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By-Austin, Neale W.; Clark, John L.D.

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A College Entrance Examination Board (CEEB)-sponsored survey presents data derived from the questionnaire responses of a representative sample of 5,382 secondary school seniors who took the CEEB French, Spanish, or German achievement tests during the 1965-66 academic year. Written analyses of questionnaire data, along with many supporting graphs and charts, offer information on the survey groups, the language course background of the candidates, language laboratory use, the first year of language study, language activities in Grades 7 through 12, and the candidates' appraisals of their language skills. In the detailed discussions of the data, references are made to the extent to which the principles of the audiolingual and traditional approaches have been practiced recently. Average ratings for individual classroom activities and a description of the survey design and administration comprise the two appendixes. For a related document see FL 001 321. (AF)

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TEST DEVELOPMENT REPORT
TDR-69-2 JANUARY 1969



**A Survey of the Teaching of French, Spanish, and German
in Secondary Schools**

Neale W. Austin

and

John L. D. Clark

Test Development Division, ETS

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Preface

Probably more changes have occurred in secondary school curricula during the past 10 years than in any previous decade in our nation's history. The impact of these changes on the academic preparation of college-bound students is of concern to the College Entrance Examination Board, which prepares achievement tests for college admissions programs. To obtain factual information on what the candidates actually study in high school, the College Entrance Examination Board supported a survey of about 38,000 students who took College Board achievement tests during the 1965-66 academic year. These students were drawn from more than 7,500 secondary schools throughout the United States.

Before the survey was initiated, the question of whether or not students both could and would give valid accounts of their educational experiences was investigated. The results of this feasibility study, which was conducted in about 50 high schools for seniors studying French and chemistry, showed a satisfactorily high agreement between teachers' and students' responses to the same questions. As might be expected, agreement was highest in the most recent grades. However, even as far back as grade 9, there was a mean student-teacher agreement of 70%. In the case of highly factual questions, percentages ranged from 90 to 100%. Interviews carried on in a selected sample of these 50 schools showed that student responses to questions that were unambiguous in meaning were valid even in the case of recall over three and four years.

At the onset, these data were to be used only for developing better achievement tests. However, as the study progressed, their potential usefulness to a wider audience of educators became more apparent. The fact that College Board achievement tests are taken by only a fraction of college entrants is an inherent limitation in the use of these data. However, extensive information such as that collected for this study is highly relevant to many current issues in secondary education.

Consequently, Educational Testing Service is publishing these results in a series of eight reports, one in each of the following subjects: English, history, biology, chemistry, physics, mathematics, Latin, and modern foreign languages (French, Spanish, and German). The authors of these reports are examiners in the subject fields in the Test Development Division of Educational Testing Service. Special consultants assisted these authors in identifying the findings in each field that would be of the greatest importance and interest to the educational community. Details of the study design and administration appear in a special summary at the end of this report.

Elizabeth W. Haven
Project Director

Acknowledgments

It would be virtually impossible to cite all of those who contributed to this project. However, special commendation should be given to the thousands of students who took time from their busy schedules to complete the lengthy and complicated questionnaires, and to the high school principals who encouraged their students to participate in this research.

The authors wish to express their appreciation to Mrs. Jo C. Helstrom, Chairman of the Foreign Language Department of the Madison Borough Senior High School in Madison, New Jersey, who served as special consultant in the writing of this report.

A Survey of the Teaching of French, Spanish, and German
in Secondary Schools

Introduction

Although the controversy between proponents of "audiolingual" and "traditional" methodologies is now definitely in the category of things past, those concerned with foreign language instruction will undoubtedly be interested in objective data on the extent to which the principles of these methodologies have recently been practiced in classrooms. Such data are presented in this report of a questionnaire survey of secondary school students who took College Board modern language achievement tests in French, Spanish, or German in the 1965-66 academic year. That the period studied coincides roughly with the years of most intense discussion adds interest to these results.

As might be anticipated, the picture that emerged from the data was not clear-cut. On the one hand, there was evidence of a reasonable emphasis on the development of listening and speaking skills at all grade levels. For example, the exposure of students to the language laboratory was no longer an exception: more than half of the achievement test candidates used a language laboratory in the final three years of secondary school. Still other data from the study reinforced one's impression of the widespread impact of audiolingual methodology. Even by the early 1960's, nearly two-thirds of the test candidates were being introduced to their study of French, Spanish, or German through a preliminary phase of instruction devoted entirely to the spoken language. Moreover, more than half of them were taught, or at least exposed to, the basic structure of the language without the presentation of formal grammatical rules by the teachers.

On the other hand, there were numerous indications that many aspects of traditional foreign language instruction were encountered by a significant proportion of students. The preparation of written translations--both from and into the foreign language--continued as a rather frequent classroom practice in all secondary school grades. Use of English to explain vocabulary or grammatical points was even more extensively reported. In order not to overemphasize the impact of the language laboratory, it must also be mentioned that less than one-fourth of the students who made use of a language laboratory spent more than two periods a week in this activity.

The mixed nature of the findings of this survey with respect to audiolingual and traditional methodologies was perhaps best symbolized in the candidates' own appraisals of their relative proficiency in the four basic language skills. Students' confidence in their listening comprehension ability far exceeded their assessment of their writing ability. On the other hand, it was found that the greatest percentage of students have the least faith of all in their ability to speak the foreign language.

Although in the more detailed discussions that follow, references will be made to audiolingual and traditional approaches, it is not the purpose of this report to take sides in a discussion of instructional theory. Rather, an attempt has been made to present the data obtained in an objective manner and to draw only those conclusions that seem warranted.

Description of the Survey Groups

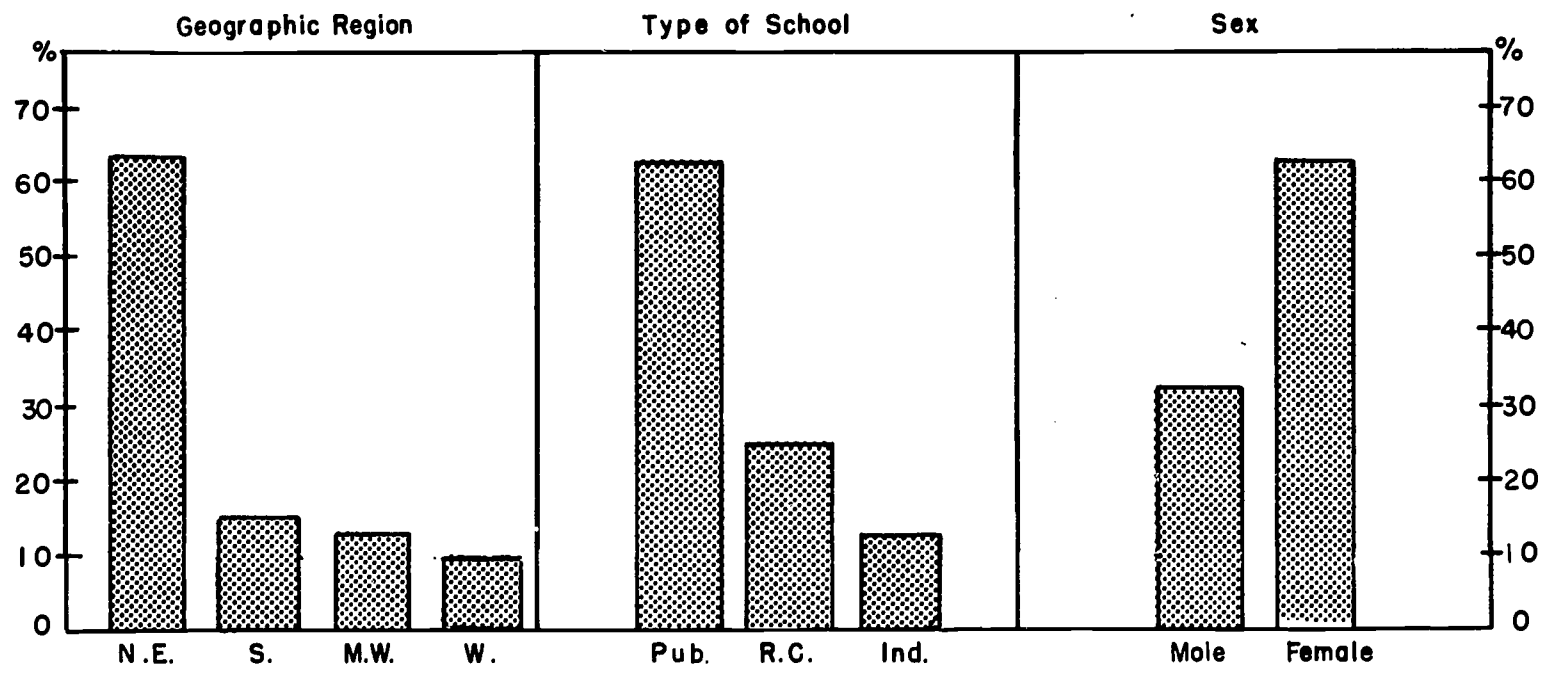
The data presented in this report were derived from the questionnaire responses of representative samples of secondary school seniors--a total of 5,382 students--who took the College Board French, Spanish, or German achievement tests in the December, January, or March administrations of the academic year 1965-66.¹ Approximately three-fourths (73%) of the students returned completed forms.

Figure 1 presents some of the basic characteristics of the senior respondents, grouped according to the language in which they took the achievement test. A predominant proportion of candidates in all three language groups lived in the Northeast. Smaller and roughly equal proportions of candidates for each language came from the South, Midwest, and West, except for a slightly smaller group of French candidates from the western states, and a still smaller group of German candidates from the South.

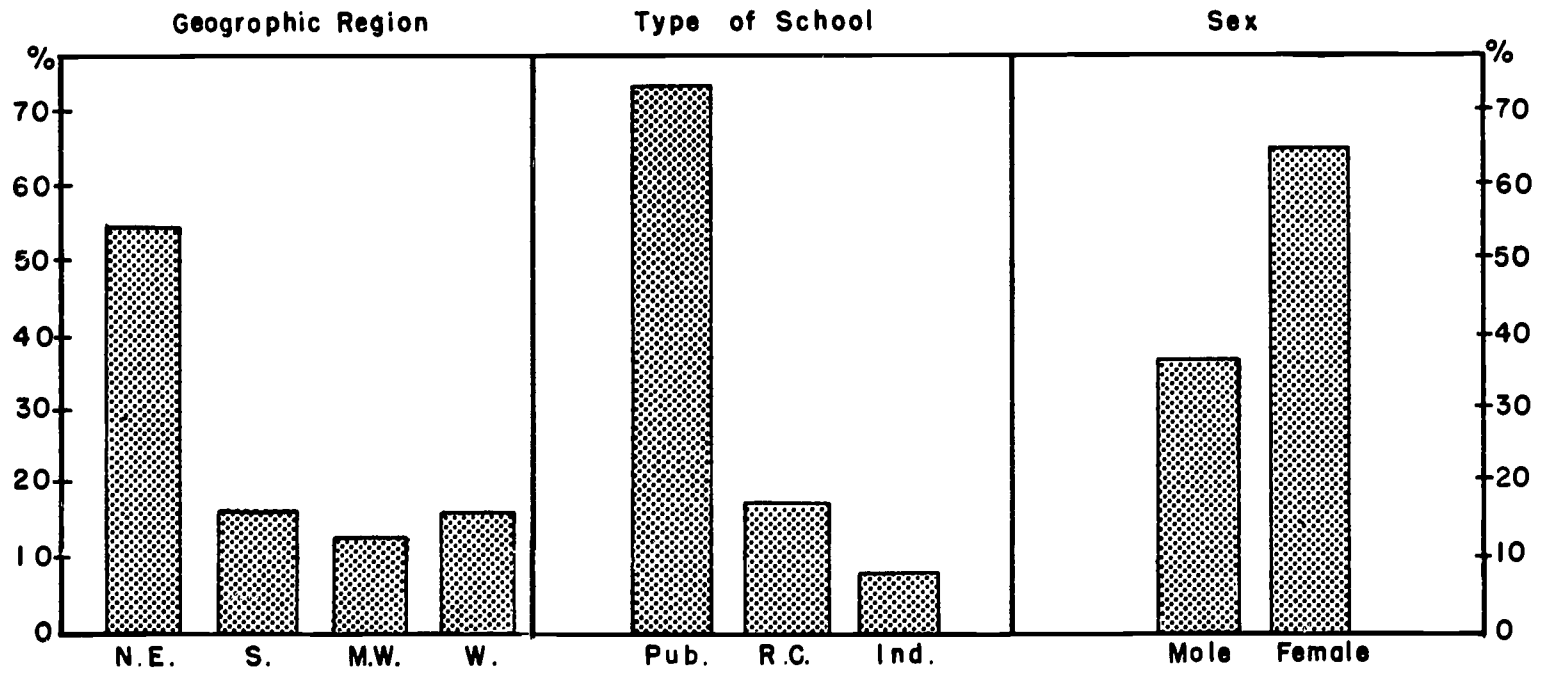
The largest percentage of students for all three language groups attended public schools, with a much smaller proportion of candidates from Roman Catholic and independent schools. A majority of the respondents were female, except in the case of German, for which almost three-fifths of the candidates were male. The geographical distribution reflects the greater proportions of students in the Northeast who take College Board achievement tests.

¹ Questionnaires were also administered to a sample of juniors who took the tests in May 1966; results of this administration are not reported since candidates taking the modern language achievement tests in their junior year are atypical of the larger test population. That the junior test scores average much higher than those of the total achievement test group is a significant indication of the selected nature of the junior population.

French
(N=1,827)



Spanish
(N=1,738)



German
(N=1,817)

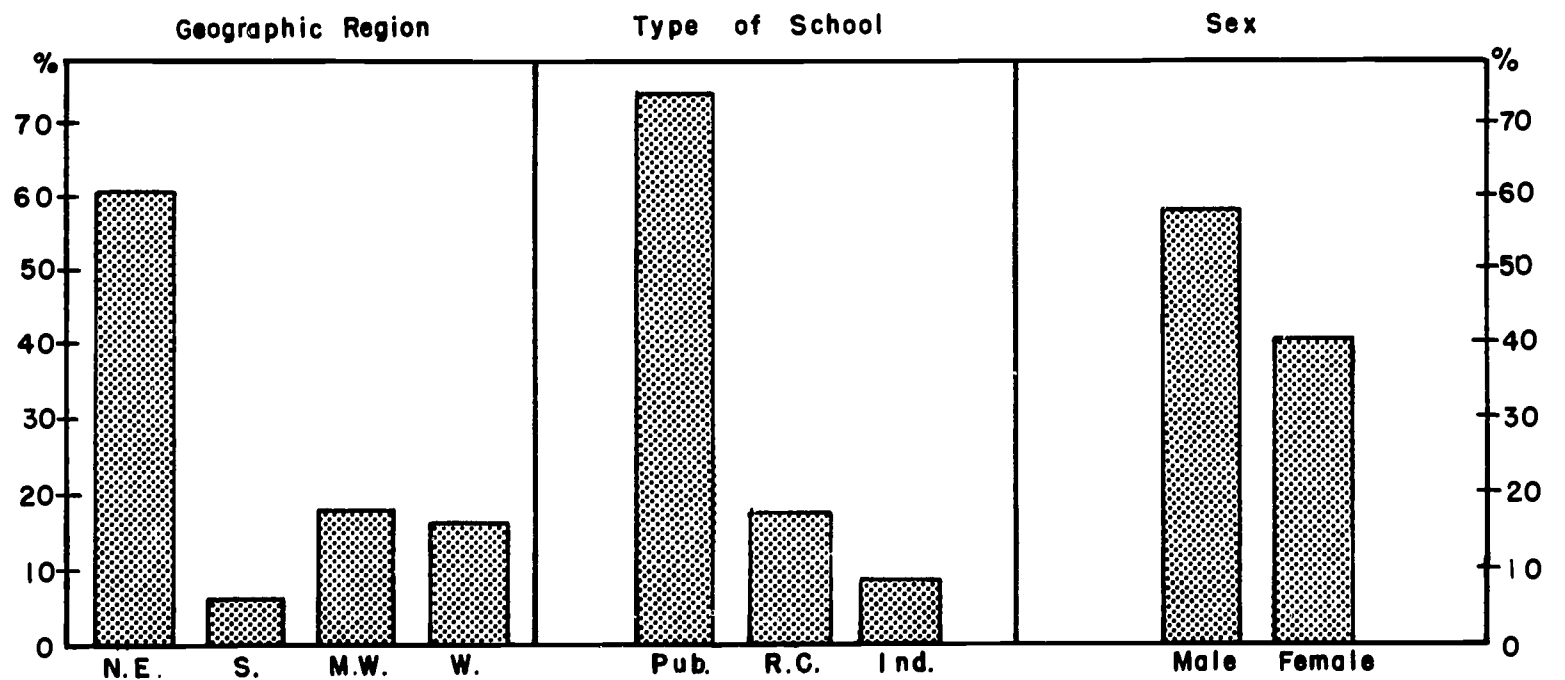


Fig. 1. Composition of achievement test candidate samples by language.

Language Course Background of Candidates

Although the bulk of the questionnaire was devoted to questions dealing with the candidates' training in the language in which they were tested, a preliminary section asked them to identify any other foreign languages that they had studied from first grade through high school. Table 1 lists all such languages reported by more than 1% of the French, Spanish, or German candidates at any single grade level.

The most striking observation is that Latin is by far the most popular "other" high school language for Board candidates. In the ninth and tenth grades, the percentages for the three modern language samples indicating study of Latin ranged from 28% to 42%. In contrast, only about 10% of the Spanish and German candidates indicated ninth- or tenth-grade study of French, and an even lower percentage of the French candidates reported study of Spanish or German at these grade levels.

In the eleventh and twelfth grades, the study of Latin declined sharply for all three groups, but there was no corresponding increase in the study of some other language than the one tested. From these data at least, there was little indication that the study of a second modern foreign language was a significant element in College Board candidates' language training.

TABLE 1
Course Background in non-Test Languages^a

Candidate Group	Language Studied	Grade						
		1st through 6th ^b	7th	8th	9th	10th	11th	12th
French (N = 1,827)	Latin		2%	7%	42%	39%	13%	6%
	German	1%				1	2	2
	Spanish	5	1	2	2	3	5	5
Spanish (N = 1,738)	Latin		2	5	34	28	7	3
	German	1						
	French	7	5	8	10	11	9	8
German (N = 1,817)	Latin		2	7	42	35	12	8
	French	6	7	8	10	10	7	6
	Spanish	7						

^aFigures shown are percentages of candidate group reporting study at given grade level.

^bPercentages indicate study of the language in at least one of the six elementary grades.

Note.—Percentages less than 1.0% are not shown. The following languages were reported at certain grade levels with frequencies of less than 1%:

French Candidates: Greek (Classical), Italian, Portuguese, Russian, Hebrew, Chinese, Other European, Other Non-European

Spanish Candidates: Greek (Classical), Italian, Portuguese, Russian, Swedish, Hebrew, Chinese, Japanese, Other European, Other Non-European

German Candidates: Czech, Italian, Portuguese, Russian, Hebrew, Chinese, Japanese, Other European, Other Non-European

Polish was reported with a frequency of 1% by French, Spanish, and German candidates at grade 7 and Greek (classical) with a frequency of 1% at grade 10 by German candidates. In addition, Czech was reported at certain isolated grade levels with frequencies of 1 or 2%. The spaces on the questionnaire answer sheet for Czech were immediately adjacent to those for French, and may have been marked inadvertently by some students who had intended to indicate "French."

Candidates' course backgrounds in the language in which they were tested are summarized in Figure 2. From grades 1 through 8, a continual though oftentimes small increase can be noted in the percentage of students studying the test language at each successive grade level. As would be anticipated, the ninth grade marked an appreciable increase (approximately 25%) in language enrollment for all three groups.

The enrollment peak was reached for French, Spanish, and German study in the eleventh grade, and there was a significant drop in the twelfth grade, indicating that a considerable number of candidates were not following a regular academic course in the test language during the school year in which they took the test.

A comparison of enrollment figures in the three language groups showed that at most grade levels a greater proportion of French candidates were studying the test language. This difference was greatest for the elementary and junior high school grades, and became less marked at ninth grade and above. These differences may reasonably be attributed to the fact that in the lower grades French is offered more often than German and Spanish.

