

A STUDY OF THE EFFECTIVENESS OF SIMULTANEOUS
ORAL PRODUCTION AND THE TOTAL PHYSICAL RESPONSE
STRATEGY ON THE SPEAKING ACHIEVEMENT, ATTITUDES
MOTIVATION, AND INTEREST OF LEVEL I SPANISH STUDENTS

by

Marjorie Hall Haley

Dissertation submitted to the Faculty of the Graduate
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of the requirements for the degree:

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APPROVAL SHEET

Title of Dissertation: A Study of the Effectiveness
of Simultaneous Oral Production
and the Total Physical Response
Strategy on the Speaking Achieve-
ment, Attitudes, Motivation,
and Interest of Level I Spanish
Students

Name of Candidate: Marjorie Hall Haley
Doctor of Philosophy, 1986

Dissertation and Abstract Approved: William E. De Lorenzo
Dr. William E. DeLorenzo
Associate Professor
Department of Curriculum
and Instruction

Date Approved: April 29, 1986

ABSTRACT

Title of Dissertation: A Study of the Effectiveness of Simultaneous Oral Production and the Total Physical Response Strategy on the Speaking Achievement, Attitudes, Motivation, and Interest of Level I Spanish Students

Marjorie Hall Haley, Doctor of Philosophy, 1986

Dissertation directed by: William E. De Lorenzo, Ph.D.
Associate Professor
Department of Curriculum
and Instruction

Total Physical Response (TPR) is a teaching strategy in which students learn a foreign language by physically acting out teacher-directed commands. The TPR instruction strategy is based on asking the students to be silent, to listen carefully to commands and then to physically respond. The TPR strategy allows students to take an "active" part rather than an "observational" part in the learning process. It was the purpose of this study to examine this issue from three perspectives:

1. whether first year foreign language students achieve higher in the skill of speaking if they are in action while learning selected Level I objectives; and

2. the impact of delayed oral response in a pure TPR strategy as compared to inclusion of a speaking component in a modified version of TPR.

3. whether there were differences in the speaking achievement between middle school and senior high school

Level I foreign language students who were taught via the pure TPR and modified TPR strategy.

The sample was comprised of 178 Level I Spanish students from three secondary schools in a suburban Baltimore school district. Two of the participating schools were Middle schools - grades six through eight. The third school was a Senior high school - grades nine through twelve. Subjects were randomly assigned to the experimental condition.

Subjects were pretested at the onset of the study. The measurement was designed to predict potential success or failure in learning a foreign language. Additionally, subjects completed:

- (1) the speaking section of a bilingual syntax measure to assess their level of foreign language competency;
- (2) an attitude and motivation battery designed to measure attitude and motivation related to second language learning; and (3) a teacher-prepared perception questionnaire for assessing subject's perception and preference of being taught via different teaching strategies.

The findings of this study revealed that the two Pure TPR groups achieved the highest mean scores on all evaluative measures. The ten hours of delayed oral practice experienced by both Pure TPR groups provided valuable comprehension training for these students. The advantage of providing this listening period became apparent in higher evaluative scores as evidenced at

both the senior high and middle school level. Furthermore, the findings of the present investigation suggest that the use of "active" learning as opposed to "observational" learning in the foreign language classroom can be part of an effective strategy for language instruction.

DEDICATION

To the most precious and dearest part of my life,
my daughter, Esther Carol.

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CHAPTER I

INTRODUCTION

Foreign language teachers and researchers have periodically asked whether new instructional strategies are better, that is, more effective, than a traditional one such as grammar-translation/cognitive-code. In the past, foreign language teaching strategies such as Total Physical Response (TPR) (Asher, 1965); The Microwave Device (Cummings, 1964); Hall's Situational Reinforcement (Hall, 1978); Lipson's Stylized Mnemonics (Lipson, 1971); and The Silent Way (Gattegno, 1963), etc., have been utilized in foreign language classrooms. Researchers such as Hartley & Hartley (1982) and Underwood (1982) have compared various newer teaching strategies with the traditional grammar-translation/cognitive code method. The former research by Hartley & Hartley (1982) reported on a teaching strategy which emphasized the writing skill using "picture packs". While the latter research, Underwood (1982) compared computer assisted language instruction with grammar-translation/cognitive-code. Each of these teaching strategies offers a different approach to teaching a foreign language. However, a close examination reveals that these strategies typically involved "observational learning" in which students remain seated during instruction as the teacher

moves about the room.

One traditional strategy of teaching a foreign language which typically involves "observational learning" is grammar-translation/cognitive-code. This teaching strategy is one in which instruction is devoted primarily to reading and writing the foreign language. Positive aspects of using this strategy to teach a foreign language are identified as follows:

1. It enhances skills in reading and writing.
2. It tends to provide students with a better understanding of their native language.

However, grammar-translation/cognitive-code does not emphasize oral communication in the foreign language classroom.

Rivers (1979) research findings indicated that students study foreign languages "in order to converse with and to understand speakers of that language" (p. 29). However, many foreign language instructors today find themselves in a position of using a required textbook which may not enhance the use of oral communication skills. Therefore, there is a need to provide an instructional strategy which promotes use of the oral skill in the foreign language. This strategy must also be one which can be used in conjunction with a textbook, when necessary.

In contrast to "observational learning," "active learning" occurs when the students are frequently active during instruction.

James Asher has developed and experimented with the Total Physical Response Strategy (TPRS). It is a teaching strategy in which students learn a foreign language by physically acting out teacher-directed commands. The TPR instruction strategy is based on asking the students to be silent, to listen carefully to commands and then to physically respond. Asher, a Professor of Psychology at San José State University, has suggested an alternative model to the currently-used teaching strategies. This technique is one which emphasizes that language is acquired implicitly, and not learned. In contrast with language programs which start with explicit learning, such as grammar-translation/cognitive-code, Asher's model is one in which initial training starts with implicit learning and gradually makes the transition of explicit learning as students progress into advanced stages of language acquisition.

Unlike explicit learning, implicit learning does not emphasize error-free production, correct form, and conscious rule-learning. Asher's strategy, Total Physical Response, is a learning strategy, a model of how children learn their first language. It is designed to make a second language learnable and enjoyable for most people.

Krashen, a Professor of Linguistics at the University of Southern California, has suggested that the best approach to follow in second language instruction might

be one in which both learning and acquisition are fully utilized in the classroom. It was his conviction that language fluency can come only from acquisition, and that this acquisition process was subconscious. In his view (1980), explicit strategies such as those used in the audio-lingual methodology fostered "conscious language learning." Implicit teaching strategies, on the other hand, may result in "subconscious language acquisition." According to Krashen's "Monitor Model" theory, conscious, or explicit, learning is available to the language learner as a process which allows the language learner to make corrections on the output of language that is acquired. Classroom tasks which focus on linguistic manipulation seem to encourage monitoring, while those which focus on communication do not.

Rationale

According to Asher, the purpose of TPR is to use that portion of the mind which he feels is most neglected by educators -- the right hemisphere of the brain. Most textbook learning involves the use of the left hemisphere, which is logical, analytical, and mathematical. (Asher, 1974). It was Asher's opinion that right-brain learning was more effective for language learning and that less talented students could learn languages as well as the "talented" student now does. A further

appealing feature of this right-brain strategy (TPR) is the resulting long-term retention.

In previous studies (Asher, 1965; 1966; Kunihiro & Asher, 1965), this strategy was called the "Learning Strategy of TPR." Researchers demonstrated that when adults learned listening comprehension in either Russian or Japanese, there was a meaningful difference in retention if the adults were in "action" while learning rather than "sitting passively" writing English translations. Additional research conducted by Wolfe & Jones (1982) indicated that significant statistical and educational differences favored the TPR strategy over the traditional grammar-translation/cognitive-code. Furthermore, experimental subjects expressed greater satisfaction with their foreign language class when taught via the TPR strategy (p.28).

Although the authors of the above research reported significant findings, there were some areas of weakness in the research design. In the longitudinal studies conducted by Asher et al (1966), the subjects who participated were volunteer adults. Their volunteerism indicated a certain level of positive attitude and motivation toward studying a foreign language. Research (Lambert and Gardner, 1977) has shown that there was a high correlation between attitude and motivation and achievement in learning a foreign language. Examining the research more closely, one may question whether or not the results

of the studies would have been significant if non-volunteers had been used. Another area of question concerning TPR research was that these studies failed to incorporate an oral segment. Asher (1965) stressed the importance of the delay of the oral skill. However, in earlier research (Asher, 1964, 1965, 1966; Asher & Price, 1967; Asher et al, 1974, 1979), there was no indication of empirical studies which had been conducted to investigate this hypothesis.

TPR offers an approach for instruction in the foreign language classroom. As noted earlier, the method allows students to take an "active" rather than an "observational" role in the learning process. Although past research which sought to establish the efficacy of TPR indicated significant positive results, there is still the need to investigate the inclusion of the speaking skill in the strategy.

Statement of the Purpose

This study sought to investigate the effects of simultaneous oral production and The Total Physical Response Strategy on the speaking achievement, attitudes, motivation and interest level of 178 Level I Spanish secondary education students. A secondary purpose of this study was to compare and contrast the speaking achievement between eighth grade Level I Spanish students (Middle School) and ninth thru eleventh grade (Senior

High) Level I Spanish students.

It was the purpose of this study to examine:

1. whether first year foreign language students achieved higher levels of oral production if they were "in action" while learning selected Level I objectives; and
2. the impact of delayed oral response in a pure TPR strategy as compared to inclusion of a speaking component in a modified version of TPR; and
3. whether there were differences in the speaking achievement between middle school and senior high school Level I foreign language students who were taught via the Pure TPR strategy versus the Modified TPR strategy.

Statement of the Problem

Most of the findings related to TPR which have been reported to date have resulted from studies involving very few hours of training in the foreign language. The research results of the earliest Asher (1965) studies were limited in that they were of short-term duration; the total training time was often less than three hours.

Another conspicuous gap in the research was the use of TPR in a secondary school setting at the beginning level of instruction. Most of the TPR research to date was conducted with subjects who were either in elementary school or undergraduates in college. In an early TPR study, Asher and Price (1967) indicated some differences that occurred due to age. Subjects in the study were elementary school pupils in a school district in San José, California, and undergraduate

students at San José State College. In a series of studies reported two years later, Asher (1969) again reported results of the use of TPR with elementary school children and undergraduate students. Only two recent studies (Wolfe & Jones, 1982) and (Uliano, 1984) were conducted in the secondary school setting using the TPR strategy. A detailed description of these studies is found in Chapter II.

It was this investigator's belief that research needed to be conducted on delayed versus simultaneous oral production regarding the TPR strategy and its effect on speaking achievement.

Significance of the Study

The value of this study lies in its potential for supporting Asher's delayed oral production tenet.

It was anticipated that foreign language teachers would be able to review this research and incorporate into their daily lessons a teaching strategy designed to further enhance students ability to speak the foreign language. Finally, it was the intention of the investigator that the results of the study offer useful information to expand the horizons of the classroom teacher by identifying instructional vehicles which could be adapted to various classroom objectives and content.

Research findings have revolutionized the way linguists regard the language learning and language

acquisition processes (Asher, 1979; Krashen, 1981; Gardner and Lambert, 1972; Chastain, 1970). The findings are not only of use to classroom teachers, but they sometimes contradict popular notions about language learning (Chomsky, 1966; Carroll, 1969). This study investigated the impact of a pure and a modified TPR strategy with randomly assigned, secondary school Level I Spanish students. Four groups of subjects were taught via two different teaching strategies: one group was at one Middle school using the Pure TPR strategy. At the other Middle school a group was taught using the Modified TPR strategy. At the Senior high level there were two groups; one which was taught using the Pure TPR strategy and the other was taught using a Modified TPR strategy. Additionally, this study was designed to investigate implications for foreign language teaching strategies beyond TPR. For example, what was the impact on student foreign language achievement when students were involved in situations which allowed them to move around the classroom and interact with each other.

Research Hypotheses

The following set of hypotheses were posited for this study:

H₁: There will be differences between the Modified

TPR group and Pure TPR group in speaking achievement favoring the PureTPR group among senior high Level I Spanish students as measured by the Bilingual Syntax Measure.

H₂: There will be differences between the Modified TPR group and Pure TPR group in speaking achievement favoring the PureTPR group among senior high Level I Spanish students as measured by the four speaking achievement tests.

H₃: There will be a positive correlation of speaking achievement with positive attitudes and motivation toward speaking Spanish as measured by a) attitude and motivation toward speaking Spanish, b) attitude toward the Spanish class, c) attitude toward the teacher.

H₄: There will be differences between preference of instructional approach at the middle school level favoring the Pure TPR strategy over the traditional method.

H₅: There will be differences between preference of instructional approach at the middle school level favoring the Modified TPR strategy over the traditional method.

Variables

The independent variable of this study was the speaking achievement of the groups as measured by their performance on the four speaking tests. The dependent variables were: the measured performance on the pretest (Pimsleur Language Aptitude Battery), the level of

performance on the Bilingual Syntax Measure (BSM), the measured performance on the Attitude and Motivation Test Battery (AMTB), and subjects' responses to the student perception questionnaire.

Definition and Explanation of Key Terms

Terms used in the present study which may require clarification for readers are listed below:

1. Achievement: refers to students accomplishing content goals and objectives.
2. Attitude and Motivation Test Battery (AMTB): originally developed by Gardner and Smythe in 1972. This instrument is a questionnaire which now has been refined and revised to yield four attitudinal and motivational indices derived from seventeen subscales related to second language learning. The version adapted and validated by Muchnick and Wolfe (1982), has been found to be a highly reliable instrument for assessing attitudes and motivation of American high school Spanish students.
3. Cognitive Code Method: a teaching method in which a more active use of the student's mental powers is encouraged; the teacher provides guided practice in thinking in the language.
4. Comprehension Training: an underlying principle of the TPR strategy. This is a model for an optimal format for instruction in another language, abstracted from observations of infant development. Comprehension

training means that the students are silent, but listening to a command given by the instructor, and then performing an appropriate action. The directions begin with simple commands; however, the complexity of the directions expands into more sophisticated patterns as the student progresses.

5. Delayed Oral Practice: a teaching strategy in which oral language production follows only after language understanding. This technique is consistent with a model of how children learn their first language.

6. Explicit Teaching Methodologies: language teaching methods, such as audio-lingual, designed to promote language "learning." These methodologies usually include focused study and practice with various sorts of exercises and rely heavily on verbal discourse. Oral production of the language is encouraged; verbatim repetition and rote memorization of language patterns are commonly-used instructional techniques in developing the speaking skill.

7. Grammar-Translation Method: classes are taught in the mother tongue (L_1) with modified active use of the target language (L_2); much vocabulary is taught in the form of lists of isolated words; provides explanations of the intricacies of grammar; minimal attention is given to pronunciation (Celce-Murcia, 1979).

8. Implicit Teaching Methodologies: language teaching strategies, such as Total Physical Response, designed

to promote language "acquisition." The focus in these strategies is on the "picking up" of the language by the teacher, often by re-enacting the developmental stages that an infant experiences in acquiring a first language, but at a more rapid pace.

9. L₁: refers to the mother tongue or first language of an individual.

10. L₂: refers to a second or foreign language which an individual has learned (or is in the process of learning).

11. Modified Total Physical Response: refers to the teaching strategy developed by James Asher which involves having students acquire a foreign language by physically acting out teacher-directed commands. Modified TPR differs from Pure TPR in the following ways: a.) students will experience simultaneous oral production while acting out the commands; and b.) students will practice immediate oral production (as opposed to delayed oral practice).

12. Pimsleur Language Aptitude Battery (PLAB): is a predictive test designed to aid guidance counselors and foreign language teachers seeking ways of determining with reasonable accuracy how well a student will do in the field of foreign languages. In addition, the PLAB may also provide useful information for identifying the difficulties that individual students may experience in foreign language study.

13. Pure Total Physical Response: is a foreign language learning strategy which is based on the assumption that most linguistic features can be nested into the imperative form. In this technique, students are not required to respond verbally. Instead, they listen to a command in a foreign language and then immediately respond with an appropriate physical action.
14. Second Language Acquisition: a system for internalizing knowledge about language; the focus in this system is the unconscious formulation of grammatical principles.
15. Second Language Learning: another system for internalizing knowledge about language; the attention in this system is on the conscious, cognitive-based, study of grammar. Language learning activities are said to be limited in their usefulness with beginning students.

Basic Assumptions ,

For purposes of this study, it was assumed that:

1. The TPR strategy could successfully be integrated into the curriculum.
2. Speaking achievement in a foreign language may be activated and assessed.
3. The TPR strategy could successfully be integrated into a predescribed curriculum which uses a textbook favoring traditional grammar-translation/cognitive code method.

4. The TPR Strategy research and theories which involved elementary school children and college adults were pertinent to secondary education students.

Delimitations Of The Study

The Total Physical Response Strategy has been an experimental model. One important question considered was, did it have the characteristics needed to meet the learning needs of students at various age and ability levels? In addition to this question, it could not be stated conclusively that previous exposure to the foreign language did not affect student's performance. This variable could not be controlled by the researcher since the subjects were twelve to sixteen years old. Another limitation was that previous TPR research emphasized the pure strategy with no variation(s). Therefore, this study was not based on previous empirical research. Building the speaking skill into the strategy itself was, by design, a unique approach to implementing TPR. The inclusion of this aspect, dictated that the researcher use tools for evaluating speaking achievement. Finally, teacher effectiveness and personality were variables which might have affected the outcome of the study. These variables could not have been fully controlled, although an attempt was made to standardize the participating teachers background and experiences with TPR. All of the participating teachers had received "out-

standing" overall performance ratings by their supervisors over a ten year period. The posttest measure, Bilingual Syntax Measure (BSM) may have tested certain items which had not been previously covered in the curriculum content.

All of the subjects who were included in this study attended a public secondary school in a suburban location. Therefore, generalization of the findings to other populations or to other settings may not be appropriate.

As a result of a serious illness of one of the original participating teachers two weeks into the investigation, the researcher in this study instructed both the Pure and Modified groups at the Senior high level. Unintentional bias, however slight, toward either of the two groups included in the study may have influenced the results.

Theoretical Bases

Regarding teaching methods, Bialystok (1965), indicated that if class time were spent in such a way so as to make optimal use of the students' time and involvement, then performance in the language would be positively affected. As viewed by Dirven (1981), instead of grammatical perfection being the goal of language instruction, immediate communication competence may be stressed. Rather than forcing students to absorb

knowledge of the language through grammar instruction and error correction, TPR encourages learners to develop language competency subconsciously through direct involvement (Wolfe & Jones, 1982).

Chapter Summary

Chapter I has presented an introduction to this investigation. The significance of the study was addressed. The characteristic of the proposal study, including the problem, assumptions, delimitations, and definition of terms as used in the study were provided. The research questions and hypotheses, reflecting the particular concerns of the investigator, were also presented.

