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The design, implementation, and evaluation of a French immersion weekend

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THE DESIGN, IMPLEMENTATION, AND EVALUATION OF A FRENCH IMMERSION WEEKEND

by

Linnea Ruth Litaker

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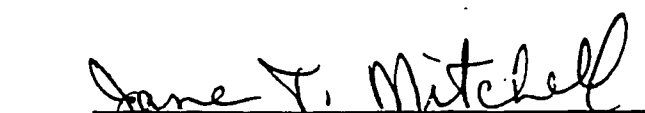

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APPROVAL PAGE

This dissertation has been approved by the following committee of the faculty of the Graduate School at The University of North Carolina at Greensboro.

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The design, implementation, and evaluation of a French language weekend immersion experience are described. The weekend camp had the goals of total immersion in the foreign language, exposure to authentic culture, meaningful group interaction for the high school students involved, and increased interest in foreign language study. The foreign language camp incorporated current theories of second language learning, such as those of Krashen, Asher, and Terrell into the selection of activities and the method of their presentation to campers. Literature was reviewed on student factors involved in learning and recent trends in instruction. The camp was planned with attention given to cognitive, affective, and interpersonal variables. The Foreign Language Attitude Questionnaire administered before the camp found that campers enjoyed the language, experienced strong instruction, sought to experience the foreign culture, but felt anxious when speaking. Pre- and post-camp administration of the Pimsleur Modern Language Proficiency Test study indicated that oral proficiency was improved by the campers; however, a control group also made gains, thus making it difficult to attribute gain to the camp. From results on a teacher-made evaluation questionnaire, nevertheless, students did report increased oral proficiency and greater confidence in speaking. Post-camp interviews with teachers and students revealed that the weekend immersion was a success.

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CHAPTER I

INTRODUCTION

The study of a foreign language is vitally important in today's world in which the growing interdependence of the world community is an established fact. One is constantly reminded that the world is changing at a bewildering rate and growing smaller and smaller. No place on earth is more than a day's journey from its most distant neighbors. Achievements and problems of people everywhere are brought into homes via television, radio, and computer. This world compression emphasizes the need for cooperation and communication among all nations. Language proficiency and knowledge of foreign cultures will be needed. Dr. Craig Phillips (1983), State Superintendent of Public Instruction of North Carolina, summarized the need for foreign languages:

> A fact of 'real life' is that the world today is smaller than it ever has been. People come together, face-to-face, more than ever before because of advances in media and transportation, because of stepped-up trade across the globe, and because of increased communication among educators, business persons, and leaders around the world. (p. 2)

Students must be offered opportunities to become active, global citizens. To this end, foreign language education is essential.

It is now a generally accepted view that proficiency in the use of a foreign language is an added strength to the national welfare. The better nations understand their neighbors, the better mutual trust and cooperation can be built. Mastering each other's languages allows individuals to make direct and indirect contact with the peoples and

cultures of foreign countries. Knowing a foreign language equips them better to live in a world where, increasingly, people from other countries are business associates and friends. The National Commission on Excellence in Education in its report on the condition of public education in the United States concurred:

> We believe it is desirable that students achieve such proficiency because study of a foreign language introduces students to non-English-speaking cultures, heightens awareness and comprehension of one's native tongue, and serves the nation's needs in commerce, diplomacy, defense, and education. (Brosseau, 1983, p. 2)

With the growing involvement of the United States in international business, there is an ever-increasing need in the business and diplomatic arenas of today's world for individuals with a high degree of foreign language competence. Honig and Brod (n.d.) found that "industry and commerce are becoming extremely multi-national. Of the top five hundred corporations in the United States, an estimated 80% have subsidiaries or financial interests abroad" (p. 2). In North Carolina alone, there are 1600 businesses which operate on an international level. "Of these 1600, 445 industries import/export, and 109 of these are foreign companies established on North Carolina soil" (Toussaint, 1979, p. 4). No doubt, these numbers are larger today. These multinational corporations are increasing and "foreigners hold top management positions in one-third of the large U.S. firms and in one-fourth of European-based firms. Today, more and more executives have overseas work experience and more board meetings are being held abroad" (Baker, 1984, p. 68). Clearly, the American educational system cannot ignore the need for foreign language proficiency. Indeed, Americans are

losing out to foreigners because of their lack of foreign language proficiency. "In a country which is strongly pragmatic, it is tragic that while one citizen in six owes his or her job to foreign trade, Americans lose out on 200,000 jobs each year because they do not know a second language" (Toussaint, 1979, p. 2).

Need for the Study

Using foreign language in real-life situations outside the classroom, as opposed to mechanical exercises and drills, is critical to language achievement but difficult to attain. For the foreign language teacher who must cope with individual learning styles, attitudes, aptitudes, and interests of the normal classroom of students, teaching the skills of listening, speaking, reading, and writing, and incorporating the study of culture into a language program, are super-human tasks. Teachers must plan to develop all component foreign language skills for today's students. It is no longer enough for foreign language students to know how to read formal passages or to be able to translate isolated sentences from and into the target language. They must also develop the additional skill of understanding the spoken word. They must be able to express themselves orally and to understand the customs and cultures of the peoples who use the target language. Gardiol (1982) summarized:

> The average American high school student has little opportunity and even less need to use a foreign language outside the classroom. Yet language-learning is essentially a life-related communications activity whose ultimate goal is or should be actual use in real life situations. (p.407)

Clearly, a different approach to the standard 55-minute class period is needed, one in which the teacher can help each student toward proficiency in the four skills within a minimum time and in a way that makes language learning significant. One method for achieving this is through a foreign language camp. Here, in an extension of the classroom, a teacher can use a variety of pedagogical techniques to present the language within the context of its contemporary culture. Holland (1984) reiterated the value of foreign language camps for meeting the pressing need for language skills:

> An excellent way to accomplish this preparation is through foreign language camps where students live what they have learned in the classroom as they are immersed in the spoken language and the culture of the target language (n.p.).

A foreign language camp, a weekend away from the classroom wherein the students immerse themselves in the target language, concentrates intensely on using the language and employing customs of its native users.

Purpose of the Study

The purpose of this study was to develop, implement, and evaluate an intensive foreign language program by means of a foreign language camp using the French language. The three-day immersion program was designed to put current theories on language teaching into practice with senior high school students and to familiarize them with the foreign culture through a real experience. In addition, activities were designed to enable the student to develop competencies in cognitive achievement, i.e., to improve skills, to increase affective areas such

as self-identity and confidence, and to be involved in interactive dynamics, i.e., close personal interrelationships. Many activities took place in small groups which focused on the naturally motivating interests of the students themselves. Activities served to encourage practice of the language in real communicative contexts. At its conclusion, the language camp was evaluated to determine whether such a short-term intensive program was of value in foreign language instruction as to oral proficiency and to improvement of student attitudes toward language instruction.

Thus, the goals of the camp were the following:

1. To practice total immersion in the foreign language
2. To provide exposure to an authentic cultural experience
3. To encourage meaningful group interaction for students
4. To foster increased interest in foreign language study

Questions to be Answered

As the foreign language camp was developed and administered, several questions emerged for which the writer intended to find answers during the process of this study. These questions were as follows:

1. Was the students' oral proficiency increased?
2. Did the students show improvement in the affective areas, i.e., increased motivation, lowered anxiety,etc.?
3. Did students develop more positive attitudes toward the foreign language and its culture?

Delimitations

The project was conducted with secondary level French students from public high schools in the southern United States. Data were drawn from one session of a foreign language camp and analyzed. Evaluations were based on the data analysis.

Limitations

It was difficult to assure that proper and uniform procedures were followed in all of the schools in administering the pre-test and post-test oral proficiency evaluations and in completing the foreign language attitude scales. This was minimized as much as possible by issuing identical sets of materials to all teachers. Furthermore, the control groups could not be paired. Although the writer and the person hired to evaluate the oral proficiency tests are not trained, certified American Council of Teachers of Foreign Language oral proficiency testers and raters, they combine more than 50 years of teaching experience and competence in using evaluation techniques.

Design of the Study

Chapter I has introduced the subject and established the need and purpose for the study. Chapter II presents a review of the literature pertinent to understanding foreign language study. Sections are included on factors related to foreign language learning, current foreign language theories, curricular options used in instruction, culture, and evaluation. These were the areas taken into consideration in the planning of the foreign language camp. There is also a section

giving background on selected foreign language camps. Camp literature dealing with goals, benefits, and evaluations of selected camp experiences in the United States and Canada is reviewed. Chapter III is a special section on North Carolina foreign language camps. Chapter IV is a description of the program and includes sections on the advance planning, rationale, subjects, setting, program, and evaluation process. Chapter V gives a complete assessment of the program and results of the evaluation instruments. Chapter VI includes the summary, conclusion, and recommendations for further study.

CHAPTER II

REVIEW OF RELATED LITERATURE

Foreign language study is complex--involving the learner, teaching method, and subject content. The review of literature presents pertinent information giving background on the topics that were considered in designing, implementing, and evaluating the foreign language camp. Those topics include factors in language learning, theories of second language learning, curricular options, culture, and evaluation.

Factors in language learning involve the student and must be taken into consideration. Among those factors are the student's intelligence, aptitude for language study, level of anxiety, motivation to learn a foreign language, and attitude toward the foreign language and its culture. The foreign language camp used information learned from the review of literature to lower anxiety and increase motivation while promoting a positive attitude toward the language.

Current theories of second language learning, such as those of Krashen, Asher, and Terrell are included in the literature. How foreign language is presented is important. The foreign language camp incorporated this theory into the selection of activities and the method of their presentation to campers.

Personalizing language study and the functional/notional syllabus design--two curricular options which take both student factors and current learning theory into consideration--are presented. Activities

using the personalized approach were used at the camp to promote self-awareness and to increase group interaction. The framework of the entire camp relief heavily on the functional/notional aspect in organizing the program.

Language can not be separated from its culture; therefore, a review of literature would not be complete without including the cultural aspect. The camp was designed to be as authentic culturally as possible.

Evaluation is essential to any program. Readings are included which discuss the general considerations in testing, the need for oral proficiency testing, oral proficiency tests and testing communicative competence. Findings were used to select the oral proficiency instrument used in evaluating the foreign language camp.

The final goal--a foreign language camp--must consider a combination of student factors, theories of language learning, curricular options, and culture. An overview of foreign language camps is given with emphasis on their goals, benefits, and methods of evaluation both of student achievement and of the camp in general.

Factors in Language Learning

Language learning is a more complex activity than many realize. Applied psycholinguistic research in second language teaching has begun to identify critical variables, although research shows that language proficiency can be measured with greater reliability than any other educational or psychological construct that has been defined or studied. There is a measurable difference in the value of certain variables such as intelligence, language aptitude, anxiety, motivation, and attitude as predictors of success in foreign language study. Further knowledge about these factors will benefit planning for foreign language camps.

Countless reasons for variance in foreign language achievement remain to be studied. The primary inadequacy of many existing research efforts may be the failure to consider personal and emotional values not measured by existing aptitude tests. Most studies research college students; however, results obtained from these studies can not always be applied at lower levels. The secondary levels need far more research attention. Foreign language camp studies supply additional information about the personal and emotional areas.

Certain factors within a student contribute to successful foreign language study and may help or hinder him in his effort to learn a second language. If foreign language success could be accurately predicted, some students might choose a foreign language course earlier. Understanding the components of foreign language success enables the foreign language course to respond more effectively to student needs.

Intelligence and Aptitude

Researchers have exhibited a somewhat single-minded obsession with intelligence and aptitude tests as the prime variables in predicting foreign language success. The literature on intelligence as a factor in foreign language learning achievement is extensive. Studies support a positive relationship (Pimsleur, Mosberg, & Morrison, 1962). Intelligence and verbal ability have consistently been shown to have the highest correlations with academic success in foreign language courses. Pimsleur (1966b), and Kahn (1968) have stated that learner attitude instead of aptitude makes the biggest difference with a correlation of .50 to .75. Barbara von Wittich (1962) stated that a student's total grade point average was correlated highest with his foreign language

marks (.73). The lowest correlation was between intelligence quotient and foreign language marks (.48). A student's total grade point average had the highest correlation and was the best single predictor. However, no matter how hard educators work to predict achievement in foreign language learning, Kaulfers (1930) stated that nothing can be depended upon to predict success or failure as reliably as an actual tryout in the foreign language.

Intelligence has figured as a factor in many studies of foreign language. Carroll (1963) has stressed that intelligence quotient alone cannot account for second language learning. Hascall (1961), however, stated that the Otis-Lennon test seems to have little predictive value when other measures are available. The correlation between intelligence quotient and foreign language grades was the lowest correlation. Guiora et al. (1972) concluded that intelligence is positively related to second language learning, but that correlation is low and given to variation. The supporting relationship between grades and intelligence test scores was .21 to .65. (Pimsleur et al., 1962)

The final grade in the English class immediately preceding language study is one of the three best predictors for the present language mark (Hascall, 1961). Final course marks in foreign language were chosen as indicators of academic achievement. There will be some subjectivity involved in teachers' grading practices because the course grade will be influenced by teacher-student interaction, recognized as being vitally important.

The aptitude test is a prediction instrument that has long been available to professional educators for use in guidance. Pimsleur

(1962) reviewed the literature on foreign language aptitude measurement and recommended these tests for the diagnosis of learning difficulties and as an improved prediction basis for guidance and grouping. One conclusion was drawn: an aptitude test score should never bar a child from the opportunity to begin the study of a foreign language. The Pimsleur Language Aptitude Test Battery (Pimsleur, 1966a), which measures such skills as phonetic coding ability, grammatical sensitivity, and rote memory, is superior to simple intelligence test scores in predicting because the aptitude test measures a wider range of language related abilities than intelligence quotient alone. Aptitude tests do not indicate the ultimate result of foreign language learning, but the initial potential rate of learning. There was a year-to-year decline in the predictive power because of the multitude of changes that happen in the personality and environment of each student and teacher (Cloos, 1971). In summary, the average relationship between aptitude variables and achievement criteria range between .50 and .75. One-half to three-fourths of the variability remains unexplained (Khan, 1968). Most recent research activities seek to improve prediction through the use of more factors of a nonintellective nature. Personal and emotional variables not measured by existing aptitude tests must be considered. John Carroll (1963) found verbal IQ and motivation to compose 35% of the variance of what contributes to successful language learning. That leaves 65% to be explained by the learner's aptitudes, perseverance, quality of instruction, and opportunity to learn. Jacobovits (1970) found similar correlations, with aptitude contributing 33%, intelligence 20%, and motivation 33% Brown (1973) stated:

> The cognitive approach to human learning has important implications for both a theory of second language acquisition and more effective approaches to language learning. But an equally important psychological domain to explore in trying to understand the process of second language acquisition is the affective domain. (p. 231)

Anxiety

Anxiety is a principal affective variable. It is also a reaction to stress and may be related to a situation that challenges a person beyond his current capacity. Measurement of anxiety in school practice is very rare; there is widespread agreement that teachers underestimate the extent and effects of anxiety in school.

The most prevalent device for measurement of anxiety is the inventory check-list. Its reliability is greater than physiological or projective tests, and it is less affected by extraneous or trivial factors (Levitt, 1980). Two types of anxiety exist: state anxiety which is felt at a certain moment and trait anxiety, a predisposition toward being anxious. Spielberger (1966) gives evidence that state anxiety has a higher correlation to learning than trait anxiety because measures of anxiety more specific to the situation relate more strongly to language performance than general measures. Too much anxiety is detrimental to problem solving, incidental learning, the ability to communicate, and performance on standardized intelligence tests. High anxiety may be displayed by low self-esteem, less curiosity, and greater inclination to daydream (Levitt, 1980). Self-concept was a greater motivational factor in achievement than intelligence. These characteristics would clearly determine differences in second language success.

However, a moderate amount of anxiety can be positive since it seems to lure students to engage in learning tasks. This is especially valid for the curious or highly motivated student (Carroll, 1963). Anxiety can operate as a driving or motivating force stimulating the student to greater efforts in an attempt to diminish anxiety, but when these unpleasant drives become intense, their whole emotional effect becomes very disturbing and may express itself in many ways. Passivity, antagonism, and fixation of behavior may be displayed (Meyers & Martin, 1974). French classroom anxiety has been shown to be independent of language aptitude (Gardner & Smythe, 1976). Scovel (1978) found the anxiety correlated with one measure of French proficiency, but not with other criteria measures of language proficiency. Intelligence scores and measures of academic achievement such as grades in individual courses were generally unrelated to scores of general anxiety, and to show little to moderate negative correlations (.25 to .50) with test anxiety questionnaires (Levitt, 1980). There is a negative correlation between anxiety and language achievement in the sense that substandard performance was associated with high anxiety, and achievement improved as anxiety decreased. Ingenkemp (1980) found academic failures four times greater for capable students with high anxiety than for low anxiety students of comparable ability. Gaudry and Spielberger (1971) concluded that "the overwhelming weight of the evidence consistently points to a negative relationship between anxiety and various measures of learning and academic achievement" (p. 77).

A general conclusion of the research is that too much anxiety can interfere with academic achievement. "One clear implication from this

conclusion is that effective teaching ought to incorporate efforts to handle the problem of anxiety associated with learning" (Rosenfeld, 1978, p. 151). One of the prime purposes of a foreign language camp is to lower anxiety. Hyatt and Aloisio (1970) described summer programs at Kenmore East Senior High School in Towanda, New York: "The purpose of our summer program in language study is to allow teachers and students to abandon the conventional methods of instruction and to immerse themselves in the culture and the language" (p. 73). During the summer the extra pressure of grades was removed, and students tended to relax when classes could be chosen for "no credit." Lowered anxiety helped encourage learning. Urbanski (1984) found motivation to be high from the start and to be sustained much more easily because of lowered anxiety. Foreign language immersion programs such as the summer and weekend sessions held at the State University of New York at New Paltz "provide an opportunity to 'try out' a new language in a relaxed, non-threatening atmosphere. This experience overcomes fears and whets the appetite for more" (p. 105).

Motivation

Measures of academic aptitude alone are of limited utility in predicting second language performance. A more comprehensive approach to the prediction of academic performance is necessary if we are to reach maximum potential. Success in foreign language study may be a result of capacity and of motivation as reflected by achievement. Pimsleur et al. (1962) stated that verbal IQ and interest (motivation) appear to be the essential factors in foreign language learning.

Many studies (Pimsleur, 1962; Gardner & Lambert, 1972) have dealt with the affective factor of motivation. The term motivation refers to "the extent to which the individual works to acquire the second language because of a desire to learn it". (Gardner, 1978, p. 3) They show a positive correlation which may be as high as .40. If this is the case, then verbal intelligence and motivation together account for maybe 35% of the variance in foreign language achievement.

Research by Gardner (1978) supports the contention that the attitudinal/motivational dimension bears an important relationship to achievement in the second language and to behavior in the language classroom. He stressed that

> foreign language classes make more affective demands on students because they require acquisition of material characteristic of other cultures, and that such demands are not made by other school subjects. As a result, attitudinal and motivational variables play a dominant role in foreign language learning. (p. 11)

Foreign language camps are an excellent opportunity to improve attitude and to increase motivation. Haynes (1983) found that a weekend immersion in foreign language and culture "increases students' enthusiasm for second language study, their awareness of the need to be able to communicate in another language, and the community involvement in a school program" (p. 64). She considered the weekend a positive alternative or supplement to classroom instruction.

Thayer (1974) in "Adding the T.I.P. Dimension," discussed an out-of-school weekend camping excursion undertaken at the Mexico Academy and Central School in Mexico, New York, as "an effort to find a greater source of motivation and incentive in an activity in which the students

would go beyond the textbook" (abstract) and "an effort to re-motivate ability and to offer a stimulating out-of-the-classroom experience" (p. 1). The purpose of the weekend was to have students speak as fluently as possible and afford them the incentive to want to speak by means of improving student attitude and motivation.

> It was believed that (1) the weekend could change positively student attitudes toward language and language learning, and (2) that student interest and motivation would increse as a direct result of the total immersion experience. (Thayer, p. 2)

Baudin and others in "Foreign Language Camps: Camp Waskowitz" (1978) discussed a similar foreign language immersion camping experience which had the same goals of increased oral fluency and improved student attitudes and motivation.

Foreign language camps meet a need in second language instruction and "the weekend camp can be a useful vehicle for motivating language students and for providing them with a unique opportunity to function in a simulated cultural environment" (Baughin, 1983, p. 56). Baughin attributed the success of camps to the teachers and students who work so steadily and hard.

Teachers, as well as students, benefited from the weekend immersion experience. After an intensive experience, Thayer (1974) stated:

> My attitude in the classroom has definitely become more positive, too. I'm much more excited and energetic now than I had been in the few months of the spring semester before the weekend. It gave me that booster shot in the arm that I needed to cure the doldrums of the everyday classroom routine. That, too, made all the time, planning and work worth it all. (p. 15)

Attitudes

The examination of the effect of attitude on achievement has constituted an extensive research effort. Fishbein and Ajzen (1975) have found that "attitude can be described as a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object" (p. 6).

Most definitions suggest that an attitude is made up of thinking, feeling, and acting. The thinking part includes the perceptions, beliefs, and expectations that the individual holds about members of various groups. The feeling component means that such attitudes usually entail personal feelings or emotions toward these groups. The acting stage indicates a tendency to respond in a particular way to members of a certain group. The feeling segment, internal and difficult to tap, may be the most important as it is the hardest to change.

A prejudiced person may form different attitudes from those of the tolerant person toward the same stimuli because he perceives them differently. In Innocents Abroad Mark Twain (1911) commented that youth is largely ignorant of Old World history and art and poorly prepared by past experiences to appreciate Europe.

