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ABSTRACT

Description of the second phase of the project, which has as basic objectives the determination of the feasibility of independent foreign language study in public schools and also an examination of the advantages, disadvantages, potentialities, and limitations of this mode of self-instruction, surveys the procedures 30 eighth-grade students followed in the experiment. The design, implementation, and conclusions of the project are examined. The major portion of this document is found in the appendixes which include: (1) a letter to the parents, (2) orientation to independent study, (3) results of attitudinal questionnaires, (4) comments by participants, and (5) scores in listening and reading proficiency achieved by project participants. For phase one see ED 033 632. (RL)

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STUDY PROJECT: A SECOND EVALUATION AND PROGRESS REPORT
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ABSTRACT

This continuing experiment, which has completed its second phase, is designed as a variable model to permit study of the potentialities and limitations of self-instruction in beginning foreign languages at the early secondary level.

In the second phase, 30 selected eighth graders of Townsend Junior High School, Tucson, pursued independent study of French, German, or Spanish for eight months, using programmed materials, a system of self-evaluation, and planned supplementation from regular teaching materials employed in the district. In addition, 12 students of French were given weekly volunteer native-speaker consultation.

To date, the project seems to show that certain students will tolerate well independent study of beginning FLS for prolonged periods of time and will generally find the experience satisfying and profitable. There appears also to be growth in positive attitudes toward the processes of independent study in the year following separation from the project and during regular classroom FL study. Most student reaction, both at the termination of the phase and a year later, shows a balanced perception of strengths and weaknesses in this mode of study with strong approval of the opportunity to set one's own learning pace, and expressed willingness to tolerate the relative monotony of solitary programmed learning to gain worthwhile objectives.

A statistical comparison of listening and reading proficiency raw scores of the 12 independent students of French and two regular classes of students of French, one in another junior high school and one in a high school, show that there is no significant difference among all three means in listening, and no significant differences between the means in reading of both junior high schools, but that the regular high school group scored significantly higher in reading. There is evidence that in time and effort, programmed learning may be more efficient than classroom learning at the junior high level, but that one year of programmed learning in the eighth grade probably cannot be equated with a year of study in the high school because of the lesser amount of actual study time available.

Excluding cost of services and equipment already available to the school apart from this project, the unique cost of the project to date comes to only \$13.80 per student, a figure which will decrease each year.

Recommendations are given for a third phase to encompass two consecutive school years of study. Instruments and techniques to control the supervision of the project are suggested.

The report includes the original proposal and letter to parents, a list of regulations, explanation of problems encountered in implementation,

FL 501 874

tables of results of attitudinal questionnaires answered by participants, comments and evaluative statements of participants and the three school counselors, a record of the amount of work in programs completed by participants, scores achieved, and a follow-up study of first-phase participants.

TOWNSEND JUNIOR HIGH SCHOOL INDEPENDENT FOREIGN LANGUAGE
STUDY PROJECT: A SECOND EVALUATION AND PROGRESS REPORT

by
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July, 1970

Contents

	<u>Page</u>
Description.....	1
Goals of the Project.....	3
Implementation.....	5
Problems Encountered in Implementation.....	7
Evaluation.....	8
Conclusions.....	13
Recommendations.....	14
Appendix A, Proposal: Letter to Parents at Beginning of Second Phase of Project.....	17
Appendix B, Orientation to Independent Study (A List of Suggestions and Regulations).....	25
Appendix C, Results of Questionnaires Answered by First-Phase Participants, and First-Phase Follow- Up Study.....	28
Appendix D, Comments of First-Phase Participants.....	34
Appendix E, Results of Questionnaire Answered by Second-Phase Participants.....	37
Appendix F, Comments of Second-Phase Participants.....	40
Appendix G, Evaluative Statements of Second-Phase Participants.....	43
Appendix H, Evaluative Statement of Townsend Junior High School Counselors.....	48
Appendix I, Work in Programs Completed by Second-Phase Participants.....	50
Appendix J, Scores in Listening and Reading Proficiency Achieved by Second-Phase Participants.....	53

TOWNSEND JUNIOR HIGH SCHOOL INDEPENDENT FOREIGN
LANGUAGE STUDY PROJECT: A SECOND EVALUATION AND PROGRESS REPORT

Description

The project has completed its second phase, October 1, 1969 to June 1, 1970.

The first phase, March 3 to May 23, 1969, has been previously described and evaluated.¹

The project is designed as a variable model to permit study of the advantages and disadvantages, potentialities and limitations of a mode of foreign language study, self-instruction, which has seen little implementation in public schools. It is hoped that the introduction of new conditions at different stages or in different aspects of the project will ultimately furnish comprehensive evidence for judgment concerning wider application of the processes and techniques which the project employs.

The first phase, March 3 to May 23, 1969, involved seventeen eighth graders who pursued independent study for three months, using programmed materials, but without native-speaker consultation, and without a prescribed system of self-evaluation in the target language.

The second phase involved thirty eighth graders who pursued independent study for eight months, using programmed materials. Twelve of these students used native-speaker consultation and all thirty took some part in a system of self-evaluation in the target language.

A third phase is planned to involve a limited number of seventh graders who will pursue independent study for up to seventeen months, from October 1, 1970

¹Evaluation of a Project: Independent Foreign Language Study by Selected Eighth Graders at Townsend Junior High School Using Programmed Materials, March 3 to May 23, 1969 (Reported in RIE, March, 1970 as ED 033 632.)

to June 1, 1972, with new controlling measures, as well as those measures employed in the second phase. (See Recommendations).

Need for the Project

In 1967, it became clear that circumstances threatened the extinction of several complete foreign language sequences in Tucson District #1 high schools, specifically, Chinese, Hebrew, Latin, and Russian, primarily because of inadequate and steadily declining enrollment.

Despite whatever causes have been contributing to the decline in enrollment, there has continued to be a vocal demand for the preservation of these hard-won educational and cultural opportunities in Tucson Public Schools. There remains also professional belief that it is in the best national interest for some Americans to be trained in the "uncommonly taught" foreign languages. These and other valid considerations, however, clash with the economic and social realities -- the district cannot afford to sustain the small programs, and the attempt to do so has obvious repercussions in faculty morale.

In 1968, the teachers involved in the "uncommonly taught" language programs submitted plans and recommendations for the centralization of instruction in each of the under-enrolled languages.² From 1968 to 1970, several high schools scheduled for centralization, but this did not solve the basic difficulty. Centralized classes have also proved to be too small to warrant support.

The independent study project herein described follows and adapts to the secondary level some suggestions originally proposed by Dr. Peter Boyd-Bowman and implemented at Kalamazoo College.³

²Hooker, David M., Language Center: Final Proposal. Tucson Public Schools, 1968. (See also TIE brochure, Tucson Public Schools.)

³Boyd-Bowman, Peter, Experimentation with Taped Materials and Native Informants to Develop for Small Colleges Some Programs of Independent Study in the Neglected Languages. Contract No. OE-5-14-023. September, 1965.

Since the present project was first initiated, the need for an alternative to the traditional teacher-class relationship in certain areas of foreign language instruction in Tucson Public Schools has become critical. Starting with the 1970-71 school year, beginning classes in Chinese, Hebrew, Italian, and Russian are to be suspended in the district. Latin, partially restricted because of low enrollment, may be discontinued in some schools in a few years, and even French and German are less than secure programs in some schools today.

The project herein described hopes to show that independent study of beginning foreign languages, using programmed materials, is an acceptable alternative to classroom study for some students and that it can be successfully implemented in our schools; that even if only one student in a school wishes to study a given language, the opportunity for him to do so can be provided at negligible expense, at no inconvenience to normal school operations, and at possibly great profit to the individual.

