:		
yes	0	0
no	19	100
4. Feel at ease in class:		
yes	11	57
no	8	43
5. Could speak better if not under pressure:		
yes	10	52
no	9	48
6. Believe teacher is patient enough:		
yes	16	84
no	3	16
7. Believe they have enough class- time to practice speaking the language:		
yes	11	57
no	8	43
8. Speak three or more times per period in language:		
yes	10	52
no	9	48

Factors	Number of Student Responses in Category 1.0, First-year	Percentage of Students in Category 1.0
9. Believe that classroom activity that helps most in learning to speak language is:		
vocabulary	6	31
games	4	28
dialogues	0	0
exercises	2	10
reading	1	5
questioning	6	31
10. Believe that most important skill to learn is:		
speaking	7	37
writing	1	5
reading	1	5
understanding	10	53
11. Have teacher who has been teaching foreign language for more than 10 years:		
yes	3	15
no	16	85
12. Have teacher with Master's Degree:		
yes	10	53
no	9	47
13. Are in class with under 20 students:		
yes	0	0
no	19	100
14. Have teacher who is native speaker of language or who has relative who is native speaker:		
yes	9	47
no	10	53
15. Have teacher who believes the most important skill to teach is:		
reading	0	0
writing	0	0
speaking	19	100
listening	0	0

Factors	Number of Student Responses in Category 1.0, First-year	Percentage of Students in Category 1.0
16. Have teacher who uses a variety of methods to develop speaking skills in students:		
yes	10	53
no	9	47
17. Have teacher who spent 1 month or more in foreign country:		
yes	19	100
no	0	0
18. Have teacher who speaks 50 percent or more of class-time in foreign language:		
yes	19	100
no	0	0
19. Are in class where students speak 50 percent or more of time in foreign language:		
yes	6	31
no	13	69
20. Have teacher who believes students should be at ease in class:		
yes	16	84
no	3	16

TOTAL DISTRIBUTION OF STUDENT RESPONSES ACCORDING TO FACTORS CONTRIBUTING
TO THE DEVELOPMENT OF ORAL COMMUNICATION SKILLS

Factors	Number of Student Responses in Category 1.5, First-year	Percentage of Students in Category 1.5
1. Attitude towards language learning:		
positive	1	100
negative	0	0
2. Have spent 1 month or more in foreign country:		
yes	0	0
no	1	100
3. Have relative at home who speaks language:		
yes	0	0
no	1	100
4. Feel at ease in class:		
yes	1	100
no	0	0
5. Could speak better if not under pressure:		
yes	1	100
no	0	0
6. Believe teacher is patient enough:		
yes	1	100
no	0	0
7. Believe they have enough class- time to practice speaking the language:		
yes	0	0
no	1	100
8. Speak three or more times per period in language:		
yes	1	100
no	0	0

Factors	Number of Student Responses in Category 1.5, First-year	Percentage of Students in Category 1.5
9. Believe that classroom activity that helps most in learning to speak language is:		
vocabulary	0	0
games	1	100
dialogues	0	0
exercises	0	0
reading	0	0
questioning	0	0
10. Believe that most important skill to learn is:		
speaking	1	100
writing	0	0
reading	0	0
understanding	0	0
11. Have teacher who has been teaching foreign language for more than 10 years:		
yes	0	0
no	1	100
12. Have teacher with Master's Degree:		
yes	1	100
no	0	0
13. Are in class with under 20 students:		
yes	0	0
no	1	100
14. Have teacher who is native speaker of language or who has relative who is native speaker:		
yes	0	0
no	1	100
15. Have teacher who believes the most important skill to teach is:		
reading	0	0
writing	0	0
speaking	1	100
listening	0	0

Factors	Number of Student Responses in Category 1.5, First-year	Percentage of Students in Category 1.5
16. Have teacher who uses a variety of methods to develop speaking skills in students:		
yes	1	100
no	0	0
17. Have teacher who spent 1 month or more in foreign country:		
yes	1	100
no	0	0
18. Have teacher who speaks 50 percent or more of class-time in foreign language:		
yes	1	100
no	0	0
19. Are in class where students speak 50 percent or more of time in foreign language:		
yes	0	0
no	1	100
20. Have teacher who believes students should be at ease in class:		
yes	1	100
no	0	0

TOTAL DISTRIBUTION OF STUDENT RESPONSES ACCORDING TO FACTORS CONTRIBUTING
TO THE DEVELOPMENT OF ORAL COMMUNICATION SKILLS