Two of the main theories about the origin of attitudes are called group-norm and psychoanalytic theory. According to group-norm theory, as people interact in groups, they establish certain social norms such as stereotypes, customs, and values. Once these norms have been internalized by the individual, they will influence the ways in which he will react to situations that he will face later. Although Allport (1954) does not deny the importance of group membership in attitude

formation, he believes that prejudice is ultimately a problem of personality formation and development. A person's prejudices develop in the home as a result of the training received during childhood.

No one is born with attitudes; they are learned from home, friends, and society. By high school age, these attitudes are already formed. They may be changed to reduce tensions or to please one's friends or teachers, but for the change to be lasting, the attitude must be internalized into one's value system. Sometimes a variety of methods for change can be used.

A teacher has little control over a student's home or social environment where unfavorable attitudes about a foreign culture develop. A child hears that the "French are immoral," the "Spanish are lazy," and other stereotypic phrases. Attitudes are learned early, and according to Allport (1954) those who are prejudiced against one group of people tend to be prejudiced against others too. Their attitudes toward each other affect their attitudes to the foreign culture.

The role of the foreign language teacher is not to develop attitudes, but to try to change improper ones. Attitudes can and do change, but no formulas have been discovered for guaranteeing the change. Efforts to reduce prejudice and produce change may have just the opposite effect on some students, and cause them to strengthen their prejudices. A study by Nostrand (1974) indicates that the positive image that American students of French have of the French people may become negative during a period of residence in France.

Most attitude theorists agree that attitudes are learned (and therefore can be changed), and that they are relatively stable or

enduring (Fishbein & Ajzen, 1975). Lett (1977) said that the term attitude refers only and specifically "to the amount of positive or negative affect that one holds toward a specific social object or class of social objects." (p. 270) He cautioned against confusing attitude with motivation. Thus, it may be useful to make a distinction between attitude toward the study of a foreign language and the type and intensity of motivation for engaging in such study. Both group-specific attitudes--for example, attitudes toward French-speaking people--and generalized attitudes such as interest in foreign languages exist (Gardner & Smythe, 1976). Although much of the evidence indicates a positive relationship, the strength of that relationship fluctuates. For example, the correlation between attitude variables and achievement tends to be higher in cases where the environment provides many opportunities to communicate with the target language group (Oller, 1981).

Attitude and aptitude, which was mentioned earlier, have both been shown to be involved in successful second-language learning. Their specific effects, however, have been discussed by Krashen (1983b), who suggested that aptitude for language learning is essential for formal language learning where the learner's conscious knowledge of the target language is increased, while attitude has its greatest effects on language acquisition, which refers to the unconscious acquisition of the second language.

A major problem in the discussion of attitudes is the inconsistency between attitudes and behavior. The typical method of assessing a subject's orientation toward the target language or the target language

culture has been to ask certain straightforward questions about reasons for studying the target language. The students' real attitudes may be quite different from the ones that they have indicated on the check-lists or question sheets. It is easy to change responses to please the researcher or to present themselves as tolerant Americans or "nice guys." Lett (1977) mentioned that an individual's attitude is not directly observable, but must be inferred from the statements to which that person agreed. Gardner (1978) pointed out that many subjects tend to answer attitude assessment questions in terms of what they think the question-writer wants to hear or what seems to be a socially acceptable response. Furthermore, there is a tendency to follow a set pattern in one's responses, such as marking everything "acceptable" (Lett, 1977). Another well-known difficulty which Gardner (1978) mentioned is that the same question may mean different things to different people or different things even to the same person depending on his mind-set at the time.

There is also a difference between talking about one's intended behavior and one's actual behavior. Techniques designed to change the way in which subjects talk about their behavior will not necessarily produce changes in that behavior.

The ability to measure attitudes reliably and validly is of prime concern. Likert (1932) introduced a method of attitude assessment which was not complex, yet yielded reliable measurements. These Likert scales, which are widely accepted, have become one of the most popular and commonly used approaches to attitude measurement (Lett, 1977). "There is abundant evidence that standard attitude scales are highly reliable" (Fishbein & Ajzen, 1975, p. 108). The Likert scale consists of a number

of statements expressing positive and negative beliefs about a topic to which the respondent is asked to agree or disagree by using a multipoint scale. The number of points along the scale may vary from two to seven.

Attitude research seems likely to play an increasingly important role in foreign language education. The assessment of the relationships between attitude and foreign language achievement is of fundamental concern. Thayer (1974) believed that a foreign language weekend could change positively student attitudes toward language and language learning. She administered an adaptation of the Mary Dufort Student Attitude Scale which determined that "the weekend excursion had improved student attitudes toward language and language learning (abstract).

The Northeast Conference on the Teaching of Foreign Languages has prepared the Foreign Language Attitude Questionnaire to poll student opinion about foreign language study. Tursi (1970) stated:

> The questionnaire data will be useful to the teacher for three principal reasons: (1) to find out how students really feel about various aspects of the FL curriculum; (2) to change aspects of the instruction process to the extent that these are pedagogically feasible and desirable; and (3) to help correct erroneous ideas, unrealistic expectations, or negative attitudes that students may hold. (p. 3)

Tursi suggested anonymous test administration unless there were valid reasons for knowing students' identity, because "under conditions of freedom and anonymity, there is much less likelihood that the student would qualify his answers. Where the teacher has strong reasons to suspect that respondents are not entirely candid, the data can still be useful as an indication of what students feel to be the 'official' or 'acceptable' line (p. 3).

The Foreign Language Attitude Questionnaire (Tursi, 1970) has two forms. The first is intended for students who are currently enrolled in a foreign language course; the second is for students who have never studied a foreign language. Areas investigated include information about the respondent's foreign language background, the choice of the language being studied, the students' claims about the language skills they are most interested in, feedback on specific aspects of the instruction process, interest in foreign language study and degree of personal involvement in it, and anomie related to language study. Questions 15 to 28 which treat interest in foreign languge study and degree of personal involvement in it

> tap various sources of direct motivation (e.g., enjoyment, importance, benefit) but also attempt to reveal some factors that are indirectly but importantly related to motivation, e.g., perceived support from others (19), extent of desirable training (20), sources of uneasiness (23 and 27), self-attribution of talent (24-26). It is possible to sum up the answers to several of the questions and to come up with a rough overall interest or motivation score. (Tursi, 1970, p.4)

Agreement with the statements in questions 29-31

> indicates the presence of anomie, which is a clue to the teacher that the student is experiencing feelings of doubt and conflict. The presence of anomie may be a source of resistance to progress in foreign language study, but, on the other hand, if it is successfully resolved, it may be the source of positive motivational drive since it indicates that the student is 'involved.' (Tursi, 1970, p. 4)

More studies are needed in which the attitudes of students prior to foreign language study are compared with their foreign language achievement after a given period of instruction (Savignon, 1972).

Theories of Second Language Learning

Recent research on second language acquisition has refuted many long-held beliefs about the teaching of foreign language. Many recent curricular alternatives can be used in today's eclectic foreign language instruction. These approaches are providing meaningful contributions to the teaching of foreign language.

Charles Curran (1976) in his "community language learning" relies heavily on the power of group interaction. The counseling-learning approach can be identified in many of the confluent education techniques aimed at appealing to student interests and at reducing anxiety. Elements of the group problem-solving approach may be incorporated into student-centered activities in the classroom or in intensive programs such as summer sessions or foreign language weekends. Students discuss topics of interest to them, even to the extent of forming their own vocabulary lists as the need arises.

The theory of Krashen (1983a) about how language is learned has received much attention. His acquisition-versus-learning hypothesis states that a second language can be acquired just as the first was. Learning is conscious, explicit, grammar-based, and usually produced in a classroom setting. Language acquisition, on the other hand, is subconscious, implicit, naturalistic, and usually gained from context and meaning.

> Acquisition is responsible for our fluency in second language, while learning serves only as a monitor, or editor; we use our conscious knowledge of rules only to make corrections, either before or after we produce our sentence in the second language. (Krashen, 1983a, p. 43)

This monitor or "filter" is developed in cognitive areas by learning. It is similar to applying grammar rules consciously before producing language. Adults who learn (not acquire) use it most. Krashen (1983a) further stated that language is not acquired by speaking; speaking is the result of acquisition which occurs when comprehensible input is given one step beyond a student's current level. "Caretaker language" maintains input at input plus one level beyond (i + 1); that is, the foreign language presented contains structures that are slightly beyond the student's present level of comprehension. Krashen (1983b) explained that

> we acquire by understanding input containing structures that are a bit beyond our current competence. In terms of the Natural Order hypothesis we move from our current level i to the next level i + 1. We acquire, the hypothesis states, by going for meaning, by focusing on what is said rather than how it is said. (Krashen, 1983b, p. 58)

Students therefore should concentrate on listening before speaking. Sometimes even this approach is not sufficient; some students fail to make progress when anxiety or other affective concerns are involved. The "affective filter" in Krashen's theory is a mental block that keeps out the input. The lower the level of anxiety, the better the language acquisition. He hypothesized that acquisition occurs when anxiety is zero and the student completely relaxed. In summary, Krashen (1983a) stated "comprehensible input is delivered in a low anxiety situation, when real messages of real interest are transmitted and understood" (p. 43). An additional hypothesis concerns the "din" phenomenon. The din is set off by comprehensible input which contains i + 1. Several hours of good input are needed to stimulate the din. It also seems to wear off

after a few days (Krashen, 1983a). Learners also need motivation--the higher the better--and self-confidence. Higher self-esteem and self-confidence yield better acquisition. (Krashen, 1983b) Successful second language teaching will supply a great deal of comprehensible input that is interesting and relevant to the students, students will not be forced to speak before they are ready and errors in early speech will be tolerated, and grammar will be de-emphasized. Several methods that in Krashen's (1983b) opinion come close to meeting those requirements are Asher's total physical response, Terrell's natural approach, and Lozanov's suggestopoedia.

Lozanov's (1979) "suggestology" or "suggestopedia" with its dim lights, Baroque music, and gigantic amounts of content presented at once may seem a gimmick, but it is now known that students learn best when relaxed. The music is powerful in permitting new material to enter or "access" the brain. It stimulates the right hemisphere (intuitive) and the left hemisphere (logical). In this approach, emphasis is on communication, not analysis of the language. In the original Lozanov method a small group of 12 to 14 students spent four hours, six days a week in instruction. The intensive pace may produce what Krashen (1983a) calls the "din in the head" when students are saturated for several hours with the language and really desire to start speaking. The teacher is outgoing, accepting, aware of student attitudes, and quickly gains the students' confidence. The absence of tension relaxes the students, making them receptive to language. This lowering of the "affective filter," as Krashen calls it, has profound influence. The relaxed student who feels accepted will learn effectively and

efficiently. It has been stated by Krashen that language acquisition will take place when a sufficient amount of comprehensible input has been presented and the affective filter is low enough to let it in. The student will then begin to produce language.

Considerable agreement is found between Krashen and Lozanov on issues such as input, affect, the teacher's role, and psychological needs of the learner. The work of both affirms the need for a richer, more comfortable environment as the most effective way to acquire language. (Botha, 1988) An immersion experience in the foreign language provides such a setting.

Asher's "total physical response" (TPR) (1969) teaches a foreign language the way children learn their first language--through listening, movement, and positive reinforcement. The students respond to a series of commands by actual movement in the class. They demonstrate comprehension by touching or moving various objects. A series of 15 to 25 bits of new information are offered during each session. No oral production by students is required at first. They speak only when they are ready, often using role reversal by taking on the role of the teacher and giving commands. Asher (1982) too recognizes the stressful nature of foreign language learning:

> few students--less than 5%--are able to endure the stressful nature of formal school training in languages. The task is to invent or discover instructional strategies that reduce the intense stress that has enough motivational power to persuade students...to continue...language training. (p. 2-3)

Asher (1969) found that college students usually responded with language use by the end of the first week. This reassuring result may

occur because the students are given content that appeals to them; the physical motion and topics interest students. "Research indicates that initial language instruction using TPR may result in higher vocabulary retention and greater skill in the transfer of learning and use of the language in unfamiliar situations" (Gahala, 1985, p. 1). "Since a language-body approach such as the total physical response is stress-free and fast-moving, there is a keen level of motivation (Asher, 1982, p. 3-28)." The natural order of learning in TPR which incorporates hearing and doing can be very practical, especially in earlier language learning, but it may be used at any time during language instruction (Asher, 1969).

Terrell (1986) has formulated a "natural approach" which attempts to provide the student with opportunities for both acquisition and learning, although emphasis is given to acquisition. Terrell's approach suggests reducing stress and keeping grammar to a minimum, especially in the first level of instruction. More detailed explanations might be included in the upper levels. The teacher should not stress all the exceptions and intricacies of the grammar. Furthermore, teaching all grammar in the second language forces the teacher to omit exceptions one might be prone to include if speaking the native language. Terrell (1986) stated that many teachers tell beginners more about grammar than is needed. Since class time is for communication, grammar exercises should be completed outside of class as homework. Self-correction of homework is recommended. Terrell said that heavier stress on vocabulary will aid later in reading comprehension. He summarized:

> Within this framework, acquisition as a process is seen as a mixture of conscious and subconscious attempts at binding form and meaning and then accessing those forms for a communicative purpose. Learning exercises may in some cases aid the acquisition for many students. (p. 225)

Terrell combined many features of the newer acquisition theories. He emphasized that the atmosphere should be accepting, oral production delayed, less emphasis placed on student use of the second language at first, heavy comprehensible input, lowered affective filter, use of communicative activities, more concern given the learner and his characteristics, and testing done in a communicative manner.

In summary, for acquisition a student needs meaningful interaction in the second language, natural meaningful communication, active listening with some way to check comprehension, and comprehension which precedes production of speech.

Dr. Jane Tucker Mitchell of the University of North Carolina at Greensboro in a speech given at the Foreign Language Association of North Carolina in 1985 presented in the form of a mnemonic device--ECLECTICISM--the salient points of theory that are currently being put into practice:

Emphasis on listening

Conscious learning and subconscious acquisition

Learning that is nonlinear; lowered Affective-Filter

Error correction indirectly and later

Chunking

Total Physical Response

Input that is comprehensible (i.e. one level beyond)

Communication that is real

Images, i.e. Visuals

Silent Period

Meaning over form. (1985, n.p.)

Several benefits are accruing to today's students through these new approaches. New importance is given to the role of the student. Group supportiveness is important. Relaxation is increased because of reduced emphasis on correction of errors and thus reduced threat. The hidden capacity of the brain is expanded. Less emphasis is placed on early speaking. Creative silence--a space between input and output--is acceptable.

Today's language teachers have many new approaches and trends based on this second language research. It must be realized that there is no one method. Teachers must choose one to fit their teaching styles and the needs of their students.

Curricular Options

Effective foreign language teachers dare to depart from the text and to use a variety of techniques and procedures. Foreign language used for real communication achieves better results than repetition and translation. Communicative activities provide whole-task practice, improve motivation, allow natural learning, and attempt authenticity. The material is learned in the context of active, real-life experiences or simulations such as intensive foreign language weekends. The learning is organized around the student's doing things. Such activities permit the student to express himself and to communicate.

This affective style promotes a relaxed atmosphere, improves group dynamics, and provides strong motivation. Personalizing language study and the functional/notional syllabus design are two curricular options availble to foreign language teachers.

Personalizing Language Study

There is a growing feeling among some students that foreign language is irrelevant to their present interests or future lives because the emphasis in foreign language instruction is often on cognitive learning, that is, on subject matter knowledge and skills. Too much formal education tends to concentrate on memorization of verbs, adjective agreements, etc., and presents a passive role for the students. They believe that rote drills produce minimal learning and that subject matter must relate to their lives. For them, education ideally should be active. Students do not seek just facts; instead, they want concepts, something for thought. To counteract this feeling and to motivate students in the foreign language class, instruction can be personalized, merging traditional subject-matter skills with the goals of self-awareness and relating interpersonally. Furthermore, since traditionally the majority of language students have above-average ability, personalizing techniques can help the frustrated feeling of those intellectual students who find themselves unable to communicate anything of "real" value in their new language. Thus, the goal is to make foreign language more lively and meaningful than when it is confined to learning routine facts or going over a translation line for line in the classroom. One humanistic, student-centered approach which includes both the affective and cognitive areas is called "confluent,"

signifying the merging of two or more forces into one flow. According to Beverly Galyean (1976) this approach "has proliferated under the multiheadings of 'personal,' 'affective,' 'confluent,' 'facilitative,' 'psychological,' and 'humanistic'" (p. 201). These confluent or affective techniques can make the study of foreign language a sensitizing experience since they deal with personal interaction.

Language study is a humanistic pursuit, a reaching out toward other cultures in hope of gaining a degree of understanding. The report of the President's Commission on Foreign Language and International Studies (Perkins, 1979) states that "foreign language instruction at any level should be...intended to sensitize students to other cultures, to the relativity of values, to appreciation of similarities among peoples and respect for the differences among them" (p. 19). Moskowitz' (1978) research indicates that

> students instructed with humanistic techniques improved significantly in their attitudes toward learning the target language, in their self-concept, and in their acceptance of classmates. The activities helped overcome the inhibition many felt in speaking the foreign language. They also increased the enthusiasm and motivation of the teachers and their students. (p. 6)

Developing these positive attitudes may prove to be as important as producing linguistic fluency.

Through the use of such techniques as values clarification, role playing, and guided imagery, a foreign language teacher can help students examine their ways of seeing themselves and the world. Foreign language teachers and students can profit from these personalizing ideas. Wattenmaker and Lock (1977) said that as foreign language

teachers,

> we have a unique opportunity to make the second language a tool for meaningful communication on the important concerns and questions students have about themselves and their roles in life. We can do this because communication is our subject. We have no specific topics or facts to teach to get in our way. We can use the most interesting subject--me--to pull through the language learning. (p. 2)

The single largest complaint voiced by teachers is that today's students are so unmotivated and hard to work with that teachers' jobs are increasingly arduous. If students are to become open to learning, emphasis must be placed on their personal growth as well as on academic goals. Moskowitz (1978) observed that

> when students talk about what they want to and are interested and attentive, teachers often feel they are off the subject and must get back to the content. Yet when students do talk about what relates to them, there is increased attention. (p. 8)

Personalizing techniques seem especially applicable to foreign language study since they offer ways of using the language to talk about oneself. These exchanges both encourage group cohesiveness and serve as a sounding board for feelings and ideas. Such activities are designed to teach, not merely entertain as games. They are intended to make language learning more enjoyable, but they are also a means to an end. Personalizing activities are not time-fillers but rather a means to help students discover who they are and what they want to become. The "you"-centered questions so frequently used in the personalizing techniques, it is hoped, will cause students to look more closely at their present lives and see themselves as related to the subject matter, to students in their own group, and to students the world over. They

may discover that their feelings are universal. Simon (1980) stated that education should not impose meanings and values upon the individual, but rather it must help him discover cognitive and personal meanings for himself. Research by Omaggio (1982) suggests that teachers considered to be effective incorporate personalized language practice into presentations. Omaggio (1982) defined personalized communication as verbal exchanges that involve

> (1) requesting or sharing facts about oneself or one's acquaintances; (2) requesting or expressing personal concerns; (3) sharing or eliciting private knowledge, opinions, judgments, or feelings; or (4) remembering or restating the personalized content contributed by other class members. (pp. 257)

Personalizing activities help students become acquainted and give them a feeling of belonging and improved self-image. In an impersonal school environment where students frequently attend classes for one year without knowing the names of their fellow classmates, any activity that fosters authentic conversation and purposeful discussion is welcome. A student who learns that his or her answer is listened to gains in self-esteem. Brown (1980) is one of many foreign language educators who recognize the need for developing personal growth. He considers self-esteem as the most pervasive aspect of any human behavior. "No successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself and belief in your own capabilities for that activity" (p. 103). Greater tolerance of others' views and the realization that one is not unique and that others share common problems and concerns are further benefits which can help develop a sense of community and belonging. Christensen

(1979) believes that students who have a positive self-image seem to flow with the teacher's lesson plan, but students who have low self-esteem seem to create disturbances and to react negatively to what the teacher does.

Simple, non-threatening experiences should be chosen at first, perhaps in a small-group setting. One does not develop a sensitive, involved group overnight by simply playing a few values games. Building trust takes time and a warm, supportive group atmosphere, so students should not be forced to participate until they feel comfortable. Any student may pass. When students feel safe, involvement will soar. The degree of participation or the type of responses given should never be graded or evaluated in any way. (Snyder & DeSelms, 1983)

A strategy that is too complicated for the students to follow linguistically must not be attempted, as it is extremely frustrating to have something to say but not the linguistic means to say it. The question of how much affective content can be discussed in the foreign language lingers unanswered. Omaggio and Boylan (1980) in "Strategies for Personalization in the Language Classroom" stated the following:

> While linguistic accuracy is emphasized when students are in the role of manipulators of language forms, the message itself becomes most important when they are acting as communicators. Here we may tolerate a few errors so that we don't interrupt or deny the message. We will want to convey to the students our feeling that WHAT they are saying is of primary importance at this time, and not HOW they are saying it (within reason). But we will have to structure our communicative settings and activities so that students are asked to talk about themselves WITHIN THE LIMITS OF THEIR LINGUISTIC CAPABLITIES. It is important not to frustrate them or make them feel inadequate. We want them, instead, to feel successful in the role of communicator. (p. 3)

The goals of affective education are not usually stated in behavioral terms that permit objective measurement of completion; however, the benefits of using personalizing techniques have been subjectively evaluated by teacher and student observations. Some positive outcomes are that teachers and students may increase the level of rapport. Students who like the personal attention and freedom to express ideas may become less apathetic, thus energizing teachers. The overall reaction to these exchanges is one of pleasure and one which has perhaps aided in maintaining enthusiasm.