Goals of the Project

Objectives

1. The student will find independent foreign language study using programmed materials usually to be an interesting and satisfying experience.
2. The student will be favorably disposed to study in future another subject independently using programmed materials.
3. Despite more or less serious frustrations and boredom, the student will tolerate the relative monotony of programmed learning to gain worthwhile objectives.
4. The student will value the opportunity to set his own learning pace.
5. The student will value independent study over traditional classroom study.

6. The student will value foreign language study more highly after the project than he did before.

The above objectives will be measured by student responses to a questionnaire to be given at the termination of each phase of the project and again after a year's separation from the project, and by other measuring devices.

7. Depending on the time and effort devoted by individuals to the programmed materials, supplementary materials, self-evaluation, and consultant services, some individuals will develop proficiency in listening comprehension and reading comprehension in the target language comparable to that achieved by first-level students in the regular classroom. (Operable for French only.)

The above objective will be measured by the Pimsleur Foreign Language Proficiency Tests.

8. Although the majority of the students may at times exhibit certain expected signs of immaturity befitting their age level, some of them will grow in maturity and a sense of responsibility during the project, and will demonstrate this, in part, by being able and willing to identify why and how they have failed to reach certain objectives of the project.

9. As a further demonstration of growth in maturity and responsibility, the student will refrain from attaching blame to the programmed materials, other students, the coordinator, the consultants, the administration, the faculty, the custodial staff, the librarian, the time schedule, etc. for his perceived failure to reach certain objectives.

10. As another demonstration of growth in maturity and responsibility the student will exhibit a critical judgment concerning improvements which might be made in the design of the project, and his suggestions will, by and large, be evaluated and integrated into the project when appropriate.

The above objectives will be measured by unsigned written student evaluations of the project, and by comments volunteered on the questionnaire.

11. The school counselors will value the project as measured by a written evaluation.

Procedural Objectives

These are detailed in Appendix A, Letter to Parents, and in Appendix B, Orientation to Independent Study.

Implementation

Duration

The second phase of the project lasted from October 1, 1969 to June 1, 1970, a total of eight consecutive months, 155 school days.

Students

Thirty-one eighth graders, chosen by language aptitude battery scores, reading scores, and reputation for maturity and dependability were invited to join the second phase of the project. Thirty chose to do so. (Selection for foreign language study by reading score is traditional in TPS junior high schools. Selection by aptitude is an innovation in two schools.) The mean verbal language aptitude stanine score of the second-phase group is 7.03, the mean auditory language aptitude stanine score, 7.20.

One student dropped out in February and one was added in March.

Cost

Excluding the coordinator's time and the taperecorders which were borrowed from other schools, the project to date has involved the following expenses:

First Phase
(March-June, 1969)

1 Complete Course, Introductory Spanish (BRL) --	\$	79.75
3 Sets of Textbooks to Accompany Above --		42.00
1 Complete Course, German A (BRL) --		136.96
1 Complete Course, French A (BRL) --		96.22
1 Complete Course, Active French Foundation Course (AVP) --		54.90
60 Magnetic tapes		117.60
Total	-----	\$ 527.43

Second Phase
(October, 1969--June, 1970)

1 Set of Textbooks to Accompany German A (BRL)--	20.00
1 Set of Textbooks to Accompany French A (BRL)--	19.50
2 Textbooks, Active French Foundation Course --	9.80
1 Textbook, Artes Latinae (EBF) --	4.95
15 Magnetic Tapes (5") --	18.60
25 Magnetic Tapes (7") --	48.50
Total	-- \$ 121.35
Grand Total	-- \$ 648.78

It will be noted that material is reusable and that the cost of materials for the total project comes to \$13.80 per student (47). This will decrease each year.

Procedures (Summary)

1. Week-long indoctrination in use of programmed materials, tapes, and taperecorders.
2. Eight-month daily independent foreign language study in place of reading class.

3. Visits, usually at irregular intervals, by consultant or coordinator. Interaction in French; discussion of learning problems. Keeping of anecdotal record.

4. Periodic introduction to supplementary materials; description of the language program in the high school. Use of readers, supplementary textbooks, records, etc. at home and at school.

5. Periodic self-evaluation in the language, followed by discussion with consultant.

6. Standardized testing and evaluation of the second phase.

Problems Encountered in Implementation

1. At certain times of the year, e.g. before Christmas, certain activities preempted the auditorium day after day during certain class periods, forcing the project participants to mark time or to work in odd spaces around the building. For some participants this seems to have become more than a mild inconvenience and frustration.

2. One consultant left the project in the middle of the year when she became ill and went on extended sick leave.

3. The coordinator ceased to be an effective consultant to the German participants in February because of a month's illness. Subsequently, due to the pressure of other responsibilities, he failed to restore for the German students a German-speaking relationship adequate to the original design of the project.

4. The two French-speaking volunteers, who entered the program starting in November and in April and who replaced the original consultant, were unfamiliar with the programmed materials. They served as excellent motivators and introduced the students to much useful French, but an effect of their participation may have been markedly to reduce progress in the use of the programmed materials.

5. Since two students had wanted to study Russian, an effort was made to accommodate them with an early and rather weak commercially developed Russian program, and with learning activity packages constructed by the coordinator. This could not be kept up past February, at which time the two students were asked to change to another language program.

6. Very early in this phase, many participants declared they were not hopeful of qualifying for the second-year course in the high school. Reasons for this are not clear. Those who retained the desire to enter the second year until the end of the project made the greatest progress in the programmed materials, and seem to have reached levels of proficiency which will perhaps permit their entrance into the second-year high school course.

NOTE: Students were informed of the reasons for unavoidable changes in the design of the project.

Briefly, the full design was operable only for the twelve students of French.

Evaluation

Design

Evidence supporting the evaluation of the project will be drawn from the following sources:

1. Questionnaire filled out by first-phase participants in May, 1969 (Appendix C);
2. The same questionnaire filled out by first-phase participants one year after separation from the project, May, 1970 (Appendix C);
3. Comments made by first-phase participants one year after separation from the project, May, 1970 (Appendix D);
4. Questionnaire filled out by second-phase participants in May, 1970 (Appendix E);

5. Comments made by second-phase participants in May, 1970 (Appendix F);
6. Evaluative statements made by second-phase participants, May, 1970 (Appendix G);
7. Evaluative statements made by the Townsend Junior High School counselors (Appendix H);
8. Amount of programmed material completed by each student as a rough estimate of the time and effort devoted to the project, excluding, of course, use made of supplementation and consultation. (Appendix I);
9. Comparison of raw scores achieved on Listening Comprehension and Reading Comprehension proficiency tests by I.S. students of French and first-level students of French in regular classes in another junior high school and in a high school.

Attainment of Behavioral Objectives

1. The student will find independent foreign language study using programmed materials usually to be an interesting and satisfying experience.
 Of 100% responding, 82% of first-phase respondents affirmed this in May, 1969
 Of 88% responding, 87% of first-phase respondents affirmed this in May, 1970
 Of 60% responding, 78% of second-phase respondents affirmed this in May, 1970
2. The student will be favorably disposed to study in future another subject independently using programmed materials.
 Of 100% responding, 71% of first-phase respondents affirmed this in May, 1969
 Of 88% responding, 53% of first-phase respondents affirmed this in May, 1970
 Of 60% responding, 56% of second-phase respondents affirmed this in May, 1970
3. Despite more or less serious frustrations and boredom, the student will tolerate the relative monotony of programmed learning to gain worthwhile objectives.
 Of 100% responding, 82% of first-phase respondents affirmed this in May, 1969
 Of 88% responding, 93% of first-phase respondents affirmed this in May, 1970
 Of 60% responding, 78% of second-phase respondents affirmed this in May, 1970

4. The student will value the opportunity to set his own learning pace.

Of 100% responding, 94% of first-phase respondents affirmed this in May, 1969

Of 88% responding, 100% of first-phase respondents affirmed this in May, 1970

Of 60% responding, 89% of second-phase respondents affirmed this in May, 1970

5. The student will value independent study over traditional classroom study.

Of 100% responding, 49% of first-phase respondents affirmed this in May, 1969

Of 88% responding, 67% of first-phase respondents affirmed this in May, 1970

Of 60% responding, 33% of second-phase respondents affirmed this in May, 1970

6. The student will value foreign language study more highly after the project than he did before.

Of 100% responding, 76% of first-phase respondents affirmed this in May, 1969

Of 88% responding, 80% of first-phase respondents affirmed this in May, 1970

Of 60% responding, 67% of second-phase respondents affirmed this in May, 1970

7. Depending on the time and effort devoted by individuals to the programmed materials, supplementary materials, self-evaluation, and consultant services, some individuals will develop proficiency in listening comprehension and reading comprehension in the target languages comparable to that achieved by first-level students in the regular classroom. (Operable for French only.)