Factors	Number of Student Responses in Category 2.0, First-year	Percentage of Students in Category 2.0
1. Attitude towards language learning:		
positive	23	82
negative	5	18
2. Have spent 1 month or more in foreign country:		
yes	3	10
no	25	90
3. Have relative at home who speaks language:		
yes	2	7
no	26	93
4. Feel at ease in class:		
yes	24	85
no	4	15
5. Could speak better if not under pressure:		
yes	10	35
no	18	65
6. Believe teacher is patient enough:		
yes	28	100
no	0	0
7. Believe they have enough class- time to practice speaking the language:		
yes	20	71
no	8	29
8. Speak three or more times per period in language:		
yes	26	92
no	2	8

Factors	Number of Student Responses in Category 2.0, First-year	Percentage of Students in Category 2.0
9. Believe that classroom activity that helps most in learning to speak language is:		
vocabulary	2	7
games	6	21
dialogues	0	0
exercises	4	14
reading	2	7
questioning	14	51
10. Believe that most important skill to learn is:		
speaking	13	46
writing	0	0
reading	0	0
understanding	15	54
11. Have teacher who has been teaching foreign language for more than 10 years:		
yes	3	10
no	25	90
12. Have teacher with Master's Degree:		
yes	17	60
no	11	40
13. Are in class with under 20 students:		
yes	0	0
no	28	100
14. Have teacher who is native speaker of language or who has relative who is native speaker:		
yes	11	39
no	17	61
15. Have teacher who believes the most important skill to teach is:		
reading	0	0
writing	0	0
speaking	28	100
listening	0	0

Factors	Number of Student Responses in Category 2.0, First-year	Percentage of Students in Category 2.0
16. Have teacher who uses a variety of methods to develop speaking skills in students:		
yes	17	60
no	11	40
17. Have teacher who spent 1 month or more in foreign country:		
yes	28	100
no	0	0
18. Have teacher who speaks 50 percent or more of class-time in foreign language:		
yes	28	100
no	0	0
19. Are in class where students speak 50 percent or more of time in foreign language:		
yes	8	28
no	20	72
20. Have teacher who believes students should be at ease in class:		
yes	25	89
no	3	11

TOTAL DISTRIBUTION OF STUDENT RESPONSES ACCORDING TO FACTORS CONTRIBUTING
TO THE DEVELOPMENT OF ORAL COMMUNICATION SKILLS

Factors	Number of Student Responses in Category 2.5, First-year	Percentage of Students in Category 2.5
1. Attitude towards language learning: positive negative	7 0	100 0
2. Have spent 1 month or more in foreign country: yes no	0 7	0 100
3. Have relative at home who speaks language: yes no	0 7	0 100
4. Feel at ease in class: yes no	5 2	71 29
5. Could speak better if not under pressure: yes no	2 5	29 71
6. Believe teacher is patient enough: yes no	7 0	100 0
7. Believe they have enough class-time to practice speaking the language: yes no	2 5	29 71
8. Speak three or more times per period in language: yes no	5 2	71 29

Factors	Number of Student Responses in Category 2.5, First-year	Percentage of Students in Category 2.5
9. Believe that classroom activity that helps most in learning to speak language is:		
vocabulary	1	14
games	0	0
dialogues	0	0
exercises	3	43
reading	0	0
questioning	3	43
10. Believe that most important skill to learn is:		
speaking	5	71
writing	0	0
reading	0	0
understanding	2	29
11. Have teacher who has been teaching foreign language for more than 10 years:		
yes	0	0
no	7	100
12. Have teacher with Master's Degree:		
yes	7	100
no	0	0
13. Are in class with under 20 students:		
yes	0	0
no	7	100
14. Have teacher who is native speaker of language or who has relative who is native speaker:		
yes	0	0
no	7	100
15. Have teacher who believes the most important skill to teach is:		
reading	0	0
writing	0	0
speaking	7	100
listening	0	0

Factors	Number of Student Responses in Category 2.5, First-year	Percentage of Students in Category 2.5
16. Have teacher who uses a variety of methods to develop speaking skills in students:		
yes	7	100
no	0	0
17. Have teacher who spent 1 month or more in foreign country:		
yes	7	100
no	0	0
18. Have teacher who speaks 50 percent or more of class-time in foreign language:		
yes	7	100
no	0	0
19. Are in class where students speak 50 percent or more of time in foreign language:		
yes	0	0
no	7	100
20. Have teacher who believes students should be at ease in class:		
yes	7	100
no	0	0

TOTAL DISTRIBUTION OF STUDENT RESPONSES ACCORDING TO FACTORS CONTRIBUTING
TO THE DEVELOPMENT OF ORAL COMMUNICATION SKILLS

