To the Graduate Council:

I am submitting herewith a dissertation written by Ann Hero Bagley entitled "The Effects of Special Listening Training on Attitude and Achievement Scores of First Quarter Spanish Students." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Curriculum and Instruction.

William H. Heflin, Jr.

William H. Heflin, Jr.,
Major Professor

We have read this dissertation
and recommend its acceptance:

Russell L. French

Earl M. Rayner

Hubert Lee

Accepted for the Council:

L Evans Beck

Vice Chancellor
Graduate Studies and Research

b

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THE EFFECTS OF SPECIAL LISTENING TRAINING ON ATTITUDE AND ACHIEVEMENT SCORES OF FIRST QUARTER SPANISH STUDENTS

A Dissertation

Presented for the

Doctor of Education

Degree

The University of Tennessee, Knoxville

Ann Hero Bagley

December, 1978

1371422

DEDICATION

To Dan, who gave a gentle push and kept the faith.

ACKNOWLEDGMENTS

I would like to acknowledge the influence of Dr. Sarah Snider who provided helpful counsel throughout my program of study and research. In the idea-gathering phase for this study, I am especially indebted to Dr. William Heflin and Dr. James Asher for the suggestions and materials they so generously provided.

In the development, trail-testing, and execution of the treatment, my sincere appreciation is extended to Mr. Rafael Hernandez who took on those responsibilities willingly and enthusiastically. To the volunteer subjects as well as their instructors, Mrs. Anita McKeebie and Mr. Rafael Hernandez, I express my gratitude.

Throughout the study my committee chairman, Dr. William Heflin, and my friend and mentor, Dr. Sarah Snider, read rough drafts of the dissertation with unselfish care and offered continual encouragement. Special thanks are also due to Dr. John Ray who helped with the design and to the members of the dissertation committee: Drs. William Heflin, Earl Ramer, Ernest Lewald, and Russell French.

Finally, I am most grateful to my husband, Dan. His love, understanding, encouragement, and admonitions sustained me throughout the doctoral program.

ABSTRACT

This research investigated the effects of special listening training on attitude and achievement scores of first quarter Spanish students. The vehicle chosen for developing a strong listening comprehension base was the Total Physical Response (TPR) technique which combines the imperative with kinesthetic activities. It was hypothesized that the insertion of TPR activities into normal class procedures would result in (1) increased listening competence as measured by a common concepts listening test, (2) more positive attitudes toward foreign language study as measured by mean gain differences on 23 attitude variables, and (3) at least normal levels of fundamental language acquisition as measured by departmental examinations administered in the third and sixth weeks.

A daily 20-minute treatment was inserted into regular activities for one Spanish class at the University of Tennessee, Knoxville. The instructor, in order to accommodate the TPR unit, shortened the time for regular activities by 35% for the first five weeks of the quarter.

Comparisons of results of the Modern Language Aptitude Test and the Foreign Language Attitude Questionnaire determined initial group equivalency between experimental and

control classes. Foreign Language Interaction analyses of classroom observations insured similarity of instructors' styles and teaching techniques.

Test results of 31 subjects in the experimental group and of 26 subjects in another beginning Spanish class were analyzed using the parametric t-test technique. The data supported all three hypotheses.

It was concluded that special listening training in initial foreign language acquisition not only increases listening competence but also results in more positive attitudes as well as fundamental language development. The fact that these goals can be achieved without adding time or money to the existing program lends a high degree of practical value to the study.

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CHAPTER I

INTRODUCTION

During the late 1950's and early 1960's, much time, effort and money was devoted to developing more effectively the four skills of listening, speaking, reading, and writing in foreign language education. The decade of the sixties focused on experimentation and training according to the audio-lingual habit theory which is basically a system of developing the four skills sequentially through conditioned response (Brooks, 1960). Teaching methods based on the assumption that language is behavior did not, however, result in the kind of success in linguistic competence that educators were aiming for (Hayes, Ornstein & Gage, 1977; Birkmaier, 1973). Thus, the seventies have been dominated by reactions to the audio-lingual theory and accompanying practices, so that an "eclectic" approach has emerged. This approach, sometimes described as a modified audio-lingual approach, combines the basic elements of audio-lingual procedures, such as dialog and pattern drills, with earlier practices such as the deductive study of grammar and simultaneous introduction of the four skills.

A review of representative textbooks in use indicate that this modified approach to the teaching of language has

become more common than any other in college (Arendt, 1971) and secondary (Chastain, 1971) classrooms at the basic language level. While methods and techniques shifted during the sixties and seventies, the major goal of language teaching remained that of mastery of the linguistic code; that is, development of accuracy in the skills areas. Success in foreign language acquisition was determined by the degree to which the learner could master the phonetic and orthographic systems and make proper grammatical item substitutions based on model sentences.

Of great concern to those seeking to teach or acquire near-native fluency in language was the recognition that prevailing teaching/learning activities led to accuracy in technical manipulation of the language but resulted in a stilted, mechanical form of language use which inhibited genuine communication. The assumption that linguistic competence would result in a natural leap to communicative competence proved to be in error (Rivers, 1973). It became clear that students who learn surface structure of language but do not develop communicative competence lack the creativity and spontaneity which are characteristic of near-native usage of language. Savignon (1977) defines communicative competence as:

> . . . a way of describing what it is a native speaker knows which enables him to interact effectively with other native speakers. This kind of interaction, by

> definition, is spontaneous, i.e., unrehearsed . . . native speakers know not only how to say something but what to say and when to say it. (p. 8)

Teaching for communicative competence has led to a focus on the process of language learning rather than to the single emphasis of skill mastery. As Savignon (1977) explained:

> An understanding of the process of second language learning means not only a tolerance but encouragement of risk-taking in saying what you mean. This implies acceptance of "error" as a natural and desirable feature of language learning. (p. 13)

The first step in gaining communicative competence may be the development of a strong listening-comprehension foundation. Many studies reflect the need for learners to acquire listening competence before attempting speech. This can be accomplished by means of a prevocal phase which is a period of time at the beginning of language study when students are not expected to produce foreign sounds. A variety of prevocal phase approaches have been employed by language educators. In some variations, teachers have spoken only the foreign language, allowing students to respond in English until they felt ready to move on to foreign speech (Gauthier, 1963). In other experiments teachers have spoken only the foreign language while the students grasped the meaning through pictures (Winitz & Reeds, 1975). Still others have spoken only the foreign language having students respond by writing the foreign language (Postovsky, 1974).

Among the best known investigators who have conducted the most extensive research on the prevocal concept is James Asher (1977) who has coupled listening development with kinesthetic activities. In this approach, referred to as the "Total Physical Response," the teacher gives commands in the foreign language and the students demonstrate their comprehension by actually performing. The commands vary from a simple "stand up" to "If Mary is wearing a yellow blouse, go to the door and turn off the light."

Laboratory studies for the development of Asher's instructional strategy have been conducted in Japanese (Kunihira & Asher, 1965), Russian (Price, 1966), French (Asher, 1976), and English as a foreign language (Asher, 1977). Field studies have been done in German (Asher, 1972) and Spanish (Asher, Kusudo, & de la Torre, 1974). The subjects have ranged from kindergarten through college levels. Asher and his colleagues found that all age groups respond favorably to his action-oriented approach.

According to Asher, there are many reasons why his system of combining the imperative with kinesthetic activities has been successful for the second-language learner. First, and most important, is the high motivation and exceptionally good attitude of these students. They have an immediate sense of progress in the foreign language from the first hour of instruction. Second, this system removes the psychological

factor of stress arising from being forced to produce vocally, which appears to impede learning for many. Third, there appears to be a readiness factor at work as reflected in normal patterns of native language acquisition in which children's first language input is internalized for a long period of time before there is language output (Ervin, 1964). Fourth, Asher postulates that in adults there is a high level of transferability from the listening skill to the other skills, including reading and writing, which are acquired faster and more efficiently after the initial prevocal phase. Fifth, there are studies that show a link between retaining knowledge and performing a motor activity (Humphrey, 1962; Humphrey, 1965; Lieberman & Altschul, 1971). And, sixth, as students progress from listening to speaking, they seem willing to take risks for the sake of communication even if it means making mistakes in speech. They are spontaneous and creative in their use of the newly acquired vocabulary and structure. Emphasis is on content rather than form; the focus is on getting the message across.

The value of risk-taking in communication is reflected in Rubin's research (1975) on traits of successful language learners. Three of the five characteristics that successful language learners have in common are (1) they are willing to guess, (2) they are not afraid to appear foolish, so they take chances, and (3) they are not afraid to construct sentences they have never heard before.

Rationale for the Study

Although much research has been done in the areas of teaching and learning foreign languages, certain characteristics of the research and resultant new techniques have inhibited their value in practical application. Some of the suggested new techniques are most unrealistic when their use in a public school is considered. Much of the research has dealt with global systems rather than focusing on specific variables, thus making it impossible to make use of the research results in a practical sense without changing the total approach to teaching. Despite the variety of approaches used to teach languages, student attitudes continue to be negative (Birkmaier, 1973; Jakobovits, 1969a) and attrition rates remain at a high level (Knoxville News-Sentinel, 1978). Many new techniques which have proven to be successful in achieving some goals have done so at the cost of neglecting other, equally important goals. These problems indicate certain specific and urgent needs regarding research in the teaching and learning of language.

In support of the need for single variable research, Jakobovits (1969b) contends that "global comparisons between 'methods of instruction' are unrealistic" (p. 223). One of the major reasons why these types of comparisons are "unproductive" is that "what is usually defined as a 'method' actually consists of a large variety of instructional activities, most of which remain undefined and unobserved"

(Jakobovits, 1969b, p. 223). In reviewing studies using broad comparisons of total systems of foreign language teaching, Carroll (1966) concludes that detailed studies of specific processes are likely to be more beneficial in yielding information as to effective teaching procedures.

Frechette (1976) pointed out that some relevant research on the influence of single variables has been done, but added a further dimension by suggesting that the most immediately "relevant" research for the classroom should be done <u>in</u> the classroom itself. There is a definite need for single variable research which can be used in the actual classroom without the necessity of purchasing expensive technological devices, rearranging the existing time structure, purchasing new sets of texts, tapes, and other materials, or making other major changes in the program. To be useful, the studies must meet the test of practicality. Teachers are acutely aware of the discrepancies between theoretical developments and the actual daily demands on their time, direction of effort and available funds. In assessing needs, researchers have found that teachers request information in continuing education courses which will be not only innovative but also realistic and effective in teaching foreign language skills (Goddu, 1976, p. 333).

In addition to the needs for single variable studies and for meeting today's teachers' concerns realistically by

conducting relevant research in the classroom itself, there is a need for more attention to the learner in terms of attitude development and the learning process.

Although one of the major objectives of foreign language education is to foster development of positive attitudes (Arendt, 1971, p. 65), surveys show that high school students' attitudes decline during the two years of their language experience, while among college foreign language students, one-third to one-half have no interest in their specific foreign language (Birkmaier, 1973, p. 1283). Jakobovits (1969a, p. 448) reported survey results which reveal that students spend more time in preparation for foreign language courses than they do for other courses but have diminished interest in the foreign language after completing their course work. The decline in interest is particularly significant in view of results of other studies which show that students with low aptitudes can learn a foreign language if attitude and motivation are strong (Lambert, 1970, p. 85). It is evident, therefore, that foreign language educators must attend to the problem of fostering positive attitudes toward language during the process of language acquisition.

In addition to concern for attitude development in the learner, educators must be concerned with the process of learning itself. The question of how the learner initially

acquires language could be a key in determining how to present a foreign language in such a way that the learner will become proficient and comfortable and, thus, flexible in that language. The priority of aural comprehension in language acquisition is well documented.

Infants are exposed to the sounds of their native language in meaningful context for a prolonged period of time before real verbal interaction is expected. The capacity to conceptualize phonological, grammatical, and lexical data and to integrate those data is a highly complex process. Benson and Hjelt (1978) assert that this process of internalization is "an essential prerequisite to oral communication and appears to be tightly integrated with all language skills, both receptive and productive" (p. 88). The ingredient in language development which may facilitate this complex process is Oller's "notion of expectancy" (Oller, 1974). He contends that the foundation of all language skills is the ability to anticipate elements in sequence and that this capacity "begins in the pre-language years and continues to function throughout our lives . . ." (p. 444). Asher (1972) says that it is no accident that listening precedes speaking in children's first language development. He postulates that the prevocal phase "maps the blueprint for the future acquisition of speaking" (p. 133) and is equally beneficial in second language acquisition.

