CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

GAMES AND OTHER CLASSROOM ACTIVITIES WHICH MOTIVATE THE FOREIGN LANGUAGE STUDENT

A graduate project submitted in partial satisfaction of the requirements for the degree of Master of Arts in Secondary Education by

Ingeborg Prause Huber

January, 1975
The project of Ingeborg Prause Huber is approved:

Committee Chairman

California State University, Northridge
December, 1974
ACKNOWLEDGEMENTS

This graduate project was completed with the support and encouragement of my family and colleagues. I wish to express my appreciation to my colleagues for their cooperation and assistance and to my advisors for their guidance and constructive criticism. I also wish to express my thanks to my family for their confidence in me.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vi</td>
</tr>
<tr>
<td>LIST OF ILLUSTRATIONS</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>viii</td>
</tr>
<tr>
<td>CHAPTER</td>
<td></td>
</tr>
<tr>
<td>I. THE PROBLEM</td>
<td>1</td>
</tr>
<tr>
<td>Introduction and Background</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem Situation</td>
<td>2</td>
</tr>
<tr>
<td>Significance of the Problem</td>
<td>2</td>
</tr>
<tr>
<td>Purposes of This Study</td>
<td>3</td>
</tr>
<tr>
<td>Rationale</td>
<td>5</td>
</tr>
<tr>
<td>Assumptions</td>
<td>6</td>
</tr>
<tr>
<td>Questions to be Answered</td>
<td>6</td>
</tr>
<tr>
<td>Limitations of the Study</td>
<td>7</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>8</td>
</tr>
<tr>
<td>II. REVIEW OF RELATED LITERATURE</td>
<td>10</td>
</tr>
<tr>
<td>Curricular Changes</td>
<td>10</td>
</tr>
<tr>
<td>Historical Background</td>
<td>12</td>
</tr>
<tr>
<td>Individualized Instruction</td>
<td>13</td>
</tr>
<tr>
<td>The Mini-Course</td>
<td>21</td>
</tr>
<tr>
<td>Language Skills</td>
<td>23</td>
</tr>
<tr>
<td>Chapter</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Foreign Languages for All Students</td>
<td>24</td>
</tr>
<tr>
<td>Summary of Literature Reviewed</td>
<td>25</td>
</tr>
<tr>
<td>III. METHODOLOGY AND PROCEDURES</td>
<td>26</td>
</tr>
<tr>
<td>Description of Research Design</td>
<td>26</td>
</tr>
<tr>
<td>Procedures Used in the Selection of Games and Activities</td>
<td>28</td>
</tr>
<tr>
<td>Data-Gathering Instruments</td>
<td>33</td>
</tr>
<tr>
<td>Procedures Used for the Dissemination of Findings</td>
<td>34</td>
</tr>
<tr>
<td>IV. FINDINGS</td>
<td>40</td>
</tr>
<tr>
<td>Means of Selection of Games</td>
<td>40</td>
</tr>
<tr>
<td>Areas of Contributions Made by Games</td>
<td>46</td>
</tr>
<tr>
<td>Selected Games and Activities</td>
<td>47</td>
</tr>
<tr>
<td>The Structure Board</td>
<td></td>
</tr>
<tr>
<td>The Pass Game</td>
<td></td>
</tr>
<tr>
<td>Other Suitable Projects and Activities</td>
<td>71</td>
</tr>
<tr>
<td>V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS</td>
<td>80</td>
</tr>
<tr>
<td>Summary</td>
<td>80</td>
</tr>
<tr>
<td>Conclusions</td>
<td>84</td>
</tr>
<tr>
<td>Recommendations</td>
<td>85</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>87</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>93</td>
</tr>
<tr>
<td>A. STUDENT INTEREST QUESTIONNAIRE</td>
<td>94</td>
</tr>
<tr>
<td>B. EVALUATION OF SELECTED ACTIVITIES AS A TEACHING TOOL</td>
<td>96</td>
</tr>
<tr>
<td>The Structure Board</td>
<td>96</td>
</tr>
<tr>
<td>The Pass Game</td>
<td>97</td>
</tr>
</tbody>
</table>
LIST OF TABLES

Table                                      Page
  I.  COURSE EVALUATION ................. 35
  II. STUDENT INTEREST QUESTIONNAIRE .... 36
**LIST OF ILLUSTRATIONS**

<table>
<thead>
<tr>
<th>Illustration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Simple grammatical concept presented on the structure board</td>
<td>50</td>
</tr>
<tr>
<td>2. Agreement of past participle of avoir conjugated verb with preceding direct objects</td>
<td>55</td>
</tr>
<tr>
<td>3. Agreement of past participle in negative and affirmative responses</td>
<td>56</td>
</tr>
<tr>
<td>4. Vocabulary enrichment, &quot;Three on a Match&quot; game</td>
<td>59</td>
</tr>
<tr>
<td>5. &quot;Tic-Tac-Toe&quot; game</td>
<td>61</td>
</tr>
<tr>
<td>6. Variation of &quot;Tic-Tac-Toe&quot; game</td>
<td>63</td>
</tr>
<tr>
<td>7. &quot;Concentration&quot; game</td>
<td>65</td>
</tr>
<tr>
<td>8. Visual chart of Basic Dialogue Sentences</td>
<td>73</td>
</tr>
<tr>
<td>9. Variation of visual chart of Basic Dialogue Sentences</td>
<td>75</td>
</tr>
<tr>
<td>10. Grammatical chart on &quot;Être&quot; verbs and other visual cue cards</td>
<td>77</td>
</tr>
</tbody>
</table>
ABSTRACT

GAMES AND OTHER CLASSROOM ACTIVITIES WHICH MOTIVATE THE FOREIGN LANGUAGE STUDENT

by

Ingeborg Prause Huber

Master of Arts in Secondary Education

January, 1975

Declining enrollments and interest in foreign languages have become a major problem in the foreign language profession. Diversified activities in the classroom have been found to have motivational qualities and have been successfully applied by classroom teachers.

Literature on the varied instructional strategies in foreign language education in the United States indicate that classes which use varied activities show more interest and motivation than those classes which do not. A student interest questionnaire was devised in order to facilitate a choice of activities appropriate to a particular class or group.

Forty-two different foreign language classes were observed. Of these, eight were in the Federal Republic of Germany, and the remaining thirty-four in the West San
Fernando Valley. The games and activities which were selected to be represented in this particular study were chosen because they were used by several teachers and appeared to be an effective motivational tool. The contributions which these games and activities make to the foreign language program were discussed.

If varied activities which have been selected and frequently prepared by the students themselves are used, some students who previously may not have been interested in participation, may be motivated to not just "pass the course," but may actually develop an interest in the subject. Interesting new materials may motivate additional students to get involved and thus continue with the study of foreign language.
CHAPTER I

THE PROBLEM

Introduction and Background

Until very recently, the foreign language curriculum was a closed and limited one. Most teachers and students assumed that a foreign language program must consist of a multi-year sequence of courses, each dependent on the ones before it. These programs were designed for the above-average students, who hopefully would complete the sequence and thus fulfill the entrance requirements of colleges and other institutions of higher learning.

Today, both aspects of these assumptions are being questioned. The argument that foreign languages should be a college requirement is losing validity as colleges revise the requirement or drop it completely in the face of student demands. Today's students are less willing to submit to assigned activities and written course goals which have no relevance for them.

As a result of the above factors, foreign language study in the secondary schools has been beset with problems in the past few years. Student enrollment and interest in foreign languages has dramatically declined. Even those students who "traditionally" studied foreign languages,
i.e. those preparing for entrance to a university, have increasingly been "dropping out" at the end of Level II (the second year), or as soon as they fulfilled their university or college entrance requirements.

Thus, it is now up to the teachers themselves to devise curricular innovations which will motivate the students to stay in foreign language study, if not to enroll in foreign language study in the first place. This implies a re-design that will appeal to a student population more varied in its interests and abilities.

Statement of the Problem Situation

Many activities were observed and much theoretical and practical research was done on games and other projects. To make this mass of material more manageable and useful to the classroom teacher, only those activities which elicited a great amount of observable, positive response on the students' parts have been included in this report.

Significance of the Problem

Foreign languages are needed in all walks of life. Foreign language is relevant in this world of rapid change. It is "a coded transmission of man's thoughts and attitudes." (Savaiano, 1971). The student will need it in his life to equip him for the tasks of citizenship in the modern world. A knowledge of a second language will affect the student's salable skills and will offer him many diversified job opportunities. In any recent issue of the
Los Angeles Sunday Times, there are dozens of jobs available to people with foreign language skills. These jobs run the gamut from personnel manager, to nurse, to shipping clerk.

Honig (1974) states that in a survey of American business, industry, and service organizations conducted by the Modern Language Association of America in 1972, nearly seventy percent of the respondents said they do use, could use, or expect to use people with foreign language skills.

In this age of anxiety, world peace is a desperate need of our people, and it is self-evident that international understanding offers our best hope for peace. It is equally self-evident that a study of foreign languages and foreign cultures provides the best means of fostering international understanding.

If students are not motivated to study foreign languages, everyone may turn out to be the losers. Thus, motivation is one of the big problems. It is a problem which is not only limited to foreign language study, but applies to all other subject areas as well.

**Purposes of This Study**

So much has been written on course content, methodology, learning packets, individualized instruction, textbooks, basic grammatical structures to be covered, behavioral objectives, independent study, mini courses, etc., that the classroom teacher is swamped with information
which is mostly theory. What is needed is material which emphasizes the practical and concrete ways of teaching foreign language, and which goes beyond mechanical guidelines offered in teachers' manuals and stresses supplementary materials which have proven successful in class under the direction of various teachers. Such materials as: activities which have motivated and encouraged students and have "kindled a spark"; projects which have aroused an interest in a language, a culture, a people; activities which awakened an interest that remains long after the formal instruction has been forgotten, when the correct case ending is but a fading memory. It has been said that good ideas are "a dime a dozen," but what makes the difference is whether or not they are "operational." It is these operational types of activities and projects which the classroom teacher needs.

Therefore, this project was designed to discover and/or develop learning activities which were sometimes disguised as games, group projects, or individual projects which motivate students and at the same time offer a wide variety in regular class situations. It was directed toward the secondary school teacher whose prime problem is finding the time for preparation of all the materials that professional journals and well-meaning theoretical language books recommend. This teacher has an average class load of five classes daily and the number of his daily preparations
range from a minimum of three, to the "average" four or even five. Occasionally, he is even expected to teach split classes, such as levels I and II combined, during the same period, in one room. Obviously, there is very little time for any but the most necessary daily preparations.