Through use of the t-test, raw scores of the twelve students of French in the second phase of this project were compared with those of twelve eighth grade students of French in a second junior high school.

The two groups, of identical size, had the following distinct marks:

Independent Study Students - worked on programmed materials without a teacher; consulted with a native speaker once or twice a week; spent 7 1/4 months in the project before testing; were screened by aptitude battery.

Regular Students - worked on A-LM first-level materials under a teacher;

spent 16 3/4 months in seventh and eighth grade French before testing. (Scores of a Belgian-born, native speaker of French are omitted from the study because they are markedly atypical.) Were screened by aptitude battery and seventh-grade French. (Only 9 of 27 beginning in seventh grade completed eighth-grade French. Other three students had transferred from California, Thailand, and North Carolina.)

TABLE I

Significance of comparison of mean raw scores in two language skills, Junior High Students of French; Pimsleur Proficiency Tests, Form A

	<u>I.S. GROUP</u>	<u>REGULAR GROUP</u>	<u>t</u>	<u>p</u>
Listening	19.58	22.25	1.78	.09
Reading	10.67	11.33	.43	.68
N	12	12		
<u>Duration of Study</u>	<u>7½ months</u>	<u>16 3/4 months</u>		

There is no significant difference between the means in either Listening or Reading Comprehension.

Table I seems to show that the twelve independent study participants made as good progress in developing proficiency in these two language skills as did the twelve regular students, and in less than half the time.

The t-test was also used to compare the raw scores of the I.S. students with end-of-Level-I students of French in one of the high schools into which Townsend feeds. These latter students had used Parole et Pensée (Harper and Row) under a teacher who employed a direct method. The class was comprised of ninth through twelfth graders.

TABLE II

Significance of comparison of mean raw scores in two language skills, I.S. Students of French and one class of high school first-level students of French; Pimsleur Proficiency Tests, Form A.

	<u>I.S. GROUP</u>	<u>REGULAR GROUP</u>	<u>t</u>	<u>p</u>
Listening	19.58	22.00	1.67	.11
Reading	10.67	16.87	3.09	.01
N	12	23		
Duration of Study	7½ months	8 3/4 months		

At the .01 confidence level, there is no significant difference between the means in Listening; the Regular High School Group scored significantly higher in Reading Comprehension

Table II seems to show that the twelve independent study participants made as good progress in developing listening proficiency as did the regular high school students; but they made significantly less progress in developing reading comprehension.

8, 9, and 10. Although the majority of students will exhibit signs of an immaturity befitting their age level, some of them will grow significantly in maturity and in responsibility during the project and will demonstrate this:
 1) by being able to identify precisely why and how they have personally failed to reach certain desirable objectives in the project; 2) by refraining from blaming others and circumstances for their own failure to reach certain objectives; and
 3) by exhibiting a critical judgment concerning improvements which might be made in the project.

Probably no causal relationship can be established between the project and the above outcomes through the comments and evaluative statements made by participants of the first and second phases of the project, but it can reasonably be suggested.

Most comments and statements are positive and seem to concern the individual and an evaluation of his own participation more than they concern peers, administrators, custodial staff, and other human and material factors which the student considers to have affected his performance adversely.

Most comments and statements take a balanced point of view, pointing out both positive and negative aspects of the project. Numerous perceptive suggestions are given for improving the project design for students who will follow.

11. The school counselors will value the project as measured by a written evaluation.

The three counselors of the school joined in writing an evaluation of the project. They expressed a balanced enthusiasm for the project and its continuation, and show awareness of both its strengths and weaknesses.

Conclusions

The project appears to have proved the hypotheses that were advanced at its inception:

1. Given appropriate working conditions and self-instructional programmed materials, certain students will tolerate independent study of beginning foreign languages for prolonged periods of time, and will find the experience satisfying and profitable.

2. Given appropriate motivation and adequate time, certain students will achieve a degree of proficiency in certain language skills comparable to that achieved in an equal amount of regular study under a teacher. For some individuals, therefore, a year of independent study will be the practical equivalent of a year of study under a teacher, although most junior high school students will need more than one year.

3. Independent foreign language study using programmed materials can be

economically and efficiently implemented in any school with a traditional as well as a flexible schedule, at reasonable cost, and at no inconvenience to the normal operations of the school.

Recommendations

1. Since the junior high school student needs more than one year to complete a course of programmed materials, the third phase of this project should extend over two years, the seventh and eighth grades.

2. Since there will be regular Spanish classes for seventh and eighth graders at Townsend, this project should normally be limited to French, German, and Latin. Use of the Spanish program should be considered for remedial work, or for those who experience serious learning problems in the Spanish classroom and who probably will not succeed there.

3. Within the normal requirements of the school, seventh graders should not be selected for this project on language aptitude or ability primarily. Motivation and a special desire to learn one of the languages offered in this way should be the chief criterion for selection.

4. Without burdening the teacher with numerous additional responsibilities, the project should be turned over to the regular foreign language teacher in the school. Certain decisions concerning supervision should be fully within his control.

5. Control instruments should be developed to simplify the resident teacher's role as supervisor of the independent study project:

a) time record sheets for the student to record time actually spent working on programmed materials;

b) learning objectives syllabus to inform the student of upcoming objectives in the programmed materials (available now for French and German);

c) objectives contract form on which the student is to agree to complete certain objectives by a stated time;

d) objectives evaluation form on which both student and consultant will agree that certain numbered objectives have been achieved; grades should be given by mutual agreement.

6. Some means should be found for releasing students from the independent study project for non-performance and for repeated failure to achieve objectives set by the student himself.

7. The coordinator's role should be:

a) to assist the teacher in training students in the proper use of programmed materials;

b) to assist the teacher in interpreting objectives to the students and for securing contracts and the proper completion of all other records;

c) to serve as consultant to German and Latin students;

d) to procure and maintain all necessary materials;

e) to administer proficiency tests and collect data for evaluation;

f) to assist the teacher in developing and promulgating control instruments and measures which might seem necessary from time to time. The teacher, working with the coordinator, should modify the project as circumstances require.

8. The consultant's role should be:

a) to work with the student, in the language, as much as possible within the framework of the programmed materials;

b) to familiarize himself with the programmed materials;

c) to provide a reasonable amount of supplementation, especially in simple reading matter;

d) to refrain from distracting the student from the use of programmed

materials during times when the consultant is not present;

e) to visit the student not oftener than once a week.

9. Teacher, coordinator, and consultants should not interfere with self-pacing so long as the student appears to be reasonably conscientious and diligent.

10. The teacher, coordinator, and consultants should not teach as such. As much as possible their assistance should be advisory and individualized. They should encourage interaction among students.

11. Use of supplementary materials should not be encouraged until the student has a good foundation in the language as evidenced by the objectives evaluation.

12. The nature of the high school program should be analyzed and interpreted for the student in the second year, so that he might be better able to prepare himself for the second year of high school language.

13. Learning problems should be reported to counselors as soon as they become evident. The student's right to continue in independent study should be regularly evaluated with the help of counselors.