In agreement with Asher, Chastain (1971, p. 162) recognizes the need for more emphasis on practice in listening comprehension in second language acquisition. He believes that attention must be paid to the importance of sequencing since listening comprehension precedes and serves as a basis for speaking. He explains as follows:

> Once language competence has been established by means of the receptive skills, performance can be undertaken and developed toward fluency. Oftentimes the teacher focuses on the goal of language production and forgets the prerequisite importance of the receptive skills. (pp. 160-161)

Belasco (1965, p. 485) also stresses the importance of the acquisition of "true audio-comprehension" as the key to achieving a high degree of proficiency in the other skills.

Investigations by Postovsky (1974) support Belasco's concept of the transferability of listening competence to the development of other skills. In a twelve-week language program the experimental subjects delayed oral practice in Russian for the first four weeks. They then merged with the control group in an on-going audio-lingual program which stressed intensive oral practice. The experimental group's superior test results on all four skills (listening, speaking, reading, writing) at both the sixth and twelfth weeks indicate that the strengthening of listening competence is most beneficial at the beginning of language learning.

By initially strengthening the listening skill (rather than the speaking skill), the learner has opportunity for

simultaneously developing the capacity to anticipate elements in sequence. Oller (1974) recommends that the daily instructional unit be built around meaningful interaction situations which are an outgrowth and logical extension of the preceding day's activities. This system is preferable to the conventional system of centering activities around new grammatical information because it enables the learner to rely on his previous experiences, thus freeing him to focus on the natural process of expectation in target language coding. Benson and Hjelt (1978) cite six separate research studies which support the concept of the priority of aural comprehension in developing an expectancy grammar. These studies provide empirical evidence for their hypothesis that "language learning is an integrative process initially requiring contextual decoding of the meanings of new utterances before meaningful and creative encoding can take place" (p. 85). Benson and Hjelt emphasize the need for providing a strong listening comprehension base at the beginning of language study and suggest that "failing to give adequate practice in listening may be an inefficient and potentially frustrating way to teach a language" (p. 88).

Building a strong listening foundation is also the logical first step in the process of developing communicative competence. Jakobovits' review (1969a) of the research

on language learning and teaching produced the following important conclusion:

> Attainment of FL study can be evaluated on two levels: degree of mastery of mechanical manipulation and extent of communicative competence. There appears to be no good reason for withholding training in the latter until advanced mastery of the former. Teaching at both levels conjointly would be preferable on several grounds. (p. 452)

Single variable studies which yield practically applicable results and which focus on improving student attitudes while developing listening competence are urgently needed. In view of this need, the present study was designed to determine whether a special listening training unit inserted into the regular course would result in improved attitudes and increased listening competence. Asher's Total Physical Response technique, abbreviated "TPR," was selected as the vehicle for listening training. The TPR system provides meaningful situations for interaction which expand or build upon the preceding activities. It serves as the necessary complement to the syntactical-structure oriented approach used in the regular class. With the addition of the TPR, daily language learning activities can be organized so that the crucial balance between linguistic and communicative competence can be realized.

The insertion of the TPR into the regular course rather than the substitution of that system for the existing course is built upon the underlying assumption that

language is learned best through the simultaneous development of linguistic and communicative competences. The achievement of these dual objectives depends upon carefully planned in-class activities which begin from the very outset of the foreign language course. By focusing first on building listening comprehension skills, development of both competences can begin from the first day and can be accomplished by the regular classroom teacher in a conventional setting.

Statement of the Problem

The purpose of this study was to investigate the influence on attitude and the development of listening proficiency in beginning language students through the use of the imperative with kinesthetic activities. It was hypothesized that the integration of Asher's Total Physical Response (TPR) with normal class procedures would result in (1) increased listening competence as measured by a comprehension test, (2) a more positive attitude toward language learning as measured by a pre- and posttest of attitudes, and (3) at least normal levels of fundamental language proficiency as measured by the regular departmental examinations.

Subsumed in the basic purpose of this study is the question of whether attitude enhancement and increased listening comprehension can be developed without adding

time or expense to the existing foreign language program. An important aspect of this study, then,is its practical value: in order to make the treatment as functional as possible, the experiment was conducted in a real foreign language class; no additional time, specialized teaching materials, laboratory equipment, or expensive teaching aids were added to the existing program.

Limitations

The experiment was confined to 57 subjects assigned by computer to two Spanish classes at the University of Tennessee, Knoxville, hereinafter referred to as UTK, during the Spring Quarter, 1978. Since computer placement may allow some self-selection bias, foreign language aptitude and attitude pretests were used for the purpose of checking for initial equivalence.

Two different instructors in the UTK Department of Romance Languages were selected to teach the experimental and control classes. They were carefully matched with respect to attitude toward subject matter, classroom teaching skill and experience, academic position, experience with course text and format, command of English and Spanish (both instructors are bilingual), and cultural background.

Three of the testing instruments used in the study do not have empirically verified validity and reliability coefficients. All have content validity. The departmental

examinations, which have been in use for the past twelve quarters, show reliability on a quarter to quarter basis. They were written by the Department of Romance Languages and have been subjected to item analyses and revisions. They appear to be valid instruments for measuring fundamental language development in the basic language program. The Foreign Language Attitude Questionnaire, abbreviated "FLAQ," was prepared by Leon A. Jakobovits for the 1970 Northeast Conference on the Teaching of Foreign Languages (Serafino, 1970). Large quantities of the FLAQ have been used by more than 50 secondary schools and colleges during the past nine years for the purpose of indexing student attitudes toward foreign language study (Dodge, 1978). This instrument is comprised of items which were carefully selected from previous studies on student attitudes (Serafino, 1970, p. 9) and it appears to be generally accepted as the most useful foreign language attitude questionnaire presently available. The test instrument developed for measuring listening competence in this study is based on the Spanish language version of the Common Concepts Foreign Language Test (Popham & Sadnavitch, 1966) (V = .51, r = .89) and is similar in form, content, administration, and scoring. A report of how the original was modified, evaluated by a panel of experts, and pilot tested appears in Chapter III.

Assumptions

For the purpose of this study, the following assumptions are made:

1. The Common Concepts Listening Test can be used to measure listening comprehension ability with beginning Spanish students.

2. The text (Turk & Espinosa, 1974) used and the associated procedures followed in the basic level language classes at UTK are representative of what other similarly based basic language programs are like in terms of building fundamental language skills.

3. The system of integrating the TPR approach as the experimental treatment is representative of what could be incorporated in other basic language programs in terms of effecting increases in listening comprehension.

4. The teachers' abilities and personalities are equal to the extent that neither group has a learning advantage over the other.

5. The learning-the-test sensitization of taking the pretest will be the same for both experimental and control groups.

6. All subjects will operate in good faith, scoring as well as they can on all tests.

Definition of Terms

Some basic terms are defined as follows for the purpose of this study:

Asher Approach: An action-oriented instructional strategy which develops listening competence through the use of the imperative. This term is used interchangeably with Total Physical Response (TPR) and Special Listening Training in this study.

Basic Language Program: The first two years of foreign language study at the college level.

Communicative Competence: The ability to function in real-life language-use situations in ways fully acceptable to a native speaker; speaking fluency is considered a part of this broad concept.

Fundamental Language Proficiency: Satisfactory performance on comprehensive course examinations which measure linguistic competence developmentally.

Linguistic Competence: The degree of technical mastery of a language. This includes areas such as accuracy of pronunciation, range of vocabulary, and extent of grammatical control.

Listening Competence: The ability to grasp subtle cues as well as the general message and to receive meaning through recognition of vocabulary, structure, and intonational patterns in spoken language. The term is used

interchangeably with Listening (or Aural) Comprehension Ability. Listening competence, like communicative competence, is a learned skill developed through practice. The term Listening (or Aural) Proficiency refers to the degree of mastery of this skill.

Modified Audio-Lingual Approach: A system of teaching foreign languages integrating the basic tenets of the audio-lingual habit theory with the presentation of formal grammar rules and the simultaneous introduction of the four skills. Most texts and classroom techniques reflect variations of this eclectic approach today.

Prevocal Phase: A period of time at the beginning of language study when students are not expected to produce foreign sounds. The first goal is the development of aural comprehension. The period of time may vary from a few days to several weeks.

Organization of the Study

This study is divided into five chapters. Chapter I has presented an introduction, rationale for the study, statement of the problem, limitations, assumptions, and definition of terms. Chapter II contains a review of the literature pertinent to this study. Chapter III describes the data-gathering methods and treatment procedures. Presentation and analysis of the data appear in Chapter IV.

Chapter V summarizes the findings, draws conclusions and implications, and recommends areas for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

The Total Physical Response approach to language teaching, using the imperative with kinesthetic activities, developed from a dual theoretical base. It focused on the priority of aural comprehension and on the learning power of active student response. The development of the TPR theory is presented first, followed by a review of the laboratory experiments and the field studies which refined the TPR concept.

This chapter concludes with a survey of classroom applications of the Total Physical Response strategy with their resultant variations which occur when theory is translated into practice.

Background

While exploring theoretical constructs of learning, an eminent California psychologist developed the "neo-field theory" (Asher, 1964) which postulated that in order to change behavior the primary direction of psychological research should be invention rather than discovery:

> For psychology, both discovery and invention are relevant directions of work but the latter should

> be more predominant . . . if we are interested in how behavior functions, this research activity results in discovery. If we want to evoke or even modify human behavior, this will require invention. (p. 88)

In order to change behavior, he recommended that researchers engage in problem-solving activities for the purpose of inventing new stimulus fields.

Asher became involved incidentally in the area of language learning when he applied the problem-solving process to an aspect of foreign language acquisition in order to illustrate the transition from a heuristic model to a specific solution. The problem selected was: How to achieve listening fluency in a foreign language with a procedure that approximates one-trial learning. A model was developed with 10 characteristics that the ideal solution should possess. Using the model as a heuristic tool, the task of inventing the specific stimulus (a teaching strategy) which would elicit the desired behavior (listening fluency) turned up the concept or solution of the total physical response.

Laboratory Experiments

Exploratory applications of the TPR to volunteer subjects resulted in the achievement of listening fluency with long-term retention in an average of three trials per utterance.

With the preliminary research as a guide, Kunihira & Asher (1965) tested the TPR with male and female English-speaking undergraduates in three short training sessions of Japanese. The experimental group, who used the TPR strategy, had significantly better retention than the control groups who either sat and watched the Japanese demonstrated, listened to translations or read translations.

A second study of college students (Asher, 1966) was designed for use with a different foreign language. The experimental group heard Russian and used the TPR while the control group heard the same utterances and observed demonstrations of the actions. The experimental group performed the actions on the retention test, while the control group wrote English translations. The significantly better retention scores for the experimental group were similar to results of previous studies. A replication of this study designed to see if the TPR would be effective for sixth grade children, resulted again in significantly better retention scores by the experimental group.

Further replication of previous studies was done by Asher and Price (1967) who compared second, fourth, eighth graders' and college students' retention abilities with Russian commands. This time significant differences in retention abilities were not found between the experimental and control groups but rather were directly related

to age of the subject: the older the subject, the better the retention rate. The study concludes that when adults develop listening fluency under the same conditions as children, the adults are superior.

The age difference study particularly questions the commonly-held notion that children learn language better and more quickly than adults, at least in the listening area of language acquisition. It is often observed that when a family moves to a different speech community, it is the children who first learn the foreign language and with much less difficulty than the parents. The theory of the child's supremacy in mastering the aural/oral aspects of language is supported in part by early childhood developmental theories; yet, there is encouraging evidence in support of the adult's ability to be more successful in second language acquisition than the child in at least the aural language aspects. Asher observed that children tend to use the TPR techniques in play as well as in interactions with adults and thus are provided with more opportunities for language acquisition. Since adult conversation does not require physical action, language usage is not reinforced in the same manner. The TPR simulates natural environmental learning conditions of children and appears to enable adults to comprehend and retain language more readily. Asher and Price (1967) observed: "If the child in a foreign country

uses an action response but the adult does not, this may partially explain why children become more fluent than adults" (p. 1220).

Because of the encouraging results of the six previously described laboratory studies, fifteen separate pilot tests were run in order to determine the role of specifics such as position, cue, and sequence involved in the technique itself. The results showed that no individual component of the technique could explain its success. "The intact pattern of the motor act seemed to be necessary for the achievement of a high level of listening fluency (Asher, 1969a, p. 17). Also, evidence in the same report indicated that translation most seriously impeded retention, and simultaneously introducing speech and listening skills significantly decreased listening comprehension ability.

Based on his research findings, Asher (1969b) made suggestions concerning the teaching of foreign languages in the school systems. He suggested that a basic problem in achieving goals may simply be that the language program is "too ambitious." His research indicates that the objective of fluency in the four skills of listening, speaking, reading, and writing, is unrealistic even at the college level, and he recommends that during the first stage of learning only the skill of listening be stressed since listening fluency

> . . . seems to have positive transfer . . . the intent should be to pre-tune the student with a keen level of listening skill so that he will have a perceptual readiness to make a graceful non-stressful transition to speaking the language. (p. 261)

The instructional strategy which he advocates for best achieving this "keen level" of listening understanding is the Total Physical Response.

