Trends, Practices, and Policies in Teaching Advanced Spanish through Correspondence Study

Marie E. Long
Loyola University Chicago

Recommended Citation
https://ecommons.luc.edu/luc_theses/2158
TRENDS, PRACTICES, AND POLICIES IN TEACHING ADVANCED SPANISH THROUGH CORRESPONDENCE STUDY

by

Marie Long

A Thesis Submitted to the Faculty of the Graduate School of Loyola University in Partial Fulfillment of the Requirements for the Degree of Master of Arts

June

1967
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>LIST OF TABLES</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>i</td>
</tr>
</tbody>
</table>

## Chapter

### I. INTRODUCTION

- Purpose of the Investigation
- Sources of Materials and Methods Used to Gather Information
- Definitions
- Historical Backgrounds
- Influences on University Education

### II. PSYCHOLOGICAL THEORY

- Theories Concerning What Takes Place and How It Takes Place During Language Learning
  - Osgood's Theory and Symbolic Meaning
  - Hebb's Theory and Neurological Memory Store
  - Lado's Theory as Basis for Scientific Teaching

### III. TEACHING A FOREIGN LANGUAGE

- Audio-Lingual Method
- Developing Phonological Aspects
- Teaching Spanish to an English Speaking Student
- Teaching Spanish Through Correspondence Study
- Differences in Methodology Between Residence and Correspondence Study
- Teaching Foreign Languages Via Correspondence Study--Pros and Cons

### IV. FINDINGS OF QUESTIONNAIRE SURVEY OF ADVANCED SPANISH COURSES TAUGHT BY CORRESPONDENCE STUDY.

- Types of Courses Offered
- Evaluation of Courses

### V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR IMPROVEMENT

### VI. CRITERIA FOR THE IDEAL COURSE

### BIBLIOGRAPHY

### APPENDIX
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Advanced Spanish Courses Offered by NUEA Affiliated Institutions</td>
<td>81</td>
</tr>
<tr>
<td>II. Responses from the 36 Schools Listed in Guide as Offering Advanced Spanish Courses</td>
<td>82</td>
</tr>
<tr>
<td>III. Advanced Spanish Courses Offered That are Classified as Literature</td>
<td>83</td>
</tr>
<tr>
<td>IV. Advanced Spanish Courses Offered That are Classified Novel, Drama, Poetry, and Prose</td>
<td>83</td>
</tr>
<tr>
<td>V. Advanced Spanish Courses in Composition, Grammar, Reading and Other Courses Offered</td>
<td>84</td>
</tr>
<tr>
<td>VI. Evaluation of Courses</td>
<td>87</td>
</tr>
</tbody>
</table>
Marie E. Long was born in Gloucester, Massachusetts, January 13, 1934.

She was graduated from Colby Junior College in June, 1953, with an Associate of Arts degree. She graduated from Johns Hopkins University in June, 1956, with the degree of Bachelor of Science in Nursing.

After attending Chicago Teachers College in 1961, she obtained a teacher's certificate for the intermediate and upper grades in the Chicago public schools in October, 1962.

In September, 1962, she began her graduate studies at Loyola University. She also took courses in Spanish at the University of Veracruz during the summers.

At the present time, she is teaching the fourth grade at Manley Elementary School in Chicago.
CHAPTER I

INTRODUCTION

Purpose of Investigation

The purpose of this investigation is to examine the correspondence courses in advanced Spanish. This study will make a survey of such courses offered by accredited universities. The trends, practices, and policies of the colleges and universities involved will be studied in order to produce a composite picture of what is current in this field. The evaluation practices of the institutions included will be studied to the greatest possible extent in order to list criteria for an ideal course in advanced Spanish. Most of the universities do not release their examinations for inspection under any circumstances.

A large segment of the general populace, including some teachers, is completely unaware of the correspondence courses carrying college credit that are offered by accredited universities. Many people continue to associate the idea of correspondence study with worthless waste-of-time courses offered by unethical profit making organizations and taken by people who "don't know any better."
For colleges and universities to be able to expand their curriculums, it must first be determined what is currently offered. Correspondence institutions are continually revising their programs of courses, as well as the instructional materials, in an effort to maintain high educational standards.

Need for Investigation

An obviously important phase of the problem in this study is the sheer need for such an investigation. As proof of the need for this type of study, the University of Washington included the following in a letter replying to the writer's request for materials:

"We are sending syllabi of our correspondence courses in Spanish Cl01, Cl02, Cl03, C201, C202, and C203. Two copies of the 1965-1966 Bulletin are also included. We'd be happy to hear of the results of the study. One of our problems is the improvement of syllabi, particularly in languages. When you have received those from other institutions, will you please tell me which seem to be best? Then I'll write to the directors and ask for copies we might look at."

The University of Utah wrote the following on the questionnaire that was returned to the writer:

"We offer language courses (not elementary) only on this basis - specially written for an individual - usually on campus. Ours are tailor made for each student, depending on his
background, needs, etc. Would appreciate a summary of your results, as we are anxious to put these courses on a more formalized basis."

The University of Kansas wrote the following in a letter sent in compliance to a request for materials by the writer:

"We are quite happy to answer your questionnaire. We wish to further knowledge in a wide variety of areas concerned with correspondence study."

Sources of Material and Methods Used to Gather Information

The writer used two major methods for obtaining information: the questionnaire survey and the use of pertinent literature.

Questionnaires were sent to the participating institutions; i.e., institutions accredited by the National University Extension Association, the NUEA. Current catalogs of these universities were examined. Syllabi sent by the universities were studied. Study guides and textbooks used in the courses were examined.

Literature pertinent to the field of correspondence study was examined. Texts pertinent to the field of linguistics, psycholinguistics, language learning, teaching of Spanish, and comparative and contrastive studies of English and Spanish were studied in detail. Books containing informational
studies of specific problems English-speaking students have in learning Spanish were consulted and studied.

"The standard bibliography published by the NUEA which brings together all of the research from the beginning of the 20th century through 1960 was found to be especially helpful in assisting the writer to locate information."¹

Definitions

The term "advanced" as used by the writer in reference to Spanish courses means courses beyond the first two years of college Spanish. This includes courses that are equivalent to the fifth semester, those having a prerequisite of two years of Spanish, and those courses considered as being "advanced" by the universities offering them.

The term "correspondence course" means a carefully organized plan for the study of certain subject matter via written communication in order to meet specific learning objectives. Learning is accomplished through the directed study of the textbooks and supplementary materials and by writing assignments. The written assignments include questions based on textbook content, reports of the reading material, and questions in general about the lesson material. These written responses by the student are evaluated, graded, and returned by the instructor.

¹Childs, Gayle B., An Annotated Bibliography of Correspondence Study, prepared by the Research Committee of the Division of Correspondence Study (Lincoln: NUEA, 1960).
The "study guide," sometimes called the "syllabus," is the over-all organization of the course. It directs the student to the necessary sources of information and provides specific instructions for completing assignments. It gives supplementary information helpful to the student in learning the course content. The study guide functions as a teacher in that it divides the course into lessons, tells what part of the text is to be studied for a particular lesson, and what written work is to be done for each lesson report.

"Study notes" tell what the lesson is about. They give the student hints about the commonest errors usually made, in an effort to stress the difficult grammatical structure.

"A phoneme is a range of sound which is perceived by native speakers as a single unit and functions in the stream of speech as a single distinctive sound unit. It is the smallest segment of sound that can change one word into another --for example, k, p, b, and h, in the words kill, pill, bill, and hill are examples of phonemes."²

"A morpheme is the smallest part of expression associated with a unit of meaning."³ For example, in the words book and books, the suffix, s, in the latter denotes more than one book.

³ Ibid., p. 13.
"A juncture is the transition between sounds or between sound and silence in speech. In English, there are at least four phonemic junctures: internal open juncture, as in *night rate* in contrast to *nitrate*, and three terminal junctures--sustain, rise, and fade out--as might be illustrated in the example:

Suddenly, (sustain) he jumped. (fade out)
Into the fire? (rise)."\(^4\)

Backgrounds and Beginnings of Correspondence Study in the United States

The development of correspondence study in the United States began after the popularization of extension services within institutions of higher learning. Extension services emerged as part of the growth and expansion within the universities during the past 150 years. As universities were called upon to serve other groups in addition to educating the regular full-time day students, collegiate activities and services became extended into other areas.

"The term 'extension services' refers to those activities carried on by the university outside the realm of the full-time day program that is concerned with educating youth on campus."\(^5\) Extension services include such programs as

\(^4\)Ibid., p. 217.

adult education, lecture services, library lending, evening courses, summer schools, conferences, institutes, work shops, broadcasts, press and publications, correspondence courses, and visual aid services.

An adequate description of the course of events that influenced university growth and expansion requires a brief general report of the historical setting. It will be seen that the interests of the populace supporting these universities were reflected in the trends followed by these institutions. It will further be seen how the sociological forces effected the emergence of extension services from which correspondence courses evolved. In the author's opinion, some of the major events that took place within the historical setting and influenced the trends in university education were Jacksonian democracy, westward expansion, the growth of cities, industrialization, immigration, and European innovations in education.

Influences on University Education

Jacksonian democracy.--Jacksonian democracy influenced developmental trends within the universities. When Andrew Jackson was elected president in 1828, changes in university policy occurred. Prior to this time unequal educational opportunities existed. Universities were geared for the opulent class. Their general goal was to prepare the aristocracy for
important positions in the church and state. The curriculum adhered to a classical program while operating under an aristocratic philosophy of education. The interests of the general populace were not considered. The universities were not concerned with social welfare and civic responsibilities involving the majority.

Harvard University was the first institution of higher learning in what is now the United States. It was founded in 1636 and emphasized preparation for the ministry. The goal of this institution was "to insure an educated ministry equipped to provide competent community leadership. All subsequent ones have, from their beginnings, been sensitive to and primarily concerned with the aims and the welfare of their supporters."6

Other small liberal arts colleges were established with goals like those set by Harvard. They were patterned after Oxford and Cambridge in England and emphasized the classical curriculum. This curriculum was not geared to fit the needs of the majority. Among these institutions were Yale, William and Mary, Princeton, King's, Brown, Rutgers, and Dartmouth, all of which had been founded by 1769.

When the United States became a nation in 1789, although its early leaders purported to have democratic ideals in education, such ideals were not completely put into

practice. Although the early leaders promoted the idea of education as being an inalienable right of all citizens, there were many Americans who were not in accord with this democratic principle. "Gentlemen from the old English tradition were more or less in exclusive possession of the nobler skills of the humanities and many felt that these skills should be limited to the aristocracy."\(^7\)

The stodgy ideas of these gentlemen, however, never became permanently rooted in all parts of the country because of the territorial vastness and the rapidity in overall general political, social, and economic change.

The political upheaval associated with Andrew Jackson's election was followed by the rise of a general social and economic reform within the American society. These changes influenced trends in university policy during the middle of the 19th century.

Until Andrew Jackson's election the aristocracy largely shaped and controlled the intellectual and cultural aspects of life. After his election, Jacksonian democracy put an end to exclusive aristocratic control of intellectual life. The idea of education being solely for the opulent class received a fatal blow.

---

Westward expansion.--Westward expansion and frontier settlement influenced university education to a large extent. The vigorous character of the typical frontier settler, coupled with his enthusiastic attitude toward education, led to the development of eminent universities in the newly populated areas of the country. The frontier states of the Midwest and West were new and free from tradition. Educational development in these areas was oriented more toward public interests and was more responsive to public demands.

Large tracts of land were allotted by the federal government for the establishment of land-grant colleges through the passage of the Morrill Acts in 1862. The land-grant colleges expanded rapidly not only as places for higher learning, but as centers for research as well. With the growth of these universities the concept of schools being public institutions with responsibilities to society was further promoted. "During the 19th century, attempts to fulfill these social responsibilities was evident for the most part only within the university--more students, more professional schools, more advanced graduate study--but there was a growing interest in the populace."8

The underlying goal of the land-grant colleges was to serve the people advantageously through the provision of useful

---

8Carey, op. cit., p. 15.
services. These universities attracted a large number of students and provided them with a new pattern of education. The new pattern set by the land-grant colleges stressed liberal and practical education. It promoted agricultural study and vocational courses.

The land-grant colleges had a tremendous influence on all universities throughout the United States by setting a new and unique example that was soon emulated by other institutions of higher learning. "The growth of many of these institutions, with their peculiar sensitiveness to the public interest and their direct responsiveness to the public will, into distinguished centers of learning and research has had an enormous influence on all American universities." ⁹

Industrialization and the growth of cities.--Industrialization and the growth of cities influenced trends in university education. As the country changed from an agrarian society to an industrial power accompanied by political, social, and economic innovations, the pattern of thoughts and ideals shifted from conservatism to expansionism. The American society was no longer static. Traditional patterns of thought were not automatically continued. The idea of continual innovation was generally accepted. American society as a whole assumed a more dynamic and effusive attitude. This change in

⁹Morton, op. cit., p. 8.
thought, together with the more democratic ideals in government made for an enlightened populace and influenced the trends in university education.

Physical growth of cities also influenced the trends in university education. Immigrants and farmers migrated to the cities where all types of employment could be found. As rapid industrialization and urbanization occurred, technical skills and the means for providing them were urgently needed. A huge influx of Americans new to the city and lacking knowledge of industrial skills needed vocational training.

Correspondence technical schools became popular between 1890 and 1900 and these provided a means for acquiring vocational training. During the 1880's a Pennsylvania newspaper editor began to publish questions and answers about coal mining in an attempt to obtain more information about causes of the high accident rate. He prepared a correspondence course including all aspects of this field in 1891. Other related courses were added shortly thereafter. This program developed into the International Correspondence Schools offering about 300 courses to an enrollment of approximately 100,000 students by 1900. The number of students grew to some 900,000 by 1906.

Most of the courses offered by correspondence were vocational and technical. The textbooks were written in non-technical language. Large illustrations and drawings were used in order to facilitate the average adult worker's
comprehension of the material. "These correspondence school textbooks include some of the best vocational literature in the English language." 10

**Immigration.**—Americanization programs were needed for the large influx of immigrants from Europe. These courses were formulated to help these people become assimilated into the American society and to encourage democratic attitudes and political viewpoints. For a long time the American public had taken for granted the fact that a large immigration brought strength and prosperity to the country. "When World War I began the American public realized that the population contained many people who were still foreign in their sympathy, loyalty, and social affiliation." 11 They thought and felt as Germans, Irish, English, and Italians. This brought about a widespread awareness of the need for an Americanization program. Committees were formed to promote this type of educational program in an effort to produce more direct assimilation.

At the present time there are nineteen universities that are accredited by the National University Extension Association that offer courses designed especially for aliens interested in becoming American citizens. The content of these courses is based on materials for citizenship study


planned by the United States Department of Justice, Immigration and Naturalization Service. Many of these same universities offer English courses especially designed for students with a foreign language background. The purpose of these English courses is to prepare the student for first year college English.

_England's influence._—Educational programs in England affected the development of extension programs in American universities. American educators and scholars noted with interest a lecture program that had developed during the 1860's in England. Lecturers from Oxford and Cambridge traveled around to the industrial towns and districts. "In 1867 Professor James Stuart of Cambridge University started an extension lecture program."\(^{12}\) This program was organized for teachers in such cities as Liverpool, Manchester, Leeds, and Sheffield. Reports about these lectures were written in articles that appeared in American educational journals. This motivated educational leaders in the United States to become more interested in extension services. There was an exchange of ideas between American and English educational leaders.