Factors	Number of Student Responses in Category 3.0, First-year	Percentage of Students in Category 3.0
1. Attitude towards language learning:		
positive	7	100
negative	0	0
2. Have spent 1 month or more in foreign country:		
yes	1	14
no	6	86
3. Have relative at home who speaks language:		
yes	0	0
no	7	100
4. Feel at ease in class:		
yes	5	71
no	2	29
5. Could speak better if not under pressure:		
yes	1	14
no	6	86
6. Believe teacher is patient enough:		
yes	7	100
no	0	0
7. Believe they have enough class- time to practice speaking the language:		
yes	3	42
no	4	58
8. Speak three or more times per period in language:		
yes	5	71
no	2	29

Factors	Number of Student Responses in Category 3.0, First-year	Percentage of Students in Category 3.0
9. Believe that classroom activity that helps most in learning to speak language is:		
vocabulary	0	0
games	0	0
dialogues	1	14
exercises	5	72
reading	0	0
questioning	1	14
10. Believe that most important skill to learn is:		
speaking	7	100
writing	0	0
reading	0	0
understanding	0	0
11. Have teacher who has been teaching foreign language for more than 10 years:		
yes	0	0
no	7	100
12. Have teacher with Master's Degree:		
yes	5	71
no	2	29
13. Are in class with under 20 students:		
yes	0	0
no	7	100
14. Have teacher who is native speaker of language or who has relative who is native speaker:		
yes	2	29
no	5	71
15. Have teacher who believes the most important skill to teach is:		
reading	0	0
writing	0	0
speaking	7	100
listening	0	0

Factors	Number of Student Responses in Category 3.0, First-year	Percentage of Students in Category 3.0
16. Have teacher who uses a variety of methods to develop speaking skills in students:		
yes	5	71
no	2	29
17. Have teacher who spent 1 month or more in foreign country:		
yes	7	100
no	0	0
18. Have teacher who speaks 50 percent or more of class-time in foreign language:		
yes	7	100
no	0	0
19. Are in class where students speak 50 percent or more of time in foreign language:		
yes	2	29
no	5	71
20. Have teacher who believes students should be at ease in class:		
yes	7	100
no	0	0

TOTAL DISTRIBUTION OF STUDENT RESPONSES ACCORDING TO FACTORS CONTRIBUTING
TO THE DEVELOPMENT OF ORAL COMMUNICATION SKILLS

Factors	Number of Student Responses in Category 3.5, First-year	Percentage of Students in Category 3.5
1. Attitude towards language learning:		
positive	1	100
negative	0	0
2. Have spent 1 month or more in foreign country:		
yes	0	0
no	1	100
3. Have relative at home who speaks language:		
yes	0	0
no	1	100
4. Feel at ease in class:		
yes	1	100
no	0	0
5. Could speak better if not under pressure:		
yes	0	0
no	1	100
6. Believe teacher is patient enough:		
yes	1	100
no	0	0
7. Believe they have enough class- time to practice speaking the language:		
yes	1	100
no	0	0
8. Speak three or more times per period in language:		
yes	1	100
no	0	0

Factors	Number of Student Responses in Category 3.5, First-year	Percentage of Students in Category 3.5
9. Believe that classroom activity that helps most in learning to speak language is:		
vocabulary	0	0
games	0	0
dialogues	0	0
exercises	1	100
reading	0	0
questioning	0	0
10. Believe that most important skill to learn is:		
speaking	1	100
writing	0	0
reading	0	0
understanding	0	0
11. Have teacher who has been teaching foreign language for more than 10 years:		
yes	0	0
no	1	100
12. Have teacher with Master's Degree:		
yes	1	100
no	0	0
13. Are in class with under 20 students:		
yes	0	0
no	1	100
14. Have teacher who is native speaker of language or who has relative who is native speaker:		
yes	0	0
no	1	100
15. Have teacher who believes the most important skill to teach is:		
reading	0	0
writing	0	0
speaking	1	100
listening	0	0

Factors	Number of Student Responses in Category 3.5, First-year	Percentage of Students in Category 3.5
16. Have teacher who uses a variety of methods to develop speaking skills in students:		
yes	1	100
no	0	0
17. Have teacher who spent 1 month or more in foreign country:		
yes	1	100
no	0	0
18. Have teacher who speaks 50 percent or more of class-time in foreign language:		
yes	1	100
no	0	0
19. Are in class where students speak 50 percent or more of time in foreign language:		
yes	0	0
no	1	100
20. Have teacher who believes students should be at ease in class:		
yes	1	100
no	0	0

TOTAL DISTRIBUTION OF STUDENT RESPONSES ACCORDING TO FACTORS CONTRIBUTING
TO THE DEVELOPMENT OF ORAL COMMUNICATION SKILLS