Organization of the Dissertation

The dissertation consists of five chapters. Chapter I has provided an introduction to the study. Chapter II reviews selected literature related to the theoretical and methodological framework of this study. Chapter III presents a detailed description of the methodology and procedures. Chapter IV contains the results of the investigation and the statistical analysis used in testing the research hypotheses. Chapter V presents a summary of the study with conclusions and implications.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter represents a general review of the theory and research considered central to the investigation. In addition to an "Overview of the Total Physical Response Strategy" research, three additional areas included in the review are: 1) Classroom Studies in Which the Comprehension Approach to Foreign Language Instruction was Applied; 2) Classroom Studies in Which Applications of the Total Physical Response Technique Resulted in Increased Linguistic Achievement and/or Improved Student Attitudes; and 3) Studies Involving Use of the Total Physical Response Strategy in Which Asher was Directly Involved.

Overview of Total Physical Response Strategy

Having been introduced to the profession during the period when Audio-Lingual Methods (ALM) and materials were very popular, TPR was not instantly popular as a teaching strategy in secondary school foreign language programs. However, at the time of this study, TPR was receiving much support from continuing research investigations (Uliano, 1984) (Jones and Wolfe, 1982) in outlining its usefulness. Data which had already been reported by Asher and his colleagues, (Asher and Price, 1967) (Asher and Garcia, 1969) (Kalivoda, Morain,

and Elkins, 1971) gathered from studies conducted during the past twenty years, suggested that the TPR strategy was a valuable aid in foreign language acquisition. However, the limits of the extent to which the applications of TPR be generalized were unknown at the time of this investigation due to the void in pertinent available research.

In 1985, TPR was in its developmental stage although several major controlled experiments (Asher, 1965, 1966, 1974; Wolfe & Jones, 1982; Swaffar & Woodruff, 1978) and various pilot studies (Kunihira & Asher, 1965; Asher, 1965; Asher & Price, 1967) had been conducted during the previous twenty years. The controlled experiments that were conducted served as sources of primary data which tested the hypothesis of the TPR strategy.

According to Asher (1982, p.4) the three key ideas in the instructional format for children or adults learning a second language are:

- 1) Understanding the spoken language should be developed in advance of speaking.
- 2) Understanding should be developed through movements of the student's body.
- 3) Do not attempt to force speaking from students. As the students internalize a cognitive map of the target language through understanding what is heard, there will be a point of readiness to speak. The individual will spontaneously

Classroom Studies and The Comprehension Approach

This section reviews the contribution of researchers in the area of comprehension training and delayed oral production. Wilga Rivers (1966, p. 204) noted that the necessity of the listening skill, "is one of the most enjoyable activities associated with the language program."

In 1985, the notion that providing a period of listening comprehension training in the foreign language class was critically important was not universally-accepted by the profession. Paulston and Bruder (1975), for example, stressed the need for immediate oral production. They felt that this production should begin with tightly-controlled mechanical drills. Winitz and Reeds (1975) insisted that some degree of comprehension must precede production.

The comprehension input theory in foreign language teaching has recently gained more status in the profession (Byrnes, Fink, and Roman, 1982). Child language acquisition and theoretical linguistics research (Terrell, 1982) indicate that the role of comprehension in the acquisition of language was a primary one. A strategy such as TPR, whose underlying foundation rests on the premise that speaking will develop once an individual has received

sufficient comprehensive input, has given strength to the proponent which supports delayed oral production.

Davies (1976) advocated a change in present methodology to courses and course materials which specifically offered training in the receptive skills. It was his opinion that listening comprehension was part of a possible solution to our current low success rate in second language training (p.79). Winitz and Reeds (1975) insisted that some degree of comprehension must precede production. Additionally, Byrnes, Fink, and Roman (1982, p.46) were convinced that "a longer period of meaningful listening builds up to a point of readiness where listening fluency naturally leads to spontaneous speech."

Continuing this posture, Postovsky (1975, p.21) recommended that "training in the processing of auditory input in beginning language classes precedes training in the generation of speech output." He felt that it was erroneous to assume that if speaking ability were developed, listening comprehension would follow. Postovsky stated that this sequence actually retarded the learning process by overloading the student's short-term memory. He viewed skill in production of speech output as the most complex language skill to be acquired, and therefore, not a logical starting point. Terrell (1982) also believed that comprehension was the basic skill which promoted acquisition, and should therefore

precede speech production. He favored a pre-speaking period suited in length to the needs of the students.

In 1974 Postovsky conducted the first large-scale experiment in the area of comprehension as a prerequisite to the oral production. In his study, the effects of delayed oral response were analyzed at the beginning of second language training. The subjects involved were military personnel, ages 18-24 who had volunteered for language training at the Defense Language Institute in 1974. The target language was Russian. Throughout a 12-week training period, the students in the experimental group did not speak during the initial four-week period of instruction. They were introduced to the Cyrillic alphabet and were given pronunciation practice during the first three days to enable them to write their responses to the material presented aurally. The control group practiced oral production from the first day of instruction. After three days, this group also was introduced to the Russian alphabet. An equal emphasis on aural comprehension was stressed in both groups. Each group used identical materials and had the same amount of contact hours. The group that participated in delayed oral response took part in dictation practice, written pattern drills, and writing dialogues from memory. At the end of the initial four-week period, both the experimental and the control groups were merged into the regular program. Comprehension tests were

administered mid-way through the study and, again, at the end of the training period. After six weeks, the experimental subjects were found to be significantly better ($p < .01$) than the control group in speaking, reading, and writing Russian. Because they had received more practice in reading and writing, their superiority on these criterion measures had been anticipated. However, the higher speaking scores were not anticipated since the experimental group had had less practice in speaking Russian. Although the difference between groups favored the experimental condition, at the end of the 12-week period the experimental group was significantly superior to the control group only in listening comprehension ($p < .008$). Postovsky suspected a high positive transfer from writing skills to speaking skills, although he admitted that his study could not be taken as conclusive evidence of any one particular theory of second language acquisition. His findings did suggest, however, that the strengthening of the listening skill may have a beneficial effect upon students speaking achievement.

Conversely, Winitz and Reed (1973) advocated a completely different approach in the development of the listening skill. Their technique involved the use of a machine. The device was called a Totally Automated Psychological Assessment Console (or TAPAC). It contained a four-screen panel which could be used

in several ways. First, the user was called upon simply to associate a word with a picture. As the lessons progressed, the response requested became increasingly difficult, as comprehension skills were heightened. Utilizing the TAPAC device, Winitz and Reed (1973) studied two students who with no prior knowledge of German, learned that language. To their delight, favorable results were attained. After four hours of practice with the machine, Student 1 correctly translated a list of German vocabulary words with 100% accuracy. In addition, when asked to recall the gender of German nouns, the subject made only one error. Student 2 performed equally well on the same two criterion measurements. On a third measure that pertained to forms of the definite article, Student 2 achieved a perfect score.

In a related study, the effect of delayed oral response and the audio-lingual method was investigated by Gary (1975). The research involved thirty elementary school students. Listening comprehension and oral production skills were compared while students were being taught Spanish through two different strategies. In the experimental group, oral production was delayed for 14 weeks. Then during the remaining seven weeks, oral production was only permitted during the second half of each class period and not during the first half. The students in the control group were required

to use Spanish from the first day of instruction. Both groups had equal amounts of listening practice throughout the experiment. The dependent variables were listening and speaking as measured on two daily teacher-made tests given to each group and on tests of oral production and attitude given at the end of the 14th and 22nd weeks. Significant differences in listening comprehension skills, using a one-tailed sign test, favored the experimental group. On the final test, oral production measures were found to favor the experimental group, although differences were not statistically significant. Attitudinal measures revealed that both groups liked their classes. At the conclusion of the research report, Gary suggested that individual teachers should experiment at the various grade levels in order to determine an appropriate time frame of delayed oral production.

Up to this point in time, the focus of the listening comprehension studies (Winitz and Reeds, 1973) (Gary, 1975) had been on short-term learning. Postovsky (1981) conducted an investigation to assess both short-term and long-term learning of students who began to learn Russian. The research involved the use of a television teaching unit similar to Winitz and Reeds' TAPAC. The participants in the study were 11 students who had never studied Russian and who were preparing to enter the Defense Language Institute. For a time period

of three days, the students remained silent during instruction. Each day, during the two-hour training period, the students listened to Russian utterances and indicated a choice of pictures which were shown on the television monitor. Retention measures were administered at varying intervals. The results indicated short-term comprehension of 92-97% and long-term comprehension of 98%; the latter occurring up to ten days following the completion of the training.

Postovsky (1981) replicated the study with 12 new students. These students were not advised that a delayed assessment measure would be administered. The students demonstrated a retention of 91-96% immediately following training, 94% the day following training, and 96% ten days later. Also, a majority of the students rated the approach superior to textbooks and to traditional classroom learning.

The findings of Postovsky's research suggested a positive transfer from listening comprehension to the audio-lingual method. Furthermore, they may also suggest that the second language acquisition process can be made less strenuous and more productive by emphasizing aural comprehension rather than oral production in the initial phase of language instruction.

Reeds, Winitz, and Garcia (1977) conducted research involving high language retention following comprehension training. There were two experimental groups of students

who viewed eight hours of videotaped presentations of spoken German during their time period of comprehension training. In Group 1, there were six graduate students with no previous training in German. These students completed lessons during a 2-week period with 70-minute daily lessons. The training period for Group 2, high school German students with no prior background in the language, lasted for 3 weeks. Class sessions for this group were held on a daily basis for 45 minutes in length. In addition, there was a control group of 16 college German I students with no background in German. The results indicated a superior retention of the semantic and grammatical features of German immediately after comprehension training. These results favored the experimental groups. Group 1 scored 94% on the retention measure, while Group 2 scored 95%. (With novel sentences, Group 1 scored 80%, Group 2, 70%; the control group, 24%.) The researcher did not report the statistical significance of these results.

In a review of the available research conducted in the area of listening comprehension training in foreign language classrooms, it seemed apparent that there was conflicting evidence. Corbett and Smith (in Winitz, 1981) studied 74 first-semester college students who used the Winitz materials, entitled, The Learnables (Winitz, 1978). This investigation examined the listening comprehension approach. The group of

students included both those students who had previously studied Spanish and those with no previous study. Delayed oral response was maintained for 6 weeks. This group was compared with a group of 104 students who were instructed using traditional grammar-translation/cognitive-code method. The students in the experimental group completed 20-minute to half-hour audio cassettes and 20 workbooks each containing two lessons and corresponding pictorial referents for the words and the sentences voiced on the audio tapes. During the same time, the control students worked on the textbook material from the beginning. After the initial 6 week period, the experimental students began using the regular text at an accelerated pace. The researchers hypothesized that the experimental students, using a listening comprehension approach, would achieve higher on criterion measures of listening, vocabulary, grammar, and sight readings, and that they would have a more positive attitude toward language learning. However, when the data were analyzed, an ANOVA for the students who had previously studied Spanish, revealed that the control group scored higher than the experimental group on all of the selected criterion measures. These differences were significant at $p < .05$ on all of the testing measures except structure, which was significant at $p < .011$. The only significant difference between the groups of inexperienced students favored the control group

($p < .05$) on a listening comprehension subtest. Those students who comprised the experimental subjects scored higher on several of the other criterion measures. However, the control group outscored the experimental students on others. None of these differences was significant.

In view of the results of the investigation, the researchers offered several explanations for the outcome. They suggested that the Winitz strategy fostered a receptive mode by the student. Furthermore, they suggested that listening comprehension strategies which allowed for more active participation by all, including such activities as writing, drawing or acting out what has been seen or heard might result in more favorable results.

The TPR strategy was further investigated by Uliano (1984). He conducted a research experiment involving three Level I Spanish classes in a secondary school setting. There were two experimental groups and one control group. In each of the two experimental groups, the TPR strategy was used by the instructor throughout the duration of the course. The instructional mode for these students began with implicit learning (or acquisition) of the target language, rather than with more traditional, explicit instruction (which was the instructional model for the control group). Speaking Spanish was delayed until the students had begun to internalize the basic code of the language. As the

L2 comprehension skills became more sophisticated, explicit teaching methods were introduced by the instructor. However, TPR, the implicit teaching strategy which was the focus of the study, was used on a continuing, daily basis. Only the length of time of delayed oral response (20 instructional hours and 30 instructional hours) differentiated the two experimental groups. The study was conducted at the secondary school level for a period of approximately 150 hours of classroom instruction--one complete academic year.

The study focused on the language proficiency skills, attitudes, motivation, and interest in learning a foreign language of three groups of students. Correlations between each of these phenomena, the use of delayed oral response, and the TPR strategy were examined. Both achievement in Spanish and the attitudinal/motivation component were measured.

The students in the experimental group engaged in delayed oral production during the first 20 hours of instruction. During this period of delayed oral production, all of the vocabulary and grammatical constituents of Spanish which were introduced to the students were nested in commands. Numerous activities were used to introduce variety into each of the class periods during the initial phase of instruction, as well as to relieve the students of the tedium of an all-TPR approach. The students took part in dictation exercises

and other writing activities at regular intervals. Extensive use was also made of listening comprehension activities recorded on cassettes.

The same approach was used with the second experimental group. The one existing difference was the amount of hours of delayed oral production. Once the initial phase of instruction had concluded, the use of TPR continued on a daily basis throughout the second semester as well. TPR was then used during the first 10-minute segment of each class period. During the remainder of each period, a number of modified audio-lingual activities which had formed the basis for instruction with the control group from Day 1 were used.

The control group engaged in oral practice immediately upon entering the classroom on the first day of instruction. The approach used with this group was characterized by extensive use of dialogues, skits, conversation exercises, vocabulary practice, pronunciation drills, and structure drills.

The findings suggested that the use of communication situations in which students are permitted to remain silent for extended periods of time can be part of an effective approach for the early periods of language instruction. Further, the results indicated that the approach which approximated what language learners of all ages have been observed to do naturally, respond physically to a variety of verbal commands, appeared

to be more effective in the early stages of second language learning than one which was based on purely explicit teaching strategies.

The students in experimental Group 2 demonstrated a level of proficiency greater than that of the control subjects in each skill area, while the students in Experimental Group 1 attained the greatest adjusted mean score. On the test used to measure proficiency in speaking Spanish, the control students scored 4.23 points lower than the students in Experimental Group 2. Furthermore, the data revealed that the areas of reading and writing scores favored the experimental conditions. On the Reading Test, the control students demonstrated an adjusted mean score 4.46 points lower than that of the E₁ students and 3.92 points lower than that of the E₂ students. Likewise, on the Writing Test, large differences separated the adjusted mean scores of the Control Group from the scores of E₁ and E₂. The control students attained a mean writing score which was 6.59 points lower than that of the students in E₁ and 5.76 points lower than that of E₂ students.

Relationship of the comprehension training studies to the present investigation.

The following is an examination of the present investigation as it related to the previous work which had been conducted in the field of comprehension training in foreign language classroom.

In the research design the present study more closely resembles the Uliano study. (note - present study throughout refers to this study.) Secondary school students in Level I Spanish classes served as subjects. Speaking achievement tests were administered four times during the course of the 9-week study. Subscales of the revised AMTB were administered in order to measure student attitude. With the exception of the second Postovsky study, which focused on the comprehension training of students during a brief, pre-language instruction period, this study has significant similarities with the other previously conducted experimental studies cited in this chapter.

Again, at the time of this study, researchers in the area of comprehension training had not reached mutual agreement regarding an optimal time for delayed oral production in second language acquisition. Periods of time lasting from 3-14 weeks have been reported in the literature. In the present investigation, those students participating in the Pure TPR groups were not permitted to respond orally for two weeks. Both previous research and the present investigation attempted to examine correlations between speaking, students attitude, and delayed oral response. The one component built into this investigation which separated it from all other previous research, was having the students in Modified TPR Groups speak while carrying out the

teacher-directed commands. There were other differences which distinguish this investigation from previous research conducted in the area of comprehension training. In four of the studies reviewed in this section, listening comprehension training involved the use of programmed instruction (using cassettes, television, machines, etc.) rather than interaction with the classroom teacher. In each of the above mentioned studies, the students responded during the training period in a receptive mode. That is, they wrote, listened to a tape, or viewed a TV monitor. The TPR strategy was not employed as a listening comprehension strategy; students did not physically involve themselves during the period. In the one study where the data revealed by the researchers does not support use of a listening comprehension strategy, the researchers suggest that more favorable results might have been obtained if the subjects had been more actively involved in the training. In the present investigation, both groups, Pure TPR and Modified TPR, were physically active during class sessions from the onset of the study. Students participated in "active" learning rather than "observational" during the 9-week investigation.

The following information presented in Table 1 displays a summation of the above mentioned classroom studies and the TPR strategy involving the comprehension approach.

Table 1

Classroom Studies
TPR Strategy Involving The Comprehension Approach

Investigator(s)	Students	Length of Training	Type of Listening Strategy Used	Results
Postovsky (1970)	Adults, Military personnel ages 18-24	4 weeks	Strong emphasis on writing and dictation	Experimental group performed significantly better in all areas tested
Winitz and Reeds (1973)	Undergraduate students	4 hours	TAPAC machine	Students demonstrated significant retention for vocabulary learned
Gary (1975)	Elementary school children	14 weeks	Varied compre- hension strategies	Significant differences in listening comprehension skills favoring group

Table 1 Continued

Classroom Studies TPR Strategy Involving The Comprehension Approach				
Investigator(s)	Students	Length of Training	Type of Listening Strategy Used	Results
Postovsky (1976)	Military personnel	3 days	Television teaching monitor	Students demonstrated increased comprehension skills and more positive attitudes than control group
Reeds, Winitz, and Garcia (1977)	6 graduate students; 32 high school students	8 hours	Videotape recordings of spoken German	High degrees of retention followed training
Corbett and Smith (in Winitz, 1981)	178 college undergraduates	6 weeks	Programmed comprehension exercises on a teaching machine	The control group scored higher on all criterion measures; Findings conflict with those in previous studies

Table 1 Continued

<u>Classroom Studies</u> <u>TPR Strategy Involving The Comprehension Approach</u>				
Investigator(s)	Students	Length of Training	Type of Listening Strategy Used	Results
Uliano (1984)	64 high school students	9 months	Varied compre- hension strategies	Data were statistically non-significant

Classroom Studies in Which
Applications of the Total Physical
Strategy Resulted in Increased Linguistic
Achievement and/or Improved Student Attitudes

In a large-scale study conducted by Kalivoda, Morain, and Elkins (1971) the setting involved high school students taught via an implicit teaching strategy. One hundred eighty high school students studying French, Spanish, and German participated in the investigation. The six week course featured the use of the audio-motor unit, a strategy based on TPR. The students received 1-6 years of previous language training. During the training period, the audio-motor units were presented to the first and second-year students on a daily basis during the last 10 minutes of class. The advanced students participated in the units twice a week. At the end of the training period, the students were asked to complete an attitude questionnaire on the use of the audio-motor strategy. A summary of the results follows.

Ninety percent of the students in the study indicated that they found the units were stimulating, entertaining, and an interesting change of pace from the normal classroom routine. The students also felt that their listening comprehension and vocabulary-building skills improved as a result of the use of the audio-motor units, although no attempt was made to evaluate the effect of the strategy in these areas.