The ardent enthusiasm of a few American scholars—Herbert Baxter Adams of Johns Hopkins University, William Rainey Harper of the University of Chicago, Dr. Charles

McCarthy, who was associated with the Wisconsin Free Library Commission, and President Van Hise, the head of the University of Wisconsin—perhaps helped most to transplant the patterns of university extension from England to the United States.

American Lyceum and Chautauqua.—The establishment of extension services within American universities was accepted favorably because other related developments had taken place within the historical setting. Two movements which were outside the university but which greatly influenced the development of extension services were the American Lyceum, founded by Josiah Holbrook, a Connecticut farmer, and the Chautauqua, founded by Reverend John Vincent, a Methodist bishop.

As early as 1824 Josiah Holbrook organized meetings for cooperative study called lyceums. The American Lyceum, a national organization, was founded in 1831. Speakers such as Ralph Waldo Emerson, Henry D. Thoreau, James Russell Lowell, and Oliver Wendell Holmes, were brought from different parts of the nation. The purpose of the lyceum was to disseminate knowledge by extending and promoting adult educational programs to the general public.

As the lyceum movement spread, its primary organizational goal shifted from education to making money. Entertainment replaced erudite speakers in an effort to appeal to large audiences, not to spread the gospel of education and
After the lyceum became a commercial enterprise, its main contribution concerning extension services was to help make American universities more receptive to innovation. It was the most effective tool of adult education during the 19th century, in that it contributed to a growing concern for public education, influenced the development of teacher organizations, and helped in the founding of educational conventions. Public school teachers who participated in the lecture courses learned how to organize and promote their common cause.

The other movement, the Chautauqua, was an institution established by Reverend Vincent and Lewis Miller in 1874. It began as a summer camp for Sunday School lessons in religion at Fair Point, New York, along the Chautauqua Lake.

The Chautauqua Institute offered summer courses to teachers and prospective teachers. This was the first summer school program ever available for teachers. The Chautauqua offered courses in natural sciences, languages, history, and music within a few years after its origin in 1874. The University of North Carolina started a summer school program in 1877. Many other colleges and universities did the same and by 1900 summer school programs were an established part of the universities' curriculums. These programs were being used by

---

students for renewing teacher certificates as well as for credit toward a master's degree. The summer school programs were a stimulating factor in the organization of correspondence and extension courses.

In 1879 the School of Languages was organized at Chautauqua by Dr. William Harper. At that time Dr. Harper was a professor of the Hebrew language. His summer students asked if he would outline a course of study from which they could continue their learning pursuits during the winter. He agreed to help them by sending advice through the mail. By 1883 his study program had developed into a full fledged correspondence course. Instructors were hired to send and correct regular assignments of students. The fee was set at $10 per course. This represents the first systematic plan for correspondence courses in the United States. The instruction plan, which was the method used for all of the courses, is described in the Chautauqua Assembly Herald of August 8, 1882: "To assist students of the French language to overcome the idiomatic and other difficulties of interpretation as well as to acquire general facility in French, it is proposed to organize a French circle, for regular and systematic home study, to be directed through the mail by Professor Lalande. A free and full use of the French language (1) the art of reading; (2) the art of hearing; (3) the art of speaking; (4) the art of writing. The first and last of these, which may be called sub-arts, are
peculiarly suitable for home study. The hearing and the speaking should constitute the main business of the session of the school at Chautauqua."\(^{14}\)

Oral instruction was stressed at the beginning of the program and again after the student had progressed in reading achievement. The theory supporting this program was that when the student had made some progress in reading, he must hear the language in order to speak it correctly.

A series of graduated exercises in translation, reading, and grammar were sent to the students weekly. These exercises were sent to individual professors for correction and then returned to the student with notes and suggestions for improvement. This program continued with success until 1900, at which time a change in policy at Chautauqua caused the discontinuance of all correspondence work.

In the meantime, Dr. Harper became president of the University of Chicago in 1892 and immediately started a correspondence school in the extension department. Other universities followed the program initiated by the University of Chicago. "The University of Wisconsin started its correspondence program in 1906."\(^{15}\) By 1910 the Universities of Oregon,

---


\(^{15}\)Clay Shoenfeld, "Fifty Years of Wisconsin Extension," *School and Society*, LXXXIII (March 3, 1956), pp. 78-83.
Minnesota, Texas, Nebraska, Kansas, and North Dakota had established correspondence divisions.

Dr. Harper wrote the following in an essay during the mid-1890's: "I venture......to make two statements: one an assertion based on large experience, the other a prediction based on strong convictions: (1) The student who has prepared a certain number of lessons in correspondence school knows more of the subject treated in those lessons and knows it better, than the student who has covered the same ground in the classroom. (2) The day is coming when the work done by correspondence will be greater in amount than that done in the classrooms of our academies and colleges; when the students who shall recite by correspondence will far outnumber those who make oral recitations."16

Present status of correspondence schools.--"The National University Extension Association is the professional organization which sets the standards and regulates the educational practices or correspondence programs offered by universities and colleges."17 The NUEA accepts as members only those institutions that are accredited by the educational


17Gayle Childs and Charles A. Wedemeyer, New Perspectives in University Correspondence Study (Chicago: CSLEA, 1961), p. 30.
accrediting associations of their geographic regions. "Membership in the NUEA and compliance with its regulations protect the students in the matter of competent instruction and insure interchange of credits earned by home study and extension. In fact, one of the principal aims of the organization is the protection of the quality of credits earned through extension and home study."  

The United States Armed Forces Institute offers correspondence courses to men and women in the Armed Services. The USAFI is affiliated with NUEA universities and colleges through the USAFI on a contractual basis. Courses are also prepared directly by the USAFI.

Private correspondence schools may seek membership in National Home Study Council, which is recognized by the U. S. Office of Education. Private schools offering correspondence programs are usually concerned with courses that provide technical training.

The growth of correspondence programs has been gradual. The accredited university programs, the government sponsored schools, and good private schools have received too little publicity. A large majority of the general public is unaware of the present scope and dimensions of correspondence study. Few realize how extensive correspondence programs are today.

Few are cognizant of their value and importance to a modern world where social and technical changes occur so rapidly.

On the other hand, the public has been made overly aware of the unethical, unprofessional, and profit-making correspondence schools. The public has been undiscriminating and uncritical in accepting the image of all correspondence schools as being "degree mills." Unfortunately, there is a tendency to assign the NUEA and government sponsored schools to this same category. The university programs merit a higher standing and recognition because of their proven program of educational achievement. NUEA programs should be advertised by means of a stronger and more aggressive information center.

**Extent of correspondence programs.**—Correspondence study programs have become so extensive today that many public organizations and private concerns would feel the effect if these courses were suddenly made unavailable. The military's educational programs would terminate. The Armed Forces Institute enrolls 240,000 annually. Business and industry would feel the disruptive effect. Thousands of employees would either cease to improve themselves through continued study, or they would leave their jobs temporarily in order to attend schools. Correspondence study programs enable one to continue his education for cultural, vocational, economic, and social reasons throughout life. This is made possible without the requirement of daily attendance in school.
Correspondence studies enable engineers to keep up to date with new developments in the technical field. Technical changes occur rapidly. This situation demands a flexible form of education that can be fitted into the daily schedule of an engineer or technician.

The mobility of the population is another factor to consider when evaluating the usefulness of correspondence programs. Parents who accept overseas assignments use correspondence programs to educate their children. In many remote sections of the world there are no educational facilities available for American children and adults.

Thousands of children in small high schools use correspondence courses to provide themselves with a wide variety of subjects. Students in small colleges are in the same position. Correspondence courses enrich residence programs. Students who live in isolated areas depend upon correspondence courses. Students with physical defects who are prevented by their handicaps from attending school, obtain education through correspondence programs.

As teacher certification standards change within the states, the increased educational requirements needed for qualification can be obtained through correspondence courses.

Professionals such as medical doctors, teachers, social workers, and engineers cannot stop learning without declining professionally. Constant acquisition of further knowledge for
professional growth and technical expertness is necessary. This is true regardless of the amount of previous formal education.

The National Home Study Council had approved 996 trade and technical courses offered by correspondence by the year 1951. The courses offered were in the fields that employed the largest number of workers. The types of courses in greatest demand were those in the semi-professions such as accounting, finance, and office administration. Technical courses most popular were in the fields of electronics, radio, and television. The enrollments in correspondence programs increased during periods of rapid technological development. The majority of correspondence students live in areas of the country that are the most commercial and industrial. During the 1950's about 10 per cent of all public high school students were supplementing their curriculums with vocational correspondence courses. At the same time about 5,000 industrial and commercial corporations had established contractual relations with correspondence schools for programs and courses to train and upgrade employees.

In this study the writer is concerned with the university programs accredited by the NUEA. More specifically, the concern is focused on the Spanish programs of study offered by NUEA affiliated universities.
What are the trends and policies in teaching Spanish through correspondence study? Before discussing these findings, a description of language learning, including the underlying psychological theory, will be presented. This is the background of the present methodology in language teaching.
CHAPTER II
PSYCHOLOGICAL THEORY

Learning a foreign language is an extremely complex process. It involves the development of motor skills as well as the cognitive abilities of the learner. Habit formation and muscular coordination must be established within the neural and muscular structures. The intellectual, interpersonal, and cultural aspects of the learner must be developed as well. Language learning differs from most other types of learning in that the emphasis is on habit formation rather than problem solving techniques.

The learner must acquire simple automatic skills. He is required to comprehend abstract conceptual information. He acquires esthetic connotations of the verbal and written symbols. All of these processes can occur in one sentence. Hundreds of articulatory changes, grammatical selections, and lexical choices must be made each minute. Further, this whole operation must be performed with an unusually high level of dexterity and ease in order to conform to the language's structure. Speech patterns must be so well learned that they function automatically while the speaker is thinking ahead and
focusing his attention on the content of the discussion.

Talking about the language is not knowing it. The beginning language learner must not acquire an analytical explanation of how language works nor how to dissect it grammatically. If he acquires these aspects, he has learned something that he will have to forget before further language learning can take place. The learner must use the language. Speech patterns must be practiced until they are over-learned in order to form habits. While the young child finds it pleasurable to experiment with new speech patterns and talks to himself at random, the older learner of a second language must discipline himself to the required practice.

Language Learning: What Takes Place and How This Takes Place

What takes place within the learner during second language learning? How does it take place? The answer to these questions is being investigated by scientists. Psychologists, most particularly John B. Carroll, are conducting studies on verbal behavior. They are trying to find out more about the mechanisms within the nervous system and what precisely occurs within the neural networks while persons are speaking and comprehending. Much work has been done during the past twenty years and new learning theories have been formulated. Despite these advances which have been made, much more research is needed.
Since World War II there has been a marked development and expansion in the field of linguistic science. These developments have been influenced by government-sponsored programs such as language-teaching, anthropological studies on the vocal sounds of language, and psychological investigations and research on verbal behavior. Psychologists are exploring the cognitive aspects of behavior more thoroughly:

Today many psychologists are beginning to teach courses and conduct research on "verbal behavior," "psycholinguistics," and "language and thought."

This new trend stems from advances made in many special fields that feed into psychology, for example, in methods of teaching language. As a result, psychologists are beginning to extend their principles and theories beyond the level of animal research to the more complex behavior of man.19

As linguistic scientists and psychologists have worked closer together during the past two decades, the results of their research and findings have been combined. This combined approach has given rise to a new field known as psycholinguistics. This field is primarily concerned with the manner in which speech behavior is encoded into linguistic symbols by the speaker. Likewise, it is concerned with the way in which linguistic symbols are decoded during the process of listening by the hearer. Much progress has been made, but considerably

more research is needed. This is especially true in the areas of "meaning" and symbolic learning, second language learning, thought processes, and the learning of alternative sets of semantic responses, e.g., the coordinate system associated with bilinguistics.

Studies about the cognitive aspects of behavior tend to probe deeper within the organism than a conditioned response. Studies in this area are partially responsible for the development of a new branch of psychology. This new area, known as neurophysiological psychology, has implications in language learning. New trends in language methodology have developed from the scientific studies based on research in the fields of linguistics and psychology. For example, emphasis on the audio-lingual method developed from the original desire to establish a coordinate system of two languages within the learner. In this system the mental processes and overt behavior characterizing the second language have been developed into a completely separate organization from the native language. In this dual system neither language is dependent upon the other and neither one is dominant. Two learning theories which support this goal of establishing a coordinate system in language learning have been stated by the neurophysiological psychologists, David Hebb and Charles Osgood. They are concerned with the reactions within the neural mechanisms while the individual is listening, comprehending, and speaking.
Osgood's Conceptualization of Meaning Theory

Osgood's conceptualization of meaning theory has offered a good start toward obtaining more knowledge about the precise behavioral mechanisms involved in symbolic learning. It has stimulated much interest and research by other psychologists. This is extremely important because more research is needed in the area of symbolic meaning. "We need experimental and theoretical studies of the precise behavioral mechanisms of symbolic learning. Osgood's work on a central mediation theory of meaning is of considerable promise in this respect." 20

Osgood's theory implies that the mediating process could be purely neural events without associated muscular and endocrine reactions. Hebb claims that the mediating processes have the biological form of cell assemblies.

A brief but inclusive account of these theories will show how the goals set in language teaching, together with the methodology required for attaining them, are related to psychological research. An explanation of what is conjectured as taking place within the nervous system during language learning will be presented.

According to Osgood, symbols are a stimulus for a miniature copy of actual responses made to the referent. These.

responses which are called "representational mediational responses" constitute the meaning of the symbol. The symbol, which represents the referent, is the mental copy in attenuated form of the real emotional and behavioral responses that have been habitually made to the referent. When language learning takes place, linguistic symbols are repeatedly paired with their proper referents. For example, when a baby hears the word "bird" repeated several times while actually watching a live bird, emotional and behavioral reactions brought forth by the bird's presence are transferred to the symbol "bird." The linguistic symbol, "bird," is thus paired with the referent, "bird."

"Certain stimulus patterns have a wired-in connection with certain behavior patterns (unconditioned reflexes) and additional stimuli have acquired this capacity (conditioned reflexes)." A stimulus that produces a predictable behavior pattern under certain circumstances is a "significate." Osgood's formal statement of his theory of meaning is as follows: "A pattern of stimulation which is not the significate is a sign of the significate if it evokes in the organism a mediating process, this process (a) being some fractional part of the total behavior elicited, and (b) producing responses which would not occur without the previous contiguity of the

non-significant and significant patterns of stimulation."

The representational mediation processes which constitute meaning establish a theory that has integrated a wide range of empirical facts. The theory offers an instructive orientation to meaning. Osgood has divided his conception of meaning into a two staged S-R process, the first being "interpretation," and the second being "expression of ideas."

