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THE IMPLEMENTATION AND EVALUATION OF A MULTIPLE-CREDIT
SELF-INSTRUCTIONAL ELEMENTARY FRENCH COURSE. FINAL REPORT.

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AN EXPERIMENTAL ELEMENTARY FRENCH COURSE WAS ESTABLISHED
AT THE UNIVERSITY LEVEL AND EVALUATED ON ITS PEDAGOGICAL
EFFICIENCY, ADMINISTRATIVE FEASIBILITY, AND
ACHIEVEMENT-MOTIVATIONAL CAPABILITY. THE COURSE FEATURED
INTENSIVE CONTACT WITH LINGUISTICS, SELF-INSTRUCTION, AND
SELF-PACING. (FOR DETAILS ON THE COURSE ORGANIZATION, SEE ED
010 465, A PRELIMINARY REPORT.) RESULTS OF THE EXPERIMENTAL
COURSE WERE COMPARED TO THOSE OF CONVENTIONAL FRENCH
SEQUENCES OVER A 3 1/2-YEAR PERIOD. ONE OF THE MORE
SUCCESSFUL FEATURES OF THE COURSE WAS ITS FLEXIBLE FRAMEWORK
BY WHICH GIFTED OR MOTIVATED STUDENTS COULD PROGRESS MORE
RAPIDLY WHILE WEAKER STUDENTS COULD MOVE AT A PACE GEARED TO
THEIR ABILITIES WITHOUT BEING PENALIZED. DROPOUT RATES
BETWEEN EXPERIMENTAL AND CONTROL (CONVENTIONAL) STUDENTS WERE
INSIGNIFICANT. THE NOVELTY OF THE EXPERIMENTAL COURSE WAS NOT
DETRIMENTAL TO STUDENT ACHIEVEMENT. EMPHASIS ON LABORATORY
WORK ENHANCED SPEAKING ABILITIES BUT DETRACTED FROM READING
AND WRITING SKILLS. THE SKILL OF LISTENING COMPREHENSION WAS
NOT AFFECTED. REACTIONS OF INSTRUCTORS AND STUDENTS WHO
ACTIVELY PARTICIPATED IN THE EXPERIMENT WERE POSITIVE. THE
MAJOR PROBLEM WAS THE FUNDAMENTAL INCOMPATIBILITY BETWEEN THE
EXPERIMENT'S EMPHASIS ON AUDIOLINGUAL PROFICIENCY AND THE
OBJECTIVE OF READING PROFICIENCY IN CONVENTIONAL FRENCH
INSTRUCTION. (SEE ED 010 464 FOR AN INTERMEDIATE PREPROGRAMMED
TEXT USED IN THE EXPERIMENTAL COURSE.) (JH)

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Indiana University / Bloomington



Albert Valdman

**THE IMPLEMENTATION AND
EVALUATION OF A MULTIPLE-CREDIT
SELF-INSTRUCTIONAL ELEMENTARY
FRENCH COURSE**

01-14-009 015-14-002 FINAL REPORT

The Implementation and Evaluation of a Multiple-Credit
Self-Instructional Elementary French Course

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Introduction

1.1 Development of the New Key

Through the impact of structural linguistics the notion that language is primarily a structured system of perception and articulatory habits has been gaining wider acceptance among foreign language (FL) teachers in the course of the past two decades. As a consequence the objectives of FL instruction are shifting toward emphasis on the audio-lingual skills, i.e., listening comprehension and speaking, particularly in the initial stages of instruction.

Audio-lingual oriented FL teaching methods are the heirs of the "Army Method" evolved in the early nineteen forties. When the Armed Forces became aware of the need to train thousands of Americans to understand and speak--not read--such "exotic" languages as Burmese, Korean, Malay, Serbo-Croatian, etc., the FL teaching profession, after two decades of grammar-translation method had neither the training, experience, nor inclination to assume the burden. Fortunately, since the early thirties a small group of scholars had been evolving out of traditional comparative philology and in contact with cultural anthropology, a new academic discipline, linguistics, the study of language as an end in itself, and had applied some of the new theories of language design to the description of American Indian languages, languages where written texts did not exist, and which could be described only by the analysis of the sounds the speakers emitted. Also, largely through the

foresight of Mortimer Graves, its Executive Secretary, and with the collaboration of the Linguistic Society of America, the ACLS (American Council of Learned Societies) launched, with Rockefeller Foundation support, the Intensive Language Program directed by J. Milton Cowan. A group of linguists was gathered to prepare descriptions and pedagogical materials for languages not generally taught in American universities and to design intensive language courses.¹

In 1943 the Intensive Language Program was adopted as the prototype for the language and area courses of the Army Specialized Training Program (ASTP), and in two years more than 15,000 servicemen learned 27 different languages in 55 colleges and universities. Despite the wide public acclaim which these various linguist-inspired programs met, the walls of academe were on the whole impervious to their effect, and while bitter recriminations and condescending rejoinders were exchanged between traditional language teachers and the new upstarts, only at Cornell University did the new method gain a foothold, and then only after the importation of a high-powered team of linguists and a complete administrative reorganization of the FL teaching curriculum. Unfettered by the heavy burden of the philological and literary tradition, Government agencies not only adopted the Army Language Method but refined and developed it further so that, today, the Army Language School (Defense Language Institute, West Coast Branch) and the Foreign Service Institute of the Department of State (FSI) offer the most sophisticated language instruction in the greatest number of languages to be found in this country. It

does not come as a surprise, therefore, that when Sputnik panicked the foreign language profession into overhauling the establishment, it was toward these strongholds of intensive FL instruction that innovators turned.

It was mainly through two collaborative projects that audio-lingual oriented FL instruction based on the theoretical premises and illustrating the techniques of the Army Method made a significant impact on the secondary school and college levels. As a result of the Conference on Criteria for a College Textbook in Beginning Spanish sponsored by the Modern Language Association (MLA) and held in the spring of 1956, a small group of linguists and language teachers produced Modern Spanish, an elementary Spanish textbook patterned on the FSI Basic Spanish Course. Two years later, pursuant to a research contract between the U.S. Office of Education and the Glastonbury, Connecticut Public Schools, under terms of the National Defense Education Act (NDEA), the A-LM (Audio-Lingual Materials) series was launched to coincide with the first NDEA Title VI Secondary School Teachers' Foreign Language Institutes. Both Modern Spanish and the A-LM differed from traditional elementary language texts not only with regard to the learning principles and teaching techniques implicit in the material they contained, but also by the fact that the authors sought to control the pedagogical conditions under which these materials were used by spelling out classroom procedures. A-LM French is not a textbook but a teaching "package" with student workbook and discs, a complete set of tapes recorded by native speakers, and a teacher's guide which leaves little room for

regression to traditional techniques. Thus, A-LM materials require, of the classroom teachers that use them, adherence to the principal tenets of the "New Key", as the adapted Army Language Method came to be known.

1.2 Definition of the New Key

What is FL teaching in the New Key? This question is best answered by reviewing rapidly the fundamental principles about language learning held by the linguists associated with the Intensive Language Program and its immediate heirs.

1) Primacy of sound. During World War II linguists were called upon to design and implement courses whose main objective was to train students to communicate effectively with natives of countries to which their duty might call them. Common sense dictated focusing entirely on spoken speech patterns. Also from their experience with pre-literate languages, it was obvious to linguists that sound was primary and writing only a secondary derivative. Western man with his deeply ingrained orthographic habits is wont to forget or refuse to accept this difference and to deal with linguistic data in terms of a string of letters separated by spaces, yet the construction of sound audio-lingual oriented materials depends on a clear grasp of the relationship between speech and writing. When one asks the average educated American layman to give the rule for the formation of the regular noun plural of English, i.e., to relate cat and cats, dog and dogs, horse and horses, the answer is invariably a confident: "one adds -s or -es." But this type of formulation is not particularly useful to a foreigner who is interested first and foremost in

speaking accurately. He must know (1) how many different suffixes there are and how each sounds, and (2) since several are involved, the basis of selection among the variants. A linguist might state the rule as follows: to form the regular plural of a noun one adds /Ez/ if the noun ends with the consonants /s z ċ ĵ š ž/, for example, rose/roses, church/churches; one adds /s/ if the noun ends with a voiceless consonant, with the exclusion of those mentioned previously, for example, cat/cats, lip/lips; finally one adds /z/ elsewhere, for example, radio/radios, dog/dogs, bird/birds, bee/bees; note that there is no isomorphism between the written and the spoken language rules. From a different point of view, reference to the written language to explain the spoken language is dangerous for the former does not have machinery to represent many of the phonic features which keep words and phrases apart. In English, for instance, there are differences in stress levels: as many American presidential hopefuls have discovered to their chagrin not every white house is the White House.

2) Intensiveness. Since linguists viewed language as a complex aggregate of various sets of sensory and motor habits, they concluded that nothing short of relentless repetition leads to audio-lingual fluency. Even native speakers of a language are quite unable to describe these habits, most of which lie beyond their threshold of awareness and little profit is derived from the memorization or explication of rules. The principal activity of the foreign language classroom is constant imitation and repetition of a native model, mim-mem. As Leonard Bloomfield, the leading theoretician of American

war-time applied linguistics put it: "Language learning is over-learning. Anything else is of no use."²

3) Authenticity of Model. Linguists carried over into the classroom the anthropologist's concept of the "informant," the native speaker as sole authority and ultimate source of the language. Only a native speaker and any native speaker could manifest the structure of the language at all levels and his constant presence in the classroom--live or recorded--was required. This reliance on informants resulted in a healthy reaction against normative statements and adherence to formal styles of speech and to inclusion of more informal pronunciation, forms and constructions in teaching materials. Nonetheless where dialect and style variations were extensive--as in French and Spanish--linguists based materials on standard dialects with, frequently, considerable amount of dialect and style mixture.

4) Inductive Grammar. Unlike the Direct Method enthusiast linguists did not throw out the baby with the bath water and grammar was very much--perhaps too much--in evidence in FL courses they directed and teaching materials whose preparation they supervised. But for them grammar was neither the memorization of rules (in French, the past participle conjugated with avoir agrees in number and gender with a preceding direct object), nor the recitation of paradigms (Latin, amo, amas, amat. . .), nor were they concerned with linguistic etiquette (thou shalt not say I feel badly). Grammar was essentially a descriptive statement of the constitution of sentences and the occurrence of forms. Generally, it was presented inductively

through pattern drills followed by sometimes quite technical statements of the grammatical features manifested in the drills, but it was asserted that only after mastery of a pattern is acquired will accompanying explanation be fully useful. The use of grammatical rules as "predictors" of linguistic behavior was expressly banned: "they (rules) are the description of the student's own performance. Rules ought to be summaries of behavior. They function only secondarily as 'predictors'."3

5) Words in Context. Most educated laymen harbor the simplistic notion that languages are made of words with a few "idioms" tossed in for good measure and that learning a language involves simply the memorization of different sets of words whose meaning content is isomorphic with that of native equivalents. Unlike Direct Method enthusiasts who nurtured this conception by the association of image and word and by forcing isomorphism through artificial translations of the-pen-of-my-aunt variety, linguists presented vocabulary through the memorization and recombination of complete sentences arranged in self-contained dialogues and accompanied by approximate contextual equivalents rather than word-for-word glosses.

6) Linguistic Interference. The most important contribution of linguistics to the preparation of teaching materials lay in the theory that areas of difficulty can be predicted in advance by point by point comparison of the structure of the native and target languages. For example, in English all vowels which occur at the end of a word or phrase are long and followed by a glide; sue, bow,

see, say. Americans predictably mispronounce final French vowels which are always short and tense: beau, sous, si, c'est. Similarly, most dialects of Spanish exhibit a five vowel system. Standard French, on the other hand, has up to eight vowels excluding the front rounded series and the nasal vowels:

French	i	é	è	a	â	ó	ò	u
Spanish	i	e		a		o		u

Spanish speakers can be expected to--and indeed do--have difficulty realizing contrasts of the type gué/guet; là/las; pomme/paume.

Pattern interference results from differences in the structuring of linguistic units at various levels as well as differences in the distribution of units on any one level. French, English, and Spanish have phonetic nasal vowels, e.g., French tante and English taunt; French passion and Spanish pasión. However, in French nasality of vowels is functional since tante contrasts with tâte and tant with tas, but in both English and Spanish any vowel followed by a nasal consonant is automatically nasalized. Going from English and Spanish to French interference results from the different phonological role of the feature of nasality. Interference problems at the grammatical and lexical levels are more numerous and complex. Consider the English sentence My father was a teacher. The faulty rendition *My father was teacher, could be elicited from French, Russian, or Spanish speakers but for different reasons. Both French and Spanish have articles but they are not used in the contextual equivalents of

the English sentence given above: Mon père était professeur and Mi padre era profesor. The article appears elsewhere, however: C'est un professeur; Es un profesor. In Russian there is no article form class: Otets u menia byl učitel and On učitel. For linguists, then, the preparation of pedagogical materials had to be preceded by the contrastive analysis of the "target" and native languages at all relevant levels, starting with phonology and progressing through morphology, syntax, and lexicon.

1.3 Evaluation of the New Key

From the comfortable vantage point of two decades of hindsight we can now attempt a fair evaluation of the pedagogical effectiveness and efficiency of the New Key. By definition linguists are concerned with the structure of language and their attempt to deal with the processes that take place in the language classroom, be it in the very special conditions of the FSI or in an elementary school class, can be expected to fall quite short of the mark; for in FL instruction the linguist's competence ends before practical problems of presentation and ordering of material and the organization of the instructional context are reached. Obsessed with structure, the linguist never pondered over the process that takes place in the FL classroom, language learning; seldom did he construct controlled experiments to test some of the assertions he made qua language teacher, and he never suspected that the success of intensive-type instruction might be due to external factors--student motivation, intensive contact, and the like--rather than his operational principles and models. He operated with the simplistic "sunburn" model

of language learning: the student was exposed to FL patterns until he soaked them up. Typically, the materials utilized by Intensive Method programs and their New Key heirs--FSI, A-LM, etc.--consist of dialogues which are to be "over-learned" through relentless repetition, pattern drills wherein structures are repeated and manipulated ad nauseam, and comprehension exercises in which lexical items and grammatical features presented in the dialogue and the pattern drills are recombined with a minimum of new lexical items. While materials prepared according to the Army Method contain formal pronunciation drills--minimal pair oppositions and practice of phonemes in representative environments--pronunciation is acquired in shotgun fashion parallel with the memorization of the basic sentences of dialogues.

The most serious shortcoming of these materials is that they constitute a closed system. The student learns a finite stock of basic sentences which he can parrot if the proper circumstances present themselves; at best the student can only be expected to vary by inserting lexical items in the slots of the pattern drills he has manipulated. Recent experiments in child-language acquisition suggest that human beings do not learn their first language by mim-mem but that they construct from their linguistic environment a model which can be projected beyond what has been heard in the past to form and recognize new combinations. Jean Berko,⁴ for instance, has shown that American pre-school children and first graders can extend rules for noun plural formation to nonsense words with a high degree of accuracy; on the basis of dog/dogs, cat/cats, horse/horses

they analogize wug/wugs, fap/faps, gutch/gutches. Similarly, on the basis of the productive -er verbs French children analogize *vous disez instead of vous dites, and on the basis of ils boivent construct *nous boivons. It is reasonable to posit that adult second language learning consists of more than the storing up of rehearsed utterances and involves the construction of a grammatical model on the basis of which utterances that have never been heard before are "created." The construction of the model might be catalyzed by the artful presentation of material, for instance, contrastive pairs which point up generative processes, or more simply by the statement of deductive rules.

The New Key organization of subject matter and instruction follows literally the order of descriptive field work: first phonemic contrasts, then assimilation of forms through pattern drills, and last, translation exercises to learn syntactic features. Since the phonologic and morphophonemic structures of a language can be analyzed in terms of finite sets or lists readily discoverable by the analyst, New Key techniques lead to satisfactory assimilation and control at these two levels. But at the syntactic level New Key textbooks had to revert to traditional techniques, primarily translation drills, since by committing itself to the inductive presentation of grammar the New Key was unable to handle the open-ended character of the levels of language that impinge on the real world. Only deductive rules with high predictive potency, sometimes stated in semantic terms--despite the taboo

that attaches to meaning among certain structural linguists-- can lead a learner of English to say He tells me to do it and He asks me to do it but not *He says me to do it.

New Key techniques and teaching materials, though unquestionably superior for audio-lingually oriented FL instruction to the Traditional Eclectic Method because they do focus on the spoken language, rest on very shaky psycho-pedagogical grounds. Yet in the context of the Intensive Language Program, particularly as represented by the Army Language School and FSI, they were unquestionably extremely successful in producing, within a relative short time, students highly proficient in the active use of a foreign language. Paradoxically, it was not primarily by the application of his specialized knowledge to the preparation of teaching materials and the elaboration of pedagogical techniques that the linguist devised effective programs of FL instruction. Rather, it was by the modification of the traditional teaching context. Since he viewed language as a complex aggregate of habits, he concluded that nothing short of relentless practice could lead to the internalization of these habits. Army Method courses, therefore, provided the student with constant practice and active participation through a massive number of contact hours, small classes, and readily available sources of authentic target language utterances, both live speakers and recorded materials. Typically, courses in the commonly taught languages (French, German, Italian, Spanish) at FSI provide for more than

450 hours of instruction in small groups of not more than six participants; the period of instruction for "exotic" languages is more than twice as long. In Intensive Method programs contact was also intensified by the modification of the traditional FL teaching context: small classes, seldom containing more than ten students; variation in class size; specialization of teaching function, a linguist who provided guidance and a native informant who functioned as a drilling machine.

When the Army Method was applied to regular high school and college FL programs emphasis was placed on its tangible aspects: techniques, materials and electro-mechanical devices. It was not generally recognized that the use of new materials and techniques might require a reformulation of the traditional teaching contexts and that unless course objectives--assuming that these are clearly formulated, which is seldom the case--bore some realistic relation to the time available for instruction, the New Key might well fall flat.

Today the high school and college FL teacher is still forced into the straight-jacket of the elementary course. In fewer than 250 hours of contact spread over a period of one to two years, he endeavors to introduce groups of twenty to thirty students to all the grammatical rules of the target language within a vocabulary of several thousand words so that those students who do not continue the study of the language--and these constitute the majority--will have at least a passing acquaintance with the

subject matter, a minimum level of comprehension, and an embryonic reading knowledge. In order to complete the text by the end of the course the teacher has no choice but to explicate grammar rules and to train students in the translation of target language texts into strained English. The happy few who do continue will be subjected to several levels of review grammar and reading courses, each of which attempts at exhaustive presentation, and to remedial courses in pronunciation. Admittedly, it is utopian to hope that, within the decade ahead, our administrators and our citizenry will become sufficiently enlightened to FL teaching needs to recognize that the easiest way to impart complete mastery of foreign languages is to institute the five to ten year sequences found almost universally in other Western countries. We must, therefore, improve the status of FL teaching the hard way by increased pedagogical efficiency. Clearly, pedagogical efficiency cannot be achieved exclusively by improved materials nor by the installation of more complex electro-mechanical devices, but rather by the creation of a teaching context which will increase contact hours without substantially raising instructional costs.

1.4 Previous Attempts and Proposals for the Reformulation of the Traditional Teaching Context

1.41 The University of Oklahoma Experiment (1944-1945)

The first attempt to adapt the administrative structure of Army Method FL instruction to non-intensive curricula was initiated by Pierre Delattre at the University of Oklahoma in the academic

year 1944-45.⁵ Delattre's primary objective was to test the Army Method assertion that an initial concentration on listening and speaking in the total absence of any reference to the printed page is pedagogically more efficient than the traditional method. But implicit in Delattre's experimental design was a manipulation of the teaching context which was not clearly perceived by the experimenter himself. Delattre divided a beginning French class into two groups: the control group followed the Traditional Eclectic Approach, meeting with an instructor and using a conventional textbook from the very beginning; the experimental group met with the instructor for the same number of hours as the control group but was exposed to a different treatment. They followed a strict audio-lingual approach with no reading or writing for thirteen weeks and were given the transcript of the audio-lingual material only during the last three weeks of the first semester--during the second semester both groups were exposed to a common treatment. From our point of view, the most significant feature of the project was that the experimental group had access to a room equipped with a phonograph where they could practice material presented previously in class; in the next class hour the material practiced in this rudimentary language laboratory was checked by the instructor. In this way contact with the language was multiplied several fold, at least for the assiduous students and the drilling function was assumed by an electro-mechanical component which could supplement the classroom teacher and, indeed, function independently of him.

1.42 The Cornell University Language Program (1946)

The most significant and thoroughgoing attempt to adapt Army Method features to the college level was made at Cornell University in 1946 with the aid of a grant from the Rockefeller Foundation.⁶ All of the university's elementary and intermediate language instruction was assumed by a new Division of Modern Languages (DML) directed by J Milton Cowan. The DML was staffed with a small group of linguists, all of whom had participated in the various wartime FL teaching activities described in 1.1 as well as native speakers of the various languages taught. The most notable feature of the program was specialization of teaching function: students met two hours weekly in large groups of about 50 for grammatical analysis conducted by a trained linguist, generally of professorial rank, and six hours weekly in drill sections of ten with a native speaker. In a later modified version of the program, forced by the need to reduce instructional costs and to incorporate the use of non-native speaking American graduate assistants, the number of drill session hours was reduced to three; for the other three hours students met in groups of twenty with American graduate assistants for "laboratory" periods. In the initial phase of instruction the American graduate assistants supervised the imitation of recorded native models. It should be noted that, as an essential corollary of course reorganization, the basic language requirement was defined in terms of demonstrated proficiency level rather than semester credits.

But even the Cornell language program failed to free FL from the traditional administrative framework: the division of the subject matter in terms of semesters; rigorous course outlines which keep all students in lockstep progress and fail to provide for individual variations in language aptitude, motivation, background and whatever other factors determine FL learning; the definition of instructional exposure in terms of instructor contact hours.

1.43 The Advent of Self-Instruction

In a paper presented at the first Indiana University Language Laboratory Conference and subsequently published in Language Teaching Today, Bruce Gaarder suggested a more radical departure from tradition.⁷ He proposed that the sole irreplaceable function of the FL teacher is the elicitation of "graded, guided experiences in the natural use of the new tongue"⁸ and that all other tasks presently assumed by the teacher--initial presentation of material, explanation, drill, constant review, and testing--can be relegated to properly programmed electro-mechanical devices. Gaarder describes a suitable self-instructional program as follows:

Let us imagine a truly great teacher, equipped with native command of the language, great insight into the learning process, and twenty-five years experience in our schools. He uses a sort of direct method, not the perversion which consists in teaching people how to talk about French in French, but rather a form of linguistic analysis in terms of inter-

personal relationships and events based upon imitation, linguistic analogies, and inductive reasoning. He does not need to jump about trying to illustrate his words by acting out what he is saying. Rather he has at one side of the room a small stage upon which a small group of native actors represent exactly the situation he needs in order to present and explain a feature of the structure of French, not by talking about French, but by living some French. He has a class of two to five average students whom he takes care to involve aurally and orally from the very beginning and throughout the period. Using known material, he proceeds to the unknown and soon is eliciting the new structure from the students in natural speech. He knows in advance what every difficulty will be and takes care of it at just the right time. Perhaps he has a book, but neither he nor the students open it. He may use the blackboard.

Let us imagine that that class, excepting the students' words, was recorded on tape. All that the actors did was given to the students by means of photographs or drawings in a workbook to illustrate what was being said. All of the black-

board notes were presented in proper order in the workbook. All of the workbook material was keyed constantly to the taped presentation and explanation by the teacher and the actors. The hundreds of students taking the course later in the laboratory would be involved as individuals, aurally, visually, and orally from the first of the tape to its end. If anything was missed, the tape could be stopped by any single student (each would work from his own copy of the tape) and any part or the entire thing repeated any number of times.⁹

At the same conference F. Rand Morton painted in bold strokes a futuristic LLTM (Language Laboratory as a Teaching Machine) where students working with carefully programmed electronic equipment learned all language skills through autodidactic activity.¹⁰ Morton believes, like Gaarder, that the language laboratory can be fully integrated in the FL learning process and can assume more efficiently than human beings the repetitive aspects of FL instruction in the New Key: initial presentation, drill, review, and habit fixation. But he would go even further: all teaching functions including testing and the use of the FL in simulated natural context could be relegated to the LLTM. The source of his optimism is a pilot experimental course in Spanish he conducted at Harvard University in 1953 and 1954. This experimental course was of the

New Key variety since the terminal objectives were defined as an audio-lingual fluency of 80 per cent. For the purpose of the experiment, audio-lingual fluency was defined as "the ability to handle the basic structure of a language by a normal five or six year old child in his native language" and "the ability to manipulate and respond to the structural signifiers of normal nonspecialized language."¹¹ The course comprised five central components: Phonematization, Sound Reproduction, Structural Cues, Model Patterns, and Vocabulary; a sixth component, Allied Skills, dealt with reading, writing, and translation, but was merely a sop thrown to tradition.

In the Phonematization phase the student was trained to discriminate among Spanish phonemes and between correct and incorrect realizations of Spanish phonemes with an accuracy of 90 to 96 per cent. He did not begin attempts at imitation until the next phase, Sound Production, in which sounds were practiced in isolation and in combination. The functional use of sound differences was also practiced, e.g., the commutation of /o/ and /a/ which has a heavy functional burden in Spanish: Los gatos blancos estan malos → Las gatas blancas estan malas. In the Structural Cues phase grammar was presented in terms of abstract acoustic cues devoid of semantic meaning and the student was expected to react automatically to such morphemes as verbal persons or plural of nouns. Meaning was finally introduced in the Model Patterns and Vocabulary Building phases through 105 basic sentences and 3500 lexical items.

Morton's experiment was portentous for at least two reasons. First, it assumed that all learning could be achieved by the student working independently of the teacher with the use of autodidactic materials and a tape recorder. Second, student achievement was directly related to assiduity; no student failed "since by both definition and procedure completion of the course guaranteed satisfactory proficiency on the student's part."¹² No testing was necessary and the presence of the instructor was required only for occasional evaluation of student pronunciation and occasional remedial work.

Morton's experiment was only designed as a pilot and lacked the necessary controls that would have made possible a truly objective evaluation of the validity of his basic premises and of the pedagogical efficiency of the LLTM concept. For instance, Morton reports that the students who completed the pilot course were as a group easily superior in natural proficiency to the students in conventional third and fourth year Spanish classes. Since no efforts were made to insure and measure the comparability of the pilot and conventional groups, one cannot discount the possibility that the former contained students with a higher level of language learning aptitude or motivation toward an audio-lingual oriented course. There were also two significant aspects of the use of an ungraded self-instructional course which were not considered in Morton's experiment:

- (1) the effect on instructional costs,
- (2) the adaptation to the administrative practices (credit and grade award, selection of

teaching staff, etc.) of colleges and universities.

FL teachers who firmly believe in the primacy of audio-lingual proficiency tend to try to demonstrate the soundness of their opinion by showing that initial emphasis on listening comprehension and speaking to the exclusion of reading and writing will result in higher overall proficiency in the long run (viz. two years of FL instruction at the college level). In one of the more carefully conceived and sophisticated experiments in the field of FL instruction George A. C. Scherer could only safely conclude that students tend to learn those skills which are emphasized by the teaching method to which they are exposed.¹³ Since there is no objective means of quantifying overall proficiency in FL evaluation of the pedagogical efficiency of a course, it will be determined by the appraiser's value judgments with regard to the ultimate goals of FL instruction (comprehension, speaking, reading, writing, translation, overt knowledge of structure, etc.). Note that, although listening comprehension and speaking are traditionally paired, a combination listening comprehension-reading comprehension is not theoretically precluded.

Let us assume gratuitously that emphasis on audio-lingual skills is more than a passing fad and could be supported adequately by philosophical, theoretical, and practical considerations. It would then become possible to pose such interesting questions as the following. Can audio-lingual oriented courses be designed which would result in listening comprehension and speaking proficiencies

comparable to those attained in intensive courses, say FSI basic courses, but which, in addition: (1) are compatible with liberal arts education and allow the student to pursue other studies simultaneously; (2) are comparable with Traditional Eclectic courses with regard to instructional costs and instructional personnel; (3) are consonant with the administrative policies of colleges and universities?

Morton's pilot experiment suggests that an answer be sought through the use of self-instruction and the concept of the language laboratory as a teaching machine capable of replacing or spelling the live teacher. This concept, however, entails experimenting more widely with more flexible administrative procedures and modifying the conventional FL teaching context. New organizational patterns radically different from those of today must be sought, patterns which will accommodate recent and anticipated developments in electro-mechanical devices, the expansion of language laboratory facilities, and the growing application of programmed instruction techniques to problems of FL teaching.

Notes

¹For a description of the development of intensive language programs and the role of linguists in the formulation of the "Army Method" cf. Moulton, William G. Linguistics and Language Teaching in the United States 1940-1960. In Trends in European and American Linguistics 1930-1960 (C. Mohrman, A. Sommerfelt, and J. Whatmough, eds.) Utrecht, Antwerp: Spectrum, 1962.

²Bloomfield, Leonard. Outline Guide for the Practical Study of Foreign Languages. Baltimore: Linguistic Society of America, 1942, p. 12.

³Politzer, R. L. and Staubach, C. N. Teaching Spanish: A Linguistic Orientation. Boston: Ginn, 1961, p. 8.

⁴Berko, Jean. The Child's Learning of English Morphology. Word, 1958, 14:150-177.

⁵Delattre, Pierre. A Technique of Aural-Oral Approach. Report on a University of Oklahoma Experiment in Teaching French. The French Review, 20:238-50 (January, 1947) and 20:311-24 (February, 1947).

⁶For a fuller description of the Cornell Language Program cf. Moulton, William G. The Cornell Language Program. FLA, 67:38-46 (October, 1952).

⁷Gardner, A. Bruce. Language Laboratory Techniques: The Teacher and the Language Laboratory. In F. J. Oinas (Ed.), Language Teaching Today. A report of the Language Laboratory Conference held at

Indiana University, January 22-23, 1960. Publication No. 14 of the Indiana University Research Center in Anthropology, Folklore, and Linguistics, October, 1960. (Published as Part II, Vol. 26, No. 4, of International Journal of American Linguistics, October, 1960.

⁸Op. cit., p. 50.

⁹Op. cit., p. 47-48.

¹⁰Morton, F. Rand. The Language Laboratory as a Teaching Machine. In F. J. Oinas (Ed.), Language Teaching Today. Publication No. 14 of the Indiana University Research Center in Anthropology, Folklore, and Linguistics, October, 1960. (Published as Part II, Vol. 26, No. 4, of International Journal of American Linguistics, October, 1960.

¹¹Op. cit., p. 123.

¹²Op. cit., p. 140.

¹³Scherer, George A. C. Extended Classroom Experimentation with Varied Sequencing of the Four Skills in German Instruction. Final Report O. E. Contract No. SAE 8823, March, 1963.

2. Multiple Credit Elementary French

2.1 The Problem

As was pointed out the keystone of the New Key is intensive contact of the learner with the FL achieved through a high number of contact hours (exposure) and the reduction of the size of classes. FSI sixteen-week basic courses in the commonly taught languages contain 480 hours (sixteen weeks with thirty hours of weekly assigned class hours). In the optimal non-intensive college FL course, the student is required to attend five periods weekly--periods generally range from 45 to 50 minutes--during an academic year of 32 weeks, i.e., 160 periods. For the sake of convenience let us assume that a period equals one hour, then three years of an optimal college FL course would match the exposure of FSI basic courses. But at FSI the maximum class size is six whereas the optimal minimum class size in college FL courses is twenty, at least for the commonly taught languages. In reality, three years of an FL college course provides only the same degree of exposure as an FSI basic course, and since actual contact is a function of exposure and class size, i.e., recitation time per student, it would not be unreasonable to assume that an FSI basic course is equivalent to four or more years of college FL study.

One might suspect that with regard to the number of structural features and vocabulary items covered, the FSI basic course syllabi would be far more ambitious than so-called elementary college textbooks, but, in fact, the contrary is true. For instance, in FSI

Basic French grammar "points" are treated much less exhaustively than they are in standard Traditional Eclectic Method textbooks. Clearly, because of the notion that a textbook must be completed from cover to cover during the course, college FL courses have very rigorous quantitative objectives but sacrifice quality, and the implicit terminal behavior expected of the student is much less than complete internalization and automatic production of the material presented. We do not mean to criticize this sacrifice of quality for quantity, nor do we hold that there is any inherent virtue in placing priority on near-perfect, active audio-lingual control of a finite set of utterances, lexical items and structural features. We only wish to underscore the fact that New Key objectives and present college FL elementary courses--and all four-year high school FL sequences--are fundamentally incompatible.

It should also be borne in mind that at the end of the first year of study a college student is expected not only to have some degree of control of the spoken language, but also the ability to read unedited texts that exhibit structures and a vocabulary content much more extensive and much more complex than those of daily speech. It also may be desired that he write the FL, if not elegantly, at least "grammatically" and "idiomatically."

Since total instructional costs cannot be increased, it is only through a course incorporating Gaarder's and Morton's Language-Laboratory-as-a-Teaching-Machine concept that the New Key can be successfully adapted to non-intensive FL instruction at the high

school or the college level. At the latter level, it is an unwritten convention that students spend three hours in class or outside preparation to earn one semester credit point. In a five credit FL course, the teacher can lay claim to fifteen hours of the student's time per week and the proportion of actual class contact to outside study is left to the teacher's discretion. If the language laboratory is considered the audio analogue of the library, the music practice room, the art workshop or the science laboratory--it might be noted in passing that some universities label their language laboratory quite fittingly "Audio Listening Center" or "Audio Study Center"--it is quite consonant with college procedures to require that outside study hours be spent in the language laboratory. With the utilization of the concept of the Language-Laboratory-as-a-Teaching-Machine, exposure can be trebled and the college elementary FL course be brought to approximate intensive courses more closely with regard to the exposure variable: the optimal college elementary course would now provide 480 hours of contact between the student and the teaching components.

The use of the language laboratory for some of the functions that live instructors currently assume, both in intensive-type programs and conventional college and high school courses, gives individual students the opportunity to progress through an FL course at the pace most suited to them. Self-pacing increases the efficiency of a course since the more gifted students can complete the course in a shorter period of time and the less able students need

not retrace their steps should they fail any part of the course.

To summarize, the New Key can be adapted to non-intensive FL courses if electro-mechanical devices currently available can be made integral components of the teaching program, and if the efficiency --as determined by the ratio of instructional costs to total learning achieved--of New Key and intensive method programs can be drastically improved, not only through the preparation of better materials, but also through the appropriate use of the teaching resources available.

On the basis of past research and the results of two pilot courses which sought to adapt the intensive method as it is illustrated by the FSI basic courses,¹ it was decided that a successful adaptation of the New Key required a course containing at least the following features:

- 1) a high number of actual student contact with the FL;
- 2) the relegation of most classroom teacher tasks to a properly programmed language laboratory;
- 3) the possibility for each student to progress at his optimum rate;
- 4) a shift of emphasis from "covering a relatively indefinite amount of language within a definite period of time to assimilating a definite amount of language within a relatively indefinite period of time;"²
- 5) the definition of FL proficiency in terms of attested proficiency in carefully defined skills rather than in years of

study or the number of semester credits earned.

In April, 1961 a proposal describing the structure of Multiple-Credit Elementary French (MCEF), a course that contained these features, and outlining a plan to test its pedagogical efficiency and administrative feasibility, was submitted by Indiana University to the Research Unit of the Language Development Section of the U. S. Office of Education. The proposal was approved and the research began to be implemented in September of that year.

2.2 The Conventional Course

It was decided that the pedagogical efficiency and some effects on administrative policies would be measured by comparison with a control group consisting of several elementary French sections pursuing the conventional program of studies. We shall, therefore, begin by describing the conventional basic French program at Indiana University.

The program of basic French instruction at Indiana University is quite characteristic of that currently existing in most large universities. French is the most popular FL, particularly for those students who aspire to no higher goal than completion of the FL requirement of the College of Arts and Sciences, no doubt because it is the modern FL most widely taught in Indiana public high schools and that many students "beginning" French at Indiana University have had some previous contact with the language. The requirement of the College of Arts and Sciences stipulates that a student shall take eighteen semester hours of an FL. The basic FL program consists of

a one-year elementary course (F101-F102) meeting five periods weekly and requiring, in addition, two periods of compulsory attendance in the language laboratory, two intermediate courses stressing audio-lingual fluency (F201-F202), each meeting two periods weekly, and two intermediate courses stressing reading in literary texts (F211-F212), meeting three periods weekly. The F101-F102 sequence yields a total of ten semester credits; students may then elect to take F201 and F211-F212 or F201-F202 and F211 plus a third year conversation course. In the latter case they will have earned more than the eighteen semester credit hours required.

The elementary F101-F102 sequence constitutes the most closely supervised and homogeneous part of the Indiana University basic French program. All instructors follow a rigorous course outlining and examinations are of a departmental nature. This applies to some extent to the F201-F202 sequence but not at all to F211-F212. In both F101-F102 and F201-F202 the method of instruction is best described as Traditional Eclectic. The textbooks used in both courses contain some New Key features: dialogues, pattern drills, but the grammatical explanations refer generally to the written language and are not well integrated with the drill material. Reading selections are introduced very early and they are selected for their literary significance rather than their linguistic characteristics, i.e., no effort is made to introduce structures and vocabulary gradually. But it is the fact that a stated number of grammar points and a specified number of pages must be covered within a given period of time

that characterizes these courses as distinctly traditional.

These courses are manned by an instructional staff consisting primarily of graduate assistants (75 per cent or more), many of whom have no professional preparation or teaching experience and very few of whom speak the language with native or near-native accuracy and proficiency. Some instructors of professorial rank are assigned to these courses but no effort is made to insure that all students have contact with the more competent and experienced members of the teaching staff; whether a student will be taught by a native speaker with or without FL teaching training, a well schooled professional FL teacher, or a neophyte depends primarily on happenstance. All graduate assistants receive in-service training through attendance of a compulsory one semester methods course which features some observation of an elementary section taught by the clinical professor.

In the elementary course (F101-F102) attendance of two periods of language laboratory work is required. Except for the period immediately following the beginning of a semester and preceding examinations, attendance often falls to 50 per cent and lower. The recorded material presented consists of the imitation of dialogues and response drills as well as occasional pattern drills; students may at all times refer to the textbook. The recorded material is first broadcast from a central console and students work in lock-step fashion; since the equipment is dual channel, students may record the master program and practice individually in the latter

part of the period, or they may report to the language laboratory during evening hours for added individual practice. Of course, since all sections progress at a uniform rate and since there is no provision to accommodate the more able students, individual work tends to consist of review and additional practice and few students attempt to study material not yet covered in the classroom. Laboratory periods are supervised by assistants whose responsibilities are of a housekeeping or custodial nature: installing reels on the console, making minor adjustments and repairs, taking attendance, etc.

At Indiana University class periods are 45 minutes long and the academic year consists of 32 weeks. The elementary course (F101-F102), then, provides 120 hours of classroom contact with a live instructor in sections of twenty students on the average and 48 hours of individual work in the language laboratory. Thus, with regard to total exposure, this course can well be considered optimal.

Few college courses, in foreign languages or other fields, state precisely the terminal objectives the student must attain to pass the course, let alone to qualify for an "A", "B", or "C". As we have seen in Section 1. above, language skills, including reading and writing, can ultimately be defined in behavioral terms. Precise objectives, therefore, should be defined in terms of various types of behaviors: discrimination acuity, accuracy and speed of sound production, speed of manipulation of a stated number of grammatical features, and the like. Since the University catalogue does not

provide a suitable description of the terminal objectives of F101-F102, we can only infer these from the final examinations and pre-test placement procedures. Final examinations test listening comprehension, the ability to spell French utterances in connected contexts, knowledge of grammatical patterns as they are reflected by the orthography and through translation, reading comprehension, and the ability to translate, primarily from French to English. The single placement examination used to appropriately place a student in one of the six basic French courses tests almost exclusively reading comprehension and translation.

It might not be amiss to comment briefly on the attitudes toward FL teaching of the Indiana University Department of French and Italian, which administers basic French instruction, particularly since it is representative of most large university FL departments in general and French departments in particular. Large university FL departments consider that their primary function is the training of scholars in literary analysis and in the history of the literature, and to a much lesser extent the history and structure, of the languages whose teaching the particular department administers. Promotion, advancement and, more importantly, self-esteem depend on scholarly achievements rather than on competence in basic FL instruction, skill in the direction of teaching programs and the preparation of pedagogical materials. As a result there is little motivation for innovation in language teaching practices and no systematic mechanism for feedback from classroom experience to

the design of methods and materials. Such an atmosphere hardly inspires graduate students to distinguished and devoted teaching, nor is it conducive to professional attitudes toward FL teaching. Nor is it an atmosphere which is hospitable to inquiry into the learning process or experimentation with alternate strategies of FL instruction.

2.3 The Design of Multiple Credit Elementary French (MCEF)

After reviewing the various attempts to adapt the Army Method to non-intensive FL programs, and on the basis of our own pilot trials at the Pennsylvania State University in 1959-60 and at Indiana University in 1960-61, we opted for a partially self-instructional course rather than Morton's fully auto-didactic Language-Laboratory-as-a-Teaching-Machine, i.e., we agreed with Gaarder that the teacher's primary function in a course aiming at audio-lingual proficiency is to lead the student to use the language in a simulated natural context and that, insofar as it is compatible with presently available materials and electro-mechanical devices, all other tasks currently assumed by classroom teachers should be relegated to the language laboratory. In this section we describe Multiple Credit Elementary French (MCEF) as it was formulated in our research proposal and tried out with the first group of subjects from September 1961 to February 1963. The proposal was to cover a period of three years; i.e., two complete and one partial trial of MCEF, during which: (1) a partially self-instructional program would be prepared and continually revised; (2) administrative procedures would

be evolved; (3) the techniques to be used in the Display Sections would be developed and the function of the Display Section--and of the live instructor--clarified; (4) the pedagogical efficiency of MCEF relative to the conventional program, insofar as this could be measured within the context in which the experiment, was attempted.

2.31 Organization of MCEF

MCEF was established as a continuous course of fifteen semester credit hours, labeled F101-F102-F203, equivalent roughly to the conventional F101-F102 elementary sequence and the F201-F202 audio-lingual oriented intermediate sequence. In order to fulfill their FL requirement students would need to take the F211 reading-oriented course after successfully completing MCEF.

2.311 Credit and Grade Award

Credit and grade granted at the end of a semester would be directly proportional to the proficiency attained during that semester and also related, to a considerable degree, to the amount of material assimilated. Presumably the average student should complete the course, i.e., reach the specified proficiency in the required FL skills, in three semesters. Students with previous background in French, those who show greater assiduity, and those who possess high aptitude for FL learning could complete the course in two semesters; slow students would not be penalized and could complete the course in four or more semesters. It was at first anticipated that the materials would consist of a finite number of

units, say thirty. Credit would be granted at the end of a semester on the basis of any block of ten units assimilated, i.e., one third of the entire program. A student who had not progressed sufficiently to earn credit at the end of a given semester, i.e., had not assimilated a complete block of ten units in the course of that semester, would receive the grade of "I" (incomplete) until such time as he completed the block of units. At the beginning of the following semester, he would be expected to enroll in the next-higher-level course and he would continue from where he had left off, say, Unit Nine; for instance, if he had received an "I" for F101, he would still enroll in F102 the following semester in the hopes that he might catch up and complete both F101 and F102 in the course of the second semester. Students who had completed more than ten units during a semester but fewer than twenty would receive the normal five hours of credit, but they could expect to complete MCEF before the end of the third semester and would then be free to devote their time to other activities. Grades would be determined by scores in achievement examinations administered at the end of a semester as well as by performance in Display Sessions during the course of a semester. Achievement examinations at three different levels would be devised. The first examination would test only comprehension and oral proficiency, the second would, in addition, test reading ability, and the last examination would test all four FL skills, including ability to write in French. Students who completed the entire program before the end of a semester could request to take the terminal

examination or choose to be evaluated at the regularly scheduled date of the examination at the end of that semester.

During the course of the semester short sub-unit and unit tests would be administered in the language laboratory and a student would not be able to proceed unless he achieved a specified score. Unit tests would be cumulative and would insure that the student had a firm control of previously learned material. Since credit would be granted only after a student had completed a given block of units, no student who ultimately completed the program could fail. For instance, a student who completed the program in five semesters would receive only fifteen credit hours but might earn grades of "C" or even "B"; in the traditional course the same student might have satisfied the requirements in four semesters but would have received an "F" along the way and might not have acquired as firm a control of the material presented in the course.

2.312 Contact Hours

Students would register for a block of ten contact periods per week, divided as follows: one period of grammatical analysis in groups of up to 60 students, two thirty minute "Display Sessions" in groups of two to four students, and a minimum of eight periods of individual work in the language laboratory. Since credit and grade received would be directly proportional to the amount of material assimilated, the student would be encouraged and motivated to spend additional time in the language laboratory beyond the minimum eight periods. Presumably, the greater the number of hours spent in the

laboratory, the faster the progress. A student's weekly schedule is presented in the diagram below. Each square within solid lines refers to one period of contact.