14. Further specific recommendations will be embodied in a proposal for a third phase of the project.

15. Finally, if exploitation of the processes described appears worthy of consideration, thought should be given to the purchase and use of more recently developed programmed materials.

APPENDIX A

LETTER TO PARENTS AT
BEGINNING OF SECOND PHASE OF PROJECT,
SEPTEMBER, 1969

A PROPOSAL TO OFFER INDEPENDENT FOREIGN LANGUAGE STUDY BY PROGRAMMED INSTRUCTION AND SUBORDINATE TEACHER-STUDENT INTER-ACTION TO SELECTED TOWNSEND EIGHTH GRADERS, 1969-70 SCHOOL YEAR

September 22, 1969

Rationale of the Proposal

A contemporary, non-doctrinaire attitude toward the use of programmed foreign language materials focuses on the individualization of training for maximum accommodation to individual learning differences.¹ According to this philosophy, any teaching which does not vary with the characteristics of the learner cannot be of high quality. No single teaching strategy can ever be equally suited to the unique characteristics of every learner.

Programmed foreign language materials appear to afford an unusually flexible teaching strategy in that some or all of the components may be placed within the control of the learner. This makes it possible for the learner to vary the strategy of learning and the pace of the approach both to suit his own individual needs and to accommodate the unpredictable pattern of his changing needs.

Background of the Proposal

The present proposal is for a modified replication of the three-month experiment conducted at Townsend Junior High School, March 3 to May 23, 1969 (see Evaluation of a Project: Independent Foreign Language Study by Selected Eighth Graders at Townsend Junior High School Using Programmed Materials, March 3 to May 23, 1969.) In that experiment seventeen eighth graders explored Spanish, French, or German by independent study using commercially developed programmed materials. The present project will repeat the experiment for nine months, adding some of the more salient features recommended by the participants of the first experiment.

¹ERIC Focus Report on the Teaching of Foreign Languages, Number 7, "Foreign Language Programmed Materials: 1969," by A. I. Fiks

To summarize results briefly, the original experiment seemed to show that eighth grade students of the type selected will work independently and conscientiously over a reasonably long period of time to reach the objectives of the sort of self-instructional programs employed. The experiment also seemed to show that such students will be satisfied with both the process and the results of independent study using programmed materials. It seemed to show, finally, that under present conditions Tucson Public Schools can (both economically and conveniently) provide this kind of opportunity to a limited number of individuals of the sort selected for the first experiment.

Among the more noteworthy student reactions to independent study revealed by the initial project are these: 1) students want to pace themselves; 2) they prefer to work partly alone and partly as a member of a team; and 3) they would like to have a person who speaks the language enter occasionally to interact with them in the language and to assist in the learning, but not to dictate the pace or the learning strategy. That is, they do not want a teacher in the accepted sense of the word. Once a week was suggested as perhaps optimum for such contact.

The Present Proposal

During the 1969-70 school year, certain eighth graders at Townsend High School will be offered an opportunity to study French and German (possibly Latin and Russian at a somewhat later beginning date) by programmed instruction in independent study with periodic guidance from and interaction with two certified teachers who speak these languages. Time will be created for student participation in this program by releasing them from their reading classes.

Selection of Participants

Due to the experimental nature of the project and the limited number of taperecorders and instructional programs at the disposal of this project, a strictly limited number of carefully screened students will be offered this

opportunity. Criteria for the selection of participants will include high placement in language aptitude testing, strong interest in foreign language study, a sufficient reason for studying a particular foreign language, and the ability and the desire to sustain academic effort entirely through self-motivation as determined by previous academic record and the judgment of the principal.

Objectives for the Participants

The design of the program when fully implemented should permit the participant to develop a limited but thorough background of certain skills in the language chosen.

The following are important foundation skills for any subsequent language study, and all of them should be realizable through this project: 1) control of the sound system of French, German, Latin, or Russian; 2) oral and written mastery of a limited number of basic structures of the language; and 3) limited reading, writing, and listening proficiency. The extent to which these skills are developed will depend, of course, upon the effort the participant expends to achieve the objectives of the programmed materials.

Briefly, the essence of this new educational technology is that: (1) course objectives are specified in advance, in detail, and in behavioral terms; (2) the material is presented as a graduated sequence of small items (called frames) leading to the desired course objectives; (3) the individual student actively responds at his own pace to each frame (with low probability of error); and (4) the student then receives immediate confirmation after each response (principally by finding out whether his response was correct).²

The New Dimension of This Project

A certified teacher of French will work with each individual participant studying French. She will come in not oftener than once a week and interact with the participant within the framework of the programmed materials. Her

² Op. cit.

principal role will be to speak French with the participant to the extent permitted by the participant's study to any given point. She will counsel and assist the participant, but will neither set the pace nor make assignments. From time to time she or the coordinator of the project will bring in supplementary materials, visual aids, etc. which will become additional components of the program put within the control of the participant.

A second certified teacher who will also serve as coordinator of the project will work in a similar manner with individual students studying German, Latin, or Russian.

Objectives of the Project

This project is designed to test whether or not independent foreign language study with occasional teacher-student interaction is an acceptable equivalent of a traditional first-year language course.

The selection of linguistic matter may differ somewhat from that found in any given regular first-year program. The monostructural approach and the methodology will differ. Foreign language proficiency tests in listening and reading should help determine, however, if a given student has become ready in skill and knowledge to enter the second year of study in a regular environment. Standardized listening and reading tests will be administered to all participants both before and after the experiment to provide data for judgment in this matter. Such judgment will be reserved to the high school principal and the high school language teacher to whom the student expects to go. If it appears advisable, standardized writing and speaking proficiency tests may also be administered at the conclusion of the project.

Procedures

1. Each participant will be provided with the use in school of a tape-recorder, a written program in the language of his choice (French, German, Latin,

or Russian), and tapes which are an integral part of the program. To supplement these, and to afford variety, from time to time additional recordings of music, taped conversations, filmstrips, films, and other audio-visual aids will be made available to individuals or to groups studying the same language.

2. Each student will receive individual orientation in the effective use of the equipment and materials at the beginning of the program.

3. Each individual will be scheduled for independent study in the library or other suitable space in the school during his reading period. He will be responsible for proper use of time, space, equipment, and materials. Abuse of any of these will be cause for a return to reading class. Decision will rest with the principal.

4. Arrangements may be made for additional use of the materials in school when they are free. Materials may not be removed from the building.

5. Periodically throughout the program, the two teachers will counsel and work individually with students. Assistance will be limited to matters pertaining to effective use of the equipment, materials, and supplementary aids provided by the district and to speaking in the language. Visits will occur no oftener than once a week. They will generally be unannounced. (See the section on The New Dimension of This Project.) For students of high ability, problems in the use of the materials should be completely self-resolving. Questions and reasonable requests that arise between visits may be made in writing through the principal. In the event of serious breakdown in the use of materials, calls should be made immediately through the principal.

6. The coordinator will administer or otherwise provide instructions for periodic evaluations published by the author of the programmed materials. At the end of the program the participants may take standardized proficiency tests in listening, reading, and writing which will be scored. A speaking test may be

taken. Grades will not be given, but scores attained on supervised tests may be registered at the option of the student. Except for standardized testing, unit tests will be within the student's control and will not normally be supervised.

7. If for any reason the student feels that he cannot profit from the use of the materials on a given day or for a given period of time, or if he decides to abandon work in the program, he should return to his reading class.

8. The coordinator will keep whatever records are necessary to provide data for evaluation of the total program, including the taping of student voices.

Foreign Language Coordinator
Tucson Public Schools

(date) _____

We have read a PROPOSAL TO OFFER INDEPENDENT FOREIGN LANGUAGE
STUDY BY PROGRAMMED INSTRUCTION, and we accept its provisions.

(signed) _____
(parents)

(student)

(Please return to Mr. Logan.)