Language Laboratory Use

Additional questions in the background section of the questionnaire asked the candidates (1) to identify each of the grades from first through twelfth in which they used a language laboratory in the study of their test language; (2) to state the number of periods per week that the laboratory was used; and (3) to give the duration in minutes of each laboratory session. The results are shown in Figure 3.

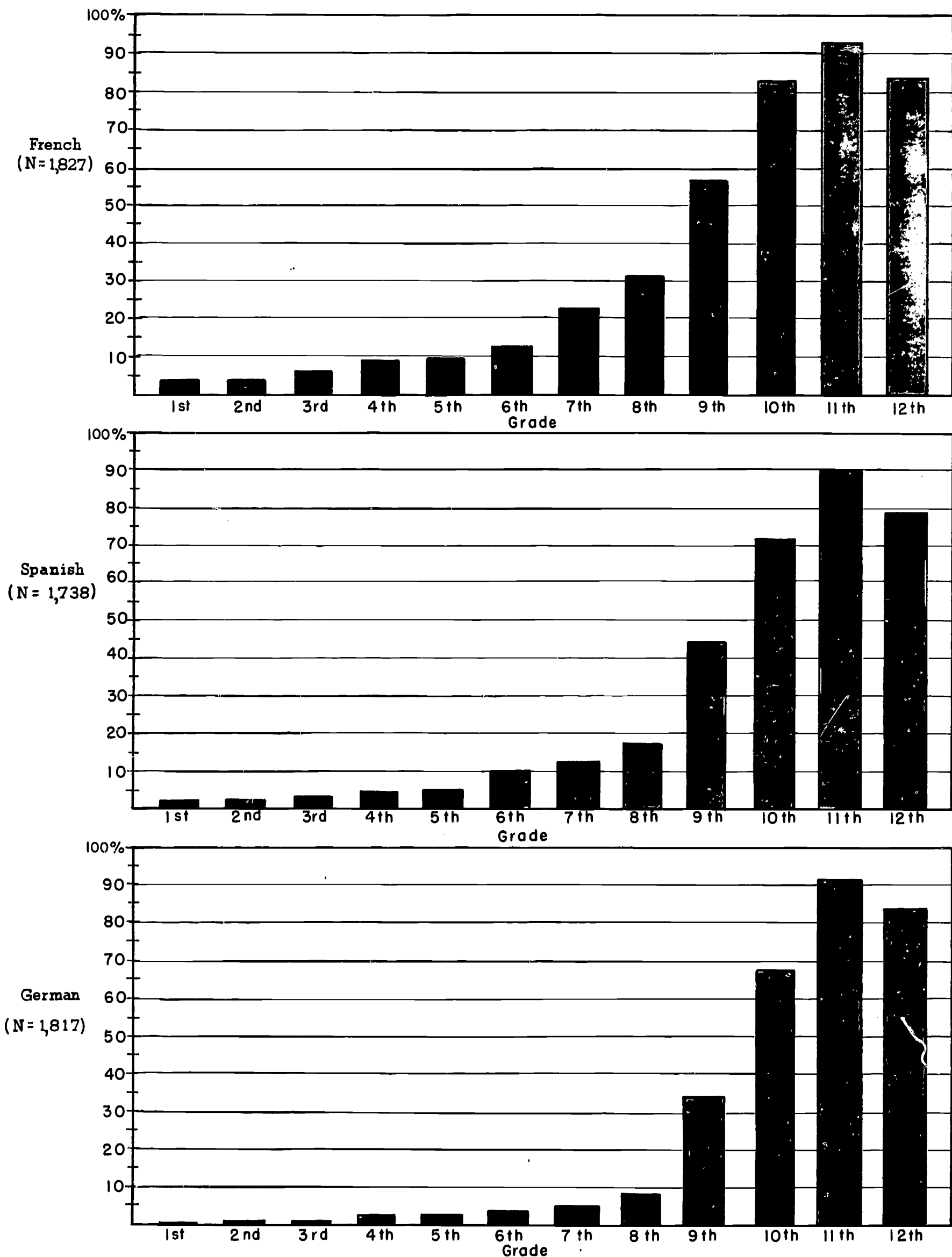


Fig. 2. Course background in test languages.

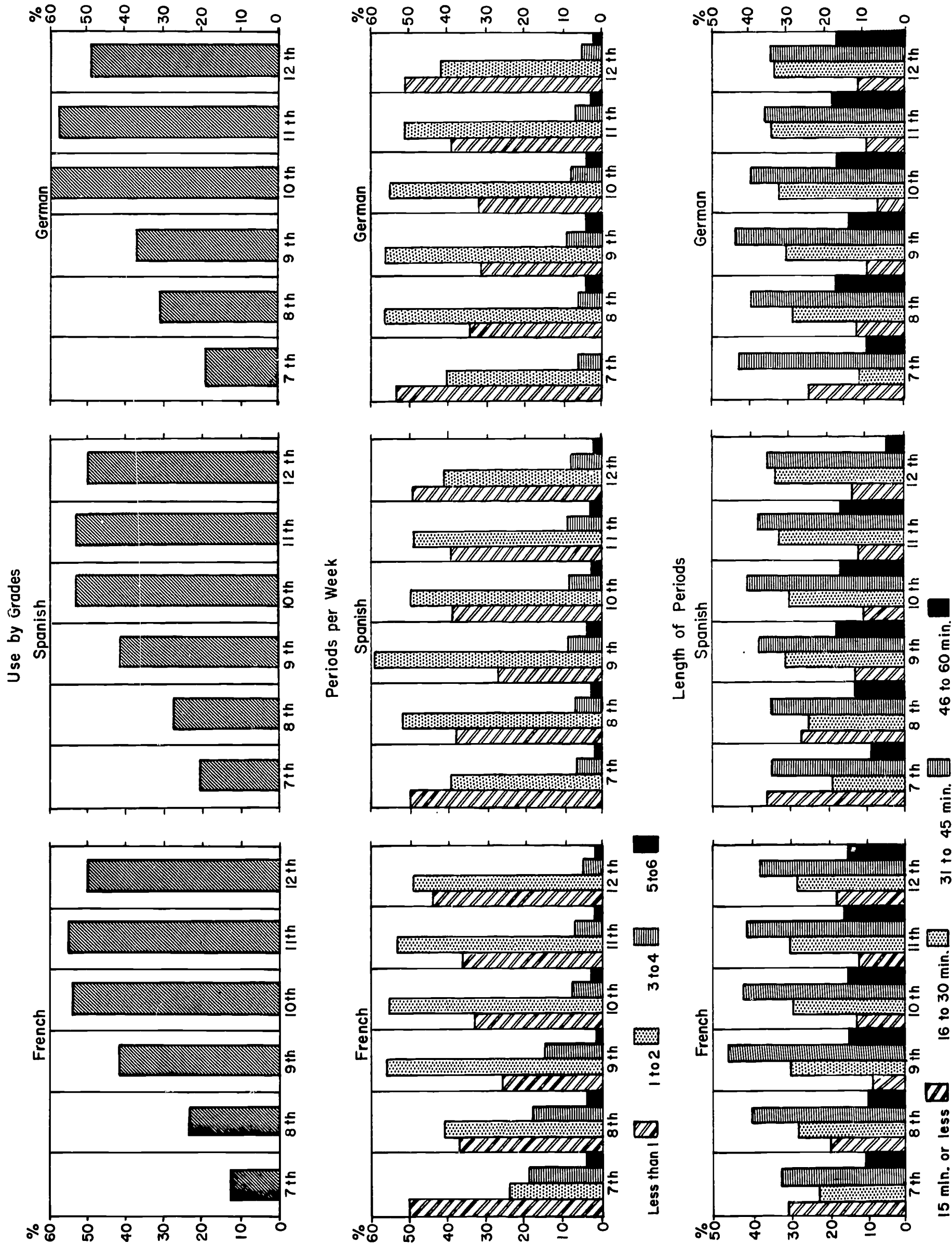


Fig. 3. Use of language laboratory.

As one might have expected, virtually no candidates used a language laboratory in elementary school. Responses for junior high school indicated that about 15 to 20% of the candidates in each language group used a language laboratory in the seventh grade and a somewhat larger proportion (about 25 to 30%) in the eighth grade.

Use of the language laboratory increased most sharply in the ninth grade--the normal point at which many students enter high school--but there was another increase in the tenth grade, which may reflect the responses of candidates for whom this grade marked the beginning of high school.

A high plateau of language laboratory use--representing more than half of the students in each language group--was reached in tenth and eleventh grades, followed by a slight decrease in the twelfth grade. This drop may suggest that various enrichment or expansion activities in listening and speaking were being carried out in the classroom rather than in the language laboratory.

With respect to frequency of laboratory use, the pattern of response was similar for all three language groups for each grade level from the seventh through the eleventh. In seventh grade, about half the candidates reported use of the language laboratory "less than one" full period per week; in eighth through twelfth grades (except for twelfth-grade Spanish and German), the most frequent number of laboratory periods rose to "1 to 2" for the three language groups, but an appreciable percentage of respondents still reported "less than 1" period of laboratory use per week. The fact that the responses

indicating "more than 2" laboratory periods per week never exceeded 27% for any language-grade combination emphasized the general conclusion that the major proportion of laboratory use was restricted to two periods or fewer per week.

A somewhat less consistent picture was shown for the duration of the laboratory period. Generally speaking, 31-45 minutes was most frequently indicated, with a length of 16-30 minutes next most frequent. For each language and grade, laboratory periods of 46-60 minutes were less common than those of 16-30 or 31-45 minutes, although for several language-grade combinations this longer laboratory period was reported with frequencies approaching 20%.

Some Cautionary Remarks on Interpreting the Classroom Activity Data

In presenting the data related to the various types of classroom activity surveyed in the main part of the questionnaire, several factors should be emphasized to avoid possible misinterpretations.

First, the data on classroom activities were reported by College Board test candidates, not by a random sample of all language students in the country. Inferences from this College Board candidate group to any other specific group of students or to the general student population should be made with due regard for factors that may differ in the two populations.

Second, it is important for one to understand that the responses have been organized by grade level and not by level of language study. Thus, activities

reported for tenth-grade French included the responses of candidates who began their study of French as tenth graders as well as the responses of candidates who already had had a year or more of work in the language. Similarly, in comparing activities reported for French, German, and Spanish classes at a particular grade, one should bear in mind that the extent of training may have been different among the three language groups. The typical eleventh-grade French or Spanish student may well be in his third year of study; German students often have had only one year of language study prior to the eleventh grade.

Despite these cautions, it is believed that the data will interest teachers and administrators concerned with planning language curricula, and that they may suggest further studies in a number of areas.

The First Year of Language Study

The first section of the portion of the questionnaire that concentrated on typical classroom activities asked the student to characterize various aspects of his first year of study of his College Board test language. The questions asked and the responses given by each language group are presented in Table 2. Since both the questions and the responses are largely self-explanatory, discussion of the findings is limited to a brief outline of the salient conclusions:

- (1) A clear majority of students in the survey received practice in the listening and speaking skills before they were introduced to reading and writing the foreign language.

TABLE 2

The First Year of Language Study

Activities at Start
of Course

Did your teacher first have you listen to [FL] and speak [FL] before having you read and write the language?			
	French	Spanish	German
Yes	67%*	63%	59%
No	27	31	35
How much time elapsed between the beginning of your first year of study of [FL] and the time that you began to use printed material? (Includes only students answering "yes" to question above).			
	French	Spanish	German
Less than 1 month	44%	54%	61%
1 to 3 months	29	28	26
4 to 6 months	6	5	4
More than 6 months	10	4	2

Presentation of Grammar

Which one of the following statements best describes how you studied grammar in your <u>first</u> year of instruction in [FL]?			
	French	Spanish	German
Learned principles and rules, then practiced their application.	43%	49%	46%
Learned correct sentences and phrases, then developed the principles and rules of grammar they demonstrated.	29	29	33
Did not formally study principles and rules of grammar.	21	16	14

Homework Assignments

Were you given homework assignments during your first year of study of [FL]?			
	French	Spanish	German
Yes	89%	91%	93%
No	8	5	3
Were you given homework assignments requiring reading in [FL] at, or almost at, the start of your first course in [FL]?			
	French	Spanish	German
Yes	58%	62%	68%
No	36	34	28
Did your homework assignments in your first year of study of [FL] consist mainly of practice records or tapes?			
	French	Spanish	German
Yes	13%	12%	11%
No	86	87	88

* Some columns do not total 100% due to a small proportion of "do not remember" responses.

- (2) Of those students reporting initial exposure to a language through listening and speaking, the great majority indicated that their introduction to reading and writing was postponed for a period not exceeding three months.
- (3) With respect to the first-year study of grammar, almost half the students in each language group first "learned principles and rules and then practiced their application." About one-third reported an inductive approach to grammar based on previously learned materials, and 15 to 20% reported no formal study of grammar in the first year.
- (4) Almost all the students were given homework assignments in their first year of study, and their homework was based almost exclusively on reading materials rather than on materials for listening and speaking practice.

Language Activities in Seventh Through Twelfth Grades

The major portion of the questionnaire was devoted to asking the students to indicate the relative frequencies with which various types of learning activities were conducted in the language courses that they had followed from seventh through twelfth grade. The students were given 19 activities that are characteristic of instructional approaches commonly used by teachers to help their students develop the four basic language skills and acquire grammatical and lexical control. For each activity, the students were asked to indicate the extent of their exposure at each grade level according to the following scale:

- F Frequently (at least once a week, on the average)
- O Occasionally
- R Rarely (a maximum of three or four times a year)
- N Never

In order to summarize the data and to facilitate its interpretation, a summary rating was calculated for each activity according to the following procedure: answers of "frequently" were assigned a score of 3; "occasionally," a score of 2; and "rarely" and "never" were each rated as 1.² After these scores were assigned, summary figures for each activity and grade level were obtained by averaging the coded responses for a given activity/grade combination. These summary figures could range from a minimum of 1.0 (which would correspond to the students' universal indication of "rarely" or "never") to a maximum of 3.0 (reflecting a total selection of "frequently"). Using these verbal benchmarks, the reader can readily interpret the summary figures. For example, a summary score of 2.5 represents an average extent of use lying about midway between "occasionally" and "frequently."

Chi-square analyses were performed for each language/grade level combination to determine whether statistically significant differences in the frequency of the various activities would appear among the different types of schools or among the different geographic regions. Since significant differences (.01 level) were found in less than one-third of the analyses³ by type of school, it would appear that this factor played only a modest role in determining the relative frequencies with which various classroom activities occurred.

²"Rarely" and "never" were assigned similar ratings on the grounds that there would be little pedagogical difference between the rare use of a certain technique (defined as a maximum of 3 or 4 times a year) and its complete omission.

³112 out of the 342 language/activity/grade-level combinations

Comment on differences by type of school is thus reserved for the Appendix 1 (pp. 31-47). The relationship of geographic region to frequency of classroom activities was found to be so slight⁴ that no data or interpretive remarks are provided in this area.

It should be emphasized that the summary figures were derived from the responses of a large group of students from many schools and therefore reflected different teaching situations. It should not be assumed that the same relative use of the various activities would hold true for all school systems or all classrooms. It is interesting, however, to examine the "average" situation with respect to various types of classroom activities.

The 19 activities surveyed are listed below in the order in which they appeared:

1. Oral memorization of dialogues and/or basic sentences
2. Preparing written translations from the foreign language into English
3. Preparing written translations from English into the foreign language
4. Summarizing or paraphrasing, in the foreign language, material read in the foreign language
5. Studying lists, which were distributed by the teacher, of the foreign language words with their English meanings
6. Memorizing tenses and conjugations
7. Reading material in the foreign language that was previously learned through oral presentations only (that is, through oral presentations by the teacher and/or from records or tapes)
8. Reading new material in the foreign language that was not previously learned through oral presentations
9. Writing practice sentences on specific points of grammar

⁴ Significant differences at the .01 level for 27 out of the 342 language/activity/grade-level combinations

10. Writing from dictation material that was previously studied in spoken or printed form
11. Writing from dictation material that was not previously studied in spoken or printed form
12. Writing original compositions (short paragraphs, letters, essays, speeches) in the foreign language
13. Participating in rapid oral drills conducted by the teacher in the foreign language and involving operations such as change in tense, number, and person
14. Participating in "chain drills," i.e., classroom drills in which students ask and answer questions in the foreign language among themselves
15. Listening to the teacher explain in English points of grammar
16. Listening to the teacher explain in English the meaning of new words and phrases
17. Speaking in English in the foreign language class
18. Using tape recorders or record players in class
19. Attending plays or feature films spoken in the foreign language as a class requirement

In the following pages, responses regarding most of these activities are discussed under general headings that highlight important findings.

The interested reader is urged also to consult Appendix 1 in which the responses for each activity are presented separately in graphical form together with short verbal summaries.

Classroom Use of English

A surprisingly high incidence of classroom activities involving the use of English was observed at all grade levels for the French, Spanish, and German groups (Figure 4). Students' listening to the teacher explaining points of grammar in English and explaining in English the meaning of new words or phrases were among the most frequent activities in grades 7 through 10, with some diminution in grades 11 and 12. The students' own use of English in the language class showed a similar pattern. Use of English continued at a fairly high level in eleventh- and twelfth-grade German classes, possibly due to the fact that a higher percentage of the German candidates studying the language in the last two years of high school were pursuing beginning and intermediate courses.

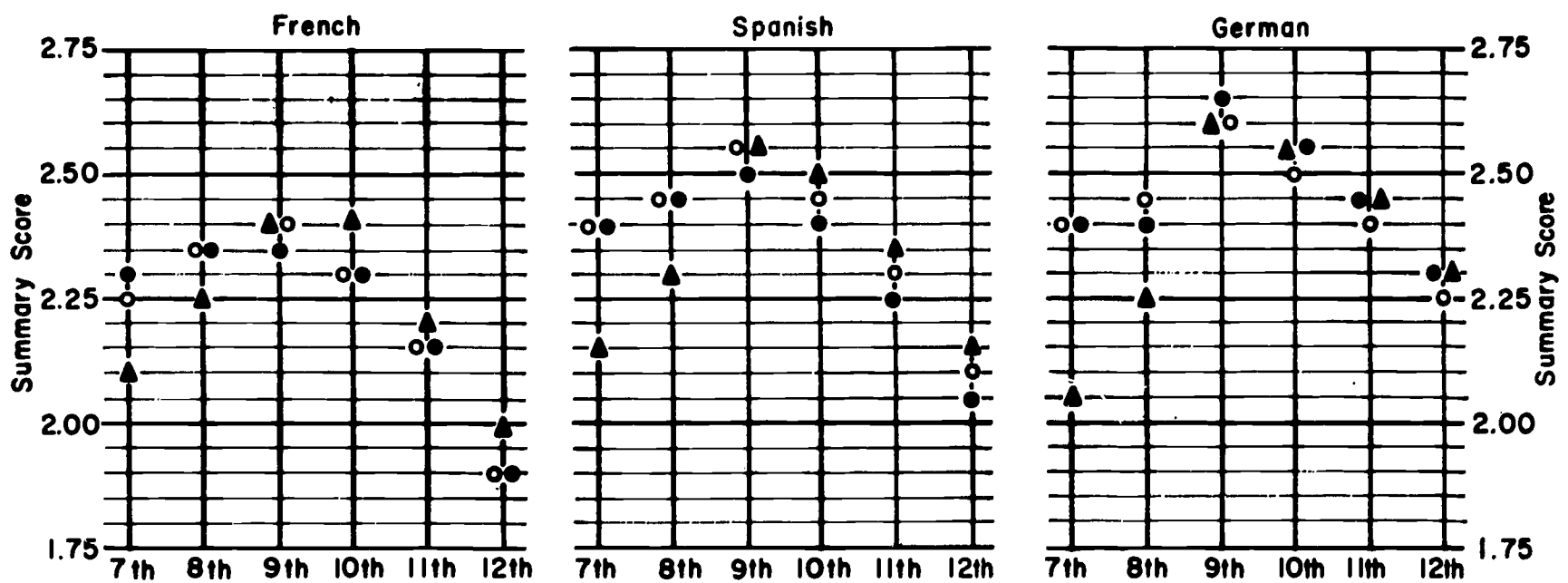


Fig. 4. Classroom use of English.