Diagram 1

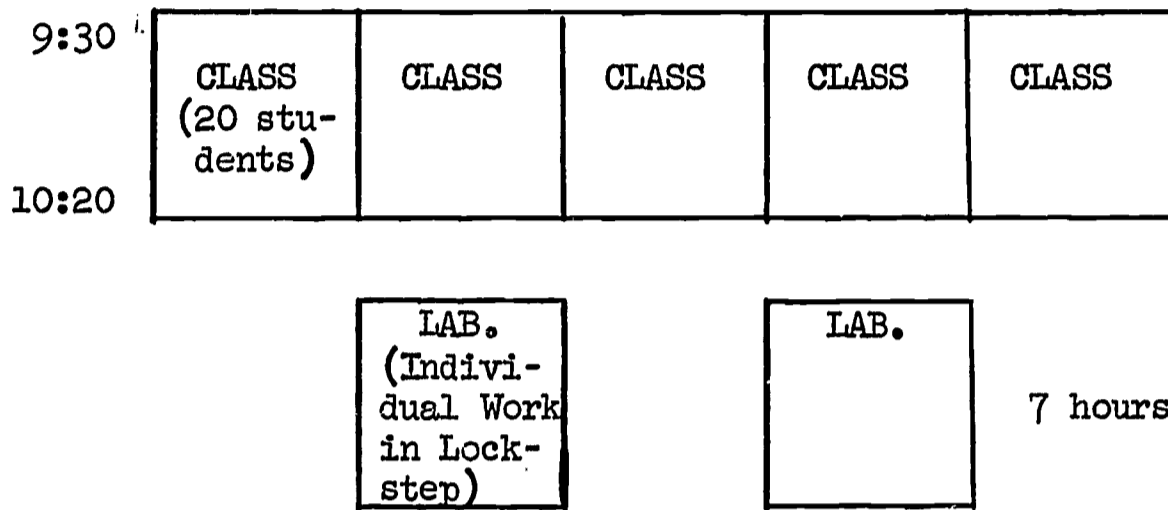
	M	T	W	Th	F
9:30	LAB.	LAB.	LAB.	LECTURE (60 stu- dents)	LAB.
10:20					
1:30	DISPLAY (3 stu- dents) -----	LAB.	DISPLAY -----	LAB.	LAB.
1:55	LAB.		LAB.		
2:40					

MCEF

Individual Student Weekly Schedule

For the sake of comparison, we provide a conventional program weekly individual student schedule.

Diagram 2



TRADITIONAL FRENCH

Individual Student Weekly Schedule2.32 Teaching Components2.321 Auto-Tutorial Component

Students would report in groups of 30 to a 35 position language laboratory equipped with dual-track machines (Viking 85) and activated head-sets and hooked up to a master console in two-way intercommunication. Tapes containing the recorded program would be made available on a library system and students would select individually any part of the program. At their positions, armed with a workbook, they would listen to the program, vocalize as directed by the speakers on the tape, and receive immediate reinforcement in the form of echo or confirmation responses; they also could record automatically their own responses to compare them with the native model.

Progress through an individual unit would be paced by a series of self-tests. Depending on his score on each self-test, the student

would either be directed to proceed to the following section or shunted to an alternate review sequence. As soon as the student felt he had assimilated the material contained in a unit he could be administered a Unit Test, scored by his Display Session instructor; subsequently the student would have the opportunity to discuss his errors with the instructor who would assign specific review work when necessary. Auto-tutorial activities would be monitored by specially trained laboratory assistants whose primary function would be to note and evaluate accuracy of the student's response to program directions, relative activity and efficiency of work habits. They also would attend to mechanical problems and record periodic random selections of student response.

2.322 Display Sessions

Primary instructor-student and student-student interaction would take place in small groups of two to four students, meeting for a total of 60 minutes weekly. Initially, students would be assigned to Display Sessions on the basis of performance in a prognostic language aptitude battery (chiefly the Carroll-Sapon Modern Language Aptitude Test) but there would be occasional reshuffling to ensure homogeneity of student groupings. The Display Session, as the label suggests, would give students an opportunity to use, in a near-natural and congruent context, the linguistic structures assimilated in the auto-tutorial sessions. In the first run MCEF students would meet in groups of three on the average twice weekly for 25 minute Display Sessions (see Diagram 1). Later, other

possibilities would be tried out.

Display Sessions would be staffed by graduate teaching associates who, hopefully, would possess near-native fluency and accuracy but who would not be native speakers of French and who, optimally, would have a knowledge of the structure of spoken French, particularly as it applies to the teaching of that language to American speakers. Display Session instructors would be closely supervised and weekly staff meetings, as well as visiting of classes, would provide some in-service training; they also would attend a brief one week orientation session prior to the start of each academic year.

2.323 Lectures

The remaining period would be devoted to formal discussion of linguistic structure, culture, and civilization in a lecture session attended by a group of 30 to 60 students. Although grammar and culture would be presented inductively through dialogues, drills, and narrative material, we believe that the acquisition of objective attitudes toward language, training in the systematic observation of linguistic facts, and a formal introduction to French culture in the anthropological sense are legitimate by-products of a basic FL course.

2.4 The Design of the Experiment

2.41 Questions

The only part of the MCHF project at all amenable to controlled experimentation is the comparison of the overall proficiency of a

group of students enrolled in the experimental MCEF course and that of a comparable group enrolled in the conventional program. This would give an index of the relative pedagogical efficiency of the two treatments, although it must again be pointed out how difficult it is to evaluate overall proficiency since traditionalists give greater weight to reading comprehension and grammar-translation and New Key supporters to comprehension and speaking proficiency. It should also be borne in mind that the primary objectives of the MCEF project were to assess the feasibility of instituting at least a partially self-instructional course in a large university FL department and to find out in what ways it required modifications and adaptations of current administrative procedures. But if a partially self-instructional course were to be considered feasible, it should reasonably be expected to lead to student proficiency not significantly lower than that achieved in the conventional program.

One of the important questions the MCEF project sought to answer was whether there would be any differences in the level of proficiency in FL skills between students enrolled in the two programs and to specify the nature of the difference: (1) auditory comprehension, (2) speaking proficiency, (3) reading comprehension, (4) writing.

A subsidiary question that was asked was whether there would be any differences in the level of proficiency between experimental students assigned two different sets of required laboratory periods and to specify the difference.

Care would have to be taken to ensure that (1) students enrolled in the two different programs and in the two different sections of the experimental program were comparable, (2) the teaching staffs of the two programs were comparable with regard to professional experience and linguistic proficiency, (3) the instructor contact measured in terms of a student/instructor ratio was identical, (4) contaminating factors were eliminated.

2.42 Selection of Students

A group of 60 students, selected at random from the incoming Freshman class constituted the experimental group (E_T). Another group of 60 students also selected at random and to be taught by the conventional method constituted the control group (C_T). Because of the complexity of the registration procedure at Indiana University and the number of scheduling conflicts, it was not possible to use random numbers or any such system in the assignment of students to the experimental or the control groups. Students presenting themselves to the registration desk had their choice of any of the twenty or so conventional and the two experimental sections then open. When five students had enrolled in any section, it was closed until all other sections contained five students. All sections were then opened to a limit of about ten and so on. This procedure increased the length of time required to fill up a section, thus insuring that student preference played only a limited role in their assignment and that all sections had roughly even alphabetical distributions. The randomness of the selection process was endangered by the fact

that the Department of French and Italian insisted that the differences between the conventional program and MCEF be clearly pointed out to prospective MCEF enrollees. After registration three conventional program F101 sections--numbered sections 5, 10 and 15--were selected to constitute the control (IC) group.

Students in one half of the experimental group (IE_1) were requested to schedule thirteen periods of laboratory practice in addition to the Display Sessions and the one period of Grammatical Analysis on the rationale that a student at Indiana University is expected to spend a minimum of three hours in class contact and/or outside preparation for each semester credit hour awarded, the instructor or the department reserving the right to specify in what manner the student's work for the course was to be organized. Students in the other experimental section (IE_2) were required to schedule only eight periods of laboratory practice but were encouraged to arrange for additional laboratory practice hours on their own and their attendance of these additional practice hours was not to be checked or supervised.

It was expected that, due to various factors, of the 60 students in IE_1 , IE_2 , and IC, only 48 would remain at the beginning of the third semester (this does not include the "promotion" of the faster students in IE_1 and IE_2 who might have completed the entire program in fewer than three semesters). New experimental and control groups (IIE_1 , IIE_2 , and IIC) would be selected again at random.

In the third year, the remaining students in IIE_1 and IIE_2 would

to be used to test the last third of the teaching program a second time; new experimental and control groups of 60 each, IIIE₁, IIIE₂ and IIIC respectively, would be selected.

The table below summarizes the distribution of the student population involved in the project in both E and C groups; we retain the convention of using a Roman numeral to refer to the year and an Arabic number to sub-group, E 1 = 13 hours of scheduled laboratory attendance; 2 = 8 hours of scheduled laboratory attendance.

	1st Sem	2nd Sem	3rd Sem	
Run I	(101)	(102)	(203)	
	IE ₁ 30	IE ₁ 24	IE ₁ 15	
	IE ₂ 30	IE ₁ 24	IE ₁ 15	
	-----	-----	-----	
	(101)	(102)	(203)	
	IC ₁ 20	IC ₁ 16	IC ₁ 10	
IC ₂ 20	IC ₂ 16	IC ₂ 10		
IC ₃ 20	IC ₃ 16	IC ₃ 10		
Run II		(101)	(102)	(203)
		IIE ₁ 30	IIE ₁ 24	IIE ₁ 15
		IIE ₂ 30	IIE ₂ 24	IIE ₂ 15
		-----	-----	-----
		(101)	(102)	(203)
		IIC ₁ 20	IIC ₁ 16	IIC ₁ 10
	IIC ₂ 20	IIC ₂ 16	IIC ₂ 10	
	IIC ₃ 20	IIC ₃ 16	IIC ₃ 10	
Run III		(101)	(102)	
		IIIE ₁ 30	IIIE ₁ 24	
		IIIE ₂ 30	IIIE ₂ 24	
		-----	-----	
		(101)	(102)	
		IIIC ₁ 20	IIIC ₁ 16	
	IIIC ₂ 20	IIIC ₂ 16		
	IIIC ₃ 20	IIIC ₃ 16		

2.43 Comparability of E and C Groups

During the first week of classes the Carroll-Sapon Modern Language Aptitude Test (MLAT) was administered to E and C students. Students' high school grades were also available. Both the MLAT scores and high school grades were intended to check on the randomness of student selection and to allow the establishment of any corrective factor which might be needed.

2.44 Instructional Staff

Display Session instructors were selected from graduate assistants previously appointed by the Department of French and Italian. No effort was made to select assistants with previous teaching experience or professional training, but the Department was requested to nominate candidates with accurate pronunciation and a high level of proficiency. It was also stipulated that prospective MCEF Display Session instructors be favorably--or at least not negatively--disposed toward the course.

Notes

¹A first semester course, initiated by the primary investigator and Professor Simon Belasco at the Pennsylvania State University in 1959-60, where classes were reduced to twenty students and where compulsory language laboratory work was required. This was followed in 1960-61 by a modification of the conventional French F101-F102 sequence at Indiana University: a pilot experimental section of 30 students met in grammatical analysis sections two periods per week and in drill sections of 15 students three periods per week. Students also were encouraged, but not required to attend the language laboratory several hours in addition to the two required periods.

²Simon Belasco et al, "The Continuum: Listening and Speaking," In W. F. Bottiglia (Ed.), Current Issues in Language Teaching. A Report of the working committees of the 1963 Northeast Conference on the Teaching of Foreign Languages.

3. The Materials

3.1 Desiderata for Materials Suitable for Self-Instruction

The successful use of the language laboratory as a teaching machine depends on the availability of pedagogical materials suitable for self-instruction. In this context, of course, the term pedagogical materials refers not only to textbooks or other visual presentation devices but to recorded programs as well. Materials suitable for self-instruction must conform to the following criteria: (1) the terminal behavior attained by the correct use of portions of the materials must be rigorously specified; (2) the student must be trained and must be able to evaluate his own responses; (3) the student must receive immediate reinforcement in the form of an indication of the accuracy or inaccuracy of his response; (4) the materials must exhibit a gradual progression of small steps. Pedagogical materials that meet these criteria are currently labeled programmed materials.

3.2 First Version: MCEF 1

Unfortunately, when we launched MCEF no programmed French course was available and we were forced to devise our own. The materials we first employed constituted an adaptation of a New Key type textbook being developed by the primary investigator and Professor Simon Belasco of the Pennsylvania State University. This material presented the fundamental phonological and grammatical features of spoken

French, broken down into a graduated series of steps and accompanied by congruent dialogue and narrative material. The later units contained a programmed spelling section which provided spelling rules whose input was phonological and grammatical information; original reading selections, graded with regard to grammatical and lexical content, provided practice in visual comprehension while at the same time giving information on France and key aspects of French culture from the anthropological point of view. These reading selections were accompanied by extensive writing exercises.

The first set of materials, hereafter referred to as MCEF 1 (Multiple-Credit Elementary French Pre-programmed materials, first version), consisted of eight Pronunciation Introduction units and forty-five units stressing grammar and vocabulary acquisition. The eight pronunciation units aimed at the acquisition of the fundamental features of French pronunciation, at the phonemic as well as at the phonetic level, within complete sentences; in other words, the student was also expected to acquire French prosodic features. The Pronunciation Introduction units consisted of two graded dialogue sequences each followed by pronunciation drills. The dialogues were very short, varying from four to eight sentences, and were graded with regard to phonological structure. This gradation was only partial, however, and applied only to the vowels, which constitute the primary pronunciation problems for speakers of American English; no implicit effort was made to order the presentation of consonants,

although the first two or three units contain very few instances of the consonant /r/, for instance. The vowels were introduced as follows:

- Unit 1 - /u i a/; contrast versus steady-state French [i u] and glided English [i^v u^w]; precise timbre of French (a) and non-reduction of French (a) in positions corresponding to English unstressed syllables;
- Unit 2 - contrast French /ê/ and /è/; steady-state French (é) versus glided English [e^v];
- Unit 3 - contrast French /ô/ and /ò/; contrast French steady-state [ô] versus glided English [o^w];
- Unit 4 - contrast French /è/ and /a/;
- Unit 5 - contrast French /ò/ and /a/;
- Unit 6 - introduction of front rounded series /ü ó è/;
- Unit 7 - introduction of nasal vowels /ã ã õ/;
- Unit 8 - contrast of nasal vowels and sequences nonnasal vowel + nasal consonant.

We should like to point out in passing that the Pronunciation Introduction did not provide the complete inventory of French vowels; the vowels /â/ and /œ/ were specifically omitted since their differentiative function is very low. Pronunciation features were first practiced in complete sentences and then in drills, many of which involved minimal pair contrasts, either French/English pairs or French/French pairs.

Dialogues were presented in a nine-step sequence. In Step One

the student listened to the dialogue spoken at natural speed by native speakers; this step in a sense presented the student with the terminal behavior he was expected to attain at the end of the sequence. In Step 2, Build-up Phase a, the student practiced the dialogue, starting with constituent elements and progressively building up the complete sentence.

In Step Three, Build-up Phase b, sentence partials and complete sentences were matched with their English equivalents. The technique generally followed was reverse build-up i.e., the rightmost element was presented first; but when this process interfered with syntactic groupings, leftmost elements were introduced first. We illustrate with the second dialogue of Unit 3.

manteau	coat
votre manteau	your coat
beaucoup	very much
j'aime	I like
j'aime beaucoup	I like very much
J'aime beaucoup votre manteau.	I like your coat very much.
acheté	bought
avez-vous	have you
l'avez-vous	have you (it)
l'avez-vous acheté	have you bought it
quand	when
Quand l'avez-vous acheté?	When did you buy it?
soldes	sales
des soldes	the sales
au moment	at the time
Au moment des soldes.	At sale time.
dernier	last
le mois	the month
Le mois dernier?	Last month?

dernier	last
au printemps	in the spring
au printemps dernier	last spring
Non, au printemps dernier.	No, last spring.

In Step Four the student practiced complete sentences matched by their English near-equivalents. At this stage it was assumed that the student had learned the dialogue and knew the meanings of sentence partials sufficiently well to recall complete sentences when presented with their English glosses.

In Step Five the student was required to alternately play both roles of the dialogue and, so to speak, engage in conversation with the voice on the tape. Part of this step consisted also of a comprehension test wherein students were asked to provide the English glosses of a list of French words and phrases.

In Step Six the lexical items contained in the dialogue were permuted in simple substitution drills. We present an example from Unit 3:

L'avez-vous acheté au printemps?

_____ en hiver?

_____ en été?

_____ ici?

_____ le mois dernier?

_____ au printemps?

It will be observed that the grading of the presentation of phonology was not perfect since in addition to the alternation of

/ô/ : /ò/ and /é/ : /è/ in their typical contexts, and the review of vowels introduced in earlier units, the student was asked to use in complete sentences phonological features not yet drilled intensively: nasal vowels, /r/, and /j/ + vowel sequences.

Step Seven started with a comprehension test where the student was required to provide the English equivalents of sentences illustrating constructions occurring in the dialogue, but exhibiting vocabulary items from preceding units or the recombination drills, e.g.,

L'avez-vous acheté au printemps? → L'avez-vous acheté en automne?

J'aime beaucoup votre manteau. → J'aime beaucoup votre camarade.

In the second part of this test, the student was required to translate short phrases from English to French, e.g.,

your coat → votre manteau

I like → j'aime

Starting with Unit Three, each unit also contained a Comprehension Drill (Step 8) designed to train the student in understanding material containing grammatical constructions and lexical items new to him, but whose meanings might be guessed from associations with previously learned French grammatical constructions and lexical items or obvious English cognates. We illustrate with the Comprehension Drill of Unit Three:

"Listen to this following conversation and be prepared to answer questions about its content. You will hear only two new words: loué meaning "rented"; again, loué, loué; situé meaning "situated";

again, situé, situé.

Now the conversation:

You have rented a cabin and a friend of yours inquires about it. --

- A. Vous avez loué un chalet?
- B. Oui, j'ai loué un chalet.
- A. Quand, le mois dernier?
- B. Non, le printemps dernier.
- A. Où est-il situé?
- B. Loin d'ici.
- A. Vous allez au chalet cet automne?
- B. Non, cet hiver.

We shall now ask you six questions.

- | | <u>Answers</u> |
|---|------------------------------|
| 1. Vous avez loué un chalet? | (Oui, j'ai loué un chalet.) |
| 2. Quand, le mois dernier? | (Non, le printemps dernier.) |
| 3. Où est-il situé? | (Loin d'ici.) |
| 4. Vous allez au chalet cet hiver? | (Oui, cet hiver.) |
| 5. Vous allez au chalet cet
automne? | (Non, cet hiver.) |
| 6. Le chalet est près d'ici? | (Non, loin d'ici.) |

If you cannot answer these questions with complete assurance and without hesitation, do the Alternate Program; otherwise proceed to Unit Four.

Alternate Program (Step 9)

Go back over the conversation again, then attempt to answer the following questions.

- 1. Vous avez loué un chalet? Oui, j'ai loué un chalet.
- 2. Quand, l'été dernier? Non, le printemps dernier.

3. Avez-vous acheté un chalet? Non, j'ai loué un chalet.
 4. Est-il loin d'ici? Oui, il est loin d'ici.
 5. Où est-il situé? Loin d'ici.
 6. Vous allez au chalet cet été? Non, cet hiver.

The forty-five units of the materials proper followed the New Key quite closely and shared the latter's formal separation of components (dialogues, pronunciation drills, lexical manipulation drills, grammar drills and explanations, comprehension drills.) They differed from such materials as FSI Basic French, Modern French, or A-L M French by a more careful ordering of grammatical features and by a more detailed analysis of single grammatical points into small steps. For instance, the presentation of numerals was spread through five units. First "1" to "10", which show complex form variation (e.g., "6" is manifested as /si/, /sis/, or /siz/ depending on the phonological environment), were presented. The following unit presented the forms for "11" to "19", then "20" to "69", "70" to "99", and finally numerals "100" and above. This progression was motivated, for instance, by the fact that French numerals show four different patterns in the formation of the "-ties": (1) "20", "30", "40", "50", "60" are derived by adding the suffix /ât/ to bases related morphophonemically to "3", "4", "5", and "6"; (2) "20" is /vêt/ ~ /vê/, a form obviously unrelated to /dœ/ ~ /dœz/; (3) "80" is four-score, viz. quatre-vingts; (4) "70" is "60" and "10" and "90" is "80" and "10".

Each unit consisted of a 10-15 sentence dialogue, review pronunciation drills, two grammar sections, and a comprehension drill. In Units 16 through 25 the pronunciation drills were replaced by a spelling program; starting with Unit 26 a reading selection consisting of descriptions of France and aspects of French culture and accompanied by writing exercises was introduced. In the section below these units will be discussed and illustrated in detail.

In the Dialogue Exploitation Sequence the students first listened to a short dialogue which contained instances of the grammar features to be drilled in the Grammar Sequence; the following dialogue introduces verbs forming past phrases with être as auxiliary (the more general formation with avoir as auxiliary had been presented previously).

Unit 18 - Dialogue

STEP ONE - Dialogue for Listening

- J. Tu es sortie dimanche?
- M. Oui, et je me suis bien amusée.
- J. Ah oui! Qu'est-ce que tu as fait?
- M. Paul est venu me chercher vers 3 heures. Devine où on est allé?
- J. Je ne sais pas, raconte.
- M. On a fait un tour à Saint-Germain.
- J. Je parie que vous êtes descendus dans une cave.
- M. Oui, histoire de voir si c'était bien.
- J. Et ça t'a plu?

M. Tellement que nous y sommes restés.

J. Vous êtes rentrés tard?

M. Plutôt oui! On est parti à minuit.

Note the contrasts: tu es sortie, je me suis bien amusée, on est allé, Paul est venu, vous êtes descendus, nous y sommes restés, vous êtes rentrés, on est parti versus tu as fait, on a fait, ca t'a plu, on the one hand, and singular versus plural and masculine versus feminine forms of the past participle on the other.

Next the student was guided in the reverse build-up¹ of the dialogue from syntactic partials. First, the English contextual equivalents were provided, but were then removed in the subsequent step.

STEP TWO - Build-Up Phase a

dimanche	Sunday
sortie	gone out
es sortie	went out
tu es sortie	you went out
Tu es sortie dimanche?	Did you go out Sunday?
amusée	amused
suis amusée	was amused
je suis amusée	I am amused
je me suis amusée	I had fun
je me suis bien amusée	I had a lot of fun
Oui, et je me suis bien amusée.	Yes, and I had a lot of fun.
fait	done
as fait	have done
tu as fait	you did
qu'est-ce que	what
Qu'est-ce que tu as fait?	What did you do?
Ah oui! Qu'est-ce que tu as fait?	Ah, yes! What did you do?

Note that the utterance je me suis bien amusée is built-up from je suis amusée and successive expansions by addition of me and bien rather than from je me suis and bien amusée since the former procedure is considered to facilitate analogizing and independent use of the structural and lexical elements presented.

When the students were able to provide English and then French equivalents immediately upon cue, they proceeded to manipulate the syntactic frames and the vocabulary items including those of the dialogue, as well as additional items which belonged to the same lexical field. The following Multiple Substitution Drill starts from the last sentence of the dialogue and presents alternately substitutions which are to be inserted in the Subject + Predicate and Adverbial Complement slots respectively.

STEP FIVE - Lexical Variation Drills

Multiple Substitution Drill 3

On est parti à minuit.	We left at midnight.
On est rentré _____.	We came back at midnight.
_____ tard.	We came back late.
Ils ont téléphoné _____.	They telephoned late.
_____ avant-hier.	They telephoned the day before yesterday.
On est parti _____.	We left the day before yesterday.
_____ à minuit.	We left at midnight.

The final step in the Dialogue Exploitation Sequence consisted of a set of questions on the dialogue.

STEP SEVEN - Questions on the Dialogue

	<u>Suggested Answer</u>
Où est-ce qu'ils ont fait un tour?	Ils ont fait un tour à Saint-Germain.
Est-ce qu'ils sont descendus dans une cave?	Oui, ils sont descendus dans une cave.
Est-ce que c'était bien?	Oui, c'était bien.
Paul et Madeleine ont aimé la cave?	Oui, ils ont aimé la cave.
Ils sont restés longtemps?	Oui, ils sont restés longtemps.
A quelle heure est-ce qu'ils sont partis?	Ils sont partis à minuit.
Ils sont rentrés tôt ou tard?	Ils sont rentrés tard.
Est-ce qu'ils sont rentrés vers onze heures ou vers minuit?	Ils sont rentrés vers minuit.

Grammar was presented inductively in a three-step sequence: the student first performed mim-mem type Learning Drills, the grammatical feature which he had learned was then discussed in a Grammar Statement Section and, finally, his control of the feature was rendered automatic and tested by Practice Drills. This procedure is illustrated below with the past indefinite (passé composé) verbs selecting être as auxiliary in Subject + Predicate + Adverbial Complement sentences found in Unit 18.

Learning Drill 1

Il est parti ce matin.	He left this morning.
Il est rentré _____.	He came back this morning.
Il est mort _____.	He died this morning.
Il est né _____.	He was born this morning.
Il est venu _____.	He came this morning.
Il est sorti _____.	He went out this morning.
Il est retourné _____.	He returned this morning.
Il est parti _____.	He left this morning.

Learning Drill 2

Ils sont entrés par la fenêtre.	They came in through the window.
On est entré _____.	We came in through the window.
Elle est entrée _____.	She came in through the window.
Il est entré _____.	He came in through the window.
Elles sont entrées _____.	They came in through the window.
Ils sont entrés _____.	They came in through the window.

The Grammar Statement merely listed the verbs constituting the class and discussed the feature of agreement (primarily orthographic) past participle-subject. The Practice Drills consisted primarily of correlation and transformation drills.

Practice Drill R - CorrelationContrast être/avoirConfirmation

Nous avons téléphoné.	
_____ sortis.	Nous sommes sortis.
_____ dansé.	Nous avons dansé.
_____ rentrés.	Nous sommes rentrés.
_____ partis.	Nous sommes partis.
_____ menti.	Nous avons menti.
_____ arrivés.	Nous sommes arrivés.
_____ travaillé.	Nous avons travaillé.

Practice Drill S - Correlation

Est-ce que vous êtes sorti à neuf heures?	
_____ déjeuné _____?	
Est-ce que tu _____?	
_____ partis _____?	
Est-ce que nous _____?	
_____ atterri _____?	

Est-ce que vous _____ ?
 _____ arrivé _____ ?

Practice Drill U

Transformez au passé composé.

Example: Model: Elle ne descend pas.
Student: Elle n'est pas descendue.
Model: Elle n'est pas descendue.

Il ne pleut pas.	Il n'a pas plu.
Il ne vend pas son chalet.	Il n'a pas vendu son chalet.
Elle ne va pas au chalet.	Elle n'est pas allée au chalet.
Il ne ment pas.	Il n'a pas menti.
Il ne sort pas.	Il n'est pas sorti.
Elle n'attend pas le facteur.	Elle n'a pas attendu le facteur.
Il ne répond pas à la lettre.	Il n'a pas répondu à la lettre.

All Learning and Practice Drills were four-phase. The student was given a base utterance which he mimicked, then a cue which he substituted in the base sentence or which called for some grammatical manipulation. The student performed the substitution or the grammatical manipulation and received a confirmation in the form of the correct response provided by the model; the student could mimic the correct response immediately after the model. For example, Practice Drill S above is performed as follows.

- (3) Model: Est-ce que vous êtes sorti à neuf heures?
- (4) Student: Est-ce que vous êtes sorti à neuf heures?
- (1) Model Cue: /deʒœné/
- (2) Student: Est-ce que vous avez déjeuné à neuf heures?

heures?

(3) Model Confirmation: Est-ce que vous avez déjeuné à neuf heures?

(4) Student: Est-ce que vous avez déjeuné à neuf heures?

(1) Model Cue: /payti/
etc.

As was noted earlier the MCEF 1 materials represent an improvement of current New Key material primarily by their more gradual presentation of grammatical features. Grammatical features, say, the partitive article, the passé composé, were not introduced in toto, but rather an effort was made to analyze the feature in terms of a set of rules progressing from the more general to the more particular. No attempt was made to present any feature exhaustively, thereby eliminating many of the so-called "exceptions to the exceptions of the rule" from the syllabus and avoiding problems of stylistic variations which, in our opinion, should not be introduced at the elementary level. We illustrate with the presentation of the negative construction. In French, sentences are made negative by the addition of the two-part adverb /nE...paZ/ to the verb core; /nE/ occurs before and /paZ/ immediately following the first filler of the predicate slot,² or in other terms,

$$\text{Neg} \rightarrow \text{Neg}_1 + \text{Neg}_2$$

$$\text{Neg}_1 \rightarrow \text{nE}$$

$$\text{Neg}_2 \rightarrow \text{paZ}$$

Aux + Neg₁ + Neg₂ + MV → Neg₁ + Aux + Neg₂ + MV

Where Aux is auxiliary and MV is main verb.

The first learning task is the use of the appropriate allomorph of the first negative element: /n/ or /noe/. Since orthographical and phonologically manifest forms do not coincide, and since the former acts as a source of positive and negative transfer, the grammatical presentation must consider both the written and phonologically manifest forms.

The negative transform is presented in three steps. In Step One the student is taught to insert the two-part adverb /n/ . . . /pa/ before verbs beginning with consonants and after subjects ending with a vowel. Here /n/ is spelled ne:

'Tu sais.	→	'Tu ne sais pas.
Vous comprenez.	→	Vous ne comprenez pas.

In Step Two, /n/ . . . /pa/, here spelled n', is used before verbs beginning with a vowel:

J'ai faim.	→	Je n'ai pas faim.
Il est fatigué.	→	Il n'est pas fatigué.

In Step three, the student practices the /noe/ form which occurs before verbs beginning with consonants and after words ending with consonants:

Il comprend.	→	Il ne comprend pas.
but: On comprend.	→	On ne comprend pas.

3.3 Second Version: MCEF 2

While MCEF 1 materials proved compatible with partial self-instruction, their pedagogical efficiency left much to be desired. We felt that the MCEF 1 units did not present phonological features gradually enough and that the too rapid introduction of grammar patterns and vocabulary interfered with the full assimilation of pronunciation habits. Also, as is often the case when materials are prepared with a short lead-time, unexpected delays and difficulties reduced the margin of safety and some units suffered from too hasty composition. In addition, the elimination of the lecture sessions required that grammatical explanations be presented through the self-instructional materials rather than by an instructor.

It was decided therefore to prepare a modified version, MCEF 2, to be used with the E₂ group in the fall of 1962. The MCEF 2 materials consisted of two parts: a Pronunciation Introduction containing thirty units and a second-level set of sixteen units. A Pronunciation Introduction unit typically contained five sections. In the first part labeled Listening, the student was trained to discriminate between French phonemes or between a French phoneme and an English near-equivalent. For example, consider the Listening section of Unit 8:

Step 1. Listen to the following examples of the phoneme /œ/.

deux
noeud, etc.

Step 2. Now listen to these same examples, each preceded by a French word containing the phoneme /*é*/. Listen for the difference between the two sounds.

dé	→	deux
né	→	noeud

Step 3. Now compare a French word with the phoneme /*é*/, followed by one with the phoneme /*œ*/, and finally one containing the phoneme /*u*/.

dé	→	deux	→	doux
né	→	noeud	→	nous

Step Four of this section consisted of an Identification Test.

If the student failed to score 90% he was instructed to work through the Listening section again, otherwise he proceeded to the Production section. The latter contained four-phase imitation drills and the practice material consisted of one syllable utterances only. The third section contained longer utterances and transformation drills in which the student was expected to manipulate the newly presented sound feature in phrase-length utterances. This modification of the presentation of pronunciation resulted from our conception of the acquisition of pronunciation habits in an FL as a four-level process: (1) the acquisition of the perceptive "grid" of the native speaker of the FL, e.g., for French, the ability to hear the acoustic differences between /*i*/ and /*ü*/ and /*ü*/ and /*u*/; (2) the ability to match the new acoustic image by making new articulatory adjustments; (3) the integration of the newly acquired sound feature in sentence length utterances; (4) habit formation so that the accurate produc-

tion of the new sound feature becomes automatic in context.

In the fourth section, some grammatical function was attached to the newly acquired sound feature. Thus, in Unit 8 the student learned that /œ/ before a noun and after /l/ cues masculine and singular as opposed to /a/ which cues feminine and singular and /e/ ([ɛ] or [e]) which signifies plural.

The phonological features of French were presented in the following order.³

<u>Unit</u>	<u>Phonological Feature</u>	<u>Grammatical Function</u>
1	/a/; even rhythm	feminine noun markers
2	/i/; intonation	singular versus plural of <u>-iss-</u> verbs
3	/u/	
4	nonaspiration of /p t k/	<u>nous/vous</u>
5	/ê/	
6		feminine singular versus feminine plural
7		verb forms in /ê/ versus base forms, e.g., <u>il passe/vous passez; il passe/il a passé</u>
8	/œ/; neutralized /œ/	
9		masculine noun markers
10	final l	<u>il/ils</u> verb forms
11	/ô/	
12		locative <u>au</u> versus <u>à la;</u> <u>nos, vos</u>
13	/ü/	

<u>Unit</u>	<u>Phonological Feature</u>	<u>Grammatical Function</u>
14		<u>la/une</u> ; <u>du/au</u>
15	/é/ versus /è/	<u>il(s)/elle(s)</u>
16	/œ/	
17	/ô/	
18	/wa/, /üi/	
19	/z, s/	
20		present, passé composé of Class II regular verbs
21	/ø/	
22		<u>on</u> ; verb forms in <u>-ont</u>
23		possessive adjectives
24		present/past Class I (-er) regular verbs
25	/ɛ/	locative <u>en</u>
26		/l/ versus /lE/
27	/ɛ/	<u>un/une</u>
28	final /r/	infinitive
29	medial /r/	future
30	/j/; /sj/; /s/ versus /z/	imperfect

In the first four sections pronunciation was practiced without reference to meaning, although an effort was made in grammatical drills to use, whenever possible, lexical items presented in earlier units and whose meanings were known to the student. Our experience in devising suitable materials for MCEF progressively reinforced our

intuition that only if the material were meaningful to him, would the student be motivated to use the auto-didactic sessions to best advantage and to progress as rapidly as possible through the course. Whenever pronunciation or grammatical features were drilled independently of semantic content boredom set in and retention was weak. It is not surprising therefore that later MCEF 2 materials are less formal than earlier ones and contain fewer instances of a separation between the two aspects of the linguistic sign, the phonologically manifest signifiant and the semantic content, the signifié.

The fifth section of each MCEF was a dialogue sequence very similar to that of MCEF 1. The differences lay mostly in the ordering of the various steps of the dialogue sequence.

MCEF 1	MCEF 2
Step 1	Dialogue for Listening
Step 2a	Build-up: French
Step 2b	Build-up: French-English
Step 3a	Complete Sentences: French
Step 3a	Build-up: French-English
Step 3b	Complete Sentences: French-English
Step 4	Directed Dialogue
Step 5a	Questions on the Dialogue
Step 5b	Comprehension Test
Step 6	Lexical Variation Drills
Step 7	Test: English → French

Step 7a	(Alternate Sequence)
Step 8	Narration
Step 8a	(Alternate Narration)
Step 9	Spelling Program
Step 9a	Spelling Test
Step 9b	(Alternate Spelling Program)
Step 9c	Dictation

In MCEF 2 greater emphasis was placed on comprehension by placing the narrations within the dialogue sequence. Starting with Unit 16, the build-ups were reversed and English glosses were presented before the student was asked to practice the pronunciation of the sentences of the dialogue. It was found that the student's desire to know the meaning of any French utterance he was asked to repeat counteracted the transfer of English pronunciation habits together with the meaning of cognate words. Since the conventional orthography codes both sound and grammatical features it is more efficient to fix the association of written and spoken forms as soon as the latter have been presented. The time lag between audio and visual presentation was as brief as possible and the association of sound and letter was effectuated without the intermediary of a transcription, with the exception of the initial introduction of phonemes whose orthographic representation is not consistent. The term "program" is used here in a nontechnical sense for the Spelling Program did not exhibit all

the characteristics of programmed materials. Let us illustrate with representative sequential examples from the Spelling Program of Unit 10, which purports to teach several spelling rules.

Step 1.

A final pronounced letter is generally spelled with the corresponding letter plus the letter e.

Now write the following words with a final consonant.

Recorded Voice

Confirmation

/pip/
/malad/, etc.

pipe
malade

Step 2.

The consonant /s/ at the end of a word is generally spelled -sse.

/mas/, etc.

masse

Step 3.

The vowel /é/ is often written é. Note the accent mark.

/bébé/
/pasé/, etc.

bébé
passé

Step 4.

Final /é/ on the past participle is spelled -é.

/ilapasé/, etc.

il a passé

Step 5.

Final /é/ of second person present verb forms, including formal commands, is written -ez.

/tisé/. etc.

tissez

Step 6.

/vu/ or /vuz/ meaning "you" which precedes second person verb forms is spelled vous and is written as a separate word.

/vuzavé/	vous avez
/vulavé/, etc.	vous lavez

An important difference between MCEEF 1 and MCEEF 2 materials is that the latter is carefully graded and presented in minimal steps at all levels: phonology, grammar, vocabulary, spelling. In the following short dialogue which appears in Revised Unit 11, only the vowels /i u a é ó/ appear repeatedly with single instances of /è è óé/, but occurrences of nasalized vowels of /ü/, and of the consonant /r/ have been eliminated.

--Où allez-vous cet été?	/ualévu sètét/
--Chez nous, au Canada.	/šénu ókanada/
--Il fait beau l'été là-bas?	/ilfébólété laba/
--Oh, oui! Vous connaissez le Canada?	/ówi vukónésé lkanada/
--Assez peu.	/asépe/

Grammar was presented in terms of generative processes rather than in terms of paradigms. For example, the student was first led to use present tense forms, derived from the bare stem without inflectional endings (/ždòn/, /tüdòn/, /ildòn/), then to transform these to the past (/ždòn/ → /žédòné/) by the insertion and suffixation of /é/ . . . /é/ respectively before being given the complete present tense paradigm (/nudònó/, /vudòné/). Productive grammatical

features were introduced before residual ones. Forms of frequent residual verbs (être, avoir, aller, faire, pouvoir, vouloir) were introduced after the present and passé composé of the productive -er and -iss- (e.g., finir) classes had been assimilated; frequent residual forms, however, were presented before the vous and nous forms of productive classes since students were able to engage in natural conversation by using the tu and on forms.

Drill material was also made more natural and progressive: correlation and transformation drills were replaced by response drills which allowed the student to assimilate grammatical features by responding to a series of related questions posed by the voice on the tape and usually referring back to situations and using vocabulary presented in dialogues recently learned. Compare the following drills, also dealing with passé composé phrases constructed with être as auxiliary, with the sequence presented above in 3.1 (for the sake of brevity only one of the eight items of each step is given):

STEP ONE -

Answer the questions in the past tense.

Model: Est-ce qu'il est parti ce matin?
Student: Oui, il est parti ce matin.
Conf.: Oui, il est parti ce matin.

STEP TWO -

Answer the questions in the past tense.

Model: Il est allé au cinéma. Et vous, est-ce que vous êtes allé au cinéma?
Student: Oui, moi aussi, je suis allé au cinéma.
Conf.: Oui, moi aussi, je suis allé au cinéma.

The two previous sets of drills are presentation sets and were immediately followed by grammar rules and statements; thus the dichotomy mim-mem. learning drill and practice drill was eliminated. The drill sets that followed the grammatical statement became progressively more difficult and reviewed previously drilled features.

STEP FOUR -

Answer in the negative.

Model: Est-ce qu'ils sont arrivés?
Student: Non, ils ne sont pas arrivés.
Conf.: Non, ils ne sont pas arrivés.

STEP FIVE -

Answer the questions.

Model: A quelle heure est-ce que vous êtes allés au bureau?
Student: Nous sommes allés au bureau à deux heures.
Conf.: Nous sommes allés au bureau à deux heures.

STEP SEVEN -

Model: Ma soeur arrive ce soir. Et ta soeur?
Student: Ma soeur est arrivée ce matin.
Conf.: Ma soeur est arrivée ce matin.

STEP TEN -

Respond to the command.

Model: Dites que vous êtes descendu au laboratoire.
Student: Je suis descendu au laboratoire.
Conf.: Je suis descendu au laboratoire.

Except for the changes in the structure of the grammatical sections, the 16 second-level units of MCEF 2 materials did not differ substantially from MCEF 1 materials. In fact, the same narrative and reading selections

were utilized with only minor modifications.

MCEF 2, especially its 30 first-level units, represented a tour de force--admittedly not as brilliant and uncompromising as F. Rand Morton's Audio-Lingual Language Programming (A.L.L.P.) series. Morton and his associates refused to introduce any meaning until the learner had demonstrated a high degree of control over phonological features (both discrimination and production) and could respond automatically to grammatical features abstracted from meaningful concatenations. This attempt to dissociate the expression level of language from its content runs counter to an experienced teacher's intuition and, furthermore, the Skinnerian view of verbal behavior on which this attempt rests is challenged by current theories of language and of verbal learning, notably those of Chomsky and Miller respectively.⁴ At any rate, MCEF 2 did not yield results dramatically different from those obtained with the use of MCEF 1 materials due to the fact that students experienced boredom with the early first-level units and that the rigorous procedures and sequencing interfered with the seemingly multilevel nature of FL language learning. It was decided to devise yet a third set of materials to be used with the IIIIE group starting in September 1963 which would replace the 30 first-level units of MCEF 2 materials. No USOE contract funds were available for this purpose, but fortunately, an educational film producer, Sutherland Educational Films, showed interest in a programmed French course into which motion picture films could be incorporated and

provided necessary development funds. These materials will henceforth be labeled SEF (Sutherland Educational Films) materials.

3.4 SEF Programmed Materials

SEF is a formally programmed course consisting of 8414 frames displayed by a programmed workbook and accompanied by thirty-three hours of recorded tape. It is divided into twenty-two units varying from 41 to 812 frames and from 5 to 187 minutes of playing time. Strictly speaking, SEF is a linear program, but since students may be shunted to preceding steps in the program on the basis of their performance on criterion frames, and since some of the frames have a loop structure, it may be considered cyclical too.

A typical SEF unit consists of the following sections:

1. A dialogue spoken by native speakers at normal conversational tempo.
2. A varying number of programmed sets introducing new phonological features, spelling rules, grammar patterns, vocabulary items. The step-by-step progression exhibited by these sets also provides for the reintroduction of material presented in preceding units.
3. A second presentation of the dialogue following the programmed sets. Since the programmed sets force the student to manipulate the structures contained in the dialogue, the former is, in effect, learned by the time this stage is reached and the student's task is to recombine learned elements into a complete dialogue.

4. Questions on the dialogue which employ structures unfamiliar to the student but to which he can reply by incorporating these new structures within his acquired repertory.
5. A comprehension drill consisting of a short narrative presented only by the recorded program and followed by questions in English to be answered in English; in later units additional questions in French to be answered by choosing one of several alternate written French responses are introduced.
6. A final test consisting of a series of questions covering all the material presented; these are to be answered both orally and in writing and provisions are made to shunt the student to the specific sequence corresponding to any question which is not handled accurately or fluently.

SEF is divided into frames, sequences, sets, and units. A frame provides a minimum of information and is composed of a stimulus or a set of stimuli to which the student makes one or more responses, and a confirmation. A sequence contains about thirty frames and presents related bits of information, shapes a desired set of new responses, and finally checks on the acquisition of the new responses through the use of a criterion frame. Whenever the student fails to give a correct or acceptable response to the criterion frame, he is shunted back to the beginning of the sequence. We illustrate with a reverse build-up sequence designed to train the student to respond orally and in writing to the question Jacques habite à Nice?, itself

an instance of the construction S(ubject + P(redicate) + A(ðverb of place) where A is filled by names of cities. Note that the student must evaluate the correctness of the written and oral replies as well as the quality of his response. The numbers refer to units and frames within each unit; the portion of the frame appearing in italics is provided by the recorded program and is not seen by the student.