APPENDIX B

ORIENTATION TO INDEPENDENT
FL STUDY--SECOND PHASE
(A LIST OF SUGGESTIONS AND
REGULATIONS)
SEPTEMBER 30, 1969

ORIENTATION TO INDEPENDENT FL STUDY
Townsend Junior High School
September 30, 1969

1. The only teacher will be programmed materials--a textbook or set of textbooks arranged into frames or clearly defined language learning activities, and a set of correlated tapes.
2. To a high degree, the programmed materials are self-instructional. Except in Spanish, however, we are also providing you with a consultant. Miss _____ will serve in that capacity for French; Mr. _____ will do so for the other languages.
3. Programmed materials, taperecorders, and space are limited. Therefore, you will use the programs alone or as members of teams.
4. At the beginning of your independent study period, you will check a tape-recorder out of the bookroom and return it promptly at the end.
5. You may proceed through the program at your own pace or at the pace of the team. It is a mistake either to rush or to go too slowly. Your pace should be guided by your success in periodic self-tests which you will take.
6. You should keep two sets of records: 1) a running record of the written parts called for by the program; 2) a reference handbook of important facts about the language, the grammar, and a record of words, phrases, and sentences which you have learned. The latter should be kept in three parts.
7. The consultant's purpose is mainly to speak the language with you. Especially in the beginning, however, the consultant will help you focus on important aspects of your study. The consultant will always answer questions about the language, but he will not serve as your teacher. The program will do that.
8. The consultant will visit you irregularly, perhaps once a week on the average. The coordinator will also visit you as coordinator.
9. If you experience problems in the absence of consultant or coordinator, you may seek help through Mr. _____. Help will be provided as soon as possible.
10. In addition to proper use of the programs, frequent self-evaluation is essential if you are to succeed in reaching the objectives of this project. The following system for self-evaluation will be set up:
 - a) A file of tests or quizzes in your language will be available to you.
 - b) You may take a test or quiz when you believe you are ready. You should take the test or quiz without reference to any other material. Be honest with yourself.
 - c) A file of corrected copies of tests or quizzes will be available to you.
 - d) After taking a test or quiz, you should consult the corrected copy of that test or quiz and evaluate your work.
 - e) If you are satisfied with your results, send your copy of your work to the Foreign Language Coordinator -- Education Center through school mail.
(See Mr. _____.)

- f) If you are not satisfied with the results, study the causes of your errors, consult your reference handbook, or repeat the pertinent part of the program. When you are done with this procedure, place your copy in the file of Attempted Tests, and when you feel ready, take a fresh copy of the test and repeat steps b, c, d, and e above. Repeat the process until you are satisfied with the results.
11. How you will do in this project depends entirely upon you. You are literally "on your own." The consultant will not push you. He is there to help you as you see the need for his help. As a foreign language expert, however, he is interested in communicating in the language you are studying. You should not be surprised, therefore, if he prefers to talk to you in French, German, or Russian. Make the most of this opportunity.
12. We hope you enjoy and profit from your independent foreign language study. Whenever you feel it is not worthwhile for you, arrangements may be made to return to your reading class.

APPENDIX C

RESULTS OF QUESTIONNAIRES
ANSWERED BY FIRST-PHASE
PARTICIPANTS (MARCH--JUNE, 1969)

Table I -- May, 1969

Table II -- May, 1970

FIRST-PHASE FOLLOW-UP
STUDY, 1970

Results of Questionnaire

May, 1969

	YES	NO	DON'T KNOW
1. Independent foreign language study was usually an interesting and satisfying experience.....	14	2	1
2. I would gladly take another opportunity in the future to study a subject independently using programmed materials.....	12	2	3
3. I found independent study a progressively more boring experience.....	3	14	0
4. I was bored only occasionally.....	13	4	0
5. My boredom seemed to stem from working alone.....	4	9	3
6. My boredom seemed to stem from the nature of the programmed materials.....	7	9	1
7. I prefer always to work completely alone.....	0	14	3
8. I prefer always to work as a member of a pair.....	4	6	6
9. I prefer to work partly alone and partly as a member of a team..	12	3	2
10. I appreciate the opportunity to set my own pace.....	16	1	0
11. I believe a teacher should set the pace for me.....	0	15	2
12. I would prefer to work as a member of a regular class.....	1	9	6
13. Independent study is probably designed for high-ability students only.....	9	4	4
14. Programmed materials could probably be used effectively by low-ability students.....	4	7	6
15. Programmed materials are generally exciting and challenging.....	8	4	4
16. Programmed materials are often difficult.....	9	4	4
17. Programmed materials are frequently childish.....	4	10	3
18. I believe this project will help me in next year's classroom study of a foreign language.....	17	0	0
19. The coordinator gave me enough help in learning to use the program properly.....	16	0	1
20. The coordinator gave me enough help in solving problems involving the language.....	8	5	4

	YES	NO	DON'T KNOW
21. In most instances, the program itself helped me solve problems involving the language.....	16	1	0
22. The project would be improved if a teacher were made available regularly once a week to answer questions about the program.....	12	2	3
23. The teacher should be made available regularly more often than once a week.....	2	10	5
24. The teacher should be made regularly available about once every two weeks.....	4	8	5
25. The teacher should limit his help to problems that arise in the programmed materials.....	4	10	3
26. The teacher should teach the language in addition to the programmed materials.....	8	6	3
27. A native speaker would serve at least as well as a teacher to supplement the programmed materials.....	15	2	0
28. A native speaker of about my age would perhaps be most effective to supplement the programmed materials.....	11	4	2
29. I believe that the objectives of this program are more limited than those of a regular foreign language course.....	7	5	5
30. I am now more interested in foreign language study than I was when the project started.....	13	3	1

Results of Questionnaire

May, 1970

	YES	NO	DON'T KNOW
1. Independent foreign language study was usually an interesting and satisfying experience.....	13	2	
2. I would gladly take another opportunity in the future to study a subject independently using programmed materials.....	8	1	5
3. I found independent study a progressively more boring experience.....	1	14	
4. I was bored only occasionally.....	13	2	
5. My boredom seemed to stem from working alone.....	7	8	
6. My boredom seemed to stem from the nature of the programmed materials.....	3	11	1
7. I prefer always to work completely alone.....	2	12	1
8. I prefer always to work as a member of a pair.....	4	9	2
9. I prefer to work partly alone and partly as a member of a team..	9	4	2
10. I appreciate the opportunity to set my own pace.....	15		
11. I believe a teacher should set the pace for me.....	1	14	
12. I would prefer to work as a member of a regular class.....	4	5	4
13. Independent study is probably designed for high-ability students only.....	6	8	1
14. Programmed materials could probably be used effectively by low-ability students.....	8	5	2
15. Programmed materials are generally exciting and challenging.....	11	3	1
16. Programmed materials are often difficult.....	5	10	
17. Programmed materials are frequently childish.....	5	9	1
18. I believe this project will help me in next year's classroom study of a foreign language.....	13	1	1
19. The coordinator gave me enough help in learning to use the program properly.....	13	1	1
20. The coordinator gave me enough help in solving problems involving the language.....	8	4	3

	YES	NO	DON'T KNOW
21. In most instances, the program itself helped me solve problems involving the language.....	13	2	
22. The project would be improved if a teacher were made available regularly once a week to answer questions about the program.....	12	3	1
23. The teacher should be made available regularly more often than once a week.....	8	6	
24. The teacher should be made regularly available about once every two weeks.....		11	3
25. The teacher should limit his help to problems that arise in the programmed materials.....	2	11	2
26. The teacher should teach the language in addition to the programmed materials.....	6	5	3
27. A native speaker would serve at least as well as a teacher to supplement the programmed materials.....	6	5	3
28. A native speaker of about my age would perhaps be most effective to supplement the programmed materials.....	8	3	4
29. I believe that the objectives of this program are more limited than those of a regular foreign language course.....	9	5	1
30. I am now more interested in foreign language study than I was when the project started.....	12	2	1

FOLLOW-UP OF FIRST-PHASE PARTICIPANTS

In February, 1970, teachers in the three high schools who received first-phase participants into beginning foreign language classes were asked to rate them briefly.