- ▲ Listening to the teacher explain in English points of grammar
- Listening to the teacher explain in English the meaning of new words and phrases
- Speaking in English in the foreign language class

Translation

Translation, either from or into a foreign language, also involves constant referral to English. As reported by the candidates (Figure 5), translation of both types was quite limited in the seventh and eighth grades relative to other activities, but both were reported for the ninth through twelfth grades with about "occasional" frequency. Although translation into the foreign language might be justified as a technique for developing active command of the grammar and lexicon of the written language and writing skill in general, this practice is often faulted on the grounds that it artificially juxtaposes foreign and English texts and may encourage word-for-word comparisons of the two languages. There is little theoretical support, however, for translation from the foreign language into English even though this practice was reported with relatively high frequencies by all three language groups.

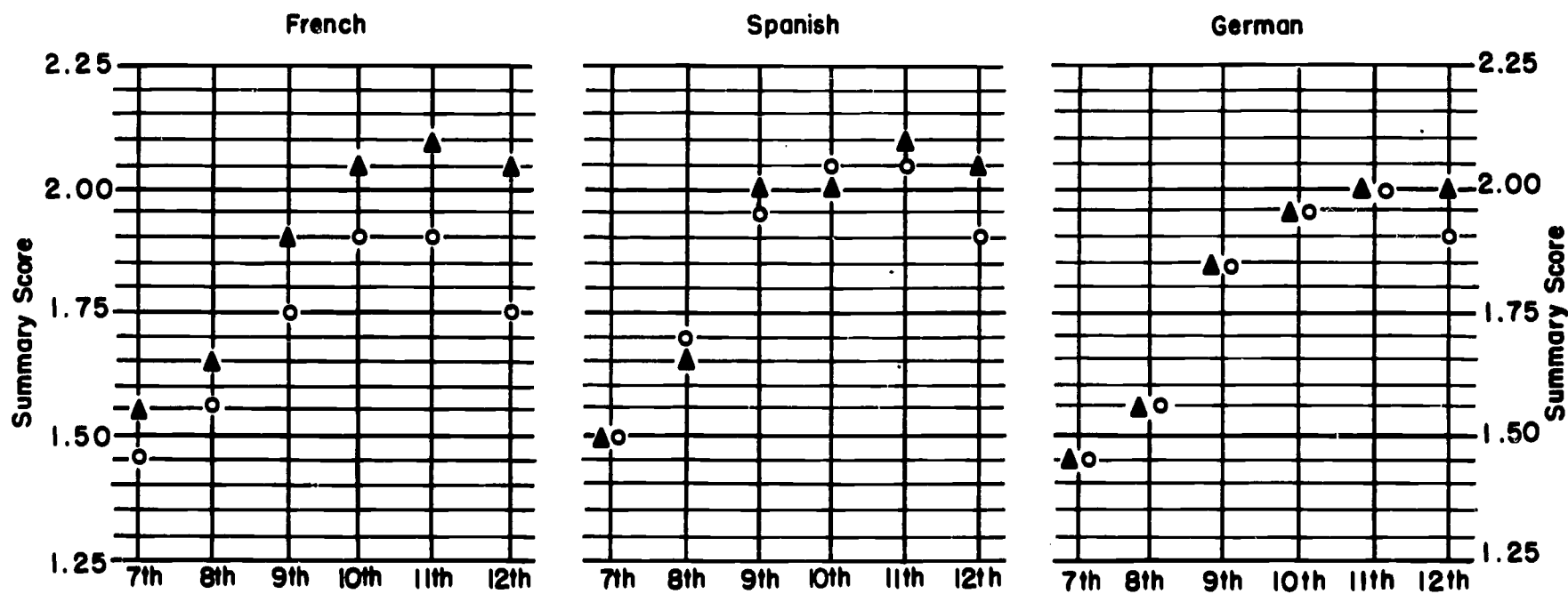


Fig. 5. Translation.

- ▲ Preparing written translations from English into the foreign language
- Preparing written translations from the foreign language into English

Among the questions that dealt with activities conducted entirely or almost entirely in the foreign language, a breakdown may be made between activities stressing reading and writing and those emphasizing the audio-lingual skills of listening and speaking.

Reading

The questionnaire surveyed two types of reading activity: reading material in the foreign language that had been previously learned through oral presentations and reading new material not previously studied orally (Figure 6). For all three language groups, reading orally learned material increased slightly from seventh through ninth grade, and from that point decreased to a very low level in the twelfth grade. Reading new material, on the other hand, showed a marked and steady increase from seventh through twelfth grade and was, in the twelfth grade, the most frequently practiced of all classroom activities for each language.

The patterns observed for both types of reading are in keeping with basic audiolingual practices in which materials used at the lower levels are commonly derived from orally presented situations, as in reading a previously practiced dialogue. In the upper grades, increased attention is generally placed on the introduction of new materials intended to expand and deepen the students' reading competence in many different fields. At the same time, the reading of dialogues or other types of basically oral material is substantially reduced.

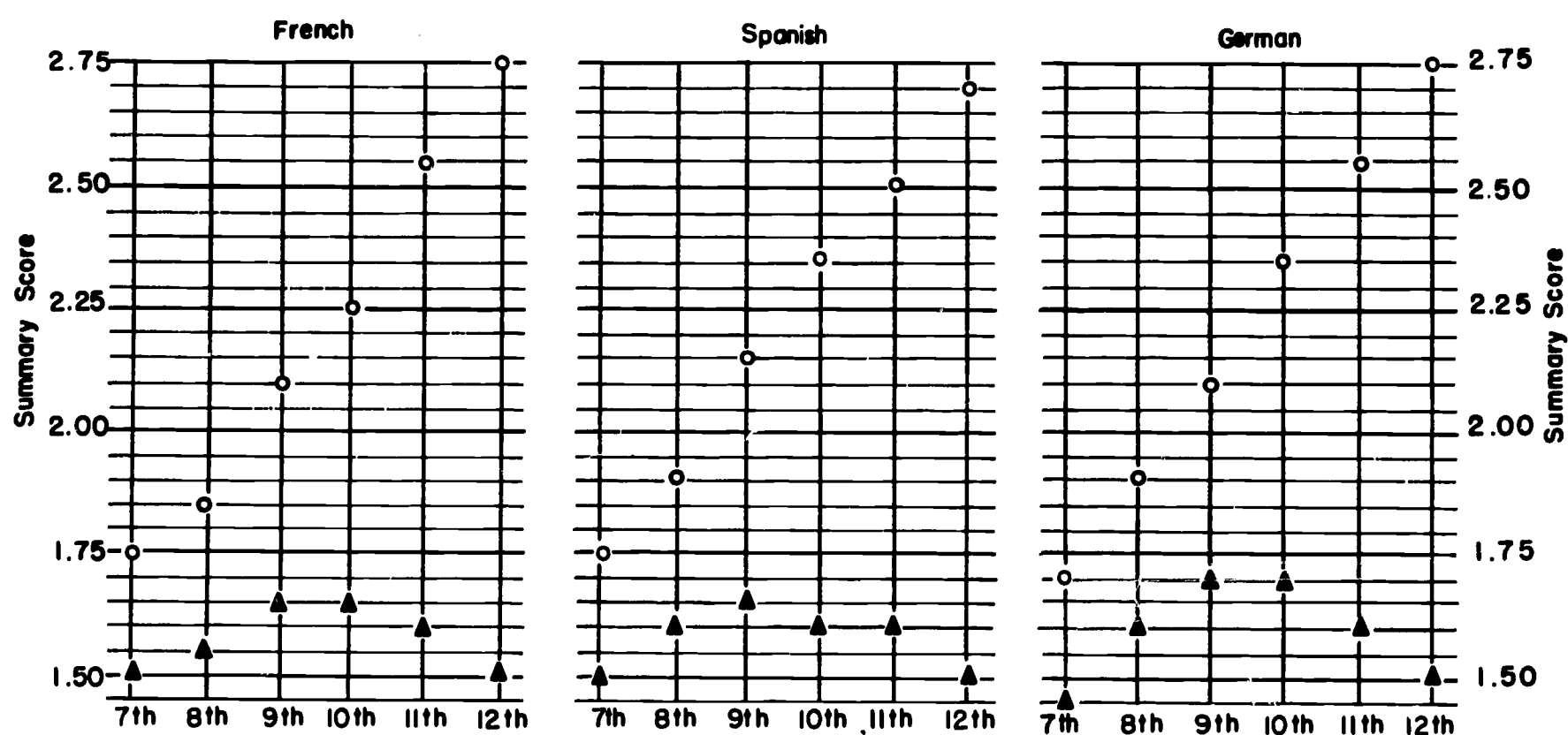


Fig. 6. Reading.

- ▲ Reading material in the foreign language that was previously learned through oral presentations only (that is, through oral presentations by the teacher and/or from records or tapes)
- Reading new material in the foreign language that was not previously learned through oral presentations

Writing

There was remarkable consistency among the three languages in the pattern of writing activities at all grade levels (Figure 7). The more closely controlled exercise, exemplified in the writing of sentences on specific points of grammar, was practiced moderately in grades 7 and 8, most frequently in grades 9, 10, and 11, with a maximum at grade 10, and then distinctly less in grade 12. These results accorded both with the assumption that more attention is given in the junior high grades to the spoken language than to the grammar of the written language and with the finding that unstructured work in writing (preparation of original compositions) increases in an accelerating fashion from grades 7 through 12. The data with respect to composition work was in general agreement with the principle that unstructured writing exercises should not be introduced until the students have acquired considerable ability in the other basic skills and have worked extensively on more controlled writing exercises.

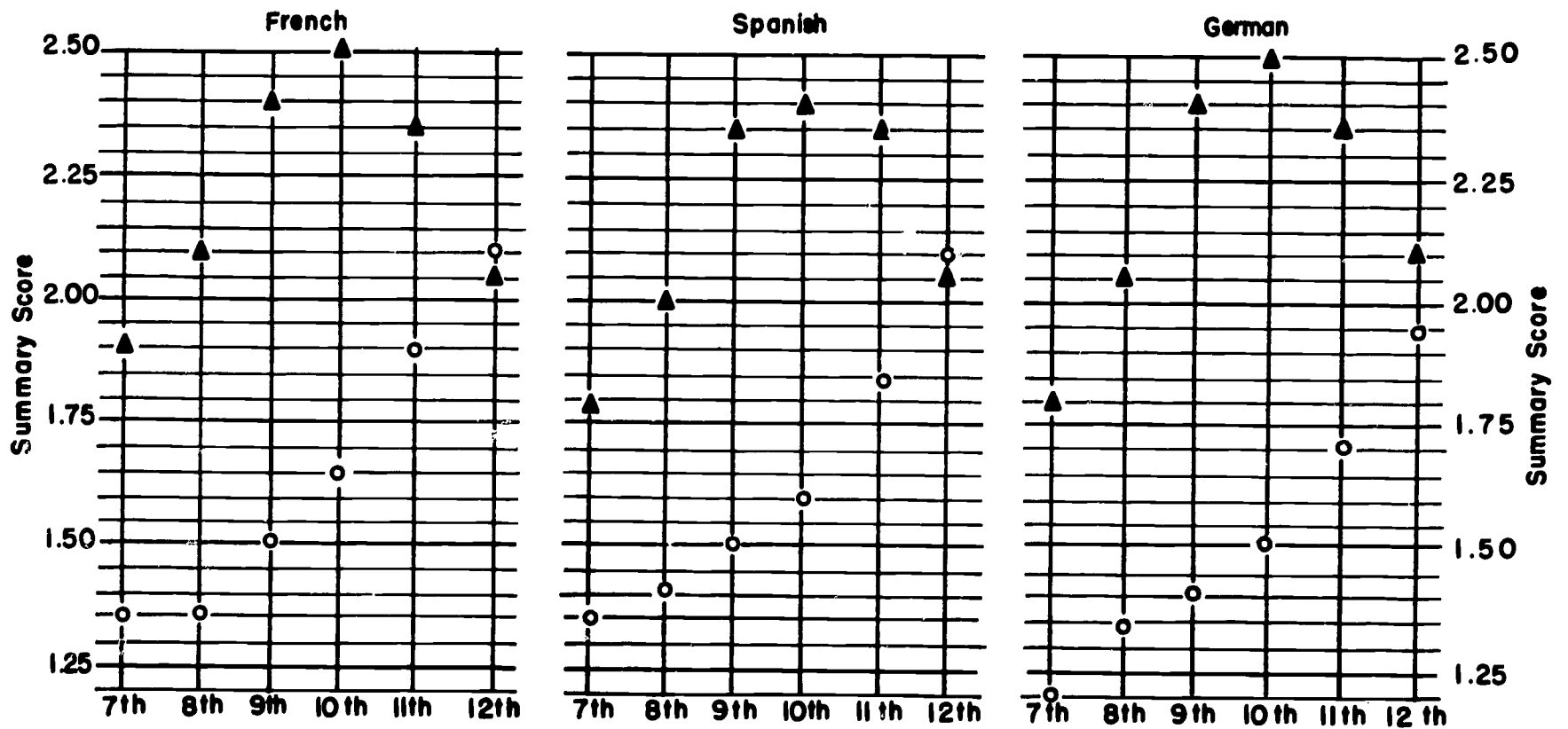


Fig. 7. Writing.

- ▲ Writing practice sentences on specific points of grammar
- Writing original compositions (short paragraphs, letters, essays, speeches) in the foreign language

Dictation

The practice of dictation involves audiolingual as well as graphical components, and therefore in a sense straddles these two areas. Current language teaching theory tends to minimize use of the dictée on the grounds that the skills in which it affords practice can be less ambiguously and more economically taught through separate exercises, each devoted to a particular skill or area of knowledge--aural discrimination, sound-spelling relationships, grammatical agreements, and so forth. In terms of relative frequency of use (Figure 8), the dictée appeared to play a minor role at all grade levels in the candidates' activity reports, though in the French group there was (not surprisingly) a slightly higher level of use in all grades.

The type of dictation most frequently reported was that based on materials previously studied in class.

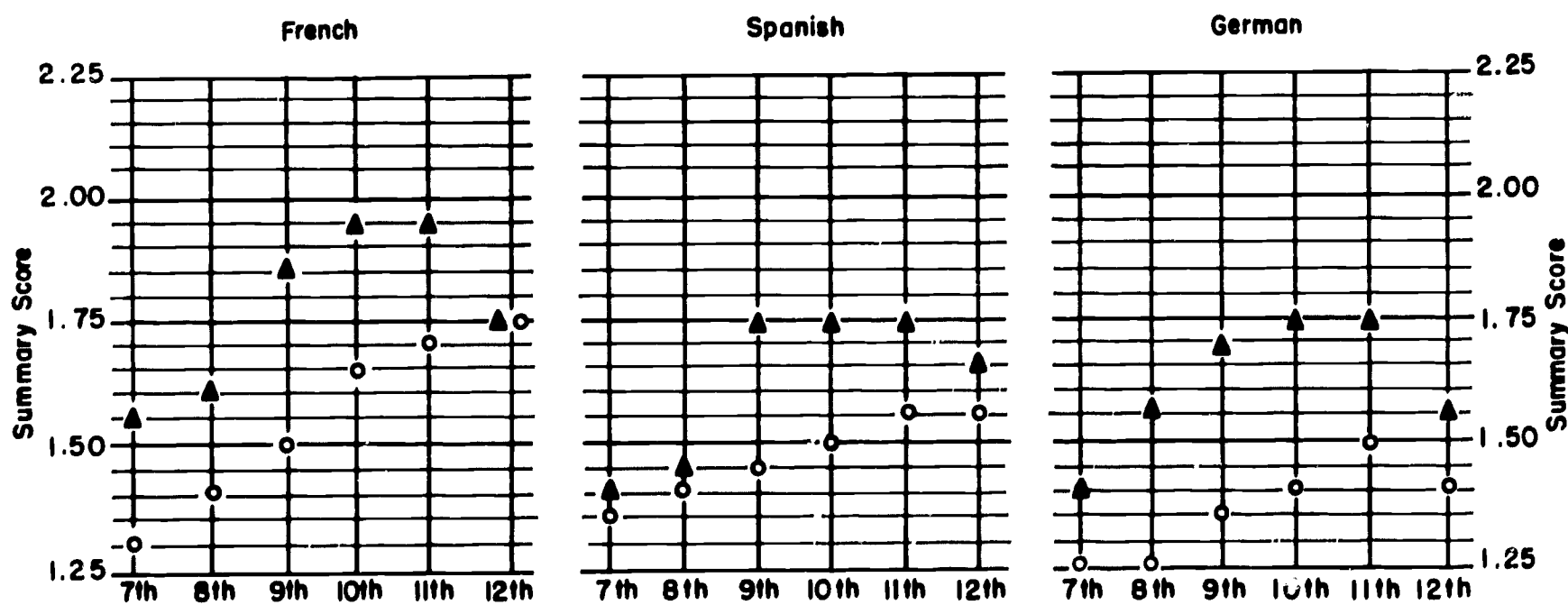


Fig. 8. Dictation.

- ▲ Writing from dictation material that was previously studied in spoken or printed form
- Writing from dictation material that was not previously studied in spoken or printed form

Listening/Speaking

Since in a classroom situation, listening and speaking activities are usually inextricably related, the questionnaire's survey of such activities did not attempt to separate the two skills. The three specific activities surveyed were the following:

Memorizing oral dialogues and/or basic sentences

Participating in rapid oral drills conducted by the teacher in the foreign language and involving operations such as changes in tense, number, and person

Participating in "chain-drills" in which students ask and answer questions among themselves in the foreign language

In the seventh and eighth grades (Figure 9), memorizing dialogues was, by a substantial margin, the most common of the three activities. In ninth and tenth grades, however, oral drills were conducted with about the same average frequency as the memorization of dialogues. It is encouraging to note that in these grades students were engaging in structural manipulation and change in addition to simple memorization of materials.

The "chain drill" technique seemed to have been used relatively little at any grade level. Even at its point of greatest use, the ninth and tenth grades, it did not reach the "occasional" level (2.0).

Beyond the tenth grade, all three of the listening/speaking activities described showed a steady decline, though at different rates. Work with dialogues and basic sentences fell off most sharply, whereas oral drill work continued at around the "occasional" level even in twelfth grade.

Regrettably, additional questions were not asked dealing with more advanced listening/speaking activities such as the presentation in the foreign language of brief prepared speeches, or periods of general conversation on topics proposed by the teacher or students. In the absence of such questions, it is not possible to determine which listening/speaking activities assume prominence at the upper levels or the extent to which these activities are carried out in relation to activities stressing reading and writing.

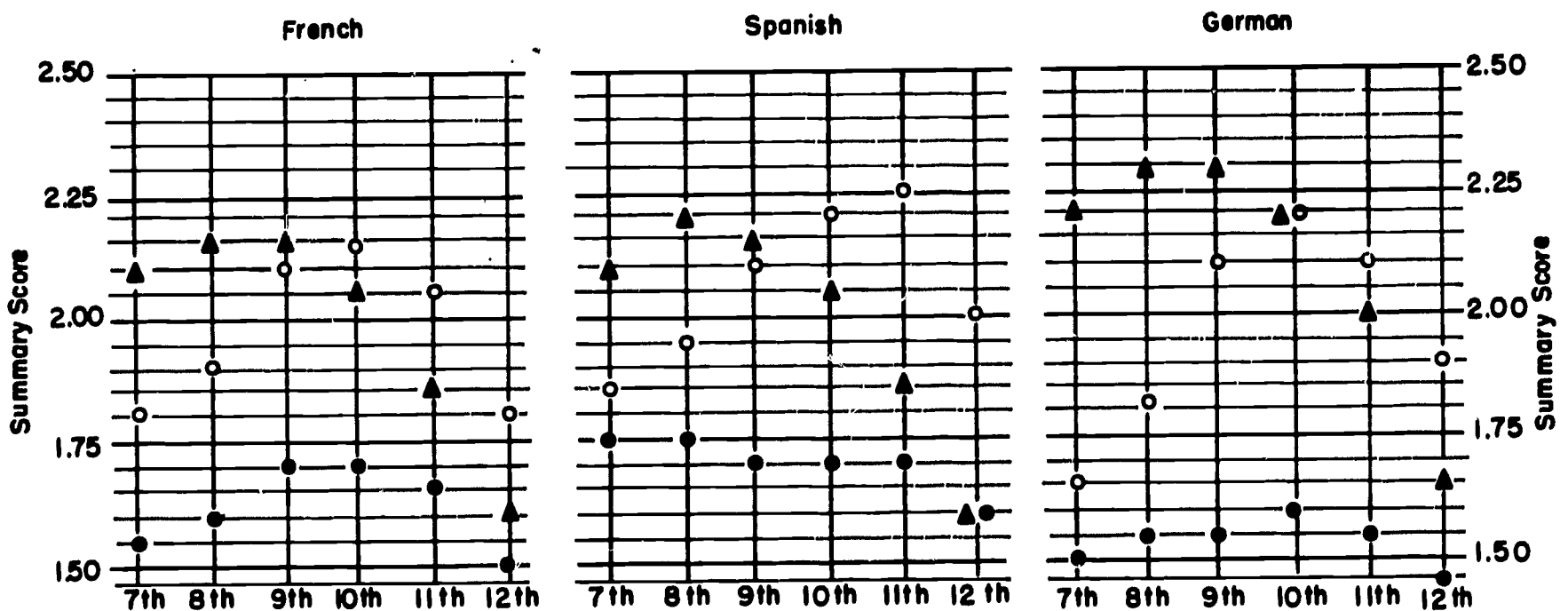


Fig. 9. Listening/Speaking.