Asher and Garcia (1969) investigated second language development of Cuban immigrants aged seven to nineteen. Their findings supported the thesis that the superiority of adults to children may hold for listening only and that children may indeed have a "pre-puberty biological predisposition which enables them to achieve fidelity in pronunciation" (p. 335). As a result of this study and the previous studies involving listening comprehension, Asher (1972) postulated that there may even be an inverse relationship between pronunciation (learning based on copying) and listening comprehension (learning based on rules and principles).

The Cuban study pointed out the need to approximate how children learn their first language in the second-language classroom. When a child acquires his first language, he first hears much language and then responds physically to those sounds as the adult commands manipulate the child and his environment; only after these listening opportunities does the child attempt speaking. Asher (1972) hypothesized that

> . . . the brain and nervous system are biologically programmed to acquire language, either the first or the second, in a particular sequence and in a particular mode. The sequence is listening before speaking and the mode is to synchronize language with the individual's body. In a sense, language is orchestrated to a choreography of the human body. (p. 134)

Consistent with the notion that behavior change calls for invention rather than discovery, Asher proposed that clues for second language learning gathered from analysis of children's first language called for invention of "a learning strategy that would be in harmony with the biological program" (Asher, 1972, p. 134).

Field Experiments

A serious limitation of the previous experiments (intended to show how retention in listening comprehension could increase in children and adults as a result of associating sounds with motor activities) was their short time period of three hours or less of foreign language training. In order to test the effectiveness of the TPR over an extended period of time two field tests were conducted, results of which confirmed the premise that acquiring listening skill in second language could be vastly accelerated in that a high level of aural comprehension could be achieved in approximately one-half the usual training time.

The first field study compared two control groups completing regular first and second college courses of German with an experimental group of eleven adults in a

night school course (Asher, 1972). As anticipated, the experimental group's results on a listening comprehension test were superior to both control groups' scores. It should be noted that the experimental group had only thirty-two hours of training as compared to forty and eighty hours respectively for the control groups.

There was another important, but unexpected, result of this study in addition to the clear gains in listening achievement by the experimental group. Although the control groups' class procedures emphasized reading and writing, the reading test results of the forty-hour control group did not differ significantly from the results of the reading test for the experimental subjects who

> had no systematic training in reading, [yet] there was enough positive transfer from listening to make both groups quite similar in their reading achievement. The reading experience of the experimental subjects may be viewed as incidental learning. (p. 136)

As a result of the field test over an extended period of time, other important discoveries were made. It was determined that basic listening fluency in German could be accomplished through the demonstration aspect of the TPR without the use of English translation. In addition, it was determined that rather than limiting verbs to the imperative form, learners could also respond to other tenses nested into commands.

The second field test involved beginning Spanish students in a two-semester experimental class where TPR was again the exclusive teaching approach (Asher, Kusudo, & de la Torre, 1974). At the end of the year (ninety hours of instruction), the Pimsleur Spanish Proficiency Tests, Form C, were administered. All sixteen experimental subjects performed beyond the fiftieth percentile rank for most skills. This is especially important since until this time the tests were special listening comprehension stories designed specifically for the purpose of testing the differences in listening comprehension. The standardized test used in this field study was not in any way geared toward the TPR approach. After ten hours of listening training, speech was encouraged but not forced on students through role reversal activities with the instructor. As a result of these studies, Asher (Asher, et al., 1974) concluded:

> When language input is organized to synchronize with the student's body movement, the second language can be internalized in chunks rather than word by word. The chunking phenomenon means more rapid assimilation of a cognitive map about the linguistic code of the target language. As the code is organized it acts as an advanced organizer to facilitate the storage of information . . . (30)

Asher's "chunking" concept in encoding language correlates with Miller's theory of cognitive processing whereby large numbers of elements are understood or processed by the brain through "chunking" (Miller, 1956). That is, clusters of elements are treated as single units which

facilitate the ability to function rapidly in a much richer cognitive system.

Asher observes that language educators will need other instructional strategies for perfecting language development after the general linguistic code is learned. Asher (Asher, et al., 1974) stated:

> The movement of the body seems to be a powerful mediator for the understanding, organization, and storage of macro-details of linguistic input. Language can be internalized in chunks, but alternative strategies must be developed for fine-tuning to micro-details. . . . (p. 31)

On the other hand, perhaps a search for "alternative strategies" is not necessary. Language educators have always been concerned with the "fine-tune" aspects of language learning. The problem may simply be a matter of combining the two elements efficiently, requiring only a subtle change in sequencing goals; or the general concept may be applied to the classroom in some of the following variations.

Classroom Adaptations

Some confusion exists regarding exactly what constitutes a total physical response technique and the point of confusion is a crucial one centering on the question of whether listening is the exclusive learning activity in the TPR approach. Professors at the University of Georgia developed a modified TPR system, the "audio-motor unit," as a supplementary activity in the language classroom. Devised as ten-minute segments, the units were first

intended for improvement of students' listening skills (Kalivoda, Morain, & Elkins, 1971), then were devised to introduce various cultural elements (Elkins, Kalivoda, & Morain, 1972), and finally were presented as communication practice drills (Kalivoda, 1976). TPR, in these cases, is not viewed as an integral part of the fundamental language learning process, but rather as an enrichment activity in the latter case to provide interest and opportunity to communicate in the foreign language classroom.

In differentiating their work from that of Asher, the Georgia professors (Kalivoda, et al., 1971) stated: ". . . Asher's 'Total Physical Response Technique' is conceived as the sole learning activity for an extended period" (p. 39), and in the same article they said of Asher's approach: ". . . those students who leave the program after one year would have little or no contact with speaking, reading, or writing skills" (p. 39).

Nord (1974) refuted their notion of listening as the sole learning activity in the TPR approach. He explained that Asher's concern is with listening not as an exclusive skill but as a focal skill with speaking neither eliminated nor forced but allowed when students are ready for it. He further explained that Asher did, at the end of what would be equivalent to a semester, test for all four skills and that test results showed students doing as well or better in all skills.

Perhaps more consistent with the Total Physical Response concept as developed by Asher and his colleagues is the approach used by Janet King and the teachers in the Austin, Texas, area who add a reading component but continue with the basic TPR approach throughout the first two years of foreign language study (Woodruff, 1976). In the basic German program at the University of Texas at Austin, King utilizes the TPR instructional strategy exclusively for the first four weeks of instruction. In the fifth week systematic development of reading skills is added through special slide and tape presentations. Gradually a special grammar/reading comprehension system is developed. The primary objective of the unique two-year course is reading. The total physical response system is used as the basic vehicle of language instruction throughout the program.

Since 1976, the TPR strategy (in one form or another) has reached foreign language secondary and college classrooms across the country. Special teacher-training workshops (Lennon, 1978; Woodruff, 1978) are conducted solely for the purpose of implementing Asher's Total Physical Response technique and its popular adaptations. Newsletters (Manning, 1978) which contain individual teachers' TPR activities and suggestions have begun circulating regularly. TPR-based print and audio-tape materials devised to supplement regular texts (Webb & Tabery, 1978), as well as films and training logs of actual TPR class situations

(Asher, 1978) are now available for classroom use. And a new college textbook (Holton & Gomez-Estrada, 1978) has incorporated special listening comprehension exercises using the imperative into the first several chapters.

Asher's approach is unique in that it was developed from a firm theoretical base and refined by careful laboratory experiments to provide the end product of the TPR which was then scientifically field tested. Asher's approach not only has the prerequisite prevocal phase which strengthens listening competence, it also progresses logically through the TPR activities into practice in speaking. The year-long field studies enabled comparisons at all four skill levels between the TPR students and regular college first and second year students as well as providing evidence of how the TPR students compete with national norms through standardized testing.

News of the TPR's overwhelming success resulted in its rapid adaptation for classroom use throughout the country as language teachers became aware of the concept and proceeded to implement it in their classes. The TPR activities are becoming individualized and are being supplemented or integrated into existing courses in a variety of ways. One could logically surmise from the amount of attention and effort being devoted to supplement TPR activities, that

empirical studies which incorporate the TPR into the existing program (rather than replacing the existing course) are justified.

CHAPTER III

PROCEDURES

In order to test the effect of a combined TPR/regular-class approach on attitude, listening comprehension ability, and basic language development of Spanish students, a system was developed for inserting the TPR into regular class activities. The sections which follow describe the TPR system, pilot studies, development of the Common Concepts Listening test, experimental design, subjects, and treatment procedures.

Description of the TPR

The treatment was a five-week Total Physical Response (TPR) exercise which was incorporated into the daily lesson for approximately 35 per cent of each class session. Asher's TPR approach begins with a prevocal phase in which students hear only the foreign language, principally in the form of commands. Demonstration (first by the instructor) conveys meaning. The TPR approach, which uses the imperative with kinesthetic activities in order to insure active listening, elicits student response initially in the form of moving to carry out simple commands. With each lesson the number of imperative forms increases, and these forms are embedded in

more complex sentences requiring expanding vocabulary. While the listening comprehension skill continues to receive priority, those students who feel ready to do so begin speaking by giving commands to the rest of the class. Eventually small groups of students act out unrehearsed situations but speech begins only as a natural extension of the listening skill and is never forced.

The purpose of combining the TPR approach with the regular class activities was to enable simultaneous development of the fundamental language skills and in-depth listening competence which serves as a base for building communicative proficiency. Therefore, the experimental group and the control group had similar daily activities; the difference is that the experimental group was not required to speak aloud and its regular activities were shortened so as to provide time for the additional listening unit. The TPR daily lesson plans appear in Appendix A.

Since the experiment was confined to the first five weeks of the quarter, the students were involved in the active listening process only. If the TPR system were incorporated for the full term, the students would begin attempting speech on an individual basis as previously described.

Pilot Studies

For the purpose of refining the TPR technique and receiving student feedback on class procedures, two pilot studies were conducted. The instructor selected to teach the treatment class was the teacher in both trial runs.

Integration of TPR with regular class activities. One pilot study took place in a second-year Spanish class at Central High School, Knoxville, Tennessee, on Tuesday, March 28, 1978. Activities intended for that day's lesson were shortened to provide time for the Total Physical Response procedures. All twenty-five students responded well to the activity which was a combination of lesson plans five and six (Appendix A). As a result of the first pilot study it was found that (1) the TPR unit could be combined successfully with the regular foreign language class objectives as measured by listening comprehension testing coupled with separate testing on the regular lesson's objectives; (2) more than one student can be given commands at the same time (the instructor was able to move small groups of students simultaneously with different commands thus eliminating the possibility of boredom from waiting one's turn); and (3) several commands can be issued in succession without causing confusion.

Initial language experience. The second pilot study, involving eighteen UTK College of Education seniors with no prior language experience, was conducted on Wednesday, March 29, 1978. The instructor taught the TPR segment of the first two treatment lessons (Appendix A) and the students were tested for listening comprehension skills and attitude toward the learning process. As a result of the second pilot study and a subsequent feed back session with the students, it was found that (1) in initiating the first foreign utterances the teacher can convey all necessary meaning solely through teacher demonstration to students who have never heard Spanish before; (2) although older persons seem to feel more awkward and inhibited at first, it is possible to use the TPR method (requiring each student to perform motor skills by foreign language commands) by carefully modeling the action and repeating the commands often; and (3) students can acquire listening competence without ever seeing the foreign language commands in print or hearing or seeing their English translations.

Student feedback, teacher observations, and test results from both experiments served to adjust classroom procedures such as pacing, placement, grouping, and sequencing in addition to providing valuable insights for optimal use of class time during the five-week treatment period.

Development of the CCLT

The basic purpose for using the Total Physical Response approach in this study was to increase listening competence of the beginning language student. In order to compare the listening competence of the control and experimental groups, it was essential that the appropriate measuring instrument be used. In a current review of foreign language tests, Jones (1977) points out a problem peculiar to testing listening proficiency: ". . . since the actual performance cannot be observed, some kind of indirect indication of whether or not the utterance was understood is required" (p. 246). In the process of answering oral test questions, students must demonstrate other language abilities such as speaking, reading, writing, or translating. Clark (1972) identifies four response modalities available for assessing listening comprehension: written native language, spoken foreign language, written foreign language, and multiple choice. He suggests that the multiple-choice technique is the only type appropriate for the beginning level student because it

> . . . has the advantage of involving only the listening comprehension skill, and thus avoids the possibility that the student will encounter confounding difficulties attributable to the combining of more than one skill aspect in the test items. (p. 49)

A version of the multiple choice format which best fits the needs of this study is the pictorial multiple

choice technique because the pictorial format has the added advantage of indicating the learner's level of success in basic listening competence rather than testing recognition of specific structure or of finite vocabulary items.