To restate, this project was intended for the creative and informed teacher who is aware that good teaching demands application of fresh ideas and an ever-increasing body of knowledge, but who does not have access to unlimited funds, all the latest electronic and audio-visual equipment, numerous para-professionals and an army of auxiliary helpers. This is the teacher who has not only been neglected by much of the published professional advice, but he has also been frustrated by the limitations put on him by the above-mentioned factors.

Thus, in summary, the purposes of this project are twofold:

1. To find and/or develop supplementary classroom activities which have proven successful in a regular classroom situation in motivating foreign language students.

2. To share these findings with other foreign language teachers.

Rationale

Since motivation is such a force, this study tried to determine if the introduction of games and other group
and individual projects into the regular classroom situation could not lead to better instruction. Some people seem to learn languages better than others, just as some students learn mathematics more readily than others do. Even so, there doesn't seem to be an easy road to the mastery of another language. It requires interest, diligence and practice. And, if the addition of games and projects makes the learning easier, both the students and the teacher have benefited. It is also hoped that these findings would contribute to instructional methodology in other fields.

Assumptions

This study was based on several assumptions. First, it was assumed that a classroom teacher has, at least to some extent, the ability to influence the motivation of a student.

Secondly, one must believe that a student who has been exposed to a variety of activities in which he experiences success, will wish to continue in that class or subject area.

Questions to be Answered

This study was conducted with the following questions in mind:

1. Could activities be developed which were successful in different class situations when used by other teachers?
2. Were there certain games and activities which were constantly used by many different teachers?

3. Did these games and activities take preparation time into consideration? In other words, were they "operational?"

4. Which specific projects were frequently mentioned by teachers as being enjoyed by students?

5. What techniques did the teachers use to decide which group activities the students would do?

6. How did the teachers obtain feedback from the students with regard to their like or dislike of any activity?

**Limitations of the Study**

This study was limited by the following factors:

1. Forty-two foreign language classes were observed. Eight of these were English classes in the Federal Republic of West Germany, the remaining thirty-four are in the West San Fernando Valley. Hence, this was not a comprehensive survey.

2. Not all of the observed classroom teachers had the same audio-visual equipment available, just as the availability of funds for supplies was very diverse.

3. Much individual judgment was exercised in selecting certain activities over others.
4. The replication by another teacher may not be exact, as the teacher's personality always influences the results.

5. The activities which were developed may be quickly outdated, as class make-up and interests change.

6. The findings of this study were based on students who have already chosen to study a foreign language, that is, they were enrolled in a class and were pursuing the study of a foreign language.

Definition of Terms

Foreign Language

Any language other than the native, mother tongue. It is currently often referred to as a second language or target language.

Motivation

Motivation is that which inspires a person. It is an inner urge that moves a person to action, though it may also apply to a contemplated result, the desire for which moves a person. (Random House Dictionary, 1970).

Drills

Sometimes also referred to as "pattern drills" consist of utterances or sentences that are designed to help the student acquire mastery of a particular language structure. Drills present a pattern utterance illustrating a certain structural item and focus attention upon the

**Picture Cues**

Picture cues is the general term used to refer to drawings, flashcards, photographs, slides, paintings, transparencies, charts, posters, pictures, and similar art work used in language learning.
CHAPTER II

REVIEW OF RELATED LITERATURE

Curricular Changes

Foreign language instruction has undergone many changes in the last decade. Prior to the 1960s, it was usually a four-year sequence which provided the same content, the same pace and the same style of learning for all students, most of whom were of above-average academic ability. (Lafayette, 1973).

During the 1930s, 1940s, and 1950s, the foreign language profession had decided in favor of reading skills which were built around literary content. (Grittner, 1969). The "translation method," as it was called, was used in the teaching of all languages, ancient and modern. This "traditional method" was drastically revised with the event of Russia's "Sputnik," and the audio-lingual revolution occurred. That is to say, that it occurred in the United States of America, for based on observation of foreign language classes in the Federal Republic of Germany, France, Austria, and Switzerland, it appears that the translation method is still the prevalent method used in most countries in Western Europe for the teaching of a foreign language.
Thus, the United States has developed its own methodology of foreign language instruction, and since the 1960s, the audio-lingual method has been the most prevalent method.

Two studies which were designed to compare instructional strategies were published in 1970. Probst compared audio-lingual-visual classes to cognitive-code classes and found the audio-lingual-visual classes significantly superior, whereas in Chastain's study there was no significant difference between "Audiolingual habit theory" classes and "cognitive-code learning theory" classes. The conclusion was that neither method is best for all students.

At the present, the foreign language profession, although still dedicated to the aural-oral approach, is no longer consciously oriented to a single approach to the learning of a foreign language and culture. Efforts to diversify programs are beginning to take place. The foreign language curriculum is slowly being enlarged and enriched by alternative programs. Adcock (1974) states that replacing the dogmatism of the 1960s with the eclecticism of the 1970s has given the profession the opportunity to re-evaluate some long-held "sacred" assumptions. The instruction is now being adapted to serve the individual requirements of the different segments of the population, or a particular school, or a learning situation. This approach takes into consideration all of the following
aspects: the individual learner, his environment, his aptitudes, motivations and other characteristics and qualities. Psychology and psycholinguistics have contributed greatly to the development of this "student-included" approach to learning. (Lado, 1964). They have also shown the interaction between the individual and socio-cultural factors. Thus, the "eclectic spirit" has abandoned the search for an ideal, teacher-centered method or approach, and has emphasized the need for materials to appeal to all students. Grone (1974) stated that one way to accomplish that was through more effective utilization of games.

Historical Background

The basic ideas of language teachers have reappeared with different labels in different contexts over the past two thousand years. Kelly (1969), in his history of foreign language teaching suggests a pattern of growth and decay:

When an idea first appears and appeals to the most creative in the field, it is developed little by little. At all stages of the development of ideas and methods, the less original follow the successful innovators like sheep, accepting as received doctrine what is really a transitional stage. Inevitably the idea reaches the limit of its growth. At this stage, it is applied slavishly by the unoriginal, who are always in the majority, catches the attention of the interested dabbler, and repels the creative who turn elsewhere. Thus, an idea develops to sterility and dies by neglect, to be rediscovered later; and then it goes through the same cycle of tentative development, doctrinaire enforcement, and rejection.
In applying this to American education, we can point to today's so-called "free" schools, which had "progressive" school counterparts in the 1930s and 1940s. And the present plans for "individualized instruction" and the self-study guides called "learning packets," are practically the same as those used in the Dalton Plan, the Winnetka Plan, and the student contract approach of the 1920s. Thus, the suspicion is raised that the changes and innovations are tried in only a few pilot schools and that their high exposure is obtained through speeches and publications without effecting widespread, lasting changes in education.

**Individualized Instruction**

Individualized instruction is currently the most popular new trend. This topic seems to dominate the scene and to have as much impact on current foreign language educational practice as did the audio-lingual approach in the late 1950s and early 1960s. It is the latest bandwagon, and everyone is encouraged to jump on. But what is "individualized instruction?" According to Lange (1970), there are at least seven categories of individualization.

1. The most common method of individualization involves the learning rate. Students are allowed to pace themselves, taking as much time, or as little, as is necessary to master a particular skill or body of material. This can mean promotion from one level to another in less
time than the normal year. Or, a student could take more than the average allotted time to finish the course work. In most programs, however, the student must finish the assigned material by the end of a term, so that the pacing of learning must occur within fixed limits.

2. A second type of individualization involves independent study. Here the teacher's role is minimal. The student works on his own with printed and recorded materials, often unsupervised, and meets with a teacher when he needs help or evaluation.

3. A third type of individualization is the result of interest and ability grouping. In some schools this is accomplished by grouping students within a traditional class. In others, this becomes a question of which courses a student chooses in order to make up his total program. Some of these choices would include mini-courses.

4. A fourth means of individualization is remedial and/or enrichment grouping. The main body of the class continues at an average rate. The students needing the least time form a group for the purpose of enrichment.

5. A fifth category of individualization is used when students learn their language skills and practice them with materials of their own choice according to their specific interests. This type of individualization would be more appropriate to the more advanced levels of language learning.
6. A sixth means of individualization results from interdisciplinary courses. Advanced students in some schools may choose to study science in German, art history in French, or history in Spanish.

7. The seventh type of individualization is any type of combination using the above techniques. In some schools students taking a science class in German, receive credit for both science and German.

Scheduling

As far as scheduling of individualized instruction is concerned, there is no general trend. Individualized learning programs can operate with traditional scheduling, modular scheduling, and flexible scheduling of various kinds.

Facilities

Traditional classrooms can be utilized for individualized instruction, provided the materials, equipment and decor give the effect of an isolated "language island." Great emphasis is placed on the fact that the students see and hear only the target language.

The most common basic facilities include tables and chairs for individual and small group work, access to a foreign language laboratory or laboratory equipment, and storage space for a wide variety of materials.
Horne (1970) has experimented with varying class sizes and found that groups of five to nine students are ideal for intensive language instruction.

**Materials**

The materials used in these individualized learning programs fall into different categories. The most common material consists of a standard foreign language textbook. But the teacher must provide the student with a set of guidelines or directions, which will give the student the proper sequence for doing things. Sometimes, a student is given a teacher's manual for his guidance. He is often supplied with additional worksheets. If the student is working at his own pace, a set of written behavioral objectives is provided, giving the student a goal toward which he is to work.

Other types of materials include programmed materials. Some computerized material is available, but not yet frequently used. Many teachers construct their own original materials and LAPS (Learning Activity Packages). The learning packets contain a statement of the concept to be learned, a pre-test, a sequence of learning activities, and a post-test. Each packet focuses on only one particular concept or skill. Some suggestions for sample topics for these LAPS are: Methods of transportation, foods and beverages, the foreign language club, sports and hobbies, letter-writing, shopping, and famous German-Americans, or
French-Americans, or Spanish-Americans, etc. Use of packaged material is not being stressed in beginning classes because of the conviction that beginning language learning should deal mostly with basic communication skills needed by all students. (Grone, 1974). Group interaction plays a crucial role in the acquisition and mastery of these skills.