> The small amount of empirical research that has been done on values clarification and a large amount of practical experience indicate that students who have been exposed to this approach have become less flighty, less apathetic, less conforming as well as less over-dissenting. They are more zestful and energetic, more critical in their thinking, and are more likely to follow through on decisions. In the case of under-achievers, values-clarification has led to better success in school. (Simon, Howe, & Kirschenbaum, 1972, p. 20)

A number of positive results have been achieved on affective education. Wilson and Wattenmaker (1973) reported significant increases in enrollments in foreign language despite a statewide (Ohio) downward trend. They believe their program succeeds because failing grades are eliminated and because experiences are relevant to the students' needs to become more aware of themselves, to interact with other people, and to develop more positive self-concepts. A study by Zampogna, Gentile, Papalia, and Silber (1974) shows a decrease in the attrition rate from levels three to four as well as more favorable attitudes toward the subject matter and the teacher. This approach is also supported by Krashen's (1981) research in the theory of language acquisition. He

discussed the effectiveness of classroom methods that minimize meaningless rote drills and that focus discussion instead on the "here and now" concerns of students. He also stated that the learner's self-image and feelings determine to a great extent how much language acquisition will occur. Research by Lozanov (1979) further supports the humanistic belief that a relaxed student will learn better. Informal research by classroom teachers Paulston and Selekman (1976) also supports the benefits of confluent education.

Confluent education is no panacea, but its benefit should not be ignored in foreign language instruction. Galyean (1979) gave an excellent summary of the confluent approach:

> Students in confluent language classes explore and discuss various aspects of themselves, as well as less personal information, in the target language. By focusing on naturally motivating 'meaning nodes' (needs, concerns, interests, personality traits, values, attitudes, behaviors, dreams, personal imagery, and plans for the future), students are able to learn about themselves while learning a new language. The target language serves as the vehicle for self-awareness, self-expression, and self-affirmation. As personally meaningful information is shared with the others during conversation and structure practice, the subsequent milieu of warmth and openness enables students to relate closely to themselves and to their teacher. (p. 121)

Functional/Notional Syllabus Design

One way of organizing materials to promote communicative competence is the "functional/notional" syllabus design. Functions refer to topics and areas; notions to content or things to convey. It is a syllabus design based more on learner needs and language needs than on grammar presented in a sequential order. The emphasis is on language as it is used, not through analysis of its elements. Grammar patterns are taught

according to what needs to be communicated, and then only if those grammar patterns will be used at that time. Functional/notional is a situationally dictated use of language. The focus is on student interests and immediate communication. The approach is thematic, not ordered by grammar content. The curriculum is organized by notions (the situations, topics, and ideas with which a learner must deal) and functions (the types of interactions to handle that situation).

The role of a foreign language instructor is to analyze carefully his students' linguistic needs and to select categories to teach. In this manner, a student will be able to cope in real-life situations on his level of competency. In short, she or he will be able to use the foreign language for real communication.

Foreign language camps are designed to use the functional/notional design to the fullest. Simulated situations require the learning of vocabulary and structure to cope linguistically. Students face specific situations such as socializing, pursuing enjoyment, shopping, etc., in which the language must be used. These activities aid students in oral proficiency. Stephens (1978) supported an intensive experience by stating that "retention is more likely to be permanent when the material to be learned is in the context of active, real-life experiences or adequate simulations thereof" (p. 27). Those true-to-life settings are the goals of a language camp.

Culture

Listening, speaking, reading, and writing are usually considered essential skills in language learning, but one cannot divide a language and its culture. Nostrand (1974) mentioned that although it is

> a desire of many Americans for the personal capacity to communicate more successfully with persons of some other culture...the hazards of cross-cultural misunderstanding...require considerable knowledge of culture patterns, social customs, and institutions, as well as language skills. (pp. 263-264)

Foreign language vocabulary itself is best taught in context; therefore, there is an added benefit by making it a cultural context. The words themselves have cultural connotations. For example, the American word "bread" is not the same object as the French word "pain" or the Italian "pane." Each type of bread would be different to the native speaker. Rivers (1968) suggested using thematic vocabulary groupings. Culture topics lend themselves easily to that concept.

Williamson (1988) reminded his readers that

> Just when the audio-lingual movement was spreading across the United States, Edward T. Hall stated in his groundbreaking work, The Silent Language: 'Culture is communication and communication is culture.' Because foreign language teachers had engaged themselves energetically in the search for authentic oral language practices, we did not pay much attention to Hall's tautological statement; it seemed fairly obvious anyway. Nor did we concern ourselves too greatly with Hall's 'silent' language; our goal, after all, was to make our students communicate in 'loud' language.
>
> Today, as we begin to understand more clearly the very nature of 'proficiency' in language skills and are developing effective tests to measure it, we need to re-explore the complex role of culture in our foreign language classes. (p. 7)

Language is the major vehicle for cultural transmission. Culture could be considered the patterns of everyday life that enable people to relate. There must be a place in today's language classes for culture. All students need to develop intercultural communication skills. Jorstad (1974) cited five possible teacher goals identified by Valette for teaching culture:

1 To teach knowledge about the culture

2 To develop general crosscultural understandings

3 To create a bicultural individual

4 To present the language in an accurate cultural context

5 To increase student motivation. (p. 251)

One cannot divorce culture from the second language. One needs culture in addition to the foreign language itself in order to think like a native. For significant acquisition to take place, one needs acculturation--the opportunity and motivation to become members of the target language community. However, Wolfe and Howe (1973) cautioned that as a first step to understanding culture, a student must become sensitized to his own cultural views. Values clarification techniques are suggested as one practical device. A self knowledge by the student is the first step toward understanding others.

Many teachers would criticize the teaching of "big C" culture, that culture which deals primarily with facts and information, but Lafayette (1988) believes that there is a

> basic repertoire of information necessary for the comprehension of most cultural concepts. This includes very basic geographical and historical background that provides the necessary space and time dimensions, as

> well as basic institutional and cultural information which is needed to understand and process more complex cultural phenomena. (p.49)

Lafayette continued by giving goals for students that included both "capital C" and "everyday culture." The foreign language camps offers opportunity for in-depth study of both "big C" and "little c" culture.

Culture holds a high potential to generate and sustain student interest. Today's students say they want speaking knowledge and modern culture information. A personal desire to learn is very often the key to success.

Culture can be a strong motivating device for holding student interest and for helping to lower that "affective filter." An excellent example of combining language and culture with high comprehensible input would be the "culture moment" technique. The teacher might dress up as a famous person and give a brief talk with actions about that person. This would simulate authenticity since the best source of cultural information is someone who has lived extensively in that culture. Spending some time with a visitor from the target culture "dramatizes what language learning is all about--direct personal communication with another culture. Regular planned interviews with natives should become an integral part of language instruction" (Seelye, 1975, p. 137).

Conklin and Murphy (1976) further felt that native speakers as resource people were essential to the program because they presented authentic culture and helped students express their ideas, thus reducing frustration while encouraging language use.

Meade and Morain (1973) used "culture clusters," three interrelated culture capsules each of which introduces a different aspect of a

central theme. Presentation includes a thirty-minute classroom simulation or skit in which the teacher is narrator and guides the student to appropriate actions and speech. An example might be table setting and use of proper table manners. The procedures permit role-playing and simulation in an accurate cultural context.

Cultural assimilators (Seelye, 1975) give the student a chance to find the culture elements that are inappropriate in a specific situation. They may be used to evaluate student understanding of culture or to serve as a teaching device. A culturally significant situation is described, and the students search for clues to cultural misunderstanding. The student is asked to select one of four possible reasons why the character acted as he did in a certain situation. An example might be bringing chrysanthemums to a hostess at a dinner party. For the inappropriate choices, an explanation is given why that choice would be incorrect in the target culture. In the case of the chrysanthemums, a Frenchperson would be insulted, because those are the flowers of mourning, used to decorate tombs. Culture assimilators are more fun than traditional readings on culture; furthermore, students are actively involved. Seelye (1975) also found mini-dramas and culture capsules effective. Mini-dramas, developed by Raymond Gordon, are three to five brief episodes, each of which contain one or more examples of miscommunication. Additional information is made available in each episode, but the precise cause of misunderstanding does not become apparent until the last scene. The teacher leads a discussion afterwards to stress cultural elements. Culture capsules as developed by Darrel Taylor are paragraphs, each dealing with one example of American

and target language custom differences. Photos or realia may be included and an explanation is presented to the student.

Today's language learners have the entire world available to them for travel. They need to be informed about culture shock and how to deal with it. They should recognize its four stages--fight, flight, going native, and adaptation--which are faced by everyone in varying degrees when exposed to a new culture. Speaking the language fluently aids in adjusting, but a deeper understanding of the process of acculturation will be beneficial. Nostrand (1974) mentioned "nonverbal bridges to the new culture" (p. 282) which included dance and gestures, and "semi-verbal bridges" (p. 282) which included songs, games, films, and motor and visual aids.

Hoeh and Spuck (1975) recognized that the best way to learn culture was to experience it first hand. They described a short-term intensive travel/study abroad program for high school students in which great gains were made in listening and reading skills and in improvement of students' self-concept. Not everyone can afford this learning experience for culture. Students can benefit, at much less expense, from a foreign language camp which attempts to offer as authentic as possible cultural situations. A foreign language camp is an intensive role-play in the culture using such topics as clearing customs, exchanging money, and shopping. The camp simulates real aspects of the culture of the foreign language.

Klink (1980), who has organized and evaluated five-day immersion experiences for high school students and weekend programs for continuing education students at the University of Calgary, Canada, stated that

"research on second language learning suggests that students learn better in contact with the target language and culture. Classroom experiences alone cannot fulfill this need." (p. 4).

In the four modern foreign language camps in Jefferson County Public Schools in Lakewood, Colorado, Trujillo (1982) found that "foreign language usage and cultural goals were attained during the three-day sojourn, along with many enthusiastic reactions toward learning a second language" (p. 2). He mentioned the "establishing of traditions, the fun of competitions, the tasting of new cuisine, the camaraderie of singing and folkdancing (to) have all created in the minds and hearts of our students an unforgettable experience in their foreign language involvement" (p. 2).

Evaluation

Evaluation is designed to determine how well a particular program, or method, or set of materials is working and what processes account for its effectiveness. Evaluation is constantly at work in all phases of our lives. The tests, statistics, and machines do not evaluate; they are merely tools used by people to determine whether a program has been effective (Irvine, 1977). Both general considerations in testing and evaluation of oral proficiency were reviewed to insure that the foreign language camp and students were evaluated as accurately as possible.

General Considerations in Testing

It is useful to consider five criteria in judging the quality and usefulness of any test. (1) validity: a test measures what it is supposed to measure; (2) reliability: consistency or accuracy of

measurement, i.e., other test administrators would get similar results); (3) practicality: time and cost of test development, administration, and scoring; (4) acceptability: willingness of educators and students to use a given test; (5) feedback potential: how results are reported to educators and students, and the learning experience the test provides the students (Canale, 1981). It is a major problem in any evaluation to assure that each of these five criteria has been adequately met, for certain of these criteria can place conflicting demands on tests. For example, a 30-minute oral interview would not be practical in an exam testing period for 130 high school students.

In contrast, Irvine (1977) stated that too small a sample number can be "both an opportunity and a bother" (p. 4). Irvine continued:

> With small numbers it may be possible to investigate in depth a variety of questions often overlooked in large-scale research projects. The small numbers are troublesome when statistical operations are attempted, and when you want to generalize your results to children in general. (p. 4)

A test may also be considered discrete-point or integrative. A discrete-point test focuses on one individual element of language such as grammar or vocabulary which is divided into specific points and tested independently one item at a time. An example would be a fill-in-the-blank question on a verb tense. This style test is simple to administer and easily graded. The student, unfortunately, can merely supply the answer, often without even reading the sentence for content. The second type of test is integrative; it taps the total knowledge of the foreign language student, not just one aspect. An integrative test such as a composition or an oral interview is more authentic and

simulates a more true-to-life situation. Unfortunately, scoring becomes a more important issue as tests become more integrative. Clark (1975) reports reliability coefficients of as low as .31 among scorers of the Modern Language Association Cooperative Speaking Tests for French. Clearly, much work remains to be done on ways of making communicative tests more practical and results more generalizable. The shift from grammar and literary content to oral emphasis in foreign language classes has seen a lag in ability of testing to stay current.

Need for Oral Proficiency Testing

One of the current issues within the foreign language field is that of proficiency testing or the evaluation of a learner's level of linguistic and communicative competence. Communicative competence means the ability to communicate in a real-life situation and to convey the meaning by means of appropriate language. Accuracy of grammar is not as important as conveying meaning.

Students themselves frequently cite the desire to learn to speak the language as one of their primary objectives in taking a language course. It is no wonder students become disillusioned with foreign language study when oral proficiency is not stressed or tested. In a survey of a third semester college French course, 62 percent ranked speaking ability as the skill they were most eager to develop, yet only 16 percent listed speaking ability as one of the skills strongly emphasized in the last French course they had taken (Frink, 1982). Linder (1977) stated that adults spend 45 percent of their time listening and 30 percent speaking. Clearly, oral proficiency must be dealt with.

Oral Proficiency Tests

In "Foreign Language Proficiency Testing: A Selected, Annotated Guide to standardized Instruments, Rating Scales, and Literature," (Rossi, 1983), short descriptions are given of the major standardized language proficiency tests currently available for French and English as a second language. No new standardized proficiency tests have been developed since the report. Several language proficiency rating scales are also described.

In the early 60's the Modern Language Association (MLA) developed batteries of tests in each of the four language skills--listening, speaking, reading, and writing. Two versions were available, the lower level for high school at the end of one or two years of instruction, and the other series for students with three or four years of language training.

Paul Pimsleur (1967) developed a series of language skill tests similar to the MLA ones and designed to provide objective materials by means of which classroom teachers may evaluate the outcomes of planned instructional experiences. His Pimsleur Modern Foreign Language Proficiency Tests comprise four separate tests which measure proficiency in the four language communication skills--listening, speaking, reading, and writing. The standardization sample on which the norms are based was composed of more than 20,000 junior and senior high school students in grades 8 through 12 and included students at the first and second levels of language study. Pimsleur (1967) described Test 2: Speaking Proficiency as follows:

> Pronunciation and fluency are measured by means of a three-part, taped test. Part I, Vocabulary, in which pictures serve as the stimuli, measures the ability to recall, with some spontaneity, words basic to the language; Part 2, Pronunciation, the ability to reproduce specific sounds or sound patterns in the context of a sentence or phrase; and Part 3, Fluency, the ability to respond meaningfully to a few basic questions....The pictures for the vocabulary section and the printed material for the pronunciation section are presented in a four-page booklet. The student records all answers on tape. (p. 3)

Each student tape is scored individually and the total score yields a general speaking proficiency rating of good, fair, or poor.

Some caution must be used in interpreting results since Canale (1981) found that performance on such language proficiency tests in a classroom setting is not a good predictor of performance on communicative tasks outside the classroom.

The linguists of the Foreign Service Institute (FSI) also began to develop the FSI series of descriptions of proficiency. The oral proficiency interview is a well-defined set of criteria for evaluating communication skills. Trained testers evaluate the student using a "common yardstick" in his ability to communicate in real life situations. More will be said about the FSI testing program later.

The MLA tests were copyrighted in 1963; the latest of the Pimsleur tests in 1967. Since then, no nationally used standardized foreign language classroom tests have been created. Language teachers have had to rely on out-dated materials or devise their own testing programs.

Testing Communicative Competence

Just as foreign language emphasis has shifted from form to use, evaluation within a communicative approach addresses new content areas.

New test administration procedures emphasize interpersonal interaction in authentic situations and scoring procedures are manually done (not machine scored) and of a more subjective nature. After all, one could not give a driving test that is exclusively pencil and paper. Skill areas require test methods that are more integrative and skill oriented, not discrete-point and knowledge oriented.

The same reasoning applies in testing communication. An integrative, skill-oriented method is more likely useful for assessing overall skills in communicating, whereas a discrete-point, knowledge-oriented method is more likely useful for assessing mastery of bits of knowledge. According to Canale (1981), it is appropriate to focus on testing in a communicative approach for three main reasons. First, important educational decisions are often made on the basis of evaluation results. Our high school students may receive or be denied college credit on the basis of foreign language testing. Second, teacher training in communicative testing has been minimal. Third, evaluation is an especially difficult area of proficiency-oriented language teaching.

What are the minimal requirements that a test must meet to qualify as a measure of communication? According to Canale (1981) an adequate test of communication must satisfy two main conditions. First, it must be based on sound descriptions of communication and proficiency in communicating, or what is often referred to as "communicative competence." Second, these descriptions must be reflected not only in test content, but also in test method. Canale (1981) formulated seven features of communication:

> Communication ...
>
> 1. is interaction-based...;
>
> 2. involves unpredictability and creativity...;
>
> 3. takes place in discourse and sociocultural contexts...;
>
> 4. is carried out under limiting psychological, and other conditions...;
>
> 5. always has a purpose...;
>
> 6. involves authentic as opposed to textbook-contrived language; and
>
> 7. is judged as successful or not on the basis of actual outcomes. (pp. 81-82)

Then, what is needed in the way of a test of this communication? It must be brief, correlated with material studied in class, simple enough to be reliable and usable, and easy to use to compare students. It must parallel a real communication situation and real-life interactions. Evaluation must be based on the ability to communicate and not so much on other elements such as pronunciation or grammar. The criteria would include

> fluency: overall smoothness, naturalness
>
> comprehensibility: ability to make oneself understood; to convey meaning
>
> amount of communication: quantity of relevant information the student conveys
>
> quality of communication: linguistic correctness (grammar).

The usual means of communicative testing is by oral interview. However, this system has certain drawbacks. For one thing, the interviewer needs special training both in conducting the interview and

in evaluating student performance. More important, the interview requires a block of time, usually fifteen minutes as a minimum (Blue, Rice, & Root, 1984). Scoring of this communicative test should come as soon as possible after the test. Conventional grades would not be used. Savignon (1972) described an oral test given to first-year language students in which she employs six-point scales ranging from none to great for such criteria as effort to communicate, amount of communication, comprehensibility, and suitability of introduction, naturalness and poise, comprehension by native, comprehensibility and suitability of conclusion, and fluency. However, the procedure is fairly complex, necessitates the use of native speakers, and is too time-consuming to administer and score to be used routinely (Frink, 1982). Frink also outlined a format and scoring system for interviewing students during the first and second semesters of language study. She reduced the number of proficiency categories to four (poor, fair, good, excellent). Further, she recommended that two evaluators work together in order to speed up the process. Another suggestion is that interviews be tape-recorded for review. Schulz (1977) disagreed with that idea in a study in which it was found that students view testing procedures that require responses to be recorded not only as unrealistic and artificial, but also as highly threatening.

Canale (1983) gave some suggestions for more practical tests of communication. First, one might try to develop a very practical test that is a good predictor of performances on direct, comprehensive tests. For example, selection of possible responses (distractors) in a multiple-choice item might be based on students' actual responses to an

open-end form of the item. A second suggestion is that of group testing as opposed to individual testing. It requires each individual in a group of five or so to carry out a variety of oral interaction tasks with other group members. A third suggestion involves scoring procedures. One can reduce the time required to score performance on a direct test by using rapid, impressionistic judgements referred to as "holistic" scoring.

Foreign language testing must approach the goals of testing what is valued. In "Testing Speaking Proficiency: The Oral Interview," Lowe and Liskin-Gasparro (n. d.) stated:

> America is confronted by a paradox: teaching students to speak a second language has been a goal of the second language teaching profession for over three decades; yet, as a nation, we are falling further and further behind in our ability to speak languages other than English for such important purposes as trade, travel, and diplomacy. Although three of the four language skills--listening, reading, and writing--appear to be taught and tested in the second language classroom to the satisfaction of teachers and students, such is not the case with speaking. While much excellent teaching may be taking place, there is a substantial need for a readily available and effective means to measure second language speaking proficiency with the same degree of accuracy and validity that is possible for the other skill areas. (p. 1)

The oral proficiency interview may provide just that means. In the 1980's the Educational Testing Service and The American Council on the Teaching of Foreign Language (ACTFL) began collaborating on the establishment of a common scale that would define the levels of proficiency attainable by students. This new scale was a refinement of the Foreign Service Institute (FSI) Scale which had categories of ratings from 0, no functional ability, to 5, indistinguishable from an

educated native speaker. In the new ACTFL scale the bottom numbers for reporting scores were extended to scores of 0 (A,B,C levels) and 1 (A,B,C levels). The ACTFL Proficiency Guidelines indicate levels of performance from novice to superior in the areas of speaking, listening, reading, writing, and culture. The primary goal of these guidelines is to provide a nationally recognized set of standards for foreign language performance. The guidelines are also useful in other areas such as curriculum development, student placement, and evaluation of materials. The major value of the guidelines, however, is that they permit us to evaluate what students can actually do with the language.

The College Entrance Examination Board of Princeton, New Jersey has ascertained a nationwide need for foreign language proficiency testing. Regional meetings have been held which indicate a desire for tests of all four skills--listening, speaking, reading, and writing. Mimi Reed of the Educational Testing Service explained that at present (1988) the funding is on hold. There is however an active government grant to develop a proficiency test in Russian which should be ready in 1989. The Educational Testing Service is also developing a higher level listening and reading proficiency test in Russian. The problem with development of tests in other languages is a financial one. Such tests would be expensive to develop and equally costly to produce and sell. Ms. Reed has no doubt that a valid, reliable, easy-to-score test of foreign language proficiency is needed. Many teachers underscore her comments.

Foreign Language Camp Literature

Aware of the limited time and concentration of foreign language students during the regular school day, many teachers are organizing out-of-school immersion programs. Contact with native speakers, cultural programs, and media showings can be included that would not be possible in the standard school setting.