Factors	Number of Student Responses in Category 4.5, First-year	Percentage of Students in Category 4.5
1. Attitude towards language learning:		
positive	1	100
negative	0	0
2. Have spent 1 month or more in foreign country:		
yes	0	0
no	1	100
3. Have relative at home who speaks language:		
yes	0	0
no	1	100
4. Feel at ease in class:		
yes	0	0
no	1	100
5. Could speak better if not under pressure:		
yes	0	0
no	1	100
6. Believe teacher is patient enough:		
yes	1	100
no	0	0
7. Believe they have enough class- time to practice speaking the language:		
yes	0	0
no	1	100
8. Speak three or more times per period in language:		
yes	1	100
no	0	0

Factors	Number of Student Responses in Category 4.5, First-year	Percentage of Students in Category 4.5
9. Believe that classroom activity that helps most in learning to speak language is:		
vocabulary	0	0
games	0	0
dialogues	0	0
exercises	0	0
reading	0	0
questioning	1	100
10. Believe that most important skill to learn is:		
speaking	0	0
writing	0	0
reading	0	0
understanding	1	100
11. Have teacher who has been teaching foreign language for more than 10 years:		
yes	0	0
no	1	100
12. Have teacher with Master's Degree:		
yes	0	0
no	1	100
13. Are in class with under 20 students:		
yes	0	0
no	1	100
14. Have teacher who is native speaker of language or who has relative who is native speaker:		
yes	1	100
no	0	0
15. Have teacher who believes the most important skill to teach is:		
reading	0	0
writing	0	0
speaking	1	100
listening	0	0

Factors	Number of Student Responses in Category 4.5, First-year	Percentage of Students in Category 4.5
16. Have teacher who uses a variety of methods to develop speaking skills in students:		
yes	0	0
no	1	100
17. Have teacher who spent 1 month or more in foreign country:		
yes	1	100
no	0	0
18. Have teacher who speaks 50 percent or more of class-time in foreign language:		
yes	1	100
no	0	0
19. Are in class where students speak 50 percent or more of time in foreign language:		
yes	1	100
no	0	0
20. Have teacher who believes students should be at ease in class:		
yes	1	100
no	0	0

TOTAL DISTRIBUTION OF STUDENT RESPONSES ACCORDING TO FACTORS CONTRIBUTING
TO THE DEVELOPMENT OF ORAL COMMUNICATION SKILLS

Factors	Number of Student Responses in Category 0.5, Second-year	Percentage of Students in Category 0.5
1. Attitude towards language learning:		
positive	0	0
negative	1	100
2. Have spent 1 month or more in foreign country:		
yes	0	0
no	1	100
3. Have relative at home who speaks language:		
yes	0	0
no	1	100
4. Feel at ease in class:		
yes	0	0
no	1	100
5. Could speak better if not under pressure:		
yes	0	0
no	1	100
6. Believe teacher is patient enough:		
yes	1	100
no	0	0
7. Believe they have enough class- time to practice speaking the language:		
yes	1	100
no	0	0
8. Speak three or more times per period in language:		
yes	0	0
no	1	100

Factors	Number of Student Responses in Category 0.5, Second-year	Percentage of Students in Category 0.5
9. Believe that classroom activity that helps most in learning to speak language is:		
vocabulary	1	100
games	0	0
dialogues	0	0
exercises	0	0
reading	0	0
questioning	0	0
10. Believe that most important skill to learn is:		
speaking	0	0
writing	0	0
reading	1	100
understanding	0	0
11. Have teacher who has been teaching foreign language for more than 10 years:		
yes	1	100
no	0	0
12. Have teacher with Master's Degree:		
yes	1	100
no	0	0
13. Are in class with under 20 students:		
yes	0	0
no	1	100
14. Have teacher who is native speaker of language or who has relative who is native speaker:		
yes	0	0
no	1	100
15. Have teacher who believes the most important skill to teach is:		
reading	0	0
writing	0	0
speaking	1	100
listening	0	0

Factors	Number of Student Responses in Category 0.5, Second-year	Percentage of Students in Category 0.5
16. Have teacher who uses a variety of methods to develop speaking skills in students:		
yes	1	100
no	0	0
17. Have teacher who spent 1 month or more in foreign country:		
yes	1	100
no	0	0
18. Have teacher who speaks 50 percent or more of class-time in foreign language:		
yes	0	0
no	1	100
19. Are in class where students speak 50 percent or more of time in foreign language:		
yes	0	0
no	1	100
20. Have teacher who believes students should be at ease in class:		
yes	1	100
no	0	0

TOTAL DISTRIBUTION OF STUDENT RESPONSES ACCORDING TO FACTORS CONTRIBUTING
TO THE DEVELOPMENT OF ORAL COMMUNICATION SKILLS