- ▲ Oral memorization of dialogues and/or basic sentences
- Participating in rapid oral drills conducted by the teacher in the foreign language and involving operations such as change in tense, number, and person
- Participating in "chain drills," i.e., classroom drills in which students ask and answer questions in the foreign language among themselves

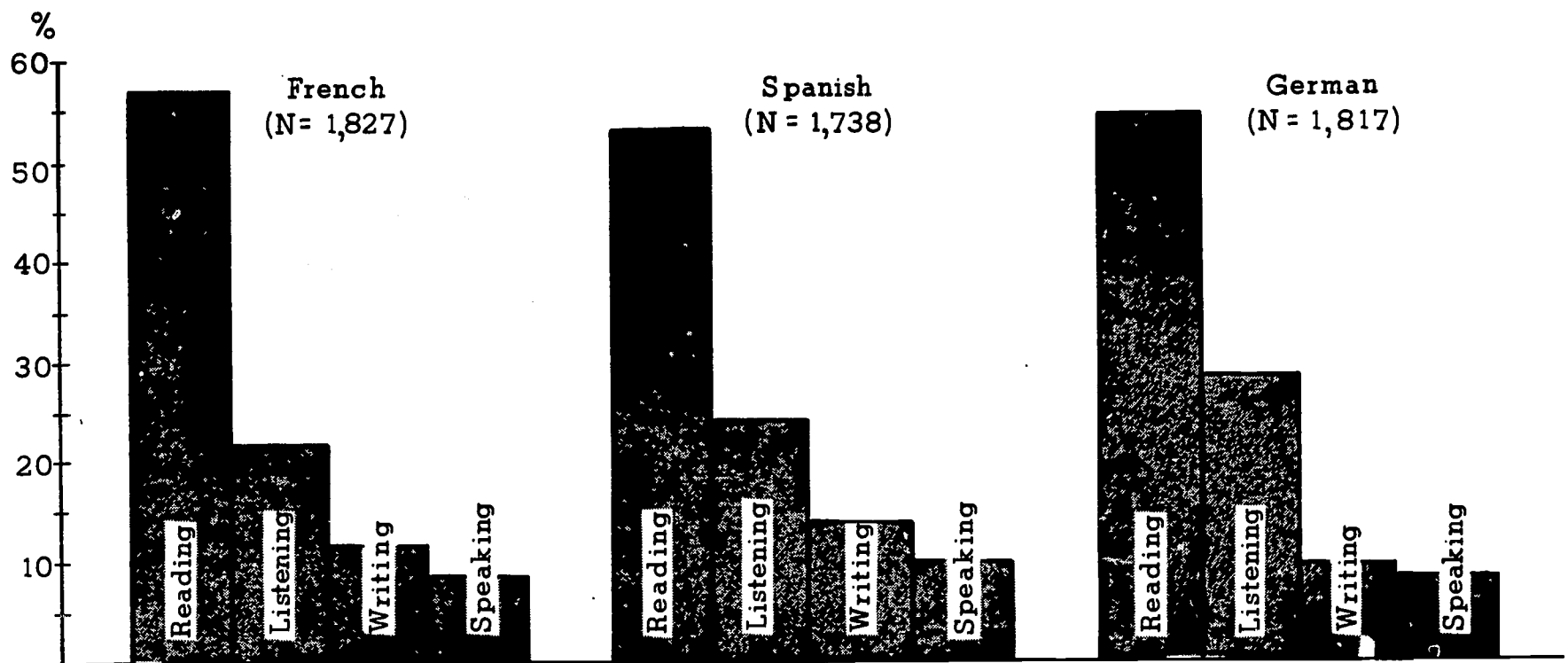
Candidates' Appraisals of Their Language Skills

In the final section of the questionnaire, students were asked to rate their proficiency in each of the four basic language skills. The results of this self-appraisal (Figure 10) revealed a consistent pattern with a definite majority of the students indicating greatest confidence in their reading ability. The listening skill emerged a clear second. Writing and speaking skills--in that order--trailed far behind with only slight differences between them.

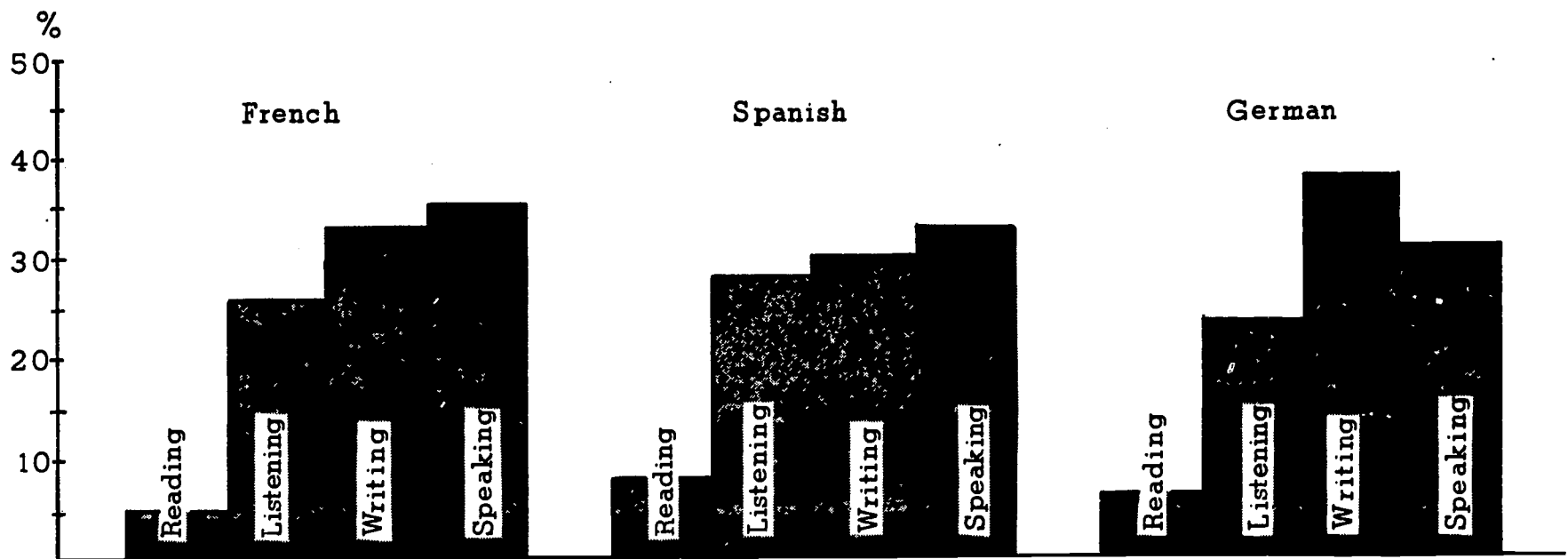
In order to extract to a fuller degree the information provided by the students' responses to the four questions, composites of the students' ratings were computed by assigning 4, 3, 2, and 1, respectively, to the skills in which they rated themselves most proficient, next best, third best, and least proficient. As one can observe in Figure 10, the basic order -- reading, listening, writing and speaking -- remains constant regardless of whether one considers the ratings of "most proficient," those of "least proficient," or the composite ratings. The only minor exception is in German, where the greatest percentage of the students felt themselves to be least proficient in writing rather than speaking.

In judging their relative proficiencies in the various skills, the students had no external criteria, such as the verbal descriptions of "minimal," "good," and "superior" skill ratings in the MLA Statements of Teacher Qualifications. To the extent that their self-ratings can be considered reliable, the significantly higher proficiency accorded reading suggests that the audiolingual revolution had not had, by 1966

Skill in Which Students Rated Themselves Most Proficient



Skill in Which Students Rated Themselves Least Proficient



Composite of Student Ratings of Relative Proficiency in the Four Basic Skills

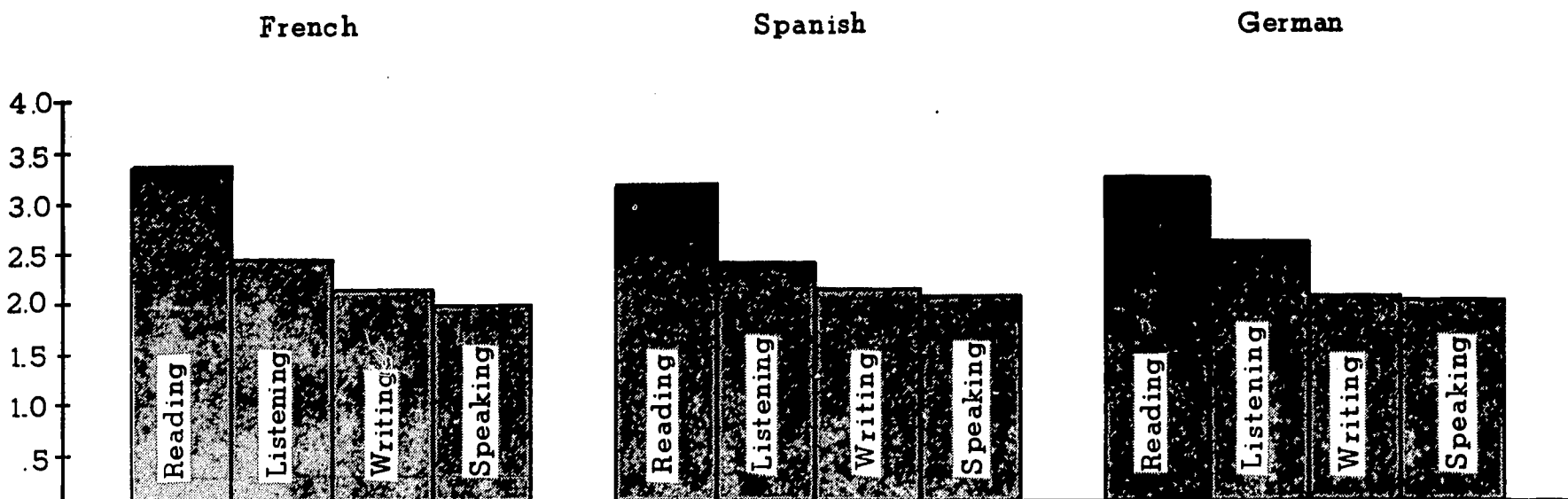


Fig. 10. Candidates' appraisals of their language skills.

at least, quite so far-reaching results as would have been predicted by many in the profession. On the other hand, proponents of audiolingual methodology can take heart in the fact that the students' confidence in their listening ability was relatively high.

Both theorists and practitioners in the foreign language teaching profession might have anticipated that it would be the so-called active skills -- speaking and writing -- rather than the passive skills -- listening and reading -- in which the students would judge themselves to be least proficient. There might, of course, be some tendency for students to overrate their passive skills in that over the years they would probably not have received as sharp or immediate feedback on their weaknesses in listening and reading as in speaking and writing. A student called upon to speak in class would, for example, be immediately and acutely aware of any difficulties in communicating his thoughts orally. The same student might well fail to notice the same degree of imprecision in his aural reception of statements by the teacher. The very considerable difference in the students' ratings of their active and passive skills suggested, however, that even if this factor existed, its strength would have been insufficient to account for the total difference.

One suspects that had such a self-appraisal been conducted with students a decade ago the results would have shown a clear dichotomy of a different kind, with the aural-oral skills rated far behind both reading and writing. It is interesting to speculate about the situation a decade or two into the future and to wonder whether the more nearly equal emphases on the four basic skills now endorsed by most foreign language teachers will significantly modify the results of this survey.

Appendix 1

Average Ratings for Individual Classroom Activities

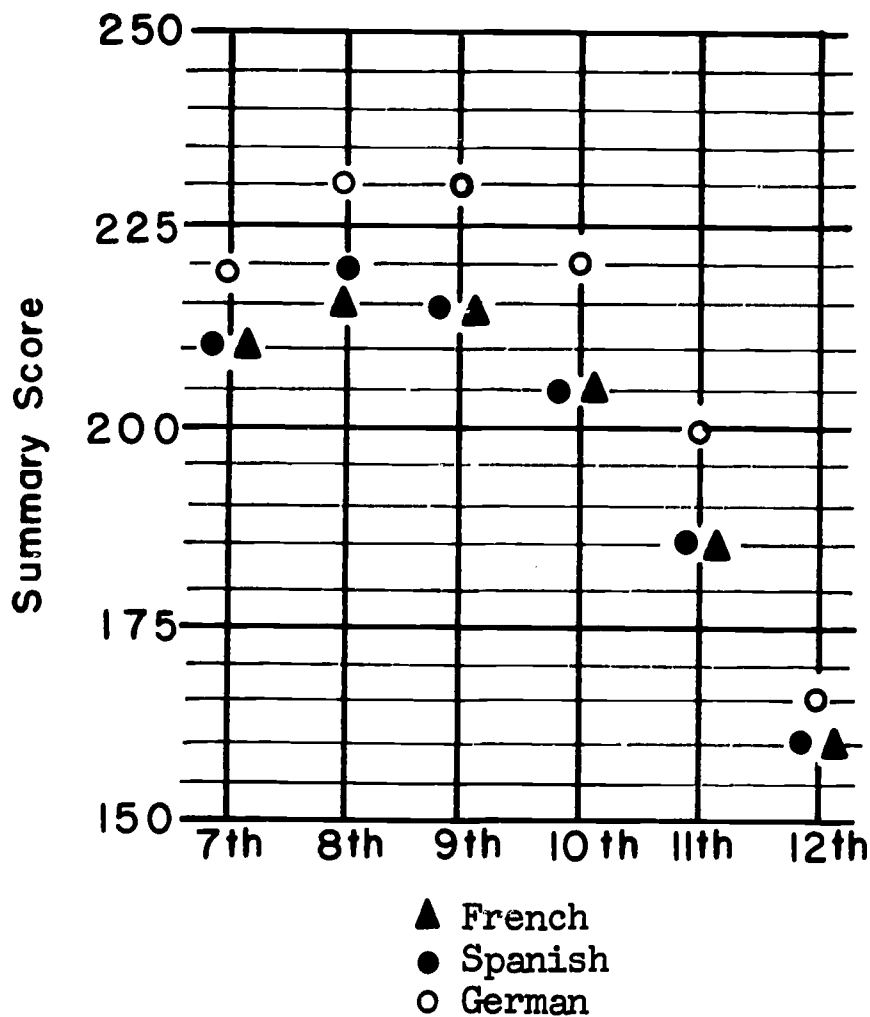
The following pages present response figures for each of the 19 classroom activity questions, together with verbal summaries of the more important trends in the data. For each activity, figures for the French, Spanish, and German groups are superimposed on a single chart. Numbers along the vertical axis of the chart correspond to the average activity ratings discussed on pp. 44-47.

At the conclusion of Appendix 1 the average ratings for each activity/language/grade level combination, broken down by type of school, are presented in tabular form with indications of those combinations for which type of school was found by chi-square analysis to be statistically significant at the .01 or .001 levels.

1. Oral memorization of dialogues and/or basic sentences

The frequency of oral memorization, quite high in grade 7 reached a peak in grades 8 and 9 and then fell off at an increasing rate through grade 12. For French and Spanish the pattern of average frequency indices virtually coincided whereas in German at each grade level the frequency was notably higher.

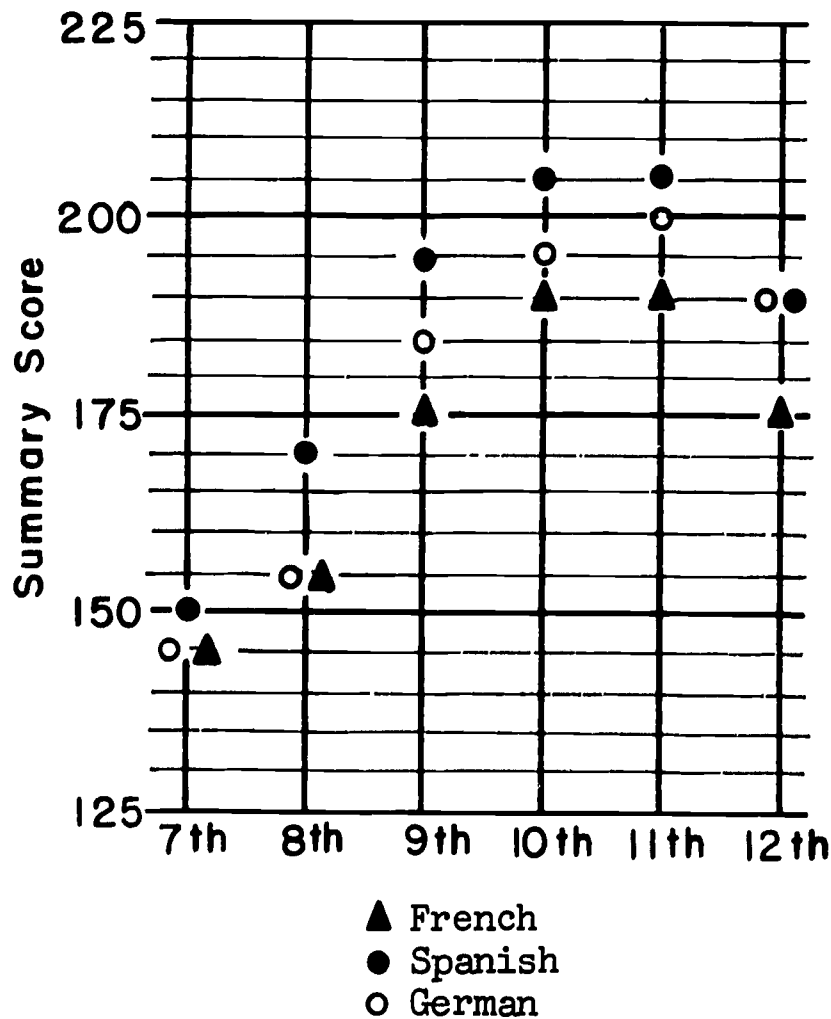
Primarily at the upper-grade levels the data yielded statistically significant differences by types of school. In most such cases (French 9-12, Spanish 10-12, and German 11-12) it was the Roman Catholic school students who engaged in oral memorization most frequently and those from the independent schools least frequently.



2. Preparing written translations from the foreign language into English

Written translation from the foreign language into English showed a consistent pattern across grade levels for all three languages, increasing steadily from grade 7 through 10, then leveling off, and finally decreasing in grade 12. At all grade levels, this activity was more frequently practiced in Spanish than in French, with German generally falling somewhere in between.