Hebb's Theory

Hebb's theory claims that there are groups of nerve cells which he calls "cell assemblies." These cell assemblies serve as neural centers underlying the mediating processes. These cell assemblies could become conditioned responses to verbal symbols. The assemblies become activated whenever auditory or visual stimuli are perceived. The cell assemblies are interconnected in such a way that stimuli pass from one group to another as in a network of circuits. Stimuli are also stored within these networks. Fused networks or separated networks could be found within the neural systems. As evidence to support his theory, Hebb cites the example of a person's ability to be precise in his use of synonyms and antonyms in a language. As further evidence he uses the example of a bilingual keeping second language equivalents separate from his native language.

\[22 \text{ Ibid., p. 287.}\]
Hebb is investigating the occurrence of sequences. He claims that the rapid automatic speech of natives in their own language can be explained as a combination of mediating processes in the form of cell assemblies along with sensory feedback that links together a chain of conditioned responses. Hebb asserts that a native speaker's thought processes which are controlled by cell assemblies run far ahead of his actual articulations. "Apparently some word ordering and grammatical sequencing must first be decided on, then rapidly scanned and found appropriate, and finally set into motion while active thought moves on to the next phase. This whole chain of processes is remarkably fast and automatic in the native speaker, making sharp contrast to the novice." The beginner in a foreign language speaks so slowly at times that his speech and thought seem to be nearly parallel. On the other hand, when a person slows down the speech sequence of his native language to even the slightest degree, he often hesitates and is unable to continue his normal oral communication. This phenomenon supports evidence that sensory feedback has an important role in language. Sensory feedback alone, however, would be insufficient. Hebb uses the following evidence to support this. A violinist, in performing sixteen finger movements per second, would have insufficient time between movements for sensory feedback to serve as a stimulus for the next response in the chain of action. Hebb claims that feedback from the
first response might regulate the fifth or sixth output in the sequential chain, but that time would not permit each finger movement to be a conditioned response dependent on the preceding one. In like manner, the rapid speech and sentence construction of a native speaker cannot be a chain of conditioned responses linked together by feedback alone. Conversational speech normally occurs at the rate of some 500 sounds per minute. Time would not permit each phoneme, intonation, word, grammatical and lexical selection to be a conditioned response for the next. According to Hebb's theory, this is a combination of the mediating process involving cell assemblies plus sensory feedback. Both processes must occur in order for the precise temporal sequencing characteristic of normal speech to take place.

The major difference between Osgood's and Hebb's theories is in the latter's conception of cell assemblies. Hebb claims that the mediating processes described by Osgood have the biological form of cell assemblies which could become conditioned responses to verbal symbols. Hence, when a visual or auditory symbol is recognized, the cell assemblies are activated. Hebb argues that this activation of cell assemblies could revoke the response complex made to the referent which is represented by the symbol, as Osgood's theory requires.

Both of these theories support the goal for establishing a coordinate system of two languages within the learner.
When a coordinate system has been established, the learner's native language and his second language are kept separate. Vocabulary is gradually developed through association of linguistic symbols and phrases with environmental objects and events. Symbols in the second language are never associated with words in the native language. For this reason, reading and writing are not introduced until a suitable degree of audio-lingual command has been attained. In developing this system, the learner first listens and then speaks. The phonetic sound of the word symbol is paired with its proper environmental referent as Osgood's theory suggests. Further, as suggested by Hebb's theory, auditory stimuli could be stored within the neural networks in cells. Cell assemblies could become conditioned responses to verbal symbols.

Robert Lado's Scientific Approach

Robert Lado's scientific approach to language teaching is based on a theory that also assumes the existence of a memory store within the neural networks. This memory store is composed of speech patterns. It is assumed that each sound sequence has a counterpart in the memory store. This assumption is based on the objective evidence that during the normal course of conversation, expression begins while the meaning of these verbal symbols, the content, is still under the speaker's attention. Further evidence is the listener's ability to
comprehend the content of a speech sequence before it has been completely expressed by the speaker.

According to Lado, three elements are involved during the language learning process. They are expression, content, and association.

Expression is the sound system of the language. It is the most overt element of the three. It includes morphemes, phonemes, words, phrases, sentences, and intonations that are spoken and audibly perceived.

Content is the message that the speaker wants to convey. It constitutes the meanings of the vocal sounds and is culturally determined.

Association is the link between content and expression that occurs during speech and listening. When the speaker is motivated to express an idea verbally, the content is associated with the expression. When a listener audibly perceives, the sounds heard cause a recollection of content through the association of expression and content.

"The development of these three elements during the learning process usually proceeds at different rates." For example, the pupil may learn the form of a word without understanding its meaning. Later, in a different situation or when the word is used in another context, the meaning becomes clear to the pupil. Another rather common situation occurs when the

23 Robert Lado, op. cit., p. 38.
meaning of a word, phrase, or sentence and its expression are known separately. In this case, the content and expression of the sounds are not associated in speaking and listening.

The learning of expression and content can be aided by the use of props but the ultimate identification of expression and content is insight.

The learning of the associations between expression and content occurs through experience and exercise. The associations must be experienced in both directions if they are to be learned in both directions.
CHAPTER III

TEACHING A FOREIGN LANGUAGE

General Considerations

The scientific approach.--The scientific approach to language teaching as proposed by Robert Lado is based on his theory and a set of principles that have been developed into a methodology for practical teaching purposes. These principles, based on linguistic science, are subject to alteration as further research increases factual scientific knowledge. "A scientific approach to language applies the best that is known to each particular class and its students. When a better way to teach something is reported, the teacher incorporates it into his course, just as a physician incorporates into his practice new and more effective ways of treating disease as reported in medical literature." 24 This analogy between the medical profession and the language teacher has been used by Lado to emphasize the need for more scientific thought in methodology. Information about the results of controlled experiments showing their effectiveness should be considered

in teaching methodology. Following the analogy then, for each type of problem involving an individual student an appropriate means of dealing with it must be chosen. The results of linguistic science and learning psychology should not be overlooked. As new techniques are reported in professional journals, they should be tried out in the classroom in an effort to alleviate a particular problem when other methods have failed, or to facilitate the learning process.

Language learning is complex. The solutions to problems that arise demand information from several different developments in the field. One method will not necessarily solve the same problem involving different individuals. Factors such as age, educational background, intelligence, and the personality of the individual pupil are variables that must be considered. For these reasons, a wide variety of teaching techniques is needed. The teacher must be well informed regarding the latest techniques that have developed from controlled experiments in the fields of psychology and linguistics. The best that is known and reported in these fields must be applied to solve individual problems as they arise in particular situations during the teaching and learning of a second language.

The child's age is a variable in language learning. "As a child, the learner has a muscular and neural plasticity
that permits him more readily to adopt the new speech habits."  

He likes to experiment with the new speech patterns and sounds of the second language. He delights in rewording his experiences into the new verbal symbolism. Children tend to imitate speech and are less self-conscious in making the strange sounds of foreign words. A child's world is limited, and he tends to talk about relatively simple subjects.

"The ideal time for foreign language learning is between the ages of six and twelve years."  

At this time the child's interests have extended beyond the family and he has a relatively strong drive for learning. His linguistic level consists of simple ideas and a limited range of words and expressions. His speech organs are flexible and he lacks the self-consciousness of the adolescent.

Unlike the child, the adult tends to talk about subjects that are too complicated for the beginning stages of a second language. He tries to express complicated ideas and concepts. The highly complex muscular movements involved in speech have been used for fifteen to twenty years and are such strong habits that they will constantly interfere with the student's use of the second language. Habitual thought


patterns of the native language also interfere with the second language.

Goal being sought.--Any method of teaching a second language must take into consideration the goal or purpose being sought. If the goal is to establish within the learner a coordinate system of two languages for the purpose of verbal command, the audio-lingual approach must be employed. This approach requires the learner first to listen and then to speak. Language, primarily a phenomenon of sound, is most completely expressed in speech. The learner must master the basic speech patterns, including intonation, stress, junctures, and rhythm. Not only must he master the basic speech patterns, but he must also learn to understand what he hears. This must be accomplished before reading and writing are introduced. Even when the goal sought is acquisition of a reading knowledge, the audio-lingual approach should be used in the beginning. The learner can attain a higher achievement level in reading if he has first mastered the sound system. Students who have learned to translate script without attaining knowledge of pronunciation, have problems understanding and speaking the language. Students who have mastered the sound system first can learn to read with little or no formal instruction. On the other hand, students who have learned by the traditional grammar translation method of deciphering script, usually cannot learn to speak by themselves.
It is the consensus of opinion among some writers that students who learn to speak the foreign language originally will overtake and surpass those who have been taught reading from the beginning. They maintain that this takes place during the normal course time. In order to prove that an increased transfer of learning from audio to visual sense channels occurs, Paul Pimsleur and R. J. Bonkowski conducted an experiment at U. C. L. A. to determine the transfer of verbal material across sense modalities. Their experiment suggests such a definite transfer. Original aural learning facilitated visual relearning and the converse was also true. It was found that students needed fewer trials to learn verbal material both visually and aurally when material was first presented aurally and then visually. The experiment summarized is as follows: "A list of ten paired associates (dissyllables as stimuli and color names as responses) was randomly presented first through one modality and then through another. Half of the subjects learned the list first through the visual modality and then relearned it through the auditory modality. The other half learned the list in the opposite order.

Positive transfer was found in both directions. Aural presentation had greater facilitation effect upon visual presentation than conversely. Subject took fewer total trials to learn verbal material both visually and aurally when the
material was presented first aurally and then visually."

**Audio-Lingual Method**

The aim of the audio-lingual method is to attain mastery of the sound system. Pronunciation, the use of the sound system, must be taught from the beginning. Good models must be provided for imitation. Authentic pronunciation models can be provided by means of a tape recorder or phonographs. The learner first listens and then repeats. He must take an active part in using the sounds. As he progresses in his use of the sound system, repetition can be performed without an immediate model.

Vocabulary is gradually developed through the association of linguistic symbols with environmental objects. As the phonetic sounds of the word symbols are paired with their proper environmental referents, a second set of linguistic symbols will gradually be developed into a separate system. When this system has been developed properly, the learner can think in his second language.

Vocabulary is enlarged upon when the learner has gained a reasonably thorough familiarity with sounds, arrangements, and forms. Accuracy must be gained before the learner strives to attain fluency. Symbols in the second language should never be associated with words in the native language.

---

When speech is learned before the written forms are seen, it is difficult to carry habits of the first language over to the second language. Thus, the two languages remain essentially apart. The overt pattern and mental processes accompanying the second language will have equal status with the native language, but will be separate from it.

On the other hand, if the learner is taught to associate a written word or phrase in the second language with its equivalent in his native language, he will not be able to think in the foreign language. The pupil, for example, will be taught that the Spanish word, "casa" means "house" in English. Every time he sees the word "casa" he will automatically translate this to its English equivalent "house." He will proceed to do the same with all of the other Spanish words and phrases that he learns. When he tries to speak, he will have to think of the English words first before translating into Spanish. Listening and interpreting the speech of native speakers will be impossible. Time will not permit the listener to translate each word spoken from Spanish to English. The speaker will have progressed far beyond the first few sentences while the listener's interpretation has not progressed beyond the first few words. For this reason the learner must never memorize lists of English-Spanish equivalents.

Memorization is, however, an indispensable part of language learning. The learner must memorize dialogs. These
full utterances in contextual relationships with each other enable the learner to use them as models. The dialogues are composed of sentences that can actually be used outside the classroom. These basic sentences when memorized enable the pupil to further his learning. They can be used as a basis for creating other sentences by analogy.

The ability to construct sentences in the pattern of the second language must be developed thoroughly in order to function automatically. Patterns of speech must be over-learned to the extent that they become habits. Pattern practice drills are necessary for establishing these habits. The same patterns but with different content must be practiced over and over until they become habits. Grammar is taught inductively in this way. For example, verb tenses can be taught by using oral substitution drills. The placing of an adjective after a noun in Spanish can be taught by using a basic sentence while substituting different adjectives. A change in the verb form can be forced by changing the number in the subject. Through substitution drills, response drills, and translation drills that are structurally oriented, the student learns grammar by using it. He should not be given a set of rules to memorize and follow. Learning about the language and how it functions grammatically is of no help when one is called upon to speak. As an analogy, learning to speak a language may be compared with learning how to play the piano. Learning about
the notes in a musical composition without practicing on the piano is of no help when the pianist is called upon to play it. The composition must be practiced several times for many hours before the pianist is able to play it. Likewise, the language learner must take an active part in overlearning grammatical patterns in order to speak. When he has developed the ability to generalize from his acquisition of grammatical structure patterns, he has mastered the basic speech patterns.

Reading and writing, which are graphic representation of the language, may be introduced when the learner has acquired command of the audio-lingual skills. This means that the learner must have mastered the basic speech patterns and listening comprehension before proceeding to their graphic representation. This phase of language learning usually takes place a few months after the program has begun. It is kept considerably behind the development of audio-lingual skills. The materials used are limited to the learner's speaking vocabulary. The teaching of reading according to the audio-lingual method does not have to be postponed until complete speaking mastery has been achieved. The learner can read the sentences that he has already mastered orally. In fact, when reading is introduced, it is recommended that the student read each speech pattern that he has mastered immediately after it has been spoken. This provides the necessary practice for the development of habit formation. Written symbols will gradually
tend to stimulate the language patterns that cause the reader
to grasp the total meaning. Skills in reading are developed
through habit. Once it has been developed, the student can
read for information and content.

The language learning program should proceed on a
double track. The association of sounds and symbols make up
one track. The other track consists of reading the sentences
that have been mastered orally. Reading, the second track,
does not have to be postponed until all the elements of the
first track have been mastered. When, for example, something
new appears in the reading materials, it should be taught as
needed.

"Writing is essentially 'talk on paper,' a presentation
of sound on paper and an active skill." Writing can be
introduced with reading but should not precede it. Writing is
divided into several stages. The alphabet for English and
Spanish is the same except for a few details. For this reason,
a student who is literate in English does not have to learn how
to make the letters. He can start by copying exercises from
the text or by writing familiar material from dictation in
order to establish sound-letter correspondence.

At the sound level the student can start constructing
written answers to oral questions. Practice in writing

28 Mary P. Thompson, "Writing in an Audio-Lingual Modern
Foreign Language Program, "Teacher's Notebooks in Modern Foreign
Languages" (New York: Harcourt, Brace, and World, Spring,
sentences of his own can begin at this stage. Model sentences should be provided with underlined words to indicate replacements. In this way the structure of the sentence is kept intact. Groups of words can be given from which a sentence is to be constructed. Rewriting a paragraph in a different tense or person is another possibility for providing written practice at this level. All exercises should be based on material that the student has practiced through speaking and reading. Dictation exercises should be continued throughout the second level.

At the next level directed narration is appropriate. In this exercise a sentence is given that sets up the situation. The student is then directed to supply specific information. For example, the first sentence may be: "Think of a city you have visited." The specific information to be supplied is stated: "Tell me why you went there, how far it is from where you live, what you liked best about it, how it is different from the city where you live, and what you did there." A cued narration is also a good exercise at the third level. In this type of exercise the topic sentence of the paragraph is given followed by a list of words from which a brief story can be created. Models and controls are necessary at this stage. The student should not be given a wider range than his semantic control.

At the third level it is most important to indicate the differences between written form and spoken language. The
teacher must call attention to these differences. There are certain conventions in written language which distinguish its style from that of the spoken language. In every culture where literacy is esteemed, there is a prevalent feeling that what people say is somewhat inferior to what they write. Certain formalities in the written language must be controlled.