Factors	Number of Student Responses in Category 1.0, Second-year	Percentage of Students in Category 1.0
1. Attitude towards language learning:		
positive	18	72
negative	7	28
2. Have spent 1 month or more in foreign country:		
yes	0	0
no	25	100
3. Have relative at home who speaks language:		
yes	0	0
no	25	100
4. Feel at ease in class:		
yes	15	60
no	10	40
5. Could speak better if not under pressure:		
yes	11	44
no	14	56
6. Believe teacher is patient enough:		
yes	20	80
no	5	20
7. Believe they have enough class- time to practice speaking the language:		
yes	13	52
no	12	48
8. Speak three or more times per period in language:		
yes	6	24
no	19	76

Factors	Number of Student Responses in Category 1.0, Second-year	Percentage of Students in Category 1.0
9. Believe that classroom activity that helps most in learning to speak language is:		
vocabulary	2	8
games	1	4
dialogues	5	20
exercises	4	16
reading	5	20
questioning	8	32
10. Believe that most important skill to learn is:		
speaking	12	48
writing	1	4
reading	0	0
understanding	12	48
11. Have teacher who has been teaching foreign language for more than 10 years:		
yes	17	68
no	8	32
12. Have teacher with Master's Degree:		
yes	11	44
no	14	56
13. Are in class with under 20 students:		
yes	0	0
no	25	100
14. Have teacher who is native speaker of language or who has relative who is native speaker:		
yes	0	0
no	25	100
15. Have teacher who believes the most important skill to teach is:		
reading	0	0
writing	0	0
speaking	19	76
listening	6	24

Factors	Number of Student Responses in Category 1.0, Second-year	Percentage of Students in Category 1.0
16. Have teacher who uses a variety of methods to develop speaking skills in students:		
yes	16	64
no	9	36
17. Have teacher who spent 1 month or more in foreign country:		
yes	25	100
no	0	0
18. Have teacher who speaks 50 percent or more of class-time in foreign language:		
yes	11	44
no	14	56
19. Are in class where students speak 50 percent or more of time in foreign language:		
yes	11	44
no	14	56
20. Have teacher who believes students should be at ease in class:		
yes	19	76
no	6	24

TOTAL DISTRIBUTION OF STUDENT RESPONSES ACCORDING TO FACTORS CONTRIBUTING
TO THE DEVELOPMENT OF ORAL COMMUNICATION SKILLS

Factors	Number of Student Responses in Category 1.5, Second-year	Percentage of Students in Category 1.5
1. Attitude towards language learning:		
positive	3	60
negative	2	40
2. Have spent 1 month or more in foreign country:		
yes	0	0
no	5	100
3. Have relative at home who speaks language:		
yes	0	0
no	5	100
4. Feel at ease in class:		
yes	3	60
no	2	40
5. Could speak better if not under pressure:		
yes	2	40
no	3	60
6. Believe teacher is patient enough:		
yes	3	60
no	2	40
7. Believe they have enough class- time to practice speaking the language:		
yes	2	40
no	3	60
8. Speak three or more times per period in language:		
yes	1	20
no	4	80

Factors	Number of Student Responses in Category 1.5, Second-year	Percentage of Students in Category 1.5
9. Believe that classroom activity that helps most in learning to speak language is:		
vocabulary	0	0
games	0	0
dialogues	2	40
exercises	0	0
reading	1	20
questioning	0	0
10. Believe that most important skill to learn is:		
speaking	3	60
writing	0	0
reading	1	20
understanding	1	20
11. Have teacher who has been teaching foreign language for more than 10 years:		
yes	1	20
no	4	80
12. Have teacher with Master's Degree:		
yes	3	60
no	2	40
13. Are in class with under 20 students:		
yes	0	0
no	5	100
14. Have teacher who is native speaker of language or who has relative who is native speaker:		
yes	0	0
no	5	100
15. Have teacher who believes the most important skill to teach is:		
reading	0	0
writing	0	0
speaking	4	80
listening	1	20

Factors	Number of Student Responses in Category 1.5, Second-year	Percentage of Students in Category 1.5
16. Have teacher who uses a variety of methods to develop speaking skills in students:		
yes	1	20
no	4	80
17. Have teacher who spent 1 month or more in foreign country:		
yes	5	100
no	0	0
18. Have teacher who speaks 50 percent or more of class-time in foreign language:		
yes	2	40
no	3	60
19. Are in class where students speak 50 percent or more of time in foreign language:		
yes	2	40
no	3	60
20. Have teacher who believes students should be at ease in class:		
yes	4	80
no	1	20

**TOTAL DISTRIBUTION OF STUDENT RESPONSES ACCORDING TO FACTORS CONTRIBUTING
TO THE DEVELOPMENT OF ORAL COMMUNICATION SKILLS**