The eight classroom teachers responded to a questionnaire different from the students. They were requested to give their reactions to the technique and their perceptions of their students reactions. Also, the teachers were asked to present the strengths and weaknesses of the technique. Seventy-five percent of the instructors provided positive reactions. They felt that the physical response units aided them in reinforcing lexical and syntactical items being presented in the daily lessons. They believed that the cultural learnings in each unit stirred great student interest. In addition, the students were using commands spontaneously both in and out of the classroom.

The instructors who objected to the use of the units felt that they were not given enough orientation prior to the use of the technique. They also thought that the students should read and speak the commands and not just hear and enact them.

Reading and writing skills however, are not stressed at the onset of instruction in a TPR classroom! The TPR strategy is based upon the premise that, "The first element is that listening skill is far in advance of speaking." (Asher, p.3). Asher designed a pilot study which was carried out by de Langen (1972a). The purpose of this study was to determine how fast understanding of spoken German could be assimilated by North American English speaking children when the learning was based

on the imperative. The study consisted of five children who were members of a Girl Scout group that volunteered to learn German in an after-school class two days a week. The eleven-year-old girls were moved continuously through commands in German by de Langen. The results of this pilot study indicated that the children with no prior training in German understood the same amount and content of German that is assimilated through memorization of dialogues by adults during the initial two months of training at the Defense Language Institute (DLI).

There were a series of other classroom studies (Asher, 1976) to follow up the pilot demonstration. These studies involved children in the first, second, fifth, sixth, and seventh grades being taught by experienced teachers who uttered commands in Spanish to manipulate the movement, orientation and action of the students. The language training for one school year was 20 minutes a day three times a week with no homework.

The first finding in the study was that all groups of children made rapid progress in understanding Spanish when compared to control groups. Secondly, there was substantial transfer-of-learning from understanding spoken Spanish to reading, writing, and speaking. Thirdly, the children showed their most dramatic gain in the comprehension of novelty; that is, the students had an accurate understanding of what was said in Spanish

when elements learned in training were recombined to create unfamiliar sentences.

In another classroom study (Asher, 1972b), night school adults were taught German by an instructor who used commands to achieve understanding of spoken German. These students underwent approximately 32 hours of training in German.

One finding was that most grammatical features of the German language could be nested into the imperative form.

Another finding was that basic understanding of spoken German could be achieved without using the student's native language. For certain abstract words, however, the German was written on one side of a cardboard card and English on the other. Then abstract items such as "honor", "justice", and "love", were manipulated as objects.

Thirdly, the achievement of understanding for spoken German by the night school students with only 32 hours of training was better than the listening comprehension of college students who had completed either 75 hours or 150 hours of formal college instruction.

A fourth finding was that the internalization of understanding resulted in a large savings in instructional hours through transfer-of-learning to reading, writing, and speaking. After 60 hours of training, the spoken German was spontaneous and uninhibited,

but there were many errors in pronunciation and grammar.

A similar research investigation using the TPR strategy was conducted using undergraduate college students. The target language in this study was also German. Swaffar and Woodruff (1976) reported how the first year German language course was taught using the TPR instructional strategy. Approximately 350 students learned German using the concepts of the Total Physical Response strategy. The findings of this study were as follows:

First, listening and reading was assessed with the Modern Language Association Cooperative Foreign Language Tests. After one semester of German in the experimental program based on commands, the average listening and reading skill in German was about the same as students completing the second semester of German in a traditional audio-lingual program.

Secondly, the proportion of students who went from the first to the second semester was historically only 50%, but with TPR as the instructional strategy, approximately 75% elected to continue with the language into the second semester.

Thirdly, the motivation of students was appreciably increased as shown by student ratings. In the past, the mean student ratings for the course were average, and slightly above average for the instructors. In the classes taught via the TPR instructional strategy,

the mean student ratings were above average for the course and between above-average to excellent for the instructors.

Results similar to the Swaffar and Woodruff study were obtained in "The Second Field Test" reported by Asher, Kusudo, and de la Torre (1974). This study consisted of 27 college students with no prior training in Spanish. The students attended class for three hours one evening a week for two semesters. There was no homework assigned. After about ten hours of training in which the instructor spoke commands in Spanish to manipulate the behavior of individuals in the class, the students were invited, but not pressured, to reverse roles with the instructors. Those students who felt ready to try speaking, uttered commands in Spanish to the instructor who performed as directed by the students.

Beginning at this point, about 20% of the class time was spent acting out role reversals in which individual students had a chance to speak Spanish to move the instructor or peers. Later on, students demonstrated their creativity by inventing skits which they performed in Spanish. Still later in training, students role-played in problem-solving situations. For example, a student had to pretend that on a visit to Mexico, he found himself locked inside his hotel room when the key broke in the lock. His task was to use the

telephone to resolve the difficulty.

There was no systematic training in reading and writing. For a few minutes at the end of each class meeting, the instructor wrote on the board any structure or vocabulary item requested by the students. These items in Spanish, with no English translations, were almost always utterances the students had heard during the class. As the instructor wrote on the board, the students wrote in their notebooks. The results of the study were as follows:

After 90 hours of training, proficiency was assessed with the Pimsleur Spanish Proficiency Tests-Form C (Second Level). This measurement was stringent because it was designed for students who had completed the second level of audiolingual training with 150 hours of college instruction. The experimental group performed beyond the 50th percentile rank for listening, reading, writing, and speaking.

Most students (80%) were able to internalize the linguistic code -- the structure of the language and vocabulary -- when the language was synchronized with actual movements of the student's body. In this context "internalization" indicated that the linguistic input into the student had these three properties: 1. short-term memory; 2. long-term memory; and 3. the ability to transpose linguistic elements to comprehend novelty (Asher, 1965; 1966; 1969a; 1969b; and Kunihiro and

Asher, 1965).

It was shown for Russian (Asher, 1965) and Japanese (Kunihiro & Asher, 1965) that the Total Physical Response strategy produced a significant acceleration in comprehension. This held constantly, no matter how complicated or novel the foreign utterances and no matter how long the time interval after training from 24 hours to two weeks.

Twenty-one experiments were completed in an attempt to discover what factors within the Total Physical Response Strategy were producing the acceleration in learning.

The first finding indicated that the events in training were not as important as what happened during the retention tests. During training, it did not matter whether students listened to a Russian command and then acted along with a model or merely sat down, listened to the L₂ utterance and watched the model perform a physical action. What was important was that the students perform motor acts during the retention tests.

The motor act which occurred during the retention test was analyzed by dividing it into component parts and experiments were designed to explore the facilitating effect of each component. The results showed that no single component could account for the accelerated learning.

A third finding was that the motor act became

a powerful facilitation to learning only as the complexity of the learning task increased; that is, the novelty expansion was provided.

A fourth result was that the facilitating effect of the motor act held for complex foreign utterances no matter what the time interval between training and the retention test. This interval varied from immediacy to 24 hours, 48 hours and two weeks.

Finally, the finding most pertinent to this study was that when the students attempted to learn both listening and speaking together, the comprehension of Russian was significantly decreased. "Our data suggest that the listening training should not include any attempt to speak the alien phonology. If a high level of listening fluency is achieved, there may be a "perceptual readiness" to begin making the foreign utterances."

The above section briefly reviewed that available research findings in the area of classroom studies in which applications of the TPR strategy resulted in increased linguistic achievement and/or improved student attitudes. What follows is a description of this review relative to the present investigation.

Relationship of the Classroom Studies
in Which Applications of the Total Physical Response
Strategy Resulted in Increased Linguistic Achievement
and/or Improved Student Attitudes to the Present Study

There is a close resemblance in both focus and

purpose between the present investigation and that of Swaffar and Woodruff (1978), Wolfe and Jones (1982), and Uliano (1984). Each of these studies investigated the effects of TPR on student attitude and student achievement. In research design, the present study more closely resembles the latter investigation. Secondary school students in Level I Spanish classes served as participants. Publisher-prepared tests were used as indicators of student achievement. However, in the present investigation, these tests were used as a tool for measuring the speaking achievement of students. Subscales of the revised AMTB were administered in order to measure student attitude. In the present investigation, the speaking component was built into the TPR strategy. None of the other studies examined TPR with regard to the speaking skill. In the present study, the TPR technique, pure and modified, were employed for 9 weeks instead of one. A statistical analysis of the AMTB data, missing from the Jones and Wolfe report, have been included. Also included are correlations between TPR and standardized test scores as measured by the PLAB. By having included the evaluation of the speaking skill and by providing a thorough analysis of the research data, this researcher hoped to expand the body of available research provided by earlier research investigations in the use of TPR in the foreign language classroom. Furthermore, it was anticipated

that foreign language teachers would be able to review this research and incorporate into their daily lessons, a teaching strategy designed to teach students how to speak the foreign language.

Table 2 which follows lists a summation of the above mentioned classroom studies in which applications of the TPR strategy resulted in increased linguistic achievement and/or improved student attitudes.

Table 2

Classroom Studies Involving the Total Physical Response Strategy
and Increased Linguistic Achievement and/or Improved Student Attitudes

Investigator(s)	Students	Length of Training	Language(s)	Results
Kalivoda, Morain, and Elkins (1971)	High school students	6 weeks	French, German, and Spanish	Audio-motor units were well received by both students and faculty
Asher (1972a)	5 Girl Scout volunteers for 2 weeks	2 hours per week	German	Use of TPR resulted in favorable comprehension scores
Asher (1972a)	11 Adult night school students	Twice weekly for 1 semester	German	TPR group demonstrated a superior listening skill and a reading skill equal to the control group

Table 2 Continued

Classroom Studies Involving the Total Physical Response Strategy
and Increased Linguistic Achievement and/or Improved Student Attitudes

Investigator(s)	Students	Length of Training	Language(s)	Results
Asher, Kusudo, and de la Torre (1974)	27 Undergraduate students	3 hours per week for 2 semesters	Spanish	TPR groups demonstrated superior comprehension, reading, writing, and speaking skills
Asher (1977)	Elementary children	40 hours	Spanish	TPR students had better writing skills
Asher (1977)	9th grade students	20 hours	Spanish	TPR students achieved higher in spoken Spanish

Table 2 Continued

Classroom Studies Involving the Total Physical Response Strategy
and Increased Linguistic Achievement and/or Improved Student Attitudes

Investigator(s)	Students	Length of Training	Language(s)	Results
Asher (1977)	5th and 6th students	20 hours	Spanish	TPR students demonstrated higher writing skills
Swaffar and Woodruff (1978)	398 Under- graduate	Two semesters	German	TPR students showed improved achievement in German, more positive attitudes toward the course, and increased course enrollments

Studies Involving Use of the Total Physical Response Strategy in Which Asher was Directly Involved

The review of related literature which follows will examine the TPR studies by Asher and his colleagues. In the twenty years which have elapsed since the appearance of his first theoretical paper on this strategy, Asher had investigated TPR in many of its various aspects and has reported to the profession what appear to be very positive results. In 1986, as in 1964, Asher still figures as TPR's major proponent. Ever since the earliest studies, conducted under laboratory training conditions, the bulk of the research data has been collected by Asher and his students/colleagues.

Study A (Kunihira, 1965)

Eighty-eight volunteer college students, who had no prior contact with the Japanese language, were randomly divided into an experimental and three control groups. The groups of students who finished the experiment were shown to be homogeneous as measured by the Modern Language Appitude Test and the American College Testing Program.

One experimental and three control groups learned a sample of Japanese which began with simple commands as "tate" (stand) and "aruke" (walk). Within twenty minutes the complexity of the utterances was increased.

The experimental group listened to the Japanese

commands played on a tape recorder, and after each utterance, acted with the instructor as their model.

The first control group was treated the same as the experimental group except that these students sat and observed the model perform during training. The second control group listened to the English translation from the tape after each Japanese command, but they did not observe the model perform. The third control group read the English translations in a booklet after they heard a Japanese utterance. They also did not observe the performance of a model.

The retention tests were given immediately after training, again after twenty four hours, and finally, following a two week interval. These retention tests were scored in behavioral units. The same scoring procedure was used for the students in the control groups except that these people wrote down the English translation for the Japanese.

The experimental group, which used the TPR strategy, had significantly better retention than the control groups. The control groups did not show significant differences in retention among themselves as measured by F tests.

Asher was encouraged by these findings and a study was designed (Asher, 1966) to test whether the power of a total physical response would hold when a different language was used. The language used was Russian.

Study B (Asher, 1966)

This research was similar to the Japanese study except that the experimental group learned a sample of Russian using the TPR strategy while the control group observed the model perform in training and wrote English during the retention tests. The students were college undergraduates who volunteered to participate in response to the incentive of extra course credit. None of the students had a background or previous training in Russian.

The results were similar to the findings of the experiment in Japanese. The retention scores using "t" tests were significantly better for the experimental group, especially as the complexity of Russian increased from single or short utterances to long or novel Russian commands.

Study C: (Asher & Price, 1966)

Studies A and B indicated that TPR seemed to enhance the listening skill, especially for complex foreign utterances. This generalization may hold for adults, but how about children? Study replicated Study B except that sixth grade children rather than college students were the participants.

The experimental and control groups were composed of children matched on the California Test of Mental Maturity, the California Achievement Test, and teacher

ranking on classroom performance. None of the children were bilingual and none had prior exposure to the Russian language.

The children in the experimental group listened to the Russian and acted along with an adult model; the control group listened to the Russian and observed the adult model perform. During the retention tests, children in the experimental group acted individually while those in the control group wrote English translations.

The results showed clear differences in retention favoring the children who applied the TPR response.

Study D: (Price, 1966)

For a Master's thesis, Price collected data from samples of children in the second, fourth, and eighth grades. In each of these grade levels, sixteen pairs of children were matched on the California Test of Mental Maturity, the California Achievement Test, and teacher ranking on classroom performance.

This was a replication of studies B and C using Russian and with the experimental group applying the technique of the total physical response while the controls observed the model perform. During the retention tests, however, the children in both the experimental and control groups individually listened to each Russian utterance, then acted out their response.

The results yielded no significant differences

between the experimental versus the control group for the second, fourth, or eighth graders. Apparently, whether the students acted or observed the model act during training was not relevant as a variable for children of these ages. This observation was made by Asher (1966). At this point, the generalization seemed to be that differences in retention were somehow a function of whether the students acted or wrote their responses during the retention tests. As a further check on the conclusion that acting facilitated a greater retrieval of information than writing, a follow-up study was conducted on the eighth graders (Price, 1966). Approximately two months after the eighth graders had completed their training in Russian, another retention test was administered. Experimental and control children were matched on their overall performance in the training and half of the eighth graders in the experimental and control groups acted during the two-month retention test while the other half performed written translations of English.

The results showed that for complex Russian utterances, the children who acted their responses in the retention test had significantly better recall than the children who wrote English translations.

Study E (Asher, Wist, Hartley, Coven, 1967)

From eighth grade classes at the John F. Kennedy

Junior High School in Cupertino, California, fifteen pairs of children were matched as in previous studies on IQ, achievement, and teachers ratings. Approximately half of the pairs were boys and the other half girls.

In this study, both the experimental and control children learned a sample of Russian by observing a model perform during training. The difference between the groups was that in the retention tests, the experimental group acted in response to the Russian commands and the control group spoke the English.

The results showed no significant differences between the two groups in their retention scores.

Additional TPR Studies in Which Asher was Directly Involved

In a study of college students in beginning Spanish, the experimental group received about thirty five hours of exclusive training in TPR which stressed comprehension, with an additional ten hours of instruction in speaking, reading, and writing. No homework or lab was assigned, and the class met once a week for three contact hours. A comparison group received seventy-five hours of traditional grammar-translation/cognitive-code instruction with all four skills emphasized (Asher, Kusudo & de la Torre, 1974).

The researchers administered the Pimsleur Spanish Proficiency Test (Form A) (Pimsleur, 1976) at the end of the fourth five hour course to the two groups. The

TPR group scored significantly better on the test than the control group. Those students taught via TPR had average percentile scores which were: listening, seventh; Reading, eighty-fifth; Writing, seventy-sixth; and Speaking was rated as "Good". The results for Reading, Writing and Speaking were unique, since only ten instructional hours were devoted to these skills.

The research listed above is indicative of the generalization that TPR is a viable teaching method. Studies have indicated that students at the high school and college level who are taught via TPR outperform those students taught via traditional, grammar-translation/cognitive-code. According to its innovator, James Asher, TPR is an instructional format which was developed for acquiring another language (Asher, 1983). The format is a model based on infants acquiring their first language. The following expresses Asher's (p.3) views:

Specific features of the stress-free instruction are first, to delay production until students spontaneously demonstrate a readiness to speak; second, to maximize student intake of the target language by nesting all grammatical features in the "golden tense", the imperative; and third, to postpone abstractions until a more advanced stage of training, when meaning is transparent from the context of the situation.

Table 3 which follows, depicts a summation of the above mentioned studies involving use of the TPR strategy in which Asher was directly involved.

Table 3

Studies Involving Use of the Total
Physical Response Strategy in Which Asher was Directly Involved

Investigator(s)	Students	Length of Training	Language(s)	Results
Kunihira (1965)	88 college students	25 minutes	Japanese	Superior retention favoring the TPR group
Asher (1966)	36 volunteer college students	25 minutes	Russian	Superior retention favoring the TPR group
Price (1966)	2nd, 4th, and 8th grade students	25 minutes	Russian	No significant differences when both groups acted during testing

Table 3 Continued

Studies Involving Use of the Total
Physical Response Strategy in Which Asher was Directly Involved

Investigator(s)	Students	Length of Training	Language(s)	Results
Asher and Price (1966)	Ages varied 8-21 years of age	25 minutes	Russian	Adult learners had better comprehension when tested than children at any age level
Asher, Wist, and Hartley (1967)	8th grade students	30 minutes	Russian	No significant differences between groups in their retention scores

Relationship of the Present Investigation
to Studies in Which the TPR Strategy Was Used

The present investigation differs significantly from the studies mentioned above, both in scope and focus. However, many questions regarding the use of TPR were resolved in these early investigations. It was from the findings in these initial research studies which helped shape the purpose and format of the present study.

The participants in the early TPR studies demonstrated an increase in retention as a result of the use of physically acting out the commands. Asher's findings indicated that the motor act itself seemed necessary to increase retention skills. The use of this learning format became the basis for instruction in the experimental conditions of this investigation. The students in the experimental groups participated in "active" learning from the first day of instruction. The motor act continued as the basis of training until the final day of instruction at the end of the 9-week period. Furthermore, the results of the Asher and Garcia study (1965) demonstrated a positive correlation between pronunciation and age. This finding supported the use of delayed oral response which was characteristic of the Pure TPR groups at the beginning phase of the present investigation.

The present study included attitudinal and motivational factors in its design. These areas were not measured

in the earlier TPR research. Data in these areas, as well as speaking achievement data, were examined by this investigator. However, the achievement data were not examined as those were in the Price study. The experimental and control groups were tested on the same measures, under the same testing conditions. Therefore, any differences found, were a result of differences in the training procedure.

Chapter Summary

Chapter II has presented a review of selected literature related to the theoretical and methodological framework of this study. Chapter III presents a detailed description of the methodology and procedures.

CHAPTER III

METHOD

This study investigated the effectiveness of simultaneous oral production and the Total Physical Response strategy on the speaking achievement, attitudes, motivation, and interest of level one Spanish students. The following section includes a discussion of the: research design, target population, materials, experimental method, data collection procedures, pretesting, post-testing, scoring procedures, research hypotheses, and data analysis method.