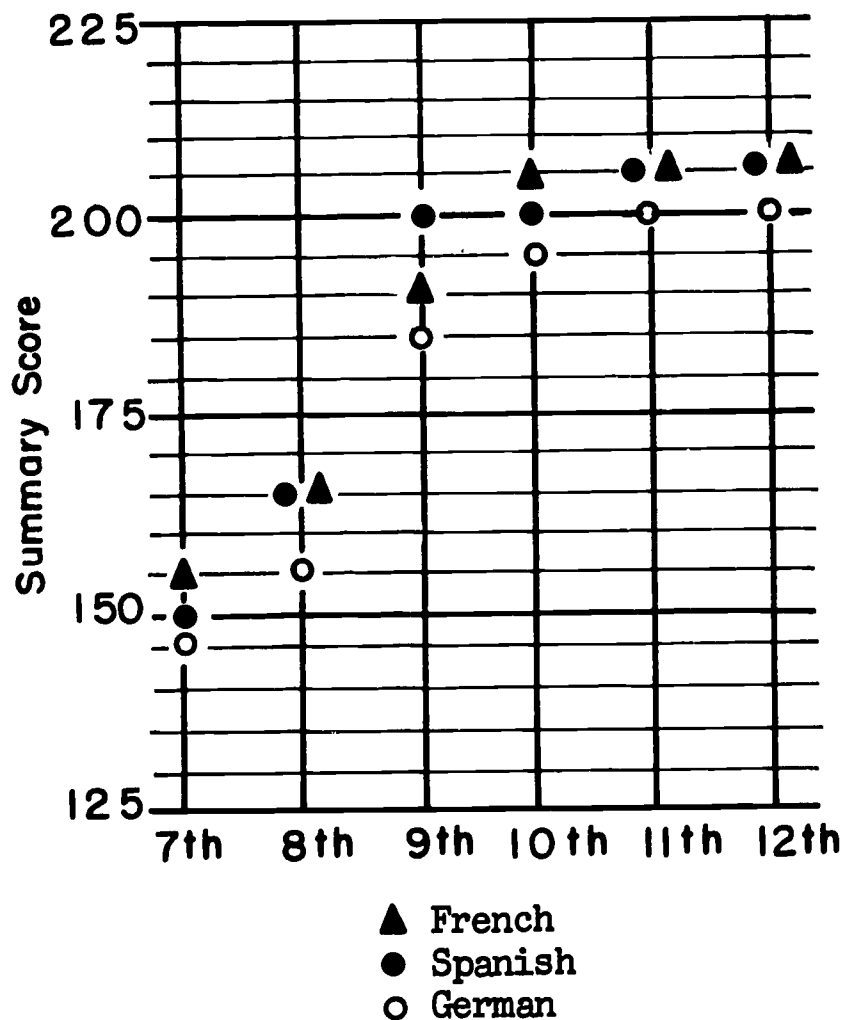
Significant differences by types of schools in the frequency of written translation from the foreign language into English were observed primarily in the upper grades (grade 12 for all languages, grade 11 for French and Spanish, and grade 10 for German). In all cases, this translation activity was more frequently practiced by the Roman Catholic school students, and about equally by those from the independent and public schools.



3. Preparing written translations from English into the foreign language

For all three languages, the average frequency of written translations from English into the foreign language was fairly constant across the four senior grade levels, while it was distinctly less in grades 7 and 8. Although differences among the language were slight, the lower level of frequency for German was consistent across all grade levels.

Only in French in grades 7 through 10 were significant differences observed by types of schools, with the independent school students engaging in this type of translation most frequently. There was an interesting reversal in this regard for the Roman Catholic and public school samples: in grades 7 and 8 translation from English into French was least frequent among the public school students, whereas in grades 9 and 10 it was the Roman Catholic school students who practiced the activity least frequently.

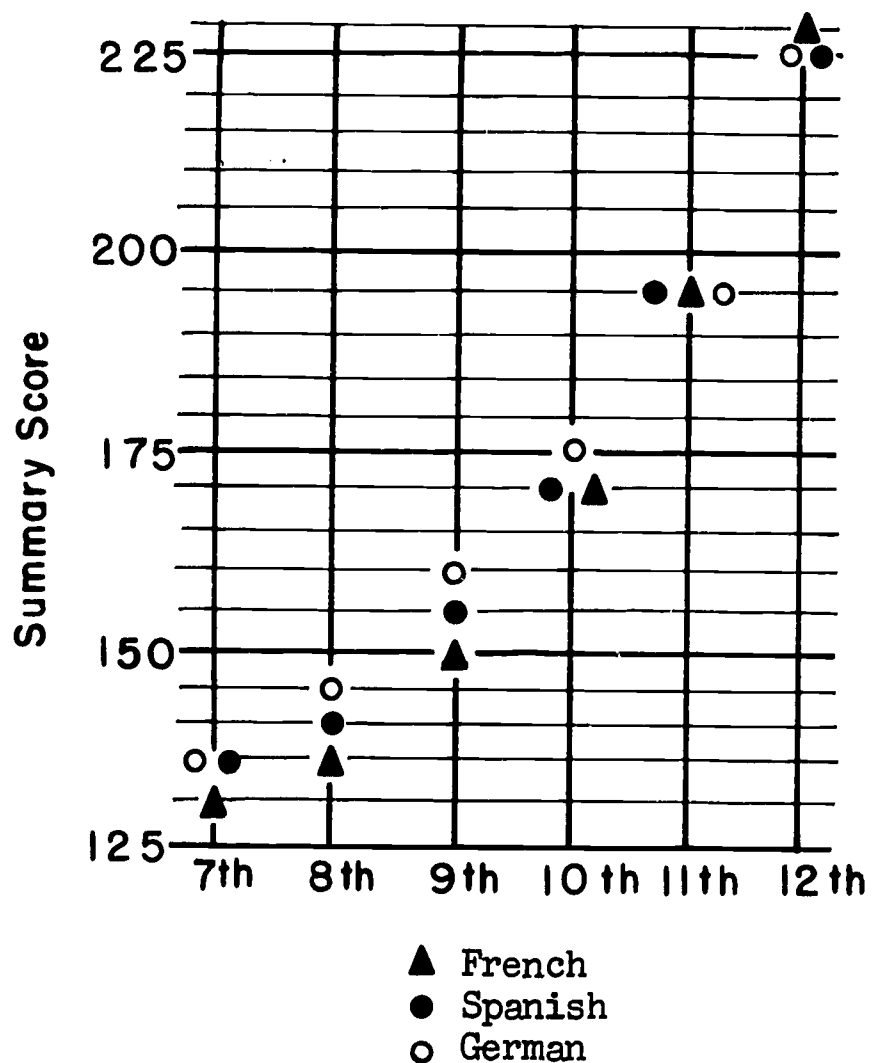


4. Summarizing or paraphrasing in the foreign language, material read in the foreign language

The consistent frequency pattern of this activity was characterized by a steady increase from grade 7 to grade 12. Both the pattern across grade levels and the absolute indices of average frequency at each grade level showed a lack of marked differences among the three languages.

Although a number of significant differences by types of schools were observed (French, all grades except 9; Spanish, grades 9-11, and German 11-12) no single generalization covers all cases. In the upper grades 10-12, the Roman Catholic students engaged in the activity least frequently in those instances where statistically significant differences have been noted.

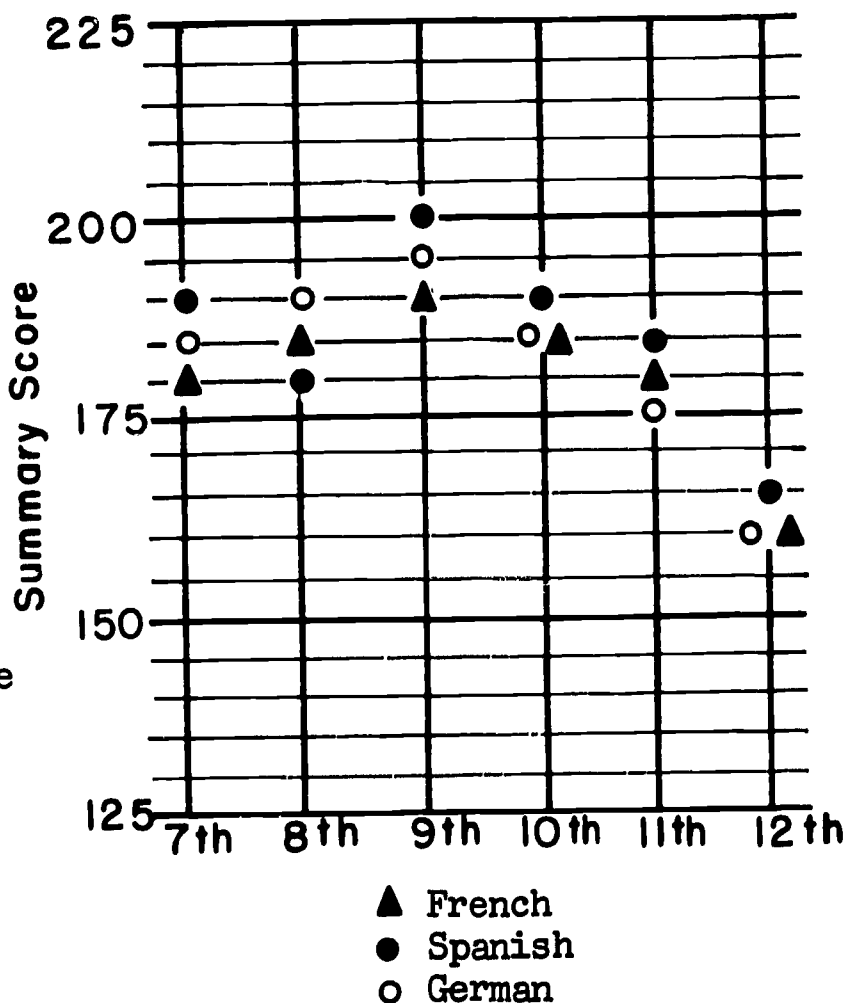
A weakness in the phrasing of the question, which failed to distinguish between spoken and written summaries in the foreign language, limited precision in the interpretation of the student responses. In either case, however, such classroom activity conducted totally within the framework of the foreign language is generally considered the desirable approach in that it relates the development of reading skill to the development of all the basic language skills. The comparatively high average frequency attained by grade 12 in all three languages would seem to represent a fairly encouraging sign of progress in this direction.



5. Studying lists, which were distributed by the teacher, of foreign language words with their English meanings

By no means a forgotten technique for the development of vocabulary, the distribution of foreign-language-to-English word lists attained modest frequency levels at all grades, although the indices were distinctly lower at grade 12. The general pattern, duplicated in the main for all languages, showed slight increases in frequency from grade 7 to grade 9, then a gradual decrease through grade 11 and a more significant decline in grade 12. No appreciable differences among languages were discovered nor were any statistically significant differences by types of schools observed.

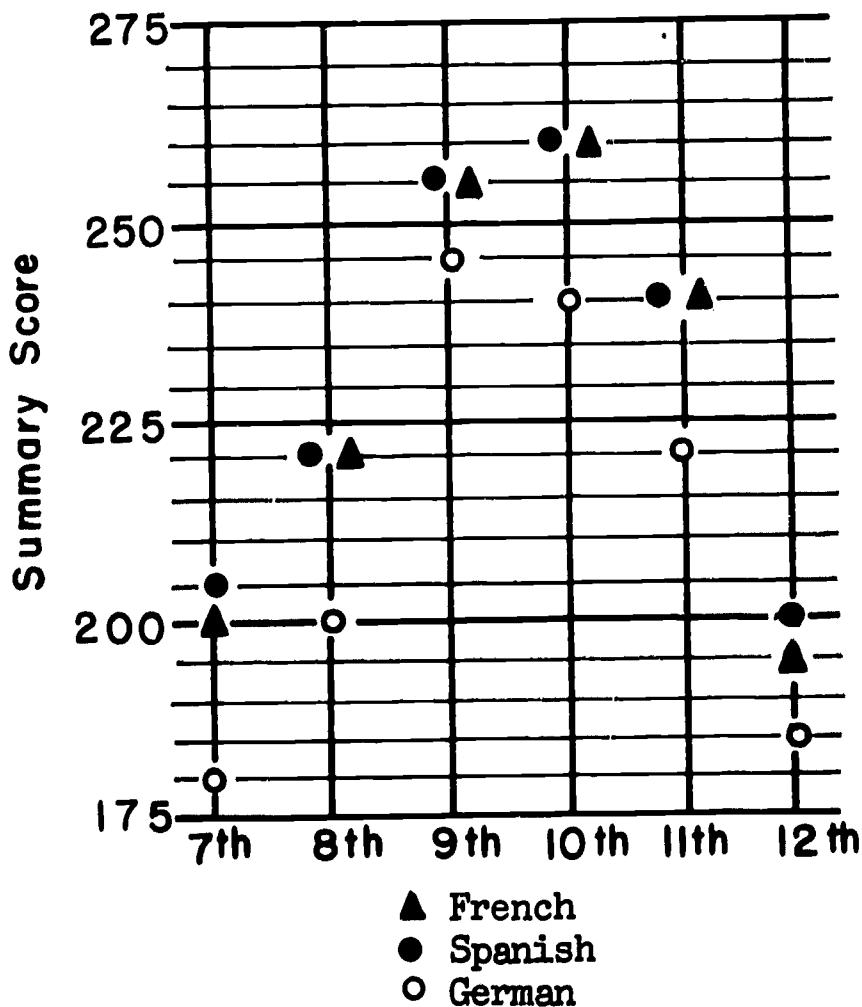
It would have been interesting to have comparative figures on the extent to which students worked on vocabulary through contextual examples of word usage or through the simpler techniques of synonyms or definitions in the foreign language. The data did make clear, however, that the recent trends toward the use of such techniques have certainly not totally displaced the more traditional approach to the building of a vocabulary in the foreign language.



6. Memorizing tenses and conjugations

After a slight increase from grade 7 to grade 8, the frequency of this type of rote work jumped to the maximum level for grades 9 and 10 then fell off somewhat in grade 11 and sharply in grade 12. Comparisons among the three languages showed the frequency of this activity considerably lower in German and virtually the same for French and Spanish at all grade levels.

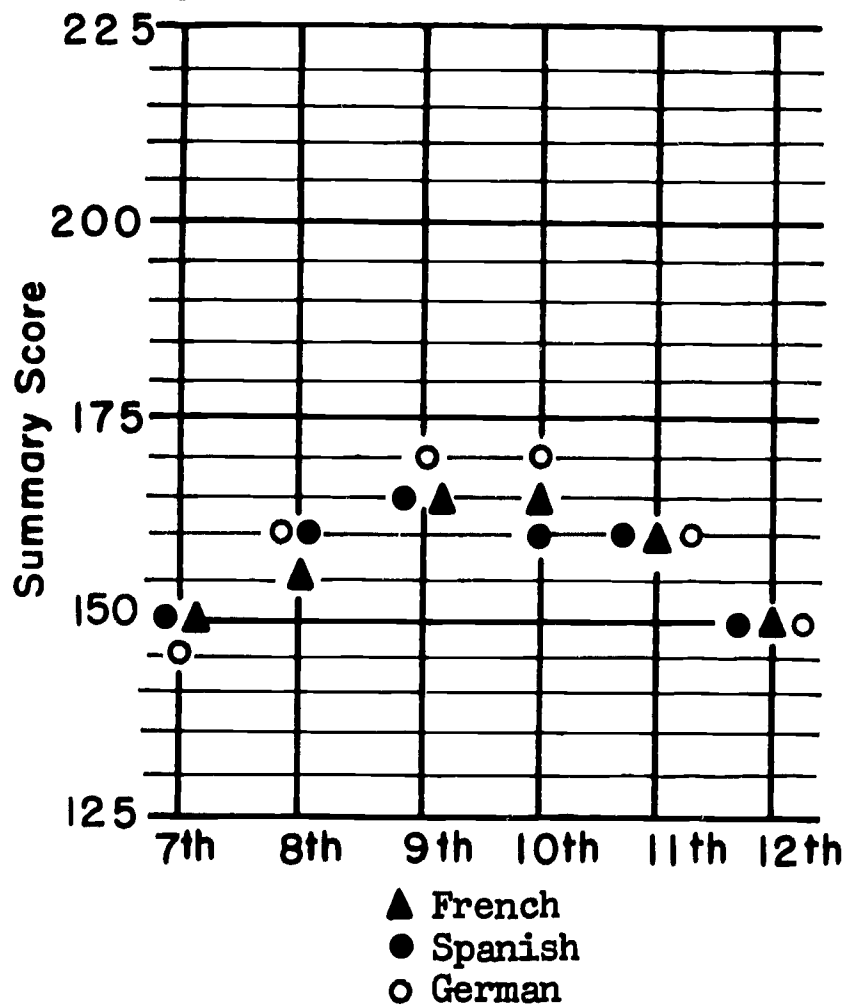
The significant differences by types of schools observed for French at all grade levels except 11 and for Spanish at grade 10 did not reveal any consistent pattern.



7. Reading material in the foreign language that was previously learned through oral presentations only (that is, through oral presentations by the teacher and/or from records or tapes)

The frequency with which students read materials learned orally did not vary greatly by grade level, although it was somewhat higher in grades 9 and 10. The pattern was consistent across languages and the frequencies were almost identical.

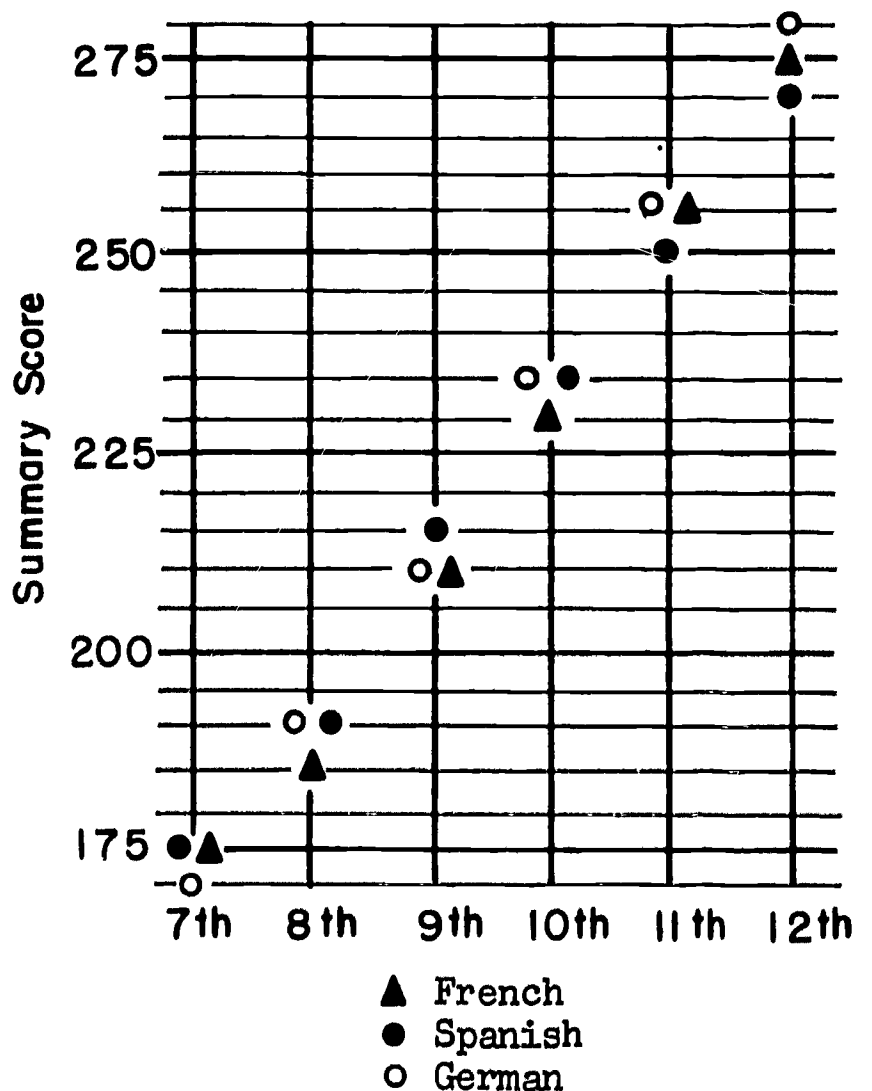
In French and Spanish in the three upper grades, there were significant differences by types of schools in the extent to which students read orally learned materials. The activity was most frequent among the Roman Catholic school students and least frequent among those from the independent schools. These differences were more pronounced in French than in Spanish.