<p>1.44 Chorus only the answer to the question. Did you chorus only the answer?</p> <p><u>Jacques habite à Nice?</u> <u>Oui, Jacques habite à Nice.</u></p>	<p>Yes</p> <p>No</p>	
<p>(Yes)</p>	<p>1.45 Provide the missing part of the answer. Write the vowel sound of the part of the answer you say.</p> <p><u>Jacques habite à Nice?</u> <u>Oui, Jacques habite à</u></p>	<p>//</p>
<p>Conf.: <u>Nice.</u></p>		
<p>/i/</p>	<p>1.46 Provide the missing part. Write the vowel sounds contained only in the part of the answer that you say.</p> <p><u>Jacques habite à Nice?</u> <u>Oui, Jacques</u></p>	<p>//, //</p> <p>//, //</p>
<p>Conf.: <u>habite à Nice.</u></p>		

/a/, /i/, /a/, /i/	1.47 Provide the missing part. Write the vowel sounds contained in the part of the answer that you say. <u>Jacques habite à Nice?</u> <u>Oui,</u>	/ /, / /, / / / /, / /, / /
-----------------------	--	--------------------------------

Conf.: Jacques habite à Nice.

/a/, /a/, /i/ /a/, /i/	1.48 Answer the question: <u>Jacques habite à Nice?</u>	
---------------------------	--	--

Conf.: Oui, Jacques habite à Nice.

Criterion Frame

Stop your tape. Listen again to this last frame. Compare your answer which has been recorded and your teacher's answer which is always on your tape.

Your answer was poor if it was: too slow in its delivery, not loud enough, or did not have proper rhythm.

Check one box below after each attempt.

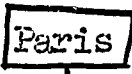




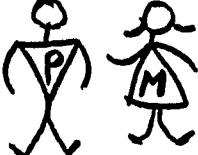
	1st attempt	2nd attempt	3rd attempt
GOOD	<input type="checkbox"/> Proceed to Unit 2.	<input type="checkbox"/> Proceed to Unit 2.	<input type="checkbox"/> Proceed to Unit 2.
POOR	<input type="checkbox"/> Go back to frame 16.	<input type="checkbox"/> Go back to frame 16.	<input type="checkbox"/> Report to your instructor.

Three or four sequences constitute a set. Sets also contain two or three cyclical drill frames requiring only oral responses and composed of ten transformations forming a closed loop;

these loops are very similar to conventional pattern drills, but they differ from these by the fact that the cuing of the transformation is generally visual rather than oral. Consider for instance:

Cadre Numéro 15.305

Answer orally. Work on this frame as long as necessary until you can answer all the questions without any errors.

- | | | |
|----|---|--|
| 1. |  | <u>Es-tu allé à Nice?</u>
Conf.: <u>Non, je suis allé à Paris.</u> |
| 2. |  | <u>As-tu une soeur?</u>
Conf.: <u>Non, j'ai un frère.</u> |
| 3. | | <u>Est-elle fatiguée?</u>
Conf.: <u>Oui, elle est fatiguée.</u> |
| 4. |  | <u>Qui est allé à la campagne avec toi?</u>
Conf.: <u>Paul est allé à la campagne avec moi.</u> |
| 5. | (grands-parents) | <u>Où es-tu allé samedi?</u>
Conf.: <u>Samedi je suis allé chez mes grands-parents.</u> |
| 6. | (mère) | <u>Où est-elle allée hier soir?</u>
Conf.: <u>Hier soir elle est allée chez sa mère.</u> |
| 7. |  | <u>Qui est resté à la maison?</u>
Conf.: <u>Marie est restée à la maison.</u> |
| 8. |  | <u>Hier soir avec qui es-tu resté à la maison?</u>
Conf.: <u>Hier soir je suis resté à la maison avec Paul.</u> |
| 9. |  | <u>Avec qui as-tu regardé la télévision?</u>
Conf.: <u>J'ai regardé la télévision avec Paul et Marie.</u> |

10.

Elle a regardé la télévision
toute la soirée?

Conf.: Oui, elle a regardé la télé-
vision avec Paul et Marie.

A dialogue, several sets, and a dialogue utilization sequence --and in later units a comprehension drill--make up a unit. The progression of the student through a SEEF unit is presented in schematic form below.

Diagram 3

(a)

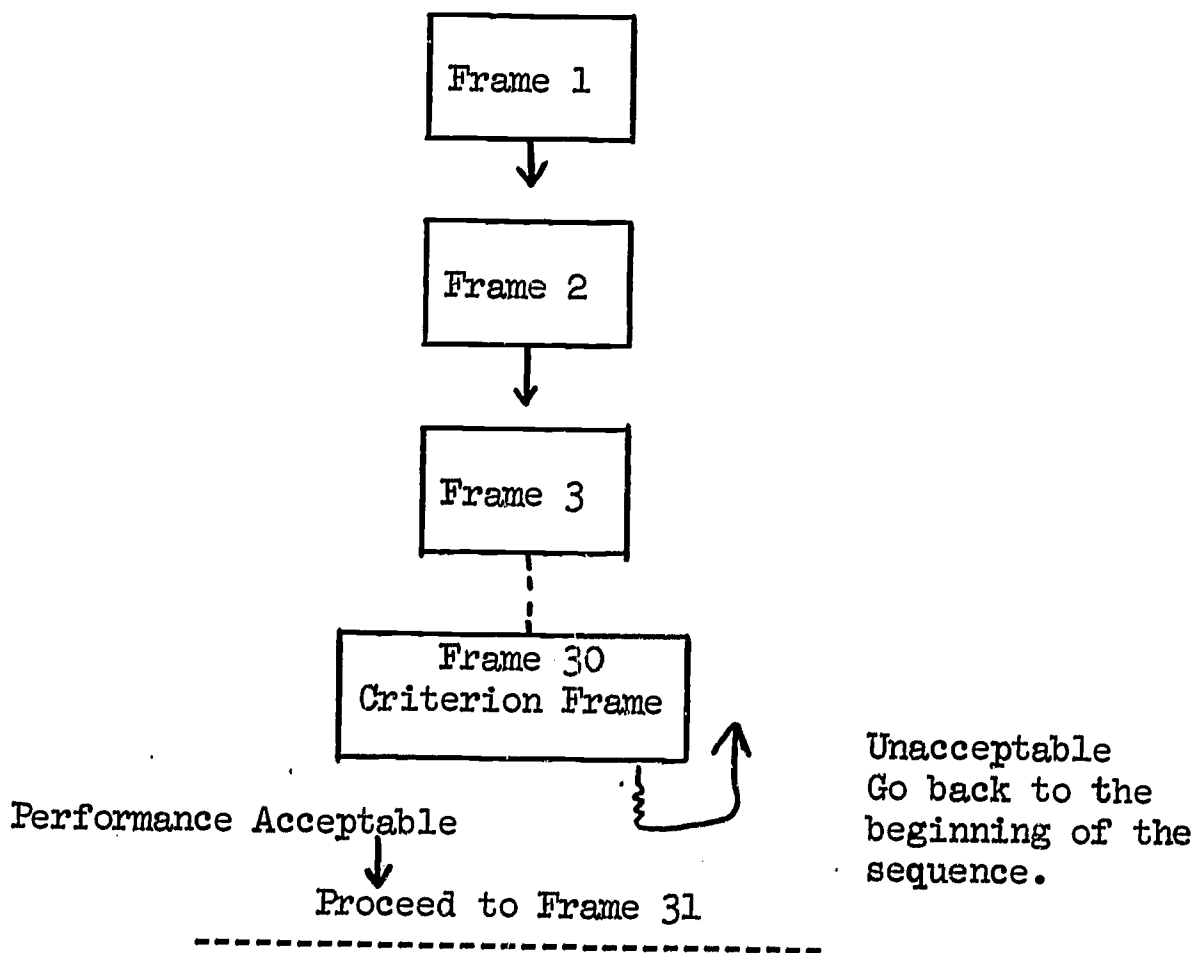
Progression Through a Sequence

Diagram 4

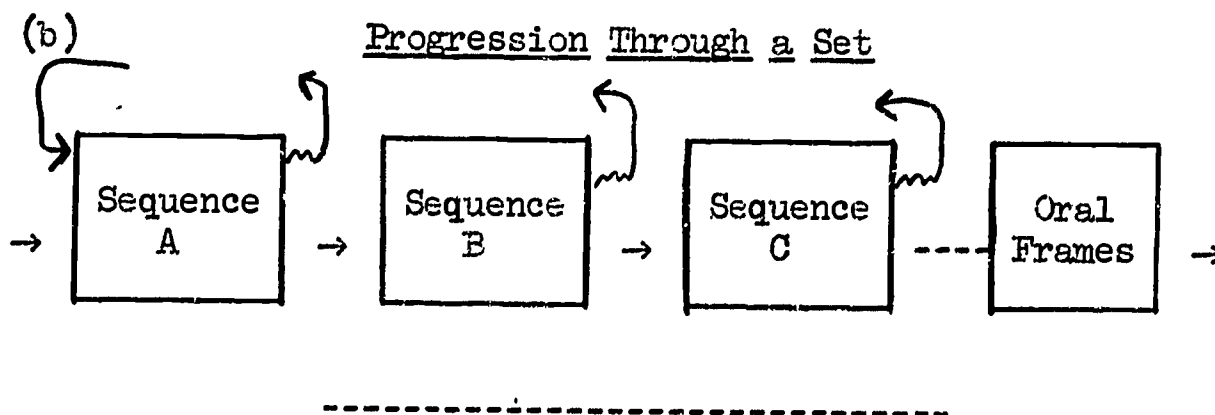
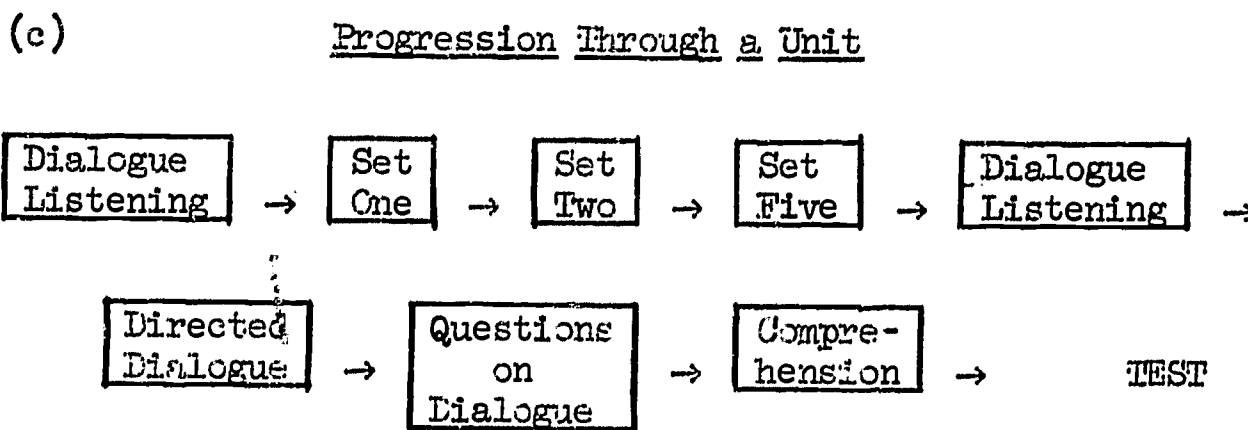


Diagram 5



A student may work through the same sequence several times. During his first run through a sequence he is required to make both oral and written responses, except for presentation frames which require only a written response. During a second or third run only oral responses are required. This points up one of the weaknesses of the program for as a student nears the end of a repeat run, his learning is reduced and his motivation lags. The program could no doubt be improved by providing second and third modes which differ from the initial run in the number and character of frames; this would make SEF a truly cyclical program similar to Carroll's

Mandarin Chinese Program. The drill loops do not contain any formal tests; the student proceeds to the next set only if he responds with confidence to the material contained in the loop.

A "review" mode of SEF was in fact prepared by eliminating all presentation frames from a sequence and it was tried out on MCEE students who were still working on early SEF units in the fall of 1964.

SEF contains a variety of frame types. A recognition frame requires a simple written response such as circling a stick figure, a transcription symbol, etc. Recognition frames usually present information. Multiple choice frames require a choice on the part of the student, generally expressed by circling one of two alternatives. Recognition and multiple choice frames are illustrated in the following sequence which trains the student to produce an accurate steady-state French /e/.

Sound Discrimination and Differentiation Sequence

<p>4.31 Is this a question?</p> <p><u>Annick est la cousine</u> <u>de Jacques.</u></p>	<p>Yes</p> <p>No</p>	
<p>(No)</p>	<p>4.32 Which utterance is the French for 'is'?</p> <p>/ev/ /e/</p>	<p>First</p> <p>Second</p>

Second	4.33 French / <u>e</u> / glides on. English /ey/ is short and cut off.	True False
False	4.34 Which set of utterances is French? <u>say</u> , <u>day</u> , <u>jay</u> <u>c'est</u> , <u>dais</u> , <u>j'ai</u>	First Second
Second	4.35 The French vowel sound which appears in this set: <u>c'est</u> , <u>dais</u> , <u>j'ai</u> is represented by / <u>e</u> /. Circle / <u>e</u> /.	/e/
/e/	4.36 Which French vowel sound appears in this set? <u>fait</u> , <u>c'est</u> , <u>mai</u>	/y/ /e/
/e/	4.37 Which French vowel sound appears in: <u>fu</u> t, <u>su</u> , <u>lu</u>	/ /

/y/

Identification frames require the correct identification of a transcription symbol representing a phonological feature or of a grammatical form. We illustrate with the continuation of the sound production sequence of Unit 4 and a grammar sequence teaching the alternation between the two forms of the equivalent to "is":

/ɛ/ ~ /et/

4.43 Answer this question. Put one dash for each syllable in your answer.

Annick est la cousine de Jacques?

Conf.: Oui, Annick est la cousine de Jacques.

<p>— — — — —</p> <p>— — — — —</p> <p>—</p>	<p>4.44 Listen to this utterance as many times as you wish. Write the vowel sounds which appear in:</p> <p><u>Suzy est la cousine de Jacques.</u></p>	<p>/ /, / /</p> <p>/ /, / /</p> <p>/ /, / /</p> <p>/ /, / /</p>
--	---	---

<p>/ü/, /i/</p> <p>/é/, /a/</p> <p>/u/, /i/</p> <p>/œ/, /a/</p>	<p>4.45 Answer this question.</p> <p><u>Suzy est la cousine de Jacques?</u></p>	
---	---	--

Conf.: Oui, Suzy est la cousine de Jacques.


Morphophonemics Sequence: est

	8.41 Say and write the French for 'is'.	---
<u>e s t</u>	8.42 Does the French verb <u>est</u> sound exactly alike in <u>Jacques est là</u> and <u>Jacques est ici</u> .	
No	8.43 Does <u>là</u> , the French for 'there', begin with a vowel or a consonant sound?	
a consonant	8.44 Does <u>ici</u> , the French for 'here', begin with a vowel or a consonant sound?	
a vowel	8.45 The French verb <u>est</u> has two forms--/e/ used before a consonant and /et/ used before a vowel.	True False
True	8.46 Which form of the verb <u>est</u> do you use before <u>ici</u> ?	/e/ /et/


/et/	8.47 What is the French for 'is here'? Write the consonant that you pronounce before <u>ici</u> .	/e _i si/
------	---	-----------

/e <u>ti</u> si/	8.48 The French verb <u>est</u> has two forms. /e/ is used before a:	
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consonant	8.49 The French verb <u>est</u> has two forms. /et/ is used before a:	
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vowel	8.52 Answer aloud and write out your answer. <u>Qui est là?</u> 	
-------	--	--

Conf.: Jacques est là.

Jacques est là.	8.53 Answer aloud and write out your answer. <u>Qui est ici?</u> 	
-----------------	---	--

Conf.: Annick est ici.

Annick est ici.	8.54 Answer aloud and write out your answer. <u>Qui est à la cave?</u> 	
-----------------	---	--

Conf.: Suzy est à la cave.

Suzy est à
la cave.

STOP YOUR TAPE. Switch to listen. Rewind enough tape to be able to listen again to this last frame. Check: 1) speed, 2) rhythm, 3) spelling.

	1st attempt	2nd attempt	3rd attempt																		
GOOD	<table border="0"> <tr><td>1</td><td>2</td><td>3</td></tr> <tr><td>□</td><td>□</td><td>□</td></tr> </table> Proceed to frame 55.	1	2	3	□	□	□	<table border="0"> <tr><td>1</td><td>2</td><td>3</td></tr> <tr><td>□</td><td>□</td><td>□</td></tr> </table> Proceed to frame 55.	1	2	3	□	□	□	<table border="0"> <tr><td>1</td><td>2</td><td>3</td></tr> <tr><td>□</td><td>□</td><td>□</td></tr> </table> Proceed to frame 55.	1	2	3	□	□	□
1	2	3																			
□	□	□																			
1	2	3																			
□	□	□																			
1	2	3																			
□	□	□																			
POOR	<table border="0"> <tr><td>1</td><td>2</td><td>3</td></tr> <tr><td>□</td><td>□</td><td>□</td></tr> </table> Go back to frame 36.	1	2	3	□	□	□	<table border="0"> <tr><td>1</td><td>2</td><td>3</td></tr> <tr><td>□</td><td>□</td><td>□</td></tr> </table> Go back to frame 36.	1	2	3	□	□	□	<table border="0"> <tr><td>1</td><td>2</td><td>3</td></tr> <tr><td>□</td><td>□</td><td>□</td></tr> </table> Report to your instructor.	1	2	3	□	□	□
1	2	3																			
□	□	□																			
1	2	3																			
□	□	□																			
1	2	3																			
□	□	□																			

Switch back to record.

Spelling frames require the student to respond by using letters, groups of letters, or complete words and sentences. These frames are presented in closed sequences and exemplify a heavy use of prompting and vanishing techniques. Note that there is constant association of oral and written confirmations which are held to be mutually reinforcing. It should also be pointed out that spelling frame sequences seldom aim at teaching single lexical items. They attempt to lead to the assimilation of generalizable rules which can be applied to new material. Here the rules that are programmed are: (1) final pronounced consonants are spelled with the corresponding consonant letter + -e and (2) intervocalic /-z-/ is spelled /z-.

Spelling Sequence

<p>5.53 Write the vowel sounds.</p> <p><u>cousine</u></p>	<p>//, //</p>
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/u/, /i/	5.54 The /z/ sound between two vowel sounds is written <u>s</u> . Write <u>s</u> . <u>cousine</u>	/u/ /z/ /i/ ↓ -
↓ <u>s</u>	5.55 <u>Cousine</u> The vowel sound <u>ou</u> is spelled <u>ou</u> . Copy the missing letters and repeat. <u>cousine</u>	c _ _ sine
<u>cousine</u>	5.56 Write the missing letters and repeat. <u>cousine</u>	c _ _ s _ ne
<u>cousine</u>	5.57 A /z/ sound between two vowel sounds is written <u>s</u> .	True False
True	5.58 Write the missing letters and repeat. <u>cousine</u>	c _ _ _ _ ne
co <u>u</u> <u>s</u> <u>i</u> ne	5.59 Write and repeat. <u>cousine</u>	- - - - - - -

c o u s i n e

Translation frames require the student to translate orally and in writing from French to English and vice versa. In French → English translation frames the English gloss should be considered a cuing device designed to call forth a French utterance rapidly and economically. Question frames require both oral and written responses. These frames constituted the greater proportion of SEF. These last two types of frames as well as prompting and vanishing techniques and the ordering of steps are illustrated by two different sequences, one dealing with the integration of phonological features--in this case the nonaspiration of /p t k/--within complete sentences and the other with the contrast between several types of verb phrases hinging on the phonemic oppositions /a/, /œ/, /è/.

Pronunciation Practice Sequence

	13.282 The /p/ of <u>père</u> is not followed by any:	
aspiration	13.283 Repeat <u>le père de Jacques</u> and write <u>le père</u> .	

le père	13.284 Answer aloud and write out your answer. <u>Connais-tu son père?</u>	
---------	---	---

Conf.: Oui, je connais son père.

Oui, je connais son père.	13.285 Answer aloud and write out your answer. <u>Connais-tu le père de Jacques?</u>	
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Conf.: Oui, je connais le père de Jacques.

Oui, je connais le père de Jacques.	13.286 Answer aloud and write out your answer. <u>Veux-tu ton couteau?</u>	
-------------------------------------	---	--

Conf.: Oui, je veux mon couteau.

Oui, je veux mon couteau.	13.287 Answer aloud and write out your answer. <u>Il passe le couteau à son père?</u>	
---------------------------	--	--

Conf.: Oui, il passe le couteau à son père.

<p>Oui, il passe le couteau à son père.</p>

Grammar Practice Sequence

<p>13.369 Answer aloud and write out your answer.</p>	
---	--

Vas-tu pêcher?

Conf.: Oui, je vais pêcher.

<p>Oui, je vais pêcher.</p>	<p>13.370 Answer aloud and write out your answer.</p>	
-------------------------------------	---	--

13.370 Answer aloud and write out
your answer.

Veux-tu pêcher?

Conf.: Oui, je veux pêcher.

<p>Oui, je veux pêcher.</p>	<p>13.371 Answer aloud and write out your answer.</p>	
-------------------------------------	---	--

13.371 Answer aloud and write out
your answer.

Veux-tu jouer au tennis?

Conf.: Oui, je veux jouer au tennis.

<p>Oui, je veux jouer au tennis.</p>	<p>13.372 Answer aloud and write out your answer.</p>	
--	---	--

13.372 Answer aloud and write out
your answer.

Vas-tu jouer au tennis?

Conf.: Oui, je vais jouer au tennis.


<p>Oui, je vais jouer au tennis.</p>	<p>13.373 Give the French for 'I want to play tennis.'</p>	
--	--	--

Conf.: Je veux jouer au tennis.


<p>Je veux jouer au tennis.</p>	<p>13.374 Give the French for 'I am going to play tennis.'</p>	
---	--	--

Conf.: Je vais jouer au tennis.

<p>Je vais jouer au tennis.</p>

<p>13.389 Answer aloud and write out your answer. Qui habite à Nice? </p>	
---	--

Conf.: Jacques habite à Nice.

<p>Jacques habite à Nice.</p>	<p>13.390 Answer aloud and write out your answer. Qui va habiter à Nice? </p>	
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Conf.: Suzy va habiter à Nice.

Suzy va habiter à Nice.	13.391 Answer aloud and write out your answer. <u>Qui veut habiter</u> <u>à Nice?</u>	
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Conf.: Paul veut habiter à Nice.

Paul veut habiter à Nice.	13.392 Answer aloud and write out your answer. <u>Habites-tu à Nice?</u> Vichy	
---------------------------------	--	--

Conf.: Non, j'habite à Vichy.

Non, j'habite à Vichy.

Although SEF frames contain oral confirmations and require oral responses on the part of students, we should like to point out that only written responses can be truly reinforced. For the reinforcement of oral responses we rely on the student's own evaluation and, indeed, one of the terminal behaviors of SEF is precisely training the student to judge his oral responses accurately.⁵ While SEF's primary objectives are accuracy and fluency in spoken French, written responses have been used throughout because they can be more surely reinforced and because by means of a gradual build-up they became secondary reinforcers for oral responses.

Notes

- ¹See Carroll, John B., A Primer of Programmed Instruction. International Review of Applied Linguistics, 1:115-141 (1963).
- ²Materials available through the Language Development Branch, U. S. Office of Education and from University Microfilm, Ann Arbor, Michigan.
- ³For a detailed analysis of spoken French grammatical features, see Albert Valdman, Applied Linguistics - French. Boston: D. C. Heath, 1961.
- ⁴See particularly Noam Chomsky's review of D. F. Skinner's Verbal Behavior, Language, 35: 26-58 (1959).
- ⁵The efficacy of discrimination training in the acquisition of pronunciation habits and accurate self-evaluation is demonstrated in Henning, William A. "Phoneme Discrimination Training and Student Self-Evaluation in the Teaching of French Pronunciation". Unpublished Ph.D. dissertation, Indiana University, 1964.

4. Auto-Didactic Component

4.1 Language Laboratory Facilities

Multiple Credit French auto-didactic sessions were conducted in a thirty-six position language laboratory during the first year of the project and in a twenty-seven position lab during the remaining two years. Both labs contained similar equipment except that the larger one featured Viking 76 and the smaller lab Viking 85 tape decks. The equipment of both labs was installed in the summer of 1960.

Each student position was equipped as follows:

1. A Slevite-Brush Model BA200 headset (high impedance crystal with a frequency range of roughly 100 to 5,000 cps).
2. An Electro-Voice Model 727 omni-directional ceramic microphone (frequency response 60 to 8,000 cps).
3. Viking 76 or Viking 85 tape deck with student amplifier built by Magnetic Recording Industries. This is the old MRI model 68 amplifier with some special modifications designed to improve its performance. At the time of the original installation the contractor agreed that each unit would be wired and adjusted to meet the following realistic, measured specifications:
 - a) A frequency response 100 to 5,000 cps + 2 db with optimum bias adjustment;
 - b) A harmonic distortion not to exceed 5% at maximum record level or 3% at 3 db below maximum record level;

- c) A signal-to-noise-ratio at least 35 db over specified frequency range 100 to 5,000 cps.;
- d) Wow and flutter, peak to peak not to exceed .5%.

These are the agreed specifications which were actually met by the equipment at the time of installation in 1960. Electronic performance of the units during the time the Multiple Credit French project was carried on was presumably somewhat inferior to these figures. No figures were given or measurements taken for intermodulation distortion or crosstalk.

The student amplifier and controls of this system were designed to provide for true dual-channel operation when the student used a prerecorded tape with the tape deck. This means that the master track of the student tape could not be erased during operation and that the record-listen switch on the amplifier panel allowed the student to play back his own responses while listening to the master recording. He could also record his own voice and, while playing it back, compare his production with the master recording. The system provided for the following student operation cycles: (1) listen to master recording and record student voice; (2) listen to master recording and student imitation for comparison; (3) listen to master recording, then erase and re-record student voice. Figures 1 and 2 present rough sketches of the student tape decks and major controls.

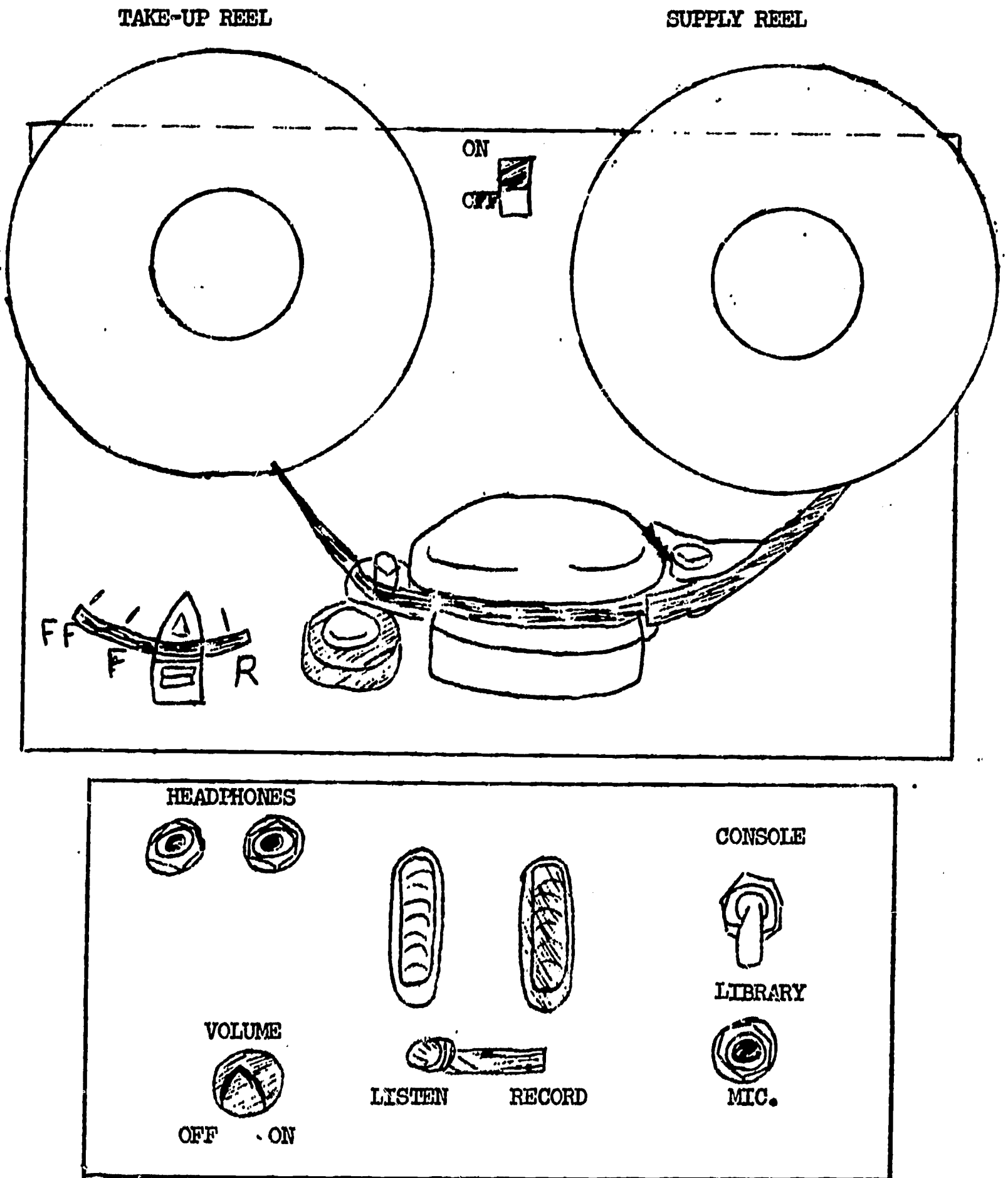


Figure 1. Viking 7 1/2 Deck and MRI Student Amplifier

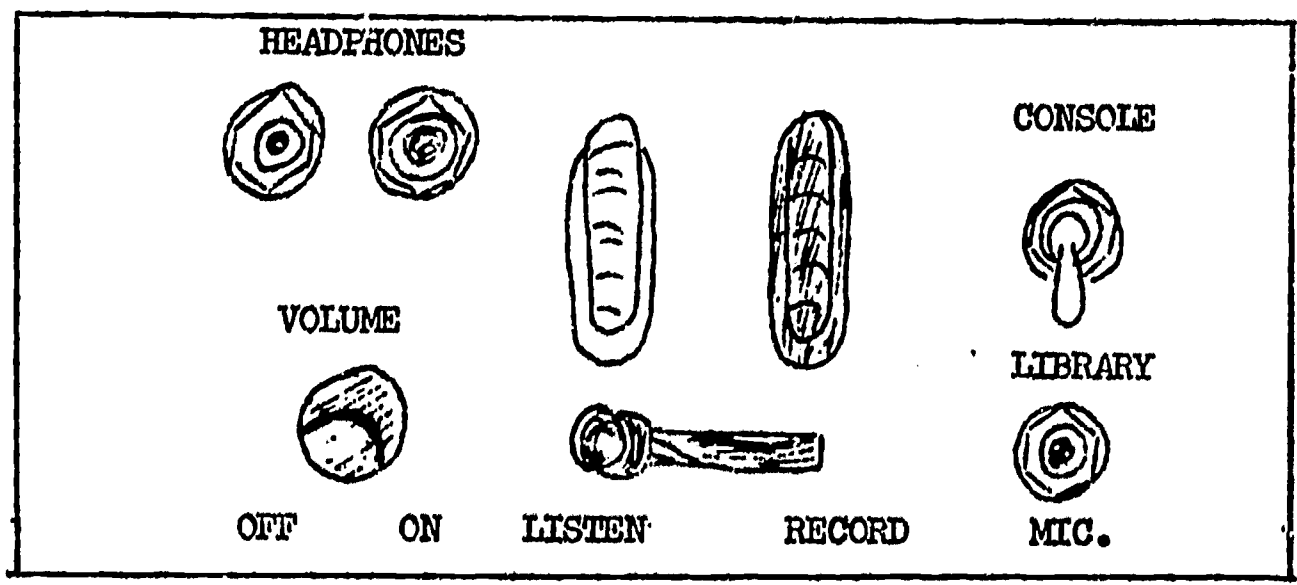
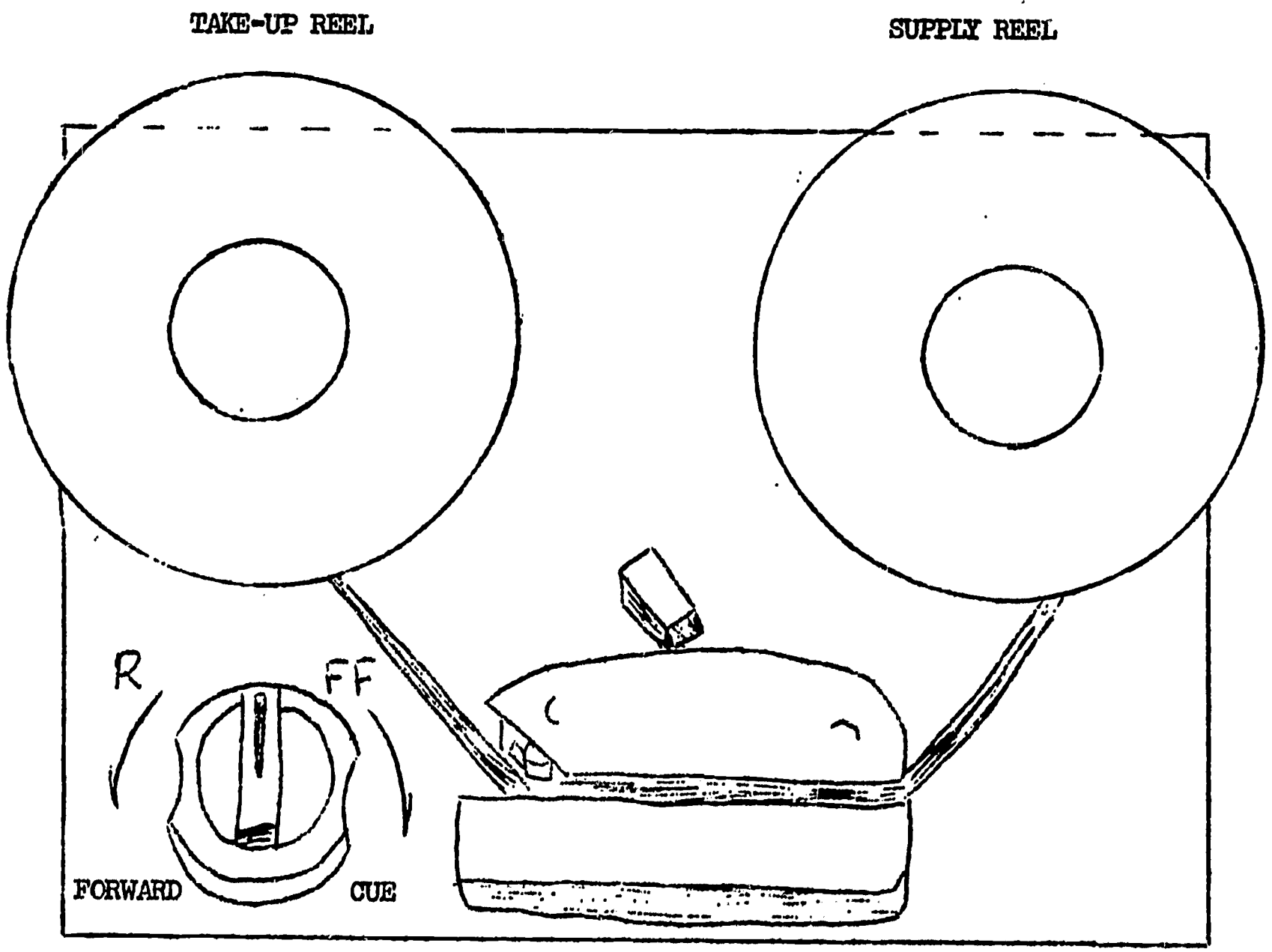


Figure 2. Viking 85 Deck and MRI Student Amplifier

4.2 Evaluation of Facilities

4.21 Student Positions

The design of the student booths left very much to be desired. The overall dimensions of the booth were greater than necessary and the booth itself was distractingly noisy due to the large surface of sheet metal below the student desk and the sliding side and front panels. The horizontal mounting of the tape deck and amplifier control panel resulted in an uneconomical use of the desk surface and the students had little working area or storage space for the books, syllabi, and other material which they were required to use during their auto-didactic sessions. It would have been much more convenient had the tape deck and the amplifier control panel been mounted on the front of the booth at a rational slope off vertical. This not only would provide a better view of the equipment and make for greater ease of operation and manipulation, but it would also leave an entirely clear working and storage area. A better insulated booth would make possible lower front and side panels and would make it unnecessary to install noisy movable panels.

4.22 Microphones and Headsets

The microphones used were too sensitive and had an omni-directional pickup pattern. When they were recording, students not only picked up their own voices but also those of other students and ambient noises. The programmed materials employed required the students to respond orally into the microphones at all times whether they were recording their voices for comparison with the master recording or only monitoring their responses with the aid of the audioactive earphones. Because of the microphone's sensitivity and wide range of pickup pattern, students had

difficulty evaluating their responses and were distracted by the external noises and classmates' recordings superimposed on their own voices.

A more suitable microphone for Multiple Credit French auto-didactic sessions would be a uni-directional (cardioid), close-talking microphone. Such a microphone would have a controlled sensitivity and a pickup pattern which favors the individual student's voice and tends to reject extraneous noises.

Another undesirable feature of the microphone utilized was the fact that it constituted a separate unit directly connected to the amplifier control panel by a cord and resting on the student desk rather than being part of an earphone-microphone headset. To eliminate part of the ambient noises and to insure a consistently high volume, but at the same time to avoid breath noises, the student was required to hold the microphone against his cheek with the pickup face of the microphone close to his mouth. This procedure left the student with only one hand free to operate the various controls on the amplifier control panel and tape deck and to write down required responses. He was also forced to assume a very uncomfortable working position which increased mental fatigue. Students also tended to pull nervously on the connecting cord and the latter yielded to the pressure at critical times, when the student was recording an oral examination, for example. The use of a combination headset-microphone would have eliminated most of these problems and permitted the students to work more efficiently and

more comfortably.

In a language lab acoustic isolation of individual student positions is provided by the earphones rather than by treatment of the panels of the booth itself. The design of the earphones and coupling headband is extremely important. The earphones used provided very little insulation and were not particularly comfortable. This lack of proper acoustic isolation again made for less than adequate working conditions and compounded nervous fatigue. It also reduced the reliability of spoken proficiency tests; e.g., in the MLA Speaking Test the response made is rather slow so students were able to withhold a spoken response until they had the opportunity to listen to classmates' answers.

4.23 Tape Deck and Amplifier

Of the two tape decks used by Multiple Credit French students, the Viking 76 was less than adequate from several standpoints. Chief among these are absence of true fast forward setting and noisy, vibrating operation. The Viking 85 (now 86), although not perfect for our needs, has proven itself to be rugged and dependable, a very good choice in its price bracket for installations with a high degree of student utilization. The controls of both types of decks were quite unsatisfactory. The programmed materials used required the student to back up frequently, most of the time to the preceding frame only. For both the Viking 76 and the Viking 85 this required two manipulations: turning the control knob to the rewind position and back

to the play position. More often than not, the student rewound the tape beyond the frame not fully learned and had to listen to material he did not need to review. A more efficient system of controls would consist of a single lever with separate rewind, backup, play, and fast forward positions or a push-button system providing for the same features. The stop position should be activated by a foot lever rather than by manual operation, thus leaving the student one hand free for writing responses.

4.24 Overall Layout

As an experimental program Multiple Credit French attracted much interest and auto-didactic lab sessions were often visited by outside persons. It was also necessary for the project supervisor and Display Session instructors to observe the work of students frequently and to consult with the lab monitor. In both of the labs utilized, the console was not isolated from the student booths and the sessions were not truly auto-didactic since students were always aware of the presence of persons who were quite obviously observing them at work and evaluating the quality of their responses. For many students the constant visible reminder of the fact that "big brother" was watching constituted a disturbing and inhibiting factor. In the case of the smaller, more adequately equipped lab, these problems were increased by the complete lack of physical separation between the console and the first row of booths. In a better designed lab the console should be located at the back of the room so that the students are not facing the monitor, or it should

be separated from the student booths by a one-way glass partition that would make it possible for the monitor, supervisory personnel, and visitors to observe the students at work while, at the same time, insuring that students would not be acutely aware of a presence mediating between themselves and the recorded auto-didactic program.

4.25 Maintenance

Quite consistently, from ten to twenty percent of the student positions were inoperative and defective equipment either remained without repair or was serviced in such a hasty and temporary fashion that malfunctions re-occurred with high frequency. This problem was particularly acute in the 27 position lab in which up to 27 students might have been scheduled and where no spare positions were available. In addition, the work of Experimental Groups E₁ and E₂ was interrupted for a period of three weeks in the fall of 1962 by a transfer of the 27 position lab, which they had been using, to another room.

4.3 Effect of Shortcomings of Language Laboratory Facilities

The use of programmed materials and of self-instruction requires language lab facilities equipped with components capable of yielding a high level of frequency response and designed to provide the student with as pleasant and as noise-free a working environment as possible.

Our dependence on the recorded program and the presentation device for guaranteeing that the experimental students consistently

discriminated and differentiated functionally relevant sound differences in the target language and, if possible, acquired the main phonic characteristics of the French articulatory set made it imperative that the electronic components meet, at the very least, nationally recognized minimum standards of frequency response. Hayes¹ suggests the following minimum standards of frequency: from 60 to 250 cps intensity should be attenuated to prevent masking of higher frequencies while, at the same time, making possible natural speech; from 250 to 6,000 cps maximum variation of ± 2 db with a flat slope and peaks or valleys not exceeding 1 db; 8,500 on rapid attenuation. It will be noted that the manufacturer, upon installation of the equipment used, guaranteed a frequency response of 100 - 5,000 cps ± 2 db and made no statement with regard to frequency response at the lower and upper ends of the sound spectrum. Since it is generally believed that phonologically significant information is contained between 250 and 8,500 cps, the facilities available to MUEEF were quite inadequate for the presentation of materials designed to lead to the acquisition of accurate pronunciation habits. For instance, the narrowness of the spectrum reproduced by the electronic system made it difficult for the student to positively identify the fricatives /š s f ž z v/ and to discriminate between the voiceless stops /p t k/. Of equal or greater pedagogical consequence was the distorted and unnatural quality of the speech transmitted by the system. Nasal vowels were particularly affected and the contrast between them and non-nasal vowels

--so important in French--was greatly reduced; the fricatives /s/ and /z/ sounded lisped.

The role of pleasant-sounding and natural speech in foreign language learning has not been studied objectively, but it is our opinion that these features of recorded programs play an important part in the learning process. There is no doubt that only if the quality of the sound is pleasant will the student listen to it for long periods of time without irritation and mental fatigue. Nor can it be denied that recorded materials are used most efficiently when the learner is shielded from external and system noises and when he is provided with as pleasant as possible a working environment.

Not only should a language lab be well equipped but attention should also be paid to such factors as lighting, air conditioning, and layout. Finally, it is widely recognized that language is intimately related to the culture of a speech community and that abstracting speech from the normal communication situation deprives it of many of its supporting subsystems (paralanguage, kinesics, etc.) Certainly many of these supporting subsystems are, at least redundantly, encoded in the sound wave and must be presented to the learner undistorted and with all of their acoustic attributes.

4.3 Auto-Didactic Activities

4.31 Library System

Students were provided completely free access to the programmed materials in the language laboratory, not only at regularly scheduled

practice hours but also throughout the day, if space was available, or during evening hours. F102 and F203 students who were prevented from attending all the scheduled lab practice time were given the opportunity of making up absences in this way.

Scheduled practice sessions were supervised by lab assistants provided by the Audio-Listening Center. These assistants were usually advanced undergraduate students or graduate students with a high level of proficiency in at least one foreign language, though not necessarily in French. During the first year of the experiment lab assistants were selected and supervised by MCEF staff members and they were given special training and orientation. However, they tended to interfere too often with the students' audio-didactic activities and felt compelled to give explanations which, when not downright inaccurate, were confusing or unnecessary. Subsequent lab assistants only performed custodial functions similar to those they would perform with any other group of students using the Audio-Listening Center's language laboratory facilities: assisting students in the operation of equipment, repairing minor malfunctions, checking attendance, etc. Although attendance was always checked during scheduled lab practice hours and students who practiced during other hours were required to obtain official testimony of attendance, lack of assiduity was not taken into consideration in the determination of grades or the granting of credit. Attendance figures served only as data in determining which factors played a significant role in the acquisition of proficiency. It became very

soon apparent that the number of hours of auto-didactic practice did not bear any direct relation to the level of proficiency attained.

Tape reels containing the recorded program were stored on open shelves in the language laboratory used by MCEF students. Most reels contained from fifteen to twenty minutes of material, with the exception of the review loops which were considerably shorter. At the beginning of a practice session a student selected the appropriate tape reel, took it to his position, and proceeded to work. He could change tape reels whenever he chose. MCEF₁ and MCEF₂ materials contained extensive sections which required exclusively audio-lingual practice, but the SEF program required the student to provide an oral as well as a written response for most frames. Only Unit Tests were presented from the master console and the student had no control over the tape reel containing them.