The results follow:

<u>Student</u>	<u>Language</u>	<u>Performance</u>
Ann	French	Excellent
Kathleen	German	Good
Patty	Spanish	Good
Monette	Spanish	Excellent
Wesley	Spanish	Excellent
Carla	Spanish	Excellent
Emma	French	Average
Laurie	Spanish	Excellent
Randy	French	Good
Robert	Spanish	Superior
Karen	Spanish	Average
Dolores	Spanish	Superior
Keith	German	Excellent
Dorothy	French	Excellent;*(Listn.Sta.-8 (Read. Sta.-8
Boyd **	Spanish	*Listening Stanine - 8 *Reading Stanine - 6
Lorrie **	German	*Listening Stanine - 8 *Reading Stanine - 7
Ken **	Spanish	*Reading Stanine - 7

** Teacher ratings were not received for these students.

*Tested May 25-28, 1970
Pimsleur Proficiency,
Form A

APPENDIX D

COMMENTS OF FIRST-PHASE PARTICIPANTS
(MARCH - JUNE, 1969) MADE IN
CONJUNCTION WITH QUESTIONNAIRE
ONE YEAR AFTER SEPARATION FROM PROJECT

MAY, 1970

If I could start over again, I would:

"go a little slower."

"simply keep dates and records."

"work faster to get more done, and I would pay more attention to verbs."

"pay more attention to the rules."

"nothing; I believe I worked as I would now."

"work at a faster pace."

"go faster and get the minor points, then concentrate on the major points."

I have the following comments or observations which might help make this project more valuable to students in the future:

"The reason I said that I like to set my own pace, but think the teacher should set it for me, is because I have the tendency to pace myself into something too difficult for me to handle. The teacher would probably prevent this."

"I answered negatively to a teacher teaching the language because the program does that adequately. This program indeed gave me a big head start in the basics of the Spanish language. My pronunciation is quite good. I thank the program for this."

(Students should) "work in a pair with someone on about the same level of intelligence and working ability."

"Possibly a few days of the week, work with another person that would be willing to go as slow as you. It perks up the period. Other days work alone."

"The program definitely needs more in sentence structure and verbs. These areas need much more emphasis. They might also devise a more useful vocabulary."

"I have discovered that the course I took last year did help me during my first year of Spanish. It gave me a good background of Spanish with a few of the basic fundamentals of the language that I needed during the first year. However, I feel that one would not be able to take this course and then take a second year without encountering numerous problems, one of these problems being the shortage of vocabulary (regular and irregular verbs and their tenses, the usage of the tenses, and verb conjugation), and another being the insufficient instruction in sentence structure, both of which are definitely necessary in second year, and both of which are lacking in the independent study course."

"Don't be afraid to ask questions."

"Besides teaching vocabulary, I think there should be more about pronouns, verbs, etc. Also it would help if there were someone for everyone to speak Spanish with. I'm glad I took the program, because the vocabulary helped me in my first year of regular classroom Spanish. But if someone were to take this in place of Spanish I, he'd miss out on a lot of conversation, verbs, and other things that are really necessary to speak Spanish fluently. As it was when I had it, the program could be used only as an introduction to Spanish."

"I think this program has helped me this year a lot. It taught me a lot of vocabulary so that I could concentrate on the history, verbs, etc. instead of just on the vocabulary."

"Teachers (should be) made available and visual aids used frequently so as not to limit objectives."

"It is difficult to make any suggestions because my present teacher is leaving and it is not known who the new one will be and whether he will stress vocabulary or grammar."

"A teacher or native speaker should be available to the student to go to when he needs to."

"I think you should let them know that a program like this requires self-control. Citizenship and the students' characters should also be factors in deciding who could be in the program, in addition to test scores. A check should be kept on whether the students are really working."

"I changed programs in the middle. No one should do this unless they think theirs is too easy. I also had no partner. This was not too good. Partners help to pace you a bit and help to make it more interesting, I would think. With just me, I got bored of being alone. Otherwise I thought it was interesting and profitable."

APPENDIX E

**RESULTS OF QUESTIONNAIRE ANSWERED BY
SECOND-PHASE PARTICIPANTS**

MAY, 1970

Results of Questionnaire

May, 1970

	YES	NO	DON'T KNOW
1. Independent foreign language study was usually an interesting and satisfying experience.....	14	4	
2. I would gladly take another opportunity in the future to study a subject independently using programmed materials.....	10	6	2
3. I found independent study a progressively more boring experience.....	4	14	
4. I was bored only occasionally.....	13	4	
5. My boredom seemed to stem from working alone.....	4	12	2
6. My boredom seemed to stem from the nature of the programmed materials.....	10	6	2
7. I prefer always to work completely alone.....	1	16	1
8. I prefer always to work as a member of a pair.....	4	12	2
9. I prefer to work partly alone and partly as a member of a team..	12	4	2
10. I appreciate the opportunity to set my own pace.....	16	2	
11. I believe a teacher should set the pace for me.....	2	14	2
12. I would prefer to work as a member of a regular class.....	10	6	2
13. Independent study is probably designed for high-ability students only.....	8	6	4
14. Programmed materials could probably be used effectively by low-ability students.....	4	8	6
15. Programmed materials are generally exciting and challenging.....	2	11	5
16. Programmed materials are often difficult.....	6	11	1
17. Programmed materials are frequently childish.....	6	11	1
18. I believe this project will help me in next year's classroom study of a foreign language.....	18		
19. The coordinator gave me enough help in learning to use the program properly.....	11	3	1
20. The coordinator gave me enough help in solving problems involving the language.....	10	5	2

	YES	NO	DON'T KNOW
21. In most instances, the program itself helped me solve problems involving the language.....	11	4	2
22. The project would be improved if a teacher were made available regularly once a week to answer questions about the program.....	9	6	2
23. The teacher should be made available regularly more often than once a week.....	4	11	3
24. The teacher should be made regularly available about once every two weeks.....	6	6	6
25. The teacher should limit his help to problems that arise in the programmed materials.....	4	12	1
26. The teacher should teach the language in addition to the programmed materials.....	13	3	1
27. A native speaker would serve at least as well as a teacher to supplement the programmed materials.....	16	1	1
28. A native speaker of about my age would perhaps be most effective to supplement the programmed materials.....	9	6	3
29. I believe that the objectives of this program are more limited than those of a regular foreign language course.....	10	7	1
30. I am now more interested in foreign language study than I was when the project started.....	12	3	2

APPENDIX F

SPECIFIC COMMENTS MADE BY SECOND-PHASE PARTICIPANTS
IN CONJUNCTION WITH QUESTIONNAIRE

MAY, 1970

If I could start over again, I would...

"...use the supplementary materials more and attempt to learn more vocabulary."

"...try harder to remember what I have learned."

"...I wouldn't do it again. I would rather be in a regular classroom, but I guess that's just because I'm not like some other people -- I get bored with just myself for company."

"...work on A-LM and Primera Vista more."

"...work more regularly and a little bit slower."

"...start immediately to write important things in an extra notebook. I should've had a whole notebook divided into three parts as Mr. B. suggested."

"...work more on the program. Try to study my worksheets at home once a week. Stop goofing around in class as much as we did."

"...work more on the program. Take home the worksheets instead of doing them here."

"...work more on program and not goof around so much. I would study my worksheets more."

"...give myself more variety in my work to prevent boredom."

"...use the reading and writing program (French), talking to my partner."

"...study more verbs and verb tenses. Practice writing sentences."

I have the following comments or observations which might help make this project more valuable to students in the future:

"Set aside one day a week to read or talk with friends, so you won't get bored with working every day."