Because college-level standardized foreign language achievement tests utilize response modalities which require reading or speaking and are geared toward more advanced learning, no pictorial format test was available for use with college students. Of the listening comprehension tests, the Common Concepts Foreign Language Achievement Test (CCFLAT) primarily intended for elementary school students of English, Spanish, French, and German appeared to be the most appropriate instrument for adaptation (Banathy, Popham, & Rosenoff, 1962). It measures precisely the listening competence goal of this study (Andreade, Hayman, & Johnson, 1963; Johnson, Flores, & Ellison, 1963). Flexibility was built into the CCFLAT as is evidenced by the fact that it was validated and reliability coefficients were established at the elementary, junior high, and senior high levels (Banathy, et al., 1966).

The basic CCFLAT procedure is that of presenting a stimulus sentence which is heard in the foreign language at the same time that the student looks at a panel of small pictures. The student's task is to identify, from each set of frames, the one picture which matches the spoken phrase, thus indicating his understanding of the sentence

he has heard. The stimulus sentences call for recognition of elements in the common environment; all are common scences that are easily interpretable.

Since the original CCFLAT was not available for use (O'Donavon, 1978), and a careful search for an alternative multiple-choice pictorial format for measuring listening comprehension proved futile, a test based on the Spanish version (Popham & Sadnavitch, 1966) of the CCFLAT was developed, scrutinized by a panel of experts, and pilot tested.

Using the original CCFLAT concept as a guide, an artist sketched similar common scenes and twenty-four new corresponding sentences were written based on the original eighty. Two native speakers of Spanish were consulted as to the authenticity of the language used in the stimulus sentences and two teachers of basic Spanish courses were consulted as to the level of difficulty of the vocabulary items and sentence structure. Their suggestions and comments were noted and appropriate revisions made.

The revised version, referred to as the Common Concepts Listening Test (CCLT), was then pilot tested with two groups of college students. Scores attained by students at Florida Southern College, Lakeland, Florida, whose foreign language course work ranged from zero to six years, proved to be appropriate to their varied levels of foreign language

study. Test results for the second group, a Spanish 1510 class comparable to those involved in the experiment, were also commensurate with students' varied levels of foreign language achievement.

In using the CCLT as a posttest, all guidelines established in the Examiner's Manual (Banathy, et al., 1966) for administering the original CCFLAT (including an English description of the pictures immediately prior to testing) were carefully followed. Since each test sentence could be read only once and since many people require time to adjust to a different speaker's accent, all subjects involved in the study heard the stimulus sentences from their own teacher thus eliminating the possibility of individual style interference. The CCLT pictures from which the students selected their answers and the stimulus sentences which were read by the teachers appear in Appendix B. Test results are analyzed and discussed in Chapter IV.

Experimental Design

A pretest-posttest control group design was selected as the structure for the experiment. The diagram illustrated in Figure 1 utilizing Haskins' (1968) notational system with a time line describes the design.

In order to control for extraneous variables which might confound the effects of the treatment, the following

	t_1	t_2	t_3	t_4	t_5	t_6
S_1	$M_{1a,2}$	CX	M_3	CX	$M_{1b,4}$	M_5
S_2	$M_{1a,2}$	CNX	M_3	CNX	$M_{1b,4}$	M_5

S_1 Experimental group of first-quarter Spanish students

S_2 Control group of first-quarter Spanish students

t_1 March 29 & 31 (approximately 100 minutes of testing)

$t_2 - t_4$ April 3 through May 1. Treatment period

t_3 April 17 (approximately 50 minutes of testing)

t_5 May 2 (approximately 40 minutes of testing)

t_6 May 15 (approximately 50 minutes of testing)

M_{1a}-M_{1b} Foreign Language Attitude Questionnaire (pretest/posttest)

M_2 Modern Language Aptitude Test, long form

M_3-M_5 Spanish Departmental Examination (one/two)

M_4 Common Concepts Listening Test

CX Controlled exposure to TPR approach (treatment)

CNX Controlled nonexposure to TPR approach (no treatment)

Figure 1

Experimental Design

provisions were made in accordance with L. R. Gay's (1976) recommendations for maximizing experimental validity. The classes selected were similar in size, location, time of day, type of room, temperature, and lighting. The text (Turk & Espinosa, 1974a), workbook (Turk & Espinosa, 1974b), amount of outside preparation required, and number and length of class sessions were held constant for both groups. The instructors shared similar linguistic characteristics, teaching experience, educational background, and knowledge of subject matter. Student attitude and aptitude for foreign language were assessed on the first two days; results of those tests indicated no initial significant differences between groups and are reported in Chapter IV. Also, contamination and experimenter bias were not likely since the researcher was not directly involved in the conduction of the study.

Subjects

The subjects involved in the experiment were students enrolled in two sections of Spanish 1510 at the University of Tennessee, Knoxville, Spring Quarter, 1978. Two students in the class designated as the experimental section and four students from the control class were not present for the first three class days and were excluded from the study. One student withdrew and one student exercised his prerogative not to participate by declining to sign the

written consent form required by the University Committee on Research Participation for all research involving human subjects.

Test results from twenty male and thirty-seven female undergraduate subjects who were enrolled in sections 76388 (experimental group) and 76391 (control group) comprise this study. Their ages ranged from eighteen years to twenty-nine years with the median age being twenty, and the mode, nineteen. Their academic classifications ranged from freshman (36%) through senior (8%). They listed their major fields of study in one of the following categories: Liberal Arts (thirteen), Science/Medical (twelve), undeclared (nine), Business (nine), Communications (seven), Education/Social Work (five), Computer Science (two). There were no foreign language majors and most revealed that they were enrolled in Spanish 1510 in order to fulfill college requirements. Three indicated that they wished to travel in Spanish speaking countries.

Of special concern to this study was the information obtained from the students regarding amount of exposure to the Spanish language prior to enrolling. It was expected that those students with prior knowledge, no matter how slight, would not be affected in the same ways, either in achievement or attitude, as those without any prior Spanish exposure. In addition to testing for differences between

the total experimental and control groups, mean scores for the experimental and control subgroups, designated "NSH," were compared and analyzed for every test. Findings for both sets of data are reported in Chapter IV.

In order to identify those subjects who had never heard Spanish spoken, all students were questioned about prior contacts with the language. If students indicated even a limited exposure to the language, they were eliminated from the special "NSH" subgroup. The subgroup includes only those subjects with no prior Spanish in any form such as traveling through a Spanish speaking country, taking Spanish in elementary school, starting a course and then withdrawing, having contact with native speakers, or having any previous high school or college Spanish. Consistent with the average of beginning Spanish classes for the 1977-1978 academic year, 36% of the subjects had no prior Spanish experience.

Because of the possibility that students who begin Spanish in the Spring quarter are not representative of UTK Spanish 1510 classes in general, two sections from each quarter (Fall, Winter, and Spring) were arbitrarily chosen to provide an informal comparison of demographic information of Spanish 1510 students over the 1977-1978 academic year. Results showed that all classes were similar regarding class size, students' prior contact with

Spanish, distribution of academic majors, and approximate ages. A slight difference was found in the percentage of Freshmen enrolled in Spring quarter (38.7%) versus Fall (44.8%) and Winter (45.1%). The classification differences may possibly be due to the fact that many first-year college students reach Sophomore status by Spring quarter.

Treatment Procedures

The treatment was a five-week listening activity unit (TPR) which was inserted into the daily lesson plan as previously described. Two pretests and two posttests were administered before and after the TPR phase so that the unit included two testing days and nineteen teaching days in addition to the regular departmental examination which was scheduled for one day within the twenty-two day time period. In order to be consistent with the Asher TPR approach which advocates a prevocal phase, the treatment period corresponded to the first twenty-one days of the quarter. During that time students in the experimental group were not required to speak Spanish, but did begin attempting foreign speech on their own initiative.

Following the treatment period the second departmental examination was administered to both sections. A comparison of results of all tests is reported in Chapter IV.

Three steps were taken to insure consistency between groups in relation to classroom activities. First,

departmental guidelines and utilization of text and workbook were followed closely so that the same activities (with the exception of the TPR insertions into experimental group lessons) occurred in both classes. Second, the teachers selected to teach the classes were carefully matched with respect to attitude toward the subject matter, classroom teaching experience, academic position, experience with course text and format, bilingualism, and cultural background. Third, paired unscheduled audiotaped observations of control and experimental lessons were analyzed for similarities and differences by Foreign Language Interaction matrices (Moskowitz, 1971). Reports of the results follow in Chapter IV.

CHAPTER IV

ANALYSIS OF DATA

The results of an aptitude test administered before the treatment period determined initial group equivalency while analyses of classroom observations during the treatment insured similarity of instructors' style and teaching techniques. After the treatment, three separate sets of data were analyzed to determine the effect of the treatment on attitude, listening comprehension ability, and basic language development of the subjects. Results of the aptitude test are presented first, followed by a report of the classroom observations, and then by descriptions of the three sets of data collected in order to be analyzed in accordance with the stated hypotheses of this study.

Aptitude Test

To determine initial equivalence between groups, the Modern Language Aptitude Test, long form (Carroll & Sapon, 1958), was administered at the beginning of the treatment period to all subjects involved in the study. The seventy-minute test is divided into five sections, each testing different basic language learning abilities. The first

section, "Auditory Alertness and Memory" requires that the students learn sounds from an artificial language strictly by listening to a tape without reading anything in the test booklet. Due to the unique treatment in this study including a prevocal phase and emphasis on building listening competence, t-tests were used to compare experimental and control group means not only for the total Modern Language Aptitude Test (MLAT) but also for the groups means for the subsection specifically designed to assess auditory alertness and memory. No significant differences were found between groups for the total MLAT ($t = -.60$, $p < .05$), nor were there significant differences for the MLAT subsection one ($t = -.98$, $p < .05$).

Observational Analyses

To insure consistency between groups in relation to classroom activities, amount and type of teacher talk was monitored through analysis of unscheduled audio tape recordings of entire control group lessons and experimental group lessons excluding the TPR listening unit.

After data from twenty-two activities were collected and coded (Queen & Suitor, 1971) according to the Foreign Language Interaction (FLINT) System (Moskowitz, 1967) which is based on Flanders Interaction Analysis (Amidon & Flanders, 1967; Flanders, 1967), it was found that many categories were not represented. Following recommendations

of Moskowitz (1971, p. 215) who developed the FLINT System, categories not represented by tallies were deleted resulting in a modified FLINT System. Those categories pertinent to this study are shown in Table 1.

Among the twenty-two identified activities were eight pairs revealing experimental and control group handling of the same activity. Matrices of the eight paired activities were analyzed, and results show that the two classes were very similar in general approach on those activities. Of major concern to this study is the amount and type of listening opportunities that the two groups had during the treatment period. Table 2 presents a composite picture of those listening opportunities. Numbers in the "Type of F.L. Talk" column refer to the FLINT category numbers described in Table 1. It is necessary that the degree and type of teacher talk be similar in both classes to reflect similarity in amount and type of Spanish heard by the subjects during the treatment period. Results in Table 2 show that although there are no great differences between groups, the trend is toward more opportunity to hear Spanish in the control group classroom (Control = 82.5%, Experimental = 55.6%). Because the regular lesson was shortened to provide time for the TPR insertions for the experimental group, total time for the paired activities differ (C = 81," E = 62 1/2"), but the mean percentage

TABLE 1

SUMMARY OF MODIFIED FLINT CATEGORIES
FOR INTERACTION ANALYSIS

TEACHER TALK (Foreign Language)	INDIRECT INFLUENCE	1. Praises or encourages: Praising, complimenting, encouraging, using humor to release tension, accepting or using student idea to build or clarify. 2. Repeats verbatim: Repeating the exact words of student after he participates.
	DIRECT INFLUENCE	3. Gives information: Giving information, facts, own opinion or ideas, lecturing, giving students the correct response after a mistake is made without conveying criticism, giving grammatical explanations. 4. Gives directions: Giving directions or requests which the students are expected to follow, asking questions requiring specific short answers. 5. Directs pattern drills: Giving statements which students are expected to repeat exactly, or to make substitutions, or to change from one form to another. 6. Criticizes: Telling the student his response is not correct or acceptable and communicating by words criticism, displeasure, or rejection.
STUDENT TALK (Foreign Language)		7. Student response, specific: Responding to the teacher within a specific and limited range of available or previously shaped answers, repeating, reading aloud. 8. Student response, choral: Choral response or repetition by the total class or part of the class. 9. Student-initiated talk: Responding to the teacher with student's own idea, opinion, reaction; initiating the participation, asking a question independently, generating a "novel" phrase or sentence.
		10. Silence or confusion: Pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.
		E. Uses English: Use of English (the native language) by the teacher or the students. This category is always combined with one of the first nine categories above.