Auto-didactic practice was interrupted only by occasional spot monitoring by members of MCEF or outside observers. Except at early stages, when students were acquiring pronunciation habits, the monitoring was unobtrusive and seldom were students corrected or given additional guidance. Some instructors noted student errors and presented short remedial drills at the beginning of the following display session.

4.32 Transcript of Auto-Didactic Practice

We provide below three excerpts of individual student language laboratory practice sessions. The selections are from Units 16, 14

and 11 in that order and show the type of oral response that can be expected generally from excellent, good and mediocre students respectively. A variety of inaccurate responses are exhibited: failure to respond, errors in identification and interpretation of situation, e.g., echoing moi instead of providing the response toi required by the situation, grammatical inaccuracies, and pronunciation errors involving failure to discriminate or differentiate phonemic contrasts as well as poor control of subphonemic or prosodic features.

The material enclosed in the frames corresponds to the information that appears in the student workbook. The underscored material is presented by the recorded program; the material in the central box is the stimulus; the material contained in the box to the left is the confirmation of the preceding frame. All the material that appears in confirmation boxes is presented visually to the student but only when it is underscored is it also given as an auditory confirmation. The student response appears below the central box with accompanying notes where necessary. When pronunciations occur in the student response they are indicated approximately by the use of transcription; (...) indicates a hesitation pause, (.....) indicates that the student failed to respond at all. Stimulus preceded by conf. indicates that the student responded only after hearing the confirmation.

Sample No. 1

Unit 16 - "A"-level student

<p>16.1 Answer aloud and write out your answer.</p> <p><u>Va-t-elle jouer au tennis cet après-midi?</u></p>	
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Oui, elle va jouer au tennis cet après-midi?

<p><u>Oui, elle va jouer au tennis cet après-midi.</u></p>	<p>16.2 Answer aloud and write out your answer.</p> <p><u>A-t-il joué aux cartes?</u></p>	
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Oui, il a joué aux cartes.

<p><u>Oui, il a joué aux cartes.</u></p>	<p>16.3 Answer aloud and write out your answer.</p> <p><u>A-t-elle joué aux cartes avec sa soeur?</u></p>	
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Oui, elle a joué aux (/kaxt/) avec sa (/soex/)

Note: (/x/ refers to a voiceless velar fricative produced with much moré friction than French /r/)

<p><u>Oui, elle a joué aux cartes avec sa soeur.</u></p>	<p>16.4 Answer aloud and write out your answer.</p> <p><u>As-tu joué au tennis avec ton cousin?</u></p>	
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Oui, j'ai joué ...au tennis avec ...m...mon cousin.

Oui, j'ai joué au tennis avec mon cousin.	16.5 Answer aloud and write out your answer. <u>Ton père a un invité.</u>	
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Oui, mon (/pèx/) a un invité.

Note: Stress-rhythm on un invité is not quite right.

Frames 6 to 15 introduces the lexical item sa femme and includes a spelling sequence; the student has chosen to phonate even when not specifically required by the program.

Oui, mon père a un invité.	16.6 <u>Sa femme est ici.</u> <u>Sa femme</u> means 'his wife'. Write the vowel sounds of: <u>sa femme</u>	//, //
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sa femme

/a/, /a/	16.7 What is the consonant sound in final position that you hear in: <u>sa femme</u>	//
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sa femme (with distinct release of final /m/)

/m/	16.8 Write the vowel sounds of: <u>Sa femme est ici.</u>	/ /, / /, / /, / /, / /
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Sa femme est ici.

/a/, /a/, /e/, /i/,	16.9 Say and write the missing syllables that you provide. /sa fa mé .../	/ _ _ /, / _ _ /
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/ti si/

/t i/, /s i/	16.10 Say and write the missing syllables that you provide. /sa fa .../	/ _ _ /, / _ _ /
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/mé ti si/

/m e/, /t i/, /s i/	16.11 Say and write the missing syllables that you provide. /se .../	/ _ _ /, / _ _ /
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/fa mé ti si/

Frames 12 to 15 inclusive are designed to teach the spelling of femme.

/f a/, /m e/, /t i/, /s i/	16.12 Copy <u>sa femme</u> and repeat.	-----
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sa femme

<u>s a f e m m e</u>	16.13 Write the English for: <u>sa femme</u>	
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his wife	16.14 Write the missing letters and repeat <u>sa femme</u>	_ _ _ <u>f</u> e _ _ _
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sa femme

<u>s a</u> <u>f e m m e</u>	16.15 Write <u>sa femme</u> and repeat.	- - - - - -
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<u>s a</u> <u>f e m m e</u>	16.16 Answer aloud and write out your answer. <u>Tes grands-parents ont un</u> <u>ou deux invités?</u>	
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Mes grands-p(/ɨ/)rents ... ont deux invités.

Note: /ɨ/ denotes a reduced centralized vowel such as is found in the last syllable of English sofa. The vowel of deux is intermediate between /œ/ and /u/ so that out of context one might interpret douze invités.

<u>Mes grands-</u> <u>parents ont</u> <u>deux invités.</u>	16.17 Answer aloud and write out your answer. <u>Sa femme est-elle ici?</u>	
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Oui, sa femme est ici.

<u>Oui, sa</u> <u>femme est</u> <u>ici.</u>	16.18 Answer aloud and write out your answer. <u>Son mari est-il ici?</u>	
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Oui, son (/maxi/) est ici.

<u>Oui, son</u> <u>mari est</u> <u>ici.</u>	16.19 Answer aloud and write out your answer. <u>Son mari est-il occupé?</u>	
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Oui, son mari est occ(/u/)pé.

<u>Oui, son mari est occupé.</u>	16.20 Answer aloud and write out your answer. <u>Sa femme est-elle occupée?</u>	
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Oui, sa femme est (/èt/)...occupée.

<u>Oui, sa femme est occupée.</u>	16.21 Answer aloud and write out your answer. <u>Sa femme est-elle américaine?</u>	
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Oui, sa femme est améri(/kɛ̃n/).

<u>Oui, sa femme est américaine.</u>	16.22 Answer aloud and write out your answer. <u>Ta soeur est-elle américaine?</u>	
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Oui, ma soeur est américaine.

<u>Oui, ma soeur est américaine.</u>	16.23 Answer aloud and write out your answer. <u>Elle est américaine?</u>	
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Oui, elle est américaine.

<u>Oui, elle est américaine.</u>	16.24 Answer aloud and write out your answer. <u>Elles sont occupées?</u>	
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Oui, elles sont occ(/u/)pées.

<u>Oui, elles sont occupées.</u>

Sample No. 2

Unit 14 - "B"-level student

14.366 <u>Trois</u> is French for 'three'. Repeat <u>trois</u> and write the vowel sound of <u>trois</u> .	//
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trois

	14.367 The following words have the same sound in common. <u>moi</u> , <u>toi</u> , <u>doit</u> , <u>trois</u> Write the missing letters of <u>trois</u> and repeat:	_ r _ _ s
--	--	-----------

trois

t r o i s

<u>t r o i s</u>	14.368 Write and repeat. <u>trois</u>	-----
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trois

t r o i s



<u>t r o i s</u>	14.369 Write and repeat. 1 2 3 <u>un</u> , <u>deux</u> , <u>trois</u>	
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un, deux, trois



un, deux,
trois

<u>un, deux,</u> <u>trois</u>	14.370 Write and repeat only the answer. <u>Habite-t-il loin d'ici?</u>	
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Oui, il habite à trois kilomètres d'ici.


<p><u>Oui, il habite à trois kilomètres d'ici.</u></p>	<p>14.371 Answer aloud and write out your answer.   <u>Habite-t-il loin d'ici?</u></p>	
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Oui, il habite à deux kilomètres d'ici.


<p><u>Oui, il habite à deux kilomètres d'ici.</u></p>	<p>14.372 Answer aloud and write out your answer. <u>Habitent-elles loin d'ici?</u>  </p>	
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Oui, elle habite à trois kilomètres d'ici.

Note: the /z/ infix between elles and habitent is very weak.

<p><u>Oui, elles habitent à trois kilomètres d'ici.</u></p>	<p>14.373 Answer aloud and write out your answer <u>Va-t-il loin d'ici?</u> </p>	
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Oui, il va à deux kilomètres d'ici.

<p><u>Oui, il va à deux kilomètres d'ici.</u></p>	<p>14.374 Answer aloud and write out your answer. <u>Vont-ils loin d'ici?</u> </p>	
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Oui, ils vont à trois kilomètres d'ici.

<p><u>Oui, ils vont à trois kilomètres d'ici.</u></p>	<p>14.375 Answer aloud and write out your answer. <u>Habitent-ils loin d'ici?</u></p>	
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Oui, ils habitent à trois kilomètres d'ici.

<p><u>Oui, ils habitent à trois kilomètres d'ici.</u></p>	<p>14.376 <u>Ils vont à cent kilomètres d'ici.</u> Cent means 'one hundred'. Write the vowel sound that you hear in: <u>cent</u></p>	<p>//</p>
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Ils vont à cent kilomètres d'ici.

<p>/ã/</p>	<p>14.377 Repeat <u>cent</u> and copy <u>cent</u>.</p>	<p>-----</p>
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cent

<p><u>c e n t</u></p>	<p>14.378 Write the missing letters and repeat. <u>cent</u></p>	<p>_ e n _</p>
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cent

<p><u>c e n t</u></p>	<p>14.379 Repeat <u>cent</u> and write <u>cent</u>.</p>	<p>-----</p>
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cent

<u>c</u> <u>e</u> <u>n</u> <u>t</u>	14.380 Repeat <u>deux cent</u> and write <u>deux cent</u> .	--- ---
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deux cent

<u>d</u> <u>e</u> <u>x</u> <u>c</u> <u>e</u> <u>n</u> <u>t</u>	14.381 Write the French for 'three'.	
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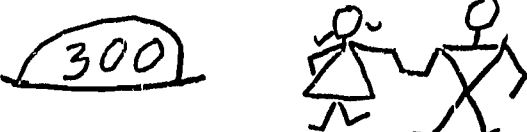
trois

trois	14.382 Write the French for 'two hundred'.	
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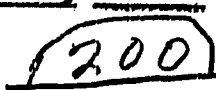
deux cents

deux cents	14.383 Write the French for 'three hundred'.	
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trois cents

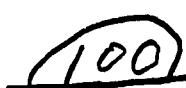
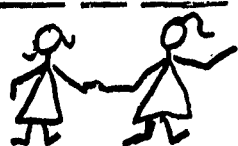
trois cents	14.384 Answer aloud and write out your answer. <u>Habitent-ils loin d'ici?</u> 	
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Oui, ils habitent à trois cents kilomètres d'ici.



<u>Oui, ils habitent à trois cents kilomètres d'ici.</u>	14.385 Answer aloud and write out your answer. <u>Vont-elles loin d'ici?</u> 	
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123.

Oui, elles vont à deux cents kilomètres d'ici.

<p><u>Oui, elles vont à deux cents kilomètres d'ici.</u></p>	<p>14.386 Answer aloud and write out your answer. <u>Habitent-elles loin de Nice?</u></p> <p> </p>	
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Oui, elles habitent à cent kilomètres de Nice.

<p><u>Oui, elles habitent à cent kilomètres de Nice.</u></p>	<p>14.387 Answer aloud and write out your answer. <u>Habitent-ils loin de Paris?</u></p> <p> </p>	
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Oui, il habite à trois cents kilomètres de Paris.

Note: Weak /z/ in il(s) habite(nt)

Oui, ils habitent à trois cents kilomètres de Paris.

Sample No. 3

Unit 11 - "C"-student

<p>11.236 Repeat: <u>je veux, je vais</u> Do these differ in the consonants or the vowel? /zvoé/ /zvé/</p>	
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(.....)

vowel	11.237 Write the vowel in: <u>je veux</u> /ʒvœ/	/ /
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/œ/	11.238 How many syllables are there in: <u>je veux</u> /ʒvœ/	
-----	---	--

/ʒvœ/

1	11.239 How many syllables are there in: <u>je vais</u> /ʒvè/	
---	---	--

/ʒvè/

1	11.240 Write the vowel in: <u>je vais</u>	//
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/ʒE vey/

Note: The prompt that appears below to the left is of course confusing to the student since it indicates that a tense vowel /é/ is contained in the stimulus. In fact the voicer pronounced the word with /è/ instead.

/é/	11.241 Repeat and write. <u>je veux</u>	
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/jɛ vœ/

je veux	11.242 Repeat and write. <u>je vais</u>	<u>ais</u>
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/ʒE véY/

<u>je</u> <u>vais</u>	11.243 Repeat and write. <u>je vais</u>	---s
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/ʒvèY, ži véY/

<u>je</u> <u>vais</u>	11.244 Repeat and write. <u>je vais</u>	---
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/ʒsvè/, /ži vè/

<u>je</u> <u>vais</u>	11.245 Write the English for: <u>Je vais jouer au tennis.</u>	
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Je vais jouer au tennis

I'm going to play tennis.	11.246 Choose the English for: <u>je veux</u>	wants to is going to
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wants to	11.247 Write the English for: <u>Vas-tu venir avec nous?</u>	
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Vas-tu ... (/fnir/ ... /ivèk nu^W/)

Note: /r/ denotes the retroflex r of American English near.

Are you going to come with us?	11.248 <u>je peux</u> /ʒpœ/ means 'I can'. Write: <u>je peux</u>	-----x
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/ʒspœ/

<u>j e p e u x</u>	11.249 How many syllables are there in: <u>je peux</u>	
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/ʒspœ/

1	11.250 Do these rhyme? <u>je peux</u> , <u>je veux</u>	
---	---	--

/ʒspœ/ /ʒvœ/

Yes	11.251 Write the English for: <u>Je peux venir avec vous.</u>	
-----	--	--

I can come with you.	11.252 Change to a question and write the verb and pronoun expression. <u>Tu peux venir avec nous.</u>	
----------------------	---	--

peux-tu (-----)

Note:

The student seems to interpret French consonant clusters consisting of voiced consonant + voiceless consonant as voiceless consonant + voiceless consonant. When she interprets these clusters with correct voicing on the first consonant she inserts

a /ɛ̃/ vowel immediately after it and thus breaks up the cluster. She also consistently reduces non-final /a/ to /ɛ̃/ and glides from final tense vowels. For the sake of convenience we use (-----) to refer to the string venir avec nous mispronounced as noted in Frame #247.

<u>Peux-tu jouer avec nous?</u>	11.253 Give the French for 'He can play tennis' and write the subject and verb expression.	
---------------------------------	--	--

(/iɛ̃ pø zwi ɔ̃^w/) tennis?

conf. Il peut jouer au tennis.

(/iɛ̃ pø zwi ɔ̃^w/) tennis.

Note: /ɛ̃/ refers to the velarized ɛ̃ as in English ill.

<u>Il peut jouer au tennis.</u>	11.254 Give the French for 'Can she come with me?' and write the verb and subject expression.	
---------------------------------	---	--

(.....)

conf. Peut-elle venir avec moi?

(/pø tèɛ̃ viniʁ ... ɛ̃vèk mwa/)?

<u>Peut-elle venir avec moi?</u>	11.255 Repeat and write the English for: <u>Peux-tu venir avec nous?</u>	
----------------------------------	---	--

(/pø tu ... viniʁ ... ɛ̃vèk nu^w/)?

<u>Peut-elle</u> <u>venir avec</u> <u>moi?</u>	11.255 Repeat and write the English for: <u>Peux-tu venir avec nous?</u>	
--	---	--

(/pɛ tu ... vɛnɪr ... ɪvɛk nu^W/)?

Can you come with us?	11.256 Repeat and write. <u>Je peux jouer au tennis.</u>	
-----------------------------	---	--

(/ʒspɛ zwi ɔ^W/) tennis.

<u>Je peux</u> <u>jouer au</u> <u>tennis.</u>	11.257 Repeat and write. <u>Peux-tu jouer au tennis</u> <u>avec nous?</u>	
---	---	--

Oui, (/ʒspɛ zwi ɔ^W/) tennis (/ɪvɛk vu^W/)

<u>Peux-tu</u> <u>jouer au</u> <u>tennis</u> <u>avec nous?</u>	11.258 Repeat and write. <u>Veut-elle venir jouer au</u> <u>tennis avec vous?</u>	
---	---	--

(/vɛ tɛl vɛnɪr zwi ɔ^W/) tennis (-----)?

<u>Veut-elle</u> <u>venir jouer</u> <u>au tennis</u> <u>avec vous?</u>	11.259 Reply in the affirmative and write your answer. <u>Veux-tu venir jouer au</u> <u>tennis avec moi?</u>	
---	--	--

Oui, /ʒ/

conf.

Oui, je veux jouer au tennis avec toi.

Oui, (/ʒvɛ zwi ɔ^W tɛnɪs ɪvɛk twa/)

<u>Oui, je</u> <u>veux jouer</u> <u>au tennis</u> <u>avec toi.</u>	11.260 Reply in the affirmative and write your answer. <u>Peut-il jouer au tennis</u> <u>avec vous?</u>	
---	--	--

Oui, (/iʔ pɛ zwi ów tɛnis ivɛk nu^w/)

<u>Oui, il peut</u> <u>jouer au</u> <u>tennis avec</u> <u>nous.</u>	11.261 Reply in the affirmative. <u>Peut-elle venir jouer au</u> <u>tennis avec moi?</u>	
--	--	--

Oui, (/ɛʔ pɛ vnir zwi ivɛk mwa/)

<u>Oui, elle</u> <u>peut venir</u> <u>jouer au</u> <u>tennis avec</u> <u>moi.</u>

130.

Notes

¹Alfred S. Hayes, Language Laboratory Facilities (OE Bulletin 1963, No. 37, OE-21024), Washington: U.S. Government Printing Office, 1963, pp. 63-68.

5. Display Sessions

5.1 Scheduling

All display sessions were scheduled during the hours at which the groups were scheduled to work in the language laboratory. Thus display sessions were substituted for laboratory practice at certain hours.

During the first semester when the number of students was greater each student met for approximately twenty minutes twice a week. The schedule for the group assigned to the 9:30 and 1:30 hours is shown below. The numbers represent display session groups.

Diagram 6

Display Session Schedule

	M	T	W	T	F
9:30	1	2/3		1	2/3
9:55	4	5/6		4	5/6
10:20					
1:30	7	8		7	8
1:55	9	10		9	10
2:20					

A similar schedule was used for the group meeting at 10:30 and 2:30. The schedule of a student assigned to display session Group 4 is shown below.

Diagram 7

Individual Student Weekly Schedule

	M	T	W	T	F
9:30	Lab			Lab	
9:55	Displ.	Lab	Lec.	Displ.	Lab
10:20					
1:30	Lab	Lab	Lab	Lab	Lab
2:20					

Thus an individual student from display session group 4 practiced in the language laboratory from 1:30 to 2:20 daily, from 9:30 to 10:20 Tuesdays and Friday and from 9:30 to 9:55 Monday and Thursday. He met with an instructor and two to four classmates from 9:55 to 10:20 twice a week and attended a lecture session for a full period on Wednesday.

These arrangements represent an ideal schedule from which it was necessary to depart from time to time as, for instance, during a period of several weeks when equipment failure in the laboratory reduced the number of usable positions to below the number of students. During this time two display session groups met together for an entire period of 45 minutes, e.g. groups 1 and 4 met together from 9:30 to 10:15 on Mondays and Thursdays. Care was taken, of course, to put those groups together which were most nearly at the same level of achievement.

This experience of having to vary the size and length of display sessions led to certain impressions with regard to the relative importance of several of these factors. It was generally felt by the

instructors that the most important factor was the homogeneity of the groups. As long as all members of a group showed similar levels of proficiency, considerable latitude in size was tolerable. However, it was also the general feeling that display sessions tended to lose their character and become rather like traditional classes when the number of students exceeded five. It was also felt that, at this early stage of the course, 45 minute sessions were too long since the students were limited as to what they could say and too much repetition was needed to take up the time available.

In the second semester the number of students was reduced, making it possible to increase the amount of time each student spent in display session. This was felt to be desirable at this point since students now had at their disposal more structures and needed more time to exploit them adequately.

The schedule for the group assigned to the 10:30 and 2:30 hour is shown below.

Diagram 8

Display Session Schedule

	M	T	W	T	F
10:30	1	3	1	3	1
10:55	2	3	2		2
11:20 2:30	4	4	6	4	6
2:55	5	5	6	5	
3:20					

Later in the semester at the request of the students groups 1 and 2 were rescheduled so that group 1 met for a full period on Monday and half a period on Wednesday, while group 2 met for half a period on Wednesday and a full period on Friday. The students felt that half a period in the laboratory was hardly worthwhile since a fair portion of that time was occupied with getting tapes, finding their place in the tapes, warming up and, if they had to leave in the middle of the period, rewinding their tapes, returning them to the shelves, etc. A similar schedule was followed for the group meeting at 9:30 and 1:30.

Beginning with the Fall 1962 semester class periods were reduced from fifty to forty-five minutes. It proved difficult to maintain the half-period display sessions adopted during the first year of MCHF's operation. In addition, starting with the Fall of 1963, Saturday morning classes were instituted to permit more flexible scheduling of classes and to alleviate a shortage of classroom space. It has been pointed out that, as students became more proficient in French display sessions, instructors required a longer period of time to give the students an opportunity to warm up, display what had been learned during autodidactic sessions, and to use learned linguistic material. Instructors did feel, however, that in the initial stages of MCHF it was difficult to spend forty-five minutes with a group without straying from elicitation of conversational material and were often tempted to engage in drilling and correction of pronunciation.

It was decided to schedule F101 students into three display sessions per week each meeting for twenty minutes. F102 and F203 groups met twice weekly for a full forty-five minute period each time. The schedule for the IIIIE (students who began MCEF in the Fall of 1963) section enrolled at 9:30 and 1:30 is shown below

Diagram 9

Display Session Schedule for IIIIE Group

	M	T	W	T	F	S
9:30	1	2	2	2	1	2
9:55	3	4	3	4	3	4
10:15						
1:30	5				5	
1:55	6				6	
2:15						

The schedule of an F101 student assigned to display session group 4 is shown below.

Diagram 10

Individual Student Weekly Schedule

	M	T	W	T	F	S
9:30	Lab	Lab	Lab	Lab	Lab	Lab
9:55		Displ.		Displ.		Displ.
10:15						
1:30	Lab	Lab	Lab	Lab	Lab	Lab
2:15						

The schedule of an F102 or F203 student assigned to a comparable group would differ from the preceding one as follows:

Diagram 11

	M	T	W	T	F	S
9:30	Lab	Displ.	Lab	Displ.	Lab	Lab
10:15						
1:30	Lab	Lab	Lab	Lab	Lab	Lab
2:15						

5.2 Staffing

Display sessions were staffed by graduate Teaching Associates selected previously by the Department of French and Italian for teaching duties in conventional first and second year courses, including those which are parallel to the MCEF three semester sequence. Since the declared primary objective of MCEF was to impart accurate pronunciation and proficiency and fluency in spoken French, it was requested that the Department make available to MCEF those Teaching Associates who were the most proficient and accurate in the active use of the language. Assignment to MCEF was made on a voluntary basis and only Teaching Associates who expressed some sympathy, or at least impartiality, toward an audiolingual emphasis and the use of partial self-instruction were selected.

It is generally agreed that competence in language teaching is determined by at least three sets of attributes: (1) proficiency in the target language, (2) professional training and/or experience,

(3) pedagogical skill. Admittedly, pedagogical skill and insight is notoriously difficult to evaluate, and in the case at hand, even more difficult to predict. It is assumed that an integral part of the training of a foreign language teacher is a working knowledge of the structure of both the native and the target language and that, to a certain extent at least, actual experience in the classroom adds positively to teaching competence and skill. Age is a two-edged factor. On the one hand older teachers can be assumed to exhibit more maturity and responsibility in handling their duties, and will prove to be more tactful and self-reliant in the classroom, but on the other hand, they might be expected to show less enthusiasm in implementing a new and untried method and might show more reluctance to abandon the well-rutted paths of traditional instruction. In order to determine the relative competence of the teaching staff assigned to experimental and control sections we considered the age, years of full-time teaching experience and of professional preparation, and proficiency in French of individual instructors. Table 1 indicates that, although the experimental and control instructors are not perfectly matched there seems to be very little difference in their pedagogical competence insofar as it is determined by the factors we have considered. Professional preparation and proficiency in French were evaluated on a relative five point scale. With regard to proficiency in French, the lowest point on the scale, one, refers to an over-all spoken control of the language equivalent to that obtained by an 'A' student upon completion of the third semester of MCEF; the highest point, five,

represents native speaker proficiency. Rank in the professional preparation scale was assigned on the basis of grade transcripts, observation of performance in the classroom, and informal contact. The evaluation was conducted independently for each group of instructors by the director of MCEF and the director of the elementary and intermediate French courses respectively. It goes without saying that this evaluation procedure is subjective and not very reliable.

TABLE 1 :

Comparison of E and C Sections Teaching Staff

	Age	Years of Full-time Teaching Experience	Professional Preparation Rank	Proficiency in French Rank
		<u>Experimental</u>		
A	47	9	5	4
B	33	4.5	4	5
C	32	4	2	3
D	31	6	3	3
E	26	2	4	3
F	25	0	2	5
G	25	3	1	1
H	24	2	3	2
I	24	0	2	3
J	23	0	1	1
K	<u>22</u>	<u>0</u>	<u>1</u>	<u>2</u>
Mean	28.4	2.8	2.5	2.9
Median	25	2	2	3

	<u>Control</u>			
	Age	Years of Full-time Teaching Experience	Professional Preparation Rank	Proficiency in French Rank
a	38	13	5	4
b	37	2	3	3
c	28	4	4	5
d	24	1.5	4	2
e	23	0	3	2
f	23	0	1	2
g	22	0	1	2
h	22	0	2	2
i	22	0	2	1
j	<u>21</u>	<u>0</u>	<u>3</u>	<u>3</u>
Mean	24.5	1.9	2.7	2.4
Median	23	1.2	3	2

While MCEF instructors were slightly older, more experienced and, predictably, more proficient in French than their control section counterparts, they had inferior professional preparation. In view of the ranking procedure followed the differences in professional preparation and proficiency are hardly significant. In addition, MCEF instructors received closer supervision through weekly meetings and visitation of courses. This in-service training no doubt upgraded their professional competence. Since MCEF was a more self-conscious --"existentialist", we might say--approach, with constant inquiry

into the learning process, modification of materials and techniques and searching self-criticism MCEF instructors became more acutely aware of the problems encountered by foreign language teachers, although this does not necessarily mean that they resolved them better.

With regard to teaching experience it is interesting to note that except for instructors "A" and "a" who had three and eight years of experience at the college level respectively, all the other experienced instructors had had contact almost exclusively with high school students. Instructor "a", the author of a recent intermediate text, was also the only instructor with previous experience in the preparation of teaching materials.

5.3 Display Session Techniques

5.31 Objectives

The display session is intended to provide the student with the opportunity to use, in a person-to-person dialogue what he has learned in a dialogue with a machine. The display session is not intended as a place for teaching, but as a place to use what has already been learned. The teacher's goal is to guide the use of structures and vocabulary already learned, to stimulate and guide conversation and, where necessary, to correct. As a rule of thumb the teacher is to do those things which the machine cannot do.¹

5.32 Conditions

As it was designed and carried out at Indiana University, the display session had one instructor meeting with a small group of students. The size of the group has varied from one to seven or eight,

though generally from three to five. These groups generally met either two or three times a week for half a class period. Insofar as possible students were grouped according to proficiency and re-grouping was needed from time to time. Both instructors' offices and a conference room near the laboratory were used as meeting places. The latter arrangement was in general more satisfactory since less time was lost going from the laboratory to the display session and since it allowed the instructor to check his students in the laboratory more easily. Immediately adjoining rooms would have added to the convenience. Problems of schedule conflicts occasionally made it necessary to depart from optimum procedures in grouping and scheduling.

In general it was felt that smaller groups were most satisfactory since it is hard to maintain conversation in large groups. It also seemed that a smaller amount of time was necessary at the beginning of the course and a greater amount later since the amount that students were capable of saying at the beginning was very small, but increased as time went on.

The meeting room, it was felt, should be informal. Thus the conference room with students and instructor seated around a table was preferred to a classroom with students all facing the instructor. An even less formal atmosphere might have served better. Without a doubt the manner of the instructor has as much effect on the atmosphere of the display session as the physical surroundings. Establishing an informal atmosphere conducive to conversation, where

the instructor is not the center of attention, departs sharply from the normal pattern of operation of most teachers and is not always easy to accomplish.

5.33 General Problems

Any language classroom is an unnatural situation for conversation since in foreign language courses the objective is to practice the means of communication rather than to communicate something. Conversation normally occurs when one person wishes to communicate something to another. It is necessary, for classroom purposes, to find things to talk about. This usually results in the teacher's doing almost all of the talking. Without things to talk about the display session is likely to end in embarrassing silence, pattern drills or a monologue by the teacher.

Language classrooms are also not conducive to natural conversation simply because of the number of people involved. Conversation is usually between two people, sometimes three and rarely more. For this reason a small group is desirable in display sessions. The problem of providing the proper setting for the display session was partially alleviated by scheduling the IIII third semester sessions in instructors' offices as well as small seminar-type classrooms. Instructors were rotated frequently, with the students of each group meeting different instructors in successive display sessions. In this manner students were forced to abandon pre-established patterns of responses conditioned by the interlocutor and the locale. Instructors were also asked to occasionally take their charges to a

noisy place, such as student coffee lounges (fortunately a very suitable lounge is located in close proximity to the language lab, instructors' offices, and classrooms used for French courses). When the weather permitted it, classes were held outdoors. Surprisingly, students exhibited very little self-consciousness in speaking a foreign language in public and all instructors reported that ambient noise forced students to concentrate on the speaker in order to participate in the conversation, and as a result, the display sessions held in this non-academic environment proved more successful as a rule.

Since the language class, including the display session, is an artificial environment for conversation much that is done will as a natural consequence be artificial. Questions will be asked not so much for the information they elicit, but for the sake of the structures involved in asking and answering them. The instructor may ask the time, not in order to be informed, but to give the student an opportunity to use structures appropriate to telling time. No matter what the topic, students at the initial stages of language study are unlikely to be more occupied with what they are talking about than with how they talk about it. As long as this is true, no natural communication is possible.

The task of the display session instructor (or for that matter, the instructor of any language course stressing proficiency in conversation) is to create as much of a natural atmosphere for conversation as possible. When students are preoccupied with how to say

something they quickly run out of things to talk about. The teacher must continually provide topics to stimulate the students to speak, whether he draws these from the experience of the students, his own experience or elsewhere. As far as the goals of the display session are concerned it is relatively unimportant what the source of the conversation is as long as it occurs. Naturally, the backgrounds and personalities of the instructor and of the students will have much to do with determining these sources. Some students may easily find things in their experience to talk about, while others may be reluctant to talk about themselves. Similarly, some may be very imaginative and inclined to act a role while others may cling doggedly to fact and may even feel uneasy in acting a role. Again some instructors may enter well into personal friendships with students while others prefer to maintain some distance and so would be less inclined to exploit the student's experience as a topic of conversation.

Apart from personality and preference there are certain advantages and disadvantages to both of these types of conversational sources.

Real-life topics clearly provide the most desirable type, all other things being equal, since they represent the most valid type of conversation possible in a display session. They provide a great fund of information which can be communicated from one person to another and are stable enough in the consciousness of the student himself that they will interfere least with his attempts to formulate

linguistically correct statements. There are also disadvantages to this type of source. Their very stability may make it difficult for the instructor to turn and guide the conversation in such a way as to emphasize certain structures which, for pedagogical reasons, it may be desirable to practice. The strict adherence to the use of real situations may at times place the student and subsequently the instructor in an embarrassing position should a topic be touched upon which would require the student to divulge information about himself which he considers too personal to discuss with a teacher and fellow students. Whereas it would ideally be desirable for the student to have such confidence in his instructor that the instructor would know enough about his background to avoid such touchy topics, it is only rarely possible in the usual teaching situation. Another serious drawback to the strict use of real-life situations is that one is forced to talk in terms of the student's culture and society and little opportunity is readily available to convey to the student, along with language skills, the social values that attach to the language.

Hypothetical situations likewise have advantages and disadvantages. They afford a wider range of topics to talk about than do the experiences of any student and thus it is easier to find topics which will lend themselves to practice of those structures and vocabulary which it is useful to practice at any particular moment. If a topic is understood by all to be unreal, or if the possibility is always present of inserting an unreal statement into a conversation

which is mainly about real things, the means is always available to students to avoid making embarrassing statements. There are also difficulties that arise from the use of hypothetical situations. Some students and even instructors feel qualms of conscience at making statements which do not correspond to fact. Hypothetical situations easily become inconsequential and meaningless unless they are carefully controlled.

The greatest amount of flexibility becomes available to the instructor in a blend of the real-life and the hypothetical where conversation based on real-life topics may be supplemented as necessary by hypothetical situations.

One of the most difficult of the general problems to resolve is to make the display session a place where students perform more than the instructor. The conditioned learned behavior of students is to consider the teacher as the center of attention in the classroom and to respond only to directions from the teacher. Similarly the teacher has learned to be the principal performer who does most of the speaking though he may occasionally call upon a student to act in a limited fashion. The display session requires almost an exchange of these roles. Ideally the students should speak the greatest part of the time, the teacher only occasionally, directing the conversation along lines where structures and vocabulary known to the student are available. (This requires of the instructor a very precise knowledge of what each group can do at any given point.) The students must be trained to speak without constant direct stimulation

by the instructor. The teacher must also learn how to place this responsibility on the students and prevent them from throwing the responsibility for continuing the conversation back on his shoulders.

5.34 Means

The devices indicated below have been found useful. The list is neither exhaustive nor original.

5.341 Starting Points

- a) Immediate situation. Dialogue about things which form a part of the display session context: the instructor, students, the room, the weather, etc. E.g., one of the students is tired because he studied late the night before.
- b) Topic proposed by instructor. The instructor may propose a topic for conversation by asking a series of related questions. E.g., plans for the afternoon or the activities of the previous weekend. (Opportunity is available for real-life or hypothetical topics.)
- c) Themes written by students. Students may be asked to prepare, before the display session, short themes (two or three connected sentences are often enough.) These may be read aloud in class. Other members of the group may question the reader who may amplify on his theme.
- d) Visual aids. A picture may suggest a topic. A picture of Charles de Gaulle might lead into conversation

on what the students know or think of him. A connected set of pictures such as a comic strip or sequence photographs are often more useful since they suggest a time dimension which may be lacking in a single picture.

- e) Newspapers or magazines. Students are assigned oral reports on articles in such magazines as Paris-Match which provide ample visual support. Comic strips, particularly the "Spirou" series have aroused considerable enthusiasm and generate lively conversations among students.
- f) Visitors who are speakers of French, if they are available, may be invited to the display session to stimulate conversation from time to time. In this case, the conversation should be primarily between the visitor and the students, not between the visitor and the instructor.
- g) Spontaneous inspiration. Conversations may at times begin spontaneously or, after a prompted beginning, continue spontaneously. This, of course, is the most valid conversational situation in the display session, though it is not easy to achieve with all groups and has no possibility of being directed to practice in specific structures.

5.342 Specific Techniques

None of the techniques mentioned here are in any sense new. They have representation even in some of the most traditional texts. In the display session they are used not with any false illusions that they are a means of teaching, but as a means of eliciting from the student what he has learned.

- a) Direct questions.
- b) Indirect questions where the student is told to ask a question of another student.
- c) Commands.
- d) Directed statements where the student is told to say something.

5.35 Correction

Since currently available machines are not capable of wholly reliable and effective correction it devolves upon the instructor to perform this task. The amount will vary according to the needs of the students. If a structure has simply not been learned it should be avoided in the display session and the student should be instructed to practice it in the language lab. Correction should be provided only in cases of imperfect learning.

- a) In the correction of pronunciation the use of contrasts is one of the simplest and most effective means of correction. Making a student tap out an even rhythm while speaking is helpful in achieving the even stress pattern of French. The tendency of American students to reduce unstressed vowels

can sometimes be corrected by having the student pronounce only the vowels of a troublesome word. E.g. /a a i/ for maladie where the student reduces the second /a/.

- b) If a student is unable to give a response almost immediately he should not be allowed to stammer around and hunt for the response, but should be given it immediately. The instructor may give it directly or call on another student (if he is certain the second student has this response readily available). There is little purpose in the instructor's going to each member of the group in turn trying to find one who might give the correct answer. Simply giving the correct response and returning to that structure later is more effective.
- c) From time to time a very brief drill may serve to correct a mistake made by a student if it is more than just a random error. Such drills may be of any type suited to the problem, but should be kept as short as possible to prevent the display session from becoming a drill session.

5.36 Illustrative Display Session Sequences

I: Salut Jacques. Ça va?
 S: Pas mal, merci, et toi?
 I: Pas mal. Tu es fatigué ce matin?
 S: Oui, je suis fatigué.
 I: Pourquoi es-tu fatigué?
 S: Je me suis couché tard.
 I: Pourquoi t'es-tu couché tard?
 S: J'ai travaillé à la bibliothèque jusqu'à minuit.
 I: Tu travailles toujours si tard?
 S: Non, mais j'ai un examen ce matin.

It is necessary to train students not to give conversation stopping answers such as "Je ne sais pas." These in effect throw the burden of continuing the conversation back on the instructor. It may be established as a practice that if a person does not know an answer he should ask someone else and then report the information. At first the conversation might go like this:

- I: Jacques, où va Marie après la classe?
 J: Je ne sais pas.
 I: Alors, demande à Marie où elle va après la classe.
 (A simple gesture may later replace this instruction.)
 J: Marie, où vas-tu après la classe?
 M: Je vais à la bibliothèque.
 J: Marie va à la bibliothèque après la classe.
 I: Que va-t-elle faire là-bas?
 J: Marie, que vas-tu faire à la bibliothèque?
 M: Je vais travailler.
 J: Elle va travailler à la bibliothèque.
 I: Elle va travailler tout l'après-midi?
 J: Marie, vas-tu travailler tout l'après-midi? (A gesture by the instructor may indicate to Marie that she is to give a negative reply.)
 M: Non, je vais travailler jusqu'à trois heures seulement.
 J: Elle va travailler jusqu'à trois heures seulement.

Conversations may at times be profitably interrupted by an irrelevant, but normal question such as: "A propos, quelle heure est-il?"

A single question may serve to start a conversation between two members of the group if they have been trained to follow up a topic.

- I: Jean, demande à Jacques s'il va au cinéma ce soir.
 J: Jacques, vas-tu au cinéma ce soir?
 J: Oui, je vais au cinéma ce soir.
 J: Avec qui?
 J: Avec la soeur de Robert Durand. Tu la connais?
 J: Non, comment s'appelle-t-elle?
 J: Elle s'appelle Marie.

At the more advanced levels the instructor must also steer the

conversation to discourse that will require the use of more complex constructions, particularly features of interclause government such as the conditional, the imperfect, and the subjunctive. In the next illustrative sequence, from a F203 display session, one of the students (X) has just described her stay in England and a short side trip to a small Normandy town. The instructor asks student (Y):

- I: Que ferais-tu si tu avais eu l'occasion d'aller en Europe comme elle?
 Y: Je serais allée à Paris mieux qu'en Normandie.
 I: Plutôt qu'en Normandie...
 Y: Je serais allée à Paris plutôt qu'en Normandie.
 X: Je serais allée à Paris aussi si j'avais assez d'argent.
 I: Si j'avais eu...
 X: ...si j'avais eu assez d'argent.
 Y: Pourquoi n'as-tu pas télégraphié à tes parents pour qu'il t'envoient encore de l'argent?
 X: Le voyage en Angleterre a déjà coûté trop cher.

It is important to note that instructors address students with familiar forms, but that the latter are trained to respond with the formal. Among each other students use the familiar, as is natural for French speakers of their age group. This greater use of the familiar than is usually found in conventional instruction is determined by the construction of the material which introduces the less differentiated tu forms of verbs before vous forms, but it is also consonant with the necessity of creating an informal climate suitable for uninhibited verbal interchange.

5.37 Transcription of a tape recorded Display Session

Date: Spring, 1964

Instructor: "C" (see p. 138) first year with MCEF

Students: EIII Group in F102 (Second Semester): Students 1 and 3
completed the course in two semesters.

Key: I - Instructor

S1 - Kathy - Student 1

S2 - Jane - Student 2

S3 - Pam - Student 3

S4 - Michel - Student 4

S5 - David - Student 5

I: Kathy, est-ce qu'il fait bon aujourd'hui?

S1: Oui, il fait bon aujourd'hui.

I: Est-ce qu'il a fait bon hier?

S1: Oui, hier, il a fait bon.

I: Qu'est-ce que tu as fait hier?

S2: Hier, je suis allée à l'église.

I: A quelle heure es-tu allée à l'église?

S2: Je suis allée à l'église à 9h30.

I: Tu es allée à l'église avec Jane?

S3: Non, je suis allée à l'église avec mon camarade de chambre,
Cecilia.

I: ma camarade de chambre.

S3: ma camarade de chambre.

I: Tu connais la camarade de chambre de Pam?

Sr: Oui, je connais la camarade de chambre de Pam.

I: Quel âge a-t-elle?

S4: Pam, quel âge. . .

I: . . .a ta camarade de chambre?

S4: a ta camarade de chambre?

S3: Ma camarade de chambre a 19 ans.

I: . . .a dix-neuf ans comme toi? Tu as aussi 19 ans?

S3: Moi aussi, j'ai dix-neuf ans.

I: Michel, où es-tu allé hier?

S4: Hier, je suis allé au théâtre.

I: Au théâtre? C'est vrai?

S4: Je suis allé au. . .

I: au cinéma. Quel film as-tu vu jouer?

S4: Ah. . .

I: Tu as vu jouer un film japonais, par hasard?

S4: J'ai vu jouer un film. . .qui s'appelle. . .Yojimbo.

I: Kathy, tu as aussi vu ce film?

S1: Non, je n'ai pas vu ce film.

I: David, pourquoi es-tu en retard?

S5: Je ne sais pas.

I: Tu ne sais pas pourquoi tu es en retard?. . .Est-ce qu'il est souvent en retard?

S2: Non, il. . .oui, il est. . .

I: souvent en retard. David, tu es souvent en retard?

S5: souvent?

I: often. Tu es souvent en retard? late.

S5: Non.

I: Alors, dis que tu n'es pas souvent en retard.

S5: Je n'

I: Oui, vas-y. Je ne suis pas. . .

S5: Je ne suis pas souvent en retard.

I: Tu as travaillé hier?

S1: Oui, j'ai travaillé hier. J'ai travaillé dans ma chambre.

I: Est-ce Kathy a une camarade de chambre, Michel?

S4: Kathy, as-tu une camarade de chambre?

S1: Oui, j'ai un camarade de chambre.

S4: UN camarade de chambre?

S1: une camarade de chambre. Elle s'appelle Connie.

I: D'où vient-elle?

S1: Elle vient de Sulpher City.

I: Indiana?

S1: Oui.

I: Tu connais Sulpher City, Indiana?

S2: Non.

S4: Viens-tu de Sulpher City?

I: Parle plus fort, Michel.

S4: Viens-tu de Sulpher City, Indiana?

S1: Non, je viens de Elwood, Indiana.

I: Où habite David?

S3: David, où habites-tu?

S5: J'habite à North Manchester.

I: Est-ce que tu connais Sulpher City, Indiana?

S5: Non.

I: C'est une grande ville?

S1: Non, Sulpher City est à côté de New Castle.

S4: C'est au nord d'Indianapolis?

I: Sulpher City est au nord d'Indianapolis?

S1: Non, à l'est d'Indianapolis.

I: Combien de kilomètres est Sulpher City de Elwood?

S4: de New Castle.

I: de New Castle.

S1: Je pense que . . . Sulpher City est . . .

I: est à

S1: est à dix kilomètres de New Castle. Je ne sais pas.

I: David, qu'est-ce que tu as fait samedi?

S5: Samedi. . .

I: Parle plus fort, David.

S5: Samedi, j'ai . . . au lac.

I: Non.

S5: Je suis allé au lac.

I: au lac Lemon?

S5: Non, au lac. . . je ne sais pas.

I: le nom. Tu ne sais pas le nom du lac?

S5: Il est à cinq kilomètres au nord de Martinsville.

I: Tu as fait du ski nautique?

I: Sais-tu faire du ski nautique?

S5: Oui.

I: Dis que tu sais faire du ski nautique.

S5: Je sais. . .

I: faire du ski nautique.

S5: faire du ski nautique.

I: Est-ce qu'il sait faire du ski nautique?

S3: Pardon?

I: Est-ce que David sait faire du ski nautique?

S3: David, est-ce que tu. . .

I: sais faire du ski nautique? Est-ce qu'il sait faire du ski nautique?

S2: Oui, il sait faire du ski nautique.

I: Et toi, est-ce que tu sais faire du ski nautique?

S2: Non, je ne sais pas faire du ski nautique.

.