The most difficult aspect of an individualized curriculum is finding a sufficient variety of materials from which students may choose. Some of the favorite choices of students are authentic books, magazines, records, etc., from the countries in which the target language is spoken. Some possible sources of materials are consulates, education departments, ministries of culture, publishing firms abroad, export business firms, newspapers, travel bureaus, foreign chambers of commerce, airline companies, and school texts used in various countries.

Problems

Despite its apparent popularity, individualized instruction presents us with some real problems.

First, the opinion was expressed that many individualized programs are feasible only in schools with the physical plant and supportive personnel which make them possible. Such programs cannot be used by the "average" school teacher and are inapplicable to the "average" school district. It was Frank Grittner (1971), who has stated:
The evidence indicates that it is sheer fantasy to expect an unaided teacher to get up some elaborate kind of individualized program in the regular classroom situation without first making such changes as providing teacher aides, increasing the budget for equipment and materials, and greatly reducing the pupil-teacher ratio.

Second, in a discussion led by Griffin in a graduate-level applied linguistics course (1974), it became apparent that teachers felt that individualized instruction would have a negative effect on maintaining classroom discipline and order. The teachers were not prepared for the noise level and disorder which to them seemed an inevitable consequence of an atmosphere in which different students are doing different things at the same time.

Third, individualized instruction presents the ideal of a student-centered classroom. It is explained that the teacher should not dominate his class. Rather, he should serve as the manager, and facilitator of the learning activities. Upon careful examination of this statement it becomes clear that while it is true that greater learning will occur when students are actively engaged, involved, and interested, it is also true that it is not enough merely to remove the teacher from the center of the classroom. If the teacher, who is the major source of direction and guidance, has a less dominant role, then something additional must be added to supplement the teaching efforts. Unless additional study aids are provided,
decentralizing a classroom could well become the abdication of teaching responsibility.

Finally, another premise of individualized instruction was that once students are freed from a lock-step curriculum, they will be able to choose their own learning activities and progress more rapidly on their own. The very brightest and the most highly motivated can definitely learn at two or more times their current rate. Some other students may even have the good judgment to select appropriate goals for themselves. But, as of now, the great majority of students are used to being told what assignments they must do and by when they must complete them. It is naive to expect students to change overnight. Most students are not yet ready to handle the freedom of selecting their own course goals and of determining their own learning rates. At first, they need a period of transition during which they may select among several worthwhile goals and their minimum learning pace is fixed to some extent by deadlines.

In a discussion led by Wipf (1974) at the annual convention of the American Association of Teachers of German, evidence was presented that many students are in fact not prepared to cope with the flexibility of a totally self-pacing Individualized Instruction Program. A modified plan which does not restrict the learner desiring an accelerated pace and which gives other students a considerable amount of flexibility was described. It recommended a
four-track system, from which students could choose after all students had attended all classes for two complete units. After that, the students had a basis on which they could set their own pace. Both short-term and long-term goals were specified thus assuring systematic progress while preventing needless procrastination by the students. This avoided an overload of work at the end of the semester for both the students and the teacher.

The four-track system worked as follows:

Track I offered an accelerated pace. The limitations were that not more than one unit could be completed per day, and that the minimum time allowed for completion of the course was fifteen days.

Track II was the conventional course. It took two semesters to complete the required subject matter content, but students could vary the length of time spent on each achievement unit.

Track III took three semesters to complete the normal two semester sequence.

Track IV allowed double time, that is, four semesters were allowed to conclude the two semester course. This track was not chosen by any students.

The students were given a list which showed the number of days per unit required in each track, and the students were permitted to switch from a faster to a slower track at any time. Although a majority of the students
chose Track II, they were still afforded the opportunity for independent study, while pursuing the course of study at an average pace.

The Mini-Course

The greatest opportunity for increasing the diversity in the foreign language curriculum, is presented through the "Mini-course." Mini-courses have the potential for:

1. Expanding the foreign language program in the schools
2. Making foreign language study more attractive and exciting
3. Making it more approachable by a greater number of students.

Although the alarming drop-out rate of foreign language students has brought about a great search for curricular innovation at all levels, the mini-courses would not be a good idea for the beginning levels, inasmuch as the success of a mini-course depends on a basic command of a language. Thus, the basic assumption is that anyone who has studied a foreign language for two years, should now be offered a variety of options from which to choose his language classes. These options are not intended to replace existing courses, though in some schools they do.

Black Hawk High School in South Wayne, Wisconsin, for example, has a two-year mini-course cycle which replaces
the conventional Level III and Level IV courses. It's a
two-year curriculum consisting of sixteen consecutive mini-
courses, each about four weeks in duration. These classes
are open to anyone having completed Level II. Furthermore,
a student may earn partial credit. If he completes one
course, he has earned 1/8 credit. The one restriction is
that each cycle starts each fall with a mini-course
entitled Basic Skills and Grammar Review.

There is evidence that the best time to offer mini-
courses is after Level II. ("Level" corresponds to the
number of years a language has been studied, for example
German I is Level I). Since two-thirds of the students
enrolled in foreign language discontinue their study after
two years (Lafayette, 1973), it is at this level that inno-
vation and diversification is most urgently needed. Some
students drop out at this level because they believe they
have fulfilled the "college entrance" requirements, while
others discontinue because they do not like the tradition-
ally heavily literature-oriented course in Level III. With
mini-courses, many possibilities exist for varying the
course content to match the interests of the students.

At Waukesha Central and South High Schools, in
Waukesha, Wisconsin, the enrollment in advanced-level
French and Spanish increased by about thirty-three percent
in 1972-73 as a result of the addition of the mini-course
Before any school makes a decision on which topics are to be offered in their mini-courses, there are three important factors which must be weighed and carefully evaluated. These are: (1) student interests and needs, (2) teacher background, interest and ability, and (3) availability of materials. In a community where information and other resources are difficult to obtain, the teachers should not strive to create mini-courses.

Although it is crucial that mini-courses relate to the interests of both the students and the teachers, a listing of suggested topics might prove beneficial in establishing such courses. ERIC has numerous lists of such suggested mini topics, which are very helpful, timesaving, and informative. These documents not only list the topics, but also offer suggestions and make recommendations for textbooks, supplementary materials, and procedures. They give far more detailed information than the very general headings for mini-courses which are often stated as Language, Literature, and Culture.

Foreign language mini-courses do not present a problem in scheduling. They can be included in the traditionally scheduled school programs as well as in those schools on modular scheduling.

Language Skills

The study of foreign language includes the learning and eventual mastery of these four language skills:
(1) listening comprehension, (2) speaking, (3) reading, and (4) writing.

Much information is available on how to present and increase the learning of each individual skill. But, it is also very important that techniques be developed which deal with such problems as negative attitudes, poor discipline, and under-achievement. These problems can frequently be solved by a combination of clearly stated goals and an appropriately designed program. An extra-curricular field trip can spark student interest and stimulate conversation for months afterward. Some lively games could be developed for a "total physical response" strategy.

Foreign Languages for All Students

A Minnesota Department of Education publication (ERIC, 1971), lists the following characteristics a good foreign language program must have if it is going to appeal to and hold more students:

1. There must be abundant successful experiences for all learners.

2. Increments of learning must be small and measurable.

3. Programs must include a variety of learning experiences for a variety of learning styles and rates. There should be opportunity to learn by listening, speaking, reading, writing and viewing.

4. Learning materials should be multi-sensory with integrated films, filmstrips, games, recordings as well as texts and workbooks.

5. Learning should be challenging, not frustrating or boring.
6. The foreign language should serve as a medium of instruction and interaction in class.

7. All levels should focus on the diversity of interests among students.

8. The teacher must be convinced that all children can learn foreign languages.

9. Names of courses should more accurately reflect the content of a quarter, semester or year. French followed by a Roman numeral (i.e., French III) is not enough to inform and interest students.

Summary of Literature Reviewed

Curricular changes must be made if enrollment in foreign languages is to continue at its present levels, and not show a further decline. In making these curricular changes, it is essential to enlist student and community opinion in order to broaden the curriculum beyond conventional offerings, and to make it relevant to the students' and community's needs. The teacher must serve as a stimulus for learning and as a guide to the sources which the students will use in order to develop to their own highest potential.

Individualized instruction and mini-courses are currently the "in-thing" to do, but each individual teacher should adopt that approach which after research, reflection, and experimentation shows that it works for him.
CHAPTER III

METHODOLOGY AND PROCEDURES

The methodology of this study is four-fold: (1) description of research design, (2) procedures used in the selection and evaluation of games and activities, (3) data-gathering instruments, and (4) procedures used for the dissemination of findings.

Description of Research Design

The research design was an analysis and comparison of foreign language classes. Some of these classes were taught by teachers who had been recommended by foreign language professional organizations, colleagues, foreign language supervisors, students and members of the community as outstanding foreign language instructors. The remainder was a random sampling of other foreign language classes.

Forty-two foreign language classes in both junior and senior high schools were observed. Eight of these classes were in the Federal Republic of Germany, and the others are located in the West San Fernando Valley and are part of the Los Angeles Unified School District. The observations took place during the 1973-74 school year and the following summer months. The grade level of the
classes ranged from the eighth through the ninth grade in the junior high schools, and from the tenth through the twelfth in the senior high schools. Students were grouped according to language level and not grade level.

There was no homogeneous grouping based on aptitude or intelligence testing. The only criteria for placement was the level of the language the student was taking. For example, all students who had satisfactorily completed level I, that is to say with a grade of "C" or better, were enrolled in level II. All students who wished to begin a foreign language were permitted to do so, regardless of ability. Therefore, students in the observed classes ranged from the academically very gifted, such as the Advanced Placement student, to the low-ability student. Although of a mixed ethnic group, the students were predominantly white. With the exception of the foreign language classes observed in Germany where the translation or traditional method was used, all classes used the audio-lingual approach.

All the teachers were permanent, except for two: one a third-year teacher, the other a student teacher.

Notes were taken on a variety of classroom activities, the observable student reactions to these activities, and the contributions which these activities made to classroom instruction. Also considered were the availability of audio-visual equipment, funds for supplies, auxiliary personnel, and other specific resources.
Although total objectivity was the goal, individual judgments were unavoidable. Comments concerning unique factors which would affect the workability of each game or activity were made, as well as comments relating to their adaptability to different language levels.

To summarize, the design of the project had five main objectives:

1. To find a means of selecting those games and activities which motivate and interest students.
2. To list areas of contributions which games and other activities make to the total program of language study.
3. To give concrete, specific instructions on materials needed, objectives, preparation and actual playing of several selected games and activities.
4. To give a listing of additional projects done in the classroom which appeared especially successful.
5. To give a checklist of other suitable student activities.