> The development of listening and speaking skills in a foreign language requires a great investment of time and energy. To create situations where such proficiencies can grow without transplanting people in a foreign setting is an ongoing challenge for language teachers. Holding an immersion weekend in the foreign language is one response that has been successfully implemented.... (Myer & Wellman, 1985, p. 130)

Need and Goals for Foreign Language Camps

Nyphus and Malwald (1980) founders of a currently active foreign language camp in Iowa stated that the following needs were not being met in the foreign language classroom:

1. Students need to be segregated from the English language.

2. Students need to be immersed in French culture.

3. Students need to be exposed to native speakers.

4. Students need to converse in French with others besides their classroom teacher and classmates.

5. Students need motivational stimulus at the second year level and above.

6. Students need to improve their self-concept.

7. Students need an intermediate step to help adjust to culture shock of foreign travel.

8. Students need to become competent in communicating the target language.

9. Students need an opportunity to have fun with the

> language and converse without the pressure of a grading system.
>
> 10. Students need to adapt to several accents and apply what they have learned. (p. 7)

Most foreign language camps reviewed (Vick, 1970; Arendt, 1971; Truijillo, 1982) had similar goals to those of Myer and Wellman (1985) for an immersion weekend:

> The following objectives were established for a weekend in French:
>
> 1. to develop listening and speaking skills in French;
>
> 2. to create a cultural atmosphere representing the French-speaking world...;
>
> 3. to create an environment where faculty, staff, and students...can meet in an informal setting with the common goal of speaking French;
>
> 4. to develop leadership skills in students...;
>
> 5. to give alumni...the opportunity to share their language skills and cultural knowledge;
>
> 6. to acquaint students with local native speakers. (pp. 130-131)

In 1961, Concordia College in Moorhead, Minnesota, began a summer camp program in which students would speak German intensively and participate in activities typical of the German culture. Concordia has continued to develop its camp program and has established additional campsites in order to accommodate the increasing number of young people interested in perfecting their foreign language skills and experiencing various aspects of a foreign culture. Presently, the International Language Villages have camps for eight languages and offer programs for all school-age children. Such camps are responding to a major need in foreign language instruction.

Aware of restraints of time and curricular demands during the regular school year, the Chicago Board of Education sponsors summer foreign language day houses for students of French, German, and Spanish. Students attend daily from 9 a.m. to 1 p.m. for eight weeks. Choldin (1968) reported that the results have been more than satisfactory.

> On the basis of a questionnaire completed at the end of the program, students recommended that the 'Day Houses' be continued and they indicated that they would urge their fellow students to participate next summer....The students have benefited from the reinforcement of their language skills, particularly oral comprehension and speaking. After the summer vacation, instead of having lost some ground in these skills, they return to their classes more proficient than ever....Chicago foreign language teachers have found that students who attend the 'Day Houses' show marked improvement in such skills as oral comprehension and speaking. In addition they have a more serious attitude toward the study of foreign language. The students, having had contact with foreign language communities in Chicago, have found it esier to understand and appreciate different ethnic cultures. (p. 89)

Gardiol (1982) also found intensive experiences of benefit:

> My experience with weekend live-in foreign language workshops has been as exciting as it has been rewarding. Students have been receptive, challenged, stimulated. Their teachers have been enthusiastic and cooperative. And we have all benefitted because happy participants returned to their classrooms exciting by their opportunity to 'really use the language' and eager to learn more. (pp. 409-410)

Urbanski (1984) agreed that the intensive weekend was an invaluable experience for the teacher:

> Being aware of the fact that one has these people for such a short time helps to focus one's efforts and make the most of the time available. Limited, achievable objectives allow students and teachers to overcome one hurdle at a time. (p. 105)

Vick (1970) described a program sponsored by the Fort Worth's Summer Enrichment Program that simulated a trip to Mexico. Students gained a year's proficiency in the language during the month-long experience. The program was "designed specifically to develop the performance skills of talented students whose interests are oriented toward mastery of the Spanish language" (p. 117). Vick stated that "travel and immersion in a foreign language environment significantly increase competence in the spoken language" (p. 117) and that "although the program involved only three hours daily for four weeks, the students gained approximately one year's proficiency in ability to speak and understand the language. But more than that, the students had experienced some of the joyful living of the Mexican people through contacts with charming Mexican teachers" (p.118).

Arendt (1971) corroborated the gain by students and found a foreign language weekend to be equivalent to five weeks in a standard classroom situation because of the continuous hearing and speaking of the language. She believed that the weekend was strengthened by means of a group-interaction experience.

> The basic ingredient is...unity of intentions, defined goals, and real feeling of belonging. This can best be achieved by a group activity that takes the group into surroundings different from those they experience in their everyday lives. It is an activity where the help of every individual is needed for the welfare of the entire group. It is an experience in cooperation and interdependance amongst all the members. Such a project will set the stage for success in following activities. (p. 5)

North Rose-Wolcott High School in Wolcott, New York, provides several total immersion experiences during the year. They range from

one afternoon to an entire weekend involving many schools. The common features are the use of the language, a planned schedule of activities, and involvement of native speakers. Members of the foreign language department have stated that "all have been successful and have led to increased comprehension, fluency, and feeling for the language" (Conklin & Murphy, 1976, p. 442). They were further pleased that

> after three years of implementing this program, the language department has become one of the most active in the school. Students enthusiastically demonstrate their desire to master the spoken language and manifest a deeper involvement in overall linguistic and cultural comprehension. More students are taking advanced courses; more students are studying both French and Spanish; many more students are enrolled in first-level courses (up 50% last fall). Language students have also developed a feeling of unity and purpose. (p. 442)

Evaluation of Foreign Language Camps

Most foreign language camps made some effort to evaluate the effectiveness of their programs, but the majority used simple checklists completed by students or teachers. No study that this author found sought to relate the camp activities to current foreign language literature.

Conklin and Murphy (1976) found that there was a definite advantage to an out-of-town camp because students were more interested if a trip was involved, and chaperoning duties were easier away from the home-town surroundings. In addition, Baughin (1983) found it advantageous to separate students who attend the same school to avoid cliques and to encourage students to mingle more freely.

The camp program sponsored by Hyatt and Aloisio (1970) used simple questionnaires and rating scales to determine student reaction to the

programs. The results "overwhelmingly favor what is being attempted" (p. 77). Although a variety of methods to evaluate results was used, "a strictly statistical evaluation has not been attempted nor will it be. As much as one author enjoys statistical analyses, both feel that our qualitative judgments are more valuable in making our evalulation" (p. 77).

Thayer (1974) stated that because there was no pretest or baseline data, the success for the weekend was determined by post-weekend questionnaires alone. He continued that "nothing here has been statistically proven, but rather, the gut-level impression and attitude changes caused by the T.I.P. weekend have been indicated. But the value of the weekend has been clearly established through the student responses" (p. 14). Thayer (1974) commented:

> In this study the findings show that the total immersion program, even if it is not a recognized part of the in-school curriculum, can be used as a successful and effective tool (on a part-time or occasional basis) for motivating positive attitude changes among foreign language learners. Students who did participate in the Mexico (N.Y.) camping weekend indicated that the weekend had changed positively their attitudes toward their study of German and that their interest and motivation had increased. (p. 13)

Trujillo has studied foreign language camps and he stated that "evaluation has clearly demonstrated the success of the foreign language camps. Evaluation results, both qualitative and quantitative, attest to the high level of quality and effectiveness of the camp experience" (p. 10).

Oberding and Onofrietto (1982) described an immersion weekend for students of German which has the purpose of providing a total German

environment. Results show that "detailed evaluation forms filled out at the end of the purely-for-fun German weekend proved that everyone involved found the experience truly worthwhile and exciting" (p. 355).

The advantages of an intensive experience, isolation, and varied activities are mentioned by Pillet (1965) who is "satisfied that learning takes place at a gratifying pace during the entire stay at camp" (p. 251). He also found a striking amount of incidental learning observable. He found that a weekend time period moved students through a critical point in their language experience but ended just as progress was starting to be made.

Emma Birkmaier (1964) summarized best the general value of language camps:

> Such camp experience plays an important role in the motivation of boys and girls. Not only do they want more of this (proven by the fact that many return for more advanced language camp experience) but they are anxious to return to their formal language work in school to learn more of the language and to show off what they have learned. In other words, the camp experience reinforces what they have learned, and it whets their appetite for more language learning. This factor alone is worth a thousand such camps. Motivation has been one of the crucial problems in language learning, where goals and outcomes take so long to attain. The learning of skills takes steady practice and a long period of time to acquire. Here, in a camping situation, goals are able to be immediately realized and attained. (pp. 5-6)

CHAPTER III

FOREIGN LANGUAGE CAMPS IN NORTH CAROLINA

Foreign language teachers in North Carolina have recognized the benefits of foreign language camps to their students. They too are designing educational experiences during weekend and summer programs. The earliest known foreign language camp in North Carolina was organized in 1980 by Dr. Sofus E. Simonsen of the Department of Foreign Languages and Literatures at North Carolina State University in Raleigh. His camp was in the German language and initially funded by a $1400 grant from the national American Association of Teachers of German (AATG) and an additional amount from the Goethe Institute. The weekend German language camp, which is still in operation, took place during the spring at Camp Caraway near Asheboro, North Carolina. The camp was open to all high school German students in the state. The first year 120 students attended the camp program. In 1988 the enrollment was purposely limited to sixty students, a size which fits the facilities best. Most of the campers were third- and fourth-year students representing schools from throughout North Carolina. A few outstanding second-year students were selected on the basis of special recommendations from their teachers. The first year, the camp staff consisted of native speakers or university staff. Now, the camp has strong support from high school teachers who have taken on much of the planning. The majority of campers are accompanied by their own teachers. The camp continues to receive funding in the amount of $1,200 to $1,500 in the form of a grant from

the German Foreign Office for Foreign Affairs which is distributed through the national AATG and applied for annually. In addition, local support pays for correspondence and miscellaneous expenses. There has been no research conducted to determine gain in proficiency from the intensive weekend experience, but it has been determined that many students continue to study German in their high schools in order to participate in the weekend. Dr. Simonsen, when asked if he felt students gained in oral proficiency responded, "Yes, I think they do; I think much more important, they learn German habits, how Germans act--eating at the table, shopping in the German store, etc." Students received many handouts on German life and culture and the store sold authentic German items. Students paid a fine in German marks if they spoke English. Simonsen continued:

> They may not take home more fluency, that would be very, very hard to measure, but the students go home with a pride that they are capable of surviving an extended weekend in German. That may be more significant than the linguistic, although I think the linguistic psychologically is important. (1988, personal communication)

Another early foreign language camp experience was organized by Sarah Slate, then a French teacher at Lexington (NC) Senior High, and Dr. Sarah Smith, at that time a French teacher at Asheboro (NC) Senior High. The idea of foreign language camps had first been discussed at a North Carolina foreign language conference. After some research on existing programs, they planned the first camp in the fall of 1981 at Camp Caraway, following rather closely the design of Sandy Nyphus and Marci Malwald (1980) who had done camps earlier in Iowa. The weekend session was open to students in levels two, three, and four. The

facilities were excellent and the students enjoyed a weekend of fun, games, and learning experiences as they were totally immersed in the French language. One of their students remarked after his return home, "I had to stop and think how to speak in English when I returned home and heard English spoken again" (Slate, 1982, personal communication).

Subsequent weekend camps were held for the next three years. This author accompanied ten of her students to the camp in 1982, and subsequent student groups in 1984 and 1985; two other teachers and their students also attended. Slate stated that the format of the camps worked. Students got a feel for the foreign culture and discovered that they could actually communicate in the language. The games, movies and programs all made students really try to use the language. Students were not being graded or corrected for every mistake. Slate noticed improvement in students' attitude toward the foreign language and increased interaction with other students. The amount of time exposed to the language (twenty-five hours or so) almost equaled a month in standard 50-minute language classes. Slate commented that "students had a warmer feeling, a more positive attitude toward the foreign language. They could see an improvement in that they could actually communicate in the language. The format (of the language camp) works."

Martha Holland Dobson also developed an interest in foreign language camps by accompanying her elementary and junior high school students to the International Language Village Camp (Lac du Bois) in Minnesota for two of their summer programs. Dobson sensed the need for a similar program in North Carolina and spoke to a meeting of the North Carolina Chapter of the American Association of Teachers of French on

March 16, 1985. Her topic was "Les Camps Français--Un Petit Coin de la Vie Française." AATF subsequently voted to form a committee to research the development of French summer camps for students from grades K-12 in North Carolina. In May, 1985, Dr. Roch Smith, UNC-G professor and at that time President of the North Carolina Chapter of AATF, appointed a committee consisting of Martha Holland (later Dobson), chairperson, Evelyn Vandiver, supervisor of foreign language in Charlotte-Mecklenburg Schools, Linnea Litaker, Helen Le Blanc-Disher, Dr. Dorene Saxe, Sara Johnson, and Robin Potts.

On June 19, 1985, the committee met and was charged with

> -ascertaining the need for such a camp, including the clientele to be served
>
> -identifying the goals of such a camp
>
> -determining the means of reaching these goals
>
> -proposing an overall budget to support the activities of such a camp. (Dobson, 1985)

The members of the committee researched locations, costs, programs, and staffing prior to the next meeting. Possible grants were also sought.

There would be several goals of such a camp:

> First, students would learn the spoken language through living the language and hearing the language twenty-four hours per day. Second, students would be exposed to the target culture. Third, through various activities students would gain international awareness. Fourth, students would learn to know themselves better through interpersonal activities. (Dobson, 1985)

By means of a questionnaire to North Carolina public and private schools the committee determined the interest in French summer camps in North Carolina. Of the school systems surveyed that responded, 80% said

that there was a need for such camps (Dobson, 1985).

The first summer camp was held in August, 1986, at Camp Broadstone in Valle Crucis, North Carolina, and named Camp Espérance. There were two sessions: high school with 44 students and elementary with 46 campers. Counselors were from Tunisia, Belgium, Canada, France, and the United States. The cultures of several different French-speaking countries were studied, and the theme of the camp was "peace through communication--communication verbally and communication through understanding cultural differences" (Dobson, 1986, personal communication). The post-camp evaluations reflected the success of the camp and most campers expressed a desire to return and to encourage friends to attend. A myriad of activities kept campers busy mentally, physically, and socially. There were soccer matchs, cooking, singing, the group interaction course, conversation groups, and much more. Dobson (1986, personal communication) stated that "French summer camps are especially exciting because numerous activities may be offered that are not conducive to a classroom setting due to limitations of time and space." The camp teachers did not try to teach French classroom-style; rather, they lived the language. One of the early campers so aptly expressed the benefit of camp, "It is indeed in this caring environment that students dared to speak without fear of ridicule and with the thought that when they made mistakes, they were surrounded by people who were always ready to help" (Dobson, 1986, personal communication).

Dobson, along with Mohammed Jazirri, assistant director, and other lead counselors, continued the summer camp program in 1987 and 1988. In 1987, the camp was awarded a prized Mary Reynolds Babcock grant. The

camp was held in 1986 and 1987 at Camp Broadstone, then at the Blowing Rock Assembly Grounds in 1988. Plans are being made for the 1989 sessions at Camp Hanes in King, North Carolina. To Dobson's knowledge, this is the only summer foreign language camp on the East coast that is open to elementary and junior high school students. Dobson's dream is for the camp to own its site and to offer sessions in several foreign languages. At present there is a grant bring written which proposes offering a Spanish camp to begin in 1990. Future goals are to sponsor an adult program and a short-term weekend program offering special activities such as skiing or white-water rafting taught in the foreign language.

The World Center at Raleigh, North Carolina has assumed joint sponsorship of the camp underlining the camp focus of cross-cultural understanding. Dobson (1988, personal communication) commented that one of the largest gains from the camp was increased cultural knowledge and understanding primarily because of the many French-speaking cultures represented by the staff of the camp. The strong staff helped build group spirit and belonging. Students' attitudes toward other cultures improved as shown by observed group interaction and by topics of some of the camp skits. Dobson feels international firms doing business in North Carolina are becoming increasingly aware of the need for employees who understand other cultures. Not all North Carolina students can afford to travel to Europe, but Dobson (1988) stated that "Camp is the next best thing." The camp also enables students to utilize and expand what they have learned in French classes during the school year. Dobson expects the camp to expand because North Carolina has begun implementation of

the Basic Education Plan which places renewed emphasis on foreign language and will require foreign languages for all students grade K-5 by 1992-93. More students will be exposed to the foreign language and its culture, thereby stimulating interest.

Camp Espérance has not researched actual gains in vocabulary or proficiency, and Dobson felt that seven days of intensive work may not be long enough to show a very measurable change. In spite of the lack of formal research on Camp Espérance, campers, parents, and staff have given almost 100% positive results on informal questionnaires. Students at Camp Espérance were placed in one of five conversation groups according to oral proficiency as evaluated by teachers during the customs procedures on opening day. Dobson found students to be more secure in the language even if there may not have been a measurable vocabulary increase. She was positive that there was improvement in comprehension because of student response during camp activities. This would parallel Asher's (1986) Total Physical Response which stresses that the student understands first, then speaks. Such approaches are successful; Dobson stated that the program worked so well because "It's fun, just plain fun."

CHAPTER IV

DESCRIPTION OF THE PROGRAM

The purpose of this chapter is to describe the essential elements of the French immersion weekend. Advance planning, rationale, subjects, setting, program, and the evaluation process will be discussed.

Planning

The author, who had previously attended three French weekends with her high school students, believed strongly in the benefit of such an experience. While at an immersion weekend for North Carolina teachers of French at Camp Caraway, she met two other teachers of French who also displayed an interest. A tentative decision was made to plan a French camp which would continue to follow the basic format of previous weekends, yet make several significant changes to those experiences, incorporating more cognitive, affective, and interactive activities. The author served as the chairman and coordinator of the group, handling previous arrangements. She invited two additional teachers who showed an interest. Thus, five North Carolina teachers of French, all with previous experience at foreign language weekends with high school students, formed the planning committee for the French immersion weekend. The teachers, who considered the weekend an opportunity for their own professional and personal growth, served as facilitators and organizers, outlining tasks and taking on assignments which utilized their special interests or talents. Ideas were shared as each teacher contributed to the planning. The chairman prepared information sheets

and mock passports which were distributed to campers by their teachers before the weekend.

As some early decisions had to be made, the chairman held several advance meetings with various committee members and made numerous telephone calls to the other faculty members to plan the program. Some of the early decisions dealt with selection of a date, the camp site and staffing of the camp, selection of the students, and the cost. First, a date had to be chosen which permitted the greatest number of students of each teacher to attend. Mid-spring was the season selected by the teachers; however, various conflicts such as junior-senior prom, conference sports events, and debutante balls eliminated many weekend dates. Finally, a suitable weekend was selected. The next major decision was the location of an available camp with adequate facilities. Camps in the extreme western or eastern part of the state were eliminated because of travel distance from participating schools. The chairman contacted both public and private camps listed in a North Carolina Camps brochure to determine availability and to ask about on-site staffing, liability insurance, and a dining facility willing to prepare simple French foods, all elements the committee thought important. Also considered were special features such as playing fields or group interaction courses and sleeping and bathing facilities. A somewhat isolated, yet accessible, location was preferred, as was an agreement granting sole use of the camp to the French camp. The total cost, including food, was important; one school was located in a financally poor rural district and planned to hold fund-raisers to award scholarships.

The teachers decided that only their own high school French students would be permitted to attend; thus establishing stronger discipline and offering the additional advantage of being able to hold advance planning sessions in individual schools. Only students in levels two or higher could attend since, in the teachers' opinions, students in level one did not usually have the oral proficiency to gain full benefit from such an experience. Individual teachers were in charge of selection of students to participate. Students enrolled on a first-come basis; however, since it had been decided that a maximum of fifty students could attend. Equal space was held open for each school until the established deadline, at which time additional students from any participating school could enroll. Individual teachers handled the collection of money and all funds were sent to the chairman who routed payments through the French Club account at her school

The chairman, having sought input from the other four teachers, set the goals and cultural theme for the camp. Relevant literature on other foreign language camps was reviewed to select activities and strategies and, more importantly, to avoid documented weaknesses or problems which other similar programs experienced. In addition, directors of previous immersion experiences were contacted. The camp was similar to previous camps in that they all included the immersion and cultural aspects of the program. They differed in that previous camps were more games oriented and did not offer as in-depth approach. Certain major changes were made because of findings in the review of literature of accepted pedagogical theories, i.e., community languge learning, total physical response. Knowledge gained from several current approaches to foreign

language study, i.e., Krashen and Terrell, lead us to select activities that would teach the language and, at the same time, develop interpersonal skills. In addition, the theme of southern France was selected because it utilized the teachers' personal experiences and knowledge. Guest speakers with knowledge of this area were readily available. The program was the most crucial aspect in planning the immersion project; it had to be consistent with the objectives of good second-language instruction and had to follow sound pedagogical principles, containing elements of listening, speaking, reading, writing, and culture. Activities had to be balanced among those of a linguistic or nonlinguistic nature. Activities were selected which were cultural, linguistic, instructional, recreational, or a combination of these factors.

The evaluation process was directed entirely by the chairman who chose the instruments and processes to be used and coordinated their administration. Teachers agreed to have their students participate in the collection of data, and they themselves took charge of pre- and post-camp surveys. It was decided that the staff members themselves, rather than an outside evaluator, would assess the camp experience, although an outside evaluator would score the pre- and post- oral proficiency tests. This would eliminate teacher bias in scoring.

Rationale

The major objective of the foreign language camp was to improve communication by creating a positive, relaxed atmosphere of total immersion in French. Basic language skills were practiced by presenting the foreign language in meaningful communications situations for an

extended period. Additional goals were developing or improving positive attitudes toward foreign language and culture, increasing motivation, raising self-esteem, and refining a model for future immersion weekends. All activities were chosen with these goals in mind. The camp was planned in accordance with current approaches to language study and information from previous immersion experiences as cited in the review of literature.