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Notes

¹For a programmatic description of a somewhat different type of display session see A. Bruce Gaarder, op. cit. p. 47-48.

6. Results

6.1 Retention

One of the areas in which it is possible to make comparisons between the MCEF course structure and that of the conventional program is the response of students in terms of the dropout rate. Certainly no trial course structure which resulted in a significantly higher dropout rate than the course with which it was being compared, could be considered satisfactory from that point of view.

There are certain factors, some of which cancel others out, which affect the validity of the comparisons made below and should be kept in mind in evaluating them.

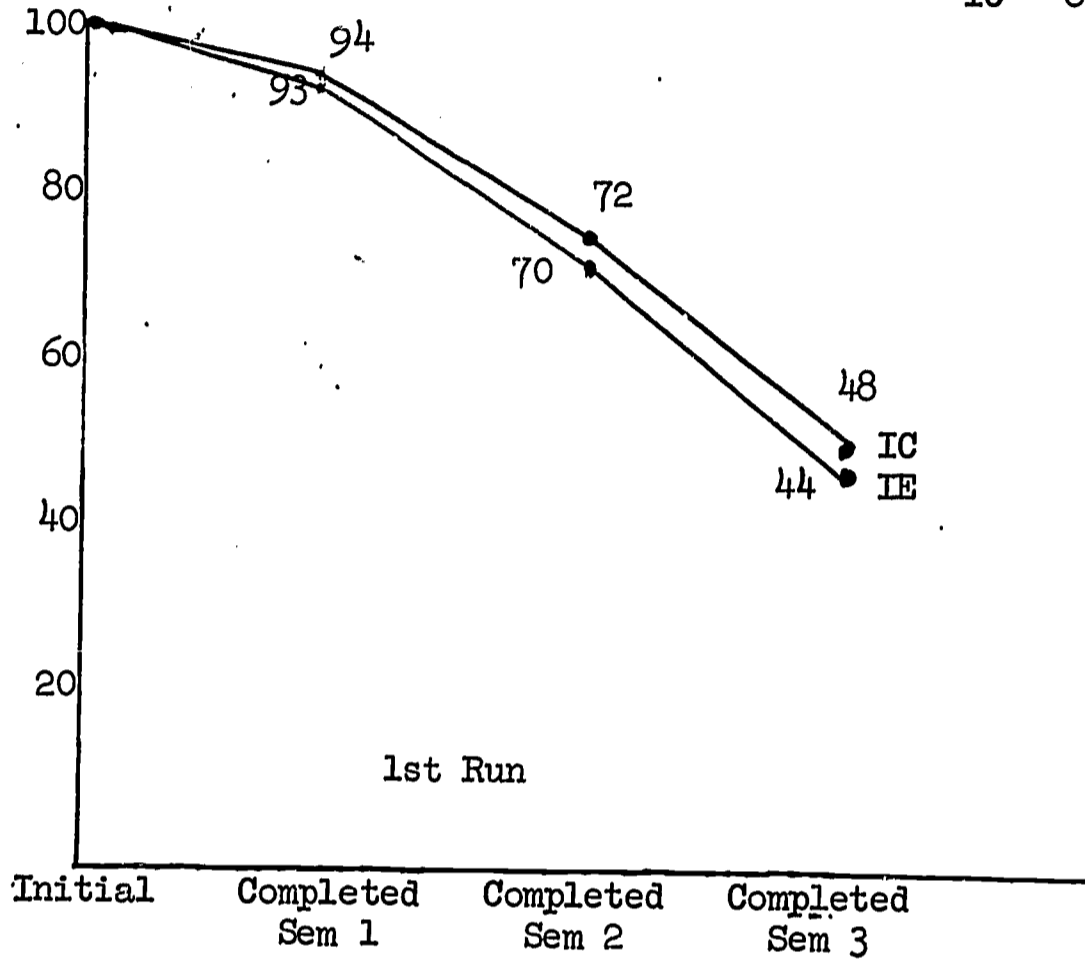
1. The MCEF very early came to be known popularly as the "experimental program" and the students were known as "guinea pigs." Discussion of the course in these terms destroyed the confidence of a number of students who asked to be allowed to drop the course because they felt that they were being taken advantage of.
2. In enrolling the first group certain students were rather arbitrarily assigned to MCEF (though no more arbitrarily than they would have been assigned to sections of the conventional program). This arbitrary assignment to the "experimental program" caused dissatisfaction among certain students who asked to drop.

3. Compensating for the above factors to some extent were those students who were intrigued and motivated by participation in something new and untried.
4. The argument which could be advanced that enrollments in MCEF were held artificially high by the fact that students could not transfer from MCEF to conventional courses is held to be invalid since it was equally impossible for students to transfer out of the conventional sections. Students in both programs had the same requirements for graduation.
5. The reasons why students drop a course are many and varied and cannot be determined with any degree of certainty. In order to compare MCEF and the conventional groups accurately with regard to dropout rate, the exact causes of dropouts would have to be determined, whether academic, personal, financial, or other. It can only be assumed, for the sake of making a comparison, that all causes other than the nature of the two programs affected both groups equally.

The graphs below indicate the percentages of the initial enrollments remaining at the end of each semester in the E and C groups, and the number of eventual successful completions of a third semester course (with a grade of D or better).

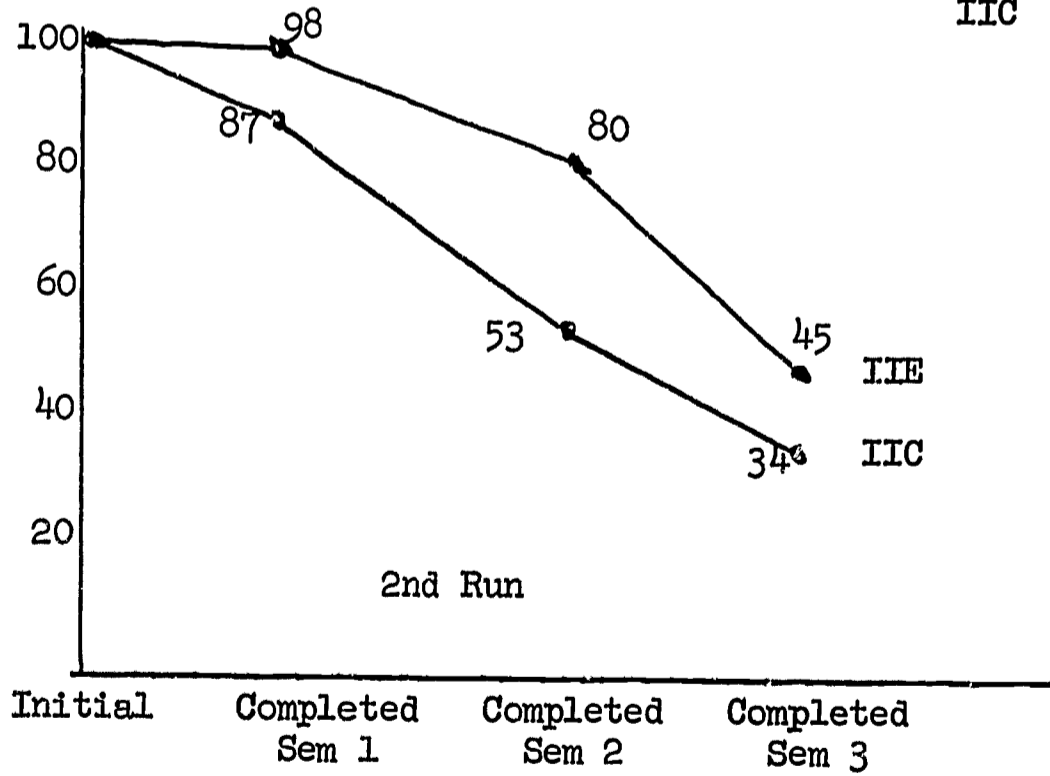
IE versus IC

Initial enrollments: IE 56
IC 86



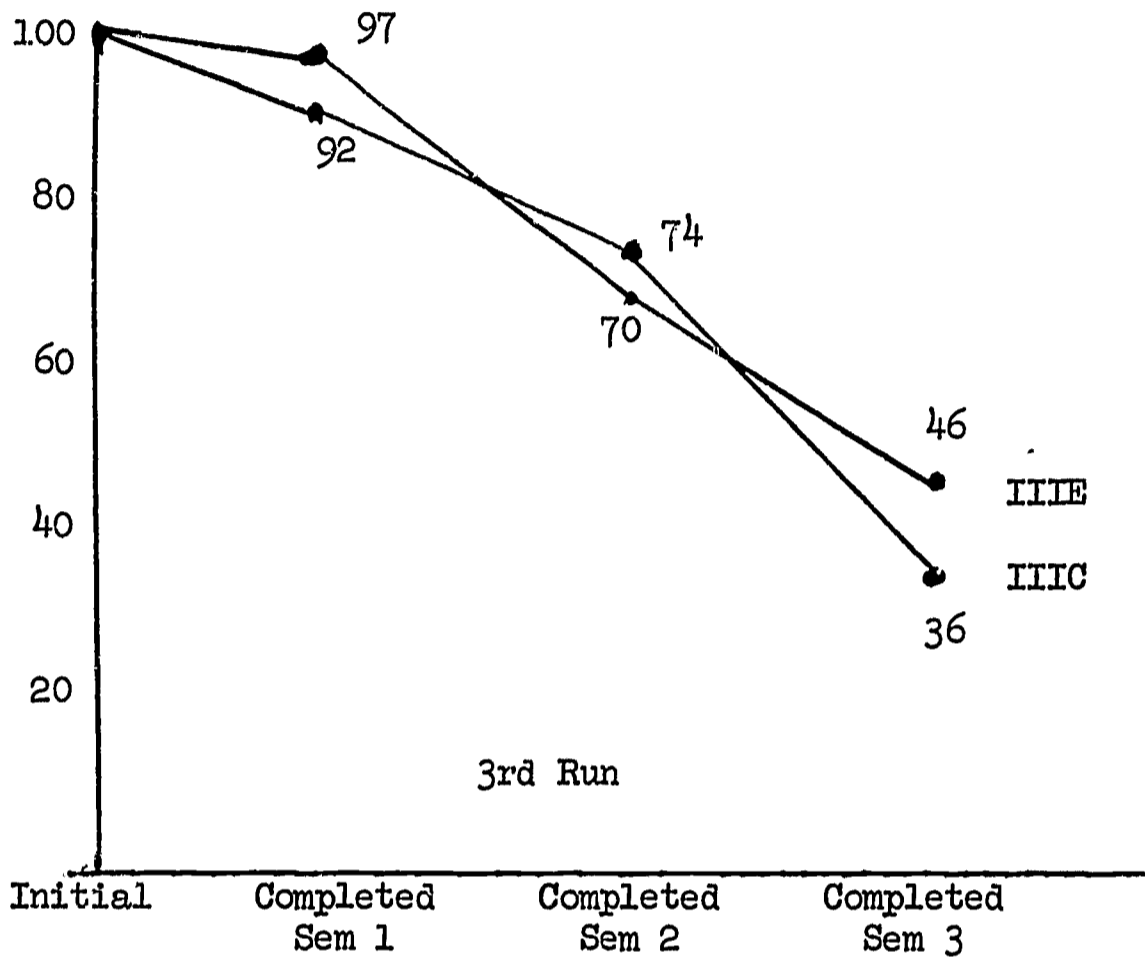
IIE versus IIC

Initial enrollments: IIE 65
IIC 62



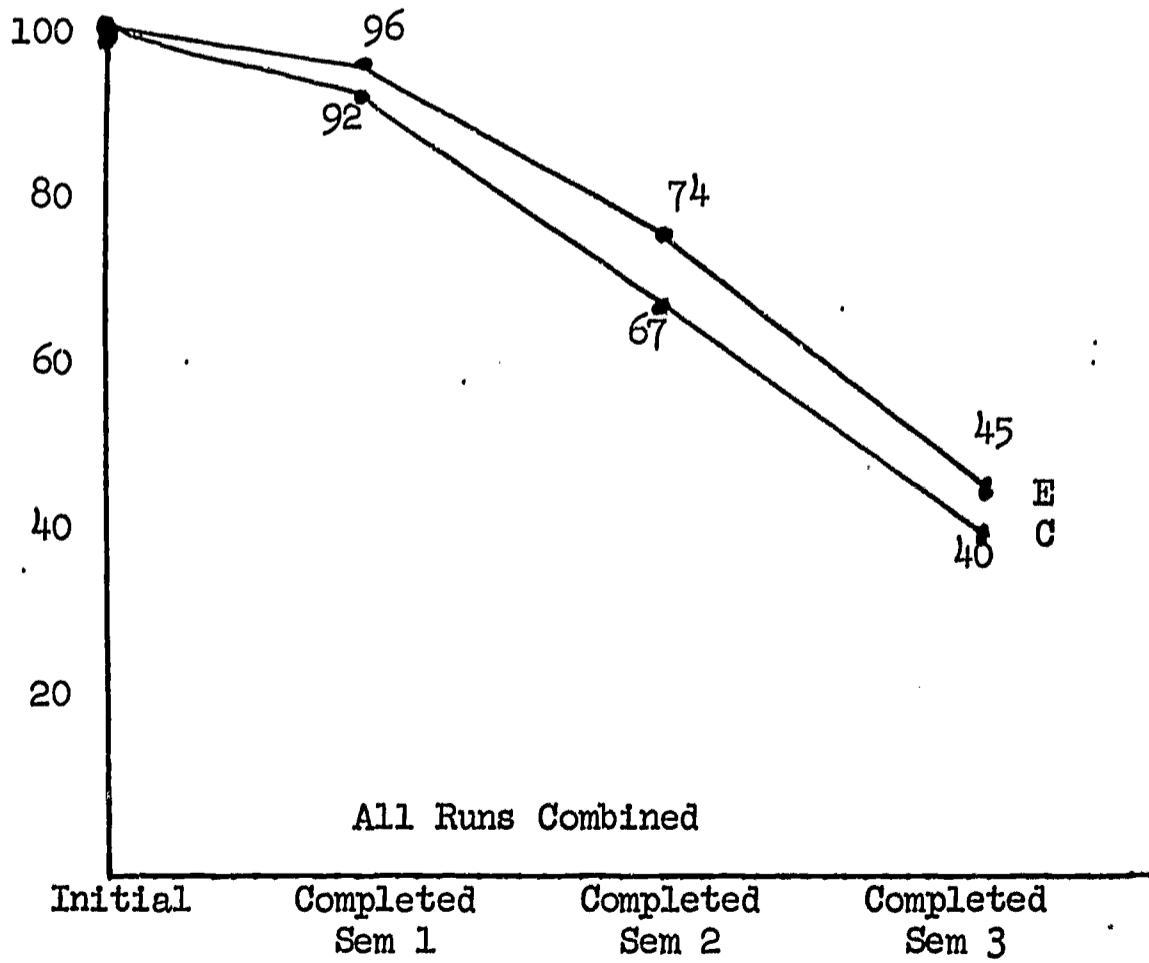
IIIE versus IIIC

Initial Enrollments: IIIE 61
IIIC 66



E versus C

Initial Enrollments: E 183
C 214



The graphs indicate that MCEF has not produced a significantly higher rate of dropouts. Bearing in mind the reservations stated above, one might even cautiously hazard the observation that the dropout rate is lower at most points in the E groups than in the C groups even though the general patterns are similar and most of the differences that are seen could fairly easily be attributed to chance factors.

Higher Level Courses Taken in French

All E groups and all C groups have been combined because of the extremely small amount of data.

	E	C
Total Initial Enrollment	182	214
305	2	15
306	1	5
307	1	2
313	5	4
314	-	-
315	8	5
316	1	1
325	-	-
403	-	-
404	1	-
413	-	1
463	-	-

	E	C
464	-	-
470	1	-
471	-	-
475	-	-
476	-	-
491	1	-
495	2	-
	12%	15%

6.2 Overachievement and Underachievement

One of the outstanding features of the MCEF organization is the amount of flexibility it allows. Students who are gifted or highly motivated can progress more rapidly than the others and in a few cases exceptional students are able to progress at such a rate that they are able to gain three semesters' credit in two semesters, or more rarely, two semesters' credit in one semester. On the other hand, weaker students or students whose work is interrupted by illness or for other reasons are allowed to continue working at a slower pace and eventually achieve at an acceptable level. These two types of cases are referred to below as overachievement and underachievement respectively.

	Overachievement		Underachievement	
	Number	Credit	Number	Grade Received
IE	Sem 1	1	101, 102	10 C - 4 F - 3 D - 1 WF - 2
	Sem 2			6 B - 3 F - 2 C - 1

	Number	Credit	Number	Grade Received
			8	B - 1 D - 2 C - 2 F - 3
III			7	C - 4 F - 2 W - 1
	1	102, 203	9	A - 1 F - 3 C - 5
			11	B - 1 F - 4 C - 5 D - 1
IIIE	1	101, 102	29	B - 9 I - 1 C - 19
	2	102, 203	16	B - 3 D - 1 C - 8 F - 1 W - 1 WF - 1
			15	B - 8 D - 1 C - 4 WF - 2

The increased number of Incompletes issued in the IIIE group is the result of a change in policy whereby students who received a grade of "C" were allowed to take Incomplete instead and have an additional 4 weeks before being examined again. Previously only students with grades of "D" or "F" were allowed extra time. The number of students who received "B" by this means indicates the effectiveness of this procedure. Grades of "F" and "WF" are given only to students who fail to complete the course without having met the required levels of proficiency.

In addition to the record of overachievement shown above, a number of special students, not in the original groups, were allowed to enroll in MCEF, of whom several were able to obtain additional credit as indicated in the table below.

	Number	Credit
IE	2	102, 203
IIE	3	102, 203
IIIE	1	102, 203

These students were, for the most part, students with a background in language study and with particularly high motivation. They were allowed, by the flexibility of MCEF, to take full advantage of their background and motivation and make additional progress. In a conventional course they would have been held in lock-step with weaker students and prevented from realizing their full potential.

These data point out quite clearly that MCEF was successful, at least to some extent, in providing a flexible framework in which gifted or motivated students would be able to progress more rapidly while weaker students would be able to move at a pace geared to their ability without being penalized. With regard to the overachievers, it should be noted that they constitute nearly 10% of the 100 or so students who successfully completed MCEF in the three and a half year trial run. MCEF students in turn constitute less than 10% of beginning French students enrolling at Indiana University. Were MCEF (or

at least a course adapting the flexible administrative framework of the experimental course) generalized, one could expect that each year more than 30 students could complete the three semester sequence in one year, with resulting economy of student time and instructional costs.

It might be argued that allowing students to refuse a grade until they could score at least a "B" would result in a drastic lowering of standards. However a student had the option of accepting an Incomplete instead of a "C" only once. If, in the make-up examination he failed to meet the standard for "B", the student had to take a "C". He received a second Incomplete for the work of the same semester only if he failed to meet the minimum passing standards. Generally, such students were eliminated before the end of the course and received an "F" or "WF". As concerns relative severity of grading, Table 1 below clearly shows that there does not seem to be any significant difference in the number of high grades ("A" or "B") awarded. Keeping in mind, as will be shown in the next section, that the E and C groups exhibited comparable linguistic and scholastic aptitudes and that their overall achievement as measured by the final test instrument does not differ appreciably, it can only be concluded that significant differences in grade award reflect one of the avowed goals of the course, to wit, to permit slower students to complete the course in more than the normal three semesters without penalty. Accordingly, the number of "F's" received by MCEF students is much smaller than that received by control group students. Very few "D's"

	A	B	C	D	F	I		A	B	C	D	F	I
IE Sem 1	6	18	24	1	3	0	IC Sem 1	12	22	21	13	10	1
Sem 2	4	14	18	0	3	0	Sem 2	5	13	20	8	2	1
Sem 3	4	10	8	1	2	0	Sem 3	5	12	5	0	0	0
Total:	14	42	50	2	8	0	Total:	22	47	46	21	12	2
IIIE Sem 1	10	17	31	0	1	5	IIIC Sem 1	13	9	13	5	9	0
Sem 2	9	14	20	0	0	3	Sem 2	4	9	6	5	3	0
Sem 3	6	7	10	0	3	1	Sem 3	4	7	6	0	0	0
Total:	25	38	61	0	4	9*	Total:	21	25	25	10	12	0
IIIE Sem 1	10	14	26	5	5	0	IIIC Sem 1	16	19	13	8	4	0
Sem 2	10	13	20	1	4	0	Sem 2	10	6	13	11	3	1
Sem 3	6	17	5	2	1	1	Sem 3	3	8	8	0	0	0
Total:	26	44	51	8	10	1*	Total:	29	43	34	19	7	1

Total Grade Award for all Groups:

E	65	124	162	10	22	10	U	72	105	105	50	31	3
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Table 1.

*Incompletes not yet all removed. Removed Incompletes have been incorporated into appropriate grade categories. Students who continue at Indiana University must remove their Incompletes within two semesters. Those Incompletes which have not been removed, therefore, belong to students who have changed schools (in which a language is not required) or have dropped out of school.

have been granted; instead, students were given the necessary additional time they required to meet the minimum standards without prejudice. It is a demonstrated positive feature of MCEF that students are not generally permitted to move on to a higher level course with the shaky control of the subject matter signified by the grade of "D".

6.3 Comparison of Achievement

6.31 Comparability of Groups

6.311 Linguistic Aptitude

Because of the impossibility of assigning students to E or C groups on the basis of a truly randomized or match-pair procedure, we were forced to rely on the random character of course registration at Indiana University. A possible contaminating factor was introduced by the necessity of explaining to each prospective E enrollee the nature of the "experimental course" and how it differed from the conventional course, particularly with regard to grade and credit award. In the enrollment of the first E group, this requirement placed the MCEF staff in the uncomfortable position of having to "sell" the course in the sense that students had to be told that the course was not more demanding than the conventional course and that they would be able to make the transition to required second-and-third-year French courses without any handicap. We feared, however, that students who were unsure of their ability to cope with an audio-lingually oriented course or who had had less than happy contact with foreign language learning previously, would shy away from MCEF. It

could reasonably be anticipated that only highly motivated and gifted students would be attracted to the E sections.

To determine the comparability of the E and C groups, we decided to rely primarily on scores obtained in the Carroll-Sapon MLAT battery which we administered during the first week of classes. Various other measures were available: the AAT (Academic Aptitude Test), overall high school grade average, sex, age, previous experience in foreign language learning, but since our study focused on the implementation of a self-pacing partially self-instructional course rather than a comparison of achievement resulting from two different instructional treatments, we chose to single out one factor that had proven to be a good predictor of success in foreign language learning.¹ Table 2 shows that we were unusually fortunate in selecting E and C groups that appear well-matched with regard to language aptitude. We can be reasonably certain that differences in achievement at all points of the two alternative three-semester sequences can be ascribed to differences in overall treatment and that variations in the composition of the two groups being compared played no appreciable role.

As a further check on the comparability of the E and C groups an analysis of variance was performed taking each E group against the corresponding C group. No significant differences were found.

6.312 Attitude and Motivation

At a somewhat advanced stage of our experiment, at the suggestion of Wallace E. Lambert, we decided to collect data which would yield information about student motivation and attitudes.² A question-

Table 2.

Pre-test Scores (MLAT)

	MLAT Mean	Number
IE1	119.32	
IE2	121.27	
Combined IE	120.37	61
IC1	114.52	
IC2	119.10	
IC3	107.08	
IC4*	131.95	
Combined IC	117.63	85
Combined IIE**	116.83	69
Combined IIC	117.00	62
Combined IIIE	115.43	b 64
Combined IIIC	117.66	68
Combined E	117.5	194
Combined C	117.4	215

*According to the original plan there would have been only three control sections. The fourth (a group of superior students) was added because of the relatively low scores of Control Sections 1, 2, and 3.

**The experimental design was modified to eliminate the variable of the number of assigned laboratory hours for E groups. It proved difficult to maintain through three semesters a distinction which, furthermore, did not promise to yield any interesting data.

naire that followed Lambert's very closely was prepared and administered to students of the IIIIE group upon enrollment in the fall of 1963.³ Unfortunately, it proved impossible to present this questionnaire to the control group so that attitude and motivation indices could not be used to help determine the comparability of the E and C groups.

6.32 Preliminary Remarks

Before any attempt is made to compare the E and C groups with regard to the proficiency they acquired in French, a closer look should be taken at the problems associated with such comparisons and the variables which could distort the conclusions.

It is evident that no two French courses have exactly the same content. Structures and vocabulary presented by one course may be omitted in another. The order of presentation may also vary from course to course with the result that items common to two courses may still receive different amounts of emphasis. Two courses may also place varying amounts of emphasis on the several language skills even though they both set out to teach the same skills. One course may insist on a high degree of accuracy in pronunciation and devote a great deal of time to it, sacrificing, thereby, a certain amount of time which might otherwise be devoted to another skill such as reading. The other course might take the opposite tack and devote a great deal of time to reading and tolerate less accurate pronunciation.

Language proficiency is composed of many varied components so

intricately bound together that it is difficult to separate out each one for individual evaluation. For instance, it is impossible to test a student's ability to recognize a certain structure without, at the same time, testing his ability to recognize certain vocabulary items since the structure must be represented by sentences containing vocabulary items. The student's failure to recognize a key vocabulary item would result in his missing the question even though he might be quite familiar with the structure the question was trying to test. A student's failure to answer such a question correctly could be interpreted either as unfamiliarity with the structure or unfamiliarity with the key vocabulary items.

The attempt to test one language skill frequently becomes involved in testing other skills. A test of listening comprehension which requires a student to select among written answers assumes, often wrongly, that the student can read those answers. Only if all the students can read the answers perfectly and with ease is the reading skill eliminated as a variable. Otherwise, the student who is able to understand perfectly what he hears may still not be able to mark the right answers if he cannot read the answers.

Because of the impossibility of equating two courses of language study and because of the impossibility of making valid comparisons of proficiency between groups which have been trained by different courses, very few attempts have been made to do this.⁴ The following comparisons are not in any sense intended to prove that either the MCFIF treatment or the conventional treatment is superior with regard to

course materials. For the reasons stated above, no such conclusions can be drawn from the data. The purpose of the present study, as set forth in the proposal, was not to evaluate course materials, as was commonly thought even among some of those associated with the administration and evaluation of the study.⁵ The purpose of the study was only to test the feasibility of a certain administrative framework. Different materials were developed and used only because no one set of materials was adaptable to both administrative frameworks. The comparisons presented below are given only as a rough indication that the novelty of MCEF course organization did not have a detrimental effect upon student achievement.

6.33 Testing Instruments

Our conclusions with regard to differences in achievement between the E and C groups are based on results obtained in the only available test batteries prepared by an outside agency which we could use as an objective standard.

At the time the project was begun in the fall of 1961 the only suitable tests were the Educational Testing Service (ETS) Cooperative French Listening Test and the very traditional ETS Cooperative French Test. As a consequence we were forced at the beginning to use speaking proficiency tests of our own construction. We recognized that this was not desirable since our conclusions would almost certainly be biased, but there was no practical alternative.

In the fall of 1962 a broader test battery that included tests of speaking ability and writing proficiency, in addition to listening

comprehension and reading ability, became available in preliminary form at a lower level (destined for students with up to two years of high school French) and at a higher level (destined for students with up to four years of high school French). These test batteries, distributed by ETS, had the added advantage of being backed by the professional organization of our field, the Modern Language Association (MLA) and, in fact, had been developed under terms of a contract between the U.S. Office of Education and the MLA. We adopted these tests as our criterion as soon as they became available to us and first administered them at the end of the first semester of 1962-1963 school year. The higher level form of the test was administered to the IE and IC groups (then at the end of their third semester) and the lower level of the test was administered to the IIE and IIC groups (then at the end of their first semester).

Shorter modified versions of both MLA test batteries are now available from the Cooperative Test Division of ETS so that we shall not describe the composition of the constituent tests. We should like to point out, however, that unlike the revised standard version, scoring of the speaking and writing tests was performed by ETS, thus ensuring a greater reliability than is possible when the scoring is attempted by local instructors.

The following tests were used at the first semester level.

1. IE and IC groups. Fall semester 1961-1962.
 - a. ETS Cooperative French Listening Test, Form A.
 - b. ETS Cooperative French Test, Elementary Form R.

- c. A locally prepared oral production test was administered to the IE and IC group.
- 2. IIE and IIC groups. Fall semester 1962-1963.
 - a. ETS Cooperative French Test, Elementary Form R.
 - b. MLA Listening Comprehension Test, Lower level, Form A.
 - c. Oral Production Test (prepared locally).
- 3. IIIE and IIIC groups. Fall semester 1963-1964.
 - a. MLA Listening Comprehension Test, Lower level, Form A.
 - b. MLA Reading Test, Lower level, Form A.
 - c. A speaking test prepared locally in which students were required to perform grammatical transformations, answer and ask questions within prescribed time limits.

The following tests were used at the second semester level.

- 1. IE and IC groups. Spring semester 1961-1962.
 - a. ETS, Cooperative French Listening Test, Form B.
 - b. ETS Cooperative French Test, Elementary Form Q.
 - c. A locally prepared battery consisting of the following parts.
 - 1. Oral Comprehension
 - a. Oral Comprehension.
 - b. Recognition of grammatical signals.
 - c. Phoneme discrimination.
 - 2. Oral Production.
 - 3. Structure of French and related cultural items.

2. IIE and IIC groups. Spring Semester 1962-1963.
 - a. MLA Listening Comprehension Test, Lower level, Form B.
 - b. MLA Speaking Test, Lower level, Form B.
 - c. MLA Reading Test, Lower level, Form B.
 - d. MLA Writing Test, Lower level, Form B.
3. IIIIE and IIIC groups. Spring semester 1963-1964.

Same tests as given the IIE and IIC groups.

The following tests were used with all three groups at the third semester level.

- a. MLA Listening Comprehension Test, Higher level, Form C.
- b. MLA Speaking Test, Higher level, Form C.
- c. MLA Reading Test, Higher level, Form C.
- d. MLA Writing Test, Higher level, Form C.

6 6.34 Discussion of Tests

The fact that we changed tests during the course of the project made comparisons between groups virtually impossible except at the end of the third semester when all groups took the same battery of tests. This, coupled with the fact that the comparability of the E and C programs of study was at its highest, in terms of skills taught, at the end of three semesters, led us to restrict formal comparisons of achievement to the third semester level. Interim testing at the end of the first and second semesters was carried out, but used primarily for our own information.

As it turned out, none of the ETS-MLA tests used applied equally well to both groups. The discussion of each of these

types of tests will indicate some (but certainly not all) of the invalidating differences between the groups.

1. Listening comprehension. The greater amount of time devoted to this skill by MCEF students was an advantage on these tests, though it was offset by their smaller vocabulary and more limited repertoire of structures. MCEF students had been trained to comprehend very rapid, informal French (a more difficult style to master), but any superiority they might have been supposed to have in this area was not measured by these tests since they were spoken slowly and formally and allowed long pauses for the choice of answers so that immediacy of comprehension was not measured. The greater emphasis placed on reading in the conventional program was an advantage to the O groups since the test required the students to make choices among written answers.
2. Speaking. The speaking tests, in general, tended to favor the MCEF students since they had devoted more time to the skills tested and were more accustomed to the use of the language laboratory where the tests were administered. These advantages were again partially offset by their limitations of vocabulary and structure, by the fact that these tests were also presented in slow, formal style to which they had not been trained, and by the fact that the tests did not measure speed of response or, in general, fluency.

3. Reading. The reading tests clearly favored the students of the conventional program where more emphasis was placed on this skill. Again, their larger vocabulary was an advantage.
4. Writing. Writing tests again favored the students of the conventional groups for much the same reasons as in the reading test.

The study of the correlations brought to light some interesting data regarding the MLA French proficiency test battery. The correlations between the four tests of the battery are very high.

	Reading	Writing	Speaking
Listening	0.899	0.869	0.874
Reading		0.910	0.903
Writing			0.849

The high correlations between the tests of the battery strongly suggest that the tests do not each test a separate skill, as is claimed, but that all the tests measure the same skill or set of skills. A cursory examination of the tests suggests that the skill of reading, which is common to all of them might be the skill tested primarily by this battery of tests.

Information perhaps as valuable as performance in achievement tests might have been obtained had psycholinguistic tests of the type developed and used by the University of Colorado German Experiment⁶ been available for French. These tests attempted to probe

into two areas of psycholinguistic response: degree of habituation at the semantic level and motivational and attitudinal factors. The first area which makes use, among others, of techniques resulting from the application of Charles E. Osgood's concept of the semantic differential,⁷ would provide information with regard to the relative depth of acquisition of the structures of the target language community, in particular, and foreign cultures, in general, had been modified in the process of learning the foreign language and whether the instruction had caused a shift in motivation from, say, the instrumental to integrative orientation.

6.35 Comparisons of Achievement

Test score data were processed at the Indiana University Research Computing Center. Analyses of variance were obtained for all comparisons. The F ratio obtained from the analysis of variance was used as the test of significance.

6.351 IE Versus IC Groups

1. MLA Listening Comprehension Test, Higher level, Form C

	IE	IC
Number of Cases (N)	25	23
Mean Score (M)	20.7	22.6
Standard Deviation (S.D.)	6.1	5.2
F ratio	1.26 (Not significant)	

2. MLA Speaking Test, Higher level, Form C

	IE	IC
N	25	21
M	49.1	46.6
S.D.	14.67	8.9
F ratio	0.46 (Not significant)	

3. MLA Reading Test, Higher level, Form C

	IE	IC
N	21	24
M	16.3	25.7
S.D.	4.2	6.0
F ratio	36.5 (Significant at .01 level)	

4. MLA Writing Test, Higher level, Form C

	IE	IC
N	24	24
M	45.5	54.4
S.D.	18.0	11.9
F ratio	4.09 (Significant at .05 level)	

The differences in reading and writing which favor the control group reflect the greater emphasis placed on those skills in the conventional program. The difference in favor of the E group in speaking, while not statistically significant, parallels and increased emphasis on oral skills in the experimental program. The mixed nature of the listening test (see above) may account for the fact that the E group

did not perform better than the C group as one would have otherwise have expected them to.

6.352 IIE Versus IIC Groups

1. MLA Listening Comprehension Test

	IIE	IIC
N	24	14
M	20.7	22.0
S.D.	7.2	6.7
F ratio	0.3 (Not significant)	

2. MLA Speaking Test

	IIE	IIC
N	22	13
M	53.6	52.8
S.D.	11.5	11.9
F ratio	0.04 (Not significant)	

3. MLA Reading Test

	IIE	IIC
N	21	15
M	18.1	26.5
S.D.	5.6	3.5
F ratio	25.88 (Significant at .01 level)	

4. MLA Writing Test

	IIE	IIC
N	26	14
M	47.3	53.0
S.D.	14.1	12.7
F ratio	1.60 (Not significant)	

The same pattern is found here as with the IE and IC groups except that the IIE group has shown a gain in the writing test to the point where the difference, though still in the favor of the IIC group, is no longer statistically significant.

6.353 IIE Versus IIC Group

1. MLA Listening Comprehension Test

	IIE	IIC
N	22	14
M	25.0	23.9
S.D.	8.7	6.5
F ratio	0.15 (Not significant)	

2. MLA Speaking Test

	IIE	IIC
N	24	15
M	60.2	53.7
S.D.	12.6	11.8
F ratio	2.56 (Not significant)	

3. MLA Reading Test

	IIE	IIC
N	23	13
M	20.0	25.1
S.D.	4.7	7.7
F ratio	6.13 (Significant at .05 level)	

4. MLA Writing Test

	IIE	IIC
N	23	14
M	47.1	61.3

S.D.	13.5	15.7
F ratio	8.47 (Significant at .01 level)	

The pattern is similar to that shown by the IE and IC groups except that the IIIE group performed better than the IIIC group in listening comprehension though the difference is not significant.

6.354 Combined E Versus Combined C Groups

1. Listening Comprehension Test

	E	C
N	77	53
M	21.9	23.8
S.D.	7.4	9.8
F ratio	1.63 (Not significant)	

2. MLA Speaking Test

	E	C
N	71	49
M	54.3	50.4
S.D.	13.7	10.9
F ratio	2.65 (Not significant)	

3. MLA Reading Test

	E	C
N	76	55
M	18.2	25.8
S.D.	5.2	5.8
F ratio	63.6 (Significant at .01 level)	

4. MLA Writing Test

	E	C
N	76	55
M	46.6	55.7
S.D.	15.4	13.1
F ratio	12.6 (Significant at .01 level)	

The performance of the combined E and C groups shows the same general pattern of achievement as was shown by the individual groups.

These comparisons are summarized in Tables 3 and 4 below.

6.36 Comparison of Experimental Treatments

To evaluate the effect of the variations in materials and course organization that were used with the experimental groups the achievement scores of the three E groups were compared using the same procedure as above.

6.361 IE Versus IIE1. MLA Listening Comprehension Test

	IE	IIE
N	25	24
M	20.7	20.7
S.D.	6.1	7.2
F ratio	0.00 (Not significant)	

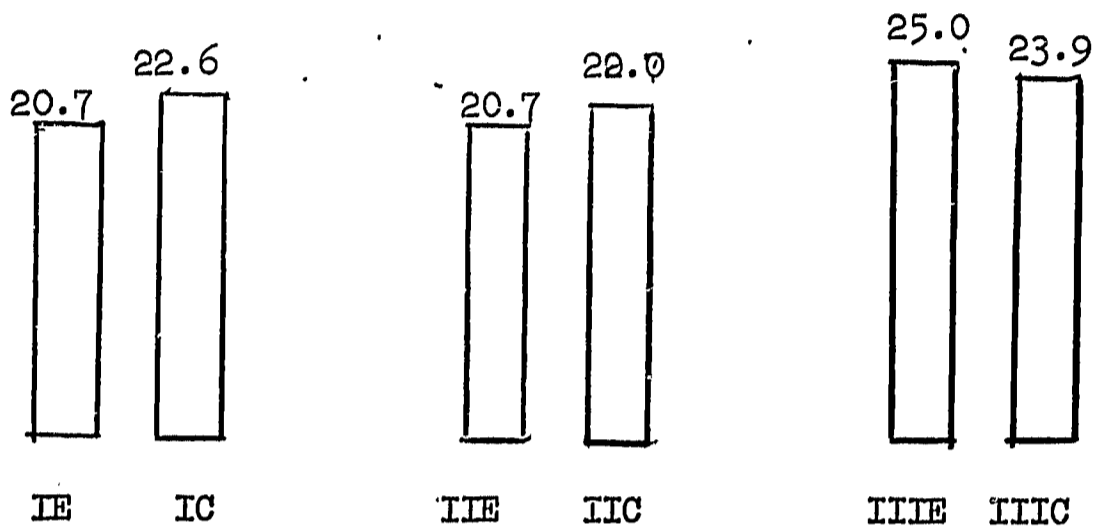
2. MLA Speaking Test

	IE	IIE
N	25	22
M	49.1	53.6

Comparison of Experimental and Control Groups

Mean Scores

MLA Listening Comprehension Test - Higher C



MLA Speaking Test - Higher C

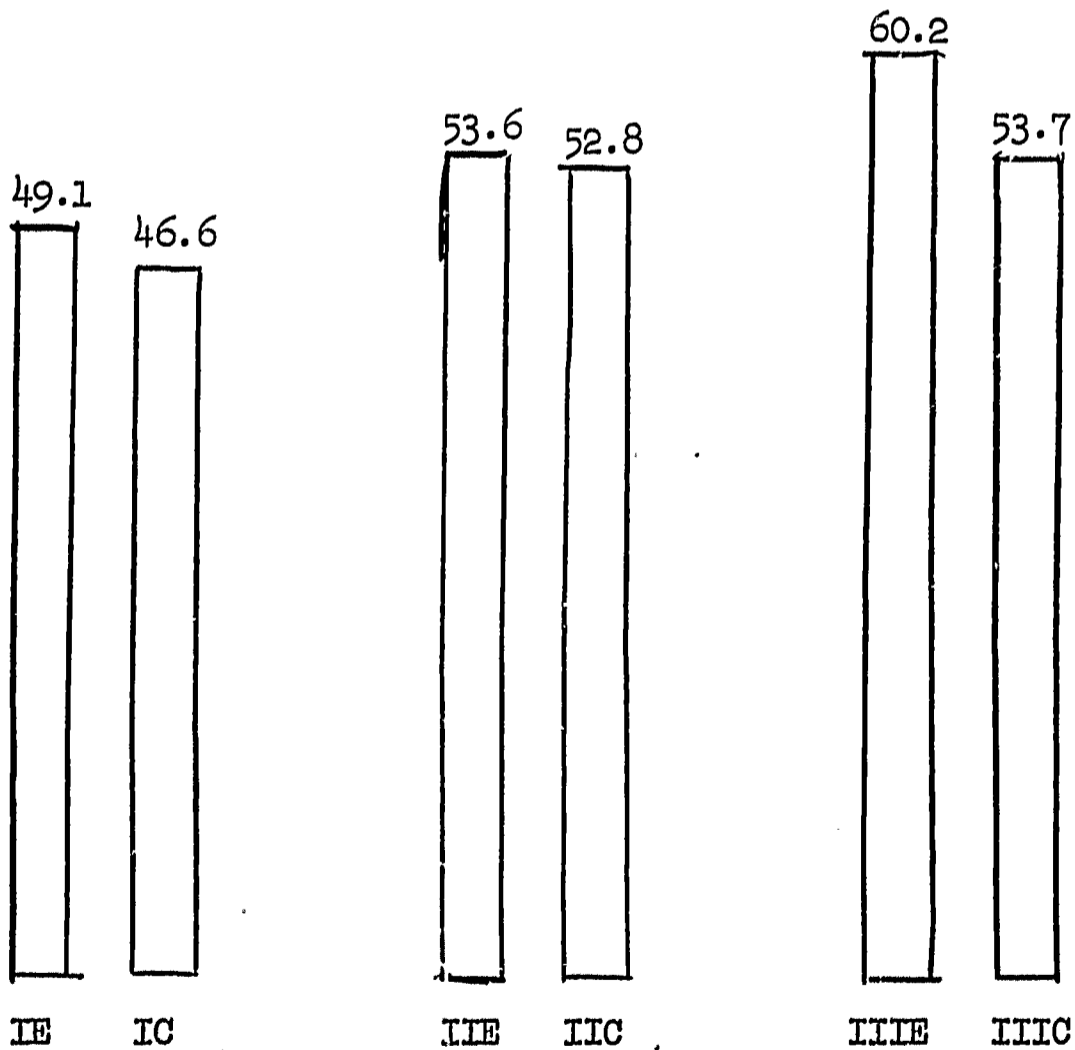
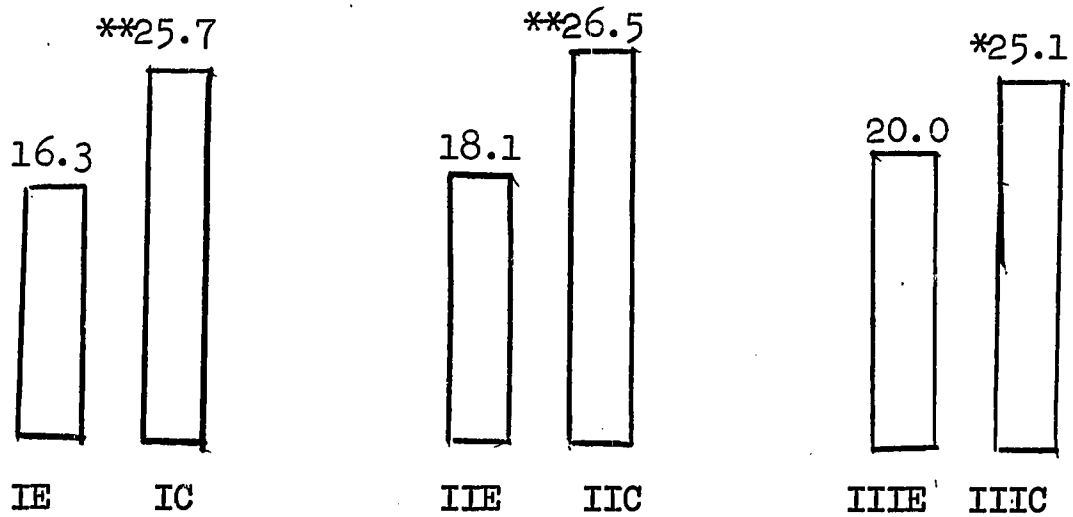
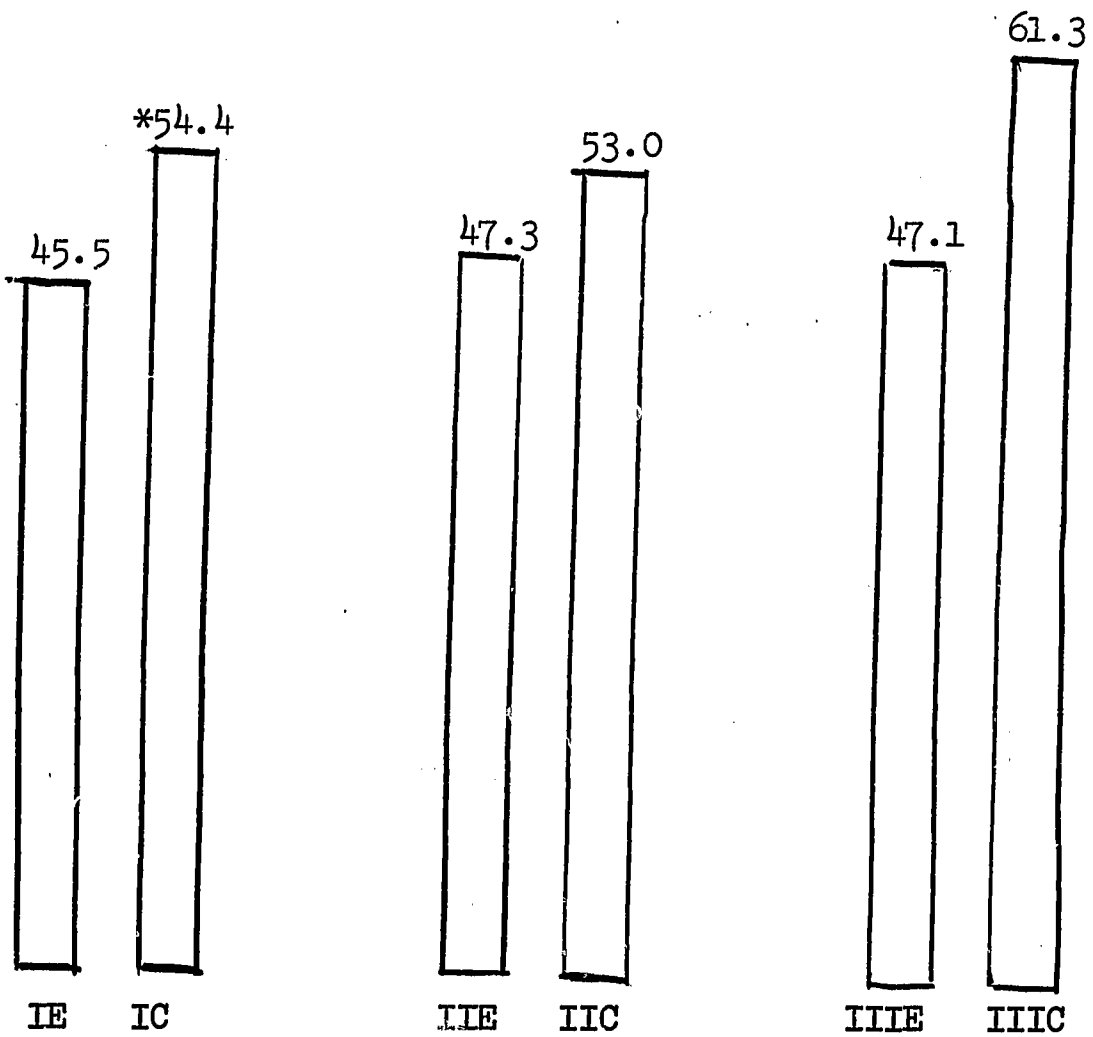


Table 3

MLA Reading Test - Higher C



MLA Writing Test - Higher C



* Difference significant at .05 level
 ** Difference significant at .01 level

Table 4

	IE	IIE
S.D.	14.7	11.5
F ratio	1.33 (Not significant)	
3. <u>MLA Reading Test</u>		
	IE	IIE
N	21	24
M	16.3	17.5
S.D.	4.2	5.9
F ratio	0.58 (Not significant)	
4. <u>MLA Writing Test</u>		
	IE	IIE
N	24	26
M	45.5	47.3
S.D.	18.0	14.1
F ratio	0.15 (Not significant)	

No significant differences were found between the IE and IIE groups though the IIE group shows slight gains in all areas except listening comprehension.