Procedures Used in the Selection of Games and Activities

The selection of games and activities was based on the following: (a) personal observations in actual classrooms, (b) suggestions received from "recommended" foreign language teachers, (c) observed behavior of students, (d) discussions with other foreign language teachers,
(e) discussions with students, (f) related research on games as supplemental classroom activities, (g) written responses of students to questionnaires and other evaluation forms, (h) reaction of other foreign language teachers to a demonstration of selected games and activities.

When a game or activity was found which appeared to have great possibilities, it was tried in three or more of the author's German and French classes. Other colleagues were invited to observe and/or use the same projects in their classes. Discussions were then held, in which shortcomings and problems were pointed out. The activities were then revised and other projects were developed to meet the specific needs or goals of the class. To facilitate a choice of activities appropriate to a particular class or group, a class evaluation form and a revised student interest questionnaire were used. When the selection of the activities and games was further limited, four colleagues (two in French, and two in Spanish) were asked to try these activities in their classrooms. Subsequently, the students were asked to express their opinion. Only those games and activities which received a favorable rating by a minimum of two-thirds of all the students surveyed were selected.

On November 9, 1974, a demonstration of these activities was given to twelve foreign language teachers representing five different junior high schools and two different senior high schools, plus the foreign language
resource person for area L of the Los Angeles Unified School District. They were asked to complete a questionnaire and give their reaction to the demonstrated activities. (Appendix B).

The selected activities then had to meet the following criteria:

1. First, they had to be directed toward a definite goal or purpose previously determined by the foreign language teacher, and not just be a game for "game's sake." They also had to fit into the goals of the program of modern foreign language instruction in the secondary schools as stated in the Point of View. (Los Angeles Unified School District, 1968).

   The goals of the program of modern foreign language instruction in the secondary schools is directed toward the progressive development of the ability to communicate effectively through the skills of listening, speaking, reading, and writing. Understanding and appreciation of the people of other countries and their cultures are an integral part of all language learning experiences. The greatest part of culture is language.

   Thus, an important factor in the selection was whether the foreign language was used exclusively as the vehicle of all communication during the game or activity. It has been found that there is increased motivation through the urge and need to communicate. (Lado, 1964).

2. Second, the instructions had to be simple and so constructed that all students, even those somewhat below the class average are not discouraged from participation.
The games and activities must also be so designed as not to embarrass the individual learners.

3. Third, the activity was assessed whether it could be used by the entire class, as well as by small groups and/or by individual students.

4. In the fourth place, it had to be an activity which could be varied for different instructional objectives with no additional or minimal additional preparation time required by the teacher. An important consideration was whether the results justified the necessary preparation time.

5. Since availability of equipment and materials varied greatly, only those activities were chosen which could be prepared with materials readily available to every classroom teacher.

6. A sixth consideration was whether the activities effectively apply the retention pattern as established by a study of the University of Wisconsin. In other words, do they also give visual stimuli?

The aforementioned study found that communication patterns are learned in the following manner: (a) by taste, 1%, (b) by touch, 1½%, (c) by smell, 3½%, (d) by hearing, 11%, and (e) by sight, 83%.

When the research subjects were given a retention test, the following results were obtained. Column I of the following set of figures represents the method of
instruction. Column II represents students' recall three hours later, and column III shows their recall ability three days later.

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Telling--audio only</td>
<td>70%</td>
<td>10%</td>
</tr>
<tr>
<td>B.</td>
<td>Showing--visual only</td>
<td>72%</td>
<td>20%</td>
</tr>
<tr>
<td>C.</td>
<td>Showing and telling--audio-visual</td>
<td>85%</td>
<td>65%</td>
</tr>
</tbody>
</table>

7. The final and perhaps most important criterion was the ability of the activity to attract the students' attention and to provoke active and enthusiastic participation on the part of all group members. Also of importance was the fact whether it encouraged and permitted the students to make contributions.

As a result of these procedures it was felt that the games and activities which were finally selected to be represented in this particular study were chosen because they were: (a) successfully used by several teachers in a wide range of classroom situations, (b) they could be used by other classroom teachers with equally good results, and (c) they appeared to be an effective motivational tool.
Data-Gathering Instruments

The data-gathering instruments used in this study consisted of the following: (1) observation, (2) questionnaires, and (3) interviews and discussions.

Observation

Observations were made in a variety of ways. The author used the tool of observation in actual classroom situations, her own as well as others', at conventions, workshops, seminars, demonstrations, formal and informal discussions. Other foreign language teachers also observed the author's classes, as well as their own, and they witnessed demonstrations. The findings were submitted in oral or written reports such as a check list, and other types of evaluation forms.

Questionnaires

Questionnaires and evaluation forms were used extensively in this study. All the questionnaires were personally administered and some contained both open and closed-form items. Students were given a class and teacher evaluation form to be completed, as well as a student interest questionnaire. In addition, sometimes they were asked to give a written evaluation, and sometimes an oral evaluation of each specific game or activity after it had been used in class and to indicate if they wished to continue with that type of activity.
A questionnaire was also distributed to the foreign language teachers who observed the demonstration given on November 9, 1974, on (a) the structure board, and (b) the Pass Game.

Of all the questionnaires administered, the following two proved to be most revealing with regard to student interests, likes, and dislikes: Table I reproduces a section of the class and teacher evaluation questionnaire, and Table II shows a student interest questionnaire which is an adaptation of a questionnaire prepared by the Minnesota Department of Education and available from ERIC (1971).

Interviews and Discussions

Both formal and informal, group and individual discussions were held among teachers and students, teachers and teachers, as well as students and students.

Procedures Used for the Dissemination of Findings

The following means were used in order to inform more people of these findings.

1. Departmental meetings were held for the sharing of ideas.

2. Meetings with other schools in the area were arranged.

3. A demonstration of selected activities at an area meeting of foreign language teachers took place.
4. A demonstration of activities was presented at "Open House."

5. Future demonstrations were planned and set up.

6. The foreign language instructional specialist for area L of the Los Angeles City Schools was informed, and as a result of this, other meetings and demonstrations will be scheduled.

TABLE I
COURSE EVALUATION

1. Please list the things that you liked most about your foreign language class (past or present).

2. Please list the things you disliked most about the class.

3. Please feel free to make any other pertinent comments which can benefit the students and the teacher in the future.
TABLE II
STUDENT INTEREST QUESTIONNAIRE

This questionnaire will help your teacher to make your foreign language class more interesting for you. Please answer each section carefully.

Name ___________________________ Male/Female (Circle choice)
School ___________________________ Grade _____
In which grade did you begin the study of a foreign language? Circle appropriate choice: 6 7 8 9 10 11 12
In which school? _____________ Which language? _____________
Present language you're studying _____________ Level ___

1. Please list two or three books which you have chosen to read lately.

________________________________________________________________________
________________________________________________________________________

2. What are two or three of your favorite television programs?

________________________________________________________________________
________________________________________________________________________

3. What are two or three television quiz shows you like best? (1 is best).

(1) ________________ (3) ________________

(2) ________________

4. What radio stations do you usually listen to?

________________________________________________________________________
TABLE II—Continued

5. Rank in order of preference the two or three best films you have seen in the last year (1 is best).

(1) ______________________ (3) ______________________

(2) ______________________

6. Check those of the following areas which you find especially interesting. Add any others of your interest areas which may not be included. Feel free to clarify your interest where necessary, such as naming the specific sport.

art ______________________ meeting and getting to know different people

astrology ________________ movies ______________________

automobiles ____________ pen pals ______________________

classical music __________ politics ______________________

coin collecting _________ popular music __________________

cooking _________________ science ______________________

environmental preserva-

tion ________________ sewing ______________________

fashions ________________ sports (specify what kind) ______________________

folk music ______________ stamp collecting __________

grammar ________________ television __________________

history ________________ travel ______________________

journalism ______________ other ______________________

literature (specify what kind) ________________________

7. What are your current hobbies?

_________________________ ______________________

_________________________ ______________________
TABLE II--Continued

8. Which magazines do you read regularly?

________________________  _______________________
________________________  _______________________

9. What parts of the newspaper do you read regularly?

________________________  _______________________
________________________  _______________________

10. What three well-known persons do you admire most?

________________________  _______________________
________________________  _______________________

11. What are your first three choices for an occupation or job? (1 is the most preferred).

(1) _______________________  (3) _______________________
(2) _______________________

12. What good things do you see in the world around you?

________________________  _______________________
________________________  _______________________

13. What things do you regard as bad in the world?

________________________  _______________________
________________________  _______________________

14. If you had all the money you wanted what would you do with it?

________________________  _______________________
________________________  _______________________


15. Other comments

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

16. List your reasons for taking a foreign language. 
(1 is the most important).

(1) __________________________ (4) __________________________

(2) __________________________ (5) __________________________

(3) __________________________ (6) __________________________
CHAPTER IV

FINDINGS

The chapter on findings consists of four sections: (1) means of selection of games, (2) areas of contributions made by games, (3) selected games and activities, and (4) other suitable projects and activities.

Means of Selection of Games

One of the objectives of this study has been to find a means of selecting those games and activities which motivate and interest students.

Observation, questionnaires, and discussions were all used in order to select those activities which fulfilled this requirement. These are the data which were obtained: All the observed classes which were taught by the foreign language teachers who had been recommended as outstanding were similar in all of the following aspects:

1. The teacher was enthusiastic, competent, and personable.

2. The teacher was very interested in the students, and had a positive relationship with them.

3. The teacher used a great variety of approaches in his classroom activities, such as individual readings,
small group activities, seminars, field trips, student presentations, teacher lectures, structure board, tape recordings, games, songs, etc.

4. The teacher was interested in meeting the different goals, interests, needs, abilities, and learning styles of all students.

5. The students were involved in developing the program and activities.

It has often been said that enthusiasm is contagious, and these findings confirmed that. Fritz Heider (1958), a social psychologist proposed a theory that both interpersonal relationships and enthusiasm for subject matter are essential for motivating a student. According to Heider "the positive relationship to the pupil is the teacher's most important asset in motivating him, and he should do everything possible to maintain this positive relationship."