Written exercises are longer at the fourth level. Paragraphs in excess of two or three make up the composition. The controls are fewer. Practice in letter writing should be introduced after the student has been informed about the cultural conventions that must be observed in this type of writing.

Skills in writing can be developed through practice in writing summaries of something read or heard. The student's mistakes should be pointed out as soon as possible. The student benefits most from correcting his own work under the teacher's supervision. Individual attention is necessary so that the student may improve his skill. It is best to give fewer written assignments and to go over them thoroughly than to give many and only glance at them.

Teaching Spanish to an English Speaker

The English speaking student has particular kinds of problems in learning Spanish. These learning problems are mainly caused by the interference of his native language. Linguistics, the science of language, has identified the
specific problems that an English speaking student encounters in learning Spanish. By analyzing, studying, and comparing the two languages, certain principles have been formulated by linguistic scientists concerning the teaching of Spanish to English speaking students. These principles underlie the linguistic teaching methodology which aims to build up knowledge of the structure of Spanish within the student. At the same time, this method aims to eliminate the errors caused by the English speech patterns.

The Spanish linguistic system must be built up within the neural network of the English speaking learner. The Spanish language system must be developed within the same mold where English already has been formed.

English interferes with the acquisition of Spanish. The degree of interference varies greatly among individual students. The major variable in the extent of interference is age. In the case of bilingual children, interference is so slight that it is barely apparent. At the other extreme it is greatly apparent in an adult who is learning Spanish as a second language. For this reason, children and adults must be taught differently.

Preschool children can learn Spanish to the extent of native speaking exactness simply by exposure and contact. In situations where Spanish is used as the communication medium, the preschool child can learn the language in the same way that
he learned English. No special technique is needed.

Primary school children need special teaching techniques. Their knowledge of the structure of English is fundamentally complete in that they are able to express themselves in whole sentences. They can learn Spanish through teaching techniques that require them to mimic sounds. Memorization and play situations should be utilized as techniques for this age group. They can not only mimic sounds of a foreign language accurately, but they also receive immediate satisfaction and enjoyment from this activity.

Secondary school students can achieve good pronunciation through the use of special drills requiring them to listen and imitate. Special techniques for developing auditory discrimination are needed. Special written props that emphasize the differences in sound often have to be used. A special alphabet having one symbol for each phoneme aids in their development of auditory discrimination. Unlike the primary school child, the secondary student's reward is not immediate enjoyment and satisfaction derived from the production of new and strange sounds. The older student's motivation often is geared toward earning a good grade.

The English speaking adult experiences the greatest degree of interference from his native language. He is a poor mimic and has more inhibitions than the child. The adult requires more teaching aids for developing a second language
system. Through linguistics and language learning theory and practice, techniques have been developed to compensate for the adults' decreased facility for acquiring pronunciation comparable to a native speaker.

An adult generally has a stronger motivation for language learning than a child. He needs a speaking knowledge of a language for foreign travel or foreign residence. His need is immediate and he knows why he wants to acquire the language ability.

Adults learn more efficiently by classifying information and by cataloguing similar categories of knowledge. When an adult is learning Spanish as a second language, the linguistic symbols that are learned in a given situation almost unavoidably become associated with the corresponding words of his native English. The meaning produced by response to a Spanish word is not only associated with the situation, but is also identified with the meaning of the linguistic symbol in the English language. When the adult associates the Spanish word "nieve" with the white crystalline form of precipitation that has formed a layer on the ground, he invariably thinks of the English word "snow." This associated meaning of the two language symbols constitutes interference. It is the most significant psychological factor in adult second language learning.

A child pronounces sounds randomly. He tends to produce the sounds that win parental approval and attention
more frequently because this kind of reward is satisfying. He responds to a situational stimulus that he experiences with the words that reward him immediately and pleasurably.

Language is a complex of habits which can be established by a stimulus-response approach in early childhood. Through a large number of stimuli and responses speech patterns in the native language are eventually learned. The child is not aware of the grammatical structure of the pattern that is being learned nor is there any interference with other already established speech patterns.

The fact that language is a complex of habits calls for techniques for developing automatization of responses. Native speakers do not consciously think about the structure of the speech patterns being used. They speak automatically. Techniques for developing automatization of response in the older learner include pattern practice drills. The learner eventually perceives relationships, however, and this creates a problem. "Intellectual interference is a threat to the establishment of automatization during the process of pattern practice drills." 29 When the student suddenly sees relationships and demands explanations of certain grammatical patterns, habit formation of speech patterns is jeopardized. He begins

to think about the relationship before automatic habit formation of the speech pattern has been achieved.

As an example, the sentence "I give the book to John," can be changed by substituting pronouns for the direct and indirect objects, making it, "I give it to him." In Spanish, the pronoun for book is "lo" and for the indirect object "le." When the sentence is assembled, it is: "Se lo doy," rather than "Le lo doy." The student who sees that "le" is replaced by "se" usually questions this. A long detailed explanation will tend to focus his attention on the pattern too much, and interfere with automatization. No explanation may result in the student's refusal to participate in the drill. A simple explanation is needed to relieve his anxiety and at the same time make it possible for him to return to the immediate learning activity, i.e., practice for habit formation.

In other more complicated patterns the teacher must use schemes to divert the students' attention away from the complexity of the grammatical sequence. If the student tries to analyze what he is doing, the sequence cannot become automatic. The interference that comes from the student's attempt to analyze intellectually must be recognized and regulated just at this point of obstruction. "One pedagogical 'trick' that can be used is to divert his attention to another part of the sentence."³⁰ In a substitution drill he can replace the last

³⁰Politzer, op. cit., p. 18.
part of the sentence with different words. The teacher may choose to use another approach to disguise the drill. A combination of pattern drill and meaningful context can be skillfully arranged in a manner that prevents intellectual analysis of the pattern, while actually promoting its use.

Interference from the native language can be attacked by teaching grammatical patterns independent of meaning. In using this method the teacher must convince the students that pattern drills are important and a necessary part of beginning to learn the language. The teacher might tell the students that they are making statements about some events that happened in the past and that they are changing it to the present. In this way the "grammatical meaning" has been conveyed without the full meaning of the words. This would be done after they have responded automatically to the stimulus of the past tense verb endings by changing them to present tense in the sentence. Then, after the students have gained complete and automatic control over the grammatical patterns, the full content meaning can be given.

"Interference from the native language can be attacked by intensive drill directly at the point of interference."\textsuperscript{31}

The language laboratory is necessary for applying the linguistic method to two of the psychological principles that are put

\textsuperscript{31} Politzer, \textit{op. cit.}, p. 20.
to use by the method. The establishment of habit formation and the immediate reinforcement of correct responses can be carried out in the laboratory.

The syntactical habits of English interfere with the learning of Spanish. The patterns used in sentence construction are different. Some of the devices used in both languages for signaling word relationships are word order, inflection, agreement, function words, and stress and intonation.

In some structures word order plays an important part. In English, word order signals the relationship between the verb and the subject. In Spanish the relationship between subject and verb is not indicated simply by word order alone. For example, in the sentence, "John arrived yesterday," which in Spanish is, "Juan llegó ayer," the meaning remains the same when the word "Juan" is placed in the middle with "llegó" at the beginning, when "Juan" is placed at the end with "llegó" in the middle, and when "Juan" is placed in the middle with "llegó" as the last word. In other Spanish structures, word relationships may be clearly indicated by word order. The sentence, "Alice is giving this book to her brother," the stress on the word "book" is expressed in Spanish as "Alicia le da a su hermano este libro." When the stress is on the word "brother," it is expressed as "Alicia le da este libro a su hermano."
Inflection is another scheme which causes interference problems for English speaking students who are learning Spanish. While Spanish has an extensive inflectional system, it also makes abundant use of function words. While English makes extensive use of function words, it also has inflectional forms. The pronoun "you" in English is the same for the singular and plural forms. The verb form remains unchanged in both cases. "You study" may refer to one person or to several people in a group. In Spanish, singular and plural pronoun and verb forms differ. The English words "her," "him," and "them" remain the same when used as indirect and direct objects.

There is an inflectional difference in Spanish. Possessive forms are represented by inflectional differences in English and by function words in Spanish. "John's book" in Spanish is "el libro de Juan." The function word is "de," meaning "of." In English, "shall," "will," "'ll," and "am going to" are represented by an inflectional ending attached to a verb in Spanish. Words that indicate interrogation, condition, and mood are used in English to designate changes in verb meanings. Such words, for example, are "do," "does," "did," "shall," "will," "should," "may," "might," "would," and "ought to."

These words serve as function words in English. In Spanish, inflectional endings on the verbs are used in place of these function words. Other function words include "for," "by," "about," and "when." Their function is in signifying
grammatical connections. They should not be equated with nor translated into Spanish. "We are looking for the book" in Spanish is "Buscamos el libro," without any separate word representing "for."

Spanish nouns and adjectives agree in gender and number. English does not have grammatical gender for nouns.

The conjugational endings of verbs is a difficult concept for English speaking adults. English verbs only have four forms, e.g., "look," "looks," "looking," and "looked." The irregular English verbs have less than four forms, e.g., "can," "could," and "put," "puts," and "putting." The subjunctive is used in Spanish to connotate certain verb meanings, e.g., doubt, wishes, emotion, desires, command, and in dependent clauses that follow certain impersonal phrases.

Intonation used in Spanish differentiates interrogations and statements. "Va Juan" may be, "John comes," or "Does John come?", depending on the intonation. "I see him," in which the stress is placed on the word "him" is "Le veo a él" in Spanish. Usually, Spanish subject pronouns are only used when stress is emphasized.

Most of the syntactical habits of English that interfere in the learning of Spanish can be attributed to the lack of correspondence between the choice and the grouping of the devices used for signaling word relationships in the two languages. An English function word may or may not have a
correlating function word in a coinciding use in Spanish. One language may use function words for signaling word relationships while the other language uses intonation, inflection, and word order. There is no clear cut pattern. It cannot be assumed that Spanish always uses an inflectional form when English uses a function word or that inflection used in English requires word order in Spanish for expressing the same meaning. When there is partial similarity between the two languages, the student tends to analogize this similarity by inventing constructions that grammatically do not exist.

Constructions in which almost all of the words used have corresponding words in the other language cause the most difficulty. "She speaks of," "she dreams of," and "she thinks of" all require different prepositions for the word "of" in Spanish.

English and Spanish have dependent infinitive constructions. English uses only one function word, "to," whereas Spanish has several. Spanish is not consistent in any one grammatical pattern. There are always exceptions to the rule, as there are in English. The students usually do not notice the inconsistencies in their own language, but become confused when Spanish and English patterns do not correspond. Habit forming pattern drills should be the teaching device used for correcting interference caused by grammatical structure in the two languages.
The teacher must be familiar with these problems of interference by the native language. The beginning or intermediate student does not need to understand the nature of the interference. A discussion of English-Spanish differences may lead to confusion on the part of the student. A student who is studying on an advanced level, especially in courses of composition and translation, should know about the comparisons of English and Spanish. It would be assumed the students on an advanced level have already developed a Spanish linguistic system and will not become confused by a comparative analysis. They have acquired a knowledge of the structure of Spanish and are able to use Spanish patterns freely in speech and writing. The student who is able to manipulate patterns and control the structures of the language is ready to read rapidly and well.

Teaching of Language
By Correspondence

The nature of correspondence study requires that the students learn in the most efficient manner from books and by following written instructions provided in the study guide. The textbook presentation, the written explanations, and the reading materials are emphasized throughout the process. Learning proceeds through the constant effort of the student with correction by the instructor.

Learning the theory of a course can be achieved provided the student knows how to use books and can understand
written instructions. Correspondence study is similar to doing homework with the use of interesting self-teaching textbooks and instructional materials.

Guidance promotes more efficient and effective learning. This is provided in correspondence study through the written communication between teacher and student. In most cases the same instructor assigns and corrects the student's assignments. The instructor's comments and criticisms give the student the advantage of individualized instruction. The relationship between the student and the instructor often becomes personal and informal during the progression of the course. The student is considered as an individual rather than as a member of the class. He has the undivided attention of the instructor while he is reciting the lesson back in writing. He is free to write to the instructor for further assistance and clarification. This further promotes a pleasant relationship between the student and instructor.

Definite planned work is assigned by the instructor. The student must recite the lesson back to the teacher by reducing the results of his recitation to writing. The student's ability to express himself effectively in writing facilitates his progress through the course. Correspondence study leaves no room for evasiveness, bluffing, or careless work. Through written recitation students have the opportunity to develop their skills in thought and expression. They must
organize their ideas about the subject matter to express the
written recitation effectively.

When the student enrolls, he receives all of the course
materials at one time. The study guide functions as the tea­
cher. This study guide or syllabus provides for the over-all
organization of the course. It gives the student the necessary
initial direction, guides him to the sources of information,
and provides supplementary material.

The objectives of the course and the activities neces­
sary for achieving them are stated in the syllabus. The text
materials are divided into study assignments by the syllabus
or study guide. Study notes are supplied in the guide to
explain and interpret difficult parts of the text. Practice
exercises and self-checking quizzes are provided to check
progress in the course. The correct answers are provided with
the quizzes so that the student may learn by correcting his
own mistakes. In this way the student is able to ascertain
the specific areas where he has to review. If certain types of
problems are causing difficulty, the student can write to the
teacher for a clearer and fuller explanation. If certain types
of problems are defined, more and easier practice exercises are
sent. If a final examination is failed, the instructor will
offer to help the student overcome his particular difficulties
so that he might successfully pass a retake.
The materials used for correspondence study are designed to be self-teaching. The syllabus construction is a highly developed art, an outgrowth of years of experimentation and experience. The writer must be a specialist in the subject matter and in its presentation. The materials are written and tested on different groups of students. Then the materials are revised and used for testing again. The good schools revise constantly in order to make the materials easier to learn. A great deal of money is spent to prepare materials. The large number of students enrolled makes this expense possible.

Errors are analyzed and the weak places in the study guide are found after hundreds of papers are graded. Sections of the study guide that have caused problems are revised to clarify the meaning of the material.

The instructional materials are prepared especially for home study. The instructions are specific and the vocabulary is controlled. The materials include references to particular practice materials.

The study guide is like a workbook. It has work units arranged in sequential levels. Learning proceeds without skipping anything because all of the work in one unit should be completed before going on to the next. Correspondence instructional materials are often more clearly written and are easier to learn than are texts prepared for classroom use. This is
because everything has to be spelled out clearly in home study materials. The instructor's suggestions and assistance to the student by written communication must be clear and concise.

Motivation is especially important in correspondence study and plays an important part in lesson service. The instructor's criticisms must be unambiguous in order to give the student an explanation comparable to one that a good classroom teacher would make verbally. The student's lessons and letters get more individual attention because the home study teacher has more time than a resident teacher. This is true because the correspondence instructor does not have to prepare lessons, record grades, or do many of the other chores that a resident teacher must do. The lessons have been prepared ahead of time by experts in the field, and a clerk records the grades and mails the corrected papers back to the student. Lesson service is prompt. The student receives the corrected lesson within one week of its receipt by the correspondence study department. Students are continuously informed of their progress. The school keeps records of the student's progress and provides transcripts of completed course work when necessary.