Research Design

The design of this investigation is a Pre-test and Post-test Experimental Group Design, blocked on the two grade levels; that is, Middle school and Senior high:

Instructional Level	<u>Condition</u>
Middle School (A) Middle School (B)	Modified TPR Pure TPR
Senior High	Modified TPR and Pure TPR

This research study used randomly assigned groups.

The students were randomly assigned to the two Pure TPR groups, the two Modified TPR groups, and the two control groups. There were preexisting differences among the groups; that is, the students ages ranged from 12 to 17 years of age; and the grade levels varied between grades 8 and 11.

The curriculum content for the students in each of the groups was identical; only the teaching strategy used to present the material differed. The content presented to each group during the study consisted of mini Lessons 1-15 from the Textbook, Persona a Persona I (1982).

Target Population

The sample for this study was comprised of 178 Level I Spanish students who were attending three secondary schools located in suburban Baltimore. Two of the participating schools were middle schools, grades six thru eight. The third school was a senior high school, grades nine thru twelve.

The three schools were selected on the basis of:

- (1) similar socioeconomic status (SES); that is, upper lower to middle class - family income level ranging between \$25,000 and \$50,000,
- (2) amplitude of Level I Spanish classes, and (3) similarities between and among participating teachers' teacher-effectiveness; that is, all three teachers had consistently

received "outstanding" ratings from the county supervisor of foreign language education.

The sample encompassed a portion of the schools population of level one Spanish students. Spanish I is an elective subject in the Baltimore County Public Schools; therefore it was assumed that the students are in these classes by choice. However, it must be mentioned that these students may be enrolled in these classes as a result of parental and/or school recommendation.

The socio-economic levels of the Spanish I students were estimated by the teachers to range from upper-lower to middle class. In the first school, 4% of the students participated in the Federal Lunch Program: 2% of the students were eligible for free lunch and 2% for reduced lunch. In the second school, 5% participated in the free lunch program. In the third school, 6% of the students who were eligible for free lunch participated in the Federal lunch program. Observations and random student interview comments led the investigator to believe that the students from all three schools shared similar socio-economic status backgrounds.

Experimental Materials

Materials consisted of the required Textbook, Persona a Persona I, the pretest, Pimsleur Language Aptitude Battery (PLAB) the post test, Bilingual Syntax

Measure (BSM), four speaking achievement tests, Attitude and Motivation Test Battery (AMTB), and a "Student Perception Questionnaire". A brief description of each of these follows.

Persona a Persona I

The Persona a Persona I program is designed for use with secondary school students. The author's objectives as stated in the teachers edition of the level one text (p.336) are:

With the help of recognizable cognates, visuals, and a minumum of grammer explanation, these lessons teach high frequency topics which allow students to achieve early, rapid communication in Spanish. As a result, confidence and enthusiasm for further study is assured. Persona a Persona is a three-book sequence specifically geared to the needs of teenagers - personal involvement, characters and themes with which they feel at ease, and the sweet taste of success along the way. Its emphasis is on communication. And, Persona a Persona avails itself of every device, overt and subtle, to make the whole process easier: humor, personalization; learning through associations; step by step buildup; rhythmic and rhyme patterns; strict vocabulary and structure control; continuous re-entry and review; hundreds of games and performance activities;

lead-ins from the old to the new; beautiful full-color art and photographs; picture stories of life among the Spanish peoples, here and abroad; and a style that even makes grammar lively and a pleasure to learn.

The Pimsleur Language Aptitude Battery Test

This test was administered at all three schools during the second week of instruction. The measurement is designed to test students in grades six thru twelve. The test is 50-60 minutes in length. The PLAB has six parts: 1) Part I: Grade-Point Average. Using a four-point scale, the students indicate the grades they last received in English, Social Studies, mathematics, and science; 2) Part II: Interest. Using a five-point scale, students evaluate their interest in studying foreign languages; 3) Part III: Vocabulary. Students select synonyms for twenty-four English words; 4) Part IV: Language Analysis. Presented with a limited number of words and phrases in an unfamiliar language, the students are asked to select the foreign-language equivalents of various sentences. This part measured the students ability to draw appropriate analogies and to reason logically; 5) Part V: Sound discrimination. Students learn to discriminate orally between similar sounds in a new language. This part measured the student's ability to learn new phonemic distinction and to recognize

them in different contexts; 6) Part VI: Sound - Symbol Association. From groups of four similarly spelled nonsense words, students selected the ones that agreed with the sounds heard on tape. This part measured the student's ability to associate English-language sounds with the appropriate written symbols.

Bilingual Syntax Measure

The Bilingual Syntax Measure II (BSM II) relies on the natural speech of students as the basis for assessing their level of structural proficiency in either English or Spanish, or both.

BSM II is intended for older students. Its cartoon storyline and the particular grammatical structures elicited to determine level of proficiency include advanced structures. This permits the discrimination of higher levels of proficiency appropriate for older students and maintains student interest.

For the assessment of older students who are at beginning levels of Spanish proficiency, BSM II incorporates the lower BSM proficiency levels, providing assessment of oral grammatical development spanning six levels. The highest level, 6, is divided into two sublevels to distinguish standard and nonstandard grammatical constructions. It is noteworthy that the use of sublevels at Level 6 speech are taken to represent comparable degrees of language proficiency.

BSM II is designed to be used in a variety of research, clinical, and educational settings. Because it measures linguistic proficiency in both English and Spanish, it can provide information about relative proficiency in these two languages in addition to proficiency in each language independently.

The Bilingual Syntax Measure II (BSM II) was developed to assess oral proficiency in Spanish for children in grades 3 to 12. This assessment of proficiency is not by pronunciation, vocabulary, or the student's general field of experience. Rather, the BSM II-Spanish measures the student's control of a range of basic Spanish syntactic structures used in ordinary spoken communication. BSM II can be used to identify students in need of bilingual education, English/Spanish-as-a-second-language (ESL/SSL), English/Spanish-as-a-second-dialect (ESD/SSD), or other special language development programs including language or speech therapy. BSM II results can be helpful in prescribing appropriate educational placement and treatment. BSM II can also be used to evaluate individual growth and to monitor and evaluate the effectiveness of special language programs. In addition, BSM II can be employed effectively in clinical and research studies concerned with various aspects of language acquisition.

Utilizing the administration of BSM II approximates a real conversation with a student. The illustrations,

cartoon-like pictures, and content of BSM II pictures were appropriate for older students. The illustrations depict a complete story with a beginning, a middle, and an end. The questions allow for a range of unique responses which an examiner can use to approximate and maintain the flow of everyday conversation.

The six proficiency levels of BSM II-Spanish are described here:

Level 1: There is no Spanish. Except for occasional words, students at this level are able to understand little or no Spanish and are not able to speak it at all.

Level 2: This level tests the student's aural skill only. Students at this level are able to understand conversational Spanish in varying degrees. Also, these students are able to produce some common Spanish words and phrases spontaneously and repeat short sentences or questions, but they are unable to use Spanish as a vehicle for significant communication.

Level 3: At this level, students can usually make themselves understood by using a combination of simple speech, gestures, and an occasional word from their native language. When speaking Spanish, these students sometimes omit nouns or verbs, replacing them with gestures or words from their native language. In addition, they make

many errors in the use of articles, verb endings, and pronouns. These students are usually able to communicate ideas and feelings in Spanish, but only with considerable difficulty.

Level 4: This level connotes "Intermediate Spanish". Students at Level 4 have little difficulty communicating their ideas in Spanish, and do not rely heavily on gestures or on their native language to get across their meaning. They usually control syntactic structures that include plurals, articles, pronouns, and some verb endings. Errors are often made in the more complex verb forms, and in advance number and gender agreements.

Level 5: Students who achieve this level are considered to be proficient in Spanish I. Level 5 students demonstrate a fairly high degree of proficiency in Spanish, approaching native proficiency in the case of younger students. They control most of the basic grammatical structures of Spanish. For older students, this level represents incomplete learning of some of the more advanced structures.

Level 6: This level indicated a proficiency in Spanish II. Levels 6N and 6S are intended to represent comparable degrees of syntactic proficiency in Spanish. However, depending upon specific program goals, the 6S/6N distinction may be given additional weight. Students at Level 6N have mastered a

broad range of the syntactic structures in the speech of native speakers of Spanish through high school age. Certain nonstandard forms are used. Students at Level 6S have mastered a broad range of the standard syntactic structures found in the speech of native speakers of Spanish through high school age.

Speaking Achievement Tests

The primary skill under investigation in this study was the speaking skill. According to Valette (1967, p.7a), "Behind the development of new curricula and instructional materials and the construction of language laboratories throughout the country is a single objective: teaching the student to speak the language."

Therefore the students were evaluated on their performance on four major speaking achievement tests. The content of the tests consisted of the curriculum objectives as prescribed in the textbook, Persona a Persona I. The intervals for administering these speaking tests were determined by the investigator and the participating teachers.

Asher (1982) felt that delaying the speaking skill was of paramount importance in second language acquisition. He noted that "A reasonable hypothesis is that the brain and nervous system are biologically programmed to acquire language, either the first or second, in

a particular mode. The sequence is listening before speaking and the mode is to synchronize language with the individuals body." (page 17). The two groups of students taught via the Pure TPR Strategy in the present study had experienced two weeks (10 hours) of comprehension training. The classes were encouraged to delay speaking Spanish.

Tests items for the speaking achievement tests were randomly selected from prepared tests which accompany the textbook. These four tests provided an evaluation of the listening, reading, and writing skills; but not the speaking skill. Therefore, the investigator used randomly selected textbook test items to measure students speaking skill. This procedure was carried out as follows: The achievement tests which accompany the text were intended to be administered at the end of every three "mini lessons."

Once the tests were duplicated, collated, and stapled, the investigator went through the stack and randomly selected four test items to which the students had to verbally respond. Each students speaking achievement test was tape recorded. During Speaking Achievement Test number 1 and Speaking Achievement Test number 2 the participating teachers read the test items for the students on a pre-recorded cassette tape. The intent here was to avoid the confounding factor that the students may not be able to adequately read in

Spanish yet. Since reading was not of paramount importance at this particular stage of the study, that is, the first four and one-half weeks, the questions were read by the teacher for the students as they read along silently. The students would then recite their response. Two tape recorders were used for the speaking achievement tests. The students were told in advance when they were to be tested and what material they were to study. All three schools used randomly selected questions for the speaking achievement tests. One set of test papers for each test was used for all three schools. The investigator put the number of each question on a single slip of paper and placed them in a bowl. Then she drew four slips of paper at a time and the numbers drawn provided the four questions that the student was to answer on the particular test. Next, the investigator circled in red the numbers of the four questions on the test paper. When the student received the test, those four questions circled in red, were the ones to which the individual had to respond.

Each of the teachers made their own individual tape recording of the randomly selected test items. On the day that the speaking test was to be administered, the students would take their individual test, and in an order designated by the teacher, the students would go to the language laboratory to take the speaking test. The students would start tape recorder A with

their teacher's voice giving directions regarding the test. The tape indicated to the student how much time would be allowed for answering each item and what areas would be measured. The students were told that they could stop the tape in order to think about the question before answering it. Although it was not encouraged because of the time factor, the students were reminded to identify themselves at the beginning of their recording and to make sure that tape recorder B was "recording" while tape recorder A was "playing". The language lab aid or student aid was in the lab in the event that mechanical difficulties developed. (See Appendix A for achievement tests.)

Attitude and Motivation Test Battery

The original test was designed by Gardner and Smythe (1972). The original questionnaire was refined and revised several times, and now yields four attitudinal and motivational indices derived from 17 subscales (median reliability = .85) related to second language learning.

The first index, "Integrativeness", is based on attitude toward French Canadians. The second, "Motivation", tests a student's interest level, attitude toward course work, attempts to improve language skills, and personal interest in continuing the study of a foreign language. Student evaluation of the French Teacher and the French

course is measured by the third subscale, "Attitude toward the Learning Situation". The last index, "Attitude-Motivation Index", is a composite of all the items in the previous three factors, plus sources of classroom anxiety.

Muchnick and Wolfe (1979) adapted the Attitude and Motivation Test Battery for use with American students studying Spanish as a second language. During the process, the term "Hispanic-American" was substituted for "French-Canadian", while "Spanish" and "European Spanish" replaced "French" and "European French".

In 1981 Muchnick validated and adapted the AMTB as a doctoral dissertation project and assessed its reliability. The adapted AMTB was found to be a highly reliable instrument for providing information about the attitudes and motivation of American high school students studying Spanish. She found each of the 17 subscales to be reliable.

Section I of the adapted AMTB consisted of 53 items, numerically-scaled with seven scale steps presented graphically in a separated and open style. Numbers were used as anchors on either end indicating the degree of agreement and disagreement with the various statements. In section 2, "Motivational Data", students were asked to respond to 20 multiple-choice items, each with three options. Section 3, "Evaluation Data", consisted of a list of 25 bi-polar adjective pairs.

Students' perceptions of their Spanish teacher and their Spanish course were recorded.

A complex scoring system allowed the investigator to assess the score of each subject on each of the 17 subscales of the testing instrument. In the present investigation, the researcher sought primarily to determine the students' attitude and motivation regarding the speaking skill. Therefore, the complete AMTB battery of questions was not utilized. The researcher and the participating teachers carefully reviewed the AMTB item by item in an effort to glean just those questions which directly addressed themselves to the speaking skill.

These questions were taken from section 1, "Integrativeness", and section 2, "Motivation". The items in section 3, "Evaluative Data", were left intact. (See Appendix A and B for adapted AMTB and Modified AMTB, respectively.)

1. Spanish Teacher - Evaluative -- referred to as "Attitude Toward the Spanish Teacher" in this investigation. This is a 25 item scale; a high score (maximum = 175). The score reflected students' general reaction to their Spanish teacher; a high score indicated a positive evaluation.

2. Spanish Course - Evaluative -- referred to as "Attitude Toward the Spanish Class" in this study. The students' general evaluative reactions to the Spanish

course were assessed. The higher the score (maximum = 175), the more positive a students evaluation of the course.

3. Attitude Toward Speaking Spanish -- referred to by the same name in this study. This was a 13-item scale; a high score (maximum = 60) indicated a positive attitude toward learning Spanish.

4. Motivational Intensity -- referred to by the same name in this study. The measure consisted of 7 multiple choice items which were designed to measure the intensity of a student's motivation to learn Spanish in terms of work done for classroom assignments, future plans to make use of and study the language, and so on.

A copy of the adapted AMTB (original form) and a copy of the modified form in which it was administered to the students in this study, appears in Appendix A and B respectively.

Student Perception Questionnaire

The Student Perception Questionnaire was designed by the participating teachers in the present investigation. It was by design, a measurement intended to ascertain students perception of the two instructional strategies. The questionnaire consisted of 10 items which were anchored on either side by responses "always" and "never".

While the foregoing section included an explanation

of each of the measurements, the subsequent section attempts to explain the experimental method in more detail.

Experimental Method

This section presents a detailed description of the sequence of steps employed in the study. It includes the preliminary, training, teaching, and data collection procedures.

Preliminary Procedures

Prior to beginning the experiment, the investigator submitted a copy of the proposal for this study to The Foreign Language Education Supervisors, Principals of the three participating schools, Area Personnel Specialist, the three participating teachers and Dr. James Asher. Upon receiving approval from the pertinent school system personnel and feedback from Dr. Asher, she proceeded to meet with the participating teacher in each school to discuss the research proposal and to make necessary arrangements.

Training Procedures

The investigator carefully reviewed current and past research pertinent to the TPR strategy in an effort to become more familiar with the theory and application. Additionally, she participated in an eight-hour TPR training workshop which was presented at the American

Council on the Teaching of Foreign Language (ACTFL) in April, 1985. The two participating teachers each received five hours - one hour daily - of Total Physical Response training from the investigator. This training included history, theory, research, application, and lesson planning. During five additional hours of training, the investigator worked with the participating teachers in setting up mock classroom situations in which a particular set of objectives were given. The investigator asked the participating teachers to prepare a lesson using the TPR strategy encompassing the objectives. This provided the investigator with immediate feedback concerning whether or not the participating teachers had grasped the TPR strategy concept and could execute it in a well structured lesson. The training period ended with the investigator providing the participating teachers with a film which demonstrated the use of TPR.

Class lists were given to the participating teachers the week before school opened for the Fall 1985 semester. The investigator met with the individual teachers once these lists were obtained in order to conduct the random assignment of students into the Pure TPR groups and the Modified TPR groups. Minium's (1978, p.547) table of random numbers was used for student assignments. All participating students in each of the three schools were randomly assigned. The following table represents

the students and design of the present investigation.

Table 4

The Experimental Design of The Present Study

SCHOOL I

Senior High School - Spanish I - Grades 9-11

Group 1	Pure TPR	27 Students
Group 2	Modified TPR	23 Students

SCHOOL II

Middle School - Spanish I - Grade 8

Group 3	Modified TPR	26 Students
Group 4	Control Group	31 Students

SCHOOL III

Middle School - Spanish I - Grade 8

Group 5	PureTPR	31 Student
Group 6	Control Group	34 Students

Pure TPR Strategy

The Pure Total Physical Response Strategy was based on the original format as prescribed by Asher (1964). The procedure required that the teacher ask the students to be silent; to listen carefully to commands in the foreign language (L₂), and to carry them out immediately. Beginning on the first day of instruction, and continuing for a period of time of 10 class-hours, students in the Pure TPR groups spoke no Spanish. During this initial period of delayed oral response,

The Pure Total Physical Response Strategy was applied. Student activity was characterized by drawing, gesturing, touching, and pantomime.

The distribution of the textbook, (Persona a Persona), and workbook, (Persona a Persona), was postponed until after the initial 10 hours of delayed oral response had concluded. Homework assignments were also delayed.

Modified Total Physical Response Strategy

The Modified TPR groups were taught the same curriculum using the same textbook as the Pure TPR groups. It was the investigator's intent to ascertain what effect, if any, would occur regarding the speaking skill if the students spoke the L2 while physically acting out the commands. The Modified TPR groups were required to speak Spanish from the onset of the study. Although pronunciation errors were made by the students, the teachers, in keeping with the procedure, kept error correction to a minimum. As the students moved around the classroom, physically acting out the teacher-directed commands, they repeated what they had heard.

On the first day of school, the students in the Modified TPR groups were given a brief introduction to the course and then began to speak Spanish immediately. This oral production was comprised of mimicry, vocabulary practice, pronunciation drills and conversation exercises.

Each student was provided with a copy of the student

Textbook, Persona a Persona, and a workbook, Persona a Persona, at the beginning of the school year. The text and workbook were used daily with the students in the classroom and for homework assignments. Homework was assigned Monday thru Thursday nights.

The Control Group

The two control groups were taught the same curricula content using the same textbook, Persona a Persona. The one difference between the experimental groups and the control groups was the method of instruction. The control groups engaged in oral practice on the first day of instruction. The method used with this group was characterized by "observational" learning rather than "active" learning. Dialogues, skits, conversation exercises, vocabulary practice, pronunciation drills, and structure drills were all features of this method. Many visuals were frequently used as instructional tools, as were recorded dialogues and structure drills and exercises featuring native speakers of Spanish.