The findings of this study substantiated that through cumulative records, questionnaires, and other forms of inquiry, teachers were able to assess the areas of prime interest to students, and by using these findings, they were in a position to offer students an opportunity to help determine the nature of their foreign language instruction. Knowing what the students are interested in helped the teachers to capitalize on those interests and to develop supplementary aids which were up-to-date and geared to the
interest of the student. It would be unsuccessful if a teacher required a class to produce a newspaper, if not one student in that particular group is interested in journalism. Another class might have loved that assignment. Also considered should be which television quiz show the students enjoy watching and then adapt the games to those shows which are currently popular with the students. A teacher could analyze the data from his own class and then know what activities to choose in order to motivate his class.

The author found that although the student interest questionnaire was a valuable tool, it had several shortcomings, namely: (a) it took an excessive amount of time to complete and to tally, and (b) students prefer closed-form items on a questionnaire, at least partially. In order to alleviate both of these problems, part of the questionnaire could be revised to include more check lists. For example, the radio stations could be listed, with an "other" column for a write-in. The same applies to television quiz shows, television programs, etc.

In addition to questionnaires, teacher and class evaluations were very constructive tools in finding out how a teacher has met students' needs. As an example, question number one on the course evaluation stated: "Please list the things that you liked most about your foreign language class (past or present)." The activities most frequently mentioned were a sure guide as to what motivated those
students, just as those activities most frequently mentioned in responses given to question number two ("the things you disliked most"), were a sure guide as to what turned students off. Some interesting findings obtained from the questionnaires are listed in Appendix A.

Another important aspect which was observed was the manner of presentation of selected games and activities. Students were made to feel that they could be successful. Lakein (1973) in his current best-seller has this to say about motivation:

Most people will attempt something that appears easy even though in fact it is impossible. The basis of their willingness to try is their subjective estimate of the probability of success. If you feel that something will be difficult or impossible, the odds are that you'll not be as likely to try it as if you feel it is easy. But these are feelings, not necessarily facts.

Thus, the selected games and activities appeared simple. They made the students feel that the principle being taught was easy or could easily be mastered. The observed classes confirmed this fact; namely that the students learned difficult principles with relative ease and while they were obviously enjoying themselves.

After the above considerations have been met, a teacher must take careful inventory of what materials he has available before deciding on an activity. Observation has shown that the equipment and aids available to the student and teacher vary from bare walls, hard benches, and noisy surroundings to fully equipped electronic
laboratories and closed-circuit television. Although the latter can be of tremendous assistance and enrichment, these aids are not better than the materials fed through them and the teachers who guide the students. Generally speaking, it was noted that the "recommended" teachers had more equipment and more funds available at their disposal than the others who were observed. It was not possible to determine with any degree of accuracy why this was the case.

Another opinion which was confirmed by these findings was that teachers who encouraged and supported student efforts in creating educational projects for presentation to the class succeeded in getting students excited about their class. In the observed classrooms which had successful projects the guidelines which were outlined in a Minnesota Department of Education publication (1971) were adhered to. These guidelines for independent and small group projects are as follows:

1. The teacher and the students decide on the topic.

2. The teacher and the students formulate objectives for the project.

3. The teacher and the students formulate a number of specific questions to be answered.

4. The teacher and students identify a number of likely sources for study.

5. The teacher and students determine the final form of the report.
6. The teacher confers with the students from time to time regarding progress and to give help as needed.

7. The teacher and the students together evaluate the final product.

And finally, the results obtained from a questionnaire given to twelve teachers who observed and participated in a demonstration of (a) the structure board, and (b) the Pass Game, substantiated that the very same activities which motivated students were also rated as interesting and as a good teaching device by the teachers. This group of teachers attended a workshop. After the demonstration they were asked to give their reactions in a written questionnaire and free oral discussion. The feelings expressed were enthusiasm and interest. Written responses verified that all the teachers present thought these activities worthwhile and that they now wanted to try them in their own classrooms.

Thus, in summary, the best means of finding those games and activities which motivate students were: (a) student interest questionnaires, (b) cumulative records, (c) listening to student opinion, both written and oral evaluations, (d) observing student behavior, (e) keeping up-to-date with new ideas by being a member of a professional organization, (f) discussions with other teachers, (g) finding out what works for other teachers and adapting that to one's own needs, and (h) finding out what works in each particular class and "using" it.
Areas of Contributions Made by Games

Wagner (1958) states that "Games per se do not constitute a separate method of teaching, but greatly assist both teachers and students in facilitating the process of learning a foreign language." Games establish a confidence in already acquired knowledge. They give students needed practice in speaking in the language. They drill intensively without becoming tiresome and boring. Games also motivate the student and help create interest and enthusiasm. Games are useful tools at any levels.

The areas of contributions made by games and other suggested activities are manifold:

1. Enhances the learning of the four basic skills in foreign language study, and fits the goals of modern foreign language instruction.
2. Can often be applied on a full-class, small-group, or individual basis.
3. Increases learning and retention (communication pattern).
4. Adds variety to drilling.
5. Provides an appropriate environmental and cultural setting in the classroom.
6. Capitalizes on student interest.
7. Encourages participation of all students.
8. Gives students the opportunity to do learning in the language.
To recapitulate, games must fulfill all educational requirements in order to be valid learning experiences.

**Selected Games and Activities**

The following games and activities were selected because they were proven successful in a regular classroom situation in motivating foreign language students. This conclusion was based upon the fact that (1) each was successfully used by several teachers in a wide range of classroom situations, as evidenced by observation and student opinions; (2) each could be used by other classroom teachers with equally good results; and (3) teachers who saw these activities demonstrated for the first time, showed one hundred percent interest in using them in their classrooms. (Appendix B).

Furthermore, these activities met all the criteria as stated in "the procedures used in the selection of games and activities" which, briefly restated, were as follows: (1) they had to be goal-directed, (2) the structure and instructions had to be simple, (3) the activity could be used with different size groups and individuals, (4) the activity could be varied for different instructional objectives with minimal additional preparation time, (5) it required only readily available materials, (6) it gave visual stimuli, and (7) it attracted the students' attention.
One final consideration, not mentioned previously, was that these activities worked very well in the beginning and the second year levels of language study. Such games and activities requiring free translation and fill-in of blanks without clues have been eliminated. As the students' abilities expand with their increase in language skills, the number and variety of games and activities which are suitable to advanced students is enlarged tremendously.

As a result of the above, two types of activities were finally selected, namely (1) the Structure Board, and (2) the Pass Game.

The Structure Board

One of the most simple and inexpensive instructional aids also proved to be one of the most useful.

The structure board or wall chart (Ideal Wall Chart No. 280) has frequently been used in elementary classrooms and is readily available at any educational supply store. Its cost is minimal, for it sells for under six dollars, and its uses are numerous. It can be described as follows: It is a hanging wall chart about $33\frac{3}{4}$" wide by $26\frac{1}{2}$" high with ten rows which are spaced $2\frac{1}{2}$" apart. The rows have a depth of $3/4"$ and thus hold the cue cards which are placed in them quite securely. If a teacher desires a different size structure board, he or his students can readily make one.
The structure board is not only more "attention-getting" than the blackboard, but it is also easier to use. Of added value is the fact that the material can be prepared beforehand, it can be color-coded, and it can be saved for later use, etc. The structure board possesses one additional benefit; namely, that the teacher can use the method of revelation to his advantage, for he needs only to show what he wants the students to see.

Just as the tape recorder can be used to provide a variety of learning experiences, so the structure board has many uses under the direction of imaginative teachers. Its primary functions can be broken down into the following general classifications: (1) grammar, (2) vocabulary, and (3) games. Or, they can be further reduced into the following categories:


b. Visual presentation of sentence structures, including question-answer practices.

c. Visual and oral presentation of vocabulary words.

d. Presentation of cultural materials.

Thus, one of the basic uses of the structure board is for the presentation of grammatical concepts such as the following example of the "conjugation of verbs." Illustration 1 shows a regular "er" verb conjugation in the present tense.
Illustration 1

Simple grammatical concept presented on the structure board
The materials needed consist of:

1. One set of cards which lists the subject pronouns. All these cards are the same color with the exception of "il, ils" being blue, and "elle, elles" being pink to reflect masculine and feminine gender.

2. One set of verb stem cue cards, "trouvé."

3. One set of cards listing the "endings" of regular "er" verbs in the present tense. These cards should be all in one color, but different from the verb stem cards. If different color cards are not available, then just changing the color of the pen serves the same purpose.

4. One set of noun cards based on the vocabulary in the current chapter. The singular form is on one side; the plural on the other. These cards can be either picture cues or word cues. Either way, they are again color-coded depending on their gender: blue being masculine; pink, feminine; and yellow, neuter (necessary for German).

Before commencing with any activity, the teacher should briefly explain the purpose and procedure. The teacher is ready to present it only after he knows it well enough to do so in a proper and natural manner. All materials that may be needed should be selected and ready for use.

For best learning results, it is crucial that students perceive a purpose early in the instruction and
that the teacher repeat this perceived purpose frequently during the exercises.

The Presentation

Prior to class, the teacher places the subject pronoun cards on the structure board and displays all other necessary cue cards. As the presentation begins, he places the stem cards of the verb "trouver" on the board, and then he adds the endings, while simultaneously modeling the sentence "je trouve." The students have been previously instructed to "read" whatever is being placed on the structure board, therefore no further command is necessary to get the students' response. The placement of a cue card on the structure board serves as the command. The teacher now places "le billet" on the board and the class reads the whole sentence. "Je trouve le billet." As the teacher places the other verb endings, the class responds by reading each sentence. "Tu trouves le billet," etc. Thereafter, the teacher or another student drills the class by simply changing the noun cue cards. Again, wherever a cue card is placed, the class responds by reading that particular sentence. "Il trouve Monique et Suzanne" or "Nous trouvons Monique et Suzanne."

This procedure provides for rapid transitions and for multiple repetition for overlearning. It also recognizes that "students' learning time" should not be
consumed with guessing games. With this activity, the correct answer is practically always assured.

The next time the teacher could call on small groups or individual students to give the responses. It is important to allow for group recitation before individual recitation. At the beginning of a drill, a student is less inhibited in a group response; he recites more readily, and everyone has a chance to practice every sentence. Lado (1964) states that for best results class drill must be lively in pace, and varied in speed, volume and order. Observation and experimentation verify those findings.

Another variation would be to hand the verb endings to several students and to ask them to replace these endings in the proper place on the structure board. This time, the student would read the sentence as he places the cue card, and the class would repeat.