8. Reading new material in the foreign language that was not previously learned through oral presentations

As one would expect, there was a steady increase across grades in the frequency with which students read material in the foreign language not previously learned through oral presentation. What was striking was the extraordinary consistency in the rate of increase of this activity from grade to grade and the high degree of similarity of the data for the three languages.

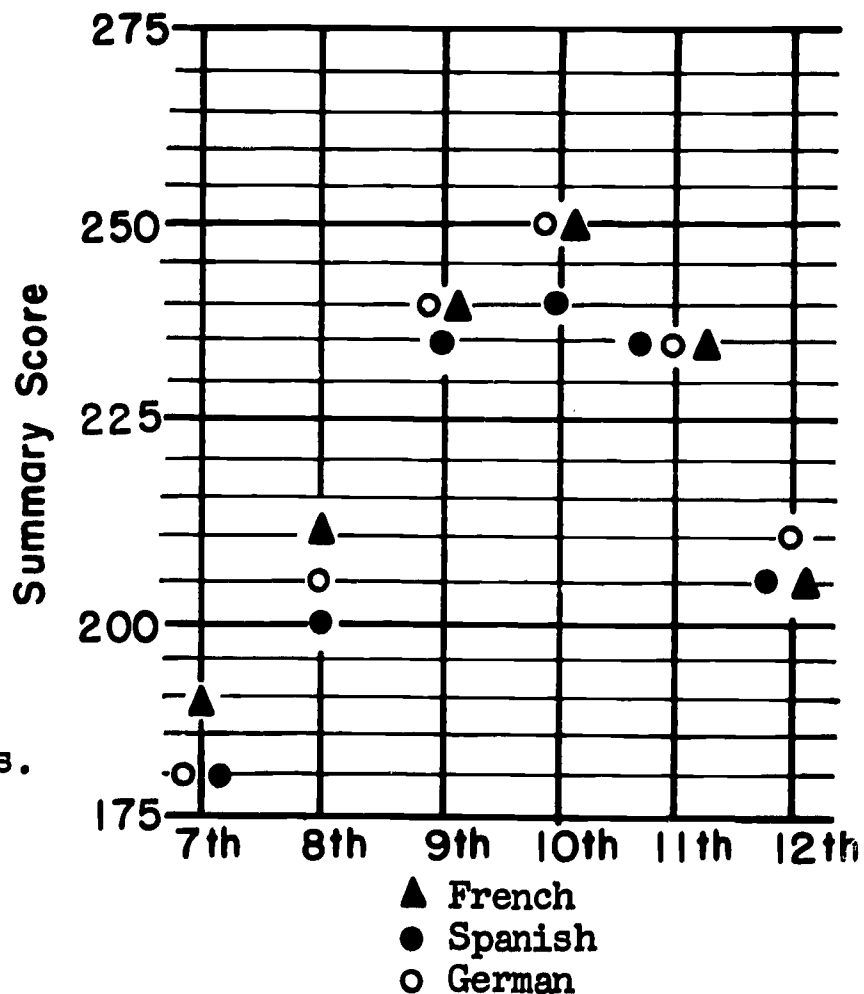
Significant differences were, however, observed among types of schools, mainly in the upper grade levels (specifically grades 10-12 in French, grades 10-11 in Spanish, and grades 11-12 in German). In all these cases, the reading of new material was least frequent by the students from the Roman Catholic schools and most frequent by the independent school students.



9. Writing practice sentences on specific points of grammar

For all three languages there is a highly consistent pattern across grade levels in the frequency with which students wrote practice sentences on specific points of grammar. After sharp increases from grades 7 through 9, the frequency reached a maximum at grade 10 and then declined through grade 12. In terms of the average frequencies at given grade levels, there were no appreciable differences among the languages.

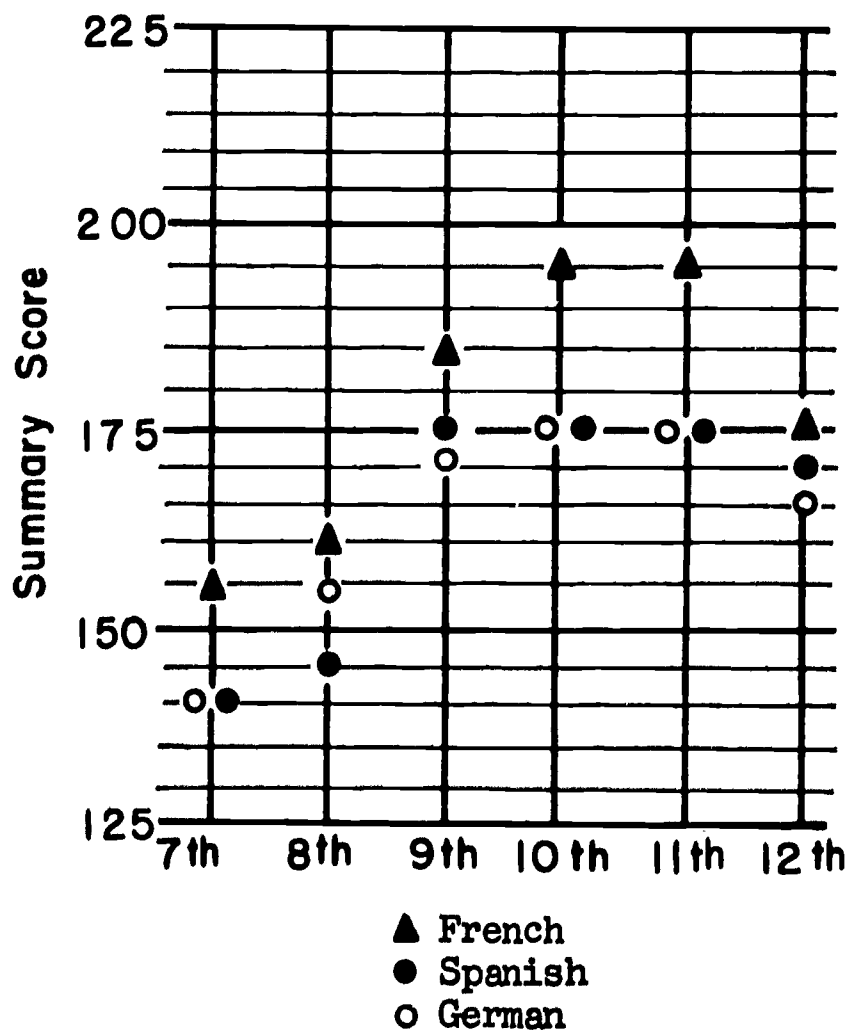
Although significant differences by types of schools were observed for grades 7, 9, 10, and 12 in French and grade 12 in German, no discernible pattern emerged for the interpretation of these differences.



10. Writing from dictation material that was previously studied in spoken or printed form

The use of the dictation technique in connection with previously studied material was encountered with about equal frequency by students in grades 9 through 11, somewhat less often in grade 12 and distinctly less in the junior high grades 7 and 8. This type of *dictée* was more frequent in French at all grade levels, although the differential with the other languages was clearly greatest in grades 10 and 11.

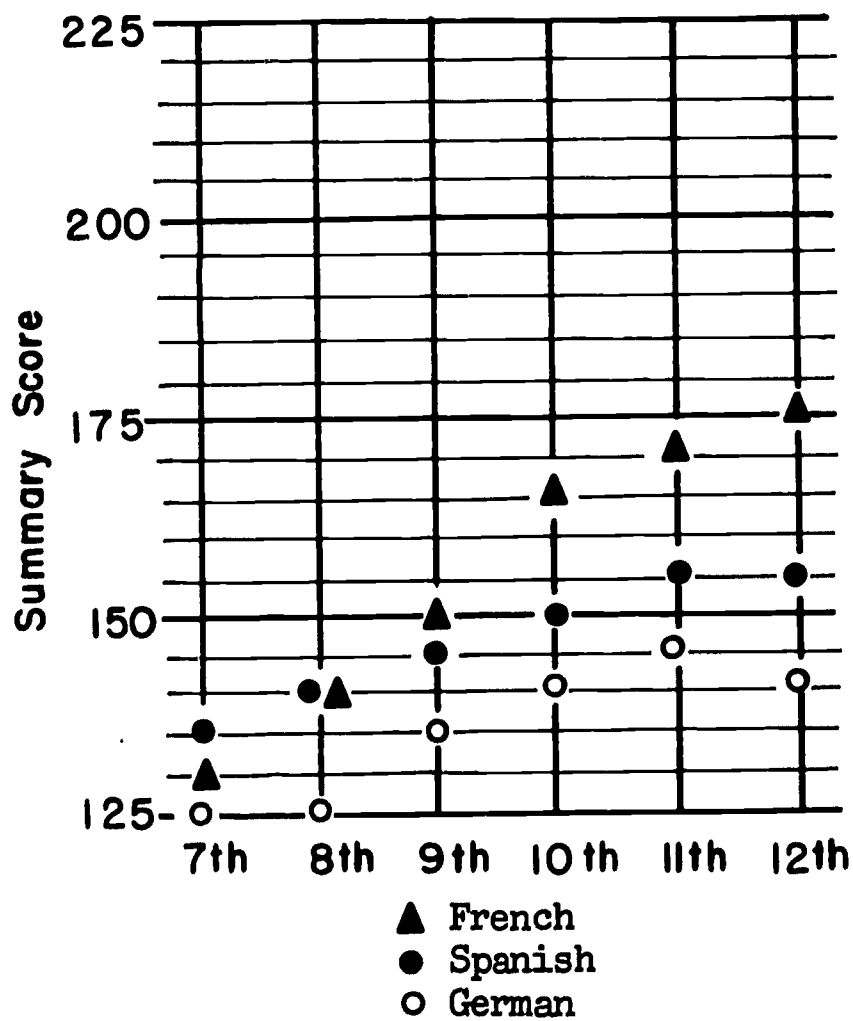
In all three languages at grade 12 there were statistically significant differences observed by types of schools. The activity was most frequently practiced by the Roman Catholic students.



11. Writing from dictation material that was not previously studied in spoken or printed form

The general pattern that emerged with regard to the relative frequency of writing new material from dictation was that of a very gradual increase from grade 7 to grade 11 and then a leveling off in the final two grades. Comparisons among the three languages show this category of dictation to have been most frequently engaged in by the French students and least by those in German, with the higher levels of frequency in French most pronounced in grades 10 through 12.

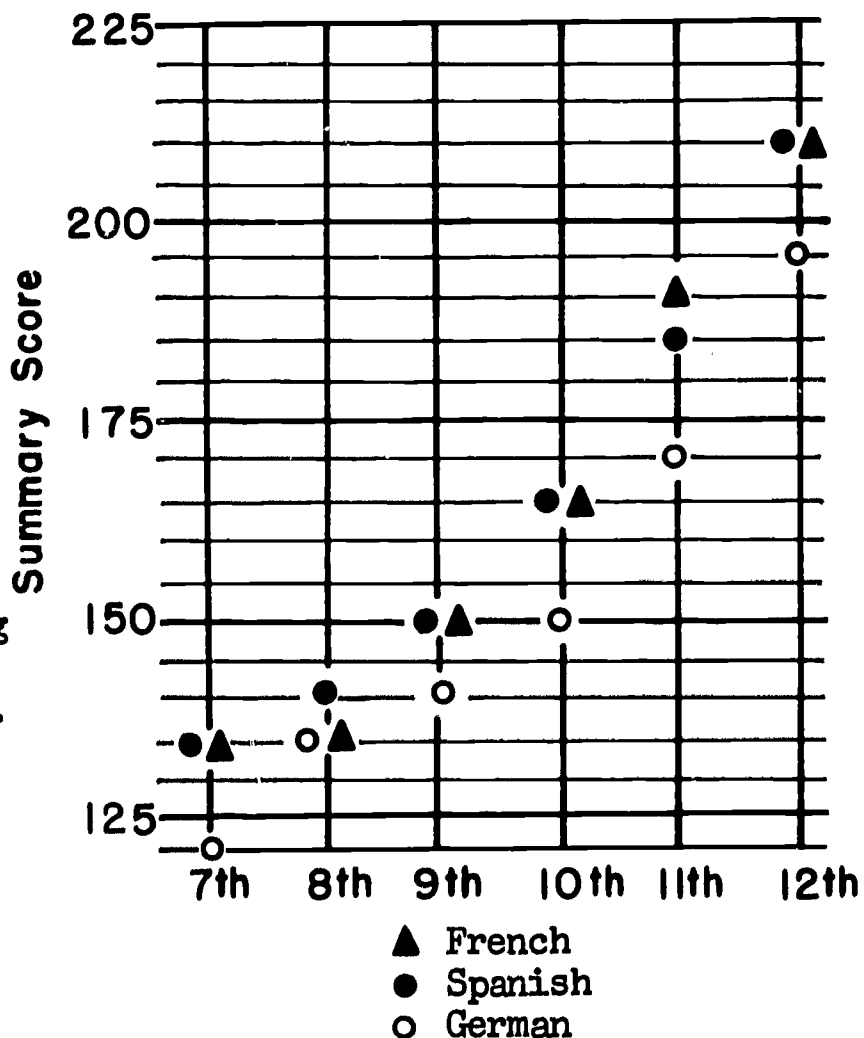
Some significant differences by types of schools were observed at various grade levels for French, Spanish, and German, but the only clear trend in these figures was the lower frequency of the activity among public school French students in grades 7 through 9.



12. Writing original compositions (short paragraphs, letters, essays, speeches) in the foreign language

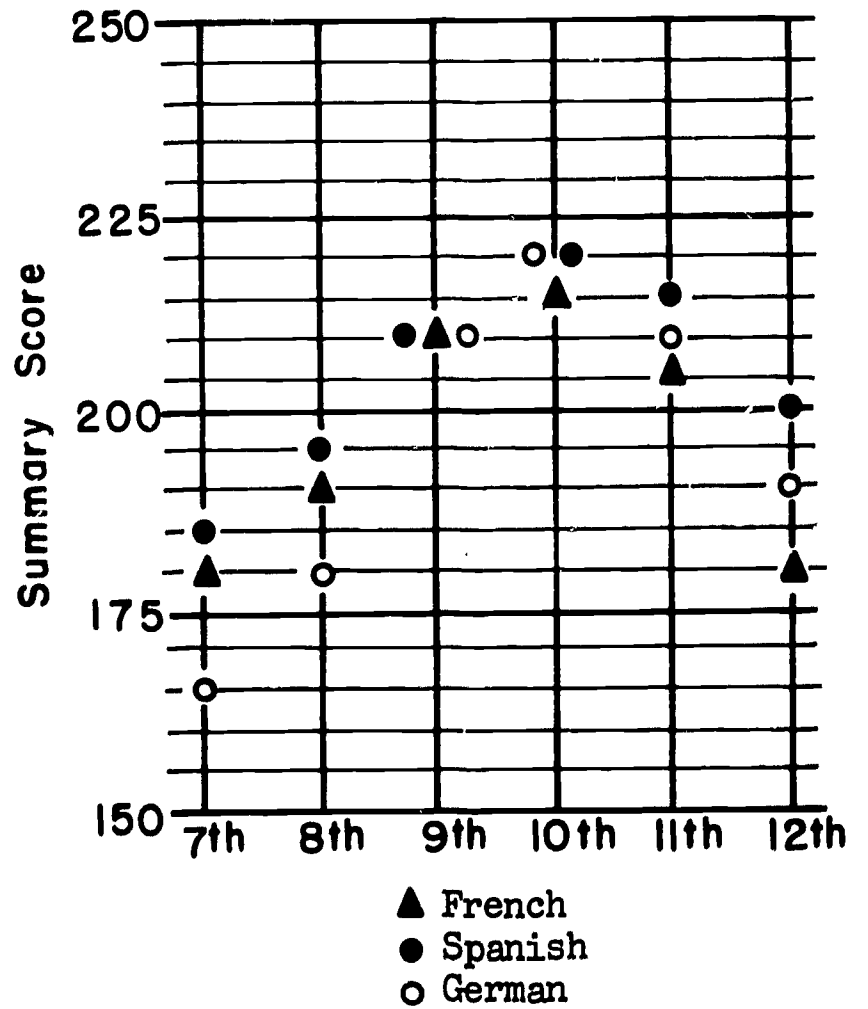
Unstructured writing exercises such as composition work, increased steadily in frequency across grade levels for all languages, the rate of increase accelerating after grade 9. Frequencies for French and Spanish were almost identical at all grade levels but appreciably lower for German, except at grade 8.

As far as the senior grades were concerned, significant differences by types of schools were observed for all three languages in grade 11 and for German in grade 12. In all cases the writing of original compositions was done least frequently by the Roman Catholic students.



13. Participation in rapid oral drills conducted by the teacher in the foreign language and involving operations such as change in tense, number, and person

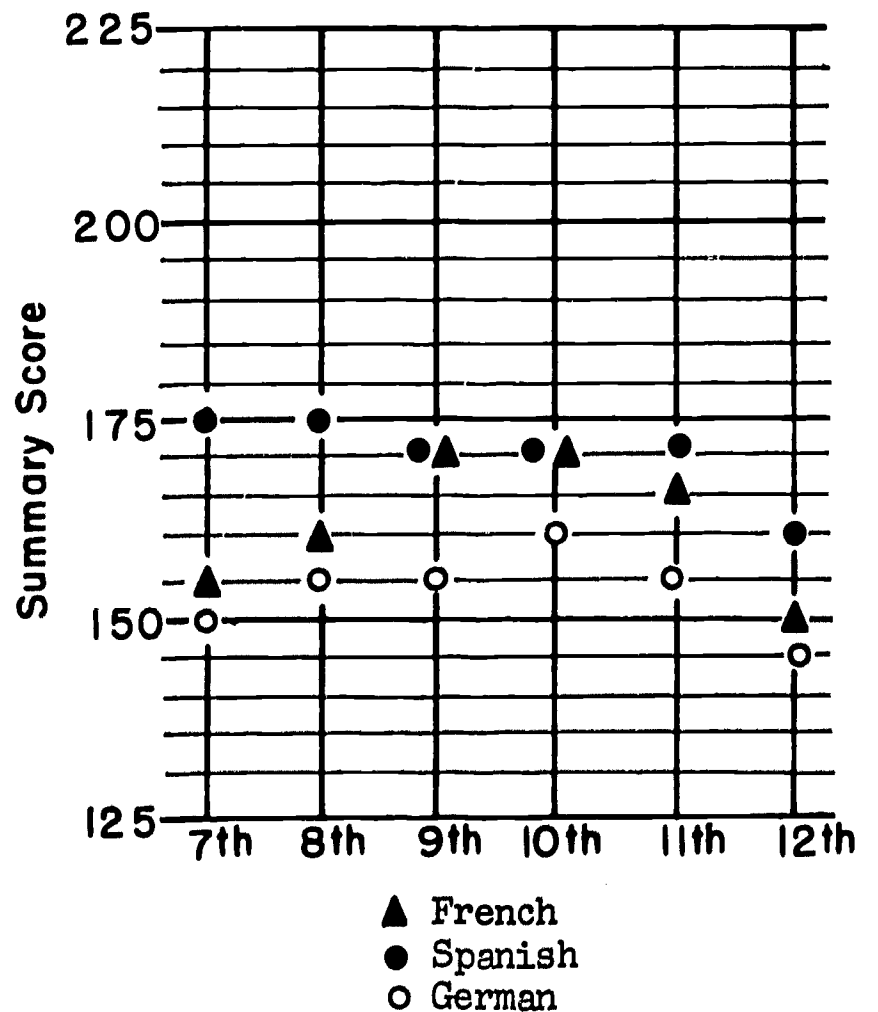
The frequency of classroom oral drills showed a very consistent pattern across grade levels, characterized by a steady increase from grade 7 through grade 10 and a similar rate of decrease in grades 11 and 12. Comparisons among the three languages yielded no marked differences, nor were statistically significant differences by type of school observed except in one instance.



14. Participating in "chain drills," i.e., classroom drills in which students ask and answer questions in the foreign language among themselves

There was negligible variation across grade levels in the frequency with which students participated in this type of chain drill, although some drop in the activity is observed in grade 12. In the junior high grades 7 and 8, the chain drill was most frequently practiced by the Spanish students; in all the upper grades, it was the lower frequency of participation by the German students that emerged from comparison of the data for the three languages.