The student must be persistent, self-disciplined, and strongly self-motivated. He is required to set up a regular schedule for studying. He must know how to study in an orderly and systematic fashion. The whole lesson must be
worked out by the student using his own resources except for the written explanations and directions. Having to put the whole lesson into writing requires that the student at least makes an effort to organize his ideas about the subject matter. He must develop a sense of responsibility toward completing the lessons competently. This type of study encourages the development of reliability and initiative within the student.

Lacking a definite time schedule, he is left to his own initiative. The correspondence student works at his own pace, rather than the one set by the average capacities of a large number of students who are studying simultaneously in a classroom. He does not have fellow students around to provide incentive and morale for studying. For these reasons, strong self-motivation and a willingness to work are required of the student. He must set a standard rate for completing his assignments and learning experiences. He must do for himself the things that he can manage and know when to seek guidance from the instructor.

In a resident course the student passes in the work and receives it back graded the next day or the next week. In a home study course he mails it to the school and receives it back graded within a week of its receipt by the correspondence study department. Instruction by correspondence, however, is not just a postal innovation. It is the carefully planned system for study of specified subject matter in order to achieve certain learning objectives. Every course must include
constant effort on the part of the student followed by the evaluation and correction by the instructor. In this way, learning proceeds.

The main difference between classroom study and correspondence study is the means of communication between student and instructor, not what is communicated. In fact, some resident courses, such as English composition, for example, have to be taught by using the correspondence method. This means that each paper has to get individual attention and has to be read thoroughly. Corrections, comments, and suggestions for revision are written in the margins by the instructor. This method is used to create an effective learning experience. The difference between the resident instructor and the correspondence instructor is that, generally, the latter has more time for thorough correction and for providing individual teaching. The correspondence student's lessons receive more attention. The time element and the fact that he is not competing with others in a classroom for the instructor's attention makes this possible.

Another obvious difference between the resident and correspondence study is the lack of classroom interaction in the latter:

"In a classroom there is constant interaction between the instructor and his students, a 'give and take' helpful to them both. These students can ask questions which occur to them; they can
participate in classroom discussions and discuss the matter informally with classmates over a cup of coffee. The classroom instructor, at the same time, can observe the reactions of the students and adapt to them. If he sees that there is doubt or confusion, or that attention is wandering, he can adjust his lecture and discussion techniques to keep the students interested and highly motivated.\textsuperscript{32}

The results of an investigation by Dr. Robert Edward Crump which appeared in the \textit{Library Journal} in 1929 shows that "correspondence teaching is as effective as residence instruction."\textsuperscript{33} His investigation included two groups of students who were studying psychology, Spanish, and English. One group studied in residence. The other group studied by correspondence courses. The results of the investigation showed that there is about as much variance between the two resident classes meeting at different times of the day as there is between a residence class and a correspondence class. This is evidence that learning depends more on the student and the teacher than on the classroom or the lack of time.

Crump's investigation was a controlled experiment in that "the groups chosen were of approximately equal intelligence; they were taught by the same teachers, and used the same texts."\textsuperscript{34}

\footnotesize
\textsuperscript{32}University of Michigan Bulletin, No. 101 (March, 1964) p. 3.

\textsuperscript{33}Marion Horton, "Recent Developments in Correspondence Study," \textit{Library Journal}, LIV (December 15, 1921), pp. 1022-1023.

\textsuperscript{34}Horton, \textit{op. cit.}, p. 1022.
The investigator himself, i.e., Dr. Crumpt, made the following comments: "Granting that our tests have actually measured the achievements of the various classes and that any variables that have not been discounted or eliminated are only such as are typical of similar cases, we may conclude that the evidence on hand justifies us in placing correspondence and class instruction on a basis of equality." 35

A later report in 1955 which appears in *The Classical Journal* reports that pupils who learn Latin by correspondence devote more actual time and study to such a course than they would to a residence course. Further, it states as erroneous the idea that the only way an individual acquires an education is through the "ladling out of information by a classroom teacher." 36

The University of Illinois offers correspondence courses in foreign languages. In 1949 it was reported that "courses in foreign language rank high in percentage of completions." 37

Gayle B. Childs conducted a study in 1949 which showed that the achievement of correspondence pupils was significantly


above that of classroom pupils of the same ability. In this study, pupils were tested in fourteen subjects in five fields. Foreign language was one of the fields.38

The University of Hawaii changed the method used in correspondence study courses in 1953. "With only a few exceptions all written assignments were dropped and the number of supervised examinations was increased from one to three. The only courses which retain a series of regular assignments are English Composition and Foreign Languages. Findings suggest that the new system is a great help in encouraging students to finish their work. Test results show no significant difference in favor of one method over another."39

According to another report which appears in the NUEA Proceedings, foreign language can be as effectively taught through correspondence study as in the classroom. "Foreign language instruction can be as effective as residence study. Correspondence study reaches out to the student and carries to him a personal message from the instructor creating a mental set-up that is peculiarly suitable to high achievement in a language subject. This contact is continual in a correspondence


39 Jeffery Fleece, "Effect of Reduction of Written Assignments on Completions and Achievement in Correspondence Study," University of Hawaii Extension Division, 1956.
course. A language course organized to develop reading ability must be individual rather than mass controlled. Reading should be the primary aim."  

In an earlier report, Bond wrote the following, which appeared in a 1924 publication of the NUEA Proceedings: "The three most important aspects of language learning in order of importance are reading, understanding the spoken language, and speaking." In achieving the above aims, the author does not see any difference between residence and correspondence study."  

No matter where the members of the Armed Forces are stationed, they have an opportunity to study foreign language by correspondence through USAFI. The number of students who successfully completed these courses was high according to a report appearing in a 1955 edition of the Modern Language Journal.

Students can learn to read and write foreign languages from books and self-teaching instructional materials. Courses in composition are well adapted for this type of instruction. Written communication between the student and the instructor offers an excellent opportunity for developing skills in creative expression.


41 Bond, NUEA Proceedings, 1924.
Students can learn to speak and understand spoken languages by listening and speaking. Recordings on discs and tapes sent through the mail provide appropriate teaching aids for developing listening and speaking skills. The student has the advantage of using spare moments at any time for proceeding at his own rate. The superior student who is strongly motivated has the chance to achieve considerable progress in audio-lingual skills through listening and practicing pronunciation and speech patterns.

The teaching of advanced Spanish through correspondence courses is done mainly by the use of written materials. The term "advanced" as used by the writer means courses that are two years beyond the beginning level. The student is expected to have an adequate vocabulary and an excellent knowledge of language patterns and verbs before undertaking courses at the advanced level. At this level the student is expected to have enough control of the language to enable him to use it as a tool to further his knowledge. In this way, he is no longer learning how to read but is reading in order to learn. He can grasp the meaning without having to analyze each word for its meaning. Through reading he is able to increase his knowledge of the thought and experience of the Spanish and Latin-American cultures. He can use reading as the media for obtaining information about cultural patterns, customs, cities, heroes, educational systems, monuments, great achievements, artists,
musicians, history, leaders, religion, beliefs, and characteristics. In this way the student is able to enrich his knowledge and understanding through an appreciation of some of the outstanding literary works written in the Spanish language. At the same time these content courses simultaneously enrich the student's vocabulary and reading ability. Reports about these topics make good subjects for written compositions.

Literature courses can be studied when the student has attained a good reading facility and understands the culture. The student is ready to study literary masterpieces when he has advanced enough in the language to be able to experience them somewhat as the native reader would.

The study notes in the syllabus or study guide aid the student in explaining and interpreting difficult parts of the text. They serve to clarify difficult grammatical constructions and indicate specific study procedures for handling difficult material. These study notes bring the text up to date and supply information about recent developments concerning the reading selections and their authors. In this way clear and specific explanations are provided to facilitate the learning process.

Advantages of Studying Spanish by Correspondence

The advantages of studying Spanish by correspondence courses are more numerous than the disadvantages. The nature
of correspondence study sets up a private communication between
the student and the instructor. This tends to establish a
condition that is especially favorable to high achievement in
a language arts course.

The instructor is able to provide guidance when the
student's intellectual traits and his level in the subject
matter are known. One of the earliest and best ways to find
out the student's characteristics is through written work.
Even in resident courses, this is true. The student's written
recitations reveal his level of progress, intellectual needs,
response to the subject, attitude toward the subject matter,
and his most frequent difficulties.

In correspondence courses that are adapted according to
the student's needs, high achievement can be attained. The
student tends to feel that the teacher appreciated his efforts.
He tends to develop a feeling of confidence in the teacher who
understands his needs. The student is confident that the
teacher has the ability and skill to guide him toward mastery
of the subject matter.

Correspondence study produces the opportunity for
creative written expression. Written language is used to
express reflective thinking that is stimulated through the
reading of good literature. Thoughts and feelings can be
shared through reading the literature of a people. From his
reading the student is able to obtain knowledge about the
ideals and values of the people who live in a particular place. The student's reaction toward the reading experience can be expressed in written compositions.

Individuals who are busy with professions and businesses often crave intellectual stimulation. Time does not permit them to attend a resident class in a university. Through correspondence study, they can satisfy their intellectual need at any time and in any place. They can use spare moments for study and progress at their own rate. They are not bound by the classroom schedule. Each student can set his own pace in learning and can take time to improve his study habits and reading skills. The superior student can do more.

Correspondence study encourages the student to develop a further sense of responsibility and a higher degree of thoroughness. The student must do all of the work in the lesson by himself. He cannot omit something on the pretense, supposition, or premise that another student might be called upon.

Correspondence study makes the expertness and ingenuity of the syllabi writers available to a large number of individuals spread over a vast area. It provides the opportunity for developing an intellectual maturity whereby the student begins to interpret for himself the meaning and significance of the knowledge he gains. The learning is thorough and progresses from the simple to the complex. One unit must be
completed before the next is begun.

"Unquestionably, one of the by-products of correspondence study can well be a training in the proper presentation of written material; it can serve as a means of establishing good habits." This remark refers to the emphasis on neatness, margins, typewritten work, and other specific directions that are given to the student in the study guide in reference to submitting written work.

Disadvantages of Correspondence Study

The student lacks the advantage of a group experience in correspondence study. Although communication through writing and individual attention is provided, the student does not experience the direct appeal of the instructor's personality.

A student has no competition. He lacks the stimulation and drive for achievement in the course of study which comes from participating with members of a class.

The student may do his assignments at irregular and indefinite times, with long intervals between them. This lack of continuity can weaken the overall academic achievements.

The student lacks the facilities of the university campus, such as the library and language laboratory. In an elementary course, access to the language laboratory is extremely important for the following reasons.

---

First of all, a tape recorder can accelerate the student's progress in establishing speech patterns as habits. Habit formation or the overlearning of speech patterns can be achieved through repetition. The response of the machine can be repeated several times without the slightest change. The elements of fatigue, distortion, and irritability do not affect the tape recorder.

Secondly, the student can hear his response more clearly when played back on the tape than he does while hearing himself speak. Further, he is able to compare his taped response with the original recording on the tape. For these reasons he can judge his response more critically. With a dual channel tape recorder, the original prerecording can be heard on one tract and the student's response recorded on the other tract. The learner is free to erase his response in subsequent repetitions without erasing the original prerecorded tape.

Thirdly, good speech models are provided on tapes for the student's imitation. In this way he is able to practice an exercise, dialog, or certain grammatical patterns as many times as necessary in order to achieve mastery. This can be done after class time in a special room such as a language laboratory. The practice of listening and speaking reinforces the learning.

Contact with the instructor is ultimately important in elementary and intermediate courses. This is true because the
instructor must deal with problems of interference caused by the native language. These problems must be dealt with directly and immediately at the point of interference. It will be seen in the next section, where the subject of teaching Spanish to English speaking students is discussed, that interference problems are recognized from verbal expression and managed on an individual basis. Successful management of these problems calls for face to face contact with the classroom instructor and a language laboratory.

Some of the comments made by the universities in letters to the writer may be presented here in order to add to the list of advantages and disadvantages of teaching languages by correspondence study. One university wrote the following, which shows both an advantage and a disadvantage:

"The Romance Language Department is considering deleting the Elementary and Intermediate Spanish from the correspondence offerings. It is the opinion of at least some of the faculty that the courses are not and cannot be made comparable to the courses taught on campus. For some time, these courses have not been available to students who are degree candidates here, since we have found no satisfactory method of incorporating the oral-aural aspects of the campus course to correspondence study.

The courses have served a purpose for students who only wish a reading mastery of the language; if they are retained, enrollments will continue to be so restricted."

Another university wrote the following in a letter answering a request for materials:
"I am pleased to send you our Correspondence Courses bulletin. The courses described in it are specifically designed for the student who can study independently and who possesses initiative, drive, and the desire to learn."

The University of Michigan states the following in their bulletin:

"Academic credit courses offered for individual study through correspondence are equivalent in all respects to a campus classroom course. A complete syllabus is carefully prepared by competent authorities in the field of study, together with related lesson assignments and other supplementary explanatory materials are provided by the Correspondence Study Department and sent to each student who enrolls.

Students studying through individual correspondence instruction, as in all learning, profit from a course to the extent that they seriously apply themselves to the learning task at hand."
CHAPTER IV

FINDINGS OF QUESTIONNAIRE SURVEY OF ADVANCED SPANISH COURSES TAUGHT BY CORRESPONDENCE STUDY

A questionnaire was the instrument used for obtaining preliminary information about the current practices, policies, and trends in teaching advanced Spanish by correspondence study.

The questionnaire was worded in such a way as to elicit a prompt response. It was structured in order to make it simple and fast to fill out.43 A cover letter explaining the purpose of the study accompanied the questionnaire.44 Through the kind assistance of Professor Matias, who has done a considerable amount of research in the field of correspondence study, the universities complied with the request for sending materials. The syllabi, specimens of examinations, catalogs, and lists of textbooks used in the courses were sent directly to Professor Matias. In this way the writer was assisted in the location and collection of materials needed for the study.

43 For copy of questionnaire, see Appendix I.

44 For copy of cover letter, see Appendix II.
The questionnaires and cover letters were mailed to the sixty-two universities that are members of the National University Extension Association. These NUEA member universities are accredited by the educational accrediting associations of the areas where they are located. The addresses of the institutions are listed in a booklet published by NUEA called The Guide to Correspondence Study. The subjects taught by each university are listed in the guide. The 1966-1967 edition lists thirty-six universities that offer advanced Spanish courses.

In order to provide a double check, questionnaires were sent to all sixty-two universities. The questionnaire requested each institution to indicate whether or not courses in advanced Spanish were offered by checking either "yes" or "no." If the "yes" space was checked, the university was requested to send the materials indicated on the questionnaire. This request was made for the purpose of locating and collecting the materials needed for the study.

Each sentence was worded briefly and simply. The request for materials was specific, clear, and understandable. Ample space was provided for comments, questions, and suggestions in the event that any ambiguities or other difficulties had been incorporated in the wording of the questionnaire.

Because of the nature of the response, the writer had no need for reconstructing a new version of the questionnaire that could have been guided by any questions or comments on the part of the respondents. Only two universities commented that they were not completely sure what was meant by "advanced" Spanish courses, but sent the information and materials needed anyhow.