TABLE 2

SUMMARY OF AMOUNT AND TYPE OF EXPERIMENTAL AND CONTROL GROUPS' LISTENING COMPREHENSION OPPORTUNITIES DURING SPANISH 1510 REGULAR CLASS ACTIVITIES

	Experimental Group				Control Group			
Class Activity	Duration in Minutes	% Total Teacher Talk	% F.L. Teacher Talk	Type* of F.L. Teacher Talk	Duration in Minutes	% Total Teacher Talk	% F.L. Teacher Talk	Type* of F.L. Teacher Talk
Text Dialog	8.5	41	75	3, 4	11	77	64	3, 4
Dialog Questions	9.5	67	75	4	11	81	77	3, 4
Vocabulary Review	4	71	61	5	11	59	86	5
Grammar Explanation	4	86	14	4	6	74	93	4, 3
Teacher Questions	8	31	82	2, 4	9.5	71	80	4
Text Exercises	6.5	75	27	5, 3	11	68	93	5, 3
Workbook Exercises	7.5	56	82	4	7.5	61	80	4
Grammar Introduction	14.5	72	29	5	14	73	87	5, 3

*Category majority = 75% (See Table 1 for category descriptions).

for total teacher talk is similar (C = 70.5%, E = 62.3%). In the most important area, type of foreign language talk, both groups had similar opportunities to hear novel utterances as indicated by the mean (C = 3.8, E = 3.9) and by the mode (C = 4, E = 4).

Data from the eight paired activities reveal that amount and type of teacher talk as related to percentage of talk in the foreign language and in the category of type of talk was similar for the two sections and that any differences in development of listening comprehension skills should not be attributed to differences in the teachers' class use of the foreign language.

Attitude Questionnaire

The instrument selected for the purpose of obtaining data on student attitude toward foreign languages in general and the study of foreign languages in particular was the Foreign Language Attitude Questionnaire (FLAQ), forms S_1 and S_2 (Serafino, 1970, pp. 15-25). The original instrument asks for information pertaining to all foreign language classes and grade levels. The questions were modified for this study to pertain specifically to the Spanish classroom for college students and multiple-choice answers were reordered to make the test conducive to computer programming and pretest/posttest analysis. To facilitate comparison, the researcher treated selected questions as

separate scores. This allowed the application of a parametric test of differences. Jakobovitz's recommendations (1970) for recording the data and for analysis by sections were followed.

Demographic data. The first thirteen questions on the FLAQ, Form S_2, used in this study as a pretest, provide information about the respondent's foreign language background. Information collected from this section, coupled with a second demographic questionnaire, provided the subject information summarized and discussed in Chapter III.

Pretest data. The FLAQ items listed in Appendix C provided information on individual subjects' attitudes at the beginning of the quarter. Separate t-tests were computed for each question comparing mean scores between the experimental and the control groups and between E and C subgroups composed of only those subjects who had no prior language experience (designated "NSH"). No significant differences were found between total groups for nineteen of the twenty-three variables. The control group scored higher on all four variables where significant differences were found; that is, students in the control group started the quarter with a more positive attitude toward foreign languages on four of twenty-three items. Those separate points are identified and the statistical differences are summarized in Table 3. The subgroup comparisons revealed only one significant difference, as is shown in row NSH.

TABLE 3

SUMMARY FOR EXPERIMENTAL AND CONTROL GROUP MEAN SIGNIFICANT DIFFERENCES ON THE PRETEST ATTITUDE SCALE*

	Experimental	Control	Significance**
Wants to speak like a native speaker			
Total Group	2.06	2.57	$p < .001$
Subgroup NSH	1.80	2.66	$p < .01$
Would try to learn language if living in that country			
Total Group	2.38	2.80	$p < .001$
Wants foreign language more available in schools			
Total Group	2.12	2.92	$p < .001$
Believes this foreign language class will be enjoyable			
Total Group	2.23	2.6	$p < .01$

*1 (lowest) to 3 (highest) point scale

**Two-tailed test of significance

On the remaining sixteen items there was no significant difference between groups revealing that, upon enrollment in Spanish 1510, the experimentals and controls held similar attitudes toward foreign language study for 83% of the questions analyzed.

Pretest-Posttest data. The purpose of this study was to determine whether more positive attitudes toward language and greater listening proficiency (along with acquisition of fundamental language skills) would develop as a result of the integration of Total Physical Response (TPR) procedures with normal class procedures. For the purpose of testing the first hypothesis, i.e., the experimental group will have a more positive attitude toward foreign language study, data were collected on the pretest-posttest FLAQ and subjected to analysis by utilizing gain scores (Huck, Cormier, & Bounds, 1974, p. 247). The scores are obtained by subtracting, for each subject, the pretest score from the posttest score creating a new variable, referred to as "gain." Mean gain scores are calculated for each of the two groups, and the parametric independent samples t-test is used to compare the two groups.

Since the test in this case is an attitude test, for which a single composite score might prove misleading, a t-test was computed for each of twenty-three separate questions (Appendix C) and the new variables labeled Gain 1,

Gain 2, Gain 3, etc. In effect, each question yields a separate test score and provides a more accurate picture in that distinctions within attitude change can be identified and compared. The complete statistical table for all twenty-three gain variables summarizes differences and trends and appears in Appendix D.

Significant differences were found between the total E and C groups for five of the twenty-three gain variables; between the E and C subgroups NSH three significant differences were found. Summaries of the group and subgroup mean gains appear in Table 4. Where the mean gain score is positive, the students scored higher on the posttest.

In each of the eight instances where a significant difference was found, the experimentals scored higher. Additionally, the experimental group showed a greater (but not statistically significant) mean gain score on sixteen of the other eighteen questions analyzed.

A non-parametric sign test (Siegel, 1956, p. 68) was applied to the test items (Appendix D) and it was found that a significantly greater number of question gain mean scores favored the experimental group at greater than a .001 level. Yet when the same criteria were used to compare the NSH subgroups there were only thirteen out of twenty-three gain mean scores favoring the experimental group indicating no significant differences (Appendix D).

TABLE 4

SUMMARY FOR EXPERIMENTAL AND CONTROL GROUP MEAN GAIN SIGNIFICANT DIFFERENCES IN ATTITUDE

	Experimental	Control	p*
Interest in writing in Spanish			
Total Group	0.32	-0.46	.006
Subgroup NSH	0.10	-0.66	.021
Wants to speak like a native speaker			
Total Group	0.35	-0.34	.01
Would try to learn language if living in country			
Total Group	0.77	-0.15	.0005
Subgroup NSH	0.50	0.08	.0001
Believes it's important to learn a foreign language			
Subgroup NSH	0.30	-0.41	.036
Wants foreign language more available in schools			
Total Group	1.25	-0.11	.017
Would go abroad to increase Spanish skills			
Total Group	0.09	-0.38	.038

*One-tailed test of significance.

Therefore, overall there appeared to be a significantly more positive total-group attitude response by the experimentals as measured by attitude mean gain scores.

Listening Comprehension Test

For the purpose of testing the second hypothesis (i.e., the experimentals will score significantly higher on listening comprehension), the Common Concepts Listening Test (CCLT) described in Chapter III was administered on the day after the treatment period. A comparison of results for the total group as well as for subgroup NSH is presented in Table 5.

Fisher's formula (Guilford & Fruchter, 1973, p. 160) designed for the computation of t for testing a difference between uncorrelated means was used to test the hypotheses in this study. The assumption of homogeneity of variance was checked for on all t-tests by obtaining a variance ratio, signified by the symbol F (Guilford & Fruchter, 1973, p. 168). If the F ratio is significant, separate variance estimate t values (with their corresponding one-tailed probabilities) are reported rather than pooled variance t values. The adjustment is easily detected on all tables in this study by the adjusted number in the df column.

Results of the CCLT indicate that the total experimental group and its subgroup, NSH, scored significantly

TABLE 5

COMPARISON OF THE EXPERIMENTAL AND CONTROL GROUPS' MEANS, STANDARD DEVIATIONS, AND t-VALUES ON THE COMMON CONCEPTS LISTENING TEST

Groups	df	M	SD	t	p**
Total E	37.02*	22.10	2.0	-4.32	0.0005
Total C		18.58	3.7		
Subgroup E	20	21.30	2.4	-3.01	0.0014
Subgroup C		16.83	4.1		

*Significant F ratio, t value adjusted to assure homogeneity of variance.

**One-tailed test of significance.

higher than the entire control group and its NSH subgroup at .0005 and .0014 levels, respectively.

Departmental Examinations

The final and crucial question remaining was whether the insertion of the TPR activity, requiring normal class activities to be conducted in only 65% of the class period, would result in loss of fundamental skill development for the experimental subjects as reflected by the departmental examinations.

Like all other Spanish 1510 classes, the E and C groups shared the same basic learning objectives and were responsible for all the same material. The difference was that the control group received twenty minutes more textbook-related instruction daily while the experimental group received the TPR unit. It was predicted that there would be no significant difference between the experimentals and controls on the regularly scheduled departmental exams.

Regularly scheduled hour-long departmental examinations are administered on the same day to all 1510 classes for the purpose of measuring individual student progress in fundamental language acquisition. Three departmental examinations, occurring in the third, sixth, and ninth weeks, coupled with quizzes and class participation, form the basis for each student's course grade. Each examination directly relates to specific chapters in the text and consists of

five parts designed to test various aspects of the course goals including listening comprehension, structure, and vocabulary. The examinations are written and revised by the Department of Romance Languages, UTK. These exams have been used as their measuring instrument for the past twelve quarters.

The first departmental exam was administered to the experimental and control groups on the eleventh class day of the treatment period. A comparison of the results of that examination appears in Table 6.

Results of the first examination clearly indicate that there are no significant differences between the experimental and control groups in their grasp of fundamental skills after three weeks of language study, even though the experimental group had less opportunity for practice and for instruction in basic skills as a result of the added daily treatment.

In the week following the five-week treatment period, all Spanish 1510 students took the second departmental examination. As further assurance that the experimental students would not show differences as a result of the treatment, the second departmental exam results were also subjected to analysis through the use of the independent samples t test previously described. On this exam, the experimental group attained even higher scores than the control group in

TABLE 6

COMPARISON OF THE EXPERIMENTAL AND CONTROL GROUPS' MEANS, STANDARD DEVIATIONS, AND t-VALUES ON THE DEPARTMENTAL EXAMINATION ONE

Groups	df	M	SD	t	p*
Total E	55	90.16	11.5	-0.94	0.35
Total C		87.19	12.3		
Subgroup E	20	82.50	14.5	-0.14	0.88
Subgroup C		81.66	13.0		

*Two-tailed test of significance.

mean scores both for the total group and for the subgroup of students who had no prior Spanish experience (Table 7).

Thus, results from departmental examinations one and two, administered during and after the treatment period, reveal that the experimental subjects were not penalized in their ability to develop the fundamental language skills at the same rate as the controls. Analysis fails to reject at a .05 level the null hypothesis that there would be no significant difference in scores of experimental and control groups on regular departmental examinations. This finding indicates that it was possible to work toward communicative competence in the experimental group while simultaneously developing the fundamental skills established as goals of traditional modern foreign language programs.

It is interesting to note that had it been expected that the experimentals would actually do better than the controls (rather than simply not do worse), the one-tailed nature of the analysis of the second departmental exam would have shown significance at a .03 level. Since directional advantage was not predicted, the higher experimental group scores on the second departmental exam only approach statistical significance.

TABLE 7

COMPARISON OF THE EXPERIMENTAL AND CONTROL GROUPS' MEANS, STANDARD DEVIATIONS, AND t-VALUES ON THE DEPARTMENTAL EXAMINATION TWO

Groups	df	M	SD	t	p*
Total E	34.9	91.22	7.8	-1.90	0.06
Total C		84.73	15.8		
Subgroup E	20	84.80	8.9	-0.79	0.42
Subgroup C		80.08	17.4		

*Two-tailed test of significance.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

For the past two decades foreign language educators have presented the target language basically in terms of listening, speaking, reading, and writing skill development in attempts to attain accuracy. Of those four skills, it is listening--that is, listening for the purpose of truly understanding rather than listening for responding orally--which has been largely neglected. Basic to the audio-lingual methodology was the concept of sequential development of the four skills, beginning with listening. However, the learner listened only for the purpose of immediately repeating (emphasis on pronunciation), or for the purpose of giving a response (emphasis on speech production).

The basic four-skill learning approach with its goal of near-native accuracy in attaining skills such as pronunciation has shifted in the decade of the seventies toward a focus on communicative competence. In this new focus, the goal from the beginning stages is to get the message across. Inherent in this goal change is the teacher's shift from demanding accuracy to tolerating production errors as long as meaningful interaction can take place.