Data Collection Procedures

The Spanish course in which the students in this investigation were enrolled met for the first time on Tuesday, September 3, 1985. The final day of instruction was Friday, November 1, 1985. During the nine weeks in which the study was conducted, evaluative measures

were administered on a regular basis.

Due to an unforeseen back-order on the pretest, Pimsleur Language Aptitude Battery (PLAB), the test was not administered at all three schools until the second week of instruction. Ideally, it should have been administered during the first week prior to instruction in the L₂. The instrument was administered to the Pure TPR groups and Modified TPR groups. The test was administered to each of the groups during the regular class hour. Because the measurement itself is 60 minutes in length, it required two days per class for its administration. (Due to the class proximity between two of the schools and scheduling, it was possible to administer the test on the same day.) It was possible to complete the testing during one 52-minute class period and 15 minutes of the next days session.

The four speaking achievement tests were administered at 2-week intervals. The nature and format of these tests allowed for their administration during a single class period. The students in the investigation were advised of the testing date for each of the Achievement Tests approximately two days ahead of time.

The Attitude and Motivation Test Battery was administered at the end of the second nine-week period - late January. One class hour was required for the completion of this instrument.

Post-Testing Procedures

The Bilingual Syntax Measure (BSM) was also administered at the end of the second grading term. Because of the nature of the measurement and class sizes, three to four class periods were required for the completion of this instrument.

The Student Perception Questionnaire

It was the intent of the researcher to try to ascertain the student's perception of the two teaching strategies, that is, TPR and traditional grammar-translation/cognitive code. The students had been instructed during the first 9-week period either via Pure TPR or Modified TPR. The second 9-week period the participating teachers employed the traditional grammar-translation/-cognitive-code method.

Scoring Procedures

Pimsleur Language Aptitude Battery Test. The PLAB was hand-scored using the IBM 805 hand-scoring key. The raw score for each part of the test was obtained by counting the number of marks which one could observe through the prepunched holes in the key. The section scores were then added to obtain a total score, a verbal score, and an auditory score. Next, the total, verbal, and auditory scores were converted to percentile ranks and stanines by use of norms tables which accompanied the test manual.

Speaking Achievement Tests. The four speaking achievement tests were scored by four native speakers of Spanish. The investigator provided each scorer with a training period during which time each person was given a sample tape and asked to rate a class of 22 students. The students were not those participating in the present investigation. In an effort to attain interrater reliability, the same tape was rated by all four native Spanish speakers. In the training process, the raters were told by the investigator that they would be scoring speaking tests of local area secondary level one Spanish students. Furthermore, they were told that fluency and overall interpretation were the two criterion that should serve as basis for their evaluation.

Valette's (1967, p. 83) scale for scoring speaking tests was the measurement used for evaluating the tests. The following table illustrates the scale which was used:

Table 5

Speaking Achievement Tests Scale

-
- 0 = no response; partial incomprehensible response
 - 1 = poor: total effort but incomprehensible response
 - 2 = fair: faulty production but more or less comprehensible
 - 3 = acceptable: comprehensible but with minor faults
-

Table 5 Continued

Speaking Achievement Tests Scale

4 = excellent: but short of perfect

5 = superior = perfect performance

The mean scores were derived from the raw scores for each of the groups as well as for each of the four tests. The analyses of the data will be discussed in detail in Chapter 4. At the end of the one hour training session, each rater's scores were either identical or within only (1) point difference. Every student participating in the study was rated by all four native Spanish speakers on all four speaking tests.

The following table illustrates pertinent background information on the four raters. The raters were selected by the investigator with the intention of utilizing the resources of native Spanish speakers who had similar backgrounds and experiences with persons for whom Spanish was a foreign language.

The Bilingual Syntax Measure. The three participating teachers administered the evaluation of their respective students. Both Pure TPR groups and Modified TPR groups were administered the test. The test was scored according to a scale arranged in the order of development of syntactic higher levels of proficiency, regardless of whether the given structure is in standard or nonstandard form. Accordingly, BSM II has included in its scoring system at Level 6 the capacity to take into account both standard and nonstandard forms and to give them equal weight in establishing proficiency levels.

The student's proficiency level is determined by tallying the number of correct responses in the squares and circles. There are four separate scoring panels, and they are approached sequentially. The first two, Panels A and B, contain criteria for assigning the student to Levels 1 and 2, the lowest (nonspeaking) levels. If the student's performance exceeds the standard described in Panels A and B, the scorer proceeds to Panels C and D.

The Adapted Attitudes and Motivation Test Battery.

Each of the students received a score on the following subscales: Attitude Toward the Spanish Teacher - 25 - item scale (maximum score = 175); Attitude Toward the Spanish Class - 25 - item scale (maximum score = 175); Attitude Toward Speaking Spanish - 13 - item scale (maximum score = 60); and motivational intensity

- 7 multiple choice items. A sample copy of the AAMTB appears in Appendix B.

Student Perception Questionnaire. The questionnaire consisted of 10 items designed to ascertain students' views on being taught via TPR strategy or traditional, grammar-translation/cognitive code. Items were scored according to percentages taken for answers corresponding between and including "always" and "never". A sample copy of the questionnaire is listed in Appendix D.

Data Analysis Method

The data was analyzed using a one-way analysis of covariance (1-way ANCOVA). The pretest, Pimsleur Language Appitude Battery acted as the covariate while the speaking achievement tests, the Attitude and Motivation Test Battery, and the Bilingual Syntax Battery served as the three dependent variables.

Chapter Summary

This chapter has presented a detailed description of: 1) the research design; 2) the target population; 3) the experimental materials and method; 4) the data collection, pre-testing and post-testing and scoring procedures; 5) the research hypotheses, and 6) the method of data analysis.

The following chapter will describe the results

of the investigation and the statistical analyses used in testing the research hypotheses.

CHAPTER IV

FINDINGS

The present investigation was concerned with the effects of simultaneous oral production and the Total Physical Response Strategy on the speaking achievement, attitudes, motivation and interest level of 178 Level I Spanish secondary education students. These effects were tested by comparing 178 students in six first-year Spanish classes at three secondary schools - two middle schools (grades 6-8) and one senior high school (grades 9-12) in suburban Baltimore county. The study examined the speaking achievement of all six groups of students: two groups, Pure TPR, who practiced 10 instructional hours of delayed oral response; two groups, Modified TPR, who spoke simultaneously while being taught using the TPR strategy; and two control groups who were taught via a traditional grammar-translation/cognitive-code method. The study further tested differences in attitudes, motivation, and interest in learning Spanish by comparing students in Pure TPR classes, Modified TPR classes, and control classes to each other on the basis of these characteristics.

Purpose of the Study

The remainder of this chapter concentrates on the presentation of the hypotheses, as stated in Chapter

1, and reports the tests of significance and the findings. The .05 level of significance was selected as the criterion of acceptance or rejection for each of the hypotheses. A discussion of the results, with suggestions for future research, will follow in Chapter 5. Implications for second language acquisition and foreign language teaching which may be drawn from the findings of this study will also be discussed within the context of the next chapter.

Major Research Hypotheses

H₁ There will be differences between the Modified TPR group and Pure TPR group in speaking achievement favoring the Pure TPR group among senior high Level I Spanish students as measured by the Bilingual Syntax Measure (BSM).

For the purpose of examining this hypothesis, speaking achievement was measured in terms of oral proficiency as determined by scores on the Bilingual Syntax Measure (BSM). The BSM was administered to each subject in the study during the last week in January, 1986. The BSM measures linguistic proficiency in both English and Spanish. Proficiency in Spanish was the item under investigation in the present study. (Internal consistency reliability: $\alpha = .82$).

A summary of the findings revealed by the speaking achievement measure on the Bilingual Syntax Measure is presented in Table 7. Mean scores and standard

deviations are presented for both senior high level groups included in this investigation: one Pure TPR group in which oral response was delayed for 10 hours of classroom instruction and one Modified TPR group which practiced simultaneous oral production while implementing use of the imperative.

Table 7

Mean Scores and Standard
Deviations of Senior High
level Pure TPR and Modified TPR
groups on the Bilingual Syntax Measure

Condition	Number	Mean	SD
Pure TPR Senior High	27	2.1	.697
Modified TPR Senior High	23	1.3	.558

The data presented in Table 7 reveal that the mean scores on the BSM differ significantly between the two groups. The Pure TPR group achieved the highest mean score. Therefore, when the speaking skill was measured using the BSM as a criterion measure, the Pure TPR group scored higher than the Modified TPR group at the senior high level. Additionally, a one-way analyses of covariance (One-Way ANCOVA) was computed which used the pretest, PLAB as the covariate. (See table 11.) These results indicated statistically signif-

icant ($p < .05$) findings. The first hypothesis can be supported. An examination of the second hypothesis follows.

H₂ There will be differences between the Modified TPR group and Pure TPR group in speaking achievement favoring the Pure TPR group among senior high Level I Spanish students as measured by the four speaking achievement tests.

During the course of the study, four publisher-prepared tests of achievement were administered to each of the students in the investigation. These tests, published by McMillan and Company as part of the Persona a Persona Level I Spanish program, were administered at two week intervals throughout the nine weeks of the study. Several unsuccessful attempts were made by the investigator to secure a reliability rating on these tests. Since this information was not readily available, this may be noted as a delimitation in the investigation. Furthermore, as was previously mentioned in Chapter III, these tests were designed to be administered as written tests. Data for the four tests will be discussed next.

Speaking Achievement Tests I-IV: There were four native Spanish speakers who served as raters for the four speaking achievement tests. Each student was assessed by each of the four raters on all four tests. Inter-rater reliability coefficients were determined: SAT I - Alpha = .9931, SAT II - Alpha = .9869, SAT III - Alpha = .9796, SAT IV - Alpha = .9773. The Pure

TPR group obtained higher mean scores than the Modified TPR group. Table 8 displays this data.

Table 8

Mean Scores and Standard Deviations
of Senior High level Groups 1 and 2 -
on the Four Speaking Achievement Tests

Condition	Number of Students	Mean Score	SD
<u>SAT I</u>			
Pure TPR	27	2.80	.785
Modified TPR	27	1.78	1.12
<u>SAT II</u>			
Pure TPR	27	3.25	.523
Modified TPR	23	2.02	.855
<u>SAT III</u>			
Pure TPR	27	3.13	.625
Modified TPR	23	2.34	.689
<u>SAT IV</u>			
Pure TPR	27	3.17	.513
Modified TPR	23	2.42	.623

NOTE: SAT = Speaking Achievement Test

Table 8 indicated that, according to the mean scores and standard deviations of senior high Level I Spanish students, the Pure TPR group outperformed the Modified TPR group. Implications regarding the significance of this finding will be discussed later in Chapter V.

In an effort to obtain further information with regard to speaking achievement, statistical analyses were implemented to ascertain data on all six of the groups which participated in this investigation.

The statistical procedure chosen to compare the speaking achievement of the six groups as measured by the four speaking achievement tests was a one-way analysis of covariance (one-way ANCOVA). Only the experimental groups were administered the PLAB at the onset of the study. Therefore, three separate one-way ANCOVA analyses were examined. For school one, senior high level, the PLAB scores served as the covariate whereas with the two middle schools, school 2 and 3, the BSM was used as the covariate.

Tables 9 and 10 respectively demonstrate the mean scores and standard deviations on the PLAB and BSM.

Table 9

Mean Scores and Standard Deviations
of Senior High Level Groups 1 and 2 -
on the Pimsleur Language Aptitude Battery

Condition	Number of Students	Mean Score	<u>SD</u>
Pure TPR Senior High Group 1	26	59.69	8.37
Modified TPR Senior High Group 2	23	56.10	9.73

Table 10

Mean Scores and Standard Deviations
of Middle Schools Level - Groups 3,4,5,
and 6 - on the Bilingual Syntax Measure

Condition	Number of Students	Mean Score	<u>SD</u>
Modified TPR Middle School (A) Group 3	25	1.1	.331
Control Group Middle School (A) Group 4	32	1.2	.490
Pure TPR Middle School (B) Group 5	36	2.5	.691
Control Group Middle School (B) Group 6	34	1.0	.000

The use of the ANCOVA was to control statistically any initial difference in aptitude which might have confounded differences among the groups. The one-way ANCOVA is based upon the assumption that the scores in each of the various groups included in the analysis have approximately the same variance. Because of the unequal number of subjects in each of the six groups, there was a need to test the assumption of equal variances before continuing with the ANCOVA procedures. A Bartlett F-max test indicated homogeneity of variance ($p < .05$), so the analysis was continued.

Tables 11, 12, and 13 present the summary tables of the three one-way ANCOVA analyses of the six groups of students on the four speaking achievement tests respectively.

Table 11

Summary Table of One-Way Analyses
of Covariance for Selected Dependent Variables -
Senior High Level - Groups 1 and 2 PLAB Covariate

Source	df	SS	MS	F	p
<u>SAT I</u>					
Regression	1	3.71	3.71	4.50	.04
Group	1	8.44	8.44	10.23	.003
Within Group	43	35.48	.825		
Total	45	47.63			
<u>SAT II</u>					
Regression	1	.982	.982	2.202	.145
Group	1	16.29	16.29	36.50	.000
Within Group	43	19.18			
Total	45	36.45			
<u>SAT III</u>					
Regression	1	2.26	2.26	6.03	.018
Group	1	4.46	4.46	11.87	.001
Within Group	43	16.16	.375		
Total	45	22.88			
<u>SAT IV</u>					
Regression	1	1.43	1.43	5.36	.025
Group	1	4.04	4.04	15.12	.000

Table 11 Continued
Summary Table of One-Way Analyses
of Covariance for Selected Dependent Variables -
Senior High Level - Groups 1 and 2 PLAB Covariate

Source	df	SS	MS	F	p
Within Group	43	11.50	.267		
Total	45	16.97			

NOTE: SAT = Speaking Achievement Test

AMI I

Regression	1	59.41	59.41	.661	.420
Group	1	8.69	8.69	.096	.757
Within Group	43	3859.89	89.76		
Total	45	3927.99			

AMI II

Regression	1	16.68	16.68	1.17	.284
Group	1	178.77	178.77	12.63	.001
Within Group	43	608.32	14.14		
Total	45	803.77			

AMI III

Regression	1	1.02	1.02	.083	.774
Group	1	23.29	23.29	1.09	.175
Within Group	43	526.61	12.24		
Total	45	550.92			

NOTE: AMI = Attitude and Motivation Index Subscale.

Table 11 Continued

Summary Table of One-Way Analyses
of Covariance for Selected Dependent Variables
Senior High Level - Groups 1 and 2 PLAB Covariate

Source	df	SS	MS	F	p
SPQ					
Regression	1	.203	.203	3.06	.087
Group	1	.002	.002	.041	.839
Within Group	43	2.85	.066		
Total	45	3.05			

NOTE: SPQ = Student Perception Questionnaire.

Table 12

Summary Table of One-Way Analyses of
Covariance for Selected Dependent Variables
Middle School (A) Groups 3 and 4 BSM Covariate

Source	df	SS	MS	F	p
SAT I					
Regression	1	18.58	18.58	24.45.00	
Group	1	8.40	8.40	11.06.002	
Within Group	54	41.05	.760		
Total	56	68.03			
SAT II					
Regression	1	9.49	9.49	19.44.00	
Group	1	.502	.502	1.02	.315
Within Group	54	26.36	.488		

Table 12 Continued

Summary Table of One-Way Analyses of
Covariance for Selected Dependent Variables
Middle School (A) Groups 3 and 4 BSM Covariate

Source	df	SS	MS	F	p
Total	56	36.35			
SAT III					
Regression	1	9.76	9.76	22.81	.00
Group	1	.466	.466	1.09	.301
Within Group	54	23.11			
Total	56	33.33			
SAT IV					
Regression	1	6.54	6.54	19.73	.00
Group	1	1.92	1.92	5.78	.020
Within Group	54	17.92	.331		
Total	56	26.38			
NOTE: SAT = Speaking Achievement Test					
AMI I					
Regression	1	1.33	1.33	.014	.905
Group	1	69.92	69.92	.758	.388
Within Group	54	4978.06	92.18		
Total	56	5049.31			
AMI II					
Regression	1	16.69	16.69	1.54	.219
Group	1	6.84	6.84	.633	.429

Table 12 Continued

Summary Table of One-Way Analyses of Covariance for Selected Dependent Variables Middle School (A) Groups 3 and 4 BSM Covariate					
Source	df	SS	MS	F	p
Within Group	54	583.14	10.79		
Total	56	606.67			
AMI III					
Regression	1	4.52	4.52	.421	.519
Group	1	15.59	15.59	1.45	.233
Within Group	54	579.61	10.73		
Total	56	599.72			

NOTE: AMI = Attitude and Motivation Index Subscale.

Table 13

Summary Table of One-Way Analyses of Covariance for Selected Dependent Variables Middle School (B) Groups 5 and 6 BSM Covariate					
Source	df	SS	MS	F	p
SAT I					
Regression	1	.757	.757	1.68	.198
Group	1	10.60	10.60	23.62	.000
Within Group	68	30.51	.448		
Total	70	41.867			
SAT II					
Regression	1	.285	.285	.749	.390
Group	1	2.89	2.89	7.60	.007

Table 13 Continued

Summary Table of One-Way Analyses of
Covariance for Selected Dependent Variables
Middle School (B) Groups 5 and 6 BSM Covariate

Source	df	SS	MS	F	p
Within Group	68	25.93	.381		
Total	70	29.105			
<u>SAT III</u>					
Regression	1	.033	.033	.081	.776
Group	1	2.13	2.13	5.19	.026
Within Group	68	27.86	.409		
Total	70	30.023			
<u>SAT IV</u>					
Regression	1	.093	.093	.287	.594
Group	1	2.85	2.85	8.80	.004
Within Group	68	22.07	.324		
Total	70	25.013			
<u>NOTE: SAT = Speaking Achievement Test</u>					
<u>AMI I</u>					
Regression	1	36.08	36.08	.438	.510
Group	1	86.36	86.36	1.05	.309
Within Group	68	5591.15	82.22		
Total	70	5713.59			
<u>AMI II</u>					
Regression	1	1.03	1.03	.023	.879
Group	1	.076	.076	.001	.967

Table 13 Continued

Summary Table of One-Way Analyses of Covariance for Selected Dependent Variables Middle School (B) Groups 5 and 6 BSM Covariate					
Source	df	SS	MS	F	p
Within Group	68	3023.40	44.46		
Total	70	3024.506			
AMI III					
Regression	1	5.20	5.20	.161	.689
Group	1	.518	.518	.016	.899
Within Group	68	2191.68	32.23		
Total	70	2197.398			

NOTE: AMI = Attitude and Motivation Index Subscale.

The results of the one-way analysis of covariance on the data for the senior high groups on the four speaking achievement tests, with regard to group, revealed significant ($p_s < .05$) on SAT's II, III, and IV. Whereas, the results for middle school A demonstrated significance on SAT's I and IV only. The results for middle school B however, revealed significance on SAT's I-IV. NOTE:

A homogeneity of regression test was completed for all 3 one-way ANCOVA's and found to be non-significant ($p_s > .05$). This ruled out the possibility of interaction effect with regard to the PLAB and/or BSM covariates.