6.362 IIE Versus IIIE

1. MLA Listening Comprehension Test

	IIE	IIIE
N	24	22
M	20.7	25.0
S.D.	7.16	8.8
F ratio	3.33 (Not significant)	

2. MLA Speaking Test

	IIE	IIIE
N	22	24
M	53.6	60.2
S.D.	11.5	12.6
F ratio	3.46 (Not significant)	

3. MLA Reading Test

	IIE	IIIE
N	24	23
M	17.5	20.0
S.D.	5.9	4.7
F ratio	2.69 (Not significant)	

4. MLA Writing Test

	IIE	IIIE
N	26	23
M	47.3	47.1
S.D.	14.1	13.5
F ratio	0.00 (Not significant)	

Again there were no significant differences between the IIE and IIIE groups, though the IIIE group shows increases in mean scores in all areas except writing.

6.363 IE Versus IIIE1. MLA Listening Comprehension Test

	IE	IIIE
N	25	24

	IE	IIIE
M	20.7	25.0
S.D.	6.1	8.7
F ratio	3.86 (Not significant)	
2. <u>MLA Speaking Test</u>		
	IE	IIIE
N	25	24
M	49.1	60.2
S.D.	14.7	12.6
F ratio	8.04 (Significant at .01 level)	
3. <u>MLA Reading Test</u>		
	IE	IIIE
N	21	23
M	16.3	20.0
S.D.	4.2	4.7
F ratio	7.71 (Significant at .01 level)	
4. <u>MLA Writing Test</u>		
	IE	IIIE
N	24	23
M	45.5	47.1
S.D.	18.0	13.5
F ratio	0.13 (Not significant)	

The IIIE group obtained higher mean scores on all four measures than the IE group. The differences in Speaking and Reading are statistically significant. These analyses indicate a general increase in proficiency with each successive group of students which we attribute to revisions in the materials and modifications of course organization. These comparisons are summarized in Table 5.

The coefficient of correlation between our final measures and a variety of initial measures was obtained to see if we had any measure which would effectively predict success in our self-instructional context.

The following initial measures were used:

Modern Language Aptitude Test

Previous study of French

Previous study of other languages

College Aptitude Test battery

Rank in High School class

Cumulative grade-point average at IU

The following final measures were used:

MLA Listening Comprehension Test, Higher level, Form C

MLA Reading Test, Higher level, Form C

MLA Writing Test, Higher level, Form C

MLA Speaking Test, Higher level, Form C

French 101, 102 and 203 grades

No correlations high enough to be useful as predictors of success were found. The highest correlation ($r = 0.43$) was between the MLAT and F101 grades. This is considerably below the predictive

Comparison of Experimental Groups

Mean Scores

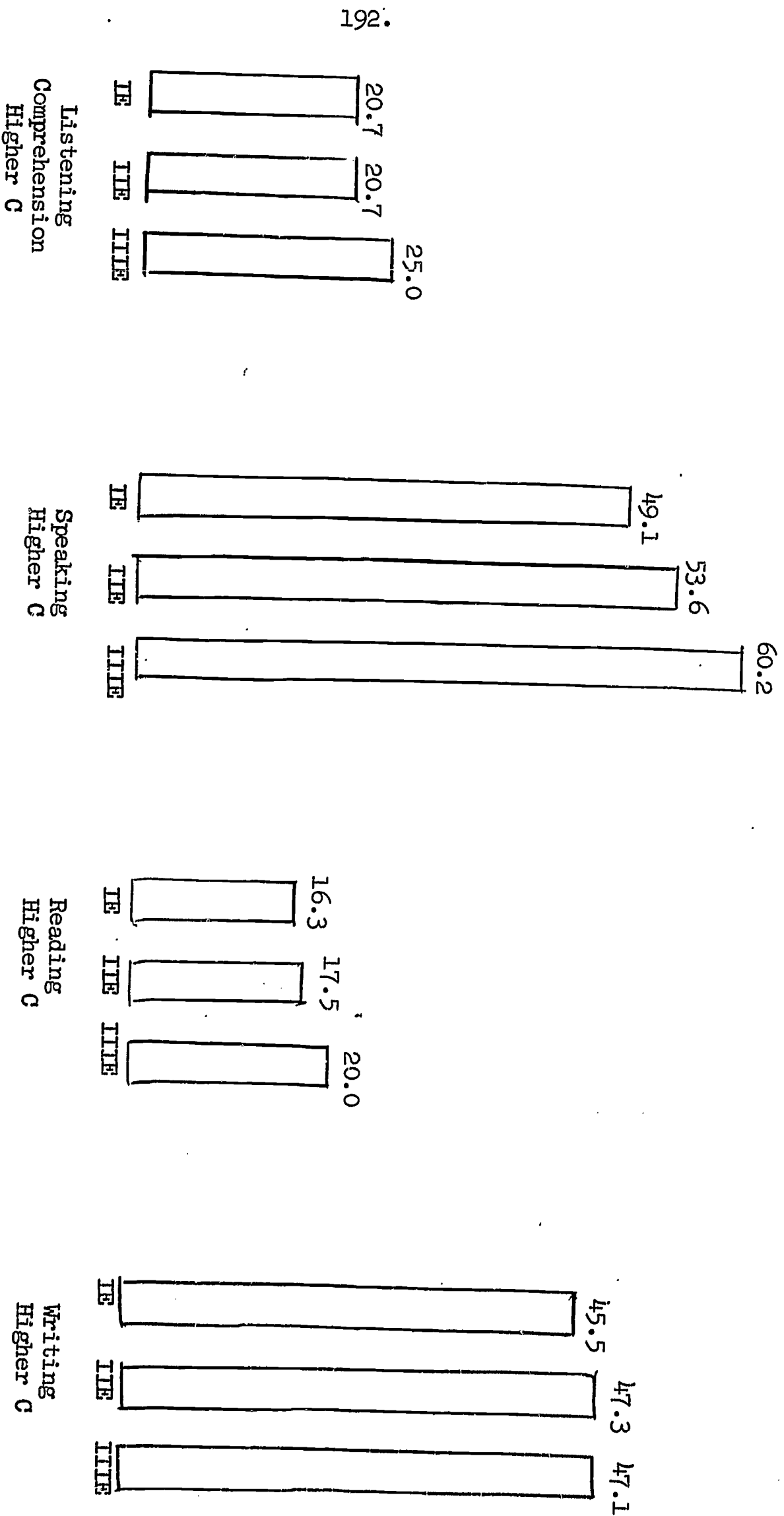


Table 5

capacity claimed for the MLAT in the manual.

The rather low predictive capacity in this instance may be attributed to the skewing of the curve of the distribution of scores which has been observed in testing students who have learned through a program. The normal bell-shaped curve tends to be distorted with a majority of the students at the top of the range and only a relatively few at the bottom of the range.⁸ The effect, of course, is produced by the larger proportion of students who successfully complete programmed material. Since aptitude tests are validated using populations with a near normal distribution the skewed distribution in a programmed course makes the test appear less valid.

6.37 FSI Test

Through the auspices of the Center for Applied Linguistics and the Defense Language Institute (DLI) a random sample of IIIE and IIIC students were administered the FSI (Foreign Service Institute of the Department of State) and DLI French proficiency tests. Since it includes both spoken proficiency and reading-translation sections the FSI test provides additional data in evaluating the relative overall proficiency of E and C students.

The FSI Speaking (S) rating is based on the joint evaluation of oral comprehension and production by a trained native speaker and a linguist. Scores are relative to a continuous eleven point scale ranging from S-0 (no ability) and S-5 (native speaker proficiency). Ratings are described in approximate functional terms.

S-3, which defines the minimum oral mastery in a FL required by the Department of State, signifies a control of a FL sufficient to carry out official functions and to discuss any topic with a minimum of glaring grammatical errors and fairly accurate pronunciation. FSI evaluators assign ratings on the basis of overall intra-subjective impression and a weighted check-list scale measuring pronunciation accuracy, fluency of phonation, comprehension, grammatical accuracy, and scope of vocabulary. The FSI S-rating is highly reliable at the 3-level, but reliability decreases as the scores move away from the center of the scale.

The FSI reading-translation rating (R) is based on a series of graded text selections in French. The student is required to read silently and then translate viva voce in English. Texts of increasing difficulty are presented to the subject to the point where he cannot produce an acceptable translation. As for the S-rating FSI R-ratings are most reliable at the 3-level and progressively less reliable at both extremes.

The results of the FSI S and R ratings are presented below in Table 6.

Comparisons of IIIE and IIIC

FSI Speaking and Reading-Translating Ratings

	<u>No. of IIIE Cases</u>	<u>No. of IIIC Cases</u>
FSI S-Rating		
0+	6	4
1	4	8
1+	2	1
2	1	1
2+	0	0
3	0	1
FSI R-Rating		
0+	3	0
1	6	6
1+	1	1
2	3	4
2+	0	2
3	0	2

Table 6

Table 7 lists the group means, the F-ratio based on an analysis of covariance which equates the IIIE and IIIC groups on the MLAT scores, and the level of significance of the observed differences for all external post-test measures employed; the number of cases is indicated in parentheses. The analysis was carried out by the Center of Applied Linguistics Clearinghouse for Self-Instructional Language Materials Staff.

<u>Tests</u>	<u>Group Means</u>		<u>Covariance</u> <u>F-ratio</u>	<u>Level of</u> <u>Significance</u>
	<u>E Students</u>	<u>C Students</u>		
MLA - Lower level Form A				
Listening	23.67 (12)*	26.79 (14)	2.23	n.s.
Reading	18.75 (12)	28.93 (14)	17.91	.01
MLA - Lower level Form B				
Listening	31.00 (12)	28.83 (12)	0.41	n.s.
Speaking	63.83 (12)	51.83 (12)	9.88	.01
Reading	31.67 (12)	35.75 (12)	5.11	.05
Writing	60.92 (12)	69.83 (12)	3.17	(.10)
MLA - Higher level Form C				
Listening	25.67 (12)	23.67 (15)	0.67	n.s.
Speaking	63.25 (12)	55.00 (14)	6.37	.05
Reading	21.75 (12)	25.07 (15)	3.59	(.10)
Writing	52.00 (12)	60.33 (15)	2.93	(.10)
ALPT (L)	30.36 (11)	31.47 (15)	0.39	n.s.
ALPT (R)	28.27 (11)	33.47 (15)	7.29	.02
FSI (S)	1.05 (10)	1.07 (15)	0.09	n.s.
FSI (R)	1.20 (10)	1.83 (15)	5.45	.05

Table 7

It is difficult to reach conclusions from so small a number of cases. It appears that the FSI S-rating scores contradict the MLAT Lower and Upper Level Speaking Tests, but it must be kept in mind that the most proficient IIIIE students who had completed the course at the end of two semesters were not available for testing. Also some of the IIIIE students tested failed to receive credit for F203 and might have performed better at the end of their stay in MCEF. Finally, the number of IIIIE cases is 50 per cent smaller than that of IIIC cases.

Notes

¹Particularly, Pimsleur, Paul; Mace, Larry and Keislar, Evan, Preliminary Discrimination Training in the Teaching of French Pronunciation, University of California, Los Angeles, 1961 (Report of USOE Contract SAE 8950) and Scherer, George A.C. and Wertheimer, Michael, A Psycholinguistic Experiment in Foreign Language Teaching, New York: McGraw-Hill, 1964 (Report of USOE Contract SAE 8823 "Extended Classroom Experimentation with Varied Sequencing of the Four Skills in German Instruction").

²Scherer and Wertheimer, Chapter 3.

³Such a questionnaire was used by Lambert in "Measurement of the Linguistic Dominance of Bilinguals," Journal of Abnormal Psychology, 50:197-200 (1955).

⁴For the most comprehensive and valid attempt to date, see Scherer and Wertheimer.

⁵The aims of our study as presented in the project plan were:

To investigate the problems, administrative and pedagogical, presented by a basic FL course where the students are allotted the high number of contact hours (500-600) required for the acquisition of audio-lingual skills and where the individual student proceeds at his own learning rate but which: (1) is compatible with a liberal arts education and allows the student to pursue other studies simultaneously; (2) is comparable to the traditional course with regard to instructional costs; (3) retains personal student-instructor contact.

⁶See Scherer and Wertheimer, Chapter 5.

⁷Osgood, Charles E.; Suci, George; and Tanenbaum, Percy, The Measurement of Meaning, Urbana, Illinois; University of Illinois Press, 1957.

⁸Deterline, William A., "Human Systems and Programmed Instruction,"
in Programs, Teachers and Machines, de Grazia, A. and Sohn, D. A., 1962
(Bantam).

7. Instructor and Student Reactions

7.1 Instructor Reactions

The graduate associates selected to teach the MCEF display sessions fell into two broad categories: experienced instructors and neophytes. The former, because of their dissatisfaction with conventional teaching experience, were initially sympathetic toward the new approach. How successful these instructors were was determined to a considerable extent by their degree of proficiency in spoken French and by the depth of their commitment to language teaching, particularly to that aspect of the profession which deals with the preparation of pedagogical materials and the implementation of instructional techniques. Neophytes were quite apprehensive and sceptical at first. They questioned, particularly, the ability of the "machine" component of the course to impart good pronunciation and fluency in oral expression. All of them eventually became quite enthusiastic about the new approach and were convinced of the eventual practicality of a foreign language method utilizing self-instruction and freeing the student from conventional lockstep progress. Many of those who witnessed the acquisition of pronunciation accuracy superior to theirs on the part of a sizable group of students were ready to accept the "machine" as a partner. Again, the most enthusiastic neophytes were those who possessed initially a high degree of proficiency

in spoken French and who were sufficiently prepared and interested in matters pedagogical and linguistic to make positive contributions to various aspects of the project rather than merely to follow directives.

All instructors were invited to comment freely on all features of the course during the regularly scheduled weekly meetings. They were also asked to prepare a brief evaluative statement that stressed their reaction to the new role MCEF imposed on the teacher and their relationship with the self-instructional component of the course and the student.

For most graduate associates what distinguished MCEF from French courses they had themselves taught or had been subjected to was the attempt to come directly to grips with teaching problems and to define very honestly the nature of the classroom teacher's contribution to the foreign language learning process:

MCEF has impressed me as a step in the direction of sincerity in the field of elementary language instruction. All too often in beginning language instruction the student is exploited by being told that he is being taught when, in reality, his textbook presents him with only a list of what he is to learn and a set of puzzles, but with next to no help in learning. The teacher may try, if he is sincere, to teach the student, but with inadequate materials and twenty-five students in the class, frustration is bound to be his lot.

MCEF, on the other hand, tries sincerely, though imperfectly, to teach the student rather than just requiring him to learn as best he can.

All participating instructors soon came to realize that by eliminating rote memorization and drill from the classroom, the teacher's

task became at the same time more interesting but more demanding. In MCEF the teacher could assume that the student had acquired and could manipulate new linguistic patterns. He also knew that the student had been exposed to the authentic pronunciation and native fluency of a variety of recorded speakers. On the one hand, he knew that his responsibilities were limited to verifying pronunciation and helping students, whose power of mimicry and phonetic memory were weak, to closer approximation of correct models, but on the other, he soon discovered that the gifted student was quick to notice deviations from the correct model provided by the "machine".

It is generally assumed that a total control of the contrastive material of a language and fair imitation of secondary phonic features are acceptable minimum prerequisites for FL teaching at the elementary level, and that grammatical patterns and vocabulary can be acquired as one goes along. Our experience with MCEF suggests, on the contrary, that the reverse priority of skills is required. Pronunciation inaccuracies on the part of display session instructors are undesirable not because the student who has intensive exposure to native models in the language laboratory risks being contaminated, but because they slow up the instructor's rhythm of phonation. Genuine conversation requires spontaneous and rapid-fire reactions among interlocutors, and in this context a two-second silence can seem an eternity. If the instructor is to involve the students in some sort of conversational activity and bring them to "behave" the language as they speak, he must produce sentences at a rapid rate that demands automaticity of generation. Unless

the instructor has previously acquired the ability to generate grammatically correct and stylistically congruent sentences and only these sentences--and this represents a high level of achievement indeed--he will provide incorrect models for student analogies and teach Franglais, a language spoken unfortunately in too many of our French classrooms, rather than elicit the genuine French taught by the auto-tutor. While most of our instructors were conscious--often too self-conscious--of their deficiencies at the level of pronunciation, they failed to realize their shortcomings in the higher levels of French syntax. Many commented that MCEF constituted an "existential" method of instruction since the teacher was forced to bare his competencies--or lack of them--before his students and could not seek refuge behind many of the façades conventional FL teaching affords.

The new role of the teacher in MCEF presents a challenge to the teacher to be competent and prepared since, if he follows the intent of the program, he cannot cover up his inadequacies with lengthy technical discussions of grammar points and other things with which it is customary to pad out a conventional class. The unexpected turns of free conversation make it impossible for the incompetent teacher to take refuge behind a neatly delineated lesson plan.

Suprisingly, it was felt that the initial stage of MCEF, the stage when the student must be led to converse with a small linguistic inventory, was the most difficult for instructors used to conventional teaching.

Participation in MCEF as a display session instructor presupposes the following limitations which differentiate it from traditional teaching of conversational French: a thorough knowledge of the specific material that the student

acquires in the laboratory. (In traditional teaching, the instructor draws at random from his experience and general knowledge of the subject matter.) Since the instructor is dealing with a limited amount of material-- at least for the first several months--his role as "teacher" is strictly delimited. The display session instructor does not teach: he is an auxiliary to a teaching machine; he is a manipulator and a coordinator. Because the role of the display session instructor is more clearly defined and hence more restricted than that of the conventional role of the "teacher", it is more difficult. Teaching MCEF is not only more difficult because the instructor is restricted to a small body of material which forces him to be more resourceful and imaginative, but also because the traditionally oriented teacher must repress and subordinate his previous role as "teacher" i.e., as the prime source of information and authority.

In MCEF the teacher must learn to work as a member of a team, the most important members of which are the student and the self-instructional materials. He must repress the urge, as soothing as it may be to the ego, to play the title role.

MCEF made me realize how much of a "ham" one tends to be in a traditional classroom situation (a role that most teachers probably enjoy), but more significantly, however, how much time an instructor (in a traditional conversational French class) wastes by doing most of the talking himself. MCEF has clearly demonstrated to me what should be obvious but which is more often than not disregarded by most teachers: students can only learn to acquire and control near-native fluency in the target language if they themselves communicate. MCEF has dramatically shown that the display session is not a forum for the instructor to display his knowledge. I again make this point since in my own case, subordination of the conditioned role of "teacher" was difficult to overcome. In a way--perhaps because the ham actor instinct was not entirely repressed--I had to assume the more passive role of a "manipulator" of structure. The display session instructor then acts rather like a behind-the-scenes politician. In this sense, the instructor, while controlling his students, lets them in a way become his mouthpiece. This more than makes up for the loss of ego or prestige or what-have-you that the traditional teacher faces when he realizes that playing the part of the behind-the-scenes politician is far more challenging than that of the front running candidate.

Compensation for a more reduced function comes in the form of the realization that MCEF makes it really possible for the students to use the language.

One of the most satisfying aspects of the MCEF program is that the instructor receives a ready-made package when his students are sent to him for a display session. His "charges" have already absorbed a certain amount of structure and phonology which has been taught by the machine. The display session then becomes a period not of classroom drill (which is inevitable in a traditional classroom situation) but a period of real conversation. Although the parallel is outrageous, a fellow instructor remarked that letting the machines do the dirty work of drill and teaching would almost be as good as getting a baby only after diaper service was no longer needed. His point is well made. Teaching mechanical things is sheer drudgery. Teaching conversation becomes enjoyable and profitable only after some mastery of the fundamentals has taken place. This the machine does in MCEF remarkably well. Display session time is left for better things than drill.

I have never before experienced the situation of near-natural conversation in a traditional class. Conversation courses I have taken myself and have taught never went beyond the most artificial of contrivances--too much time had to be spent in the mastery of fundamentals. In MCEF, students were able very soon to transform patterns that they had learned in the laboratory into correct sentences in the display sessions. This often resulted in highly successful verbal duels among the students and a feeling of real accomplishment on the part of student and instructor alike. Because of continuous conversation (and the informality of the display session itself) the student soon lost the initial self-consciousness he may have started out with.

All instructors felt that one of the weaknesses of the program was the inability of the display session teacher to have a complete view of the course from start to finish. Because materials were constantly in the process of revision, it was impossible to put the complete course syllabus in the hands of the instructor. Students

soon became conditioned to think of the course objectives in terms of a specific number of units which had to be completed. Often it proved impossible to tell the student the number of units which had to be completed; and it was equally impossible to tell him how many units the course contained or how many could be considered to be equivalent to a credit-granting norm at the end of a semester.

Weaknesses of MCEF, as it has been used so far, include our inability to state specific goals for the students in terms of how much they should expect to learn in a given period of time, resulting in a continual uncertainty on their part. Uncertainties with regard to policy as it evolved also hampered the effectiveness of the program. These weaknesses should be taken care of in order to achieve maximum effectiveness from the program in an operational context.

These uncertainties resulted from the very aims of our project: the "evaluation and implementation of a Multiple-Credit French course." Administrative policies had to be formulated with due consideration to the realities a large university context imposed and solutions which became unwieldy or unjust had to be modified.

One of the sources of student and instructor dissatisfaction was the necessity of awarding grades ranging from "A" to "C" and the fact that two students who both received credit for a semester's work might receive different grades due to the fact that one had assimilated more--and generally more fully--units of the material.

Discussion of the program leads to consideration of the goals. It would seem that the program's goals need to be clarified and more fully explained to the students. "There was a great deal of misunderstanding on the part of students about what was expected of them last year. Students somehow, through misunderstandings, no doubt, thought at the beginning of the

year that they were to be judged entirely on their own merits and their own mastery of the subject; that is, that a student who completely mastered 5 units, working at his own rate, could make the same grade as a student who completely mastered 10 units, provided that both students were working up to their own capacities. Such an arrangement would be ideal, but it is, unfortunately, not the case. Students are, in fact, compared to other students. In the situation mentioned, the two people would not make the same grade. At any rate, students were under this misconception last year and it caused quite a lot of tension between students and display leaders. Many students felt that they had been deliberately misled, and display leaders were often placed on the defensive in an effort to clarify the goals and explain to the students what was expected of them and what was meant by the term "working at one's own rate." This was difficult to do since the goals were not always clear, even to the display leaders. Moreover, the leader's lack of certainty tended to cause a breakdown in the students' confidence in the leader; such confidence is one of the essential elements of the display sessions. Nothing is more disconcerting to a student, whether "good" or "bad", than feeling that the teacher is only vaguely aware of classes' goals and future material and program.

Some instructors who considered that the function of an examination was to evaluate how much of the material presented in class can be regurgitated by the student, and that, in turn, one of the duties of the instructor was to "cram" the student for examinations, stated that the use of external tests not being made available to the teacher prior to administration constituted a weakness of MCEF.

Various rotation schemes were attempted to give students the opportunity of contact with a variety of instructors: native speakers and American born, neophytes and instructors with previous teaching experience, instructors with a definite commitment to audiolingual orientation or the use of programmed instruction and others who were neutral or a bit sceptical. Seldom did the same Display Session

group remain unchanged throughout a complete semester and come in contact with only one instructor. Opinions were mixed on the part of display session instructors in regard to the optimum rotation scheme. Most instructors felt that to restrict instructor rotation would minimize insecurity on the part of the student, but all agreed that to return to the conventional scheme of one course-one instructor would seriously limit the student's ability to transfer skills acquired in the artificial classroom environment to the natural communication situation where he would be confronted with individual speech patterns that differed considerably from those of his display session instructor.

Perhaps it would be a further advantage to the students if display leaders could rotate classes rather than remain with the same one throughout the semester. During staff meetings it was learned that all leaders used more or less the same techniques, but each leader probably favors certain techniques above others. Rotation would insure students against becoming used to the speech habits or teaching techniques, topics and methods of approach of one person.

We feel quite justified in concluding that the reaction of the human component of MCHEF was unquestionably positive and that any fairly competent and conscious teacher can very quickly learn to modify his conception of his role to make room for the teaching machine. Freed from rigid course schedules and relieved from tasks that taped native models, machines and specialists in the preparation of materials can do more effectively, our teaching associates felt more confident and self-reliant than in their previous traditional role as sole master of a class, even though

they were subjected to constant observation and constructive criticism. More important still, they derived greater satisfaction from the more effective audiolingual training the course permits and the more personal teacher-student relationship of the display session. There could be no greater tribute than that paid by instructor D, considered the outstanding teaching associate in the traditional program prior to her volunteering for the Multiple Credit program. When offered a part-time teaching position in a renowned women's college, she refused because: "I wouldn't want to teach French except the Multiple Credit way!"

7.2 Student Reactions

Student reactions were elicited formally by inviting E students to comment on various aspects of the course (materials, language laboratory, display sessions, individual rate of progress, etc.) upon completion of the program. The E₃ group was also invited to comment specifically on the SEF programmed course at the end of F102. Only about half of the students in the group answered the questionnaire with care; the others were content with such brief comments as "O.K.", "fine", etc. Many of the responses offered constructive criticism and, in no instance, did any student react in a negative way to all aspects of the course. At the beginning of the experiment some dissatisfied students complained directly to the Department of French and Italian administrative officers but these reactions were never communicated to members of the MCEF staff except in the form: "students are complaining,"

"a lot of students say they're not learning to read," "according to the students the course is disorganized," etc. Here, it should be pointed out that the department does not have a formal channel for sounding out student opinion of its own program of courses. It is, therefore, impossible to judge whether C students, if given the opportunity, would have regarded the conventional elementary sequence more or less favorably than did E students with regard to MCEF. Some students also voiced disapproval or strong endorsement of MCEF directly to the College of Arts and Sciences administrative officers but the exact nature of these comments nor the ratio of negative to positive reactions were never communicated formally to the MCEF staff.

It was initially feared that MCEF, differing as it did from the conventional approach in several ways, would meet severe resistance and dissatisfaction on the part of the E students. It was hoped, however, that the possibility to work at an individual rate, with the advantages it offers to both the more gifted and the slow students, would offset the anxiety and suspicion that radical instructional innovations evoke in students. The problem was compounded by the fact that MCEF involved only a small fraction of the students enrolled in the first three semesters of French and that quite naturally E students might resent their being selected as "guinea pigs" for something new and untried. It must be kept in mind that experimentation with instructional procedures is quite rare in the teaching of foreign languages at the college level.

Generally, experimentation has involved the entire population of a language course or even an institution's total foreign language teaching program, so that there was only an E group and no corresponding control group.⁸ In other instances, the entire population of a language course or program participated in an experiment as either the E or the C group.⁹ Of considerable importance in the evaluation of student reactions is the fact that the department administratively responsible for both E and C courses considered the experiment a threat to the structure of elementary and intermediate courses and was inclined to magnify student dissatisfaction rather than to seek means to prevent it or reduce it when it manifested itself.

7.21 Audiolingual Emphasis

The major problem was the fundamental incompatibility between MCEF's emphasis on audiolingual proficiency and the department's covert primary objective of reading proficiency defined rather nebulously as the "ability to read the French literary masters in the original by the beginning of the third semester." The F101-F102 course description does mention that considerable stress is placed on audiolingual skills, but final examinations do not contain any direct test of spoken proficiency. Students who completed MCEF were required to take a three semester-hour reading course to complete the language requirement. In this course audiolingual proficiency was not generally recognized and E students were handicapped vis-à-vis students who had been enrolled in the conventional

elementary courses. In addition to a sudden shift of emphasis, E students had to adjust to lockstep teaching and a different system of grade and credit award. Predictably, E students were deeply concerned about the lack of training in reading in the early stages of MCEF and rightfully felt that they were being treated unfairly.

7.22 Individual Rate of Progress

The ability of each student to progress at his own pace, rather than being locked to that of the average student was clearly the feature of MCEF that appealed most to participating students, particularly the slower ones. In fact, the more gifted students tended to benefit even more from this feature since it saved them time as well as money.

I like the way we are learning French. I think it is much easier to be able to learn at your own rate.

I think that the way we are learning French in the lab is better than in an ordinary French class because the material is not being rushed on you. You can go at your own speed and I think this gives you a chance to learn things better.

You have more individual attention; when you are in a large group you might not pick up things as fast as others.

7.23 Lack of Specific Goals

The flexibility of course structure introduced by freeing individual students from dependence on a course outline was felt by many to have one disturbing side effect. Participating students felt that they were cast adrift and that the course instructors

and administrators failed to supply needed direction and orientation. This feeling was shared by some of the display session instructors and is best rendered by the following citation from an E₂ student's final report.

I feel like I and others have failed to learn in this course for the simple reason that the course never set up definite goals or a definite program of what the course was to do. I believe that, in essence, this is a good course. I like the method and had I learned more I would say this course was a success. . .Lack of definite goals by you left me with a lack of a definite goal.

Several factors contributed to this feeling of insecurity experienced not only by mediocre but by some good students as well.

First, the materials prepared in conjunction with MCEF differed strikingly from textbooks and syllabi students used in previous foreign language courses or other college subjects. All of the various programs tried out with MCEF contained neither tables of contents, vocabularies, nor grammatical appendices and students were disoriented by the obvious lack of precise, though often illusory, road markers of linguistic progress. Second, at no time was a complete three-semester sequence of materials completely ready when a new E group enrolled. It was impossible for the members of the staff to answer the most frequent question students posed: "How many units of the material must we complete in order to receive full credit for the course?" Third, the fundamental premise of MCEF, namely, that students be permitted to progress at an individual rate, made it impossible to publish class schedules and to force students to adhere to them. In the last semester of the E₃ run,

we devised a procedure that seemed to satisfy the students' need for some direction and control, without at the same time conflicting with the educational philosophy of MCEF. Students were issued a Progression Chart which listed the units of the materials contained in the complete three-semester course. They were asked to fill in the dates at which they realistically expected to complete a given unit of material. The Progression Chart was then submitted to the course supervisor and display session instructors were required to check periodically on student progress. If a student violated, as it were, the contract he had freely entered into, he was scolded by the course supervisor and pressure was put on him to make up lost ground. This procedure promises to be particularly effective for students who have high linguistic aptitude but who seem incapable of prolonged effort or independent study.

7.24 Credit by Examination

Perhaps the most demoralizing factor in the implementation of MCEF was the determination of semester final grades and credits awarded on the basis of performance on external objective examinations rather than an examination based on course syllabi and content. As expressed by an E₃ student:

My major objection to the program is that we are not tested on what we have learned. It is like taking a final exam in Greek History. If standard tests are to be given to see how we compare with conventional classes, this is fine. But when given this exam as a test of what we have learned, it is definitely incongruous. Tests for grades should be given over the material covered--[they should not be prepared by] someone who doesn't even know what we've had!

The student is objecting primarily to the reading and writing sections of the MLA Lower B battery which features examination procedures not familiar to E students and which, at that stage of MCEF, deal with tasks that have just been introduced. This comment also demonstrates vividly how thoroughly conventional courses condition the student to the memorization of a finite body of knowledge which is to be regurgitated at the end of the instructional period.

7.25 Language Laboratory

Students agreed universally that the numerous malfunctions of the language laboratory equipment were frustrating and time consuming. The following comment summarizes the feeling of all students (and instructional staff).

The machines and the trouble they caused were the most outstanding drawback of the program. The machines would often make the best study intentions seem useless.

Since students spend a minimum of five periods and generally a total of eight hours a week working in the language laboratory, the lack of a language laboratory and electro-mechanical devices suited to a course featuring heavy emphasis on audiolingual skills and self-instruction no doubt constituted the weakest part of the program and seriously reduced student learning and enthusiasm.

The recordings used in MCEF were produced under distinctly non-professional conditions. But given the fact that the fidelity of the system was below recognized standards, the infelicities of recording did not prove annoying to the students except when dis-

crepancies between the recorded program and the student workbooks were inadvertently introduced.

7.26 Materials

As the E₃ group was exposed to the most formally programmed set of materials, we shall orient our discussion primarily to comments on the SEF programmed set of twenty-two units.

The student comments express, generally, mild enthusiasm for the dialogues that both precede and end each SEF unit. Some found that the dialogues introduced too many lexical items which had not previously been taught, but most thought that dialogues were comprehensible upon the first presentation and yet challenging, precisely because they required the listener to make educated guesses. With regard to pedagogical progression of the material, comments were varied and not always specific. Several students commented that at times the progression of the presentation was entirely too slow (no examples were given) although they acknowledged the necessity of repetition. Five of the students expressed dissatisfaction with the slow rate at which vocabulary items were presented. These students felt that at the end of unit 22, a more extensive vocabulary should have been acquired. Two or three students commented that they would have preferred an earlier introduction of the negative form. A few students felt that they should have been exposed to more than "two tenses". (This is only true if by "tense" is meant a morphological paradigm. The two sets presented were the present and imperfect indicative. But other

means to express verbal modalities were taught: the passé composé and a variety of infinitive modal phrases, including the aller + infinitive phrase.) Generally, the student reaction was favorable. One student seems to have summed up what we believe most of the others expressed in varying degrees:

I felt that the speed at which one could cover the material was greatly increased due to the logical placement of the introduced material along with that which we had already covered.

Almost without exception, the students commented favorably on the questions on the dialogues. Most of the students considered the questions as a test or reference point. While the questions were easy, they provided a conversation in context which seemed to provide considerable motivation. One student had this to say:

These (questions on the dialogue) proved very helpful to me. Not only did they aid in the understanding of the dialogue and the materials covered, they developed more of a "thinking-on-your-feet" attitude. The student had no idea of what the next question would be-- often on the tapes you can easily guess at the general content of the next question. This made the student learn the words instead of just parroting them.

Students felt that narrative passages used for comprehension practice were very helpful and that they should have been expanded. Some comments suggest that the programming of new vocabulary items left much to be desired and that the subject matter lacked zest and interest.

I think this (the comprehension) could be improved. Too many new words for one reason. The whole base of the context is something we've never heard before and makes it difficult to gain anything. If the context would contain half or one-third new vocabulary, it would be better. . . In an expanded form, it (the comprehension) could be used very well to increase at least passive vocabulary and enliven the subject matter.

It was also felt that dialogue and narrative material should be better integrated with display session practice.

The comprehension is one of the best and most helpful parts of the material but in a way we let it go to waste because we never used the vocabulary. I think we should make active use of it in the display sessions by just using it in everyday conversation or by retelling the story of the comprehension in our own words.

No unfavorable comments were made with regard to the withholding of the conventional spelling until Unit 5, but several students reported that to finally see the spelling of words they had learned was a welcome surprise.

More troublesome were inadequate dosage of learning steps and the inadequate control of some of the linguistic behaviors presented. All students noticed that with Unit 11 the program shifted distinctly toward the introduction of a greater number of structures and vocabulary items. The length of units doubled and trebled and students commented that units sometimes seemed interminable. Students were quick to note uncontrolled morphemic alternants, a particular problem in French where much of the morphophonemic variation is determined by style shift. Students quite naturally came to believe that the form first presented was the only correct one and were disturbed by shifts from, say, /ʒœ vé/ to /ʒœ vè/ (je vais) or, worse still, from /ʒœ vé/ to /ʒvé/ or /il èt a la plaʒ/ (il est à la plage) versus /il è ó sinema/ (il est au cinéma).

Comments on the Second Level Units and the graded readers were of a more informal nature. The dialogue and narrative materials

presented in the Second Level Units were considered more interesting and useful than those of SEF, although, on the other hand, the presentation of grammatical structure through pattern drills was felt to result in boredom and lack of concentration.

Notes .

¹For instance, the Cornell University Division of Modern Languages program described in J Milton Cowan, "The Cornell Plan of Language Teaching," Hispania 30:57-60 (1947); also Hispania 32:27-34 (1949), Modern Language Journal 34:593-603 (1950) and PMLA 47:38-46 (October, 1952).

²Particularly, the University of Colorado German Experiment, see Scherer and Wertheimer.

8. Administrative Reactions

The modifications in administrative procedures that MCEF entailed were expected to affect the University at three levels: the system of grade and credit award, the registration procedures, and the structure of elementary language instruction.

8.1 Grade and Credit Award

MCEF freed students from conventional lockstep progress by making more liberal use of two administrative devices already in use, the granting of the grade of "I" (Incomplete) to students who had failed to meet semester-final norms and of additional credit by special examination to students who demonstrated mastery of the content of the next semester's portion of the course, i.e., of the content of F102 for students completing the first semester of the course or of F203 for students completing the second semester of the course. Credit by examination requires the payment of a standard fee of five dollars rather than tuition fees proportional to the number of semester credits earned, and in this way overachievers were doubly rewarded. Of course, the liberalization of credit award by special examination results in a loss of revenue to the university, but this loss is offset by economies in instructional staff and classroom space resulting from overachievement. We have seen in 6.2 that 11 of the total E students completed MCEF in two semesters.

The liberalization of the award of the grade of "I" and concomitant deferment of award of semester credits did present one serious problem. At Indiana University undergraduate students must

generally carry a minimum course load totalling fifteen semester credits; furthermore, students who carry fewer than twelve hours are not considered full-time students and lose the right to space in University dormitories--a very serious penalty indeed since suitable off-campus space is quite scarce and much more expensive and less desirable than University-owned accommodations. MCEE students who received the grade of "I" in F101 and F102 were not affected by this rule since they could enroll in the next-higher portion of MCEE on the reasonable expectancy of removing the "I" in the course of the semester and of then beginning work at the F102 or F203 level. But students who received an "I" in F203 were faced with two equally unpleasant alternatives: to move out of the dormitories if they elected to carry a normal real load of fifteen semester credits (five of which were for the F203 in progress) or to carry a heavy load of at least seventeen semester credit hours. The problem was solved in an ad hoc fashion. Individual students who faced this drastic choice were given a memorandum which stated that, although they had enrolled for fewer than twelve semester credits, they were to be considered full-time students because they were, in addition, committed to a course yielding five semester credits; in other words, the Incompletes they had received differed strikingly from the regular "I" in that it did not signify failure to meet all course requirements, but the completion of course requirements at a slower rate.

8.2 Registration Procedures

At Indiana University, as in most other large state universities, enrollment in beginning and elementary language courses is very high and multiple sections must be scheduled. For instance, there are up to thirty conventional F101 sections available for the Fall semester and nearly that many for second and third semester courses. Assignment to individual sections is quite random, except for a small number of sections reserved for "Special" students, students, who on the basis of their high school and aptitude test scores, can be predicted to perform well. In the past, students reported to the University Fieldhouse for registration in courses and drew section assignments on the basis of the laws of chance, their preference for individual instructors and scheduled hours of instruction, and a good deal of patience and knowledge of the registration "game." Starting with the Fall of 1965 registration will be effected through computerized procedures and all non random factors will probably be eliminated. Note, however, that for students who have begun elementary instruction in French at Indiana University, the same fairly random assignment to sections is repeated in the second, third, etc. course registration. Since instructors and administrative officers cannot absolutely predict in advance which students will fail a course and will need to re-enroll in it, advance constitution of class rolls on the basis of previous performance or other factors deemed significant in assigning students to one of several available sections is not possible. Nor, is individualized

assignment to sections deemed desirable since, except for "Special" students; many of whom prove to have no special talent for language learning anyway, there is no attempt to break the lockstep and modify the teaching program on the basis of student attitude, aptitude or previous background. This system of assignment to sections in courses where multiple sections provide a framework for more individualized instruction does nothing to allay the multiuniversity student's feeling that he is just another IBM card number.

Since MCEF is considered a single course rather than a series of courses, assignment to Display Session group from one semester to the next is determined by past performance and relative level of proficiency, except in cases where scheduling conflicts with single section courses arise. In several instances the same group of students remained together during the length of their three-semester stay in MCEF. Assignment to a section no longer is a random task to be performed by non-teaching personnel; on the contrary, it becomes an integral part of the teacher's responsibility. Not only does this very distinct feature of MCEF render the teaching environment less impersonal but it also makes possible a more rational use of teaching personnel. It seems a universally observed fact that it is the skilled teacher who is most effective with both well motivated and gifted students and what we might best term the academically undistinguished students. Advance assignment to section would allow the Department to better fit the instructor to the student.

Parenthetically, it might be pointed out that the most adverse reactions from the higher levels of University Administration resulted from the initial registration of Experimental groups. It was objected that the institution of MCEE^F resulted in delays and confusion in the registration of students for French courses. Delays in assignments to French sections in turn resulted in uneven flow of students at other departmental desks. But these difficulties did not result from inherent features of MCEE^F. As was pointed out in 6.311, a truly random assignment of students to E or C groups was made impossible by the Department of French and Italian's insistence that MCEE^F be explained in detail to any prospective enrollee. It was inevitable that delays in registration result. If MCEE^F, or some adapted version of it were employed generally these difficulties would not arise, nor need they have arisen at Indiana University if the Department and the Administration had not viewed the MCEE^F trials with some suspicion.

8.3 Structure and Objectives of Foreign Language Instruction

MCEE^F was attempted within the administrative work of a foreign language department typical of most large state universities. The department considers that its primary function is the teaching of French literature and that its students should be initiated to texts of significant literary value as soon as possible. Introduction to the literature of a foreign people provides some insight into its culture and is unquestionably an integral part of a liberal education. But this goal can be achieved only if the student has sufficient linguistic proficiency to read foreign language texts with

meaning, pleasure and profit. If literary texts are presented before the student is linguistically ready, he will be able to appreciate literary quality and learn about the foreign culture only through explanations in English, or else the deciphering of literary texts will become a rather inefficient means of acquiring language skills.