Researchers and theorists have proposed that there is a prerequisite for communicative competence, a logical first step in language development which has been largely overlooked. The prerequisite is the development of a firm listening comprehension foundation by the learner, similar to the way first language is acquired by the child who hears language for months before attempting to communicate with words. The prevocal phase in the beginning language classroom offers the learner that opportunity to develop a high level of listening competence at the beginning of language study. Activities are devised to provide listening opportunities in context. The learner builds confidence in his ability to understand a variety of words and combinations of sentences in the foreign language. This prerequisite might well be the key ingredient for achieving early success in the dual goals of both linguistic or mechanical competence (i.e., accuracy in pronunciation and syntax) and in communicative competence (natural language use).

In order to test the effectiveness of special listening training, a prevocal instructional strategy, the Total Physical Response (TPR) was combined with regular class activities for the first five weeks in a beginning Spanish class at the University of Tennessee, Knoxville. For 35% of each class period the students heard Spanish spoken principally in imperative form. They initially grasped the meaning by

teacher demonstrations and they indicated their comprehension by responding to the foreign language through performing the commands (i.e., "close the window," "put your pencil on that magazine"). Comparisons were carefully made between these students and students in another beginning Spanish class first to establish initial group equivalency and then to determine effects of the treatment.

Conclusions

Analyses of data collected at the beginning of the treatment period verified that there were no significant differences between the experimental and control groups regarding demographics, prior language experience, language aptitude, and attitudes toward language study. The instructors selected for teaching both groups were carefully matched on several variables including language ability, teaching experience, and teacher attitude. Analysis of audio tape recordings of regular class activities determined that their teaching styles and techniques were similar and that the students in both groups had similar opportunities for hearing Spanish spoken during regular class activities.

The purpose of this study was to investigate the effects of special listening training on attitude and achievement scores of first-quarter Spanish students. It was hypothesized that the combined TPR/regular class activities would result in more positive attitudes toward foreign

language study as measured by mean gain differences on the Foreign Language Attitude Questionnaire. The data obtained through the experiment supported this hypothesis.

It was further hypothesized that listening competence as measured by a common concepts listening test would be increased by the treatment. Data also supported this hypothesis.

Finally, it was hypothesized that fundamental language development as measured by departmental examinations between the two groups would progress at the same rate even though the experimental group would have less exposure to regular class activities. Data obtained from two departmental examinations in the third and sixth weeks supported this hypothesis. In fact, the experimental group mean scores were slightly higher than those in the control group, though they did not reach statistical significance.

Implications

A review of the literature revealed that various empirical studies involving the TPR process had been conducted with favorable results. The present study provides additional evidence of the value of the TPR as a viable mode for building listening competence in the beginning language learner. This study is unique in that the treatment procedure inserted the TPR activities into a basic

language program rather than substituting those activities for the regular class activities. In particular, it answered affirmatively the question: Can the TPR be effective if it is not the sole mode of instruction?

This single variable research has yielded practically applicable results in that it has provided a model for incorporating the TPR into regular class activities. This system meets classroom teachers' needs realistically by not adding time or expense to the existing foreign language program. It has provided verifiable information regarding an effective teaching strategy which not only increases listening competence while developing fundamental language proficiency, but also enhances learner attitudes toward foreign language study. This benefit is particularly important in light of surveys reported in this study which clearly show that learner attitudes toward foreign language study continue to decline throughout the basic language programs, a contributing factor in the national attrition rate in foreign language study and declining enrollments.

Implied in the data is the value in beginning foreign language study with focus on opportunities to develop and practice the listening skill as a basis for developing all other linguistic aspects. Beyond attaining accuracy in the four skills, the strong listening comprehension base allows for the crucial language-as-communication element to be

embedded in the learner's mind from the beginning of language study. The perennial problem in foreign language education of moving the student from making the rehearsed response to actually generating language could very well be minimized by utilizing the TPR/regular class model in initial second language learning.

Recommendations

In view of the findings of this research and of previous research with the prevocal concept, it is recommended that a study be designed to investigate the effects of initial focus on listening competence over a several year period of foreign language study. If it could be determined that success experienced on a short term basis through the use of a prevocal phase (such as TPR) leads to greater proficiency with a foreign language over the long term, such findings would lend credence to present findings.

Because the 62% of the students in this present study who had prior Spanish language experience appeared to benefit equally as well as those with no prior Spanish, there are indications that advanced language learners might also benefit from a TPR process for increasing listening competence. Empirical studies are needed to provide information for teachers on ways to most effectively help second-year students who are deficient in various language areas. Since

the strong listening comprehension base enables great transferability to the other language areas, additional studies utilizing the TPR without the prevocal phase are in order.

Because the data support the need for attaining a high degree of listening competence early in foreign language study, there is a resultant need for validated instruments for measuring levels of general listening competence. Presently available standardized instruments for measuring listening comprehension are composed of test items which require development of other foreign language skills or translation for student response. Instruments designed to measure students' ability to understand spoken foreign languages and validated through field testing would provide not only a means for measuring listening competence but also a means for improving future research.

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APPENDICES

APPENDIX A

TOTAL PHYSICAL RESPONSE LESSON PLANS

Following the recommendations and general procedures outlined by James Asher (1977) and by this researcher, the following lesson plans were developed, pilot-tested, and taught to the experimental group by their regular class instructor, Rafael Hernandez. Each lesson lasted approximately 20 minutes.

It should be noted that the students never saw these commands in writing, the teacher (even at the beginning) did not translate into English, and the teacher did not provide clues to meaning through his body language as he gave commands to the students. The 13 lesson plans provided a general outline for class activities. Many other vocabulary items were also introduced as they appeared normally in teacher communication with the students.

Lesson I

Introduce through teacher demonstration:

Muestra la puerta
Muestra la ventana
Muestra la mesa
Muestra la silla

Levántate
Anda
Siéntate

Anda a la puerta
Anda a la ventana
Anda a la mesa

Practice all the commands with whole class responding.

Practice separate commands with individual students.

Lesson II

Review previous commands first through teacher demonstration, then whole class, and finally individual students.

Add recombinations for individual students:

Levántate
Anda a la puerta
Muestra la mesa
Anda a la silla
Muestra la silla
Siéntate

Introduce new commands through teacher demonstration:

Muestra el libro/los libros
Muestra el lápiz/los lápices
Muestra la pluma/las plumas
Muestra la revista/las revistas

Practice the new commands with the whole class responding.

Practice the new commands with individual students.

Add recombinations of new commands with previous commands for whole class:

Muestra los libros sobre la mesa
Muestra los lápices sobre la silla, etc.

Introduce new vocabulary through teacher demonstration:

Muestra el piso
Muestra la pared
Muestra la pizarra

Practice with whole group and then with individual students.

Recombine elements utilizing new vocabulary with the various previously learned commands for individual students and for small groups of students.

Add the command "toca" through teacher demonstration and then continue with the procedures outlined above: (example)

Anda a la pared
Muestra la pared
Toca la pared
Toca la puerta

Introduce through demonstration two more commands:

Coge
Pon

Call for volunteers and go through all new vocabulary with them on an individual basis: (example)

1st student: Coge el libro
Pon el libro en la mesa

2nd student: Coge el lapiz
Pon el lapiz en la mesa

3rd student: Coge el lapiz
Pon el lapiz en la pizarra

4th student: Coge la revista
Pon la revista en la silla

Lesson III

Review all commands from the first two lessons. Recombine all items with small groups and then with individual students following the procedure outlined in Lesson II. After all students indicate that they can perform single commands, begin recombinations which are longer than two lines. Example:

1st student: Coge la pluma
Levántate
Anda a la mesa
Pon la pluma en la mesa
Coge el libro de la silla de (student's name)
Anda a tu silla y pon el libro en tu silla

2nd student: Coge la revista, etc.

Continue long recombinations with individual students.

Lesson IV

Introduce through teacher demonstration:

Escribe
Rápido
Despacio

Combine with previous items through teacher demonstration:

Levántate rápido
Siéntate
Levántate despacio
Anda rápido a la pizarra
Escribe
Escribe rápido
Escribe despacio
Escribe tu nombre en la pizarra

Recombine new items with previous material; practice the various combinations following procedures outlined in Lesson II, relying heavily on any textbook items which will fit. Call on individual students.

Continue with recombinations, students picking their successors.

Lesson V

Introduce through teacher demonstration:

Abre	el cuaderno	pequeño-a
Cierra	el libro	grande
	la puerta	amarillo-a
	la ventana	azul
		rojo-a
		verde

Practice the new commands with other previously learned items as well as with the new items above: (example)

Abre el libro verde
Anda a la ventana
Abre la ventana

Recombine new items with previous material; practice the new combinations, reinforcing noun/article agreement, plural vs. singular nouns, and colors.

Lesson VI

Use entire TPR segment today for general review and practice of all previous vocabulary and actions. Practice with whole group as well as with individuals. Work out system of having several students moving rapidly to different commands: (example)

4 students are asked to:	Levántate Coge un lapiz Pon el lápiz en la mesa
1st student:	Anda a la ventana
2nd student:	Anda a tu silla
3rd student:	Anda a la puerta
1st student:	Abre la ventana
3rd student:	Cierra la ventana
2nd student:	Siéntate
4th student:	Coge el libro verde

Set up an imaginary library scene. Introduce one new item: Biblioteca.

Continue recombinations based on the library. Example:

Anda a la biblioteca
Siéntate
Coge/Pon los libros/los papeles/las revistas en la mesa
Escribe tu nombre en el papel/la pizarra
Levántate
Vuelve a tu silla

Lesson VII

Review combinations of previous commands with individual students.

Introduce through teacher demonstration:

Anda a la mesa
Coge un lápiz/lápices azules/amarillos/rojos
dos
tres
cuatro, etc.

Pon un lápiz/lápices azules/amarillos/rojos en la mesa.
dos
tres
cuatro, etc.

Coge una revista/pluma amarilla/roja/azul/ verde

Coge dos revistas/plumas amarillas/rojas/azules/verdes

Vuelve a tu silla

Lesson VIII

Introduce breakfast and lunch times and foods by setting up the teacher's desk with simple breakfast foods at one side and lunch foods at the other.

Introduce through teacher demonstration:

Levántate
Anda a desayunar
Siéntate
Coge el huevo/la naranja
Levántate
Pon el huevo/la naranja en el libro/la revista/pequeño-a
en la mesa grande
amarillo-a
azul
rojo-a
negro-a
blanco-a

Practice with individual students going through the entire series. Call on several students at the same time, giving each separate and appropriate commands as in Lesson VI.

Use recombinations and review to incorporate previous vocabulary items.

Lesson IX

Continue with command and general vocabulary review. Speak quickly. Do not pause between commands.

Introduce through teacher demonstration the use of the possessive "de" and direct object pronouns: (example)

Levántate
Anda a la mesa despacio/rápido
Coge la carta/el libro/la revista
Lee la carta/el libro/la revista
Da la carta/el libro/la revista a él/a ella
Coge el reloj de (person's name)
Pon el reloj/la carta/el libro/en la mesa
Vuelve a tu silla

Lesson X

Review recombinations of past actions.

Introduce "de plata, de oro" and the commands "trae" and "pide": (example)

Levantate
Anda rápido/despacio a la mesa
Coge/Da el reloj de oro/de plata a él/a ella
Pide el reloj, etc.

Trae el reloj/los relojes de plata/de oro a la mesa
Vuelve a tu silla

Lesson XI

Add new concepts through teacher demonstration and reinforce previous work: (example)

Sal del salón
Entra al salón
Apaga la luz
Prende la luz
Anda a la mesa
Coge el reloj de oro/plata
Da el reloj de oro/plata a él/a ella
Pide el reloj de oro/plata a él/a ella

Trae el reloj de oro/plata a la mesa
Trae los relojes a la mesa
Pon el reloj de plata/oro en el libro grande/pequeño/
rojo/etc.

Lesson XII

Draw the floor plan of two houses on the blackboard.

Introduce vocabulary through teacher demonstration then call on individual students to "act" out scenes on the board. Example:

Entra a la casa grande/pequeña/amarilla/verde
Anda a la sala/la cocina/el comedor/el cuarto
Sal de la casa

Lesson XIII

Introduce family members and demonstrate greetings through hand shakes. (example)

Levántate
Saluda a tu papá/mamá/hermano/hermana/novio-a
Da/Pide la pluma/el lápiz/la naranja/el reloj de oro
a tu papa
Sal/Entra
Apaga/Prende la luz
Vuelve a tu silla

In addition to the regular thirteen lessons described here, one more TPR class segment took place the day following the treatment period. The lesson was a recombination of past commands and actions and was video-taped. The videotape is available from the UTK Department of Romance Languages.