The writer received answers from fifty-seven of the sixty-two universities, a response of 91.9 per cent. Of the fifty-seven universities that responded, twenty-seven indicated that advanced Spanish courses are offered, twenty-nine indicated that such courses are not offered, and one institution offers advanced courses specially written for an individual student. Of the five that did not respond, it was found that two are listed in the NUEA guide and in their catalogues as institutions offering courses in advanced Spanish. Of the thirty-six institutions listed as offering advanced Spanish courses in the NUEA guide, twenty-six responded "yes," eight responded "no," and two did not respond to the questionnaire.

The only two universities that offer advanced Spanish courses and that are not listed in the guide are those that offer specially prepared courses written on an individual basis.

One of the universities that checked "no" on the questionnaire actually offers a course that the writer considers as being advanced Spanish, i.e., beyond two years of college.
The writer discovered this when examining the current catalogs of the sixty-two universities. The university in question offers a reading course to students who have completed two years of college Spanish. The materials selected are in accordance with the student's ability and are planned to correspond to his interests. Vocabulary and grammar are included but only to the extent of necessity for comprehending and interpreting the reading material. Therefore, the total number of universities offering advanced Spanish courses is twenty-nine.

**TABLE I**

ADVANCED SPANISH COURSES OFFERED BY NUEA AFFILIATED INSTITUTIONS

<table>
<thead>
<tr>
<th>Questionnaires Returned</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>57</td>
<td>91.9</td>
</tr>
<tr>
<td>No Response</td>
<td>5</td>
<td>8.1</td>
</tr>
<tr>
<td>Affirmative Answers</td>
<td>27</td>
<td>47.4</td>
</tr>
<tr>
<td>Negative Answers</td>
<td>29</td>
<td>50.9</td>
</tr>
<tr>
<td>Special Cases</td>
<td>1</td>
<td>1.7</td>
</tr>
</tbody>
</table>
### TABLE II

RESPONSES FROM THE 36 SCHOOLS LISTED IN GUIDE AS OFFERING ADVANCED SPANISH COURSES

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaire Returned</td>
<td>34</td>
<td>94.4</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>5.6</td>
</tr>
<tr>
<td>Affirmative Answers</td>
<td>26</td>
<td>76.5</td>
</tr>
<tr>
<td>Negative Answers</td>
<td>8</td>
<td>23.5</td>
</tr>
</tbody>
</table>

**Types of Courses Offered**

The largest number of courses offered by correspondence study was found to be in the field of literature. In examining the catalogs of the sixty-two universities, the writer found that sixty-six courses are offered in literature. Of these courses, there are forty-two that are called "literature" and twenty-four entitled prose, drama, poetry, novel, combinations of novel and drama, combinations of novel and poetry, and advanced readings. This information is summarized in Tables III and IV.

The second largest number of courses was found to be in the area of composition. The writer found that thirty courses in composition are offered. These results, along with the other specific courses offered, are summarized in Table V.
### TABLE III
ADVANCED SPANISH COURSES OFFERED THAT ARE CLASSIFIED AS LITERATURE

<table>
<thead>
<tr>
<th>Literary Period or Era</th>
<th>Date</th>
<th>Number of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Golden Age</td>
<td>1500 - 1700</td>
<td>12</td>
</tr>
<tr>
<td>Transition Period</td>
<td>1700 - 1830</td>
<td>4</td>
</tr>
<tr>
<td>Modern-Contemporary</td>
<td>1839 - 1960</td>
<td>7</td>
</tr>
<tr>
<td>Survey Courses</td>
<td>1000 - 1960</td>
<td>7</td>
</tr>
<tr>
<td>Spanish-American</td>
<td>Not Specified</td>
<td>10</td>
</tr>
<tr>
<td>Unclassified</td>
<td>Not Specified</td>
<td>2</td>
</tr>
</tbody>
</table>

### TABLE IV
ADVANCED SPANISH COURSES OFFERED THAT ARE CLASSIFIED NOVEL, DRAMA, POETRY, AND PROSE

<table>
<thead>
<tr>
<th>Name of Course</th>
<th>Number of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>18th Century Novel</td>
<td>2</td>
</tr>
<tr>
<td>19th Century Novel</td>
<td>3</td>
</tr>
<tr>
<td>20th Century Novel</td>
<td>1</td>
</tr>
<tr>
<td>Novel and Drama</td>
<td>1</td>
</tr>
<tr>
<td>Novel and Poetry</td>
<td>1</td>
</tr>
<tr>
<td>Drama Before 18th Century</td>
<td>1</td>
</tr>
<tr>
<td>18th Century Drama</td>
<td>1</td>
</tr>
<tr>
<td>19th Century Drama</td>
<td>2</td>
</tr>
<tr>
<td>Spanish-American Prose</td>
<td>1</td>
</tr>
<tr>
<td>Modern Prose</td>
<td>3</td>
</tr>
<tr>
<td>Readings</td>
<td>8</td>
</tr>
</tbody>
</table>
TABLE V
ADVANCED SPANISH COURSES IN COMPOSITION, GRAMMAR, READING, AND OTHER COURSES OFFERED

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition, 3rd year</td>
<td>13</td>
</tr>
<tr>
<td>Composition, 4th year</td>
<td>5</td>
</tr>
<tr>
<td>Grammar and Composition, 3rd year</td>
<td>5</td>
</tr>
<tr>
<td>Grammar and Composition, 4th year</td>
<td>1</td>
</tr>
<tr>
<td>Readings and Composition</td>
<td>2</td>
</tr>
<tr>
<td>Stylistics</td>
<td>4</td>
</tr>
<tr>
<td>Reading and Grammar</td>
<td>3</td>
</tr>
<tr>
<td>Civilization</td>
<td>2</td>
</tr>
<tr>
<td>Supervised Study</td>
<td>1</td>
</tr>
<tr>
<td>Commercial Spanish</td>
<td>4</td>
</tr>
<tr>
<td>Rapid Reading</td>
<td>3</td>
</tr>
<tr>
<td>Spanish Grammar for Teachers</td>
<td>2</td>
</tr>
</tbody>
</table>

Evaluation of Courses

The criteria and standards used for evaluation.—The criteria and standards used for evaluation by the writer are recommended by the NUEA. These were obtained from a booklet entitled Criteria and Standards that was published by NUEA in 1962. The standards in the publication are listed under five general criteria.
Three of the five criteria were chosen by the writer in order to classify the standards used for evaluating the courses. They are philosophy, instruction, and student services. In selecting the criteria and standards, the writer had to consider the kind of information received from the universities. The standards that have been chosen are those that are directly applicable when evaluating information contained in syllabi, catalogs, sample examinations, and individual letters from some of the schools. Additional standards provided by the writer are based on information obtained from review of the related literature in the field of correspondence study.

There are twenty-nine universities that offer courses in advanced Spanish. Of these twenty-nine institutions, twenty-five sent study guides and syllabi for the writer to examine, a response of 86.2 per cent. Of the four that did not send materials, two have an established policy for releasing syllabi only to students enrolled in courses and fellow NUEA members. The other two prepare the courses on an individual basis.

In applying the philosophy criterion to standards, the course was inspected for reflections of certain basic principles of education. Do the courses offered in the program reflect the principle of equal educational opportunities for all individuals regardless of geographical location, previous educational background, health, or social class? Do the
courses offered reflect the provision for individual differences? Does the program of courses indicate that the basic right of individuals to improve themselves is being provided for? Are the methods used for evaluating the students' achievements in line with other academic programs? Are the courses offered in the program of study accredited according to the methods used in other academic programs? These were the principles considered when appraising the university's syllabus and course materials in terms of its philosophy regarding language study.

In applying the third standard under "instruction" in Table VI, the following factors were considered: Is a letter of welcome to the student included in the introduction of the syllabus? Is a brief summary of the instructor's background and interests presented in the introduction? Is the syllabus conversational in tone? Is a biographical sketch of the student requested together with a form provided to supply this information?

Each university was coded by a number. Each standard was written on a separate card. The degree to which the course materials fulfilled the standard was rated high, average, or low. When an especially high degree of clarity was stressed in the syllabi, for example, the institution's coded number was written under "high." When the syllabi were found to be lacking in clarity, the institution's number was written
under "low." Anything between the two extremes was classified as "average." This pattern could not be followed with all of the standards. Some demanded a "yes," "no," "unspecified," "somewhat," or "other" classification for ratings. These differences are apparent in Table VI.

### TABLE VI

**EVALUATION OF COURSES**

<table>
<thead>
<tr>
<th>PHILOSOPHY</th>
<th>High</th>
<th>Average</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what degree do the syllabus and course materials indicate the institution's philosophy regarding language study?</td>
<td>9</td>
<td>11</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTRUCTION</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is the syllabus clear?</td>
<td>13</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>2. Are the assignments clear cut?</td>
<td>18</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>3. Does the syllabus reflect a warm relationship between the instructor and students?</td>
<td>7</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>4. Is the syllabus attractive?</td>
<td>7</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>5. Does the syllabus reflect a high degree of motivation?</td>
<td>8</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>6. Are the instructions for studying clear?</td>
<td>16</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>7. Do the syllabus and course materials reflect current developments in methods and subject matter?</td>
<td>9</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>INSTRUCTION</td>
<td>High</td>
<td>Average</td>
<td>Low</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>------</td>
<td>---------</td>
<td>-----</td>
</tr>
<tr>
<td>8. Does the syllabus reflect the instructional procedures that are psychologically sound and based on current knowledge of how students learn?</td>
<td>11</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>9. Are the instructional materials selected in terms of suitability to correspondence instruction?</td>
<td>16</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10. Do the study notes interpret difficult parts of the text and provide examples to facilitate the lesson?</td>
<td>8</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>11. Is the study guide well designed, well written, and attractive in appearance?</td>
<td>8</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>12. Do the instructional materials include supplies other than textbooks?</td>
<td>16</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. Is the correspondence course equivalent to the resident course?</td>
<td>23</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>14. Are the objectives of the course clearly stated in an exploratory introduction before each unit?</td>
<td>6</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT SERVICES</th>
<th>Yes</th>
<th>No</th>
<th>Unspecified</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are the corrected lessons returned promptly? (within ten days)</td>
<td>23</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2. Do the instructors make comments on the lessons?</td>
<td>25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE VI—Continued

<table>
<thead>
<tr>
<th>STUDENT SERVICES</th>
<th>Yes</th>
<th>No</th>
<th>Unspecified</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Are credits awarded on the same basis as for a resi­dence course?</td>
<td>24</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4. Does the student have library privileges?</td>
<td>18</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>5. Are audio-visual materials used?</td>
<td>2</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>6. Is counseling service available?</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Are the examinations supervised?</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Are the examinations returned to the students?</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Are the students informed of the results?</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Are adequate safeguards provided to protect the integrity of the examination?</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Are the tests revised periodically by the home study department?</td>
<td>4</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How are the exams constructed?</th>
<th>Objective</th>
<th>Essay</th>
<th>Both</th>
<th>Unspecified</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>2</td>
<td>12</td>
<td>8</td>
</tr>
</tbody>
</table>
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR IMPROVEMENT

In keeping with the primary purpose of this study, i.e. an overall examination of the offerings through correspondence study in advanced Spanish courses, some conclusions that are based on the general observations have been made. Recommendations for improvement are based on the general observations and conclusions that have been obtained from the information accumulated. In order to present the conclusions of the study and recommendations for improvement, the writer will briefly summarize the highlights of the previous chapters. This will serve as a basis for drawing and listing the criteria for an ideal course in advanced Spanish through correspondence study.

Justification for correspondence study in the United States.—Equal educational opportunity for everyone with all possible means for attaining this goal is a basic American belief. The underlying goal of the state universities is to serve the people advantageously through the provision of useful services. Correspondence study programs are the means used for extending the limits of the university, not only to the boundaries of the state, but into other states as well. In this way

-90-
individuals living in remote geographical locations of states such as parts of Montana, Wyoming, Northern Wisconsin, Colorado, and Utah, to mention a few, have the opportunity to improve themselves.

The law of supply and demand may be applied to education. Students need courses and someone must offer them. The increasing number of correspondence study programs offered to meet this demand requires a professional organization; thus, the creation of NUEA.

Learning theory and learning a foreign language. Over the past two decades, linguistic scientists and psychologists have worked closer together, sharing the results of their research. This is, in part, responsible for the development of a new field known as psycholinguistics.

Psycholinguistics is a science concerned with the cognitive aspects of behavior, especially verbal learning. This field is concerned with the behavioral mechanisms involved in symbolic learning, particularly the manner in which a speaker encodes verbal behavior and the listener decodes it.

"The highly advanced state of contemporary linguistic science as well as of psychological learning theory should make possible the integration of results from the two sciences in the study of the individual's acquisition and use of all types of linguistic responses, from the simple to the most complex. There are many areas where further research in psycholinguistics is
needed, such as child language learning, the learning of a second language, personality structure, and thought and problem solving."  

The learning theories of David Hebb and Charles Osgood support the goal for establishment of a coordinate system of two languages within the learner of a second language. Robert Lado's scientific approach to language teaching is based on a theory that is similar to Hebb's in that it assumes the existence of a neural memory store.

The audio-lingual teaching method, the means used by language teachers for developing a coordinate system, may be theoretically interpreted by the three theories discussed in Chapter II.

A good educational program requires the knowledge and collaboration of various experts from different fields. Some principles from the field of pure science can contribute to curriculum construction. They should be applied under the direction of experts including learned psychologists, subject matter specialists, and teachers who are working together. New innovations in educational programs require the collaboration of experts in order to achieve success.

Foreign language programs offered through correspondence study could be improved by means of new innovations. Syllabi writers should be aware of and acquainted with the

---

latest findings and applications of current learning theories. Incorporation of audio-lingual techniques in advanced courses should be started. In the writer's opinion, tape recordings of poems, plays, and short stories would do much to improve the courses offered in literature. Slides with slide commentary tapes could be used for short stories to replace the use of library reference books. Even reproductions of Spanish paintings could be sent to students on a loan basis for a specified period of time.

Language learning.--The scientific approach to language learning is based on the latest findings from linguistic science. The aim is to develop a coordinate system of two languages, in this way keeping the native language and the target language separate.

A new linguistic system is developed within the learner of a second language through the acquisition of a new set of speech habits. When mastery of the sound system has been attained (this includes the development of a second set of linguistic symbols), the learner can think in the second language.

The native language interferes with the development of new speech habits in the target language. Age is the major variable in the degree of interference. Children and adults must be taught by different techniques. Through linguistic science and the psychology of language learning, including
theory and practice, techniques in teaching have been developed to compensate for large degrees of interference from the native language.

Once the student has mastered the sound system of the target language, he is able, provided he has the proper motivation, appropriate learning materials, and guidance, to proceed in learning to read and write the language. Knowledge involving the reading and writing skills, together with credit for these courses, may be acquired through correspondence study.

English interferes with the acquisition of Spanish because there are phonological, syntactical, and morphological differences between the two languages. While the phonological differences can be attacked in elementary language courses, the syntactical and morphological differences are emphasized in the advanced courses.

As can be seen in Tables III, IV, and V, the largest number of courses in advanced Spanish offered through correspondence study are in the areas of literature and composition.