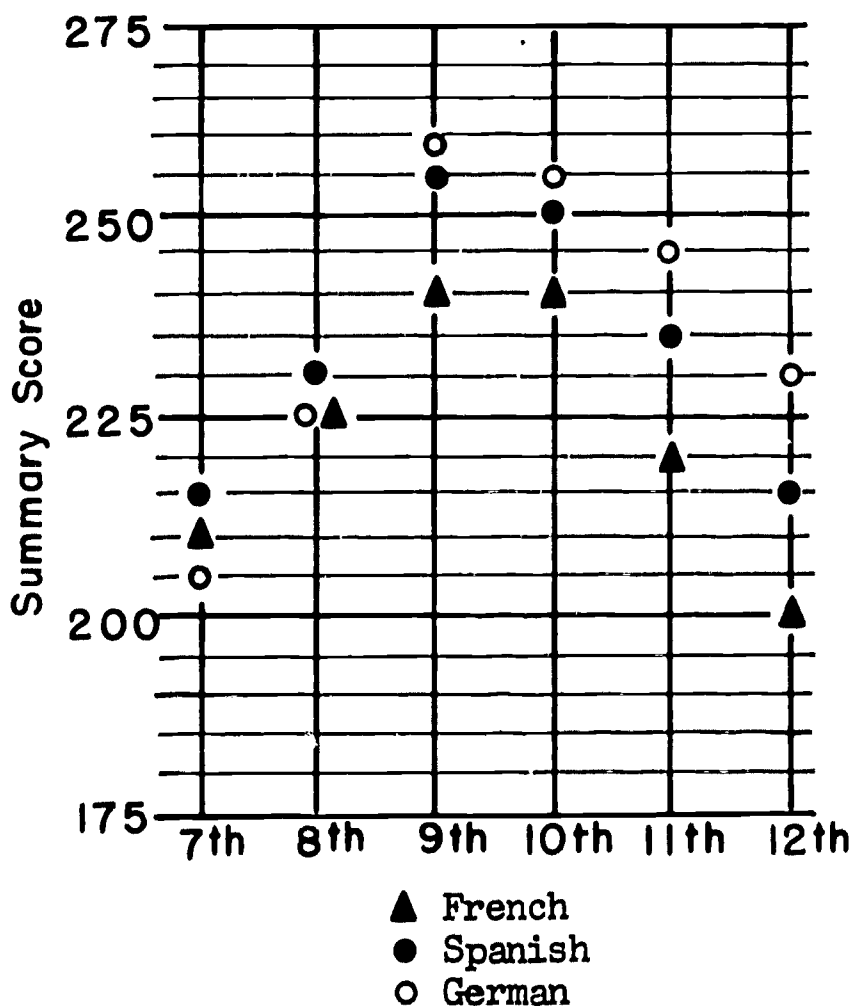
Some significant differences by types of schools were observed: for French, grades 9-11; and Spanish, grades 11-12. In all these cases, the independent school students engaged in the chain drill activities least frequently; in Spanish at the two grade levels cited, the frequency of participation was higher for the Roman Catholic sample than for the public school group.



15. Listening to the teacher explain in English points of grammar

The frequency with which students found themselves listening to the teacher explain points of grammar in English showed a fairly consistent pattern across grade levels for the three languages. A steady increase was observed from grade 7 through grade 9 and a corresponding decrease from grade 10 through grade 12. In the senior high grades 9-12, the level of frequency in French was appreciably lower than for Spanish and German.

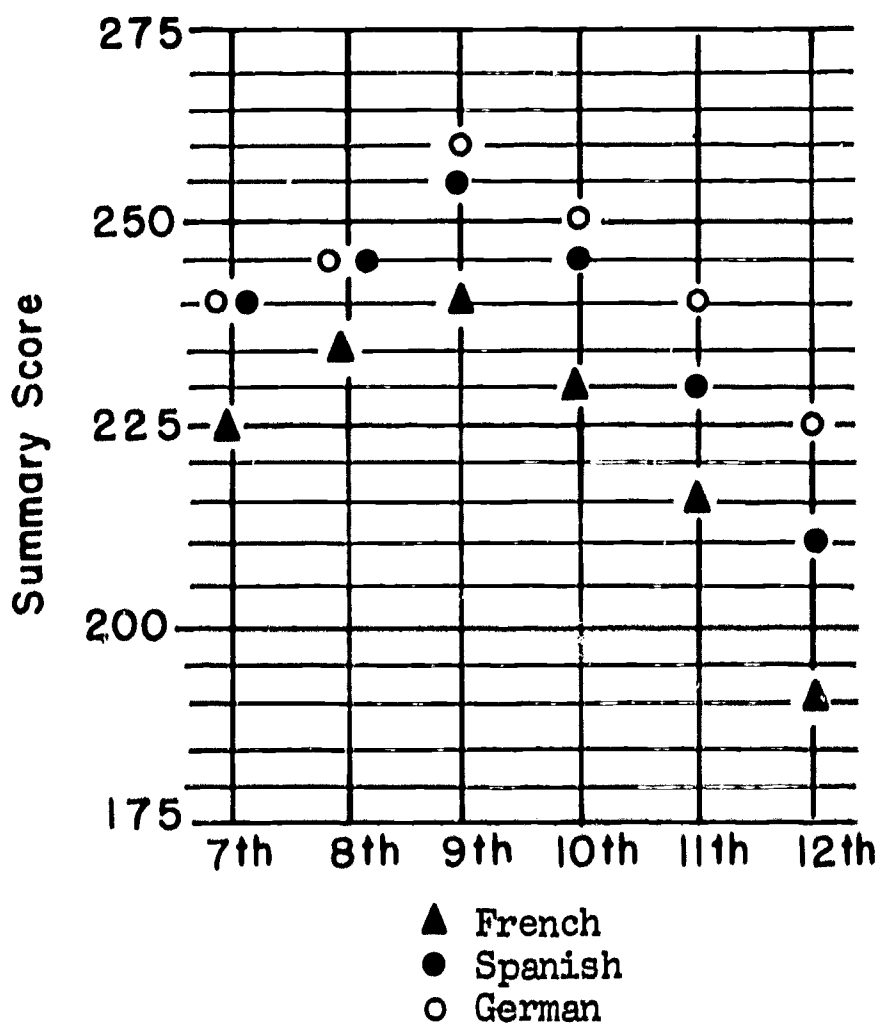
Although the data yielded significant differences among the frequencies by types of schools, no generalization can be made in this regard. The trend in the upper grades, however, was for highest frequency among the Roman Catholic students and lowest among those from the independent schools.



16. Listening to the teacher explain in English the meaning of new words and phrases

The pattern in the average frequency with which students listened to teacher explanations of vocabulary items in English was characterized by an increase from grade 7 to grade 9 and the reverse trend from grade 9 through grade 12. French students were less frequently the recipients of such explanations than were those of the other two languages, with the higher frequency for German students in the senior grades becoming most pronounced in grades 11 and 12.

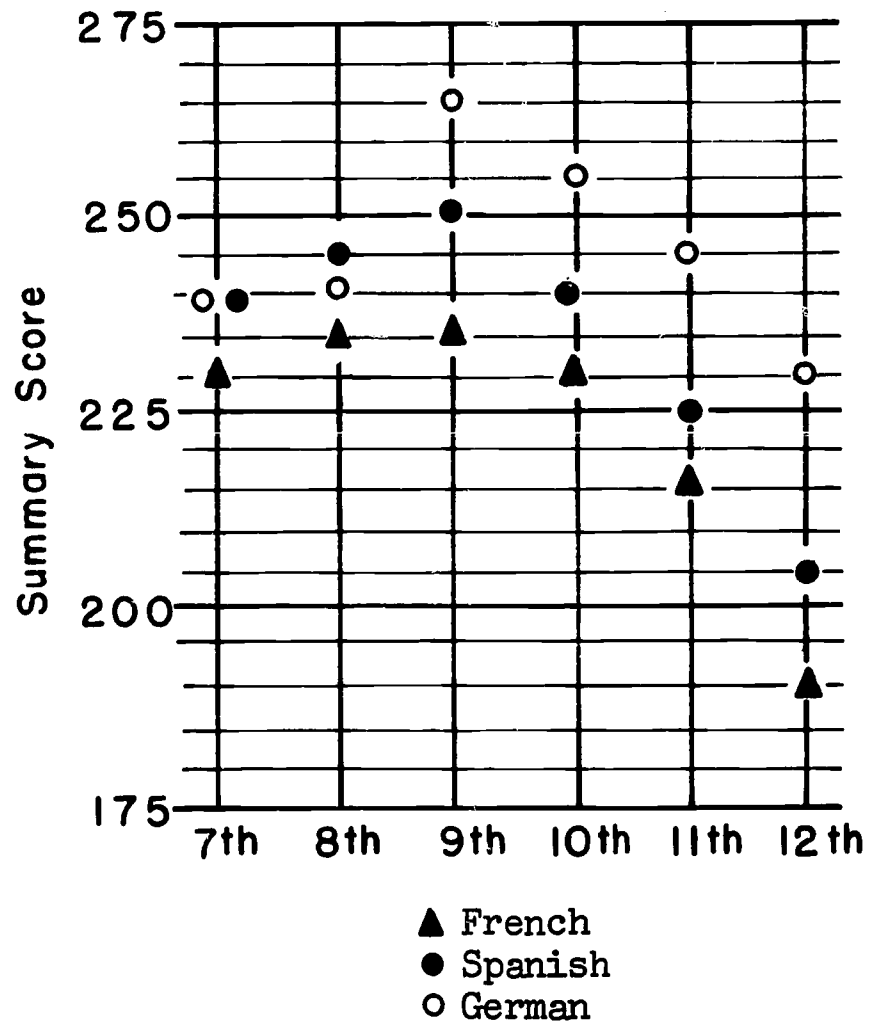
Where significant differences by types of school were observed at some of the upper grade levels, it was generally the case that the independent school students were involved in this activity least frequently and those from the Roman Catholic schools most frequently.



17. Speaking in English in the foreign language class

Relatively constant in the junior high grades, the extent to which English was spoken in the foreign language class was greatest in grade 9 and then fell off steadily through grade 12. Appreciable differences were observed among the three languages in grades 9 through 12 with the German students most frequently speaking English and the French least frequently.

In both French and German, there were significant differences by types of schools in grades 10-12; in terms of decreasing frequency of the activity, the Roman Catholic, public, and independent school groups ranked in that order. On the other hand, the frequency of speaking English was least among the Roman Catholic school students of French in grades 7 and 8 where significant differences by types of schools were also observed.

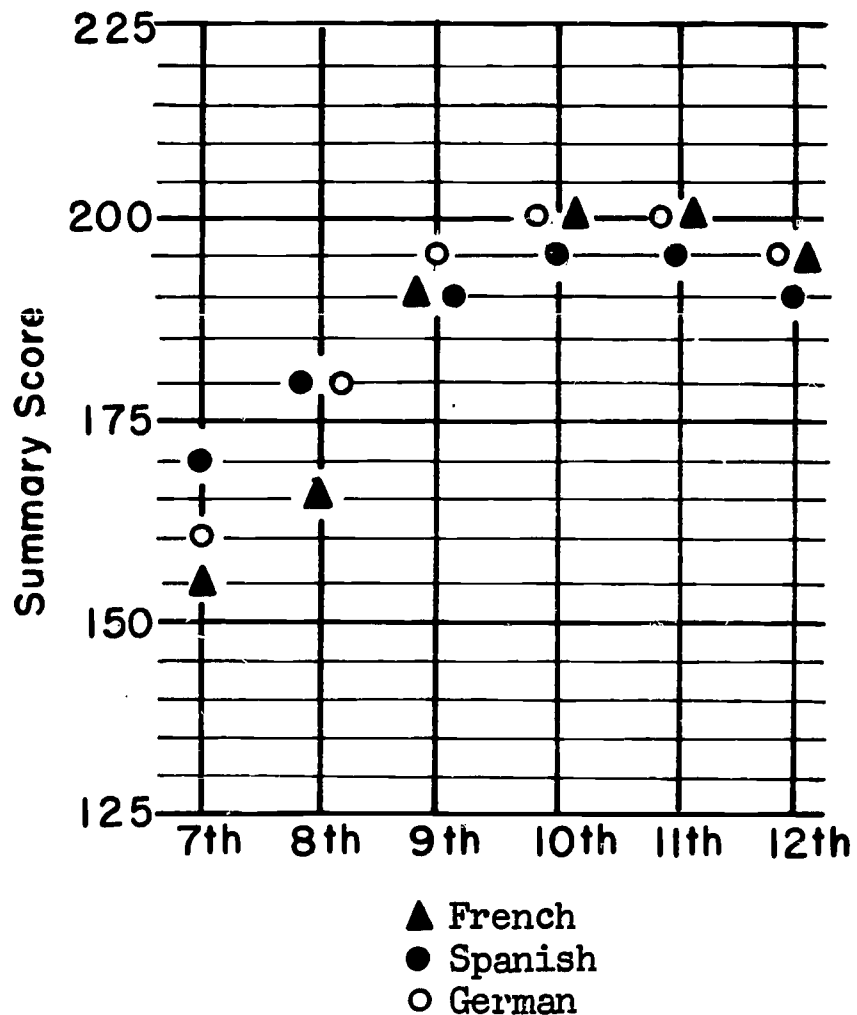


18. Using tape recorders or record players in class

Students of all three languages encountered the use of tape recorders and record players in class with about equal frequency in all the senior grades and somewhat less often in grades 7 and 8. No appreciable differences were found among the languages.

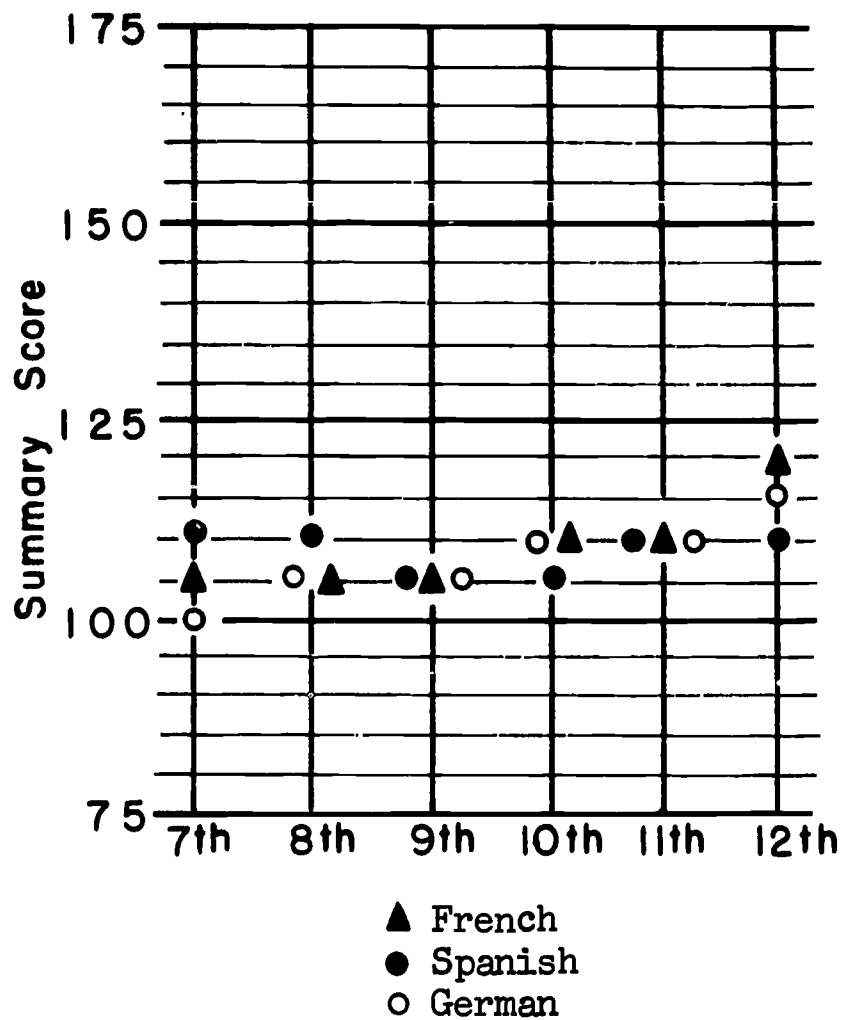
In most cases where significant differences by types of schools were observed (all grade levels in French, German 10-12, and Spanish grade 12), the use of tape recorders and record players was least frequent in the independent schools, although in the junior high grades 7 and 8 in French and grade 10 in German, such use was least frequent in the Roman Catholic schools.

Due to the obvious overlapping of function between tape recorders and record players on the one hand and the language laboratory on the other, it was somewhat difficult to interpret responses to this question in terms of relative audiolingual emphasis or the use of supplementary materials beyond the text-book. Undoubtedly in many instances the student who frequently listened to tapes or records in the classroom was precisely the one who did not have the opportunity to work in a language laboratory. The general conclusion, however, that tape recorders and record players were being used in classrooms on a consistent basis at least occasionally (as indicated by the approximately 2.0 average frequency indices at the senior high grade levels 9-12) should probably be regarded as encouraging.



19. Attending plays or feature films spoken in the foreign language as a class requirement

The great majority of students attending schools outside the large metropolitan areas would obviously have limited opportunities to attend foreign plays and films. It was, therefore, not surprising that among all the activities listed this somewhat special type ranked the lowest at all grade levels for all three languages. Since students were instructed, however, to rate the frequency of their participation in an activity as rarely (or never) if it did not exceed 3 or 4 times a year (to which the index 1.00 was assigned), the fact that the average frequency indices actually rose above 1.00 was encouraging. Apparently there were some students of all three languages at all grade levels for whom the language experience was being enriched and motivation perhaps deepened by occasional attendance at films and plays spoken in the foreign language.