In most foreign language departments, there is, on the other hand, a growing awareness of the new role of foreign language instruction in today's world: training students in cross-cultural communication. This objective can be reached only if the student has the opportunity to understand the spoken language and to speak it with some degree of accuracy and fluency. These two objectives are not antithetical but if both are to be achieved it will be necessary:

to require that all students demonstrate the ability to understand, speak, read, and write the language sufficiently well to permit their uninhibited participation in classes conducted entirely in the foreign language and devoted exclusively to questions of content. No student lacking this "functional control" of the language should be permitted to enter any content course.¹⁰

One of the basic premises of MCEF is that beginning students will differ with regard to the length of time required to acquire a basic proficiency in an FL--as defined in the above quotation--and that it is the responsibility of a foreign language department to make it possible for all types of students--the gifted as well as the average, the well-prepared as well as the culturally deprived--to attain basic proficiency in the most rapid way possible and with-

out falling by the wayside. Traditionally, it was assumed that one year of study of a foreign language was sufficient to attain this mastery. No doubt this was possible for some students-- though hardly if their contact was limited to three hours weekly for thirty weeks in groups of twenty to thirty--but most learners will need considerably more time. Such a course as MCEF attempts precisely to provide a course structure that will allow all types of students to attain basic proficiency in a period of time commensurate with their background, attitude, and aptitude.

A major source of administrative conflict at the departmental level was MCEF's delay of emphasis on reading and its stress on speaking proficiency, including accuracy of pronunciation. The Department feared that upon completion of MCEF, experimental students would not be prepared to read literary texts and it felt that for them to devote fifteen of the eighteen required semester hours to extensive drill in the manipulation of structures and intensive training in pronunciation was a waste of precious time. The Department seemed to take the attitude, if we may be allowed to paraphrase, "We don't really care how well they can speak, but can they read?"

This administrative conflict resulted not from an inherent feature of MCEF but the unclarity and vagueness with which foreign language departments specify course objectives. In devising the structure and formulating the objectives of MCEF we took at face value the University catalogue description of conventional F101-

F102 and F201-F202 which states that these courses provide extensive training in audiolingual skills. The statement is supported, it might be added, by the scheduling of two periods of language laboratory practice weekly for F101-F102 students. The fact that the final examinations for all these courses do not contain a formal, objective test of speaking proficiency--nor does the examination which places students with previous study of French in these courses--led us to suspect that desired student terminal behavior cannot very well be inferred from course descriptions. However, since audiolingual skills are least amenable to self-instruction it was felt that more significant and generalizable conclusions could be inferred from the MCEF trials if we adhered to an uncompromising emphasis on audiolingual skills, even to the detriment of reading proficiency.

Since MCEF students were required to enroll in one conventional reading oriented course before completing the language requirement, our emphasis of audiolingual skills and the resulting neglect of reading entailed the calculated risk of adverse reaction on the part of MCEF graduates who might find themselves ill prepared for courses which emphasized reading-translation. This problem was anticipated by the Department's administrative officers who in fact announced in the Fall of 1962 (while most students of the IE group was progressing through F203) that unless we could demonstrate that E students demonstrated sufficient level of reading proficiency "we shall have to recommend to students enrolling in French F101

for the Fall 1963 semester that they not register for the experimental course". It was finally agreed that the Department's placement examination would constitute a test of reading proficiency acceptable to departmental administrative officers. MCEF students were to demonstrate that on the average they could attain scores permitting placement in F211, the conventional second year reading course. Although this stipulation constituted a gross violation of the original research contract proposal and was hardly consonant with objective research we acquiesced in the interest of "cooperation". The first group of MCEF students did meet norms for placement in F211 and were considered to be at least minimally proficient in reading.

Nonetheless some dislocation problems did result, but these may be attributed not to the fact that MCEF students had not achieved reading proficiency equal to those of students enrolled in comparable conventional French courses (which as stated in 6.3 was indeed the case) but the inherent incompatibility of MCEF and conventional teaching principles. Whether or not enrollment in MCEF by itself adversely affected subsequent work in conventional French reading courses (or, inversely, whether it led to better performance in advanced conversation oriented courses) cannot be determined because of the multitude of factors involved, the heterogeneity of teaching practices exhibited in intermediate and advanced courses, and the small proportion of students beginning the study of French at Indiana University who eventually complete the language requirement and enroll in advanced courses (see 6.1).

Another major area of conflict was the long-range implications of MCEE^F in the function of live teachers and the use of graduate student teaching associates who constitute the main source of instructional personnel for elementary and intermediate courses. Since MCEE^F rested on the concept of the language laboratory as a teaching machine and the redefinition of the role of the live teacher in FL learning, it was felt that it endangered the department's graduate program in French literature. Foreign languages have fared badly vis-à-vis the biological, physical and social sciences in attracting government and foundation fellowship support and teaching assistantships provide the means of financial support for the great majority of graduate students. It is not surprising that any program which assigns many of the tasks formerly assumed by teachers to machines should be viewed as leading to the reduction of the teaching staff of elementary courses composed primarily of graduate assistants. Increased fellowship support in the humanities would no doubt alleviate these fears and would help to eradicate what has become a serious confusion between language learning and teaching on the one hand and training for scholarly research in literature, linguistics or philology on the other. MCEE^F, unlike all other experimental language courses which make extensive use of programmed self-instructional materials (for example, Rand W. Morton's experimentation at Lindenwood College, Missouri), did not purport to reduce significantly instructional staff needs. The live teacher was not to be replaced by the language-laboratory-as-a-teaching machine, rather

his function was to be redefined. It does, however, present some threat to the established system in that it suggests that at least some of the inexperienced neophytes or the instructors whose proficiency in spoken French leaves much to be desired, are incapable of assuming the new teaching role which the use of the language-laboratory-as-a-teaching machine forces upon them.

Another source of tension stemmed from the reluctance of FL departments to engage in instructional research. What passes for research in this field is more likely to be the trial of a new procedure conducted without any attempt at rigorous control and collection of data. As a result, there is little opportunity for the "spin-out" of new approaches, that is, the testing of a new approach with only part of a population and its extension, if successful, to the entire group. As a result, new methods are instituted not after demonstrated effectiveness and superiority in terms of stated goals and variables but through forceful assertion and in the wake of external events that are often unrelated to the methodological innovation. For this reason the Department was unduly concerned by some of the minor dislocations and administrative problems caused by the more complex structure of MCEF, more complex, it might be added, only because it differed from the old and familiar.

MCEF in fact requires more complex administrative procedures than the equivalent conventional courses. Not only must students be assigned randomly to from four to five times as many sections

(since a conventional class of twenty students would need to be divided into four Display Sessions) at the beginning of the first semester but the composition of Display Sessions must be modified on the basis of student progress so that each group remains homogeneous. But once Display Session groupings are organized in the course of the first semester they tend to remain fairly stable and there is no need for the obligatory reshuffling and rescheduling at the beginning of each new semester that characterize conventional courses. Such reshuffling of Display Sessions at the beginning of a new semester as did occur was determined by scheduling conflicts with other courses rather than internal factors. Language laboratory activities need to be carefully programmed and required more attention than the language laboratory sessions attended by conventional F101-F102 sections: the equipment is used more intensively and in more varied ways with resultant heavy rate of malfunction. But in the long run the implementation of MCEF's teaching components per se (as opposed to administrative matters concerned with the evaluation and reporting required by the research contract) would not seem to entail administrative procedures more complex or time consuming than those connected with the conventional program, nor would they require additional staff involvement.

Most of the administrative complications reported by the administrative officers of the Department of French and Italian and the higher echelon of University Administration were due to

evaluation and reporting requirements of the research contract (scheduling of examinations to control groups, collection of statistical data, etc.). As was pointed out in 7.2 administrative officers reported that some students had requested interviews to express their dissatisfaction with MCEF but no effort was made to indicate whether the institution of MCEF resulted in a significant increase in unelicited complaints about elementary and intermediate French courses. Nor is it at all clear that whether most complaints were unelicited or whether they had been occasioned by requests to comment on the course.

Notes

¹Hadlich, Roger L. et al., "Foreign Languages in Colleges and Universities," in W. F. Bottiglia (ed.) Foreign Language Teaching: Ideals and Practice, Reports of the Working Committees, 1964, Northeast Conference on the Teaching of Foreign Languages, p. 53.

9. Evaluation and Recommendations

9.1 Factors Considered

It will be recalled that the purpose of this study, as its title indicates (The Implementation and Evaluation of a Multiple-Credit Self-Instructional Elementary French Course), was to investigate the problems that the adoption of a foreign language course featuring intensive contact and permitting students to progress at optimum individual pace would present at the college and university level. Although the experimental course was tried out in a large state university we are confident that our conclusions apply to the small liberal arts colleges. In fact, adaptations of MCEIF were indeed tried out in two colleges differing considerably from each other with regard to student enrollment, resources, and academic and administrative policies: Concordia College, Minnesota and Culver-Stockton, Missouri. Not too surprisingly perhaps, it was discovered that the trial of MCEIF in these smaller institutions encountered fewer administrative problems than at Indiana University.

In evaluating the results presented in Chapter 6, it would not be amiss to quote here the description of the aims of the study as presented in the original proposal:

"To investigate the problems, administrative and pedagogical, presented by a basic FL course where the students are allotted the high number of contact hours (500-600) required for the acquisition of audio-lingual skills and where the individual student proceeds at his own learning rate but which: (1) is compatible with a liberal arts education and allows the student to pursue other studies simultaneously; (2) is comparable to the traditional course with regard to instructional costs; (3) retains personal student-instructor contact."

In order to show that a partially self-instructional course like MCEF was consonant with the administrative and pedagogical policies of a college or university it was necessary to present convincing evidence that: (1) the course would not meet serious student resistance and would not show a drop out rate significantly higher than comparable conventional courses; (2) overall proficiency would not be adversely affected, i.e., the proficiency of E students in the four basic FL skills (listening comprehension, speaking, reading and writing) would not be significantly lower than that of students enrolled in conventional courses; (3) instructional costs and staff needs would not increase appreciably, (4) administrative modifications required by the course would not be incompatible with administrative practices or academic regulations; (5) instructor morale would not be adversely affected. We shall discuss these factors in the light of results obtained, evaluate the various components of MCEF, and proceed to propose a modified version of MCEF which would better solve some of the problems encountered and yield greater pedagogical efficiency.

9.2 Student Drop Out and Dissatisfaction

The data presented in 6.1 (pp. 159-164) lead one to the very conservative claim that MCEF did not have any adverse effect on student retention. It could be advanced that the favorable retention rate achieved by MCEF was due to the fact that E students were not permitted to switch to conventional courses. This was indeed true for IE students but members of the IIE and IIIE groups were permitted and, particularly in the case of the IIIE group

in which more students had enrolled than could be accommodated, encouraged to drop out during the first four weeks of the course. And it may be of some significance that the retention rate for the IIE and the IIIIE groups is higher at all points. Because of the differences in the nature of the materials used and in the order of introduction of the basic skills, especially the delayed introduction of reading in MCEF, it was difficult for students to transfer from the conventional courses to MCEF or vice-versa. No doubt this factor forced some dissatisfied E students to resign themselves to the course; on the other hand, it prevented the admission to MCEF of students who had become dissatisfied with the conventional program or who were particularly attracted by the audio-lingual emphasis of MCEF or the possibility it offered to complete elementary and intermediate work in a shorter period of time. A total of ~~ten~~ students assigned to F101 on the basis of the departmental placement test and who were eager to acquire a spoken command of French were permitted to "volunteer" for MCEF. Of these, six completed the course in two semesters. Test scores for these students were not included in our data, however, to eliminate another possible contaminating factor.

Much of the student dissatisfaction encountered by MCEF may be attributed to the improvisation that perforce characterized a course whose administrative framework, materials, and teaching techniques were constantly in the process of modification (see Ch. 7). Students who have been accustomed to receiving on the

first day of a course a textbook which contains all the material that they will be expected to "learn" are profoundly disturbed when the material is distributed to them in installments.

The greatest source of dissatisfaction was the misunderstanding which arose in regard to the interpretation of "working through the course at one's optimum rate". Since grades had to be awarded it proved impossible to avoid comparing students with regard to each other and it was inevitable that less gifted but assiduous students feel somewhat cheated when they received grades lower than "A" or "E". Certainly MCHS' results clearly refute the claim made by most programmers that given sufficient time and a carefully constructed program a student can master any body of knowledge or sets of skills. There is no doubt that this claim could be shown to hold in those areas and aspects of FL learning involving the memorization of facts and the acquisition of a finite body of facts: learning grammatical rules, providing English equivalents for a stated number of FL words or sentences. But our experience and that of other FL programmers suggest that, for reasons we are yet unable to understand fully, a sizeable proportion of college language students seem unable to acquire an accurate pronunciation and a significant level of audiolingual proficiency, at least in the academic setting and with materials, electro-mechanical devices and techniques developed to date. We discovered that, except when they were forced to withdraw temporarily from academic work due to illness or some other unexpected crisis, students who failed

to attain minimum terminal proficiency at the end of four semesters would seldom attain it even were they granted one or more additional semesters. Albeit reluctantly, we must conclude that language learning "in the New Key" is not simply a matter of assiduity but that for a student to attain a useful level of proficiency in audio-lingual skills he must be endowed with a minimum of language aptitude and a certain attitudinal and motivational set. Our difficulties are compounded by the fact that initial measures readily available to the FL teacher at the beginning of a course (high school grades, IQ, previous experience in FL learning, Modern Language Aptitude Test scores) do not seem to provide, whether singly or jointly, a reliable index of success in a FL course.¹ It is hoped that instruments designed to gauge motivation and reveal attitudes currently being developed will single out the "unteachables" and that ways of developing student motivation and modifying wrong attitudes will be found.²

9.3 Learning and Programmed Materials

Although it was demonstrated that MCEF had no adverse effect on the acquisition of overall proficiency and nearly 10% of the students who enrolled initially completed the course in fewer than the normal three semesters, we are somewhat disappointed that MCEF did not produce proficiency in the audiolingual skills superior to and proficiency in reading and writing at least equal to that attained by students enrolled in the conventional program, and that there were not twice as many over-achievers. We shall

discuss below some of the factors which, in our opinion, reduced the pedagogical efficiency of MCEF.

9.31 Programmed Materials

Since E students spent from 70 to 90% of scheduled class hours in auto-didactic practice it is evident that the quality and nature of the self-instructional materials employed in conjunction with the course would be by far the most important factor. It was not a primary objective of this study to prepare a self-instructional course in French, but since no course of the type desired was available we had no alternative but to attempt to produce one even without much lead-time. As a result it was not until the third try that we obtained a programmed course generally satisfactory with regard to format, content, and technique. It proved most difficult to prepare the beginning phase where accurate pronunciation habits had to be imparted without severely curtailing the presentation of vocabulary and grammatical features and thereby lessening student motivation. With each new trial MCEF modifications in the materials suggested by previous use were so extensive that, except for the second-level materials which proved fairly effective in their second draft, new sets of materials had to be re-written each time. This also required reproduction and recording of materials while the course was in progress so that the staff was not able to plan ahead and numerous minor, but to the student and display session instructions, annoying and frustrating, dislocations occurred. It was primarily this fact which

made it difficult to state terminal goals clearly, and the student who stated in his course evaluation questionnaire "Lack of definite goals by you left me with a lack of definite goal" assessed the problem quite correctly. We would attribute the significant difference in speaking and reading ability between IE and IIIIE (see pp. 189-195) largely to the fact that the SEF and MCEF₂ Second Level materials used by IIIIE students were prepared with more lead-time than the materials used by IE and IIE students. Whatever their shortcomings the commercially available textbooks used in the conventional program had been tried at Indiana University several times and a careful and realistic course and detailed table of contents were available to students and instructors.

Even the SEF and the Second-Level MCEF₂ materials were prepared too hastily and without sufficient preliminary testing and contained various infelicities. One serious shortcoming shared by both sets of materials is the failure to distinguish between active and passive inventories. As in all materials which are typical of the New Key it is assumed that the student must demonstrate the ability to produce all structures and vocabulary items presented. In a realistic communication situation the foreign learner will have to demonstrate control of comprehension ability considerably superior to his speaking ability. It is perhaps the fact that the materials used in the conventional program contained a vocabulary much larger than those of MCEF materials and that, although they failed to acquire the ability to produce

so many words and grammatical features fluently and with accurate pronunciation, C students could at least recognize them that partially accounts for their achieving scores in the listening comprehension examination comparable to those attained by E students. The higher proficiency in reading demonstrated by IIIIE students resulted from simply making available to them two graded readers accompanied by comprehension questions in French.

Like all other New Key and programmed FL courses prepared in the United States our materials completely neglected visuals. There is no doubt that the use of slides, film strips, motion picture films, and well executed line drawings would have made the materials more interesting and would have aided display session instructors in transporting the students to France, thus permitting a smoother and more natural transfer of linguistic habits acquired by auto-didactic practice to real communication situations. We also suspect that the use of imaginative visuals would facilitate and accelerate the acquisition of grammar and vocabulary and would reduce the need to match French utterances with their English equivalents. Meaning would initially be introduced by the use of contextual cues presented visually; English glosses would only serve to verify the student's ability to understand words and sentences out of context.

9.32 Recorded Materials

When the student spends 70 to 90% of his time listening to recorded materials these must meet the highest technical and peda-

gological standards. Voicers should have pleasant and well modulated voices and extensive experience in recording. Recordings should be made from a carefully prepared script and under the supervision of an experienced teacher trained in phonetics and a competent technical director. The recording must be made in a professional studio and reproduced without loss of fidelity. All these desiderata were notoriously absent from the recordings we used. The voicers were French-born students with no previous recording experience; and in addition to untrained voices some had distinctly non-standard pronunciation features. Some of the recordings were supervised by competent personnel, but the lack of lead-time caused us to settle for recordings which were poorly made or which contained infelicities. Recording technicians were students who in addition to monitoring the recordings had to perform a variety of other functions. Although recording equipment met the highest technical standards, the studio in which the recordings were made was not fully insulated from exterior noises and too poorly furnished to permit the voicer to record in comfort. In addition, as was pointed out in Chapter 4, the playback equipment in the language laboratory lowered the fidelity and introduced distortions in the original recording, as did the mass duplicating equipment.

9.33 Control of Student Behavior

The fundamental feature of programmed instruction is the control of student behavior. The principal problem in the application of programmed instruction to the teaching of FL with emphasis on

speaking is the confirmation of student responses. Theoretically three alternatives are available to indicate to the student whether or not his response is satisfactory: (1) the teacher, (2) an electronic evaluating device, or (3) the student himself. The first alternative is excluded by definition. In regard to an electronic device, there is no doubt that the necessary technology is available, but no recognition model of human speech is sophisticated enough to make the construction of such a device possible although a computerized device capable of evaluating prosody has been developed.³ Programmers must therefore rely on the student's reliability as a self-evaluator.

As all other programmers, we started from the assumption that the ability to discriminate between two sounds leads directly to the ability to differentiate them. Frame sequences designed to impart pronunciation habits began with exercises which trained the student to discriminate between French minimal pairs, e.g., il a dit "he said" versus il a dû "he had to" or between French and English near-equivalents, e.g., doux "sweet" versus do. A recent experiment inspired by MCEP lends support to this procedure.⁴ William A. Henning exposed three groups of American undergraduates, comparable with regard to language aptitude as measured by the Carroll-Sapon and the Seashore tests, to three different self-instructional programs presenting five French phonological features of both the phonemic and subphonemic types. Group A was exposed to differentiation training only, Group C to discrimination only,

and Group B received a mixed treatment consisting of half of treatment A and half of treatment C. Surprisingly, Group C scored significantly higher in differentiation and the ability to evaluate correctly pronunciation errors. The discrimination exercises devised by Henning included, in addition to those described above, sequences in which the subject was to discriminate between two non-native approximations of a French sound, one of which was more accurate than the other.

The SEF and MCEF₂ Second Level programs are both essentially linear, although the former allows for some branching: students who fail to meet criterion behavior after completing a unit need not work through the unit again but are branched back to a shorter version of the unit containing only practice frames; each SEF set also contains drill sets (see p. 83) which may be assigned to students who fail to demonstrate fluency and automaticity of response.

But if the auto-didactic component is to assume all of the functions assumed by live teachers in conventional FL courses except the elicitation of accurate and semantically appropriate sentences in a simulated natural context, then programmed materials and accompanying presentation devices will need to control student behavior to a greater extent than any FL programmed course devised so far. As Spolsky proposes such a program-teaching machine complex will need to perform the following functions not assumed by those we utilized:

1. Analyze any response that the student may construct;
2. identify as precisely as possible all errors in it;
3. inform the student of the nature of his error;
4. select and present appropriate remedial work.⁵

Until a sound analysis device is developed such an auto-tutor will be effective only at the grammatical and lexical level, but these are by far the most relevant in FL instruction. The technology for such a device would not differ substantially from that employed today in machine translation. The obstacle to the development of an auto-tutor with such extensive capabilities is the lack of pedagogical grammars in terms of which the auto-tutor could be programmed. So far no rigorous and generalizable procedure for the behavioral analysis of a sizeable portion of a FL has been advanced. The criteria for the determination of minimal learning steps that underly our materials or those of programs with similar goals hug the linguistic analysis too closely or they are completely divorced from any powerful theory of language identification and production of verbal behavior.

What we are suggesting, in sum, is that the development of a teaching machine capable of assuming FL teaching functions that do not by definition devolve to live teachers must await radical changes in the analysis of linguistic behavior and more illuminative insights on the process of FL learning. In particular, linguists must concern themselves with the analysis of language performance, subject as it is to a variety of non-linguistic factors.⁶ In the

meantime more generalized use must be made of audio-visual devices like Carroll's AVID (Audio-Visual Instructional Device), and live teachers will need to evaluate student responses and recommend suitable remedial work.⁷ It should be noted, however, that for a sizeable proportion of students (30-50%) teacher control of the acquisition of linguistic elements (as opposed to the use of language) would be minimal and could be handled conveniently during display sessions.

9.34 The Language Laboratory

The preceding section suggested that in an effective partially auto-didactic program no sharp distinction can be made between materials and presentation device: they are both mutually dependent. Until new developments in the analysis of language and language learning make a true "language-laboratory-as-a-teaching machine" a reality, we will need to concern ourselves with the quality and versatility of language laboratory equipment and the nature of the environment in which students work.

We believe the lack of adequate lab facilities--in terms of equipment and facilities available commercially today--reduced the effectiveness of MCEEF auto-didactic materials by as much as 30%. Not only was much student time wasted by breakdowns, malfunctions, and poor scheduling of major repairs and improvements but the noisy and uncomfortable working conditions affected student morale adversely.

In addition to the changes in equipment and language laboratory design proposed in Chapter 4 (see pp. 107-110) we would suggest the addition of a device providing the student with immediate feed-

back. Two alternative procedures have been devised which provide this feature. Edward M. Meyer has developed the "responser", a tape mechanism that will record an utterance of any length and play it back immediately, measuring each time the length of the utterance and allowing no more than a quarter-second to come between the recorded utterance and the playback. The "responser" can be operated by a push-button and does not require rewinding. The utterance which can be played back immediately may range from four to forty seconds in length.⁸ Fernand Marty has found that the addition of a loop which allows immediate playback of an utterance, the student's response or model stimulus and confirmation, or a combination of both has proven quite effective in the acquisition of pronunciation.⁹

The language laboratory has been conceived as an adjunct to the FL classroom where the student could receive additional practice in speaking. Despite the fact that many large language lab complexes are designated as "audio listening centers", there are few teaching materials whose objective is to provide the student with practice designed to provide teaching in comprehension. Few language labs' designs are flexible enough to provide a variety of facilities designed specifically for a variety of listening practice and speaking practice activities or combinations of both. Then, too, if the language lab is to fulfill an important role in leading students to behave a FL it should be an "acculturation chamber" where, in a very informal atmosphere, all of the student's sense,

the visual as well as the auditory, would be involved. Our experience with display sessions held out of doors or in the student coffee lounge lead us to advocate that an "audio listening center" should also contain a foyer furnished with easy chairs, shortwave radio, foreign language periodicals, posters, and artifacts as well as small practice rooms suitable for display sessions also furnished in an informal manner.

9.4 Redefinition of the Language Requirement

In the conventional program a student's academic failure is triply punitive insofar as he is concerned. Firstly, his accumulation of the total number of credit hours necessary for graduation is delayed because of the need to repeat the course. Secondly, the grade of "F" he receives for insufficient learning lowers his cumulative grade-point average, the nearly universally recognized index of academic achievement, and prejudices later applications for graduate school or employment. Thirdly, it is financially onerous since the student must pay the course fees anew. One of the advantages of MCFE most widely recognized by participating students and considered a priori as one of its principal advantages is precisely that it affords an escape from the triply punitive "F". The student who receives a "I" which he is not able to make up within a three semester sequence suffers only delay toward the accumulation of the total number of credit-hours necessary for graduation. Since by University regulations, he is forbidden from re-enrolling in a course for which no officially

valid grade has been granted, the student need not pay additional fees; with assiduity he will be able to remove "I's" with passing grades ("D" to "A").

Since it requires students who received a grade of "F" to repeat a course the University assumes tacitly that no learning has taken place during a full semester--an assumption which in most instances can be demonstrated to be patently false. The student, knowing that he has in fact learned a considerable amount and that only a few points in the final examination or lack of charity on the part of the instructor separated him from a "D", will tend to be less than assiduous and will more often than not receive a grade of "C" in his second try. Yet he is considered a full-time student while the MCEF student, who is working more assiduously to remove a "I" and may well succeed in his efforts midway through the semester and receive a grade of "B", is deemed unworthy of a bed and a desk in University dormitories!

A consideration of these facts can only lead one to question seriously the definition of full-time student status and the payment of tuition fees--which in a sense are made to serve as an index of a student's total academic commitment--on the basis of semester credits rather than intensity of study commitment. While MCEF proved to be generally consonant with established University administrative policies, which are fairly representative of administrative policies at the university and college level, it does suggest that these are more suited to bureaucratic

bookkeeping than to the fundamental function of an institution of higher learning: to provide a climate in which learning can take place in the most efficient and rewarding way for both the student and the teacher.

The emphasis MCHEF placed on audiolingual skills does not imply that we maintain that the ability to converse in French is a sufficient or even a realistic goal for the secondary or the university levels. On the contrary, we believe that to meet the FL requirement a student should take at least two courses in which the FL is the medium of communication.¹⁰ These might be courses in French literature, civilization, linguistics or pedagogy taught in French or courses in history, economics, etc. also taught in French such as have been instituted at Indiana University. The close scrutiny of a large-scale university elementary and intermediate FL program, which is certainly one of the most important by-products of MCHEF, indicates that contrary to what the administrators of FL instructions would have others believe--or have beguiled themselves into believing--most students who complete eighteen hours of conventional FL instruction fail to achieve any useful level of language proficiency of any sort.

It will be recalled (see Chapter 6.37, pp. 193-197) that through the auspices of the Defense Language Institute and the Center for Applied Linguistics a randomly selected group of IIIE and IIIC students who had completed three semesters of instruction were administered the FSI (Foreign Service Institute) Spoken and

Reading Tests. The Department of State requires that all Foreign Service Officers demonstrate scores of S(peaking)-3 and R(eading)-3 in at least one foreign language upon admission to the Foreign Service, and failing that, provides formal intensive instruction until that proficiency is attained. Inspection of the table provided in 6.37 shows that the average scores for both E and C students is a S rating of 1 and a R rating approaching 2. Only one student would have passed the Department of State requirement of S-3 and R-3.

As government agencies have discovered, completion of the FL requirement does not guarantee a functional knowledge of a FL. If the language requirement is to be at all meaningful it should be defined in terms of X number of content courses taken, not total number of hours. To be admitted to a content course a student would need to demonstrate stipulated proficiencies in speaking, writing, auditory comprehension and reading comprehension with heavy emphasis on the latter two skills. Students who failed to demonstrate basic proficiency would enroll in an ungraded course similar to MCHP until they had attained the specified norm. Since more and more students are coming to college FL classes with previous experience, this proposed course structure would eliminate unreliable and arbitrary placement procedures. The placement examination would be replaced by a diagnostic test battery and the student would be advised to start at a given point in the "preparatory"--not "remedial"--course. How long the student would

need to remain in the preparatory course would depend on previous background, aptitude, and motivation. Clearly, a student who intended to major in French would want to qualify for content courses as soon as possible and would be given every opportunity to do so by a course which frees him from lockstep progress.

Is the language requirement proposed here not too stringent? Perhaps, and it would be wiser to allow individual departments to set the language proficiency they deem necessary for their major students. A government or history major would be well advised to acquire a high level of audiolingual as well as reading proficiency in at least one language and reading proficiency in another, but it would be foolish to set the same requirement for a chemistry major. No doubt two types of FL proficiency and two different types of course sequences leading to them would need to be implemented: reading proficiency with some exposure to the spoken language (particularly in auditory comprehension) and "functional" proficiency requiring a high level of control of all four skills.

The retention figures presented in 6.1 show the rather disconcerting fact that of the students who begin the study of a FL in a large university approximately 70% complete two semesters and only approximately 40% complete three semesters. We may assume that only one-third of beginning students attain language proficiency as defined in current terms. It is safe to conclude that most of the students who leave a university or college with or

without a degree would have difficulty in "getting around" in a country where English is not spoken or read material in the FL they studied. The reasons that lead students to abandon the study of a FL are legion, but does the fact that they fail to see the utility of most of the activities of the FL classroom not account for most of the attrition? Clearly, a self-contained two-semester course which leads the student to the ability to read (without constant reference to English) a variety of FL journalistic and neutral prose material and to understand deliberate-style speech would serve the 60% who fail to pass language proficiency better than the disarticulated series of courses which make up the elementary and intermediate level of college and university FL instruction.

The low retention rate that characterizes basic language instruction in large universities also proves that the reluctance of administrative officers and teachers to agree to the use of "experimental" approaches to FL instruction on the grounds that the "guinea pig" students' later work will be jeopardized are ill founded indeed. The low level of proficiency attained by most FL students should lay the ghost to the argument that the variables of FL instruction cannot be studied through rigorous experimentation and the application of the methods of the social sciences.

9.5 Proposed Revised Course Structure

The only major modification in the original administrative structure of MCEF was the elimination of the lecture section after the first semester. The other modifications involved the length

of display sessions and the number of sessions scheduled weekly. A principle that became soon clear was that the total length of display session contact needed to increase in direct proportion to the student's proficiency and the number of grammatical features and lexical items he controlled. The number of students per display session group was also manipulated. The optimum number proves to be five students, although groups of eight students proved quite manageable, particularly at the initial stages of student progress. On the basis of our experience we are ready to propose a basically four semester ungraded FL course permitting students with no previous knowledge to reach "functional" proficiency in the four skills, approximately, scores of S-2+ and R-3 on the FSI scale, at an optimum individual pace.

We shall start from the principle that the length and frequency of live teacher contact should increase as the student progresses and that, concomitantly, the number of students per display session group should decrease. Students would be assigned to a total of eight to ten hours of class contact weekly, most of which would be spent in auto-didactic practice in the language lab. It is assumed that the programmed material would differ from the SEF and MCEF₂ Second Level materials only by greater emphasis and earlier introduction of reading, a larger active vocabulary, and a separation between an active inventory whose acquisition would need to be controlled very rigorously and a passive inventory which would only need to be identified by the student.

The presentation device would include a programmed workbook illustrated with line drawing of professional quality, a modest visual component such as slides, and a language lab equipment of the type proposed in Chapter 4 but which would also feature a "responser" or similar device.

We shall assume an initial enrollment of 400 students and compare staff needs of the proposed course and a five-period conventional course in terms of instructor hours.

9.51 First Level

At the first level (first semester for most students) students would spent seven to eight hours in auto-didactic practice and would meet with the instructor for two 20-25 minute display sessions weekly in groups of eight students.

↑
↓
(45-50 min)

Lab	- - - - - Display	Lab	- - - - - Display	Lab
Lab	Lab	Lab	Lab	Lab

Compared to a conventional course meeting five times weekly with the instructor for 45-50 minutes, staff needs would be as follows:

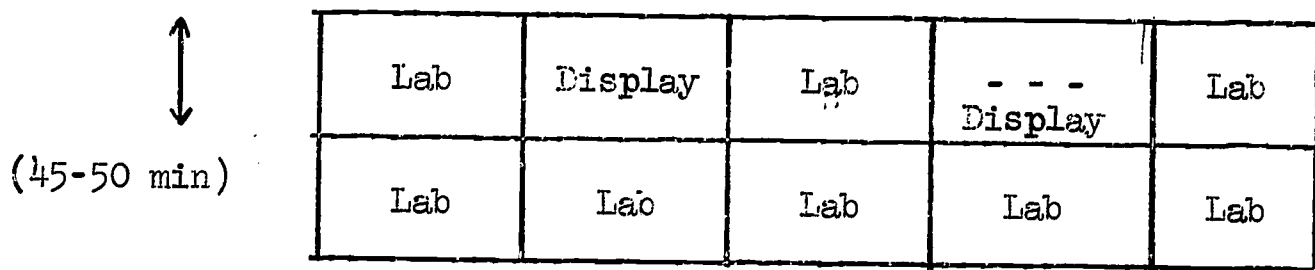
Proposed: 50 sections (8 students) x 1 hour = 50 instructor hours

Conventional: 20 sections (20 students) x 5 hours = 100 ins-

Difference = + (economy) 50 instructor hours

9.52 Second Level

With a 30-35% attrition rate at the end of two semesters one would need only schedule 75% of the students who completed the first level. Students would meet with the instructor in groups of seven for three 20-25 minute display sessions.



Proposed: 43 sections (7 students) x 1 1/2 hours = 65 instructor hours

Conventional: 15 sections (20 students) x 5 hours = 75 instructor hours

Difference = +10 instructor hours; cumulative = + 60.

9.53 Third Level

On the basis of an attrition rate of approximately 40% at the end of three semesters one would need to schedule 50% of the total number of enrollees or 200 students. For the proposed course it could also be assumed that 5% of the initial enrollees would have attained proficiency at the end of only two semesters so that only 185 students would need to be scheduled into sections. However we would also need to assume that 5% of the initial enrollees had failed to meet specified proficiency and would need to be scheduled for Second Level type display sessions. Students would meet with the instructor in groups of six for three 45-50 minute periods weekly.

Lab	Lab	Lab	Lab	Lab
Display	Lab	Lab	Lab	Display

Proposed: 31 sections (6 students) x 3 hours = 91 instructor hours
 2 sections (7 students) x 3 hours = 6 instructor hours

Conventional: 14 sections (15 students) x 5 hours = 70 instructor hours

Difference = - (additional needs) 27 instructor hours;
 cumulative = +33.

9.54 Fourth Level

We shall assume that approximately 10% of the students who enrolled at the beginning of the third semester dropped out in the course of the semester. This leaves 180 students who would enroll at the beginning of the fourth semester. For the proposed course 25% of the students beginning the third semester would have met final proficiency but 5% would need to be scheduled for Third Level type display sessions and an additional 5% who would fail to meet final proficiency at the end of four semesters would need to be scheduled for a fifth semester. The total number of students enrolling in the proposed course at the beginning of the fourth semester would be $165 (-40 + 20) = 145$. The display session contact would remain unchanged.

Proposed: 25 sections (5 students) x 3 hours = 75 instructor hours
 (under-achievers) { 2 sections (6 students) x 3 hours = 6 instructor hours
 2 sections (5 students) x 3 hours = 6 instructor hours

Conventional: 12 sections (15 students) x 5 hours = 60 instructor hours

Difference = -27 instructor hours

Total Difference: +6 instructor hours

The instructional staff needs economies that the proposed self-pacing partially self-instructional course would make possible would offset additional needs for supervisory and clerical personnel. Total instructional costs savings would revert to a fund for research in various aspects of language learning and for the continued development of materials, equipment, and techniques.

9.6 Is the Teacher Necessary?

It has become a convention in discussions of self-instructional programs, on the one hand to promise administrators reduced instructional costs, and on the other, to assuage teachers' fears of technological unemployment. MCKEF was not designed to achieve to reduce instructional costs but merely to explore more rational uses of human teaching resources. As we have suggested in the previous sections we are confident that not only will such a course prove economically viable but it may even reduce teacher needs. But can most teachers presently staffing the FL classes of college and universities perform tasks that are beyond the capabilities of the machine (properly programmed, of course) and of the student?

It is generally assumed that a total control of the contrastive material of a language and fair imitation of secondary phonic

features are acceptable minimum prerequisites for FL teaching at the elementary level, and that grammatical patterns and vocabulary can be acquired as one goes along. Our experience with MCEF suggests, on the contrary, that the reverse priority of skills is required. Pronunciation inaccuracies on the part of display session instructors are undesirable not because the student, who has intensive exposure to native models in the language laboratory, risks to be contaminated but because they slow up the instructor's rhythm of phonation. Natural conversation requires spontaneous and rapid-fire reactions among interlocutors, and, in this context, a two-second silence can seem an eternity.

If the instructor is to involve the students in some sort of conversational activity and bring them to "behave" the language as they speak, he must produce sentences at a rapid rate that demands automaticity of generation. Unless the instructor has previously acquired the ability to generate grammatically correct and stylistically congruent sentences and only these sentences--and this represents a high level of achievement indeed--he will provide incorrect models for student analogies and teach "Franglish", a language unfortunately spoken in too many of our French classrooms, rather than elicit the genuine French taught by the auto-tutor.

In the elaboration of audio-lingual methods, we have come to remember belatedly that parroting basic sentences and performing mechanical pattern drill is not communication, i.e., the natural

use of language in an authentic cultural context. Skillful elicitation of authentic conversation without straying from the confines of known patterns or succumbing to the temptation to explicate or drill is the mark of the experienced and gifted FL teacher and precisely what the novice lacks. The most serious problem we have encountered in the elaboration of MNEF is that most of the FL teachers at our disposal could at best assume some of the functions that the programmed materials performed more satisfactorily: providing the native model, pronunciation and grammar drill, and explication of structure. Lacking pedagogical training and proficiency in the target language they could not successfully lead the student to use the language in a near-natural context and stimulate him to behave the language nor could they evaluate quickly and accurately student inaccuracies and prepare on-the-spot remedial drills. The minimum requirements that these abilities seem to presuppose are a good but not native pronunciation, the ability to generate with automaticity grammatically correct and stylistically appropriate sentences in the target language, some insight into the learning process, a working knowledge of the structure of both the native and target language, moderate wit and good humor, and the ability to interact and empathize with students. Unless language teacher training and certification practices are revised so that FL teachers meeting these qualifications are made available in sufficient numbers at all levels, the machine indeed will take over, but the type of language instruction that will result will fall quite

short of developing in our youth "a sense of values--personal,
human, social--so that they may become discriminating, free
individuals".¹¹

Notes

¹The same conclusions are reached by Fernand Marty in a paper to be published in E. Najam and C. T. Hodge (eds.) Language Learning: The Individual and the Process, Indiana University Research Center in Anthropology, Folklore and Linguistics, 1965.

²For research on the role of motivation in F₁ learning see particularly Robert C. Gardner and Wallace E. Lambert, "Motivational Variables in Second-Language Acquisition", Canadian Journal of Psychology, 13: 266-272 (1959). A diagnostic test of motivation prepared by Paul Pimsleur will be published by Harcourt-Brace-World in 1966.

³For a description of SAID and preliminary results of its use see Roger Buiton and Harlan L. Lane, "A Self-Instructional Device for Conditioning Accurate Prosody", in A. Valdman, (ed.) Trends in Language Teaching, McGraw-Hill and Co. (forthcoming).

⁴See William A. Henning, "Phonemic Discrimination Training and Student Self-Evaluation in the Teaching of French Pronunciation," (unpublished) Indiana University Ph.D. Dissertation, 1964.

⁵Bernard Spolsky, "Computer-Based Instruction and the Criteria for Pedagogical Grammars", in Paul L. Garvin, (ed.) Linguistics and Language Data Processing, Mouton (forthcoming).

⁶For some of the procedures for the establishment of a grammar of language performance see Noam Chomsky, Aspects of a Theory of Syntax, MIT Press, 1965, pp. 10-15.

⁷For a description of AVID and a self-instructional course in Mandarin Chinese presented with that device see John B. Carroll, Programmed Self-Instruction in Mandarin Chinese; Observations of Student Progress with an Automated Audio-Visual Instructional Device, Wellesley, Mass.: Language Testing Fund, 1963.

⁸As quoted by Elton Hocking, Language Laboratory and Language Learning, Washington: National Education Association (Monograph No. 2), 1964.

⁹For a penetrating study of F₁ teaching policies in colleges and universities see Roger L. Hadlich et al., "Foreign Languages in Colleges and Universities", in W. F. Bottiglia (ed.) Foreign Language Teaching: Ideals and Practice, Reports of the Working Committees, 1964, Northeast Conference on the Teaching of Foreign Languages, p. 53.

¹⁰A redefinition of the language requirement in terms of use in content courses is also proposed by F. Rand Morton in "Language Learning and the Classroom of Tomorrow", in E. Najam and C. T. Hodge (eds.), op. cit.

¹¹Kenneth W. Mildemberger, Problems, perspectives, and projections. Materials and Techniques for the Language Laboratory. Publication No. 18 of the Indiana University Research Center in Anthropology, Folklore and Linguistics. (Published as Part II, Vol. 28, No. 1 of IJAL, January, 1962.)

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APPENDIX

Sample Local Examinations

- A. Oral Production Test - F101 Final Examination (Experimental)
- B. F102 Final Examination (Experimental)
- C. F102 Final Examination (Control)

Oral Production Test

F10L (Experimental) Final - January, 1962

I. General Questions - (Warm-up)

Comment est-ce que vous vous appelez?
 Ça va?
 Il fait froid? Chaud?
 Quel temps fait-il?
 Il est deux heures? etc. Il est quelle heure?

II. Direct Response

Vous êtes Français?
 Est-ce que vous parlez anglais?
 Vous allez à l'université d'Indiana?
 Vous avez des frères, des soeurs?
 Vous allez en France cet été?
 Qu'est-ce que vous faites ce soir?
 A quelle heure arrive votre train?
 Je parle français?
 Est-ce que vous avez faim?
 Est-ce qu'il est une heure?

III. Directed Questions

Demandez à Madame si elle est Française.
 Demandez-moi si je vais à Paris la semaine prochaine.
 Demandez-nous si nous parlons anglais.
 Demandez-moi quelle heure il est.
 Demandez à Madame où se trouve le cinéma.
 Demandez-moi si j'ai une soeur en France.
 Demandez-nous comment va notre ami.
 Demandez à Madame si elle sait où il y a un bon restaurant.

IV. Directed Statement

Dites que je suis Américain.
 Dites que vous avez chaud.
 Dites qu'elle a un restaurant tout près.
 Dites que vous êtes étudiant(e).
 Dites que je parle trop vite.
 Dites que vous savez la nouvelle.
 Dites que votre cousine est reçue au bac.
 Dites que nous allons faire un voyage cet automne.
 Dites que nous sommes en janvier.
 Dites que vous vendez des livres.

V. 'Conversation'

Oral Production Test

Sentences for Oral Review

- | | |
|---|------|
| 1. Elle fait des <u>économies</u> . | /i/ |
| 2. Il est l'heure de <u>déjeuner</u> . | /é/ |
| 3. Il est <u>toujours</u> le premier. | /u/ |
| 4. Vous l'avez <u>vu</u> ? | /y/ |
| 5. J'ai acheté un <u>abricot</u> . | /ô/ |
| 6. Où est-ce qu' <u>il</u> est? | /i/ |
| 7. Où est-ce qu'on <u>va</u> ? | /a/ |
| 8. Marie a un petit <u>rhume</u> . | /y/ |
| 9. J'ai très <u>faim</u> . | /ê/ |
| 10. Est-ce qu' <u>on</u> va au cinéma? | /ô/ |
| 11. Il arrive en <u>février</u> . | /é/ |
| 12. Ils ont <u>une</u> bonne idée. | /y/ |
| 13. Jean est fort en <u>anglais</u> . | /é/ |
| 14. Il en a <u>beaucoup</u> . | /u/ |
| 15. Ils ont un <u>appartement</u> . | /â/ |
| 16. C'est <u>important</u> , n'est-ce pas? | /ê/ |
| 17. Vous <u>dormez</u> encore? | /o/ |
| 18. Il n'est pas <u>malade</u> . | /a/ |
| 19. Où est-ce que <u>nous</u> sommes? | /ò/ |
| 20. Qu'est-ce que t' <u>as</u> , mon <u>vieux</u> ? | /é/ |
| 21. J'ai parlé à <u>Anne</u> . | /an/ |
| 22. Il <u>a</u> <u>passé</u> en janvier. | /a/ |
| 23. Elle <u>est</u> chez vous. | /e/ |
| 24. Il part en <u>automne</u> . | /on/ |
| 25. On a beaucoup de <u>boulot</u> . | /ò/ |
| 26. Il part avec sa <u>soeur</u> . | /è/ |
| 27. Vous avez <u>raison</u> . | /õ/ |
| 28. <u>Nicole</u> est encore malade. | /i/ |
| 29. Vous <u>pensez</u> qu'il est là? | /ã/ |
| 30. Il a de la <u>veine</u> . | /en/ |

F102 (Experimental) Final Examination
 Comprehension and
 Phoneme Discrimination
 May, 1962

I. Oral Comprehension

A. You will hear ten groups of four French sentences. In each case the first sentence will be the model. One of the succeeding three sentences will be identical to the model sentence and the other two will be different from it. On the answer sheet mark the blank which corresponds to the sentence which is identical to the model sentence.