The findings presented in Chapter IV form the basis for the following suggestions for improvement and presentation of courses.

Philosophy

The philosophy of the course in question should be in general agreement with the latest findings in the teaching of foreign languages today. New ideas and innovations in
language learning courses should be constantly evaluated as to the standards listed in Table VI.

Instructional Recommendations for Improvement

Since the student supposedly will be working on his own, the syllabus should be so well presented as to elicit as little further direction from the instructor as possible. The assignments should be very clear and should indicate to the student exactly what is expected of him. The student should be assigned a definite task. In a composition course, the assignment should include specific instructions as to number of words, style, which questions or points to emphasize in the written exposition, and the purpose of the theme.

Lesson assignments should be formulated in such a way that they require accurate, close study on the part of the student. The student should have a clear understanding of the knowledge he will gain in completing the exercises and written lessons required in the assignments.

The syllabus should reflect a warm personal relationship between the student and instructor. It should even be conversational in tone. The instructor's personality should be reflected in the comments made on the students' papers. It is most important and highly valuable that the student senses that his papers are being corrected by another human being who is interested in his academic achievement as well as his general
welfare. The instructor should make an effort to learn whatever he can about the student's background and reasons for studying by correspondence. He should make an active attempt to respect the student's wishes and ambitions in order to offer him the proper guidance. Seven of the twenty-four syllabi reflected this quality. Only two of these seven requested a biographical sketch from the student.

The syllabus should be attractive in appearance in an effort to encourage the student's enthusiasm and interest. It should be typed or mimeographed on a good grade of paper and should be securely fastened together. It should be bound with a paper cover so that there is no danger of its coming apart. The cover should be attractive and identify the course and the name of the institution. It should be neat and easy to read. The neatness serves as a good example for the student to follow in his own course work. A syllabus should be free of misspellings, incorrect referrals to textbook page numbers, and other typographical errors. A title page with the author's name and identification should be included. A table of contents should be included in order to facilitate the location of the materials. A general introduction to the course is most important for defining the objectives to be achieved. This should be included in the syllabus. Information that should be contained in the general introduction would cover an explanation of the physical pattern of the course: the number of assignments,
the number of credits, textbooks (including information about how to obtain and use them), the number of tests, and the nature of the final examination. Only seven of the twenty-four course syllabi examined by the writer fulfilled the above standards.

Since the syllabus takes the place of the teacher, directions for study should be incorporated in the introductory pages if overall instructions are not given on a separate page. The objectives for each lesson in the course should be stated in an exploratory introduction to each unit or assignment. In this way the student will be informed as to what will be taught, what he should learn, what the instructor will expect him to do, and the standards required for successful completion of the course. As Table VI indicates, the writer found only six syllabi with objectives listed before each lesson. Such an introduction should also include definitions and ideas for handling the material. It should provide the link that relates the new material to that previously studied.

The amount of time the student is expected to spend on the preparation of each lesson should be mentioned in the introduction. For example, in the Home Study Institute's syllabus an excellent explanation of the time expected to be expended by the student is stated. By stating that each lesson is equivalent to one week of college work, the student tends to
feel that he is still part of a class and is not completely alone in his study program.

Materials not in the textbook which the instructor wants to present should be included in the exploratory introduction before each unit. This written material serves to parallel explanations, comments, and supplementary information that a teacher would state in the classroom. Written comments such as these in the introduction serve to motivate the student to further his knowledge from reference reading and exploratory investigation on his own. Any statements that would serve to motivate and encourage the student should be included in the introduction.

Every means possible for motivating the student should be employed in order to maintain a sufficient level of enthusiasm necessary for completing the course. A good instructor is able to stimulate the student's interest. He is able to do this by communicating his interest in the student's progress.

The syllabus should specify instructions very clearly and show by example some of the more difficult points and issues in the lesson. The University of Nebraska provides an excellent example of how this is done in its syllabus. As is indicated in Table VI, only eight syllabi rated high in providing ample study notes for interpreting difficult parts of the lesson. In addition, these eight syllabi provided examples to facilitate the learning of difficult grammatical structures.
The syllabus should be very clear as to the instructions for submitting written assignments, i.e., whether or not typing is required, the kind of paper that should be used, the size of the margins, and the size of the page. Nine of the syllabi examined by the writer were outstanding in their clearly stated specifications for submitting written assignments.

The syllabus should reflect the latest findings in language teaching as well as subject matter. This includes literary interpretations and the latest grammatical rules and usages. Nine of the syllabi rated above average in this quality.

Course materials should be selected according to suitability to correspondence study and availability to students. Reference works that are readily accessible should be listed under supplementary books. Students should not be referred to reference works that are so highly specialized, e.g., the Encyclopedia Espasa, that they are not likely to be found in the average U.S. community. Bernice Lee printed the following in regard to bibliographical items in 1947:

"The bibliography should give the indispensable textbooks, suggested supplementary references for those interested in reading further than the prescribed course requirement. Each reference should carry the complete bibliographical description so that the student may intelligently ask for the reference at a library or order it from the publisher. It would be worth while if each
suggested reference were annotated or evaluated in relation to its value as a reference for the course or any part of it. If only pages are regarded as valuable, the specific pages should be indicated. Texts should be in harmony with the latest practices in resident instruction, up to date, and recognized and acceptable in their field."

The instructional materials should include as many types of learning aids as are necessary to make a point. When studying *Don Quijote*, a map should be supplied to show the route of the protagonist. In literature courses, tapes and records of excellent quality should be made available in order to give the student the maximum enjoyment of a literary masterpiece such as a good poem. The language laboratory techniques could be expanded into advanced courses as well; e.g., Professor Jeanne Varney Pleasants (Columbia University) has for years been doing research on the use of the language laboratory for teaching literature. High standards should be maintained in order to have the correspondence course equivalent to the resident course.

**Student Services**

This area is an extremely sensitive and important one. These services may mean keeping or losing a student. As evidenced by the findings, most fortunately, these services generally included the following:

---

Corrected lessons are returned promptly, i.e., within ten days. Six institutions indicated that there is some delay during the summer months while instructors are on vacation. One institution explained that it is sometimes necessary to send the lessons from the university to the vacationing instructor for correction during the latter part of August and the first of September. For this reason, some delay should be anticipated by the student.

All of the institutions indicated that appropriate comments by the instructors on the students' lessons are made in order to encourage review or clarification of concepts or facts.

Credits are awarded on the same basis as the resident courses in most of the institutions. Four have restrictions for credit allowed for teaching certificates due to state regulations. In South Dakota correspondence credits are not acceptable for the renewal of any certificate, for example. In three other states only a limited amount of credit from correspondence courses is allowed, as indicated from the information obtained in the catalogs.

Counseling service was found to be available in all of the institutions in question. Supervised examinations in order to insure high standards was found to be existent in all of the institutions.
Likewise, students are informed of the grade received on the final examinations. They are not, however, sent the corrected examination paper to review in order to see the areas where they are still weak.

According to the findings in this study, five areas need to be looked upon most seriously and critically by the proper authorities related to correspondence study.

Audio-Visual Aids and Teaching Devices

First of all, there should be an expanded use of as many audio-visual materials as possible due to the lack of direct contact between the student and teacher. The writer noted that one institution which offered two advanced courses in conversation and composition did not offer tapes or phonograph records for either course. The objectives stated for the course were the elimination of Anglicisms and the proper use of vocabulary and idioms.

Teaching devices are indispensable tools of instruction and should be used to facilitate the understanding of the written or spoken word. Through the use of more than one sensory channel, learning is established more clearly. Concepts, appreciations, and interpretations are clarified.

O. F. Spencer in his Handbook for Correspondence Authors and Instructors states that "in correspondence instruction there is a great need for the use of (visual-sensory
-103-

materials used to facilitate the understanding of the written word or other abstractions) aids. Words have different meanings to different people."\(^{48}\)

Visual-sensory materials will correct inaccurate and insufficient sensory impressions evoked by a word. Besides phonograph records, tapes, and radios, correspondence study programs could make use of flat pea variety of easy to reproduce, easy to mail, and inexpensive materials. Such materials may include maps, charts, flat pictures, diagrams, posters, clippings, booklets, magazines, and pamphlets. Slides with tape commentaries could even be used.

Projected visual aids could be used on a supplementary limited basis if the distribution of projector equipment was found to be limited among students.

O. F. Spencer also reports that, "past experiences point out that even though the costs are high and the distribution limited, such visual-sensory aids as recording tapes, sound motion pictures, televisions with their attendant telecourses are most effective teaching devices."\(^{49}\)

The use of visual-sensory and audio-visual aids in correspondence programs of language study (on the basis of

\(^{48}\)O. F. Spencer, Handbook for Correspondence Authors and Instructors, Correspondence Instruction Department, Paper No. 121663, Pennsylvania State University, (University Park: By the author), p. 13.

\(^{49}\)Spencer, op. cit.
current learning theories, findings from linguistic science, and studies in second language learning), would tend to establish more permanent learning and superior understanding of the Spanish language.

"Much experimentation and research is still needed in the search for the most effective way of combining the mass media (TV, radio, films, and other audio-visual devices) with the individualized tutorial methods of correspondence study. The possibilities are so great, however, and the need throughout American education so pressing, that there is clearly an obligation for television, radio, and audio-visual specialists in education to join as quickly as possible the correspondence educators to hammer out new techniques."50

Examinations

The second area that should be looked upon most critically by the proper authorities related to correspondence study is examinations. In the writer's opinion, the instructor should send the corrected final examination to the student. In this way the student could note the comments made by the instructor. These comments and corrections would indicate to the student the areas where more study is needed to achieve more complete mastery.

According to good learning psychology, a test can serve as a beneficial learning method. As a current practice, not only in correspondence study but in resident schools as well,

50 Wedemeyer, op. cit., p. 52.
students are rarely informed as to which points need further review and which areas need more thorough comprehension.

The writer found that most of the final examinations are a combination of essay and objective questions. While seventeen of the institutions specified in their syllabi the type of examination the student should plan for, less than fifteen sent specimens of final examinations to the writer. It was found that the tests were constructed to discover whether or not the course objectives had been met. It was found, however, that many of the essay questions were worded too loosely. This gave room for discussion of unimportant material when questions were worded too broadly. The reliability of such tests would tend to be low. One weakness of a good essay test is that time does not permit a complete and comprehensive answering of all test items. Essay test items that permit discussion of unimportant material because of their unspecific wording would further decrease the time allowance needed for considering the important aspects of the topic. In order to insure reliability, essay test items must be constructed carefully and the criteria for scoring them must be clearly defined.

Only three institutions made a definite statement as to whether examinations are revised periodically. It would be assumed that they are, however, since this standard is required by NUEA for accreditation.
Objectives

Few syllabi were found to state specifically the objectives to be achieved in each lesson. An exploratory introduction containing the lessons' objectives helps the student organize the content of the lesson. It aids the student by directing his study and assists him in understanding the problem before he begins his study of it. Objectives stated in each lesson's introduction spell out clearly the importance of the particular assignment in relation to the overall course. They inform the student of the standards required for successful completion of the course.

Study Notes

Few syllabi were found to have sufficient study notes. Archaic words should be explained in the study notes of the syllabus. The writer found that in many cases the student was referred to a dictionary or an English translation of the literary work because of the difficulty caused by archaic words and grammatical usage. This could easily be explained in the study notes. The parts of the assignment that usually give students difficulty should be clarified in the study notes. By reviewing carefully the lessons sent in by students over a period of time, it is usually possible to spot any weaknesses in the course, including certain parts of the lessons that frequently cause difficulties.
While eight institutions included good study notes in their course syllabi, four of these eight were found to be outstanding in explaining and clarifying materials not adequately covered in the text.
CHAPTER VI

CRITERIA FOR THE IDEAL COURSE

Survey of Spanish Literature

It would reasonably be assumed that the student who is studying advanced Spanish through correspondence courses has successfully passed the elementary and intermediate phases. Courses in advanced composition and Spanish literature require a prerequisite of four semesters of college English. Although the phonological aspects of the language are stressed in the elementary and intermediate courses, complete mastery should not be assumed. The student has progressed in his knowledge of grammatical structures and patterns to the extent that he can read and write. The degree to which he is able to manipulate the language patterns and control the grammatical structures will vary according to the extent of interference from his native English language. In the writer's opinion, the phonological aspects should be continued in order to develop a greater degree of proficiency. Language is a complex of habit formations requiring continual practice to aim toward perfection.

As mentioned in Chapter III, the English speaking adult experiences a large degree of interference from his
native language. The majority of students enrolled in advanced courses, which are equivalent to fifty semester college level and higher, are close to, if not within, the adult age group.

Techniques for furthering the development of automatization of speech patterns along with maintaining and improving those that have already been attained, are definitely an important part of the program. Interference will manifest constantly as the student analyzes the complexities of grammatical structures. He will be exposed to this type of interference as he sees the constructions written in the pages of the Spanish literary masterpieces that he is required to study.

The construction of the syllabus for such a course would be carefully done. The preparation of verbal content would be guided by linguistic analysis. Through the use of comparative linguistic analysis, the main difficulties confronted by the learner would be stressed. Linguistic analysis facilitates the learning task for the student for the following reasons: "Linguistic analysis will furnish rules of the spoken language which are often simpler than (or at any rate different from) the rules of the written language which are given in many traditional grammars. Linguistic analysis gives an excellent clue as to what units of behavior should be taught in individual exercises. The linguistic teaching methodology aims to build up the student's knowledge of the structure of Spanish by means of systematic drills, while at the same time
eliminating those errors which are caused by the patterns of the student's native English."\textsuperscript{51} Intensive drill at the points of interference, through the use of oral exercises, would be used to develop automatization of the pattern. Substitution exercises that require repetition of the grammatical patterns while replacing different words and phrases at the end of each sentence would be the method used for attacking this type of interference. The student would be informed as to the importance of this type of drill for establishing habits.

The drill would be accomplished in the following way:

A separate laboratory manual together with a reel of tape would be provided with the syllabus. Not only would the study notes in the syllabus provide additional clarification and explanations of difficult grammatical structures through the use of written examples, but those patterns that had been found to cause the most difficulty would be reviewed often through the use of a tape recorder. In the case of archaic usage, after presenting an adequate written explanation in the study notes, the current usage or form would be exemplified on the tape.

As mentioned in Chapter V, the use of audio-sensory aids could be extended into the advanced Spanish curriculum. The student would have the advantage of hearing a literary masterpiece, such as a poem, play, or story on a record or tape.

\textsuperscript{51} Politzer, \textit{op. cit.}, p. 2.
The writer noted in reviewing an institution's syllabus that the following advice was given to the student. It was suggested that the student find a native Spanish speaker and request him to read a few lines of the text aloud. In this way the student would have the benefit of hearing the text. Since distance would prohibit the university instructor from working directly with the correspondence student, it was further recommended that the student ask the native speaker to listen and critically evaluate his pronunciation. A complete discussion concerning the advantages and disadvantages of such a system will not be presented here. What will be mentioned is that tapes could provide the most reliable service. The student would be assured of a good model available at the most convenient study times. Space would be provided for the student to repeat certain lines on the tape and then to have the added benefit of playing back his recorded voice. In this way he could compare his voice with the native voice. This would present an opportunity for a self-examination and improvement before the instructor received the tape for further evaluation.