Before continuing the learning procedure during the next class session, the teacher should always take the class through a "warm-up" by using the same materials. Then, the same concepts could be reinforced by simply changing the "stem" cards to stems of other regular "er" verbs and/or by using different noun object cards. This would serve two purposes: (1) it would be a drill on verb conjugations, and (2) it would also be a review of vocabulary words.
As can be seen from the above activities, picture cues are useful aids in presenting pattern drills. The association of the visual cue with the sound reinforces the learning of the patterns in addition to reinforcing the vocabulary.

Illustration 2 demonstrates another grammatical concept; namely, "the agreement of past participles of avoir conjugated verbs with preceding direct objects." In the first sentence "J'ai trouvé les feuilles," a previously learned concept, the present perfect tense of a regular "er" verb, is reinforced. Again, the noun cards can be either word or picture cues. In this example, the word "les feuilles" is on a pink card (indicating it is feminine), and on the other side is its singular form "la feuille."

The second sentence demonstrates clearly what changes occur when the direct object is replaced by a direct object pronoun. It shows correct placement of the appropriate direct object pronoun and it effectively illustrates the agreement of the past participle, which now reads "trouvées." These "agreement cards" should again be color-coded: pink, for the feminine endings, "e, es"; and blue for the ending "s." The direct object pronouns use a different color, but the blue and/or pink rectangles drawn around the word aid the students in their comprehension.

Illustration 3 shows other variations of the same grammatical concept, but in the question-answer form
Illustration 2

Agreement of past participle of avoir conjugated verb with preceding direct objects
Illustration 3

Agreement of past participle in negative and affirmative responses
with both the affirmative and negative response patterns.

As soon as the class appears to understand the lesson, the teacher proceeds to individuals. He hands each student either a noun card or a subject pronoun card. The student must make the correct replacement and make all other necessary changes. Thus, the next sentence which a student produces might be "La souris a trouvé les feuilles," since noun cards can be used to fulfill different functions in a sentence. In this particular case, the noun cards could be used either as the subject or as the direct object.

Thereafter, the teacher may use any other variation he deems necessary or appropriate.

Another example of the use of the structure board is in the area of teaching beginning students how to answer questions in complete sentences. The entire question is placed on the structure board. "Qui trouve le billet?" The question word is differentiated by color from the rest of the sentence. In this way, students are shown that one simply replaces the question word with the response, such as "Il trouve le billet," or "Nous trouvons le billet," or "Monique trouve le billet," etc.

The structure board is also a particularly helpful device for individual or small group work. If a student has experienced difficulty with a certain concept, a few minutes of actual "working" with the structure board
usually suffices to clarify the concept. Furthermore, explaining a grammatical concept visually, eliminates a lot of unnecessary English in the foreign language classroom.

The structure board can also help students in the area of reading, as it makes students aware of word groupings such as noun structure / verb structure / direct object structure. The diagonal marks indicate voice rise for correct intonation. The student automatically reads "La souris / a trouvé / les feuilles."

Writing is the most difficult language skill to acquire. Even here, the structure board can be of help. A series of pictures may be used as cues for students to write a narrative paragraph. For example, the series of pictures might include pictures of a winter scene, a group of girls with skis, a car, a girl with a broken leg, etc.

Another obvious use for picture cues is for vocabulary building. Illustration 4 shows a suggested use for learning vocabulary, namely by association. Studies have shown that it is far more efficient to learn synonyms, antonyms, and other associated words at the same time as the initial vocabulary word. In the illustration the first category shown is clothing; and the second, people.

Quite possibly the most creative use of the structure board is in the area of games. Games drill intensively without becoming tiresome and boring. They establish
Illustration 4

Vocabulary enrichment, "Three on a Match" game
confidence in already acquired knowledge and they give
students practice in speaking the language.

Tic-Tac-Toe.--One of the easiest games to plan and
play is Tic-Tac-Toe. It can be used for drilling or rein-
forcement of almost any word, or words; of grammatical
structures; of vocabulary; culture, etc. The variety of
its use is virtually unlimited.

The class is divided into two teams, the O's and
the X's. Illustration 5 shows one such game in progress.
A student picks the space he wants by calling out its
respective number in the target language. Another student,
the scorekeeper, removes the numbered card and displays an
infinitive form of a verb. The contestant must now give
the correct answer. The rules have been previously
explained. As an answer, the student might be required to
name all the principal parts of that verb, or he could be
asked to conjugate that verb in a certain person in a given
tense, or he could be asked to use the verb in a sentence,
or give the meaning of the word, or give an associated
word, etc. If his answer is correct, his team scores the
point; if not, the opposing team gets a chance to earn that
point, and so forth until one team gets three in a row.

In addition to varying the "response required" with
the same word, different words could be used, or even
picture cues. Furthermore, the teacher is not limited to
using numbers as the cover cards. If the students have
"Tic-Tac-Toe" game
been experiencing problems with the correct pronunciation of vowel sounds, for example, this game offers an opportunity for reinforcing correct pronunciation without the boredom of a regular drill. The student must pronounce clearly and correctly, or the "moderator" will not know which square was requested.

As illustration 6 indicates, any group of words could be used as cover cards; such as: months of the year, days of the week, related adjectives, ways of greeting, etc. In this way the game always has at least two objectives. Its final and most important objective is student involvement. Students enjoy preparing and playing the entire game themselves, and the teacher simply serves as a guide and arbiter.

_Hollywood Squares._--Another variation of the same game is "Hollywood Squares," currently a popular television quiz show. In this game, the nine spaces represent nine students, "the panel," and instead of numbers, the student's respective names are used as cover cards.

This game is particularly encouraging to the slower students as they need not dread making a mistake in front of their peers, because the questions or statements are addressed to the "panel," and the contestants have to simply "agree" or "disagree."
Illustration 6

Variation of "Tic-Tac-Toe" game
One other game which always meets with a favorable response from students is "Concentration," This also can easily be played on the structure board. Illustration 7 shows two teams, the "Lions" and the "Tigres" with a score of 2 to 0. Here again, it is not necessary to use numbers as cover cards.

The idea of the game is to find two words that match. A student picks a number, the entire class is then shown the word that was covered, and then the contestant selects another number. If the two words are a match, he must now give the correct response, as previously instructed. Examples of directions are: (1) using the word(s) in a correct sentence, (2) giving a correct definition of the word, (3) conjugating it, etc. If the response is correct, his team earns a point and is permitted to continue playing until there is a no-match or an incorrect answer is given.

A match need not consist of identical pairs, but could be used in the following manner for cultural material as well: A match would be: (a) an author and the title of his work, (b) a country and its capital, (c) a picture cue and the same word spelled out, (d) a word and a synonym, (e) a word and an antonym, etc. As one can see, possible diversification is almost endless.

Initially, foreign language names of students could be used instead of numbers to personalize the game and to
<table>
<thead>
<tr>
<th>couvert</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>ils se serrent la main</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>ont</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>soufflons</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>ont</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>couvert</td>
<td>24</td>
</tr>
</tbody>
</table>

**Illustration 7**

"Concentration" game
get students to pronounce the names correctly. Also, this game lends itself very well to the learning of the alphabet in a foreign language.

This game, as all other games, must be so organized that even poorer students are enticed to participate. It is suggested that once a student has scored a point he be eliminated until most of the other students have had an opportunity to answer. Then the teacher reopens the game to all students. To get more eager participation, it is recommended that students be assured that their performance will not have any influence on term grades.

As in all games, it is important that the pace be kept lively and a set time limit be observed.

Since these games can be set up in advance, they could be played at practically any time when there are a few spare minutes, in addition to the times, when they are planned as a regular part of a lesson.

**Bluff.**—Another variation of Concentration could be called "Bluff." After the matching word has been found, the individual does not give the answer, but turns to his teammates and all those students on his team who think they know the correct answer stand up. Then a student from the other team calls on one of the standing students. If he gives the correct answer, his team gets as many points as there were students standing. If his answer is incorrect, his team loses that many points. Students can bluff about
knowing the right answers, as only one is chosen to answer. Here, the rule of calling on a student consecutively is modified according to the ability level of the class. With this game, the suspense of who wins lasts till the very end, as a great number of points can be won or lost with each "match."

Another variation of "Bluff" is played in the following manner: The teacher places three cards (word and/or picture cues) on the structure board. All the students who believe they can compose a correct sentence using those three clues stand up. The scoring is done in the same manner as in the original "Bluff" game.

Three on a Match.--A modified version of the television quiz show "Three on a Match" can also readily be played on the structure board. In the classroom this could become "Four" or even "Ten on a Match." (Illustration 4).

Picture cues are distributed to students and the teacher places one cue card for each category on the structure board. Then, depending on the individual teacher's choice, the students are either asked to go to the board and place their card in the proper slots, or they can remain seated and raise their hands to be called on. The student is required to name the card, associate it with the correct category, and give the correct response. The correct required response will vary according to the level
of ability of the class, and could be (a) giving of a definition of the word, (b) using the word in a sentence, etc.

**Jeopardy.**--Another currently popular television quiz show is "Jeopardy." This can also be played on the structure board with cue cards being hidden behind face cards which have different numbers representing the difficulty of the questions. Fifteen points would represent the easiest question in a category, and sixty points the most difficult.

By scrutinizing the student interest questionnaire of each class, the teacher can accurately determine which games his class will enjoy playing and he can adapt his objectives to their games.

Observation and experience have shown that students like being involved with the construction of games, and some classes have even gone so far as to construc electronic buzzers, special game boards, etc.

**Password.**--A popular game which uses the cue cards but not the structure board is "Password." This can be played in small groups, or with the whole class divided into two teams. If the entire class plays it, two contestants are chosen, one representing each team, and the clues can be given by any member of his team, instead of just one individual.
From the above examples, one can see that the variety and uses of the structure board are limited only by the imagination of the teacher and his students.

To summarize, the structure board was used effectively:

1. To aid with the learning of all four language skills, namely: listening, speaking, reading, and writing.
2. To present grammatical concepts clearly.
3. To present new vocabulary and review old vocabulary.
4. To present cultural materials.
5. To involve and motivate students.
6. As a supplementary aid which is up-to-date and geared to the interest of the student.

The Pass Game

A fast-paced, written game and/or drill in which all students participate at the same time.

Preparation.--The teacher selects as many cards as there are students in his class. These could be cue cards which are used on the structure board, or they could be 3 x 5 cards prepared specifically for this activity. These cards have one major item written on them, such as an infinitive of a verb, for example, and a pronoun. Also, they are clearly numbered. The teacher either provides the students with an answer sheet or asks them to make one
prior to the start of the game. If there are thirty students in the class, the answer sheet would be numbered 1 to 30, and the game would consist of thirty cards.