APPENDIX B

COMMON CONCEPTS LISTENING TEST

The CCLT is presented to the students as a listening activity solely for the purpose of determining how easily they grasp the general meaning of Spanish sentences. They are assured that the results in no way affect their grades. The picture booklet and answer sheet are distributed to each student. They are requested to carefully examine the pictures and to ask questions concerning the content. It is noted that the pictures within each set differ greatly. There are no "trick" questions. They are given a brief English description of each frame, followed by a sample question: "Now look at set one, you may hear a sentence such as 'El professor dice que dos y dos son cuatro.' If this were question one, which letter would you circle on your answer sheet?" As soon as the class affirms that they understand the testing procedure and the illustrations, their regular classroom teacher reads the stimulus sentences separated by five-second pauses.

CCLT FORM B

Stimulus Sentences[1]

You will start with picture set Number One. Each sentence will be spoken only once, so listen carefully. The test will now begin.

1. Según el reloj son las tres y media.
2. Veo dos sillas en el comedor.
3. Hay un libro pequeño sobre la mesa.
4. Escribe con la pluma.
5. Hay un mapa en la pared.
6. Se sienta en el piso.
7. La familia Smith vive en una casa grande.
8. Veo el número cinco entre la ventana y el reloj.
9. ¿Quién es el que toca la pizarra?
10. Toman el desayuno.
11. Hay varios libros en la mesa.
12. Dejaron los huevos en la silla.
13. Lava la ventana del cuarto.
14. La mamá prepara el almuerzo en la cocina.
15. Hay pan sobre la mesa.
16. Veo cuatro ventanas en la casa.
17. Hay una fruta amarilla en la mesa.

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[1]The teacher reads this page to the class; the sentences are not seen by the students.

18. Estudian español.
19. Están en la sala, mirando la televisión.
20. Son las nueve de la mañana.
21. El alumno levanta la mano.
22. Abre el libro.
23. La puerta está abierta.
24. Escribe en el cuaderno.