An examination of the third hypothesis follows.

H₃ There will be a positive correlation of speaking achievement with positive attitudes and motivation toward speaking Spanish as measured by a) attitude and motivation toward speaking Spanish, b) attitude toward the Spanish class, c) attitude toward the teacher.

Attitude in this investigation was defined in terms of student scores on three pre-selected attitudinal subscales of the AMTB. Attitudes of the 178 students in the study toward speaking Spanish, toward the Spanish teacher, and toward the Spanish class were measured by means of these subscales. The means of the three sub-scales of the AMTB which dealt with motivational intensity and desire to speak Spanish were analyzed. As the reliability of the AMTB for providing information about the attitudes and motivation of American students learning Spanish had already been validated (median reliability = .85), it was not necessary to treat this factor in the present investigation.

Tables 14, 15, and 16 present an overview of the mean scales and standard deviations of experimental and control group subjects on each of the three subscales of the AMTB.

Table 14

Mean Scores and Standard Deviations of Experimental and Control Groups Subjects on Selected Attitudinal Subscales of the Attitude and Motivation Test Battery

Variable	Group	Number of Students	Mean Score	SD
Attitude and Motivation Toward Speaking Spanish	Pure TPR Group Senior High (Group 1)	27	56.29	8.84
	Modified TPR Group Senior High (Group 2)	23	49.00	9.44
	Pure TPR Group Middle School B (Group 5)	36	57.40	9.3
	Control Groups Middle Schools A & B (Groups 4 & 6)	67	47.6	8.2

NOTE: Maximum score possible = 60 points.

Table 15

Mean Scores and Standard Deviations of Experimental and Control Groups Subjects on Selected Attitudinal Subscales of the Attitude and Motivation Test Battery

Variable Student	Group Score	Number of	Mean	SD
Attitude Toward the Spanish Teacher	1	27	170.74	3.12
	2	23	169.04	3.80
	3	25	168.12	2.53
	5	36	165.55	6.08
	4 & 6	67	166.06	9.82

NOTE: Maximum score possible = 175 points.

Table 16

Mean Scores and Standard Deviations of Experimental
and Control Groups Subjects on Selected Attitudinal
Subscales of the Attitude and Motivation Test Battery

Variable	Group	Number	Mean	SD
Attitude Toward the Spanish Class	1	27	167.48	3.20
	2	23	163.34	4.12
	3	25	165.08	3.43
	5	36	162.38	4.56
	4 & 6	67	163.45	9.45

NOTE: Maximum score possible = 175 points.

On subscale I, "Attitude Toward Speaking Spanish", the two Pure TPR groups had higher mean scores than the two Modified TPR groups and the two control groups. The difference in mean scores between the Pure TPR groups and Modified TPR groups was 7 points favoring the Pure TPR groups, whereas the difference in mean scores between the Modified TPR groups and control groups was 2 points favoring the Modified TPR groups. The mean scores of all six groups on each of the three subscales reflected positive attitudes. This is based on the fact that 175 points was the maximum score possible. Additionally, students who scored in the range of 160 to 175 points were therefore considered to demonstrate a positive attitude.

In order to determine whether or not there was in fact a positive correlation of speaking achievement with positive attitudes and motivation toward speaking Spanish, Pearson correlation coefficients were analyzed. The data presented in tables 17 and 18 reflected significant ($p < .05$) correlations as shown by combining both senior high experimental groups (Pure TPR and Modified TPR) and both middle schools experimental groups (Pure TPR and Modified TPR). Finally, subsequent Pearson correlation coefficients were analyzed relative to Group 1 versus Group 2 and Group 3 versus Group 5; these are cited in Table B-11 and B-12 (Appendix B). As can be observed from the data in tables 17 and 18, the results are indicative of positive correlation of speaking achievement with positive attitudes and motivation toward speaking Spanish as measured by the AMTB. Hypothesis 3 can be accepted.

Table 17

<u>Pearson Correlation</u> <u>Coefficients Between Senior High Groups 1 and 2</u>			
Criterion Variables	<u>r</u>	<u>AMTB</u>	<u>p</u>
SAT I	.359		.014
SAT II	.293		.047
SAT III	.397		.006
SAT IV	.381		.008

NOTE: SAT = Speaking Achievement Test

Table 18

Pearson Correlation Coefficients
Between Both Middle Schools: Groups 3 and 5

Criterion Variables	<u>r</u>	<u>AMTB</u>	<u>p</u>
SAT I	.4544		.0003
SAT II	.3149		.0161
SAT III	.3770		.0035
SAT IV	.4778		.0001

NOTE: SAT = Speaking Achievement Test.

The next hypothesis which was investigated in this study was number four. Its analysis follows.

H₄ There will be differences between student preference of instructional approach at the middle school level favoring the Pure TPR strategy over the traditional method.

In order to ascertain student preference of instructional approach, experimental subjects were administered a teacher-prepared (prepared by the three participating teachers in this investigation) 10-item questionnaire. (Note: this questionnaire was prepared by the three participating teachers in this investigation.) The questionnaire is cited in Appendix A. Students reacted to the questions on a scale anchored on either side by "always" or "never".

In the present investigation the students in the experimental groups were instructed via the Pure TPR

or Modified TPR strategy during the first nine weeks of instruction, whereas during the second nine weeks of instruction, the students were taught using a traditional cognitive-code/grammar-translation method. The questionnaire was administered at the end of the second nine-week period. At this point, the experimental groups had received one 9-week period of instruction in Spanish via Pure TPR or Modified TPR and one 9-week period of instruction via a traditional method. An item by item analysis was made on this variable. Table 19 contains this information.

Table 19

Item by Item Analysis of
Mean Scores and Standard Deviations
of Pure TPR groups and Modified TPR
groups on Student Perception Questionnaire

Student Perception Questionnaire Number	Number	Mean	<u>SD</u>
1	109	2.49	1.11
2	109	2.15	1.21
3	109	3.09	1.07
4	109	3.49	1.28
5	109	2.57	1.12
6	109	3.66	1.00
7	109	2.73	1.15
8	109	3.85	.880
9	109	3.66	.964

Table 20

Mean Scores and Standard Deviations
of Pure TPR groups and Modified TPR
groups on Student Perception Questionnaire

Condition	Number	Mean	<u>SD</u>
Pure TPR Senior High	27	3.09	.271
Modified TPR Senior High	23	3.06	.344
Modified TPR Middle School (A)	25	3.1	.269
Pure TPR Middle School (B)	33	3.07	.269

NOTE: Total maximum score possible = 5 points.

Finally, the fifth hypothesis under investigation in this study focused on student preference of instructional approach. The analyses of this hypothesis follows.

H₅ There will be differences between preference of instructional approach at the middle level favoring the Modified TPR strategy over the traditional method.

The final hypothesis under investigation in this study was similar to H₄. Similar item-by-item analyses were conducted to determine student preference of instructional approach. Table 20 demonstrated mean scores and standard deviations of each of the ten items on the Student Perception Questionnaire.

The results indicated that the subjects preferred the Modified TPR strategy over the traditional method. Hypothesis 5 can be accepted. Table 21 summarized the hypotheses under investigation in this study.

Table 21

Summary Table of Hypothesis Acceptance or Rejection

Outcome	Number	Statement of Hypothesis
Hypothesis Accepted	1	There will be significant differences between the Modified TPR group and Pure TPR group in speaking achievement favoring the Pure TPR group among senior high Level I Spanish students as measured by the Bilingual Syntax Measure.
Hypothesis Accepted	2	There will be differences between the Modified TPR group and Pure TPR group in speaking achievement favoring the Pure TPR group among senior high Level I Spanish students as measured by the four speaking achievement tests.
Hypothesis Accepted	3	There will be a positive correlation of speaking achievement with positive attitudes and motivation toward speaking Spanish as measured by a) attitude and motivation toward speaking Spanish, b) attitude toward the Spanish class c) attitude toward the teacher.
Hypothesis Accepted	4	There will be differences between preference of instructional approach

Table 21 Continued

Summary Table of Hypothesis Acceptance or Rejection

Outcome	Number	Statement of Hypothesis
Hypothesis	4	at the middle school level favoring the Pure TPR strategy over the traditional method.
Hypothesis Accepted	5	There will be differences between preference of instructional approach at the middle school level favoring the Modified TPR strategy over the traditional method.

Chapter Summary

This chapter has included the results of the investigation and the statistical analyses used in testing the research hypotheses. Chapter V presents a summary of the study and states conclusions. Implications for the teaching of foreign languages through the use of the TPR strategy and suggestions for further research are also noted.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

This section includes a summary of the study, discussion of the hypotheses, implications for theory, research, and instructional practice, and conclusions.

Summary

Purpose

This study sought to investigate the effects of simultaneous oral production and The Total Physical Response Strategy on the speaking achievement, attitudes, motivation and interest of 178 level one Spanish secondary education students. A secondary purpose of this study was to compare and contrast the speaking achievement between eighth grade level one Spanish students (middle school) and ninth through eleventh grade level one Spanish students (senior high).

Subjects

The subjects in the investigation were 178 level one Spanish students who were attending three secondary schools located in suburban Baltimore. Two of the participating schools were middle schools, grades six through eight. The third school was a senior high school, grades nine through twelve. From the sample size of 178 students, six groups were formed. At each of the three schools, all students who participated

in the study were randomly assigned. At the senior high school there was a Pure TPR group which practiced delayed oral production during the first ten hours of classroom instruction. The other group at the senior high was a Modified TPR group which began oral production on the first day of instruction. One of the two middle schools had one Pure TPR group and one control group. While the other middle school had one Modified TPR group and one control group. The investigation took place over a nine-week period. There were three participating teachers. The investigator in the present study served as instructor for the two senior high groups.

The independent variable in the study was the students performance on the pretest, the Pimsleur Language Aptitude Battery. The dependent variables were the four speaking achievement tests, the Bilingual Syntax Measure, attitudes, motivation, and interest in speaking Spanish of the 178 students in the six Spanish classes. The hypotheses in the present investigation, listed according to their acceptance or rejection, are found in Table 21. The next section discusses the five hypotheses.

Discussion of the Hypotheses

Hypothesis 1. This hypothesis stated that there will be differences between the Modified TPR group and Pure TPR group in speaking achievement favoring

the Pure TPR group among senior high Level I Spanish students as measured by the Bilingual Syntax Measure.

The Bilingual Syntax Measure, a test designed to measure oral proficiency, was administered at the end of the second nine-week period. All 178 subjects participating in this study received instruction through grammar-translation/cognitive-code during this time period. The greater proficiency in the speaking skill was demonstrated by the Pure TPR groups. This may be attributable to the use of the experimental conditions.

Additionally, this finding supports research results described by Gary (1975). In this particular study, Gary had subjects practice delayed oral production for 14 weeks beginning at the onset of language instruction. During the remaining 7 weeks, the subjects did not speak during the first half of each class period. Gary administered tests of oral production and found that, although not statistically significant, the experimental group scored higher than the control group. Therefore, Gary concluded that the rate of learning of the experimental group appeared to be superior to the control group in the area of oral production. The data in the present investigation lead this researcher to agree with this inference.

Furthermore, Asher (1975) and Postovsky (1975) conducted similar research involving the TPR strategy. In these studies learning was enhanced by a physical

response such as bodily action or writing. In the present investigation, this inference held true for the experimental Pure TPR subjects whose oral production was delayed 10 hours. Subjects in this Pure TPR group outscored subjects in the Modified TPR and control groups on the four speaking achievement tests. Additionally, the Pure TPR groups demonstrated the greatest proficiency in Spanish on the BSM measure. Discussion of H₂ follows.

Hypothesis 2. This hypothesis stated that there will be differences between the Modified TPR group and Pure TPR group in speaking achievement favoring the Pure TPR group among senior high Level I Spanish students as measured by the four speaking achievement tests.

The four speaking achievement tests in this investigation were administered at two week intervals. The tests were prepared by the Publisher of, Persona a Persona I, McMillan and Company. Again, it should be noted that these tests were, by design, intended to be administered as a written evaluation measure. The investigator in this study was not interested however in the students writing achievement. The focus of the study was to ascertain students' speaking achievement. Therefore, the tests were used, with randomly selected items, as speaking measures.

Four native Spanish speakers scored the tape recorded

responses of each subject on all four speaking achievement tests. In the present study the higher scores on the four speaking achievement tests and Bilingual Syntax Measure were characteristic of the Pure TPR group. This may suggest that delayed oral production may be a productive approach to instruction in second language acquisition in the foreign language classroom.

Postovsky (1975) concluded that the language acquisition process can be made less strenuous and more productive by reversing the emphasis in the initial phase of language instruction, from training in oral production to development of aural comprehension. Furthermore, Postovsky's research (1975) indicated that training in speech production too early in the course tends to retard development of aural comprehension. In this investigation, the Pure TPR groups achieved mean scores higher than those attained by the Modified TPR groups and control groups. The subjects in both the Modified TPR groups and control groups had not experienced any delay in oral production.

Similarly, Uliano (1984) described a study which also involved secondary Level I Spanish students. The two experimental groups each practiced delayed oral production - E₁ for 20 hours and E₂ for 30 hours. Subjects in E₁ outscored subjects in E₂ on the Modern Language Association (MLA) Cooperative Foreign Language Tests. This suggested that 30 hours may not be the optimum period of time to delay oral language production

with Level I students.

Discussion of H₃ follows.

Hypothesis 3. This hypothesis stated that there will be a direct correlation between the speaking achievement of all groups and attitude and motivation favoring positive attitude and high motivation on an attitude and motivation measure.

The modified Attitude and Motivation Test Battery was administered to all 178 subjects in this study. The original AMTB was used as the source from which to select those items which specifically addressed themselves to "Attitude and Motivation Toward Speaking Spanish". Those items from Index II, "Attitude Toward the Spanish Class", and Index III, "Attitude Toward the Spanish Teacher", were left intact. The adapted version of the AMTB, validated by Muchnick and Wolfe (1982), has been found to be a highly reliable instrument for assessing attitudes and motivation of American high school Spanish students.

In this investigation although all six groups of students displayed positive attitudes and high motivation on all three indexes, the Pure TPR groups maintained a higher correlation between speaking achievement and positive attitude and high motivation. This evidence may provide additional support to Asher's (1974) contention that providing a stress-free environment in the foreign language classroom is of paramount importance.

A stress-free environment is one of the basic paradigms built into the TPR strategy. Students are not forced or required to speak at the onset of instruction. Furthermore, it is possible for the students to demonstrate aural comprehension by physically responding to what has been said. A discussion of H₄ follows.

Hypothesis 4. This hypothesis stated that there will be differences between preference of instructional approach at the middle school level favoring the Pure TPR strategy over the traditional method.

The four groups of experimental students were administered the Student Perception Questionnaire (SPQ). The questionnaire consisted of ten items written by the three participating teachers in the present investigation. The SPQ was administered at the end of the second 9-week term. This meant that the experimental groups had received instruction the first 9-week term in either Pure or Modified TPR. Whereas the second 9-week period the students received instruction via a traditional grammar-translation/cognitive-code method. The questionnaire was designed to ascertain student preference of instructional strategy.

An item by item analysis indicated that the Pure TPR group chose the TPR instructional strategy over the traditional method. Furthermore, the analyses indicated that the students felt more "comfortable" in Spanish class the first nine week term. At the

end of the second 9-week term the students were asked by their instructor why they preferred Total Physical Response over traditional. The majority of students agreed that they had 1) learned more vocabulary, 2) understood curriculum content more easily, and 3) preferred class being taught entirely in Spanish with no English. A discussion of H₅ follows.

Hypothesis 5. This hypothesis stated that there will be differences between preference of instructional approach at the middle school level favoring the Modified TPR strategy over the traditional method.

As was the case with testing hypothesis four, the findings were similar. The experimental students in the Modified TPR group preferred instruction by means of TPR over the traditional method. These results were the same for both the senior high level and the middle school levels. Likewise, as indicated in Hypothesis four, the students revealed on the SPQ that they felt more "comfortable" in class during the first term than they did the second term. Also, they indicated that they preferred being taught in Spanish with little or no English.

These findings may indicate that students prefer "active" learning to "observational" learning. According to Krashen (1980), the best approach to follow in second language instruction might be one in which both learning and acquisition are fully utilized in the classroom.

It is his conviction that language fluency can come only from acquisition, and that this acquisition process is subconscious. It may be theoretically implied that if students can internalize listening comprehension of a second language, then they can more easily make the transition to production, reading and writing. According to Asher (1975), if this transition is attempted too abruptly or too prematurely, then learning difficulties can be expected.

Implications for Future Research

The TPR strategy is relatively young when compared to the many other foreign language instructional strategies, such as grammar-translation and cognitive-code. However, in the past twenty years since its inception, research (Asher et al, 1964, 1974, 1975) (Wolfe and Jones, 1982) (Uliano, 1984) has suggested that TPR is a worthwhile and successful teaching tool. According to Asher, (1982) TPR, "... is not a formal method nor an elaborate technique, but an experimental concept which can be used creatively by the classroom teacher to get and sustain an unusually high level of student motivation."

Since TPR is, by comparison, a "new" teaching strategy and because foreign language teachers have periodically asked whether or not new instructional strategies are better than traditional ones, there are implications for future research. Some questions

which might be investigated are:

- 1) Can TPR be implemented successfully in other disciplines?
- 2) What is the optimal time period for delayed oral production?
- 3) Why does active learning produce better achievement results than observational learning?
- 4) Can TPR be successfully implemented in foreign language curriculum which subscribe to the use of a traditional textbook?
- 5) Does the use of TPR as an instructional strategy enhance communicative competency?

The final section of this chapter addresses implications for instructional practice and conclusions based on the findings in this investigation.

Implications for Instructional Practice

In the present investigation students who were taught via TPR as the instructional strategy outperformed students who were taught using a more traditional method, that is, grammar-translation/cognitive-code. The TPR strategy involved "active" learning, whereas the traditional method was more centered around "observational" learning. The experimental students of this investigation indicated that they preferred "active" to "observational" learning. Therefore, the following implications for instructional practice have been suggested by this investigator:

1) Teachers may want to abandon requiring students to speak the foreign language at the onset of classroom instruction. This would provide the opportunity to enhance and strengthen the listening skill. The individual instructor may wish to decide what the optimal time period of delayed oral production is relative to each class.

2) Teachers may devise activities to coincide with curricula content which involve having the students physically moving around the classroom. These activities may be Teacher or student-oriented.

3) Teachers may decide the length of time per class period to engage in the use of the TPR strategy.

4) Teachers may successfully incorporate use of the TPR strategy with a textbook which is geared toward a traditional approach to foreign language instruction.

Conclusions

The findings of the present investigation suggest that the use of active learning as opposed to "observational" learning in the foreign language classroom can be part of an effective strategy for language instruction. Further, the results indicated that practice in delayed oral production provides a period of aural comprehension. This comprehension training facilitates oral readiness; that is, the students are not required

to speak at the beginning of second language instruction. Instead, the students begin to speak when they are ready. This strategy appears to be more effective in the early stages of second language learning than one which is based on purely explicit teaching strategies. According to Asher (1972) for at least one semester in college or six months to a year in high school, the goal of foreign language learning should be listening fluency only. Asher stated, "The listening fluency should be so keen that when the students visit a foreign country, they can understand almost anything they hear on the street, on television, or on radio."