The class is seated in such a manner that one student can pass the cue card to the next student, and so forth, until it has completed the cycle. Before beginning the game, the rules are explained: The infinitive of the given verb is to be conjugated in the present tense using the given pronoun. The student will have ten seconds to write down his answer on the corresponding line on his answer sheet. For example, if he has card #15, his answer will go on line 15. When he hears the word "Pass" or whatever other signal is agreed upon, he will pass his card on to the next student, receive a new card from another student, and so on. It is recommended that prior to playing this game for the first time, a few "Passes" are completed without any writing, in order to make sure that the directions are clear and understood.

Playing the Game.--Each student receives one card and an answer sheet. When the signal is given, he has ten seconds in which to write his answer on the proper line. The game can be stopped at any time, and students can exchange papers and correct them. The teacher has an answer sheet, preferably a transparency or a ditto master, or if the equipment for the above is unavailable, the
answers are written on the blackboard. Students earn one point for each correct answer.

This game could be played many ways with the same cards. Each time it is played a different tense could be reviewed or drilled, or a different person could be used in the same tense, such as the singular pronouns could be changed to plural pronouns, and vice versa.

Picture cues could also be used for vocabulary improvement and review. Students pass picture cue cards and write down the answers, or they could have answer sheets with multiple choices and be asked to match the correct answer with the picture, etc.

**Other Suitable Projects and Activities**

The Structure Board and the Pass Game are just two activities which have proven successful in foreign language classrooms. However, many other successful projects and activities were observed. They were frequently not selected because of their specific nature, such as the fact that they: (a) were applicable only to advanced students, or (b) required a great amount of preparation for just one activity, or (c) depended to a large extent on the personality and vivacity of the teacher.

One such activity which appeared to generate a great amount of enthusiasm, but depended to an extraordinary degree upon the personality of the teacher, was singing of foreign language songs. Singing provides an
enjoyable cultural activity for students in the foreign language, but its success is greatly influenced by the teacher's attitude toward singing. Hence, if a teacher is inclined toward singing, this activity will be very rewarding.

Some of the other activities which are recommended for different classes follow.

Displaying items which interest students on class bulletin boards. For example, if many students checked astrology as an interest on the student interest questionnaire, then an astrological board is a very effective tool in arousing the students' enthusiasm.

Students enjoy doing projects which are shared, upon completion, with the rest of the class or with other classes. It is important that students know that their projects are shown to other students. This accomplishes two purposes: (a) it motivates the student who produced it originally into wanting to contribute even more, and (b) it motivates the observers into desiring to prepare something also.

Student projects such as the following indicate the impact of motivation on learning. One of the researcher's students had volunteered to illustrate the basic dialogue sentences on a wall chart. Illustration 8 shows this student's work. All the classes studying that chapter used that chart as a visual cue. Another foreign language
teacher at the same high school heard about the chart from one of his students, and after seeing the response of the students, he decided to use the same idea in his classes. He asked if there was anyone who liked to draw? A girl who was a very weak student volunteered, but hesitated because she said that she only enjoyed drawing animals. The teacher reassured her that was no problem and asked her to illustrate the next unit. The result of her work is displayed in Illustration 9. The student had to understand thoroughly the basic dialogue sentences in order to be able to visually represent them. As a consequence of this involvement, this student received the highest score of the whole class on the next chapter test. This is one dramatic example. Not all students make such marked improvement through involvement, but improvement can definitely be observed.

It has also been noted, that the teacher who frequently gives credit to students for doing a certain project will get more volunteers for other projects than the one who does not. The quality of students' work is sometimes amazing, and it varies according to student interests and abilities.

Following is a list of other activities suitable for students which a teacher might decide to use as a starting point. Students could:
Illustration 9

Variation of Visual Chart of Basic Dialogue Sentences
1. Provide current events materials for the class bulletin board.

2. Bring to class and demonstrate realia such as costumes, implements, books and periodicals, travel folders, stamps, pictures, postcards, passports, recordings, maps, menus, travel literature, travel diaries, slides, etc.

3. Keep a class scrapbook with specimens of class compositions, student-prepared crossword puzzles, games, etc.

4. Make posters and charts for classroom display, such as idioms, vocabulary, proverbs, grammatical concepts, etc. (Illustration 10).

5. Illustrate scenes from stories read in class, either with no captions or with captions in the target language.

6. Draw a room with furniture, make a floor plan of a house, draw a vehicle, etc. with parts labeled in the foreign language.

7. Plan and present a cultural program in class about national celebrations, religious holidays, historical events, folk costumes, folk dances, etc.

8. Compile a picture dictionary.


10. List and illustrate a menu in the foreign language.

11. Prepare some ethnic dishes.
Illustration 10

Grammatical chart on "être" verbs
and other visual cue cards
12. Make a dummy passport with all the required data in the foreign language.

13. Make visual and written flashcards for the structure board.

14. Write a short skit and perform it before the class.

15. Video-tape the performance.

16. Research some renowned foreign author, or painter, or musician, and tell about his particular work or works.

17. Learn a few folksongs and/or folk dances and teach them to the class.

18. Draw a map of the country whose language they are studying.

19. Read foreign magazines and newspapers written in the target language. Compare the similarities and differences. Write an original advertisement.

20. Welcome foreign visitors to their home and school.

21. Get a pen pal or a cassette pal.

22. Plan for a trip abroad.

23. Prepare a television quiz show to be played in class, such as: What's My Line; Scholarquiz; etc.

24. Devise their own games and projects.

25. Be an active member of a foreign language club.
Wagner (1958) effectively sums up the reasons for all the games, projects, and activities discussed in this study: "No effective learning can take place without the student's motivation and enthusiasm."
CHAPTER V

SUMMARY, CONCLUSIONS, AND
RECOMMENDATIONS

The final chapter of this study contains a restate­ment of the problem, a description of the procedures used in obtaining data, an analysis of the findings, and a sum­mary of the questions answered. The chapter also contains conclusions and recommendations based upon the findings.

Summary

The purposes of this study were:

1. To find and/or develop supplementary classroom activities which have proven successful in a regular class­room situation in motivating foreign language students.

2. To share these findings with other foreign language teachers.

The research design consisted of an analysis and comparison of foreign language classes which were taught by teachers who had been recommended as "outstanding," and a random sampling of other foreign language classes. The procedures which were used in obtaining the data were (a) observation of students, commended teachers, their colleagues, and workshop participants; (b) questionnaires
and other evaluation forms completed by students, teachers, and workshop participants; and (c) interviews and discussions with teachers, students, and workshop participants.

An analysis of findings disclosed that effective means for selecting games and activities which motivate and interest students, were: (1) student interest questionnaires, (2) expressed student opinions, (3) cumulative records, (4) experimentation, and (5) observation of student behavior.

A sample student interest questionnaire was devised and its shortcomings were noted.

This study further revealed that foreign language teachers who succeed in motivating their students have many traits in common. Among the most noticeable were: enthusiasm, a sincere interest in the students as persons, utilization of a variety of approaches, encouragement of student participation, and capitalization of student interests and goals.

The results of this study confirm that games are useful tools in the foreign language classroom. Their main contributions can be summarized as follows: (a) they establish confidence in already acquired knowledge, (b) they drill intensively without becoming tiresome and boring, (c) they give students practice in speaking the language, not about the language, and (d) they help create interest and enthusiasm through involvement.
The activities and games which were developed and/or selected; namely, (1) the Structure Board, and (2) the Pass Game, met all of the established criteria:

a. They were goal-directed.
b. Their structure and instructions were simple.
c. They could be used with different size groups and/or individuals.
d. The activity could be varied for different instructional objectives with minimal additional preparation time.
e. They required only materials which were readily available.
f. They attracted the students' attention and increased motivation.

The structure board was used effectively for (1) grammar, (2) vocabulary, and (3) games. Examples and illustrations of each function were given. The presentation of grammatical concepts was demonstrated, as well as the introduction and/or drill of vocabulary and cultural materials. Uses and applications of the following games were given:

a. Tic-Tac-Toe and variations
b. Hollywood Squares
c. Concentration and variations
d. Bluff
e. Three on a Match
f. Jeopardy

g. Password

The Pass Game and its various uses were also explained.

The results of the study verify that the selected activities were popular not only with the students, but also earned instant approval from teachers. Other suitable projects were listed and appraised.

The findings confirm that involvement improves learning and encourages motivation. One outstanding example is cited.

The following points were substantiated in this project:

1. There are games and activities which are used by many different teachers, in various situations, with a large measure of success.

2. The games which were most frequently played were those which required a minimum amount of preparation, could be played on short notice, and could be varied to meet different educational objectives.

3. The games and activities selected in this study were those projects frequently mentioned by both students and teachers as being enjoyable and worthwhile.

4. Student interest questionnaires, cumulative records, and other types of evaluations were the techniques used for deciding which group activities would be done in
a given class. Written and oral evaluations, discussions, and observations were the tools used by teachers in order to obtain feedback on any activity.

Conclusions

The major goal of this study was to discover how to motivate the foreign language student by making more effective use of games and activities. Games and activities are no longer considered merely a diversionary technique to escape from the monotony of the classroom, but rather as a highly effective, positive device for reinforcing skills and cultural concepts, for motivating and involving students, and for serving as creative outlets. Favorites seem to be those developed by teachers and students to meet specific objectives. Great care must be taken that students are involved in determining the learning goals, so that the goals have relevance for the students. Not all students have the same values; many are motivated by different rewards. In any group, different individuals will cherish different values. It is a fallacious assumption that identical treatment of different groups yields the same outcome for all groups. The teacher must find the approach which brings the best results. He must serve as a stimulus for learning and as a guide to the sources which the students will use in order to develop to their own highest potential.
The findings of this project suggest that activities and games can be a source of potential motivation. The great variety of available material was only sampled in this project. Individual settings, of course, will affect the usefulness of any games or activities. Some of them are more appealing to the individual teacher's taste, some more suitable for the desired purposes, and some more appropriate to the maturity level of the students.

**Recommendations**

The following recommendations are submitted:

1. A follow-up study of those students, who were in the foreign language classes which used various games and activities, to determine if their rate of attrition in upper level foreign language courses has been reduced.