Subjects

The target group for the French immersion weekend was 48 senior high school students (13 male and 35 female) from five North Carolina public schools: Salisbury High School in Salisbury; Northhampton West in Gumberry; West Rowan in Cleveland; Northern Nash in Rocky Mount; and Athens Drive in Raleigh. The size of the student group was purposely limited to less than fifty because of the size of camp facilities. Students were ages 15-18 and in grades 10-12. All students were enrolled in French two, three, or four; all students were volunteers and enrolled on a first-come basis with preference being given to the higher levels. A group of students from a rural school district had held a fund-raiser to help defray the $48 cost of the weekend. A teacher of French from each school accompanied his own group of students. Only students of participating teachers could attend. Students received several instruction and information sheets before the actual weekend. (See Appendix A)

The teaching staff was in charge of choosing, planning, and implementing all activities. They set the pace for the immersion experience and all members worked well together. Teachers, who were

selected primarily for their desire to participate in the program, served as facilitators and as models of correct language. They helped take the initiative in conversations, gently made corrections of student errors, aided with vocabulary, and led most activities. All teachers had several years' teaching experience and had previously attended a foreign language immersion experience for teachers and had previous experience with high school students on immersion-style weekends. One teacher was a native speaker.

Other adult participants included three present or former teachers who had lived extensively in the foreign culture. In addition, the camp which hosted the event had a camp director and three group interaction leaders, all of whom were familiar with students of high school age. While none was fluent in French, all four made every effort to participate when possible. The camp director handled emergencies, secured liability insurance, and hired local staff for the dining room and the group interaction course; he also sent a recommended packing list to the prospective campers. The camp dining-room director was willing to attempt a quasi-French menu using teacher suggestions. (See Appendix A)

The chairman and coordinator of the group handled prior arrangements. She had several advance meetings and numerous telephone conversations with other faculty members to plan the program and distribute materials.

Setting

The French weekend was held at Camp Broadstone in Valle Crucis, North Carolina the weekend of April 11-13, 1986. Affiliated with

Appalachian State University, the camp is frequently used for camping experiences with local students. The director and staff are familiar with high school age students. The camp is in an isolated setting fifteen miles from a city with full medical facilities. The camp itself had adequate housing in three large heated cabins with full baths and a separate meeting hall with a large meeting/dining room and several smaller adjacent rooms which were used as the camp store and for holding small group sessions. There were numerous hiking trails, a large playing field, and a group interaction course with various obstacles. Several smaller cabins were available to the adult staff members who had not accompanied campers.

Throughout the weekend, the foreign language camp had sole use of the facilities. This was especially beneficial for encouraging the use of French by the campers.

All the students had nearly completed at least two years of French study; many students were in their third or fourth year of French. The weather in the mountains was cool but pleasant. Students left their home schools early in the morning of the first day and returned home after lunch on the third day. A three-day experience was chosen because of price and school absentee restrictions.

Program

This section will present the program which was comprised of activities of both cognitive and affective nature in order to meet the goals of total immersion, authentic cultural experience, meaningful group interaction, and increased interest in foreign language study. Oral, written, formal, and informal activities were included. They took into account the students' personal goals and expectations as indicated on the Foreign Language Attitude Questionnaire which was administered before the camp. On that questionnaire students indicated a strong desire to learn to speak the language and to learn about its culture. The program incorporated, as much as possible, the best features of the most recent trends in foreign language instruction. For example, activities were designed to lower the affective filter. In addition, careful review of the literature on previous foreign language camps gave insight into possible activities.

Each facet of the program is presented along with its purpose and description.

Introductory Phase of the Program

Purpose. To initiate students to the French weekend and to establish French as the official language

Description. Students entered the dining/meeting area where they passed through "customs." Teachers serving as customs officials searched luggage for "contraband" articles in English such as books or cassettes. Students displayed a "passport" with picture identification and French name. (These were prepared in advance at the home schools.) In order to make customs as authentic as possible, questions typical to

a real customs process were asked, for example, "How long will you be staying?" The customs process served a double benefit for the staff since students' oral proficiency could be evaluated to some degree. A copy of the weekend schedule was stapled in the passport and a small "visa" sticker of the blue, white, and red tricolor French flag was applied to the passport as the student "cleared" customs. Students also received large cardboard tags with their French names. The nametags were worn the entire weekend to aid in forming friendships on a first-name basis and also to divide students into groups for various activities. Each tag had four categories depicted (geometic shapes, animals, colored symbols such as the fleur-de-lis, and common foods) that could be used as grouping devices. An added benefit of the nametags was the incidental learning of new vocabulary words.

The next stop was the "hotel" front desk where students showed passports, completed a registration form "fiche d'étranger" (see Appendix A), and were assigned cabins (hotels). All cabins had names of towns in Southern France-- Nice, Cannes, St. Tropez, and Marseilles-- since the camp theme was the French Riviera. School groups were mixed together for cabin assignments to encourage mingling and to avoid cliques.

The final stop was the "Bureau de Change" where students exchanged American dollars for real French francs. Students received help in counting the money packet to verify the amount and to develop familiarity with the monetary system. Numbers were reviewed in the process.

After the preliminaries, students had a brief period to unpack and try out some French.

Opening Session--Rompons la Glace

Purpose. To introduce students; to present the rules; to mix groups from different schools; and to break down inhibitions about the use of the foreign language.

Description. Students, sitting in a large circle, introduced themselves, told the name of their school, and named one activity they liked to do (J'aime...). The camp leader and other staff took turns giving an introduction to the format of the camp, explaining the rules, how groups would be formed using the name tags, discussing the camp theme, administering a pledge to speak only French throughout the weekend, and explaining how students might earn "bons points." Each teacher had a supply of bons points (small laminated bits of colored construction paper) which were awarded to students who made extra effort in speaking. They could be traded in at the end of camp for candies. There was also a secret word game. The first student using the secret word, a common vocabulary item, received a prize.

The group played several "ice breakers" using values clarification (confluent) techniques such as "Find someone who..." (see Appendix A) Next, students divided into small groups to talk for several minutes each about common topics of interest such as school, family, favorite activities, and foods preferred. A less verbal activity, "Smile, if you love me," was also played. Students later said that they liked the conversation groups rather well, but they especially enjoyed being

grouped with students from other schools.

Les Petites Réunions

Purpose. To expand vocabulary; to initiate students into the foreign culture; to involve students in linguistic activities

Description. Several sessions of small-group work were conducted during the weekend. The first session came early in the camp schedule and continued the students' orientation to the camp. Students were divided into three groups according to the pictures on their nametags. Teachers gave instruction on the monetary system and how to shop in the French store "Au Kiosque". They taught songs such as the French national anthem "La Marseillaise" which would be sung frequently. Later sessions included a vocabulary session using TPR to teach parts of the body. This was in preparation for games that would be played later. In art "travaux manuels" students drew a personal coat of arms as the teacher described various sections in French. Conversation groups used values clarification techniques in which students both acted out and described orally personal characteristics (see Appendix A).

Cultural Theme and Use of Realia

Purpose. To contribute to students' cultural knowledge; to simulate a foreign setting

Description. Southern France was the camp theme as evidenced by place names, posters, and activities. Cabins had names of French towns on the French Riviera; the dining/meeting room was named Provence and posters depicting the landscape of Southern France covered the walls.

The menu included some regional dishes. The slide show on Nice, the film Les Compères with its French Riviera setting, and the cooking demonstration were all on the same theme.

Great effort was made to get real French currency for camp use. Students exchanged five dollars at a time for packets of francs. The rate of exchange was 4 francs to the dollar. Students were told that the actual rate was much better; the camp rate was set at an even amount to simplify conversion.

"Au Kiosque" the camp store stocked French and European candies such as Toblerone, Yogolo, and Pastillines, French magazines, stickers, badges, tee-shirts, and Cokes. Teachers served as "vendeuses" and the store was open several times a day.

Films and Slides

Purpose. To acquaint students with the foreign culture; to improve comprehension of French when spoken by native or near-native speakers; to provide enjoyment and relaxation.

Description. Students viewed the French movies Voyage en Ballon and Les Compères. Both films reinforced the cultural theme of Southern France. The youthful orientation of both films added to the students' viewing pleasure. Les Compères gave insight into French life, teen culture, and included current popular vocabulary and slang. The movies provided input at the i + 1 level (Krashen, 1983) and served as a source for motivation.

Sarah Slate, a visiting teacher, showed slides of her stay on the French Riviera while she gave French narration. Slate used "caretaker"

language to provide meaningful input at the students' level.

Le Jeu des Questions

Purpose. To improve "big C" knowledge of France; to develop a feeling of cohesiveness among the students

Description. Students were divided into five groups of nine or ten students each with as equal a represention as possible from each school. A teacher asked each group questions in French about geography, history, and literature in a game that ressembled "Trivial Pursuit." A correct response received one point; the winning group received a prize.

Outside Activities

Purpose. To relax and have fun while using French; to increase vocabulary; to take advantage of the lovely mountain setting; to encourage spontaneous use of the language in a non-school setting; to create a feeling of belonging to the group

Description. Several field games were played with smaller groups of students. In "Sons d'animaux," blindfolded students sought to find their "mates" while making the sound of their assigned animals. In "Tout le monde" students had to touch various parts of their bodies with a partner's. For example: Hearing "Main à main," each partner would touch hand to hand. This activity which used the TPR approach of Asher was a followup to an earlier vocabulary session. In "Fishnet", a nucleus group sought to "catch the fish" who twined in and out of the "net" of arms. The "trapped fish" then became members of the "net." This game reinforced numbers which students called out as the "fish" swam in and

out. On a pre-arranged number, the "net" was dropped. Boules or French-style lawn bowling was also a popular outdoor game. Several teachers explained the rules and used authentic sets of "pétanque" balls. This sport is extremely popular in Southern France, the emphasized area for the weekend.

A short nature hike was held after lunch the second day. Teachers who accompanied the group took that opportunity to teach vocabulary of items seen while on the hike.

A scavenger hunt, "Allez à la recherche," afforded another opportunity to get outside. Items on the list (See Appendix A) were both possible to find and interesting. Students, traveling in small groups, were allowed to use a dictionary so that new words might be learned. The winning group received a prize of candy.

Calesthenics were performed outside each morning before breakfast. Students were led in warm-up exercises which often involved vocabulary of body parts and common verbs of motion.

The group interaction course was provided by Camp Broadstone and taught by their counselors alongside the French-speaking teacher/counselors. The Outward Bound style course, whose purpose was to develop self-esteem, increase confidence, and improve group interaction, included such obstacles as the "tube," the "wall," "nitrate," and "tree trunk." Students worked in small groups to master the task, while other group members shouted encouragement in French.

Meals

Purpose. To learn about French food, table settings, and manners; to encourage students to mingle; to encourage casual conversation

Description. At meal times, all students divided into small groups with eight students and one teacher at each table. The French menu was announced by a native speaker, and proper French table manners were explained for student usage. Food was as authentic as an American camp setting would permit (see Appendix A) Students conversed in French, although many comments were mere lists of food or comments about the food.

Singing

Purpose. To promote oral fluency; to introduce authentic French songs; to encourage group participation

Description. Singing was interspersed throughout the foreign language weekend. An early introductory session taught "La Marseillaise" (French national anthem), the grace sung before meals, and several simple folk songs. Additional songs were learned by repetition after meals. Further sessions were held throughout the camp. During those programs, song booklets were used. The more modern, mature songs were presented at that time.

Folkdancing

Purpose. To promote intergroup relations and to learn authentic cultural dances

Description: Students learned an authentic French folk dance. A teacher explained the history of the dance and demonstrated the dance which students then performed in small groups, then finally as a full group.

Cooking Demonstration

Purpose. To experience authentic foods; to study the culture

Description. One of the visiting teachers prepared "gnocchi", an Italian specialty food popular in Southern France. She demonstrated, while explaining in French, the steps for preparation. Students observed the mixing of ingredients, participated in the actual preparation, and sampled the finished product.

Church Service

Purpose. To participate in a religious service in French

Description. Teachers led students in a brief religious service on Sunday morning. The serious program set the atmosphere for the final group session. A brief scripture response was read by teachers and students, hymns were sung, and the Lord's Prayer closed the service. (See Appendix A)

Visiting Halley's Comet

This activity was not planned with the camp, but the clear mountain atmosphere created one of the better views in the area of the rare Halley's Comet. Viewing was best very late at night, so some students elected to take the late night jaunt and left camp by van about midnight

to drive a short distance from camp to an overlook where the comet was clearly seen. While returning to town, students expressed a desire to stop for a snack. A local fast-food restaurant was host to eighteen French-speaking students who delighted in trying to speak only French while ordering and eating. One student commented that it "felt strange to hear English." This activity was a once-in-a-lifetime opportunity for the students.

Free time

Purpose. To provide time to relax; to promote social activities

Description. Free time was spaced throughout the weekend program. Students had the opportunity to listen to French music, play cards "Milles Bornes," try out French games such as Monopoly or "Le Jeu de métro," play Frisbee and soccer, or simply relax and talk. Most students joined in the various activities, and groups interacted some even though school groups were evident.

Description of Evaluation Instruments and Techniques

The foreign language camp and its program were evaluated using the Foreign Language Attitude Questionnaire, the Pimsleur Modern Foreign Language Proficiency Test, a teacher-made evaluation questionnaire, and interviews. Teachers also participated in a post-camp evaluation session in which the program was critiqued and recommendations made for future programs.

The following instruments or research techniques were used to evaluate the foreign language camp:

Foreign Language Attitude Questionnaire. This instrument, which was described in the review of literature, gathers information about the student's interests and preferred topics of language instruction. It contains questions about the respondent's foreign language background, skills sought by the student, and interest and personal involvement in the language. It was chosen for this study because it gives a objective measurement of student attitude toward foreign languages and instruction. Also, many of the questions deal with the student's perception of how such affective factors as anxiety and motivation affect his or her language learning. A complete copy of the instrument is in Appendix B.

Pimsleur Modern Foreign Language Proficiency Test. This objectively scored test evaluates a student's oral proficiency on the elementary level. It was used to collect data on students who attended the foreign language camp and on a control group which remained at school. The test includes recognition of simple vocabulary items, pronunciation, and response to basic questions of a general nature. There are twenty-seven

pictures which serve as stimuli for vocabulary recall. Twenty sentences are read aloud to measure pronunciation, and a few basic questions are answered by the student to determine fluency. The pictures for the vocabulary section and the printed material for the pronunciation section are in a four-page booklet. Students' oral responses were taped for later evaluation. The test was scored by an outside evaluator in order to prevent teacher bias.

Evaluation questionnaires--French Weekend. Two teacher-made evaluation questionnaires were designed to obtain student feedback about the various components of the foreign language camp. The first questionnaire consisted of thirty-six statements about the camp/language experience. Students chose from three options: agree, disagree, maybe. The second questionnaire dealt with a listing of twenty-three of the camp program activities. The participants weighed the value of each activity checking much, some, or little. Students were also encouraged to add comments or explanations. The complete questionnaires are included in Appendix B.

Interviews. Teachers and students were interviewed personally by the author in the month following the camp. Students were asked questions similar to those on the Attitude Questionnaire and the camp evaluation questionnaires. The purpose of the interview was to probe for additonal information and to verify previous responses. Teacher interviews focused on an overall appraisal of the camp experience as well as on suggestions for improvement. Script-taking, the process of recording remarks verbatim, was used for gathering interview information.

CHAPTER V

ASSESSMENT OF THE PROGRAM

This chapter contains both the assessment of the foreign language camp program and the results of the evaluation instruments and techniques which were adminstered. The program is examined to see if it offered total immersion in the foreign language, an authentic cultural experience, and meaningful group interaction for students, along with fostering increased interest in foreign language study. The evaluation instruments helped determine if the campers showed increased oral proficiency, improvement in the affective areas, and more positive attitudes toward the foreign language and its culture.

Program

The assessment of the program is a compilation of results from two student questionnaires (see Appendix B), interviews, and observations by the author. It was conducted to see whether the activities of the camp related to sound second-language pedagogy and studies on learning, anxiety, and motivation as discussed in the review of literature. Post-camp survey results are included along with the statement from the teacher-made questionnaire and a number that indicates the strength of a student's response on a scale from one to three. A "one" indicates "little" enjoyment, a "two" means "some" pleasure, while a rating of "three" indicates "much" enjoyment. All scores were weighted according to the number of responses for each question. For example: cooking demonstration received 28 votes of

"three" or "much" satisfaction (total points 28x3=54), 12 votes of "two" or "some" satisfaction (12x2=24), and 8 votes of "one" or "little" satisfaction (8x1=8). The subtotals equal 86 which is then divided by 48 (the total number of responses) for an arithmetic mean score of 2.42. Selected student comments from the written post-camp evaluation as well as comments made during the post-camp interviews are also included.

Introductory Phase of the Program

The opening activities set a relaxed, yet informational framework for the weekend. Follow-up evaluation indicated that students enjoyed going through customs (2.42), commenting that "it was a good experience," although it was "too long of a wait." Many campers also enjoyed using foreign money (2.23) but remarked that it was "hard to keep up with" and that they "hardly used it." Campers were kept busy in the beginning hour; time was tightly structured and permitted little confusion. Activities made it easy to begin speaking French, although no student was forced to speak. All teachers took positions of leadership in the customs, bank, or hotel and encouraged the use of French by asking brief questions of many students.

Opening Session--Rompons la Glace

In the opening session, the full group activity of introducing each camper and having them talk about themselves was perhaps longer than necessary. It would have been shorter, easier to understand, and less threatening to the students if it had been completed in several smaller groups. In contrast, the small-group topics discussions were perhaps shorter than was optimal. With only a few minutes devoted to each group, not all students had time to participate in a specific topic

before the period was called, and the students changed groups. For the most part students enjoyed conversation groups rather well (2.35), liked being grouped with students from other schools (2.54), and definitely had enough opportunity to mix with students in other groups (2.71). Additional nonverbal games played at first possibly would have smoothed the transition into French, as would have more structured conversational topics. Several students commented that they "couldn't understand everything", but it was "good to hear other students' French." More values clarification and personalizing techniques should have been interspersed throughout the weekend because several students wished for "more time" for those activities.

Bonus points ("bons points") were given to students who made a special effort to participate. Students liked this reward (2.54) and felt it was "good, but sometimes not done fairly." They also "didn't like them taken", but it was a good opportunity "to talk with French native speakers."

Les Petites Réunions

These small group sessions were well received by the students. The camp store (2.50), which seemed "like a little French store," "didn't have enough tee-shirts." The arts and crafts (2.44), drawing a coat of arms on poster paper, was "enjoyable" and "different," but one student "didn't see the purpose." Students described their coats of arms orally, but the author would have preferred more activities which involved more extensive student language production. Several programs had heavy teacher input, requiring little student talk; nevertheless, learning took place as evidenced by student comprehension and participation.

Cultural Theme and Use of Realia

The cultural authenticity added much to the camp program. Students gave "Au Kiosque" a high rating (2.50). It was an excellent opportunity to practice newly learned French phrases, and students sometimes had to speak French to get what they wanted (2.88). Teachers encouraged more student use of language by offering questions or comments as students shopped. Posters and realia (2.37) "gave a good atmosphere," but one student felt that there "were not enough to be significant."

Films and Slides

Foreign films (2.46) were a popular activity of the weekend. Students especially enjoyed the youthful themes which at the same time advanced the general cultural theme of the weekend. The films were shown in the evening after dinner and students rated this activity "great," "best activity," but "showed too late" so they became "too tired."

The slides and speaker (1.83) were less popular even though the narration of the slide presentation was on an interest topic and at a speed readily comprehended by most students. This was perhaps because of the extended length of the commentary. Students commented that the slides were "very informative, but long," "too many slides," "boring," and just simply "tooo looonnngg." A recommendation for future camps would be to specify in advance the maximum time allowed for a presentation. Some time spent in advance introducing students to vocabulary that would be heard would also have increased learning.

Le Jeu des Questions

The Quiz Bowl (Jeu de Questions) was a popular activity, generating a spirit of competition and "esprit de corps." This activity contributed

to the very high rating of the statement: "I learned something new about French culture" (2.75). Students with less language training learned from the more experienced ones. As expected, the level-three and level-four students generally set the pace. The teacher took time to speak slowly and to explain newer vocabulary items, but the pace was brisk. Because of the group response method, no one student was singled out or placed under undue stress.

Outside Activities

Students enjoyed the fresh mountain air and the spontaneous use of French that the outside activities and games generated. The games were easy enough that students of all levels of language could participate and enjoy themselves. Furthermore, these games were new to almost all students. "Outdoor games" was rated (2.52) placing it in a tie with another outdoor activity--hiking--for the second highest rated activity. Students were kept both linguistically and physically active while learning new vocabulary and interacting with one another. The hands-on approach made learning vocabulary easier. Students quickly learned new vocabulary while hunting strange items on the scavenger hunt list. Several of the games incorporated Asher's (1969) Total Physical Response (TPR) approach.

The calesthenics were not very popular with the group (1.98), but this dissatisfaction was probably caused by the earliness of the hour. Students said that they "didn't like much exercising" and it "was not a fun way to wake up."

The group interaction course was the most popular activity of the weekend (2.85). Many students commented that it was their "favorite,"

the "best part," "great," "exciting," and "one of the best activities." Some English was permitted during the more complicated tasks as student vocabulary was somewhat limited. The teaching of more extensive vocabulary related to the activity would permit increased French use.

Meals

The food was unpopular (1.88) with students. Sometimes this author agreed that it was not prepared well. General comments were negative, but the French bread and fresh fruit received positive remarks. Students did enjoy eating "French" style (2.25) and found it "fun to try," "very interesting," and that at first they "forgot sometimes," but now are "hooked." Conversation was widespread and most students talked in French at the dinner tables (2.75).

Singing

Singing the "Marseillaise" received only fair evaluation scores (2.25) perhaps because it was usually sung in the early morning at the flag raising. Singing was also done at the table after meals (2.17). The songs were usually rounds or songs with much repetition since song sheets or booklets were not distributed. Students "got really sick of it," thought it "redundant and monotonous," wished for "more modern songs," and complained that they "couldn't finish eating." Regular singing sessions received more positive results (2.42). High school age students wanted to "sing more different songs" and "liked singing," but found the "way learned too long." More frequent use of a song booklet would permit greater variety of songs.