1. Vous désirez voir quelque chose?
 - a. Vous désirez avoir quelque chose?
 - b. Vous désirez voir quelque chose.
 - c. Vous désirez voir quelque chose?
2. Où est-ce qu'ils ont laissé leur enfant?
 - a. Où est-ce qu'ils ont laissé leur enfant?
 - b. Où est-ce qu'ils ont laissé leurs enfants?
 - c. Où est-ce qu'ils vont laisser leur enfant?
3. Qu'est-ce qu'ils font aujourd'hui?
 - a. Où est-ce qu'ils vont aujourd'hui?
 - b. Qu'est-ce qu'ils font aujourd'hui?
 - c. Qu'est-ce qu'elles font aujourd'hui?
4. Ils décrivent leur voyage à la concierge.
 - a. Il décrit leur voyage à la concierge.
 - b. Ils décrivent leur voyage à la concierge.
 - c. Il a décrit leur voyage à la concierge.
5. Est-ce que son fiancé va danser?
 - a. Est-ce que son fiancé va danser?
 - b. Est-ce que sa fiancée va danser?
 - c. Est-ce que son fiancé veut danser?
6. Il vient de déjeuner chez nous.
 - a. Il vient de déjeuner chez nous.
 - b. Il vient déjeuner chez nous.
 - c. Ils viennent de déjeuner chez nous.
7. Roger va apporter le vin et du pain.
 - a. Roger a apporté le vin et du pain.
 - b. Roger va apporter le vin et le pain.
 - c. Roger va apporter le vin et du pain.

8. Ils finissent à cinq heures.
- Il finit à cinq heures.
 - Elles finissent à cinq heures.
 - Ils finissent à cinq heures.
9. Il veut aller avec nous ce matin.
- Ils veulent aller avec nous ce matin.
 - Il veut aller avec nous ce matin.
 - Il peut aller avec nous ce matin.
10. Le concierge se renseigne auprès du facteur.
- La concierge se renseigne auprès du facteur.
 - Le concierge se renseigne auprès du facteur.
 - Le concierge se renseigne auprès d'un facteur.
- B. You will hear ten French sentences. From the possibilities on the answer sheet select the sentences you will hear.
1. Ils ne vont pas aller à l'hôtel car ils ont trouvé une pension.
- Ils ne sont pas allés à l'hôtel car ils ont trouvé une pension.
 - Ils ne vont pas aller à l'hôtel car ils ont trouvé une pension.
 - Ils ne vont pas aller à l'hôtel car ils vont trouver une pension.
 - Ils ne sont pas allés à l'hôtel car ils vont trouver une pension.
2. Pierre et Jean ne vont partir qu'après minuit.
- Pierre et Jean ne vont partir qu'après minuit.
 - Pierre et Jean ne vont partir que vers minuit.
 - Pierre et Jean ne sont partis qu'après minuit.
 - Pierre et Jean ne sont partis que vers minuit.
3. Ils servent du café à ses amis.
- Ils servent du café à tes amis.
 - Il sert du café à ses amis.
 - Il sert du café à mes amis.
 - Ils servent du café à ses amis.
4. Elle est très jolie. Où l'as-tu achetée?
- Il est très joli. Où l'as-tu acheté?
 - Elle est très jolie. Où l'as-tu achetée?
 - Elle est très jolie. Où l'a-t-il achetée?
 - Il est très joli. Où l'a-t-il acheté?
5. Où est-ce que Roger va passer les vacances?
- Où est-ce que Roger veut passer les vacances?
 - Où est-ce que Roger va passer les vacances?
 - Où est-ce que Roger veut passer ses vacances?
 - Où est-ce que Roger va passer ses vacances?

6. Est-ce qu'ils sortent tous les jours à six heures?
 a. Est-ce qu'il sort tous les jours à six heures?
 b. Est-ce qu'ils sortent tous les jours à dix heures?
 c. Est-ce qu'il sort tous les jours à dix heures?
 -d. Est-ce qu'ils sortent tous les jours à six heures?
7. Alors, commençons par vendre notre bicyclette.
 -a. Alors, commençons par vendre notre bicyclette.
 b. Alors, commençons par vendre nos bicyclettes.
 c. Alors, commençons par prendre notre bicyclette.
 d. Alors, commençons par rendre nos bicyclettes.
8. Ils répondent que le café est au coin.
 a. Ils répondent que le café n'est pas loin.
 -b. Ils répondent que le café est au coin.
 c. Il répond que le café est au coin.
 d. Elles répondent que le café est au coin.
9. Pierre Leclerc doit aller chez mon oncle à Paris.
 -a. Pierre Leclerc doit aller chez mon oncle à Paris.
 b. Pierre Leclerc va aller chez mon oncle à Paris.
 c. Pierre Leclerc doit aller chez son oncle à Paris.
 d. Pierre Leclerc va aller chez son oncle à Paris.
10. Elles partent en avance car il fait tellement froid aujourd'hui.
 a. Elle part en avance car il fait tellement froid aujourd'hui.
 b. Ils partent en avance car il fait tellement froid aujourd'hui.
 -c. Elles partent en avance car il fait tellement froid aujourd'hui.
 d. Il part en avance car il fait tellement froid aujourd'hui.

C. You will hear ten questions in French. After each question you will hear three possible responses. Indicate by marking the corresponding space on the answer sheet the most appropriate response to the question.

1. Est-ce que le facteur habite dans ce quartier?
 a. Non, il habite tout près.
 -b. Oui, il habite en face du collège.
 c. Oui, elle habite dans ce quartier.
2. Vous n'allez pas étudier à l'université?
 a. Oui, je vais étudier à l'université.
 b. Si, je vais étudier chez moi.
 -c. Si, nous allons étudier à l'université.

3. De quoi est-ce qu'on parle aussi?
 - a. On parle aussi de Nicole.
 - b. On parle aussi de partir en vacances.
 - c. On a parlé de sortir ce soir.
4. Où est-ce que tu as trouvé ton manteau?
 - a. J'ai trouvé ton manteau chez Mme Dupont.
 - b. J'ai trouvé mon manteau au restaurant.
 - c. J'ai trouvé son manteau au magasin.
5. C'est le lendemain du 14 juillet, n'est-ce pas?
 - a. Oui, c'est le 15 juillet.
 - b. Si, c'est le 15 juillet.
 - c. Oui, c'est le 13 juillet.
6. Qu'est-ce que tu as choisi?
 - a. Nous avons choisi une chambre.
 - b. J'ai choisi le train direct.
 - c. Je vais choisir une valise.
7. Paul et André étaient loin d'ici?
 - a. Oui, ils ont été loin d'ici.
 - b. Oui, il était loin d'ici.
 - c. Oui, ils étaient loin d'ici.
8. Elle ne va pas la prendre demain matin?
 - a. Si, elle va le prendre demain matin.
 - b. Non, elle va la prendre aujourd'hui.
 - c. Si, elle va la rendre demain matin.
9. Est-ce que vous avez parlé aux Américains?
 - a. Oui, j'ai parlé aux Américains.
 - b. Oui, j'ai parlé aux Américaines.
 - c. Oui, je vais parler aux Américains.
10. Cet imperméable ne me va pas bien?
 - a. Oui, il vous va très bien.
 - b. Si, il vous va très bien.
 - c. Si, elle vous va très bien.

D. You will hear ten questions in French. From the possibilities on the answer sheet select the most appropriate response to the questions you will hear.

1. Tu n'as pas écrit à tes parents?
 - a. Si, je leur ai écrit.
 - b. Non, je ne lui ai pas écrit.
 - c. Non, je ne les ai pas écrit.

2. Les enfants n'ont pas trouvé leurs amis?
 - a. Non, ils ne l'ont pas trouvé.
 - b. Non, ils ne les ont pas trouvés.
 - c. Oui, ils les ont trouvés.
3. Est-ce qu'elles veulent aussi du café?
 - a. Oui, elle veut aussi du café.
 - b. Non, elles ne veulent pas de café.
 - c. Oui, ils veulent aussi du café.
4. Qu'est-ce que les clients désirent voir?
 - a. Ils désirent voir des chaussures.
 - b. Elle désire voir des cravates.
 - c. Elles désirent voir des robes.
5. Est-ce qu'il y a quelqu'un dans sa chambre?
 - a. Oui, il y a quelqu'un dans ma chambre.
 - b. Non, il n'y a personne chez lui.
 - c. Non, il y a quelqu'un dans sa chambre.
6. Qu'est-ce que tu as fait?
 - a. Nous sommes allés au cinéma.
 - b. Je suis rentré vers minuit.
 - c. Je vais faire un tour à Saint-Germain.
7. Qu'est-ce qu'elles vont décider de faire ce soir?
 - a. Elles vont décider d'aller au cinéma.
 - b. Elles ont décidé d'aller à l'opéra.
 - c. Ils ont décidé de rentrer tôt.
8. Vous êtes rentrés tard hier soir?
 - a. Oui, vous êtes rentrés très tard hier soir.
 - b. Oui, nous allons rentrer très tard.
 - c. Oui, on est rentré vers minuit.
9. Qu'est-ce qu'elle peut faire?
 - a. Elle veut étudier à la bibliothèque.
 - b. Elles peuvent apporter des livres.
 - c. Elle peut aller à l'université à pied.
10. Il tient à déjeuner avec nous au restaurant?
 - a. Oui, il vient de déjeuner avec nous au restaurant.
 - b. Oui, il tient à y déjeuner avec nous.
 - c. Oui, il vient y déjeuner avec nous.

E. You will hear ten statements in French. Each statement will be followed by a question relating to it and three possible answers to the question. Indicate by marking the appropriate space on the answer sheet the best answer to the question in relation to the statement.

1. Les deux étudiantes ont marché tout l'après-midi. Comme elles étaient fatiguées, elles ont décidé de prendre quelque chose dans un café. Pourquoi est-ce qu'elles ont décidé de prendre quelque chose?
 - a. Parce qu'elles étaient fatiguées.
 - b. Parce qu'elles ont soif.
 - c. Parce qu'elles ont marché tout l'après-midi.

2. L'agent de police dit à Jean qu'il y a plusieurs autobus qui traversent la Seine; le 29, le 65 et le 78. Il y a combien d'autobus qui traversent la Seine?
 - a. Il y en a vingt-neuf.
 - b. Il y en a trois.
 - c. Il y en a soixante-cinq.

3. M. Morin va faire un voyage en Espagne avec Paul Durand l'été prochain. Ils ont des amis là-bas. Qui va en Espagne?
 - a. M. Morin.
 - b. Paul Durand et ses amis.
 - c. Paul Durand et M. Morin.

4. Marie a acheté une robe. Elle voudrait bien aussi un imperméable et un manteau, mais comme il ne lui reste plus beaucoup d'argent, elle ne les achète pas. Qu'est-ce qu'elle a acheté?
 - a. Un imperméable et un manteau.
 - b. Une robe.
 - c. Un imperméable, une robe et un manteau.

5. Les Morin sont partis en vacances. Ils sont allés chez leur ami à Cannes. Ils vont y rester tout le mois d'août. Où est-ce qu'ils sont allés?
 - a. Ils sont allés chez leur ami.
 - b. Ils sont allés chez leurs amis.
 - c. Ils vont partir en vacances.

6. Roger Dupont veut acheter des timbres. Au bureau de poste il trouve beaucoup de monde devant le guichet. Il doit attendre son tour. Qu'est-ce qu'il trouve?
 - a. Il trouve des timbres.
 - b. Il trouve le bureau de poste.
 - c. Il trouve beaucoup de monde (devant le guichet).

7. Il demande des timbres à vingt-cinq centimes à l'employé. Ça lui fait un franc cinquante. Combien de timbres est-ce qu'il achète?
- a. Vingt-cinq.
 - b. Quatre.
 - c. Six.
8. En rentrant chez lui il demande au concierge s'il a des lettres pour lui. Il lui donne une lettre qu'il attend depuis deux semaines. Il lui donne aussi ses journaux. Qu'est-ce qu'il lui donne?
- a. Il lui donne une lettre et des journaux.
 - b. Il lui donne une lettre qu'il attend.
 - c. Elle lui donne des journaux et une lettre.
9. Le frère de Roger l'invite à passer les vacances avec lui au bord de la mer. Il connaît un petit hôtel qui est très bien et pas trop cher. Roger trouve que c'est une bonne idée. Il va écrire à son frère tout de suite. Qui est-ce qui l'invite?
- a. Roger l'invite.
 - b. Son frère l'invite.
 - c. Son père l'invite.
10. Roger va à la gare de l'Est pour acheter des billets. Il demande à Jean de l'accompagner. Comme il n'a pas grand'chose à faire aujourd'hui il accepte volontiers. Pourquoi est-ce que Jean l'accompagne?
- a. Il n'a pas beaucoup à faire.
 - b. Il va acheter des billets.
 - c. Parce qu'il veut faire un tour.
- F. You will hear ten statements in French. After each statement there will be a question relating to it. From the possibilities on the answer sheet select the most appropriate answer to the question in relation to the statement.
1. Philippe doit se rendre au bureau de M. Morin. Comme il n'a pas beaucoup de temps il décide de prendre le métro. Il préfère l'autobus mais le métro va beaucoup plus vite. Il ne prend pas un taxi car il n'a pas beaucoup d'argent. Comment est-ce qu'il va au bureau de M. Morin?
- a. Il prend le métro.
 - b. Il prend l'autobus.
 - c. Il prend un taxi.

2. Le bureau de M. Morin est au cinquième étage. Philippe doit monter à pied car il n'y a pas d'ascenseur. Mais quand il arrive en haut il trouve que M. Morin n'est pas là. Le pauvre Philippe, il n'est pas content. Qu'est-ce qu'il trouve?
 - a. Il trouve qu'il n'y a pas d'ascenseur.
 - b. Il trouve le bureau de M. Morin.
 - c. Il trouve que M. Morin est sorti.

3. Madame Lebègue est sortie très tôt ce matin. Elle a beaucoup de courses à faire. Elle doit aller d'abord à l'épicerie. Ensuite elle doit aller à la boulangerie et à la crèmerie. Où est-ce qu'elle va d'abord?
 - a. A la crèmerie.
 - b. A l'épicerie.
 - c. A la boulangerie.

4. Jean invite Nicole à faire un petit tour avec lui, mais Nicole ne veut pas aller avec lui parce qu'il y a des nuages et il peut peut-être pleuvoir. Roger trouve qu'elle a raison. Ils vont rester chez Nicole. Quel temps fait-il?
 - a. Il pleut.
 - b. Il y a des nuages.
 - c. Il fait beau.

5. Anne a acheté une nouvelle robe grise aux Galeries Lafayette. En rentrant elle passe par la chambre de son amie Nicole pour lui montrer sa robe. Nicole trouve qu'elle lui va très bien. De quelle couleur est la robe?
 - a. Elle est rouge.
 - b. Elle est bleue.
 - c. Elle est grise.

6. Jean cherche une station de métro. Il s'adresse à un passant pour se renseigner. Le monsieur lui dit de tourner à droite et qu'il y a une station juste en face du cinéma. A qui est-ce qu'il s'adresse?
 - a. A un agent.
 - b. A un passant.
 - c. A une passante.

7. Roger cherche une chambre meublée. Il en désire une pas trop loin de l'université. Tous les jours il achète le journal et lit les annonces. Où est-ce qu'il veut trouver une chambre?

- a. Près de l'université.
 - b. Loin de l'université.
 - c. Très loin de l'université.
8. Roger et Marie vont à la poste. Ils veulent envoyer un paquet à leur cousin qui habite à Paris. Pendant que Roger attend son tour devant le guichet Marie va à un autre guichet où elle demande des jetons de téléphone. Le paquet est pour qui?
- a. Il est pour Marie.
 - b. Il est pour Roger.
 - c. Il est pour leur cousin.
9. Philippe n'est pas en classe depuis trois jours. Son ami Jean va chez lui pour lui demander ce qui ne va pas. Il trouve que Philippe a un petit rhume. Ce n'est pas grand-chose; il sera en classe demain. Pourquoi est-ce que Jean va chez Philippe?
- a. Parce que Philippe est malade.
 - b. Pour lui demander ce qui ne va pas.
 - c. Parce qu'il n'est pas en classe depuis trois jours.
10. Mme Dupont va à Marseille. Elle va prendre un train direct ce soir. Avec les enfants c'est bien plus commode. Elle sera à Marseille à huit heures dix demain matin. Quand est-ce qu'elle arrive à Marseille?
- a. A huit heures dix.
 - b. A dix heures.
 - c. Ce soir.

II. Recognition of Grammatical Signals

A. You will hear pairs of verb forms. In the blanks provided on the answer sheet indicate whether the forms are singular (S) or plural (P). The members of a pair may be the same or different.

1. il sert, ils servent
2. il rend, il rend
3. ils partent, il part
4. il fait, ils font
5. il dit, ils disent
6. ils vendent, il vend
7. ils sortent, il sort
8. il finit, ils finissent
9. il dort, ils dorment
10. ils accompagnent, ils accompagnent

B. You will hear pairs of adjectives. In the blanks provided on the answer sheet indicate whether the forms are masculine (M) or feminine (F). The members of a pair may be the same or different.

1. blanche, blanche
2. petite, petit
3. grand, grand
4. gris, gris
5. longue, long
6. américain, américaine
7. allemand, allemande
8. interdite, interdit
9. froide, froide
10. frais, fraîche

III. Phoneme Discrimination

A. You will hear five French utterances. In the second syllable of these utterances you will hear one of three vowels / \tilde{e} /, / \tilde{a} /, or / \tilde{o} /. Indicate which of these three vowels you hear in the second syllable by checking the corresponding space on the answer sheet. The vowels again are: / \tilde{e} /, / \tilde{a} / or / \tilde{o} /.

- | | |
|-------------------|-----------------|
| 1. il enregistre | / \tilde{a} / |
| 2. encombrement | / \tilde{o} / |
| 3. réintégrer | / \tilde{e} / |
| 4. financière | / \tilde{a} / |
| 5. rebondissement | / \tilde{o} / |

B. You will hear five French utterances. In the second syllable of these utterances you will hear one of three vowels /i/, /y/ or /u/. Indicate which of these three vowels you hear in the second syllable by checking the corresponding space on the answer sheet. The vowels again are: /i/, /y/ or /u/.

- | | |
|---------------------|-----|
| 1. une fourmillière | /u/ |
| 2. éducative | /y/ |
| 3. utilisable | /i/ |
| 4. publiciste | /i/ |
| 5. perturbation | /y/ |

C. You will hear five French utterances. Indicate by checking the appropriate space on the answer sheet whether the vowel you hear in the second syllable is a nasal vowel or a non-nasal vowel.

- | | |
|------------------|-----------|
| 1. impopulaire | non-nasal |
| 2. monomanie | non-nasal |
| 3. malencontreux | nasal |
| 4. nomination | non-nasal |
| 5. noctambulisme | nasal |

D. You will hear five French utterances. In the final syllable of these utterances you will hear one of four vowels /o/, /y/, /u/, or /œ/. Indicate which of these four vowels you hear in the final syllable by checking the corresponding space on the answer sheet. The vowels again are: /o/, /y/, /u/ or /œ/.

- | | |
|----------------------|-----|
| 1. une visiteuse | /œ/ |
| 2. on le suppose | /o/ |
| 3. c'est une statue | /y/ |
| 4. cette malheureuse | /œ/ |
| 5. il tue les poules | /u/ |

E. You will hear five French utterances. In the final syllable of these utterances you will hear one of three vowels /i/, /e/ or /è/. Indicate which of these three vowels you hear in the final syllable by checking the corresponding space on the answer sheet. The vowels again are: /i/, /e/ or /è/.

- | | |
|-------------------|-----|
| 1. il enchantait | /è/ |
| 2. il a failli | /i/ |
| 3. ils périraient | /è/ |
| 4. il est salé | /è/ |
| 5. il s'habillait | /è/ |

F102 (Experimental) Final Examination
 Oral Production Test
 May, 1962

A. Imitation

You will hear twenty short sentences in French. After each sentence there will be a pause for you to repeat the sentence. You should imitate the model sentence as closely as possible in every respect: pronunciation, rhythm, speed, intonation, etc.

- | | |
|---|---------------|
| 1. Ils vont y aller. | /é/ |
| 2. Marie en a combien? | /è/ |
| 3. Elle choisit la route. | /a/, /u/ |
| 4. Qu'est-ce qu'il a vu? | /y/ |
| 5. C'est son ami. | /i/ |
| 6. Ils s'en vont. | /ã/, /õ/ |
| 7. La station est à gauche. | /ó/ |
| 8. Il habite en Europe. | /ò/ |
| 9. La gare est tout près. | /è/ |
| 10. Jean a deux soeurs. | /œ/, /è/ |
| 11. C'est son père. | /r/ |
| 12. Elle est très bonne. | /on/ |
| 13. Quand est-ce qu'ils partent? | /t/ |
| 14. Voulez-vous des crêpes? | /p/ |
| 15. Vos amis sont Américains? | Intonation |
| 16. Qu'est-ce qu'ils veulent? | /l/ |
| 17. Non, je ne suis pas malade. | Rhythm-stress |
| 18. Le bois est sec. | /k/ |
| 19. Ils étudient à l'université. | Rhythm-stress |
| 20. Où est-ce qu'il achète son journal? | Intonation |

B. Manipulation

1. You will hear four French sentences in which the verb is in the present tense. In the pause provided after each sentence repeat the sentence transforming the verb to the passé composé.

Example: Je déjeune à une heure. Answer: J'ai déjeuné à une heure.

- J'achète du pain.
- Marie écrit à ses parents.
- Les étudiants vont à Paris.
- Ils partent vers midi.

2. You will hear four French sentences in which the verb is in the passé composé. In the pause provided after each sentence repeat the sentence transforming the verb to the present tense.

Example: J'ai déjeuné à une heure. Answer: Je déjeune à une heure.

- a. Ils sont sortis ce matin.
- b. Ils ont été à Paris.
- c. Roger a loué une chambre.
- d. Nous avons fini notre travail.

3. You will hear four French sentences in the affirmative. In the pause provided after each sentence repeat the sentence transforming it to the negative.

Example: Je déjeune à une heure. Answer: Je ne déjeune pas à une heure.

- a. La pharmacie est au coin.
- b. J'ai parlé à la concierge.
- c. Nous sommes rentrés très tard.
- d. Ils l'ont acheté en France.

4. You will hear four declarative French sentences. In the pause provided after each sentence repeat the sentence transforming it to the imperative.

Example: Vous allez à Paris. Answer: Allez à Paris.

- a. Vous donnez le paquet à Philippe.
- b. Tu ne parles pas français.
- c. Vous n'avez pas peur.
- d. Vous achetez un journal au bureau de tabac.

5. You will hear two French sentences in which the subject will be in the singular. In the pause provided after each sentence repeat the sentence transforming the singular subject to the plural in the same person and making any other changes which become necessary in the sentence.

Example: Je déjeune à une heure. Answer: Nous déjeunons à une heure.

- a. Le chauffeur choisit la route.
- b. Il vend l'auto à Marie.

6. You will hear two French sentences. After each sentence you will hear a word with which you are to replace a corresponding word in the sentence you have heard. You should make any other changes in the sentence which become necessary.

Example: 1) J'ai trouvé un taxi. (maison)

Answer: J'ai trouvée une maison.

Example: 2) Il a acheté la bicyclette. (livre)

Answer: Il a acheté le livre.

- a. Ils ont parlé à la concierge. (facteur)
- b. Ils vont acheter de la crème. (lait)

C. Response

You will hear a series of questions in French. In the pause provided after each question answer the question. You should make sure that your answers are both grammatically correct and make sense. You should not attempt to give witty or unusual answers. Make your answer simple and to the point. Use complete sentences.

- a. Quel âge avez-vous?
- b. Est-ce que vous allez en France cet été?
- c. Quel temps fait-il?
- d. Est-ce que vous avez des frères?
- e. Tu as vu Marie aujourd'hui?

- D. Look at the picture on the answer sheet. You will have 15 seconds to study the picture and to prepare a description of it in French. You are to describe what you see in the picture and what is going on. You will have 30 seconds in which to do this. Begin studying the picture.

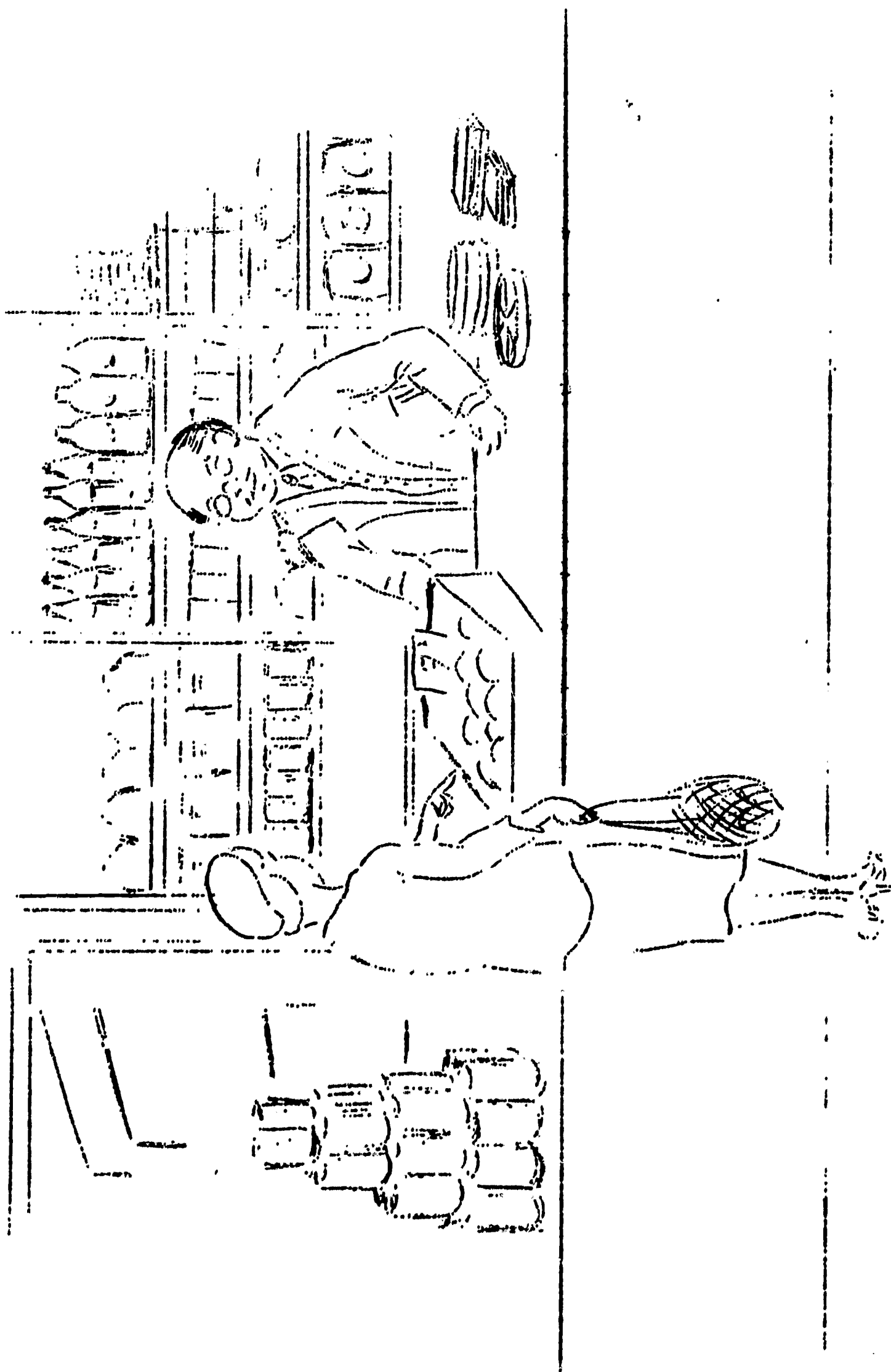
(15 seconds)

Describe in French what you see in the picture and what is going on.

(30 seconds)

Stop. Wait for instructions from the proctor.

Describe in French what you see in the picture and what is going on.
Stop. Wait for instructions from the proctor.



F102 (Experimental)

Final Examination

May, 1962

Name _____

1. American English speakers will often fail to distinguish between la mère and le maire or le garçon and les garçons. At that point it would be useful to point out that
 1. In French, the stress always falls on the last syllable of a phrase.
 2. French vowels never change quality under different stress situations, whereas English vowels are often of neutral quality under weak stress.
 3. French, unlike English, is characterized by open syllabification.
 4. The vowel in French le is a central vowel.
2. In contrast to the vocalic sound of English sea, bay, you, and so, the vocalic sound of French si, bée, vous, and sot may be characterized as
 1. longer and more tense
 2. longer and more relaxed
 3. shorter and more tense
 4. phonetically similar
3. An American English speaker would tend to confuse the French Jean/Jeanne or attendre/entendre because
 1. American English has, phonetically speaking, no nasal vowels.
 2. In American English oral and nasal vowels usually do not contrast.
 3. It is impossible for an American English speaker to produce a nasal vowel and a nasal consonant in immediate succession.
 4. American English does not have a nasal a sound.
4. In phonology a minimal contrastive pair is a pair of words which differ in meaning and which are distinguished phonetically by one significant sound feature. For example, starting with vue, if one moves the tongue backward, one obtains vous, and vous/vue constitute a minimal pair. Which of the following pairs of words constitutes a minimal pair?
 1. plonge/planche
 2. ronge/range
 3. longue/lange
 4. fente/vingt

5. The /p/ of French pire is closer phonetically to which one of the following underlined English consonants?
1. part
 2. spin
 3. gap
 4. pretty
6. Which of the following statements characterizes French articulatory habits?
1. Tongue and lips are kept tense during sound production.
 2. There is little forward or backward movement of tongue and lips.
 3. The tongue is usually concave.
 4. None of the above.
7. Which of the following statements describes the difference in pronunciation of the vowels in English dough and French dos?
1. The French vowel is a backvowel while the English is not.
 2. The English vowel is unrounded.
 3. The English vowel is higher and shorter.
 4. None of the above.
8. Before which of the following groups of words would one have to use the article le or la?
1. horloge, hôtel
 2. un, huit
 3. houille, hasard
 4. onze, hirondelle
9. French numerals have as many as three variant forms conditioned by the form of the following environment. With respect to the number of variant forms as well as the type of variant conditioned by the following environment, which of the following pairs of numerals are most alike?
1. deux, cinq
 2. deux, trois
 3. trois, sept
 4. deux, six
10. From the point of view of spoken French, the possessive adjective form mon / mon / is
1. the form occurring before all masculine singular nouns or adjectives.
 2. the form occurring before all masculine nouns or adjectives beginning with a vowel.
 3. the form occurring before all singular nouns or adjectives beginning with a vowel.
 4. the form occurring before all masculine singular nouns or adjectives beginning with a vowel.

11. From the point of view of spoken French the present stem may be defined as the first person plural indicative form minus the /õ/ (-ons). Some verbs have a shortened present stem in the singular indicative (e.g., nous finissons/je finis). Which of the following verbs does not behave as the others?
1. partir
 2. vendre
 3. manger
 4. dormir
12. How many forms does the definite article have from the point of view of spoken French?
1. 4
 2. 3
 3. 5
 4. 2
13. From the point of view of the spoken language petit/petite may be considered as an example of the regular pattern for adjectives having special masculine and feminine forms. That is, the feminine form yields the masculine by the drop of the final pronounced consonant. By this example which one of the following adjectives is irregular?
1. doux/douce
 2. blanc/blanche
 3. sec/sèche
 4. chaud/chaude
14. In which of the following verbs are the 3rd singular present form (il) and 3rd plural present form alike with regard to pronunciation?
- | | |
|--------------|--------|
| 1. finissons | finir |
| 2. vendons | vendre |
| 3. partons | partir |
| 4. aimons | aimer |
15. Which of the following utterances are different with regard to pronunciation?
1. Ils aiment / Il aime
 2. Ils chantent / Il chante
 3. Ils mangent / Il mange
 4. Elles parlent / Elle parle
16. Which of the following verbs belongs to a different class from the other three? Consider the present tense and the passé composé.
1. finir
 2. partir
 3. conduire
 4. vendre

17. Which of the following forms of the verb best show the base?
1. finir
 2. fini
 3. finirai
 4. finissent
18. Where is the "best" French spoken?
1. Touraine
 2. Château country
 3. seizième arrondissement (Paris)
 4. Paris suburbs
19. Which of the following languages is not a Romance language?
1. Basque
 2. Rumanian
 3. Catalan
 4. Old French
20. What does the following correspondance prove about the three cited languages?
- | | | | |
|----------|-------|-------|-------|
| French: | lit | pis | fait |
| Italian: | letto | petto | fatto |
| Spanish: | lecho | pecho | hecho |
1. That they are Romance languages.
 2. That they are corrupted forms of Latin.
 3. That they are genetically related.
 4. That French doesn't have final vowels.
21. Which of the following non-Romance languages is not spoken in France?
1. Flemish
 2. Celtic
 3. Norse
 4. German
22. Which of the following Paris main thoroughfares are located on the left Bank?
1. Champs-Élysées
 2. Grands Boulevards
 3. Boulevard Saint-Michel
 4. Place de l'Opéra
23. Which of the following French provinces are located in the western part of France?
1. Bretagne
 2. Champagne
 3. Provence
 4. Flandres

24. Which of the following is the name of a French crack train?
1. autocar
 2. Mistral
 3. autorail
 4. gare de Lyon
25. Which of the following countries is not separated from France by natural frontiers (mountains, river)?
1. Spain
 2. Italy
 3. Germany
 4. Belgium

Final Examination
French F102 (Control) - Aural

Tape 46
Form A

Instructor's Copy

May, 1963

I. Dictée 15 points

Quand je suis venu ici/, j'avais l'intention/ d'acheter
une écharpe,/ parce que j'avais entendu dire/ que vos écharpes/
étaient de bonne qualité,/ mais maintenant que je vois/ celles
que vous avez,/ je commence à avoir/ d'autres idées./ Elles ont
l'air trop bon marché./ Ne vous dérangez pas/ pour me les
montrer --/--je vais chercher dans d'autres magasins./ Il doit
y en avoir/ de meilleure qualité quelque part./

Mais les autres magasins/ ont la même histoire à raconter./
Partout où j'ai cherché/ il n'y avait pas de jolies écharpes./
Je serai obligé de quitter la France/ sans un bon souvenir de
Paris/ pour ma mère./ Il faudra que je lui dise,/ simplement,/
qu'aucune écharpe ne restait/ aux marchands de Paris.

II. Aural Comprehension 15 points

- A. For each number, you will hear read one of the five statements listed under each number. You are to select the phrase which the instructor reads. Each phrase will be read twice. For example--"Jean nageait", which is statement no. 3. Mark your choice with an "X" on the line provided.

1. J'ai travaillé.
2. Elle a quitté la cuisine.
3. Est-ce qu'ils s'en allaient?
4. Il avait étudié.
5. J'attends sa réponse.
6. Ils vont bâtir une maison.
7. Il aimait le Midi.
8. Tu savais patiner.
9. A-t-elle peur de cela?
10. Voilà l'agent qui le cherchait.

- B. In this section, you will hear a question read twice. You are to select the response that this question would most likely elicit. Mark your choice with an "X" on the line provided.

Example: Que répondez-vous quand on vous dit merci?

 Quoi qu'il en soit.
 Tant mieux.
 x Il n'y a pas de quoi.

1. Mais Roger, qu'est-ce que vous avez?
2. A qui parle-t-on quand on veut toucher un chèque à la banque?
3. Où prend-on le train?
4. Votre mère habite-t-elle ce quartier?
5. Que porte Mme Deschamps quand il fait du vent?
6. Comment trouvez-vous ce rosbif?
7. Où va-t-on d'habitude pour acheter du boeuf?
8. D'ordinaire, quand est-ce qu'on a envie de se reposer?
9. Que pensez-vous de ma nouvelle montre?
10. De quoi s'agit-il d'habitude quand on finit ses cours?

- C. In this section you will hear a response read twice. You are to choose the question which would most likely elicit this response. Mark your choice with an "X" on the line provided.

Example: "Je vais au cinéma avec Jeanne."

 Où allez-vous avec Janine?
 x Avec qui allez-vous?
 Où va-t-il avec Jeanne?

1. Je suis en train de les passer maintenant.
2. Il lui faut une heure pour faire ses courses.
3. J'aurais pris du vin, mais je n'étais pas sur qu'il soit bon.
4. C'est M. Dupont qui leur montre le château.
5. Lundi nous avons fait une partie de pêche.
6. Hélène va acheter des fraises pour sa mère.
7. L'intérieur du château est un peu sombre.
8. La chaussée est très glissante à cause de la neige.
9. Je vais mettre une lettre à la poste.
10. Marie a passé la semaine à jouer au tennis.

Final Examination
Written

F102
(Control)

January, 1963

- I. Dictée15 points
- II. Comprehension15 points
- III. Complete the following sentences in any way that makes sense,
using at least 5 words in the completion15 points

1. J'ai besoin...
2. Si j'étais à votre place...
3. C'est le meilleur...
4. Je venais de...
5. Si j'avais son adresse...
6. J'ai été témoin...
7. Il doit y avoir...
8. Vous auriez dû...
9. J'aime mieux...
10. S'il était millionnaire...
11. Je regrette...
12. Voici les gants...
13. Il faut que...
14. Nous devrions...
15. Si vous voulez...

- IV. Rewrite the following sentences substituting for the underlined expression another expression having the same meaning. Make all other changes, but only if and when necessary. .10 points

1. Je me souviens de ce beau film.
2. Les enfants ont envie de sortir.
3. Nous devons arroser le jardin.
4. De rien.
5. Il est de son avis.
6. Je crains qu'il ne pleuve.
7. Je prends une tasse de café tous les matins.
8. Quel est son nom?
9. Quand est-ce que vous partez?
10. Il la trouve très belle.

- V.20 points

- A.5 points

Put the verbs in the following paragraph in the past tense. The context should make it clear which verbs should be in the imparfait, which of them should be in the plus-que-parfait and which should be in the passé composé.

Ce matin, John et Roger ont quitté⁽¹⁾ Paris de bonne pour aller voir des cousins de Roger, les Deschamps, qui habitent⁽²⁾ dans un petit village près de Fontainebleau. Ils ont pris⁽³⁾ le train jusqu'à Melun. Là, ils descendent⁽⁴⁾ du train, pour faire à bicyclette le reste du voyage. A dix heures du matin, ils sont⁽⁵⁾ en train de pédaler le long d'une jolie route, heureux de l'ombre des arbres qui la bordent,⁽⁶⁾ car la journée est⁽⁷⁾ chaude et le soleil haut dans le ciel. Un quart d'heure plus tard, nos deux amis arrivent⁽⁸⁾ à la grille de la ferme. Mme Deschamps, qui les voit⁽⁹⁾ arriver, vient⁽¹⁰⁾ à leur rencontre.

B. 2 1/2 points

Rewrite the following sentences replacing the underlined words by an object pronoun.

1. J'ai l'intention de passer quelque jours avec mes amis.
2. Les pharmaciens vendent des médicaments.
3. J'ai répondu à leurs lettres.
4. Jean et Roger ont rendu visite à Mme Deschamps.
5. N'avez-vous pas acheté ce livre-là?

C. Combine the following into sentences making changes in verbs when necessary 2 1/2 points

Example: Il fait moins froid. J'attends jusqu'à ce qu'il fasse
J'attends jusqu'à ce que... moins froid.

1. Nous sortons avant midi.
Il vaut mieux que...
2. Je suis en retard.
Je crains que...
3. Elle répondra à cette lettre.
Je crois que...

4. Vous choisissez celui-ci.
Je veux que...

5. J'ai lu ce livre.
C'est le meilleur livre que...

D. 5 points

Write the following sentences in French.

1. I know what I want.
2. Louis XIV had Versailles built.
3. Here are the books of which I was speaking.
4. What does that mean?
5. I would have left.
6. Go away.
7. It is a book which we need.
8. Who told you that?
9. Where would you go if you were rich?
10. I will come back.

E. 5 points

In the following sentences the underlined expressions represent the answer to a question. Write the question which evokes this answer.

1. Il va à Barbizon.
2. Versailles est un beau château.
3. Il part à cinq heures.
4. Je veux du vin.
5. Marie achète un chapeau.
6. Mon père n'est pas encore arrivé.
7. Roger est arrivé avec Ernestine.

8. Jean tient à voir Marie.
9. Le ressort fait marcher une montre.
10. Jean fait venir le médecin.

VI. Reading: Read each of the following passages, then answer the questions in English and in complete sentences. 25 points

A. 10 points

Il est sept heures du soir. Pendant que sa femme prépare le dîner dans la cuisine, M. Duval lit le journal dans le salon, en fumant sa pipe. Georges, l'unique enfant, est en train d'étudier ses leçons pour le jour suivant. Tout à coup, il lève la tête: il a rencontré dans son livre un mot qu'il ne connaît pas.

--Papa, demande-t-il, que veut dire le mot "monologue"?
 --Un monologue? répond le père après un instant de réflexion, c'est quand une seule personne parle, et que cette personne parle assez longtemps. Ainsi, par exemple, lorsque ta mère et moi avons une conversation, c'est presque toujours un monologue, parce qu'elle me donne rarement l'occasion de parler...

1. A quelle heure cette scène se passe-t-elle?
2. Que fait M. Duval?
3. Que fait sa femme?
4. Combien d'enfants ont-ils, les Duval?
5. Pour quel jour Georges prépare-t-il ses leçons?
6. Qu'est-ce qu'il a rencontré dans son livre?
7. A qui demande-t-il une définition?
8. Est-ce que le père répond tout de suite?
9. Combien de personnes faut-il pour un monologue?
10. Qu'est-ce qui se passe quand M. et Mme Duval ont une conversation?

B. 15 points

M. Legrand a l'habitude d'aller au café tous les jours après le déjeuner. Il y trouve des amis et passe agréablement une heure ou deux avec eux. Ils jouent aux cartes, parlent des affaires ou de la politique, et boivent avec un réel plaisir de la bonne bière fraîche ou une tasse de café noir bien chaud. Pendant ce temps Mme Legrand s'occupe des clients qui viennent à l'épicerie, car M. Legrand est épicier.

Aujourd'hui, au cours de sa partie de cartes, M. Legrand a entendu un homme, assis à la table voisine, dire à son interlocuteur que le poisson constituait un aliment idéal pour le développement des facultés mentales. Cette remarque a beaucoup

impressionné M. Legrand, car il sait que son intelligence n'est pas extraordinaire. Sa femme le lui a répété à maintes reprises. C'est pourquoi il se décide à aller chez son médecin, avant de retourner à la maison. - Docteur, lui demande-t-il, dès qu'il est admis dans le cabinet, je viens d'entendre dire qu'on peut augmenter ses facultés mentales en mangeant beaucoup de poisson. Est-ce que c'est vrai?

--Il paraît que c'est vrai.

--Alors, pouvez-vous me dire quelle sorte de poisson je devrais manger? demande M. Legrand avec l'espoir de prouver un jour à sa femme qu'elle a tort, et qu'en réalité il est doué d'une vive intelligence.

--Certainement, répond le médecin, avec un sourire ironique. Dans votre cas, je vous conseillerais, pour commencer, de manger une baleine.

1. Où M. Legrand va-t-il tous les jours?
2. Qu'y trouve-t-il?
3. Combien de temps y passe-t-il?
4. Quels sont les plaisirs du café?
5. Pendant que son mari est au café, que fait Mme Legrand?
6. A quoi M. Legrand a-t-il joué, aujourd'hui, au café?
7. Qu'a-t-il entendu dire à une table voisine?
8. Pourquoi la remarque qu'il a entendue l'a-t-elle impressionné?
9. Qu'est-ce que sa femme lui a répété très souvent?
10. Qu'est-ce que M. Legrand décide de faire?
11. Quand va-t-il chez le médecin?
12. Qu'est-ce que M. Legrand demande au médecin?
13. Le médecin croit-il à la théorie dont M. Legrand lui a parlé?
14. Quel était l'espoir de M. Legrand?
15. Quel conseil le médecin lui a-t-il donné?