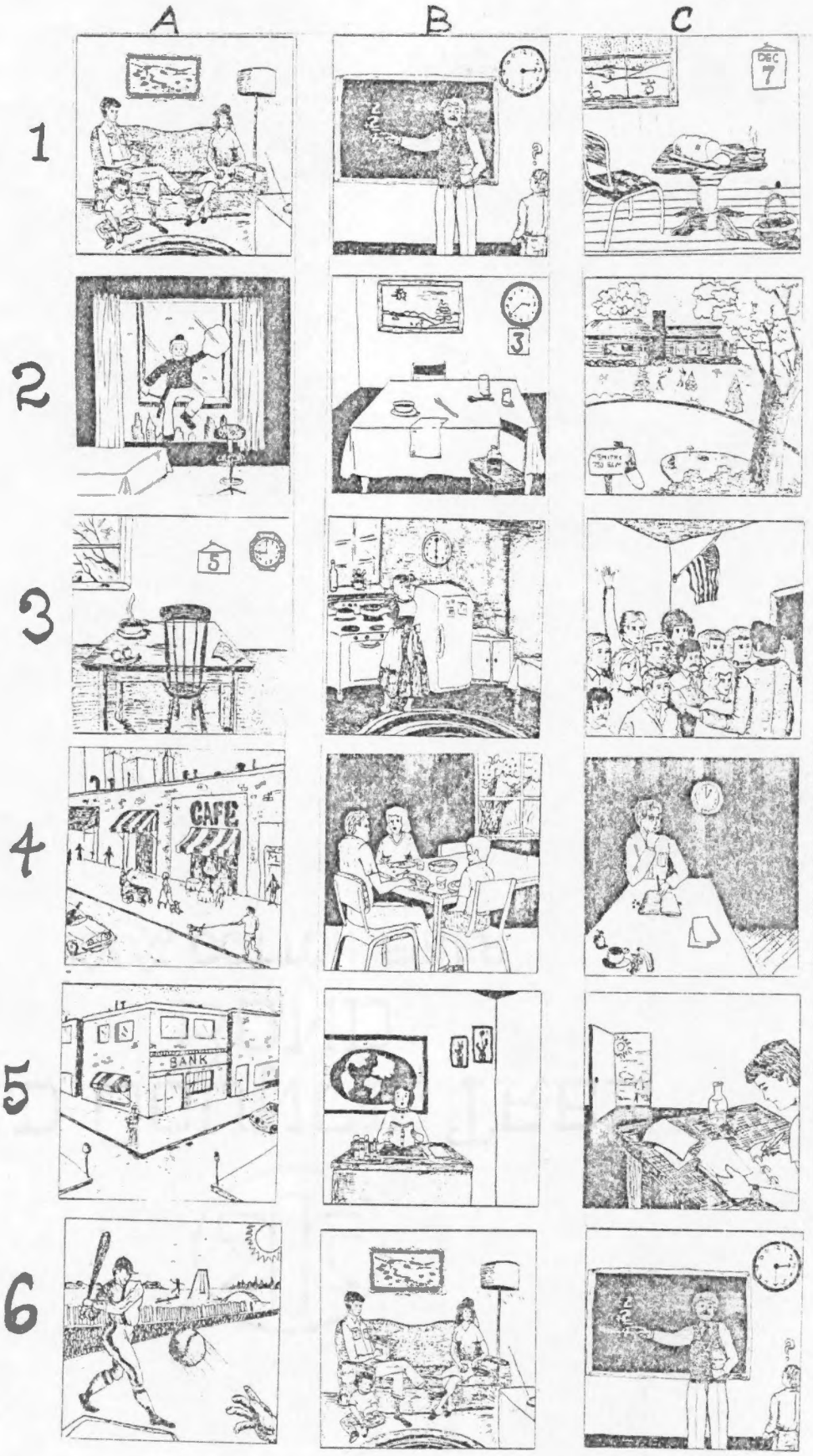
CCLT FORM B

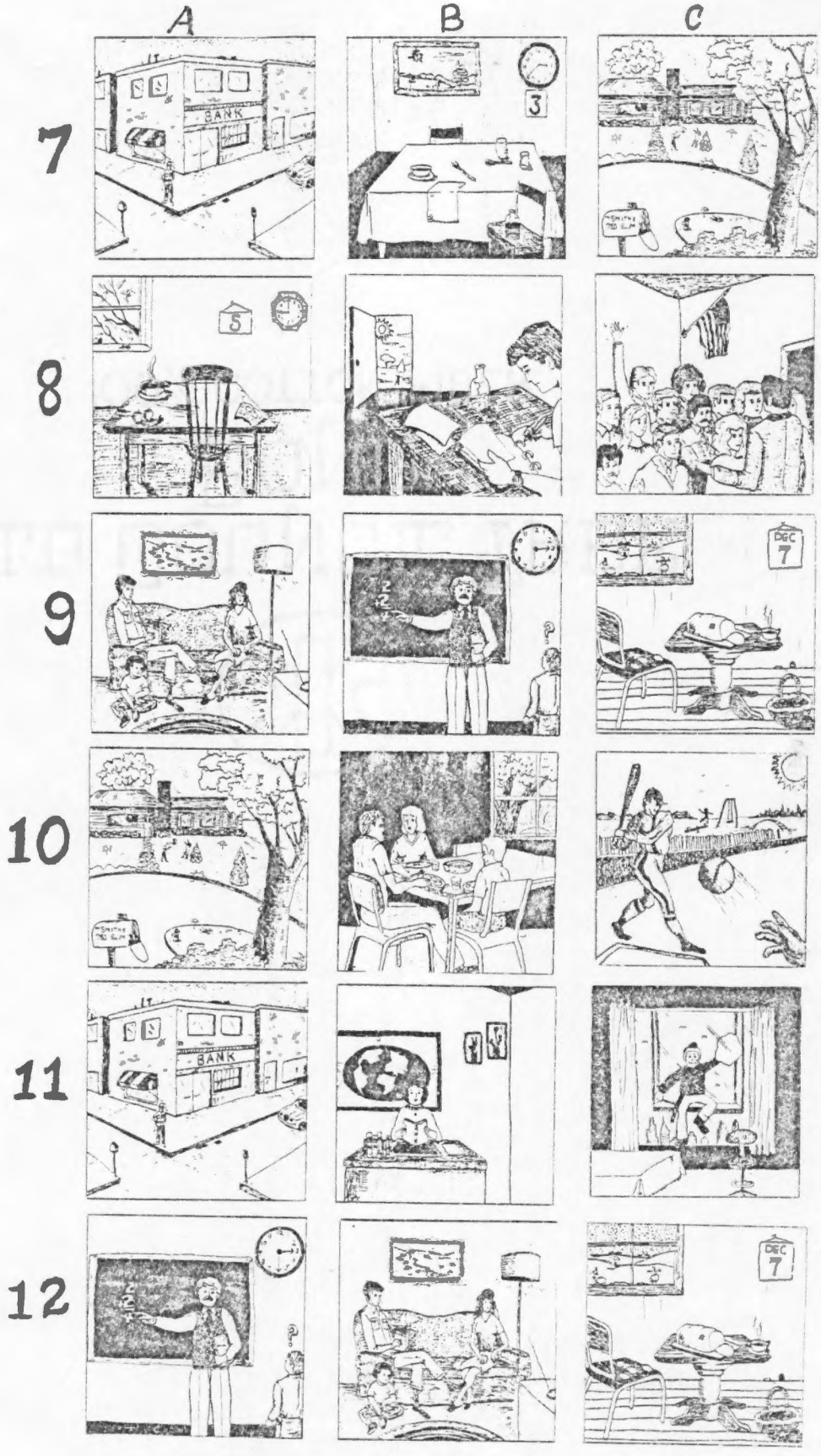
Answer Sheet

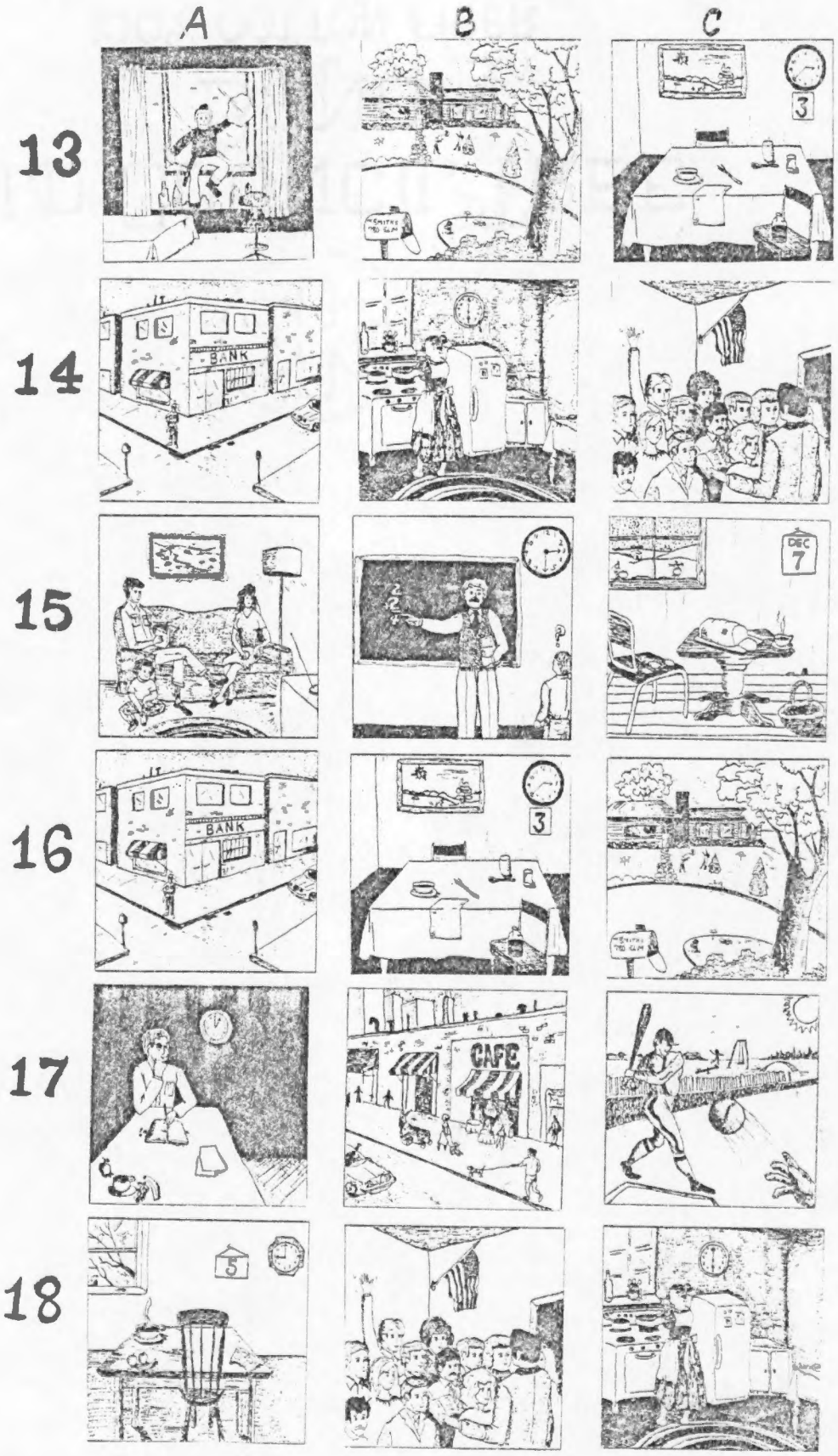
_____
Name

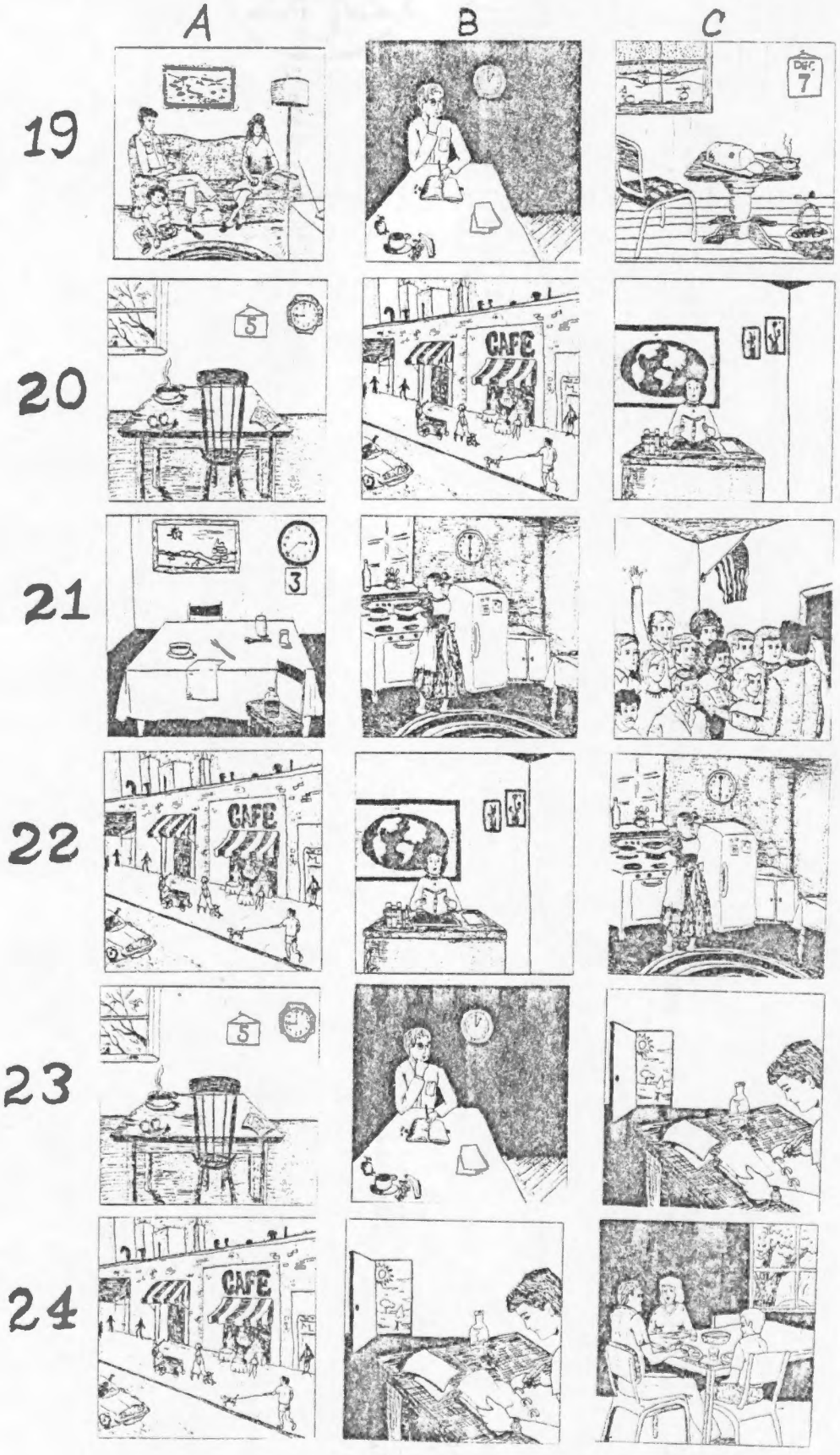
This test will indicate how well you understand Spanish. On the following pages you will find twenty-four sets of pictures. While you study the three pictures in each set, you are to listen carefully to a spoken sentence. Then, circle on this page the letter of the one picture which shows that you correctly understand the sentence you heard. Remember: Write only on this answer sheet. Please do not mark on the pictures.

1.	A	B	C	13.	A	B	C
2.	A	B	C	14.	A	B	C
3.	A	B	C	15.	A	B	C
4.	A	B	C	16.	A	B	C
5.	A	B	C	17.	A	B	C
6.	A	B	C	18.	A	B	C
7.	A	B	C	19.	A	B	C
8.	A	B	C	20.	A	B	C
9.	A	B	C	21.	A	B	C
10.	A	B	C	22.	A	B	C
11.	A	B	C	23.	A	B	C
12.	A	B	C	24.	A	B	C


A
B
C
1
2
3
4
5
6
DEC 7
3
5
CAFE
BANK


A
B
C
7
8
9
10
11
12
BANK
3
5
DEC
7


A
B
C
13
14
15
16
17
18
BANK
BANK
CAFE
3
3
DEC
7
5


A
B
C
19
20
21
22
23
24
CAFE
CAFE
CAFE
DEC 7
5
5
3

APPENDIX C

FOREIGN LANGUAGE ATTITUDE VARIABLES

The following items, selected from the Foreign Language Attitude Questionnaire (Serafino, 1970), are treated as separate test scores[1] for the purpose of analysis:[2]

1. The student is interested in engaging in everyday conversation with Spanish native speakers.
2. The student is interested in listening to Spanish broadcasts.
3. The student is interested in seeing films in the original language.
4. The student is interested in reading the classical literature in Spanish.
5. The student is interested in reading Spanish newspapers, magazines, best sellers, etc.
6. The student is interested in writing letters in Spanish for various purposes.
7. The student is interested in writing stories, articles, etc., in Spanish.
8. The student thinks he should have a greater say in the content and method of courses in foreign languages.

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[1]The first 22 variables are rated on a point scale with "3" indicating the highest (i.e., most interested, most important) to "1" indicating the lowest (i.e., little or no interest, not important).

[2]The 23 variable numbers associated with the statistical data in Appendix D correspond directly to the 23 variable numbers listed here.

9. The student wishes he could speak Spanish like a native speaker.

10. If the student had to stay in a foreign country for an extended period of time, he would make a great effort to learn the language spoken there even if he could get along in English.

11. The student believes it is important for Americans to learn a foreign language.

12. The student himself believes foreign language study is important.

13. The student is in favor of beginning the study of a foreign language in elementary school.

14. The student is in favor of offering four years of foreign language study in high school.

15. The student is in favor of making foreign language generally available in schools.

16. The student is in favor of requiring that everyone take a foreign language at some time during his schooling.

17. The student would consider going abroad to increase his skills in the use of a foreign language.

18. The student finds this Spanish class enjoyable.

19. The student feels at ease when making use of the listening skill.

20. The student feels at ease when making use of the speaking skill.

21. The student feels at ease when making use of the reading skill.

22. The student feels at ease when making use of the writing skill.

23. The student thinks that it is probable that he will one day be a fluent speaker of Spanish ("5" = completely probable, "1" = not at all probable).

APPENDIX D

STATISTICAL TABLE FOR ATTITUDE GAIN VARIABLES

TABLE 8

COMPARISON OF THE EXPERIMENTAL AND CONTROL GROUPS' MEAN GAINS, t-VALUES, AND SIGN VALUES ON THE FOREIGN LANGUAGE ATTITUDE GAIN VARIABLES

	Total Group (n = 57)					Subgroup "NSH" (n = 22)				
	Mean Gain					Mean Gain				
Variable	E	C	df	t	Sign[a]	E	C	df	t	Sign[a]
1	-0.06	-0.23	49.1	-0.63	+	-0.40	-0.25	20	0.53	-
2	0.19	-0.23	42.5	-1.43	+	-0.30	-0.25	20	0.16	-
3	0.06	-0.38	49.1	-1.43	+	-0.40	-0.50	20	-0.29	+
4	0.09	-0.38	55	-1.44	+	-0.10	-0.66	20	-1.50	+
5	0.12	-0.15	45	-0.93	+	-0.30	-0.25	20	0.15	-
6	0.09	-0.30	49.3	-1.32	+	0.00	-0.25	20	-0.82	+
7	0.32	-0.46	44.7	-2.63**	+	0.10	-0.66	20	-2.17*	+
8	-1.41	-1.42	55	-0.00	+	-1.40	-0.75	20	0.55	-
9	0.35	-0.34	47.2	-2.41**	+	0.20	-0.16	20	-0.98	+
10	0.77	-0.15	42.3	-3.72**	+	0.50	0.08	20	-1.87**	+
11	0.22	-0.57	55	-1.55	+	0.30	-0.41	20	-2.26*	+
12	0.29	0.15	55	-0.36	+	-0.10	-0.16	20	-0.24	+
13	0.29	0.00	50.1	-1.17	+	0.00	0.00	20	0.00	0
14	0.32	0.23	51.1	-0.37	+	0.20	0.25	20	0.19	-
15	1.25	-0.11	41.8	-4.11*	+	1.30	0.16	10	-1.58	+
16	0.51	0.00	55	-1.23	+	0.80	-0.50	20	-1.46	+
17	0.09	-0.38	50.3	-1.79*	+	-0.40	-0.25	20	0.61	-
18	0.38	-0.15	43.9	-1.49	+	-0.70	-0.25	11.8	0.66	-
19	0.16	-0.26	55	-1.24	+	-0.20	-0.83	20	-1.59	+

TABLE 8 (continued)

Variable	Total Group (n = 57)					Subgroup "NSH" (n = 22)				
	Mean Gain		df	t	Sign[a]	Mean Gain		df	t	Sign[a]
	E	C				E	C			
20	-0.16	-0.23	51	-0.21	+	-0.60	-0.50	20	0.27	-
21	0.48	0.11	42.5	-0.99	+	0.50	0.08	10.3	-0.47	+
22	0.03	0.11	55	0.25	-	-0.30	0.00	20	0.67	-
23	0.00	-0.23	47.6	-0.84	+	-0.30	-0.33	20	-0.11	+

[a]"Sign" column: predicted direction of difference: E > C. Evaluation of these data by the sign test (Siegel, 1956) indicates the difference between Total Group E and C scores was significant ($p < .001$).

*$p < .05$.

**$p < .01$.

VITA

Ann Hero was born on August 9, 1945, in New Orleans, Louisiana. She attended elementary and high school in Pensacola, Florida, and was graduated in 1963. That same year she entered The Florida State University from which she was graduated in 1967 with a Bachelor of Arts degree in Spanish. She received the Master of Arts degree from The Florida State University in 1969 with a major in Foreign Language Education and minors in Spanish and the Teaching of English as a Foreign Language. She also did undergraduate and graduate work at the Universidad Iberoamericana in Mexico, D. F., Mexico and at the Universidad de Valencia in Valencia, Spain.

Her work experience through 1969 includes private tutoring of English in Mexico, and teaching English courses to foreign graduate students in addition to advising Foreign Language undergraduate majors at The Florida State University. From 1969 through 1974 she taught Spanish in public secondary schools in Pensacola and Lakeland, Florida.

From 1965 to 1975 during holidays and summers, she worked as tour guide, teacher, counselor, and campus principal in Mexico, Central and South America, Eastern and Western Europe, and in Asia.

She married Daniel Slade Bagley, III in 1973 and the following year they moved to Knoxville to begin doctoral programs at The University of Tennessee. From 1974 to 1975 she was a graduate teaching assistant and supervised field experience programs in the College of Education. From 1975 to 1978 she was an instructor in the Department of Curriculum and Instruction and a Student Teaching Coordinator. During that time, in July 1976, her son Andrew Slade was born.

While completing the dissertation, she has served as the English as a Second Language Consultant to the Knoxville Board of Education. She has also conducted research and has given lectures to professional and public audiences in the areas of foreign language teaching and student teacher supervision. She holds membership in Kappa Delta Pi, Phi Delta Kappa, Sigma Delta Pi, and Phi Kappa Phi.