As evidenced in this investigation, the two Pure TPR groups achieved the highest mean scores on all evaluative measures. The ten hours of delayed oral practice experienced by both Pure TPR groups provided valuable comprehension training for these students. The advantage of providing this listening period became apparent in higher evaluative scores as evidenced at both the senior high and middle school level. The comprehension training of the Pure TPR group demonstrated a high level of retention even after nine weeks of traditional instruction. Students in both Pure TPR groups outperformed their counterparts on the Bilingual Syntax Measure.

The Total Physical Response Strategy has some similarity to how children seem to learn their first

language. For example, young children acquire a high level of listening fluency in the first language (L_1) before they make utterances (Asher, 1965). This listening fluency can be demonstrated by observing the complexity of commands which the young children can obey before they learn to speak; and even as speaking develops, listening comprehension is always further advanced. As evidenced by this investigation, TPR and delayed oral response may provide foreign language teachers a vehicle through which to review research and incorporate into their daily lessons a teaching strategy designed to further enhance students' ability to speak the foreign language.

Finally, it was the intention of the investigator that the results of the study offer useful information to widen the horizons of the classroom teacher by identifying vehicles which can be adapted to various classroom objectives and content.

Finally, the present study was by design and composition, unique. Prior to this investigation there had not been any published reports of empirical research conducted which directly involved use of the TPR strategy with middle school and senior high school students studying a foreign language. Additionally, middle school (grades 6-8) foreign language students, being taught via the TPR strategy, had not previously been studied under similar controlled conditions. Furthermore,

the inclusion of the speaking component with TPR was a novel approach toward examining the efficacy of TPR as an instructional strategy.

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APPENDIX A

COPIES OF NON-STANDARD
MEASURING INSTRUMENTS IN THE STUDY

A-1 Adapted Attitude and Motivation Test Battery



The University of Western Ontario

Faculty of Social Science
Department of Psychology
London, Canada N6A 5C2

March 6, 1986

Marjorie H. Haley
33 Spring Glen Ct.
Cockeysville, Md. 21030
U.S.A.

Dear Ms. Haley:

Further to your letter of February 10, you have my permission to include a copy of the Attitude/Motivation Test Battery as an appendix to your doctoral dissertation.

Best wishes in your endeavours.

Yours sincerely,

A handwritten signature in cursive script that reads "R C Gardner".

R. C. Gardner, Ph.D.
Professor

RCG:vad

ATTITUDES AND MOTIVATION TEST BATTERY

BY ROBERT C. GARDNER, ET AL

INTRODUCTION

In the following questionnaire you will be asked to express your opinions about various aspects of learning French. For the results of this survey to be meaningful, it is important that you be as accurate and as frank as possible in your answers. Answer all items unless it is important to you personally to omit certain ones. If you have any difficulties or questions about any of the items, please raise your hand and someone will come to your assistance.

A separate Answer Sheet is provided for your answers. Print your name and other information as requested. After doing so open this booklet and read the directions.

NOTE: In this questionnaire the term French American refers to native born Americans who are of French descendants. Generally, but not exclusively, they live in the New England states and in Louisiana.

PLEASE DO NOT WRITE IN THIS BOOKLET, ONLY ON THE ANSWER SHEET.

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by David E. Wolfe.

Following are a number of statements with which some people agree and others disagree. There are no right or wrong answers since many people have different opinions. We would like you to indicate your opinion about each statement by darkening on your answer sheet the number which best indicates the extent to which you disagree or agree with that statement.

Following is a sample item. Choose the alternate below the statement that best indicates your feelings.

O. French cooking is the best in the world.

- | | |
|-----------------------|-------------------------|
| (1) Strongly disagree | (2) Moderately disagree |
| (3) Slightly disagree | (4) Neutral |
| (5) Slightly agree | (6) Moderately agree |
| (7) Strongly agree | |

In answering this statement, you should have selected one of the above alternatives. Some people would select Strongly Disagree, others would select Strongly Agree, and still others would select one of the alternatives in between. The one you selected would indicate your own feelings based on everything you know and have heard. Note, there is no right or wrong answer. All that is important is that you indicate your own personal feeling.

For each of the items on the following pages,

want you to give your immediate reactions. Don't waste time thinking about each statement. On the other hand, please do not be careless as it is important that we obtain your true feelings.

Please use a #2 pencil to darken your choice on the answer sheet. Be sure to erase carefully and do not leave any stray marks. Make sure that the number on the answer sheet corresponds to the number on the questionnaire.

NOTE: The numbers, 0, 8, and 9 on the Answer Sheet are not to be used.

1. I always feel that the other students speak Spanish better than I do.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
2. Some of our best citizens are of Hispanic American descent.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
3. If I planned to stay in another country, I would make a great effort to learn the language even though I could get along in English.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
4. I plan to learn as much Spanish as possible.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
5. I have a favorable attitude towards the European Spanish.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
6. Studying a foreign language is an enjoyable experience.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
7. Hispanic Americans have preserved much of the beauty of the old American folkways.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
8. The European Spanish are cheerful, agreeable, and good humored.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)

9. Learning Spanish is a waste of time.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)

10. Studying Spanish can be important for me only because I'll need it for my future career.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)

11. I would like to get to know the European Spanish people better.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)

12. The Hispanic American heritage is an important part of our American identity.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)

13. Studying Spanish can be important for me because it will enable me to better understand and appreciate Hispanic American art and literature.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)

14. I think learning Spanish is dull.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)

15. I wish I could speak another language perfectly.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)

16. Studying Spanish can be important for me because I think it will someday be useful in getting a good job.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)

17. The European Spanish are trustworthy and dependable.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)

18. I am afraid the other students will laugh at me when I speak Spanish.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)

19. Studying Spanish can be important for me because it will allow me to be more at ease with fellow Americans who speak Spanish.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)

20. If the U.S. should lose the Spanish culture of the Hispanic Americans, it would be a great loss.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)

21. I would study a foreign language in school even if it were not required.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)

22. I love learning Spanish.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)

23. I never feel quite sure of myself when I am speaking in our Spanish class.
- | | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) |
24. The more I learn about Hispanic Americans, the more I want to be fluent in their language.
- | | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) |
25. If I were visiting a foreign country, I would like to be able to speak the language of the people.
- | | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) |
26. Spanish is an important part of the school program.
- | | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) |
27. The European Spanish are very friendly and hospitable.
- | | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) |
28. I often wish I could read newspapers and magazines in another language.
- | | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) |
29. Hispanic Americans add a distinctive flavor to the American culture.
- | | | | | | | |
|-------------------|---------------------|-------------------|---------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neutral | Slightly Agree | Moderately Agree | Strongly Agree |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) |

30. The more I learn about the European Spanish, the more I like them.
- | | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Neutral | Slightly
Agree | Moderately
Agree | Strongly
Agree |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) |
31. I would rather spend my time on subjects other than Spanish.
- | | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Neutral | Slightly
Agree | Moderately
Agree | Strongly
Agree |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) |
32. Studying Spanish can be important for me because other people will respect me more if I have a knowledge of a foreign language.
- | | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Neutral | Slightly
Agree | Moderately
Agree | Strongly
Agree |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) |
33. The European Spanish are a very kind and generous people.
- | | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Neutral | Slightly
Agree | Moderately
Agree | Strongly
Agree |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) |
34. Hispanic Americans are a very sociable, warm-hearted and creative people.
- | | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Neutral | Slightly
Agree | Moderately
Agree | Strongly
Agree |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) |
35. Studying Spanish can be important for me because I will be able to participate more freely in the activities of other cultural groups.
- | | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Neutral | Slightly
Agree | Moderately
Agree | Strongly
Agree |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) |
36. When I leave school, I shall give up the study of Spanish entirely because I am not interested in it.
- | | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Neutral | Slightly
Agree | Moderately
Agree | Strongly
Agree |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) |
37. I enjoy meeting and listening to people who speak other languages.
- | | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Neutral | Slightly
Agree | Moderately
Agree | Strongly
Agree |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) |

38. Studying Spanish can be important for me because it will make me a more knowledgeable person.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)

39. I have always admired the European Spanish people.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)

40. It embarrasses me to volunteer answers in our Spanish class.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)

41. Studying Spanish can be important for me because it will allow me to meet and converse with more and varied people.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)

42. I would like to know more Hispanic Americans.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)

43. I would really like to learn a lot of foreign languages.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)

44. I really enjoy learning Spanish.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)

45. I get nervous and confused when I am speaking in my Spanish class.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)

46. Americans should make a greater effort to learn the Spanish language.
- | | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Neutral | Slightly
Agree | Moderately
Agree | Strongly
Agree |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) |
47. I want to read the literature of a foreign language in the original language rather than a translation.
- | | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Neutral | Slightly
Agree | Moderately
Agree | Strongly
Agree |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) |
48. Learning Spanish is really great.
- | | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Neutral | Slightly
Agree | Moderately
Agree | Strongly
Agree |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) |
49. The European Spanish are considerate of the feelings of others.
- | | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Neutral | Slightly
Agree | Moderately
Agree | Strongly
Agree |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) |
50. Even though the U.S. is relatively far from countries speaking other languages, it is important for Americans to learn foreign languages.
- | | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Neutral | Slightly
Agree | Moderately
Agree | Strongly
Agree |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) |
51. Most Hispanic Americans are so friendly and easy to get along with that the U.S. is fortunate to have them.
- | | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Neutral | Slightly
Agree | Moderately
Agree | Strongly
Agree |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) |
52. For the most part, the European Spanish are sincere and honest.
- | | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Neutral | Slightly
Agree | Moderately
Agree | Strongly
Agree |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) |
53. I hate Spanish.
- | | | | | | | |
|----------------------|------------------------|----------------------|---------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Neutral | Slightly
Agree | Moderately
Agree | Strongly
Agree |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) |

Please answer each of the following items by marking on the Answer Sheet the space which corresponds to the alternative which appears most applicable to you. Be as accurate as possible since the success of this investigation depends upon it.

54. How often do you think about what you have learned in Spanish class?
- (1) hardly ever.
 - (2) once in a while.
 - (3) very frequently.
55. If I had the opportunity to speak Spanish outside of school, I would:
- (1) speak Spanish most of the time, using English only if really necessary.
 - (2) speak it occasionally, using English whenever possible.
 - (3) never speak it.
56. If Spanish were not taught in school, I would:
- (1) try to obtain formal lessons in Spanish somewhere else.
 - (2) pick up Spanish in everyday situations (i.e., read Spanish books and newspapers, try to speak it whenever possible, etc.)
 - (3) not bother learning Spanish at all.
57. During Spanish class, I would like to have:
- (1) only Spanish spoken.
 - (2) a combination of Spanish and English spoken.
 - (3) as much English as possible spoken.
58. When I have a problem understanding something we are learning in Spanish class, I:
- (1) immediately ask the teacher for help.
 - (2) only seek help just before the exam.
 - (3) just forget about it.
59. If I had the opportunity and knew enough Spanish, I would read Spanish magazines and newspapers:
- (1) as often as I could.
 - (2) not very often.
 - (3) never.
60. How often do you speak in Spanish class?
- (1) never say anything.
 - (2) answer only the easier questions.
 - (3) volunteer answers as much as possible.

61. Compared to my other courses, I like Spanish:
- (1) the most.
 - (2) least of all.
 - (3) the same as all the others.
62. When it comes to Spanish homework, I:
- (1) work very carefully, making sure I understand everything.
 - (2) put some effort into it, but not as much as I could.
 - (3) just skim over it.
63. If I had the opportunity to see a Spanish play, I would:
- (1) definitely go.
 - (2) go only if I had nothing else to do.
 - (3) not go.
64. If there were a local Spanish T.V. station, I would:
- (1) turn it on occasionally.
 - (2) never watch it.
 - (3) try to watch it often.
65. If there were a Spanish club in my school, I would:
- (1) be most interested in joining.
 - (2) attend meetings once in awhile.
 - (3) definitely not join.
66. Considering how I study Spanish, I can honestly say that I:
- (1) do just enough work to get along.
 - (2) will pass on the basis of sheer luck or intelligence because I do very little work.
 - (3) really try to learn Spanish.
67. If it were up to me whether or not to take Spanish, I:
- (1) would drop it.
 - (2) would definitely take it.
 - (3) don't know whether I would take it or not.
68. If my teacher wanted someone to do an extra Spanish assignment, I would:
- (1) definitely volunteer.
 - (2) only do it if the teacher asked me directly.
 - (3) definitely not volunteer.
69. If there were Spanish-speaking families in my neighborhood, I would:
- (1) speak Spanish with them as much as possible.
 - (2) speak Spanish with them sometimes.
 - (3) never speak Spanish with them.

70. When I hear a Spanish song on the radio, I:
- (1) listen carefully and try to understand all the words.
 - (2) listen to the music, paying attention only to the easy words.
 - (3) change the station.
71. I find the study of Spanish:
- (1) very interesting.
 - (2) not interesting at all.
 - (3) no more interesting than most subjects.
72. After I get my Spanish assignments back, I:
- (1) just throw them in my desk and forget them.
 - (2) just look them over, but don't bother correcting mistakes.
 - (3) always rewrite them, correcting my mistakes.
73. If the opportunity arose and I knew Spanish, I would watch Spanish T.V. programs:
- (1) sometimes.
 - (2) as often as possible.
 - (3) never.

MY SPANISH TEACHER

- | | | | | | | | |
|-----|---------------|-----|-----|-----|-----|-----|----------------|
| 1. | unfriendly | (a) | (b) | (c) | (d) | (e) | friendly |
| 2. | disorganized | (a) | (b) | (c) | (d) | (e) | organized |
| 3. | dull | (a) | (b) | (c) | (d) | (e) | exciting |
| 4. | reliable | (a) | (b) | (c) | (d) | (e) | unreliable |
| 5. | fascinating | (a) | (b) | (c) | (d) | (e) | tedious |
| 6. | considerate | (a) | (b) | (c) | (d) | (e) | inconsiderate |
| 7. | intelligent | (a) | (b) | (c) | (d) | (e) | unintelligent |
| 8. | suspicious | (a) | (b) | (c) | (d) | (e) | trusting |
| 9. | bad | (a) | (b) | (c) | (d) | (e) | good |
| 10. | imaginative | (a) | (b) | (c) | (d) | (e) | unimaginative |
| 11. | patient | (a) | (b) | (c) | (d) | (e) | impatient |
| 12. | unpleasant | (a) | (b) | (c) | (d) | (e) | pleasant |
| 13. | unindustrious | (a) | (b) | (c) | (d) | (e) | industrious |
| 14. | inefficient | (a) | (b) | (c) | (d) | (e) | efficient |
| 15. | colorless | (a) | (b) | (c) | (d) | (e) | colorful |
| 16. | polite | (a) | (b) | (c) | (d) | (e) | impolite |
| 17. | capable | (a) | (b) | (c) | (d) | (e) | incapable |
| 18. | sensitive | (a) | (b) | (c) | (d) | (e) | insensitive |
| 19. | sincere | (a) | (b) | (c) | (d) | (e) | insincere |
| 20. | dependable | (a) | (b) | (c) | (d) | (e) | undependable |
| 21. | approachable | (a) | (b) | (c) | (d) | (e) | unapproachable |
| 22. | interesting | (a) | (b) | (c) | (d) | (e) | boring |
| 23. | cheerless | (a) | (b) | (c) | (d) | (e) | cheerful |
| 24. | interested | (a) | (b) | (c) | (d) | (e) | disinterested |
| 25. | incompetent | (a) | (b) | (c) | (d) | (e) | competent |

MY SPANISH COURSE

26.	colorful	(a)	(b)	(c)	(d)	(e)	colorless
27.	pleasant	(a)	(b)	(c)	(d)	(e)	unpleasant
28.	disagreeable	(a)	(b)	(c)	(d)	(e)	agreeable
29.	bad	(a)	(b)	(c)	(d)	(e)	good
30.	complicated	(a)	(b)	(c)	(d)	(e)	simple
31.	useful	(a)	(b)	(c)	(d)	(e)	useless
32.	tedious	(a)	(b)	(c)	(d)	(e)	fascinating
33.	pleasurable	(a)	(b)	(c)	(d)	(e)	painful
34.	complex	(a)	(b)	(c)	(d)	(e)	elementary
35.	boring	(a)	(b)	(c)	(d)	(e)	interesting
36.	satisfying	(a)	(b)	(c)	(d)	(e)	unsatisfying
37.	awful	(a)	(b)	(c)	(d)	(e)	nice
38.	hard	(a)	(b)	(c)	(d)	(e)	effortless
39.	absorbing	(a)	(b)	(c)	(d)	(e)	monotonous
40.	enjoyable	(a)	(b)	(c)	(d)	(e)	unenjoyable
41.	noneducational	(a)	(b)	(c)	(d)	(e)	educational
42.	confusing	(a)	(b)	(c)	(d)	(e)	clear
43.	rewarding	(a)	(b)	(c)	(d)	(e)	unrewarding
44.	worthless	(a)	(b)	(c)	(d)	(e)	valuable
45.	meaningless	(a)	(b)	(c)	(d)	(e)	meaningful
46.	easy	(a)	(b)	(c)	(d)	(e)	difficult
47.	dull	(a)	(b)	(c)	(d)	(e)	exciting
48.	important	(a)	(b)	(c)	(d)	(e)	unimportant
49.	unappealing	(a)	(b)	(c)	(d)	(e)	appealing
50.	unnecessary	(a)	(b)	(c)	(d)	(e)	necessary

A-2 Modified Attitude and Motivation Test Battery

ATTITUDES AND MOTIVATION TEST BATTERY

The following are a number of statements with which some people agree and others disagree. There are no right or wrong answers since many people have different opinions. For each of the items give your immediate reaction. Don't waste time thinking about each statement. On the other hand, don't be careless as it is important to obtain your true feelings.

1. I always feel that the other students speak Spanish better than I do.
2. I plan to learn as much Spanish as possible.
3. Studying a foreign language is an enjoyable experience.
4. I wish I could speak another language perfectly.
5. I am afraid the other students will laugh at me when I speak Spanish.
6. Studying Spanish can be important for me because it will allow me to be more at ease with fellow Americans who speak Spanish.
7. I never feel quite sure of myself when I am speaking in our Spanish class.
8. The more I learn about Hispanic Americans, the more I want to be fluent in their language.
9. If I were visiting a foreign country, I would like to be able to speak the language of the people.
10. I enjoy meeting and listening to people who speak other languages.
11. It embarrasses me to volunteer answers in our Spanish class.