"I think you should have worksheets, not like tests, to work on once in a while."

"Have (supervisors) check in more often to make sure the kids work. Most of them don't."

"We should have learned more grammar."

"I think this program is a pretty good idea. But only conscientious people could do it."

"I think this program could be made more interesting by using a more updated text, as the ones available now are quite childish and out-of-date. Also, it gives the students a feeling of being 'spoken down' to. I found I was not mature enough for this program."

"A regular place to work where assemblies, programs, etc. would not interfere with the work. Because of the setting up of chairs or decorations for a dance, we were unable to work several times."

"That the consultants helped with programmed materials instead of piling worksheets on us that we would have to study every night. The worksheets were rewarding, but it was piled on me so. But a consultant really is needed. A Spanish consultant should be given to the Spanish students, because if they have problems, the other teachers might not really know how to help them. It was a good idea to bring in the books and comics."

"The programs seemed childish in places. They don't use sentences we can relate in school. At the end of the year, the Asterix books were very good and were a change of tempo. I would like to have had a bigger vocabulary produced by the program. My vocabulary is limited to school terms, food, and family terms, made possible by my consultants. Next year I hope you will supply the students with more mature programs and a vocabulary sheet with about 100 to 150 words. I hope my observations will help this wonderful program inclined to produce a better communication around the world."

"You should have a better place to work, mainly because in the room it is too easy to forget to work and just talk. Oh, and the Asterix books and such other reading books made the program much easier."

"I wish the program would use sentences with which we could converse in school. But I felt the Asterix books were very good and would have enjoyed many more of those books. I would have liked to have a bigger vocabulary produced by the program. My vocabulary is limited to food and family."

"I think a consultant in Spanish would have been quite helpful. Any educated Spanish speaker (within reason) could probably have helped. The materials could have been varied a little; however, it shouldn't make the difference for students truly interested."

"Have all the students of one language working at the same period in the day. Have a consultant for every language."

"We should work at our own speed, but we should be assigned things by our consultant and we should have to get these done in addition to our programmed material."

"To teach the students to: count, tell time, say dates, know the colors, and use simple greetings in Spanish before studying anything else."

APPENDIX G

EVALUATIVE STATEMENTS MADE
BY SECOND-PHASE PARTICIPANTS

MAY, 1970

FOREIGN LANGUAGE EVALUATION

"The first thing I would like to bring up is the conditions in which we worked. The auditorium was a good place to work, and it seems as though other people thought so, too. P.E. classes, choruses and assemblies often left us 'homeless.'"

"When we did have the use of the auditorium, we were constantly plagued by small annoyances. For instance, right now a custodian is emptying the garbage cans. He is making much noise in the process and I find it hard to concentrate. Other things of this nature occurred regularly."

"The materials, in general, were good, but I don't know if I'll ever have to tell anyone that 'the wolf is very ugly.' But despite all my complaints I am glad that I was able to participate in the program. It was a worthwhile experience."

FOREIGN LANGUAGE

"At the beginning of the year it was very interesting. Later on it became a little boring, because a consultant should have come more than he did. I learned quite a lot this year that should help me next year. I probably could have learned more than I did if I had tried harder."

"I don't think the consultants should let the kids take the tests and correct them by themselves. Most of the kids probably cheat on the tests."

"The tapes and books should teach you more useful words. Some of the words that they teach you, you would not use in common day language."

"But still I think I got a lot out of this foreign language program."

"Being able to be in independent foreign language was in itself a good experience and an honor. It teaches you responsibility and self-discipline. We should have had books or supplementary materials, though, to explain life, and how the people live and work in Mexico. Also, if it was possible maybe we could be taught slang in Spanish, because it would be necessary to use it around here."

EVALUATION AND SUGGESTIONS: INDEPENDENT FOREIGN STUDY

"I feel that my experiences this year have been beneficial to my understanding of the French language. The ability to work at my own rate is, in my opinion, the best method of learning. I don't think that the majority of students could work this way without supervision though. If this method of study were to be enlarged to full classes, I feel that a consultant or teacher should be present during classtime to supervise students and to assist in the students' problems as they arise.

"If this program is to be continued on the same level of students, it should be impressed upon them to keep the materials in good shape. This year, many books, especially in the Modern French program, were in very poor condition by the end of the year. This hinders other students who wish to study the language properly.

"The consultants have been a great help in providing supplementary materials to work on. They provide a much-needed change from the tape and book routine used the rest of the week. I think that the two consultants provided were the right amount of help and assistance required. It is also a great deal of fun being able to speak with someone who really knows the language. I feel that the movies provided by _____ also helped with the geography and history of the country whose language I am studying. Maybe next year the students could profit from field trips to places dealing with an aspect of the people or country of each language. It is interesting to learn some history of the countries which speak the language.

"In all I feel that this year has been profitable and with a bit more study I am planning to take the second year language next year. I am sorry to see that few others are doing the same."

FOREIGN LANGUAGE EVALUATION

"In all I feel that this program has helped me considerably.

"I had my problems, though. I did not seem to be able to get the right placement of the words, or the right plurals.

"I did one thing that was not suggested. Each week I set aside one day to read a book. This was to get away from the same old thing every day. And when I was tired or bored I took a short walk. I believe that this is necessary to keep on working without getting sick of the program completely.

"Also one day a week I would get the Primera Vista or the spiral workbook and study my vocabulary for a whole period.

"Since you brought the books that were all in Spanish I have worked on those about one and a half days a week."

I believe it is better to work alone, because you can learn at your own speed and you can go back in your book to re-study a part that is giving you trouble.

"I do not know if it would have been better to have a Spanish teacher or not because I have not had one, but I have a feeling that a teacher might have helped me a great deal with my problems."

EVALUATION OF FOREIGN LANGUAGE PROGRAM

"I thought it was a very rewarding experience. It will greatly help me in high school. I got more interested in my language than I was at the beginning. I regret to say some time was wasted that will never come back.

"I learned how to work with another student, because I've worked as a team.

"One problem was having two consultants. It took two days out of our week to use our tapes. A consultant once a week, like every Monday, would be best. Both of the consultants are very nice and I think they should both come back next."

EVALUATION OF FOREIGN LANGUAGE PROGRAM 1969-70

"For the most part I feel that the Foreign Language Program was pretty good. A consultant is almost a necessity for this program to be successful. I think that the consultant should come once a week -- twice a week is too often and once every two weeks isn't often enough.

"I don't think this program should be open to seventh graders, and to only the eighth graders which are capable in handling themselves so they work instead of 'goofing off.'

"I think the same text in each language should be used - for example in French, there was the Modern French program and the Active French Foundation Course. If only one of these was used, all the French students would know approximately the same vocabulary and could more easily converse with each other."

"I feel that I did not get as much out of this program as I could have. My main problem was boredom. I got so tired of just turning my tape recorder on and off. There was no variety. I am a Spanish student and in my class I am the only Spanish student. That made it all the more boring. I do feel, however, that if I had worked harder I would have learned much more this year.

"It would have been more interesting if all the Spanish (and all other languages) students worked at the same time. That way we would have some competition and someone to discuss our language with."

FOREIGN LANGUAGE PROGRAM

"At the beginning of the year, I was interested in this program. Later on, I became bored and I didn't want to work. I got tired of doing the same old thing every day. Lots of the kids just goof around. This has been going on since about -- well, a pretty long time. I think most of the kids got kind of annoyed when all those assemblies and chorus practices drove us out of the auditorium. Sometimes we didn't even know about them and we'd be all set up and then we would have to move. Why don't they tell us about these things!!! Also, those _____ sometimes had to set up chairs in the auditorium and when we didn't know where _____ or _____ is and we didn't know where to go, we went in and the boys set up chairs. But lately the have gotten all mad at us and they seem to say, 'Get out of here, kids - and don't bother us. We don't want your help.' Well, it's not our fault! Also, sometimes _____ or _____ comes in and I'm just sitting there talking to a friend of mine with a paper in my hand. So _____ sees I don't have a taperecord set up and gives me a dirty look. I don't suppose he ever stops to think that maybe, just maybe, my talk was about FL or the taperecord is broken, or I'm reviewing for a test instead of working with a taperecorder. But no - everything is our fault!"