Factors	Number of Student Responses in Category 2.0, Second-year	Percentage of Students in Category 2.0
1. Attitude towards language learning:		
positive	25	75
negative	8	25
2. Have spent 1 month or more in foreign country:		
yes	2	6
no	31	93
3. Have relative at home who speaks language:		
yes	0	0
no	33	100
4. Feel at ease in class:		
yes	27	81
no	6	19
5. Could speak better if not under pressure:		
yes	15	45
no	18	55
6. Believe teacher is patient enough:		
yes	31	93
no	2	7
7. Believe they have enough class-time to practice speaking the language:		
yes	21	63
no	12	37
8. Speak three or more times per period in language:		
yes	10	30
no	23	70

Factors	Number of Student Responses in Category 2.0, Second-year	Percentage of Students in Category 2.0
9. Believe that classroom activity that helps most in learning to speak language is:		
vocabulary	1	3
games	3	9
dialogues	8	24
exercises	13	39
reading	2	6
questioning	16	18
10. Believe that most important skill to learn is:		
speaking	12	36
writing	1	3
reading	1	3
understanding	19	58
11. Have teacher who has been teaching foreign language for more than 10 years:		
yes	19	57
no	14	43
12. Have teacher with Master's Degree:		
yes	15	45
no	18	55
13. Are in class with under 20 students:		
yes	0	0
no	33	100
14. Have teacher who is native speaker of language or who has relative who is native speaker:		
yes	1	3
no	32	97
15. Have teacher who believes the most important skill to teach is:		
reading	0	0
writing	0	0
speaking	21	63
listening	12	37

Factors	Number of Student Responses in Category 2.0, Second-year	Percentage of Students in Category 2.0
16. Have teacher who uses a variety of methods to develop speaking skills in students:		
yes	11	33
no	22	67
17. Have teacher who spent 1 month or more in foreign country:		
yes	33	100
no	0	0
18. Have teacher who speaks 50 percent or more of class-time in foreign language:		
yes	15	45
no	18	55
19. Are in class where students speak 50 percent or more of time in foreign language:		
yes	17	51
no	16	49
20. Have teacher who believes students should be at ease in class:		
yes	20	60
no	13	40

TOTAL DISTRIBUTION OF STUDENT RESPONSES ACCORDING TO FACTORS CONTRIBUTING
TO THE DEVELOPMENT OF ORAL COMMUNICATION SKILLS

Factors	Number of Student Responses in Category 2.5, Second-year	Percentage of Students in Category 2.5
1. Attitude towards language learning:		
positive	4	80
negative	1	20
2. Have spent 1 month or more in foreign country:		
yes	0	0
no	5	100
3. Have relative at home who speaks language:		
yes	0	0
no	5	100
4. Feel at ease in class:		
yes	3	60
no	2	40
5. Could speak better if not under pressure:		
yes	4	80
no	1	20
6. Believe teacher is patient enough:		
yes	3	60
no	2	40
7. Believe they have enough class- time to practice speaking the language:		
yes	3	60
no	2	40
8. Speak three or more times per period in language:		
yes	1	20
no	4	80

Factors	Number of Student Responses in Category 2.5, Second-year	Percentage of Students in Category 2.5
9. Believe that classroom activity that helps most in learning to speak language is:		
vocabulary	0	0
games	1	20
dialogues	1	20
exercises	0	0
reading	3	60
questioning	0	0
10. Believe that most important skill to learn is:		
speaking	2	40
writing	0	0
reading	0	0
understanding	3	60
11. Have teacher who has been teaching foreign language for more than 10 years:		
yes	2	40
no	3	60
12. Have teacher with Master's Degree:		
yes	2	40
no	3	60
13. Are in class with under 20 students:		
yes	0	0
no	5	100
14. Have teacher who is native speaker of language or who has relative who is native speaker:		
yes	0	0
no	5	100
15. Have teacher who believes the most important skill to teach is:		
reading	0	0
writing	0	0
speaking	3	60
listening	2	40

Factors	Number of Student Responses in Category 2.5, Second-year	Percentage of Students in Category 2.5
16. Have teacher who uses a variety of methods to develop speaking skills in students:		
yes	1	20
no	4	80
17. Have teacher who spent 1 month or more in foreign country:		
yes	5	100
no	0	0
18. Have teacher who speaks 50 percent or more of class-time in foreign language:		
yes	3	60
no	2	40
19. Are in class where students speak 50 percent or more of time in foreign language:		
yes	3	60
no	2	40
20. Have teacher who believes students should be at ease in class:		
yes	3	60
no	2	40

TOTAL DISTRIBUTION OF STUDENT RESPONSES ACCORDING TO FACTORS CONTRIBUTING
TO THE DEVELOPMENT OF ORAL COMMUNICATION SKILLS