2. Continuing research on games and activities which motivate foreign language students.

3. Sharing of successful ideas must be encouraged.

4. A cooperative resource center to which all teachers may contribute ideas in the area of their particular interest or success should be established.

5. The local consultant office and other departments in the school should be used whenever possible.

6. The area resource person should give demonstrations of activities which have been found to be successful. This is better done at individual schools, during the
teacher's conference period or during lunch or immediately after school.
BIBLIOGRAPHY


Moore, Merriam M. "Mini-Course Curriculum for German IV and German V." ED 050 633 (1971).


Rosenbaum, Peter S. "The Computer as a Learning Environment for Foreign Language Instruction." Foreign Language Annals 2(1969),


APPENDICES
APPENDIX A

STUDENT INTEREST QUESTIONNAIRE

(Administered to a random sample of 188 senior high school students enrolled in six different language classes.)

Responses to Selected Questions

Question number corresponds to item on Student Interest Questionnaire. (See Table II.)

3. What two or three television quiz shows do you like?

<table>
<thead>
<tr>
<th>Television Quiz Show</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hollywood Squares</td>
<td>42</td>
</tr>
<tr>
<td>Split Second</td>
<td>31</td>
</tr>
<tr>
<td>Match Game '74</td>
<td>26</td>
</tr>
<tr>
<td>$10,000 Pyramid</td>
<td>21</td>
</tr>
<tr>
<td>Jeopardy</td>
<td>20</td>
</tr>
<tr>
<td>Password</td>
<td>15</td>
</tr>
<tr>
<td>All others</td>
<td>47</td>
</tr>
</tbody>
</table>

6. Check those of the following areas which you find especially interesting. Add any others of your interest areas which may not be included.

<table>
<thead>
<tr>
<th>Area</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>art</td>
<td>63</td>
</tr>
<tr>
<td>astrology</td>
<td>28</td>
</tr>
<tr>
<td>automobiles</td>
<td>37</td>
</tr>
<tr>
<td>classical music</td>
<td>35</td>
</tr>
<tr>
<td>coin collecting</td>
<td>8</td>
</tr>
<tr>
<td>cooking</td>
<td>54</td>
</tr>
<tr>
<td>environmental preservation</td>
<td>31</td>
</tr>
<tr>
<td>fashions</td>
<td>35</td>
</tr>
<tr>
<td>folk music</td>
<td>25</td>
</tr>
<tr>
<td>grammar</td>
<td>4</td>
</tr>
<tr>
<td>history</td>
<td>34</td>
</tr>
<tr>
<td>journalism</td>
<td>2</td>
</tr>
<tr>
<td>literature (specify what kind)</td>
<td>41</td>
</tr>
<tr>
<td>meeting and getting to know different people</td>
<td>72</td>
</tr>
<tr>
<td>movies</td>
<td>72</td>
</tr>
<tr>
<td>pen pals</td>
<td>34</td>
</tr>
<tr>
<td>politics</td>
<td>32</td>
</tr>
<tr>
<td>popular music</td>
<td>100</td>
</tr>
<tr>
<td>science</td>
<td>44</td>
</tr>
<tr>
<td>sewing</td>
<td>50</td>
</tr>
<tr>
<td>sports (specify what kind)</td>
<td>104</td>
</tr>
<tr>
<td>stamp collecting</td>
<td>8</td>
</tr>
<tr>
<td>television</td>
<td>60</td>
</tr>
<tr>
<td>travel</td>
<td>81</td>
</tr>
<tr>
<td>other</td>
<td>23</td>
</tr>
</tbody>
</table>
N.B. Those mentioned under other were: architecture, ballet, bookkeeping, camping and backpacking, drama, gardening, modeling, motorcycles, mountaineering, photography, racing, reading, and scuba diving.

10. What three well-known persons do you admire most?
(Only persons receiving two or more votes in any class are listed.)

<table>
<thead>
<tr>
<th>Name</th>
<th>Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Redford</td>
<td>18</td>
</tr>
<tr>
<td>Elton John</td>
<td>13</td>
</tr>
<tr>
<td>Abraham Lincoln</td>
<td>6</td>
</tr>
<tr>
<td>Jesus Christ</td>
<td>5</td>
</tr>
<tr>
<td>John Denver</td>
<td>5</td>
</tr>
<tr>
<td>John F. Kennedy</td>
<td>5</td>
</tr>
<tr>
<td>Henry Kissinger</td>
<td>5</td>
</tr>
<tr>
<td>Paul Newman</td>
<td>5</td>
</tr>
<tr>
<td>Einstein</td>
<td>4</td>
</tr>
<tr>
<td>Barbara Walters</td>
<td>4</td>
</tr>
<tr>
<td>Julie Andrews</td>
<td>3</td>
</tr>
<tr>
<td>President Ford</td>
<td>3</td>
</tr>
<tr>
<td>Groucho Marx</td>
<td>3</td>
</tr>
<tr>
<td>Ralph Nader</td>
<td>3</td>
</tr>
<tr>
<td>Abraham Lincoln</td>
<td>6</td>
</tr>
<tr>
<td>Jesus Christ</td>
<td>5</td>
</tr>
<tr>
<td>Julie Andrews</td>
<td>3</td>
</tr>
<tr>
<td>President Ford</td>
<td>3</td>
</tr>
<tr>
<td>Groucho Marx</td>
<td>3</td>
</tr>
<tr>
<td>Ralph Nader</td>
<td>3</td>
</tr>
</tbody>
</table>

The following persons were named only twice:
- Alan Alda
- Da Vinci
- Fred Astaire
- Bob Dylan
- Mayor Bradley
- Thomas Jefferson
- Carol Burnett
- Paul Lynde
- Princess Caroline
- Barbara Streisand of Monaco

Number of persons who were named only once: 138

16. List your reasons for taking a foreign language.

<table>
<thead>
<tr>
<th>Reason</th>
<th>First choice</th>
<th>Second choice</th>
<th>Third choice</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest in learning a language; enjoy and like languages</td>
<td>44</td>
<td>43</td>
<td>20</td>
<td>107</td>
</tr>
<tr>
<td>To fulfill college entrance requirements</td>
<td>49</td>
<td>20</td>
<td>14</td>
<td>83</td>
</tr>
<tr>
<td>Obtain credits for high school graduation</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td>Travel</td>
<td>9</td>
<td>11</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>Influence of parents, family and friends</td>
<td>3</td>
<td>11</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>Occupation</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Understanding other people</td>
<td>8</td>
<td>4</td>
<td>2</td>
<td>14</td>
</tr>
</tbody>
</table>
APPENDIX B
EVALUATION OF SELECTED ACTIVITIES AS A TEACHING TOOL

The Structure Board

(Tally of Questionnaires completed by twelve junior and senior high school teachers after observing a demonstration of the Structure Board on November 9, 1974.)

Teachers who have not previously used the Structure Board (7 participants)

<table>
<thead>
<tr>
<th>Number of affirmative responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstration has aroused interest in obtaining a structure board ............... 7</td>
</tr>
<tr>
<td>2. Activities for which structure board would be used by participating teachers:</td>
</tr>
<tr>
<td>A. Grammar .................................. 7</td>
</tr>
<tr>
<td>B. Vocabulary and vocabulary games .................................. 6</td>
</tr>
<tr>
<td>C. Other games .................................. 2</td>
</tr>
<tr>
<td>3. Which activity was found most creative by participants:</td>
</tr>
<tr>
<td>A. Grammar .................................. 2</td>
</tr>
<tr>
<td>B. Vocabulary and vocabulary games .................................. 7</td>
</tr>
<tr>
<td>C. Other games .................................. 4</td>
</tr>
<tr>
<td>4. Evaluation of Structure Board as prospective teaching tool (6 responses):</td>
</tr>
<tr>
<td>A. Very good once it is constructed .......... 1</td>
</tr>
<tr>
<td>B. Very interesting and worthwhile .......... 1</td>
</tr>
<tr>
<td>C. Excellent .................................. 2</td>
</tr>
<tr>
<td>D. O.K. when used properly ................. 1</td>
</tr>
<tr>
<td>E. Good for small classes where noise and discipline can be effectively controlled ............... 1</td>
</tr>
</tbody>
</table>

Teachers who are currently using the Structure Board in the classroom (5 participants)

1. The demonstration presented new applications of structure board ............... 5
2. Listing of these innovative applications:
   A. Games ................................................. 5
   B. Vocabulary and drill ............................... 4
   C. Grammar structure ................................. 2

3. Evaluation by teachers of students' response to previous utilization of structure board in the classroom:
   A. Students like it ..................................... 3
   B. Students like working with it ..................... 1
   C. Colors on cue cards visually emphasize grammatical concepts .................. 1
   D. Good .................................................. 2

4. Listing of demonstrated activities to be incorporated in participants' respective classrooms:
   A. Games ............................................... 5
   B. Vocabulary .......................................... 4
   C. Grammatical structure ............................. 3

5. Evaluation of structure board as a teaching tool.
   A. A good device ....................................... 3
   B. Fine ................................................. 1
   C. Great, when used imaginatively .................. 1

The Pass Game

(Tally of Questionnaires completed by twelve junior and senior high school teachers after observing a demonstration of the "Pass Game" on November 9, 1974.)

Teachers who have not previously used the Pass Game (9 participants)

1. Demonstration has aroused interest in obtaining a pass game ...................... 9
2. Reaction of participants to this game.
   A. Excellent ........................................... 3
   B. Good for review without waiting for slower students to respond .......... 1
   C. Makes students concentrate quickly .................................... 3
   D. Quickly gets students' attention ...................................... 1
   E. It is instructive and fun as well ........................................ 1
   F. Fine .................................................. 1
   G. Good learning activity ................................................. 2

3. Planned future uses of "Pass Game":
   A. Drill and/or review ................................................. 9
   B. Game .............................................................................. 9
   C. Quiz or test ...................................................................... 2

Teachers who have previously used the Pass Game (3 participants)

1. Participants planning to continue using "Pass Game" ...................... 3

2. Evaluation by teachers of students' response to game
   A. Students like it ...................................................... 1
   B. Students thought it was a good drill ................................ 1
   C. Students liked it for review ......................................... 1

3. Past Uses of Pass Game
   A. As a drill ........................................................................ 3
   B. For review ...................................................................... 2
   C. As a quiz ...................................................................... 1

4. Planned future uses of Pass Game
   A. As a drill ...................................................................... 3
   B. For review ...................................................................... 3
   C. As a game ...................................................................... 3
   D. As a quiz or test ................................................................ 1