Folkdancing

Folk dancing (2.17) should have been one of the favorite activities, but while some students found it "fun" and "exciting," others modified those comments with "fun, but way taught not efficient," and thought that the teacher "took too much time in teaching" that there was "not enough dancing." Additional comments were that it was "not organized." The dance steps were too complex for a large group to master in a brief time.

Cooking Demonstration

Students enjoyed the cooking demonstration (2.42) and commented that it was "very different" and that they "enjoyed the sample very much." The food was a new experience for everyone, even the teachers who were familiar with most foreign foods.

Church Service

The religious service was brief but contained several familiar hymns and scripture passages. Students expressed moderate enjoyment (2.31) and commented that it was "not very real," "hard to understand," but "very meaningful." The service had no speaker or sermon.

Free time

The free time gave students, who became tired more quickly than predicted, a needed pause in the full schedule of the weekend. Additional time especially after lunch would have been beneficial. The relaxation would be expected to contribute to the lowering of the "affective filter." Quiet time to rest on bunks would boost the students' failing energy levels. Students commented that they "enjoyed the free time because talking then was not threatening." Teenage

monitors or aides fluent in French would increase participation in activities and encourage French conversation.

Results of Evaluation Instruments and Techniques

Foreign Language Attitude Questionnaire.

The Foreign Language Attitude Questionnaire was administered during the week before the language camp to all campers and to a similar size, teacher-chosen control group of students who did not participate in the immersion weekend. Two questionnaires were not returned by campers. Four were not returned by the control group. Responses of the campers (N=46) and the control group (N=44) were analyzed for similarities and differences. The purpose of the questionnaire was to examine if there were major differences between campers and the control group, especially in attitude toward foreign language study and the foreign culture. Several questions taken from the questionnaire were used in the oral interviews following the camp in order to see if students felt differently about the foreign country or about language study. Complete copies of the attitude questionnaires for the campers and the control group are in Appendix B.

There were no major differences on questions 1-3: Information about the respondent's foreign language background. All students in both groups were presently studying French, while many had additional background in Latin. One respondent each had some knowledge of Spanish, Chinese, Italian, or German. Almost everyone in both groups knew someone who spoke a language other than English.

Questions 4 and 5 on information concerning the choice of the foreign language being studied revealed that the control group had enrolled in foreign language more to satisfy a college entrance requirement (Yes=33; No=11) than had the campers (Yes=23; No=23). This may indicate that campers were taking the language more by choice and less by necessity. The control group was also less influenced by their parents in language choice (Yes=12; No=32) than the campers (Yes=24; No=22). The campers were more influenced by their high school teacher (Yes=17; No=29) than the control group (Yes=1; No=43). This seems to indicate that the campers felt more rapport with their high school teacher. This could have influenced their decision to attend the weekend and may have been a motivating factor in language study success. Both groups agreed that the language choice did not seem easier than others they could have taken. However, the groups were also in agreement that the language seemed of great importance in today's world and that it would probably be useful in getting a good job some day. In general, the control group displayed less interest in visiting the country where the language is spoken and less desire to understand better the people who speak this language. Many also did not feel that the language would enrich their backgrounds or broaden their cultural horizons. In other words, the control group recognized the importance of foreign language study, but they were not usually willing to make a personal effort to involve themselves in that study. It is of interest that neither group felt strongly that language study added to their social status.

Question 6 determined the skills sought by students in a foreign language course. The control group was less interested in being able to

engage in an everyday conversation with native speakers (great interest:20; some interest:22; very little interest:4) than the camper group (great interest:34; some interest:12). The control group was also less interested in being able to comprehend news broadcasts or films in the original language.

Questions 7-14 sought feedback concerning specific aspects of the instruction process. Both groups were very pleased with the type of skills they were being taught in foreign language classrooms, and they rated the textbook and classroom activities high. Both groups acknowledged having strong teachers who spoke the language well and were helpful and available for consultation. The camper group gave a higher rating to the teacher's personality (quite satisfied=36; fairly satisfied=10) than the control group (quite satisfied=17; fairly satisfied=18; dissatisfied=9). Neither group felt that the teacher put too much emphasis on speaking correctly, but in contrast, each group felt that it was necessary to be able to speak a language correctly in order to be able to communicate in that language. In the author's opinion this indicated underlying anxiety about speaking. Although both groups were pleased with the foreign language course, they desired more discussion of the French culture. They had no preference whether those discussions were in English or French.

Questions 15-28 surveyed the interest in the language and degree of personal involvement. These questions revealed some factors that were related to motivation. Although both groups agreed on the importance of the foreign language, the camper group expressed greater desire to speak the language like a native, felt that time spent in studying the

language had been beneficial to them, and in general considered foreign language study more important than the control group. The control group was less likely to go abroad to increase skills and found the study of a foreign language less enjoyable than the campers. Both groups felt less at ease when speaking than in listening, reading, or writing. The campers, however, were more confident that one day they would be fluent speakers of a second language. Both groups were uneasy or were afraid to make mistakes or to sound ridiculous when trying to speak the language. Clearly they lacked self-confidence in speaking.

In summation, the camper group was more highly motivated, more self-directed, and more willing to involve themselves in language study. They sometimes hesitated to speak the language out of fear of being incorrect. Increased cultural knowledge and contact with native speakers were desired.

Pimsleur Modern Foreign Language Proficiency Test

The purpose of this evaluative instrument was to determine if there was improvement in oral proficiency in the foreign language camp group. In the final week before the camp, all campers were given the Pimsleur Modern Foreign Language Proficiency Test individually at each school. Responses were taped for later evaluation. A control group of students with the same grade levels was also administered the oral test. During the week after the camp experience, the Pimsleur test was re-administered to both groups. No attempt was made to extend the test of language improvement beyond the first week after the camp experience.

A control group of 17 students took the oral proficiency test. These students were also members of the larger control group that took the Foreign Language Attitude Questionnaire. The mean of the scores was 57.94 on the pre-test with a standard deviation of 12.44. On the post-test, the mean of the scores was 64.82 with a standard deviation of 12.01. This was a gain of 6.78 points on the average. There were 39 scores on the proficiency test for the camper group. Two students did not take the test, three were incomplete with at least one full part missing, and four tapes were not clear enough quality recording to be understood at all. The camper group had a mean of 63.67 on the pre-test, indicating that they were a slightly more capable group orally to begin with. The standard deviation was 13.66. On the post-test, the camper group had a mean of 67.97, a gain of 4.30 points. The standard deviation was 14.2. However, the control group did not attend the camp. The camper group did indeed show a gain in oral proficiency over the weekend, but whether it was because of familiarity with the test or a real gain remains to be explained.

TABLE 1 Camper Scores on Oral Proficiency Test

Camper Number	Pre-test	Post-test
1	45	49
2	53	57
3	48	51
4	47	52
5	39	41
6	40	46
7	52	55
8	44	40
9	50	52
10	76	80
11	73	75
12	69	80
13	73	82
14	69	75
15	67	70
16	85	86
17	51	58
18	36	45
19	52	55
20	49	52
21	85	86
22	69	74
23	65	66
24	79	80
25	75	84
26	71	79
27	77	84
28	73	77
29	62	60
30	76	80
31	64	68
32	76	82
33	79	83
34	74	75
35	77	79
36	70	81
37	68	74
38	58	66
39	67	72
N= 39	Pre-test mean=63.67	Post-test mean=67.97

TABLE 2 Control Group Scores on Oral Proficiency Test

Camper Number	Pre-test	Post-test
1	47	52
2	65	74
3	84	83
4	72	84
5	72	79
6	50	61
7	48	64
8	54	67
9	38	45
10	49	54
11	60	71
12	45	56
13	46	50
14	76	77
15	56	60
16	67	70
17	56	55
N=17	Pre-camp mean=57.94	Post-camp mean=64.82

Evaluation Questionnaires

At the conclusion of the camp on Sunday morning, all campers completed a two-page questionnaire of comments about the program. Thirty-six individual statements, most dealing with students' cognitive, affective, or interpersonal pereceptions, were listed. Students gave a rating of either agree, maybe, or disagree. Responses were then converted into a weighted score for comparison. The closer the number of the rating to "three", the more positive the rating. Complete results are in Appendix B.

Results will be discussed according to the following topics: setting and staff, program evaluation, student interaction, effort in speaking French, attitude toward French, and improved oral proficiency.

Evaluative questions dealing with camp setting and staff (See Table 3) indicate students' pleasure with the facilities of the camp. One group from an economically deprived school in the Eastern part of North Carolina had never been to the mountains, a six or seven hour journey from their town, so the location was especially enjoyable for them. The cabins were of better quality and style than at most camps. One of the highest ratings went to the teachers' enthusiasm. Needless to say, this was a welcome rating because teachers had worked hard to prepare for the weekend. The only poor rating went to food.

TABLE 3 Student Evaluation of Setting and Staff		Ranking
I felt the staff was adequately prepared.	2.67	4
The teachers were enthusiastic.	2.90	1
Camp Broadstone was a good place to spend the weekend.	2.70	3
The cabin was adequate for the weekend.	2.88	2
I liked most of the food.	1.94	6
The camp atmosphere made speaking French easier.	2.40	5

The major part of the program evaluation is based on the second page of the questionnaire (See Appendix B.) and has already been discussed. There are nevertheless several indicators in Table 4 of program success on the first page of questions.

TABLE 4 Ratings of Program Evaluation		Ranking
Activities were well-planned.	2.60	2
I enjoyed using French money.	2.46	3
I reviewed already-studied vocabulary and expressions.	2.46	3
I learned something new about the French culture.	2.75	1
Attending a religious service in French was nice.	2.60	2

Increased student interaction was one of the main goals of the camp. Camp was designed to be fun, and many activities were designed to attain that objective. Students were frequently mixed and separated into small groups for games and learning sessions. All activities related to group interaction had very high ratings. The statement "Most students had fun." received the highest rating of all thirty-six

questions. See Table 5.

TABLE 5 Perceptions of Student Interaction		Ranking
Most of the students were well-behaved.	2.90	2
I had opportunity to mix with other students.	2.71	3
I enjoyed being grouped with students from other schools.	2.54	5
I made some new friends.	2.60	4
Most students had fun at the camp.	2.98	1

Most students were glad to speak French in a relaxed setting with grading worries removed. Most expended a conscious effort to speak French and to have a positive attitude toward the use of French. French at the dinner table was perhaps maintained by mere teacher presence and vocal encouragement. One question, "I heard very little French outside the cabin." was included as a check for stuudent attention to the evaluation checklist. Results indicate that students were indeed reading carefully and thinking before marking. See Table 6.

TABLE 6 Student Effort to Speak French		Ranking
Most students tried to speak French when they could.	2.65	3
I was glad to speak French without worrying about grades.	2.71	2
The students at my dining table talked in French.	2.75	1
I enjoyed speaking French.	2.46	4
I heard very little French outside the cabin.	1.31	5

Improving student attitudes was a prime focus of the camp. In analyzing the student attitudes toward foreign language, almost every student has a desire to go to France one day. That confirms earlier resullts on a similar question on the Attitude Questionnaire. The language seemed more interesting after the weekend and students would repeat the weekend experience if possible. Most will continue the study of French--all indicators of increased or highly maintained attitude toward foreign language study. See Table 7.

TABLE 7 Student Attitude Toward the Study of French		Ranking
French seems more interesting.	2.63	3
If I had the opportunity, I would enjoy another weekend.	2.50	4
I plan to continue studying French.	2.65	2
I would like to go to France some day.	2.92	1
The students at camp had positive attitudes.	2.46	5
I am more interested in French.	2.50	4

Student perception of increased oral proficiency (fluency) received positive scores (See Table 8). Most students thought the weekend helped with their French and that they needed to speak the language to get needs fulfilled. Thus, support was given to the goal of providing a total immersion experience. It was perhaps too optimistic to expect students to think very much in French at their level of achievement. Students did agree though that they spoke better and more confidently after the weekend. Some caution is needed on statements "I learned not to be afraid to speak French." and "I'm surprised I could communicate

without English." Some students did not indicate on the pre-camp attitude survey that they were afraid to speak or felt English was needed to communicate. The responses to those questions may not be valid.

TABLE 8 Student Ratings of Improved Oral Proficiency		Ranking
I'm surprised I could communicate without English.	2.40	6
I had a chance to learn many new words.	2.39	7
I learned not to be afraid to speak French.	2.50	5
The weekend helped me with French.	2.77	2
I began to think in the language.	2.21	8
I spoke French better than I thought I could.	2.69	3
Speaking French was easier by Saturday night and Sunday.	2.63	4
I am more confident about speaking than I was before.	2.63	4
Sometimes I had to speak French to get what I wanted.	2.88	1

All responses are positive, some very much so.

The second page of the questionnaire listed the major camp activities in checklist format with three possible responses: much, some, and little. (See Appendix B.) The following chart (Figure 1) graphs the students' ratings for each major camp activity.

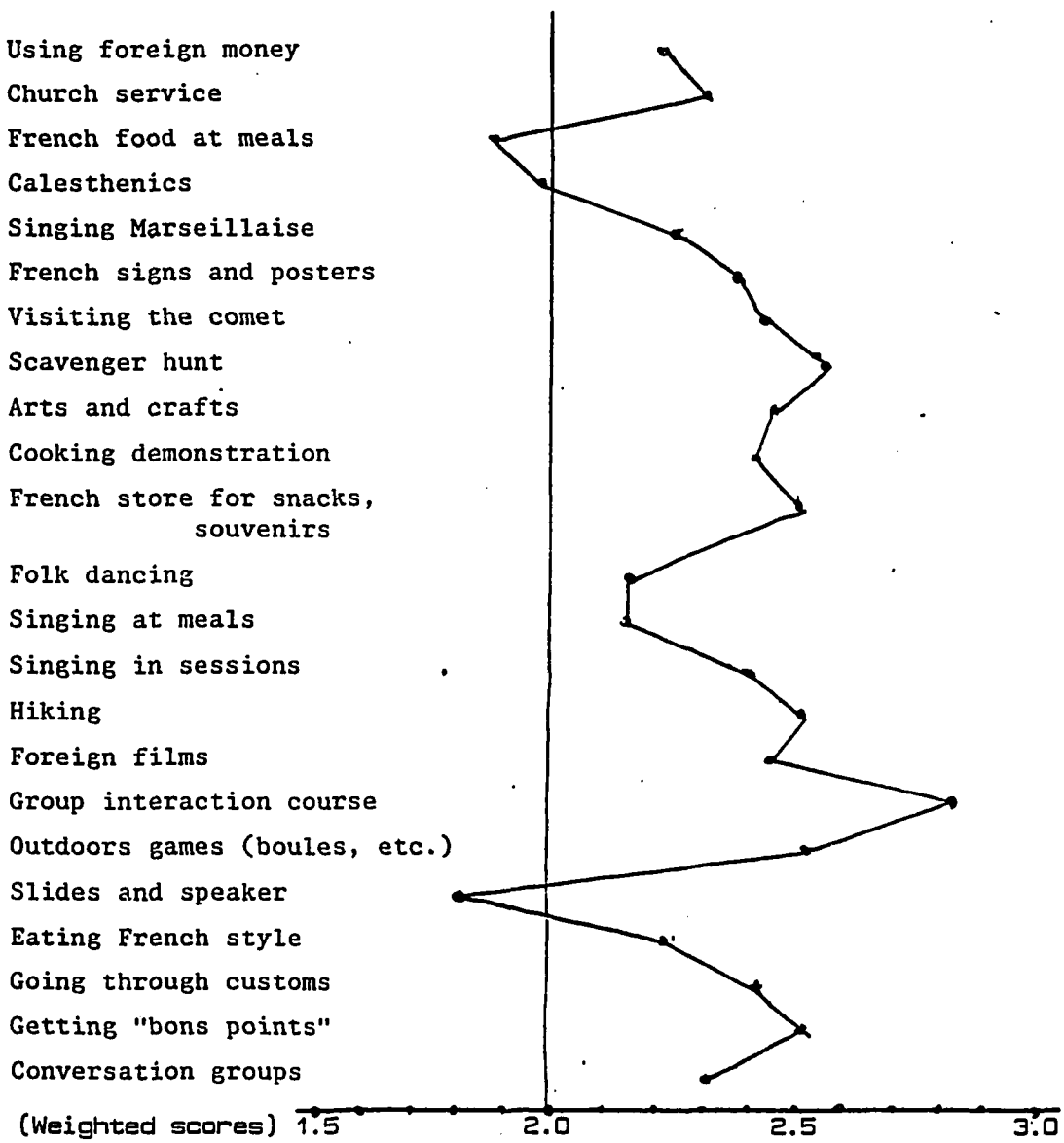

FIGURE 1 Graph of Students' Ratings for Each Major Activity

Interviews

Students were interviewed either at the conclusion of the camp or during the following week by the author or one of the other teachers. Interview sessions were both formal, i. e., those held in a group setting or in a classroom, or informal. Students were asked to comment on their impressions both before and during the camp. Pre-camp questions dealt with topics such as what the student had to gain from the camp, why he or she was going, what anxieties they felt, and what would put them at ease in a new situation. Post-camp questions asked students what they felt they gained from the camp experience, what they liked or disliked most, whether the experience was a positive one, and how they dealt with anxiety. In addition, recommendations for future improvements were sought. Comments, made by students both individually and in groups, were recorded for further study.

The results of the final evaluations were overwhelmingly positive. The following student and teacher comments are representative.

> I felt that the camp is a great learning experience for students and would encourage other French students to go. It is also a great way to get to speak with people that are actually French or speak French very well other than your teacher. I would love to go again if I had the chance.
>
> At first I didn't feel that my French would carry me through the weekend. It was such a joy to discover that I was more advanced than some and could communicate with others. I learned a lot and had enjoyable experiences.
>
> At first I was excited, then I heard some fourth year students speaking and felt, oh my goodness, I'm dumb, but the more I spoke, the better I did, so I became excited again.

I didn't think that students would really be putting forth the effort to speak French, but many were trying.

It was hard to get to know people well because it took so long to ask them a question that it wasn't worth it.

I was disappointed people didn't speak French more in the cabins.

It was great meeting new people and learning French at the same time.

I liked being able to speak French in everyday situations.

I met new people and increased my French vocabulary and speaking ability.

I thought I'd be quiet and the most stupid one there, but I did pretty well. The camp helped me a lot.

The camp was fun. I dreaded it and dreaded it, but I had more fun than the kids. (from a teacher)

Conversation was easier Friday because of small talk; by Saturday, I got to know people and I wanted to talk about something deeper.

I expected it to be real hard, but French was easier after a while. I was excited about learning more French.

I had expected to be nervous about speaking correctly, but lots of other people also made mistakes.

The group interaction course was fun and it brought us together in that everyone had to work and give input.

Identify those students uncomfortable with speaking French and have a teacher or student help them with simple expressions or vocabulary.

People really did try to talk in French a lot more than expected.

Don't try so hard to intermingle people from other schools.

The French camp was a very thrilling experience to me. It was like being in a little French country. I wouldn't mind going again. I would recommend it to

anyone.

I didn't realize we would speak French all the time, but it helped me.

It was an exciting weekend. Before, I was scared to speak, but by the end of the weekend, I spoke more and more. I felt like I learned a whole lot.

The weekend was wonderful. I can tell a big difference in my students. (from a teacher)

Make it at least a day longer.

I expected it would be hard and I wouldn't fit in because there'd be lots of swell French speakers there, but I fit in perfectly. I made new friends and it was lots of fun. Plus, I learned lots of new things.

It was a challenge trying to speak only French to get what you needed.

I looked forward to meeting new people and increasing my French vocabulary and speaking ability.

CHAPTER VI

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary

Goals

The purpose of this study was to design, implement and test an intensive foreign language experience. The goals, while following sound theories of language learning, were to practice total immersion in the foreign language, to provide exposure to an authentic cultural experience, to encourage meaningful group interaction for students, and to foster increased interest in foreign language study.

The study sought to ascertain if the students' oral proficiency increased, if the students showed improvement in the affective areas, such as motivation and anxiety, and if the students developed more positive attitudes toward the foreign language and its culture.

Methodology

The current literature in foreign language education on factors in language learning, theories of second language learning, curricular options, culture, and evalution was reviewed. An in-depth review was made of current foreign language camps, and a brief history of North Carolina foreign language camps was given. A program for the language camp and camp activities was designed to correlate with the findings from the literature. Activities and the method of their presentation to campers incorporated knowledge gained from the study of current theories of second language learning, such as those of Krashen, Asher, and

Terrell. In a mountain setting on a three-day weekend, language was practiced in situations as authentic as possible. Vocabulary was taught in the context of these situations. Values clarification and personalizing techniques were included in group conversation sessions and in the opening session of the camp. Students became interested in the activities and needed to speak the language in order to communicate. The camp lent itself to current trends in foreign language teaching such as the functional/notional syllabus design. Topics such as requesting information, making purchases, and getting acquainted were the mainstay of conversation groups and instruction sessions. The culture of the country was presented as accurately as possible to students as they prepared French foods in cooking class, sang French songs, and learned dances of the southern region of France. Both the formal culture of the south of France and informal or "little C" culture such as table manners and body language were presented in as authentic a manner as possible. The affective filter was lowered as students played games, completed the group interaction course, and made animal sounds at each other. Correction was kept to a minimum, usually only to make comprehension clear. No written tests or classroom-style activities were conducted.

The weekend was assessed by means of the Foreign Language Attitude Questionnaire, the Pimsleur Modern Foreign Language Proficiency Test, evaluation questionaires, and interviews.

Findings

The attitude questionnaire gave insight into the camper and control groups. The camper group was more highly motivated, more self-directed, and more willing to become involved in supplemental language study.