Factors	Number of Student Responses in Category 3.0, Second-year	Percentage of Students in Category 3.0
1. Attitude towards language learning: positive negative	30 1	96 4
2. Have spent 1 month or more in foreign country: yes no	0 31	0 100
3. Have relative at home who speaks language: yes no	0 31	0 100
4. Feel at ease in class: yes no	27 4	87 13
5. Could speak better if not under pressure: yes no	18 13	58 42
6. Believe teacher is patient enough: yes no	27 4	87 13
7. Believe they have enough class- time to practice speaking the language: yes no	25 6	80 20
8. Speak three or more times per period in language: yes no	22 9	70 30

Factors	Number of Student Responses in Category 3.0, Second-year	Percentage of Students in Category 3.0
9. Believe that classroom activity that helps most in learning to speak language is:		
vocabulary	1	3
games	2	6
dialogues	4	12
exercises	12	38
reading	5	16
questioning	7	22
10. Believe that most important skill to learn is:		
speaking	11	35
writing	2	6
reading	1	3
understanding	17	54
11. Have teacher who has been teaching foreign language for more than 10 years:		
yes	28	90
no	3	10
12. Have teacher with Master's Degree:		
yes	3	10
no	28	90
13. Are in class with under 20 students:		
yes	0	0
no	31	100
14. Have teacher who is native speaker of language or who has relative who is native speaker:		
yes	12	38
no	19	62
15. Have teacher who believes the most important skill to teach is:		
reading	0	0
writing	0	0
speaking	16	51
listening	15	49

Factors	Number of Student Responses in Category 3.0, Second-year	Percentage of Students in Category 3.0
16. Have teacher who uses a variety of methods to develop speaking skills in students:		
yes	2	6
no	29	94
17. Have teacher who spent 1 month or more in foreign country:		
yes	31	100
no	0	0
18. Have teacher who speaks 50 percent or more of class-time in foreign language:		
yes	28	90
no	3	10
19. Are in class where students speak 50 percent or more of time in foreign language:		
yes	16	51
no	15	49
20. Have teacher who believes students should be at ease in class:		
yes	4	12
no	27	88

TOTAL DISTRIBUTION OF STUDENT RESPONSES ACCORDING TO FACTORS CONTRIBUTING
TO THE DEVELOPMENT OF ORAL COMMUNICATION SKILLS

Factors	Number of Student Responses in Category 3.5, Second-year	Percentage of Students in Category 3.5
1. Attitude towards language learning:		
positive	5	100
negative	0	0
2. Have spent 1 month or more in foreign country:		
yes	1	20
no	4	80
3. Have relative at home who speaks language:		
yes	1	20
no	4	80
4. Feel at ease in class:		
yes	3	60
no	2	40
5. Could speak better if not under pressure:		
yes	2	40
no	3	60
6. Believe teacher is patient enough:		
yes	4	80
no	1	20
7. Believe they have enough class- time to practice speaking the language:		
yes	2	40
no	3	60
8. Speak three or more times per period in language:		
yes	3	60
no	2	40

Factors	Number of Student Responses in Category 3.5, Second-year	Percentage of Students in Category 3.5
9. Believe that classroom activity that helps most in learning to speak language is:		
vocabulary	1	20
games	1	20
dialogues	2	40
exercises	0	0
reading	1	20
questioning	0	0
10. Believe that most important skill to learn is:		
speaking	3	60
writing	0	0
reading	0	0
understanding	2	40
11. Have teacher who has been teaching foreign language for more than 10 years:		
yes	3	60
no	2	40
12. Have teacher with Master's Degree:		
yes	3	60
no	2	40
13. Are in class with under 20 students:		
yes	0	0
no	5	100
14. Have teacher who is native speaker of language or who has relative who is native speaker:		
yes	2	40
no	3	60
15. Have teacher who believes the most important skill to teach is:		
reading	0	0
writing	0	0
speaking	5	100
listening	0	0

Factors	Number of Student Responses in Category 3.5, Second-year	Percentage of Students in Category 3.5
16. Have teacher who uses a variety of methods to develop speaking skills in students:		
yes	1	20
no	4	80
17. Have teacher who spent 1 month or more in foreign country:		
yes	5	100
no	0	0
18. Have teacher who speaks 50 percent or more of class-time in foreign language:		
yes	2	40
no	3	60
19. Are in class where students speak 50 percent or more of time in foreign language:		
yes	0	0
no	5	100
20. Have teacher who believes students should be at ease in class:		
yes	3	60
no	2	40

TOTAL DISTRIBUTION OF STUDENT RESPONSES ACCORDING TO FACTORS CONTRIBUTING
TO THE DEVELOPMENT OF ORAL COMMUNICATION SKILLS