As mentioned in Chapter V (p. 92), a good educational program introduces new innovations through the collaboration of experts who represent different fields.

A good survey course in Spanish literature should offer a great variety of visual-sensory aids. Many times, incorrect meaning connotated by words tends to distort the author's
mood, intention, and attitude as expressed in a literary work. Even in our own native language, this sometimes happens. For this reason, visual aids to supply meaningful contexts would be used extensively. A variety of such materials which are inexpensive and easy to produce have been listed (p. 103) by the writer.

The content of the course would include literary selections, critical analyses of literary movements, authors, and Spanish civilization.

Since credits in correspondence study are based on eight (8) lesson assignments for each credit, with the final examination taking the place of the last assignment, twenty-four (24) lessons would be included. This would be explained fully to the student, in addition to comparing the course to one offered in residence. Sixteen (16) hours of classroom instruction plus two hours of study for each session is a standard requirement for one credit. The correspondence student will be informed that each lesson assignment should require at least six hours of preparation.

It would be explained that the final examination plus a review of the lesson assignments determines the grade. The final exam will count as two-thirds, and the lesson assignments as one-third. The student would be required to mail in all of his corrected lesson assignments with the final examination.
These would be evaluated again and compared with the final examination.

The lesson assignments would include discussion questions requiring the student to organize his ideas, interpret relationships, and use critical judgment. These written assignments would aim to prepare the student for the final examination. He would be told to expect an essay type test with a few objective items as well.

The study notes would supply a large number of self check quizzes to emphasize important factual material. A list of important concepts, facts, and literary movements to be used as background material for the final would be presented.

The corrected final examination, together with the lesson assignments would be returned to the student for review of areas where more study is necessary to achieve more complete mastery. The student would be required to mail the examination back to the university before receiving credit. Equivalent forms would be available each time that the test is revised. Each section of the course would be checked by a number of well constructed essay type questions. A different combination of these test questions would be written up for students on an individual basis.

In addition to the content and the final examination, the syllabus would be attractive in appearance and well organized. It would be bound together in a single volume with all
of the assignments, directions, rules and regulations concerning procedures, change of name and address forms, and examination requests.

Cover sheets, the forms used for the first sheet of each lesson assignment, would be designed as shown by the writer. Brigham Young University has an excellent cover sheet which served as the basis for the one designed by the writer.

Special envelopes for mailing the lessons to and from the student would be provided. These would be designed with open windows on the front to reveal the mailing addresses. The envelope from the student to the university would have the opening on the right side. The institution's address as printed on the right side of the cover sheet would be revealed. The envelope from the university would reveal the student's identifying information through an opening on the left side, corresponding to the cover sheet.

This type of lesson service not only facilitates the communication between instructor and student, but makes for faster processing and more rapid return of the corrected assignment. These little services, as simple as they may seem, tend to contribute to a more favorable student attitude toward the course and institution. As discussed previously (p. 100), student services play an important part in student completion

---

52 For copy of cover sheet, see Appendix III.
rates. They play a major role in establishing and maintaining good relationships between the institution and the students.

This brings up two other important points that were not mentioned in Chapter V under recommendations for improvement. First, there should be a letter of welcome from the institution's director or from the instructor to the student. Among the outstandingly designed syllabi, initial letters of welcome were provided. The second point is that a brief summary of the instructor's background and interests is a most valuable aid in establishing rapport. Since the only communication between student and institution in most cases is through written correspondence, it is extremely important that this be done in as an effective way as possible. The student receives guidance through the written communication from the instructor. The ultimate level of rapport must be maintained for the most effective learning to occur. In this way a pleasant and effective learning situation may be carried on.
BIBLIOGRAPHY

Books

Angiollo, Paul P.  Armed Forces Foreign Language Teaching.  


Carey, James T.  Forms and Forces in University Adult Education.  

Carroll, John B.  The Study of Language.  Cambridge, Mass.:  
Harvard University Press, 1953.

Childs, Gayle B.  An Annotated Bibliography of Correspondence Study.  
Prepared by the Research Committee of the Division of Correspondence Study.  

Childs, Gayle B., and Wedemeyer, Charles A.  New Perspectives in University Correspondence Study.  
Chicago:  Center for the Study of Liberal Education for Adults, 1961.


Gleason, H. A.  An Introduction to Descriptive Linguistics.  


Morton, James R.  University Extension in the United States.  

Noffsinger, John S.  Correspondence Schools, Lyceums, Chautauquas.  

Politzer, Robert L., and Staubach, Charles N.  Teaching Spanish.  


Articles and Periodicals


Brigham Young University Syllabus. Spanish 321 - Composition and Grammar, 9 pages.


Dysinger, Dale D. "Value of Correspondence Study," LXXXIV, No. 2100 (December, 1956), pp. 203-204.


Indiana State University Syllabus. Spanish 251 - Review Grammar, 4 pages; Spanish 252 - Spanish Readings, p. 3; Spanish 253 - Latin American Civilization, p. 9.

Indiana University Syllabus. Spanish 101, 201, 202 - Elementary Spanish, 12 pages; Modern Spanish Prose I and II, 4 pp. each.


Loyola University Syllabus. Spanish 111 - Intermediate Spanish, 11 pages; Spanish 211 - Survey of Spanish Literature II, 96 pages; Spanish 302 - Spanish Grammar for Teachers, 8 pages; Spanish 303 - Spanish Grammar for Teachers II, 11 pages; Spanish 322 - Modern Spanish-American Literature, 12 pages; Spanish 202 - Advanced Spanish Composition, 92 pages.


Texas Technological University Syllabus. Spanish 231 - Grammar and Conversation, 9 pages; Spanish 232 - Grammar and Conversation, 10 pages; Spanish 332 - Readings, 5 pp.

University of Arizona Syllabus. Spanish 103a-C - Advanced Spanish Composition I, 2 pages; Spanish 103b-C - Advanced Spanish Composition II, 3 pages; Spanish 104a-C - Introduction to Spanish Literature I, 8 pages; Spanish 104b-C - Introduction to Spanish Literature II, 8 pages; Spanish 3a-1c, 13 pages.

University of Kansas Syllabus. Spanish Readings and Grammar, 30 pages.

University of Kentucky Syllabus. Spanish 241 - Intermediate Spanish I, 5 pages; Spanish 242 - Intermediate Spanish II, 4 pages; Spanish 244 - Spanish Novel and Drama, 11 pages.
University of Minnesota Syllabus. Spanish 52 - Commercial Correspondence, 31 pages; Spanish 60 - Advanced Spanish Composition, 19 pages; Spanish 1403 - Elementary Spanish Composition, 17 pages.

University of Missouri Syllabus. Spanish 203 - Introduction to Literature, 8 pages; Spanish 206 - Advanced Spanish Composition, 7 pages; Spanish 318 - 19th Century Grammar, 6 pages.

University of Montana Syllabus. Spanish 211 - Spanish Readings, 2 pages; Spanish 212 - Spanish Readings, 2 pages; final examinations.

University of North Carolina Syllabus. Spanish Composition, 22 pages; Spanish C-3 - Spanish Composition, 26 pages; Spanish C-4 - Intermediate Spanish, 10 pages; Spanish C-21 - Introduction to Spanish Literature, 13 pages; Spanish C-22 - Advanced Spanish Literature, 15 pages; two final examinations, 2 pages each.

University of North Dakota Syllabus. Spanish 201 - Spanish Conversational Review and Grammar, 12 pages; Spanish 202 - Spanish Literature, 5 pages.

University of Nebraska Syllabus. Spanish 53x - Grammar, 107 pages; Spanish 54x - Grammar, 57 pages.

University of Nevada Syllabus. Spanish 351 - Spanish Romanticism and Realism, 11 pages; Spanish 352 - 17 pages; Spanish 355 - Composition I, 11 pages; Spanish 356 - Composition II, 11 pages; Spanish 371 - Contemporary Spanish Literature, 21 pages;Spanish 372 - Contemporary Spanish Literature II, 17 pages.

University of Oklahoma Syllabus. Survey of Spanish Literature, 22 pages; Survey of Spanish Literature to 1700, 13 pages; Spanish Civilization, 22 pages; Advanced Spanish Composition, 22 pages.

University of South Carolina Syllabus. Spanish Grammar Review and Composition, 2 pages; Spanish C-31 - Advanced Spanish Readings, 3 pages; Spanish C-32 - Advanced Spanish Readings, 3 pages.

University of South Dakota Syllabus. Spanish 11-E - Rapid Reading, 4 pages; Spanish 12-E - Rapid Reading, 3 pages; Spanish 1a-E - Grammar, 4 pages; Spanish 1b-E - Grammar, 6 pages; Spanish 3-E - Grammar, 4 pages.
University of Tennessee Syllabus. Spanish 313-C1 - Introduction to Spanish Literature, 9 pages; Spanish 332-C2 - Latin-American Literature, 6 pages; Spanish 3310 - Spanish American Literature, 9 pages; Spanish 3120 - Intermediate Spanish, 9 pages.

University of Texas Syllabus. Spanish 325 - Literatura Hispano-Americana, 3 pages; Spanish 326 - Introduction to Spanish Literature Since 1700, 10 pages; Spanish 407 - Review Grammar and Composition, 15 pages.

University of Washington Syllabus. Spanish C-202 - Intermediate Spanish I, 8 pages; Spanish C-203 - Intermediate Spanish II, 10 pages; Spanish C-304 - Survey of Spanish Literature, 20 pages; Spanish 201 - Intermediate Spanish, 10 pages; Survey of Spanish Literature-1498-1681, 12 pages; Survey of Spanish Literature, 1681----, 14 pages.

University of Wisconsin Syllabus. Spanish Composition, 93 pages; Spanish 203 - Intermediate Spanish, 94 pages; Spanish 224 - Intermediate Composition, 85 pages; Spanish 229 - Modern Spanish Reading, 311 pages; Elementary Spanish, 9 pages; Elementary Spanish II, 11 pp.

University of Wyoming Syllabus. Spanish Reading I, 16 pages; Spanish Reading II, 7 pages.

Bulletins, Pamphlets, Brochures

University of Arizona Catalog, 1966.
University of Arkansas Catalog, 1966.
University of California Catalog, 1966.
Home Study Institute Catalog, 1966.
University of Florida Catalog, 1966.
University of Georgia Catalog, 1966.
University of Idaho Catalog, 1966.
Ball State University Catalog, 1966.

Indiana State University Catalog, 1966.
University of Iowa Catalog, 1966.
State College of Iowa Catalog, 1966.
University of Kansas Catalog, 1966.
Kansas State University Catalog, 1966.
Kansas State College of Pittsburg Catalog, 1966.
Fort Hays Kansas State College Catalog, 1966.


University of Kentucky Catalog, 1966.
Louisiana State University Catalog, 1966.
Massachusetts Department of Education Catalog, 1966.
University of Michigan Catalog, 1966.
Central Michigan University Catalog, 1966.
Northern Michigan University Catalog, 1966.
Western Michigan University Catalog, 1966.
University of Minnesota Catalog, 1966.
University of Mississippi Catalog, 1966.
Mississippi State University Catalog, 1966.
University of Missouri Catalog, 1966.
University of Montana Catalog, 1966.
University of Nebraska Catalog, 1966.
University of Nevada Catalog, 1966.
University of New Mexico Catalog, 1966.

University of North Carolina Catalog, 1966.

North Carolina State University Catalog, 1966.

University of North Dakota Catalog, 1966.

North Dakota Division of Supervised Study Catalog, 1966.

NUEA Criterion and Standards, The Committee on Criteria and Standards, Division of Correspondence Study, 1962.

Ohio University Catalog, 1966.

University of Oklahoma Catalog, 1966.

Oklahoma State University Catalog, 1966.


Pennsylvania State University Catalog, 1966.

University of South Carolina Catalog, 1966.

State University of South Dakota Catalog, 1966.

The University of Tennessee Catalog, 1966.

The University of Texas Catalog, 1966.

Texas Technological College, 1966.

University of Utah Catalog, 1966.

Utah State University Catalog, 1966.

Brigham Young University Catalog, 1966.

University of Virginia Catalog, 1966.

Virginia State College Catalog, 1966.

University of Washington Catalog, 1966.

University of Wisconsin Catalog, 1966.

University of Wyoming Catalog, 1966.
APPENDIX
QUESTIONNAIRE

Your cooperation in filling out the following questionnaire and sending the necessary materials to help fulfill the objectives of this study will be greatly appreciated.

YES  NO  (Check one)

We offer Advanced Spanish via correspondence study.

If you have answered "No", you have completed the questionnaire.

If you have answered "Yes", please send the following:

1. Course syllabus and study guide for students.

2. Names of textbooks and other teaching/learning materials used.

3. Instructional materials used to help the student in his correspondence program such as tapes and records.


5. Specimens of examinations used for evaluating achievement in courses.

Please indicate the date that these materials are being mailed.

________________________________________

COMMENTS, QUESTIONS, SUGGESTIONS: (If you need more space, please use back of page).

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Please return to:

Professor Waldemar Matias, Director
Workshops in Applied Linguistics
NDEA Title III
Chicago City Junior College
64 East Lake Street
Chicago 1, Illinois
March 11, 1966

Dear Sirs:

Recently I sent you a questionnaire in relation to a research project being carried out by Mrs. Frances Davis and Miss Sheila Asher. Miss Asher's thesis deals with policies, practices, and trends in elementary Spanish courses offered via correspondence study. Mrs. Davis is investigating the intermediate Spanish courses. In order to offer the profession a complete picture of what is being done in correspondence study of Spanish, I suggested that Mrs. Marie Long investigate the advanced Spanish courses offered via correspondence work.

Mrs. Long is a graduate student at Loyola University, Chicago, who is working under the direct guidance of Professor Samuel Mayo. Since I have done a considerable amount of research in the field and am working with both Mrs. Davis and Miss Asher at Roosevelt University (I teach part-time there), I am also assisting Mrs. Long in her endeavors.

I am now requesting that you please complete the enclosed questionnaire and return it to me together with any pertinent materials at your very earliest convenience. It should be added that these materials will be kept in my confidential files and only authorized personnel will have access to it.

Thanking you for your kind attention, I remain,

Very cordially,

[Signature]

Professor Waldemar Matias, Director
Workshops in Applied Linguistics
NDEA, Title III
APPENDIX III

<table>
<thead>
<tr>
<th>Lessons being submitted:</th>
<th>(For Teacher Use)</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade</td>
<td></td>
</tr>
<tr>
<td>No. ___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. ___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. ___</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Name ______________________ | HOME STUDY |
| Street____________________ | Correspondence Dept. |
| City_____________________  | Correspondence University |
| State____________________ | Chicago, |
|                          | Illinois |

COVER SHEET. DO NOT WRITE LESSONS ON THIS SHEET

<table>
<thead>
<tr>
<th>TEACHER'S COMMENTS</th>
<th>STUDENT'S COMMENTS</th>
</tr>
</thead>
</table>
The thesis submitted by Marie E. Long has been read and approved by three members of the Department of Education. The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the thesis is now given final approval with reference to content, form, and mechanical accuracy.

The thesis is, therefore, accepted in partial fulfillment of the requirements for the degree of Master of Arts.

5/26/57

Date

Signature of Advisor