"And if _____ or _____ sees us going to the restroom or down to the bookroom or in and out of the office, he always seems to look as if we're just goofing off and not working. Did they ever stop to think that the bookroom just happens to be where all the books are - that the office just happens to be where the tests are. And the restroom - where else are we supposed to go???"

"Also, sometimes this one _____ comes in and he always says stuff like, 'How's my girlfriend?' When everyone cracks up and he leaves and then _____ or _____ walks in or walks by. Well, what does he think when he sees us cracking up?? He thinks, 'Not working again!' But it's not our fault! Why can't they just ask what we're laughing about? Why do they always have to be so darn villain-acting???"

"The kids can't do anything without feeling they better watch out - _____ might walk by. We talk a lot. O.K. you're right. But you would too if you got so darn BORED. The tapes teach you such dumb sentences. Why don't they teach us words we will use. Why do they teach us things like, 'The man does not have 3 heads.

The man has 1 head.'

Have you ever had anyone ask you how many heads you have???"

"O.K. Here I am cutting down the program and I haven't offered any suggestions. But I'd just rather work in a classroom anyway. It's just a better way of learning a language. I guess that's the main reason I flunked my language - I just didn't try - I didn't want to try - I was bored." (Editor's note: Distinguishing grades were not given. It was not possible for a student to "flunk".)

APPENDIX H

EVALUATION OF THE PROJECT
BY TOWNSEND JUNIOR HIGH SCHOOL COUNSELORS

MARCH 27, 1970

March 27, 1970

Living in an age of constant change with other continents as well as the moon just hours away, fluency in, not only our own language, but in as many languages as we can master is essential. With the possibility of a Tucson resident spending tonight in Paris, or Berlin, having lunch in Hermosilla today, or visiting the Kremlin tomorrow, the mastery of languages for better worldwide understanding is a challenge to the intelligent American youth. Japan requires each student to study English for six years in school. Most European and Mexican schools require study of the English language.

The independent language program offered to some of Townsend's good readers is an opportunity each should grasp.

Every participant to whom one counselor has spoken recently has indicated enthusiasm and has expressed a keen desire to continue in high school the language started here.

We do recommend the use of modern tape recorders with efficient counters for rapid place location.

It is important, in our opinions, to select students who are mature enough to motivate themselves and to be responsible enough to use their time wisely.

The location for pursuing the study of the subject should always be selected carefully and should be a spot that is conducive to intensive study.

Visitors who are native speakers or who know the language well have been an inspiration to the participants.

Not only do our students take steps toward the mastery of a foreign language, but they are provided with an opportunity to develop initiative, independence and responsibility.

We surely hope this program can continue as a part of our curriculum.

Townsend Junior High Counselors

APPENDIX I
WORK IN PROGRAMS COMPLETED
BY SECOND-PHASE PARTICIPANTS

JUNE 1, 1970

I. Modern French Programmed Text and Tape, Burroughs (BRL)
 5 texts and 19 tapes, requiring 207 hours to complete (25,333 frames)

<u>Student</u>	<u>Frames Completed</u>
Chip.....	1600
Cynthia.....	1470
Elizabeth.....	2384
Joanna.....	983
Karla.....	923
Lisa H. and Pat (team).....	1626
Randy.....	730 (also completed 3 Units of Marty)
Suzy.....	1247
Wendy.....	900

II. Active French Foundation Course, Book 1, Marty (AVP)
 1 text and 13 tapes, 10,000 frames, requiring 120 hours to complete (16 units)

<u>Student</u>	<u>Units Completed</u>
Chris.....	4 (to p. 54)
Nancy.....	4 (to p. 63)
Randy.....	3

III. German A, Ellert (BRL)
 5 texts and 14 tapes, 5050 frames, requiring 175 hours to complete

<u>Student</u>	<u>Frames Completed</u>
Jane.....	2069
Mark and Steve (team).....	1670
Rhonda.....	1670
Sarah.....	2309

IV. A Programmed Course in Introductory Spanish, Sullivan (BRL)
 7 texts and 7 tapes, 3276 frames, requiring 67 hours to complete

<u>Student</u>	<u>Frames Completed</u>	
Conrad.....	541	(worked less than three months)
Jim.....	1376	
Joan and Nanette (team).....	1715	
Lisa.....	1554	
Lisa S.	2300	
Margaret.....	1299	
Nanette J.	860	(Feb. 1 -- June 1)
Pam	1270	
Richard.....	200	(Feb. 1 -- June 1)
Robert.....	3276	
Tina.....	1976	

V. Artes Latinae, Level One, Sweet (EBF)
 2 texts, 15 tapes (15 units in first text)

<u>Student</u>	<u>Units Completed</u>
Libby.....	14

APPENDIX J

SCORES IN LISTENING AND READING
PROFICIENCY ACHIEVED BY SECOND-PHASE
PARTICIPANTS, May, 1970

Scores in Listening and Reading Proficiency Achieved
by Second-Phase Participants, May, 1970

Note: The Pimsleur Foreign Language Proficiency Tests, Form A, are designed to compare students with the normative group who had completed at least two-thirds of a first-level foreign language course as outlined by the textbook or instructional materials employed.

It seems unlikely that any of the independent study students completed as much as two-thirds of an equivalent first-level course in one of the high schools, except possibly Robert in Spanish, who completed the programmed materials and who worked on supplementary materials used at Sahuaro High School. Most of the students completed less than half of the programmed courses on which they were working.

The programmed courses emphasize the sounds and structure of the language. They deemphasize vocabulary and reading per se. Stress on reading per se is taken up in the later stages of the programmed materials which few of the students reached. Supplementation was expected to strengthen reading.

Thus, stanine comparison with first-level students is not quite valid, except to indicate to what degree the students might be able to perform in competition now with first-level students. It is obvious that the students need more time to prepare. They averaged perhaps 30 minutes per day for less than 155 days of work in the project.

<u>Student</u>	<u>Frames Completed</u>	<u>Raw Scores</u>		<u>Stanine Scores</u>	
		<u>L</u>	<u>R</u>	<u>L</u>	<u>R</u>
(French)					
Chip	1600	20	10	5	4
Cynthia	1470	18	9	4	3
Elizabeth	2384	21	12	5	4
Joanna	983	20	13	5	5
Karla	923	18	6	4	1
Lisa H.	1626	20	9	5	3
Pat	1626	22	8	6	3
Randy	730	16	11	3	4
Suzy	1247	23	13	6	5
Wendy	900	17	13	4	5
Chris	4 units	20	16	5	5

<u>Student</u>	<u>Frames Completed</u>	<u>Raw Scores</u>		<u>Stanine Scores</u>	
		<u>L</u>	<u>R</u>	<u>L</u>	<u>R</u>
Nancy	4 units	20	8	5	3
(German)					
Jane	2069	11	12	2	3
Mark	1670	5	8	1	1
Steve	1670	11	14	2	4
Rhonda	1670	14	6	3	1
Sarah	2309	14	15	3	4
(Spanish)					
Conrad	541	13	10	2	4
Jim	1376	16	6	4	2
Joan	1715	15	7	3	3
Nanette	1715	16	4	4	1
Lisa	2300	18	11	5	5
Lisa S.	2300	24	8	7	3
Margaret	1299	11	8	1	3
Nanette J.	860	(absent)			
Pam	1270	13	10	2	4
Richard	200	16	8	4	3
Robert	3276	26	24	7	8
Tina	1976	22	9	6	4