Factors	Number of Student Responses in Category 4.5, Second-year	Percentage of Students in Category 4.5
1. Attitude towards language learning:		
positive	5	83
negative	1	17
2. Have spent 1 month or more in foreign country:		
yes	0	0
no	6	100
3. Have relative at home who speaks language:		
yes	0	0
no	6	100
4. Feel at ease in class:		
yes	3	50
no	3	50
5. Could speak better if not under pressure:		
yes	5	83
no	1	17
6. Believe teacher is patient enough:		
yes	3	50
no	3	50
7. Believe they have enough class- time to practice speaking the language:		
yes	4	66
no	2	34
8. Speak three or more times per period in language:		
yes	3	50
no	3	50

Factors	Number of Student Responses in Category 4.5, Second-year	Percentage of Students in Category 4.5
9. Believe that classroom activity that helps most in learning to speak language is:		
vocabulary	0	0
games	2	34
dialogues	0	0
exercises	4	66
reading	0	0
questioning	0	0
10. Believe that most important skill to learn is:		
speaking	3	50
writing	0	0
reading	0	0
understanding	3	50
11. Have teacher who has been teaching foreign language for more than 10 years:		
yes	5	83
no	1	17
12. Have teacher with Master's Degree:		
yes	0	0
no	6	100
13. Are in class with under 20 students:		
yes	0	0
no	6	100
14. Have teacher who is native speaker of language or who has relative who is native speaker:		
yes	4	66
no	2	34
15. Have teacher who believes the most important skill to teach is:		
reading	0	0
writing	0	0
speaking	5	83
listening	1	17

Factors	Number of Student Responses in Category 4.5, Second-year	Percentage of Students in Category 4.5
16. Have teacher who uses a variety of methods to develop speaking skills in students:		
yes	1	17
no	5	83
17. Have teacher who spent 1 month or more in foreign country:		
yes	6	100
no	0	0
18. Have teacher who speaks 50 percent or more of class-time in foreign language:		
yes	6	100
no	0	0
19. Are in class where students speak 50 percent or more of time in foreign language:		
yes	2	34
no	4	66
20. Have teacher who believes students should be at ease in class:		
yes	1	17
no	5	83

TOTAL DISTRIBUTION OF STUDENT RESPONSES ACCORDING TO FACTORS CONTRIBUTING
TO THE DEVELOPMENT OF ORAL COMMUNICATION SKILLS

Factors	Number of Student Responses in Category 5.0, Second-year	Percentage of Students in Category 5.0
1. Attitude towards language learning:		
positive	0	0
negative	2	100
2. Have spent 1 month or more in foreign country:		
yes	1	50
no	1	50
3. Have relative at home who speaks language:		
yes	2	100
no	0	0
4. Feel at ease in class:		
yes	1	50
no	1	50
5. Could speak better if not under pressure:		
yes	2	100
no	0	0
6. Believe teacher is patient enough:		
yes	2	100
no	0	0
7. Believe they have enough class- time to practice speaking the language:		
yes	0	0
no	2	100
8. Speak three or more times per period in language:		
yes	0	0
no	2	100

Factors	Number of Student Responses in Category 5.0, Second-year	Percentage of Students in Category 5.0
9. Believe that classroom activity that helps most in learning to speak language is:		
vocabulary	0	0
games	0	0
dialogues	1	50
exercises	0	0
reading	1	50
questioning	0	0
10. Believe that most important skill to learn is:		
speaking	0	0
writing	0	0
reading	0	0
understanding	2	100
11. Have teacher who has been teaching foreign language for more than 10 years:		
yes	2	100
no	0	0
12. Have teacher with Master's Degree:		
yes	0	0
no	2	100
13. Are in class with under 20 students:		
yes	0	0
no	2	100
14. Have teacher who is native speaker of language or who has relative who is native speaker:		
yes	1	50
no	1	50
15. Have teacher who believes the most important skill to teach is:		
reading	0	0
writing	0	0
speaking	1	50
listening	1	50

Factors	Number of Student Responses in Category 5.0, Second-year	Percentage of Students in Category 5.0
16. Have teacher who uses a variety of methods to develop speaking skills in students:		
yes	0	0
no	2	100
17. Have teacher who spent 1 month or more in foreign country:		
yes	2	100
no	0	0
18. Have teacher who speaks 50 percent or more of class-time in foreign language:		
yes	2	100
no	0	0
19. Are in class where students speak 50 percent or more of time in foreign language:		
yes	1	50
no	1	50
20. Have teacher who believes students should be at ease in class:		
yes	0	0
no	2	100

VITA

Ruth Cox was born on December 4, 1957 in Düsseldorf, West Germany. She attended elementary and high school in that city and graduated in 1976. In 1977 she entered The University of Tennessee, Knoxville to complete a Bachelor of Science degree in Foreign Language Education. She graduated in the spring of 1981 with "top graduate honors."

While she was teaching French, Spanish, and German at Laurel High School in Knoxville, she was also a full-time graduate student in Foreign Language Education. After receiving her Master of Science degree in August of 1982, she will again be teaching foreign languages.