12. Studying Spanish can be important for me because it will allow me to meet and converse with more and varied people.
13. I get nervous and confused when I am speaking in my Spanish class.
14. If I had the opportunity to speak Spanish outside of school, I'd:
 - (1) speak Spanish most of the time, using English only if necessary
 - (2) speak it occasionally, using English whenever possible
 - (3) never speak it
15. During Spanish class, I would like to have:
 - (1) only Spanish spoken
 - (2) a combination of Spanish and English spoken
 - (3) as much English as possible spoken
16. How often do you speak in Spanish class?
 - (1) never say anything
 - (2) answer only the easier questions
 - (3) volunteer answers as much as possible
17. If there were Spanish speaking families in my neighborhood, I would:
 - (1) speak Spanish with them as much as possible
 - (2) speak Spanish with them sometimes
 - (3) never speak Spanish with them
18. Compared to my other courses, I like Spanish
 - (1) the most
 - (2) least of all
 - (3) the same as the others
19. If it were up to me whether or not to take Spanish, I:
 - (1) would drop it
 - (2) would definitely take it
 - (3) don't know whether I would take it or not

20. Considering how I study Spanish, I feel the most important skill is:

- (1) speaking
- (2) listening
- (3) reading

A-3 Persona a Persona I Tests

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866 Third Avenue, New York, N. Y. 10022

158

February 26, 1986

Ms. Marjorie H. Haley
33 Spring Glen Court
Cockeysville, Maryland 20130

Dear Ms. Haley:

This is in reply to your letter of February 10.

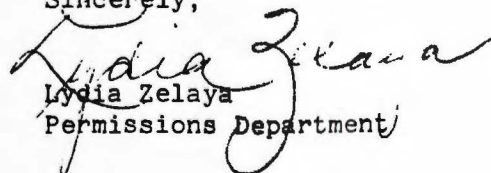
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Best wishes.

Sincerely,


Lydia Zelaya
Permissions Department

A-4 Student Perception Questionnaire

NAME _____ CLASS _____ DATE _____ GRADE _____

PRUEBA PRIMERA PARTE 1 - 2

I. DICTADO

Escriba Ud. (Write what you hear.)

- | | |
|---------------------|-----------------------|
| 1. <u>imposible</u> | 2. <u>artista</u> |
| 3. <u>Yo soy</u> | 4. <u>Mucho gusto</u> |

II. Someone says the following things to you. What do you answer?

1. Hola. Yo soy Miguel Canarias.

-Mucho gusto. (Yo soy ...)

2. ¿Es usted muy sociable?

-Sí, soy. -No, no soy) muy sociable.

3. ¿Es muy nerviosa su madre?

-Sí, mi madre es (-No, mi madre no es) muy nerviosa.

III. Change these sentences according to the new subject.

Por ejemplo (For example): José es muy artístico.

Elena es muy artística.

1. Mi padre no es práctico.

Mi madre no es práctica.

2. Elsa es muy sincera.

Yo soy muy sincera (sincero).

NAME _____ CLASS _____ DATE _____ GRADE _____

PRUEBA PRIMERA PARTE 3 - 4

I. DICTADO

Listen to each word. Then write the word under its picture.

(Read in this order: un libro, una mesa, una pluma, un lápiz, una escuela, una ventana)



una mesa



una ventana



un libro



un lápiz



una pluma



una escuela

II. Conteste en español:

1. Mi amigo Alamo es de Argentina. ¿Es norteamericano o sudamericano?

Es sudamericano.

2. Mi maestra es de Guatemala. ¿Es sudamericana o centroamericana?

Es centroamericana.

3. Yo soy de España. ¿Soy americano o europeo?

Ud. es europeo.

4. Víctor y Carmen son de Lima. ¿Son peruanos o mexicanos?

Son peruanos.

III. Díganos: ¿De dónde es Ud.?

Soy de ...

NAME _____ CLASS _____ DATE _____ GRADE _____

PRUEBA PRIMERA PARTE 5 - 6

I. DICTADO

Escuche, y después escriba con la ilustración correcta. (Listen, and then write the words under their illustrations.)
 (Read in this order: Es mi tío Pío. Es mi abuela Fela. Son mis primos Luis y Luisa.)



Son mis primos Luis y Luisa.



Es mi abuela Fela.



Es mi tío Pío.

II. Conteste en español:

1. ¿Hay profesores (o profesoras) en su familia?

-Sí, hay (-No, no hay) ...

2. ¿Hay estudiantes excelentes en su clase?

-Sí, hay (-No, no hay) ...

3. ¿Tiene Ud. muchos hermanos?

-Sí, tengo (-No, no tengo) ...

4. Si la madre de Marga es la hermana de mi padre, ¿qué es Marga - mi tía o mi prima?

-Marga es su prima.

III. Díganos:

1. Tell us whether you have any sisters.

Tengo (No tengo) ...

2. Tell us whether you have many friends.

Tengo (No tengo) muchos amigos (muchas amigas).

NAME _____ CLASS _____ DATE _____ GRADE _____

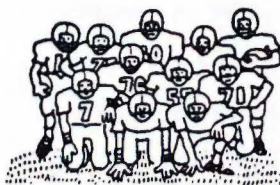
PRUEBA PRIMERA PARTE 7 - 8

I. DICTADO

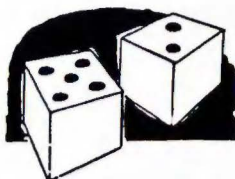
Escuche bien. Después escriba con la ilustración correcta.

(Read in this order: Cinco y dos son siete. Me gusta el fútbol. Hay tres personas en la familia.)

Hay tres personas en la familia.



Me gusta el fútbol.



Cinco y dos son siete.

II. ¿QUÉ LE GUSTA?

Díganos: Which of these things do you like and which don't you?

los conciertos

Me gusta (No me gusta) los conciertos.

el tenis

etc.

los Yanquis (Yankees)

la música popular

la escuela

mis maestros

NAME _____ CLASS _____ DATE _____ GRADE _____

III. ARITMÉTICA

Diga en español:

- $2 + 1 = 3$ Dos y uno son tres.
 $11 - 6 = 5$ Once menos seis son cinco.
 $7 + 3 = 10$ Siete y tres son diez.
 $4 \times 3 = 12$ Cuatro por tres son doce.
 $9 - 1 = 8$ Nueve menos uno son ocho.

IV. PROBLEMAS

1. Hay seis lecciones en mi libro. Hay tres en el segundo libro. ¿Cuántas lecciones hay en los dos libros? nueve
 2. Hay nueve personas en el equipo (team). ¿Qué deporte es: béisbol, básquetbol, fútbol norteamericano o tenis? béisbol
 Hay once personas en el equipo. ¿Qué deporte es? fútbol
 Hay cinco personas en el equipo. ¿Qué deporte es? básquetbol

NAME _____ CLASS _____ DATE _____ GRADE _____

PRUEBA PRIMERA PARTE 9 - 10

- I. DICTADO (Read in this order: Son las seis y media. Es la una y diez.
Son las ocho menos cuarto. Son las diez y cinco.)
Escuche, y después escriba bajo (under) la ilustración correcta.



Es la una y diez. _____



Son las seis y media. _____



Son las ocho y cinco. _____



Son las ocho menos cuarto. _____

II. PROBLEMAS

1. Mi clase de inglés es a las ocho. Mi clase de español es una hora más tarde (later). ¿A qué hora es la clase de español?
La clase de español es a las nueve. _____
2. Hay un programa de detectives en la televisión a las cinco y media. Dos horas más tarde hay un programa de música. ¿A qué hora es el programa musical?
El programa musical es a las siete y media. _____

III. ¿QUÉ DÍA DE LA SEMANA ES?

Mi calendario es incompleto. Por favor, complete Ud. los días:

lunes _____

jueves _____

viernes _____

sábado _____

domingo _____

Ahora conteste:

1. Si hoy es lunes, ¿qué día es mañana? _____
2. Si mañana es jueves, ¿qué día es hoy? _____
3. ¿Qué días de la semana hay clase de español? _____
El día lunes, etc. tres respuestas.

NAME _____ CLASS _____ DATE _____ GRADE _____

EXAMEN 1 PRIMERA PARTE

I. ¿Cuál es la conclusión correcta?

Escuche - Listen, and then, can you find the right answer?

1. (...) ¿María es la madre de Pablo y Paula?

- Sí. Pablo y Paula son ... a. primos
 b. tíos
 c. hermanos

2. (...) ¿Ud. es norteamericana?

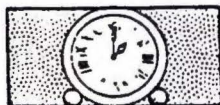
- a. -Sí, soy de Canadá.
 b. -Sí, soy de Argentina.
 c. -Sí, soy de Panamá.

II. Complete:

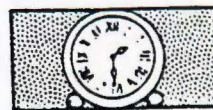
1. Cinco y cinco son diez. Cinco y seis son once.
 2. Doce menos ocho son cuatro. Doce menos nueve son tres.
 3. Si hoy es miércoles, mañana es jueves.
 4. Si mañana es domingo, hoy es sábado.
 5. Mayo es un mes de la primavera.
 6. La madre de mi padre es mi abuela.

III. ¿Qué hora es?

Mire las ilustraciones, y diga en español:



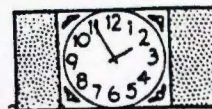
ES LA UNA.



SON LAS DOS Y CINCUENTA.



SON LAS DOS Y CINCUENTA.



SON LAS DOS Y CINCUENTA.

NAME _____ CLASS _____ DATE _____ GRADE _____

IV. Complete, usando (using) *un* o *una*:

- | | | |
|-------------------|-------------------------|--------------------|
| 1. <u>un</u> hijo | 2. <u>una</u> profesora | 3. <u>un</u> lápiz |
| 4. <u>un</u> día | 5. <u>una</u> clase | 6. <u>un</u> año |

V. Diga la forma plural. (Make these words plural.)

- | | |
|---------------------------------|----------------------------------|
| 1. la semana <u>las semanas</u> | 2. el mes <u>los meses</u> |
| 3. mi padre <u>mis padres</u> | 4. la nación <u>las naciones</u> |

VI. ¿Qué es esto?

Conteste con frases completas. (Answer in complete sentences.)



Esto es una pluma.



Esto es un papel.

VII. Finalmente, conteste en español:

- ¿Es de Chicago su familia? -Sí, mi familia es de ... -No, no es ...
- ¿De dónde es Ud.? -Soy de ...
- ¿Hace frío en el invierno o en el verano? -Hace frío en el invierno.
- ¿Le gusta su escuela? -Sí, me gusta mi ... -No, no me gusta ...
- ¿Le gustan sus profesores? -Sí, me gustan mis ... -No, ...

In the following questionnaire you will be asked to express your views about learning Spanish the past two quarters. In order that the results of this survey be meaningful, it is important that you be as accurate and frank as possible in your answers. Answer all items! A separate answer sheet is provided for your answers. If you have any difficulties or questions about any of the items, please raise your hand.

1 = Always 2 = Frequently 3 = Sometimes
4 = Seldom 5 = Never

-
- _____ 1. During the first quarter I felt comfortable.
 - _____ 2. During the first quarter I learned many new vocabulary words.
 - _____ 3. During the first quarter I felt confused.
 - _____ 4. During the first quarter I was bored.
 - _____ 5. During the first quarter my teacher spoke only in Spanish.
 - _____ 6. During the second quarter my teacher spoke more in English.
 - _____ 7. During the second quarter my grades improved.
 - _____ 8. During the second quarter I was bored.
 - _____ 9. During the second quarter I felt confused.
 - _____ 10. During the second quarter I felt comfortable.
-

APPENDIX B
SUPPLEMENTAL STATISTICAL ANALYSES

Mean Scores and Standard Deviations of Experimental and
Control Group Subjects on Speaking Achievement Test I

Condition	Number	Mean	<u>SD</u>
Pure TPR Senior High	27	2.80	.785
Modified TPR Senior High	23	1.78	1.12
Modified TPR Middle School	25	1.29	1.06
Control Group Middle School	32	2.20	1.02
Pure TPR Middle School	36	2.56	.652
Control Group Middle School	35	1.4	.693

Mean Scores and Standard Deviations of Experimental and
Control Group Subjects on Speaking Achievement Test II

Condition	Number	Mean	<u>SD</u>
Pure TPR Senior High	27	3.25	.523
Modified TPR Senior High	23	2.02	.855
Modified TPR Middle School	25	2.12	.927
Control Group Middle School	32	2.40	.700
Pure TPR Middle School	36	2.68	.583
Control Group Middle School	35	2.12	.648

Mean Scores and Standard Deviations of Experimental and
Control Group Subjects on Speaking Achievement Test III

Condition	Number	Mean	<u>SD</u>
Pure TPR Senior High	27	3.13	.625
Modified TPR Senior High	23	2.34	.689
Modified TPR Middle School	25	2.36	.860
Control Group Middle School	32	2.64	.698
Pure TPR Middle School	36	2.83	.481
Control Group Middle School	35	2.10	.762

Mean Scores and Standard Deviations of Experimental and
Control Group Subjects on Speaking Achievement Test IV

Condition	Number	Mean	<u>SD</u>
Pure TPR Senior High	27	3.17	.513
Modified TPR Senior High	23	2.42	.623
Modified TPR Middle School	25	2.47	.778
Control Group Middle School	32	2.92	.565
Pure TPR Middle School	36	3.00	.321
Control Group Middle School	35	2.11	.738

Mean Scores and Standard Deviations of
Pure TPR Group, Senior High on All Variables

Variable	Number	Mean	<u>SD</u>
PLAB	26	59.69	8.37
BSM	27	2.11	.697
SAT I	27	2.80	.785
SAT II	27	3.25	.523
SAT III	27	3.13	.625
SAT IV	27	3.17	.513
AMTB I	27	9.29	8.84
AMTB II	27	167.48	3.20
AMTB III	27	170.74	3.12
SPQ	27	3.09	.271

Mean Scores and Standard Deviations of
Modified TPR Group, Middle School on All Variables

Variable	Number	Mean	<u>SD</u>
PLAB	23	52.78	7.4
BSM	25	1.12	.33
SAT I	25	1.29	1.06
SAT II	25	2.12	.927
SAT III	25	2.36	.860
SAT IV	25	2.47	.778
AMTB I	25	9.68	10.81
AMTB II	25	165.08	3.43
AMTB III	25	168.12	2.53
SPQ	25	3.10	.269

Mean Scores and Standard Deviations of
Control Group, Middle School on Selected Variables

Variables	Number	Mean	<u>SD</u>
BSM	32	1.2	.490
SAT I	32	2.20	1.02
SAT II	32	2.40	.700
SAT III	32	2.64	.698
SAT IV	32	2.92	.565
AMTB I	32	7.46	8.36
AMTB II	32	164.25	3.19
AMTB III	32	167.12	3.72

Mean Scores and Standard Deviations of
Pure TPR Group, Middle School on Selected Variables

Variables	Number	Mean	<u>SD</u>
PLAB	35	70.71	8.12
BSM	36	2.58	.69
SAT I	36	2.56	.65
SAT II	36	2.68	.58
SAT III	36	2.83	.48
SAT IV	36	3.00	.32
AMTB I	36	9.69	9.31
AMTB II	36	162.38	4.56
AMTB III	36	165.55	6.08
SPQ	33	2.70	.269

Mean Scores and Standard Deviations of
Control Group, Middle School on Selected Variables

Variables	Number	Mean	SD
BSM	34	1.0	.00
SAT I	35	1.42	.69
SAT II	35	2.12	.64
SAT III	35	2.10	.76
SAT IV	35	2.11	.73
AMTB I	35	7.80	8.72
AMTB II	35	162.6	8.21
AMTB III	35	165.00	5.14

Mean Scores and Standard Deviations of
Modified TPR Group, Senior High, on All Variables

Variable	Number	Mean	<u>SD</u>
PLAB	20	56.1	9.73
BSM	23	1.3	.558
SAT I	23	1.78	1.12
SAT II	23	2.02	.855
SAT III	23	2.34	.689
SAT IV	23	2.42	.623
AMTB I	23	9.0	9.4
AMTB II	23	163.34	4.12
AMTB III	23	169.04	3.80
SPQ	23	3.06	.344

Pearson Correlation
Coefficients of Groups 1 versus Group 2

Criterion Variables	$r_1 - r_2$	z	p
SAT I	.338	.161	.8728
SAT II	.209	.128	.8966
SAT III	.157	1.41	.8886
SAT IV	.111	1.63	.8728

NOTE: SAT = Speaking Achievement Test.

Pearson Correlation
Coefficients of Groups 3 versus Group 5

Criterion	$r_1 - r_2$	z	p
SAT I	.098	.356	.7188
SAT II	.319	1.15	.2502
SAT III	.486	1.76	.0784
SAT IV	.535	1.94	.0524

NOTE: SAT = Speaking Achievement Test.

Pearson Correlation Coefficients Between
Groups 1,2,3, and 5 on the Four Speaking Achievement Tests

Criterion Variables	<u>r</u>	<u>AMTB</u>	<u>p</u>
<u>Group 1</u>			
SAT I	.284		.159
SAT II	.247		.222
SAT III	.527		.005
SAT IV	.543		.004
<u>Group 2</u>			
SAT I	.329		.155
SAT II	.205		.385
SAT III	.158		.503
SAT IV	.114		.631
<u>Group 3</u>			
SAT I	.207		.343
SAT II	.432		.039
SAT III	.506		.013
SAT IV	.548		.006
<u>Group 5</u>			
SAT I	.109		.529
SAT II	.113		.517
SAT III	.020		.906
SAT IV	.013		.940

NOTE: SAT = Speaking Achievement Test

Mean Scores and Standard Deviations of Experimental
and Control Group Subjects on the Bilingual Syntax Measure

Condition	Number	Mean	<u>SD</u>
Pure TPR Senior High	27	2.1	.697
Modified TPR Senior High	23	1.3	.558
Modified TPR Middle School (A)	25	1.1	.331
Control Group Middle School (A)	32	1.2	.490
Pure TPR Middle School (B)	36	2.5	.691
Control Group Middle School (B)	34	1.0	.000

Mean Scores and Standard Deviation of
Experimental and Control Groups on Selected Variables

<u>PLAB</u>		<u>BSM</u>		<u>AMTB I</u>		<u>AMTB II</u>		<u>AMTBIII</u>	
M	<u>SD</u>	M	<u>SD</u>	M	<u>SD</u>	M	<u>SD</u>	M	<u>SD</u>
<p style="text-align: center;">Senior High Pure TPR <u>Group 1</u></p>									
59.6	8.3	2.1	.69	56.29	8.84	167.4	3.2	170.7	3.1
<p style="text-align: center;">Senior High Modified TPR <u>Group 2</u></p>									
56.1	9.7	1.3	.55	49.0	9.4	163.3	4.1	169.0	3.8
<p style="text-align: center;">Middle School Modified TPR <u>Group 3</u></p>									
52.7	7.4	1.1	.33	49.6	10.8	165.0	3.4	168.1	2.5

Mean Scores and Standard Deviation of
Experimental and Control Groups on Selected Variables

<u>PLAB</u>		<u>BSM</u>		<u>AMTB I</u>		<u>AMTB II</u>		<u>AMTBIII</u>	
M	<u>SD</u>	M	<u>SD</u>	M	<u>SD</u>	M	<u>SD</u>	M	<u>SD</u>
Middle School Control Group <u>Group 4</u>									
		1.2	.49	47.5	8.3	164.2	3.1	167.1	3.7
Middle School Pure TPR <u>Group 5</u>									
70.7	8.1	2.5	.69	57.40	9.3	162.3	4.5	165.5	6.08
Middle School Control Group <u>Group 6</u>									
		1.0	.00	47.5	8.7	162.6	8.2	165.0	5.1