They however were hestitant at times to speak the language, but gained in enthusiasm and confidence as the camp weekend progressed. They felt that their needs for practice in speaking French and their desire to experience the authentic culture had been fulfilled.

The proficiency test gave inconclusive results. Both the control and camper group showed gains, but the gains could be attributed to experience with the test. This verifies the evidence both from research and from conversation with organizers of short-term experiences that a great amount of oral improvement would be unlikely in such a short time.

The evaluation questionnaire results indicated that the camp program was successful in providing an immersion experience. Campers gave high ratings to most categories, with the special outdoors program, the group interaction course, getting highest votes. Not surprisingly, activities with the most action and the least language gained higher scores, but follow-up interviews indicated that students did appreciate the opportunity to live the language. The belief was held by all organizers, including the author, that the benefit of the camp was the increased self-confidence and enthusiasm of the students for speaking French and their increased knowledge of the culture of France.

Conclusion

Students were immersed in the French culture and exposed to the French language twenty-four hours a day. Thus, the intensive French language experience met the goals of total immersion in the foreign language, exposure to an authentic cultural experience, meaningful group experience for students, and increased enthusiasm for studying French.

In the opinion of the students and teachers who attended, the goal of increased oral proficiency was met. However, there was no conclusive proof in the form of measurable scores.

Recommendations

The foreign language camp experience is a valuable one and should be continued. The format was workable and helped achieve positive results.

There should be another attempt to evaluate the changes in oral proficiency of students. It would be of benefit to investigate a possible increase during a longer foreign language camp, one of a week's duration or more. Attention should also be given to standardization of test administration and use of equivalent forms of the same test.

In addition, subsequent camps may wish to change the French-speaking area of cultural emphasis in order that students might return the following year and learn another culture.

The benefits of a language camp are many. Foreign language educators owe it to themselves and their students to encourage such experiences.

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APPENDIX A

CAMP MATERIALS

MEMO TO STUDENTS BOUND FOR THE FRENCH RIVIERA (CAMP BROADSTONE)

1. Keep your passeport with you at all times (not in your suitcase). You will need it to pass la douane, to change your argent, for ID, etc. Be sure your passport includes a recognizable photo and your signature.

2. Bring a sac de couchage or sheets and blankets. Les oreillers are not furnished. You will need towels and washcloths also. You will not be rooming by schools, so don't plan to share items.

3. Bring a good flashlight. There's no telling where we may decide to go.

4. Bring a small French dictionaire to use in the conversation and group sessions.

5. Bring warm-up suits, sweaters, jeans, etc. Be prepared for all types of mountain weather. Remember that this is a camp, so dressy attire is not needed.

6. Please bring only small bills ($1 and $5). We can not be responsible for lost money. All American money will be converted into French francs for purchases. Bonbons, affiches, badges, et tee-shirts are sold in the French store Au Kiosque. PLEASE RETURN ALL FRENCH MONEY AT THE END OF THE CAMP.

7. DO NOT BRING textbooks of any type except French materials, food or drinks from home, radios, Walkmen, recorded American music, or n'importe quoi in English.

8. ICI ON PARLE FRANÇAIS. (Here one speaks French.) Bons points are given to those who cooperate fully.

9. After the couvre-feu you will be expected to be silent and remain quiet until morning call. (No early rising, s'il vous plaît.) However, continue to speak French in the cabins at other times; that's part of the fun. You are not to leave the cabins after curfew for any reason unless your cabin counselor is with you.

10. Each school will have set up and clean up duties in the dining hall. Before leaving on Sunday, each cabin must be empty of trash, in order, and swept. Do not leave trash or cans outside.

11. This is a school function; school rules and penalties apply.

_____ has my permission to attend the French total immersion weekend April 11-13, 1986, at Camp Broadstone in Valle Crucis, N.C. I understand that the students will leave at 8:00 a.m. Friday. This will be an excused school absence. Students will return about 5 p.m. Sunday afternoon. School rules will apply. I release Salisbury High, Camp Broadstone, and any of their agents from responsibility.

_____ _____
parent date

Phone number where parents may be reached during the weekend in case of emergency._____

FICHE D'ETRANGER

Ville:_____ Côte d'Azur, FRANCE

NOM DE FAMILLE_____ PRENOM_____

DATE DE NAISSANCE_____ LIEU DE NAISSANCE_____

DOMICILE HABITUEL_____

NUMÉRO DE TÉLÉPHONE_____

PROFESSION_____ NATIONALITÉ_____

_____, LE _____, 1986
SIGNATURE DATE

_____
NUMERO DE PASSEPORT

Vendredi

16:00 L'Arrivée
la douane, la chambre, le change
17:30 Réunion Générale
Rompons la glace
18:30 le Dîner
19:30 les Petites Réunions:
l'argent et les achats
les chansons
le corps et les vêtements
20:00 Chansons
Conversation
Au Kiosque
21:15 Film: Voyage en Ballon
23:30 le Couvre-feu

Samedi

7:00 le Réveil
7:40 la Callisthénie
la Marseillaise
7:45 le Petit Déjeuner
8:30 Interaction du groupes
10:30 Au Kiosque
11:00 Conversation
Chansons
12:00 le Déjeuner
13:00 Allez à la recherche
14:00-16:30 Activités Dirigées:
Cuisine
Travaux Manuels
Boules (la pétanque)
16:30-16:45 Au Kiosque
16:45 une Randonnée
18:00 le Dîner
19:00 les Diapos de "Provence"
par Sarah Gaich
20:00 les Danses folkloriques
par Sarah Smith
21:00 Film: Les Compères
23:30 le Couvre-feu

Dimanche

7:30 le Réveil
8:25 la Callisthénie
la Marseillaise
8:30 le Petit Déjeuner
9:15 le Jeu des Questions
10:30 Au Kiosque
11:00 le Service Religieux
11:30 le Déjeuner
le change, passer par la douane

April 11, Supper:

Baked Chicken (French Style)
Potatoes
Carrots Vichy
Green Salad/Vinaigrette
French Bread, Butter
Pecan Pie
Milk or Iced Tea

April 12:

Breakfast:

Hot Chocolate, Coffee, Milk
Juice
Fren ch Bread / Butter, Jam
Fresh Fruit
Granola

Lunch:

Quiche
Salad / Oil and Vinegar
Fruit
French Rolls
Ice Cream
Beverage

Supper:

French Onion Soup
Baked Fish
Petits Pois
Pommes de Terre Bonne Femme
Green Salad
Apple Pie
Milk or Iced Tea
French Rolls/Butter

April 13:

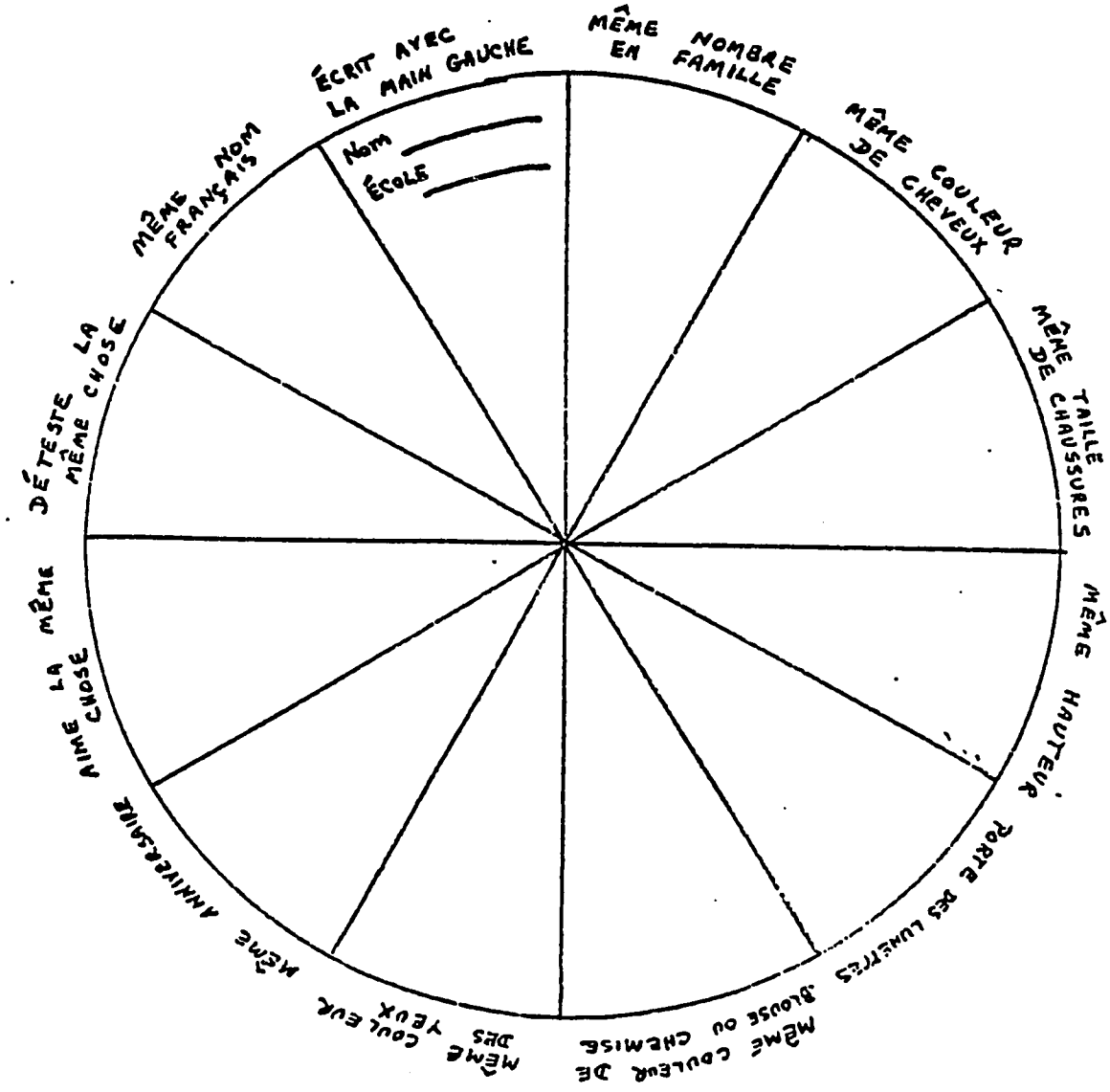
Breakfast:

Hot Chocolate/Coffee/Milk
Juice
French Bread/Butter
Scrambled Eggs with Sauteed
Veggies and Fruit Garnish

Lunch:

Sub Sandwiches
Shredded Lettuce and Sliced
Tomato Platter
Oil and Vinegar
Cheese
Fresh Fruit
Sorbet a l'orange en Panier
Beverage

CHERCHEZ UNE PERSONNE QUI A:



AVOIR.... Cherchez les définitions, puis choisissez un papier
FAIRE.... Il faut deviner l'action.

avoir	faire
chaud	des achats
froid	du bateau
peur	du vélo
soif	du cheval
faim	de la cuisine
besoin de	du footing
congé	de lèche vitrine
honte	des mots croisés
le cafard	de la musique
le coeur gros	un pique nique
mal à la tête	un somme
mal à la gorge	la moue
mal aux dents	attention
mal aux pieds	du ski
rendez-vous	la bête
sommeil	la vaisselle
	les valises

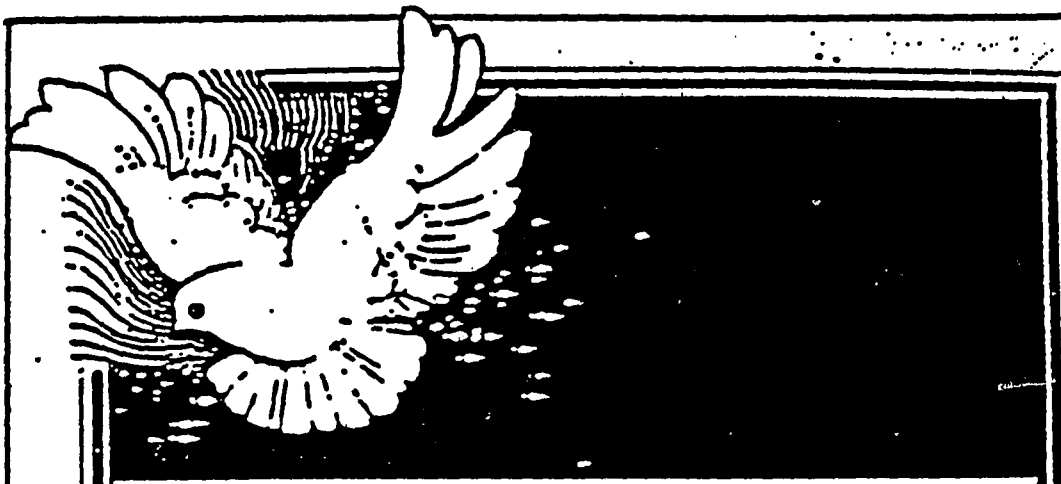
LES ADJECTIFS UTILES... Utilisez ces mots pour décrire une personne.
LES VERBES UTILES...

chanter	américain
jouer sur la télé	blond
adorer	brun
admirer	charmant
parler	content
travailler	aimable
annoncer	aveugle
gagner	honnête
assister	jeune
aider	grand
rester	intéressant
cuisiner	intelligent
danser	joli
juger	laid
désirer	méchant
détester	célèbre
fêter	chauve
manger	maigre
porter	pauvre
embrasser	riche
tuer	poli
habiter	sourd
aimer	drôle
épouser	fidele
employer	sage
dessiner	timide
fumer	italien
	fou/folle

LA CHASSE AU TRÉSOR

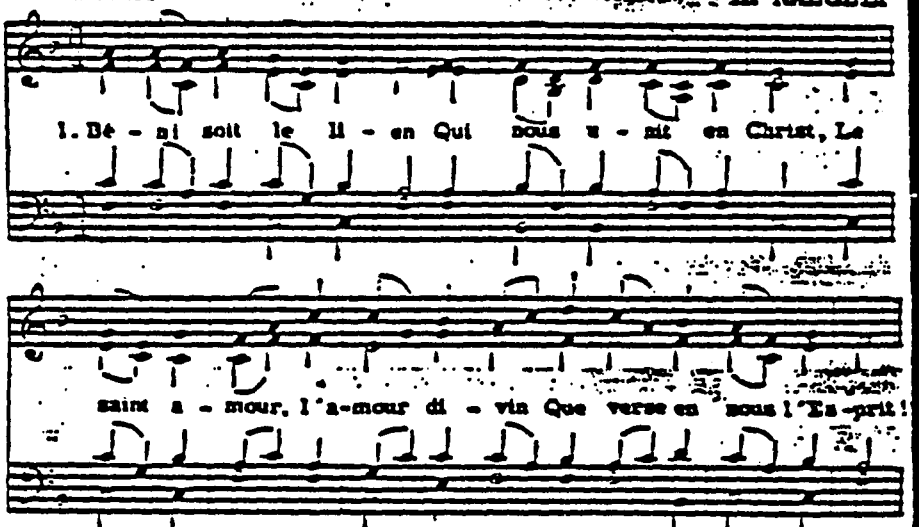
Pouvez-vous trouver...?

un petit caillou
une feuille morte
une clé
un clou
du maquillage
une plume d'oiseau
une publicité
une photo
un feutre
une pomme de pin
une fleur
une aiguille
un morceau de verre
un séchoir éléctrique
une ficelle bleue
un bijou
une ceinture
du savon
un objet fabriqué en dehors des États-Unis



Béni soit le lien

E. L. BUDRY — H. NAEGELI



2. Au ciel, vers notre Dieu,
Avec joie et ferveur,
S'élèvent nos chants et nos voeux,
Parfum doux au Seigneur.

3. Nous mettons en commun
Nos fardeaux, nos labeurs ;
En Jésus nous ne sommes qu'un
Dans la joie et les pleurs.

4. Si nous devons bientôt
Quitter ces lieux bénis,
Nous nous retrouverons là-haut,
Pour toujours réunis.

APPENDIX B

EVALUATION INSTRUMENTS AND DATA

Foreign Language Attitude Questionnaire

Section 1 (S_1) Campers

Instructions. This is not a test. Your grades will in no way be affected by your answers and you need not put your name on this form. This questionnaire has been designed to find out from you how students feel about foreign language study. Your teacher is honestly interested in providing a foreign language curriculum of the highest quality and one kind of information that would help him would be an honest expression of student opinion on this matter. If you fail to express your true feelings, you are evading the responsibility you have towards yourself, your fellow-students, and the school as a whole. This is your chance to "tell it like it is" in your own mind.

There are two sections to this questionnaire. This is Section 1 and it is intended for students who are now, or have previously been, enrolled in a foreign language course. (Section 2 is to be filled out by students who have never taken a foreign language course.)

Thank you for your cooperation.

Circle the appropriate information.

Present Level
or Year of Study: 1 2 3 4 5 6

FLES
Middle (Intermediate)
Junior High
Senior High
College
Graduate

CAMPERS

1. Which foreign language(s) are you studying now (or have you studied in the past) in school?
French-46; Latin-8; Spanish-1; Chinese-1; Italian-1 German-1

2. Have you ever studied a language other than English *outside* school?
Yes 6 No 40
If "Yes," which language(s) and under what circumstances (e.g., while living abroad, in a "language camp," at home, through TV)? private school; language camp-4; home-1; lived there-1

3. Do you personally know anyone (other than your language teacher) who can speak a language other than English?
Yes 36 No 10
If "Yes," please specify your relationship to that person (e.g., grandfather, friend, neighbor): friend-26; neighbor-1; sister-3; mother-6; father-4; brother-2

4. Indicate whether or not each of the following influenced you in the choice of the foreign language you are studying:

   a. your parents Yes 24 No 22

   b. your friend(s) Yes 23 No 23

   c. your high-school teacher Yes 17 No 29

   d. your high-school counselor Yes 6 No 40

   e. someone else (please specify) 1 (neighbor)

   f. college entrance requirement Yes 23 No 23

5. What were your reasons for choosing the foreign language you are studying? For each item listed below, rate the importance it had *for you* by circling one of the three numbers as follows:

   3—Very important
   2—Slightly important
   1—Unimportant

   a. There was no other language available for study:

   True 7 False 39

   [*Note:* If you check "True," skip to question 6.]

   b. This language is prettier (sounds better, is more musical, etc.) than others I could have taken:

   3 2 1 3-11 2-13 1-15 Mean 1.6

   c. This language seemed easier than others I could have taken:

   3 2 1 3-2; 2-12; 1-25 Mean 1.1

   d. This language seemed of great importance in today's world:

   3 2 1 3-15; 2-20; 1-4 Mean 1.9

   e. This language will probably be useful in getting a good job some day:

   3 2 1 3-10; 2-20; 1-9 Mean 1.8

   f. This language will be useful in my probable field of study (e.g., medicine, law, graduated work):

   3 2 1 3-6; 2-22; 1-11 Mean 1.6

   g. I want to visit the country where the language is spoken:

   3 2 1 3-33; 2-5; 1-1 Mean 2.4

   h. I want to understand better the people who speak this language and their way of life:

   3 2 1 3-18; 2-17; 1-4 Mean 2.0

   i. This language will enrich my background and broaden my cultural horizons:

   3 2 1 3-29; 2-9; 1-1 Mean 2.3

   j. This language is (or was at one time) spoken by my relatives or persons who are (or were) close to me:

   3 2 1 3-4; 2-6; 1-29 Mean 1.2

k. Knowledge of this language will add to my social status:

3 2 1 3-5; 2-14; 1-20 Mean=1.4

l. Any other reason? Please state briefly:

to communicate-1

6. The following are various skills that a foreign language course can emphasize. Rate the extent to which you are interested in each of them by circling one of the three numbers as follows:

3—Great interest
2—Some interest
1—Very little interest

a. being able to engage in an everyday conversation with native speakers of this language:

3-34; 2-12; 1-0 Mean 2.8

3 2 1 3-34; 2-12; 1-0

b. being able to listen to news broadcasts in this language:

3 2 1 3-19; 2-17; 1-10 Mean 2.2

c. being able to enjoy films in the original language:

3 2 1 3-25; 2-19; 1-2 Mean 2.5

d. being able to read the classical literature in this language:

3 2 1 3-10; 2-22; 1-12 Mean 1.9

e. being able to read the current literature in this language (e.g., newspapers, magazines, best sellers):

3 2 1 3-26; 2-16; 1-4 Mean 2.47

f. being able to write letters in this language for various purposes (e.g., business, social):

3-27; 2-15; 1-4 Mean 2.5

3 2 1

g. being able to write stories, articles, etc., in this language:

3 2 1 3-7; 2-24; 1-13 Mean 1.8

h. any others? _____

_____

7. Indicate the extent to which you are satisfied with each of the following aspects of your foreign language courses by circling one of the three numbers as follows:

3—Quite satisfied
2—Fairly satisfied
1—Dissatisfied

a. the type of skills you were taught in the course:

3 2 1 3-39; 2-7; 1-0 Mean 2.7

b. the textbooks you have used:

3 2 1 3-27; 2-18; 1-1 Mean 2.6

d. the language laboratory (leave blank if there is no language laboratory in your school):

3 2 1 3-6; 2-4; 1-1 (one school)

e. the homework you were assigned:

3 2 1 3-22; 2-24; 1-0 Mean 2.5

f. the readings you were assigned:

3 2 1 3-21; 2-23; 1-2 Mean 2.4

g. the outside opportunities you have had to practice the language (e.g., conversing with native speakers, listening to radio broadcasts, reading magazines):

3 2 1 3-19; 2-18; 1-9 Mean 2.2

h. the information you received from your teacher as to how you were progressing in the language course

3 2 1 3-32; 2-13; 1-1 Mean 2.7

i. the way your progress and achievement were evaluated (e.g., grades):

3 2 1 3-32; 2-12; 1-2 Mean 2.7

j. the overall amount of time you were given for study:

3 2 1 3-28; 2-18; 1-0 Mean 2.6

k. the teacher's personality:

3 2 1 3-36; 2-10; 1-0 Mean 2.8

l. the teacher's ability to speak the language:

3 2 1 3-41; 2-5; 1-0 Mean 2.9

m. the teacher's ability to help you learn (his helpfulness):

3 2 1 3-40; 2-6; 1-0 Mean 2.9

n. the teacher's availability for consultation outside the regular classroom hour:

3 2 1 3-37; 2-9; 1-0 Mean 2.8

o. any other aspects of the course for which you wish to indicate your satisfaction or dissatisfaction (please specify): _____

_____

_____

8. Do you feel the teacher placed too much emphasis on speaking correctly at all times?

Yes 5 No 41 Mean 2.1

9. Would you have found it helpful to be able to use the language more to express your thoughts even if it meant speaking incorrectly?