AVERAGE ACTIVITY RATINGS
(defined on pages 31-43)

Classroom Activity No.	French						Spanish						German					
	7th	8th	9th	10th	11th	12th	7th	8th	9th	10th	11th	12th	7th	8th	9th	10th	11th	12th
1. Significance Level ^a	*	*	*	**	**	**	NS	NS	NS	**	**	**	NS	NS	NS	NS	*	*
Total	2.08	2.15	2.16	2.04	1.85	1.58	2.08	2.18	2.15	2.05	1.87	1.61	2.22	2.28	2.28	2.18	1.99	1.67
Public	2.03	2.23	2.15	2.00	1.85	1.60	2.14	2.22	2.15	2.01	1.84	1.58	2.25	2.32	2.29	2.18	1.98	1.64
Roman Catholic	1.79	1.94	2.35	2.33	2.05	1.79	1.74	1.95	2.32	2.39	2.17	1.92	1.25	1.25	2.38	2.22	2.14	1.88
Independent	2.00	1.97	2.02	1.81	1.46	1.47	1.91	2.02	2.04	1.83	1.59	1.36	1.86	1.77	2.20	2.19	1.79	1.47
2. Significance Level	*	NS	NS	NS	**	**	NS	NS	NS	NS	NS	**	NS	NS	NS	*	**	**
Total	1.43	1.53	1.73	1.88	1.88	1.74	1.50	1.68	1.97	2.03	2.04	1.92	1.46	1.54	1.87	1.93	1.98	1.91
Public	1.49	1.47	1.73	1.86	1.85	1.67	1.49	1.72	1.96	2.03	2.01	1.86	1.45	1.55	1.86	1.89	1.93	1.86
Roman Catholic	1.63	1.62	1.69	1.92	2.03	2.00	1.33	1.13	1.92	1.94	2.15	2.16	1.50	1.50	1.98	2.22	2.22	2.22
Independent	1.64	1.76	1.80	2.10	1.74	1.66	1.61	1.60	2.09	2.13	2.07	1.94	1.57	1.55	2.10	1.88	1.91	1.72
3. Significance Level	**	**	*	*	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS
Total	1.57	1.66	1.91	2.07	2.11	2.03	1.52	1.67	1.99	2.02	2.11	2.07	1.46	1.54	1.84	1.96	2.00	1.98
Public	1.46	1.57	1.89	2.06	2.11	2.01	1.50	1.73	1.98	2.08	2.10	2.04	1.46	1.52	1.82	1.94	2.02	1.98
Roman Catholic	1.68	1.72	1.74	1.93	2.07	2.12	1.22	1.17	1.78	1.96	2.06	2.16	2.00	2.25	1.88	2.06	2.11	1.97
Independent	1.87	2.03	2.11	2.28	2.21	1.98	1.78	1.47	2.20	2.24	2.26	2.19	1.29	1.82	2.06	2.03	2.07	1.91
4. Significance Level	**	**	NS	**	**	**	NS	NS	**	**	*	NS	NS	NS	NS	NS	**	**
Total	1.30	1.33	1.50	1.70	1.97	2.29	1.33	1.40	1.54	1.72	1.94	2.25	1.34	1.44	1.61	1.75	1.94	2.23
Public	1.25	1.28	1.48	1.75	2.02	2.32	1.27	1.35	1.50	1.71	1.91	2.27	1.35	1.46	1.56	1.78	2.00	2.28
Roman Catholic	1.51	1.52	1.52	1.47	1.70	2.11	1.44	1.39	1.59	1.63	1.74	2.14	1.25	1.50	1.44	1.67	1.71	2.00
Independent	1.35	1.42	1.63	1.82	2.16	2.45	1.62	1.75	1.87	1.93	2.08	2.32	1.00	1.18	1.56	1.65	1.86	2.22
5. Significance Level	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS
Total	1.81	1.83	1.88	1.83	1.78	1.60	1.90	1.80	1.99	1.89	1.83	1.65	1.84	1.88	1.94	1.87	1.77	1.60
Public	1.80	1.82	1.89	1.86	1.80	1.59	1.97	2.03	2.02	1.90	1.84	1.66	1.90	1.93	1.95	1.90	1.79	1.60
Roman Catholic	1.93	1.95	1.85	1.78	1.71	1.63	1.63	1.67	2.07	1.86	1.82	1.26	1.00	1.00	1.88	1.38	1.76	1.65
Independent	1.76	1.77	1.82	1.77	1.77	1.61	1.61	1.53	1.82	1.81	1.74	1.61	1.00	1.18	1.83	1.66	1.54	1.46
6. Significance Level	**	*	**	**	NS	**	NS	NS	NS	*	NS	NS	NS	NS	NS	NS	NS	NS
Total	1.99	2.22	2.54	2.58	2.39	1.96	2.03	2.20	2.55	2.60	2.38	2.01	1.80	2.00	2.43	2.39	2.21	1.83
Public	1.84	2.13	2.57	2.64	2.41	1.94	2.03	2.22	2.56	2.61	2.35	1.98	1.80	2.00	2.43	2.41	2.23	1.85
Roman Catholic	2.34	2.41	2.30	2.37	2.40	2.15	2.00	2.00	2.44	2.51	2.49	2.20	1.80	2.33	2.29	2.34	2.18	1.84
Independent	2.25	2.46	2.61	2.60	2.29	1.72	2.02	2.13	2.56	2.60	2.39	1.89	1.86	1.80	2.51	2.26	2.13	1.59

a NS = not significant (p > .01)

* = p < .01

** = p < .001

AVERAGE ACTIVITY RATINGS (continued)

Classroom Activity No.	French						Spanish						German					
	7th	8th	9th	10th	11th	12th	7th	8th	9th	10th	11th	12th	7th	8th	9th	10th	11th	12th
7. Significance Level	NS	NS	NS	**	**	**	NS	NS	NS	*	*	**	NS	NS	NS	NS	NS	NS
Total	1.48	1.54	1.63	1.65	1.61	1.52	1.49	1.60	1.65	1.61	1.61	1.51	1.43	1.59	1.71	1.68	1.60	1.49
Public	1.51	1.58	1.66	1.62	1.59	1.49	1.52	1.65	1.65	1.59	1.59	1.48	1.45	1.57	1.71	1.67	1.60	1.48
Roman Catholic	1.39	1.45	1.74	1.93	1.85	1.73	1.24	1.21	1.76	1.82	1.77	1.76	1.00	1.00	1.67	1.79	1.63	1.58
Independent	1.44	1.43	1.41	1.42	1.33	1.30	1.43	1.47	1.55	1.47	1.47	1.36	1.29	2.00	1.73	1.60	1.44	1.33
8. Significance Level	**	**	NS	**	**	**	NS	NS	NS	**	**	NS	NS	NS	NS	NS	**	**
Total	1.73	1.87	2.10	2.32	2.53	2.76	1.77	1.89	2.16	2.35	2.51	2.72	1.69	1.91	2.12	2.33	2.55	2.80
Public	1.55	1.75	2.07	2.37	2.59	2.79	1.73	1.87	2.15	2.38	2.56	2.74	1.80	1.89	2.12	2.34	2.58	2.82
Roman Catholic	2.11	2.15	2.01	2.00	2.23	2.61	1.63	1.50	2.03	2.07	2.27	2.65	2.25	3.00	2.00	2.22	2.33	2.68
Independent	2.08	2.21	2.29	2.58	2.79	2.86	2.05	2.18	2.37	2.49	2.62	2.72	1.86	2.09	2.21	2.39	2.70	2.82
9. Significance Level	**	NS	*	**	NS	*	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	*
Total	1.89	2.08	2.42	2.48	2.36	2.07	1.81	2.02	2.35	2.41	2.33	2.07	1.81	2.06	2.42	2.48	2.36	2.11
Public	1.76	2.03	2.44	2.53	2.36	2.03	1.84	2.08	2.38	2.43	2.31	2.05	1.81	2.04	2.43	2.50	2.38	2.14
Roman Catholic	1.93	2.02	2.17	2.28	2.33	2.26	1.73	1.70	2.09	2.26	2.34	2.19	2.33	2.33	2.30	2.35	2.32	2.16
Independent	2.26	2.38	2.53	2.51	2.36	1.91	1.66	1.78	2.36	2.47	2.42	2.02	1.57	2.33	2.39	2.46	2.29	1.82
10. Significance Level	NS	NS	NS	NS	NS	**	NS	NS	NS	NS	NS	*	NS	NS	NS	NS	NS	*
Total	1.55	1.61	1.86	1.97	1.94	1.76	1.38	1.46	1.74	1.77	1.74	1.63	1.40	1.54	1.70	1.76	1.74	1.61
Public	1.50	1.60	1.88	1.98	1.95	1.75	1.38	1.47	1.74	1.76	1.72	1.60	1.42	1.54	1.71	1.80	1.76	1.60
Roman Catholic	1.62	1.59	1.77	1.92	1.97	1.94	1.44	1.29	1.88	1.78	1.82	1.78	1.00	1.50	1.82	1.68	1.68	1.65
Independent	1.69	1.70	1.86	1.96	1.84	1.55	1.53	1.49	1.70	1.84	1.78	1.57	1.00	1.55	1.61	1.56	1.64	1.61
11. Significance Level	**	**	*	NS	NS	NS	*	NS	NS	NS	*	**	NS	NS	NS	NS	NS	NS
Total	1.32	1.38	1.49	1.63	1.70	1.73	1.37	1.40	1.44	1.51	1.53	1.53	1.23	1.24	1.33	1.39	1.44	1.42
Public	1.23	1.30	1.46	1.63	1.68	1.69	1.28	1.36	1.42	1.49	1.50	1.47	1.23	1.24	1.33	1.40	1.45	1.42
Roman Catholic	1.68	1.69	1.58	1.52	1.68	1.81	1.60	1.39	1.46	1.56	1.46	1.75	1.50	1.00	1.37	1.40	1.53	1.44
Independent	1.36	1.49	1.58	1.74	1.84	1.76	1.76	1.69	1.57	1.62	1.68	1.57	1.00	1.00	1.33	1.30	1.34	1.35
12. Significance Level	NS	*	NS	NS	**	NS	NS	NS	NS	NS	*	NS	NS	NS	NS	NS	*	*
Total	1.33	1.35	1.48	1.67	1.90	2.11	1.35	1.40	1.51	1.67	1.85	2.08	1.22	1.34	1.39	1.52	1.69	1.93
Public	1.28	1.29	1.45	1.71	1.92	2.14	1.28	1.35	1.50	1.69	1.91	2.08	1.21	1.35	1.39	1.53	1.77	1.96
Roman Catholic	1.51	1.29	1.45	1.71	1.92	2.14	1.69	1.52	1.50	1.54	1.63	2.08	1.00	1.25	1.59	1.48	1.77	1.75
Independent	1.41	1.46	1.52	1.72	2.07	2.25	1.62	1.75	1.69	1.74	1.89	2.09	1.00	1.36	1.39	1.51	1.74	2.02

AVERAGE ACTIVITY RATINGS (continued)

Classroom Activity No.	French						Spanish						German					
	7th	8th	9th	10th	11th	12th	7th	8th	9th	10th	11th	12th	7th	8th	9th	10th	11th	12th
13. Significance Level	NS	NS	NS	*	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS
Total	1.79	1.91	2.11	2.14	2.05	1.81	1.83	1.93	2.09	2.20	2.17	2.02	1.67	1.82	2.12	2.19	2.08	1.90
Public	1.78	1.94	2.14	2.19	2.08	1.79	1.80	1.92	2.13	2.19	2.14	2.00	1.69	1.82	2.13	2.21	2.12	1.89
Roman Catholic	1.86	1.76	1.97	2.01	2.01	1.94	2.00	1.88	1.90	2.16	1.72	2.16	1.50	1.50	1.98	1.94	1.94	1.84
Independent	1.78	1.86	2.05	2.12	1.97	1.66	1.98	2.00	1.88	2.08	2.21	1.92	1.17	1.82	2.13	2.28	2.00	1.64
14. Significance Level	NS	NS	**	*	**	NS	NS	NS	NS	NS	**	**	NS	NS	NS	NS	NS	NS
Total	1.55	1.59	1.70	1.70	1.64	1.52	1.73	1.75	1.70	1.70	1.72	1.59	1.52	1.53	1.56	1.61	1.55	1.44
Public	1.64	1.66	1.74	1.73	1.67	1.51	1.73	1.78	1.73	1.68	1.70	1.57	1.54	1.53	1.57	1.61	1.58	1.45
Roman Catholic	1.39	1.40	1.74	1.74	1.68	1.59	1.79	1.50	1.54	1.76	1.87	1.78	1.00	1.33	1.69	1.61	1.49	1.45
Independent	1.38	1.40	1.42	1.47	1.42	1.47	1.65	1.58	1.53	1.53	1.57	1.38	1.00	1.50	1.43	1.58	1.47	1.34
15. Significance Level	NS	*	**	**	**	**	NS	NS	NS	NS	NS	*	NS	NS	NS	NS	**	*
Total	2.10	2.24	2.39	2.38	2.22	1.98	2.13	2.31	2.55	2.51	2.37	2.16	2.05	2.23	2.61	2.53	2.47	2.28
Public	2.12	2.26	2.45	2.40	2.20	1.96	2.18	2.36	2.53	2.50	2.34	2.12	2.03	2.30	2.62	2.55	2.45	2.26
Roman Catholic	1.74	1.85	2.09	2.44	2.43	2.21	1.50	1.82	2.57	2.49	2.48	2.38	2.50	2.50	2.52	2.51	2.60	2.49
Independent	2.29	2.42	2.30	2.18	1.91	1.67	2.02	2.08	2.67	2.64	2.48	2.13	2.43	2.82	2.59	2.38	2.30	2.05
16. Significance Level	NS	*	NS	*	**	**	NS	NS	NS	NS	NS	*	NS	NS	NS	NS	**	**
Total	2.27	2.35	2.40	2.30	2.14	1.92	2.40	2.43	2.54	2.45	2.30	2.08	2.39	2.45	2.60	2.50	2.39	2.25
Public	2.32	2.39	2.42	2.30	2.13	1.91	2.46	2.46	2.56	2.43	2.26	2.02	2.38	2.44	2.60	2.50	2.36	2.20
Roman Catholic	1.97	2.02	2.20	2.42	2.34	2.14	2.07	2.27	2.65	2.48	2.42	2.27	2.25	2.33	2.65	2.65	2.55	2.48
Independent	2.30	2.39	2.43	2.16	1.86	1.65	2.19	2.24	2.62	2.65	2.42	2.13	2.67	2.62	2.58	2.40	2.27	2.11
17. Significance Level	*	**	NS	**	**	**	NS	NS	NS	NS	NS	NS	NS	NS	NS	*	*	**
Total	2.32	2.35	2.36	2.29	2.13	1.92	2.40	2.43	2.52	2.41	2.26	2.06	2.40	2.42	2.64	2.56	2.45	2.31
Public	2.39	2.43	2.41	2.28	2.13	1.91	2.47	2.47	2.53	2.42	2.26	2.04	2.41	2.42	2.64	2.55	2.42	2.26
Roman Catholic	2.00	1.92	2.13	2.46	2.34	2.12	1.88	2.17	2.44	2.34	2.29	2.15	2.00	1.75	2.77	2.72	2.61	2.55
Independent	2.33	2.35	2.30	2.06	1.77	1.63	2.11	2.22	2.48	2.50	2.28	2.05	2.57	2.64	2.65	2.41	2.39	2.16
18. Significance Level	**	**	**	**	**	**	NS	NS	NS	NS	NS	*	NS	NS	NS	**	**	**
Total	1.56	1.66	1.90	1.98	2.00	1.96	1.72	1.82	1.92	1.93	1.94	1.89	1.59	1.79	1.96	2.02	2.02	1.93
Public	1.68	1.79	1.96	2.01	2.06	1.99	1.77	1.88	1.94	1.94	1.96	1.90	1.60	1.78	2.00	2.09	2.08	1.98
Roman Catholic	1.17	1.26	1.93	2.15	2.07	2.05	1.21	1.35	1.84	2.00	1.99	1.95	1.00	1.00	1.67	1.74	1.90	1.88
Independent	1.45	1.44	1.57	1.57	1.59	1.70	1.53	1.58	1.83	1.75	1.71	1.60	1.57	2.09	1.78	1.76	1.72	1.62

AVERAGE ACTIVITY RATINGS (continued)

Classroom Activity No.	French						Spanish						German					
	7th	8th	9th	10th	11th	12th	7th	8th	9th	10th	11th	12th	7th	8th	9th	10th	11th	12th
19. Significance Level	NS	NS	NS	NS	**	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS
Total	1.04	1.06	1.07	1.10	1.12	1.18	1.10	1.09	1.07	1.07	1.09	1.10	1.02	1.04	1.07	1.09	1.12	1.13
Public	1.03	1.05	1.07	1.09	1.11	1.16	1.12	1.10	1.07	1.07	1.10	1.10	1.02	1.04	1.06	1.09	1.12	1.13
Roman Catholic	1.02	1.06	1.08	1.08	1.08	1.12	1.00	1.00	1.07	1.04	1.06	1.11	1.00	1.00	1.12	1.08	1.11	1.12
Independent	1.09	1.12	1.07	1.16	1.23	1.28	1.05	1.11	1.11	1.09	1.06	1.10	1.00	1.00	1.09	1.08	1.14	1.19

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Appendix 2

Description of Design and Administration of Survey

Sampling Plan

The sampling frame for this survey included all students who had taken College Board achievement tests in December 1965, January 1966, and March 1966 and juniors who had taken these tests in May 1966. College and postgraduate students and students attending high schools located in areas other than the 50 states were excluded.

Samples of equal size were drawn for all tests within an administration. The sampling procedure based the selection of students on the last three digits of the student registration number, the assumption being that these digits are randomly distributed. However, because no student was to be included in more than one sample within an administration, the selection method was not strictly random. The few students who happened to be drawn for two samples were excluded from the sample for the more popular test.

Nine hundred and seventy-five cases were selected in each subject from each of three administrations (December, January, and May) and 675 cases from the March administration. Since duplication could occur across administrations, the students were requested to complete only the first questionnaire received. The total n was approximately 38,000 students from 50 states and 7,555 high schools. The sample size for each subject is given in the first column of the Response Summary (p.52). Whenever data from samples

from several administrations or samples from different tests within an administration were combined for presentation in one of these reports, the responses were weighted in proportion to the total population that they represented.

Description of the Questionnaires

Each of the 10 questionnaires used in this survey had three parts. Part I described general course work in grades 9 through 12 in seven general areas: English, mathematics, history and social studies (including social sciences), foreign languages (modern and classical), science, art and music, and practical arts. Part II provided detailed information on the specific courses taken by the student in one of five general areas (area dependent upon the test for which the student was selected). Part III focused primarily on either course content or methodology in the subject in which the student took a College Board achievement test.

Testing specialists from Educational Testing Service, working with committees of examiners in each subject, formulated the questionnaires and assisted in planning the analysis. The following kinds of questions were included in Part III.

- (1) Questions that sought to determine the extent to which new topics or emphases were being introduced or old topics and emphases were being dropped.
- (2) Questions designed to identify subgroups of students whose preparation deviated systematically from all other subgroups or from the general group.

- (3) Questions that would yield evidence of the variability in breadth and depth of subject-matter coverage.
- (4) Questions that would reveal variability in elements or aspects of the curriculum not necessarily related to secondary school curriculum-reform movements. These included questions based on presumably stable portions of the curriculum which would not only serve as additional evidence of construct validity but would also provide a means for tracing curricular change in the future.
- (5) Questions that would provide a check on the reliability and validity of candidates' responses. These included somewhat differently worded questions bearing on the same topic as well as questions geared to different levels of specificity or generality.

The instructions for answering the questions in Part III generally were related to when students took specific tests. In most cases, if they took the test in December or January, they were to report on what they had studied in that subject through the fall (or first semester) of the 1965-66 academic year; if they took the test in March, they were to report on what they had studied up to the time they took the test; if they took the test in May, they were to report on what they had studied as of the end of the 1965-66 academic year, which, in this case, was the end of the junior year. However, for languages, because the emphasis was on methodology rather than content, students reported only for the grades in high school in which they had studied the language for at least one semester.

Administration of the Questionnaires

Each questionnaire was accompanied by a letter of invitation that emphasized the need for accurate information and urged students to seek their teachers' assistance wherever necessary. The mailing addresses were those provided by the students on their registration forms. In most cases, these were the students' home addresses. A code number consisting of six digits was preprinted on each Part I answer sheet. The first digit identified questionnaire part (Part I, II, or III), the second digit identified subject, and the last four digits identified the student.

Access to a special tape was a convenient means for obtaining information, such as test scores (including scores on all achievement tests and on the SAT), high school, and, in some instances, background information on candidate preparation in the subject in which he took the test. It also provided a system for informing principals which students in their schools received questionnaires and which students had not returned completed forms.

Response to the Survey

The excellent cooperation of both students and principals resulted in returns from three-fourths of the candidates contacted. However, about 5% of the returns, for one reason or another, were not usable. As noted on the following page, these responses vary--from a low of 60% for those who took the American history and European history tests to a high of 75% for those who took the French and physics tests.

In addition, many letters were received from students, teachers, and administrators indicating their appreciation of the fact that the College Entrance Examination Board wanted to prepare tests that reflected the school preparation of the students who took them. Thus, students would be assured an equal opportunity of showing on the tests what they had learned even though their school programs varied.

Response Summary

Figures include juniors tested in May 1966 as well as seniors tested in December, January, and March administrations of the academic year 1965-66.

<u>Test</u>	<u>Number contacted</u>	<u>Number of usable returns</u>	<u>Percent response</u>
English	3474	2313	67%
American history	5137	3079	60
European history			
French	3486	2600	75
German	3487	2579	74
Spanish	3452	2447	71
Latin	3540	2595	73
Mathematics level I	5448	3769	69
Mathematics level II			
Biology	3379	2275	67
Chemistry	3338	2458	74
Physics	3373	2513	75
Totals	38,114	26,628	70%

Additional Comment

It is important to note that the students submitting data for these reports represent an atypical group of prospective college students. Compared with a national sample of college entrants, in College Board Score Reports, ... 1968-69, p. 25, they rank close to the 75th percentile on the Scholastic Aptitude Test in both verbal and mathematical scores.

It is not too surprising to find that this is an extremely able group because, other things being equal, colleges that use achievement tests put emphasis on the ability and preparation of their students. For example, it is interesting to note that of the 177 colleges and universities described by Cass and Birnbaum (Comparative Guide to American Colleges) as most selective, highly selective, or very selective, 130 of them required College Board achievement tests for admission in September 1966.