Yes 19 No 14 Can't say 13 Mean 2.1

10. Do you think it's necessary to be able to speak a language correctly (pronunciation, grammar) in order to be able to communicate in that language?

Yes 24 No 18 No opinion 4 Mean 2.43

11. Do you think students should have a greater say in the content and method of courses in mathematics or the sciences?

Yes 17 No 14 No opinion 15

12. Do you think students should have a greater say in the content and method of foreign language courses?

Yes 22 No 10 No opinion 14

13. Would you have liked to spend more time discussing the culture of the people whose language you were studying? Discussions in the foreign language:

Yes 22 No 17 No opinion 7

Discussions in English:

Yes 20 No 16 No opinion 10

14. Could you have accomplished more if the foreign language you took had been organized in a different way?

Yes 1 No 23 Can't say 22

If "Yes," describe briefly the suggestions you have (e.g., more or less structure in class, more or less explanation of grammar, more or fewer drills, more or less use of English): _____

_____

_____

15. Do you wish you could speak a foreign language like a native speaker?

Very much so 24 Yes 15 Maybe 7 Mean 2.4

16. If you had to stay in another country for an extended period of time, would you make a great effort to learn the language spoken there even though you could get along in English?

Definitely 37 Maybe 9 No ____ Mean 2.8

17. How important is it for Americans to learn foreign languages? Mean 2.3

Extremely important 17 Important 24 Not so important 5

18. Would you say that the time you have spent in studying a foreign language has been beneficial to you?

Definitely yes 28 Yes 18 Not sure ____ Mean 2.6

19. In your judgment, to what extent do the following people consider foreign language study important? In each case, circle one of the three numbers:

3—Extremely important
2—Important
1—Not so important

a. your parents:

3 2 1 3-12; 2-22; 1-12

b. your friends:

3 2 1 3-2; 2-22; 1-22

c. your high-school teachers *other than* the foreign-language teacher:

3 2 1 3-13; 2-23; 1-10

d. society as a whole:

3 2 1 3-3; 2-28; 1-14

e. yourself:

3 2 1 3-31; 2-15; 1-0

20. To what extent are you in favor of the following? In each case, circle one of the three numbers:

3—Very much in favor
2—Slightly in favor
1—Not in favor

a. beginning the study of a foreign language in elementary school:

3 2 1 3-28; 2-12; 1-6

b. having four years of foreign-language study in high school:

3 2 1 3-28; 2-13; 1-5

c. eliminating the teaching of foreign languages in American schools:

3 2 1 3-1; 2-1; 1-44

d. requiring that everyone take a foreign language at some time during his schooling:

3 2 1 3-28; 2-16; 1-2

21. Would you consider going abroad to increase your skills in the use of a foreign language?

Definitely 28 Maybe 17 No 1 Mean 2.6

22. How enjoyable do you find the study of a foreign language?

Very enjoyable 36 Slightly enjoyable 10 Not enjoyable ____ Mean 2.8

23. Do you feel at ease when making use of the skills you are learning (or have learned) in a foreign language?

a. in listening: Yes 33 No 8 Not sure 5 Mean 2.6

b. in speaking: Yes 28 No 8 Not sure 10 Mean 2.4

c. in reading: Yes 36 No 2 Not sure 8 Mean 2.6

d. in writing: Yes 35 No 5 Not sure 6 Mean 2.63

24. Do you agree with the idea that to be good in a foreign language one must have a special talent for it?

Yes 10 No 28 Don't know 8

If "Yes," how much of this special talent do you think you have?

Above average 2 Average 7 Below average ____ Don't know 1

25. Do you feel that a lack of this special talent prevents you from getting anything out of foreign-language study?

Yes 7 No 27 Not applicable 12

26. How probable is it, do you think, that you will one day be a fluent speaker of a second language? Place a number "0" (completely improbable) to "5" (completely probable) to indicate your estimate. 0=2; 1=2; 2=8; 3=13; 4=13; 5=8

Mean 3.2

27. Some people feel uneasy, or are afraid to make mistakes, or to sound ridiculous when they try to speak a foreign language they are studying. Rate the extent to which you tend to feel this way yourself: "0" (not at all, never) to "5" (very much so, all the time): 0=3; 1=11; 2=8; 3=7; 4=9; 5=8 Mean 2.7

28. In these situations, whom do you blame for your uneasiness? Check all those that apply to you:

a. 28 mostly yourself

b. 3 mostly the teacher

c. 10 mostly the other students in the class

d. 13 don't know

Please indicate your agreement or disagreement with each of the following statements by circling one of the five numbers as follows:

4—Strongly agree
3—Agree
2—Disagree
1—Strongly disagree
0—No opinion

29. Our lack of knowledge of foreign languages accounts for many of our political difficulties abroad:

4 3 2 1 0 4=6; 3=15; 2=14; 1=2; 0=9

30. A whole-hearted commitment to the study of a foreign language and the culture of its people endangers one's own cultural identity:

4 3 2 1 0 4=2; 3=3; 2=17; 1=21; 0=3

31. a. Through my exposure to the foreign culture of the language I am studying, I have discovered that some aspects of American culture are not as good as I had previously thought:

4 3 2 1 0 4=4; 3=14; 2=14; 1=6; 0=8

b. This realization has caused me concern and worry:

4 3 2 1 0 4=0; 3=2; 2=17; 1=10; 0=17

c. This realization has interfered with my progress in the study of that language:

4 3 2 1 0 4=0; 3=1; 2=12; 1=17; 0=16

d. Because of the possibility of such conflict, it would be better if foreign-language courses concentrated on the language itself rather than the culture of the people who speak it:

4 3 2 1 0 4=1; 3=5; 2=15; 1=20; 0=5

32. Please add any comments you wish to make about foreign languages or about this questionnaire:

About Foreign Languages	About this Questionnaire
study of foreign language has improved my English	very good idea
foreign language is exciting	questionnaire asked interesting questions
will need language at some time	

Foreign Language Attitude Questionnaire

Section 1 (S_1) Control group

Instructions. This is not a test. Your grades will in no way be affected by your answers and you need not put your name on this form. This questionnaire has been designed to find out from you how students feel about foreign language study. Your teacher is honestly interested in providing a foreign language curriculum of the highest quality and one kind of information that would help him would be an honest expression of student opinion on this matter. If you fail to express your true feelings, you are evading the responsibility you have towards yourself, your fellow-students, and the school as a whole. This is your chance to "tell it like it is" in your own mind.

There are two sections to this questionnaire. This is Section 1 and it is intended for students who are now, or have previously been, enrolled in a foreign language course. (Section 2 is to be filled out by students who have never taken a foreign language course.)

Thank you for your cooperation.

Circle the appropriate information.

Present Level
or Year of Study: 1 2 3 4 5 6

CONTROL GROUP

FLES
Middle (Intermediate)
Junior High
Senior High
College
Graduate

1. Which foreign language(s) are you studying now (or have you studied in the past) in school?
   French-44; Latin-4; Vietnamese-1

2. Have you ever studied a language other than English *outside* school?
   Yes 1 No 43
   If "Yes," which language(s) and under what circumstances (e.g., while living abroad, in a "language camp," at home, through TV)? at home-1

3. Do you personally know anyone (other than your language teacher) who can speak a language other than English?
   Yes 32 No 12
   If "Yes," please specify your relationship to that person (e.g., grandfather, friend, neighbor): friend-24; sister-8;

4. Indicate whether or not each of the following influenced you in the choice of the foreign language you are studying:

   a. your parents Yes 12 No 32

   b. your friend(s) Yes 20 No 24

   c. your high-school teacher Yes 1 No 43

   d. your high-school counselor Yes 13 No 31

   e. someone else (please specify) sister=2; friend=2

   f. college entrance requirement Yes 33 No 11

5. What were your reasons for choosing the foreign language you are studying? For each item listed below, rate the importance it had *for you* by circling one of the three numbers as follows:

   3—Very important
   2—Slightly important
   1—Unimportant

   a. There was no other language available for study:

   True 2 False 42

   [*Note:* If you check "True," skip to question 6.]

   b. This language is prettier (sounds better, is more musical, etc.) than others I could have taken:

   3 2 1 3=6; 2=24; 1=14 Mean 1.6

   c. This language seemed easier than others I could have taken:

   3 2 1 3=4; 2=17; 1=23 Mean 1.6

   d. This language seemed of great importance in today's world:

   3 2 1 3=12; 2=22; 1=9 Mean 2.0

   e. This language will probably be useful in getting a good job some day:

   3 2 1 3=10; 2=17; 1=15 Mean 1.8

   f. This language will be useful in my probable field of study (e.g., medicine, law, graduated work):

   3 2 1 3=14; 2=13; 1=18 Mean 1.6

   g. I want to visit the country where the language is spoken:

   3 2 1 3=24; 2=15; 1=5 Mean 2.4

   h. I want to understand better the people who speak this language and their way of life:

   3 2 1 3=13; 2=19; 1=12 Mean 2.0

   i. This language will enrich my background and broaden my cultural horizons:

   3 2 1 3=17; 2=18; 1=9 Mean 2.2

   j. This language is (or was at one time) spoken by my relatives or persons who are (or were) close to me:

   3 2 1 3=2; 2=12; 1=26 Mean 1.2

k. Knowledge of this language will add to my social status:

3 2 1 3=3; 2=8; 1=27

l. Any other reason? Please state briefly:

_____

6. The following are various skills that a foreign language course can emphasize. Rate the extent to which you are interested in each of them by circling one of the three numbers as follows:

3—Great interest
2—Some interest
1—Very little interest

a. being able to engage in an everyday conversation with native speakers of this language:

3 2 1 3=20; 2=22; 1=4 Mean 2.45

b. being able to listen to news broadcasts in this language:

3 2 1 3=7; 2=19; 1=18 Mean 1.8

c. being able to enjoy films in the original language:

3 2 1 3=11; 2=18; 1=15 Mean 1.5

d. being able to read the classical literature in this language:

3 2 1 3=4; 2=18; 1=20 Mean 1.5

e. being able to read the current literature in this language (e.g., newspapers, magazines, best sellers):

3 2 1 3=14; 2=23; 1=7 Mean 2.2

f. being able to write letters in this language for various purposes (e.g., business, social):

3 2 1 3=11; 2=25; 1=8 Mean 2.1

g. being able to write stories, articles, etc., in this language:

3 2 1 3=4; 2=13; 1=27 Mean 1.5

h. any others? _____

_____

7. Indicate the extent to which you are satisfied with each of the following aspects of your foreign language courses by circling one of the three numbers as follows:

3—Quite satisfied
2—Fairly satisfied
1—Dissatisfied

a. the type of skills you were taught in the course:

3 2 1 3=28; 2=16 Mean 2.7

d. the language laboratory (leave blank if there is no language laboratory in your school):

3 2 1 3=6; 2=8; 1=3

e. the homework you were assigned:

3 2 1 3=13; 2=26; 1=5

f. the readings you were assigned:

3 2 1 3=19; 2=19; 1=6

g. the outside opportunities you have had to practice the language (e.g., conversing with native speakers, listening to radio broadcasts, reading magazines):

3 2 1 3=8; 2=19; 1=17 Mean 1.8

h. the information you received from your teacher as to how you were progressing in the language course

3 2 1 3=20; 2=19; 1=5

i. the way your progress and achievement were evaluated (e.g., grades):

3 2 1 3=15; 2=23; 1=6

j. the overall amount of time you were given for study:

3 2 1 3=18; 2=21; 1=5

k. the teacher's personality:

3 2 1 3=18; 2=21; 1=5

l. the teacher's ability to speak the language:

3 2 1 3=17; 2=18; 1=9 Mean 2.1

m. the teacher's ability to help you learn (his helpfulness):

3 2 1 3=27; 2=15; 1=2 Mean 2.6

n. the teacher's availability for consultation outside the regular classroom hour:

3 2 1 3=29; 2=14; 1=1 Mean 2.63

o. any other aspects of the course for which you wish to indicate your satisfaction or dissatisfaction (please specify): _____

_____

_____

8. Do you feel the teacher placed too much emphasis on speaking correctly at all times?

Yes 5 No 39 Mean 2.1

9. Would you have found it helpful to be able to use the language more to express your thoughts even if it meant speaking incorrectly?

Yes 22 No 8 Can't say 14 Mean 2.2

10. Do you think it's necessary to be able to speak a language correctly (pronunciation, grammar) in order to be able to communicate in that language?

Yes 28 No 11 No opinion 5 Mean 2.5

11. Do you think students should have a greater say in the content and method of courses in mathematics or the sciences?

Yes 22 No 11 No opinion 11

12. Do you think students should have a greater say in the content and method of foreign language courses?

Yes 23 No 9 No opinion 12

13. Would you have liked to spend more time discussing the culture of the people whose language you were studying? Discussions in the foreign language:

Yes 21 No 14 No opinion 9

Discussions in English:

Yes 22 No 16 No opinion 6

14. Could you have accomplished more if the foreign language you took had been organized in a different way?

Yes 7 No 12 Can't say 25

If "Yes," describe briefly the suggestions you have (e.g., more or less structure in class, more or less explanation of grammar, more or fewer drills, more or less use of English): _____

_____

_____

15. Do you wish you could speak a foreign language like a native speaker?

Very much so 18 Yes 20 Maybe 5 No 1 Mean 2.25

16. If you had to stay in another country for an extended period of time, would you make a great effort to learn the language spoken there even though you could get along in English?

Definitely 32 Maybe 12 No 0 Mean 2.7

17. How important is it for Americans to learn foreign languages? Mean 2.25

Extremely important 15 Important 25 Not so important 4

18. Would you say that the time you have spent in studying a foreign language has been beneficial to you?

Definitely yes 20 Yes 19 Not sure 5 Mean 2.3

19. In your judgment, to what extent do the following people consider foreign language study important? In each case, circle one of the three numbers:

3—Extremely important
2—Important
1—Not so important

a. your parents:

3 2 1 3=12; 2=18; 1=12

b. your friends:

3 2 1 3=3; 2=20; 1=29

c. your high-school teachers *other than* the foreign-language teacher:

3 2 1 3=13; 2=21; 1=8

d. society as a whole:

3 2 1 3=6; 2=26; 1=12

e. yourself:

3 2 1 3=23; 2=16; 1=5

20. To what extent are you in favor of the following? In each case, circle one of the three numbers:

3—Very much in favor
2—Slightly in favor
1—Not in favor

a. beginning the study of a foreign language in elementary school:

3 2 1 3=27; 2=14; 1=3

b. having four years of foreign-language study in high school:

3 2 1 3=23; 2=13; 1=8

c. eliminating the teaching of foreign languages in American schools:

3 2 1 3=3; 2=4; 1=37

d. requiring that everyone take a foreign language at some time during his schooling:

3 2 1 3=19; 2=18; 1=7

21. Would you consider going abroad to increase your skills in the use of a foreign language?

Definitely 15 Maybe 25 No 4 Mean 2.3

22. How enjoyable do you find the study of a foreign language? Mean 2.4

Very enjoyable 19 Slightly enjoyable 23 Not enjoyable 2

23. Do you feel at ease when making use of the skills you are learning (or have learned) in a foreign language?

a. in listening: Yes 25 No 10 Not sure 9 Mean 2.4

b. in speaking: Yes 19 No 11 Not sure 14 Mean 2.1

c. in reading: Yes 32 No 3 Not sure 9 Mean 2.5

d. in writing: Yes 18 No 12 Not sure 14 Mean 2.1

24. Do you agree with the idea that to be good in a foreign language one must have a special talent for it?

Yes 7 No 20 Don't know 8

If "Yes," how much of this special talent do you think you have?

Above average 1 Average 6 Below average 3 Don't know 1

25. Do you feel that a lack of this special talent prevents you from getting anything out of foreign-language study?

Yes 4 No 25 Not applicable 12

26. How probable is it, do you think, that you will one day be a fluent speaker of a second language? Place a number "0" (completely improbable) to "5" (completely probable) to indicate your estimate. 0=3; 1=5; 2=9; 3=19; 4=4; 5=4

27. Some people feel uneasy, or are afraid to make mistakes, or to sound ridiculous when they try to speak a foreign language they are studying. Rate the extent to which you tend to feel this way yourself: "0" (not at all, never) to "5" (very much so, all the time): 0=8; 1=5; 2=6; 3=16; 4=6; 5=3

28. In these situations, whom do you blame for your uneasiness? Check all those that apply to you:

a. 25 mostly yourself

b. 5 mostly the teacher

c. 5 mostly the other students in the class

d. 9 don't know

Please indicate your agreement or disagreement with each of the following statements by circling one of the five numbers as follows:

4—Strongly agree
3—Agree
2—Disagree
1—Strongly disagree
0—No opinion

29. Our lack of knowledge of foreign languages accounts for many of our political difficulties abroad:

4 3 2 1 0 4=3; 3=16; 2=12; 1=5; 0=8

30. A whole-hearted commitment to the study of a foreign language and the culture of its people endangers one's own cultural identity:

4 3 2 1 0 4=0; 3=4; 2=14; 1=18; 0=6

31. a. Through my exposure to the foreign culture of the language I am studying, I have discovered that some aspects of American culture are not as good as I had previously thought:

4 3 2 1 0 4=2; 3=10; 2=9; 1=9; 0=14

b. This realization has caused me concern and worry:

4 3 2 1 0 4=3; 2=2; 3=16; 1=8; 0=15

c. This realization has interfered with my progress in the study of that language:

4 3 2 1 0 4=0; 3=4; 2=14; 1=14; 0=12

d. Because of the possibility of such conflict, it would be better if foreign-language courses concentrated on the language itself rather than the culture of the people who speak it:

4 3 2 1 0 4=2; 3=2; 2=14; 1=17; 0=9

32. Please add any comments you wish to make about foreign languages or about this questionnaire:

About Foreign Languages	About this Questionnaire

EVALUATION FRENCH WEEKEND

	MEAN	AGREE	MAYBE	DISAGREE
Most students tried to speak French when they could.	2.65	33	13	2
Most students had fun at the camp.	2.98	45	3	0
I am more confident about speaking than I was before I came.	2.63	31	16	1
Speaking French was easier by Saturday night and Sunday.	2.63	35	8	5
I enjoyed speaking French.	2.46	29	12	7
I made some new friends.	2.60	33	11	4
The cabin was adequate for the weekend.	2.88	43	4	1
Most of the students were well behaved.	2.90	43	5	0
I liked most of the food.	1.94	13	19	16
Camp Broadstone was a good place to spend the weekend.	2.70	43	5	0
I had a chance to learn many new words.	2.58	29	18	1
I was glad to speak French without worrying about a grade.	2.71	37	8	3
I would like to go to France one day.	2.92	44	4	0
Sometimes I had to speak French to get what I wanted.	2.88	43	4	1
I'm surprised I could communicate without English.	2.40	28	11	9
I enjoyed using French money.	2.46	25	20	3
Activities were well-planned.	2.65	33	13	2
Attending a religious service in French was nice.	2.60	29	19	0
If I had the opportunity, I would enjoy another weekend.	2.50	26	20	2
I plan to continue studying French.	2.65	35	9	4
I enjoyed being grouped with students from other schools.	2.54	29	16	3
I had opportunity to mix with students from other schools.	2.71	37	8	3
I felt the staff was adequately prepared.	2.67	40	8	0
The camp atmosphere made it easier to speak French.	2.40	24	19	5
French seems more interesting.	2.63	31	16	1
The weekend helped me with French.	2.77	37	11	0
I am more interested in French.	2.50	25	22	1
I reviewed already-studied vocabulary and expressions.	2.46	27	16	5
I began to think in the language.	2.21	25	8	15
I spoke French better than I thought I could.	2.69	35	11	2
I heard very little French outside the cabins.	1.31	0	15	33
The students at my dining tables talked in French.	2.75	36	12	0
The students at camp had positive attitudes.	2.46	26	18	4
I learned something new about the French culture.	2.75	36	12	0
The teachers were enthusiastic.	2.90	36	12	0
I learned not to be afraid to speak French.	2.50	25	22	1

CAMP EVALUATION PAGE TWO

	MEAN	MUCH	SOME	LITTLE
Using foreign money	2.23	18	23	7
Church service	2.31	19	25	4
French food at meals	1.88	13	16	19
Calesthenics	1.98	12	23	13
Singing the Marseillaise	2.25	20	20	8
French signs and posters	2.37	25	16	7
Visiting the comet	2.44	10	6	2
Scavenger hunt	2.54	27	20	1
Arts and crafts	2.44	25	19	4
Cooking demonstration	2.42	28	12	8
French store	2.50	27	18	3
Folk dancing	2.17	16	24	8
Singing at meals	2.17	20	16	12
Singing in sessions	2.42	29	10	9
Hiking	2.52	29	15	4
Foreign films	2.46	27	16	5
Group interaction course	2.85	41	7	0
Outdoor games	2.52	29	15	4
Slides and speaker	1.83	9	22	17
Eating continental style	2.25	18	24	6
Going through customs	2.42	24	20	4
Getting "bons points"	2.54	27	20	1
Conversation groups	2.35	20	25	3